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

TRABAJO DE FIN DE TITULACION

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APROBACIÓN DEL DIRECTOR DEL TRABAJO DE FIN DE TITULACIÓN

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Mery Alexandra Padilla Jácome

C. I. 050222092-4

DEDICATION

I want to dedicate this thesis work to my children Kevin and Alison, who have been my greatest inspiration to overcome difficulties and go ahead. They have given me love and support to finish my professional career.

This study is also dedicated to all the people who at reviewing this research can find new ways to improve the teaching-learning process of English language in private schools in Ecuador.

Mery Alexandra

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Finally I must thank to all the people belonging to the UTPL for their invaluable help and selfless support.

Mery Alexandra

CONTENTS

ABSTRACT

The present study deals with the "Factors that influence the English Language teaching-learning process in Ecuadorian private high schools". The major purpose to develop this work was to analyze the different factors that influence the English language teaching- learning process at private institutions in Ecuador. A sample of fifteen teachers and fifteen students from eighth grade of basic education to third year of high school was taken. They belonged to five private high schools in Tungurahua and Cotopaxi provinces. The students' age ranged between twelve and nineteen years old.

The methods utilized to gather information were quantitative and qualitative. The instruments used to obtain data were questionnaires applied to teachers and students. Also some observation sheets were fulfilled by the trainee teacher.

The study shows that not all of the teachers have academic and didactic preparation. Most of them have a very low English language level. The techniques they apply to motivate students do not improve basic skills. Finally the present work denotes that most of the learners are in a basic and intermediate level.

Keywords: Factors, teaching English, private high schools.

RESUMEN

El presente estudio se ocupa de los "Factores que influyen en el proceso de enseñanza- aprendizaje del Idioma Inglés en las escuelas secundarias privadas del Ecuador". El propósito principal para desarrollar este trabajo fue el de analizar los diferentes factores que influyen en este proceso en los colegios privados del Ecuador. Se tomó una muestra en 15 profesores y 15 alumnos de octavo grado de educación básica a tercer año de secundaria en cinco colegios privados en las provincias de Tungurahua y Cotopaxi. La edad de los estudiantes oscila entre doce y diecinueve años.

Los métodos utilizados para recopilar información fueron cuantitativos y cualitativos. Los instrumentos usados para tal efecto fueron cuestionarios aplicados a profesores y estudiantes, así como hojas de observación que se llenaron en las aulas a cargo del profesional en formación. Los cuestionarios mostraron datos sobre el porcentaje del idioma utilizado en clase, los métodos de enseñanza, seguimiento del aprendizaje, recursos didácticos y planificación de las lecciones.

Los resultados de esta investigación indican los principales factores que influyen en el proceso de enseñanza-aprendizaje del idioma Inglés. No todos los profesores tienen la preparación académica y didáctica, tienen un bajo nivel de conocimiento del idioma, las técnicas que ellos aplican no mejoran habilidades básicas como escuchar, leer, hablar y escribir. Por último, el presente trabajo indica que la mayoría de los estudiantes están en un nivel básico e intermedio.

Palabras claves: Factores, enseñanza del idioma Inglés, colegios privados.

INTRODUCTION

At the present time, speaking English has become a necessity, not only because the majority of the technological, scientific, academic and social information is written in English, but also because learning and speaking the English language is essential in order to interact and communicate in today's globalized world.

The research study "Factors that influence the English language teaching learning process in Ecuadorian private high schools" is an important theme that should be deeply analyzed. The main reason to develop the present work is to identify the factors influencing the English teaching-learning process in private institutions in Ecuador, which could be a guide to provide valuable recommendations to improve the process so the students can acquire the right knowledge to communicate in the target language. The specific objectives to carry out this project are to identify students' English level and their needs in the classroom; determine the classrooms conditions in which English lessons are taught; identify the characteristics of English teachers; and to establish institutional facilities and norms regarding quality of education.

Similar studies in other countries have been developed in order to establish the aspects affecting the English teaching-learning process. Regarding to it, Nor & Choo (2011), performed a research which main goal was to unfold the possible factors affecting second language learners during class participation when they received English lessons in educational institutions in Malaysia. The specific objectives were to identify students' perceptions of their classroom participation; to investigate the factors affecting learners' participation in class, and to examine the educators' insights about students' interest during English lessons. The study implies that most of the learners agreed they were not active in class. The principal factors that influence second language learners' participation deal with personality, intellectual, social issues, and

teaching-learning techniques. The educators realized students felt apprehensive about their responses and they were afraid to be criticized by both tutors and peers during their involvement.

Lucas, Miraflores, and Go (2011) carried out a research work in order to determine the main problems causing anxiety when students learn a foreign language in Manila, Philippines. The study shows that during the teaching-learning process students experiment stress which have to do with affective and cognitive affairs. The research also implies that negative evaluations and being away from their families are the most significant problems the students have to face when learning the foreign language.

Ghadirzadeh, Pourabolfathe & Shokri (2012) achieved a study with two main objectives: to discover the probable aspects of lack of motivation of Iranian English language students, and to relate high motivated pupils with those that are less motivated during the English learning process. The research states that the main factors affecting students' development in class are the absence of individual competency, the loss of essential enthusiasm, the inadequate teaching methods and contents, and the inappropriate institutional tools.

Regarding the advantages of the present work, it is to say that people belonging to private high schools in Ecuador will obtain a better overview of the real situation they have to face when teaching. This research is also an important instrument for headmasters and teachers to improve students English language level, and it will benefit to high schools, or any other educational institution involved in the English language teaching- learning process.

Some limitations were found at the moment of developing this study. Some teachers felt uncomfortable when they were observed, so they did not act in a natural

way during the activities. Moreover, some students did not behave well inside the

classroom. Another limitation encountered when the research was performed was the

fact that the sample was taken from a small population.

METHOD

Setting and Participants

The present study was performed in five private high schools in the provinces of Tungurahua and Cotopaxi, in the cities of Ambato and Latacunga. The sample was taken from fifteen teachers and fifteen students. The learners' age oscillated between eleven and eighteen years old. They were in eight grade of basic education to third year of high school. All of them belong to a medium-high socio-economic status. Teachers' experience is about three years and more.

Procedures

The first step for developing this study consisted on reviewing the literature about teaching methods, lesson designs, classrooms conditions and educational institutions. The survey included five journal studies on correlated topics in order to widen the background information that would be needed during the research process.

The quantitative and qualitative methods were used to analyze the results. The instruments utilized to obtain data were questionnaires and observation sheets. The surveys were fulfilled by teachers and students. The observation sheets were accomplished by the trainee teacher. The last instrument was the interview in order to collect basic data, and to establish the teachers' proficiency.

After collecting the whole information, it was quantified, tabulated and presented in pie charts. The results were analyzed taking into account the scientific information, the previous studies, and the direct classrooms observations. Then, some conclusions came out.

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DISCUSSION

Literature Review

Latin American countries are growing fast and own a rich culture, Ecuador is no exception. To this concern the process of teaching-learning English in this nation displays a big challenge for both teachers and students. English has become in a universal language and most of the scientific, cultural, and technological information is written in it. Mainly, English language is the most important mean of communication all over the world.

To this concern, the *Ley Orgánica de Educación Intercultural (LOEI, 2011)* article 2 literal 'b', recognizes "the right of every person to be taught in their native language as well as others that relate to the international community". Besides, in the article 3 literal 'a', it is established that "one of the goals in education is to meet students' development in order to contribute to their knowledge and rights, fulfillment of obligations, development of a non-violent culture, and of peace spread throughout communities". In addition, the same article, literal 'b' explains that "another goal in education is the reinforcement and empowerment of education to contribute to the care and preservation of the identities according to the cultural diversity and the methodological particularities of teaching". The LOEI (2011) also mentions in article 19, that "the Ecuadorian government will plan, will organize, will provide, and will optimize educational services considering the following criteria: technical, pedagogical, technological, cultural, and linguistic". Another important contribution is the Ecuadorian and British government agreement since1993 that establishes five English hours per week as mandatory (Ministerial Agreement N°2511).

The process of teaching-learning English in Ecuador, still presents difficulties. The average score to this subject is 13 out of 20. According to the Ministerial of Education of Ecuador the English teachers' proficiency level is very low. Secretaría Nacional de Educación Superior, Ciencia y Tecnología (SENESCYT)

Teaching Approaches and Methods

Richards & Rodgers (2001), mention that, Total Physical Response deals with physical movements and imperative listening. The study implies that for language production is necessary to teach through techniques like games, which involve motion activities that lead the learners to low the degree of stress, under an appropriate environment where the target language can be acquired. Besides, the study states that TPR has to do with the adequate use of imperatives to teach vocabulary and grammar structures. On the other hand, Brown (1994) implies, this method has been known as a psychomotor learning technique which is related to other thoughts, it means when children acquire their native language they learn it by listening to commands before they are able to speak. The study also mentions that this method is valuable only for beginners.

Richards & Rodgers (2001) state, the Natural Approach method is based on language communicative abilities. It also implies that this technique does not involve grammar rules, and it is based on the patterns used to succeed in second language acquisition. Brown (1994) mentions that Natural Approach is a communicative method, which principal objective is to make that learners get into daily communicative activities like go shopping, listening to music, watching news, and others that leads the students to acquire comprehensible input before they are prepared to speak in a correct way.

Richards & Rodgers (2001), consider that Communicative Language Teaching (CLT) deals with communicative competence more than with grammar structures. The

study mentions that CLT are concerned with two aspects: to keep the learners involved in real communication, and that language can be assimilated when students are exposed to the language. The study also implies that in CLT the language is use to express meaning; it let the students to interact with each other, and at using this method, grammar structures are not learned consciously but through speeches. Additionally, Brown (1994) claims, that Communicative Language Teaching is not a traditional method. The research gives little importance to grammatical issues but it considers the production of the language as a main goal.

Richards & Rodgers (2001), refer to Whole Language Approach as a method where the learners are attracted to real situations not only written but orally, it means focusing on real communication. For instance, when students engage with readings that catch their interest, they can learn more by context than by textbooks during English classes. At using this method, the educators are facilitators inside the classroom and the students become in actors of their own learning.

Richards & Rodgers (2001), state that Cooperative Language Learning (CLL) deals with working in pairs or in groups, where weak students can learn from strong ones, since by applying this method, it prevails team activities. This technique aids educators to construct good relationship between learners which help them to feel more confident to acquire the second language in a better environment.

Another important method is Task Based Language Teaching. Richards & Rodgers (2001), refer to this method as a series of instructional activities inside the classroom based on learning theory instead of theory of language. The research states that TBLT encourages the learners to use significant assignments that help them and also educators during the teaching-learning process.

The other approach used for teaching English in the classroom is Content Based Instruction (CBI) Richards & Rodgers (2001) argue that the use of this method is associated with acquiring knowledge through information in place of linguistic issues. The study adds that CBI is focused on two principles: People learn more when they used the language to obtain information and to have communication with others than when they pretend to study a second language. The second principle implies that some aspects of this method deal with preparing students for academic objectives or any other reason of their interest.

Grammar translation method is an approach which according to Brown (1994) it is a traditional method. Some characteristics of this method are that classes are explained in students' native language; vocabulary is taught as separated words and little or no pronunciation is taking into account; learning grammar rules is the most important goal when using this method; and it gives less importance to the context of the information. Besides, the research mentions that activities are based on translation from the second language into the mother tongue. Moreover, Richards & Rodgers (2001) refers to Grammar Translation Method as a manner of studying a language through comprehensive analysis of grammars rules. Also the study adds that the method is based on translation of contents from one language to another.

Managing Learning

To handle the process of learning, it is very important to take into account some factors like to get students' attention, to control learners' behavior and to give individual assistance. Gower, Philips, & Walters (2005), mention that in large classes, it is difficult to give individual attention, except when the teachers inquiry, ask for volunteers, monitor tasks, give help, or when they correct class assignments. On the other hand, the research states, when the activities are performed in groups or pair groups, the

learners do not need individual attention and the educators can give support to the students when the group activities end. Besides, the study also implies that to get students' attention it is essential that teachers use the appropriate level of the language in order to be effective at giving instructions. Moreover, the research emphasizes that some important tools teachers should use to catch students alert are real objects, flashcards, gestures, mimes, and pictures to get a better understanding of the target language. To this concern, Nunan (1995) considers that classroom management and the interaction between educators and learners are good teaching techniques. In addition, he says that teachers must use an advanced language level instead of a low one and they should repeat and paraphrase adequately by using the correct grammar structures and vocabulary. The study also implies that giving instructions and handing feedback when students develop class activities, are the most effective strategies teachers need to use to manage learning.

Lesson Design

Teachers should plan their lessons before standing in front of a class. To this concern, Gower, Philips, & Walters (2005), say that planning is quite important because it gives to the teachers the steps they need to follow the program   and helps them to prevent any possible problems during the class time. The researcher's point of view implies that lesson plans involve main objectives, timing, materials to be used and any other activity that is going to be performed to get the goals On the other hand, Woodward (2009) expresses that planning a lesson following the textbooks and being pressured by authorities is not the principal aim to teach. Lesson format depends on students' needs. The study assures that if teachers take into account students ideas and requirements to construct a lesson plan, the most liable and competent the class will be for them.

Class Size

  The size of a class affects positive or negative the process of teaching-learning since it depends on the number of students there are in a classroom. About this theme, Blatchford (2003) sets up that the most relevant problem lecturers face when they teach in large classes are the lack of time for individual teaching. The research states that learning in small classes is more effective due to the participants can interact with each other in a better way. On the contrary, in large classrooms teachers have the mission to overcome some situations like classroom management and control behavior, since when they teach to a big number of students, they work under pressure. Likewise, Brown (2005) concluded that students in small classes improve their learning. Although, the study mentions there are other factors affecting the quality of learning, the educational institution, curriculum, and teacher proficiency.

Classroom Space and Seating Arrangement

  How teachers organize the students in a class is of great importance. However, it is impossible to manage seating arrangements if there is no enough classroom space to move around and place the desks and the students according to the needs of the lesson. According to Gower, Phillips, & Walters (2005) the place where the students sit in a classroom establishes the way they interact one another, how they act with their peers and educators, and the sort of assignments they can develop into the class. The study states that it is profitable to sit a weak student with a strong one, since the last one can give support to his/her classmate. Thus, the research implies that moving the students from their own seats is not an easy work. Teachers must use their sense of authority to get the students agreement. Concerning to the same topic, Rand (2011) refers to Classroom Space as the ideal place to put the students in a circle, in rows, in

groups, or others arrangements, that let not only teachers but students to have the adequate environment that support the learning process.

Classroom and/or Teaching Resources

The use of adequate resources is imperative in any class, especially with second language learners. Gower, Phillips & Walters (2005), mention that the use of a board in a classroom is quite vital; and, the utilization of an overhead projector has become popular in recent times. But, real objects, pictures, flashcards, CD players, worksheets, games and, the use of a computer inside the class, are the most common and useful resources that educators handle during the teaching-learning process. Focusing on the same theme, Woodward (2009) refers to dictionaries of many types, as practical tools as well as the course books; which include recordings, workbooks, and readings. It is considered by the researcher as a "central tool".   Besides, the study implies that using rods to point out specific items during the class is important. Thus it says that other important tool that teachers can utilize is the pictures pack which can be performed by educators and it is broadly used in teaching EFL

Classroom Observation

Classroom observation focuses on controlling and improving periodically the teaching- learning process, by educational institutions. To this concern, the research developed by the University of Nottingham (2009) refers that peer observation is an efficient mode to enhance and construct teaching techniques, so teachers can help with one another in order to share the methods they use inside the classrooms. Likewise, Richards & Farrel (2005) infer that one of the positive aspects at observing other classrooms is that teachers can learn new strategies to be applied in their own lessons. On the other hand, the study mentions that observed teachers can feel uncomfortable when they are being monitored by the institution

Learning Styles

Concerning this theme, Richards & Rodgers (2001) assure that "Multiple Intelligences Model" is part of a great variety of learning styles that have been approach in general instruction, and afterwards they were used in learning a second language. The study presents eight forms of intelligences: Verbal/Linguistic, it deals with the capacity a learner has to use the language; Logical/mathematical, when a student has the habit to think reasonably; Visual/Spatial, refers to people who are creative, since they shape the world in their minds; Musical, is attributed to those learners who learn by listening to music, and they can use this aptitude to succeed as musicians; Interpersonal is the capacity that learners have to get along with other people which let them to sale, to teach and probably to be politicians; Intrapersonal, focuses on the facility people possess to use their talents successfully; and, Naturalist, which has to do with be empathetic with nature. Woolfolk (2010) states that learning style is a concept that plays an important role in improving instruction and student success. It is concerned with students' preferences. For instance, students' personality, social interaction; and, the instructional methods used by educators are important aspects to find out how students learn and their needs at the moment of learning.

Language Aptitude

Language aptitude focuses on the innate ability to learn something. According to Carroll (2005) it infers to the skill a person possesses to acquire a new language. The study also states, this ability can be developed inside the classroom if teachers take into account the different learning styles to establish students' preferences and promoting their autonomy, so they can follow their own style. To Wen (2011) Language aptitude involves a permanent talent some people have that diverges from others. The study considers some aspects during the acquisition of a second language as follow:

Phonemic coding capacity; sensitivity to grammatical structures; the skill to learn in an inductive manner; and the talent to memorize vocabulary words.

Researchers from other countries have been accomplished studies related to the possible factors that affect the English teaching-learning process in some educational institutions.

Nor & Choo (2011), performed a survey to spread the aspects that influence the learners' participation in class during English lessons in educational institutions in Malaysia. The specific objectives were to establish students' perceptions of their classroom participation; to discover the factors affecting learners' participation in class, and to test educators' competence to motivate students' participation in class. The instruments used to collect data in order to perform this study were questionnaires, interviews and observation sheets as well as quantitative and qualitative methods. After finishing the survey it was found out that only a few learners were active in class, most of them preferred to answer questions as a whole group instead of express their ideas individually. The principal factors affecting second language learners' participation during English lessons deal with character, academic knowledge, social status, and methodological procedures. The educators noted that students were nervous about their involvement in class. Also the study implies students were afraid to be refused by their classmates and teachers.

Lucas, Miraflores, and Go (2011) carried out a research work in order to determine the principal troubles causing apprehension when students learn English as a second language in Manila, Philippines. Questionnaires and surveys were used in order to achieve the data. The research showed that during the teaching learning process, learners feel stress, due to the fact that learning a foreign language becomes in a big challenge that causes to students emotional and cognitive difficulties. The

research also implies that negative evaluations and being away from their families are the most significant problems the students have to face at learning the target language.

Ghadirzadeh, Pourabolfathe & Shokri (2012) accomplished a research work related to demotivation. The principal objectives are to inquire about the aspects that lead Iranian pupils, to low their motivation in class; and to compare the outcomes between motivated students and less motivated ones during the English learning process, by taking into account the factors affecting their cognitive development. Some questionnaires at several stages were applied to the participants in order to get the information; and few previous studies about demotivation were analyzed. The research shows that the main factors affecting the process are the absence of individual competency, the loss of essential enthusiasm, the inadequate teaching techniques and contents, and the inadequate instructional materials.

O'Loughlin & Arkoudis (2005) elaborated a survey in Australia, which main objectives are to establish the improvements obtained from undergraduates and postgraduates who are studying medium level of English courses after applying the IELTS; to determine the personal and social aspects that affect the learners' development; and to evaluate the language skills of those students who require the English language as a mean of communication to study or work. Test scores were analyzing quantitatively; data were collected and tabulated; and the descriptive and statistics methods were used to accomplish the goal. The outcomes showed that although the scores for both undergraduates and postgraduates were of 6.5, there was more upgrade in some areas than in others. The study implies that students need to socialize out of the institution, seeking for opportunities that let them to be immersed in the target language. Thereby, they improve speaking abilities.

Khamkhien (2009) made a research work in Thailand and Vietnam, which was focused on how affect gender, motivation and previous English language knowledge in the selection of language learning techniques; and to contrast the roles of these aspects with the models of language learning techniques used by English language learners in those countries. The process of the investigation was carried in two educational institutions with university students from the first years of college. The instruments used were questionnaires and background questionnaires which contain 80 items of learning strategy issues. After finishing the survey it was realized that gender was no significant during the selection of language learning techniques in both estates. Concerning to motivation, the study displayed an important impact in the usage of language learning procedures since motivated students could acquire language skills successfully. Besides, the research reported that students with previous knowledge took advantage over non experienced learners so the first ones got higher scores than the second ones. The results concluded that students with no experiences at using language learning strategies need to be instructed on how to use them to succeed in English language.

DESCRIPTION, ANALYSIS, AND INTERPRETATION OF RESULTS

The following section describes, analyzes and interprets the results that were obtained after collecting material, tabulated data, and presented the information in pie charts.

A quantitative and qualitative analysis will be done by taking into account factors concerning teachers, factors concerning students, factors concerning classrooms, and factors concerning educational institutions.

The analysis of the results will be supported on scientific information, previous studies about the topic, and also, on direct classroom observations.

Quantitative Analysis

Factors Concerning Teachers

What level of education do teachers have?
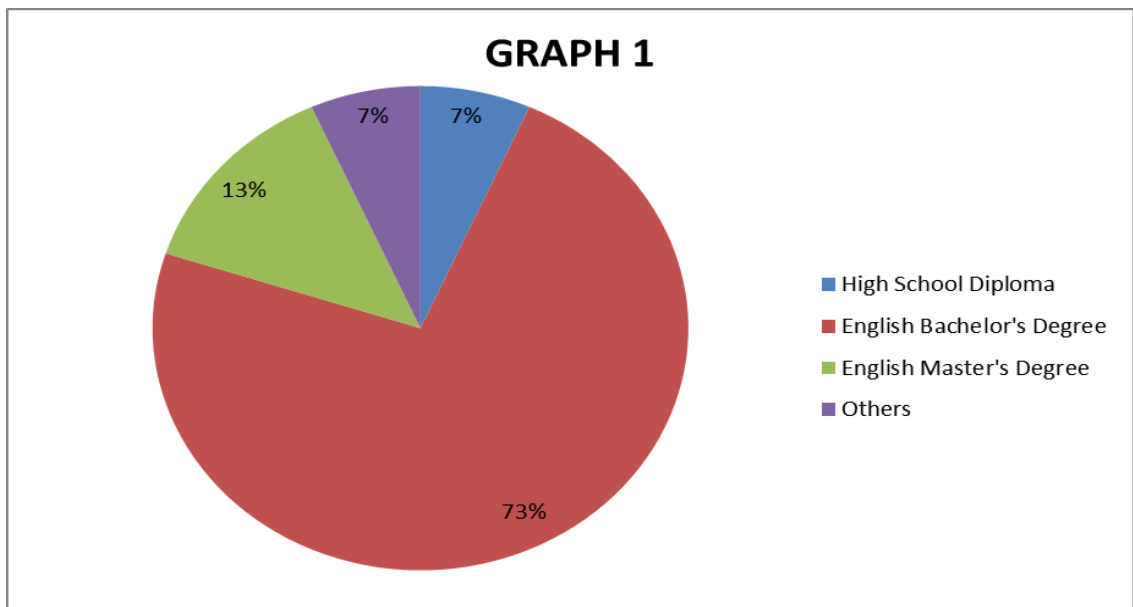
Author: Mery Alexandra Padilla Jácome

Source: teachers´ questionnaire

The study shows that 73% of the interviewed teachers have an English Bachelor's Degree; followed by 13%, with an English Master Degree; 7% of the educators answered that they had a High School Diploma; and the remaining 7% correspond to others.
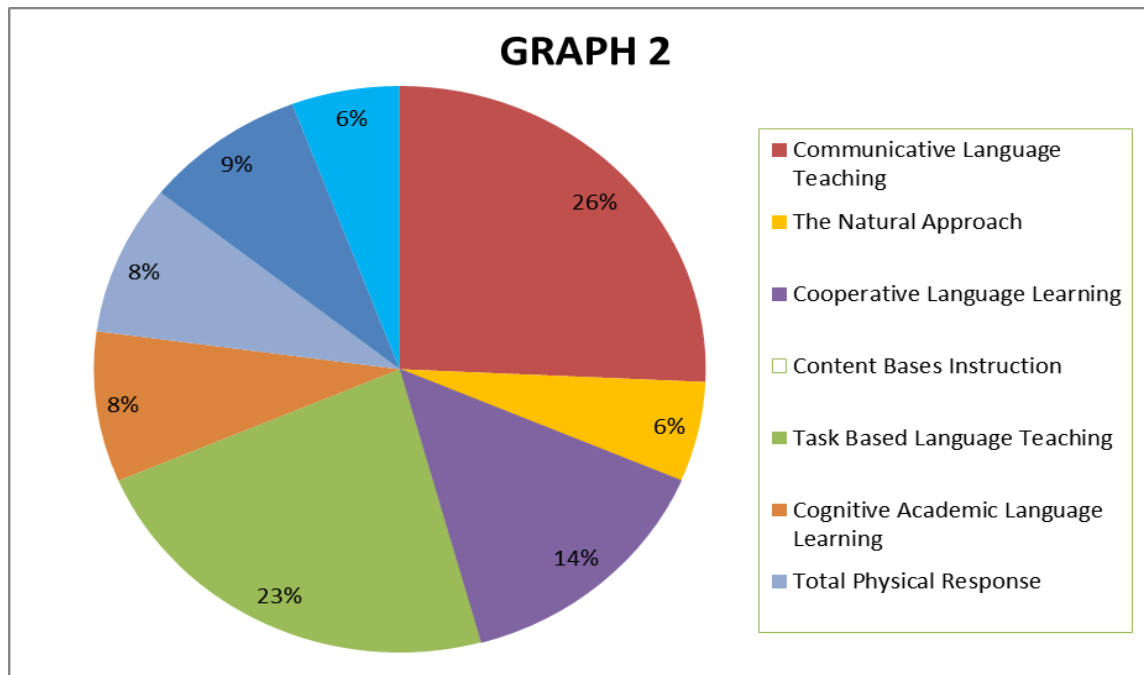
A clear majority of the participants have an English Bachelor's Degree, so it shows that private high schools in Ecuador have academic-professionals with an adequate knowledge about didactic and teaching techniques.

Although most of the teachers have a Bachelor's Degree in English, they do not have the language proficiency in order to provide positive and successful teaching, as it was demonstrated during the class observations.

During the class observations, it was noted that educators with high school diplomas and those with other diplomas, had a low English level (A1). Additionally, it was noted that the educators did not apply appropriate teaching strategies and they had problems at classroom management. Besides, their pupils only performed at a basic level of English language commands.

Teachers with a Master's Degree in English scored a C1 level of English knowledge according to the Common European Framework of References for Languages. When these classes were observed it was perceived a very interesting and motivating environment. Moreover, teachers seemed to be secured and to manage the class successfully.

Which of the following methods teachers used in their classes?

GRAPH 2

- Communicative Language Teaching — 26%
- The Natural Approach — 6%
- Cooperative Language Learning — 14%
- Content Bases Instruction
- Task Based Language Teaching — 23%
- Cognitive Academic Language Learning — 8%
- Total Physical Response — 8%
- (9% and 6% slices)

Author: Mery Alexandra Padilla Jácome

Source: teachers´ questionnaire

In Graph 2, it was stated that the most useful method teachers agreed they use inside the classrooms is Communicative Language Teaching with 26%; followed by Task-Based Language Teaching with 23%; next Cooperative Language Learning with 14%; after that, Whole Language Approach with 9%; also, Cognitive Academic Language Learning and Total Physical Response with 8%; and finally, The Natural Approach and Grammar Translation Method with 6%.

Although the information set above, during the class observations it was demonstrated that most of the teachers use a combination of methods with different techniques. It was noted that a high percentage of the educators apply Task Based

Language Teaching, it means a 26% of them, followed by Grammar Translation Method with a 15% during their class time. Also, it was observed that a 15% of the teachers utilize Total Physical Response, likewise other 15% of them work with Cooperative Language Learning.

Additionally it was noticed that a low percentage of the educators use Communicative Language Teaching inside the classrooms, and most of them used Spanish to give instructions of complex meanings. As it was stated in the Literature Review, Richards & Rodgers (2001), infer that Task Based Language Teaching is a method that focuses on a series of instructional activities inside the classroom based on learning theory instead of theory of language.

This method encourages the learners to use meaningful assignments that aid them and also educators to improve the teaching learning process; while, Grammar Translation Method is a traditional teaching technique where students received the tasks in their mother tongue, and it is focused on grammar structures.

Also, as it was mentioned in the Literature Review, Richards and Rodgers (2001) refers that Total Physical Response involves movement actions which control the learners 'stress and take them to an appropriate environment where the language is acquired. In addition, they say that Cooperative Language Learning deals with group or pair assignments where strong learners give support to their classmates.

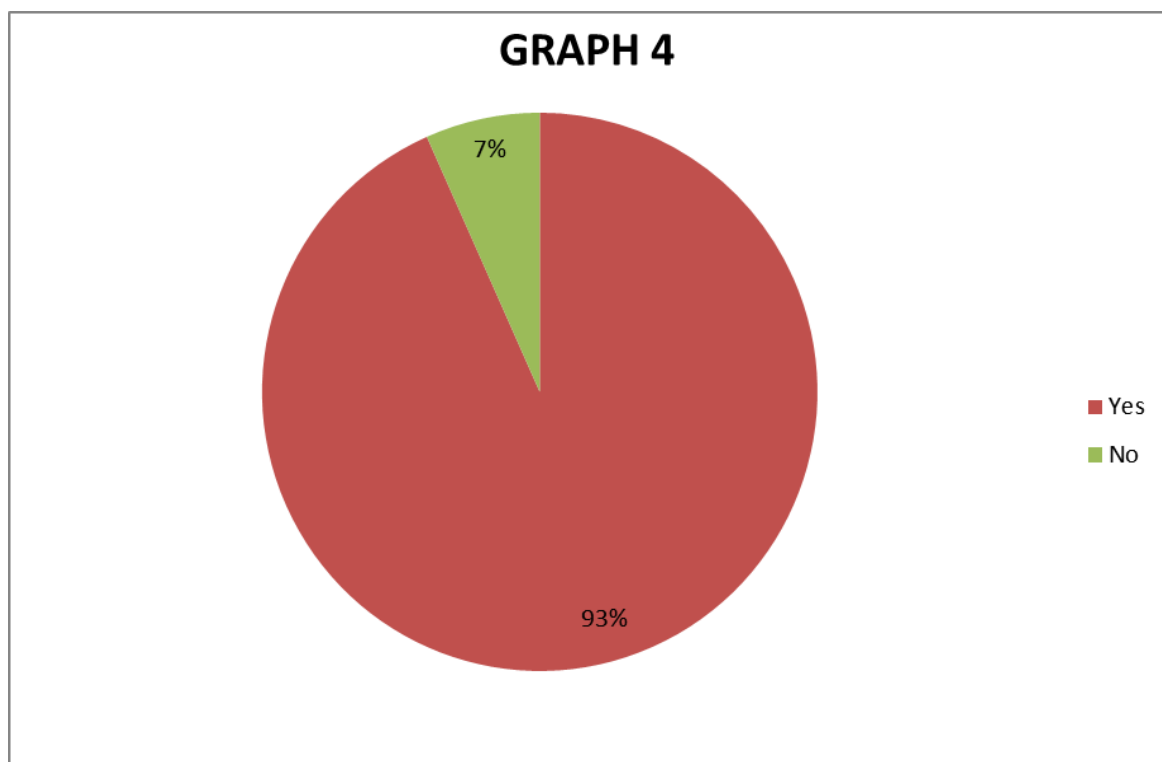*Do teachers use whole- group activities to teach their lessons?*
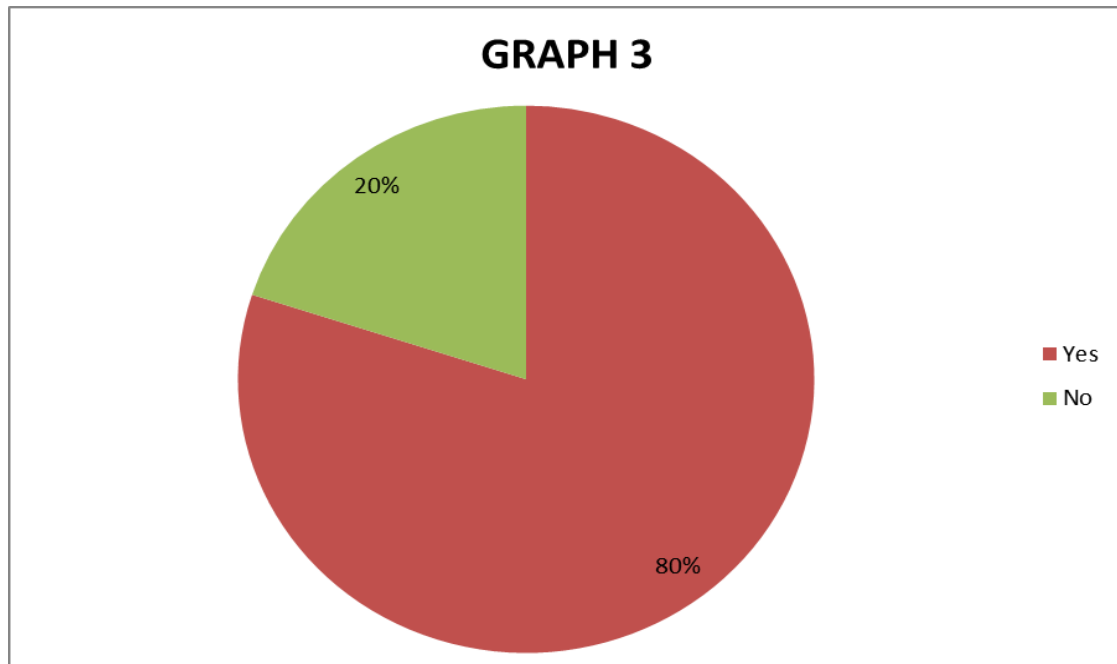
Author: Mery Alexandra Padilla Jácome

Source: teachers´ questionnaire

In graph 3, it can be seen that 80% of the teachers mentioned they use whole-group activities to teach a lesson, and the other 20% said they do not apply this technique. According to the observed lessons, 34% of the teachers work with whole group activities while the other percentage uses other kind of strategies to teach their lessons. It was noted that teachers employ this teaching procedure because of the amount of students per classroom they have to manage.

The educators also imply they feel more comfortable by giving instructions and explaining the lessons to a whole group of students instead of individually. Besides, during the observations, the students felt confident to perform class activities when their lecturers apply this strategy.

Do teachers use individual activities to teach their lessons?

GRAPH 4

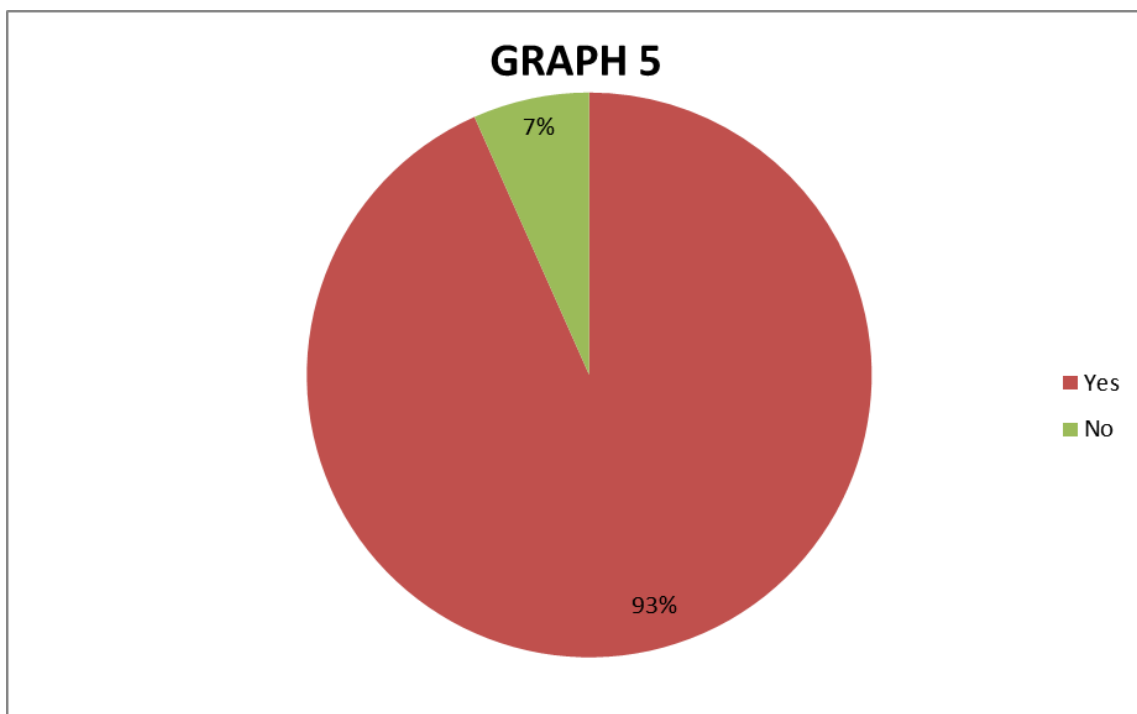Author: Mery Alexandra Padilla Jácome

Source: teachers´ questionnaire

As it was shown in graph 4, most of the interviewed teachers agreed they use individual activities. It means 93%. The rest of the educators mentioned they do not utilize this strategy inside their classrooms.

Related to this percentage it is to say that when classes were observed, 58% of the teachers applied individual activities to teach their lessons. While the 42% preferred to utilize other teaching strategies. On the other hand, students felt motivated and stayed in their seats developing activities, such as completing sentences, practicing vocabulary, reading, writing and so on. After the activities were done teachers reviewed and corrected the tasks when it was necessary. In addition, it was observed that

individual activities allow students to work better and let the teachers to control students' behavior. However, as it was mentioned in the Literature Review in large classes, teachers face problems like the lack of time for individual support (Blatchford, 2003).

Do teachers use group work activities to teach their lessons?

GRAPH 5

7%

93%

- Yes
- No

Author: Mery Alexandra Padilla Jácome

Source: teachers´ questionnaire

Concerning to the graph 5, teachers' questionnaires showed that a 93% of them employed work group activities as a means of instruction during their class time, while the other 7% adduced they do not teach their lessons when using this technique. However, through the class observations it was evidenced that most of them work with individual tasks, followed by whole group assignments, and only 8% of them applied work group activities inside the classroom.

On the other hand, when teachers were observed, it was demonstrated that teachers did not administer work group activities because of the lack of space and the big number of students in their classrooms.

As it was mentioned in the scientific information, Blatchford (2003) implies, the number of learners per class influences directly on students' interaction, and control behavior so educators need to adapt their teaching and master the difficulties to achieve the objectives.

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

GRAPH 6

7%

93%

Yes

No
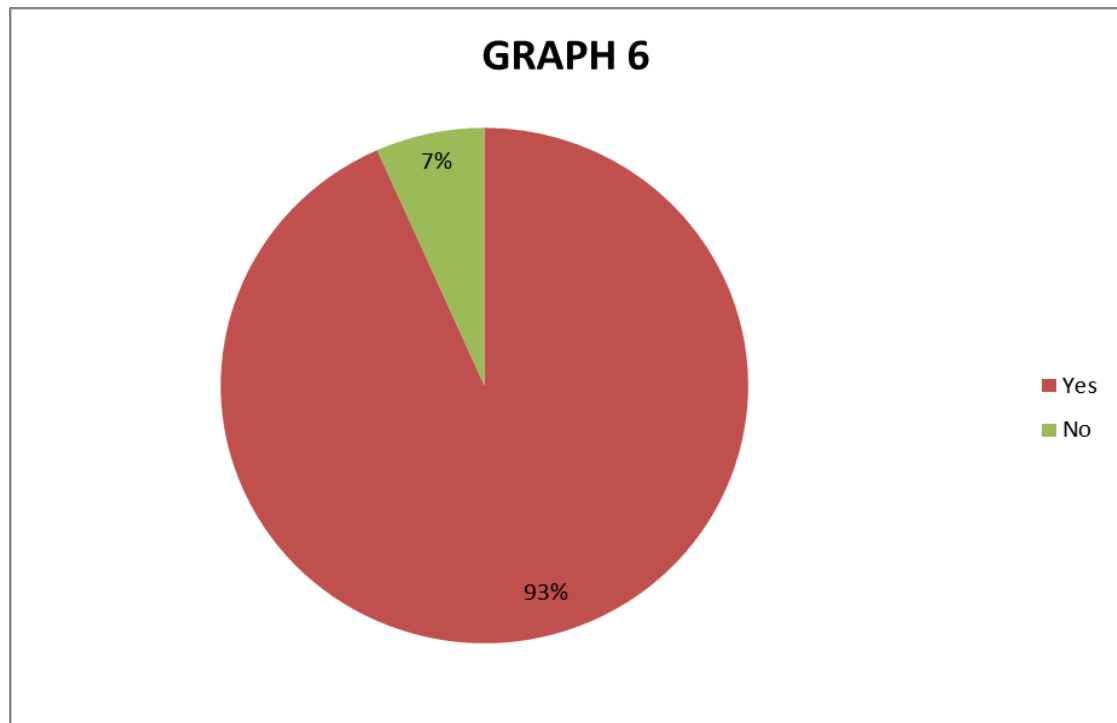
Author: Mery Alexandra Padilla Jácome

Source: teachers´ questionnaire

In graph 6, it was stated that 93% of the teachers use English most of the time in their lessons while only 7% of them answered that they do not use English most of the time in the classrooms. On the contrary, the class observations showed that an average

of 80% of the teachers used English 75% during the English class; 13% of them, used the foreign language 50% during the class time; and only 7% of the English educators spoke the target language in a 100% during the class.

Also, it was observed that sometimes teachers give instructions in English, but students do not understand because of their complexity. In addition, it was noted that the lack of motivation students experiment is due to their teachers' low proficiency in English language. To this concern, students' responses agreed that most of the time teachers do not explain the lessons in the target language.

Do teachers plan their lessons?
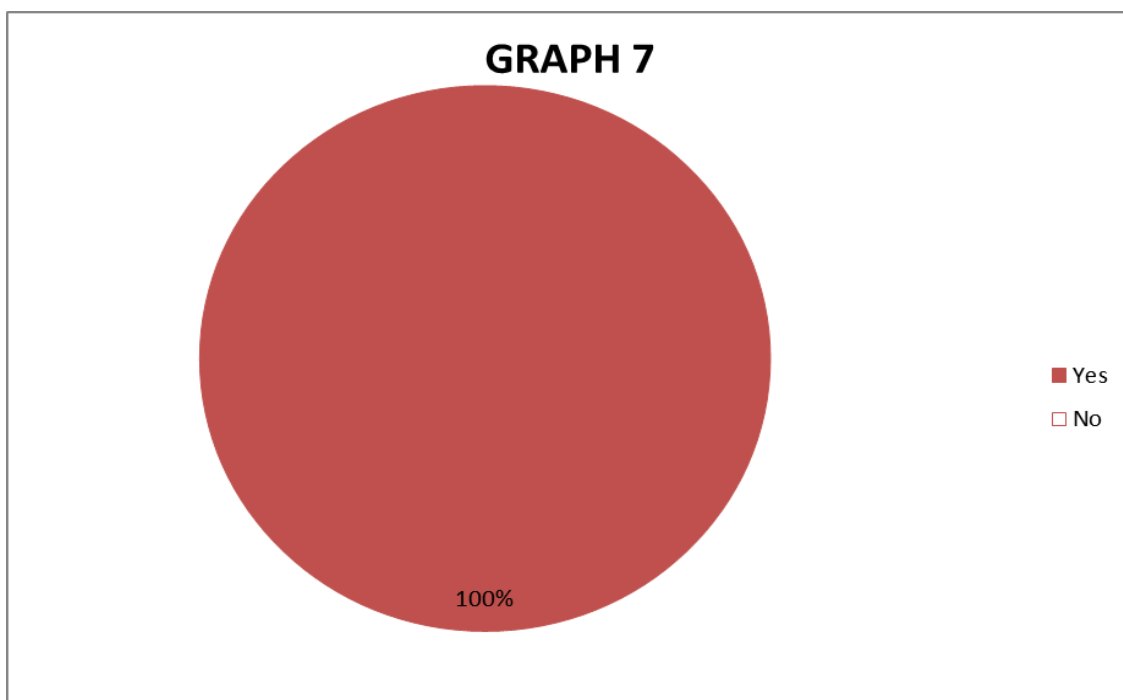
GRAPH 7

■ Yes
□ No

100%

Author: Mery Alexandra Padilla Jácome

Source: teachers´ questionnaire

The information stated in graph 7 shows that 100% of the teachers plan their lessons. During the class observations it was noticed that only 30% of them showed

clear evidence of having a lesson plan. The rest of them improvised into their classrooms.

Therefore, the lack of preparation was evident in many aspects of the lesson. Most of the time teachers did not consider timing, warm activities, introduction of new topic, feedback and others during their classes. Besides, many educators use only the textbooks as a main guide and the lesson plan was not taken into account.

During the observations it was evident that students were boring and discouraged at learning English as a second language. In addition, it was denoted that teachers were not aware of the importance of planning their lessons to succeed in the teaching- learning process. Notwithstanding, this information contrasts with the results obtained from students' questionnaires as most of them mentioned that teachers assign time to the tasks, give feedback after each activity, and the instructions they impart are clear. It is understandable that students assure their teachers work in the right way due to the fear they feel of teachers' authority.

To this concern, as it can be read in the Literature Review, planning a lesson is compulsory since it helps the educators to follow a sequence to get the main objective during the teaching learning process. The study also implies that teachers have to consider students' needs and requirements in order to succeed in the class.

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

GRAPH 8

100%

- ■ Yes
- ■ No
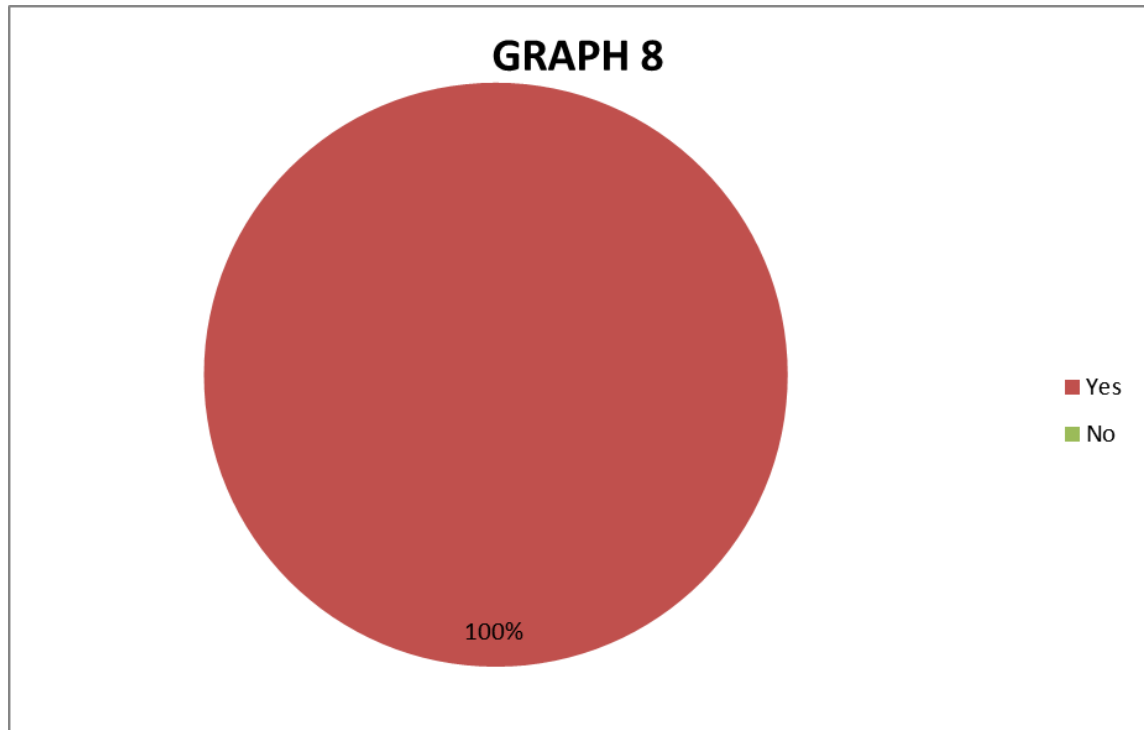
Author: Mery Alexandra Padilla Jácome

Source: teachers´ questionnaire

The results stated in graph 8 shows that 100% of the teachers agree they consider all the aspects that involve the teaching-learning process. According to this theme, students' questionnaires demonstrated that teachers control discipline inside the classroom, assign time to the activities they have to develop into the class, give feedback after each lesson, and receive clear instructions to work into the classroom.

On the contrary, during class observations, it was realized that teachers try to control discipline but they achieve it only in a 35%. They manage class activities in a 38%, and timing is applied no more than 15% of the activities performed into the

classroom. It is important to mention that teachers face these problems especially in large classes.

In the Literature Review it is stated that control behavior is relevant in order to get students attention, to provide feedback, it is important to let the students know about their progress and to get learners motivation. The study implies that if teacher gives clear instructions to the learners they are going to be able to develop the activities efficiently. The research also claims that the most relevant aspects that teachers must consider to be effective and to improve the teaching procedures are to control students' behavior and to give individual support.

Factors Concerning Students

Do teachers consider students' needs to teach English successfully?

GRAPH 9

13%

87%

Yes
No
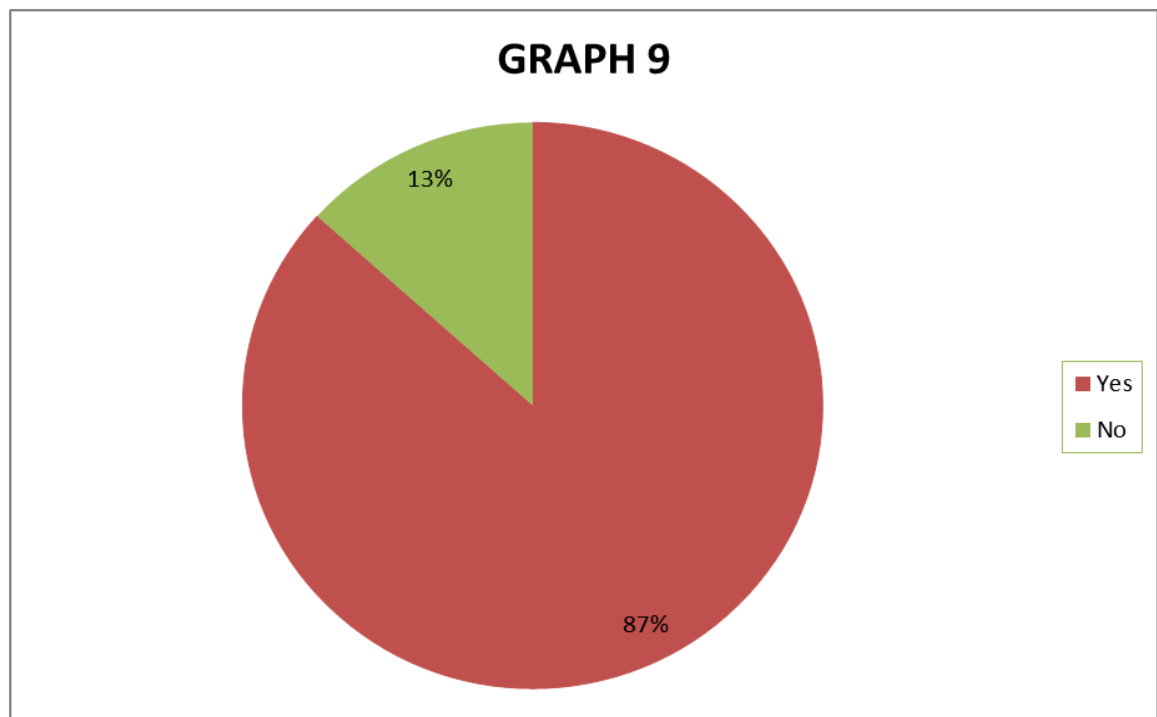
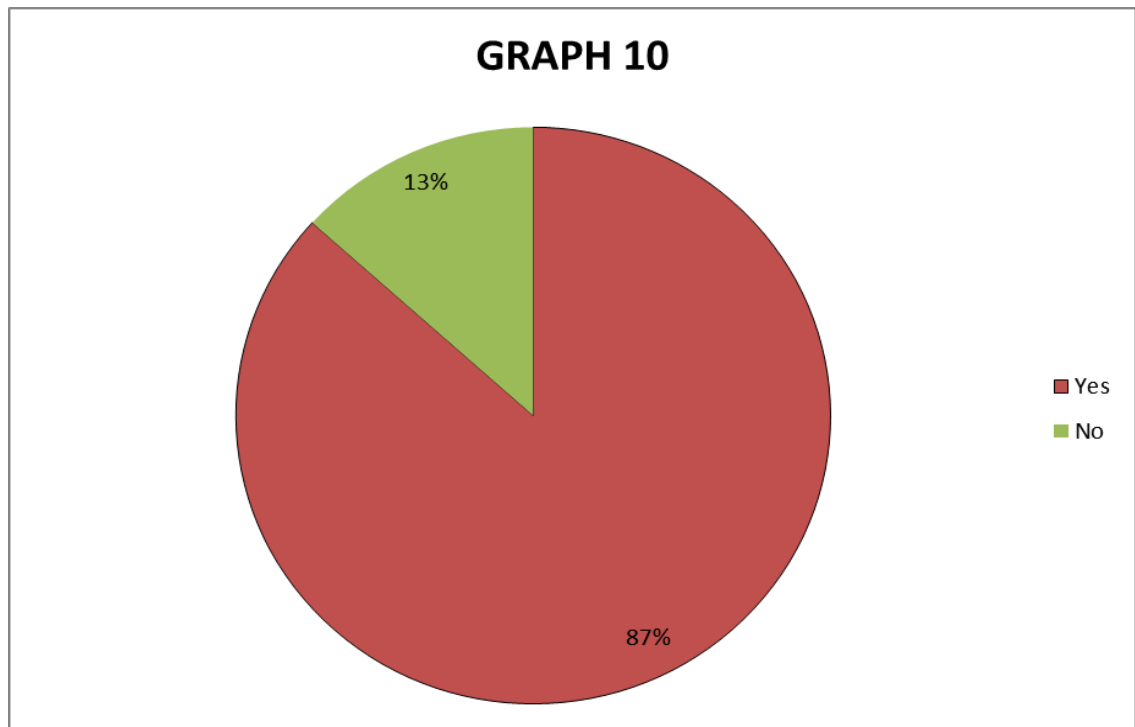Author: Mery Alexandra Padilla Jácome

Source: teachers´ questionnaire

Graph 9 shows that 87% of the teachers consider students` needs to teach English successfully and 13% of them mentioned they do not consider students' needs when they teach English lessons. Teachers' responses imply that most of the educators take into account students' age, personality, attitude aptitude, motivation, and learning styles during the teaching-learning process. Students' answers corroborated the information mentioned above.

According to the data obtained from the observations sheets, it was noted that 67% of the teachers took into account students' preferences at the moment of teaching. The other 33% of them they do not focus their instructional activities on students' priorities, which affected directly on learners motivation and aptitude toward the target language, consequently they looked bored and demotivated when receiving English classes due to some teachers showed little enthusiasm and creativity to convey the language adequately.

Concerning the topic, as it was established in the Literature Review, Woolfolk (2010) mentions that Learning Styles deals with how students prefer to learn. Aptitude refers to the specific ability people have to get knowledge, for instance, to acquire a new language. Similarly, Richards & Rodgers (2001) refers that "Multiple Intelligences" is part of a variety of learning styles such as Verbal, Logical, Visual, Musical, Interpersonal, Intrapersonal, and Naturalistic that should be considered at the moment of teaching a second language.

*Do teachers consider students' level to teach English successfully?*

GRAPH 10

Author: Mery Alexandra Padilla Jácome

Source: teachers´ questionnaire

Graph 10 shows that 87% of the teachers take into consideration the students` level to teach English in order to obtain a successful learning, and 13% of the interviewee teachers do not contemplate this important issue for pedagogical affairs.

Regarding the direct observations made in the classrooms, teachers try to adapt the students' level to the different activities to be performed in the class. Students with a higher level give support to those with a lower knowledge of the language. On the other hand, the books that teachers use in class are designed and provided by the educational institutions, taking into account the age and level of the students.

Which is the level of the students?

GRAPH 11

7%

33%

60%

- Basic
- Intermediate
- High Intermediate

Advance
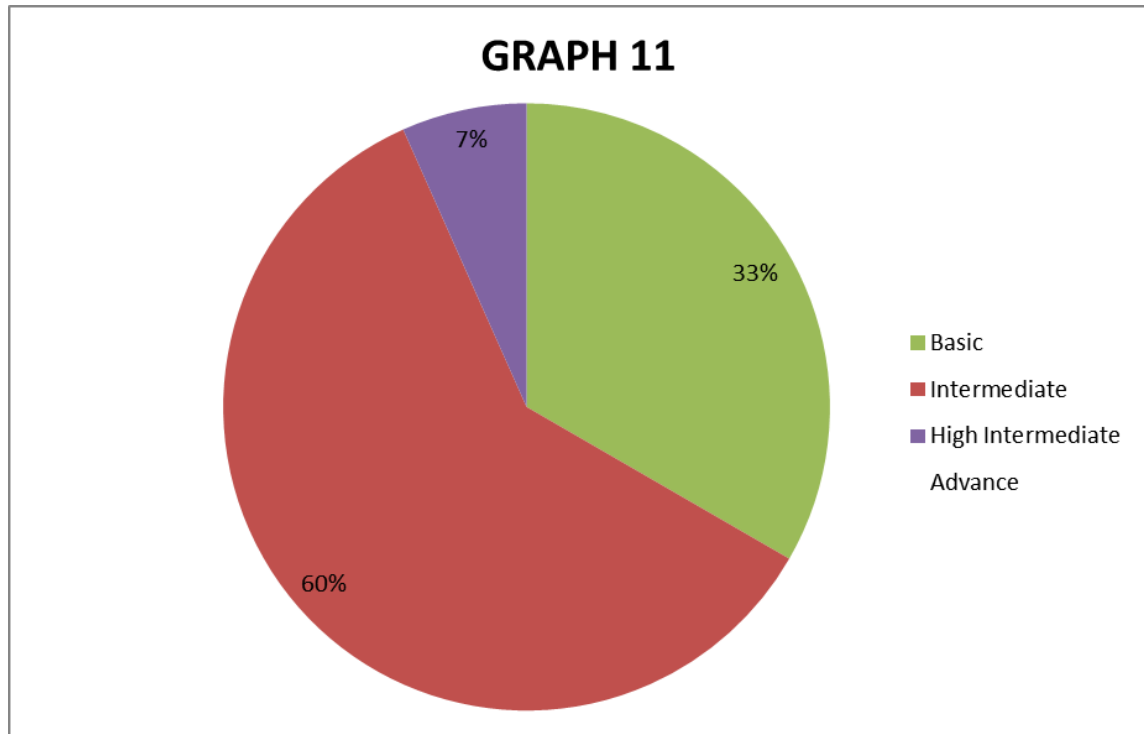
Author: Mery Alexandra Padilla Jácome
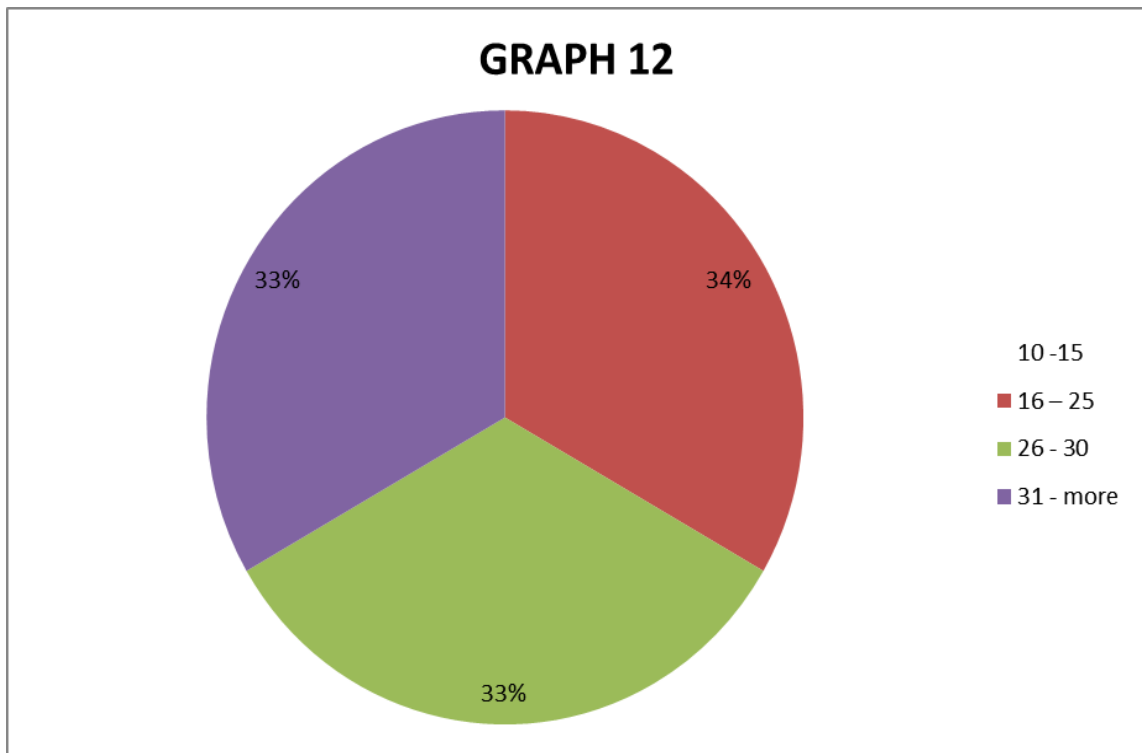
Source: teachers´ questionnaire

The information presented in Graph 11, reflects what teachers wrote down in the surveys about the level of their students. They stated that 60% have an intermediate level, 33% are in a basic level, and 7% have a high intermediate level. In contrast, during the class observations it was perceived that most of the students have a basic English level (60%), followed by intermediate level (27%), and finally 13% of the observed students have a high intermediate level.

It is important to mention that according to the direct observations, it was found out that in one of the institutions where classes were observed, there were students in high intermediate level. Teachers who work for this institution also referred to the

process of teaching English as a challenge for them due to their students need to approve the First Certificate in English language as a requirement to graduate.

Factors Concerning Classrooms

How many students are there in the observed classes?

GRAPH 12

33% 34% 33%

10 -15
■ 16 – 25
■ 26 - 30
■ 31 - more

Author: Mery Alexandra Padilla Jácome

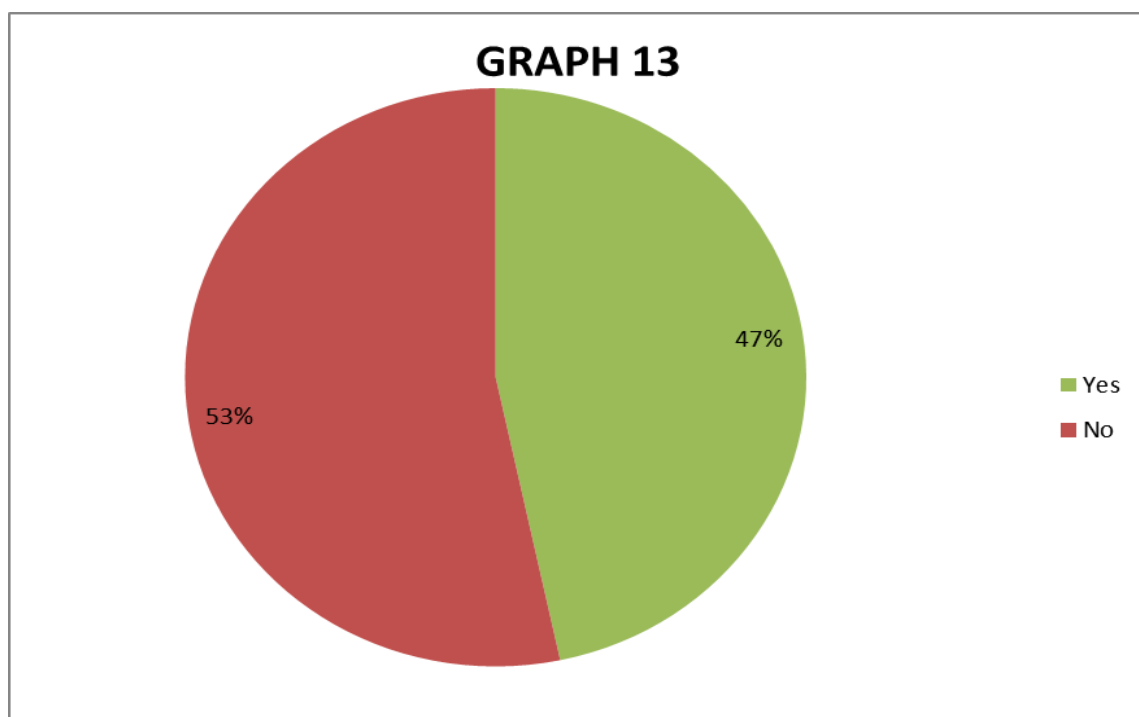Source: teachers´ questionnaire

In Graph 12, it was presented the information about the amount of students per classroom according to the teachers' questionnaires. Thirty four percent of the interviewee teachers stated there were 16-25 students in their classrooms; 33% of them had 26-30 students per grade; and 33% of the teachers, mentioned there were more than 31 students in their schoolrooms.

This data was corroborated when the observations were performed, since it was noticed that some institutions had a limit of 25 students per grade; other high schools set until 30 students in each schoolroom, and in some of them there were 30 to 50 learners per class.

Regarding this aspect, and taking into account the students' surveys, it was denoted that 53% of them agreed the number of pupils per class is positive during the learning process, whereas the other 47% said the amount of learners in their classes was not the appropriate.

In addition, as it was set in the Literature Review, Blatchford (2003) implies that class size influences directly in the learning process. It can be effective depending on the number of students teachers have to handle into the classroom. The author also claims that while more students there are in a class, teachers have less time to individual assistance. Besides, he refers that in small classes, learners have more opportunities to interact with each other and improving their knowledge

Do teachers feel comfortable working with the number of students?

GRAPH 13

Author: Mery Alexandra Padilla Jácome

Source: teachers´ questionnaire

In graph 13, it was set that 53% of the teachers said they feel comfortless with the number of students they have to manage into their classes. While the other 47% affirmed the amount of pupils they handle per class were acceptable to work with. After reviewed the students' questionnaires, it was realized that 53% percent of them implied the class size where they learn is the adequate. On the other hand, the other 47% claimed there are too many students in their classrooms.

Through the observations, it was denoted that in large classes the educators face problems at classroom management since it is difficult to observe students' discipline. Other aspects were that students had few opportunities to practice the language in class and students' attention was reduced.

To this respect, the information set in the Literature Review suggests, teachers in large classrooms have the daunting task of coping with the problems and move forward in order to accomplish the goals (Blatchford, 2003).

Do teachers have enough space to work with this group of students?
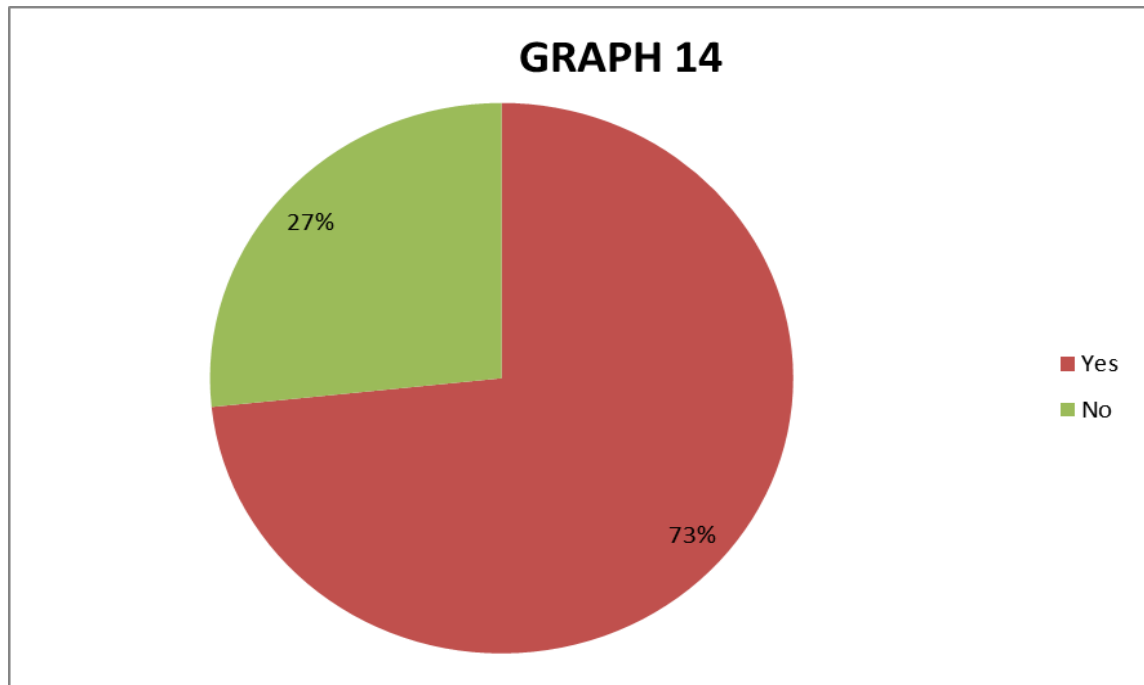
GRAPH 14

Author: Mery Alexandra Padilla Jácome

Source: teachers´ questionnaire

The information stated in graph 14 shows that 73% of the inquired teachers replied that they have enough classroom space to work with their group of students, and 27% of them alluded, they do not have enough space to set the students in different activities inside the classroom. Likewise, students' responses almost agree with what the educators reported in their surveys, as 80% of the learners said they feel comfortable in the place where they receive the lessons.

On the other hand, 20% of the students claimed, the size of the schoolrooms where they study is not the adequate to carry out the different activities they have to produce in class.

In accordance with the observations performed in the classrooms, it was noticed that 67% of the students have enough space into the class to do their tasks in a proper way. But, 33% of them do not have a proper environment to work in.

As it was established in the Literature Review, the way how teachers arrange the seats in the classrooms depends on the space they have to do it. The study refers to classroom space as the best location to place the learners in any kind of arrangements that allow not only students but educators, to work in a proper way in the different activities they need to be engaged in order to succeed in the teaching-learning process (Gower, Phillips & Walters, 2005).

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

classes?
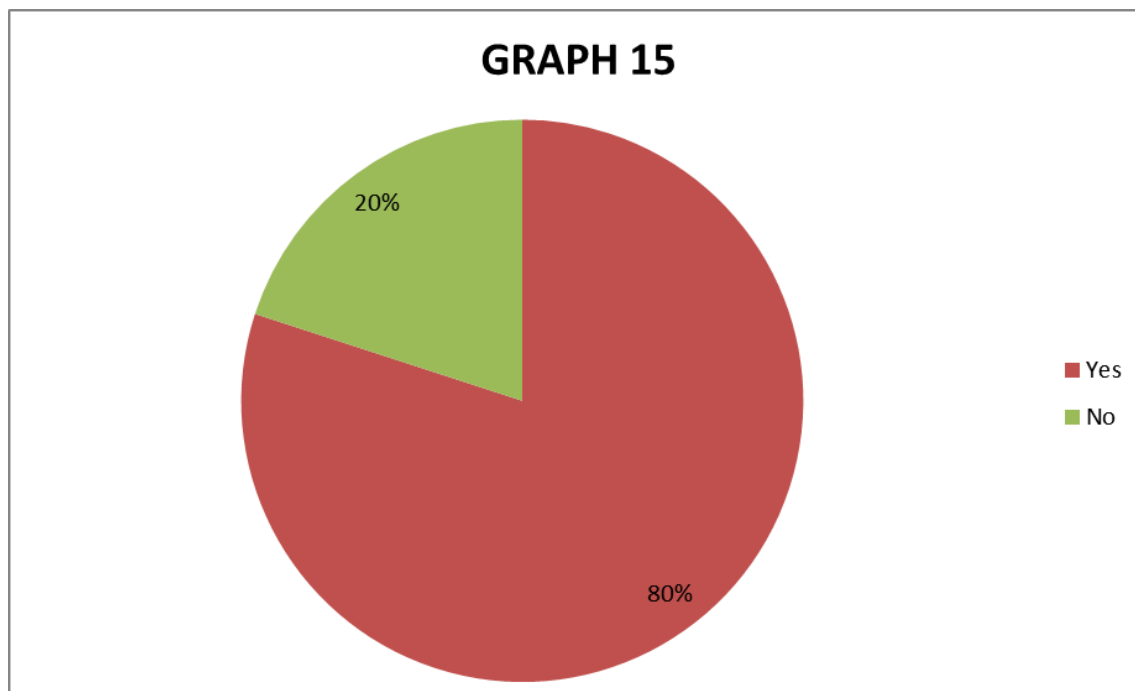
GRAPH 15

Author: Mery Alexandra Padilla Jácome

Source: teachers´ questionnaire

As graph 15 shows, 80% of the inquired teachers affirmed that they arrange students' seats in relation to the activities they have to develop in the classroom, 20% of them asseverated that they do not make seating arrangements to get better results during their teaching. The students' surveys confirmed the above information in a 100%, since they agree with their teachers in the same percentage.

Related to this aspect, when the classes were evaluated, it was observed that most of the teachers, it means 73% of them, move the seats around, in order to obtain the adequate environment where their pupils feel comfortable to learn.

As it can be read in the Literature Review, the students' positions in the classroom determine the kind of assignments they are able to perform during the

lesson, as well as the interaction with their classmates and teachers. The survey also claims, that doing suitable arrangements inside the class benefit to weaker students, being that stronger ones can give support to them (Gower, Phillips & Walters 2005).

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

GRAPH 16

■	10 -15
■	16 − 25
■	26 - 30
	31 - more
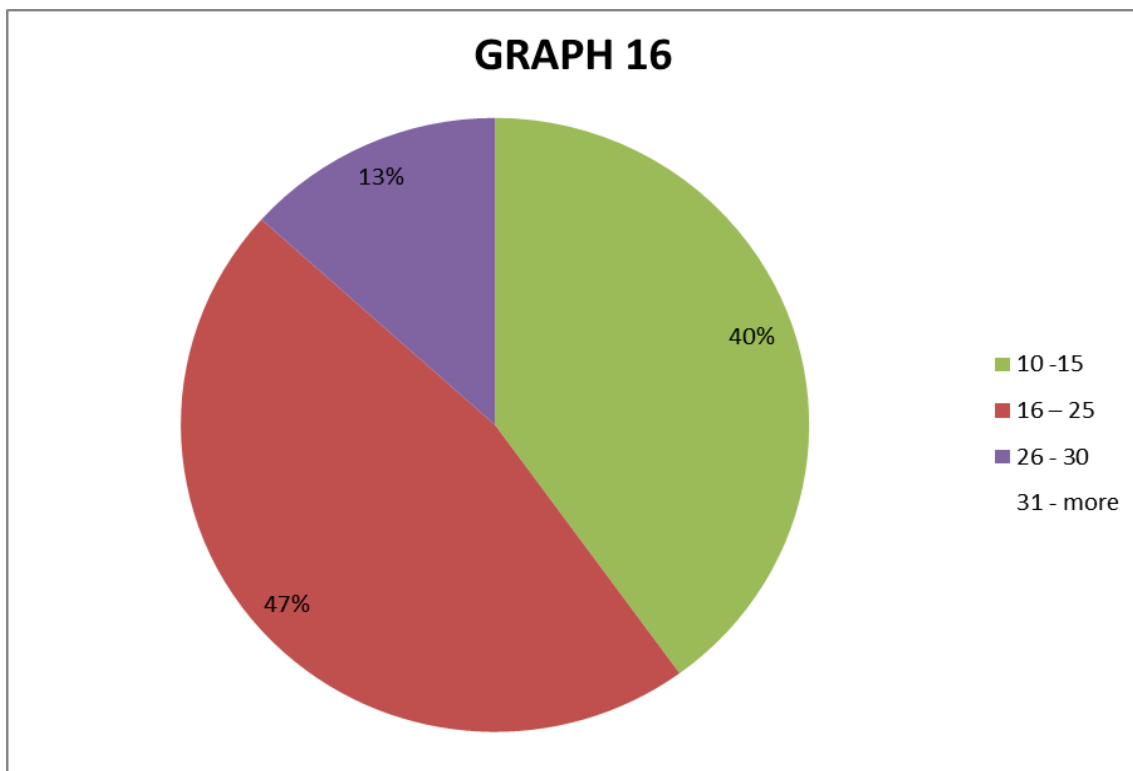
Author: Mery Alexandra Padilla Jácome

Source: teachers´ questionnaire

As it can be seen in graph 16, 47% of the interviewed teachers considered that 16 to 25 students would be an acceptable number to achieve the objectives in an English class. In addition, 40% percent of the educators adduced the adequate amount of pupils in each class to teach the language successfully should oscillate between 10-15 learners. Whereas, the other 13% of the lecturers asseverated, that the convenient number of learners to manage adequately into the classroom is about 26-30 students.

Concerning this factor, the information set in the Literature Review implies that the process of learning a second language in a small group of students is more relevant because of the opportunities they have to interact with one another, and improve their knowledge (Blatchford, 2003).

Do teachers use teaching resources (TV, Tape/Cd recorder, Computer(s), Projector(s), Smart board, and supplementary materials)?
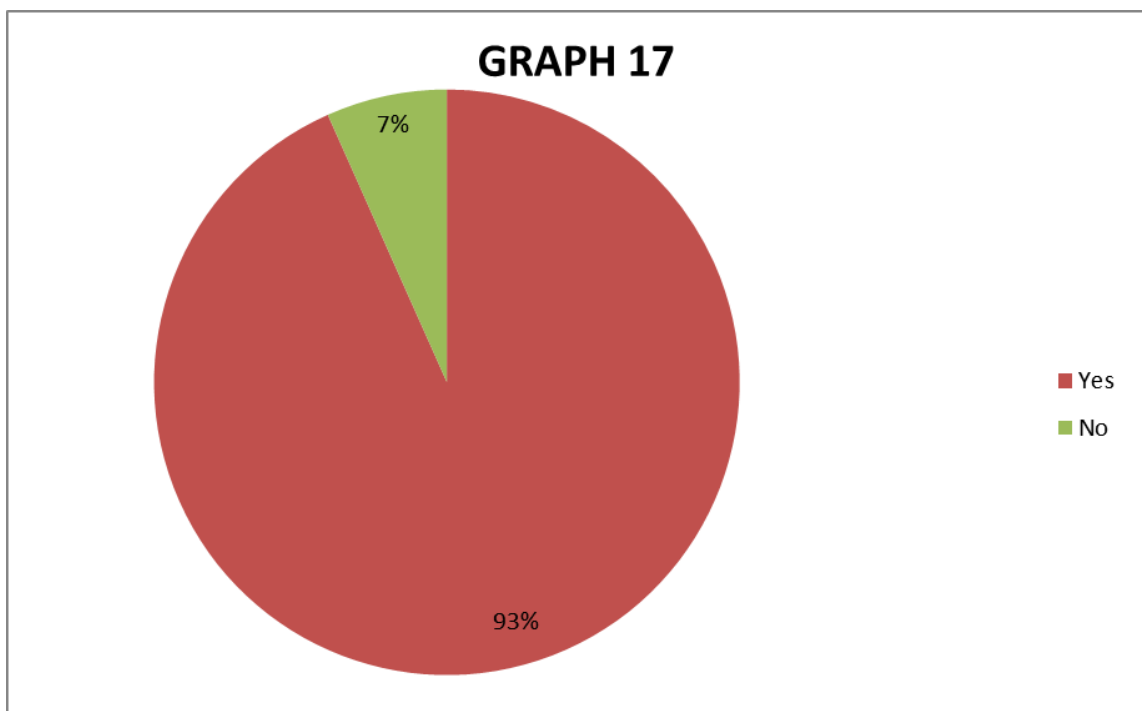
GRAPH 17

Author: Mery Alexandra Padilla Jácome
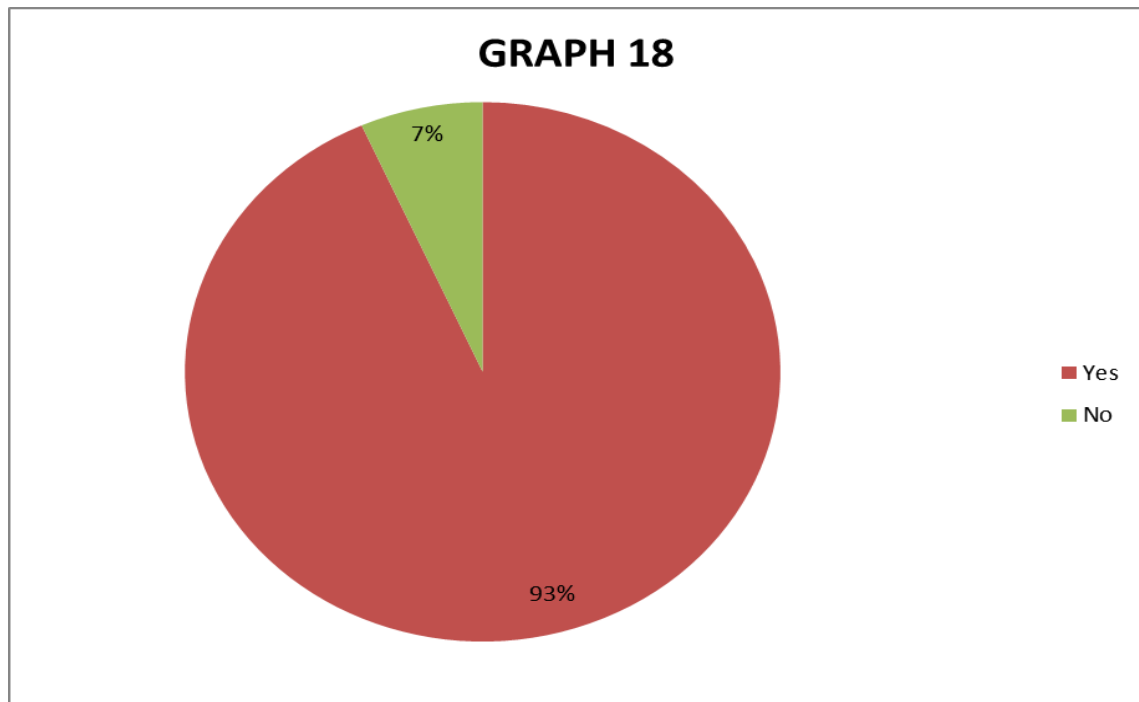
Source: teachers´ questionnaire

In graph 18 it was stated that 93% of the interviewee teachers assured they use all kind of resources as follow: CD recorder; computer, projector, TV, pictures, flashcards, photocopies and other supplementary materials. 7% of the teachers mentioned that they do not utilize teaching resources.

Concerning to the students responses, 80% of them pointed out that English teachers employ teaching materials inside the class. Otherwise, 20% of them said the educators do not use other resources to transmit knowledge. These results were confirmed when the class observations took place. Most of the teachers used some type of teaching resources in class such as, CD recorder, flashcards, dictionaries, projectors and other teaching materials to keep students motivation.

On the other hand, in some classes it was noted that educators depend only on the textbooks to teach the lesson. In these classrooms, students felt bored and tired.

According to the scientific information, there are many teaching resources such as CD players, worksheets, games, real objects, pictures and any other usual and helpful mechanism that educators can use in order to be successful during the teaching-learning process. Besides, the research set that dictionaries, course books, workbooks and readings, are important and handy tools that support educational affairs (Gower, Phillips & Walters, 2005).

Do teachers consider the resources you have in class appropriate?

GRAPH 18

7%

93%

- Yes
- No

Author: Mery Alexandra Padilla Jácome

Source: teachers´ questionnaire

As graph 18 shows, 93% of the teachers considered the resources they use in class are the appropriate to develop the different activities inside the classroom, and only 7% of them think the teaching resources they manage into the classroom are not profitable. In accordance with the students' responses, it was found similar asseverations. Besides, when the classes were observed, it was realized that in fact, most of the educators use updated material to teach their lessons. For instance, English teachers take the learners to watch movies, use projectors, CD players, flashcards, and other appliances to get students' motivation.

To this concern, the Literature Review implies that using a board inside a classroom is of great importance, but having a projector to teach a lesson is more fashionable at the present time. However, the study mentions that real objects, pictures, flashcards and others are the most usual materials the educators should take into account in order to teach English as a second language (Gower, Phillips & Walters, 2005).

Factors Concerning Educational Institutions

Does the institution review teachers´ lesson plans?

GRAPH19

7%

93%

Yes
No
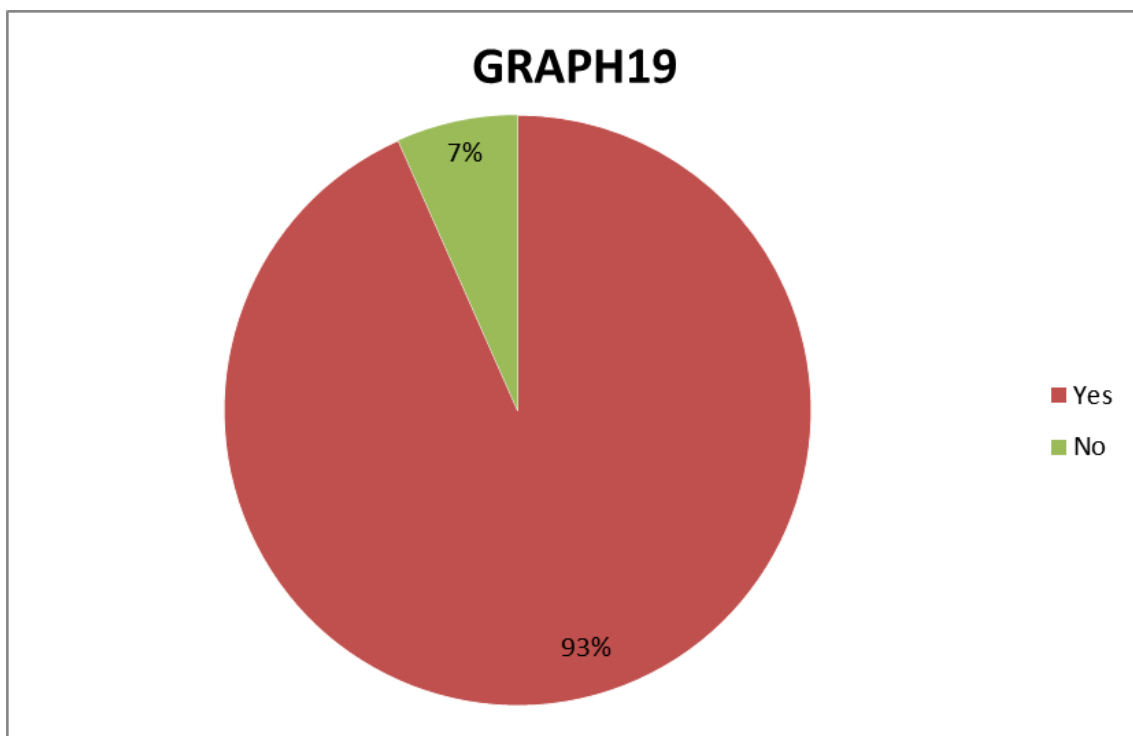
Author: Mery Alexandra Padilla Jácome

Source: teachers´ questionnaire

In graph 19, it can be seen that 93% of the surveyed teachers displayed that their institutions review their lesson plans. On the contrary, 7% of them cited that the

educational institutions where they teach do not monitor their class designs. In addition 40% of the lecturers who answered affirmatively stated that their lesson plans are reviewed once a week, 40% of them alluded that their high schools checked the lesson patterns once a month; and 20% of the teachers assured their class designs were controlled once a year.

According to the Literature Review, it was pointed out that planning a lesson is of great importance during the teaching-learning process, since the use of them make the educators to follow the curriculum. Besides, the study refers that lesson designs give support to the teachers and avoid improvisation into the class Gower, Phillips & Walters, 2005).

Does the institution monitor their teaching?

GRAPH 20

7%

93%

Yes
No
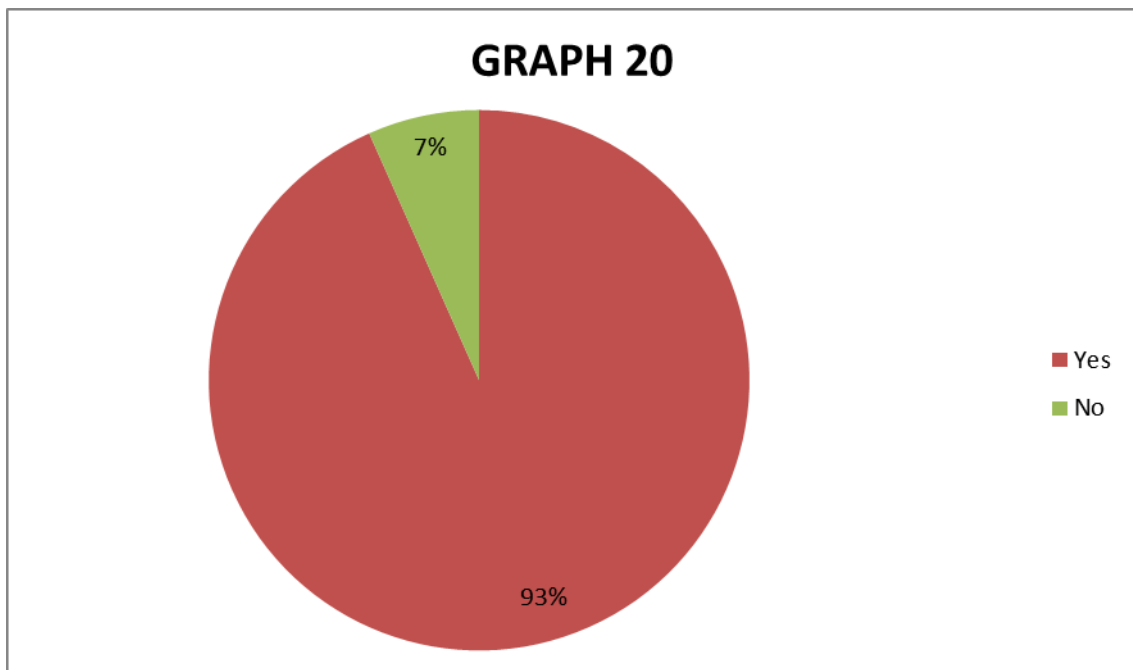
Author: Mery Alexandra Padilla Jácome

Source: teachers´ questionnaire

Graph 20 displays that 93% of the interviewed teachers, mentioned that the high schools where they teach, manage their teaching process. 7% of them said that the institutions in which they labor do not monitor their classes. 40% of the teachers also implied that the educational institutions observe the development of their lessons once a week, 40% of the interviewee lecturers affirmed the educational authorities verify their work once a month, and the other 20% of the educators claimed, their classes are monitoring occasionally.

To this concern, the Literature Review implies that unless most of the educators used to feel disturbed when the institutions manage their teaching, to perform classrooms observations help them to improve the way they teach. Furthermore, the research states that being observed by their colleagues is profitable, given that they can learn new strategies and techniques from each other and utilize them to upgrade their teaching (Richards & Ferrel, 2005).

CONCLUSIONS

After finishing the present study it was arrived to some conclusions as follow:

- Although most of the interviewed teachers got a Bachelor Degree in Science of Education, Major English, some of them have a Master Degree in English, and others own High School Diplomas, the educators' English level denotes their lack of proficiency, which is not suitable in order to teach the language efficiently in Ecuadorian private high schools.

- The lack of proficiency of English educators in private high schools in the provinces of Cotopaxi and Tungurahua, affects directly on students English level.

- The results obtained in the present study denoted that only 30% of the English educators showed evidence of having a lesson plan while the rest of them have not accomplished this tool. The research showed that most of the teachers do not consider important to follow a class design during the lesson time.

- According the research information, there is a high percentage of educators who do not take into account students' needs at the moment of teaching. This situation influences negatively on learners' motivation and their attitude toward learning a second language.

- Concerning class size, most of the observed classrooms presented difficulties during the teaching-learning process, since it is impossible for teachers who manage large classrooms to make seating arrangements, monitor activities and control students' behavior.

- Private high educational institutions in Ecuador do not monitor the teaching learning process periodically, which affects directly learners and teachers' improvements.

RECOMMENDATIONS

- Teachers should be constantly enhancing their English knowledge, as well as upgrading didactic and pedagogical strategies that take the learners to a better understanding of the aim language, getting them to involve in dynamic and interactive activities where they can achieve communicative competence, and improve their English level.

- Planning a lesson must be compulsory for teachers who work in any educational establishment, since following all of the aspects of a lesson design guarantee the success during the teaching-learning process.

- It is known that it is anti-pedagogical to manage a big number of students per class. Educational institutions must limit the amount of learners per classrooms where teachers can make adequate seating arrangements in order to interact with their pupils and give them a good environment where English lessons take place.

- To manage English classes continuously is quite important in order to test the students' progress, and to correct any possible mistake educators can make during the teaching procedures. All of the educational institutions where English language is taught should monitor teachers' advancements to be assured of the quality in education.

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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!!!!!!

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 que aprenda 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	( )

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 ( )