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

TRABAJO DE FIN DE TITULACIÓN

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DEDICATION

I dedicate this work with all my love, first to my mother, Mrs. Laura Estela Rivadeneira Jaramillo, for supporting me unconditionally every single moment of my life. This work is also dedicated to my wife, Dr. Miriam Alexandra Vicente Rodriguez, who has been a mainstay in my life. As well as I would like to dedicate this work to my grandfather, Mr. Mesías Rivadeneira and my grandmother, Mrs. Esther Acuña who are looking after me from heaven. Finally, I wish to dedicate this work to my two beautiful daughters Samantha and Fabiana.

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Firstly I thank God for giving me life and health. Then I must thank my mother Mrs. Laura Rivadeneira for supporting me morally and financially throughout my life, and because she has given me the necessary love and care that only a mother can do for her child. This time, I want to tell her that I love her with all my heart and I am very proud to be his son.

Moreover, I would like to tell my wife thanks for being by my side all this time and for giving me support.

Finally I want to thank Universidad Técnica Particular de Loja and all its teachers for teaching me a lot, especially those who helped me when doing this thesis.

CONTENTS

RESUMEN

El propósito de esta investigación es analizar los factores que afectan el proceso de enseñanza-aprendizaje del idioma inglés en los colegios públicos del Ecuador. Esto ha sido llevado a cabo observando una clase de quince profesores de cinco colegios públicos de la ciudad de Quito. Tres profesores de cada institución fueron escogidos al azar. Los aspectos que fueron considerados para el análisis cuantitativo son la información obtenida de los cuestionarios del profesor, la entrevista al profesor, los cuestionarios del estudiante y las hojas de observación. Para describir los resultados de la investigación se tomó en consideración la información de los cuestionarios del profesor y la información de los otros instrumentos fueron utilizados para interpretar y contrastar los resultados. Después de la observación esta investigación evidencia que los factores que más afectan el proceso de enseñanza-aprendizaje del idioma inglés en los colegios públicos del Ecuador son los factores concernientes a las aulas debido a las condiciones del número de alumnos, el espacio, el posicionamiento y los recursos para enseñar. Definitivamente no son los adecuados para el proceso de enseñanza-aprendizaje.

PALABRAS CLAVES: propósito, investigación, analizar, factores, proceso, enseñanza-aprendizaje, inglés, colegios públicos, Ecuador, observación de profesores, condiciones de las aulas, no adecuados.

ABSTRACT

The purpose of this research is to analyze the factors that affect the English language teaching-learning process in Ecuadorian public high schools. This has been performed by observing fifteen teachers' teaching from five public high schools from Quito city. Three teachers from each institution were randomly chosen for the event. The aspects that were considered for a quantitative analyze are the information from the teacher's questionnaires, the teacher's interviews, the student's questionnaires and the results from the observation sheets. The information from the teacher`s questionnaires was taken to describe the results of the research, and the information, from the other instruments, was used to interpret and contrast the results with an important argument of discussion. Upon observation of these incidents, this research evidences that the factors which most affect the English language teaching-learning process in Ecuadorian public high schools are factors concerning classrooms, because of the conditions in which they are kept, such as the class size, classroom space, seating arrangement, and teaching resources. Definitely they are not suitable for a correct English language teaching-learning process.

KEY WORDS: purpose, research, analyze, factors, process, teaching-learning, English, public high schools, Ecuador, teachers' observation, classroom conditions, not suitable.

INTRODUCTION

According to the social and educational development, students have to improve English skills at high school, therefore, it is convenient in this case to conduct an educational research which will help us to involve with issues concerning education in our country. For that reason this research involves factors that affect the English language teaching-learning process in Ecuadorian public high schools.

The goal is to analyze some factors that can affect the English language teaching-learning process. It is therefore considerable to determine the classroom conditions in which English lessons take place, to identify the characteristics of English teachers in service, and to determine teachers' instructional competence in Ecuadorian public high schools.

Performing this research is very appropriate because it has been carefully seen by Ministry of Education the importance of teaching English as a foreign language in Ecuador. According to The National Secretary of Higher Education, Science, Technology and Innovation- SENESCYT (2012) education of English language in high schools and universities in our country is not effective in order for graduated students to study in countries where English is spoken. Furthermore it states that there are neither a good quantity of teachers with a level of proficiency nor enough professionals for teaching English as a foreign language.

Additionally SENESCYT mentions that there is not an international standard for national curriculum and there are insufficient schemes to enlist new teachers. That is why it is necessary to intensify teacher`s training for the use of more effective methodologies to improve the level of English in students. Therefore, it is important that people who teach English has the proficiency according to the international

standards to reform the English language, teaching-learning process in Ecuadorian public high schools.

Similar to this research some previous studies were developed considering important factors that influence in the second language teaching- learning process. For example Saricoban & Sakizli (2006) carried out a research with the purpose of determining which factors influence how teachers manage their classroom. They found that there are many factors that affect successful classroom management. These factors are categorized under three headings as factors concerning students, factors concerning school environment and factors concerning teachers.

Khamkhien (2010) first wanted to determine three factors: how gender, motivation and experience in studying English affect the choices of language learning strategies. On the other hand he wanted to compare the roles of these factors, and the pattern of language learning strategy used by Thai and Vietnamese students. They had a limited number of the students and there was a limitation to elicit language learning strategies. After the research it was determined that gender is not a factor that affects the choices of learning strategies. Then, experience in studying English has a great influence on the two groups of students. And finally motivation in studying English could lead some benefits for learning a language.

Aduwa-Ogiegbaen & Iyamu (2006) had no troubles to execute an investigation to respond these three questions: (a) Do secondary school teachers use instructional resources frequently in teaching English language? (b) Do the English Language teachers use appropriate methods in teaching English Language frequently? And (c) Do secondary school students in Nigeria learn English language in environment

conducive for learning? At the end of the research it was concluded that the public secondary schools in Nigeria are far behind time in offering multiple pathways to the teaching and learning English as a second language.

Identification of the factors that affect the English language teaching-learning process is going to benefit students, teachers, educational institutions, and authorities to plan interventions in order to secure students' needs, teacher training, institutional equipment supply, and development of policies that will improve the situation of people who is involved in education.

The lack of time was a determining limitation during the process of this research because students went on vacations for three months which made difficult executing the observations. And also, there was a stated period of time to hand in each phase of this project. Another limitation was the sample, because it is too small to generalize the results that were found in this research.

METHOD

Setting and participants

This study was carried out in Ecuador, province of Pichincha in Quito city. The five public high schools which were chosen for observations are in the urban area of Quito. Two high schools are well recognized by people from the city, because of the transcendence that they have achieved through the time. The numbers of students these two institutions have make them relevant. The other three public high schools do not have important recognition. However these three high schools qualify to be studied because they are public high schools. Three teachers from each institution were selected to be observed, and one student from each observed class was randomly chosen to fill the student's questionnaire.

Procedures

The information used in the literature review was investigated in the libraries of two universities from Quito, the capital city of Ecuador. In the literature review section was highlighted all the topics concerning the factors that affect the English language teaching-learning process because, it was very important to know about them in order to perform a good analysis and interpretation of the results after observation.

It was conducted a quantitative analysis for interpreting and arguing the results after the observation. Since the collected information was managed and qualified by quantities. The instruments for collecting data were the teacher's questionnaire, the teacher's interview, the student's questionnaire, and the observation sheet.

The tabulation was developed taking into account the information obtained from the twenty questions of the teacher's questionnaires that were answered by the fifteen observed teachers. These questions were separated according to the different

variables. For example the information used to interpret factors concerning teachers was taken from questions 1, 5, 6, 7, 8, 9, 10 and11, then, factors concerning students were taken from questions 2, 3 and 4, next factors, concerning classrooms were taken from questions 12, 13, 14, 15, 16, 17 and 18, and finally information used for factors concerning institutions was taken from questions 19 and 20.

The results of each question were showed in graphics by percentages in accordance with the teachers' answers. After that, the aspects that were considered for analyzing the results were the information from teacher's questionnaires vs. the information from teachers, interview, student's questionnaires, observation sheets, and the notes that were taken when classes were observed.

DISCCUSION

Literature Review

The importance of teaching English as a foreign language in Ecuador is based on a research performed by the National Secretary of Higher Education, Science, Technology and Innovation- SENESCYT (2012) According to this research, education of English language in high schools and universities in our country is not effective in order for graduated students to study in countries where English is spoken. Furthermore SENESCYT states that there are neither a good quantity of teachers with a level of proficiency nor enough professionals for teaching English as a foreign language. Additionally SENESCYT mentions that there is not an international standard for national curriculum and there are insufficient schemes to enlist new teachers.

A test administered in 2009 by the English Curriculum Reform Project (CRADLE) demonstrated a low level of English in English teachers of Ecuador. For that reason, it is necessary to intensify the teachers' proficiency in English language and the use of more effective methodologies to enlarge the level of target language in students.

Therefore, it is important that people who teach English obtain a high level of English language as it establishes international standards to improve the teaching-learning process of English language in our public high schools. In summary, it is indispensable to establish an adequate training of teachers in teaching and learning methodologies to increase the level of English of our students.

Teaching approaches and methods.

In this section some of the most important alternatives of traditional approaches and methods that teachers can carry out in EFL classrooms are going to be described. An approach or method according to Richards & Rodgers (2001) involves in theory a regular set of teaching procedures that delineate an excellent language teaching practice. The quality of language teaching will become better if teachers use the best available approaches and methods.

Grammar translation method is going to be checked first. Richards & Rodgers (2001) argue that grammar translation method is a way of studying a language that approaches the language analyzing its grammar rules at first, and then it implicates translation of texts into and out of the target language. Where reading and writing are the major focus. Similarly Krashen (1982) states that this method exercises highlight the aware structure and include translation in both directions, from L1 to L2 and L2 to L1.

Between many teaching approaches and methods is *Total physical response (TPR)*. Richards & Rodgers (2001, p. 73) state that TPR "is a language teaching method built around the coordination of speech and action; it attempts to teach language through physical (motor) activity". Harmer (1991) claims that the originator of TPR, James Asher reported that adult second language learning might have identical instrumental patterns, like child patterns. That means that if children learn from commands to perform actions, similarly adults will learn in the same way. Additionally Krashen (1982) argues that Total physical response include commands given by the instructor that the listener can obey, for example, teacher says "stand up" and the class stands up.

Communicative language teaching is also known as the communicative approach. According to Richards & Rodgers (2001) the communicative approach in language teaching comes from a theory of language as communication. They also state, taking the words of Hymes that the goal of this method in language teaching is to develop communicative competence. Both Hymes (1972) & Harmer (1991) not only agree on that in this method, interaction and communication is emphasized but also they agree on that grammatical and structural features are not developed at first.. Finally Harmer (1991) affirms that the role-play and stimulation are mainly used in this approach.

Another important approach is *Audio-lingualism*. According to Krashen (1982) the lesson usually starts with a dialogue containing the structures of the lesson and its vocabulary. At the same time Harmer (1991) argues that Audio-lingualism is based on repetition exercises called drills, where student is expected to mimic the dialogue and eventually memorize it. Krashen (1982) states that a pattern drills go after the dialogue with its structure, and that an automatic pattern results from drills. And he reports four basic drill types: simple repetition, substitution, transformation, and translation.

Krashen (1982) holds that the main goal in *The Natural approach* is to supply comprehensible input in the classroom from the first day. Teachers can use realia, pictures, and students' preliminary knowledge to make speech comprehensible. In the natural approach the ability to speak fluently is not developed immediately because it arises along the time.

On the other hand some techniques internationally chosen by teachers to teach English as a Second Language both in the United States and abroad are going to be

introduced in the next section because they are as very important as the Approaches and methods.

Teaching techniques.

Teaching English as a second language is really kind of difficult. Especially in public high school classrooms because in most of the cases we find more than forty students. That is why teachers of English need to keep in mind some guidelines to use in English classes to obtain excellent results.

Raimes (1983) presents some techniques for all English skills that are helpful for teachers. *Brainstorming* is a technique where students work in small groups and they can say as much as they can about a topic. Another mode to address students on specific aspects of a topic is providing *guided discussions*. Then a helpful strategy for the teacher and students to know each other is *interviews*, where students can also interchange information. Additionally *skits*, here students act in an assigned role, which Zyoud (n.d.) calls it role-play.

Moreover Raimes (1983, p. 76) incorporates that with *dictation* activities students can practice "in listening carefully and paying attention to inflections and to the mechanics of spelling, punctuation, and capitalization". Furthermore *note-taking* is included; with this technique we can write a summary with the most relevant information from the speakers. Finally the *story-telling* is the activity that most people like so teacher can take advantage of it.

Essortment (2011) states these advices for teachers. *Use non-verbal cues* such as facial expressions, hand gestures, and other ones which Zyoud (n.d.) defines as mime. *Use visual aids* because pictures are important tools when teaching English. *Put students in groups*; we must give students the chance to speak. *Use bi-lingual*

materials, especially in classroom where the teacher does not speak the same language as students. *Repeat and rephrase* everything at least three times. *Do not over-correct* because students will be afraid of being corrected when they speak and they will not want to keep speaking and learning the language; teachers must correct in an applicable moment. Lastly this source recommends creating *a safe atmosphere* in order for the student to feel comfortable. The job of the teacher of English as a second language is to create a safe and supportive environment, one in which the student will be confident learning the language.

More useful techniques that are important for teachers to keep in mind are drama or dramatic activities that can be used in English language teaching. Zyoud (n.d.) emphasizes simulation, activity in which learners interact with different type of discussions. And another guideline provided by this source is *Improvisation* defined by Landy (1982) as a set of actions spontaneously made by the teacher without any planning.

Managing learning.

Managing learning goes beyond teaching only the structure, vocabulary or pronunciation of a language. Lewis & Hill (1985) claim that it is very important that students can see the teacher's mouth and eyes in the majority of activities in the language classroom. It is much easier if the teacher is standing and seeing all the students clearly for not losing the control of students. If the teacher is standing and he/she uses the eyes and hands effectively constantly moving around the class all students will feel involved.

To acquire an effective managing of learning in class the teacher should focus mainly on three aspects. According to Gower, Phillips & Walters (1983) one of the

factors is *instructions* for which teacher must attract the students' attention making sure that, all students are listening and watching. The second factor is *feedback* which these authors advertise as one of the most important responsibilities of a teacher. Because by providing an excellent feedback, teachers can help students evaluate their improvement of language. And the last aspect which must be justified according to the activities of students perform in the classroom is the time.

Lesson design.

According to Richards & Renandya (2002) teachers elaborate lesson plans to make decisions about goals, activities, resources, timing, grouping, etc. A lesson plan must include specific objectives. According to Gower, Phillips & Walters (1983); Richards & Renandya (2002); and Harmer (1991) a lesson plan is divided in some stages. For example Gower, Phillips & Walters (1983) divided the lesson plan in the next headings: *aims, procedure, approaches, Materials, aids and equipment, Information* about the students and the classroom circumstances*, and anticipated problems*. Similarly Harmer (1991) states only five mayor components: *description of the class, recent work, objectives, contents, and additional possibilities.* On the other hand Richards & Renandya (2002) speak about a generic lesson plan which is divided in five phases: *perspective or opening, stimulation, instruction/participation, closure and follow-up.*

Class size.

An optimum class size for teaching a foreign language should not exceed twenty students. Morgan (2000) exposes that criterion by the Association of Departments of Foreign Languages (ADFL) in effect since 1978 suggest that "the optimum class size for introductory foreign language classes is 12 and the maximum

should not exceed 20". The American Sign Language Teachers Association announces that publications by the Conference of Interpreter Trainers in the mid-1980s and re-issued in 1994 and 1998 advised "class sizes of eight to twelve students per section". The American Sign Language Teachers Association also reports that "in a 1995 survey of sign language program administrators (Cooper, 1997), 84% of the sign language program administrators recommended class sizes of 8 to 10 students".

However, Cueva (2010) argues that in Latin America class size is an issue because there are more than twnety students in a classroom which hinder the mission of the teacher. Even in Ecuador public high schools have classrooms with more than 40 students.   As a result the teacher cannot give all the attention that the students need; there is not enough teacher support for learning and not all the students participate in the class.

Classroom space.

The physical environment can play a big role in enhancing or impeding students' learning. Classroom space influences not only the teacher's instructional program but also how students behave and move around the classroom, as well as the attention they pay to instruction (McLeod, Fisher & Hoover, 2003). The way the teacher arranges furniture in the classroom has an important impact on student's learning.

Teachers can deal with classroom space "through timetables, rules and other habitual organizational practices" (BuenasTareas, 2010). According to this source, creative teachers can change the environment in a classroom by creating an

appropriate syllabus and aids. However many teachers think that their environment is an obstacle instead of seeing it as a tool to improve their teaching practice.

Seating arrangement.

The way in which teachers group their students in a classroom does not have an authentic limitation (Harmer, 1991). Gower, Phillips & Walters (1983, p. 21) state that "where the students sit in a classroom can determine: their attitude to each other and to you; your attitude to them; how they interact; the types of activity they can do." And they also argue that the position of the teacher and the way students are arranged is very important. According to Lewis & Hill (1985) teachers should be prepared to change the positions of the desks not only for their lessons but also for any activity. In that way it would be easier that students can see each other for talking in a better way.

> Deciding when to put students in groups or pairs, when to
>
> teach the whole class, or when to let individuals get on with it
>
> on their own will depend upon a number of factors: the task,
>
> variety in a sequence, and the mood (Harmer, 1991, p. 118).

Classroom and/or teaching resources.

There are number of aids teachers can use in classroom for teaching a second language. Gower, Phillips & Walters (1983) present five of them: the board; the overhead projector; visuals; worksheets and work cards; video; computers; and the photocopier. On the other hand, Woodward (2001) shows us these ones: the dictionary; the board; the box of roods; the picture pack; and the music tape. Similarly Harmer (1991) indentifies next sources: Pictures and images, pictures can be in the form of flash cards, large wall pictures, cue cards, photographs, or

illustrations; the overhead projector; the board; bits and pieces divided in: Realia, language cards and Cuisenaire rods; computers; and homegrown materials production that could be made by the teacher him/her self.

Classroom observation.

Newcomer teachers observing other experienced ones is a transcendent part of teachers training. According to Richards (1998) through observing how other teachers address a class can improve their classroom management. Interacting with students can enrich novice teachers' knowledge about better ways of directing a class. Richards (2001, p. 2118) reports that "regular observation of teachers by others teachers or supervisors can provide positive feedback on teaching as well as help identify areas that might need attention."

However, the gain from observation depends on how we understand the theory of teaching. It is necessary to understand beyond the use of techniques and strategies by experienced teachers in classroom observations (Richards, 1998). According to Richards teachers also can use observation to collect information to understand how and why teachers teach in that way and how their lessons are approached.

Peer observation is used to enable teachers to share approaches and teaching strategies too. Richards (2001) holds that this comprehends information on how students complete an activity in the classroom or the kind of questions and how often the teacher uses them. Furthermore "teachers can also make use of self-observation through audio- or video- recording their lessons and reviewing the recording to see what it tells them about their teaching" (Richards and Lockhart 1994) as cited in (Richards,2001, p. 219).

Students' motivation.

Basically there are students who do better than other simply because they are better motivated. Motivation is the key for a student to give their best and get a better level at most of the phases in their L2 development, and sometimes to get his/her proficiency of the language (Saville-Troike, 2006). Similarly Cook (1991) holds that for teachers motivation usually is the interest that yield in learners to learn the language and Woolfolk (2007, p. 372) defines motivation as "an internal state that arouses, directs and maintains behavior."

As it can be seen there are many different definitions for motivation according to each expert. According to Saville-Troike (2006) and Cook (1991) there are only two types of favorable motivation, *integrative* and *instrumental*. Saville-Troike (2006, p. 86) defines Integrative motivation as the "interest in learning L2 because of a desire to learn about or associate with the people who use it", and Instrumental motivation for Cook (1991, p. 97) means "learning the language for an ulterior motive unrelated to its use by native speakers, to pass an examination, to get a certain kind of job, and so on."

Learning styles.

There are number of definitions for a learning style. LeFever (1995) states it as the way in which a person first sees and detects a subject-matter best and second processes it. Nevertheless Pritchard (2009) emphasize only four major styles: Activists, reflectors, theorists, and pragmatists which LeFever names them: Imaginative, Analytic, Common Sense, and Dynamic.

Students' intelligence or aptitude to learn English.

In this topic these three examined authors (Cook, 1996; Robinson, 2001; Saville-Troike, 2006), agree perfectly on that some people have more aptitude for learning second languages than others. And all of them recognize the four components model of aptitude developed by Carroll (1965): *Phonemic coding ability; Introductive language learning ability; Grammatical sensitive; and Associative memory capacity*.

Now, it is also very important to examine some previous studies that some professionals in teaching a second language have conducted. These researches contain information about some issues that have to do with the second language teaching-learning process. All of them were developed considering important factors that influence in the second language teaching- learning process which, we, as foreign language teachers should consider carefully.

Saricoban & Sakizli (2006) carried out a research with the purpose of determining which factors influence how teachers manage their classroom. They found that there are many factors that affect successful classroom management. These factors are categorized under three headings as factors concerning students, factors concerning school environment and factors concerning teachers.

Khamkhien (2010) led a research because first he wanted to determine three factors: how gender, motivation and experience in studying English affect the choices of language learning strategies. And on the other hand he wished to compare the roles of these factors, and the pattern of language learning strategy used by Thai and Vietnamese students.

To develop this study Khamkhien firstly selected the participants from two public universities in Thailand and Vietnam. In order to recruit participants from these two universities, 200 copies of questionnaires were distributed to first and second-year students of each university. The returned questionnaires which met the criteria as established were recognized the participants of the present study.

Three final conclusions were established by Khamkhien (2010). First, gender is not a factor that affects the choices of learning strategies. The different pattern and frequency of strategies use by gender in the current study are probably affected by other variables such as ethnic background, cultural background, language learning environment. Then, experience in studying English has a great influence on the two groups of students, especially on Thai students. And finally motivation in studying English could lead some benefits to learning a language.

Aduwa-Ogiegbaen & Iyamu (2006) executed an investigation to respond these three questions: (a) Do secondary school teachers use instructional resources frequently in teaching English language? (b) Do the English Language teachers use appropriate methods in teaching English Language frequently? And (c) Do secondary school students in Nigeria learn English language in environment conducive for learning?

The main instruments used for this study were a questionnaire and observation schedules. The researchers designed the questionnaire by generating a list of items, which solicited students' responses on teaching strategies, instructional resources/media used by the teachers and the teaching/learning environment. The specifics for each of the two data collection instruments used in the study were as follows: (a) Questionnaire: This instrument had four sections dealing with

demographic items such as school type and location; instructional resources/media used by the teachers frequently, methods teachers frequently adopted for teaching English language, and the school environment. (b) Observation: Research assistants were trained to observe each classroom and some classroom proceedings during administration of the questionnaire noting the features or characteristics of the learning environment.

Aduwa-Ogiegbaen & Iyamu (2006) concluded as follows.The public secondary schools in Nigeria are far behind time in offering multiple pathways to the teaching and learning English as a second language. Public secondary schools in Nigeria should be provided with adequate and a variety of instructional media.

A research by Narayanan, Rajasekaran & Iyyappan (2008) wanted to find if: a) motivation factors affect the learning of English among engineering and technology students; b) female students have higher and positive motivation towards the learning of English than male students; c) attitude factors affect English learning; d) students (female) with positive attitudes are better in English learning than that of the low/negative attitudes toward learning English learners (male); e) language anxiety factors affect English learning; f) students (female) with less Language Anxiety are better in English learning than that of the high language anxiety towards learning English learners (male).

For this study questionnaires were prepared and the data were collected mainly in written modes. Before planning a field survey for empirical evidence to test the hypotheses, current literature on factors affecting in second language learning and on the situation prevailing in Tamilnadu especially in and around Chennai were critically reviewed. A pilot survey preceded the final survey. The pilot survey was

planned during the month of April 2006 in order to get the necessary feedback for the final survey and sharpen the tools to be used. And five institutions were selected on the basis of the following conditions: a) degree of co-operation extended by the engineering institutions for: class observation; data collection through test materials and personal interaction with the students and teachers. b) Standard of institutions (colleges) on behalf of the parents and publics' observation (High, Medium and Low). c) Accessibility of institutions and availability of required number of students.

The target of the researchers was to collect data from (the first year engineering and technology) 408 students from five Engineering colleges in and around Chennai. However, the students in these institutions are from various parts of India, they have different mother tongues and studied different boards and mediums in their 12th standard. A random sampling method was followed. So, they also however, contributed to low and unequal number of observations in each cell in the research paradigm.

Narayanan, Rajasekaran Nair & Iyyappan (2008) used mean –average and percentage for checking influence of factors such as motivation, attitude, language anxiety, language and gender. Moreover, all the tabular columns and figures in this thesis were drawn using SPSS 15.0 evaluation versions 2006 and Microsoft Excel 2002. The questionnaires' answers were classified into a five points scale such as 5=strongly agree, 4=agree, 3= neutral (unanswered items), 2=disagree, 1=strongly disagree.

The data-collection instruments (questionnaires) underwent some minor changes after the pilot study. The target-participants were identified, and with their

consideration in mind, the method and procedure of the study were finalized and put in place.

They concluded the investigation holding that the results show that the factors such as motivation, attitude, language anxiety and gender have a great impact or affecting students' English learning. In short, if the learner wanted to foster linguistics skills effectively he/she needs to be highly motivated, positive attitude towards the language, low language anxiety and suppose to have a good amount of TL exposures.

Anadolu Üniversitesi Sosyal bilimler dergisi (2009) wanted to know: 1.What is the views of Turkish EFL teachers on the affective domain of the language teaching process? 2. Is there any relationship between Turkish EFL teachers' perceptions of the affective domain and their teaching experience? 3. Is there any relationship between Turkish EFL teachers' perceptions of the affective domain and the type of institutions they work at? 4. What are the reasons –if there are any- of Turkish EFL teachers for not appealing to students' affective side?

The data were collected from 199 Turkish EFL teachers. fifty of these teachers were used during the piloting process and were excluded from the real study.

Since there was no instrument designed to reveal views on the affective side of learning, a questionnaire was developed for this study. The questionnaire consisted of two parts; in the first part, twenty-five items asked teachers to indicate their opinions to the items referring to the affective domain of language learning.

In the second part, teachers were asked to indicate the possible reasons for not addressing to the affective side in their own classes with an open-ended question. The twenty-five Likert-scale items in the first part of the questionnaire were chosen

from an item pool which was developed through literature review and extensive discussions of the researcher group .After deciding on the items to be included in the final version, the distracters were added to raise the reliability level of the questionnaire. Items 2, 4, 9, 16 and 18 were included in the questionnaire as the distracters. Then, the questionnaire was sent to five experts in their field in order to get their opinions about the content and face validity of the instrument.

The final version of the questionnaire was sent to 200 Turkish EFL teachers either via e-mail or a hard copy. 75 % of the teachers, that is 149 of them, returned the questionnaires in a three-week period.

In order to answer the first research question and to find out Turkish EFL teachers' views on the affective domain, the percentages of their answers were calculated. Then, Analysis of Variance- ANOVA (which purpose is to see if there is any difference between groups on some variable) was applied to answer the 2nd and the 3rd research questions, and to find out if the teachers' answers differed according to their teaching experience and teaching contexts. To analyze the open-ended question and to reveal the reasons for not addressing to the affective domain of the language learning process, content analysis was used and teachers' answers were divided into idea units. Then, the percentages of these units were calculated, and the most common reasons for not appealing to affective domains were identified. In order to increase the internal reliability of this analysis, two independent experts worked on the idea units and categorized them separately. Finally, they discussed their subcategories until they reached an agreement.

According to the results of this study Turkish EFL teachers give importance to the affective side of language learning in their own classes. They also conclude that

teaching experience of Turkish teachers does not make any difference in the importance they give to emotions while learning a language. As a result, they assume that Turkish ELT teachers perceive their role not only as someone who teaches students the language, but also as the person who tries to help students' personal development, by presenting them a good model and also by including emotions while learning a foreign language.

DESCRIPTION, ANALYSIS, AND INTERPRETATION OF RESULTS

In this section the analysis will be developed taking into account the information obtained from the twenty questions of the teacher's questionnaires that were answered by the fifteen observed teachers from five different public high schools.

These questions will be separated according to the different variables. The information that will be used to analyze factors concerning teachers will be taken from questions 1, 5,6,7,8, 9, 10 and11, factors concerning students will be taken from questions 2, 3 and 4, factors concerning classrooms will be taken from questions 12, 13, 14, 15, 16, 17 and 18, and factors concerning institutions will be taken from questions 19 and 20.

The results obtained from the teachers questionnaires will be shown in graphics to be analyzed. Then, they will be described, interpreted and argued according to the information obtained from the student's questionnaires that were answered by only one of students from each observed class, and the information from the observation sheets, and the notes that were taken from the observed classes.

Quantitative analysis

Factors concerning teachers.

Which level of education do teachers have?
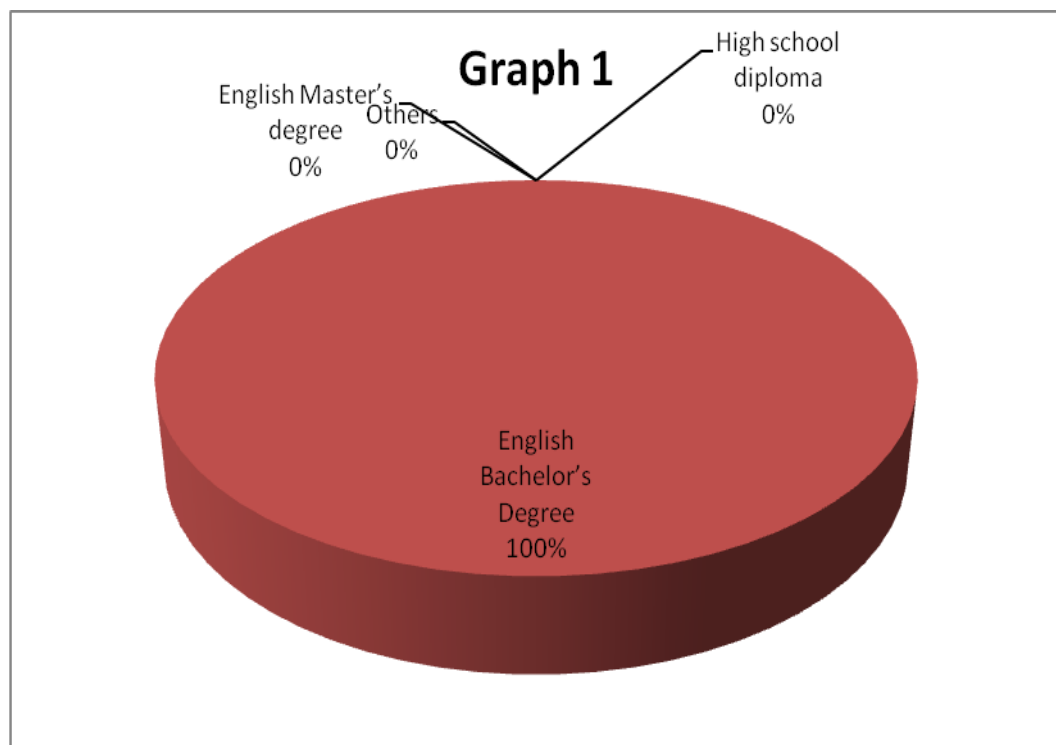
Author: Fabián Tapia

Source: Teacher's questionnaire

Graphic 1 shows that 100% of the observed teachers answered that they have an English bachelor's degree. It means that all the fifteen observed teachers said that they possess an English bachelor's degree.

However the Common European Framework divides learners into three broad divisions that can be divided into six levels: A1 (Beginner); A2 (Pre-Intermediate);

B1 (Intermediate); B2 (Upper Intermediate); C1 (Effective operational proficiency or advanced English); and C2 (Mastery or proficiency in English).

According to the teacher's interview not all the teachers have got an excellent English proficiency. Only a 27% of the observed teachers obtained the highest qualification of C2. A 20% of them labeled an important qualification of C1 Another 13% reached the equivalence of B2. Then the 33% of them presented a qualification of B1 and finally 7% of the observed teachers obtained the lowest qualification of A1.

In conclusion according to the results obtained from the observed teachers' interviews, most of them do not present advanced language proficiency, but at least, they have an intermediate level of English language. And only one of the observed teachers has a basic level of English because she only could understand the two first questions of the interview and she could not answer with her own words.

Which of the following methods was used in the observed classes?
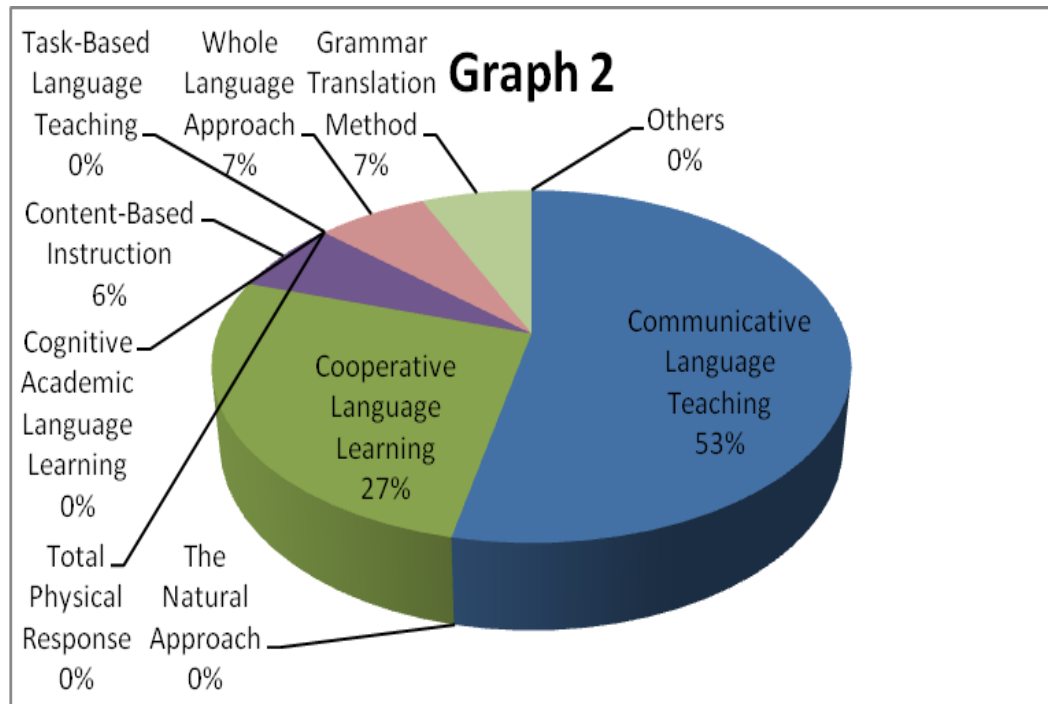
Author: Fabián Tapia

Source: Teacher's questionnaire

According to graphic 2, a 53% of the observed teachers used communicative language teaching. 27% of them used cooperative language learning. Another 7% used whole language approach. Similarly another 7 percent of the teachers used grammar translation method, and the remaining 6% used content based instruction in the observed classes.

However 50% of the observed teachers did not know what the methods consisted in. Anyway, according to the observation sheets only a 40% of them used communicative language teaching. It means that their objective was to develop what Hymes (1972) referred to "communicative competence" as that aspect of four

competences that enables us to convey and interpret messages and to negotiate

meanings interpersonally within specific contexts. Language forms and knowledge

enables a person to communicate functionally and interactively as cited in

Approaches and methods in language teaching (2nd Ed.) by Richards & Rodgers

(2001). Then task-based language teaching was used by 40% of the observed teachers

because as Richards & Rodgers (2001) states, they focused on the task as the central

unit of planning and teaching. And finally 20% of the teachers used grammar

translation method. This method was used by those teachers who did not speak

English most of the time, in the observed classes.

In conclusion, almost most of the observed teachers used communicative

language teaching in the observed classes. Another important group of them used

task based language teaching. And only a few of the observed teachers used grammar

translation method.

Do teachers use whole-group activities to teach their lessons?
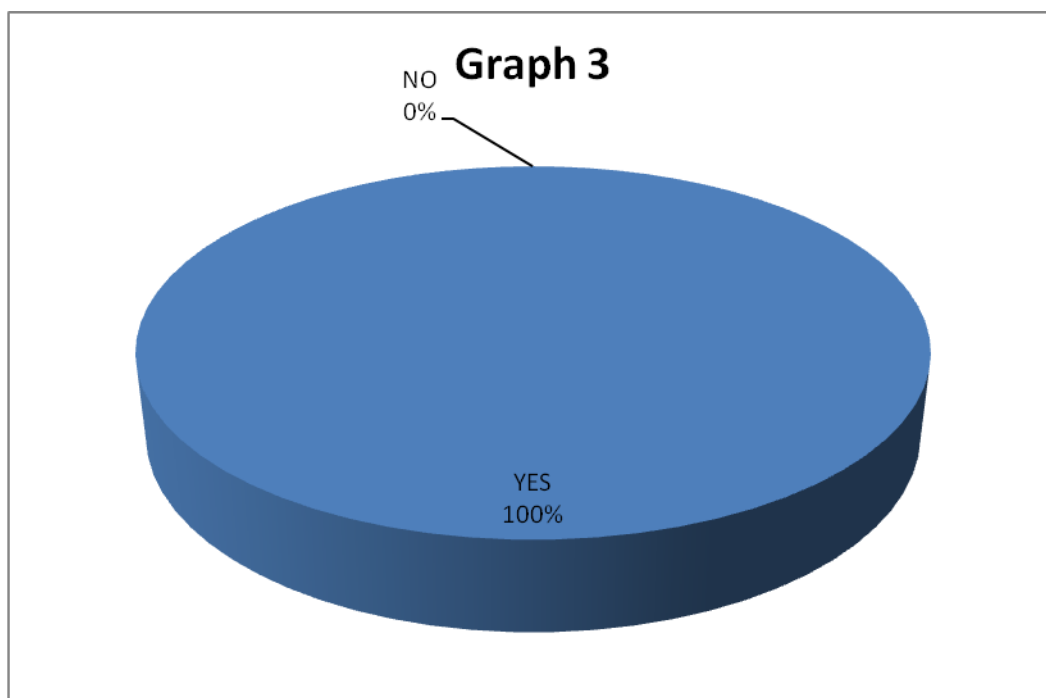
Author: Fabián Tapia

Source: Teacher's questionnaire

According to graphic 3, 100% of the observed teachers said that they used whole-group activities to teach their lessons. It means that all the fifteen observed teachers said they used whole-group activities. In fact according to the information from observation sheets all the fifteen observed teachers used them in their classes.

Most of the observed teachers explained that they use whole-group activities almost all the time because of the big number of the students they have. And it implicates to spend too much time only for arranging students' seats. Other group of teachers said that they use whole-group activities to give instructions and to introduce the new topic.

30

Moreover all of them claim that they must use whole-group activities most of the time because there is not much space to move student's seats. It is something that clearly could be appreciated during the observation of the classes in all the five public high schools.

*Do teachers use individual activities to teach their lessons?*
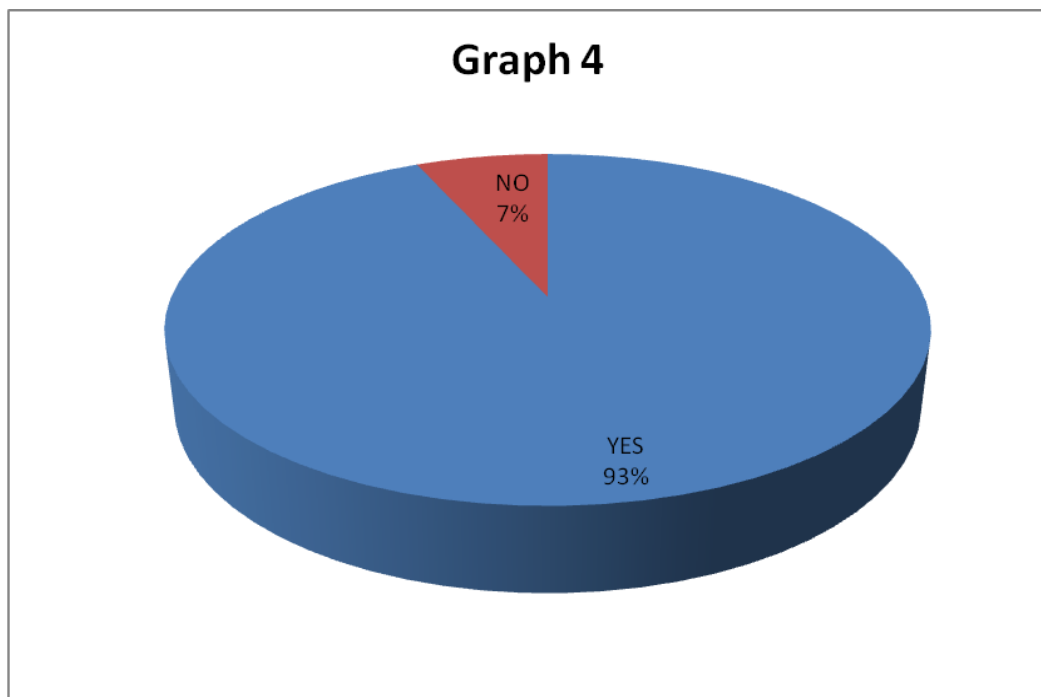
Author: Fabián Tapia

Source: Teacher's questionnaire

As it can be appreciate in graphic 4, individual activities are used by 93% of the teachers in the observed classes according to them. And the remaining 7% said that they do not use individual activities. It means that only one from the fifteen observed teachers does not use individual activities.

However, it could be seen, according to the observation sheets, that only 73% of the teachers used individual activities in the observed classes. Most of the teachers said that the classes that were observed were only a review; it means that they were repeating the class, so, it was assumed that students already knew the issues that were exhibited in the observed classes, therefore, students worked on individual activities in most of the observed classes.

Do teachers use group work activities to teach their lessons?
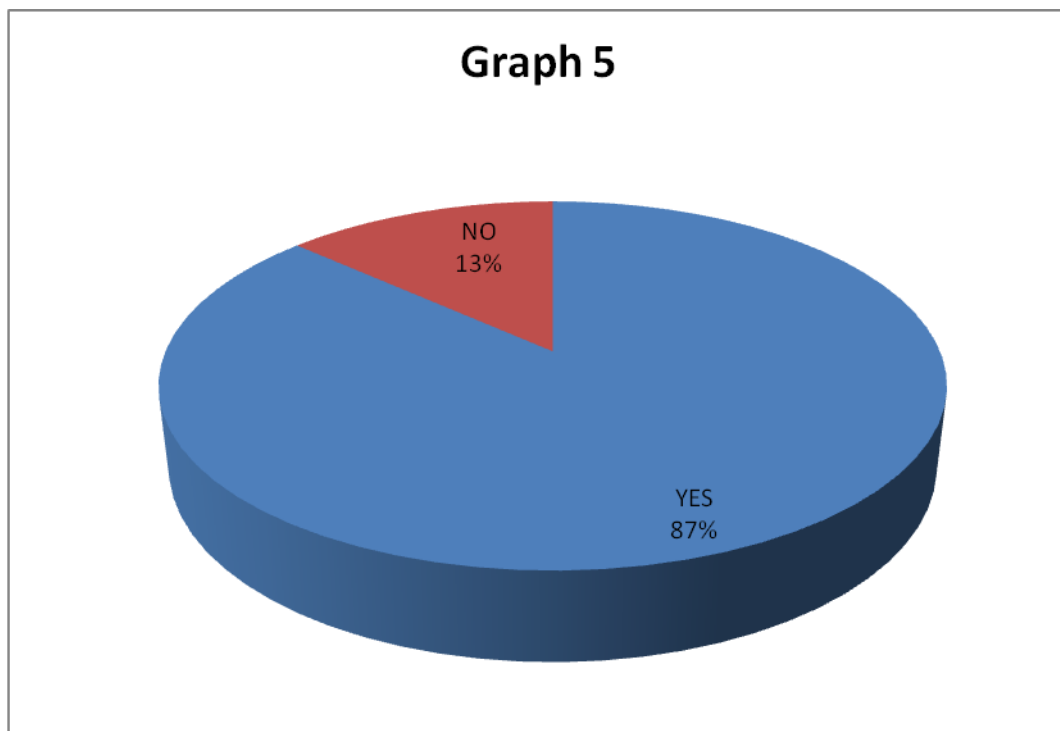
Author: Fabián Tapia

Source: Teacher's questionnaire

Graphic 5 shows that 87% of the observed teachers said that they use group work activities to teach their lessons, and the other 13% said that they do not use

them in their classes. Nevertheless only 27% of the observed classrooms had enough space to arrange students' seats in order to use group work activities. It could be appreciated, in all the observed classes, and according to the observation sheets, that only 27% of the observed teachers used group work activities. And the rest of the teachers did not use them simply because there is not enouch space to move students' seats.

The observed teachers said that they sometimes use group work activities because of the number of the students, although they do not have space to do it. Even in one of the public observed high schools, teachers said that they cannot move students' seats because each seat has a code, so each student is responsible for their respective seat. This means that teachers cannot move any of the students' seats.

Do teachers use English most of the time in their classes?
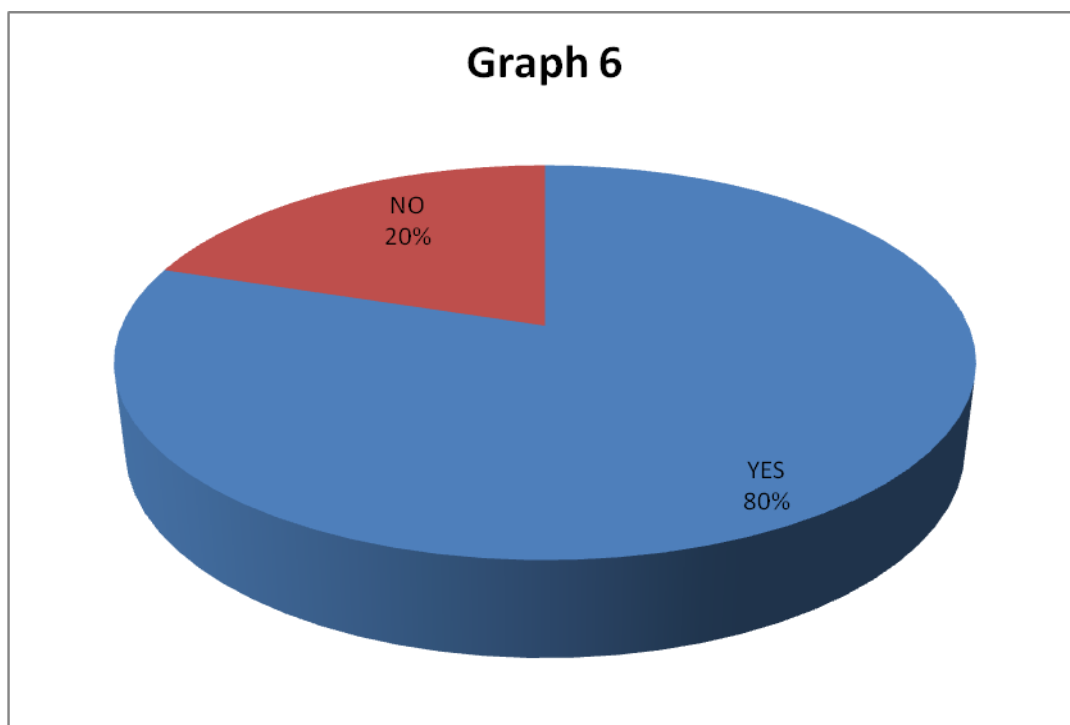
Graph 6

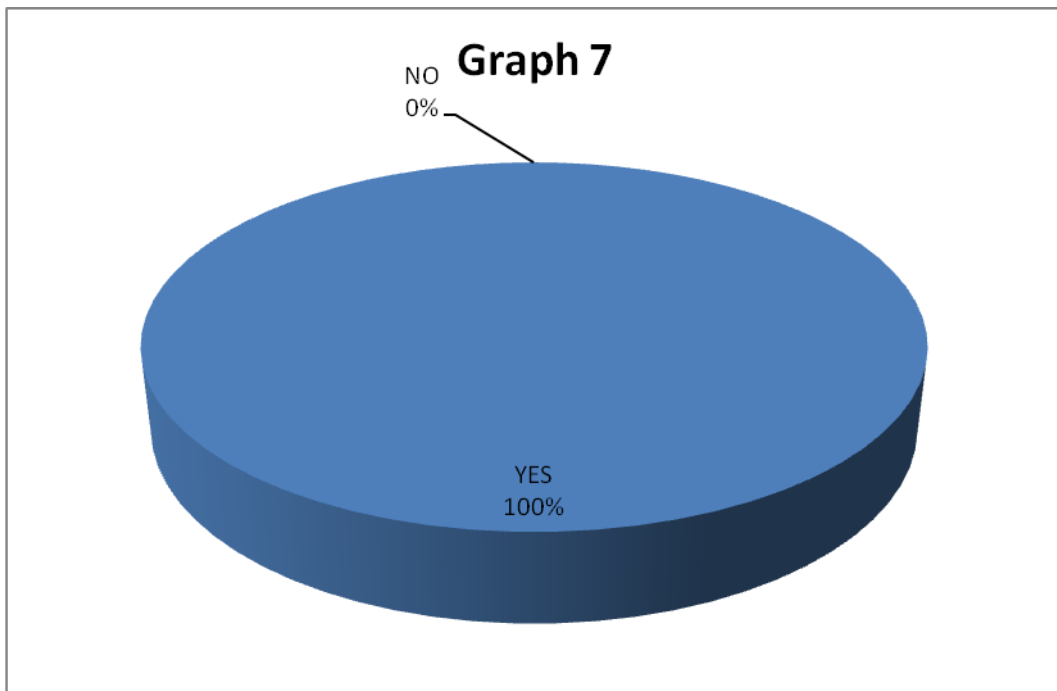Author: Fabián Tapia

Source: Teacher's questionnaire

Graphic number 6 shows that 80% of the observed teachers said that they use English most of the time in their classes. It means that twelve of the fifteen observed teachers said that they use English most of the time in their classes. This is almost consistent with the information from the observation sheets because according to them 47% of the teachers used 100% of English in the observed classes. 27% of the observed teachers used a 75% of English. 13% of them used a 50% of English in the class, and another similar 13% of the teachers used only a 25% of English in the observed classes.

It could be appreciated that 74% of the observed teacher used English most of the time in their classes during the observation. In fact 87% of the students who

answered the student's questionnaire said that their teachers use English most of the time in their classes. What observed teachers mentioned about the use of English in the classes is relatively credible and reliable. however, not all the students were able to understand what their teachers said in the observed classes.
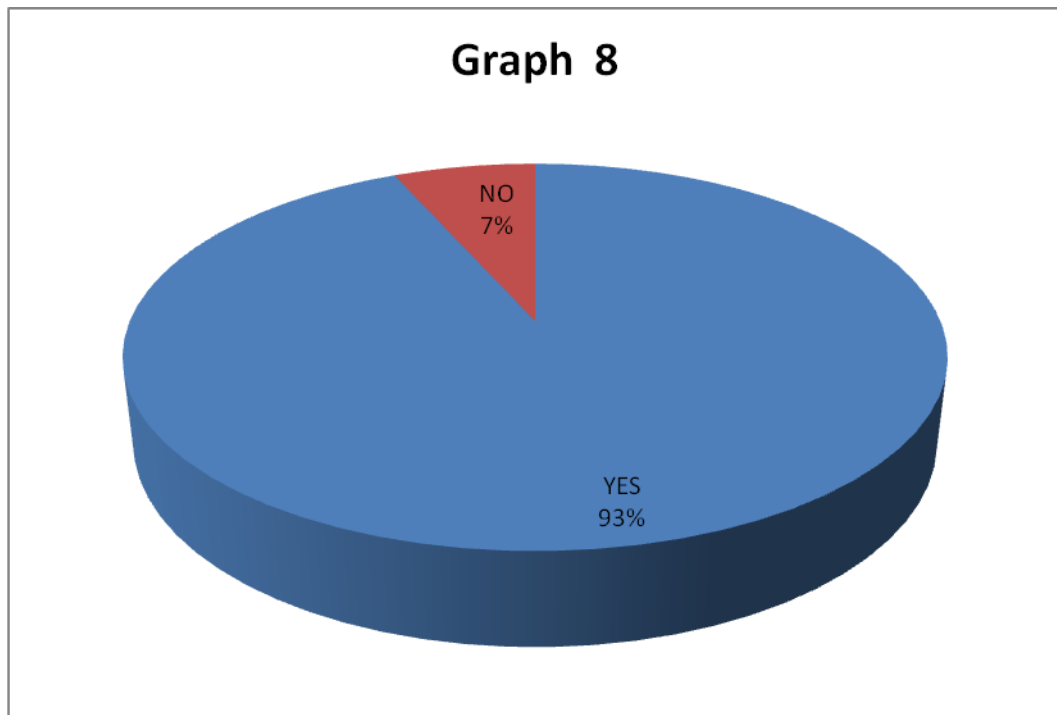
Do teachers plan their lessons?

Author: Fabián Tapia

Source: Teacher's questionnaire

According to graphic 7 all the fifteen observed teachers said that they plan their lessons. But according to the observation sheets only 40% of teachers conducted the class with all aspects relating to a lesson plan. It means that a real lesson plan was

applied only by six of the fifteen observed teachers, because it could be seen that they really planned their lessons. Most of the rest of the teachers explained that the observed class was only a review. However fourteen of the fifteen students who completed the student's questionnaire said that they like the way their teachers teach them.

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

Author: Fabián Tapia
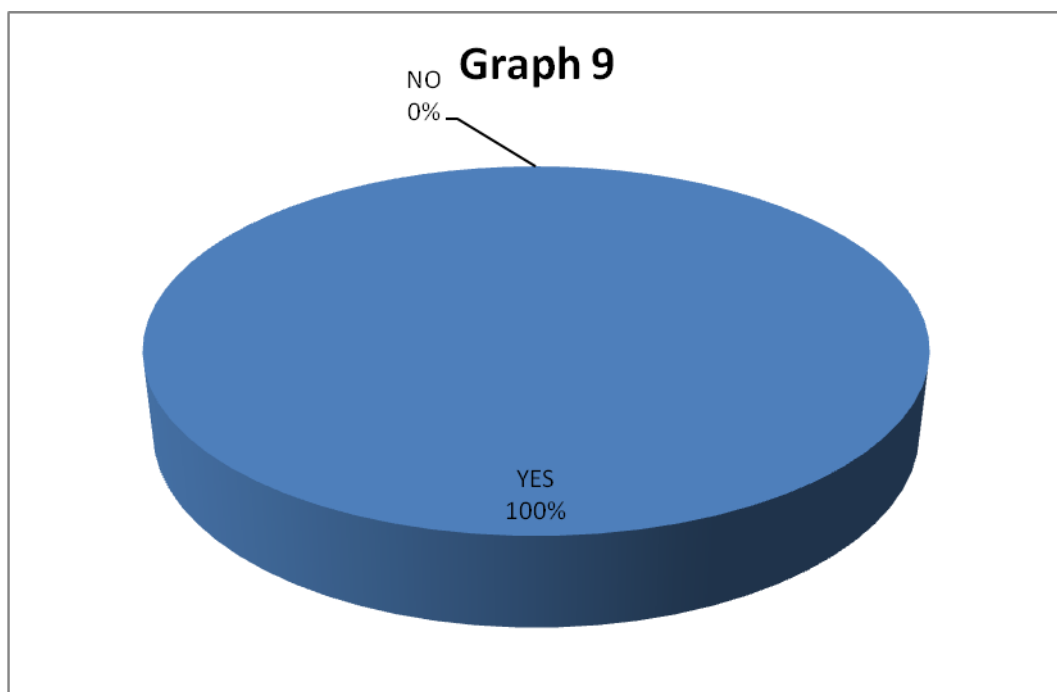
Source: Teacher's questionnaire

As it can be seen in graphic number 8, a 93% of the observed teachers said that they consider aspects such as discipline, timing, feedback, and instruction to teach

their lessons. It means that fourteen of the fifteen observed teachers answered yes and only one of them said no.

Nevertheless only a 33% of them considered discipline, timing, feedback, and instruction to teach their lessons in the observed classes according to the observation sheets. Another 27% of them took into account three of these four aspects. And the remaining 40 % of the observed teachers considered at least two of the aspects in the observed classes. However most of the observed students who complete the student's questionnaire answered yes to the questions related to if their teachers consider aspects such as discipline, timing, feedback, and instruction to teach their lessons.

Factors concerning students.

Do teachers consider Students' needs to teach English successfully?
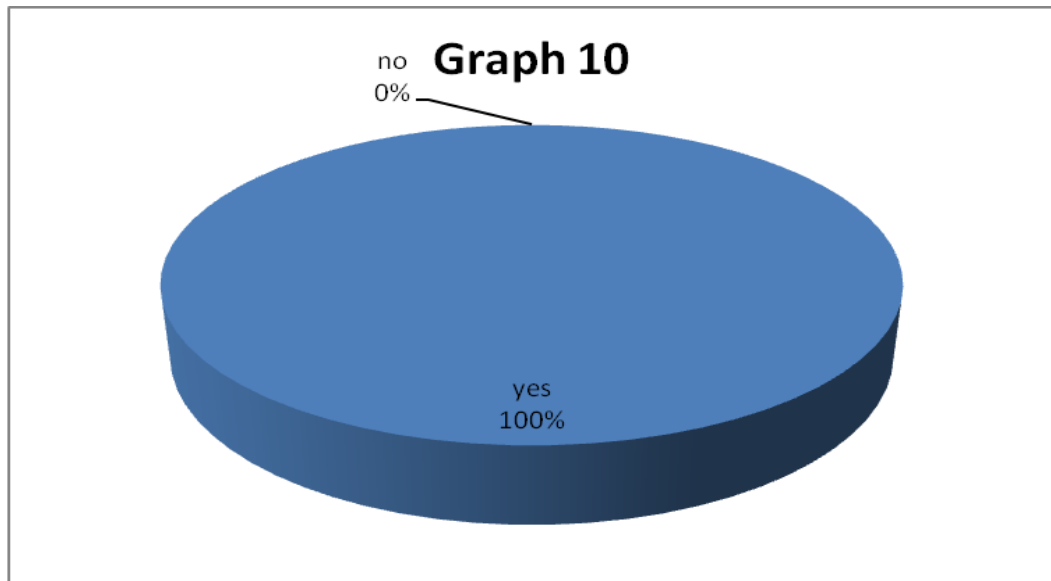

Author: Fabián Tapia

Source: Teacher's questionnaire

Picture number 9 shows that 100% of the observed teachers answered yes to this question. It means that all the fifteen observed teachers mentioned that they consider students' needs (age, personality, attitude, aptitude, motivation, and learning styles) to teach English successfully.

According to the observation sheets an important number of the teachers considered students' needs to teach their lessons in the observed classes. 73% of them took into account students' needs, because the teacher prepared the class according to students' necessities.

Although a 100% of the students who answered the student's questionnaire mentioned that the activities that their teachers use in classes motivate them to learn English. According to students' answers in student's questionnaires teachers do consider their students' needs.

Do you plan your lessons?

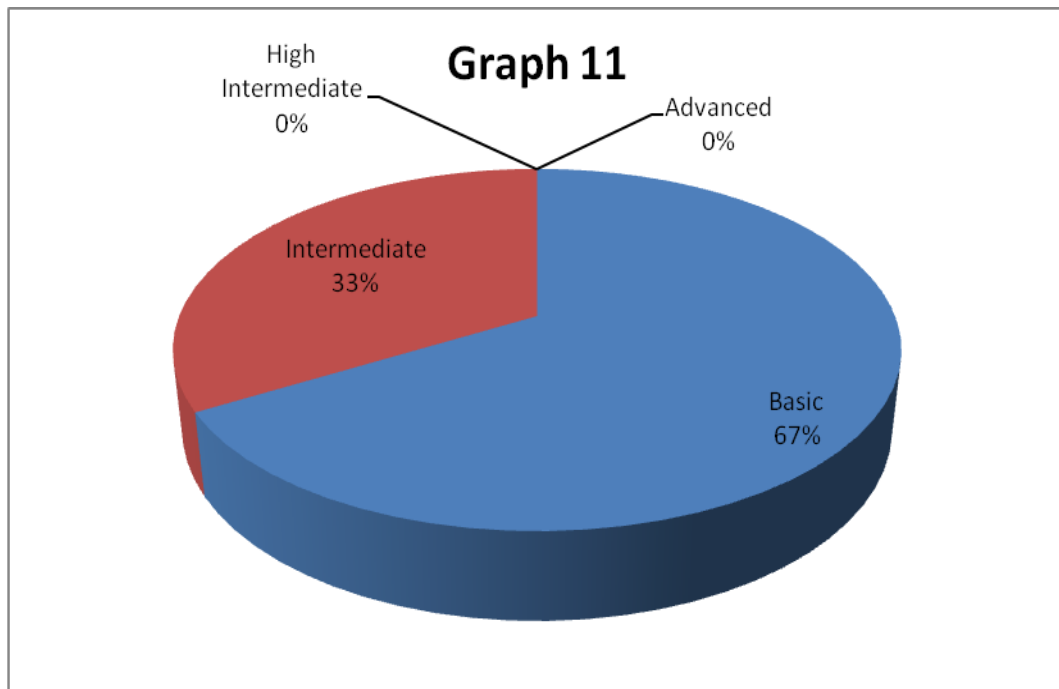Author: Fabián Tapia

Source: Teacher's questionnaire

Graphic number 10 shows that all the   observed teachers said that they plan their lessons, but according to the observation sheets only 26, 6 % of the observed teachers applied all the aspects of the lesson plan such us time, lesson topic, Objectives, warm-up activities, introduction of the new topic, guided or individual practice, review/assessment/feedback, materials and resources.

However, it could be appreciated during the observation that 66, 6 % of the teachers applied most of the aspects of a lesson plan, and only a 6, 6 % of them did not applied more than three aspects of a lesson plan. In addition most of the students announced in that they like the way their teacher teaches them the English language. They also said that their teacher performs a variety of activities that let them to

interact with their classmates. For that reason it can be considered that the observed
teachers plan their lessons.

Which is the level of the observed students?

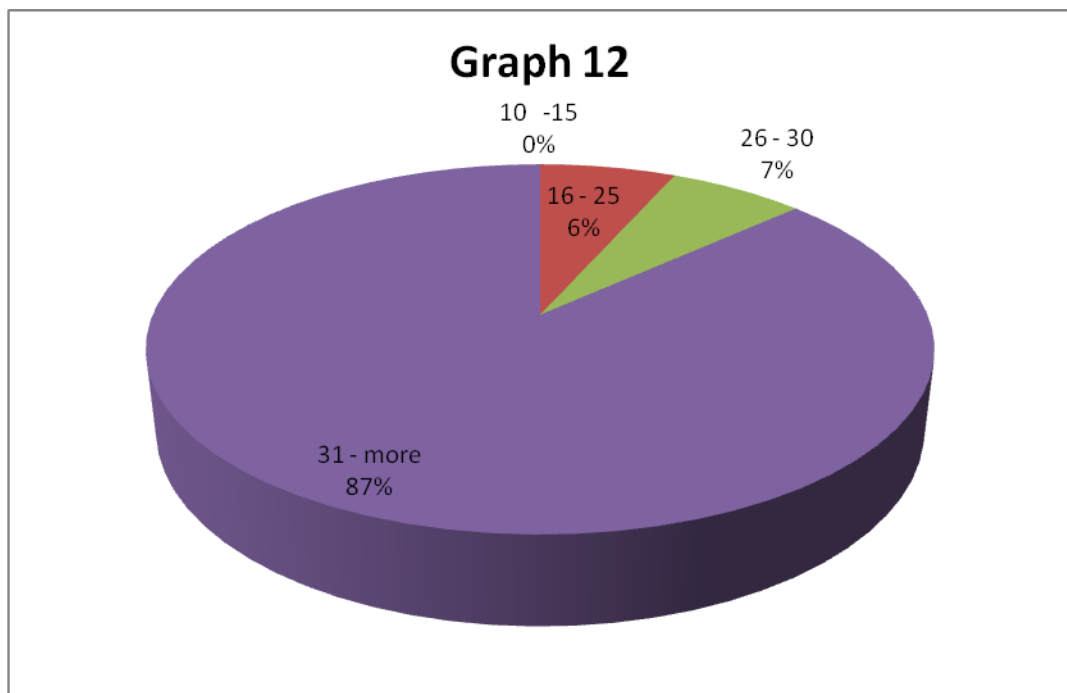Author: Fabián Tapia

Source: Teacher's questionnaire

Picture number 11 demonstrates that 67 % of the observed teachers answered
that their students have a basic level of English. Another 33% of the teachers
determined that their students have an intermediate level of English. And any teacher
said that the students have either a high intermediate or advanced level.

Nonetheless according to the information in the observation sheets 80% of the
observed students showed a basic level of English language and 20% of them
presented an intermediate level of English language.

However information obtained from student's questionnaires establishes that 73% of the students who filled the student's questionnaire admitted that they consider that the class activities are easy for them. Another 20% of them consider the class activities difficult. And only a 7% of them it means that just one of fifteen students who filled the student's questionnaire mentions that the activities in class are very easy.

Factors concerning classrooms.

How many students are there in the observed classrooms?

Author: Fabián Tapia
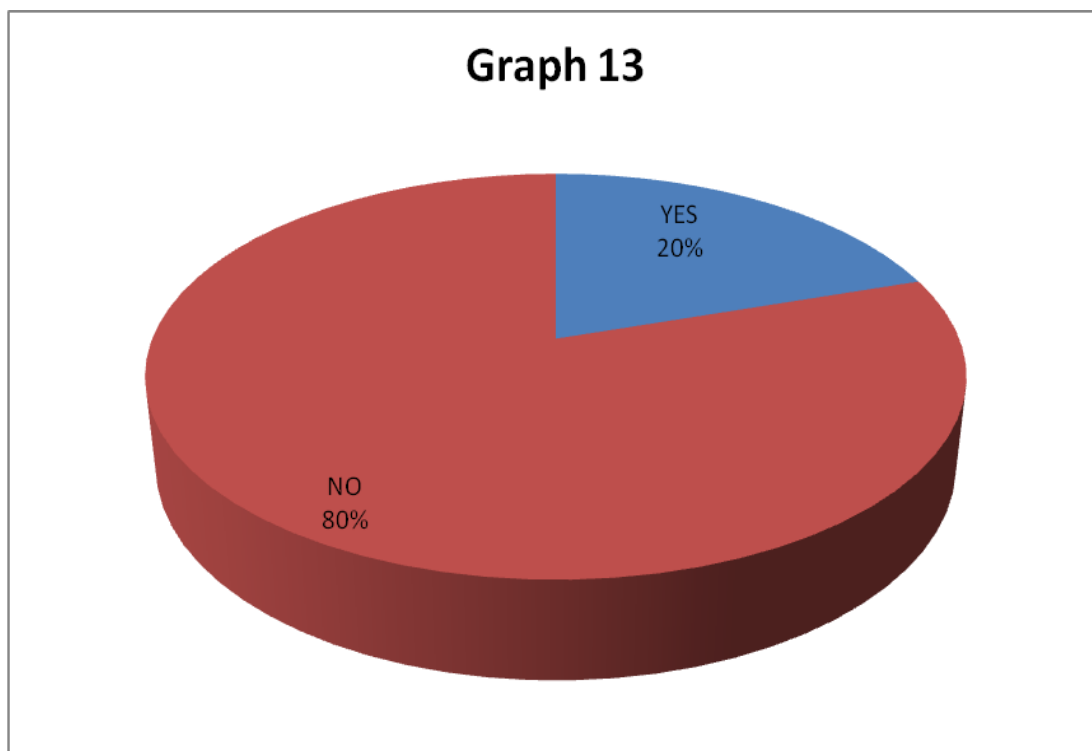
Source: Teacher's questionnaire

Graph number 12 shows us that 87% of the tecahers answered that there are thirty-one or more students in their classroom. Another 6 % said that they have between sixteen and twenty five students in their observed classroom. And a similar 7 % of them mention that they have between 26 and 30 students in their classroom. It meas that thirteen of the fifteen observed teachers affirmed to have thirty-one or more students in their clasrroms.

In fact, it was apprecciated that in 87% of the observed classrooms there were more than thirty-one students according to the observation sheets. It means that in thirteen of the fifteen observed classrooms there were more than thirty-one students. Even in most of the observed classrooms there were more that forty students. Furthermore incredibly in some of the observed classrooms there were almost fifty or more students.

This number of the students in the observed classroom is not suitable. According to Morgan (2000) the Association of Departments of Foreign Languages (ADFL), reaffirms that the maximum class size for foreign language instruction in classes to develop all four skills should not exceed 20.

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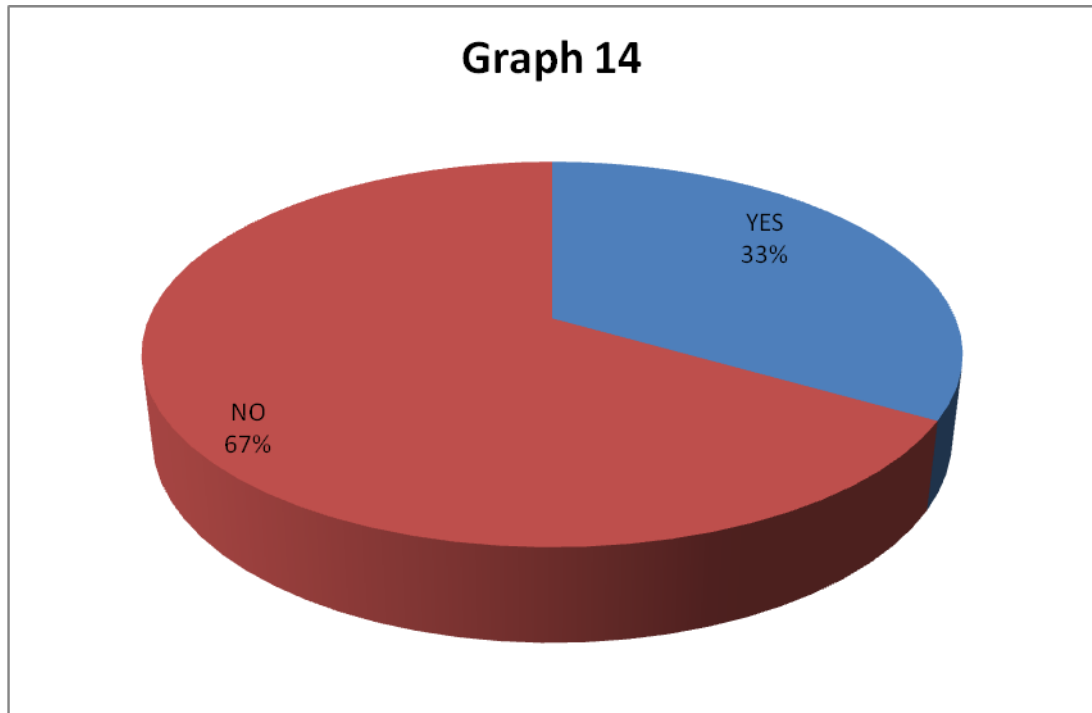

Author: Fabián Tapia

Source: Teacher's questionnaire

In picture number 13 is appreciate that 80% of the observed teachers said not to feel comfortable working with the numbers of students they have in the observed classrooms. And only a 20% of them admitted that it is convenient to work with the numbers of students they have in the observed classrooms.

However a 47% of the students who filled the student's questionnaire admitted that they consider favorable the number of students in order to learn English in a better way. Maybe students say that because, they do not understand that teaching a big number of students is really difficult for a teacher.

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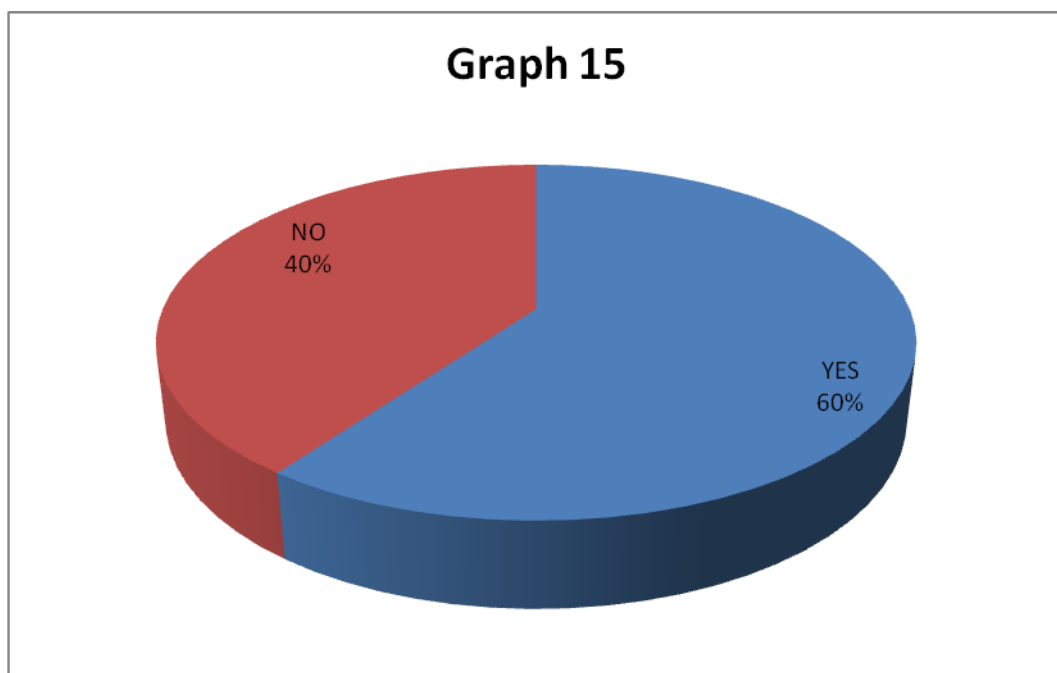

Author: Fabián Tapia

Source: Teacher's questionnaire

Picture number 14 shows us that 67% of the teachers mention that they do not have enough space to work with their group of students in the classroom. And the other 33% said that they have enough space to work with their students in the classes.

However, maybe some of the observed teachers did not understand the question because according to the observation sheets only a 20% of them really had enough space to work with their students in the class. Despite of this information obtained in the observation sheets, 73% of students answered in the student's

questionnaires that they do consider that the classroom size allows them to work in a comfortable manner. Maybe they say that because they do not know activities that permit them to learn in a dynamic way.

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

Author: Fabián Tapia
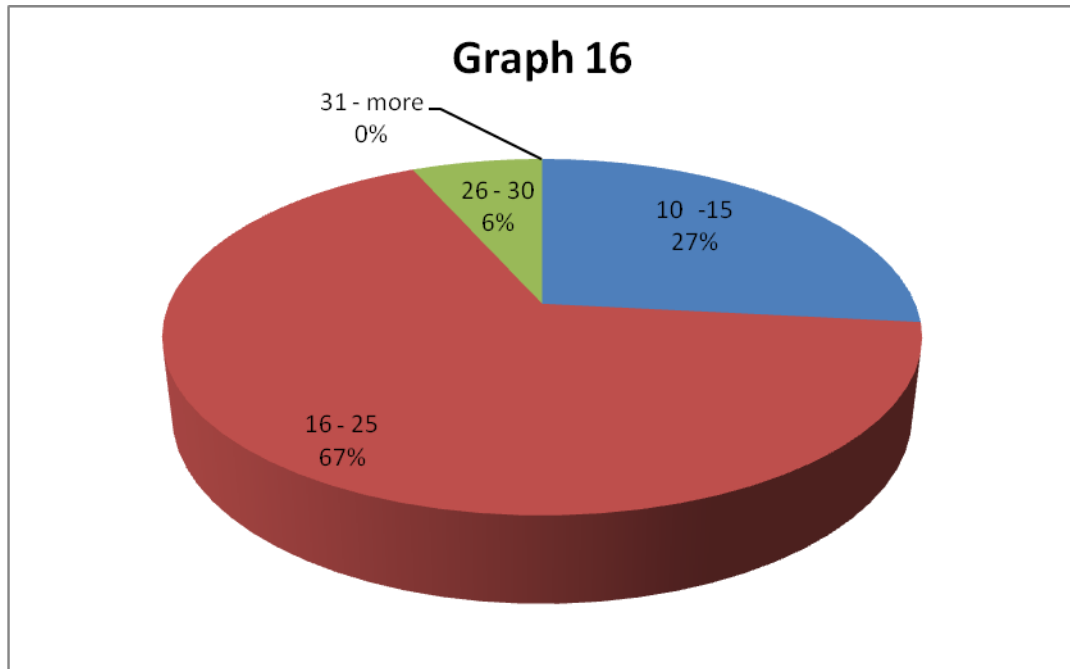
Source: Teacher's questionnaire

According to graphic 15 a 60% of the observed teachers answered that they do arrange students' seats in relation to the activities planned for their classes. And a rational 40% of them said no.

In fact, according to observation sheets any of the fifteen observed teachers arranged students' seats. 40 % of the teachers did not arranged the students' seats in

relation to the activities planned in the observed classes because they really do not have any space to move students' seats. But, the other 60% did not arranged students' seats; because they performed whole class activities. Most of the observed classrooms do not have any space to move students' seats, maybe teachers never arrange students' seats according to the activities they planned, and/or rather they always plan activities so that they do not move students' seats because there is not space to do it due to the large number of the students they have.

In spite of what was said in the previous paragraph 93% of the students commented that they like how their teacher arranges their seats in order to work with different type of activities.

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

English?

Author: Fabián Tapia

Source: Teacher's questionnaire

It can be appareciated in grapich 16 that 67% of the observed teachers consider

that the appropriate number of students to teach English is between sixteen and

twenty. Another 27% of them think that between ten and fifteen are suitable numbers

of students to deal in class. And a low 6% of these teachers guess that it is adequate

of 26 to 30 students.

According to American Sign Language Teachers Association (1998) an

optimal instructional class size is of eight to twenty students depending on the level

and nature of instruction. They based on recommendations from the disciplines of

foreign language instruction and sign language interpreter training. They also based

on a survey of recommendations from three hundred sign language program administrators. American Sign Language Teachers Association (1998) also state that for beginning level instruction should not exceed twenty students, and they recommend smaller class sizes for intermediate and advanced classes based on the previous considerations.

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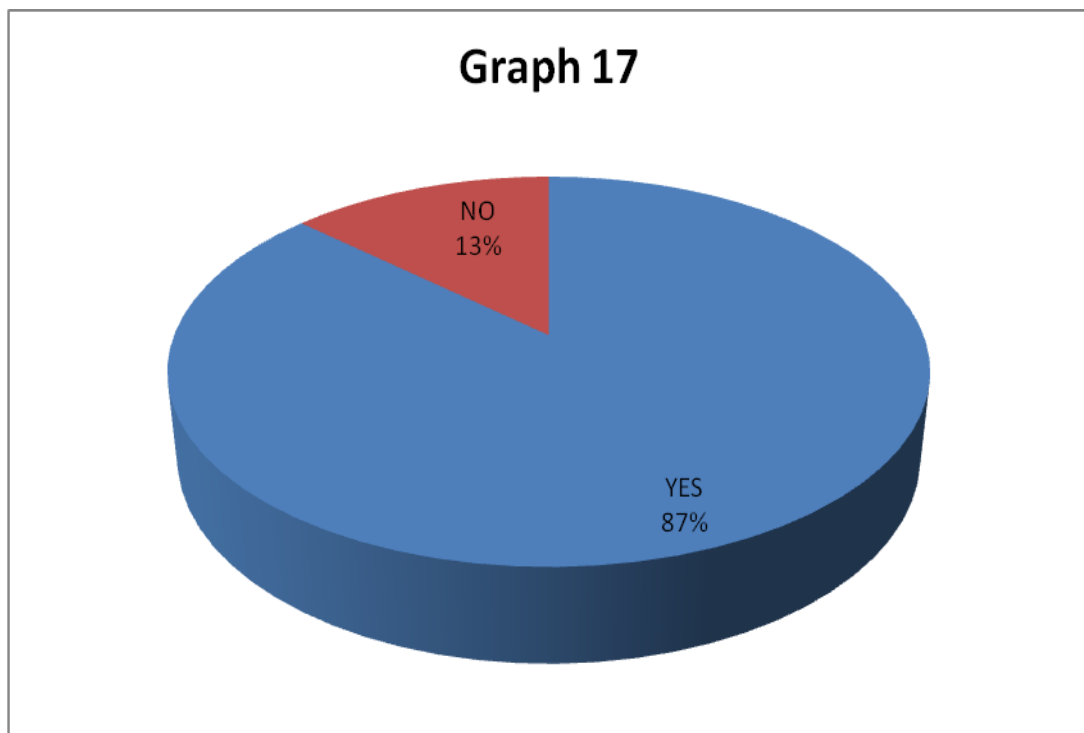
Author: Fabián Tapia

Source: Teacher's questionnaire

Graphic 17 displays that 87% of the observed teachers answered yes to question number 17 in the teacher's questionnaire; *do you use teaching resources*

(TV, Tape/Cd recorder, Computer(s), Projector(s), Smartboard, and supplementary materials)?. Most of the teachers said that they do not always use these resources, but they sometimes use teaching resources like CD recorders, TV, videos, internet, visual aids, and flash cards. Some of them use projectors, computers and magazines.

According to the observation sheets 60% of the teachers used teaching resources in the observed classes. Most of them used supplementary materials like worksheets, flashcards, newspaper, pictures, visual aids, tales and comic trips respectively according to their lesson plans. Worksheets were the most used in the observed classes. Only a 44% of this 60% used teaching resources like CD players, computers and projectors.

But a 40% of the observed teachers did not use any kind of teaching resources. Additionally 47% of the students that answered the student's questionnaire mentioned that teaching resources like TV. CD players, computers, smart board etc. are used in their classrooms and 53% of them said that it is not used any kind of teaching resources.

In fact all the five public high schools, that were observed, have an English laboratory with a projector, computer, CD recorder, and TV. But unfortunately the teachers only use it once a week with each observed group of the students in the best case. When observing the classes in the public high schools, it was appreciated that just one high school has a projector in the classrooms.

Do teachers consider appropriate the resources they have in class?
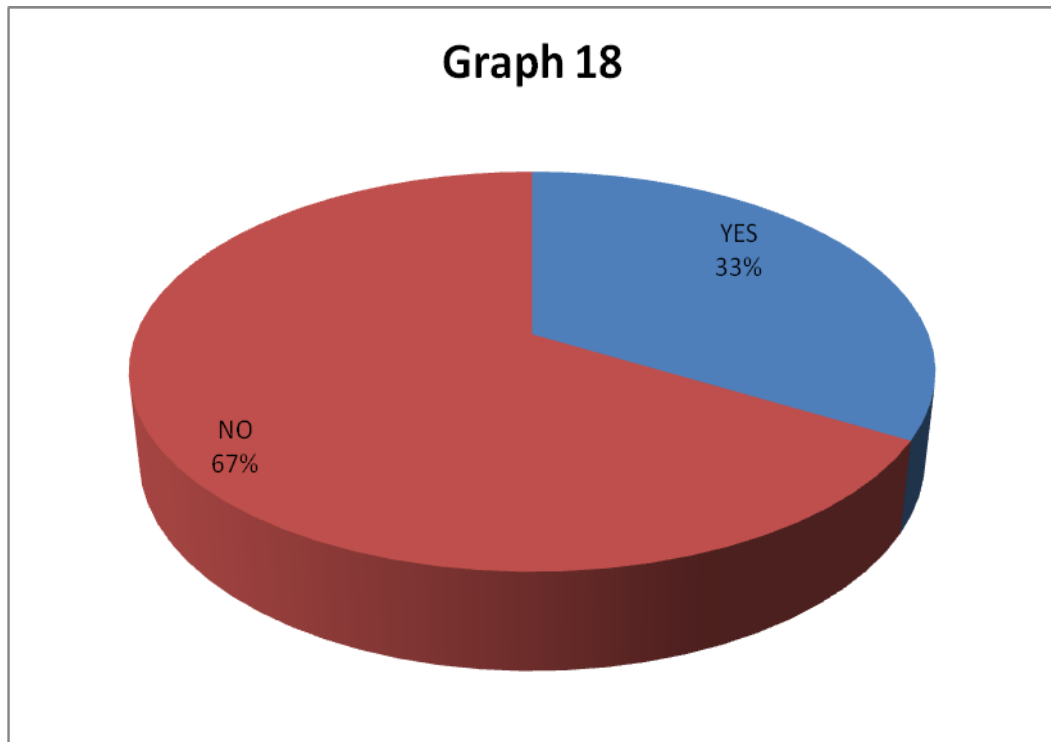
Graph 18

Author: Fabián Tapia

Source: Teacher's questionnaire

Graph 18 describes that 67% of the teachers who were observed do not consider appropriate the resources they have in classes. And the other 33% mentioned that they do consider suitable the resources that there are in their classes.

Some of the teachers who answered no to this question in the teacher's questionnaire say it is because there is nothing in the classroom, they are not appropriate to develop the four skills or because there is only a whiteboard in the classrooms. And the teachers who answered yes mentioned that because they have a laboratory and others say that they have their own resources in order to teach English.

Factors concerning educational institutions.

Do the institutions review teachers' lesson plans?

Graph 19

NO
27%

YES
73%
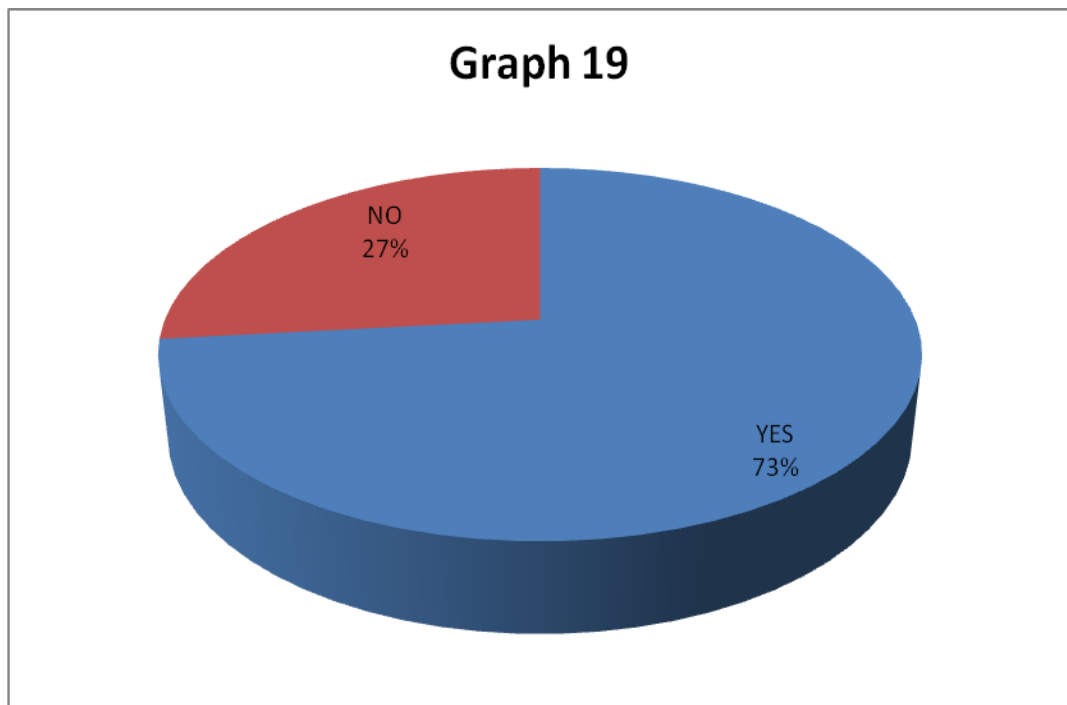
Author: Fabián Tapia

Source: Teacher's questionnaire

According to graph 19 it is exposed that 73% of the observed teachers affirmed that the institutions review their lesson plans. And only a 27% asseverated that the institutions do not review their lesson plans. 46% of the observed teachers who answered yes said that the institutions review their lesson plans once a week. 27% of them affirmed that institutions do it once a month and another 27% of them mentioned that the institutions review their lesson plans just once a year. It means that the institutions do not review lesson plans to the 27% of the observed teachers.

However it is difficult to determine if the institutions review teachers' lesson plans, because all of the observed teachers asseverate planning their lessons, but only a 40% of them conducted a planed English class.

Does the institution monitor your teaching?

Graph 20

YES
47%

NO
53%
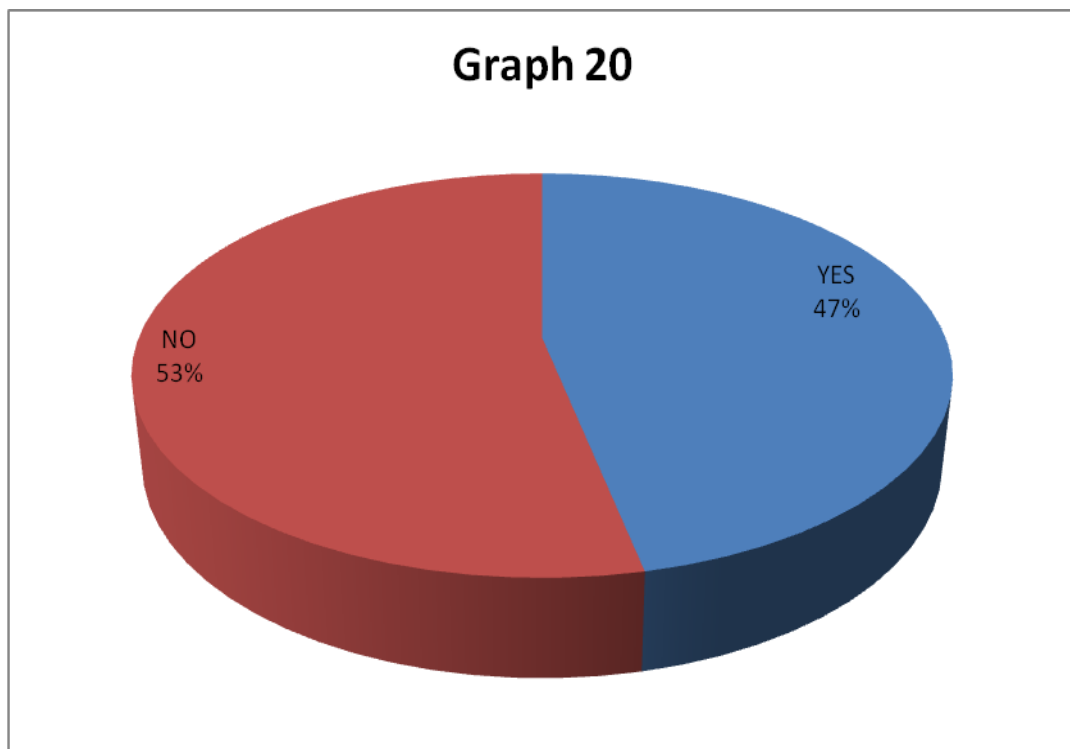
According to graph 20 a 53% of the observed teachers said that their institutions do not monitor their teaching, and the other 47% affirmed that they do. 43% of the teachers who answered yes mentioned that their institutions monitor their teaching once a year. And the other 57% of them affirmed that every month their teaching is monitored by the institutions.

In this question, the answers of the observed teachers are almost exactly divided in two. According to that, it is complicated to determine what really happens in public high schools. It is difficult to state if institutions monitor their teachers' teaching or not.

However, according to what was seen during the observation, most of the institutions do not monitor their teachers. It was appreciated that in two of the five public high schools there is some sort of monitoring but no more than that.

CONCLUSIONS

➤ This research demonstrates that all teachers have an English bachelor's degree, but despite that, most of them only have an intermediate level of English language proficiency. However a 75% of these teachers use English most of the time when teaching.

➤ This research evidences that most of the teachers prefers to use communicative language teaching and task-based language teaching approaches employing whole-group activities to teach their lessons even though most of them do not have enough space.

➤ This research shows that most of the teachers consider students' needs to teach English successfully, because most of the students confirm this by saying that the activities in the class are easy for them, even though, most of them have a basic level of English language. Factors concerning students do not affect the English language teaching-learning process

➤ According to this research, teachers cannot arrange students' seats to develop group-work activities in the classrooms because there is not enough space to do it due to big class sizes. Furthermore the lack of teaching resources does not facilitate the classroom managing affecting the English language teaching-learning process

➤ This research displays that most of the institutions do not review their teachers' lesson plans, because just 40% of them perform the class with prior planning in the observed classes. Moreover slightly more than half of the

observed teachers mentioned that the institutions do not monitor their teaching and this affect the English language teaching-learning process.

➢ This research proves that the factors which most affect the English language teaching-learning process in Ecuadorian public high schools are those ones concerning classrooms, because the conditions in which most of the classrooms in this institutions are kept, and teaching resources are not suitable. Furthermore not only the class sizes are very big but also the classrooms space are not enough, for seating arrangement.

RECOMMENDATIONS

➢ English teachers should be trained to handle most improved English language proficiency in order to speak English most of the time in the classroom in order that they do not affect the English language teaching-learning process in public high schools.

➢ Classrooms should not have large class sizes to allow sufficient space in order for teachers to arrange students' seats, and teachers can carry out a good lesson considering students' necessities and level. And classrooms should have all the necessary teaching resources, to do not affect the English language teaching-learning process in public high schools.

➢ Institutions should review teachers' lesson plans and they also should monitor their teachers' teaching at least once a month in order to maintain a good performance of English teachers in the classrooms, and improve the English language teaching-learning process in public high schools.

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Annex Nº 1

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!!!!!!

Annex Nº 2

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:	

21. ¿Te gusta aprender Inglés?

YES ( ) NO ( )

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

YES ( ) NO ( )

23. Consideras que las actividades realizadas en clase son:

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

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

YES ( ) NO ( )

¿Por qué?
_____
_____
_____

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

YES ( ) NO ( )

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

YES ( ) NO ( )

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

YES ( ) NO ( )

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

YES ( )	NO ( )

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

YES ( )	NO ( )

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

YES ( )	NO ( )

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

YES ( )	NO ( )

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

YES ( )	NO ( )

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

YES ( )	NO ( )

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

YES ( )	NO ( )

GRACIAS!!!!!

Annex Nº 3

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 %	( )

Annex Nº 4

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 ( )