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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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Doctora.

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ABSTRACT

This research with the title “Factors that affect the English language teaching-learning process in Ecuadorian public high schools” has as the main objective to analyze the factors that affect the English language teaching-learning process in Ecuadorian public high-schools. The research was conducted in five high-schools located in Portoviejo. The sample to gather the data was fifteen teachers and fifteen students to whom a teacher’s and a student’s questionnaire was administered. Besides a classroom observation was done in which an observation sheet was completed. After that teachers were also interviewed.

The method used was a quantitative one. The variables considered for the study were factors concerning teachers, students, classroom, and finally educational institution. The analysis of the data gathered was done through graphs which represented the results obtained from the teachers’ questionnaires.

This study permitted to conclude in a general way that the teaching of this language is affected by different factors such as the lack of knowledge that teachers have related to teaching methods and their language proficiency which do not help students with the acquisition of English as a foreign language.

INTRODUCTION

The research study “Factors that affect the English language teaching-learning process in Ecuadorian public high schools” has great importance because it analyzes the actual reality of Ecuadorian public high-schools and it is guided to provide valuable recommendations to optimize the process where students develop the language skills and communicative competences in the learning of this important language.

In the Ecuadorian educational system, many notorious differences related to classroom resources can be identified between the educational quality that private institutions offer and the one offered by public institutions. Public high-schools have several limitations that do not allow the English language teaching-learning process to be as effective as it is desired. This problem has its origin in all the limitations that public high-schools present. An example of this is the lack of well-equipped English labs used by private institutions.

The analysis of the factors affecting the teaching-learning process opened the opportunity for this research with the topic “Factors that affect the English language teaching-learning process in Ecuadorian public high schools”. Its purpose is to analyze the factors that affect the English language teaching-learning process. The specific objectives that are tried to reach with this study are determine the classroom conditions in which English lessons take place, identify the characteristics of in-service English teachers, and determine teachers’ instructional competence.

Previous researches related to the theme have been conducted in different countries. One of the studies was conducted by Oyinloye (2010) and the purpose of the study was to establish the teachers’ and students’ perception about classroom management. It revealed that good classroom management is not an end in itself, but

a mean for creating a climate where learning happens as fully as possible. It is a means of reducing stress and students' misbehavior that could occur as a result of poor classroom management.

Another study was the one conducted by Higashi-Hiroshima, K. (2002). Its objective was to examine the influences of teacher characteristics (gender, age, educational attainment and teaching experience), teacher motivation (punctuality and enthusiasm), classroom atmosphere (pupil behavior and relation between the teacher and the pupils) and the use of instructional materials (textbook, lesson plan, flashcards, supplementary exercises, and visual materials) on teaching skills. The results of the correlation analysis showed that teacher enthusiasm, teacher punctuality, pupil behavior, relation between the teacher and the pupils, the teacher's use of lesson plan, flashcards, supplementary exercises and visual materials were significantly positively related to the teaching skills. The teacher's use of textbook had a significant negative relationship with teaching skills.

A third study was conducted by Farooq (2011). Its objectives were: to explore the perceptions of prospective teachers about the factors affecting the classroom management, to investigate the difference in the perception of male and female Prospective teachers in relation to factors influencing classroom management, and to compare the perceptions of prospective teachers of three teacher training institutions about the factors contributing towards the classroom management.

This research and the results obtained have as beneficiaries the teachers from the institutions selected for the study who will be able to redirect all their effort to improve their work in the teaching process and therefore the students who are also beneficiaries will receive a better education.

As in any research, limitations were evidenced when the study was conducted. One of them was the lack of classroom observations. Only one observation does not provide enough evidenced of classroom management and methods used.

METHOD

Setting and Participants

This study was conducted in five public schools in the city of Portoviejo, in the province of Manabí. The participants were fifteen English teachers and fifteen students of six different grades from 8th year of basic education to 3rd year of high-school. There were girls and boys from 12 to 16 years old.

Procedures

This research started with the investigation of the literature about topics like: Importance of Teaching English as a Foreign Language in Ecuador, Teaching Methods and Approaches, Teaching Techniques, Managing Learning, Lesson Design, Class Size, Classroom Spaces, Seating Arrangement, Classroom and/or Teaching Resources, Classroom Observation, Students' Motivation, Learning Styles and Students Intelligence. It was also required to investigate five previous studies related to the researched topic. The information was obtained from several sources as journals, Google books, books from different authors and the didactic guide provided by the university.

The methodology applied in this study was Quantitative. The data obtained was described, analyzed, and interpreted to reach the objective previously stated in this investigation. The techniques used for this study were survey, observation, interview and note-taking. To gather the data two questionnaires were administered, one for teachers and another for each student surveyed. The teacher's questionnaire contained 20 questions and the students one 14. Also it was necessary to observe a class in which the corresponding observation sheet was filled in. The information gotten from these sources was described and analyzed.

The analysis of the results included the analysis of the 20 questions given in the teachers' questionnaire. These 20 questions were classified according to each one of the factors. The rest of the information on the other resources was used to support the analysis of each one of the questions proposed as then each factor. At the end conclusions were written as well as some recommendations.

DISCUSSION

Literature Review

There is no doubt on how the English language has become a universal language. Its importance is easily demonstrated with its use on every day's life, business, technology, studies, and travel among other situations becoming more and more globalized. This language definitely facilitates communication among people all over the world.

In Ecuador, English also plays an important role in all the situations mentioned above, especially on education. One example of the importance of English in Ecuador is the decision of Ecuadorian government to prioritize its teaching and re-enforce it in all level of Curriculums throughout its Plan Decenal de Educacion (2007) and the Ley Organica de Educacion Intercultural (LOEI, 2011). In addition, the “CRADLE PROJECT” (Curriculum Reform Aimed at the Development of the Learning of English) has been in charge of the elaboration and follows up of plans and study programs as well as providing resources and establishing politics of evaluation systems, and a permanent teacher-training program based on a functional-communicative approach to teach English to Ecuadorian students since 1992. Ministerio de Educacion del Ecuador (2011).

All the uses and needs of this language support reasons for a deep analysis and study about the factors that the teaching –learning process involves such as factors concerning the students' needs and English level, the teachers' level of education and language proficiency, the classrooms, and educational institution.

Therefore, there will be a revision of all the main contents related to the theme such as teaching methods and techniques, lesson design, managing learning, classroom and teaching resources, among others. There will be also a revision of

previous studies involving the same on this section so we can contrast and pull all valid conclusions that might benefit the analysis of this very important topic.

Teaching Approaches and Teaching Methods

Thornbury (2006) explains that teaching English language has forced the implementation of several methodologies that has been slowly transformed on the transition of this language. Brown (2001) and Harmer (2007) developed the pros and cons of some important methods that have been applied starting from Grammar Translation method with its roots of memorizing all grammatical rules and an expanded vocabulary. Brown (2007) cited Prato and Celce-Murcia (1979: 3) who listed some of the grammar translation characteristic such as: a lot of vocabulary taught in forms of isolated words, classes in the mother tongue and long elaborated explanations of grammar. Harmer (2007) as well as Brown (2001) mention that this method is taught with the presentation of grammar rules and reinforced through translation exercises.

On the other hand, the Natural Approach method has absolutely different characteristics. Brown (2001) states as its main goal the basic personal communication skills. This refers to present the students real situations of everyday life, and provide them basic information as comprehensible input. Students do not need to participate until they feel they are ready to do it. Certainly, Thornbury (2006) also states that learners are exposed to meaningful language and they are not forced to speak until they feel ready to. Another aspect that Thornbury (2006) considers is that translation and grammar explanations are neglected, and the spoken form is taught before the written form.

Another method used in language teaching is Total Physical Response. According to Brown (2001) in this method, students have a lot of input through

listening and then they act. They do not need any verbal response, but motor abilities are necessary.

Several methods continued appearing, and one of them was Task Based Instruction whose focus was to put the task as the main central process for teaching. Thornbury (2006, p. 223) states that it is a method that “makes the task the basic unit for planning and teaching”. Harmer (2007, p. 51) also suggests that the focus of this method is the task rather than the language, and he adds that a TBL lesson begins with “a pre task and then it is followed by a task cycle where the students plan the task, gathering language and information to do it, and then produce the piece of writing or oral performance that the task demands”.

The content based instruction method also appeared. Its role is to look for the perfectionism of the language with emphasis on its use through the learning of another subject such as Science, Social Studies among others. Brown (2001, p. 49) says that “Language takes on its appropriate role as a vehicle for accomplishing a set of content goals.”

An approach that emerged and is still very useful is the Cooperative Language Learning that highlighted the teamwork to optimize the language teaching. Brown (2001) states, that Cooperative learning does not mean just collaboration. It means that in this kind of classroom the students should work together with the teachers to reach the goals and objectives established.

Among all this wide choices of methods and approaches Communicative language learning also known as Communicative language teaching appeared with the main purpose of that classroom objectives should be focused on all the components of communicative competence as Brown (2001) states. Brown (2001), Harmer (2007) and Thornbury (2006) agree on that this approach tries to place the

students in real-life situations in order to develop the skills that allow them to improve their fluency and accuracy. This approach is one of the most applied and implemented in educational institutions in these days contributing with a very active environment.

Teaching Techniques

As it occurs with any other subject, teachers apply different techniques to achieve the comprehension of the English language and to improve the skills for its use. In the process that the English language teaching has had, a lot of techniques have been applied. Brown (2001) expressed that techniques are all task and activities almost always planned and deliberated and he grouped them in two kinds of techniques: the manipulative such as the choral repetition and cued substitution drills, and the communicative techniques that include storytelling, brainstorming, and role plays, among others. The communicative ones contrary to the manipulative give freedom to the creativity and student interaction.

Harmer (2001) mentions other techniques that have their validity in the learning teaching process of the English language. They are: demonstration, where the teacher demonstrates the language form offering a situation that allows students to show the language in action; explanation, where the teacher explains the construction of the language through the use of classroom resources such as the board or overhead projector; discovery, which encourages students to understand the new language forms using any class material; accurate reproduction, that stimulates students to learn new language through an accurate reproduction stage; immediate creativity, where the students show and understand the meaning, use, and construction creating their own sentences; and check questions, where the teacher

uses question to verify if the students acquired what have taught. This last technique can be used as a kind of feedback.

The selection of the technique should always be focused on the specific characteristics of the working group, on their educational needs, and on the styles of learning that the students have. The purpose will always be to reach the learner acquisition of the language.

Managing Learning

Managing learning is a fundamental element in the process of teaching English. Some of the most important factors to consider for classroom activities in order to succeed with what the teacher has planned are: giving instructions, giving feedback, and set time. Giving instructions does not just mean that the teacher tells the students what to do, but check if they understand the instruction, model the activity with an example, walk around the classroom monitoring if they are doing the activities correctly.

Harmer (2007) agrees with Thornbury (2006) on the importance of giving instructions. He considers as crucial how the teacher talks to students when instructions are given, and he believes that the best activity or classroom exercise is a waste of time if the teacher does not check if the students understand what they have to do. This can be done by asking a student to explain what they are supposed to do or asking a student to model with an example. He says that instructions must be as simple as possible and logical.

According to Thornbury (2006) giving instructions plays an important role when the teacher sets up an activity. He states that the tasks should be monitored, and this monitoring may involve feedback on what they are saying or writing while Scrivener (2011) refers to feedback not from the teacher to the students, but the

students to the teacher. In this kind of feedback the students tell the teacher what they understood, what they need or how they feel. As a result of this, the teacher contributes to establish a positive classroom atmosphere where the students feel free to give feedback to the teacher.

Another aspect that must be considered, according to Harmer (2007), is set time for the activities to exploit them and avoid the waste of time. Saving time, concentration, and reaching the goals planned are the result when students know what to do and the time that they have to do it.

Lesson Design

Scrivener (2011) and Harmer (2007) coincide that lesson design gives the teacher the opportunity to prepare a plan in order to have a clear idea of what the teacher wants to do and what he expects the students to do. They say that the teacher cannot predict what it is going to happen in the classroom, but with a plan designed, any unforeseen event can be handled. Harmer (2007) expresses that a lesson format depends on personal preferences, but he provides some elements that should be included. These elements are: description of the students, aims and objectives, procedures, anticipated problems, and materials to be used in the lesson.

In addition, Brown (2001) provides what he called the essential elements of a lesson plan which are: goals, that is the purpose to accomplish by the end of the class period; objectives, that refers to what students will be able to do; materials, that refers to what the teacher needs to have in the classroom; and procedures, in which an opening activity, a set of activities and techniques, and closure can be included.

As in every human activity, planning is a valuable tool that permits to reach the objectives established and in the teaching-learning process a well-designed plan allows taking advantage of all the resources.

Class Size

The number of students which the teacher works with in the classroom varies according to the institution. According to Brown (2011), the suitable number of students should not be more than a dozen because the size of the class should be sufficiently large for group work and students interaction, but it also needs to be sufficiently small to give opportunities for individual attention.

Harmer (2010) indicates that the size of the class impacts in the way in which the professor teaches his students because if the group is small the teacher can adapt the lesson to the particular needs of the learners. He establishes the difference between one-to-one teaching and work with large groups. Harmer (2010, p. 12) says that “in a one-to-one setting the teacher is able to tailor the lesson to an individual’s specific needs, whereas with larger groups compromises have to be reached between the group and the individual within it.”

Classroom Space

The classroom environment should be adequate for language learning and for the students. It should be an organized and clean environment with sufficient clarity to facilitate for example, the reading of texts or to visualize clearly images or material use in the class. Brown (2001) states that students are affected by what they perceive. He mentions some aspect that the teacher should consider such as if the classroom is neat, clean, and orderly in appearance, if the acoustic is tolerated, if the classroom is free from external noises, among others. .

McLead, Fisher, & Hoover (2003) point out that organization of the space affects students’ behavior, how they move around the classroom, and the attention to the teacher. They say that teachers should try to provide a well-organized classroom where the students can work individually, in groups or with the teacher. Tabassum

(2006, p. 122) considers that the spatial organization of the classroom “reflects how the teachers want to lay out the curriculum and pedagogy”. It means the way teachers organize the space shows how they want to reach the objectives.

Seating Arrangement

In the majority of public institutions in Ecuador and inclusive in the private ones, it is common to find the traditional organization of the seats in columns, what visually could cause an impression of order, but it does not usually permit to get the results expected.

Brown (2001) considers that the students are part of a team and they must not feel as in a military formation. It is convenient that their seats are arranged in a way that they should be able to see among themselves and talk. It is recommended for them to use, for example, semi-circles and u-shapes where students have an open sight of all their classmates and open space to move freely and form pair with different classmates. These pairs activities contribute to students interaction practicing a dialogue, asking and answering question among others.

For Scrivener (2011), the teacher should consider what is more appropriate, if it is convenient that the arrangements will be permanent or not, keeping in mind that the changes in seating arrangements can facilitate the interaction among students.

On the other hand, Harmer (2007) provides some advantages about placing the seats in orderly rows. He says that this kind of seating arrangements allows the teacher a global vision of the students as well as it enables the students to see the teacher, facilitating the eye contact among both. This implies that the teacher can work with the whole class in activities that need a kind of organization such as explaining a grammar point, watching a video/DVD or Power Point Presentation.

Classroom and/or Teaching Resources

In order to prepare an interesting lesson for the students, several resources can be used. R. Phillips, & Walters (1995) mention some classroom objects such as the overhead projector that the teacher can use to write on an without turning the back to the class; students can write on OHTs and the results can be shown to the whole class; flashcards that can be used to present or introduce new vocabulary; worksheets that can be used to listen to a song or to watch a video and apply them with comprehension activities; realia that can be used taking real objects related to vocabulary needed in a lesson; and, of course the tape recorder to play cds that allow students to develop the listening skills.

These materials are important to optimize the teaching-learning process of other languages, like English, for which it is also recommended the use of board games, computer software, and interactive boards, among others technological innovations that have been incorporated to the new educational settings and that have become a source of motivation for learning.

This, according to Thornbury (2006), emphasizes the importance to select pertinent resources that work with the needs, interests and styles of learning of the students. Harmer (2007) points out the existence of modern laboratories used in language teaching, where teachers can use audiovisual materials to innovate their classes.

Classroom Observation

Everything that implies some way of evaluation generates certain fear in who is going to be evaluated. The observation is considered a technical evaluation of the performance; in this educational case, that has become a great tool to optimize the work of the teacher, therefore it permits him/her to tune up his/her abilities and to

enrich his/her work with other perspectives and ideas that impact in better results of learning in the students. Brown (2007) sustains that all kinds of observations conduct to a useful learning for teachers. It means that it does not matter if the observation has the porpoise of training, evaluation or peer observation.

Gradually, teachers understand that upon being observed on their actions and teaching performance by other people, give them others points of view that might change their teaching believe. This permits them to work on weaknesses and improve their abilities for teaching. The observations help both the observer and the person who is being observed to obtain ideas for their own professional growth.

Wragg (2002, p. 25) states that classroom observation benefits the observer as well as the person observed helping to improve their professional skills. He points out that during classroom observation “appraisers need to decide what should be the focus of the attention”, that is the observer analyze the whole class, but focus on specific aspect to be improved.

Scrivener (2011) points out five types of observation. They are: training, which helps trainees identify his/her needs; developmental, that specifies in what aspects of the class is most useful to have feedback on; data collection, to investigate objectively some aspects of classroom life; and peer observation made by a colleague and its aim is for both participants to learn something.

With the new policies established by the national government in Ecuador a culture of evaluation is starting. This culture of evaluation is aimed optimizing the educational system to walk hand to hand with the new educational settings and the important innovations that in this order are being placed in the entire world.

Student's Motivation

According to Hammer (2007, p. 20) motivation “is some kind of internal drive which pushes someone to do things in order to achieve something”. He states that students are exposed to an extrinsic motivation that can be related to society, family or classmates, and to the intrinsic motivation, that is produced inside the classroom thanks to different factors as teaching method from the professor, the type of activities that are planned for the own lesson or any conception that students might have on themselves and their capacity for the success or the failure.

On the other hand, for Saville-Troike, M. (2008) there are two types of predominant motivation: the integrator one, that is related by the own desire of the person to learn, where the emotional or affective factors have preponderance; and the instrumental one, that is determined by the opportunities of work, by the greater desire to reach prestige, the access to greater information or, simply, by the need to be promoted in school or entity.

Learning Styles

When we talk about ways of learning, we mention the way or habitual form in which the student assimilates new knowledge and abilities. It does not matter the way they learn, but the teacher should stimulate the student to use all the resources within its reach to learn, in this case, another language. (Lightbown, Spada, 2008).

According to Harmer (2007), we all respond to a variety of stimuli, certain students respond better to visual stimuli, others react positively to auditable sensations, there are some others with optimum learning when they are involved in some activities of physical character. For most of people there is a factor that is more powerful than others, which facilitates them to learn.

Thornbury (2006) indicates that the style of learning of each person can be specified by biological factors as by innate gifts that each human being possesses.

The author also adds that they are also associated to other factors of great influence like personality, intelligence and experience of learning. A vanguard educator should be capable of detecting the particular style of each one of his students to be able to respond positively to these specific characteristics and to improve the learning, in this case, of the English language.

Students Intelligence or Aptitude to Learn English

Brown (2001) says that it can be affirmed that an intelligent respected person will have greater possibility to learn successfully a second language, since the intelligence has been associated directly with math, linguistic and logical abilities. With respect to the intelligences, Harmer (2007) cited Howard Gardner who proposed a classification that considers eight of them: the logical-mathematics, the verbal-linguistic one, the musical, kinesthetic, visual, naturalistic, interpersonal and intrapersonal. Thornbury (2006) adds that the interpersonal intelligence as the intrapersonal are combined to give place to what is known as the Emotional Intelligence.

As part of this investigation, theoretical support on previous studies by different authors about factors that affect the English language teaching-learning process will be revised.

One of the studies was conducted by Oyinloye (2010) and the purpose of the study was to establish the teachers' and students' perception about classroom management. There were three hypotheses generated. The first hypothesis was "there will be no significant difference between teachers' perception of classroom management and its influence on classroom environment. The second hypothesis was "There will be no significant difference between teachers' perception of classroom management and its influence on teaching and learning outcomes. The third

hypothesis was “There is no significant difference between teachers’ perception of classroom management and its influence on students’ behavior”.

The samples for the study were selected through random sampling technique. The instrument used for this study was a questionnaire which contains twenty six questions. The questionnaire was administered and collected by the researcher on the same day. The questionnaire was re-administered by the same teachers after a period of two weeks. These responses from the two sets of the questionnaire were collated and scored.

This study has revealed that good classroom management is not an end in itself, but a mean for creating a climate where learning happens as fully as possible. It is a means of reducing stress and students’ misbehavior that could occur as a result of poor classroom management.

Another study was the one conducted by Higashi-Hiroshima, K. (2002). Its objective was to determine the factors that influence teaching skills. The methodology used to gather data was based on the use of a questionnaire and classroom observation. Data were analyzed using correlation and regression analyses.

The results of the study showed significant relationships between teaching skills and pupils. Behavior relationship between teachers and pupils suggests that the classes in which the pupils’ behavior was instilled properly, teachers could teach more efficiently, thus covering a better range of techniques and materials or vice versa, that is to say, good teaching helped teachers maintain a good classroom discipline. The results showed strong positive relationship between teaching skill and teachers’ use of lesson plan, supplementary exercises and visual materials, but a negative significant relationship between the textbooks used by the teachers and

teaching skills. The results of this study could provide some implications on how to improve the quality of teachers.

The third study was conducted by Farooq (2011). Its objectives were: to explore the perceptions of prospective teachers about the factors affecting the classroom management, to investigate the difference in the perception of male and female Prospective teachers in relation to factors influencing classroom management, and to compare the perceptions of prospective teachers of three teacher training institutions about the factors contributing towards the classroom management.

The descriptive study was conducted by using survey methodology consisting in self-report research method. The methods for collecting self-report data were the questionnaire and the interview. The survey was designed to explore the perceptions of prospective teachers about the factors affecting classroom management.

A questionnaire consisting of the questions related to factors and ways of classroom management was developed based on five point Likert scale. For the reliability of the instrument, a pilot study was conducted over a sample of 120 prospective teachers. The revised instrument consisted of 22 items that were administered on the actual sample of the study for data collection.

The results of data analysis led towards the conclusion that all the prospective teachers showed especial concern about the factors affecting classroom management. Males and female prospective teachers, significantly differ in their perception about the factors affecting classroom management.

Continuing, the next study carried out by Hoque (2008) stated as purposes: to sketch out a picture of English language teaching and learning at the Alim level in the Madrashes in Bangladesh with a focus on the problems that Alim students face in

the process of learning the four basic skills of English language, and to put forward some suggestions and recommendations to overcome the problems or hindrances or at least lessen the severity of these problems.

The method applied was a quantitative in nature. Two questionnaires were used to elicit information from the respondents on different issues towards teaching-learning English as a foreign language

As conclusions the author stated that the present study found that the existing syllabus of Alim class was a little relevant. The practice of listening and speaking skills was neglected or avoided by the teachers in the class. The investigation found that the teachers remained active, busy and talked more in the class, while the students remained as inactive listeners. Students were not encouraged enough to speak English with the classmates. It was also revealed that most of the teachers followed the text book in the class all the time and most of the English teachers do not speak English frequently in the class.

Finally, Garton, Copland, Burns, (2001) accomplished a study whose purpose was established through its main aims. They were to: 1) discover what policy/syllabus documents inform TEYL practices around the world, 2) investigate and map the major pedagogies that teachers use, 3) understand teachers perceptions of their roles and responsibilities, 4) identify how local solutions to pedagogical issues can be effective.

The methods applied were quantitative and qualitative. The data was collected through surveys and observational classrooms. The authors concluded making five recommendations: 1) the pre-service and in-service training provided to teachers of young learners needs to be considerably strengthened, 2) greater opportunities need to be found for sharing ideas and experiences amongst primary school teachers of

English both nationally and internationally, 3) for a large number of teachers, there is substantial need for English language development, 4) an expanded range of materials for teaching young learners is needed, and 5) Educational policy developers should be provided with advice, based on current research and good classroom practice, on effective curriculum development for young learners to enhance the learning experience of children.

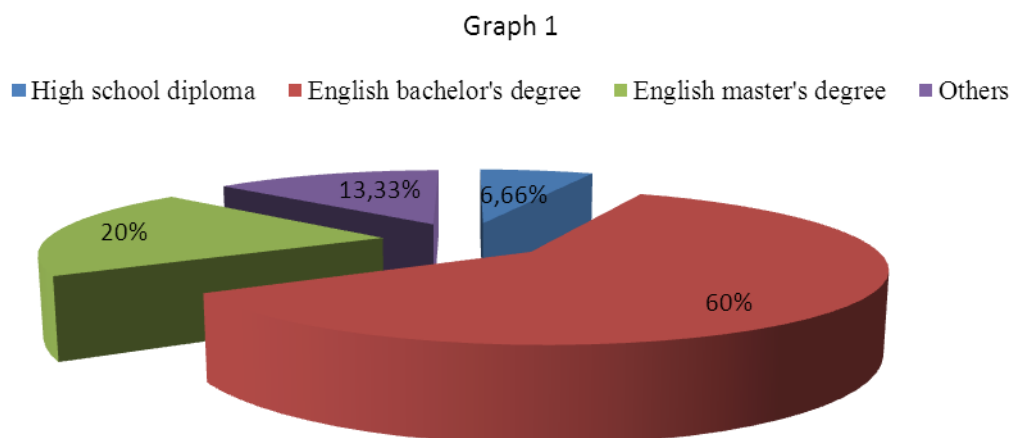
Description, Analysis, and Interpretation of Results

In this part of the research, a quantitative analysis will be done in which the 20 questions from the teachers questionnaire which were classified into the four factors will be analyzed. The results will be presented through statistical graphics. The analysis of these results will be supported and contrasted with the information gathered through the students' questionnaire and the classroom observations conducted.

Quantitative Analysis

Factors Concerning Teachers

Which level of education do teachers have?



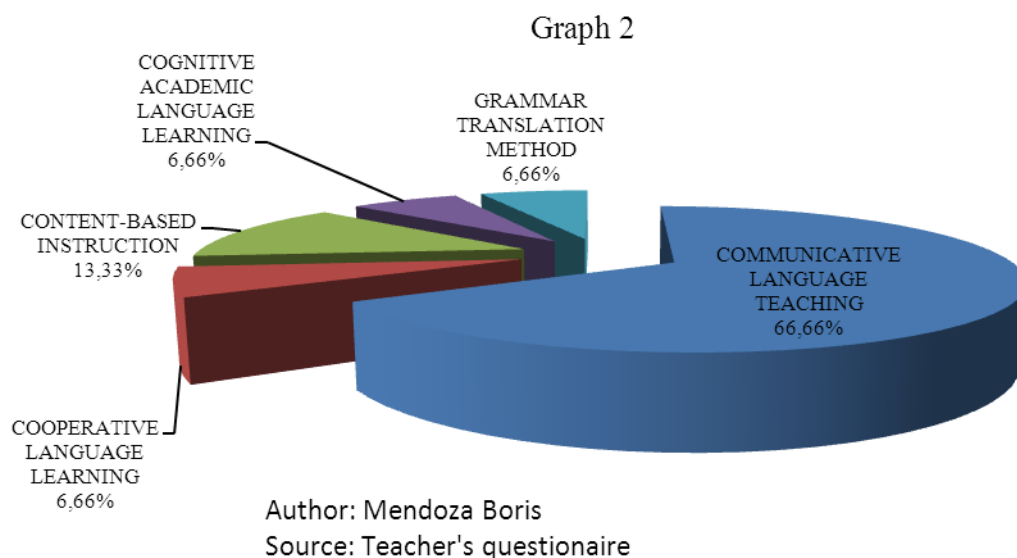
Author: Mendoza Boris
Source: Teacher's questionnaire

This question pretended to know what level of education the surveyed teachers have. The results show that from the total of teachers that answered the questionnaire, nine of them that represent the 60% answered that they have an English Bachelor's degree as their level of education. Three teachers that represent the 20% have a master in teaching English. One teacher that represents the 6.66%

has a High-School diploma, and two of them that represent the 13.33% have a bachelor's degree in a different area such as: Social Studies, and Computing Science.

These results indicate that most of the English teachers of the institutions where the survey was applied have a bachelor's degree that supports their work. This contributes to the teachers' work due to they have studied to be prepared to use the tools that help them to improve their teaching. However, it could be noticed that from the fifteen teachers interviewed only three of them spoke fluently and accurately. The rest of teacher evidenced problems to understand the questions, and some of them even asked the interviewer to translate the question into Spanish because they could not understand. A low level of English teachers do not allow the appropriate language acquisition and an acceptable classroom management in terms of giving instructions, checking understanding, errors correction and giving feedback.

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



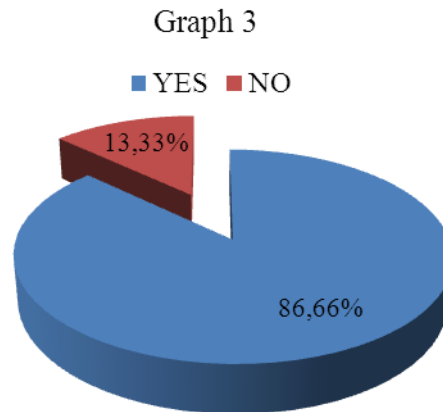
This question presented to the teacher was related to the main methods and approaches used in the classroom. The teachers were asked to choose among ten

options. The results provided indicate that ten of the teachers used Communicative language approach; this corresponds to the 66,66%. Two teachers, it means 13,33% stated that they used Content based instruction method. One teacher that corresponds to 6,66% mentioned that they used Cooperative language learning approach. The same percentage (6,66%) chose Cognitive Academic Language Learning. Finally another teacher that also corresponds to 6,66% answered that the method used in the class observed was Grammar Translation.

The results evidenced that the predominant approach in the classes in the institutions in which the surveys were administered is Communicative Language Teaching. This can be understood as the teachers are interested in abandoning traditional methodologies to encourage students to use English in different contexts in everyday situations. This use will let the students improve the language skills and to improve communicative competences. It permits a clearer, coherent and fluent communication in this language.

However, these results contrast with the information obtained through the classroom observation where it was noticeable the use of Grammar Translation Method. It is also necessary to add that several teachers did not know anything related to the methods presented, giving a general impression that they answered because they were asked to do it. This shows that the data gathered could not be reliable enough.

Do teachers use whole group activities to teach their lessons?



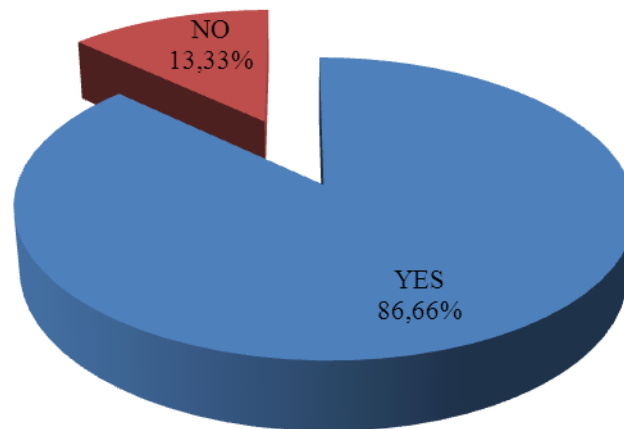
Author: Mendoza Boris
Source: Teacher's questionnaire

The answer related to the use of whole group activities in the classroom indicates that thirteen teachers representing 86,66% manifested that they use this kind of activities and two of them representing the 13,33% answered that they do not use whole group activities. It was contrasted with the classroom observation which permitted to see only two teachers using whole class activities.

It is important that these kinds of activities could be incorporated in any context where they are appropriated in order to encourage the participation of all the students. It helps to all students have the same opportunities to express themselves and do not stay behind in the learning process. Regarding this Harmer (2007) says that these kinds of activities allow the teacher a global vision of the students as well as it enables the students to see the teacher, facilitating the eye contact. This implies that the teacher can work with the whole class in activities that need this organization, such as explaining a grammar point, watching a video/DVD or Power Point Presentation.

Do teachers use individual activities to teach their lessons?

Graph 4



Author: Mendoza Boris
Source: Teacher's questionnaire

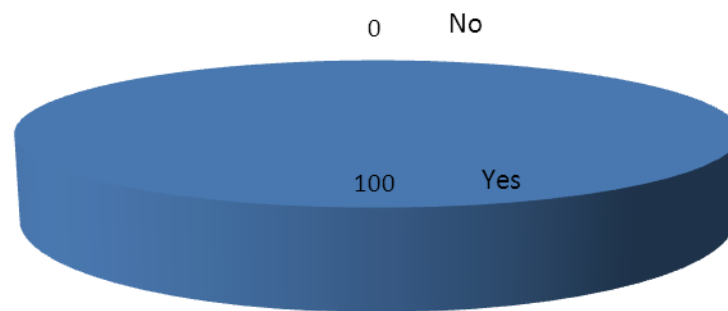
Teachers were asked about the use of individual activities in the classroom. Thirteen teachers representing the 86,66% of the sample answered YES and two that correspond to 13,33% answered NO. This result could be confirmed through the classroom observation where the fifteen teachers surveyed used individual activities.

A high percentage of the teachers surveyed use individual activities in the classroom which is very important due to each student has his/her own learning style, different needs and different interests to be considered at the moment of teaching. If teachers consider the individual characteristics and the different learning styles the students have, it will contribute to reach a meaningful and more effective learning of this important language. Taking this into consideration Thornbury (2006) indicates that the style of learning of each person can be specific due to different reasons such as biological factors or innate gifts that each human being possesses. The author also adds that they are also associated to other factors of great influence like personality, intelligence and experience of learning.

In addition to this, it can be said that a vanguard educator should be capable of detecting the private style of each one of his students to be able to respond positively to these individualities and to improve the learning, in this case, of the English language.

Do teachers use group work activities to teach their lessons?

Graph 5



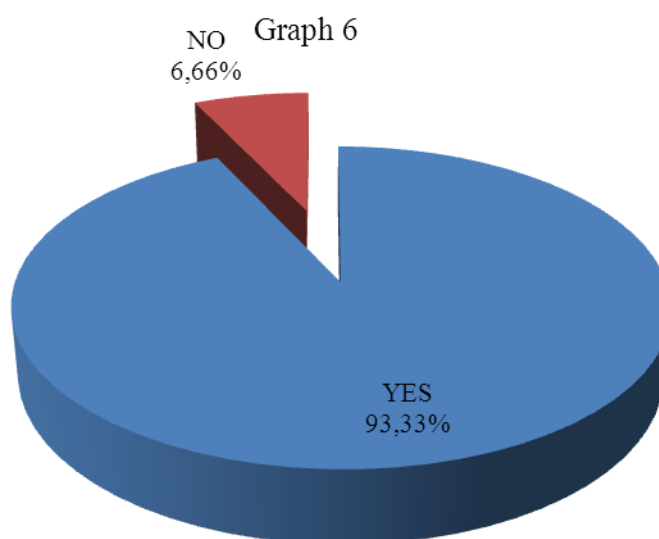
Author: Mendoza Boris
Source: Teacher's questionnaire

The objective of this question was to know if teachers used group work to teach their lessons. All the teachers answered YES which means the 100%, the total of the sample, fifteen teachers.

The answers obtained from the fifteen teachers reflect that all of them use group work activities. The teachers mentioned these activities help students' integration, distribution of responsibilities and encourage the active participation of all the students in their groups. However, a new contradiction between the survey and the classroom observation appeared due to the fact that just in two of the classroom observed it could be evidenced that this form of work was used. The lack of correlation leads to doubts about the real work done by teachers and strategies which support their job.

Despite the contradictions between the results from the teachers' questionnaire and the classroom observations, the fifteen students surveyed that represents 100% answered that their teachers apply varied activities that allow them to interact with their classmates.

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



Author: Mendoza Boris
Source: Teacher's questionnaire

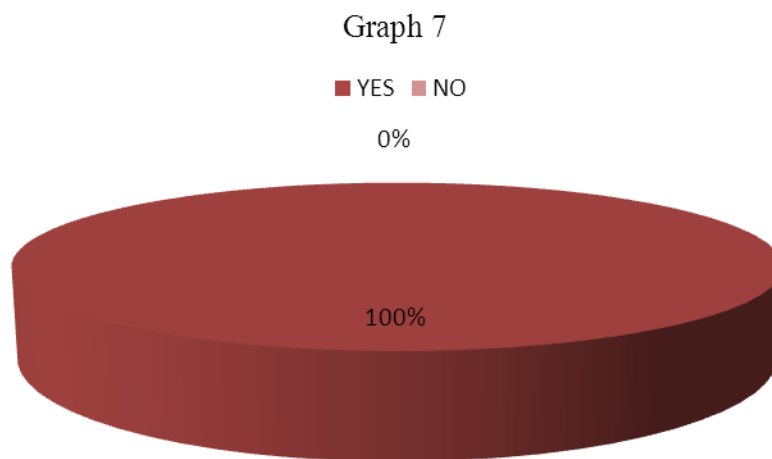
Referring to the time of use of English in classes, 93,33% of the surveyed teachers that corresponds to 14 teachers responded that they use this language most of the time, against 6,66%, that correspond to one teacher who answered that he does not use it for too much time.

The results showed in this question emphasize big changes that are being applied in the teaching process in educational institutions. The increase of the permanent use of the target language in the classroom optimizes the teaching process and permits a more active work with this language.

The information given by the teachers and the students has correlation with

regard to the use of English in class. Both groups of respondents (teachers and students) come up with the same percentage 6,66% suggesting that teachers use English in class most of the time. The observation nevertheless differed that six teachers representing 40% use English most of the time.

Do teachers plan their lessons?



Author: Mendoza Boris
Source: Teacher's questionnaire

Referring to planning of English lessons, the total of the sample, that is to say 100%, answered that they do plan their lessons.

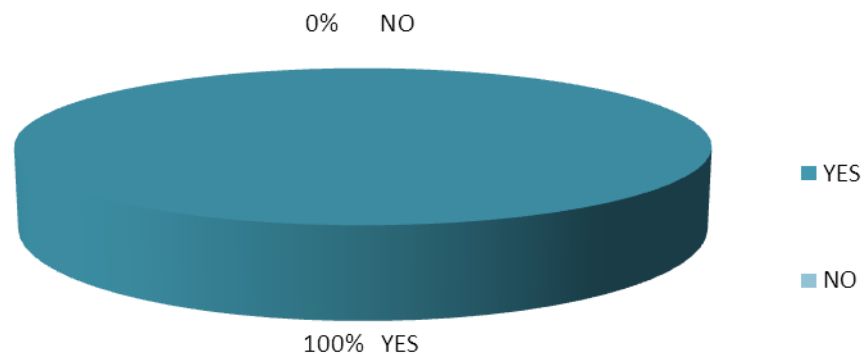
The observation permitted to know what aspects of the lesson plan the observed teachers considered. Two of them considered time, eight surveyed teachers considered the topic of the lesson, two of them established the objectives, two teachers included the introduction of the new topic, and the total of the surveyed teachers considered guided activities in their lesson plans. On the other hand none of the teachers considered in their lesson plans aspects such as warm up, review, assessment, feedback, materials and resources. This showed that despite teachers planned their lessons those plans should be reviewed and improved.

Regarding planning this Scrivener (2011) and Harmer (2007) coincide that lesson design gives the teacher the opportunity to prepare a plan in order to have a clear idea of what the teacher wants to do and what he expects the students to do. They say that the teacher cannot predict what it is going to happen in the classroom, but with a plan designed, any unforeseen event can be handled.

It can be concluded that planning is a very important requirement to organize so much the process as the activities and all resources, as well as to present learning objectives and to measure the achievement of this learning. Planning permits to optimize the work of teaching as the use of the resources giving the academic results expected.

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

Graph 8



Author: Mendoza Boris
Source: Teacher's questionnaire

The question had the purpose of determining if the teacher considers important aspects as discipline, feedback, instructions, and timing when an activity is assigned.

The fifteen teachers, it means 100% answered that they do consider these aspects to teach the themes that cover the corresponding English program.

This result expresses the worry of educators to be aware of the context in which teachers work. It helps the work of teaching and responds to the characteristics of the group on which they work in a specific moment. The classroom observation showed that discipline is the aspect that teachers most consider at the moment of teaching their lessons. The 100% of the surveyed students agree on that teachers consider discipline in the classroom.

Regarding timing, all the teachers surveyed affirmed that they set time for the activities they assign in class and this result is supported by the fifteen students that answered that their teachers do set time for class activities. However, during the observation it was noted that teachers had difficulty in setting time for the activities which means that timing was not considered.

In regard to setting time Harmer (2007) considers that the aspect of setting time must be taken into account at the moment of assigning activities in order to exploit them and avoid the waste of time. Saving time, concentration, and reaching the goals planned are the result when students know what to do and the time that they have to do it.

Another aspect that was part of this question was if the teachers provide feedback to their students. The 100% of teachers, it means the fifteen teachers, answered “Yes” and 93,33% of students confirmed that teachers explain them the errors and how to correct those errors after each activity done in class. Nevertheless when teachers were observed just two of them gave feedback to the students.

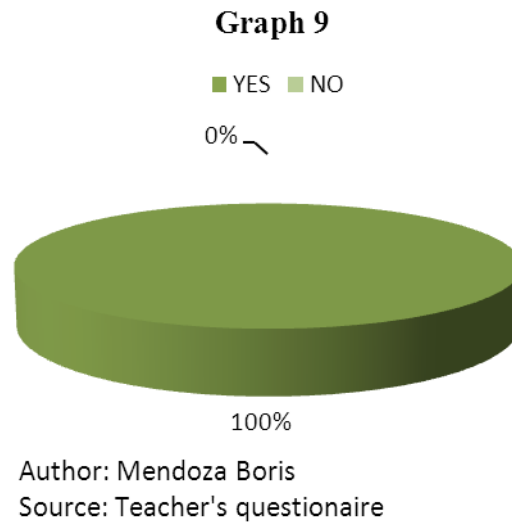
The last aspect discussed in this question is giving instructions. The total of the teachers answered that they do consider how they give instructions to the students

when they are teaching. The 93,33% of the surveyed students confirmed what teachers responded. In addition the observation also confirmed this due to 13 teachers that represent the 86,66% used appropriate instructions that were considered by the students as clear and effective. This means that teachers do not just have to tell students what to do, but they have to check if the students understood the instructions. They also have to model the activity with an example and walk around the classroom monitoring if the students were doing the activities correctly.

Regarding to giving instructions, Harmer (2007) agrees with Thornbury (2006) on its importance. They consider important the way the teacher talks to students when instructions are given. They also believe that the best activity or classroom exercise is a waste of time when the teacher does not check if the students understand what they have to do.

Factors concerning students

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



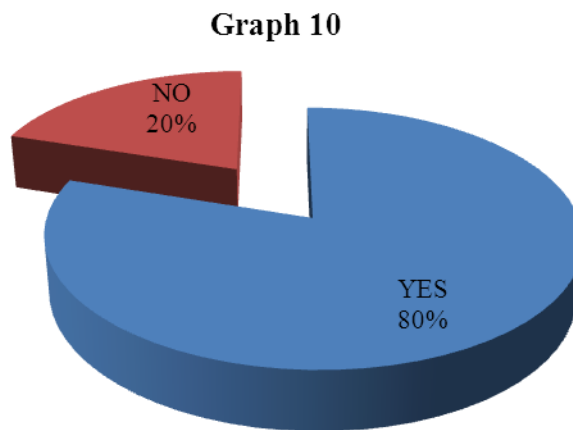
Regarding this question, the total of teachers surveyed answered “Yes”. It means that the 100% of teachers said that when they teach, they consider the different needs that students have. The alternative NO did not have any answer.

This response expresses that the interviewed teachers consider students’ need such as age, personality, motivation, learning styles, among others. Fourteen students out of fifteen said they like English and they are motivated with the individual and group works they are exposed to. These comments from students support teachers’ answers. However, during the observation only three teachers used varied kind of activities such as visual, audio, and audiovisual activities helping those students with different learning styles.

In relation to this Thornbury (2006) indicates that the style of learning of each person can be affected biological factors or innate gifts that each human being possesses. The author also adds that they are also associated to other factors of great influence like personality, intelligence and experience of learning. A vanguard

educator should be capable of detecting the private style of each one of his students to be able to respond positively to these individualities and to improve the learning, in this case, of the English language.

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



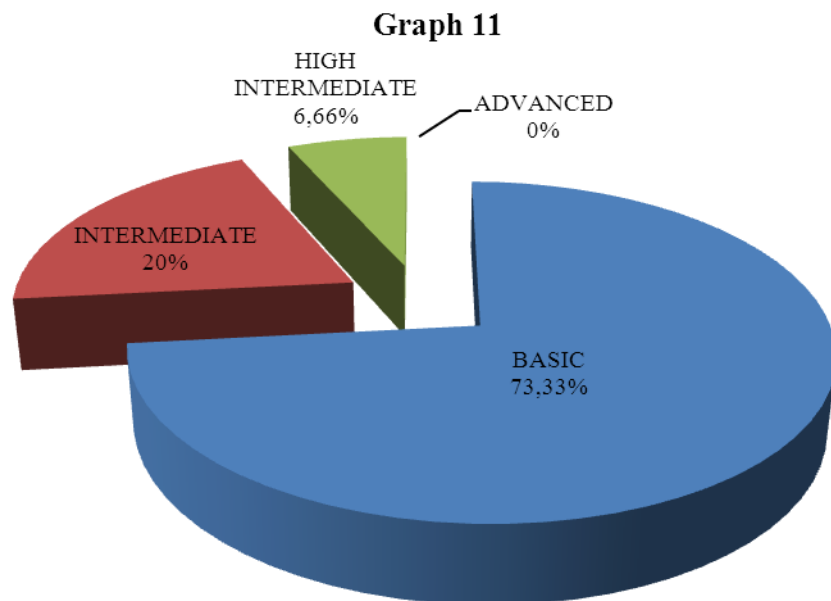
Author: Mendoza Boris
Source: Teacher's questionnaire

This question pretended to know if the teacher considered the student's previous knowledge to teach English. Twelve teachers that correspond to the 80 %, answered YES while three teachers equivalent to 20% responded NO.

These results reflect that a large majority of the interviewed teachers take into consideration the proficiency level of the students they work with. This permits to the teacher to establish a better link between the students' previous knowledge and the new information to be taught and the skills to be developed during the process.

Twelve out of the fifteen surveyed students consider that the activities assigned by the teacher are easy, one of them very easy, and two students consider that the activities are difficult. In addition, the observation reflects that the teachers try to consider the students' language proficiency and adjust the activities to the class reality.

Which is the level of the students?



Author: Mendoza Boris
Source: Teacher's questionnaire

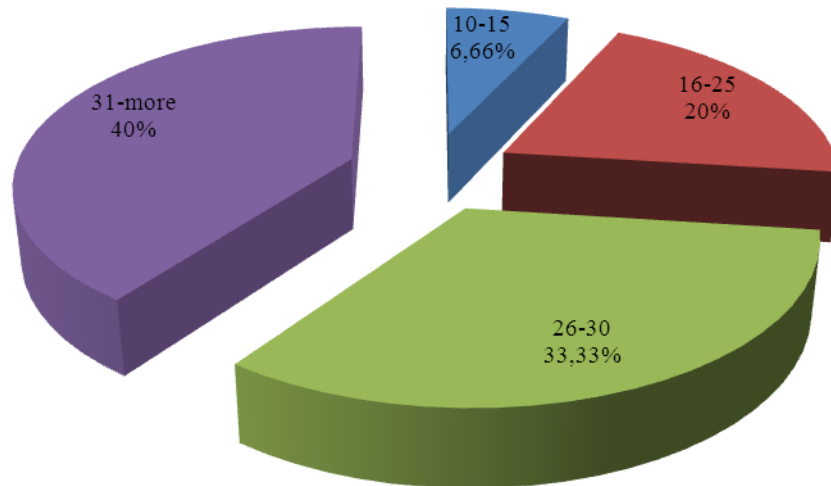
This question was done in order to determine the proficiency level that the interviewed students who participated in this research had. After analyzing the results, it is seen that eleven teachers, equivalent to 73,33%, answered that the level of their students is “basic” while three of them, that is to say the 20% of teachers, said that their students had an intermediate one. Finally, one teacher representing the 6,66%, responded “high intermediate”, and none of them responded “advanced”.

Through the classroom observation, it could be appreciated that the eleven classes out of fifteen observed have a basic level of English while only four of those classes have an intermediate one. It indicates that these public institutions have not reached the main goals in the English language teaching-learning process. However, there is an increasing desire on improving the aspects that teaching this important foreign language involves.

Factors Concerning Classrooms

How many students are there in the observed classes?

Graph 12



Author: Mendoza Boris
Source: Teacher's questionnaire

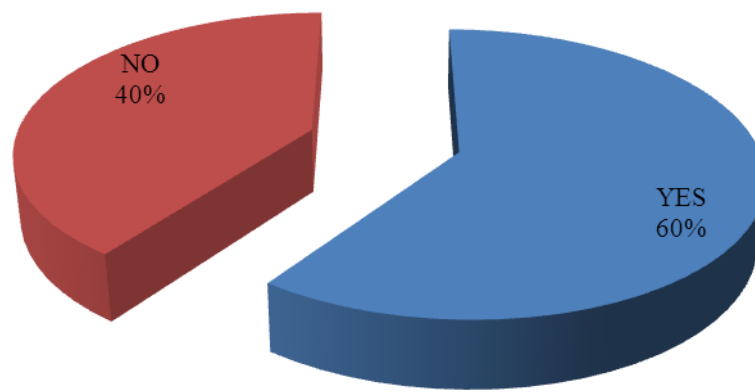
Concerning to the number of students which teachers work with, six of the surveyed teachers that correspond to 40%, responded that they work with an average of more than 31 students per classroom while five teachers, equal to 33,33%, answered that they work with an average of 26 to 30 students. Three teachers, equal to 20%, responded that they work with an average of 16 to 25 students. Finally, one teacher which corresponds to 6,66% of the surveyed, expressed that he works with an average of 10 to 15 students in the classroom.

Regarding this aspect, the larger group of students continues dominating. This can signify a great disadvantage at the moment that the teacher tries to satisfy the students' individual needs of learning as well as their learning styles, although the surveyed students do not have any problem to be in these large classes. Thirteen of

these students answered that they consider that the number of students in the classroom helps them to learn English in a better way while two of them do not consider the same.

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

Graph 13



Author: Mendoza Boris
Source: Teacher's questionnaire

This question was presented with the objective to determine if teachers feel comfortable with the number of students they are working with. This question offered as results that 60% of teachers that are equal to 9 of them are satisfied with the quantity of students per classroom. On the other hand six of them that correspond to 40% do not feel comfortable working with the current number of students.

Those nearby percentages do not offer so much clarity with respect to the current situation of teacher even though the number of teachers in agreement is higher. There is also high the percentage of teachers that think it is not convenient to work with large groups. The opinion of those teachers who do not think that large classes are convenient is supported by five students that represent 33,33% who think that the classroom does not allow to work in a comfortable form while ten students

representing 66,66% consider that the classroom is appropriate for the number of students.

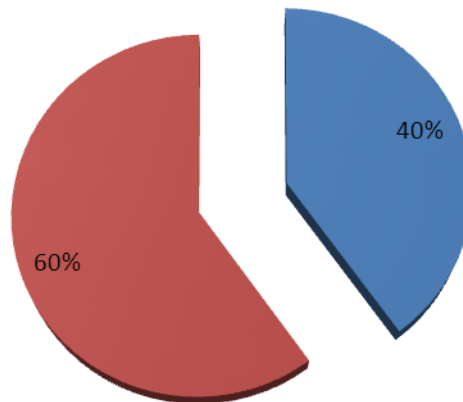
In the class observed the number of students which the teacher worked with in the classroom varies with the institution reality. At this point it is good to cite Brown (2011), for whom the suitable number of students should not be more than a dozen because the number of students in a classroom should not only be sufficiently large for group work and students interaction, but it also needs to be sufficiently small to give opportunities for individual attention.

This idea is supported by Harmer (2010) who indicates that the size of the class impacts on the way in which the professor teaches his students because if the group is small the teacher can adapt the lesson to the particular needs of the students. He establishes the difference between one to one teaching and work with large groups. "In a one-to-one setting the teacher is able to tailor the lesson to an individual's specific needs, whereas with larger groups compromises have to be reached between the group and the individual within it" Harmer (2010, p. 12).

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

Graph 14

■ YES ■ NO



Author: Mendoza Boris
Source: Teacher's questionnaire

For the question that if the space of work is big enough for the group of students with which teachers work in a classroom, 9 of the teachers representing the 60% responded that it is not big enough. Meanwhile 6 educators, which correspond to 40%, answered that they have enough space. It is again notorious the little clarity of the general results. In any situation, it is convenient that the classroom has enough space, be comfortable, and ventilated. These characteristics contribute to a good classroom atmosphere to reach a better learning.

Regarding this topic ten students representing 66,66% consider that the classroom is appropriate for the number of students while five students representing 33,33% consider that the classroom do not allow to work in a comfortable form. The classroom observation permitted to notice that seven classrooms out of fifteen have enough space while eight classroom do not have enough space to move and participate in dynamic activities.

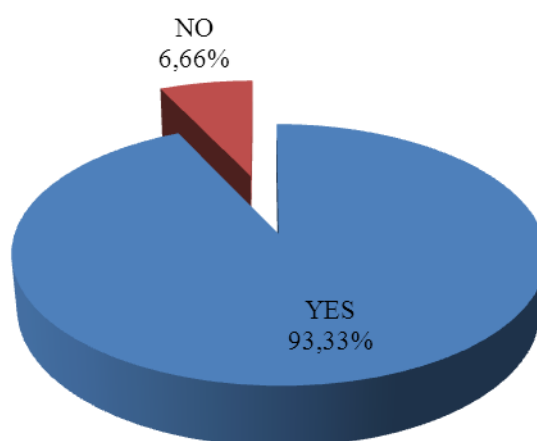
Referring to this topic, Brown (2001) states that students are affected by what they perceive. He mentions some aspect that the teacher should consider such as if

the classroom is neat, clean, and orderly in appearance, if the acoustic is tolerated, if the classroom is free from external noises, among others. .

This is supported by McLead, Fisher, & Hoover (2003) who point out that organization of the space affect students' behavior, how they move around the classroom, and the attention to the teacher. They say that teachers should try to provide a well-organized classroom where the students can work individually, in groups or with the teacher. Tabassum (2006, p. 122) considers that the spatial organization of the classroom "reflect how the teachers want to lay out the curriculum and pedagogy". It means that the way teachers organize the space shows how they want to reach the objectives.

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

Graph 15



Author: Mendoza Boris
Source: Teacher's questionnaire

This question has as objective to determine if English teachers consider the location or distribution of the seats (seating arrangement) in relation to the activities planned for their classes. As it can be observed, fourteen teachers, it means 93,33%, responded YES, while 6,66% that correspond to one teacher answered NO. Students'

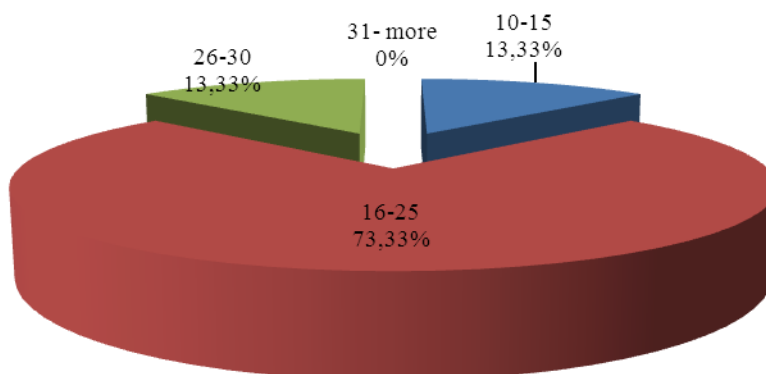
opinions support the teachers' answers because 86,66% of the students surveyed said they like the way that teacher arrange the seats against 13,33% of students who said they do not like it. However the observation showed that only two teachers arranged the seats to work in pairs or groups. The other thirteen observed teachers assigned the activities using the same seating arrangement. The students sat in orderly rows paying attention to the teachers' instructions and worked individually or in whole class activities, but not in pairs or groups.

In relation to this, Brown (2001) considers that the students are part of a team and they must not feel as in a military formation. It is convenient that their seats are arranged in a way that they should be able to see each other and talk. It is recommended for them to use, for example, semi-circles and u-shapes where students have an open sight of all their classmates and open space to move freely and form pair with different classmates. These pair activities contribute to students' interaction practicing a dialogue, asking and answering question among others.

Through the analysis of teachers' questionnaire results and the data gathered in the observation, it could be noted that there is a contradiction between what teachers think and what they do. The majority of the surveyed teachers consider as an important aspect to achieve the class objectives presenting the activities in different forms of seating arrangement, but during the observation the majority of surveyed teachers had their students in the same seating arrangement, that is in rows. It is important to remember that presenting the activities in different forms of seating arrangement serves as motivation for the student because they can interact with different classmates at different moments of work in the classroom.

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

Graph 16



Author: Mendoza Boris
Source: Teacher's questionnaire

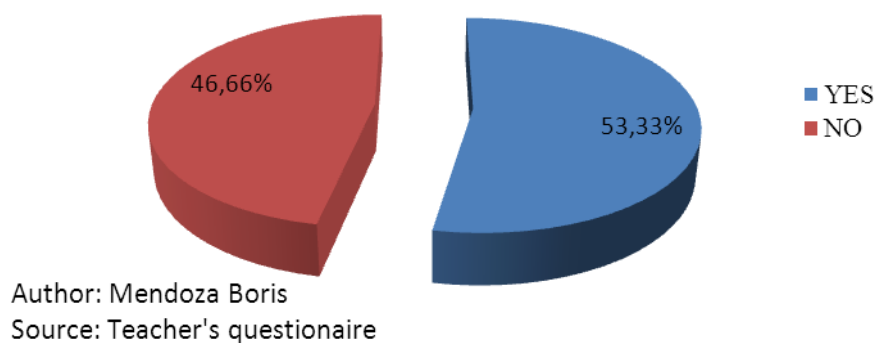
Teachers were questioned on what would be the most suitable number of students they aspired to work with in the classroom. Eleven teachers, equal to 73,33%, responded it would be from sixteen to twenty-five while two teachers which correspond to 13,33% declared that the ideal number is from twenty-six to thirty and finally two teachers that represent 13,33% said that the ideal number of students is from ten to fifteen by classroom. The option of more than thirty did not receive any answer.

Regarding this question, the majority of teachers surveyed would prefer to work with an average of students among 16 to 25 that would be a comfortable group to achieve a more pertinent work of teaching and to give opportunity to the teacher to attend certain problems of learning that could be presented, as well as to respond to individual styles and specific needs that students might present.

Referring to the number of the students in the classroom Brown (2011) states that the suitable number of students should not be more than a dozen because the size of the class should be sufficiently large for group work and students interaction, but it also needs to be sufficiently small to give opportunities for individual attention.

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

Graph 17



It was consulted to the teachers if they use resources such as television, computer, projectors and other supplementary materials. The answers reflected that 53,33%, that represents eight teachers, do use them. On the other hand, seven teachers equal to 46,66% of the total of teachers surveyed, do not use these resources. This result is contrasted with what the students said, five of the surveyed students referred that classroom resources such as television, CD player, computers, among others are used. Nevertheless ten students answered that these kinds of classroom resources are not used in class.

The majority of the teachers said that there is a high percentage of English teachers who do not use these resources in the classroom because in the institutions where they work at there is not a properly equipped environment to insert technology. On the other hand, the ones that use them do count with those implements although they do not have all current innovations. Few institutions have laboratories with the infrastructure required for an optimum English language teaching process. As support of this, it could be evidenced during the observation that only one teacher applied these resources during the process of the class and only

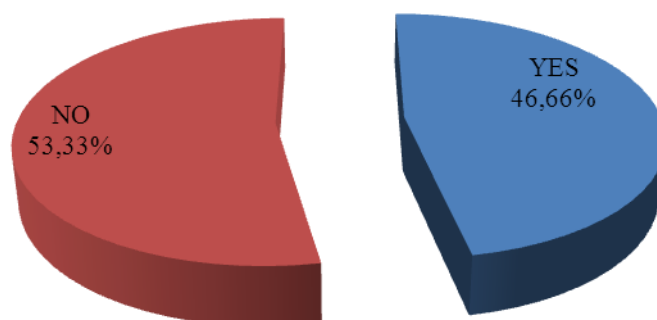
two institutions out of the fifteen selected for the study had an English lab. This permitted to apply activities with audiovisual help. The majority of institutions only included a board and they work in common classrooms, without pedagogical resources to promote the language teaching.

Regarding this topic Thornbury (2006) emphasizes the importance to select pertinent resources that work with the needs, interests and styles of learning of the students. Harmer (2007) points out the existence of modern laboratories used in language teaching, where teachers can use audiovisual materials to innovate their classes.

It can be concluded that the lack of these resources establishes huge differences when the academic results are achieved among institutions that do have technologic innovations. It is necessary to implement better tools to optimize the English teaching.

Do teachers consider appropriate the resources they have in class?

Graph 18



Author: Mendoza Boris
Source: Teacher's questionnaire

Another topic covered by the survey applied to the educators was the relevance of the resources used in class. Eight teachers that represent 53,33% responded that

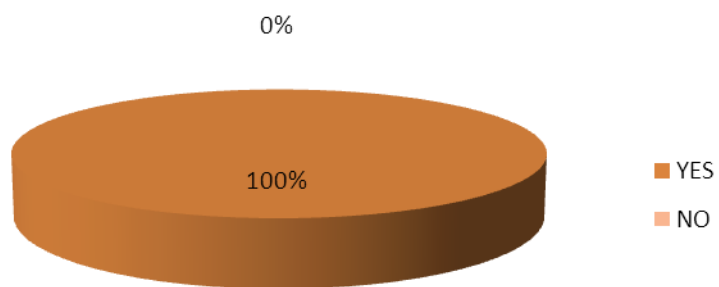
they do not have appropriate resources; while 7 of them that represent 46,66% answered that they do have them. 33,33% of the students surveyed said that the teacher uses appropriate resources in class, while 66,66% of them answered that the teacher does not use appropriate resources in class. Nevertheless, the observation contrasted those teachers and students who answered that they have appropriate resources in class. This contrast could be evidenced because in fourteen out of fifteen observations done teachers did not use any resource to teach. Teachers just had the board to work with and even for listening activities they had to do them as dictation because they did not have a cd player or any equipment to play the listening track.

The surveyed teachers agreed that all institutions need laboratories of English equipped with all the necessary implements and other resources that assure a real learning of the language and therefore, their practical use in the daily communication.

Factors Concerning Educational Institutions

Does the institution review teachers' lesson plans?

Graph 19



Author: Mendoza Boris
Source: Teacher's questionnaire

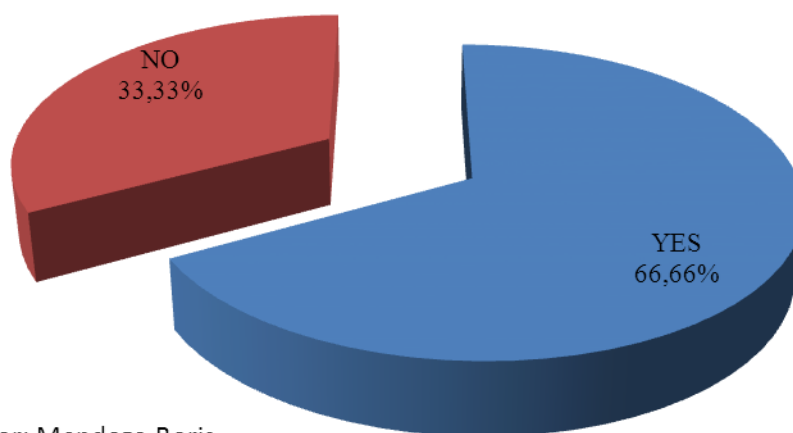
In relation to planning, it was consulted the educators if their planning is reviewed by the institution. The teachers responded in a total of 100% that their planning is revised.

This is a factor of great importance since it permits to monitor if the teaching-learning process goes in the way it is supposed to.

The frequency with which the planning is reviewed varies depending on the institutions. Some institutions do it once a week, other institutions once a month, and other do it with less frequency like three times a year. The majority of the interviewed teachers mentioned that they do not feel comfortable with a permanent supervision or planning revision, but at the same time they consider that these procedures help not only the teaching process and the institution but the teachers' professional growth. It is convenient that the planning review takes place weekly to guarantee a better control of the subject, as well as favors the power to do corrections or pertinent suggestions to improve the teaching process. These corrections and suggestions is the most important part of

Does the institution monitor your teaching?

Graph 20



Author: Mendoza Boris
Source: Teacher's questionnaire

The question intended to determine if the institution supervises the language teaching process. Results show that ten educators that represent the 66,66% responded YES. They do supervise the English classes. The 33,33% remaining, which corresponds to 5 teachers, answered that the institution does not supervise them. Supervision of classes can help to detect problems in the teaching process when the institutions have a culture of supervision and apply the respective correction to improve the learning results. The lack of a permanent process of supervision can affect the work in the classroom due to there is not continuity in the monitoring and evaluation.

Regarding classroom observations, Wragg (2002, p. 25) states that they benefit the observer as well as the person observed helping to improve their professional skills. He points out that during classroom observation “appraisers need to decide what should be the focus of the attention”, that is the observer analyze the whole class, but focus on specific aspect to be improved.

Classroom observation has become a necessity if institutions want to increase the academic level. A permanent process of supervision about teachers performance guarantee that the language teaching responds positively to the students' needs

The frequency with which the classes are supervised also varies depending on the institutions. They are done once a week, once a month, or three times a year. From the research it was seen that four teachers answered that the frequency which the institution monitor their classes is once a week, other four teachers answered once a month, one teacher said three times a year and one teacher selected the option other.

In relation to this topic, Brown (2007) sustains that all kinds of observations conducts to a useful learning for teachers whether with objectives of training, of evaluation or when it is a pair observation. Teachers are starting to understand that upon being observed in its actions and educational performance by other people allows them to have a clearer vision. It permits them to improve its weaknesses and to promote its abilities for teaching. This benefit reaches also to the ones that carries out the observation because they can be seen reflected in others. It also helps to obtain ideas for their professional growth. The recommendable frequency would depend on the teachers' need. It can be once a week to detect mistakes in the process of teaching and to correct when it is necessary in order to achieve academic results in levels of excellence.

CONCLUSIONS

The search of information in the institutions selected related to the variables established in the study, permitted to obtain the following conclusions:

- Most of interviewed teachers do not have a good command of English. It was evidenced in the answers they provided when they were interviewed.
- Most teachers lacked knowledge of teaching methods. This could be evidenced with contradictions related to the methodology applied in the classroom. Meanwhile teachers said that they usually employ Communicative Language Teaching, the classroom observation permitted to note that the most employed method was Grammar Translation.
- Teachers do not provide students with group activities in the classroom. Through the observation it could be noticed that only one of them applied group activities.
- Most of the teachers mentioned in the oral interview that their institutions do not have technological or classroom resources for a better language teaching process and only two of the educational centers included an adequate implemented laboratory for the optimum teaching of English.
- Institutions keep control on teaching quality. Plans are frequently reviewed before being used.
- Institutions are worried about improvement of teaching. Classroom observation is done with frequency that varies depending on the institutions.
- The high number of students is an aspect that affects the teaching process. 73,33% of the observed classes, have more than 26 students per classroom.

RECOMENDATIONS

Taking in consideration the conclusions previously exposed that summarized the results offered through the application of surveys and the classroom observation at the educational institutions selected for the study, the following recommendations are offered:

- It is recommended to all teachers to update knowledge of the English language, the methods and techniques that are applied these days have the purpose of improving the teaching process and increasing the quality level in the students.
- It is needed to invest in laboratories properly implemented with high technology in all educational centers, as well as the provision of didactic resources to use in the classroom, so that the teacher present dynamics classes for a greater students' participation and interaction.
- The monitoring of English language classes has to be given periodically and permanently in order to develop strategies that improve the process of English teaching.
- It is necessary to provide students enough space to develop the classroom activities.
- It is advisable to consider the number of students per classroom because a smaller number of students permits the teacher to prepare classes that fit students' needs.

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ANNEXES

ANNEX N° 1

Theme	N°	Information	Form N°
Citation in APA format:			
Citation in APA format:			
Citation in APA format:			

Title of the Study:		
Citation in APA format:		
Item	Information	Form N° <u>3</u>
Research question, objectives, or hypothesis:		
Subject or participants:		
Setting or place:		
Methods:		
Results:		
Authors' conclusion & Recommendations:		
Limitations identified by the author (s)		

ANNEX N° 2



UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA
La Universidad Católica de Loja

MODALIDA ABIERTA Y A DISTANCIA
 CARRERA DE INGLES
 TEACHER'S QUESTIONNAIRE

EDUCATIONAL INSTITUTION:	
DATE:	
YEAR:	

1. Which level of education do you have?

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

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

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

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

Students' Level (<i>Basic, Intermediate, High Intermediate, and Advanced</i>)	
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 N° 3



UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA
La Universidad Católica de Loja

MODALIDA ABIERTA Y A DISTANCIA
CARRERA DE INGLES
STUDENT'S QUESTIONNAIRE

EDUCATIONAL INSTITUTION:	
DATE:	
YEAR:	

1. ¿Te gusta aprender Inglés?

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

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

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

3. Consideras que las actividades realizadas en clase son:

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

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

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

¿Por qué?

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

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

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

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

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

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

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

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

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

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

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

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

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

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

12. ¿Consideras que el número de estudiantes te favorece para aprender 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!!!!

ANNEX N° 4



UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA
La Universidad Católica de Loja

MODALIDA ABIERTA Y A DISTANCIA
CARRERA DE INGLES
OBSERVATION SHEET

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

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

***Students' Needs** (*age, personality, attitude, aptitude, motivation, and learning styles*)

YES () NO ()

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

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

***Students' Level**

Basic () Intermediate () High Intermediate () Advanced ()

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

3. Which of the following methods are used?

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

4. Which of the following activities are used?

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

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

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

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

Discipline	()
Feedback	()
Activities management	()
Time management	()

7. How many students are there in the classroom?

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

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

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

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

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

NOTES:

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

TV	()
Tape/Cd recorder	()
Computer(s)	()
Projector(s)	()
Smartboard	()

Supplementary materials	()
Others	()

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

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

TEACHER'S INTERVIEW

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

TEACHER'S LANGUAGE PROFICIENCY:

C2	()	C1	()	B2	()	B1	()	A2	()	A1	()
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ANNEX N° 5









