UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA
La Universidad Católica de Loja

TITULACIÓN DE LICENCIADO EN CIENCIAS DE LA EDUCACIÓN MENCIÓN INGLÉS

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

TRABAJO DE FIN DE TITULACIÓN.

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Centro Universitario Loja

2013

i

CERTIFICATION

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DIRECTORA DEL TRABAJO DE FIN DE TITULACIÓN

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That this present research entitled: "Factors that affect the English language teaching-learning process in Ecuadorian public high schools" done for the proffesional in formation: Carmen Esperanza Sánchez; complies with the established requirements in the general norms for the graduation in the Universidad Técnica Particular de Loja, both in terms of form and content, for which I allow to authorize the presentation of this thesis, for relevant legal purposes

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DEDICATION

This research is dedicated to God because of the blessings   I have received in my life.   I

want to thank my mother too for her unconditional support in each step of the way.

ACKNOWLEDGMENT

I want to thank God for allowing me to finish my research successfully. I express my gratitude to my mother, sisters and friends who have given me their valuable support and who have contributed with their ideas for improving my research. Moreover I want to thank to the teachers for their patience and help while doing my thesis project.

CONTENTS

ABSTRACT

The theme of this research is "Factors that affect the English language teaching-learning process in Ecuadorian public high schools". The main goal of this work was to analyze the factors that affect the English language teaching-learning process in Ecuadorian Public High Schools.

The research was developed in six public high schools of Loja city where English is taught as a foreign language; in four of them were chosen three teachers, in fifth school were chosen two teachers with their respective groups and in the last school was chosen one teacher with his own class group. To get this information, the research techniques of the interview and the observation were used for both teachers and students.

The research showed that most of English teachers in Ecuador have outdated ideas, since they do not use appropriate strategies, methodologies and techniques for English language teaching; which makes impossible that each student develops his/her abilities, comprehension and skills necessary while speaking, writing or listening to English.

Keywords: Quality of English teaching, methodologies improvement, skills development, students' knowledge .

RESUMEN

El tema de esta investigación es "Factores que afectan el proceso de la enseñanza-aprendizaje del idioma Inglés en los colegios públicos del Ecuador". El objetivo principal de este trabajo fue analizar los factores que afectan el proceso de enseñanza-aprendizaje del idioma Inglés en los colegios públicos del Ecuador.

La investigación fue desarrollada en seis colegios de la ciudad de Loja donde el Inglés es enseñado como un idioma extranjero; en cuatro de ellos fueron elegidos tres profesores, en el quinto colegio fueron escogidos dos con sus respectivos grupos y en el último colegio fue seleccionado únicamente uno con su grupo de clase. Para el levantamiento de información se utilizaron las técnicas de investigación de entrevista y observación, tanto para profesores como alumnos.

La investigación reveló que la mayoría de los profesores del Ecuador tienen ideas anticuadas, ya que no utilizan estrategias, metodologías y técnicas apropiadas para la enseñanza del idioma inglés; lo que imposibilita que cada estudiante desarrolle sus habilidades, la comprensión y las destrezas necesarias al hablar, escribir o escuchar el Inglés.

INTRODUCTION

The research is about "The factors that affect the English language-teaching-learning process in Ecuadorian public high schools". The present work has an adequate justification due to the factors that affect the English language – teaching - learning process in Ecuadorian public high schools vary according to student's needs such as age, personality, attitude, aptitude, motivation, and learning styles; these aspects have a significant role when planning the lesson because teachers need to consider these aspects and the student's level in order to plan lesson.

This research is also oriented to determine the classroom conditions in which English lessons take place, to identify the characteristics of in-service English teachers and to determine teachers' instructional competence. Once these factors were identified and some recommendations were given to students, teachers and authorities´ representative; it was possible to start planning actions in compliance with student's needs, teacher training, institutional equipment improvement, development of educational policies that can enhase the quality of English language teaching to improve the level of students´ knowledge is fundamental because the fact is that their current knowledge is not sufficient to enable students reach their goals. This also shows that the level of teaching and students´ knowledge must be more up-to-date and must reach much higher level.

If the educational standards will be improved the students will be more up-dated thanks to new technology and they will be less shy to maintain a conversation with foreigners. Moreover, they will have access to high studies in our country as well as abroad and they will be able to apply for different types of scholarships.

This research presents threes studies which help us to understand the factors that affect the English language teaching process. The main study was developed by Tilfarlioglu and Öztürk (2007). Their purpose was to investigate the problems faced by teachers and students concerning to the implementation of English Language curricula in terms of the components of curricula such as; objectives, selection and organization of content, implementation of methods and methodologies, the use of technology and evaluation. The limitation was that some instructors said that they never practice speaking in class and elementary schools are poorly equipped.

Other study was developed by Lau Shiao Wei and Habibah Elkiad (2011). The purpose of this study was to check up the relationship between students' perceptions of classroom environment in relation to their motivation in the classrooms. There were not limitation to carry out this study.

The last study was developed by Lixin Xiao (2006) with the propose of studying and examining Chinese English major students' learning needs including their attitudes towards student-centered and traditional teaching approaches, culture learning in EFL program, attitudes towards authority in class,

the main problems found in the course of their English learning , and their practice of language learning strategies. The study demonstrates the importance of a good understanding of learner variables in TEFL programs at university level in China.

The main beneficiaries of this research work are teachers, students , authorities of public high school and future teachers. Firstly, teachers will benefit since they can take into consideration the recommendations given and the strategies used to manage a class in an accurate way. As second it will be helpful for students because teachers will change their methodology and their way of teaching . And lastly, the authorities of the institutions will take advantage of it because there is a significant lack of teaching resources which must change. As a result, future teachers will understand how to plan lessons and how to teach according to student's level and needs.

During this research there was not any limitation. Teachers who were interviewed were very patient and trustworthy and they were very cooperative at the moment of the observation and during the interview.

METHOD

This research work was characterized as non-experimental, because it is a social educational labor and it was developed in a descriptive way. The surveys were applied in order to get the information about the researched theme which helped me to build up a critical analysis of the results and give conclusions and recommendations.

Setting and Participants

The present research work was developed in six public high schools in Loja city, where fifteen teachers were observed during their classes and also they were interviewed and a questionnaire was applied to fifteen students. These schools were carefully selected as an appropriate example which shows the current reality in public schools in Loja.

Procedures

In order to carry out this investigation it was necessary to follow some steps and actions. The main method used in this research work was the scientific method. As a result, it facilitated the understanding of the development of a set of events. In order to discover, demonstrate and verify the knowledge, the scientific research focuses in a systematic way on the research object. It also led   to a logical explanation of the factors that were established in the researched work and consequently some conclusions could be deducted and recommendations of solutions may be determined. The scientific method was useful to deduce the conclusions based on the theoretical referents, and descriptive, analytic-synthetic and explicative methods were used as a supplementary tool.

The descriptive method was used to collect the information, to describe the obtained results and organize the information in the graphs according to the hypotheses and indicators in each one of the variables. Firstly, the information must have been gathered. To obtain all necessary data, the following instruments were used: teacher´s questionnaire, student`s questionnaire, observation sheet and teacher´s interview.

The descriptive method provided important information to describe the problematic found in these Educational institutions, the description of the independent and dependent variables helped to present the results and supporting the conclusions in this research work. This method served to observe which strategies teachers are using to give students instructions and how they are helping students during classes.

Also, I made use of the analytic-synthetic method, which served to analyze the empirical information from the applied instruments and consequently obtain the respective conclusions in compliance with the results. It was also useful to analyze the factors that affect the English language teaching-learning process.

Finally, the methodology of descriptive statistics was applied. This helped to present the data in graphics to achieve a better comprehension of the information.

All data and particular factors concerning teachers as well as students were quantitatively analyzed. The following aspects were taken into account : level of education of teachers, methods used in the class, activities, teacher`s plan, space in the classroom.

Literature Review

For a long time the Ecuadorian Ministry of Education has been paying a special attention to the improvement of the English language teaching-learning process in the Ecuadorian public schools. Therefore, the resent education has to face the challenge of improving the students´ English skills in order to input the high school graduates into a globalized world successfully. The current English teaching-learning process is challenging because teachers have to face many issues that affect them. The influence of social, cultural and pedagogic factors has to be considered while intervening in an appropriate and necessary way and beginning with the process of change.

By this crucial goal, this section provides a description of different theoretical material, not only some information from the Ministry of Education, but also useful reviews from different authors. Subsequently, it is followed by an analysis of studies which have investigated the factors that affect the English language teaching-learning process.

Importance of Teaching English as a Foreign Language in Ecuador

English is spoken as a second and foreign language by millions of people around the world. Today, learning the English language and literature is the gateway to new opportunities. According to Dutta (2012) English is an international language that will connect people with the actual advanced technology; furthermore, English is the primary language of instruction in the best universities and colleges around the world.

Regarding the magnitude of the speaking skill relevance in the connection with the globalized world, the National English Curriculum Guidelines (2012) concretely

established the Communicative Approach as the most distinguished, accepted norm in the area of language teaching and learning. Since, the National English Curriculum Guidelines (2012) identified the essential goal of the current curriculum design that is to help students build up their communicative language skill throughout the concern of the following assumptions: Language is a system for the expression and conveyance of meaning, also its primary function is the interaction and communication. As well, the structure of language reflects its functional and communicative uses and it is important to know that the primary units of language are not merely its grammatical and structural features, but also categories of analytic, functional, and communicative meaning as exemplified in discourses.

In other words, at the moment teaching English as a foreign language in Ecuador is being emphasized with a great level of importance. This kind of attention it had deserved a long time ago. Moreover, the teachers have to realize about the changes in the English Curriculum, and start using the communicative approach in the teaching process.

Finally, the situation of teaching English in Ecuador should not stay unnoticed. Ecuador is currently going through very significant structural changes in educational system. Teaching English has become an element of a great importance and has been fully sponsored by SENECYT. During the last year 2012 and this year 2013 has been opened a new scholarship program which is offering a lot of new opportunities for English teacher in Ecuador. This way SENECYT (Technology and Innovation) is aiming to improve the quality of teaching English at all public colleges and high schools

in Ecuador.

According to the last news available in Ecuador 245 chosen teachers will get the opportunity to study at one of the universities in USA (f. e. Kentucky, New Mexico, Kansas etc.). SENECYT will be investing 313 USD in the entire program; therefore we must admit that this is going to be a great effort supporting all the positive changes of our school system. And last but not least it will enable the teachers to improve their skills drastically as well as raise the level of English teaching in all public colleges and high schools in our country.

Teaching Approaches and Teaching Methods

There are various methods which have historically guided the teachers work in last two decades. *Cooperative language learning* according to Arnold (2005) stated: "It quires social interaction and negotiation of meaning among heterogeneous groups member engaged in task in which All group member have both something to contribute to and learn from the other members".

The term natural approach (or natural method) it is used in the classroom with students   to achieve   a meaningful level of communication with native speakers . (Arnold , 2005)

In the same way, Richards & Rodgers (2001) suggested that in *The natural approach* students listen to the teacher using the target language communicatively from the beginning of a lesson. It has certain similarities with the direct method which was used earlier with the important exception that students are allowed to use their native language along with the target language as part of language learning .

Richards & Rodgers (2001) claimed that recent years *Content-Based Instruction* has become increasingly popular as a means of developing linguistic ability. It has strong connections to project work, task-based learning and a holistic approach to language instruction and has become particularly popular within the state school secondary. *Task-based instruction* is focused on the use of authentic language and on asking students to do meaningful tasks using the target language. Such tasks can include visiting a doctor, conducting an interview, or calling customer service for help.

Teaching Techniques

Teaching English language learners can be challenged , problems seem to arise from all directions. However, this challenge does not have something that involves to students work. The general idea is that students learn and capture the lessons that the teacher taught in class. Indepedently of the method you choose, the important thing is that the technique used or chosen by the teacher to give his class is as efficient as possible so that he could get the method. So that the student has the desired success.

Currently in the private and public schools of Ecuador, the teachers practiced many existing techniques in their classrooms, all with the aim of strengthening the English knowledge in all and each of the students, getting them to achieve a communicative competence through language skills including listening skills, reading, speaking and writing, fasten to a performance indicators system and promoting the use of values whereas previously educators considered how to use technology information in order to teach language. It is now also essential to consider how to teach the target

language, with the intention that learners can make effective use of technology information .

In addition, Dhand (2008) confirmed that there are principally three methods of training, communication, a survey and mixture of the two, a method is a general procedure or process to reach certain goals, Techniques of teaching are the day to day activities which the teacher may propose to be used in a particular class. They may include, groups' discussion, projects, the use of a textbook or different tasks or games .

A teaching technique can be thought as an action which affects the learner's training progress, that is, how the learner will study the preferred information, concept, generalization and skills. The technique can be either student-centered such as student-made reports or teacher-centered such as the lecture. They can be active or passive depending on how they are used.

Managing Learning

Feedback in the English language plays a special role in the educational process, it is the first part we must work on how to start a degree or level through which the teacher demonstrates the pedagogical intention to the students and also helps you explore what you have and shows the skills on display from now on the teacher is also a domain that will work, so that students feel confident and will finish well educated throughout the process of English language teaching-learning. It is noteworthy that the tasks are essential parts of the feedback. Almost all schools, now, especially public schools of our country operate with this scheme performing tasks, because they know

that they can help students to reinforce and remember what has been seen before in the learning process.

The exposed portion above said that feedback starts at the beginning of each learning process. This helps the student reach his level and especially those students who have been having gaps or weaknesses as it occurs frequently in mathematics, writing and reading, and of course the English language idioms. All this together tends to be the basis for school success in primary education and later at other levels. We must make sure that our students will have a successful career and be proud of themselves.

Hattie & Timperley (2007) said that feedback is one of the mainly dominant influences on learning and achievement, but its impact can be either positive or negative.

On the other hand, Heward (2009) reported that students concentrate better during large-group presentations if they can not forecast when they will be required to actively participate .

Jones (2007) confirmed that Timing is an important part in the managing of learning process. If the time is open-ended, most students will try to conclude rapidly and won't have a long, enjoyable chat. It's better for students to be given a time limit, so that they can pace themselves and deal with questions in more vigorous way. Knowing how long they have, students will feel that they can say more and share their ideas and opinions in a more relaxed way.

Lesson Design

A variety of lesson designs has been proposed and established by different teachers depending on their diverse objectives and needs. According to Richards and Renandya (2002) most of language teachers are usually concerned about the reason why they have to plan. Some teachers take a lot of time doing a perfect and detailed daily plan; some other teachers just do it because it is mandatory at the workplace and they know that they will be supervised. While others just plan in their heads.

In addition, Purgason (as cited in Richards and Renandya, 2002) mentioned that the daily lesson planning benefits for the English teachers, as follows: a plan can help the teacher think about content, materials, sequencing, timing, and activities. A plan provides also a security in the sometimes unpredictable atmosphere of a classroom, plan is as well a log of what has been taught and can help a substitute to smoothly take over a class when the teacher cannot teach.

Additionally, Canestrari and Marlowe (2006) argued that a well-done planning is one of the most powerful aspects in successful teaching. These authors also emphasize in some resolutions what have to be taken into consideration before the start of planning.

Within each general content or process area, the teacher will have determined the particular element for immediate diagnosing and teaching. In addition, the teacher will have identified a major target objective in the elements and have diagnosed students´ achievement in relation to that objective. And on the basis of a diagnosis, the teacher will have selected the specific objective for the total group´s or subgroup´s subsequent instruction.

Milkova (2005) stated as well appropriate lessons design must have three essential components: Objectives for student learning, teaching/learning activities, and strategies to check student understanding. Moreover, Milkova (2005) considered six main suitable steps for a good lesson plan. These are outline learning objectives, which include the introduction, plan of the specific learning activities, plan to check for understanding, development of a conclusion and a preview and creating of a realistic timeline.

From the assertive descriptions mentioned above , it can be concluded that the lesson design is directly related to an effective English teaching-learning process.

Class Size

All the language teachers are always concerned about the best way how to manage all different class size. According to most of the teachers and researchers , the small classes are the best ones to work with, because the teachers can individualize teaching which provides a deep knowledge; and they will have fewer problems with discipline.

On the other hand, Jones (2007) affirmed that large classes are similarly effective as small classes; the key with large classes is to carry out a student centered class, then the students have to produce working together. Furthermore, the amount of time for monitoring of the group is different between large and small classes (Jones, 2007) as a result, within the large classes; the teachers have to organize a daily plan in which they can record to students who need more attention during the next class.

Classroom Space

A well-organized space in the classroom steers the group of students to the desired results of all teachers such as the smoothly move from one activity to another. Time when a teacher can attend each student according to his or her needs. When students exhibit abundant self-confidence, better behavior in class and develop longer attention periods (Colbert, 2008)

Moreover, according to Higgins, Hall, Wall and Woolner (2005) empirical research, the improving of some environmental elements as ventilation and noise leads to the students comfort, better attitude and even more necessary is that they improve their achievement of knowledge.

Likewise, the Manitoba Education (2001) stated that a fundamental factor in stimulating positive students' behavior is the way in which the furniture, supplies, and resources in a classroom have been arranged. In addition, a well-made classroom allows the teacher to see all the students and vice versa.

In conclusion, a well-designed classroom lets the teacher and students improve in the language teaching-learning process, starting from a better attitude toward all activities.

Seating Arrangement

According to Herskowittz (as cited in McCrea, 2012) the old days of single desks with chairs are gone, the twenty first century classroom is all related with technology so that desks and furniture have to be arranged in such a way, as to take advantage of all the

new advanced technology resources. Besides, Raskin cited by McCrea (2012) argued that nowadays the seating arrangement has to be build taking into consideration that students have to work collaboratively practicing how to react in real-life situations.

In contrast, Bigelow (2010) focused on the students learning styles, type of the activity and class size in order to choose the best seating arrangement. Each style has advantages and disadvantages.

On the other hand, Jones (2007) affirmed that the best seating is the one with which the students can move and change positions quickly, as swivel chairs on wheels so that the teacher can easily make a wide variety of seating arrangement according to the activity and purpose, offering the students a more comfortable learning experience.

In other words, there is not one best arrangement; the teacher has to consider some aspects in order to choose the most appropriate seating arrangement, the most important factor is the purpose of the lesson.

Teaching Resources

 Resources are everything which the teacher uses to help students in the learning process. For many years the course book and the teacher were the only main resources used in the classroom. However, this time is over.

Furthermore, according to Tilfarlioglu and Öztürk (2007) findings, the instructors must use computers as a modern audio-visual material. Besides, they must also use tape-records, pictures and flannel-charts, because they are easily available and practical to use in language teaching process.

Nowadays, all schools must have technical resources such as tape recorders, radios, television sets, video players, white boards or computers. Advances in technology have been redesigning old perceptions of educations. For example; the internet in language teaching increase students motivation and it creates optimal conditions for learning how to write since it provides an authentic audience for written communication (Warschauer 1997). In addition, by the implementation of new technologies in the language classroom, teachers can train students better for the worldwide cross-cultural interactions which are progressively more essential for achievement in intellectual, professional, or personal life.

Moreover, in order to install and use these technological devices, the construction of school buildings must be very different from the traditional ones.

Classroom Observation

Classroom Observation Tasks show how to use observation to learn about language teaching by providing a range of tasks which guide the user through out the process of observing, analyzing and reflecting, and which develop the skills of observation.

Mokate (200) stated about Monitoring and evaluation. The point of monitoring is to distinguish such timely strengths and weaknesses of the realization practice, so it takes adjustments for most select managing initiatives, and monitor reflects the effect of actions, delivery of products and use of resources.

Wajnryb (2005) agreed that the Observations of learning in the classroom as an observer opens up a series of experiences and processes which can become a part of the raw objects of a teacher's professional growth. Observation is a comprehensive tool for teaching. The practice of observing comprises more than the time actually spent in the classroom. It also includes preparation for the period in the classroom and follow-up from the time spent there.

Students' Motivation

There is a clear connection between the learners` motivation and the language learning process. Lai (2011) describes motivation as "the reasons that underlie behavior that is characterized by willingness and volition." In addition, according to Lai (2011) there are two types of motivation the *Intrinsic Motivation* which are active by personal satisfaction, curiosity and preferences, while *Extrinsic Motivation* is ruled by strengthening eventualities.

Moreover, there are many ways to get learners` motivation. Willingham (2001) mentions *Praise* as one of the crucial technique to motivate students, but the clue is to say a sincere effective praise; the students feel more self-confidence and they are encouraged to go ahead.

On the other hand, according to Jones (2007) the best way to engage students in the language learning process is to use and present *high-interest* topics. The most popular and useful topic will always be the Personal Experiences.

In other words, any creative and interested teacher can get the learners`
motivation through the hard task of searching new and different ways to get students
willing to learn the language.

Learning Style

According to Bandler and Grinder (1980) cited by British Council BBC (2010)
there are four different learning styles: the visual, the auditory, the kinaesthtic and the
tactile way. This theory suggests that the students will be more successful if the teacher
considers the learning style of each student before to choose the appropriate learning
style at the moment of planning any lesson.

Haynes (1998-2009) argued that it is important to take into account the students '
learning styles when teaching English and she gives a brief description of each style .

So, Auditory learners *,* the students have the ability to remember what they hear and
they prefer oral instructions . they learn by listening and speaking . they participate on a
panel , interviewing , giving oral reports , in oral discussion of written material.

And about visual learners , they remember what they see and prefer writing
instructions. They like reading silently. They learn by observing and using maps,
graphs, charts, cartoons , computer graphics , text with a lot of pictures and graphic
organizers.

Another point stated by Hayne (2009) is Tactile learners , the students learn by
touching, they learn through manipulative.   These learners benefit using whole
language approaches to read. They will learn best by drawing , playing board games,

following instructions to make something. In Global learning Haynes stated that they are spontaneous, intuitive. They like to learn in an interesting manner using attractive materials. They learn best through story writing, games, group activities. About Analytic learners, they prefer work individually on activity sheets. They are organized and logical with their work. They learn when the information is presented in sequential steps, goals are clear, and lessons are structured and teacher-directed. Another learning style is kinesthetic learners, the students learn by touching or manipulating objects, playing games that involve their whole body, following instructions to make something. They like to work with total physical respond method.

On the other hand, according to Strauss (2009) the learning styles theory does not work, despite of many years of experiments on learning styles; there is not much evidence that students learn in different ways. Also, the reason why some learners connect themselves with a specific activity and some others do not, it is because each learner had some kind of a previous knowledge.

Based on these theories, it can be summarized that there are many learning styles depending on how each researcher perceives the students` performance. Nowadays, there have been investigations looking for new learning styles.

Students Intelligence or Aptitude to Learn English

The time to learn a language depends a lot on the ability or aptitude that each student has. According to Beare (2012) the intelligence, motivation, and anxiety seem to be the most common aptitudes studied, and the ones that have to be taken into consideration in the teaching-learning process.

21

Ryan and Cooper (2009) argued that most people have serrated profiles; they develop some types of information better than other types. Students who exhibit huge variation among their intelligences with one or two intelligences very strong and the others relatively weak have what we call a *laser* profile. Other students have a *searchlight* profile: they show less pronounced differences among intelligences, so we need to consider which intelligences are most likely to pay off for a specific student. Intelligences are not isolated; they can work together with one another in a single person to produce a variety of outcomes.

Significant previous studies have been conducted on *Factors that affect the English Teaching-learning Process* which evidence the importance of investigation on this area.

Khamkhien (2010) provided significant information about how gender, motivation and experience in studying English affect the choices of language learning strategies; and compare the roles of these factors and the pattern of language learning strategy used by Thai and Vietnamese students. The results of the present study remain inconclusive. With respect to gender, it was confirmed that gender difference was not one of the variables contributing to the differences in the choices of language learning strategies.   Regards to motivation, the analysis showed a significant effect on the use of language learning strategies due to motivation. The difference was seen between two groups of students considering general and additional experiences while studying English. It had a great influence on the two groups of students, especially on Thai

students. This is because Thai students with additional experience used more strategies than those without additional experience.

Another similar study is the one executed in Turkey by Tilfarlioglu and Öztürk (2007) in which they investigated the problems faced by teachers and students, concerning the implementation of English Language curricula in terms of the components of curricula such as objectives, selection and organization of content, implementation of method and methodologies, the use of technology and evaluation. The research sample of the study was 261 teachers of English who were teaching 4th and 5th year students in elementary schools which were chosen randomly. The teachers of English were given a questionnaire, these data were analyzed, and some of the most important results are the following: some of the instructors have been teachers for less than one year, a remarkable number of them were not pleased with teaching English, they believed that the instructors were not specially trained, resource books were not available for students and most of them found the course book difficult, teachers did not use audio-visual materials, some instructors said that they never practiced speaking in class and elementary schools were poorly equipped.

The study of Shiao Wei and Elkiad (2011) tried to check up the relationship between students' perceptions of classroom environment in relation to their motivation in the classroom of 140 students in a secondary school in Malacca-Malaysia. Besides, this study also investigates few moderating dimensions of classroom environment that may influence students' motivation in learning English. The data were collected using questionnaires. The findings specified that majority of the students perceived their

classroom as having positive association and they were extrinsically motivated. The findings also exposed that students' affiliation and task orientation in the classrooms were positive and considerably connected with their motivation whereas students' involvement was unenthusiastically connected with their motivation.

As well, the study of Xiao (2006) examined Chinese English major students' learning needs including their attitudes towards student-centered and traditional teaching approaches, culture learning in EFL program, attitudes towards authority in class, the main problems encountered in the course of their learning English, and their practice of language learning strategies, using both quantitative and qualitative research methods. In this empirical study, the subjects consisted of 210 English-major students from a multi-faculty university in North China. The questionnaire data were gathered in the last twenty minutes of the students' class time, via prior agreement with the teachers. The selection of student informants was completely at random with a view of accessing a large number of students from different levels. The students in this investigation show, on the whole, more favorable attitudes towards communicative classroom activities than non-communicative ones. In addition, the findings of this research will provide Chinese EFL teachers with insightful information on learners' learning needs as an input to syllabus and materials planning, to lesson planning and classroom instruction practice. The study demonstrates the importance of a good understanding of learner variables in TEFL programs at university level in China.

Finally, the last important previous study done within this field is the one conducted by Alavinia and Sebat (2012) which intended to investigate the sources of de-

motivation among high school students. This investigation data was taken from the EFL De-motivational Questionnaire, applied to one hundred and sixty five subjects from Nemoneh high school in Maragheh, Iran. Concerning the research hypotheses, the findings revealed that teacher personality and behavior, teacher's teaching method, simultaneous learning of many languages, attitudes toward English, learners' experience of failure, learners' lack of success and learners' characteristics were accepted to have affected students' motivation, whereas the effects of learning material and course content and learning environment on the students' motivation were rejected. One possible explanation is that learning material, course content and learning environment are out of our control and for this reason the same for all the students. Besides, the findings also revealed that the teacher was not the dominant de-motivating factor. Most answers of the questionnaires had positive perceptions of their teacher's personality and teaching method, suggesting that poor teacher behaviors and teaching methods are not a substantial problem for learners. In contrast, learning environment was found to be in the first place in terms of de-motivating factors.

DISCUSSION

Description, Analysis, and Interpretation of Results

This part of the research helped to gather the necessary information to verify the hypothesis that was raised at the beginning of the research. To get this information it was essential to complete two questionnaires; first for the teachers and second for the students. During my observation could be observed 15 classes. Consequently, the results had been organized in graphs and the respective analysis and interpretation had been performed.

Quantitative Analysis

Factors Concerning Teachers

Which level of education do teachers have?
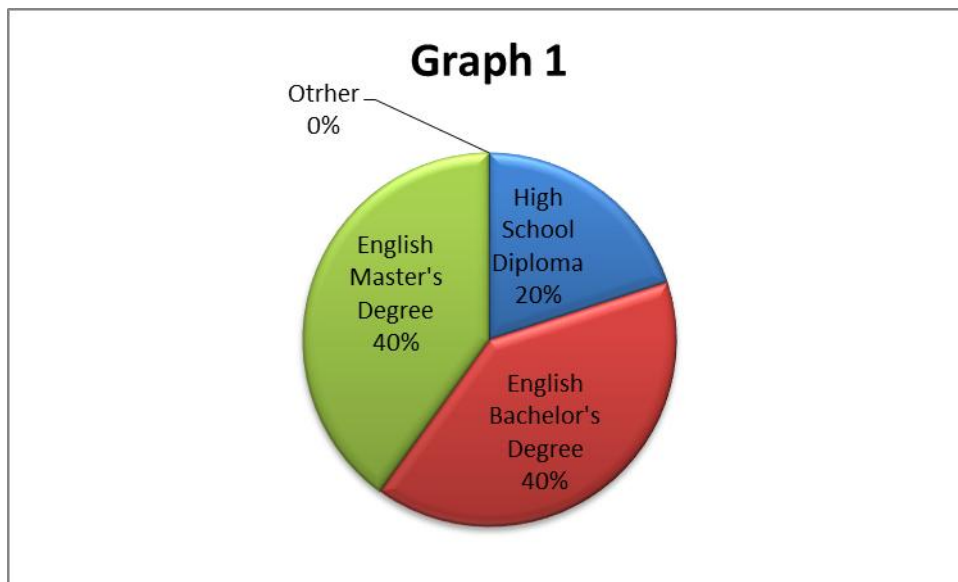
Author: Carmen Esperanza Sánchez

Source: Teacher's questionnaire

The graph 1 shows that there are six teachers who have English Bachelor's Degree, six teachers who have English Master's Degree and three teaches who have High School Diploma. The results of teacher´s interview show that there are only 40% of teachers who want to continue with improving their level, the same percentage have stopped the acquisition of new knowledge and 20% of the interviewed teachers are currently studying.

It is known that the classes are well managed according to the Teacher`s English level of preparation . Thus, teachers who have master degree are more dynamic during the class. Moreover , they used English most of the time and a variety of activities such as pair work : role play, group works and another kind of actions to improve the English speaking skill in a better way.

As observed there were teachers who were studying at the university right now and are in the process of learning. It was obvious that they did not have yet the adequate methodology with comparison to older more experienced teachers. Naturally, the same group of teachers struggled with management of group, especially, if the group of students were large.

Which of the following methods was used in this class?
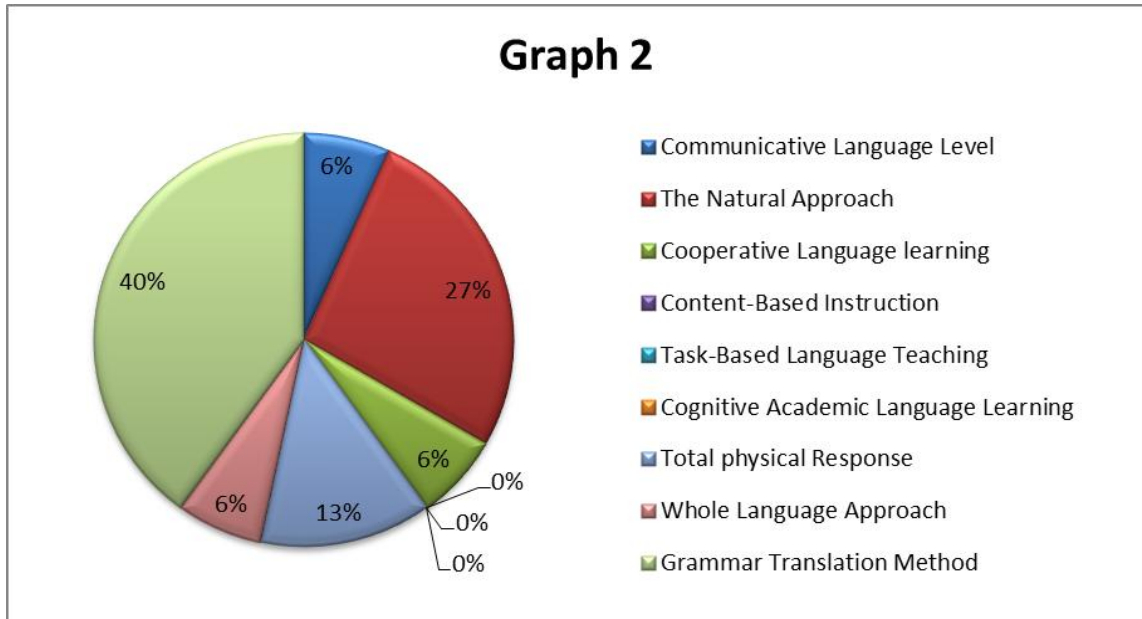
Author: Carmen Esperanza Sánchez

Source: Teacher's questionnaire.

In this graph it can be seen that the methodology applied during the class varies according to the teachers and students` knowledge and the space of the class available.   6% of teachers apply the Communicative Language Method in their classes.   27% of teachers use   the Natural Approach . 6% of the interviewed teachers teach with the Cooperative Language Learning. 13% of teachers prefer using the total Physical Response Method. An extra 6% of the sample states the Whole Language Approach helps them during the class. And 40% of interviewed teachers use the Grammar Translation Method during the class. It means that in public high school there is a significant amount of teachers who use native language to teach English.

With regard to the observation of all classes we can conclude that principal method used in class is the Grammar translation method. This is because teachers use a dialogue or a part of a text which students have to translate. This way it is possible to manage to keep the students very quiet.

The natural approach method was evident in certain classes as some teachers used work groups to do activities based on daily life where English was used most of the time.

It was seen that one teacher was speaking English during the whole class. She explained the tasks by using different gestures.

Regarding to these methods , Richard & Rodgers (2001) stated that the Natural Approach is used in classes where students listen to the teacher using the target language communicatively from the beginning to the end.

One teacher used the task based method while doing a group activity where students worked on a role play.

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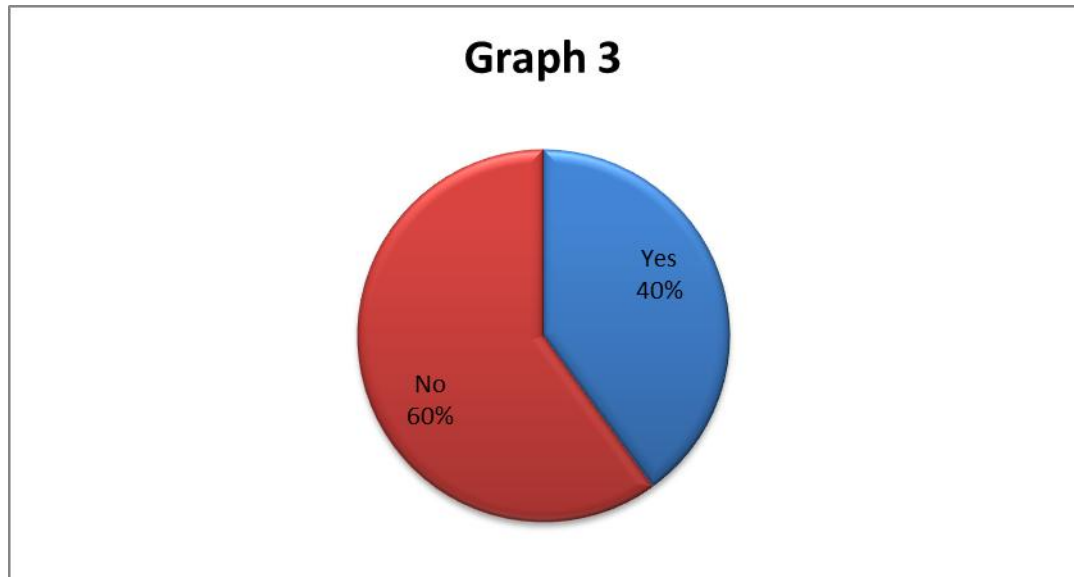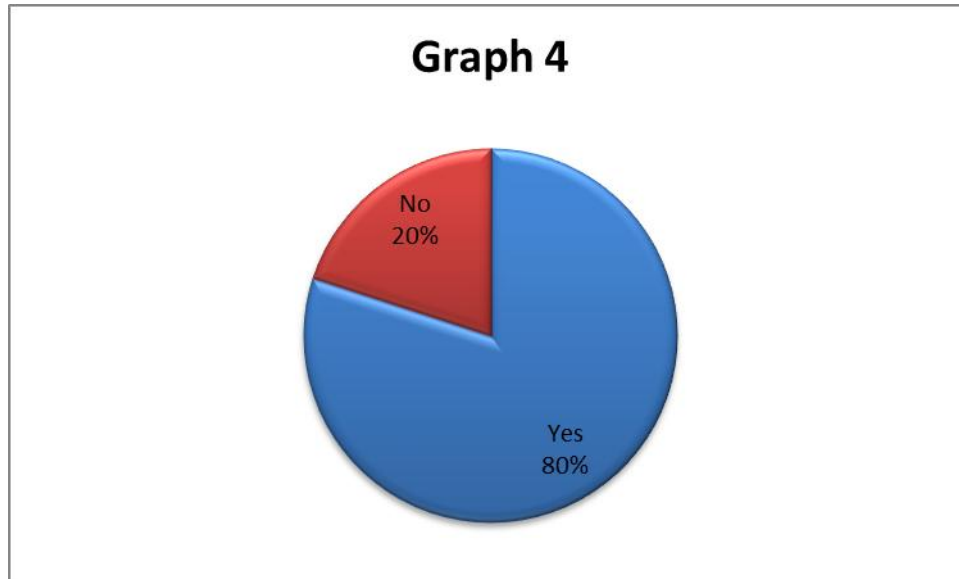

Author: Carmen Esperanza Sánchez

Source: Teacher's questionnaire

In the graph 3 it is shown that only 40% of the interviewed teachers said that they use whole –group activities to teach their lessons. Another 60% of teachers do not use this kind of activities.

According to the students' survey it has been affirmed that the teachers rarely use whole-group activities. Thanks to my observations I can confirm that only one teacher was using this activity. This occurs because the infrastructure of the classroom do not allow   the classes to be prepared well in advance.

In public high schools the number of students in one classroom is enormous. Thus, the teachers are obligated to manage the learners in an old-fashioned way during the class.

Do the teachers use individual activities to teach their lessons?

Graph 4

No
20%

Yes
80%

Author: Carmen Esperanza Sánchez

Source: Teacher's questionnaire

It can be seen in this graph 4 that 80% of the interviewed teachers take into consideration the use of individual activities because they are essential in large groups of students and help the teacher to maintain the discipline. 20% of interviewed teachers do not use this activity as principal resource; they use other kinds of tasks.

According to the students' survey it was mentioned that their teachers use individual activities most of the time.

In relation to the observed classes, individuals activities have a very high impact on large numbers of students due to the fact that each student is sitting in his or her seat working by himself or herself. The teachers have time to walk around the classroom checking their activities and helping them with their learning.

Do the teachers use group work activities to teach their lessons?

Graph 5

Yes
13%

No
87%
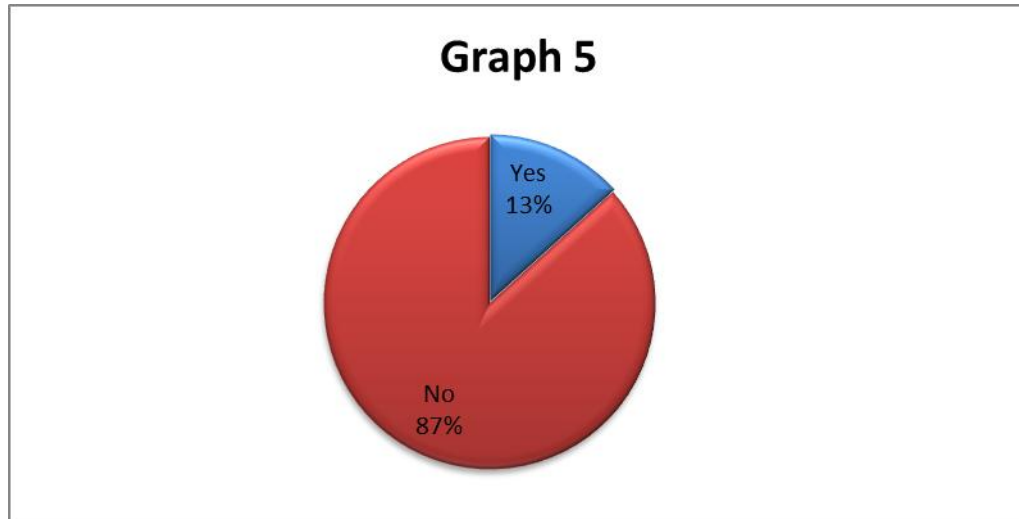
Author: Carmen Esperanza Sánchez

Source: Teacher's questionnaire

The graph 5 shows that   87% of interviewed teachers who confirmed that the large group of students does not permit to work in this way for this reason the students   did not pay   attention and it is difficult to maintain the discipline. The result showed that 13% of Interviewed teachers use this kind of activity.
This is also happening in high schools which are out of the town center and where the number of students is less than the number of students in the high school in the downtown area.

This amount of students has a significant relevance to learning English process due to the difference of the high schools inside and outside downtown. The activities have to be planned in accordance with the number of students considering satisfactory methods and techniques and also non functional infrastructure of public high schools.

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


Graph 6

No 33%

Yes 67%
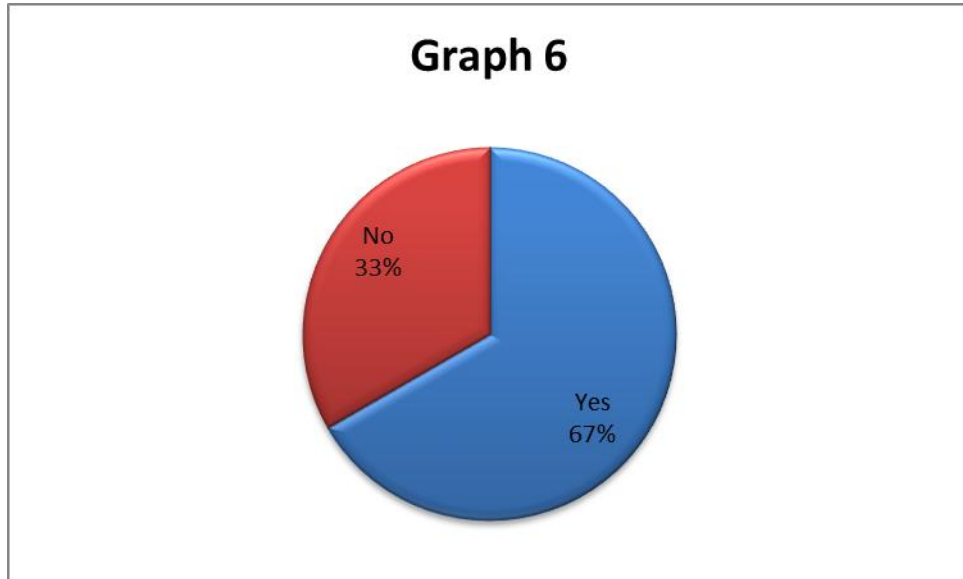
Author: Carmen Esperanza Sánchez

Source: Teacher's questionnaire

As it is shown in the graph 6, 67% of interviewed teachers stated that they were speaking English most of the time. 33% of them admitted they did not speak English a lot. The second group of students also mentioned that their teachers did not speak much English in the class. The observation of the class helped us to tackle this problem and to answer the most important question: Do the teachers use English most of the time in their classes? The result showed that there was a significant difference between the level of high schools teachers and the educational level of the particular high school. Only two teachers were speaking English during the whole class. Other teachers were speaking half-way English and Spanish. Nonetheless, most of the teachers were using only Spanish to make sure that the students were going to be able to understand the meaning of the words. They did not use the target language in the class at all.

Do the teachers plan their lessons?
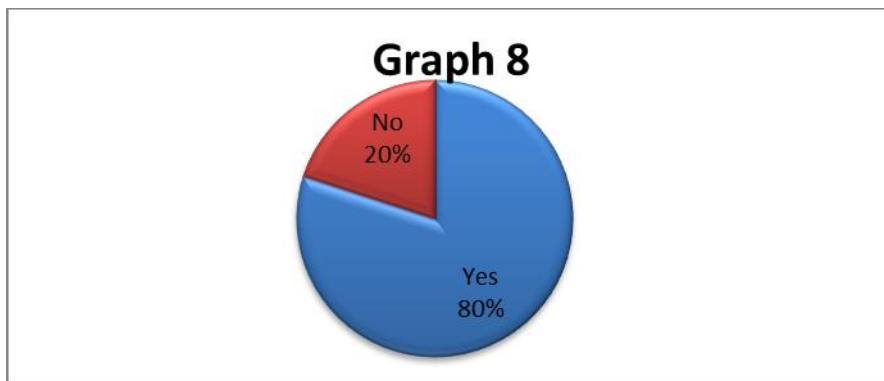
Graph 7

No 0%

Yes 100%
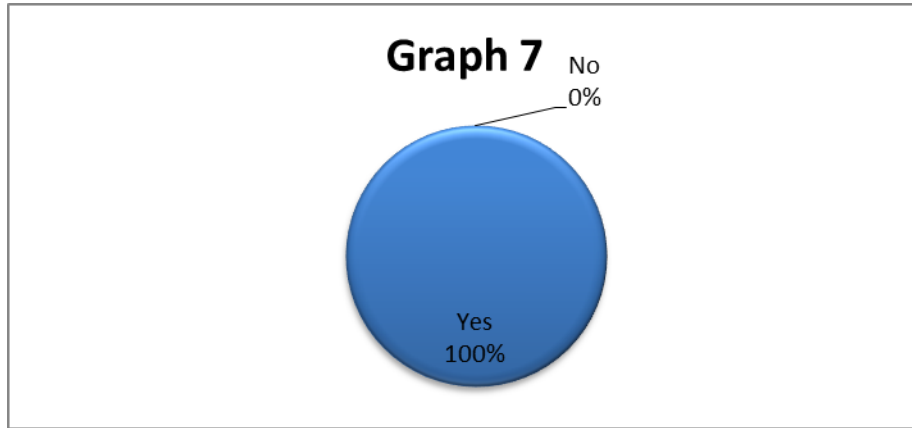
Author: Carmen Esperanza Sánchez

Source: Teacher's questionnaire

100% of the interviewed teachers answered that they always plan their lessons but there was a little difference supported by the observation they planned their lessons but during the class they had to improvise or change the activity depending on discipline or time.

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

Graph 8

No 20%

Yes 80%

Author: Carmen Esperanza Sánchez

Source: Teacher's questionnaire

In this graph it is shown that 80% of teachers indicated that their lesson plans are based on timing principally, then they take into consideration the discipline. Other aspect mentioned was feedback. Another 20% do not consider these aspects when they teach their lessons as the class observation confirmed. I could notice that four teachers could control the discipline as they worked in a respectful and pleasant classroom atmosphere . In large classes, most of the teachers could not control the discipline; as a result, students did not pay attention, therefore, they did not learn English properly.

Some teachers did not take into consideration the aspect of timing in order to be able to begin with a different activity and as a result they wasted too much time completing only one task . In relation to timing four teachers planned their lesson successfully taking into consideration the appropriate time for each activity to achieve the purposed objectives .

According the feedback received, the same number of teachers introduced activities when they strengthened the students` knowledge.

It is shown in the results of students' surveys that eleven teachers prepared their classes considering neither the discipline and timing nor feedback . With respect to the instructions given I can conclude from the observation that four teachers gave the students clear instructions how to complete the task . Otherwise, eleven teachers di not express themselves clearly because they were not able to speak English fluently.

Do the teachers consider Students' needs to teach English successfully?
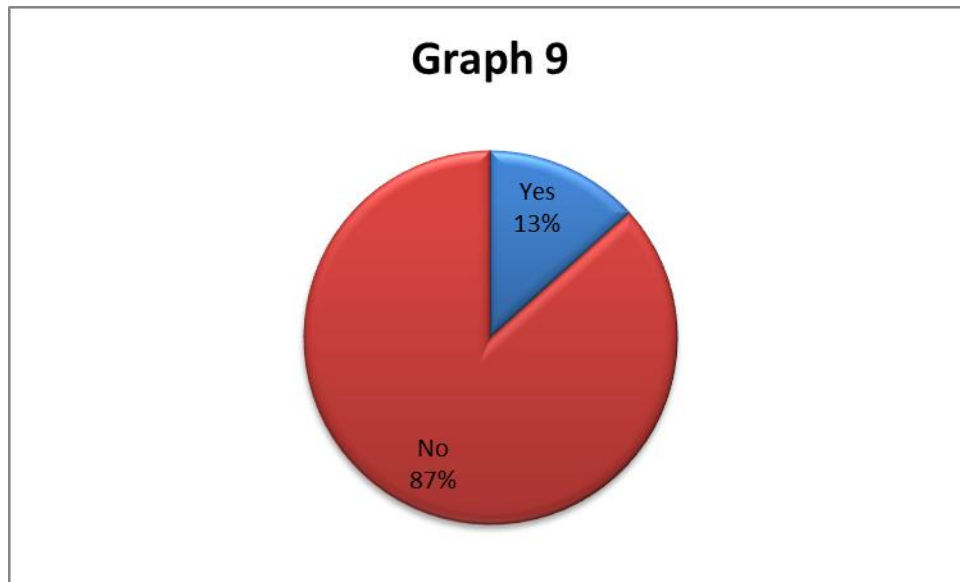
Author: Carmen Esperanza Sánchez

Source: Observation sheet

The graph 9   shows that there was a great difference between the observation and the results of the teacher's questionnaire.   67% of teachers said that they always took into account the students' age, personality, aptitude , motivation and learning styles   to plan their lessons. However only 33% of them admitted that they did not do it.

Nevertheless, in the students` survey  it was shown that only  20%  of learners agreed that their teachers plan according to the students` needs. But 87% of the students did not feel motivated because their teachers did not consider these aspects while planning their lessons.

There was a   difference in knowledge among the students,   20% of students were motivated adequately and they reached a decent level.

Additionally, with regard to the observation, 87% of interviewed teachers did not consider the student's needs to teach English, such as age, personality, aptitude, motivation and learning styles. It was noticed that 13% of the teachers take into account these aspects to plan their lessons since they used role plays focused on the daily life topics.

Do the teachers consider Students' level to teach English successfully?
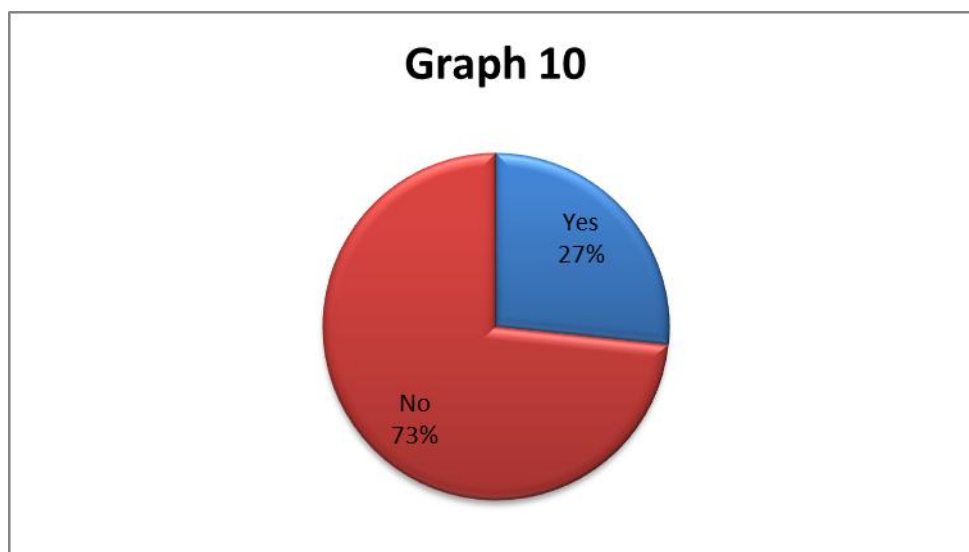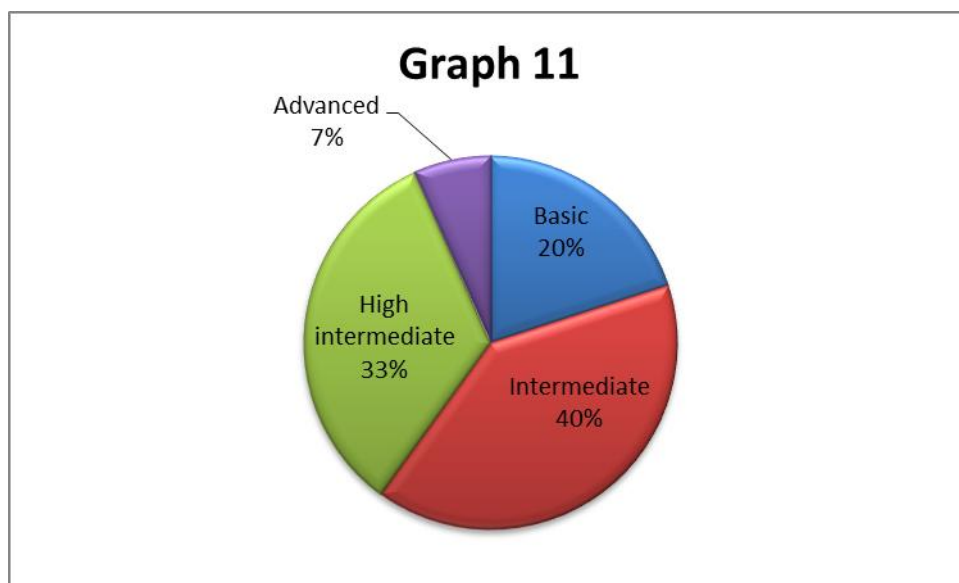
Graph 10

Author: Carmen Esperanza Sánchez

Source: Teacher's questionnaire

It is shown in graph 10 73% of the interviewed teachers did not consider the student's level to teach the foreign language. But the rest of 27% of the sample stated that the student's level was important in order to create a positive environment during the class.

In relation to students` surveyed it was noticed that there was a similarity between the answers of teachers and students. Seeing that 87% of students approved that teachers did not teach keeping with student`s level. 13% of them were happy with their teachers work because in the teaching-learning process the students' level was considered.

In this question the honesty of all teachers was greatly appreciated. To sum up the data collected from students as well as teachers were matching.

Which is the level of the students?

Author: Carmen Esperanza Sánchez
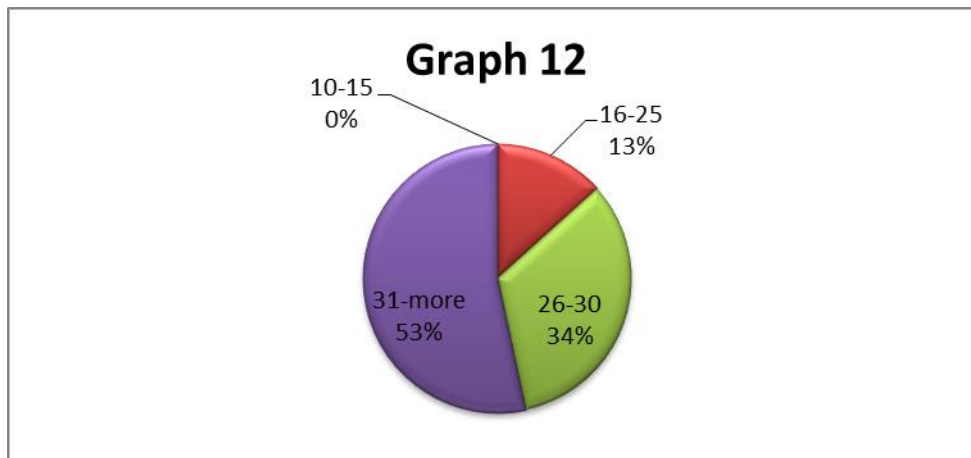
Source: Teacher's questionnaire

In the graph 11 it is shown that the surveyed teachers mentioned that 7% of students had an advanced level of English . 33% of them are at the high intermediate level. 40% of the students had an intermediate level and only 20% of students are at the basic level.

According to all information collected during the observation there were differences between the students who studied in high school in the downtown area and who were placed in high schools far from town center. The survey was applied in different courses. For that reason, there was a variation in the teachers' answers.

On the other hand, it could be seen that 80 % of students had a basic level of English . While the rest of 20 % of students had a varied English level among intermediate, high intermediate and advanced. It could be emphasized that the students who had an advanced level had studied before in some private English Institute.

Factors Concerning Classrooms

How many students do the teachers have in this class?

Author: Carmen Esperanza Sánchez

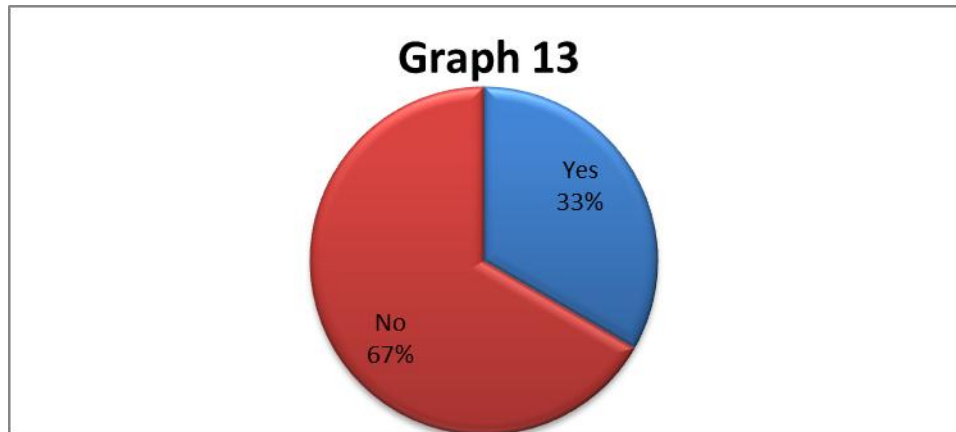Source: Teacher's questionnaire

From graph 12 it could be seen that 13% of teachers said that they had from 16 to 25 students in class. 34% of the interviewed teachers stated that they had

between 26 and 32 students in the classroom. And the rest of 53% of teachers agreed that they had more than 31 students.

The surveyed students criticized some teachers` classes management because there were a lot of students in the class and they could not teach them in a more personalized way . In this aspect it is important to mention that Jones (2007), affirmed that large classes are similarly effective as small classes; the key with large classes is to carry out a student centered class, then students have to produce working together. Furthermore, the amount of time for monitoring the group is different between large and small classes. As result, within the large classes the teachers have to organize a daily plan in which   they could write down names of students who need more attention during the next class.

There is a variation in this question due to the fact that the interviews and observations were applied in different high schools and in different courses. In downtown high schools there were classrooms with more than 35 students. Though, high schools which were far from the city center had less than 25 students in the classroom.

Do the teachers feel comfortable working with this number of students?
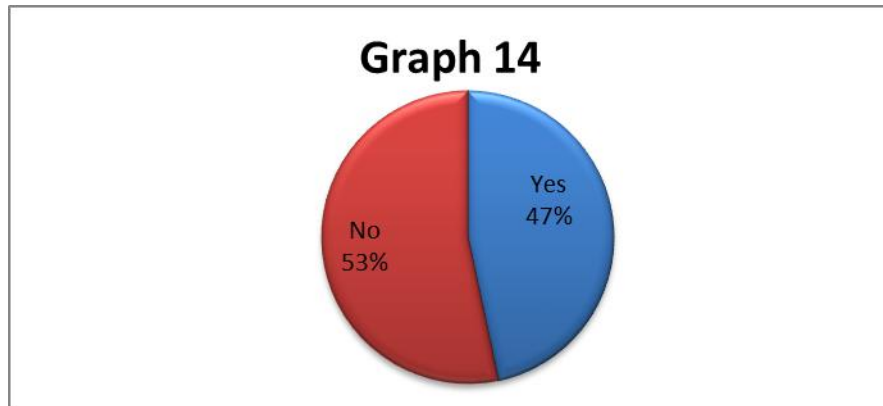

Graph 13

Yes 33%

No 67%

Author: Carmen Esperanza Sánchez

Source: Teacher's questionnaire

This graph shows that 67% of teachers agreed that they were not comfortable while working with this number of students. 33% of teachers said that they felt comfortable with the amount of learners that they had.

Thanks to the observation it is possible to realize that the most of teachers were in a bad mood during their classes because they had many students in the classroom and they needed to change the activities according to the number. Teachers could not put into practice all the strategies and methods learnt during their teaching training. There were two teachers with less than 25 students and two teachers with less than 30 . In this case, They felt comfortable working with the learners. Since, they could actively use whole group , pair group and individual activities to make the classes more dynamic, give a personalized instruction to keep the discipline in a positive learning environment.

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

Graph 14

No
53%

Yes
47%

Author: Carmen Esperanza Sánchez

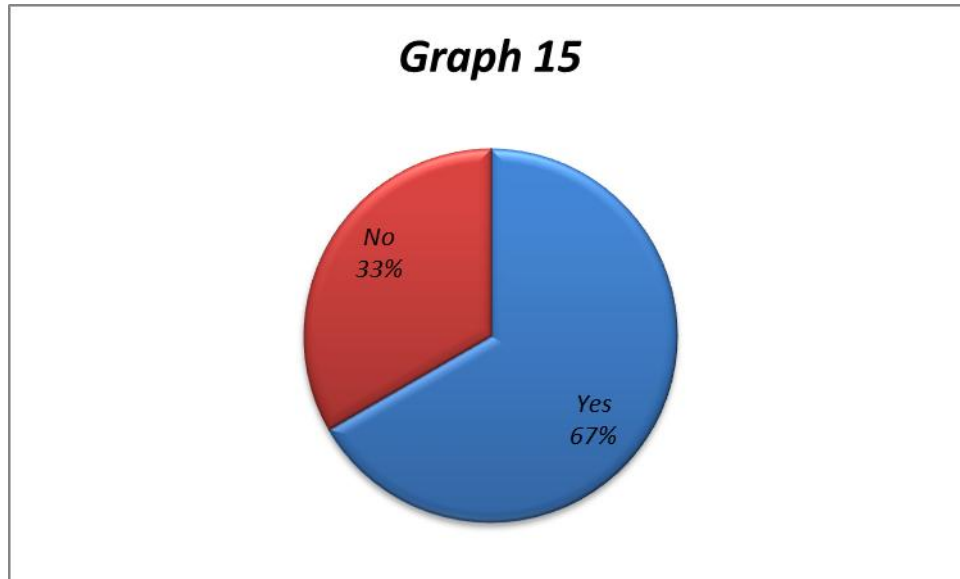Source: Teacher's questionnaire

In the graph 14, it is shown that 53% of the interviewed teachers said that they did not have the enough space. Whereas 47% of the sample states that they had enough space to work.

In the class observation, it was evident that teachers did not have enough space to put in practice different activities. For that reason, they preferred continuing using with the old-fashioned methodology. While the teachers who were working in high schools far from the town center had a smaller number of students , thus they had enough space to use a varied strategies and methods.

Relating to this issue, Colbert (2008) affirmed that a well-organized space in the classroom leads the group of students to all teachers` desired results such as the smoothly move from one activity to another, attend each student according to the needs, students shows abundant self-confidence, better behavior in class and develop longer attention periods .

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

Graph 15

No 33%

Yes 67%

Author: Carmen Esperanza Sánchez

Source: Teacher's questionnaire

In the graph 15 it is shown that 67% of teachers said that they arranged the seats according to the activities planned.   33% of the surveyed teachers did not arrange the seats to teach their lessons.

On the other hand , students `answers  differ from teachers` answers and show that 93% of students confirmed that the teachers did not arrange the seats in any kind of activity. only 7% of interviewed students commented that the teacher moved the seats once to do a group activity .

What students enunciated, was also confirmed during the observation. 100% of the teachers did not arrange the seats to develop their lesson plan.

At this point it is important to mention that Raskin cited by McCrea (2012) argued that nowadays the seating arrangement has to be build taking into consideration that students must work in a collaborative way practicing how to react in real-life situations.

In contrast, Bigelow (2010) focused on the students learning styles, type of the activity and class size in order to choose the best seating arrangement, each style has advantages and disadvantages.

On the other hand, Jones (2007) affirmed that the best seating is the one with which the students can move and change positions quickly, as swivel chairs on wheels so that the teacher can easily make a wide variety of seating arrangement according to the activity and purpose, giving the students a more comfortable learning experience.

In other words, there is not the best arrangement; the teacher has to consider some aspects in order to choose the most appropriate seating arrangement, the most important factor is the purpose of the lesson.

How many students do the teachers think is the appropriate number to teach
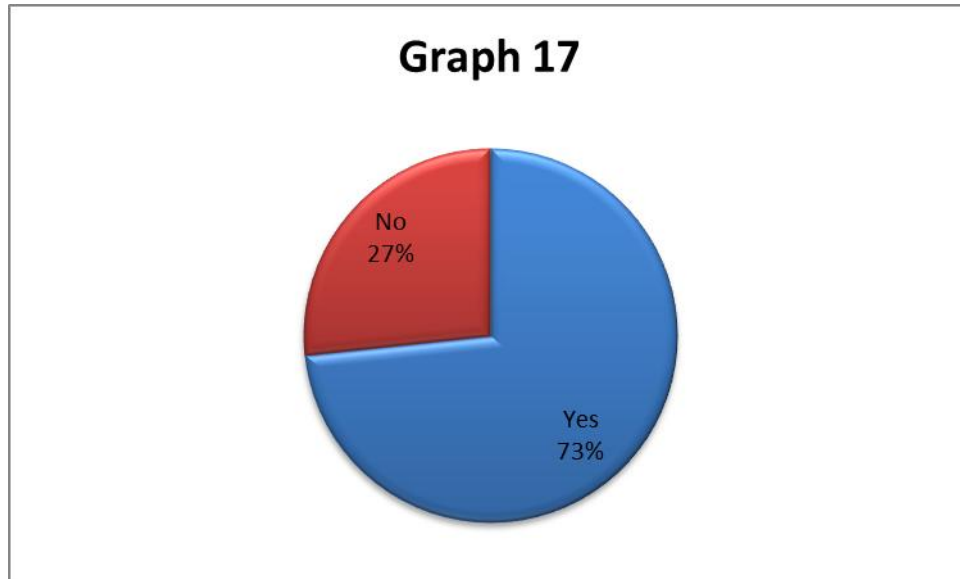
English?
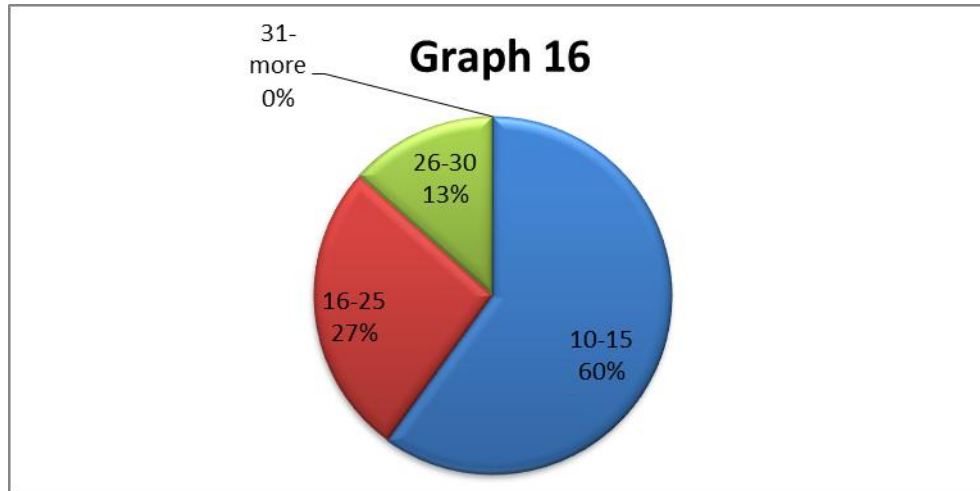
Author: Carmen Esperanza Sánchez

Source: Teacher's questionnaire

In the graph 16 it is shown that the 60% of the interviewed teachers agreed that the appropriate number of student would be around 15, with this number of students they could work individually and make activities in groups and monitor the students while working on tasks in the class. 27% of teachers approved that a good number would be between 16 and 25 students, but with this number of students the activities would have to be planned very well . 13% of teachers think that a classroom should have between 26 and 30 students, but the activities would have to be planned according to this number and the teachers would have to monitor the students during the whole class and it would be very tiring to work this way.

Do the teachers use teaching resources (TV, Tape / Cd recorder, Computer(s),

Projector(s), Smart board, and supplementary materials)?

Author: Carmen Esperanza Sánchez

Source: Teacher's questionnaire

In the graph 17 it can be noticed that 73% of the interviewed teachers stated

that they used all teaching resources; the most common tool was the CD recorder,

some teachers used their own laptop, in some high schools there were   English

laboratories and they had two or three TVs, and   a projector. Unfortunately, 27% of

them mentioned that they did not use teaching materials.

In accordance with the surveyed students it could be seen that only 50% of

teachers use CD player, 21% of teachers used the English laboratory according to

the schedule . Other teachers did not use this kind of teaching resources .

In addition to this, the observations showed that there was a variation in the

answers because of the interviews and observations were applied in different high

schools and with different teachers. Only this time I had the opportunity to see a

high school where there was a lab with cabins for each student, so the learners could

practice the listening skills. There were teachers who did not use these teaching

resources and worked with a traditional methodology and using the grammar-

translation method.   It was evident that the students could not improve the basic

English language skills .

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

Graph 18

No
47%

Yes
53%
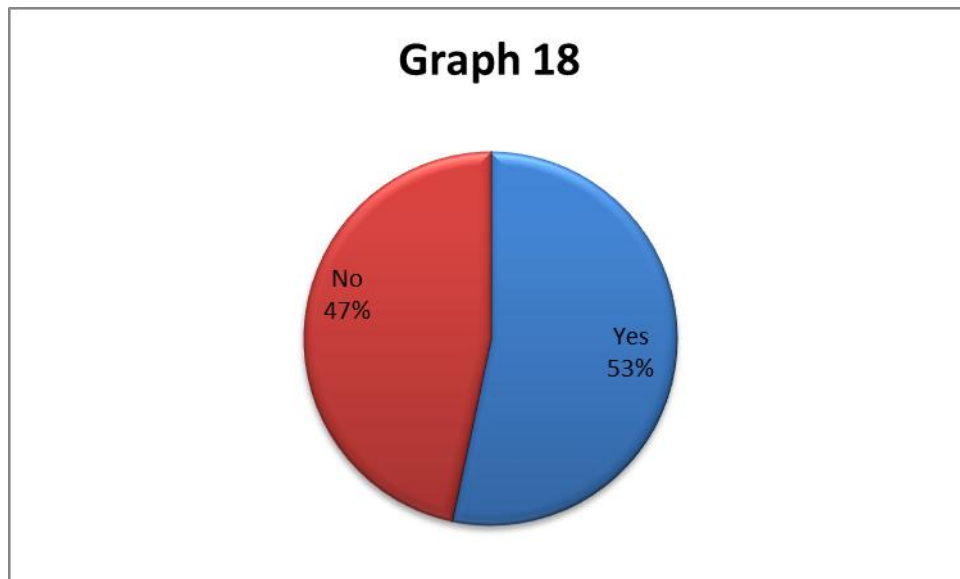
Author: Carmen Esperanza Sánchez

Source: Teacher's questionnaire.

The graph 18 shows 53% of teachers declared   that the resources were

appropriate and helped them teach English Language in a dynamic way. But the

other 47% of the interviewed teachers agreed that the resources they had were

insufficient for their classes.

In the observation it could be seen that the difference in answers was due to the fact that in the high school which were far from town center. The teachers had neither the necessary financial plan to obtain adequate tools nor special classrooms and laboratories.

Factors Concerning Education Institutions

Does the institution review the teacher's lesson plans?
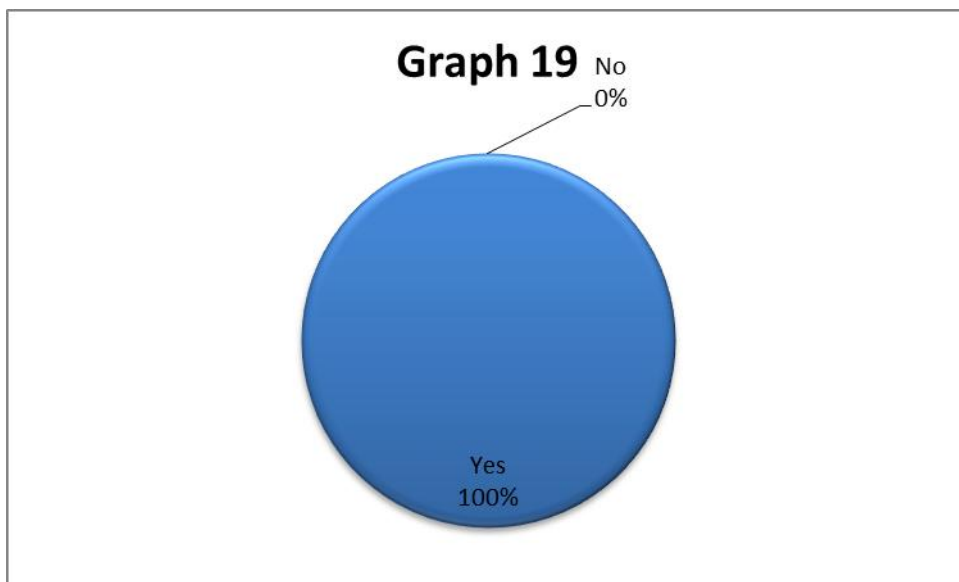
Author: Carmen Esperanza Sánchez

Source: Teacher's questionnaire

In the graph 19 it is seen that 100% of teacher answered that the institution reviewed their lesson plans . As the students' surveyed as well as the observed classes did not confirm if the teachers lesson plans were really reviewed by each institution. However, the teachers said They had an academic area meeting once a week where the institution   reviewed all teachers' plans.

Does the institution monitor the teacher's teaching?

Graph 20

No 0%

Yes 100%
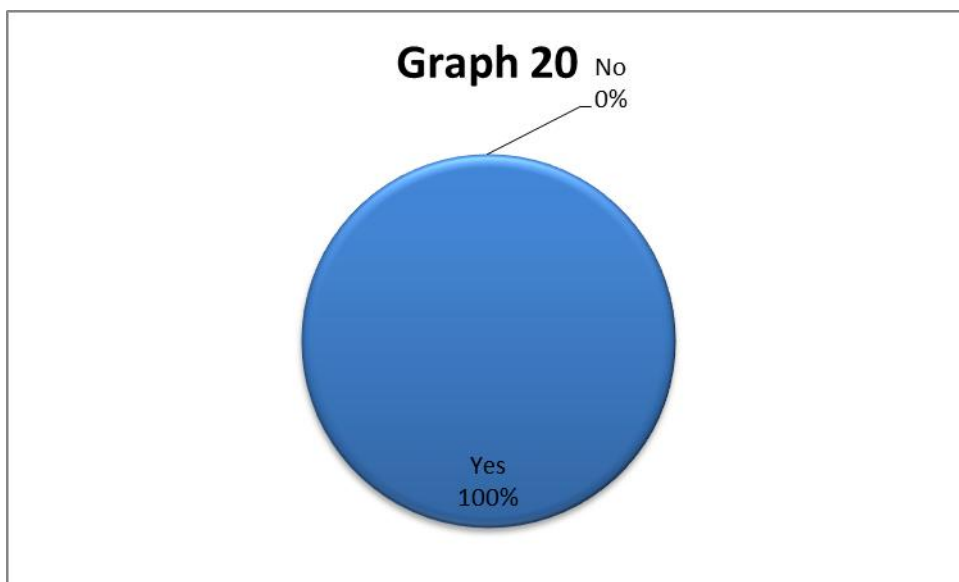
Author: Carmen Esperanza Sánchez

Source: Teacher's questionnaire

In the graph 20 it is showed that there was 100% of teachers who agreed that the institution monitor their teaching once a month, it could have been monitored by the rector, vice rector, general inspector or course inspector or someone from the academic area.

However, 100% of the observed classes did not coincide with the teachers ` teaching monitoring.

Conclusions

The presented research work was developed in public high schools of Loja city with the purpose of analyzing the factors that affect the English language teaching-learning process.

- ➤ This research indicates, that the number of students have a serious influence on the English-Language learning process, for this reason it is very difficult for teachers to plan group-wok activities. It is complicated to maintain the discipline of a big number of students and.

- ➤ It is demonstrated that teachers do not take into consideration the student's needs such as age, personality, attitude, aptitude, motivation and learning styles or student's level to teach the foreign language it is noticed during classes that there were students that could not understand the new topic or did not receive a good feedback from the teacher.

- ➤ Moreover, it is noticed that the high schools which are in the town center have a higher level of English than the high schools which are far from the downtown area, for that reason teachers are required to use different kinds of methods to improve the English teaching-learning process . The most useful is the natural approach method and the grammar translation method which other teachers use.

- ➤ This research demonstrates that the whole – group activities are not taken into consideration due to teachers cannot maintain the monitoring of a class in a good way and as a consequence lose the control over the class. For that reason the individual activities are more functional in classes whose number of students

is very numerous, these tasks can be managed during the period of classes maintaining a positive classroom atmosphere.

➢ This research demonstrates that all teachers organize their lessons and some of them plan accordingly the discipline, timing, feedback, and also the instructions given are clear. The fact that teachers who are far from the downtown area have to make their lesson plan   little more flexible with regard to students' level which may be   lower than   the students who are in town center high schools.

➢ This research shows that the infrastructure of the high schools does not allow to have a significant teaching of the foreign language, the lack of the teaching resources make the students feel bored in this environment, the space of the classroom is small if we consider the real number of students and some high schools do not have an English laboratory to practice the four skills such as reading , listening, speaking and writing through videos , conversations, crossword activities .

Recommendations

The presented research work helped us to analyze the factors that affect the English language teaching-learning process, for that reason, I present the following recommendations.

The authorities of high school level have to design a project in which they can divide the courses with more than 30 students into smaller groups. So, teachers would arrange the classes differently to help students learn in a dynamic way and put into practice the whole group activities and the individual activities which can be managed directly with the teacher, in this way the students` knowledge would increase rapidly and all the students would be more motivated for learning the foreign language. Another factor that has to be considered is to have an English laboratory to practice the four skills: listening, reading, speaking and writing.

It is recommended that all English teachers should use new methodology and teaching resources in an adequate way. Nowadays, the new technology offers us a lot of new resources which can be used directly in a classroom while teaching for instance the internet helps us to download videos that can improve the pronunciation skills by using karaoke, music or documentaries . To sum up the lesson plan has to be organized according to students` needs such as age, personality, attitude, aptitude, motivation and learning styles.

The authorities of the institutions have to monitor frequently the foreign language classes progress with the proposition that will allow teachers to feel encouraged to lead the class in dynamic way and to use the authentic material and accurate teaching

resources to improve student`s knowledge significantly and make them feel confident while learning the target language.

The teachers should use the English language during their classes, they can use gestures, pictures or examples in order to explain the meaning of the words, so that students will learn to speak and understand the language.

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

EDUCATIONAL INSTITUTION:	
DATE:	
YEAR:	

1. Which level of education do you have?

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

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

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

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

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

4. Which is the level of your students?

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

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

Communicative Language Teaching	( )
The Natural Approach	( )
Cooperative Language Learning	( )
Content-Based Instruction	( )
Task-Based Language Teaching	( )
Cognitive Academic Language Learning	( )

Total Physical Response	( )
Whole Language Approach	( )
Grammar Translation Method	( )
Others _____	( )

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

YES ( )	NO ( )	
Why? _____		

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

YES ( )	NO ( )	
Why? _____		

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

YES ( )	NO ( )	
Why? _____		

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

YES ( )	NO ( )

10. Do you plan your lessons?

YES ( )	NO ( )

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

YES ( )	NO ( )

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

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

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

YES ( )	NO ( )

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

YES ( )	NO ( )

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

YES ( )	NO ( )

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

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

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

YES ( )	NO ( )
Which ones? _____	

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

YES ( )	NO ( )
Why? _____	

19. Does the institution review your lesson plans?

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

20. Does the institution monitor your teaching?

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

Thanks for your cooperation!!!!!!

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

EDUCATIONAL INSTITUTION:	
DATE:	
YEAR:	

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!!!!!

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 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 ( )