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

TRABAJO DE FIN DE TITULACIÓN

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DEDICATION

To my mother Rosa, who has helped me and has given me useful advice at any moment. . Her constant motivation and wise words have allowed me to continue studying. This work is for her because she is the greatest example of life.

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CONTENTS

ABSTRACT

Because of the importance of English as a global language in education and communication, it has been considered important to make a research about: "Factors that influence the English language teaching-learning process in Ecuadorian private high schools". The general objective of this research was to analyze the factors that influence the English language teaching-learning process.

 Some instruments of investigation were developed with the purpose of identifing the factors that have influenced in the English teaching-learning process. These factors were analyzed in six private high schools located in Loja city; the sample population included 16 students and 16 English teachers.

The four instruments used in the research included a survey and an interview for the teacher, a survey for the student and an observation sheet for the researcher.

 After analyzing the data it could be concluded that those private high schools have enough resources that could help the students who study in these high schools to learn English in a correct way, providing a good interaction between teacher and students. Moreover, it could be noticed that teachers have a B2 level according to Common European Framework of References for Languages.

KEYWORDS: English language, conclusions, instruments of investigation.

INTRODUCTION

One of the main student´s problems at any educational level has been learning English, not only in the secondary schools, but also at the university. This study mentions different factors that influence the teaching -learning process; these factors can be categorized into internal and external factors. Internal factors are such factors like the environment, relationship, context reward/punishment and methods. And the external factors include perception, emotion, attitude, ability, motivation and memory.

These factors can be considered from the perspective of the language, the learner, and the learning process. This research titled "Factors that affect the English language teaching-learning process in Ecuadorian private high schools" has been carried out to analyze the main factors affecting the English language teaching learning process in private high schools. Its objectives have been determined in the following way.

The first objective was to identify student´s English level and their needs in the classroom. The second objective was to determine the classroom conditions in which English lessons take place. The third objective was to identify the characteristics of in-service English teachers. And finally, to determine institutional facilities and norms regarding quality education.

There hasn't been an abundance of research on the factors affecting English language teaching learning process based on identifying characteristics, strategies and techniques of successful language learners through actual observation or interview. For instance, a study carried by Chienkuo Technology University (CTU) (2006) in central Taiwan examined the relationship between the learning context and student motivation; the researcher created a quantitative data collection instrument based on two existing survey tools, including Gardner's Attitude/Motivation Test Battery, the California Foreign Language Project and related literature. The most important conclusion drawn from this study was that CTU students considered the overall EFL environment to be an obstacle to their learning. While social interaction was considered to have the least negative impact on their proficiency, the social aspect of the learning environment was not perceived as a learning facilitator. Changing learning environment elements would improve students´ motivation and thereby students´ proficiency and achievement. If students are enabled to see the usage of English as a necessary part of an authentic environment, even if accuracy is not the ultimate goal,

students will understand that they can improve the environment just by using English, and teachers would not feel so bound by the textbook and traditional teaching methods.

Hanh, P. T. (2012) developed a study related to learners´ and teachers´ preferences for classroom activities where the most noticeable factors influencing their preferences of activities include the language proficiency, beliefs, and the affective variables. The students in this study have shown that when asked for their views, they were able to report a range of factors that they feel promote or impede the gains from these classroom learning activities. On the other hand, these views inform teachers of their students´ needs and wants and how their teaching is being received.

With the results obtained in this research, public schools will obtain main advantages because they could apply some techniques used in private schools in order to get better results with the process of teaching-learning the English language as a foreign language.

Nowadays, the Ecuadorian government has been increasing the importance in learning English offering scholarships to the Ecuadorian students around the world. There is no difference for English teachers and scholarships are being offered by the government too, giving them the opportunity to improve their English level and learn about updated methodology.

As a conclusion, this investigation has provided to the researcher a valuable experience in relation to the research field and the factors affecting English language teaching-learning process. This research is an important tool for pre-service teachers who want to work in private schools because they will raise awareness of the factors that need to be improved in order to teach with the highest standards of quality.

METHOD

Setting and participants

This research was carried out in Loja city in six private high schools. The participants included 16 in service teachers and 16 students as the population, they answered questionnaires to know their opinions about the teaching learning process. The students receive 2 hours of class per day, it means 10 hours per week. The students were aged between 12 to 17 years old and they belong to a medium-high economical background. The main characteristic of the in service teachers was that they are better prepared for teaching English and it was noticed that all the students had a good attitude to learn.

Procedure

This research has relevant topics that were researched in different bibliographic sources from universities and English educational institutions in Loja. Also, five studies from internet and scientific online magazines were analyzed. The teachers had some questionnaires that measured the factors related with the classrooms, educational institutions and students; the student´s questionnaire measured factors related to the teacher´s proficiency; the teacher´s interview measured factors regarding teachers´ proficiency. Finally, the observation sheet measured factors related with the teacher, students and the educational institution.

The first step in this research was to look for the literature to gather theoretical information, using magazines, books, internet web pages and so on. Then, this bibliography was rewritten for the literature review to support the analysis and the interpretation of the results. The second step was the *field research* that was carried out in six private high schools, with the corresponding authorization of the educational institutions´ directors, where three or two students and teachers were observed, and the most important information was recorded in observation formats. Moreover, the applied method was the quantitative method, in order to calculate the percentage of answers given by the teachers in relation to the variables analyzed.

To tabulate the gained data the teacher questionnaire was used and the questions were divided in four factors according with variables of the research. Tools such as teachers interview, students questionnaire and observation sheet were used to support the obtained data.

DISCUSSION

Literature Review

There is a wide variety of languages around the world, some of them more widely spread than the others and all helped by a factor called technological development which influences communication, work and study in an enormous way. For this reason, English language in the present time has become a worldwide necessity far away from the common language that it used to be. In this context, it is known that most of the scientific information as well as the new technology come from the developed countries. The best means to understand and manipulate those is with the learning and use of English as a universal language; that is why some counties are trying to improve the teaching-learning English process in different Educational institutions. Ecuador is not an exception and, according to the Ministry of Education (MinEduc) (2012), the professional standards given for new English teachers for both schools and universities in the public sector, the process has started. The selection process will be based on scores where the maximum is 100 scores, where the 90 percent is related with language proficiency and the ten percent of the score is related to pedagogy.

Ministry of Education (2012) states that in order to credit proficiency, the teachers will obtain a result of level B2 as minimum, based on the Common European Framework of Reference for Languages (CERF). This CERF basically proposes a scale of six language proficiency levels that goes from A1, for those who are at a beginning stage; to C2, for those who can use language at high levels of discourse (MinEduc, 2012)., in this way English language skills such as: listening, speaking, reading, and writing are guaranteed to be transmitted effectively to all students in public schools all over Ecuador. Nevertheless be teacher suppose some challenges such as: dominating some teaching methods, how to prepare a lesson, using classroom or teaching resources and others that are described below.

Teaching Approaches and Methods.

Richard & Rodger (2001) and Harmer (2007) suggest that the use of commands to teach language through physical activity correspond to total physical respond method which is built around coordination of speech and action where learners first listen the target language to obtain enough experience in order to develop other skills such as reading and writing.

Richard and Rodger (2001) describe Communicative Language Learning method as the one when a learner presents a message in L1 to be translated into L2 then the learner repeats the message in L2 addressing it to another learner with whom wishes to communicate. Similarly, Harmer (2007) suggests that communicative language learning involves translation in order to help students to mention what they want to say, suggesting or amending the students´ utterances to obtain a real communication. Also, the method that uses translation to teach a language is the grammar translation method that Harmer (2007) defines as the translation of sentences from one language to another and viceversa to explain individual points of grammar.

Richard and Rodger (2001) state that the four skills of a language can be taught through Whole Language Approach which emphasizes that reading and writing have to flow naturally with a focus on real communication. This method provides that both teacher and learner have important roles: the teacher is seen as a facilitator and an active participant in the learning community rather than an expert passing on knowledge; the learner is seen as a collaborator, collaborating with fellow students and also as an evaluator, evaluating themselves and others learners with the support of the teacher.

Managing Learning.

Within this topic three factors have been considered as important: instructions, feedback, and timing, to ensure the understanding of the activities carried out in class and extra-class. Feedback, according to Wajnryb (1992) refers to errors that students can produce during the class and that will be corrected by the teacher. Lightbown (2006) includes six types of feedback: Explicit correction, Recast, Clarification request, Metalinguistic feedback, Elicitation and Repetition which examine the students' uptake.

Wajnryb (1992) considers that instruction involves both the choice of what to include and exclude, what accompaniments are available, and what sequence is effective. He also considers that one possible paradigm for instruction-giving is: Give signal to engage class´s attention, state briefly the overall nature of the task, organize seating/groups, and give instructions.

Wajnryb (1992) in his text also says that teaching is an event that needs to be structured and planned, event that is affected by the parameters and constrain of timing. When teachers are

in their first years working as educators they can have some problems with timing in the planning and also another problem could be how to control the students´ behavior. This is the main reason why teachers should prepare their lessons considering the time in which a lesson is going to be taught. With more experienced teachers, factors as timing and discipline come easier, they become more familiar with the students´ activities and can do more relaxing lessons to flow softly.

Lesson Design.

According to Woodward (2009) there are several reasons for planning courses and lessons. First, it could be very useful to be able to answer students' questions; second, it could help you to organize the time and the type of activities for each lesson and it allows teachers to have success; third, it can give student´s confidence so that they can improve their knowledge; and finally, one of the most important, with a lesson design, feelings of insecurity or panic could be reduced and in this way they could grow student´s confidence to participate in class or to use the language in a better way.

Harmer (1991) describes five components that make an efficient and more organized lesson. The first component is the description of the class, where teacher has to include the physical conditions and/or restrictions of the group which includes a description of the students, time of the lesson, frequency and length of the class; the second component is the teaching process itself, here the teacher needs to control the activities done by students, this component includes the activities they have been involved in, the subject, content of their lessons and, the language skills that they have studied; the third component is the objectives, which have to be written in general terms as skills and language that are going to be learned; the fourth component is the contents, here the teacher spells out exactly what he/she is going to do in class. Moreover, this section has seven topics: context, activity, class organization, aids, language, possible problems and finally, the fifth component is additional possibilities, in this section the teacher should write other activities that can be used in case it is necessary.

Class Size.

Woodward (2001) says that working with one-to-one or small groups could be easier than working with big groups and the only consideration that the teacher needs to concern could

be learning how to maintain the students 'interest during the process of the lesson, for this reason some principles will be mentioned: First, teacher should provide enough time in the first lesson in order to make students to know each other. Second, should exchange real information. Third, teacher should use students as a resource. Fourth, use the appropriate forms of error correction such as reformulation. Finally, teacher should create a friendship atmosphere by exchanging postcards or any other activity that helps teachers to get this purpose.

Harmer (1998) considers that working with large classes is difficult because teacher does not have enough contact with the students; in the same way it is difficult for students to have contact with the teacher in order to get individual attention as well as to organize dynamic and creative classes. Harmer put forward some strategies that teachers could use like the *Use of worksheets*: It is a good help if the class is smaller. The *Use of pair work and group work*: these techniques maximize students' participation.   The *Use of chorus reaction:* because of individual repetition and controlled practice is a little difficult in big groups. The *Use of group leaders*: they could be used to hand out copies checking that everyone in their group understood a task; the group leader has to pick up the activities and give feedback. The *Use of the size of the group*: Workings with big groups have disadvantages, but also there are advantages, like making drama, it could become funnier if the teacher knows what to do with big groups.

Experienced teachers use this advantage to organize exciting and involving classes (Harmer, 1998, p. 129).

Classroom Space and Seating Arrangements.

Brown (2001) says that one of the most important factors in teaching a language is the classroom itself because students can be deeply affected by what they see, hear and feel when they are in a classroom. If the classroom is clean, neat and tidy, and the chairs are appropriately arranged, if the class is free of external noise, the heating or cooling system is operating well and so on, the students could react in a better way than if they are in opposite conditions from the ones mentioned before.

There are many ways to arrange the chairs according to Andrew (2008), different positions of the tables and chairs in order to get the students participation. For instance, with traditional *rows and columns* students can work independently, in situations where lectures, board work or projection are being used. The row and column arrangement puts students facing the instructional area. In the arrangements of *Rows and Columns* students could be placed face to face promoting student interaction through discussions and demonstrations. If the teacher uses a *circle of desks* it should be arranged in the middle of the classroom to centralize lessons or activities where the teacher is the facilitator or collaborator. In the horseshoe shape, the benefits are the same of using a circle; additionally it provides space for teacher to move easily among students. Putting desks in small groups (grouping) students can be face to face, looking at each other in this position they can work better with group activities and teacher could move easily among groups.

Classroom and/or teaching resources.

According to Haycraf (1996) there are different aids for each specific purpose, for instance objects can be more evocative than pictures, on the other hand, some pictures can be more motivating than objects and it could be easily to handle; to make dialogues or situations the teacher can use wall chart with objects at the same time. Haycraf (1996) describes some teaching resources: *objects* that can be found in every place and in the classroom, there are hundreds of simple ones; *drawing* where the teacher draw simple objects on the board and students try to determine what was drawn. Using *mimic, It could be* useful to teach verbs or actions such as eating, drinking, jumping, tripping, etc; *pictures* can be found in magazines, newspapers, books, etc to teach specific vocabulary such as: kitchens, clothes, cars, inside and outside parts and so on; the *blackboard* provides a focal point of attention for the whole class, it is inexpensive, available and one of the most important visual aids; *flash cards* can be drawn or printed and they are used for consolidating vocabulary, practicing structure and word order or for a variety of games; *wall charts* are useful for practicing present continuous, prepositions, questions words as well as for drills. Wright (1976) added that wall charts illustrate aspects of a topic involving reading and writing.

Wright (1998) describes other teacher´s resources that are: *wall posters* which are useful to represent simple actions or objects and in advertising; *wallpictures* represent subjects containing a mass of information; *wallposters* used for oral-aural work, sequences of posters may be used for presentation of taped dialogue; finally *tops, clocks and games* could be

used by teachers of primary and early secondary years of English teaching language , they can be used to improve listening comprehension and intensive reading being relevant to group work.

Classroom Observation.

According to Lightbown (2011), many observation schemas have been developed, all of them in a different way because of factors such as: the number of categories they contain; whether they are quantitative or qualitative and whether they are used in real time in the classroom or outside the classroom. For second language classroom the Communicative Orientation of Language Teaching (COLT) schema has been developed and it has two parts: Part A describes teaching practices in term of content, focus and organization of different types of activities; Part B describes specific aspects of the language produced by teachers and students, for instance, how much or how little language students produce and if the teacher responds to students´ errors.

Wallance (1995) adds general and clinical supervision; general supervision is related with the administrative aspect such as curriculum, syllabus and the structure of education both outside and within the school. On the other hand, clinical supervision is concerned with what goes on inside the classroom. Freeman (1982) describes three approaches: supervisory where the observer is the authority; alternative where the observer provides alternative perspectives; and the non-directive approach where the observer is the understander. Gebhard (1984) increases the models at five as follow: (1) directive supervision, the supervisor evaluates the form of teaching; (2) alternative supervision, the supervisor gives alternatives to better the teaching;(3) collaborative supervision, the supervisor participates with the teacher in any decision to establish a sharing relationship; (4) non-directive supervision, the supervisor is similar to non-judgmental (3), does not share responsibility and finally (5) creative supervision in which the supervisor uses any combination of the above or shifts the responsibility to another source (e.g. another teacher) or uses insights from other fields.

Learning styles.

To Richards and Proctor (2005), learning styles are the different ways to gather information through seeing, hearing and doing. Every situation determines the learning style, and

whether people know what their strengths are, they can develop strategies to balance their weaknesses for a more successful learning experience. There are seven basic learning styles according to the form that the brain manages information to connect different knowledge: *linguistic* style is when people use the skills (listening, reading, speaking and writing) to learn; *logical* style when formulas and scientific principles are applied; *visual* style when people learn by seeing what they are learning; *musical* style when people learn better through information presented in music; the *kinesthetic* style is when people learn by movements and physical activities; *intrapersonal* style when people learn better if they associate new information directly with their own experience; i*nterpersonal* style when people work better in a grouping atmosphere.

On the other hand, Woolfolk (2007), joins most of the learning styles in two groups: *deep-processing approach* where motivation plays a role as well , the learning activities are seen as a means for understanding some underlying concepts or meaning; *surface-processing approach,* in this approach memorization plays a role as well, learning materials are memorized, but not understood; with these approach students tend to be motivated by rewards, grades, external standards, and the desire to be evaluated positively by others. Since the late 1970s, a great deal has been written about differences in students´ learning preferences. Learning preferences are often called learning styles. Some proponents of learning styles believe that students learn more when they study in their preferred setting and manner and there is evidence that brilliant students need less structure and prefer quiet or solitary learning.

Language Aptitude.

For Lightbown (2006), language aptitude refers to specific abilities to learn, one of the pioneers in this area is John Carrol who characterized language aptitude in terms of the ability to learn quickly; therefore, students with high aptitude learn better than students with low aptitude; however, students that persevere also may be successful. The most important aptitude test used over several decades has been the Modern Language Aptitude Test (MLAT) and the Pimsleur Language Aptitude Battery (PLAB). Recently, tests made on computers have been developed based on the view that aptitude has several components; all measure the ability to identify and memorize new sounds understanding the function of particular words in sentences, figuring out grammatical rules from language samples, and remembering new words.

According to McDonough (1981) intelligence plays an important role to language learning; therefore, there should exist a specific aptitude or talent which not everybody possesses for languages, he states that aptitude generally refers to a disposition to be able to do something well, motivation to a willingness to do it. He describes two categories of ability: the language knowledge and auditory ability. In the language knowledge he includes the MLAT and adds a test of L1 grammatical sensitivity. In the auditory ability, he includes the PLAB and concludes that auditory ability is the most important single factor in language aptitude.

Wen-chi and Chien-kuo (2008) explores the perceptions among students in EFL learning environment through three aspects: the physical environment, instructional arrangements and social interaction. Moreover, they examine the relationship between the learning context and students' motivation. The study is developed in a quantitative manner using two existing survey tools including Gardner's Attitude/Motivation Test Battery and the California Foreign Language Project and related literature. The instrument has two sections with a total 54 survey items. Sections A with 20 items to know how motivated students are to study English, and Section B with 34 items that regards characteristics of the EFL learning environment, this section has three categories - physical environment, instrumental arrangements, and social interaction - divided into two separate questions for each question item. The first question per item asks students about how much each item was presented in their environment and the second question asked how important this item is for their learning.

The most important result in this study was that the lack of motivation was affecting the learning process. On the other hand, social interaction has the least negative impact on language proficiency because it is not perceived as a learning facilitator. Moreover, if educational environment could improve, it might increase the students´ motivation and thereby students proficiency and achievement. If the educational institution uses English language as a necessary part of an authentic environment, students might understand that they can improve the environment just by using English, and teachers would not feel so bound by the textbook and traditional teaching methods.

Elias (2011) analyses the students´ perceptions of classroom environment and the relation between extrinsic and intrinsic motivation in four students who learn English. This study is developed using the descriptive survey approach with a questionnaire survey, the first instrument is the Actual Classroom Environment Scale (ACES), that measures three dimensions of classroom environment: relationship, personal development, system

maintenance and system change; these three dimensions have six scales: involvement, affiliation, teacher support, task orientation, order/ organization and rule clarity, the second instrument is the Motivated Strategies for Learning Questionnaire (MSLQ).

The results of the findings show that the dimension in the classroom, followed by rule clarity, teacher support, task orientation, involvement, and organization are the most important to learn a language. In addition, most of the students have high level of extrinsic motivation.

Carhill, Suarez and Paez (2008) examined in adolescents immigrant students that social factors affect English language proficiency outcome considering the effect of the social context factors on English language proficiency varies as a function of home, exposure to English, or school quality factors. This study was made in five years using interdisciplinary and comparative approaches, mixed methods, and triangulated data in order to document patterns of adaptation among recently arrived immigrants. To measure the English language proficiency, the subtest of the BVAT was used because it represents the best measure available at the time of students´ linguistic competitiveness in school with English speaking peers. It was individually administered to participants in English by bilingual RAs (research assistants) in the 5th year of the study. The test measures conceptual knowledge of academic English including discrete lexical meaning, lexical relations, and conceptual relations. Standardized fixed-choice question formats were used to measure the parental education with help of RAs in the language of the parents´ preference at home. To measure the English language use, the demographic interview embedded in the BVAT was utilized. To determine the school quality, three indicators were used: the school ELA proficiency, the school poverty rate and the school minority representation rate.

The results show that time is important to acquire a language because it takes a significant period of practice. For an immigrant that has been living in the United States for about 7 years on average, only 7% developed academic English skills in relation to their English-speaking peers that are at the same age. I would like to mention that students' English language proficiency could be influenced by the age.

Hanh (2012) analyzes the activities that students like/dislike in order to participate in class and the reasons they have. The similarities and differences between the students´ and teachers´ preferences for classroom activities allowed establishing pedagogical implications and recommendations.

Both questionnaires and interviews were used in this study, to obtain triangulate quantitative and qualitative information. The questionnaire was the most important source of information in this research and it was divided into two parts: the close question section and the open-ended question section. After a preliminary analysis of the questionnaire, interviews with four teachers were carried out; these interviews were focused on the areas of significant differences between the opinions of students and teachers as well as how the activities were actually implemented in class.

The results in this study showed that students were able to report factors that make them feel promoted or they were able to reports the ones that made them feel unmotivated. With these views teachers can be informed of their students' needs and wants and how their teaching is being received. By taking these aspects into consideration in relation to the process of teaching, teacher was more likely to foster the enthusiasm of the language learners.

Aduwa-Ogiegbain and Iyama (2006) developed their study considering some factors such as the instructional resources and the frequency of their use in the classroom, the use of correct methods to teach a language, and whether environment is the most appropriate to teach a language. In the study the researchers use mainly questionnaires and observation schedules. The questionnaire has four sections dealing with demographic items such as school type and location; instructional resources/media used by the teachers frequently, methods teachers frequently adopted for teaching English language, and the school environment. For the observation, the researchers observed each class and some classroom procedures in order to analyze the features or characteristics of the learning environment.

The findings of this study have revealed the importance of text books; dictionaries, chalkboards, workbooks and posters in the English teaching-learning process in the secondary schools and also I can mention that the resources such as computers, video tapes, language laboratories and so on are rarely used. All these factors affect the student´s environment because they might not have had enough knowledge to get good results in their English learning process.

**Description, Analysis and Interpretation of Results**

In this section, the data gathered from six private high schools will be described, analyzed and interpreted. This part analyses the results gathered in the sample population of 16 students and 16 teachers.

For a clearer presentation, statistical graphs will show the percentages obtained in the teacher´s questionnaire; then, those percentages will be tabulated, then, with the help of student´s questionnaire, teacher´s interview and observation sheets as well as with the support of the information from the literature review, the data, instruments and interpretation will be determined. It is important to mention that the data presented here is classified into factors related to teachers, students, classrooms and institutions.

Quantitative Analysis

Factors Concerning Teachers

Which level of education do teachers have?
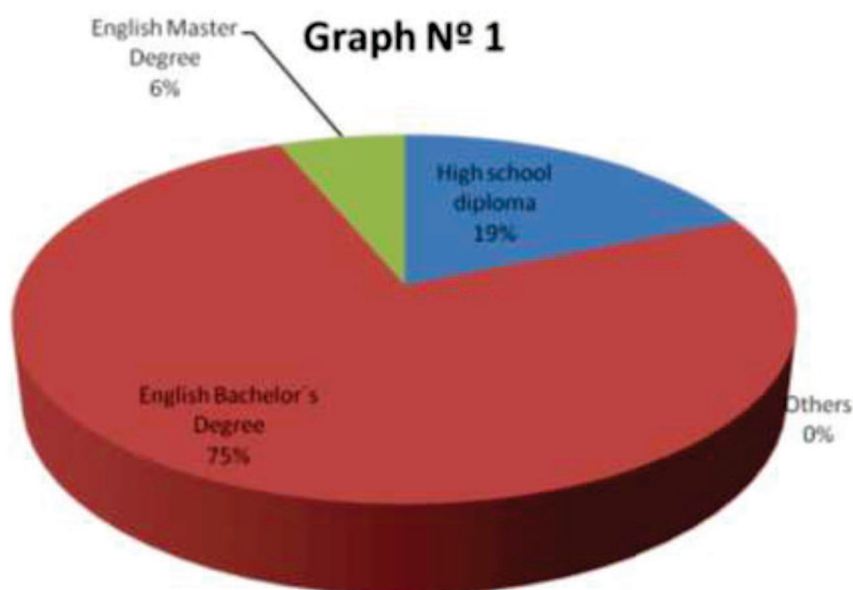
Author : Luis Cartuche
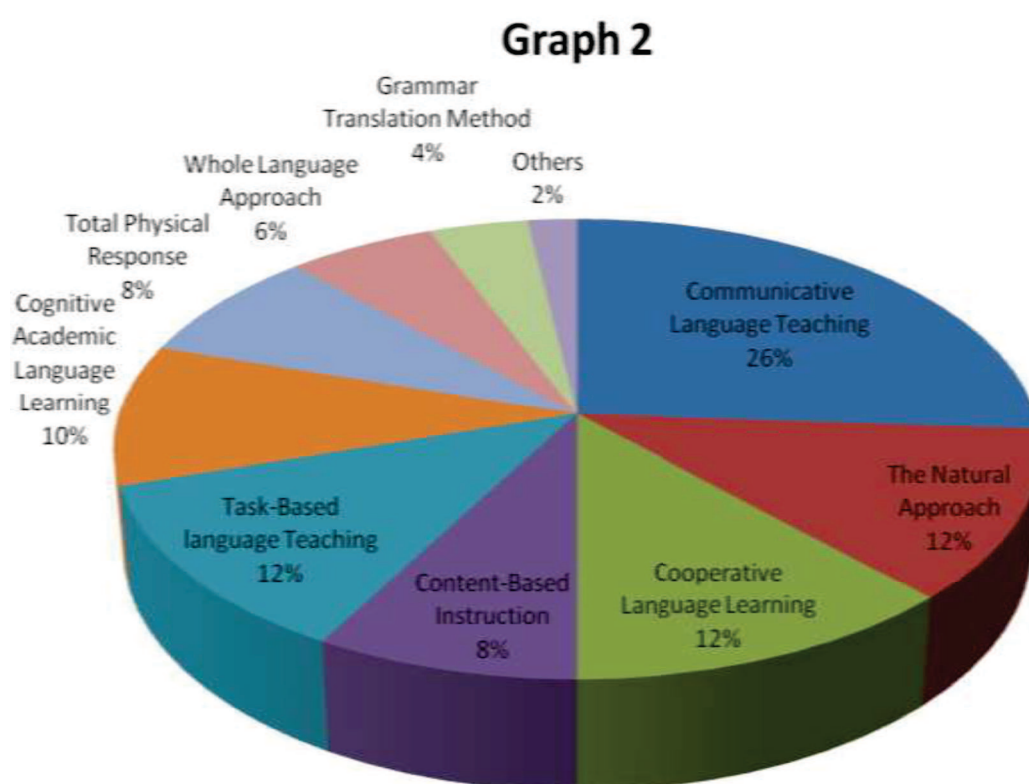
Source: Teacher's Questionnaire

In this graph, the teachers who have an English Bachelor´s Degree represent 75% in English Education, setting the private high schools as the best option where the students could learn English in a natural way. As we can see in graph 1, most of the teachers have good qualifications to be English teachers, where it was observed that they have a level from A1 to

B2 according to the Common European Framework of Reference for Languages (CERF). This fact reaches with the normative proposed by Ecuadorian government that in an article says: to be certified as an English teacher, teachers will need a standardized international test in which they have to obtain as minimum a level B2 to show sufficiency (Ministry of Education, 2012).

The teachers with a high school diploma represent 19% of the total; they have an additional certificate such as: TOFEL and FTE. However, there are two teachers who do not have the adequate skills to teach English, and they have a lower English proficiency in relation to the other teachers´ proficiency.

The teachers with an English Master´s degree represent only the 6% of the total population according to results of the teacher´s interview. These people have an excellent domain of the English language reaching easily the B2 level. When their classes were observed, it was noticed that they talked to students in a natural way and translations were not needed.

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

Graph 2

Author : Luis Cartuche
Source: Teacher's Questionnaire

As it is seen in graph two, nine important approaches to analyze the methods used by teachers in classrooms. The communicative Language Teaching (CLT) method represents the 26% where students are involved in meaning-focused communicative tasks. In this case, the students were considered the principal actors in real or realistic communication. According to the surveys, teachers mentioned that CLT is the most successful based language teaching method to teach English. According to Richards and Rodgers (2001), the natural approach method (the twelve percent inside the surveys) has the aim to foster naturalistic language acquisition in a classroom setting and its purpose is to emphasize in communication.

Methods such as cooperative language learning (CLL) and task-based language teaching (TBL) represent 12% each one in the surveys. According to Richards and Rodgers (2001), cooperative language learning CLL is considered as an approach for teaching English Language using cooperative activities as pair work and group work. According to the observation, the small groups were organized with three or four students and they had to solve a problem, corresponding to TBL method.

Cognitive academic Language Learning and Total Physical Respond represent 10% and 8% each one and, according to observed classes, they are only used in the first level of education to teach grammar, vocabulary and rules about commands. Content Based Instruction represents 8% percent and it is used as a complement of the preceding method. The 6% corresponds to the whole language approach; with this method, the teacher emphasizes reading and writing focusing them on real communication. Moreover, the teacher is seen as a facilitator and as an active participant in the learning community rather than an expert passing on knowledge; students are also evaluators, evaluating their own and others´ learning, with the help of the teacher. The Grammar Translation method represents 4 % and it is used in the first school year to teach grammar and commands. The last two percent represents others methods.

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

No Graph Nº 3
0%

Yes
100%

Author : Luis Cartuche
Source: Teacher's Questionnaire

Graph 3 represents 100% and shows that all teachers prefer to use whole group activities as a good alternative to teach because the number of the students they have in the classroom is appropriate. If the teacher uses group work in his-her class, every lesson will be easy to control and aspects such as: grammar, vocabulary and pronunciation can be taught and corrected adequately. Another advantage of working in groups is the positive group experiences; moreover, they contribute to student learning, retention and overall college success. As I could observe in the classes, the teacher delegated roles and responsibilities so, it was noticed that students felt they were important and it motivates them to work better. However, it was observed that some students were bored because the number of students was extremely small (three students). Wright (1976) considers that whole group activities can contribute to the learning process, giving fluency and meaningful exchange of ideas among the participants to explain new ideas and concepts.

Do teachers use individual activities to teach their lessons?

Graph Nº 4

No
0%

Yes
100
%

Author: Luis Cartuche

Source: Teacher's Questionnaire

Graph 4 shows that all the teachers prefer to use individual activities in their classes because students can do the tasks on their appropriate speed and learning style. Due to the observation, there were shy students and they preferred individual working, it was noticed that they enjoyed working on their own and could concentrate well without distractions caused by others. Moreover, I could notice that the teacher could adjust the level of details individually. With this type of individual work the teachers provided a task for each student; then, they wrote suggestions for each student to improve language skill. However, Harmer (1991) says that one disadvantage of individual work is that it can lead to isolation of individual students especially with the ones who have no social-educational component and run the risk of idling. To avoid such problems, the teacher should prepare some extra activities with more than one task for quicker students, the teacher has to be responsible and the teacher´s attitude has to be active in order to support and control the students' individual work. Finally, in the Student´s Questionnaire it is shown that students prefer sometimes to work alone because they have the possibility to learn on their own speed.

Do teachers use group work activities to teach their lessons?

Graph Nº 5

No
0%

Yes
100%
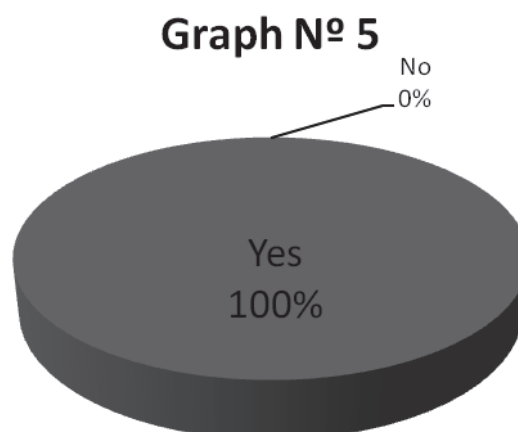
Author : Luis Cartuche

Source: Teacher's Questionnaire

As graph five shows, all the interviewed teachers used group work activities because they are easier than working with big groups, the unique consideration that the teacher needed was to learn how to keep classes interesting. They mentioned that using group group activities was better for them because it was easy to deliver information and demanded less effort from teachers since they did not prepare lessons for individualized teaching.

Woodward (2001) mentioned that working in groups help students to develop a sort of skills that are increasingly important in the professional world such as: break complex tasks into parts and steps, plan and manage time, give and receive feedback on performance, challenge assumptions and develop stronger communication skills. The observed teachers worked with all the students in a reading exercise. They presented a short text and the students had to analyze main and secondary ideas, I could observe that all the students participated actively. This technique was confirmed by the students´ questionnaires because they mentioned that, when teachers work on those types of activities, they feel motivated to work and to interact with their peers; also, they said that pair activities or small group activities help them to maintain more relaxing classes and that it is easier to learn.

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

Graph Nº 6

Yes
100%

Author : Luis Cartuche

Source: Teacher's Questionnaire

Graph 6 shows that 100% of the teachers use English language in the whole class. One of the benefits of using English language in the classroom is the fact that students can improve vocabulary and to practice it during the English class. In the observed classes, teachers tried increase students´ vocabulary introducing "idioms". In one high school the teacher spoke English all the time and all the explanations were in English, students did not use translation and they participated in a debate in which they had to use idiomatic expressions most of the time; also, they used expressions for showing suggestions, agreement and disagreement, I could notice they understood the meaning of the idiom and how to use them in different contexts without translation.

According to Hammer (2007), the communicative teaching language method gives importance to communication in the target language and uses certain functions of the language such as agreeing, inviting, suggesting or disagreeing. In the observed classes the teachers accomplished the authors´ criteria because they used the English language all the time. During the observation of the lesson, it was noticed that English flowed naturally because students thought only in English. The more they used the phrases learned, the more they knew; and the more they knew, the more comfortable they were. In the observed classes teachers reached the objective which was to get students to speak in English, rather than in their mother tongue.

The results of the students´ question showed that teachers did use English in their classes what was confirmed in my class' observation.

Do teachers plan their lessons?

Graph Nº 7

No
0%

Yes
100%

Author : Luis Cartuche

Source: Teacher's Questionnaire

In graph seven it is observed that 100% of teachers plan their classes what was confirmed when I was doing class observation. Teachers plan their lesson according to the regulations of the educational system because they know the importance of timing and organization. According to Harmer (1991), there is one particular situation in which a detailed plan is beneficial, it is when a teacher is going to be observed during the process of the class. In the observed classes the teaching process was perceived as well, they were in the correct path to achieve the objectives of the lesson and were aware of the contents to be taught. By providing a plan it was noticed that teachers clearly show their organization. Harmer (1991) also describes five major components of a lesson plan: description of the class, recent work, objectives, contents and additional possibilities.

In the observed classes, all these components were applied correctly and students could work better because teachers inspire them to be confident and the students showed a feeling of purpose, progression and coherence in their performance. Moreover, Woodward (2009) adds that course and lesson planning helps teachers develop a personal style since they involve sifting through all their information, resources and beliefs, and boiling them all down to a distillation for one particular group, time and place. I can conclude that the majority of observed teachers plan their lessons as they should.

Do teachers consider aspects such as discipline, timing, feedback, and instruction to teach their lessons?
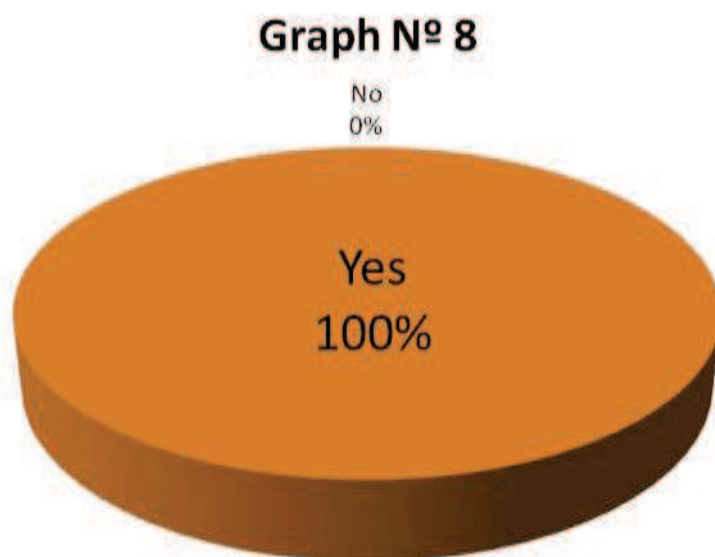
Graph № 8

Author : Luis Cartuche

Source: Teacher's Questionnaire

The graph above shows that 100% of teachers consider aspects such as *discipline, timing, feedback, and instruction at the moment to teach and to plan their lessons* because these aspects are relevant for learning English as a foreign language. It was noted through the observation that the discipline is controlled the entire time and it was really useful for teachers to create a safe learning environment for both students and teachers. All of the teachers planned their lessons and used teaching aids or warm ups for awaking students´ interest on lessons; therefore, students were engaged in lessons and collaborated in the lessons process. Moreover, teachers could deliver an effective lesson presentation without classroom disturbance and students could learn in a good way without constant disruptions.

As Richards & Lockhart (1996) mentioned, teachers have to specify the allocate time and controlling time on task. Regarding time management, all the teachers assigned time to the activities and prevented the students about remaining minutes to finish. In this sense, I could observe that teachers distributed time for the planning activities in the lesson in a correct way allowing students to work efficiently in all the planning activities.

Wajnryb (1992) says that *Feedback* refers to errors that students can produce during the class and that will be corrected by the teacher. Lightbown (2006) describes six types of feedback: explicit correction, recast, clarification request, metalinguistic feedback, elicitation and repetition; being clarification request and repetition the feedback strategies that teachers used more during the lessons most used by the teacher. It was observed that teachers helped students in their doubts individually and as a whole-class reviewing topics and correcting mistakes. Some teachers used feedback for promoting positive reaction and guiding student's behavior.

Finally, it could be verified that instructions and timing are both important because they involve the choice of what to include and exclude. Teachers wrote some instructions on the board and explained their students the details by writing examples; then, they asked questions to the students to verify if they understood. Therefore students knew what to do, and aspects such as communication, participation and learning flowed in a natural way.

The students´ questionnaires confirmed the events observed in class because they mentioned that teachers controlled discipline, assigned time to activities, provided feedback and clear instructions.

Factors Concerning Students

Do teachers consider students´ needs to teach English successfully?

Graph Nº 9

Author : Luis Cartuche
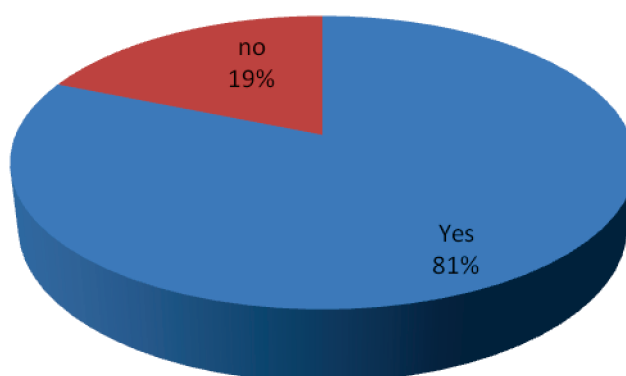**Source:** Teacher's Questionnaire

In graph 9, results show that 100% of teachers consider factors such as age, personality, attitude, aptitude, motivation, and learning style to teach English because if these factors are not considered, learning will not be successful. The results coincide with the students' answers because they mentioned they like to study English and that the activities assigned by teachers motivate them to learn.

In a general form, Richards and Proctor (2005) have identified seven basic learning styles: linguistic, logical, visual, musical, kinesthetic, intrapersonal and interpersonal styles evidenced during all the research in students.

Woolfolk (2007) describes two types of learning styles: deep-processing approach and surface processing approach; individuals who have a deep-processing approach see the learning activities as a means for understanding some underlying concepts or meaning. They tend to learn for the sake of learning and are less concerned about how their performance is evaluated; in this approach, motivation plays an important role to teach a language. Students who take a surface-processing approach focus on memorizing the learning materials, nor understanding them. These students tend to be motivated by rewards, grades, external standards, and the desire to be evaluated positively by others. As it was observed, teachers used different teaching techniques; as a result, students acquired knowledge in a meaningful way through their preferred style.

Do teachers consider students´ level to teach English successfully?

Graph 10

no
19%

Yes
81%

Author : Luis Cartuche
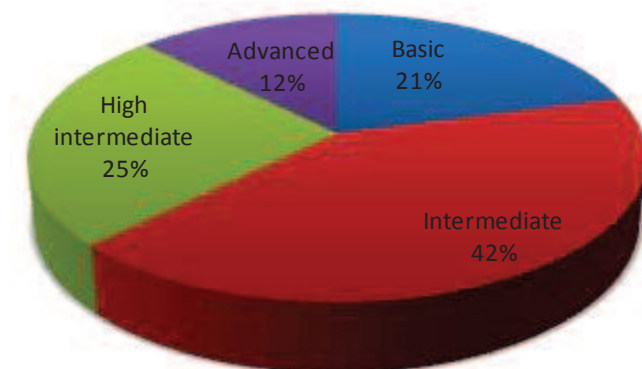**Source:** Teacher's Questionnaire

As the graph 10 shows, 81% of teachers consider that student's level is a very important fact for the success in the teaching learning process and only 19% of them do not consider the students´ level. Students consider that it isvery important to have a good level in order to develop the class activities in an easy way. In the class observation it was evidenced that students were divided in levels according to their ages. To develop any group activity inside the class, teachers consider students´ personality to ensure the student´s learning. Attitude and aptitude are very important factors for the teaching process; students have to approach any task or job with determination, tenacity and above all plenty of enthusiasm. It was observed that all the teachers have a specific book assigned by the institution according to the students' level, the teacher worked with different skills in the classes. During class observation, one of the activities involved working with grammar exercises, analyzing situations and completing exercises. Other activities were reading paragraphs and answering questions.

Lightbown and Spada (2006) say that specific abilities led to predict success in language learning. Those activities have been studied under the title of language learning aptitude. One of the pioneers in this area, John Carroll (1991), has characterized aptitude in terms of the ability to learn quickly. Thus, we may hypothesize that a learner with high aptitude may learn easier and faster but other learners may also be successful if they persevere. On the other hand, only one teacher considers learning style as a main factor to teach English, this teacher designed his lesson to teach individually.

 According to the observation, there was a tendency to teach specific languages structures according to the student's language level.

Which is the level of students?

Graph № 11

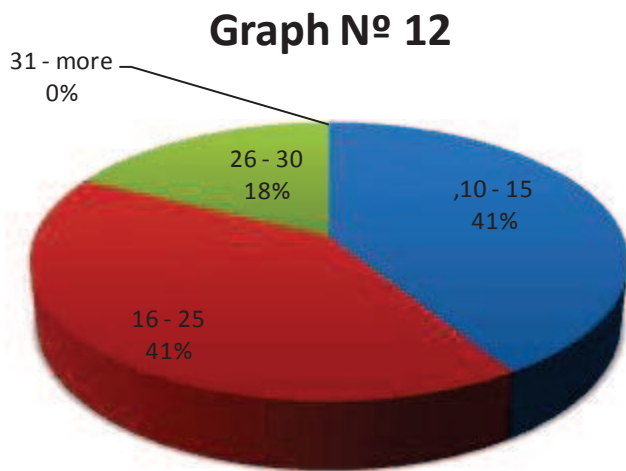**Author :** Luis Cartuche
Source: Teacher's Questionnaire

This graph shows that not all of the students are at the same English level; for this reason, students are divided in some levels. Forty two percent of students are in an intermediate level; they can speak and write well, in this level English language flows quickly. Twelve percent of students are in an advanced level and are prepared to international tests. Twenty five percent of students are in a high intermediate level. Finally, twenty one percent of students have a basic level. It is important to mention that all the students are placed in different levels according to their knowledge by means of a placement test.

According to the observation, teachers worked with different activities in relation to the students' level. The activities assigned to the students of the higher level were a challenge for them because of the grade of difficulty; students were really motivated to work and to learn. Each teacher was working and was assigning tasks according to their group and level of the students, this is the main reason to avoid students feel bored.

Factors Concerning Classrooms

How many students do teachers have in their classes?

Graph Nº 12

Author : Luis Cartuche

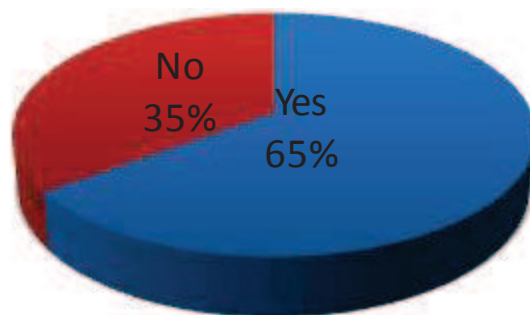**Source:** Teacher's Questionnaire

The results shown in graph 12 demonstrate that the forty one percent of teachers have groups between 16-25 students. The forty one percent teaches groups between 10-15 students and the eighteen percent have groups between 26-30 students. These results coincide with the information gathered through observations. Almost all the teachers have small groups, in these classes students can participate adequately. Listening and speaking were the skills they practiced more frecuently. Motivation was always present to maintain the dynamism in small groups of students. Teachers individualized teaching according to the students´ needs.

The teachers, who worked with 16-25 students per class, mentioned that with this number of student discipline had to be controlled, the level of knowledge was good but the disadvantage was the number of students because it was difficult to monitor them. Finally, eighteen percent correspond to 26-30 students per class, this case was observed in one educational institution. One of the most important disadvantages was to control the discipline; in this case, the teacher used pair work or group work   to promote interaction among students. Because of the number of students, it was difficult for teachers to control the length of the activities and sometimes the lesson could take more time.

It was observed that teachers in large classes used only whole-group activities due to the lack of space to arrange the seats, only teachers with small groups worked with individual exercises and group work activities.

Do teachers feel comfortable working with this number of students?

Graph Nº 13

Author : Luis Cartuche
Source: Teacher's Questionnaire

 Graph 13 shows if teachers feel comfortable with the number of the students, sixty five percent said they feel comfortable working with a small number of students assigned to their classes because interaction is better and all students can participate more. Blatchford (2003) explains that small classes provide better opportunities. Teachers mentioned it was easier for them to have better learning control over students´ tasks and performance. Small group activities may also provide students opportunities to practice team-building skills, gain leadership and management skills and simulate real-life collaborative situations. Students answered class size helps them to learn better. It was observed that interaction between teachers and students flew and there were no behavior problems as occurred in classes with more than 20 students.

Thirty five percent of teachers consider that class size is appropriate for teaching English. These teachers work in classes with more than 20 students. The answers of the students evidenced that larger classes influence students´ achievement. According to the observation, it was evidenced that   teachers paid more attention to the students that were in the first row and it caused the misbehavior of the other students because they thought they

29

were not involved in the learning process. In the observed classes, motivation was the key to make students participate in small group discussions and activities.

According to Blatchford (2003), large or small classes are the center of debate but Squire (1977) says that authorities in high schools claim that class size does not have any influence in students´ achievement. This situation was observed in the classes, teachers used the appropriate methodology to motivate students but there were some of the students that didn´t have the opportunity to participate in the lesson because there was not enough time.

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

Graph Nº 14
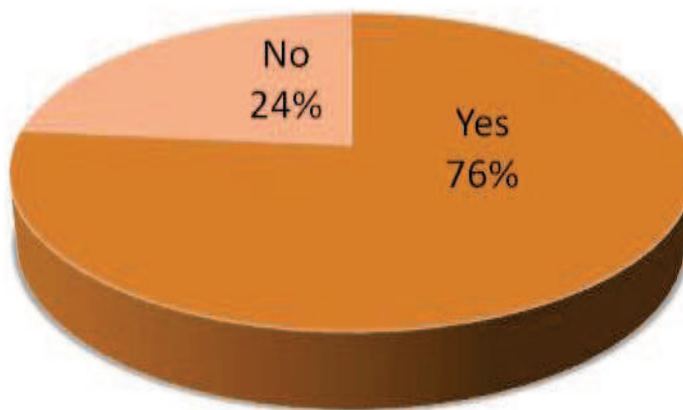
Author : Luis Cartuche
Source: Teacher's Questionnaire

Graph 14 shows that seventy six percent of teachers had enough space to work with the number of the students they have been assigned. Teachers mentioned that the ideal class size to work better has to be less than 20 students per class. Teachers had enough space to promote students´ practice in individual or group activities as well as enough space to move freely.

Twenty four percent of teachers did not feel comfortable with their classroom space because they worked with larger groups, they did not feel comfortable with the number of students as it can be observed in graph 14. Information gathered from the class observation showed that

teachers did not have enough space to work with the students´ activities, and discipline was not controlled adequately. According to answers given in the questionnaires, students were not motivated in the lesson. There are other important factors about classroom space as Harmer (2001) describes, he explains that a classroom decorated with colors benefits adolescents because they perform well in this environment. It was not possible to know students´ opinions about the physical appearance of the classroom but it was observed that the classrooms were clean and well decorated and everything was organized, probably it is an advantage that affects positively the teaching learning process.

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

Graph Nº 15

No
18%

Yes
82%
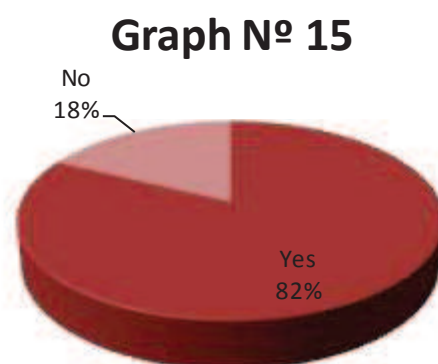
Author : Luis Cartuche

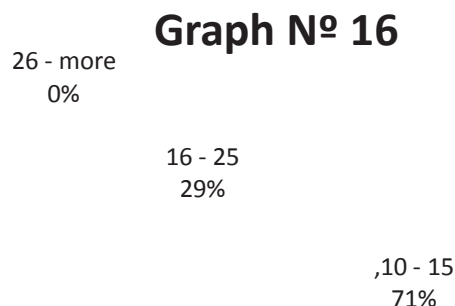**Source:** Teacher's Questionnaire

It is shown in graph 15 that eighty two percent of teachers consider that seating arrangement plays an important role for a better performance in class, helping to control the discipline and maintaining students focused on the activity planned, but eighteen percent disagree. Furthermore, almost all students indicated they liked the way their teachers set seats to work in different learning activities.

According to Andrew (2008), different configurations provide different ways for students to participate. For instance, with traditional *rows and columns* students can work independently, facing the instructional area. In the arrangements of circles, students groups or horseshoe shape position provides space for the teacher to move easily among students and students are placed face to face, promoting students´ interaction through discussions and demonstrations. The observations confirmed this theory because teachers promoted active learning in each classroom because the classes were not overcrowded (no more than 25).

Eighteen percent of teachers did not arrange students´ seats. They consider that the lesson was designed and that the arrangement of seats did not influence the English teaching learning process. It was evidenced that in classes with large number of students, the learning process was not appropriate; therefore, students were not able to promote practice of the four skills of the foreign language. It was because the teacher didn't have enough space to work with the students.

It was observed that most of the teachers asked students to move their seat to make pair-work to create their own students´ conversations. Students had enough space to do this type of activity. The students of upper levels participated in a debate, to develop this activity, the teacher asked them to move the tables and the chairs placing them in a horse shoe position, it provided enough space in the classroom and the students participated actively.

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

Graph № 16

26 - more
0%

16 - 25
29%

,10 - 15
71%

Author : Luis Cartuche

Source: Teacher's Questionnaire

Graph 16 shows that seventy one percent of teachers think that 10-15 students is the correct number to teach because with this number of students they can get better participation and the arrangement of seats to form small groups is easier. Woodward (2001) says that, in individual work, the teacher can be adjusted to student´s pace and interests and would have authentic conversations. Students´ questionnaires about influence of class size in their learning process demonstrated that the number of the students in the classroom influences

in the teaching-learning process, they said "the lesser number of students we have, the more we learn"

Twenty nine percent of teachers believe that working in classes where there are from 16 to 25 students is adequate to maximize the knowledge and to catch the students´ attention but they emphasized that controlling the discipline will turn too difficult especially if the teacher doesn't have enough experience managing big groups. The results reinforce what teachers answered about large classes since they need to devote more attention to control the student´s behavior. According to the observation, there were twelve teachers who worked with less than 16 students, they were able to organize the students in a better way, they could monitor the students´ work and could provide feedback to students, but the 4 teachers who had large classes didn't have enough time to do it, and it was more difficult for them to control the students´ work.

Do teachers use teaching resources (TV, tape/CD recorder, computer(s), projector(s), smart board and supplementary materials)?

Graph Nº 17

No
0%

Yes
100%
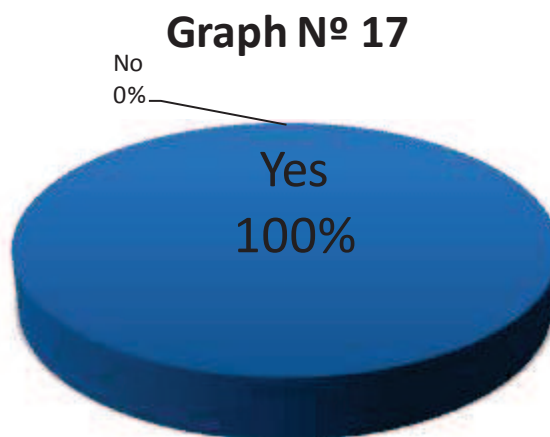
Author : Luis Cartuche
Source: Teacher's Questionnaire

The results in graph 17 show that one hundred percent of the observed educational institutions have enough resources to teach. The teachers answered that each classroom is equipped with a tape/CD recorder, a board, a portable projector, flash cards, and handouts. It could be evidenced that one teacher used a different resource, he used internet to teach pronunciation, the teacher chose an English song with lyrics and students sang it; after that,

the teacher used the board to write the students´ mistakes in pronunciation and then he corrected them.

Another teacher used the television, she played a movie and at the end of the movie, students had to present an oral summary; after that, the teacher checked the students´ pronunciation; any correction was evidenced in the process. The white board was used by teachers in all of the observed classes; they explained grammar structures and wrote vocabulary examples. CD players were used to play dialogues in order to practice listening. The use of handouts was evident; teachers used them to make grammar and listening completion exercises.

In the observation it was evidenced that the teachers used extra material in classes to teach English, it made the classes interesting and students were motivated to learn.

Do teachers consider appropriate the resources they have in class?

Graph Nº 18

No
6%

Yes
94%
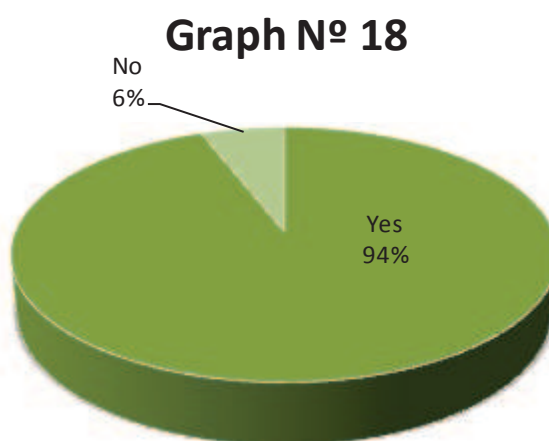
Author : Luis Cartuche
Source: Teacher's Questionnaire

Graph 18 shows that ninety percent of the teachers considered the resources they have appropriate and the challenge was to use then in a correct way. In some classes not only one extra resource was used, but supplementary materials that involved real communication were used too. In other classes, the teacher used different resources as computer and projector to awake the students' motivation. The teacher showed a movie and the students were very attentive.

Six percent of teachers surveyed consider that the school has to improve its resources to teach English language. The teachers mentioned they had a CD player as a unique resource. In these classes, it was observed that students did not show enough interest in studying because the lesson was boring.

Factors Concerning Educational Institutions

Do the institution review teachers lesson plans?
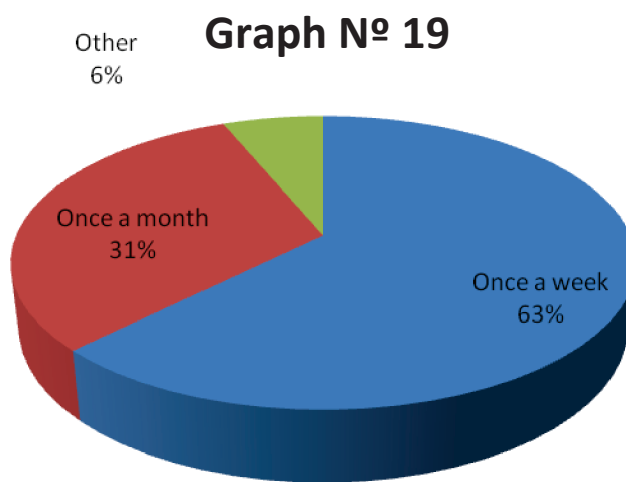
Graph № 19

Author : Luis Cartuche
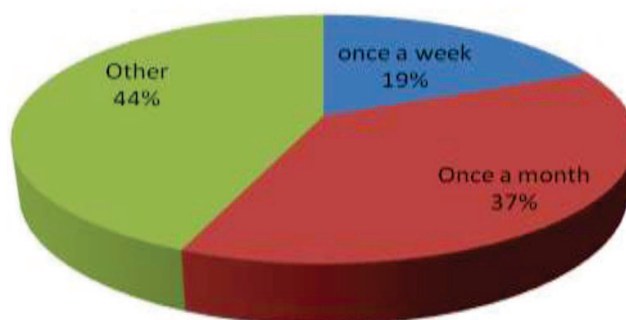
Source: Teacher's Questionnaire

In Graph 19, sixty three percent of teachers answered that institutions review teachers' lesson plan once a week and others commented it is revised once at the beginning of each module. They know that a lesson plan is important because it allows them to manage time, to plan warm up activities, to set the objectives, to use the resources efficiently. Those teachers applied many of the elements of the lesson planning and admitted that the teaching learning process was better organized. Planning a lesson gives teacher a clear idea about the topics to be taught in an efficient way. The lesson plan helps teachers to achieve their goals and objectives.

In the graph 19, thirty one percent of the institutions emphasize the control on teachers' classes and follow the students' progress once a month and the institution measure the students' knowledge and teachers' performance through the student's participation in different English events. The schools had English Areas chief and the revision of the plans is in charge of them, in some of the schools the area´s chief has the responsibility to observe

classes in order to check teachers accomplish what they have in the lesson planning. Finally six percent of teachers said the institutions control their lesson plan once a module.

Does the institution monitor teachers teaching?

Graph 20

once a week 19%

Once a month 37%

Other 44%

Author : Luis Cartuche

Source: Teacher's Questionnaire

Graph 20 shows that thirty seven percent of teachers are monitored once a month, the nineteen percent of them once a week and the forty four percent of them without a specific date, some teachers mentioned that they are monitored every day and others mentioned two or three times a month. Wallace (1995) mentions that the supervisor is the authority to evaluate the teaching process and to give better alternatives for teaching, the observation provides teachers the necessary support and feedback with the purpose to help teachers to understand how to get better results in their teaching process. It offers the opportunity to assess the progress of both teachers and students, and often provides an indication of what to re-teach or practice further. Wallace (1995) also describes general supervision that refers to what might be called the ´administrative´ aspects of supervision or ´out of class´ supervision. It is therefore concerned with such issues as curriculum, syllabus and the overall management structure of education both outside and within the school. Clinical supervision, on the other hand, is concerned with what goes on inside the classroom. It refers to contact with teachers with the intent of improving instruction and increasing growth.

Taking into consideration what the author mentions, most of the observed teachers are benefited by the positive aspects of the class monitoring .The teaching learning process was better organized than in other classes in which they did not have the classes revised. It was noticed that almost in all of the observed high schools the teachers were being observed and their plans were revised.

Conclusions

➢ The results of this research show that students in the private high schools are placed in levels by means of placement tests such as: basic, intermediate, high intermediate and advanced to avoid heterogeneous classes.

➢ The teaching learning process is affected by class size. If the number of students is appropriate for the size of the classroom, the results would be better because teachers have enough time to monitor all the students´ work, if they have enough space to move freely, students will be comfortable and motivated to learn.

➢ Having a well-decorated room, inviting colors, and natural light are some characteristics to have a good teaching- learning environment. In the private high schools, the institutions offer a creative classroom environment with enough resources such a projectors, computers, cd/tape recorders, and big boards that help to get the best results in the teaching-learning process.

➢ Teachers have a high level of preparation; according to the European framework, most of them have B2 level. Teachers have a good performance of language skills and most of the time they are using the English language in their classes so that the English language is being taught in a natural way and the classes are very active and motivating. It gives the students the opportunity to manage the four English Basic English skills: listening, speaking, reading and writing.

➢ The lesson design provides teachers many ways to keep the teaching process interesting. Most of the teachers have their plans reviewed by an authority. This is a positive situation in the teaching learning process because teachers receive appropriate feedback about the pertinence and design of their plans.

➢ Most teachers use different methods to guarantee students´ participation and understanding, being the Communicative Language Teaching method the most used to practice the language in a natural way and the Grammar Translation Method the least used method.

Recommendations

➢ Private Institutions should organize workshops to provide teachers strategies in teaching methods of teaching English

➢ The control of the lesson plans should be done every week, and areas coordinator should observe classes at least once a month to control that everything planned has been accomplished.

➢ Some institutions should obtain more resources such as television, internet, projectors, and English laboratories and some should provide a better space for the students and teachers in order to make students and teacher feel comfortable and to obtain better results in the teaching learning process

➢ Some schools should reduce the numbers of students per class to increase students´ interaction.

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Annexes

UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA

La Universidad Católica de Loja

MODALIDA ABIERTA Y A DISTANCIA

CARRERA DE INGLES

TEACHER'S QUESTIONNAIRE

EDUCATIONAL INSTITUTION:	
DATE:	
YEAR:	

1. Which level of education do you have?

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

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

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

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

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

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 ( )
Why? _____ _____	

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

YES ( )	NO ( )
Why? _____ _____	

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 ( )
Why? _____ _____	

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 ( )
Why? _____ _____	

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 ( )
Why? _____ _____			-

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

YES ( )	NO ( )
Which ones? _____ _____	

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

YES ( )	NO ( )
Why? _____ _____	

19. Does the institution review your lesson plans?

YES ( )	NO ( )	

If yes, how frequently?		
Once a week	Once a month	Other_____ _

20. Does the institution monitor your teaching?

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

Thanks for your cooperation!!!!!!

UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA

La Universidad Católica de Loja

MODALIDA ABIERTA Y A DISTANCIA

CARRERA DE INGLES

STUDENT'S QUESTIONNAIRE

EDUCATIONAL INSTITUTION:	
DATE:	
YEAR:	

1. ¿Te gusta aprender Inglés?

SI ( )	NO ( )

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

SI ( )	NO ( )
¿Por	qué?
_____	
_____	

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?

SI ( )	NO ( )
¿Por	qué?

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_____

_____

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

SI ( )	NO ( )

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

SI ( )	NO ( )

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

SI ( )	NO ( )

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

SI ( )	NO ( )

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

SI ( )	NO ( )

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

SI ( )	NO ( )

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

SI ( )	NO ( )
¿Por	qué?
_____	

_____

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

SI ( )	NO ( )
¿Por qué?	
_____	
_____	

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

SI ( )	NO ( )
¿Por qué?	
_____	
_____	

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

SI ( )	NO ( )

GRACIAS!!!!!