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

TRABAJO DE FIN DE TITULACIÓN.

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De mi consideración:

El presente trabajode fin de titulación: "Factors that affect the English language teaching-learning process in Ecuadorian private high schools" realizado por Naranjo Méndez Quesia María ha sido orientado y revisado durante su ejecución, por cuanto se aprueba la presentación del mismo.

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DEDICATION

This thesis is, first of all, dedicated to Jehovah God for giving me the strength, endurance, and intelligence to achieve my professional degree.

To my parents, they have been of paramount importance in my academic education since their sacrifice, effort, and love has supported me through all these years.

To my sisters Angélica and Vanessa, they have always gave me their unconditional love and comprehension, I love them both with all my heart.

To my niece Scarleth, I wish that all her dreams come true.

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CONTENTS

ABSTRACT

This research is done in order to achieve the Bachelor´s Degree in Teaching English as a Foreign Language and its purpose is to carry out a descriptive analysis of the factors that are affecting the teaching-learning process in Ecuadorian private high schools.

This research was developed in Milagro, Ecuador, and it consisted on observing three teachers in five different high schools; they also answered a questionnaire and an interview. In addition, one student per class was selected for answering a questionnaire about the teaching-learning process.   The method used for analyzing the results was quantitative and qualitative and it consisted on representing through statistical charts the percentages of answers given by teachers. The analysis of the results was organized around factors concerning teachers, students, classroom, and institutions.

This research shows that the factors that affect mostly the English language teaching-learning process are teachers' poor knowledge of teaching methods and approaches, students' level of English, class size, classroom space, seating arrangement, and teaching resources.

Key words: EFL teaching, factors, private high schools

RESUMEN EJECUTIVO

Esta investigación se realizó para obtener la licenciatura en enseñanza del inglés como lengua extranjera, y con el propósito de realizar un análisis descriptivo de los factores que afectan el proceso de enseñanza-aprendizaje del inglés en las escuelas particulares del Ecuador.

El proceso de investigación se llevó a cabo en la ciudad de Milagro y consistió en realizar observaciones a tres profesores en un total de cinco escuelas particulares. Cada profesor fue entrevistado y respondió un cuestionario. De igual forma, se escogió un estudiante por cada clase para que conteste un cuestionario relacionado al tema de la investigación.

Los métodos escogidos para el análisis de resultados fue el cuantitativo y cualitativo y consistió en representar en cuadros estadísticos las respuestas dadas por los profesores. Dicho análisis se organizó en base a los factores como: profesores, estudiantes, aula, e instituciones.

El análisis de resultados permitió concluir que los factores que influyen mayormente en el proceso de enseñanza-aprendizaje del inglés en las escuelas privadas del Ecuador son: bajo nivel de conocimiento de métodos y enfoques de enseñanza, nivel de inglés de los estudiantes, tamaño de la clase, espacio disponible en el aula, ubicación de los pupitres, y recursos de enseñanza utilizados en el aula.

Palabras claves: Enseñanza del inglés como lengua extranjera, factores, colegios privados

INTRODUCTION

This research was done for to the factors that influence the English language teaching-learning process in private high schools. According to a report from EcuadorInmediato (2012), Ecuador has ranked in the 37th position among 42 countries due to the citizens' low English level. In addition, the same report mentions that Secretaría Nacional de Educación Superior, Ciencia, Tecnología e Innovación (SENESCYT) presented results of an evaluation made to students and teachers; learners obtained 13/20 in average and teachers showed a basic level of English.

Since English is a language used all over the world, the students' low level reported by SENESCYT, does neither allow learners to access to up-to-date information nor they can participate in international programs for studying abroad. For that purpose, the specific objectives of this study have to do with identifying students´ English level and their needs in the classroom, to determine the classroom conditions in which English lessons take place, to identify the characteristics of in-service English teachers and finally to determine institutional facilities and norms regarding quality education.

Through the achievement of the specific objectives described previously, it would be possible to bring educational authorities valuable hints for improving the level of English language teaching in private institutions. Specifically, important action plans could be implemented for meeting students' need, providing teachers more training, and suggestion institutions the type of resources that they need for making classes more attractive for learners.

There are other countries all over the world in which researchers have carried out similar studies and three of them were selected for being presented here.

The first research was done by Aduwa-Ogiegbaen & Iyamu (2006) for determining the aspects that affect the English teaching-learning process. The researchers concluded that the public secondary schools in Nigeria should be equipped with appropriate resources for teaching the English language. In addition, it was found that overcrowded classrooms affect the students' level of language learning.

The second study was carried out by Zainol (2012) for determining the attitudes of the Libyan secondary school students towards ESL learning. The results proved to be very surprising since they revealed that the participants had a negative attitude toward learning English. They also agreed that they did not believe that learning English would prove beneficial to them once they left school. Many of the participants preferred to learn English in their own language and not in English itself.

The third and last research was conducted by Tılfarlığlu & Öztürk (2007) and its objective was to identify the problems faced in the implementation of ELT curricula such as the need for teachers, formulation of objective, selection and organization of the content, types of methodologies and finally, evaluation utilized by the ELT teachers. The results showed that as in many countries, there is a lack of well-trained ELT teachers available. Those that are available, although having taught for more than 1 year, do not have formal instruction at ELT universities. As a result, the teaching methodology was very poor and it showed that the evaluation process came from a very unfriendly aspect of evaluating the student's achievement instead of the teacher's success in teaching the student.

The current research will help teachers, students, authorities, and other people related to the field of this study. Teachers will be able to improve their teaching process through considering the factors that affect negatively the process. Similarly,

students will be benefited because their teachers will find better approaches and techniques to meet their needs. Authorities also will find important information derived from the results presented here and they will be able to develop action plans for improving the quality of resources and feedback process. Finally, other investigators could extend the scope of this research by analyzing deeply the influence of students' behavior in their language learning practice.

Despite the benefits of this research, it was limited by the reduced time to conduct the observations since the high schools were finishing the school year at the time this investigation was done. It would be advisable for future research to consider school timeframes and thus have more accurate results.

METHOD

Setting and Participants

The following is a study that was held with the participation of 15 English teachers ranging from eighth year of basic education to third senior year at a private high school in the city of Milagro. The information obtained through the interview allowed knowing that they have an average of 10 years teaching English; an important number of teachers studied the target language in Ecuador. These teachers work 30 hours per week with an average of 25 students per classroom.

Among the participants there were also 15 students who were selected randomly for corroborating the information provided by their teachers; they answered questions about the teaching-learning process in the observed classes. The students´ age fluctuates between 12 to 17 years old and they were identified as a homogenous group of middle social and economic class. They attended classes regularly from Monday to Friday mornings at an institution that have an adequate number of classrooms and spaces for recreation.

Procedures

The study began with a meticulous investigation process that first looked for information related to the topic and up-to-date information from experienced authors in order to provide a strong theoretical framework for the analysis of results. For this, it was necessary to review books, the Internet, journals, and magazine articles related to the topics of the discussion section.

The second part of the research process is related to its design. The method used in this particular study was quantitative because it was necessary to count the percentages of answers given by teachers in the questionnaires for representing them through statistical charts; it made possible to obtain a general approach of the

diversity of teachers´ decisions during the teaching process. In order to obtain reliable information for the analysis, the results were corroborated using qualitative data from observations performed in each one of the teachers´ classes; the results were also compared with the answers collected in the students´ questionnaires. Therefore, the techniques used in this research were survey and note-taking, and the instruments were questionnaires and observation formats.

The survey technique was applied to teachers and students using questionnaires that consisted of open-ended items. Both groups of participants had the opportunity of justifying some of their responses through writing down their reasons for selecting the questions. In addition, teachers were interviewed using oral questions since it was necessary to gather more information about their professional background and level of English language proficiency.

In order to measure teachers´ English language proficiency, the questions of the interview were grouped according to the four levels specified in the Common European Framework of References for Languages (CEFR): A1, A2, B1, B2, C1, and C2. In this sense, the teachers´ answers were analyzed taking into account the descriptions provided in the CEFR for each of the mentioned levels.

The other technique used in this research was note-taking, and it was of valuable help for recording, in observation formats, the details of the teaching-learning process in the classes taught by the teachers. The observation instrument contained questions related to the teachers´ questionnaires and it made possible to corroborate the validity of the answers provided by teachers.

Finally, the last part of the research process consisted of summarizing the factors that hinder the English teaching-learning process in the observed classes to elaborate the conclusions and recommendations.

DISCUSSION

Literature Review

Due to some poor results or outcomes in teaching EFL in high schools in Ecuador, this study wants to search some factors that influence the English language teaching –learning process in Ecuadorian private high schools.

The web site EcuadorUniversitario.com asserts that in the past in Ecuador, foreign language teaching was seen as something reserved to only private schools. As time went along, public schools also implemented EFL-teaching programs first in high schools and then in primary schools, as well. However, results have been poor in most of the institutions that is why when senior high school graduates go to the university, they arrive without English communicative competence. Although, there are some exceptions with some highly recognized institutions in big cities.

To fulfill the aims of this study, it was necessary to get information from the Ministry of Education of Ecuador, some books written by highly recognized authors, and journals on the Internet, and some studies related to the topic to support the findings and conclusions.

Importance of Teaching English as a foreign language in Ecuador

Taking into consideration the importance of the English language in children´s education, the Ministry of the Education (2013) has adapted the English curriculum to a new proposal to make Ecuadorian students able to embrace another culture. Now, it is compulsory for public high schools to implement a National English Curriculum that is designed according to three important aspects. First, the English language is considered an important tool for individuals' development. Second, it is necessary to align the English curriculum to the standards described in the Common European Framework of Reference (CEFR). Third, the curriculum follows the

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principles of the Communicative Approach since it is highly recognized in the field of language teaching.

However, a Communicative Approach requires that English teaching meet high levels in using the four language skills: speaking, listening, reading, and writing. According to El Diario (2012), the level of English taught at public high schools is deficient and students do not learn the language correctly, therefore, parents have to send their children to study at private institutes. In addition, the article mentions that students in public high schools receive five hours of English per week which compared to the amount of hours that are taught in private high schools is not enough.

Another article published by EcuadorInmediato (2012) mentions that English language was in the past a subject exclusively taught at private high schools. Currently, the Ecuadorian Government has improved the quality of the teaching process by providing teachers with opportunities to receive language training in foreign universities through the program "Enseña Inglés". The same source states that SENESCYT (Secretaria Nacional de Ciencia y Tecnología) plans to establish English as a compulsory subject in primary schools because children will acquire better knowledge and skills in using the language.

Teaching Approaches and Methods

There are different methods to teach English. This section will present some of the most relevant approaches to the topic of this research.

According to Richards & Rodgers (2001), Total Physical Response is based on the coordination of speech and action. It tries to teach language through physical and active commands in a structuralized grammar based view. It is said that children understand their parents and others when learning their native language, due to

commands which children respond to physically before responding in speech. Thus, this form of teaching is aimed to have little learners' verbal response and more teacher verbal response. Imperative drills are the major classroom activity.

On the other hand, Nunan (2011) states that Communicative Language Teaching (CLT) considers language acquisition as a philosophy that includes an ample variety of practices which aims are to provide learners with meaningful tasks that allow them to use language rather than learn it. Furthermore, Richards & Rodgers (2001) claim that the primary function of CLT is to allow equal parts of interaction and communication between the learner and the teacher. Memorization is not used. The principles underlying this method state that language is used to express meaning and structures are practiced through the discourse. Activities are designed with this in mind.

Another approach that emphasizes the importance of communication among learners is the Natural Approach. According to Nunan (2011), the focus is on expressing vocabulary and not as much grammar. Learners' participation is developed basically on their level of comprehension and the teachers' primary role is to provide students significant input through meaningful activities.

The teacher is also visualized as an active participant in the Whole Language approach. About it, Richards & Rodgers (2001, p. 108) says, "This approach is used to teach how to read and write naturally with additional focus on speaking and listening for pleasure". They add that a teacher who applies this approach must take into account the kind of audience he or she is going to teach to. The authors mention also that a Whole Language classroom is characterized by a collaborative environment in which all members, learners and teachers, participate actively. In this

sense, this approach emphasizes the development of activities that are relevant for students' needs.

From a collaborative point of view, Richards & Rodgers (2001) cite Olsen and Kagan (1992) who assert that Cooperative Language Learning was designed to involve activities with pairs and small group of learners in which learning is based on socially structured interchanges of information and knowledge. During the development of activities each student is responsible for their own learning and must be able to motivate others to learn.

In addition to the methods used by the teacher, it is vital for the teachers to use managing learning. It is related to the way teachers deal with aspects such as classroom environment, the timing, instructions, and feedback.

Managing Classroom

Min-Tak & Wai-Shing (2008) claim that there is not a defined way to manage a classroom but the teacher must consider how much time is spent on learning and confronting disciplining action. For the authors, classroom management is an important aspect that contributes to maintain a constructive atmosphere during the development of a lesson. In addition, managing classroom promotes students' growth in different aspects such as personal, social and emotional selves. However, the authors explain that teachers' instructional skills have always been considered more important than abilities for dealing with managing learning and discipline.

Another vital factor that Brookhart (2008) recommends teachers to have good timing habits in returning tests and assignments to their students because this is the opportunity to provide feedback to students; therefore, they should know and be able to count on this efficiently. The author remarks that it is important to consider how much feedback is going to be provided and it depends on the points to cover in a

lesson. Besides, it is necessary to give feedback while students' knowledge is still being acquired through current learning of the contents; delayed feedback is not useful.

Lesson Design

According to Killen (2006), the responsibility of the teacher is to make every lesson taught, a positive and exciting experience. Similarly Mishra (2008) explains that every lesson is an opportunity to influence student's motivation for future learning experiences. For him, a lesson in itself can be either a section of a textbook or as more commonly used, a short period of time within the class where the students are taught a particular activity. When designing a lesson plan, the author recommends keeping in mind that lessons must be creative and inspiring; so, start by using the outcome desired by the lesson and what is meant for the students to learn. Then a clear outcome and clear purpose will be defined. In addition, Mishra (2008) states that a well planned lesson does not always guarantee a perfect class. There are many unforeseen occurrences that can interrupt the lesson plan.

However, Mishra (2008) mentions the following aspects that should be well considered and included in every lesson plan so as to anticipate the best possible outcome of the lesson. First of all, identify with clarity the topic of the lesson. It must include the title of the lesson. To identify and define the learning content clearly, so as to show what the students will understand and learn. Thus it will be easy to define the outcome of the lesson. To consider too the types of resources and materials that will be needed so as to avoid unnecessary confusion. Determine the amount of time that is needed for each activity individually. Then make a list of objectives and organize the content in an order that may allow the achievement of the outcomes of the lesson. Select only the most useful methods with examples for

presenting the content and thus allowing the students to engage in the learning activities. Finally, plan how the lesson will be evaluated. The lesson must be evaluated so as to change and teaching in the future. Allow time for independent practice which allows the teacher to practice the skill or extend the knowledge of the lesson before it is actually delivered to the class.

Finally, Mishra (2008) adds that there is no one single format or structure for lesson plans. He indicates that lessons can be either one teacher with various students, one on one teaching or perhaps even the absence of the teacher altogether and the use of only textbooks or multimedia.

Class Size

Hammer (2007) explains that English classes, as in any class, vary greatly in size. Therefore, some students choose to have private lessons, so that the teacher can give them individual attention and instruction. However, classes especially public schools can become extremely large and thus pose both challenges and benefits as will be discussed as follows.

According to Barker & Westrup (2000), the characteristics of large classrooms tend to be lack of space both for the teacher and students thus making it very difficult to circulate during lessons because there is not enough space between rows. In addition, teaching resources are insufficient for the number of students; if the school does not have adequate resources the process of obtaining copies as well as classrooms that are silent can become crippling to the learning and teaching process.

Besides, Barker & Westrup (2000) state that challenges for the teacher proves to be difficulty in maintaining the correct attention and motivation of each and every student. The students can have difficulty hearing the teacher and getting an

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opportunity to speak with the teacher trying to clear up any misunderstanding or confusions. The authors explain that this makes learning virtually impossible. In turn, many students loose interest in attending class and thus affecting the continuity of the lesson. Also, large classrooms represent extra work for the teacher to provide feedback for the students who are weaker learners. If the teacher has to use more time in helping more students with academic problems, then they have less time to achieve the planned objectives of their lesson plans.

Despite those challenges, Hess (2001), cited by Harmer (2007), explains that there are benefits of large classes. For example, in large classes there are always enough students to get interaction going and there is a rich variety of human resources.

In addition, Hammer (2007) suggests some points for conducting successful large group teaching: Maintain excellent organizational skills and routines that the students will anticipate so as to avoid wasted time. Use different paces according to each activity and maximize individual work. It should also be called to mind the importance of utilizing the students certain tasks to perform so as to free up more time for you to teach.

Classroom Space and Seating Arrangements

Gifford, Steg & Reser (2011) agree with Savage & Savage (2010) and state that learners' behavior and interaction with their peers is affected by the physical space where they work together. The authors explain that overcrowded classrooms with reduced space affect learning because teachers and learners experience tension, alteration of time and activities, and high levels of aggression between students. Main consequence is increase of social interaction that usually provokes conflict

between students and they get involved in a continuous competition in order to obtain teacher's attention; this also affects achievement.

Another aspect that influences also learners' achievement is seating arrangement. Bray & Kehle (2011) explain that seating arrangement influences the level of learners' participation, possibility of observing classroom resources well, and responses to teachers' questions. The authors add that the model of seating arrangement chosen is determined by the type of learning tasks designed for a lesson. For instance, collaborative activities are performed better in group while seats individual work will be performed by students sitting in rows.

Classroom and/or Teaching Resources

Barker &Westrup (2000) state that resources available to the student and the classroom make lessons more interesting and effective. Therefore, they must be taken into consideration carefully. The authors recommend teachers to be wise in using the most up to date technology since this creates curiosity and a desire to learn. However, the same authors mention that resources are not limited only to technology. They may also include book, people, animals, plants, objects or anything that provides a better visually clear idea.

In addition, Barker &Westrup (2000) consider that teachers must not limit the use of resources to the blackboard and the desk. However, if the board is going to be used, the authors suggest teachers to make sure that they use clean legible writing and maintain the board as clean as possible so as to avoid unnecessary distractions or confusion for the students.

Another type of teaching resources is visuals. Gower, Phillips & Walters (2005) consider that these aids are extremely effective, but it is necessary that teachers use the most commonly ones. For the author, flashcards and worksheets are

the most popular of the teaching resources. When using flash cards it is required that the photograph or picture clearly defines what the teacher is trying to teach so as to avoid unnecessary dialogue about what it really being discussed. Also, the same authors refer to CD players, Videos and computers as excellent resources that when utilized accurately can develop excellent communication and dialogue regarding the topic being discussed. For the author, these objects should be taken into consideration when creating an organized lesson plans.

Classroom Observation

According to many authors, classroom observation is a valuable tool for evaluating the teaching process. In this sense, Khotari (2004) mentions three advantages of classroom observation. First, subjective bias might be reduced through conducting accurate observation. Second, it is possible to gather important information about current events. Third, participants collaborate during the process. In addition, Mackey & Gass (2005, p. 186) says, "observations are a useful means for gathering in-depth information about such phenomena as the types of language, activities, interactions, instruction, and events that occur in second and foreign language classroom".

Despite the positive aspects about classroom observation mentioned by the authors above, Kothari (2004) explains that high costs make this method inappropriate in some cases. Also, Mackey & Gass (2005) state that observer's participation provokes changes in people´s behavior and it might compromise the natural development of the observation process. Finally, Manion, & Morrison (2007) indicate that subjectivity is another disadvantage in observing events in a classrooms since it is difficult for the observer to maintain a neutral point of view about the results.

Learning Styles

The ways students learn differentiate one from another. For that reason, Page & Page (2011) remark that teachers must have in mind that no all their pupils learn equally in order to avoid generalizing lessons and activities.

A concise definition of learning styles is provided by Olrich, Harder, Callahan, Trevisan and Brown (2010, p. 160) who says, "A learning style is defined as the cognitive, affective and physiological traits that learners exhibit as they interact in the classroom environment".

About the types of learning styles, Page & Page (2011) identify seven different ones; visual, auditory, kinesthetic, global, sequential, abstract, and concrete. A visual learning style implies a person that prefers information to be presented to them visually, perhaps through observation of pictures, diagrams, demonstrations, handouts, videos and flipcharts. Whereas this may be very effective for many students it is not the only way that students learn. An auditory learning style means a preference of obtaining information through listening to speech and sound such as songs and spoken instruction. Kinesthetic learning style implies learning through touching or manipulating things through a hands-on experience. Global learning style goes in hand with the Sequential learning style which both requires the teacher to present the entire prospect of a given lesson, and then constructing the lesson piece by piece in a logically presented manner. An abstract learning style is a preference for visualizing or conceptualizing ideas as opposed to tangible items. And finally there is the Concrete learning style which is a preference for understanding by what is seen, heard and touched.

In addition to the different types of learning styles mentioned above, Orlich et al (2010) highlight the importance for teachers to use a wide variety of instructional

strategies so as to include the diverse learning styles of learners within each class. According to the authors, this can represent a challenge for teachers trying to include in their lessons the diversity needed because each student also has different learning styles and he tends to understand and solve problems in different ways.

Many researchers and advocates believe that learning styles are a mixture between mental abilities and personality. Actually, the authors mention Gardner's theory of human intelligence and explain that it can be enhanced through using appropriate learning styles.

However, Orlich Et. Al. (2010) explains that a common criticism of multiple intelligence theory is that there is no pre-post, research to support Gardner's findings. The authors mention that Larry Cuban, a scholar of school innovations, notes that multiple intelligence theory usually is not really implemented in the classroom. So it should be used with caution. The importance however, is to be aware of these different intelligences and provide multi-methodological experiences in the classroom for all students.

Language Aptitude

Different authors explain that special aptitude, abilities, or intelligences make possible that students learn a language. In this sense, Lightbown & Spada (1999) mention that variety of abilities establishes the complexity of intelligence, and they explain that language aptitude is the talent for recognizing new sounds easily, capacity of identifying structures within a sentence, ability for learning grammar rules, and ability for learning new words easily.

Similarly, Saville-Troike (2006) identifies different types of language aptitude or abilities such as phonemic, inductive language, grammatical sensivity, and associate memory capacity.

Since the variety of language abilities is related to the complexity of intelligence, MacKey & Gass (2005) mention that Gardners' theory of multiple intelligences has changed the concept of learners' intelligence. The theory explains that dimensions of intelligence, as a human characteristic, can be combined in different ways and it gives origin to different aptitudes for learning. For instance, the ability for identifying aspects of language such as tone or pitch is not only associated to the theory of music but also to a linguistic intelligence.

As it has been already discussed, there are different factors that might affect the English teaching-learning process. Those issues have been studied also by different researchers and five of them are presented as follows.

The first study was done by Aduwa-Ogiegbaen (2006) and the aim was to show the poor quality of teaching ESL in public secondary schools in Nigeria, Africa. Three factors were observed, the frequency of the use of instructional media, techniques and the school learning environment. A questionnaire was developed to measure the school demographics. Then trained assistants provided actually observations in the classroom to observe the findings of the questionnaire. As a result, it was revealed that not enough modern instructional technologies and varieties of teaching techniques were used by the teachers during their lessons, and thus the result was a harsh, distracted, undisciplined classroom environment.

The second study was carried out by Zainol (2012) who wanted to determine the attitudes of the Libyan secondary school students towards ESL learning. Initially, the investigator stated that there was not a significant difference of attitude in Libyan secondary school students according to gender, field of study or the year of study.   Again, the researcher used the process of questionnaires were the students themselves were prompted to express their own personal perceptions and attitude

toward ESL learning. The results proved to be very surprising since they revealed that the participants had a negative attitude toward learning English. They also agreed that they did not believe that learning English would prove beneficial to them once they left school. Many of the participants preferred to learn English in their own language and not in English itself. However, there was a slightly higher desire in learning English by the females as opposed to the males.

The third study was conducted byTılfarlığlu & Öztürk (2007) in Turkey. Since English Language Teaching (ELT) has always proved to be challenging, this studied aimed to identify the problems faced in the implementation of ELT curricula such as the need for teachers, formulation of objective, selection and organization of the content, types of methodologies and finally evaluation utilized by ELT teachers. The design of a questionnaire and well planned interviews with the teachers consisted of 45 questions to 200 plus teachers in each evaluation. The results showed that as in many countries, there is a lack of well trained ELT teachers. Those that are available, although having taught for more than 1 year proved to have poor educational skills. A number of the teachers that taught to the 4th and 5th grade students did not like the idea of having to teach to them, because they were not taught how to teach ESL to students at this age. The methodology was very poor and showed that many students worked individually and only used textbooks; proving that the EST process is very lacking. The evaluation process came from a very unfriendly aspect of evaluating the student's achievement instead of the teacher's success in teaching the student.

The fourth investigation was done by Ghadirzadeh, Pourabolfathe & Shokri (2012) who wanted to analyze the possible factors of demotivation among Iranian English language learners. It compares the more motivated students with the less motivated

ones. The method of study was done based on data analysis of the Classic Test

Theory (CTT). All the participants completed a questionnaire in groups. 15-20

minutes were given for the students to answer. The findings showed that the basic

model of demotivation for English language learning, in Iranian and Japanese

samples follow the same model. In the second group of students that were

questioned there were no significant differences between the two motivated groups.

These findings suggest that internal forces cannot be ignored as demotivation factors

when studying among Iranian students.

Finally Rolstad, MasSwan &Mahoney (2012) researched the veracity of the

basic underlying theory of the SEI approach mandated by Proposition 204 in the

State of Arizona, in order to determine whether children receiving English-only

instruction generally acquire English at the hypothesized rate of one year. The study

was based on an English language proficiency test score held by the Arizona Board

of Education. The analysis presented that the state´s language proficiency testing

data considers only one year span, but only found 11% of children tested with

proficiency within that time span. This is an important finding which undermines the

theoretical foundation of SEI. Since children do not learn English as quickly as

supposed they will likely undergo prolonged exposure to incomprehensible

instruction, leading to limited engagement in the academic curriculum for a number

of years ahead. Furthermore, an examination of rate of acquisition of English, using

the state's own language proficiency data, reveals that Arizona's SEI program breaks

down at the core. Children do no learn English at the hypothesized rate of one year,

and therefore cannot be expected to learn school content in the face of persisting

language barriers and contrary evidence presented here strongly suggests that the

basic theory of SEI, responsible for satisfying the first prong, is wrong.
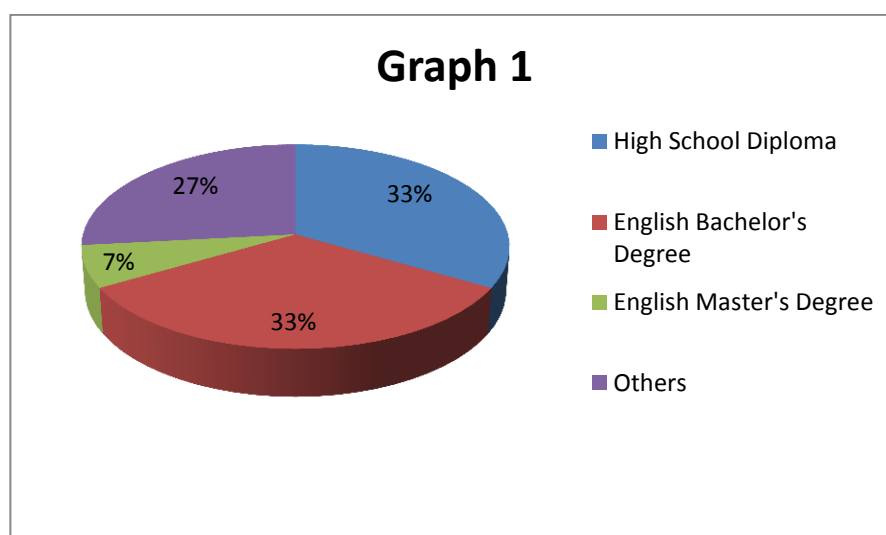
Description, Analysis, and Interpretation of Results

The following section shows a complete description, analysis, and interpretation of the collected data. Each question includes a graph that will be described and analyzed for a major comprehension of the factors concerning teachers, students, classroom and institution.

Quantitative Analysis

Factors Concerning Teachers

Which level of education do teachers have?

Graph 1

- High School Diploma
- English Bachelor's Degree
- English Master's Degree
- Others

33% — 33% — 7% — 27%

Author: Quesia María Naranjo Méndez

Source: Teacher´s Questionnaire

It can be seen in the graph above that there is a variety of percentages related to the level of teacher's academic preparation. From the 15 teachers interviewed only 1 teacher has an English Master's Degree and 4 teachers have other professions such as engineers in different areas, but they have certificate of English's Courses.

Continuing with the description, there is a similarity in the percentages of teachers with English's Bachelor Degree and High School Diploma. In other words, there are 5 teachers who completed the University and obtained their English's

Bachelor's Degree and 5 teachers who have High School Diploma; 3 of them are studying to obtain their English degree.

More detailed information about the teachers' background was obtained through the interview applied to them. In this sense, seven teachers are fluent English speakers which allowed them to be easily understood; they were identified with B2 and C1 language proficiency levels according to the CFRL. One of the interviewees was a native of the United States, two of them have lived for many years in an English speaking country, and others have given much focus on learning how to communicate with fluently in the English language.

On the other hand, it was noted that eight teachers did not have ability for speaking in English fluently though many of the aforementioned have their university degree as English Teachers. Others are still studying to obtain this degree and some have been limited to only having studied certain courses or certificates.

Which methods were used in the classes?
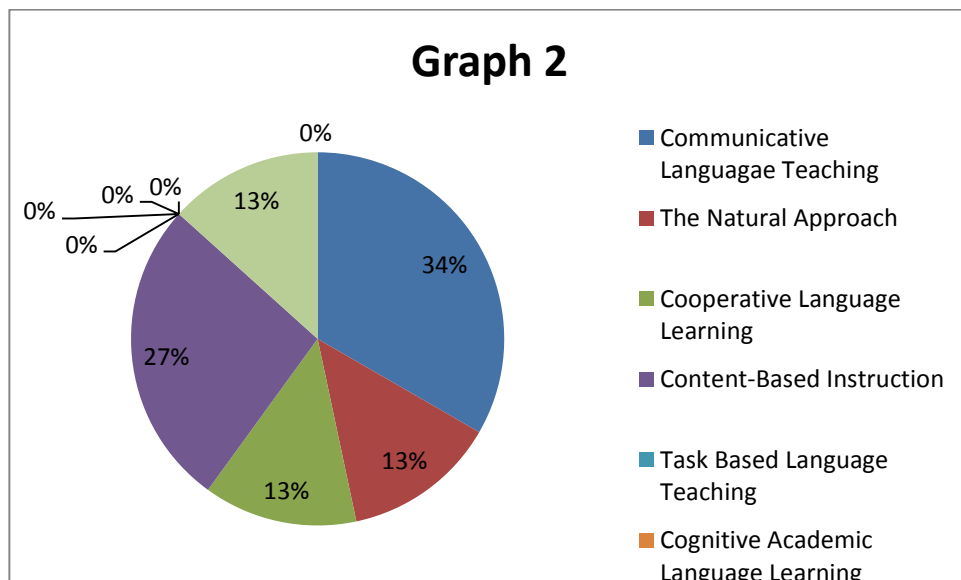
Author: Quesia María Naranjo Méndez

Source: Teacher´s Questionnaire

As it can be seen in graph 2, the method mostly used among the 15 teacher is the Communicative Language Teaching that obtained 34% of responses. The second mostly used method is Content Based Instruction with 27 % of answers which is represented by 4 teachers. The following methods: Grammar Translation Method, The Natural Approach and Cooperative Language Learning obtained 13% of answers each one that represents 2 teachers for each method.

In each of the observed classes, teachers used a combination of methods mentioned above but the only marked one of them in the questionnaire since the question about methods only allowed one option.

In addition in all of the classes observed, the teachers were successful at obtaining and maintaining the attention of the students. They maintained a fluid interaction with the students and were even able to review the homework assigned the previous day with the whole class. The classes were very fun and dynamic with a large emphasis on motivation towards learning the English Language.

In other classes, the teachers made an honest effort for teaching correctly; however, due to their lack of pedagogical knowledge they were not able to obtain good results of motivating and stimulating the students towards learning the English Language.

In general, it was observed that some of the teachers knew the different types of methodologies and applied them at the correct moment according to the characteristics of the class and the lessons.

Despite Olsen and Kagan (1992) asserted that each learner is held responsible for their own learning and motivation, the observations showed that the teacher played an important part in the student´s learning and motivation as well, and it should not be taken lightly.

In sum, it can be said that the level of knowledge that teachers have about the methods used in class influence to some extent the teaching-learning process.

Do teachers use whole – group activities to teach their lessons?
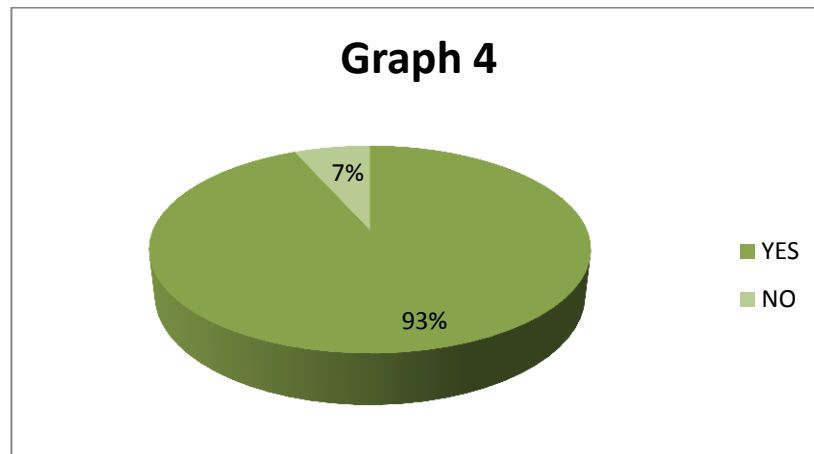
Graph 3
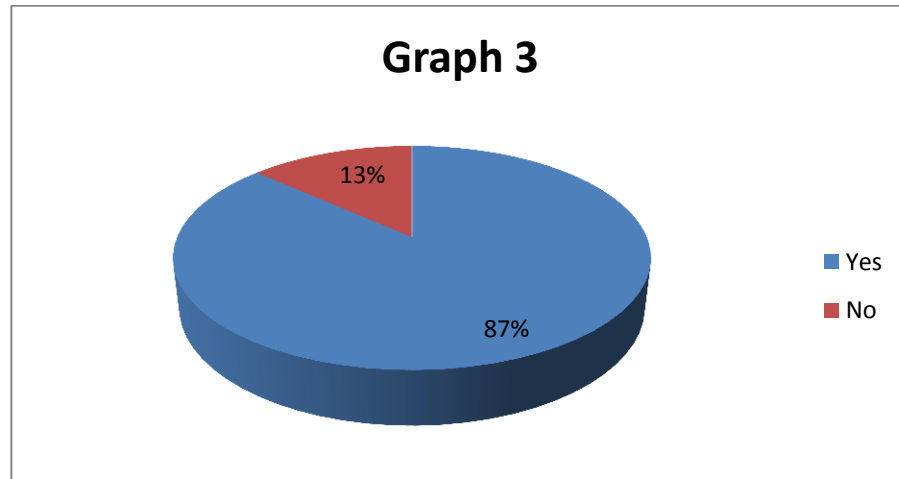
Author: Quesia María Naranjo Méndez

Source: Teacher´s Questionnaire

Among 15 teachers interviewed, 87% of teachers stated that they utilize whole group activities and the 13% of them indicated that they did not use this type of teaching technique in their classes.

The teachers that responded affirmatively to this question stated that they use whole group activities because it helps students to become more confident using the language with fluency for communicating their ideas. They remarked also that this teaching technique allows students to interact and they can develop the natural communication skills that are needed when learning another language. However, it was observed that those teachers did not use whole group activities in their classes though they consider them as a fundamental element for the learning process; instead, teachers began their classes assigning students activities from the textbook.

Do teachers use individual activities to teach their lessons?

Graph 4

7%

93%

■ YES
■ NO

Author: Quesia María Naranjo Méndez

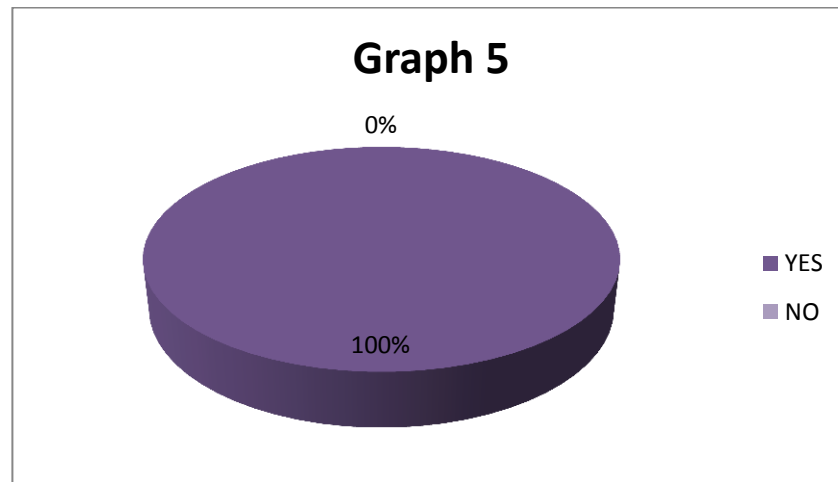Source: Teacher´s Questionnaire

Graph 4 shows that almost all of the teachers answered that they use individual activities in their classes; this represents 93% of participants.

The majority of teachers stated that they used individual activities because in their opinion it is a successful way for the students to develop their own abilities and to be independent in constructing their knowledge. In addition, teachers can analyze the needs of each student independently from the other students.

Some teachers even utilize this technique in special cases where there are certain students with learning deficits or even some students that work at a slower pace than others.

In the case of the teacher who responded negatively to this question, he considered this type of activity is boring and for that reason he decided not to use this method during his classes. However, he was observed assigning students activities that they had to develop individually. Therefore, it was not possible to determine whether those teachers were in favor or not of using individual work in his classes.

Do teachers use group work activities to teach their lessons?

Graph 5

0%

YES

NO

100%

Author: Quesia María Naranjo Méndez

Source: Teacher´s Questionnaire

In graph 5 it can be seen that all teachers stated that they use group activities when teaching English classes. The teachers stated that they use this type of activities because students interact among them. Accordingly, interaction is important since the students are able to participate not only by listening and understanding the teacher's requests and explanations, but also by exchanging their ideas and understanding different points of view.

Despite the interviewed teachers were in favor of group work activities, it was observed that only one of them used the technique in his classes. The teacher asked students to work in groups and assigned them a topic that they presented later to their classmates. After each presentation, students in each group answered questions formulated by their peers; in that way all the class used the English language appropriately.

Richards (2001) states that the primary role of the learner as a member of a group is to work collaboratively on tasks with other group members; direct

observation confirmed what this author state because students worked helping each other within their groups.

In addition, the observed teachers also applied what Richards (2001) stated by creating a highly structured and well-organized learning environment in the classroom, setting goals, planning and structuring tasks, establishing the physical arrangement of the classroom, assigning students to groups and roles, and selecting materials and time.

Overall, group work was well utilized and beneficial for both the teacher and the learners.

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

Graph 6

13%

■ YES

■ NO

87%
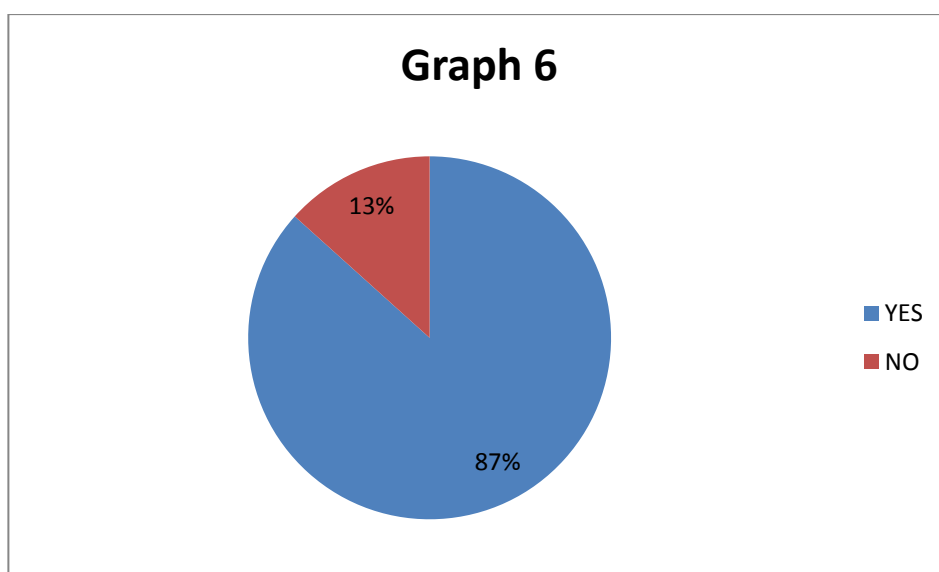
Author: Quesia María Naranjo Méndez
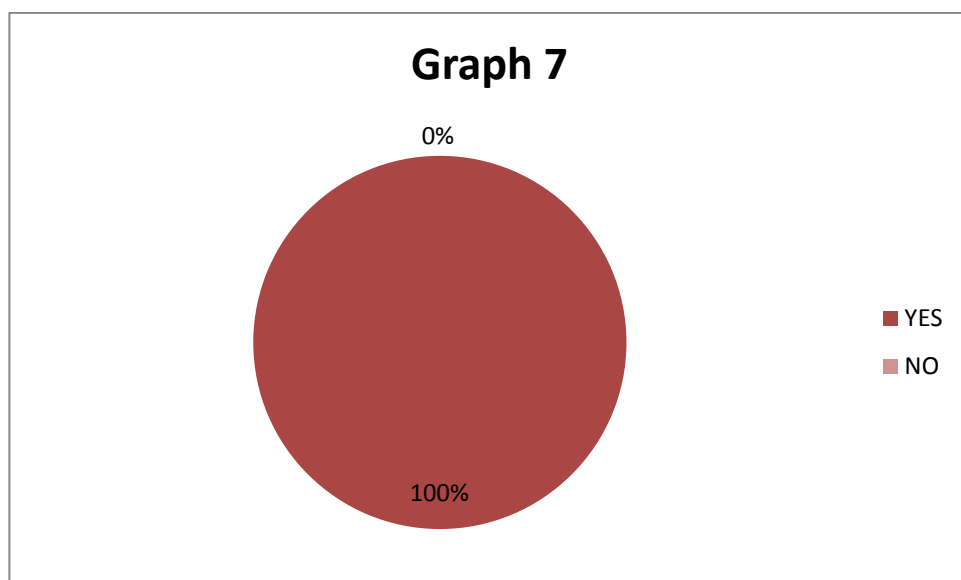
Source: Teacher´s Questionnaire

This graph shows that 87% of teachers indicated that they use English most of the time in their classes, but 13% of teachers stated that they do not.

Even though one of the interviewed students stated that his teacher hardly uses the English language while teaching, it was noted during the observations that 7 teachers spoke in English around 25% to 50% of the time of the class. The teachers

explained that their students had a deficit or no understanding of the English language for that reason they have to speak in English only half of the class time.

Therefore, some of the teachers chose to speak in English and then translate the task or activity into Spanish so that their students can understand well. Other teachers, however, chose to use signs while speaking English so that the students would be able to refine their listening skills and still be able to understand what was being said.

Do teachers plan their lessons?

Graph 7

0%

100%

YES
NO

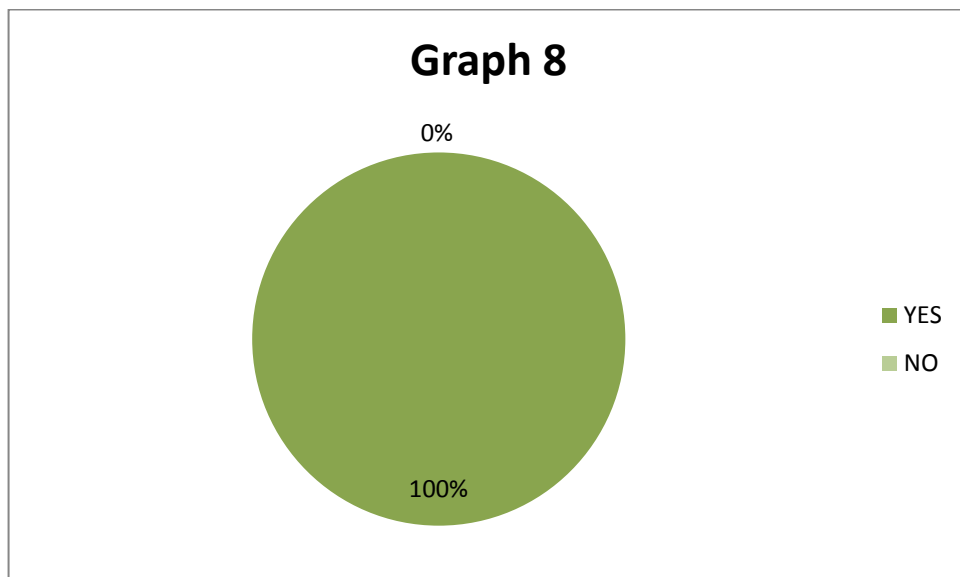Author: Quesia María Naranjo Méndez

Source: Teacher´s Questionnaire

All of the teachers that were interviewed responded affirmatively that they plan all of their lessons and this was noted during the observations. The majority of the teachers applied 3 to 5 aspects of the lesson plan such as lesson topic, objectives, material and resources, individual practice and feedback.

These teachers, who planned their lessons carefully, took in consideration what Killen (2006) said about the responsibility of making every lesson taught, a positive

and exciting experience. It was observed that classes followed an organized sequence and teachers used materials according to the objectives of the lessons. Therefore, students were involved in the topic the whole time and they responded correctly according to the specifications of each activity.

In conclusion, it can be said that the teachers who planned their classes demonstrated that a well designed lesson is an opportunity to influence a student's motivation and future learning experiences.

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

Graph 8

0%

100%

- YES
- NO

Author: Quesia María Naranjo Méndez

Source: Teacher´s Questionnaire

As it is shown in graph 8, all the 15 teachers indicated that they consider the different aspects such as discipline, timing, feedback and instruction in order to teach their lessons.

Regarding instructions, all teachers began the activities explaining the students how to proceed in each task and after that they asked questions to ensure that the

whole class had understood the instructions. In addition, teachers modeled activities on the board in order that students comprehended how to develop the exercises.

Before developing the class activities, it was observed that all teachers indicated students the required time to complete the tasks. In this way, class time was maximized and used effectively.

Another aspect that teachers considered refers to feedback; it was correctly applied during and after each class activity in order to help students with their doubts. Feedback consisted sometimes in checking on the board with the whole class the activities. In this sense, the observed teachers applied the premise stated by Brookhart (2008) about giving feedback on time.

In addition, Brookhart (2008) mentions also that it is important to consider how much feedback is going to be provided and it depends on the points to cover in a lesson. In fact, the teachers were observed giving feedback about the topics covered in the lessons and sometimes reviewing past contents that were related to the current classes.

In general, teachers gave different opinions about time, feedback and instructions. Some of them considered that time as an important factor because it helps students to organize their work. A small amount of teachers stated that feedback was crucial for improving students' learning process. Finally, all teachers stated the instructions must be given in a clear and concise manner; this made it easier for the students to understand and complete class and homework in the right way.

Therefore, it can be said that teachers consider important the different aspects of managing learning for the correct development of lessons. Thus, it corroborates

the information given by Min-Tak & Wai-Shing (2008) who state that a constructive

classroom atmosphere depends on teachers' managing skills.

Factors Concerning Students

Do teachers consider student´s needs to teach English successfully?
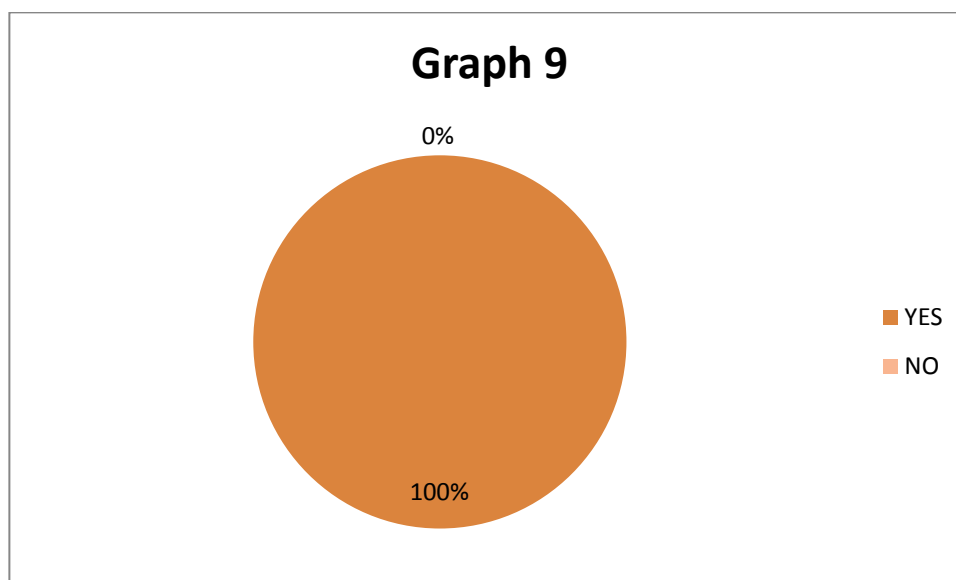
Graph 9

0%

100%

- YES
- NO

Author: Quesia María Naranjo Méndez

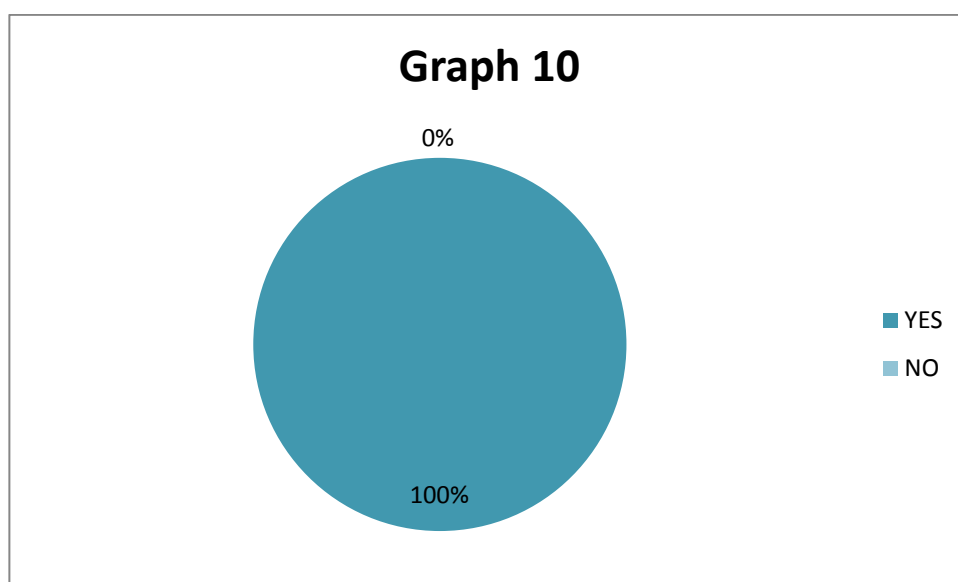Source: Teacher´s Questionnaire

As it is seen in the graph above, all of the teachers argued that they take into

consideration students' needs in order to teach their classes. Some of them indicated

that they take into account differences such as age, different types of personalities,

and the attitude and aptitude of the student, their motivation to learn and of course

the different styles of learning that each student shows.

Direct observation showed that teachers considered students' needs in different

ways. For example for the younger learners some teachers used more visual aids and

tried to use more signs or mimes along with a wide variety of games, whereas for the

older learners teachers used more audio aids and worked with groups, and on-line

activities that the students enjoyed much more in class and motivated to learn

English. All of the aforementioned resources correspond to a way of presenting information in relation to the learnjo styles as Page (2011) mentions. According to the author, visual learning style implies a person that prefers information to be presented to them visually, perhaps through observation of pictures, diagrams, demonstrations, handouts, videos and flipcharts.

In sum, the observed teachers enriched the learning process by helping students to learn according to their preferred learning style.

Do teachers consider students' level to learn English successfully?

Author: Quesia María Naranjo Méndez

Source: Teacher´s Questionnaire

As it is seen in the graph above, 100% of the teachers who were interviewed indicated that they take into consideration the students´ level to learn English successfully. Direct observation showed that teachers assigned students activities in relation to the units of the textbooks they used in each course; students worked independently and demonstrated that they comprehend the activities.

The type of activities students did in class consisted in writing or completing sentences, basic conversations based on the exercises described on the textbook, listening activities, etc. All the activities were reviewed by the teachers and students on the board to check the correct answers.

Which is the level of the students?

Graph 11

0%

13%

54%

33%

- Basic
- Intermediate
- High Intermediate
- Advanced
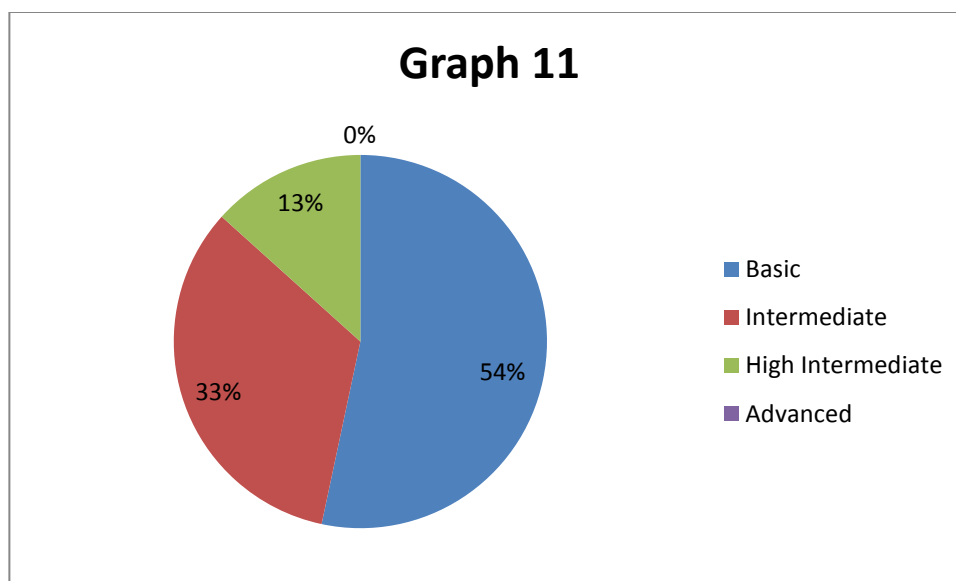
Author: Quesia María Naranjo Méndez

Source: Teacher´s Questionnaire

It is shown in graph 11 that 54% of teachers reported that their students have a basic level of English, 33% of the teachers worked with students who have and intermediate level of English and 13% of participants indicated that students have a high intermediate level of the English language. According to the teachers, there were no students with an advanced level of English.

The textbook used in the observed class was assigned in relation to the students' level of English and it was identified by means of the teacher´s own personal evaluation. However, students were not separated according to their level of

knowledge and direct observation showed that they had all of the aforementioned levels of understanding of the English Language.

Some students showed an advanced level in their speaking skills because they have traveled to the United States and practiced the English language with native speakers; other students have been studying English at language academies for a long time.

On the other hand, the students' basic level of English seems to affect the teaching learning process since, as graph 6 shows, teachers had to speak in Spanish for having students to understand what they intend to teach.

Factors Concerning Classroom

How many students do teacher have in their class?

Graph 12

Legend	
10_15	
16 - 25	
26 - 30	
31 - more	

40%

27%

20%

13%
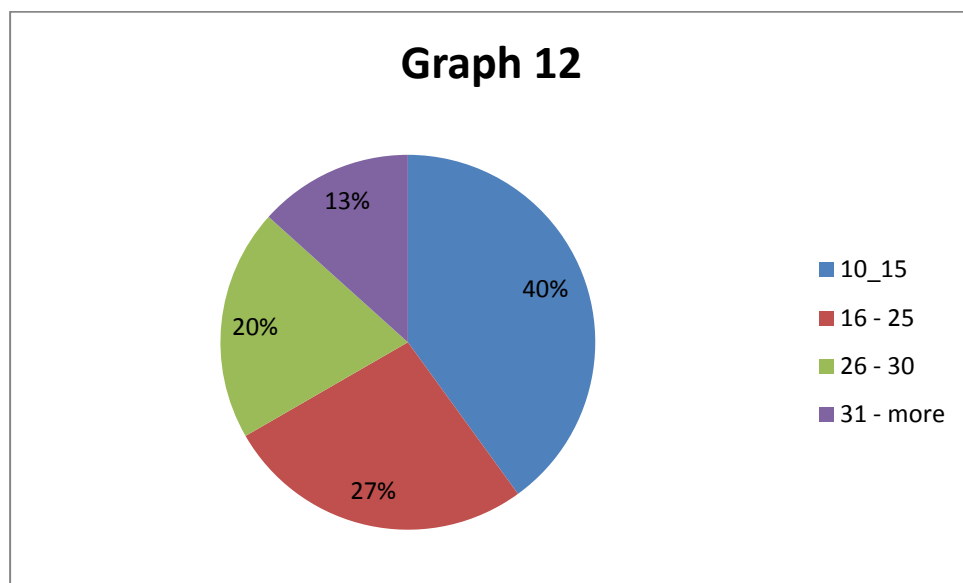
Author: Quesia María Naranjo Méndez

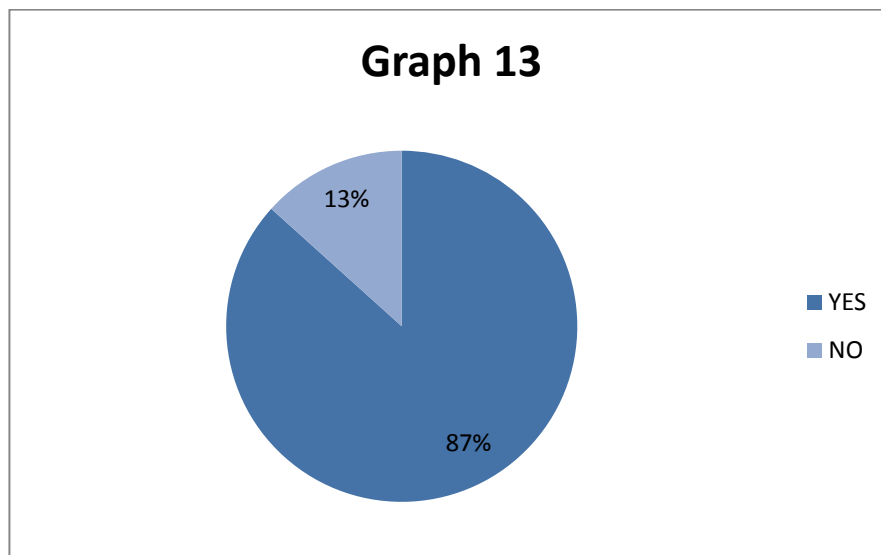Source: Teacher´s Questionnaire

Graph 12 shows that there were 6 teachers who indicated that they have classes with 10 – 15 students; this means 40% of teachers. In addition, there were 3 teachers who had between 26 – 30 students that represent 20% of the sample. Finally, there

were only 2 teachers who had a maximum of 31 students or more and it represents 13%.

Except for one student, all of the others who were interviewed felt that the class size was good and helpful in the learning process of the English Language. It was observed that there was a good class environment and students worked well in the activities since class size allows them to focus on the topics correctly without being affected by any kind of interruption as occurred in large classrooms.

About large classrooms, they were characterized by lack of space, and difficulties for controlling undesirable behaviors, just as Barker & Westrup (2000) mention, thus making it very difficult during lessons to maintain students' attention on the topics. However, the two observed teachers who work in large classes seemed to overcome this obstacle by using appropriate resources and techniques in order to help students to focus on the lesson.

Do teachers feel comfortable working with this number of students?

Graph 13

13%

87%

■ YES
■ NO

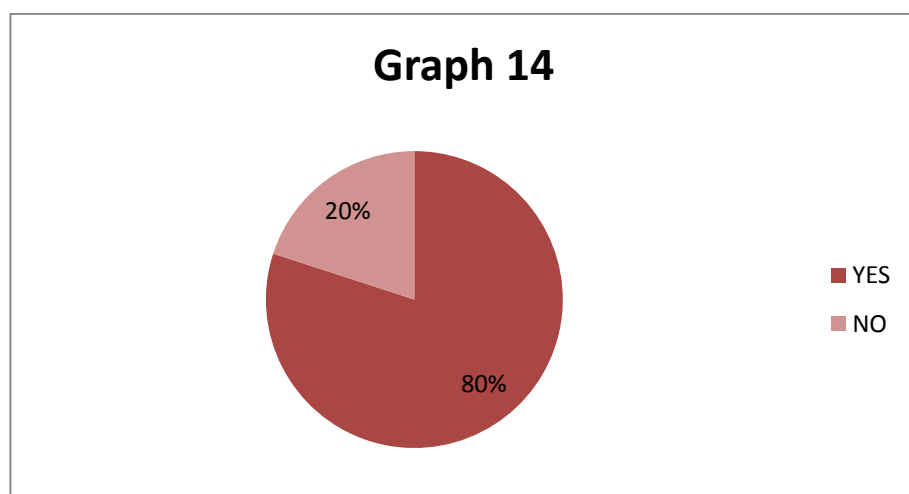Author: Quesia María Naranjo Méndez

Source: Teacher´s Questionnaire

As it can be observed on the graph above, 87% or 13 teachers mentioned that they feel comfortable with the amount of students that they have in their classroom, and 2 teachers that represent the 13% stated that they were not comfortable with the amount of students in their classroom. These two teachers had more than 30 students in their given English class. In their opinion those were too many students and it makes difficult to teach the English language effectively; as a result, many students are left with a gap in their language knowledge.

On the other hand, the teachers who teach in small classes were much more relaxed and comfortable with the size of their class and it resulted in a much more fluent presentation throughout their classes. Despite of it, some of the students who were interviewed stated that they felt more comfortable working with few amount of peers because their teachers can provide a better education and make the class more personalized based on their needs.

As a result the percentage of negative responses to this question proved that teachers prefer to work with small classes because it is less exhausting.

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

Graph 14

Author: Quesia María Naranjo Méndez

Source: Teacher´s Questionnaire

As it can be analyzed in the graph above 80% of the teachers indicated that they have enough space in their classrooms in order to work effectively and comfortably with their students. However, 20% of the teacher, that is 3 of them, indicated that the classroom that they were given was not big enough to effectively teach and learn in.

During the interviews with the students, 7 of them mentioned that they did not feel comfortable in the classroom. In their opinions they felt that the classrooms were too small compared to the amount of students in the class. They additionally stated that when they wanted to stand up and go to the board or participate in groups they had to move with much care so as not to bump into anyone of their classmates or their belongings such as book and backpacks, and thus not being successful at completing their desired task in the dynamics that they desired.

As previously mentioned, 3 of the teachers did not have enough space to move freely in the classroom. They were not able to circulate without tripping over backpacks or disturbing one of the students. In one of the classrooms there was not a desk for the teacher, in another there was not enough room for the teacher to sit down and stand up with ease from the teacher´s desk. This resulted in many safety hazards among the students as well as the teacher.

In other observed classes, the size of the classrooms was medium sized. Some of them were properly ventilated and/or had air conditioning. In addition, they were correctly illuminated and the windows around the classroom were big enough. Inside the classroom there was ample room for both the teacher and the students to move freely without tripping on objects or provoking any other security hazard. Therefore, those classrooms were in optimal conditions for the teaching learning process and meet the description given by Charles and Senter (2002). The authors

explain that the classroom space must be carefully organized so as to create and easy access to all materials and resources needed by the students and teacher.

Do teachers arrange student's seats in relation to the activities planned for their classes?
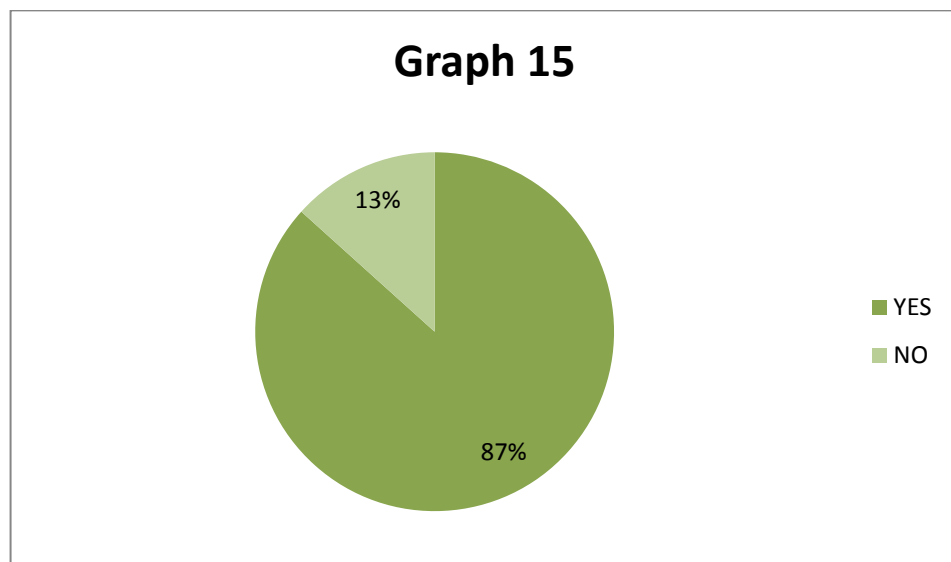
Graph 15

Author: Quesia María Naranjo Méndez

Source: Teacher´s Questionnaire

The graph above shows that 87% or 13 of 15 teachers that were interviewed arrange student's seats in relation to the activities planned for their classes and only 13% do not do so.

From the students' point of view, they do not like the way teachers arranged their seats in relation to the activities. Taking into account the information gathered during the observations and what the students stated, it was clear that some teachers did not do activities in which the students had to move their desks around so as to change the normal appearance of the class and their seats. Even more, it was observed that some teachers had difficulties to change seats for having students to work in groups due to the reduced space in the classroom.

Other teachers explained that they do not arrange seats because students make a lot of noise moving their desks and it takes a lot of time to recover the quietude in the classroom. In addition, it was difficult for those teachers to arrange students´ seat since they were shared by two pupils.

On the other hand, the classes in which students were able to move their seats according to the activities seemed more motivated and demonstrate more engagement in the lessons. In addition, the teachers organized students in such a way that there were no problems with the level of noise and accommodation of seats. For instance, some teachers asked students to turn their seats to face each other and they formed clusters of four learners in each group; they do not have to move their desks across the classroom thus avoiding disturbing their peers with noise. Therefore, the way some teachers managed seating arrangement agree with the information provided by Charles and Senter (2002). The authors state that being creative in using the space that one is given in each classroom can have a significant influence on a child's effective learning

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

Graph 16

Pie chart showing:
- 10_15: 60%
- 16 - 25: 33%
- 26 - 30: 7%
- 31 - more: 0%
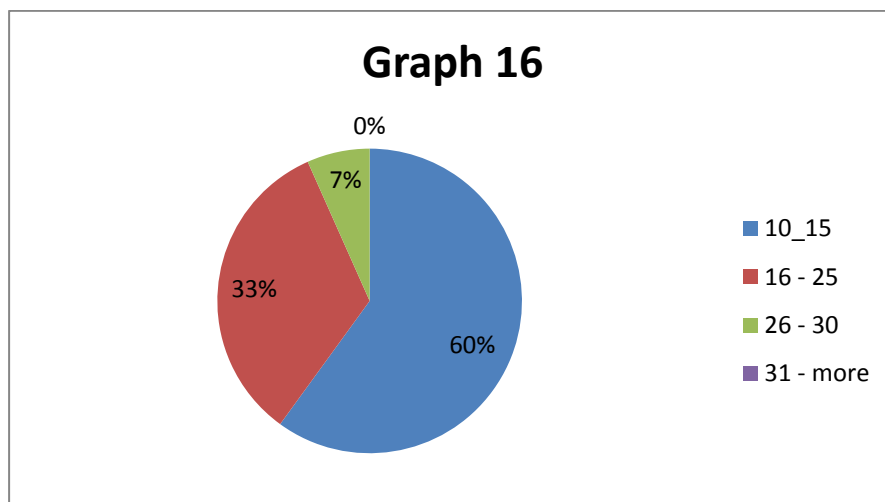
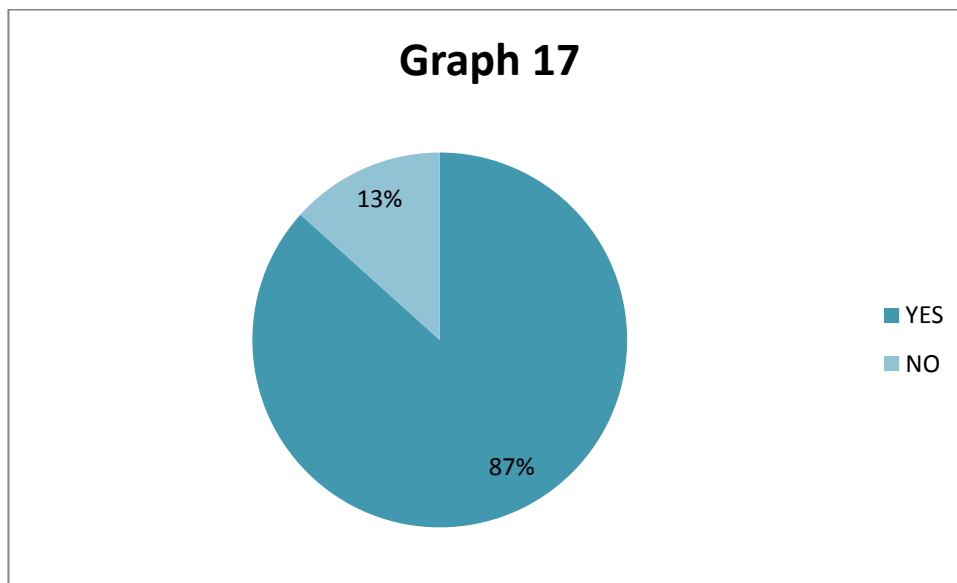Author: Quesia María Naranjo Méndez

Source: Teacher´s Questionnaire

The results on graph 16 show that the 60% of the teachers think that 10 to 15 students is an appropriate number of students for any given class for learning English. The 33% of teachers consider that in order to teach English effectively the class should be between 16 to 25 students, and only 7% mentioned that there should be between 26 to 30 students in an English class. There were no teachers that indicated that 31students or more is an effective amount of students for an English classroom. Moreover, students from classes with over 31 students indicated that the number of peers do not help them to learn English.

Direct observation corroborate the answers given by teachers and students because classes with less than 31learners allowed teachers to work better since pupils feel more confidence in expressing their opinions or asking questions when they experience doubts.

On the other hand, the two classrooms with more than 31 students looked overcrowded and students showed difficulties to concentrate on the topics due to their classmates' chatting. In addition, teachers in those classes experienced difficulties to control discipline and to get students' attention. Circulation around the classroom was another difficulty in large classes since teachers and students had to walk tripping over backpacks on the floor. In addition, it was observed that students showed discomfort with their seats because there was not enough space between the seats and it caused that students had problems to accommodate their legs or materials. Therefore, the characteristics observed in large classrooms meet description provided by Barker & Westrup (2000) who state that the features of large classrooms tend to be, lack of space both for the teacher and students thus making it very difficult during lessons.

Do teachers use teaching resources?

Graph 17

13%

87%

YES

NO

Author: Quesia María Naranjo Méndez

Source: Teacher´s Questionnaire

The graph above shows that 13% of the teachers stated that they do not use teaching resources, and 87% of them answered the opposite.

The type of resources mostly used by 87% of teachers consisted on CD player and supplementary material and in some cases a TV, computers and projectors. In addition, the main resource used was the text book and the board.

When the teachers used these resources it was notable the motivation and ease with which the students participated. It also made it a much more fun way to learn. In addition, it was an easier way for the teacher to teach and then the students learn at a much faster pace.

In the cases where the teachers only used the text book, white board and markers, it was due to the fact that they were not provided with any other resources from the institution. Sadly, the students looked bored during the classes; they did not pay much attention and thus it was difficult for them to learn.   Moreover, it was observed that one of the classrooms did not have even any didactic posters.

Gower, Phillips, & Walters (2005) mentioned that the teacher can use different resources to make lessons more interesting and effective. For instance, students can also use ordinary objects as props, dialogues, or role-playing during the class. So even if resources are limited it is important for teachers to be creative so as not to hinder the learning process.

Do teachers consider appropriate the resources they have in their classes?

Graph 18
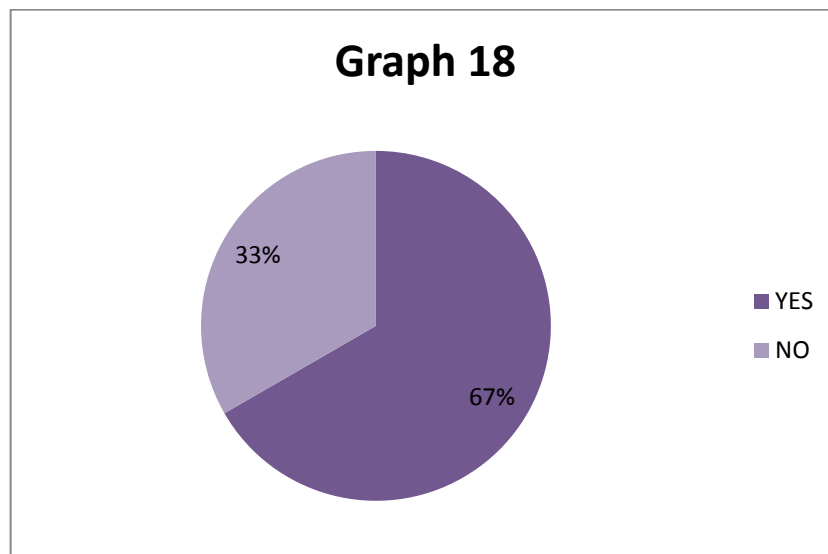
Author: Quesia María Naranjo Méndez

Source: Teacher´s Questionnaire

As shown in the graph above 67% of the teachers consider the resources that they have in their classroom appropriate for teaching their classes. On the other hand, a total of 33% mentioned that they do not have appropriate teaching resources.

Regarding the first group of teachers, they considered appropriate the amount of teaching resources. It was observed that the institution as well as the teachers considers that having the correct type of teaching resources provides an accurate and effective teaching for the students. They also think that it is necessary to have classrooms equipped with technological resources since students belong to an era in which knowledge is acquired better through interactive materials.

On the other hand, the other group of teachers indicated that they were not provided with enough teaching resources and they had to share the available ones with other partners. In some cases, some of these teachers had technology to use but it was out of date.

Factors concerning Educational Institution

Do the institutions review their lessons?
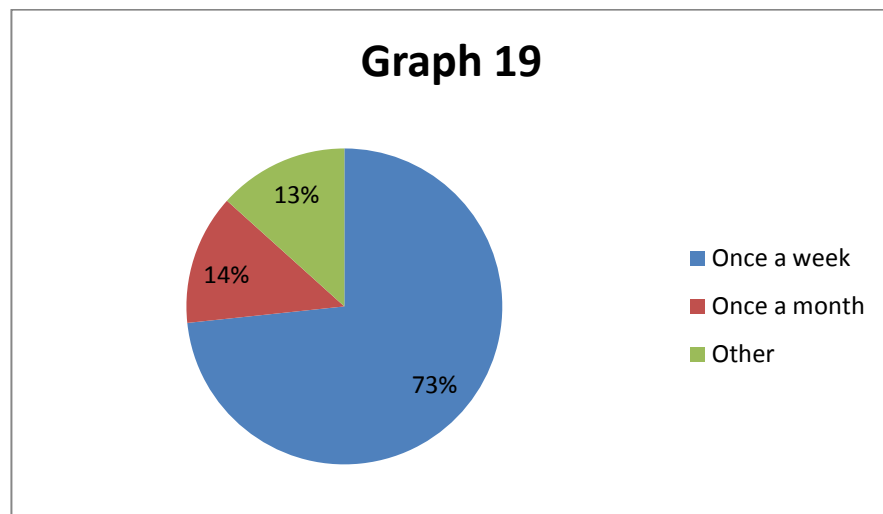
Graph 19

- Once a week
- Once a month
- Other

73%
14%
13%

Author: Quesia María Naranjo Méndez

Source: Teacher´s Questionnaire

All of the teachers that answered that the institutions where they work review their lesson plan indicated that revision takes place in different periods of time. A total of 73% of the teachers mentioned that the institution reviewed their lesson plans once a week. A total of 14% indicated that the institution reviewed their lesson plans at least once a month and a total of 13% of the teachers chose the option that stated other since their institution reviewed their lesson plans daily or every two weeks.

Even though it was not possible to review teachers' lesson plan to find any supervisors' signature or seal, graph 7 showed that teachers plan their lessons

following a well designed process. Therefore, the revision of the activities designed for the classes benefit both teachers and students because it is possible, as Mishra (2008) explains, to anticipate the best possible outcome of the lesson.

Do the institutions monitor their teaching?

Graph 20

- Once a week
- Once a month
- Other

36%
57%
7%
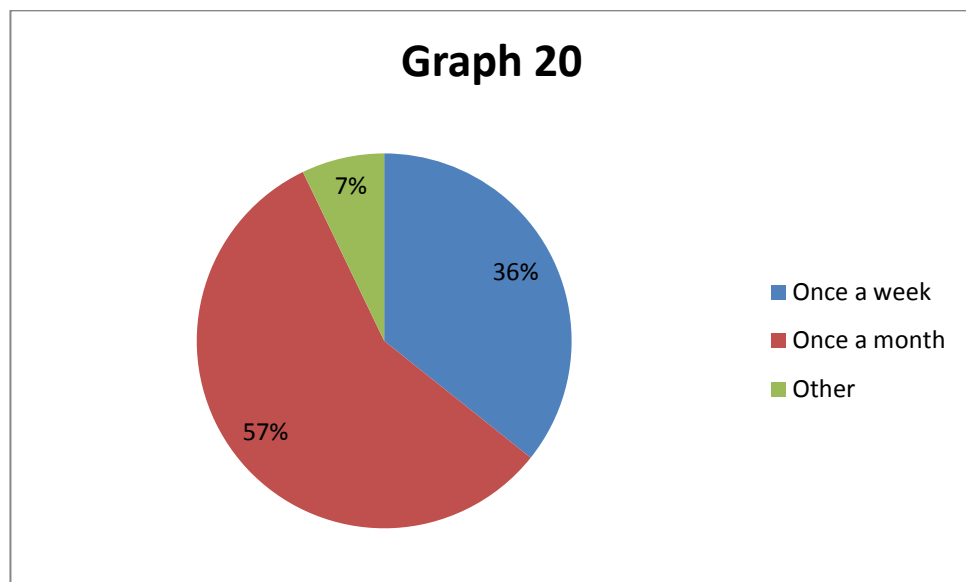
Author: Quesia María Naranjo Méndez

Source: Teacher´s Questionnaire

In relation to this question, the majority of the teachers stated that institutions do monitor their classes. There was one teacher that stated that the institution does not supervise the class.

Those who answered affirmatively to the question stated that the frequency of monitoring is once a week, followed by 36% that were monitored once a month, and only 7% answered that they were monitored twice a month.

Despite it was not possible to prove the veracity of the information given by the interviewed teachers; it seems that institutions do monitoring their classes since graph 7 showed that they are aware of the importance of applying the elements of lesson plans. About classroom observation, Khotari (2004) mentions that it makes possible to obtain important information about current events in the classroom.

Therefore, the results gathered during the monitoring process could be helping

teachers to some extent to improve their teaching.

Conclusions

- The teachers' level of knowledge of methods and approaches influences the English teaching-learning process. Lack of pedagogical procedures and techniques does not awake students' involvement in the lessons. On the other hand, teachers who applied teaching methods correctly made classes more productive for learners.

- The students' basic level of English seems to affect the teaching learning process since teachers had to speak in Spanish for helping students to understand what they intend to teach.

- Class size affected the effectiveness of the English teaching-learning process. Even though a minority of classes was large, it was notable that lack of space and teachers' difficulties for maintaining students' attention on the topics influence the quality of learning.

- Classroom space affected negatively the English teaching-learning process in classrooms where the number of students was not appropriate for the physical dimensions of the room. In those classrooms, there was not enough space for students and teachers for circulating freely and it affected the dynamic of the activities.

- The classrooms in which teachers did not arranged seats in relation to the activities were observed as being less active than those in which it was able to change the distribution of seats. On the contrary, teachers who were able to change students' seats helped to increase their pupils' level of participation.

- There were classes in which teachers did not used varied teaching resources; it affected the English teaching-learning process since the students looked bored and they did not pay much attention to the lessons.

Recommendations

- It is important for institutions to provide teachers with more training about the use of methods and techniques for teaching English since it would increase the quality of the English classes.

- Teachers should avoid the use of the Spanish language in the classroom as much as possible. Instead, they could help students to improve their language skills through the use of features of the Total Physical Response methods such as gestures and mimes.

- It is advisable that all teachers include attractive resources as part of the lessons because it motivates students to learn meaningfully. Nowadays, it is easy to find interesting ideas on the Internet for developing the appropriate resources for the classroom.

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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_____

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

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

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

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

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

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

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

3. Which of the following methods are used?

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

Whole Language Approach	( )
Grammar Translation Method	( )
Others _____	( )

4. Which of the following activities are used?

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

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

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

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

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

7. How many students are there in the classroom?

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

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

YES	( )	NO	( )

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

YES	( )	NO	( )
NOTES: _____			

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

TV	( )
Tape/Cd recorder	( )
Computer(s)	( )
Projector(s)	( )
Smartboard	( )
Supplementary materials	( )
Others	( )

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

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

TEACHER'S INTERVIEW

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

TEACHER'S LANGUAGE PROFICIENCY:					
C2 ( )	C1 ( )	B2 ( )	B1 ( )	A2 ( )	A1 ( )

EDUCATIONAL INSTITUTION:	
DATE:	
YEAR:	

1. ¿Te gusta aprender Inglés?

YES ( )	NO ( )

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

YES ( )	NO ( )

3. Consideras que las actividades realizadas en clase son:

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

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

YES ( )	NO ( )

¿Por qué?

_____
_____
_____

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

YES ( )	NO ( )

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

YES ( )	NO ( )

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

YES ( )	NO ( )

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

| YES   ( ) | NO   ( ) |

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

| YES   ( ) | NO   ( ) |

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

| YES   ( ) | NO   ( ) |

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

| YES   ( ) | NO   ( ) |

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

| YES   ( ) | NO   ( ) |

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

| YES   ( ) | NO   ( ) |

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

| YES   ( ) | NO   ( ) |

GRACIAS!!!!!