



**UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA**  
*La Universidad Católica de Loja*

## **ÁREA SOCIOHUMANÍSTICA**

**TITULACIÓN DE LICENCIADO EN CIENCIAS DE LA  
EDUCACIÓN MENCIÓN INGLÉS**

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

**TRABAJO DE FIN DE TITULACIÓN**

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**CENTRO UNIVERSITARIO QUITO**

**2014**

## **APROBACIÓN DEL DIRECTOR DEL TRABAJO DE FIN DE TITULACIÓN**

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### **DOCENTE DE LA TITULACIÓN**

De mi consideración:

El presente trabajo de fin de titulación: Factors that influence the English language teaching-learning process in Ecuadorian private high schools realizado por Vela Eguiguren María Fernanda ha sido orientado y revisado durante su ejecución, por cuanto se aprueba la presentación del mismo.

Loja, marzo de 2014

f) .....

## DECLARACIÓN DE AUTORÍA Y CESIÓN DE DERECHOS

“Yo, Vela Eguiguren María Fernanda declaro ser autora del presente trabajo de fin de titulación, siendo Factors that influence the English language teaching-learning process in Ecuadorian private high schools; y eximo expresamente a la Universidad Técnica Particular de Loja y a sus representantes legales de posibles reclamos o acciones legales. Además certifico que las ideas, conceptos, procedimientos y resultados vertidos en el presente trabajo investigativo, son de mi exclusiva responsabilidad.

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f. ....

Vela Eguiguren María Fernanda

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## RESUMEN EJECUTIVO

El tema de este estudio es sobre “Factors that influence the English language teaching-learning process in Ecuadorian private high schools”. Su objetivo general es analizar esos factores.

Este estudio fue desarrollado en Quito – Ecuador. La muestra de la investigación fue escogida de cinco colegios privados donde el Inglés se enseña como lengua extranjera. Tres profesores fueron escogidos de cada colegio y un estudiante por aula. El total fueron 15 profesores y 15 estudiantes que pertenecen a 5 diferentes colegios.

Los métodos científicos utilizados para recolectar la información fueron los de análisis cualitativo y cuantitativo.

Los resultados fueron interpretados de acuerdo a un análisis cuantitativo de las encuestas realizadas a profesores y estudiantes y un análisis cualitativo de la observación de clase y una entrevista realizada a los profesores.

Como conclusión general, los profesores necesitan más preparación tanto académica como en pedagogía. Las instituciones deben proveer a los maestros con los recursos necesarios para su desempeño, el espacio y el número de estudiantes apropiado para trabajar óptimamente. Los maestros deben ser motivados constantemente, bien capacitados y trabajar en un buen ambiente.

**PALABRAS CLAVES:** factores, métodos, Inglés, profesores, estudiantes, información, recursos, espacio, preparación, instituciones, encuestas, observación, entrevistas, motivación.

## ABSTRACT

The theme of this research is about Factors that influence the English language teaching-learning process in Ecuadorian private high schools. Its general objective is to analyze those factors.

This research has been developed in Quito, Ecuador. The sample of the investigation has been chosen from five private high schools where English is taught as a foreign language. Three teachers were chosen from each school and 1 student per class. We have 15 teachers and 15 students that belong to 5 different high schools.

The method used in order to analyze the factors was qualitative and quantitative scientific method of analysis and collection of information.

The results were interpreted according to a quantitative analysis of the questionnaires to teachers and students and a qualitative analysis of the observation of the class and the teachers' interviews.

As a general conclusion, teachers need more academic preparation and in pedagogy. Institutions must provide them with the resources they need and the appropriate space and number of students to work with. Teachers need to be motivated, well trained and to work in a good environment.

**KEY WORDS:** factors, English, teaching learning process, Ecuadorian private high schools, teachers, students, method, information, teaching resources, space, preparation, institutions, questionnaires, interviews, observation, motivation.

## INTRODUCTION

This research was developed in Quito, with the approval of UTPL University. The researched theme is Factors that influence the English language teaching-learning process in Ecuadorian private high schools. This research analyzes some aspects of English education in our country, helping students to learn in a better way.

It has been observed in Ecuador that students enter the university with little or no English knowledge and this is a problem that limits students' academic performance since they cannot access up-to-date English information. Students are not qualified to apply for international scholarships.

The general objective is to analyze the factors that influence the English language teaching-learning process. It has specific objectives: to identify 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 to determine institutional facilities and norms regarding quality education.

The research was done based on previous studies about this topic; it includes 5 studies developed by people that are interested in the factors that influence the English language teaching-learning process. There are many remarkable ideas which were used to develop this research.

Aduwa and Iyamu suggested some ideas about the technological resources that teachers should use to improve their lessons, such as language laboratories, video and audio. Vanite, Phil, and Veena mentioned that there is lack of teaching aids such as

language labs and frequent change in government policy in education. Attapol states that motivation is the most significant factor affecting learning. According to Madrid's study, there must be more emphasis on communicative skills than on academic tasks to improve English learning.

A study made by Lucas from the Philippine ESL Journal found that some students are motivated to learn linguistic skills finding them interesting and relevant, which helps teachers to plan their lessons more efficiently.

The research work and development of this thesis will be useful for those people who want to improve the English level knowledge of students in Ecuador. Teachers and students must work together in a social environment and authorities and the government must provide them with all the resources they need to improve the English language learning, because it is an important tool to work in our country, and students can apply for scholarships if they have a good level of English.

Analyzing the factors and finding solutions will benefit students as well as teachers and institutions. This study will identify students' needs, teachers training, institutions equipment and development of policies that will change the reality of our country. Students will be well prepared and they will have access to scholarships around the world, they will have better opportunities and in this way they will create a better country.

One limiting fact during this research was that the teachers did not collaborate entirely, some of them gave the questionnaires incomplete or they did not answer in the correct way. Some of them even answered in Spanish, so they had to do it again or I had



to find other teachers. One suggestion to improve this type of research is to develop the questionnaires with a different format, without so many why answers, and to prepare them in a way that would give teachers choices to answer, otherwise they just answered with the same words that they had in the question.

## METHOD

This research was done in Quito. The general approaches of this study are qualitative and quantitative. The collected data was explained, described and analyzed.

To write the literature review several books were consulted from libraries around the city and books provided by the University. There was also some research done in the internet about previous studies. The didactic guide provided by the university was really helpful.

The techniques used were surveys and note-taking and the instruments were observation formats and questionnaires.

The sample of the investigation has been chosen from 5 private high schools where English is taught as a foreign language. From each high school 3 teachers were chosen and 1 student per class between 8<sup>th</sup> course of basic school and 10<sup>th</sup> course of basic school. After asking the permission from the authorities of the different high schools, I proceeded to observe the classes and interview the teachers. A questionnaire was applied to each teacher and each student, there were 15 teachers' questionnaires and 15 students' questionnaires. Each class was observed and the information was written in an observation sheet with the interview with the teacher after the class.

In order to delimit the population of the research four main variables have been taken as main source and basis for the analysis. These variables are factors concerning students (students' need in the classroom and students' English level), factors concerning teachers (level of education, language proficiency, teaching methods and techniques, percentage of the English language used in class, lesson design and

managing learning), factors concerning classrooms (class size, classroom space, seating arrangement and classroom teaching resources) and factors concerning educational institution (class observation and lesson design monitoring).

The quantitative analysis was based on the results obtained. The questions were analyzed and then interpreted according to a graphic that uses percentages. After that the results were interpreted using the graphics, the class observation and the information from the literature review. The analysis has a scientific-conceptual base. My personal opinion was based on scientific information.

## DISCUSSION

### Literature Review

Nowadays English language learning is really important all around the world, especially in Ecuador where the government is working hard helping teachers in many ways, like for example with scholarships and different courses to improve their English level for the benefit of the students. As cited in EcuadorUniversitario (2012), SENECSCT will grant scholarships to teachers in foreign countries to improve the quality of English language teaching in public schools.

Consequently, there is a project in Ecuador whose main aim is to graduate students with a high level of English language, preparing teachers and testing them regularly to check their needs in the benefit of the students. Teachers must be well prepared (Ministerio de Educación, 2012). As cited in Ministerio de Educación (2012), the project to improve teaching in Ecuador guarantees that students who graduate from high school reach a minimum level B1 of English language competence, and teachers a B2, minimum level, according to the Common European Framework of reference. The English Curriculum must be designed, implemented and monitored according to international quality standards to promote an effective and significant learning in class (EcuadorUniversitario, 2012).

One of the most important things in learning is motivation, that is why teachers must be not only English speakers but they also must use pedagogy to teach. Teachers must know the methods and which one to use in order to achieve their goals, that is why

the government is working on improving learning by requiring all the teachers to have a diploma that certifies their knowledge.

It is important to analyze the factors that influence the English language teaching learning process because in that way the process will be more effective. The following work includes that information.

### *Teaching approaches and methods*

Brown (2000) suggested that communicative language teaching emphasizes the importance of learning through communication. A variety of games, role plays, simulations, and task-based activities should be prepared for the class to pursue fluency which is an important dimension of communication. Although fluency is the purpose, it is important to mention that learning is a process of creative construction and involves trial and error, in order to produce fluency, students need knowledge of the linguistic forms, meanings, and functions.

The Natural Approach, a traditional way of teaching, is based on observation and interpretation. The native language is not to be used around the learners and it also rejects the formal grammatical teaching. Newmark and Reibel (1968, p.153) suggest that “an adult can effectively be taught by grammatically unordered materials” and that such an approach is indeed “the only learning process which we know for certain will produce mastery of the language at a native level”.

Still, Brown (2000) goes further when he claims that the Natural Approach emphasizes the use of comprehensible and meaningful practice activities rather than

productions of grammatically perfect utterances and sentences. An extensive grammar rule may never be given. Instead, the target language is mainly spoken, not written.

According to Richards, J., and Rodgers, T. (2001), Cooperative Learning uses activities where students work in pairs or small groups helping each other, in this way they communicate and they share information, learning from each other.

Brown (2000) suggests that Cooperative Language Learning (CLL), maximizes learning through group activities which are carefully planned to contribute to each other's learning. In that case this method raises the achievement of all students (the gifted and the academically handicapped), and helps the teacher to build positive relationships among them.

According to Brown (2000), Content-Based Instruction (CBI) is an approach based on content that students will acquire in the classroom. It makes students think and learn, stimulating them at the same time. Multiple sources are used such as reading, writing, listening materials which give students the skills to prepare for a range of academic tasks that they will encounter.

Richards and Rodgers (2001, p.207) claim that CBI is grounded on the following principle: "People learn a second language more successfully when they use the language as a means of acquiring information, rather than as an end in itself."

According to Richards, J., and Rodgers, T. (2001) Task-based Language Teaching or TBL is an approach based on the use of tasks. The teacher gives students tasks to do and then presents new language after the students needed to use it, and only presents language that they have identified as needed. In this way they learn with activities that

involve real communication and activities in which language is used for carrying out meaningful tasks. Spratt, Pulverness, and Williams M. (2005, p.63) state that “The TBL approach, allows students to find new language when they want to, and to use language experimentally and creatively for real communication.”

Chamot (1996) explains that Cognitive Academic Language Learning (CALLA) is an instructional model for second and foreign language learners. CALLA’s principle objective is to assist students by not diminishing the learners prior knowledge. By valuing their prior knowledge and cultural experiences students are able to gain new ones and therefore develop new culture awareness and critical literacy. CALLA integrates instruction in priority topics from the content curriculum, development of the language skills needed for learning in school, and explicit instruction in using learning strategies for academic tasks.

Brown (2000) states that CALLA’s objective is that students can use appropriate learning strategies and study skills that will develop academic knowledge. Students work successfully with others in a social context using cooperative learning tasks.

Richards and Rodgers (2001, p.207) explain that Total Physical Response (TPR) is a method built around the coordination of speech and action. James Asher study (as cited in Brown, 2000, p.73) reports that “speech directed to young children consists primarily of commands, which children respond to physically before they begin to produce verbal responses”. He also believes that this method reduces learner’s stress by using game-like movements, similarly motor activity. This method came to be based on

how children acquire their mother tongue, undoubtedly listening to the people around them and speaking when ready.

As Brown (2000) states that TPR is called the comprehension approach because of the importance it gives to listening comprehension. In this case the first phase of a lesson is one of modeling. Then they must perform the commands alone and after that they can read, write and speak.

According to Richards and Rodgers (2001, p. 108) “The Whole Language Approach emphasizes learning to read and write naturally with a focus on real communication and reading and writing for pleasure.” As Brown (2000) argues Whole Language focuses on experiences and activities that are relevant to learners’ lives and needs, it uses authentic materials and it can be used to facilitate the development of all aspects of a second language. Students read for comprehension as a real purpose and write for a real audience, in this way they explore and discover meaning.

Brown (2000) states the major characteristics of Grammar Translation Method in which classes are taught in the mother tongue, with little active use of the target language. Little or no attention is given to pronunciation. Students memorize grammar rules giving less attention to speaking and listening. This method does nothing to enhance a student’s communicative ability in the language. In addition, Larsen and Freeman (1986) claim that in Grammar Translation Method, students study grammar deductively and since they have to memorize rules and vocabulary they develop reading and writing skills but not speaking and listening.



### *Learning Styles*

Spratt, Pulverness and Williams (2005, p.52), state that “learning styles are the ways in which a learner naturally prefers to take in process and remember information and apply those skills”. The learning styles let students better understand the way in which they think. Some commonly mentioned learning styles are visual, auditory, and kinesthetic. Visual learners learn best through visual aids. This may include pictures, graphics, images, charts, story maps, and diagrams. On the other hand, auditory learners learn better through hearing aids such as video, audio cds, books on cds, and melodies to reinforce information. Kinesthetic learners learn best through active body movements. Impulsive learners like to respond immediately, while reflective ones prefer to consider choices.

Brown (2000, p. 113) claims that “learning styles mediate between emotion and cognition.” For instance an impulsive style arises out of an impulsive emotional state. Whereas a reflective style is from a reflective personality or mood. It can be seen that learning styles are a merge of physical, affective, and cognitive domains. This means that teachers should apply learning styles according to how students are willing to receive the knowledge.

### *Language Aptitude*

According to Williams and Burden (1997) the ability of language learning can be measured. If we can measure the aptitude prior to teaching we should be able to predict the speed at which the learner can learn. It seems that learners who believe that they can

somehow influence their learning are more likely to succeed rather than those who feel they have no control.

Williams and Burden (1997, p.113) suggest: “on the whole, people tend to refer to four main sets of attributions for their perceived successes and failures in life: ability, effort, luck, the perceived difficulty of the task with which they are faced.”

Thus, it is suggested by Williams and Burden (1997) that the teacher seeks different ways of enabling learners to in some ways take control of their learning. By empowering them they are able to become self-governed. Potential is evaluated using formal aptitude tests, which predicts possible success with a new language. Teachers should take these factors into account to improve the learner’s ability to learn a new language. This will help the student be better informed about their preferences for learning, learning style, and further develop study skills effectively.

### *Managing Learning*

According to Spratt, Pulverness and Williams (2005), the language that teachers use in the classroom must be appropriate for the classroom function and for the level and age of the learners. Teachers might explain to learners how to do an activity, how to organize a project they are doing, the meaning of vocabulary or why a correction is needed. If teachers give clear instructions then they are able to carefully prepare for the next lesson, knowing the strengths and weakness of the students. This will allow a smooth transition from one stage to another.

Spratt, Pulverness and Williams (2005) argue that feedback is really important because it helps learners to understand what their problems are, and how they can improve their learning.

Tomlinson and Imbeau (2010) claim that when teachers give instructions it is crucial that instructions are clear. In order for this to happen there are two general rules for giving instructions. They must be kept as simple as possible, and they must be logical. The authors also suggest that some questions teachers should ask themselves before giving instructions include: What is the important information I am trying to convey? What must the students know if they are to complete this activity successfully? Once given the instructions it is important to make sure the students have understood. This can be done by asking a student to explain the activity or getting someone to show the other people in the class how the exercise works.

Tomlinson and Imbeau (2010) argue that in managing time we must remember that not all students will finish their class activities at the same time. Teachers must prepare routines for students that complete a task before the others, or for the ones that need more time to do it.

### *Lesson Design*

Gover and Walters (2005) argue that lesson planning is a vital component of the teaching – learning process. Proper classroom planning will keep teachers organized and on track and it will help students to reach objectives. The better prepared the teacher is, the more likely she/he will be able to handle whatever unexpectedly happens in the lesson.

According to Spratt, Pulverness and Williams (2005), lesson planning helps the teacher to be more organized and more confident when delivering the lesson. Planning a lesson gives a sense of direction in relation to the syllabus. When planning a lesson teachers have to include some aspects such as the aims to be achieved, the contents to be taught, the group to be taught, the lessons to be included, the tasks to be presented and the resources needed.

#### *Class size*

According to Tyre (2011), small class size is essential for learners. There are many advantages to teaching a small group. Some of these include: comfort, personalized support, and space to perform activities. Teachers and students often feel more comfortable in smaller classes. With a smaller class some teachers feel they can design customized lessons to meet the needs and interest of all the class members. These types of classes seem to be more student-centered and often more communication is possible than in large classes.

Spratt, Pulverness and Williams (2005) suggest that when teachers work with small classes they have plenty of space to move around in the classroom. Knowing that there is a small amount of students, teachers may pre-plan an outside excursion or have a spontaneous one. Students will be less likely to miss school because they feel they belong to a group. Teachers will also be able to provide detailed feedback when marking assignments and tests, giving them more opportunity to analyze their mistakes and grow from them.

Tyre (2011) claims that there could be challenges for teachers such as student's attendance, boredom of working with the same people, and anxiety to participate. Boredom can come when they get tired of working in the same group or pairs. There may also be a decrease of energy in small groups. Anxiety can happen to those students who are used to blending in with large size classrooms. They may feel uncomfortable and you will have to take special measures to help them gain confidence. Activities also seem to finish quickly therefore teachers need to prepare more lessons or games.

#### *Classroom space and seating arrangement*

Gower, Phillips and Walters (2005, p.21) suggest that "anxiety which is closely related with seating arrangements depend on many factors such as the size of the class, the size of the groups, the types of activity and the style of the furniture." Seating arrangements can determine attitude toward each other and the teacher. A horseshoe arrangement or a double horse shoe if there are more than sixteen students is a common seating arrangement. The café style is also acceptable as long as the students are able to see the front of the class.

As Partin (1999) reports, other factors to consider while choosing where to place the students are: whether the student is quiet or outgoing, weak or strong. Teachers have the authority to move students politely but firmly.

#### *Classroom and Teaching Resources*

According to Spratt, Pulverness and Williams (2005), teachers are able to use different resources. Some of which include CD players, overhead projectors, and flash cards. These are used to enhance the learner's development. Being able to manage

equipment and materials will help develop language skills. Spratt, Pulverness and Williams (2005) report that aids are the resources or equipment available in the classroom, as well as the resources that the teachers bring into the classroom, teachers are able to choose the material aid by knowing the aim of that lesson.

Gower, Phillips and Walter (2005), state that teachers use aids such as a board. On the board it is important to remember to write neatly, legibly, and be as straight forward as possible. Some teachers use overhead projector. Visuals are easy to manipulate especially when they are real objects instead of pictures or photographs. Computers are teaching aids that students seem to be interested in.

#### *Classroom Observation*

Brown (1995) argues that observation may be done for teacher's growth, analysis, and research or teachers performance evaluation. Brown (1995) reports that performance evaluation can be worrying for some teachers as this may have a consequence regarding payment raise, promotion, continued employment or termination. He also suggests that the purpose of any classroom observation should be clearly explained before it happens. The focus of the observation may include how the teacher starts and ends the lesson, the allotted time, and assignation of tasks to the students.

According to Richards (1998), there are different types of observations the institution may do. Administration observation can be extremely nerve-racking for some teachers. Consequently teachers may prepare a "special" lesson for that day. At this point students may also feel nervous as they see someone observing the classroom. As a result students can become quiet, or on the contrary they can start being overly verbal.

Most teachers may see this as an opportunity to improve their teaching, while others might simply want to give a good impression to the observer. Despite the fact of how the teacher assimilates this process, observation may still be an important part for the educator's effective development.

It is important to analyze some of the previous research that has been done about the factors that influence the English language teaching learning process. It will help us with some conclusions to improve the teaching process in our country.

A research study has been done by Aduwa and Iyamu (2006) about "Factors affecting quality of English language teaching and learning in secondary schools in Nigeria". The study was done in public schools of Nigeria. According to the author of this research, it was evident that schools in Nigeria should be provided with more adequate and a variety of instructional media. As a conclusion teachers in Nigeria should become more familiar with a variety of supported instructional media. Instead it can be seen that they have been relying on textbooks, chalkboard and lecture method. Using other equipment such as technology, language laboratories, audio and video can be more effective in the process of English Language learning. Thus, it is highly recommended by the author that the federal government give priority attention to this issue therefore allowing the children to improve their learning.

Some limitations that were found include Nigeria being far behind time in offering multiple pathways to teaching and learning English as a second language. Olaboopo (1998) found that "the system has been witnessing steady decline with the percentage of students who failed English Language examinations fluctuating between 55% and 75%

in the past ten years.” Secondary students were also at a disadvantage once finding themselves in universities due to poor preparation in the language education. Ecuador is not very far from this reality, most of the students who go to university have a very low English level.

There was also another research done in Haryana State, India by Vanite, Phil, and Veena (2012) under the title “Factors Affecting Quality of Teaching-Learning of English Reading at the Secondary School Level.” The sample size was 100. The secondary English teachers that were randomly selected from 5 districts of Haryana State. The results disclose that the education system is responsible for the unstable situation in English. Limitations that were found by the author include lack of English-speaking and listening environment.

There is also lack of teaching aids such as language labs and frequent change in government policy in education. The methods and cultural factors were to some extent responsible. It is suggested by the author to make modifications with trained faculty and essential infrastructure. This is very close to our reality because most of the schools do not have laboratories or an appropriate infrastructure.

A research was done in Thailand and Vietnam by Attapol (2010) about “Factors Affecting Language Learning Strategy”. In this case the participants were two groups of university students that were drawn from two public universities. The results showed that “motivation is the most significant factor affecting the choice of the strategies, followed by experience in studying English, and gender, respectively.”



According to the study made by Madrid (1995) under the title “Internal and external factors in language teaching” there are some studies that may be done in the teachers’ classroom. A questionnaire may be enough to explore the situation in their class. The teacher and the learner are the two main protagonists in teaching and learning.

This study can be done to further improve and develop better teaching and learning practices in the classroom. The author found: “when the learning process takes place in a natural setting or in a informal setting with little emphasis on academic tasks and more emphasis on communicative skills, the student's social class does not seem to be so relevant.” As a result it is not the social class of the student that determines their development, it is their previous experience, attitude and motivation.

There is a study made by Lucas from the Philippine ESL Journal (2010) under the title “The Intrinsic Motivation Factors in Second Language Learning” involving 240 freshman college students from different universities and colleges in Metro Manila. In this study the author found that students are motivated to learn these linguistic skills in finding it interesting and relevant to them. By applying this knowledge teachers are able to plan more efficiently their lessons. By doing this the students will be able to achieve their learning goals which may bring benefits to them in the future.

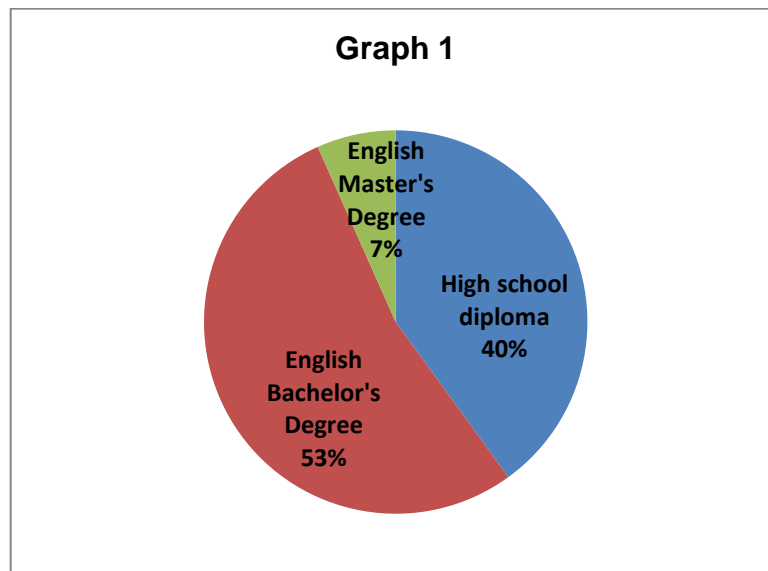
## Description, Analysis and Interpretation of Results

The quantitative analysis was made based on the teachers' questionnaires, the students' questionnaires, the observation sheets and the teachers' interviews. According to the variables that are: factors concerning teachers, factors concerning students, factors concerning classrooms and factors concerning educational institutions, each question was analyzed with a graphic of percentages and criteria based on the information from the literature review and the different questionnaires.

### Quantitative Analysis

#### *Factors Concerning Teachers*

*Which level of education do teachers have?*



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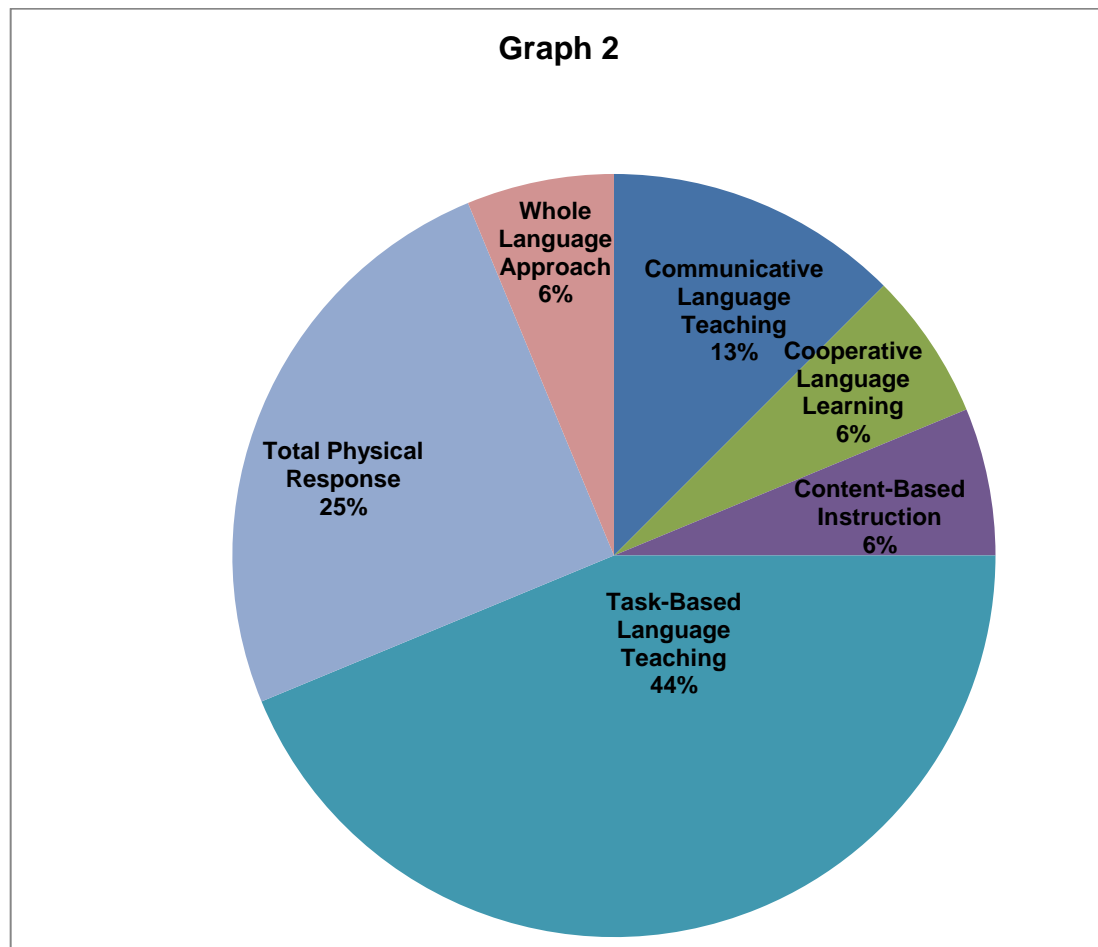
Source: private high schools

Fifty three percent of teachers have an English teaching Bachelor's Degree that means they have the knowledge to teach and they know the methodology, they are also approved as teachers by the government. Forty percent of teachers only have a high school diploma, some of them started working as teachers because they know English and they are studying in an English major now. Other teachers have other professions, they have to get their diploma otherwise in the future they will not be able to work as English teachers.

Seven percent of teachers have a Master Degree in teaching English that means they are well prepared for teaching. It is not only necessary to speak English to teach it, teachers must know the methodology to teach in a better way, because each methodology has different strategies that help teachers to make students get the target language.

As cited in Ministerio de Educacion (2012) teachers must reach a minimum level B2 according to the Common European Framework of reference. Teachers must also have an English teaching Bachelor's Degree or must get one in order to teach English. The government is preparing and testing teachers regularly in order to improve the English level in students.

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



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Source: private high schools

According to the questionnaires forty four percent of teachers use the task-based language method in their classes that means that students achieve their goals using English as a tool. The oral communication is essential for doing a specific task. Most of

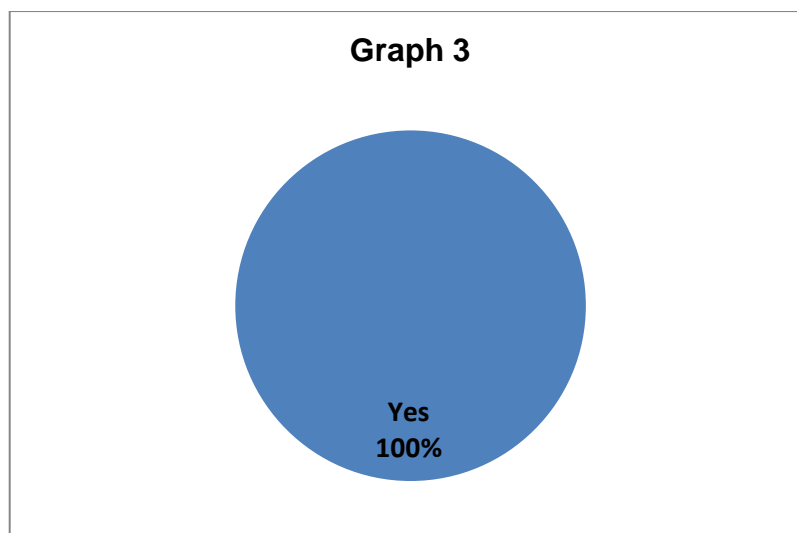
the teachers work with task based language method because as Richards,J.,and Rodgers (2001) claim, students learn with activities that involve real communication and activities in which language is used for carrying out meaningful tasks.

Twenty five percent of teachers use the Total Physical Response method, they say that it is a way to make classes interactive and that students react to it in a good way and they learn without translation. This method uses physical movement to react to verbal input. As cited by Brown (2000) this method reduces learner's stress by using game-like movements, it consists primarily of commands which children respond physically before they begin to produce verbal responses.

Thirteen percent of teachers use Communicative Language teaching, this method allows interaction and communication, learners are involved in authentic language use. Six percent use Content Based Instruction, in this method students develop linguistic ability using the language as a tool for developing knowledge. Six percent of teachers use Whole Language Approach in which students read and write for real purposes, and six percent use Cooperative Language Learning in which students work together in small groups to accomplish shared learning goals. Other methods are not used.

According to the teachers interviews I could notice that not all of them are familiarized with the methods so they just answer without knowing the information. Some of the teachers use the methods in a mixed way and some of them just use their own style.

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

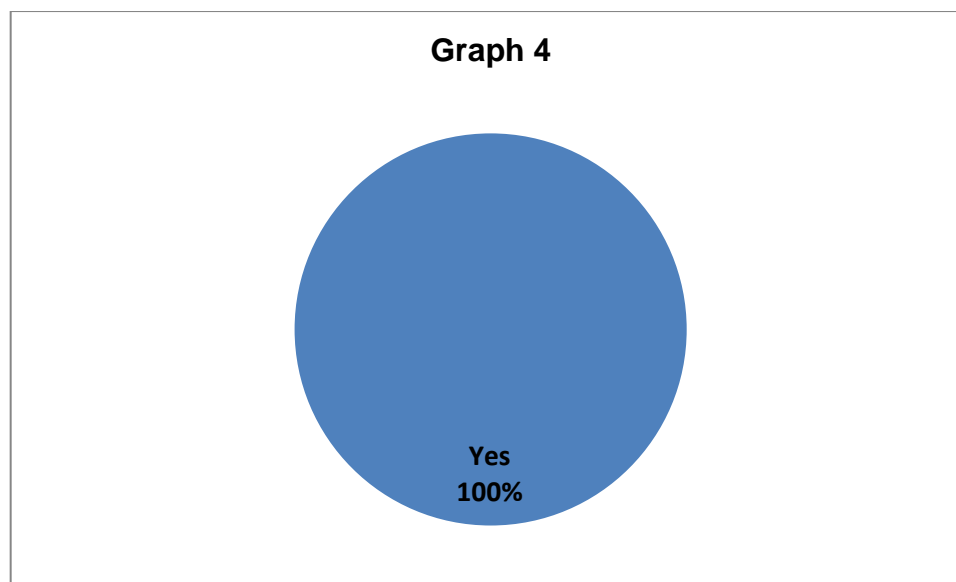


Author: Vela Eguiguren, María Fernanda

Source: private high schools

One hundred percent of teachers according to the questionnaires use whole-group activities for the students to interact with the whole class, to encourage fluency, to explain new ideas, to play some motivating games and to summarize a lesson. Cooper (1993) suggested that students learn more from whole class teaching which involves explanations and questioning techniques. Using whole class activities teachers organize students in such a way to make all of them participate together. The larger the group more variety there is in ideas, opinions and experiences which can contribute to the learning process. Whole class activities ensure teacher's access to all students. It works well when it is used to explain new ideas and concepts and at the end of any lesson to summarize what has been taught.

*Do teachers use individual activities to teach their lessons?*

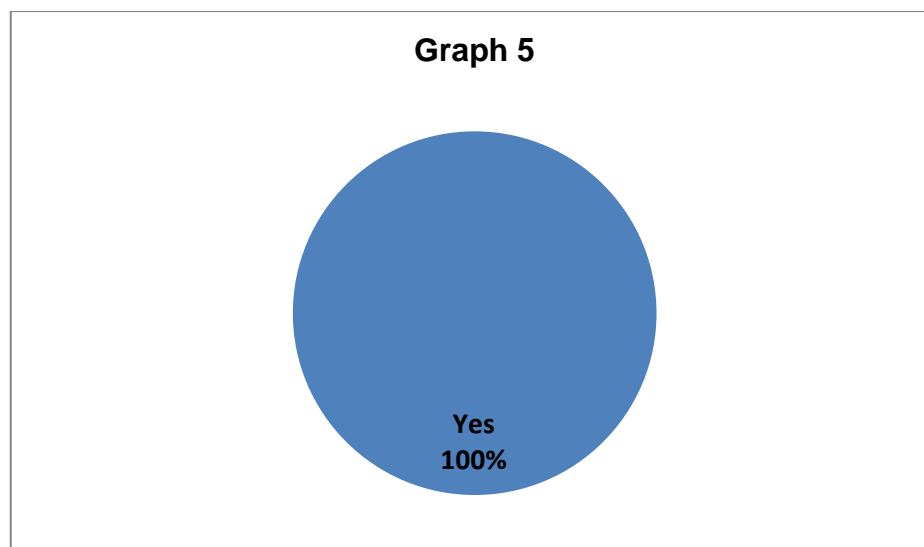


Author: Vela Eguiguren, María Fernanda

Source: private high schools

One hundred percent of teachers use individual activities. They said that these are important to evaluate the achievement and level of each student. They use individual activities because each student is different and learns in a different way and sometimes some of the students don't work in groups so the teacher cannot evaluate their knowledge.

*Do teachers use group activities to teach their lessons?*



Author: Vela Eguiguren, María Fernanda

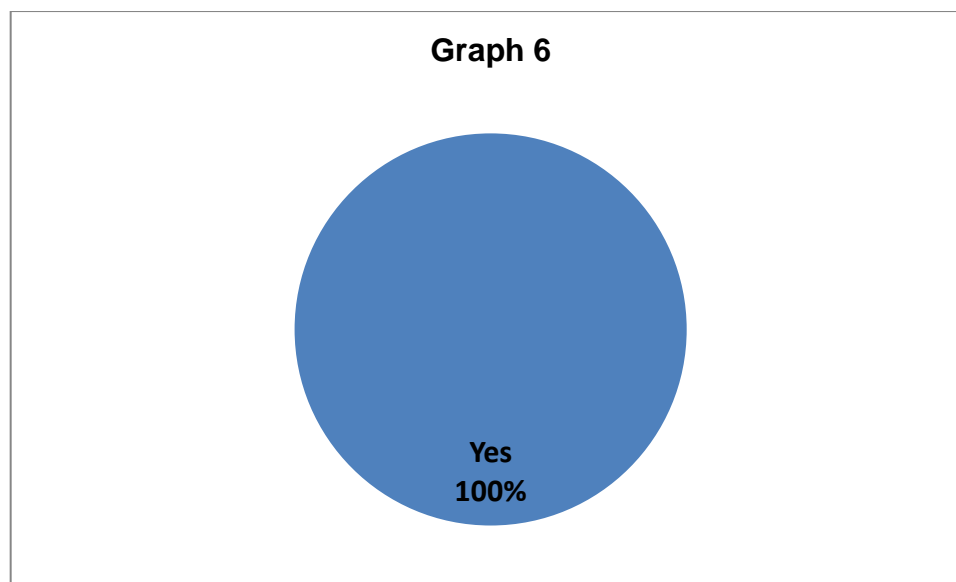
Source: private high schools

One hundred percent of teachers use group activities because it is very important to practice cooperative learning activities and it helps to improve their speaking skill.

Brown (2000) reported that group work enhances students' understanding. They learn from each other and benefit from activities that require them to articulate and test their knowledge. Students can also help each other and they get to know their classmates. Students learn how to correspond and share ideas. Students learn to respect and value each others' contribution. Some students love group activities because they can share with their partners and discover the new language together, but other students argued that only some of them work and the others do not, in that case it is not fair and sometimes it becomes a problem.



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



Author: Vela Eguiguren, María Fernanda

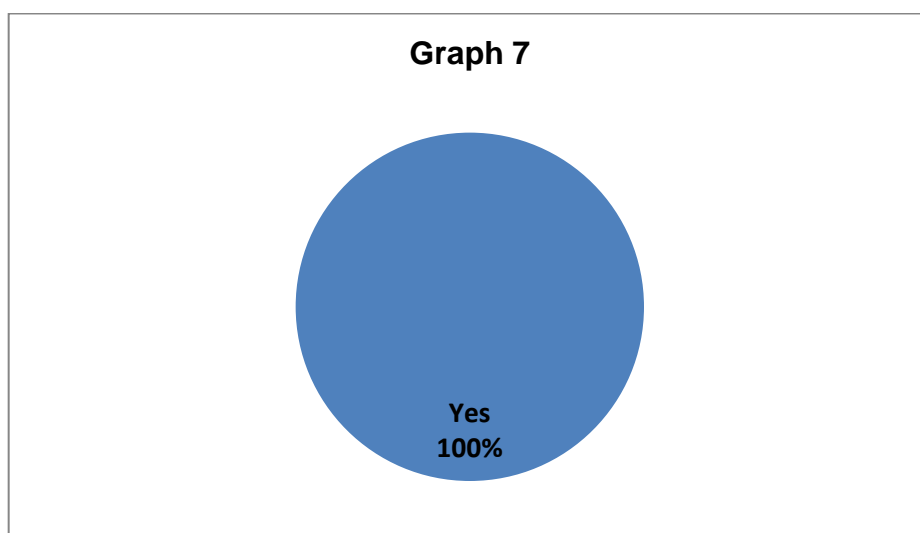
Source: private high schools

One hundred percent of teachers use English most of the time in their classes because that is the way in which students familiarize themselves with the language and learn it. As Krashen (1982) mentioned in the natural approach method the teachers must speak only the target language in the classroom .

According to the students not all the teachers use English most of the time, in some cases because they have to deal with things related to tutoring that must be treated in Spanish and in other cases they translate things for students to understand.

Despite the fact that some methodologies suggest the translation as a strategy to teach something students find difficult to understand, teachers must speak most of the time English. If students don't understand a word they must find the way to teach them, maybe using pictures, or mime, or real objects, or an English-English dictionary, but never translating, in this way students learn the language in a better way. As Brown (2000) reports about the Total Physical Response method, children acquire their mother tongue listening to the people around them and speaking when ready, that is why students should be taught in the target language.

*Do teachers plan their lessons?*



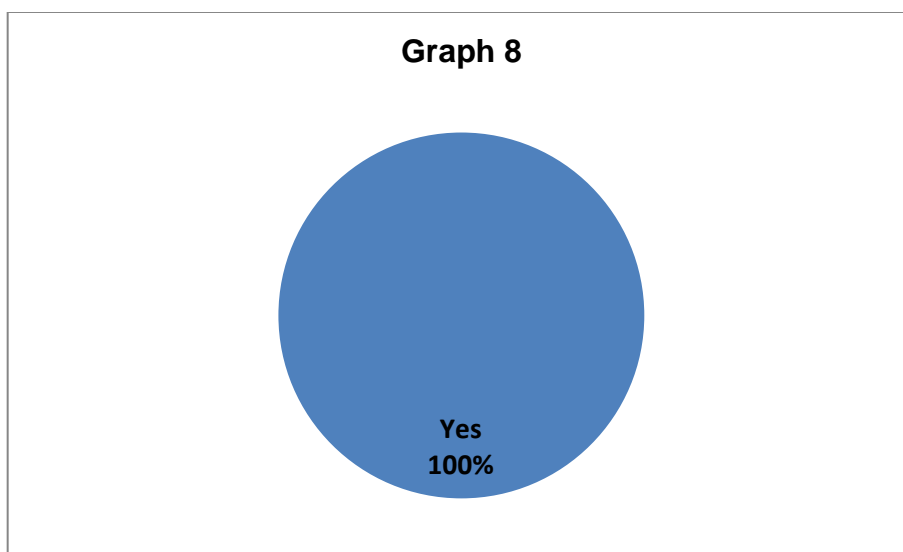
Author: Vela Eguiguren, María Fernanda

Source: private high schools

One hundred percent of teachers plan their lessons to be organized and achieve their goals. They also need to follow the class process. As they said it is important to be prepared, although during the class maybe there will be some adjustments to make.

Nowadays it is a requirement to plan lessons in the institutions and they must be checked before being used. Planning is important because the teacher needs to identify his or her aims for the lesson and they need to know what their students will be able to do. When teachers plan they know which resources they are going to use and they can predict possible problems and therefore consider solutions.

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



Author: Vela Eguiguren, María Fernanda

Source: private high schools

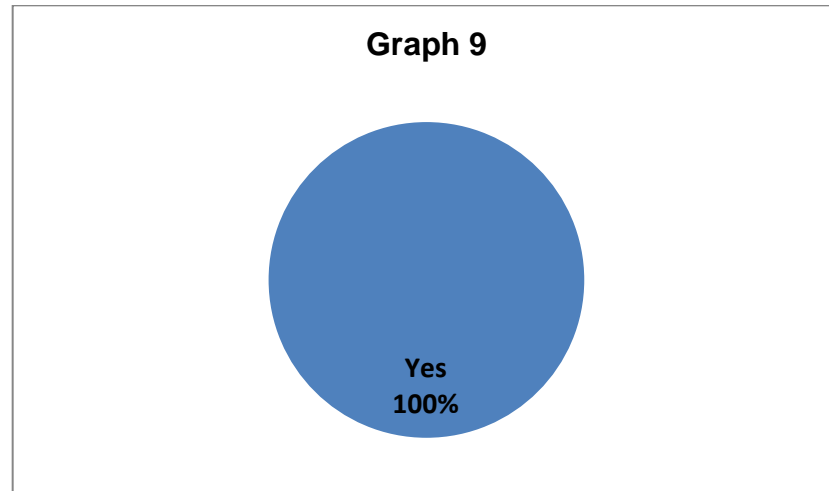
All teachers consider aspects such as discipline, timing, feedback and instruction because that is the only way in which the lesson will develop according to the plan. These aspects are part of the classroom management. Tomlinson and Imbeau (2010) claim that it is crucial that instructions are clear and logical.

Each part of the lesson must be complete according to the plan so the teacher must tell students how much time they have for a specific activity and they must finish it according to that. Instructions must be clear and logical. Feedback is not possible in all the classes but it helps to correct mistakes. As Spratt, Pulverness and Williams (2005) argue, feedback is really important because it helps learners to understand what their problems are and how to improve their learning. In some classes according to the observations teachers should control discipline in a better way. Tomlinson and Imbeau (2010) claim teachers can control discipline by using direct instructions, monitoring the class, with positive discipline, clear instructions and having the attention of everyone before starting the lesson.

According to the observation in some classes timing was not according to the lesson plan and Spratt, Pulverness and Williams (2005) argue that the efficient use of time is an important variable in helping students achieve goals and making the classroom a pleasant place for teachers and students.

### *Factors Concerning Students*

*Do teachers consider students' needs to teach English successfully?*

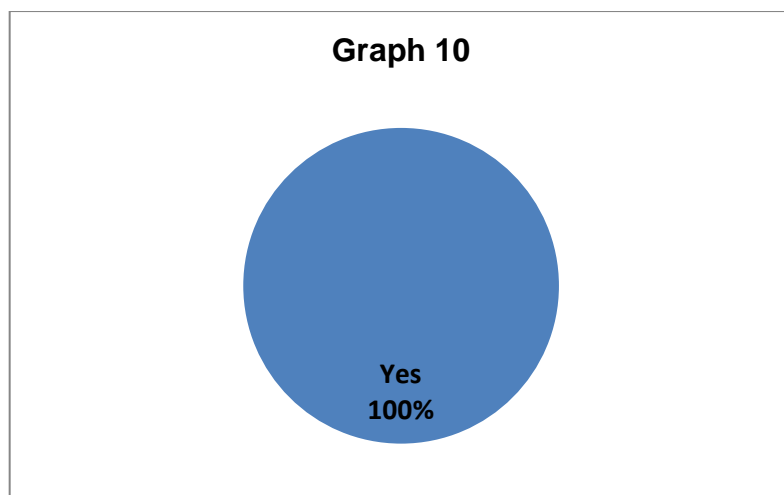


Author: Vela Eguiguren, María Fernanda

Source: private high schools

According to the questionnaires and interviews, a hundred percent of teachers consider students' needs to teach English successfully. All the students are different, with different learning styles so it is important to know and understand them. When teachers consider students' needs they can catch students' attention easily and motivate them to develop their skills and their English learning. According to the students some teachers just give the class but they don't think about aspects that motivate them or they don't consider which type of learner they are to prepare material. Teachers should be prepared for each different learning style to provide students with the best way in which they will learn.

*Do teachers consider students' level to teach English successfully?*

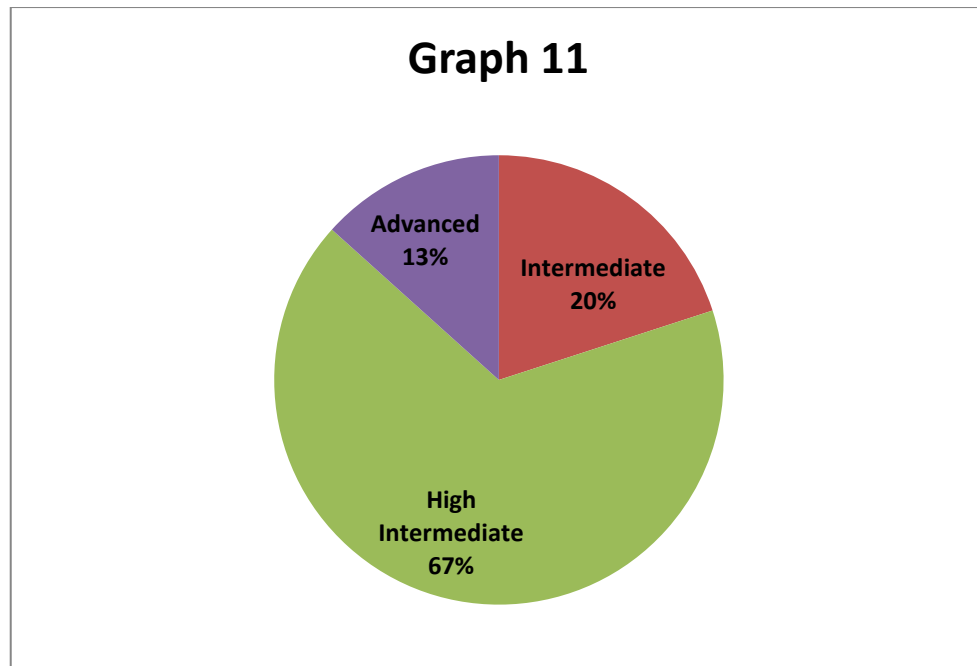


Author: Vela Eguiguren, María Fernanda

Source: private high schools

All the teachers consider students' level to teach English successfully, because if they know their level and knowledge they can prepare the class according to the contents for their age and activities they like. In the same class they can have different level of students and they should prepare different activities, in this case everybody can work. They should also evaluate in a different way with charts or phases to motivate the learners that are at a different level until they reach the level of their classmates. Teachers must also prepare their lessons because students like different games, songs, readings, topics according to their age in this way they will take advantage of the learning activities.

*Which is the level of the students?*



Author: Vela Eguiguren, María Fernanda

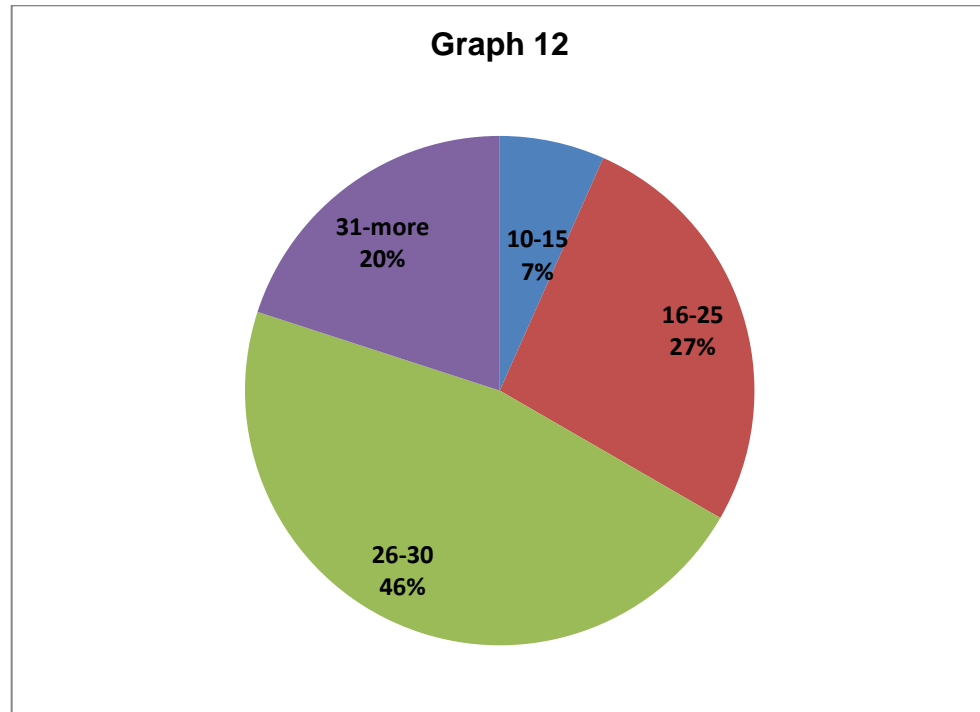
Source: private high schools

Sixty seven percent of students are in a high intermediate level, twenty percent are in Intermediate level and thirteen percent are in advanced level. Most of the high schools have a good English level but since the questionnaires were made in 8<sup>th</sup>, 9<sup>th</sup> and 10<sup>th</sup> level it is understood that most of them have a high intermediate level.

None of them have a basic level that is because they are all in high school. During the observations I noticed that most of the students have a good English level and teachers motivate them to speak English all the time, they are not afraid to talk that means that they practice every day in class.

## *Factors Concerning Classrooms*

*How many students are there in the observed classrooms?*



Author: Vela Eguiguren, María Fernanda

Source: private high schools

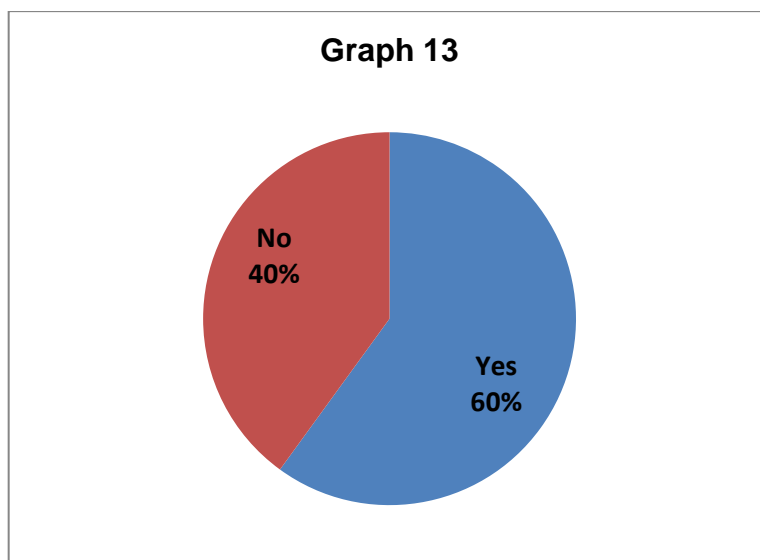
In forty six percent of the observed classes there were 26 to 30 students, in twenty seven percent of the classes there were 16 to 25 students, in twenty percent of the classes there were 31 or more students and in seven percent of the classes there were 10 to 15 students.



As we have seen, schools are trying to minimize the number of students per class for a better learning, but in some cases they have to create new classes to reduce the number of the students but they do not do it because they do not have the space or money for the implementation and to pay more teachers.

According to Tyre (2011), small class size is essential for learners, some advantages include comfort, personalized support and space to perform activities, but other authors refute this claim concluding that class size has little to no impact on objective student outcomes.

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

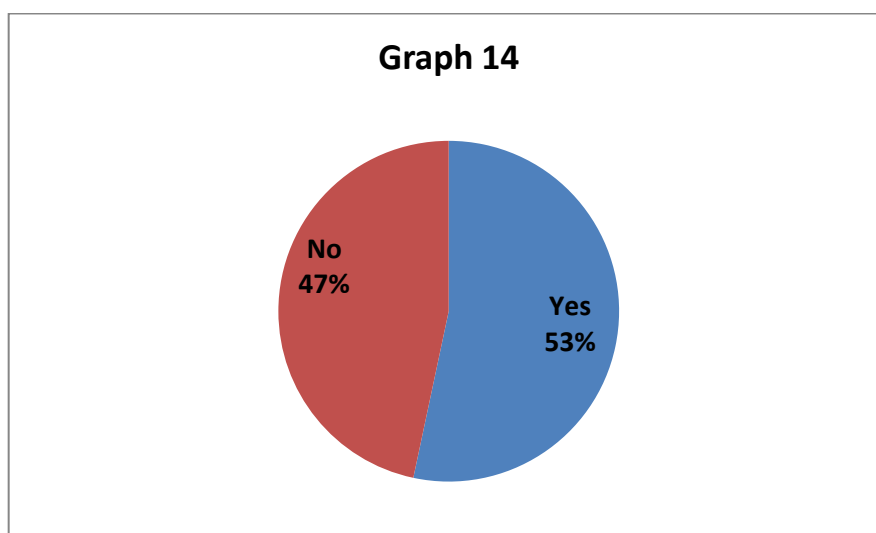


Author: Vela Eguiguren, María Fernanda

Source: private high schools

Most of the teachers feel comfortable with the number of students they are working with. That is sixty percent of teachers. Forty percent of teachers do not feel comfortable because they said that it is difficult to work with a lot of students and they cannot give feedback to them all the time or check all that they have done. When teachers work with smaller groups, students can practice more and everybody has the chance to talk. Other teachers argue that they can manage the group that is given to them even if it is a small or large group.

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



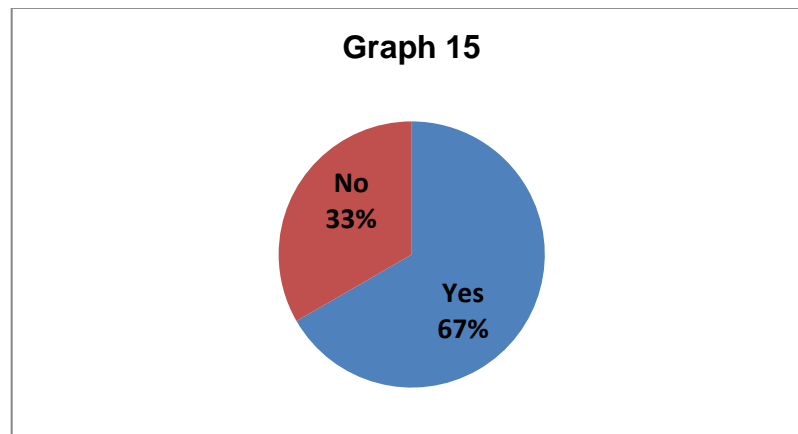
Author: Vela Eguiguren, María Fernanda

Source: private high schools

Fifty three percent of the teachers have enough space to work with the number of students they have been assigned. Forty seven percent of teachers do not feel that the space is sufficient because they have a lot of students and when they want to do other activities such as role plays, games or group expositions, they cannot do them because the class is crowded with seats and students. So instead of making the classes bigger the number of students must decrease in order to have a better learning.

As Spratt, Pulverness and Williams suggest, when teachers work with small groups they have plenty of space to move around in the classroom and it helps with the positive development of the class by doing different activities and monitoring the students learning.

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



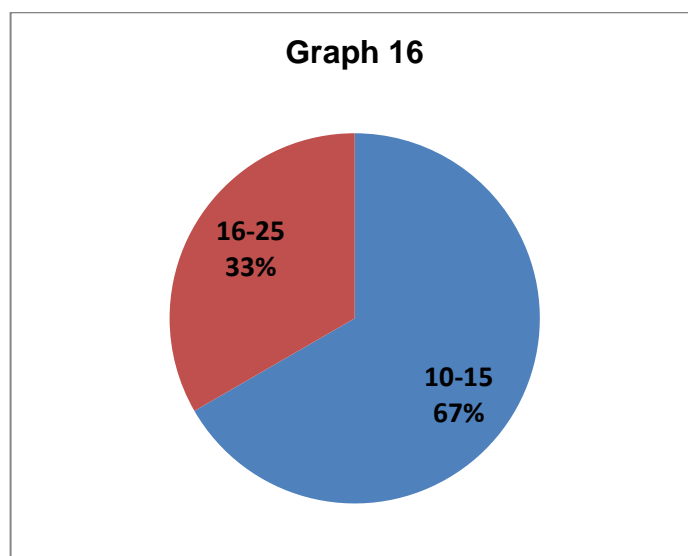
Author: Vela Eguiguren, María Fernanda

Source: private high schools

Sixty seven percent of teachers arrange student's seats in relation to the activities planned for their classes. That means that they make rows in a theory class, or groups in a group activity, or a big circle in a discussion class, if they have the sufficient space for it.

Thirty three percent of teachers do not have enough space to arrange students' seats in the way they would like. They cannot teach efficiently because they want to make different activities, but since they have a lot of students and a small class it turns difficult. Seating arrangement can determine attitude toward each other and the teacher. All the students want to be an important part of the class so teachers must think about it when they arrange seats.

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



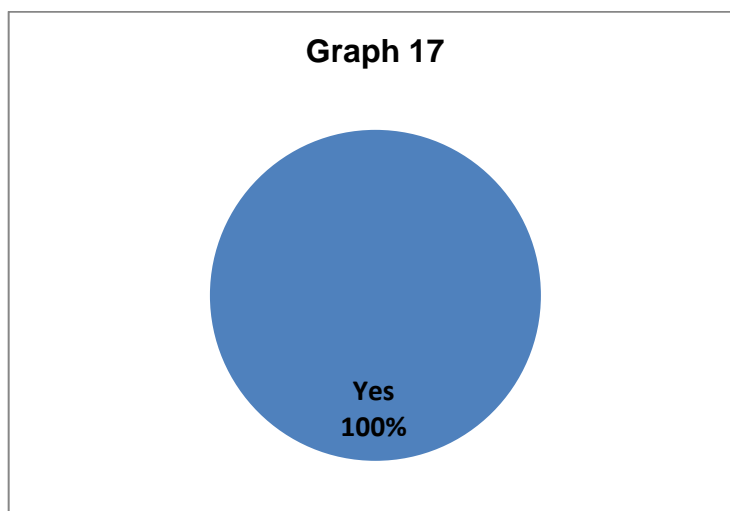
Author: Vela Eguiguren, María Fernanda

Source: private high schools

Sixty seven percent of teachers think that a group of 10 to 15 students is the appropriate number to teach English. Thirty three percent think that the group they are working with (16 to 25), is the appropriate number because they do not have trouble working with them.

Nobody thinks that more than 25 students is the right number. There are many advantages to teach small size classes as meeting the needs and interest of all the class members, giving feedback and being more student centered. More communication is possible than in large classes. As it has been observed the small classes work in a better way, the learning was more motivating and interactive and students enjoy it.

*Do teachers use teaching resources?*



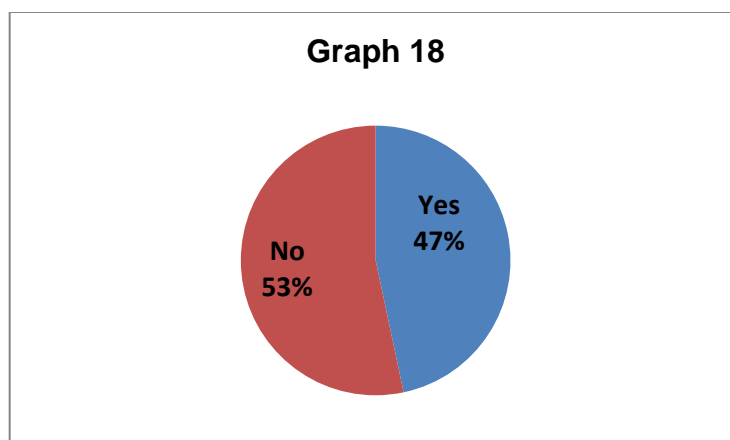
Author: Vela Eguiguren, María Fernanda

Source: private high schools

One hundred percent of teachers use teaching resources because they enhance the learner's development. Teachers have to choose the resources according to their planning and aim of the lesson. Some teachers use tv, dvd, internet, cd player, the board, projectors, flashcards, computers, real objects, newspapers, etc. Students love when teachers use resources, they said that the classes are better when they use them but that they do not always do it even if they have different resources in the classrooms.

During the observation I noticed that only few teachers used the cd player to work with the book, they did not used another resources but they said that they do it eventually depending on the lesson.

*Do teachers consider the resources they have in their classes sufficient ?*



Author: Vela Eguiguren, María Fernanda

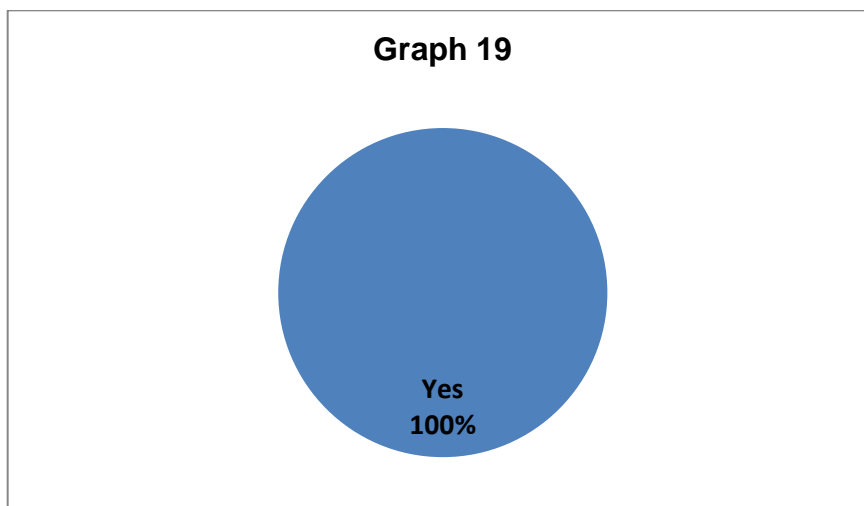
Source: private high schools

Fifty three percent of teachers do not consider the resources they have in their classes appropriate. Some of the teachers have to take their own computers, projectors and different things to teach the class. They also need internet in some cases but they said that the authorities do not let them use it. Forty seven percent consider that they are appropriate since they have a tv, dvd and cd player in most of their classes.

It is really important that the institutions provide teachers with all the resources that they need. They have to invest but the reward is really good because students learn in a better way and that means that the school has a good reputation. The students from this decade learn with technology and improve their learning if teachers use different technological resources. As Spratt, Pulverness and Williams (2005) report, technological resources are used to enhance the learner's development, they will help develop language skills.

### *Factors Concerning Educational Institutions*

*Do the institutions review teachers' lesson plans?*



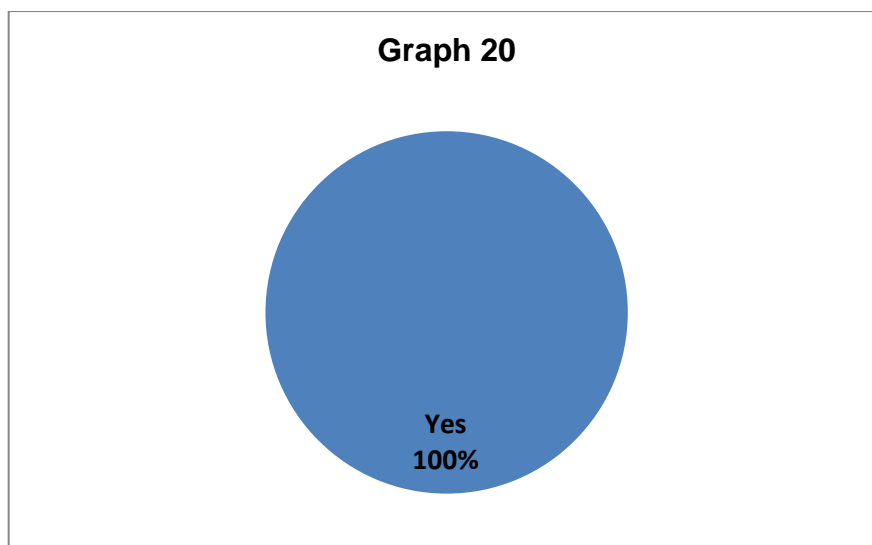
Author: Vela Eguiguren, María Fernanda

Source: private high schools

One hundred percent of teachers have to give their lesson plans to be checked before giving the class. Some of them are reviewed once a month, and others 3 times a year. Only in the case of new teachers some institutions review the plans once a week to help them improve their teaching. All the institutions have to present lesson plans according to the government requirements.



*Do the institutions monitor teacher's teaching?*



Author: Vela Eguiguren, María Fernanda

Source: private high schools

One hundred percent of institutions monitor teachers' teaching. Some of them do it once a year, others 3 times a year. This is also a requirement because they must control that the class is being given according to the plans and to check in what way the teacher is managing the group and the subject.

Sometimes it is not a good reference because teachers are nervous or the students do not behave in the way they do all the time, that is why the supervisors must not tell the teacher when are they going to observe the class, in this way everything goes naturally and they may also be prepared for any situation that was not according to the plan.

## Conclusions

After analyzing the factors that influence the English language teaching-learning process there are some conclusions that can help improve the level of students and the way of teaching in our country.

In the first place, a considerable number of teachers do not have the English Bachelor's Degree, they just speak English but they do not know the methodology to teach. Other teachers do not know the teaching methods and techniques to improve their lessons.

On the other hand, teachers need to know the learning styles because some of them just teach all the students in the same way and do not prepare with resources that can help the different learners. Teachers must motivate students constantly with different activities according to their needs.

In addition, some classes have a lot of students so it is difficult for the teacher to check that everybody is learning, to give feedback and to work in different activities. Communication is more difficult with larger groups and each activity needs a different seat arrangement that is not possible with so many students.

In the same way, some teachers do not have the resources to work effectively. Sometimes they have to take them from their homes and that is something they do not like or in some cases they do not use them. That is not appropriate for students because they need the different resources to learn in a better way.

Also, the institutions that were observed in this study monitor classes and that is a good way to check that teachers are performing their classes according to the plan they design. They do it once a year or three times a year, it is better if they do it frequently because in this way they can correct mistakes and improve teaching.

Clearly, most of the teachers manage learning in the appropriate way. They care about discipline, timing and feedback. According to the observation, other teachers do not control discipline in a good way and do not respect times for each part of the lesson, and as a consequence, they cannot complete the plan. It seems that they do not know how to manage learning in the correct way.

Finally, English language teaching learning process is influenced by different factors that involve teachers, students and institutions. Teachers must have the appropriate level to teach, institutions must provide them with the resources and training that they need and students must collaborate for the positive development of the lesson.

## Recommendations

After analyzing the conclusions of this research there are some recommendations to improve the English language teaching learning process in our country.

In the first place, each class must have a small number of students so they can improve their learning. In smaller classes there is more communication, teachers can give feedback, more activities could be developed and the seats can be arranged in different ways according to the prepared activities. Tyre (2011) suggests the advantages of teaching a small group include: comfort, personalized support, and space to perform activities. According to the research there should not be more than 20 students in each class to perform activities in a better way.

Additionally, all teachers must have at least the English Bachelor's degree to teach and the institutions must give them constant training about teaching methods, managing learning and other important topics that are really important to develop an efficient lesson. Consequently, teachers must have at least a B2 level according to the Common European Framework of Reference for Languages to teach English and a Diploma that certifies their knowledge.

On the other hand, institutions must invest in resources so teachers can teach in a better way. It is in benefit of the students because they need technology to learn. As Spratt, Pulverness and Williams (2005) report, technological resources are used to enhance the learners' development they will help develop language skills. They must

motivate teachers giving them what they need to achieve their aims. Every class must have at least a TV, a cd player and internet.

Undoubtedly, institutions should monitor teachers at least twice a year in order to give them a feedback of their lessons and check if they are using the different methods. The monitors must give confidence to the teachers telling them that the visit is only to improve teaching so they can develop the class normally. Feedback is really important because in this way teachers can improve their lessons with others point of view. The monitor must meet the teacher after the observation to discuss some points in order to improve the class for the benefit of the students.

Also, the plans should be revised at least once a month to verify that the teacher knows what he/she is going to teach and to check that the learning is according to what is planned.

Certainly, teachers should arrange students in different ways according to the lesson. In this way students learn in a better way and they feel comfortable and they feel that they are part of the class. It depends on the number of students but if there are not a lot of them, it is better if they are arranged in circles or a horse shoe arrangement. Seating arrangement must be considered because it can determine the attitude toward each other and the teacher.

In addition, different activities must be performed in the class. Individual work is really important because in this way teachers can evaluate each students' necessities and faculties. Also, whole group activities are significant because students interact with

the whole class to encourage fluency, to explain new ideas, to play games and to summarize a lesson. And group activities are great, because students learn from each other and benefit from activities that require them to articulate and test their knowledge.

Finally, for a better learning of students, teachers should be motivated. Institutions have to provide them with the resources that they need and a number of students that they could handle, in this way everyone wins.

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**UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA**

*La Universidad Católica de Loja*

**MODALIDA ABIERTA Y A DISTANCIA**

**CARRERA DE INGLES**

**STUDENT'S QUESTIONNAIRE**

<b>EDUCATIONAL INSTITUTION:</b>	
<b>DATE:</b>	
<b>YEAR:</b>	

**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? _____	

**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 aprender 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**



**UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA**

*La Universidad Católica de Loja*

**MODALIDA ABIERTA Y A DISTANCIA**

**CARRERA DE INGLES**

**TEACHER'S QUESTIONNAIRE**

<b>EDUCATIONAL INSTITUTION:</b>	
<b>DATE:</b>	
<b>YEAR:</b>	

**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?**

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

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

<b>Students' Level</b> ( <i>Basic, Intermediate, High Intermediate, and Advanced</i> )	
YES ( )	NO ( )
Why? _____	

**4. Which is the level of your students?**

<b>*Students' Level</b>			
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 ( )
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**15. Do you arrange students' seats in relation to the activities planned for your classes?**

YES ( )	NO ( )
Why? _____	

**16. How many students would be 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**

**OBSERVATION SHEET**

<b>EDUCATIONAL INSTITUTION:</b>	
<b>DATE:</b>	
<b>YEAR</b> (desde 8vo básica a 3ro bachillerato):	

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

<b>*Students' Needs</b> ( <i>age, personality, attitude, aptitude, motivation, and learning styles</i> )	
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)**

<b>*Students' Level</b>			
Basic ( )	Intermediate ( )	High Intermediate ( )	Advanced ( )

**3. Which of the following methods were 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 were 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	( )
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**8. Do students have enough space to move and participate in dynamic activities?**

YES	( )	NO	( )
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**9. Is the seating arrangement appropriate for the teaching-learning process?**

YES	( )	NO	( )
<hr/>			

**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. What is the percentage that the teacher uses English in class?**

25 %	( )	50 %	( )	75 %	( )	100 %	( )
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### TEACHER'S INTERVIEW

A1	Where are you from? Where do you live?
A2	Where did you learn English? How long have you studied English?
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	( )