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Factors that influence the English language teaching-learning process in

EFL/ESL classrooms.

TRABAJO DE FIN DE TITULACION

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DEDICATION

This thesis is dedicated first to God, then to my husband Santiago and my three kids

Christopher, Antony and Ashley for their love, time and patience through my career.

Maria Isabel Samaniego

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opportunity to become a professional, in the same way especial thanks to all the
teachers for their support.

CONTENTS

ABSTRACT

This research is focused on the factors that influence the English language teaching-learning process in EFL/ESL classrooms. The objective is to identify the factors concerning teachers, students and institutions where instruction takes place. The findings of this research contribute to supportive outcomes in order to improve the English language teaching-learning process.

The method used for this research was quantitative. The data was collected through teacher's questionnaires, students' questionnaires, classroom observation as well as teacher's interview.

This research took place in New York City where the participants were ESL teachers and ESL students. The students' English level varied from basic to advanced, in the same way their ages oscillated between 9 and 40 years old. All teachers and students were from different countries.

The findings of this research have reached to the conclusions that factors such as classroom space, the number of students in class, also consideration of students' needs such as: feedback, discipline, timing and instruction have been identified as the predominant factors that influenced enormously the acquisition of the English language teaching-learning process during instruction.

Key words: ESL, Teaching, Learning, Classroom, Process.

RESUMEN EJECUTIVO

Está investigación está basada en la identificación de factores que influencian en la enseñanza y aprendizaje del idioma inglés como segunda lengua. El objetivo es analizar factores relacionados con maestros, estudiantes y establecimientos educativos. El resultado aportará valiosa información para mejorar el proceso del aprendizaje y la enseñanza del idioma inglés.

El método usado para esta investigación fue cuantitativo. La información fue adquirida usando cuestionarios para maestros y estudiantes. Además, observaciones en las aulas de clase se llevaron a cabo por parte del investigador.

Está investigación se realizó en New York. Los participantes fueron maestros y estudiantes de ESL. El nivel de inglés de los estudiantes era variado de básico hasta avanzado, sus edades oscilaban entre los 9 y los 40 años de edad, todos fueron de diferentes países.

Los resultados de esta investigación concluyeron que factores como el espacio del aula, número de estudiantes en clase y aspectos como disciplina, la retroalimentación, el tiempo y la calidad de la enseñanza ejercieron un papel muy importante durante la enseñanza y el aprendizaje del idioma inglés como segunda lengua en clases.

Palabras Claves: Proceso, ESL, Enseñanza, Aprendizaje, Aula de Clases.

INTRODUCTION

Through globalization, English has become the universal language for communication, business, education and job opportunities. New York is a multi-lingual state where people speak different languages and dialects. These people learned their native language using a specific pattern of pronunciation, intonation, stress and phonology of their mother tongue. However, when they start learning English language which has its own set of patterns and rules, the confusion begins. This confusion moves us to find the factors that influence the English teaching-learning process. Once these factors have been identified and analyzed, the results complement helpful insights and conclusions in order to improve the English teaching-learning process.

The purpose of this research is to identify the factors that influence the English teaching-learning process. Also, a quantitative analysis concentrates on finding these factors.

In order to perform his research aspects such as: identifying students' English level and their needs in the classroom, determining the classroom condition in which English practice takes place, describing the characteristics of English teachers and defining institutional facilities and norms regarding quality of education need to be taken into consideration.

This research was supported by previous studies about the factors affecting the English teaching-learning process. According to Narayanan, Rajaseckaran, & Iyyappan (2008). The objective of their study was to examine the most important social-psychological factors such as motivation, attitude and language anxiety. Based on the results the researchers concluded that motivation, attitude and language anxiety have

influenced on students tremendously during the process of learning the second language. They also recommended that in order to learn the target language, students should be deeply encouraged, have a positive disposition and less language anxiety.

The second study was performed by Khamkhien (2010). The aim of the investigation was to determine three factors: how gender, motivation and experience in studying English affect the choices of learning language strategies. There were 136 students selected for this study. For this study 200 copies of questionnaires were given to first and second year students of each university. The conclusions showed that among these three factors, motivation was the most important element influencing the preference of the strategies, followed by experience in studying English, and gender as the least important. The researcher suggested that teachers should take into consideration the use of students learning strategies and focus on presenting more useful learning activities.

The third study was performed by Aduwa & Iyamu, (2006). In order to carry on this study three research questions were presented. 1) Do secondary schools teachers use instructional resources frequently in teaching English Language? 2) Do the English language teachers use appropriate methods in teaching English language frequently? And 3) Do secondary schools students in Nigeria learn English language in environment conducive to learning?

For this study three thousand senior secondary school students were randomly chosen from 30 schools situated in the six geopolitical zones of Nigeria. The research was developed in Nigeria.

The methods employed for this study were a questionnaire and observation schedules.

The results obtained showed that English language teachers did not often apply new instructional technologies and variation of teaching techniques in their classrooms. Besides, it was found that students learn under intolerant environment, which was normally disorganized and congested.

The author suggested offering a better learning atmosphere in public schools in Nigeria. Also, he mentioned that government authorities should give especial attention to education so that students can benefit of it.

The beneficiaries of this investigation are educational institutions, teachers and students. The educational institutions would benefit by reinforcing the teaching-learning process. Likewise, the teachers can use this for their future career since it would give them a clear idea of what to put into practice in the classroom. Similarly, students would advantage because teachers as well as educational institutions would provide the best teaching-learning environment in order to ensure a successful English teaching-learning process.

METHODOLOGY

In order to perform this investigation, it was necessary to search through bibliographic sources such as books, journals, websites and previous studies related to the factors that influence the English teaching-learning process to provide academic and scientific support to this research.

Settings and Participants

This study took place in New York, 15 classes were observed to gather the information. ESL teachers and students participated in the study and they were all from different countries such as Ecuador, Colombia, Haiti, United States, etc. The students' ages were between 9 and 40 years old.

Procedures

The first step in this investigation was to review the theoretical background that was based on ten different topics and five previous studies related to the factors that influenced the English teaching-learning process. This information was found in bibliographic sources and distributed in charts, one for each author, having a total of two charts for each topic.

The second step of this research was to collect data from teachers, students and observation questionnaires that took place during observation.

In order to collect the data 15 classes were examined in a period of two months. All the information was gathered through the sheets designed for students and teachers.

After the information was obtained from teachers, students and observation, the tabulation was done taking into account each answer given.

DISCUSSION

Literature Review

The number of students seeking to learn English has increased notoriously. People, especially in the United States, have come to the conclusion that a good level of English is essential in order to have a better life. The aim of this literature review is to address the factors that influence the English teaching-learning process. The topics to be covered are: the importance of teaching English as a foreign language, teaching approaches and methods, managing learning, lesson design, class size, classroom space, seating arrangement, classroom and/or teaching resources, classroom observation, learning styles, language aptitude and last but not least five studies introduced by other researchers that support this investigation academically and scientifically.

According to Weatherford (1986), nowadays the learning of English carries multiple advantages not only because people travel around the world or use the internet, but also because of different situations in our daily lives. He stated that understanding another language often indicates an understanding of another culture. In the same way, Ludo Beheysdt suggests that learning a foreign language is a very important tool, especially in countries with economic interests. Beheysdt insists that the United States should promote second language knowledge in order to acquire a fresh perspective in all forms of international collaboration. Ken Gude from the Center for National Security Studies agrees with Beheysdt thoughts. He claims that U.S.A. needs to support the foreign language proficiency programs in order to maintain its position as a global leader for international economics in this modern world.

In addition, Wolfgang (2007) restates the advantages of the second language. He claims that second language learning has become a requisite in this multicultural world. Learning a second language gives us the ability to successfully interact with more people across the world than someone who only speaks one language. He claims that learning a second language at an early age allows children to have a positive effect on academic growth while it enriches their mental development. Furthermore, it improves their native language, imparts cultural stimulation and provides the base for the language requirements in college. Finally, it increases the opportunities to find better jobs.

As stated before, English is very important in our society and it has been considered as a necessity in this multicultural world.

Teaching Approaches and Methods

An approach is a set of complementary assumptions dealing with the nature of language teaching and learning. It describes the nature of the subject matter to be taught. Method is a complete plan for the organized presentation of language material. The definitions and characteristics of some methods and/or approaches are mentioned below.

The Communicative Language Teaching according to Richards & Rodgers (2001) is based on communication; learners learn the language by communicating. Communicative competence is the aim of language teaching. The activities that can be applied are role-plays, interviews, information gaps etc.

Alternatively, Laubach (1996) described the Communicative Language Teaching as an approach of second or third language that identified interaction as both

the means and the maximum goal of learning a language. The classroom activities used to teach CLT were surveys and pair works.

The Total Physical Response according to Richards & Rodgers (2001) is a method presented as a combination of speech and action. The best classroom activity that can be used is "imperative drills" because it invites students to participate physically. After 120 hours of instruction, the conversations exchanges are postponed.

Additionally, Laubach (1996) defined the TPR method as based on physical movements through commands. This technique is still applied with children and beginners. TPR can be used to teach many things. For instance, it can be applied to teach imperatives.

Richards & Rodgers (2001) identified the Natural Approach as developed for beginners. Its purpose is to help them become intermediate. The teacher can use real life objects such as: balls, pencil, and rulers. Also charts and pictures help students to become familiar with the sounds before producing them.

In addition, Laubach (1996) defined the Natural Approach as a method developed by Stephen Krashen and Tracy Terrell between 1970 and 1980. Its goal was to promote communication; no attention was given to grammar errors. The teacher's job was to provide a comfortable learning environment where students feel free and willing to participate. The activities suggested were games and problem solving-activities.

Richards & Rodgers (2001) defined the Cooperative Language Learning as learning group. Students learn from each other's participation, so each student's cooperation is fundamental for successful language learning. Johnson mentioned three kinds of learners: Formal learners are students who want to reach a common goal by

working together from the beginning to the end. Informative cooperative learning, these learners are concentrated during the teaching process only. Cooperative based groups are recognized as a long period learning group. They are characterized by their assistance in helping each other in order to reach a shared goal.

Richards and Rodgers (2001) assumed that Whole Language Approach focuses on learning by reading and writing naturally. Bergeron (1990) described four classroom characteristics: the use of literature, the use of process writing, the encouragement of cooperative learning among students, the concern about students' attitude. The activities that can be applied in this approach are writing portfolios, student-made books, individual and small group reading and writing activities etc.

According to Laubach (1996) The Grammar Translation Method demands students to translate a long text word by word and memorize multiple grammatical rules as well as vocabulary lists. The purpose of this method is to help students to read and translate literary masterpieces and classics. The classes take place in the native language. Afterwards, in order to support the knowledge of the students, a brief explanation was offered by the teacher. The class activity recommended was reading.

Finally, another important method mentioned by Laubach (1996) is Task Based Language Learning which focuses on use of real language; this method requires students to produce meaningful exercises using the target language; this makes TBLL really popular for promoting target language fluency and student's sureness. The class activities that can be used are information gap and dictogloss.

Managing Learning

Managing learning can be defined as an essential process from which teachers, students and institutions may be supported.

In that respect, Bell (1991) stated that observing a class provided benefits for the students since the teacher was able to analyze the weaknesses or strengths of students regarding the teaching material such as: pronunciation, grammar, and vocabulary. The teacher's work should be to generate an enjoyable classroom environment where students feel secure to participate. Lastly, it is suggested for the teacher to provide feedback and encouragement when possible.

Similarly, Tikunoff (1985) claimed that it is important for the teacher to give the instructions before starting any activity; it helps students to work because they become aware of what is expected from them. Besides, it is recommended for the teacher to explain the instructions in the clearest and simplest possible terms, taking into consideration the students' English level. Furthermore, he pointed out the importance of providing feedback and encouragement to students when needed, since it will reinforce them to continue learning.

Lesson Design

It is known that planning a lesson is important because it can predict a successful teaching process that allows the teacher to work without pressure.

Woodward (2001) indicated that planning a lesson freed the teacher and students. It permitted the teacher to find out in advance what to do, what to present, and set the timing for each activity. In the same way, students feel confident to start working; as a result, learning becomes easier and free of pressure for everyone. The

topics a lesson plan can contain are: class and people, language patterns, language skills, combinations, literature, culture, study skills etc.

Likewise, Cutchon (1980) reported that planning a lesson gave teachers a sense of certainty. They planned a lesson for internal and external reasons. Internally, teachers felt secure when they followed a lesson plan, as they already knew what to teach. Externally, teachers expected to be considered fully competent by institutions and authorities. The parts included into a lesson plan were: aims which referred to the goal of the lesson, procedures that contained the steps to follow in a lesson, activities which are meant to be developed in order to reach the goal. Moreover, the teachers had to select specific materials, aids, and equipment in order to work well with students.

Class Size

It has been questioned that classroom space and number of students play an important role in the teaching process. In this respect, Fuller (1987), after examining nine studies associated to the effects of class size, determined that there was not an after-effect associated to class size. Indeed, he claimed that in five studies pupils working in bigger classes were at higher advanced level than pupils in smaller classes. He argued that only one study of small classes revealed a significantly higher achievement. The other three studies were unable to report any findings. However, they exposed their own results that skilled teachers were capable of encouraging students' learning impartially well, regardless of class size. This meant that efficient teachers were capable of teaching populous classes. Whereas less competent teachers working judiciously well when confronted with smaller classes did not seem to be up to working in large classes.

In contrast, Dhand (2008) suggested that the lesser number of students, the better. He confirmed that the ideal number of students was 15. Besides, he recommended that a class of students with special needs should also be limited. In addition, he stated that even though financial resources did not allow sufficient schools and teachers had classrooms with a low number of students, the issue merited attention, since it benefited students remarkably. In fact, by having a small number of students, teachers were able to pay more individual attention to students who could help them to accomplish their objective. Also, it had been proved that smaller classes were easier to control than larger classes, and students acknowledged that the best for them was to work in a small class because they had more opportunities to learn.

Classroom Space and Seating Arrangement

Classroom space and seating arrangement are important aspects of the teaching-process. They should be taken into consideration in order to achieve students' progress.

In compliance with the National Forum of Education (2009), it was reported that classroom space and seating arrangement promoted successful teaching and learning. To exemplify, free space gave a teacher the opportunity to distribute students in groups and to offer different activities to work. It is beneficial because it increases teacher-student interaction.

According to Campbell & Kryszewska (1992), the most used seating arrangements are:

Orderly way students sit in rows in the classroom. This type of seating is recommendable while watching or discussing a grammar point. It is suggested that all

students should be involved when working. Orderly rows should be used when working with larger classes.

Circles and horseshoes take place when the teacher sits or stands in the open space available, most of the time where the board is. In a circle position the teacher should be in the middle, and this way, the students feel more comfortable to cooperate.

Separate tables are helpful since teachers are able to walk and check each student's work individually. It is positive for students because they are sometimes ashamed of being corrected in front of their classmates.

Whole class seating occurs when all the students and teachers work together.

Group work is a shared activity; during this seating arrangement students feel comfortable to participate since they perceive themselves as equal.

During pair work students participate together in pairs. They get more relaxed to talk and as a result their learning becomes easier.

Individual-work raises students' independency, and makes them responsible of their learning.

Classroom and/or Teaching Resources

It is essential to count on different teaching materials in a classroom because they support the teaching and learning significantly.

Woodward (2001) classified the supplementary materials as follows: the board, the dictionary, the overhead projector, pictures and cards, the tape or CD recorder, video cameras, worksheets, work cards and the photocopier. The board is considered as an essential tool to draw, write etc. The dictionary is also beneficial because it helps students to find the meaning of words. The teachers should try to recommend one that is

suitable to students' needs. Nowadays, the overhead projector is helpful to show pre-prepared presentations, and it has currently increased its popularity. It can sometimes be used as an alternative to the board. Pictures and cards came from a number of sources such as newspapers, magazines, photographs, postcards etc. The tape or CD recorder can be applied using listening material like music, dialogues of people and lastly, they can be used to record students. Video cameras are useful to foment conversation activities after watching a film. Worksheets and work cards are available from the Internet and already prepared by teachers. They are very valuable because teachers can work with them in class or use them as homework. The photocopier is essential to make copies for students.

On the other hand, Krashen (1982) suggests that visual resources such as images or objects allow the teaching-process to be authentic and vivid. These visuals can be presented at any level of language learning. In addition, he recommends employing facial expressions and gestures to help students to infer the meaning. The list of teaching materials is extensive and teachers should take advantage of it and get the most to support student's learning.

Classroom observation

Classroom observation has many important objectives in education. According to Ortega (2009), institutions, teachers and students benefit from classroom observation. For instance, when institutions are being inspected, authorities make sure that the teachers are capable of helping students and meet the standards required. In addition, this monitoring allows authorities to identify any problem students may be facing. Likewise, when experienced teachers are being observed it serves as a guide for new

teachers. While when students are being observed, it permits the teacher to analyze their weaknesses and strengths. In other words, the aim of classroom observation is to improve teacher's classroom instruction and meet students' needs. When observing children, it allows the teacher to recognize what level their students are on and how they have developed mentally, it also gives the teacher ideas on what steps to take in the future so the children can continue to thrive.

Similarly, Freeman (2000) analyzed three relevant reasons why classroom observation has been applied:

1. Description of instructional practices

2. Investigation of instructional injustice for different groups of students

3. Improvement of teacher classroom instruction based on feedback from each individual classroom or school's profile. After examining the reasons he concluded that the important argument for classroom observation was to verify the current status of instructional practices, the identification of instructional problems and the magnitude to which technology was used in the classroom. The findings confirmed that teachers in the classrooms treated some students hostilely and this offensive act ended up in a discriminative learning sequel for students. Moreover, he replied that class observation had increased the feedback on teachers positively. Consequently, these teachers were able to distinguish their weaknesses and strengths.

Learning Styles

Learning styles have been defined as attitude learners adopt to learn anything. In addition, Reid (1995) defined learning style "as an individual's natural, habitual, and preferred way of absorbing, processing and retaining new information and skills". He

described four types of learners: The enthusiast learner is the one that follows the teacher as a guide and is concerned with group goals. The oracular learner also focuses on the teacher as a point of reference, but is more interested in his/her own objectives. The participator learner is the one who centers his/her attention on shared goals and solidarity. The rebel learner is the one who uses the learning group as support and is mostly interested in the reward or positive feedback.

On the other hand, Harmer (2001) describes six kinds of learners: Convergent learners tend to work independently and feel responsible for their learning. Conformists learners enjoy being dependent. They love doing what the teacher asks and may be glad to participate in a non-communicative classroom. Concrete learners are similar to conformists; they prefer being dependent and enjoying conversations, games and group work. Communicative learners are students that put language into practice. They love to talk in and out of the classroom, and they feel secure and inspired to have conversation exchanges with other people. Visual learners focus their attention on reading and graphic information. Auditory learners like to listen to audiotapes and lectures. Kinesthetic learners enjoy performing physical activity that involves body movement. It is said that most favorable learners use a combination of styles that can reflect in a successful learning.

Language Aptitude

Language aptitude refers to a skill learners develop when learning a second language that helps them to learn fast. In addition, language aptitude can be conceptualized as the amount of time a person takes to learn a different language.

Carroll and Sapon (1959) claimed that foreign language aptitude is composed of four cognitive abilities. Phonetic coding is connected with the ability to divide and to identify different sounds to make connections between sounds and symbols representing them, and to detain further associations. The second ability deals with grammatical sensitivity, which concentrates on identifying the grammatical use of words or other linguistic structures in sentences. The third ability is Rote Learning, which is a type of general memorization. Students seem to diverge in their ability to reinforce their memory to the foreign language situations. The last component is Inductive Language Learning, which describes the ability to acknowledge the rules that control the use of language.

Similarly, Carroll (1991) defined aptitude as the ability to learn quickly. He concluded that an individual with a strong aptitude can learn with easier facility. He also emphasized that if less aptitude learners persist, they may succeed. Furthermore, he added that finding the relationship among student's differences, social situations and achievement in second language learning is a difficult matter. Additionally, in the past years Gardner's (1993) claimed that learners possess "multiple intelligences" and that conventional IQ tests evaluated only a limited amount of skills. Gardner also mentioned ability in the subject of music, interpersonal relations, athletics and the verbal intelligence that were related to achievement in primary school.

In contrast, Norton & Toohey (2001) believe that even though learners have some components related to "good language learners", these are not enough. Learners ought to believe in themselves and wish to learn the language; otherwise the abilities they possess won't be enough to acquire the target language. He adds that prosperous

language learners may not be high in all of the components of aptitude. For instance, some students may not have strong memories but only the usual abilities in language study. Indeed, student's deficiency and tenacity in these distinctive elements may be taken into account in order to provide different kinds of instructional programs. He declares that while only a few institutions allow such offers to their students, teachers should be able to guarantee that their activities are adequately assorted to face learners with distinctive aptitude needs.

The information above has provided us with a clear idea about the factors that need to be considered when teaching or learning English; additionally, there are many studies related to the research topic in various countries. In the following section, five of these important studies are examined in order to add support to the subject matter.

The first study was conducted by Narayanan, Rajaskara & Iyyappan (2008). The purpose of this research was to study some factors that affected the learning of English at tertiary level (university level) and also examined the most important social-psychological factors such as motivation, attitude and language anxiety.

The number of participants was 408 (138 women and 270 men). They were first year engineering college students from Chennai, India. The research took place in the United States.

During this study questionnaires were given and the data was collected using written modes. Before producing a field survey of hard facts to revise the hypothesis, the actual report on factors affecting second language learning and the existing situation in Tamilnadu, specifically around Chennai, was critically analyzed. The results concluded that the factors, such as motivation, attitude, language anxiety and gender

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influence learners tremendously. The researchers recommended that if students wanted to promote linguistic skills efficiently, they should be deeply encouraged, have a positive disposition through the language, and limit language anxiety. Lastly, learners were assumed to have a great quantity of target language manifestation.

The second research was performed by Khamkhien (2010). There were two aims in this investigation: firstly, to determine three factors: how gender, motivation and experience in studying English affect the choices of language learning strategies, and secondly, to compare the roles of these factors and the pattern of language learning strategy used by Thai and Vietnamese students.

The participants were 136 students. The Thai participants were 84 Thai EFL students 26 male and 58 female. The Vietnamese participants were 52 undergraduate students 24 male and 28 female. All participants at the time of the study were studying English in mixed ability classes. This investigation was carried out in Florida.

The conclusions showed that among these three factors, motivation was the most important element influencing the preference of the strategies, followed by experience in studying English and gender (respectively). In addition, the revision showed that Thai female students were low motivated and more inexperienced than Vietnamese students according to the questionnaires distributed.

The analysts recommended that teachers should take into consideration the use of students learning strategies and focus on presenting more useful learning activities and tasks to benefit Thai and Vietnamese universities.

The third study was analyzed by Le Clair, Courtney, Doll, Osborne & Jones (2009). The goal of this research was to investigate whether ELL students' classroom learning environment may be affecting their academic progress.

The total number of contributors was 257 students. 37 students received ELL services, and 102 men and 117 women were non-ELL. The investigation occurred in a Midwestern School District and other nearby schools. The method used was the "Mann-Whitney U tests" that compared the distribution of the CMS Class Maps Survey subscale scores obtained from the ELL and Non-ELL participants.

The results showed that ELL and non-ELL students observed in two of the same general education classrooms act differently. Particularly, ELL students confirmed lower level of academic achievement in comparison with their non-ELL colleagues. As a result, this indicated that these learners were unsecure to perform their task as accurately as their classmates. Moreover, the results found that when students considered themselves as ELL students, they faced a problem with social acceptance throughout the school year. Four graders' academic achievements were also impacted by the reinforced buddy relationship and teachers' report of academic status. The six grade students' beliefs of school belonging were not detected by ELL status, but were directly altered by their peer relationship.

The examiners conclusion was that supportive classroom atmosphere constituted by positive and participatory communication between teachers and students was essential for a fruitful scholar achievement.

The fourth study was led by Chang (2011). The aim was to discover the factors that encourage or impede Taiwanese college teacher's implementation of CLT. In

addition, two questions were added. What factors promote the application of CLT by Taiwanese college English teachers? And what factors block the implementation of CLT by Taiwanese college English teachers?

The participants were 8 teachers from two universities in southern Taiwan that integrate CLT into the English curriculum.

In order to conduct this research a face to face interview was used to find out the participants' perceptions and experiences concerning the research questions. The interviews were conducted in Mandarin Chinese which was the native language of the participants.

The results indicated that factors such as; teachers' professional training, adequate resources, teachers persistence; school support, appropriate curriculum; students' willingness to participate in class; students' need to use English for communication; and modified exams were identified as the factors that stimulated teachers the application of CLT in Taiwanese college English classes. Also, the factors impeding the implementation of CLT as, students' resistance to class participation; text oriented exams; large classes; lack of environment; inadequate teacher training; students low English proficiency; limited teaching hours were founded.

The researcher suggested the use of small class sizes and the application of teaching techniques for class organization in order to involve students in group discussions. Moreover, teachers and authorities should provide an English atmosphere in school to rise students' opportunities to practice English. In addition, students should be placed by their English level respectively. Lastly, the researcher recommended the revision of form-based exams in order to assess all aspects of English as grammar,

vocabulary, listening, speaking, conversations and writing skills as well. In short, CLT was a developed teaching method in college English classes in Taiwan. In spite of certain constrains and difficulties, teachers are conscious of its advantages to students willing to improve their English skills.

The limitations found were the poor teacher training to put CLT into practice and students' lack of knowledge to use CLT.

The last study was done by Aduwa & Iyamu (2006). To perform the study three research questions were presented. 1) Do secondary schools teachers use instructional resources frequently in teaching English Language? 2) Do the English language teachers use appropriate methods in teaching English language frequently? And 3) Do secondary school students in Nigeria learn English language in environment conducive to learning?

The subjects of this study were three thousand senior secondary school students; selected indiscriminately from 30 schools located in the six geopolitical zones of Nigeria. The research took place in Nigeria.

The instruments used for this study were a questionnaire and observation schedules.

The results demonstrated that English language teachers did not regularly use modern instructional technologies and diversity of teaching techniques in their English language lessons. Furthermore, it was found that students learn under unforgiving environment, which was frequently disordered, crowded and noisy.

It was strongly suggested that the learning atmosphere in public schools in Nigeria should be given importance attention by state and federal authorities so that children can learn better.

The author highlighted the huge insufficiency of resources in schools from the six geographical zones of the country.

The studies cited had been of great support to this research. The information had contributed to examine the factors in an open way. Factors such as: motivation and classroom participation have given a better understanding of how important they still are in the acquisition of English as a second language.

Even though the supportive studies took place in different countries with different students, the factors investigated were similar. Likewise, teachers and students nowadays struggle to offer the best teaching-learning atmosphere during learning. Most significantly, teachers and students share the same goal that is to provide a successful English language teaching-learning process.

DESCRIPTION ANALYSIS AND INTERPRETATION OF RESULTS

This section contains the quantitative analysis and interpretation of the results obtained from the data collected from a private elementary school and centers. For this investigation were used teachers questionnaires, observation sheets and student's questionnaires.

Factors Concerning Teachers

Which level of education do teachers have?

Graph 1
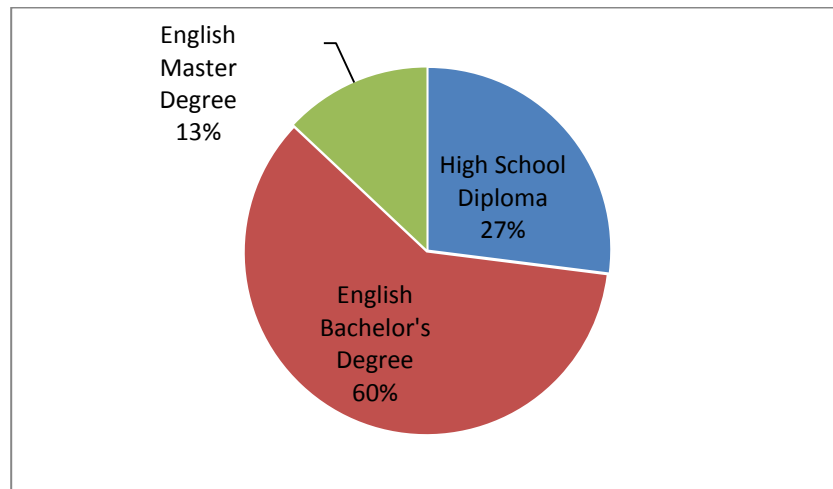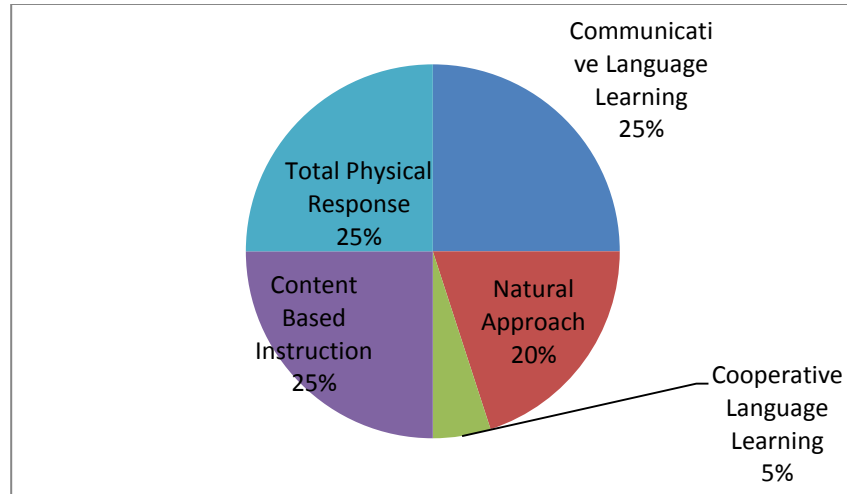

Author: Maria Samaniego

Source: Teachers' questionnaire.

Based on the results obtained from teachers' questionnaires, 60% of the teachers obtained an English Bachelor Degree, 27% owned a High School Diploma, and 13% had an English Master Degree. These teachers came from different countries, such as Colombia, Ecuador, United States, Haiti etc. They had studied English for at least two years and had been teaching for years. Most of the teachers learned English in New

York, and few of them in their home countries. All teachers enjoyed teaching, however, when asked if they would like to continue learning the language, their answers varied. Some said that they would love to study, while others explained that it was difficult for them to study due to their busy schedule they have. Many teachers agreed that speaking was the easiest skill to teach. In addition, the teachers believed that one big advantage of teaching English in the United States was the fact that English was the main language and students were exposed to the language more than in any other country. Likewise, the teachers considered that learning English offered new job opportunities and also provided a better way of communication with people from other cultures etc. When teachers were inquired about the most important reward of teaching English they replied that to be part of a student success was the maximum for them. In this respect, Weatherford (1986) reaffirms that learning English has numerous advantages such as travel around the world and understanding another culture etc.

 During the observation it was found out that some teachers did not need to be certify to teach English, especially in institutions where they volunteered. However, in private centers, where people paid to learn English it was a requirement to have at least a Bachelor degree in order to teach English.

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

Graph 2

Author: Maria Samaniego

Source: Teachers' questionnaire, students' questionnaire and observation sheet.

According to the results gathered from teacher's questionnaire, the methods used in class were Communicative Language Learning, the Content Based Instruction and the Total Physical Response. Each method was used 25% of the time, whereas 20% reported to employ the Natural Approach. Finally, 5% of the teachers claimed to use the Cooperative Language Learning.

Although teachers pointed out the use of diverse methods in class, in the course of the observation the most employed methods were the Natural Approach, Content Based Instruction, Total Physical Response and Communicative Language Teaching that were able to identify due to the material presented and different kinds of activities performed by students.

Based on students' questionnaire, their feelings towards their teachers' way of teaching were very satisfactory. Many said they liked learning because they understood everything the teacher said, some felt happy because their teacher made an effort to help them understand things that were hard for them. Others liked it because teachers made them participate. Finally, a few of them thought that teachers were patient during the teaching process.

Do teachers use whole group activities to teach their lessons?

Graph 3
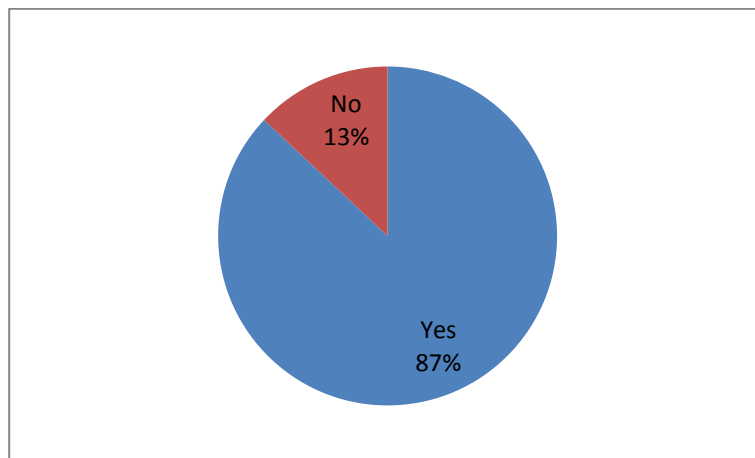
Author: Maria Samaniego

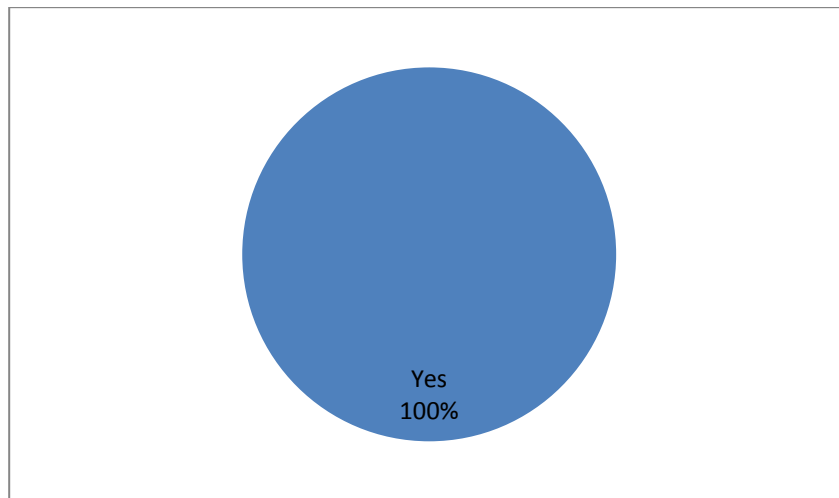Source: Teachers' questionnaire, observation sheets and students' questionnaire.

As stated in the teachers' questionnaire, 87% of the teachers used whole group activities in class, while 25% mentioned not using them.

During the observation, it was detected that a greater number of teachers used whole group activities for some reasons. One of them was classroom space, the second reason was due to the number of students in class, and the third was because there was

28

not enough time for class. It was visible how teachers care and tried to give each student

the attention they needed and deserved even though the space did not allow in some

cases. Regarding this matter the National Forum of Education (2009) confirms that

classroom space and seating arrangement promoted successful teaching and learning for

example; it increases teacher-student interaction.

Based on students' questionnaire, the students were very satisfied with any kind

of seating arrangement the teacher provided as long as they learned and understood the

language. Also, they valuated the effort the teacher made to assist them during the

teaching process.

Do teachers use individual activities to teach their lessons?

Graph 4
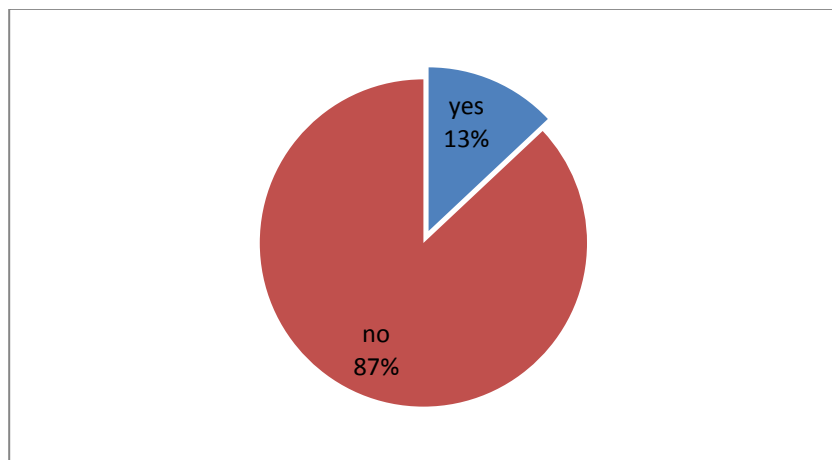
Author: Maria Samaniego

Source: Teachers' questionnaire, observation sheet, and students' questionnaire.

The results of the teachers' questionnaire reported that 87% of teachers did not use individual activities to teach their lessons, while 13% said that they did use individual activities in their lessons.

Based on the observation, 2 of 15 teachers applied individual activities in their lessons because they had a small number of students and plenty of space. In contrast, the rest of the teachers used whole and group work activities. It was evident to see that teachers did not employ individual activities due to the number of students they had and also the space did not allow an ample environment.

As reported by the students' questionnaires, every teacher applied different kinds of activities to increase student interaction.

Do teachers use group work activities to teach their lessons?

Graph 5

Author: Maria Samaniego

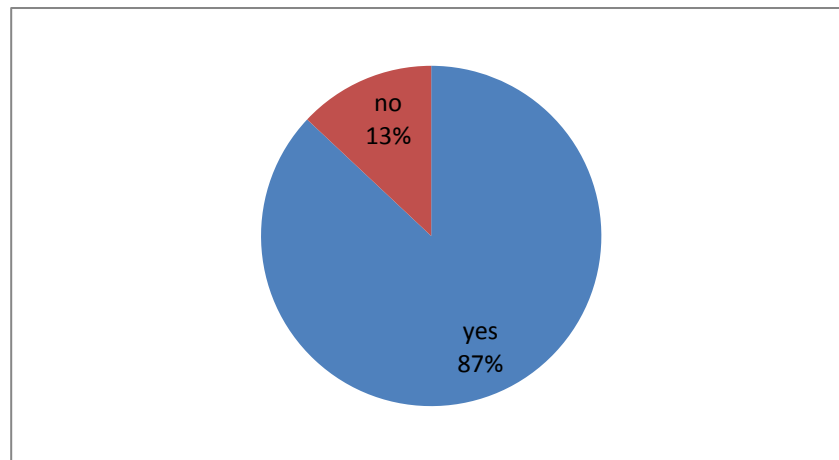Source: Teachers' questionnaire, observation sheet, and students' questionnaire.

According to the teachers' questionnaire, 100% of the teachers claimed to use group work activities in class.

Although all teachers claimed to use group work activities in class, at the time of the observation only three teachers applied group work activities. It had been reported that space and number of students were the primary reasons for not having applied group work activities, followed by the limited time available as their second reason.

As stated in the students' questionnaire, the students believed their teacher provided different types of activities in order to promote interaction among them.

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

Graph 6

Author: Maria Samaniego

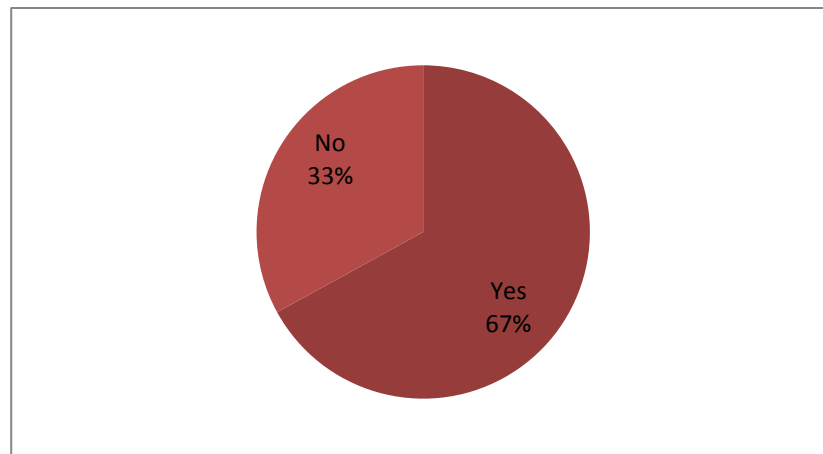Source: Teachers' questionnaire, observation sheet and students' questionnaire.

The results from the teachers' questionnaire showed that 87% of the teachers used English most of the time in class, while only 13% expressed that they did not use it during the lesson.

With regards to the observation, the majority of teachers used English most of the time during class. In some English beginner classes teachers used Spanish when explaining grammar rules. It was remarkable to see how teachers helped students infer the meanings of new words while trying to avoid speaking in Spanish. In schools and in private centers teachers used only English even though they had a few students that did not understand the instructions at all.

According to the students' questionnaire, their teachers always used English when giving the instruction.

Do teachers plan their lessons?

Graph 7

Author: Maria Samaniego

Source: Teachers' questionnaire and observation sheet

The results from the teachers' questionnaire reported that 67% of teachers planned their lessons, while 33% stated that they did not plan their lessons.

The results from the observation indicated that the majority of teachers did plan their lessons, while the minority did not plan their lessons because they worked in

centers that provided them with textbooks and the supplemental material for each class. These teachers only had to set the time for each activity.

With regards to this issue Woodward (2001) confirmed that planning a lesson freed the teacher as well as students, since it permitted the teacher what to do, what to present and set the time for each activity.

Many aspects of the lesson plan were applied during class such as topic lesson, objectives, warm-up activities, guided and individual practice, review assessment and feedback. The teachers used different aspects when teaching.

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

Graph 8
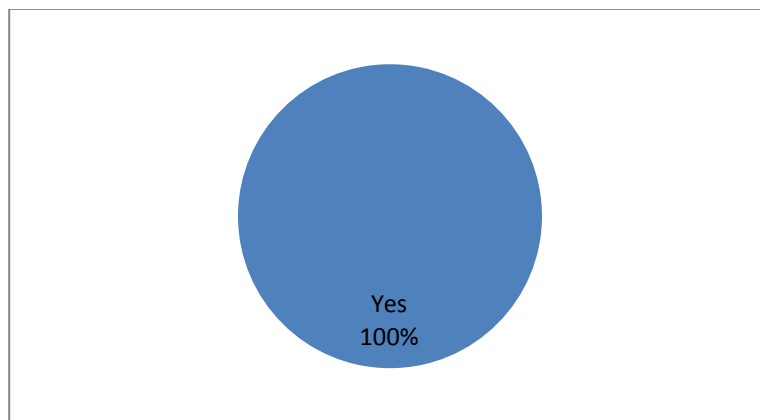
Author: Maria Samaniego

Source: Teachers' questionnaire, observation sheet and students' questionnaire.

According to the teachers' questionnaire the graph above shows that 100% of teachers considered the following issues: discipline, timing, feedback and instruction as an essential part of students' achievement.

As stated on the observation sheet, teachers applied different techniques during class instruction at different times while teaching.

The conclusion from the students' questionnaire showed that teachers employed discipline, time management, feedback and instruction in class. However, one student reported that the teacher did not give them feedback during class.

With respect to applying feedback, instruction, discipline and timing Tikunoff (1985) reported the importance of providing them to students when needed, since it will reinforce students learning.

Factors Concerning Students

Do teachers consider students' needs to teach English successfully?

Students' need, for example, age, personality, attitude, motivation and learning styles

Graph 9
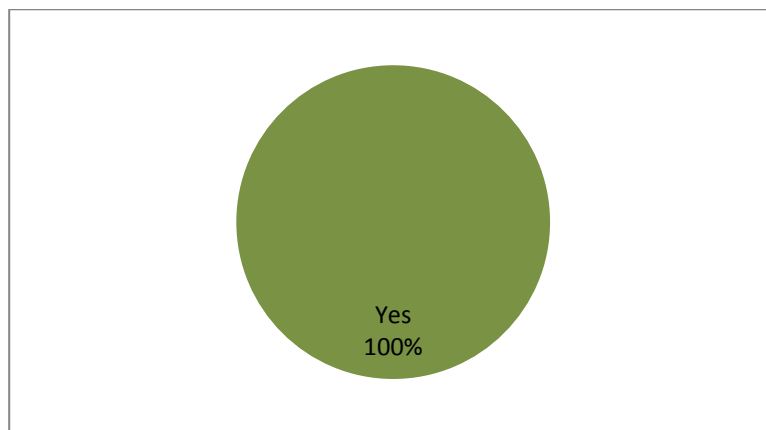
Yes
100%

Author: Maria Samaniego

Source: Teachers' questionnaire, observation sheet and students' questionnaire.

Regarding the teacher's questionnaire, every teacher acknowledged to take into consideration factors, such as age, personality, attitude, and motivation and learning styles while teaching.

Although every teacher added that he/she took into account students' needs when teaching, throughout the observation it was visible that a few teachers did not offer feedback in some classes. Even though it was evident those students needed clarification and to be praised, this kind of aptitude was neither helpful nor beneficial for students.

Although students thought that teachers considered their needs to teach English, some reported that their teachers did not clarify their doubts when they needed it, and as a consequence, students' lack of knowledge was evident.

With reference to taking into consideration students learning styles, attitude and motivation Norton & Toohey (2001) suggested that teachers should be responsible for introducing activities according to every student needs.

Do teacher considers students' level to teach English successfully?

Graph 10
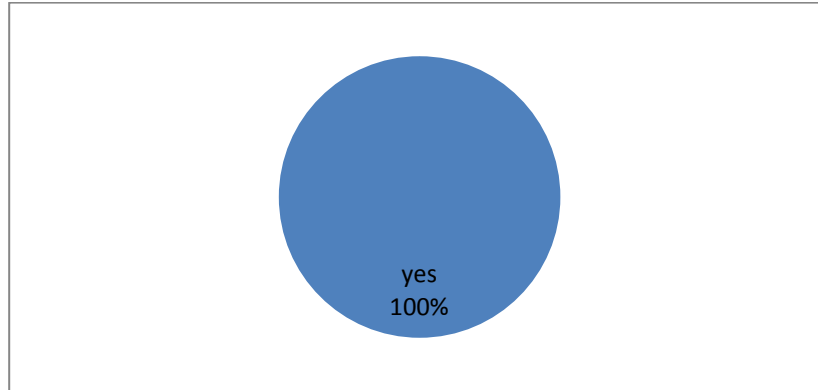
Author: Maria Samaniego

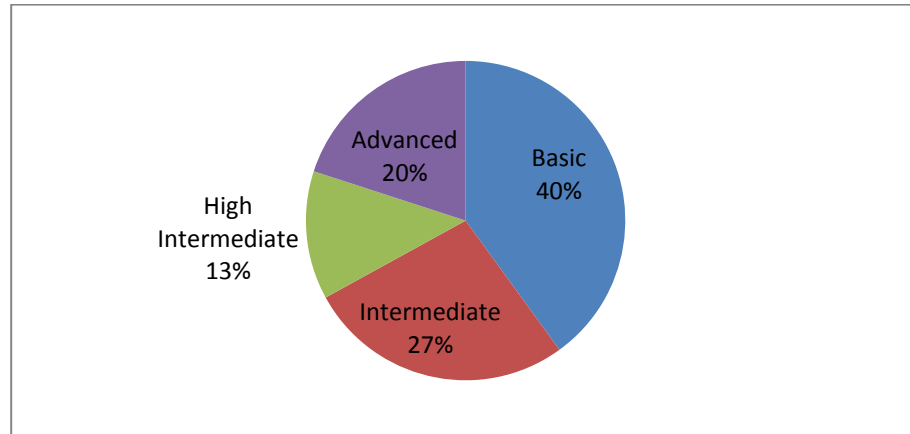Source: Teachers' questionnaire, observation sheet and students' questionnaire.

In agreement with the results from the teachers' questionnaire, 100% of teachers stated that they did consider students' level to teach English.

The findings from the observation showed that all teachers took into account students' level in order to teach English. All teachers made sure to provide the appropriate activities for each student's level.

In compliance with the students' questionnaire, they claimed that some teaching activities or material were too difficult for them.

Which is the level of students?

Graph 11

Author: Maria Samaniego

Source: Teachers' questionnaire, observation sheet and students' questionnaire.

According to the chart above, it can be seen that 40% of students were at basic level, 27% intermediate level, 20% were at advanced level and 13% upper intermediate level.

The observation revealed that there were more classes offered to students at lower level than any other level. Also, in centers where students did not pay to learn teachers had English language learners of various levels in one classroom but still, the students were given the appropriate resources for their level.

Regarding the student's questionnaire, all students agreed with the placement level they were in. However, some students considered the activities were too difficult for them.

Factors Concerning Classrooms

How many students do teachers have in their classes?

Graph 12
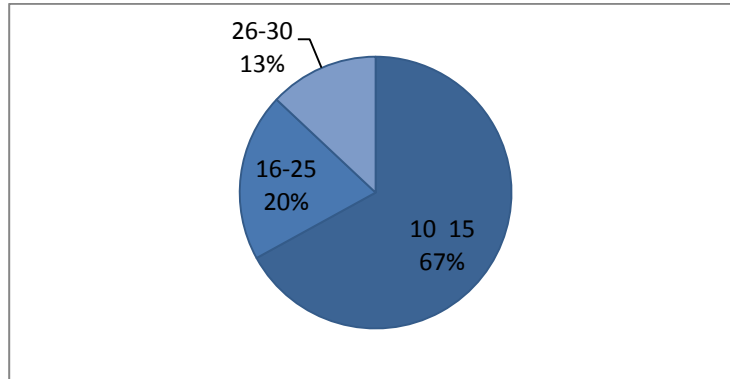
Author: Maria Samaniego

Source: Teachers' questionnaire, students' questionnaire and observation sheet.

With respect to the teachers' questionnaire, the above chart indicated that into 65% of classes had 10 to 15 students, followed by 20% of classes containing 16 to 25 students, and the last 13% of classes had 26 to 31 students.

In this respect, Dhand (2008) proposed that the lesser number of students, the better. He suggested that the ideal number of students should be 15. Furthermore, he emphasized that even though financial resources did not allow enough schools and teachers had classrooms with few students, the feature merit attention, since it would benefit students hugely.

According to the students' questionnaire, the activities each teacher presented helped them to interact with their classmates. Moreover, they felt their classroom environment was adequate for all of them. In addition, they considered that number of

students (big or small) allowed better learning since it promoted to share ideas and knowledge. Also, students were very satisfied with the seating arrangement during class. Finally, when asked about the equipment the teacher used, some students admitted they did not have all the resources mentioned, while others stated they had.

Regarding the examination, there were few small classrooms for a big number of students. Besides one teacher working with a small number of students did not show interest in clarifying students' doubts in the target language when the student asked. Another important observation was teachers having plenty of space for group work or pair work, did not do it. They just applied whole class activities. The last important remark was that teachers with a high school diploma put a little more effort into assisting students in their needs than well-prepared teachers.

Do teachers feel comfortable working with this number of students?

Graph 13
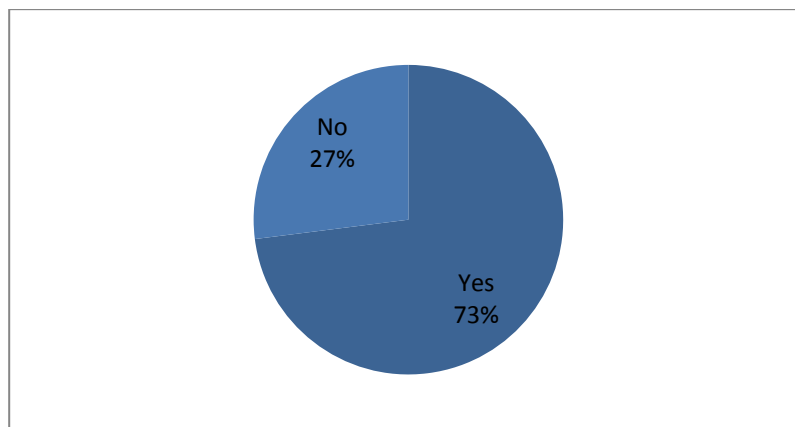
Author: Maria Samaniego

Source: Teachers' questionnaire, students' questionnaire and observation sheet.

As the chart above has shown, 73% of teachers said they felt comfortable working with the number of students they had. While 37% of them reported they were unsatisfied with the number of students in class.

Although some teachers mentioned they were not comfortable while teaching a big number of students, the students alleged they were happy to be in these classes, since it allowed them to interact and share ideas with their classmates.

The results from the observation revealed that teachers with lesser number of students worked better in class. They were less stressed and stimulated students to learn. Also, teachers with few students looked happier than the ones with a big number of students. On the other hand, some teachers having a small number of students and the opportunity to introduce pair and group activities to promote interaction among students did not present them.

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

Graph 14
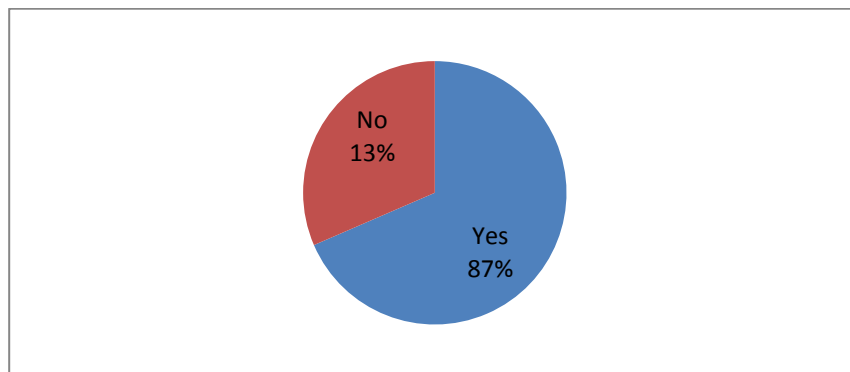
Author: Maria Samaniego

Source: Teachers' questionnaire, students' questionnaire, and observation sheet.

According to the graph above 87% of teachers believed they had enough space to work with their students, while 13% thought they did not have sufficient space.

In agreement with the students' responses, all students affirmed to be happy with the number of students in class and also with the way their teacher set the seating arrangement.

The findings of the observation displayed that teachers with a small number of students looked more satisfied and happier to work with the number of students given because they could help students more often and were able to arrange seating for different types of activities since there was enough space available. Whereas the teachers with a big number of students felt unable to assist all students with the attention they needed.

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

Graph 15
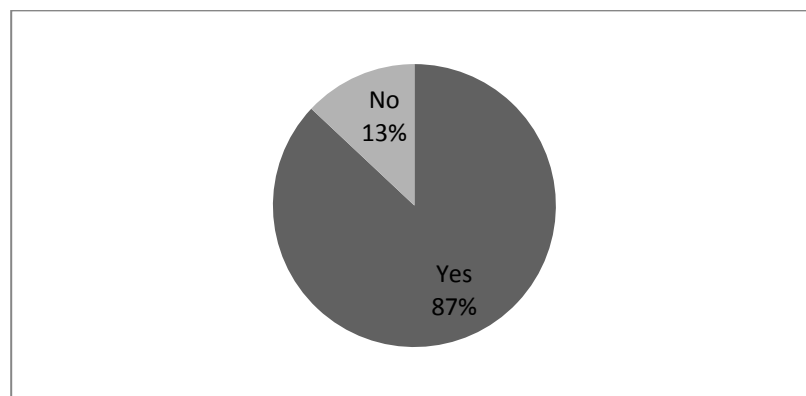
Author: Maria Samaniego

Source: Teachers' questionnaire, observation sheet, and students' questionnaire.

The results from the teachers' questionnaire indicated that 87% of the teachers organized the seating with regards to the activities presented, whereas 13% admitted that they did not change students seating.

In compliance with the observation, the seating arrangement was acceptable, but the space with more than 25 students was too small. That was why these teachers could not organize student's seating and had to focus on whole group activities.

In contrast, in one classroom with a lot of space offered, the person in charge of the center did not have the appropriate furniture in order to support the teaching-learning process.

Even though some teachers expressed their disagreement with the space available in their classroom, the students were pleased with the environment and the way their teachers fixed their seats during the lesson.

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

Graph 16
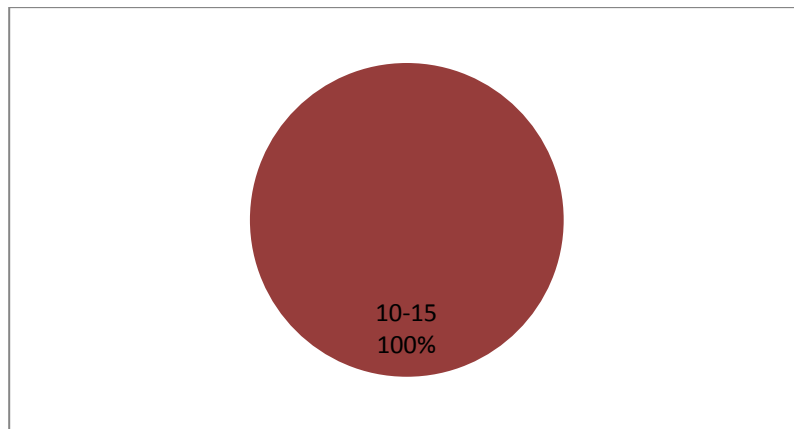
10-15
100%

Author: Maria Samaniego

Source: Teachers' questionnaire, observation sheet, and students' questionnaire

Based on the chart above, the results from the teachers' questionnaire showed that 100% of the teachers reported that the ideal number of students to teach English is from 10 to 15.

According to the observation the majority of teachers tried to do their best when teaching a small or a big number of students. Some would love to have more space and fewer students, but they knew that it was not possible at that moment, so they made effort to provide a successful teaching.

Students, on the contrary, believed that by having as many classmates as possible was beneficial for them because it let them communicate and share their ideas and knowledge. What really made them joyful was to learn the language.

Do teachers use teaching resources?

Graph 17
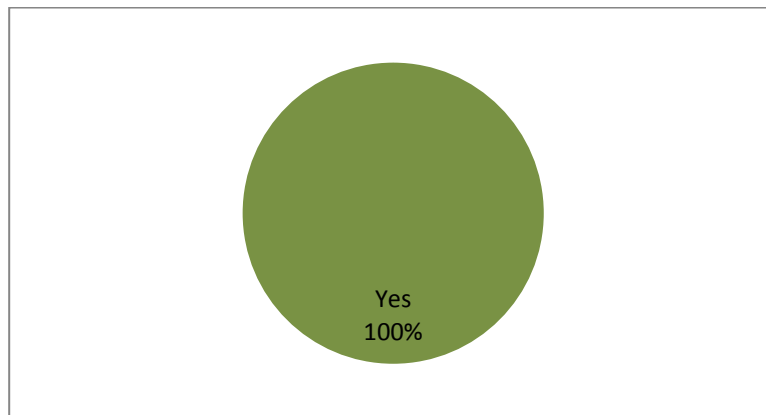
Author: Maria Samaniego

Source: Teachers' questionnaire, observation sheet, and students' questionnaire

According to the teachers' questionnaire, 100% of the teachers made use of all different teaching resources in order to teach English.

In compliance with the students' responses, 8 out of 15 students reported that their teachers used TV, Tape/CD recorders, computers, and smart boards. While the rest of the students mentioned that their teachers did not use such resources.

The results from the observation indicated that teachers used a variety of resources. For instance, in private schools smart boards, computers, TV, CD players, projectors, and supplemental materials, such as charts, pictures, etc. Prepaid centers had accessible boards, erasers, markers and the books provided by the center. In free institutions there were TVs, tape recorders, boards, projectors, and additional resources, such as pictures, charts, worksheets etc.

Referring to teaching resources Krashen (1982) recommended that visual resources such as images or objects let the teaching process be authentic and vivid. Moreover, he suggested the use of facial expressions and gestures to help students understand the meaning.

Do teachers consider appropriate the resources they have in class?

Graph 18
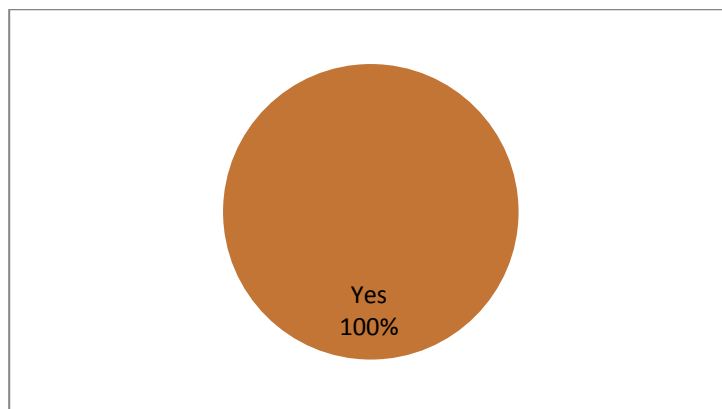
Yes
100%

 Author: Maria Samaniego

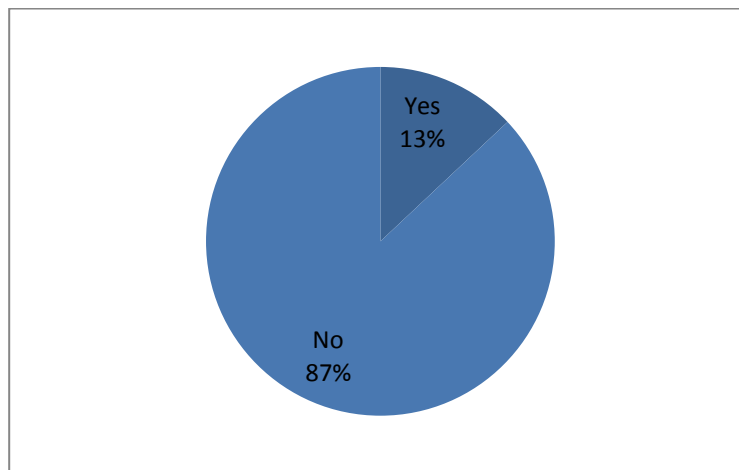Source: Teachers' questionnaire and observation sheet.

The results from the teachers' questionnaire established that 100% of the teachers believed they used suitable teaching supplies in class.

Even though teachers claimed the use of appropriate material while teaching; during the observation; most of the teachers get to work with a wide variety of them, others introduced materials on their own, due to the limitation in the institution they worked for; a few worked with the material offer by the institution only.

Factors Concerning Educational Institution

Does the Institution review teachers' lesson plans?

Graph 19

Author: Maria Samaniego

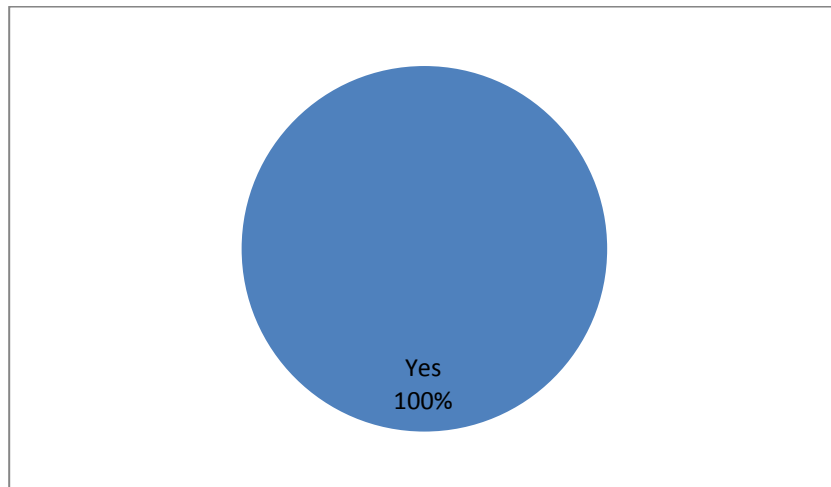Source: Teachers' questionnaire and observation sheet

The results from the graph above shows that 87% of teachers stated their institutions did not check their lesson plans while 13% of teachers reported that in fact their lesson plans were revised by the institution once a week.

Although the majority of teachers stated their institution review their lesson plan there was no checking of lesson plans at the time of the observation in the educational institutions.

In this respect Woodwart (2001) specified that planning a lesson was convenient for both teachers and students since it created an atmosphere free of pressure; teachers knew what to do and students felt confident in class when learning.

Does the Institution monitor teachers during class?

Graph 20

Yes
100%

Author: Maria Samaniego

Source: Teachers' questionnaire and observation sheet.

According to the teachers' questionnaire 100% of teachers claimed to be supervised by the institution in class once a month.

In the day of the examination the person in charge of the centers supervised how the teachers impart their classes; however, in the private school there was no viewing at the time.

Regarding classroom observation Ortega (2009) believed that teachers, students and institutions get benefit from it, for example; teachers are able to identify their student's weakness and strengths which permits for a better instruction, in the same way authorities analyzed the teacher's job which allows for an improvement and lastly students as well show if their learning is being advantageous or not. In short the goal of classroom observation is to increase the quality of teaching and learning practice.

Conclusions

- This research showed that classroom space was a main aspect that influenced the English teaching-learning process since teachers were not able to introduce pair work, group work and individual work activities in class if there was not enough space.

- This investigation revealed that the number of students was another cause that intervened in teaching English because the teachers were unable to help students individually, and as a consequence, students' lack of knowledge was evident.

- This investigation pointed out that seating arrangement was another key that prejudiced the English teaching-learning process because it did not let teachers and students interact and participate during class.

- This study demonstrated that teacher's approaches and methods were an additional element that affected the English teaching-learning process, since some teachers were constrained to use a variety of methods and approaches and solely focused on following the institutional rules given.

- This study found out that consideration of aspects, such as feedback, discipline, timing and instruction were essential in order to foment students' confidence and to increase students' participation.

Recommendations

- Based on this investigation it is recommended to provide an adequate classroom space in compliance with the number of students in class.

- It is advisable that teachers should try to promote students' interaction, especially, when the classroom space and number of students allow it.

- It is suggested to take into account the importance of teaching resources so that students and teachers can benefit from them in order to acquire the best knowledge of the language.

- In view of this study it is proposed to take into consideration the number of students in each class.

- Regarding the aspects as feedback, instruction, discipline and timing, is crucial to apply them to improve students' learning.

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Annexes

OBSERVATION SHEET

EDUCATIONAL INSTITUTION:

DATE:

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 ( )

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 ( )

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

TV ( )

Tape/Cd recorder ( )

Computer(s) ( )

Projector(s) ( )

Smart board ( )

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 ( )

STUDENT'S QUESTIONNAIRE

EDUCATIONAL INSTITUTION:

DATE:

YEAR:

1. ¿Te gusta aprender Inglés?

YES ( ) NO ( )

2. ¿Las actividades (juegos, trabajos en grupo y trabajos individuales) que se realizan en clase

te motivan a aprender Inglés?

YES ( ) NO ( )

 3. Consideras que las actividades realizadas en clase son:

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

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

YES ( ) NO ( )

¿Por qué?

_____
_____

_____
_____

_____
_____

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

de clase?

YES ( ) NO ( )

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

YES ( ) NO ( )

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

YES ( ) NO ( )

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

YES ( ) NO ( )

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

mejorar?

YES ( ) NO ( )

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

claras?

YES ( ) NO ( )

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

YES ( ) NO ( )

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

YES ( ) NO ( )

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

tipos de actividades?

YES ( ) NO ( )

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

inteligentes, etc.?

YES ( ) NO ( )

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), Smart board, 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_____