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Topic: Analysis of the factors affecting the quality of English language teaching in 11th grade at Instituto Presbítero Bruno Martínez, in Mateare, Managua during the second semester of 2016.

Tutor: Dr. Raúl Ruiz Carrión

Submitted by:

- Karla Marina Ríos Urbina
- Tania Carolina Madriz Zúniga.

CARTA AVAL DEL TUTOR

Presento este aval con el cual comunico al Jurado Examinador que las estudiantes KARLA MARINA RÍOS URBINA y TANIA CAROLINA MADRIZ ZÚNIGA, han concluido satisfactoriamente su trabajo de investigación de Seminario de Graduación, con el tema “Analysis of the factors affecting the quality of English language teaching, in 11th grade at Instituto Presbítero Bruno Martínez, in Mateare, during the second semester of 2016”.

La investigación hecha por las estudiantes Ríos Urbina y Madriz Zúniga es un trabajo académico importante para optar al título de Licenciadas en la carrera de Inglés.

Por esta razón las presento a la Coordinación de la carrera de Inglés para que sean incluidas en una pronta programación para su defensa.

En Managua, a los tres días del mes de diciembre de dos mil dieciséis.

Aprovecho la ocasión para saludarles y presentar a ustedes mis respetos.

Atentamente,

_____

Dr. Raúl Ruiz Carrión

Docente Asignatura Seminario de Graduación

CC: - Archivo.

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ABSTRACT

I. Abstract

This research work investigates the factors affecting the quality of English language teaching in 11th grade of Presbítero Bruno Martínez in Mateare, Managua during the second semester in 2016.

The authors observed three session of lessons and evaluated some parameters such as the teaching methodology the teacher uses, the learning environment, and the use of learning resources by the teacher. The age of the students in this study ranged between 16 and 19. A quantitative analysis was done tabulating the surveys that were applied to the students. Also, the researchers had an interview with the English teacher. All the information gathered from the students, from the teacher, and from the observations was contrasted with the observation and with the theory.

The results of this study show that the quality of English language teaching is affected by the methodology the teacher selects for English lessons, the learning resources available, and the learning environment.

INTRODUCTION

II. Introduction

English is a universal language, people all over the world need to perform in this language at an increasingly higher level. A good level of command in the English language is nowadays a need more than a choice. Phenomena like globalization, technology quick changes, more demanding research and education standards, emerging labor markets, and fast communication standards, make English proficiency a mandatory requirement in any field of expertise. Our high school students in Nicaragua have to be prepared to face all these challenges when they graduate from high school.

Julio César Canelo, coordinator of Formal High school education in the “Ministerio de Educación” in Nicaragua, said to La Prensa that one of the most important objectives of teaching English in Nicaragua is that students get an intermediate level of command of English at the end of high school. Therefore, it is extremely important that we have a clear view of how our schools are preparing students in order to reach this goal. We should learn why our high school new graduates amongst public schools may not reach the appropriate level of command of English language, and be ready to solve this situation. We need to discover what is affecting the quality of English language teaching in our public schools.

The general objective of this research work is to analyze the factors affecting the quality of English language teaching. The specific objectives of this research work are: to identify what didactical methodology or methodologies the English teacher uses for English lessons, identify what learning resources the English teacher uses during English lessons, and to characterize the classroom physical, psychological, and instructional environment during English lessons.

There are several factors that affect the quality of English language teaching. In this study, the researchers focus on some of them, specifically those factors related to the teacher´s didactical methodology, classroom environment, and learning resources available. The researchers will not consider external factor in this study.

PREVIOUS STUDIES

III. Previous Studies

Hong Thi Nguyen, Wendy Warren, and Heather Fehring (2014) did a research: “Factors affecting English language teaching and learning in higher education” in the School of Education, RMIT University, Melbourne, Australia. The researchers concluded that:

1. The need to increase the time available for English teaching that will be sufficient to develop students’ skills in listening, speaking, reading, and writing.
2. The need to reduce the class size to about 30 students to facilitate the effective use of communicative activities in classes
3. The need to apply placement tests to group students into appropriate classes
4. The need to revise the testing and assessment content that covers the skills in listening, speaking, reading, and writing.
5. The application of various teaching methods, especially the communicative approach, which will help to improve students’ communicative competence.
6. The need to implement effective teachers’ professional development programs.
7. More support from the university leaders, especially financial assistance.
8. The requirement for more effort and autonomy from students.

The main objective of this study was to explore the factors affecting the efficacy of non-major English teaching and learning in Vietnamese higher education through an investigation of classroom practices. Eight non-participant class observations were conducted at HUTECH University, Ho Chi Minh City, Vietnam.

Mele F. Matu (1994) did a research: “Factors affecting the learning of English as a second language macroskills among Tongan secondary students” in Edith Cowan University. The researcher concluded that:

1. From this review, one can begin to see and appreciate that learning a second language is a very complex process.
2. It also follows that teaching a second language is a very difficult task.
3. The complexity of factors involved in the learning of a second language makes it even harder to account for why there is success or lack of success in learning a second language.
4. The review has revealed that not only are there factors which are 'internal' to the learner (cognitive and affective attributes), but there are factors that are 'external' to the learner (existing knowledge, exposure to the language, background and surrounding) where both contribute either to speed up or slow down the process of learning. This review has, therefore, provided not only the theoretical basis but guidelines (especially on factors to be investigated) upon which the design and methodology of this study have been based.

This study aimed at determining factors which might have impact on the learning of English as a second language macroskills (reading, writing, listening, and speaking) by Tongan secondary learners. The study was correlational in design and it worked from a synthetic perspective in that it looked at the way in which many aspects of language are interrelated to make the whole language system.

The subject of the study were 100 Form 5 ESL Secondary students and 24 Form 5 ESL Secondary teachers. The three main instruments used were a test and a questionnaire for the students and a questionnaire for the teachers.

María Loza, did a research: “Factors that affect the language teaching – learning process in Ecuadorian public high schools”. The researcher concluded that:

1. There are several factors that clearly affect the teaching learning process among the sample students, those are: teacher´s level of English language command, teacher´s education, teaching methods and techniques, percentage of English language used in class, class size and physical space, seating arrangement, and resources used in the classroom.
2. The resources that our sample teachers have are minimal. They are not able to access to photocopied material; the use of technology or video/audio materials was not evident in any of the observed classes.
3. Classroom sizes and physical conditions in the observed classes are critical. The number of students per class as an average of 45 students per class. Most of the observed classrooms have broken windows, busted doors, or a lack of ventilation. The students or the teacher cannot move around because of space limitations.
4. The interviewed students did not express much interest or motivation to learn English. They do not understand the purpose or the importance of learning English; they said that they will never use it and that it is a waste of time and effort.
5. Observed teachers did not follow teaching techniques or learning teaching cycles. Most of the observed teachers just started the class by presenting new material; activities like introduction techniques; warm-ups, or wrapping up were not done at all with the students.

The research work investigates the factors that affect the English language teaching/ learning process in the Ecuadorian public high schools. The study was conducted in five public schools in Quito and Cumbaya. The author observed fifteen classes and evaluated several parameters such as the factors concerning teachers, factors concerning students, factors concerning schools, and factored concerning institutions. An observation form for each class was filled in.

JUSTIFICATION

IV. Justification

The present research work will benefit the Instituto Presbítero Bruno Martínez, the management of the schools, the teachers, and above all, the students. It is pretended that the school takes into account our recommendations to help all English teachers to improve the quality of English language teaching. The fact that all people involved in the teaching process, especially teachers, in this school take into account our recommendations to improve the quality of English teaching will help this institution to reach one of the most important goals of our Ministerio de Educación in our country, Nicaragua, which is that students get an intermediate level of proficiency in English at the end of high school.

RESEARCH QUESTIONS

V. Research questions

1. What are the factors that affect the quality of English language teaching?
2. What is the teacher´s preferred teaching methodologies for English lessons?
3. Does the learning environment affect the quality of English language teaching?
4. Is the English teacher using learning resources during English lessons?

OBJECTIVES

VI. Objectives

1. General objective

1.1. To analyze the factors affecting the quality of English language teaching in 11th grade of Instituto Presbítero Bruno Martínez in Mateare, Managua, during the second semester 2016.

2. Specific objectives

2.1. To identify what didactical methodology or methodologies the English teacher uses for English lessons

2.2. To identify the learning resources that the English teacher uses during English lessons

2.3. To characterize the classroom physical, psychological, and instructional environment during English lessons

METHODOLOGICAL DESIGN

VII. Methodological design

1. Sociological approach

Our study is quantitative, which means we collected data with the instruments we designed and converted all the data into numerical form so that statistical calculations could be made and conclusions drawn. We used methods that were usually designed for quantitative studies such as surveys and interviews.

2. Type of research

This study is analytical. Our main objective was to analyze the factors affecting the quality of English language teaching. We analyzed the factors and information relative to the quality of English language teaching in this public school we have selected, specifically a group of students of 11th grade.

3. Population and sample

There was a total of 22 students in the group that was selected for this research. This was a small group of students; therefore, the whole group was included in the study. The results that were obtained from all the 22 students was taken into account to avoid errors in the results.

4. Techniques and instruments

4.1. Survey to students

Objective: To collect information from the students regarding teacher's methodology, classroom environment, study materials, and teaching aids.

The questionnaire has 13 multiple choice questions. This instrument was applied to 22 students of 11th grade in Presbítero Bruno Martínez in Mateare, Managua.

Aspects included in this survey are related to the teacher's didactical methodology during English lessons, the teaching materials and teaching aids, the classroom

physical environment, psychological environment, instructional environment, and student's biographical data.

We kindly explained the students what the survey was about and what was the objective and asked them for their cooperation. Students used pen and paper to fill out each survey.

4.2. Interview to the English teacher

Objective: To gather information from the English teacher regarding his preferred methodology for English lessons, teaching materials and aids, and classroom environment.

This questionnaire has 13 questions. This was applied to the English teacher with the purpose of gathering information regarding the teacher's preferred didactical methodology for this specific group of students and the results that of applying that particular method on the students learning. Besides, we aimed to discover what teaching materials were used in this group, what teaching aids were used by the teacher during English lessons, and the teacher's opinion regarding the quality of English language teaching nowadays, and class size.

We kindly explained the teacher what the study and interview were about and asked him for his cooperation. We used pen and paper to take notes while the teacher answered our questions.

4.3. Observation guide

Objective: To observe an English lesson and gather information regarding teacher's didactical methodology, teaching materials, teaching aids, and classroom environment.

With this guide, we observed the following aspects: teaching methodology, activities during the lesson, teaching materials used, audio visual aids, time

management, the use of students and teacher's native language, classroom environment, and class size.

We used paper and pens to collect all the information during the observation. We first visited the group one or two times so students get familiarized with us. After that, we proceeded to observe and take notes.

5. Analysis plan

First of all, we processed all the information gathered with the three instruments, this mean we arranged the information according to the objectives. We verified and clarified all the information, transcribed all information to word, and frequency tables in excel.

Once we had processed the information, we proceeded to write a detailed explanation of the results obtained taking into account each specific objective and designed graphs to present the results.

Finally, with all the evidence, we drew and wrote the conclusions about our study and recommendations.

THEORETICAL FRAMEWORK

VIII. Theoretical Framework

1. Quality in Education

1.1 Defining quality

According to the Cambridge dictionary, quality means “the extent to which something has features which are good or bad, etc, especially features which are good”.

The Merriam – Webster dictionary refers to quality as “degree of excellence”.

1.2 Defining quality in education

For Zakaria Makopa (2011), quality education can be viewed as one that prepares learners to participate meaningfully and effectively in the development of their lives and their nation. In schools, quality education can be determined by a number of factors such as the teaching and learning processes, the infrastructure, equipment, teaching and learning materials, and the availability of suitably qualified and competent teaching personnel. For most ordinary people, quality is determined through learning achievements and usually these are measured through examination results.

According to UNESCO (2008), ‘‘quality implies improving all aspects of education and ensuring the attainment of excellence of all so that recognised and measurable learning outcomes are achieved by all especially in literacy, numeracy and essential skills.’’

The United Nations International Children's Emergency Fund (UNICEF, 2003 p. 3) presented a paper titled “Defining Quality in Education” which contained some characteristics of what quality education includes. Below are some of the characteristics presented in that paper:

- Environments that are healthy, safe, protective and gender-sensitive, and provide adequate resources and facilities
- Content that is reflected in relevant curricula and materials for the acquisition of basic skills
- Processes through which trained teachers use child-centered teaching approaches in well-managed classrooms and schools and skillful assessment to facilitate learning and reduce disparities
- Outcomes that encompass knowledge, skills and attitudes, and are linked to national goals for education and positive participation in society.

From the previous information, it can be deducted that the classroom environment is very important when it comes to improve the quality of the teaching learning processes. Besides, the contents and materials, and the processes (or methodology) where the teachers use child – centered teaching approaches are important also to improve the quality of teaching.

2. English teaching methodologies

The proliferation of approaches and methods is a prominent characteristic of contemporary second and foreign language teaching. To some, this reflects a commitment to finding more efficient and more effective ways of teaching languages. (Richards and Rodgers, 1986)

For Richards and Rodgers (2014), efforts to improve the effectiveness of language teaching have often focused on changes in teaching methods. Throughout history such changes have reflected changes in the goals of language teaching, such as a move toward oral proficiency rather than reading comprehension as the goal of language study, they have also reflected changes in theories of the nature of language and of language learning.

Below are some of the major methods and approaches used in the twentieth century.

2.1 The grammar translation method

This method is not new. It has been used by language teachers for many years for the purpose of helping students read and appreciate foreign language literature. In order to do this, the students need to learn about the grammar rules and vocabulary of the target language.

The roles of the teachers and the students in the classroom are very traditional. This means the teacher is the authority and the students do what the teacher says in order to learn.

The main characteristics of this method are:

- Students learn to translate reading in the target language to the native language. The teacher gives and explains grammar rules based on the reading, gives some examples and then students have to memorize the rules and apply them to other examples.
- Most of the interaction in the classroom is from the teacher to the students.
- Literary language is more important than spoken language, this is the language students study.
- According to Larsen – Freeman (2000), vocabulary and grammar are emphasized, and reading and writing are the primary skills that the students work on.
- The native language is mostly used in the classroom. Students translate the target language into the native language.
- In order to evaluate the students 'knowledge, the teacher designs written tests and students are asked to translate from the target language to the native language or vice versa.
- It is also very important that the students get the correct answers when they are assigned a task. If the students make errors or they do not know the answer, the teacher gives the correct answer.

Below are some of the techniques teachers use in the classroom when they apply the grammar translation method:

- Translation of a literary passage: the students are asked to translate a reading passage from the target language to the native language. From the same reading, the teacher takes vocabulary and grammar structures that will be studied in the following lessons.
- Reading comprehension questions: the students answer questions based on the passage they previously translated. The teacher can write the questions and sometimes the reading comes with questions already. There are three specific types of questions teachers use. First, there are information questions. Students can find the answers by reading the passage again. Second, inference questions. When students have this type of questions, the answer cannot be found in the reading, but they need to make inferences from what the read and then write the answer in their own words. Third type of questions are based on the relation between the reading and students´ own experience.
- Antonyms and synonyms: the teacher gives them a set of words to the students and they have to find antonyms or synonyms within the reading.
- Grammar rules: the teacher explains a grammar rule which has been taken from the reading passage. The exceptions to the rule are also explained and the teacher proceeds to give some examples. After that, the students are given a set of examples to apply the rule they just learned.
- Fill in the blanks: this activity consists of a set of sentences with words missing. The students then have to fill in the blanks with a new word or with items of a particular grammar type that they have learned from the reading passage.
- Memorization: students have to memorize lists of new vocabulary in the target language with their meanings in the native language. They also have to memorize grammar rules.
- Writing sentences: the students are asked to write sentences with the new vocabulary.

- Composition: the teacher selects a topic based on the reading and asks the students to write about that topic in the target language.

2.2 The direct method

The main purpose of using this method is that students learn how to use the target language to communicate. In order to do this, students should learn to think in the target language.

This method has a very basic rule: No translation is allowed. In fact, the Direct Method receives its name from the fact that meaning has to be conveyed directly in the target language through the use of demonstration and visual aids. With no recourse to the students´ native language. (Diller, 1978).

The role of the students is less passive than in the grammar translation method. The teacher and the students are more like partners in the teaching-learning process.

Here are some of the characteristics of the Direct Method:

- When a new word or phrase from the target language is introduced, the teacher demonstrates its meaning through the use of realia, pictures, or pantomimes. The teacher will never translate the new word or phrase into the target language. Grammar is taught inductively, which means that the teacher gives them some examples and the students figure out the rule from the examples given. The new vocabulary is practiced by using it in complete sentences.
- The target language is primarily spoken, not written. Students study common and every day speech in the target language. The culture they study consists of the history of the people who speak the target language, the geography of the country where the language is spoken, and information about the daily lives of the speakers of the language.
- According to Larsen – Freeman (2000), vocabulary is emphasized over grammar. Students work on the four skills (listening, speaking, reading, and

writing) from the beginning; however, oral communication is the most important skill. Pronunciation is also very important.

- The students´ native language should not be used in the classroom.
- In order to evaluate students, they are asked to use the language instead of demonstrating their knowledge about the language using oral and written skills. For example, the teacher may interview each student orally or ask them to write a paragraph about something they have studied.
- In order to correct students' errors, the teacher tries to get the students to correct their own errors through various techniques.

The following are some of the techniques the teachers use with the Direct Method:

- Reading aloud: each student in the classroom reads a section of a reading passage. At the end of each student´s turn, the teacher uses gestures, pictures, realia, examples, or other means to make the meaning of the section clear.
- Questions and answers exercise: students are asked questions and they need to answer in full sentences in order to practice new words and grammatical structures. The students also have the opportunity to ask questions and answer them.
- Getting students to self-correct: there are many techniques to have the students self-correct their errors. For example, the teacher may ask the student to choose between what he/she said and an alternative answer the teacher supplied. Also, the teacher may repeat what the student said using a questioning voice so that students notice that something is wrong with it. Or, the teacher may repeat what the student said, stopping just before the error, so the students know that the next word is wrong.
- Conversation practice: the teacher asks the students a number of questions in the target language. The questions may contain a particular grammar structure.

- Dictation: the teacher reads the passage three times. The first time, the teacher reads the passage at a normal speed and the students just listen. The second time, the teacher reads the passage phrase by phrase allowing students to write down what they´ve heard. And the third time, the teacher reads at a normal speed again and the students have the chance to correct their errors.
- Map drawing: the students are given a map with geographical features unnamed. The teacher then gives instructions for all geographical features so that students find and label the map.
- Paragraph writing: the students are asked to write a paragraph of what they have learned in the lesson.

2.3 The audio-lingual method

The main purpose of using this method is that students are able to use the target language to communicate. In order to do this, students need to learn to use the language automatically without stopping to think.

For H. Douglas Brown (2001), structural patterns are taught using repetitive drills, grammar is taught by inductive analogy rather than by deductive, and new material is presented in the form of dialogs.

For Larsen - Freeman (2000), the teacher is responsible for providing the students with a good model for imitation. Students follow the teacher´s directions and respond as accurately and as rapidly as possible.

Below are some of the characteristics of the audio – lingual method:

- New vocabulary and structural patterns are presented through dialogs.
- All activities that follow the dialog are based on patterns taken from the dialog.
- Grammatical patterns presented through dialogs are more important than vocabulary.

- Students´ native language is not used.

Below are some of the techniques teachers use with the audio – lingual method:

- Dialog memorization: students memorize the dialog that is presented at the beginning of a lesson. As it has been mentioned, certain grammar patterns are included within the dialog, which are later practiced in activities.
- Backward build up (expansion) drill: this activity is mostly used for long sentences when students are practicing the dialog. What the teacher does is to break down the line into several parts beginning from the end of the sentence and backwards. The students repeat the sentence part by part until they are able to repeat the entire line.
- Repetition: is mostly used after the dialog has been introduced to the students. Students follow the teacher´s model in order to learn how to pronounce each line of the dialog.
- Substitution: in this activity, the teacher says a sentence from the dialog and gives a word or phrase. What the students do next is to repeat the sentence using the word or phrase the teacher provided.
- Transformation drills: this is when students are asked to transform sentences, for example from affirmative to negative, from affirmative to interrogative.

2.4 The Silent Way method

Teachers who use this teaching methodology believe that students need to develop independence from the teacher and that they should give students only what they absolutely need to learn.

Teachers rely on what the students already know and build up from there to the unknown.

Below are some of the characteristics of this teaching method:

- Students begin their study of the language through its basic building blocks, its sounds. Sounds are introduced through a language specific sound color chart.
- The teacher leads the students to associate the sounds of the target language with particular colors, and later those colors are used to help students learn the spellings that correspond to the sound and how to read and pronounce words properly.
- Most of the time, the teacher is silent; however, the teacher is still very active setting up situations and listening attentively to the students and working with them on their production through the use of non-verbal gestures and the tools he has available. When the teacher speaks is to give clues not to model the language.
- Pronunciation is worked on from the beginning. It is important that students acquire the melody of the language. There is also focus on the structures of the language, although explicit grammar rules may never be supplied.
- All four skills are worked on from the beginning.
- Meaning is made clear by focusing the students' perceptions, not by translation. Students´ native language can, however, be used to give instructions when necessary, to help students improve their pronunciation, for instance. The native language is also used during feedback sessions.
- Knowledge students already have of their native language can be exploited by the teacher because many of the sounds in the students´ native language will be similar, if not identical, to the sounds in the target language, and the teacher can build up upon this existing knowledge to introduce new sounds in the target language.

Below are some of the techniques and learning resources teachers use with the Silent Way methodology:

- Sound color chart: this chart contains blocks of color. Each color represents a sound in the target language.

- The teacher, and later the students, points to blocks of color on the chart to form syllables, words, and even sentences.
- The chart allows students to produce sounds without doing so through repetition. The chart draws the students´ attention and allows them to concentrate on the language not on the teacher.
- Teacher´s silence: the teacher gives just as much help as is necessary and then is silent.
- Peer correction: students are encouraged to help another student when he or she is experiencing difficulty. It is very important that any help be offered in a cooperative manner not in a competitive one.
- Rods: rods can be used to provide visible actions or situations for any language structure. To introduce it, or to enable students to practice using it. Situations with the rods can be created in such a way that the meaning is made clear; then, the language is connected to the meaning. They can be used, for example, for students to make a clock when learning to tell the time in the target language, to create a family tree, or to make a floor plan of their house, which they later describe to their classmates.
- The rods are very versatile. They can be used as rods or the represent other realities. They allow students to be creative and imaginative, and they allow for action to accompany language.

2.5 Desuggestopedia

This method has been developed to help students eliminate the feeling that they cannot be successful or the negative association they may have toward studying, and to help them overcome the barriers to learning.

Teachers who use this method hope to accelerate the process by foreign language for everyday communication by desuggesting the psychological barriers learners bring with them to the learning situation.

Below are some characteristics of this method:

- The lesson is conducted in a classroom which is bright and cheerful. There are posters hanging around the classroom. These posters contain grammatical information about the target language.
- Students select target language names and choose new occupations. During the course, they create whole biographies to go along with their new identities.
- The text students work on are handouts containing lengthy dialogs in the target language. There are also some notes on vocabulary and grammar which corresponds to bold faced items in the dialog.
- One of the most important principles of this method is that if students are relaxed and confident, they will not need to try hard to learn the language. It will just come naturally and easily.
- It is also important that the psychological barriers that students bring with them be desuggested.

Techniques of the Desuggestopedia method:

- Classroom set up: the teacher should try to provide a positive environment whenever possible. This must be bright and cheerful.
- Peripheral learning: the teacher puts posters containing grammatical information about the target language on the classroom walls so that students absorb the necessary facts effortlessly. This is based upon the idea that we perceive much more in our environment than that to which we consciously attend.
- Positive suggestion: teachers help students break down the barriers to learning that they bring with them. This is done through suggestion. For example, a teacher can tell the students that they are going to be successful.
- Choose a new identity: the students choose a target language name and a new occupation. The students have the opportunity to develop a whole biography about identities, and they also may be asked to talk or write about their fictional selves, families, etc.

3. Learning resources and teaching aids

In many language schools around the world, it is common to find learning resources and teaching aids.

Depending on the learning situation of the school, learning resources such as data projectors, built in speakers, whiteboards, tape recorders, and other resources can be found.

It may be that in some learning situations, there are no learning resources or teaching aids available.

For Hadfield and Hadfield (2003), there is a lot that teachers can do with a minimal or even no resources. The resources available in the classroom including the students themselves, are amazing.

- Using the students as learning resources: the teacher can get the students to write or talk about things they like or things they have experienced.
- Realia: this refers to the use of real objects for instruction.

Jill and Charles Hadfield suggest bringing in a bag of evocative objects that have a story to tell. (Hadfield and Hadfield, 2003). These might be a hair ribbon, an elastic band, and old photo frame, a key and a padlock. The teacher can then group the students and ask each group to select an item from the bag, and write a sentence about the object´s history.

For Jeremy Harmer (2007), using realia is helpful for teaching the meaning of words or for stimulating students´ activity.

- Pictures: this can be in the form of flashcards, large wall pictures, cue cards, photographs or illustrations. Some teachers also use projected slides, images from an overhead projector, or images from a computer.

Pictures can be used for a variety of activities. These are extremely useful for a variety of communicative activities. Some teachers use pictures to have students write. This is called creative writing because most of the times students are asked to write stories based on the pictures.

When selecting the pictures for a lesson, it is very important that teachers take into account the objectives of the lesson. It is also very important to have in mind the quality of the pictures and also make sure that they are visible to all students.

4. Quality of classroom environment during English lessons

4.1 Physical learning environment

Physical learning environment or the places in which formal learning occurs, range from relatively modern and well-equipped buildings to open-air gathering places.

In regards to the quality of the physical environment, Willms, D. (2000) cited by UNICEF in its study, mentioned that:

In Latin America, a study that included 50,000 students in grades three and four found that children whose schools lacked classroom materials and had an inadequate library were significantly more likely to show lower test scores and higher grade repetition than those whose schools were well equipped.

According to UNICEF study, a healthy environment also includes the size of the group. The study mentions that, especially un least developed countries, the building of new schools has often not kept pace with the increase in the student population. In these cases, schools have often had to expand class sizes, as well as the ratio of students to teachers, to accommodate large numbers of new students. However, class size has not consistently been linked to student achievement.

Just as curriculum should be child-centered and relevant, so should instructional methods. The limited view of teaching as presentation of knowledge no longer fits with current understandings of how and what students learn. Instead, instruction should help students build on prior knowledge to develop attitudes, beliefs and cognitive skills; as well as expand their knowledge base. Teaching styles in many places, however, remain traditional, teacher-centered and fairly rigid or even authoritarian.

4.2 Psychological environment

Relative to both girls and boys, parents, and educators express important concerns about teachers who create an unsafe environment for students. In some schools in Malawi, for example, male teachers sexually harassed girls even with outside observers present (Miske, Dowd, et al., 1998).

Reducing other forms of discrimination is also critical to quality improvement in learning environments. Most countries, in all parts of the world, struggle with effective inclusion of students with special needs and disabilities. Children of ethnic and language minorities, politically or geographically disfavored groups, and groups at low socio-economic levels may also suffer from discriminatory policies and practices that hinder the advancement of quality education for all children. This can occur by excluding such children from school 10 or by excluding their participation in school once they are attending. In general, continued restructuring of most learning environments needs to occur to improve learning opportunities for children of all abilities and backgrounds.

4.3 Instructional environment

Quality content refers to the intended and taught curriculum of schools. National goals for education, and outcome statements that translate those goals into measurable objectives, should provide the starting point for the development and implementation of curriculum (UNICEF, 2000).

Whether a teacher uses traditional or more current methods of instruction, efficient use of school time has a significant impact on student learning. Teachers' presence in the classroom represents the starting point. Many teachers face transportation and housing obstacles that hinder them from getting to school on time and staying until school hours are over. Many teachers must hold second jobs, which may detract from the time and energy they expend in the classroom. Teachers may miss school altogether. (Verwimp, P.,1999)

Next, when teachers are present, learning occurs when teachers engage students in instructional activities, rather than attending to administrative or other non-instructional processes.

In conclusion, according to the theory, there are many factors that affect directly the quality of teaching and the learning process. Some of those factors are the classroom physical environment, as well as the psychological, and instructional environment, availability of textbooks and learning materials, and class sizes all influence the quality of teaching and all this can be applied to English language teaching.

RESULTS AND ANALYSIS

IX. Results and Analysis

In the following pages, the researchers present the results and analysis for this investigation work. The results are presented first. All the information that was gathered with all three instruments, the survey, the interview, and observation guide, is presented below. Next, the analysis is presented according to each objective for this investigation.

1. Results

1.1 The following information is based on the survey that was applied to 22 students of 11th grade.

Table #1. Biographical Data

	Frequency	Percentage %
Boys	14	64
Girls	8	36
Total	22	100

Questions number 1 and 2 refers to the students´ biographical data. 64% of the students are boys and 36% of the students are girls.

Table #2. Age

	Frequency	Percentage %
16	8	36
17	9	41
18	4	18
19	1	5
Total	22	100

The age oscillates between 16 and 19 years old. 41% of the students are 17 years old, 36% of the students are 16 years old, 18% are 18 years old, and 5% of the students are 19 years old.

Table #3. Students´ feelings in regards to the organization and condition of the furniture.

	Frequency	Percentage %
Comfortable	13	59
Uncomfortable	9	41
Total	22	100

Questions numbers 3 to 5 are related to the physical environment of the classroom. According to the information we gathered from the students with the survey applied, 59% of the students said they feel comfortable with the organization and condition of the furniture, and 41 percent said they do not feel comfortable.

Nine students who said they do not feel comfortable with the organization and conditions of the furniture gave the following reasons. Please, note that this was a multiple-choice question, so students had the opportunity to select more than one answer.

Table #4. Reasons why students do not feel comfortable

	Frequency	Percentage %
There is not space to move in the classroom	3	33
Desks and/or chairs are damaged	4	44
There are no desks assigned for this group	3	33
The whiteboard is not in good conditions	1	11
Preschool stuff takes a lot of space in the classroom	1	11

Thirty-three percent of the students said that they do not feel comfortable because there is not enough space in the classroom. We verified this information during the observation and found that this group shares the classroom with a preschool group. The preschool group uses the classroom in the morning and the 11th grade group uses the classroom in the afternoon. The students from 11th are unable to use furniture for preschoolers; therefore, they must go to another classroom and

borrow chairs. They take chairs from another classroom and must return them at the end of the day. The furniture for preschoolers plus the furniture students bring to the classroom leaves very little space for them to move freely.

Forty-four percent of the students said they feel uncomfortable because the furniture is not in good conditions, most of them are damaged.

Thirty-three percent of the students said that they do not have assigned seats. As mentioned before, students have to bring chairs to the classroom from another classroom and bring them back at the end of the day, which is an uncomfortable and tiring situation for them.

Eleven percent mentioned that the whiteboard is not in good conditions and also eleven percent said that preschoolers stuff prevent them to do activities in which they would need a lot of space.

Table #5. Ventilation of the classroom

	Frequency	Percentage %
Excellent	5	23
Very good	4	18
Good	5	23
Bad	8	36
Total	22	100

In regards to the question about the ventilation of the classroom, thirty six percent of the students consider that the ventilation is bad, twenty three percent consider that it is good, another twenty three percent consider that ventilation is excellent, and eighteen percent consider that the ventilation is very good. From the observation, we can say that the room is very well ventilated as windows and the two doors are always open; however, it feels hot due to the climate in our country. This fact affects the quality of teaching because it makes teacher and students feel uncomfortable.

Table #6. Illumination of the classroom

	Frequency	Percentage %
Excellent	10	45
Very good	8	36
Good	4	18
Bad	0	0
Total	22	100

Next question was about the illumination of the classroom. Forty-five percent of the students consider that the illumination in the classroom is excellent; thirty-six percent of them consider that illumination is very good, and eighteen percent said that the illumination is good. This means that all students are very satisfied with the illumination of the classroom. During the observation, we found out that the classroom is well illuminated. Even though this group meets in the afternoon, the classroom is bright enough and there is no need of lamps or any other illumination source.

Table #7. Cleanliness of the classroom

	Frequency	Percentage %
Excellent	4	18
Very good	3	14
Good	14	64
Bad	1	5
Total	22	100

In regards to the cleanliness of the classroom, sixty-four of the students said that this is good. This means most of the students are satisfied. We found out that the students are in charge of cleaning the classroom before classes start. Management is in charge of providing the students with all the materials they need to keep the room clean.

Table #8. Students feeling during English lessons.

	Frequency	Percentage %
Comfortable	10	45
Uncomfortable	0	0
Excited	8	36
Bored	0	0
Confident	4	18
Unconfident	0	0
Total	22	100

Questions number seven to question number ten refer to the psychological and instructional environment in the classroom during English lessons. Forty-five percent of the students said that they feel comfortable during the English lesson, 36 percent also said that they feel excited, and eighteen percent mentioned that they feel confident. Please, note that this was a multiple-choice question, with a variety of answers between positive and negative feelings. Any of the students selected a negative answer for this question. We also gave them the option “other” in case they had to say something different in regards to this question.

Table #9. How frequently students understand the teacher´s instructions

	Frequency	Percentage %
Always	9	41
Frequently	7	32
Sometimes	6	27
Never	0	0
Total	22	100

Next, we asked the students whether they understand the teacher’s instructions for each activity or not. Forty-one percent of the students said they always understand the instructions for the activities, thirty-two percent said that they frequently understand the instructions, and twenty-seven percent mentioned that they sometimes understand what the teacher says. Nobody said that they never understand the lessons. We consider this result is really important as it shows that

the students are learning and the teaching methodology the teacher is using for this group is working.

Table #10. How frequently the teacher assists students when they have a doubt regarding the instructions for the activities

	Frequency	Percentage %
Always	17	77
Frequently	4	18
Sometimes	1	5
Never	0	0
Total	22	100

The students also mentioned that the teacher assists them when they have a doubt in regards to the instructions for each activity during the lesson. Seventy-seven percent of the students said that the teacher always provides them assistance when they have a doubt or do not understand the instructions.

Table #11. The teacher yells at students

	Frequency	Percentage %
Yes	3	14
No	19	86
Total	22	100

In regards to the psychological environment, we wanted to know whether the teacher yell at students or not and in which situations. Eighty-six percent of the students said that the teacher does not yell at students in any situation. Only fourteen percent of the students said that the teacher yell at students. From those who said the teacher yell at students, sixty-seven percent said that the teacher yells at students when they behave disorderly, and thirty-three percent said that he yells at students when they are not paying attention to the lesson.

Questions number eleven to fourteen refer to the audio visual aids the teacher uses for English lessons, the activities the stude**n**ts do the use of textbooks and the use of realia.

Table #12. Occasions in which the teacher yells at students

	Frequency	Percentage
When students are not paying attention to the instructions	2	63
When students behave disorderly	1	37

Table #13. Audio and visual aids that the teacher uses during English lessons.

	Frequency	Percentage %
Whiteboard / Blackboard	22	100
Computer	5	23

All students agree that the whiteboard is one of the visual aids that they use during English lessons and only 23 percent of the students mentioned that they use computers during English lessons. Please, note that this was a multiple-choice question and students had the opportunity to select more than one option. We also gave the option “other”. However, all other options were not selected by any of the students.

Table #14. Learning resources available during English lessons.

	Frequency	Percentage %
Dictionaries	22	100

All students agreed that there are dictionaries available as learning resources during English lessons. This was also a multiple-choice question; however, no other options were selected.

1.2 The following information is based on the interview that was applied to the English teacher.

Teaching methodology: The teacher uses a methodology that allows him to reach the objectives of the teaching learning process in our country.

Psychological environment: It is very important to the teacher that students feel relaxed and comfortable during English lessons so that they learn easily. He tries to create a relaxing environment having students work in group and trying to avoid situations in which students may feel uncomfortable or embarrassed.

Physical environment of the classroom: For the teacher, having enough space in the classroom is really important because it allows him and his students to do some activities. Regretfully, this particular group does not have a classroom assigned. They are currently sharing a classroom with a preschool group and the stuff for preschoolers is taking a lot of space. Besides, students are not allowed to use desks that have been assigned the preschool group. They must go to another room to take chairs and take them back at the end of the day.

Lesson plans: The lesson plan is very important part of the teaching learning process. This teacher considers that planning helps him to reach the objectives of a lesson and to take advantage of the time. He must plan ahead what activities and information should be included in order to reach the lesson objectives.

Making sure students understand all the instructions: the teacher provides the instructions in English first and then in Spanish. He considers it is very important using L1 when students are at a lower level of understanding.

Class size: The teacher considers that the size of the group may affect the quality of English language teaching only when the teacher is not using a good strategy or methodology for a large group. And this is when planning lesson comes. Class size must be taken into account when selecting the activities for each lesson and the time for each activity.

Audio and visual aids: Due to the circumstances and economic resources of the school, they do not have an English lab. They use the whiteboard all the time.

Learning resources: they use books that have been provided by the government and dictionaries. Sometimes the teacher brings extra material.

1.3 The following information is based on the observation guide. Below are all the points we observed during the lessons.

The teacher uses a specific methodology: the teacher uses the grammar translation method most of the time. He always introduces a lesson with a dialog taken from a book they use for lessons and all activities and grammar points presented to students are based on the dialog. Most of the times he has student to participate, use the resources available and use the language.

The teacher presents the lesson and lesson objectives: In all three lessons, the teacher presented the lesson topic and objectives in English and then in Spanish.

There are activities during the lesson: in the first lesson, the first activity was to read a passage from the book they have. After that, the students worked in groups to underline the unknown words and they found them in the dictionary. Finally, they had to hand in all words they underlined with their meanings, in groups. This work was going to be graded. In the second lesson, the teacher again presented the lesson topic and objectives. They were continuing the same lesson topic. This time, the teacher oriented the students to answer the questions based on the passage. This assignment was also done in groups of four students and five students each. They handed in the assignment and the following assignment was to make a presentation based on the passage. The passage was about family responsibility. During the third visit, all groups presented their own thoughts about the topic.

The teacher uses cards and real object for instruction: No, the teacher does not use cards and real objects for instruction during English lessons.

The teacher and students use their native language during English lessons: they use their native language during English lessons. The teacher gives the instructions in English first and then in Spanish. All students use L1 all the time, unless they have to do a presentation.

The furniture and materials are well organized and in good conditions: this group does not have a classroom assigned. They use a room that has been assigned to

a preschool group that uses the room in the morning. Therefore, students do not have chairs or desks either. They must go to another room to borrow chairs. At the end of the day they must bring the chairs back to the rooms from where they were taken. Besides, some chairs are damaged.

2. Analysis

Below is the analysis of the results obtained with the instruments applied. The analysis is presented according to each objective of this research work. It includes all the information from each instrumented related to each objective. Then, the information is contrasted with the theory.

Objective #1: To identify the teacher´s didactical methodology when teaching English.

The teacher is using a didactical methodology that allows him to reach the objectives of the teaching – learning process in Nicaragua and the objectives of the lesson. Julio César Canelo, coordinator of Formal High school education in the "Ministerio de Educación" in Nicaragua, said to La Prensa that one of the most important objectives of teaching English in Nicaragua is that students get an intermediate level of English at the end of high school. (La Prensa, "Profesores de inglés: pocos y sin certificación", December 5th, 2014).

The teacher aims that students learn a lot of vocabulary and grammar rules, and also to get an intermediate level of understanding of the language and of speaking skills. Also, they must learn to use vocabulary and grammar rules in writing. This is why some of the activities during lessons are reading, finding the meaning of unknown words in the dictionaries, writing sentences using the new vocabulary, answering questions based on a reading, and making presentations based on the topic of a reading.

In the first lesson that was observed, the teacher introduced a reading passage. The teacher read the passage to the students and the students just listened. The teacher read again the passage, but this time the students repeated each line after the teacher. After that, the teacher asked the students to work in groups and

underline the unknown words and find their meanings on the dictionaries. Students need to work in group for this activity because they do not have enough dictionaries. They hand in the list of unknown words with their meanings to the teacher.

After that, the teacher presented a specific grammar point based on the passage. The teacher presented the rule for that grammar points with some examples. The students had to work on some other examples to practice the grammar rule they had learned.

During the second observation instance, the teacher asked the students to answer some questions based on the passage from previous lesson. They also continued to work on examples based on the grammar point the teacher introduced in the previous lesson. The teacher informed that they had to make a presentation session. The presentation was going to be based on the topic of the passage they read in the first session, which was related to family responsibility and on planning ahead the family. This was focused on couples that are planning to have children.

During the third visit, all groups made their presentations about the topic.

From what the researchers could see in the observation, most of the time the teacher uses the grammar translation method; however, he is combining this method and is using some activities from the direct method and the audio – lingual method such as repetition and presentation about a specific topic. These strategies are key when it comes to students to get an intermediate level of understanding.

Contrasting all this information with what the theory says, “National goals for education, and outcome statements that translate those goals into measurable objectives, should provide the starting point for the development and implementation of curriculum”, it can be deducted that this teacher is aware of the objectives of the teaching process in Nicaragua and that is taking them into account when preparing his lessons. Taking into account the objectives of the teaching learning process in the country when preparing lessons is very important

to improve the quality of English teaching. In contrast with the theory, “Ministerio de Educación”

Objective #2: To describe the learning resources and the use of teaching aids.

There are no technological resources available in this school. According to what the teacher said, this is due to the circumstances because there are no economic resources in this school to purchase technological resources. Since this is a public school, they use what the government provides, which are books for the students.

During the observation, the researchers found out that this group uses the whiteboard all the time as the only visual aid. All students agreed that they use the whiteboard all the time during English lessons. They do not use any other visual aid.

In regards to learning resources available, they have books that have been provided by the government. They also have dictionaries. Those dictionaries available were donated by the students´ parents. They provided the money to purchase the dictionaries and donate them to the school for the exclusive use of students from 11th grade.

The teacher mentioned that he brings extra material to the students when necessary, this extra material, which are handouts, may include grammar points and rules along with some examples and exercises.

During the observation, it was found out that the teacher does not use any other learning resources such as cards or real objects for instruction.

The theory says that, there is a lot that teachers can do with a minimal or even no resources. The resources available in the classroom including the students themselves, are amazing. Besides, the teacher can also use real objects for instruction.

The researchers consider that the teacher can do a lot without little resources and even in the circumstances that this group is, since they do not have a classroom assigned. For instance, the teacher can use the students themselves. He can assign some tasks to some of the students such as taking the attendance list, giving handouts to students, etc.

Besides, the teacher could use real objects for instructions. He can select objects that are mentioned in a reading passage to teach the meaning of unknown words. If no items available, he could use drawings, flashcards, cards, etc.

Objective #3: To characterize the classroom environment during English lessons.

The teacher mentioned that the physical environment is very important to improve the quality of English language teaching. He considers that the space of the room is also important in order to develop the activities during the lesson.

Regretfully, as it has been mentioned before in this study, this group does not have a classroom or furniture assigned. They use a room that has been assigned to a preschool group which uses the room in the morning.

In regards to the class size, this group has 22 students. It is not a very large group in comparison with other groups in other schools. The teacher mentioned that he has no problems dealing with this number of students and that even if it was a larger group, he would manage. He said that the size of the group does not necessarily affect the quality of teaching. And that using the adequate methodology and strategies, teachers can deal with large groups of students.

In the observation, it was found out that it is especially tiring for students to go to another classroom to borrow chairs and take the chairs back to their place at the end of the day. They seemed to be uncomfortable with this situation and it is negatively affecting the quality of English language teacher they only have a little space in the classroom to use. Almost all the space in the classroom is full with preschool furniture and stuff. Besides, there are wall charts with information for

preschoolers and this does not allow the teachers of this high school group to use the walls to hang some important information for these students.

In regards to the cleanliness of the classroom, the teacher mentioned that the students are in charge of cleaning the room every day. During the observation, it was found out that students effectively clean the classroom before lessons start. There is actually one wall chart that belongs to this group and this contains the names of the students. There are five groups of students in this chart, which means each group is in charge of cleaning the room each of day of the week from Monday through Friday.

The classroom is well illuminated. The structure of the classrooms in Nicaragua has been designed with large windows and two doors so that the rooms are illuminated during the day and ventilated due to the climate in the country.

The students mentioned that they feel uncomfortable due to the fact that there is not enough space for them in the classroom. They also mentioned that the chairs are not in good conditions. This was confirmed during the observation. It is recommendable that the furniture be repaired so that students are comfortable during lessons.

The theory mentions that the physical learning environments or the places in which formal learning occurs, range from relatively modern and well-equipped buildings to open-air gathering places. And that the quality of school facilities seems to have an indirect effect on the teaching learning process, an effect that is hard to measure.

The theory also mentions that a healthy environment also includes the size of the group. The theory also mentions that **t**eaching styles in many places remain traditional, teacher-centered and fairly rigid or even authoritarian. This is the case in our country. In almost all classroom, the teacher is the authority and all students must follow teacher´s instructions.

CONCLUSIONS

X. Conclusions

1. The teacher is using an English language teaching methodology that allows him to reach the objectives of the teaching – learning process in Nicaragua and the objectives of the lesson. The teacher does not use real objects or visual aids besides the whiteboard, such as cards, flashcards, pictures, and wall charts.
2. The physical environment makes the students feel uncomfortable, they do not have enough space in the classroom because they not have a classroom assigned. They share the classroom with a preschool group that uses the classroom in the morning, and they must go to another classroom to borrow chairs
3. The teacher makes sure that the psychological environment is safe for students. The classroom is always clean, bright, and well ventilated. There is respect from the teacher to students, from students to teacher, and from students to students.
4. The size of the class is not affecting the quality of teaching in this group because there are 22 students. The teacher always make sure that all students are clear with the instructions of the lesson and activities.

RECOMMENDATIONS

XI. Recommendations

1. Other teaching methodologies can be applied during English lessons. Or a combination of two of them.
2. Taking into account the students´ feelings and preferences when preparing lessons is important.
3. More communicative activities should be included in the lesson plan in order to reach the most important goal of the teaching learning process in Nicaragua which is that students get an intermediate level of English when they leave high school.
4. Real objects should be used for instructions of the lesson class and activities
5. Other visual aids besides the whiteboard such as cards, flashcards, pictures, and wall charts should be used for instructions of the lesson and activities
6. It is important that the management of the school gets economic resources to build a classroom for this group.
7. It is also important that management gets new furniture or repairs the furniture available for this group.

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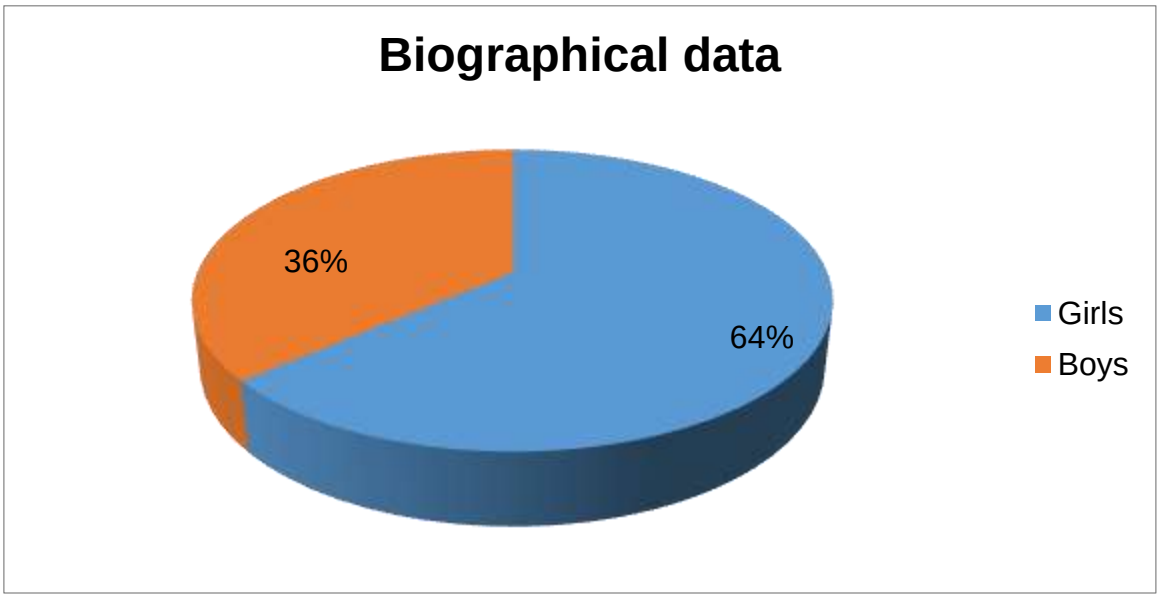
ANNEXES

XIII. Annexes

Graph #1



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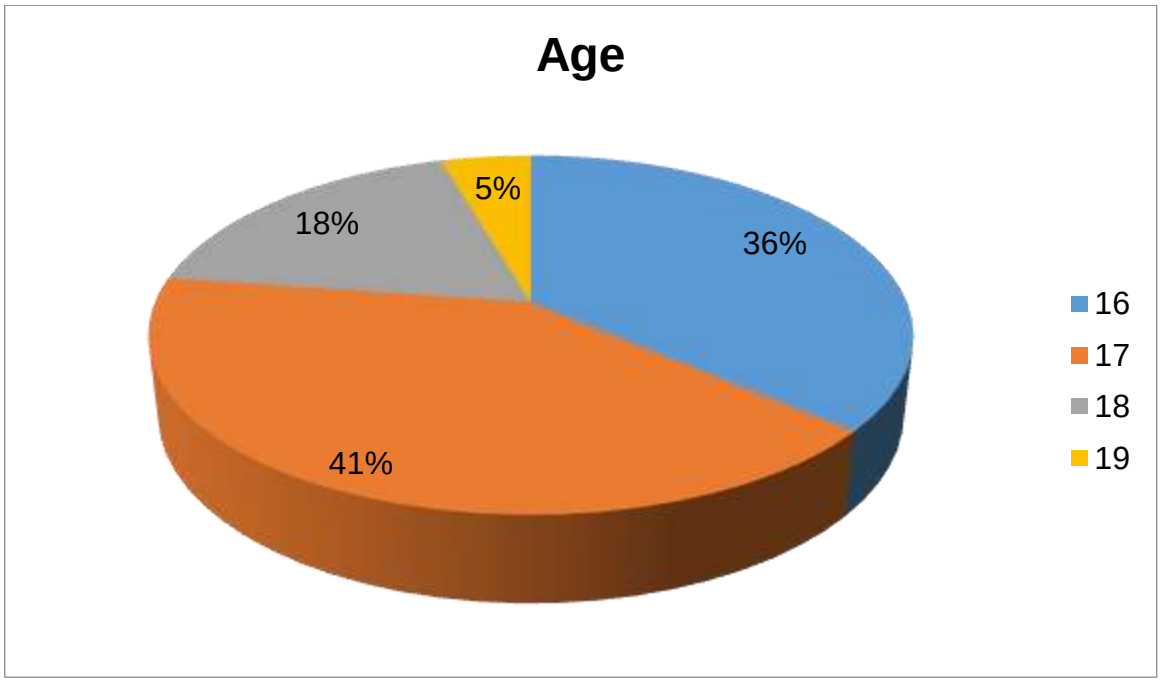

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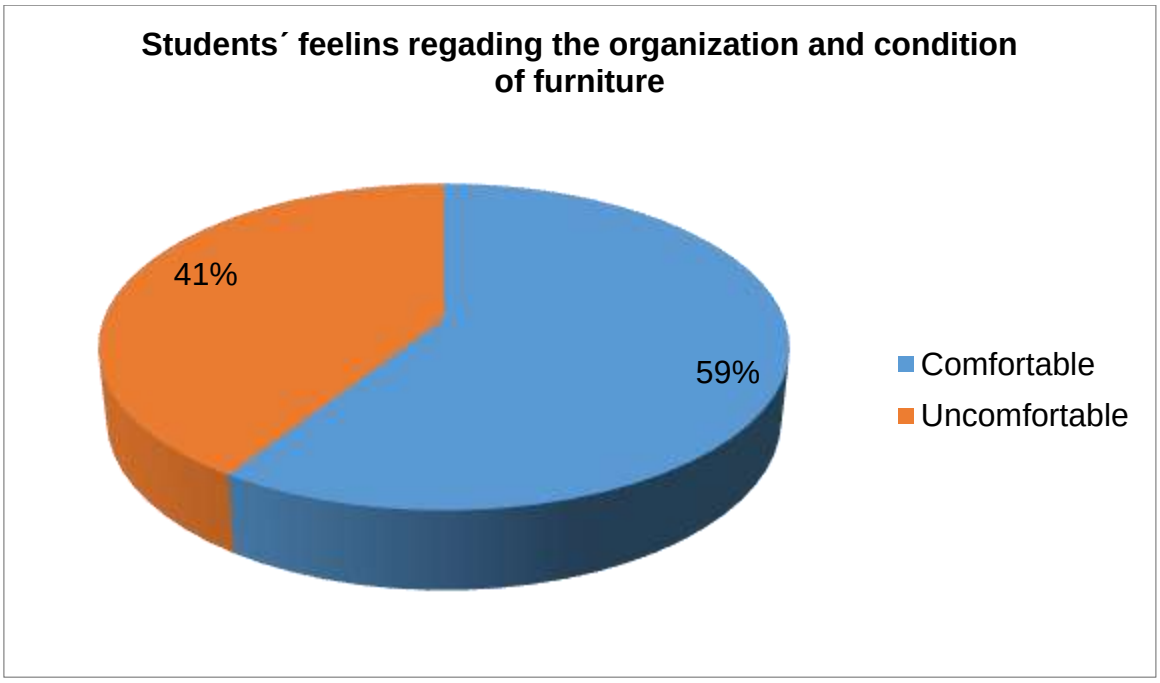

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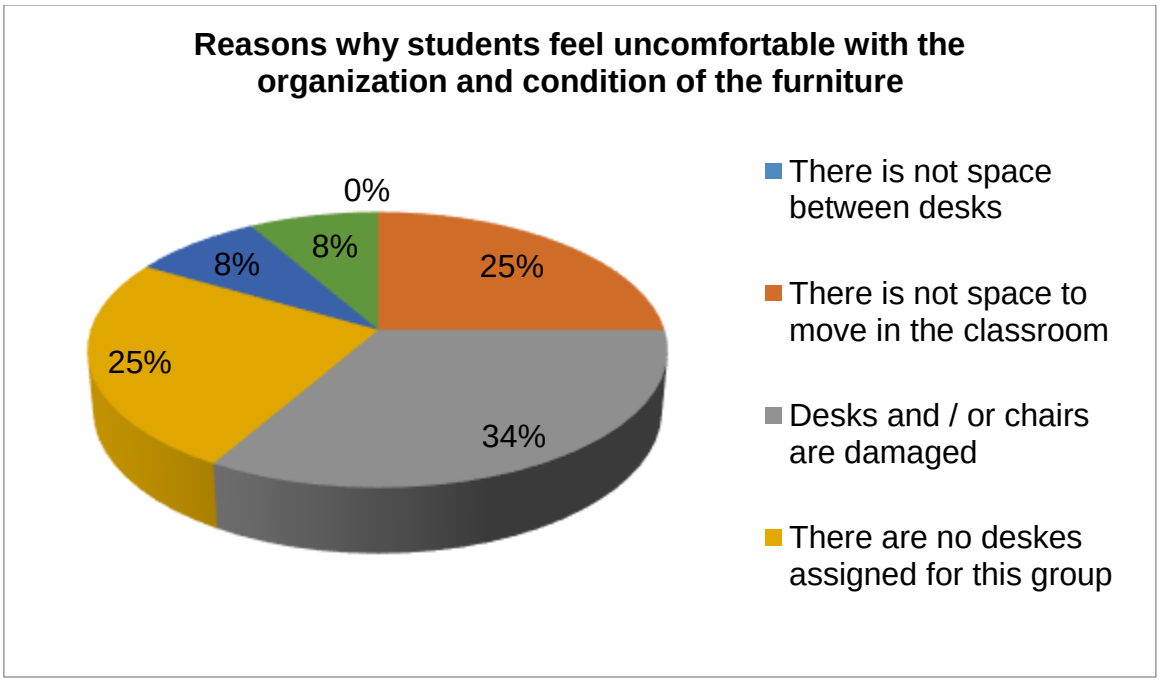

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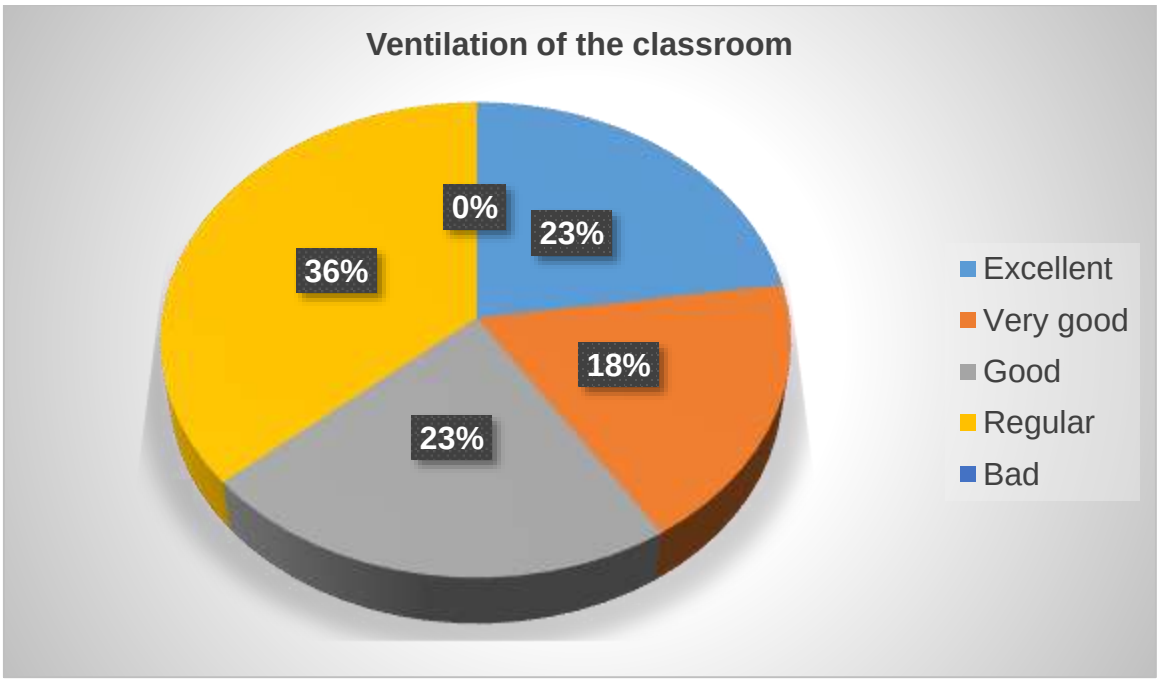

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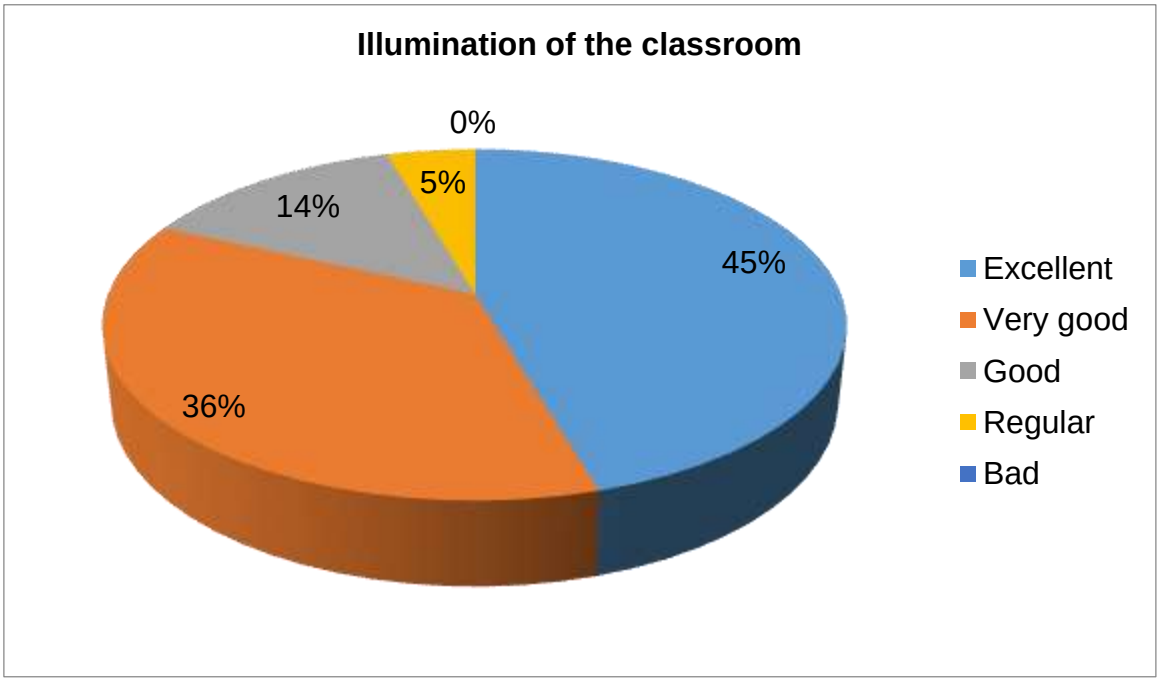

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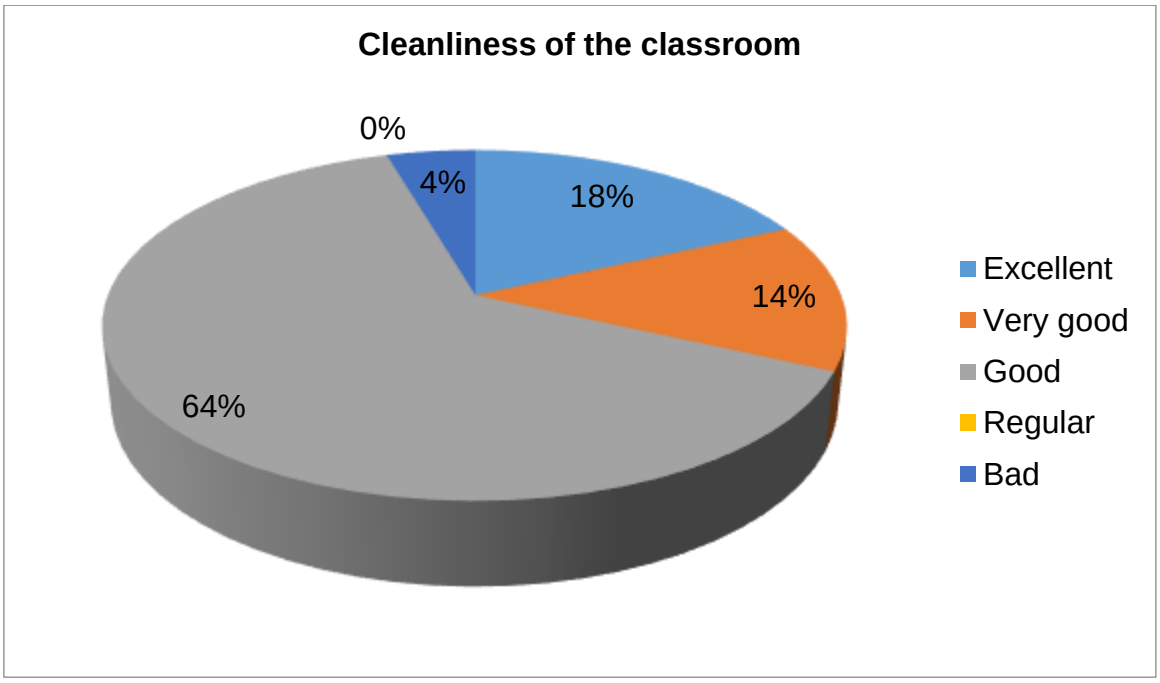

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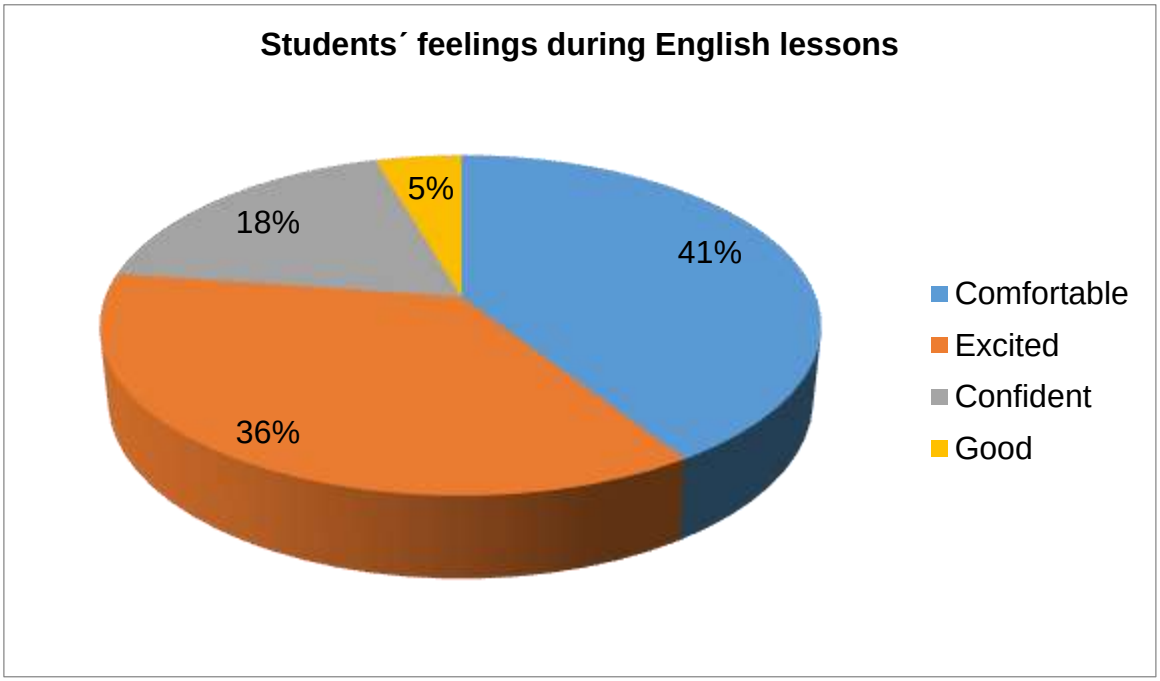

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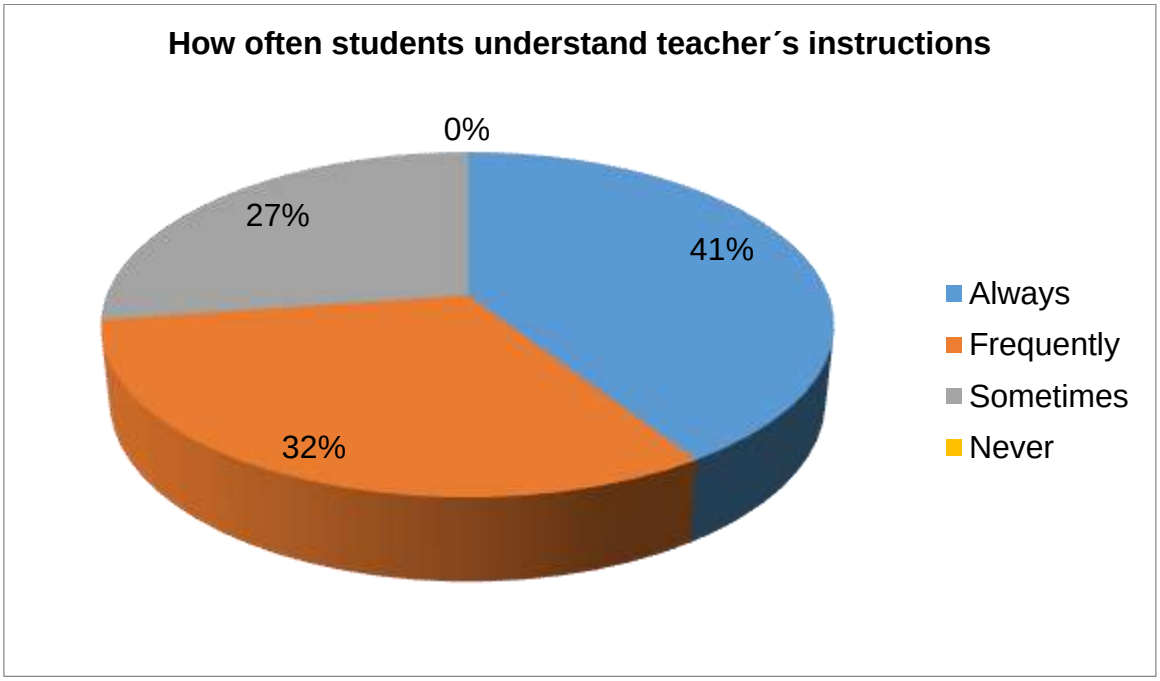

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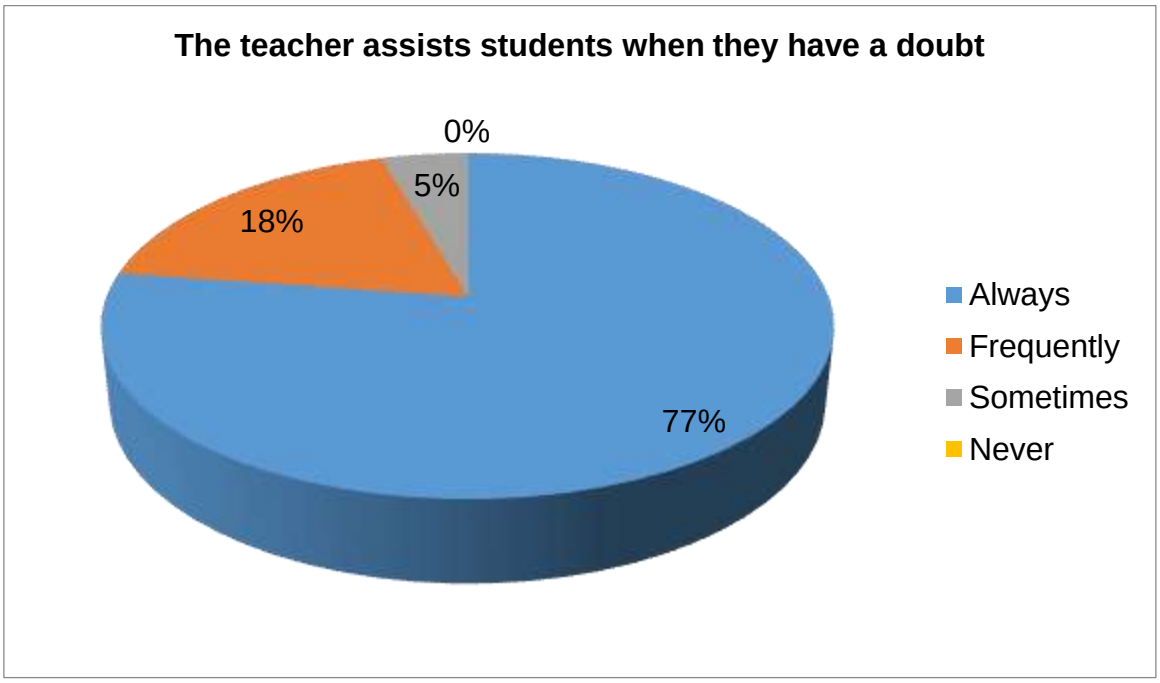

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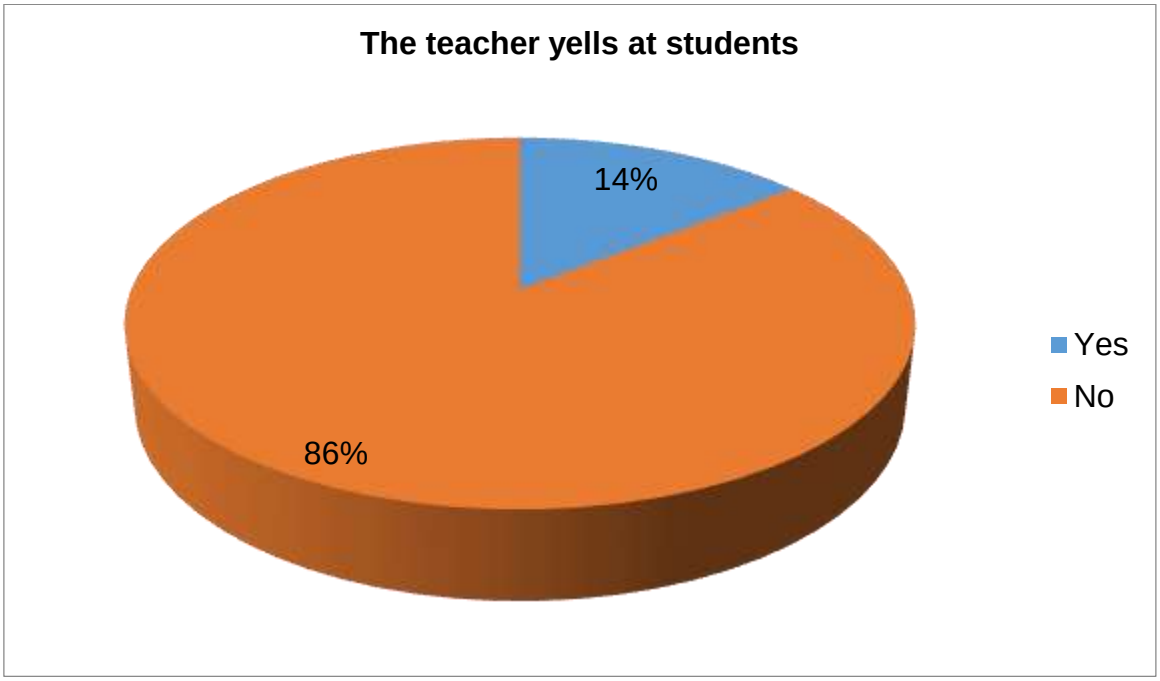

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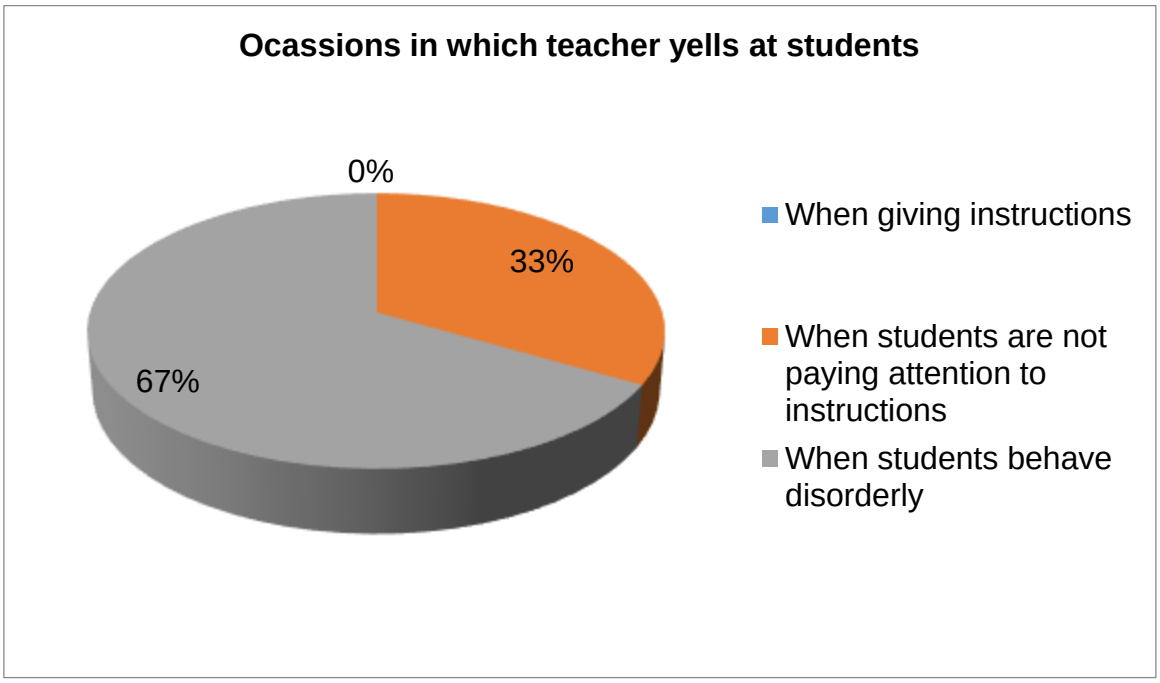
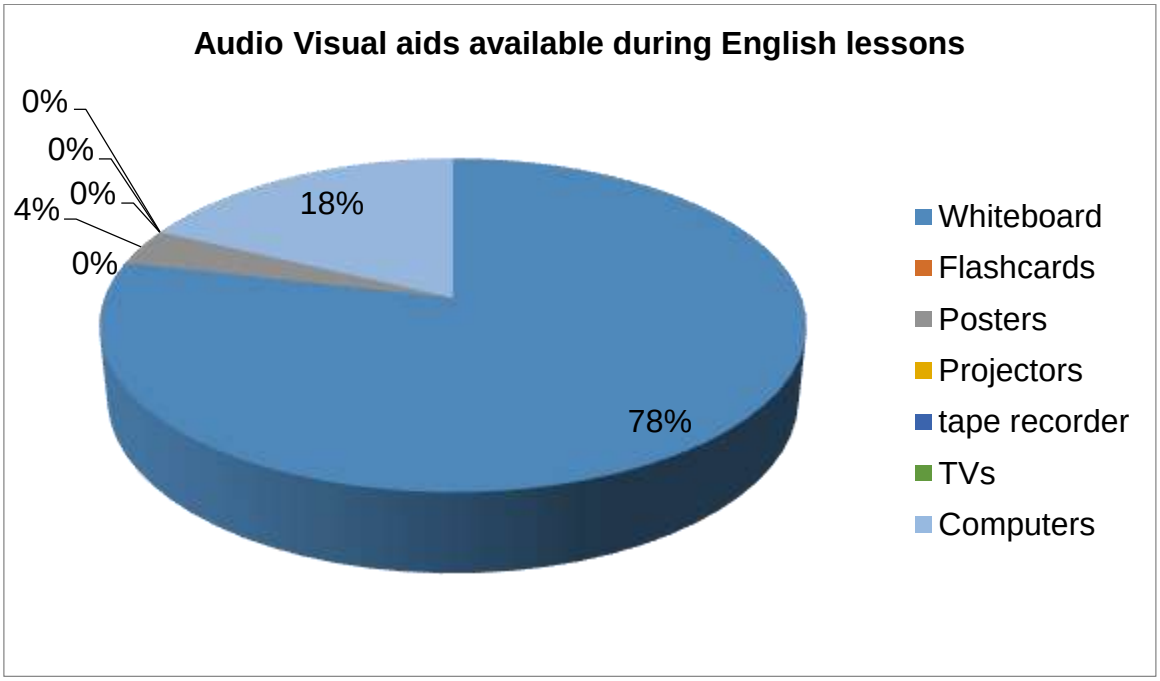


Graph #13


Audio Visual aids available during English lessons
0%
0%
0%
4%
0%
18%
78%
Whiteboard
Flashcards
Posters
Projectors
tape recorder
TVs
Computers

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DEPARTAMENTO DE INGLES

Instituto Presbítero Bruno Martínez
Mateare, Managua

Dear student: The following questionnaire is being applied with the purpose of gathering information regarding the biographical data of each student in this group and the characteristics of the group. Besides, we pretend to gather information regarding the environment of the classroom during English lessons, and the learning resources and teaching aids.

Please, read the following questions and circle the best answer according to your feelings and thoughts.

Biographical data

Age _____ **Gender: F**_____ **M**_____

Physical environment of the classroom during English lessons

1. How do you feel with the organization and condition of the furniture?

Comfortable Uncomfortable

2. If you feel uncomfortable, please specify the reasons:

There is not space between the chairs
There is not enough space in the classroom
Chairs and / or desks are damaged
Other(s)_____

3. How do you consider the ventilation of the classroom?

Excellent
Very good
Good
Bad

4. How do you consider the illumination of the classroom?

Excellent
Very good
Good
Bad

5. How do you consider the cleanliness of the classroom?

Excellent
Very good
Good
Bad

Psychological environment during English lessons

6. How do you feel during the English class?

Comfortable
Excited
Confident
Other_____

Uncomfortable
Bored
Unconfident
Other_____

7. Do you understand the teacher's instructions for each activity?

Always
Frequently
Sometimes
Never

8. Does the teacher assist you when you have a doubt regarding the instructions about the activities?

Always
Frequently
Sometimes
Frequently

9. Does the teacher yell at students?

Yes

No

If your answer is yes, please specify the occasions:

- When giving instructions for each activity
- When students are not paying attention
- When students behave disorderly
- Other_____

Learning resources and teaching aids

10. Which of the following audio and visual aids do you use during English lessons?

Visual Aids	**Audio Aids**
- Whiteboard / blackboard	- Tape recorder
- Cards	- TVs
- pictures	- Computers
- Wall charts	- mp3 audios
- Others_____	- Others_____

11. Please select the learning resources available during English lessons.

- Books
- Dictionaries
- Rods
- Maps
- Real objects

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The following questionnaire will be applied to the English teacher in this group with the purpose of gathering information regarding his methodology for English lessons, the environment of the classroom during English lessons, and learning resources and teaching aids used.

1. What teaching methodology do you use for English lessons?
2. Do you think this is the best method for this group of students?
3. What has been the result of using this method in this particular group?
4. Do you consider that the physical environment affects the quality of English language teaching?
5. What aspects of the classroom physical environment are important to you?
6. Do you consider that the psychological environment affects the quality of English language teaching?
7. What do you do to make sure your students feel comfortable during English lessons?
8. Do you plan your lessons?
9. Do you consider it is important to plan the lessons?
10. What do you do to make sure all of your students are clear with the instructions for each activity?
11. Do you consider that the class size affects the quality of English language teaching? Why or why not?
12. What audio and visual aids do you use during English lessons?
13. What learning resources do you have available for your lessons?

Universidad Nacional Autónoma de Nicaragua
Managua, Nicaragua
Facultad de Educación e Idiomas
Departamento de Inglés

Instituto Presbítero Bruno Martínez
Mateare, Managua

Observation Guide

Objective: To observe an English lesson and gather information regarding teacher's didactical methodology, teaching materials, teaching aids, and classroom environment.

Lesson topic: _____

Less Lesson objective: _____

Class size: _____

Time: _____

	Yes	No	Observations
1. The teacher has a lesson plan			
2. The teacher presents the lesson and objectives			
3. The teacher uses activities during the lesson			
4. The teacher uses teaching materials during the lesson			
5. The teacher uses audio visual aids			
6. The teacher distributes the time for each activity equally			
7. The teacher and students use their native language during the English lesson			
8. There is enough space in the classroom for all students			
9. There is enough space between desks			
10. The classroom is clean			
11. The classroom is bright			
12. The teacher has a lesson plan			
13. The teacher yell at students			