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Factors that influence the ESL/EFL language teaching-learning process.

TRABAJO DE FIN DE TITULACION

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DEDICATION

We would primary dedicate this to God who was our mentor providing us the courage and

strength to achieve our goal finishing this work. We would also like to dedicate this

research to our beloved families and those who were standing, cheering up, and supporting

us throughout this journey.

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CONTENTS

RESUMEN EJECUTIVO

Este estudio está basado en los factores que influencian el proceso de enseñanza –
aprendizaje en Inglés. El propósito es analizar los factores actuales que afectan este proceso.
Este estudio fue conducido en el área metropolitana en el estado de Nueva York, Estados
Unidos, cinco clases de Inglés como segunda lengua fueron escogidas entre centros
comunitarios y escuelas públicas.

La edad de los estudiantes fluctúa entre los 21 – 50 y desde los 9 - 12 años de edad en
centros comunitarios y escuelas públicas respectivamente. Luego, quince estudiantes fueron
entrevistados con cuestionarios previamente preparados. Asimismo los maestros
respondieron a las entrevistas, quince clases fueron observadas y el método para interpretar
los datos obtenidos fue cuantitativo.

Todos los factores descritos y analizados en esta investigación son definitivamente
aspectos esenciales en el proceso de enseñanza y aprendizaje en inglés; ya que por medio de
este proceso donde entidades, maestros y estudiantes reconocen las diferentes necesidades
para así rigurosamente establecer un sistema educacional apropiado que pueda adaptarse a las
necesidades con las que se trabaja.

PALABRAS CLAVES: factores, métodos, proceso, análisis, e influencia.

ABSTRACT

This study is based on the factors that influence the English Language teaching-learning process. The purpose is to analyze the current factors affecting the process. This study was conducted in a metropolitan area in the state of New York, USA; five ESL classrooms from different institutions were chosen from Community Centers and Public Schools respectively.

Students varied from 21 – 50 years old in the community centers and from 9 – 12 years old in the Public Schools. Then, fifteen students were interviewed using pre-prepared questionnaires. Teachers were also interviewed, fifteen classes were observed and the method to interpret the data was quantitative.

All the factors described and analyzed in this research are definitely an essential aspect of the English teaching- learning process. Hence, it is through this process where entities, teachers, and students recognize the different needs to rigorously establish an appropriate educational system that would fit into their classrooms needs to work along with.

KEYWORDS: factors, methods, process, influence, and analyze.

INTRODUCTION

Real world evidence seems to indicate a serious need for higher education nowadays, an obvious reflection for the necessity to increase professional competition and challenges which are faced day to day in this New Age. The need to increase education may include not only obtaining a degree in a native language as in some cases when people achieve higher education consequently higher are the expectations they desire in life. Learning more than one language (being multilingual) now in society opens many internationally opportunities for the average employee. As it will be seen throughout this study, it is important to note the primary concern: "many young/adult people living in the USA have a deficit in English as a Second Language" which has been characterized as limiting the individual's potential for success in many aspects in their lives.

Because this world has been inverted into a "melting pot" society, English Language in the United States has been influenced in many ways over time as a result of immigration and assimilation. Likewise other languages have similarly been affected; however, English remains one of the most popular languages used not just here in the United States but worldwide. In general, people often tend to criticize others who live in the United States without considering the many and varied reasons responsible for the individuals' inability to understand or learn the language.

This research would propose a more deeply understanding of the factors influencing the English Language Teaching/ Learning process. It will also provide a guide to find better solutions to the problem, help to open access to educational resources, to improve overall English competency for many people including students, teachers, and authorities. Moreover, it will help educational institutions plan interventions in order to address students' needs,

teacher training, institutions equipment, and to affect policies that will chance bad situations in a real world. Second Language Learning field needs to focus on students, teachers, and environment as the major factors to be considered. From there, it would be a necessity to identify each student's initial English level and their needs in the classroom and environment. Furthermore, determine the classroom conditions in which English lessons take place, identify the characteristics of service English teachers, and determine institutional facilities and norms regarding quality education.

Several studies have been performed in order to evaluate Second Language Learning/Teaching process that have proven that it can interpret many circumstances as factors.

Kang (2006) designed a research related to social factors by trying to find ways in which individuals, social – contextual factors affected learning, use of ESL, and how these factors affect each other. He found out there were many limiting factors for example; lack of contact with native speakers influenced his language- learning limiting opportunities to speak and learn English. His insecurity about speaking English in the presence of other Koreans (in this case) influenced his language – learning, limiting opportunities to speak and learn English. Another research performed by Derwin, Decorby, & Ichickawa (1999), provides information about specific factors affecting the success in ESL students from high school. The purpose of this study was to record the high school competition rate among ESL high school and students in a school board. What are ESL students' perceptions of their experiences in ESL? What are ESL and mainstream content teachers' perceptions of ESL students' experiences?

Although in a province that places a strong emphasis on education for employability, the authors pointed out that it is an incumbent upon policy makers to ensure that artificial barriers do not exist and that the age cap should be eliminated for high school ESL students. A study subject largely ignored by previous researchers but undoubtedly of fundamental importance to the field of bilingualism is made by Donald (1998) through his study in Second Language process Donald investigates the conditions in which a bilingual person with a high level of L2 proficiency switches to L1 as the language of thought while engaging in an L2 composing task. He also evaluates how language switching is related to the effectiveness of L2 composing. Based in one of the limitations the author defines in the last study just as: no much qualify resources being helpful in this field it would define some suggestions to further studies that it will be likely an area of future research.

Whom is/are the main object in this research? The expectations go beyond the standard objects (EFL Students/ Teachers) but also tries to impact entities in charge of evaluating students/ teachers' level of proficiency to learn/ teach English. Knowing such conditions prepare or improve programs, classrooms, environment, etc. to make learning/ teaching more successful. Also it will be relevant to address it to new and/or already established educational institutions to obtain knowledge coming from past experiences revealed throughout the study. It will also beneficiate them generating new solutions for some issues they might be experiencing through this challenging field in the actual and future time. Also to all those "teachers to be" who are performing research inspiring to be helpful along their journey since these studies can help to prepare and surface issues they may yet have to come across in their own teaching. The depth of these studies can also help others to see beyond the surface of an issue and consider all sides of the problem by developing analytical skills with these

representative examples; it can thereby improve the ability to deal with problems as they occur in the classroom. Definitely it will benefit other researchers in the field by representing a different interpreted set of questions/answers that will be a helpful database to open up new topics for further research. Moreover to find out many answers and solutions to many related problems in this field.

Despite the current popularity of learning/teaching English in USA, limitations existed along the way but they did not provide sufficient reasons to abandon this important journey to find the answers for the important question. Data was collected, dealt with, and presented/ reported in the form of numbers. This phenomenon was at times hard to be represented in a percentage, owing to the proposed questions and situations. For instance, it might had been represented an amount of teacher/student's answers, but not with the accurate meaning of what it has been trying to be presented. In other words, many times percentage would vary not related with the numbers but the many variables in the questions/answers that were only described and explained in the description section after each pie. Another important limitation was the formulated questions in the questionnaires since many times were too general. Therefore, teachers/students felt desperate to add some more important points were important to highlight, but that at the time of the tabulation process gave a tedious time, and hard work to represent in numbers. It will be of undoubtedly help to improve many designed questions to adapt teachers/students into the curriculum expected. Eventually this will avoid many problems for future researches.

Despite the fact that many of the barriers were overcame in order to complete this research, it would recommend additional future research on the following: ESL teaching programs aimed to support student's learning of English more effectively and teacher

training to argument some areas where they have known deficits. Institutions should be more aware of their students- teachers' process and development, potentially taking into account many more critical success factors including those we've highlighted above.

If teachers can accomplish these things even incrementally over time, everyone is a winner- student doing the best to learn Second Language, teachers becoming more instrumental and effective in aiding the learning process, and institutions providing a fertile ground for students aiming to do their best. In fact, these institutions and teachers will gain in prestige and student's satisfaction, which is a side- effect of striving for achievement. After all, what could be more than effective teachers- changing lives for the better?

METHOD

Setting and participants

Participants included five educational institutions; three were represented by Community Educational Centers situated in different locations: the first one in the Bronx, the second one in Manhattan, both in the State of New York. The third one was located in Journal Square, State of New Jersey. On the other hand, the other two institutions that were part of the Public Education System of New York were located in the Bronx in the State of New York. This study was focused on the observation of 15 ESL classes making sure to have the same amount of participants from the 5 institutions. Thereby, three classes were observed from each institution choosing one teacher and one student per class obtaining as a result 15 teachers and therefore15 students. Teachers for this research were chosen according to the availability of each institution while students were chosen randomly.

In the community systems, most of the students observed were between 23 - 60 years old, many different ethnical backgrounds were identified as well as the period of time students were living in the USA. Level of proficiency in English varied from beginners to advanced. Teachers had a well-defined education background according to what was required from the institution, and even some of them higher degrees. While, in those classrooms observed from Public schools students varied more among ages rather than ethnical backgrounds. Pointing out the Bronx is a borough that has a large amount of Latin American population. Therefore, most of the student's language background was Spanish as a mother tongue. Teachers in the Public institutions had a well educational background according to what was required in the institutions' curricula, and also some of them had higher degrees.

Procedures

Essentially the beginning of this research started the moment the literature review was collected from various sources to be part as the bases in this study. Numerous books, journals, and websites were the foundation of the literature review; the taken data was first selected from the best sources, second retrieved in order to be saved, and finally organized according to the outline of the research.

Thereby, the method to carry this research was a quantitative method hence the objective of the main purpose was to analyze the factors that influence the teaching- learning process in ESL/EFL classrooms. Thus, the instruments used in this study were observations through classes, questionnaires handed out to teachers/students as well as interviews, and some useful techniques as note taking.

Observations were the first instrument used along with the note taking technique; this was done at the time each class was being held for an overall period of about 4 months hopping around different institutions. Note taking was a very important technique in order to gather crucial details about each class for the help of interpreting data afterwards.

Hence, questionnaires were distributed among teachers and students after each class was done. Those questionnaires were basically made up of close – ended questions with specific response categories that allowed respondents to write in their answers, opinions, or suggestions. Interviews, on the other hand, were handed out most of the times before the classes had even started. The purpose of these interviews was to help identify the background from some teachers as well as students, and to recognize their personal attitude towards the classes and how these factors influence their own experience in the teaching- learning process.

Consequently, this data was separated into different sections according to each school. Thus, this was done by organizing data by piles, each observation sheet, and interviews by date also attaching each note taken during each class along with each correspondent interview. Once data organization was concluded, the counting process began; this meant counting each response according to their category. Each answer was counted to make an equivalent to represent the answer in percentages to the twenty questions in this study. All these questions were classified in 4 categories: 1) factors concerning teachers, 2) factors concerning students, 3) factors concerning classrooms, 4) factors concerning institutions.

Then, when data was obtained and represented numerically in piles, these findings were object to be analyzed. Such analysis consisted in taking each percentage from the piles as an overall answer depending on the question's dimension. So, once the statistical result was done, there were some aspects to take into account in order to make a critical analysis from each pie. These were: the different circumstances contributing the majority of the percentage obtained in each graphic, the effects of the results obtained from each pie to validate the theories from the authors mentioned before in the literature review, and what circumstances cooperate with the minority represented in each pie. Also, to whom and how the results may be affecting the process of teaching- learning in teachers and students.

Moreover, pointing out one of the bases of a quantitative method, results also have to reveal some important information that cannot be measured nor can be ignored in order to make a proper analysis and interpretation of the data obtained. For instance, it was observed in the classes the impact of the ethnical background in students, the difference between public and community schools, the importance of motivation in teachers and students, the age, the experience in teachers, among others. Even though, when these aspects were not part

of this study, at some point it had to be mentioned since it had a great deal of importance for the analysis and interpretation of the data.

Finally, this research determine credibility of the results through a quantitative method in a formal, objective, systematic process in which numerical data was used to obtain information about the English teaching – learning process.

DISCUSSION

Literature Review

Larsen & Anderson, (2011) believed that just as part of people's lives when acquiring a native language everything that surrounded became part of the development talking, listening, reading, writing, interpreting, doing, etc. Therefore, teachers have to be meticulous when giving explanations and pronunciations, it is exactly the same situation when learning/teaching a new language as a Second Language everything and every circumstance around the process affects or improves the results of learning/teaching. On the other hand, Donald (1998) observed that the learning of English has been identified as an investment for the future that produces many benefits in this nowadays globalized world as: development/advancement in career, school curriculum, traveling experiences, personal growth, among others. Along in The United States learners/teachers benefit from a complete cultural and language immersion that happens as a natural result of living in the United States, there is no quicker way to learn English as a second language than to be fully surrounded by English-speaking people. The world is becoming a small community of neighbors; communication with our neighbors can be both fulfilling and profitable.

Teaching Methods and Approaches

As time passes new methods and approaches are created successfully while others fall into disfavor, for some teachers these methods and approaches can be easily apply since teaching can be sometimes an awesome experience, however in other cases this can be an extremely challenging one. Larsen & Anderson, (2011) pointed out that teachers know that teaching is difficult work, and they are always searching to introduce different techniques to make teaching – learning process more successful. In the same way according with Harmer,

(2008) claimed that teachers have always take into consideration the switching of techniques and methods to fit with what they teachers are trying to achieve in the teaching - learning process.

Larsen & Anderson (2011) introduced the Communicative Language emphasizing the orally ability to communicate in the target language and oral communication that it seems to take place through negotiation between speaker and listener. However, according to Harmer (2008) claimed that the focus of this method is to enable the learner to developed communicate effectively and appropriately in the real life situations.

Larsen & Anderson (2011) claim that Natural Approach is similar to the way in which a child natural acquires first language within the home and community in this approach – comprehension precedes production; production emerges in stages, the only language approach that allows speaking among students during the class. Furthermore, Harmer (2008) suggests that Natural Approach is based on a theory in which acquisition is acquired by the use of the language daily in real situation. There is no correction of mistakes, learning takes place by the students being expose to language that is comprehensible or made comprehensible for them.

According to Larsen & Anderson (2011), Cooperative Language Teaching method works to reinforce a student's own learning as well as the learning of his or her fellow group members. Students who learn cooperatively tend to be more highly motivated to learn because of increased self-esteem. Learning is seen as an obligation and a valued activity because the group's success is based on it and one's group mates will reward it. On the other hand, Harmer (2008) suggests that Cooperative Language Teaching Method attends more to build strong personal links between the teacher and student. There is much talk in the mother

tongue, which is translated by the teacher for repetition by the student. Teacher speaks less than in teacher-fronted classes, and they provided broad questions to challenge thinking, and prepare students to the tasks they will carry out. In cooperative classrooms students find value in helping one another to learn.

Content – Based Instruction it has been defined by Larsen & Anderson (2011) as the teaching of content or information in the language being learned with little or no direct or explicit effort to teach the language itself separately from the content being taught. Students in a CBI class are supposed to learn the target language and some concepts related to the content at the same time. It means that teachers should be knowledgeable in the two areas and effectively "combine language and content instruction. Furthermore, Harmer (2008) said that Content based Language Teaching provides their students with effective content-based instruction increase their knowledge of the content area and also find material and resources that generate student's interest and involvement. When teachers provide content with a high level of interest to students, learners may acquire the language more willingly.

Task Based language teaching according to Larsen & Anderson (2011) is based on the tasks performance that often involves achieving goal or an objective. Arriving at an outcome or an end product while learner's attention is principally focused on meaning rather than form. TBI is not just a manner of getting learners to do task; it is more a matter of working out how task can be used to create optimum conditions for learning to engage student's interest. Also, to stimulate target language use both receptive and productive. At the same time, Harmer (2008) suggest that the focus of Task Based Language Teaching is on the competition of a task which is itself interesting to the learner. Learners use the language they already have to complete tasks, using the TBI method there is little correction of errors

through the class.

It is suggests by Larsen and Anderson (2011) that Total Physical Approach it involves body movements. The basic principles of this approach are listening that precedes speaking; understanding is developed through the use of body movements. Teacher gives commands and models the action, thus; the complexity of commands is increased gradually. Simultaneously Harmer (2008) declares that Total Physical Approach is a language teaching strategy, which introduces new language through a series of commands to physically enact commands with action, activities are based on imperative drill and grammar are taught inductively.

Larsen and Anderson (2011) propose that Grammar Translation refers as instruct students in grammar, and provides vocabulary with direct translation to memorize. The teaching of grammar consists of a process of training in the rules of the new language. On the other hand according with Harmer (2008) claimed that the fundamental purpose of Grammar Translation Method is to be able to read literature written in the target language to do this, students need to learn about the grammar rules and vocabulary of the target. If students can translate from one language into another, they are considered successful language learners. *Managing Learning*:

Gower, Phillips, Walters (1995) agreed that managing learning focuses to see if students have understood instructions in class, they also said that monitoring is as important as teaching, it also shows the pace at what your students are learning, which ones need more help, time, encouragement, etc. As we see managing learning is an important tool in learning, which also involves feedback techniques as one that Elmer & Newby (1993) pointed out "Differentiated Feedback" consisting of merely acknowledgement when a student gives a

correct answer quickly and firmly. If a student gives a correct answer hesitantly, the instructor should give a more detailed response. This will reinforce what the student has learned and add to the student's understanding, as well as acknowledge the correct answer. Another technique, which involves providing additional information in response to student's correct answers, is called "Instructive Feedback"

Lesson Design

According to Kelly (2004), when we create a lesson plan each teacher uses the personal touch; however, the author also describes the characteristics of an effective lesson plan: objectives, activities, alternatives, and assessments. Usually when you are a teacher schools have the mandatory learning objectives which sometimes teachers are allow to adjust them to their reality as they get a better picture of their everyday needs. In contrast with what the author Gower, Phillips, Walters (1995) consider from their point of view, they show a better and briefly view of the most important headings that a lesson plan must follow: aims, procedures, approaches and activities, materials, aids and equipment, information about the students and the classroom circumstances, as a final anticipated problems.

Class Size

Woodward (2001) creates a difference for those teachers in large classes he marks some crucial points of design for the class as: sureness of the understanding from the whole class, clearness, organization of the class, clear explanations; in contrast, Harmer (2008) states that everything depends on the particular education system for example if you ask a teacher what "large class" is they are probably going to say 20, 40 students. Author gives us use of many techniques in order to develop what it has been taught

Classroom Space and Seating Arrangement

Flood (2003) suggests that there are many benefits in students that have space in the classroom as those students that tend to take more risks and show greater persistence. Also the general attractiveness of the classroom as the way the furniture or material are placed takes an effect in student's behavior even thou the relationship of this elements and the student's learning development hasn't been proved yet. In relationship with Gower, Phillips, Diane, & Walters (1983) that give the importance of a personal space in students and also they open a view from simple space classroom to a cultural and even multicultural space. Also determining which students sit with whom is indicated by a variety of factors as what kind of class, number, arrangement of the classroom space, etc. There are also many techniques to apply to students in the environment and vice versa.

Classroom and/ or Teaching Resources

Gower, Phillips, Diane & Walters (1983) agreed that the resources vary among teachers because of the availability in the institution for instance, they mentioned the board, the overhead projector, visuals, video, computers, photocopier, worksheets, and work cards, among others are the resources teachers can use to improve student's learning process and results as the same point of view that wise GEEK (2003- 2012) shows us giving the same resources and also describing couple of more as books which are the most commonly used in the classroom, educational websites that has become a really important tool in the classroom because of its many uses as tutorial, films, students can easily retrieve data, slides, and assessments, among others. The website also states some of these resources can be provided

by the institution, or have students buy them even in some cases students might be required to provide their own resources.

Classroom Observation (institution observation)

Wajnryb (1992) believed that monitoring the class has to occur when this is in progress in order to obtain good results while monitoring since there are a lot of events happening at once that the institution don't want to miss out. Through an observation coming from an institution helps the observer in two important points: 1) Limits the scope to concentrate in one or two aspects in students during the class. 2) Provides the observer to have the sureness of an opinion about the class freely. Moreover, as Adelman & Walker (1975) provide that being an observer is a transitional role taking into account time and differences among students; also a very important characteristic of the observer institution is that observers always take the role of an audience instead of the performer.

Learning Styles

There are many styles from where learners can choose, but it is very difficult in the first stage to actually pick one, eventually through learning students are always more attractive to one which for each is easier depending in the student Kelly (2004) points out three types of learners: visual learners that are better performing with pictures and handouts. Tactile learners: they are usually good touching and experiencing things around them. Auditory learners: their performance is better at listening and saying a loud. However, Stewart & Felicetti (1992) contradict what has been said before since their opinion is based at not stereotyping people or attach certain students to certain learning style because they believed every student is capable under any style, they also affirm that in many learning

programs learning styles are an unimportant part, instead they focus more at providing more correcting methods, strategies and context.

Learning Aptitude

Brown (2007) suggests that aptitude is a complex of abilities adding as processing speed short and long-term memory, road memory, planning time, pragmatics abilities, interactional intelligent, emotional intelligent, and self-efficacy. Aptitude is also linked to many stages that are believed as the process of second language acquisition when the learning is essential in natural context. According to Grass & Selinker (2008) there is a primary relationship between second language and aptitude linking the student's acquirement knowledge of the second language even thou motivation, cognitive style, degree of acculturation, personality, and attitude are the more importance in second language.

Studies research findings in the area of second language acquisition have repeatedly verified the significant roles that learners and factors can play on learning language process. In recent years, researchers have sought to examine this assumption more specific as:

Kang (2006) fundament his research study in social factors trying to find out in what ways do individual, social - contextual factors affect in learning and use of ESL, and how these factors interact with each other. His methodology was a constructive one, he tried to build a friendship with the one being studied through this close relationship between his family and his, and he was able to collect data in a wide variety of contexts. For triangulation, various types of data were gathered and used in the research analysis. He conducted formal interviews; also collected data in informal interviews during daily interactions with him on a personal level. Some of the data were collected during phone calls

when he also reflected on his experiences. He made observations in various contexts such as ESL during this process; he made corrections and added more information to the transcript.

Data analysis was an ongoing process conducted throughout the study, as recommended by Merriam (1998). Data was initially coded to identify emerging themes about the participant's language use, learning experiences, and affective factors. After that, he identified the recurrent characteristics of his language use and learning, also the individual and social-contextual factors that were emerging in relation to those recurrent characteristics, establishing connections between them on the basis of a logical chain of evidence classes, a literacy volunteer's place, and on other social occasions during which he used English.

For purposes of triangulation, the data was collected from multiple sources. A member check was also conducted by taking tentative findings and interpretations to the participant and asking him if they were plausible. As a means of peer evaluation, he frequently asked colleagues to comment on the findings as they emerged. In order to identify the researcher's biases, the researcher's assumptions were clarified at the outset of the study. In addition, he found out that Social-contextual factors also influenced his learning and use of ESL includes the following: Lack of contact with native speakers influenced his language-learning, limiting opportunities to speak and learn English; • Insecurity about speaking English in the presence of other Koreans influenced his language-learning, limiting opportunities to speak and learn English. Moreover, there were interactions between individual and social-contextual factors. • Extroversion and motivation played a role in overcoming the insecurity in the presence of Koreans; Motivation and extroversion played a role in overcoming the lack of contact with native speakers.

William & William (2000) make another research based tools in order to improve learning ESL, the purpose of their research is to determine whether the integration of reading with computer will improve the ESL student reading skills they also intent giving a boost to the ESL students who are in the school with limited English skills.

Their method they used was at the regular class sessions, the students were given a list of ten three letter words to read for five minutes. All of the words were selected from the textbook. The teacher will pronounce the words, and asked the students to repeat after her. The teacher will then ask the students to take out their keyboards and type the words using simple sentences. As their verbalization and recognition of the assigned word improved, the teacher gradually increased the number of words and the level of difficulty.

As the students progressed, the teacher selected short passages from the textbook and asked the students to read aloud in class. Notes are taken on number of words pronounced with ease, readiness to actively engaged in the activity, and clarity of sentence structure while typing on the computer. Furthermore, each student has his or her turn to read their written sentences while the authors took notes of their observations.

This exercise continues till the end of the semester. At the end of each lesson, the teacher and they compared observation notes. The conclusions were from the observations, it was recognized that the integration approach to learning is effective with students whose English skills are limited. In verbalization of words, the authors observed that the students improved dramatically. What the students read provided insight into what they write. For the ESL students, "an integrated approach to reading is more effective than the traditional methods of instruction, which break language in to parts.

Another research provided by Derwing, Decorby, & Ichikawa (1999) provides

information about some factors affecting the success in ESL students from High School their purpose for the study was to respond what is the high school completion rate among ESL high school students in the school board? What are ESL students' perceptions of their experiences in ESL? What are ESL and mainstream content teachers' perceptions of ESL students' experiences? To answer these questions they were given access to the school board's database, which contains a record of 556 former and current ESL high school students from 1991 to 1996. Students who were still in the process of completing their high school education were omitted from the study, leaving a total of 516 former ESL high school students.

They calculated completion figures from the student records. Fifty-four percent of the students were classified as completers and 46% as non-completers, but these numbers did not include 14% of the total ESL population: transfer students who had left the system prior to graduation. They chose to exclude the transfer students in the calculations reported below. In conclusion with their research through data and investigation the challenge for the school board is to bring system-level changes into effect in the face of ongoing fiscal constraints. Mainstream content teachers expressed frustration at the pressures caused by diploma exams, increased classroom size, cutbacks, and so on. They reported that there wasn't enough time to adapt their classes for the benefit of ESL students. They did not directly address issues of curriculum or methodology in this study, but the teachers and the students made reference to both. It would be beneficial for administrators to consider how these two areas can be modified in order to improve ESL students' performance in both ESL and content-based courses.

Finally the age cap policy has severe repercussions for ESL students. In a province that

places a strong emphasis on education for employability, it is incumbent upon policy makers to ensure that artificial barriers do not exist. The age cap should be eliminated for high school ESL students.

Donald (1998) also through his study in second language process tries to answer under what conditions would a bilingual person with a high level of L2 proficiency switch to L1 as the language of thought while engaging in an L2 composing task? How is language switching related to the effectiveness of L2 composing? He worked with a participant through three sets of composing tasks these were completed within three days. She was asked to conduct one type of composing each day, with intervals of about four hours between the two tasks of each type.

The text composing assignment was given on the first day, the problem solving in math assignment on the next day, and the translation assignment on the last day. Each day, the less demanding task was given first and the more demanding one-second. This arrangement of tasks within a day as well as types across the days was intended to help reduce the influence of L1 use, which was more likely to take place in more demanding tasks than in less demanding ones. When the participant was asked whether she preferred to write on a computer or on paper, the answer was, 'I don't mind. I often do both. As existing conditions did not allow me to use the computer room, I asked her to write by hand when doing the tasks. She completed all six tasks as requested; her thinking processes were tape-recorded, transcribed, and then coded. Follow-up interviews were conducted, after the tasks, in which the participant was asked to make comments on her think-aloud utterances and to answer his questions.

Finally Donald (1998) concludes that the preliminary investigation brings to the

forefront of bilingual studies the phenomenon of language switching, a subject largely ignored by previous researchers but undoubtedly of fundamental importance to the field of bilingualism as a whole. In discovering a link between the level of knowledge demand and language-switching behavior, this paper contributes to our knowledge of the cognitive strategies that characterize bilingual thinking. Despite the study's limitations, the observations made here suggest that further inquiry into the factors that influence language switching will likely be a promising area of research.

As a last research study contribution Serrano (2011) proposed his study in the time as a factor affecting EFL practice the purpose of this study is to examine whether the distribution of L2 hours of instruction is related to students' L2 outcomes in different language areas and whether the students' initial proficiency level has any effect on the students' language gains in different types of programs, he tries to answer the following: When the number of hours of instruction is held constant, does the distribution of such hours have any effect on the acquisition of English as a foreign language, as reflected in the students' gains in listening, grammar, vocabulary, reading, writing, and speaking skills? 2. Does time distribution have a different effect on EFL students at the intermediate versus advanced proficiency level in terms of the language gains experienced by those students at the end of their respective course?

His methodology used was based in two different programs chosen for this study: regular and intensive. The regular course offers 110 hours of instruction throughout the whole academic year (approximately 7 months), distributed over 2-hr sessions that meet twice a week. In the intensive program, the students receive the same number of hours of instruction (110) in 4.5 weeks during the summer, distributed over 5-hr sessions that meet 5

days a week. The methodology and teaching techniques used in the two program types are highly similar. The same textbooks are used in regular and intensive courses and the students have the same type of exam at the end of the instructional period. Both regular and intensive programs aim to develop the four language skills through a mixed approach, which includes communicative activities as well as some more grammatically oriented tasks.

Nevertheless, these courses can be considered quite traditional in the sense that interactive activities tend to be designed for students to practice specific grammar points or vocabulary items, and there is a strong focus on forms. In general, all of the different skills receive the same attention in intensive and regular programs. Data from the students were collected using three different types of tasks: a proficiency test, a written task, and an oral narrative. The students performed these tasks twice -- once at the beginning of the course (approximately 20 hours after the classes had started) and the second time toward the end of the course, more or less after 90 hours of instruction (approximately 80 hours after the pretest)

The students took both the pretest and the posttest during class time, either at the beginning or at the end of the class. The proficiency test was different for intermediate and advanced learners; yet, in both cases, the exercises included in the test came from a short version of the practice exam used in the language school, which had the same format as the final exam for each of the levels under study. Additionally, the exercises were clearly related to the content of the course; consequently, the test was considered an appropriate measure of the kind of learning that had been taking place in the class. The activities included in the test were the following: one listening comprehension exercise, one sentence conversion exercise, one open cloze activity, and one reading activity.

The students were given approximately 15 min to write the composition and were asked to use approximately 150 words. Finally, a group of students were chosen randomly from each group to perform an oral activity. The researcher called the students one by one and asked them to leave the class (where the instructor continued teaching) and follow her into a separate area in order to perform the activity. An important conclusion that can be reached from comparing the findings of this study and previous studies on the time factor is that time increase is generally, whereas time concentration alone usually leads to more modest gains. Still, those gains are superior in many L2 areas to those obtained by learners attending programs that distribute the hours of classroom practice over long periods of time. In adult classroom EFL, the knowledge that learners need to acquire in their classes has to be practiced (or retrieved) regularly in order for such knowledge to become retained.

Between the time factor and other variables, such as teaching techniques, motivation, age, and so forth. Once more research is conducted and a clearer understanding of time distribution and SLA is achieved, recommendations could be made to program administrators so that the time and practice classroom L2 learners receive is optimally distributed.

Description, Analysis, and Interpretation of Results

The following pies represent descriptive statistics collected and calculated primarily to analyze and determine the factors that most influence the teaching - learning process in ESL classrooms. Data was obtained from the results of the questionnaires, interviews, and observations; these results were quantified, analyzed, and interpreted according to the answers given by teachers and students, and from observations made.

Data is validated with scientific information gathered from different sources regarding the research in question; this information reveals evidence to support the idea that effective instruction plays an important role in this teaching - learning process. The usual analysis for this data begins with a description of what it is seen from each graph.

Such a description tries to explore and gain a "feeling" for the data according with the variables and what might affect them. The analysis is used to determine the factors affecting them. Therefore, the following pies merely interpret certain of the internal and external facts.

Quantitative Analysis

Factors Concerning Teachers
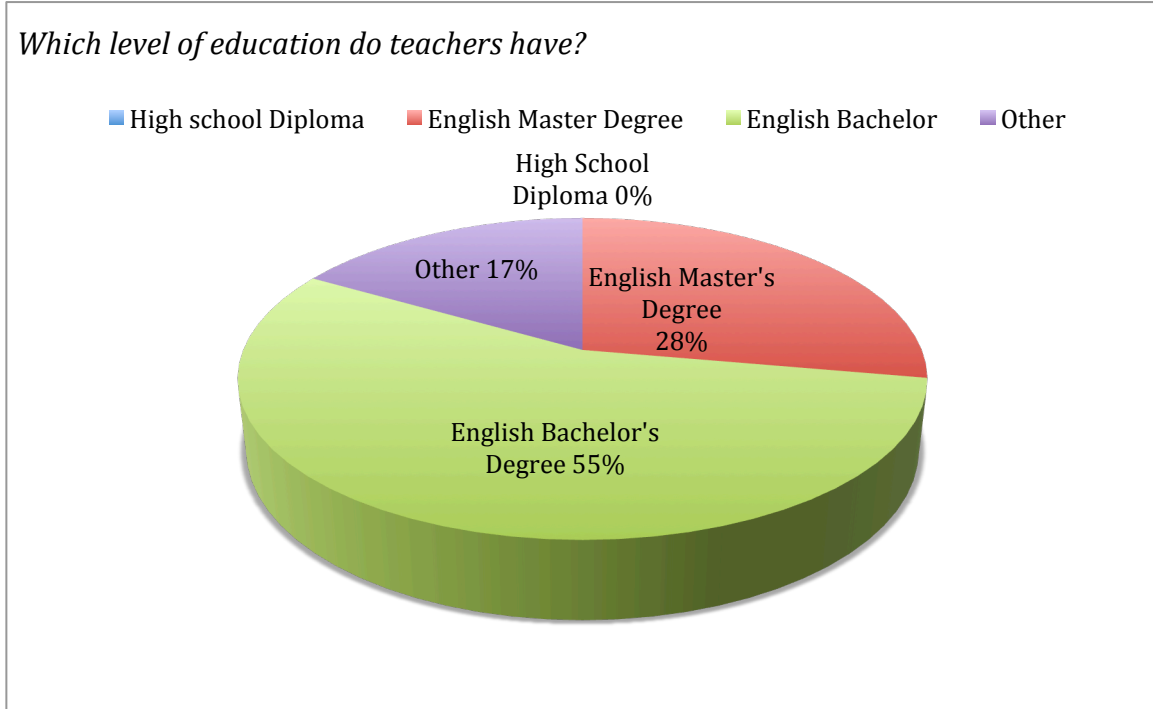
Authors: Ninfa Romero & Jazmin Calles
Source: Teachers' questionnaires and observation sheet.

The pie above represents the teacher's level of education. Fifteen percent of teachers have an English Bachelor's degree, while another twenty percent have an English Master degree, and a seventeen percent of educators have others degrees in other fields such as history and reading. It is important to point out that some teachers were Native American and some others were just raised in United States. In conformity with the Common European Framework of Reference for Languages their level of language proficiency is graded as C2.

In agreement with the observations and interviews made to teachers, it was claimed that teaching English, as a Second Language in the US is more regulated than years ago, this encouraged educators to continually update their knowledge in the academic skills.

Results showed evidence that ESL teachers are more likely to obtain just the significant certification to precede as a teacher, while a considerable amount of them had continued to achieve another education investment.

The above percentage in the graphic showed that fifty five percent of the interviewed teachers have an English Bachelor's Degree. It was claimed by teachers that there are different circumstances they cannot go beyond their basic education. So, they suggest that administrators should encourage their teachers to continue their education as well as make opportunities available for them to do so. Moreover, administrators and districts should offer to either pay or help pay for the classes and workshop.

In community schools, a bachelor's degree in education is usually preferred, but state licensure is not required. Entry-level positions with small nonprofits and community school groups might be available to those with high school diplomas or associate degrees, but most teachers require at least a bachelor's degree.

On the contrary, all instructors in English as Second Language who worked in public schools were required to have at least a bachelor's degree (or higher) and a teaching license from their state in order to be successfully hired from a school institution. Therefore, a twenty eight percent of teachers have earned an English Master's degrees. Educators suggest that good teachers become great teachers by going beyond the call of duty and beyond the textbook. To do this, teachers must need to continue their education that could give the educators that extra help in different skills, allowing them to expand their classroom capabilities and competencies.

In addition, a seventeen percent in the graphic above represented a small amount of the teachers who earned a higher degree of education. By earning their Master's degree or
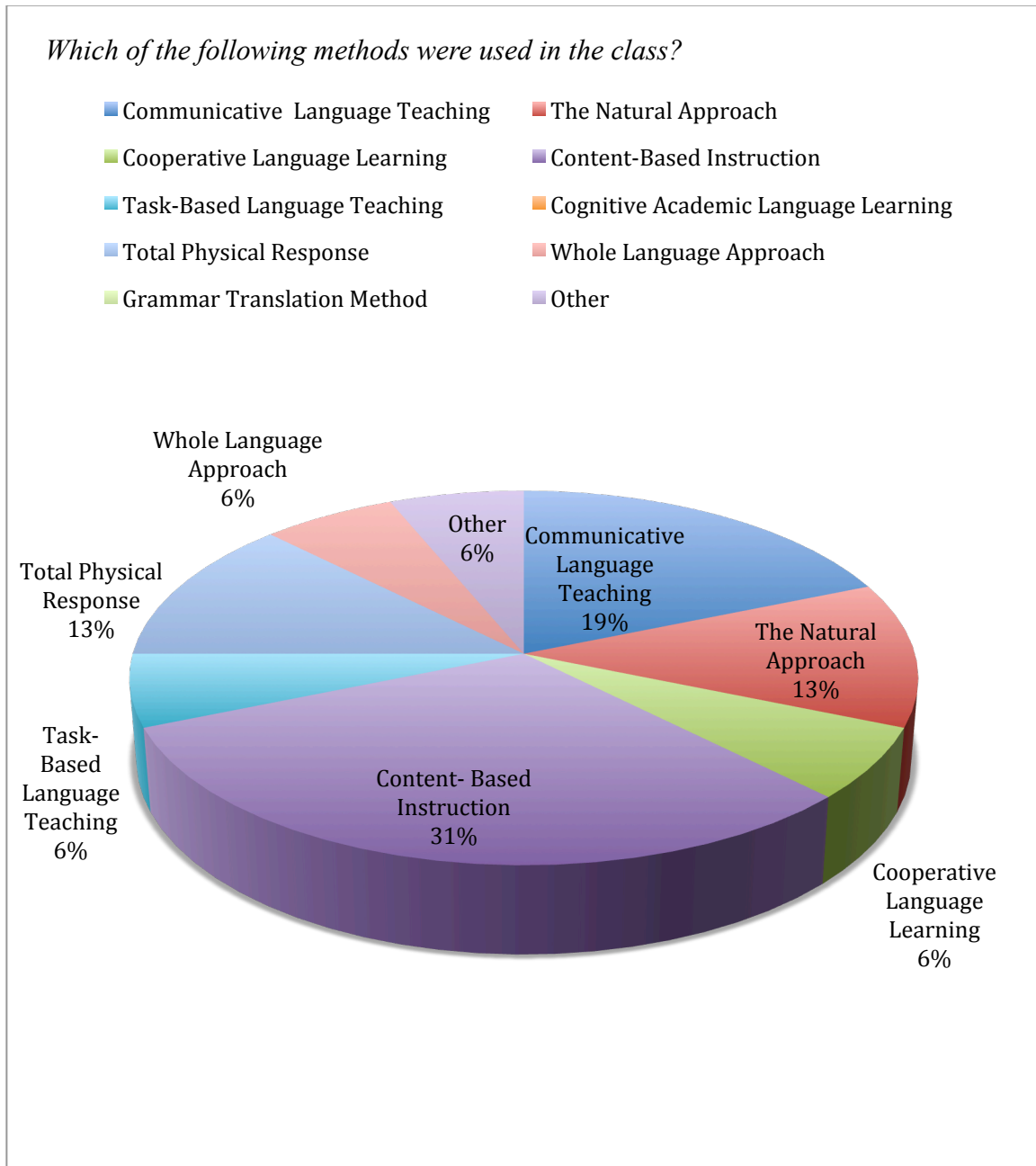
specializing in a field such as ESL would help teachers to increase their chances of employment, better salaries, and have more opportunities to be part of the high world of education.

It was concluded by teachers' interviews that their goal as an educator and an educational leader is to impart a passion for education within the classroom. They expect to provide an environment that encourage and make a positive effect for their students and staff. They hope to provide the skills and tools necessary for success and foster the talents of each individual. By doing this, they will give them the confidence to embrace their dreams and make them a reality. Once they have moved on, theirs peers will remember them as a professional who was eager to help develop the school community and was always eager to mentor the students as well.

Additionally, information was obtained from the students' survey where some of them agreed that classes were easier because teachers were academically prepared to perform the classes, and their professionalism made learners feel comfortable and confident to move on to the next level. It was said by a student about his experience at ESL classroom "Without this knowledge I gained from my ESL courses, I would not be an immersion classroom student. These classes gave me the confidence to speak up in the classroom- both with my classmates and professors". A teacher claimed that ESL students have the opportunity to experience a variety of culture activities to participate in a language exchange program with native –English speakers.

Teachers mentioned that schools that have ESL programs in their curriculum offer a challenging learning environment for students who want to improve their English for academic, business or social purposes. Those schools are highly qualified and experienced

faculty integrates all language skills with the use of different methods.

Which of the following methods were used in the class?

Legend:
- 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
- Other

Pie chart segments:
- Whole Language Approach 6%
- Other 6%
- Communicative Language Teaching 19%
- The Natural Approach 13%
- Total Physical Response 13%
- Content-Based Instruction 31%
- Task-Based Language Teaching 6%
- Cooperative Language Learning 6%

Authors: Ninfa Romero & Jazmin Calles
Source: Teachers' questionnaire and Observation Sheet.

The pie above provides a useful summary of methods used in the ESL classrooms; teachers recognize the complex and diverse nature of work of teaching L2 students. Methods provided a description of the basic principles and procedures of the most recognized and

commonly used approaches and methods for teaching a second or foreign language. Each approach or method has an articulated theoretical orientation and a collection of strategies and learning activities designed to reach the specified goals and achieve the learning outcomes of the teaching and learning processes.

Based on observation and teachers interviews, it was claimed that by becoming clear on where they stand teachers were allowed to choose differently from the way they were taught and allowed to see why they were attracted to certain methods and repelled by others. The point is that they have the understanding and the tools to do so. Teachers supporting this view also claimed that those who consider this point of view can realize that learners are not "simply '' learners but they are human beings with different perspectives of learning. Such a view has transformed the notions of using different methods to teach; it is invaluable resources that serves as a foil for reflection that can aid teachers in bring to conscious awareness the thinking underlying their actions. It does not give them the whole picture of what is happening in the classroom, but it is not surprising that teachers think in terms of activities rather than in the methodological form.

It was often claimed by teachers that methods had numbers of positive effects on their participants; however, one method may not fit all learning styles or situations since each student learns differently. Looking at the data, L2 teachers were able to make choices, not conditioned and they were able to resist, or at least argue against, the impositions of a particular method by authorities or institutions. Thus, in this study where a method was not being imposed, different methods were chosen in order to teach successfully. It offered teachers new alternatives to what they currently think and do.

Since teachers noted that being able to communicative required more than mastering linguistic structures and some observed that students could produce sentences accurately in a lesson but could not use them appropriately outside of classroom, nineteen percent of teachers decided to apply:

The Communicative language approach, when teachers had as a goal communicative competence in their lesson, teacher claimed that students had to have some knowledge of the linguistic forms, meanings and functions. Learners need to know that many different forms can be used to perform functions and also that a single form can often serves as variety of functions.

Another teacher claimed that CLT allowed learners to use authentic material to give them an opportunity to develop strategies for understanding the language where asserting that language is acquire through communication. In the observed class the teacher used a newspaper article, teacher also assigned the students homework requiring them to learn about the "Immigration Reform". It was possible to use authentic language material such these for the high –intermediate level of proficiency in the target language. However, for beginners simpler authentic materials were used (they were talking about family, neighbors and daily routine).

The study also shows that thirty percent of teachers use Content-Based instruction suggesting that CBT offers teachers a way of addressing issues of language and content learning and allowed students to make ongoing progress in both, content and language. Also this can provide an efficient manner of learning, which is ensuring that students were not left behind while learning language. Educators believed that CBI could be an effective way for students to learn a L2 in an immersion class; often the content was an academic subject matter, interesting themes, or topics. It has been observed that academic subjects provide

natural content for language study.

The teacher's survey indicated that the contribution of (CBI) was not exclusively a language program, but instead it integrated the learning of language with the learning of some other content; the content determined what language is worked on. The class observation included not only vocabulary item and grammar structures, but also how these contributed to the discourse organization of text. During the class all four skills were integrated in authentic context.

Furthermore, thirteen percent of teachers claimed that the use of a natural approach in their lesson was because this allowed learners to produce the language on their own, involving intuition and subconscious learning is the product of real interactions between people where the learner is an active participant. It is similar to the way children learn their native tongue, and emphasizing the need to make learners as relaxed as possible during the learning process.

Since teachers believed that a natural approach does not force early production in the second language, but in turn allowed students to produce when they are 'ready'. They have chosen this way to teach because the acquisition approach praises the communicative act and develops self-confidence in the learner.

Teachers beliefs were based on the theories of Krashen and Terrell (1983) who developed the natural approach following Krashen's views of language emphasize second language learning as following a similar developmental sequence as first language development. A focus on communication through meaningful input, as manifested in Krashen's five hypotheses include some of the initial practices from TPR.

According with Krashen (1977), Language acquisition does not require extensive use of conscious grammatical rules, and does not require tedious drills. Acquisition required

meaningful interaction in the target language – natural communication - in which speakers are concerned not with the form of their utterances but with the messages they are conveying and understanding. (p.33) Educators believe that Natural language is a very helpful process that produces functional skill in the spoken language without theoretical knowledge. In the class observed, the focus was on basic everyday interpersonal situations like ordering in a restaurant, shopping, leaving a phone message, etc.

Thirteen percent of teachers claimed that Total Physical Respond is a good way to teach; it involves the teacher to give more and more complex orders to the students, who them respond with actions. It should be clear from the class observations that the use of commands was the major teaching technique of TPR teachers added the commands, which were given to the students to perform an action, which made the meaning of the command clear. The teacher suggested keeping the pace lively, it was necessary for teachers to plan in advance the lessons. If the teacher tried to think them up as the lesson progressed, the pace was too slow.

Total Physical Response (TPR) method is one that combines information and skills through the use of the kinesthetic sensory system. This combination of skills allows the student to assimilate information and skills at a rapid rate. As a result, this success leads to a high degree of motivation. The basic tenets are: Understanding the spoken language before developing the skills of speaking. Imperatives are the main structures to transfer or communicate information. The student is not forced to speak, but is allowed an individual readiness, and allowed to spontaneously begin to speak when the student feels comfortable and confident in understanding and producing the utterances, Asher (1979) one observed class was based on these steps: Step I - The teacher said the commands as he himself performs the action. Step 2 - The teacher said the command as both the teacher and the students then perform the action. Step 3 - The teacher said the command but only

students perform the action. Step 4 - The teacher told one student at a time to do commands. Step 5 - The roles of teacher and student were reversed. Students gave commands to teacher and to other students. Step 6 - The teacher and student allowed for command expansion or produces new sentences.

Whereas, another method was taking into consideration as a way to teach a six percent of teacher used the Whole Language Approach. According with observations sheets and teachers' questionaries' educators suggested that a WLA is the tool of communication in which the teacher always taught pronunciation, grammar and vocabulary separately. But in the "whole language" classroom, the teacher does not do so. The teaching emphasis depends on the meaningful whole language activities.

As another class was being observed the teacher started teaching the class by reading and then understanding the passage where students made to comprehending the content of the text, and discussing the main idea of the text, etc. In this process, the students not only cultivate the comprehending and thinking ability, but also cultivate their overall language abilities.

The grammar rules, usage of words are not going to be taught systematically, the teacher can teach them at any point of time in the teaching process. For example, when there was a pronunciation problem in the text, the teacher added some knowledge about phonetics; when passive voice appears several times successively in the text, the teacher grasped this chance to ask the students to discuss this grammatical point, and provide more examples to illustrate it. In short, in the teaching of English reading, the teacher should lay the emphasis on the comprehension of the whole passage, and at the same time, give consideration to the study of grammar, vocabulary and pronunciation as well.

This approach was historically used in teaching Greek and Latin. The approach was generalized to teaching modern languages. Classes are taught in the students' mother tongue,

with little active use of the target language. Vocabulary is taught in the form of isolated word lists. Elaborate explanations of grammar are always provided. Grammar instruction provides the rules for putting words together; instruction often focuses on the form and inflection of words. Reading of difficult texts is begun early in the course of study. Little attention is paid to the content of texts, which are treated as exercises in grammatical analysis. Often the only drills are exercises in translating disconnected sentences from the target language into the mother tongue, and vice versa. Little or no attention is given to pronunciation.

However, six percent of the teachers choose a Task Based language, they claimed that this always teaches pronunciation, grammar and vocabulary separately and facility student's language learning by engaging them in a variety of tasks that has a clear outcome. They suggest that a Task can engage productive or receptive, and oral or written skills and also various cognitive processes in L2.

Based on observation sheet teacher was provided during the initial phase of the lesson, he provided feedback such as recasts; students often work closely together to help each other accomplish the task and to problem solve. It is also important to say that students were so motivated by doing tasks that prepare them for the real world. He also set the task for students to perform, the teacher was paying attention during the task, making note of language that should be focused on.

Lastly, six percent of teachers have used Cooperative language teaching as have just seen with CL, the teacher-helped students learn more effectively through collaborative skills so that they can work together helping each other. Teachers not only teach language; they teach cooperation as well. Of course since social skills involve the use of language, cooperative learning teaches language for both academic and social purposes (Larsen & Anderson, 2011)

Based on teacher observations where CL were used, students often stay together in

the same groups for a period of time so they learnt how to work better together in the same groups for a period of time. There was much talk in the native language, which was translated by the teacher for repetition by the student. In cooperative classrooms, students found value in helping one another rather than thinking competitively and individualistically.

In displaying the essential features of the language teaching methods in the above graph form, it is salient differences that get highlighted. Not apparent from this display is the fact that these methods overlap in significant ways as well. Despite the fact that the debate continues on what method entails on the means to bring it about, it is nevertheless true that one of the most important similarities in many of these methods is that their goal is to teach students a new language. They suggest that a method will allow teachers become aware of their own fundamental assumption, values, and beliefs it also can help teachers become clearer about why they do what they do.

Do you use whole- group activities to teach your lessons?

■ Yes ■ No

Yes
100%

Authors: Ninfa Romero & Jazmin calles
Source: Teacher's questionnaire & Observation Sheet

The graph above shows that teachers used whole group activities during the teaching –learning process they have found especially effective with large, multilevel classroom of students: the whole group has their strong points. Teachers claimed that it was fairly simple to implement whole group activities during the performance of their lesson.

During a class observed, the teachers did a short introductory activity with the entire class, and then broke the students up into level group. This worked really well when a gap between students was at the upper end of the scale, from intermediate to advance. In the case a classroom does not have an abundance of resources grouping students, and what kind of practice activity they would give to them. Often the activities were simple variations on themes with the lower level students being more scaffold than the upper.

Moreover, one teacher claimed that Whole Group activities were appropriated initially for beginning a new class and regularly for daily warm-up time. In an observed class the teacher focused in the entire group on a theme that later involved various individual

and small group tasks. The whole group participated in a class project to create a finished product (which was book,), where each learner completed a part of the task based on individual abilities and interests.

Bell (1997) stated that whole group activities lend themselves to follow-up activities at various difficulty levels which include reading comic strips or photo stories, listening to audiotapes or viewing videotapes, taking field trips, learning songs, and brainstorming on topics of interest. While other one however, suggest that Whole-group work is well suited to formal debate, review discussions, role-play, having members of each group circulate to inject new ideas into other groups, having students from one group teach other groups how to solve different problems, and organizing a formal debate.

Do you use individual activities to teach your lessons?

■ Yes ■ No

Yes
100%

Authors: Ninfa Romero & Jazmin Calles
Source: Teacher's Questionnaires

The research shows that 100% of teachers use individual activities when they perform their lesson. It is important to mention that it does not mean only individual work during the

whole period of class.

Data from teachers survey claimed that one reason to ask students to work individually on a task it was because students were able to prepare their personal ideas, views or arguments in response to a problem or a piece of stimulus material. It makes sense for this kind of preparation to be undertaken before the session, but there may also be times within a class when it is helpful to give students an opportunity to work alone. If students are given time to prepare an answer rather than being obligated to provide immediate responses, they are more likely to produce a considered response and likely to benefit from the time spent working out an appropriate answer. After teachers have been with a student for a few lessons, they should start to pick up on their strong and weak points. Some people learn best when they can see the language while others do better hearing it. Once teachers know which type of learner a student is, they can focus on the materials in their own style. For large classes where there are a variety of learning styles, they will also need to use a variety of materials to ensure everyone receives what they need.

Another reason to ask students to work on their own was to provide an opportunity for the class leader to talk with individuals to engage and respond to students' understanding.

During an observation made teacher asked students to read through an article and identify the application of "health", and to consider the answers to a series of related questions that can be used for a small-group discussion in the latter part of the class.

Research on teachers' observations show that teachers use individual activities because enable them to take responsibility to choose work appropriate to their individual levels and interests. It was claimed by a teacher that an individual work component includes activities from all skill areas as well as vocabulary, grammar, and pronunciation exercises.

In addition, other teachers claimed that giving students work sheets to work individually allowed them to informally evaluate their own work without teacher intervention. When it was used regularly in the classroom, individual work fostered a relaxed environment where learners decided how and when to interact with one another, with their teacher. Even though the teacher gave them individual activities to work students argued that group activities helped them to interact and creates higher level of interaction between teachers and students. Alternatively, this enabled teachers to discuss progress with students on an individual basis, and, students were required to submit the worksheets at the end of the class period, it provided teachers with more information about overall student understanding of the different topics studied. As a rule, teachers pointed out that individual work created lower levels of interaction between teacher and students (because attention is focused on one individual at a time) than other formats. For this reason it makes sense to use individual work sparingly.
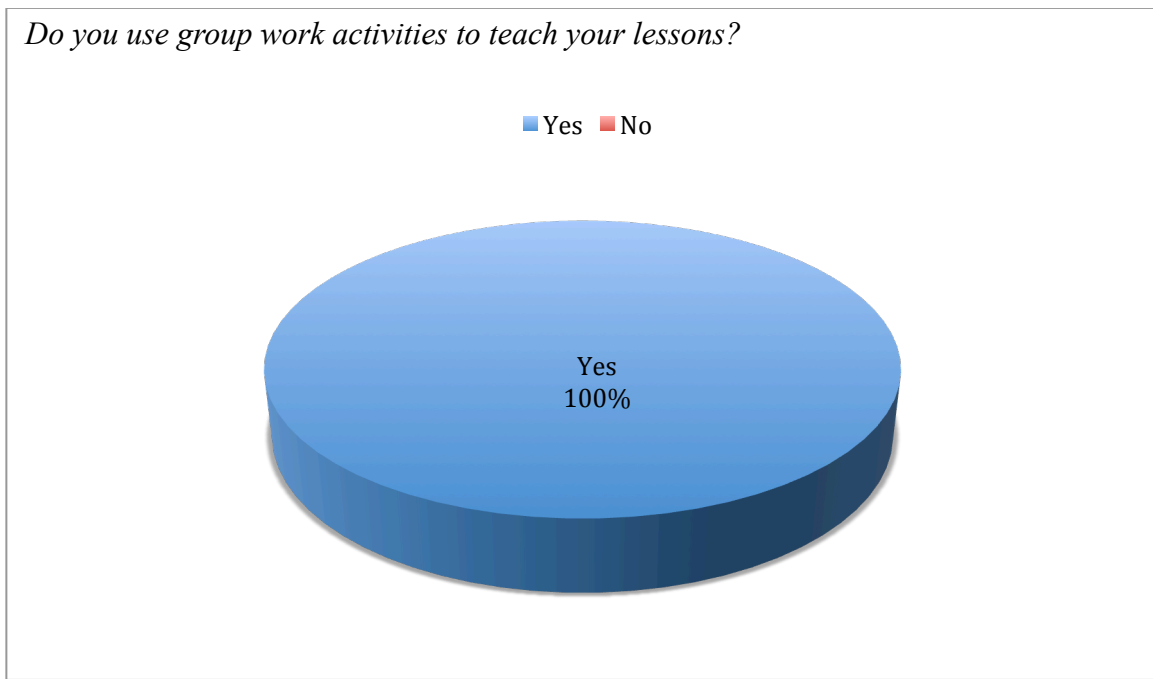
Do you use group work activities to teach your lessons?

■ Yes ■ No

Yes
100%

Authors: Ninfa Romero & Jazmin Calles

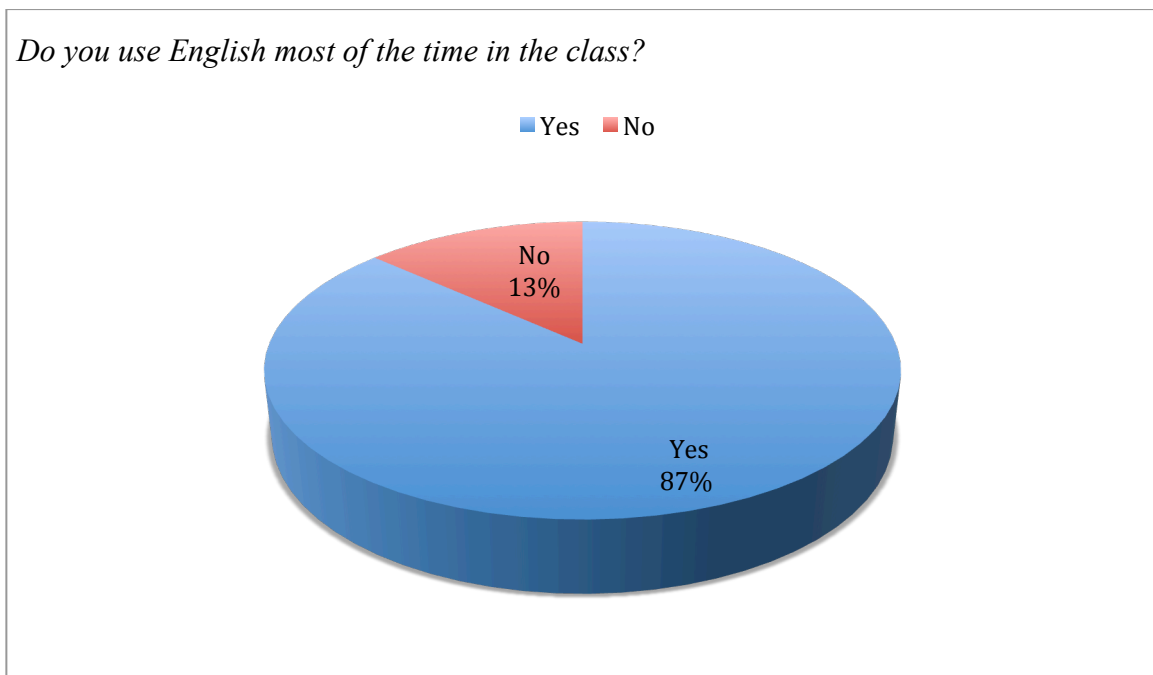Source: Teacher's Questionnaires and Observation Sheet

Data above showed that a hundred percent of the teachers – interviewed used group activities in their classrooms. The use of grouping strategies can form the basis for ESL classroom as teachers mix and match groups, pair learners, and allow time for individual or solo activities during each class period (Bell, 1991; Berry & Williams, 1992). Certain factors should also be considered in setting up group and pair activities, including differences in age, social background, country of origin, and educational background, as well as English ability.

However, teachers claimed there were some benefits that work group brings. The primary benefit of group work is that it provides practice in speaking and listening. These skills will never develop fully without a large amount of practice, and outside the classroom, most ESL students even those who are studying in English-speaking countries get very little. On the contrary, from observed class, advance students during tasks were not comfortable working in groups with beginner learners they considered to be more prominent or of higher status, basic learners were taken advantage of them, for this reason some beginners students were unwilling where advance students were leaders in the group.

Moreover, students often found group work unappealing because it puts them under pressure to act. As long as the classroom is teacher centered, students can remain passive. In groups, they are expected to speak, understand, and think. They are also expected to be friendly and cooperative. Even though, the teacher roll as a motivator was relevant he encourage reluctant learners to try new activities, sensitivity to potential difficulties arising from group and explain them the pros of pair work as a way to learn.

Something that Johnson (1995) found to be true was "The use of small group and pair work in the ESL classroom has been shown to be an effective means for improving language

competence promotes a variety of opportunity for learners to build confidence in a smaller setting that is limited to language learning peers, as well as the increased individual talk time available in an SG/PW environment are examples of the benefits. When learners interact with one another, they sense a level of control in their language learning which lends itself to build confidence in acquiring a second language"

Do you use English most of the time in the class?

Yes ■ No ■

No
13%

Yes
87%

Authors: Ninfa Romero & Jazmin Calles
Source: Teacher's questionnaires and Observation Sheet

The pie above showed that eighty seven percent of the teachers use English most of the time in the classrooms. ESL teachers believed that there were many benefits in having only English spoken in classroom. Teachers argued the most apparent thing was that students started to learn useful, real world English such as expressing their feelings and desires as well as the textbook English.

Based in student's survey, educators believed that being in an English - only classes

offer additional opportunities to hear the language and practice at the same time. In regard of the observation sheets, teachers said that learners had to be exposed to a real language environment because it will help them become more comfortable and confident expressing themselves in/ and communicating through.

It is believed that classroom where learners were exposed to the new language acquired the L2 faster and performed better inside and outside of the class than those who use translations, and had a limited exposition to the target language. For example, in a class observation the teacher used explanations and instructions in English only. He thought that it represents "real" English because students listened how to use a grammar point, vocabulary word, or how to conduct an activity. Another class observed was when students used the new material or completed the activity correctly this helped boost confidence. They were able to measure comprehension through success.

On the contrary, there were a few teachers who were allowed to use translation into the teaching process because they had bilingual (English -Spanish) speakers and had a homogeneous classroom. The meaning and the content of the target language was made clear by translating it into the native language. When students can use their L1 to ask questions and confirm comprehension, it often leads to a clearer realization of the form and meaning of the language. And also Students may ask either their teacher or peers.

Although students can ask similar questions solely in English, lower-level students may need further clarification on some point or aspect of the new material. They may not know how to phrase the question to the answer they seek. Without this opportunity to ask in their L1, some students may get frustrated with their inability to receive improved comprehension and language production. Some types of students need to understand the

details in order to use and link the target language correctly, and so very much need the chance to seek clarification in their L1.

In regard to this point of view L2 teachers generally agreed that L1 shouldn't be used except in homogenous classes where everyone speaks the same native language. Since the classes consisted mainly of Spanish students; teachers were permitted to use translation at all times to help students to learn the new language. However, heterogeneous classes with a different students background, the teacher shouldn't give an explanation in any certain language since obviously not all students would be allow to understand.
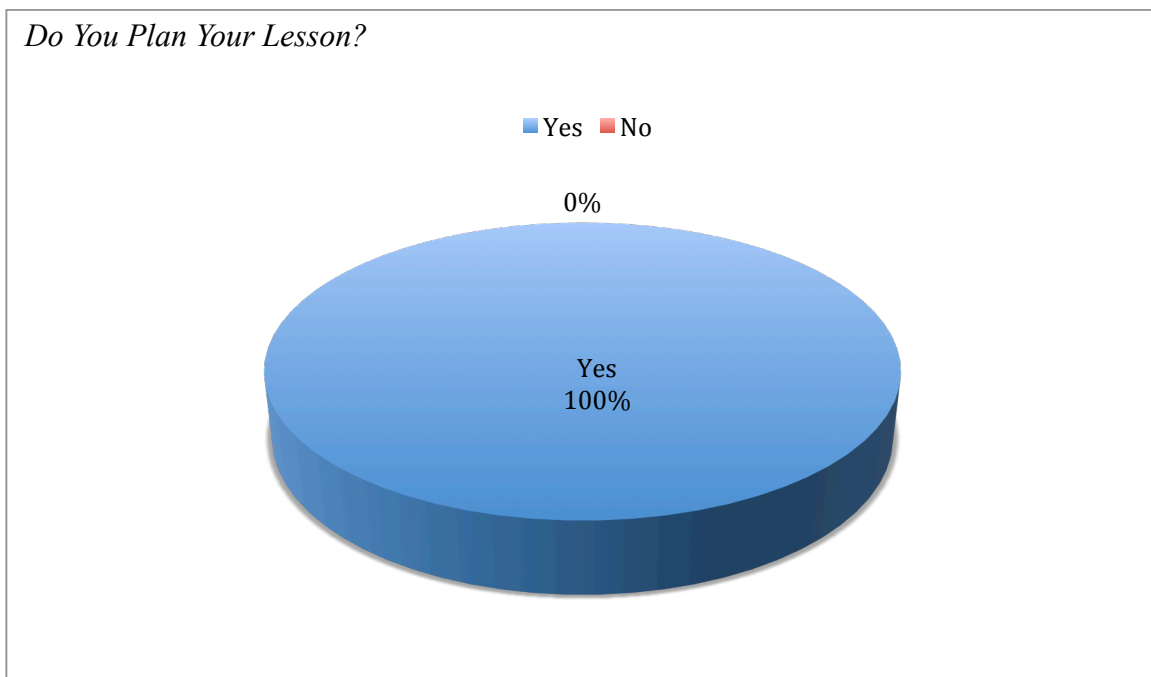
Do You Plan Your Lesson?

■ Yes ■ No

0%

Yes
100%

Authors: Ninfa Romero & Jazmin Calles
Source: Teacher's Questionnaire and Observation Sheet

According to the fifteen ESL teachers, the data shows that a hundred percent of them make their teaching effective through a lesson plan structure. Teachers believe that planning enables them to think about their teaching in a systematic way before they enter the

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classroom. This helped teachers engage into the performance of the class and also help them to have a better class's management and organization as well.

Based on observation sheets, teachers who had follow a logical sequence of their lesson plan were allow to ensure all outcomes needed to be taught; they used the time rationally and were always up to the point.

There was a teacher that claimed it was important to plan a lesson as a key to a successful lesson. In many of the classes observed teachers who have done a lesson plan did not waste valuable time in class. When one step was finished they quickly stepped into another. Also, when they planned a lesson previously, they checked whether the arrangement was suitable for the student and the teaching content. Sometimes even if the teacher had their plan in order, they still had face many difficulties when putted them into practice. Those teachers, who did not have a lesson plan, had a class that was disorganized and were more likely to have a classroom management issues.

Furthermore, it was claimed that a good lesson plan provides the teacher many ways to keep the teaching process not monotonous and redundant. Teacher highlighted that the time their students spent paying attention to the class was just equivalent to half of their age. A lesson plan was the best way to keep the interests of students all throughout the class.

Data obtained from the teachers survey shows that every single teacher designed a lesson plan, and sometimes it did not go as well as they though it should had because there are different factors that lack the sequence of the planned lesson such as**:** they spent a lot of time in review, warm up activities and group activities and among others. Thus; when it happened they claimed that a good teacher knows how to deal with the tangents that arise mid lesson and steer students back to the designed path. .

In the classes observed teachers had their own lesson plan which followed a rubric that included similar components such as grade level, subject, objectives, instructional activities, assessment plan, and technology integration for learning and so on. Learners did not automatically accept the entire lesson material that teacher had prepared because the information were new to them. As a result, the teachers were prepared enough for the challenge that came up during the lesson.

Acero (2007) stated that a good lesson plan should be considered: a) - Who your students are: Know ability levels; backgrounds; interest levels; attention spans; ability to work together in groups; prior knowledge and learning experiences; special needs or accommodations; and learning preferences. This may not happen as quickly as you would like, but it is important for designing instruction that will meet the needs of your students. That's key in successful teaching and learning! b) - Know their content. It is important for teacher to research the subject matter that they will be teaching. They should also utilize curriculum guides"

Lastly, observation sheet showed that a teacher with a good designed plan will increase flexibility in the curriculum giving students more opportunities to focus on assessment for learning strategies and to provide greater support and increased challenge for those who need it.
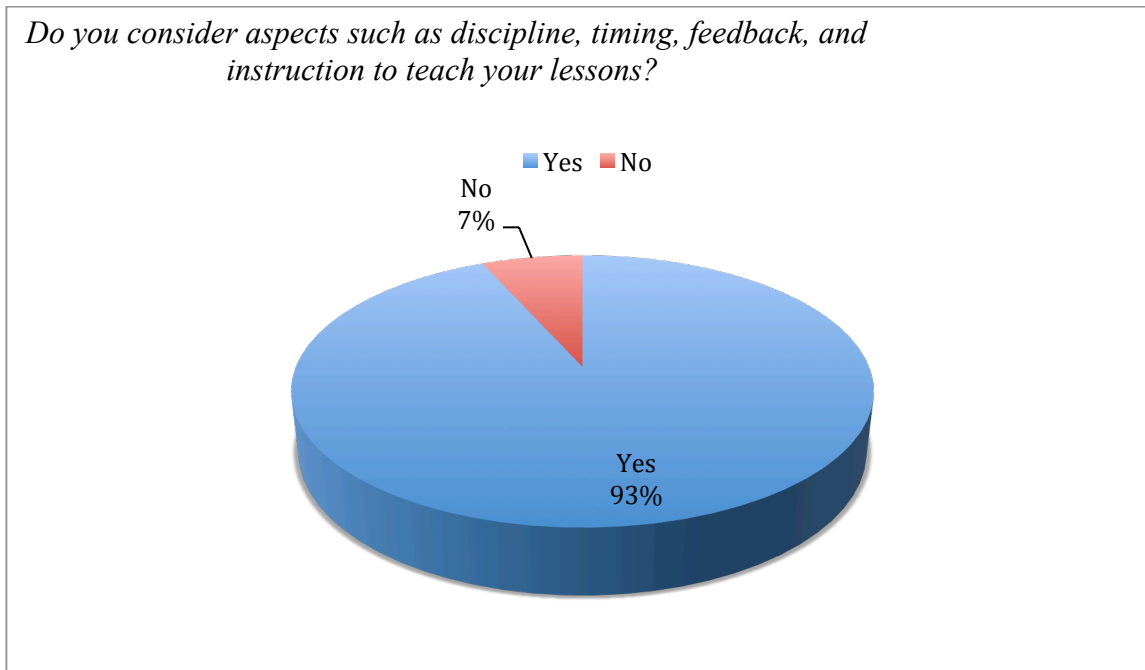
Do you consider aspects such as discipline, timing, feedback, and instruction to teach your lessons?

Authors: Ninfa Romero & Jazmin Calles
Source: Teacher's questionnaires and Observation Sheet.

Based on this data the teaching of English like teaching any other subject requires the consideration of different aspects such us timing, feedback, and instruction those are necessary in order to make classes assessment effective. There is a certain majority of the teachers focusing in these aspects before teaching a lesson, however; most ESL teachers claimed that **f**eedback is a relevant tool to be considered during a lesson. Since it will encourage students to work harder and indicate what they need to focus on when they are having difficulties in the learning process.

During these observations, teachers used a lot of verbal feedback to let students know how they were doing and also as a transition from one section to another. Short expressions such as "great!" or "Good job!" were used to praise students for correct answers. Rather than telling students directly they were incorrect, it was better to ask them to try again or reconsider their answers. It was easy to include verbal feedback in every stage of the lesson.

The goal was to elicit the correct answer from the class and students were not afraid of being wrong which kept their reactions positive.

Teacher claimed that any expression or gesture could be used with or without verbal feedback that indicates how students are doing in class. For example, in a class observed when one teacher was using visual feedback, students immediately reconsidered their answers and self-correct. If teacher use the same expression each time when students say the incorrect answer, they picked up on that. It is not always necessary to add verbal feedback which could save you time when working through an activity quickly.

Teachers who used visual feedback claimed that it allows them to give students another chance without verbally telling them they were wrong. For example, one class had a display in the classroom that visually represents how well the class was doing in reaching their goals, so students can see how much progress they had made and stay motivated. Teachers often had the opportunity to give students written feedback on homework assignments, on exams, and at the end of each term. These were great opportunities to point out what students did well and what areas they still needed to work on.

As it was mentioned before, feedback was one of the most important aspects to be considered in the classes. However, does not mean the other elements were left behind as discipline which was another essential aspect for a well-functioning classroom, teachers believed that establishing classroom rules in the very beginning of the class and familiarize students with their system is a better way to get students synchronized in the classes and to stick with this system during the period of the classes. For instance, in the classes observed most of the teachers established rules as: students must be punctual, otherwise; would wait until the break to enter the class. Another, which was much of use, was avoiding talking

during classes, which lead to interrupt the class. Even though, most of the learners observed were adults; some had a very hard time following little rules during the class. Timing had a lot of importance also since (as all classes) institutions had a certain period for each class. In this research most of the classes were based in 1 or 2 hours per class. Therefore, teachers had to adjust activities to the time they had available. Sometimes as it was observed, follow timing coordinated with each activity was a task hard to accomplish since there were times were learners had more participation and some topics required more discussion. Most of the teachers spent a little bit more time in the classroom passed the regular time since students were excited and motivated to participate, which teachers just felt bad cutting off what they had to say.

Last but not least, the aspect of instruction was clearly observed as a necessary element through this research since students most of the times looked up to what teachers told them to do during each class. Many times students considered this as a principal element to avoid misunderstanding or errors in activities. Mostly, this was observed in writing hence learners needed more instruction individually rather than generally.

Despite the fact that most of the teachers agreed on whether or not they take into account this aspects there was a 7% of teachers who said they do not considered this through classes. These teachers claimed that they could not predict what the class will bring. For instance, they agreed that feedback sometimes was good, other times was enough to just review at the end of the class what was taught. Timing, discipline, and instruction they argued that they were unpredictable for example to know when they were going to be needed according to each situation in the class. So, they felt not much giving them too much relevance.
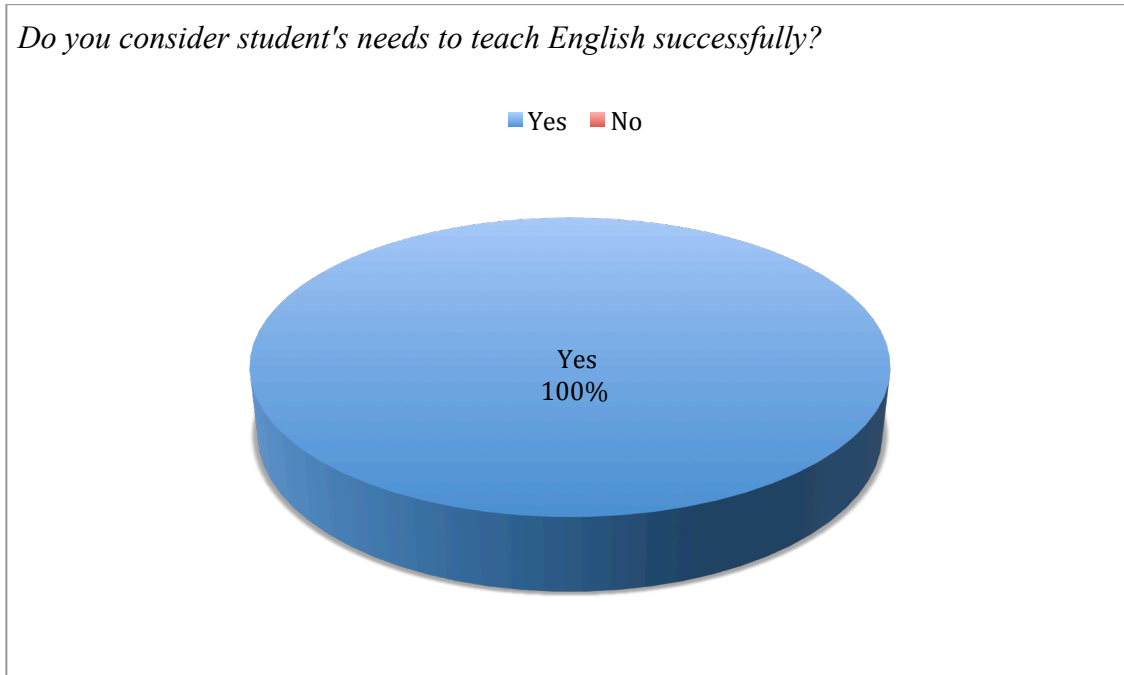
Do you consider student's needs to teach English successfully?

■Yes ■No

Yes
100%

Authors: Ninfa Romero & Jazmin Calles
Source: Teacher's questionnaires and Observation Sheet.

The results of this study revealed that a hundred percent of interviewed teachers

ensured teaching activities in order to make sufficiently, varied to accommodation to all sorts

of learners according to their abilities, aptitude, age, and learning styles.

However, according with observation sheets and teacher's interview, it was seen that

it is inevitable as a teacher to have the opportunity (and pleasure) to work with different

students in the classroom. It was important to make accommodations and modifications for

others who did not fit in the classroom. Working under student's needs was certainly one of

the greatest challenges as a professional educator, claimed one teacher. Supporters of

learning styles diversify their approach these supporters had argued that students

preferentially take in and process information in different ways: by seeing and hearing,

reflecting and acting, reasoning logically and intuitively, analyzing and visualizing.

When mismatches exist between learning styles of most students in a class and the

teaching style of the professor, the students may become bored and inattentive in class, do poorly on tests, and get discouraged about the courses, the curriculum, and themselves. To overcome these problems, teachers should strive for a balance of instructional methods through a diversified approach. Teachers were able to combine teaching styles for different types of content and diversity of student needs.

Teachers suggested that motivation in the classroom is an important aspect of successful learning. Their desire to progress in class should motivate students, and keep them focused on their own learning goals, which is one of the teacher's jobs as a teacher. Motivators such as positive feedback and regular encouragement can help keep students enthusiastic about learning and motivated to work during class. Teaching styles can be flexible, firm, open or strict, but the overall goal to keep in mind is having students learn.

On the other hand, teachers also pointed out the age of students as other factor to take into account in order to develop approaches that students are comfortable with and that maximize student engagement and learning in the subject-area. Your teaching style reflects on what you value in education, what methods you believe are effective, and how your students learn your subject best. In conformity with institutions they claimed that teaching involves assisting learners by organizing the classroom environment, structuring tasks and activities, and facilitating how they are interacting in the classroom. The more teachers understand the basis for learning theories, the better they can determine when and how these ideas might be useful in the classroom.
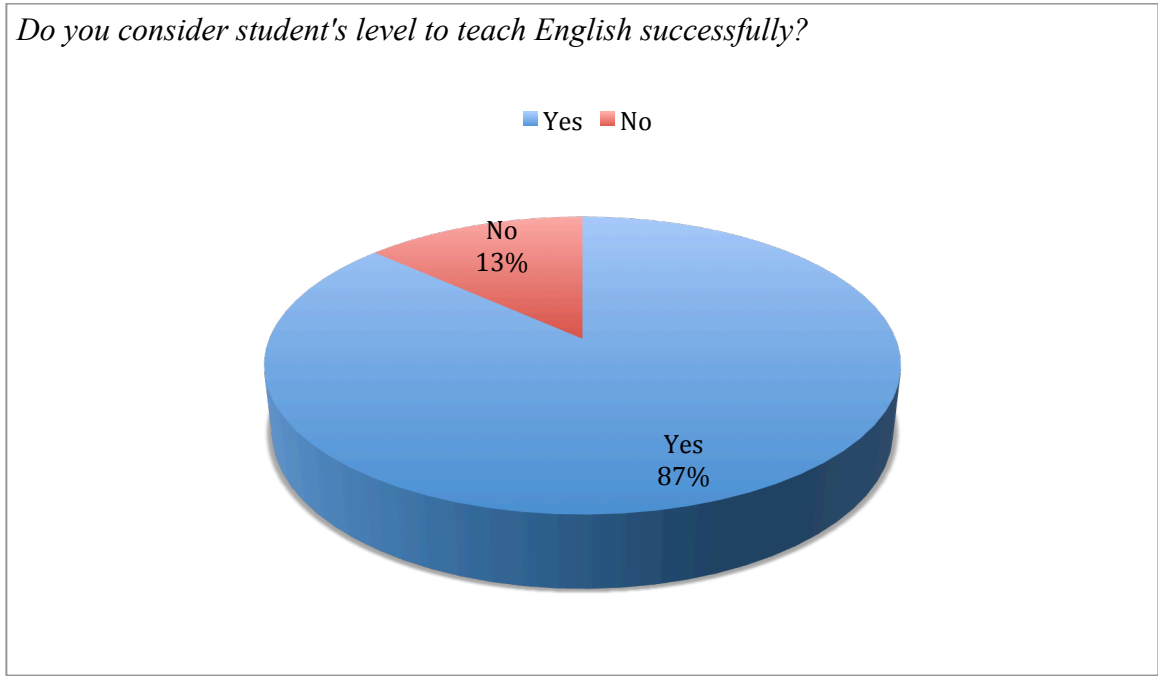
Do you consider student's level to teach English successfully?

■ Yes ■ No

No
13%

Yes
87%

Authors: Ninfa Romero & Jazmin Calles
Source: Teacher's questionnaires and Observation Sheet

From pie above, shows that eighty seven percent of teachers make their teaching successfully by understanding the importance about the level of the students in order to teach. Since educators know the level of their students this was a guide to help them recognize which students were capable to do what. However, thirteen percent of those who claimed that level is not an important factor to teach successfully, it was under many different circumstances as a probability lack of curricula knowledge in the school, or probably wasn't a huge difference in their classroom since all students had to follow everyone's pace.

It was claimed by some teachers that teaching English to a non-native speakers it a complicated task because different students had different levels of English proficient. Educators had to come up with different English language programs to make it possible for all foreign language-speaking students to achieve the same level of language proficiency as

their English-speakers peers.

On the other hand, thirteen percent of teachers argued that level patterns were not of much importance in this process they rather focus in the interesting, useful, and the desire goal from learners. Thus, students were not divided in different classrooms according to their level; instead classes were joined together from all levels, but sometimes separated for communicative interaction. The emphasis of the teaching was on activities that focused on meaning rather than form.

It was suggested by teachers when the goal of educational programmed was in English immersion classroom, they considered proficient levels in order to provide sufficiently subject –matter and language form instruction. In an observed class students participated in approximately 4 hours of instructional activities in which their attention was drawn to the content language feature while those who didn't consider level of students were focus on teaching language itself.

Furthermore, a teacher suggested that in order to know your students' level of proficiency in the target language is important to start off watching a dramatic film in English with someone who only knows a few words is not very effective. But for advanced learners it can be a great way to work on comprehension. ESL teachers should first screen all students with a simple English test to ascertain their level. Once teachers know that, selecting the appropriate level of materials will be much easier. But remember, regardless of the student's English level, try to keep the materials interesting. A little textbook learning is essential, but it should be varied with more interesting activities.
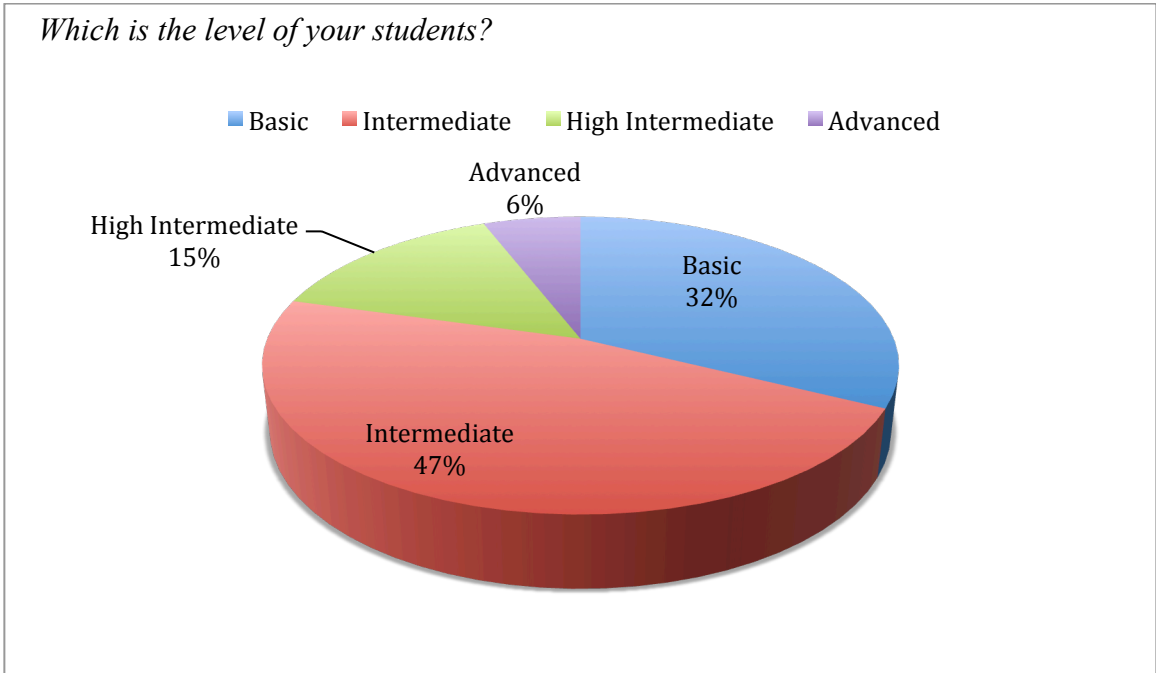
Authors: Ninfa Romero & Jazmin Calles
Source: Teacher's questionnaires and Observation Sheet.

Data above shows that teachers had multilevel students, so learners were not divided in different classrooms according to their level; instead classes were joined from all levels, but separated in certain groups inside the classroom. Data shows that teachers were challenged to teach multi levels ESL students inside the classroom having this situation teachers suggested:

First, deciding on how to plan for organizing the class, it was important to consider the number of students, and the range of levels. Small classes of 3 – 9 students generally lend themselves to different approaches than classes of 10, 15, or 20 students. For a small multi level class, teachers were often split their time and efforts effectively between the individual students.
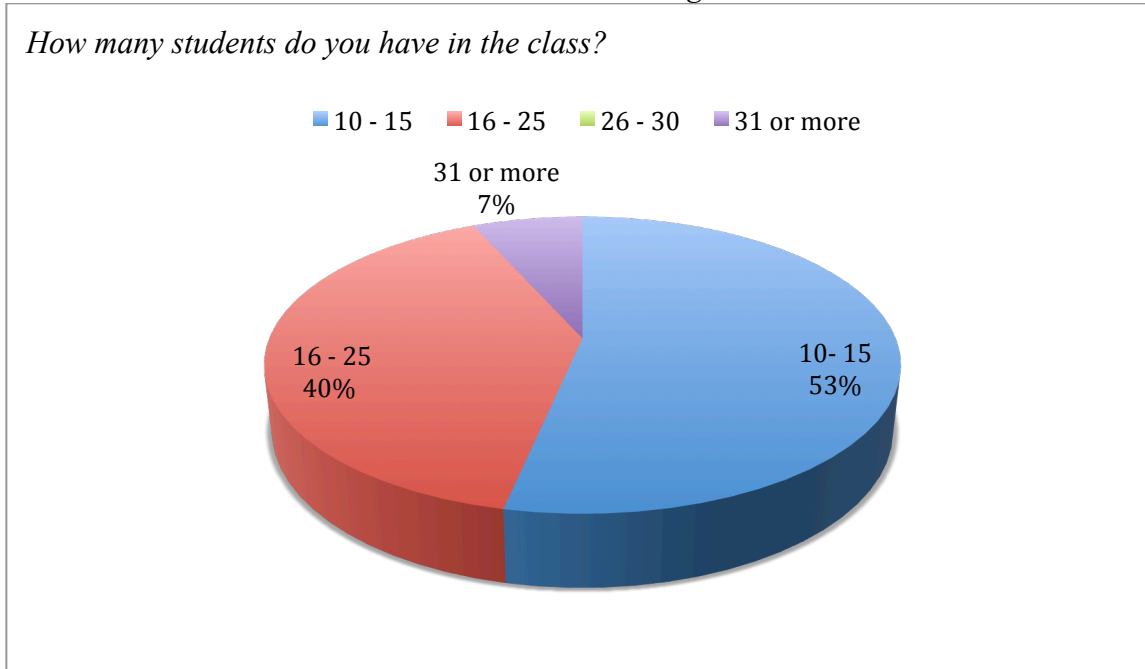
Second, once teacher knew their students, it was easy to frame their discussions so that more difficult questions were addressed to their more advanced students and so

on. Advanced students were assigned to be in charge of basic students and giving out roles as well as acting to increase their involvement and motivation. However, somewhat surprisingly research has shown that learners do not produce any more error in their speech when talking to learners at similar levels of proficiency than they do when speaking to learners at more advanced level of proficiency than they did when speaking to learners at more advance levels or to native speakers.

In the data taken from observations sheet teachers claimed that they teach by level, results show that educators face learners with different level of knowledge into their classroom. Classes were not divide teachers performed the class for the whole group, but for activities students were divided into group sometimes with homogeneous level or mixed up with different levels students.

Moreover, teachers believed that was better to teach multi-level students than individual level, they argued that learners at similar levels cannot ordinarily provide each other with information that would help to correct those errors, however, higher level students were able to monitor lower level students, and interestingly, having lower level students monitoring higher level students often works to help the higher level students become more aware of fossilized errors that they are making. For this reason, some teachers suggested to use "Tasks " learners working together can discover how to express or interpret meaning in the second language when teachers have to face multi levels students the task must be carefully planned to give learners access to new language they need.

How many students do you have in the class?

■ 10 - 15 ■ 16 - 25 ■ 26 - 30 ■ 31 or more

31 or more
7%

16 - 25
40%

10- 15
53%

Author(s): Ninfa Romero & Jazmin Calles
Source: Teacher's questionnaires and Observation Sheets

Results from the pie above had shown that fifty three percent of ESL classrooms were formed by smallest group of students (classified in this research as 10 - 15 students per class). The standards of ESL classrooms might had played a big role in these obtained results since most of these classes were required or allowed just to have a certain amount of students per class in order to contribute teachers/ learners sense of well – being and effectiveness in the language acquisition process.

According to Woodward (2001), a small class creates a difference for those teachers in large classes. He marked some crucial points of design for the class as: sureness of the understanding from the whole class, clearness, and organization of the class, clear explanations. The challenges teachers/learners faced every day in each class were different and sometimes hard to be successfully covered by the teacher. Teachers that were observed (most of them) argued that it was just much easier to manage small group of students,

therefore; bringing up more benefits to students and as a result they were able to assist every student not feeling overwhelmed.

As it was noticeable in the pie forty percent of the classrooms observed had an amount of about 16 – 25 students per class which can lead to multiple questions in how the quality in the process of teaching – learning was in these classrooms. Or maybe what was the difference from those classrooms that had less or more students?

In the classrooms observed through this research there were indeed many disadvantages as well as advantages of having this amount of students as: students many times found themselves out of teacher's instruction in certain activities because teachers couldn't give students the appropriate instruction to many students at the same time. This could possible had nothing to do with teachers' capabilities in teaching nor could had been because of learners' lack of intelligence. What there is certain to know is that as human beings we are all different and everyone needs eventually in one way or another, special explanations or attention to get to the domain in certain topics. That was probably the major disadvantage of having 16-25 students in a classroom.

On the other hand, according to teachers' point of view it was also claimed that for the purposes of interaction many students took advantages of this populations' amount. Hence, students had the opportunity to interact to each other especially in those classes that were ethnically mixed where students found the necessity to speak English because not everyone spoke the same language.

Based in a teacher interview there was a particular case where the teacher was assigned to have more than 31 students at a time. This point was supposedly due to a minimum budget sources from the institutions, not being able to afford paying another

teacher. This particular case it is a good example how entities do not sometimes follow certain parameters. At the same time this case was a very good example where some of the institutions are not being responsible neither professional by assigning this amount of student to only one teacher. They had a lot of students, but poor quality of learning.

Lastly, it is a matter of importance to emphasize the influence of class sizes since it was observed that teaching methods differ as well. According to students and observations, instructors in small and medium classes were more likely to involve students in hands-on projects and real-life activities, assign projects that require original or creative thinking, form teams or discussion groups to facilitate learning. Furthermore, they ask students to help each other understand concepts or ideas. Perhaps the most troubling aspect it was that students in very large classes reported that the instructor was less likely to inspire them to set and achieve goals that really challenge them.

The materials also differ depending on whether the teacher was teaching one-on-one, a class of three or four or a class of 25. Audio and video media were great tools for larger classes, but for one-on-one lessons they may have seem too impersonal. For a large class it was hard to individualize materials. When working with one or two students, it was easier to choose materials with which they were comfortable.
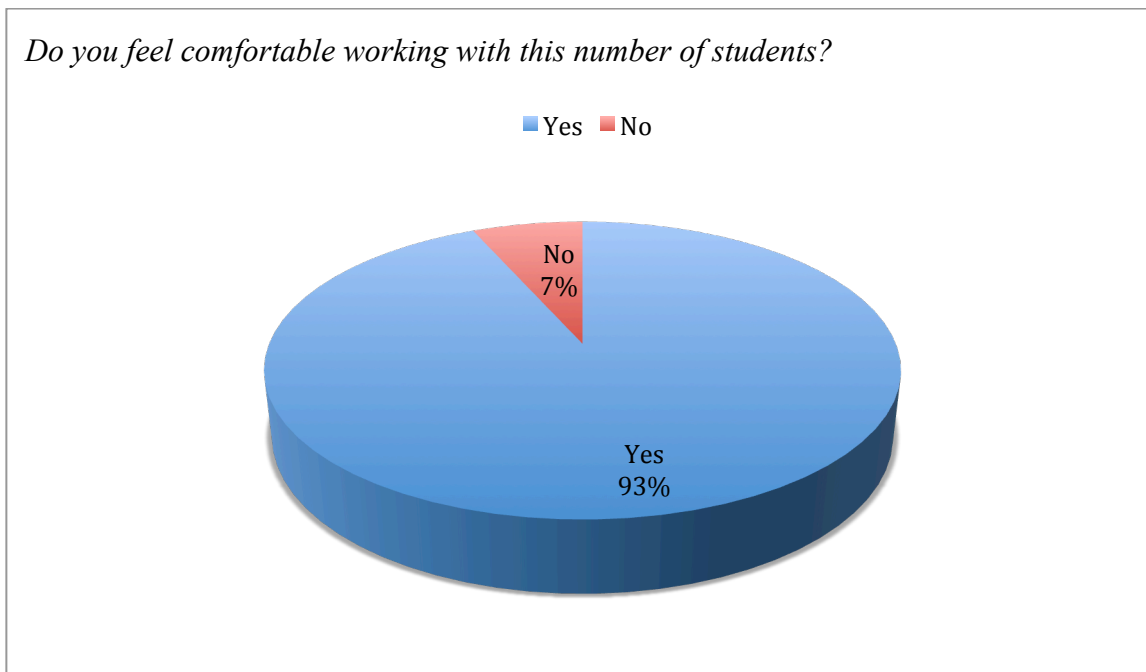
Do you feel comfortable working with this number of students?

■ Yes ■ No

No
7%

Yes
93%

Authors: Ninfa Romero & Jazmin Calles
Source: Teacher's questionnaires and Observation Sheets

Ninety three percent of the teachers agreed that having a small amount of students has a positive effect in classroom activities and instructions. Results in the previous pie showed that most of the classrooms were formed by a small amount of students, consequently this above graphic shows an affirmative answer from teacher on whether or not they were comfortable with this amount of students.

Making reference that small classes are represented in this research with 10 – 15 students. Despite the fact that in one class there was a disagreement about the class's size with one of the teachers observed, who argued that classes shall be smaller than 10 students. The reasons the teacher pointed out were fair since she talked about having a smaller group would bring up better develop individual instructional relationship with students. This would remind about the different point of view from each teacher as Harmer (2008) states that everything depends on the particular education system for example if you ask one teacher

what "large class" probably he or she might say about 20 or 40 students, then you ask another from another institution he/ she might say 10 or 20.

Furthermore, based in the interviews it was seen that most of the teachers agreed about the standard size of a small class, they rated it, as 10-15 students was the smallest class they could have. However, it did not apply (as it was seen) for every overall teacher's point of view. The additional costs of smaller classes in ESL education system are already viewed to be too expensive and is it clearly recognized. Nonetheless, the self-reported learning benefits and positive attitudes toward smaller classes should not be ignored.

Although the data was based on student self-report, many of the findings noted above merit testing using direct measures of student outcomes that maybe will need another research study to obtain an accurate result. Having a better understanding of the qualities of small and medium classes that support greater learning might improve the effectiveness of larger classes. Lastly, it was overseen that having teachers comfortable with a certain number of students in charge will increase teacher/learner's possibilities of achievement.

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

Yes ■ No

No
20%

Yes
80%
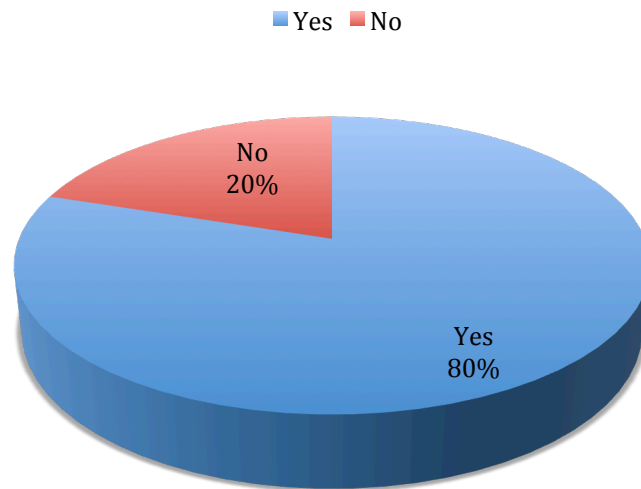
Authors: Ninfa Romero & Jazmin Calles
Source: Teacher's questionnaires

Data revealed with an eighty percent that teachers had the space they needed in their classrooms to provide students with a variety of learning activities. On the other hand, the twenty percent of teachers would not agree with this because they had limited space in their classrooms lacking them to perform as they wished. This excluded a lot of activities from the curriculum type that could be helping students to complete their achievements.

According with observation some classes opened a different point of view towards the importance of the space in the classrooms and the teacher's level of proficiency in teaching as when the first consideration when planning how to use the learning space in the classroom is to have a clear idea what the purpose of each learning activity is going to be.

Teachers' interviews revealed that classroom space is finite, even in the most basic 'square box' classroom there was opportunities to exploit the different ways students learn

and, more importantly, the ways students must learn, if their learning is to be the best it can be. These factors affected students in different ways and are directly related to individual learning styles. Teacher suggested that when they adjust the environment to students' preferences, the students perform better academically and are better behaved. This is mentioned since it was overseen that having enough space sometimes, if not many of the times, it was related with these factors.

Also, (especially USA with extreme weather temperatures) adjusting a good arrangement according with the space mixed with a good environment, would impact in the learning/teaching process, especially in ESL classrooms where movement from teachers as well as learners is a must thing to do in order to complete a lot of tasks.

Do you arrange student's seats in relation to the activities planned for your classes?
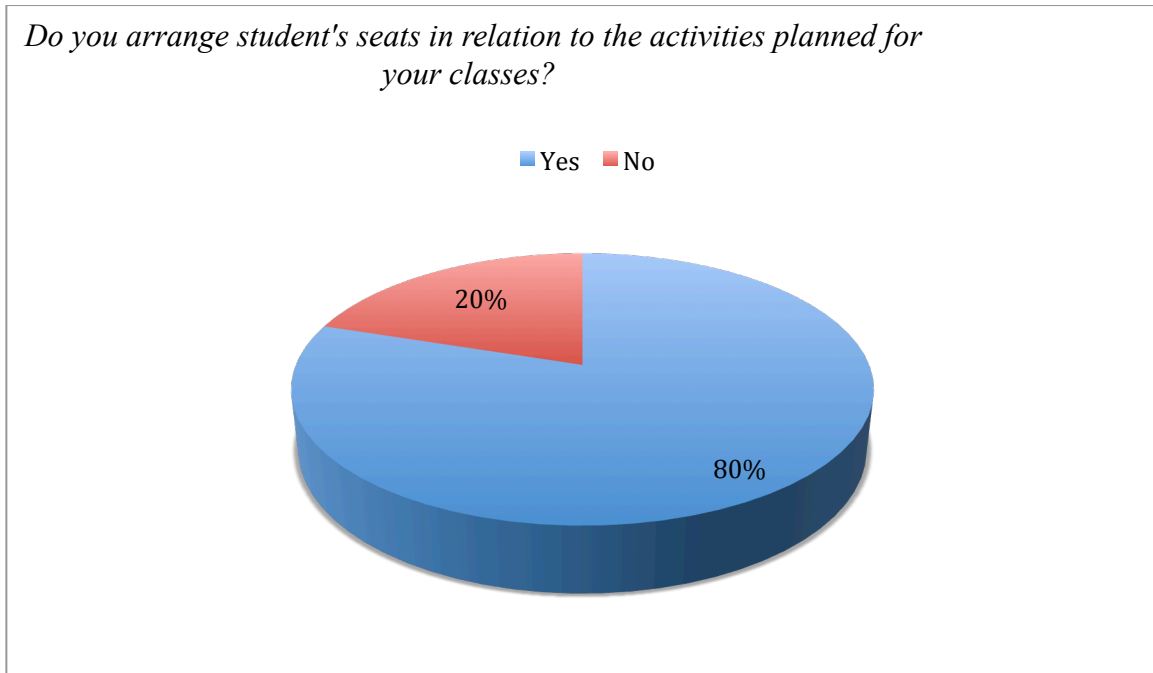
Authors: Ninfa Romero & Jazmin Calles
Sources: Teacher's questionnaires and Observation sheets

Pie above shows that eighty percent of teachers represented in the graphic preferred

arranging seats which would enable them to see what every student is doing, gives all learners a clear view of the class, makes it easier for students to work differently through the class. Flood (2003) suggests that there exist many benefits in students that have space in the classroom as tend to take risk and to show greater persistence. As well teachers agree that arranging seats is a beneficial tool in order to be flexible and allow different types of learning activities become successfully done. It's crucial to get different perspectives of the room and draw various class layouts.

Meanwhile, a twenty percent of teachers claimed that they don't arrange seats for the activities they do, however, it was obviously seen that somehow either the lessons had to adjust to student's seating arrangement or teachers had to become the transportation around the classroom to transmit the sense of stimulating learning. Another large factor that it was observed, was the different culture of the country in question. One aspect of culture that changes from group to group is that of personal proximity.

Teachers claimed that culture was relevant factor among some students making them feel comfort or discomfort. One must take this into account before laying out a seating chart. It has been suggested by teacher that a formation in the shape of a semi-circle, horseshoe, or double horseshoe (depending on class size) may provide the best learning environment because the teacher is closer to the students and can interact with them easier. While there is no doubt that there is some truth to this, this classroom setup may not be appropriate in all countries as it was experienced in different classrooms with different learner's backgrounds.

Based on observations it was concluded that seating arrangement is a very important valuable act, almost vital to succeed in a good teaching/learning process. Even when some teachers might not do it physically (playing around with the classroom's furniture) they will

adjust their activities to the one-way student's seating structure, which basically would end up being the same.
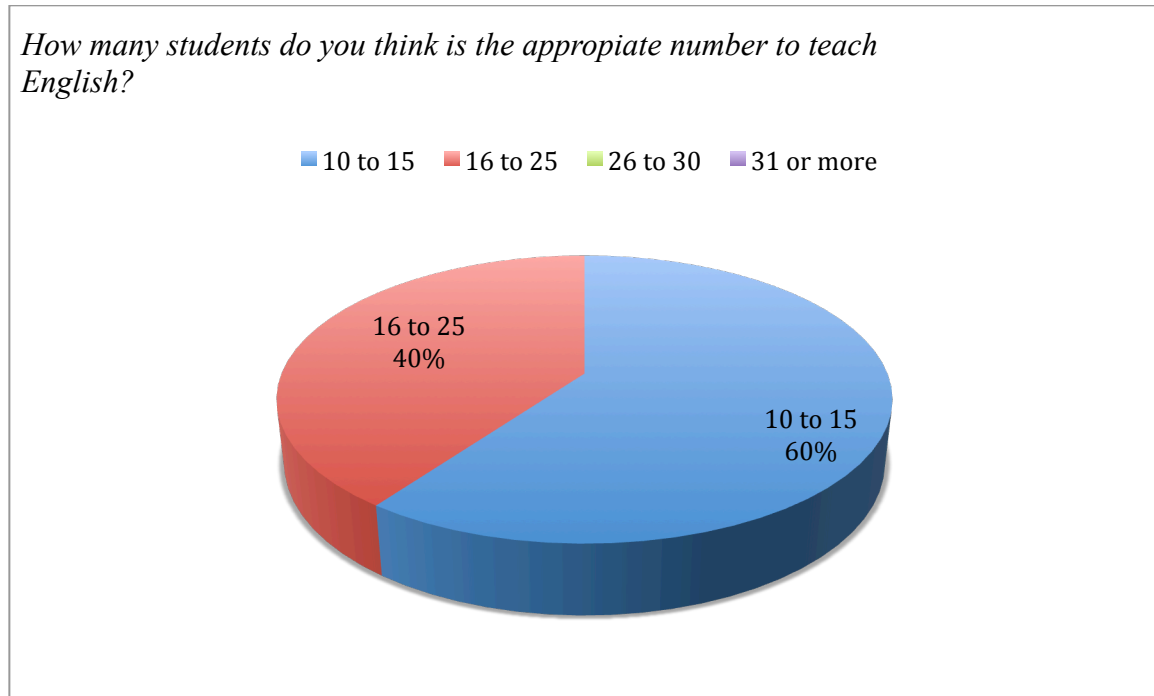
How many students do you think is the appropiate number to teach English?

Authors: Ninfa Romero & Jazmin Calles
Source: Teacher's questionnaires and Observation sheets

Researcher shows in the above pie that 60% of teachers questioned, agreed that 10-15 students per class was the most appropriate option available in order to teach a class successfully covering almost all students' needs. There was an opportunity to observe what really goes on in a class where there were a few students (in this case classified as the smallest 10 – 15) and clearly there were many advantages of teaching small classes. Teachers and students often felt more comfortable when the class size was smaller.

Regarding student's questionnaires, students generally felt more comfortable voicing their questions and opinions because of the availability to make more mistakes and not dealing with the issue of being ashamed.
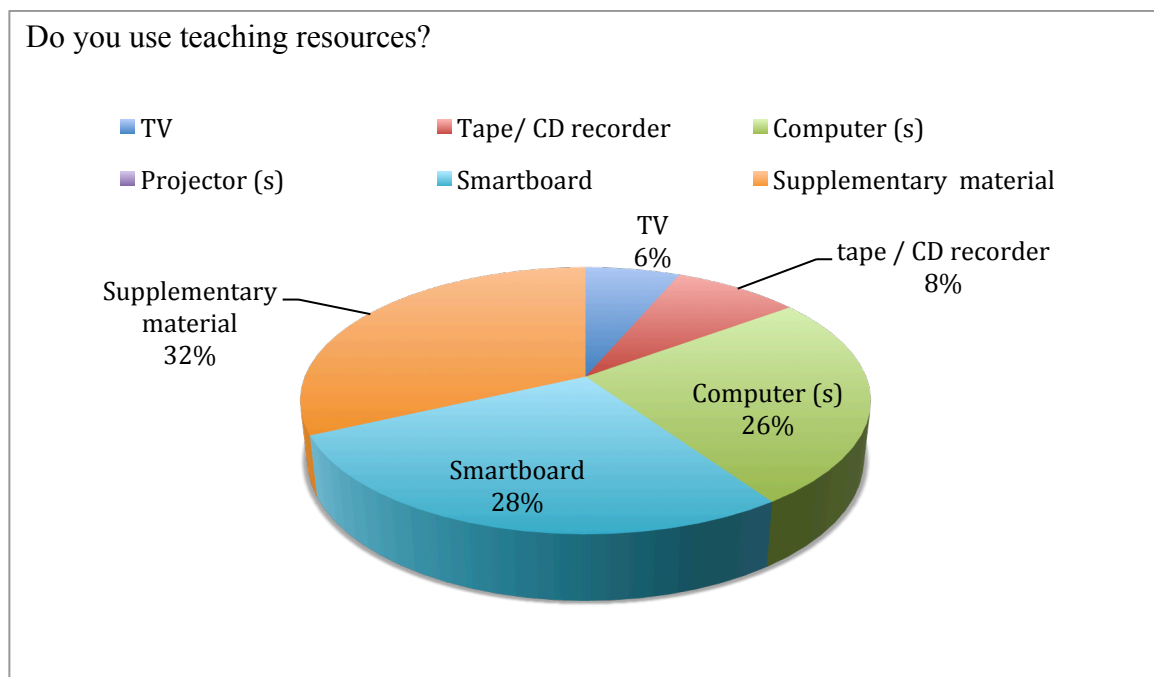
Teachers suggested that it could design customized lessons to meet the needs and interests of all of the class members. Teaching is student centered and often more communicative than is possible in large classes. Students also have more opportunity to speak. Students had plenty of space to move around in the classroom. Teachers can also arrange excursions (or suggest spontaneous ones) outside of the classroom where students can be exposed to real world English. Class attendance is usually high because students know they will be missed if they are absent. They also feel like they belong to the group. Assignments and homework are more likely to be completed because the teacher is more likely to check. Less preparation time is required for photocopying. There are generally enough textbooks to go around so photocopying is limited to extra activities. Teachers have time to provide detailed feedback when marking assignments and tests, so students get a better sense of how they are improving and where they need to work harder. Teachers also have more time to answer questions before, during, and after class.

However, a 40% of teachers showed also a different perception of view pointing the challenges or disadvantages of small classes as timing: activities finish quickly, so teachers may need to prepare more lessons and games. Pairs can get distracted easily since they can hear what each other are saying. If a few students do miss a class, planned lessons can occasionally flop. For example, you may plan a lesson that requires pair work, and then find that only three of your six students come to class. Teachers must always have plenty of fillers on hand for times when lessons or activities get completed quickly. Boredom Students may become bored working with the same pairs or groupings all of the time.

There may also be less energy in the room in a small class. While you will likely feel more comfortable teaching in a small class, shy students who where they claimed the smaller

amount of students per class is not appropriate since having more students in ESL classrooms specially opens up more opportunities in the learning/teaching process since the number of the students could be big which means more communication and interaction in the classroom moreover, a diversity of human assets. Also learning a new language requires a lot of communication the more learners a class has increases the chances of practice, communicate, and challenge learners would have.

According to observations in the classrooms this would probably help clear out more specific judgments as: smaller classes were absolutely better than bigger ones, founding that teachers/students would perform better in this setting situation again relying and depending many times in the learning strategies teacher uses. Sometimes there were classes where there had lots of students, however; teachers had to push students in order for them to participate. On the other hand, there were small classes were students felt more confident about speaking obtaining better performance and participation among students.

Do you use teaching resources?

- TV
- Tape/ CD recorder
- Computer (s)
- Projector (s)
- Smartboard
- Supplementary material

TV 6%
tape / CD recorder 8%
Computer (s) 26%
Smartboard 28%
Supplementary material 32%

Authors: Ninfa Romero & Jazmin Calles
Source: Teacher's questionnaires and Observation sheets

Teachers used resources according with what they want to do. These materials were used to give students multiple means of representation of concepts, multiple means of engaging in learning the concepts, and multiple means of expression for students to demonstrate what they have learned. It has been claimed that electronic tools as represented in the graphic (smart board, tape/CD recorder, and computer) can make classes more efficient, helping students engage with each class, and learn from other sources. These teaching resources were basically impossible not to be used when even a simple notebook become to be a resource in a classroom. Statistics showed an overall use of all the resources proposed.

Results representing a 28% of teachers, reflect a slightly increment nowadays-using smart boards. Teachers and students are applauding smart boards and the utilization of visual learning. The blackboard, chalk and eraser may become obsolete with this new technology advancement that retrieves information, notes and lessons with a simple click. Teachers rely in a great amount in these resources in order to improve teaching and learning process and make it easier for themselves as well as for students. Some teachers declared using this material was even more interesting since it captured more the students' attention. Certainly it was seen that students would tend to be more attentive and followed better directions when this resource was being used.

Twenty six percent in this graph represents the computer's use, it reflects a big amount of impact in learning resources; it was observed many beneficial changes in the behavior of teachers and students when using computers. It provided students with the information they needed to perform a particular task and allowed learners to communicate

with others in different locations. Despite the fact computer's use brings many positive benefits it was observed in some classrooms computers were not available to be use.

As it shown in the above graph 6% of the teachers still use TV in their curriculum as one of the important resources and beneficial as for the introduction of authentic language into the classroom. According with teacher Language is scripted and acted out, spoken clearly and steadily, and always uses proper grammar. While there is obviously a place for this in an ESL classroom, there is also a place for authentic, unscripted English, language that is spontaneous and full of incomplete sentence structures, cut-offs, mumbling, utterances and idioms. Another benefit teachers claimed to have using TV is that students enjoyed the classes they get involved with the characters and feel connections with some stories.

However, 8% in the graph represents also others who use tape/ CD records. Teachers argued using these resources for the benefit of a better concentration, improvement of memory, brings a sense of community to a group, motivation of learning, makes learning fun, and helps students to absorb better the lesson's material.

Projectors as an option in this research, for some reasons were not used in any classroom observed it would probably reflect simply teacher's techniques did not require the use of projectors. On the other hand, based in observations it was clearly believed that this resource could not be used because of the low institutions' budget.

Based on observation sheets 32% of educators claimed that the use of supplemental materials form part of helpful tools add to a teaching- learning process in the ESL classroom. It is impossible to leave out an attractive and curious detail corresponding to supplemental materials, and even a little confusing in this explanation. Curiously the majority of teachers did not mark this option down, as needed it in their classrooms. On the other hand, in the

graphic shows the opposite with the majority of percentage. This was because when the observations were made teachers would use extra materials as pictures, flash cards, multimedia, etc. Teachers also claimed these supplemental materials were a necessity to have in a classroom and without them they would not been able to conclude a class.
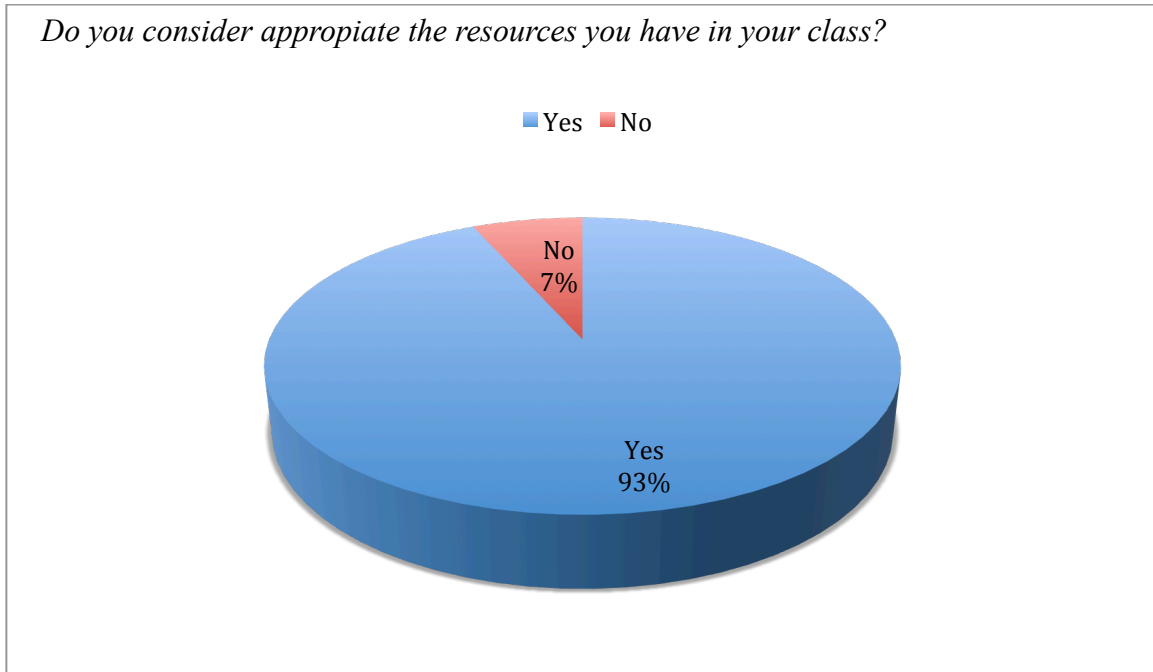
Do you consider appropiate the resources you have in your class?

■ Yes ■ No

No
7%

Yes
93%

Author(s): Ninfa Romero & Jazmin Calles
Source: Teacher's questionnaires and Observation sheet

Teachers are conscious about the impact that these resources play into their teaching – learning process. The enormous amount of existing materials for teaching English to young learners and the difference with adult learners might lead us to think that everything has been invented and nothing is left to be discovered. But when observing a classroom with children and adults it was realized that not all existing materials were equally successful in the class.

The pie above shows certainly among most of the teachers interviewed, claiming they have the appropriate resources in order to teach a systematically and effectively class. On the

contrary, there was no doubt that some teachers in this research were not quite comfortable with the materials they had available in their classrooms. For instance, one teacher, represented in the pie thought of this question as a negative circumstance and as a disadvantage in his journey through teaching because he didn't feel having the appropriate resources in his classroom, therefore; affected the process of teaching – learning in his classes.

It was observed that ninety three percent of the classrooms had the necessary resources to approach to any activity successfully. It would not be fair to make any negative judgment without taking into account the budget of each institution (referring to community institutions) since they run by their own budget. Therefore, sometimes they just had to adjust to what they had, as a consequence making teachers adjust their lessons according to the availability of resources for each class. On the other hand, it was also seen that those classrooms from a public system, which pretty much run by the state budget, had more chances to afford more appropriate resources teaching process. But even when it was a great difference between community centers and public schools resources it could have been probably also another difference with the private systems resources, which it might be another matter for research.

As a final, it was observed that any materials could be used successfully in a class as long as they are carefully chosen with creativity, and used with a clear purpose. This was observed from those teachers whom didn't have enough resources sponsored by their entities, but they still made it somehow throughout each class using his/her creativity. The most successful materials and activities with learners observed were: stories, games, songs, chants, rhymes and poems, puppets, arts and crafts, computers, magic, drama activities, puzzles and

problem solving activities, and any other material that at a certain stage can make the learning of English a motivating memorable experience. It is desirable that the materials used in the ESL class are presented in the form of teaching units in class, not as isolated activities.

Factors Concerning Educational Institutions
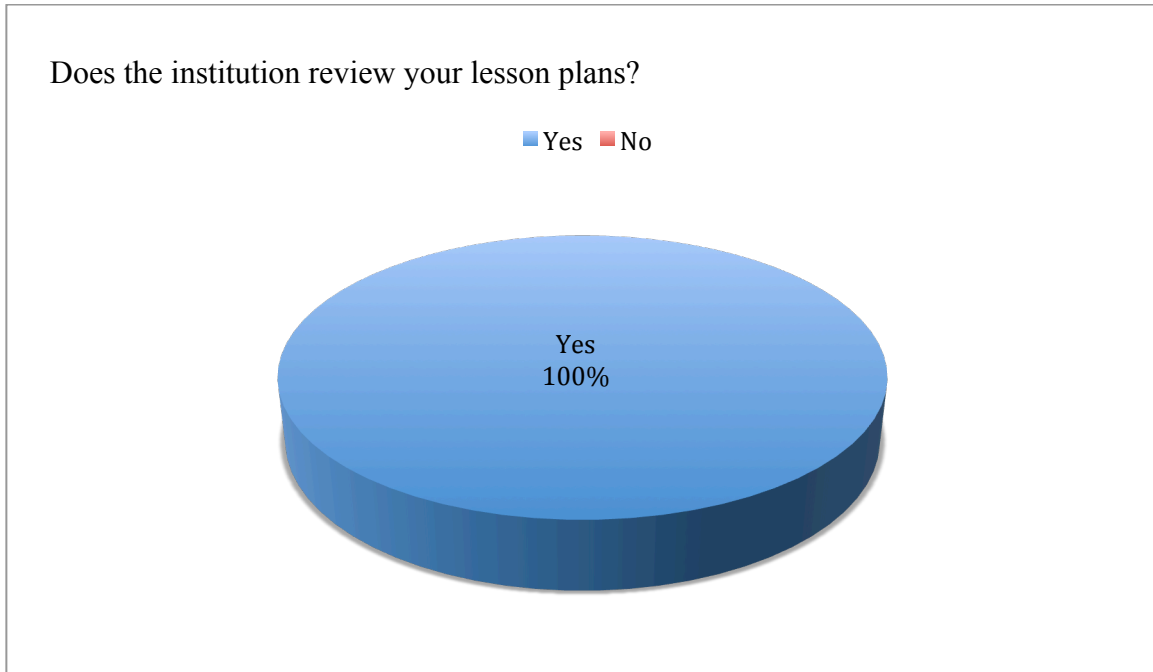
Does the institution review your lesson plans?

■ Yes ■ No

Yes
100%

Author(s): Ninfa Romero & Jazmin Calles
Source: Teacher's questionnaires and Observation sheet

The primary focus on the required general supervision from institutions has improved education results and functional outcomes for all students. As in any organization, institution, there is a connection of authorities, therefore; exists a hierarchy where a good relationship is a fundamental key in order to make any success reaching certain goals.

The above pie shows 100% of teachers interviewed in this study responded an affirmative answer towards whether or not the principal education institution reviews their lesson. Based on gathered information it was noticed that the time frame in which these

reviews were made showing that most of the institutions are "on top of it" since most of the teachers argued their lessons were inspected (most of them) weekly showing an interest in ensuring that their systems are used properly.

Teachers claimed that lessons were reviewed monthly, and scarcely one teacher said yearly. This data gives a perspective of how much interest and professionalism these educational institutions are assuming their responsibilities. It was also noticeable in one special case where the institution scarcely reviews the teacher's lesson showing thus an increment in teacher's development towards the classes assuming more responsibilities on his own. Also giving the teacher more pressure (if he really cared about the student's success) and consequently could interfere in his teaching performance and learning results.

Some interviewed teachers said reviewing lessons by the institution before they were taught it had many reasons and benefits as: modify content that may need to be changed, delete or add content, reorganize content, address omissions, modify tasks, and extend tasks.
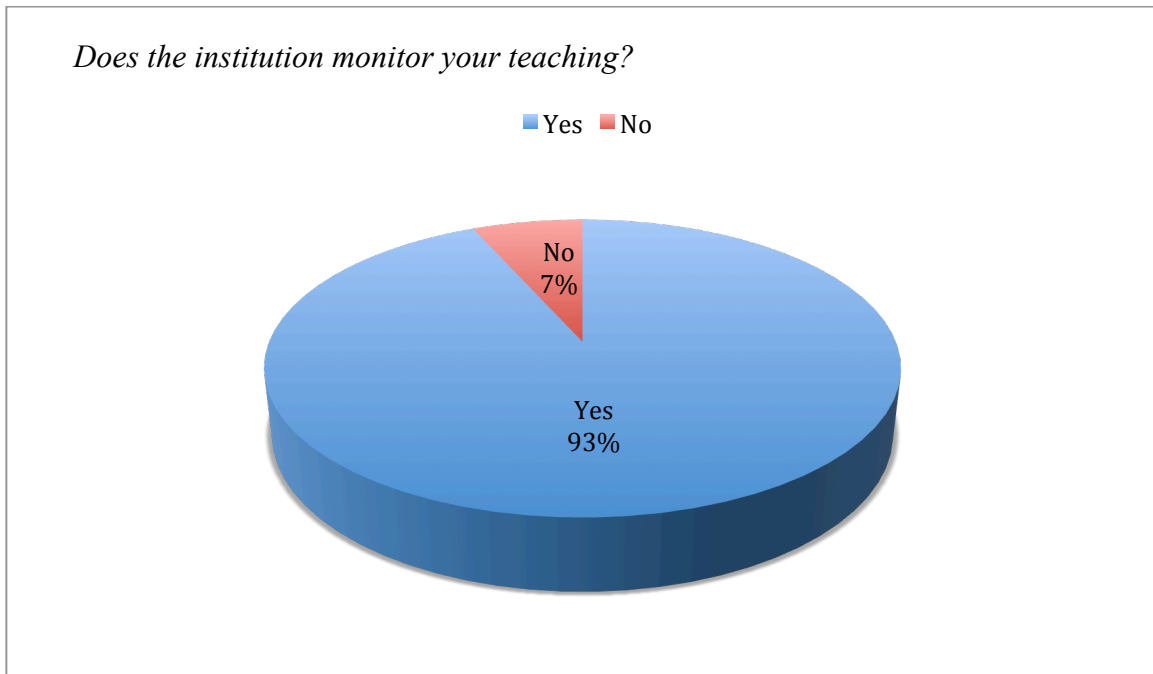
Does the institution monitor your teaching?

Yes   No

No
7%

Yes
93%

Author(s): Ninfa Romero & Jazmin Calles.
Source: Teacher's questionnaires and Observation Sheet.

It has been a tradition in English education to limit considerations of the achievements of educational organizations to intuitive responses about success or the lack of it. In this research it was observed that most of the educational institutions did their routine monitoring teachers, which showed explanation of a high level of interest in systematic appraisal procedures. It was observed that teachers were benefited from these monitoring hence the institutions' headmasters could see the real issues during the teaching – leaning process. These issues sometimes were related to individual learners' academic development or also to the environment offered by the institutions as materials, space, and organization, among others. Furthermore, it was seen that monitoring each class offered the opportunity to assess the progress of individuals, and often provided an indication of what to re-teach or practice further this also for the benefit of teachers and students.

In this study there was an unique observation that captured attention, one teacher

claimed disagreement and frustration of the fact that the institution did not monitor his teaching under any circumstance, which did not follow the ideals of Wajnryb (1992) who believed that monitoring the class, in order to obtain good results while monitoring since there are a lot of events happening at once that the institution do not want to miss out.

Through an observation from an institution it was claimed by teachers that helps the observers (in this case the institutions) in two important points: 1) Limits the scope to concentrate in one or two aspects in students during the class. 2) Provides the observer to have the sureness of an opinion about the class freely.

It makes sense highlighting certain differences between school systems and public community centers, which this teacher fell in the last category. Pointing out that school systems were associated with certain benefits for the state if not for the country since the learners were children who are the future of the country becoming a state/country concern to ensure the achievements and progress of students. While the students from community settings, for sure also pursued an educational level, but this becomes to be personal achievement from people that won't stay living in the USA for the rest of their lives.

In addition, the interest level from institutions monitoring teachers it would be different giving a great amount of more interest and responsibility for those who belong to an educational schooling system from the state than those community institutions that in many cases do not have any support from any other systematic educational institution from the state they belong.

Conclusions

- This research revealed that the majority of learners are categorized in intermediate level. This fact shows a great positive impact in teachers' instruction helping teachers to implement new methodological forms using effectively techniques according to student's needs, provide more useful materials to help students grow academically inside and outside the classroom, and finally encourage learners to incorporate the target language into their daily lives.

- In this study it was obtained ninety three percent of the headmaster institutions monitored the ongoing process during the class; it shows that the teaching – learning process is very positive. This is because it helps teachers feel more committed to students and their progress.

- All of the teachers in this study agreed that having a lesson plan before the class has many benefits because it provides a coherent framework for smooth efficient teaching; it helps the teacher to be more organized, it gives a sense of direction to the syllabus, and it certainly proofs that the teachers in this research have taken a considerable amount of effort in their teaching.

- This investigation indicates that eighty seven percent of students who were expose to the target language in their classroom develop more confidence, feel confortable expressing their ideas, and also for most of them it was the only place where they could practice and hear the new language.

- Based on the results of this study ninety three percent of the teachers provide corrective feedback since it encourages learning and helps students to understand how they can improve their learning.

Recommendations

- In many cases through this research it was shown that ESL classrooms were the only opportunity where students could possible communicate/ practice their English skills. Therefore, it is suggested for teachers to provide more opportunities to interact with new people perhaps bring in a guest, preferable an English native speaker.

- Teachers should regularly participate in professional development focused on meeting the needs of ESL students. Some aspects should be considerate as information about bilingual education, ESL strategies, and the cultural and linguistic characteristics that serve as assets to the academic success of ESL students.

- Institutions in charge should ensure that the environment in which teachers/ students, work is the most appropriate providing everything necessary they need to make the teaching/learning process successfully effective.

- In order to improve speaking skills learners should take a lot of classroom practice, taking more chances with teachers and classmates by checking comprehension pronunciation or asking for clarifications. So, whenever they're outside the classroom they'll feel more confident and comfortable speaking the target language.

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UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA
La Universidad Católica de Loja
MODALIDA ABIERTA Y A DISTANCIA
CARRERA DE INGLES
TEACHER'S QUESTIONNAIRE

EDUCATIONAL INSTITUTION:	
DATE:	
YEAR:	

1. Which level of education do you have?

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

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

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

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

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

4. Which is the level of your students?

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

5. **Which of the following methods was used in this class?** *(check only 1)*

Communicative Language Teaching	( )
The Natural Approach	( )
Cooperative Language Learning	( )
Content-Based Instruction	( )
Task-Based Language Teaching	( )
Cognitive Academic Language Learning	( )
Total Physical Response	( )
Whole Language Approach	( )
Grammar Translation Method	( )
Others _____	( )

6. **Do you use whole- group activities to teach your lessons?**

YES ( )	NO ( )	
Why? _____		

7. **Do you use individual activities to teach your lessons?**

YES ( )	NO ( )	
Why? _____		

8. **Do you use group work activities to teach your lessons?**

YES ( )	NO ( )	
Why? _____		

9. **Do you use English most of the time in your classes?**

YES ( )	NO ( )

10. **Do you plan your lessons?**

YES ( )	NO ( )
Why? _____ —	

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

YES ( )	NO ( )
Why? _____ —	

12. How many students do you have in this class?

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

13. Do you feel comfortable working with this number of students?

YES ( )	NO ( )
Why? _____ —	

14. Do you have enough space to work with this group of students?

YES ( )	NO ( )

15. Do you arrange students' seats in relation to the activities planned for your classes?

YES ( )	NO ( )
Why? _____ —	

16. How many students do you think is the appropriate number to teach English?
(check only 1)

10 - 15	( )	16 - 25	( )	26 - 30	( )	31 - more	( )
Why? - _____							

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

YES ( )	NO ( )
Which ones? _____	

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

YES ( )	NO ( )
Why? _____	

19. Does the institution review your lesson plans?

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

20. Does the institution monitor your teaching?

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

Thanks for your cooperation!!!!!!

MODALIDA ABIERTA Y A DISTANCIA
CARRERA DE INGLES
STUDENT'S QUESTIONNAIRE

EDUCATIONAL INSTITUTION:	
DATE:	
YEAR:	

21.¿Te gusta aprender Inglés?

SI ( )	NO ( )

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

SI ( )	NO ( )
¿Por qué? _____	

23. Consideras que las actividades realizadas en clase son:

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

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

SI ( )	NO ( )
¿Por qué? _____	

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

SI ( )	NO ( )

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

SI ( )	NO ( )

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

SI ( )	NO ( )

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

SI ( )	NO ( )

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

SI ( )	NO ( )

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

SI ( )	NO ( )

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

SI ( )	NO ( )
¿Por qué? _____ ___	

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

SI ( )	NO ( )
¿Por qué? _____	

___

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

SI ( )	NO ( )
¿Por qué?	
_____	
___	

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

SI ( )	NO ( )

GRACIAS!!!!!

UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA
La Universidad Católica de Loja

MODALIDA ABIERTA Y A DISTANCIA
CARRERA DE INGLES
OBSERVATION SHEET

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

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

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

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

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

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

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

3. Which of the following methods are used?

Communicative Language Teaching	( )
The Natural Approach	( )
Cooperative Language Learning	( )

Content-Based Instruction	( )
Task-Based Language Teaching	( )
Cognitive Academic Language Learning	( )
Total Physical Response	( )
Whole Language Approach	( )
Grammar Translation Method	( )
Others _____	( )

4. Which of the following activities are used?

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

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

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

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

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

6. How many students are there in the classroom?

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

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

YES ( )		NO ( )

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

YES ( )	NO ( )
NOTES: _____ _____	

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

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

10. 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 ( )