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Factors that influence the English language Teaching-Learning process in ESL/EFL classrooms.

TRABAJO DE FIN DE TITULACIÓN

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APROBACIÓN DEL DIRECTOR DEL TRABAJO DE FIN DE TITULACIÓN

Magister.

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De mi consideración:

El presente trabajo de fin de titulación: Factors that influence the English language Teaching-Learning process in ESL/EFL classrooms, realizado por Orellana Macías, Wilman Mike y Navarrete Arévalo, Fernanda Elizabeth, ha sido orientado y revisado durante su ejecución, por cuanto se aprueba la presentación del mismo.

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"Nosotros, Orellana Macías, Wilman Mike y Navarrete Arévalo, Fernanda Elizabeth declaramos ser autores del presente trabajo de fin de titulación: Factors that influence the English language Teaching-Learning process in ESL/EFL classrooms, de la Titulación de licenciado en ciencias de la educación mención Inglés, siendo Fabián Marcelo Paredes Zúñiga director del presente trabajo; y eximimos expresamente a la Universidad Técnica Particular de Loja y a sus representantes legales de posibles reclamos o acciones legales. Además certificamos que las ideas, conceptos, procedimientos y resultados vertidos en el presente trabajo investigativo, son de nuestra exclusiva responsabilidad.

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DEDICATION

Dedico este trabajo a mi familia, Fernanda, David y Maya, los cuales con amor cariño y paciencia, motivaron e inspiraron este nuevo desafío. También dedico esta tesis a mis padres, hermanos, hermanas y amigos quienes ayudaron incondicionalmente a lo largo de este proyecto.

Wilman Orellana

Dedico este trabajo este trabajo a mis hijos amados: W David y Maya Orellana y para mi esposo Wilman por su amor incondicional, apoyo y paciencia.

Fernanda Navarrete

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CONTENTS

RESUMEN

Esta investigación se centra en la identificación y análisis de los diferentes factores que influyen en la enseñanza y el proceso de aprendizaje del idioma Inglés en aulas de ESL e EFL.

El estudio fue realizado en cinco escuelas del estado de Nueva York. Los datos se recolectaron en tres aulas de cada institución. Las muestras se obtuvieron de mediante observación, cuestionarios y notas tomadas de alumnos y profesores que participan en el programa inglés como segundo idioma del sexto, séptimo y octavo grado.

Luego de un análisis cuantitativo, los resultados demostraron que los factores que afectan el proceso de enseñanza y aprendizaje de Inglés son principalmente la falta de adecuada planificación de lecciones de clase, la ausencia de recursos proporcionados en las aulas, la pluralidad de los estudiantes en un salón de clases y también aspectos como, la actitud, la edad y la motivación.

PALABRAS CLAVES: enseñanza, aprendizaje, Inglés, datos, muestras, docentes, estudiantes, aulas, instituciones, cuantitativo, observación, entrevista, resultados, identificación, análisis, planificación, lecciones, recursos, la actitud, la edad y la motivación.

ABSTRACT

This research focuses on identifying and analyzing different factors that influence the English language teaching - learning process in ESL/EFL classrooms.

The study was conducted in five schools within New York State. Data was gathered from three classrooms in each institution. Samples of students and teachers involved in ESL programs from sixth, seventh and eighth grades were collected by observing classrooms, obtaining information from teachers and students, as well as from questionnaires and notes.

The examination and recording of all the data was developed by employing four distinct components: separated by factors concerning teachers, factors concerning students, factors concerning classrooms, and factors concerning institutions.

After collecting the information from the interviews and surveys from teachers and students, a statistical analysis of the results was conducted.

 The results obtained from the research, identified that the factors affecting the process of teaching and learning English are the lack of well prepared lesson plans, the absence of appropriate resources in the classroom, the range of students in a classroom as well as other aspects as such, age attitude, and motivation.

KEYWORDS: teaching, learning, English, data, samples, teachers, students, classrooms, institutions, quantitative, observation, interviews, results, identification, analysis, planning, lessons, resources, attitude, age, motivation.

INTRODUCTION

In today's society, many countries use the English language as a form of communication. English enables individuals to be knowledgeable of worldwide events, to access innovative approaches and obtain international business and educational opportunities. Therefore, identifying and developing improved ways to learn and teach the language efficiently has become a major challenge for the language research community.

In New York secondary schools, ESL programs are designed considering several elements that influence teaching and learning. In order to comprehend the implications of this research, it was imperative to distinguish and understand the perceptions of students with diverse cultural backgrounds, faculty level of education, classrooms management skills, facilities and infrastructure availability. Therefore, to accomplish this study, it was necessary to obtain data from teachers, students and institutions in a field research by employing individual surveys as well as observations and notes.

Many educational researchers around the world are involved in a continuous search for new explanations that validate the factors that could impact English teaching and learning. For this reason, several studies have developed numerous methods and approaches that were proven to be effective for acquiring a new language. Likewise to accomplish this study it was necessary to focus on general and specific objectives. The general objective to conduct this study was to analyze the factors that influence the English language teaching-learning process. The specific objectives were to identify students' English level and their needs in the classroom. To determine the classroom conditions in which English lessons take place. Identify the characteristics of in-service English teachers and determine institutional facilities

and norms regarding quality education.

Considering these aspects, it is essential to point out previous studies that offer supporting analyses regarding to the field of English education.

After studding the different factors that influencing English language instruction followed by the collection of the required data, an interpretation and an analysis of the results were conducted to draw many conclusions. From these, it was acknowledged that a majority of English teachers working in New York State school districts hold masters or higher degrees in English education. Most teachers in New York schools are well-trained and employed current methodologies based on communicational and group procedures for second language instruction. A great number of classrooms are spacious and well equipped with advanced technologies. Student's perception of the learning process is optimistic and motivated. It can also be stated that institutions are involved in teachers' and learners' progress. Hence, in general, these factors had great influence on the results of English teaching and learning and in most cases, with outstanding outcomes.

It is important to include that most of the observed English teachers and institutions used procedures being implemented in a homogeneous population of Spanish speaking immigrants living in small towns within New York State.

The present study will be of great benefit for teachers, students as well as the investigator, since it provides valuable information that will contribute in the effort to improve the process of English teaching and learning.

It should be pointed out that the samples obtained during the data collection were limited by the similar conditions that these classrooms presented, therefore, the samples taken from participants were not sufficient to make broad generalization of the findings.

Although this study attempted to be as concrete as possible in terms of planning and organization, the development of the research presented certain practical difficulties. Also, the number of participants was limited.

METHOD

Setting and participants

This research was developed in several schools districts located in the State of New York, county of Westchester, particularly in the towns of Ossining, Hastings-On-Hudson and Yorktown. These towns are relatively small in terms of demographics and geography when compared to the greater metropolitan area. As previously stated, the English language learner is of Hispanic background from South and Central America.

Participants were composed of fifteen English as second language teachers and fifteen students from those observed classrooms. Students were immigrants from several Spanish-speaking countries from ESL basic, intermediate and advance classes. The observations were performed in classrooms, which were spacious and well equipped with advanced technologies.

Procedures

First of all, the research was implemented by gathering and organizing information related to the topic. Finding and recording the bibliographic references from different sources into tables facilitated the development of the literature review, which supported the examination and analysis of the study. Notions and procedures were closely explored from different educational scholars to understand and explain the results.

The next step dealt with the collection of data. Using instruments such as questionnaires and interviews as well as researcher notes accomplished this segment. Once all the permits from the participating institutions were granted, questionnaires were administered to a group composed of 15 teachers. In addition, one student from each of the fifteen observed classrooms was chosen and given a survey to respond.

Furthermore, each classroom was composed of different numbers of secondary students. Direct, non-participant observations were employed to monitor and record data on the observation sheets. Observation occurred from the back of the classroom without disrupting or affecting the learning environment, and all was recorded from the beginning to the end of the lesson.

An observation sheet was used to collect data from the observations consisting of 11 YES / NO questions, including short answers and questions inquiring whether or not the teacher considers valuable students' needs, the level of proficiency of students, methods used, activities and aspects used in the classroom, number of students, participation, physical space, seating arrangement, resources, and level of English used by teacher in the classroom. All responses were reordered along with the lesson.

Ten minutes before the end of the ESL class session, a previously selected student was asked to fill out a student survey. This survey addressed information regarding the student's perceptions towards the teacher, the activities from the lesson and the English language itself.

Likewise, teachers were asked to respond to a questionnaire followed by a short interview. The questionnaire consisted of 20 questions including short-answer responses. The questions, while objective in nature, also focused on teachers' insights and indications of their teaching experience.

After collecting of all data, the information obtained was tabulated using a quantitative method; percentages were precisely calculated and then represented in a statistical graph.

In order to analyze and describe the information presented on the graphs, the results were categorized into four factors: concerning students, teachers, classrooms

and educational institutions. The elements considered for learners were students needs in the classroom and student's English level. Factors considered for teachers were level of education, language proficiency, teaching methods and techniques, percentage of the English language used in class, lesson design, managing learning. Likewise aspects considered for classrooms were class size, classroom space, seating arrangement, and teaching resources.

Lastly for factors concerning educational institutions, class observation and lesson design monitoring were evaluated. Besides to these components, the support of the literature review, the information acquired during the observations, as well as the answers provided by teachers and students on the questionnaire and interviews were considered essential aspects during the analysis of this research.

DISCUSSION

Literature Review

Research on the factors that influence the teaching and learning of English teaching as a second language (ESL) in the United states has increased in recent years. The acknowledgement of the rising lack of English proficiency in the public school system has opened new perspectives to help improve the English teaching and learning experience. In fact, according to McLaughlin (1987) the number of students who lack grade-appropriate English skills significantly increased. Furthermore, according to (Richards & Rodgers, 2001), there continues to be a great deal of discussion among the educational research community that highlights the need for the development of ESL studies and the implementation of more alternatives that will help reduce the language barriers reflected within the linguistic reality of the United States. Therefore, in order to analyze and explain the implications of teaching and learning English language development, the following section includes different factors that influence this process.

Importance of Teaching/Learning English as a Second/Foreign Language

As the demographic reality of the United States reflects the influx of a growing non-English speaking population, the importance of implementing ESL courses within the public school system is clear. Yet, certain factors need to be closely examined. The increased diverse population of the United States has a great number of individuals with a low proficiency of English knowledge (Pendey & Goodman-Shah, 2007). As a consequence, the demand for English language teachers has increased. According to McLaughlin (1997), from the 1991-1992 through the 2001-2002 school year, the number of identified students with limited English proficiency

in public schools grew 95 percent. Research also determines that when addressing the importance of teaching and learning ESL within the United States, the academic environment/classroom needs to be closely examined. That is, analyzing the environments and characteristics of learners concerning ESL settings will help to improve English proficiency. Considering that at the global level, English is known, as an international language is essential. As Saleheen (2011) states, "English reigns like the emperor of languages." Thus, achieving English language proficiency is crucial when interconnecting with people from different countries from many cultural backgrounds, and because it allows countries to participate in the worldwide economic challenges.

Teaching Approaches and Teaching Methods

According to many studies in the research community, in the process of language learning, teachers and learners carry with them a self-idea of how this objective will be reached – the manner in which it will be taught and the way in which it will be learned. Therefore, as Kottler & Kottler (2002) indicated, when selecting approaches and methods to be used within ESL classroom, educators need to be mindful of a number of specific considerations that will affect the language acquisition process. One favored approach among Language teachers is referred to as Communicative Language Teaching. As Larsen-Freeman (2000) indicates, this approach provides conversational – meaningful interactions among students, which facilitates communicative competence and language interdependence. Ultimately, this approach benefits communication and language acquisition. The main purpose of the communicative methodology is based on the engagement of functional features of language. Richards & Rodgers (2001) specified that using procedures where learners work in pairs or groups employing communicative meaningful interactions with

problem-solving tasks benefit language acquisition. Similar language methodologies that greatly influence language learning are denominated cooperative or collaborative language learning where learners obtain language input when they engaging in mutual interaction. Larsen-Freeman (2000) affirmed that the most positive element in cooperative learning is the enhancement of social skills that encourage in students "positive interdependence." This gives learners the opportunity to complete assignments efficiently while creating an environment of teamwork and sharing responsibilities rather than reaching individual competition. Group learning demonstrated to be effective and positively influences second language learning. Thus, group work interaction enables motivation and encourages critical thinking among students. For Richards & Rodgers (2001), group activities represent the main procedure for learning and are part of a broad system to be applied in language teaching. On the other hand, for many educational researchers and educators, better results in second language acquisition is accomplished by incorporating different teaching approaches in language instruction. That is the case of Content-based instruction, which can be embraced by using several teaching procedures. It incorporates language learning with the learning of some other content (Larsen-Freeman, 2000). As Richards & Rodgers (2001) stated, the general idea is that when a subject matter is relevant to the learner, the acquisition of the second language – in this case English language – will be successfully internalized. Meaningful learning behaviors encourage students to develop English language skills. Hence, when learning through topics that are practical and interesting, students are able to reach their learning goals. Similarly, according to Larsen-Freeman (2000), subject matter that stimulates attention and curiosity in students usually motivates student learning and, therefore, language acquisition. For instance, adult immigrants who are exposed

to 'survival' skills such as filling out job applications or using the telephone, receive an opportunity to better develop second language skills. All in all, the basic concept shared among the supporters of the above teaching approaches is that providing students with the appropriate amount of exposure to the English language and encouraging communication between learners, eventually helps generate language acquisition.

Asher (1972) developed a method, which was focused on employing commands of speech and action for students to follow. Regarding this method, he specifies that humans have biological programs that aid them in acquiring language. This is called Total Physical Response (TPR). Larsen-Freeman (2000) considered that TPR is the quickest, least stressful way to input a target language by following commands uttered by a teacher. In this method, a learner's memory is triggered in a progressively worry-free environment by stimulating responses. Richards & Rodgers (2001) point out that teachers who employ TPR provide opportunities for learning by using adequate materials for students to internalized the target language at the their own natural pace. Yet, another less popular method among EFL/ESL teachers is the grammar-translation method. This method is conducted in the native's language and embraces repetitive memorization of grammar rules and words, while translating texts to L1 and L2, and vice versa as Larsen-Freeman (2000) indicated in his studies. For Richards & Rodgers (2001) the main purpose of this method is to help students read and appreciates foreign language literature, which assists students in improving intellectually and performing effective translations between languages. As could be expected, within the grammar-translation method, attention is prioritized on reading, writing and memorizing rules and words. Therefore, learners who use this method, lack in communicative skills.

Managing Learning

For many academics and researchers, an important component on the study of language acquisition within the ESL classroom relates to the teacher's ability to manage learning. Burden (2009) suggests that well-planned directions allow students to straightforwardly follow lesson segments and complete tasks. Therefore, a lesson with clear instructions will successfully accomplish the goals of the lesson. Furthermore, Jones & Jones (1998) denote the importance of specifying clear goals and procedures for each lesson as these prevent disruptive behaviors among learners due to confusing directions. Since in classrooms there are several systems of providing directions, teachers should determine the best one. Hence, Burden (2009) recommends that instructors should use all the available resources to provide step-by-step descriptions for students to follow.

Suggestions about learners' development must be seriously taken into consideration because these directly influence each student's perception of his or her own learning. For Burden (2009), feedback in second language instruction is an essential tool to guide a student's motivation to acquire the targeted language. Burden (2009) also recommended that it is important to decide when, how and what kind of feedback should be provided. The appropriate feedback, then, determines the student's level of fulfillment, which is a motivator to learn and continue performing the instructional tasks. Similarly, Jones & Jones (1998) indicates that teachers have to increase the ability to provide students with positive feedback, which will let students monitor and become participants in their own learning.

Being able to manage time and allot the appropriate time for all parts of the instructional session is another skill that teachers must improve. Burden (2009) stresses the importance of providing enough time to successfully cover each activity,

including the breaks and assessments of each lesson. It is also necessary to acknowledge the importance of creating time for new learning opportunities; as Jones & Jones (1998) emphasizes, "schedule blocks of time so the teacher has greater flexibility in incorporating interactive, interdisciplinary instruction, and students have more time to explore and integrate new learning."

Lesson Design

A lesson design is considered a main element in the teaching and learning process. For instance, Milkova (2011) states that lessons should provide students with an overall sketch of teaching and learning goals, focused on successfully acquire language. Then, by employing suitable learning activities, teachers are able to motivate and obtain effective results. Consequently, a successful lesson plan should start by establishing objectives, teaching/learning activities and strategies to assess student understanding. Rhodes (2007) adds that carefully constructed lessons permit learners to produce basic skills and achieve learning goals; thus, lesson designs should start by recognizing clear objectives, materials, equipment and activities. Most teachers and educational scholars agree that an effectively organized lesson plan should include the following structure: a warm-up section that reviews previous instruction, an introduction to the theme that presents new information, an assessment of understanding, and a modeling and practice piece. In conclusion, when designing successful lessons, teachers must appropriately include the several factors mentioned above as these influence learning significantly.

Class Size

Many studies demonstrated that classes with smaller number of students have a positive effect on learning achievement. As Flood, Leap, Squire & Jensen (2003) noted, disruptive behaviors in classes with fewer students are better handled and that

pupils within these classes are more likely to remain on task. Similarly, Blatchford (2003) explains that in classrooms with fewer students, instructors tend to spend less time correcting behaviors; consequently, teachers are able to improve preparation and application of classroom strategies and management. Moreover, these teachers have the opportunity no engage in greater interactions with students. Students clearly benefit by receiving more individual support and personalized feedback.

Classroom Space and Seating Arrangement

The physical size of the classrooms have incidence in the language learning and teaching process. As Burden (2009) states, "the consequences of high density conditions that involve either too many children or too little space are: excess levels of stimulation, stress and arousal and a drain on available resources." On the other hand, students receiving instruction in a functional, organized and visually appealing space will interact with one another with greater ease and acceptance. Tanner (2000) also stresses that pupils learning in limited and crowded places will experiment higher levels of stress. Therefore, school planners and designers have to provide enough space for students, instructional materials, seating arrangement and security procedures within a classroom.

Seating arrangement is one of the most influential elements for language learning and provides a way to test and analyze the different possibilities within a classroom. In the same way, seating arrangements can be modified according to certain dynamics such as a student's weakness, behavioral and individual characteristics. Denton (1992) affirms that employing a diverse number of arrangements created a workable classroom. He specifies that short horizontal and herringbone rows, which are both popular arrangement for secondary classrooms, constitute arrangements that permit teachers to easily move around the room. The

distribution of desks in simple double and semicircle designs are also used in classrooms and have shown to greatly improve the development of activities in the classroom. To sum up, classroom space and organization significantly impact learning success. Therefore, these have to be closely analyzed when planning.

Classroom and/or Teaching Resources

Teaching recourses are all the elements that can provide assistance to the teaching and learning process. Teaching resources are important as they support student learning and assist the instructor in obtaining information and assessing student understanding. Moreover, teaching recourses are necessary in classrooms because they make the lesson more dynamic and enjoyable. Currently, there is a range of resources and possibilities to be applied in ESL classrooms. From textbooks to storybooks, to computer software programs, to online tutorials; teaching resources are abundant and differentiated.

Kottler & Kottler (2002) mention a collection of those that can be used in personalized instruction. For instance, students can use tape and video recorders to record and practice their performance. Similarly, televisions and computers can be used to develop listening and pronunciation skills. Furthermore, lessons that focus on grammar and sentence structure may use resources such as activity books, online drills and teacher-designed activities that explain specific topics in a logical and enjoyable manner.

Verial (2001) also notes that there is a variety of printed material, such as books specialized for the ESL student. These books are available in numerous levels and for different ages. Several of these texts are accompanied by CDs that expand on the application of the skills and concepts taught within the book; thus, reinforcing the possibilities for language learning.

Kottler & Kottler, (2002) highlight the fact that new technologies present even better possibilities for teaching ESL. For instance, digital video, still artifacts and the social media offer learners the possibility to interact with language students around the world by using the Internet. Similarly, Verial (2001) states that multiple websites offer free ESL teaching resources as well as forums to share information and allow teachers to exchange and discuss learning topics. Teaching resources present many benefits to teaching and learning and as instructors, it is indispensable to take advantage of these assets to improve education.

Classroom Observation

Classroom observations provide information on how the educational process is being developed. Some studies affirm that classroom observations assist teachers and administrators to become aware of the manner in which content is presented. Specifically, Blume (2012) supports the idea that classroom observations provide some benefits to school administrators as these become valuable tools. In other words, through observations, administrators are able to perceive the quality of instruction that is being delivered, the degree of motivation of teachers and students, and how the resources are utilized within a particular classroom. However, other scholars suggest that classroom observations are a subjective appraisal of the teaching learning experience. In fact, Estacion, McMahon, & Quint (2004) found some weaknesses in the practice of classroom observation. For instance, during a classroom observation, teacher and student behaviors can be affected by the presence of an administrator, subsequently producing an unreliable representation of the classroom. Similarly, Blume (2012) suggests that performing a traditional or "The old way" observation of an instructor once a year or once every five years, does not necessarily project the reality of a classroom.

Yet, for many authors, several inquiries can emerge from classroom observations that can influence directly on teaching procedures, its feedback and implementation of the curriculum. Marshall & Young (2009) mention that three types of classroom observations are optimal. The first is the formal observation, which is previously planned by teacher and administrator. The second is the walk-through observation, which provides a more relaxing experience for both students and teacher and is believed to provide authentic information of the classroom. The last type is called the alternative observation, which does not follow a regular procedure but allows for a more creative option – student portfolio, teacher self-evaluation, etc. Either way, the pros and cons of teacher observations can be carefully analyzed. However, teachers need to be monitored, trained and evaluated in an ever-growing attempt to improve the quality of public education and the accountability of professionals within the field.

Learning Styles

Learning styles are individualities of learners that are utilized when undergoing the learning process (Hainer, Fagan, Bratt, Baker & Arnold, 1990). Learning styles influence language acquisition because they impart learning capabilities that all students are able to access, and therefore, obtain a successful language outcome. Although, there are many different types of learning styles, Lightbown & Spada (2006) observed language teachers need to address the cognitive styles of their students, which refer to the preferred way in which they process information. Cognitive learning styles are divided into two categories: *Field Independent (FI)* and *Field Dependent (FD)*. Where the FI learner is analytical and perceives learning the English language in terms of its parts – grammar, vocabulary, reading comprehension, communication, etc. On the other hand, FD learners are holistic and perceive the

acquisition of the English language as a whole – all of the parts are fused within the general background. Teachers that clearly identify the specific cognitive learning style of their students will be able to differentiate instruction and target learning abilities. (p.59)

In addition to the two basic types of cognitive learning styles, Hainer, Fagan, Bratt, Baker & Arnold, (1990) identify a categorization based on how learners perceive and process information; "Type One is comprised of "Innovative Learners" or extroverted, respectful individuals that seek to make their own significance of the world. Type Two consists of "Analytic learners" whose intellectual capabilities adapt to environments, want to gain and share critical information, and favor chain of command authority. Type Three includes "Common Sense Learners" who are problem solvers, function by awareness, are practical and see authority as a necessity. Finally, Type Four are "Dynamic Learners" that look for unseen information, judge by gut reactions, like complacency, are enthusiastic, and disregard authority. Therefore, it is imperative that the ESL teacher acknowledges and taps into these styles to create the appropriate activities and environment that will foster successful language acquisition.

Students' Intelligence or Aptitude to Learn English

Researchers have investigated the complicated issues and elements that impact the means of language learning and individual differences related to learning including cognitive abilities, personality traits, interests, and values are, indeed, difficult categories to differentiate. Sheen (2007), for example, believes that aptitude is a difficult concept, distinct from general intelligence and achievement. In fact, a great number of studies suggest that the aptitude category is particularly important because it facilitates acquiring language. Then again, Lightbrown & Spada (2006)

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suggest that students with superior memory not necessarily have the best faculties for language analysis. Other studies propose that individuals with an adequate language aptitude possess phonemic coding ability, grammatical sensitivity, inductive language learning ability and rote learning ability (Sheen, 2007). For Lightbrown & Spada (2006), 'aptitude' in language learning facilitates the identification and memorization of new words and sounds and helps to discover and understand the functions of language and grammar rules. That is to say, language aptitude incorporates the phonemic coding ability, grammatical sensitivity, inductive language learning ability and rote learning ability. The weakness and strength of these components also depend on the capability of individuals to effectively achieve information in other areas of knowledge.

Many aspects may impact the development of teaching and learning a second language. Most recent studies have identified several new elements that can influence the language acquisition process. These elements can be analyzed in relation to teaching and learning as an approach to establishing certain parameters that help build successful learning experiences and prevent learning failures in language education. The following studies are focused on the analysis of factors that include motivation, attitude, gender, age, environment, instructional resources, appropriate methods, exposure to the language, and different teaching and learning styles.

The first study conducted by Derwing, DeCorby, & Ichikawa, (1999), has examined age, motivation and exposure to the language as essential factors that influence language learning. Derwing, DeCorby, & Ichikawa, (1999) considered that age and motivation are directly related to the capacity of learners to absorb a new language. The researchers also recognized exposure to the language as a critical factor in acquisition of learning a new language – students who have the opportunity to

participate with native language students are more prone to succeed.

This study resulted from methodical analysis and careful examination of data of young and older children. It was also the outcome of careful examination of numerical figures from a Database. Lastly, it employed the results of a study of semi-structured interviews to teachers and former students. In summary, this study concludes that success in learning English as a second language depends on many factors but that motivation and exposure to the target language are particularly significant.

The second study was headed by Aduwa-Ogiegbaen, (2006). This study evaluates teacher use of instructional resources and appropriate methods, and whether the environment influences in teaching English Language. The purpose of the study was to investigate the relationship among these factors and the performance of students. Therefore, in order to generate this study, researchers designed itemized questionnaires requesting student responses on teaching strategies, instructional resources used in the classroom and the teaching and learning environment. Observation of the classrooms was also used as an instrument for this study. The outcomes showed that only five items were located above the determined theoretical mean value of 3.0. For instance, teachers used chalkboards, English workbooks, posters, English textbooks and dictionaries in that order. Charts were used sporadically, while all other items were rarely used.

For the second factor, the result shows that only items 1 and 6 met the predetermined theoretical mean of 3.0. This showed the lecture method and intensive reading of textbooks practice as the only teaching techniques used. Meanwhile, the debate methods were occasionally used with means of 2.82 and 2.57 respectively. The last finding establishes that students in Nigeria do not learn the English Language in

environment conducive to effective learning. As a result, researchers conclude that public secondary schools in Nigeria are far behind time in offering multiple pathways to the teaching and learning of English as a second language. They also suggest that public secondary schools should be provided with adequate and diverse instructional resources, that teachers should assume new roles and use new technology-supported instructional tools. Finally, it suggests that educators should become familiar with the variety of available instructional methods and with the use of new technologies that are effective teaching tools for English Language lessons. The author also states that it is strongly suggested that learning environment in public schools in Nigeria be given priority attention.

Narayanan (2008) presents another study that examines student intelligence or aptitude to learn English. The purpose of this research is to explore the essential and complicated factors involved in second language acquisition such as motivation, attitude, and language anxiety. For his inquiry, Narayanan explores and defines the categories of motivated learners that include Positive Task Ego, Involvement Orientation, High Aspirations, Goal Orientation, Need for Achievement, Perseverance, as well as the different types of motivation, attitude and language anxiety. For this study, Narayanan employs a pilot survey from which he obtained valuable feedback.

A random sampling method and a series of observations and questionnaires of four hundred and eight participants of which 138 were female and 270 were male followed this survey. The procedure was conducted in five previously selected second language centers. Measurements of central tendency were employed to assess the data by using Microsoft Excel 2002. Ultimately, the research results showed that the factors such as motivation, attitude, language anxiety and gender have a great impact

of affecting learners. For instance, students need to be highly motivated and have a positive attitude towards the language, as it is important to ensure a low language anxiety level. Students also need to have a good amount of exposures to the target Language.

The next study shows research in student intelligence or aptitude to learn English. The study was guided by Alsayed (2003) and states that providing instructors with as much understanding as possible about second language procedures and contextual training increases their ability to obtain respectable results in second language acquisition. The target of this research was to find the characteristics that provide evidence about what elements determine the possibility of obtaining successful language learning, as well as determining the negative results. The author establishes certain learner conditions, which influenced the learning process: she motivates learners, explained how the premature exposure to English influences the quality of fluency, and associates the attitude toward learning with social background. He also presents and analyzes other factors such as cultural empathy, flexibility, organizational skills, and superior linguistic intelligence, previous language background, language aptitude, language strategy and the use of organizational skill.

The research process of this study was conducted with fifty subjects chosen based on test scores according to high school records. It employed a semi-structured and spontaneous ten-minute individual interview. Researchers gathered data by taking notes for later statistical analysis of the variables by using scales to provide the amount of influence that a factor has on language acquisition. The results demonstrated that although attitude, early first language acquisition, early exposure to English, and social background influence language learning, it is motivation that represents the highest rated element manipulating the second language acquisition.

The last investigation was conducted by Yahaya, Yahaya, Choon Lean, Abdul & Ismail, (2011), which attempted to identify how learning conditions are influenced by parents and their opinion of cultural and ethnic education, the different teaching and learning styles in school, socialization among peers, and students attitude and perception towards English. The method used for this study was a quantitative approach based on data from surveys. Data was collected using a self-report questionnaire. The findings of this study showed that there is no significant relationship between respondents' current level of English proficiency and peer influence. It also displays that there is no negligible correlation between current English proficiency and personal attitude towards English. It shows a weak positive correlation between student perception towards learning English and parental influence; a weak positive correlation between students' perception towards English and peer influence; and a strong positive correlation between the two variables of students' perception and teacher influence.

In conclusion, this study suggests that Chinese students should be more independent in their learning choices. They should be more eager to be exposed to as much conversational and written English as possible. They should also consider obtaining help from peers or teachers who are fluent in English to practice skills.

Description, Analysis, and Interpretation of Results

In this section, a complete description, analysis, and interpretation of the results will be examined. For this purpose, a precise insightful examination of the data collected in the fieldwork will be analyzed. Data examination will be developed by organizing and classifying the collected information, by correlating the results with other applicable information and by showing the outcomes in a clear way. It will be necessary to articulate essential calculations to produce graphic representations of percentages from the material obtained from instruments, participants and observations.

This data consist of a set of teacher observation, student and teacher questionnaires as well as personal notes. Taking notes during the classroom observations will assist to notice critical marks and patterns that will be important to develop the process of analysis, and interpretation of the data. With these observational mechanisms and the collected data from questionnaires distributed by hand to the respondents, a small-scale research will intent to identify and explain a series of questions.

The explanation of the findings will be conducted by following a quantitative approach. Subsequently, the amount of data that was collected in 15 different classrooms of secondary schools, will serve us to describe and compute the different variables into graphs. The further explanation of these results will challenge to develop a solid description and understanding of each section of the topic.

Quantitative Analysis

Factors Concerning Teachers

Which level of education do teachers have?
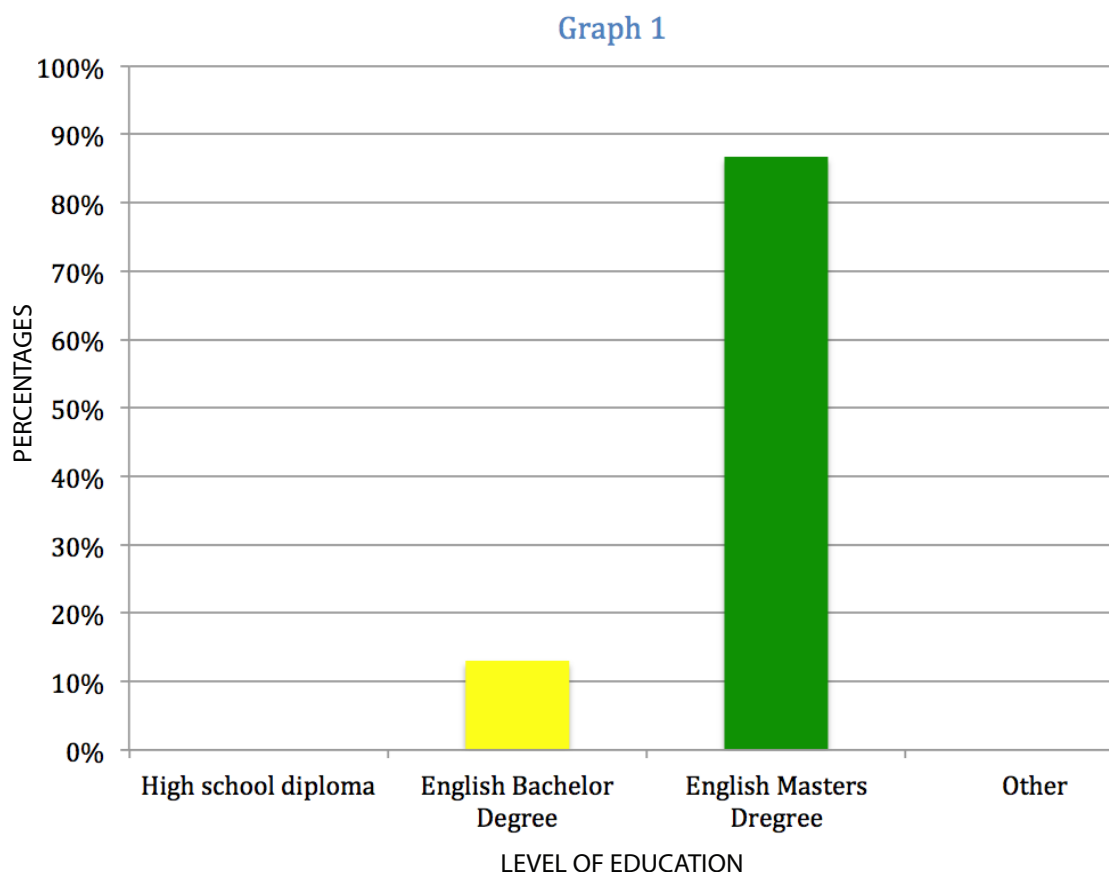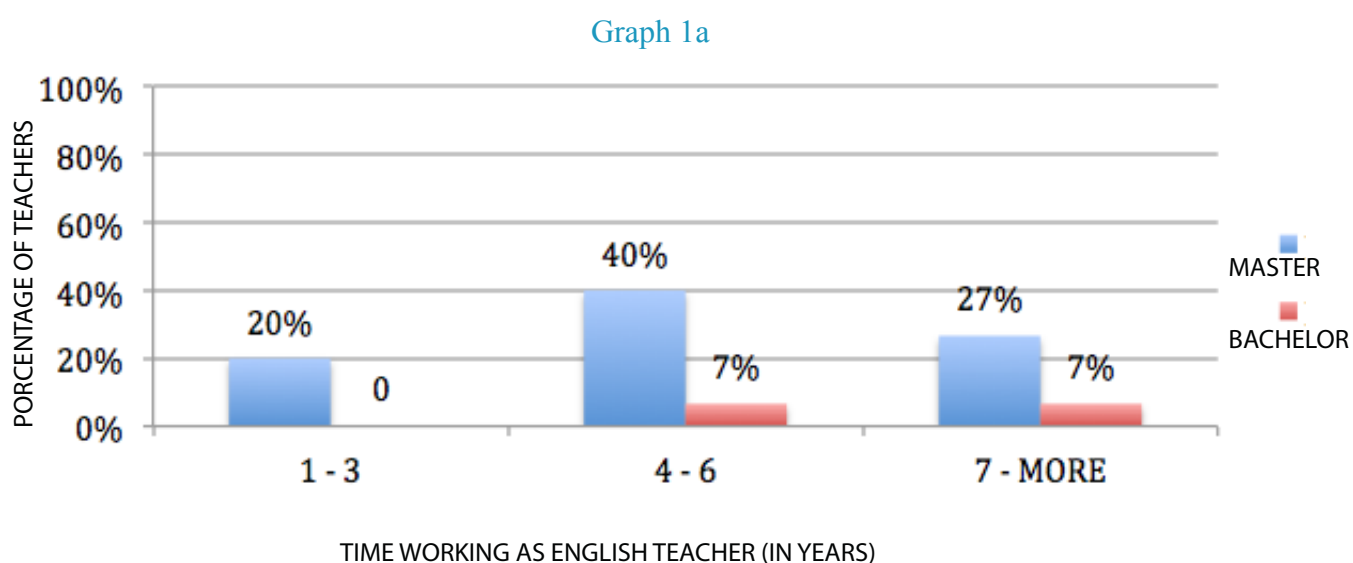
Graph 1

Authors: Fernanda Navarrete and Wilman M. Orellana
Source: Teachers' Questionnaire

The results of the teacher's questionnaire indicated that 13 teachers hold English master degrees, which represents 87% of the total interviewed teachers. 2 teachers hold English bachelors degree, which represented the 13% of the total interviewed teachers. It was observed on graph 1 that intervened schools have 0% of teachers with High school diplomas and also, 0% of other degrees.

According to the data, the majority of English teachers working in these schools are academically qualified to work in ESL instruction programs. The researched schools in New York State tend to hire mostly teachers with Master

degrees with more than 4 years of experience and also employees holding bachelor degrees waiting to complete their certification. Likewise, based on the teacher's interviews, as indicated in graph 1a, teachers with 4 to 6 years of experience represent 47% of all interviewed teachers, in which, 40% hold masters degrees and 7% hold bachelors degrees while teachers with more than 7 years of experience represent the 34%.

<p style="text-align:center; color:#3a9fd6;">Graph 1a</p>

TIME WORKING AS ENGLISH TEACHER (IN YEARS)

Authors: Fernanda Navarrete and Wilman M. Orellana
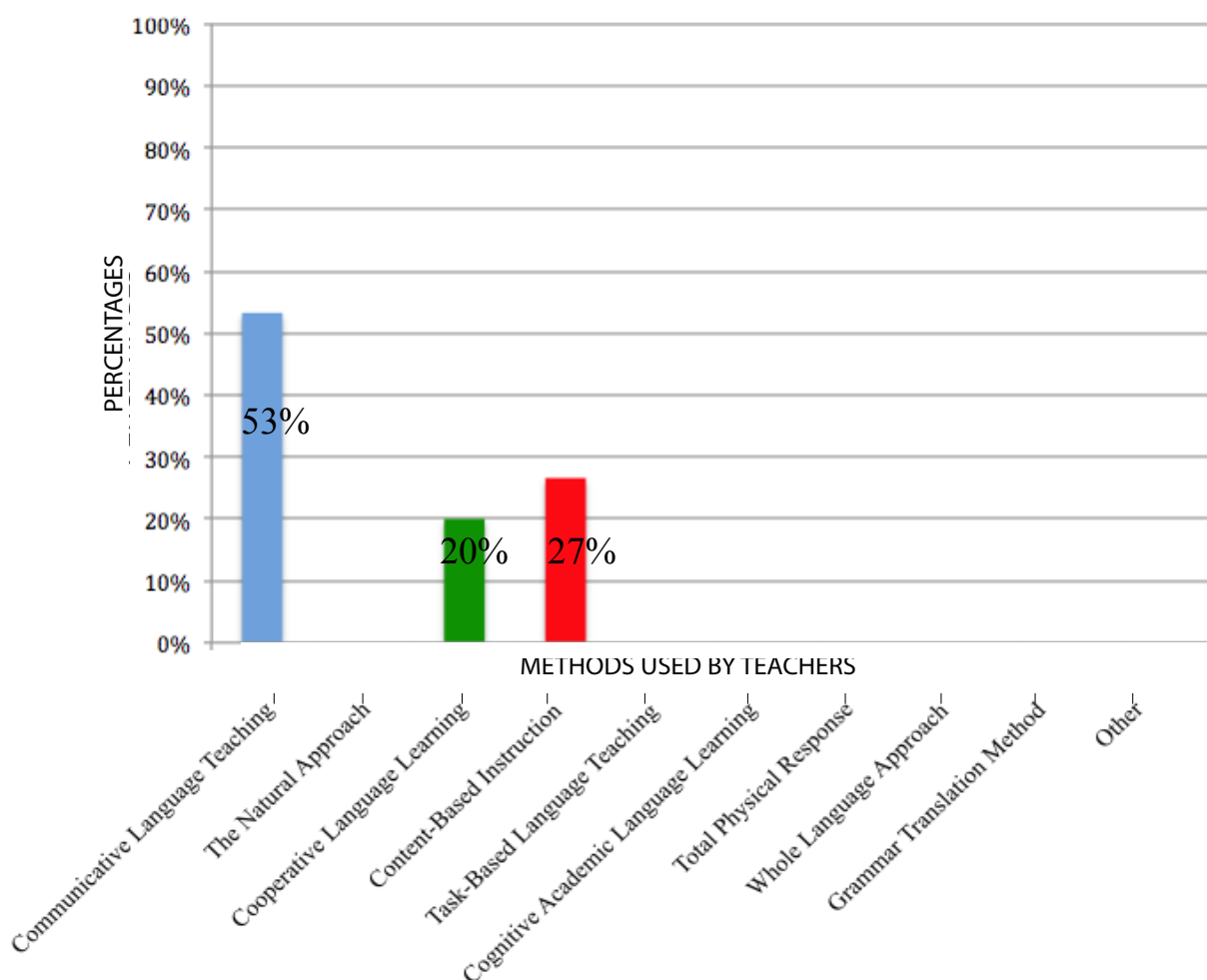Source: Teachers' Questionnaire

These results indicated that English master graduates are more likely to stay in teaching occupations once they completed their degrees, in fact, they are less likely to leave teaching than those who were only partially certified.

Furthermore, as presented in Graph 1a, the percentage of teachers with undergraduate English degrees are less likely to obtain experience working in educational institutions the first 3 years after their bachelor graduation.

In conclusion, according to the data, the majority of teachers interviewed in this study, provide English instruction to second language basic, intermediate and advance learner, by employing their abilities acquired during their graduate college education.

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

Graph 2

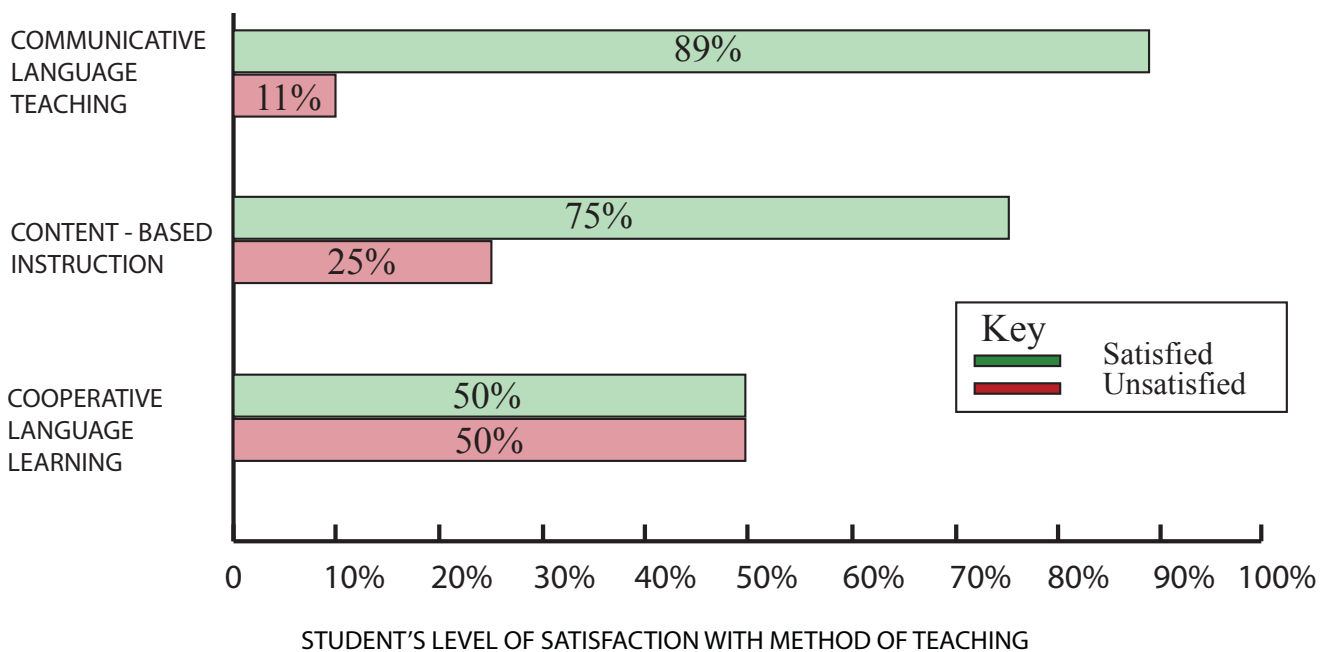Authors: Fernanda Navarrete and Wilman M. Orellana
Source: Teachers' Questionnaire

The results of this study presented in Graph 2, indicates the percentages of methods used by teachers in the observed classrooms. Of a total of 15 observations 53% of teachers used Communicative Language Teaching. Followed by 27% of the teachers who used Content-Based Instruction. Only 20% of the teachers used Language Learning Cooperative during the observations. Natural Approach, Task-based Language Teaching, Cognitive Academic Language Teaching, Total Physical Response, Whole Language Approach Grammar Translation Method and others were not used by any teachers and constitute the 0% of the proportion scale.

Data from teachers' observations confirmed that Communicative Language Teaching was used the most in English teaching classrooms. Similarly, data from the students' questionnaire displayed a high level of positive perception towards Communicative Language Teaching. In fact, several students from that group indicated that they were acquiring language at a faster pace in those classrooms.

Additionally, students specified that increasing interaction and communication with other students improved their language acquisition. Data from the teachers' interview, demonstrated that in classes where Communicative Language Teaching was used, teachers tend to have a better perception towards student learning and achievements.

Graph 2a

STUDENT'S LEVEL OF SATISFACTION WITH METHOD OF TEACHING
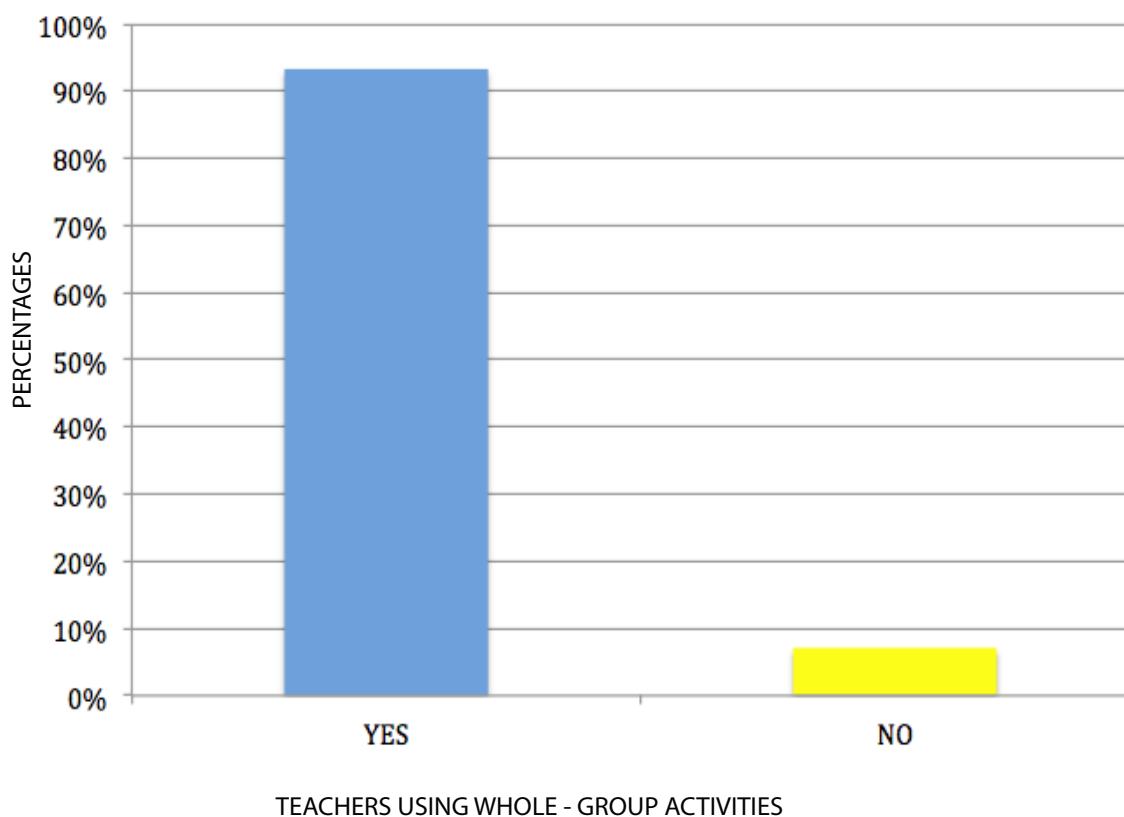
Authors: Fernanda Navarrete and Wilman M. Orellana
Source: Student's Questionnaire

Data gathered through the student's questionnaire show the level of satisfaction of students with the different methods used by teachers. The positive and negative perception of each student about the particular methods that were used in class, were

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counted to see how many times that a particular response occurred. Responses from students' questionnaires were quantified and presented into percentage formulas. In fact, the data shown in Graph 2a indicated that the level of satisfaction in students learning in Communicative Language Teaching methods was greater than students learning in Content-Based Instruction and Cooperative Language Learning. It is also important to note that the percentages of students towards learning in Content-Based Instruction has quantities of 75% for satisfied students and to 25% to unsatisfied students while in Cooperative Language Learning the unsatisfied and the satisfied have equal measurements.

Do teachers use whole-group activities to teach their lesson?

Graph 3

TEACHERS USING WHOLE - GROUP ACTIVITIES

Authors: Fernanda Navarrete and Wilman M. Orellana
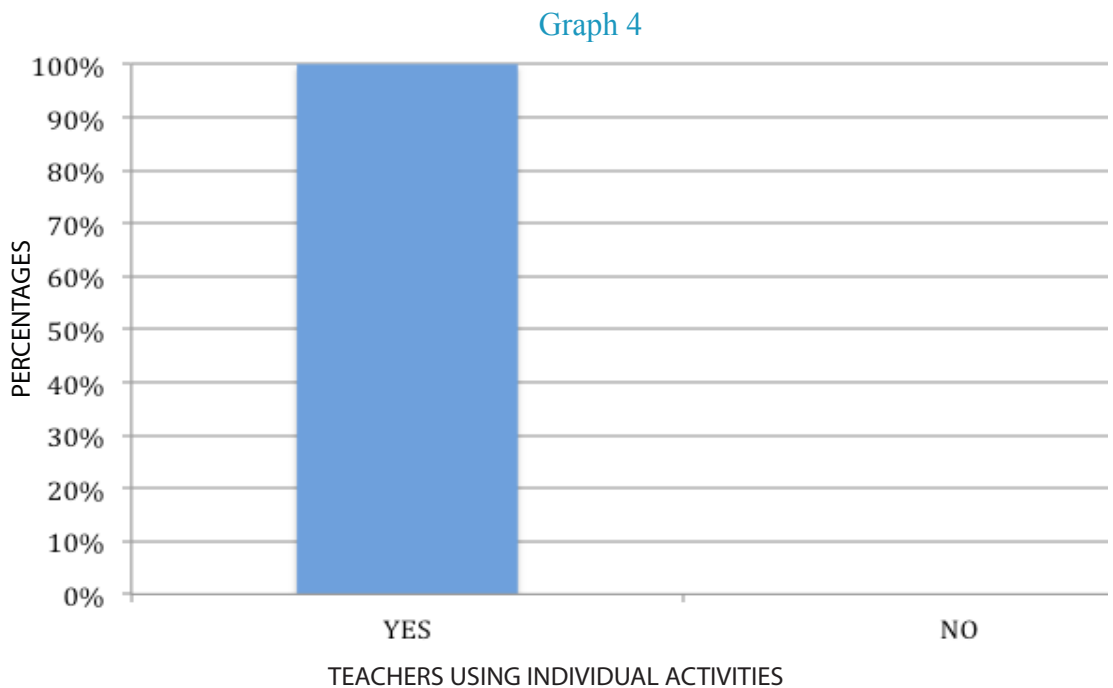Source: Teachers' Questionnaire

The above graph indicated the results obtained through the questionnaire, interview and observations during different classes. The outcome displayed that 14 teachers used whole group activities regularly in their classes. These 14 teachers symbolized the 93% as indicated on the graph 3. The results also indicated that only 1 teacher sustained not to use whole group activities in the classroom. This statement is exhibited on the graph as the 7% of educators that would not use whole group activities in their classroom because they preferred working in small group activities or one to one instruction.

Analyzing the result we can conclude that majority of educators consider whole group activities as a teaching method that has many advantages. Most interviewed teachers agreed on the idea that a whole group work activity increases an important aspect of whole-class discussion and students are exposed to more diverse ideas, opinions and experiences, it also encourages participation which leads to practice communicational skills among students.

Some teachers sustained that whole group activities ensure access to all students. They employed engaging activities to support the conceptual and cognitive process of learning. During group activities, teachers promoted great levels of motivation encouraging interaction and participation and offering meaningful opportunities to create high expectations for learners.

Furthermore, teachers also considered important to establish whole group activities to introduce an effective daily warm up, prior presenting a new theme lesson. Teachers used whole group activities for providing instructions, orientating tasks, rulers, procedures as well as explaining new ideas or concepts to the whole class.

Do teachers use individual activities to teach their lessons?

Graph 4

Authors: Fernanda Navarrete and Wilman M. Orellana
Source: Teachers' Questionnaire

Observing the illustration on graph 4 it is evident that all of the 15 interviewed teachers acknowledged the advantages of using individual activities as a procedure for teaching English. The percentage of the 15 teachers is clearly represented as 100% on the graph. The results visibly demonstrated that in New York secondary schools there was a tendency to generate classroom settings in which individualize instruction is a great element for English teaching.

Moreover teachers stated that individual work permits to recognize student's needs or areas of struggle as well as to identify student's strengths and units or lessons that have being mastered.

In addition teachers also shared that performing individual tasks to students is crucial to be able to assess students, measure learning and consequently be able to differentiate instruction according to each student needs. Likewise, Butts & Cremin (1953) suggested following the guidelines of Winnetka Plan which helps teachers to set strategies for individual instruction by promoting a self-paced, a self-testing and a

self-corrective direction. Consequently, teachers were able to find individual goals and help learners to discovery tactics to achieve those goals.

In another aspect observed in this research, individual instruction gradually assisted learners to overcome fears associated with performance in public. For instance, some English learners were approached individually and offered the possibility to contribute to the class in their own manner while presenting them the possibility to participate open to the class.

However, while observing different classrooms we noticed that teachers where always walking around the classroom in an attempt to work on individual activities and to include the different learners' needs. Teachers regularly checked on each students work, prompted students, and recorded proceedings systematically to track students' progress. Likewise in other classrooms teachers would assess learners independently to determine student's readiness to approach the next instruction.

Do teachers use group-work activities to teach their lessons?
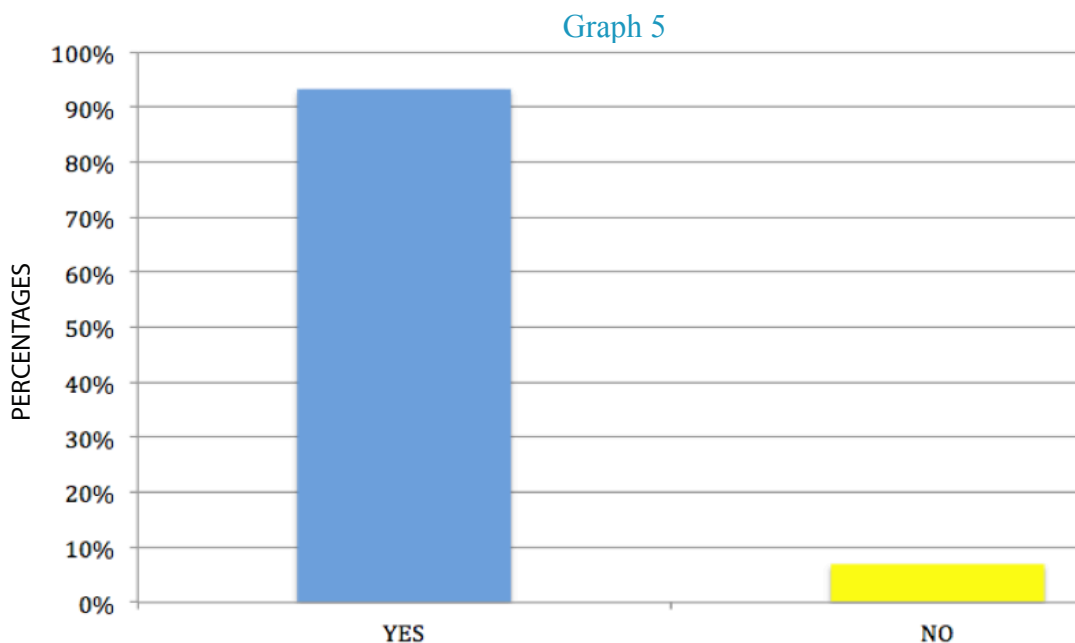
Graph 5

Authors: Fernanda Navarrete and Wilman M. Orellana
Source: Teachers' Questionnaire

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The above chart shows that 14 teachers marked to use group work activities to teach their lessons, these educators correspond to 93% as exposed on the graph. The chart also shows that only one teacher claimed not to use group work activities, this is represented as the 7% on the graph. Moreover reasons given by the teachers pointed out the benefits of group work activities. Some teachers alleged that this type of activities increased social interaction as students may share, discuss and give different points of views. In addition, group work activities support speaking and listening skills. Moreover some teachers held that a group work activity promotes teamwork skills, implementing participation and collaboration since students feel confortable working with other peers. On the other hand, the teacher who asserted not using group work activities run a different class setting where he would help one student at the time while others worked individually or with the aid of a teaching assistant. Considering the obtained results, it is determined that majority of instructors agree on the benefits of group work activity.

Teachers established groups by employing different tactics. Students can be asked to work with a friend or, depending on the number of students, teachers can count students until three or four. Then students will group with the same number, for instance, ones will work with ones, the two with the two and so on and so forth. In other occasions, teachers mixed student with different level of proficiencies to promote interaction and crossed learning by helping each other with, providing.

A common way of working in groups is to form two large groups, one left and one right. The two groups will have a contest to each other for points. This kind of group activity seemed more appropriate for reviewing vocabulary or concepts.

To increasing benefits of group work, teachers stated that it is needed to be aware of the different dynamics within the classroom. Teachers are constant vigilant

of classrooms events and they are responsible to find improved ways to arrange groups. For instance, student-learning styles could provide suggestions for future effective grouping. Another way of grouping could be established by considering students traits, characteristics and behaviors. Also, student's level proficiencies in writing, reading and speaking could provide ideas for grouping students.

Do teachers use English most of the time during classes?
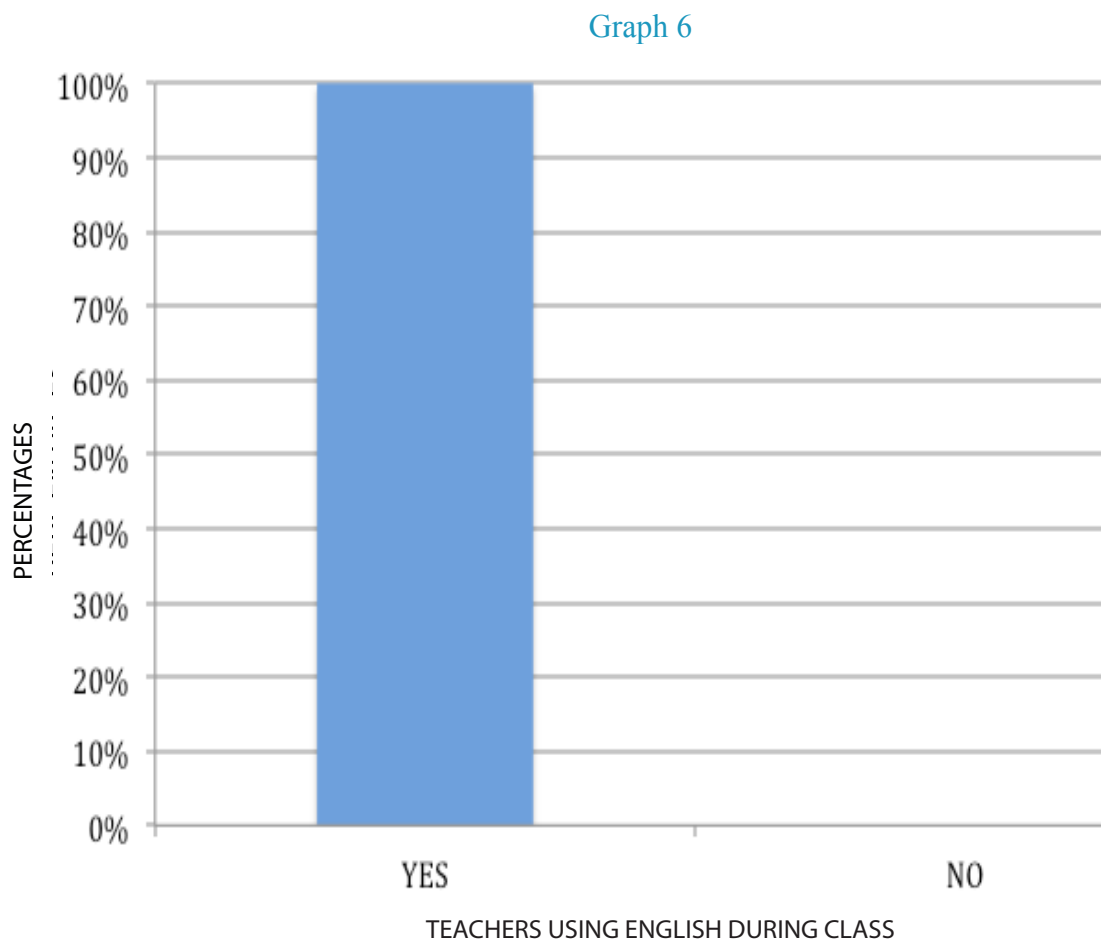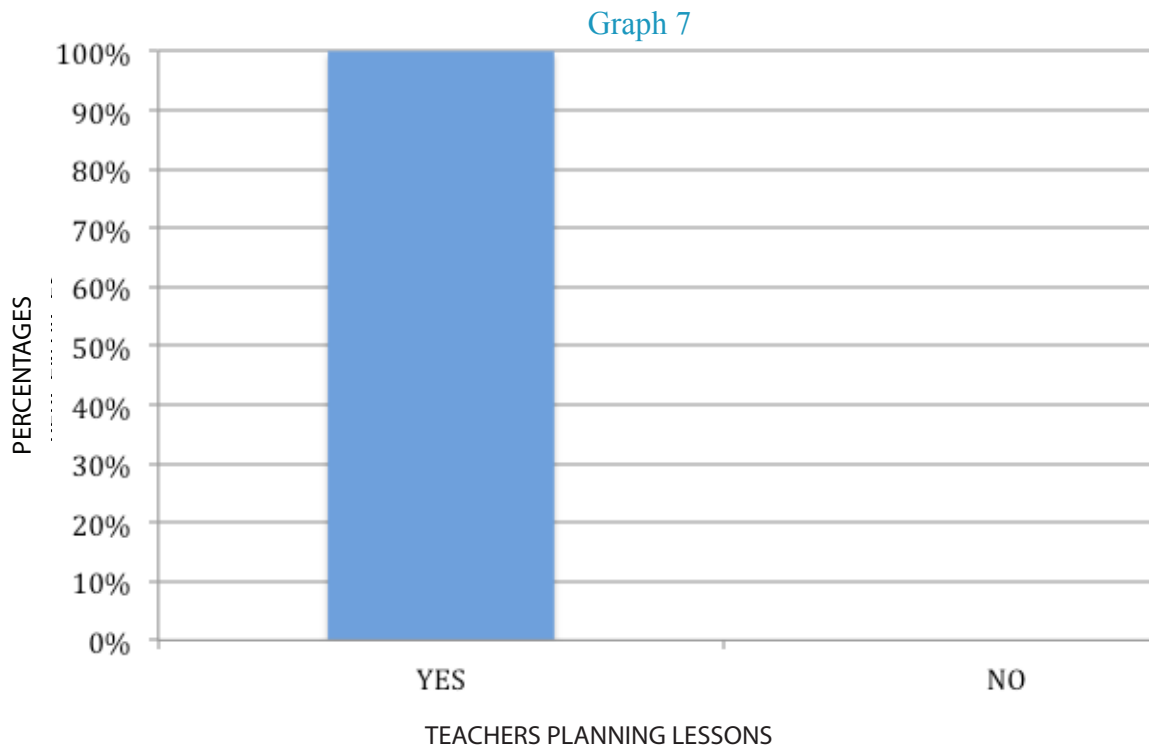
Graph 6

Authors: Fernanda Navarrete and Wilman M. Orellana
Source: Teachers' Questionnaire

Data collected for this research displayed that a majority of ESL teachers use only English when providing instruction. In fact, Graph 6 shows the percentage figure amongst the 15 respondents. Fifteen responded 'YES' and zero responded 'NO' to

that question. From all fifteen classrooms' observations, one hundred percent of the teachers used only English as the main language to provide instruction. Similarly, the quantify responses from teacher's questionnaires displayed the same one hundred percent proportion; this implies that after quantifying the results from the students' questionnaires, they also presented similar figures. The number of respondent teachers that used English as the only language in the classroom will have a significant influence on the learning process. Notes of classroom observations' of beginner and intermediate levels provided essential information about the students' struggles with new the language as well as the methods teachers used to overcome such struggles. For instance, Teachers used pictures, dictionaries, and computer software such as 'Rosetta Stone' to make students understand many elements of the lesson in a monolingual classroom.

It was perceived that in many English only classrooms, teachers encouraged students to use English only as a way of communication among classmates within the classroom. In fact, teachers created many activities for students to avoid using their native language (L1). Although learners from monolingual classrooms can benefit from the linguistic model of the English instructor, many students can struggle with the language especially during content-based instruction. Some teachers believed that English only classrooms stimulate a quicker rate of language acquisition, and as consequence, English standards will be increased. As a result, learners will succeed in other subjects and assimilate to the new environment as well. In contrast, others considered that teachers should allow some L1 in classrooms while encouraging them to use English as possible. They believed that by allowing L1 in the classroom, the transition to English would proceed naturally

Do teachers plan their lessons?

Graph 7

Authors: Fernanda Navarrete and Wilman M. Orellana
Source: Teachers' Questionnaire

As we can distinguish on the graph, it is specified that all 15 teachers being observed and interviewed had established the use of lesson plans for their daily teaching routine. A percentage of 100% of instructors' reassure that planning their lessons supports them significantly through the development of each class. Moreover reasons given by teachers pointed out that the main advantages of using lesson plans are that it allowed them to present ideas in an organized manner it also helps to focus on the main points they want to teach as well as to have control of time.

Additionally teachers claimed that previously planning lessons supported their teaching while generated a suitable environment for learning. Teachers stated that by planning and designing effective lessons they were more likely to help learners to achieve their learning goals.

Although a satisfactory lesson planning requires an investment of time and great amount patience, the benefits in terms of results are invaluable as Milkova (2011) stated, lessons planning provides students with an overall sketch of teaching and learning goals. It was observed that teachers were well accustomed to apply lesson plans as a daily routine and used them as a main frame for teaching.

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

Graph 8
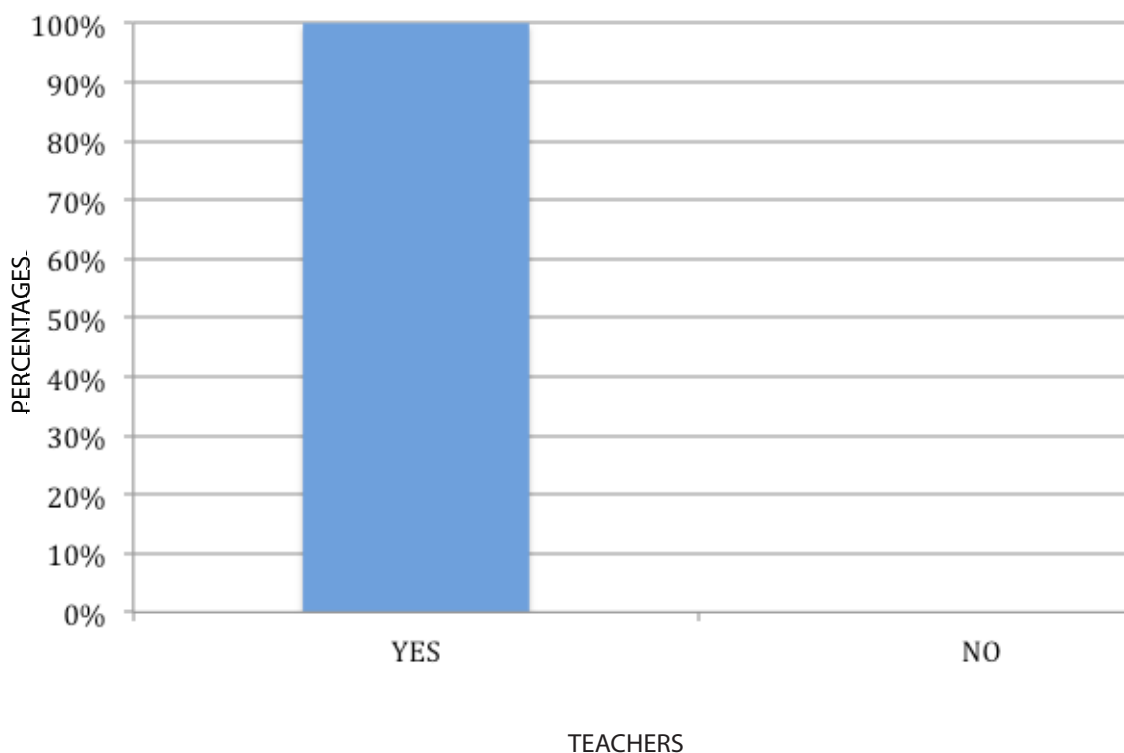
Authors: Fernanda Navarrete and Wilman M. Orellana
Source: Teachers' Questionnaire

The results showed that 100% of teachers answered positively to consider aspects of discipline, timing, feedback, and instruction while 0% answered negatively. The bar Graph 8 demonstrated a clear advantage of teachers considering aspects when teaching a lesson over teachers not considering these aspects.

Examining the observations taken from classroom (Graph 8a), in which teachers used relatively the same practices to manage disciplinary behavior of students, to

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control time, provide feedback and instructions, 13 out of the 15 observed classrooms, which represents the 87% of the total observed classrooms, used certain strategies to control classroom discipline. Nine out of the 15 observed teachers, which are the 60% of the teachers, provided students some sort of feedback. It also shows that 100% of the observed teachers possessed an organized control of the time and activities of each section of the lesson.

Graph 8a
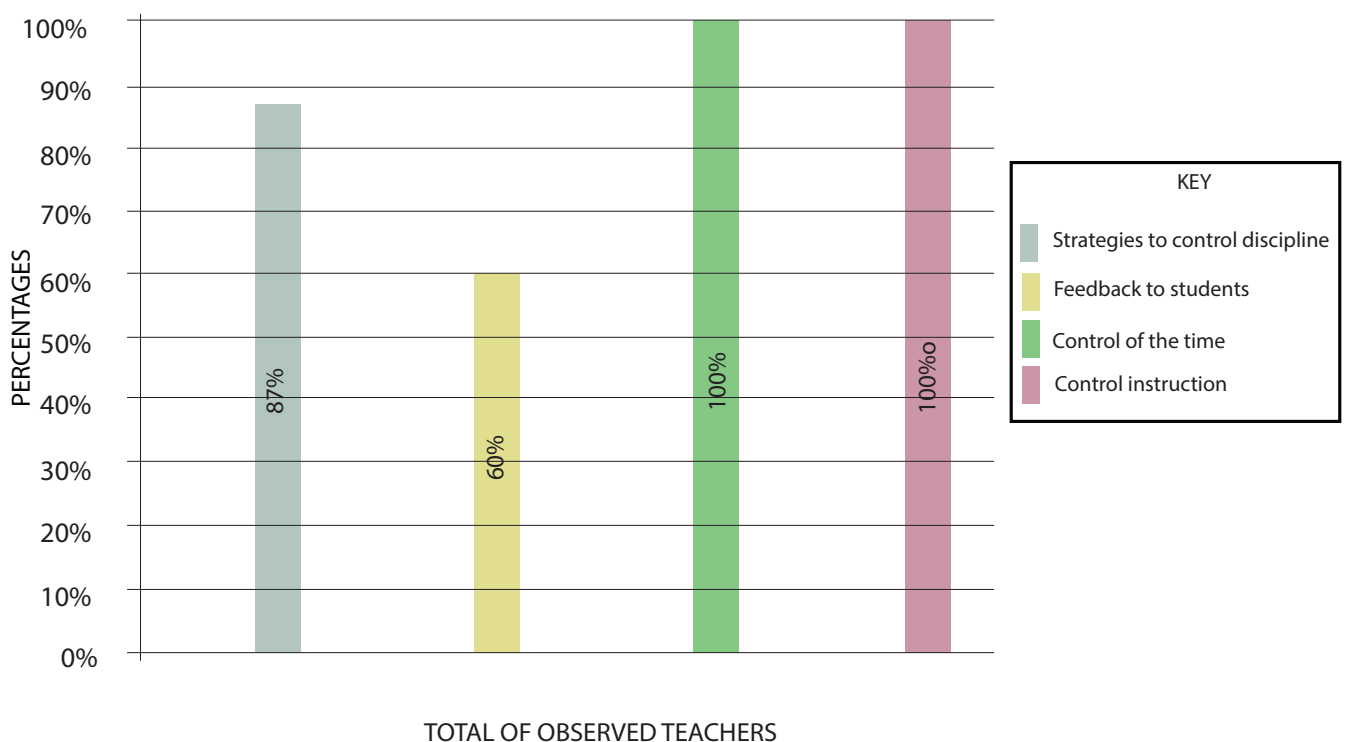
Authors: Fernanda Navarrete and Wilman M. Orellana
Source: Teachers' Observation sheet

Data from the students' questionnaire (Graph 8b), suggested that 100% of students believed that their teachers provide disciplinary strategies to control the class. Likewise, 100% of them considered that their teachers assign arrange time for each activity. Students conforming the 60% considered that teachers provide to students feedback about their failures and achievements after each activity. And

40% of students considered that teachers did not provide feedback. Besides 87% of

student contemplated that the instructions provided by the teacher were clear and

understandable. While the rest 20% provided a negative answer to that question.

Graph 8b

TOTAL OF STUDENTS' SURVEYED
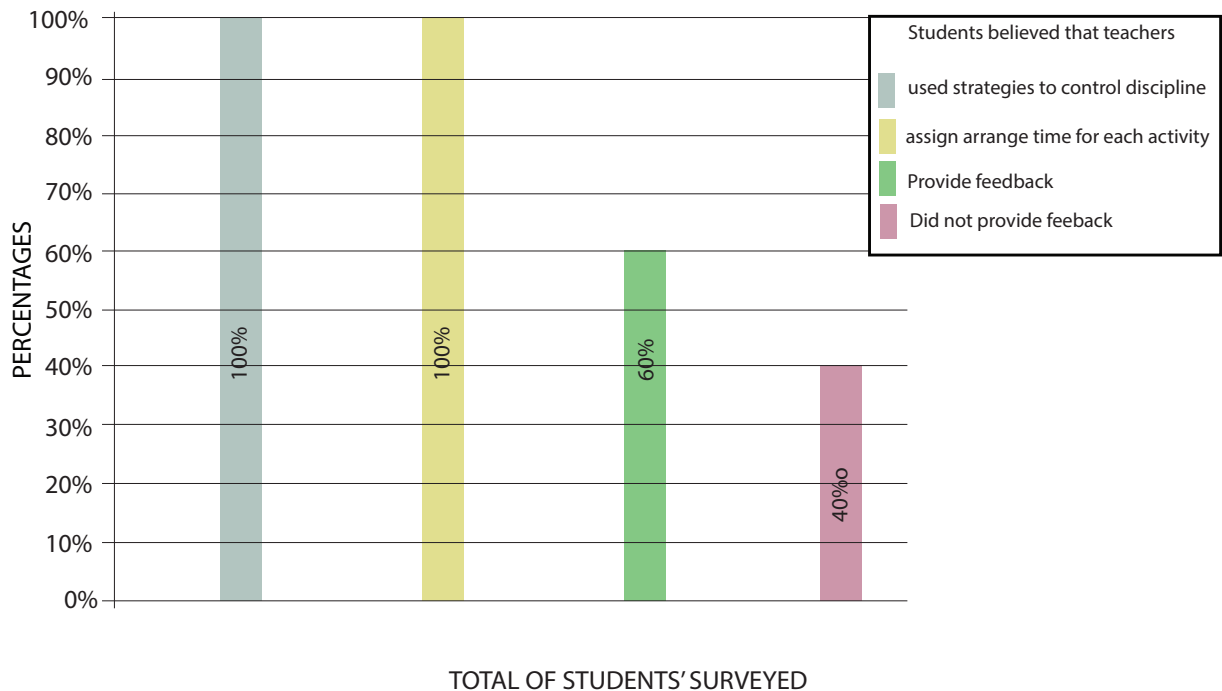
Authors: Fernanda Navarrete and Wilman M. Orellana
Source: Student's Questionnaire

It seemed that a high percentage of teachers in the state of New York

demonstrated high standards in all the areas of education. They demonstrated

competence and effective teaching management skills. For instance, teachers were

able to provide proper instructions and feedback, to manage time efficiently and

increase discipline. Increase motivation will directly affect discipline. Motivation is

intrinsically related to feedback and it constitutes an important aspect of learning and

teaching. As Burden (2009) suggested, suitable feedback, controls the student's level

of satisfaction, which motivates learning and stimulates students to continue

performing the instructional tasks. Data provides enough evidence to examine

relevant information about teaching effectiveness in classrooms where successful outcomes were established. New York schools are involved in many innovative methods that increase the efficiency of the language teaching and learning process.

Factors Concerning Students

Do teachers consider students' needs to teach English successfully?

Graph 9

TEACHERS CONSIDERING STUDENTS' NEEDS
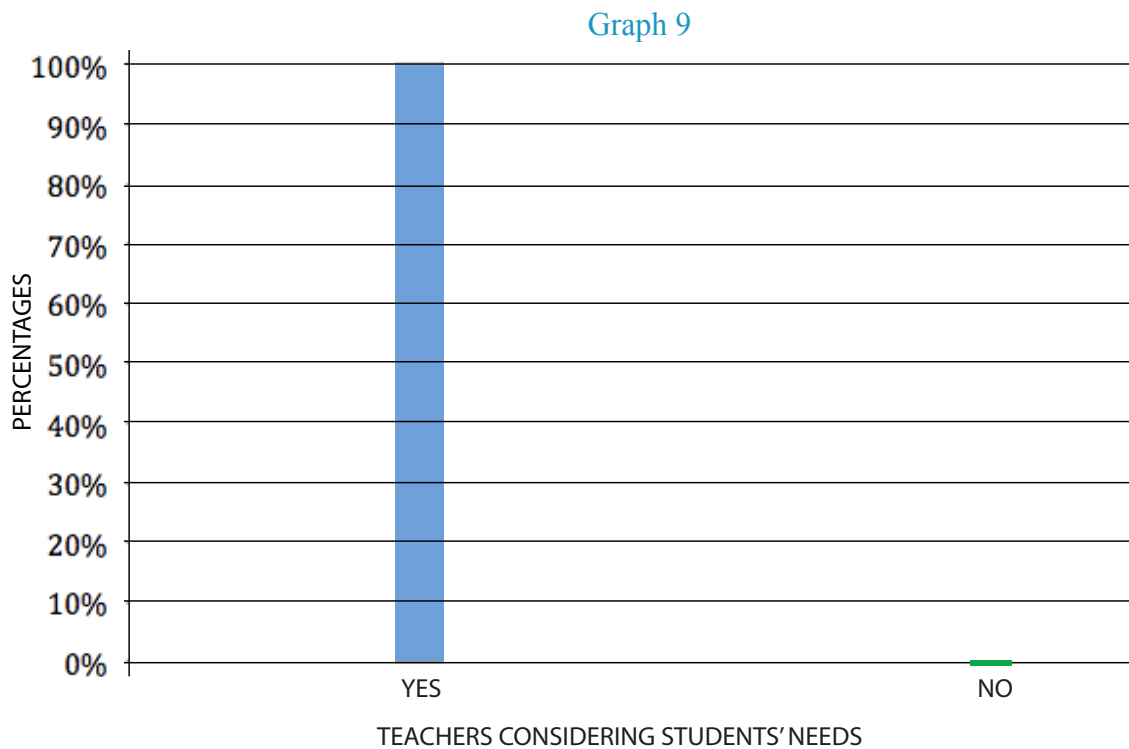
Authors: Fernanda Navarrete and Wilman M. Orellana
Source: Teachers' Questionnaire

One hundred percent of teachers considered that students' needs are essential for providing effective English instruction. The total majority of the participants, contemplate that teachers should contemplate factors such as age, personality, attitude, aptitude, motivation and learning styles to obtain better results in English learning process.

The subsequent data, taken from the teachers' questionnaire inspects a variety of responses that affect English teaching. In the short response, teachers considered significant most of these factors. For instance, motivation had a great level of

significance among all teachers; also, many teachers believed that learning styles and personality contributed to optimal English instruction. Many interviewed teachers considered an early identification of these factors, will have a great impact in teaching and learning. A large majority of the students participating in this research considered that they like learning English and the classroom activities have motivated them to learn English.

Many students stated that they appreciated the teaching strategies that make learning activities enjoyable, others feel that the actual process of learning English is entertaining while a small percentage felt considered the learning experience frustrating, difficult and rather boring. It is evident that motivation is one of the most important factors in this specific study and it has a great importance in the English teaching process. English teachers acknowledge these facts and are certain of the significance of students' needs. Accordingly, teachers are able to improve and enhance teaching strategies and methods in accordance to the students' needs.

Definitively many teachers believe that students' needs must be considered for teaching English; age, appropriate didactic materials need to be considered, as well as resources that will motivate the learner. According to classroom observations, a majority of teachers employed differentiation in lessons/activities/assignment to be able to individualize instruction that will target the students' aptitudes, personalities, and special needs. Observed teachers were able to recognize the specific cognitive learning styles and needs of their students. For instance, as Lightbown & Spada (2006) indicated, a field independent analytical learner was presented with an instruction based on parts of grammar, reading, and vocabulary, whereas the instruction of a field dependent learner was presented in a holistic way. A great number of classrooms followed and applied these traits to help address the varied

learning styles that the students bring to the classroom. At the same time, the

acknowledgement of students' needs helped to construct a safe atmosphere within the

learning environment – in which students will feel able, successful and yet,

challenged.

Do teachers consider students' level to teach English successfully?
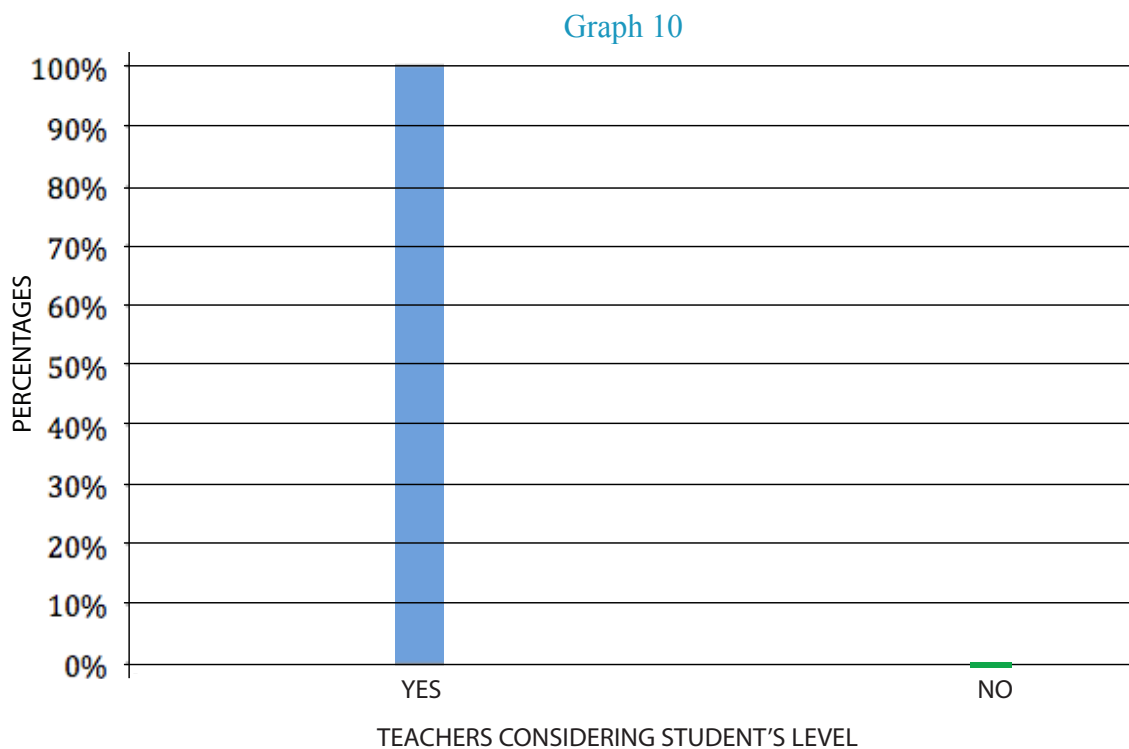
Graph 10

Authors: Fernanda Navarrete and Wilman M. Orellana
Source: Teachers' Questionnaire

The results shown on Graph 10 demonstrated that 100% of teachers considered

student's level when providing English language instruction and 0% responded

negatively to that subject. Therefore, the absolute majority of the English teachers

suggested that it is essential to differentiate the diverse levels of learning and be able

to address students' necessities and captivate all members within the classroom. An

important number of teachers from this research contemplated that students' level

determine number the appropriate instruction. Other teachers suggested that students' level assist them to plan better instructions, organize materials efficiently. And therefore obtain superior results in English learning.

Teachers also believe that assessing students is important to determine the level of proficiency and place learners in the level where they feel comfortable working with proper and authentic materials according to their level.

Teachers assessing the progress of English language learners must follow New York State standards. The standards presented indicators for placing English language learners in the appropriate level.

From the student's perspective, data shows that 53% of students considered that the instruction provided by teachers was easy to understand. A 33% of students considered that the instruction provided by teachers was difficult to understand. A 7% of students considered that the instruction provided by teachers was very easy to understand while a 7% considered that instruction provided by teachers was very difficult. According to data, most intermediate English learners are more likely to perceive English instruction as 'easy' while many beginners think that English instruction was rather 'difficult'.

It was observed from classrooms containing learners from a variety of English proficiencies where teachers were able to engage students from different learning backgrounds. By using differentiated strategies, for instance, low beginner learners were group with more high beginners and participate interacting in communicative activities while other levels participate in text and vocabulary activities. Students may also have different levels of literacy in their own native language

Which is the level of the students?
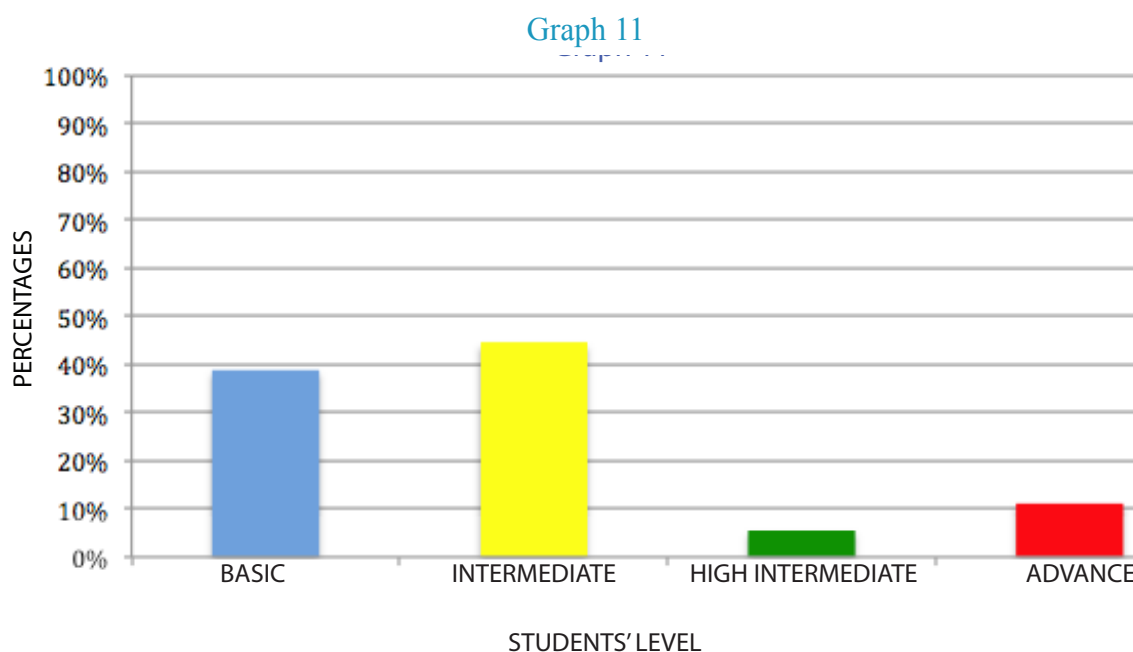
Graph 11

Authors: Fernanda Navarrete and Wilman M. Orellana
Source: Teachers' Questionnaire

Results from the teachers' questionnaire indicated that observed classrooms are composed of 39% of basic level, a 44% of intermediate level, an 11% of advance level and a 6% of high intermediate level (see Graph 11). The majority of participants from the observed classrooms belonged to an intermediate level of English proficiency. Students in this level stated that the activities developed in class were not difficult to them. In fact, learners of this level felt motivated to engage in brief simple conversations among groups applying basic vocabulary.

Additionally, Intermediate learners were able to apply their learned language structures in to a 5-sentence writing. Basic level learners represented the 38% of students.

A considerable number of basic students retorted that the activities of the classroom were difficult to them because they felt unconfident, afraid to try the activities of the lesson because of their lack of oral, reading and writing English skills.

The activities of the classroom were focused on group work working cooperatively to finish a task such as a group of sentences associated with a topic.

The 6% of high intermediate level students were able to recognize average dialogues and communicate basic sentences. Students from this level still had difficulty with complicated language constructions and made several errors.

The 11% of English learners belonged to an advance level. Students from this level were much more comfortable with their language competence and were able to demonstrate their speaking and writing skills satisfactorily.

Furthermore, a broad perspective of the proportions of second English learners in schools in New York according to the Department of Education of New York, in 2007, Spanish speakers learners represented the 67.6% of all current English language learners. Moreover an 11% of represented Chinese speakers, Arabic, Bengali, Haitian Creole, and Russian are each spoken by between 2.0-2.7% of English language learners. English learners come from different backgrounds and levels of proficiency. In New York schools the level of English proficiency alternate from low basic to high advance. Most students speaking a language other than English score below a state-designated proficiency level on a test of English language skills. Currently, 139,842 students are designated as ELLs in New York City, making up about 13.4% of the City's public school student population. (Pandey & Goodman-Shah, 2007).

Even though teachers from selected classrooms were able to include new approaches and techniques in the English learning experience and obtained remarkable results, at a wide-ranging level, data revealed that English Language learner's assessment maintained a lower level standard of proficiency.

Factors Concerning Classrooms

How many students are there in the observed classrooms?

Graph 12
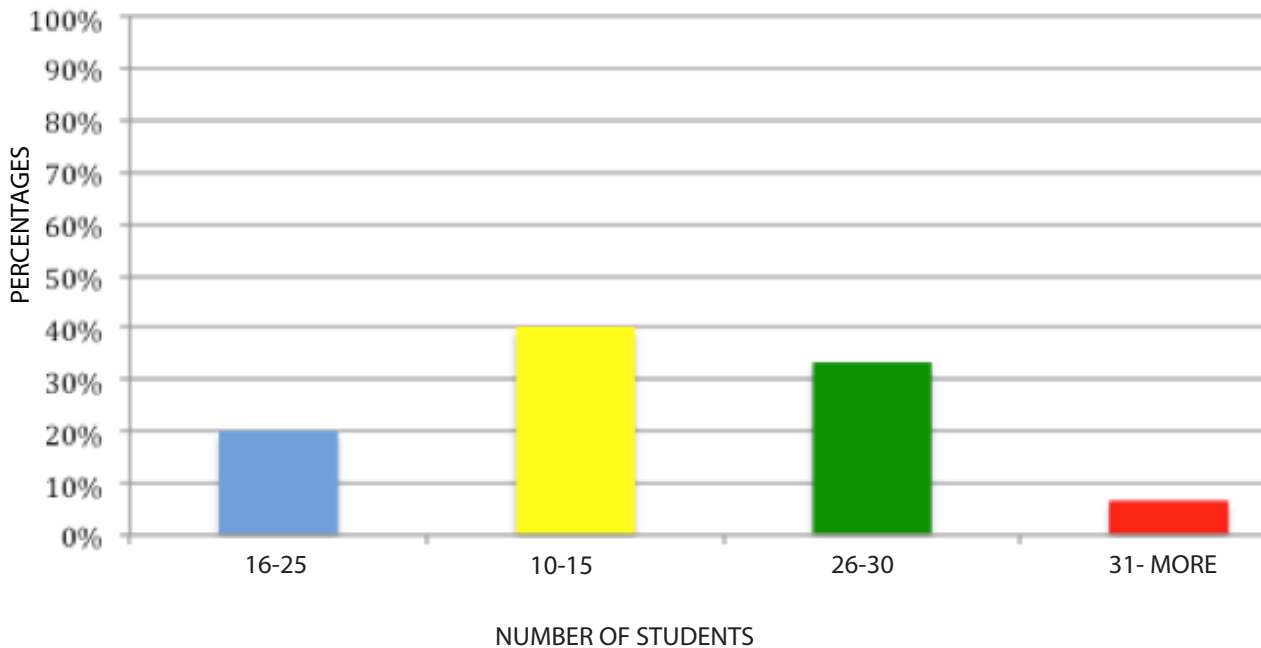
Authors: Fernanda Navarrete and Wilman M. Orellana
Source: Teachers' Questionnaire

Observing the Graphic 12, the prevalence of classrooms, which had between 16 to 25 students. This is represented as the 40% and corresponds to 7 teachers being interviewed and observed. The next bar represents classrooms that had between 26 to 30 students; this amount is represented as the 33% and is the equivalent of 5 teachers with this number of students in their classrooms. Following it is observed that classrooms had a range of 10 to 15 students, which is symbolized as 20% on the graph. This percentage equals to one teacher that had this number of students. The last bar shows that only 2 teachers had 31 or more students in their classrooms, this is presented as a percentage of 7 on the graph.

Analyzing this situation, it is point out that majority of teachers work in classrooms with a range that goes between 16 to 30 students. This numbers of students seemed to be effective for teachers providing English instruction.

It is well known that with fewer students in a classroom, teachers are able to provide a successful individualized instruction. Research demonstrated that classrooms with a reduced number of individuals provide superior outcomes.
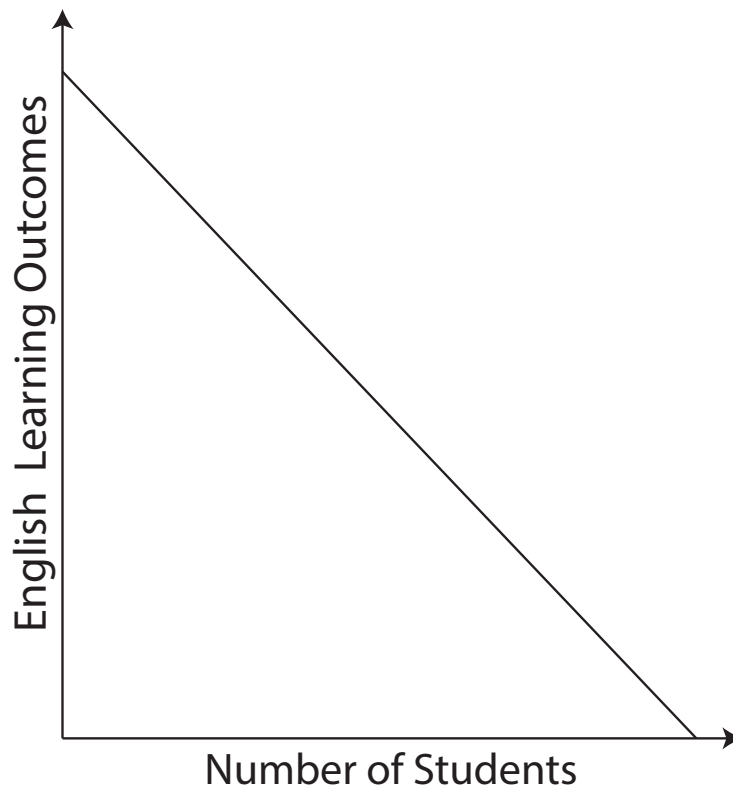
In order to explain this fact, is convenient to establish the following indirect relationships "As class size increases, achievement decreased." Flood, Leap, Squire & Jensen (2003) noticed that in classrooms with a large number of students is difficult to control disruptive behaviors whereas in classrooms with a proper number of learners these difficulties are handled with less trouble hence, students are able to stay focus in task. Furthermore, teachers will have more time to spend with each student.

Do teachers feel confortable working with this number of students?

Graph 13
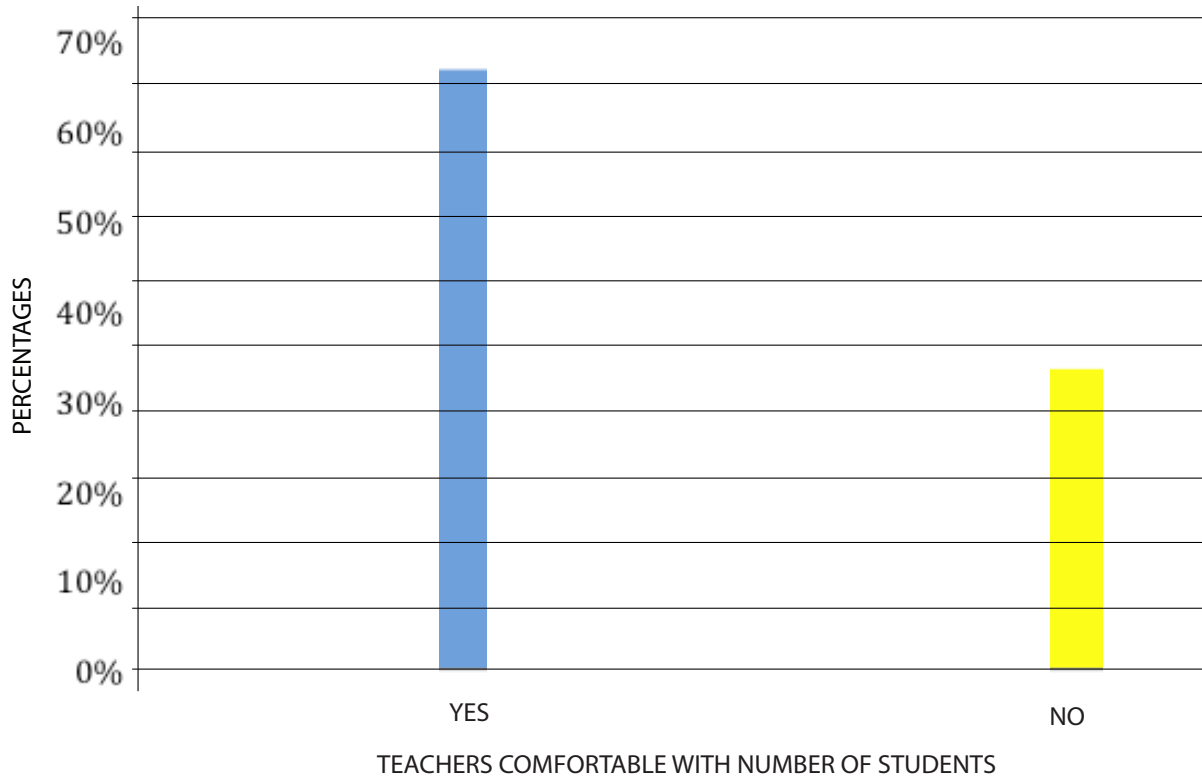
Authors: Fernanda Navarrete and Wilman M. Orellana
Source: Teachers' Questionnaire

As we can appreciate on Graphic 13, a 67% of teachers claimed to be confortable with the amount of students they had in their classroom. This percentage represented to 10 out of the 15 teachers. Graph 13a Indicates a correlation of data of teacher's satisfaction with the number of students per classroom. In the range of 10 to 15 students per classroom, 2 teachers marked as satisfied and none marked as unsatisfied, this represented a 100% of satisfied teachers and 0% of unsatisfied teachers within this range. Then, in the range of 16 to 25 students per classroom, 4 teachers marked as satisfied and 2 marked unsatisfied, this represented a 67% of satisfied teachers and 33% of unsatisfied teachers within this range.

Next, in the range of 26 to 30 students per classroom, 3 teachers marked as satisfied and 3 marked unsatisfied, this represented a 50% of satisfied teachers and 50% of unsatisfied teachers within this range. Finally, in the range of 31 and more students per classroom, 1 teacher marked as satisfied and 0 marked unsatisfied, this represented a 100% of satisfied teachers and 0% of unsatisfied teachers within this range.
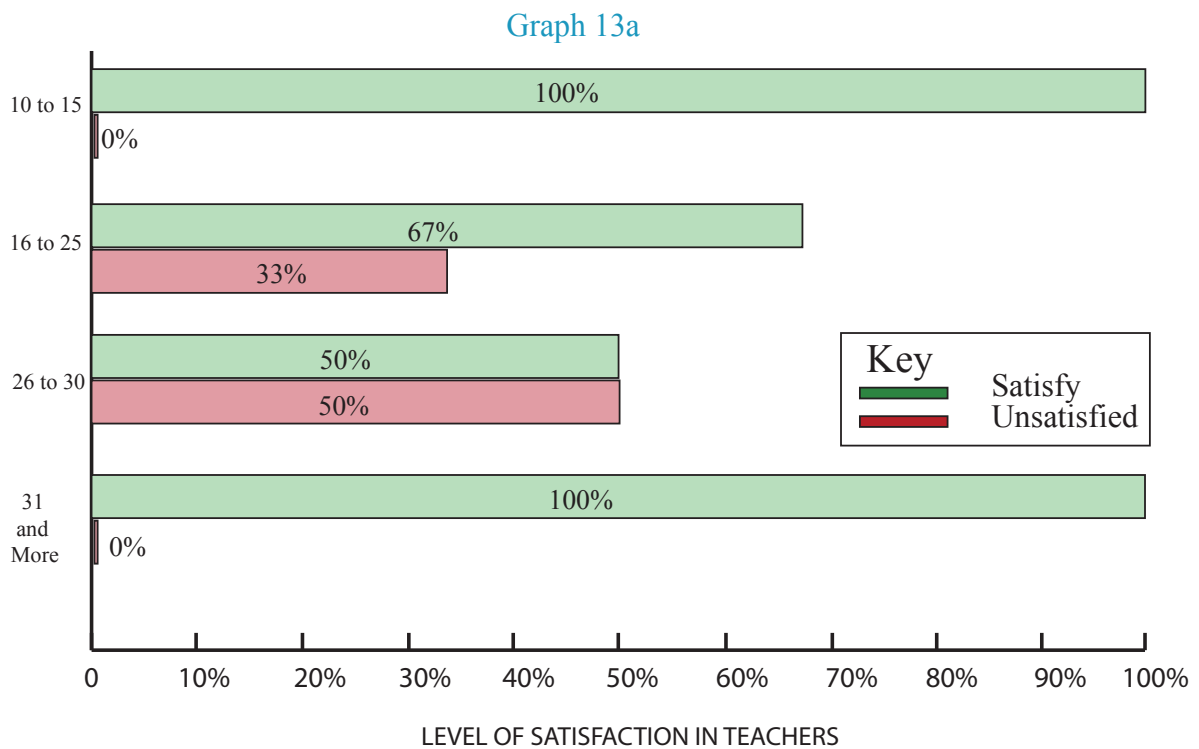
Graph 13a

Authors: Fernanda Navarrete and Wilman M. Orellana
Source: Student's Questionnaire

As presented in graph 13b, satisfied teachers working in classrooms of 10 to 15 students represented the 13% and unsatisfied teachers represent the 0% of the whole sample. Satisfied teachers working in classrooms of 16 to 25 students represented the 27% and unsatisfied teachers represent the 13% of the whole sample. Satisfied teachers working in classrooms of 26 to 30 students represented the 20% and unsatisfied teachers represent the 20% of the whole sample. And lastly, satisfied

teachers working in classrooms of 30 to more students represented the 7% and

unsatisfied teachers represent the 0% of the whole sample.

PERCENTAGES

TEACHERS MARKING PER CLASSROOMS   (WHOLE SAMPLE)
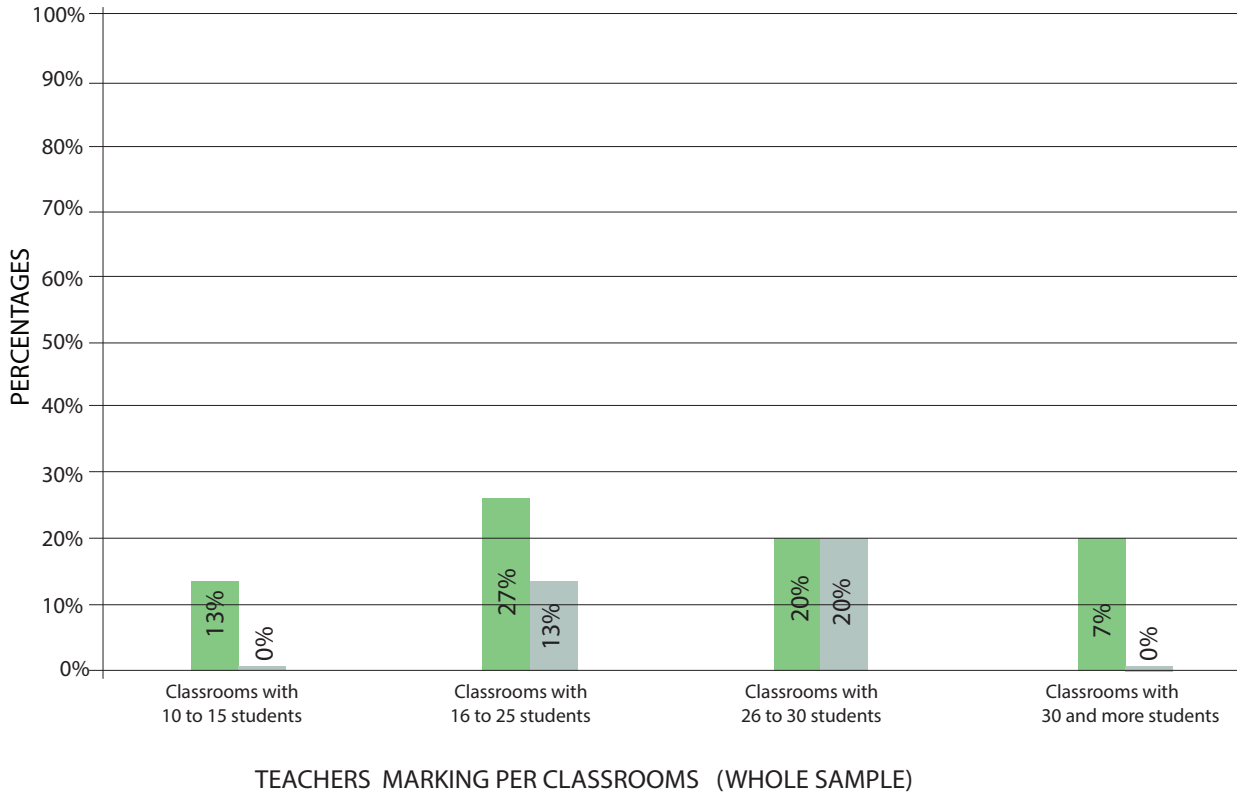
Authors: Fernanda Navarrete and Wilman M. Orellana
Source: Teachers' Questionnaire/ Students' Questionnaire

One of the teachers stated to feel comfortable working with a 30 or more

students in a classroom. Graph 13 also shows that 33% of the educators being

interviewed admitted feeling uncomfortable with the amount of students they had to

teach. This percentage corresponds to five instructors of whom two worked with a

range of 16 to 25 students and three had classrooms with 26 to 30 students (see Graph

13a).

Even though many studies demonstrated that classrooms function more

efficiently with fewer students, as Blatchford (2003) clarified, teachers have more

time to employ instructions classrooms with fewer students. Strategies are more likely

to be uninterrupted and consequently achieve productive lessons. Data acknowledged that classrooms with a range of students of 16 to 25 has produced more markings for teachers comfort, for our study that percentage seemed to be the appropriate numbers of students per class.

Do teachers have enough space to work with their students?

Graph 14
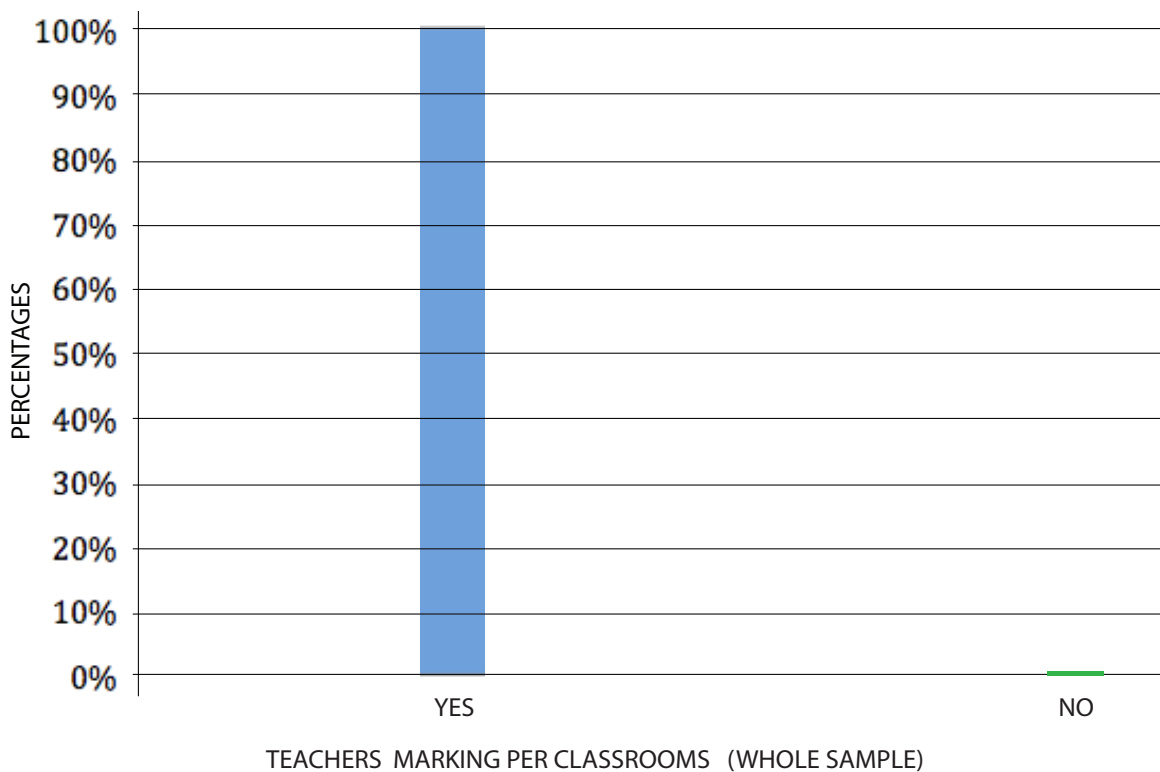
TEACHERS MARKING PER CLASSROOMS   (WHOLE SAMPLE)

Authors: Fernanda Navarrete and Wilman M. Orellana
Source: Teachers' Questionnaire

     Results shown on Graph 14 demonstrated that 100% of English teachers stated that they have enough space to work with their group of students against a 0%. Likewise, during observations, it was evident that the designated spaces were sufficient for teachers to work with students. For example, some English teachers were able to place students into groups and work freely in different areas of the classroom in effect, large and small group activities could be developed with efficiency and competence.

Data from students' questionnaire (Graph 14a) reported that the 93% of students selected a positive answer in relation to their classroom space. Only 7% chose a negative response toward their classroom space in consequence, the great majority of learners felt comfortable and pleased working in the classrooms with plenty of physical space.

Graph 14a

Authors: Fernanda Navarrete and Wilman M. Orellana
Source: Student's Questionnaire

Teachers reported that having enough space for students, could impact learning in a productive manner by enhancing and reducing behavior problems. Also by allowing the construction of several activities that require more room, for instance, designate an area for silent reading, for audio equipment, etc.

It was evident that classroom space influenced greatly in the language learning and teaching process. Having sufficient areas to generate confortable and relaxed

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environments in which students may feel welcomed helps elaborate of learning activities while small areas will create and enclosure atmosphere with limited room for developing activities as Burden (2009) specified, small areas increase levels of stress and decrease availability of room for resources."

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

Graph 15

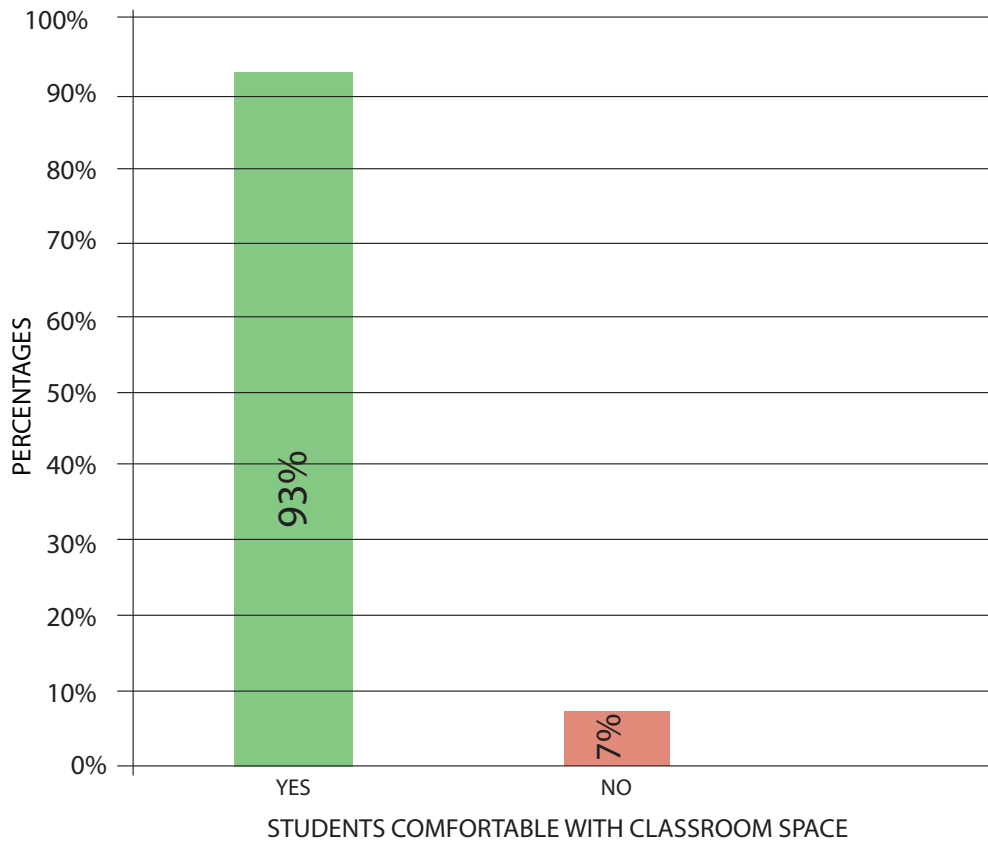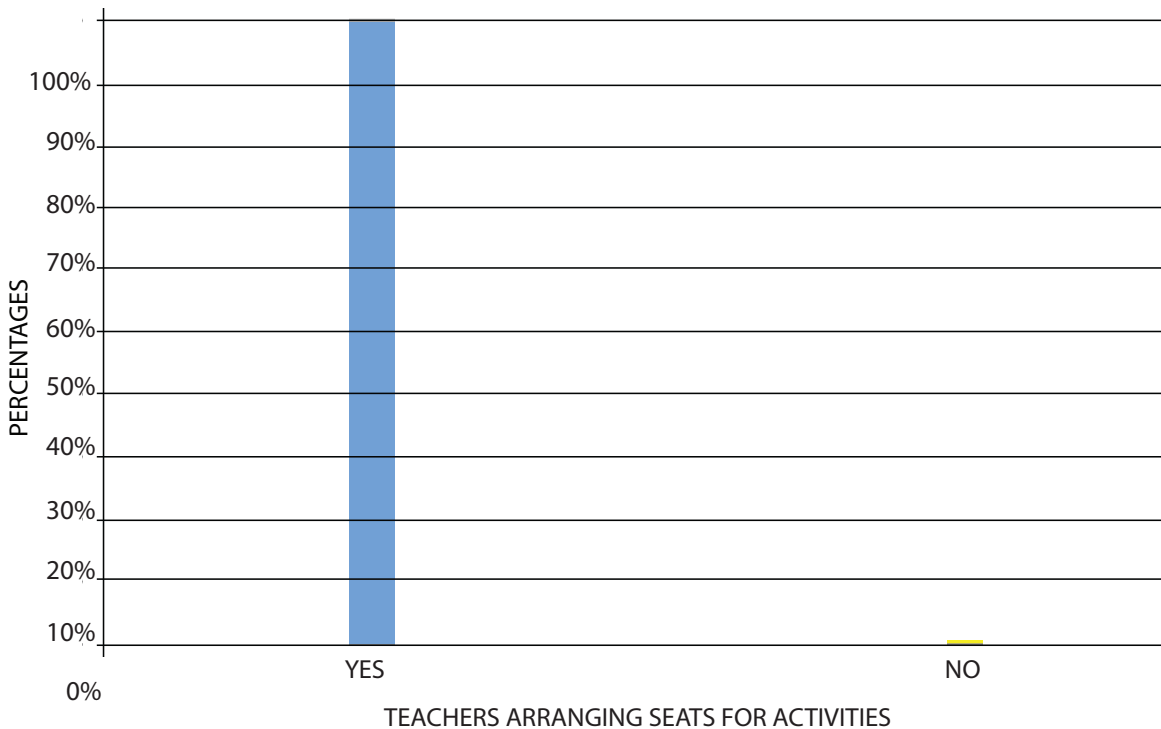
Authors: Fernanda Navarrete and Wilman M. Orellana
Source: Teachers' Questionnaire

Results presented in graph 15 demonstrated the percentage of teachers arranging seats for successfully developing classroom activities. A 100% of participant teachers marked 'yes' to this question while 0% of teachers answer 'no'. According to data (Graph 15a), 47% of the observed classrooms were composed of 16 to 25 students. 86% of these students agreed with the way the teacher arranged the classroom seats, while 14% did not. Besides 27% of the observed classrooms had 26 to 30 students. From this group, all students approved the way the classroom's seats ware arranged. 13% of the observed classrooms had 10 to 15 students; all participants

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of this group approved the seating setup of the classroom. Lastly, 13% of the
observed classrooms were composed with 30 to more students; from which one half
of the sample agreed and the other half disagreed with the seating arrangement.

Graph 15a

STUDENTS AGREEING WITH SEATING ARRANGEMENT
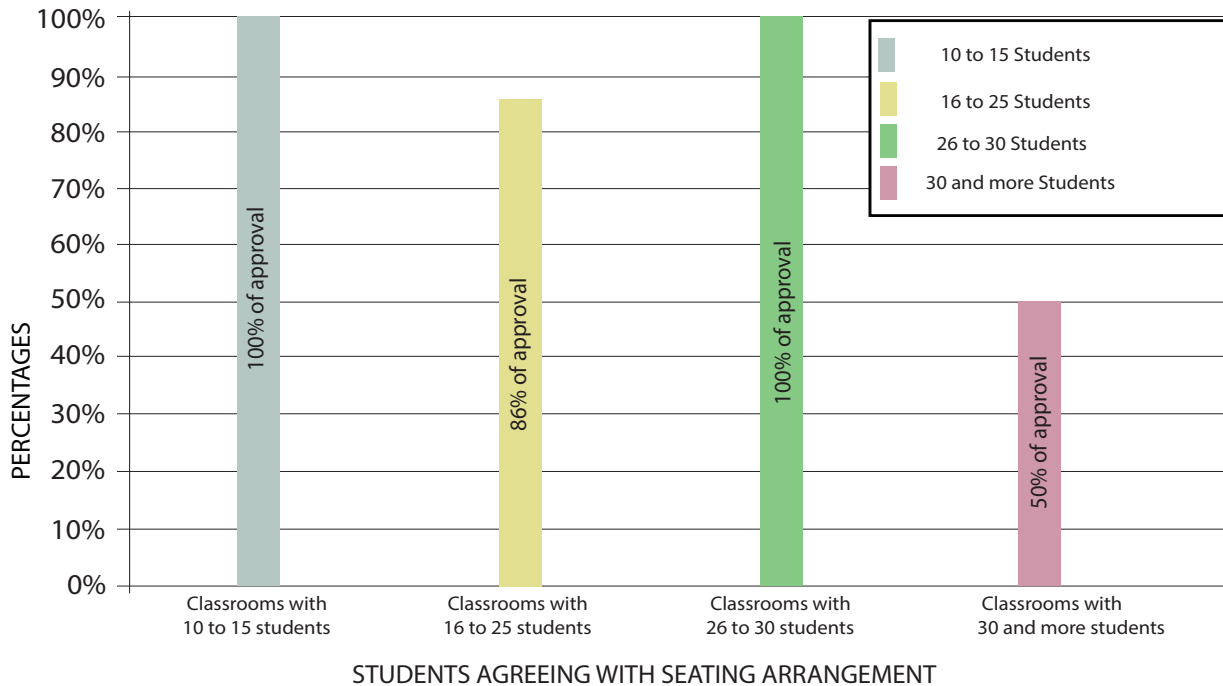
Authors: Fernanda Navarrete and Wilman M. Orellana
Source: Teachers' Questionnaire

During observations, teachers took full advantage of the physical layout of seats
in the classroom, in fact, many classrooms arrangement seemed to facilitate student
motivation and learning enhancement while providing support for each teaching style.
Data from classroom observations exhibited a variety of seating arrangements used by
teachers; for instance, classrooms with low number of students are more likely to use
'U' shaped configuration or half circle seating arrangements to be able to provide
individualized instruction. And classrooms with a large number of students are more
likely to use groups or clusters of student's desks to facilitate support cooperation
with one another. In classrooms with 26 to 30 students, a variety of seating
organizations were used. For example, clusters of students with 4 desks and 5 desks
or horseshoe settings to be able to have full visibility of the teacher's instruction, the

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blackboard as well as sufficient space between the rows to allow students to move and interact with other students while developing the different activities of the lesson. According to the student's questionnaire, most learners had a positive opinion of the seating arrangement of observed classrooms. A large percentage of them preferred to be moved to different seats during the school year. Students stated that they were able to make new friends, have a different view of the classroom and increase motivation for learning.

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

Graph 16
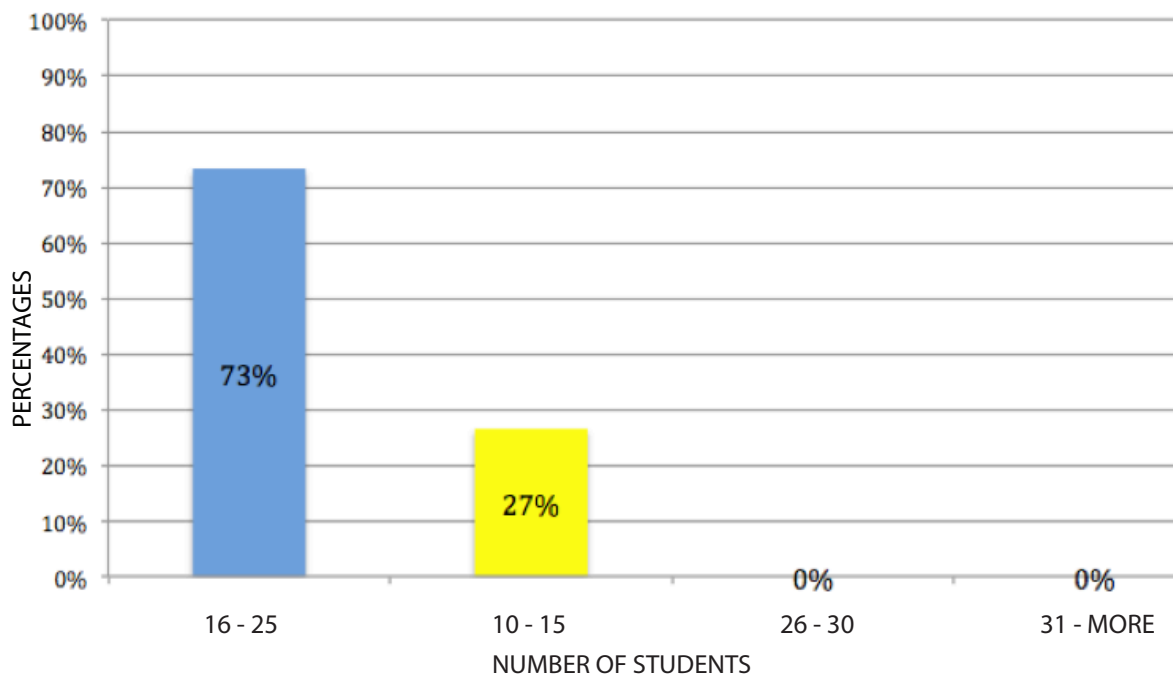
Authors: Fernanda Navarrete and Wilman M. Orellana
Source: Teachers' Questionnaire

It is evident on the graph that the majority of teachers believe that an optimal number for teaching English classes is a range between 10 to 15 students. The percentage of 73 corresponds to 10 out of 15 teachers that prefer smaller class size number of students. The second bar shows that 27% of instructors think that classes with 16 to 25 students are an appropriate number when teaching English. Furthermore it is noticed that none of the teacher considered 26 to 31 students in a class as being

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an appropriate number for teaching English. When interviewing teacher they had similar thoughts on why they favored small size classrooms. For instance educators assured that small classes allowed them to have more personal relationship with their students, to dedicate students more individual attention. Another reason given by some teachers is that they would have more time to differentiate lessons as well as to cover additional material, for instance it would give them more flexibility to use different instructional approaches according to students necessities. Moreover while observing classrooms it is noticed that small size students' classrooms had a more appropriate use of space and a better sitting arrangement. Students had easy accessibility to the teacher, they were able to interact effectively and to walk freely when need it.

Do teachers use teaching resources?

Graph 17
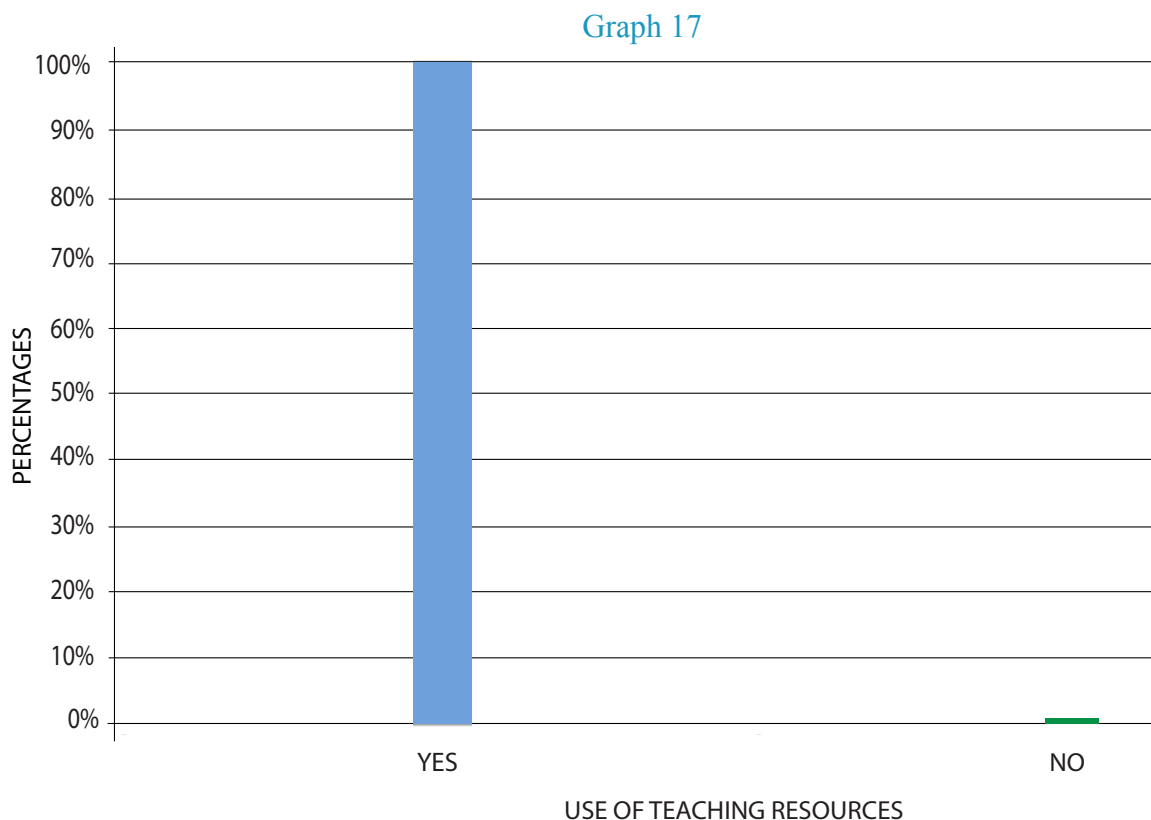
Authors: Fernanda Navarrete and Wilman M. Orellana
Source: Teachers' Questionnaire

The graph above shows that all teachers being interviewed sustained employing many teaching resources on their daily teaching. For instance the graph represents the percentage of the 15 teachers as the 100% of instructors that use teaching resources in their classrooms. Based on the results it is acknowledged that educators consider teaching resources as an important tool that helps to reinforce learning. Teachers pointed out several benefits of incorporating different teaching resources in their classroom. For instance resources are of great assistance when differentiating instruction. These tools also contribute to improve students skills such as reading, writing, comprehension, listening. In addition teaching resources help learning by keeping students engaged by presenting information in different and exiting ways.

Additionally Kottler & Kottler (2002), asserted that educators should be very mindful taking into account a number of specific considerations when selecting resources, approaches and methods to be used within ESL classroom, since these aspects will affect the language acquisition process and will have a direct incidence on the final results.

Do teachers consider appropriate the resources they have in class?

Graph 18
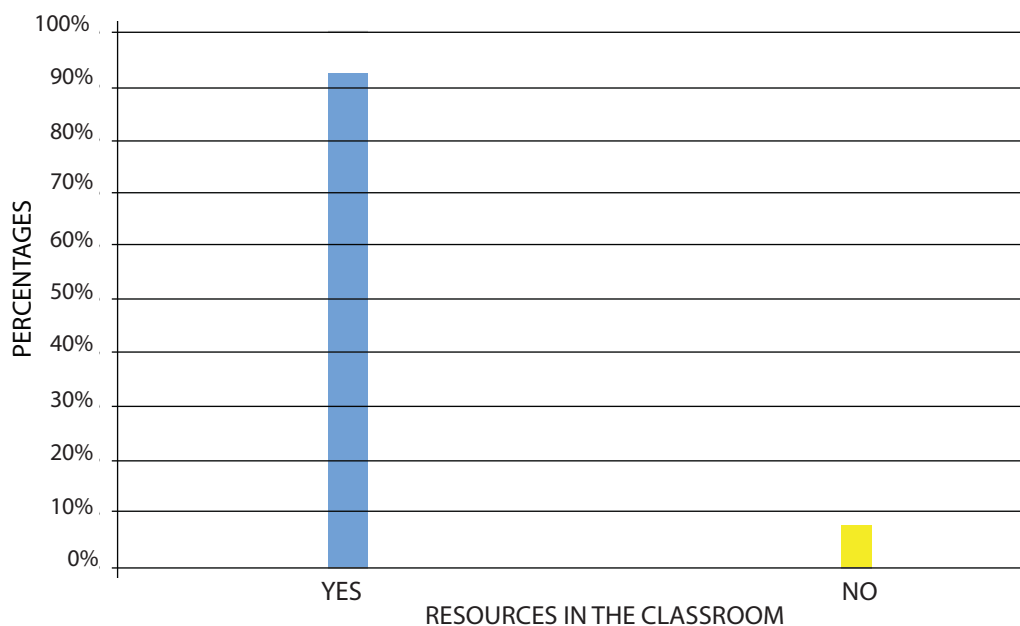
Authors: Fernanda Navarrete and Wilman M. Orellana
Source: Teachers' Questionnaire

The results represented on the graph show that 93% of the teachers considered appropriate the resources they have in their classes. This percentage corresponds to 14 educators that were observed and interviewed. In addition to these data we could enhance that the resources that most teachers had in their classrooms and indeed they considered very helpful were predominantly smart boards, computers, I pads, and supplementary material such as books, maps, prints, flash cards, and other classroom objects that were used as needed according to the necessities of each lesson.

Furthermore the graph also indicates a 7% that corresponds to 1of the instructors who stated that the resources used in his class were not appropriate therefore he considered it would be of great support to have accessibility to more technological resources. It should be stressed that this particular classroom had only four computers and the teacher had to rely mostly on supplementary material, making his work very challenging without the appropriate resources, besides the students seemed bored and not motivated to learn.

Moreover Kottler & Kottler, 2002 stressed the fact that new technologies present many advantages as well as even better possibilities for teaching ESL. For instance it is critical to have access to different resources in the classroom since it offers students the instructional support that corresponds to their diverse learning styles and needs, it also supports teachers to accomplish a more interactive, engaging classroom experience.

Factors Concerning Educational Institutions

Do the institutions review teachers' lesson plans?

Graph 19
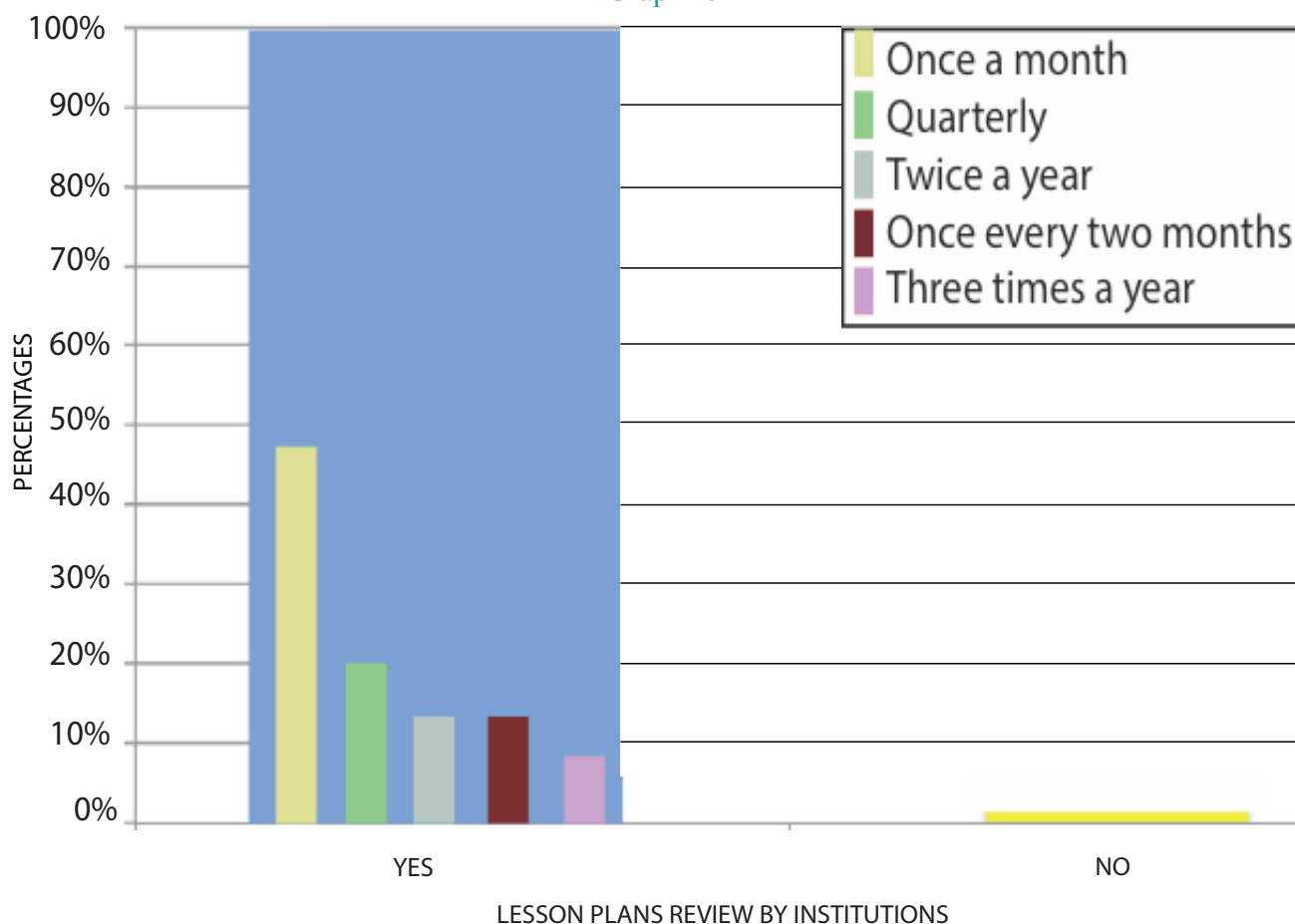
Legend:
- Once a month
- Quarterly
- Twice a year
- Once every two months
- Three times a year

PERCENTAGES (y-axis): 0% to 100%

LESSON PLANS REVIEW BY INSTITUTIONS (x-axis: YES, NO)

The results of this study shown in Graph 19 indicated that 100% of institutions revised and reviewed lesson plans for their teachers and 0% did not. The interviewed teachers stated the frequency in which lesson plans were exanimated by the institutions, For instance, 47 % of the institutions reviewed teachers' lesson plans once a month, 20% reviewed teachers' lesson plans four times per a school year, 13% reviewed either twice a year or once every two months while a 7% reviewed teachers' lesson plans 3 times a year. The higher percentage implies that most schools have a tendency to revise lesson plans in a monthly basis.

The data pointed out the higher percentage of frequencies of reviews performed by the institutions. Most schools administrators regulated the frequency by which each school implemented their revisions in teachers' lesson plans. Many teachers believed that these schools' procedures are essential for lesson plans effectiveness and permits capabilities for implementation. In fact, the greater involvement of institutions in lesson plans adjustments and modifications, the better results in the application are achieved.

In most schools, institutions are required by law to have an active role in lesson plans review. According to teachers, both school administrators and teachers are responsible for the quality of the instruction. Moreover Rhodes (2007) enhances that carefully constructed lessons permit learners to produce basic skills and achieve learning goals; thus, lesson designs should start by recognizing clear objectives, materials, equipment and activities. Therefore, administrators and teachers are required to examine if all the sections of the lesson plans to be suitable for teaching. For example, if the materials are accurate or appropriate for the English level of the student, if the lesson plan will reach students goals, if the content is relevant and contribute for the students' knowledge, and if lesson plans differentiate student needs or the if the components of the lesson plan meets the regulations for the state standards.

Do the institutions monitor teaching?

Graph 20
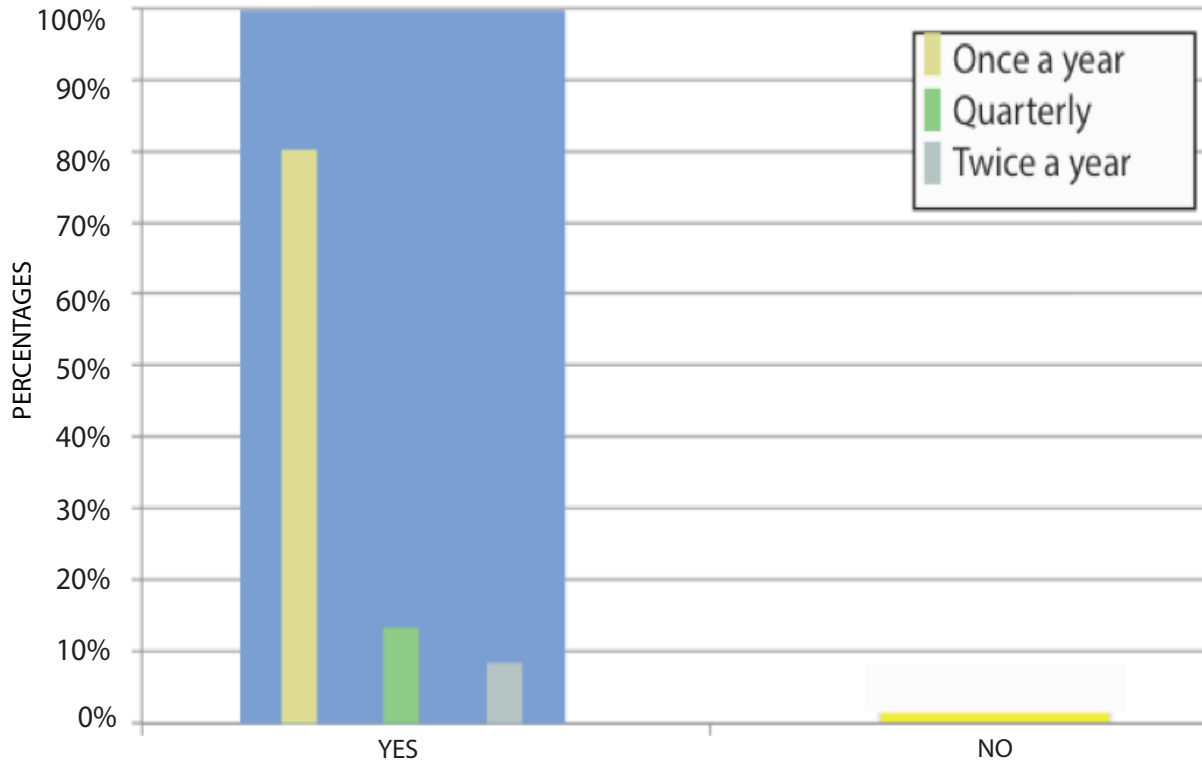
The results from this study show that 100% of institutions implement regular monitoring to teachers during a school year. An 80% of the institutions perform teacher's monitoring at least once a year. A 13% of institutions perform monitoring quarterly while in the remaining 7% is achieved by monitoring teachers twice a year. According to data, a great percentage of institutions considered that teacher's evaluation practices are essential to recognize and endorse suitable teaching practices to enhance improvement and excellence in education. Teachers stated that regular monitoring by institutions help to ensure that teachers are using the appropriate procedures and standards during instruction. Blume (2012) supports the idea that

classroom observations provide some benefits to school administrators as these become valuable tools. Similarly Marshall & Young (2009) mention that formal and walk-through classroom observations are also optimal.

The first is the formal observation, which is previously planned by teacher and administrator. The second is the walk-through observation, which provides a more relaxing experience for both students and teacher and is believed to provide authentic information of the classroom.

Additionally many teachers indicated that monitoring also provide support and encouragement for staff members to establish teaching initiatives in areas that require more attention.

Furthermore, in most observed schools, teachers stated that school administrators were able to provide immediate feedback in the most notorious areas of improvement. Data from this study quantified that monitoring is determined by school district regulations and in most cases; monitoring frequency is a school decision.

Conclusions

- Teachers considered of great importance to previously prepare their lessons. Therefore lesson plans were well thought out to be a guide that helps them to achieve goals and objectives as well as to improve teaching skills and to keep track of their student's performance.

- English teachers considered factors such as age, personality, attitude, aptitude, motivation and learning styles as essential elements that have a direct impact in the process of learning English. Consequently, these elements were taken into consideration when preparing their lessons.

- Teachers agreed that small classes were more engaging for students since they would be able to have a more personal connection with teachers. For instance, teachers stated that they felt more comfortable working with smaller student's class size.

- Teachers irrefutable took advantage of all these materials they had, which created a great learning experience for students.

- Most English educators working in New York State school districts were high qualified, well-trained, teachers. The majority of them held masters or higher degrees on English education.

- Educational Institutions had an active participation in relation to teacher's performance and student's progress. In addition, educational institutions provide assistance that supported teachers throughout the instructional process.

Recommendations

- Based on this investigation it is recommended that public secondary schools, in an effort to support student learning and monitor responsible and appropriate teaching, should adopt a more comprehensive approaches and observational systems.

- Teachers and/or administrators must be accountable for Planning and Preparation, Classroom Environment, Instruction and Professional Responsibilities. Therefore, ESL/EFL teachers must demonstrate knowledge of content and pedagogy, knowledge of students and resources. Teachers are accountable for designing coherent instruction and designing optimal student assessments.

- ESL/EFL teachers must create an environment of respect and rapport, establish a culture for learning, manage classroom procedures and student behavior and organize physical space.

- Another domain, which addresses Instruction, requires educators to appropriately communicate with students, use questioning and discussion techniques, engage students in the learning process and demonstrate flexibility and responsiveness.

- Finally, ESL/EFL educators must maintain accurate records, communicate with families, participate in the professional community and show professionalism.

- Thus, as previously stated, with the application of this framework, districts would be better able to evaluate the teaching and learning process through analysis of authentic data that is collected from the beginning to the end of the school year through formal and informal observations, submission of artifacts

(student work, assessment samples, lesson plans, etc.), through the results of state assessments when applicable (such is the case of the NYS Regents Examinations), and through the professionals contributions and commitments within the learning community.

- The improvement of the quality of instruction must represent the main factor of ESL/EFL education. By enhancing every level of education, from the school administration level, to the district administration level, to state department of education administration. Perhaps the implementation of this structures, which captures various teaching and learning goals, would assure a more effective ESL/EFL teaching and learning process.

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ANNEXES

EDUCATIONAL INSTITUTION:
DATE:
YEAR:

1. ¿Te gusta aprender Inglés?

SI   ( )   NO   ( )

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

SI   ( )   NO   ( )
¿Por qué? _____

3. Consideras que las actividades realizadas en clase son:

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

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

SI   ( )   NO   ( )
¿Por qué? _____

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

SI   ( )   NO   ( )

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

SI   ( )   NO   ( )

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

SI   ( )   NO   ( )

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

SI   ( )   NO   ( )

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

SI   ( )   NO   ( )

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

SI   ( )   NO   ( )

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

SI   ( )   NO   ( )
¿Por qué?
_____

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

SI   ( )   NO   ( )
¿Por qué?
_____

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

SI   ( )   NO   ( )
¿Por qué?
_____

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

SI   ( )   NO   ( )

GRACIAS!!!!!

UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA

La Universidad Católica de Loja

MODALIDA ABIERTA Y A DISTANCIA

CARRERA DE INGLES

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   (   )

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

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

7. **How many students are there in the classroom?**

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

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

YES   (   )   NO   (   )

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

YES   (   )   NO   (   )

NOTES: _____

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

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

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

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

TEACHER'S INTERVIEW

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

TEACHER'S LANGUAGE PROFICIENCY:

C2   ( )   C1   ( )   B2   ( )   B1   ( )   A2   ( )   A1   ( )

EDUCATIONAL INSTITUTION:
DATE:
YEAR:

1. 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!!!!!!

Tabulation sheet used for percentages

Name:
Date:

Question

No	%	Short responses
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
15		

Question

No	%	Short responses
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
15		

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Short responses	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15%

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Short responses	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15%