



UNIVERSIDAD CATÓLICA  
SILVA HENRÍQUEZ

Facultad de Educación

Escuela de Pedagogía en Inglés

## **SEMINARIO DE TÍTULO**

# **Teacher's Effectiveness According to their Years of Experience, Regarding Teachers of English of Twelfth year, in some Semi Private Schools in the Metropolitan Region, in Chile.**

Seminario para optar al Grado de licenciado en Educación y al Título de Profesor de Educación Media en Inglés.

Seminar Director: Fernando Garetto L.

Authors: Natalia Camarada

Daniela Fuentes

Camila Gálvez

Constanza Navalón

Santiago Chile,

2016

## **Abstract**

This analytic-descriptive research project is focused on proving if there is significant difference between the levels of effectiveness of teachers according to their years of experience. The research project was conducted in different educational establishments, where teachers are currently working within the metropolitan region of Chile. The information was collected through a survey, applied on 20 active teachers, during the month of May and June of the year 2016. Additionally a comparison table to compare and analyze academic results of the classes those teachers teach was implemented.

**Key words: Teachers - methodology - teaching - effectiveness - experience – learning**

## **Resumen**

Esta investigación de carácter analítico-descriptiva se enfoca en comprobar la diferencia en el nivel de efectividad de los docentes según sus años de experiencia. Este estudio fue realizado con docentes de distintas instituciones educacionales de la Región Metropolitana, en las cuales los profesores evaluados se encuentran actualmente ejerciendo su labor. La recolección de datos se llevó a cabo a partir de una encuesta implementada a veinte profesores durante los meses de Mayo y Junio del año 2016, Además una tabla de cotejo para la comparación de resultados académicos en las clases de los mismos profesores fue implementada.

**Palabras clave: profesores – metodología – rol docente – efectividad – experiencia - aprendizaje**

## Acknowledgements

This project could not have been possible without the support and assistance of a vast number of individuals, whose guidance and opinions influenced our investigation.

First and foremost, we would like to express our sincerest gratitude to our thesis supervisor **Mr. Fernando Garetto Loyola**, who has provided us with highly valuable aid, ideas and encouragement to pursue and successfully accomplish this project.

We would like to show appreciation to the assessment committee members, **Miss Daniela Benavides** and **Miss Deisy Campos** for helping us and sharing their expertise throughout this process.

We profusely thank **Miss Mireya Aguilera** for her insightful comments, which led us to widen our research from various perspectives and cooperate validating the instruments used in the investigation process.

We acknowledge all the staff members of the establishments and outside people that cooperated giving information, specially the staff members working in the independent study rooms of the university for having allowed us to make this possible and granting us access to the educational institution's results in order to conduct this research project.

Words cannot express how grateful we are for having been able to work on this project together, in which our **families** and **friends** played an important part.

## Table of content

<b>Introduction .....</b>	<b>7</b>
General Background .....	9
Experience of Teachers .....	12
Thesis structure.....	14
<b>Chapter I The study .....</b>	<b>15</b>
1 Problem of the study .....	17
2. Questions of the investigation. ....	17
3. General Objective. ....	18
3.1 Specific Objectives.....	18
4. Hypotheses .....	19
<b>Chapter II Theoretical Framework.....</b>	<b>20</b>
1. An overview on Effectiveness .....	21
1.1 Effective Teachers .....	22
2. Roles of Teachers. ....	25
3. Methodology .....	27
3.1 Approach .....	28
3.2 Methods.....	29
3.3 Technique .....	34
3.4 Strategy .....	34
4. Teaching Language Skills .....	35
5. Motivation.....	36
a) Intrinsic Motivation.....	37
b) Extrinsic Motivation .....	37
6. Classroom Management .....	38
a) Sight, sound, and comfort.....	38
b) Seating arrangements .....	39
c) Chalkboard use.....	39
d) Equipment .....	39

<b>Chapter III Methodological Framework.....</b>	<b>41</b>
1. Problem of the study .....	43
1.1 Semi-Private Schools.....	43
2. Selection of the sample .....	44
2.1 The Sample .....	45
3. Research tools .....	46
3.1 The Survey. ....	46
3.2 Comparison Table.....	47
4. Variables. ....	47
4.1 Years of Experience.....	47
4.2 Methods and Approaches for teaching English.....	48
4.3 Academic results of the students .....	49
5. Application of the tools .....	50
6. Analysis of the results. ....	50
7. Hypotheses. ....	51
<b>Chapter IV Results of the Study .....</b>	<b>53</b>
1. The survey. ....	54
Section I. Experience and Formation .....	55
Section II. Method for teaching .....	61
Section III. The process of teaching.....	72
Section IV. Dealing with conflict inside the classroom.....	81
2.1 Evaluation of Language Skills. ....	90
2.2 Analysis of Academic results. ....	98
<b>Conclusions.....</b>	<b>101</b>
1. General Conclusions.....	101
2. Suggestions: .....	106
3. Study limitations .....	107
4. Further Research. ....	108
<b>Bibliography. ....</b>	<b>109</b>
<b>Appendix.....</b>	<b>113</b>
<b>Glossary.....</b>	<b>114</b>

## Introduction

Often teachers wonder if the work that they do is effective, in terms of the way they perform in their classes, the materials they use, the techniques they implement, and the way they control the students. It seems obvious then, that measuring the level of effectiveness of the teaching method used by each teacher, and verifying how qualified the teachers are, become into important aspects to be covered when dealing with these issues.

For a long time, there has been some controversy about the effectiveness of the years of experience of teachers and its impact on the learning process of their students. In this respect, we can mention that according to an international study from NBC News (Omer, 2011) it was revealed that every year the number of teachers without experience steadily increased inside the classrooms, it also investigated about education and the changes inside the classrooms from public schools in the last decade. This research has considered this NBC report pertinent because it present features which are similar to the Chilean Educational reality, where more and more students learn from teachers with little or no experience at all, and the academic results have been decreasing in the last decade. Therefore, a question emerged; whether the years of experience will be a definite factor that affects the effectiveness of a teacher or not.

According to our perception as former high school students, university students of a teaching program, and pre-service teachers, the years of experience can be an important aspect regarding the teaching process, and it may affect directly the effectiveness of the teacher. Furthermore, novel teachers –teachers who have just graduated-- seem to be less prepared in some aspects than teachers who have more experience in the classroom because of the methodologies they use and the techniques they adopt to control the groups. Although both groups of teachers can present this sort of difficulties, it is possible to point out that some less experienced teachers have more troubles adapting to schools, and can have more difficulties at the moment of creating a lesson plan. Because of the lack of experience and, sometimes, the lack of preparation that novel teachers may have, it is more complicated for them to recognize how to adapt their lesson plans properly to a determined group of students, or how to put into practice all the ideas they have to perform in their classes.

The following analytic-descriptive study is focused on assessing whether or there exist any significant differences on the level of effectiveness of teachers according to their years of experience. The research project was conducted in different semi-private or subsidized educational establishments, in the Metropolitan Region of Chile. The information was collected through a survey, applied to 20 active novel and experienced teachers, during the months of May and June of the year 2016.



The data was analyzed with a checklist which was used to compare the types of evaluation of the language skills and academic results in the classes where the teachers teach.

## **General Background**

To begin with the investigation, it is necessary to have a proper definition of effectiveness and the real meaning of what being an effective teacher implies. As explained in the work of Maria Muñoz, a psychologist from University of Maule, the effectiveness of teachers can be measured in two dimensions: quality and equity (Muñoz, 2006). Quality is determined by the academic scores of students, for example the results students obtained in evaluations, while equity is the compensation process that schools must practice to help their students to improve, regardless of their characteristics or difficulties. As an example, a school that provides extracurricular hours for workshops in English to help their students with lower academic scores, is applying equity to improve the students' skills in the language.

Furthermore, according to Dr. James Stronge, an effective teacher must have a specific set of skills such as the following: teachers must care deeply, meaning they have to be supportive with the students; have to recognize complexity; a good teacher recognizes each student as a unique person; an effective teacher communicates clearly, he or she has to communicate and encourage their students;

effective teachers must never stop their formation process; and finally they have to be able to improve constantly (Stronge,2007).

According to our perception as pre-service teachers, an effective teacher has to present a number of skills as the ones stated by experts. For example, they should aim to motivate their students' learning process and create students who are willing to learn. Their teaching process must evidence a balance between two main aspects: the method used by the teacher to teach, i.e. Grammar Translation Method, and the method used to evaluate it, i.e. a test, a rubric, a quiz, etc., this because teachers have to evaluate the content they teach and prepare their students for the evaluation they intend to apply. Also, an effective teacher should be able to manage the group, and understand the necessities of the students, helping them to focus on the learning process, and avoiding excessive disruptions, among others.

The other factor to consider in this investigation regards to the years of experience of teachers. Several investigations point out that the quality or effectiveness of a teacher may rely on the years of experience. As an example, an investigation published in the National Bureau of Economic Research (2005) which analyzes the teacher quality in different schools in Massachusetts, indicated that "first-year teachers have much lower performance on average than other teachers. After that, the teacher performance improves markedly, peaking in a teacher's fourth year..." (Hanushek; Kain; O'Brien; & Rivkin, 2005). Some of the tendencies shown on that investigation support the notion that teachers with less experience may not be as effective as experienced teachers. Moreover, in this investigation was revealed that

only few studies that examine education and effectiveness consider the years of experience of the teachers as a variable that shows a positive effect, even though it may be an important aspect to consider while evaluating teachers quality (Hanushek et al, 2005).

Some other studies related to the quality and the levels of effectiveness of teachers and the teaching process, consider the years of experience of teachers as well as the academic degrees as part of the evaluation process. It is also possible to verify a relation between these aspects in investigations like the one presented in the Illinois State Board of Education, which focused on how to improve the achievement of the students. Inside this research suggests that there is a relation between the school output and the quality of the teacher to obtain a significant improvement in the results of the students (Greenwald, Hedge and Laine 2011). On the whole, these perceptions reveal a clear tendency to relate effectiveness and performance to the years of experience and the qualification of the teacher.

## **Experience of Teachers**

For the purposes of this work, the experience of a teacher is understood as the years he or she has been teaching in front of a class. Some differences have been found in this investigation in connection to the characteristics of teachers related to the number of years they have been teaching.

For instance, in an article published in the educational websites *Educrea* and *Educar* by the Magister Edson Vilca Yana a reviewing of novel teachers and the main problem these teachers have. The article establishes that novel teachers are in an adaptation period. At the beginning of their career, teachers have to go through different situations they need to be mastered, both in the classroom and the school. As novel teachers have neither defined a proper attitude nor established behavior patterns to deal with their students and school situations, they imitate some practices and habits from more experienced teachers, while they choose how to teach and implement them properly. The article also mentions that teachers are considered novel teachers between three and five initial years (Vilca, 2005). Nevertheless, for the investigation, novel teachers are considered only up to three years, because after that period teachers should be able to recognize which methods and techniques work better for them and with their students in a particular context.

After reading and sharing some professional practices, teachers with fewer years of experience could demonstrate feelings of uneasiness or unpreparedness at the moment of confronting their first couple of lessons. For example, Wilbert J. McKeachie (1989), ex-president of the American Psychological Association, stated that teachers that are assigned teaching responsibilities having as their only preparation their experience or recollection of their own student days, they have to learn which is the best didactic method for their students through trial and error approach, contrasting their teaching skills with their colleagues (McKeachie 1989).

All these situations make novel teachers feel frustrated because of the pressure upon them.

Through articles or books like the above referenced, we can spot not only some ideas about the lack of preparation of novel teachers, but also the lack of support that those novel teachers have inside schools and therefore, the belief they are not efficiently performing their teaching lessons.

## **Thesis structure**

This thesis is presented as follows: **Chapter I “The study”**. Is the presentation of this investigation, where the objectives, questions of the investigation and the hypotheses are included. **Chapter II “Theoretical framework”**. Is the literature review of methodologies and concepts related to the teaching process, necessary to have a better understanding of the work of an effective teacher. Also, the analysis of roles of the teacher and some methods to use while teaching are presented in this chapter. Furthermore, the presentation of important differences on the literature about novel and experienced teachers is included here. **Chapter III “Methodological framework”**, shows the methodology of this research: all the stages that are involved in the process of the investigation will be described in this chapter from the selection of the sample to the development of the survey and comparison table. In **Chapter IV “Results of the study”**, we share and analyze the results obtained from the application of the survey and the comparison of different groups within the same school year, to prove if their teacher influenced on their results. Lastly, in the **Conclusions**, all the conclusions and the final resolution are included; if there really exist a difference on the results and effectiveness of teachers just by their years of experience.

# **Chapter I**

## **The Study**

There exists a common perception that if a teacher has certain amount of years, he or she can be more effective in his or her practice; and if they are not experienced enough, they are not prepared for the students nor capable of performing good lessons. We decided to call it “the experience gap”, according to our perception, as pre service teachers, is the idea that there may exist certain differences on the teachers depending on the years of experience they have.

Because of these perceptions, there are some questions that arise. Are teachers teaching correctly? Do teachers use adequate methodologies according to the level they are teaching? Finally, is there any clarity on the process of evaluation? With those questions formulated, it was necessary to approach this topic and take some aspects related to the teachers’ experience into account, such as the methodologies used, the influence of previous years of experience, the impact that a teacher has in the school system and with his or her students. All of these aspects were considered as relevant guidelines for the development of the investigation, and they were used as the main ideas to analyze the results that the instruments revealed.



## **1 Problem of the study**

The motivation for this study is the idea of the prejudices existing in relation to the experience gap between novel and experienced teachers, and their impact on the academic results of their students.

This investigation aims to establish if there is any significant difference on the effectiveness of teachers from different experience groups; novel and/or new teachers against experienced teachers. In addition, this research intends to identify how those possible differences affect the results of the students.

## **2. Questions of the investigation.**

According to the problem detected, the questions that rose from the beginning of the investigation were the following:

- Do the years of experience of a teacher influence into the methodology they choose to present the content?
- Does the methodology used by the teacher affect the results that the students obtain?
- Are learning skills fully integrated in the evaluation performed by teachers?
- Is there a significant difference in the academic results of students working with novel teachers versus those working with experienced teachers?

### **3. General Objective.**

The main objective of this research is to assess if the years of experience of teachers, may influence the effectiveness of their teaching methodology or not.

#### **3.1 Specific Objectives**

The specific objectives are:

- Recognize which group of teachers, novel or experienced, implements different methodologies.
- Identify which group of teachers has preferences for certain methodologies.
- Ascertain which group of teachers has better results, according to the methodologies they use.
- Compare which group of teachers evaluate all the language skills among their students and it possible relation to previous experience.
- Identify which group of teachers is more concerned about updating their knowledge.

#### **4. Hypotheses**

There are five hypotheses necessary to be developed in this research.

- a) A teacher, who has an experience of more than 4 years, makes the English language learning process effective.
- b) A teacher, who has an experience of more than 4 years, evaluates all the language skills.
- c) The more years of experience, the better classroom management has the teacher.
- d) Teachers with more experience do not use new teaching techniques or technological devices.
- e) Teachers with less years of experience have problems about planning their lessons and implementing them.

These five hypotheses have been included in our study, because of the belief that it is important not only to focus on the confirmation or dismiss of one main hypothesis, but rather because the topic of this investigation. It gives plenty of opportunities to interpret more than one possible result. Moreover, these hypotheses are based on our previous personal experience, and they help us to guide the analysis of this investigation and to prove if the mainstream ideas and prejudices about teachers can be true or not.

## **Chapter II**

### **Theoretical Framework**

In this chapter, we will first enunciate the basic concepts and definitions that are considered relevant for the investigation.

Within the review of concepts, we will analyze in which way a teacher is considered effective and the different roles that he or she develops with his or her students.

Subsequently, the definition of methodology, method, approach, technique and strategy will be included, to differentiate them and to find their correct use in language and in the process of teaching.

The first concept to be defined is effectiveness. This is the essential concept in the development of the investigation, because we want to find whether exist certain differences among teachers according to their effectiveness in the learning teaching process.

## **1. An overview on Effectiveness**

One possible way in which the concept of effectiveness can be defined is the degree of success of the results achieved (Nuñez, 2016). For example, in a certain activity to be effective means that the results have been completely achieved. Another definition considers effectiveness as “the ability to be successful and produce the intended results” (Cambridge University Dictionary, 2016).

According to these definitions of effectiveness, and from our point of view, we would define “effectiveness” as the capacity that each person, has to perform their different activities and tries to reach his or her goals in the best possible way.

Moreover, the idea of effectiveness at schools is defined by Peng, who explains this concept as a general view as *“the extent to which the desired level of school output is achieved”* (Peng, 2014). This means that is expected that each school works in a dynamic and functional system, in which the school community as a whole approaches their goals successfully.

### **1.1 Effective Teachers**

Effective teachers are recognized as active agents at schools and educational systems. As a result, each teacher needs to have some qualities that make him or her an effective teacher. These qualities are the following:

- a) Teachers care deeply, they involve students providing the support needed to help a child succeed and holding a child accountable for his or her own learning, (Stronge, 2007). This can be evidenced when a student obtains bad results and the teacher talks to him or her and asks if he or she is having any problem out of the school and so forth.

- b) Teachers recognize each student as a unique individual, understanding that each one brings his or her own set of experiences and perspectives to the classroom. (Stronge, 2007). That is to say, the teachers plan his/her classes according to the needs of the students.
  
- c) Teachers must constantly communicate a climate of support and encouragement to ensure that students are engaged in both, the teaching and learning process. (Stronge, 2007). Also, the teacher must create a comfortable and tolerant environment inside the classroom.
  
- d) Teachers are concerned with their own continuous learning process and reflect on all the elements of performance in an effort to continuously improve. (Stronge, 2007) Consequently, the teacher is constantly improving and updating his or her knowledge.

These qualities can become any teacher into an effective one, but it is also possible to think that it will always depends on the educational context, as well, because sometimes the conditions inside the classroom vary among students due to the fact that not all of them have the will to learn, and the quantity of students, do not help that much to develop the activities that have been planned.

Also, we have considered some characteristics to be an effective teacher, because they complete the teacher's work. These characteristics are the following:

First, all competent teachers know their subjects. They know the appropriate teaching methods for their subjects and curriculum areas and the various ways pupils learn (McBer, 2000). This means that each teacher knows the strategies to be adapted in the classroom, and he/ she always tries to find the way in which all students can learn more and better.

In second place, effective teachers are good at planning and setting a clear framework and objectives for each lesson (McBer, 2000). That is to say that the teacher has everything covered in the planning in advance: the class has a warming up activity, production and a wrap up. As a result, there is not free time for the students to incur in behaviors that could affect the classroom environment.

Third, “it is important to have an interactive class. The collaborative work and the effective teachers give children the opportunity to be independent learners” (McBer, 2000). In this way, the students develop autonomy, besides they are been encouraged to participate and feel confident with their own capacities.

All these characteristics can help teachers to become effective in their work. They also help in the school setting creating a collaborative and confident atmosphere inside the classroom, where teachers, most of the time, have to plan according to the necessities of the students.

The following concept to be defined is the role of the teacher, and it will be described through definitions in the following paragraphs.



## **2. Roles of Teachers.**

In this investigation, it is considered necessary to define the different roles of teachers in the educational system. According to Tony Wright, ( 1987) “*A teacher is the person who gives the knowledge and tools to students for their learning process, and creates an appropriate climate in the classroom; that is to say a climate of respect and participation between the teacher and students*”. Also, it added that a teacher has a powerful influence on their students, as students sometimes see the teacher as a referent person in their life. In addition, we believe that a teacher can also adopt different roles and not only act as a lecturer; a teacher can be a father, mother, judge, mediator, psychologist and more. Then it is necessary for teachers to know the environment in which students are involved, because it generates closeness with his or her students and make the class more fluent.

Consequently, it is necessary to define five types of roles of teachers that we consider important for this investigation and that are included in the survey, because said roles are always present inside the classroom at different moments of the class.

The first role refers to teacher as a Controller, as they are in charge of the class and activities taking place and as they are often “leading from the front” (Harmer, 2001). That is to say, a Controller teacher knows what happens in his/her class; they always organize everything in the classroom and they project an image of themselves as Controllers.

The second role is called Monitor, because the teacher develops and helps students to improve some qualities considered essential for the future, such as creativity, openness to change and innovation, versatility knowledge, anticipation and adaptability to changing situations, judgment, critical attitude, identification and solving problems. (Unesco, 1999) This teacher is normally present when the objectives of the class are to develop each of the language skills. This role is effective in terms of helping the teacher to get closer to the students and correct them providing a meaningful feedback.

The third role corresponds to the teacher as a Mediator, as he or she can detect early social, emotional, health, learning problems among students, and also, is the person who feels responsible for seeking solutions (Unesco, 1999). This means that the teacher is always trying to help students with their problems, giving some pieces of advice, and trying to maintain a good relationship among their students.

The fourth role, referred to as Investigator or Resource, with a permanent mode and learning attitude, refers to the teacher who works as a walking resource, ready to offer help if needed, or provide learners with whatever language they lack when performing communicative activities (Harmer, 2001).

This type of teacher should be more willing to help, and close to their students, so learners can consult him or her when it may be necessary.

Finally, the last role of a teacher is when he/ she acts as an Evaluator offering feedback on performance, handing out grades and saying whether students can pass to the next level or not (Harmer, 2001). This role of a teacher is most commonly present in the classroom. The teacher teaches students a determined content and then the evaluation can be applied at the end of a unit.

To conclude, teaching is essentially a social activity implying different role relationships between teachers and learners. This relationship is established, maintained, and constantly evaluated during the academic year.

Another aspect that may be related to the roles of teachers inside the classroom, are the approaches and methods, but overall, methodologies.

The definition of this last concept will be given as follows.

### **3. Methodology**

One of the reasons to include this concept in our research lies on the relevance of this investigation to prove whether there is a significant difference in the methodologies applied between novices and experienced teachers.

The second reason, according to the specific objectives of this work is to discover what kind of preferences the teachers have for certain methodologies.

As well, it is important to define the concept of methodology as the pedagogical practice in general (including theoretical underpinnings and related research); whatever considerations are involved in “how to teach” are methodological (Brown, 2001). In other words, methodology guides the teacher to select which tools must be used to motivate, teach, evaluate and analyze the abilities and capacities of their students, and also indicates the most appropriate techniques and strategies for the teachers to implement in their lessons effectively.

In the next paragraph, the concept of “Approach” will be covered, this is another topic that helps to complete the idea of methodology and facilitate teachers the practice of teaching and learning process. Besides, there are some other concepts that help teachers to accomplish the objective of teaching the whole stages of English as a second language. These concepts are approach, methods, technique and strategy.

### **3.1 Approach**

The definition of an approach can be considered as the level at which assumptions and beliefs about language and language learning are specified (Richards & Rodgers, 1999). Additionally, Brown defines an approach as a theoretically well-informed position and belief about the nature of language, the nature of language learning, and the applicability of both to pedagogical settings (Brown, 2001).

For instance, an approach serves as a guideline for methods, both help teachers in the process of planning the way of teaching a second language.

### **3.2 Methods**

It is necessary to consider different types of strategies used by the teacher in each lesson. Therefore, it becomes necessary to include the concept of methods. A general definition of this concept is provided by Stronge (2007) who states that “methods are understood as the level at which theory is put into practice and at which choices are made about the particular skills to be taught, the content to be taught, and the order in which the content will be presented”.

In addition, the concept of method in teaching - the notion of a systematic set of teaching practice based on a particular theory of language and language learning – is powerful, and the quest for finding better methods was a permanent concern for many teachers in applied linguistics throughout the twentieth century (Richards & Rodgers, 1999).

We believe these two definitions are appropriated for the investigation. These are considered in the survey, the methods chosen by teachers can generate differences between novel teacher and experienced teachers, proving their effectiveness or not.

Also, the uses of different methods by teachers help them to develop the process of teaching a second language.

Furthermore, following with the idea of the previous points, for the design of language programs and materials, teachers need to use a variety of methods and approaches according to the needs of learners. These approaches and methods are going to be described in the following paragraphs:

The Grammar-Translation Method: “A language is learned in order to read literature and to benefit from the mental discipline and intellectual development that result from foreign language study” (Brown, 2001). Moreover, the type of lesson created with this method focuses on the grammar and translation into mother tongue of the learners and it is not aimed to develop speaking and listening skills.

The Direct Method explains that a foreign language can be taught without translation or the use of the learner’s native language if meaning is conveyed directly through demonstration and action. This means that a language could be taught better by using it actively in the classroom (Richards & Rodgers, 1999).

The Audio-lingual Method holds that language learning is like other form of learning. Since language is a formal, rule-governed system, it can be formally organized to maximize teaching and learning efficiency. It has focused on pronunciation and patterns drills and conversation practice (Richards & Rodgers, 1999). That is why Audio-lingualism stresses in the mechanical aspects of language learning and language use.

The Total Physical Response (TPR) is a language teaching method built around the coordination of speech and action; it helps to teach language through physical (motor) activity. Richards claims that speech directed to young children consists primarily of commands, which children respond to physically before they begin to produce verbal responses (Richards & Rodgers, 1999).

The Silent way refers to the behavior of the teacher who, rather than entering into conversation with the students, says as little as possible. Furthermore, it is focused on the premise that the teacher should be silent as much as possible in the classroom but the learner should be encouraged to produce as much language as possible (Richards & Rodgers, 1999).

The Community Language Learning Method places unusual demands on language teachers, because they must be highly proficient and sensitive to involve the mother tongue and second language. They must be familiar with and sympathetic to the role of counselors in psychological counseling. They must resist the pressure to teach in the traditional senses (Brown, 2001).

The Suggestopedia Method refers to the difficulties of learning another language because of psychological barriers (Richards & Rodgers, 1999). Teachers must prepare an appropriate atmosphere for learning, where induced states of relaxation to the student through the music or any other factor that teacher considered beneficial to accomplish this state in the classroom, as a result of this, students will be more confident concentrated in the acquisition of the second language.

The Cooperative Language Learning is an approach to teaching that makes maximum use of cooperative activities involving pairs and small groups of learners in the classroom. The use of discussion groups, group work and pair work has often been advocated both in teaching language and in other subjects (Richards & Rodgers, 1999).

The Content-Based Instruction is referred to a second language teaching in which teaching is organized around the content or information that students will acquired, rather than around a linguistic or other type of syllables. When the language becomes the medium to convey informational content of interest and relevance to the learner, then learners are pointed toward matters of intrinsic concern (Brown, 2001). Thus, language takes on its appropriate role as a vehicle for accomplishing a set of academic goals.



The Task-Based Language Teaching is based on the use of tasks as the core unit of planning and instruction in language teaching. It provides a different rationale for the use of tasks as well as different criteria as a primary source of pedagogical input in teaching and the absence of a systematic grammatical or other type of syllabus that characterizes it (Harmer, 2001). In other words, the lessons are centered in the different kinds of activities that the teacher gives to the learners.

The Natural Approach was aimed at the goal of basic personal communication skills, that is, everyday language situations-conversations, shopping, listening to the radio, and activities alike. The initial task of the teacher was to provide comprehensible input, that is, spoken language that is understandable to the learner or just a little beyond the learner's level (Brown, 2001).

The Lexical Approach refers to the belief that the building blocks of language learning and communication are not grammar, functions, notions, or some other unit of planning and teaching but lexis, that is, words and word combinations (Harmer, 2001).

These methods and approaches are revised in the investigation because are considered important and provide a guideline to prove which are the most used by teachers considered effective, and the relevance that they have in the students' teaching-learning process.

### **3.3 Technique**

A technique is defined as the level at which classroom procedures are described (Richards & Rodgers, 1999). Also, Professor Brown states that *“technique is any of a wide variety of exercises, activities, or tasks used in the language classroom for realizing lessons objectives”* (Brown, 2001). Inside the investigation, techniques are considered as any procedure that a teacher can implement with their students or inside the classroom.

### **3.4 Strategy**

A strategy can be defined as a method or plan chosen to bring about a desired future, such as achievement of a goal or the solution of a problem (Business Dictionary, 2016). This definition from business dictionary is considered adequate for the investigation and also could be used for educative purposes as well. Additionally teaching strategies are recognized as a variety of actions that instructors can use to improve the students learning and practices that, in some ways, make the classes more engaging (Merlot Pedagogy Portal, 2016). For the investigation’s concern, teaching strategies would be recognized as a set of techniques used to improve the teachers’ methods in the classroom, for example, the implementation of technological devices as TIC.

#### 4. Teaching Language Skills

In general, teaching profession considers factors which affect the process of learning and teaching language in itself, and develop skills for achieving the process of learning a second language. Furthermore, the development of teaching language skills is focused in the cognitive abilities of the students that are acquired during the second language learning process. Following this, there exist four skills that teachers need to accomplish in their classes to complete communication. A good definition of these four skills is given by Yuksel (2014) These skills are:

- a) **Reading Skill:** Reading comprehension refers to forming the meaning of the oral or writing messages such as letters, sounds, syllables, words, phrases, sentences and paragraphs.
- b) **Writing Skill:** Writing represents language and emotions through the inscription or recording of signs and symbols. To decide what structure and what words to use is a hard process for learners, which creates the actual need to language use.
- c) **Speaking Skill:** Refers to the process of building and sharing meaning through the use of verbal and nonverbal symbols, in a variety of contexts. Students should not only form grammatically correct sentences, but also use these sentences in appropriate social contexts taking into account the cultural background and social status of the interlocutor (the person(s) they are talking to).

**d) Listening Skill:** Refers to the ability to actively understand information provided by the speaker, and display interest in the topic discussed. It can also include providing the speaker with feedback, such as the asking of pertinent questions; so the speaker knows the message is being understood.

Depending on how teachers approach the language to students according to their interests and preferences, it begins to create the motivation to start incorporating the learning of a second language.

## **5. Motivation**

This point about motivation is included because we consider it as an important factor at the moment of teaching, as well as the continuous motivation between students and teachers enable the students to acquire the knowledge in a effective way. Also, we perceive that a good motivation inside the class, helps teachers to be more active and dynamic in the class, and the students have a better expectations of the contents.

For instance, we find a general definition of motivation, as the process underlying the initiation, control, maintenance, and evaluation of goal-oriented behaviors (Goetz & Hall, 2013). Moreover, there are two factors derived from motivation that are important in the process of acquiring a second language. These are the following:

### **a) Intrinsic Motivation**

It denotes the willingness of an individual to execute an action because they find it satisfying and rewarding; the activity is experienced as positive in itself (activity incentives) or the topic is engaging (interest). Also, the value is located within the action itself (Goetz & Hall, 2013). That is to say that the behavior of a student comes from their own enthusiasm to be part of the class and acquire a second language.

### **b) Extrinsic Motivation**

It is characterized by value not being found in the activity itself, but rather in the consequences of the activity, whereby value is determined primarily by a reward structure that is outside the individual (Goetz & Hall, 2013). This means that students act because the idea of a possible reward and incentives give for their good work.

Summarizing, a motivated teacher can engage better in their lessons, so the students are more prepared and eager to learn from their teacher. It could rather be internal or external motivation, but the role of motivation always needs to be present in the classroom to create good and attractive lessons.

## **6. Classroom Management**

It is important that teachers have a good classroom management, because it can help to develop an effective teaching process. But what do we mean by classroom management? According to Professor Brown(2001) it “is referred as which encompasses an abundance of factors ranging from how to physically arrange the classroom, to teaching “styles”, including the classroom energy”. Therefore, teachers can take some important steps to sharpening their skills as a language teacher in function of some variables of the classroom management. Also, teachers that have an appropriate management inside the classroom, should be able to create a good work environment in each lesson.

Also, classroom management, which centers on the physical environment for learning, needs to considerer four categories. According to Brown (2001), these categories are the following:

### **a) Sight, sound, and comfort**

Students are indeed profoundly affected by what they see, hear, and feel when they enter the classroom. With this professor Brown acknowledges the opportunity to make the classroom as comfortable as possible.

### **b) Seating arrangements**

Students are members of a team, and should be able to see and talk to each other. This means that students are able to perform with autonomy but following the rules established in the class.

### **c) Chalkboard use**

Visual input use to illustrate with words and pictures, graphs and charts.

### **d) Equipment**

The classroom may include any equipment which teachers may be using and which facilitate learning.

To sum up, fundamental classroom management concerns have to do with teachers and the messages they send through their voice and body language (Brown, 2001). Because, as we perceive the voice projection of the teacher, it would catch the attention of the student and can involve each student to become part of the class during the lesson without shouting or having to call their attention through other things.

To put it in another way, all the concepts reviewed in this chapter were considered either part of the process of teaching or aspects to have in consideration by teachers. Starting from the effectiveness of the teachers in the way they interact with their students, teachers' work is a complex task, and if they want to obtain good results, they have to take a lot of details into account, no matter the years of experience or personal background; all the teachers are always improving to become the effective teacher our society demands.



**Chapter III**  
**Methodological framework**

The type of methodology used in this investigation was a mixed analysis with a descriptive character, focused on the collection of data from a survey and a comparison table, in order to correlate academic results between different classes, stressing the years of experience from teachers of English. The purpose of the application of a survey is “to collect information with a set of organized questions addressed to a representative social sample, to ascertain states of opinion or to know about other problems that affect them” (RAE, 2016). Moreover, a comparison table is a type of instrument used to indicate whether or not an aspect, feature, conduct or fact to be observed is present (Peñaloza & Osorio, 2005).

While the purpose of the Survey applied to teachers on this investigation was to collect information directly from the teachers, and their experiences, the purpose of the comparative table was to verify the academic results in different courses from the same school year. All the results analyzed were applied on classes and their respective teachers; all of them reviewing the same thematic content where the method for teaching was chosen by the teachers, to compare the results obtained by the students in the evaluation of the different learning skills and their academic results.

## **1. Problem of the study**

The problem of the study was originated through discussions about which might be the conflicts that teachers of English could experience while they worked at schools. After conversations with teachers of semi-private or subsidized institutions, we have determined that there might be an experience gap between teachers of the subject, and even more, there might exist some prejudices about the effectiveness of the teachers according to that indicator. That to say, we found recently graduated teachers or teachers with less than three years of experience and teachers with more than seven years of experience, being compared and judged.

Due to this, the question that rose was if the experience gap generates differences on the effectiveness of the teaching process.

### **1.1 Semi-Private Schools**

As stated by the scholarship subsidized Chilean Law (Ministerio de Educación, 1998) the subsidy is a co-payment system with state support which can be managed by municipalities, individuals or corporations. In the case of this research, it is focused on individual and corporation management, as their conditions to provide adequate education and cultural environment are similar. According to the law of subsidies: it is the duty of the holder to maintain and expand educational establishments whose infrastructure, staff and material resources must be from the highest quality (Almonacid, 2006).

The focus group chosen for this investigation was a group of teachers working in semi-private schools as their teaching conditions were similar, regarding the economic and personal background of the students; the situations that students go through could be similar and/or affect entirely the process of teaching. Also, as we have observed in semi-private schools technological resources are similar and it is easier for teachers to have the same opportunities to use those resources on their lessons.

## **2. Selection of the sample**

The chosen criteria for the representativeness of the sample are the following: First, teachers of English must be working at different schools of the Metropolitan Region of Chile. Second, the years of experience of the teachers will be divided into three groups as follows: (a) it will be consider only teachers with no more than 3 years of experience, they will be recognized as Novel teachers; (b) the intermediate teachers, those with more than 4 years of experience, but no more than 6 years. This group is not considered in the final results because they are still in a learning stage or improving and getting use to some strategies and methodologies. Finally, (c) teachers with more than 7 years of experience, also mentioned as Experienced Teachers; both groups of active teachers, add up to a total sample of 20 teachers.

## **2.1 The Sample**

As it was mentioned above, the sample was divided into three different groups of teachers. All of them have to be currently working in semi-private schools of the Metropolitan region of Chile.

To compare and analyze if there are differences among teachers, the sample was divided into the following categories: Novel teachers, Intermediate teachers, and Experienced teachers; but in the final results only novels and experienced will be analyzed.

The information was collected only from volunteer teachers and schools that accepted to cooperate handing out academic results of the twelfth grades. These schools and teachers are from different districts of the Metropolitan region of Chile.

From the 28 Teachers who volunteered to answer the survey, only 20 delivered both, the completed survey and the academic results of at least one of their classes. For that reason, the final results revolved on the answers of those 20 teachers and their respective academic results. All the results shown on this investigation could contribute to understand the way that teachers teach and the methods employed by them. Also, these results could indicate if these methods are effective for the students who are in the process of learning a foreign language.

### **3. Research tools**

To collect information, two research tools have been chosen to work with; a survey, containing closed questions and multiple choices that evaluate different areas of interest for the role of a teacher. As well as, a comparison table, used to analyze academic results. The latter will compare not only grades, but also the structure of the evaluation and skills evaluations used by the teachers. These tools may show some tendencies on the relation between the grades of the students and the methods or techniques that experienced teacher or novel teachers implement with their students.

#### **3.1 The Survey.**

The survey was created to analyze the different parameters that are considered as important in the teaching process. The survey presents four sections to be investigated: experience and training, referring to all the previous update the teachers have related to technology; methods of teaching, the methodologies chosen by the teachers to teach and their opinions about them; the process of teaching, some aspects inside the classroom while teaching; and dealing with conflict from students. These separations of the content, will be used to check whether there are differences in the methods chosen by the teachers but also, differences of those teachers according their years of experience, validating the hypotheses raised.

### **3.2 Comparison Table**

The comparison table is an instrument created to know if there exists an evaluation of the learning skills and how those learning skills are evaluated in each group of teachers.

## **4. Variables.**

In this investigation, it is important to define and understand how it is possible to achieve the effectiveness that teachers might have in the teaching process of the English language learning, because of this, there are several aspects to consider, but the variables considered were the following:

### **4.1 Years of Experience**

The years of experience are considered as the period of time where an activity, as a job or a repetitive task, is being performed. Throughout the investigation, it was recognized as the period of time that teachers have been performing as active teachers.

#### **4.1.1 Novel teachers**

Novel teachers are those teachers at the beginning of their careers, with less than 5 years of experience (Vilca, 2005). For the investigations' concern, novel teachers are those with less than 3 years as active teachers, a period of time where they state on methods and strategies.

#### **4.1.2 Experienced teachers**

An experienced worker is a person who has several years on the same job and performing a group of tasks. For this investigation, experienced teachers are those who have been performing as teachers for a long period of time, more than seven years working at schools.

### **4.2 Methods and Approaches for teaching English**

As the applied survey was focused on the effectiveness of the teachers regarding the use of methods and approaches for teaching, it is necessary to state methods and approaches used for teaching English as a foreign language.



### **4.2.1 Approach**

It is the level at which assumptions and beliefs about language and language learning are specified. (Richards & Rodgers, 1999) For this investigation's issues, approaches are those guidelines used for selecting and creating the method and teaching strategies.

### **4.2.2 Method**

Methods can be defined as the level at which theory is put into practice and at which choices are made about the particular skills to be taught, the content, and the order in which it will be presented (Harmer, 2007). In this investigation, methods were considered as the specific set of strategies derived from an approach.

## **4.3 Academic results of the students**

Academic results are considered as all the scores that students obtain during the process of learning, and they are intended to reflect the students' acquisition of knowledge. Inside the investigation, the concern of academic results is to determine whether learning skills are being evaluated by teachers or not, and the means and percentages of approval or failure that are obtained by the students due to the performance of the teacher.

#### **4.3.1 Language skills**

The language skills are the cognitive abilities of the students which are acquired during the second language or foreign language learning process. It is applied in the investigation as variables, to compare how teachers of the different experienced levels use them in their evaluations and how the skills are reinforced by them.

#### **5. Application of the tools**

The survey was administered to a sample of 20 active teachers during the months of May and June, which were instructed about the research topic. The purpose of this application was to find out possible differences between teachers regarding the years of experience and their effectiveness as teachers. As the survey was personal, each teacher showed their preferences and their level of management skills on the use of digital devices.

#### **6. Analysis of the results.**

The results were analyzed into two main groups of results: the survey results and the comparison table results. First, the survey results were presented using bar graphics, each graph represents each question from the survey and, as the survey is divided into sections, the graphs would be grouped into sections as well.

On the other side, the comparison table was also presented with graphics, but this time each graph represented the criterion used to analyze the academic results of the teachers and the types of evaluations used by the teachers as well. All the graphics would be in pairs, comparing the results obtained from the novel and experienced teachers.

## **7. Hypotheses.**

The hypotheses established for this investigation were selected according to our personal experiences as students and pre-service teachers. First, we considered the idea that a teacher, who is teaching for more than 4 years, makes the English language learning process effective and evaluates all the language skills fully. As we think teachers have learned more abilities in relation to teaching some content and they have had enough time to adapt their method to their students, hence the hypothesis became fundamental for our investigation as a comparative form to make our predictions effective. As a second hypothesis, we regard that the experienced teachers have a better classroom management, because according to our personal experience as students, experienced teachers got more attention from students and students obtained better results. Also, it was necessary to posit that teachers with more experience, do not use new teaching techniques or technological devices because most of their lessons were similar by planned and teachers with more experience tend to disregard to use technological devices.

Finally, the idea that teachers with less years experience have problems with the creation of lesson plans and the performance of those lessons, came from the reading of some authors throughout the revision of references for the theoretical framework.

**Chapter IV**  
**Results of the Study**

## 1. The survey.

The following graphs are based on the results of the analysis of the survey obtained from 20 teachers working in different establishments inside the Metropolitan Region of Chile. The 20 teachers were divided into three sub-groups: the first one (Group A) consisted of 8 teachers with 1 to 3 years of experience; the second one (Group B) consisted of 9 teachers with more than 7 years of experience; and the third group consisted of 3 teachers with 4 to 6 years of experience. The latter was not considered in the study because, according to our perception, they did not figure in either category, but they were rather in a state of development and they did not fit entirely in any of the groups, neither as beginners nor as completely experienced teachers.

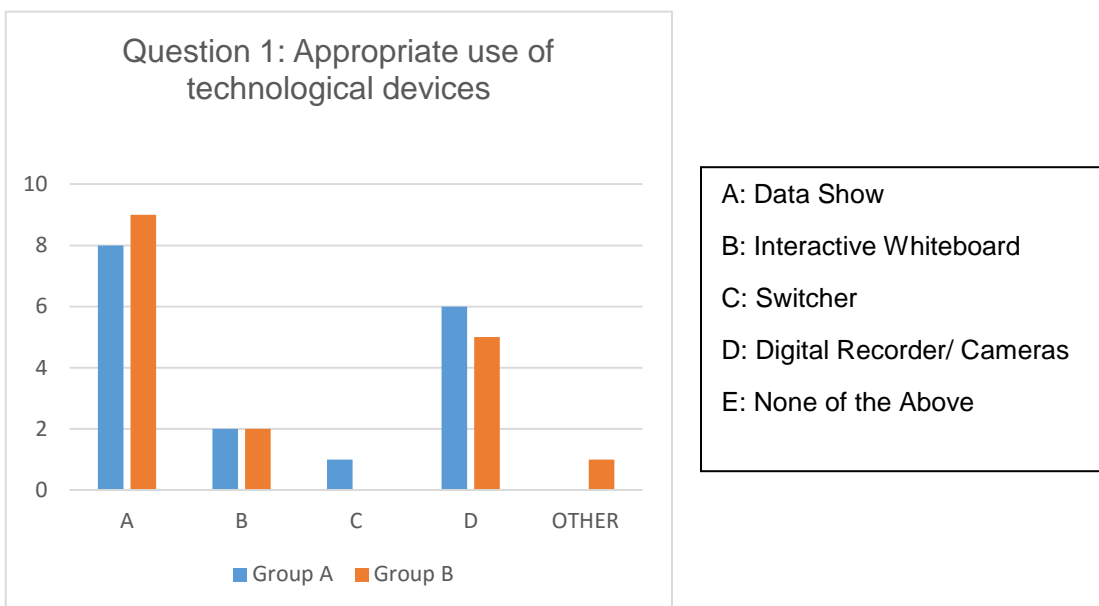
For the purpose of clarity, the group of teachers with 1 to 3 years of experience corresponds to **Group A**, while the group with more than 7 years of experience corresponds to **Group B**.

The survey was divided into four sections: the first one considered the experience and formation of each teacher; the second section considered the methods for teaching in the classroom; the third section considered the process of teaching; and the fourth section considered the teacher dealing with conflict inside the classroom.

## Section I. Experience and Training

This section refers to the professional experience and the formation process of each teacher. It is important to know if the teacher has previous experience using technological devices and if the schools provide the opportunities to attend extra courses for their continuing formation. In this section, the teacher had the possibility to mark more than one alternative.

**Question 1:** Do you know how to use technological devices appropriately?



**Graph 1: Appropriate use of technology**

## **Group A**

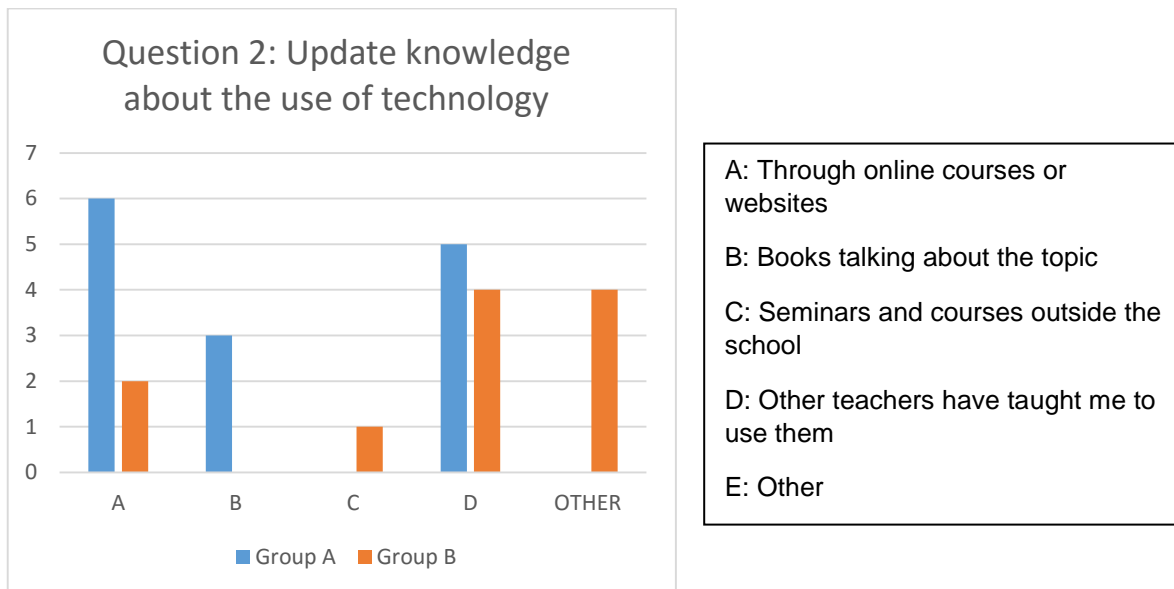
This graph shows that 8 out of 8 teachers (100%) in **Group A** (with 1 to 3 years of experience) can use the Data Show properly; at the same time, it can be observed that 6 out of 8 teachers (75%) know how to use the digital recorder or cameras, while, 2 out of 8 teachers (25%) know how to use interactive whiteboards. Finally, the Switcher can be only used by 1 out of 8 teachers (12%).

## **Group B**

Graph 1 also shows that 9 out of 9 teachers (100%) in **Group B** (with more than 7 years of experience), can use the Data Show properly; at the same time, it can be observed that 5 out of 9 (55%) teachers know how to use digital recorders or cameras, also it can be that 2 out of 9 teachers (22%) know how to use the interactive whiteboard, and only 1 out of 9 teachers (11%) can use other technological devices. In addition, not one of the teachers (0%) knows how to use the switcher or what it is.



**Question 2:** How do you update your knowledge about the use of these technologies?



**Graph 2: Update knowledge about the use of technology.**

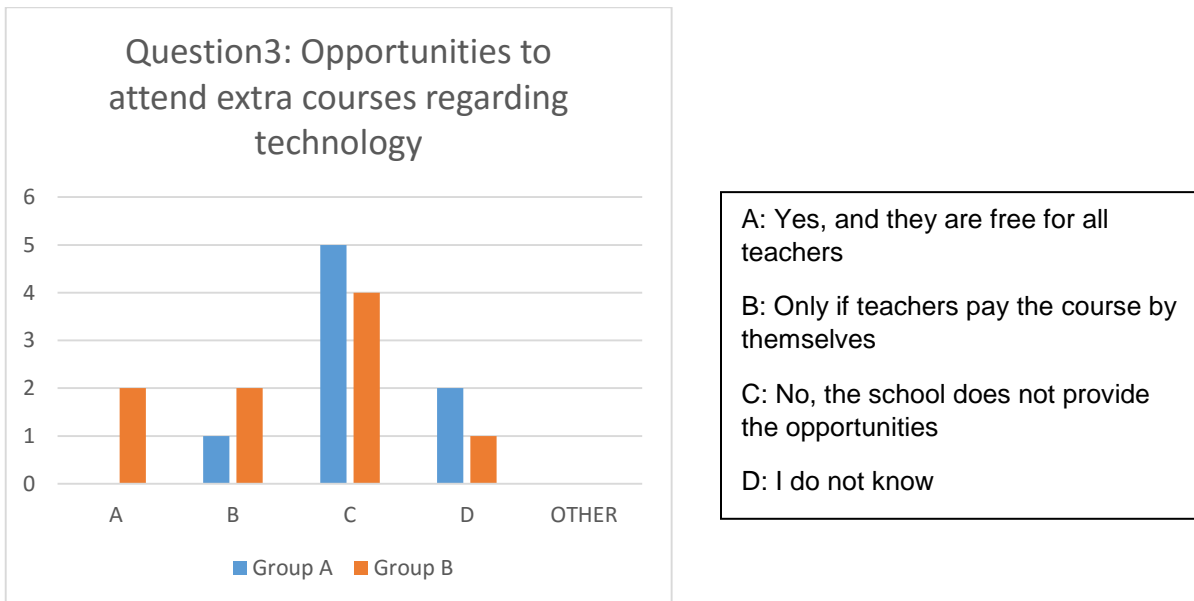
### Group A

This graph shows that 6 out of 8 teachers (75%) in **Group A** can update their knowledge through online courses or websites; at the same time, it can be observed that 5 out of 8 teachers (62%) know how to use the technologies from other teachers while 3 out of 8 teachers (37%) know how to update their knowledge using books about the topic. Finally, not one of the teachers (0%) knows how to update their knowledge by seminars and courses outside the school.

## Group B

Graph 2 also shows that 4 out of 9 teachers (44%) in **Group B** know how to use the technologies from other teachers; at the same time, 4 out of 9 teachers (44%) use other alternative for update their knowledge about technologies. It can be observed that 2 out of 9 teachers (22%) can update their knowledge through online courses or websites. The graph also shows that only 1 out of 9 (11%) teachers know how update their knowledge by seminars and courses outside the school. Finally not one of the teachers (0%) knows how to update their knowledge using books about the topic.

**Question 3:** Does your school give opportunities to attend extra courses regarding technology?



**Graph 3: Opportunities to attend extra courses about technology.**

### **Group A**

This graph shows that 8 out of 8 teachers (100%) in **Group A** the school does not provide the opportunities; at the same time, it can be observed that 2 out of 8 teachers (25%) do not know if they can attend extra courses while only 1 out of 8 teachers (12%) attend extra courses if they can pay it. Finally, not one of the teachers (0%) can attend free courses.

### **Group B**

This graph shows that 4 out of 9 teachers (44%) in **Group B** the school does not provide the opportunities to attend extra courses properly; at the same time, it can be observed that 2 out of 9 teachers (22%) cannot attend free courses while 2 out of 9 (22%) of the teachers attend extra courses if they can pay it. The graph also shows that only 1 out of 9 (11%) teachers know how to use a switcher and only 1 out of 9 teachers (11%) do not know if they can attend extra courses.

### **Conclusion Section I.**

In this section, Graph N<sup>o</sup>1 shows that both groups of teachers know how to use the Data show appropriately; hence, it is possible to conclude that they do know how to use a computer for academic purposes. In the case of possibilities to take courses to update the knowledge on TICs, represented by graph N<sup>o</sup> 3, in both groups the schools did not provide the opportunities for the teachers to attend these kind of training.

This situation can be detrimental for the teachers, as it does not help them to improve or update their knowledge and techniques to apply technologies in their classes.

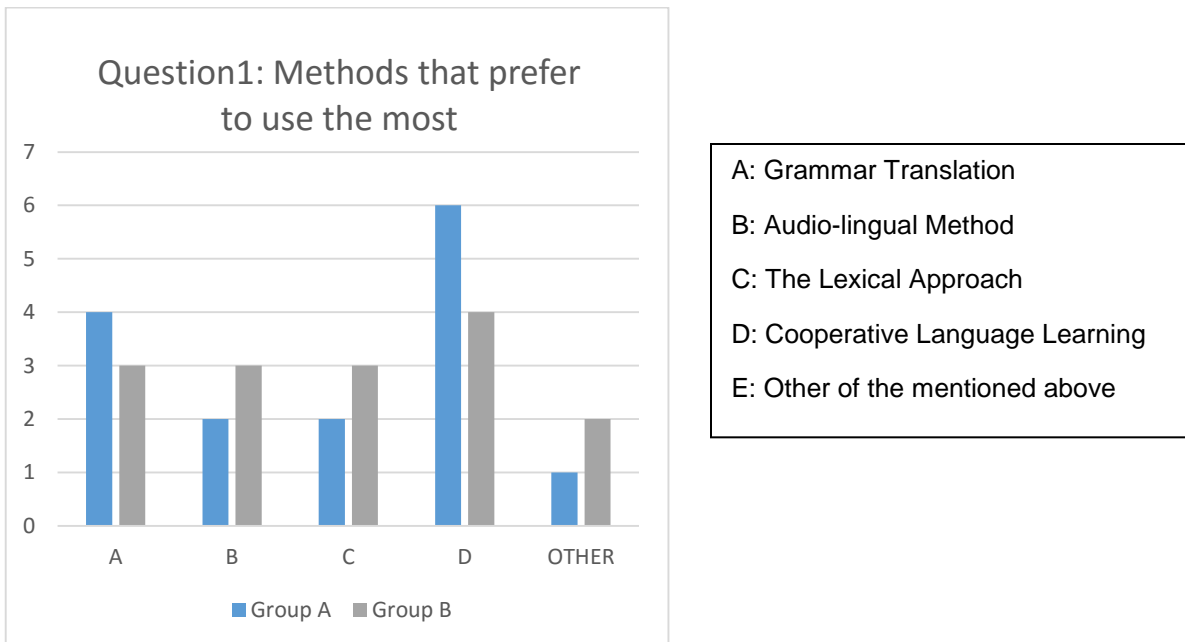
These results also show that, despite of the fact of being a low percentage, teachers do not know if they have access to these sorts of courses. This means that they are not informed or they do not ask about this topic. Furthermore, only few teachers from group B have had the opportunity to attend this type of courses, and for free. However, these results do not constitute a solid proof that they apply this knowledge in their language classroom.

One of the hypotheses of this investigation project was that teachers with more years of experience did not used new teaching techniques or technological devices. The survey revealed that these teachers knew the basic technological devices, such as: computer and data show. Some of them even expressed that they knew how to use recorders and cameras to work in the classroom and also, some others indicated that that they did a good use of radios for playing audios to their students.

## Section II. Method for teaching

In this section the different Methods for teaching English that the survey considered as the most frequent among teacher were mentioned. However, teachers may have considered other methods mentioned in the survey as more effective or more used for teaching. Also, in this section some questions about preferences and association of methods and school levels were presented. Teachers had the possibility to mark more than one alternative.

**Question 1:** Which methods do you prefer to use the most?



**Graph 4:** Methods that the teachers prefer to use most.

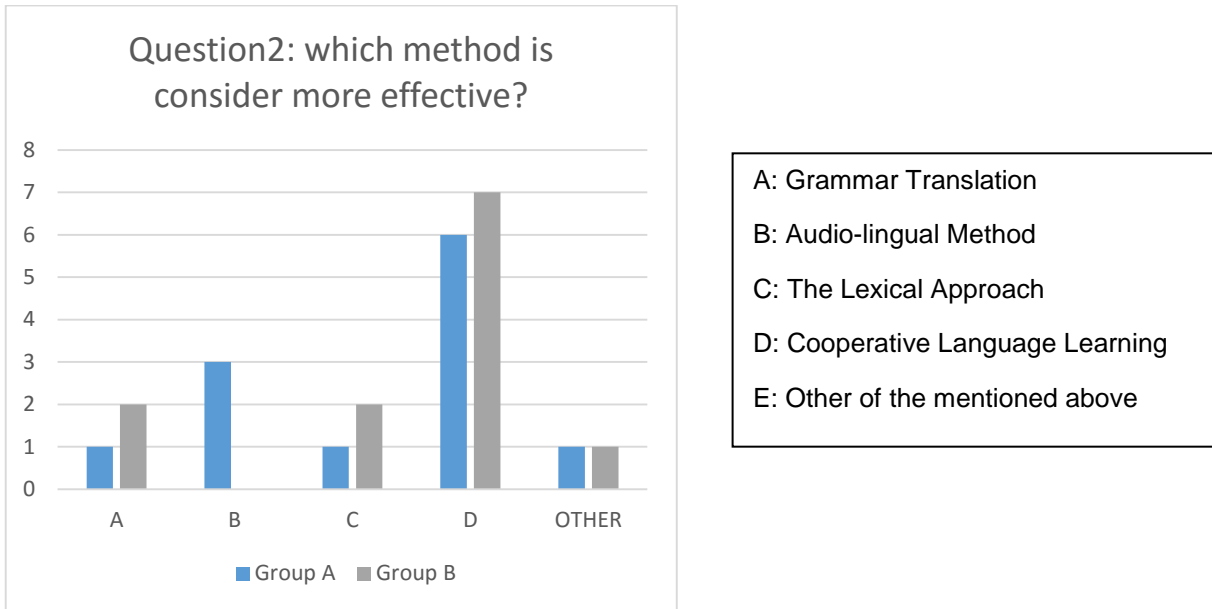
### **Group A**

This graph shows that 6 out of 8 teachers (75%) in **Group A** prefer to use the Cooperative Language Learning; at the same time, it can be observed that 4 out of 8 teachers (50%) preferred to use the Grammar Translation method while 2 out of 8 teachers (25%) preferred to use the Audio-lingual method. Also, 2 out of 8 teachers (25%) preferred to use the Lexical Approach. Finally, only 1 out of 8 (12%) teachers preferred to use other of the mentioned methods.

### **Group B**

Graph 4 also shows that 4 out of 9 teachers (44%) in **Group B** prefer to use the Cooperative Language Learning; at the same time, it can be observed that 3 out of 9 teachers (33%) prefer to use the Grammar Translation method. The graph also shows that 3 out of 9 (33%) teachers prefer to use the Audio-lingual method and 3 out of 9 teachers (33%) prefer to use the Lexical Approach. Finally, 2 out of 9 (22%) of the teachers preferred to use other of the methods mentioned above.

**Question 2:** According to your experience, which method do you consider more effective?



**Graph 5: Methods considered more effective.**

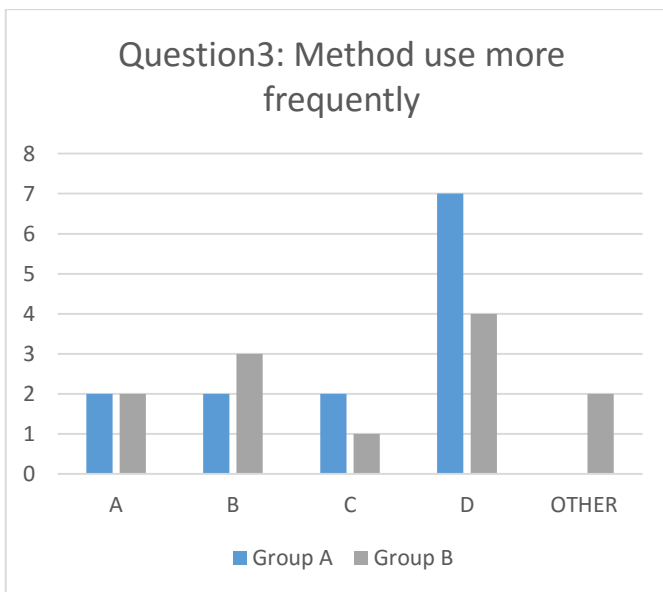
**Group A**

This graph shows that 6 out of 8 teachers (75%) in **Group A** could consider more effective the Cooperative Language Learning; at the same time, it can be observed that 3 out of 8 teachers (37%) considered more effective the Audio-lingual method, 1 out of 8 teachers (12%) considered more effective the Grammar Translation and also 1 out of 8 teachers (12%) considered more effective the Lexical Approach. Finally, other of the methods mentioned above can be considered only by 1 out of 8 teachers (12%).

## Group B

Graph 5 also shows that 7 out of 9 teachers (77%) in **Group B**, can considerer more effective the Cooperative Language Learning; at the same time, it can be observed that 2 out of 9 teachers (22%) can consider more effective the Grammar Translation method. The graph also shows that 2 out of 9 (22%) teachers could consider more effective the Lexical Approach, and only 1 out of 9 teachers (11%) can use other of the mentioned above. Finally not one of the teachers (0%) could consider more effective the Audio-lingual method

**Question 3:** Which method do you use more frequently?



A: Grammar Translation  
B: Audio-lingual Method  
C: The Lexical Approach  
D: Cooperative Language Learning  
E: Other of the mentioned above

**Graph 6: Method use more frequently.**



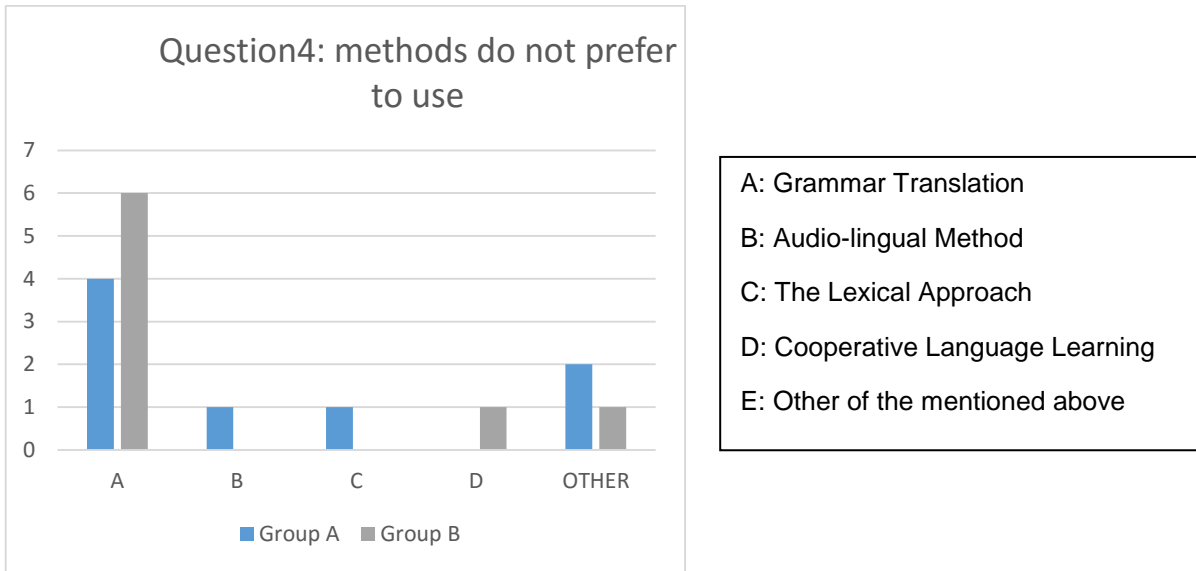
### **Group A**

This graph shows that 7 out of 8 teachers (87%) in **Group A** can use more frequently the Cooperative Language Learning; at the same time, it can be observed that 2 out of 8 teachers (25%) can use more frequently the Grammar Translation method while 2 out of 8 teachers (25%) can use the Audio-lingual method. Also, the Lexical Approach can be used by 2 out of 8 teachers (25%). Finally, not one of the teachers (0%) can use other of the mentioned above.

### **Group B**

This graph shows that 4 out of 9 teachers (44%) in **Group B** can use more frequently the Cooperative Language Learning method; at the same time, it can be observed that 3 out of 9 teachers (33%) can use more frequently the Audio-lingual method, 2 out of 9 (22%) of the teachers can use more frequently the Grammar Translation method, and 2 out of 9 teachers (22%) can use other of the methods mentioned above. The graph also shows that only 1 out of 9 (11%) teachers can use more frequently the Lexical Approach.

**Question 4:** Which of these methods do you prefer not to use?



**Graph 7: Methods prefer not to use.**

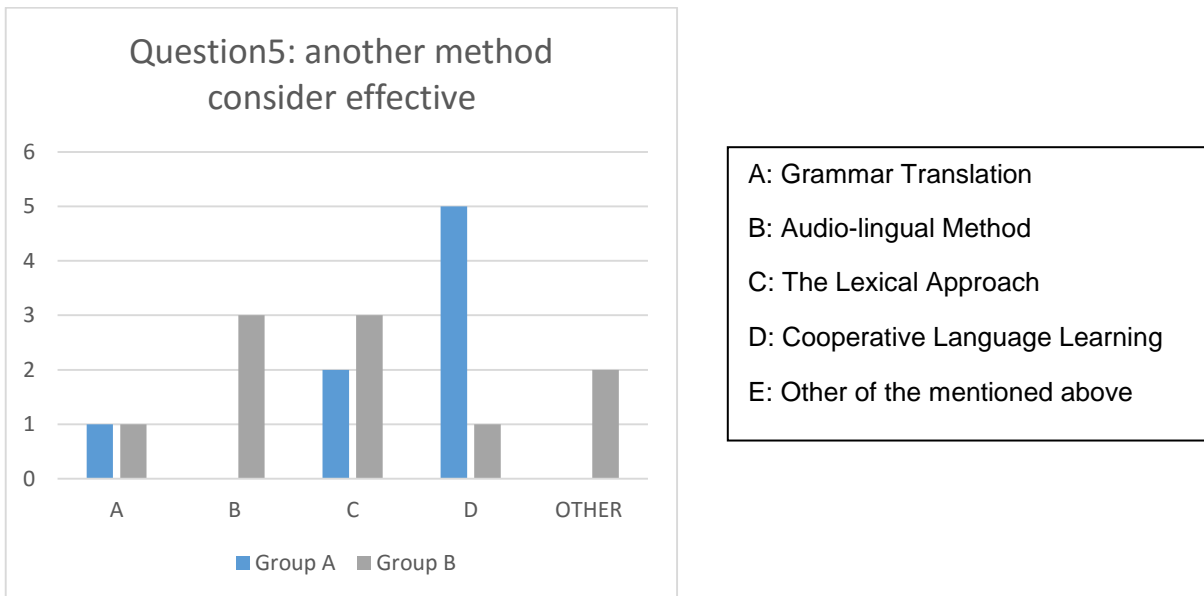
### **Group A**

This graph shows that 4 out of 8 teachers (50%) in **Group A** not prefer to use the Grammar Translation method; at the same time, it can be observed that 2 out of 8 teachers (25%) not prefer to use other of the methods mentioned above, also 1 out of 8 teachers (12%) not prefer to use the Audio-lingual method while only 1 out of 8 teachers (12%) not prefer to use the Lexical Approach. Finally, not one of the teachers (0%) not prefer to use the Cooperative Language Learning.

## Group B

This graph shows that 6 out of 9 teachers (66%) in **Group B** do not prefer to use the Grammar Translation method; at the same time, it can be observed that only 1 one out of 9 of the teachers (11%) do not prefer to use the Cooperative Language Learning. And 1 out of 9 teachers (11%) do not prefer to use other of the methods mentioned above. Finally, not one of the teachers (0%) does not prefer to use the Audio-lingual method, and not one of the teachers (0%) does not prefer use the Lexical Approach.

**Question 5:** Is there any other method that you use that you consider effective?



**Graph 8: Other Method consider effective.**

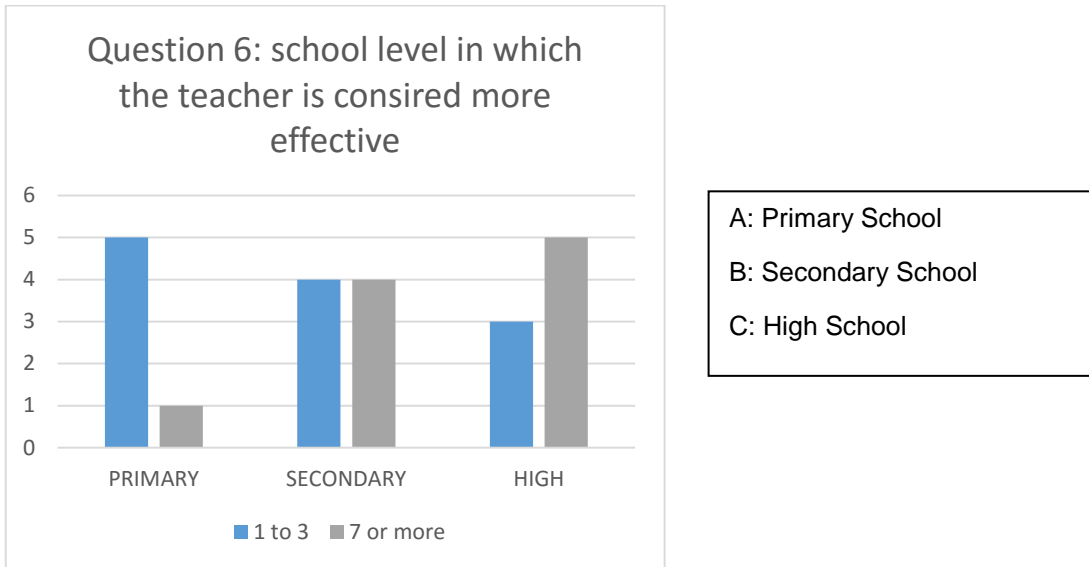
### **Group A**

This graph shows that 5 out of 8 teachers (62%) in **Group A** can consider the Cooperative Language as another effective method; at the same time, it can be observed that 2 out of 8 teachers (25%) can be considered the Lexical Approach while only 1 out of 8 teachers (12%) can be considered the Grammar Translation method and not one of the teachers (0%) can consider the Audio-lingual method. Finally, not one of the teachers (0%) can consider other of the mentioned above

### **Group B**

This graph shows that 3 out of 9 of the teachers (33%) in **Group B** considered the Audio-lingual method, 2 out of 9 the teachers (22%) can consider other of the methods mentioned above. At the same time, only 1 out of 9 teachers (11%) can consider the Cooperative Language as another effective method, while only 1 out of 9 teachers (11%) can consider the Grammar Translation method and Finally,

**Question 6:** choose which level you consider yourself to be more effective at teaching:



**Graph 9: Preferred School level.**

### **Group A**

This graph shows that 5 out of 8 teachers (62%) in **Group A** can consider themselves more effective in primary school; at the same time, it can be observed that 4 out of 8 teachers (50%) can consider themselves more effective in secondary school and 3 out of 8 teachers (37%) can consider themselves more effective in high school.

## **Group B**

This graph shows that 5 out of 9 teachers (55%) in **Group B** can consider themselves more effective in high school; also it can be observed that 4 out of 9 teachers (44%) can consider themselves more effective in secondary school. Finally, only 1 out of 9 teachers (1%) considered themselves more effective in primary school.

## **Conclusion Section II.**

In this section, it can be appreciated that differences between the two groups are not as significant in regards to the methodologies they use. As mentioned in Chapter I of this work, the fourth specific objective of the investigation sought to identify which group of teachers had preferences for certain methodologies and its possible impact on their effectiveness. The selection showed that the method chosen as the most effective by both groups was the Cooperative Language Learning, shown in Graph N° 5, and at the same time, the method considered the least effective was the Grammar Translation Method, as shown in Graph N° 7. However, this method is present in the classrooms as stated in the graph N° 4, as one of the most frequently used methods. This situation could occur because teachers are reluctant to recognize overtly that they still put into practice old methods, or maybe, it could be because of the necessities of the school as well: if the school works with textbooks which apply this method, teachers are obliged to implement them in order to use the materials the school provides appropriately.

Anyhow, no matter the reason behind, this old and not considered an effective method, is still present inside the classrooms of a large number of teachers.

From the few questions with marked differences, it can be mentioned that Teachers in Group A- i.e. novel teachers- preferred to work mainly with primary school students, and on the other hand group B of teachers –those with more than seven years of experience- chose they were more effective among high school students.

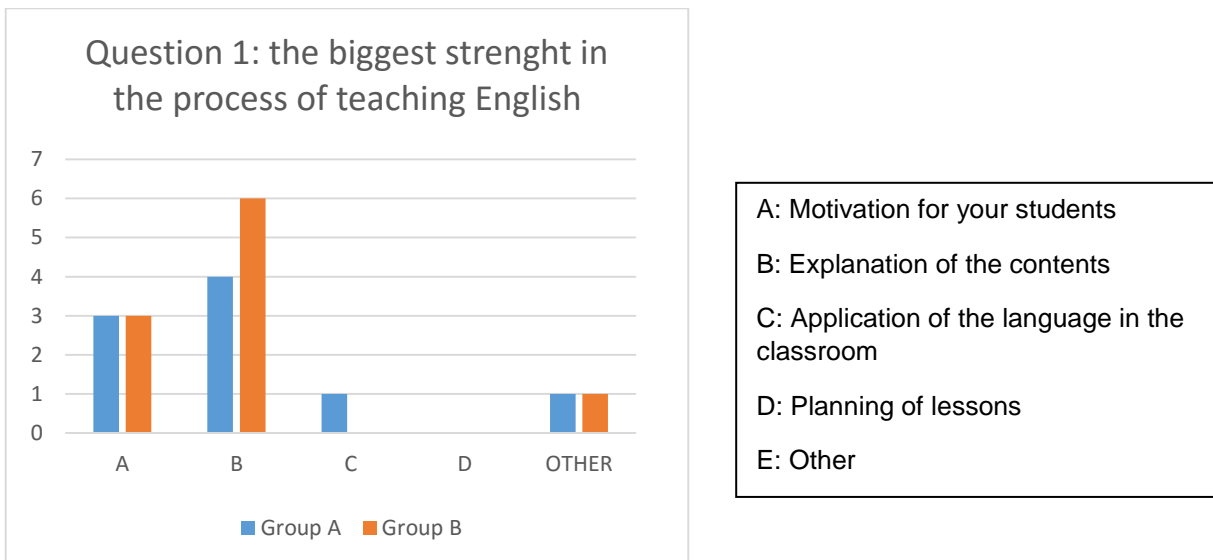
Finally, in the specific objective N° 1, the focus was recognizing which group of teachers, novel or experienced, used different methodologies, shown in Graph N°6, both groups chose they use Cooperative Language Learning as their main approach.

### Section III. The process of teaching

This section asked about some aspects that the teachers might have in consideration for the process of teaching, some roles that they must adopt in the classroom as well as the strengths and weakness they may have as teachers.

In this section the teacher had the possibility to mark more than one alternative.

**Question 1:** What do you consider your biggest strength in the process of teaching English?



**Graph 10: Strength in the process of teaching English.**



## **Group A**

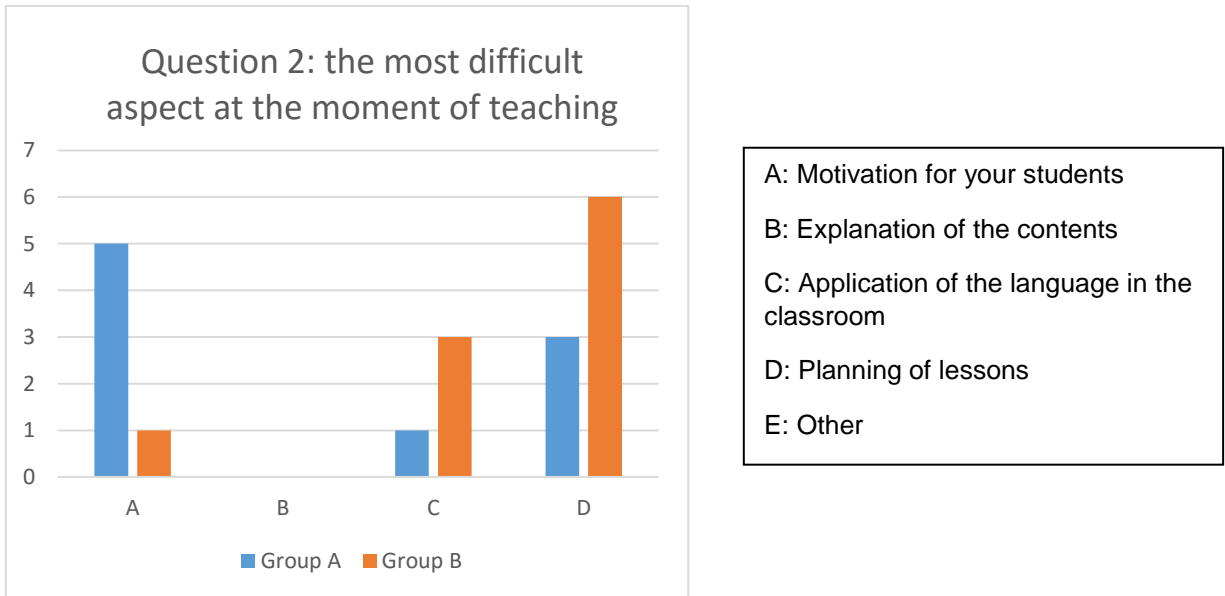
This graph shows that 4 out of 8 teachers (50%) in **Group A** can consider the explanation of the contents as their biggest strength; at the same time, it can be observed that 3 out of 8 teachers (37%) can consider the way they Motivate their students as their biggest strength while only 1 out of 8 teachers (12%) can consider the application of the language in the classroom as biggest strength, only 1 out of 8 (12%) of the teachers can consider other alternative. Finally, not one of the teachers (0%) can consider the planning of lessons as biggest strength.

## **Group B**

This graph shows that 6 out of 9 teachers (66%) in **Group B** can consider the explanation of the contents as biggest strength; at the same time, it can be observed that 3 out of 9 (33%) of the teachers can consider the way they Motivate their students as their biggest strength while only 1 out of 9 (11%) of the teachers can consider other alternative.

This graph also showed that not one of the teachers (0%) can consider the application of the language in the classroom as biggest strength and, not one of the teachers again (0%) can consider the planning of lessons as biggest strength.

**Question 2:** Which is the most difficult aspect for you at the moment of teaching?



**Graph 11: Difficult aspect at the moment of teaching.**

### **Group A**

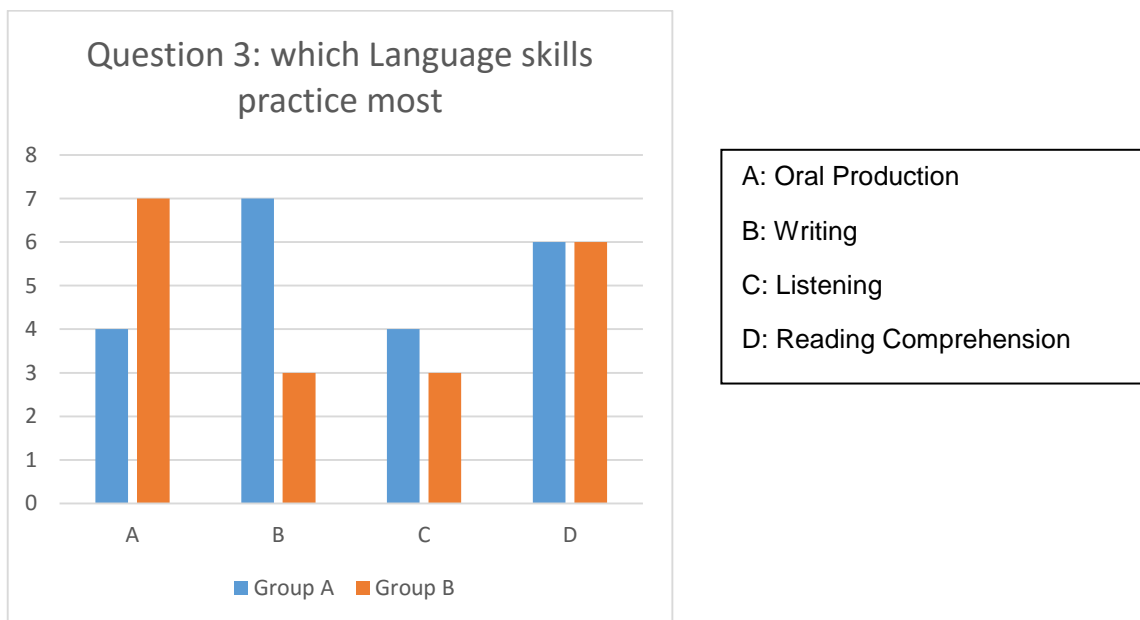
This graph shows that 5 out of 8 teachers (62%) in **Group A** can consider the Motivation of their students as the most difficult aspect at the moment of teaching; at the same time, it can be observed that 3 out of 8 teachers (37%) can consider the planning of lessons as difficult while only 1 out of 8 teachers (12%) can consider the application of the language in the classroom as a difficult aspect. Finally, the explanation of the contents had not being considered by not one of the teachers surveyed (0%).

## Group B

This graph shows that that 6 out of 9 teachers (66%) in **Group B** can consider the planning of lessons as a difficult task, at the same time, it can be observed that 3 out of 9 teachers (33%) can consider the application of the language in the classroom as a difficult aspect while only 1 out of 9 teachers (11%) can consider the Motivation of their students a difficult aspect at the moment of teaching.

Finally, the explanation of the contents have not being considered by not one of the teachers surveyed (0%).

**Question 3:** Which language skill or skills do you practice the most in your lessons?



**Graph 12: Language skill practice the most in lessons.**

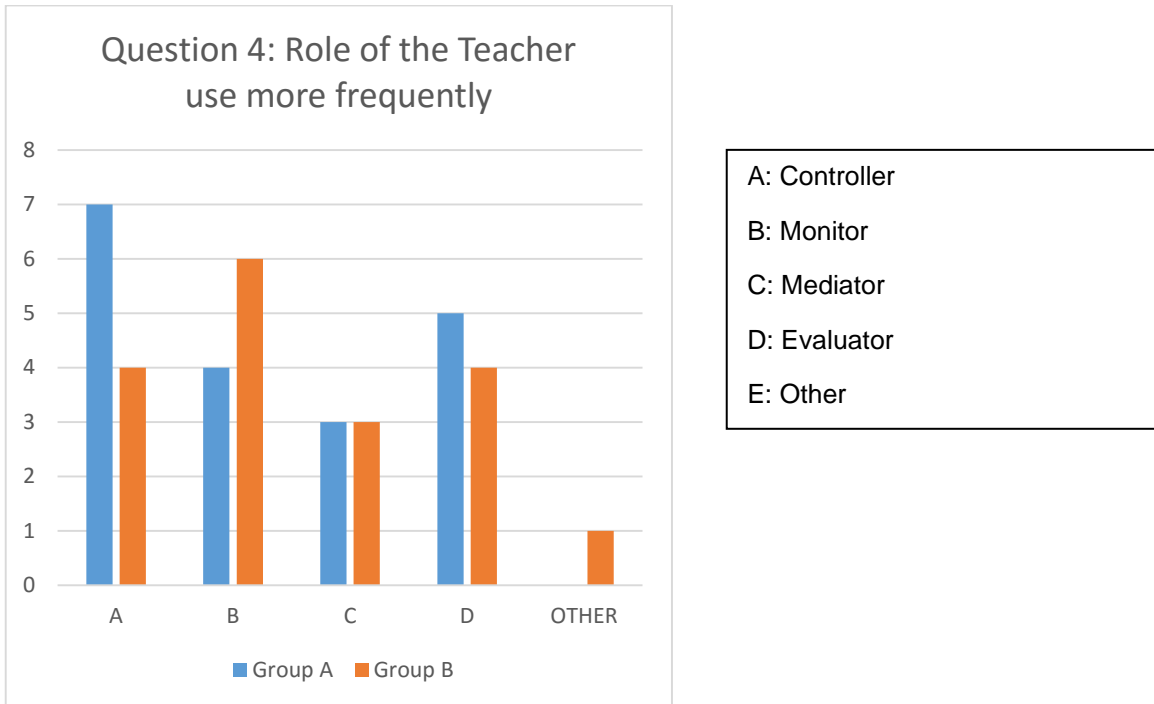
## **Group A**

Graph 11 also shows that 7 out of 8 teachers (87%) in **Group A** consider writing as the language skill which is more practiced in their lessons; at the same time, it can be observed that 6 out of 8 teachers (75%) consider reading comprehension and 4 out of 8 (50%) of the teachers consider the oral production as practice in their lessons. The graph also shows that 4 out of 8 (50%) teachers consider listening practice in their lessons.

## **Group B**

This graph also shows that 7 out of 9 teachers (77%) in **Group B** consider the oral production as the most practiced language skill in their lessons; at the same time, it can be observed that 6 out of 9 teachers (66%) consider reading comprehension and 3 out of 9 (33%) of the teacher consider writing as practice in their lessons. The graph also shows that 3 out of 9 (33%) teachers can consider listening practice in their lessons.

**Question 4:** Choose the role or roles you use more frequently in the classroom while teaching.



**Graph 13: Role of the teacher use more frequently in the classroom.**

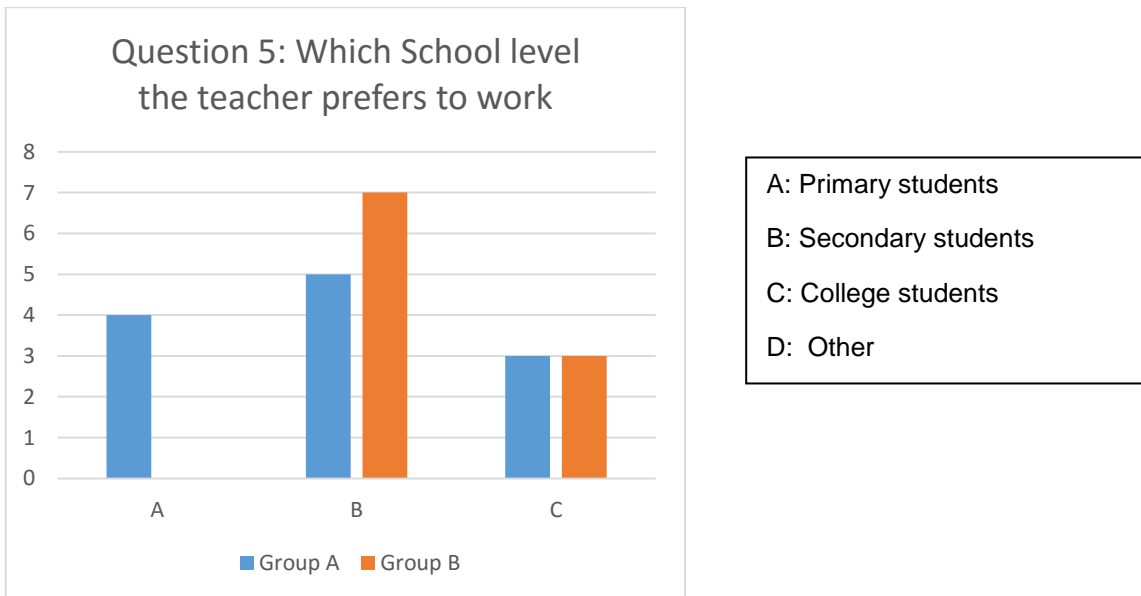
**Group A**

This graph shows that 7 out of 8 teachers (87%) in **Group A** can use the role of controller as the most frequent in the classroom; at the same time, it can be observed that 5 out of 8 (62%) use the role of evaluator while 4 out of 8 teachers (50%) use the role of monitor in the classroom and 3 out of 8 teachers (37%) use the role of mediator. Finally, not one of the teachers (0%) uses other role.

## Group B

This graph shows that 4 out of 9 teachers (55%) in **Group B** use the role of controller frequently in the classroom; at the same time, it can be observed that 6 out of 9 teachers (66%) use the role of monitor frequently in the classroom while 4 out of 9 (44%) use the role of evaluator in the classroom and 3 out of 9 teachers (33%) use the role of mediator. Finally, only 1 out of 9 of the teachers (11%) can use other role in the classroom.

**Question 5:** What age group of students do you prefer to work with?



**Graph 14:** The school level that the teacher prefers to work.

## **Group A**

This graph shows that 5 out of 8 teachers (87%) in **Group A** prefer to work with secondary school, at the same time, it can be observed that 4 out of 8 (62%) prefer to work with primary school and 3 out of 8 teachers (50%) prefer to work with college students. Finally, not one of the teachers surveyed (0%) preferred other alternative.

## **Group B**

This graph shows that 7 out of 9 teachers (77%) in **Group B** prefer to work with secondary school, at the same time, it can be observed that 3 out of 9 (33%) prefer to work with college students while not one of the teacher (0%) prefer to work with primary school. Finally, not one of the teachers (0%) prefer other alternative.

## **Conclusion Section III.**

In this Section, it was possible to observe that both groups, A and B, considered the explanation of the contents as their biggest strength as presented in graph N° 10, but this answer was the only one where both groups seemed to agree.

All the other graphs represented differences in the choices made by the teachers. The most evident difference inside this section was the one shown in Graph N° 11 where, unexpectedly, most of the teachers from Group A chose motivation of their students, while most of the teachers from Group B chose planning the lessons as the

most difficult aspect, some of them arguing that it is difficult to put into practice all the ideas stated in paper.

These results were interesting for the researchers, because group B, being the group of experienced teachers, was supposed to be more capable of adapting a lesson plan to any context, according to the literature from most of the authors that referred to planning and making a lesson consulted. And in case of group A, as less experienced teachers are expected to be closer to the students' interests, they should be able to motivate their students with less effort.

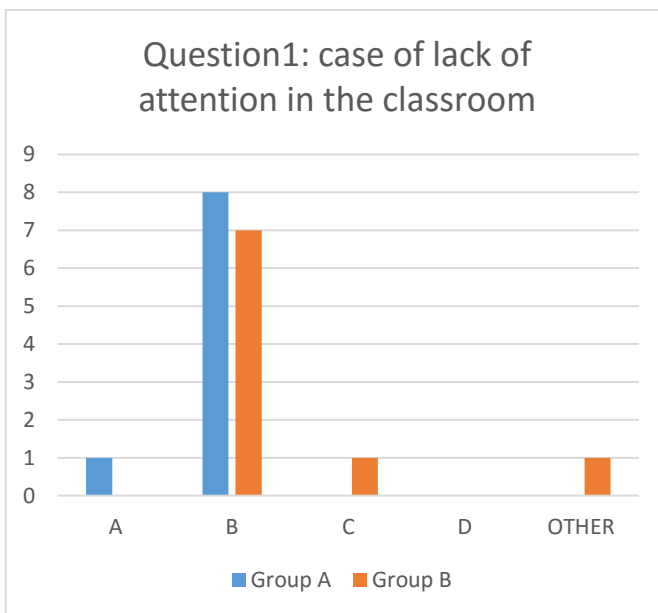
Another question showing different tendencies was related to the language skills that teachers practiced the most with their students. Graph N° 12 shows that Group A chose writing skills, while most of the teachers in Group B chose Oral production; At the same time, both groups indicated that they practiced reading comprehension, these results seemed to be a reflection of the type of evaluations of the language skills teachers evaluated - (see the analysis of the results in table 2.1.)



## Section IV. Dealing with conflict inside the classroom

In this section, dealing with conflict inside the classroom was understood as school coexistence problems among students, or between teacher and students. It was established as those problems that may interfere with the learning of the students. Also, in this section the teacher had the possibility to mark more than one alternative.

**Question 1:** In case of lack of attention and lack of interest of one or many students in your classroom, you:



A: Ask the student to leave the classroom  
B: Ask the student what his/ her problem is, and try to help him or her.  
C: Ask for an interview with his/her tutor.  
D: Evaluator  
E: Other

**Graph 15: In case of lack attention in the classroom.**

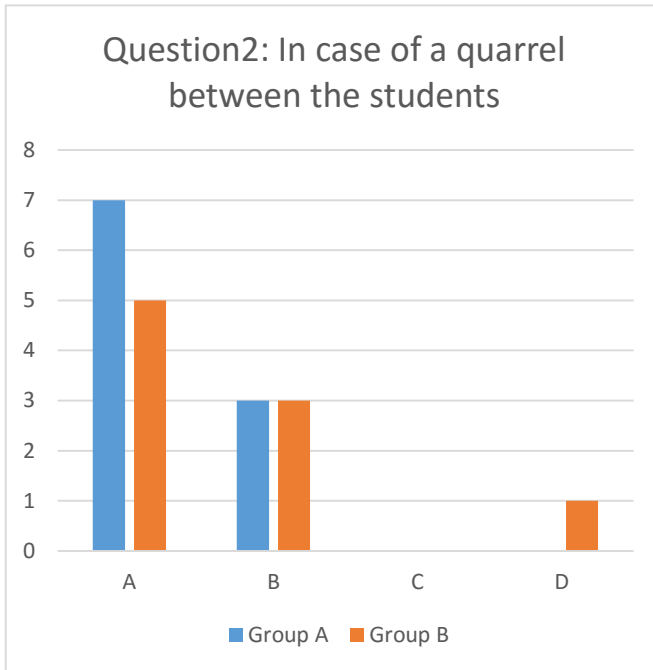
## **Group A**

This graph shows that 8 out of 8 teachers (100%) in **Group A** considered to ask the student what his/her problems is and try to help him or her; at the same time, it can be observed that only 1 out of 8 teachers (12%) consider to ask the students to leave the classroom properly while not one of the teachers surveyed (0%) would consider to ask for an interview with the tutor. Also, not one of the teachers (0%) consider to have an evaluator in the classroom. Finally, not one of the teachers (0%) express other alternative.

## **Group B**

This graph shows that 7 out of 9 teachers (77%) in **Group B** considered to ask the student what his/her problems is and try to help him or her; at the same time, it can be observed while only 1 of the teachers (11%) can consider to ask for an interview with the tutor of the student. Also, only 1 of the teachers (11%) can considerer other alternative and not one of the teachers (0%) can consider an evaluator in the classroom. Finally, not one of the teachers (0%) considered to ask the students to leave the classroom properly.

**Question 2:** In case of a quarrel of two or more students within the classroom, you:



A: Call an inspector to control the problem

B: Interfere physically in the fight

C: Take no action

D: Other

**Graph 16: In case of quarrel in the classroom.**

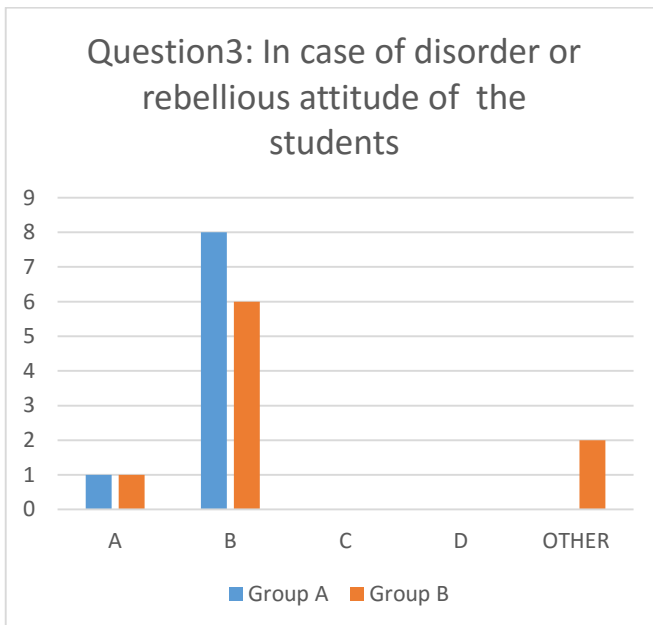
### **Group A**

This graph shows that 7 out of 8 teachers (87%) in **Group A** can consider to call an inspector in case of a quarrel properly; at the same time, it can be observed that 3 out of 8 teachers (37%) can consider to interfere physically in the fight while not one of the teachers (0%) can considerer not take action and also not one of the teachers (0%) can considerer other alternative.

## Group B

This graph shows that 5 out of 9 teachers (55%) in **Group B** can consider to call an inspector in case of a quarrel properly; at the same time, it can be observed that 3 out of 9 teachers (33%) can consider to interfere physically in the fight while not one of the teachers (0%) can considerer not take action and al only 1 out of 9 (11%) of the teachers can considerer other alternative.

**Question 3:** In case of disorder or rebellious attitude of your students while in class, you:



A: Call an inspector to control the problem

B: Reprehend the behavior of those distracted students with a loud voice

C: Try to ignore it and do not interrupt the class.

D: Other

E: Other

**Graph 17: In case of disorder I in the classroom.**

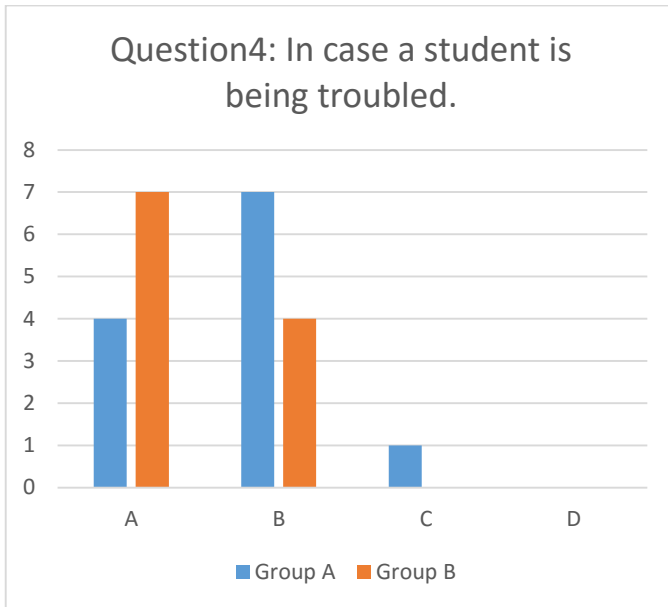
## **Group A**

This graph shows that 8 out of 8 teachers (100%) in **7** considered to reprehend the behavior of those distracted students with a loud voice only 1 out of 8 teachers (12%) considered to call an inspector to control the problem properly; at the same time, it can be observed while not one of the teachers (0%) can consider to ignore and not one of the teachers (0%) can consider other alternative.

## **Group B**

Graph 17 also shows that 6 out of 9 teachers (66%) in **Group B** can consider to reprehend the behavior of those distracted students with a loud voice, 2 out of 9 (22%) of the teachers can consider other alternative, while only 1 out of 9 teachers (11%) could consider to call an inspector to control the problem properly; at the same time, it can be observed that not one of the teachers (0%) considered to ignore the situation.

**Question 4:** In case that you detect that one student is being obviously troubled by other student or their home, you:



- A: Have a conversation with the aggressor
- B: Support the student with conversations and moral support
- C: Encourage him or her to confront the aggressor.
- D: Other

**Graph 18: In case a student is being troubled.**

### **Group A**

This graph shows that 7 out of 8 teachers (87%) in **Group A** can considerer to support the student with conversations and moral support, while 4 out of 8 teachers (50%) consider having a conversation with the aggressor properly; at the same time, only 1 out of 8 teachers (12%). Finally, not one of the teachers (0%) can consider other alternative.

## **Group B**

This graph shows that 7 out of 9 teachers (44%) in **Group B** can consider having a conversation with the aggressor properly; at the same time, it can be observed that 4 out of 9 teachers (44%) can considerer to support the student with conversations and moral support while not one of the teachers (0%) can consider that encourage the student confront the aggressor. Finally, not one of the teachers (0%) can consider other alternative.

## **Conclusion Section IV.**

The questions in this section were related to the classroom management abilities of the teachers. For instance, in the case of rebellious attitude, represented by the Graph N° 17, both groups of teachers chose the same alternative. Most of the teachers indicated that they would reprehend the behavior of students using loud voice. In case of lack of attention or interest of their students, both groups chose to converse and discuss with the students, as shown in Graph N° 15.

In contrast to this, in Graph N° 18 shows opposites results, the same number of teachers chooses two different results; teachers were asked about what they would do if one of their students were troubled by another student. Most of the teachers with more experience, indicated that they would speak directly with the aggressor, being more confrontational, while novel teachers chose to encourage the victim to defend themselves and solve the problem.

These attitudes reflect that, according to their years of experiences, teachers adopt different approaches to deal with these various types of conflicts outside the classrooms. The more experience teachers have, the more directly they seem to be trying to solve the problem, not with the victim, but with the aggressor. All these ideas came from off the record interviews with the teachers themselves.

The investigation started from the hypotheses that teachers with more years of experience had better classroom management. With the analysis of the above referenced graphs and results, it was clear that the method to solve conflicts used by these group of teachers can be more direct, and most of the teachers tend to delegate some responsibility to solve conflicts, but when the problem seemed to be more concerned with the students directly, they chose to get involved.



## **2. Comparison Table.**

The following graphs and tables are based on the results of the analysis of the academic results obtained by the students of the 20 teachers working in classes using the same content in different establishments inside the Metropolitan Region of Chile. The groups of teachers are divided into three groups: 8 teachers with 1 to 3 years of experience, 9 teachers with more than 7 years of experience, and 3 teachers with 4 to 6 years of experience. The latter will not be considered in the following study because, according to our perception, they do not figure in either category, but they are rather in a state of development and they do not fit entirely in any of the groups, neither as beginners nor as completely experienced teachers.

For the purposes of clarity, the group of teachers with 1 to 3 years of experience corresponds to Group A while the group with more than 7 years of experience corresponds to Group B.

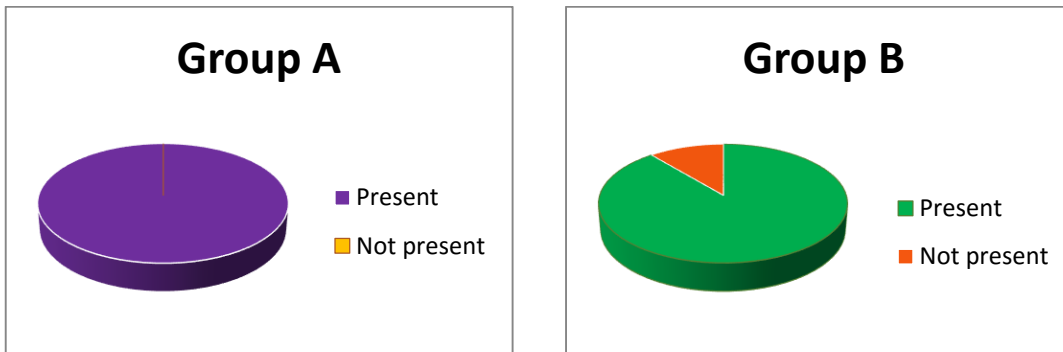
The comparison table was divided into two sections: the first one, considering the evaluation of the language skills and the extension of them, and the second section considered the quantity of evaluations each teacher has, the average of the courses they obtain, and the percentage of failure of their students.

## 2.1 Evaluation of Language Skills.

The following graphs are related to the evaluation of the language skills that each group of teachers uses to evaluate their students.

### 2.1.1 Writing and Reading.

This criterion was selected according to the Chilean Ministry of Education. Writing and reading are fundamental for the learning of the English language.

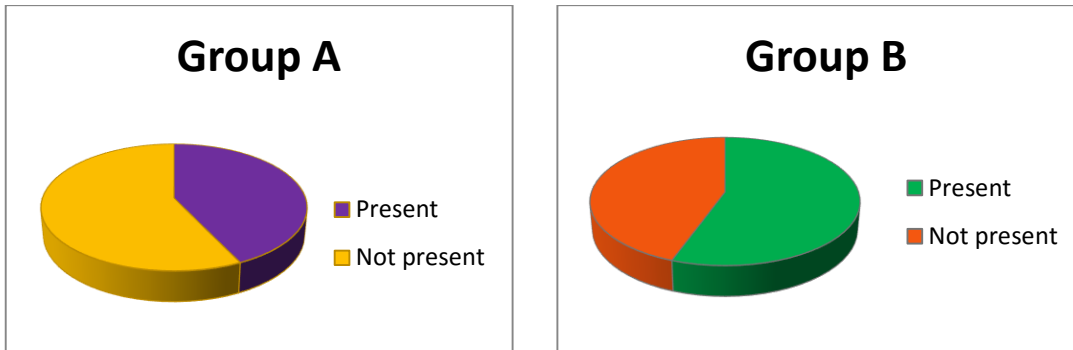


**Graph 19: Evaluation of Writing and Reading comprehension.**

The first graph shows that 100% of the teachers (8 out of 8) in Group A (with 1 to 3 years of experience), presented the evaluation of the writing and reading skills together, whereas only 89% (8 out of 9) of the teachers from the Group B (with more than 7 years of experience), evaluate both languages skills together.

### 2.1.2 Listening Comprehension

The study considered this criterion because an important part of the development of the language, is due to the listening skill.

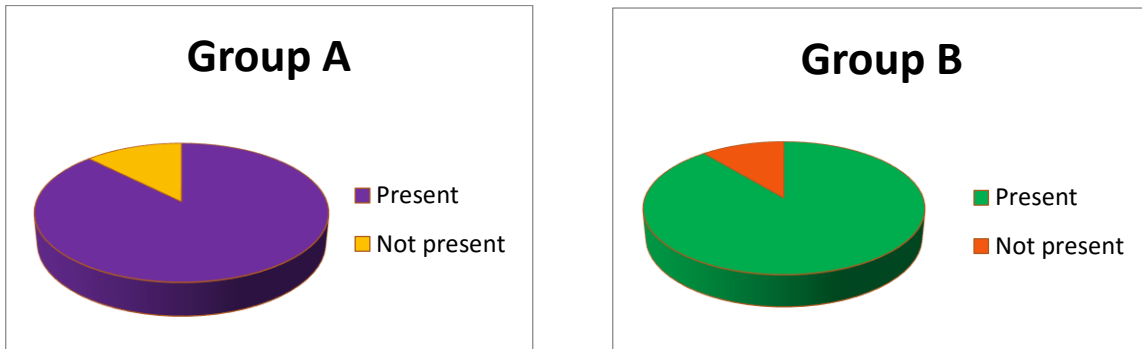


**Graph 20: Evaluation of listening comprehension.**

The graphs above show that in the Group A, 38% (3 out of 8) of teachers evaluate listening comprehension in tests, while, 62% (5 out of 8) of teachers do not do it like this. On the other hand, the Group B 56% (5 out of 9) applies original audios in their test to evaluate listening comprehension and 44% (4 out of 9) teachers do not evaluate this skill.

### 2.1.3 Oral Production.

One way to practice and evaluate the progress of learning of a language is through oral production, this concerns the creation of short sentences and small dialogues.

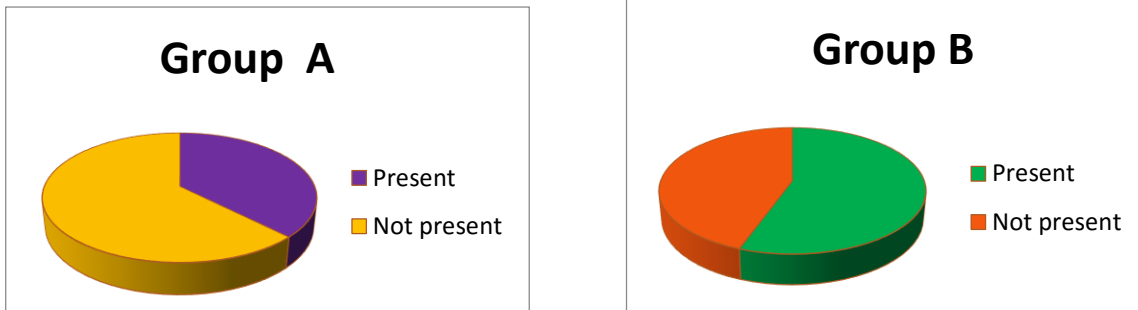


**Graph 21: Evaluation of the oral production.**

These graphs represent that in Group A, only 13% (1 out of 8) of the teachers do not evaluate oral production in tests. Similarly, in Group B, only 11% (1 out of 9) of the teachers does not evaluate oral production in formal assessment.

### 2.1.4 Extensive Writing.

These evaluations are considered to measure the level of vocabulary and lexis of students in creation of reports, essays, and summaries, among others. Extensive writing is a great tool to evaluate vocabulary acquisition.

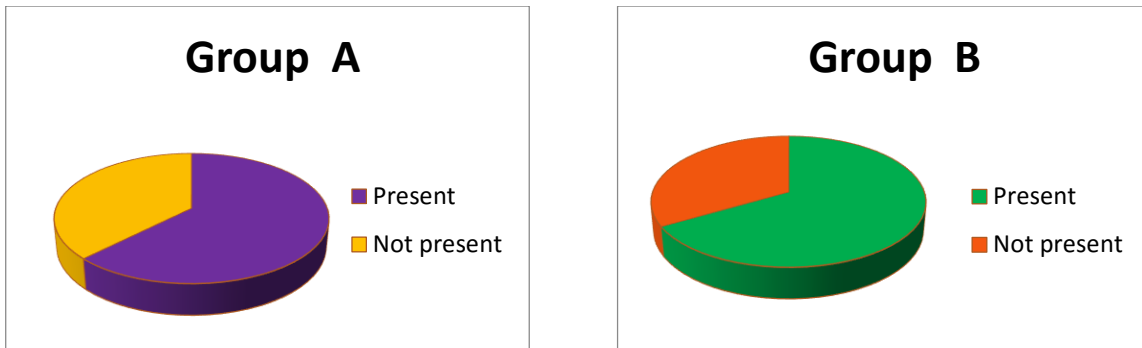


**Graph 22: Evaluation of extensive writing.**

The graphs evidence that, inside Group A, 38% (3 out of 8) of teachers evaluate extensive writing, and 62% (5 out of 8) teachers do not consider evaluating this. Whereas in the Group B, 56% (5 out of 9) teachers evaluate this language skill, and 44% (4 out of 9) teachers do not consider it.

### 2.1.5 Oral Expression

Oral expression is considered for matter of this research as the extensive use of the oral production, usually long dialogues, role play, monologues, and presentations about several topics.

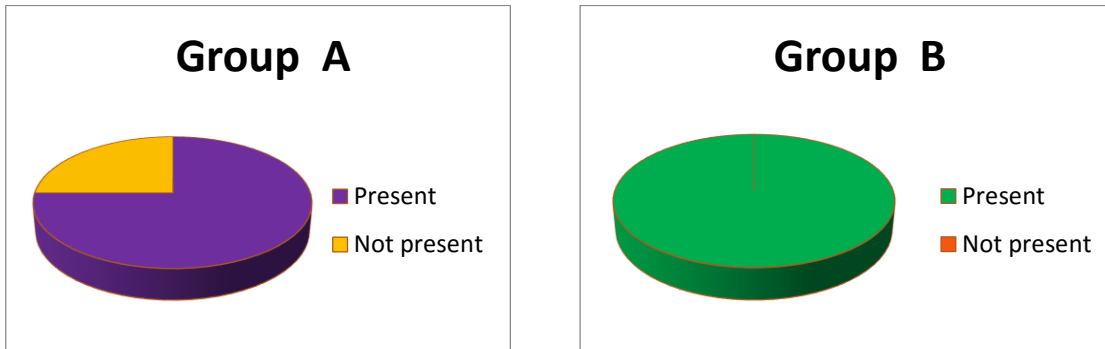


**Graph 23: Evaluation of the oral expression.**

The graphs represent that in the Group A, 62% (5 out of 8) of the teachers evaluate oral expression as a separated grade, and 38% (3 out of 8) of the teachers does not consider it. In comparison, in the Group B, 67% (6 out of 9) of the teachers evaluate oral expression and 33% (3 out of 9) the teachers does not evaluate this skill.

### 2.1.6 Class work.

This criterion was selected because, in order to be able to evaluate the progress of students, teachers should evaluate how students work inside the classroom.

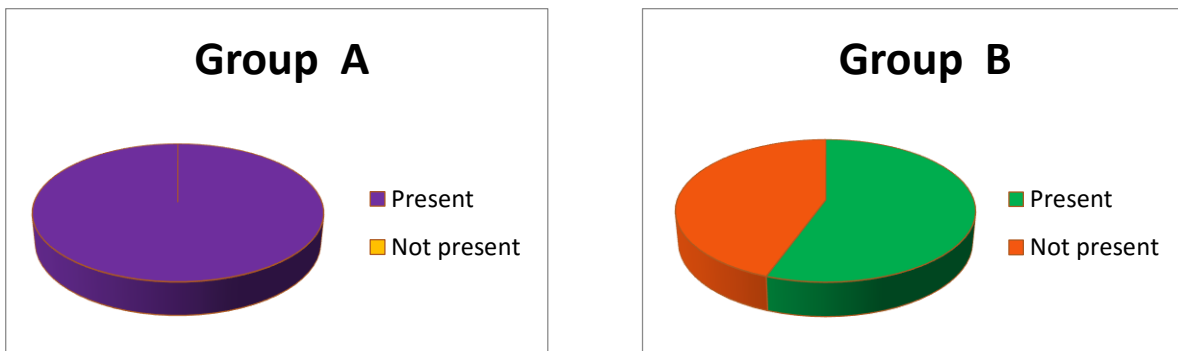


**Graph 24: Evaluation of the progress in classes.**

These pair of graphs reveal that in the Group A, 75% (6 out of 8) of the teachers evaluate the progress of their students in class and 25% (2 out of 8) of the teachers does not consider evaluating it. In contrast, Group B indicated that 100% (9 out of 9) of the teachers consider evaluating the progress inside the classroom of their students.

### 2.1.7 Extracurricular evaluations.

This criterion was selected in order to contribute to this investigation and show how teachers use different kind of didactic strategies such as: Spelling bee, English day or week, among others multi subject activities regarding English, when they are in front of activities either inside or outside the classroom.



**Graph 25: Evaluation of extracurricular activities.**

These graphs show that the 100% (8 out of 8) of the teachers of the Group A consider some kind of extracurricular activity inside their evaluations. Meanwhile, teachers from Group B, only 56% (5 out of 9) of the teachers evaluate this type of activities and 44% (4 out of 9) of the teachers do not evaluate them or perform them inside the school setting.



## **Conclusions for Evaluation of language skills**

As shown in the graphs above, it is possible to establish similarities between both groups. In the criteria regarding “oral production” and “oral expression” the percentage of teachers that evaluate both criteria are similar, they do not exceed 10% of difference.

Another similarity between the two groups of teachers is shown in the criteria “reading and writing together” and “evaluation of the progress of the students in class”, where the number of teachers that considered evaluating those aspects showed a minimal difference, i.e. no more than 15%.

The remaining criteria presented the following differences: “Listening evaluation with original audios. In Group A, most of the teachers did not evaluate using original audios, but in Group B, most of them did evaluate listening as a separate item. In “Extensive writing, in Group A most of teachers did not evaluate extensive writing, whereas in Group B, most of them did evaluate extensive writing tasks. Finally, in relation to “Extra-curricular activities”, all the teachers in Group A did not evaluate this type of activities. On the other hand, 5 from 9 teachers on the group B of more than 7 years of experience did consider, motivate and evaluate these sorts of activities outside the classroom.

## 2.2 Analysis of Academic results.

This section inside the comparison table analyzes the average of each class, the quantity of evaluations and the percentage of failure that each class obtained.

### 2.2.1 Quantity of evaluations.

An important aspect of the evaluation of the progress of the students has to do with the quantity of evaluations that a teacher applies to his or her students.

	<b>Group A</b>	<b>Group B</b>
Quantity of evaluations made by each groups of teachers.	2-4	3-5

**Table 1: Quantity of evaluations.**

This table represents the approximate range of quantity of evaluations that teachers perform with their classes. These numbers were considered until the second week of June.

### 2.2.2 Average of the class.

One of the main aspects to consider the effectiveness of a teacher is the academic scores the students get. The average of each class was calculated and is presented below.

Average of academic results of each groups of teachers	Group A	Group B
	5,73	5,65

**Table 2: Averages of classes**

The table shows the average grade of the students from each group of teachers. This mean was obtained by averaging all the means of each group of teachers, 8 different courses in group A and 9 in group B.

### 2.2.3 Percentage of class failure.

This criterion was selected to recognize which group of teachers is more effective, according to the quantity of students that fail in their classes.

Percentage of failure of each group of teachers	Group A	Group B
	7%	10%

**Table 3: Percentage of Failure.**

This table shows the difference in the percentages that indicate the quantity of students that fail in each group of teachers.

### **Conclusions for the analysis of Academic results.**

Summarizing, as the investigation project tried to assess if there were important differences in the results obtained by the students of the interviewed teachers, this comparison table indicates that there are no significant differences between Group A and Group B, as most of the percentages and results are similar. For instance, at the moment of comparing the average grades of all the classes where the teachers taught their lessons, both groups of teachers got the same final average (5,7), with a small difference in decimals, being Group A the highest with 5,737 while, Group B obtained a 5,655.

# Conclusions

## 1. General Conclusions.

This investigation project had the purpose of assessing whether or not there are differences in the effectiveness of teachers depending on the years of experience they have performed in front of classes. Starting from the purpose of evaluating the effectiveness of a teacher, it was considered necessary to evaluate two main dimensions: the method used in the process of teaching and the academic results obtained by their students, as these might determine some reasons for those possible differences between the groups of teachers. To accomplish this, it was necessary to use two complementary tools: a survey that collected information about the way the teachers work in subsidized schools in the Metropolitan Region of Chile and a comparison table that was applied to the academic results of the students in twelfth grade. Also, this table indicated how the teachers surveyed evaluate the four language skills within their language classrooms.

The investigation also sought to determine whether or not there were certain preferences in the methodologies used by the teachers, as this could help to determine methods that can lead to an effective process of teaching. After analyzing the survey, it was established that most novel and experienced teachers prefer using the Cooperative Language Learning method, which consists of learning through the use of cooperative activities and group interaction, and they would avoid the use of

the Grammar Translation method, which consists of learning by written exercises, learning grammar patterns, and translating sentences or texts from the mother tongue of the student. Consequently, from these results can be considered that the most appropriate method for an effective teacher is the Cooperative Language Method inside the classroom, that is to say, that teachers prefer to work integrating all the students to participate and collaborating with the class and the content actively, recognizing this as an important part of the process of the learning.

Another aspect that the investigation tried to assess was the way that teachers evaluate the language skills. The comparison table evidenced that most of the teachers evaluate basic writing and reading together: isolated sentences, completing verb forms and reading of short texts, which means they could be considered as the most used skills in the classes. The comparison table also showed that they evaluated the progress of the students and had tendency to make students speak in class, but the evaluation of oral production and expressions was not considered all the time in the classes, as it is not developed by teachers very often. According to this, it is important to mention that the group of more experienced teachers tried to evaluate listening and extensive writing associated with complementary reading, demonstrating a more receptive type of teaching. Meanwhile, novel teachers seemed to be more concerned about evaluating activities outside of the classroom and creating other instances to evaluate their students.

This investigation project was focused on the difference on the level of effectiveness of the teachers. Also one of the methods to interpret the effectiveness successfully was comparing the averages and academic results of the students and could interpret the results. At the moment of designing the project, it was expected to find significant differences in the averages of the groups of teachers, however, against the odds; both groups of teachers averaged the same score, presenting the same number of evaluations and number of students that had failed under their instruction.

Furthermore, as future teachers, we considered that a constant updating of the knowledge is an important part of the teachers' work; they may be constantly developing skills related to technologies and strategies to teach according to the reality of each educational system. Regrettably, this aspect was not appreciated in the sample, in either group. As we studied, this happened for several reasons: firstly, most of the schools where the teachers work did not provide opportunities for attending courses or seminars. In a second place, another factor could be the lack of economic resources to provide these sorts of courses; some teachers may want to participate in them, but they could not afford them.

One of the conclusions that may be contrast to our theoretical investigation was that novel teachers seemed to have difficulties motivating their students showing an opposite result from the one initially expected, but it was mentioned in the theoretical framework that novel teachers had a closer relation with the students, because they were more receptive and more involved in the reality of their students.

Another significant result related to this topic was the one provided by the experienced teachers, when they indicated that their most problematic aspect in the teaching process was preparing the lesson plans. This idea was mentioned in the theoretical framework, as it was expected to be an easy task for the experienced teachers because it was considered that they knew the reality of the education system of the schools and knew how to apply this reality inside the classroom. Due to this, both results were not expected by the researchers and rebut one of the hypotheses that were established at the beginning of the investigation: teachers with less years of experience have problems at the moment of planning their lessons and implementing them.

Another significant conclusion that emerged from the analysis of the results, was the tendency shown by both groups at the moment of indicating the school level where they would prefer to work. In case of novel teachers, the tendency was to work in primary school. Meanwhile, experienced teachers showed a preference about working in high schools. This led the researchers to interpret these results as a tendency; the more experience the teachers have, the older students they prefer to manage and teach.

In relation to classroom management issues, novel teachers seemed to be more involved in situations like quarrels or fights. Most of the teachers interviewed from this group, indicated that they would interfere directly to stop the action, in contrast with the option of experienced teachers who preferred to delegate to an inspector or someone else to help stop the situation.



Finally, once the tools were applied and analyzed, both the survey and comparison table had shown no significant differences. On the contrary, a good number of teachers in both groups chose the same methodologies, obtained similar results with their students, and evaluated the language skills in similar ways. This implies there were no considerable differences in the performance and effectiveness of teachers, regardless the years of experience a teacher may have. The focus of this investigation project revolved on the idea of the possible relation of effectiveness and years of experience. According to all these factors, it was possible to indicate that it does not seem to exist an influence from the years of experience of the teacher on the effectiveness of the teaching process, at least represented by the sample considered in this investigation project.

As investigators and future teachers, we can indicate that we expected to find significant differences between the groups, because after all the analysis of these aspects, it could allow us to consider what methods, types of evaluations and practices we would implement to make our future teaching process more effective.

## **2. Suggestions:**

In the implementation of this investigation project, certain findings were encountered, which were not deliberately part of this thesis. For future research projects and/or forthcoming studies about how experience influences in the effectiveness of teachers, the following propositions can be made:

It would be important to consider other levels beyond twelfth grade, because there may be possible differences in the application of other types of pedagogical practices in the different school levels. Also, to consider teachers with intermediate levels of experience as a control group might reflect a curve of changes. As clearly indicated at the beginning of this work, the group of teachers with 4-6 years of experience was left out of the investigation as they could not be clearly identified as novel or experienced teachers.

Finally, it would be interesting to do some similar research in all types of educational establishments, or in other regions of the country trying to find a more significant impact on the results.

### **3. Study limitations**

This study was put forth with the intention of assessing possible differences on the effectiveness of teachers according their years of experience. Although the outcomes of the project have been reached, unavoidable limitations were faced during the process. Some of them are indicated below:

There were problems regarding time constraints: the researchers were provided with four months (from mid-April to mid-July) to carry out this project, which was composed of a literature review, creation of two research instruments, and the collection of the information from different establishments in the Metropolitan Region of Chile. Even though the research was successfully finished, in the collection process, due to different reasons, some establishments decided to not cooperate, or avoided sending the required information. These factors delayed the process of analyzing the results.

Moreover, as the data was collected from different teachers working in various subsidized establishments in different districts in Santiago, the different locations of the schools made the data collection and analysis of this data more difficult. However, being aware that every institution possesses a system of rules in order to preserve harmony, the researchers created a formal letter including a formal request for cooperation; some of the schools made the process of delivering information more complicated, arguing that paperwork had to be in order to make them cooperate.

Once obstacles were overcome, the teachers were able to give professional information about them and the results of their students. On the other hand, the number of teachers that participated in this research was conditioned by the permission of schools to provide the required information. The sample may not be as representative as it was initially intended, but it was a number that allowed conclusions to be made.

While acknowledging such limitations, the study was complete within the assigned period of time.

#### **4. Further Research.**

As this thesis project was an investigation related to effectiveness of teachers, diverse insights and directions for national and international researchers, academics, and teachers can be provided. Not only are research directions related to the experience of the teachers or to the methods used to teach, but also, the selection of the samples can be created considering others aspects.

In subsidized schools, there are different levels of economic resources. This factor may be of a greater influence on the use and updating of technologies for their teachers. Also a division into economic sections, rather than only subsidized, state or private schools could affect the results of the implementation of technologies in the classroom, due to not always the teachers have the appropriate knowledge for used it.

Other possible changes to future research could be: if the sample is changed, for instance the number of teachers considered is larger, in this case, the group from 4 to 6 years of experience could be considered as a control group, as previously mentioned. As well as, if not only twelfth grade students were considered, but also if other school levels were considered, major changes in the academic results by the students could be presented. Furthermore it is important to consider that any other changes in the sample could be significant or relevant regarding the result obtained.

## Bibliography.

Arancibia, V. (2008). *Centro de Estudios Públicos*. Obtenido de Centro de Estudios

Públicos:

[http://www.cepchile.cl/dms/archivo\\_1819\\_1298/rev47\\_%EE%80%80arancibia%EE%80%81.pdf](http://www.cepchile.cl/dms/archivo_1819_1298/rev47_%EE%80%80arancibia%EE%80%81.pdf)

Biblioteca Congreso Nacional de Chile. (November de 1998). Decreto con Fuerza de Ley 2. Santiago, Chile: Biblioteca Congreso Nacional de Chile.

Brown, H. D. (2001). *Teaching by Principles: An interactive approach to language pedagogy*. New York: Longman.

Bussiness Dictionary . (2016). *Bussiness Dictionary* . Recuperado el May de 2016, de Bussiness Dictionary : [www.businessdictionary.com](http://www.businessdictionary.com)

Dogan Yuksel, I. B. (2014). *Teacheing Language Skills*. New York: Nova Science Publishers.

Edmonds, R. (1979). *Effective Schools for the Urban Poor*. Virginia : Educational Leadership.

Fernández, T. (2015). *Educar Chile* . Obtenido de Educar Chile : [ww2.educarchile.cl](http://ww2.educarchile.cl)

Goetz, T., & Hall, N. (2013). *Emition, Motivation and Self-regulation: A Handbook for Teachers*. United Kingdom: Emerald Group Publishing Limited.

Greenwald, R., Hedges, L., & Laine, R. (1996). *The Effect of School Resources on Student Achievement*. Chicago: Illinois State Board of Education.

Hanushek, E., Kain, J., O'Brien, D., & Rivkin, S. (2005). *The Market for Teacher Quality*. Cambridge: National Bureau of Economic Research. In Linda Gorman, Good Teachers Raise Student Achievement, 2006 from <http://www.nber.org/digest/aug05/w11154.html>

Harmer, J. (2001). *the practice of English Language Teaching*. Edinburgh: Longman.

Larsen-Freeman, D. (2004). *Techniques and Principles in Language Teaching*. New York: Oxford University Press.

McBer, H. (2000). *Research into Teacher Effectiveness: A model of Teacher Effectiveness*. <http://dera.ioe.ac.uk/4566/1/RR216.pdf>

McKeachie, W. (1989). *Teaching Tips: A Guidebook for the Beginning College Teacher*. Massachusetts: D C Heath and Company. In: [http://onlinelibrary.wiley.com/doi/10.1016/0307-4412\(88\)90090-8/pdf](http://onlinelibrary.wiley.com/doi/10.1016/0307-4412(88)90090-8/pdf)

Ministerio de Educación de Chile. (1998). *Ley de Subvención del Estado a Establecimientos Educcionales*. Santiago: Ministerio de Educación de Chile.

Montecinos, C. (2003). Desarrollo Profesional Docente Y Aprendizaje Colectivo. *psicoperspectivas* , 105 - 128.

Muñoz, M. (2006). *Educación y Efectividad*. Santiago: Pontificia Universidad Católica de Chile.

Nunes, P. (2016). *Enciclopedia Tematica Know Net*. Recuperado el may de 2016, de Enciclopedia Tematica Know Net: [www.knoow.net](http://www.knoow.net)

Omer, S. (2011, September 26). *NBCNEWS.com*. Retrieved June 2016, from NBCNEWS.com: [http://www.nbcnews.com/id/44505094/ns/us\\_news-education\\_nation/t/classroom-crisis-many-teachers-have-little-or-no-experience/#.V2xxx\\_nhDIU](http://www.nbcnews.com/id/44505094/ns/us_news-education_nation/t/classroom-crisis-many-teachers-have-little-or-no-experience/#.V2xxx_nhDIU)

Pedagogy Merlot . (2016). *Pedagogy Merlot* . Recuperado el May de 2016, de Pedagogy Merlot : (<http://pedagogy.merlot.org/TeachingStrategies.html>)

Peng, P. (2014). *School Effectiveness in China: an exploratory study*. Peter Lang Edition .

Peñaloza, A., & Osorio, M. (2005). *Elaboración de un Instrumento de Evaluación*. Caracas: Departament de Investigacion de CUAM.

RAE. (2016). *RAE.es*. Retrieved May 2016, from RAE.es: [www.rae.es](http://www.rae.es)

Richards, J. C., & Rodgers, T. S. (1999). *Approaches and methods in language teaching*. Cambridge: Cambridge University Press.

Stronge, J. (2007). *Qualities of Effective Teachers*. United States: ASCD.

University, Cambridge. (2016). *Cambridge University Press*. Recuperado el May de 2016, de Cambridge University Press: [www.dictionary.cambridge.org](http://www.dictionary.cambridge.org)

Vilca, E. (2005, July). *Educrea.cl*. Retrieved May 2016, from Educrea.cl: <http://educrea.cl/el-profesor-novel/>

Wright, T. (1987). *Roles of Teachers and Learners* . Estados Unidos : Oxford University Press .



## **Appendix**

## Glossary.

1. **Novel Teacher:** The "star teachers" of the future will be those who work to make what is now the best become the standard for all. (McBer, 2000)
2. **Experienced Teacher:** An experienced worker is a person who has several years on the same job and performing a group of tasks.
3. **Semi private school:** the subvention is a co-payment system with state support which can be managed by municipalities, individuals or corporation, in the case of this research it is focused on individual and corporation management, as their conditions to provide adequate education and cultural environment are similar.
4. **TICS:** Information and Communication Technology (ICT) can contribute to universal access to education, equity in education, the delivery of quality learning and teaching, teachers' professional development and more efficient education management, governance and administration. (UNESCO, 2016)
5. **Survey:** an examination about people's opinions or behavior completed by asking people questions. (Cambridge, 2016)
6. **Behavior:** It refers to the actions or reactions of an individual in a given environment and time, which are result of environment and experience. (Ander-Egg, 2012)
7. **Learning:** the process of getting knowledge or a new skill (Cambridge,2016)