



PONTIFICIA UNIVERSIDAD CATÓLICA DEL ECUADOR
Facultad de Ciencias de la Educación
Facultad de Comunicación, Lingüística y Literatura

Trabajo de Titulación como requisito previo para la obtención del título de
Magíster en Pedagogía del Inglés como Lengua Extranjera

**German Volunteer EFL Teaching in a Low-income School in the South of
Quito: Perceptions on the Experience**

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Quito, octubre 2024

DEDICATION

To my dearest brother, your wisdom and world views spread advice and encouragement which inspired me many times to pick up the pieces and carry on. This challenging journey called life would not be the same if it were not for you. Thanks for everything. You are the best person I know.

And to my father, whose example of constant work and discipline has been a source of inspiration for me.

This research is wholeheartedly dedicated to you.

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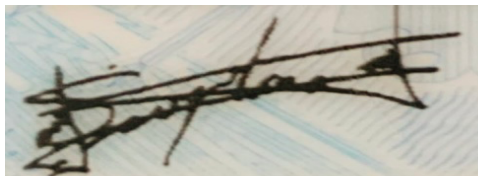
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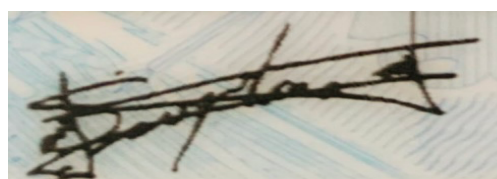
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Author:

Miguel Ángel Suquitana Garzón

Supervisor:

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Date:

October 2024

ABSTRACT

This research took place in a low-income school in the south of Quito city. The purpose was to collect the perception that all members from the institution had after six German volunteers visited them for four weeks whose purpose was to actively participate in EFL classes with 8th and 10th graders in order to help them enhance their skills in English. The impact of TEFL volunteering was recorded using a descriptive-explorative type of research using a series of semi-structured interviews, focal groups, pre and post written surveys and participant observation techniques promoting a dialogic and relational construction based on design research and collective imagination (Appadurai, 1996) at INEPE institute. The most remarkable results showed that the learners felt the volunteers' English level actually enhanced EFL classes boosting their pronunciation and lexis. In correspondence, learners contributed with proactive participation and good behavior in class. Certainly, the analysis of volunteers and authorities' perception contributed to understand that even though there was a positive cultural exchange during the experience which proved TEFL volunteering is advisable, there are also some issues inside EFL classes that are still permanent and quite problematic to solve unless educational authorities take action on this matter in the interest of improving and democratizing the decision-making process in regards to EFL classrooms in our country.

Keywords: EFL classes, volunteering, cultural exchange, low-income school.

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RESUMEN

Esta investigación tomó lugar en una escuela de bajos recursos en el sur de la ciudad de Quito. El propósito fue investigar la percepción que todos los miembros de la institución tuvieron después de que 6 voluntarios alemanes los visitaron por 4 semanas cuyo propósito fue participar activamente en las clases de EFL con los estudiantes de 8vo y 10mo para ayudarles a mejorar sus destrezas en el inglés. El impacto del voluntariado en TEFL fue registrado usando una investigación de tipo descriptiva -explorativa usando una serie de entrevistas semi-estructuradas, grupos focales, encuestas previas y posteriores al programa y técnicas de observación del maestrante promoviendo una construcción dialógica y relacional basada en investigación de diseño e imaginación colectiva (Appadurai, 1996) en el instituto INEPE. Los resultados más notables mostraron que los estudiantes sintiendo que el nivel de inglés de los voluntarios en realidad impulsaron las clases EFL mejorando su pronunciación y vocabulario.

Ciertamente, el análisis de la percepción de los voluntarios y las autoridades contribuyó a entender que aunque hubo un intercambio cultural positivo durante la experiencia, lo cual comprueba que el voluntariado EFL es recomendable, también hay otras cuestiones dentro de las clases EFL que son problemáticas y permanentes por resolver a menos que las autoridades educativas tomen cartas en el asunto con el propósito de democratizar el proceso de toma de decisiones relacionadas con las aulas EFL en nuestro país.

Palabras clave: Clases EFL, voluntariado, intercambio cultural, escuelas de bajos recursos

1. INTRODUCTION

When we talk about globalization, which implies international trade and movement of labor across international borders (migration) that is inevitably connected to resilience, easiness of adaptation changes and the ability to communicate effectively (communicative competence) in case you are an immigrant (United Nations, 2023). Some features in globalization have impacted volunteering in the last decades, for example depending on the country, volunteering tends to be more valued if it suffers from profound inequity or social problems like guerrilla. Besides, technology has impacted volunteering positively as it helps to build relations among companies and applicants worldwide who can even use technology to fill previous paperwork before the programs begin. Exploring patterns of time, pluralism, culture, and many others from specific local areas where the programs are targeted assisted organizations and NGOs to anticipate local solutions and sharpen staff selection in volunteering programs (Mary & Merrill, 2006).

The more our world becomes globalized, the more prepared and skillful human beings must become to face sudden changes and everyday challenges in the new culture (commonly known as culture shock). One mighty tool to overcome these obstacles is the ability to communicate with efficiency whenever necessary using the native language of the new place of residence. Unfortunately, the regional reality Latin-American countries face to make this possible is demoralizing because they deal with profound disadvantages like the lack of opportunities to learn a new language effectively in their educational programs (except for Argentina) which directly affects children (EF Institute, 2022), lack of commitment local authorities show, scarce supply of competent teachers in the field among others. This is where volunteering programs convey as a suitable alternative to partially solve this problem ending up in richer culture exchange and learner's authentic exposition to the language.

This paper aims to describe the highlights German volunteers experimented in ELT (English Language Teaching) field on a low-income school. Besides, this topic is new since there is not enough research being done about how feasible volunteering is in the ELT field in Ecuador which (Wilson, 2012) considered an interesting area for exploration as cited in (Romero et al., 2012). On one hand, it is highly recommended to weigh the main objectives when selecting volunteers for EFL classrooms while on the other hand, volunteers ought to be urged to train briefly in the main aspects in ELT (English Language Teaching) even before programs begin. As long as those two recommendations get to be fulfilled efficiently in international programs, volunteerism will be worth being implemented.

2. BACKGROUND

This work focuses on describing the experience experimented by the volunteers and the learners in the school and, if possible, spot possible causes that obstruct the effective language acquisition in educational centers. In other words, find specific reasons why students in middle school go through 12 years studying the language but unfortunately, unable to produce it.

The present topic includes a descriptive examination on volunteer's performance in low-income schools while working with students who attend English class. Their job is quite crucial in this role so it is necessary to understand what volunteering is and its types. Here's a short description of them.

Scholarship on international volunteer service is typically separated by four categories: (1) voluntourism, or volunteer tourism, (2) short-term unskilled volunteerism, also known as international volunteerism for cross-cultural understanding, (3) short-term skilled volunteerism, also known as professional international volunteering and (4) international volunteerism for development, also referred to as long-term international volunteerism (Sherraden et al., 2008).

International Volunteer Service is defined as an organized period of voluntary engagement and contribution to society across international borders with little or no monetary compensation (Sherraden et al., 2008). In this section, it is more than necessary to mention volunteering in ELT where Romero (2012), mentions that thousands English-speaking volunteers travel every year to underdeveloped countries. This can be done thanks to many international institutions like the United Nations Volunteer JET program or Peace Corps that offer several tools and strategies for volunteers to teach English in Latin America where students do not have equal access to English Instruction. The process of selecting volunteers and training them within the country's needs should be addressed sensibly because it could be criticized for promoting neo-colonialism discourses of development aid (Everingham, 2015). Once this gets to be overcome, volunteering could be considered as one of many possibilities to fill the gap of English Teachers in Ecuador since we neither have enough professionals (Diario La Hora, 2018), nor resources for all schools where English is taken as a compulsory secondary language. Consequently, we may also seize the opportunity to realize the actual reality that low-income schools go through day by day. By using this tool, we may be able to identify the possible failures we have in EFL and their solutions. Nevertheless, this may seem a bit long and too general to work on so I think this research would be secondarily focused on the speaking that students produce while they receive classes with the volunteers. As the days passed on, it was necessary to narrow down the topic to just speaking and listening since sometimes they need more practice especially listening because it has always been left out by its older sister: speaking (Toapanta, 2021).

On the other hand, in class our students are not exposed to 100% real English because our textbooks and the material, are prepared to expose them to the language academically. Once we get our

students to become more familiar with the foreign culture, background, context and accents, our learners will certainly understand how to use the language naturally in any situation which also will help the teachers to acknowledge our students' emotional situation and psychological status before class. Consequently, affective filter is certainly going to play a key role in this research.

In conclusion, we can witness this topic involves many components that are essential in EFL which enhance its relevance and makes it worth reading. Let me add that this project will be carried out in a low-income school at the south of Quito where five German master candidates will come to carry out speaking classes with the students from this school. All the instruments to collect the perceptions and results obtained from the participants in this study will be designed and prepared to possibly create a tentative handbook for future experiences like this one.

3. PROBLEM STATEMENT

This work pretends to analyze the work of volunteers teaching speaking in a low-income school, whose aim, among others, is to help learners at the institute improve their speaking skills. This can be seen as an opportunity to scrutinize the role of volunteers in Ecuadorian English Programs in schools and high schools which reality is worth describing in this paper. Based on data collected from public sources, we can witness the level of English in students from schools differ. There are two realities to be analyzed. One is TEFL public system with many factors affecting its efficient performance such as: numerous students per class, lack of adequate professionals in public schools, low level of EFL teachers -only 28% of teachers hold a proficient language level (Isabel & Montoya, 2023), cultural barriers, among others. To cite an example, the Ministry of Education Monserrat Creamer asserted herself there are not enough English teachers to supply all public schools. In addition to this, she even stated that those teachers in fact lack in competence when it comes to the proficient management of the language.

Figure 1: Qualified TEFL teachers in public Ecuadorian centers.

Nivel de inglés de los docentes de inglés del magisterio

Zona	A1-B1	B2	C1	Total
Zona 1	741	241	0	982
Zona 2	487	138	0	625
Zona 3	805	480	1	1.286
Zona 4	821	235	0	1.056
Zona 5	899	259	0	1.158
Zona 6	546	312	1	859
Zona 7	756	386	0	1.142
Zona 8	876	231	0	1.107
Zona 9	973	433	3	1.409
Total	6.904	2.715	5	9.624

Tabla: Silvio Guerra - Primicias - Fuente: UNAE - Descargar los datos - Creado con Datawrapper

Source: Primicias newspaper (2019)

The figure above provides more statistics on the number of TEFL public teachers in 2019 and how many of them were proficient enough (Machado, 2019).

The other side of this situation is in the hands of private schools that in fact take advantage of the deficiency shown in the public system and transform it into a product to be advertised and a matter of status for learners whose parents can afford tuition in a private school. These schools constantly offer scholarships, exchange programs, plus other perks and benefits that turn out tempting to parents looking better options for their children.

One factor worth citing is the cultural barrier that can be partially solved when volunteering is correctly applied thanks to the volunteers' contributions. The aim of this paper is to prove that short-term skilled volunteering, under strict EFL training, can help mitigate this phenomenon and reduce the gap produced by the factors mentioned above.

Volunteering programs should be more promoted in schools and high schools in order to motivate students become more familiar with native speakers in their daily routines and coexist more with them. This idea can not only help diminish the cultural barrier -mentioned before, but also aid students become more confident in their L2 as they would be frequently exposed to the language in real situations seizing the opportunity to develop their skills. As studies have shown that the weakest skill in learners (Toapanta, 2021), and even EFL teachers, is listening because of several reasons related to our reality like the lack of resources in public institutions for instance. In this sense, it is almost impossible to aid our students to strengthen their listening and speaking skills if we, as teachers, do not address this issue adequately. Besides, by taking a quick overview in textbooks for public schools we realize the Ecuadorian curriculum do not count on enough resources to deploy all English variations spoken around the world. Textbooks do not have enough input to expose students to real situations in English and, as teachers are forced to fulfill the program, they do not count on enough time and opportunities to provide it due to the large number of students per class (Diario La Hora, 2004).

Our teaching practice has become more academic and test-oriented instead of exploiting the language to motivate our students to get to know other cultures and its benefits. As (Ciprés, 2021) suggests, several private schools claim to be bilingual where English programs are offered in their curriculum. In order to be admitted in one of these institutions as a student, you will be asked to take a test in English and sometimes an interview in the same language will later be carried out. Besides, a common offer to achieve level B2 by taking an international exam is promoted for their students in the last high school levels in these institutions. This certainly represents a huge number of hours dedicated to achieving the expected level which provokes ELT become vastly academic.

Nevertheless, as it was previously discussed, in public schools the situation is absolutely different. So, in consequence, we need to know how much our students can process the language every time they

are exposed to different variations. In that sense, we could take advantage of volunteering programs to enrich the cultural exchange we have with volunteers to assimilate the strategies they apply to furtherly replicate them in our classrooms using suitable input.

3.1 Research Questions:

- ✓ What is the impact of TEFL volunteering on all the actors of the entire process?

3.2 General Objective:

- ✓ Analyze the impact of TEFL volunteering from the different perspectives of the participants involved.

3.3 Specific Objectives:

- ✓ Examine the learner's perception on the foreigners' volunteering in TEFL.
- ✓ Scrutinize the volunteers' impression on volunteering in a low-income school in Quito.
- ✓ Describe the authorities' opinion on the experience after the volunteering at their school.

4. RELEVANCE AND IMPORTANCE OF THE RESEARCH

In our society, we experiment several situations that do not let us exploit our language skills in class as they are considered taboo or acculturations. Certainly, these gaps in EFL development cause a negative impact because in order to study a language, we certainly need to study its culture (referred to traditions, food/music festivals, etc.) to assimilate more vocabulary and foreign expressions that contribute to development of a solvent language.

We, as teachers, are certainly able to learn a lot from native English-speaking professors who, thanks to their upbringing context, feature more tools and natural vocabulary in class. This reason, plus others are worth keeping in mind for us as EFL teachers so we can seize the advantage of the opportunities like this research that can contribute somehow to our professional accomplishment. Thus, this reason may be the best on why this project is as important for ELT -teaching English to speakers of other languages (British Council, 2023) as the fact that foreign volunteers will also be able to get benefited from this experience since they can firsthand learn from Ecuadorian culture in terms of approaches, methodologies and strategies.

5. THEORETICAL FRAMEWORK

5.1 VOLUNTEERING

Volunteering has had a huge impact since the idea was primarily settled since Woods, (1971) stated volunteering as an international service. Commonly, globalization and internationalization are associated with an increase of private programs that offer international volunteering. Globalization is perceived as the process where governments and companies worldwide connect with one another

sharing their markets, societies, and their culture. This is where international volunteering programs convey since they play a remarkable role in helping to spread human capital and technologies to defend human rights and enhance life standard in third world countries. Unfortunately, it has suffered a huge negative impact because of the latest pandemic and post-pandemic consequences in these last years. In addition to this, some characteristics that somehow shape international volunteering are income, age, education, race, ethnicity, and gender.

The international institution the Colorado State University and Global Volunteer Network offer guidelines tips on ELT for possible volunteers which promote job positions for them in countries in South America and Kenya Japan and China.

In addition to this, volunteering is vastly interpreted as working in local communities or rural areas with the purpose of developing projects while volunteers spend vacations in exotic locations around the world (Everingham, 2015). Haga clic aquí para escribir texto. This concept could be taken as “tourism” which can easily be misinterpreted as volunteerism which is why it would be the first concept to be discussed in this paper. Getting back to topic, tourism could be comprehended as volunteers trading pleasure with work for poor areas in process of development. It could bring some advantages to people who want to spend vacations but also appreciate reduction in expenses so, it could be seen as an alternative to conventional volunteerism, called as “new moral tourism” in Butcher’s words (2002). However, this concept has been criticized by many experts in the field since it reinforces simplistic essentialist dualism which ignores issues of inequality in structures where volunteerism takes place and, which in fact, deepens social justice (Simpson, 2004) as cited in (Everingham, 2015).

Now, as the concept of volunteering could be split into a few more categories, another important one used in this study is international volunteering that can be defined as a service organized in a certain period of time up to nine months where voluntary contribution to society takes place across international borders with no financial compensation at all (Lough, 2013). Any type of volunteering can be simply misinterpreted as diglossia on the authority of (Godenzzi, 2004) who refers to this as the phenomenon when two languages interact in a certain area or field for a considerable period of time which mostly end up in the dissolution of the native language as it happened in colonial times according to his study.

Consequently, it may be stated there are four categories under the concept of volunteering which can be briefly described as follows:

- a. Volunteer tourism: often shortened as “voluntourism” is the type of situation where volunteerism takes place for no longer than three weeks in which the applicants experience this phenomenon with locals with some training to help them have a brief idea of the future experience. Besides applicants here are usually required to pay for their own expenses who by the way, do not need to count on special skills or abilities to participate. A survey carried out by US Population in 2011, almost half volunteer participants apply for this volunteer tourism program
- b. Unskilled volunteerism: it usually happens in a short period of time to get to know cultures among countries. These programs are insufficient some parts of Latin America since our sources are scarce for this sector due to governments’ lack of commitment where young people under 22 years of age hardly ever participate in international volunteerism for development since a bachelor’s degree or a professional skill is required (B. J. Lough, 2015b).
- c. Skilled volunteerism: considered as professional volunteering, taking place in a short term where specific skills are required. This sort of volunteering is somehow connected to Diaspora Volunteering defined as granting access to immigrants (people whose families do not reside in the same country) sources of employment through volunteering programs so that IVCOs (international Volunteer Cooperation Organizations) can seize the expertise through these programs (B. J. Lough, 2015a) as a solid way to stiffen the rise of social responsibility in small and big corporations specially in this last decade.
- d. Volunteerism for development: the main difference in this category is that it takes place in the host country where the volunteer lives in-house with local people over a long period which must be for at least ten months or more. The selection program is certainly stricter where volunteers are chosen according to their specific abilities typically guaranteed with a bachelor’s degree. Once the volunteer is selected and assigned, he/she is required to take the training program which is longer and mandatory and must be completed before the program starts. Monetary compensations or even awards could be granted once the program is over.

This context contrasts with other realities where volunteers, on the other hand, need to mind other aspects such as: health insurance, accommodation, monthly stipend including meals, transportation, and incidentals before they go into service. According to (Romero et al., 2012) this can vary depending on the country they go to since in some cases this can be covered by the sponsoring institutions but in other ones, volunteers have to finance them by themselves. Hence, volunteering in ELT can seem attractive for volunteers but if these expenses are not fully covered, they can constitute an obstacle making the system more competitive for people who really want to help. Nonetheless, the experience of volunteering cannot be taken for granted as it may constitute a unique experience for the ones who

go through it. As (Murimirwa, 2019) suggests, volunteers could repay loans through mentorship in favor of social interest to improve the lives of the people in the area and their economy.

Providing aid for development has been the red flag used by many experts in the area to promote this kind of volunteerism, whereas other experts urge organizations to insert more humanist concepts like international understanding and intercultural learning, Palacios (2010) as cited in (Everingham, 2015) into their programs so that the process to select volunteers becomes more accurate and demanding in order to attract a better qualified type of individuals who might be able to provide technical help where needed.

In the interest of supporting this idea, as there is not enough research done in this country. It is worth mentioning that (Everingham, 2015) also emphasizes an institution named 'Fundación Arte del Mundo' (<http://www.artedelmundoecuador.org/>), an organization located in Tungurahua, Ecuador which as its mission states, their goal is to provide free programs for children after school including theatrical entertainment in order to encourage creativity and the love of reading. Another example in this country is 'San Francisco University' (<https://www.usfq.edu.ec/es/vinculacion-con-la-sociedad>) that possess a department to outreach the community areas through many programs and projects to satisfy social needs to promote local development (Universidad San Francisco, 2024). These projects' objectives are perfectly aligned with sustainable development goals worldwide.

In order for this to be carried out, volunteers are required to plan the activities and host them with the learners who are motivated to read for pleasure while participating in fun games too. Another option volunteers could opt to is to teach conversational English split up into short courses that the Foundation provides to the low-income public in general who can also participate in language exchange activities for volunteers who can learn culture and language from the locals. This institution is worth mentioning in this paper because they were able to find a way where both parties could mutually deal with culture. This phenomenon can help volunteers also feel that they are equal to the locals (thus eliminating apparent imbalance) which, in a long-term period, reinforces intercultural learning as cited in (Everingham, 2015) that also ventures to mention that many volunteers in this study could tell apart this foundation among many others that in fact, make profit from these programs.

5.2 EFL TEACHING

EFL teaching is learning a language in the culture where the learner lives in which context provides some opportunities to use the language in the accurate environment where real English can be applied (Brown, 2001). It is also worth stating another concept known as TEFL (Teaching English as a foreign

language) which means teaching the language to non-native speakers in a location where this language is not recognized as an official one (International TEFL Academy, 2023).

In teaching, several topics must be considered to impart learning. One of them is rather an important one which is the students' emotional situation when attending class as this plays a key role in their constant educational training. It is up to the teacher to regularly survey students to detect possible issues they may be going through. According to (Krashen, 1982), who coined this term known as the affective filter defined as the emotional and non-cognitive factors related to the second language acquisition process and the optimal input that we, as educators, ought to effectively provide our learners every once in a while (Lee & Van Patten, 2003). The second one is a lesson plan which is profoundly relevant when its previous steps, stated by experts, have been completed. In other words, when a lesson is planned, practiced, timed and reviewed once being applied (Bolton et al., 2009) with the purpose to evaluate the outcomes previously settled by the teacher and his effectiveness in class, the lesson certainly must contain the following steps such as: preparation (previous to the class), practice (as many times as possible) and delivery (type of response received by learners) although it is recommended and experienced teacher examines the plan to contribute with suitable feedback.

On the other hand, teaching teenagers holds more challenges since they bring challenges and fewer enriching experiences to the learning situation. They are dependent on a daily basis on the teacher's plan to be taught. Certainly, they will consider expressing directly- when something does not make sense or see it as irrelevant in daily use as adults may do. Their short experiences will certainly not give them enough confidence to express their opinion, which also shapes the learning environment negatively. It is worth mentioning that this is composed of the psychological and the physical side which by the way causes an effect on the differences between youth and adults. Adults seem to be more independent, responsible, likely prone to determine their own learning needs but also resentful when they perceive they are being treated as children. On the other hand, teenagers in class are prone to be dependent, are always expecting to be told what to do but also respond to an environment in which mutual respect is exercised. Also, Teens feel comfortable in the learner's role, and almost always expect the teacher to take responsibility for when and how they should learn. Besides, teachers need to approach the lesson as something that can be applied in the present while with children, the teacher has the alternative to teach towards the future (Bolton et al., 2009).

There are many other factors to weigh when teaching teenagers. Surrounding them with a positive atmosphere related to physical peace and psychological calmness may produce a positive impact in the learning cycle. Other aspects to be taken into consideration are audio-visual equipment in class and visual aids for their professional portfolio (flash cards) to avoid memory loss, reduce interference

during the learning process plus constant monitoring from the teacher, be flexible in task-timing, include mind maps or advanced graphic organizers and last but not least, promote an adequate seating arrangement that facilitates communication among class participants.

Apart from these guidelines, it is therefore crucial for volunteers to keep in mind that including effective feedback outside the class and keeping a friendly environment to reduce anxiety in students either inside or outside the classroom. In fact, partially disregarding the limit use for testing and class activities -depending on their aims- automatically produces stress relief which in fact enhances learner's brain to acquire the language more effectively.

5.2.1 EFL (English as a Foreign Language) in volunteers

Academically speaking, ELT programs require some training before working in the field. If you try to focus on planning a lesson as a volunteer, a few matters must be taken into account in order to help you prepare an outline according to (Daughtry, 2010).

- ✓ Introducing a lesson: pre-requirements to be considered in the first phase of the class.
- ✓ Lesson's length: adequate timing to break down each part of your lesson.
- ✓ Assessment approach in the class: necessary steps to evaluate your students adequately.
- ✓ Class material: count on the enough resources related to didactic material and equipment.
- ✓ Setting up goals: this is absolutely essential before the program begins.
- ✓ Diversity in activities: prepare your lesson to cover all multiple intelligences.
- ✓ Class interaction: evaluate if a teacher is appropriate to assist the volunteer.

These points are essential to be prepared with qualified assistance if you want your classes to be highly effective. Apart from stating that planning your lesson objectives at the same time as you plan the evaluation methods for your class to be effective, he includes some teaching phases and tips while working as a volunteer such as:

Preparation: stretch your schedule so you can make time to prepare your classes.

Visual aids: giving an extraordinary class is not enough, you may be compelled to provide handouts or worksheets for learners not to forget the content.

Learner's features: while in class, you may perceive that students work differently. These differences get more relevant when you work with kids or adults as each group has a huge variety of backgrounds and behaviors. For your classes to be adequate for young or adults, you may want to do quick research on pedagogy -applied for kids- or andragogy (Knowles, 1968), a term coined referred to teaching adults (Hartree, 1984).

Remembering techniques: in this case you need to include a diverse number of activities in your lesson that can convey with all multiple intelligences in learners. Remember this especially when you are preparing your evaluation as it has to reflect your lesson objectives.

Supplies and equipment: if you are volunteering for the first time, do not let improvisation catch you in a bad place. Always ask for a meeting where you can be told about the equipment and technological devices you might be given for your classes.

Wrap-up phase: if planning a lesson is important, ending it might be considered essential too. Think about fun and memorable ways to end your lesson so that your learners can feel identified with your classes and see them as relevant.

Some other authors like (Daugherty, 2017) include more criteria that can even be included as steps in EFL planning such as the educational previous conditions of learners and an appropriate evaluation activity to corroborate the primary focus of the class.

Another factor that is often well-understood by professionals in ELT and experienced teachers is that Language Acquisition fundamentals state that for basic users of the language and even independent users of it, it ought to require plenty of time to internalize new grammatical and lexis concepts. According to Bloom's taxonomy, learners need different learning and assessment methods to go through in order to master new discrete points of language. As a matter of fact, it is well known that only automatic understanding of grammar can help fluency and pronunciation (Biggs, 2014). Finally, if the organizers of the volunteer programs have this in mind, it can be passed on to volunteers working in ELT field.

English native speakers who volunteer can provide more than classroom lexis and incorporate real idiomatic expressions that are not necessarily considered "academic". If they were really trained in these concepts, local learners can see that their English is highly enriched with these tips in class thanks to the preparation that must come before even the class starts. To be honest, there are more tips that could be useful but now it is time to focus on the class itself and the post interactions after the lesson has finished.

5.3 PRAGMATIC COMPONENT

This competence is comprehended as the ability to correctly understand your interlocutor's ideas, feelings and intentions as well as expressing them accurately by yourself. As language changes throughout time, teachers and students have become more aware that not only grammar or vocabulary are important to learn a language but also the pragmatic component is also widely

necessary to appropriately acquire a language to be used in specific social situations learners may go through every day.

The Pragmatic component, as part of the Linguistic competence in CLT (Communicative Language Teaching) has the specific purpose of enabling speakers to interact highly with appropriate language in different social contexts while applying grammatical rules with suitable vocabulary (Van Canh et al., 2019) . Furthermore, cultural background plays a key role here because it induces learners to develop adequately in their own context. Consequently, learners are persuaded to develop more than one approach in a specific situation (for example in case they need to send an email to a classmate asking for help or the Dean for the same reason) while applying several social norms.

Some ways to improve pragmatic skills in class are storytelling, taking turns in a conversation, role playing, and so forth.

Choosing appropriate idiomatic expressions and understanding the consequences when using impolite register may help learners have better interactions with their surroundings. Here there is a whole field to explore. There are several variations of the language around the world so it would be impossible to expose our students to all of them. Talking about language variations, I could highlight the vernacular variation which, for many of us, can constitute a real challenge in listening activities in EFL classes. The term *vernacular* is used in a number of ways, but it generally refers to a language which has not been standardized and which does not have official status (Holmes & Janet, 2013).

Once this is established, we may realize we cannot cover all the variations in one course after all, but certainly we can let students become familiar with some of them if we, as institutions, open doors to more volunteering programs as long as they fit our students' needs in their context. Thanks to this exposition, learners certainly end up benefit since their linguistic outcome strengthens thanks to constant interaction with native speakers (Task-based Language Learning) (Bosch, 2017) .

In this regard, as educators we should remember education is an integral process so that they keep an eye on other factors that affect our students like their well-being and emotional welfare which are also areas to take care of for an adequate yet accurate acquisition of the language.

6. METHODOLOGICAL FRAMEWORK

6.1 TYPE OF RESEARCH AND SETTING

This descriptive-explorative research focuses on the activities performed with each group of students at INEPE institute where volunteers worked in the EFL program. The setting of this was the high school named INEPE (as described below).

- INEPE Institute: The school that was feasible to carry out this study was INEPE; Instituto de Investigación, Educación y Promoción Popular del Ecuador. It is a low-income, experimental institution with 37 years of experience which throughout the years was able to hold 672 students working along with over 70 volunteers from different nationalities. It is located 3100mts above sea level in the southeast of Quito in La Dolorosa neighborhood, 15 minutes from one of the main highways in the south of the city. It all began with a few neighbors attempting to create an institution to help the community. The main purpose INEPE has is to raise good-sensitive children capable of building up a new kind of humanity.

According to INEPE's webpage (<https://inepe.net/>), their educational approach is based on recreating principles and objectives of popular education from a holistic and dialectic perspective. The human being, perceived as a unity in all his phases: rational, intuitive, imaginative, esthetic, emotional and spiritual that must be developed to achieve comprehension of himself, others and his environment (1). Arts and music also play an essential role in the education of INEPE's students.

- Department of Outreach and Community Relations (Dirección de Vinculación): On the other hand, we have this department from Pontificia Universidad Católica del Ecuador. This department is the institutional instance that as a mission it has to put all knowledge, abilities and academic skills to the service of the community to give and answers and solutions to the main problems that our society holds (2). There was a project proposal called "Support for Ecuadorian Communities (Apoyo a Comunidades Ecuatorianas) PUCE-Ruhr" from Facultad de Comunicación Lingüística y Literatura to make the connections in order for volunteers from Ruhr University to prepare the program to work at INEPE Institute as a part of their Master's degree program which urges students to accomplish a certain number of hours as volunteer work in order to graduate.
- Professional School of International Education (PiStE): In this department that belongs to Bochum University support students from the Education MD program so that they can spend 3 months in an associate university from another country. The objective is for students to learn through research by carrying out their own projects based on multilingualism and

heterogeneity (3). Besides, it is important to mention that at the end of each semester, exchange students are offered the opportunity to present their research projects at RUB university.

In the recent years, Ruhr University has made connections with PUCE university, which is very well-known for integration of the heritage language resources into mainstream teaching and the University of Oulu in Finland. These associations in fact provide a direct benefit to the students enrolled in the Master of Education.

6.2 PARTICIPANTS

This program held five volunteer students working at INEPE for five weeks. Here you can see a more profound description of each one of them.

Volunteer 1: is a 26-year-old volunteer who specialized in Physical Education (PE) and spoke 3 languages (English, German and Spanish). Her English level was acceptable, but she had a few communication issues when using Spanish. She was in charge of teaching English to 10th graders in parallel A for two hours on Thursdays. 10th grade "A" level was made up by sixteen students, 9 male and 7 female, 16 in total. In fact, only 15 students attended and participated during the process of this program.

Volunteer 2: This volunteer had some background in the Spanish language since he had been married with an Ecuadorian woman for a few years and experienced the language in several occasions. He was studying Physical education too at Ruhr University. With the background mentioned, he was more than fluent in English and German and had a proficient level in Spanish. His age was 34 by the time this project was being carried out. He was a partner to volunteer 1 to teach English to the same group of students (10th grade "A") every Thursday.

Volunteer 3: In this case, the volunteer's Spanish was not proficient enough, he was more confident speaking English and German. In a few classes he needed some help when giving instructions to the students in his classes. His major was Philosophy in Ruhr University. He prepared the EFL program for students in 10th grade parallel B every Friday for two hours. This grade had fifteen students, ten male and five female, only 14 of them attended during the data analysis because of attendance issues.

Volunteer 4: is a student who had some background in EFL teaching because she used to work in an English program to teach kids at school in Argentina. She was studying mathematics when this volunteer program was carried out. She could speak English, German and Spanish fluently. She

was giving classes to the students in 8th parallel B grade every Friday for two hours before the break. The level had 17 students in English class. Nine of them were male while eight were female.

Volunteer 5: The volunteer was majoring in mathematics too at Ruhr University. She could speak three languages, so she had no problems when using Spanish to communicate. Besides, her English and German were proficient enough. She was 25 years old by the time this project was carried out. She was the teacher in 8th grade level A on Thursdays. 8th grade had 14 students for English class, six students were male while 8 of them were female.

6.3 MATERIALS

Didactic material for each class was schemed by the volunteers which was designed and executed based on the planning received every week by the English teacher in 8th and 10th grade at INEPE. Each class plan and its correspondent worksheet were designed to accomplish all the activities for a class of two hours in order to reinforce the three-hour classes provided by the ESL teacher at the beginning of every week. As it was previously mentioned, this English program was developed to improve the speaking skills since the former classes were book-based focused on grammar and lexis.

6.4 INSTRUMENTS

a. Observation and checklist: Every time there was an English class at INEPE lead by the volunteers, it was videotaped by the MD researcher. Besides, the researcher applied a rubric which corroborated the most important points to cover according to the class plan designed previously by the volunteer. The list mentioned above is attached in the Annexes section. Also, the rubric applied was a checklist that established many important points to consider during class observation.

b. Interviews: a set of oral interviews were performed at the end of the program to all the participants who belonged to the Institution. The volunteers were interviewed to record their impressions along with Karol Bolaños, the English teacher of eight and tenth grade in the institute as well as INEPE's English coordinator Andrea Raza who has is also in charge of the educational program for INEPE's musical talent and their Communication Director of the Institute, Pablo Salazar Luna.

c. Surveys for volunteers: these instruments were applied to each volunteer before the program started and later other surveys were applied after the program was carried out to find out if all the expectations they had were achieved. The pre-test was applied the first day the volunteers visited the institute. The Coordinator and the Communication Director gave them a little tour, so they got to know the installations, the students, and later they were asked to complete the

survey. The post interview was carried out like one week later the program was done and it took place at the Communications Department in PUCE campus where the interview was recorded in a studio.

Pre survey: The questions selected for this survey were aimed to collect the first impressions and expectations that the volunteers had before the program began, most of them agreed that they were eager to learn from our culture and our techniques to teach English to Spanish-speaking learners. It was the first time they were going to participate in English classes as English teachers so they were wondering if they could get to know the students' level of English before the program began. In fact, a class was planned before the program as an introductory lesson in tenth grade so the volunteers would be able to get to know the students' behavior and skills.

Post survey: On the other hand, this instrument was used to evaluate the perception assimilated by the experience gotten through by the volunteers. During the interview the questions were asked to the volunteers. The main questions included were as follows:

One last party that participated in this research was the administrative section of the institute. The coordinator of INEPE's English program was also interviewed along with the Communication department chief.

d. Personal notes (mentioned briefly, they will be included in annexes -Appendix 2, later). For every class observed several notes were taken by the MD researcher which included the students' reactions to the exercises, learning outcomes and strategies applied by the volunteers in each grade. The whole diary notes are included in the Annexes section at the end of the paper.

SURVEYS' DESCRIPTION

Questions for 8th graders after the program

Surveys were made at the end of the process in eighth graders in parallels 'A' and 'B'; in order to corroborate their experience in the English classes they had. Five questions were created to collect information about the impressions they obtained throughout the process. The questions they had in the survey were: Fue el voluntariado una buena idea para tus clases?, Por qué?, Qué expectativas tenías de esta experiencia? Cuáles se cumplieron?, Cuántas clases tuviste con los profesores de Alemania?, Te gustaron las clases de los voluntarios? Cómo te ayudaron?, Cómo contribuiste con esta experiencia, qué papel desempeñaste en clases?

Questions in English: Was volunteering a good idea for your classes? Why?, What expectations did you have about the experience? Which ones were fulfilled?, How many classes did you have with the German teachers?, Did you like the classes with the volunteers?, how did they help?, How did you contribute with this experience?, what role did you perform in class?

Questions for 10th graders before the program

For the present survey, also five questions were asked in tenth graders. It was essential to know what expectations they could possibly have related to the German volunteers because let us keep in mind that these students have already had experiences with volunteers before. The questions for the pre survey were: Es el voluntariado una buena idea para tus clases?, Por qué? Qué expectativas tienes de esta experiencia?, Cuántas clases quisieras tener con los profesores de Alemania?, Para qué crees que vienen a dar clases a INEPE?, Cómo esperas contribuir en esta experiencia, cómo ves tu papel aquí?. Questions were asked in Spanish because students were more comfortable with their mother language.

Questions in English: Is volunteering a good idea for your classes?, Why?, What expectations did you have about this experience?, How many classes would you like to have with the German teachers?, why do you think they come to give class at INEPE for?, How do you expect to contribute with this experience?, How do you see your role here?

Questions for 10th graders after the program

The post-survey for tenth graders was a bit different since the students from both parallels had the opportunity to go through another survey made before the program even began. The mentioned survey was made at the end of the process in in both parallels: 'A' and 'B'; to make sure their expectative were fulfilled and also to collect their experiences in the English classes they had. Five

questions were created to collect information about the impressions they obtained throughout the process which were: Fue el voluntariado una buena idea para tus clases?, Por qué?, Qué expectativas tenías de esta experiencia? Cuáles se cumplieron?, Cuántas clases tuviste con los profesores de Alemania?, Te gustaron las clases de los voluntarios? Cómo te ayudaron?, Cómo contribuiste con esta experiencia, qué papel desempeñaste en clases?

Questions in English: Was the volunteering a good idea for your classes?, why?, What expectations did you have about this experience?, Which ones were fulfilled?, How many classes did you have with the teachers from Germany?, Did you like the volunteer's classes?, How did they help?, How did you contribute to this experience, what role did you perform in classes?

Survey applied to volunteers

Pre survey questions

In the present survey, we can see the group of questions that were used for the volunteers before the program began. Their purpose was to understand the suppositions the volunteers could have before the program started and the role they were willing to perform since it was their first time working in a program like this. The questions asked were: Es el voluntariado una buena idea? Por qué?, Qué piensa de esta experiencia, qué expectativas tiene?, Cuántos pasos cree que puede tomar?, Para qué cree que es este proyecto, cuál es su utilidad?, Cómo esperar contribuir en esta experiencia, cómo ve su role aquí?

Questions in English: What do you think about this experience?, what expectations did you have?, How many steps do you think it may take?, What do you think is this project for, is it useful?, How do you expect to contribute to this experience, How do you see your role here?

Post survey questions

By the time the program was carried out and the volunteers ended their classes in English, a survey had been designed with the purpose of finding out highlights and relevant experiences which contained the following questions: Después de tu experiencia, consideras al voluntariado una buena práctica?, Qué expectativas tenías? Cuáles se concretaron?, Cuántos pasos tomó el proceso de enseñanza/aprendizaje en tu curso?, Cuál crees que es la utilidad de este proyecto?, Cómo crees que conseguiste contribuir en esta experiencia?, Qué papel(role) desempeñaste en tus clases? Que fue lo que te gustó de él?, Cuán útiles fueron otros participantes en esta investigación? Sea específico.

Questions in English: After this experience, do you consider volunteering a good practice?, What expectations did you have?, How many of them were fulfilled?, How many steps did the teaching/learning process take in this course?, What is the usefulness of this project?, How did you

get to contribute to this experience, do you think?, What role did you perform in your classes?, What did you like about it?, How useful were the participants in this investigation? Be specific.

Post Interview questions

The questions for the other members of the staff were made in the format of an interview. These included the teacher in charge of courses, the area coordinator and the person in charge of the Communication department. The questions that were used in the interview are as follows: Después de tu experiencia, consideras al voluntariado una buena práctica?, Qué expectativas tenías? Cuáles se concretaron?, Cuántos pasos tomó el proceso de enseñanza/aprendizaje en tu curso?,Cuál crees que es la utilidad de este proyecto?, Cómo crees que conseguiste contribuir en esta experiencia?, Qué papel(role) desempeñaste en tus clases? Que fue lo que te gustó de el?, Cuán útiles fueron otros participantes en esta investigación? Sea específico.

Questions in English: After this experience, do you consider volunteering a good practice?, What expectations did you have?, How many of them were fulfilled?, How many steps did the teaching/learning process take in this course?, What is the usefulness of this project?, How did you get to contribute to this experience, do you think?, What role did you perform in your classes?, What did you like about it?, How useful were the participants in this investigation? Be specific.

Survey applied to authorities

Pre survey questions

Now it is time to check the instruments applied to the members of INEPE institute that were the teacher, coordinator among others. The questions used for the pre interview were as follows: Es el voluntariado una buena idea? SI/NO Por qué?, Qué piensa de esta experiencia, que expectativas tiene?, Cuántos pasos cree que puede tomar?, Para qué cree que es este proyecto, cuál es su utilidad?, Cómo esperar contribuir en esta experiencia, cómo ve su role aquí? They were used, as explained before, to collect previous expectations and impressions as, in INEPE's case, was not their first time working in a volunteer program.

Questions in English: Is the volunteering a good idea? YES/NO Why?, What do you think of this experience, what expectations do you have?, How many steps it may take, do you think?, What do you think is this project for, is it useful?, How do you expect to contribute to this experience, how do you see your role here?

Post survey questions

The format applied was in the format of an oral interview where the English teacher, the communication Chief and the English Area coordinator were asked a few questions to basically weigh if their expectations were met or in case something relevant may have happened during the volunteering program.

The questions used were: Después de tu experiencia, consideras al voluntariado una buena práctica?, Qué expectativas tenías? Cuáles se concretaron?, Cuántos pasos tomó el proceso de enseñanza/aprendizaje en tu curso?,Cuál crees que es la utilidad de este proyecto?, Cómo crees que conseguiste contribuir en esta experiencia?, Qué papel(role) desempeñaste en tus clases? Que fue lo que te gustó de el?, Cuán útiles fueron otros participantes en esta investigación? Sea específico.

Questions in English: After this experience. Do you consider volunteering a good practice?, What expectations did you have? How many of them were fulfilled?, How many steps did the teaching/learning process take in your course?. What is the usefulness of this project, do you think?, How do you think you got to contribute to this experience?, What role did you perform in your classes?, What did you like about it?, How useful were the other participants in this investigation? Be specific.

7. RESULTS, ANALYSIS AND INTERPRETATIONS

Results in 10th grade parallel A.

Here we can see the answers from the surveys in the four parallels, as well as the analysis of the results obtained.

10 TH GRADE A Pre-survey	Code:	Q1: Is volunteering a good idea? Yes/No why?
	Ss10A1	I like the way they teach and their way to interact with students
	Ss10A2	To learn about other countries
	Ss10A3	Because I can meet people with other cultures
	Ss10A4	Because they explain well and I can understand
	Ss10A5	Because we can learn more
	Ss10A6	they explain well
	Ss10A7	because when we need help, they explain it to us
	Ss10A8	I understand them better
	Ss10A9	I think it is a good idea to make classes more dynamic
	Ss10A10	they provide a new sensation and motivate
	Ss10A11	Because they help us a lot with the pronunciation and to hear English better to learn in a better way
	Ss10A12	give a new way to learn and they have more knowledge
	Ss10A13	Because their classes are dynamic and more fun so they teach very well
	Ss10A14	Because they teach
	Ss10A15	Because they help us more with English, they teach us new things

10 TH GRADE A Post-survey	Code:	Q1: Was volunteering a good idea for your classes? Yes/No why?
	Ss10A1	because they make more fun activities
	Ss10A2	to learn more
	Ss10A3	it was an interesting and fun experience
	Ss10A4	they taught us very well
	Ss10A5	<i>absent</i>
	Ss10A6	because we learned the culture from other countries
	Ss10A7	yes, because he could teach us different things from his country.
	Ss10A8	they taught us more
	Ss10A9	<i>absent</i>
	Ss10A10	because they made a more interesting class
	Ss10A11	because they taught us pronunciation, try to learn in a more creative way, happy in class
	Ss10A12	yes because we learn more teaching methods
	Ss10A13	because their classes were more fun
	Ss10A14	<i>absent</i>
	Ss10A15	yes, because apart from English teachers in high school, they teach us more English

Chart 1: Parallel 10th A. Answers to question 1 in students' pre and post survey

10 TH GRADE A Pre-survey	Code:	Q2: What expectations do you have for this experience?
	Ss10A1	I could pronounce and talk English very well
	Ss10A2	to learn
	Ss10A3	Very good ones, I like to learn in different ways
	Ss10A4	To learn more English while they are here
	Ss10A5	to be able to be better in English
	Ss10A6	to end up with more experience
	Ss10A7	very good ones, we can learn another language besides English
	Ss10A8	a good expectation because I learn more
	Ss10A9	a good expectation because I learn more
	Ss10A10	a new experience because we have fun working new expectations
	Ss10A11	it improves my English, My understanding in class is really nice to know more fluent English and learn better
	Ss10A12	to learn more English in a different way
	Ss10A13	a very good one because I learn new languages
	Ss10A14	very good ones because we learn more and other languages
	Ss10A15	to improve and pronounce English better

10 TH GRADE A Post-survey	Code:	Q2: What expectations did you have in this experience? How many were fulfilled?
	Ss10A1	Mi expectation was to have, and it became real along with my learning
	Ss10A2	to increase my knowledge and it was fulfilled
	Ss10A3	I expected to teach us our cultures mutually
	Ss10A4	to learn more, it was fulfilled
	Ss10A5	<i>absent</i>
	Ss10A6	to learn more English and all were fulfilled
	Ss10A7	they were to learn more words in another language, and I was able to achieve them
	Ss10A8	N/A
	Ss10A9	<i>absent</i>
	Ss10A10	as expectations, play, learned and they were fulfilled
	Ss10A11	I had to learn to pronounce better, understand and both were achieved because I understood
	Ss10A12	to learn more and it was fulfilled
	Ss10A13	that classes to be nice and to be able to learn English better and both were fulfilled
	Ss10A14	<i>absent</i>
	Ss10A15	To be honest, I had no expectation

Chart 2: Parallel 10th A. Answers to question 2 in students' pre and post survey

10 TH GRADE A Pre-survey	Code:	Q3: How many classes would you like to have with the Teachers from Germany?
	Ss10A1	4 hours
	Ss10A2	twice a week
	Ss10A3	as may as they can give to us
	Ss10A4	once a week
	Ss10A5	want to have 4 hours
	Ss10A6	4
	Ss10A7	until the end of the year
	Ss10A8	10
	Ss10A9	5
	Ss10A10	twice a week
	Ss10A11	every school year
	Ss10A12	A two-hour class per week
	Ss10A13	to be honest, I want them to be my teachers permanently
	Ss10A14	One week
Ss10A15	All the English hours	

10 TH GRADE A Post-survey	Code:	Q3: How many classes did you have with German teachers?
	Ss10A1	n/a
	Ss10A2	4 weeks
	Ss10A3	4
	Ss10A4	five or six
	Ss10A5	four
	Ss10A6	four
	Ss10A7	four classes
	Ss10A8	4 classes
	Ss10A9	2
	Ss10A10	4 classes
	Ss10A11	like for weeks
	Ss10A12	4 class weeks
	Ss10A13	4 class weeks
	Ss10A14	n/a
Ss10A15	around 6 or 5 classes	

Chart 3: Parallel 10th A. Answers to question 3 in students' pre and post survey

10 TH GRADE A Pre-survey	Code:	Q4: What do you think they come to give classes at INEPE?
	Ss10A1	to teach English and their culture
	Ss10A2	to know more about our culture
	Ss10A3	to experiment a close experience to become a teacher
	Ss10A4	due to internships
	Ss10A5	to be able to have pre-professional practices
	Ss10A6	pre-professional practices
	Ss10A7	to learn new ways of learning
	Ss10A8	to teach more English to students
	Ss10A9	to experiment new things
	Ss10A10	to make internship
	Ss10A11	to help students' performance and improve their Spanish here
	Ss10A12	to create new experiences and socialize with new cultures
	Ss10A13	to be able to learn Spanish and become good teachers
	Ss10A14	to help us and learn about us and see how we work
Ss10A15	to learn and get experience and be able to work with kids and teens	

10 TH GRADE A Post-survey	Code:	Q4: Did you like the classes with volunteers? How did they help?
	Ss10A1	they helped me understand and wrote better in English
	Ss10A2	I liked them because they helped me get to know more English
	Ss10A3	yes, they helped me more with vocabulary
	Ss10A4	yes, learning better
	Ss10A5	<i>absent</i>
	Ss10A6	to learn more English
	Ss10A7	yes I liked them, to pronounce better
	Ss10A8	to learn more about them
	Ss10A9	<i>absent</i>
	Ss10A10	Yes, they helped understand, know more ways to learn and other cultures
	Ss10A11	yes, they helped my pronunciation, to write in a better way
	Ss10A12	yes, because they helped me understand the language better
	Ss10A13	yes, they helped me learn English better
	Ss10A14	<i>absent</i>
Ss10A15	yes, they helped me more with English	

Chart 4: Parallel 10th A. Answers to question 4 in students' pre and post survey

10TH GRADE A Pre-survey	Code:	Q5: How do you expect to contribute in this experience? How do you see your role here?
	Ss10A1	to learn from them
	Ss10A2	as student
	Ss10A3	as a student, I want to struggle and learn from teacher or learn from each other
	Ss10A4	as a responsible student
	Ss10A5	to learn from this experience
	Ss10A6	I can learn more
	Ss10A7	as the student
	Ss10A8	paying attention
	Ss10A9	paying attention
	Ss10A10	as a student
	Ss10A11	My experience is to learn English better with the German teachers
	Ss10A12	paying attention and comprehension, listening while I learn
	Ss10A13	to learn English better and German at the same time
	Ss10A14	as student
Ss10A15	as student	

10TH GRADE A Post-survey	Code:	Q5: How did you contribute with this experience, what role did you perform in class?
	Ss10A1	I contributed paying attention, being silent
	Ss10A2	contribute providing teaching experience to volunteer, I performed the student's role
	Ss10A3	I was a participative student
	Ss10A4	paying attention
	Ss10A5	<i>absent</i>
	Ss10A6	paying attention
	Ss10A7	as a student, paying attention
	Ss10A8	N/A
	Ss10A9	<i>absent</i>
	Ss10A10	in the role of a student who was interested a lot in learning
	Ss10A11	I understood everything better, I was not one of the best ones, but I understood the task I performed
	Ss10A12	I contributed by learning
	Ss10A13	I understood well although it was a bit complicated, but it was easy
	Ss10A14	<i>absent</i>
Ss10A15	I contributed as a student paying attention	

Chart 5: Parallel 10th A. Answers to question 5 in students' pre and post survey

Results in 10th grade parallel B.

Here we can see the answers from the surveys, as well as the analysis of the results obtained in this group.

10 th GRADE B Post-survey	Code	Q1: Is volunteering a good idea? Yes/No why?
	Ss10B1	Yes, because I think a foreigner teacher is a good idea
	Ss10B2	for me it's a good idea so they can share their knowledge
	Ss10B3	yes, I think it's a good idea since they teach you new things and helped you in your classes better
	Ss10B4	yes because I can learn new things
	Ss10B5	yes, we learn in a different way
	Ss10B6	yes because we learn to speak better
	Ss10B7	yes, because we learn better
	Ss10B8	yes I think he is a good teacher and I learned new words
	Ss10B9	yes we make groupwork
	Ss10B10	ye, his English is better as he is from another country
	Ss10B11	yes because I like the way they work
	Ss10B12	yes, because he teaches a lot more
	Ss10B13	yes, it is a good opportunity to obtain new knowledge
	Ss10B14	yes because it helps to understand more
Ss10B15	yes but it depend on the students' willing to learn	

10 th GRADE B Post-survey	Code	Q1: Was volunteering a good idea for your classes? Yes/No why?
	Ss10B1	<i>absent</i>
	Ss10B2	they gave us another educational perspective
	Ss10B3	they get more experience and teach you numerous words for your vocabulary
	Ss10B4	because that way, more diverse way to teach are expanded
	Ss10B5	because they have a different way to teach
	Ss10B6	yes because I noticed better fluency in their language
	Ss10B7	yes, they taught us things we did not know
	Ss10B8	yes because a foreigner knows more English
	Ss10B9	I didn't like because they took over other classes
	Ss10B10	yes, due to their English level
	Ss10B11	yes because it is different from usual teachers and classes
	Ss10B12	because they teach new things
	Ss10B13	yes because we must learn new ways of learning
	Ss10B14	ye because they helped me improve
Ss10B15	it is something innovative to teach	

Chart 6: Parallel 10th B. Answers to question 1 in students' pre and post survey

10 th GRADE B Post-survey	Code	Q2: What expectations do you have for this experience?
	Ss10B1	I see great expectations for this new great experience
	Ss10B2	I have to expectation to learn more
	Ss10B3	To learn a lot and get to know them a bit more
	Ss10B4	to learn and pronunciation in a fun way
	Ss10B5	to learn about many topics in a more advanced way
	Ss10B6	an improvement in pronunciation
	Ss10B7	I want to learn more English
	Ss10B8	My expectation is to learn to write in English
	Ss10B9	to learn to understand English
	Ss10B10	learn to speak English more fluently
	Ss10B11	I expect to learn English in a better way
	Ss10B12	many in order to learn better
	Ss10B13	that we are going to learn a lot, students and teachers alike
	Ss10B14	very good one due to the teacher's teachings
Ss10B15	I don't think it helps us as students more than them as teachers	

10 th GRADE B Post-survey	Code	Q2: What expectations did you have in this experience? How many were fulfilled?
	Ss10B1	<i>absent</i>
	Ss10B2	one of my expectations that was met was the different working way
	Ss10B3	I didn't have expectations, but it was fun to learn
	Ss10B4	I had expectations that classes were fund and interactive which was fulfilled very highly
	Ss10B5	I had the expectation to understand and talk English more fluently and I fulfilled to talk more fluently
	Ss10B6	they were accomplished as new learning and new activities
	Ss10B7	to play in Germany
	Ss10B8	My expectation was to have a teacher from another country, and it became true
	Ss10B9	because they do not let us to make mistakes in order to learn
	Ss10B10	I had as objective to rad in English, but it wasn't fulfilled
	Ss10B11	I had no expectations
	Ss10B12	I expected to learn some more, and it was fulfilled, I learned new things
	Ss10B13	I had the expectations that volunteers helped me to understand English in a better way and it became true
	Ss10B14	I was hoping to improve my English, and it was accomplished. We did more activities, and it was accomplished
Ss10B15	none	

Chart 7: Parallel 10th B. Answers to question 2 in students' pre and post survey

10 th GRADE B Post-survey	Code	Q3: How many classes would you like to have with the Teachers from Germany?
	Ss10B1	once a week
	Ss10B2	once a week
	Ss10B3	I want to have many classes, I don't have an specific number
	Ss10B4	5
	Ss10B5	2 classes per week
	Ss10B6	2 classes per week
	Ss10B7	twice a week
	Ss10B8	2 week per month
	Ss10B9	once on fridays
	Ss10B10	twice a week
	Ss10B11	I would like them to be in all my classes
	Ss10B12	most of the classes
	Ss10B13	twice a week
	Ss10B14	I would like to have 4 per week
Ss10B15	I feel once a good is good	

10 th GRADE B Post-survey	Code	Q3: How many classes did you have with German teachers?
	Ss10B1	<i>absent</i>
	Ss10B2	5
	Ss10B3	4 classes if I'm not wrong
	Ss10B4	5 classes
	Ss10B5	5 classes
	Ss10B6	5 classes
	Ss10B7	4 classes
	Ss10B8	5
	Ss10B9	5
	Ss10B10	5 classes
	Ss10B11	5 classes
	Ss10B12	4 classes
	Ss10B13	5 classes
	Ss10B14	we had 5 classes
Ss10B15	as a student, I completed all the activities without disturbing the volunteers	

Chart 8: Parallel 10th B. Answers to question 3 in students' pre and post survey

10 th GRADE B Post-survey	Code	Q4: What do you think they come to give classes at INEPE?
	Ss10B1	to have an experience a bit different
	Ss10B2	to have an educational experience
	Ss10B3	to have and feel the experience of giving classes
	Ss10B4	to get new experiences
	Ss10B5	to have an experience with other students
	Ss10B6	to have a better experience with English
	Ss10B7	to teach way they know
	Ss10B8	I think they attempt to give class to other sort of children who are not German
	Ss10B9	to about the young and what they are like in English
	Ss10B10	for their career
	Ss10B11	to learn more about us and help us to improve
	Ss10B12	to be evaluated maybe?
	Ss10B13	to learn INEPE's methodology and teach us new ways of learning
	Ss10B14	to have an experience on how to impart a class
Ss10B15	to have experience	

10 th GRADE B Post-survey	Code	Q4: Did you like the classes with volunteers? Yes/no? how did they help?
	Ss10B1	<i>absent</i>
	Ss10B2	yes I liked them, most of my doubts were clarified and helped me in pronunciation
	Ss10B3	They taught us several new words and learned to use "I'm"
	Ss10B4	Yes, I liked them a lot in pronunciation
	Ss10B5	Yes they helped me with more comprehensible English
	Ss10B6	Yes, seeing and listening as they pronounced better
	Ss10B7	yes, it was fun they treated us very well
	Ss10B8	yes, it helped me a lot to pronounce new words
	Ss10B9	They helped me vocalize very well
	Ss10B10	yes they helped me with new words to learn
	Ss10B11	They helped me to have fun in class
	Ss10B12	I liked them a lot they taught us very well
	Ss10B13	I did like them as they helped me understand English better with their interactive classes
	Ss10B14	Yes because they taught us well and did more activities
Ss10B15	They helped me be more interested	

Chart 9: Parallel 10th B. Answers to question 4 in students' pre and post survey

10 th GRADE B Post-survey	Code	Q5: How do you expect to contribute in this experience? How do you see your role here?
	Ss10B1	behave in the best possible way
	Ss10B2	participating and paying attention
	Ss10B3	participating and paying attention
	Ss10B4	paying attention
	Ss10B5	paying attention quietly
	Ss10B6	learning and using it
	Ss10B7	to learn, contribute
	Ss10B8	my role as I see it I tried to learn more with the German
	Ss10B9	listening
	Ss10B10	by listening to music in English and study what I learned in the afternoons and read texts in English
	Ss10B11	I hope I won't disturb the class and follow their instructions
	Ss10B12	very well
	Ss10B13	Paying attention and do my part for the experience to be the best
	Ss10B14	with my work, be educated, participate and behave well
Ss10B15	to make easier communicate and teach	

10 th GRADE B Post-survey	Code	Q5: How did you contribute with this experience, what role did you perform in class?
	Ss10B1	<i>absent</i>
	Ss10B2	with respect and attention
	Ss10B3	I was silent and tried to participate
	Ss10B4	In this experience I contributed by paying attention carefully
	Ss10B5	paying attention and remaining silent
	Ss10B6	I performed my role as a student participating and doing the activities
	Ss10B7	so so, because at the beginning I misbehaved
	Ss10B8	I contributed by paying attention
	Ss10B9	I remained silent
	Ss10B10	I practiced in an APP and read some paragraphs in English
	Ss10B11	yes they helped me to have fun in class
	Ss10B12	well, I performed somewhat well because I learned some new words in German
	Ss10B13	I think I contributed by listening and paying attention, participating and being respectful
	Ss10B14	I studied and participated in a good manner
Ss10B15	I think as a student and collaborating in class	

Chart 10: Parallel 10th B. Answers to question 5 in students' pre and post survey

Results in 8th grade parallels A and B.

Here we can see the answers from the post-surveys in both parallels from the 8th grade.

8 th GRADE A	Code	Q1: Was volunteering a good idea for your classes? Yes/No why?
	Ss8A1	We learned new words
	Ss8A2	Yes because she taught me new things I didn't know
	Ss8A3	yes because it helped me to understand the past simple
	Ss8A4	Because it was very fun and interesting
	Ss8A5	yes because I learned more
	Ss8A6	si because I had a better understanding
	Ss8A7	yes because I liked to meet new teachers
	Ss8A8	yes because they made us do interesting and fun activities
	Ss8A9	yes because they were patient to teach
	Ss8A10	yes, we learned words
	Ss8A11	yes since it was very entertaining
	Ss8A12	yes, for me it was a good idea as we could learned more and get to know more people from other countries
	Ss8A13	yes since I learned many more things
	Ss8A14	yes because the teacher speaks much English and explain the pronunciation every day, I understand more

8 th GRADE B	Code	Q1: Was volunteering a good idea for your classes? Yes/No why?
	Ss8B1	Yes, because I liked to work with people from other countries
	Ss8B2	Yes, I think their classes were good
	Ss8B3	Yes, I liked it to work with people from another country
	Ss8B4	Yes because I loved everything
	Ss8B5	Yes, I liked the way they teach and their enthusiasm
	Ss8B6	Yes because I learned new things in the English field
	Ss8B7	Yes because they taught us in a good manner
	Ss8B8	Yes, learning gets accelerated
	Ss8B9	Yes because for me, they are new experiences with other teachers
	Ss8B10	Yes because she was a Good volunteer and made me laugh
	Ss8B11	Yes because they monitored me
	Ss8B12	Yes because I was interested in participating in class
	Ss8B13	Yes it motivated me more the fact they were from another country
	Ss8B14	Yes the Ms. Volunteer was very nice in her class.
	Ss8B15	Yes because there were some thing I didn't understand so the teacher helped me
	Ss8B16	Yes I loved their way to teach and the context
Ss8B17	Yes it was very helpful because it motivated me a lot in English	

Chart 11: Parallels A and B. Answers to question 1 in students' post-survey

8 th GRADE A	Code	Q2: What expectations did you have in this experience? How many were fulfilled?
	Ss8A1	Have a relaxed teacher, not strict and it came true
	Ss8A2	I thought she was going to be strict like sometimes, but I liked her way to teach very nice. She taught with games
	Ss8A3	I had the expectation to learn new topics, all of them were accomplished
	Ss8A4	My expectations were to learn more and interact. Both were achieved
	Ss8A5	none of them were accomplished
	Ss8A6	I had no expectations as I did not know it would happen
	Ss8A7	My expectations is to know English better and it was accomplished
	Ss8A8	my expectations were to get to know them more and the languages they spoke. All were fulfilled
	Ss8A9	teach, learn with us to feed our knowledge
	Ss8A10	n/a
	Ss8A11	my expectations were that it was going to be very entertaining, and education were fulfilled
	Ss8A12	to be a fun class and not so boring as the others but well it came true. Also I wanted to know each volunteer and their personality, it was partially fulfilled
	Ss8A13	I had many expectations, and they were accomplished
Ss8A14	wanted to learn more words, make more activities, all were achieved	

8 th GRADE B	Code	Q2: What expectations did you have in this experience? How many were fulfilled?
	Ss8B1	To get to know the person and their customs
	Ss8B2	My expectation was to learn
	Ss8B3	To get to know the persons and their customs in Germany
	Ss8B4	I loved everything
	Ss8B5	They accomplished all my expectations
	Ss8B6	New words and new knowledge
	Ss8B7	it was to learn in an expert way, and it happened
	Ss8B8	the improvement of our English
	Ss8B9	Yes, to work in another way
	Ss8B10	My expectation was to make us laugh and have fun, fulfilled
	Ss8B11	None
	Ss8B12	I have some knowledge, but others were fulfilled
	Ss8B13	All were fulfilled since now I speak more
	Ss8B14	My expectations were to learn new things
	Ss8B15	All expectations were fulfilled
	Ss8B16	I loved
Ss8B17	I had the idea it would help me understand the subject better and it came true	

Chart 12: Parallels A and B. Answers to question 2 in students' post-survey

8 th GRADE A	Code	Q3: How many classes did you have with German teachers?
	Ss8A1	3 or 4
	Ss8A2	I think we had 4
	Ss8A3	we had had 4 classes with the teachers from Germany
	Ss8A4	we had 4 classes
	Ss8A5	three or four
	Ss8A6	0
	Ss8A7	3 or 4
	Ss8A8	we had 4 classes with the teachers
	Ss8A9	4 classes
	Ss8A10	4
	Ss8A11	we had 4 classes
	Ss8A12	we had 4 classes
	Ss8A13	4 classes
	Ss8A14	we had 4 classes

8 th GRADE B	Code	Q3: How many classes did you have with German teachers?
	Ss8B1	We had 5 classes
	Ss8B2	I think 5
	Ss8B3	We had 5 fun classes
	Ss8B4	Like 3 or 4
	Ss8B5	We had like 4 or 5 classes
	Ss8B6	5
	Ss8B7	We had 5 classes
	Ss8B8	5
	Ss8B9	We had 5
	Ss8B10	5 times
	Ss8B11	3
	Ss8B12	4 classes
	Ss8B13	I had from 3 to 4
	Ss8B14	5 times approximately
	Ss8B15	We had 3-4 classes with teacher Vicky
	Ss8B16	Like 4 or 5
Ss8B17	We had like 5 classes	

Chart 13: Parallels A and B. Answers to question 3 in students' post-survey

8 th GRADE A	Code	Q4: Did you like the classes with volunteers? Yes/no? how did they help?
	Ss8A1	yes, it helped me with pronunciation
	Ss8A2	yes, I liked them, although sometimes I did not understand
	Ss8A3	yes, they helped me to learn more English and get to know them
	Ss8A4	yes, I liked the things that I did not understand, and they helped
	Ss8A5	si, they helped me in English
	Ss8A6	yes, they helped me understand in a better way
	Ss8A7	si they helped me to learn more
	Ss8A8	yes, I liked the classes and helped me to learn to play
	Ss8A9	yes, to learn many things I didn't know
	Ss8A10	yes,
	Ss8A11	yes, they helped me with pronunciation
	Ss8A12	yes, I liked them a lot because when I needed something from then they helped me, they were many questions
	Ss8A13	yes, they helped me remember to learn with English
	Ss8A14	yes, because they helped to learn more words in English

8 th GRADE B	Code	Q4: Did you like the classes with volunteers? Yes/no? how did they help?
	Ss8B1	yes, they helped me learn a bit of English
	Ss8B2	yes, I liked a lot their classes because they helped me
	Ss8B3	yes, I like them a lot since I met people from Germany. It helped me expand my knowledge and learn new languages.
	Ss8B4	yes, they helped me learn more about Germany.
	Ss8B5	yes, they helped in my English and my pronunciation
	Ss8B6	yes, to know past in English
	Ss8B7	yes, they helped me learn in an expert way
	Ss8B8	yes, it was entertaining and educational at the same time
	Ss8B9	yes, to improve in English classes
	Ss8B10	yes, they helped me learn better the English language
	Ss8B11	yes, with vocabulary
	Ss8B12	yes, they helped me understand English a bit more
	Ss8B13	yes, they helped me in pronunciation
	Ss8B14	yes, I liked the classes a lot as I learned much
	Ss8B15	yes, I liked a lot the techniques, they helped me understand more
	Ss8B16	yes, it helped me learn more English
Ss8B17	yes, they helped me improve my English very much	

Chart 14: Parallels A and B. Answers to question 4 in students' post-survey

8 th GRADE A	Code	Q5: How did you contribute with this experience, what role did you perform in class?
	Ss8A1	With communication
	Ss8A2	I learned new things and it helped me in the exam
	Ss8A3	The role all played was to participate in these classes
	Ss8A4	I was a student that learned more
	Ss8A5	I will pronounce well in English
	Ss8A6	I don't know
	Ss8A7	to learn more about the language and pronounce
	Ss8A8	I was a student who learned more English
	Ss8A9	paying attention, my role was to attempt to learn
	Ss8A10	to study
	Ss8A11	I was a student who learned more English
	Ss8A12	The role I played was as a student and also spoke English and Spanish but English the most
	Ss8A13	I played the role to participate in all the questions
	Ss8A14	I was a student who often asked

8 th GRADE B	Code	Q5: How did you contribute with this experience, what role did you perform in class?
	Ss8B1	Participating in class
	Ss8B2	I behaved very well and respectfully
	Ss8B3	I paid much attention to the person explaining and respectfully
	Ss8B4	I loved everything
	Ss8B5	Participating, being respectful and kind
	Ss8B6	Participating and acquiring knowledge
	Ss8B7	I contributed by participating
	Ss8B8	Making silence and paying a lot of attention
	Ss8B9	I contributed in class and paid attention
	Ss8B10	The role I performed was a student, <i>good farewell</i>
	Ss8B11	Nothing
	Ss8B12	I paid attention to class and made activities
	Ss8B13	I contributed with my questions and ideas
	Ss8B14	They contributed me to learn more and share
	Ss8B15	I performed the student role
	Ss8B16	I loved
Ss8B17	I was trying to participate at best because at the beginning I understood almost nothing	

Chart 15: Parallels A and B. Answers to question 5 in students' post-survey

8. DATA ANALYSIS

Pre vs post 10th grade “A”

During pre-surveys, students have many expectations about their culture and just two of them would like to learn more than one language while another has the expectation to have volunteers as permanent teacher. Most of them would want to have these teachers 3 or 4 times a week.

The majority of learners at this level agreed on having achieved their expectations. A lot of them state they learn more vocabulary and their pronunciation is better now while others do believe they learn more about their culture. The main role the students performed in class was to pay attention and let the volunteers do their job.

Analyzing each question, the results deployed that for question 1, the results declare that 3 students are absent which represents the 10% of the group. Besides, 7 answers state that volunteers explained better so teens can learn more and 4 of them assume they can learn more about foreign cultures which is the 13% of the whole group. In other statistics, 17% of students believe volunteers have more knowledge to teach more English and at least two answers from 30 students believe pronunciation in volunteers is better which represents 6% of the answers in this parallel. However, 23% of students believe that activities in class with volunteers are more interesting, fun, and dynamic. The chart below portrays some of the answers obtained.



Figure 1: 10th grade A, most relevant answers represented in numbers for question 1.

For question 2, almost 13% of the students did not provide a response. Besides 11 students state that they could actually learn more and in different ways. Only 3 students assume they can improve their pronunciation; this represents the 10% of the whole group and the 10% asserts that their expectations

were fulfilled. In all the students just one of them wants to learn more vocabulary and another one actually had no expectations at all. Some of the results are as follows.

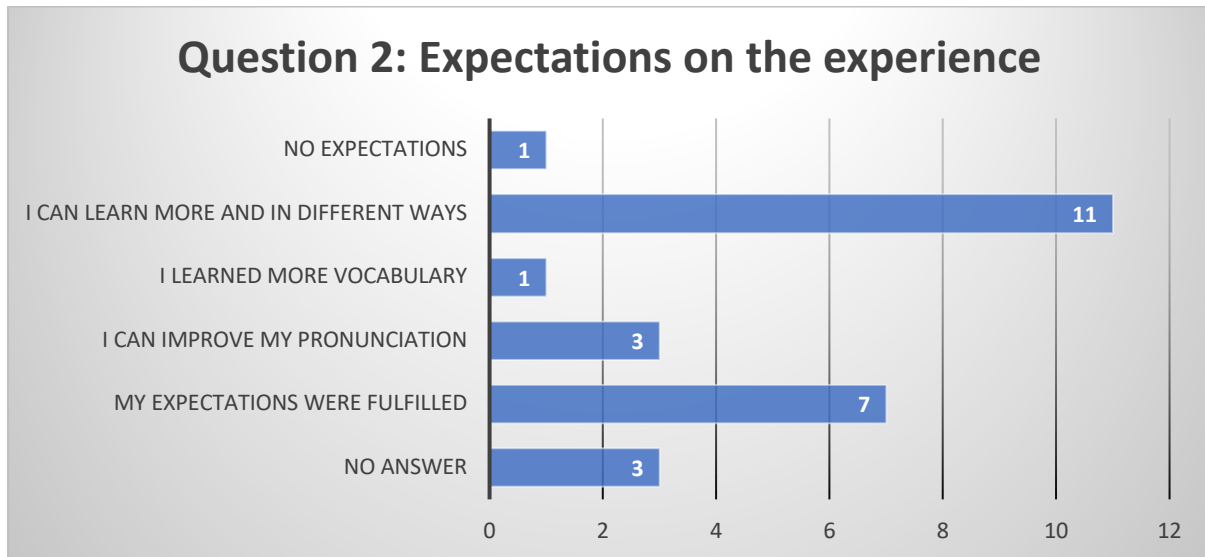


Figure 2: 10th grade A, most relevant answers represented in numbers for question 2

For question 3, in this question 33% of the students feel like having classes permanently with the volunteers. Only 10% want to have classes once a week but the 7% want to have 4 classes which represents two students. In addition to this, 5 students which is 16% of them want to have classes for four weeks with the volunteers. Look at the chart below to witness the results.

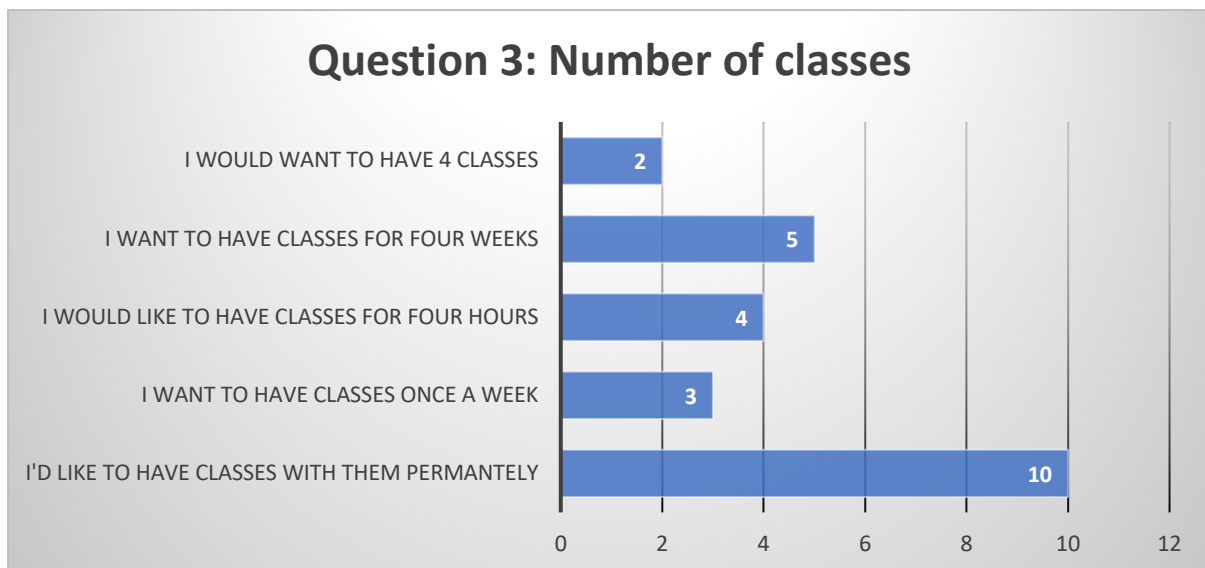


Figure 3: 10th grade A, most relevant answers represented in numbers for question 3

In question 4 which is about the reason why learners think volunteers come to this country, 33% of learners feel that volunteers are coming to help them while just 10% of them like to go through new experiences with the volunteers. Besides, 6 learners think volunteers come to make pre-professional practices to become teachers but 36% of the learners also feel that volunteers come to help them learn the language better along with writing skills and new vocabulary.

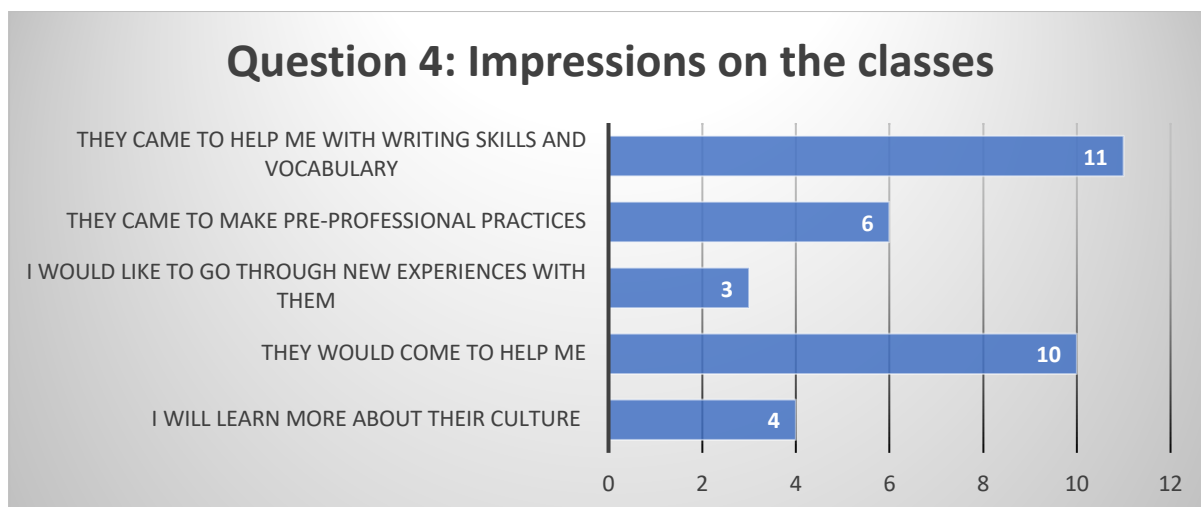


Figure 4: 10th grade A, most relevant answers represented in numbers for question 4

In the last question which is about the role that learners performed in class, 3 assert that they play the student role in order to learn more. 33% of them feel like they behave as responsible students while the 27% stated that they paid close attention in class with the volunteers. Results can be seen as follows.

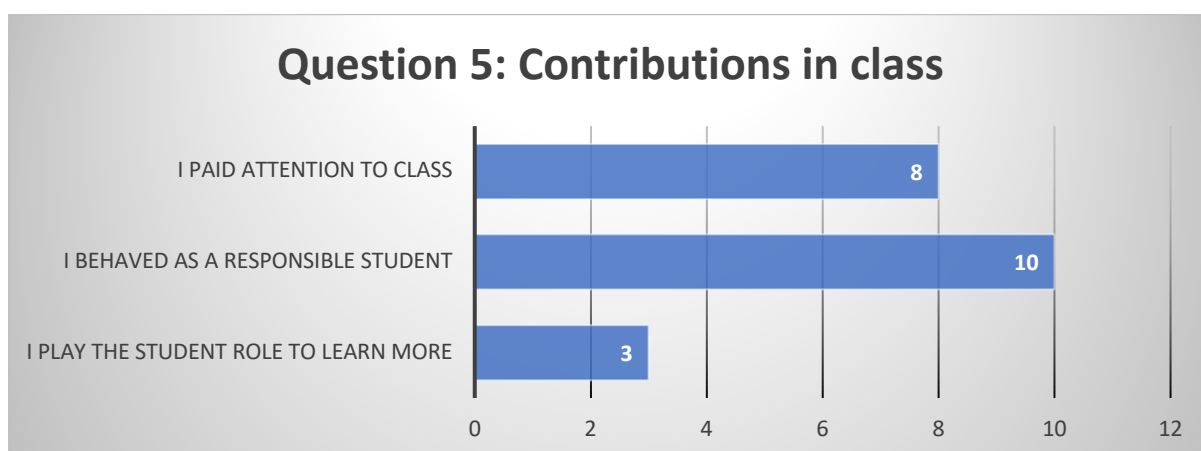


Figure 5: 10th grade A, most relevant answers represented in numbers for question 5

Pre vs post 10th grade “B”

In this class the results were a bit similar but a few of them agreed to pay more attention while having a German teacher. They think their purpose is to experiment another culture by teaching kids who are not Germans. One of them would like to have their role fulfilled by listening to music, studying the new content in the afternoons and actually doing more reading. This can be achieved if volunteers learn INEPE’s methodology and of course being new ones to class.

One student asserts he had the explicit expectation to understand the language in a better way and he states it did happen since their classes were more interactive. Another one thinks he had fun during class while also his questions and inquiries were answered on time. Another student asserts volunteers gave them another educational perspective aside from being assisted with the

pronunciation and helped all the time by them. Consequently, almost all students agreed on having paid attention to class and be respectful to letting volunteers do their job. However, at this level the situation was a bit hard at the beginning since the class was not as cooperative as expected so a few disciplinary measures were taken.

In these groups, it could be seen that a considerable number of students had now expectations for these classes, but they admit they had fun since the classes were dynamic while learning the topic “I’m going”. It is the first and only time one student mentions a grammar topic since the rest only state they mention the word vocabulary and pronunciation; even some words in German were learned here. Two students state that volunteering is a good idea since the volunteers’ English was more fluent and they had more experience with the language, maybe this is the reason why they focus on pronunciation and vocabulary in class, so students’ interest increased. a third one thinks a foreign teacher had a better English. However, it is important to highlight that disciplinary issues in Ecuador seem to be an interesting topic to be investigated in the future since most students agree they always behaved well and paid attention while being quiet when the results sometimes prove otherwise.

In other words, the first question shows that the 30% of students learned more vocabulary in a better way and now they feel that they have good fluency. 13% of students which is four of the answers assert that they receive more help to improve in class and understand more while 7 students which represents 23% feel that the educational perspective was different in class with volunteers as they felt them more innovative and diverse. Besides, 3 students think their English is better now which is the 10% of the answers. Another student thinks that learning depends on each one’s willingness instead of the volunteers. Only one student disliked the classes as he feels that they took over other subjects’ time. Look at the chart to see the mentioned results.

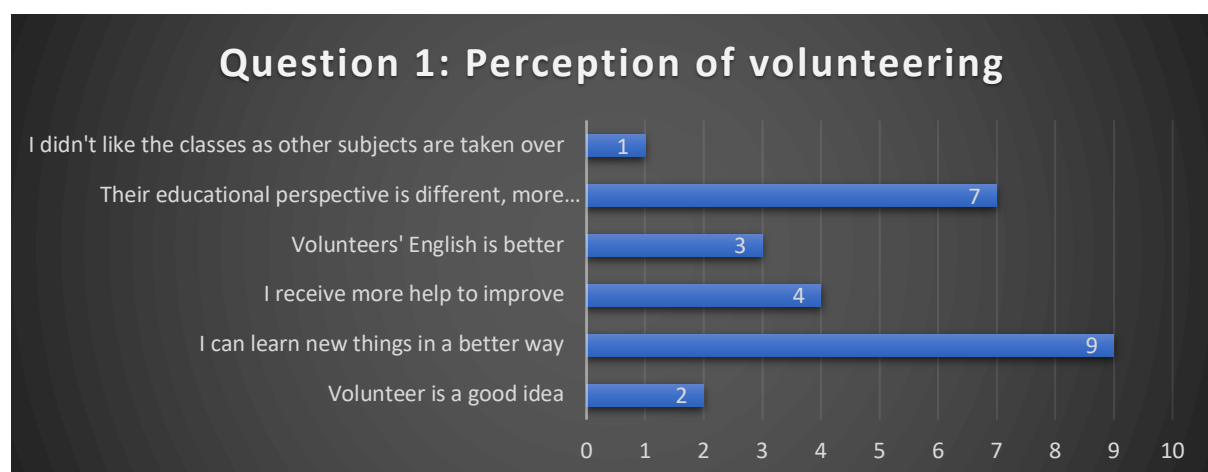


Figure 6: 10th grade B, most relevant answers represented in numbers for question 1

For question 2 which was about the expectations that learners had, the results show that 12 students which is the 40% of the answers assert they can learn a lot and in a better way with volunteers. Besides the 13% of them wanted to speak more fluently and needed help with pronunciation but 23% in fact felt their expectations became true after the experience. 4 students wanted more help with pronunciation and attempted to speak more fluently. Beside 10% of the answers expected to have fun in class with more interactive activities and also playing in German. Finally, 1 student affirms his expectations were not fulfilled and 3 more confessed they had no expectations at all. The result are as follows.

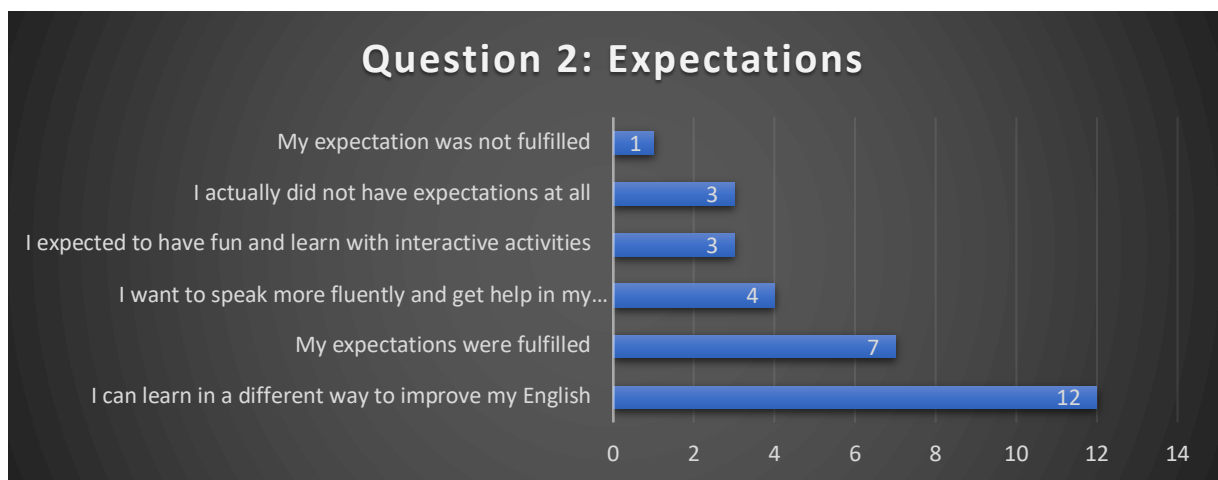


Figure 7: 10th grade B, most relevant answers represented in numbers for question 2

Question 3 was about the number of classes that students think they received in this experience. Results show that learners had different perceptions on the classes they had as the numbers deployed score on a range from three to five classes. Numbers showed that 71% (20 students) agree they had 5 classes with the volunteers while 3 perceive they had only 4. Look at the results below.

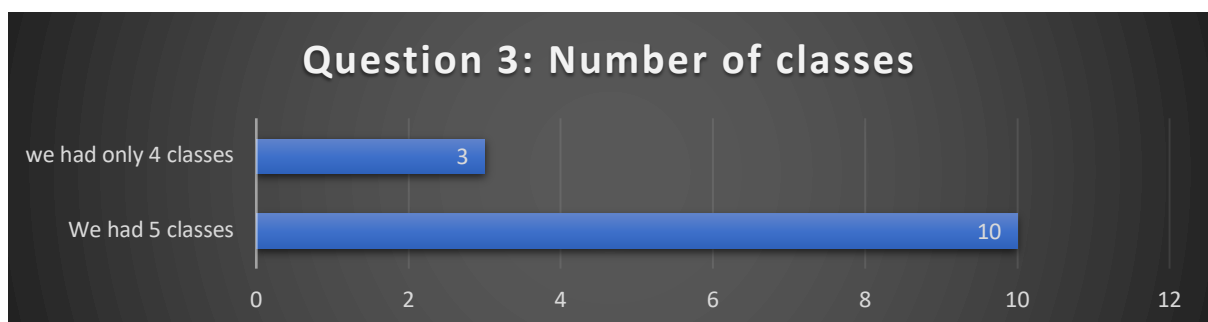


Figure 8: 10th grade B, most relevant answers represented in numbers for question 3

For the next question there some striking results as it was about whether the students liked or disliked the classes and the reason why they think volunteers come to the institute. Here, 6 students believe

that volunteers aided them to have better pronunciation and more vocabulary, this is the 20% of the class. 8 students think that volunteers actually have come to acquire experience in our educational system, this represents the 19% of the class. In other results, one 10% of the class think volunteers came to learn more about them and work with young learners and another 10% perceive they learned with more interactive activities since their English was more comprehensible. At the end, 2 students admit they had fun in class which made them more appealing, and one student believe they came to INEPE to learn about its methodology. Volunteers learned about INEPE’s pedagogical proposal which promotes to create an atmosphere of respect and unity among teachers and students (INEPE Institute, 2022).

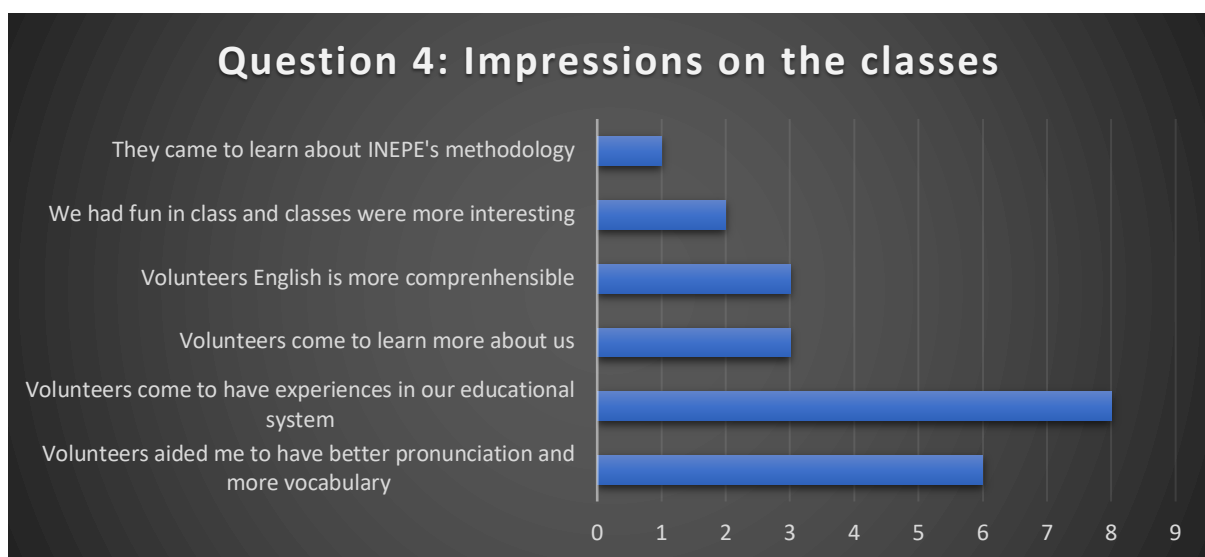


Figure 9: 10th grade B, most relevant answers represented in numbers for question 4

In question 5 students responded about their role in class. 46.7% of the class agreed that they participated actively and collaborated by paying close attention to classes, this is 14 students of the class. Another 4 students, which represents 13% of the class, state that they were respectful in class and showed good behavior while remaining in silence while another 13% want to learn more with volunteers. Finally, the 6% (2 students) affirm that they learn new words and have fun in class and just one learner admitted having misbehaved at the beginning of the classes.

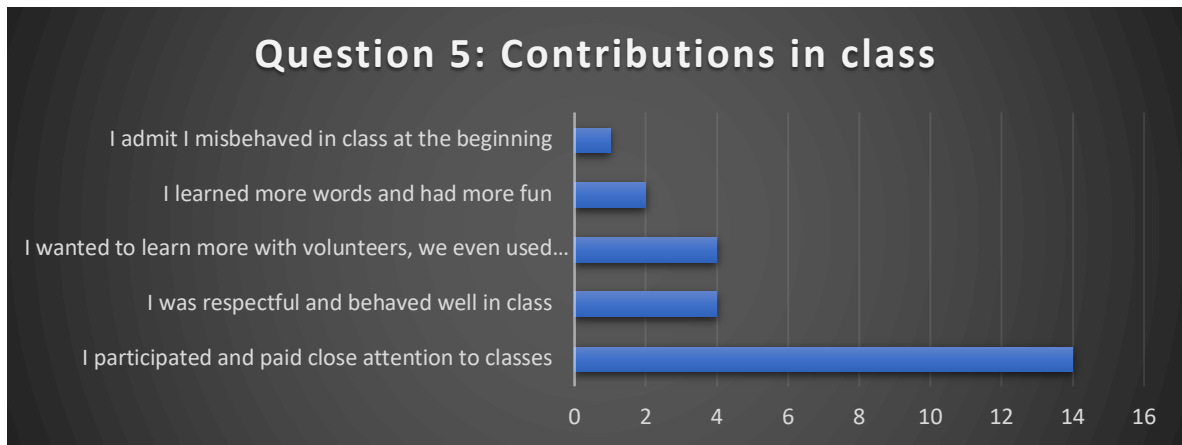


Figure 10: 10th grade B, most relevant answers represented in numbers for question 5

Post 8th grade “A” vs post 8th grade “B”

In this case students expected a traditional teacher with strict rules, but their teaching techniques were nice for them because they included games that were fun and entertaining. A few students felt that they were backed up every time they needed help. Just two students quoted a grammar topic (past simple) that was taught in class. Plus, there are a few comments where students stated they wanted to meet the volunteers’ personalities and their culture. For students at this age, it is considered a big deal to behave in class and pay attention to the teacher. In general terms, classes were categorized as entertaining and educational. In 10th grade B, students acknowledged teacher Vicky and her effort to make her classes fun.

By making a more profound analysis which includes numbers and percentages, we can see that in this first question, 10 students affirm they had new experiences and learned more things including vocabulary and pronunciation, this represents the 32%. Besides another 29% of the answers state that learners feel a special approach towards the classes and the volunteers. Students felt volunteers as patient, helpful, enthusiastic while their classes were also entertaining, fun and interesting. The fact that volunteers come from another country was remarkable to 4 students which represents 13% of the results. One of them asserts that the learning cycle was accelerated while two more felt motivated with the helpful English exposed in class by the volunteers. The results mentioned are as follows.

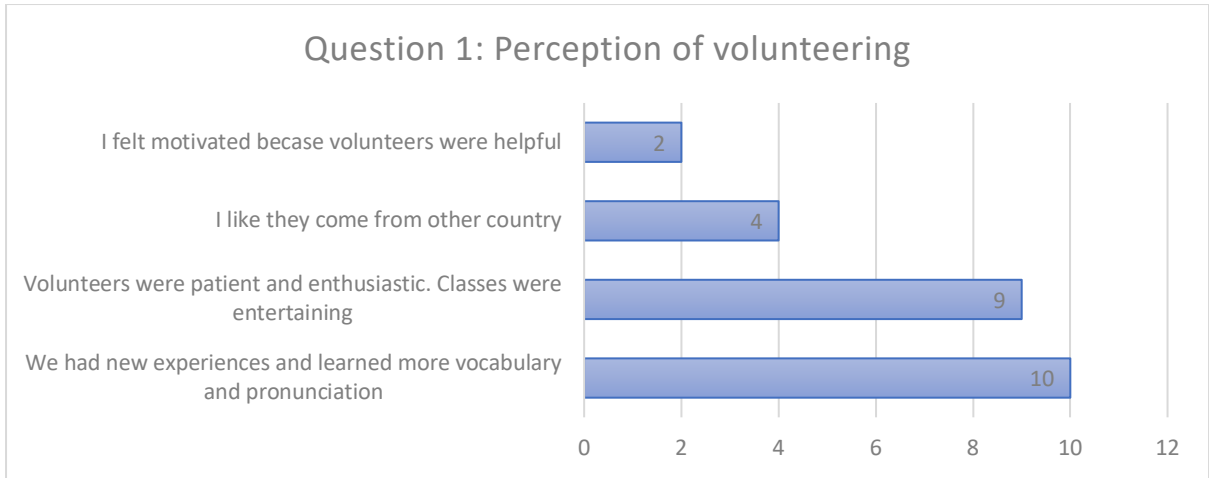


Figure 11: Parallels A and B, most relevant answers represented in numbers for question 1

In question 2 students were asked about their expectations. In the first group we witness that 50% (7 students in total) feel that their expectations were fulfilled while 28% of them expected not to have strict teachers so that is what in fact happened. They think volunteers were relaxed and learned with games, so their knowledge was feed thanks to these classes. It is worth mentioning that one student had no expectations and another one states that he wanted to get to know each volunteer, but it was partially achieved since he could not meet them all. In the second group, there was a 29.5% of learners who loved everything about the classes and their expectations were fulfilled. Besides 6 students admit they learned more things in an expert way, so they improved their English and get to have more knowledge in the subject. This represents 35.5% of the students. In the same group, it was found that 18% (3 students) wanted to know the volunteers and their German customs a little closer. At the end, 2 students explained that they wanted to learn in a different way and to have fun in class which is the 12% of the class. Here the results can be seen in the chart.



Figure 12: Parallels A and B, most relevant answers represented in numbers for question 2

The perception of students about number of classes received was in question 3. 6 students were hesitant about having 3 or 4 classes while 35% of them affirm they had 4 classes with volunteers. Besides 32% of students confirm if they had 5 classes while 11 students think that it was just 4.

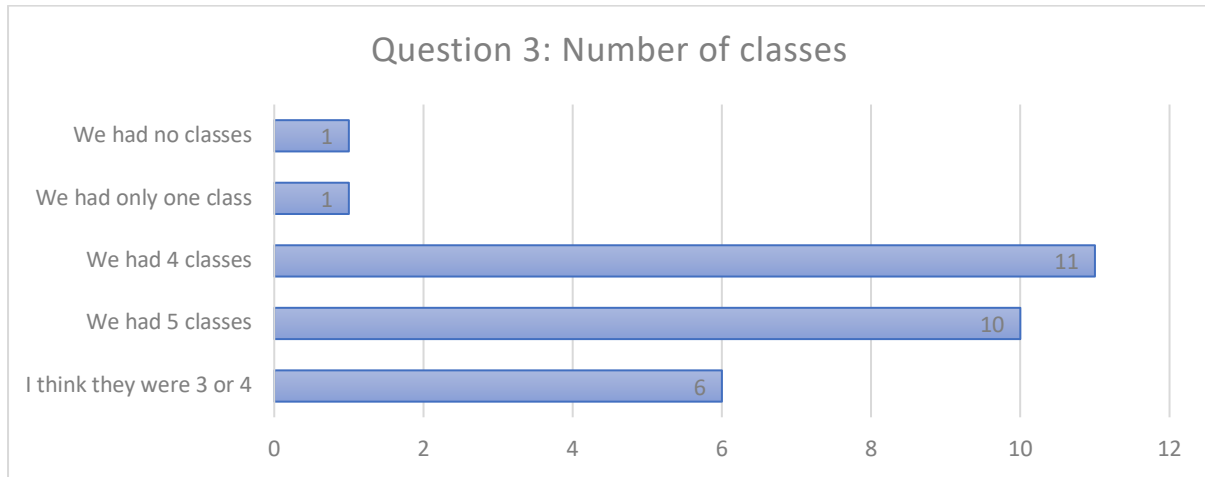


Figure 13: Parallels A and B, most relevant answers represented in numbers for question 3

For question 4, 11 students think volunteers were helpful to explain when a topic was not understood, this 36% of students asserted that they in fact learned more English and were helped all the time they had any doubts in class. Besides, 22.5% of students admit they liked the classes due to the aid they received by the volunteers while another 6% were specific about learning more vocabulary and other 6% liked the techniques and perceived them as entertaining and educational but 9.6% of the class feel they expanded their knowledge about Germany. At the end, only one student, which represents 3.2%, mentions a grammar topic being taught in class. Look at the results in the following chart.

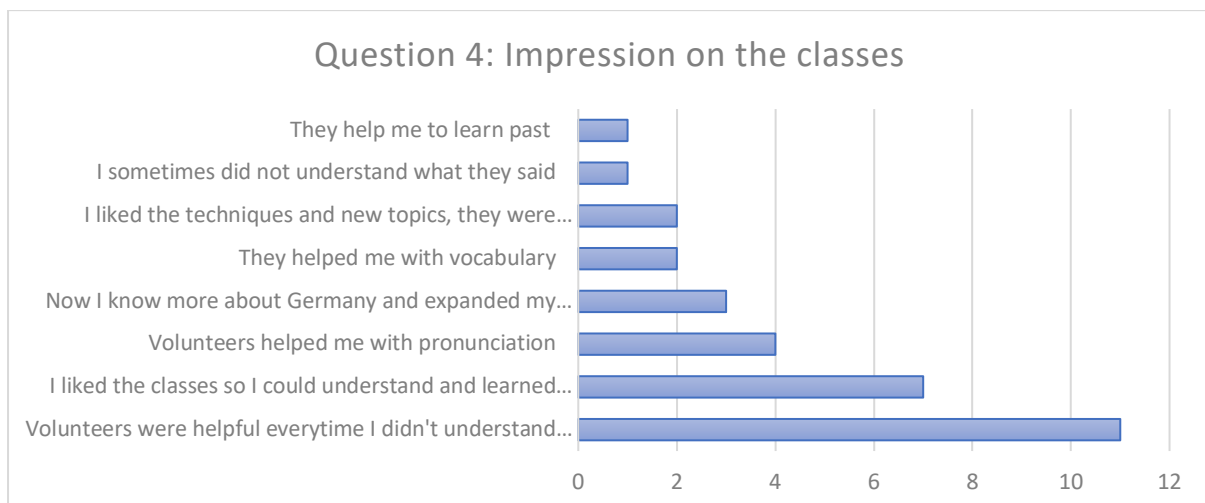


Figure 14: Parallels A and B, most relevant answers represented in numbers for question 4

Question 5 is relevant in this research as it is about the contribution learners did and the role they performed in class. Here, 45% which is 14 students admit having participated actively during class

while being respectful and kind; for them this is perceived as the role of student. Besides 32% of them think there was good communication as they gave ideas and shared with everyone in class that in fact aided them to learn more. It is remarkable to notice that pronunciation is key in English class since the 10% of the students confess pronunciation was key for them because they feel more confident to speak English with volunteers. To finish, it is noticeable that 9% of the answers represent 3 students with different perceptions. One of them felt lost in class at the beginning, another one has no idea on how he/she contributed to the experience and the last one asserts that the topics learned in class were useful for the exam.

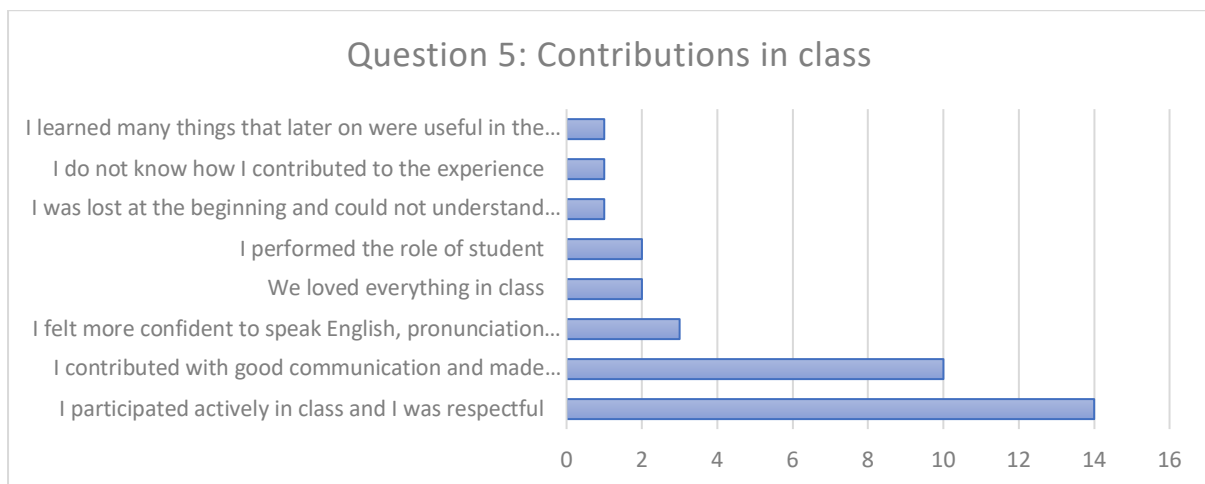


Figure 15: Parallels A and B, most relevant answers represented in numbers for question 5

Authorities and volunteers

When they were interviewed they said that they had sensed some minor details were improvised at the end of the program but generally speaking they perceived the experience as good and pleasant as they were able to share unforgettable moments with the students, they learned a lot about the English program applied in the Ecuadorian Educational system, learned relevant features about our culture and could describe a few traditions they liked to hold in their home country. More importantly, they could find out if the expectations they had at the beginning could be met after all.

These instruments were also administered to the English Teacher who categorized the experience as enriching from her point of view. The participation of the volunteers in her classes were certainly a helping hand for her since they were in charge of the last two hours in each class since they were responsible for preparing activities that complemented the classes taught by the main teacher.

They both agreed on the fact that the institute has held a prestigious career when it comes to receiving volunteers from around the world. They are all specialized in working with volunteers from several countries and make them feel at home while working with them. They perceived this experienced as

useful on general terms since they could enjoy the volunteers' participation in the English program as well as the other subjects in the school taught in Spanish.

The answers from the surveys varied from the pre-interview to the post-interview. It is important to mention that the results are as written as they are since I am not changing anything. The questions in the pre-interview were as follows: Es el voluntariado una buena idea? Por qué?, Qué piensa de esta experiencia, qué expectativas tiene? Cuántos pasos cree que puede tomar? Para qué cree que es este proyecto, cuál es su utilidad? Cómo esperar contribuir en esta experiencia, cómo ve su role aquí?

9. CONCLUSIONS AND RECOMMENDATIONS

Based on the results obtained this paper exhibits that the main objective was proven since it gathers the perceptions of all the integrants of the experience: volunteers, learners and authorities. After undergoing the process of this paper, it is mandatory to declare whether each specific objective arranged at the beginning of this research were proven. Thus, the following conclusions can be drawn.

Examine the learner's perception on the foreigners' volunteering in TEFL.

It is evident that most students were eager to have classes with volunteers as they felt classes were more fun and interactive. Besides they think pronunciation plays a key factor in ESL classes. They consider it a reliable indicator that, according to their viewpoint, proves volunteers are more prepared to teach a foreign language.

The one-sided conclusion above from the learners can be a somewhat misleading when it comes to technical terms in English Language Teaching. Volunteers can unquestionably provide more real-life situations in class which diminishes the cultural barrier and promotes learners enjoy the subject. Nonetheless, this does not mean they can oversee and assist learners acquire a second language adequately long term. It is a must they count and rely on ELT techniques and methodologies to apply in class since class-planning (first phase) until assessment (last phase).

Learners in one group were expectant to have classes with volunteers and the 24% of the groups were satisfied with their class who in fact at the end of the experience felt the classes more dynamic and fun which encouraged them to participate more. This perception of the class happened like that because volunteers 1 and 2 prepared one of the last classes involving activities at the institute's laboratory using an online tool called Kahoot where students had to write answers from a worksheet which had been done in class previously. This activity certainly increased the interest of learners in the acquisition of the language. Another third part of the learners in class felt volunteers as helpful and attentive so consequently, they afforded to behave as responsible and participative as possible. More than half of tenth graders perceived volunteers as helpful in terms of more diverse vocabulary and accurate pronunciation while in another group with younger learners, statistics in this topic were higher since more than 80% think their expectations were achieved and loved everything in class and 58% of learners perceived the volunteer warmer and more diligent. This can be explained as volunteer 4 used more didactic material in class, her class management was more effective and her rapport in each class was more diverse.

Even though the results look promising, and learners seem to have enjoyed all classes, results could have been more varied and accurate had the entire community at INEPE participated in the EFL program managed by the six German volunteers. This could have also made the program lasted longer

but truth is, the institute happened to have several programs during these days such as Carnival, school trips, round-table discussions, music presentations and more which affected the regular class scheduling. Nevertheless, it cannot be seen as a setback in the learning cycle since volunteers were invited to some of these events creating a more intimate bond with them reinforcing and prosecuting the binding relation that makes an educational community more successful. Based on the results obtained it is more than noticeable to declare that the first objective was proven.

Scrutinize the volunteers' impression on volunteering in a low-income school in Quito.

Another objective to prove was to evaluate the volunteers' perspective as they spent 4 weeks working at INEPE under this program. One of the impressions is that they sometimes felt like there were a few logistical issues outside the class due to the number of changes throughout the program, which could have caused somewhat negative impact on the classes. A conclusion to be drawn here is that German culture is extremely demanding and competent as they are not satisfied unless high standards are fully achieved whereas in our Ecuadorian culture, regarding educational goals, we easily feel satisfied even when little progress is obtained. In an in-depth analysis, it is perceptible that one certain evidence of this is public scholar students going through 6 years of studying English as a recurrent subject and not actually achieving proficiency in the language. This situation may contain a lot of reasons. The first one would be the lack of adequate assessment from their professors. In this matter, many of them would also think it would be up to the laws and regulations that we have had in this country. English seems to be the main obstacle they all have -since they make learners produce it, but no matter what the problems are. Our students still get to pass the subject every school year and get to graduate from high school smoothly.

Describe the authorities' opinion on the experience after the volunteering at their school.

INEPE's methodology holds the conception that teachers should become a friendly guidance to students in order to create an environment where mutual respect and unity keep the community (teachers, parents and students) together instead of the vertical yet traditional model of learning where students and teachers do not hold an equal position. This model in fact ought to no longer be practiced or promoted in Ecuadorian educational centers.

The institute's authorities in this matter showed a neutral opinion since they are not specialized in ELT. It was possible to describe their perception as neutral but satisfactory since they perceive it from cultural notions. Educational authorities tend to consider these sort of exchanges as enriching and rewarding since their sole purpose is that their students get to know other national or international cultures. Getting back to the previous topic, this is not the only place where educational authorities happen to experience the same conditions and one consequence of their lack of competent

preparation in this field has allowed external entities to take over the way ELT (English Language Teaching) is seen in this country.

On the contrary, private schools rely on strong English programs based on a high number of the weekly hours dedicated to learning English through solid subjects like Science, Phonology plus others with CLIL (Content and Language Integrated Learning) methodology. This is built from early school levels until the last ones in high school where upper courses even contain subjects for English exam preparation. These practices have turned our ELT field too technical and exam-oriented leaving behind vital concepts of language acquisition where real interaction and meaningful communication conform now the bottom rung of the ladder in this system. Another effect related to this dehumanization of the curriculum is the lack study in terms of culture of English-speaking countries, there is no language learning without meaningful study of the culture involving the target language. Hence, students have been missing the opportunity to profoundly get to know abroad culture so it is wise to now promote more research in EFL volunteering in Ecuador, hopefully this study will be a suitable start to encourage others to carry on more profound research in this matter.

Besides, it is advisable that any other future academic paper should focus on accurate preparation that volunteers need in order to prepare themselves for the Ecuadorian curriculum related to EFL teaching to cover the basic points when preparing a class and the basic aspects for assessment. In addition, ELT updating programs for Ecuadorian teachers ought to be constant and sponsored by the educational authorities in charge. In this experience, volunteers could not go any further in terms of assessing speaking. In this matter, techniques like storytelling for reading class activities, or developing oral rubrics before class are valuable every time the aim of the program is the speaking skill (Colleen Marchant B Ed & Colleen Marchant, 2009). Besides, the school- teacher stated the topics and goals at the beginning of every week.

Authorities from the educational centers should also be included in these updating programs because according to their perspective in this experience, the program was successful in the Spanish subjects the volunteers attended since their degree was in other subjects. They could not assert any positive conclusion in the English classes since they know too little about ELT.

More recommendations to be accounted for is that successful volunteering programs for EFL classrooms require effective preparation, accurate training in SLA (second language acquisition), drafting class planning, and reliable assessment. This procedure can include more steps depending on the context of the program (learners and volunteers) and the setting where it takes place. Moreover, some international institutions suggest that several private schools in Latin America claim to offer bilingual programs that include many other perks and benefits for high school students to achieve

better opportunities in their future which has transformed English learning in this country into a matter of status (Ciprés, 2021).

Finally, the main objective of this paper was proven as expected thanks to the analysis of the members' viewpoints, the results obtained in the surveys and the research done previous to this experience concluding that TEFL volunteering is advisable and can be efficiently applied as long as the foremost considerations manifested in this paper are taken forward.

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11. ANNEXES

11.1 Surveys: students and volunteers

- ✓ [Surveys from members](#)

11.2 INEPE's coexistence agreements

- ✓ [Acuerdos de convivencia](#)

11.3 Class Journal

February 25th, 10th grade B

This class was specifically designed as a warmup for the 10th graders. Some members participated passively in this class since it was the first one. Apart from the students, the German volunteers and the researcher, more staff was involved. For example, INEPE crew in charge of the Communication department entered several times to take pictures of the class. Also, the staff that belonged to the Linking Relations from PUCE also accessed the classroom to take some pictures and videos of the class. Although these people interfered with the learning procedure, the class obtained measurable results due to the well-planned activities and fun games included in the lesson.

The volunteers began by introducing themselves to the class, explaining their majors and why they were there. One of them gave the instructions for the first activity, which was for students to introduce themselves, but they used a ball to throw to each other. If one of them succeeded at catching the ball they had to introduce himself/herself and then to pass the ball to another classmate who had to stand up to do the task. The task assigned lasted until all the students participated, who in fact felt a bit nervous and shy when they had to talk but the volunteers helped them by making questions sometimes. If any student felt too nervous, the volunteers encouraged them to perform in Spanish if necessary. Once the activity was completely done, the learners had to play with the ball again and threw it to the person they received it from until it reached the first person. In other words, the game had to be played backwards until the first person had the ball, but some students did not understand it, so the instruction had to be translated into Spanish. The first time one was a tryout but the changing factor here was that the process was timed by the volunteers. The objective here was to beat the time that it was scored the first time. If they reached a shorter time, they were granted a prize. Students stood up to play the activity and at the second time they were able to beat the time, so they were going to receive ice cream next week during the break. One student volunteered to translate the offer, so everyone participated in this activity.

Later on, the next task volunteers explained their precedence and established as an objective that they wanted to know more about Ecuador, they asked about the typical celebration in Ecuador and also elicit someone to translate this instruction. One student explained that they have to talk about one celebration and after this they will explain about one celebration in Germany. The task could be done in pairs so the chair layout was a bit modified for the students to work cooperatively. The next twenty-five minutes were used to perform this task while all the volunteers were walking around the class to help students in case, they came up with questions related to the task development. Some learners felt confident enough to talk to them about the vocabulary, but others preferred to inquire their English teacher in order to get help to do the activity. When most of them finished the activity, most of INEPE's students were outside on their break listening to music but this did not stop students in class to continue working actively until they were done. Once this was done, the volunteers persuaded them to present their task in front of the class. All the groups agreed to talk but many opted to use their worksheets or notes to speak in front of the class. When they were finished their classmates supported them by clapping effusively. Now it was the volunteers' chance to talk about their country. They talked about what they usually used to do on Thursdays and Fridays in Germany where boys could be painted on their faces with lipstick from their girl's gloss. Besides, they stated that in other cities they used different expressions to mean the same. They also detailed how they spent their weekends playing sports. While all this was happening, one of them was walking around the class showing pictures on his iPad so that students could have a better idea of what they were listening to. Volunteers spoke fairly slow so that the learners could understand every part of their speech to explain many traditions from their country. To finish the class, they let students listen a typical song from Germany and danced together arm in arm a little bit. Students also made some questions in Spanish about their traditions in discotheques and pubs and they stated that things were very different from this country. Class ended on time and students clapped on the class given

March 3rd, 8th grade A

Volunteer 5 was in charge of leading the first class in 8th grade A. She prepared a worksheet (annexed in Appendix section) to complete the lesson previously prepared by the main English teacher in this level. At the beginning she asked for the students to write their names in a label tag to be put on the desk so she could recognize every student in class. Teacher talking times is taking over the class a bit as she is giving the instructions about students' free time activities. Volunteer starts first with the activity given. She mentions her name, she is 24, her favorite subject is mathematics, she likes to practice sports and spend time with her friends in her free time. She encourages students to do the same, asks for volunteers but students seem a bit nervous and shy. One student goes first and mentions her name, she is 12 years old, her favorite subject is English and in her free time she likes to

dance and go with her friends to the park. Learners now feel a bit more confident, so they start participating in the activity actively. Two more learners participated but the activity was interrupted by some noise coming from outside, the volunteer decided to close the door so they can continue. Some more students went on, but they did not feel comfortable enough with the speaking activity, so the volunteer had to help them with vocabulary and specific questions. She was constantly motivating them to speak because she felt that she wanted to know the students so all of them at the end of the day decided to participate. Fortunately, the English teacher stayed in the class with the students in cases anything comes up and also helped students with the final classwork. After 14 minutes the class began and the first activity was completely performed, the volunteer asked the students to put their name tag in front of the desk so she can identify each one of them. Six minutes later, volunteer drilled the activity and asked if they had questions related to the vocabulary in the worksheet. Students made questions indistinctly while both the teacher and the volunteer monitored the class. At minute 26, the English teacher left the classroom after giving a few instructions to the students in English. While the class was taking place, a functionary from INEPE entered the class a few times to take pictures of the students in their work. In the middle of the process (around minute 30), the volunteer wrote three sentences on the board and asked the students to realize which sentence is a lie. She urged them to infer which one by asking questions and when they found out the answered she congratulated all of them for the effort. After this, she motivated a few students to do the same, they wrote 3 sentences disguising one of them as a lie. Later on, she elicited some examples from the learners so everyone can participate in class. Students spoke their questions, but their fluency and pronunciation were a bit low. With all these activities, the first exercise in the worksheet was fulfilled, later the learners in the class were asked to work on the second activity. This time, the activity seemed a bit more complex since some learners made specific questions to the volunteer so they can fully understand the task. In this case, the researcher also helped the volunteer to monitor the class to ease the activity so learners can perform accordingly. Around 20 had passed one when the task was almost done, and the volunteer wrote some examples on the board for students to work on the final activities. After making some clarifications the volunteer closed the lesson by congratulating the learners for the effort in the class.

March 4th, 10th grade B

In this class volunteers one and two were in charge. They began by writing a few instructions on the board and delivering some pieces of paper so that students can make labels with their names on them. After five minutes, the English teacher entered to help monitoring the students who in fact needed like five more minutes to complete their nametag. Later on, the students were offered to play a game in the class which consisted of writing some words on the board depending on the category that they

chose. Consequently, the class was split into two groups to play this game, volunteers continue giving some instructions, but they realized that the students could not follow all of them easily so at some points they had to translate the instructions and even answer questions in Spanish when it was necessary. Students played along by giving options to the ones on the front, in fact, some of them stood up from their desks to speak up and sometimes they had to correct them to get an adequate score. The game was fun, and the learners seemed to enjoy the warm-up game while volunteer two kept score on the upper-left corner of the board. Learners wrote their answers in the group worksheet and later they gave some ideas to the whole class to mention what they think they learned from the game proposed. Class finished on time and the worksheet was collected at the end of it.

March 5th, 8th grade A

This class was about verbs in past and the volunteer five was leading it. She started explaining the components of the worksheet she prepared. This one was delivered to the students, and they took around twenty minutes to complete it, the volunteer monitored the class responding to questions and inquiries from the students. In this class, the English teacher did not interfere at the beginning of the class despite the number of needs the learned seemed to have but the volunteer was capable enough to solve all the learners' inquiries. Some minutes later (minute 34 of the class), the volunteer wrote a chart on the board and elicited answers which belong to the verbs in past, that was part of the target vocabulary studied that week in the previous lessons. In this lesson the participation of the students was higher than in other groups, students from different positions of the class raised their hands to provide answers. Sometimes, the class was interrupted by some external noise that could not be avoided so the students were a little distracted until the end of the class. All the answers were written down on the board by the volunteer while the learners participated passively. On the last phase of the task a pair work was proposed in order for learners to compare their answers in the class. In this case teacher's assistance was needed so she helped them directly and then the students gave some answers about the classmate they worked with in class ten minutes after this, the class was finished, and the students went to their break.

March 5th, 8th grade B

In this class attended by seventeen students, the topic about days was introduced. Volunteer four led the class and she began by writing some expressions of time on the board like yesterday, Wednesday etc. The students were asked to write today is, tomorrow is and yesterday was in their notebook to begin the lesson. In this class, the volunteer was more specific in each instruction and her speech was neutral, the fluency was low due to the level of English in the students in 8th grade. The examples about past simple were very basic and related to the activities she did yesterday and elicited examples

from students in the same context. Students' level was a bit low, and they felt a bit shy to participate but the obstacle was overcome, and class continued. Five students spoke up their answers and then they were all asked to work in pairs to ask them what they did yesterday and were told to write their classmate's answers on the notebooks. The class layout was modified, and the students worked in pairs. Not only the volunteer helped the students but also the English teacher responded a few questions from them during this exercise which in fact took around 20 minutes to be done. Something worth mentioning in this class was the presence of the Communication department from INEPE who entered the class to take some pictures and talk to the students indistinctively to record their impressions of the class. Once this activity finished but class did not go back to the original layout, the volunteer asked what is a perfect day for you? She besides urged the students to use English in their answers as student like to mix Spanish and English in their classes apparently. Class continued their work and students wrote their classmates answers and then participated as a whole class in a speaking activity related to the perfect day they think they could have using verbs in past tense. Class ended on time and students kept their worksheet for their portfolio.

March 11th, 10th grade B

The lesson of this class was about information questions like what, who, when, among others. Learners tried to guess the meaning of the words written on the board, this activity took like 10 minutes and English and Spanish was used in about 50-50 % of the class that comprised 10 male and 5 female learners: 15 students in total. Once this task was done, volunteers motivated the learners to read vocabulary words in front of the class connected to examples that they do every day when it comes to meals. The class was not fully engaged with this last activity –which consisted on reading a dialogue between a clerk and a client- so volunteer two reminded them on always paying attention to the group in front of the class while remaining silent. The level of English in this group was not the expected one as the volunteers later on expressed in the final interview. The fact of the matter is that the students used to feel a bit shy when it comes to talk in English in front of the class, so they had to push them somehow in order for them to come to the front of the class and read the dialogue. As a consequence, this activity took more than 20 minutes to fulfill this task. Students were told that this activity would be combined with the previous one related to lexis studied in class and both tasks will be implemented in a game made in Kahoot (software online for games) the next week at the institute's computer lab. To finish this class, they delivered a worksheet to be completed individually. However, the option to work with someone else was open in case someone would like to work in a team. The worksheet consisted on a crossword to be done using vocabulary words related to the previous class. This last activity lasted more than 20 minutes and both volunteers and the English teacher aided in supervising the class and assisted students whenever they needed to. Students worked actively and

enjoyed the activity which took longer than expected. At the end, they were told they would continue the next class.

March 11th, 10th grade A

Volunteer first began by writing down the date on the board and his name. He set the goal of talking about the future. He also used a ball to get to know the students by asking them to mention their name, age, hobby and favorite subjects. All this information was written down on the board in Spanish and English for students so that students can keep in mind all the ideas they had to mention so it was easy for all students to collaborate in this activity thus the volunteer was able to get to know them. A few students refused to participate because they felt shy, but they were persuaded by their classmates to speak. The 10th grade was harder to manage since there were a few problems with discipline. Students felt like talking in Spanish and laughing all the time which interrupted the usual course of the lesson. They had to be called out many times by the volunteer and the researcher had to intervene a few times too. The students were asked to speak about their hobbies and favorite subject if they had any. Five students participated in this task exposing a few mistakes and absolute lack of pronunciation in their answers with a few exceptions who could speak somewhat fluently. At the sixth intervention (minute 11), the researcher had to intervene to persuade students stop interrupting the others and explained the importance of listening in English class. Students later on continued the speaking interventions until minute twenty. Once students achieved this task. The volunteer explained that they had to talk about a plan for the weekend, the instruction was written on the board, repeated twice in English and then translated to Spanish for better comprehension. It could be seen that in this class, the experience of the researcher was essential to keep the class going accordingly. The last activity in the worksheet instructed the students to think of necessary items when going camping so learners had to work cooperatively to fulfill this task on time. The last part of it, which consisted of presenting the task in front of the class, was put off for the next session.

March 24th, 8th B

This class was held by volunteer 4 who was very friendly to start her class, she asked her students how they felt today and received good responses from the students who answered in English and asked questions about basic vocabulary words like food, fruits and sports. She then continued to answer more questions. It should be stressed that the English teacher was not present for the first minutes of the class, but she showed up afterwards. This volunteer was able to catch students' attention for the speaking activity which lasted for around ten minutes. When one of the learners could not perform accordingly, she urged them to speak loudly or repeat their answers or even switched the words for better ones when they could not apply the appropriate register. At minute eleven, she explained the

worksheet prepared for that class, she exposed it in front of all the students and explained all the points to cover in detail. The topic was about the perfect day at school. By all means it is fundamental to point out the class management that this volunteer had to deal with the students during the whole class. When all the worksheets were spread in class, they began working on them in pairs as suggested by her. After 13 minutes had passed in the class, the Communication chief came into the class to register highlights with his camera. The title of the board was written on the board after fifteen minutes of the class had passed although the students continued their work in the worksheet when a few of them asked for assistance from the volunteer and the teacher. In this class the researcher did not have to intervene at all in the class. Many vocabulary words were written down on the right side of the whiteboard whenever it was requested by the students. When the class reached 30 minutes, the volunteer modeled some examples on the board related to her country about the perfect day. She detailed two examples and triggered questions for students to answer with their own examples but before that she emphasized that all of them had first to raise their hands if they wanted to participate. Every time they forgot the rule, the volunteer reminded them that they cannot speak all at once because the class turned confusing for the person in front. There was one situation where they could listen to each other so she consequently stated that she would have to abandon and stop the class since no one was listening and reiterated that it is not friendly to talk while others do. She then finalized the class by briefly accounting for some traditions that are practiced in Germany differently and thanked everyone for paying attention in class.

March 31st, 8th A

This class was one of the last ones which took place on April 19th. Volunteer five was in charge of this group who in fact felt really happy because she received a surprise at the beginning of the class. Before she came into the classroom, the students had decided to write something for her on the board. Basically, they agreed to thank the teacher for her classes and everything they learned. After this, she began her class with a game, she brought a dice toy to play with the students, so the class was divided into two teams. Team one went to the left of the class and team two went to the right side of it hence the class changed from teacher-centered class into a student-centered class layout. The game was launched and every time one of the members threw the dice, they had to go further on the labyrinth game on the worksheet and read one example. If they succeeded, they were able to score one point. Something worth mentioning is that a few students were a bit distracted since the activity was not clear enough for them, but they got into the game once they saw their classmates playing along. All of them participated on the game but they received clarifications from the English teacher when they could not follow the game easily. There were sometimes times when learners were completely engaged with the activity as they felt really excited raising their hands or even making an imaginary

queue to participate. Meanwhile as the game progressed, another member of the communication department was in the classroom to take pictures, this activity took about 30 minutes. When the activity was finished some learners expressed their disappointment because of the fun entertainment they had experienced despite the lack of time to complete the game. After they were done with the game, they worked on the second part of the worksheet which contained vocabulary from the examples used in the game. Volunteer five granted support for anyone with questions and then asked students to swap worksheets with the classmate next to them. This was performed in order for learners to assimilate ideas from others. Some examples were requested to be read out loud in the class. Another worksheet was given to students for the next part of the class, it is important to highlight that in this class, most of the instructions were understood easily by one part of the class because they interacted with the teachers almost at the same time while the other part of the class needed to hear the instructions twice at least. The second job sheet comprised activities that were done yesterday so they could write using tenses in past, also contained a few pictures for learners to color them and a short game to be played in pairs (some learners played in groups of three) with a small dice. Interestingly enough to cite, students did not request to hear the instruction in Spanish. This could be due to the teacher's speech being slow and well-paced; the volunteer's speech was standard, clear and not fast-paced at all. This work lasted exactly 30 minutes before the students' break commenced. In this class the researcher did not have to intervene at all, and the communication staff was present too to take pictures of the class.

March 31st, 10th A

This class got off to a good start with a few instructions from their main teacher that in this case arranged to monitor the class due to the fact that the English teacher was not available at this time. Again, INEPE staff were present to take pictures from the class as usual. The main teacher in fact helped to keep students focused on the class that was taking place. As it was already mentioned this class was held by volunteer three, this time realized students could not deal with a class 100% in English, so they sometimes used Spanish to be better understood. He retook the previous topic practiced in former classes and continued to assess the grammar topic of future with going to. He wrote an example on the board about visiting his grandparents. He asked once in English and twice in Spanish for one learner to volunteer to explain to the researcher about what was done the previous class, and he elicited some examples made in the last worksheet too. Students this time participated actively and interacted with the volunteer. Something interesting came up in this class, the researcher noticed that the volunteer did not feel confident enough to explain the class, in that moment he offered himself to explain the class and the volunteer automatically agreed. He used the example on the whiteboard to expound the topic using other subjects, he also advised the learners to use English

only in order for interacting with the volunteer as it was the only language in common both parties had (Volunteer's Spanish was somewhat weak therefore he did not feel comfortable using it). The next instruction was to work in pairs explaining their possible actions during the next weekend. After providing several examples under the same context, he let the volunteer explain the second part of the grammar using the other possessive adjectives, but he did not induce the learners to give examples rather he advised the students to save them for the next phase of the lesson. After twelve minutes, the explanation phase ended, and students began their work which had a 10-minute window to be done in their notebooks. AS a matter of fact, students took longer to complete it. The activity was shared in class as a speaking lesson where many learners exposed their answers but also received some instant feedback from the volunteer in charge. Most of the rest of the class was managed by the volunteer in Spanish, he seemed to be more confident when giving the instructions in the learner's mother language. In all honesty, students were more focused when they received them in Spanish rather than English. This lesson ended by introducing two information questions such as how much and how many. Students were prompted to use both grammar topics to make questions for the next session and they were granted twelve minutes to interact with their own questions. The researcher as well as the volunteer supervised the class along with the Spanish teacher who was aiding with discipline issues. At the end, both the volunteer and the researcher congratulated the students for an excellent last class. The volunteer in charge proposed taking a picture as a whole class and everyone agreed.

March 18th, 10th B

This was the last class in tenth grade that volunteers one and two prepared. They continued working on the topic they proposed the last class by giving them. First, they began by writing the instructions on the board while delivering the worksheet to each student which contained the crossword exercise for this class. This task lasted for around 15 minutes and when learners finished it, they were taken to INEPE's laboratory where they were required to digitalize the exercise using software online. In this case, Kahoot webpage was chosen since it presented friendly tools for the learners. Once students were settled in the lab, a few instructions were granted for them so that they could work in the lab. It is important to mention that this laboratory was well equipped with several computers which were integrated with LCD screens, computer peripherals for input and audio but no conventional CPU. Instead, they were assembled with NUCs (next unit for computing) which are small computers with basic capacity features that are suitable enough for all tasks that are focused on automating and improving everyday tasks in the office and academic affairs. The use of these devices completely reduced the space assigned for the computers, so they were granted to hold up to twenty-four computers in the lab plus the teacher's one. More specific Instructions were given afterwards,

students were granted some minutes in the lab to ultimate details in their task. The instructions to access the program helped them to complete and compare their answers to guarantee no one could be mistaken on it. For this class, they had three guests who were the English teacher as usual, communication staff member to register highlight moments and volunteer three who in fact was invited as a listener in this class. The activity proposed took around forty-five minutes and all the crew were committed to helping with students' inquiries. Then, volunteer two presented the results on the main screen. Students compared and were happy that most of their answers were correct, they interacted a lot with the volunteers, but this interaction was not in English entirely. Class ended and students expressed they loved the class and thanked the volunteers for the classes received.