



UNIVERSIDAD DE GUANAJUATO

CAMPUS IRAPUATO-SALAMANCA

DIVISIÓN DE INGENIERÍAS

*“Students’ Perceptions of an ELT Teacher at University
Language Program in Salamanca, Guanajuato, Mexico”.*

TESIS PROFESIONAL

QUE PARA OBTENER EL TÍTULO DE:

LICENCIADO EN LA ENSEÑANZA DEL INGLÉS

PRESENTA:

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Asunto: Notificación de Dictamen de Propuesta de Tesis


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PRESENTE.

Una vez concluido el análisis y discusión sobre la propuesta del proyecto de tesis titulada: "Students' perception of an ELT teacher at a University Language Program in Salamanca Guanajuato, México ", bajo la revisión del *Asesor(es)*: Lara Herrera Romero, LEI Montoro Sanjosé Carlos Rubín, Dr.; en su reunión ordinaria del semestre Enero-Junio 2015, la Comisión de Titulación del Consejo Divisional acordó la siguiente resolución:

Con fundamento en las fracciones primera a cuarta del Artículo 67 y el Artículo 68 del Estatuto Académico, esta comisión acordó **POR UNANIMIDAD DE VOTOS ACEPTAR SU PROPUESTA DE TESIS** designando el siguiente jurado:

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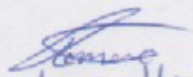
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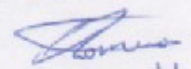
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Por medio de la presente, se otorga autorización para proceder a los trámites de impresión, empastado de tesis y titulación al alumno (a) Sandra Hernández Méndez del Programa de Licenciatura en Enseñanza de Inglés y cuyo número de NUA es: 907825 del cual soy director. El título de la tesis es: Students' Perceptions of an ELT Teacher at a University Language Program in Salamanca Guanajuato, Mexico

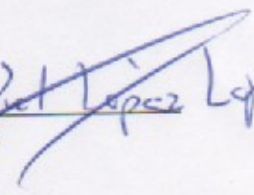
Hago constar que he revisado dicho trabajo y he tenido comunicación con los dos sinodales asignados para la revisión de la tesis, por lo que no hay impedimento alguno para fijar la fecha de examen de titulación.

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ABSTRACT

Reflection in English Language Teaching (ELT) is a term, which has a lot of meanings, one that could be seemed closely related with teaching is a teacher's idea combined with an action, it is not worthy that a teacher's reflect if he does not change anything.

To reflect on the teaching, it is necessary to have certain tools for accomplishing the strong reflection, from this strong reflection it seems to lead to changes and possible improvements in teaching practice.

This works presents an ELT teacher's reflection, which leads to take actions, based on those possible changes on L2 students' perceptions.

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CHAPTER ONE

INTRODUCTION

1.1 Introduction

This study focuses on presenting students' perceptions of an English language teaching (ELT) instructor at Division de Ingenierías Campus Irapuato Salamanca (DICIS). In order to discover students' perceptions, in this research project, I attempt to use reflection, as a tool to discover and understand how students perceive my teaching practice.

The participants in this study were ten Mexican intermediate-level students learning at Division de Ingenierías Campus Irapuato Salamanca (DICIS). In this group, there were four women and twenty-five men; they were between the ages of 19 – 26 years old. They were all engineering students. Students had two specific requirements in order to attend the English class: (1) for learners who have already taken English level III or (2) that they took a placement test which demonstrates their level, so that they are placed in the correct level.

Thus, I used the following title in order to carry out my research project:

Students' Perceptions of an ELT Teacher at a University Language Program in Salamanca Guanajuato, Mexico.

In this thesis, I explore students' perceptions. I wanted to discover to what extent students' perceptions of my practice helped me self-reflect and ultimately improve my practice. In other words, I used students' responses as feedback in order to guide myself toward a better understanding of my teaching performance, thus improving as a teacher. In order to acquire students' perceptions, I applied a questionnaire to ten students and analyzed their responses.

All 29 students (e.g., whole group) were asked if they wanted to participate; however, only 10 of them responded, thus, this research was based on these specific 10 students' responses.

In the next section, I will discuss several definitions of reflection. Secondly, I will explain how reflection is carried out. Finally, I will discuss why reflection is important.

1.1.2 What is reflection?

Zeichner and Liston (1996) who believe that reflective teaching involves “a recognition, examination, and rumination over the implications of one’s beliefs, experiences, attitudes, knowledge, and values as well as the opportunities and constraints provided by the social conditions in which the teacher works” (as cited in Bailey et al., 2001, p. 36).

Leo Bartlett (1990) defines reflection as “the relationship between an individual’s thought and action and the relationship between an individual teacher and his or her

membership in a larger collective called society” (cited in Bailey et al. 2001, p. 37). According to Farrell (2007), there are two main forms of reflection that have emerged: (1) a weak form and (2) a strong form. In its weak version, reflective practice is believed to be nothing more than mere “thoughtful practice”, where teachers sometimes, as Wallace (1991) suggests, “informally evaluate various aspects of their professional expertise” (p. 292). This type of informal reflection does not necessarily lead to improvement in teaching and can even lead to more as Wallace (1991) states “unpleasant emotions without suggesting any way forward” (p. 13). On the other hand, the stronger form of reflection involves teachers “systematically” reflecting on their own teaching and taking responsibility for their actions in the classroom (Farrell, 2007).

Despite the multiple definitions yielded regarding reflection, the one according to Farrell was chosen for this study as it best defined the intended meaning for this research.

1.1.3 How is reflection carried out?

Hoover (1994) claims that reflection “is a carefully planned set of experiences that foster a sensitivity to ways of looking at and talking about previously unarticulated beliefs concerning teaching” (p. 84, cited in Farrell, 2001, p. 36). Hoover seems to believe that reflection is a systematic practice that can be learned from the past experiences one has had (Farrell, 2001). The reflective teaching tools which are usually applied to obtain data in ELT are; journals, self-observation methods, lesson reports; as Richards and Farrell

(2005) point out, “such checklists or questionnaires can grant a more detailed account of a lesson; however, it is necessary to prepare them carefully and try them out several times to make sure that they meet the expectations of a particular teacher” (p. 42). Questionnaires are used in this study to get students’ feedback in order to find out the learners’ opinions and perceptions.

1.1.4 Why is reflection important?

Reflective teaching is a model in teacher education which has been taken into consideration by educators in foreign and second language teacher education (Fatemipour, 2009). In other words, this model embraces the concept of the teacher as a learner and professional. Fatemipour (2009) states “Every teacher has a professional responsibility to be reflective and evaluative about their practice.” (p. 74).

In the next section, I will present the motivation for this research and the thesis statement. I will then explain the context of my research, the background to school, and lastly I will give a general overview of this thesis.

1. 2 Motivation for Research and Research Question

An aspect of my practice that stood out was that I had a tendency to focus on my objectives as a practitioner. Thus, my focus was more on teaching than on learning. During the time I studied a Bachelor Degree in English Language Teaching (ELT) I

learned that if I, as a trainee teacher, formally reflected on my own teaching practice, it would enable me to unravel new understandings of the teaching and learning process.

I realized that I had to learn about teaching methods, procedures and strategies in order to improve my teaching and to help my L2 students learn more effectively. I studied a B.A in ELT in order to achieve my objectives as a professional English language teacher. Therefore, I decided to do more research concerning students' perceptions regarding my own teaching practice. As I desire to continue teaching English for years to come, I believed that in order to accomplish this goal I needed to hone my current teaching skills.

Moreover, I have come to realize that I find myself paying more attention to my role as a teacher; at the same time I am giving more importance to issues such as class objectives, developing and implementing new techniques as well as carrying out new activities. I am interested in knowing the impact that these factors have on my students' perceptions.

1.3 Context of Research

In this section, I will explain the context of my research. I have worked at Division de Ingenierías Campus Irapuato Salamanca, Mexico for three years. During one of my classes I started noticing that I was using different strategies, methods, and approaches such as communicative language teaching (CLT), deductive approach (DA), presentation, practice, production (PPP), total physical response (TPR), among others.

In other words, I am an eclectic teacher during the classes, and also I have used strategies with the implementation of materials and resources such as authentic materials, media, realia, didactic English books, materials for English teaching purposes; therefore, I asked myself how well my students were learning with these new strategies and methods.

1.3. 1 Background to the School

Division de Ingenierías Campus Irapuato Salamanca (DICIS), where this study was carried out, is focused on engineering programs such as electronics, mechanics, mechatronics and computer systems; however, there are other bachelor degree programs in digital arts, business management, and English language teaching (ELT).

1.4 Outline of Thesis

In this chapter, I stated the motivation for and context of my research project as well as background to the university where this research was carried out. In Chapter 2, I present literature relevant to my research concerns, the definition of Reflective Teaching, I discuss the history of this model in education and I present other research studies in order to contextualize my own investigation. In Chapter 3, I explain the methodology I selected, the research design I chose, and the technique I used. Moreover. In Chapter 4, I analyze data and highlight the most important findings. Finally, in Chapter 5, I summarize the findings of my study and make recommendations for further research in the field.

CHAPTER TWO

LITERATURE REVIEW

In the previous chapter, I gave an introduction and an overview of my thesis project and discussed the motivation for this thesis project. In this chapter, I will discuss literature relevant to my research. The chapter is divided into three sections: (1) first, I will define Reflective Teaching; (2) I will then give a brief history of the model; (3) finally, I will provide an overview of a research similar to this study.

2.1 Reflective Teaching definition

According to Farrell, 2007; Jay & Johnson, 2002; Valli, 1997, teachers should be prepared to reflect in order to provoke some changes in their performance.

Farrell (2007), implied that teachers can get some improvements through reflection, a teacher who is interested at learning more about their own teaching can use self-reflection to get those improvements, and moreover a teacher must take actions with those reflections. Valli (1997) suggests that reflective teachers can “look back on events, make judgments about them, and alter their teaching behaviors in light of craft, research, and ethical knowledge” (p. 70). In other words, based on past experiences and research, teachers are able to change their teaching, take the risk to implement new teaching strategies, and change their behavior if necessary, and all these changes seem to lead to improvements.

As for teachers of young adult English language learners, Richards (1990) states that self-inquiry and critical thinking can “help teachers move from a level where they may be guided largely by impulse, intuition, or routine, to a level where their actions are guided by reflection and critical thinking” (p. 5). Based on me seeing myself as a learner and a teacher, I needed to keep an evaluation form of my own teaching practice. Reflective teaching, action research, and a questionnaire were the tools used in this current study to know about my levels of a practitioner.

2.2 History of Reflective Teaching

Teachers started studying more about reflection and its influence in education many years ago. In the last 25 years, many different philosophical and political establishing of the versions of reflective practice and teacher education have been promoted (Eisner, 2002; Noffke & Brennan, 2005).

Dewey (1933) called for teachers to take reflective action that entails “active, persistent, and careful consideration of any belief or supposed form of knowledge in light of the grounds that support it and the further consequences to which it leads” (p. 9). Dewey explained three characteristics of reflective individuals, which are important for teachers today: open-mindedness, responsibility, and wholeheartedness. Open-mindedness means a willingness to entertain different perspectives, coupled with an acceptance of the “possibility of error even in the beliefs that are dearest to us” (Dewey, 1933, p. 30).

Responsibility, Dewey (1933) wrote that to be intellectually responsible; “is to consider the consequences of a projected step; it means to be willing to adopt these consequences when they follow reasonably from any position already taken...(learners must as) for the meaning of what they learn, in the sense of what difference it makes to the rest of their beliefs and to their actions” (p.32).

Whole-heartedness is about curiosity and enthusiasm, according to Dewey, without it a teacher has no energy, no fuel, to carry out reflective inquiry-much less teaching itself.

2.3 Reflective Teaching research

In this chapter, I will describe the similarities between this study and a similar one reported in the literature review. Moreover, this study makes reference to reflective teaching and reflective learning by Philip Shigeo Brown (2007). Similar to this study, reflective teaching is used as the author investigates and discusses changes in his teaching and seeks to answer how his experience of the content of the Birmingham MA course has led to changes in his attitudes, beliefs, and teaching behavior. In addition, this current paper looks to research about my changes and improvements as an English Teacher with the BA. It seems that if someone researches more about his own teaching, he will be able to generate changes and observed aspects that will lead to improve a class. In this study I used Reflective teaching, action research, and a questionnaire to get students' feedback, based on this. I will analyze the data to discover how students perceive me as an English Teacher and the changes that I have been generating with the BA. Similar to the previous explanation, in the compared study the author used

methods for investigating change. There are numerous means by which the author might investigate changes in teaching behavior, attitudes, and beliefs. Richards & Lockhart (2007) list six typical procedures:

1. Teaching journals

A journal is a teacher's or a student teacher's written response to teaching events. Keeping a journal serves two purposes:

1. Events and ideas are recorded for the purpose of later reflection.
2. The process of writing itself helps trigger insights about teaching.

Writing in this sense serves as a discovery process.

2. Lesson reports

A lesson report is a structured inventory or list which enables teachers to describe their recollections of the main features of a lesson.

3. Surveys and questionnaires

Some aspects of teaching and learning can be investigated through carrying out a survey or administering a questionnaire. For example, a teacher may wish to investigate students' attitudes toward group work.

4. Audio and video recordings

The advantage of the preceding procedures is that they are relatively easy to carry out. However, a disadvantage is that they obtain subjective impressions of teaching and by their nature can capture only recollections and interpretations of events and not the actual events themselves. Hence other procedures are also necessary.

5. Observation

Observation involves visiting a class to observe different aspects of teaching. Throughout this book observation is suggested as a way of gathering information about teaching, rather than a way of evaluating teaching.

6. Action research

“Action Research is a teacher’s personal study of his/her own teaching or of the students learning” Scrivener (1994, p.379). In view of this, action research is used to carry out teacher’s studies. One of the advantages of it is that it can be very small scale. Anything you do in your own work that is actively seeking to help you learn and progress is a kind of action research Scrivener (1994).

(Richards & Lockhart, 2007, pp. 7-13)

For this study, action research and a questionnaire are used in order to follow my advances as an ELT teacher and students’ perception towards my performance. Now, in this piece of information I show another definition for action research that supports my choice:

Action Research (AR) has evolved in various ways and traditions (Burns, 2010; Crookes, 1993; Kemmis & McTaggart, 2005; Noffke, 1997; Ryan, 2013; Somekh, 2010). Fields such as applied linguistics and education are usually developed by AR contributions from a variety of institutional settings (for recent examples see Bevins & Price, 2014; Calvert & Sheen, 2015; Castro Huertas & Navarro Parra, 2014; Talandis & Stout, 2014). In an attempt to define AR, Burns (2010) relates AR to “...the ideas of reflective practice and the teacher as researcher. AR involves taking a self-reflective, critical, and systematic approach to exploring your own teaching contexts,

and adds that AR seeks to intervene in a deliberate way in the problematic situation in order to bring about changes and, even better, improvements in practice.” (p. 2).

Comparing the research by Brown (2007), he chose four methods to investigate and evaluate change:

1. Teaching journals.
2. Self-reflection and evaluation questionnaires.
3. Face-to-face interview with a fellow MA student.
4. Instant Messenger based interview with the author’s university tutor.

CHAPTER THREE

METHODOLOGY AND DATA COLLECTION

In this chapter, I will explain the methodology I used for my research and the data collection tool I used. Firstly, I will define qualitative research. Secondly, I will define action research. Thirdly, I will explain two kinds of questionnaires, and I will present the reason I used questionnaires for my research.

3.1 Qualitative Research

Qualitative research is usually equated to interpretative analysis (Powell, 2001; Tong, 2002). Therefore, every human tends to create his/her own reality according to his/her experiences in the everyday life. In this study, categories were used to analyze students' perceptions, and these perceptions were perceived under the students' own reality.

There are other definitions for qualitative research: Qualitative researchers are interested in understanding the meaning people have constructed, that is, how people make sense of their world and the experiences they have in the world. (Merriam, 2009).

3.1.1 Analysis of Qualitative data

Briefly speaking, the analysis of qualitative data tends to be regarded as:

- Iterative: rather than analysis being a one-off event taking place at a single point in time, the analysis tends to be an evolving process in which the data collection and data analysis phases occur alongside each other.

- Inductive: analysis tends to work from the particular to the general. From the detailed study of localized data the analysis attempts to arrive at more abstract and generalized statements about the topic.
- Research-centered: the values and experience of the researcher are seen as factors influencing the analysis. The researcher's "self-identity" is treated as significant in relation to the analysis.

Denscombe (2012, p.273)

The analysis of qualitative data can take a number of forms, reflecting the particular kind of data being used and the particular purpose for which they are being studied (Denscombe, 2012, p.273).

In view of this, the research-centered type of analysis seems to be the most accurate for this current study since I will take into account my reflection as an L2 teacher to reach conclusions.

3.1.2 Qualitative Research Methods in Reflective Teaching

Qualitative research methods (QRM) are usually used to study social phenomena, situations and processes that involve people, identifying them from a variety of perspectives.

There have been many qualitative or case studies on reflective practices whose findings have been related with motivation on the part of trainee teachers (Cornford, 2002). One reason deceits in the fact that teachers do not find much in conventional approaches in terms of ways to tackle their practical problems (Richards and Lockhart,

1999), and reflective teaching has emerged as a response to the call for an alternative for the concept of method.

Reflection has been of great importance and has received noticeable attention in teacher education and teachers' educational development in recent years and is a key component of teacher development in teachers' performance (Clarke and Otaky, 2006; Griffiths, 2000; Jay and Johnson, 2002; Johnson and Johnson, 1999; Richards, 2000; Vieira and Marques, 2002). According to Jay and Johnson (2002) "Reflection has become an integral part of teacher education" (p. 73), and as Tabachnick and Zeichner (2002) put it, "there is not a single teacher educator who would say that he or she is not concerned about preparing teachers who are reflective" (p. 13).

Open-ended questions are used in this study in order to collect data from a qualitative perspective. Students have their own point of view and life experiences, so that they would have different perspectives of my performance. With reflection I will try to know how they perceive the performance I have considering my formal instruction in the L2 classes.

Therefore, perceptions are related with lived experiences which are meaningful in reflection, strong reflection will be used to analyze the data I collect in this study.

Qualitative research (QR) is a method which attempts to comprehend individuals, groups of people and/or sets of research problems, in this case: student perceptions, from the point of view of the subject or subjects involved in the research (Labuschangne, 2003; Rubin and Rubin, 1995; Taylor and Bogdan, 1984). QR is particularly effective in coming through data concerning the values, opinions, behaviors, and social contexts of particular social group (Mack, 2005).

3.1.3 Types of Qualitative data

Qualitative data take the form of words (spoken or written) and visual images (observed or creatively produced). They are associated primarily with strategies of research such as case studies, grounded theory, ethnography and phenomenology, and with research methods as interview, documents and observation. Qualitative data, however, can be produced by other means. For example, the use of open-ended questions as part of a survey questionnaire can produce answers in the form text-written words that can be treated as qualitative data (Denscombe, 2012, p.273).

In other words, open-ended questions can produce qualitative data, and in this study I used questionnaires in order to get students' feedback to obtain meaningful data.

Types of qualitative data. Table 1

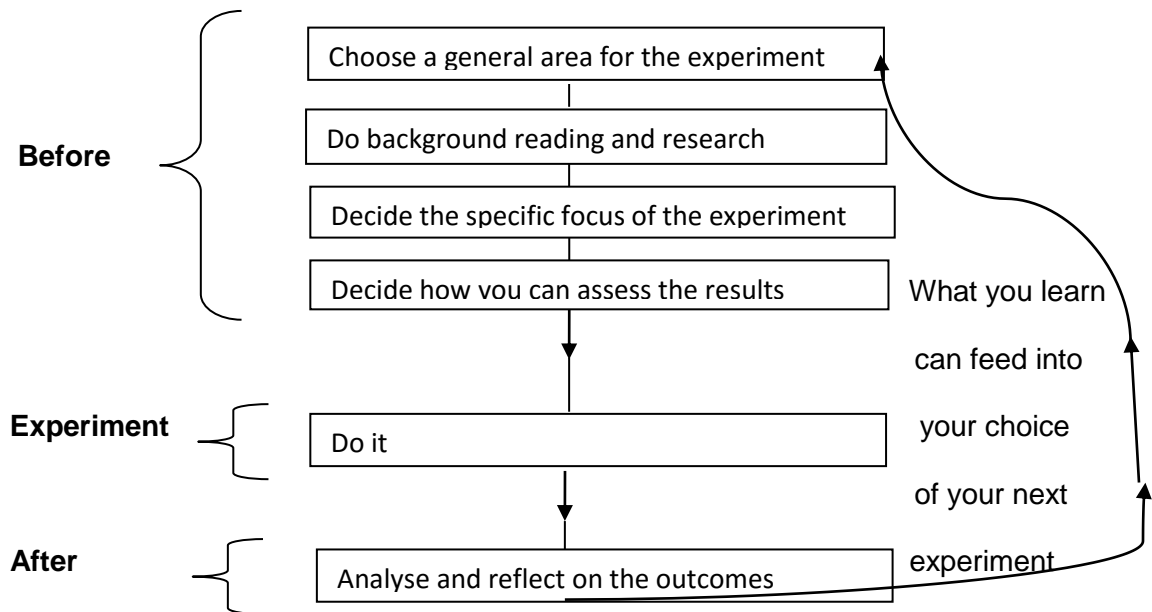
Source of data	Research method	Format of data
Interview talk	Interviews	Recorded speech
Reports, diaries, minutes of meetings Scripts (e.g. for political speeches or media Programmes)	Documents	Printed text
Interactions between people (including Naturally occurring actions, responses, Language) Events (e.g. ceremonies, rituals, Performances) Artefacts, symbols, cultural objects (e.g. paintings, advertisements)	Observations	Photographs Pictures Video Recordings
Answers to open-ended questions	Questionnaires	Printed text

Denscombe (2012, p.273)

3.2 Action Research

More recently, action research has been used in a variety of settings within the social sciences, but its growing popularity as a research approach perhaps owes most to its use in areas such as education, organizational development, health and social care (Koshy 2010; McNiff and Whitehead 2006; Reason and Bradbury 2006; Somekh 2006). Thus, in these areas, professionals attain to research to improve practices. Bailey (2001) describes action research among language teachers as “an approach to collecting and interpreting data which involves a clear, repeated cycle of procedures” (p.490). In view of this, action research is used to carry out teacher’s studies. One of the advantages of it is that it can be very small scale. According to Scrivener (1994, p.379) “anything you do in your own work that is actively seeking to help you learn and progress is a kind of action research”.

In the following part I present a chart that shows a route when you want to experiment with a new classroom technique or to analyze and reflect.



(Adapted from Scrivener 1994, p.379)

The steps which are mentioned above are the ones that I took into consideration for this study. I already explained in the chapters three, two and one, the points one and two from the above chart, and step three will be explain in the following part.

I made use of a questionnaire in order to get data from the ten Mexican students who took part in this research. Students' feedback is one of the resources a practitioner might use to evaluate his/her own teaching practice. In addition to this, the thesis statement for this study was narrowed in the following form;

1. How students perceive an ELT teacher at a University Language Program in Salamanca Guanajuato, Mexico.

From the data collected in this study, I have the intention to reflect on it and be able to set some categories in order to have an idea about what students' perceptions are of an ELT teacher, to advance and change as an English teacher.

3.3 Questionnaires

A questionnaire is a list of written questions that can be completed in one or two basic ways, because questionnaires are limited to two basic types of question:

Open-ended (or "open question") is a question where the researcher does not give the respondent with a set answer from which to choose. The respondent is asked to answer "in their own words". This produces mainly qualitative data. Since this study's aim is to collect student's perceptions of an ELT teacher I decided to use open-ended questions, because qualitative data provided with this instrument would be lead to teacher's reflections. Close-ended (or closed question) is a question for which a researcher provides a suitable list of responses (e.g. Yes / No). This produces mainly quantitative data.

3.3.1 The role of open-ended questions

In order to collect data I made use of open-ended questions in this study, which were piloted in previous semesters. Denscombe (2012, p.165), suggests the advantages of "open" questions; "the information gathered by way of the responses is more likely to reflect the full richness and the complexity of the views held by the respondent; respondents are allowed space to express themselves in their own words".

According to Groenewald (2004), “Novice researchers are often overwhelmed by the plethora of research methodologies, making the selection of an appropriate research design for a particular study difficult.” (p. 2). Bell (2003) underlines the difficulty of deciding on a methodology:

“The sad fact is that in spite of all the tried-and-tested methods that have been employed by experienced researchers over the years, there never seems to be an example that is quite right for the particular task. Inevitably, you will find you have to adapt or to devise a completely new approach, and all new systems need careful piloting and refining in the light of experience.” (p. 164)

There is no guarantee that a particular data collecting tool will be better than another. However, based on the nature of my research I believed that questionnaires were the best option.

Students are free to express their ideas; in this way, from these data the researcher has a bigger repertoire for reflection. I realized that open-questions allowed me to know directly how students perceive me as an ELT teacher, and I think is important to mention that I had had the same students since one last semester, and they could compare my last classes when I was in 6th semester of the BA to my 8th semester while I was carrying out this study. They had 30 minutes to answer the 8 questions.

These are the questions, which were applied to the 10 students:

1. What is your perception about the class you took last semester compared to the current one?

2. What's your perception about this English class?

(In this question, I tried to be more specific with students' answers, since in the first question students explain their ideas or opinions about the comparison between the semester in which this research was performed and the previous semester).

3. Is the class from last semester different to the classes you're taking now? Why?

(In this question, I tried to get more reasons about the differences students found in the previous semester, since I was their teacher last semester too, in these questions I am highlighting differences according to the students' experience).

4. Comparing the classes you're taking now and the one you took last semester, what are the differences?

(This question makes reference to the English class)

5. Do you think you have been learning in this class, why or why not?

6. Do you feel motivated to continue studying the next level of English? Why or why not?

7. How many words do you consider you have learnt so far in this class?

8. How much grammar, speaking, reading, and writing do you think you have learned so far?

CHAPTER FOUR

DATA ANALYSIS

4.1 Introduction

In this chapter, I delivered an analysis of the data collection and highlighted the most important findings. In the previous chapter, I explained the methodology and data collection I used, so that at this point of this chapter I will state ethical issues related with this research, the data analysis, and a conclusion for this chapter.

4.2 Ethical Issues

Ethical issues in educational research and AR (Action Research) are extensively examined in the literature (Beach & Eriksson, 2010; Coghlan, 2013; Collins, 2004; Floyd & Arthur, 2012; Jones & Stanley, 2010; Locke, Alcorn & O'Neill, 2013; Lomas Scott & Fonseca, 2010; Mockler, 2014; Nolen & Putten, 2007; Puchner & Smith, 2008; Walford, 2005; White & Fitzgerald, 2010; Zeni 1998, 2009).

Confidentiality and anonymity are usually addressed together with informed consent (Doyle, 2007; Locke, 2013) and respect for participants (Hedges, 2001; Mockler, 2014). Doyle (2007) defines confidentiality as:

“not having identifying characteristics such as name or description of physical appearance disclosed so that the participants remain unidentifiable to anyone outside the permitted people promised at the time of informed consent. Anonymity is only one aspect of ensuring confidentiality. It involves using a fictional or no name at all rather than the participant’s real name”. (pp. 81 – 82)

In view of the above, students in this study participated because they wanted to, students names were replaced by St1, St2, St3, St4, St5, St6, St7, St8, St9, and St 10 in order to protect students opinions.

4.3 Data Analysis

4.3.1 Questions 1 and 2

1. What is your perception about the class you took the last semester with the current one?

St 1: "The teacher has more experience and she dominates the language"

St 9: "The current classes are more dynamic, there is more participation between classmates and teacher which is helpful to "speaking".

2. What's your perception about this English class?

St 6: "I have learnt a lot, and now I know that I can change some words that I used to speak for other ones more correct."

St 10:"The current classes are more organized. In the previous classes the students seem distracted, now we all have the same book and we all have the same lesson, too"

In the next tables, I explain affective dimension that I found on the data I collected. Affective Dimensions of Learning represents one of the three dimensions of learning identified by Illeris (2002). It is a complex concept that refers to dimensions for affective learning. Dimensions of Learning and Affective Dimensions of Learning are often used to designate the relationship between emotions and learning (e.g., fears

associated with formalized learning). I divided the table into four columns the first is about the theme, from the collected data I identified the affective dimension of teacher and learners, in the second column the category is teacher and students' attitude, then this is regarding with affective dimension related with learning, this theme and category rose from the questions 1 and 2, which is represented in the third column, in the fourth the students identification whose this data was collected.

In tables two, three, four, and five. I divided the columns in the same way, based on affective dimension just with different themes, categories, questions, and students' code.

Table 2.

Theme	Category	Questions	Students' Code
Affective Dimension of teacher and learners	Teacher and students' attitude.	Q 1 and Q 2	St 1, St 9, St 6, and St 10

Professional competence is believed to be a crucial factor in classroom and school practices (Campbell et al., 2004; Baumert and Kunter, 2006, Shulman, 1987). In view of this, students took into account my professional competence and it seemed to lead with students' attitude towards the class, St 1 mentioned that the teacher

proficiency is better than in the last semester, this guided me to set a theme, which is affective dimension of teacher and learners, the category is teacher and students' attitude, because of the data collected with questions 1 and 2.

4.3.2 Questions 3 and 4

3. Is the class from last semester different to the classes you're taking now? Why?

St 10: "Yes, it is different, since during the classes the participation and team work are priority in order to practice "speaking", while grammar practice is done at home".

4. Comparing the classes you're taking now and the one you took last semester, what are the differences?

St 1: "The difference is that the teacher is able to engage better with people, and with the students. Moreover, she has more ability to explain to people, and the class is nicer and more understandable. The work she performed is better and the way we work is very useful".

St 6: "In the current classes I am taking, the group is participating more, in my point of view, students need more practice in speaking English than in doing individual activities".

St 8: "The difference is that the current class is more dynamic and we participate more. The teacher's performance is good, but she can use more gestures and body expressions in order to explain better what she is saying"

Table 3.

Theme	Category	Questions	Students' Code
Affective Dimension of teacher and learners	Teachers' Classroom Management	Q 3 and Q 4	St 10, St 1, St 6, and St 8

This category refers to the fact that students perceive that a good classroom management can cause a development on their learning; teachers are able to change and improve classroom management in order to get better results in the process of learning. Effective classroom management principles work across almost all subject areas and grade levels (Brophy, 2006; Lewis, et al., 2006). It seems that Formal Instructions provide teachers with improvements at certain points on classroom management; it is important to mention that some classes need more classroom management strategies than others. In the above chart 40% of students mentioned that saw a difference in classroom management by the teacher.

Classroom management systems are most effective when they adhere to three basic principles (Brophy, 2006, pp. 39-40):

1. Emphasize student expectations for behavior and learning.
2. Promote active learning and student involvement.

3. Identify important student behaviors for success.

In addition to this, learners seem to have a better learning process if the teacher provides tools to keep a good classroom management. In the light of this, Brown (2001) declares that “students are indeed profoundly affected by what they see, hear, and feel when they enter the classroom” (pp. 192-193). Unless the teacher ensures the following in his classrooms, management problems may occur (Brown, 2001, p. 193).

-The classroom is neat, clean, and orderly in appearance,

-Chalkboards are erased, and the whiteboard is clean,

-Chairs are appropriately arranged,

-If room has bulletin boards and you have the freedom to use them, can you occasionally take advantage of visuals?

-The classroom is as free from external noises as possible (machinery, outside, street noise, hallway voices, etc.),

-Acoustics within your classroom is at least tolerable,

-Heating or cooling systems (if applicable) are operating.

Thus, based on the above information, it seems that a teacher controls classroom management according to the instructions they have experienced and received from previous learning experiences that they have had. I consider that it is very interesting, since a formal instructed teacher is able to manage a class taking into account their own

experiences, but at the same time classroom management strategies acquired from formal instructions.

4.3.3 Questions 5 and 6

5. Do you think you have been learning in this class, why or why not?

St 5: "I need to be prepared for the TOEFL exam".

St 6: "Yes, I want to learn English to improve in my career".

6. Do you feel motivated to continue studying the next level of English? Why or why not?

St 1: "Obviously, I feel motivated since I have learnt and I would like to have a perfect English".

St 4: "English is basic nowadays in order to outstand internationally".

St 7: "Yes, I want to travel to USA, and travel around the world and many cities also to achieve communication with other people is essential".

St 9: "Yes, because I am interested in the language and the opportunities that this can offer me".

St 10: "Yes, I really feel motivated to continue with the next level because I am interested at learning from books written in English and I am interested at engaging with other people from different countries".

Table 4.

Theme	Category	Questions	Students' Code
Affective Dimension of teacher and learners	Students' motivation	Q 5 and Q 6	St 5, St 6, St 1, St 4, St 7, St 9, and St 10

There are more successful L2 learners than others, which is because of the motivation, if an L2 learner is more likely to find his learning interesting or meaningful, he could improve more than other who is bored or unmotivated to learn (Saville-Troike, 2006). The level of effort that learners expend at various stages in their L2 development depends on how motivated they are to learn. The more motivated students are, the easier they will learn a new language.

Motivation is recognized in two kinds (Saville-Troike, 2006). One of them is integrative motivation, which is based on learner interest, (i.e. to what extent the learner is interested in the country or the culture represented by the target language group). Saville-Troike (2006) states: “to be interested in learning an L2 and to have the desire to learn about, or associate with, the people who use the language you are learning could

be an example of integrative motivation” (p.87). The other motivation type is instrumental motivation, which is connected to the desire to learn a language to increase occupational or business opportunities, but also to get prestige or power (Saville-Troike, 2006). The above mentioned types of motivation should be seen as complementary to each other, rather than oppositional or distinct, since learners can be both instrumentally and integratively motivated at one and the same time (Ellis, 1997).

Furthermore, in this study students showed one or the two kinds of motivation; it seems that globalization is taking part of motivation for learning English, St 4 mentioned the word “internationally” in order to make reference to involve the language to overcome frontiers, integrative motivation. St 6 has instrumental motivation because he/she is thinking about his career. Instrumental motivation is presented, since St 9 is motivated because of the possible opportunities for his/her future job. St 10 agreed with St7 and St 4 since they have instrumental motivation. Despite that student 7 seemed to be motivated, St 7 mentioned in the question 8: “I have learnt just a little grammar, vocabulary, speaking etc”., also St 9 said in the question 7; “I have not learnt any word” and in the question 8: “I have learnt a little grammar and pronunciation”. These answers deserved a deeper research in order to discover negative students’ perceptions towards my class.

4.3.4 Questions 7 and 8

7. How many words do you consider you've learnt so far in this class?

St 1: "I have learnt a big repertoire of vocabulary because I consider that in this type of classes I learn a lot of words, and I have used the seen vocabulary".

St 2: "I have learned about 50 words in this class and that makes me feel motivated to continue coming to the classes".

St 6: "I have learned a lot, now I know how to change some words I used for others more correct".

St 1, St 2, and St 6 agreed that they have learned vocabulary this semester, which shows a part of learning outcomes, as students are expected to know certain aspects of the taught language throughout the classes.

8. How much grammar, speaking, reading, and writing do you think you have learned so far?

St 1: "I have learned a lot and I have practiced a lot of speaking".

St 4: "I think, I have learned more about grammar and writing".

St 10: "I have learned the use of "have to, must not, etc..." and new words".

St 1, St 4, and St 10 said that the learning outcomes in this semester have been; speaking, grammar, writing, and lexis, which is important because these are students' perceptions of their learning outcomes.

Table 5.

Theme	Category	Questions	Students' Code
Learning Outcome	Learning ability (speaking, grammar, reading, writing, lexis)	Q 7 and Q 8	St 1, St 2, St 4, St 6, and St 10

Learning outcomes have been defined as a statement of what a learner is expected to know, understand, or be able to do at the end of a learning process. Students in this current study are expected to gain abilities in order to be able to communicate in L2.

These comments arose from students.

St 1: "The teacher has more experience and she dominates the language"

St 9: "The current classes are more dynamic, there is more participation between classmates and teacher which is helpful to "speaking".

St 6: "I have learnt a lot, and now I know that I can change some words that I used to speak for other ones more correct."

4.4 Conclusion

In this chapter, I analyzed the data I found, I make themes and categories which emerged from the questionnaire I applied to the ten students; the answers from the students were written in Spanish, because the students were not instructed to use neither English nor Spanish, so they used their native tongue to answer. In this study, translations were carried out by me in order to involve the two languages (Spanish and English) on students' response.

CHAPTER FIVE

CONCLUSION AND RECOMMENDATIONS

In the previous chapter, I stated the findings I have towards the data collection, and in this chapter, first I will state the thesis statement, and I will explain in which part of this study I answer the question, next I will conclude the most important findings from the previous data, then I will explain future research questions which arose from this current study, and finally I will conclude the research with my reflection as an L2 teacher.

5.1 Thesis Statement

This is the thesis statement I am getting focus on:

How students perceive an ELT Teacher at a University Language Program in Salamanca Guanajuato, Mexico.

I will further explain about the findings I have in order to state answers for the thesis statement, in the teacher's conclusion section where I write the teacher's reflection as an ELT teacher.

The data collected in this analysis shows that affective dimension affect students' perceptions towards my teaching practice, because with questions 1 and 2 I found that

students' attitude can change but if teachers' attitude changes too, I will further present more findings in the title 5.2.1 Summary of findings.

The aim of this current study is to achieve a higher understanding level of students' perception of my teaching performance. From students' feedback, I reflect and I will arrive to a conclusion to realize the aspects in which I have advanced as an L2 teacher. All this to know is for researching in what aspects I can improve more, in other words, when a reflective practitioner analyze their own beliefs, critically take responsibility of his action in the classroom, and from that improve his teaching practice, a reflective practice occurs (Farrell, 2007; Jay & Johnson, 2002; Valli, 1997).

For example, one of the finding from a student (St 7), said that his perception was that he had learnt a little in this course, I took this information into account in order to have another idea of perceptions, since not all students said that the course would be positive for their learning.

I will explain even more about the findings I have in order to answer this thesis research statement, I explain more in the teacher's conclusion section where I write teacher's reflection as an ELT teacher.

5.2 Summary of findings

In conclusion, this analysis shows that affective dimension affect students' perceptions towards my teaching practice, because with questions 1 and 2 I found that students' attitude can change but if teachers' attitude changes too. With the BA I think that I have changed my teaching performance, because it seems that I have gained more abilities to be in front of people and I have improved my ability to speak in front of them. With questions 3 and 4, I discovered that students have preferences towards Classroom Management despite the training that an L2 teacher can have. However, an Instructed teacher is able to provide learners with more options to set a good classroom environment. Students have certain preferences for a class, for example, some of them mentioned that they like to work more in teams, or in pairs, and most of them mentioned that they think they learn more working with more people than individually. In questions 5 and 6, I understood that with my formal instruction students can be motivated. If I apply a meaningful activity which provides students with a meaningful knowledge, they will feel motivated to continue studying L2. With questions 7 and 8 I tried to research about students' learning outcomes, as I already mentioned students wrote what they perceived, but it deserved a deeper research in order to formally evaluate their learning outcomes.

5.3 Recommendation for future research

This study was carried out since I was very interested in understanding more about my teaching practice taking into account the formal instructions I have with the BA in Teaching English, throughout this research, and also I tried to attain a better understanding about the possible changes I had towards L2 learners, and what aspects of students learning have improved. At the same time, I took into account that I involve myself as a participant in this study, because of my reflection. In view of the information I previously mentioned, I think of other research questions for future research such as; what outcomes students have in a semester, based on formal evaluations? This question arose from this study, since the learning outcomes I stated in this study were based on students' perceptions, but I realized that it deserves a more formal evaluation for the outcomes, it could be with formal evaluations, which should be investigated according to the context, students, level, etc. Another issue that called my attention was the St 10's answer, he wrote; "ahora las clases se ven más organizadas". En las clases pasadas se veía a los alumnos un poco distraídos, ahora todos tenemos el mismo libro y tenemos la clase en la misma lección también. (This is the answer that the St 10 gave to the second question). Based on the data, it is impossible to know exactly why St 10 perception changed as further enquiry was needed. St 10 could be referring to the

teacher's way of handling the classroom activities or material. On the other hand, the material itself could have also been a fact. This holds ground for future research.

Other questions which arose from this study include; what is the most useful tool for reflecting in teacher's own performance? There is a variety of tools that can be used for evaluating teacher's performance such as journals, interview, observation, etc. From that variety, which is the most useful? What aspects should be taken into account?. Some negative aspects and risks that a novice researcher faces is when using interviews or questionnaires, that acquired data may need follow up enquiry and therefore lacking interpretation. I would like to mention that it would be interesting to research deeper about the information which was not expected, for example; St 7 answered "poco", in the question, "How much grammar, speaking, reading, and writing do you think you have learned so far?" From this answer I could do more research about learners' outcomes in order to know why this learner perceive that, as I previously mention, I am a novice teacher and I should research more about methods to investigate.

The questions above are the ones that I am interested in researching as a result of conducting this study.

5.4Teacher's reflection

I started this researching with the intention to obtain a better understanding of students' perception of me as an L2 teacher. Throughout the process of this study, I discovered many interesting topics which I never thought I would have found in this research. In chapter one I included three questions; the first, what is reflection? I stated this question with the hope that this study would flow better and to get readers to continue reading this research by creating an interesting base. The second question I asked was; why is reflection important? There are many things to mention in the answer of this question, but I took into account one for this context. The important issue is that through reflection it seems that I will be able to become a reflective practitioner. Based on this, it seems that I can gain improvements in my performance. The next question is; how is a reflection carried out? With this questions I state that Reflective Teaching is a model that is used to reflect. I used questionnaires to collect data, students' feedback. In the chapter two I stated another example about a researching similar to this, in order to consider similarities and differences. In the same chapter, I wrote about theoretical information which leaded to qualitative research, action research, and reflective teaching. Then I explained why I used a questionnaire to collect data. Through this process I learned what qualitative research is about, I understood how an action research is carried out, and I realized that reflection is a meaningful tool I can use to

analyze my performance as an L2 teacher, at the same time with the questionnaire I collect students' feedback, and the data guided me to arrive to a conclusion for researching my changes as a teacher. When I realized that I had to use a questionnaire for this study I had to take a lot time in researching, since I have not used questionnaires for researching. In the next chapter, I analyze data, personally I realized that I found data difficult to collect and categorize because I think I am a novice researcher and I have to work very hard to gain more knowledge in the field. In this chapter, I realized that set themes are the first step to collect data; Affective dimension of teachers and learners is one of the themes, the categories for this theme are; learners and teacher attitude, teacher's classroom management, and learners' motivation. As the second theme there is learning outcomes, the category is learning ability, (speaking, grammar, lexis, reading, and writing). With the first three tables I took into account affective factors that students have towards my performance. In the fourth table I took into account students' perception for learning outcomes. In chapter five, I explain again the research questions and the aim for this study. Next I summarized the most important findings, then I state a future research question which rose from this study. Finally I reflect as a reflective practitioner, taking into account strong reflection form. It seems to lead me to realize my performance and take actions in order to improve it, moreover taking into account data that previously are collected from students' feedback.

In conclusion, based on my thesis findings, students claimed that I am better at speaking in front of the group/class; this was an aspect of my teaching I had never thought about before. Thus, it led me to becoming a more reflective at my teaching practice, thus, resulting in me honing my all-round skills as an L2 teacher.

I absolutely believe that being reflective is just the beginning of the process. During my performance as an English teacher I have realized that this is the start of more research, keeping a beginners mind since there is always more to learn in order to know more about myself as a teacher and as a person. I consider that one of the most important issues is to know what to learn, and how to learn it.

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APPENDIXES

ST 1 QUESTIONNAIRE

Question	Answer
What is your perception about the class you took the last semester with the current one?	Pues que ya tiene mucho más experiencia y dominio del idioma así como la realización de la clase es más amena.
What's your perception about this English class?	En mi percepción las clases pasadas la maestra explicaban a la clase el tema, nos ponía a trabajar y resolvía dudas.
Is the class from last semester different to the classes you're taking now? Why?	Es diferente porque a diferencia de las clases pasadas en clase la maestra demuestra mayor seguridad, completo conocimiento del tema, un excelente dominio de clase y control sobre los alumnos.
Comparing the classes you're taking now and the one you took last semester, what are the differences?	Las diferencias es que la profesora tiene mas forma de relacionarse con la gente y con los alumnos, además que ya tiene mas forma de

	<p>explicarle a la gente y las clase la hace más amena y más entendible, el trabajo que realiza y que pone a trabajar en equipo es muy provechosa.</p>
<p>Do you think you have been learning in this class, why or why not?</p>	<p>Si, el manejo de vocabulario ha mejorado</p>
<p>Do you feel motivated to continue studying the next level of English? Why or why not?</p>	<p>Obvio me siento motivado, porque si he aprendido y me gustaría llegar a perfeccionarlo.</p>
<p>How many words do you consider you've learnt so far in this class?</p>	<p>El vocabulario que he aprendido en esta clase es amplio porque considero que en este tipo de clases aprendo muchas palabras y he utilizado el vocabulario que se ve.</p>
<p>How much grammar, speaking, reading, and writing do you think you have learned so far?</p>	<p>Bastante he practicado mucho speaking.</p>

ST 2 QUESTIONNAIRE

Question	Answer
What is your perception about the class you took the last semester with the current one?	
What's your perception about this English class?	Me gusta porque se tiene la confianza para preguntar las dudas y me gusta la forma de explicar.
Is the class from last semester different to the classes you're taking now? Why?	Sí, porque ahora en esta clase es un ambiente más favorable y amigable para aprender
Comparing the classes you're taking now and the one you took last semester, what are the differences?	Ahora se toma la clase igual de seria pero en un ambiente más relajado y así te da más confianza para preguntar
Do you think you have been learning in this class, why or why not?	Sí, porque se ahora el significado de más cosas y la forma de la estructura
Do you feel motivated to continue studying the next level of English? Why or	Si, por que el ambiente me gusta, así no se pasa

why not?	el tiempo tan largo y aburrido
How many words do you consider you've learnt so far in this class?	He aprendido como 50 y eso me motiva a seguir viniendo a las clases.
How much grammar, speaking, reading, and writing do you think you have learned so far?	

ST 3 QUESTIONNAIRE

Question	Answer
What is your perception about the class you took the last semester with the current one?	Era una clase más “estándar” poca participación y más uso del pizarrón
What’s your perception about this English class?	Hay más vocabulario, más fluidez por lo que hay una evolución en la forma de enseñar
Is the class from last semester different to the classes you’re taking now? Why?	Sí, por el poco uso del pizarrón, y la utilización de dinámicas que movilizan al alumno y lo hacen razonar mejor
Comparing the classes you’re taking now and the one you took last semester, what are the differences?	Hay más fluidez con el uso de dinámicas, la clase se vuelve menos aburrida aunque va un progreso más lento pero mejor entendido
Do you think you have been learning in this class, why or why not?	Sí, he aprendido lo que se está viendo

<p>Do you feel motivated to continue studying the next level of English? Why or why not?</p>	<p>Sí, es más un deber pero con gusto</p>
<p>How many words do you consider you've learnt so far in this class?</p>	<p>Pocas ya que tenemos pocas clases</p>
<p>How much grammar, speaking, reading, and writing do you think you have learned so far?</p>	<p>Poco, ya que es un nivel más avanzado y tenemos mayor conocimiento; por el tiempo que hemos tenido</p>

ST 4 QUESTIONNAIRE

Question	Answer
What is your perception about the class you took the last semester with the current one?	Faltaba practicar un poco más la conversación.
What's your perception about this English class?	Es muy buena ya que se cubre todos los aspectos esenciales en el Inglés como es gramática, pronunciación y practica oral
Is the class from last semester different to the classes you're taking now? Why?	Un poco, ya que ahora participamos un poco más y se fomenta el trabajo en equipo
Comparing the classes you're taking now and the one you took last semester, what are the differences?	La participación y el trabajo en equipo
Do you think you have been learning in this class, why or why not?	No es tanto aprender si no reforzar conocimiento ya adquirido
Do you feel motivated to continue studying the next level of English? Why or	Sí, porque el Inglés es básico para sobresalir

why not?	internacionalmente
How many words do you consider you've learnt so far in this class?	Hasta este momento 50 aproximadamente
How much grammar, speaking, reading, and writing do you think you have learned so far?	Yo creo que he aprendido más acerca de gramática y escritura.

ST 5 QUESTIONNAIRE

Question	Answer
What is your perception about the class you took the last semester with the current one?	Era una buen clase porque la maestra daba una clara explicación del tema y los alumnos poníamos atención
What's your perception about this English class?	Me gusta porque la explicación de la maestra es muy clara y siempre con muchos ejemplos para entender el tema
Is the class from last semester different to the classes you're taking now? Why?	No, las clases con la maestra Sandra siempre me han parecido buenas porque explica muy bien, se entiende lo que dice y los ejercicios ayudan mucho a mejorar
Comparing the classes you're taking now and the one you took last semester, what are the differences?	Solo los temas explicados por la maestra.
Do you think you have been learning in this class, why or why not?	Si, necesito prepárame para el examen TOEFL

<p>Do you feel motivated to continue studying the next level of English? Why or why not?</p>	<p>Sí, porque no recuerdo acerca de otras clases antes de estas</p>
<p>How many words do you consider you've learnt so far in this class?</p>	<p>Aproximadamente 30</p>
<p>How much grammar, speaking, reading, and writing do you think you have learned so far?</p>	<p>Yo creo que he aprendido más acerca de gramática y de escritura</p>

ST 6 QUESTIONNAIRE

Question	Answer
What is your perception about the class you took the last semester with the current one?	Las clases pasadas eran mucho menos dinámicas y un poco más teóricas
What's your perception about this English class?	
Is the class from last semester different to the classes you're taking now? Why?	Sí, porque ahora tenemos mayor participación en el área de la comunicación.
Comparing the classes you're taking now and the ones you took last semester, what are the differences?	Que ahora en las clases que llevo, el grupo tiene participación, y a mi punto de vista, los alumnos necesitamos hablar el inglés más que realizar actividades individuales
Do you think you have been learning in this class, why or why not?	Si, si quiero aprender inglés para mejorar mi carrera

<p>Do you feel motivated to continue studying the next level of English? Why or why not?</p>	<p>Sí, porque es fácil entender a la maestra hablar</p>
<p>How many words do you consider you've learnt so far in this class?</p>	<p>He aprendido mucho, y ahora sé que puedo cambiar palabras que usaba al hablar, por otras más correctas.</p>
<p>How much grammar, speaking, reading, and writing do you think you have learned so far?</p>	

ST 7 QUESTIONNAIRE

Question	Answer
<p>What is your perception about the class you took the last semester with the current one?</p>	<p>En las clases pasadas los alumnos no mostraban mucha participación en clase, si están aprendiendo o no, no es fácil saberlo hasta los tests. La teacher iba muy despacio al explicar por qué es un nivel más bajo eso es bueno.</p>
<p>What's your perception about this English class?</p>	<p>Es buena. Me gusta. Trabajar en grupo o en equipo, como en pareja es excelente, poder iniciar a hablar el idioma.</p>
<p>Is the class from last semester different to the classes you're taking now? Why?</p>	<p>Si hay diferencias, porque la clase ríe, participa, hablamos entre nosotros, nos conocemos y empezamos a hablar en inglés que es el objetivo final del curso.</p>
<p>Comparing the classes you're taking now and the one you took last semester, what are the differences?</p>	<p>Las diferencias es que la clase de ahora es más dinámica la clase participa más. La maestra está bien pero puede usar más su expresión corporal</p>

	para explicar que está diciendo o hablando.
Do you think you have been learning in this class, why or why not?	Si, aprenderé a usar mi forma de hablar en inglés para expresarme bien a conjugar.
Do you feel motivated to continue studying the next level of English? Why or why not?	Sí, yo quiero aprender para viajar a Estados Unidos, viajar por muchos lugares y conocer muchas ciudades y la comunicación es esencial para conocer otras personas.
How many words do you consider you've learnt so far in this class?	Unas 10 palabras, basket ball, skiing, etc.
How much grammar, speaking, reading, and writing do you think you have learned so far?	Poco

ST 8 QUESTIONNAIRE

Question	Answer
What is your perception about the class you took the last semester with the current one?	Se daba mucha prioridad en la explicación del tema y poca en participación de los alumnos , se resolvían las dudas muy bien
What's your perception about this English class?	En mi opinión son bastante divertidas a pesar de que tiene demasiada duración
Is the class from last semester different to the classes you're taking now? Why?	
Comparing the classes you're taking now and the one you took last semester, what are the differences?	La diferencia es que la clase es más dinámica y la clase participa más. La maestra está bien pero puede utilizar más su expresión corporal para explicar lo que está diciendo o hablando.
Do you think you have been learning in this class, why or why not?	Si, existen algunas cosas que no sabía o palabras que tienen distintos usos
Do you feel motivated to continue	Si porque me interesa el idioma y las

<p>studying the next level of English? Why or why not?</p>	<p>oportunidades que puede ofrecerme</p>
<p>How many words do you consider you've learnt so far in this class?</p>	<p>20 palabras</p>
<p>How much grammar, speaking, reading, and writing do you think you have learned so far?</p>	<p>Bastante, sobre todo grammar y practicado mucho speaking</p>

ST 9 QUESTIONNAIRE

Question	Answer
What is your perception about the class you took the last semester with the current one?	Las clases de ahora son más dinámicas, hay más participación entre compañeros y maestro lo cual ayuda al "speaking".
What's your perception about this English class?	
Is the class from last semester different to the classes you're taking now? Why?	Algo si, por el tema de la participación y la dinámica que se maneja
Comparing the classes you're taking now and the ones you took last semester, what are the differences?	Me agrada, creo que empezamos suave y con lo fácil pero en un rato se pondrá mejor.
Do you think you have been learning in this class, why or why not?	Si, a lo mejor no aprendido pero si reforzar lo que ya he aprendido
Do you feel motivated to continue	Sí, porque me interesa el idioma y las

studying the next level of English? Why or why not?	oportunidades que pueda ofrecerme.
How many words do you consider you've learnt so far in this class?	Ninguna
How much grammar, speaking, reading, and writing do you think you have learned so far?	Poco de gramática y vocabulario

ST 10 QUESTIONNAIRE

Question	Answer
<p>What is your perception about the class you took the last semester with the current one?</p>	<p>Las clases eran desorganizadas pero se trabajaba mucho en la pronunciación y en la gramática</p>
<p>What's your perception about this English class?</p>	<p>Ahora las clases se ven más organizadas. En las clases pasadas se veía a los alumnos un poco distraídos, ahora todos tenemos el mismo libro y tenemos la clase en la misma lección también.</p>
<p>Is the class from last semester different to the classes you're taking now? Why?</p>	<p>Si es diferente, ahora se da más prioridad a la participación de los alumnos y trabajo en equipo para practicar el "speaking" dejando la gramática como tarea a complementarlo.</p>
<p>Comparing the classes you're taking now and the ones you took last semester, what are the differences?</p>	<p>Ahora las clases son un poco más organizadas, antes los alumnos estaban distraídos, ahora tenemos todos el mismo libro y tenemos la clase en la lección del libro</p>

<p>Do you think you have been learning in this class, why or why not?</p>	
<p>Do you feel motivated to continue studying the next level of English? Why or why not?</p>	<p>Sí, me siento muy motivado a continuar en el siguiente nivel porque me interesa poder aprender de libros escritos en Inglés y para relacionarme internacionalmente.</p>
<p>How many words do you consider you've learnt so far in this class?</p>	<p>Creo que aproximadamente 30.</p>
<p>How much grammar, speaking, reading, and writing do you think you have learned so far?</p>	<p>Aprendí el uso del have to, must not etc...y nuevas palabras.</p>