



**UNIVERSIDAD HISPANOAMERICANA  
SCHOOL OF ENGLISH  
LANGUAGE TEACHING**

**THESIS SUBMITTED TO OBTAIN THE  
LICENTIATE DEGREE IN ENGLISH  
LANGUAGE TEACHING EDUCATION**

**INFLUENCE OF INTERNAL AND EXTERNAL  
FACTORS IN THE ENGLISH LEARNING PROCESS  
AND THE IMPACT ON THE ACADEMIC  
PERFORMANCE ON STUDENTS OF NINTH GRADE  
IN MIRAMAR HIGH SCHOOL ON THE FIRST  
SEMESTER OF 2017**

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## **DEDICATION**

I would like to dedicate this research to:

- My loving parents, Jorge and María Luisa, because of their unconditional support.
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**CHAPTER I**  
**INTRODUCTION**

## 1.1 Problem Statement

### 1.1.1 Problem Formulation

In all educational processes, the students' development could be affected by different factors, it is mandatory to visualize these aspects in order to help the scholars' academic performance. For instance, some factors connected to the educational process are personal motivation, the students' family relationship, teachers' methodologies, their personal characteristics and the materials applied in the English classes.

The role of both, the family and teachers in the learning process potentially help the students to have a better management of their lives. Students who receive a major support have better skills to cope with the challenges of the daily teaching process. The more support they get, the better grades and fewer chances of dropping school are evident.

Teachers influence the students learning process in different ways through the implementation of teaching techniques. Teachers must pay attention to the way they teach students. Not all the students learn exactly the same way and thus not all the students should be taught in the same way. For that reason, teachers should apply different methodologies and materials in order to create the best classroom environment.

When teenagers are not prepared to cope with the challenges of this changing modern world, their future expectations and their social progress are affected and

with them the development and growth of this industrialized and technological society.

Education is essential if people want to get a better job with excellent wages. Nowadays, companies look for people with several degrees and qualifications like Barton & Coley (2011, p.3), mentioned in their report: "Today's high schools face unprecedented challenges in preparing graduates for today's rapidly changing job market and for the variety of post-secondary experiences that the current economy is demanding".

Parsons and Taylor (2011, p.28) set that "the purpose of education has changed because the world has changed; and, as the world has changed students have changed with it." This why the educational system has to promote such an understanding on behalf of students so that they realize the importance of high school in their lives.

Education is essential if people want to get a good job with excellent salary because nowadays, companies look for people with several degrees and qualifications like Barton & Coley (2011, p.3), mention in their report: "Today's high schools face unprecedented challenges in preparing graduates for today's rapidly changing job market and for the variety of postsecondary experiences that the current economy is demanding".

That is why, students have to be aware of the importance of education. Most of the time they think school is not really essential. Parsons and Taylor (2011, p.28),

set that “the purpose for education has changed because the world has changed; and, as the world has changed students have changed with it.”

### 1.1.2 Justification

People can change when the environment changes. External factors can affect them in a negative way, driving to over reacting. In that sense, people must learn to adapt themselves to the stressful new settings faced in everyday life.

Obviously, something similar happens with students in the classroom. Teenagers are still in search of their identity, and preferences. They follow models to help them fit into society. At times, this model could be a successful classmate, a teacher or perhaps a music star. Students struggle to gain peers recognition. “In today’s classroom, students come with differing complexities, experiences, interests, and learning abilities”. (Cash, 2011:1)

Due to these experiences, complexities, interests and learning abilities is possible to mention that there are important factors which can have a positive or negative impact on the classroom environment. Some of these factors are internal because they are extremely connected to the students in terms of their own personality. Motivation is a clear example. Everybody needs motivation when performing a task, “the task challenge is central to creating a motivating environment” (Frey & Fisher, 2010:1). This personal motivation is similar to the fuel in a car, without fuel a car or any vehicle cannot work.

Through self-motivation, understood as this internal drive that propels students to face school, is the motor to wake up early in the morning, the one helping

them to pay careful attention to teachers “the role of motivation in teaching process and developing, enforcing, and strengthening it, can be some effective and helpful factor in the process of learning language”. (Tengku Mahadi and Jafari, 2012:4) The lack of personal motivation would not let a student enjoy the class time. A succession of negative events due to low self-motivation might end up in failing at school.

There are external factors out of students that also produce a positive or negative effect on their performance and school progress. Emerson, Fear, Fox & Sanders (2012:9), state that “parents’ attitudes, behaviors, and actions in relation to their children’s education have a substantial impact on student learning and educational attainment”. As noticed, family, among many other factors, is one of the most important to consider. Early education starts at students’ homes. Parents are responsible for teaching values and good manners to their children. “Parents play a critical role in providing learning opportunities at home and in linking what children learn at school with what happens elsewhere” (Emerson, Fear, Fox & Sanders, 2012:17)

If a student lives in a nuclear family where they take care and worry about the student’s performance, it is possible that the student would be concerned about school duties, it implies good presentation of home works, better grades and the right behavior at school. On the other hand, if the student does not have the support of the family would face problems at school.

Teachers are another factor to consider. Their personality and conception about teaching and learning affect the teaching process. According to Chandler, (2014:5), “Teachers not only bring specific teaching techniques and strategies to the classroom, but also their own beliefs about their students, about learning, and about

themselves as educators.” If teachers` preferences are a whole world apart from their students, classes would not be engaging. Paraphrasing Chandler, teachers` attitudes and goals influence what they do in the classroom. A classroom where there is no room to talk about the topics students are interested in is not motivating. When planning lessons teachers have to consider students` needs and interests.

Teaching methodology is one more factor to consider. It is extremely important that teachers use a variety of strategies. As every student has a particular way of learning, teachers have to work on adapting their teaching to the many learning styles by welcoming activities aimed to meet students` different needs, “as a teacher, you must be prepared to meet the needs of every learner with a variety of strategies and techniques to differentiate the curriculum and activities so that all your students are successful”. (Cash, 2011:1). Therefore, teachers need to know their students and the best way they learn to help them.

Teaching materials are the last external factor to consider. As mentioned before; classes prepared using attractive materials make both the topic and the class more interesting. If teachers stuck to just one teaching style, student`s motivation and stimulation would decline. Mazgon & Stefanc, (2012:1) state:

“Educational materials consist of books, encyclopedias, atlases, dictionaries, textbooks, etc.; that is, mostly written materials, which can be either printed or available in electronic form (on digital media or on-line). Both printed and electronic educational materials are indispensable in the teaching process”.

Factors indicated before might have a profound impact on the learning process as they relate to both students and teachers. This research is important because it pretends to determine which factors are present in everyday class and how they influence classroom environment. It also contrasts the theoretical information regarding this issue with the real life of the school. Future teachers can gain experience and improve student's academic performance through the findings of the present research.

## **1.2 Problem Formulation**

### **1.2.1 Problem**

Which internal and external factors are present in the English learning process and what is their impact on the academic performance of ninth grade students at Miramar High School in the first semester of 2017.

## **1.3 Objectives**

### **1.3.1 Overall Objective**

To research about internal and external factors present in the English learning process, and the way those factors are affecting the academic performance of students of ninth grade in Miramar High School.

### **1.3.2 Specific Objectives**

- 1.** To identify which internal factors are present in the education process in students of ninth grade in Miramar High School.

2. To identify which external factors are present in the education process in students of ninth grade in Miramar High School.
3. To explain the influence of family and personal motivation in the English's learning process in students of ninth grade in Miramar High School.
4. To describe the teachers' characteristics, teaching methodologies and materials applied by ninth grade teachers in Miramar High School and their impact in the students' academic performance.
5. To determine how is the institution environment in Miramar High School and the influence in the students' academic performance.

## **1.4 Scope and Limitations**

### 1.4.1 Scope

The scope of this research is the 9<sup>th</sup> graders students, the ninth English Teachers and the Principal from Miramar High School.

### 1.4.2 Limitations

- Some students did not collaborate as well as investigator thought.
- There was an English teacher who did not want to do the interview.
- An English teacher was in her maternity license, so she did not answer the interview.

**CHAPTER II**  
**THEORETICAL FRAMEWORK**

## 2.1 Historic Context

Education has an outstanding role in the world. Every society needs to have educated people. Nevertheless, what does education mean? According to Cambridge Advance Learner's Dictionary (2015) education is "the process of teaching or learning in a school or the knowledge that people get from high school or college." In other words, education means the processes a student goes through in a public or private school. The purpose of education as stated "... is at least partly designed to help students learn subject areas and accept social mores imposed by others" (Toshalis & Nakkula, 2012, p.9).

Defining education is a hard task, for instance, "adequate preparation for college and work are certainly very important objectives for our high schools and for public education" (Barton & Coley, 2011, p. 25). Not only people enrolled in school are educated. There is the everyday experience of self-growth. This growth implies that people have the possibility to learn by being immersed in society.

In addition, education is important in people's life. It is the main possession that a person could have "the traditional purpose of education was to best prepare students to serve society's needs – to be productive and effective in the world of work". (Gilbert, 2007, mentioned by Parsons and Taylor, 2011, p. 9). It is relevant in personal and social terms that nobody can take away the knowledge that a person has acquired. Regarding personal issues, education takes people to develop their potential, abilities, and the talents what they want to reach.

The educational system in Costa Rica still promotes social mobilization, and it is essential for a growing country. To have a stronger society, the government must invest and state clear objectives for the education sector. According to Education in Costa Rica (n.d), “primary education is compulsory for children ages 6 to 13 and lasts six years. Secondary education is voluntary and lasts five to six years.” Learners in Costa Rica have the opportunity to reach a good level of education. As it is known at least nine out of the eleven years of formal schooling is provided by the government in public schools. Students’ job is to do their best and get good grades.

### 2.2.2 Factor

There are different situations in a lifetime that affect the normal people’s schedule in many ways. These situations can be called factors. Its meaning according to Cambridge Advanced Learner’s Dictionary (2015) is “facts or situations that influence the result of something,” this “something” could be activities, plans, meetings or circumstances. Factors can cause positive or negative effects. It depends on each person because it is subjective.

In addition, there are internal and external factors; they are going to vary according to the influence in each person because if the factors are closely related to a person, those elements are going to be internal. On the other hand, external factors “are determined as surroundings and resources.” (Zaščerinska, Zaščerinskis, Andreeva and Aleksejeva, 2013, p. 59). They are not person’s responsibility but also affect in some way the person.

Dealing with education, “classrooms, schools, and teacher-student relationships are influenced by a multitude of factors.” (Toshalis and Nakkula, 2012:3) Students and teachers are exposed to different circumstances that can affect the normal classes every day because “the educational process is formed by factors” (Zaščerinska et al., 2013, p. 57). One of the internal factors is personal motivation and some examples of external factors are family, teacher’s characteristics, teaching methodologies, teaching materials and institution environment.

### 2.2.3 Internal Factors:

#### 2.2.3.1 Personal Motivation

Motivation is very important for every human being. It is the internal drive for doing everyday tasks. When people are motivated, they have the strength and ability to do something or moving on to reach what they want. According to Tengku Mahadi and Jafari (2012, p. 4), “motivation can be defined as a physical, psychological or social need which motivates the individual to reach or achieve his goal and fulfill his need and, finally, feel satisfied owing to achieving his aim.” It deals with doing something because of desire. No one forces you to make it. That is why motivation is essential in people’s life.

There are different types of motivation according to the source stimuli, for example, if a person wants something because he or she wants to be a better person, this feeling of personal growth is called intrinsic motivation because “is the eagerness and interest to do and take part in some certain activities because an

individual feels that they are attractive and pleasant” (Mahadi and Jafari, 2012, p. 3), it is the desire to do or getting several things just because the person considers it important and enjoyable. On the other hand, if the stimulus comes from the environment or is related to it, this motivation is extrinsic. It comes out of the person. Some examples could be rewards, admiration, social expectations, dangers and some others. (Toshalis and Nakkula, 2012, p. 8).

In education, motivation plays an important role and involves teachers and students. It is necessary to consider it in every school. What happens if students are not motivated to study? The answer is so simple “motivation directly influences and affects the language learner’s learning methods, skills, and practices”. (Tengku Mahadi and Jafari, 2012, p. 5). Without motivation, students are not able to work well. They would even consider school unimportant, forced to go. They would not be compelled to do their best. Lack of motivation is a serious problem that affects their academic development.

Inside the classrooms, teachers have the duty of motivating their students by implementing different activities and situations; “it is important for educators to identify factors that contribute to motivation and engagement and to work strategically with their colleagues to influence those factors” (Chandler, 2014, p. 2). Teachers have to use several strategies in which students are interested in because motivated students learn faster. It is not enough to explain in the best way any topic and force students to learn it. It is necessary to catch their attention, to create a real interest, stimulate their desire to reach excellent grades

For this reason, teachers play an important role in students' motivation. They are responsible for planning classes, selecting which method or technique to apply considering students' motivation. Toshalis and Nakkula (2012, p. 12), mention that "Motivating students to apply themselves in the classroom requires knowing them, knowing their beliefs and anxieties, recognizing the different social pathways they may have taken to arrive in the classroom". Teachers need to know students' likes and dislike to develop a better class; "part of motivating and engaging students means helping them to make a personal connection to lessons and activities". (Chandler, 2014, p. 4).

But not everything is teachers' responsibility. Students' personal motivation is extremely important for their education process. Students must motivate themselves. They have to think about their future. Toshalis & Nakkula (2012), mention the importance of the intrinsic motivation for students:

more constructivist ones coincide with the growth in the belief that the best and most potent motivators are intrinsic to the student: they are held internally and valued by the individual at the level of feelings and desires, whether expressed to others or not. (p.8)

Nowadays, there are learners who attend to class for a wrong cause. Sharing with friends is sometimes their main drive, others get time for consuming legal or illegal drugs. These problems are very serious because students are not aware of the importance of school and the impact it might have in their future. Most students think their parents would last forever, or they should support them all their lives, meanwhile, they live without any worry.

There are different ways in which a student can have self-motivation. Learners can motivate themselves in different ways, as Tengku Mahadi and Jafari (2012, p. 3), point out “The levels and kinds of motivation in any individual are different from others. In other words, not only levels and amounts of motivation in individuals are different, their kinds of motivation can be also different.” For example, if a student likes numbers and solves math problems, it is possible that he or she motivates him/herself in Math classes. Personal motivation most of the time depends on students’ interests and capacities in several topics.

Intrinsic motivation plays an important role in people’s life. Every person in different areas has to motivate themselves; people need to be interested in what they are doing, enjoy things because in this case people are going to work with the desire to always do their best. The same happens with students, they need to learn how to take advantage of their capacities in order to have better results in life. “Research has demonstrated that students’ motivations tend to be stronger, more resilient, and more easily sustained when they emerge from internally held goals rather than from externally applied coercion” (Ryan & Deci 2001, mentioned by Toshalis and Nakkula, 2012, p. 8). If students really want to be an important person and have many things like money, recognition and other things; they need to motivate themselves. None can do it for them; every student has to do it if he or she wants to be successful.

Motivation is similar to the energy to study, learn, achieve and maintain these positive behaviors over time. Motivation is what stimulates students to acquire, transform and use knowledge, “to attain achievement motivation, students must feel

and recognize their own competence". (Cash, 2011, p. 2). It is easy to say that all people are born with an innate capacity to acquire knowledge because people learn different and small things at every minute in their life. It does not matter if they are in an educational institution. "Motivation refers to the reasons individuals take action. Motivation to learn is a willingness or desire to gain information, develop skills, and attain mastery" (Blazer, 2010, p. 2). In addition, personal motivation is a synonym of internal motivation because both are closely related to the person, it is going to depend on people's actions and desires.

Every person thinks differently, so every person has different internal factors that make him or her accomplish many things. Some of these internal drives could have their bases on the love of learning something new, natural curiosity, being the best in a specific area, or rivalry. Internal motivation is powerful because is the strength to continue doing something, even though it is hard or difficult. Blazer (2010, p. 3), mentions that the "student motivation is influenced by both internal and external factors. Internal factors include students' individual dispositions, interests, responsibility for learning, values, and perceived ability. External factors include the types of schooling practices that promote or inhibit motivation". People set personal and professional goals around their life, to accomplishing them is necessary self-motivation.

Therefore, there are some motivational strategies to encourage students, Blazer (2010, p. 3-9), explains them in his research:

- **“Connect learning to students’ lives.** Research has shown that students are more motivated to learn when they understand their education is personally relevant to their interests and goals.
- **Set realistic goals.** Teachers should help students set achievable goals for themselves. Setting a goal demonstrates an intention to achieve and activates learning. Goals should be realistic, with standards high enough to motivate students to do their best work, but not so high that students will be frustrated trying to meet them. Goals should also be set for each student individually.
- **Assess students’ skills, interests, and learning needs.** Teachers should learn about their students’ viewpoints, interests, hobbies, and extracurricular activities and assess their level of understanding, skills, and self-initiative to ensure enthusiasm toward learning.
- **Assign moderately challenging tasks.** Teachers should assign challenging but achievable tasks for all students. Assignments should be difficult enough to require some effort and keep students interested, but easy enough to be completed with no more than a modest amount of assistance.
- **Provide students with multiple opportunities for success.** If students don’t believe they can successfully complete an activity, they are unlikely to exert much effort. For this reason, it is important for teachers to structure the learning environment.

- **Provide constructive and immediate feedback.** Feedback can be a strong motivational tool. Students should be given constructive feedback on their learning processes and performance that delineates the steps they can take to improve.
- **Promote social interaction.** Social interaction is a strong intrinsic motivator. Experts agree that assignments are more engaging when students share what they are learning in reciprocal relationships.
- **Arrange classrooms appropriately for particular tasks.** Several researchers have concluded that students' motivation levels can be affected by their classrooms' layout and design. Seating arrangements have been found to influence how long students remain on task and engaged in their work".

All these activities are useful not only for students but also for people in general, who need to motivate themselves in order to be better and achieve their goals.

On the other hand, it is important to realize that everything requires effort, students must understand that teachers cannot do all things for them because none can reach the good things at the first time. Everything needs time, patience and perseverance. Like Girmus (2011, p. 6), points out, "motivating teachers emphasize that students are to take charge of themselves, and carry out routines and tasks without teacher oversight." If a person or learner wants something, he or she needs

to work hard to reach it, it is better to work slowly but in the right direction, instead of doing the things faster but in the wrong way.

Something that is awful is to compare people because no one is exactly like another one. There are always differences between people, even in twins. They could be physically identical, but they do not think, act or believe in the same way. "To fully understand basic human needs, you must have a rudimentary understanding of how the brain works. In general, all the brains are organized in the same way, but not all the brains learn in the same way" (Cash, 2011, p. 3). For that reason, it is not healthy to compare a person to another one.

It is normal that in some moments people win but at others loose, if a person or learner succeeds, he or she is going to feel good and happy; but he or she does not do the things well, the person is going to feel bad and demotivated.

However, when people make mistakes, those errors help them to think what they do wrong and help them to do their best in the next chance. That is why, in each failure people have the opportunity to learn something new and give them experience in the future; they can motivate themselves doing better the same activities, achieve the goals in the second chance, it does not matter if at the beginning the action was not complete but they can reach it with effort, determination and motivation.

## 2.2.4 External Factors:

### 2.2.4.1 Family

The family plays an important role in society. Most people mention home as the first place for education and school as the second one, “Parents are a child’s first educator. A child’s family and home environment has a strong impact on his/her language and literacy development and educational achievement.” (Cole, 2011, p. 2). So, it is extremely essential to have good families with values and moral; families in which kids can grow up with good examples that they follow someday. Unfortunately, families are changing because time, trends, the same society and others, as Jenifer Cole (2011, p. 12), states:

“The boundaries of the traditional family structure need to be expanded to include:

- Two-parent families,
- One-parent families,
- Blended families,
- Extended families....,
- Individuals living in the same household and calling themselves a family,
- Families where individual family members live separately from one another but maintain a constant relationship,
- Single-ethnicity families, and
- Multiple-ethnicity families”.

As was mentioned before, it is easy to find different family structures, a briefly explanation of the most common families is:

- The most common is the nuclear family, which consists of parents and children living in the same house; Costa Rica has several examples of this type of family.
- There are extended family usually includes parents, children and other relatives like grandparents, aunts, uncles or cousins.
- Some people live in different variety of families like a stay-at-home mother with a working father; in which the mother works as a housekeeper and helps her children with homework and projects meanwhile father is the only one who works and support the necessities.
- Others live in two-paycheck families, where both parents work outside home and most of the time children have a nanny or a relative take care of them.
- Also, single-parent families: in which there is only one parent living with children, most of the time is mother with children.
- Adoptive or foster families where adults take care of children that are not biologically theirs.
- Blended families where men and women, who are married before, marry again and combine the children from the previous marriages into new families.

As a result, there are different situations in students' life that can affect their learning process in several ways, for example family. "Family education enhances the promotion of cultural and educational interactions among families and students". (Flecha, 2012, p. 303). As was mentioned before, students' parents have to get involved in school because if parents do not care about it, students can face some difficulties in the learning process, but also, it is important that parents take into account the students' age "parental engagement during the high school years therefore needs to take account of adolescents' desire for independence and their expanding cognitive abilities". (Emerson, Fear, Fox & Sanders, 2012, p. 46).

So, what could be the consequences if there is not parental involvement? Maybe those students who do not receive a parental support would dropout school. Students need to feel that someone (in this case their parents) supports them in their life, they are not able to do it alone. On the other hand, what happen if there is a parental involvement? Emerson, Fear, Fox & Sanders (2012, p. 8-9), claim that:

"International research has shown that parental engagement (of various kinds) has a positive impact on many indicators of student achievement, including:

- Higher grades and test scores,
- Enrolment in higher level programs and advanced classes,
- Higher successful completion of classes,
- Lower drop-out rates,
- Higher graduation rates, and
- A greater likelihood of commencing postsecondary education.

Beyond educational achievement, parental engagement is associated with various indicators of student development. These include:

- More regular school attendance,
- Better social skills,
- Improved behavior,
- Better adaptation to school,
- Increased social capital,
- A greater sense of personal competence and efficacy for learning,
- Greater engagement in school work, and
- A strong belief in the importance of education”.

As a result, students need the family support, in order to improve their learning process and also their academic performance. In some cases, students do not like the parental involvement, they do not like to know that their parents are asking for or investigating about their academic performance, but they must understand that a family gives that support to make them feel confident, secured and beloved. Every student needs that his or her parents help him or her in studies. Emerson, Fear, Fox & Sanders (2012), explain in their work, the main point of the parental involved in the students learning process:

Parents play a critical role in providing learning opportunities at home and in linking what children learn at school with what happens elsewhere. By participating in and facilitating diverse learning

experiences and activities outside the school, parents become an important factor in children's overall learning and education. (p.7)

Every family wants their children to succeed in school, but not all families have the same resources or opportunities to be involved in their education. For example, a two-paycheck family does not have the same free time as a single parent family. Under this condition is more difficult to go to school meetings or helping with some extra class works. There are many things to take into account when talking about parental involvement because as Flecha (2012, p. 305), points out "the relationships between home and school have a positive impact on coexistence when they are based on two-way communication and when the families are given the opportunity to participate in all the different spaces within the school".

#### 2.2.4.2 Teaching Methodologies

Every educator teaches in a different way because each person is different. Planning and developing the class is directly affected by teacher's personality. As a result, the teacher implements methods that would favor is conception of world. What is a method? According to Stevenson in Oxford Dictionary of English (2010), the definition of a method is "a particular procedure for accomplishing or approaching something". So, a teaching methodology is essentially the way in which a teacher chooses to explain or teach topics to students so they can learn the material. Most of the time, teaching methodologies is related to improve the communication with people because as a foreign language, it is necessary to practice in different ways, in order to increase the language level.

Moreover, the main difference between a great teacher and a bad teacher is the techniques, methodologies, and materials they apply. "Education is a very powerful instrument for social change and transformation and innovative teaching practice is the only way to enhance the quality of our education" (Nicolaidis, 2012, p. 1). Using the correct methods, the educator can make interesting and useful class and in that way, the students can take advantage of that and learn all the subjects. Also, it is important the way teacher teaches, how they work and how they interact with students, because "being friendly is perceived by some students as being a prerequisite for good interpersonal communication which is an important part of their education" (Delaney, Johnson, Johnson and Treslan, 2010, p. 48).

The teaching methods used by teachers in classroom affect the attitude and behavior of the students, "teaching methods are an integral part of the teaching environment" (Regmi, 2012, p. 1), because if a student believes that a method is not the best or is not interesting, maybe this student is not motivated for attending to classes and learning. There are many different methodologies that can be applied by a teacher, and the methods chosen often depend on the educational philosophy and preferences of a teacher, the size of the class, the topic, students' learning styles and others.

It is also not uncommon for a teacher to use multiple methods within a single lesson or over the course of several lessons. Students learn in different ways, depending of their abilities or qualities, so teachers need to know and comprehend their students in order to apply the methodologies in class. "Teaching is often considered to be an activity which enables students to learn" (Regmi, 2012, p. 1). A

methodology of teaching can include the use of lecturing, group or small group discussion activities, and engaging students as teachers for their peers.

Furthermore, it is important to say that a method is so relevant in every class. The teacher has to care about it because if there is not a well-planned methodology, then it is not going to be possible to accomplish the goal. The significance of methods is noticeable; when teachers see positive results, it means that the methodologies are good; according to Karami, Pakmehr and Aghili (2012, p.2), “the teachers' correct understanding of appropriate teaching methods and effective factors influence many motivational variables of learners”.

Making a creative class is not just using games or posting some pictures on the wall, to make this work is necessary to plan an entire class, and have in consideration why, how and when to apply it. Teachers have the purpose of developing and encouraging students, trying to make the class fun. In conclusion, the students can visualize the learning process as a goal and not as an obligation, in that position they also have part of the responsibility in the learning process.

Teaching and learning process are extremely related, but if students are not learning, the process of teaching is not effective; as a result, the teacher plays an important role in the educational process, “students also want their teachers to be flexible, and have the ability to vary their approaches to teaching to accommodate a variety of learning styles” (Delaney, Johnson, Johnson and Treslan, 2010, p. 71), it is essential for them to use different methodologies in order to have an excellent classroom environment and a good communication to the students.

Generally speaking, students do not learn in the same way or in the same time, so it is necessary the implementation of different methods; hence, the students acquire all the knowledge.

For that reason, there are several methods or approaches that can be used by educators teaching a specific topic. One of these approaches is the Communicative Language Teaching, or “CLT”, the purpose of this method is to “promote the idea that social and cultural knowledge were necessary prerequisites for understanding and using linguistic forms”. (Basta, 2011, p. 2), because everybody needs to communicate to each other, “people talk because they want to socialize and express themselves as human beings” (Basta, 2011, p. 3). Even people facing hearing and listening problems need to communicate; they have forms to do it, for example by body language or signs. So, in the Communicative Learning Language the most important thing is communication.

Talking about the method applied in a classroom, the CLT is one of the most common methods in the everyday lesson classes, Ozsevik (2010) says that:

Has served as a major source of influence on language teaching practice around the world... It is most likely that when asked to name the methodology they make use of in their classrooms, the majority of language teachers today assert “communicative” as the methodology of choice. (p.31)

It is so simple to use the language to help the students acquire. Teachers apply CLT in the class because “it makes use of real-life situations that generate

communication. The teacher sets up a situation that students are likely to encounter in real life” (Banciu & Jireghie, 2012, p. 2)

Consequently, teachers use it because it is easy to communicate to others; CLT is a versatile system, there are many different topics that a teacher can take into account when he or she is choosing an activity which is going to be developed with this method; as Banciu & Jereghie (2012, p. 2), mention in their paper, “The real-life simulations change from day to day. Students' motivation to learn comes from their desire to communicate in meaningful ways about meaningful topics”. As a result, the educator has the duty to find different daily situations that the students can develop in order to increase their interest in the topic; a good teacher has the goal to keep all his or her students inside the classroom, not outside of it and this is going to depend on the diverse activities that the teacher applies in his or her lessons. For instance, according to Ozsevik (2010, p. 50-51), some of Communicative Language Teaching activities are:

- **“Information-gap activities:** This essentially is based on the fact that in their everyday lives people generally communicate in order to get information they do not possess. This is referred to as an information gap. If students can be involved in information gap activities in order to exchange unknown information in language classrooms, more authentic communication is likely to occur in the classroom. By doing so, they will draw available vocabulary, grammar, and communication strategies to complete a task.

- **Jigsaw activities:** These activities are also based on the information-gap principle. The class is divided into groups and each group has part of the information needed to complete an activity. The class is supposed to fit the pieces together to complete the whole. In that way, they need to use their language resources to communicate meaningfully and so take part in meaningful communication practice.
- **Discussion and debates:** These discussions will undoubtedly end up in speaking opportunities of extreme worth, both in terms of language presentation and practice. Either encouraging competition or cooperation, which one to choose is a matter of familiarity with the students; the teacher may foster discussion over debate.
- **Prepared talks and oral presentations:** These are the talks which are prepared by students about a specific topic and given in the class with the aim of persuading, informing students about a topic or just to entertain them”.

Inside a Communicative Language Teaching classroom, the teacher is not the most important piece in the learning process because he or she is only a facilitator. The educator gives to students the material or activity to work with and they have to develop it; “Other roles assumed by the teacher are needs analyst, counselor, researcher and learner. Students, on the other hand, are more responsible managers of their own learning.” (Hosseine & Riasati, 2014, p. 7). The educator is the responsible of help the learners in the process, like Banciu & Jireghei

(2012, p. 3), states in their work, “the teacher should have feedback for each activity that students are involved in”.

But also, the CLT has disadvantages, one of the most common examples is that a student can practice the language inside the English classes, when the learners go back to their homes, they are not able to do it because most of the time their parents, relatives or neighbors cannot produce the language. There are few hours to acquire knowledge and also to produce it, Hosseine Breshneh & Riasati (2014), mention:

In EFL classes, the classroom is the only place that the learners receive input to learn how to conduct effective communication. Since the mother tongue is also used to manage EFL classes, the environment cannot be motivating enough to enhance communication skills of the learners. (p. 9)

Likewise, in CLT activities, the most important thing is the development of the language; it does not matter if the student makes mistakes because those errors can be improved through the process. Through the subsequent lessons, mistakes will be difficult to correct, like Hosseine Breshneh & Riasati (2014, p. 8), state in their paper:

The danger of giving priority to fluency over accuracy in CLT classes.  
In other words, error correction has no significant place in CLT classes.  
As mentioned above, teachers play the role of facilitator in a CLT class since CLT classes are learner-based.

On the other hand, Content Based Instruction or CBI is another method used by teachers in the classroom; this one “proposes an approach in which students acquire the target language through content” (Villalobos, 2014, p. 72), the CBI is closely related to the Communicative Language Teaching because this approach uses language to communicate to others, but also using a specific content. “In CLT a lesson is typically centered on giving students opportunities to practice the learned communicative functions. CBI on the other hand does not mainly focus on functions or on any other language item”. (Kamhuber, 2010, p. 48).

Another difference between CLT and CBI is that in the first one, the most important aspect is communication, it does not matter the mistakes because those errors will be corrected later, but CBI takes into account the whole “package”, all the aspects come together, as Navas Brenes (2010, p. 8), says in his paper: “the study of grammar should occur in conjunction with the analysis of content. Therefore, grammatical structures cannot be taught in isolation; they should reinforce the communicative tasks to improve students’ accuracy”. Inside the classroom, the CBI permits a facilitator teacher and active students during the activities in the lesson plan, “it is important to highlight that CBI lessons and resources must be student-centered instead of teacher-oriented.” (Navas Brenes, 2010, p. 10).

Under this approach the teacher needs time to prepare materials. The facilitator has to be creative in order to plan different and useful activities that can help to motivate the scholars, and “this approach can make the learning of the target language a more motivating and interesting process because learners use the language with a real-life purpose”. (Villalobos, 2014, p. 82) Talking about the

materials, “instructors should become creative enough to select and adapt pre, while, and post activities which students will find relevant, appealing, and helpful. Tasks should also be contextualized and communicative” (Brenes, 2010, p. 9).

Table 1 by Navas Brenes (2010, p. 10), contains some examples of activities and materials during the three stages (pre, while and post) in order to improve the reading and speaking skills:

**Table 1**  
List of Authentic Materials for CBI Courses

Stages of Lesson	Authentic Material	
	Speaking Skill	Reading Skill
<b>Pre tasks</b>	authentic survey questionnaires illustrations and photographs	newspaper advertisements newspaper headings opinions comics graphs or diagrams vocabulary-building exercises
<b>While tasks</b>	interviews and role plays based on authentic models	Articles transcripts of lectures real-life stories and anecdotes case studies and journals questionnaires
<b>Post tasks</b>	situations developed in pairs debates	short lists of idioms lists of topic-related terms

Source: Navas Brenes (2010). Using Content-Based Instruction to Create A Sample Lesson For The English Course Oral Communication I At The University Of Costa Rica.

Briefly, materials are so important in this approach because they have an essential role in the learning process when implementing CBI, “if students find the instructional materials meaningful and interesting, they will certainly become active

members of the teaching-learning process of adding new materials to the course packet". Materials are the perfect bate to hook students in the learning process. CBI lessons follow a specific structure, (Navas Brenes, 2010, p. 8). Bula Villalobos (2014, p. 76-78), gives an example of a lesson plan using Content Based Instruction approach:

- **General Objective:** Apply listening strategies in order to understand lectures in conferences or classes.
  
- **Specific Objectives**
  1. Use note-taking in real time as a strategy in order to extract the main ideas from a chemistry lecture.
  2. Recognize the relevance of discourse markers when listening to a chemistry lecture.
  3. Use predicting as a listening strategy to determine the content of a chemistry lecture.
  4. Use expressions to give an opinion and ask for clarification when listening to chemistry lecture.
  5. Recognize and use the filler ah/uh when expressing an opinion about the content of a chemistry lecture.
  
- **Activity 1:** (Warm-up) with the aid of handout #1, students go over a set of questions on note-taking/attending a lecture. In pairs, students discuss their ideas (raising awareness). Students and teacher share their ideas in a round-table discussion. Teacher emphasizes the importance of note-taking when listening to a lecture. (10 minutes)

**Language:** How do you usually take notes? / I usually... / Generally...

- **Activity 2:** (Pre-task) With the aid of handout #2, students go over a set of phrases with discourse markers. Students are to analyze the phrases to see if they can deduce the function of discourse markers. Students perform the task. Students share their ideas with the rest of the class. Teacher and students go over the phrases one more time. Teacher emphasizes on the importance of discourse markers to organize a text and to indicate that the speaker is moving on to another part of the speech (discourse markers are to be referred to as 'organizational markers' when working with students in order not to confuse them with metacognitive language). (10 minutes)

**Language:** I want to remind you that... / In this particular session... / another example of...

- **Activity 3:** Students are asked to predict the content of the lecture 'AP Chemistry Podcast 1.3 Nuclear Chemistry Part 2'. Students watch and listen to the first minute of the lecture to come up with their predictions. Students share their ideas with the rest of the class. Teacher writes some of the students' ideas on the board. Teacher and students go over key vocabulary from the lecture (activate schemata). Students and teacher do some choral and individual repetition. Teacher clarifies any doubts. (10 minutes)

**Language:** Probably the lecture deals with... / To me... / I think that... / Nuclear reactions might be...

- **Activity 4:** (Task) Teacher writes on the board, Note-taking. Students are asked to mention common things they do when taking notes. Teacher encourages students to come up with ideas and suggestions on note-taking. Teacher writes some of students' ideas on the board. Teacher and students comment on the importance of taking notes when attending a lecture or a class. (10 minutes)

**Language:** Taking notes is useful... / This is important because... / Normally we write things down when...

- **Activity 5:** Students watch and listen to the short lecture 'AP Chemistry Podcast 1.3 Nuclear Chemistry Part 2'. With the aid of handout #3, students are asked to take notes in real time while the video is being played. Students are also asked to monitor their comprehension by writing discourse markers from the lecture. Teacher plays the video (lecture) and students perform the task. In pairs, students compare their notes to find similarities and differences. Next, students are asked to report on the main and supporting ideas they found in the lecture. Then students are asked to provide the discourse markers from the lecture. Teacher writes them on the board. (20 minutes)

**Language:** Nuclear chemistry refers to... / Calculations are... / Fission reactions... / I want to remind you that... / In this particular session... / Another example of...

- **Activity 6:** With the aid of handout #4, teacher and students go over statements to express an opinion and some questions to ask for clarification.

Then students go over some ideas from the lecture to express an opinion and ask for clarification (controlled practice). Teacher and assistant teacher model the activity. Students perform the task. Teacher and students check the exercise orally. (10 minutes)

**Language:** It is relevant to mention that... / I do believe that... / I do not think that... / What do you mean by...?

- **Activity 7:** In pairs, students are asked to go back to their notes from the lecture in order to express an opinion and ask for clarification. Students are given time to practice what they actually have to say before getting engaged in the task. Teacher provides feedback as students practice. Next, students are asked to perform the task in front of the class. (10 minutes)

**Language:** I do not clearly understand... / What is it that you...?

- **Activity 8:** (Language focus) Students listen to an excerpt of the lecture 'AP Chemistry Podcast 1.3 Nuclear Chemistry Part 2'. With the aid of handout #5, students are to focus on the excerpt to identify the filler ah/uh. Students fill in the blanks. Students perform the task and report to the class. Teacher comments on the importance of fillers when speaking. Students listen to the excerpt one more time to confirm the importance and usage of fillers. Next, teacher and assistant teacher demonstrate the common usage of fillers when speaking. Teacher asks, do you think that nuclear chemistry can be dangerous? Assistant teacher provides his opinion emphasizing the use of the filler ah/uh. Students are asked to monitor the use of the filler by raising

their hand every time they listen to the filler. Then in pairs, students are asked to express their opinion on the lecture using the previous useful expressions and the filler ah/uh. Students share their ideas with the rest of the class. (15 minutes)

**Language:** Ah, well... / It is relevant to mention that... / I do believe that... / I do not think that... / What do you mean by...? / I do not clearly understand... / What is it that you...?

- **Optional activity:** Students listen to an excerpt of the lecture 'AP Chemistry Podcast 1.3 Nuclear Chemistry Part 2'. Students are asked to focus on the intonation pattern used in the lecture. Students are to identify the pattern used in the lecture (falling). Students report to the class. If necessary, teacher explains that statements receive a falling intonation. Teacher and students drill. Students listen to the excerpt one more time to confirm the intonation pattern.

**Language:** Fission reactions released a tremendous amount of energy".

In contrast, another approach is the Total Physical Response or "TPR" which "was developed by James Asher, professor of psychology at San Jose State University, in the 1960s and 1970s". (Holleny, 2012, p. 14) The "TPR" consists on acquiring vocabulary by repetition; the teacher repeats several times the vocabulary or action and the learners have to do the same like the game "Simon says". Mühren (n.d), states in his paper that:

The basic technique of TPR is simple. Learners act out commands given by the teacher or their fellow pupils (at a later stage). These commands, or series of commands, are simple at the beginning (stand up, sit down) but after some time they may become more complex (I want the boys to stand in a circle please). A TPR sequence can be a chain of actions relating to a compound task (take pen and paper, sit down, begin at the top of your paper, write down: Dear ...) or even contain a story-line. (p.2)

For teachers and students, this is an easy way to learn something because everybody can reproduce what he or she is watching or listening. TPR is a good approach to help students to understand in an easier way different commands or vocabulary for the reason that they have to repeat or perform actions several times, Ilwana (2010, p. 31), explains the purpose of this teaching method, “TPR is a language learning method which is based on the coordination of speech and action; it attempts to teach language through physical (motor) activity”. However, at first TPR is used by students in the beginner levels but the TPR activities can be modified and applied in multi-level classes (Gordon, n.d., p. 2).

A common sequence of actions using Total Physical Response according to Malone (2011, p. 2), is:

**Hear and see.** Students hear the teacher say a command and see the teacher demonstrate the action. They hear the command again and see the teacher and student volunteers demonstrate the action.

**Hear and do.** They hear the command a third time and they do the actions. (p.2)

Thus, students have to repeat what teacher does or says, in that way, scholars learn a specific vocabulary; also, students have the advantage of being focus on one simple thing, “as students follow the commands, they are not asked to repeat. This reduces anxiety and enables attention to be focused on comprehension” (Gordon, n.d., p. 4), so they can feel comfortable and trustful in classes, “because they are allowed to concentrate on one thing only: they act out what they've heard. There is no pressure on them to speak the foreign language yet”. (Mühren, n.d.: p 2) In this approach, students act as actors inside the classroom, they “have the primary role of listeners and performers... Learners monitor and evaluate their own progress” (Ilwana, 2010, p. 37) On the other hand, teachers are like directors because they are responsible to prepare all material and present it to their students, like Ilwana (2010, p. 33), states as the teacher’s role in TPR activities, “the teacher directs and the students “act” in response. The instructor is the director of a stage play in which the students are the actors”. An example of a lesson plan using Total Physical Response, in relation to Malone (2011, p. 30-33):

**Table 2**

**Example of Total Physical Response Plan**

	<b>New words</b>	<b>Commands for “3x3” demonstration</b>	<b>Commands for practice</b>
16. 1	am, teacher	I am a student. You are a student.	<b>BEFORE CLASS: ASK FOR 2 STUDENTS—A GIRL AND A BOY—TO VOLUNTEER FOR TODAY’S TPR LESSON.</b>

	<p>student/ students</p> <p>I, you, we</p>	<p>We are students.</p> <p>I am a teacher.</p>	<p><b>PRACTICE WITH THEM BEFORE CLASS SO THEY UNDERSTAND THE USES OF “I” AND “YOU” IN ENGLISH.</b></p> <p><b>FOR THIS LESSON, CALL THE GIRL AND THE BOY TO THE FRONT BUT TALK TO THE WHOLE CLASS.</b></p> <p><b>POINT TO THE GIRL.</b> Is this a girl? <b>YES.</b> This girl is a <u>student</u>. Is this girl a tree? <b>NO.</b> Is she a circle? <b>NO.</b> Is she a girl? <b>YES.</b> Is she a student? <b>YES.</b> What is this girl? <b>STUDENT.</b></p> <p><b>POINT TO THE BOY.</b> Is this a boy? <b>YES.</b> This boy is a student. Is this boy a house? <b>NO.</b> Is he a triangle? <b>NO.</b> Is he a boy? <b>YES.</b> Is he a student? <b>YES.</b> What is this boy? <b>STUDENT.</b></p> <p><b>POINT TO THE GIRL AND THE BOY.</b> Is this a girl and a boy? <b>YES.</b> This girl and this boy are <u>students</u>. Are they desks? <b>NO.</b> Are they doors? <b>NO.</b> Are they students? <b>YES.</b> What are they? <b>STUDENTS.</b></p> <p><b>POINT TO YOURSELF.</b> I am a <u>teacher</u>. Am I a house? <b>NO.</b> Am I a tree? <b>NO.</b> Am I a teacher? <b>YES.</b> What am I? <b>TEACHER.</b></p> <p><b>TELL THE BOY AND GIRL TO STAND BY YOU IN FRONT OF THE CLASS. POINT TO YOURSELF AND THE GIRL AND BOY, BUT TALK TO THE OTHER STUDENTS: <u>We</u> are standing. <u>You</u> are sitting. What are we doing? YOU ARE STANDING. What are you doing? WE ARE SITTING</b></p> <p><b>CALL 2 MORE VOLUNTEERS TO DO THIS AGAIN. DO IT MANY TIMES SO THE STUDENTS BEGIN TO UNDERSTAND THE WAY THAT YOU, I AND WE ARE USED IN ENGLISH.</b></p>
16. 2	<p>school, store</p> <p>Where are you going? I am going...</p>	<p>Point to the school.</p> <p>Point to the house.</p> <p>Point to the store.</p> <p>Point to pump / well / river.</p>	<p><b>DRAW THE SCHOOL, HOUSE, STORE AND LOCAL WATER SOURCE ON THE CHALKBOARD.</b></p> <ul style="list-style-type: none"> <li>• <b>DRAW YOUR SCHOOL AT THE TOP ON THE LEFT SIDE.</b></li> <li>• <b>DRAW A HOUSE AT THE BOTTOM ON THE LEFT SIDE.</b></li> <li>• <b>DRAW A LOCAL STORE (OR MARKET) AT THE TOP ON THE RIGHT SIDE.</b></li> </ul>

		<p>• <b>DRAW THE LOCAL WATER SOURCE (PUMP, WELL OR RIVER) AT THE BOTTOM ON THE RIGHT SIDE.</b></p> <p><b>BEFORE YOU BEGIN, PREPARE 4 VOLUNTEERS TO DO A LITTLE SKIT (ROLE PLAY) WITH YOU. YOU DO THE SKIT ALONE FIRST, TAKING ALL THE PARTS. THEN TEACH THEM WHAT TO SAY, USING THE PICTURES.</b></p> <p>Look at the <u>pictures</u>. Point to the <u>school</u>. Point to the <u>house</u>. Point to the store. Point to the <u>pump/well/water</u></p> <p><b>STUDENT 1 TURNS TO STUDENT 2: WHERE ARE YOU GOING? Student 2 points to the school: I AM GOING TO SCHOOL.</b></p> <p><b>STUDENT 2 TURNS TO STUDENT 3: WHERE ARE YOU GOING? Student 3 points to the water: I AM GOING TO GET WATER.</b></p> <p><b>STUDENT 3 TURNS TO STUDENT 4: WHERE ARE YOU GOING? Student 4 points to the house: I AM GOING TO MY HOUSE.</b></p> <p><b>STUDENT 4 TURNS TO STUDENT 1: WHERE ARE YOU GOING? Student 1 points to the store: I AM GOING TO THE STORE.</b></p> <p><b>HAVE THE VOLUNTEERS DO THIS SEVERAL TIMES (THEY CAN CHANGE THE PLACES THAT THEY USE).</b></p> <p><b>STUDENTS DIVIDE INTO TEAMS OF 6 AND STAND IN A CIRCLE. EACH STUDENT ASKS THE NEXT ONE WHERE THEY ARE GOING AND THE NEXT STUDENT NAMES ONE OF THE PLACES ON THE CHALKBOARD (OR ANOTHER PLACE IF THEY KNOW THE ENGLISH NAME). THEN THEY ASK THE NEXT STUDENT WHERE THAT STUDENT IS GOING. WALK AROUND AND HELP THE TEAMS AS THEY PRACTICE.</b></p> <p><b>STUDENT #1 ASKS STUDENT #2: WHERE ARE YOU GOING?</b>  <b>STUDENT #2. I AM GOING TO...</b></p> <p><b>STUDENT #2 ASKS STUDENT #3: WHERE ARE YOU GOING?</b>  <b>STUDENT #3. I AM GOING TO ....</b></p>
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			<p><b>STUDENT #3 ASKS STUDENT #4:</b> WHERE ARE YOU GOING?  <b>STUDENT #4:</b> I AM GOING TO ...</p> <p><b>STUDENT #4 ASKS STUDENT #5:</b> WHERE ARE YOU GOING?  <b>STUDENT #5:</b> I AM GOING TO ...</p> <p><b>STUDENT #5 ASKS STUDENT #1:</b> WHERE ARE YOU GOING?  <b>STUDENT #1:</b> I AM GOING TO... ..</p> <p><b>THEY KEEP GOING AROUND LIKE THIS UNTIL ALL THE STUDENTS HAVE A CHANCE TO SAY ALL 4 PLACES. GO AROUND THE ROOM TO HELP THEM AS NEEDED.</b></p>
16.3	<p>buying,  selling,  playing,  eating  drinking coffee</p>	<p>This woman is selling food.</p> <p>That woman is buying food.</p> <p>The boys and girls are playing.</p> <p>The man is eating.</p> <p>The man is drinking tea.</p>	<p><b>USE TPR PICTURE __ FOR THIS ACTIVITY. LET ALL THE STUDENTS ANSWER TOGETHER. WHEN THEY ARE READY, LET SMALL GROUPS OR INDIVIDUAL STUDENTS ANSWER.</b></p> <p>Look at the picture. Point to the woman <u>selling</u> food. Point to the woman <u>buying</u> food. Point to the girls and boys <u>playing</u>. Point to the man <u>eating</u> food. Point to the man <u>drinking tea</u>.</p> <p>Point to the woman selling food. Is the woman playing? <b>NO</b>. Is she eating? <b>NO</b>. Is she drinking tea? <b>NO</b>. Is she selling food? <b>YES</b>. What is the woman doing? <b>THE WOMAN IS SELLING FOOD.</b></p> <p>Point to the woman buying food. Is the woman selling food? <b>NO</b>. Is she playing? <b>NO</b>. Is she drinking tea? <b>NO</b>. Is she eating? <b>NO</b>. Is she buying food? <b>YES</b>. What is this woman doing? <b>THE WOMAN IS BUYING FOOD.</b></p> <p>Point to the girls and boys playing. Are they buying food? <b>NO</b>. Are they selling food? <b>NO</b>. Are they eating? <b>NO</b>. Are they drinking? <b>NO</b>. Are they playing? <b>YES</b>. What are the girls and boys doing? <b>THE GIRLS AND BOYS ARE PLAYING.</b></p> <p>Point to a man drinking coffee. Is the man buying food? <b>NO</b>. Is he selling food? <b>NO</b>. Is he playing? <b>NO</b>. Is he running? <b>NO</b>. Is he walking? <b>NO</b>. Is he sitting? <b>YES</b>. Is drinking coffee? <b>YES</b>. What is the man doing?  <b>THE MAN IS DRINKING COFFEE.</b></p>

16.4	will hello too, okay	(Do the skit to introduce the new words)	<p><b>TELL THE STUDENTS THAT TODAY THEY WILL PRACTICE TALKING TO EACH OTHER IN ENGLISH. DRAW FOUR PLACES ON THE CHALKBOARD (SCHOOL, STORE OR MARKET, RIVER, CHURCH OR MOSQUE, CLINIC, ETC.) BEFORE CLASS, ASK FOR 2 VOLUNTEERS TO DO THE SHORT SKIT BELOW. AFTER THEY DO IT SEVERAL TIMES, DIVIDE THE STUDENTS INTO TEAMS OF 2. LET THEM PRACTICE MANY TIMES SO THAT EVERY STUDENT GETS PLENTY OF PRACTICE.</b></p> <p><b>INTRODUCE THE STUDENTS TO THE NAMES OF THE PLACES YOU DREW ON THE CHALKBOARD:</b></p> <p>Point to the ____; Point to the ____, Point to the ____, etc.</p> <p><b>VOLUNTEERS DO THE SHORT SKIRT.</b></p> <p><b>STUDENT 1:</b> HELLO! MY NAME IS _____. WHAT IS YOUR NAME?</p> <p><b>STUDENT 2:</b> HELLO! MY NAME IS _____. WHERE ARE YOU GOING?</p> <p><b>STUDENT 1:</b> I AM GOING TO SCHOOL (OR STORE, CLINIC, ETC.)</p> <p><b>STUDENT 2:</b> I AM GOING TO SCHOOL, TOO. I WILL WALK WITH YOU.</p> <p><b>STUDENT 1:</b> OKAY.</p>
16.5	REVIEW LESSONS FROM THIS WEEK.		

Source: Malone (2011). Introduction to Oral English using the Total Physical Response (TPR) Method.

Furthermore, Cooperative Language Learning or CLL is a teaching method, in which students have to cooperate with their classmates in their learning process; it could be in pairs, small or medium groups. "Cooperative Learning refers to a systematic instructional method in which students work together in small groups to

accomplish shared learning goals”. (Zhang, 2010:1). Cooperation is when someone works with another person or group of people together in order to achieve a goal. When a group of people works together; all of the participants have the same benefits at the end. Talking about students and their learning process, when the teacher makes groups, students can share their knowledge and doubts, so the other classmates can help them, “students interacting with peers that are on similar cognitive levels may result in them learning new vocabulary and syntax that they might not receive from the teacher”. (Hrönn Árnadóttir, 2014, p. 21).

In addition, working in groups, students can feel more comfortable than working alone or individually, the “cooperative learning activities build supportive classroom communities, students learn to listen and respect each other, therefore everyone can feel that they are at the center at the same time” (Salem Al-Yaseen, 2014, p. 2) It is well known that students want to get others attention, but when working cooperatively all students receive the same attention and also they learn to work with other people. They have to be tolerant for the reason that all the members are different, all of them are going to think, talk and act in a different way. All of them have to agree in the discussions and final decisions. Zhang mentions that “research shows cooperation has positive effects on relations among students, self-esteem, long-term retention, or depth of understanding of course material, etc.” (2010, p. 1)

Hrönn Árnadóttir (2014), explains the importance of a group in the student is learning process:

Cooperative learning that takes place in small, well designed groups where each student has an assigned role, will give timid students

the forum to be heard as they will likely be more comfortable speaking with only two or three other students and the more confident students get the opportunity to exercise their listening skills. Learning to carry on a conversation with only a few students in a group will also prepare students for taking active part in whole-class discussions. (p.20)

That is important because most of students are afraid to talk in English in front of the whole class; they are shy or feel nervous. CLT helps to improve that issue. “In addition, students may be more willing or motivated to receive new knowledge from their peers than their teacher, because peers may be using the target language for similar purposes as themselves.” (Hrönn Árnadóttir, 2014, p. 22), when students work in small groups, they are able to talk without any problem and when they practice inside the work group, learners are capable to talk in front of the class, Zhang (2010, p. 2), says in his paper that “individuals have the opportunity to rehearse their answers before being asked to offer them in front of the whole class so their anxiety and fear of failure may reduce.

In CLT, the students have an active role in their own learning process because they have the responsibility to work together, they have to get involve in their learning because teachers give directions and students follow them. Teachers are responsible for creating a good learning environment in order to help the students’ learning process; “teachers’ role as guider, facilitator, and negotiator, and stress the autonomy and centrality of the students in classroom” (Zhang, 2010, p. 1). Also, they have the duty to clarify doubts and encourage students to solve any problem.

According to Kagan (1994) and Slavin (1995) quoted by Salem Al-Yaseen (2014, p. 3-4), there are some activities that can be applied using the Cooperative Language Learning, some of them are:

### **1. “Jigsaw II**

This is a useful activity to teach reading. Slavin summarized the procedure to apply Jigsaw II as:

1. Students receive expert topics and read assigned material to locate information,
2. Students with the same expert topics meet to discuss them in expert groups,
3. Experts return to their team to teach their topics to their teammates,
4. Students take individual quizzes covering all topics, and
5. Team scores are computed based on team members' improvement scores, and individual certificates, a class newsletter, or a bulletin board recognizes high-scoring teams.

### **2. Round Table**

Round Table can be used for brainstorming, reviewing, or practicing. In this method, each group member has a designated turn to participate and make a written contribution to the group's project. The group has a writing prompt, task, or question (Kagan, 1994). Sequential form as following:

1. The teacher asks a question which has multiple answers, each student writes a response or a portion of a response,
2. After writing their response, they pass the paper to the next person,

3. Round Table can be done with one piece of paper per group or with one piece of paper per group member, and
4. One group member may be asked to share with the whole class what their group has written.

### **3. Think-Pair-Share**

This teaching method could encourage students to communicate with others and develop thinking. There are the steps of Think-Pair-Share:

- 1) The teacher poses a discussion topic or an open-ended question,
- 2) The teacher gives students the “think time” to think on their own,
- 3) After thinking, students work in pairs to share their ideas with each other, and
- 4) Students share their responses with other partners or with the rest of the class.”

Another teaching method considers Multiple Intelligences. This method proposed by Howard Gardner states that human beings have eight different intelligences, “I developed MI theory in the late 1970s and early 1980s” (Gardner, n.d. p. 1), for that reason, some people is good doing something and others are going in another thing. The eight intelligences are linguistic, logical-mathematical, musical, spatial, bodily-kinesthetic, interpersonal, intrapersonal and naturalist; each one has different characteristics that a teacher can use in his or her lesson plan, they have to know their students, capacities and learning styles in order to plan each activity because people is different with different characteristics. Gangi (2011) states:

In order for a teacher to implement the theory of MI in their classroom, they must first understand the nine intelligences. Once a teacher understands the nine intelligences, they will be able to perform the next step, which is identifying the intelligence strengths of their students. (p. 24)

In keeping with Multiple Intelligences, here is a brief description of each one:

- Linguistic:

This intelligence is also called Verbal Intelligence and it refers to “the capacity to understand written and spoken language” (Gangi, 2011, p. 25). Consistent with the quotation mention before, the person who has developed this intelligence has different characteristics; learning new words, can express his or her ideas in a listening, speaking, writing and reading way. This intelligence is important because helps people to communicate to others.

- Logical- Mathematical:

This intelligence has “the capacity to understand logic and numeric operations” (Gangi, 2011. p. 25) When students develop this intelligence more than the others do, they can do mathematical exercises, geometric problems, solve puzzles, mazes crosswords and others.

- Spatial:

According to Gardner (2005) quoted by Gangi (2011, p. 25), “the spatial intelligence is the capacity to visualize what is spoken, read, or written and the ability

to manipulate those visualizations”, students can distinguish objects and shapes, can use and make maps easily and recognize graphics.

- Musical:

This intelligence refers to the ability of playing an instrument, they like music and can read musical notes, “students with this intelligence strength understand musical concepts and learn well through songs, rhythms, chants, and poetry” (Gangi, 2011, p. 26).

- Bodily-Kinesthetic:

This intelligence is represented in athletes, mimes, actors, dancers and other people who use the body in their everyday life. The students, who develop this intelligence, are the students who learn by doing, as Gangi (2011, p. 25), quotes: “learn through movement”.

- Interpersonal:

It is important to mention people have to be connected everyday with other people and it is pertinent to find out the clue or key in order to understand and be understood by another person because this intelligence “involves understanding people” (Gangi, 2011, p. 26) If a person can understand others, recognize their emotions, motivations, feelings, moods, personalities and other things, it could be simple to establish relationships.

- Intrapersonal:

This intelligence is very close with the type explained before because most of the time people confuse them, intrapersonal intelligence refers to the "capacity to

understand oneself' (Gardner, 2005 quoted by Gangi, 2011, p. 26) A person or student needs to know which is his or her likes and dislikes are, hobbies and others; next, when the person is happy because he or she is applying the correct stimuli, it is the time to have good relationships.

- Naturalistic:

The environment plays an important role in people's life because most of the time, the person is related with the natural world. Gangi (2011, p. 26-27), says that "Students with this intelligence strength enjoy being outdoors, exploring, and learning about plants and natural events".

Teachers have to take into account that they can find a big variety of learning styles in groups and those learning styles must be developed through different activities or techniques in order to take advantage of the diversity. That is why, teachers have to analyze their students and their capacities. The implementation of different techniques is a good tool for developing students' abilities and it makes them better understand what they are teaching during a lesson. A creative class is the most important concept that can be taken, so teachers have to watch each detail in order to help their students and their learning process.

For instance, some classroom activities that a teacher can implement in a Multiple Intelligence plan (Berman, 2002, mentioned by Palmberg, 2011, p. 18), could be:

**Table 3****List of Multiple Intelligences Activities**

<b>Linguistic Intelligence</b>	word building games
<b>Logical-Mathematical Intelligence</b>	logical-sequential presentations
<b>Visual-Spatial Intelligence</b>	mind maps
<b>Bodily-Kinesthetic Intelligence</b>	relaxation exercises
<b>Musical Intelligence</b>	jazz chants
<b>Intrapersonal Intelligence</b>	learner diaries
<b>Interpersonal Intelligence</b>	Brainstorming
<b>Naturalist Intelligence</b>	background music in the form of sounds created in the natural world

Source: Palmberg, 2011. Multiple Intelligence Revisited.

An example of activities that a teacher can apply in a lesson plan using the MIT according to Palmberg (2011, p. 34-38) are:

- **Phase One:**

Start the lesson by playing a well-known song indicating an occupation or occupations, for example Rod Stewart's "I'm sailing". Invite the students to guess the topic of the lesson.

- **Phase Two:**

Share the goals of the lesson with the students. Invite them to suggest different situations in which they might have to introduce themselves and be able to ask for somebody else's name and occupation in a foreign language.

- **Phase Three:**

Ask the students to name some occupations that they already know in the foreign language.

- **Phase Four:**

Display an overhead transparency showing a list of ordinary occupations, such as doctor, teacher, cook, mechanic, musician, waiter, baker, nurse, farmer, policeman, soldier, artist, worker, butcher, carpenter, and postman.

Go through the meaning of the occupations in two steps:

1. By asking the students to read through the list and try to figure out how many occupations they can tell the meaning of (either because they already know the word or because they can guess the meaning of the foreign-language word owing to the fact that it is similar to the translational equivalent of the corresponding mother-tongue word), and
2. By explaining to them the meaning of the remaining occupations.

Next, practice the pronunciation of the occupations with the students.

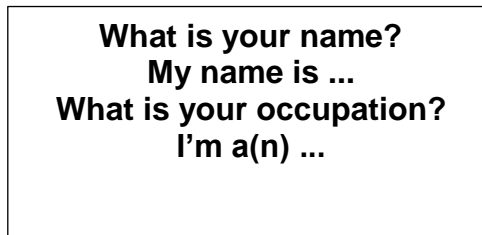
- **Phase Five:**

Ask the students to write down the list of occupations on a lined sheet of paper; one occupation on each line. Or, if you want to save lesson time, hand out a (pre-prepared) worksheet to each student.

- **Phase Six:**

Write the key phrases “What is your name? My name is ...” and “What is your occupation? I’m a (n) ...” on the blackboard (in the appropriate foreign language to be practiced, if not English).

The support frame could look for example like this:



Next, teach the meaning of these phrases and practice their pronunciation with the students.

- **Phase Seven:**

Display an overhead transparency showing pictures representing the selected occupations; with the foreign-language word for each occupation written under or next to the picture.

Again, practice the pronunciation of the occupations and revise the phrases written in the support frame.

- **Phase Eight:**

Give each student a slip of paper (cut from a photocopied paper version of the overhead transparency) containing a randomly selected picture representation of one of the occupations and the foreign-language word for the occupation. It does not matter if there are fewer students in the class than there are occupations or if

several students are assigned the same occupation, so long as there is at least one occupation that is not assigned to anybody.

Ask the students to walk around in the classroom, asking each other about their names and occupations. (To ensure that everybody asks for everybody else's name, not only their occupation, each student could be assigned a new name in the foreign language.) Ask the students to take notes of each other's names and occupations but not to show their slips of paper to anybody. When they are finished, ask them to find out which occupation(s) was/were best represented in the classroom (their own occupation included) and which occupation(s) was/were not represented at all.

- **Phase Nine:**

Ask the students to work individually and decide for each occupation whether it is:

- (a) a predominantly male or female occupation,
- (b) a basically safe or risk-filled occupation, or
- (c) an occupation which requires basic skills in a foreign language or not.

- **Phase Ten:**

Ask the students to compare and discuss their results in pairs or in groups of three, preferably in the foreign language.

- **Phase Eleven:**

During the last three or four minutes of the lesson, ask the students to think about today's topic (with the overhead projector switched off). Ask them to jot down

on a piece of paper the main phases of the lesson (using just a couple of words).

Next, ask them to check how many occupations they can still remember.

The various intelligence types are catered for during the following phases of the foreign-language lesson outlined above:

**Table 4**

**Distribution of Multiple Intelligences Activities**

<b>Intelligence</b>	<b>Phase(s)</b>
Linguistic intelligence	All phases
Logical-mathematical intelligence	Phase 8
Visual-spatial intelligence	Phases 4,6,7 and 8; possibly 11
Bodily-kinesthetic intelligence	Phase 8
Musical intelligence	Phase 1
Intrapersonal intelligence	Phases 1,2,3,4,5,6,9 and 11
Interpersonal intelligence	Phases 4,7,8 and 10
Naturalist intelligence	Phase 9

Source: Palmberg, 2011. Multiple Intelligence Revisited.

As a conclusion, all teachers have to take care about the way they plan their classes because there are different learners and different methodologies that can be used in order to help in the students' learning process. Scholars need a responsible teacher, who be prepared to the challenge of teaching, a teacher who studies his or her students because if teacher knows them, he or she can take advantage of their skills and capacities and then, all the activities are going to be meaningful and useful for their learning.

### 2.2.4.3 Teacher's Characteristics

As was mentioned before, each person has different characteristics that make him or her unique around the world. "The term "teacher characteristics" can be referred to as qualities that can be measured with tests or derived from their academic or professional records" (Kosgei, Mise, Odera & Ayugi, 2013, p. 2) Ones are good doing activities, moving with their bodies, talking in front of a lot of people, solving problems and others; but a good teacher must have different characteristics to make the class fun and useful, characteristics that involved students in the class.

All the characteristics that a teacher has are going to affect in a positive or negative way the students' learning process, "the teacher's personality is one of the first sets of characteristics to look for in an effective teacher" (Stronge, n.d., p.1) Teachers and students share many hours, if a teacher wants to take advantage of this time he has to worry about the way he behaves, so "the most crucial factors in effective teaching are who the teacher is and how he acts in the classroom. This influences the way the students react toward the target language and, therefore, their success in learning it" (Miller, 2012, p. 1)

The educator plays an important role in the students' learning process; they are partly responsible in the student's attitudes, "personality traits have significant effects on teachers' classroom operation or performance" (Gao & Liu, 2013, p. 2) Consequently, teachers' characteristics shows the person a teacher is but also, can have effects in scholars; for instance, what teacher wants, likes or thinks about something could have an effect in students' behavior.

To be a teacher is not an easy task because as Hirsh (2011, p. 1), says that “great teachers are the most important school-based ingredient for student success”, educators have to plan different topics using several learning styles, in order to help each student to better understand all the subjects. Also, teachers have to deal with several students, check a lot of exams, homework and extra class works. They need good communication with students ‘parents too. As a result, any person can be a teacher, but not any teacher can be a good one.

What a teacher transmits to his or her students cannot be separated to his or her own person (all the characteristics and emotions), “a teacher’s effectiveness depends on his demonstration of the affective characteristics. These are inborn in some of us, but they are also within the grasp of most teachers” (Miller, 2012, p. 3), the teacher is not the source of students’ knowledge; he or she is only a tool that helps students to acquire knowledge. A successful teacher uses his or her characteristics in order to help students in their learning process. The teacher uses the voice, gestures, verbal and nonverbal language, and emotions in order to assist the students’ education process; “teachers’ interpersonal qualities may be correlated with effectiveness” (Bruns & Luque, 2014, p. 74), that is why teachers’ features are so important in the learning process.

Furthermore, as was mentioned before, teachers “have a lot of influence on their classroom practices” (Kosgei et al., 2013, p. 1), these happen for their characteristics, so some teachers’ characteristics that can affect the students’ learning process are going to be explained below:

- **Passion for learning**

When a person is doing something, it is necessary to do it with passion, dedication and love because doing it this way, things are going to have positive results. The same happens to the teaching and learning process; teachers need the desire of teaching, educators should work because they like to teach, not just because someone is going to pay for it. Some professionals make a huge mistake; some of them choose their professional careers looking for the best paid, the one which has the best social position or the one which is the most popular; but the most important thing when a person chooses a professional career, is what he or she likes to do, the love of doing something, it does not matter if that career does not have the best salary.

For that reason, it is essential passion in what a person is doing, according to Carbonneau, Vallerand, Fernet, & Guay (2008, p. 978) quoted by Bradford Roeger (2012, p. 7), passion is “a strong inclination or desire towards an activity (e.g., one’s job) that one likes (or even loves) and finds important and in which one invests time and energy”, the same occurs in teaching; teachers must feel passion for learning because “students who perceive their teacher as passionate and excited about a subject may become intrinsically motivated” (Roeger, 2012, p. 8)

If a teacher does not have love for teaching, this feeling is reflected in classes and in the students’ learning process for the reason that “passion does have an effect on student behavior and potentially learning” (Roeger, 2012, p. 10) Therefore, the teachers’ passion could affect the students’ learning process because if learners

have a teacher who does not like to teach, or is not patient, it would be transmitted to the students, “the enthusiastic teachers improved learner memory” (Roeger, 2012, p. 10)

As a result, every person must live with passion, love, and enthusiasm. When people experience their job with love, everything is done better, “So a teacher with positive passion may then create a positive learning spiral where thoughts are expanded and lifted, which increases learning potential” (Roeger, 2012, p. 10), also “if an instructor is passionate about the subject they are teaching, they won’t mind having a conversation with the student if they have questions” (Delaney, et al., 2010, p. 51)

### **Knowledge and Education**

This characteristic is necessary if people want an excellent learning process; nowadays, every professional has to be prepared in the best way in order to have a good job performance. Talking about teachers who have the responsibility to teach so many students, they need the best education in their specific field because “educators need new and different knowledge and skills to meet today’s challenges” (Casper, Lopez, Chu & Weiss, 2011, p. 1), also Fuller (2011), explains different types of knowledge:

Teachers also must have at least three other types of knowledge.

First, they must have professional knowledge related to teaching in general. This includes information about the historical, economic, sociological, philosophical, and psychological

understanding of schooling and education. It also includes knowledge about learning, diversity, technology, professional ethics, legal and policy issues, pedagogy, and the roles and responsibilities of the profession of teaching. Second, teachers must have pedagogical knowledge, which includes the general concepts, theories, and research about effective teaching, regardless of the content area. Thus, it involves general teaching methods. Finally, teachers must have pedagogical content knowledge. This involves teaching methods that are unique to a particular subject or the application of certain strategies in a manner particular to a subject. For example, there may be some unique ways to teach map reading skills in a social studies class.

(p.3-4)

Teachers have to be careful because they are not better than students. Teachers have to treat students in a good way. There are cases in which teachers believe that they are more important than students, never make mistakes or they know everything, for instance, “a teacher who is realistic and has the simple courage to admit that he doesn’t know an answer if indeed he doesn’t” (Miller, 2012, p. 2)

A good teacher is not less teacher because he or she admits his or her mistakes, so “students expect their professors to admit mistakes when they make them. They feel that the learning environment would be better if professors did not act as if they were superior to their students” (Delaney et al., 2010, p. 39) Besides, the teacher’s education or knowledge plays a main role in the students’ learning

process because educators transmit their information to the learners, and if they have a well-prepared teacher, students are going to have a quality education.

- **Respect**

This characteristic is essential in the teaching process; there must be respect in the classroom, “teachers and young people must have a safe, respectful and supportive environment in which to learn and teach” (Weatherill, 2011, p. 7), because when in the schoolroom have a respectful environment, teachers and students can have a better development. Educators need to be respectful with their students; they have to create a good atmosphere inside the classroom for the reason that they have to be together many hours per day, so if there is not a friendly and homely environment, it is possible that the learning process will not be the best.

All people are different, think, behave, and have different likes and when a group has to share the same space for many time, they have to learn to live harmoniously. It is the same case with teachers and learners. They have to create a good atmosphere and be respectful. “Students prefer instructors who treat them with common courtesy and respect. It helps them feel comfortable” (Delaney et al., 2010, p. 38) Learners like teachers who believe that everyone is important, “someone who appreciates the opinions of others and does not discriminate” (Delaney et al., 2010, p. 41).

If teachers do not create a good classroom environment, it is possible students may not feel comfortable and do not want to come to classes; so “effective teachers endeavor to create trusting relationships and provide a structured, yet flexible

learning environment” (Delaney et al., 2010, p. 24) As a result, the respect in the learning process plays an important role, so educators have a big task because they are the responsible to promote this main characteristic to their students in order to improve the scholars’ learning process.

- **Creativity**

Creativity is one of the most important teachers’ characteristics because the learning process must have original, imaginative and innovative activities; with those essential keys, students can have the best learning process inside the classrooms, “a high majority of teachers believe that creativity plays an important role in the curriculum “(Cachia, Ferrari, Ala-Mutka & Punie, 2010, p. 29) Teachers have to inspire to their students to learn more and more and not be the responsible to the students’ failure in the studies, “creative teaching is seen to involve teachers in making learning more interesting and effective and using imaginative approaches in the classroom” (Cremin, n.d., p.1)

The importance of teaching is so serious; educators have a huge responsibility for teaching in the best conditions, it is not enough to use the same teaching materials, the same common activities or explain the topics in the same way over and over again, because if a teacher plans his or her lessons like that, the students’ interest and motivation is going to disappear and it is possible that students drop out the classrooms and studies. Miller (2012, p. 1), points out that “teaching must be more than simply opening a book, doing exercises, and following an outline written by someone else”, there are teachers that only use one single teaching

method when they are explaining a topic or for laziness teachers do not use several teaching materials or activities than can make an interesting English class; those actions can cause demotivation and lose the learning desire, Richards (2013) states:

The creative teacher does not simply present lessons from the book. He or she looks for original ways of creating lessons and using the textbook and teaching materials and seeks to create lessons that reflect his or her individual teaching style. (p.8)

- **Sense of Humor**

When a teacher is planning his or her classes, he or she also has to think in students because they are part of the teaching and learning process. This teacher's characteristic must be present every day in each activity for the reason that when an educator uses his or her sense of humor explaining a topic, it is going to be more interesting and memorable for students, Delaney (2010), point out:

Students appreciate a sense of humor as a characteristic of effective teaching. It encompasses many facets of the instructor's personality, including having a positive outlook on teaching, being kind and approachable, and building a more engaging pedagogical experience through the classroom atmosphere. (p. 65-66)

Even when the subjects are so important, the way in which topics are explained have to be in a creative way, using humor because there are teachers who are bored, teach all topics in the same way; as a result, learners lose the

interest, the concentration and the desire of learning, that is why Abraham, Hande, Jude, Kaur, Chen & Ravi (2014), mention:

Humor is a valuable tool for establishing a conducive environment in classroom learning (2). Humor is also useful in facilitating attention, motivation and comprehension in students (3, 4) and has been reported as one of the top five traits of an effective teacher. (p.1)

Most of students remember something funny or creative, something unusual and different, so teachers may apply humor in all activities and topics, use the humor in classroom and consequently, the learning process would be better. Abraham, Hande, Jude, Kaur, Chen & Ravi (2014, p. 1), state “from students’ point of view, a monotonous lecture would hinder their interest to concentrate in the class. Previous research studies indicated that humor plays a vital role in facilitating students’ attention in classroom”.

Educators have the responsibility to engage students in the learning process; they have to help them in order to improve their knowledge. Teachers have to give them the best opportunities in classroom, so the “use of humor in classroom helped students to be more motivated and less stressed. When teachers use humor in classroom it creates a tension free environment, which again increases students’ interest to listen in the class” (Abraham de et al, 2014, p. 2) Teacher use of humor is a main tool in each teaching and learning process, so educators have to take into account and use it as much as they can in order to help the students.

- **Responsibility**

People have responsibilities every day in all places, for instance in their homes, in the workplace, personal and other fields. Talking about teachers, they have many responsibilities as well. Some of them according to “Teacher Responsibilities” (2012, p. 3), are: “marking, preparation, assessment, meetings, student supervision including yard duty, reporting and organizational duties.”

Teachers have to be responsible; they have the duty to teach the best way, helping students to access to knowledge, “effective teachers demonstrate professional responsibility” (Gao & Liu, 2013, p. 2) Teachers do their best when they carefully plan the classes, prepare the materials, check and deliver exams, give scores, have meetings, check homework and others. They have to be organized and responsible.

#### 2.2.4.4 Teaching Materials

Materials are all the tools that a teacher uses when he or she is teaching in front of the class, “educational materials can be defined as the didactically adapted materials that the teacher can use during the teaching process as teaching materials” (Mazgon & Stefanc, 2012, p. 1), all the resources are important in the learning process because they help students to understand and comprehend the subject, “teaching materials form an important part of most English teaching programs. From textbooks, videotapes and pictures to the Internet, teachers rely heavily on a diverse range of materials to support their teaching and their students’ learning” (Howard & Major, n.d., p.1)

As mentioned before, all students are different and have different ways to learn and acquire knowledge “tapping into the interests and taking account of learning styles of students is likely to increase motivation and engagement in learning” (Howard & Major. n.d. p.2), so teacher has to know which materials are useful for his or her students; in *Helping Health Workers Learn* by Werner & Bower (2012, p. 2), some important features related to teaching aids are:

1. “Make your own teaching aids, using low-cost local materials,
2. When making teaching aids, use and build on skills students already have,
3. Try not to make the aids for the students, but rather involve students or members of the community in making them for themselves,
4. Look for ways to use real objects instead of just drawing things,
5. Draw human anatomy (and signs of health problems) on people, not on paper,
6. Teach new ideas or skills by comparing them with familiar objects or activities,
7. Make teaching aids as natural and lifelike as you can, especially when detail is important,
8. Use teaching aids that call for doing as well as seeing—aids those students must handle or put together,
9. Make them as fascinating or fun as possible, especially teaching aids for children, use teaching aids that do not simply show or explain something, but that help the students to think things through

and discover solutions for themselves—teaching aids that exercise the learners' powers of observation and reason, and

10. Use your imagination, and encourage students to use theirs. Turn the making and inventing of teaching aids into a challenge and an adventure”

For example, there are students who like flash cards more than hearing an audio or students who like reading books more than watching a presentation. The tools that a teacher can use in order to help the students' learning process will be very important, so “when choosing materials, this is especially important since an appropriate selection of materials will improve motivation, readiness to learn and students' activities” (Mazgon & Stefanc, 2012, p. 3)

In some cases, educators have to create their own teaching materials because the available resources are not the best in order to explain something or the teacher does not find what he or she is looking for. As a result, “for many teachers, designing or adapting their own teaching materials, enables them to take into account their particular learning environment and to overcome the lack of “fit” of the course book” (Howard & Major, n.d., p.1) For that reason, some educators take their time and produce their personal teaching materials which help them to teach their students.

There are different teaching materials, and they can be divided in two branches: visual materials and audio materials, according to the skills and human senses included in each one. All of teaching materials are useful but not all students

have the same ability to learn using the same materials. It depends on their learning styles and their capacities.

Moreover, visual and audio materials have good and bad effects in students' learning process because as it was mentioned before, students learn in different ways so they are going to acquire knowledge with different teaching materials. Meanwhile, each material is going to be explained a little bit and it is going to be presented some activities that could be easy to perform using each one:

#### 2.2.4.4.1 Visual Materials

Visual materials are all the sources related to sight; for example, flash cards, pictures, images, textbooks, photocopies, puzzles and others. "The use of visual elements like pictures or real objects is a good and useful way for teaching, because this way improves students learning" (Abdolmanafi & Karimi, 2013, p. 2) That is the importance of applying these types of materials. Students' knowledge is memorable when teacher can show a visual aid when he or she is explaining something, learners are going to remember the picture or image with the word or phrases and not just the vocabulary.

Ramírez (2012. p.12) points out that "most of the language teachers seem to agree that the use of visuals can enhance language teaching" because the visual aid is a support material in the teaching process and is going to help both, teachers and students. Therefore, "visual material or anything used to help the student see an immediate meaning in the language may benefit the student and the teacher by clarifying the message" (Ramírez, 2012, p.14) It is simple to teach using support

materials that can help students to acquired knowledge in a better way; hence, “the students with, different learning styles must be taken into account too, and using media help the teachers a way to address the needs of visual, auditory and kinesthetic learners” (Ramírez, 2012, p.17)

One main point is that English, as any other language, has a lot of vocabulary, there are many words which sound almost the same or the meaning is very similar. By using visual materials, teachers can better explain and clarify any doubt, “vocabulary learning is crucial for learning foreign languages. Most of time it is not easy to remember some vocabulary items; therefore, the researchers investigated to increase student's learning through visual elements.” (Abdolmanafi & Karimi, 2013, p. 2) In addition, according to Zindel, Hall and Hanaoka as a sum up in Teaching Materials Collection (2013, p. 66-72,115), some activities using visual materials are:

### **1. “JEOPARDY REVIEW**

Submitted by Alexandra Zindel

**Target Group:** All grades **Difficulty Level:** Academic

#### **Activity Objective:**

Engage students in a review of material prior to an exam in a fun and interactive manner

#### **Procedure:**

For this activity, a board with categories and points is displayed for the class to see (either on PowerPoint or on the blackboard.) Students get into groups of around 4 people (there can be more or less depending on class size). Groups have

to choose who goes first. The winning group chooses the category and the point value. The teacher clicks on the category and point value (PowerPoint), or turns the appropriate paper over (Paper) to reveal the question. The teacher reads the question out loud. Groups raise their hand as fast as they can with the answer. The first group to raise their hand answers the question. If they are wrong, the question goes to the next group. If they are correct, they get the points and can choose the next category and point value. Anyone can answer the question. Points are kept track of on the board. The group with the most points wins.

**Materials and Preparation:**

High Tech Version: Requires Computer, PowerPoint, and a TV or Projector in the classroom. A Jeopardy board with categories, points, and links is created following instructions found online. Each point value will be able to be clicked on revealing a question. Low Tech: Paper, Blackboard, Magnets. One side of the paper has a point value, and the other side of the paper has the question. The papers are arranged on the board, points facing the classroom, in Jeopardy fashion and held up with magnets, and the categories are written directly on the board.

**Suggestions and Advice:**

Jeopardy is a popular trivia game in the United States. It may be beneficial to provide a brief cultural introduction at the beginning of the lesson. The Jeopardy board consists of 6 categories with 5 questions each. The number of categories and questions can be altered as needed. Each question is assigned a point value. The questions get progressively more difficult in each category as the point value increases. This game is very versatile and can be used with any grammar point that the students will be tested on. Using PowerPoint is a fun and professional way to run

this activity. Please allow time for the creation of the game board. Make sure to test out the board beforehand and make sure you are able to display it in class. The low-tech version of this game can also be used as an effective study tool and is less likely to cause technical difficulties. Because of the interactive nature of this game, an entire class of 45 – 50 minutes is recommended to play, particularly if this is the first time you are playing it with the students.

## **2. SPELLING RACE**

Submitted by Sarah Hall

**Target Group:** All grades **Difficulty Level:** Fundamentals

### **Activity Objective:**

To practice listening and improve students' ability to connect English letters to English sounds.

### **Procedure:**

Students are divided into teams of 4-6 and given a set of cards with letters printed on them. An English word is called out. Students must spell the word. Points are given to the team who answers the fastest.

### **Materials and Preparation:**

Letter cards. Each set of letter cards includes one each of consonants and two of vowels. In addition, the phonetic combinations that are found in the back of the New Crown first and second year books are present. The cards were cut out of colored paper and laminated. Consonants are red. Vowels are yellow. Consonant combinations are blue and vowel combinations are green. Do not give students a full

set of cards. Select which ones are necessary for the vocabulary set you are working on. You can choose vocabulary sets based on textbook lessons, categories, or specific phonetic rules. For example, you can choose words that have 'l' or 'r', words that have to vowel combination 'ai', or words with and without a silent 'e'. These cards can also be used to allow students to freely spell words. Give students a set of cards and ask them to spell as many words as they can in ten minutes.

**Suggestions and Advice:**

To keep students' calm, do not call on students who are noisy. To help encourage all group members to participate, have all students raise their hands when finished. Have successful groups spell the word for the class. Encourage slower groups by helping them or giving a word for only groups who haven't answered a question.

**3. NAME THAT ADJECTIVE**

Submitted by Kristin Hanaoka

**Target Group:** All grades **Difficulty Level:** Fundamentals

**Activity Objective:**

To learn and apply knowledge of adjective vocabulary to describe various objects

**Procedure:**

Students will be introduced to adjective vocabulary relating to touch, size, shape and color through the use of flashcards. After repeating the vocabulary, students will be given a handout with an adjective word bank and table containing a

list of various objects. Students will form small groups of 4-5 students. Each group will receive a different object provided by the teacher. The students will examine the object and write four adjectives to describe that object. The teacher will demonstrate an example for students. The objects will rotate through the small groups until each group has received all of the objects. Students will fill out the table, writing four adjectives to describe each object. If groups finish early, students will write descriptive sentences using the information in the table. An example sentence will be provided on the handout for students.

**Materials and Preparation:**

Adjective flashcards about touch, size, shape and color will be used for introducing adjective vocabulary to students. The teacher will hold up various flashcards and have students say each word aloud. The “Name that Adjective” handout (attached) will be given to each student to be used during the small group activity. Students will fill in the table with four adjectives to describe each object. Various objects including a fake flower, stuff animal, magnet, bubble wrap, seashells, cloth and picture frame will be passed around to each small group. Students will describe each object after viewing and interacting with it.

**Suggestions and Advice:**

To make this activity run more smoothly teachers can determine small groups ahead of time for effective student placement. The professor should also establish rules for handling the objects at the beginning of class, for example, treat the objects with care and do not throw objects across the room. A timer can be used to determine

how long each group will have each object. The teacher should determine and explain how the objects are to be rotated through the groups so there is no confusion among the students. During the activity teachers, should provide more support for students that are off task or struggling”.

#### 2.2.4.4.2 Audio Materials

On the other hand, audio materials are the sources aimed to stimulate hearing, for example records, songs, videotapes and others. “Audio materials help the learners to have ideas about the correct pronunciation of the target language” (Mamun, 2014, p. 29) Pronunciation is one of the main problems in students because they do not want to make mistakes and because of that, some of them are shy and do not practice pronunciation. According to Al Mamun (2014, p. 28), “Teaching listening is one of the difficult tasks for the language teachers”, that is why, audio materials are essential, those resources can help teachers to improve listening and speaking skills in students, “audio materials are very useful to improve listening ability” (Mamun, 2014, p. 48).

Nowadays, there are many technological resources that can be applied in the learning process, for instance, “with different technology in language teaching, teachers can make learners get used to the native speakers’ accent. Different audios, videos, podcast etc. have made the task easier for the language teachers” (Mamun, 2014, p. 29) Students like to listen to music, so useful audio materials are songs because this teaching material is very attractive to students. Al Mamun (2014), states:

Songs help teachers to provide language input to the learners based on which they can design different activities. As songs can draw the attention of the students easily, learners are more attentive and engaged in the task than any other materials. Through songs, learners are provided a wide range of vocabulary and language exposure. As a result, it becomes easier for the teachers to develop different activities like fill in the blank, multiple choice, and short notes questions to check the learners' understanding of the songs.

(p.24)

Some classroom games using audio materials or activities related to listening according to Liao (n.d., p. 9-12), are:

- **“Mixed-Up Charades**

**\*Objectives:** This activity is designed to inhibit the listener’s impulse to immediately answer questions, and to help him or her to learn to adjust to the situation while he/she responds to the speaker without internal distractions.

**\*Teaching steps to follow:** 1. Invite four students to come to the board and write down a series of actions in different places. The one who writes the most wins the game. Example:

In the classroom

Writing a test

Chatting with friends...

In the hospital  
 Taking the pill  
 Having a surgery  
 Taking the blood measure...

2. Work in pairs. Every pair needs some space to use their body gestures.

**\*Rules of the game:**

- a. Role A begins by pretending to do something such as swimming in the pool,
  - b. Role B calls on the phone and asks, "what are you doing?"
  - c. Role A claims to be doing something else. For example, Role A says, "I am playing the piano" while actually pretending to be swimming in the pool,
  - d. Role B MUST begin pretending to do what Role A just said (Playing the piano),
  - e. The activity repeats as Role A now asks Role B, "What are you doing?"
3. The activity continues until one student does the wrong thing. They then switch partners. Students should listen carefully and try to change activities smoothly and quickly, and
4. After the activity, each student comes back to the seat and writes down the reflection.

**Questions:**

- a. What did you learn from this activity?
- b. Can you "hear" someone but still not really "listen"? Explain

**Teacher's Feedback:** Mix-up charades is a great activity to mix up students thinking and body movements. For those who like to think by doing, it's indeed a complex and interesting activity. The key point to conduct this activity successfully is that the teacher has to clearly demonstrate for students and set a relaxing atmosphere for them to practice in.

- **Problem solving: "Who ate the cookies"**

**Objectives:**

This active listening activity aims to train students to listen to remember, listen for details, and listen for implied meaning. Students listen to a series of mini-conversations about the topic "Who ate the cookies?" provided by the teacher. They attempt to understand various aspects of the talk, cross out the irrelevant clues, and jot down the right one in a chart.

**Teaching steps to follow:**

1. Before listening to the conversation, students study the chart in small groups,
2. Students cross out the irrelevant clues while listening,
3. Students discuss, share opinions, and fill out forms, and
4. The teacher reads aloud the conversations three times and then checks the answer with the whole class. Those who get the right answer win the points.

**Teacher's feedback**

This activity requires an active listening process and collaborative inquiry which is indeed a challengeable but joyful means of second language acquisition. Whether the answer is right or wrong is not the crucial thing; instead, when the

teacher provides enough time for students to participate in discussion, most of them will pay more attention to the listening in order to clarify their ideas. This activity successfully motivates arouses senior high students.

- **Film Watching: Hearing Ears:**

**Objectives:**

The purpose of this activity is to explore what students hear and what they remember, and then to build their listening and memorization skills. Then, students will develop a strong desire to learn how to take notes and how to pay attention in listening.

**Teaching steps to follow:**

1. Ask students to fill in the “performance checklist for listening comprehension” while they listen to a short passage three times to get the gist of the listening,
2. Every student shares their feedback to check their performance for the listening comprehension,

Table 5

## Checklist for listening comprehension

Questions	After 1st listening (Guess? Reason?)	Before 2nd listening (Other possibilities?)	After 2nd listening (Did I miss anything?)
<b>Where?</b> (setting?)			
<b>When?</b> (time? time of day? season?)			
<b>who?</b> (speakers? their relationship?)			
<b>How?</b> (tone? mood?)			
<b>What?</b> (What is it about?)			
<b>why?</b> (goal? particular circumstances?)			
My reflection: What I found easy: What I found difficult: What I will do the next time:			

3. Explain to students that the teacher will read a short passage and they need to record the key words they hear in the column marked “what was heard”,
4. Read the passage again and ask students to mark out the key words they consider important in the “what was heard” column, and fill in some more words in the “new to me now” column,
5. Ask students to open the book and check the words that they did not record during the previous hearing, and
6. Discuss what was not heard and ask students to share their feedback”

Materials can influence the content and the procedures of learning for example memorize, the use of creativity and problem solving, production and the order in which materials are presented are all influenced by the materials. As a result, teachers have to take care about which materials he or she use in class because they are going to influence in a good or bad way in the learning process.

#### 2.2.4.5 Institution Environment

The environment can influence people's performance, the way in which they act and relate with others. For instance, if a person lives in a problematic neighborhood and his\her friends are difficult people, probably that person is going to have bad behavior or get in problems because that person is in a risky environment. On the other hand, if there is a boy who lives in a good and quiet place, in which he does not have bad companies and examples; the boy has big probabilities to have a good performance because his environment was always nice and helped him to grow up in a better way.

The same happens to students. The environment is going to be a factor affecting their behavior. All the situations or events in which the student is involved are going to change the scholars' performance because "student-centered learning environments can enhance students' motivation" (Baeten et al, 2013, p. 5), for that reason, the school has a huge responsibility. They are in charge of the learners' education. As Ryan Hannah mentions, "there are many things that can affect this environment. There are physical elements such as wall art, the arrangement of desks, or resources. Also, there are intangible elements such as the energy of the

classroom, the rules, or the sounds within the room. Each of these can impact a student's focus and achievement in the class." (2013, p. 3).

As students spend many hours inside the classrooms, the principal, teachers and all people who work in the school have to pay attention to the educational environment because if there is a good learning atmosphere, the students are going to feel comfortable and motivated. As a result, their learning process is not going to be affected in a negative way. Shernoff, Tonks and Anderson (n.d) mention the importance of learning environment:

...environmental complexity is likely the chief attribute of optimal learning environments in which students' involvement, engagement, self-efficacy, and sense of participation are simultaneously heightened. In complex environments, students were significantly but appropriately challenged with complex tasks and high teacher expectations and were also given the supports to be successful, including competence, motivational, relational, and social and emotional supports. (p. 5)

There are many aspects involved in an institution that can affect learners, for instance, if a scholar does not like the institution environment, he\she does not have the desire to acquire knowledge, does not want to attend classes. So, his\her academic performance would be affected. In contrast, if the students enjoy the institution atmosphere, if learners feel important and happy, they will have positive

results. Nina Bascia (2014, p. 12), sets some important aspects that every educational institution must have to help students:

- The principal provides instructional leadership:
  - respects and fosters teacher professionalism
  - shares decision-making with teachers
  - articulates a clear and compelling vision that includes achievement, respect, and care
  - models and supports ongoing professional learning and experimentation
- School policies and norms emphasize high achievement for all students
- Rules are clearly communicated and infractions are consistently addressed
- Students and staff feel physically safe
- Students and staff feel socially and emotionally safe
- Extra-curricular activities are available and all students are encouraged to participate
- Facilities are clean and well-maintained
- Appropriate resources are available

Some people can think that those aspects are not important or do not change the way in which scholars learn, but tiny things like greeting or smiling to students when they come in the institution, or big things like creating a nice, clean and comfortable classroom environment can impact their learning process and also their academic performance. Principals, teachers, advisors, psychologists and all people

related to the educational process must be careful in the way they are and act with students because all of them are the main characters in the teaching and learning development.

### 2.2.5 Learning Process

The meaning of learning according to Mayer (2010, p. 185), in his chapter “Learning with Technology” is “learning is a long-lasting change in the learner’s knowledge attributable to the learner’s experience”. That occurs because a person acquires knowledge every day in every moment, and that information is going to make changes in people’s thinking. The students’ learning process is not the same for everybody, “not all students acquired knowledge in the same way” (Boekaerts, 2010, p. 94), because each person learns in different moments and methods. Also, in relation to de Corte (2010), in his chapter “Historical developments in the Understanding Learning” mentions the individuality of the students’ learning process:

Learning is also individually different, which means that its processes and outcomes vary among students on a variety of pertinent variables. Prior knowledge is one of these variables, but so are ability, students’ conception of learning, learning styles and strategies, their interest, motivation, self-efficacy beliefs and emotions. (p.55)

The learning process is a students’ responsibility because they are the main actors in learning development; but also, there are some influenced people who can

affect their process. For that reason, students have to be motivated in order to increase their learning process, “motivation and emotion are essential to education because -together- they ensure that students acquired new knowledge and skills” (Boekaerts, 2010, p. 94) It is important that learners have the desire to acquired information, for the reason that if they do not want to learn, the learning process is going to be more difficult. Students have to be aware of the importance of learning, because as Schneider and Stern (2010), say in their chapter: The Cognitive Perspective on Learning: 10 Cornerstone Findings:

The student is the most important person in the classroom. The teacher typically knows more than the student, has more resources to hand, is more experienced, prepares the classes, provides materials, implements teaching methods, etc. however, learning –the main goal of learning environment- takes place in the heads of the students and requires the students to be mentally active. (p.74)

It is not good if teachers make their best, implement different methodologies, use different techniques, but the student does not want to learn. They have to be part of the process, students have to be active participants in their education, Schneider and Stern (2010), point out:

Teachers cannot put their hands into the heads of their students and insert new pieces of knowledge. The knowledge a person has can only be directly accessed by this person. As a

consequence, learners have to create new knowledge structures by themselves. (p.74)

On the other hand, teachers must help students in their learning process because they are participants, for that reason, Pourhossein Gilakjani (2012), states:

Students learn best by seeing the value and importance of the information presented in the classroom. If the students are not interested in the material presented, they will not learn it. In order to achieve the ultimate goal of student learning it is important to use a combination of teaching methods and to make the classroom environment as stimulating and interactive as possible. (p.2)

Also, family has responsibility as well, they are part of students' lives. Previously was mentioned the importance of family's support in the scholars' learning process. They can influence in different ways the process, "family size and parents' responsibility are also likely to influence children's learning" (Schneider, Keesler & Morlock, 2010, p. 257). Every student needs his or her family's support, it does not matter the learner's age because sometimes, parents believe if their sons and daughters are teenagers, they do not need the same support than others who are children; teenagers requires the same family's effort and responsibility. "Certain household

characteristics have been shown to influence student learning profoundly. These characteristics generally include the human, financial, and social resources in the family". (Schneider, Keesler & Morlock, 2010, p. 256)

In addition, there are different learning styles, depending on the students' preferences because learners acquire knowledge in a different way. Celcia-Murcia (2001) quoted by Pourhossein Gilakjani (2012, p. 2), "defines learning styles as the general approaches—for example, global or analytic, auditory or visual—that students use in acquiring a new language or in learning any other subject". Pourhossein Gilakjani (2012), mentions some reasons about the main purposes of the learning style:

Learning style is important for many reasons; however, there are three vital ones. First of all, people's learning styles will vary because everyone is different from one another naturally. Secondly, it offers the opportunity to teach by using a wide range of methods in an effective way. Sticking to just one model unthinkingly will create a monotonous learning environment, so not everyone will enjoy the lesson. In other words, learning and teaching will be just words and not rooted in reality. Thirdly, we can manage many things in education and communication if we really recognize the groups we are called to. (p.6)

That is why; “the purpose of using learning styles is to find the best ways for both students to learn effectively and teachers to teach efficiently” (Gilakjani, 2012, p. 8), so teachers must recognize their students’ learning styles to apply methodologies using those styles, doing that, the students are going to improve their learning process and their academic performance. “Teachers can incorporate learning styles into their classroom by identifying the learning styles of each of their students, matching teaching style to learning style for difficult tasks”. (Gilakjani, 2012, p. 7) Therefore, the teachers’ and students’ relationship inside the classroom is very important; teachers depend on students and learners depend on the educators; for that reason, both teachers and scholars have to know each other in order to have a connection. Pourhossein Gilakjani (2012), mentions the three different learning styles:

Students learn in many different ways. Some students are visual learners, while others are auditory or kinesthetic learners. Visual learners learn visually by means of charts, graphs, and pictures. Auditory learners learn by listening to lectures and reading. Kinesthetic learners learn by doing. Students can prefer one, two, or three learning styles. Because of these different learning styles, it is important for teachers to incorporate in their curriculum activities related to each of these learning styles so that all students are able to succeed in their classes. While we use all of our senses to take in information, we each seem to have preferences in how we learn. (p.2)

As a conclusion, the importance of the learning process goes beyond good grades or students' behavior, there are many aspects involved in the process and are closely related to students. They are the principal actors in their education, but also, motivation, family and teachers are responsible for helping the students' learning process because teaching people is very complicated, they are different and need different learning styles, but having a good teaching process, students have a valuable learning process.

#### 2.2.6 Academic Performance

The students' academic performance is very important for many people, for instance the students, their parents, their teachers and the society because at the end, the positive or negative results are going to depend on how good or bad is the students' achievement in their studies. Waqas, Fatima, Sohail, Saleem & Ali Khan (2013, p. 1), state "education is essential for the development of society. The more educated the people of a society are, the more civilized and well-disciplined the society might be." Failure or success in the learning process brings consequences for the whole society. That is why, it is necessary to pay attention to students, their achievements and successes, and take care of those who do not want to study, their family, friends and teachers have to motivate them in order to encourage the desire to move on.

Unfortunately, there are many situations, actions or elements that can affect the students' academic performance. Some of them are internal and some of them external. Therefore, it is common to hear students who dropout school, have bad

academic performance, do not want to study and other situations because “students face a lot of problems in developing positive study attitudes and study habits” (Mushtaq & Khan, 2012, p. 3,) for that reason it is important to help students in their learning process. Talking about the elements which influence the students’ academic performance, Mushtaq & Nawaz Khan (2012) mention some of them:

These are internal and external classroom factors and these factors strongly affect the students’ performance. Internal classroom factors include students’ competence in English, class schedules, class size, English text books, class test results, learning facilities, homework, environment of the class, complexity of the course material, teacher’s role in the class, technology used in the class and exams systems. External classroom factors include extracurricular activities, family problems, work and financial, social and other problems. (p.3)

It is important that people, who are closely related to students, give support and confidence to encourage and improve their academic performance because “learning is an activity that requires, among other things, time and active engagement of students” (Gamboa, Rodríguez-Acosta & García-Suaza, 2010, p. 6) So, students need to be motivated in order to have a good academic performance.” Student’s motivation is crucial for better academic results when it is complemented with basic resources or assets” (Gamboa et al., 2010, p. 8) Motivation is necessary

in the teaching and learning process, students have to motivate themselves and teachers and parents must help in their process; Gamboa, et al., (2010) point out:

The effect of motivation and effort on the quality of education could be from different perspective: i) more motivated students see in learning an activity with a higher utility than leisure; ii) motivation increases the number of questions in the student and this induces to look for answers; iii) motivation generates a positive externality, when students value the subjects they are studying. (p.7)

On the other hand, family is another element related to students' academic performance because they are responsible to educate the students at home. Parents have to be involved in their kids' performance because "learning begins at home through interaction with one's family" (Waqas et al., 2013, p. 1) Likewise, Gamboa, et al. (2010), say that:

Parents affect children's performance through many channels. First, they provide a set of resources available to them (books, computers, educative software, and complimentary classes, among others). Second, parent's educative background helps to assist their homework's and it could foster their learning. Third, they have a clear interest in schooling resources being used efficiently when they assume that education is an investment and nor a consumption activity. (p.5-6).

Some people think that students learn everything (values like love, friendship, fellowship, humility, honesty and others) in the school, but that is a mistake, this is a family's responsibility. Also, when children grow up and go to high school, some parents consider that they do not need their support anymore because they are capable to do it by themselves, "most of the existing research has investigated parental involvement in the primary and middle grades. Less is known about successful parental involvement in secondary school" (Waqas et al., 2013, p. 2), but in that ages, students still need their parents' support in order to improve their academic performance every day.

In addition, "it has been assumed that academic achievement of students may not only depend on the quality of schools and the teachers, rather the extent of parental involvement has vital role to play in academic achievement of their kids". (Waga et al., 2013, p. 1) For this purpose, family is as important as schools in the academic performance development. Teachers have the responsibility to help students developing their academic performance; inside of the classroom, educators are the responsible to support scholars. Teachers are related to students' academic performance because of their characteristics, methodologies and materials applied in class, "Teacher's attitude and motivation play a pivotal role in the teaching and learning process. They play a significant role in shaping the classroom environment which has an impact on a student's self-efficacy which in turn influences a student's behavior". (Ogembo, Otanga & Nthenya, 2015, p.1).

Learners need to have an engaged teacher, who thinks in his or her students; because there are many things that an educator can influence on. Teachers need to

be well-prepared in order to do their best and help their students; for the reason that “having better equipment materials and better educated teachers increases student performance”. (Gamboa et al, 2010, p. 9) For this purpose, scholar institutions must have the best professionals; educators have to look after their students, if learners feel good, they are going to be motivated and doing that, the students’ academic performance is going to be better.

Ogembo et al, (2015, p. 1), mention, “teachers are, invariably, role models whose behaviors are easily mimicked by students. What teachers like or dislike, appreciate or disapprove and how they feel about their learning or studies could have a significant effect on their students”, so, teachers can help in a positive or negative way the students’ performance in schools. Educators must pay attention in their attitudes, characteristics, expressions and actions because there are people (students) who are watching them inside the classrooms. As was mentioned before, there are many factors that can influence the students’ academic performance, for that reason, self-motivation, family and teachers as well, plays an important role in the students’ life. All those things, can make a big different in the learners’ academic performance.

### **2.3 Hypothesis**

Students need to consider different aspects of their educational process to have good results. The positive influence of the family, their involvement, and support would ensure good results at the end of the school year. Personal motivation to learn is mandatory. When students want to learn, they understand the importance

of school. Many factors affect the learning and academic performance of students. A good school environment, appropriate attitudes, better materials, and strategies, have a positive effect on students.

## 2.4 Hypothesis Operability

**Table 6**

<b>Hypothesis</b>	<b>Conceptual Definition</b>	<b>Variables</b>	<b>Indicators</b>
With a good influence of family, motivation, institution environment, teachers' characteristics, methodologies and materials applied in the English classes in students,	<p>Family: a group of people living together (most of the time mother, father and children).</p> <p>Personal motivation: the personal desire to do, reach or acquire something.</p> <p>Institution environment: the atmosphere in an institution (school, high school and others)</p> <p>Teachers' characteristics: all the personal features (examples:</p>	Internal and external factors in the education process.	<ul style="list-style-type: none"> <li>• Parental involvement in students' education process.</li> <li>• Reach the personal goals.</li> <li>• Good place to study.</li> <li>• Good relationship between students and high school's workers (principal, professors, advisor, and others).</li> <li>• Apply different ways to learn a topic.</li> <li>• Use diverse materials.</li> <li>• Be creative.</li> </ul>

	<p>creative, responsible, communicative and others).</p> <p>Teachers' methodologies: all the methods or ways in which a professor can teach different topics.</p> <p>Teachers' materials: all the resources applied by a teacher when he or she is explaining a topic.</p>		
Better students' learning process and	<p>Learning process: It is the process in which students learn and improve their knowledge.</p>	Learning process.	<ul style="list-style-type: none"> <li>• Good family relationship</li> <li>• The desire to learn.</li> <li>• Teachers' characteristics as a model.</li> </ul>
Excellent students' academic performance	<p>Academic performance: knowledge acquired by a student in a course.</p>	Academic performance.	<ul style="list-style-type: none"> <li>• Good educational environment</li> <li>• Good teachers' methodologies.</li> <li>• Personal objectives.</li> </ul>

**CHAPTER III**  
**METHODOLOGICAL FRAMEWORK**

### **3.1 Approach**

This research is mixed as it works with both quantitative and qualitative variables. It is quantitative as it is aimed to describe and explain situations as there is a reality that needs to be known. On the other hand, it is qualitative because the investigator participates and watches closely the process and studies the investigation groups. The main purpose of this project is to identify the factors which can affect the students' learning process and academic performance.

This investigation is mixed because the researcher not only gathers the information and presents it in numbers and graphs; as well compiles the personal point of view of the subjects that are part of the research. A mixed investigation helps to discover and confirm at the same time the information. It brings creativity to the research because the investigator has two different perspectives on the same issue.

In the case of the quantitative part, the investigator applies different questionnaires to know which internal and/or external factors are present in the education process and the way these factors affect the learning and academic performance. Data collected is analyzed and represented in graphs and charts. On the other hand, in the qualitative part, the researcher collects the information about external factors that might be affecting students' performance by interviews and observations.

## **3.2 Methodological Design**

This research is descriptive because its main point is obtaining more information about characteristics of an issue. It is used to develop theory, identify problems specify characteristics and main features of a detailed subject and make judgments. It describes groups and populations. (Hernández et al., 2010, p. 80)

## **3.3 Subjects and Sources of Information**

### **3.3.1 Subjects**

The subjects involved in this investigation are people related to the education field who provided important information for its development. The participants are 9th-grade students, English teachers and the principal from Miramar High School in Montes de Oro.

### **3.3.2 Sources of information**

The first sources of information are the interviews and questionnaires administrated to English teachers, ninth grade students, and the principal. On the other hand, the secondary resources are information obtained from different printed and digital origins including books, and PDF format documents.

### **3.4 Population and sample**

The population is all the members who can participate in the investigation. Miramar High School has six groups of 9th grade and the total population is 122 students. On the other hand, the institution has seven 9th English teachers, some of them teaching conversational English and the others academic English. If the population is very wide, it is necessary to make it smaller through a sample that considers a population's subgroup (Hernández et al., 2010, p. 175) In this research, the sample is ninety-three 9th grade students, of which sixty-six are women and fifty-six men. Talking about English teachers, this research considers the universe. It means the total amount of English teachers at the school.

### **3.5 Description of Instruments**

The instruments used in this research were two questioners and three interviews. Questionnaires consisted of twelve questions each one. Regarding interviews, one had eleven questions and the other eight. The questionnaires applied to students had as a purpose to know which factors were present in the educational process. The interviews were applied to both English teachers and students and the last one to the principal. These interviews helped to determine the influence of family and personal motivation in the students' learning process. On the other hand, the third instrument was a questionnaire used to determine how the environment of the institution, teachers' methodologies and materials used in class, affected the learners' academic performance.

### 3.6 Data Collection Techniques

The data was collected in three different ways. First, the interviewer applied the questioners and interviews to students and then to the English teachers. Finally, the process ended with the application of the corresponding instrument to the principal.

### 3.7 Variables

**Table 7**

<b>Variables</b>	<b>Conceptual Definition</b>	<b>Instrumental Definition</b>	<b>Operational Definition</b>
Internal and external factors in the education process	The factors are situations that can affect in a positive or negative way a person or a group of people. The internal factors are closely related to the person. On the other hand, external factors do not depend on the person but can affect him or her in different ways.	To research about internal and external factors present in the education process, a questioner of twelve questions is applied to students for obtaining information like if motivation, family, institution environment, teachers' methodologies, characteristics and materials are present in the education process.	Internal and external factors in the education process are rank following the provide scale: -They are present 100%-80% all the factors exist in the education process -Some of them are present 80%-70% some factors exist in the education process -Deficiently lower 70% The factors are not present in the education process.
The influence of personal motivation and family relationship with the students' learning process.	It is the process in which students learn and improve their knowledge. The process is going	For getting information about the influence of personal motivation and family in students'	The influence in students' learning process is rank following the provided scale:

	<p>to depend on the positive or negative influence that personal motivation and family can make in students, in that way is going to affect their learning process.</p>	<p>learning development, it becomes essential to apply three interviews. One to English teachers with eleven questions, one for students with eight questions and the last one to the principal with eleven questions.</p>	<p>-The factors influence students 100%-80% The influence in scholars' learning process exists.</p> <p>-The factors partially influence students. 80%-70% The influence in scholars' learning process partially exists.</p> <p>-The factors do not influence the students. Lower 70% The influence in scholars' learning process not exist.</p>
<p>The impact of teachers' methodologies, characteristics and materials applied in class and the institution environment in the students' academic performance.</p>	<p>The academic performance is the knowledge acquired by a student. The teacher and the environment can make an influence in the students' academic performance; educators and the institution have the responsibility to plan his or her classes in the best way in order to make a positive impact in the scholars' academic performance.</p>	<p>For obtaining information about the impact of institution environment, educators' methodologies, characteristics and the materials he or she uses in class, it is necessary to apply a questioner to students. The instrument has twelve questions.</p>	<p>The impact of teachers' methodologies, characteristics and materials applied in class in the students' academic performance, rank following the provide scale:</p> <p>-The factors influence students 100%-80% The influence between factors and students' academic performance exists.</p> <p>-The factors partially influence students. 80%-</p>

			<p>70% The influence between factors and students' academic performance partially exists. -The factors do not influence students. Lower</p> <p>70% The influence between factors and students' academic performance not exists.</p>
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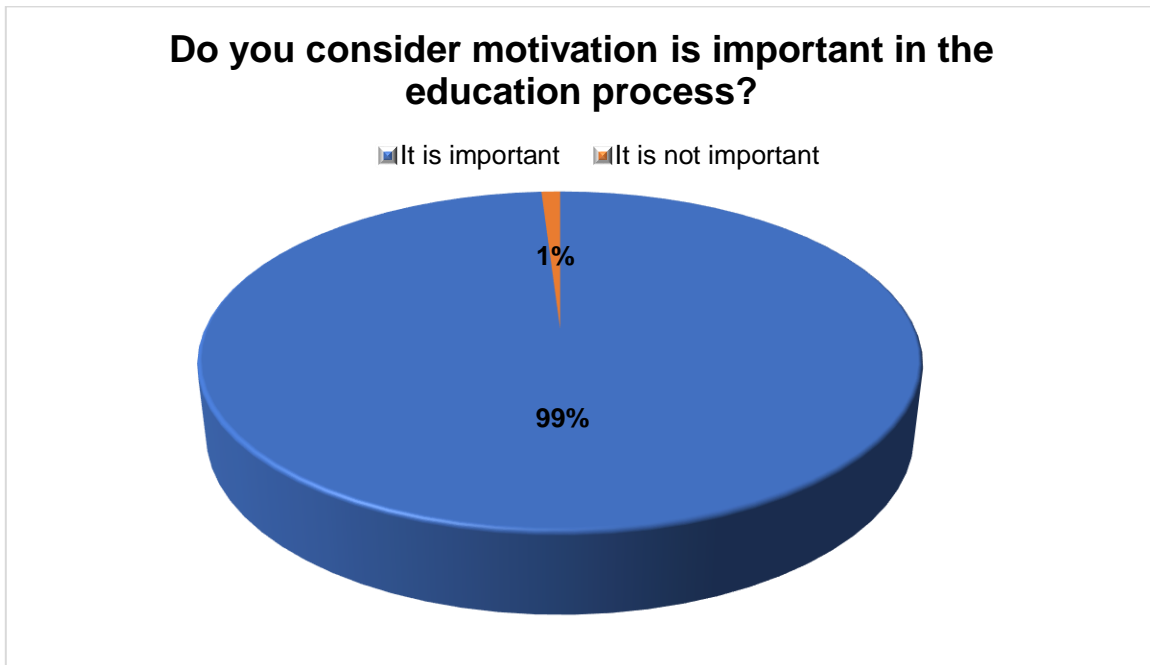
**CHAPTER IV**  
**DATA ANALYSIS**

## **4.1 General Information**

The analysis of the information from the three variables is developed in this chapter with the aim of obtaining specific and general conclusions as well as recommendations based on the instruments applied to English teachers and ninth graders population from Miramar High School. The first variable checks if there are internal and external factors in the education process. The second one is related to the influence of personal motivation and family in the scholars' learning process and the third variable deals with the impact of institution environment, teachers' methodologies, and materials applied in class in the students' academic performance.

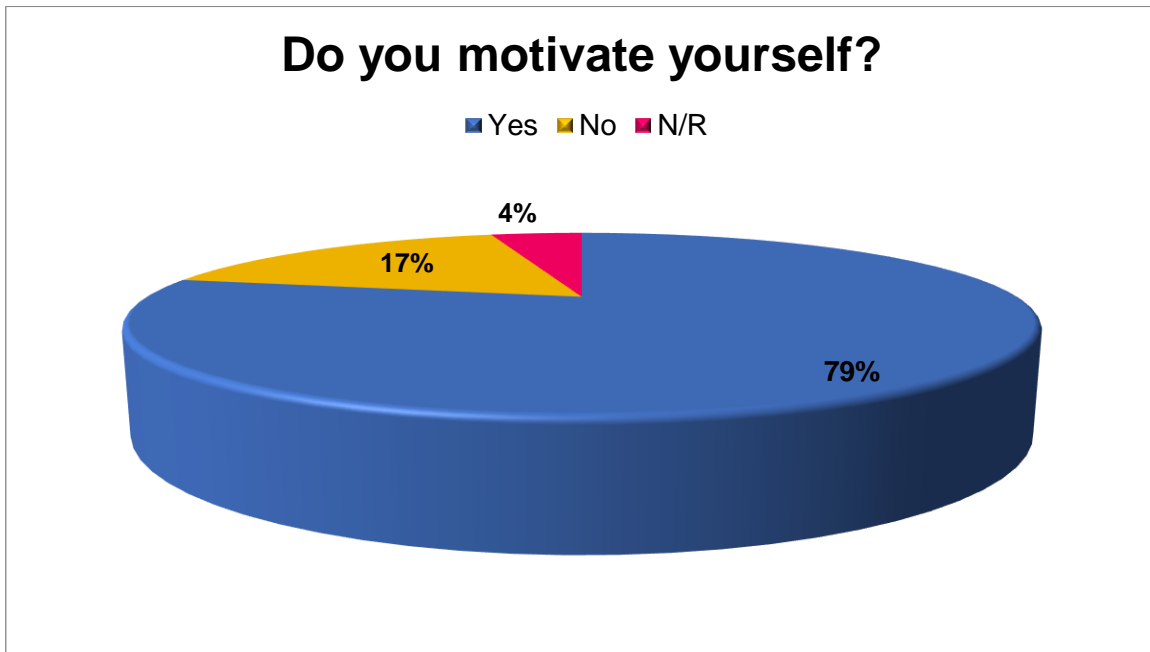
### **4.2. First Variable: Internal and external factors in the education process.**

The purpose of this variable was to have a clear idea if there were internal and external factors affecting the education process. To gather the information, a questionnaire was applied to a sample of 93 students out of the total population of 122. Thus, in order to know if there were factors in the education process, it was important to analyze the students' answers, and then determine if those factors were present in the process and how they affected students.

**Figure 1**

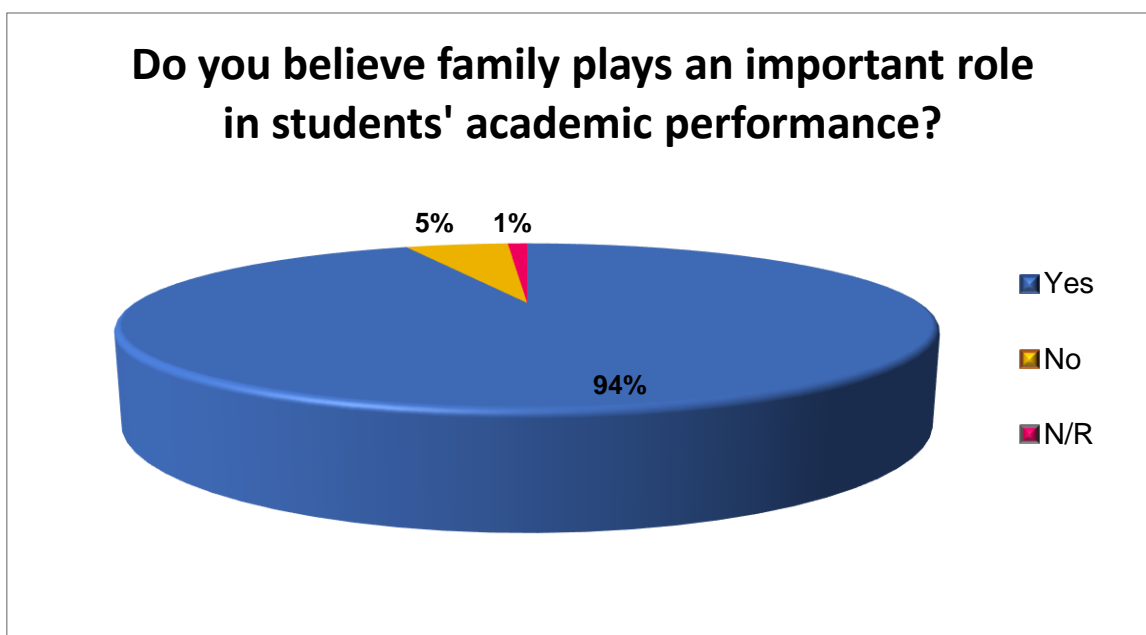
Source: Questionnaire administered by the researcher.

The graphic shows students' opinions regarding the importance of motivation in the education process. Almost all of scholars believed that every student needs the motivation to have a better education process. For that reason, according to the scale, the students' answers were a 99%. Motivation is a factor that is in the scholars' education process that influences their development.

**Figure 2**

Source: Questionnaire administered by the researcher.

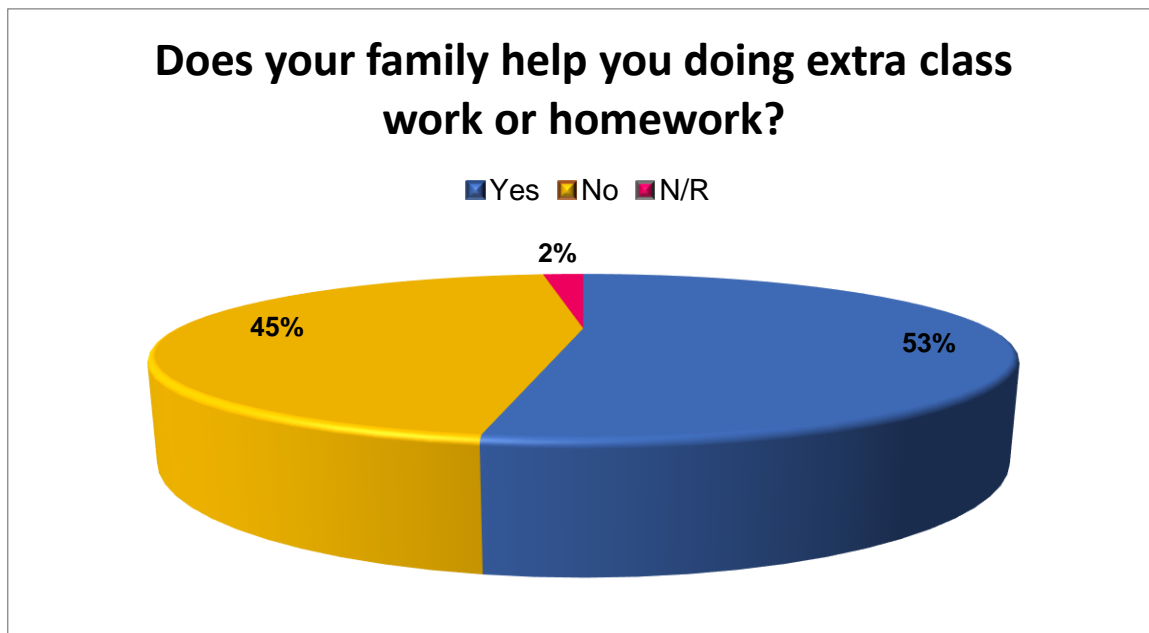
When asking students about self-motivation, many learners answered in a positive way. They mentioned that motivation is an essential factor in their education process. In their answers, they reply that self-motivation helps them to get a better future. Students expressed that they believe in themselves. They assure that through self-motivation they can reach their personal goals. Thus, this graph shows a 79% of the learners' answers that express personal motivation is necessary for the students' lives if they want to succeed in the education process.

**Figure 3**

Source: Questionnaire administered by the researcher.

Regarding family, it was found that 94% of the students believed it affected their performance at school. On the contrary, only a 5% considered that they could not influence their process.

To conclude the analysis of this information, some learners wrote that family helped them to be motivated and supported them. Because as students, they needed people who care about their scholar development. Also, some students considered family was the most important thing in their lives. On the other hand, few learners wrote their family did not have time for them or if students had problems, they would have difficulties in their education.

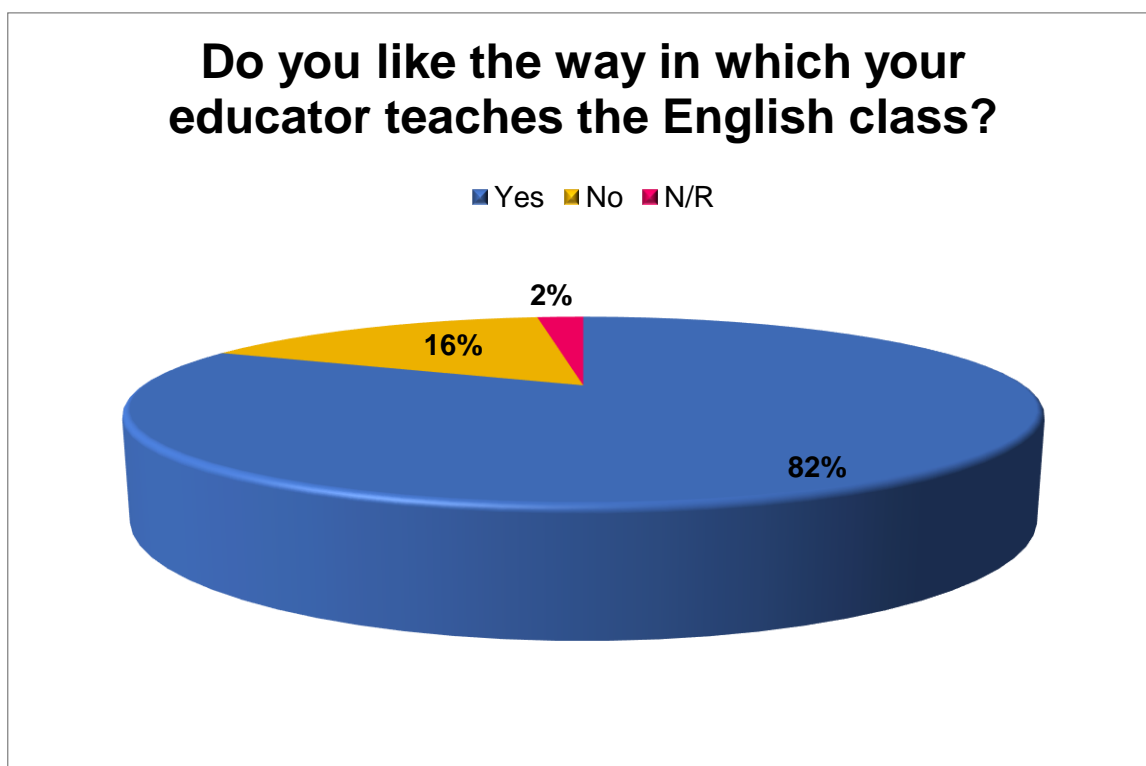
**Figure 4**

Source: Questionnaire administered by the researcher.

The preceding graph indicates that a 45% of the ninth-grade students do not have their family giving support for extra class work or homework. On the other hand, 53% of the responses showed that students' families were involved in their education process.

Some positive answers were that family was essential because they gave support to them in many aspects that included explanations of hard topics, to financial support to buy materials for homework.

On the other hand, some students stated that they were independent. They could do the homework and extra class work by themselves, as all these activities were under their responsibility.

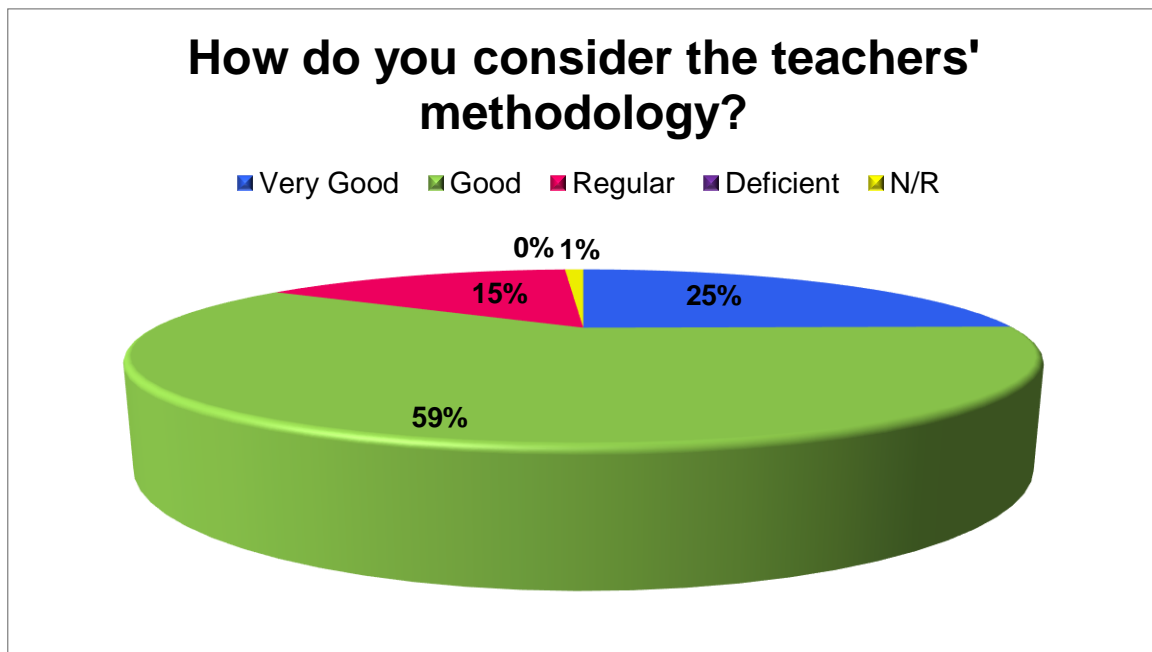
**Figure 5**

Source: Questionnaire administered by the researcher

When students answered if they liked the way in which the teacher taught the lesson, an 82% said that they liked how the teacher prepared and explained the English class

It is worthy to mention that among the many positive aspects stated by students, teachers cared for them. They expressed it was present every time they did not understand something and their teachers explained it again. As well, as a negative aspect to consider, students mentioned the need to improve the dynamism of the lesson, because at times it was boring.

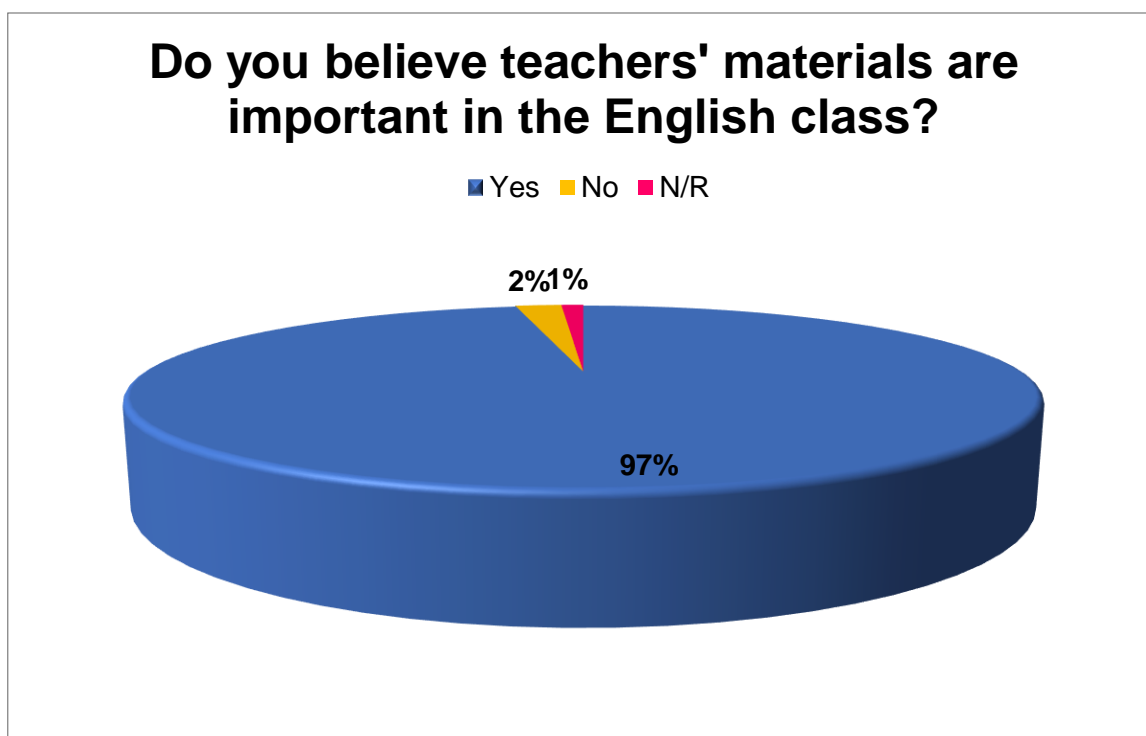
Figure 6



Source: Questionnaire administered by the researcher

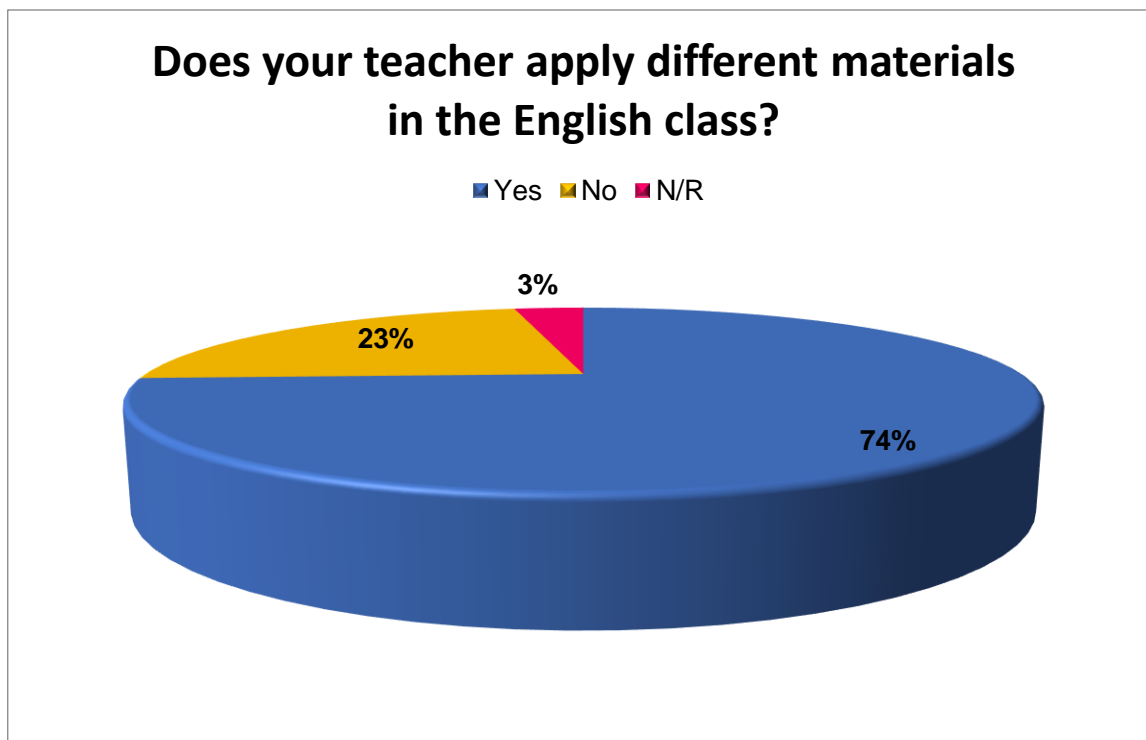
Dealing with methodologies implementation, most students rated it as well. A 25% considered it efficient, and only a 15% of the answers were deficient. This information is very important because it proves that the methodology used in the classroom has a direct impact on students learning.

Figure 7



Source: Questionnaire administered by the researcher

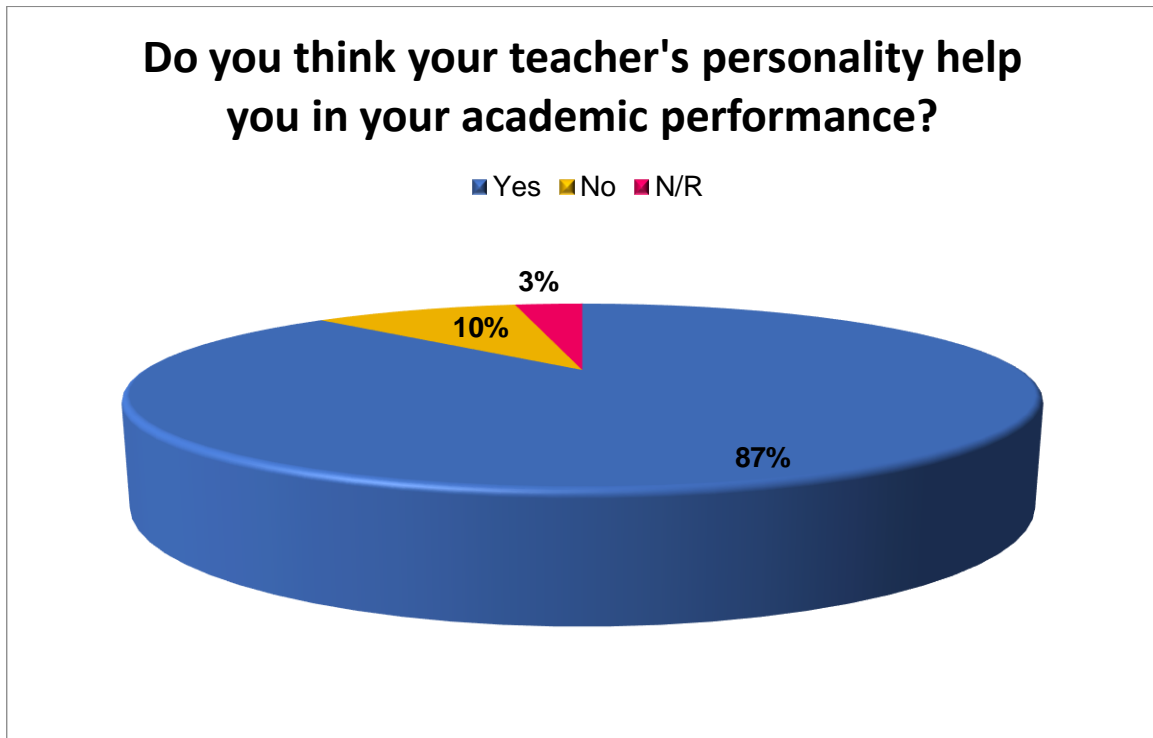
This graph shows students' opinions about the importance of materials used by teachers when explaining a topic. This factor was considered essential by most ninth-grade students because a 97% of them expressed the importance of the materials in the English class. For that reason, according to their responses, this aspect can influence their academic performance because a meticulous selection of materials can motivate them to learn.

**Figure 8**

Source: Questionnaire administered by the researcher

In relation to this graph, 74% of students expressed their teacher used varied resources in the English class. As stated previously, they agreed on the importance of materials, so it is necessary to use a little bit more tools in order to favor their learning.

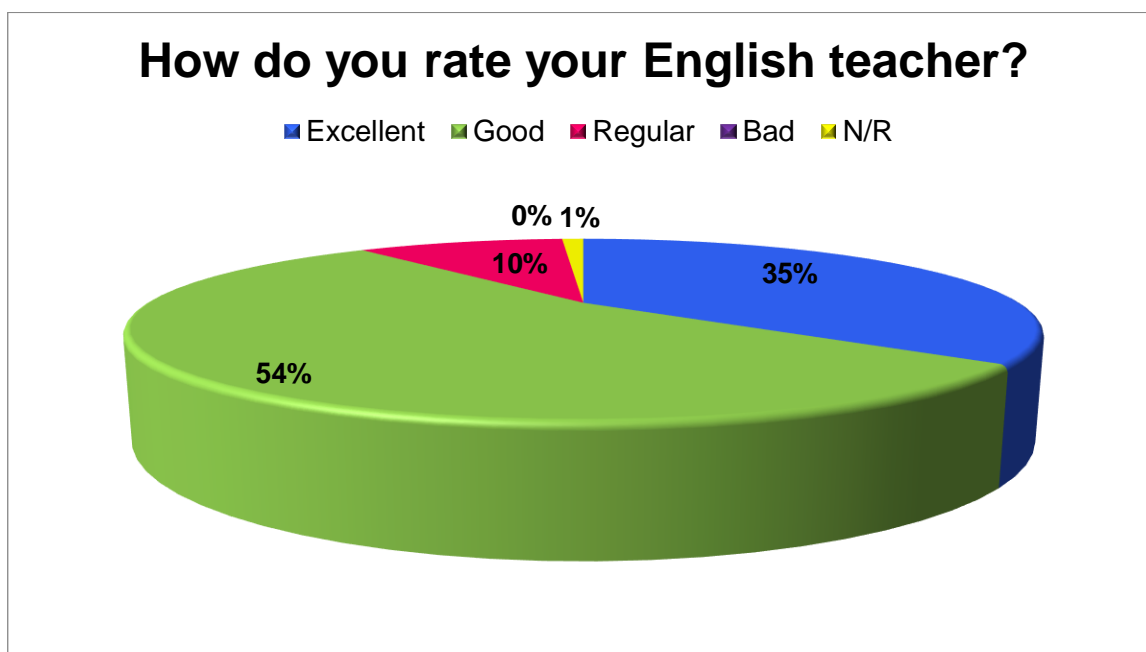
Figure 9



Source: Questionnaire administered by the researcher

According to the data collected in the preceding graph, students (87%) believed their teachers' personality could affect them positively or negatively. According to the answers, this factor is present in the students' education process.

Figure 10

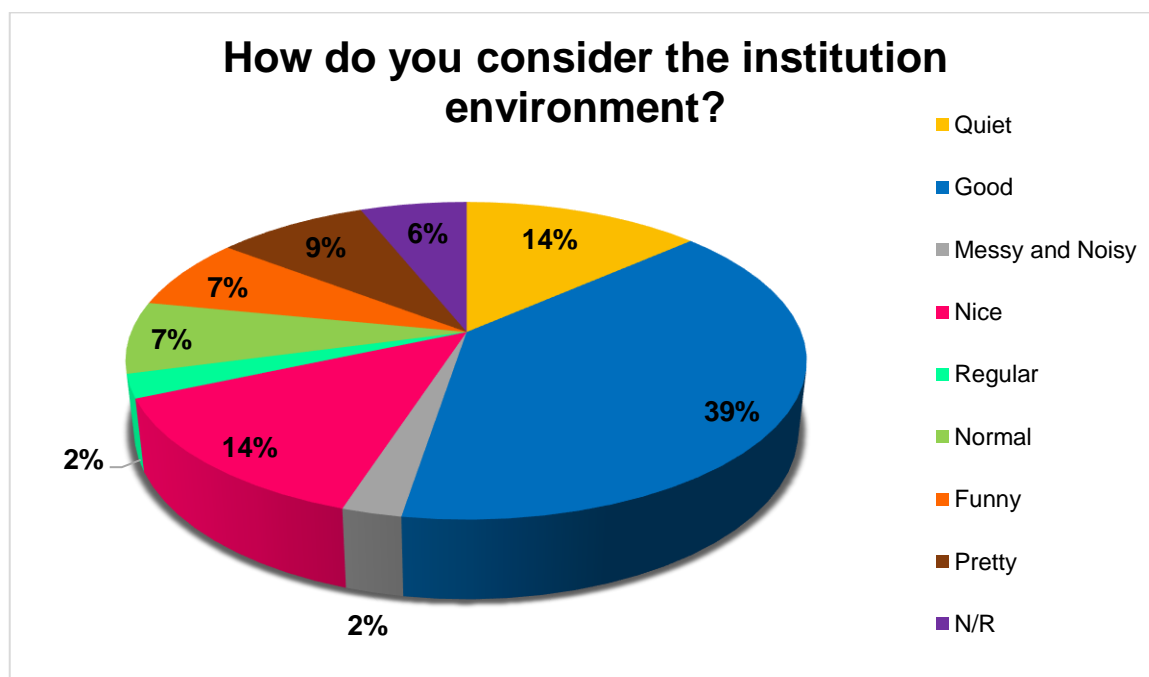


Source: Questionnaire administered by the researcher

It is important to know the students' opinions about their English classes because they are the main actors in the education process. For that reason, the scholars answered this question in which a 54% of them considered that the English classes were good, a 35% of the students believed that were excellent and only a 10% though the English classes were regular.

In addition, the English teacher can improve their classes and support their students in a better way. On the other hand, not all is bad because the minority of the students considered the classes were bad, that means, the teachers' development is not the worst.

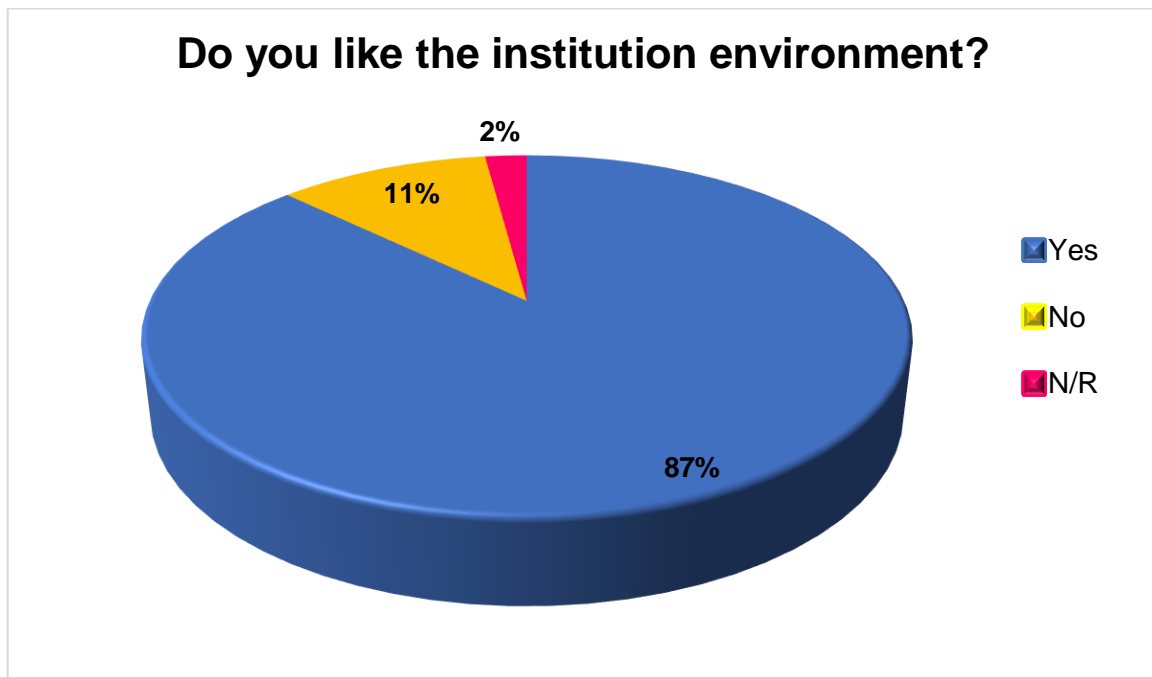
Figure 11



Source: Questionnaire administered by the researcher

According to this graph, students considered the institution environment as a good place to learn (39%). Most of the learners' answers were positive. It means most of them believed they experienced a nice environment. Some referred about the opportunity to be with friends and share time together. As a conclusion, the school environment affects in a positive way the learning process.

Figure 12



Source: Questionnaire administered by the researcher

In relation to the graph, students enjoy the school environment because most of the answers were positives (87%). Students rank it as positive because it was funny, interesting, pretty and normal place in which they learned something new. On the other hand, some negative responses indicated it was noisy, boring or distrusting making it hard to concentrate in class. To sum up, students like the school environment.

### **4.3. Second Variable: The influence of family and Personal Motivation in the Learning Process.**

This variable searched for the influence that can cause students' personal motivation in the learning process. The theory states that if a student is not motivated, he or she cannot improve and self-promote his/her abilities. Family can affect the learning development as well; if a learner does not receive support and help from his or her family, it is possible that his or her learning process is going to be more difficult than another student who has a family guidance.

For that reason, teachers, students, and principal's opinions are essential to determine if these factors have influence over the students. Educators are the people who constantly share with students in the classroom, and the ones responsible for evaluating students' learning process. They must know if personal motivation and the family can affect the learners' performance. On the other hand, students are the main characters in the education process. They must be aware of how those factors affect them. Finally, the school administrator is the one responsible for orchestrating a series of actions to ensure that the school environment would fit student's needs.

**Analysis of Ninth Grade Students' interview:**

The first question was about the time they spent studying when they were not in high school and if it was enough for having good grades. Most of the students' answers mentioned that they study one hour per day because they pay attention in class. As expected, they dedicate more time when they have exams. Almost a 100% of answers expressed that the time they spent to study is not enough, but they did not do anything concerning this situation.

The parental relationship was an issue consulted to students. They mentioned having a good or excellent connection. Most of them expressed their parents cared for them all the time. Also, there were few negative answers like some parental interactions were regular.

The third question was about the parental involvement in students' academic performance. Most students agreed their parents are concerned about their learning process and their academic performance. Parents checked exams, high school messages and attended to meetings. In those cases, in which parents could not go to meetings, the excuse was work or taking care of the little children at home.

The fourth question referred to the students' goals. According to the answers, their goals were more immediate ones, like their school promotion and getting good

grades. Most of the participants expressed their desire to be a better person and have a better future. It includes going to college.

To the question, if they liked to attend to classes, most answers were positive. They mentioned enjoyment when attending to high school. Reasons to go to school are varied according to students' responses: to learn something new, be someone important in future, spend time with friends. Some said they wanted to go because the teachers were good people and helped them all the time. In some cases, students mentioned they did not want to go because it was boring or their parents forced them to go.

The sixth question was about the implementation of norms by the administration. Students mentioned that sometimes the School management had to apply the official regulations in a hard way, that is because even teachers and students did not follow rules.

The seventh question was about changes students wanted to implement regarding norms of the school. Changing school uniform was one of their main worries. Some students mentioned they would like to wear long hair or dye in different colors. The main concern was to have free lessons during the day. They also indicated their desire to have more social activities in high school.

The eighth question was about the difference between a motivated and non-motivated student in his/her learning process, they expressed:

**Table 8**  
Motivation's Differences

A Motivated Student	Non-motivated Student
<ul style="list-style-type: none"> <li>• Has good grades</li> <li>• Has the desire to study</li> <li>• Wants to be someone in future</li> <li>• Learns faster</li> <li>• Participates in class</li> <li>• Is responsible and happier</li> <li>• Pays more attention in class</li> <li>• Strives more</li> </ul>	<ul style="list-style-type: none"> <li>• Has bad grades</li> <li>• Does not want to study</li> <li>• Does not care about his/her future</li> <li>• Learns slower</li> <li>• Does not participate or go to classes</li> <li>• Is lazy and did not have personal goals</li> <li>• Does not do something to learn</li> <li>• Does not strive at all.</li> </ul>

**Analysis of Principal's interview:**

The first question was about the importance of stimulation to accomplish learning at the students' level. The school director referred to the significance of it in order to succeed in the implementation of the curriculum.

The second question inquired about the role of the family. The position of the administrator is that the positive reinforcement of the family to what takes place at the school is significant for the students.

The third question was related to family's involvement in the education process. The Principal expressed that the time and interest invested in the progress of the students is very valuable. The lack of family support might result in disruptive behavior.

The fourth question was about parents' involvement in students' learning process. It also pretended to determine if there was a difference between the past and present time. He said there is a difference because nowadays parents have to work and they are not at home like many years ago. It implies they cannot dedicate as much time as needed to students.

The following question is to confirm the importance of students' self-motivation. Concerning this aspect, the administrator stated that most of the students

were motivated by desires to study and learn different things. He considered they have a good level of inner motivation.

The sixth question dealt with students' motivation to learn English. He believes students are aware of the importance of learning English and thus, the High School encouraged them to motivate themselves.

The following question was related to the difference between a motivated and non-motivated student. The principal expressed there was a huge difference. Motivated students have a better attitude in classes. He stated it makes the difference when obtaining positive results at school.

The eighth question was about the implementation of internal regulations when in presence of disruptive behavior. The director said that students must respect the rules. He believes the administrative staff and teachers implement the norms in a correct way.

The ninth question referred to the high school environment, infrastructure, and personal relationships. Regarding facilities, the director mentioned that at the present it is good. Concerning relationships, he stated that a hard work took place to have a more harmonious environment.

The following question was about internal factors affecting students' learning. The director considered that the most relevant issues are problems at personal and

family level. As well, there are some discrepancies between students and/or teachers.

The last question was related to external factors affecting students' learning process, the principal mentioned: the economic situation at home, bad relationships out of high school. These are situations that forced students to leave the institution.

### **Analysis of English teachers' interview:**

The first question was about the importance of stimuli in students to accomplish their learning. Teachers agreed that stimuli were very important in the students' learning process. Teachers could catch students' attention and interest. It was necessary to motivate students as much as the teacher could. If students feel the desire to learn, they can do it in a better way.

The second question was about family and if it could affect in a negative or positive way the learning process. Teachers considered that the role of the family is important. Also, they mentioned that if parents help the students with homework and motivate them to learn, students have a positive attitude. If students come to high school with family problems, their performance would be low.

The fourth question was about the parents' involvement in the students' learning process and if it is different between some years ago and nowadays. One

of them said that years ago, parents did not have the same experience that nowadays parents have, so that could help the parental involvement. Another teacher mentioned that she thought some parents put the whole educational responsibility on teachers and students' back, so for her, there was no difference between parental involvement years ago, to nowadays. For another teacher, there was a difference because she expressed that nowadays parents are so young and they do not want to get involved with high school stuff, she believes those parents did not know how to be responsible parents. One of the teachers said there was no difference because most of the parents participate in their sons' and daughters' meetings. A teacher expressed that not all parents were involved in the students' learning process because most parents had to work, so they did not have time to go to high school meetings.

The next question was about the importance of students' self-motivation in the learning process and if they considered students have personal motivation to study English. Some educators believed that personal motivation was necessary for each student because when a learner is motivated could learn the language in a better way. Some of them said that personal motivation studying English depends on their personal interest because in some cases students participated in class and

asked about vocabulary. They also mentioned that some students loved to hear music or playing video games in English.

Concerning students' self-motivation, teachers believe that their students are motivated to learn a second language. Some of the teachers said that there were different factors promoting students' motivation

The question number seven referred to differences between a motivated or non-motivated student. Their answers were similar; they agreed that a motivated student was a learner interested in the language, with a pro-active work and duties. Students ask questions and answer them, always participates in class, does homework and has the desire to learn. On the contrary, non-motivated students, are learners who have problems in the institution, are often late to classes, talk too much and use the cell phone, a scholar who did not work in class and do extra class work. A student without motivation does not have the desire to learn something, has a closed mind, rejects everything, and is disorganized and lazy. That is why motivation is so essential in the students' learning process.

The eighth question was about the implementation of rules when there is bad behavior. All of them considered high school as a serious institution applying the Internal Regulation, and some of them mentioned the importance of teachers' help because they could help on improving students' behavior.

The ninth question was related to the school environment. Hundred percent of teachers said to try to give their best for students. They considered the environment to be good as it is safe, calmed and healthy. A teacher mentioned that in general terms, students are committed to studying.

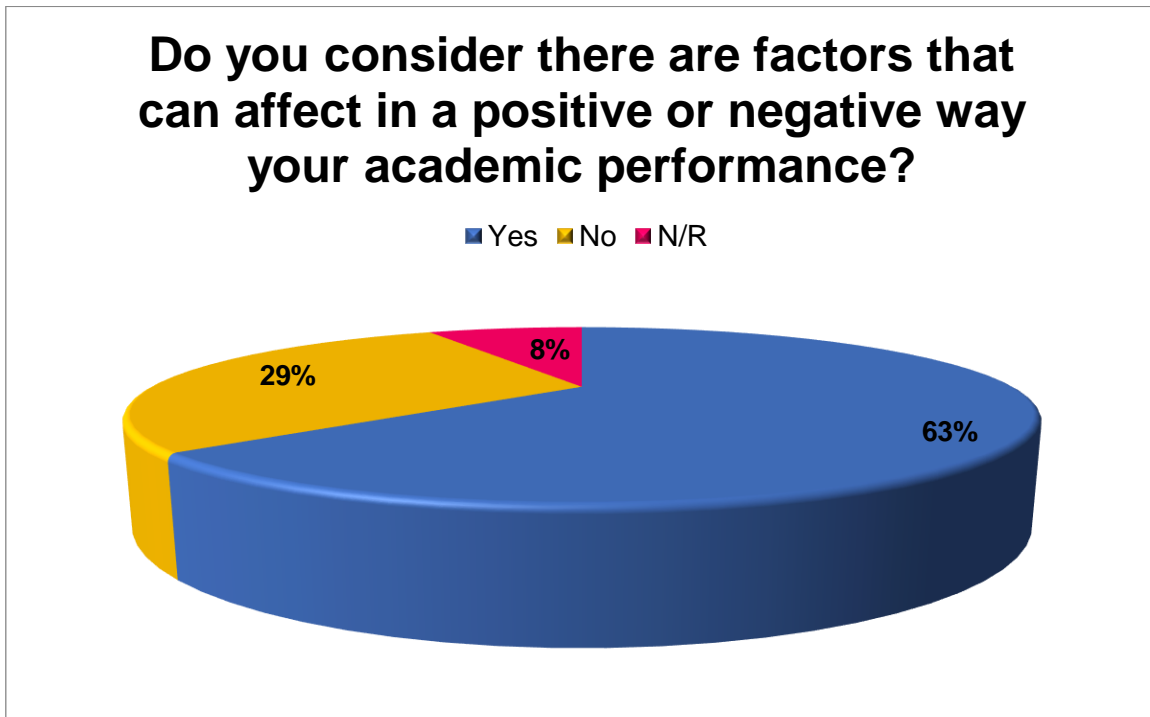
The following question was about internal factors affecting the scholars' learning process, some of them were: shyness, lack of confidence, economic problems, drugs, lack of motivation, social situations, money.

The last question was about external factors affecting students' learning. Some of the answers were: bullying, teachers' motivation, economic problems, crowded groups, lack of classroom, stress, nutrition, no social life, lack of resources and scholarships.

#### **4.4. Third Variable: The Impact of Teaching Methodologies, Materials applied and Institution Environment in the Academic Performance.**

Concerning to methodologies, personal characteristics, materials applied in class and institution environment, they play an important role in the students' academic performance. This variable basically considers students' responses to a questionnaire.

Figure 13

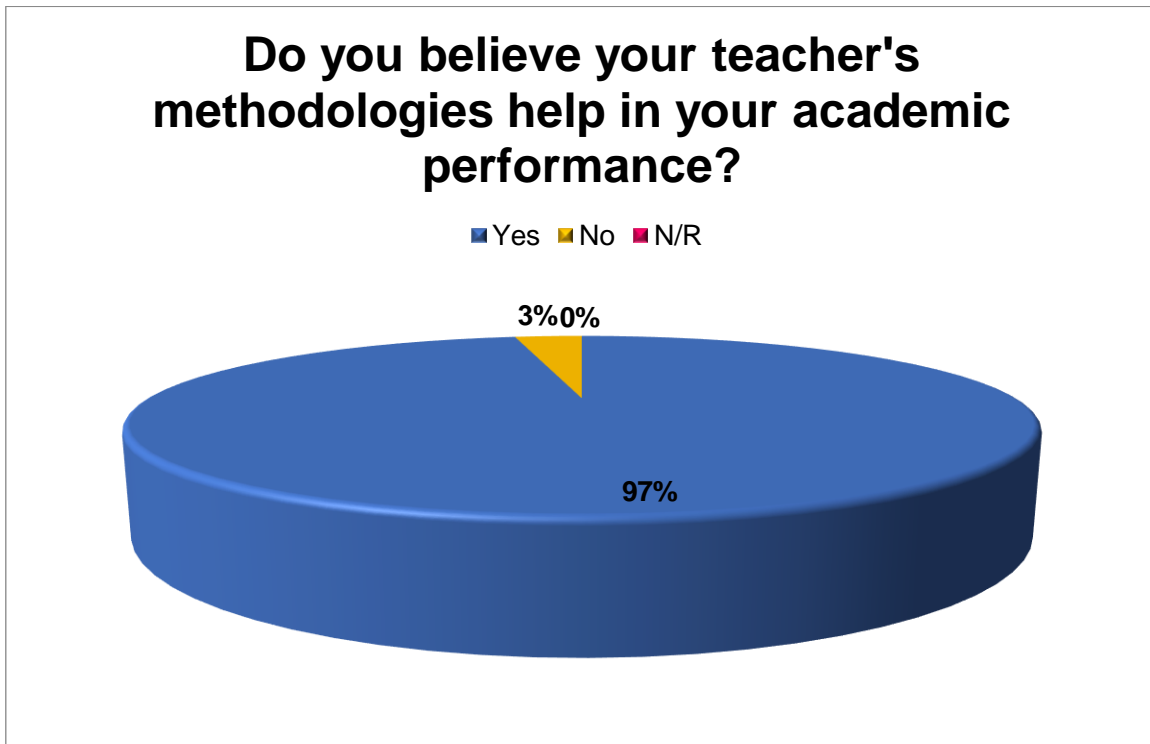


Source: Questionnaire administered by the researcher

This question was essential in this investigation because its answer was going to determine the presence of different factors in the students' academic performance. Most of the scholars noticed the presence of different factors that can make a positive or negative influence on the academic performance. For that reason, according to the scale, the influence of factors and students' academic performance exists.

Some of the factors that students mentioned were family problems, the teachers and the way they taught, the desire to be better students, excessive noise in the school.

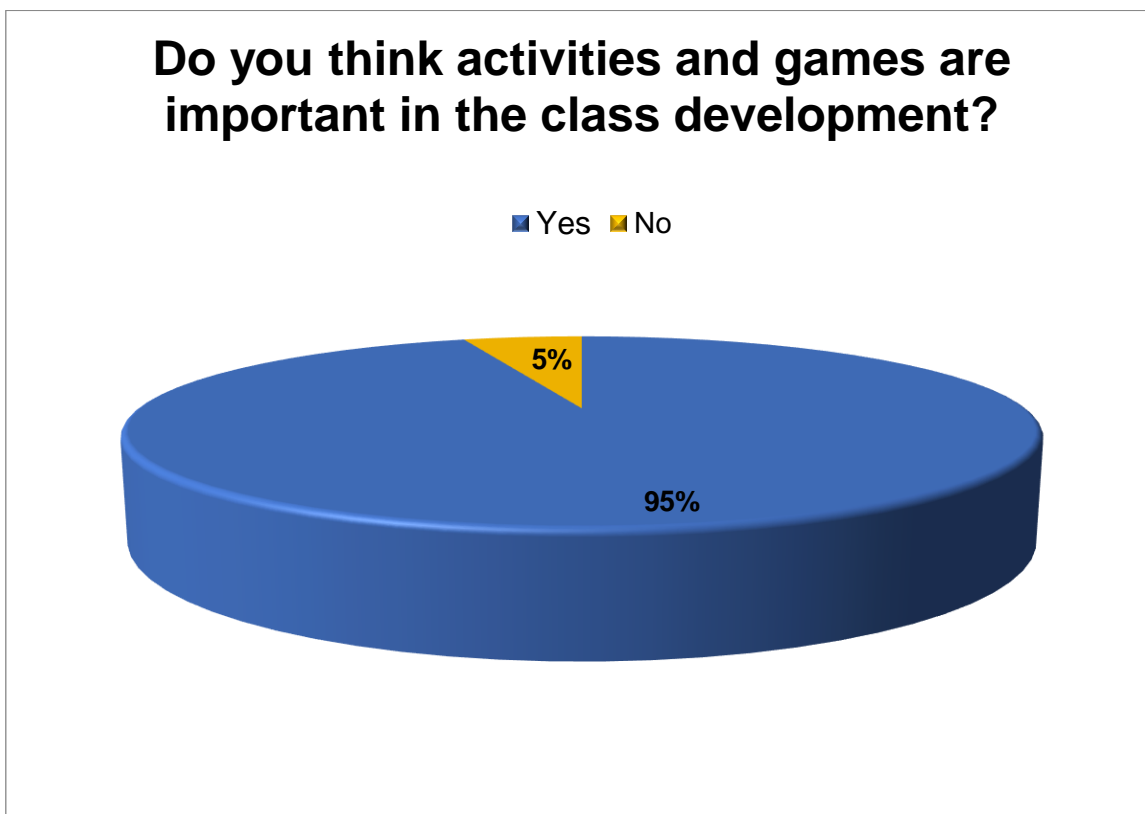
Figure 14



Source: Questionnaire administered by the researcher

As seen in the previous graphic 97% of students gave a positive answer to the use of methodologies. It means procedures applied by teachers help students to better understand.

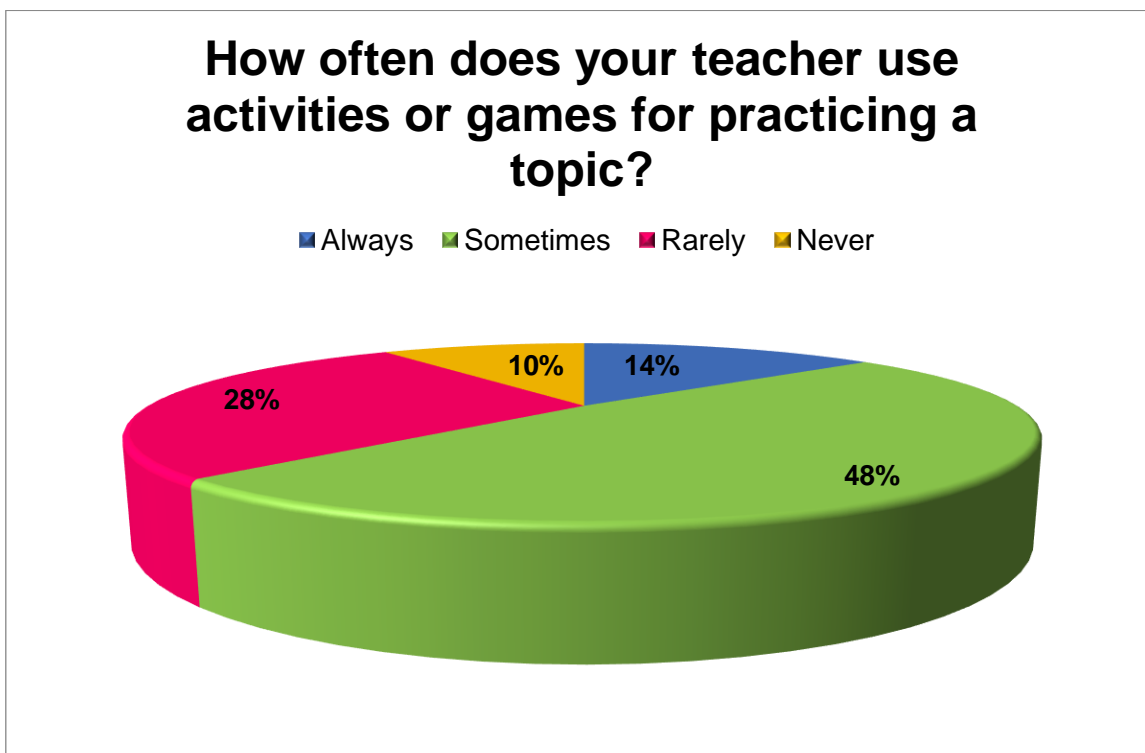
Figure 15



Source: Questionnaire administered by the researcher

When questioning students about the importance of activities and games in class, 95% considered these actions were necessary for the education process. Its importance resides in the fact that they make class funny and help to build a more participative environment.

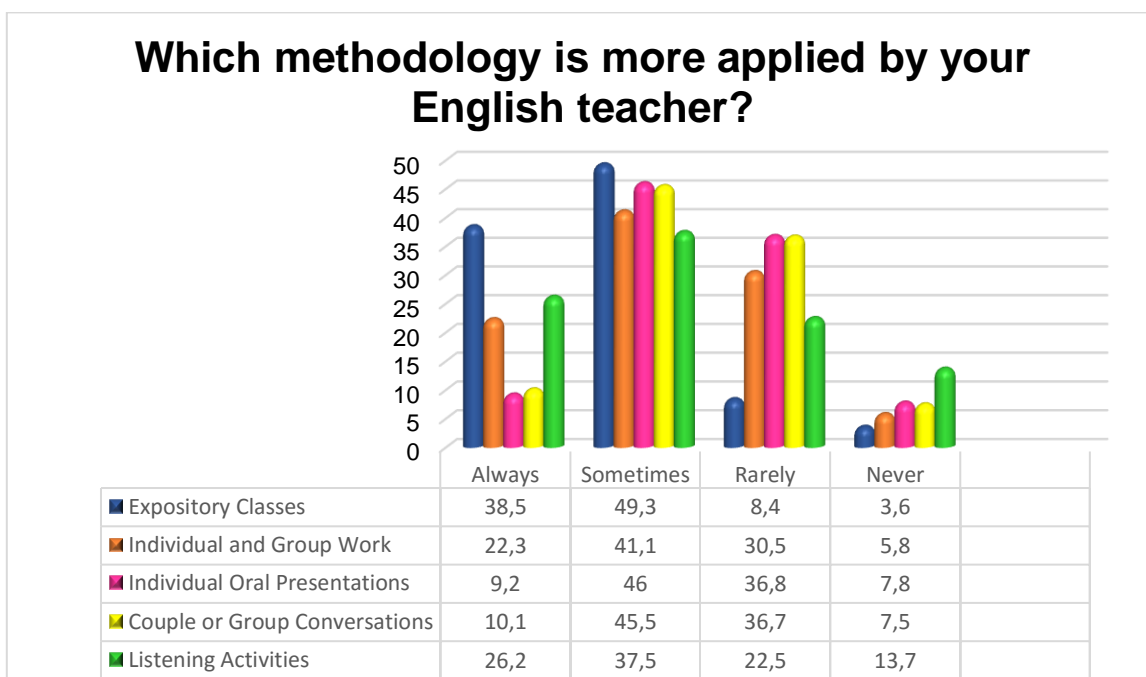
Figure 16



Source: Questionnaire administered by the researcher

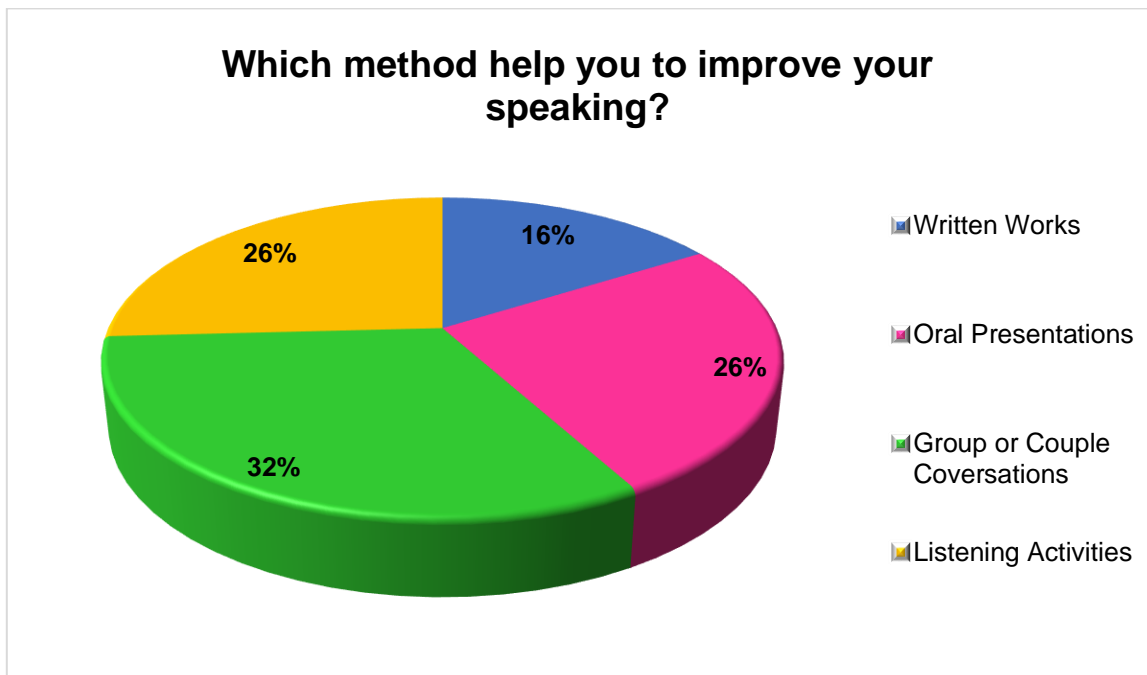
The graph presents how often the English teacher uses games. 48% of students stated that instructors sometimes take advantage of games. With this information, it seems that students believed games are useful in the education process and can affect their academic performance.

Figure 17



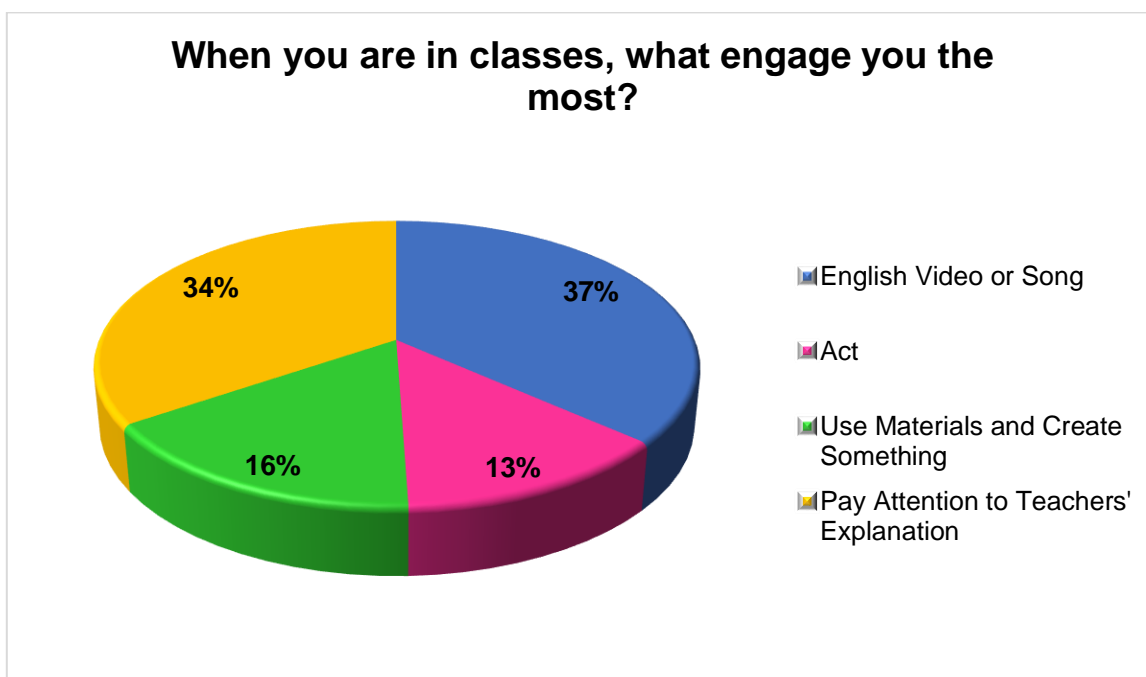
Source: Questionnaire administered by the researcher

It is important to know about the approaches implemented by teachers. Strategies tell us specifically how successful a teacher can be by promoting students' performance. According to their options, teachers make use of a varied source of options. Expository classes seem to be the one more frequently used.

**Figure 18**

Source: Questionnaire administered by the researcher

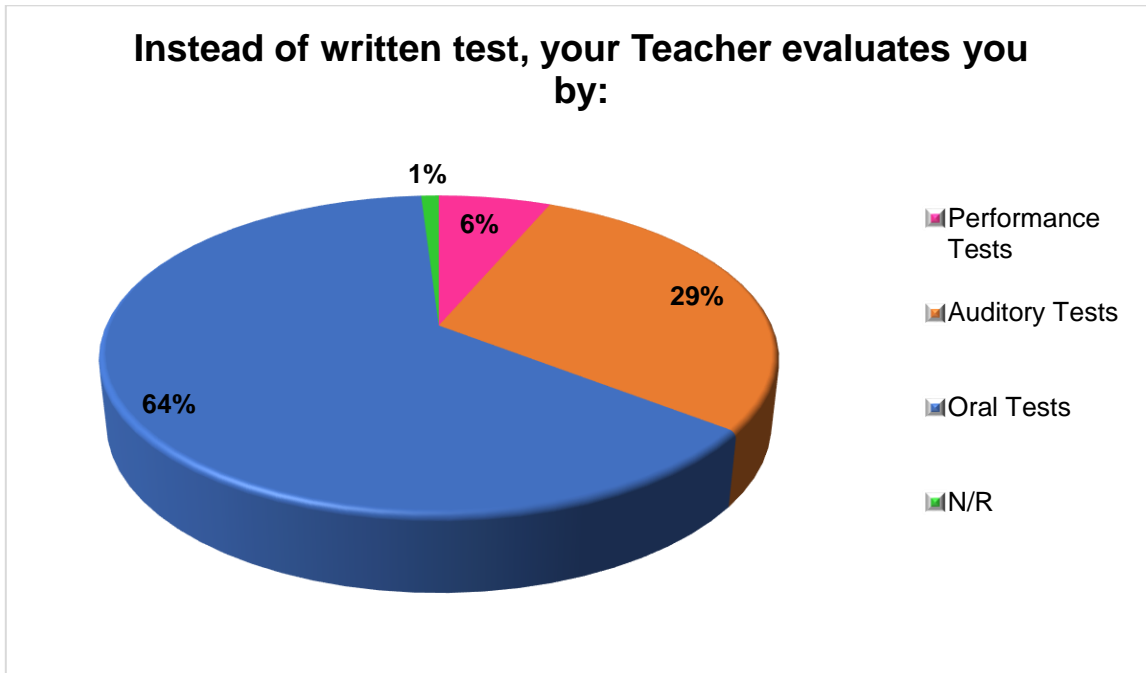
In this graph, students chose the way in which they believed could improve their English speaking, because everybody could do it in different ways; 32% of the answers mentioned that they could improve speaking when they perform in couples or group conversations. 26% of scholars believed they made a significant progress in speaking when they did oral presentations in front of the class or when learners did listening activities. Finally, in a lower percentage (16%), students thought they could improve speaking when they did written works

**Figure 19**

Source: Questionnaire administered by the researcher

This chart shows students' opinions about what they think is the most attractive action in their English class. The response to this question is important because it gives hints about what to do and how to get students attention and have more participation. According to the answers, learners thought that enjoyed more the English class when they watched a video or listened to a song. This enjoyment could be because teenagers like to be involved with technology. Learners believed that paying attention to their teachers' explanation was good for them. Students considered that using diverse materials is a third important option. Students also express that they do not like acting out.

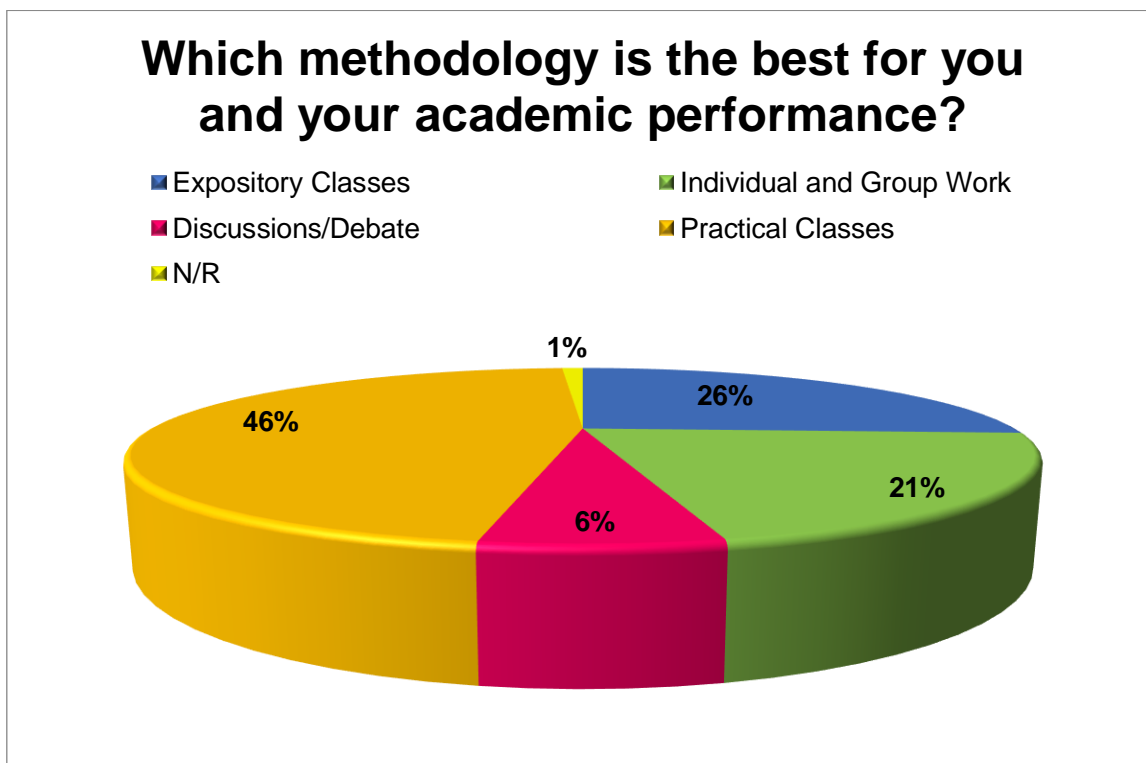
Figure 20



Source: Questionnaire administered by the researcher

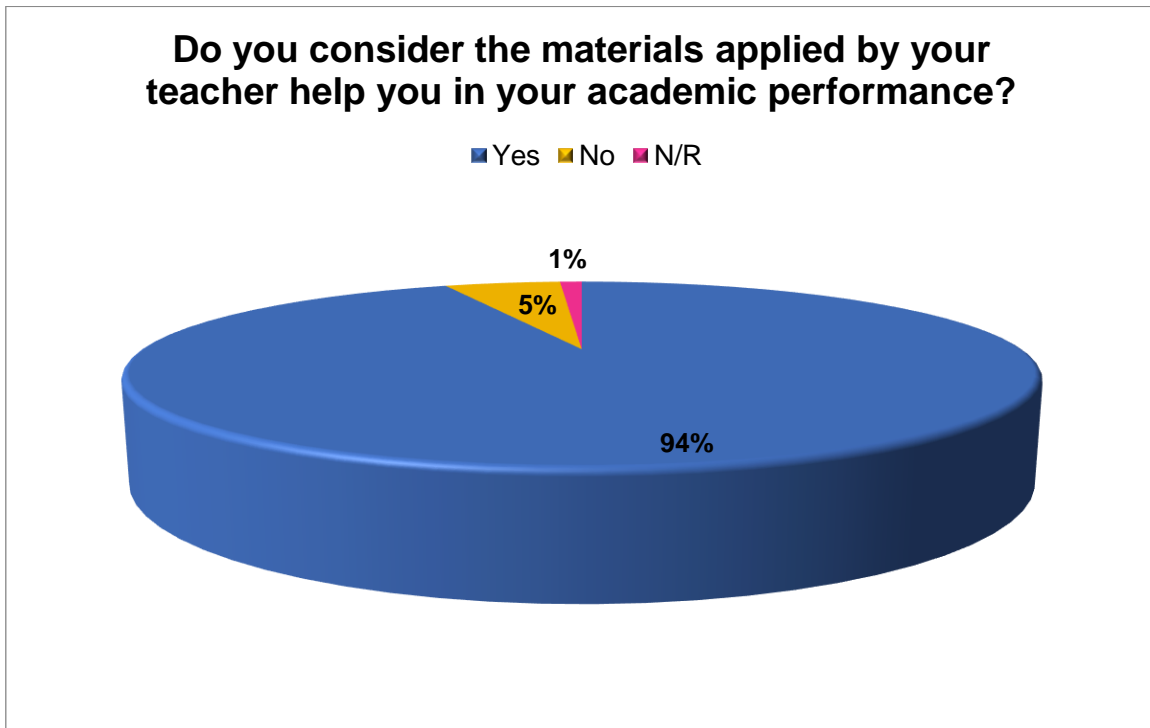
In this graph, 64% of students considered that most of the time teachers evaluated them by oral tests. Also, scholars said auditory tests were the second option. This is excellent because pupils expressed in the previous graph, to be more engaged with English songs or videos. It is important for teachers to know if students have specific preferences for conversations, songs, videos or others. Teachers must try to apply different activities in class to engage and motivate students.

Figure 21



Source: Questionnaire administered by the researcher

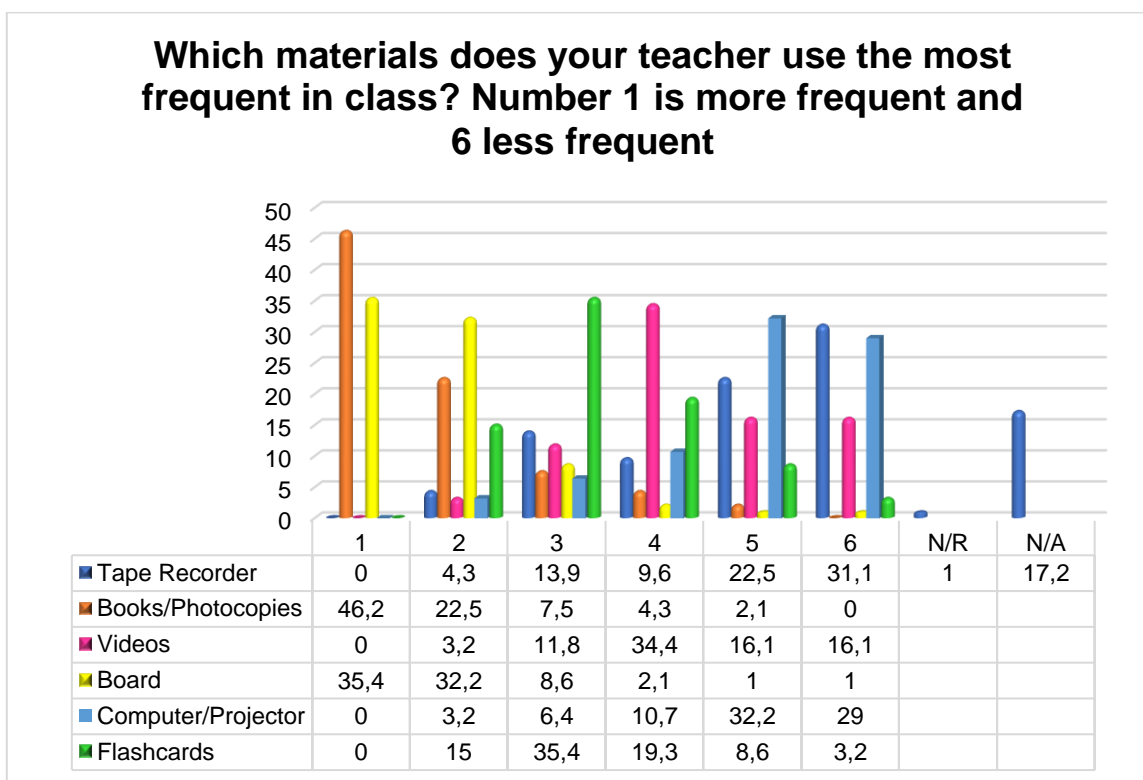
To know about teachers' methodologies is important, but it is even more important to find out which are the ones favoring student's progress. Most of the students agreed to practical classes as their best option. Secondly, there were the expository classes with a 26%. Thirdly, it was the individual and group work (21%). The very last one, discussions, and debates with 6%. Most students considered that practical classes help them because they were not boring.

**Figure 22**

Source: Questionnaire administered by the researcher

This graphic shows the influence of teaching materials in students' academic performance. To the question, if materials help learners to improve, 94% of the students chose a positive answer. When teachers use varied resources in class, students have a better academic performance because the class happens to be more engaging.

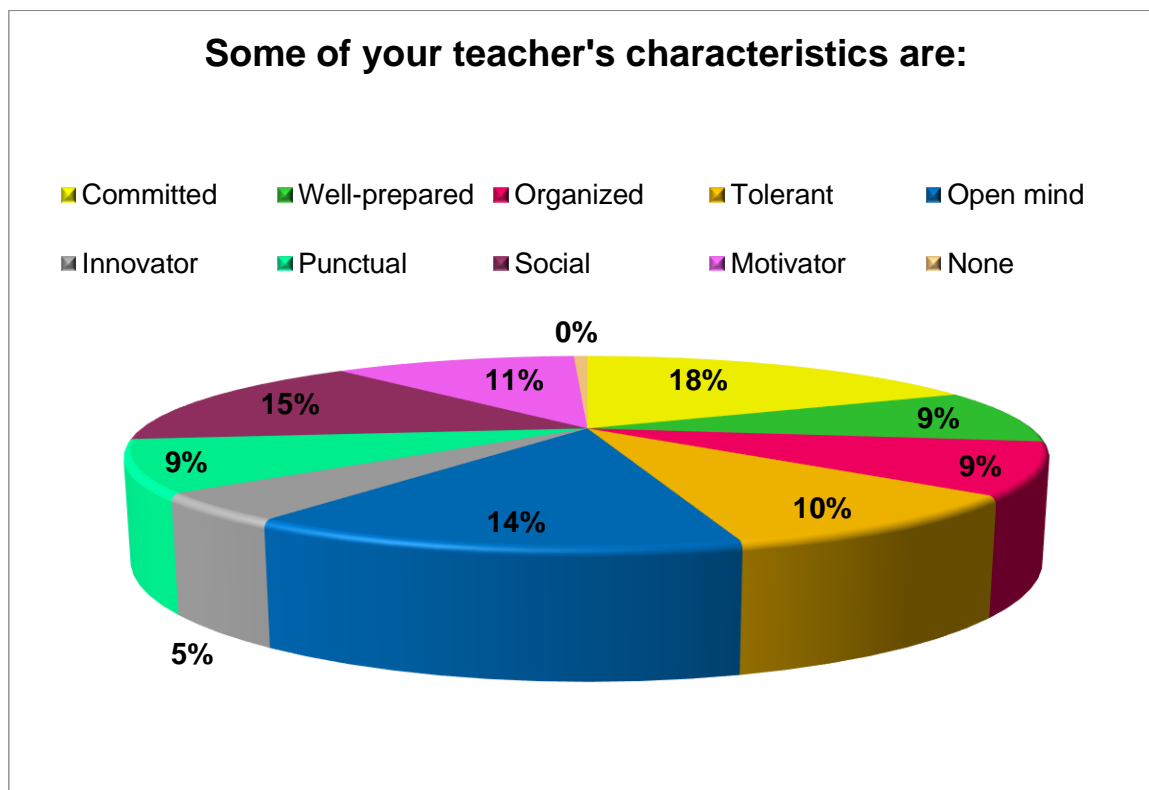
Figure 23



Source: Questionnaire administered by the researcher

According to this chart, students were asked about which materials were more frequently used in class. Most learners agreed that their teacher uses several printed materials in order to teach and practice the language. The second position was the board, this tool had 32, 2% of the answers, which means teachers support their classes writing different things on the board and the students write the information in their notebooks. Also, in the third position was the flash cards with a 35%; then, the videos with a 34, 4%, the computer and projector with a 32, 2% and finally, the tape recorder with a 31,1%.

Figure 24



Source: Questionnaire administered by the researcher

It is important to know which the main teachers' characteristics are because this factor can influence the students' academic performance. Teachers' commitment is an important aspect selected by the 18% of students. Being social (15%) and open minded (14%) are two more important features. On the other hand, the following characteristics are a motivator with 11%, tolerant with 10%, well prepared, organized and punctual with 9%. Also, they classified their English educator as an innovator with 5%.

**CHAPTER V**  
**CONCLUSIONS AND RECOMMENDATIONS**

## 5.1 Conclusions

### 5.1.1 Conclusions for the First Variable

The answers from ninth grade' students of Miramar High School showed the relation between different factors and the students' educational process. The learners express that motivation, the family, teachers' methodology, the institutional environment, and the teachers' characteristics are present in their educational process. Materials used by teachers in class are partially present in the learners' education process. Their opinions conform to the theory. As a result, students' answers helped to corroborate that it is possible to find different internal and external factors involved in this process. It is not just a matter of students' responsibility.

As a conclusion, motivation is an important and necessary tool. Learners need this internal drive to cope with the challenges of growing and improving according to the demands of modern society. Enthusiasm helps them to keep going no matter the difficulties. It helps to maintain their interests and improve learning.

Students like their families help when they must do homework or extra class works. As well their families impact them in many different ways if they are committed to student's needs. They feel comfortable. Pupils express an inclination for both teachers teaching style and school environment.

### 5.1.2 Conclusions for the Second Variable

In general, Miramar High School students, English teachers, and the principal determine that there are factors like motivation, family and institutional environment that can have a deep impact on students' learning process.

The answers from the students showed they do not dedicate many hours to study because most of them study just when they have exams, instead of doing it regularly. Talking about family, learners agreed that parental involvement is necessary for their learning process and most of the time they have family support in their educational process because students have good relationships with them. When scholars were asked about attending to classes, they expressed they liked to go to school because they wanted to improve their knowledge. They recognize that attending classes was the better option.

In terms of High School internal regulation, not all students respect it because they want some changes, like a different uniform, they say it is too hot. Also, boys and girls mentioned their desire to wear long dying hair. Students recognize the difference between motivated students versus non-motivated ones. They believe motivation can help their learning process in different ways. It is a drive for having good grades, going to class and actively participate, doing homework, among others.

The ninth-grade teachers and the principal from Miramar High School showed the importance and necessity of stimuli in the students' learning process because when learners receive good or positive stimuli, those students would have better results in their learning process and that helps to catch students' attention and interest. Something similar happens with personal motivation; English teachers

agreed on the important role of personal motivation in scholars; for the reason that a motivated student is going to work in a better way and has positive participation in class.

Teachers and director stated that family relationships have a positive influence on students' learning. They mentioned that there are cases in which there is no family involvement. Some parents think that teenagers' education is a responsibility of teachers and/or the school. They also said there are some other factors affecting students and family relationship, for instance, young parents and mother and father working.

Teachers say students' self-motivation depends on their own interest. Educators believe is students' responsibility to idealize the kind of person they wish to be. Similarly, the principal mentions that students have the desire to learn different things because they want to improve. Both the director and the English teachers believe there is a difference between a motivated and non-motivated student. A motivated pupil is interested in the language, has a pro-active work in class, does the homework and has the desire to learn every day. On the other hand, a non-motivated student is late most of the time.

The professors mentioned the institutional environment is fine and appropriate for teaching and learning. In contrast, the principal expressed the infrastructure is good but can be better. Also, they believed there are different internal and external factors that affect students' progress. Some internal factors are the lack of confidence, family problems, economic problems, drugs, lack of motivation, money, and others. Some external factors are bullying, teachers'

motivation, economic problems, crowded groups, lack of classrooms, stress, nutrition, no social life, assignation of scholarships and others.

### 5.1.3 Conclusions for the Third Variable

As a conclusion, students believe there are different factors that can affect their academic performance. Some examples are family problems, the teacher-students' relationships, methodology, students' desire to be better, the noise and others.

Concerning methodologies results showed that methods applied in English class impact Students' academic performance. There was evidence that an appropriate implementation of strategies provides good results. Students emphasized the implementation of varied tactics such as lectures, group work, oral presentations, and group conversations.

Dealing with teaching materials, students expressed that this factor impacts on their academic performance. Teaching resources foster academic improvements. Teachers use printed material like books, photocopies, and flash cards in order to teach.

Likewise, students mentioned that teachers engaged them more when they used English videos and/songs because of learners like technology, so they feel good when they can use it. On the other hand, students say that their teachers evaluate them by oral tests when they do not apply written exams. That is why students believe they can improve their speaking skill when they perform group conversations. Also, scholars mentioned the practical classes are the best teachers'

methodology to improve their academic performance because when they do something they feel can learn it better, instead of listening to the teacher and writing on the notebooks.

Students mentioned games are necessary for the English class because they think that learning with games is an easier and funnier way. They feel motivated to learn and go to classes. Unfortunately, teachers sometimes do not apply games in their classes.

Students think their English teachers are committed and social, most of them express teachers are very good, friendly and easygoing in which they have the confidence to ask different things.

## **5.2 Recommendations**

### 5.2.1 Recommendations according to the first variable:

- It is important to create different options (extracurricular activities) to motivate students.
- It is necessary to promote parents' involvement along the process.
- English teachers have to improve their teaching by means of diverse strategies to enhance students' participation.
- Teachers have to find a way to increase students' motivation and generate connections.

- The most common materials teachers work with were photocopies, English books and the board. It is necessary to use different resources in order to raise students' interest.
- It is necessary to improve the Institution environment.

#### 5.2.2 Recommendations according to the second variable:

- Motivate students in the teaching and learning process especially when teaching a language.
- The students' family can involve more in their kids' learning process, so teachers can schedule parents' meetings to communicate different aspects of the students' learning process.
- High School must find different activities in which parents have to involve more in their teenagers' learning process.
- Improve high school infrastructure to give better conditions to students and teachers.
- Try to find more scholarships, so many scholars with economic problems will be benefited and do not leave their studies.

#### 5.2.3 Recommendations according the third variable:

- Most of students like games in the English class, so teachers can apply different games and activities in class.

- One teacher's characteristic having the lowest percentage was concerned with the teacher as an innovator. Educators have to read and search information about how to be creative.
- English teachers must use different teaching materials, not only books, photocopies, and flashcards.
- Technology is a useful tool. Teachers must take advantage of technology and bring it to class and students would be engaged in the English class.
- Teachers should consider the different learning styles students have, so they can apply different methodologies and help the students' academic performance.

**CHAPTER VI**  
**BIBLIOGRAPHY AND ANNEXES**

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## 6.3 ANNEXES



### Annex 1

#### UNIVERSIDAD HISPANOAMERICANA SEDE PUNTARENAS

#### QUESTIONNAIRE TO STUDENTS

#### VARIABLE 1: INTERNAL AND EXTERNAL FACTORS IN THE EDUCATION

1. ¿Cree usted que la motivación es importante en el proceso educativo?

Sí ( )                      No ( )

2. ¿Se siente motivado/a de manera personal?

Sí ( )                      No ( )

Explique como \_\_\_\_\_

3. ¿Considera usted que la familia juega un papel importante en el rendimiento académico de los estudiantes?

Sí ( )                      No ( )

Explique porque \_\_\_\_\_

4. ¿Le ayuda su familia a realizar los trabajos o tareas?

Sí ( )                      No ( )

Explique \_\_\_\_\_

5. ¿Le gusta la forma en la que su profesor imparte la clase de inglés?

Sí ( )                      No ( )

¿Por qué? \_\_\_\_\_

6. ¿Cómo califica los métodos o formas que utiliza el profesor para explicar un tema de inglés en clases?

Muy buenos ( )      Buenos ( )      Regulares ( )      Deficientes ( )

7. ¿Cree usted que es importante que el docente utilice diferentes materiales didácticos (videos, imágenes, canciones u otros) para enseñar un tema en inglés?

Sí ( )                  No ( )

8. ¿Utiliza su profesor de inglés diversos materiales que ayudan a su proceso de aprendizaje?

Sí ( )                  No ( )

9. ¿Considera que las características personales (creatividad, actitud motivadora, responsabilidad, organizado...) de su profesor de inglés le ayudan a usted a tener un buen rendimiento académico en la materia?

Sí ( )                  No ( )

10. ¿Cómo calificaría usted a su profesor de inglés?

Excelente ( )    Bueno ( )                  Regular ( )                  Malo ( )

11. ¿Cómo es el ambiente de la institución?

Explique \_\_\_\_\_

\_\_\_\_\_

12. ¿Le gusta el ambiente que se vive dentro de la institución?

Sí ( )                  No ( )

Explique \_\_\_\_\_

\_\_\_\_\_

## Annex 2



**UNIVERSIDAD HISPANOAMERICANA  
SEDE PUNTARENAS  
INTERVIEW TO ENGLISH TEACHERS  
VARIABLE 2: THE INFLUENCE OF FAMILY AND PERSONAL MOTIVATION IN  
THE LEARNING PROCESS**

1. How much do you consider stimuli are important in students to accomplish their learning?
  
2. Do you consider that family can affect in a negative or positive way the students learning process? Why?
  
3. According to your experience, do you consider students' families are involved in their education process? For example like going to parents meetings, checking exams and homework, asking for their academic performance... Explain.
  
4. In your opinion, is there a difference in the parental involvement years ago to the parental participation nowadays in the students' learning process? Explain why.
  
5. How much important is the personal motivation in the students' learning process? Do you believe that students have personal motivation to study English?
  
6. Do you believe your students motivate themselves in order to learn a second language? Why?
  
7. In your experience as an English teacher, what is the difference between a motivated student and a non-motivated in his/her learning process?

8. Do you consider the institution as serious in terms of applying the internal regulation if there is a situation with bad behavior?
  
9. How do you consider institution environment? Is it good or not and why?
  
10. What do you consider can be some internal factors affecting students' learning process?
  
11. What do you consider can be some external factors affecting students' learning process?

## Annex 3

**UNIVERSIDAD HISPANOAMERICANA  
SEDE PUNTARENAS****INTERVIEW TO THE PRINCIPAL  
VARIABLE 2: THE INFLUENCE OF FAMILY AND PERSONAL MOTIVATION IN  
THE LEARNING PROCESS**

1. ¿Qué tan importantes son para usted los estímulos en los estudiantes dentro de su aprendizaje?
  
2. ¿Considera usted que la familia puede afectar de manera positiva o negativa el proceso de aprendizaje de los estudiantes? ¿Por qué?
  
3. De acuerdo con su experiencia, ¿considera usted que las familias de los estudiantes están involucradas en su proceso educativo? Por ejemplo: ir a las reuniones de padres de familia, revisar las notas o tareas, preguntar regularmente sobre su rendimiento académico... Explique
  
4. En su opinión, ¿Existe alguna diferencia en el involucramiento de los padres de familia años atrás con la participación de los mismos en la actualidad, en el proceso de aprendizaje de los estudiantes? Explique porqué.
  
5. ¿Qué tan importante es la motivación personal en el proceso de aprendizaje de los estudiantes? ¿Considera usted que los estudiantes tienen motivación personal para estudiar inglés
  
6. ¿Cree usted que los estudiantes se motivan ellos mismos para aprender un segundo idioma (inglés)? ¿Por qué?

7. ¿Cuál es para usted la diferencia en el proceso de aprendizaje entre un estudiante motivado a otro que no lo esté?
8. ¿Considera que la institución es seria y parcial para aplicar el reglamento interno cuando se presenta una situación de mal comportamiento de algún estudiante? Explique.
9. ¿Cómo considera usted el ambiente institucional (infraestructura, normativas, relaciones interpersonales profesor-estudiante, director-estudiante)? Bueno, malo necesita mejoras, ¿Por qué?
10. ¿Cuáles cree que pueden ser algunos factores internos que afectan el proceso de aprendizaje de los estudiantes?
11. ¿Cuáles cree que pueden ser algunos factores externos que afectan el proceso de aprendizaje de los estudian





## Annex 5



**UNIVERSIDAD HISPANOAMERICANA  
SEDE PUNTARENAS**

**QUESTIONNAIRE TO STUDENTS**

**VARIABLE 3: THE IMPACT OF TEACHERS' CHARACTERISTICS, TEACHING  
METHODOLOGIES, MATERIALS APPLIED AND INSTITUTION  
ENVIRONMENT IN THE ACADEMIC PERFORMANCE**

1. ¿Considera usted que existen factores internos (deseos de superación personal) o externos (la institución, la relación familiar, forma de enseñanza del profesor...) que afectan de manera positiva o negativa su rendimiento académico?

Sí ( )                      No ( )

Menciones algunos \_\_\_\_\_

2. ¿Considera usted que la/las formas que utiliza su profesor para dar la clase, le ayudan a obtener buenas calificaciones, es decir: contribuyen a su rendimiento académico?

Sí ( )                      No ( )

3. ¿Considera que las actividades o juegos son importantes en el desarrollo de la clase de Inglés?

Sí ( )                      No ( )

¿Por qué? \_\_\_\_\_

4. ¿Qué tan a menudo realiza su profesor de inglés actividades, dinámicas o juegos para practicar o repasar un tema?

Siempre ( )

A veces ( )

Rara vez ( )

Nunca ( )

5. ¿Cuál de las siguientes metodologías es más utilizada por su profesor en las clases de inglés? Marcar solo una (1) opción.

	Siempre	Casi siempre	Casi nunca	Nunca
1. Clases magistrales (explicación solo del profesor)				
2. Trabajos individuales y/o grupales escritos				
3. Presentaciones orales individuales				

- |  |  |  |  |  |
|--|--|--|--|--|
| 4. Conversaciones en parejas o grupo   |  |  |  |  |
| 5. Actividades de escucha (canciones videos, conversaciones, vocabulario...) |  |  |  |  |

6. ¿Cuál de las siguientes formas de dar la clase, le ayudan a usted a hablar mejor el idioma Inglés?

Trabajos individuales y/o grupales escritos ( )  
 Presentaciones orales ( )  
 Conversaciones en parejas o grupo ( )  
 Actividades de escucha (canciones, videos, vocabulario...) ( )

7. ¿Cuándo está en clases de inglés, qué es lo que más le llama la atención?

Un video o canción en Inglés ( )  
 Actuar ( )  
 Utilizar materiales y crear ( )  
 Poner atención al profesor mientras explica ( )

8. Aparte de las pruebas (exámenes) escritas, el profesor evalúa por medio de:  
 Ejecución (dramatizaciones) ( )  
 Auditivo (canciones, videos, diálogos) ( )  
 Oral (conversaciones, exposiciones) ( )

9. ¿Cuál de las siguientes metodologías es para usted la mejor para tener un buen rendimiento académico en inglés?

Clases magistrales (explicación solo del profesor) ( )  
 Trabajos individuales y/o grupales ( )  
 Discusiones o debates ( )  
 Clases prácticas ( )

10. ¿Cree usted que los materiales utilizados por el profesor en clases le ayudan a entender mejor la materia? Es decir: mejorar su rendimiento académico?

Sí ( ) No ( )

11. ¿Cuáles materiales son utilizados por el profesor durante las clases de inglés? Marque del 1 al 6, donde 1 es el de mayor frecuencia y 6 el de menos frecuencia.

Grabadora ( )  
 Fotocopias y/o libros ( )  
 Videos ( )  
 Pizarra ( )  
 Computadora y retroproyector ( )  
 Imágenes ( )

12. ¿Cuáles de las siguientes características considera usted tiene su profesor de inglés?

Comprometido con los estudiantes ( )

Preparado ( )

Organizado ( )

Tolerante ( )

Abierto a preguntas ( )

Innovador ( )

Sociable y comunicativo ( )

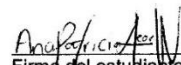
Puntual ( )

Motivador ( )

## Affidavit

**DECLARACIÓN JURADA**

Yo Ana Patricia León Vargas, mayor de edad, portador de la cédula de identidad número 6 0388 0896 egresado de la carrera de Enseñanza del Inglés de la Universidad Hispanoamericana, hago constar por medio de éste acto y debidamente apercibido y entendido de las penas y consecuencias con las que se castiga en el Código Penal el delito de perjurio, ante quienes se constituyen en el Tribunal Examinador de mi trabajo de tesis para optar por el título de Licenciatura en Educación, juro solemnemente que mi trabajo de investigación titulado: Influence of internal and external factors in the English's learning process and the impact on the academic performance on students of ninth grade in Miramar High School on the first semester of 2017, es una obra original que ha respetado todo lo preceptuado por las Leyes Penales, así como la Ley de Derecho de Autor y Derecho Conexos número 6683 del 14 de octubre de 1982 y sus reformas, publicada en la Gaceta número 226 del 25 de noviembre de 1982; incluyendo el numeral 70 de dicha ley que advierte; artículo 70. Es permitido citar a un autor, transcribiendo los pasajes pertinentes siempre que éstos no sean tantos y seguidos, que puedan considerarse como una producción simulada y sustancial, que redunde en perjuicio del autor de la obra original. Asimismo, quedo advertido que la Universidad se reserva el derecho de protocolizar este documento ante Notario Público en fe de lo anterior, firmo en la ciudad de Puntarenas, a los veinticinco días del mes de abril del año dos mil diecisiete.

  
Firma del estudiante  
Cédula

6 0388 0896

Tutor's Approval



Puntarenas, 25 de abril del 2017

**Carta del Tutor**

Msc. Diego Torres Moreno  
Carrera de Enseñanza del Inglés  
Universidad Hispanoamericana

Respetable Director:

La estudiante Ana Patricia León Vargas, Cédula de identidad número: 1- 603880896, me ha presentado, para efectos de revisión y aprobación, el trabajo de investigación denominado "Influence of Internal and External Factors in The English's Learning Process and The Impact on The Academic Performance on Students of Ninth Grade in Miramar High School on The First Semester of 2017", el cual ha elaborado para optar por su grado académico de licenciatura.

He verificado que se ha incluido las observaciones y hecho las correcciones indicadas, durante el proceso de tutoría y he evaluado los aspectos relativos a la elaboración del problema, objetivos, justificación, antecedentes, marco teórico, marco metodológico, tabulación, análisis de datos; conclusiones y recomendaciones.

Los resultados obtenidos por el postulante implican la siguiente calificación:

A)	ORIGINALIDAD DEL TEMA	10%	10
B)	CUMPLIMIENTO DE AVANCES	20%	15
C)	COHERENCIA ENTRE LOS OBJETIVOS, LOS INSTRUMENTOS APLICADOS Y LOS RESULTADOS DE LA INVESTIGACIÓN	30%	29
D)	RELEVANCIA DE LAS CONCLUSIONES Y RECOMENDACIONES	20%	19
E)	CALIDAD, DETALLE DEL MARCO TEÓRICO	20%	19
	TOTAL		92

Por consiguiente, se avala el traslado de la tesis al proceso de lectura.

Licda. Judy Villalobos Montero  
Cod: 76441

Lector's Approval

**CARTA DE LECTOR**

Llorente, Lunes 24 de Julio de 2017


**Universidad Hispanoamericana**  
**Sede Llorente**

La estudiante Ana Patricia León Vargas, cédula de identidad #6-0388-0896, me ha presentado para efectos de revisión y aprobación, el trabajo de investigación denominado **"INFLUENCE OF INTERNAL AND EXTERNAL FACTORS IN THE ENGLISH LEARNING PROCESS AND THE IMPACT ON THE ACADEMIC PERFORMANCE ON STUDENTS OF NINTH GRADE IN MIRAMAR HIGH SCHOOL ON THE FIRST SEMESTER OF 2017"**, el cuál ha elaborado para obtener su grado de Licenciatura en la Enseñanza del Inglés.

He revisado y he hecho las observaciones relativas al contenido analizado, particularmente lo relativo a la coherencia entre el marco teórico y análisis de datos, la consistencia de los datos recopilados y la coherencia entre éstos y las conclusiones; asimismo, la aplicabilidad y originalidad de las recomendaciones, en términos de aporte de la investigación. He verificado que se han hecho las modificaciones correspondientes a las observaciones indicadas.

Por consiguiente, este trabajo cuenta con mi aval para ser presentado en la defensa pública.

Atte.

Firma   
Nombre: Isaac Mora Chavarria  
Cédula: 1-0922-0154

## Philologist's Approval

## CARTA DEL FILÓLOGO

Puntarenas, 01 de agosto, 2017

**Departamento de Registro  
Enseñanza del Inglés  
Universidad Hispanoamericana**

Estimados señores:

La estudiante Patricia Leon Vargas cédula de identidad número 6-0388-0896, me ha presentado, para efectos de corrección de estilo, el trabajo de investigación denominado Influence of internal and external factors in the English learning process and the impact on the academic performance on students of ninth grade in Miramar High School on the first semester of 2017, el cual ha elaborado para optar por el grado de Licenciatura en la Enseñanza del Inglés.

He revisado, de acuerdo con los lineamientos de la corrección de estilo señalados por la Universidad, los aspectos de estructura gramatical, acentuación, ortografía, puntuación y los vicios de dicción, que se trasladan al escrito, y he verificado que se han realizado todas las correcciones indicadas en el documento.

Por consiguiente, doy fe de que este trabajo se encuentra listo para ser presentado oficialmente a la Universidad.

Atentamente,



**M.T.E. Jeannette Umaña Valverde**  
Cédula 1-0729-028  
Carné Colegio de Licenciados y Profesores en Letras, Filosofía, Ciencias y Artes  
Número 21269