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ENGLISH DEPARTMENT**



Graduation Seminar

**THE EFL METHODOLOGY USED BY TEACHER TO IMPROVE STUDENT
MOTIVATION IN THE FOREIGN LANGUAGE.**

Submitted to:

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Dedication

I dedicate this research work to God for the wisdom He has granted me during these years of preparation. To my mother, who, despite being a single mother, has taken care of my four siblings and me. To my husband, for his unconditional support in caring for my children during this time of learning. To my children, because after God, they are my driving force to continue. To my siblings, for their moral and economic support during my stay at the university. To my professors, for their support in every phase of my academic journey.

Araceli del
Socorro Moreno Pavón

DEDICATION

This has been a lengthy journey; one I wouldn't have been able to complete without the support of God and those around me. First and foremost, I express my gratitude to God for His almighty power, love, and mercy that have consistently accompanied me. Additionally, I extend my thanks to my mother and father for their financial support and invaluable advice, which motivated me to persist in giving my best. Lastly, I am immensely grateful to my husband for his unwavering and unconditional support.

Marbely del Socorro Lopez Chamorro

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II. ABSTRACT

This research, conducted by fifth-year students at UNAN Managua University, focuses on analyzing the methodology of teaching English as a foreign language (EFL) to enhance the motivation of eleventh-grade students at the Rigoberto López Pérez National Institute in Managua. The study emphasizes the significance of teaching methodology in influencing student motivation, aiming to contribute to the continuous improvement of EFL instruction.

The introduction provides context, defines key concepts, and outlines specific objectives, including analyzing the current teaching methodology, evaluating its effectiveness in terms of student motivation, and suggesting improvements. The rationale highlights the need to identify strengths and weaknesses in teaching methodologies, aiming to enhance English language competencies for 11th-grade students.

The problem statement addresses the persistence of outdated teaching methods, posing the question of the effects of these methodologies on student motivation. Research questions delve into the effectiveness of current EFL teaching methods, perceived effectiveness by students, and the integration of modern approaches.

The objectives section outlines the general and specific goals, aiming to analyze, evaluate, and propose improvements to EFL teaching methodologies. The theoretical framework introduces various teaching methods, emphasizing an inclusive and supportive learning environment. The section also explores the role of the Ministry of Education and factors influencing teaching methodologies.

The literature review provides an overview of EFL methodologies, effective teaching methods, assessment types, and student learning styles. It advocates for continuous innovation, learner autonomy, and a dynamic, learner-centered approach.

The methodological design employs a mixed-methods approach, combining quantitative and qualitative research, focusing on 30 students in the 11th grade "A" afternoon shift. Data collection techniques include classroom observation, teacher interviews, and student questionnaires. The instruments were validated by an expert in the field.

In summary, the research aims to contribute valuable insights into effective EFL teaching methodologies, focusing on student motivation and engagement. The mixed-methods approach provides a comprehensive understanding of the topic, and the study underscores the importance of continuous innovation and learner-centered approaches in language education.

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GRADUATION SEMINAR. TUTOR'S REPORT

Dr. Alber Francisco Sánchez Alvarado, Professor of the Department of English at the National Autonomous University of Nicaragua, UNAN-Managua,

HEREBY STATES:

That the Seminar's work of research nature entitled: "THE EFL METHODOLOGY USED BY TEACHER TO IMPROVE STUDENT MOTIVATION IN THE FOREIGN LANGUAGE", whose author/s are Araceli Del Socorro Moreno Pavon and Marbely del Socorro López chamorro

, has been carried out under the guidance and direction of the undersigned, within the framework of the English Department Teaching-training program.

That this Research Work, taking into account its scientific quality and its adequacy to the academic standards that regulate this Program, meets all the necessary requirements to be presented and defended before the Tribunal designated for this purpose.

In Managua, Nicaragua, on the 2nd day of December 2023.Signed by: Dr. Alber Francisco Sánchez Alvarado

1. INTRODUCTION

The research presented below was conducted by fifth-year students of the English program at UNAN Managua University during the second semester of 2023. The purpose of this study focuses on analyzing the methodology of teaching English as a foreign language (EFL) used by the teacher to enhance the motivation of eleventh-grade students in Section "A" of the Rigoberto López Pérez National Institute in Managua.

The significance of this study lies in the direct influence of teaching methodology on student motivation. Greater motivation can lead to more effective learning and a more positive perception of the foreign language.

It is essential to clearly define the key concepts used in this study. Teaching English as a foreign language (EFL) refers to the instruction of English in an environment where it is not the native language. Motivation is understood as the drive and interest that students experience when learning English.

This study has specific objectives:

1. Analyze in detail the teaching methodology currently employed by the teacher.
2. Evaluate the effectiveness of this methodology in terms of student motivation
3. Suggest improvements and recommendations to enhance the meaningful teaching and learning of English.

In the following sections, the methodology used to conduct the research will be described in detail.

In summary, this study aims to shed light on an effective methodology for students to perceive learning English as a dynamic and stimulating experience. Furthermore, it seeks to provide teachers with innovative tools to create a classroom environment that fosters active student participation. The success of this research lies in its ability to contribute to the continuous improvement of teaching English as a foreign language and, ultimately, how foreign language instruction is approached in the classroom.

The methodology used by the teacher in the classroom is indispensable because it helps students avoid boredom. It is worth noting that with an excellent classroom environment, students enjoy the learning process and the motivation that can be generated. This yields good results and impacts students' ongoing lives. For this reason, we wish to contribute with our research to promote an approach to methodology that opens new horizons, where English teaching is not an ambiguous and boring class but rather achieves the levels of competence within the foreign language.

1. RATIONALE

In consideration of the experiences lived by students who have completed their secondary education, the initiative for this research is undertaken. The aim is to uncover the strengths and weaknesses that contribute to the effectiveness of teaching methodologies employed by educators in significantly enhancing the teaching and learning process within the realm of English language competencies. Therefore, the focal point of this research is to identify, assess, and propose teaching methods that will favor and contribute to the enhancement of educational techniques, particularly for 11th-grade students at the National Institute Rigoberto López Pérez. This research endeavors to visualize the manner in which students can achieve meaningful learning across competency levels. It's imperative to emphasize our commitment to provide research that addresses the need to develop methodologies meeting student expectations and supporting their development in each language competency. This research seeks to fortify the methodologies used in the classroom, probing whether the current methodology is significantly effective or if new contributions are required. The ultimate goal is to consider possibilities for innovative teaching methodologies that facilitate successful teaching and learning of the English language. Every class must feature a methodology that captivates student attention, and the English language, in particular, requires a creative approach to help students develop all four language skills. To secure and retain student engagement, continuous innovation is essential. As teachers, we have a responsibility to invigorate the classroom environment, especially considering that many students come to school with issues from home. Transforming the atmosphere in the classroom is vital because, if students arrive from

challenging home situations and are met with uninspiring and routine teaching methods, it can lead to unsatisfactory outcomes. There are instances where teachers fail to capture students' attention, and from personal experiences, arriving at the classroom with the intent to infuse a spark of enthusiasm into the students can be life-changing. Teachers should consistently work on improving their teaching systems, using methodologies that motivate students to eagerly enter the classroom.

2. PROBLEM STATEMENT

Despite the emergence of proven, successful English language teaching methodologies, there is a persistent use of outdated methods by some teachers, resulting in a subpar and ineffective language learning experience. The current education system falls short in prioritizing the importance of teachers employing contemporary teaching methodologies in the classroom to ensure the development of proficiency levels and the reinforcement of language skills. In light of these observations, the following question arises: What are the effects of the methodologies employed by teachers on student motivation in the teaching of English as a second language for 11th-grade students at the Instituto Nacional Rigoberto López Pérez in Managua?"

3. RESEARCH QUESTIONS

a) What is the effectiveness of the English as a foreign language teaching methodology currently employed in the classroom, taking into account factors such as student engagement, comprehension, and language acquisition?

b) What is the perceived effectiveness of the English as a foreign language teaching methodology employed by the English teacher among 11th grade students, and how does it affect their language learning outcomes?

c) What modern approaches can be integrated into English teaching methodologies to improve the quality of language acquisition, and how do they compare to current methods in terms of effectiveness and student learning outcomes?

4. OBJECTIVES

4.1. General objective:

1.To analyze the EFL methodology used by the teacher, to enhance the motivation of students during the teaching-learning process of English in students of 11th grade "A" of the National Institute Rigoberto López Pérez, Managua, in the second semester of the year 2023.

4.2. Specific Objectives:

1. To identify the effectiveness of the EFL teaching methodology used in the classroom.

2.To evaluate the current effectiveness of the EFL teaching methodology used by the English teacher with students in the 11th grade.

3. To propose the implementation of new English teaching methodologies that incorporate modern approaches to improve the quality of the language acquisition process.

5. THEORETICAL FRAMEWORK

In this section, our initial approach involves a brief analysis of the EFL methodology employed by the teacher to improve the motivation of 11th grade students at the Rigoberto López Pérez National Institute in Managua. Subsequently, we will explore the relevant and updated theories identified during the research process related to the EFL methodology aimed at improving motivation in these students. Subsequently, we will delve into the particularities of employing a univocal methodology, using strategies and techniques to captivate students during the teaching and learning process. This approach aims to facilitate meaningful learning experiences for students, ensuring that English acquisition remains engaging and non-routine. Finally, we aim to introduce innovative techniques and strategies that allow teachers to move away from traditional methods, such as copying on the board and taking notes from students, by providing additional avenues of support to foster student motivation in English classes. The ultimate goal of this research is to make educators aware of the continuing need to develop effective strategies and techniques to improve foreign language teaching and learning.

5.1. Teaching methodology focused on creating an inclusive and supportive learning environment

According to Alderman (2008), in his work "Motivation for Achievement" (3rd ed.), he describes various ways in which students can be driven to motivation within the classroom by the teacher. This requires vocation and enthusiasm in promoting a motivationally focused environment and describes the following:

5.1.1. Create the best learning environment

The classroom environment emerges as one of the most significant determinants of student learning (Geeta, 2019). In other words, visual appeal stands out as the element that captivates students' attention, making it one of the most significant factors influencing their learning experience. In the context of teaching English as a foreign language (EFL), fostering an inclusive and supportive learning environment is paramount. As an EFL teacher, it is crucial to cultivate a bias-free classroom environment that promotes equality and respect among students. Striving to eliminate favoritism, mistreatment, prejudice, and racism helps create a positive space in which students can thrive.

5.1.2. Encourage students for teamwork

picagli (2023) To Create a more positive work environment, it important that everyone on the team has the emotional intelligence to deliver effective feedback to one another .To increase student motivation, encourage collaborative learning experiences. Teamwork not only deepens their understanding of language concepts, but also serves as a source of authentic motivation derived from peer interactions. Engaging students in activities that require teamwork fosters a sense of camaraderie and increases their confidence in using the foreign language.

5.1.3. Share inspiration real-life stories in the classroom

In addition, integrating inspirational real-life stories into the EFL curriculum can be a powerful motivational strategy. By sharing stories of people who have overcome challenges and achieved success, teachers can connect language learning with meaningful

experiences. These stories resonate with students, instilling in them a sense of purpose and determination in their language learning journey.

5.1.4. Share constructive feedback along with improvement tips

Effective feedback is another crucial element in improving student motivation. Providing constructive feedback that highlights both strengths and areas for improvement helps students recognize their weaknesses and strengths. This approach offers praise for their accomplishments while positively addressing behavioral problems. By focusing more on positive feedback and using encouraging words, teachers can inspire students to actively participate and excel in their language learning efforts.

5.2. Teaching Methodology Implementation

5.2.1. Importance of Teaching and Learning Methodology

The significance of teaching and learning methodology lies in its role as a comprehensive set of techniques aimed at facilitating students' attainment of learning objectives. These methodologies encompass diverse strategies, with activities serving as the practical applications of these approaches. Herbert (2020) emphasizes that effective teaching methodologies play a crucial role in helping students not only master course content but also learn how to apply that knowledge in specific contexts.

When it comes to language education, a myriad of language learning methods exists, each tailored to different learners' needs. It's important to note that not all methods are universally suitable, and some may be more effective for specific individuals. In the realm of English as a Foreign Language (EFL), teachers employ distinct methodologies to enhance student motivation, fostering a more engaging and productive learning experience in the foreign language.

1. The Direct Method

In the language learning method proposed by Nawas(2015), minimal emphasis is placed on oral communication and listening comprehension. The main goal is to improve reading and writing skills. Key features include learning grammatical rules and applying them in translation, vocabulary acquisition through direct translation from the native language, and reading in the target language with subsequent direct translation into the native language. In this method, the teaching is done entirely in the language being learned. The learner is not allowed to use his or her original language. Grammar rules are avoided and there is an emphasis on good pronunciation.

2. Grammar-Translation

In this method, learning is largely by translation to and from the target language.

Grammar rules are to be memorized and long lists of vocabulary learned by heart. There is little or no emphasis placed on developing oral ability. This method is most commonly used in secondary education.

3. Audio-Lingual

The theory behind this method is that learning a language means acquiring habits. There is much practice of dialogues in every situation. New language is first heard and extensively drilled before being seen in its written form.

4. The Structural Approach

This method sees language as a complex of grammatical rules which are to be learned one at a time in a set order. So, for example the verb “to be” is introduced and

practiced before the present continuous tense which uses “to be” as an auxiliary. This method of learning is common in language learning apps.

5. . *Total Physical Response (TPR)*

TPR works by having the learner respond to simple commands such as “Stand up”, “Close your book”, “Go to the window and open it.” The method stresses the importance of aural comprehension and the importance of kinesthetic learning.

6. *Communicative Language Teaching (CLT)*

The focus of this method is to enable the learner to communicate effectively and appropriately in the various situations she would be likely to find herself in. The content of CLT courses are functions such as inviting, suggesting, complaining, or notions such as the expression of time, quantity, location. Much like The Structural Approach, this method is commonly used in language learning apps.

7. *Task-based language learning*

The focus of the teaching is on the completion of a task which in itself is interesting to the learners. Learners use the language they already have to complete the task and there is little correction of errors. The aim here is to highlight the importance of learning the language by making it vital to task completion.

8. *The Natural Approach*

The Natural Approach, developed by Professor S. Krashen, stresses the parallels between first and second language learning, emphasizing exposure to comprehensible language without error correction.

This study employs a mixed-method research approach, combining quantitative (survey) and qualitative (participant observation) elements to address the research question, taking advantage of the strengths of both methodologies

5.2.2. Inputs on effective teaching methodology for teaching and learning process

Abulon's (2014) research highlights the importance of teacher flexibility, incorporation of challenging activities, varied assessment tools, and the use of visual aids or digitized lessons for effective teaching. The teacher's role in innovation significantly influences the learning process, creating a lasting impact on students. Serbessa (2006) emphasizes the need for appropriate methodologies to meet the diverse learning orientations of the current generation, challenging the traditional "chalk and talk" approach as potentially ineffective.

5.2.3. Factors Influencing the Methodology Applied by Teachers in the Learning Process

According to Serbessa (2006), several factors impact the teaching and learning process, including institutional and learning resources, teacher experience, appropriateness of curricular materials for active learning, and students' prior experience. Various elements influence student learning, making the transmission of knowledge challenging. However, an effective teacher identifies these factors and employs suitable teaching methods to create a dynamic class that captures students' attention. Dinther, Dochy, and Segers (2011) highlight another significant factor—self-efficacy, an essential element of social cognitive theory. This variable plays a crucial role in influencing students' motivation and learning.

5.2.4. Role of the Ministry of Education (MINED) in English language teaching methodology.

The study conducted by Andres Philominra, Ranjeeva Ranjan, Lucia Ubilla Rosales, Andrea Cocio, and Jose Gabriel Brauchy Castillo revealed that, out of 11,000 primary and secondary students across 299 public schools in various regions and socio-economic zones, only 5 percent of secondary students met the basic requirements set by the Ministry of Education in Chile. This indicates that merely this percentage of students attained the necessary motivation for their teaching and learning processes. In essence, the study underscores a lack of teacher motivation towards students, hindering their educational progress. In a second study conducted by Diana Rahman and Wening Sahayu in October (2023). This study aims to investigate language teachers' ways in motivating students in learning foreign languages. The participants in this study are eight foreign language teachers including English, Arabic, and French teachers. Data were collected through open-ended questionnaires with the teachers. The results of this study showed that most of the foreign language teachers motivated the students in learning a foreign language by sentences (verbal) and this method encouraged students' instrumental motivation. Next, referring to the time of motivation, four teachers motivated the students at the beginning of each learning process, meanwhile three teachers gave motivations at the beginning and at the end of each learning process. Finally, referring to the types of motivation, only two teachers (i.e. French teachers) could identify motivation types of learners, which are in the form of internal, external, intrinsic, and extrinsic motivation. Meanwhile, other teachers (i.e. English and Arabic teachers), did not mention specifically the names of the motivation types that they knew. To conclude, most of the teachers of this study did not motivate their students maximally in the classrooms. Consequently, this study offers some methods to motivate learners in learning foreign languages,

those are the Verbal Method (VM1) and the Visual Method (VM2), and they are further discussed in the paper.

According to Ohta (2001), teacher learning in relation to content and teaching practices, along with the influence of the social and institutional context, has implications for the design and professional development in second language teacher education. The Ministry of Education plays a critical role in shaping knowledge within the teaching and learning process, being responsible for providing essential resources that empower teachers to guide their instruction. Although the Ministry has contributed to methodological changes, it is essential to recognize that, in the pedagogical landscape, the teacher acts as an agent of change. Grim's (2010) research highlights the importance of additional pre-service and in-service mentoring, self-reflection based on self-monitoring, and the development of methods to maximize time efficiency in L2 teacher education.

5.2.5. Description of approaches to teaching and learning English.

According to Stevie, D. (2022), the various teaching approaches in this position can be classified into four theoretical orientations: structural, cognitive, psychological, and functional. The approaches are delineated as follows:

Grammar-translational approach: represents the classical method of language teaching, originating as a form of Latin and Greek instruction and later extended to encompass any second language. The grammar-translation approach uses the learner's native language to teach the target language.

Direct approach: In addition, the direct approach differs from the grammar-translation school. In this case, the emphasis shifts from the written form to the spoken language, focusing on the development of oral skills.

In the reading approach, language learning serves as a means to a higher end, incorporating both structural and functional elements.

Audiolingual approach: Unlike the reading approach, the audiolingual approach gives priority to the oral form over the written form. Lessons are usually delivered using the target language.

The communicative approach: Communication is the *raison d'être* of language, and the Communicative Approach aims to foster skills that enable learners to relate meaningfully to each other.

The Silent Way: Learners may perceive the Silent Way as the use of silence as a teaching tool. Encouraging active participation is key to the success of this approach.

In this approach, students function as a community, learning collaboratively and negotiating lessons. The teacher's role is to facilitate open discussion and encourage active contribution to the entire learning process.

Functional-emotional approach: The functional-emotional approach recognizes language as purposeful communication. In essence, language serves to express specific functions and notions, using verbs, nouns, pronouns, adjectives and other elements to convey meaning.

5.2.6. The role of the learner in the English language teaching-learning process.

In the past, perceptions of classroom management were rooted in behaviorist theories of teaching and learning (Castilleros, 2022). However, in recent decades there has been a significant shift toward a learner-centered approach, where knowledge is collaboratively constructed by both students and teachers. Rogers and Frieberg (1999) argue that this shift requires a transition to a person-centered orientation in classroom management, emphasizing shared leadership, community building, and a balanced consideration of the needs of both teachers and students.

Lowers and Target (1999) emphasize that in an autonomous learning environment, students play an active role as contributors rather than passive recipients. Success in second language classes is increasingly linked to learners taking responsibility for their own learning.

These authors also stress the importance of self-assessment in fostering learner autonomy. Learners should establish personal criteria for evaluating their work, promoting independence from the teacher's singular judgment of their strengths and weaknesses. This self-assessment empowers students to make informed decisions about their learning process, reducing dependence on the teacher while recognizing his or her role as an informed guide. The ultimate goal is for students to elevate their knowledge and skills.

5.3. Student Engagement and Motivation Levels

5.3.1. Assessing Learning

Assessment, as defined by Folse (2007), encompasses various methods to collect information on a learner's language ability or achievement. It serves as an umbrella term for measures evaluating student progress, with tests being a subset.

5.3.2. Types of Assessments

- a) Diagnostic Assessment (Pre-Assessment): Identifies student strengths, weaknesses, knowledge, and skills before instruction, often conducted at the start of the school year or a lesson.
- b) Formative Assessment: Evaluates student performance during instruction, occurring regularly to ensure understanding and promote reflection.
- c) Summative Assessment: Measures a student's achievement at the end of instruction, analyzing both successes and areas for improvement.
- d) Norm-Referenced Assessment: Compares a student's performance against a norm or national group, aiding in student profiles or placement in national-level programs.
- e) Criterion-Referenced Assessment: Measures a student's performance against specific goals, objectives, or standards, aligning with mastery or competency-based learning.
- f) Interim/Benchmark Assessment: A type of interim assessment that functions similarly to benchmark assessments.

5.3.3. *Traditional vs. Alternative Assessment for EFL Students*

According to Huerta-Macias (1995), alternative assessment focuses on students demonstrating abilities, contrasting with traditional testing that emphasizes recall and reproduction. It differs by not intruding on regular classroom activities, providing information on individual strengths and weaknesses, and offering multiple indicators for gauging progress.

Common Types of Language Assessments	
Informal	Formal
Classroom, "low-stakes"	Standardized, High stakes
Criterion-referenced	Norm-referenced
Achievement	Proficiency
Direct	Indirect
Subjective	Objective
Formative	Summative
Alternative, Authentic	Traditional Tests

5.3.4. *Types of Alternative Assessments for EFL Students*

Colorado (2021) identifies two common informal methods: Performance-based assessment and portfolio assessment.

Performance-based Assessments:

- Oral reports

- Presentations
- Written assignments
- Reading with partners
- Role playing
- Giving descriptions or instructions using visual or written prompts
- Oral reporting to the whole class
- Completing dialogues or conversations through written prompts
- Debating, either one-on-one or in small groups
- Brainstorming

Portfolio Assessments:

- Samples of written student work
- Drawings representing content knowledge and proficiencies
- Tapes of oral work
- Teacher descriptions of student accomplishments
- Formal test data, checklists, and rating sheets

5.4. Student learning types

According to Dunn (1992, 1993, 1999) and Pashler (2009), learning style is the way in which each learner begins to concentrate on, process, absorb, and retain new and difficult

information. The author states that the interaction of these elements occurs differently in everyone. Therefore, it is necessary to determine what is most likely to trigger each student's concentration, how to maintain it, and how to respond to his or her natural processing style to produce long-term memory and retention (Dunn, 1992, 1993, 1999; Pashler, 2009, p. XX).

In order to develop these learning styles in each student, it is necessary to promote a model of learning style that identifies each individual's strengths and preferences across the full spectrum of physiological, sociological, psychological, emotional, and environmental elements.

The four learning types. According to research published by Grand Canyon University (2020), it is stated that, while there are multiple models related to learning styles, the VARK model is among the most widely used since it sufficiently addresses learner diversity and needs.

The VARK model stands for:

- Visual
- Auditory
- Reading/Writing
- Kinesthetic

5.4.1. Visual Learning

Recognizing visual learners: The visual learners in your classroom like to see and observe the things that they are learning about. This learning style has also been known as “spatial.” The students who are visual or spatial learners might draw, make lists or take notes in order to interact with and process information.

Supporting visual learners: Some of the more traditional styles of teaching support visual learners, such as whiteboards or projecting information onto a screen. Diagrams, notes or handouts. Visual learners may have a tough time with lectures and could need more time to process information that they hear auditory.

5.4.2. Auditory Learning

Recognizing auditory learners: The auditory learners in your class learn best by listening and relating information to sound. These are students who prefer listening to a lecture or a recording rather than taking written notes. These students are more vocal and like to read aloud to themselves the instructions provided by the teacher.

Supporting auditory learners: Including a lot of time for discussion can support the auditory learners in your classroom. They want to hear what others have to say and share their own ideas in order to learn and process information. In addition, auditory learners appreciate watching videos about a topic and listening to audiobooks or recordings.

5.4.3. Reading/Writing Learning

Recognizing reading/writing learners: This learning style is often confused with visual learning because reading/writing learners like to learn using the written word. This may seem like visual learning, but reading/writing preference learners can be discerned as those who express themselves through writing. They also enjoy reading articles and writing in diaries or journals. Your reading/writing learners may be experts with search engines and even old-school encyclopedias. They hunger for knowledge that they gather through reading.

Supporting reading/writing learners: Again, most of the traditional educational system caters toward this type of learner. They will usually be content to write an essay or create a written project. While these students may not be as vocal as auditory learners, they can express themselves well with the written word. Try to give the reading/writing learner time to write their answers and work through their thoughts on paper.

5.4.4. Kinesthetic Learning

Recognizing kinesthetic learners: Kinesthetic or tactile learners learn by experiencing and doing. Students who are particularly good athletes or dancers may be kinesthetic learners because they are adept at following the directions of a game or a dance using their body or parts of the body as learning instruments.

Supporting kinesthetic learners: More modern or informal teaching methods may be necessary with these types of learners. Since kinesthetic learners learn through movement, teachers may ask them to act out scenes from a book or use movement in other ways during the learning process.

5.5. Summary of the literature:

The literature provides a broad overview of English as a Foreign Language (EFL) teaching methodologies and their impact on student motivation. The study focuses on 11th grade students at the Instituto Nacional Rigoberto Lopez Perez in Managua, and emphasizes the need for innovative approaches to make English acquisition engaging.

Various EFL methodologies are explored, ranging from traditional approaches such as the Grammar-Translation method to modern ones such as task-based language learning and Communicative Language Teaching. The study advocates a mixed-method research approach,

combining quantitative (survey) and qualitative (participant observation) elements.

Effective teaching methodologies are highlighted, emphasizing the importance of flexibility, stimulating activities and the use of various assessment tools. Factors influencing teaching include institutional resources, teacher experience and curricular materials. The role of the Ministry of Education in supporting teachers and encouraging change is recognized.

The various pedagogical approaches are classified into structural, cognitive, psychological and functional orientations. The literature highlights the evolving role of learners in a more learner-centered environment, emphasizing learner autonomy, self-assessment and responsibility for their own learning.

Assessment methods are discussed, including diagnostic, formative and summative assessments. Traditional testing is contrasted with alternative assessment, which focuses on demonstrating what students can do and providing multiple indicators of progress. Informal methods, such as performance-based assessments and portfolios, are considered for EFL students.

The literature also delves into student learning types, referencing the VARK model (Visual, Auditory, Reading/Writing, Kinesthetic). For language teaching to be effective, emphasis is placed on recognizing and supporting different learning styles, such as visual, auditory, reading/writing, and kinesthetic.

Overall, the literature stresses the dynamic nature of EFL teaching, advocating continuous innovation, teacher adaptability, and a learner-centered approach to enhance language learning experiences.

6. METHODOLOGICAL DESIGN

6.1. Type of Research

This research employs a mixed methodological approach, combining elements of quantitative and qualitative research to address the research question in a comprehensive manner. The integration of survey data and participant observation allows for a holistic understanding of the topic. The chosen philosophical approach emphasizes the systematic integration of qualitative and quantitative methods and techniques, which ensures research however a more qualitative emphasis was made to represent the quantitative data collected.

6.2. Population

The study was conducted in the second semester of 2023 at the Instituto Nacional Rigoberto López Pérez. The target population consisted of 30 students of the 11th grade "A" afternoon shift, and a Licentiate, the teacher in charge of teaching the students.

6.3. Sampling

The sampling was carried out in the second semester of 2023 at the Instituto Nacional Rigoberto López Pérez. The population under study consisted of 30 students in the 11th grade "A" afternoon shift, constituting the entire classroom.

6.4. Data collection Techniques

The information and data collection techniques were classroom observation guides, teacher interviews and student questionnaires for 11th grade "A" students applied at the Instituto Nacional Rigoberto López Pérez, Managua, in the second semester of the year 2023, in order to process quality information from students and teachers.

6.4.1. Validation of the instruments

Recommendations

Based on the study, the methods studied and the aspects analyzed, the researchers consider it relevant to offer the following recommendations:

To the public school Rigoberto López Pérez: To review, evaluate and update the programs of study in the teaching of English, as well as the quality of the teachers who work in these institutions so that they respond to the needs and demands of the students and of the historical moment in which we find ourselves.

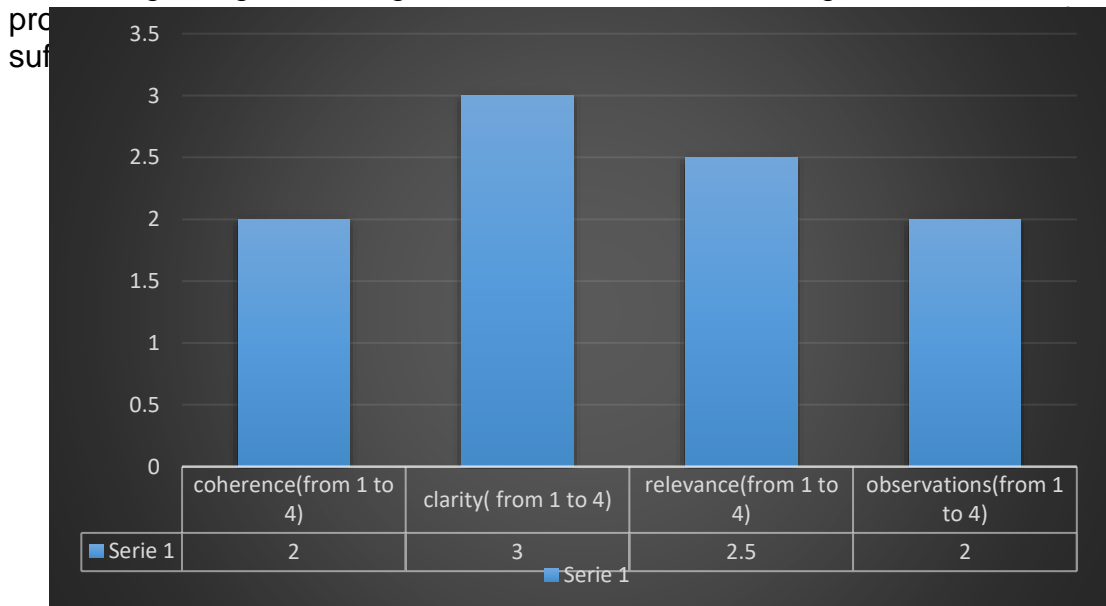
To provide not only programs but also updating services that allow teachers to keep up to date with respect to the didactics of English itself.

To train teachers in action research, so that once they are incorporated as professionals in the educational centers, they are capable of performing different methods for teaching and learning of students so that they pay attention when teaching classes and make them more dynamic. The use of technological means to help them in the learning process.

6.4.2. To the Ministry of Public Education. It is suggested to be constant in the application of suitability tests to evaluate the academic quality of the teaching staff that is hired, with the objective of providing quality in the education offered.

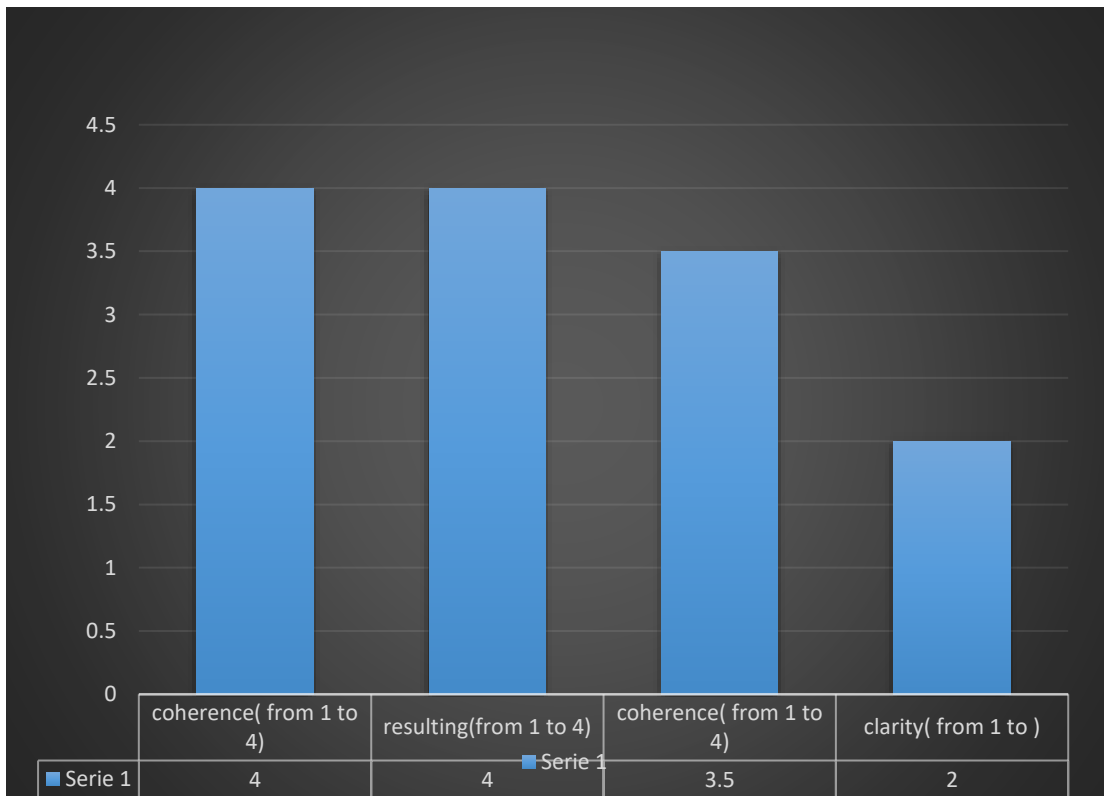
Class observation

According to the research on applied observation of students and teachers during the teaching and learning process, the methodology used in the left chat classroom indicates coherence at 2, clarity at 3, relevance at 2.5, and observation at 2. The grading scale ranged from one to four. According to the information



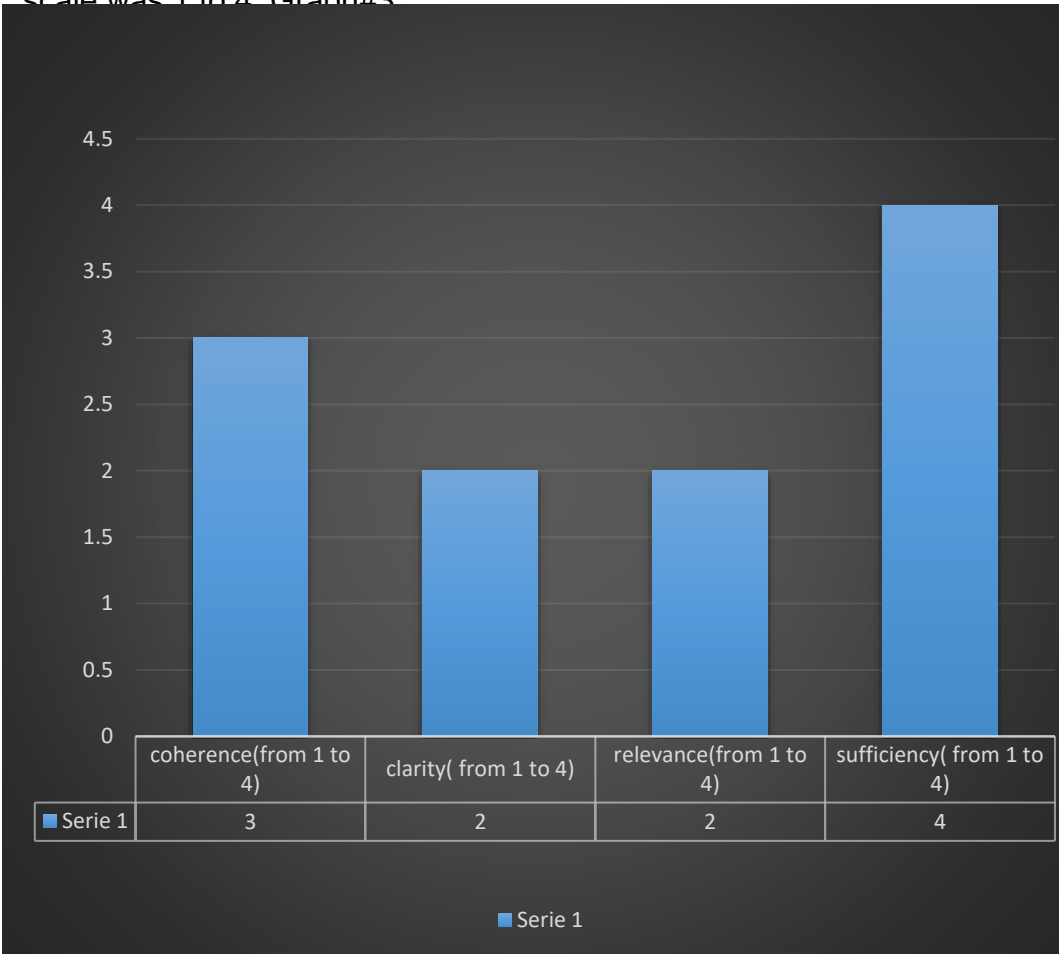
The research conducted on the interview with the teacher, to be carried out in

a short period of time outside his or her usual schedule, with the objective of having him or her speak with confidence and frankness. In this way, we can evaluate the interview on a scale of one to four, resulting in 4 for coherence, 4 for clarity, 3.5 for relevance and 2 for structure. Graph#2



Student questionnaires

Regarding the student questionnaire, the coherence was 3, the percentage of clarity was 2, the relevance was 2 and the sufficiency was 4, and the grading scale was 1 to 4. Graph#3



6.4.3. Research Matrix

Specific objectives	Variables	Sub variables	Indicators	Instruments
To identify the effectiveness of the EFL teaching methodology used in the classroom.	teaching methodology focused on creating an inclusive and supportive learning environment	<ol style="list-style-type: none"> 1. Create the best learning environment 2. Encourage students for teamwork 3. Share inspiration real-life stories in the classroom 4. Share constructive feedback along with improvement tips 	Description of the factors	Class observation Guides

<p>2.To evaluate the current effectiveness of the English as a foreign language teaching methodology used by the English teacher with 11th grade students of the Institute Nacional Rigoberto López Pérez, Managua.</p>	<p>Teaching Methodology Implementation</p>	<p>1.Importance of teaching and learning methodology</p> <p>2.Inputs on effective teaching methodology for teaching and learning process</p> <p>3.Factors that intervene in the methodology applied by the teacher in teaching and learning process</p> <p>4.Role of MINED in the methodology used by the teacher in the teaching of English</p> <p>5.Description of English language teaching and learning approaches</p> <p>6.Role of the student in the English teaching-learning process</p>	<p>Description of the factors</p>	<p>Students Questionnaires</p>
<p>To propose the implementation of new English teaching methodologies that incorporate modern approaches to improve the quality of the language acquisition process.</p>	<p>Student Engagement and Motivation Levels</p>	<p>1.Assessing learning</p> <p>2.Types of Assessments</p> <p>3.Types of alternative assessments for EFL students</p> <p>4.Student learning types</p>	<p>Description and analysis</p>	<p>Teacher Interview</p>

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class observation

Indications :Mark with an X the option that corresponds to the learning level.

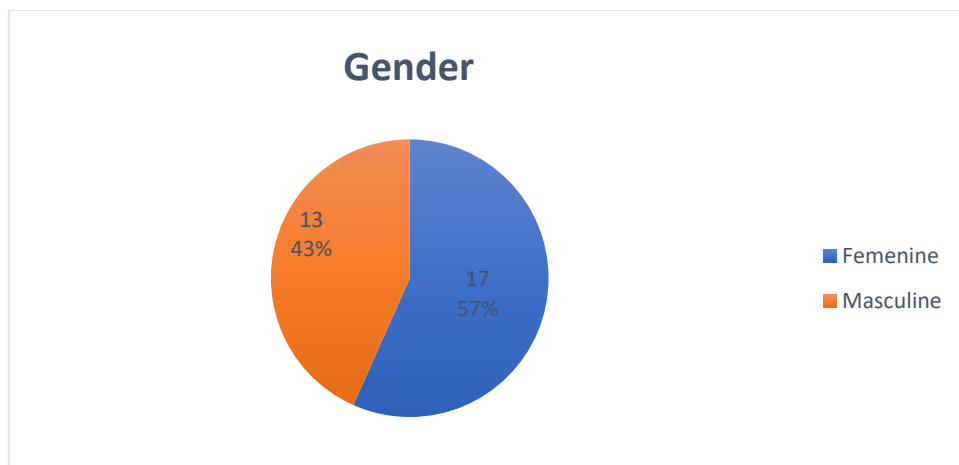
Student's name:			
Aspects	Levels		
	Always	Sometimes	It is difficult to do so
Active participation in the classroom	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Complies with teacher's assignments	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Supports with discipline and conduct in the classroom	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Collaborates in team activities and assists classmates	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Performs in the learning skills	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Estimado profesor: usted ha sido seleccionado para llenar el siguiente teacher interview que hace parte de una investigación, cuyo título es: **THE EFL METHODOLOGY USED BY TEACHER TO IMPROVE STUDENT MOTIVATION IN THE FOREIGN LANGUAGE.** La información que nos provea es estrictamente confidencial y solo se utilizara para los propósitos ante descrito. Muchas gracias de antemano por su colaboración.

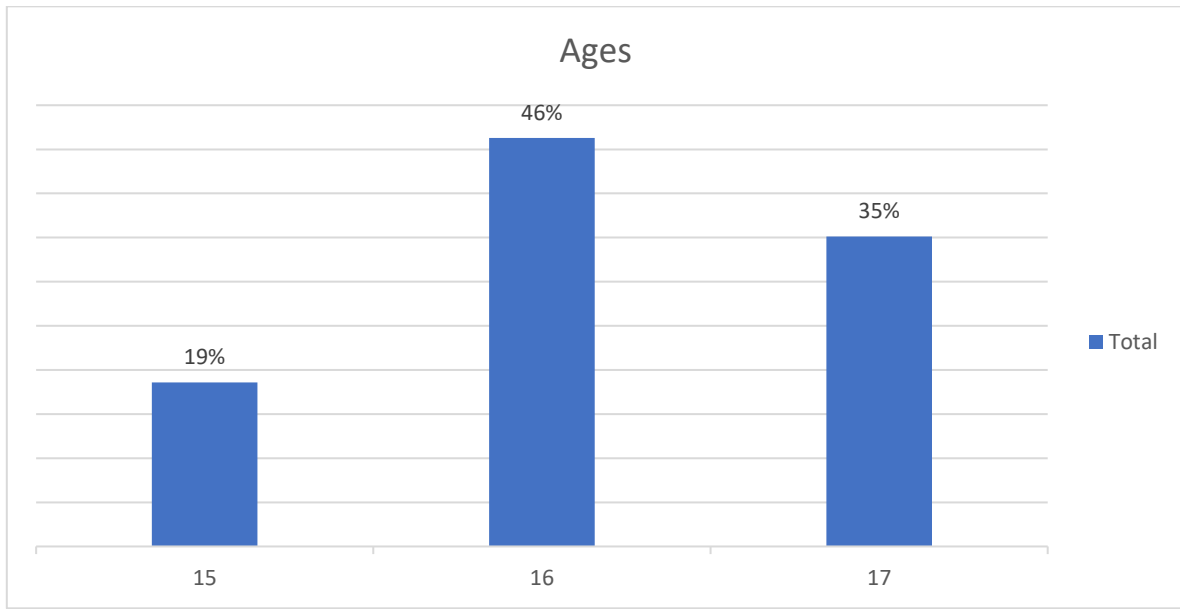
ITEMS
What Are Your Teaching Style and Methods?
How do you help students to learn your subject?
How do you help children with various learning styles?
How do you keep your students engaged and motivate?
What methods of positive reinforcement do you like to use?
What strategies do you use in each skill of the English class?
What is the best way to drive enthusiasm and participation amongst students?
How do you adapt your teaching methods to meet the needs of different students?
How do you promote an inclusive classroom environment?
How do you stay motivated and enthusiastic as an ESL teacher?

Data Analysis and Discussion

A survey was conducted with a sample of 30 students from 11th grade, evening shift, at the Rigoberto Lopez Perez National institute. The following graph shows the gender of the participants.



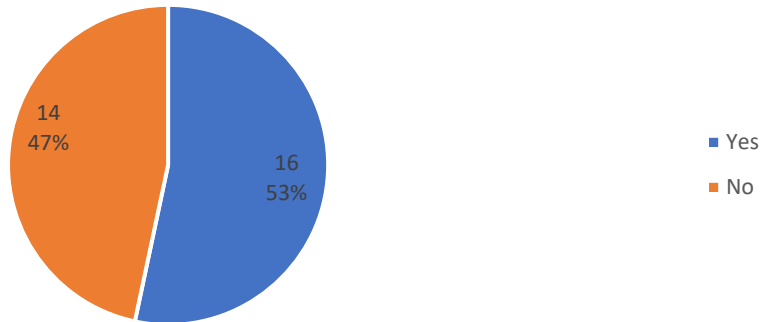
Of the students surveyed, 19% were between 15 years of age, 46% between 16 years of age and 35% between 17 years of age. As can be seen, the majority of the class population is in the midst of adolescence where it is common to find rebellious students who may resist second language instruction. For this reason, the teacher must make a greater effort to teach



the class. We observed that it is very difficult to capture the attention of these students.

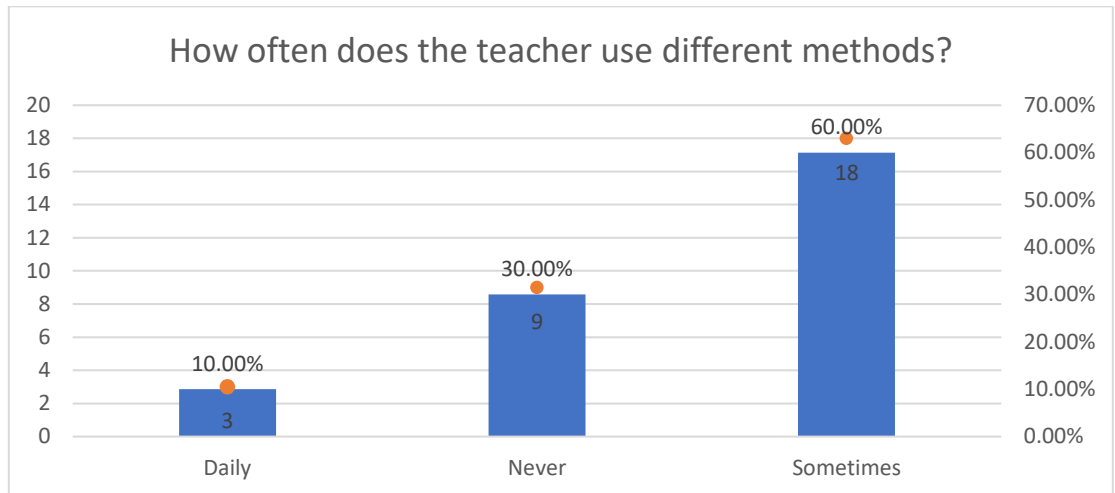
They were asked a series of questions in order to identify the effectiveness of the EFL teaching methods applied by the teacher in the classroom. In the first question, they were asked if they felt comfortable with the methods used by the teacher in the classroom. As a result: 53% of the students stated that they felt comfortable with the teaching methods used by the teacher, on the other hand 47% of the students does not feel comfortable with the methods applied by the teacher. In the face of this, it is notable that most students are fine with the method. However, there is an important percentage of the classroom that does not feel comfortable with the method, which is a weakness found in the classroom.

Do you feel comfortable with the methods the teacher uses in the classroom?

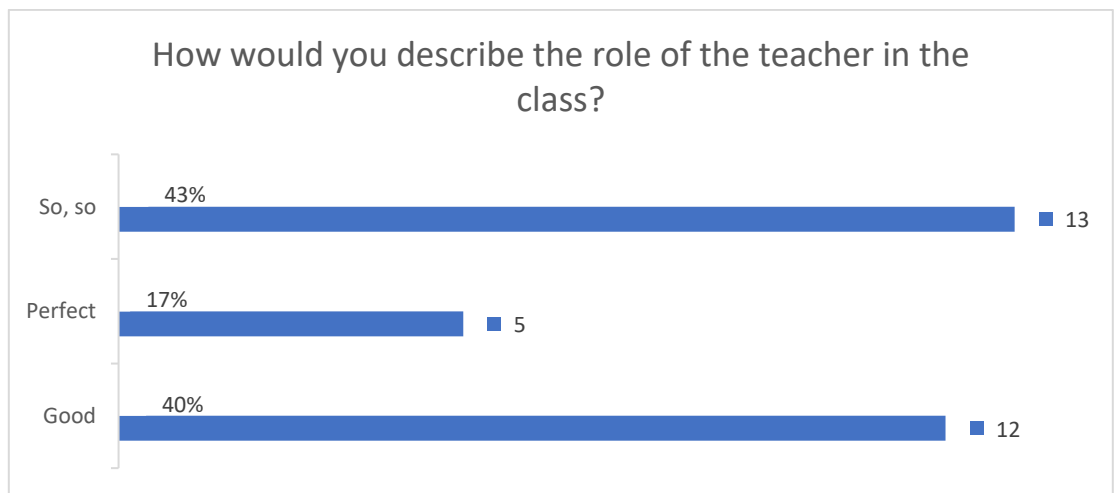


Statistics			
	Do you feel comfortable with the methodology the teacher uses in the classroom?	How often does the teacher use different methods?	How would you describe the role of the teacher in the class?
Valid	30	30	30
Lost	0	0	0

In the next question they were asked about how often the teacher applies a different teaching method in the classroom. As a result: 60% of the students stated that a different teaching method is applied sometimes, a 30% of the students replied that a different teaching method is never applied, and a 10% of the students stated that different methods are applied daily or every time they receive the class. It is therefore, accurate to say that different teaching methods are applied with moderate frequency even though a significant percentage of students believe that no new methods are used often.

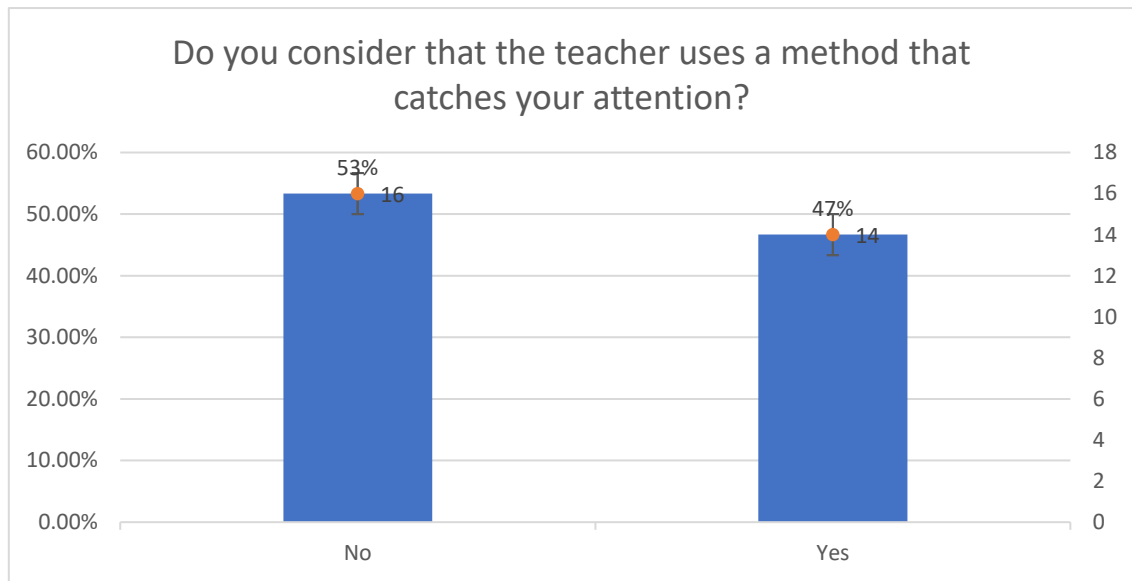


In the next question, we asked the student to evaluate the role of the teacher in the classroom. As a result: 40% of the students rated the role of the teacher in the classroom as good, a 17% of the students rated the teacher's role as perfect and a 43% of the students named the role of the teacher as so, so. This indicates that the students are satisfied with the role of the teacher in the class.



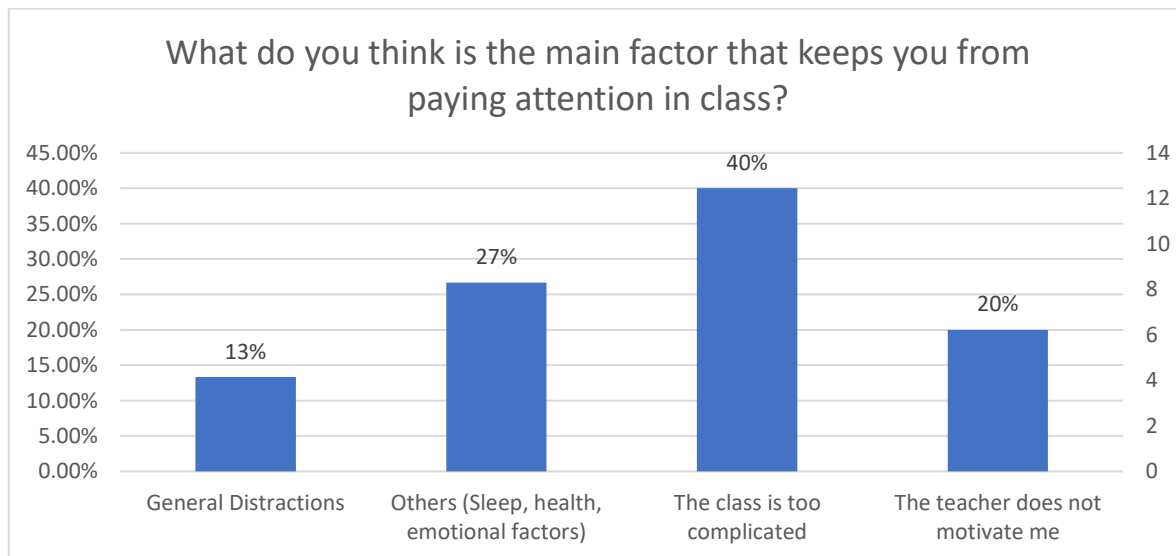
In the following question, the students were asked if the method of teaching used by their teacher caught their attention. As a result: 53% of the students stated that the method used does not catch their attention, on the other hand, a 47% of the students stated that the

method used, did catch their attention. This indicates that the majority of the students tend to lose their focus during the class after not feeling totally interested in the class activity. This could be due to different factors the student may be going through or due to the approach being applied by the teacher during the class failing to fully motivate them.



Statistics			
	Do you consider that the teacher uses a methodology that catches your attention?	What do you think is the main factor that keeps you from paying attention in class?	How would you like to receive the class?
Valid	30	30	30
Lost	0	0	0

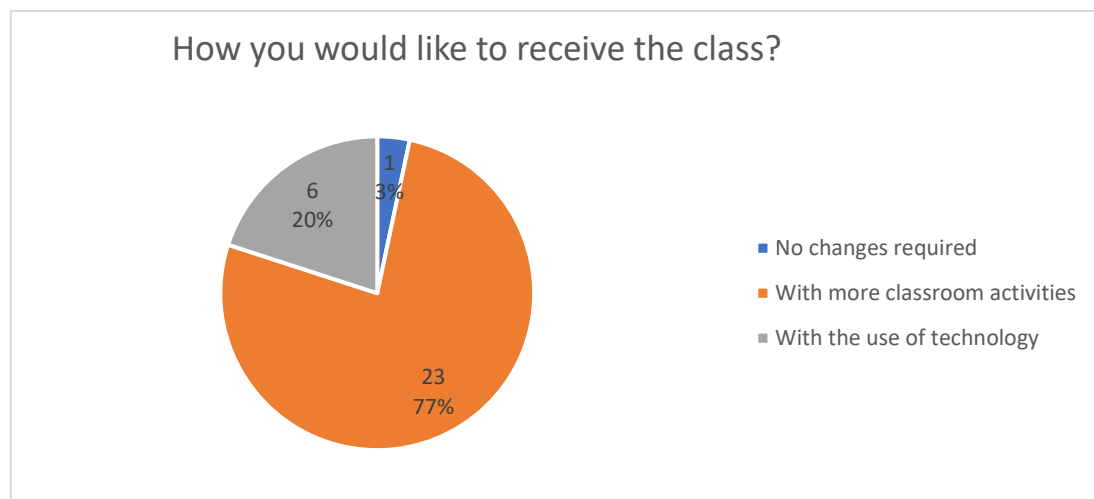
In the next question, the students were asked to name the factors that kept them from paying attention in the class. As a result: 40% of the students stated that it is due to the class being too complicated, a 27% of the students named other factors as sleep, health and emotional factors like as the main factor that keeps them distracted during the class, a 20% of the students think that the teacher does not motivate them enough to remain engaged in the class, and a 13% of the students stated that they are affected by general distractions (conversations with partners, homework from other subjects, extracurricular activities)



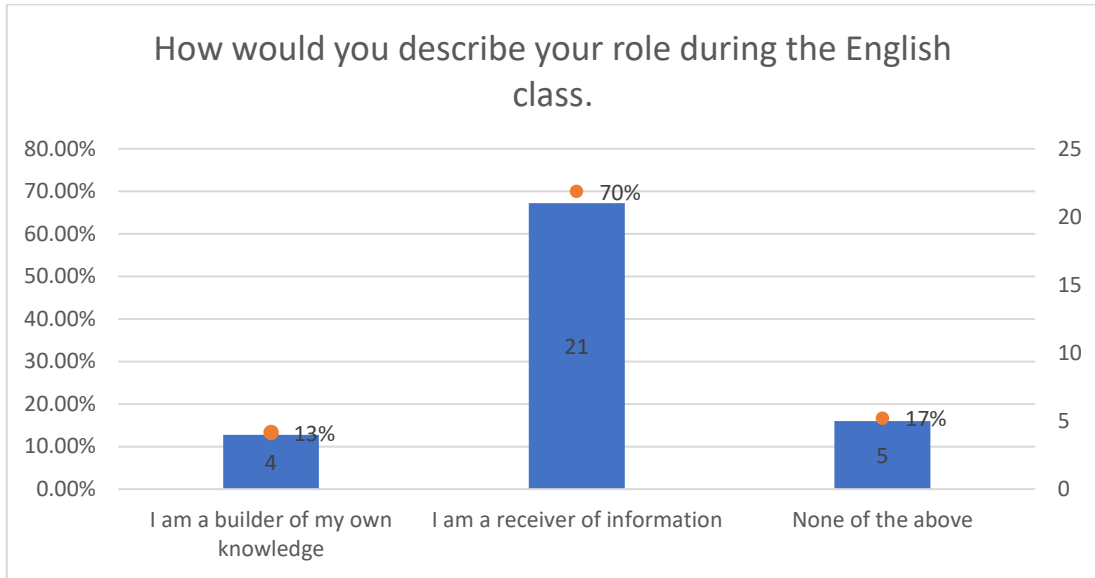
Statistics			
	How would you describe your role during the English Class?	Do you consider it is necessary for the teacher to develop a different teaching methodology?	In what type of assessments applied by the teacher do you perform the best?

Valid	30	30	30
Lost	0	0	0

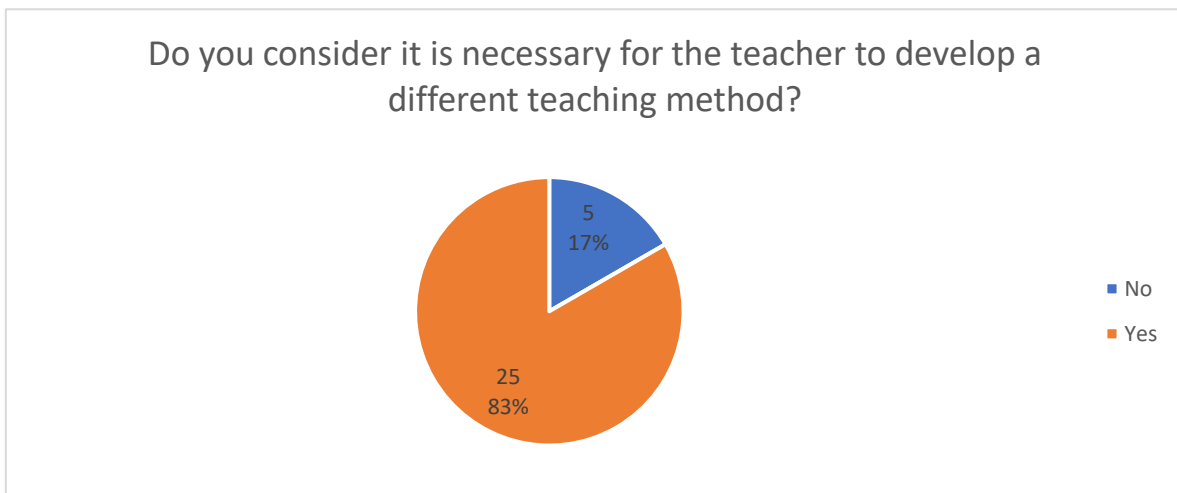
On this question, the students were asked how they would like to receive the class. As a result: A 77% of the classroom stated that they would like to have more classroom activities during the class, a 20% stated that they would like to have the implementation of technology during the English class and a 3% does not think changes to the class should be applied. In the face of this it can be said that the majority of the students consider that changes in the methods of teaching should be implemented in relationship to the ones currently applied.



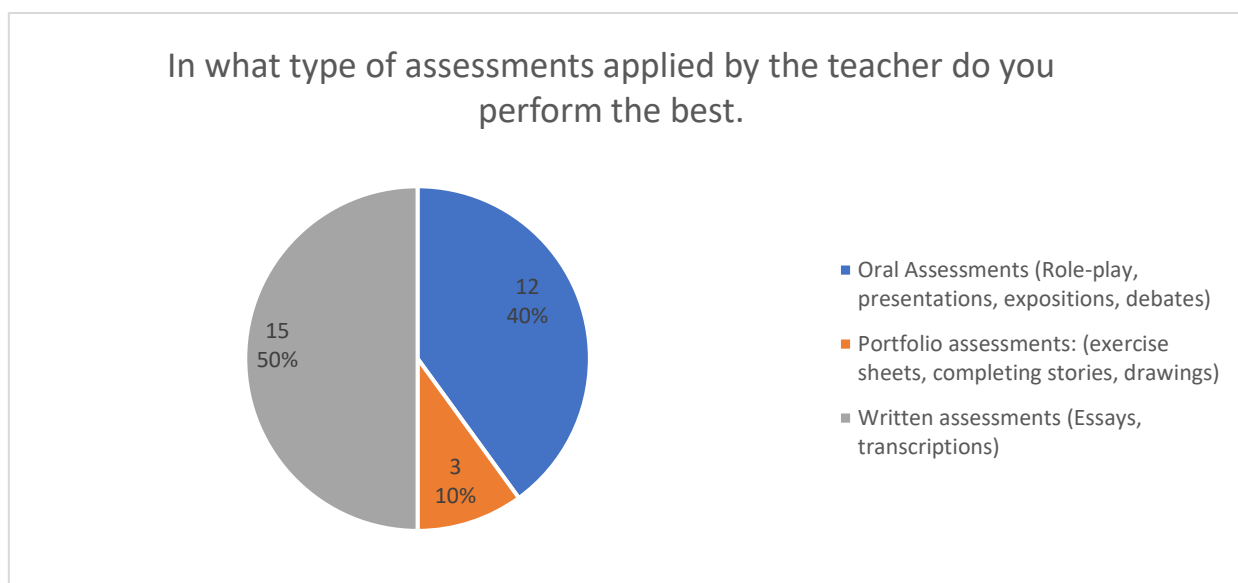
In the following question, the students were asked to evaluate their role in the English class. As a result: A 70% of the students stated that they have a secondary role or they are a receiver of information, a 4% of the students stated that they have a similar role to the teacher and consider themselves builders of their own knowledge and a 17% does not consider that they have an active role during the class.



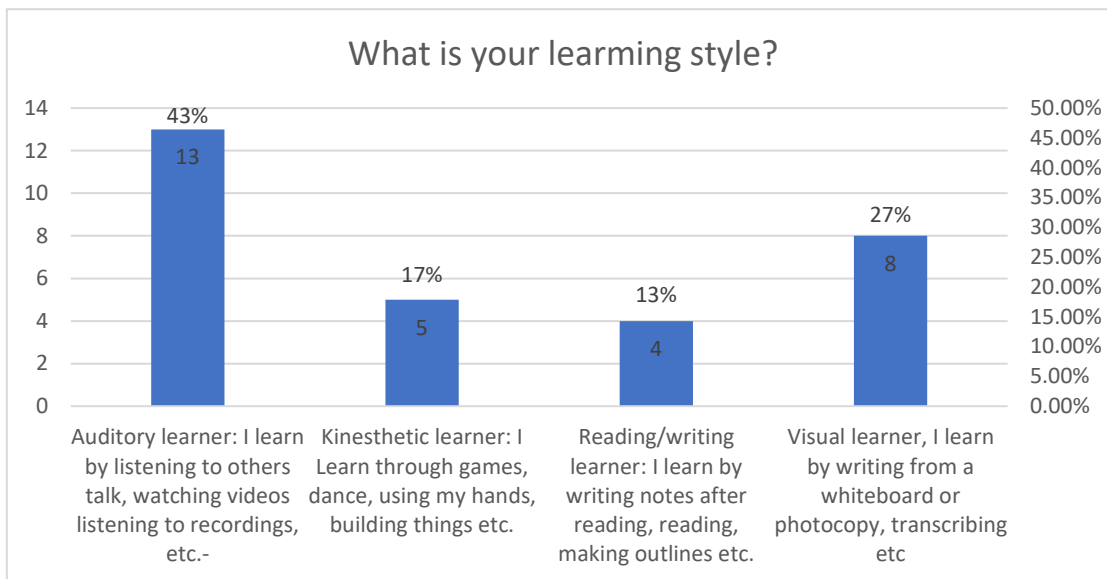
On this question, students were asked if they feel the need for their teacher to apply a different method, as a result: 83% of the students considered that it is necessary for the teacher to develop a different teaching method and the 17% of the students surveyed believes that a different teaching method is not necessary. It can be stated that majority of the class would like to have a different teaching method implemented



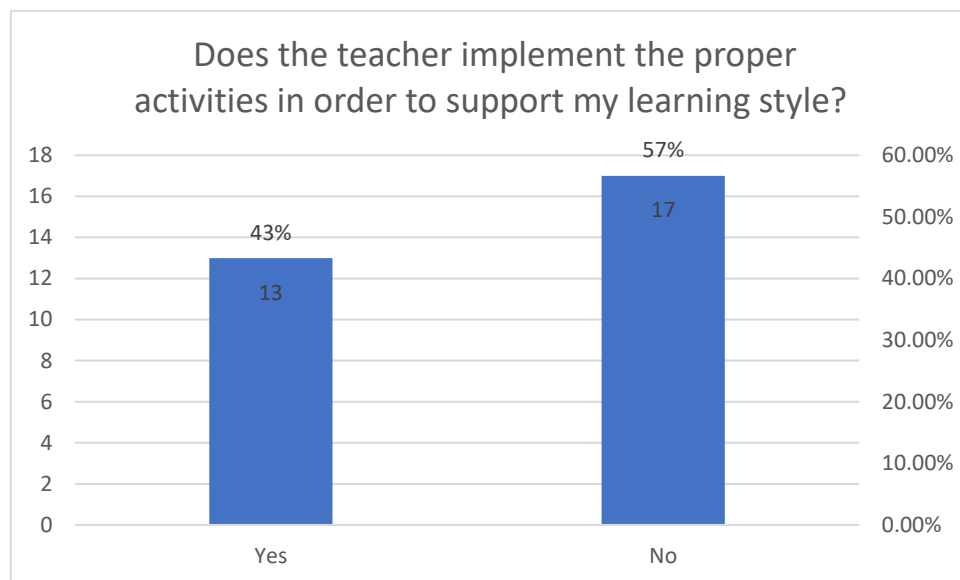
In the next question, the students are asked once again to self-assess themselves and to answer what is the type of assessment applied by the teacher where they feel they perform the best. As a result: 50% of the students consider that they perform the best in written assessments, a 40% of the students stated that they perform the best during oral assessments and a 10% of the surveyed students considers that they perform the best via portfolio assessments. This is an indicator of the level of confidence perceived by the students when performing in each assessment area, as it is pretty well known EFL student's confidence to be able to speak must be high in order to feel motivated to speak, yet students do not feel they are performing well when being assessed orally.



On this question, students were asked to select their learning style. As a result: A 43% of the students stated that they are auditory learners, a 27% of the students believe that they are visual learners, a 17% of the students stated that they are kinesthetic learners and a 13% of students stated that they learn by reading and writing. It can be stated that the majority of the class identifies themselves as auditory learners.



On the last question, the students were requested to answer if they felt like the teacher applied classroom activities that go along with their learning style. As a result: A 57% of the students answered that the teacher does not implement activities that support their learning style, on the other hand, a 43% of the students believes that the teacher does implement activities that support their learning method. After these findings, it can be inferred that, the majority of the students do not feel like the activities implemented by the teacher suits their learning style.



7. CONCLUSION

After having applied and analyzed the instruments for this research, we can conclude the following:

This research is based on the effect of the foreign language methods used by the teacher in the students of the eleventh grade A of the national institute Rigoberto Lopez Perez Managua. The main objective was to analyze the effects produced by the methods applied by the teacher during the process of teaching and learning English, this research consists of a theoretical framework that describes the different types of methods that can be used in the teaching of English helped by the skills and preparation of teachers these can be very effective to present a class that captures the attention of students the methods that are suggested are: direct method, grammar translation, CLT TPR.

Of these the ones that could be visualized that are used in the classroom are the : Direct method, grammar translation and CLT, then continue the surveys that were directed to students to verify which methods capture the interest of students and the results obtained have been that at the time of being in the classroom some are motivated but others see the subject difficult and complex and it is a challenge for future teachers to help students to be interested in English class and to produce changes that allow students to assimilate the teaching and learning process to meet a level of competence according to the year of completion.

To conclude, we have verified the low effectiveness of the methods currently used in the eleventh grade English students of the Rigoberto Lopez Perez school, since they reinforce more the theoretical and grammatical part, neglecting in a great way the speaking and listening skills, and although new methods are implemented in a common way, the

frequency of their application is not consistent, therefore, a learning that is limited to the theoretical, structural knowledge of the language is not very useful because it does not favor the possibilities of practical application of oral communication, of social interaction that are indispensable conditions for the diffusion of knowledge and development of a good competence after finishing their secondary school.

8. RECOMMENDATIONS

Based on the study, the methods studied and the aspects analyzed, the researchers consider it relevant to offer the following recommendations:

To the public-school Rigoberto López Pérez: To review, evaluate and update the programs of study in the teaching of English, as well as the quality of the teachers who work in these institutions so that they respond to the needs and demands of the students and of the historical moment in which we find ourselves.

To provide not only programs but also updating services that allow teachers to keep up to date with respect to the didactics of English itself.

To train teachers in action research, so that once they are incorporated as professionals in the educational centers, they are capable of performing different methods for teaching and learning of students so that they pay attention when teaching classes and make them more dynamic. The use of technological means to help them in the learning process.

To the Ministry of Public Education. It is suggested to be constant in the application of suitability tests to evaluate the academic quality of the teaching staff that is hired, with the objective of providing quality in the education offered.

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Attachments

10.ANNEXES

UNIVERSIDAD NACIONAL AUTÓNOMA DE NICARAGUA

UNAN-MANAGUA



Topic: The EFL Methodology used by teacher to improve student motivation in the foreign language .

General Objective:

1.To analyze the EFL methodology used by the teacher, to enhance the motivation of students during the teaching-learning process of English in students of 11th grade "A" of the National Institute Rigoberto López Pérez, Managua, in the second semester of the year 2023.

Objectives:

To identify the effectiveness of the EFL teaching methodology used in the classroom.

To evaluate the current effectiveness of the EFL teaching methodology used by the English teacher with students in the 11th grade.

To propose the implementation of new English teaching methodologies that incorporate modern approaches to improve the quality of the language acquisition process.

Expert Judgement: You have been selected to evaluate the instrument used to carry out this research, the evaluation of the following instruments is essential to achieve their validation and get reliable data.

Name of the judge:

Academic qualifications:

Professional Experience area:

Institution

Student's survey

Instrument # 3

Dear student, we ask your contribution to answer the following questions that will help us to gather information about the present research in order to find a solution to it thank you very much in advance for your help.

Topic: The effects of EFL methods applied by English teachers in 11th grade students at Rigoberto Lopez Pérez Institute Managua.

The main objective of this research is to analyze the EFL methods applied by English teacher in students from 11th grade

Grade:

School:

Date

Please answer the following questions.

Do you feel comfortable with the methods the teacher uses in the classroom?

1. Yes
- No

How often does the teacher use different methods?

1. Daily
2. Sometimes
3. Never

How Would you describe the role of the teacher in the class?

4. Good
5. So, so
6. Perfect

Do you consider that the teacher uses a method that catches your attention?

1. Yes
2. No
- 3.

What do you think is the main factor that keeps you from paying attention in class?

1. The class is too complicated
2. The teacher does not motivate me
3. General Distractions
4. Others (Sleep, health, emotional factors)

How you would like to receive the class?

- With more classroom activities
- With the use of technology
- Simple
- No changes required

As a student, how would you describe your role during the English class.

- I am a receiver of information
- I am a builder of my own knowledge
- None of the above

Do you consider it necessary for the teacher to develop a different teaching method?

- Yes
- No

In what type of assessments applied by the teacher do you perform the best.

Written assessments (Essays, transcriptions)

- Oral Assessments (Role-play, presentations, expositions, debates)
- Portfolio assessments: (exercise sheets, completing stories, drawings)

What type of learner are you?

- Visual learner, I learn by writing from a whiteboard or photocopy, transcribing etc.
- Auditory learner: I learn by listening to others talk, watching videos listening to recordings, etc.-
- Reading/writing learner: I learn by writing notes after reading, reading, making outlines etc.
- Kinesthetic learner: I Learn through games, dance, using my hands, building things etc.
- I don't know what type of learner I am.

Does the teacher implement the proper activities in order to support my learning style?

- Yes
- No

Encuesta para estudiantes

Estimado estudiante, solicitamos su contribución para responder a las siguientes preguntas que nos ayudarán a recabar información sobre la presente investigación para encontrar una solución a la misma muchas gracias de antemano por su ayuda.

Tema: Los efectos de los métodos de EFL aplicados por los profesores de inglés en los estudiantes de 11^o grado del Instituto Rigoberto López Pérez de Managua.

El objetivo principal de esta investigación es analizar los métodos EFL aplicados por el profesor de inglés en los estudiantes de 11^o grado

Grado: Escuela:

Fecha

Por favor, responda a las siguientes preguntas.

¿Te sientes cómodo con los métodos que el profesor utiliza en el aula?

- Sí
- No

¿Con qué frecuencia utiliza el profesor los distintos métodos?

- Diariamente
- A veces
- Nunca

¿Cómo describiría el papel del profesor en la clase?

- Buena
- Más o menos
- Perfecto

¿Considera usted que el profesor utiliza un método que capta su atención?

- Sí
- No

¿Cuál crees que es el principal factor que te impide prestar atención en clase?

- La clase es demasiado complicada
- El profesor no me motiva
- Distracciones generales
- Otros (sueño, salud, factores emocionales)

¿Cómo le gustaría recibir la clase?

- Con más actividades en el aula
- Con el uso de la tecnología
- Con sencillez
- Sin cambios

Como estudiante, ¿cómo describirías tu papel durante la clase de inglés?

- Soy un receptor de información
- Soy un constructor de mi propio conocimiento
- Ninguna de las anteriores

¿Consideras necesario que el profesor desarrolle un método de enseñanza diferente?

- Sí
- No

En qué tipo de evaluaciones aplicadas por el profesor te desenvuelves mejor

- Evaluaciones escritas (Ensayos, transcripciones)
- Evaluaciones orales (Juegos de rol, presentaciones, exposiciones, debates)
- Evaluaciones del portafolio: (Hojas de ejercicios, completar historias, dibujos)

¿Qué tipo de alumno eres?

- Aprendiz visual, aprendo escribiendo de una pizarra o fotocopiando, transcribiendo, etc.
- Aprendizaje auditivo: Aprendo escuchando a otros hablar, viendo vídeos, escuchando grabaciones, etc.
- Aprendiz de lectura/escritura: Aprendo escribiendo notas después de leer, leyendo, haciendo esquemas, etc.
- Aprendizaje kinestésico: Aprendo a través de juegos, bailes, usando mis manos, construyendo cosas, etc.
- No sé qué tipo de alumno soy.

¿Realiza el profesor las actividades adecuadas para apoyar mi estilo de aprendizaje?

• Sí

No

Rubric for instrument #3 survey to students

Objective: To evaluate the EFL methods applied by English teacher.

Dimensions	Descriptions	Source	Data collection	Items	Coherence (from 1 to 4)	Relevance (from 1 to 4)	Sufficiency (from 1 to 4)
Teaching Methods	Students need the teacher to use meaningful methods for the correct interpretation of the topic.	Herbert, (2020)	Survey	1. Do you feel comfortable with the methods the teacher uses in the classroom? Yes No			
Teaching Methods	The teacher must change methods in order to catch the attention in students.	Kaburt, (2019)	Survey	2. How often does the teacher use different methods? • Daily • Sometimes • Never			

Teaching Methods	Teachers must to help students learn by imparting knowledge to them in which students can and will learn effectively.	Richards, (2013)	Survey	3. How Would you describe the role of the teacher in the class? • Good • So, so • Perfect			
Teaching Methods	The teacher has to use effective methods to attract the attention of his students.	ELR. Abulon , (2014)	Survey	4. Do you consider that the teacher uses a method that catches your attention? • Yes • No			

<p>Learning Types</p>	<p>The re are factors that influence the methods used by the teacher that affect the teaching and learning process of the students.</p>	<p>Dinther,Doc hy , Segers,(201 1)</p>	<p>Surv ey</p>	<p>5. What do you think is the main factor that keeps you from paying attention in class? <ul style="list-style-type: none"> • The class is too complicat ed • The teacher does not motivate me • General </p>				
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				Distractio ns <ul style="list-style-type: none"> • Others (Sleep, health, emotional factors) 				
Teachi ng Methods	The teacher must use approaches that help students assimilate learning, leaving behind traditional ways of	D.D Serbessa, (2006)	ey Surv	6. How you would like to receive the class? <ul style="list-style-type: none"> • With more classroom activities • With the use of 				

	teaching.			technolog y • Simple • No changes required				
Teachi ng Methods	The teacher should use methods that help strengthen the teaching	. Abulon, (2014)	ELR ey	Surv 7. Do you consider it necessary for the teacher to develop a different teaching method? Yes No				

<p>Assessing Learning</p>	<p>The learner's role in an autonomous environment is not that of a passive receiver of information, learners are the makers of their own fortune and valued members of a learning community that is their class.</p>	<p>Castilleros, (2020).</p>	<p>Survey</p>	<p>8. As a student, how would you describe your role during the English class.</p> <ul style="list-style-type: none"> • I am a receiver of information • I am a builder of my own knowledge • None of the above 				
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<p>Assessing Learning</p>	<p>One useful way of understanding alternative assessment is to contrast it with traditional testing. Alternative assessment asks students to show what they can do; students are evaluated on what they integrate and produce rather than what they are able to recall and reproduce.</p>	<p>Erwin (1991)</p>	<p>Survey</p>	<p>9. In what type of assessments applied by the teacher do you perform the best.</p> <ul style="list-style-type: none"> • Written assessments (Essays, transcriptions) • Oral Assessments (Role-play, presentations, expositions, debates) • Portfolio assessments: (exercise sheets, completing stories, drawings) 				
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<p>Lear ning Types</p>	<p>(Pas hler et al., 2009) Learning style is the way in which each learner begins to concentrate on, process, absorb, and retain new and difficult information.</p>	<p>(Pas hler et al., 2009)</p>	<p>Sur vey</p>	<p>10. What type of learner are you? • Visual learner, I learn by writing from a whiteboard or photocopy, transcribing etc. • Auditory learner: I learn by listening to others talk, watching videos listening to recordings, etc.-</p>				
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				<ul style="list-style-type: none">• Reading/writing learner: I learn by writing notes after reading, reading, making outlines etc.• Kinesthetic learner: I Learn through games, dance, using my hands, building things etc.• I don't know what type of learner I am.				
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<p>Learning Types</p>	<p>In order to develop these learning styles in each student it is necessary to promote a model of learning style that identifies each individual's strengths and preferences</p>	<p>How to Recognize and Support Learning Styles in the Classroom. (2020, May 27)</p>	<p>Survey</p>	<p>11. Does the teacher implement the proper activities in order to support my learning style? • Yes • No</p>				
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