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Classroom Dynamics and Interaction in Teaching English as a Foreign Language in Secondary Education

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RESUMEN

En este trabajo de Fin de Grado (TFG) se va a estudiar en profundidad la dinámica llevada a cabo en el aula para enseñar una lengua extranjera (en este caso, inglés) en la Educación Secundaria, abordando algunos de los problemas con los que nos podemos encontrar en función de diversos factores: características cognitivas del estudiante, influencias externas e internas, entre otros. Por otro lado, este estudio se centra en cómo el profesor puede resolver estos problemas usando el método más efectivo teniendo en cuenta las características del estudiante. Además, el profesor ha de cumplir diferentes requisitos para conseguir el mejor resultado y rendimiento posible de sus estudiantes.

Después, la teoría será puesta en práctica con estudiantes de entre 11 y 16 años en una academia de inglés, para establecer diferentes resultados dependiendo del método y de la actitud que los profesores utilizan y, por otro lado, teniendo en cuenta el proceso de aprendizaje llevado a cabo en cada caso y el rendimiento de cada alumno dependiendo de sus diferentes capacidades cognitivas e influencias externas e internas que hemos mencionado anteriormente.

Para finalizar este estudio, presentaré algunas conclusiones y consejos con la finalidad de mejorar el método de aprendizaje llevado a cabo hoy en día en la Educación Secundaria.

Palabras clave: profesor, estudiante, aprendizaje, enseñanza, capacidad mental, Educación Secundaria, interacción, dinámica de clase, motivación.

ABSTRACT

This study deals with the dynamics used in the classroom to teach English as a foreign language in Secondary Education in a deep way, dealing with some problems we can find in students depending on their cognitive characteristics, external and internal influences, among others. On the other hand, this study is focused on how a teacher can solve these problems by using the most effective method according to the student's features. In addition, the teacher has to fulfil several requirements so that he/she gets the most effective results of his/her students.

Afterwards, the theory will be put in practice, dealing with students between eleven and sixteen years old in an academy of English, to establish the different results depending on the method and the attitude teachers use and, on the other hand, the process and the capacity of learning students have depending on their different cognitive characteristics, and external and internal influences we have mentioned previously. Finally, I will present some conclusions and advice in order to improve the method of teaching we have nowadays in Secondary Education.

Key words: teacher, student, learning, teaching, cognitive capacity, classroom dynamics, interaction, motivation.

1. INTRODUCTION

1.1 Objectives

The aim of this Degree's Final Project will be to be aware of the different techniques and methods we have to use as future teachers in order to reach the most productive and secure process of a convincing teaching methodology. To be a teacher is not an easy task, since you have to have a huge knowledge about the different techniques and methods that are useful to get the best of our students, and, as every profession, the more you love it, the better results you will obtain.

However, in addition to the objectives previously described, my main goal in this personal project, is to be conscious of the failure of teaching English as a foreign language in Spain in most of the cases, due to the use of ancient methods by teachers, because instead of using the modern methods of teaching that have been demonstrated by searchers and experts to be more efficient than old methods, most teachers nowadays use methods that belong to the past, which are not the most efficient ones. For instance, we have to use the foreign language, in this case English, in class most of the time, except when there are specific problems that do not allow students to follow their process of learning.

1.2 Justification

The reasons why I have chosen this topic are because, out of all the themes I have studied in my degree, I discovered two years ago when I studied the first subject related to teaching, Didactics, that this is my true passion. I love teaching and to see my students progress thanks to my method, my effort and my patience and, of course, to see them motivated and with eagerness because they really want to learn and progress and also due to the motivation I could transmit.

But the process of teaching is not always an easy task, since we have to take into account that not every student has the same capacity of learning with the same speed or the same enthusiasm to learn and it could be due to different factors: family environments, social relations, personality of the adolescent, among others. Therefore, in this project I want to try and provide a solution to these cases in which teaching is not easy, and the best steps we have to follow to improve the process of learning of our students in these difficult situations. In order to get that, we have to be professionals in our work.

In addition, I want to make teachers aware of the new processes of teaching to try to change the reality we have in Spain. Currently, it is one of the countries with the lowest level of English as a Second Language, and as future teachers we have to change it by using different and more effective methods of teaching and learning in class. Therefore, it is one of my goals as well, to make people aware of it and to improve the method of teaching foreign languages in Spain to qualify proficient people.

1.3 Possible contribution

Previously, I have spoken about the theoretical part which I am going to develop in this study. Now, I am going to talk about my practical contribution in my Degree's Final Project.

Some months ago, I received a call from an academy of English providing me with a job offer. This offer consisted in teaching English to children of different ages, from eleven to sixteen years, so children and adolescents from Secondary Education. They informed me that this offer was because the teacher of this academy had sick leave, so they needed a new one only for three months. I asked for the conditions and they were acceptable, so I agreed. Currently, I am teaching English in this academy, and it is being an awesome source of learning and experience for my future. Also, thanks to this experience I realise that teaching is my true vocation, I enjoy teaching, and for me, it is not a job, it is my passion.

Therefore, I want to take advantage of this experience and I will use it in the practical application of my Final Project, considering that it could be very interesting because I can connect easily the theory that I am going to develop with this practical contribution. In this case, theory and practice are so close because in the theoretical framework I am going to speak about the foreign language classroom, about the student characteristics depending on the age, the environment, and so on; thus it is perfectly in connection with my experience, since during these two months I am dealing with children and teenagers of different characteristics, ages and mentality affected by several internal and external factors that justify their motivation and their way of learning in class. I am putting in practice the different techniques and strategies learnt in my Degree subjects related to Didactics. In addition, the bibliographical references I have used for my Project are very useful to put them into practice into my English sessions.

1.4. Structure of this final project

Finally, I am going to speak about the structure of this Project, to make it clear beforehand what it is going to be like and the order in which I am going to speak about the different topics I will develop here. First of all, I will write about the contents of the state of the art or theoretical framework, in which I am going to develop everything about the bibliographical references I have used in order to enrich my knowledge of this field and to make myself sure about the resources and methods we have to take into account in the process of teaching. The main topics in this part will be the development of Piaget's operational thinking, schooling and cognitive development of students and conditions for foreign language learning, in which I will deal with internal factors, such as the learner's age, aptitude, and other cognitive and learning issues; and on the other hand, with external factors, in which the knowledge of the world, social and affective factors are included. Focusing on the teacher, in this section I will develop one of the main parts of this Project: strategies to be an efficient teacher, which includes the most efficient and useful ways that influence learning and teaching English as a foreign language.

After the theoretical framework, I am going to introduce one chapter about methodology, in which I am going to explain how I will perform a practical application related to the theory developed in the previous chapter. Then, after explaining it, I will develop the fourth chapter: Practical Application, by using questionnaires made for the students I am teaching to get feedback about their internal and external factors and which of them influence the process of learning to a greater or a lesser extent, affecting motivation in different ways. The results of these questionnaires will be a rich source of information and learning for me as well, since they will serve me as an example to improve or avoid some details or to maintain certain strategies which prove they are useful for the student's improvement and motivation.

Finally, I will conclude my Project by including a conclusion, to sum up and to explain my feelings and experiences after writing all my work.

The last two sections will be the references/works cited and the appendixes, where the two models of questionnaires designed to be completed by the students will be included.

2. THEORETICAL FRAMEWORK

As I said before, in this chapter I will develop the theoretical framework, and I am going to begin speaking about *the student characteristics*. First of all, I will make a brief introduction. Then, I am going to speak about Piaget's operational thinking (1964). Straightaway, I will mention some alternatives to Piaget's model and schooling and cognitive development. Finally, I will introduce the point that is most of my interest, *the conditions for foreign language learning*, which deals with the different factors affecting adolescents in order to learn, for instance, the learner's age, aptitude, cognitive maturity, among others.

First of all, I think this Piaget's contribution is important, since I am going to begin by dealing with the internal and cognitive factors the student develops when he/she begins the school, which will help to know why some other later factors are produced in some cases. Therefore, in this section we will study the main cognitive mechanisms the student begins to develop when he/she is an infant and then, the project will be focused on the most important issue in this study, classroom dynamics and interaction.

Bazo's (1996) contribution is focused on the cognitive development of the student, which can be taken into account at school or at home by means of education and for him this is essential in order to get effectiveness. Bazo (1996:41) also develops the favourable and unfavourable conditions for foreign language learning.

2.1. Piaget's operational thinking

Regarding Piaget's approach (1969:41), "as children enter middle school their cognition will be characterized by the development of what Piaget called 'concrete operations' ". According to Piaget (1969:41), these concrete operations are produced when the child is able to solve the obstacles that are given in the preoperational stage.

Then, Bazo (1996:41) also speaks about a process of 'internalization' of these operations: "By operation Piaget meant that the overt actions of the sensori-motor period were internalized so that the child could represent an action mentally and thereby run through an action sequence in his or her mind without having to act it out".

So, as Piaget (1969:41) wants to remark, the operations made by the child suffer this process of ‘internalization’. When it is produced, the child develops an action in his/her mind without the necessity of representing it.

Piaget (1969:41) also thinks that an operation belongs to a well-organized structure, so that these operations are never produced in a disorganized order. According to Piaget (1969:42), these series of structures can be classified in several ‘groupings’ that explain the different operations represented in the children’s mind by taking into account several processes. The first one is called by Piaget *Primary additions of classes*, in which he develops the capacity of the child in order to form hierarchies and compose and decompose them as he/she wants. The second one is related to the first one and Piaget names it *Secondary Addition of Classes*, and goes deeper than the previous one. In this case the hierarchy can be decomposed into several subgroups or subclasses, for example, the hierarchy of classes of colours plus all the different colours we have (subclasses), for instance, blue, pink, white and so on. So we can represent it in a mathematical way: colours (class A) plus the different colours (a1, a2, a3, and so on). Therefore, this is related to the capacity of children of classifying in more than one way what he/she builds in his/her mind.

Then, Piaget (1969:42) establishes a third model called *the bi-univocal multiplication of classes*. As the name indicates, here we have multiple choices in order to classify an element, so that this can belong to more than one class at the same time. After that, Piaget realised that the relation of these groupings depends on the personal understanding more than on the difference between classes, so that things are classified depending on the person more than depending on the class. Piaget (1969:43) call this last thought *the co-univocal multiplication of classes*, in which a multiplication of one member of series and several members of another is developed.

Afterwards, Piaget (1969:43) focuses his attention on *the addition of asymmetrical or symmetrical relationships*. With the term asymmetrical, he wants to remark the ability of humans to group models taking into account if they are ‘bigger than or smaller than’. On the contrary, with the term symmetrical, Piaget wants to make clear that in some cases, several things can belong to a same group because they have the same characteristics. For instance, if Rose is Lily’s sister, Lily is Rose’s sister, so they belong to the same group.

Finally, Piaget (1969:43) focuses on the term ‘multiplication’, so he distinguishes between *bi-univocal and co-univocal multiplications of relations*. With the term bi-univocal, Piaget says that it is when the child is able to distinguish internally that a tonality can have more tonalities, for example, inside the pink colour we can have more kinds of tonalities, such as light pink, dark pink, fuchsia, and so on. However, with the term co-univocal, Piaget makes it clear that with these classifications the child is able to know to which grouping something belongs, for instance, in terms of kinship: “If A is the father of B, and B is the cousin of C, then A is the father of the first cousin of C and thus the cousin of C” (Flawell, 1963:43).

This means that the child is able to establish different classifications and groupings in his/her mind if he/she has basic information about it.

To sum up, Piaget (1969:43) develops the last group, named *the preliminary grouping of equalities*. in which he insists on the capacity of the child to establish a “pure result” or equivalence, it is similar to solve something in your mind automatically.

What Piaget wants to reflect on with these classifications is the different ways human beings use them since they are children in order to solve whatever problem. As we have seen previously, the technique children use in the majority of cases is grouping and those groupings are internalised in their mind to solve the problem on their own in most of the cases.

The aim Piaget has with these classifications is to study the cognitive characteristics a human has since he/she is a child. Therefore, he establishes these groupings in order to analyse the cognitive structures they have. Taking it into account, as teachers we can have more information about the characteristics of the student to use one method or another with him/her. In order to know this cognitive capacity, the teacher has to observe their students to realise about the different grouping techniques they use to reach their goal or to solve their problem without the necessity of performing it and internalizing it properly.

2.2. Schooling and cognitive development

Now, we are going to focus on schooling and cognitive development, here I use this quote that, in my opinion, summarises the importance of this process in our lives: “People who go to school for a number of years and acquire literacy and numeracy are

likely to think in rather different ways from those who have never had this experience.” (Hallpike, 1976:263)

Therefore, we are talking about a crucial process in order to reach the capacity of reading and writing to be competent people in the future. As Hallpike (1976:263) said in this quote, to go to the school or not can affect even the way in which a person thinks and sees the world. But the biggest reason for schooling is to develop our cognitive capacity, so that we learn at this age skills and knowledge without realising how important they are. This process of schooling also gives importance to Piaget’s cognitive theory.

Up to now, we have adopted a theoretical approach, but we need to know how to put it in practice in order to get efficient results. First of all, according to Ginsburg (1981), the child’s intuitions have to be exploited by the teacher, in order to help them how to think or to know the strong points or weak spots of them to use a model of teaching or another. To reach that, Collis (1975) built a more simple process in order to establish differences between the thinking of children using Piaget’s stages. The first one is called *preoperational*, focused on the lack of comprehension in the answer of the children. So there is a failure on the data. The second stage Collins proposes is *early concrete*, in which not all the information is understood but for consistency, only the most important part of it. The third one is *middle concrete*. In this, various crucial points are assimilated, but in an isolated way.

In the fourth one, *concrete generalisation*, the child already perceives and internalises the data and, finally, the last process is *Formal*, the most effective one, in which the child internalises the most valid information to get the most proficient answer.

After knowing it, Collis (1975) and Biggs (1980) think that the most effective way of thinking is when the child makes lower levels of operations (which are more automatic, they do not need so much thinking) leaving space to higher level operations that need more space in order to retain them. Notwithstanding, some children fail in this process, and according to Collis (1975), the biggest guilty factor of it is the lack of teaching and experience, to develop the lower operations that we have dealt with previously automatically.

2.4. Conditions for foreign language learning

Up to now, we have mentioned Piaget's approach (1969), focused on the cognitive activities an infant can produce depending on his/her mental characteristics. In addition, we have dealt with the importance of schooling and how it can influence the cognitive capacity and ways of seeing the world. This section is going to be focused on the learner's different characteristics, which are of extreme importance for the teacher in order to use one teaching method or another depending on the learner's characteristics.

Bazo (1996:52) distinguishes several learner's characteristics which will influence his/her way of learning. Teachers have to take into account these characteristics in his/her process of teaching in order to make it as efficient as possible.

2.4.1. Internal factors

First of all, I am going to focus on internal or intrinsic factors that more often than not, affect the process of learning, these are *learner's age, cognitive, learning and aptitude factors*.

2.4.1.1. The learner's age.

If we focus the attention on age, we can realise that it is an important factor in foreign language learning. According to Lenneberg (1967), the brain has two main sides, the left and the right side, responsible for the process of thought. Concretely, a vast majority affirms that the brain side in charge of the different language skills is the left side.

However, we have to take into account that the plasticity of this side is not the same depending on your age. In the childhood, our brain is almost empty, so plasticity is bigger. When you are an adult, plasticity is reduced because you have much more knowledge. That explains why normally a child learns a foreign language faster than an adult.

2.4.1.2. Cognitive factors

Related to the cognitive styles and maturity, Bazo (1996:53) assures that learning is also affected by the cognitive style the learner uses in his/her learning according to their personal preferences. They use one method of self-learning or another depending on their personality and their way of thinking. Depending on the cognitive style which learners use in second language learning, researchers distinguish two main cognitive styles: *field-independence and field-dependence*. *Field-independent* learners have the advantage of:

“Perceiving individual items that may be difficult to distinguish from their visual background” (Dulay et al. 1978:53). Therefore, according to Bialystok and Frohlich (1978) this cognitive style permits the development of metalinguistic skills consciously with more efficiency than the other cognitive style: the *field dependent* style, in which individuals have their abilities related to communication in a subconscious level more developed.

To sum up, Rivers and Melvin (1981) consider that field independent individuals are normally more efficient learners and they are more adventurous because they usually have stronger personality than field dependent individuals.

On the other hand, several researchers have proved that younger learners have more capacity in order to communicate with the foreign language, and the ability of pronunciation is also better than in adult learners. However, adult learners have better qualities in order to use and memorise syntax and vocabulary.

2.4.1.3. Learning factors

According to Krashen (1981:54), we have to take into account the learner differences in order to get foreign language proficiency. Therefore, he distinguishes three different monitors: The first is *overusers*, in which the process of learning is a conscious procedure, so this implies a major concern in grammar more than in the process of communication. The second monitor which Krashen distinguishes is *underusers*. In this case, the learner’s goal is related to communication, as they are not concerned about grammatical mistakes or errors. In this case, these kind of learners are considered to be more outgoing, because they do not show fear either to communicate, or to commit mistakes. Here, the important thing is what you say instead of how you say it. Finally, Krashen points *optimal users* as the most effective one. This monitor is between *overusers* and *underusers*, it is the intermediate one. Therefore, according to Bialystok (1981:54), optimal users utilize the most efficient kind of communication of these three monitors using limited monitoring.

2.4.1.4. Aptitude

Now, we are going to deal an important factor in the process of learning, aptitude. I have borrowed Snow’s (1992:6) definition of aptitude. According to him, aptitude is focused on “initial states of persons that influence later developments, given specified conditions” and he also assures that “the notion of initial states covers a broad array of

person characteristics including cognitive, affective, conative and even in some situations, physical characteristics”. Therefore, depending on the learners’ internal and external factors, aptitude will be different in each case.

The Modern Language Aptitude Test is a test which calculates the aptitude of a big group of different learners, taking into account *phonetic coding ability*, in which the capability of each learner to memorise the sounds of a language is measured. This test is also concerned with the *grammatical sensitivity*, in which the learner shows his/her grammatical proficiency. The last one this test takes into account in order to measure foreign language aptitude is *inductive ability*, so that learners get different conclusions basing on their previous experiences. They make several assumptions about language.

Related to pedagogical implications, according to Bazo, we have to take into account that each learner has different characteristics according to their cognitive style and preferences of learning because “each individual’s knowledge and experience differs from others and varies from age to age” (Bazo, 1996:55).

Therefore, Bazo (1996) affirms that each student has a personal and unique mental capacity and way of learning. On the other hand, knowing that, Bazo claims that activities and material taught in class must be adapted to the learner’s capacity and preferences, because teachers should not demand the student’s involvement in activities which exceed their cognitive capacity and abilities.

To sum up, he supports playful teaching related to everyday life, which involves learners to be more participatory and active in class.

2.4.2. External factors

We have to take into account that the process of learning is not only affected by internal factors as we said previously about age, cognitive matters, and aptitude, but also this process is affected by external factors, such as social, affective and linguistic factors.

2.4.2.1. Social factors

In terms of social factors, according to Bazo (1996), a human never stops growing in the social environment, as he/she is constantly learning new behaviours and routines. Therefore, this also differs on personal experience and age. However, as we said before, each learner has a different cognitive development and ways of learning, thus they also vary in the level of linguistic proficiency. This linguistic proficiency is considered in a

double way: the knowledge a learner has in foreign language acquisition and his/her linguistic competence in L1. Therefore, learning will be more efficient if the learning materials are related to social factors and are familiar to students. Otherwise, the teacher would create a false bilingualism in them, that is to say, a kind of learning is created which is not connected with their experiences and social factors.

To sum up, Bazo (1996) claims that we have to bear in mind the learner's foreign language level when the materials, activities and syllabus are chosen for the class. Otherwise, the teacher also has to care for his/her talk, depending on the students' level (for instance, a faster or slower talk, the use of more difficult or easier vocabulary, among others).

2.4.2.2. Affective factors

Another personal factor which can influence the process of learning is related to *affective factors*. According to Bazo (1996), positive affective factors, such as self-confidence, extroversion, empathy, among others, help to acquire a rate of progress in the foreign language learning. Students who possess these personal features are more concerned in the process of communication than in the apprehension of making errors. On the contrary, introverted, unconfident and shy learners normally have many insecurities, therefore they are less participative and show more fear of making mistakes in the process of communication.

Bearing in mind the differences among learners in their affective characteristics, they will react in a different way to the syllabus, topics or discussions that are dealt with in class. Teachers have to adapt their syllabus and classes to the learner's affective features as far as possible in order to motivate and involve them in the process of learning.

At this point, it is good to remember the possibility of having tutorials with students, especially with those showing introversion, shyness or simply those who do not participate in class by fear of committing mistakes in public. Bueno (1998:8) claims that "students who are shy in class may reveal themselves as talkative when they are alone with the teacher" and from his experience he also assures that "tutorials help one to discover individual facets of students which remain unnoticed in class and which otherwise would never be known". Therefore, tutorials are another useful way in order not to deal with affective factors as an obstacle in both processes, teaching and learning.

To sum up this subsection, I borrow Taeschner, Colibaba and Gheorghiu's words (2013:10), who conclude that "A good affective relationship between student and teacher is essential to activate the acquisition of language in the student", likewise, "teachers who are warm and open and really engaged in the activities encourage students to communicate".

2.4.2.3. Knowledge of the world

Bazo (1996) assures that the knowledge of the world is also an important factor affecting the process of learning. He defines it as the general understanding the learner has in terms of cultural and pragmatic issues of his/her society. The rate at which the student learns will be faster if her/his knowledge of the world is deeper. On the contrary, the rate is limited if this understanding is smaller.

After the development of the different factors affecting the process of learning, we have to take into account the learner's needs, goals, interest, attitude and motivation, which are going to be discussed one by one.

2.4.3. Learner needs

First of all, Bazo (1996:57) assures that the teacher has to take into account the needs learners have in different circumstances and as teachers we have to try that the students feel comfortable with the techniques used and the application of them according to the different needs when the learner writes, speaks, reads, or simply when he/she learns. These needs undoubtedly influence the syllabus, the activities and the methodology used.

2.4.4. Interest

There are three factors that are closely connected, affecting the process of learning. First, we have to bear in mind the student's interests. According to Bazo (1996:58), this can vary depending on the student's age. If the student is a child, normally they enjoy dancing, singing or simply imitating their elders' way of talking and they need to be in continuous movement. If the student is a teenager, it can vary, because they are usually less participative and less extrovert than children, and they prefer topics related to sports, relationships or everyday life things. However, actually, learners in Secondary Education do not have a specific purpose to learn a foreign language, so the teacher has to try to help them to find things of their interest.

2.4.5. Attitude

Another highly influential factor in the process of learning of the student is the learner's attitude. This is quite connected with the student's interest and it can stimulate the language learning or, on the contrary, it can provoke some limitations in such process.

According to Stern (1983:59) we can distinguish three kinds of attitudes: attitude towards the countries and speakers who use the foreign language, attitude manifested towards the language which has to be learnt and finally, in general terms, the attitude acquired towards the study of languages.

Stern (1983:59) also assures that attitude can be affected by different factors: internal factors, such as the student's personality and, on the other hand, by external factors like the environment in which the student usually lives, his/her family principles, among others. In addition, as far as I am concerned, attitude can be affected to a great extent by the teacher's attitude as well, since he/she is the responsible for several aspects. According to Harmer (1991:5-6), the ideal teacher should fulfil the following characteristics in order to get an efficient attitude among his/her students: The course is made interesting by the teacher, he/she explains in a clear way, involving the students to participate, showing patience and speaking good English, and, last but not least, showing the same interest in all students, without taking into account his/her personality, the way of working, etcetera.

2.4.6. Motivation

The last crucial factor in the process of learning is motivation. Motivation is connected with the previous two concepts: attitude and interest. However, how can we define what motivation is? It is not an easy task. Pérez and Madrid (2001:322) claim that there exist several theories which define motivation from different perspectives. Nevertheless, all of them share something in common, "they all coincide in their striving to explain the motivations of human beings when they think and behave in particular ways" (Pérez and Madrid, 2001:332). The process of learning will be successful if the student possesses good cognitive development, that is to say, aptitude, together with the longing for learning the foreign language, which is motivation. According to Gardner (1985:146-149) motivation involves three primary constituents: eagerness to learn the FL, effort and perseverance towards the objective, and satisfaction when the student is learning.

Stern (1983:375-9) and Gardner (1985:1-11) distinguish two main types of motivation: integrative and instrumental motivation. Integrative motivation refers to the student's want of acquiring a proficient level of the foreign language so as to be competent in the foreign language community. On the other hand, instrumental motivation is related to the desire of getting a specific foreign language level in order to rise professionally, for instance, nowadays a B1 English level is required for almost every job. Therefore, many adults have this goal, to obtain this minimum level to get the job, the degree or even higher foreign language levels to be competent in the labour system.

These two types of motivation are more usual to be found in adults or in teenagers who love languages since they are children. However, according to Bazo (1996:59), in general terms, young learners do not study a foreign language for a specific purpose, so motivation also depends on the teacher's way of teaching. For these students, another kind of motivation exists, called activity motivation, which is defined as the learner's want of learning the foreign language in order to be independent to express the meaning of the world for them. This concept is quite associated with intrinsic motivation, defined as the student's desire to be accepted and successful in his/her environment when they play, to make friends, etcetera. As a consequence, the most effective way of teaching young learners will be to combine language and action. When it is produced, the learner is assimilating and gathering information without realising about it, and therefore form, function and content are successfully connected.

2.4. Strategies to be an efficient teacher

This section is going to be focused on the considerations we have to take into account as teachers in order to get the best of our students. Several conditions for a foreign language classroom are required in the process of teaching and learning. Here, Madrid (1996) and Bueno (1998) develop different procedures and methods recommended to make our students proficient in the language and make the process of learning and teaching easier and pleasant not only for the teacher, but also for the students.

2.4.1. Eye contact

The first condition Madrid (1996:131) wants to put into practice in the foreign language classroom is eye contact. It is crucial, considering that the teacher can obtain plenty of information from the learner through the facial expressions the student shows at certain moments in which the teacher is explaining something, or when an activity is

performed. Therefore, eye-contact is very useful in order to know the feelings of students. Through that, we will know if they are bored or delighted with the explanation, if they pay attention or not, among others. Eye-contact permits to get feedback from our students in order to know their necessities and it helps the teacher to use one method or another. It also is useful in order to establish a good relationship between the teacher and the student, to create that feeling of empathy, which is very important not only for the student, but also for the teacher, because eye-contact permits to know our needs. Notwithstanding, this process is not used efficiently, considering that on some occasions the teacher only focuses his/her attention on those who are more participative or only on the students that are sat in the first rows. This has to be avoided, because if the teacher only has eye-contact with certain students, he/she does not realise the needs from the rest of the class.

Bueno (1998:2) indirectly mentions it as one of the main qualities of the ideal teacher: “he shows the same interest in all his students” which involves having eye contact with every student. Undoubtedly, we have to take into account that there are several occasions on which eye-contact is not necessary, for instance, when the students are carrying out an activity in groups and the teacher makes sure they have understood the activity, he does not have to control them so much in order not to create a stressing atmosphere. So, regarding that, eye-contact must be taken into account in class by the teacher responding to students’ needs.

2.4.2. Increase of Student Talking Time (STT) and Reducing Teacher Talking Time (TTT)

Personally, I think that in general terms there is a certain overuse of teacher talking time, that is why I introduce this subsection, to be aware that it is not the best way to encourage and involve students to improve their speaking in the foreign language if the teacher is talking most of the time. At this point, Bueno (1998:3) assures that “successful classrooms are those in which the students do most of the speaking”. Likewise, he claims that “if we want our students to talk in class, we should stimulate them and then, keep quiet for them have the opportunity to speak”. What Bueno wants to say here is that the good teacher should not waste the students’ talking time, the teacher has to give them as many opportunities as possible to speak in class, to express their ideas, opinions, doubts, among others.

In order to increase Student Talking Time, the lesson plan has to be adapted to make use of this strategy, “Presentation time is reduced in favour of Practice and Production” (Bueno, 1998:3); therefore, the teacher has to take it into account beforehand in his/her previous lesson planning to reduce his/her talking time, giving students the opportunity to express their ideas by means of “deductive, productive and creative activities” (Bueno, 1998:3). If the teacher obtains the increase of the students’ talk, reducing his/her own talk, undoubtedly, our students’ process of learning will improve.

2.4.3. Non-verbal communication

Another strategy which must be borne in mind when the teacher is carrying out the process of teaching is *non-verbal communication*. Non-verbal communication is very important in the foreign language classroom, since it is a rich source of information for the students. In non-verbal communication gestures and body expressions are included, therefore, Taeschner, Colibaba and Gheorghiu (2013:5) claim in their article that “Gestures are essential in the narrative format because they are cues that help students work out the meaning that is being done”. Likewise, Madrid (1996:132) makes it clear that this strategy is useful not only for getting feedback from the students but also to encourage them to speak or to inform them about something without the necessity of speaking aloud, being also a help for the teacher in order to make their explanations more understandable. This strategy usually catches the attention of the students, and the teacher’s body expressions will help them to enrich their capacity of understanding.

Therefore, by using this strategy well the teacher can avoid speaking aloud all the time, considering that there is a big amount of gestures that will help the teacher to express what he/she wants, here Madrid (1996:133) presents some examples of useful non-verbal communication to be used in class: “Listen or speak up (with hand cupped behind the ear); Attention please (clapping); Not quite right (doubtful facial expression or nodding); Good! (Thumbs up)”. These are only some examples, but they can be used on many more occasions, for instance, at the beginning of the class, to organize the students in pairs, groups, to go to the blackboard, to indicate that something is not correct, among others. The teacher must take advantage of this strategy as much as possible, since speaking a foreign language in class can be a difficulty for students, the teacher’s talk must be accompanied by non-verbal communication in order to make the explanations more understandable.

2.4.4. Teacher movement

Another quite similar strategy to the previous one is teacher movement. Madrid (1996:133) assures that teacher movement also takes part in the student-teacher interaction, since it will catch the learner's attention and it avoids monotonous situations. In most of the cases, the teacher can use these movements to avoid them. For instance, when the class is divided into groups or in pairs to perform an activity, Madrid (1996) considers the teacher movement advisable, to take control of the students and not let them relax or be lost in the activity. On the other hand, it is also important to take different locations when the teacher is using the blackboard to explain something. If the teacher is in silence and in front of the blackboard writing, the class will not pay attention and they will speak aloud as if it were "a break time". However, if the teacher changes his/her position in front of the blackboard, facilitating the student's display, if he/she turns around occasionally and asks questions while he/she is writing, students will pay more attention during the process of teaching.

Therefore, according to Madrid (1996) the teacher must adopt different movements in the process of teaching in order to get efficient results in the process of the student's learning.

2.4.5. Encouraging students' participation

The student's participation is crucial in order to get an interactive and engaging way of teaching. Therefore, in order to get it, the teacher has to know the necessities of each student. As Bueno (1998:2) claims, one of the main qualities of the ideal teacher is "make all the students participate". Madrid (1996:133) assures that this process is not always used in an effective way, since some teachers focus their attention only on those more participative or extroverted students, forgetting the rest. It is a failure, because as teachers we have to respond to the necessities of our students; therefore, those who do not participate are those students who need more help from the teacher, because they are shyer, less self-confident, or pay less attention. The teacher has to focus his/her attention more on this kind of students than on the most participative ones. Madrid (1996:133) affirms that the teacher has to try and make all the class participative, adapting the tasks carried out in class to each student's necessities.

Some good strategies to get it are to ask general questions at random instead of the process of always choosing volunteers, because with the first one, fortunately, we can

get the attention of every student, because they do not know when they are going to be asked. On the contrary, when the teacher asks for volunteers, the same students are usually the only ones who participate in class.

2.4.6. The teacher's tone of voice

Another thing which must be taken into account related to the teacher's speaking is the tone of his/her voice. The teacher also has to take care of it since it is an influential factor in the students. According to Madrid (1996:134) "It is also important to modulate inflection, intonation, intensity and even the timbre of our voice, in order to be as expressive as possible and to indicate different types of activity, or stages in the task in question". Madrid (1996:134) assures that by controlling all these nuances in order to correct an activity, get information or catch the attention of our students, the teacher will reinforce the process of teaching caring for the tone of his/her voice.

Therefore, the main goal of all these adjustments is to make the teacher speech as understandable as possible. According to Chaudron (1988:85), the teacher has to take into account several strategies in order to make his/her speaking easier for the students:

1. Slower rate speech and more frequent and longer pauses
2. Simplified and exaggerated pronunciation and use of a more basic vocabulary
3. Lower degree of subordination and more repetitions of basic ideas

The management of the teacher's speaking is also considered an ability that not every teacher has. If the teacher follows all these strategies, he/she will get better results in the process of teaching.

2.4.7. Teacher-student rapport

Another factor affecting the process of teaching and learning is the relationship or rapport established between the teacher and the student. Bueno (1998:2) confirms that "the good teacher accepts student as they are and does not make them feel anxious or afraid". If there is a good relationship between students and teacher and the teacher is accepted by his/her students, they will learn easily. On the contrary, if the relationship between the learner and the teacher is deficient, probably the process of teaching and learning is more difficult. As Altman (1981:19) states, as teachers we should teach "...never forgetting the priority of our roles in the classroom: first, to be a human being; then, to be a teacher; and only third, to be a teacher of language".

Madrid et al. (1993a, 1993b) used questionnaires for students in order to get feedback about what a teacher's personality should be like to get the best of his students and to establish a good relationship. The result of these questionnaires was as follows: The teacher should be friendly and caring in order to approach to his/her students. The teacher should show also a positive attitude so that this could be transferred to his/her students. Do not be stressed, it is a negative point for the class' atmosphere; try to create a relaxed and warm atmosphere in the class. Finally, students love creative originality in his/her teachers. Students will feel more attracted and involved in the process of teaching if his/her teacher possesses these qualities.

If the teacher follows all these strategies, students will be more comfortable with his/her explanations and they will gain more confidence in themselves when they want to express their own opinions and ideas.

2.4.8. Dealing with discipline

In spite of the fact that the teacher should establish a good relationship with his/her students in order to create a relaxing atmosphere in the classroom, he/she must not forget that he/she is the person responsible for a good working atmosphere in class, therefore he/she should be able to control some situations in which students are disturbing the class. In order to control these situations, the teacher has to impose discipline, although his/her intervention on these occasions not be affable for his/her students. As Bueno (1998:8) asserts, "a compromise should be established between creating intrinsic motivation by means of making students feel comfortable when learning and using language, on the one hand, and keeping order and discipline for this to be possible, on the other".

2.4.9. Moving classroom furniture

This subsection concerns an external factor which also affects the process of learning, and which is not taken into account on some occasions by the teacher, that is, the placing of chairs and desks in class. Rivlin and Wolfe (1985:137) proved that students also experimented a change in their behaviours and attitudes when the layout of the class is changed. The change of the position of materials and furniture in class breaks with the monotony that the student creates when everything is placed equally every day. Thus,

students will be more in contact each other and probably this encourages their motivation and eagerness to participate.

2.4.10. Pair and group work

Students have to be provided with the chance to work in pairs and in groups, not only individually. With this in mind, the teacher will also have the opportunity not only of controlling the different behaviours and ways of interaction of his/her students while they are working, but also, to know them more personally.

For the monitoring of pair and group work, Bueno (1998:7) assures that the first step is the organisation in groups or in pairs. This could be spontaneously formed by the students taking into account their preferences. However, on some occasions it is not advisable, since some groups or pairs can be unbalanced, due to their external and internal differences. Therefore, the teacher should intervene here in order to form groups with more or less the same level in order to create proficiency during the activity done in groups or in pairs.

Secondly, Bueno (1998:7) asserts that it is relevant to give clear instructions for the good development of the activity in pairs or groups. Therefore, instructions must be clear at the beginning and before starting the activity, to avoid situations such as speaking in the L1 between students because they have not understood what they have to do, among others.

Finally, when students are working on the activity in pairs or groups, Bueno (1998:7) concludes that the teacher has to act as a helper circulating round the classroom, not as an invigilator. Therefore, the teacher has to respond the student needs when he/she sees that they have a mental block, or they are not able to start, among others.

To sum up, it is clear that the success of group and pair work principally depends on the teacher's capacity to supervise and to control it.

3. METHODOLOGY

3.1. Introduction

In this section, the theory will be put into practice, taking advantage of the experience lived during these last months. As I said at the beginning of my project, I received a job offer from an academy of English called *Centro de Estudios Molina* situated in a town of Jaén, Bedmar, and I have worked here teaching English to children between 11 and 16 years who are in first, second, third and fourth of ESO. Each Grade previously mentioned has two weekly hours in this academy, distributed in two different days from Monday to Thursday in the afternoon. This private tutoring is perfectly connected to school English lessons, since they are a support for these students who need it. Therefore, my job as a teacher in this academy is to reinforce the work they do in their school English lessons. In addition, during these hours, the students take advantage of these private lessons to do homework they have from their Secondary School, thus they can receive my help to do it and to solve doubts.

Notwithstanding, each student is affected by different factors taking into account each student's characteristics. These different factors have been developed in the theoretical framework of my project. I have spoken about internal factors such as the student's aptitude, Piaget's operational thinking, in which cognitive factors have been deeply studied. Likewise, we have expounded some external factors affecting the process of learning of the students, for instance, social, affective and linguistic factors. All these factors are responsible for motivation, thus being increased or reduced.

In this section of Methodology I am going to make a deep study of the influence of these factors on students which affect their motivation directly when they study the foreign language. As far as I am concerned, motivation should be the largest pursuit in teaching and learning English as a foreign language. Internal and external factors previously mentioned will be used in this study to guess which are those factors which lead students to motivation more frequently. At any rate, the most important thing in this study is to know in general terms what factors affect our students more so that the teacher searches the best remedy to create as much motivation as possible in them.

On the other hand, I am going to mention different strategies used by the teacher which are also developed in the theoretical framework, in order to assure in general terms,

which are the teacher's strategies that encourage students more, such as the teacher-student relationship, group and pair work, increasing the student's participation, changing the place of chairs and tables, among others.

Nevertheless, in some cases the teacher cannot change the motivation of his/her students, since sometimes the student is affected by an intrinsic factor which can hardly be changed, for instance the cognitive capacity of each student, or external factors, such as the family of the student, his/her personality, among others.

I have decided that the best way to know everything related to these factors affecting the way of learning is by administering questionnaires to my students in this academy of English. These questionnaires will deal with all the internal and external factors mentioned in the theoretical framework affecting the motivation of each student as I said previously. My goal here is to know what are the factors affecting the process of learning of each student more in general terms. Therefore, once the questionnaires were filled in, I obtained the average in percentages to figure out which are those factors which help to motivate our students.

The questionnaires are closed, and anonymous, in order to get the most sincere responses from the students and not to let them feel inhibited. On the other hand, the same questionnaires will be given to all the students, without taking into account the grade or the age.

Concerning age, all these students are under age; therefore, a permission was required from their parents in order to obtain their consent.

3.2. Participants

The questionnaires were be filled in by 20 students belonging to Compulsory Secondary Education (ten students from 4th grade, three students from 3rd grade, four students from 2nd grade and three students from 1st grade). In total, 70% are girls and 30% boys.

3.3. Design and methodology

The main aim of this study is the exploration of factors associated to motivation learning English as a foreign language. In order to achieve it, I have proposed the application of two closed questionnaires (using a Likert scale) in which the interrelation

of some factors are explored (Madrid, 1999:76). The controlled variables are going to be developed in the questionnaires as follows:

Strategies used by the student: the first questionnaire is focused on internal and external factors affecting the students' process of learning, in which the internal factors and external factors which I have dealt with in the theoretical framework are going to be taken into account. Internal factors are: learner's age, cognitive factors, learning factors, and aptitude. Regarding the external factors, these questionnaires are intended for the research of social factors, affective factors, knowledge of the world, the learner needs, interest, attitude and motivation of the students.

Strategies used by the teacher: this second type of questionnaire intends to obtain as much information as possible about what are the most useful and motivating strategies used by the teacher in order to obtain as much motivation and attention as possible from his/her students. These strategies used by the teacher will be those developed in the theoretical framework: eye contact, increase of the student talking time (STT) and reducing teacher talking time (TTT), non-verbal communication, teacher movement, encouraging students' participation, the teacher's tone of voice, teacher-student rapport, dealing with discipline, moving classroom furniture and pair and group work.

These two models of questionnaires can be found in appendixes 1 and 2. They have been written in Spanish, considering that, in general terms, students of this academy possess an elementary level of English; thus, the comprehension of these questionnaires in Spanish is easier for them, and in this study it is crucial that the student understands the contents perfectly, so that they should attempt to provide the most sincere response to them in order to obtain a secure and proficient practical application.

4. PRACTICAL APPLICATION

First of all, before the delivery of these questionnaires to the student body, the authorization of the students' parents and the consent of the academy *Centro de Estudio Molina* was taken into account. After the endorsement of it, the 30th of May of the present year 2016, these questionnaires were handed in to our students. Each pupil received a copy of questionnaire 1 and another copy of questionnaire 2. First, I solved the doubts they had, and then, they filled in these questionnaires. I insisted on their being as honest as possible with their answers, since it was totally anonymous. In total, it took the first ten minutes of the lesson with each group.

As I said previously, there are different levels in each group; therefore, these questionnaires were completed by students belonging to first, second, third and fourth of ESO.

After this process, the second step has been to study the results provided by the students. In order to obtain them, I designed a data table for each questionnaire, in which the different responses of each student were collected. As I said at the beginning, this investigation was thought to be developed with twenty students coursing in this academy of English, and taught by me during these last four months; therefore, these questionnaires were completed by them bearing in mind my way of teaching. This study is also for me a rich source in order to know what I should change or not in the future, and what I am doing well or badly in my initial teaching of English as a foreign language; therefore, it is positive in all aspects.

4.1. Results of Questionnaire 1

The data table results of the first questionnaire is based on the responses of nineteenth students, because one of them did not attend the 30th of May. The results of this first questionnaire are as follows:

		NUMBER OF STUDENTS AND CLASSIFICATION OF LEVELS																		
NUMBER OF QUESTIONS AND LEVELLING*		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
		1 st ESO			2 nd ESO				3 rd ESO			4 th ESO								
	1	2	4	3	3	3	1	3	2	2	2	3	1	1	4	4	2	4	4	2
	2	4	2	2	3	2	3	3	4	4	2	3	4	4	4	3	2	1	2	2
	3	4	2	2	3	4	2	2	4	4	2	2	1	3	4	4	4	4	4	4
	4	1	4	4	3	3	4	3	3	3	4	4	4	4	3	4	4	2	4	3
	5	4	4	4	3	3	2	3	2	2	4	3	1	1	2	4	3	4	4	4
	6	1	4	2	3	1	1	2	4	4	1	1	1	1	1	2	1	4	1	1
	7	4	4	3	3	4	3	2	3	3	3	2	4	3	3	4	3	4	4	4
	8	4	2	1	3	4	2	3	3	3	2	3	3	3	3	4	4	4	4	4
	9	4	3	4	3	4	4	4	4	4	4	4	4	4	4	3	4	4	4	4
	10	4	3	3	3	3	3	4	4	4	3	4	3	4	4	4	3	3	4	4

*LEVELLING: 4=mucho/3=bastante/2=poco/1=nada

Table 1: Results of questionnaire 1

4.2. Inferences from questionnaire 1

After knowing the results and the responses of each student to the different statements proposed in this questionnaire, I continue with the analysis of their answers.

Related to statement one, in which the age at which students learn faster is considered, 51% of the students assure that they learn more and understand English better with their current age than when they were infants or children. However, 49% of them affirm that when they were children they learnt faster, being aware that most English vocabulary and basic grammar were learnt several years ago.

As far as I am concerned, the problem here is that teenagers are not aware that when we are infants we learn faster and more easily without realising about it, but normally we do not remember those ages in which we accumulate the vast majority of information we know nowadays.

The second statement is related to the cognitive ability of students; therefore, they are asked about their confidence and their personal opinion about their own cognitive ability, that is to say, to what extent they think they learn and internalize the foreign language. In this case, more than a half of these twenty students (57.8%) show confidence towards their cognitive abilities. However, 42% of students think that their cognitive abilities are scant or non-existent. I totally agree with these results, since I consider among between these twenty students, more than a half show confidence and are efficient in learning the foreign language and this is reflected in their final results. However, there are others that have to make a great effort to learn the foreign language; therefore, their confidence to acquire the foreign language is lower.

The third thing requested to these students is related to communicative skills, which is quite interesting. They are asked if they focus their attention on what they want to say rather than on grammatical mistakes while they are speaking in English. In total, 63.1% consider themselves *underusers* (Krashen, 1981:54) and they agree that they focus their attention on content and meaning, without worrying about the grammatical mistakes. This kind of students normally show more self-confidence and are more

outgoing, since they do not show fear of committing mistakes while they are communicating in the foreign language. On the other hand, 36.8% of students consider themselves *overusers* (Krashen, 1981:54), that is to say, they focus their attention on correcting the grammatical mistakes while they are speaking in English more than on the content they want to express. This second group normally goes hand in hand with those who do not trust in their cognitive skills, discussed in the previous statement.

The fourth consideration taken into account is the level of the written and oral activities developed during the English lessons in this academy. Almost all students (89.4%) agreed that the different activities and exercises done in class are adapted to their English levels, that is to say, they are not either excessively difficult, or too easy. Only 10.5% think that the different oral and written activities developed in class are not adapted to their level of English. To look for a desirable middle way in the level of the different activities carried out in class is a motivating factor for the students, since if the activities are too difficult, they get stressed and demotivated, and otherwise, if these are excessively easy, they can get bored.

The fifth aspect contemplated in this questionnaire is the way and the topics preferred by the students in the different activities developed during the English lessons. 68.4% of them prefer activities related to daily life, while 31.6% are in favour of more theoretical and practical activities about English grammar and vocabulary, for instance. Obviously, the majority of students get more motivated with activities concerning facts associated to real life more than with monotonous exercises related to grammar and vocabulary lists. Some of them asked me during the time of filling in the questionnaires what this statement meant and after making it clear, they brought up their conclusions aloud, and some of them agreed that they preferred activities focused on grammar, vocabulary and so on because they think that with these activities they acquire easily the foreign language easily. However, what they do not know is that doing and choosing activities related to real life, they will have more opportunities to express their opinions and points of view in English, learning without realising about it and, last but not least, being sufficiently competent to confront real life situations in the foreign language, which, in the end, is the most important thing.

The sixth aspect dealt with in the questionnaire is focused on internal factors that can affect the process of learning in some cases. Therefore, here our students are asked for the level of shyness they show to intervene and participate in class, or simply, to solve any doubt they may have. Among all students, a small percentage (26.3%) consider themselves bashful, and this affects their participation and complicates the process of learning. However, most of them (73.7%) do not feel that this affects them, because they consider themselves outgoing and without fear of participating in class or asking to solve any doubt. I totally agree, since almost all my students ask me their doubts openly and they show active participation in class. In my opinion, that is because we work with small groups (five students maximum) and I consider that this facilitates the process of learning and teaching in all aspects: being active in class, reducing fear to speak in public, increasing participation, thus making the process of teaching easier and more comfortable for the teacher.

The seventh statement concentrates on the student's interest. In this case, 89.4% show interest in learning and acquiring the foreign language, as opposed to 10.6% who do not like to learn English and languages in general. In this case, most of them like English and make an effort to learn it, and this internal interest can be produced by different internal and external factors, because they like languages in general or because they feel attracted and motivated by other factors, such as the possibility of travelling abroad, or to get a better job bearing in mind that a minimum level of English is required for any position nowadays.

According to the responses to the 8th statement, 79% of students show interest in learning English in order to communicate with foreigners and they feel attracted with the possibility of living in an English speaking country in the future. In contrast, some students, only 21%, do not feel attracted by these notions, and surely, it coincides with those who do not like languages or, in this case, the English subject. This is one motivating aspect for many students and, as we said previously, many teenagers feel attracted by the idea of travelling to the most famous Anglo Saxon destinations, such as London or New York; thus, this increases their eagerness to learn to communicate with foreigners and go abroad, that is why most of them have reacted with a positive response in this statement.

The ninth question of the questionnaire is focused on the future expectations of our students. In this case, all the students of this academy totally agree (100%) about the importance of English to get an efficient job nowadays. During these last years, a proficient level of English is required for almost every job; therefore, everyone is aware of the importance of getting an efficient English level and English is studied in many cases to achieve this goal: a better and an efficient job.

Last but not least, in the tenth question to our students are asked for their motivation in order to progress with the foreign language and their eagerness to keep learning English. The results to this question have been extremely positive, 100% of students show themselves optimistic and with a positive attitude in order to improve and progress with the most frequently spoken and widely used language all over the world, English.

4.3. Results of questionnaire 2

As in the previous questionnaire, I have designed a data table which permits us to know the results and analyse them easily. The responses of these students studying in the academy *Centro de Estudio Molina* are based on my teaching method used during these last four months.

		NUMBER OF STUDENTS AND CLASSIFICATION OF LEVELS																		
NUMBER OF QUESTIONS AND LEVELLING*		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
		1 st ESO			2 nd ESO				3 rd ESO			4 th ESO								
	1	4	3	4	2	1	4	2	4	4	4	4	4	2	3	3	4	2	2	2
	2	4	4	4	3	3	3	2	3	3	4	4	4	4	4	4	4	2	2	4
	3	1	3	3	4	3	2	3	3	4	3	4	4	4	4	3	3	2	3	3
	4	2	2	3	1	1	4	2	4	3	2	2	4	1	3	4	1	3	4	1
	5	3	3	3	3	1	2	1	3	3	3	4	4	4	3	2	4	3	4	1
	6	4	4	4	3	2	4	2	3	4	4	4	4	2	4	4	4	3	4	3
	7	3	3	2	2	2	4	3	3	4	4	4	4	2	4	4	3	2	3	3
	8	4	4	4	3	3	3	3	3	3	4	4	4	4	4	4	4	4	3	4
	9	4	3	3	1	3	4	3	4	4	3	3	3	3	3	3	4	4	4	4
	10	2	2	1	2	1	3	3	1	1	2	1	4	1	2	3	1	2	2	2
	11	2	2	1	3	1	4	3	4	1	2	1	4	1	3	4	1	4	2	1

Table 2: Results of questionnaire 2

4.4. Inferences from questionnaire 2

As we can see, the responses of my students to the first statement have been more positive than negative. 63.1% of them feel observed by me during the lessons, while

36.9% practically do not think that I focus my attention on them in order to verify if they pay attention in class or if they understand my explanations, among others. Although the results are more positive than negative, the negative results could have been lower. Therefore, taking it into account, I will try to increase this strategy as much as possible in the future. As we developed in the theoretical framework, strategies like eye contact can provide a rich amount of information to the teacher in order to know the necessities of our students, and by using it, they also will feel more empathy and security in the process of learning.

In the second question in questionnaire 2, our students are asked for the frequency of use of English by the teacher during the lessons. Most of them (84.2%) affirm that I teach a class in English frequently; in contrast, 15.8% of them think that the use of English in class by me should be more frequent. I totally agree with these results, since I try to speak in English as much as possible in class, except in extreme cases when something has been explained several times in the foreign language and the students do not understand it, I turn to Spanish. The use of this strategy is very important, because from my experience during my Secondary Education period I would have expressed my gratitude for my teachers if they had used English with more frequency in class, because it is really positive in order to improve the understanding of spoken English, and it is something crucial to confront to real life issues with the foreign language.

The third statement of questionnaire 2 is focused on the time spent increasing the student's talking time by the teacher. In this case, 84.2% think that I devote the time in large part to permit them to express their opinions and ideas in English. However, 15.8% do not totally agree with it, they think that more time of the lesson is needed in order to speak in English and to express their opinions and ideas in the foreign language. In the theoretical framework a very interesting subsection called *The increase of student talking time (STT) and reducing teacher talking time (TTT)* is developed, and another related to this discussed statement as well, *Encouraging student's participation*, in which it is made clear that it is very important. We should not forget Bueno's words (1998:3) in which he clarifies that "successful classrooms are those in which the students do most of the speaking". Therefore, this strategy is crucial in order to improve the student's process of learning, and to create a more participative atmosphere in class.

The forth statement is related to teacher's non-verbal communication. In this case, 47.3% of the students agreed that I frequently accompany my explanations with gestures and body expressions in order to facilitate their understandings. In contrast, 52.7% of them think that my use of non-verbal communication is not enough. Taking these results into account, I should increase the frequency of the use of gestures, face and body expressions to facilitate the understanding of my explanations. As future teachers, we should bear in mind that this strategy is very important and useful not only for the students, but also for the teacher, since it is a rich source of information for the student and it encourages him/her to participate. Likewise, thanks to the use of this strategy, it allows the teacher to reduce his/her talking time.

In the fifth question the issue of the teacher's movement is taken into account. Overall, 73.6% of the students showed positive reactions to this statement, considering that I take an active role in class, that is to say, I do not spend all the time sitting on my desk seeing how my students work, when they need my help I make use of the blackboard or I stand up to carry out my explanation moving from one side to another. On the other hand, 26.4 of them think that I should have a more active role in class. As we have developed in the subsection *The teacher's movement*, this strategy should be taken into account by the teacher and use it as much as possible, in order not to create monotonous situations and catch the attention of our students.

Now, I am going to analyse the results of statement number 6, focused on the student's participation. The results have been quite positive, considering that 84.2% of the students believe that participation in class is applied equally to everyone, and only 15.8% of them think that participation is not applied equally. If we consider the importance of the student's participation again, we realise that its development in class is crucial and, undoubtedly, it has to be applied equally among the students. I insist on it because a frequent problem also discussed in the subsection *Encouraging student's participation* is that on some occasions the teacher focuses his/her attention only on those more participative and talkative students, forgetting the rest that are surely, those who need it more (Madrid, 1996:133). This is a failure and we should correct it whenever possible, making our students participate equally, and also encouraging them to take part in the class, which will improve their learning processes as well.

The seventh question posed to our students is related to the characteristics of the teacher's talking in class. The results reflect that 76.3% of them are satisfied with the teacher talking, this implies that I try to use a basic vocabulary, controlling the rate of speech, and exaggerating pronunciation taking into account their elementary level of English in most of the cases. However, 23.7% of the students are not so content when I speak in English. In my opinion, this amount coincides with those who complain all the time telling me that they prefer my speaking in Spanish due to their low English level, and coinciding with those who do not want to make an effort in order to develop their capacity of listening and understanding of English. Therefore, they always look for the most comfortable remedy for them, without worrying about improving their learning.

In question 8 the teacher-student rapport is dealt with. In this indirect question, our students are asked for the kind of relationship established between them and me, if I am a good person, nice and I am there to help them when they need it. The results have been extremely positive: 63.1% of them are really happy with our rapport and 36.9% are satisfied with it. Sincerely, it means a self-satisfaction for me, considering that as Altman (1981:19) states that, as teachers we should teach "...never forgetting the priority of our roles in the classroom: first, to be a human being; then, to be a teacher; and only third, to be a teacher of language". If the teacher-student relationship is good, they will learn easily. On the contrary, if the rapport is unsatisfactory, the process of learning and teaching will be affected.

I continue with the results and inferences from the ninth statement, which focuses on knowing about the capacity of the teacher to control adverse situations in class. Overall, almost 100% (94.7%) of our students think that I am able to control unfavourable situations in class dealing with discipline. Only one student (5.3%) is in disagreement with it. Occasionally, I admit that some difficult situations to control arise in class; however, in most of the cases I consider myself able to remedy them. As future teachers, we have to take into account that a good teacher-student rapport is very important, but without forgetting that on some occasions dealing with discipline is necessary.

The second-to-last statement deals with the development of pair and group work in class. The results have been quite negative. Only 21% think that pair and group work is developed in class. In contrast, 79% of them assure that group and pair work is almost

non-existent in class. I totally agree with these results, and the students have been sincere, since this strategy is not very frequent in our lessons. I would like to increase it, knowing that it is good for our students not only to work individually, but also in pairs and groups, so that it is positive in several aspects: it involves the increase of participation and rapport among the students, and it also lets the teacher know his/her students more personally.

Finally, I am going to deal with the last question of questionnaire 2, in which the students of this academy are asked for the moving of classroom furniture. Overall, 36.8% of them assure that usually there is a change in the layout of class. However, 63.2% of students affirm that normally, the layout of class is not changed. It is true that I usually change their places, but the furniture of the classes of this academy has specific characteristics that do not permit to be moved or changed. Nevertheless, it is always advisable to take it into account, since it implies to break with the monotony of students and, in some cases, it encourages motivation and eagerness to participate.

5. CONCLUSIONS

In this section I would like to make a reflection about this project and also some conclusions will be expounded.

First of all, I will start by saying that I am satisfied with the final results of this project and my evolution since I began with it up to the present moment. The first aim I had in mind when I chose the topic of this study was to try to provide Secondary Education with new more effective dynamics and ways of interaction in teaching English as a foreign language, in order to try to improve the teaching method we have nowadays in Spain, which is something that really causes me concern since I was an Erasmus student. When I enjoyed my Erasmus stay, I had the opportunity to study in another European country (Latvia) and I knew the teaching method there, which is quite different to the Spanish method. They insist more on spoken English since they are children, while the Spanish teaching method focuses more on theoretical issues, such as grammar and vocabulary. From my point of view, the Latvian teaching method is more effective than the Spanish method, and this is reflected in the English level this country possesses in general terms. In Latvia I had the opportunity to communicate with everyone and put my English into practice, that is why I have improved it a lot, especially in terms of communication. However, an Erasmus student that comes to Spain will not have so many opportunities to communicate orally with Spanish students, because our English level is quite elementary, mainly in spoken English.

What I want to express with this is the reality we have in Spain nowadays. In comparison with the rest of the European countries, our English level is very low in general terms, therefore there is something that we should try to change in teaching English as a foreign language. In my case, as a future teacher, I want to begin new dynamics and ways of interaction, I want to break with old teaching methods, based on monotonous classes learning grammar or vocabulary lists. What I want is to prepare my students for real life, in order to be proficient and independent people in the future, without fears of communicating with others in the foreign language, to get ready to travel abroad, or to search for a job in another country in the future.

On account of this, I have chosen this topic related to didactics, which has also been the kind of subjects that caught my attention more in my degree. In this final project the theoretical framework has been focused, first, on the student characteristics, which is crucial to be known by the teacher to work efficiently with his/her students, since they can possess different qualities and we should know how to deal with each one and how to act. In order to obtain it, I included *Piaget's operational thinking*, developing a deep study dealing with the cognitive capacity of humans since they are infants, which helps us as future teachers to guess the kind of cognitive skills of our students. After that, I have dealt with *schooling and cognitive development* which emphasises the importance of the process of schooling and the influence of it in our minds and the different ways of thinking students can develop and which should be known by the teacher. Finally, related to the student, I have focused on *conditions for foreign language learning*. This section is one of my favourites, since it is a rich source of information of the different internal and external characteristics of the student and the teacher that in some cases can affect the process of learning.

All these sections related to the student which I have mentioned previously have been a learning source for me in all senses; not only for my future as a teacher, but also it has influenced me personally. I was unconscious of the variety of ways of thinking a person can have since they are infants and the internal and external characteristics that can affect the process of learning of any student. Now I can say that, after this study, I am rather skilled in this issue and ready to confront and understand any student's personality.

The other main section developed in the theoretical framework have been *the strategies to be an efficient teacher*. As far as I am concerned, it has been the most influential one in my teaching method during these last four months in the academy *Centro de Estudio Molina* and the most productive one. This section focuses on the main strategies the teacher should apply teaching English as a foreign language, such as eye contact, the teacher's movement, increase of student talking time and reducing teacher talking time, encouraging the student's participation, among others. I have tried to put all these strategies into practice during my teaching period in this academy, and, honestly, I could not have combined the theoretical framework of this study with this job better. This has been really positive in order to get experience. That is why I also decided to base the section of methodology and practical application on the theoretical framework combined

with my experience during these last four months in this academy. Therefore, I decided to make questionnaires trying to introduce the most influential issues studied in the theoretical framework, affecting the student's learning and the teacher's method of teaching directly. As the practical application reflects, I am really satisfied with the general results of these questionnaires, based on my way of teaching in this academy these last months. This success in my first contact teaching English as a foreign language would not have been possible without the new knowledge acquired while elaborating this Degree's Final Project.

It has been a long path full of doubts and uncertainties, but, at the same time, replete with new knowledge and experiences. This world of teaching should only be available for those who love it, people who do it with passion, and this will be transmitted to the students. Because, at the end of the day, the most important thing is that you work in what you really love, in order to get the idea that it is not a job, it is a hobby that you can really enjoy, and personally, in my case, teaching is my true passion.

To conclude, I quote John Cotton Dana's words (1912), which are a gift to people who love teaching and learning, two key words throughout my project: "Who dares to teach must never cease to learn".

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7. APPENDIXES

Appendix 1. Model of questionnaire 1

CUESTIONARIO 1: ESTRATEGIAS USADAS POR EL ESTUDIANTE EN EL APRENDIZAJE DEL INGLÉS COMO LENGUA EXTRANJERA.

Academia:	Idioma:
Curso:	Sexo: M F
	Fecha:

¿En qué medida crees que te afectan estos factores en el aprendizaje del inglés? Usa:

4 = mucho/a 3 = bastante 2 = poco/a 1 = nada/ninguna

1. Crees que con tu edad actual aprendes más rápido y entiendes mejor el idioma de inglés que cuando eras un niño/a. _____
2. La confianza que tienes sobre tus capacidades y tus dotes naturales para el aprendizaje del inglés es: _____
3. Cuando te comunicas en inglés, le das más importancia a la información que quieres expresar que a los fallos gramaticales que puedas tener. _____
4. Las actividades realizadas en clase se adaptan al nivel general que posees del idioma, es decir, no son ni demasiado fáciles ni excesivamente difíciles. _____
5. Prefieres que las diferentes actividades realizadas en clase estén basadas en cosas y situaciones que te pueden pasar en la vida diaria, porque así el aprendizaje del idioma es más rápido. _____
6. En general, por tu forma de ser y de comportarte, te consideras tímido/a y te da vergüenza intervenir ante los demás. _____
7. El inglés te interesa, te gusta y sientes satisfacción al aprenderlo, por eso te esfuerzas lo que puedes para mejorar tu nivel. _____
8. Te interesa aprender inglés para comunicarte con personas extranjeras y vivir el día de mañana en un país de habla inglesa. _____
9. Te interesa aprender inglés para encontrar un mejor trabajo el día de mañana en España. _____
10. Tienes ganas y te esfuerzas por seguir aprendiendo y avanzando con el idioma extranjero. _____

Appendix 2. Model of questionnaire 2

CUESTIONARIO 2: ESTRATEGIAS USADAS POR EL PROFESOR EN LA ENSEÑANZA DEL INGLÉS COMO LENGUA EXTRANJERA.

Academia:	Idioma:	
Curso:	Sexo: M F	Fecha:

¿En qué medida crees que el/la profesor/a utiliza los siguientes métodos de enseñanza para facilitarte el proceso de aprendizaje del inglés?

Usa: 4. Mucho 3. Bastante 2. Poco 1. Nada

1. El/La profesor/a te mira y te observa durante la clase para saber si has entendido su explicación, si estás atendiendo, etc. _____
2. El/La profesor/a da la clase en inglés. _____
3. El/La profesor/a invierte gran parte de la hora de clase en que te comuniques y en que expreses tus opiniones e ideas en inglés, no solo habla él. _____
4. El/La profesor/a acompaña sus explicaciones de gestos y expresiones corporales para ayudarte a entenderlo mejor. _____
5. El/La profesor/a se mueve durante la hora de clase, es decir, no está todo el tiempo sentado en su silla viendo como trabajamos, hace uso de la pizarra, acude a nosotros cuando necesitamos ayuda, entre otros. _____
6. El/La profesor/a nos hace participar en clase a todos por igual. _____
7. Al/A la profesor/a se le entiende cuando te habla en inglés, e intenta utilizar vocabulario fácil, hablar despacio y cambiando la entonación para que lo entendamos. _____
8. El/La profesor/a normalmente tiene una relación cordial contigo, es simpático/a y buena persona, y está ahí para ayudarte cuando lo necesitas. _____
9. El/La profesor/a sabe controlar cualquier situación adversa que se dé en clase; cuando te portas regular o estás despistado, impone orden. _____
10. El/La profesor/a te cambia de vez en cuando de sitio y cambia la disposición del mobiliario de la clase. _____
11. El/La profesor/a organiza actividades para trabajar en parejas y en grupo.

Appendix 3: 2 Examples of questionnaire 1 completed by students from the academy Centro de Estudio Molina

CUESTIONARIO 1: ESTRATEGIAS USADAS POR EL ESTUDIANTE EN EL APRENDIZAJE DEL INGLÉS COMO LENGUA EXTRANJERA.

Academia: Centro de estudio Molina	Idioma: Inglés
Curso: 3º	Sexo: M (F) Fecha: 30/05/16

¿En qué medida crees que te afectan estos factores en el aprendizaje del inglés? Usa:

4 = mucho/a 3 = bastante 2 = poco/a 1 = nada/ninguna

1. Crees que con tu edad actual aprendes más rápido y entiendes mejor el idioma de inglés que cuando eras un infante. poco
2. La confianza que tienes sobre tus capacidades y tus dotes naturales para el aprendizaje del inglés es: mucho
3. Cuando te comunicas en inglés, le das más importancia a la información que quieres expresar que a los fallos gramaticales que puedas tener. mucho
4. Las actividades realizadas en clase se adaptan al nivel general que posees del idioma, es decir, no son ni demasiado fáciles ni excesivamente difíciles. bastante
5. Prefieres que las diferentes actividades realizadas en clase estén basadas en cosas y situaciones que te pueden pasar en la vida diaria, porque así el aprendizaje del idioma es más rápido. poco
6. En general, por tu forma de ser y de comportarte, te consideras tímido/a y te da vergüenza intervenir ante los demás. mucho
7. El inglés te interesa, te gusta y sientes satisfacción al aprenderlo, por eso te esfuerzas lo que puedes para mejorar tu nivel. bastante
8. Te interesa aprender inglés para comunicarte con personas extranjeras y vivir el día de mañana en un país de habla inglesa. bastante
9. Te interesa aprender inglés para encontrar un mejor trabajo el día de mañana en España. mucho
10. Tienes ganas y te esfuerzas por seguir aprendiendo y avanzando con el idioma extranjero. mucho

CUESTIONARIO 1: ESTRATEGIAS USADAS POR EL ESTUDIANTE EN EL APRENDIZAJE DEL INGLÉS COMO LENGUA EXTRANJERA.

Academia: Centro de Estudios Nacionales

Idioma: Inglés

Curso: 2º ESO

Sexo: (M) F

Fecha: 30-5-16

¿En qué medida crees que te afectan estos factores en el aprendizaje del inglés? Usa:

4 = mucho/a

(3) = bastante

2 = poco/a

1 = nada/ninguna

1. Crees que con tu edad actual aprendes más rápido y entiendes mejor el idioma de inglés que cuando eras un infante. 3
2. La confianza que tienes sobre tus capacidades y tus dotes naturales para el aprendizaje del inglés es: 3
3. Cuando te comunicas en inglés, le das más importancia a la información que quieres expresar que a los fallos gramaticales que puedas tener. 2
4. Las actividades realizadas en clase se adaptan al nivel general que posees del idioma, es decir, no son ni demasiado fáciles ni excesivamente difíciles. 3
5. Prefieres que las diferentes actividades realizadas en clase estén basadas en cosas y situaciones que te pueden pasar en la vida diaria, porque así el aprendizaje del idioma es más rápido. 3
6. En general, por tu forma de ser y de comportarte, te consideras tímido/a y te da vergüenza intervenir ante los demás. 2
7. El inglés te interesa, te gusta y sientes satisfacción al aprenderlo, por eso te esfuerzas lo que puedes para mejorar tu nivel. 2
8. Te interesa aprender inglés para comunicarte con personas extranjeras y vivir el día de mañana en un país de habla inglesa. 3
9. Te interesa aprender inglés para encontrar un mejor trabajo el día de mañana en España. 4
10. Tienes ganas y te esfuerzas por seguir aprendiendo y avanzando con el idioma extranjero. 4

Appendix 4: 2 Examples of questionnaire 2 completed by students from the academy Centro de Estudio Molina

CUESTIONARIO 2: ESTRATEGIAS USADAS POR EL PROFESOR EN LA ENSEÑANZA DEL INGLÉS COMO LENGUA EXTRANJERA.

Academia: <u>Centro de Estudio Molina</u>	Idioma: <u>Inglés</u>
Curso: <u>1º de ESO</u>	Sexo: ☒ M ☐ F
Fecha: <u>30/5/18</u>	

¿En qué medida crees que el/la profesor/a utiliza los siguientes métodos de enseñanza para facilitarte el proceso de aprendizaje del inglés? Usa:

4. Mucho 3. Bastante 2. Poco 1. Nada

1. El/La profesor/a te mira y te observa durante la clase para saber si has entendido su explicación, si estás atendiendo, etc. 4
2. El/La profesor/a da la clase en inglés. 4
3. El/La profesor/a invierte gran parte de la hora de clase en que te comuniques y en que expreses tus opiniones e ideas en inglés, no solo habla él. Nada
4. El/La profesor/a acompaña sus explicaciones de gestos y expresiones corporales para ayudarte a entenderlo mejor. 2
5. El/La profesor/a se mueve durante la hora de clase, es decir, no está todo el tiempo sentado en su silla viendo como trabajamos, hace uso de la pizarra, acude a nosotros cuando necesitamos ayuda, entre otros. 3
6. El/La profesor/a nos hace participar en clase a todos por igual. 4
7. Al/La profesor/a se le entiende cuando te habla en inglés, e intenta utilizar vocabulario fácil, hablar despacio y cambiando la entonación para que lo entendamos. 3
8. El/La profesor/a normalmente tiene una relación cordial contigo, es simpático/a y buena persona, y está ahí para ayudarte cuando lo necesitas. 4
9. El/La profesor/a sabe controlar cualquier situación adversa que se dé en clase; cuando te portas regular o estás despistado, impone orden. 4
10. El/La profesor/a te cambia de vez en cuando de sitio y cambia la disposición del mobiliario de la clase. 2
11. El/La profesor/a organiza actividades para trabajar en parejas y en grupo. 2

CUESTIONARIO 2: ESTRATEGIAS USADAS POR EL PROFESOR EN LA ENSEÑANZA DEL INGLÉS COMO LENGUA EXTRANJERA.

Academia: Centro de Estudios Nortín

Idioma: Inglés

Curso: 2

Sexo: ☒ M ☐ F

Fecha: 30-5-16

¿En qué medida crees que el/la profesor/a utiliza los siguientes métodos de enseñanza para facilitarte el proceso de aprendizaje del inglés? Usa:

4. Mucho 3. Bastante ☒ 2. Poco 1. Nada

1. El/La profesor/a te mira y te observa durante la clase para saber si has entendido su explicación, si estás atendiendo, etc. 2
2. El/La profesor/a da la clase en inglés. 3
3. El/La profesor/a invierte gran parte de la hora de clase en que te comuniques y en que expreses tus opiniones e ideas en inglés, no solo habla él. 4
4. El/La profesor/a acompaña sus explicaciones de gestos y expresiones corporales para ayudarte a entenderlo mejor. 1
5. El/La profesor/a se mueve durante la hora de clase, es decir, no está todo el tiempo sentado en su silla viendo como trabajamos, hace uso de la pizarra, acude a nosotros cuando necesitamos ayuda, entre otros. 3
6. El/La profesor/a nos hace participar en clase a todos por igual. 3
7. Al/A la profesor/a se le entiende cuando te habla en inglés, e intenta utilizar vocabulario fácil, hablar despacio y cambiando la entonación para que lo entendamos. 2
8. El/La profesor/a normalmente tiene una relación cordial contigo, es simpático/a y buena persona, y está ahí para ayudarte cuando lo necesitas. 3
9. El/La profesor/a sabe controlar cualquier situación adversa que se dé en clase; cuando te portas regular o estás despistado, impone orden. 1
10. El/La profesor/a te cambia de vez en cuando de sitio y cambia la disposición del mobiliario de la clase. 2
11. El/La profesor/a organiza actividades para trabajar en parejas y en grupo. 3