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**División de Ciencias Sociales y
Humanidades**

IDENTIFICATION OF CLASS ACTIVITIES
IN INTRODUCTORY ENGLISH
COURSES IN THE UNIVERSITY
PROGRAM OF LANGUAGES
AT UQROO

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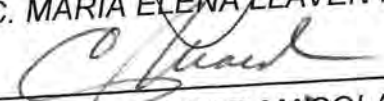
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Abstract

English Teaching Methods have been spread around the world and employed by different educational institutions and teachers. This thesis presents the description of class activities inside the classrooms where English Language is being taught in its preliminary phase. Having found these activities, they were related to ten language teaching methods commonly used through the history of language teaching. The study was done specifically with students of introductory English level (INTRO) at the University of Quintana Roo. Both students and teachers were asked to answer a questionnaire, which contained a list of the most representative class activities of each method. The answers were arranged in frequency options e.g. Always, Sometimes, Never, etc. In this way they could choose according to how often they carried out the class activities. Those activities with the highest percentages were selected to determine the predominance of the methods. Quantities lower than 50% percent were not taken into consideration. In addition to that way to collect data, classroom observations were done with the purpose of confirming the questionnaire results. The results were interesting, first of all because it was found the predominance to use some methods like: *Direct Method*, *Situational Language Teaching* and *Community Language Learning*. The methods that were chosen by students and teachers as never used, were: the *Audiolingual*, the *Total Physical Response* and the *Suggestopedia*; the rest of the methods were reported as sometimes used. The results were also interesting according to the observations because some contrasts in teachers' and students' answers were found.

INTRODUCTION

"Methodology, from the perspective of curriculum development, does not center on the choice of "method". Appropriate teaching methodology is not predetermined; nor can be imposed on teachers and learners. Rather, it evolves out the dynamics of the teaching process itself" (Richards, J.C: 1992:11).

Methodology is not a series of fixed steps teachers have to follow, on the contrary, teachers have the "freedom" to take the best ways to get their teaching purposes.

Taking into account our interest in the field of language teaching practice, we have decided to carry out this research about identifying classroom activities relating them to methods, because to a certain extent we would like to learn from the people that are already in the action field, to take advantage of their experience. Also we consider that we could discover interesting things that later could be useful to improve not only language teaching practice but also language teaching research specifically in the young University of Quintana Roo.

Once we have identified the necessity of selecting appropriate class techniques that correspond to the objectives, we took the main idea of identifying the most representative class activities that are being used in English language teaching in higher education (adults, young adults). Having gotten the results, we studied their relation to a list of known language teaching methods to find some similarities in the groups studied.

All the above mentioned is focused on Introductory English courses (INTRO), which are considered by ourselves as one of the most important levels, as it gives the student the basis of the language and this represents their first encounter with it. For this purpose we chose the University of Quintana Roo as our study field and took the classroom activities as the principal research object.

The study hypothesis is that English language teachers of Introductory English Courses at the University of Quintana Roo, use class activities taken from one or some known methods according to their preferences.

The classroom activities used in this study were selected from the principal characteristics of the ten most known methods in the history of language teaching: "Some of these methods have been around for a very long time and most of them have been cited before in one place or another where language teaching methods have been written about. (Larsen-Freeman, Diane: 1990:xi)

Our list of methods goes in chronological order from The Grammar Translation Method to the Suggestopedia, including the Direct Method, the Situational Language Teaching, the Audiolingual Method, the Community Language Teaching, the Total Physical Response, the Silent Way, the Communicative Language Learning, and the Natural Approach.

Methods such as the previous ones, have been cited by some authors (Diane Larsen-Freeman, Jack C. Richards, D.H. Brown, etc.) and we took them as our framework considering that they could help us to describe what occurs in a classroom in terms of the activities.

Jack Richards talks about the importance of the language teaching methods when he says: "the proliferation of approaches and methods is a prominent characteristic of contemporary second and foreign language teaching. Invention of new classroom practices and approaches to designing language programs and materials reflects a commitment to finding more efficient and more effective ways of teaching languages" (Richards and Rodgers: 1992:vii).

So we could say that teaching is not a simple activity. On the contrary it has been a challenge in which the teacher has had the responsibility of selecting activities and experiences in order to achieve learning.

We are aware that classroom activities do not make the whole teaching, but the selection of the most appropriate ones as well as the best techniques and methods are also important in order to make language learning successful.

The present research is focused basically on teaching and not on learning. "The approach to teaching in which methodology is developed from study of classroom practices attributes a primary role to the teacher in the teaching/learning process. Successful learning is viewed as dependent upon the teacher's control and management of what takes place in the classroom." (Richards J.C.:1992:42). The work of the teacher and the importance of his/ her role in the learning-teaching process is determinant since our experience as students showed us that education is still centered on him or her, unless the real purpose is the contrary.

Organization of the Thesis

In the first chapter are the definitions that will support our study, terms such as: methodology of the English language teaching, approach, method, technique, class activity, etc. We will also refer to some theoretical issues about teaching bringing the basic principles in second and foreign language teaching. Finally we will give a brief description of the History of Language Teaching in terms of Methods and the theoretical work around the ten cited methods, mentioning their history and principal characteristics.

In the second chapter, the objective and the hypothesis of the fieldwork are mentioned, alluding the description of the sample, which is divided into teachers and students. There is also a description of the University of Quintana Roo in terms of its institutional framework, emphasizing the two departments that give English classes at the University: The English Language Major, and the University Program of Languages. (The classes at introductory level are part of this latter program). The methodology of the study, which describes the kind of method and the process followed to reach the thesis objective, as well as the research tools to collect the data are included in this section.

The third chapter embraces data collection, analysis, findings showing clearly what was gotten during the research, and the analysis of the results.

The fourth and the last chapter contains the conclusions which tend to the fact that there are similarities in the use of some class activities which have to do with specific methods although no one method is used in its entirety.

The appendices comprise the teachers and students questionnaires, the observation sheets, answer sheets and charts.

CHAPTER 1 THEORETICAL ISSUES AND RESEARCH FRAMEWORK

1.1 Definitions

Method, according to Diane Larsen-Freeman "is seen as superordinate, comprising both 'principles' and 'techniques'". Her book has helped us to understand the nature of language teaching and to make an accurate description of what happens in a classroom. Her work provided us with the idea of observing classrooms and describing a method through classroom activities. The classroom activity will be a clue to discovering the techniques that the teacher wants to develop in the teaching process.

Larsen-Freeman described five aspects involved in what she calls **principles** of second or foreign language teaching, which are: the teacher, the learner, the teaching process, the learning process and the target language/culture. Those aspects represent the theoretical framework of a method. **Techniques** are the application of the principles based on the classroom activities and procedures.

Methodology is defined in the following way: 'it can be characterized as the activities, tasks, and learning experiences selected by the teacher in order to achieve learning, and how they are used within the teaching/learning process. These activities are justified according to the objectives the teacher has set out to accomplish and the content he or she has to set out to teach'. (Richards, J.C.: 1992:11) This quotation indicates the enormous work required on the part of the teacher in creating and finding paths to his/her teaching so as to achieve learning. The goal has not been to follow the same activities in working with the program, but to sit and think how the new experiences will be developed in the teaching-learning process.

He also says that methodology must not be imposed or predetermined on teachers and learners, rather it is a dynamic process. We agree with his point of view

recognizing that learning and teaching will never be the same and that each time there will be different situations where new decisions will have to be taken, appropriate exercises will be performed, and assessment and teaching experiences evaluated.

To describe methods is important to underline the difference between a philosophy of language teaching at the level of theory and principles, and a set of derived procedures for teaching a language. The American applied linguist Edward Anthony proposed a scheme to clarify this difference in 1963:

“...An approach is a set of correlative assumptions dealing with the nature of language teaching and learning. An approach is axiomatic. It describes the nature of the subject matter to be taught...

...Method is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon, the selected approach. An approach is axiomatic, a method is procedural.

Within one approach, there can be many methods...

...A technique is implementational –that which actually takes place in a classroom. It is a particular trick, strategem, or contrivance used to accomplish an immediate objective. Techniques must be consistent with a method, and therefore in harmony with an approach as well”.

(¹Anthony 1963:63-7)

Approach, design and procedure form a structure that Richards and Rodgers call method. It is based on the trio of terms proposed by Edward Anthony (Richards, J.C.: 1986: 15) “approach, method and technique”.

Seeing that our research deals with methods and techniques, these terms will be described briefly in order to understand the teaching-learning process since we

¹ Approaches and Methods in Language Teaching. P. 15

cannot discuss methods without mentioning the elements that compound a method.

Richards and Rodgers defined **approach** as the theories and conceptualizations about language. It includes the linguistic theories besides the theories of learning, which are psychological theories that study the nature of the "teaching-learning" phenomena.

The second term, **design**, contains specifications about the objectives of the course, the skills to be developed, the linguistic content, the role of the learner and the teacher and the material to be used. This level is important due to the necessity to develop a design for an instructional system, which will lead to a method. The objectives of the course are a product of design not of approach. The objectives can vary according to the needs; they can be for communicative purposes or only for reading contexts. The syllabus or content choice organization will determine the decisions about the choice of language content to take. The learner roles will be the attitudes students should have to make use of the teaching offered. The teacher roles emphasize the specific attitudes and assumptions teachers will have to face depending on what activity will be developed; there are many teacher roles such as catalyst, consultant, guide, director, model, etc.

Procedure is the last term and refers to the activities, techniques and tasks that are daily set out in the practice of the course. In a certain way, we took this term as a basis of our research to provide the description of the methods through knowledge of the different techniques and class activities performed by the teachers.

When Richards points out that teaching consists of activities, tasks, and learning experience and their use in the classroom, he asks some questions about the kinds of activities, tasks, and learning experiences the program will make use of, the criteria proposed for selecting them, the weight assigned to each

activity/unit/lesson, and the configurations of teachers and learners' activities. In fact, our work refers to the description of the activities and this segment underlines what the teaching consist of and how important it is for us to know and to describe the activities.

1.2 Theoretical Issues about Learning

Work done by linguistic researchers has suggested models of language teaching-learning, which will help us when we are developing an English course. This can be summarized as follows:

Krashen (1995:10) in his book *Principles and Practice in Second Language Acquisition*, characterizes five hypotheses about second language acquisition. *The Acquisition-Learning Distinction* is one of them. It says that there is a difference in acquiring and learning a language. To acquire a language is a subconscious process to develop a language; it is as children learn. They do not know how they start speaking a language taking it from what they hear, what they experience and what they repeat; they only reproduce it but this knowledge remains (or some of it) throughout their life. On the other hand, learning is a conscious process where knowledge of a language is obtained by rules, being aware of them and also to be able to reproduce the language. Picking up a language is to acquire a language, knowing about a language is to learn a language.

The Natural Order Hypothesis is the second hypothesis, it expresses that children acquire linguistic forms, rules and items in a similar order. E.g. English children acquire progressive -ing, plural -s, and active sentences before they acquire third person -s on verbs, or passive sentences (²Brown, D.H.:1973). This is said to show a natural order of development. There were other researchers, like ³Bailey, Madden and Krashen (1974) who reported a natural order for adults a similar process to that seen in child second language acquisition. They found that adults start learning a language with the -ing (progressive), plural, to be; then the auxiliary (progressive, as in "you are working"), the article; next irregular past and regular past, third singular and possessive 's. This research could give us a clear idea about how we could teach English in the sense of not wasting time giving

² Principles and Practice in Second Language Acquisition. P. 17

³ Ob. cit. P. 17

students structures or themes that they will not be able to retain easily. That is to say, why not give students what they can learn faster and then give them what is a little more difficult.

The Monitor Hypothesis, the third hypothesis, is defined as a little box inserted in the mind with the main purpose of correcting of what we have learnt through the multiple rules given in class. This little box can indicate whether some utterances said during or before the act of speaking were wrong or right. It develops our performance, editing everything that we said and correcting instantly (or after) our speech.

The fourth hypothesis, the *Input Hypothesis*, says that it is necessary for the learner to understand input language, which contains linguistic items that are slightly beyond the learner's present linguistic competence. That is, linguistic forms and vocabulary that are more complicated than those that the students already use. Learners understand such language using cues in the situation. Krashen (1980) says that eventually the ability to produce language is said to emerge naturally, and need not be taught.

The Affective Filter is the last hypothesis and we consider it as one of the most important. It says that everyone has a filter, which has to do with one's feelings. Depending on how our filter is, learning will vary. Negative attitudes (lack of motivation or self-confidence and anxiety) are said to act as a filter that prevents the learner from making use of input, and thus hinder success in language learning. It is really important that the students have a high affective filter because, this will allow them to be open and to feel successful in their learning. The filter will also depend on the teacher's attitudes because the students could be well motivated but the teacher could be in the classroom only to give a program and get his/ her check not caring what the students feel or believe.

1.3 Principles of Language Teaching

The principles of language teaching are divided into Cognitive, Affective and Linguistic Principles according to Brown, D.H. (1994:15). They not only complement the work of a teacher but facilitate the realization and success of their activities. The principles give a better idea of elements that cannot be found in a program or curricula but are intrinsically found in the students. What the students believe, how they can learn better, how they feel when we teach them, are some of the aspects consider and represent from a personal point of view the students' background that we need to care of when teaching in any group.

The principles that relate mainly to mental and intellectual functions are called **Cognitive Principles**. *Automaticity* is one cognitive principle and it refers to the acquisition of a language where the process is immediate. Practically, there is an example of the children, for their ease in picking up a language with peripheral attention to language forms. This principle has its contrary in the idea of overanalyzing language and thinking too much about its forms.

Long-term retention is generated through the linkage of information obtained before with the present information. This is what is called *Meaningful Learning*, a principle that says that we need to find ways to create stronger retention, not separated knowledge without an immediate purpose for using it. The opposite of meaningful learning is rote learning (more emphasis on form and structures than meaning).

The principle *Anticipation of Reward* looks for the motivation of the students to improve their learning through little awards, driving them into the necessity to participate in class learning and obtaining an intangible or a tangible reward. All the time it is important to tell the students that they are doing very well, to make them feel successful. It is not necessary to give them something of value but it could be praise like "well done", "good try", "perfect", etc.

If students were motivated from the beginning it would be perfect, a good start. There would not be problems to develop an activity in the classroom. The *Intrinsic Motivation Principle* tries to create a powerful idea about why the students need to learn a language, its importance linked with the desires and objectives of the students. In this manner students are already prepared to contribute with their enthusiastic participation to the development of the activities proposed by the teacher. Doing the activities and completing them, they will feel they have a reward because they could do it successfully.

Sometimes something is worth more when we fight for it, when we make a great effort. It is the same in learning, when we take care of every aspect (not in form) investing time and money (buying books, guides, tapes, videos to reinforce learning). It is evident that it will not be a simple preparation but it will bring satisfaction because the student is interested and his production will be better. This carries to the principle of *Strategic Investment*, where teacher's techniques must be developed with the purpose of making students give more effort for an intrinsic reward of feeling they are doing great and obtaining at the same time successful mastery of the second language.

Continuing with principles, the following principles refer to the **Affective Principles**, which are those related to feelings about oneself, about relationships in a community of learners, and about the emotional ties between language and culture.

Language Ego is a principle in which students develop a new mentality of their mother tongue because they feel they could not face the second language as their first. They feel inhibitions, defensiveness, and a sense of fragility. It may happen in any classroom where some students are blocked mentally when teachers wait for an answer in English from them. This principle says that students must be aware of the barriers that they can create unconsciously. They must be careful that this

second identity does not interfere in their learning. As it is said before, they should take care of their way of thinking, feeling and acting.

The self-esteem principle is the *Self-Confidence Principle*. It is when we believe in doing something that is difficult to do or something that we had never done before. Students need to believe in themselves, to have the feeling they are capable of accomplishing a task. This means that if the students do not have self-confidence, the process of learning the language becomes more difficult. The more successful the students feel the easier their learning becomes.

Successful language learners, in their realistic appraisal of themselves as vulnerable beings yet capable of accomplishing tasks, must be willing to become "gamblers" in the game of language, to attempt to produce and to interpret language that is a bit beyond their absolute certainty.

Risk Taking is a principle saying that students need to take certain risks to learn a language. They need to be aware they might fail trying to perform the new language and maybe will not be able to accomplish successfully a task. Something that is important is that they lose fear of making mistakes. Most of the time students do not take the risk of producing language because they do not want to make a mistake or to say something wrong.

Part of the work of a teacher is to reflect in his process of teaching the background of a language in terms of cultural associations, cultural customs, values and ways of thinking, feeling and acting. This is what is known as the *Language Culture Connection*. This principle means that learning a second language needs to be contextualized in order to make the process attractive or make distinctions between the first language and the second language. The success with which learners adapt to a new cultural milieu will affect their language acquisition success, and vice versa, in some significant ways.

This means that first it is important for students to learn not only the language but also the culture that is around that language because both are very close. On the other hand culture has strong influences, above all when the students have the opportunity to learn the language abroad. If the students can adopt that new culture easily, their process of learning becomes faster.

The third group and the last category of principles of language teaching are the **Linguistic Principles**. This group centers its attention on language itself and on how learners deal with these complex linguistic systems. Starting with the *Native Language Effect* there will be some significant interference in the production of learning because sometimes we use part or all of our native language system, which is confusing in the second language. Most of the time, however it is productive because of the similarities of both languages on which learner will rely to predict the target language system. While that native system will exercise both facilitating and interfering effects, the former are likely to be the most salient. This is something very common because students tend to compare both languages all the time. As the definition says they also tend to predict meanings and forms taking as a basis their native language. The best option is not to abuse of this effect and use it when the results are profitable.

The principle, *Interlanguage* says that feedback is very important to give the students some vocabulary and show them the use of the different linguistic forms. Here the teachers are the principal producers of this input. However, they are not the only ones, we also have the native speakers who could illustrate the students with the language in function.

The last linguistic principle is the *Communicative Competence*, which is the goal of a language classroom, where instruction needs to point toward its components: organizational, pragmatic, strategic, and psychomotor. Communicative competence is nothing but the ability to communicate in English according to the situation, purpose, or any role of the participants. Communicative goals are best

achieved by giving due attention to language use and not just usage, to fluency and not just accuracy, to authentic language and contexts, and to students' eventual need to apply classroom learning in context in the real world.

This means that what the teacher should accomplish is the communicative competence of their students and this can be better achieved if language is used in a natural, functional, practical way in a context. This last principle could be taken as a summary of all the principles. Even when they are more focused on learning, we must not forget that this process is closely related to teaching.

1.4 Language Teaching Methods: Brief Historical Description

Before starting with a Second Language Teaching Method, we would like to mention that the beginnings of the teaching of a language in the Renaissance time, according to MacKey (1965), contained these principles:

1. to learn grammatical rules
2. to apply such rules in exercises of translation
3. memorize words

At that time, Latin was the language to be learnt in that way, following those principles by the students.

As part of our fact-finding, we considered only ten language teaching methods. These methods were chosen from different books describing ancient and recent methods. These ten methods were also cited in a Diploma in English Language Teaching in the Module titled Methodology of English Language Teaching (Course Instructor: Lic. Alfredo Marín Marín (1996) in the University of Quintana Roo). The following methods are described in terms that our research requires and it is just a part of what we could find in English language classrooms.

This description will contain a summary of each method, referring to their background and principal characteristics.

The Grammar-Translation Method

Background

Latin teaching was called the Classical Method: focus on grammatical rules, translations of texts, memorization of vocabulary, doing written exercises. These

teaching means constitute the Grammar Translation Method due to the necessities to use another language in educational institutions.

The Grammar-Translation Method had its origins in the German scholarship, whose object was, according to one of its critics, "to know everything about something rather than the thing itself" (⁴W.H.D. Rouse quoted in Kelly 1969: 53). In fact, this method was known in the United States as the Prussian Method.

The books published during the Nineteenth-century, those by Seidenstücker and Plotz were perhaps the most typical.... Seidenstücker reduced the material to disconnected sentences to illustrate specific rules. He divided his text carefully into two parts, one giving the rules and necessary paradigms, the other giving French sentences for translation into German and German sentences for translation into French. The immediate aim was for the student to apply the given rules by means of appropriate exercises.... In [Plotz's] textbooks, divided into the two parts described above, the sole form of instruction was mechanical translation. Typical sentences were: *Thou hast a book. The house is beautiful. He has a kind dog. We have a bread [sic]. The door is black. He has a book and a dog. The horse of the father was kind.* (⁵Titone 1968: 27). This approach to foreign language teaching became known as the Grammar-Translation Method.

To study a foreign language by Grammar Translation Method as primary goal, was to learn a language so as to read its literature. Reading and writing were the major focus, and speaking and listening did not have real attention.

The principal characteristics of the Grammar Translation Method are:

- a. Classes were given in the students' native language.
- b. There was not much use of the Target language.

⁴ Approaches and Methods in Language Teaching. P. 3

⁵ Ob. Cit. P. 6

- c. Students started with difficult classical texts.
- d. Translation of exercises from the target language into the mother tongue was a typical exercise.
- e. The teacher did not have the necessity to speak the target language.
- f. There was an inability on the part of the student to use the language for communication as a result of this method.
- g. Reading and writing were introduced having already had a sufficient lexical and grammatical basis.

The Direct Method

Background

The Direct method is a reaction to the Grammar Translation Method for not having the benefits of producing learners who could use the foreign language they had been studying.

This method was revived as a method when the goal of instruction became the learning of a foreign language to communicate.

The Direct Method receives its name from the fact that meaning is connected directly with the target language, without going through the process of translation into the students' native language.

Enthusiastic supporters of the Direct Method introduced it in France and Germany (it was officially approved in both countries at the turn of the century), and it became widely known in the United States through its use by Sauver and Maximilian Berlitz in successful commercial language schools. Berlitz, in fact, never used the term; he referred to the method used in his schools as the Berlitz Method.

Principal characteristics of the Direct Method:

- a. The use of the mother tongue is not permitted.
- b. Lessons start with anecdotes and dialogues in modern conversational style.
- c. To make meaning clear, actions and pictures are used.
- d. The learning of grammar is inductive.
- e. Important to be a native-speaker teacher or have native proficiency in the target language.
- f. Reading in the target language should be taught from the beginning of language instruction.
- g. The teacher to avoid explanations or translations does demonstration. That makes the students learn by direct association.
- h. Communication is the purpose of language learning.
- i. Situations or topics are the basis of the syllabus, not on linguistic structures.
- j. The development of writing from the beginning of language instruction is important.

Situational Language Teaching

Background

In the 1920s and 1930s applied linguists systematized the principles proposed earlier by the Reform Movement and so laid the foundations for what developed into the British approach to teaching English as a foreign language. Subsequent developments led to Audiolingualism in the United States and the Oral Approach or Situational Language Teaching in Britain.

Two of the leaders of this last approach were *Harold Palmer* and *A.S. Hornby* who were two of the most prominent figures in British twentieth-century language teaching. Both were familiar with the work of such linguists as *Otto Jespersen* and *Daniel Jones*, as well with the Direct Method. What they attempted was to develop a

more scientific foundation for an oral approach to teaching English than was evidenced in the Direct Method. The result was a systematic study of the principles and procedures that could be applied to the selection and organization of the content of a language course (⁶Palmer 1917, 1921).

The Oral Approach was the accepted British approach to English language teaching by the 1950s. It is described in the standard methodology textbooks of the period, such as (⁷French 1948-50, Gurrey 1955, Frisby 1957, and Billows 1961). Its principles are seen in ⁸Hornsby's famous Oxford Progressive English for Adults Learners (1954-6) and in many other more textbooks. One of the most active proponents was the Australian George Pittman. Pittman and his colleagues were responsible for developing an influential set of teaching materials based on the situational approach, which were widely used in Australia, New Guinea, and the Pacific territories.

The main characteristics of the Situational Language Teaching are as follows:

- a. Language teaching begins with the spoken language. Material is taught orally before it is presented in written form.
- b. The target language is the language of the classroom.
- c. New language points are introduced and practiced situationally.
- d. Vocabulary selection procedures are followed to ensure that an essential general service vocabulary is covered.
- e. Items of grammar are graded following the principle that simple forms should be taught before complex ones.
- f. Reading and writing are introduced once a sufficient lexical and grammatical basis is established.

⁶ Approaches and Methods in Language Teaching. P. 31

⁷ Ob. Cit. P. 34

⁸ Ob. Cit. P. 34

The Audio Lingual Method

Background

During World War II, there was a lot of research in Language Teaching in America due to the necessity (U.S. Government) to have personnel who were able to speak fluently in German, French, Italian, Chinese, Japanese, Malay and other languages. They needed to learn other languages so as to work as interpreters, code-room assistants and translators. Therefore, it was necessary to set up a special language-training program and as a result the Audio Lingual Method began.

This method became dominant in the United States during the 1940s, 1950s, and 1960s; it takes much from the direct method but adds features from structural linguistics and behavioral psychology.

Language teaching specialists drew on the earlier experience of the Army programs and the Aural-Oral or Structural Approach developed by Fries and his colleagues, adding insights taken from behaviorist psychology. This combination of structural linguistic theory, contrastive analysis, aural-oral procedures, and behaviorist psychology led to the Audiolingual Method.

Its main characteristics are:

- a. Lessons start with dialogs.
- b. Mimicry and memorization are used, based on the assumption that language learning is habit formation.
- c. Grammatical rules are taught inductively and grammatical structures are sequenced.
- d. Sequence of skills: listening, speaking –reading, writing postponed.
- e. From the beginning pronunciation is stressed.
- f. There is limitation of vocabulary in initial stages.

- g. There is a great effort to get students to produce errors-free utterances.
- h. Language is often manipulated without regard to meaning or context.

Communicative Language Teaching

Background

Communicative Language Teaching has its origins in the changes in the British language teaching tradition dating from the late 1960s.

British applied linguistics emphasized another fundamental dimension of language (as a reaction to the situational language teaching) to focus in language teaching proficiency instead of mere mastery of structures. Christopher Candlin and Henry Widdowson, who advocated on this view of language, drew on the work of British functional linguists e.g. John Firth, M.A.K. Halliday, American work in sociolinguists e.g. Dell Hymes, John Gumperz and William Labov, as well as work in philosophy e.g. John Austin and John Searle.

Educational realities provoked changes due to the increasing interdependence of European countries since they had the need to establish communication among them, and the European Common Market and the Council of Europe made great efforts to teach adults the major languages.

Another important contribution was the work done by the British Linguist ⁹D.A. Wilkins (1972), who proposed a functional definition of language that could be used as a basis for developing communicative syllabuses for language teaching.

The rapid ideas mentioned above and the rapid acceptance of these new principles by British language teaching specialists, curriculum development centers, and

⁹ Approaches and Methods in Language Teaching. P. 65

even governments projected what came to be referred to as Communicative Language Teaching.

Principal characteristics of CLT:

- a. The goal of language teaching is learner ability to communicate in the target language.
- b. The content of a language course will not just include linguistic structures but semantic notions and social functions.
- c. To work in groups or pairs to transfer (and, if necessary, negotiate) meaning in situations where one person has information that the other(s) lack.
- d. Role-play or dramatization engages students to adjust their use of the target language to different social contexts.
- e. Classroom materials and activities are often authentic to reflect real-life situations and demands.
- f. Skills are integrated from the beginning; a given activity might involve reading, speaking, listening, and perhaps also writing (this assumes the learners are educated and literate).
- g. The teacher's role is primarily to facilitate communication and only secondarily to correct errors.
- h. The teacher should be able to use the target language fluently and appropriately.

Total Physical Response Method

Background

Total Physical Response is a language teaching method built around the coordination of speech and action; it attempts to teach language through physical (motor) activity. Developed by James Asher, a professor of Psychology at San

José State University, California, it draws on several aspects, including developmental psychology, learning theory, and humanistic pedagogy, as well as language teaching procedures proposed by Harold and Dorothy Palmer in 1925. Asher says that this method has to do with children learning process, which is based on directed speech commands to produce verbal response. He sees that this process of language acquisition is parallel to adult second language learning.

As principal points of this method we can list:

- a. Speaking is an ability that must be presented when the students understand the target language.
- b. Moving the body is an activity that helps students to learn rapidly.
- c. The imperative is a powerful linguistic device through which the teacher can direct student behavior.
- d. Students can learn through observing actions as well as by performing the actions themselves.
- e. It is very important that students feel successful. Feeling of success and low anxiety facilitates learning.
- f. Students should not be made to memorize fixed routines.
- g. Correction should be carried out in an unobtrusive manner.
- h. Students must develop flexibility in understanding novel combinations of target language chunks. They need to understand more than the exact sentences used in training. Novelty is also motivating.
- i. Language learning is more effective when it is fun.
- j. Spoken language should be emphasized over written language.
- k. Students will begin to speak when they are ready.
- l. Students are expected to make errors when they first begin speaking. Teachers should be tolerant of them. Work on the fine details of the language should be postponed until students have become somewhat proficient.

The Silent Way Method

Background

It is the name of a method of language teaching devised by *Caleb Gattegno*. The Silent Way represents Gattegno's venture into the field of foreign language teaching. It is based on the premise that the teacher should be silent as much as possible in the classroom and the learner should be encouraged to produce as much language as possible. Elements of the Silent Way, particularly the use of color charts and the colored cuisinaire rods grew out of Gattegno's previous experience as an educational designer of reading and mathematics programs.

Very broadly put, the learning hypotheses underlying Gattegno's work could be stated as follows:

1. Learning is facilitated if the learner discovers or creates rather than remember and repeat what is to be learned.
2. Accompanying (mediating) physical objects facilitate learning.
3. Learning is facilitated by problem solving involving the material to be learned.

Characteristics of the Silent Way are:

- a. Language acquisition must be a product of habit formation instead of information.
- b. Language acquisition must be a procedure to discover the rules of the language through their own thinking processes.
- c. The teacher should start with something the students already know and build from that to the unknown. Most of the time, some languages share similar features, which can help to understand the language we are learning.
- d. Language is not learned by repeating after a model. Students need to develop their own "inner criteria" for avoiding mistakes and correct them.
- e. Student's actions can tell the teacher whether or not they have really learned.

- f. Students should learn to rely on each other and themselves.
- g. Reading is worked on from the beginning but follows from what the students have learned to say.
- h. Silence is a tool. It helps to foster autonomy, or the exercise of initiative. That helps the teacher from not being always the center of attention so he can listen and work with students.
- i. Errors are important and necessary to learning. They show the teacher where things are not clear.
- j. Student attention is a key to learning.
- k. Language is self-expression.

Community Language Learning Method

Background

Community Language Learning Method is the name of a method developed by Charles A. Curran and his associates. Curran was a specialist in counseling and a professor of psychology at Loyola University, Chicago. His application of psychological counseling techniques to learning is known as Counseling-learning. Community Language Learning represents the use of Counseling-Learning theory to teach languages.

Within the language teaching tradition Community Language Learning is sometimes cited as an example of a "humanistic approach". Links can also be made between CLL procedures and those of bilingual education, particularly the set of bilingual procedures referred to as "language alternation" or "code switching".

Main characteristics are as follows:

- a. It is very important to build a relationship among students.

- b. Language is for communication.
- c. To avoid the teacher remaining in the front of the classroom because it reduces threatening atmosphere and students' learning is facilitated. Also this fosters interaction among students, rather than from student to teacher.
- d. The teacher should be sensitive to students' limitations and not overwhelm them with more than they can handle.
- e. Students feel more secure when they know the limits of an activity.
- f. Teacher and students are seen as whole humans (with feelings, problems, necessities, etc).
- g. The teacher "counsels" the students. He shows them he is really listening to them and understands what they are saying. By understanding how students feel, the teacher can help students to overcome their negative feelings, which might otherwise block their learning.
- h. To make the meaning clear, students' native language is used. Students feel more secure when they understand everything.
- i. The teacher should take the responsibility for clearly structuring activities in the most appropriate way possible for successful completion of an activity.
- j. Learning at the beginning stages is facilitated if students attend to one task at a time.
- k. The teacher encourages student initiative and independence.
- l. Students need quiet reflection time in order to learn.

The Natural Approach

Background

In 1977, Tracy Terrel, a teacher of Spanish in California, outlined a proposal for a new philosophy of language teaching which he called the Natural Approach (¹⁰Terrel 1977; 1982:121). This was an attempt to develop a language teaching proposal that

¹⁰ Approaches and Methods in Language Teaching. P. 128

incorporated the "naturalistic" principles researchers had identified in studies of second language acquisition. The Natural approach grew out of Terrel's experiences teaching Spanish classes. Since that time Terrel and others have experimented with implementing the Natural Approach in elementary to advanced-level classes and with several other languages. At the same time he has joined forces with Stephen Krashen, an applied linguist at the University of Southern California in elaborating a theoretical rationale for the Natural Approach, drawing on Krashen's influential theory of Second language acquisition. Krashen and Terrel's combined statement of the principles and practices of the Natural Approach in their book: "The Natural Approach" published in 1983.

Krashen and Terrel have identified the Natural Approach with what they call "traditional approaches to language teaching". Traditional approaches are defined as "based of the use of language in communicative situations without recourse to the native language" -, and perhaps needless to say, without reference to grammatical analysis, grammatical drilling, or to a particular theory of grammar. Krashen and Terrel note that such "approaches have been called natural, psychological, phonetic, new, reform, direct, analytic, imitative and so forth. Krashen and Terrell make continuing reference to the theoretical and research base claimed to underlie the Natural Approach and to the fact that the method is unique in having such a base. It is necessary, however, to present the tenets of the theory which Natural Approach are based". (¹¹Krashen and Terrel 1983:9)

- The Acquisition/ Learning Hypothesis. Acquisition represents the "natural" way we learn a language as if it were our mother tongue. This also refers, to an unconscious process to develop proficiency using language for meaningful communication. Learning is when you are conscious of that fact taking into account the rules and the knowledge to verbalize the language.

¹¹ Ob. Cit. P. 128

- *The monitor Hypothesis.* Here, conscious learning can function as a monitor or monitor which verifies and fixes the output of the acquired system. Three conditions limit the successful use of the monitor:
 1. Time. There must be sufficient time for a learner to choose and apply a learned rule.
 2. Focus of form. The language user must be focused on correctness or on the form of the output.
 3. Knowledge of rules. The performer must know the rules. The monitor does best with rules that are simple in two ways. They must be simple to describe and they must not require complex movements and rearrangements.

The main characteristics of the Natural Approach are:

- a. Class time is devoted primarily to providing input for acquisition.
- b. The teacher speaks only in the target language in the classroom. Students may use either the first or second language.
- c. Teachers utilize realia, pictures, and students' previous knowledge to make their speech comprehensible from the first day.
- d. The goals of the course are "semantic"; activities may involve the use of a certain structure, but the goals are enable students to talk about ideas, perform tasks and solve problems.
- e. Activities allowing comprehensible input, about things in the here-and-now. Focus on meaning not form.

Suggestopedia Method

Background

It is a method developed by the Bulgarian psychiatrist-educator *Georgi Lozanov*. Suggestopedia is a specific set of learning recommendations derived from Suggestology, which Lozanov describes as a "science... concerned with the

systematic study of nonrational and/or nonconscious influences" that humans beings are constantly responding to (¹²Stevick 1976:42). Suggestopedia tries to harness these influences and redirect them so as to optimize learning. The most conspicuous characteristics of Suggestopedia are the decoration, furniture and arrangement of the classroom, the use of music, and the authoritative behavior of the teacher. The method has a somewhat mystical air about it, partially because it has few direct links with established learning or educational theory in the West, and partially because of its arcane terminology and neologisms, which one critic has unkindly called a "package of pseudo-scientific gobbledygook". (¹³Scovel 1979:258).

Some of its main characteristics are:

- a. Learning is facilitated in a relaxed, comfortable environment.
- b. There is better retaining of information when there is trust and respect on the part of the student to the teacher's authority.
- c. Activate learners' imagination will aid learning.
- d. The more confident the students feel, the better they will learn.
- e. To imagine oneself as another person, will help to be more open to perform any activity.
- f. Dramatization is a particularly valuable way of playfully activating the material. Fantasy reduces barrier to learning.
- g. Music and movement reinforce the linguistic material.

¹² Approaches and Methods in Language Teaching. P. 142

¹³ Ob. Cit. P. 142

CHAPTER 2 DESCRIPTION OF THE STUDY

2.1 Objective

To identify the most representative class activities that teachers use in Introductory English Courses at the University of Quintana Roo, to relate them to a list of language teaching methods.

2.2 Hypothesis

English language teachers of Introductory English Courses at the University of Quintana Roo, use class activities taken from one or some known methods according to their preferences.

2.3 Sample

Target Population:

Five groups of Introductory English Courses (INTRO) at the University Program of Languages (PUI).

Size:

A total of 5 class groups.

A total of 5 teachers.

A total of 57 students.

2.4 The institution

The University of Quintana Roo

The University of Quintana Roo has been the result of the proposal given by the Governor of the State of Quintana Roo Miguel Borge Martín in his period of government (1987-1993). Also there were other multiple initiatives like the "Subsecretaría de Educación Superior e Investigación Científica (SESIC) which promoted plans to generate university-alternative models as responses to raise the quality of higher education. As a whole, the project began in 1989 and proceeded to constitute the maximum project to create the "The New Mexican University".

There are four fundamental principles, which will provide the basic functions for the University of Quintana Roo:

Linkage: The University needs to establish relationships with society in order to make people participate in the process of its activities and functions and to obtain the benefit of the society and the formation of professional people.

Multidiscipline: It arises to solve problems in real situations through diverse perspectives as academic work, research, diffusion and university extensions.

Innovation: It is assumed that the role of the University will all the time be constantly searching for new methods, techniques and processes of development as its fundamental activities.

Quality: The effort tending to be projected to the society and in the country is the excellence in the results obtained in the activities of the University. At the same time, there will be evaluations to diagnose these results so as to continue with the institutional improvement.

The Curricular Model of the University of Quintana Roo

The curricular model of the University of Quintana Roo has an application in a system of credits given to every course. In every major there exists a curricula of the current subjects offered; for every curricula the courses have different credits; The total number of credits per major is as follows:

Relaciones Internacionales: 335

Derecho: 330

Antropología: 465

Lengua Inglesa: 335

Economía y Finanzas: 320

Sistemas Comerciales: 320

Ingeniería Ambiental: 400

Ingeniería en Sistemas de Energía: 410

The curricula (in every major) is seen in four blocks:

- a) *Asignaturas Generales*. They are general courses, which intend to develop certain abilities in the students so as to apply them in a creative way through their major.
- b) *Asignaturas Divisionales*. These are the courses shared in the same Academic Division: Social and Human Sciences or Engineering. They have the objective to familiarise the students with problems in the different disciplines of the same area.
- c) *Asignaturas de Concentración Profesional*. They refer to the methodological-theoretical specific body of the major, having the mere purpose of the specialization according to the professional profile of the major.

- d) *Asignaturas de Apoyo*. These courses can be taken by the students according to their interest and represent an important complement for their integral formation. These can be activities different from their areas with a sense more than education but activities they can use in their free time like sports, cultural activities, computation or learning a new language.

The importance of English in all the Majors

Learning a second language is a relevant part of students' education at the University of Quintana Roo, and though students have a choice among languages, English is for now the most demanded. Students are required to reach a specified level of English to get their degree. This level of English may be through an internationally recognized examination or by an equivalent examination set by the UQROO.

This table shows the profile of the students in the English subject when finishing the University:

MAJOR	Student Profile
Environmental Engineering	Comprehension of English technical texts about Environmental Engineering.
University Degree requirement	To fulfill the English language exam. Level: Key English Test (KET)
Energy Systems Engineering	Comprehension of English technical texts about Energy Systems Engineering.
University Degree requirement	To fulfill the English language exam. Level: Key English Test (KET)
Anthropology	At the end of the major, the student will be able to write, translate, read and talk in English.
University Degree requirement	To fulfill the English language exam. Level: Preliminary English Test (PET)

Law Major		Students need to be able to use the English language to develop professional activities in their field.
University Requirement	Degree	To fulfill the English language exam. Level: Key English Test (KET)
Economics and Finances		Students need to be able to use the English language to develop professional activities in their field.
University Requirement	Degree	To fulfill the English language exam. Level: Key English Test (KET)
Commercial Systems		They need to be able to use the English language to develop professional activities in their field.
University Requirement	Degree	To fulfill the English language exam. Level: Key English Test (KET)
International Relations		They need to be able to use English language in a suitable and fluent way in the field of the International Relations.
University Requirement	Degree	To fulfill the English language exam. Level: Preliminary English Test (PET*)
English Language		The graduated students are professionals with knowledge in the English language as well as in: <ul style="list-style-type: none"> - The culture of England and The United States. - The Second or Foreign language teaching methodology. - The teaching of the English language. - Didactic, methodological and linguist research. - Basic knowledge of the French language and/or of English-Spanish / Spanish-English translation.
University Requirement	Degree	To prove students' abilities in the English language through an international exam applied by The Cambridge University. Level: First Certificate in English (FCE*)

* Some English levels have changed: e.g. PET is now FCE for The International Relations Major; and FCE is now CAE for The English Language Major.

The English Programs at UQROO

Specifically there are two different English Programs at UQROO. They are: The Programs of the English Language Major and the Programs of the PUI (University Program of Languages). Both of them have different purposes and objectives. The first one prepares people to be able to use the language and to teach the language. It pretends to give the formation of professionals who are able to design and revise courses, instrument, apply or adapt teaching methods in a flexible way, to give assessment and implement techniques that ease the teaching learning process. Some of the subjects are: Escuchar y hablar en Inglés, Idioma Inglés I-VIII, Leer y Escribir en Inglés, Metodología y Técnicas de la Enseñanza del Inglés, Fonología y Fonética del Inglés, Vida y Cultura de Estados Unidos y la Gran Bretaña, Análisis Comparativo Español-Inglés, Historia de la Lengua Inglesa, Práctica Docente I-II, etc.

In the University Program of Languages the programs are different since their purposes and objectives are different. This program is addressed to the public. However, its makes special emphasis in the university students and the academic and administrative staff, but mainly is addressed for both: students and public.

The courses are focused on preparing people just to use the language for different purposes such as: to travel, to meet people, to buy or sell something, etc. As an important characteristic, the programs are divided into four parts. They have to do with the different abilities to use the language: reading, listening, writing and speaking.

The University Program of Languages came into being in 1995 as an academic program, as a response to the necessity of creating an academic structure that

could face the growing demand of the language teaching services. The proposal was endorsed by the English Language Coordination. Its objectives are mainly language teaching and the certification of the mastery of those languages.

For language learning, the PUI offers course programs and the Self-Access Center (SAC) which is a laboratory where students can find a variety of material to practice languages in their different abilities (speaking, listening, reading and writing). The university is an authorized center for the application of the Cambridge University Exams and of the Österreichischen Sprach Diplom Deutsch (Organism of the Austria Government).

The University Program of Languages has a significant importance for UQROO because it is the area responsible for giving students a new vision in the mastery of a second or a third language and of the obtaining of a certificate through exams of international recognition.

For the society this program represents a more solid option in infrastructure and facilities to learn languages and to obtain a certificate of a language.

The teachers who are in charge of this program are teachers with experience and with a clear and solid vocation for the teaching of languages.

The languages that PUI recently offers are: English, French, Spanish for foreign people, German, Maya and workshops of Italian.

In general, the programs of the PUI can be measured in these terms: At the end of the course the student will be able to read (about different topics), to speak (about different situations), to write (some letters, notes), etc, and to listen to some announcements, news, radio programs, etc., according to the different levels.

These levels of English are: Introductory, Basic, Pre-intermediate, Intermediate, Post- Intermediate, Advanced 1 and Advanced 2. The Courses of Preparation for

Exams are: KET(Key English Test), PET (Preliminary English Test), FCE (First Certificate Exam) TOEFL, CAE (Cambridge Advanced Exam), and CPE (Cambridge Proficiency Exam).

2.5 Research Methodology

The survey is a quality and a quantitative study, because we not only wanted to see what factors were involved in the analysis of the kind of language teaching activities, but also to know how often these factors occurred and express their findings in tables and percentages.

Type of Methodology: Descriptive Research:

This study is descriptive since we were interested in identifying and describing the kind of class activities that the teachers use when teaching the English language at high level education and specifically in classes at introductory level.

The techniques, the activities, the use of different didactic material, the different attitudes of the teachers and every single detail in the classroom at the moment of teaching are characteristics that only with the help of the description can be analyzed, interpreted and expressed.

To demonstrate what was mentioned before, it was decided first, to identify the classroom activities and through their description to know if they are in the list of class activities taken from specific methods at INTRO level.

The methodology used was the following:

1. Statement of the problem.

- Which are the most representative class activities that teachers use in Introductory English Courses at the University of Quintana Roo?
- Which are the language teaching methods related to those class activities?

The theoretical support of the study has been the result from the search of information about the language teaching methods in books, specialized texts, etc. Here, relevant data was found about some of the most known methods in the history of language teaching. They took our attention and we decided to take them as the basis of our work. The information around these methods was included in the brief history description of the language teaching methods in chapter 1. (1.3).

As a result of this study of the literature on the methods and techniques for English teaching (Brown, D.H. 1994; Krashen, S.D. 1995; Richards, J.C. & Rodgers, T.S. 1992) we summarized a list of the most representative class activities related directly to each method. This gave us the basis for the identification of teaching methods in the classroom.

1. Grammar Translation Method.

- 1.1 Classes are taught in the mother tongue with little active use of the target language.
- 1.2 Often the drills are exercises in translating disconnected sentences from the target language into the mother tongue.
- 1.3 Long elaborate explanations of the intricacies of grammar are given.
- 1.4 Little attention is paid to the context of texts, which are treated as exercises in grammatical analysis.
- 1.5 Little or no attention is given to communication and pronunciation.
- 1.6 Little attention is given to listening skills.
- 1.7 Reading and writing are introduced after having acquired a sufficient lexical and grammatical basis.

2. Direct Method

- 2.1 Lessons are started with anecdotes and dialogues in modern conversational style.

- 2.2 The learning of Grammar is inductive.
- 2.3 Reading in the target language should be taught from the beginning of language instruction.
- 2.4 The development of the writing skill is important from the beginning of language instruction.
- 2.5 Demonstration is done by the teacher to avoid explanations or translations. That makes the students learn by direct association.

3. Oral Approach or Situational Language Teaching.

- 3.1 Language teaching begins with the spoken language. Material is taught orally before it is presented in written form.
- 3.2 The new language points are introduced and practiced situationally.
- 3.3 Vocabulary selection procedures are followed to ensure that an essential and general service vocabulary is covered.
- 3.4 Items of grammar are graded following the principle that simple forms should be taught before complex ones.
- 3.5 Reading and writing are introduced once a sufficient lexical and grammatical basis is established.

4. Audiolingual

- 4.1 There is dependence on mimicry, memorization of set phrases and overlearning.
- 4.2 From the beginning pronunciation is stressed.
- 4.3 There is a great effort to get students to produce error-free utterances.
- 4.4 Memorization is used, based on the assumption that language is habit formation.
- 4.5 The presentation of vocabulary is progressive.

5. Communicative Language Teaching.

- 5.1 The content of a language course will not just include linguistic structures but semantic notions and social functions.
- 5.2 To work in groups or pairs to transfer (and, if necessary, negotiate) meaning in situations where one person has information that the other(s) lack.
- 5.3 Role play or dramatization engages students to adjust their use of the target language to different social contexts.
- 5.4 Classroom materials and activities are often authentic to reflect real –life situations and demands.
- 5.5 Skills are integrated from the beginning; at a given activity might involve reading, speaking, listening, and also writing

6. Total Physical Response.

- 6.1 Speaking is an ability that must be presented when the students understand the target language.
- 6.2 Moving the body is an activity that help to learn students rapidly.
- 6.3 Students can learn through observing actions as well as by performing the actions themselves.
- 6.4 The imperative is a powerful linguistic device through which the teacher can direct student behavior.
- 6.5 Language learning is more effective when it is fun.
- 6.6 Spoken language should be emphasized over written language.

7. Silent Way

- 7.1 Language acquisition must be a product of habit formation instead of information.
- 7.2 Teacher should starts with something that students know and build from that to the unknown.

- 7.3 students need to develop their own inner criteria for avoiding mistakes and correct them.
- 7.4 Silent is a tool to foster autonomy and to exercise initiative. Learning is facilitated by accompanying (mediating) physical objects.
- 7.5 Reading is worked on from the beginning but follows from what the students have learned to say.

8. Community Language Learning.

- 8.1 To make the meaning clear, the students' native language is used. Students feel more secure when they understand everything.
- 8.2. The teacher translates in into (and may interpret it in) the target language, and the learner repeats the teacher's translation.
- 8.3 The teacher encourages student initiative and independence.
- 8.4 it is very important to build a relationship among students. Language is for communication.
- 8.5 To avoid teacher remaining in front of the classroom because it reduces threat and students' learning is facilitated. Also this fosters interaction among students, rather than from the student to teacher.

9. The Natural Approach

- 9.1 Class time is devoted primarily to providing input for acquisition.
- 9.2 The teacher speaks only in the target language in the classroom. Students may use either the first or second language.
- 9.3 Teachers utilize realia, pictures, and students' previous knowledge to make their speech comprehensible from the first day.
- 9.4 The goals of the course are "semantic"; activities may involve the use of a certain structure, but the goals are enable students to talk about ideas, perform tasks and solve problems.

9.5 Activities allowing comprehensible input, about things in the here-and-now.
Focus on meaning not form.

10 Suggestopedia

10.1 Music (musical rhythm) reinforce the linguistic material.

10.2 Learning is facilitated in a relaxed, comfortable environment. (decoration, furniture and arrangement of the classroom).

10.3 Activate learners' imagination will aid learning.

10.4 The new dialogues in texts are translated into the native language.

10.5 Students look, read, and discuss new texts with the teacher.

10.6 Reading in the target language and is one of the principle activities of the class.

10.7 Dramatization is a particularly valuable way of playfully activating the material.

Then, in order to accomplish our goal of knowing the English language teaching activities the teachers use at UQROO, we decided to apply questionnaires to students and teachers and make class observations. The observations were made one hour per group after the application of the questionnaires in a day. The questionnaires and observations were based on the previous list of classroom activities.

2.6 Research Tools

The Description and the Process to elaborate the research tools were the following:

Description

We used two kinds of instruments in this part of the study:

- Questionnaires
- Observation sheets

We chose the questionnaire as one of our tools because it was one of the best and most useful tools that could help us obtain information from both teachers and students. This was specially designed and contained the right items focused on what we wanted to search: language teaching methods.

On the other hand, the class observation was another tool that we selected because this was going to corroborate and add information about the methods from the questionnaires.

These class observations also gave us the opportunity to see the activities in action, this is, how they were performed.

1) *Description of the Questionnaires:*

The kind of questionnaire was *qualitative and quantitative*.

It was a combination of both, since the purpose of the questionnaire was to obtain information focused on specific topics and at the same time we wanted to measure how often those topics occurred. (Arthur Rothwell 1996: 70).

We selected this kind of questionnaire because of its nature. As the previous definition says, we wanted to know if some elements were present when teaching a language, and its frequency.

Main components:

The main components of the questionnaires were the following:

- Title: Name of the Institution
- Name of the research
- Not respondent data
(Confidential and anonymous questionnaire)
- Introductory remarks
- Instruction for completing items
- A list of items
- Closed questions (Frequency items)
- Closing remarks
- An answer sheet

All the previous elements were included because all of them allowed us to accomplish the goal of identifying the kind of class activity and the related method to have a formal and understandable way to address both teachers and students.

Forms of items:

The forms of items were of *scale of frequency*. They are those where the respondent chooses a point on a scale which best represents his/her view. These scales with wording at various points along their length are known as *Likert scales* (Allison, Brian, Rothwell, Arthur et al.: 1996: 70).

Example: *At departmental meetings I feel bored*

Nearly Always Often Seldom Hardly ever

We chose this kind of items because we thought they could reflect more the reality on the topic we were developing. If we are talking about the activities that the teacher carries out in the classroom at the moment of teaching English, we have to take into consideration that these activities can vary according to different aspects such as: the lesson plan, the teacher's mood, the teacher's time, etc.

We could say that the teacher does not do the same activities all the time. Therefore what we wanted to know was which were those activities that he/she does most of the time. That is why we decided to measure the activities depending on their frequency of use.

List of items and an answer sheet:

We also decided to present it separately (list of items and answer sheet) because we consider it was an easier way for the respondent to answer. It also represented not to give a paper with many pages and with much information that could make the questionnaire tiresome and endless.

Another factor that we took into account in designing an answer sheet was that the analysis of the results would be faster and easier if we measured the number of questions.

Number of questions:

We are aware that the number of items is quite big. In fact we assumed to do it shorter but in that way we would have sacrificed very important information for this work.

The reason is that in those items we are covering the most representative classroom activities of the ten studied methods.

Questionnaire language

The language used in the questionnaires is Spanish because even when they are addressed to English language students, they contain a vocabulary and make reference to a topic that is not familiar to the students.

In the case of the teachers we did them in Spanish too because we wanted to avoid misunderstandings in any of the items. For these reasons they were elaborated in Spanish for both students and teachers.

Introductory remarks:

In this part we thank the respondents for accepting to answer the questionnaire and we also mention which is the principal purpose of the research.

Instruction for completing items:

Here, we tried to be as clear as possible to explain the procedure to follow in order to complete the questionnaire. We did this by giving the right instructions to use the list of items and the answer sheet. In this same section we told the respondent that his/her personal data was not necessary in the document.

Closing remarks:

In this section besides thanking the respondents for their help, we included a concluding item where we asked them to write in a few lines all those activities that were not included in the list of items. This with the purpose of covering as much information as possible.

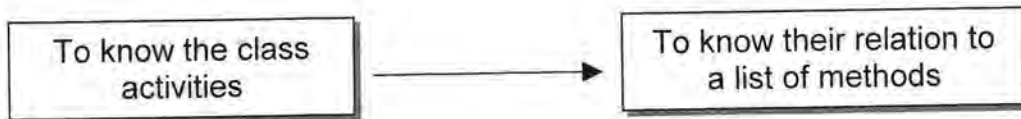
(See questionnaires in appendix, p. 95 and 99)

2) Preparation of the questionnaires:

In order to make these questionnaires, we followed a process:

- We took into consideration the questionnaires objective:
To know the principal class activities to be related to a list of methods.

This is:



- We made a research about the most known methods through the history of language teaching. In this study, we include important aspects such as: backgrounds, and principal characteristics.

As this was a lot of information, we made a selection of the principal characteristics of each method. With this information,

- we made another selection of the principal class activities which could be representative and could distinguish one method from another.
- Following, we changed each class activity into a question. At the beginning these questions were impersonal. Therefore, in order for them to get the right information, they had to be addressed to the teachers and to the learners using a different language.

As the class activities of each method were many, we found that some of them were repeated.

- Next, we had to make a revision and get rid of all the repeated ones.

However, the number of items was still long, so, we had to make a second revision to keep just those class activities that were very representative of each method.

By this time, we had the two questionnaires: The learner questionnaire and the teacher questionnaire. Any change we had to do, we did in both of them, because the questions in one correspond to the questions in the other.

We decided to keep an order in the questions. The order of our list of methods corresponded to the time they appeared in the history of language teaching starting with the Grammar Translation Method to Suggestopedia. Then, this means that we have 4 or 5 questions for each method.

- After numerous revisions, we had the questionnaires ready to be tested. The purpose of this was to prove if the questionnaires were well prepared, if the questions were clear and well stated, if it was long or not, if the time we had programmed was real, but above all if we could get the information that we expected.
- After testing the questionnaire, we accepted some comments and suggestions from some English Language teachers.

The results were profitable because we noticed that we had to make some changes such as the layout, some content in the questions, the layout of answers, etc.

For example, the layout was important because there was not enough space between questions. There were some items that meant the same. We did not include frequency answers and some learners and some teachers agreed they were necessary according to what they did in class. We also decided to separate

the questions and the answers on different papers and finally we changed the writing of some items in order to make them clearer to understand.

3) Application of the Questionnaires and Class Observations:

- Finally, we carried out the application of the questionnaires and the observations of the classroom activities.

In order to do this, we followed a schedule. With this calendar, we covered the five Introductory English Courses

As we had to apply the questionnaires to teachers and students and make class observations in each classroom, most of the time, we did the class observation at the beginning of the class and 20 minutes before the class finished, we applied the questionnaires to both teachers and students.

We wanted to apply the questionnaire when the students had just finished the class. This means that they could relate their answers to the class that they had just experienced and with the same class activities that we (as researchers observed).

At the beginning of the application, we talked to them about the purpose of the research and explained the instructions.

At the moment of observing, the students (as we expected) were a little shy because of our presence and the teachers maybe behaved differently. It is normal to think that the teachers tried to do their best as they were being watched in their way of teaching.

That was another of the reasons why we decided to have two sources of information.

The observations were not easy at all for us. We felt strange taking part in a class that belonged to a specific group of students.

We should also say that not all the teachers were convinced of our work. Even when they did not refuse our request, some of them did not agree at all to being observed.

As we said before, we took a class observation sheet (see appendix p.104) that was a guide when we observed the classes. It was a list with the principal class activities of each method, we just had to mark the kind of activity we were observing. Anyway, at the same time, we also took notes of everything the teacher did in order to take advantage of every single detail in the classroom.

It is also important to say that the number of activities that we observed for each teacher were not as many as we wanted. This was because in one hour or two hours of class just a few numbers of them could be performed in the available time.

CHAPTER 3 RESULTS AND FINDINGS

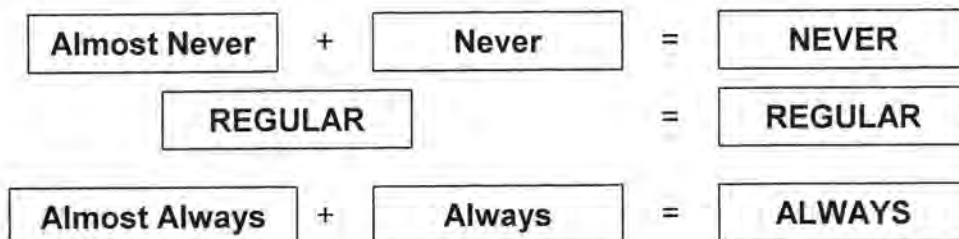
3.1 Data Collection

Two activities were done to collect data: observations and application of questionnaires.

To collect the research data there was an application of questionnaires to a total of fifty-seven students and five teachers in five groups. The purpose of these questionnaires was to identify the kind of class activities they carried out. At the same time class observations were made with the objective of seeing those activities in action.

To facilitate the analysis of data, we worked all the information of the five groups with an Excell sheet (from the Office 97 computer program). In this way we could get the percentages of the questions knowing the highlights from all the questions of the five groups.

It is important to emphasize that we grouped the options of answer. This procedure was taken into consideration that between the options "Never" and "Almost Never" there was not a great difference, as well in the options "Always" and "Almost Always". In this way, we found that the data had more support in percentages and that it was going to be easier to classify it and analyzed it. For these reasons, we decided to join them.



Having given the reason of the organization to describe and discuss the data, the groups remained in this manner: "Never" and "Almost Never" is NEVER; "Sometimes" remains the same; "Almost Always" and "Always" is ALWAYS. That means that only three choices to answer were going to be the criteria to treat the results, *Never, Sometimes and Always*.

Significant results will come from the criterion *fifty percent plus one*. This criterion is based upon the idea that an activity that has fifty percent is an occasional activity that the teacher does while an activity of less than fifty percent represents an uncommon activity for the teacher. It also is considered at the moment of doing a meeting, if the fifty percent of the people is not present, that meeting could not be carried out and is adjourned by lack of quorum. For the research only the results that reach this criterion will be determinant for our purpose.

The data will be shown in tables, which illustrate certain characteristics and percentages:

Example:

Activity Number	N	C/N	REG	CS	S	Total	Nunca	Casi N.	Regul.	C Siem.	Siempre.	TOTAL	DIFERE	NUNCA	SIEMPRE
1	1	4	5	4		14	7,14	28,57	35,71	28,57	0	100	0	35,71	28,57
2	2	5	2	4	1	14	14,29	35,71	14,29	28,57	7,14	100,00	0	50,00	35,71

- 1) Teacher Number
- 2) Activity Number
- 3) Choices for answering: Nunca, Casi Nunca, Regularmente, Casi Siempre and Siempre.
- 4) Total of applicants in that activity.
- 5) Percentages for every choice answered.
- 6) Total of the percentages (to reach the 100 percent).

- 7) The difference of what was answered (when some students did not answer a question).
- 8) The sum of Nunca and Casi Nunca and Casi Siempre and Siempre from their percentages. (Now grouped).

The three instruments with their results, which were used to obtain all the data will be presented:

a) Students' Questionnaires

The students' questionnaires show the following data. (See tables 1, 2, 3, 4, 5, in the appendices p. 95)

b) Teachers' Questionnaires

The teachers' questionnaires show the following data. (See table that included the five teachers in the appendices p. 99)

c) Class Observations

Class observations were the third instrument for the study. Teachers were observed while they were giving their class. Points like how he/she works with his/her students, how he/she corrects mistakes, environment and his/her activity development were written to complete that information with the questionnaires.

These are the class observations summaries:

Teacher 1:

- ◆ She uses English as a mean to give her class, although she employs explanations or instructions in Spanish.
- ◆ Homework is checked in group with the help of the teacher.

- ◆ In listening comprehension, students follow the dialogs from the books using a tape. The exercise is focused on pronunciation; the teacher asks them to read the dialog (after listening) aloud while she is correcting them.
- ◆ In reading comprehension, the teacher asks in Spanish if something is not clear in the reading.
- ◆ Grammatical sections of the book are explained by the teacher, the exercises are done right after.
- ◆ When checking exercises, the teacher chooses different students.
- ◆ Writing section is left as homework (from the same class).

Teacher 2:

- ◆ At the beginning of the class, the teacher explains an experience she had with some exotic food (in Spanish). Then, she introduces the topic of food linking what she had already said about the topic. She also explained the difference in meaning that some words have when they are translated into any language.
- ◆ In the exercise, students write a menu (restaurant situation).
- ◆ Students in small groups write dialogs about how to ask for any meal. When the students had a doubt of how to write something in English, they asked the teacher, and she answered in both languages.
- ◆ At the end of the exercise, the teacher listened to every dialog of every group.

Teacher 3:

- ◆ The presentation of the grammar topic is in Spanish.
- ◆ The activity is about daily activities.
- ◆ On the blackboard, the teacher writes a calendar to give his example to make students follow the model.
- ◆ Doubts are answered in Spanish by the teacher.
- ◆ Unknown vocabulary for students are said in Spanish by the teacher and sometimes the same students said those words in English.
- ◆ Vocabulary needs a context, the teacher explains when he gives a word in English.

- ◆ Students work alone or in small groups. The teacher goes around the classroom to check the work.
- ◆ At the end, the students say what they wrote contrasting at the same time with other students that wrote almost the same; with the direction of the teacher.

Teacher 4:

- ◆ There is a dictation as activity. She mentions that she employs a dictation exercise at the end of the unit, to check new vocabulary.
- ◆ When something is not understood by the students, the teacher explains it in Spanish.
- ◆ Explanations of grammatical points are given first to develop the exercises after.
- ◆ The teacher follows the book INTRO and students did the exercises and checked with the help of the teacher the answers in that book.
- ◆ At random the teacher asked the students to listen to the answers.
- ◆ Pronunciation is worked by listening to a tape and students repeated.
- ◆ Dialogs are worked speaking six or seven students at the same time dividing the dialog in A and B.
- ◆ With grammar exercises, the teacher brings extra work to reinforce the topic.
- ◆ Writing is done at home.

Teacher 5:

- ◆ The teacher introduces the class in Spanish.
- ◆ While students say dialogs line by line, the teachers correct pronunciation.
- ◆ Intonation is emphasized using wh-questions.
- ◆ The teacher gives some time to read a paragraph, then she asks to check if they comprehended everything.
- ◆ She follows the activities that are in INTRO book.
- ◆ There is an activity where the students had to image the situation according to a dialog and some pictures. The teacher reads the dialog with rhythm and

intonation line by line. Next, the teacher asks the student to repeat the phrases without checking the dialog.

- ◆ Finally, students comment the dialog guessing the context of the conversation in Spanish.

3.2. Analysis

In order to find the relationship among the class activities and the language teaching methods, it was noticed that some activities could be found in more than one method, which make their analysis more difficult. Then, we decided to choose from the 57 class activities, those that were the most representative of each method. As a result, we obtained 1 or 2 activities that distinguished a method from the others. To a certain extent, these activities can determine if there is a tendency to use a particular method:

List of the 12 Activities and their Methods:

Activity Number	Description of the activity	Method
2	Traduzco párrafos, enunciados, vocabulario de inglés al español sobre el tema de la clase.(*)	Grammar Translation Method
3	Escucho del profesor la explicación del punto gramatical de la clase y hago ejercicios sobre ese punto.(*)	Grammar Translation Method
12	Escucho, en inglés y observo la demostración/ejemplificación del significado de palabras del profesor(a).(*)	Direct Method
14	Los temas que trabajo en el salón de clase están relacionados con situaciones de la vida diaria.(*)	Situational Language Teaching Method
22	Memorizamos diálogos para después recitarlos.(*)	Audiolingual Method
24	Aprendo a comunicarme y a utilizar el idioma en lugar de enfocarme en aprender estructuras gramaticales.(*)	Communicative Language Teaching Method
30	Sigo instrucciones en inglés para ejecutar movimientos del cuerpo durante la clase.(*)	The Total Physical Response Method

38	Observo las demostraciones y ejemplos, que el profesor hace en completo silencio, utilizando objetos de distintos colores y tamaños.(*)	The Silent Way Method
41	Hago actividades de conversación en equipo con el apoyo del profesor(a) quien nos ayuda traduciendo las frases y el vocabulario.(*)	Community Language Learning
48	Utilizo como material de estudio objetos, textos, imágenes de situaciones de la vida diaria para mis actividades en clase.(*)	The Natural Approach Method
51	Hago las actividades de la clase con música instrumental suave de fondo, a bajo volumen. (*)	The Suggestodia Method
52	Los muebles y el arreglo del salón de clases me ayudan a relajarme y concentrarme en las actividades que realizo.(*)	The Suggestopedia Method

(*) The activities were written in Spanish having in consideration that the original questionnaire is in Spanish too.

Here it is important to underline the following: It is true that if a teacher uses a single activity, it does not mean that he or she is using this or that method. It could not be said that because a method implies many elements such as the theory of language, the theory of learning, the techniques, the role of the teacher, the role of the student, etc.

However, a teacher could use a variety of activities, but if he or she does not use some of the activities that were selected from each method, we could say that he or she definitely is not using that method.

3.3 Results and Findings

Results and findings from students' questionnaires

Using the criterion mentioned before, the 12 most-representative activities were selected from which we got these results:

<i>Grammar Translation Method</i>		<i>Activity Number 2</i>	
Traduzco párrafos, enunciados, vocabulario de inglés al español sobre el tema de la clase.			
Teacher Number	Never (%)	Sometimes (%)	Always (%)
1	50	14.29	35.71
2	0	0	100
3	50	0	50
4	47.82	17.39	34.78
5	21.43	42.86	28.57

<i>Grammar Translation Method</i>		<i>Activity Number 3</i>	
Escucho del profesor la explicación del punto gramatical de la clase y hago ejercicios sobre ese punto			
Teacher Number	Never (%)	Sometimes (%)	Always (%)
1	28.57	21.43	50
2	0	0	100
3	0	0	100
4	17.39	21.73	60.87
5	7.14	0	92.86

Direct Method**Activity Number 12**

Escucho, en inglés y observo la demostración/ejemplificación del significado de palabras del profesor(a).

Teacher Number	Never (%)	Sometimes (%)	Always (%)
1	28.57	7.14	64.28
2	0	33.33	66.67
3	0	25	75
4	8.69	13.04	78.26
5	0	7.14	92.86

Situational Language Teaching**Activity Number 14**

Los temas que trabajo en el salón de clase están relacionados con situaciones de la vida diaria.

Teacher Number	Never (%)	Sometimes (%)	Always (%)
1	21.73	7.14	71.43
2	33.33	0	66.67
3	0	0	100
4	4.34	8.69	82.61
5	0	42.86	57.15

Audiolingual Method**Activity Number 22**

Memorizamos diálogos para después recitarlos.

Teacher Number	Never (%)	Sometimes (%)	Always (%)
1	71.42	14.29	14.29
2	100	0	0
3	75	25	0
4	82.60	13.04	4.34
5	71.43	21.43	7.14

Communicative Language Teaching Activity Number 24			
Aprendo a comunicarme y a utilizar el idioma en lugar de enfocarme en aprender estructuras gramaticales.(*)			
Teacher Number	Never (%)	Sometimes (%)	Always (%)
1	14.28	42.86	35.71
2	33.33	0	66.67
3	25	50	25
4	30.43	26.06	39.12
5	28.57	21.43	50

The Total Physical Response Activity Number 30			
Sigo instrucciones en inglés para ejecutar movimientos del cuerpo durante la clase.			
Teacher Number	Never (%)	Sometimes (%)	Always (%)
1	85.71	7.14	7.14
2	33.33	0	66.67
3	50	25	25
4	60.86	13.04	21.73
5	57.14	14.29	28.57

The Silent Way Activity Number 38			
Observo las demostraciones y ejemplos, que el profesor hace en completo silencio, utilizando objetos de distintos colores y tamaños.			
Teacher Number	Never (%)	Sometimes (%)	Always (%)
1	57.14	7.14	35.72
2	0	66.67	33.33
3	50	25	25
4	47.82	17.34	30.44
5	35.72	28.57	35.71

<i>The Community Language Learning</i>		<i>Activity Number 41</i>	
Hago actividades de conversación en equipo con el apoyo del profesor (a) quien nos ayuda traduciendo las frases y el vocabulario.			
Teacher Number	Never (%)	Sometimes (%)	Always (%)
1	7.14	21.43	71.42
2	0	66.67	33.33
3	0	25	75
4	21.73	17.39	56.52
5	28.57	0	71.43

<i>The Natural Approach</i>		<i>Activity Number 48</i>	
Utilizo como material de estudio objetos, textos, imágenes de situaciones de la vida diaria para mis actividades en clase.			
Teacher Number	Never (%)	Sometimes (%)	Always (%)
1	42.86	14.29	35.72
2	0	33.33	66.67
3	25	0	75
4	26.08	30.43	34.78
5	57.14	7.14	35.71

<i>The Suggestopedia</i>		<i>Activity Number 51</i>	
Hago las actividades de la clase con música instrumental suave de fondo, a bajo volumen.			
Teacher Number	Never (%)	Sometimes (%)	Always (%)
1	78.57	7.14	7.14
2	66.66	33.33	0
3	75	25	0
4	78.26	13.04	8.69
5	85.72	0	7.14

The Suggestopedia**Activity Number 52**

Los muebles y el arreglo del salón de clases me ayudan a relajarme y concentrarme en las actividades que realizo.

Teacher Number	Never (%)	Sometimes (%)	Always (%)
1	64.29	14.29	14.28
2	66.66	33.33	0
3	50	0	50
4	73.41	13.04	8.69
5	85.71	7.14	0

In this point we want to present what was the most important taken from the data collected. The following presentation of data came from the analysis of the 12-most-representative activities.

For the first activities which correspond to the Grammar Translation Method, the predominant quantities were: for 2 teachers the percents favored the option 'Nunca' (50%, and 47.82%), 1 teacher the option 'siempre' (100%). For activity #3 all the percents from all the groups favored the option 'siempre'. The percents obtained were: 50%, 100%, 100%, 60.87% and 92.86%.

In activity #12, all the percents favored the option 'siempre', which means that this method called Direct Method is used in this Intro level at the university. The percents obtained were: 64.28%, 66.67%, 75%, 78.26% and 92.86%.

In activity #14, all the percents favored the option 'siempre', this means that this method called Situational Language Teaching is used in these courses. The percents obtained were: 71.43%, 66.67%, 100%, 82.61%, and 57.15%.

In activity # 22, all the percents favored the option 'nunca', which means that teachers do not use this method called Audiolingual. The percents were: 71.42%, 100%, 75%, 82.60%, and 71.43%.

For activity #24, it could be said that this method called Communicative Language Teaching is generally used because 3 percents favored the option 'siempre' (66.66%, 39.12%, and 50%).

For activity #30, most of the percents favored the option 'nunca' (85.71%, 50%, 60.86%, and 57.14%), and just one favored the option 'siempre' (66.67%) which means that The Total Physical Response is a method that teachers do not use in this level.

For activity #38, most of the percents favored the option 'nunca' (57.14%, 50%, 47.82% and 35.72%), which means that the Silent Way is not a method used at intro level.

For activity #41, most of the percents favored the option 'siempre' (71.42%, 75%, 56.52% and 71.43%) which means that this is a method generally used in these courses at this Intro level. Its name is Community Language Learning.

For activity #48, the percentage was divided and it could be said that this is a method that is not commonly used. 3 percents favored the option 'siempre' (66.67%, 75%, and 34.78%) but 2 percents favored the option 'nunca' (42.86%, and 57.14%). The method's name is The Natural Approach.

For activities #51 and #52, all the percents favored the option 'nunca', which means that this method called Suggestopedia, is not used in these courses for this introductory level. The percents obtained were: 78.57%, 66.66%, 75%, 78.26%, 85.72%, 64.29%, 66.67%, 50%, 73.91%, and 85.71%.

Note: The option 'regularmente' was not significant because of its low percentages in the tables.

A collection of data was also done including all the activities from 1 to 57. These are the results:

Teacher 1

Activities	Never (%)	Sometimes (%)	Always (%)
30	85.71		
6, 40			85.71
47, 51	78.57		
22, 26, 31, 43	71.43		
9, 14, 15, 16, 41			71.43
27, 34, 52	64.29		
12, 45			64.29
36, 38	57.14		
53, 54, 55		57.14	
18, 21			57.14

Teacher 2

Activities	Never (%)	Sometimes (%)	Always (%)
1, 22, 26	100		
4		100	
2, 3, 6, 9, 15, 18, 44, 55			100
27, 34, 50, 51, 52, 57	66.66		
10, 11, 16, 31, 36, 38, 39, 41, 43, 46		66.66	
5, 7, 12, 14, 20, 21, 24, 25, 28, 30, 35, 40, 42, 45, 48, 49, 54, 56			66.66

Teacher 3

Activities	Never (%)	Sometimes (%)	Always (%)
10, 34		100	
3, 9, 14, 37			100
22, 26, 47, 50, 51, 53, 54, 57	75		
4, 6, 7, 12, 15, 17, 20, 21, 23, 27, 31, 36, 41, 45, 48, 56			75

Teacher 4

Activities	Never (%)	Sometimes (%)	Always (%)
9			86.95
22	82.6		
14			82.6
51	78.26		
12			78.26
52	73.91		
6, 21			73.91
20, 37, 40, 55			69.56
26, 43	65.21		
19, 45			65.21
30	60.86		
3, 46			60.86
31	56.52		
10, 11, 16, 41, 54, 56			56.52
32	52.17		
42		52.17	
5, 13, 15, 18, 35			52.17

Teacher 5

Activities	Never (%)	Sometimes (%)	Always (%)
3, 12, 20			92.86
51, 52,	85.71		
5, 6, 9, 13			85.72
4, 8, 15, 21			78.57
22	71.14		
27, 29, 34, 41, 45			71.43
16, 44, 46			64.29
30, 36, 47, 48, 49	57.14		
11, 14, 17, 25, 35, 37			57.14

The results presented here take note of the activities with the highest percentages from the fifty-seven activities of the student's questionnaire.

The following table shows the number of the activity and the option to answer. In parenthesis there is a number that says how many teachers use those activities.

Activities -Never	Activities -Sometimes	Activities -Always
22(5), 30(3), 51(5), 52 (4).		3 (4), 12 (5), 14 (5), 41(4).

While in the other way of getting information (from the 57 activities) the results were:

Activities -Never	Activities - Sometimes	Activities -Always
51 (5), 52 (4), 22(5), 26 (4), 30 (3), 47 (3).		3 (4), 5(3), 6(5), 12 (5), 14 (4), 15 (5), 16 (3), 41 (4).

From these two ways of obtaining relevant information, it can be seen what the teachers do not do in the classroom:

- They do not give their students dialogs to memorize to be said after (22- Audiolingual Method).
- Teachers do not make students perform the dialogs used in the classroom (26- Communicative Language Teaching).
- Students do not follow instructions in English where they use body movements during the class (30- Total Physical Response).
- Developing speaking activities that enable the student to be understood for everyone in the classroom is not a normal activity. (47- Natural Approach)
- Students do not make class activities with instrumental music with low volume and do not use furniture like sofa or couches in the classrooms (51, 52- Suggestopedia).

The predominant activities that the teachers do in the classroom with the students are:

- Students make exercises once they had listened and understood the teacher's explanations about a grammar point (3- Grammar Translation Method).
- Students listen and observe when the teacher demonstrates or exemplifies the meaning of the words in English (12- Direct Method).
- Students work on topics related to daily-life situations (14- Situational Language Teaching).
- Students listen to the teacher while he/she is explaining specific vocabulary of the topic presented. (15- Situational Language Teaching)
- Teachers explain grammatical aspects of the topic and students pay attention going from the easiest aspects of grammar to the most difficult. (16- Situational Language Teaching)

- Students make conversation activities in teams with the help of the teacher who translates phrases and vocabulary required by the students (41- Community Language Teaching).

Results and findings from Teachers' Questionnaires

The following table shows what activities the five teachers use. The columns of "Nunca" and "Siempre" represent the percentages of the five teachers. There were not significant percentages in the option "Sometimes".

Activities	Never (%)	Sometimes (%)	Always (%)
2, 51, 54	100		
9, 21, 28			100
1, 22, 38, 49, 56	80		
3, 8, 14, 15, 16, 17, 20, 25, 27, 40, 45, 46, 47			80
4, 5, 6, 7, 12, 18, 19, 23, 26, 29, 32, 34, 36, 37, 44, 48, 50, 52, 55, 57			60
10, 31	60		

Contrast between teachers and students' questionnaires

These are the activities and the methods in which teachers and students agree that they do not do:

- they do not use instrumental music to teach English; (Suggestopedia Method).
- teachers do not work on dialogs to be memorized by students; (Audiolingual Method).
- Students do not do speaking activities in which their classmates and teacher understand them. (Natural Approach)

These are the activities and the methods in which students and teachers agree:

- Teachers explain and exemplify over grammatical points to make exercises after. (3- Grammar Translation Method).
- The activity of giving the meaning of words through demonstration and exemplification are very common in the classroom. (12- Direct Method)
- Situations of daily life are activities employed in the classroom. (14- Situational Language Teaching)
- Explanation of specific vocabulary is an activity the teacher does for a class topic. (15- Situational Language Teaching)
- It is an activity to understand basic grammatical aspects of a topic then continuing with difficult aspects. (16- Situational Language Teaching)

Results and findings from classroom observations:

As a result of the analysis that we made of the classroom observations in correspondence with the 12 selected classroom activities, we found some interesting similarities. From these similarities we took 6 categories that we develop in the findings. They are:

1. Class Language
2. Group Work
3. Daily Life Context
4. Grammar Explanation
5. Communicative Practice
6. Pronunciation and Vocabulary

It is important to underline that these observations can not give us objective information since they are the result of one hour of observation and one hour is not enough to make conclusion of what the teacher commonly does or does not.

As we mentioned before, from the result of our class observations, some teachers shared some activities during their classes. According to the categories stated, the results were as follow:

- ◆ In the category of “class language”, most of the time (the 5 teachers) used the native language when teaching to make the meaning of words and phrases clearer. However, English language is used to practice dialogs, answer questions, pronunciation in a low percentage. This activity corresponds to the Grammar Translation Method.
- ◆ In the category of “group work”, the 5 teachers practiced this activity in their classes. All of them gave special importance to make students interact and interchange opinions. This activity corresponds to the Community Language Learning Method or to the Communicative Language Teaching when there is not translation.
- ◆ In the category of “daily life context”, we found that most of the teachers (teachers 1, 2, 4 and 5) apart from the activities on the book (that are based on this context), they shared with students some personal anecdotes or made students represent their lives in certain situations. This activity has relation to the Situational Language teaching Method.
- ◆ In the category of “grammar explanation”, some of the teachers (teachers 1, 4 and 5) gave a grammatical explanation before ordering their students to do the grammar exercises on the book. It means they teach grammar deductively. This class activity corresponds to the Grammar Translation Method.
- ◆ In the category of “communicative practice” the results were that most of the teachers (teachers 1, 2, 3, and 4) made at least one activity in which the students should talk. It was very important for the teachers that the students

practiced their speaking ability doing exercises in pairs or groups. This activity corresponds to the Communicative Language Teaching Method.

There were other two activities that we found in most of the teachers. They are the "practice of pronunciation and the presentation of new vocabulary". It is well-known that most of the teachers use them in their classes because it is very important that students of this level start to familiarize with words and phrases and practice the adequate pronunciation and intonation. Teachers explain vocabulary in context, and the use of expressions to make dialogs is an activity seen in the classroom.

The rest of the activities observed were not significant since some of them appeared in one teacher and others in another teacher, etc.

General Findings

After having summarized the findings we can say in general that the class activities used by the teachers and students were:

- ◆ Demonstration and exemplification using teachers' gestures are employed to make the meaning of words clear trying not to give the answer immediately; it means, teachers want students try to infer meaning and not always translate words, paragraphs or answers in Spanish. Although we have written that teachers explain their classes in Spanish in our observations, the students' and teachers' questionnaires say the contrary. (This activity number twelve has to do with the Direct Method)
- ◆ Daily-life situations are brought to the classroom to work on them. Situations of this kind are relevant for the purpose of teaching since they help students to think on the moment of the situation. It gives a tool to demonstrate that students may face a problem taking decisions about what to do in that situation. However, as a result of our observations, we can say that this is not teacher's

choice but textbook's or course choice. (This activity number fourteen correspond to the Situational Language Teaching)

- ◆ Teacher is a facilitator to develop speaking activities where he/she translates phrases, vocabulary and to make students able to maintain a conversation. This is a center-teacher activity commonly arranged in group work allowing students interact and practice orally what they have learned in class. That does not mean, according to what we saw, teacher functions as a dictionary but he/she is a counselor that helps students anytime they need (This activity number forty-one has to do with the Community Language Learning).

Activities answered in questionnaires as not used in class were:

- ◆ Memorization of dialogs does not occur in the classroom. Conversations knowing already the answers do not attract attention to the students and they are not being involved in what could happen if a word is omitted in the dialog. The observations resemble what we saw in the classrooms. (Activity number twenty-two refers to Audiolingual Method).
- ◆ The use of body movements is not employed in the classroom, where teachers give instructions in English and students have to perform actions. This type of activity is joyful and relaxing because it brings fun to class and students may learn faster when the students move in class. Body movements were not seen in the observations. (Activity number thirty refers to Total Physical Response Method).
- ◆ Absolute silence on the part of the teacher was not seen in class to develop any activity. Inferring language through objects of different colors and sizes is not performed in class to learn English. And this was the same result in the questionnaires. (Activity number thirty-eight corresponds to the Silent Way Method)

- ◆ Classrooms do not count on with instrumental music, couches or sofas, special decoration, etc; suggestopedia says when using this method it is necessary to have the accessories mentioned before. (Activities fifty-one and fifty two have to do with this method).

It is important to underline that there were not any additional activities registered by students or teachers at the end of the questionnaires that could be considered in the study.

CHAPTER 4 CONCLUSIONS

After doing the data collection and after analyzing and discussing the results, in the Introductory English courses, the students, the teachers and the observations agreed in the use of certain classroom activities and did not agree in the use of others.

All the findings led us to prove the thesis hypothesis was accepted since we identified that teachers of Introductory English Courses at the University of Quintana Roo, use class activities taken from one or some known methods according to their preferences.

In this sense, the class activities found in the classrooms show a tendency to use in general the following methods: *The Direct Method*, *The Situational Language Teaching* and *The Community Language Learning*.

The Grammar Translation Method, *Communicative Language Teaching* and *The Natural Approach* were the methods reported as sometimes used.

The Methods definitely reported as not used were *The Audiolingual Method*, *The Total Physical Response*, *The Silent Way* and *The Suggestopedia*.

We found that the predominant methods have something in common. In the Direct Method and the Situational Language Teaching native language is not permitted and new language topics are practiced orally. Other similarities are the group work and that the grammar is taught inductively.

The similarities among the non-used methods are that in the case of the Audiolingual and the Total Physical Response there is a tendency to follow routines, which make classes a little monotonous. In the case of the Silent Way

and the Suggestopedia methods, they need specific material objects and a special atmosphere.

The textbook for all the groups was Interchange Intro and we observed that most of the teachers followed almost all its activities as they are stated in the teacher's book. We could conclude from this that the material has an important relation with the way the teachers give their classes and with the activities they do in class. In this sense, we found that this book is focused on doing the teaching in a communicative way, on using situations taken from the real life, on promoting the activities in group, on not using the students' native language, and on trying to make the language learning natural.

After doing this work, we can say that methodology as a sequence of steps or following a particular set of activities as components of a particular method is important but it is not essential to have successful learning results, because as Jack Richards (1992) says: "Appropriate methodology is not predetermined; nor can be imposed on teachers and learners. Rather it evolves out the dynamics of the teaching process itself. However, this does not mean that effective teaching cannot be planned for and conceptualized in advanced." We think that methodology has its better benefits at the stage of planning a class. In this process the teacher selects activities and techniques to accomplish the course objectives and it allows him/her to follow a logical sequence of the syllabus content. Probably the teachers' own education and the course textbook affect to a certain extent these choices.

As we said above there were some class activities and consequently some methods reported as used in these courses. However, we could not assure that the methods identified are fully used. We are convinced that the mentioned activities are the most important, and the most representative, but there is a wide variety of activities that teachers use at this level.

Even, there are some activities that could be found in one method or in another, for instance, the use of dialogs and the demonstrations of the meaning of words is something that is present in the Direct Method and in the Audiolingual Method. The importance of the speaking ability over the others is something that could be found in the communicative language teaching and in the Situational Language Teaching, etc. Therefore, as not all the activities used by the teachers belong to one method; those methods are not fully used.

On the other hand we could not say that the teachers use just one method to teach the language. The results from our observations in classrooms and of the questionnaires themselves, reflect that teachers use for example, the way of teaching grammar of one, the way for practicing the pronunciation from another, the order of doing the four abilities from another one, etc. The fact is that most of their representative activities correspond to some methods in common.

Some classroom activities are used and others are not because of some factors that have a strong influence in a class development. These factors are: the institution infrastructure, the classroom facilities, the number of students, the didactic material available, the teachers' and students' attitudes as well as the university programs. Taking into account these factors we could understand the results of this study since the university does not have enough facilities in order to do certain activities and apply some techniques.

That is why it is easy to understand the presence of some methods and the absence of others. For instance, it is difficult to think that some teachers could use the suggestopedia method, since this requires special physical conditions like comfortable furniture, a closed space, a reduced number of students and soft instrumental music.

On the contrary all the activities that the students certainly do are possible because of other factors which are available and accessible for everyone. They are the

textbook and the didactic material that teachers take to class such as: small objects, magazines, flash cards, posters, exercises copies, etc. On the other hand the classroom facilities like classroom space, a visible whiteboard and a sufficient number of chairs are also important. Finally the students also have electronic equipment for their classes, which includes a tape recorder with a variety of tapes. It is essential that teachers know what they are going to do in the right moment that they are coming into the classroom. In this way, there is no waste of time and students take advantage of the teachers' programmed activities. "The best techniques and activities will not have much point if they are not, in some way integrated into a program of studies and few teachers would take an activity or a piece of material into class without first having a reason to do so. The best teachers are those who think carefully about what they are going to do in their classes and who plan how they are going to organize the teaching and learning" (Harmer J.:1994:256).

The importance here is not to use one method or another. What is important is to choose first of all the best techniques and activities according to the curriculum, the program, but above all according to the students' interests and purposes. No doubt, class techniques and activities are related to a method or methods. It should be convenient to determine which are those methods and to know their objectives. Certainly a method or some methods suit the real purpose of the language course. "The teacher's job is to match his or her teaching style as well as the learners' learning styles to the method. Special training packages and programs are available for some methods to ensure that teachers do what they are supposed to do and teach according to the method". (Richards J.C.:1992:36)

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APPENDICES

a) Students' questionnaires. Tables from page 58.

Table 1
Teacher 1

N	C N	REG	CS	S	Total	Nunca	Casi N	Regul.	C Siem.	Siemp.	TOTAL	DIFERE	NUNCA	SIEMPRE	
1	1	4	5	4	14	7,14	28,57	35,71	28,57	0	100	0	35,71	28,57	
2	2	5	2	4	14	14,29	35,71	14,29	28,57	7,14	100,00	0	50,00	35,71	
3	1	3	3	4	3	14	7,14	21,43	21,43	28,57	21,43	100,00	0	28,57	50,00
4	1	4	3	4	2	14	7,14	28,57	21,43	28,57	14,29	100,00	0	35,71	42,86
5	2	3	2	6	1	14	14,29	21,43	14,29	42,86	7,14	100,00	0	35,71	50,00
6			1	4	8	13	0,00	0,00	7,14	28,57	57,14	92,86	7,142857	0,00	85,71
7		2	5	3	4	14	0,00	14,29	35,71	21,43	28,57	100,00	0	14,29	50,00
8	1	3	3	3	3	13	7,14	21,43	21,43	21,43	21,43	92,86	7,142857	28,57	42,86
9		3	1	2	8	14	0,00	21,43	7,14	14,29	57,14	100,00	0	21,43	71,43
10	3	4	3	2	2	14	21,43	28,57	21,43	14,29	14,29	100,00	0	50,00	28,57
11	3	3	3	4	1	14	21,43	21,43	21,43	28,57	7,14	100,00	0	42,86	35,71
12		4	1	4	5	14	0	28,57	7,14	28,57	35,71	100,00	0	28,57	64,29
13		1	3	3	2	9	0	7,14	21,43	21,43	14,29	64,29	35,71429	7,14	35,71
14		3	1	3	7	14	0	21,43	7,14	21,43	50,00	100,00	0	21,43	71,43
15		1	2	3	7	13	0	7,14	14,29	21,43	50,00	92,86	7,142857	7,14	71,43
16		1	3	6	4	14	0	7,14	21,43	42,86	28,57	100,00	0	7,14	71,43
17		4	3	3	4	14	0	28,57	21,43	21,43	28,57	100,00	0	28,57	50,00
18		2	3	1	7	13	0	14,29	21,43	7,14	50,00	92,86	7,142857	14,29	57,14
19		3	1	1	5	10	0	21,43	7,14	7,14	35,71	71,43	28,57143	21,43	42,86
20		3	3	3	4	13	0	21,43	21,43	21,43	28,57	92,86	7,142857	21,43	50,00
21		3	2	2	6	13	0	21,43	14,29	14,29	42,86	92,86	7,142857	21,43	57,14
22	5	5	2		2	14	35,71	35,71	14,29	0,00	14,29	100,00	0	71,43	14,29
23		4	3	4	3	14	0,00	28,57	21,43	28,57	21,43	100,00	0	28,57	50,00
24	1	1	6	4	1	13	7,14	7,14	42,86	28,57	7,14	92,86	7,142857	14,29	35,71
25	1	3	2	4	3	13	7,14	21,43	14,29	28,57	21,43	92,86	7,142857	28,57	50,00
26	6	4	4		14	42,86	28,57	28,57	0,00	0,00	100,00	0	71,43	0,00	
27	4	5	2	2	1	14	28,57	35,71	14,29	14,29	7,14	100,00	0	64,29	21,43
28		7	2	2	3	14	0,00	50,00	14,29	14,29	21,43	100,00	0	50,00	35,71
29		5	4	3	2	14	0,00	35,71	28,57	21,43	14,29	100,00	0	35,71	35,71
30	5	7	1	1		14	35,71	50,00	7,14	7,14	0,00	100,00	0	85,71	7,14
31	3	7	2	2		14	21,43	50,00	14,29	14,29	0,00	100,00	0	71,43	14,29
32	3	7	4			14	21,43	50	28,57	0	0,00	100,00	0	71,43	0,00
33	2	5	4	2	1	14	14,29	35,71	28,57	14,29	7,14	100,00	0	50,00	21,43
34	2	7	3		1	13	14,29	50,00	21,43	0,00	7,14	92,86	7,142857	64,29	7,14
35	1	6	5	1	1	14	7,14	42,86	35,71	7,14	7,14	100,00	0	50,00	14,29
36	4	4	3	3		14	28,57	28,57	21,43	21,43	0,00	100,00	0	57,14	21,43
37		5	2	4	3	14	0,00	35,71	14,29	28,57	21,43	100,00	0	35,71	50,00
38	1	7	1	3	2	14	7,14	50,00	7,14	21,43	14,29	100,00	0	57,14	35,71
39		6	3	3	2	14	0	42,86	21,43	21,43	14,29	100,00	0	42,86	35,71
40		1	1	5	7	14	0	7,14	7,14	35,71	50	100	0	7,14	85,71
41		1	3	5	5	14	0	7,14	21,43	35,71	35,71	100	0	7,14	71,43

42	1	5	3	3	2	14	7,14	35,71	21,43	21,43	14,29	100	0	42,86	35,71
43	2	8	1	3		14	14,29	57,14	7,14	21,43	0,00	100	0	71,43	21,43
44	2	3	4	3	2	14	14,29	21,43	28,57	21,43	14,29	100	0	35,71	35,71
45	1	2	2	6	3	14	7,14	14,29	14,29	42,86	21,43	100	0	21,43	64,29
46	1	5	2	4	1	13	7,14	35,71	14,29	28,57	7,14	92,86	7,142857	42,86	35,71
47	4	7	2	1		14	28,57	50,00	14,29	7,14	0,00	100,00	0	78,57	7,14
48	2	4	2	2	3	13	14,29	28,57	14,29	14,29	21,43	92,86	7,142857	42,86	35,71
49	1	5	3	3	1	13	7,14	35,71	21,43	21,43	7,14	92,86	7,142857	42,86	28,57
50		5	2	5	1	13	0,00	35,71	14,29	35,71	7,14	92,86	7,142857	35,71	42,86
51	3	8	1	1		13	21,43	57,14	7,14	7,14	0,00	92,86	7,142857	78,57	7,14
52	3	6	2	1	1	13	21,43	42,86	14,29	7,14	7,14	92,86	7,142857	64,29	14,29
53	1	4	8	1		14	7,14	28,57	57,14	7,14	0,00	100,00	0	35,71	7,14
54	2	2	8	2		14	14,29	14,29	57,14	14,29	0,00	100,00	0	28,57	14,29
55			8	2	4	14	0,00	0,00	57,14	14,29	28,57	100,00	0	0,00	42,86
56		4	3	5	2	14	0,00	28,57	21,43	35,71	14,29	100,00	0	28,57	50,00
57	4	3	1	4	1	13	28,57	21,43	7,14	28,57	7,14	92,86	7,142857	50,00	35,71

Table 2.

Teacher 2

	Nunca	C N	REG	CS	SIEM	T	N	C N	R	C S	S	TOTAL	DIFERE	NUNCA	SIEMPRE	
1		3					3	0	100	0	0	100	0	100,00	0,00	
2				1	2		3	0	0	0	33,33	66,67	100	0	0,00	100,00
3				3			3	0	0	0	100	0	100	0	0,00	100,00
4			3				3	0	0	100	0	0	100	0	0,00	0,00
5			1		2		3	0	0	33,3	0	66,67	100	0	0,00	66,67
6				1	2		3	0	0	0	33,33	66,67	100	0	0,00	100,00
7			1	2			3	0	0	33,3	66,67	0	100	0	0,00	66,67
8			1	1			2	0	0	33,3	33,33	0	66,67	33,33333	0,00	33,33
9					3		3	0	0	0	0	100	100	0	0,00	100,00
10				2		1	3	0	0	66,7	0	33,33	100	0	0,00	33,33
11				2	1		3	0	0	66,7	33,33	0	100	0	0,00	33,33
12				1		2	3	0	0	33,3	0	66,67	100	0	0,00	66,67
13		1	1	1			3	0	33,33	33,3	33,33	0	100	0	33,33	33,33
14		1			2		3	0	33,33	0	0	66,67	100	0	33,33	66,67
15					3		3	0	0	0	100	0	100	0	0,00	100,00
16				2		1	3	0	0	66,7	0	33,33	100	0	0,00	33,33
17		1	1	1			3	0	33,33	33,3	33,33	0	100	0	33,33	33,33
18					3		3	0	0	0	0	100	100	0	0,00	100,00
19					1	1	2	0	0	0	33,33	33,33	66,67	33,33333	0,00	66,67
20				1		2	3	0	0	33,3	0	66,67	100	0	0,00	66,67
21		1			2		3	0	33,33	0	0	66,67	100	0	33,33	66,67
22	1	2					3	33,33	66,67	0	0	0	100	0	100,00	0,00
23				1	1		2	0	0	33,3	33,33	0	66,67	33,33333	0,00	33,33
24			1		1	1	3	0	33,33	0	33,33	33,33	100	0	33,33	66,67
25			1		2		3	0	33,33	0	66,67	0	100	0	33,33	66,67
26	2	1					3	66,67	33,33	0	0	0	100	0	100,00	0,00
27	2			1			3	66,67	0	33,3	0	0	100	0	66,67	0,00
28				1	2		3	0	0	33,3	66,67	0	100	0	0,00	66,67

29	1	1	1	3	0	33,33	33,3	33,33	0	100	0	33,33	33,33
30	1		2	3	33,33	0	0	66,67	0	100	0	33,33	66,67
31	1	2		3	0	33,33	66,7	0	0	100	0	33,33	0,00
32	1	1	1	3	0	33,33	33,3	33,33	0	100	0	33,33	33,33
33		1		1	2	0	0	33,3	0	33,33	66,67	33,33333	0,00
34		2		1	3	0	66,67	0	0	33,33	100	0	66,67
35		1	2	3	0	0	33,3	66,67	0	100	0	0,00	66,67
36		2	1	3	0	0	66,7	33,33	0	100	0	0,00	33,33
37	1	1	1	3	0	33,33	33,3	33,33	0	100	0	33,33	33,33
38		2	1	3	0	0	66,7	33,33	0	100	0	0,00	33,33
39		2		1	3	0	0	66,7	0	33,33	100	0	0,00
40		1	1	1	3	0	0	33,3	33,33	33,33	100	0	0,00
41		2		1	3	0	0	66,7	0	33,33	100	0	0,00
42		1	2	3	0	0	33,3	66,67	0	100	0	0,00	66,67
43		2		1	3	0	0	66,7	0	33,33	100	0	0,00
44			1	2	3	0	0	0	33,33	66,67	100	0	0,00
45	1		1	1	3	33,33	0	0	33,33	33,33	100	0	33,33
46		2		1	3	0	0	66,7	0	33,33	100	0	0,00
47	1	1	1	3	33,33	0	33,3	33,33	0	100	0	33,33	33,33
48		1	2	3	0	0	33,3	66,67	0	100	0	0,00	66,67
49		1	2	3	0	0	33,3	66,67	0	100	0	0,00	66,67
50	1	1		1	3	33,33	33,33	0	33,33	0	100	0	66,67
51	1	1	1	3	33,33	33,33	33,3	0	0	100	0	66,67	0,00
52	2		1	3	66,67	0	33,3	0	0	100	0	33,33	33,33
53		1	1	1	3	0	33,33	33,3	0	33,33	100	0	0,00
54			1	2	3	0	0	33,3	66,67	0	100	0	0,00
55				3	3	0	0	0	100	0	100	0	0,00
56			1	1	1	3	0	0	33,3	33,33	33,33	100	0
57		2		1	3	0	66,67	0	0	33,33	100	0	66,67

Table 3

Teacher 3

	Nunca	C N	REG	C S	SIE	T	N	C N	R	C S	S	TOTAL	DIFERE	NUNCA	SIEMPRE	
1		1	2		1	4	0	25	50	0	25	100	0	25,00	25,00	
2		2		1	1	4	0	50	0	25	25	100	0	50,00	50,00	
3				1	3	4	0	0	0	25	75	100	0	0,00	100,00	
4			1	1	2	4	0	0	25	25	50	100	0	0,00	75,00	
5		2		1		1	4	0	50	25	0	100	0	50,00	25,00	
6			1	3			4	0	0	25	75	100	0	0,00	75,00	
7		1	2	1			4	0	25	50	25	0	100	0	25,00	25,00
8		1	2	1			4	0	25	50	25	0	100	0	25,00	25,00
9				1	3	4	0	0	0	25	75	100	0	0,00	100,00	
10				4			4	0	0	100	0	0	100	0	0,00	0,00
11			2	1	1	4	0	0	50	25	25	100	0	0,00	50,00	
12				1		3	4	0	0	25	0	75	100	0	0,00	75,00
13		1	1	1	1	4	0	25	25	25	25	100	0	25,00	50,00	
14				1	3	4	0	0	0	25	75	100	0	0,00	100,00	
15				1	2	3	0	0	0	25	50	75	25	0,00	75,00	

16	2	1		1	4	0	50	25	0	25	100	0	50,00	25,00	
17	1		2	1	4	0	25	0	50	25	100	0	25,00	75,00	
18	1	1	1	1	4	0	25	25	25	25	100	0	25,00	50,00	
19				1	1	0	0	0	0	25	25	75	0,00	25,00	
20		1	1	2	4	0	0	25	25	50	100	0	0,00	75,00	
21	1		2	1	4	0	25	0	50	25	100	0	25,00	75,00	
22	2	1	1		4	50	25	25	0	0	100	0	75,00	0,00	
23			1	2	1	4	0	0	25	50	25	100	0	0,00	75,00
24	1		2	1		4	25	0	50	25	0	100	0	25,00	25,00
25			2		1	3	0	0	50	0	25	75	25	0,00	25,00
26	1	2		1		4	25	50	0	25	0	100	0	75,00	25,00
27			1	3		4	0	0	25	75	0	100	0	0,00	75,00
28			2		2	4	0	0	50	0	50	100	0	0,00	50,00
29		1	1	1	1	4	0	25	25	25	25	100	0	25,00	50,00
30		2	1	1		4	0	50	25	25	0	100	0	50,00	25,00
31		1		3		4	0	25	0	75	0	100	0	25,00	75,00
32		1	2	1		4	0	25	50	25	0	100	0	25,00	25,00
33	2			2		4	50	0	0	50	0	100	0	50,00	50,00
34			4			4	0	0	100	0	0	100	0	0,00	0,00
35		2		1	1	4	0	50	0	25	25	100	0	50,00	50,00
36	1			2	1	4	25	0	0	50	25	100	0	25,00	75,00
37					4	4	0	0	0	0	100	100	0	0,00	100,00
38		2	1	1		4	0	50	25	25	0	100	0	50,00	25,00
39			1	1	1	3	0	0	25	25	25	75	25	0,00	50,00
40			2		2	4	0	0	50	0	50	100	0	0,00	50,00
41			1	1	2	4	0	0	25	25	50	100	0	50,00	50,00
42		2			2	4	0	50	0	0	50	100	0	50,00	25,00
43		2	1	1		4	0	50	25	25	0	100	0	50,00	25,00
44			2	2		4	0	0	50	50	0	100	0	0,00	50,00
45			1	2	1	4	0	0	25	50	25	100	0	0,00	75,00
46		1	2	1		4	0	25	50	25	0	100	0	25,00	25,00
47		3		1		4	0	75	0	25	0	100	0	75,00	25,00
48		1		1	2	4	0	25	0	25	50	100	0	25,00	75,00
49		2		2		4	0	50	0	50	0	100	0	50,00	50,00
50		3		1		4	0	75	0	25	0	100	0	75,00	25,00
51	3		1			4	75	0	25	0	0	100	0	75,00	0,00
52	2			2		4	50	0	0	50	0	100	0	50,00	50,00
53		3		1		4	0	75	0	25	0	100	0	75,00	25,00
54		3				3	0	75	0	0	0	75	25	75,00	0,00
55			2	2		4	0	0	50	50	0	100	0	0,00	50,00
56		1		3		4	0	25	0	75	0	100	0	25,00	75,00
57	1	2		1		4	25	50	0	25	0	100	0	75,00	25,00

Table 4

Teacher 4

N A	Nunca	C N	REG	Casi S	SIEM	T	N	C N	REG	C S	SIE	TOTAL	DIFEREN	NUNCA	SIEMPRE
1		14	6	1		21	0	60,87	26,1	4,348	0	91,3	8,695652	60,87	4,35
2	2	9	4	4	4	23	8,696	39,13	17,4	17,39	17,39	100	0	47,82	34,78

3	3	1	5	6	8	23	13,04	4,348	21,7	26,09	34,78	100	0	17,39	60,87
4	1	4	6	8	3	22	4,348	17,39	26,1	34,78	13,04	95,65	4,347826	21,74	47,83
5		9	1	4	8	22	0	39,13	4,35	17,39	34,78	95,65	4,347826	39,13	52,17
6	1	2	2	7	10	22	4,348	8,696	8,7	30,43	43,48	95,65	4,347826	13,04	73,91
7	3	3	7	8	2	23	13,04	13,04	30,4	34,78	8,696	100	0	26,09	43,48
8	2	4	8	4	5	23	8,696	17,39	34,8	17,39	21,74	100	0	26,09	39,13
9			2	9	11	22	0	0	8,7	39,13	47,83	95,65	4,347826	0,00	86,96
10	3	5	1	5	8	22	13,04	21,74	4,35	21,74	34,78	95,65	4,347826	34,78	56,52
11	1	4	5	4	9	23	4,348	17,39	21,7	17,39	39,13	100	0	21,74	56,52
12	1	1	3	8	10	23	4,348	4,348	13	34,78	43,48	100	0	8,70	78,26
13	1	7	3	8	4	23	4,348	30,43	13	34,78	17,39	100	0	34,78	52,17
14		1	2	10	9	22	0	4,348	8,7	43,48	39,13	95,65	4,347826	4,35	82,61
15		2	6	4	8	20	0	8,696	26,1	17,39	34,78	86,96	13,04348	8,70	52,17
16		6	4	8	5	23	0	26,09	17,4	34,78	21,74	100	0	26,09	56,52
17	1	8	5	7	2	23	4,348	34,78	21,7	30,43	8,696	100	0	39,13	39,13
18		4	5	7	5	21	0	17,39	21,7	30,43	21,74	91,3	8,695652	17,39	52,17
19			2	10	5	17	0	0	8,7	43,48	21,74	73,91	26,08696	0,00	65,22
20	1	3	3	7	9	23	4,348	13,04	13	30,43	39,13	100	0	17,39	69,57
21	1		4	6	11	22	4,348	0	17,4	26,09	47,83	95,65	4,347826	4,35	73,91
22	16	3	3	1		23	69,57	13,04	13	4,348	0	100	0	82,61	4,35
23	1	5	7	6	3	22	4,348	21,74	30,4	26,09	13,04	95,65	4,347826	26,09	39,13
24		7	6	7	2	22	0	30,43	26,1	30,43	8,696	95,65	4,347826	30,43	39,13
25	2	5	4	5	6	22	8,696	21,74	17,4	21,74	26,09	95,65	4,347826	30,43	47,83
26	8	7	2	3	2	22	34,78	30,43	8,7	13,04	8,696	95,65	4,347826	65,22	21,74
27	5	4	5	5	3	22	21,74	17,39	21,7	21,74	13,04	95,65	4,347826	39,13	34,78
28	1	5	5	3	8	22	4,348	21,74	21,7	13,04	34,78	95,65	4,347826	26,09	47,83
29	3	6	6	6	1	22	13,04	26,09	26,1	26,09	4,348	95,65	4,347826	39,13	30,43
30	3	11	3	3	2	22	13,04	47,83	13	13,04	8,696	95,65	4,347826	60,87	21,74
31	4	9	1	6	2	22	17,39	39,13	4,35	26,09	8,696	95,65	4,347826	56,52	34,78
32	8	4	4	5	1	22	34,78	17,39	17,4	21,74	4,348	95,65	4,347826	52,17	26,09
33	2	7	5	5	3	22	8,696	30,43	21,7	21,74	13,04	95,65	4,347826	39,13	34,78
34	2	7	8	5		22	8,696	30,43	34,8	21,74	0	95,65	4,347826	39,13	21,74
35		3	7	9	3	22	0	13,04	30,4	39,13	13,04	95,65	4,347826	13,04	52,17
36	3	6	7	5	1	22	13,04	26,09	30,4	21,74	4,348	95,65	4,347826	39,13	26,09
37		2	4	11	5	22	0	8,696	17,4	47,83	21,74	95,65	4,347826	8,70	69,57
38	6	5	4	5	2	22	26,09	21,74	17,4	21,74	8,696	95,65	4,347826	47,83	30,43
39	1	8	2	7	4	22	4,348	34,78	8,7	30,43	17,39	95,65	4,347826	39,13	47,83
40		2	4	8	8	22	0	8,696	17,4	34,78	34,78	95,65	4,347826	8,70	69,57
41	1	4	4	7	6	22	4,348	17,39	17,4	30,43	26,09	95,65	4,347826	21,74	56,52
42	1	3	12	4	3	23	4,348	13,04	52,2	17,39	13,04	100	0	17,39	30,43
43	4	11	6	2		23	17,39	47,83	26,1	8,696	0	100	0	65,22	8,70
44		6	5	8	3	22	0	26,09	21,7	34,78	13,04	95,65	4,347826	26,09	47,83
45		5	3	9	6	23	0	21,74	13	39,13	26,09	100	0	21,74	65,22
46	1	1	6	11	3	22	4,348	4,348	26,1	47,83	13,04	95,65	4,347826	8,70	60,87
47	5	7	5	5		22	21,74	30,43	21,7	21,74	0	95,65	4,347826	52,17	21,74
48	2	4	7	6	2	21	8,696	17,39	30,4	26,09	8,696	91,3	8,695652	26,09	34,78
49	2	8	8	2	2	22	8,696	34,78	34,8	8,696	8,696	95,65	4,347826	43,48	17,39
50	2	6	6	3	4	21	8,696	26,09	26,1	13,04	17,39	91,3	8,695652	34,78	30,43
51	13	5	3	2		23	56,52	21,74	13	8,696	0	100	0	78,26	8,70
52	5	12	3	2		22	21,74	52,17	13	8,696	0	95,65	4,347826	73,91	8,70
53	2	6	7	6	1	22	8,696	26,09	30,4	26,09	4,348	95,65	4,347826	34,78	30,43
54	3	1	5	7	6	22	13,04	4,348	21,7	30,43	26,09	95,65	4,347826	17,39	56,52

55		4	2	9	7	22	0	17,39	8,7	39,13	30,43	95,65	4,347826	17,39	69,57
56	1	1	5	11	2	20	4,348	4,348	21,7	47,83	8,696	86,96	13,04348	9,70	56,52
57	2	6	7	5	2	22	8,696	26,09	30,4	21,74	8,696	95,65	4,347826	34,78	30,43

Table 5

Teacher 5

N A	Nunca	CN	REG	CS	SIEM	T N	C N	REG	CAS	SIE	TOTAL	DIFERE	NUNCA	SIEMPRE			
1			3	6	3	1	13	0	21,43	42,86	21,43	7,14	92,86	7,142857	21,43	28,57	
2	1		2	6	4		13	7,14	14,29	42,86	28,57	0,00	92,86	7,142857	21,43	28,57	
3		1			4	9	14	0,00	7,14	0,00	28,57	64,29	100	0	7,14	92,86	
4		2	1		4	7	14	0,00	14,29	7,14	28,57	50,00	100	0	14,29	78,57	
5		1	1		6	8	14	0,00	7,14	7,14	42,86	42,86	100	0	7,14	85,71	
6				2	4	8	14	0,00	0,00	14,29	28,57	57,14	100	0	0,00	85,71	
7	2		2	3		5	2	14	14,29	14,29	21,43	35,71	14,29	100	0	28,57	50,00
8			3			7	4	14	0,00	21,43	0,00	50,00	28,57	100	0	21,43	78,57
9	2				2	10	14	14,29	0,00	0,00	14,29	71,43	100	0	14,29	85,71	
10	2	1		4	2	5	14	14,29	7,14	28,57	14,29	35,71	100	0	21,43	50,00	
11	1	2		2	2	6	13	7,14	14,29	14,29	14,29	42,86	92,86	7,142857	21,43	57,14	
12				1	4	9	14	0,00	0,00	7,14	28,57	64,29	100	0	0,00	92,86	
13				2	5	7	14	0,00	0,00	14,29	35,71	50,00	100	0	0,00	85,71	
14				6	2	6	14	0,00	0,00	42,86	14,29	42,86	100	0	0,00	57,14	
15		3			3	8	14	0,00	21,43	0,00	21,43	57,14	100	0	21,43	78,57	
16	3			2	4	5	14	21,43	0,00	14,29	28,57	35,71	100	0	21,43	64,29	
17	2	2		2	7	1	14	14,29	14,29	14,29	50,00	7,14	100	0	28,57	57,14	
18				1	2	10	13	0,00	0,00	7,14	14,29	71,43	92,86	7,142857	0,00	85,71	
19				1	6	6	13	0,00	0,00	7,14	42,86	42,86	92,86	7,142857	0,00	85,71	
20				1	3	10	14	0,00	0,00	7,14	21,43	71,43	100	0	0,00	92,86	
21	1	1		1	3	8	14	7,14	7,14	7,14	21,43	57,14	100	0	14,29	78,57	
22	9	1		3	1		14	64,29	7,14	21,43	7,14	0,00	100	0	71,43	7,14	
23	2	2		5	3	2	14	14,29	14,29	35,71	21,43	14,29	100	0	28,57	35,71	
24	4			3	5	2	14	28,57	0,00	21,43	35,71	14,29	100	0	28,57	50,00	
25	1	3		2	8		14	7,14	21,43	14,29	57,14	0,00	100	0	28,57	57,14	
26	6			6	2		14	42,86	0,00	42,86	14,29	0,00	100	0	42,86	14,29	
27	5	5		3	1		14	35,71	35,71	21,43	7,14	0,00	100	0	71,43	7,14	
28	2	2		4	6		14	14,29	14,29	28,57	42,86	0,00	100	0	28,57	42,86	
29		1		3	7	3	14	0,00	7,14	21,43	50,00	21,43	100	0	7,14	71,43	
30	4	4		2	4		14	28,57	28,57	14,29	28,57	0,00	100	0	57,14	28,57	
31	3	3		3	3	2	14	21,43	21,43	21,43	21,43	14,29	100	0	42,86	35,71	
32		7		2	3	2	14	0,00	50,00	14,29	21,43	14,29	100	0	50,00	35,71	
33	2	4		4	1	3	14	14,29	28,57	28,57	7,14	21,43	100	0	42,86	28,57	
34		1		3	6	4	14	0,00	7,14	21,43	42,86	28,57	100	0	7,14	71,43	
35	2	2		2	4	4	14	14,29	14,29	14,29	28,57	28,57	100	0	28,57	57,14	
36	4	4		2	3	1	14	28,57	28,57	14,29	21,43	7,14	100	0	57,14	28,57	
37	1	3		2	6	2	14	7,14	21,43	14,29	42,86	14,29	100	0	28,57	57,14	
38	1	4		4	3	2	14	7,14	28,57	28,57	21,43	14,29	100	0	35,71	35,71	
39	2	3		2	5	2	14	14,29	21,43	14,29	35,71	14,29	100	0	35,71	50,00	
40	2	1		3	4	3	13	14,29	7,14	21,43	28,57	21,43	92,86	7,142857	21,43	50,00	
41	1	3			8	2	14	7,14	21,43	0,00	57,14	14,29	100	0	28,57	71,43	

42	1	3	4	5		13	7,14	21,43	28,57	35,71	0,00	92,86	7,142857	28,57	35,71
43	3	3	3	3	2	14	21,43	21,43	21,43	21,43	14,29	100	0	42,86	35,71
44		3	2	6	3	14	0,00	21,43	14,29	42,86	21,43	100	0	21,43	64,29
45		2	2	6	4	14	0,00	14,29	14,29	42,86	28,57	100	0	14,29	71,43
46		4	1	6	3	14	0,00	28,57	7,14	42,86	21,43	100	0	28,57	64,29
47	2	6	4	2		14	14,29	42,86	28,57	14,29	0,00	100	0	57,14	14,29
48	1	7	1	4	1	14	7,14	50,00	7,14	28,57	7,14	100	0	57,14	35,71
49	4	4	2	3	1	14	28,57	28,57	14,29	21,43	7,14	100	0	57,14	28,57
50	3	1	6	4		14	21,43	7,14	42,86	28,57	0,00	100	0	28,57	28,57
51	9	3		1		13	64,29	21,43	0,00	7,14	0,00	92,86	7,142857	85,71	7,14
52	7	5	1			13	50,00	35,71	7,14	0,00	0,00	92,86	7,142857	85,71	0,00
53	3	2	4	4		13	21,43	14,29	28,57	28,57	0,00	92,86	7,142857	35,71	28,57
54	3	3	4	2	1	13	21,43	21,43	28,57	14,29	7,14	92,86	7,142857	42,86	21,43
55	3	3	2	5		13	21,43	21,43	14,29	35,71	0,00	92,86	7,142857	42,86	35,71
56	1	4	3	4	2	14	7,14	28,57	21,43	28,57	14,29	100	0	35,71	42,86
57	2	3	7	2		14	14,29	21,43	50,00	14,29	0,00	100	0	35,71	14,29

All the data was transcribed on these sheets in this way: We counted how many students chose the option Nunca for item # 1. Then how many students from the same group answered Casi Nunca for the same question. And then it was made the same with the rest of the options: Regularmente, Casi Siempre, etc. The last step was to put only the highest percentages in one of the three columns: Nunca, Regularmente and Siempre. In this way all the information could be better used to make the analysis because it reflects exactly what the study requires: accurate results.

b) *Teachers' Questionnaires.* Table from page 58

In this table the five teachers are included.

Teachers' Questionnaires

NA	Nunca	CN	REG	CS	SIE	T	N	CN	REG	CAS	SIE	TOTAL	DIFERE	NUNCA	SIEMPRE	
1	4		1				5	80	0	20	0	0	100		80	0
2	2	3					5	40	60	0	0	0	100		100	0
3		1		1	3		5	0	20	0	20	60	100		20	80
4				2	2	1	5	0	0	40	40	20	100		0	60
5				2	2	1	5	0	0	40	40	20	100		0	60
6				2	1	2	5	0	0	40	20	40	100		0	60
7				2	1	2	5	0	0	40	20	40	100		0	80
8				1	2	2	5	0	0	20	40	40	100		0	80
9					1	4	5	0	0	0	20	80	100		0	100

10		3	1		1	5	0	60	20	0	20	100	60	20
11		2	1	1	1	5	0	40	20	20	20	100	40	40
12		2		2	1	5	0	40	0	40	20	100	40	60
13	1		2		2	5	20	0	40	0	40	100	20	40
14			1	1	3	5	0	0	20	20	60	100	0	80
15			1	2	2	5	0	0	20	40	40	100	0	80
16			1		4	5	0	0	20	0	80	100	0	80
17			1	2	2	5	0	0	20	40	40	100	0	80
18		2		2	1	5	0	40	0	40	20	100	40	60
19			2	2	1	5	0	0	40	40	20	100	0	60
20			1		4	5	0	0	20	0	80	100	0	80
21				2	3	5	0	0	0	40	60	100	0	100
22	3	1	1			5	60	20	20	0	0	100	80	0
23		1	1	1	2	5	0	20	20	20	40	100	20	60
24	1	1	1	1	1	5	20	20	20	20	20	100	40	40
25		1		1	3	5	0	20	0	20	60	100	20	80
26		1	1	2	1	5	0	20	20	40	20	100	20	60
27		1		2	2	5	0	20	0	40	40	100	20	80
28				2	3	5	0	0	0	40	60	100	0	100
29			2	1	2	5	0	0	40	20	40	100	0	60
30	1	1	1	2		5	20	20	20	40	0	100	40	40
31	1	2	1		1	5	20	40	20	0	20	100	60	20
32		2		2	1	5	0	40	0	40	20	100	40	60
33		2	2	1		5	0	40	40	20	0	100	40	20
34		1	1	3		5	0	20	20	60	0	100	20	60
35		2	1	2		5	0	40	20	40	0	100	40	40
36		2		3		5	0	40	0	60	0	100	40	60
37			2	1	2	5	0	0	40	20	40	100	0	60
38	1	3		1		5	20	60	0	20	0	100	80	20
39		2	1	1	1	5	0	40	20	20	20	100	40	40
40		1		4		5	0	20	0	80	0	100	20	80
41		1	3	1		5	0	20	60	20	0	100	20	20
42			2	1	2	5	0	0	40	20	40	100	0	60
43	2		2	1		5	40	0	40	20	0	100	40	20
44			1	1	3	5	0	0	20	20	60	100	0	80
45			1		4	5	0	0	20	0	80	100	0	80
46			1	2	2	5	0	0	20	40	40	100	0	80
47			1	1	3	5	0	0	20	20	60	100	0	80
48		2		3		5	0	40	0	60	0	100	40	60
49		4		1		5	0	80	0	20	0	100	60	20
50		1	1	3		5	0	20	20	60	0	100	20	60
51	5					5	100	0	0	0	0	100	100	0
52		1	1	2	1	5	0	20	20	40	20	100	20	60
53	1	1	1	1	1	5	20	20	20	20	20	100	40	40
54	3	2				5	60	40	0	0	0	100	100	0
55		1	1	2	1	5	0	20	20	40	20	100	20	60
56	1	3		1		5	20	60	0	20	0	100	80	20
57	1		1		3	5	20	0	20	0	60	100	20	60

The previous table has the same divisions as table 1, 2, 3, 4, 5 with the difference that this table does not have the total of percentage answered (100% of applicants) since every teacher answered all the items of the questionnaires.

Cuestionario 1: Las actividades **del estudiante** en el salón de clases de inglés

Estimado Estudiante:

Muchas gracias por aceptar contestar este cuestionario, que tiene como propósito central estudiar las actividades que llevas a cabo en el salón de clases en los cursos de inglés.

Tu nombre en este cuestionario NO es necesario.

A continuación tienes una lista de actividades que pueden tomar lugar en el salón de clases. Marca con una **X** en los espacios señalados de la hoja de respuestas, la opción que corresponda a las actividades que realizas en el salón de clases, en tus cursos de inglés.

En caso de que la lista no mencione alguna actividad que lleves a cabo, escríbela al final en las líneas marcadas.

Si tienes alguna duda acerca de como responder a cualquiera de las preguntas del cuestionario, por favor pregunta a la persona que lo aplica antes de contestar.

1. Mi clase de inglés se lleva a cabo en español.
2. Traduzco párrafos, enunciados, vocabulario de inglés al español sobre el tema de la clase.
3. Escucho del profesor(a) la explicación y los ejemplos del punto gramatical de la clase y hago ejercicios sobre ese punto.
4. Me doy cuenta de una regla gramatical con los ejemplos que nos da el profesor(a).
5. Las actividades de hablar en inglés en el salón de clase las hago:
6. Las actividades de escuchar en inglés en el salón de clase las hago:
7. Hago *primero* las actividades de vocabulario y la gramática y *después* las actividades de comprensión de lectura y escritura.
8. Los ejercicios de conversación los hago en diálogos y/o anécdotas.
9. Observo y escucho del profesor(a) presentaciones y explicaciones de los puntos gramaticales de la clase:
10. Realizo ejercicios de comprensión de lectura desde el inicio del curso.
11. Realizo ejercicios de escritura desde el inicio del curso.
12. Escucho, en inglés y observo la demostración/ejemplificación del significado de palabras del profesor(a).

13. Primero, hago las actividades de hablar y después las actividades de escribir.
14. Los temas que trabajo en el salón de clase están relacionados con situaciones de la vida diaria.
15. Escucho del profesor(a) la explicación del vocabulario específico del tema de la clase.
16. De las explicaciones del profesor(a), *primero*, pongo atención a los aspectos gramaticales más fáciles y *después* a los más difíciles.
17. Hago las actividades de comprensión de lectura y escritura **después** de que he estudiado el vocabulario y los puntos gramaticales sobre el tema.
18. Observo al profesor(a), en su demostración/mímica del significado de vocabulario y frases.
19. El orden en que realizo las actividades de clase es primero escuchando, luego hablando, después leyendo y finalmente escribiendo:
20. Práctico la pronunciación del vocabulario y frases en inglés.
21. El profesor(a) me ayuda para que no cometa errores en las actividades que realizo en el salón de clases.
22. Memorizo diálogos para después recitarlos.
23. Estudio vocabulario nuevo en cada clase.
24. Aprendo a comunicarme y a utilizar el idioma, en lugar de enfocarme a aprender estructuras gramaticales.
25. Intercambio/comparto el significado de palabras y frases con mis compañeros.
26. Actúo/dramatizo los diálogos de los temas de la clase.
27. En el salón de clases hago actividades que pasan en situaciones de la vida real.
28. Sobre el tema de la clase hablo, escucho, leo y escribo:
29. Hago las prácticas orales *después* de estudiar el vocabulario y los puntos gramaticales del tema que corresponda.
30. Sigo instrucciones en inglés para ejecutar movimientos del cuerpo durante la clase.
31. Observo al profesor demostrar, actuando, las actividades/vocabulario que después yo también actúo.
32. Realizo acciones o actúo las actividades relacionadas con el vocabulario, o las frases centrales del tema de la clase.
33. Participo en juegos relacionados con el tema de la clase.
34. En clase hago más ejercicios orales que escritos.

35. En el salón de clase hago más actividades que me ayudan acerca de como aprender inglés que actividades de memorización o comprensión de vocabulario, frases o puntos gramaticales.
36. Iniciamos las actividades de la clase con lo que estudiamos la clase anterior.
37. Atiendo/recibo ayuda del profesor(a) para corregirme a mí mismo(a).
38. Observo las demostraciones y ejemplos, que el profesor hace en completo silencio, utilizando objetos de distintos colores y tamaños.
39. Trabajo con la habilidad de lectura en base a lo que he aprendido a decir.
40. Utilizo el español en el salón de clase, para preguntar, aclarar, explicar los puntos del tema de la clase.
41. Hago actividades de conversación en equipo con el apoyo del profesor(a) quien nos ayuda traduciendo las frases y el vocabulario.
42. Llevo a cabo ejercicios que me hacen decidir por mí mismo(a).
43. Realizo actividades en la clase sin la ayuda del profesor(a).
44. En las actividades del salón de clase interactuo con otros estudiantes.
45. En las actividades del salón de clase interactuamos con el profesor.
46. Escucho explicaciones muy fáciles de entender en inglés sobre puntos del tema de la clase.
47. En el salón de clases hablo en inglés y el profesor(a) y mis compañeros me entienden.
48. Utilizo como material de estudio objetos, textos, imágenes de situaciones de la vida diaria para mis actividades en clase.
49. Hago más ejercicios sobre el significado de palabras que sobre aspectos gramaticales.
50. Los ejercicios de inglés en la clase se hacen sobre temas actuales que me gustan.
51. Hago las actividades de la clase con música instrumental suave de fondo, a bajo volumen.
52. Los muebles y el arreglo del salón de clases me ayudan a relajarme y concentrarme en las actividades que realizo.
53. Pienso en imágenes relacionadas a los ejercicios de lectura o al vocabulario.
54. Trabajo las actividades de lectura comparando textos en inglés y su traducción al español.
55. Respondemos preguntas sobre la información del texto estudiado.
56. La lectura en inglés es la actividad principal en las actividades de clase.
57. Actúo alguno de los personajes de los diálogos del texto estudiado.

En caso de que haya alguna actividad que no este considerada en este cuestionario, por favor descríbela en el siguiente espacio. Por favor, describe todas las que consideres que hagan falta.

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MUCHAS GRACIAS.

Cuestionario 2: Las actividades del **profesor(a)** en el salón de clases de inglés

Estimado Profesor(a):

Muchas gracias por aceptar contestar este cuestionario, que tiene como propósito central estudiar las actividades que se llevan a cabo en el salón de clases de los cursos de inglés.

Su nombre en este cuestionario NO es necesario.

A continuación tiene una lista de actividades que pueden tomar lugar en el salón de clases. Por favor, marque con una **X** en los espacios señalados de la hoja de respuestas, la opción que corresponda a las **actividades que realiza en el salón de clases**, en sus cursos de Inglés.

En caso de que la lista no contenga alguna actividad que lleve a cabo, escríbala al final en las líneas marcadas.

Si tiene alguna duda acerca de como responder a cualquiera de las preguntas del cuestionario, por favor pregunte a la persona que lo aplica antes de contestar.

1. Doy la clase de inglés totalmente en español.
2. Hago que los estudiantes traduzcan párrafos, enunciados, vocabulario de inglés al español sobre el tema de la clase.
3. Explico el punto gramatical de la clase y doy un ejemplo a los alumnos para que luego lo practiquen con ejercicios.
4. Hago que los estudiantes se den cuenta de una regla gramatical a través de los ejemplos que les doy.
5. Las actividades de hablar en inglés en el salón de clase las hago:
6. Las actividades de escuchar en inglés en el salón de clase las hago:
7. Hago que los estudiantes practiquen, *primero* las actividades de vocabulario y gramática y *después* las actividades de comprensión de lectura y escritura.
8. Los ejercicios de conversación los hago en diálogos y/o anécdotas.
9. Hago presentaciones y explicaciones de los puntos gramaticales de la clase:
10. Los ejercicios de comprensión de lectura se realizan desde el inicio del curso.
11. Los ejercicios de escritura se llevan a cabo desde el inicio del curso.
12. Hago la demostración o ejemplificación del significado de las palabras claves de la clase en inglés.

13. Primero, llevo a cabo las actividades de hablar y después las actividades de escribir.
14. Los temas de la clase están relacionados con situaciones de la vida diaria.
15. Doy la explicación del vocabulario específico del tema de la clase.
16. Explico los aspectos gramaticales más fáciles primero y los más difíciles después.
17. Hago las actividades de comprensión de lectura y escritura **después** de que los estudiantes han estudiado el vocabulario y los puntos gramaticales sobre el tema.
18. Hago la demostración/mímica del significado del vocabulario y frases del tema de la clase.
19. El orden en que practicamos las habilidades en la clase es: escuchar, hablar, leer y escribir:
20. Hago que mis estudiantes practiquen la pronunciación del vocabulario y frases en inglés.
21. Ayudo a los estudiantes en sus actividades para que no cometan errores.
22. Hago que los alumnos memoricen diálogos para después recitarlos.
23. Presento vocabulario nuevo en cada clase.
24. Propicio que los estudiantes se comuniquen y utilicen el idioma, en lugar de enfocarme a enseñar estructuras gramaticales.
25. Estimulo a los estudiantes para que intercambien/compartan el significado de palabras y frases con sus compañeros.
26. Hago que los estudiantes actúen los diálogos de los temas de la clase.
27. En el salón de clases propicio actividades que pasan en situaciones de la vida real.
28. Integro en el tema de la clase las actividades de habla, escucha, lectura y escritura:
29. Hago las prácticas orales *después* de estudiar el vocabulario y los puntos gramaticales del tema que corresponda.
30. Doy instrucciones en inglés para que los alumnos ejecuten movimientos corporales durante la clase.
31. Demuestro actuando las actividades/vocabulario que después los alumnos también actúan.
32. Hago que los estudiantes realicen acciones o actúen las actividades relacionadas con el vocabulario, o las frases centrales del tema de la clase.
33. Llevo a cabo juegos relacionados con el tema de la clase.
34. En clase practico con mis alumnos más ejercicios orales que escritos.

35. Doy a mis alumnos más actividades que les ayudan sobre como aprender inglés, que actividades de memorización o comprensión de vocabulario, frases o puntos gramaticales.
36. Iniciamos las actividades de la clase con lo que estudiamos la clase anterior.
37. Ayudo a mis alumnos para que se corrijan ellos mismos.
38. En silencio, demuestro y ejemplifico los temas centrales de la clase utilizando objetos de distintos colores y tamaños.
39. Las actividades de lectura se trabajan en clase, en base a lo que los estudiantes han aprendido a decir.
40. Permito que mis alumnos utilicen el español en el salón de clase, para preguntar, aclarar, explicar los puntos del tema de la clase.
41. Ayudo a los estudiantes en las actividades de conversación con la traducción de frases y vocabulario.
42. Llevo a cabo ejercicios que hacen que mis alumnos tomen sus propias decisiones.
43. Hago que mis estudiantes realicen actividades en la clase sin mi ayuda.
44. En la clase se llevan a cabo actividades que hacen que los alumnos interactuen entre ellos.
45. En el salón de clase estimulo a los alumnos para que interactuen conmigo.
46. Doy explicaciones muy fáciles de entender en inglés sobre puntos del tema de la clase.
47. Propicio que los estudiantes se hablen en Inglés entre ellos mismos y conmigo.
48. Utilizo como material de enseñanza objetos, textos, imágenes de situaciones de la vida diaria.
49. Hago más ejercicios sobre el significado de palabras que sobre puntos gramaticales.
50. Los ejercicios de inglés en la clase se hacen sobre temas actuales de interés para los estudiantes.
51. Hacemos las actividades de la clase con música instrumental suave de fondo, a bajo volumen.
52. Propicio que los muebles y el arreglo del salón, ayude a mis alumnos a relajarse y a concentrarse en las actividades de clase.
53. Hago que mis alumnos piensen en imágenes relacionas a los ejercicios de lectura o al vocabulario.
54. Trabajamos las actividades de lectura comparando textos en inglés y su traducción al español.

- 55. Hago que los estudiantes respondan preguntas sobre la información del texto estudiado.
- 56. La lectura en inglés es la actividad principal en las actividades de clase.
- 57. Hago que los alumnos actúen uno de los personajes de los diálogos del texto estudiado.

En caso de que haya alguna actividad que no este considerada en este cuestionario y que usted realice en el salón de clase, por favor describala en el siguiente espacio. Por favor, describa todas las que considere que hagan falta.

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MUCHAS GRACIAS.

HOJA DE RESPUESTAS

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Las actividades en el salón de clases de inglés

HOJA DE OBSERVACIONES

Curso _____

Maestro: _____

Libro de Texto o Material _____

1. El alumno toma la clase en español.
1. El profesor da la clase totalmente en español.

2. El alumno traduce párrafos, enunciados, vocabulario de inglés al español sobre el tema de la clase.
2. El profesor hace que los estudiantes traduzcan párrafos, enunciados, vocabulario de inglés al español sobre el tema de la clase.

3. El alumno escucha del profesor(a) la explicación y los ejemplos del punto gramatical de la clase y hace ejercicios sobre ese punto.
3. El maestro explica el punto gramatical de la clase y da un ejemplo a los alumnos para que luego lo practiquen con ejercicios.

4. El alumno se da cuenta de una regla gramatical con los ejemplos que le da el profesor(a).
4. El profesor hace que los estudiantes se den cuenta de una regla gramatical a través de los ejemplos que les da

5. El alumno hace las actividades de hablar en inglés en el salón de clase:
5. El profesor hace las actividades de hablar en inglés en el salón de clase:

6. El alumno hace las actividades de escuchar en inglés en el salón de clase:
6. El profesor hace las actividades de escuchar en inglés en el salón de clase:

7. El alumno hace *primero* las actividades de vocabulario y la gramática y *después* las actividades de comprensión de lectura y escritura.
7. El profesor hace que los estudiantes practiquen, *primero* las actividades de vocabulario y gramática y *después* las actividades de comprensión de lectura y escritura.

8. El alumno hace ejercicios de conversación en diálogos y/o anécdotas.
8. El profesor hace los ejercicios de conversación en diálogos y/o anécdotas.

9. El alumno observa y escucha del profesor(a) presentaciones y explicaciones de los puntos gramaticales de la clase:
9. El profesor hace presentaciones y explicaciones de los puntos gramaticales de la clase:

10. El alumno realiza ejercicios de comprensión de lectura desde el inicio del curso.
10. El profesor realiza los ejercicios de comprensión de lectura desde el inicio del curso.
-

11. El alumno realiza ejercicios de escritura desde el inicio del curso.
11. El profesor lleva a cabo los ejercicios de escritura desde el inicio del curso.
-

12. El alumno escucha, en inglés y observa la demostración/ejemplificación del significado de palabras del profesor(a).
12. El profesor hace la demostración o ejemplificación del significado de las palabras claves de la clase en inglés.
-

13. El alumno *Primero*, hace las actividades de hablar y *después* las actividades de escribir.
13. El profesor *Primero*, lleva a cabo las actividades de hablar y después las actividades de escribir.
-

14. El alumno trabaja temas en el salón de clase que están relacionados con situaciones de la vida diaria.
14. El profesor trabaja temas en la clase que están relacionados con situaciones de la vida diaria.
-

15. El alumno escucha del profesor(a) la explicación del vocabulario específico del tema de la clase.
15. El profesor da la explicación del vocabulario específico del tema de la clase.
-

16. De las explicaciones del profesor(a), el alumno, *primero*, pone atención a los aspectos gramaticales más fáciles y *después* a los más difíciles.
16. El profesor explica los aspectos gramaticales más fáciles *primero* y los más difíciles *después*.
-

17. El alumno hace las actividades de comprensión de lectura y escritura **después** de que ha estudiado el vocabulario y los puntos gramaticales sobre el tema.
17. El profesor hace las actividades de comprensión de lectura y escritura **después** de que los estudiantes han estudiado el vocabulario y los puntos gramaticales sobre el tema.
-

18. El alumno observa al profesor(a), en su demostración/mímica del significado de vocabulario y frases.
18. El profesor hace la demostración/mímica del significado del vocabulario y frases del tema de la clase.
-

19. El orden en que el alumno realiza las actividades de clase es escuchar, hablar, leer y escribir.
19. El orden el que el profesor realiza las actividades de clase es escuchar, hablar, leer y escribir.
-

20. El alumno practica la pronunciación del vocabulario y frases en inglés.
20. El profesor hace que sus estudiantes practiquen la pronunciación del vocabulario y frases en inglés.
-

21. El alumno es ayudado por su profesor(a) para que no cometa errores en las actividades que realiza en el salón de clases.
21. El profesor ayuda a los estudiantes en sus actividades para que no cometan errores.
-

22. El alumno memoriza diálogos para después recitarlos.

22. El profesor hace que los alumnos memoricen diálogos para después recitarlos.

23. El alumno estudia vocabulario nuevo en cada clase.

23. El profesor presenta un nuevo vocabulario en cada clase.

24. El alumno aprende a comunicarse y a utilizar el idioma, en lugar de enfocarse a aprender estructuras gramaticales.

24. El profesor hace que los alumnos aprendan a comunicarse en lugar de aprender estructuras gramaticales.

25. El alumno intercambia/comparte el significado de palabras y frases con sus compañeros.

25. El profesor estimula a sus estudiantes para que intercambien/compartan el significado de palabras y frases con sus compañeros.

26. El alumno actúa/dramatiza los diálogos de los temas de la clase.

26. El profesor hace que los estudiantes actúen los diálogos de los temas de la clase.

27. En el salón de clases el alumno hace actividades que pasan en situaciones de la vida real.

27. En el salón de clases el profesor propicia actividades que pasan en situaciones de la vida real.

28. El alumno habla, escucha, lee y escribe sobre el tema de la clase.

28. El profesor integra en el tema de la clase las actividades de habla, escucha, lectura y escritura.

29. El alumno hace las prácticas orales *después* de estudiar el vocabulario y los puntos gramaticales del tema que corresponda.

29. El profesor hace las prácticas orales *después* de estudiar el vocabulario y los puntos gramaticales del tema que corresponda.

30. El alumno sigue instrucciones en inglés en los que ejecuta movimientos del cuerpo durante la clase.

30. El profesor da instrucciones en inglés para que los alumnos ejecuten movimientos corporales durante la clase.

31. El alumno observa al profesor demostrar actuando, las actividades/vocabulario que después también actúa.

31. El profesor demuestra actuando las actividades/vocabulario que después los alumnos también actúan.

32. El alumno realiza acciones o actúa las actividades relacionadas con el vocabulario, o las frases centrales del tema de la clase.

32. El profesor hace que los estudiantes realicen acciones o actúen las actividades relacionadas con el vocabulario, o las frases centrales del tema de la clase.

33. El alumno participa en juegos relacionados con el tema de la clase.

33.El profesor lleva a cabo juegos relacionados con el tema de la clase.

34. En clase el alumno hace más ejercicios orales que escritos.

34.En clase el profesor practica con sus alumnos más ejercicios orales que escritos.

35. En el salón de clase el alumno hace más actividades que le ayudan acerca de como aprender inglés que actividades de memorización o comprensión de vocabulario, frases o puntos gramaticales.

35. El profesor da a sus estudiantes más actividades que les ayudan sobre como aprender inglés, que actividades de memorización o comprensión de vocabulario, frases o puntos gramaticales.

36. El alumno inicia las actividades de la clase con lo que aprendió la clase anterior.

36.El profesor inicia las actividades de la clase con lo que enseñó la clase anterior.

37.El alumno atiende/recibe ayuda del profesor(a) para corregirse a sí mismo(a).

37.El profesor ayuda a sus alumnos para que se corrijan ellos mismos.

38.El alumno observa las demostraciones y ejemplos que el profesor hace en completo silencio, utilizando objetos de distintos colores y tamaños.

38.El profesor demuestra y ejemplifica en total silencio los temas centrales de la clase, utilizando objetos de distintos colores y tamaños.

39. El alumno trabaja con la actividad de lectura, en base a lo que ha aprendido a decir.

39.El profesor trabaja las actividades de lectura en clase, en base a lo que los estudiantes han aprendido a decir.

40. El alumno utiliza el español en el salón de clase, para preguntar, aclarar, explicar los puntos del tema de la clase.

40.El maestro permite que sus alumnos utilicen el español en el salón de clase, para preguntar, aclarar, explicar los puntos del tema de la clase.

41. El alumno hace actividades de conversación en equipo con el apoyo del profesor(a) quien les ayuda traduciendo frases y el vocabulario.

41.El profesor ayuda a los estudiantes en las actividades de conversación con la traducción de frases y vocabulario.

42. El alumno lleva a cabo ejercicios que le hacen decidir por sí mismo(a).

42.El profesor lleva a cabo ejercicios que hacen que sus alumnos tomen sus propias decisiones.

43. El alumno realiza actividades en la clase sin la ayuda del profesor(a).

43.El profesor hace que sus estudiantes realicen actividades en clase sin su ayuda.

44. En las actividades del salón de clase el alumno interactúa con otros estudiantes.

44. En clase el profesor lleva a cabo actividades que hacen que los alumnos interactúen entre ellos.

45. En las actividades del salón de clase el alumno interactúa con el profesor.

45. En el salón de clase el profesor estimula a los estudiantes a que interactúen con él/ella.

46. El alumno escucha del profesor explicaciones muy fáciles de entender en inglés sobre puntos del tema de la clase.

46. El profesor da explicaciones muy fáciles de entender en inglés sobre puntos del tema de la clase.

47. En el salón de clases el alumno habla en inglés y el profesor(a) y sus compañeros lo entienden.

47. El profesor propicia que los estudiantes se hablen en inglés entre ellos y con él/ella.

48. El alumno utiliza como material de estudio objetos, textos, imágenes de situaciones de la vida diaria para sus actividades en clase.

48. El profesor utiliza como material de enseñanza objetos, textos, imágenes de situaciones de la vida diaria.

49. El alumno hace más ejercicios sobre el significado de palabras que sobre aspectos gramaticales.

49. El profesor hace que los alumnos realicen más ejercicios sobre el significado de palabras que sobre puntos gramaticales.

50. El alumno hace los ejercicios de inglés en la clase sobre temas actuales que le gustan.

50. El profesor lleva a cabo los ejercicios de inglés en la clase sobre temas actuales de interés para los estudiantes.

51. El alumno hace las actividades de la clase con música instrumental suave de fondo, a bajo volumen.

51. El profesor realiza las actividades de la clase con música instrumental suave de fondo, a bajo volumen.

52. Los muebles y el arreglo del salón ayudan al alumno a relajarse y a concentrarse en las actividades de clase.

52. El profesor propicia que los muebles y el arreglo del salón ayude a los alumnos a relajarse y a concentrarse en las actividades de la clase.

53. El alumno piensa en imágenes relacionadas a los ejercicios de lectura o al vocabulario.

53. El profesor hace que sus alumnos piensen en imágenes relacionadas a los ejercicios de lectura o al vocabulario.

54. El alumno trabaja las actividades de lectura comparando textos en inglés y su traducción al español.

54. El profesor trabaja las actividades de lectura comparando textos en inglés y su traducción al español.

55. El alumno responde preguntas sobre la información del texto estudiado.

55. El profesor hace que los estudiantes respondan preguntas sobre la información del texto estudiado.

56.El alumno realiza lecturas en inglés como actividad principal de las actividades de clase.

56. El profesor lleva a cabo la lectura en inglés como actividad principal de las actividades de clase.

57.El alumno actúa alguno de los personajes de los diálogos del texto estudiado.

57. El profesor hace que los alumnos actúen uno de los personajes de los diálogos del texto estudiado.
