

**UNIVERSITY OF EL SALVADOR
SCHOOL OF ARTS AND SCIENCES
FOREIGN LANGUAGE DEPARTMENT**



UNDERGRADUATE RESEARCH:

FACTORS THAT INTERVENE IN THE STUDENT ENGAGEMENT THROUGHOUT
THEIR LEARNING PROCESS, STUDYING THE INTERMEDIATE ENGLISH LEVEL AT
THE DEPARTMENT OF FOREIGN LANGUAGES OF THE UNIVERSITY OF EL
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ABSTRACT

Findings on factors affecting student engagement in the University of El Salvador for the students of the first year of Licenciatura in English teaching are presented. Such study was conducted from March to December 2012. The study investigated important details of previous research; this was included in the literature review. It was conducted in a research approach a study based on a qualitative and quantitative approach in which each student responded to a check list about their lives as students; besides, the study also took consideration of an observational guide to get the different behaviors of students in the class. The study attempted to involve all of the students in the sample; however some students did not attended to class during our study.

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INTRODUCTION

Generally, student engagement is dynamic and is dependent on many factors, both within and outside the institution's sphere of influence. In the first year student engagement is not only influenced by the students' prior experiences of education but also by their expectations and aspirations which at the end influence their perceptions of various measures of engagement. In addition, integration into both the academic and social community at university is important for inculcating a 'sense of belonging' or 'sense of being a student' which is a precursor for engagement (Hardy and Bryson, 2009).

In that context, what influences students' first year experience is engagement, a broad phenomenon which encompasses academic as well as certain non-academic and social aspects of the student experience (Coates, 2006:4). This document comprises information about the undergraduate project work "Factors that intervene in the student engagement throughout their learning process, studying the Intermediate English level at the Department of Foreign Languages of the University of El Salvador". The study describes how factors such as study behaviors, institutional conditions, teaching and learning approaches, and purposes for post-university outcomes influence the first year experience in higher education. Such factors are known to be important to students' outcomes, as they lead to retention, persistence, completion and achievement (Hillman, 2005; Krause et al., 2005; Kuh et al., 2006).

This research also contains five chapters: Chapter I consist of the description of the problem, the objectives and the justification. In this chapter are found the major reasons why this project is relevant. Chapter II is composed of the literature review, where the theory that functions as reference material for the investigation, is presented. Chapter III includes the type of paradigm and type of research the researchers used to execute the study; the description of the population and sample: formulation of the objectives; data gathering techniques and instruments; process to analyze and interpret data. Chapter IV presents the analysis and interpretation of data through the application of the instruments to the students of Intensive Intermediate English I with the use of the software SPSS. Finally, the chapter V encompasses the conclusions the teamwork reached after the discussion of the results and of course the recommendations.

1.1 STATEMENT OF THE PROBLEM

The students studying English in the Foreign Language Department at the University of El Salvador encounter a great variety of issues or circumstances, mainly when they part of the beginner levels in the career of English Teaching. This influences their engagement towards their own learning and it unfortunately is not always for improvement. Generally these types of factors affecting students are present in the class and out the class. This last place is of course impossible to control if seen as a teacher perspective. Yet the factors that affect inside the class can be positively altered by the teacher throughout a proper methodology that enhances and strengthens good relationships among him/her and the students, as well as the students with their peers. Those factors are also labeled under categories; emotional, psychological, physical, economical, academic and familiar issues. If student issues are not attended, controlled, fixed, worst scenarios would arise just like for example: dropping schools, fears, discomfort, feeling failure, etc. Factors that affect student engagement are not easy to propose a solution. It is necessary to see students as separate individuals and take a considerate approach towards them. If teachers, parents and student themselves are able to follow a good direction towards student engagement, classrooms will show higher attendance, more participation, It will show a higher degree in the quality of their task and assignments, etc., but most important students will move to the next level with an optimum knowledge of the Language and higher scores.

1.2 OBJECTIVES:

GENERAL:

- Analyze the factors that directly and indirectly affect the student engagement of Intermediate Intensive English I students in the Department of Foreign Languages at the University of El Salvador during semester II-2012.

SPECIFIC:

- Determine the influence of study behaviors towards the efforts of students
- Analyze the influence of the methodology and materials used by the teacher to maintain student engagement
- Determine whether different exchange programs induce expectations of students of learning a new language

1.3 JUSTIFICATION

In our country there are many schools where the level of education is very low and students are affected especially when they attend the university and one of the reasons is because they were not fully engaged in class. As student engagement refers to willingness, need, desire and compulsion to participate in, and be successful in, and also learning process promoting higher level thinking for enduring understanding. (Bomia, L., Beluzo, L., Demeester, D., Elander, K., Johnson, M., & Sheldon, B. 1997), it is important to explain if factors such as: student's behaviors, institutional conditions, instructor approaches and purpose or goal of student for post-university outcomes, affect student's engagement towards their learning process.

That is why this research is important because its results can be useful for teachers, who want to know how to help their students in the learning process because the lack of student engagement is a predictor for dropping out of school even after controlling students' background and academic achievement (Rumberger2004).

Since engagement is an important issue in teaching because it affects how much students learn on a daily basis, it is primarily the teacher's responsibility to engage the students as opposed the teacher expecting students to come to class naturally and engage themselves. When this does not happen, it is easy to observe the lack of student engagement when they are only sitting on their chairs and not listening to the teacher or participating in classes.

Besides that, one thing to take into consideration is that even though students participate in class it does not mean they are engaged. With this research it tries to determine if the factors mentioned above really affect the engagement of students at the Foreign Language Department of the University of El Salvador with the eight groups of English Intermediate I registered in the second semester of the 2012.

Finally, In order to get the results of the research, techniques of observation and surveys will be used to get the data to finally interpret the results that will be useful to develop the final recommendations for readers and especially teachers who face the problem of having students disengaged in class.

CHAPTER 2: LITERATURE REVIEW

THEORETICAL FRAMEWORK

Student engagement is a common classroom practice which needs to be present on the teaching-learning process. Many authors have determined that student's willingness, need, desire and compulsion to participate in, and be successful in the learning process promote higher level thinking for enduring understanding (Bomia et.al 1997). In that way, student engagement as in general can be defined as a situation that requires students be more than just class spectators changing the learning attitudes and making them follow directions from teachers and improves the learning scenario where they should be more active participants in the different classroom activities in order to get better learning results (Jones et.al 2009).

But even when this term has been present during decades ago, it is still being developed according to different perspectives and in different areas. Whichever is the definition proposed by many authors, all of them share aspects in common specially participation in school activities which enhances and improves academic performance and experience in the learning process.

2.1 OTHER CONCEPTS OF STUDENT ENGAGEMENT

Numerous studies have revealed different concepts of what student engagement is. By way of contrast, others have defined engagement as “the process whereby institutions and sector bodies make deliberate attempts to involve and empower students in the process of shaping the learning experience” (HEFCE, 2008).

Kuh (2009a, 683) has defined student engagement as “the time and effort students devote to activities that are empirically linked to desired outcomes of college and what institutions do to induce students to participate in these activities.”

Deakin University has a concept regarding student engagement which says that it's students' involvement with activities and conditions likely to generate high quality learning (ACER 2008). Since this is important not only because it enhances the student experience but also because students who are committed to their own learning are inclined to actively participate in lifelong learning opportunities after graduation (Chalmers, 2007a pp.93-94; DEEWR, 2008) which benefits the individual by enriching their personal lives as they continue to use the tools and skills they have acquired and refined at university.

Yazzie-Mintz (2009) describes engagement as a series of relationships between “the student and the school community, the student and school adults, the student and peers, the student and instruction, and the student and curriculum” (High School Survey of Student Engagement [HSSSE], p.1).

On the other hand, Beirsto (2010) said that in order to understand student engagement it should be focused on the degree and quality of the students’ experiences, not what a teacher does to, or even, for a student. He also notes that ultimately student engagement requires a partnership with the student, and between students, so that learning is co-constructed.

The most recent issue of EQ (vol. 32, no. 4, 2009) provides a definition about student engagement which says that it is a relationship between learning and the digital tools and techniques that excite students.

In relation to those relevant concepts of engagement on students, an analysis chapter by Smith et al. (2005) describes how nowadays student engagement is seen as an indicator of successful classroom instruction and is valued as an outcome of school improvement activities. Students are engaged when they are attracted to their work, persist in despite challenges and obstacles and take visible delight in accomplishing their work, and it is referred to a student's willingness, need, desire and compulsion to participate in, and be successful in, the learning process.

2.2 THE ROLE OF STUDENT ENGAGEMENT

Every education process requires students assume some responsibilities for their own learning process. This means they have to be engaged on what they do, what they think and what they produce for them to be successful in the professional life. As students pass through for every learning stage, the educational background is supposed to increase too, but for some students this is difficult where their educational background has been not enough to encourage them to be engaged in their own learning process (Jones 2008).

A number of studies have shown that student engagement is compared to student motivation but is not the same (Sharan et al, 1999).Based on that, the practice of Student Engagement has been primarily and historically about increasing achievement, positive behaviors, and a sense of belonging in the classroom (Harris, 2008; Friesen, & Milton, 2009). This term has been an object of studies by many psychologists and educators who have tried to help teachers increase achievement, positive behaviors and a sense of

belonging in all students because when they are bored, restless, demotivated and disengaged, negative impacts on students are shown.

All of that is the opposite of engagement, known as disaffection. Disaffected students are passive; they do not try hard and give up easily in the face of challenges. They are bored, depressed, anxious or even angry about their presence in the classroom; they can be withdrawn from learning opportunities or even rebellious towards teachers and classmates (Skinner, E.A., & Blemont, M.J 1993).

2.3 ENGAGEMENT TO IMPROVE LEARNING

The majority of literature on student engagement is concerned directly or indirectly with improving student learning (Coates 2005 pag.26). For Coates this is fundamental since the concept of student engagement is based on the constructivist assumption that learning is influenced by how an individual participates in educationally purposeful activities. In essence, therefore, student engagement is concerned with the extent to which students are engaging in a range of educational activities that research has shown as likely to lead to high quality learning.

While for Graham et al. (2007, 233-234), the centrality of improving student learning through engagement is not a new idea introduced with the concept of student engagement and he also states: "The idea in which students must be actively engaged in the learning process in order for it to be effective is not new ". In this context, the roots for active learning reach back in a diverse body of educational research that has shown academic achievement is positively influenced by the amount of active participation in the learning process. (John Dewey, 2007)

Also that document states that one thing which is usually taken into consideration is the relationships between students and adults at schools and among students themselves which are critical factors of student engagement. An understanding of the term student engagement according to it, is concerned with the interaction between the time, effort and other relevant resources invested by both students and their institutions intended to optimize the student experience and enhanced the learning outcomes and development of students and performance, and reputation of the institution.

In comparison, facts of that emerge from the project titled The National Survey of Student Engagement (NSSE, 2000), which deepens the understanding of how students perceive classroom-based learning, in all its forms, as an element in the bigger issue of student engagement in their college education. The NSSE conceives that student

engagement is not a single course in a student's academic career but rather a pattern of his or her involvement in a variety of activities.

The findings of the NSSE are a valuable assessment tool for colleges and universities to track how successful their academic practices are in engaging their student bodies and the frequency with which students participate in activities that represent effective educational practice. This survey also found two environmental factors which are: Personal development and satisfaction. These two factors interact among students and they also interact between faculty and students including the curriculum content factors; this result indicates that how students approach their general education and how the faculty actually delivers the curriculum that is, the content, collection, and sequence of courses.

A quote taken from Education for Judgment by Christensen et al, says that "to teach is to engage students in learning". The importance of this is that engaging students in learning is principally the responsibility of the teacher who becomes a dominant of knowledge and more than a designer and facilitator of learning experience and opportunities.

Since student engagement is an important topic in education, it is very important as well to discover what makes students not to get engaged enough in the classroom (Jones 2008, 2009; Smith et al. 2005; Summerlee 2010; Trowler 2010).

2.4 PRINCIPAL FACTORS ON STUDENT ENGAGEMENT

There are some factors that are divided into four sections and they determine how the level of student engagement in the classroom can be improved. The first section is about student behaviors which are defined as the practices, habits and skills that influence learning relationships in a positive manner (Jones 2008). It can be described also as 'learning how to become an effective learner and how to manage their own learning'.

In order for a student to succeed at the university, they need to possess certain practices or routines which are called study habits and might help them during the semester they are studying in order to make them actively engaged to improve grades and performance. Developing good study habits is largely a matter of the student to figure out what works best for him or her. Two common study habit mistakes are a **cramming** and **procrastination**. Cramming is studying too much at one time, perhaps spending only a relatively short period of time on an enormous amount of information. Thus, the student crams the information in, but does not assimilate it. These mistakes sabotage any attempt to form good study habits. Procrastination refers to the act of replacing high-priority

actions with tasks of lower priority or doing something from which one derives enjoyment, and thus putting off important tasks to a later time (Steel, Piers 2007).

In contrast, two rules for good study habits are **planning** and **repetition**. By planning a study schedule, a student can estimate about how much time it will take to learn the material at hand, and what activities would be the most effective use of this time. And repeated exposure of the brain to the same information makes the information more likely to be retained. Through repeated exposure, information becomes something one simply knows, rather than something one has temporarily memorized.

According to Palm Beach Community College (PBCC, 2008), they recommend that student's study should have at least three hours out of class for every hour spent in class, and they also said that a student must have a special place to study with plenty of room to work so students should not be cramped. Thus, the principal factors on study behaviors are the following:

2.4.1 PEER INVOLVEMENT

According to Castrogiovanni (2002) a peer group is defined as a small group of similar age; fairly close friends, sharing the same activities. In general, peer groups or cliques have two to twelve members, with an average of five or six. Peer groups provide a sense of security and they help adolescents to build a sense of identity. Mac Iver and Reuman (1994) add that middle school and high school-age students' level of engagement in school is also highly influenced by peers.

As students grow older, their motivation to engage in learning may be influenced by their social group just as much as, if not more than it is by teachers, parents, and other adults. While peer influences can be either positive or negative, it is not uncommon for older students to discourage one another from actively participating in school (Mac Iver & Reuman, 1994). Influences on student learning in an academic environment can be numerous and contradictory. The interactions among peers are normal and essential part of the learning process that influences the lifelong learning habits of students (Lashbrook 2000).

Based on that, one difference between motivation and engagement is that motivation is more focused on student cognition underlying involvement in schoolwork for example "beliefs" and engagement is more focused on actual involvement in schoolwork like "behavior" (Ryan 2000).

Educators and parents should be aware that peers provide a variety of positive experiences for students. Castrogiovanni (2002) cited the following: (1) the opportunity to learn how to interact with others; (2) support in defining identity, interests, abilities, and personality; (3) autonomy without control of adults and parents; (4) opportunities for witnessing the strategies others use to cope with similar problems, and for observing how effective they are; (5) involved emotional support and; (6) building and maintaining friendships.

The potential effects of peer relationships are reciprocal. Some students are more receptive than others. On one extreme, for example is the student who values and seeks peer input on every decision. On the other is the social isolate who avoids interaction in and out of the classroom. Students may learn better when in the company of other strong students. Peer groups have significant impacts on student achievement, depending on the magnitude of peer influences (Ryan, 2000).

A student's peers can also positively encourage engagement in the classroom and those students who prize and value strong academic performance may encourage others to do as well. This may create a competitive classroom environment, which may also encourage a student to do his best, as he seeks to keep up with his classmates. Students may also help their peers with assignments and other classroom activities, which can help students to build a stronger classroom focus (Black 2002).

Albert Bandura's social learning theory, speaks precisely to the human interactions involved in learning. Observational learning is based upon learning by watching then "modeling" or acting similarly to others. If the student views and works with people who appreciate learning by engaging in learning activities, then the student too will engage in learning and might work harder at learning. Peers with positive attitudes and behaviors toward education will allow and teach each other to set goals that include opportunities to learn and achieve.

Behaviorism provides one way to explain the association between engagement and peer interactions. In basic behaviorist theories, relationships between people affect learning only as much as people reinforce each other in the academic field. For example, if the peer groups encourage education and learning, then the student within that group will value learning because the individual is reinforced or rewarded.

In 1978 Lev Vygotsky also presented ideas on the facilitation of learning through experiences influenced by other people. In his case, the learner cannot reach his/her full potential without the aid of others. The processes of guiding the learner to higher levels of cognitive functioning rely on interactive human relations.

2.4.2 MOTIVATION

Student motivation is often linked closely with engagement and has been defined as an internal state or condition that activates behavior and gives it direction (Huitt, 2001). Motivation and engagement are essential for effective learning. Everyone knows it but it has not always been easy to demonstrate how they influence learning and achievement.

One way of distinguishing these two concepts is to suggest that: “Motivation is about *energy* and *direction*, the reasons for behavior, why we do what we do. Engagement describes energy in action; the connection between person and activity” (Russell, Ainley, & Frydenberg, 2000).

Student motivation and engagement have been related to two research perspectives: the person and the situation. From the person perspective, the issues concern variables that define a characteristic or set of characteristics identifying individual differences in reactivity, sometimes as broad dispositions, predispositions or orientations, sometimes as temporary states (Harackiewicz, 2000).

From the situational perspective, the issues concern identification of specific contextual variables that support or increase student motivation and engagement. This perspective embraces research that is looking at broad, global variables such as school systems, whole-school environments, and classrooms as well as research that examines the effects of contextual variables represented by what happens in a single learning episode (Eccles & Wigfield, 2002).

2.4.3 PRE-UNIVERSITY EXPERIENCE

Learning is an active process of constructing knowledge and developing understanding (Mayer, 2004, p. 15). To aid this process, students make meaning by connecting new knowledge and concepts to ideas and knowledge they already possess. It is important that teachers help students use what they already know to make sense of new knowledge. This can be done through looking at or handling objects, telling stories, drawing concept maps, referring to students’ experiences or getting students to imagine particular scenes (Von Glasersfeld, 1989).

An advantage of this approach is that students’ misunderstandings are often revealed and so corrected. One theory that supports it is Constructivism. This suggests that learning is an active, constructive process where students actively construct or create their own subjective representations of objective reality. In this case, the new information is linked to prior knowledge, thus mental representations are subjective (Vygotskii, L.S.1978).

Constructivism assumes that all knowledge is constructed from the learner's previous knowledge, regardless of how one is taught. Thus, even listening to a lecture involves active attempts to construct new knowledge.

Bransford et al. (2000) wrote in the book "How People Learn: Brain, Mind, Experience, and School" that learning depends on how prior knowledge is incorporated into building new knowledge and in this way teachers must take into account students' prior knowledge. Jensen's (2008) demonstrated that expertise cannot be developed only through exposure to information. In other words, students must connect that information to their prior knowledge to deepen their understanding.

Teachers can connect to academic learning with real-life experiences. Bell (2010) suggests that strategies such as project-based approaches to learning can help ensure that content and skills are taught together and connected to prior knowledge, which helps students understand how to develop and apply new skills in various contexts.

Most previous researches have shown that student engagement depends on the personal background of students. At all grade levels, girls are consistently more academically engaged than boys (Finn, 1989; Finn & Cox, 1992; Lee & Smith, 1993, 1994) even though much of the research on student engagement has focused primarily on the influence of student background.

2.4.4 TIME ON TASK

Time-on-task refers to the amount of time students spend on school-related tasks (Prater, 1992), such as following directions and engaging in learning activities. Time-on-task is also sometimes referred to as "engaged time."

Students are engaged when they "devote substantial time and effort to a task, when they care about the quality of their work, and when they commit themselves because the work seems to have significance beyond its personal instrumental value" (Newmann, 1986, p. 242).

Researches have shown that teachers can influence student engagement that certain practices do work to increase time spent on task; and that there are ways to make assigned work more engaging and more effective for students at all levels (Anderman & Midgley, 1998; Dev, 1997; Skinner & Belmont, 1991)

Skinner and Belmont (1991) develop the definition further, noting that students who are motivated to engage in class "select tasks at the border of their competencies, initiate action when given the opportunity, and exert intense effort and concentration in the

implementation of learning tasks; they show generally positive emotions during ongoing action, including enthusiasm, optimism, curiosity, and interest”.

On the other hand, authors suggest that in order to design more engaging in-class activities and increasing the amount of time students spend on task; students should be allowed to have some degree of control over learning (Brooks et al., 1998).

2.4.5 FEEDBACK

Timely and feedbacks are positively associated with student learning and success (Chickering and Gamson 1991; Kuh 2003). Feedback that furthers learning provides students with ongoing guidance and information about whether they are on track in a way that enables adjustment (Tagg 2003).

Faculty members should provide appropriate challenge and support to students when they communicate high standards to students and provide timely and feedback and support to meet their students’ needs (Kuh et al. 2005b). The best feedback is interactive, involving teachers, staff, and students in a conversation about how the student is performing.

Correspondingly, the use of classroom assessment techniques (Angelo and Cross 1993) provides faculty members with data on teaching effectiveness and student comprehension and also involves students in active mental processing of information and makes them more aware of themselves as learners (Cambridge 1996; Steadman 1998)

The second section is about Institutional conditions and its factors are the following:

2.4.6 DEMOGRAPHICS

Most discussions of size refer to its deleterious effects in a variety of areas have developed, in other words, large institutions are associated with negative outcomes. As Astin, Chickering and Reisser (1993) state one explanation as to why large institutional size may have a negative effect on student outcomes.

They make a distinction between physical settings, such as classrooms and dormitories, and people. They show that as institutions increase in size, the number of people increase faster than the number of settings. This results in “redundancy,” in which the number of people begin to outnumber the possibilities for interaction and participation.

As they describe it, when the number of people is small, each person has more opportunities to participate and derives more satisfaction from the experience. In task-

oriented settings, some functions impose obligations on the participants. When few people are available, each participant has to assume more responsibilities and each becomes the focus for more obligations. If the setting is important as part of a larger context, external pressures will increase as the number of participants diminishes.

There will be more invitations or demands, and the social rewards for contributions will increase. At the same time, requirements for admission or for certain kinds of positions will become more liberal.

Thus, the causal mechanism is not institutional size, but size combined with geography; in other words means institutional density. They, implicitly recognize this when they later refer to “the proportion of persons to settings” (p. 305), as have other scholars when they discuss, for example, “opportunities for students to become involved” (Pascarella and Terenzini, 1991, p. 654), because the number of opportunities for involvement is dependent on the proportion of people to settings. So they determine that as institutions become denser, student outcomes such as engagement and development suffer.

2.4.7 SUPPORTED SYSTEMS

The experiences students have during their first year in a particular educational environment shape their perceptions of that environment with student engagement, more likely where the institution is supportive of new students, and has an effective organizational culture to respond to that (Pittaway & Moss, 2006; Reason, Terenzini & Domingo, 2006)

Such a culture would welcome and respect students from diverse backgrounds, provide a wide range of appropriate support services and be willing to adapt to the changing needs of students (Porter, 2006; McInnis, 2003; Yorke, 2006). Policies and practices used to enhance student engagement, in diverse institutions, are likely to show benefits to student learning and educational effectiveness when appropriate support structures are provided (Kuh et al, 2005: Kuh and Gonyea, 2003).

The third section is about instructor approach which is defined as the relation of the practices of teaching in which more than one teaching method can be used. In ESL and EFL there are many teaching approaches that have been used in determined periods. All of them are looking to some degree to encourage student involvement and student engagement.

2.5 TEACHING APPROACHES AND LEARNING THEORIES

Some examples of the teaching approaches in ESL and EFL education are: the audio-lingualism approach, total physical response, communicative classroom approach, content-based teaching, grammar-translation method, etc. (Bowen. T).

It is obviously noticeable that some of the approaches mentioned are not used in our English as a Foreign Language classes, at least consciously not, because to a certain degree all of the approaches can be present in determined periods of time. For example; let's take grammar translation method, to some basic levels of English some teachers are forced to translate some words to give their students full comprehension of a certain word. However, we can say that recently the most used approaches are cooperative learning, problem-based learning and communicative approaches (Smith.K et al).

Methods and approaches change due to the different necessities that are present in recent years; as well to the results that each can offer. Based on that, there are several approaches in teaching to get students engaged in English classes. Some of them are very useful to achieve that purpose. Some of them are not used very often and they have fallen into relative obscurity; others are widely used now and still others have a small importance but can contribute to insights that may be used during class.

A very useful model of the teaching-learning process is predicated in cooperation which is working together to accomplish goals and is called Cooperative Learning. It is the instructional use of small groups so that students work together to maximize their own and each other's' learning while teachers acts as guides or facilitators. The teacher should always monitor group activity to ensure that students are not veering off the task. The teacher should also be available to answer student's questions and guide discussion if necessary. The teacher needs to establish rules so that all students are respectful, speak in a manner appropriate to the classroom setting and utilize their time wisely during group interaction but also to create specific agendas with concrete tasks that provide a routine for groups to follow when they meet. Robert Slavin (1994) conducted research on a form of cooperative learning he described as "Student team learning."

Slavin defines cooperative learning as "instructional programs in which students work in small groups to help one another master academic content." In cooperative learning, students are individually accountable for their work and the work of the group as a whole is also assessed. Cooperative groups work face to face and learn to work as a team and can share strengths and also develop their weaker skills and also develop their interpersonal skills and learn to deal with conflict. When it is well structured, cooperative learning can reach a common goal under conditions that involve both positive

interdependence where all members must cooperate to complete the task and individual and group work where each member individually as well as all members collectively supports the work of the group. Spencer Kagan (1989) recommends that teachers use the “structural approach” to cooperative learning, which involves content free ways of organizing social interaction in the classroom.

2.5.1 TYPES OF COOPERATIVE LEARNING

- **FORMAL COOPERATIVE LEARNING**

Formal cooperative learning consists of students working together, for one class period to several weeks in order to achieve shared learning goals and complete together specific tasks and assignments (Johnson, Johnson & Holubec, 2008)

- **INFORMAL COOPERATIVE LEARNING**

Informal cooperative learning consists of having students work together to achieve a joint learning goal in temporary, ad-hoc groups that last from a few minutes to one class period (Johnson, Johnson, & Holubec, 2008). During a lecture, demonstration, or film, informal cooperative learning can be used to focus student attention on the material to be learned, set a mood conducive to learning, help set expectations as to what will be covered in a class session, ensure that students cognitively process and rehearse the material being taught, summarize what was learned and precue the next session, and provide closure to an instructional session.

- **COOPERATIVE BASED GROUPS**

Cooperative based groups are long-term, heterogeneous cooperative learning groups with stable membership (Johnson, Johnson, & Holubec, 2008). Members’ primary responsibilities are to (a) ensure all members are making good academic progress (i.e., positive goal interdependence) (b) hold each other accountable for striving to learn (i.e., individual accountability), and (c) provide each other with support, encouragement, and assistance in completing assignments (i.e., promotive interaction). In order to ensure the base groups function effectively, periodically teachers should teach needed social skills and have the group process how effectively they are functioning.

Another useful model of getting engaged students is called Collaborative Learning. It is a situation in which two or more people learn or attempt to learn something together (Dillenbourg, P. 1999). More specifically, collaborative learning is based on the model that

knowledge can be created within a population where members actively interact by sharing experiences and take on different roles (Mitnik, R., Recabarren, M., Nussbaum, M., & Soto, A. 2009).

Besides that, Collaborative Learning is heavily rooted in Vigotsky's views that determine there is an inherent social nature of learning which is shown through his theory of Zone of Proximal Development. In this way, Collaborative learning is commonly illustrated when groups of students work together to search for understanding, meaning, or solutions or to create an artifact or product of their learning as well as redefines traditional student-teacher relationship in the classroom which results in controversy over whether this paradigm is more beneficial than harmful (Chiu, M. M. 2004)

2.6 COOPERATIVE LEARNING vs. COLLABORATIVE LEARNING

A common question is about the difference between cooperative and collaborative learning. Both pedagogies are aimed at gathering peer group influence to focus on intellectual and substantive concerns. Both favor small-group active student participation over passive, lecture-based teaching and each require a specific task to be completed and at the same time, each strategy inherently supports a discovery based approach to learning. The two methods assign various group roles though collaborative learning can have fewer roles assigned. In both situations, students are required to possess group skills though cooperative learning may include this as an instructional goal. Each plan comes with a framework upon which the group's activity resides, but cooperative learning is usually more structurally defined than collaborative learning (Cooper and Robinson, 1997; Smith and MacGregor, 1992; Rockwood, 1995a, 1995b).

Rockwood (Rockwood, 1995a, 1995b) characterizes the differences between these methodologies as one of knowledge and power: Cooperative learning is the methodology of choice for foundational knowledge while collaborative learning is connected to the social constructionist's view that knowledge is a social construct. He further distinguishes these approaches by the instructor's role: In cooperative learning the instructor is the center of authority in the class, with group tasks usually more closed-ended and often having specific answers. In contrast, with collaborative learning the instructor abdicates his or her authority and empowers the small groups who are often given more open-ended, complex tasks.

There is another model of teaching-learning process where students are assessed on their ability to go through a problem solving process also academically known as **PROBLEM-BASED LEARNING (PBL)**. The PBL a teaching and learning method founded in the medical sciences and first introduced in 1969 and now is becoming increasingly

popular in other academic disciplines such as education, psychology and business (Coombs and Elden, 2004).

Researchers have shown that Problem Based Learning gives the learner greater long-term benefits than traditional learning and many universities around the world use it in their courses. It is an alternative approach to teaching and learning which encourages active involvement of the learner (Tan, 2004).

As a student-centered method that challenges the learner to take a progressively increasing responsibility for his or her own learning, PBL is therefore consistent with the constructivist theory (Coombs and Elden, 2004). Also, it draws from another aspect of constructivism which has to do with learning through social interaction; it recognizes the impact of others' ideas on the way learners make sense of things (Harlen, 2006).

Other benefits of Problem-based learning is that it develops critical and creative thinking, increases motivation, improves communication and networking skills and it is based on real-life thinking. At the same time, Problem-based learning is both a curriculum and a process. In this case, the curriculum consists of carefully selected and designed problems that demand from the learner acquisition of critical knowledge, problem solving proficiency, self-directed learning strategies, and team participation skills. The process replicates the commonly used systemic approach to resolving problems or meeting challenges that are encountered in life and career. With this approach the role of the relationship teacher – student changes because students assume increasing responsibility for their learning, giving them more motivation and more feelings of accomplishment, setting the pattern for them to become successful life-long learners. The university or school becomes resources, tutors, and evaluators, guiding the students in their problem solving efforts because this process is student-centered and it makes a fundamental shift from a focus on teaching to a focus on learning.

One research article developed by Jones (2008) tells how students can be engaged through another approach that is called **ENGAGEMENT BASED LEARNING AND TEACHING APPROACH (EBLT)** whose foundation in general is applied in basic teaching process which in conjunction with the teacher strategies and parents dedication will develop a self-discipline and organizational skills that will strength student engagement in an overall earlier learning process. This approach is based on the three common learning domains such as the cognitive (principles, beliefs and values), the emotional (feelings and motivation) and the behavioral (habits and skills).

Jones establishes that one common scenario in whichever teaching learning process is what teachers expect from their students at the time of instruction. They expect to work

with “better students” who feel more interested to participate in class and respond to the methodology teachers apply, which in theory, will cause in those students to have “better outcomes”, but having students engaged in that way does not guarantee a student quality, because that is just a piece of the whole student engagement process.

Once educators have identified what is inside of an engaging instruction, they realize that a prior learning background can interfere in some way when they want to have a highly engaged classroom, it can be easier or more difficult to carry on, for example as Jones says “For teachers to deal with low levels of student performance, they must begin to reflect on the elements that contribute to student engagement. Teachers can have direct control and make changes instantaneously in some areas. For other changes to occur, it will take time for both students and the teacher to develop new skills. Improvements may depend on planning and seeking out new solutions or making changes at the school wide level.” Thus, those elements and the combination of parents’ contribution, peer influence and practices in and out of classroom, teacher will see rich learning results in their students.

But the EBLT also provides key strategies for teachers as initiatives to get started in the engagement process, as Jason call them “preconditions and pedagogy”, these factors are based on the EBLT objectives and they can be applied even when a class instruction is about to start. Since the first objective for this approach sustains that cultivate one-one relationships between student and teacher is crucial to increase students’ motivation and get them engaged in their academic life, the precondition is closely related and sustain the same thought when teachers show they are really interested in what their students do in the classroom, the simple aspect of calling them by their names makes a huge difference, and students participate more in the activities because they see someone is taking care of their learning and future.

Consequently, there is another description on student engagement reported by Tower (2010). She states that engagement is more than involvement or participation, it requires feelings and sense. She arguments that if someone acts without feeling engaged is just involvement or compliance, and feeling engaged without acting as such is disassociation. As the other authors emphasized in how to engage students, this author also defined three dimensions for student engagement. The first one is the behavioral engagement, this means that the students that are behaviorally engaged would comply normally with norms for example the attendance and involvement and would avoid disruptive and negative behavior. The second is emotional engagement. In this type is supposed that when students are emotionally engaged they are to experience interest, enjoyment and sense of belonging. The last dimension is the cognitive engagement, this supposes that if

student are cognitively engaged they would invest in learning, would look to overpass the requirement and will relish challenges.

Tower in her studies of what would be engagement in class, showed how the three types of engagement explained before (behavioral, emotional and cognitive) were correlated with three different sections: positive engagement, non-engagement and negative engagement. For example, for behavioral, positive engagement can be students attend lectures and participate with enthusiasm. In the category non engagement it could be pointed that students skip lectures without excuse. And negative engagement when students disrupt lectures.

In a study in 2007 by Coates describes student engagement as a broad construct that encompasses salient academic and non-academic aspects of the student experience falling in active and collaborative learning, participation in challenging academic activities, formative communication with academic staff, involvement in enriching educational experiences, feeling legitimated and supported by the learning communities. And actually those five facets are the ones used for the National Survey of Student Engagement (NSSE) as mentioned before. That is an annual survey that is conducted in public and private higher education institutions in United States and Canada, to which other six more facets are added that are quite similar in meaning. The study shows typologies of student engagement such as Intense, independent, collaborative and passive.

INTENSE: supposes that student with an intense engagement are highly involved with their university study and then to see teachers approachable and the learning environment as responsive, supportive and challenging.

The independent typology suggests that and independent engagement style is more academically but less socially oriented. Yet this typology also sees teacher staff approachable and have the same sense of their learning community as the intensive, these are less likely to work collaboratively within other students, or involving in events and activities around campus.

The collaborative styles or engagement favors the social aspects of the university life. The high levels of collaborative engagement make students feel validated within their universities communities through the participation in talent developing activities and interacting with staff and other students.

In contrast the passive, rarely participate in the activities and condition of the productive learning. The author mentioned in detail the reasons of why there needs to be engagement those are to improve learning, to improve rates and retention, for equality

and social justice, for curricular relevance, institutional benefit that is reputational and financial, etc.

The beneficiaries of engagement are valued as individual the students themselves and collectively, and managers. Students; this is as students are attaining their educational and personal objectives, acquire skills for the competences demanded by the challenges or the recent era. Managers; since they instead of working on assumptions or anecdotal reports about the students, will make decisions based on objective information.

Tower also mentions other beneficiaries as she calls the engagement industry including the people that call themselves experts on the subject that would represent promises to transform classroom activities to engage them. The higher education system is another one, as this one deals in the increasing marketed and competitive educational environment for which universities need to demonstrate that they add the value and enhance the quality of the experience in their students through continues improvement. The last beneficiary is the society, as the university governance exposes the students to democratic practice and makes them participate as informed citizens.

2.7 LEARNING THEORIES

Learning theories are conceptual frameworks that describe how the information is absorbed, processed, and retained during the learning (Knud, I. 2004 & Ormro, J. 2012). Moreover, learning brings emotional, cognitive and environmental influences and experiences to make changes in everyone' skills, knowledge, values and even in world views. Learning theories are important to consider while making effective teaching methods and approaches.

It is important to mention that there are different theories of learning. The three better known are: behaviorist theory, cognitive theory, and the constructivist theory.

The first theory, behaviorist theory, one of its was developed by the scientist B. F Skinner in which it is considered that learning is manifested by a change in behavior, environment shapes our behavior and the contiguity, referring to the span of time in which two event can occur, and the reinforcement which would be any type of mean that would contribute to have a repeated action. This theory as explained by Myers. D, (2008) supposes that learning is the acquisition of a new behavior through conditioning and that conditioning is of two types: classical and operant. The classical conditioning assumes that behavior comes as a reflex response of a stimulus, whereas the operant assumes that where there is reinforcement of the behavior by a reward or a punishment.

The second is the cognitivist theory, in it, its vision relies more on the inner mental activities of the human mind. It examples the human mind as a computer in which is essential mental processes such as thinking, memory, knowing, and problem-solving. Through those aspects is that learning is defined as a change in the learners' schemata. In comparison to the behaviorist theory, in the cognitivist, behavior is observed but not as an indication of what occurs in the learner's head.

The final theory is the constructivist theory in which precursor of constructivism emphasizes the importance of active involvement of learners in constructing knowledge for themselves; they emphasize top-down processing: begin with complex problems and teach basic skills while solving these problems. It views learning as a process in which the learner actively constructs or builds new ideas or concepts based upon current and past knowledge or experience (Ormrod, J. E, 2003). Learning is then the construction of one's own knowledge from one's own experiences.

To sum up, we strongly believe that the three theories mentioned above present important aspects to be considered in education, more importantly when are about ESL and EFL, so that those can be integrated to the different teaching methods and approaches currently used. This can provide better paths that teacher can followed to understand students' needs and therefore put them in practice to engage student appropriately.

The last section is the academic incentives institution do for students to get more motivated in the process of student learning.

2.8 PURPOSE OR GOAL OF STUDENT FOR POST-UNIVERSITY OUTCOMES

This component of student engagement is how the institution deploys its resources and organizes the curriculum, other learning opportunities, and support services to induce students to participate in activities that lead to the experiences and desired outcomes such as persistence, satisfaction, learning, and graduation (Kuh 2001).

As Pascarella and Terenzini (2005, p. 602) states "the impact of college is largely determined by individual effort and involvement in the academic, interpersonal, and extracurricular offerings on a campus...

For that reason the Embassy of the United States along with Department of Foreign Languages (UES) offer students and graduates two exchange programs. The first one, Global UGRAD Program in which the Bureau of educational and cultural affairs (eca) promotes a new exchange program for undergraduate studies -- the 2012 Global Undergraduate Exchange Program (global ugrad program). Study in a non-degree program. The goal of the program is to provide a diverse group of emerging student leaders with a substantive exchange experience at a u.s. college or university. In this program participants must return to their home countries upon completion of the program and may not stay on for degree study in the u.s.

And the second program called Fulbright Scholarships for Graduate Studies to start academic studies in the United States between August and September 2011. Here, The Public Affairs Office of the United States Embassy-San Salvador offers scholarships for graduate studies in an American university for a maximum period of two years. The Fulbright Scholarship program is designed for professionals with academic excellence, superb leadership skills, civic spirit, and a special vocation to public service. While scholarships for Nursing, Dentistry, and other medical careers are not considered for this program, Public Health is considered. We especially encourage female applicants, applicants from outside the metropolitan area, and professionals interested in public and/or educational services.

CHAPTER 3: RESEARCH METHODOLOGY

GENERAL OBJECTIVE

Analyze the factors affecting directly and indirectly the student engagement in Intermediate Intensive English I at the Department of Foreign Languages of the University of El Salvador.

SPECIFIC OBJECTIVES

- Meet and characterize individuals under study to determine the fundamental characteristics which represent them.
- Identify the main factors affecting the student engagement in their learning process.
- Analyze the influence of methodological approaches and materials used by the teacher to keep engagement in the students.
- Determine whether the various exchange programs encourage the expectations of students to learn a new language.

The main purpose of the present study was to find out the different factors that affect student engagement in the English students of the University of El Salvador, in the Department of Foreign Languages. It was taken into consideration what were the research methods that would be more suitable for the objectives of our study. It was considered qualitative methods as primarily research methods. Pratt. N, explains the importance of qualitative approaches in educational research after the 1970, was directed towards unpacking the 'black box' of the school and the complex processes that went on within it. He pointed out that there is a focus on how things happen, how they develop, and become, that everyday life changes. Some types of enquiry might be how the teacher and students negotiate the basis on which the class will be conducted, how a particular piece of school policy is formulated and implemented, how transitions are managed, etc. Since we were following a descriptive research we reported the behavior and results of our data collection without attempting to influence it in any way. We followed a systematic observation which is a type of observation that doesn't involve the researcher to take a participating approach to the study.

On the other hand a quantitative approach which is related to assigning numbers to certain variables, it has excellent features, as for example that it is controlled which is the most important element because it enables the scientist to identify the causes of his or her observations. Experiments are conducted in an attempt to answer certain questions. They represent attempts to identify why something happens, what causes some event, or under what conditions an event does occur. Control is necessary in order to provide unambiguous answers to such questions.

However, quantitative and qualitative methods can work well together to fill gaps in conjunction. That is why we used both methods in our research. Quantitative approach with is used with the intention of interpreting the information that can be subtracted out of a big population, and qualitative approach to see how our sample develops in real context without attempting to change it.

3.1 POPULATION AND SAMPLE

For the realization of this study, it is considered as target the students of the University of El Salvador, registered in new admission in 2012 and are currently studying the chair of English Intermediate I, the second semester of the Department of Foreign Languages, for which the researchers, made a formal negotiation with the administration to get the currently size of the student population. The sample was 228 students, considering that actively studying at the beginning of the year, so the population was: female students 141 and male students were 84 corresponding to 61.57% female and 38.43% male. This sample was taken of 8 active courses administered in the semester II 2012 leaded by different teachers.

The data in which the number of students were registered, is seen in the following chart:

TEACHER SCHEDULE ROOM AND NUMBER OF STUDENTS

Lic. Balmore Lipe 1-3pm IF-2 36 students

Lic. Balmore Lipe 5-7pm IF- 1 30 students

Licda. Claudia 10-12am IF-1 39 students

Licda. Veronica Serrano 8-10am IF-1 39 students

Licda. Veronica Serrano 1- 2 pm IF 1 30 students

Lic. Frank Rodriguez 6:15-8am IF-1 37 students

Lic. Mathew Alvarado 3-5pm IF-1 36 students

Lic. Fidel Navidad 8-10am IF-2 30 students TOTAL OF STUDENTS 277

It should be mentioned that in the case of this research; a survey was administered to all registered population, except those students who for some reason were not present to the class the days when the instrument was administered, but the loss was treated to minimize it as least as possible, allowing a margin of no more than 10%, it means that at least 222 surveys were collected.

Finally, to observe certain behaviors present in individuals of study without interfering with their activities, the observational strategy was used by going to the classrooms where the chairs were taught to those students who attended them, thus may have additional information that may enrich the view of the conclusions based on the information reflected on the observational study.

3.2 INSTRUMENTS

In this study it was considered two different instruments to implement in it, which were in order to find out the levels of student engagement, and those were the practices that teachers were applying to make student engaged, and of course the perception of the class in overall terms. The first instrument was a survey that was administered directly to the students in which it was taken considerations of the previous experiences of the students, their present student life and their future expectations. The items were given in a Liker scale form in which student needed to check between the options given: very often, often, sometimes and never. Other questions were given so that students would choose the options that most describe their experience. It was let, of course, a blank so that they could provide a personal aspect that was not suggested previously. It would take no more than 5 minutes to complete and was followed in the classrooms as obtaining teachers' authorization.

The second instrument was a check list based on observation. Researchers would choose at random 8 different classes taught in the Department of Foreign Languages, and assigned to 6 different teachers. They anticipated to teachers of their arriving to class as observers. The researchers went to eight different classes, placed and mix among the students' spots and took just an observatory approach, they did not ask questions nor talked to other students while in the class. The content of the instrument were 10 questions to answer with the scale: very much, high, medium, low and very low. That way through the observation of the class the observer would mark with that scale the best reflection of the class in real time. Those questions were to gather important information about the student-student relationship, teacher-student relationship, and student's participation, teachers' disposition of continuing work and effectiveness of teacher practices to student involvement. The length to fill this checklist was about the length of each class, some were about 50 minute- classes, and others about 90 minute-class.

3.3 DATA ANALYSIS

Data collected from the first instrument, the survey to the students, was used to determine students' background, student's experiences in present time, conditions that may affect their school performance, personal goals, expectations for the future, etc.

The data obtained from the checklist made through observation helped to determine what was the efficacy of the methodology that teachers applied to keep student engaged, what their engagement to the class is in overall terms, how teachers and students interact with each other, and how students interact within themselves. It was also reflecting items to determine a continuing work based on the topic of study. As well to find out whether the delivery of the topics or topics themselves are appropriate to make an impact on the students to reflect on them and help them to become better citizens.

DESCRIPTION OF INSTRUMENTS

The instruments used for the data collection were a survey and an observation guide. Through the technique of the survey, the questionnaire was used as a tool to collect the required data as Bernal (2010) states that:

"The questionnaire is a set of questions designed to generate the necessary data in order to achieve the objectives of the research project. This is a formal plan to collect information from the unit of analysis under study and research center problems..... The questionnaire allows to standardize and to harmonize the data collection process "(Bernal, 2010, p.250).

The questionnaire for this research was divided into three blocks, as described below:

- > Characterization of individuals studied.
- > Factors outside the classroom
- > Factors observable in the classroom

The observation of individuals is systematically recorded, valid and reliable behavioral or overt behavior. It can be used as a measuring instrument in different circumstances, in an exploratory way to get data that can subsequently be verified by other techniques or to gather additional data to interpret findings obtained by other techniques such as the first method of data collection in descriptive studies.

The observation guide is a document that allows prosecuting the action to observe certain phenomena. This guide, usually, is structured by questions that encourage the organization of the data collected; this strategy has the main advantage being a non-obstructive measurement technique as the instrument does not stimulate the behavior of study subjects. To standardize the criteria of observation between the groups of investigators, it was created an observation guide containing the most relevant elements to observe in the classroom. (See annex 1)

DESCRIPTION OF VARIABLES OF STUDY

In the first part of the survey are obtained eleven variables that are described below:

AGE: This is a continuous quantitative and more easily manage variable. It was elaborated a scale range of response to locate individuals in specific subgroups more easily.

GENDER: This is a qualitative and descriptive variable that represents an individual factor, as it cannot be used as a parameter for comparison between subgroups in this case it is known beforehand that the number of female individuals in large quantity exceeds to the male, so comparisons would be irrelevant.

PREVIOUS EDUCATIONAL INSTITUTION: This is a qualitative variable in which it stores information on whether individuals were from public or private institutions, because in the area of language learning, students from private institutions generally have better knowledge of English than those from public institutions and for the latter group that English is a subject that is taught only in recent years training unlike those from private institutions where such training is generally taught ever since kindergarten.

PEOPLE WITH WHOM THE STUDENT LIVES: this variable is qualitative and investigates whether individuals in study live alone or with a family member, and provides important information for those who live with husband manifest (a) and children as this refers intuitively that these students have other responsibilities in addition to their studies.

The variables described above were useful to characterize individuals under study and then observe clusters based on common characteristics that these present.

The second part of the survey was structured to investigate the factors outside the classroom such as:

- The main reason why students decided to pursue a career
- Expectations for the coming years
- How many hours a day outside the classroom is dedicated to study
- What was their previous semester CUM(average)
- Who funds their studies
- If students have the economic and technological resources needed to carry out the activities that the career demands.

The above aspects show the view of students and those external factors that affect their performance, which is clearly reflected in their academic performance and it will be interesting to conduct a cross of the characteristics of individuals with this new set of variables to observe patterns of clusters present in individuals under study.

To complete the survey it was looked into those factors present in the classroom and the teaching methodology, for this section of the survey it was created using a Likert scale with four levels (shown in annex 2)

As in the previous section, it was extremely interesting also to clusters given this new set of variables, but considering those with greater weight by individuals on the scale.

CHAPTER 4: RESULTS

STATISTICAL ANALYSIS OF INFORMATION

Once the values taken by the variables studied (data) have been collected, it was preceded to the descriptive analysis thereof. For qualitative variables that have several categories it is wanted to know the number of cases in each of the categories, reflecting them in their percentage of the total, and expressing it in a frequency table, and then develop graphics that are considered appropriate for better presentation of the information and to make the results more visible and easier to understand.

It was also elaborated graphics for those aspects of the second and third parts of the questionnaire that are most relevant.

In the analysis of two categorical variables or bivariate analysis, it was interesting to study how the cases were distributed according to the combinations of categories of each variable, in this case characteristics of individuals were related with the most important variables in the second and third parts of the questionnaire in order to present these results in contingency tables to facilitate analysis.

The above analysis corresponds to a Univariate and Bivariate variables under study, but being that the behavior of these phenomena do not occur in isolation, it was also interesting to observe their behavior together so they conduct a multivariate analysis, which due to the nature of the variables under study by the technique make a multiple correspondence analysis, to establish the various factors that influence more heavily on the problem under study.

The Analysis of Correspondence is a descriptive or exploratory technique aimed at summarizing large amounts of data into a reduced number of dimensions, with the lowest possible loss of information.

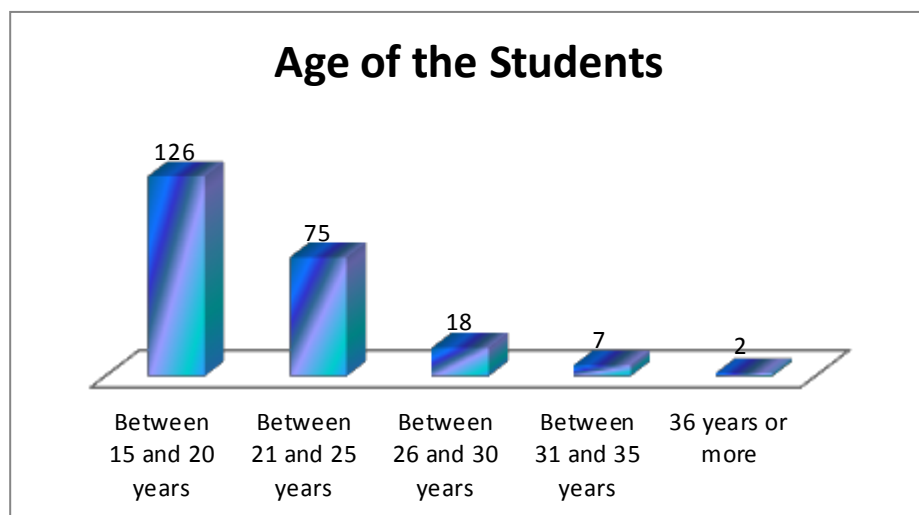
One objective of this analysis is to describe the relationships between two nominal variables, collected in a correlation table, on a low-dimensional space, while at the same time describes the relationships between the categories of each variable. For each variable, the distances on a graphic between categories points reflect the relationships between categories, with the similar categories represented in this graphic, the different modalities of the contingency table are presented together so that the proximity between the points presented are related with the level of association between the previously stated modalities.

UNIVARIATE ANALYSIS

Descriptive analysis of the individuals according to their personal information: age, gender, previous educational institution and family members who they live with.

AGE

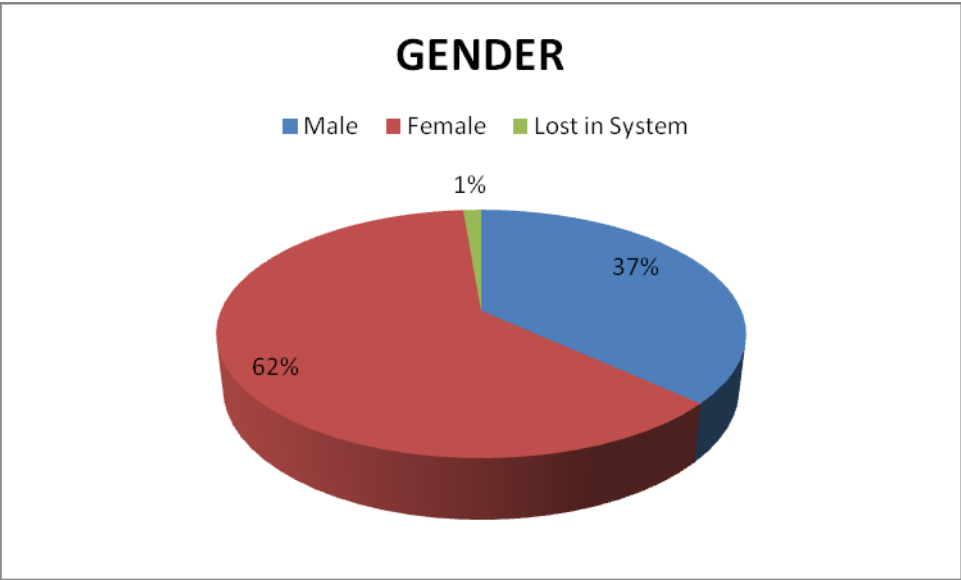
	Frequency	Percentage	Valid Percentage	Accumulative Percentage
Valid between 15 and 20 years	126	55.3	55.3	55.3
Between 21 and 25 years	75	32.9	32.9	88.2
Between 26 and 30 years	18	7.9	7.9	96.1
Between 31 and 35 years	7	3.0	3.1	99.1
36 years old or more	2	0.9	0.9	100.0
Total	228	100.0	100.0	-



It can be seen that most of the students are between 15 and 20 years of age, followed by the group ranging between 21 and 25 years, a figure that was expected since it is young people who pursue their first year of college, on the other hand is also interesting to note that among the study's nine individuals who have more than 30 years, but overall the number of individuals is in a descending order according to age subgroups.

GENDER

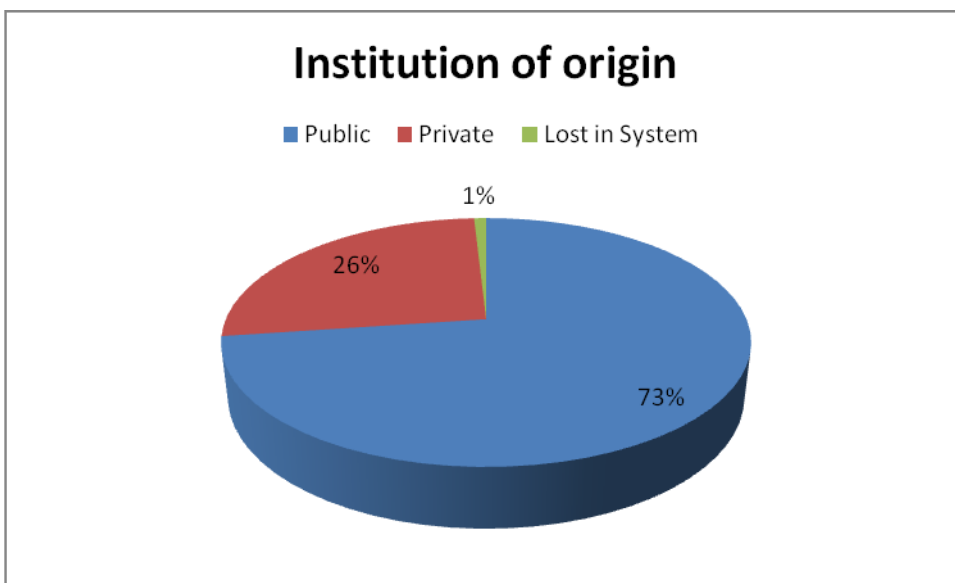
	Frequency	Percentage	Valid Percentage	Accumulative Percentage
Male	84	36.8	37.3	37.3
Female	141	61.8	62.7	100.0
Total	225	98.7	100.0	
Lost sytem	3	1.3		
Total	228	100.0		



As expected for a priori knowledge most individuals are female, surpassing by 57 the number of male individuals, so for the purposes of making comparisons between groups by gender should be taken into account that these are very different in size.

Institution of origin

		Frequency	Percentage	Valid Percentage	Accumulative Percentage
Valid	Public	166	72.8	73.5	73.5
	Private	60	26.3	26.5	100.0
	Total	226	99.1	100.0	
Missed	System	2	.9		
Total		228	100.0		

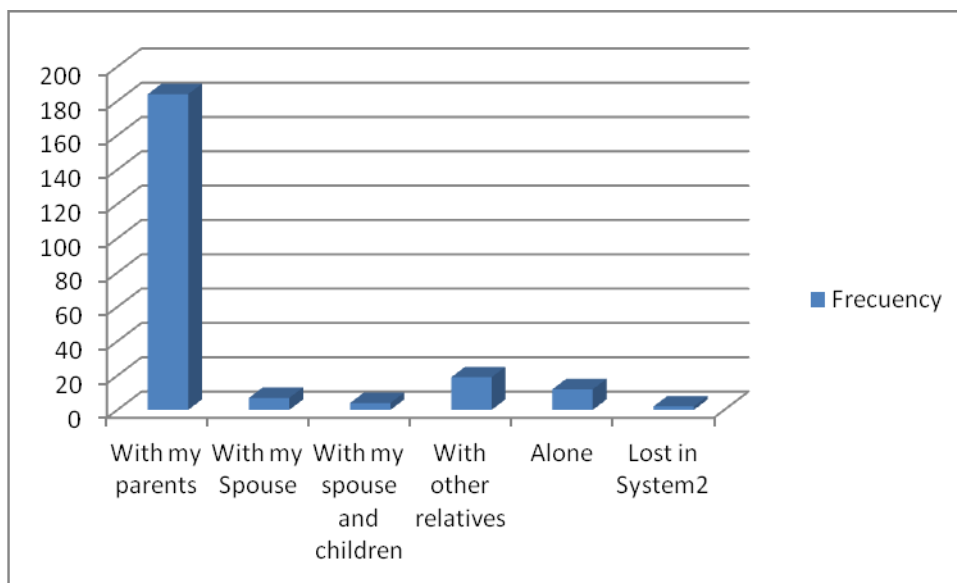


It can be observed that most individuals come from public institutions because they constitute 73.5% of the study sample. Meanwhile, the private institutions are barely 26.5%.

This ample difference will also be relevant later when making comparisons between subgroups according to their institution of origin.

Family member with whom the student lives

		Frequency	Percentage	Valid Percentage	Accumulative Percentage
Valid	With my parents	184	80.7	81.4	81.4
	With my Spouse	7	3.1	3.1	84.5
	With my spouse and children	4	1.8	1.8	86.3
	With other relatives	19	8.3	8.4	94.7
	Alone	12	5.3	5.3	100.0
	Total	226	99.1	100.0	
Missed	System	2	.9		
Total		228	100.0		



It is observed that the most of students still live with their parents but far from them because they live with other relatives, probably by reasons of migration in order to continue with their studies. Besides that, it is observed that only 7 of the respondents are married and just 4 out of these have children while 19 lives with other relatives. The remaining ones live alone or do not answer this question.

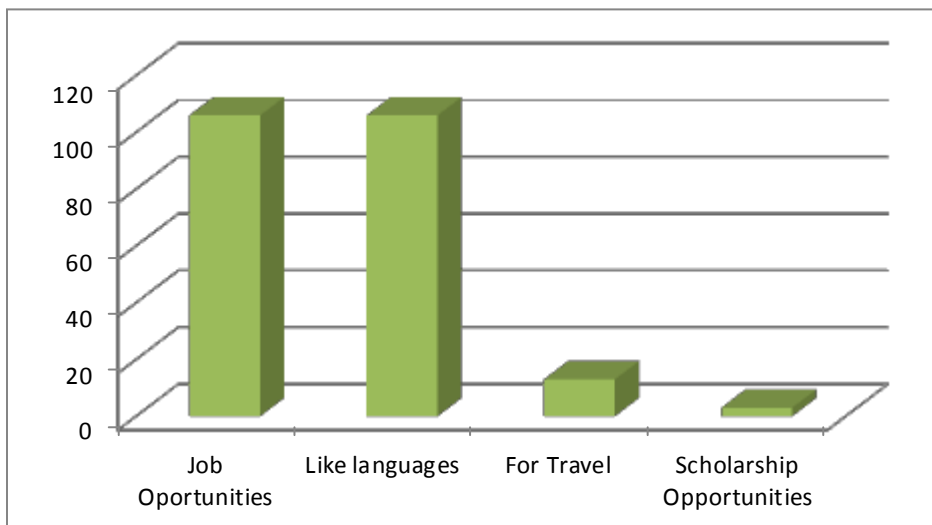
In general, the subgroup of individuals under study is made up by young people between 15 and 20 years old. The biggest part of this group is female. The majority still lives with their parents and come from public institutions.

UNIVARIATE ANALYSIS OF FACTORS OUTSIDE THE CLASSROOM THAT ARE CONSIDERED MORE IMPORTANT

Analysis begins with the study of why the student chose the career that he/she is currently studying

The reason why the career was chosen

	Frequency	Percentage	Valid Percentage	Accumulative Percentage
Valid				
Job opportunities	106	46.5	46.5	46.5
Like languages	106	46.5	46.5	93.0
For travel	13	5.7	5.7	98.7
Scholarship opportunities	3	1.3	1.3	100.0
Total	228	100.0	100.0	

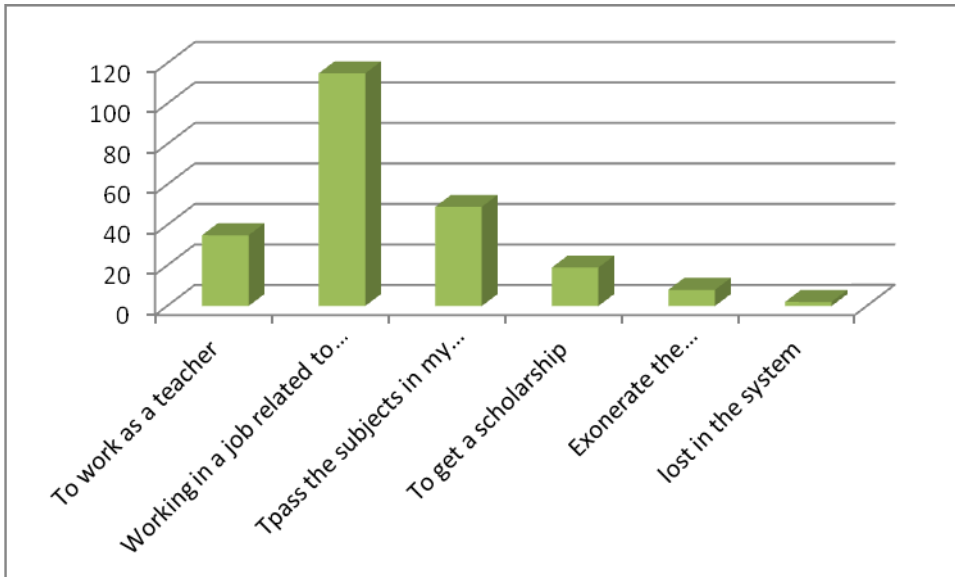


It can be observed that the two main reasons with equal number of scores 46.5% are job opportunities and interests for foreign languages, according to what individuals stated. These constitute two of the predominant factors in the decision-making of individuals before choosing their career.

Below, It is discussed the expectations of individuals for the next years

Expectations for the coming years

		Frequency	Percentage	Valid Percentage	Accumulative Percentage
Valid	To work as a teacher	35	15.4	15.5	15.5
	Working in a job related English Language	115	50.4	50.9	66.4
	To pass the subjects recurred by the pensum	49	21.5	21.7	88.1
	To get a scholarship	18	7.9	8.0	96.0
	Exonerate the undergraduate work	9	3.9	4.0	100.0
	Total	226	99.1	100.0	
Missed	System	2	.9		
Total		228	100.0		

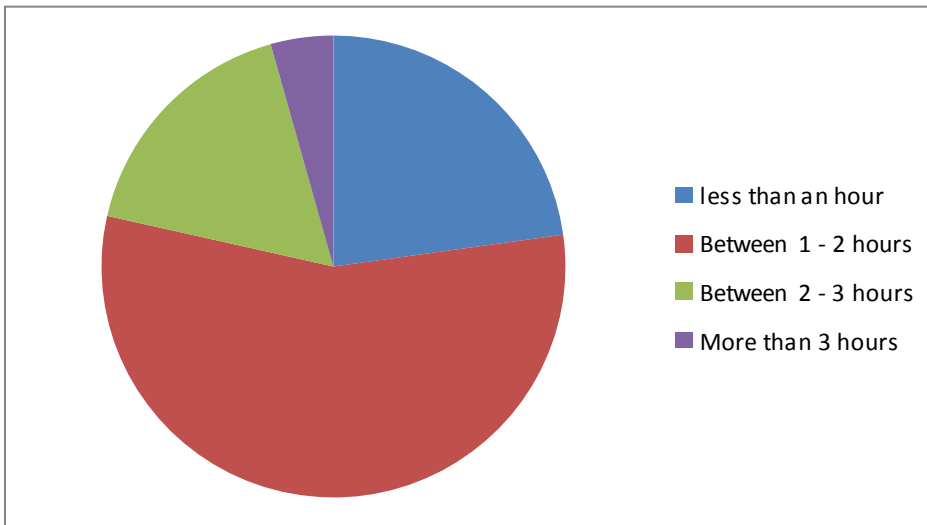


It is observed that for 50% the main expectation is to find a short-term job that is related to the English language since this area, in last years, it has generated a very large market, and individuals aspire to be part of it soon and only 15% would like to work as a teacher.

Time spent by students to study outside the classroom

		Frequency	Percentage	Valid Percentage	Accumulative Percentage
Valid	Less than an hour	52	22.8	22.8	22.8
	Between 1-2 hour	127	55.7	55.7	78.5
	Between 2-3	39	17.1	17.1	95.6
	More than 3 hours	10	4.4	4.4	100.0
	Total	228	100.0	100.0	

Time spent by students to study outside the classroom



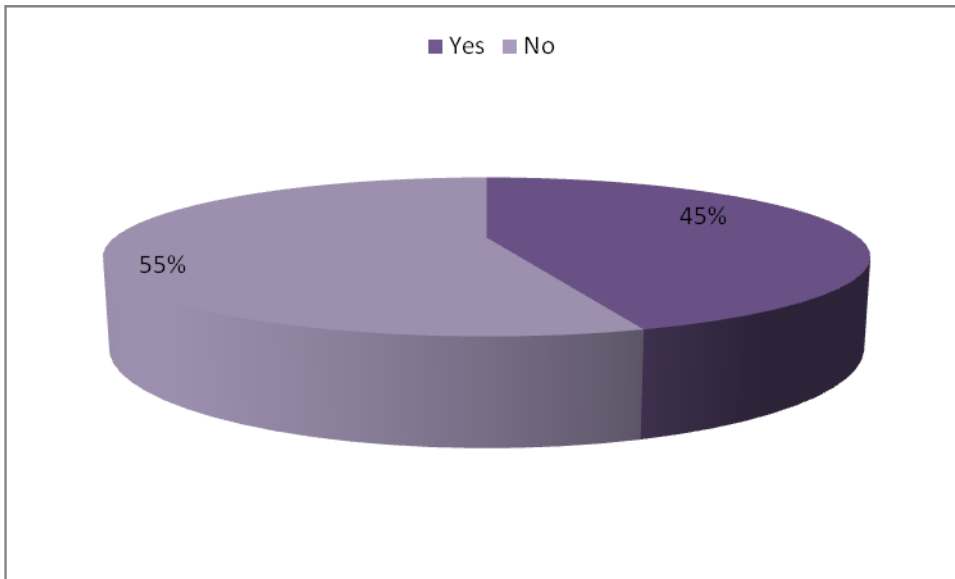
It is observed that 56% of individuals spend, between one and two hours, studying outside the classroom and it is also worrying to note that 22.8% of students devote to their studies less than an hour outside the classroom.

Then, it is analyzed, if in their first year of their career, individuals have failed subjects and what the reason of that is.

Have you ever failed a subject?

		Frequency	Percentage	Valid Percentage	Accumulative Percentage
Valid	Yes	102	44.7	44.7	44.7
	No	126	55.3	55.3	100.0
	Total	228	100.0	100.0	

Have you ever failed a subject?

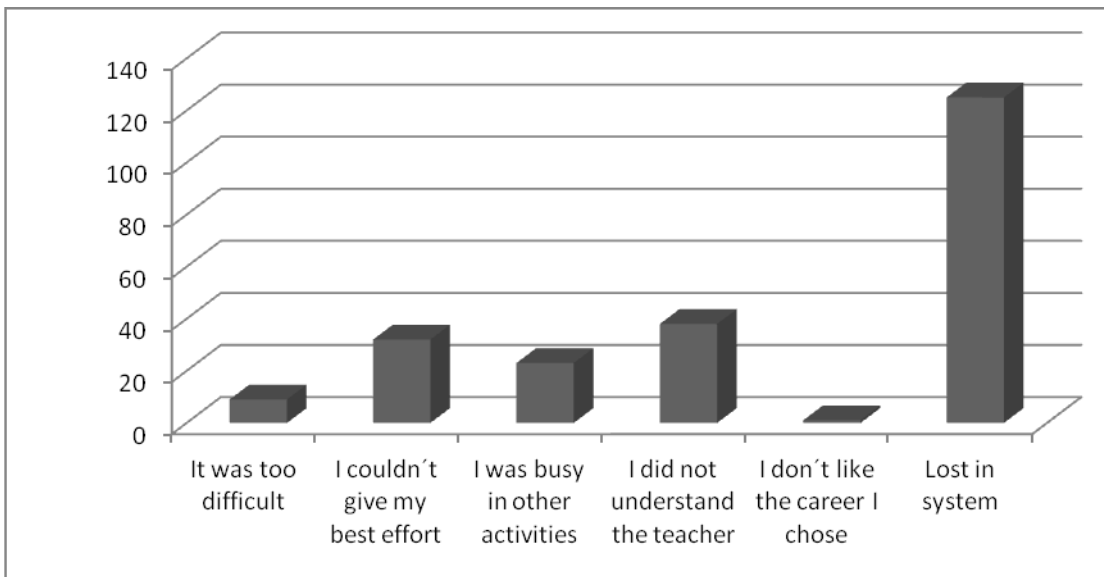


It is observed that 45% of individuals have failed some subjects. Some of the causes can be seen below:

The reason why the subject was failed

		Frequency	Percentage	Valid Percentage	Accumulative Percentage
Valid	It was too difficult	9	3.9	8.7	8.7
	I could not give my best effort	32	14.0	31.1	39.8
	I was busy in other activities	23	10.1	22.3	62.1
	I did not understand the teacher	38	16.7	36.9	99.0
	I do not like the career That I chose	1	.4	1.0	100.0
	Total	103	45.2	100.0	
Missed	System	125	54.8		
Total		228	100.0		

The reason why the subject was failed

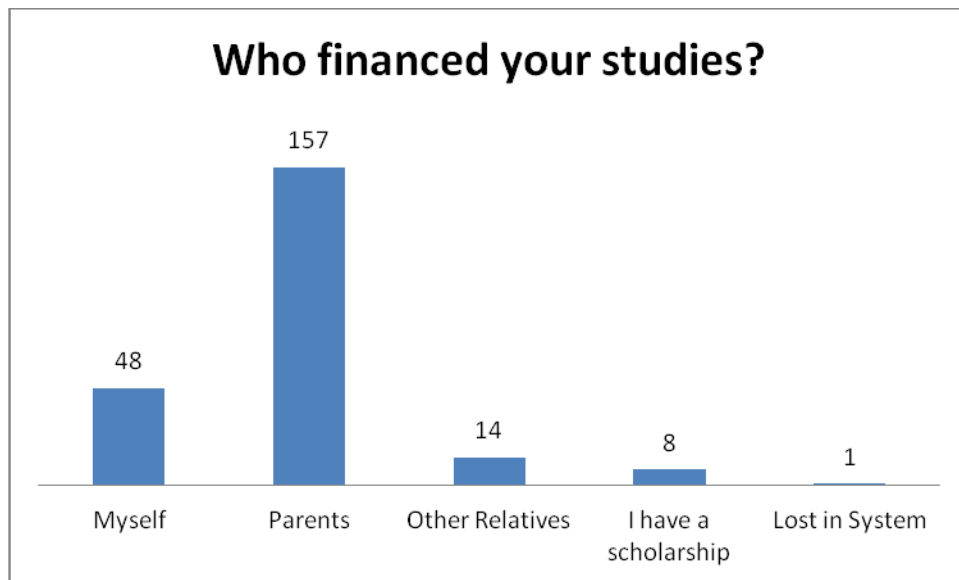


It is observed that most of the individuals claim that the cause of their failure is because they did not understand the teacher followed by those who say they haven't done their best. As an atypical case, there is an individual who thinks that he did not choose the right career and this is the cause of his failure

Below, it is discussed who supports (finances) students' studies. The results are presented in the following chart:

Who financed your studies?

		Frequency	Percentage	Valid Percentage	Accumulative Percentage
Valid	Parents	157	68.9	69.2	69.2
	Other relatives, (uncle cousin, grandparents and other)	14	6.1	6.2	75.3
	Myself	48	21.1	21.1	96.5
	I have scholarship	8	3.5	3.5	100.0
	Total	227	99.6	100.0	
Missed	System	1	.4		
Total		228	100.0		



It is observed that parents are the ones who finance the studies of most of the individuals. As it is expected, it was observed that most individuals still live with their parents. It is also interesting to note that 21.1% of individuals finance themselves their studies. It is worrying to note that only 3.5% have a scholarship.

It is interesting to observe the behavior/conduct of the MERIT RATE/COEFFICIENT UNITS (CUM) of individuals for which we obtained the following results:

DESCRIPTIVE STATISTICS

	N	Mínimum	Máximo	Mean	Standard Deviation
CUM from previous semester.	216	4.50	9.40	7.2357	.73619
N valid (according to List)	216				

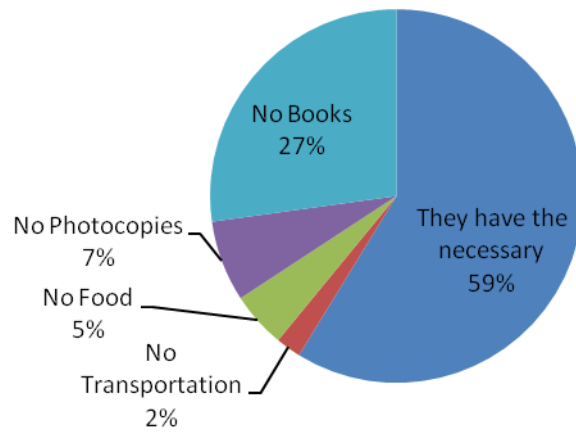
We can observed that on average individuals have a CUM of 7.23 and a standard deviation of 0.74, but it is interesting to note that the minimum value for this variable is data that reflects a failure rate as is 4.5.

Whereas economic financing has several aspects is interesting to take into account what are the resources that individuals have to develop their academic activities, so they were asked about economic and technological resources they had available:

Economic resources that they have

	Frequency	Percentage	Valid Percentage	Accumulative Percentage
Valid They have the Necessary like Transportation, food Books, photocopies	134	58.8	58.8	58.8
No transportation	5	2.2	2.2	61.0
No food	11	4.8	4.8	65.8
No photocopies	16	7.0	7.0	72.8
No books	62	27.2	27.2	100.0
Total	228	100.0	100.0	

Economic resources that they have

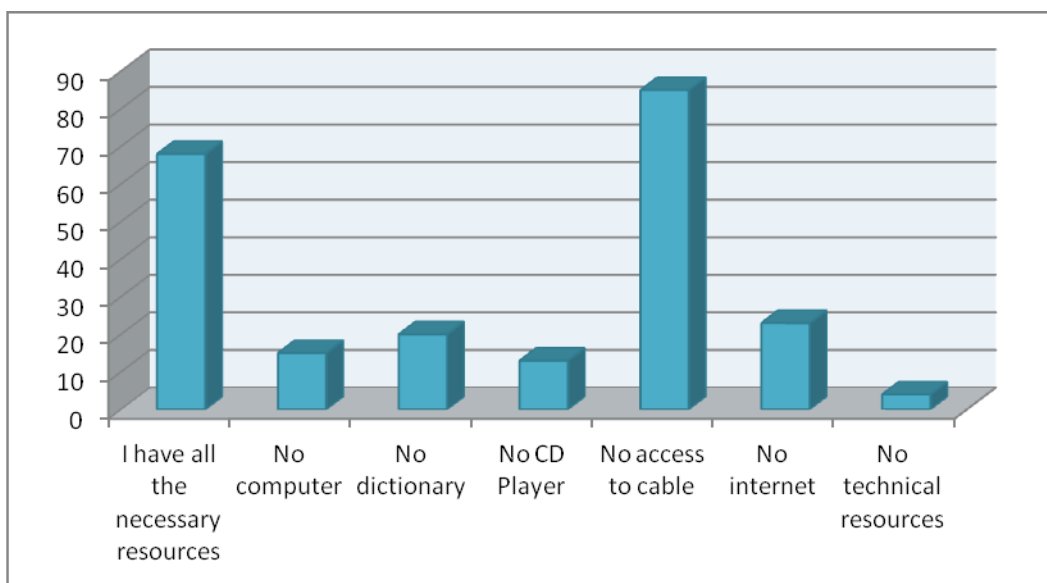


It was found out that 59% of individuals have all the necessary financial resources however, in the other side is observed that there is a 27.2% of individuals who claim are not able to purchase textbooks.

TECHNOLOGICAL RESOURCES

		Frequency	Percentage	Valid Percentages	Accumulative Percentages
Valid	I have all the necessary Technological resources	68	29.8	29.8	29.8
	No computer	15	6.6	6.6	36.4
	No dictionary	20	8.8	8.8	45.2
	No CD player	13	5.7	5.7	50.9
	No cable TV access	85	37.3	37.3	88.2
	No internet	23	10.1	10.1	98.2
		4	1.8	1.8	100.0
	Total	228	100.0	100.0	

Technological Resources



In regards of technological resources, we can see that 37.3% of individuals do not have access to cable television, being the most remarkable one, followed by those who do not have internet access with 10.1% and just four individuals mentioned having no technological resource for performing their activities demanded by their studies.

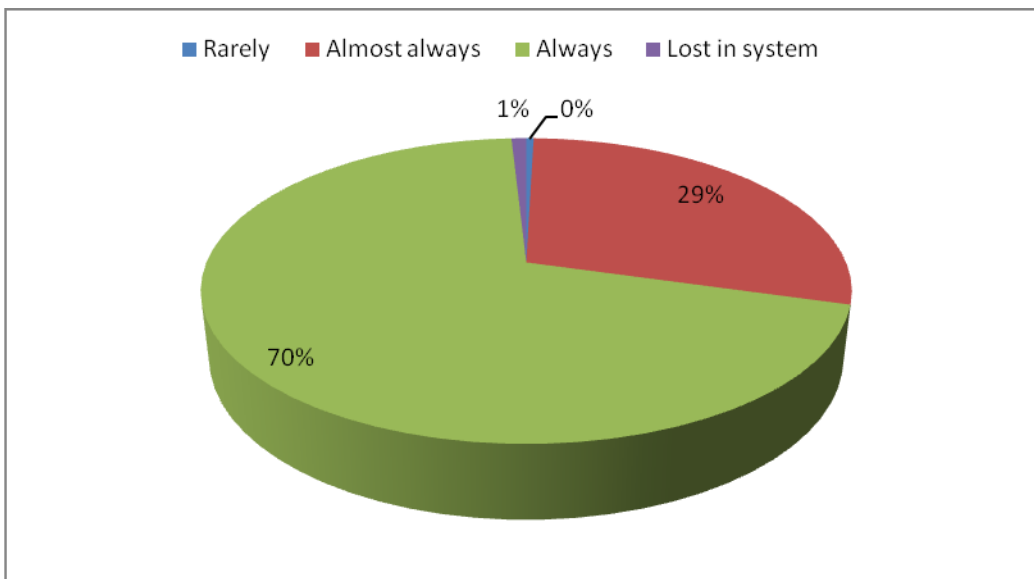
UNIVARIATE ANALYSIS OF CLASSROOM OBSERVABLE FACTORS CONSIDERED MOST IMPORTANT

Analysis begins by observing the level of students' engagement, regarding their responsibility in attendance.

How often do you attend class?

		Frequency	Percentage	Valid Percentage	Accumulative Percentage
Valid	Rarely	1	.4	.4	.4
	Almost always	66	28.9	29.2	29.6
	Always	159	69.7	70.4	100.0
	Total	226	99.1	100.0	
Missed	System	2	.9		
Total		228	100.0		

How often do you attend class?



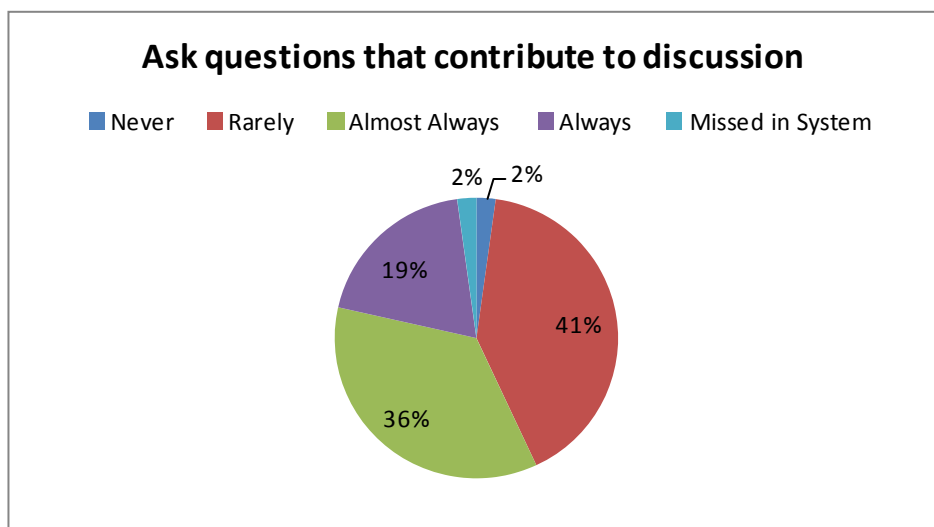
It is observed in this case a fairly high level of engagement for 159 students representing 70.4% report always attend class.

Overall 99.6% of respondents expressed almost always or always attends their classes. This phenomenon was evident by making the observation and it successfully detected a large percentage of assistance in monitored groups.

Then the interaction mode having individuals in their classroom environment, assessing their level of participation in different activities is analyzed as follows:

Ask questions that contribute to discussion

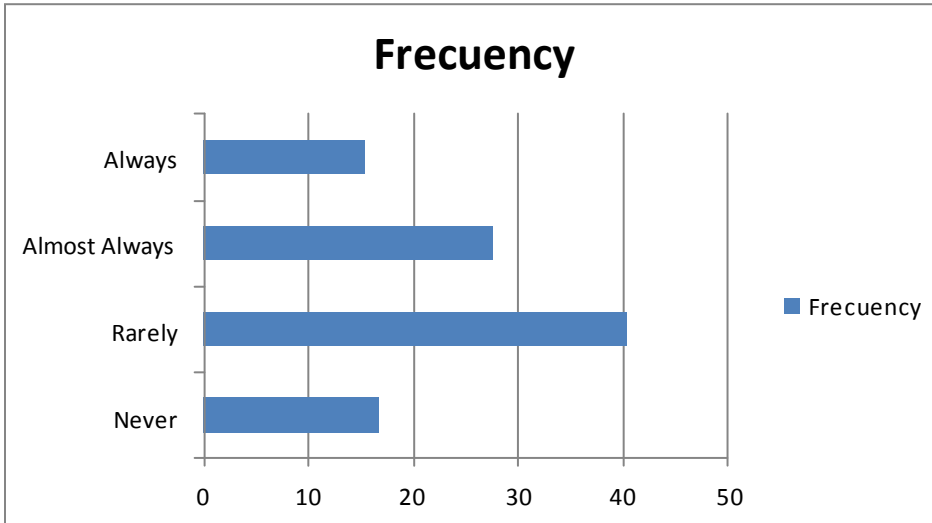
		Frequency	Percentage	Valid Percentage	Accumulative Percentage
Valid	Never	5	2.2	2.2	2.2
	Rarely	93	40.8	41.7	43.9
	Almost Always	81	35.5	36.3	80.3
	Always	44	19.3	19.7	100.0
	Total	223	97.8	100.0	
Missed	System	5	2.2		
Total		228	100.0		



In this case it is observed that 41% of the class rarely make significant contributions in class time followed by 36% who express almost always does, and only five individuals considered as atypical cases which never contribute with classroom discussion.

Has made presentation in English

		Frequency	Percentage	Valid Percentage	Accumulative Percentage
Valid	Never	38	16.7	16.7	16.7
	Rarely	92	40.4	40.4	57.0
	Almost Always	63	27.6	27.6	84.6
	Always	35	15.4	15.4	100.0
	Total	228	100.0	100.0	

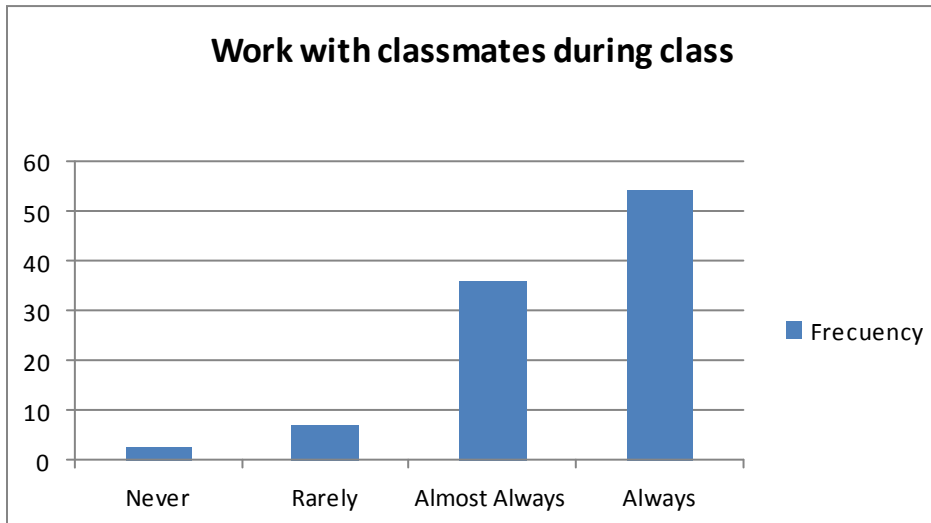


Another important activity is referred to the presentations made in class, in this case shows that a cumulative 40% claim they rarely make presentations while 27% mentioned that do it almost always in their hour of class counterpart worse is alarming to note that 38 individuals representing 16.7% report never having made a class presentation.

Another important aspect is the group work and the result of this collaborative work in the classroom can be seen below:

Work with classmates during class

		Frequency	Percentage	Valid Percentage	Accumulative Percentage
Valid	Never	6	2.6	2.6	2.6
	Rarely	16	7.0	7.0	9.6
	Almost Always	82	36.0	36.0	45.6
	Always	124	54.4	54.4	100.0
	Total	228	100.0	100.0	



In this case, 54.4% of individuals suggest that they always work with classmates during class, in this case only 6 individuals say they never do what creates doubt as the activities assigned in class have the same form for every individual.

The collective work also takes place outside the classroom as teachers assign group activities, to learn teamwork outside the classroom can see the following table:

Work on Tasks with classmates outside the class

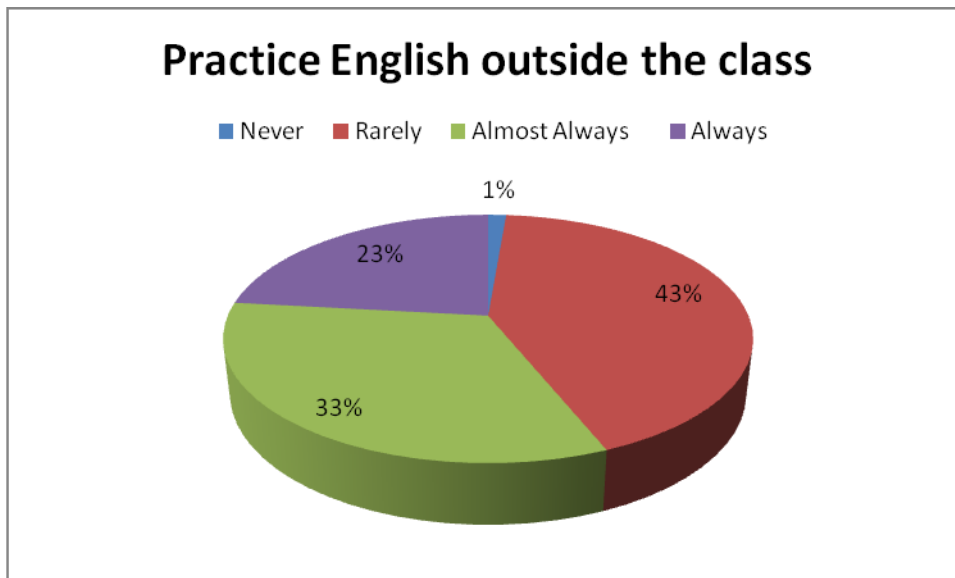
		Frequency	Percentage	Valid Percentage	Accumulative Percentage
Valid	Never	22	9.6	9.7	9.7
	Rarely	71	31.1	31.3	41.0
	Almost Always	78	34.2	34.4	75.3
	Always	56	24.6	24.7	100.0
	Total	227	99.6	100.0	
Missed	System	1	.4		
Total		228	100.0		

In this case only 25% of individuals said they always make group work outside the classroom and 34% does it almost always and 31% rarely does it therefore outside the classroom the interaction is very low.

It also assesses whether individuals practice English outside the classroom:

Practice English outside the class

		Frequency	Percentage	Valid Percentage	Accumulative Percentage
Valid	Never	3	1.3	1.3	1.3
	Rarely	97	42.5	42.5	43.9
	Almost Always	75	32.9	32.9	76.8
	Always	53	23.2	23.2	100.0
	Total	228	100.0	100.0	

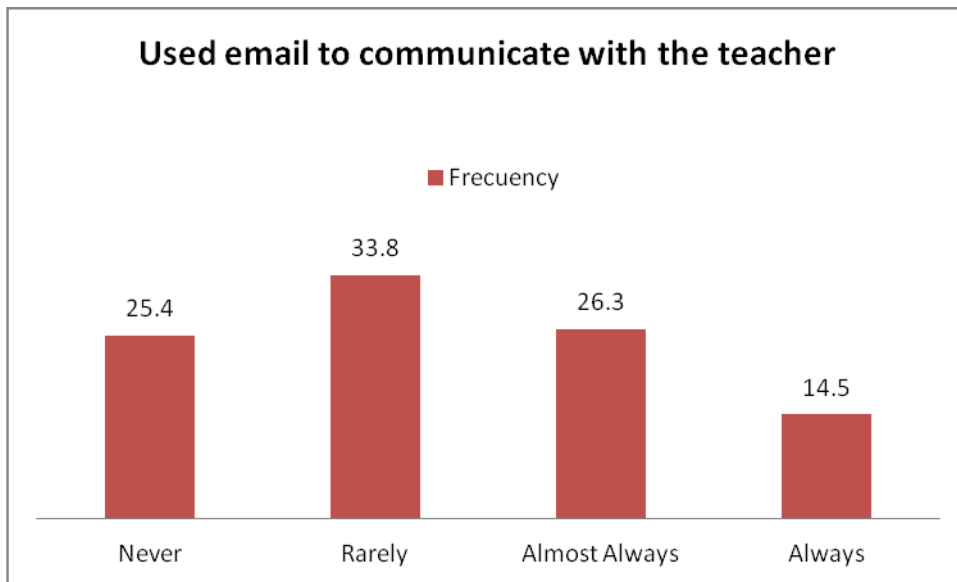


This result is very concerning because 43% of individuals have the opportunity to practice the language outside the classroom while 33% does it almost always and only 23% always does it.

Then some aspects concerning communication with students were analyzed with the teacher:

Used email to communicate with the teacher

		Frequency	Percentage	Valid Percentage	Accumulative Percentage
Valid	Never	58	25.4	25.4	25.4
	Rarely	77	33.8	33.8	59.2
	Almost Always	60	26.3	26.3	85.5
	Always	33	14.5	14.5	100.0
	Total	228	100.0	100.0	

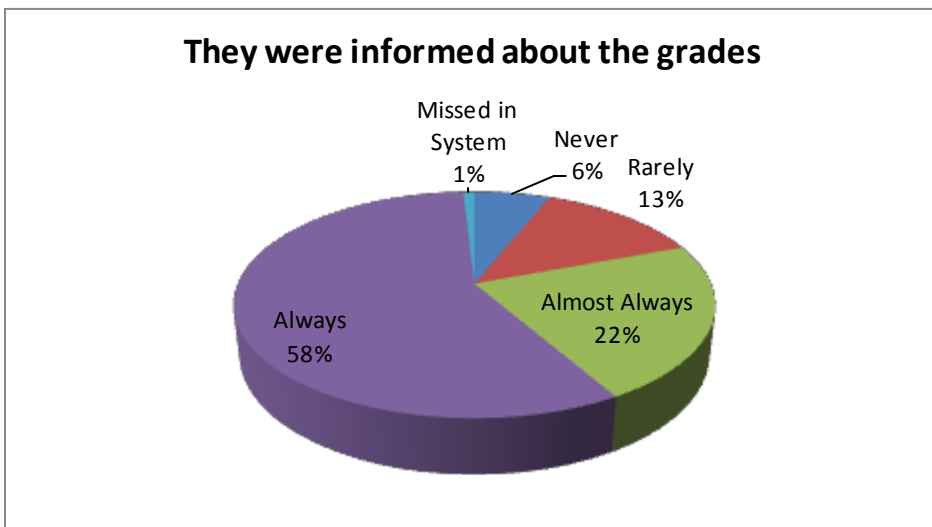


It is important to note that using e-mail or technology to facilitate communication with students is not used by everyone since only 15% claim always use it and 34% rarely does it.

It is also important that students are aware of the ratings assigned to each of the assessments.

They were informed about the grades

		Frequency	Percentage	Valid Percentage	Accumulative Percentage
Valid	Never	14	6.1	6.2	6.2
	Rarely	30	13.2	13.3	19.5
	Almost Always	51	22.4	22.6	42.0
	Always	131	57.5	58.0	100.0
	Total	226	99.1	100.0	
Missed	System	2	.9		
Total		228	100.0		

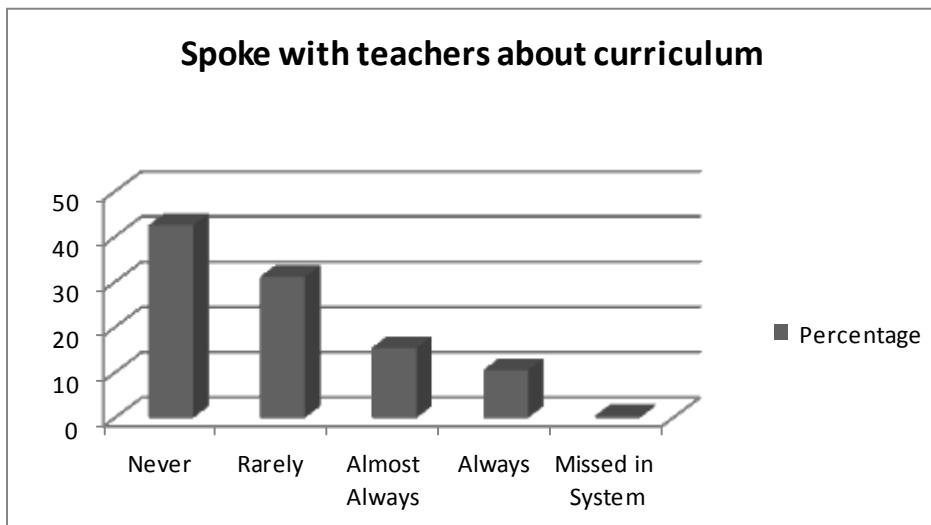


In this case, it appears that 58% of individuals report that they have been informed of how they will be evaluated, so the teacher does his duty to promptly inform the student.

In addition to the contribution that the teacher can give the student materials to guide about the subjects is important that the teacher let students known about the curriculum because many times students are unaware:

Spoke with teachers about curriculum

		Frequency	Percentage	Valid Percentage	Accumulative Percentage
Valid	Never	97	42.5	42.7	42.7
	Rarely	71	31.1	31.3	74.0
	Almost Always	35	15.4	15.4	89.4
	Always	24	10.5	10.6	100.0
	Total	227	99.6	100.0	
Missed	System	1	.4		
Total		228	100.0		

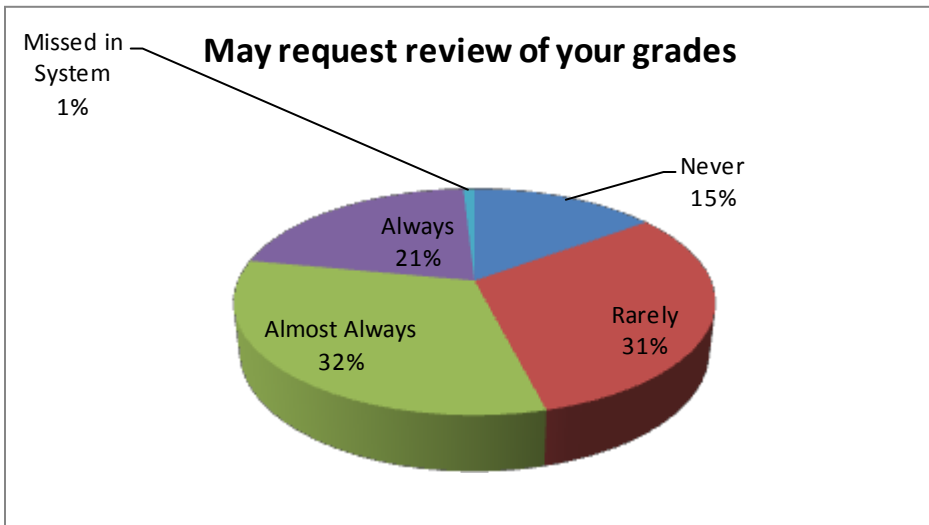


In this case it is observed that 42.7% claim never to have been targeted in a conversation with the teacher about the current curriculum, which could be useful to clear doubts that students may have and only 10% say has spoke to the teacher about it.

It is the right of every student to be allowed to perform a review of their qualifications, so they asked the students if they had access to this benefit and obtained the following result:

May request review of your grades

		Frequency	Percentage	Valid Percentage	Accumulative Percentage
Valid	Never	34	14.9	15.0	15.0
	Rarely	71	31.1	31.4	46.5
	Almost Always	73	32.0	32.3	78.8
	Always	48	21.1	21.2	100.0
	Total	226	99.1	100.0	
Missed	System	2	.9		
Total		228	100.0		

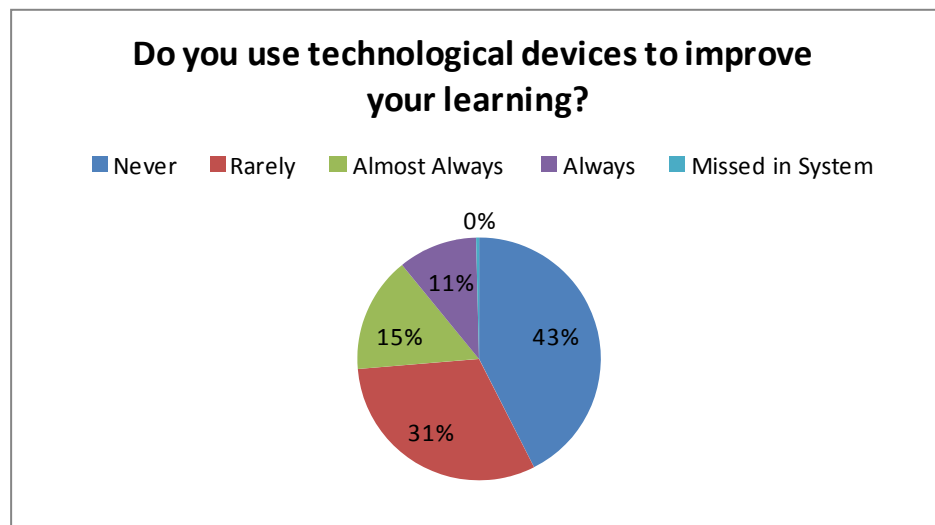


Only 21% of students report having access to this benefit. 32% say they do it almost always and it is alarming that there is a very high percentage of students who do not have this right or perhaps ignore it.

The core of student engagement is evident both in the performance of its activities required as the personal quest of self-improvement, so students were questioned about additional resources that employed them in improving their performance, the results shown below:

Do you use technological devices to improve your learning?

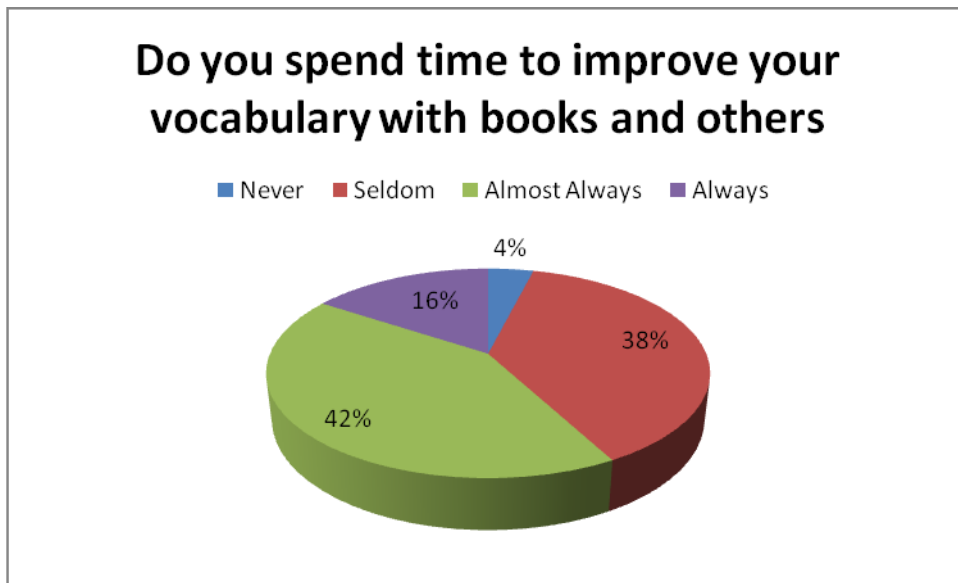
	Frequency	Percentage	Valid Percentage	Accumulative Percentage
Never	17	7.5	7.5	7.5
Seldom	58	25.4	25.6	33.0
Almost Always	80	35.1	35.2	68.3
Always	72	31.6	31.7	100.0
Total	227	99.6	100.0	.
Lost in the system	1	4		-
Total	228	100.0		



It is observed that there is a percentage of at least 32% of students who always used technology to enhance their learning but there is a 7% that never use it.

Do you spend time to improve your vocabulary with books and others?

	Frequency	Percentage	Valid Percentage	Accumulative Percentage
Never	9	3.9	3.9	3.9
Seldom	97	42.5	42.5	46.5
Almost Always	86	37.7	37.7	84.2
Always	36	15.8	15.8	100.0
Total	228	100.0	100.0	



In this case the percentage of students performing activities for improving their vocabulary almost always or always is 53.5%, so it is worrying because almost half of the individuals are not interested in providing a little extra effort towards their learning.

BIVARIATE AND MULTIVARIATE ANALYSIS

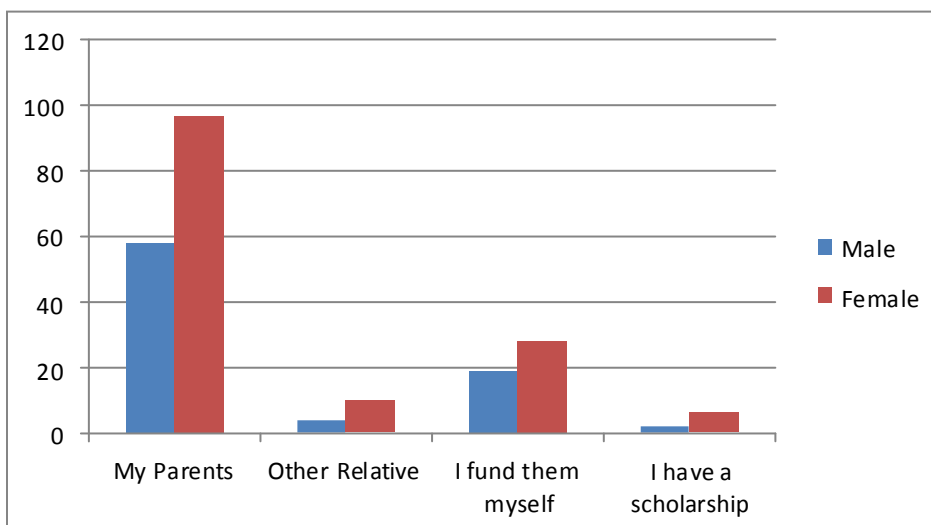
In this case the results of the crosses of the variables of the first part of the survey were analyzed with the rest of the most important variables that define the direction of research:

The combination of variables is made taking into account the characteristics that define the shape of individuals and the major variables of the study.

First the crosses are performed according to the gender.

	Who funds your studies at university?				Total
	My Parents	Other Relatives	I fund them by myself	I have a scholarship	
Male	58	4	19	2	83
Female	97	10	28	6	141
Total	155	14	47	8	224

Who funds your studies at university?

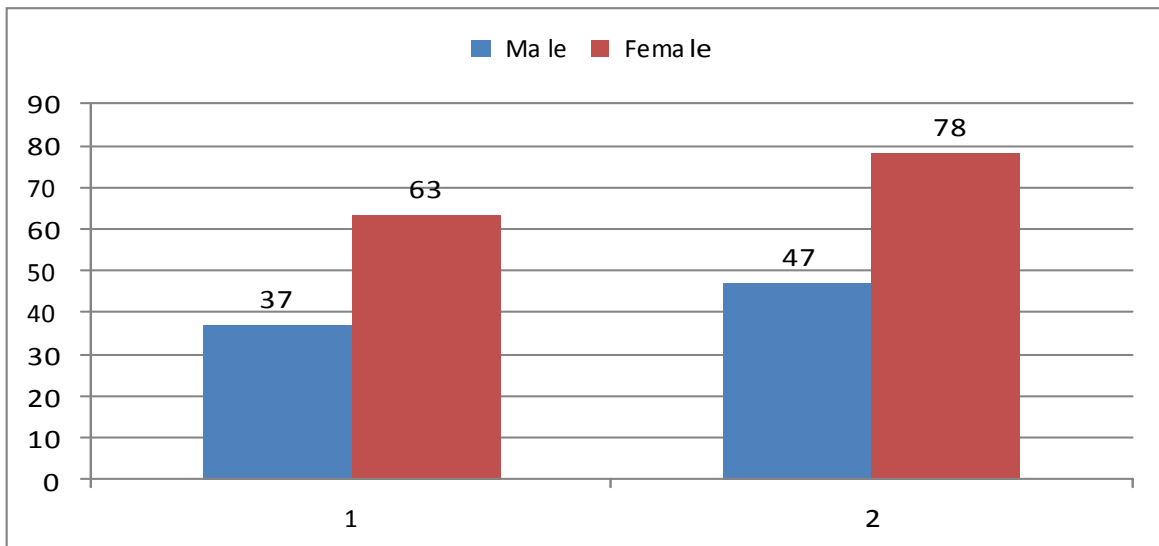


It is observed that in general, students of both sexes are their parents who finance their studies; the group according to the number of students of each gender is fairly balanced and is curious to note that scholarships have mostly the individuals of the genus female. Below shows the degree of failure by gender:

Contingency Chart Gender: Have you failed subjects?

	Have you failed any subjects?		Total
	Yes	No	
Male	37	47	84
Female	63	78	141
Total	100	125	225

Have you failed subjects?

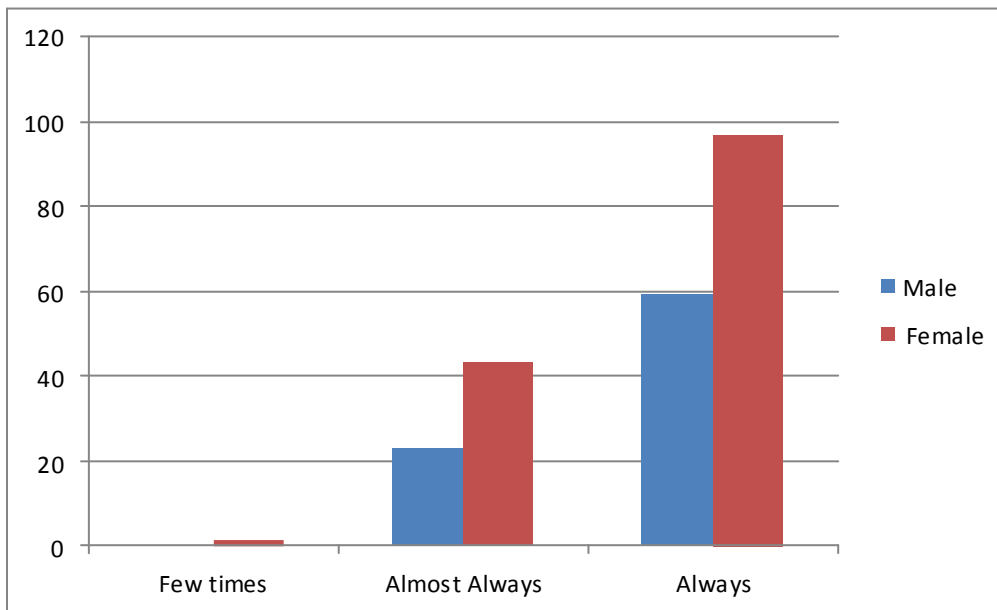


It is observed that the failure rate is higher in female individuals but it must be taken into consideration that the number of female students is more than male individuals.

Contingency Chart: *Frequency that you attend classes.

	Frequency that you attend classes			
	Few times	Almost Always	Always	Total
Male	0	23	59	82
Female	1	43	97	141
Total	1	66	156	223

Frequency that you attend classes

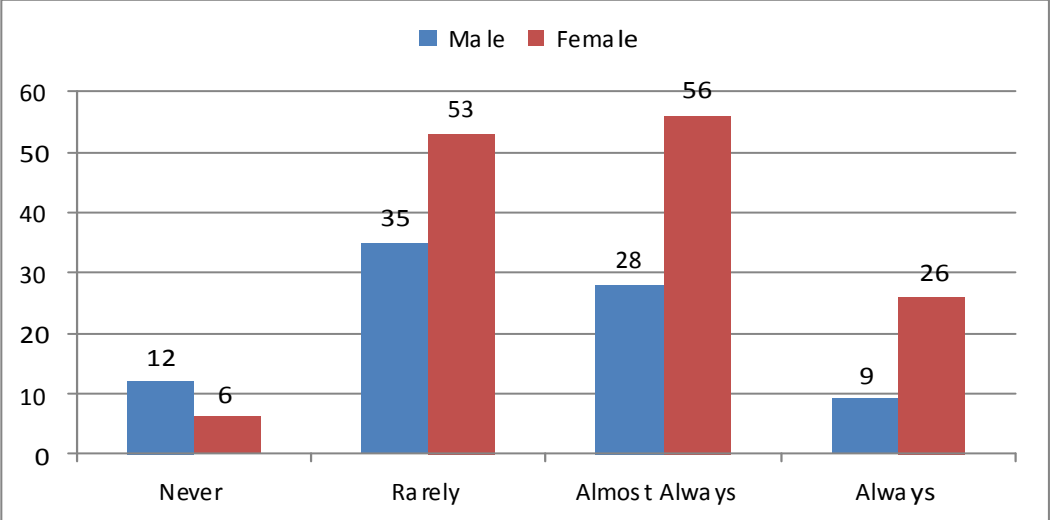


In this case it is observed that the level of assistance proportional to the groups is greater in the group of women which is 71% (97/141), but the difference is not as great as in the case of men that show high number who always attend classes.

Contingency Chart: * You work hard and you are not satisfied with your grades

	You work hard and you are not satisfied with your grades				
	Never	Rarely	Almost always	Always	Total
Male	12	35	28	9	84
Female	6	53	56	26	141
Total	18	88	84	35	225

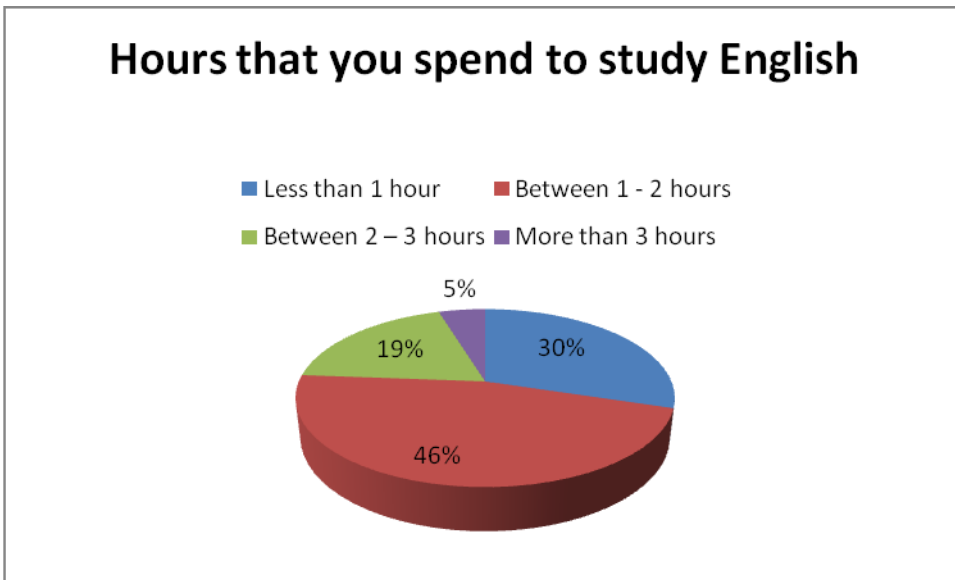
You work hard and you are not satisfied with your grades



In this case, it appears that those who express this problem are more individuals of the female gender since 18% always suffer this frustration against 10% male gender.

Contingency Chart: *Hours that you spend to study English

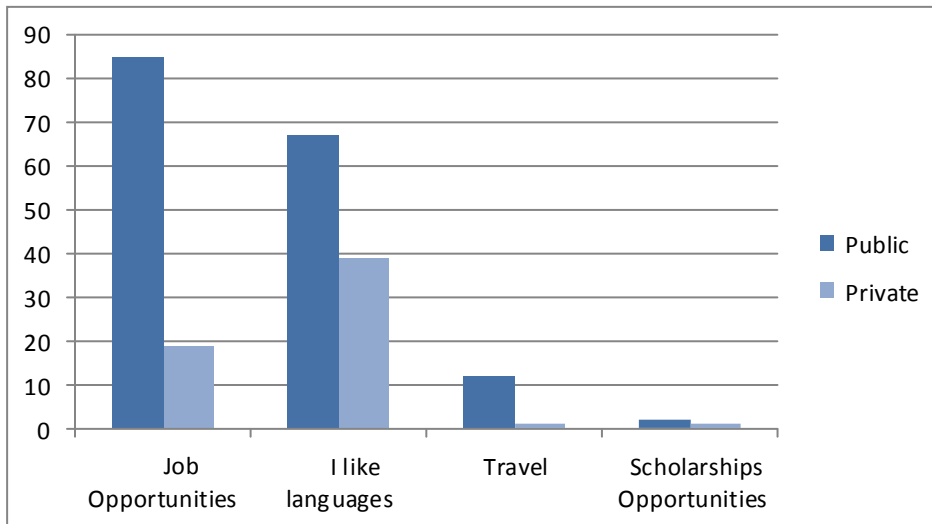
	Hours that you spend to study English				
	Less than 1 hour	Between 1 - 2 hours	Between 2 – 3 hours	More than 3 hours	Total
Male	25	39	16	4	84
Female	24	88	23	6	141
Total	49	127	39	10	225



In this case it is observed that 46% of students are spending between 1 – 2 hours studying English and only 30% does it less than 1 hour.

**Contingency Chart: Reason why you chose this career
*Institution where you come from**

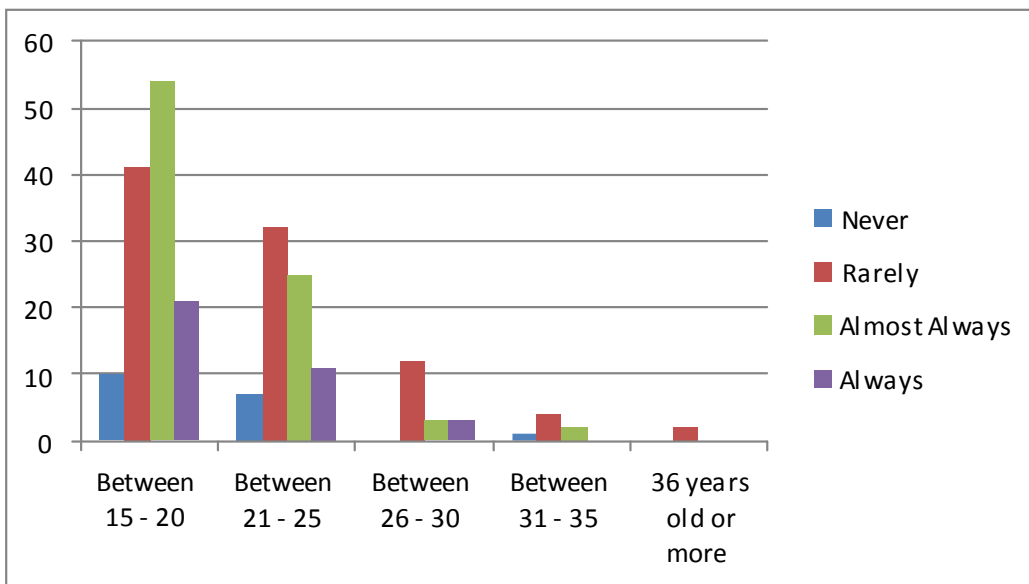
Reason why you chose this career	Institution where you come from		Total
	Public	Private	
Job Opportunities	85	19	104
I like languages	67	39	106
Travel	12	1	13
Scholarships Opportunities	2	1	3
Total	166	60	226



It is very interesting to see that majority of students that come from public institutions are studying this career for job opportunities compared to the ones from private institutions while others do it because they like languages.

	You work hard and you are not satisfied with your Grades				Total
	Never	Rarely	Almost Always	Always	
Between 15 - 20	10	41	54	21	126
Between 21 - 25	7	32	25	11	75
Between 26 - 30	0	12	3	3	18
Between 31 - 35	1	4	2	0	7
36 years old or more	0	2	0	0	2
Total	18	91	84	35	228

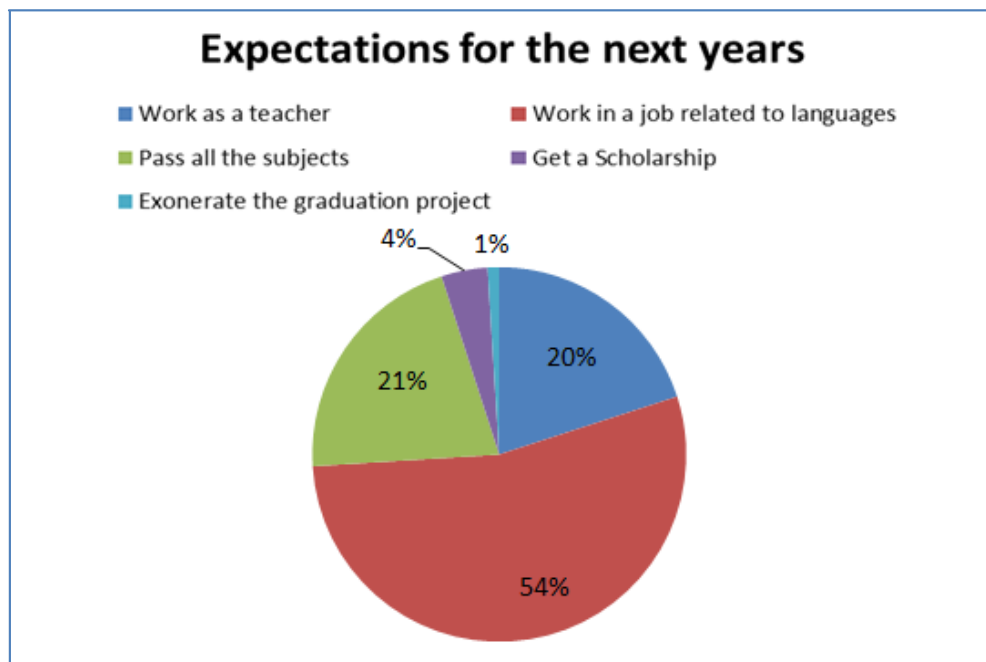
Contingency Chart “You work hard and you are not satisfied with your grades”



Here it is interesting to note that one of the factors that generates motivation in students is not getting the desired results after a lot of effort, so it is worth to note that younger students consider they are working hard but often do not get good results, then the group between 21 and 25 say they rarely experience this situation which might suggest that younger students are discouraged by not getting the results they want after making a great effort.

Contingency Chart: Student has failed subjects * Expectations for the next years

Student has failed subjects	Expectations for the next years				Exonerate the graduation project
	Work as a teacher	Work in a job related to languages	Pass all the subjects	Get a scholarship	
Yes	20	54	21	4	1
No	15	61	28	14	8
Total	35	115	49	18	224



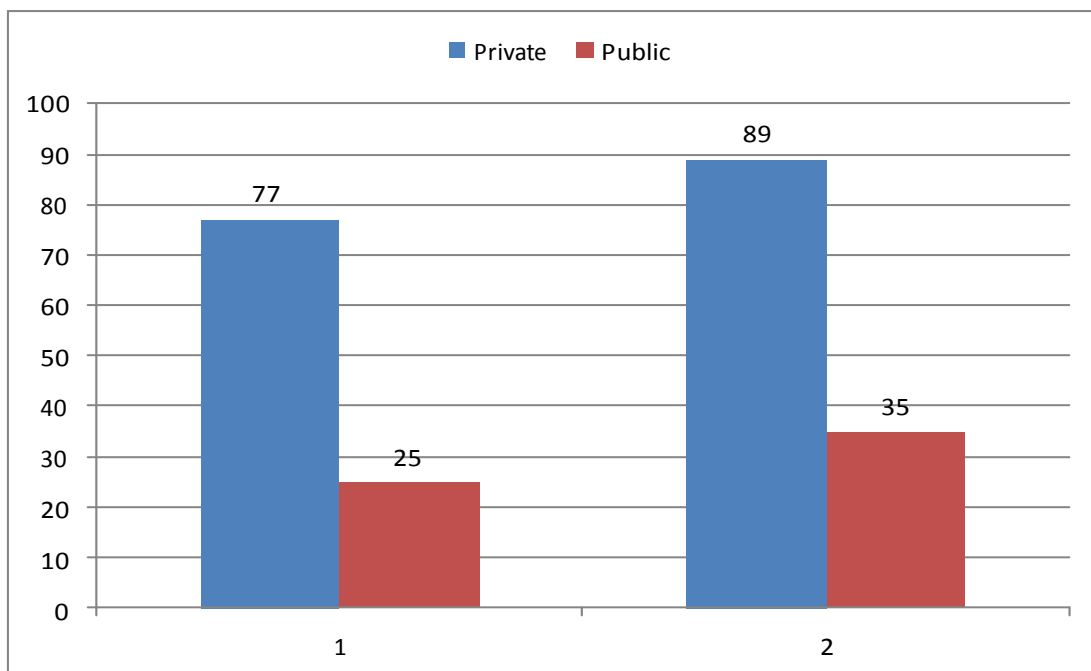
It is observed that those who have not failed subjects are interested in getting a job related in languages and others intend to pass all the subjects.

Some analyses are performed considering the institution where they come from:

Contingency Chart: Institution where you come from * Student has failed subjects

Institution where you come from	Student has failed subjects		Total
	Yes	No	
Private	77	89	166
Public	25	35	60
Total	102	124	226

Institution where you come from * Student has failed subjects



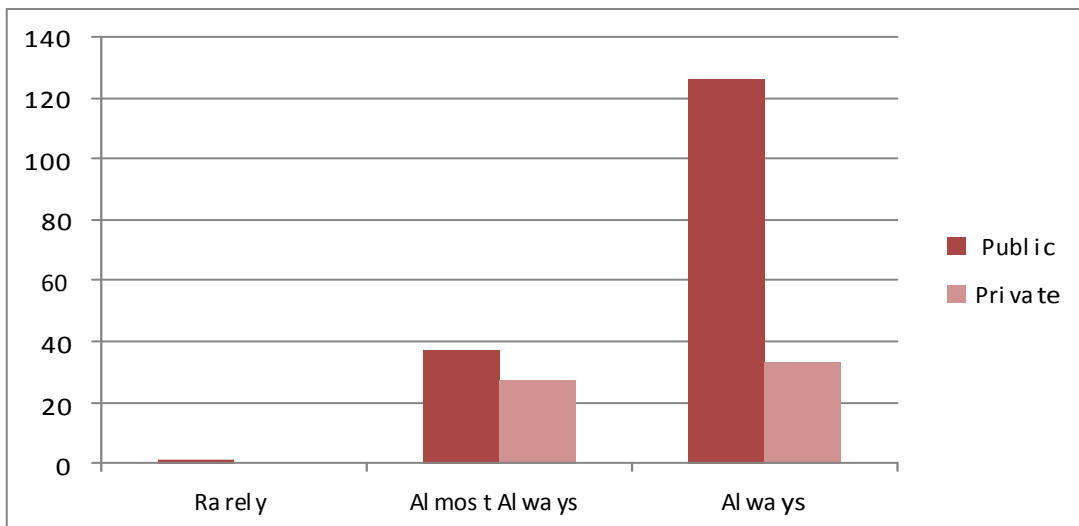
It is observed that the degree of failure is quite similar as it varies by 4% between the two groups with individuals from the public institutions which have 46% failure against 42% of those from private institutions (but that 4% represents less than 2 individuals in proportion to the sample size so this difference is not significant.)

Academic level before entering to university: high school

Contingency Chart: Institution where they come from *Frequency they attend classes.

Institution where they come from	Frequency they attend classes			
	Rarely	Almost always	Always	Total
Public	1	37	126	164
Private	0	27	33	60
Total	1	64	159	224

Institution where they come from *Frequency they attend classes.

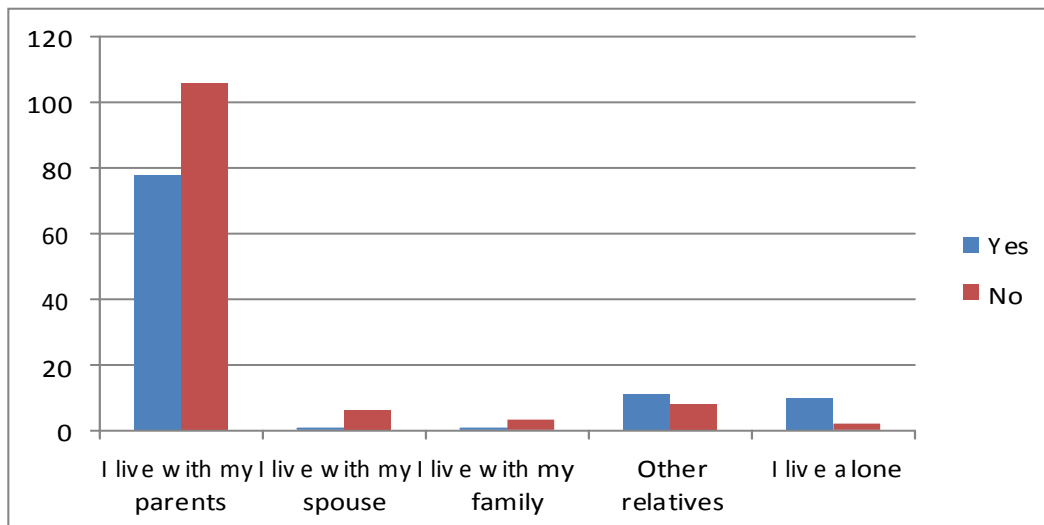


There is an importance difference in class attendance, because individuals from public institutions attend classes in a 77% against 55% of those students from private institutions.

Contingency Chart: People they live with * Frequency they attend classes

People they live with	Student has failed subjects		Total
	Yes	No	
I live with my parents	78	106	184
I live with my spouse	1	6	7
I live with my family	1	3	4
Other relatives	11	8	19
I live alone	10	2	12
Total	101	125	226

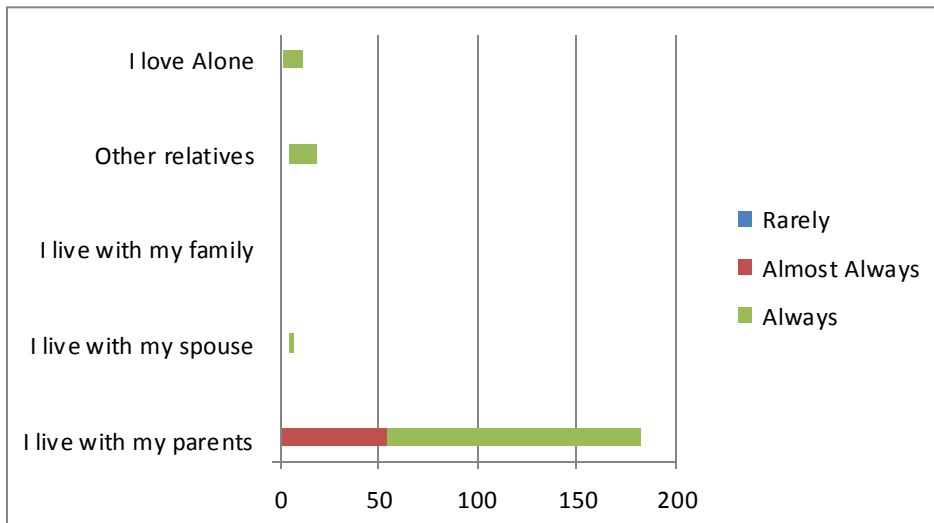
People they live with * Frequency they attend classes



It is observed that the group of students with the highest number of failures belongs to individuals who live alone, followed by those living with their parents. In addition there is greater level of commitment among the ones that are married and the students that have children already. It is disturbing to note that 44.7% of individuals in study manifested having failed subjects despite of having studied their first year.

Contingency Chart: “ People they live with” “Frequency they attend classes”

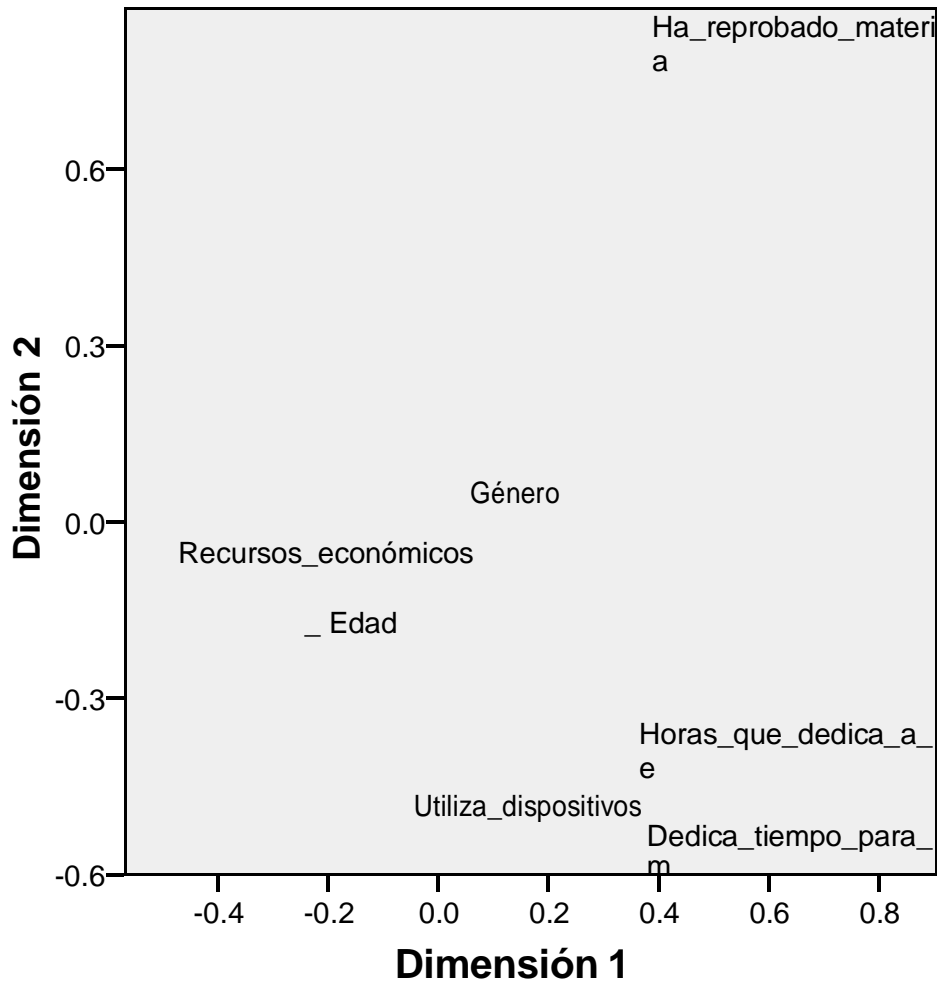
People they live with	Frequency they attend classes			Total
	Rarely	Almost Always	Always	
I live with my parents	1	53	128	182
I live with my spouse	0	5	2	7
I live with my family	0	1	3	4
Other relatives	0	5	14	19
I live Alone	0	2	10	12
Total	1	66	157	224



Attendance seems to be an important factor for students. It is generally seen that the degree of commitment to class attendance is very good for the students no matter who they live with since they attend “Always” or “Almost always”.

It has been evident so far there are no substantial differences between different subgroups according to the characteristics of individuals, so it will be convenient at this point to make a joint analysis of the factors that influence student engagement by analyzing multiple correspondence that shows the variables that most influence in the phenomenon:

Component Loadings



The variables that represent student engagement in order of importance are:

- ✓ Has failed subjects.
- ✓ Hours dedicated to study English outside the classroom.
- ✓ Take time to improve their vocabulary.
- ✓ Reason for failed subjects
- ✓ Use of technological devices to enhance their learning.
- ✓ The financial resources available that students have to cover their expenses.

In a supplementary way, the variables of gender and age are observed with less weight in the graph.

CHAPTER 5: CONCLUSIONS

With the results described above we can conclude that:

- The students who are enrolled in their first year of generally are in an group between 15 and 20 years still living with their parents which suggest they do not have financial commitments.
- The factors that affect student engagement are those directly related to the interaction that students have with the teacher as well as those related to their ability to acquire the means to carry out all activities that demand their career.
- The level of students who fail subjects is a matter of concern because the failure rate exceeds 50% of the individuals under study and is just students enrolled in the first year of the career which could be a sign of lack of commitment to study.
- It is observed that most students do not have guidance from the institution staff regarding the current education program since most of them say they have such conversations rarely or never.
- In general they have the resources to meet the costs of their career and have a level of commitment mainly marked by the time spent studying outside of the classroom and also they attend class almost always or always. Besides, in the univariate analysis, the category with more weight within the reasons for which students failed subjects was that they were not able to understand the teacher, so it is very predominant in the analysis of this variable.

RECOMMENDATIONS

- Ensure to apply different tasks focused on learning outside the classroom, but in a tutored (assisted) since it is known that individuals have a high level of commitment to their level of attendance.
- Guarantee the participation of all students in the activities developed in the classroom.
- Promote in an efficient way the information that tells the student the benefits that they can choose from if they get a good academic performance.
- Invest in the improvement of libraries and technology in order to make available to students.
- Develop a personalized relationship and an atmosphere of trust between the teacher and the student inside the classroom.

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ANNEXES

ANNEX 1: OBSERVATION GUIDE

Course: _____

Teacher: _____

N° of students: _____

Class hour in which observation took place: _____

1. Do the students show an effective behavior without interruptions?
2. Did most of the students attend to class today?
3. Did the teacher call out the students by their names?
4. Did the teacher assign group activities?
5. Did all students participate in the groups in an effective manner?
6. Did the teacher assign homework assignments for the following day?
7. Were activities that the teacher assigned challenging to produce reflective and creative responses?
8. Were the topics related to common situations for the students?
9. Did the students ask questions to the teacher, or did they add a comment, in other words, was there active participation in the class?
10. In this class, was there any teaching technique not very common that promoted pedagogical learning? If so, what technique was proposed?
11. What type of didactic material was used by the teacher in the process of the class?

