DEPARTMENT OF LANGUAGES

APPLIED LINGUISTICS IN ENGLISH PROGRAM

DISTANCE LEARNING EDUCATION

RESEARCH PROJECT PROPOSAL

"THE INCIDENCE OF TUTOR/STUDENT INTERACTION ON STUDENTS' ENGLISH PERFORMANCE IN THE EIGHTH YEAR OF BASIC EDUCATION, AT JULIO MARIA MATOVELLE HIGH SCHOOL IN QUITO, DURING THE 2011-2012 SCHOOL YEAR".

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APPROVAL SHEET

We, Lic. Mg. Marcos Morales, Director and Lcdo.Miguel Ponce M.S., Co-Director, duly certify that the thesis under the title:

"THE INCIDENCE OF TUTOR/STUDENT INTERACTION ON STUDENTS' ENGLISH PERFORMANCE IN THE EIGHTH YEAR OF BASIC EDUCATION, AT JULIO MARIA MATOVELLE HIGH SCHOOL IN QUITO, DURING THE 2011-2012 SCHOOL YEAR", has been reviewed and found it apt for formal sustain.

_____   _____

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AUTHORSHIP

The Subscribed Ileana Maria De La Torre Castillo, states that the content of the information and results of this thesis, Previous obtaining the degree in APPLIED LINGUISTICS IN ENGLISH PROGRAM (DEPARTMENT OF LANGUAGES), is the exclusive responsibility and authorship.

MISS. ILEANA MARIA DE LA TORRE CASTILLO

AUTHORIZATION

I, Ileana Maria De La Torre Castillo Give Authorization For The Presentation and Publication Of The thesis Under The Titled " **"THE INCIDENCE OF TUTOR/STUDENT   INTERACTION   ON   STUDENTS'   ENGLISH PERFORMANCE IN THE EIGHTH YEAR OF BASIC EDUCATION, AT JULIO MARIA MATOVELLE HIGH SCHOOL IN QUITO, DURING THE 2011-2012 SCHOOL YEAR"** In The Virtual Library.

MISS. ILEANA MARIA DE LA TORRE CASTILLO

DEDICATORY

I dedicate this thesis to my family for always showing me their support and enriching me every day with values that have been mainstays for my life during my training process. I dedicate it also to those teachers who were able to guide me along the path of truth and justice, helping me to develop as a better person.

Finally, I dedicate my work to those who have not had the opportunity to study a second language and who struggle every day to move forward with dedication and hard work.

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First, I thank God for being the engine of my life, for teaching me to stumble, and showing me the true meaning of my existence.

I also thank my parents Marco and Ileana who by their example of life I defy every day and beat me with their love of genuine surrender taught me to be human.

To my brothers Marco, Juan Carlos and my sister Belén with whom I grew up and shared the richest experiences which are now the pillars of my life in an environment out of resentment, revenge or hatred. And how to forget to thank my friends who made it possible to grow in our humanity as individuals.

INDEX OF CONTENTS

ABSTRACT

The purporse of this thesis was to analyze the level of incidence of Tutor/Student interaction on Students' English Performance taking as a population of study for this research all the Students of the eighth year of basic education at Julio Maria Matovelle High School (41 Students) located in Quito. This research addresses relevant topics for the improvement of the English performance on Students, breaking the traditional model (passive learners), and studying (investigating) the importance of the interaction between Teachers and Students with all their characteristics and tools. For the data collection was designed a questionnaire of eleven items with five optional answers. The data obtained was analyzed in a quantitative and qualitative form. (statiscally). Inside this analyzed population we found out that the teachers have good communication when they are explaining the subject, but they are not open to listen to new ideas and use topics which are not interesting for the Students. As a conclusion, this kind of interaction (teachers not open to listen to new ideas) between Teachers and Students affect in a negative way the Students' English Performance. So, we can say that the good interaction where the Students are listened and valued by their teachers affects in a positive way the Students' performance in English.

Research Identification Words.

- Tutor/Student Interaction

- **P**erformance

- Students' Motivation

- The Roles of the Tutor/Student

- Communication in the Teaching process.

THE INCIDENCE OF TUTOR/STUDENT INTERACTION ON
STUDENTS`ENGLISH PERFORMANCE IN THE EIGHTH YEAR OF BASIC
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Years ago, In Education there was an absence of a methodology for teaching and learning English, as it was an upright education where the student was only a receptor and thus there was no contribution.

Today, the current government of our country demands the teachers of English to have a high level of proficiency but the reality is not that, that is why teachers have to look for opportunities to develop their skills in order to succeed in their daily activities at School.

Communication is a process by which the people convey (transmit) ideas, feelings or beliefs on others. Language is the main form of social interaction between human beings.

The purpose of this thesis is to investigate about the level of incidence of the tutor/student interaction on the students' English performance, looking for an improvement of the teacher-student relationship and thus also seeks to achieve better performance (development) of the students in the Second Language.

Therefore, the theme of the first chapter is the tutor/student interaction where we are going to find the different roles of the teacher and the student in the classroom, different factors affecting the tutor/student interaction in addition of identifying the interactions patterns and related variables in the English- learning teaching process.

The theme of the second chapter is the students' performance in English where you will find about the Different Factors Affecting the students' performance, how to assess the students' performance, The different linguistic skills (Listening, speaking, reading and writing) and the motivation of the students.

The theme of the third chapter is the tutor/student interaction in the performance of the students where we are going to find about the different roles of the tutors in developing oral fluency in students and the correct use of the language through monitoring.

For the above exposed I begin the process of my proposal.

PART ONE: RESEARCH PROBLEM

"The incidence of tutor/student interaction on Students' English performance in the eighth year of basic education, at Julio Maria Matovelle High School in Quito, during the School year 2011-2012.

RESEARCH TOPIC

1.1. Problem identification.

Learning a second language is a complex process that involves a lot of discipline, practice and perseverance for an adequate development of language skills.

In the different schools of our country the main problem (core problem) regarding to the English learning/teaching process is the lack of communication between teacher/student and for this reason the students do not have confident in expressing new ideas in class to build their own English learning/teaching process.

Also, there is a lack of utilization of actual and interesting topics for the students (the teachers use topics which are inadequate and obsolated) and this is the reason why the students are not well motivated because they are not interested in the things (topics) they are learning.

Another problem is that the educative process (English learning/teaaching process) is based on learnings which are not meaningful (interesting for the students) and this is the reason why the students do not have an adequate development of the English language skills.

Finally, The teaching techniques and material resources used by teachers for the mediatization of the English learning /teaching process are inadequate and for this reason the students are passive learners because the classes are monotonous.

PROBLEM TREE

- Low motivation and uninterested Students.

-Passive Learners. (classes which are monotonous).

- The Students do not have confidence in expressing new ideas

-Inadequate development of the English/Linguistic Skills. (Listening , Speaking, etc).

"THE LACK OF COMMUNICATION BETWEEN TEACHER / STUDENT IN THE ENGLISH LEARNING-TEACHING PROCESS".

-Lack of interaction/communication between teacher/student. (the teachers are not open to listen to new ideas).

--Educative Process (English Learning/Teaching Process) based on learnings which are not meaningful. (Interesting for the Students).

-Lack of Utilization of actual topics, interesting topics for the Students. (Use of inadequate/obsolete topics).

-The teaching techniques and material resources used by teachers for the mediatization of the English/learning teaching process are obsolete/inadequate.

1.2. PROBLEM FORMULATION.

Does the lack of tutor/student interaction affect Students' English Performance

in the eighth year of basic education at Julio Maria High School during the 2011-

2012 School Year?

1.3. VARIABLES MATRIX.

Variable X

The Tutor/Student interaction.

Variable Y

The Students' Performance.

VARIABLES	DEFINICION	DIMENSIONS	SUB-DIMENSIONS	SUB-DIMENSIONS
I.V **The tutor/student interaction.**	-Face-to-face, in person instruction oft held at a physical Location which is often chosen by instructor / tutor.	- Tutories (English Learning/ Teaching Process).	-Oral Communication Between Tutor/ Student.	-Experience -Learning - Teaching -Reflection
D.V. **The student's performance**	- The Standard at Which Student Does something Such as a job or an examination	-Linguistic Skills.	-Listening. -Speaking.	- Hearning. -Understanding. - Judging. -Fluency and Coherence

to measure the Students' performance against specific objectives.		-Lexical Resource. - Grammatical Range and Accuracy -Pronunciation
	-Reading	-Phonological Awareness - Phonics: sound/symbol correspondence
	- Writing.	-Fluency. -Vocabulary. - Text com-prehension.
	-Use of language.	- Narrative. -Functional. -Descriptive. -Literary. -Learning grammar. -Pronunciation. - Intonation. -Usage.

1.4. OBJECTIVES

1.4.1. General Objective.

- To determine the level of incidence of the Tutor/Student interaction on the Students' English Performance.

1.4.2. Specific Objectives.

- To analyze the tutor-student interaction

- To study the students' performance in class (learning grammar, pronunciation, intonation, etc).

- To determine the Role of the Tutor/Student in the English-Learning Teaching process.

1.5. JUSTIFICATION.

In the Ecuadorian curriculum reform the process tends to a constructivist teaching / learning; but over time this important process has been only a conductivist process without allowing interaction between teacher and student to achieve what we preach "Learning by doing" with the address-direction of "Facilitator" by the teacher and "Researcher" by the student.

Being that tutor/Student interaction (one-to-one instruction) is an extremely powerful model for effectively remediating basic language skills of learning-disabled students, it is necessary a serious closeness to the reality.

Equally, the essence of this power may be in the instruction which the tutor provides, there is also a considerable power in the dynamic of the interaction itself. The support encouragement and other affective intangibles in the tutor-student instructional interaction influence the learning outcomes achieved through this very special relationship.

Thus these relations should be guided based on the performance/execution and learning. Piaget involves us in this direct relationship with the teacher, where there is no fear or doubt interlacing to achieve results of this type of learning to build a better listening, speaking and writing of this important language in the XXI century. But for success to be stored in long term memory by becoming competent and capable in handling the second language this project focuses on this problem with simplicity and especially with a guiding function to make this area of foreign language, especially English be accepted and assimilated with pleasure by all students in order to accomplish that the English understanding and comprehension produce positive

results in benefit of those who study English as part of the educational curriculum Ecuador.

Tutors, year after year, have provided remedial instruction which has resulted in significant students gains in basic language skills; seek to increase effectiveness by understanding more fully the dynamics of their interactions with their students. To accomplish this, Tutors should strengthen Teacher-Student relationship, being necessary to analyze and determine the level of influence that exists in the relationship between teacher and student in the Ecuadorian context, to generate relevant action lines based on reality itself, looking to response to the requirements of the curricular reform in Ecuador.

CHAPTER ONE

TUTOR/STUDENT'S INSTRUCTIONAL INTERACTON

Face-to-face, in person instruction.Often held at a physical location which is often chosen by the instructor/Tutor.

For Tutor-Student interaction to occur in a productive manner, the Tutors' behavior will need to be modified to suit the demands of the other tasks in which both Tutor and Student are involved.

The particular value of recognizing the role of non-verbal behaviors during interaction is discussed with the use of specific examples related to the positioning of the Tutor and Student, and their use of facial expression, the eyes and voice.

In a study by some Tutors which offer conducted language training; it was used video tapes in order to obtain a record of interpersonal observations in order to improve the interaction between Tutor and Student. Instruction was analyzed and it was identified that the use of routine procedures, form and approach significantly affected the learning process of Students. There were also interesting Student behaviors as a response to certain learning contexts.

Tutor/student interaction (one-to-one-instruction) is an extremely powerful model for effectively remediating basic language skills of learning-disabled students.

While the essence of this power may be in the instruction which the Tutor provides, there is also considerable power in the dynamic of the interaction itself. The support encouragement and other affective intangibles in the Tutor-Student

instructional interaction influence the learning outcomes achieved through this very special relationship.

STUDENTS' PERFORMANCE.

In many countries, there are large differences in Student Performance between native Students and foreign Students, also mostly foreign-born students are bilingual.

Interestingly Jens Haahr (Educationist) thinks that a positive school climate and equipment of good teaching materials for teaching are necessary, but these are not sufficient condition for the existence of a good learning performance of Students.

The technologies, well-equipped classrooms, good Student climate; improve Student performance if it is accompanied by new forms of learning, the implementation of new teaching skills (techniques) by Teachers. The most important factors to improve Student performance, contrary to what was expected; are the Students' motivation and confidence in the use of the Second Language by using teaching/learning strategies which are effective. (Haahr, 2005)

2.1 THE TUTOR/STUDENT INTERACTION

In education, it is important the Teacher-Student relationship. A positive relationship is hard to define, but we can find some qualities to describe this kind of relationship:

• It has the qualities of good communication, respect in the classroom, express interest   in   teaching   (Teacher).

• Maintain a positive attitude in class to support and improve the Students' performance.

• Vary learning techniques to teach a lesson, because every Student learns differently.

• Teachers must have organized classes where students have adequate and interesting tasks.

Teachers must continuously monitor the Student to understand and know the difficulties the Student is having and to help with patience, strengthening their security (self-steem) and motivation for learning. (Jones, Responsible Classroom Discipline., 1981)

An effective communication between the Teacher and the Student help the Teachers to acquire enough information about Students who have problems in acquiring a specific knowledge and also serve as a connection which provides a better learning environment.

The level of academic performance of Students depends on the effectiveness of the Teacher-Student relationship. The more the Teacher communicates with their Students (being closer to them), the more likely they are going to know more about their needs, constraints and can help them to learn and improve their level of performance (Linguistic Skills).

The Teacher- Student interaction has to be a relationship based upon trust. This understanding extends beyond the confidentiality of records which includes: Student-instructor discussions and other academic interactions that must be maintained in confidence.

It is also really important that Teachers demonstrate respect toward their Students because in this way they can win favor by having active learners in their classroom.

Teachers who are arrogant and offensive because they can not control the class may lack these positive qualities. Also, Teachers need to be aware that if they want to be treated with respect they have to treat their Students in the same way in that they want to be treated. (Respect and kindness).

Students learn when they enjoy learning and also when they feel listened by their Teachers. Students need to talk about their problems and fears because in this way they will be feel valued and respected. The Teacher(s) do/does not have to give up all their control, rather Teachers share control with their Students and encourage interactions that are determined by mutual agreement.

When Teachers have a positive communication with their Students, they should take the opportunity to give Students a useful and appropriate feedback.

Teachers need to guide their Students, especially those who have felt inappropriate relationship, since many of these Students are likely to fail to perform adequately because they do not have enough confidence in the Teacher / Student relationship. (King Saud University, 2012)

In addition, Students must be in a class where they can enjoy learning, so the Teacher must know their Students, to talk about interesting topics and also provide age-appropriate reading and understanding, because they are simple, usually Students have no interest in books difficult to understand, and outdated.

These positive relationships between Teacher and Student may encourage Students to seek education, be motivated and continue their studies.

2.1.1 THE ROLE OF THE TUTOR IN THE CLASSROOM

Tutors are responsible for the positive and negative attitudes within their class, they should love their career if they want to pass their enthusiasm to their Students and provide them with a warm and positive environment.

Real Tutors are the one who have excellent experiences in the field and train really hard during many years. Teachers who are well prepared know how to set up rules in the classroom and for this reason they are going to have less problems because they are going to be able to control the classroom.

Good Teachers know how to interact with their Students and motivate them to participate in class, ask them questions and know how to involve them in the learning process being really important the Teachers' attitude in the Students' Performance.

The three main activities of the Tutors are:

1. Managing The Group: This point is really important because the Tutor needs to have the ability of getting Students together to accomplish desired goals and objectives by using available resources such as: human resources, financial resources, technological resources and natural resources in an efficient and effective manner. Tutors must know how to plan, organize, staff, lead, direct and control the Classroom.

2. Managing activities: Tutors need to provide the Students with interesting classroom activities (tasks) and also they need to set up interesting rules ideas and adequate teaching strategies for the classroom in order to provide Students with a context to support and facilitate learning.

3. Managing the Learning: The Tutor as a facilitator of learning can use different techniques such as: Questions - Answers (open-ended questions), active participation in class, etc. (McCrorie, 2006)

Finally there are some skills that a good teacher must have. A good teacher has the skill:

- To State objectives at the beginning of a lesson.

- To Outline the content of a specific lesson.

- To Signal transitions between parts of a lesson.

- To indicate important points in a lesson.

- To summarize the parts of the lesson as the lesson proceeds.

- To review the main ideas and important facts covered in a lesson. (Ponce, Teaching Practicum I, 2008)

Tutors are instructors who impart information to Students. Also, they are the consultant from whom Students can ask questions. There are some qualities that the

Teacher must have such as:

- **A really good Teacher is enthusiastic**: Good Teachers enjoy teaching (Enjoy their career, what they are doing and in this way they can motivate their students). Enthusiasm is a characteristic that Students single out as important for them among outstanding Teachers.

- **A good Teacher has a feeling for the subject:** Good Teachers care about their subject with enthusiasm (joy) and passion, and they enjoy communicating it to others.

- **A good Teacher can conceptualise the topic:** This point is really important because Tutors have to know how to conceptualize their work to satisfy the learning needs of their Students. They have to know what topics should be taught according to the level of knowledge of their Students.

- **A good Teacher has empathy with the learners:** Good Teachers know how to bond with their Students and are able to understand their feelings and emotions.

They can be with their Students supporting them in bad times and celebrate the good times with them.

- **A good Teacher understands how people learn:** Good Teachers have an attitude of commitment and service to its Students, its doors always remain open; they are also able to understand how each person/Student learns and help them to develop their learning.

Each Student learns a bit differently. For this, you need to know that every Student learns a little different, you have to understand what motivates each Student to learn and which are their ways of doing it, with this information the good professor may use appropriate teaching techniques.

- **A good Teacher has skills in teaching and managing learning:** Teachers are responsible for this area:

Good Teachers are innovative in teaching a class, they can create an environment to attract the attention and hold the interest of Students by using in an efficient manner the short time available. They are good at the time of involving Students in the class, looking for an active participation to enrich the knowledge by establishing a disciplined learning environment (rules) for the interaction between Teacher / Student.

Accomplished Teachers can assess the progress of individual Students as well as that of the class as a whole. They employ multiple methods for measuring Student growth and understanding and can clearly explain Student performance to parents.

- **A good Teacher is alert to context and 'classroom' events:** Good Teachers can perceive if the classroom environment is excessively stressing out or any events that may be traumatic for Students. Being aware and handle the situation to lower down the stress levels in the classroom.

Tutors have a huge responsibility because depends on the Teachers' attitudes that there is going to be a positive change in our world.

The Teacher should provide favorable environments for the development of language skills, strengthening meaningful learning. Well, the Teacher is the facilitator of the necessary resources for the teaching/learning process.

The Teacher is also responsible of providing confidence to their Students because Students who feel safe and secure are more willing to practice a second language and take risks with a healthy environment. (Ministère de l'Éducation de la Saskatchewan, 1997)**.**

Tutors serve as a language model for their Students. While remaining the person with whom the Students will communicate most often, one of the main functions of the Teacher will be to discover or invent ways to encourage Students to communicate meaningfully with each other. The Teacher should create conditions for meaningful learning and then assume the role of a specialist (resource person).

The classroom and what happens inside it is constructed centered on the Student, not the Teacher. The Teacher is not a dictator, but Students are those who build their knowledge and the Teacher's role is to provide resources, offer direction, counseling, advise. The Teacher should work in observing the difficulties of their Students to

help them to improve their language skills in an effective and productive manner (effectively). Thus, the Student will have the opportunity to become an independent language learner.   (Ministère de l'Éducation de la Saskatchewan, 1997)

2.1.2 THE ROLE OF THE STUDENT IN THE CLASSROOM

The Students are becoming more active in their role as learners and have a huge responsibility in schools.

Students are asked for their input and knowledge that they possess on a particular subject and this input phase is what begins to motivate the Students. Students are asked to make a different kind of decisions. (Tutors help the Students to be more secure and they make their own decisions). They learn to decide what vocabulary and structures are important for their activities and projects. This decision reflects their interests and strengths in a particular subject. Students need some freedom to move within the parameters because this help to remain motivated and on task. As the Students are aware of the responsibility of the work they do within the class because this work leads them toward their final goal, they are much more inclined to stay on task

Students are motivated to use their personal skills. Students with artistic or creative talent can add their personal style (original dimension) to their finished product. Students with a lesser degree of language skill will also be able to work toward their own potential. Each Student is different and for this reason they have their own particular way (methodology) to learn a particular subject and their final projects (works) will reflect these unique differences.

When Students are responsible for their own knowledge, the work done by Students in the classroom has a new meaning. The Student self-assessment becomes more common and productive, the Student is going to reflects on what they have learned, how they have learned and what they still need to learn.

The role of a Student is to gradually accept responsibility until one is ready to take responsibility for his/her own future and move out into the adult world. Students during the first years of school need to balance their social and academic activities. Students as they grow up put more emphasis in their studies because they start thinking about their future.

Students have the privileges and responsibilities of membership. All learning and development requires an investment of time and effort by the Student. A good learning environment motivate Students to learn in a more effective way and one way to accomplish this goal is providing them with libraries, residence halls, Student unions, athletic facilities, laboratories, the use of classrooms, studios and galleries.(Different activities where Students can also meet good friends-partnership).

Student`s responsibility is the key to the successful development and meaningful language learning. Irresponsible Students can spread to the classroom, making the irresponsibility and lack of interest in the subject becoming the common denominator in the classroom.

2.1.3 FACTORS AFFECTING THE TUTOR/STUDENT INTERACTION

In the tutor/student relationship there is an important factor influencing classroom interaction, in addition to Students' gender and academic standing, is the style of communication of the Teacher.

2.1.3.1 THE TEACHER'S GENDER

The teacher's gender is only one factor that affects teacher- student interaction. We have to take in consideration that in such interactions also each person involved influences the others'behavior. Each male and female Student has their own way to seek information and help from a Teacher. Tutors must be well prepare to satisfy the learning needs of both genders because in this way they can help their Students to efficiently access the information they need.

2.1.3.2 THE TUTOR'S PERSONALITY-RESPECT

The personality of the Tutor is a very important factor which affects the Tutor / Student interaction in terms of how to communicate, express themselves. This factor is a little studied but highly influential. (Chan, 2002)

If the Students are not well motivated by their Teachers with a good learning environment; they are not going to interact in an effective way with their Tutors.

Students consider that Tutors who have been with them constantly, at different times, are able to produce a positive atmosphere in teaching. For this reason the frequency, quality and Teachers' enthusiasm affect interaction when learning and teaching the Second Language. Unfortunately, many Teachers do not take advantage of the space to interact with their Students.

It is really important in the interaction between Tutor/Student the respect. If there is no respect between the Teacher and the Student this may affect in a negative way this relationship between the two. Therefore, those Teachers who demonstrate respect towards their students automatically win favor by having active learners in their classroom. The arrogant or offensive teacher will lack these positive qualities due to his or her lack of control over the children. Teachers should emphasize to their Students that they have to be respectful in dealing with their Teachers; this will ensure mutual respect between the two.

2.1.3.3 THE TUTOR/STUDENTS' CULTURE.

There must be a respect for the Tutor/Students' culture and names.

Sometimes it happens that the Teacher does not protect its Students from bulling and even sometimes teasing can have fun with mates, this can create a hostile climate for teaching.

Respect for the culture of both the Teacher and Students is extremely important; if a Student is mockery by their peers, this makes the learning process of this Student significantly be difficult, as it is with high stress, likewise as to Tutor / Student relationship, the lack of respect for the culture can become in a barrier that becomes noise when transmitting a teaching. (Rose, 2000)**.**

2.1.4 IDENTIFYING THE INTERACTIONS PATTERNS AND RELATED VARIABLES IN THE ENGLISH-LEARNING TEACHING PROCESS.

Patterns of Teacher-Student interactions in typical classroom lesson are cultural phenomena, not "natural" in ant sense either. During the last twenty years, this has focused attention on cultural differences, their patterns of interactions and their influence on the commitment of the Students with their Teachers.

A comparison of interaction patterns (participant structures) shows that Students at schools fail to participate verbally in classroom interactions because their social conditions for participation to which they have become accustomed in their community are lacking.

First, Students do not feel confident in participate verbally in class when they have to speak alone in front of the other   Students. Second, the willingness to participate decline when they are forced by the Teacher.

Another aspect that we must take in consideration are the patterns of expected and appropriate language use called "The invisible culture".

We must take in consideration the Students' beliefs. It has to be a respect for the religion of the Students because it is an important part of their culture.

Schools are aware of cultural differences, due to differences that are more visible (stereotypes), is so runs the risk of underestimating the "invisible culture", so we must be careful and through proper interaction, rescue and respect the values and minority rights; therefore, these minorities are able to greatly enrich Students and the

same Teacher. In the classroom should prevail respecting different cultures, religious beliefs, national customs, etc.

We have to be careful with problems in classroom discourse that may be influenced by a linguistic responsive to our culture, but discriminates the rest, so that we managed to inclusive language, other cultures and communities.

This technique (inclusive language) will answer questions and offer the opportunity to know one another (each other) and understand different contexts respectful and fun. (Cazden, 2001)

Another point is the small group instruction in reading. Relevant here are the changes in Teacher-Student interaction.

One of the many changes was a shift to "direct instruction of comprehension" through the discussion of stories. The new Teacher-Student discussion focused first on childrens' experience with the ideas the Teacher knew the text would be about, followed by silent reading of the text to find answers to specific questions, and finally discussion relationships between experience and text. These are methods which enable better in reading comprehension, in a funny way.

There are important classroom interaction patterns such as:

- **Teacher talk:** This point is when a teacher talks and the Students listen.

- **Closed ended teacher questioning ('IRF'):** Here is when a Teacher asks the Students a question and gets a feedback from the students. This is the method more used by teachers because:

a) It is simple

b) Teachers have experienced when they were at school.

c) It gives a Teacher a feeling of being control Choral response means asking a question and the classes all together give an answer.

- **Open ended teacher questioning:** When a Teacher asks a question and there is no one set answer, it could be many possible answers.

- **Student initiates, teacher answers:** In this interaction pattern, the Students for instance, ask the Teacher for clarification and the Teacher explains/ clarifies a specific point.

- **Full class interaction – class discussion of a particular topic**. – **Collaboration**- when the Students are helping each other to do a specific job or activity. – Group/pair work – Individual work means working on your own. In individual work the Teacher gives a worksheet and the Students fill it, in addition Students can be given a reading text and they read it on their own. – Self-access means that the material is given to the Students and they decide what to choose and what to do with it. These interaction patterns are organized in this order because it starts with the least Students' involvement "Teacher Talk" to the more students' involvement "Self Access"**.**

CHAPTER TWO

THE STUDENTS' PERFORMANCE IN ENGLISH

2.2 THE STUDENTS' PERFORMANCE IN ENGLISH.

2.2.1 FACTORS AFFECTING THE STUDENTS' PERFORMANCE.

The efficient development of Students (how they academically perform at schools) according to studies mainly depends on three aspects, which are: socio-economic, psychological and environmental factors.

Education has been improving and growing with innovative technology and educational resources, education being considered as an industry that is profitable. This in a way has helped education, industries which help to earn a good profit (making money), are increasingly striving to discover an innovate new educational resources that improve the quality of education, learning and academic performance of Students, and to resources necessary to perform these studies to help them learn and affecting factors contributing to the educational development is done. (Hijazi, 2006)

Also, we can say based on different research studies that Student performance depends not only on aspects such as socio-economic, psychological, environmental, although these are considered the most important. But it has been discovered according Hijazi (Doctor of Education), academic performance is also influenced by factors including race, age, gender and sex, without these become limiting for

learning.

Among the environmental factors are issues such as the location of the school, type of school, type of Student and socio- economic factors, which are factors that also affect significantly. We have discovered that Students feel more comfortable and secure when they are surrounded by people of their own social position, feeling identified, this helps to improve their learning skills and performance. Parents also play an important role in the performance of the Students. Students' role, responsibility, consistency of the social structure and participation in the learning process, which contributes to the development of Students.

All Students are able to achieve at a higher levels of performance through personal traits or any factors (social, cultural, physiological, genetic, etc.). These can motivate them to face the difficulties that may exist, because through different learning techniques (skills that are owned or strengthen them), will help them develop better weak areas of their learning.

We must also take into account that there are more aspects that influence and can support improved academic performance such as: food, government support in education, classmates, effort, age, gender (factors already mentioned), etc. It is very important that if you learn to improve academic performance for Students can assess and work in these areas, while being aware that there is always the possibility of helping the Student to achieve superior performance. (Hijazi, Factors Affecting Students' Performance, 2006)

Thus, the performance of a Student should always be considered as a dependent variable of the other variables mentioned, these being the independent variables. To measure the academic performance of a Student, you must create a profile taking into account all the independent variables mentioned (environmental, socioeconomic, and psychological), to have a complete profile that will help us identify and understand the different attitudes, behaviors. Also, we can teach the Student to know himself to helping all Students' life. Thus we can conclude that the academic achievement of students is the result of the different independent variables. (Hijazi, Performance, Factors Affecting Students', 2006)

2.2.2 ASSESSING STUDENTS' PERFORMANCE: THE SECOND LANGUAGE (ENGLISH LANGUAGE) FACTORS.

There are some very effective tips that can help us in evaluating the performance of Students. These are:

1. Clear communication by the Teacher: goal, ideas and expectations with respect to tests and assignments.

2. Explain how to work during class. That can be done with clear examples of excellent, mediocre and bad work.

3. The evaluation of Students is very important as it will help to measure the level of understanding and the Student will become familiar with the pace of study.

4. During the evaluation process, one must be careful to evaluate not only the final product but also the manufacturing process; this will help to check the authenticity of the work done by the Student.

5. Within the classroom Teachers should provide Students with the opportunity to assess Students' work and analyze complex parts in creating the work.

6. It is very important to be familiar about what distinguishes the work of each one of the Students, so we can guarantee the authenticity and improvement in academic performance.

7. .It is necessary to emphasize the originality of the work, this helps us to measure the level of efforts made, and this requires providing efficient resources, struggling to avoid plagiarism through motivation for creating an original, authentic.

8. You must create different spaces and alternatives to push Students to express their knowledge and skills in original ways: In a laboratory, through art , debate, public speaking , etc. . Using the maximum resources.

9. Encourage daily reading (daily preparation) this can be done through competitions, capturing the importance of reading.

10. To help distinguish the different types of competencies within an investigation. This can be done through talks and group discussions, based on specific themes, helping them to analyze different materials and topics which are doing their work and research. This also motivates Students' learning.

There are two main objectives to assess student performance:

a. Summative, to measure Students' progress or achievement.

b. Training, where it provides an accurate and effective feedback, which will help the student learn.

Typically, the Tutor often put more emphasis on the first objective (quantitative), because sometimes it is understood that is the job of the Teacher to make ratings works. However, the second goal is the most important because the main task of the Teacher is to ensure that the student has learned, that is the real success of the Teacher.

Being important that assessments give sample of what the Student knows, creating different types of assessments to reinforce learning assessment, it is important to constantly monitor the work of Students through tests, quizzes, being consistent with the objectives early in the course, looking for the best way to assess students either: multiple choice, sentence completion blank, short answer, problem solving, tests, etc.

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PORTFOLIO IN EDUCATION

An educational (or professional) portfolio will help collect all the evidence of the progress of their Students on the knowledge, skills and attitudes towards the study. Good education portfolio evidence that has experience about learning. With portfolios, it is easier to evaluate the performance improvement of students: reading,

writing, creativity in learning and education, showing an overall and specific vision of progress in students. (Assessment, Articulation, and Accountabilit, 1999)

The use of portfolios helps to the development of reflective thinking, and we can help Students to efficiently establish a correct address in their next learning, providing the opportunity to learn all the knowledge, skills and attitudes acquired in specificareas.

Thus, it is use of an educational portfolio used appropriately can help us to meet the following objectives:

- Generate learning habits.

- Increase autonomous and independent student learning.

- Encourage reflection on their own learning skills, educational needs and skill level.

- It allows Students' flexibility and motivation to encourage creativity, skills and attitudes that demonstrate that the student has learned.

There are other activities that promote these objectives and that should go hand by hand with creating a good portfolio:

- Awards and Honors: These are motivators during the learning process.

- Conferences and Workshops.

- Test Results: A document showing the results of Students' evaluations.

- Newspaper Clippings: are articles and / or photographs that address student achievement and teachers.

HOW TO MAKE AN EDUCATIONAL PORTFOLIO?

A portfolio is useful to know what they have learned or achieved during the course students in the knowledge and development of their teaching skills.

TIPS FOR ORGANIZING YOUR WALLET

- First, define/select what type of portfolio you need, if you need a portfolio of work or portfolio to show a case. In the first type of portfolio you can organize the work carried out progressively; this portfolio helps to assess progress and difficulties that Students have during the course. The second type of portfolio can show the effort made to improve each Student's work and works, showing the same skills.

- Second, organize the items you want are within your portfolio, depending on an analysis of the issues and projects that you want to perform on the course. The two types of portfolios may include the necessary resources (readings, clippings, reviews, photographs, daily activities, etc.). (Paige, 1999)

- Third, select the things you will be entering in this portfolio, choosing only the important elements for the Teacher to provide information about the progress of

the Students and eliminate the remaining information. For this, we must make a constant assessment of the content of the portfolio.

- Finally, We will decide how do you want the organization and division of the material (within the portfolio) by using different files and folders, you must not fill photographs to the folder, only those who demonstrate the Students' progress and the Students' best work (preserve only those which best demonstrate the students' progress). At this point you need to be perseverant and be in a constant review of your working Portfolio. (Paige, How to Build an Educational Portfolio, 1999)

RUBRICS IN EDUCATION.

A rubric in education is an assessment tool in communicating quality expectations, strengthening self-reflection and self- assessment, strengthening proper communication between Teacher and Student, setting standards that are linked to goalsinlearning.

You can use a rubric to transmit on Students' progress and performance in their work and tests, helping to answer questions like: How well done is a job, it aims to accurate and fair assessment, strengthening compression and reflection, also teaching us the best ways to proceed with the teaching / learning in the future, this becomes what is known as formative assessment.

Some characteristics of the headings:

- The evaluation focused on specific objectives (behavior performance skill, quality, etc.)

- Use a range to evaluate, include specific performance characteristics. (Campbell, Melenyzer, Nettles, and Wyman, 2000)

BENEFITS.

- The section provides different criteria and evaluative judgments about the level of performance.

- Provides Students with clear information about the good work they have done on a specific task.

- It also provides information they need to improve in the future to improve their academic performance.

HOW RUBRICS AROSE.

The term item refers to notes that are written in red on a manuscript, it started in the Middle Ages. This word has a Latin origin meaning "red earth". When a rubric is used in liturgical documents as this indicated market should lead to a religious ceremony, so that a heading indicates the rule of authority within a code of a specific law. (Asmus, 1999)

DIFFERENT TYPES OF RUBRICS.

We can distinguish different types of rubrics, which are classified according to the role. Rubrics can be classified by the manner in which evaluates the behavior of Students in education:

For example:

- **The holistic rubric:** Helps provide an overall assessment of the Students

- **Multiple Rubrics**: Used to evaluate performance (skill) that develops in a specific task, such matrices demos take into account factors beyond performance. (Campbell, Melenyzer, Nettles, and Wyman, 2000)**.**

ELEMENTS OF A RUBRIC

An educational rubric identifies different dimensions for assessing Students' learning, some examples will give us a guide to the elements to be taken into account when creating an assessment that measures the performance and the specific work of the students, with their corresponding criteria for qualification.

The elements that a rubric should include are:

- Different response criteria.

- Examples to help familiarize yourself with the assessment criteria

- A range of values for each response measure.

- Description and examples showing different levels of performance.

The graph to illustrate or explain a rubric is considered one of the best ways for Student understanding.

GRAPHIC 1.RUBRIC SAMPLE DESIGNED BY ILEANA DE LA TORRE

Dimensions (Categories)	Strong "In control" 5	LEVELS(CRITERIA) Developing "Coming Along" 3	"Not There Yet" 1
-Power Point Presentation	-Clear and focused. -Holds attention. - Rich with details and anecdotes. -Fresh, original treatment of ideas -Easy to understand.	-Adequate but mundane treatment of ideas. - Some attempt at support or expansion but key issues or story line not fleshed out or confused by irrelevant detail. -Connections between ideas may be unclear at times	- Unclear. - Leaves reader hungry for details. -Text may be repetitious, confusing, or disconnected. - Random thoughts - Ineffective or non existent lead and conclusion.
--Grammar Fluency (word choice).	-Powerful, engaging words, convey the intended impression in a precise, interesting and natural way.	- Words are adequate, correct. - Attempts at colourful language may go too far. - Passsive verbs, mundane nouns, some adjectives and adverbs	- Vocabulary may be vague and immature. -Clichés, jargon. -Guess at meaning.

- Oral Presentation	-Phrases create pictures, linger in readers' mind.		
	- Tone of the voice is engaging and appropriate to purpose and audience. -Individual has taken risks by revealing. -Commitment to topic. -Clear and focused ideas.	-The tone of the voice may be pleasant and safe. - Adequate but mundane treatment of ideas. - All events assume equal importance.	- Style does not match audience or purpose. - Without presentation of details - Don't holds attention. - Hard to understand. - The tone of the voice used is inappropriate.
- Sentence Fluency.	-Easy to understand -Writer demonstrates a grasp of standard writing conventions - Some minor errors.	- Reasonable control over conventions. -Some misspelling, errors in internal punctuation, attempted paragraphing.	- Risk-free. - Frequent errors in conventions may interfere with reading

INDIVIDUAL ACTIVITIES TO CARRY OUT IN THE CLASSROOM.

There are several different exercises to evaluate the skills and Student performance:

- Self-description questions.

- Role plays

- Peer-ratings

- DraftingTests

- Case studies

- Perspective listening tests

- Social Events

- Presentations

- Psychometrictests

- Interviews

➤ **Role Play:** This exercise can help to improve/demonstrate analytical, interpersonal and communication skills. Example: Dramatizing a scene where those representing an employee with a complaint, a manager of the company dissatisfied with the work of Student employees. (Brighton Villas, Western Road, 2012)

➤ **Drafting Test:** These exercises serve to assess the ability to convey ideas through the paper, with a limited time. Example: Request to perform a letter to an authority about a establishing suggestions.

> ➤ **Presentation:** Used to evaluate the skills to show a good image of her examples: **Example:** Students will be asked to talk to authorities on specific topics.

Other exercises include:

- **The self-description:** through questions from an insightful companion.

- **Peer Classification**: Students evaluate the skills of their peers, according to a 5-point scale, for example:

SAMPLE PEER EVALUATION FORM.

An example of a form used to there personal and peer evaluation is shown: Please evaluate their peers and themselves, the data will not be disclosed. We will use a scale of 1 to 5 where:

5 = Superior;

4 = Above Average;

3 = Average;

2 = below average; and

1 = weak.

Insert **your name** in the first column and your peers' names in the remaining spaces.

Names	1	2	3	4	5
-Participated group –Discussions or Meetings. –Helped the group					

Focused on task.
-Contributed Useful
Ideas.
-Quantity of work
done.
-Quality of work
done.

> **Perceptive Listening Test:** These exercises can assess Students' retention (memory), **For example:** A 10 minute video on a particular topic and then detailed questions are asked.

> **Workplace Tours:** Contents visiting different companies or offices, where entrepreneurs can offer a conference on the management of the company and its function, after that Students can ask questions**. For example:** The exploration of a company and its different workplaces and offices (Petrocomercial).

> **Interviews:** It is also important to assess Students' skills. In most of the companies formal interviews are made.

TIPS FOR EFFECTIVE INDIVIDUAL WORK

There are different exercises for improving the performance and skills of Students, among them we can mention:

- Role playing

- Writing reports, essays and letters.

- Presentations and exhibitions for presentations is important to understand the introduction, the (average) content, and conclusions, this will develop the capacity of synthesis, analysis and interpersonal skills.

2.2.3. LINGUISTIC SKILLS: LISTENING, SPEAKING, READING AND WRITING.

This is an ability to understand and receptively communicate with a known language expressively. If a Student has been able to dominate the speech of a language, reading and writing will be easier to learn.

Language skills have three important aspects:

- The language must be constantly repeated until they actively manage: one study showed that Students should be repeated at least 6 times the new knowledge, for if this knowledge can not be done passively.

- Language skills, reading, writing, listening and speaking should be included within the learning process.

- Constant practice of learning through exercises will strengthen their knowledge and skills do.

The use of the four language skills (reading, writing, listening and speaking) should be constantly in all the exercises that arise in class, so the student can focus on the practice of whole language. (Beare, 2012)

WRITING

In life, language skills are extremely important. Therefore, exercises that promote experiences of writing, reading and conversation, can help to acquire the skills that are necessary for life.

It is necessary to practice various types of writing: essays, letters and poems are examples of scriptures that sometimes need specific lessons.

Students can benefit if they develop the skill of writing, it can write and research results about your feelings. Encourage frequent practice will help you develop this skill. Writing is the end product of several events during a process of learning or research. In this the Student must learn to take notes, identify main idea, etc.

As Teachers should lead Students to not only make good exercises, but also motivate them to become better writers.

SPEAKING

Students can improve their language with the help of Teachers, which should provide guidelines on how to organize ideas for expression. In a speech Students can improve their language if they organize their ideas based on the problems, solutions, causes, results, similarities and differences.

The practice of Speaking (personal conversations) with people is very important; Teachers should provide formal and informal spaces in order to carry out practices,

providing tools for Students to respond correctly to the public presented: classmates, Teachers, children, etc.

Students can learn to speak by using themes relevant to them, encouraging them to also have personal experiences or discuss topics assigned by Teachers, preparing for debates helps to see the need for proficiency. There are several resources through which Students can practice the skills learned (drama, competitions, etc.).

Teachers and Students can offer suggestions for speeches, constructive criticism can lead them to learn and apply criteria for a good speech. Thus increasing the ability to Speak.

As Teachers must strengthen the positive experiences of speaking, building confidence in front of large groups, motivating having good speed, volume and accuracy in pronunciation.

LISTENING

Listening skills are essential to language learning with this skill the Student can achieve good communication with other people and learn from them. Teachers should encourage listening skills, teaching the importance of it in the media. The not listening, may cause serious unnecessary problems. There are some exercises that help to develop the ability to listen:

- Telling stories or hearing stories recorded on tape and ask specific questions of history, in which the main points are identified and ideas and less relevant information is one of the exercises that can be performed.

- Set goals about what they want to improve and monitor achievements in this skill.

Also, it is important to learn to listen selectively for certain types of information such as: central issues, main objectives, consequences and details. Separating relevant information.

READING.

Reading is a complex intellectual conscious process, to remember decoded symbols , to extract meaning. It is a means by which you can communicate and exchange ideas, being a complex interaction between text and reader, which was immersed in a culture, society and different language communities. For this, the reading should be constantly practiced, developed and updated.

Readers should use many reading strategies to extract meaning from reading, doing a comprehensive reading. Readers are integrated into your existing new vocabulary words, reading helping to expand and upgrade the knowledge of the language.

2.2.4. MOTIVATION OF THE STUDENTS

Educational Motivation can be defined as the deep desire to learn or teach in an efficient and productive manner. As a Teacher you want your Students to voluntarily learn, but Teachers have a great responsibility they must foster motivation in students. (Ponce, Teaching Practicum I, 2008)

Many students need their Teacher inspires and motivates learning of the subject , this is a reality . And effective learning in the classroom depends on the ability of the Teacher to maintain interest in the matter, infecting those who have no interest in the course.

There are aspects that we can describe, which affect the motivation of the Students, but there is no magic formula or pill to motivate them.

Students should be clear about the importance of the course for their lifes , the usefulness and benefits of the skills developed can generate for everyday life (values), his personal life (self-esteem, patience) and future plans (desires, needs). There are some tips that can help to assess Students' motivation:

- Fill existing needs and expectations of Student's proficiency: improve skills, succeed, interact with people, etc. Satisfying and meets certain needs and expectations are rewarding, even more than qualifications.

- Ask Students to actively participate in their learning, they are constructors of their own knowledge: Students learn by doing, creating and finding the solution. For example: creating debates, lectures, dramas, etc. Emphasize the creation and draw the student's potential.

- Ask Students to recall classes which were more motivating for them and the less motivating ones. Ask them to identify situations in which the motivation was high and situations in which the motivation was low. You can create small groups where Students can exchange ideas on/about what makes classes more and less motivating for them.

There are some features that contribute to student motivation:

- Instructor's enthusiasm.
- The quality of material

- The organization of the course: clear objectives, proper techniques, appropriate assessments, etc.
- Appropriate level of difficulty

- Good interaction between Teacher and Students

- Clear explanation of the course by the teacher, using appropriate and understandable examples.

Other tips that may help the teacher to maintain high motivation in their students:

➢ When filling the expectations of Students: it is important to explain how the content and objectives help Students in their lifes and achieve personal and professional goals.

➢ Allow Students to choose a topic of the course content (they can also choose places where they want to go for a walk), providing them options to choose.

➢ Gradually increase the difficulty of the course: At first they may be motivated to succeed in the course and gain confidence in themselves, and then the Teacher can gradually increase the difficulty of the work and exams. Making the Student experience success and sitting challenged to overcome obstacles.

➢ The change in learning and teaching techniques, breaking with the patterns, creating games, debates, video presentations, excursions, group work, etc. This will keep the levels of the Students' motivation high:

➢ Provide effective feedback

➢ Reward success, with positive feedback simply can reward the success of a student.

➢ Strengthen the confidence of students: recognizing the efforts and believing that students are able to improve.

➢ Have students share their experiences, successes and knowledge between them:

  o Make copies of the best papers.

  o Provide time for Students to share about their work and research, and also to enable them to read the work of their peers.

➢ Be specific when giving negative feedback: this should be done with care as it can damage the atmosphere of the class, you must correct the work that the student made, and you should not make negative comments about the person.

➢ Avoid demanding comments. Students may be concerned about performance and abilities, so you have to be sensitive to express comments that could reinforce the insecurity of a person.

➢ Avoid giving answers to Students, because it removes the opportunity for Students to think for themselves.

CHAPTER THREE

2.3. THE TUTOR/STUDENT INTERACTION IN THE PERFORMANCE OF THE   STUDENTS.

WHAT IS PERFORMANCE OF STUDENTS?

In general terms academic performance refers to the level of ability or skill of the Students   to achieve a specific Task (how well the Students achieve a specific task and their studies); but it is important to mention that the level and quality of academic performance is determined by different number of factors such as: gender, age, socio-economic, psychological, environmental, etc.

We also can define the performance of the Students as the Student's physical and intellectual effort to get the job done (to achieve a specific goal or producing a result) (Scottk, 2012)

WHAT IS INTERACTION IN CLASS?

We can define the interaction as the ability or skill to communicate or connect (social behavior) inside the Classroom.

Also, we have to mention that there is a difference in the amount and type of Teacher/Time received by the Students because with the help of different kinds of methods it was investigated that boys received a disproportionate amount of the Teacher's time and there are educational differences between men and women.

It is really important that the Teachers create a special bond/relationship with their Students because in this way they are going to help and motivate them

with a positive and long-lasting implications for academic and social development. When the Students maintain a positive/special and close relationship with their Teachers, they are much more willing to have a positive academic performance (higher levels of achievement) than those Students with conflictual relationships. A Student is going to feel more confidence to a Teacher when they feel really connected and receives more guidance and comprehension than criticism from the Teacher, then the Student is going to show more interest/confidence in perform academically (to achieve at higher levels), display better classroom behavior (discipline). Positive Teacher-Student relationships help Students to be familiar with the process of learning and promote their desire to learn (positive learning environment).

Teachers who have positive relationships with their Students create classroom environments more conducive to learning and meet students' developmental, emotional and academic needs.

Also, we can mention that to promote the Students' academic performance, support Students' adjusjement to School, to improve and contribute their Social skills and foster Students' resiliency in academic performance; a healthy, close and supporting Teacher-Student Relationship is going to be really helpful.

The Students who have a close relationship with their Teachers tend to be more active in Class, more self-directed, more cooperative, and more engaged in the learning process (they are much more willing to accept academic challenges-risks) and they voluntarily want to stay in Class (They are not going to avoid School) . A

positive Teacher-Student relationship helps the Students to perform at higher levels academically and school readiness. It is really important that Teachers improve Students' motivation by using learner-centered practices in which they can demonstrate That they are sensitive to individual differences among Students and also these types of practices help to include the Students to make their own decisions, and acknowledge Students' developmental, personal and relational needs).

The early Teacher-Student relationship has a really important influence in the Future (long lasting impact). Specifically, when exists a conflict Teacher/Student relationship in kindergarten; the Students are much more willing to have behavioral problems (discipline problems) and they are going to fail at performing academically (lower academic achievement) through the eighth grade. The Students' behavior problems are related to problematic Teacher-Child relationships (statistically). Children improve their Social Skills when they have a close and positive relationship with their Teachers (less conflict relationship) through middle School in relationship with those Childrens with a conflict and difficult relationship with their Teachers in the kindergarten. (Eric Toshalis and Michael J. Nakkula, 2012)

The Students with more academic and discipline problems require more guidance (energy) by the Teacher. When there are difficult Students you as a Teacher to understand their interest, what pushes (motivates them) their desire to learn and to be more familiar with them; you may need to spend some quality time alone with them.

When you spend some quality time with them this is going to help you to build and fit your instruction according to your Students' personal needs and motivations

and the Students are going to have more confident (trust) in you. The Students are going to have positive behaviors (less defiant behavior) when their Teachers show them that they can trust them (Teachers have to show their Students that there are trustworthy people).

For all the Students the most important factor is a supportive Teacher-Student relationship. These positive relationships motivate the Students to learn.

Both older and younger Students want their Teachers respect their opinions and interests.

The Attachment theory shows how the Students use their positive relationships with adults to organize their experiences (Bowl by 1969).

When the Students have a special bond (relationship) with their Teachers, they are going to feel more secure because they are going to view their Teacher as a "secure base" from which to explore the classroom environment. The Students which feel secure and confident with their Teachers are going to feel much secure when making mistakes and they are going to be much more willing to accept the academic challenges necessary for the learning process   (Eric Toshalis and Michael J. Nakkula, 2012)**.**

Self-System theory emphasizes the importance of Students' motivation and by doing so, explains the importance of Teacher-Child relationships (Connell & Wellborn, 1991; Harter, in press; McCombs, 1986). First, we must be aware of three psychological needs of the Students such as: competence, autonomy and relatedness.

Positive Teacher- Student interactions and a warm/positive learning environment can help the Students to meet these three basic needs according (Deci&Ryan, 2002).

Teachers must offer their Students a positive feedback in order to make them feel capable to achieve academically. Teachers must respect their Students' interests, preferences and individual differences in order to promote their Students' feelings of autonomy. Teachers must meet their Students' desire for Social connection with a caring, supportive and positive relationship inside the Classroom. The Students need to feel that their Teachers support their mental a physical effort to achieve academically by having a effective/positive relationships with them.

Competence is the Skill or ability of the Students to feel capable to achieve or perform a specific task with a mental and physical effort (Students' needs to feel capable of doing a specific job/work and achieve academically. The word autonomy is about the Students' ability to make their own decisions; and relatedness is the Students' personal interest/need to connect or communicate with their teachers and peers (Social behavior). For academic learning and success to occur, you as a Teacher must motivate your Students with Classroom practices which promote their feelings of competence, autonomy and relatedness (Eric Toshalis and Michael J. Nakkula, 2012)

Positive Teacher-Student relationships are going to help to promote Students' resiliency. We think that there are some relevant/crucial factors for Student performance (academic achievement) such as: Class size, Teacher experience and

knowledge or the amount/availability of instructional supplies but in the reality the most important factor are the positive relationships.

The presence of positive relationships with Teachers and the experience of a positive and orderly school environment in elementary and middle school were strong predictors of gains subjects outcomes much stronger than class size, teacher experience, or availability of instruction al supplies. There are some Students with emotional and discipline problems which went to a weekly interactions with their Teachers.

After the five-month intervention, it showed that the Student achieved/performed at a higher levels academically (higher grade point averages) compared to those Students which did not receive the intervention. For Students, it is really important that Teachers motivate them by meeting their essential needs to connect or communicate with other people (social connection-behavior).

The Students see the positive and supportive Tutor/Student relationship as a complement to the relationships which are relevant to them (in their life). For Students, the family relationships are much more relevant than Tutor/Student Relationship in predicting Students' adjusjement to kindergarten.

In middle school Students, The support of their Teachers (the Students' personal perception whether they felt that their Teacher was supportive toward them or not); plays a really important role in predict/incentivate the interest of the Students in learning in the Classroom (Eric Toshalis and Michael J. Nakkula, 2012)

Positive Teacher-Student relationships can create/generate improved peer relationships in your classrooms through direct and indirect approaches. Positive

Social behaviors can be achieved by Teachers by creating a positive learning environment and supportive relationships inside the classroom. There are some Students which feel connected with their colleagues/partners which show interest in the Classroom activites (show attention participate in class, etc) and positive Teacher-Student relationships enhance Students' participation in the classroom (active learners). Positive Teacher-Student relationships improve Student-to-Student acceptance in both current and future years.

Classes with fewer Students are really helpful for promoting/develop effective Teacher/Student relationships (Close and supportive relationships). When the Teachers have classes with large group of Students, they find it difficult to create/generate a special and positive connection (bond) with all their Students and this is especially true in middle school or high school because it takes more effort by the Teacher. It is really important to pay attention to positive Teacher- Student relationships and trust because these are important factors for promoting and improving the Children's performance.

LEVELS OF PERFORMANCE IN THE CLASSROOM

- **GOOD PERFORMANCE**. – This is the Students' physical, mental effort and   capacity to get a work done in an efficient and excellent manner (competitive) and to accomplish a specific desired Goal-Objective.

In Conclusion, the Students put all their physical and intellectual efforts to achieve in an efficient manner their Studies, lessons and tasks (higher levels of academic performance).

The characteristics of a good performance are meaningful, comprehensive, valid and reliable, understandable, timely, non-redundant, sensitive to data collection costs, focused on sphere of influence.

- **POOR PERFORMANCE**.- It is also called "failure" and we can define this as the student's incapacity to get an efficient work done and this has to be with the deficient motivation of the Students. (Students don't put all their efforts because they are not well motivated by their teachers).

- **ACCEPTABLE PERFORMANCE.** _ This is done based in terms of a range/scale. This kind of performance means that is capable or worthy of being accepted, pleasing, satisfactory, agreeable, welcome, capable of being endured, tolerable.

2.3.1. THE ROLE OF THE TUTORS IN DEVELOPING ORAL FLUENCY IN STUDENTS.

2.3.1.1. THE TUTOR AS A FACILITATOR.

There are different factors which have a relevant influence in this difficult Learning process such as: physical, social, emotional and mental attributes and needs which both the Teacher and Student bring to the classroom and these influences the way Teacher/Student interact in class.

The Teacher needs to follow the following processes in order to facilitate the Students' learning:

- **Assess The Students. –** It this important that Teachers by using different techniques incentive the Students self-esteem (confident) by making them feel that they are capable and have the potential (intelligence) to perform academically (Students are able to do the learning).

The learning will somehow further the purpose of their lifes and also they are going to be able to suffer and live through the risks (from an emotional perspective associated with engaging in learning). There are two main aspects to be assessed such as: The Student`s willingness and ability to learn.

HOW DO TEACHERS ASSESS STUDENTS' LEARNING?

It is really complex to assess the Second Language Learning (the field of language arts). You can use different alternatives which are going to help you to assess the Students' learning such as: observations, anecdotal notes, conferences, checklist and portfolios.

1. Observations.

There are two types of observations informal observations and formal observations.

- **Informal observations:** This is when the Teachers watch and put attention to the behavior and the different opinions that the Students is making in a spontaneous way.

- **Formal observations:** In this type of observation Teachers focus their attention on particular Students and by making some anecdotal notes they evaluate their involvement in language arts activities.

Teachers put special attention on what the Students do as they use oral and writing language.

2. **Anecdotal notes.**

Here is when the Teachers observe the Students and write brief notes to describe specific events. (These are not notes that evaluate).

3. **Conferences.**

This is when the Students talk to their Teacher so that they can check (monitor) their Students' progress in the Second Language (Language art activities).

4. **Checklist.**

This is going to help the Teachers if they want to observe and check their Students' progress (knowledge).

5. **Portfolios**

Help teachers to keep documentation about the Students' work.

- **Learning Plan.-**After the Student's evaluation (assessment); in this process the Teacher have to develop (plan) different learning opportunities in order to suit the needs and interests of their Students. The Teacher as a part of this process need to check (determine) the level of Knowledge acquired by their Students (learning outcomes), so Teacher can be aware/match between what is contained in the course documentation, The Teacher's personal theories about teaching and learning and the Teacher's evaluation (assessment) of Student's needs. Then, the Teacher has to plan the unit outline and individual lessons according to their Students' learning outcomes (level of knowledge).

At this point, the Teacher needs to check and pay attention to see if the classroom processes and emotional climate are useful and match optimal learning.

If Teachers motivate their Students with a good and helpful learning environment (school climate); they are going to be more acceptance to take risks and try out new approaches.

If you want your Students to participate/involve in the learning process; you need to be aware that learners:

- ✓ Need their Teachers make them feel secure;
- ✓ Need to be acceptance and confident to solve problems;
- ✓ Need to be treated with respect and kindness;
- ✓ Unconventional approaches will be rewarded;

✓ Will feel secure and confident that Teachers pitch challenges according to their level of knowledge. (Challenges which are not too easy or too repetitive).

✓ Will work on relevant and real problems (problems with personal meaning to them) and

✓ Will Work on specific learning activities (challenging problems) that give the Students the opportunity to develop creative thinking taking in consideration the course documents, the Teacher's personal theories of teaching and learning, the Student's interest, their preferred learning styles and their understanding and skills. At this point, Teachers must provide their Students with the necessary learning opportunities that will take hold of the students' interests and thus motivate them to engage in the learning opportunity.

The conditions for optimal learning include the following:

- **Self-affimation.**–The Students have self-confident and think that they are able to do the learning (see themselves as effective learners) and to accomplish this goal the Teacher must provide them with an effective feedback.

- **Personal meaning.** – The Students are going to be interesting in what they are studying (the learning process has personal meaning for them).

- **Active learning.** – The Students are active learners. They put all their effort to participate in the different activities of the learning process, whether these activities require physical or mental capacity and effort by the Students.

- **Collaborative.** – The Students are going to help each other during the learning process (collaborate with others) and this learning process is not going to mean an isolating experience for them.

- **Empowering.** – The Students are going to control their own learning process (they are going to be able to control what is learnt and the direction of the learning).

- **Implement the plan.** – Teachers must implement adequate teaching strategies and know how to manage the classroom in order to suit/cater the different learning styles of their Students. (also the emotional climate plays a really important role)

- **Evaluate the process**. – The Teacher at the end of the classroom session must evaluate their Student and in this way they can be aware about what they (learners) still need to learn (This evaluation is going to inform the Teacher about following teaching).

The Teacher as a facilitator must incentive continual evaluation in order to identify any problems and to develop a plan that is able to deal with the difficulty (problem).

2.3.1.2. THE TUTOR AS A FRIEND

Teachers have to be friends with their Students. This kind of Teacher (friendly Teacher) acts like their guide and they understand their Students. All the Students, at some level, are looking for an understanding Teacher and it is important to mention that this Teacher help their Students being their friend, philosopher and

guide. The Teacher in order to be a better educator; they must have friendly traits with their Students (they have to create a friendly environment in the classroom).

QUALITIES OF A FRIENDLY TEACHER BOOTS PERSONALITY DEVELOPMENT

A friendly Teacher helps their Students and motivates them with a positive and friendly learning environment in where they can have the opportunity to develop and improve their personality (Childs' personality development).

It is also really necessary that exist respect in the classroom and you as a Professor/Teacher has to explain to your Students that you are the authority in the classroom and therefore they must obey your orders. (To maintain a healthy and careful distance is going to help you to accomplish this objective).

✓ **Encourages Open Discussions**

When the Students feel that their Teacher is their friend; they feel really motivated and much more willing to participate in free debates. For example**,** There are some introvert Students which feel really comfortable with a Teacher that is their friend and this healthy and friendly attitude by this type of Teacher help them to voluntarily participate in open discussions.

Open discussions are really important in Students' life, because these help them to accept new ideas and opinions.

If you want your Students voluntarily be involved and participate in open discussions; you need to have a friendly attitude inside the classroom because in this way you can motivate them to participate and discuss about concerns and issues. (When you as a Teacher have a friendly attitude in the classroom; it is not necessary to encourage open discussions) (Types of Teachers, 2013)

✓ **Develops a Bond**

When a friendly Teacher develop a special bond with their Students; their Students are going to have confident in their Teacher and in this way you as a Teacher are going to promote a good learning environment. Few Teachers have the capacity to develop a friendly atmosphere (special bond with their Students) and these types of Teachers are going to be missed by their Students in their absence no matter how good professionals these Teachers are.

✓ **Offers Constructive Criticism**

It is important that you as a Teacher offers positive criticisms to your Students (constructive criticisms). There are some Students which feel really vulnerable (specially young Students) and for this reason you have to give these criticisms in the right way. Teachers must avoid humiliating their Students (lower their Students' Self-esteem) with destructive criticisms and help them to understand and take these criticisms on the bright side and encourages their Students to learn lessons from it. (Teachers always have a gentle and a friendly behavior with their Students. ("Types of Teachers", 2013)

2.3.1.3. TEACHER AS AN ADVISOR

The Teacher as an advisor must continuously check (daily monitor) the level of academic performance (development) of their Students and this Teacher is going to help to establish a connection between   the Student and the School.

The Teacher advisor is a guide (guardian) for their Students and helps them by collaborating with learners to facilitate (handle) in a positive and better way the school /learning Situation.

Teachers as an advisor must be aware and try to achieve that Students:

- Self-assess (evaluate) their own behavior.

- Achieve at a higher levels of performance (Improve intellectual performance)

- It successfully integrates with the group to which it belongs.

- Have a good communication/connection with their Teachers.

There are some methods which can be helpful to achieve these goals:

- Personal interviews (to connect and communicate with Students).

- Meetings with the class.

- Interviewing their Students' parents.

- Constants interactions/communications with Teachers (regular and helpful Communication to obtain relevant information on the personal characteristics of the Student)

Also, Teachers play an important role in developing the Oral fluency of Students. They have to motivate Students to use the Second Language in the classroom, to express their ideas and to achieve this goal is really difficult because learners often just chat in their native language because they do not have confident in using the second language and teachers must convince them to try, and the confidence help to achieve this goal.

2.3.2. THE CORRECT USE OF THE LANGUAGE THROUGH MONITORING.

It is really important to have respect and use correctly our language. For example, we can mention that some words and colloquialisms have lost their meaning and purpose as is the case of the word "bad" and this is because there are people who constantly redefine words.

We as humans have to communicate and express our ideas, thoughts and beliefs clearly (adequately) if we want that people understand the message that we want to transmit.

There are some people that have to express their ideas, thoughts and beliefs by using so many words in order to avoid that the hearer misinterpret what they are saying. (Language has lost its purpose).

For example, in the United States we are going to find a redefined language and this is especially true in the younger people. We can mention that the biggest problem about learning a Second Language (English Language) is that each word can have several meanings as in the example of the word "invaluable and the only way that the foreign English learners are going to achieve and deal with this problem is with practice and habit (Blankenship, 2011).

But I think the English Language is a nice language and it's easier than other languages and this language will be better in future.

To improve your English language skills you have to be in constant practice and you can achieve this by communicating your ideas, feelings and beliefs and also about politics and faith with people who speak the Second Language (in this case native English language Speakers) so that your head knowledge became practical .Those are the most difficult and most rewarding**.** (Blankenship, What is the Correct Use of The English Language, 2011)
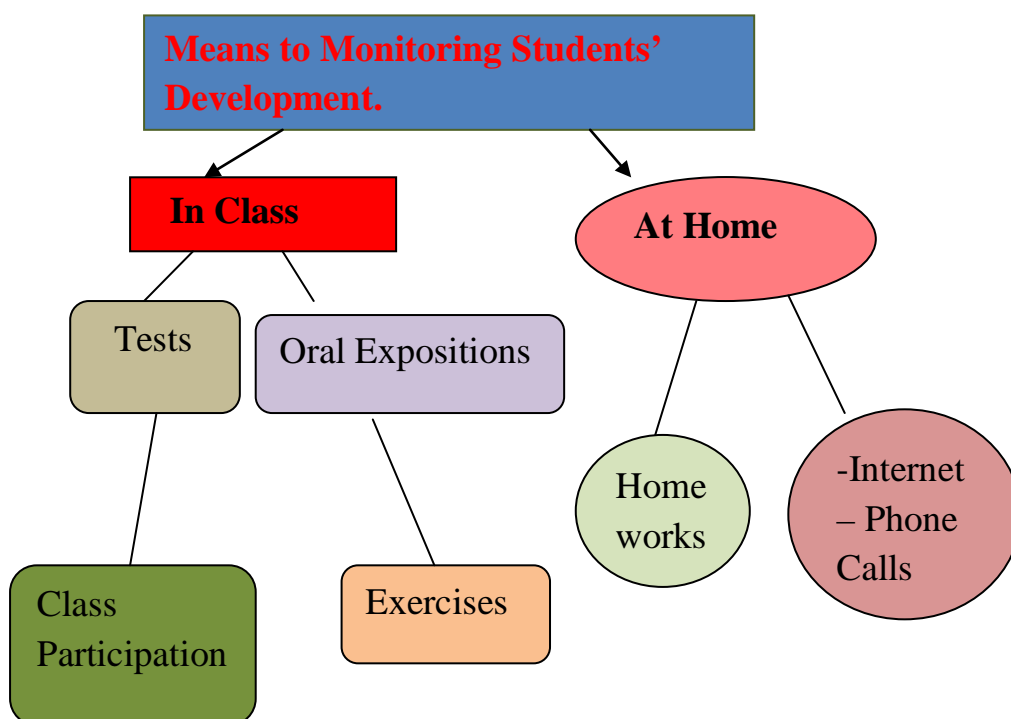
GRAPHIC Nº2.- MEANS TO MONITORING DESIGNED BY ILEANA

DE LA TORRE

EFFECTS OF SELF-MONITORING IN

PRONUNCIATION OF ENGLISH LANGUAGE

Teachers must use effective techniques to train/improve the Language Skills of Students who already have a high level language (Advanced Second Language Learners). Teachers have to monitor their Students' progress and correct the non-targer use of the English language and in this way contribute to the improvement of their Students' language skills.

.We can find four levels to monitor:

- Only listen.

- Transcribe and listen.

- Listen, transcribe and annotate to correct errors.

- Rehearse.

Students' stress is reduced as they achieve more successes in their language proficiency (the use of the Second Languag. Also, after self-monitoring Students improve their performance and their oral skills by listening only. The transcribing helps strengthen the knowledge, skills and clarity of language.

Students must self- monitor their own learning, because learning a Language is a continuous process. Therefore, the strategy of critical listening and transcription are helpful tools for Students who no longer have access to Language training.

Being also possible for Students who already possess an average Language level, take advantage of these strategies, without requiring a specific instruction to improve skills in Speaking the Language.

We note that there are important factors for improving pronunciation, such as: motivation, provision for development, memory, and time spent studying, Language skills, etc.

Students who achieved a good level of knowledge (proficiency) in the Second Language, usually used these strategies of self-monitoring, self-correcting, causing them to become this successful Students. The self-correction becomes a major factor (impact) in Students, because they must be able to learn from their own mistakes.

The application of these strategies in personal, private practice or test, it is what makes the difference. Everyday practice is needed, To talk the Language in a high voice (aloud), listening, writing errors, comparing his talks with the native people, storing information. For this it is also possible to use recordings, creating new ways of studying language, innovating and making the performance improvement in the pronunciation does not become boring.

Listening

To apply this technique, Students must listen to a recording and transcribing what they understand of it, this exercise can be done in a group, but can not see the transcripts from his colleagues, strengthening a review hearing and improved pronunciation, which will be more accurate and better quality. (Ingels, 2010)

Listening and Transcription

To implement this strategy, Students must critically listen to recordings of their own voice, trying to transcribe exactly what it says on the recording, including pauses and corrections. This will help the student to observe it, generating you can improve your pronunciation, vocabulary and grammar. (Ingels, The Effects of self-Monitoring Strategy use on the Pronunciation of Learners of English, 2010)

Listening, Transcribing and Annotation

This strategy goes a step further. The Students have to listen to your recording, not only transcribed, but makes the necessary corrections. Reviewing the transcript is an evaluation strategy for the student, where assumes their errors and also provides a solution for these errors, improving your pronunciation, grammar and language skills. (Ingels, The Effects of self- Monitoring Strategy use on the Pronunciation of Learners of English, 2010)

Rehearsal

Students significantly rehearse/refine it (the Second Langauge) when playing orally (testing), as if they were performing oral trials, the Student has the ability to continue, to evaluate it (The Second Language) and improve it.

The Language must be tested daily to achieve success in Learning, increasing vocabulary and good grammar. The steady state language decreases stress levels creating familiarity with the Language and helps to refine details such as intonation, pauses, rhythm. (Ingels, 2010)

Combining strategies of self-monitoring skills specifically are really helpful for Students who are interested in improving their Language skills, creating success in

their instruction. It is important that Teachers can also measure compliance with raised performance goals and measure progress of each Student, always encouraging them to move on.

2.3.3. HYPOTHESIS SYSTEM.

2.3.3.1. WORKING HYPOTHESIS.

The interaction between Teachers and Students affects in a positive way the students' performance in English.

2.3.3.2. NULL HYPOTHESIS

The interaction between Teachers and Students affects in a negative way the students' performance in English.

PART THREE

METHODOLOGICAL FRAMEWORK

3.1. RESEARCH TYPE AN DESIGN

This research type was descriptive, applied and basic of field. The study was quantitative and transversal.

3.2. POPULATION AND SAMPLE.

POPULATION SIZE: All the Students of the eighth year of basic education of the "JULIO MARIA MATOVELLE" high school (41 students) because it is a small Universe, no sample is required.

3.3. INSTRUMENTS FOR DATA COLLECTION.

This project used Questionnaires

PART FOUR

TESTING THE HYPOTHESIS

4.1. GRAPHICAL EXPOSITION AND ANALYSIS OF THE RESULTS.

DATA MATRIX

QUESTION	ANSWER	(FREQUENCY)				TOTAL
1	5. Excellent	4. Very Good	3. Good	2. Regula	1.Bad	41
	2	19	17	3	0	Students Answered
2	5. Always	4. Almost Always	3.Occasionally	2.Rarely	1. Never	each question
	6	9	15	8	3	
3	3	15	13	6	4	
4	A.	B.	C.	D.		
	13	17	7	4		
5.	5. Always	4. Almost Always	3.Occasionally	2.Rarel	1. Never	
	11	12	12	6	0	

QUESTION 1

How would you evaluate the teacher's communication when teaching the subject (English)?

ANSWER	FREQUENCY	PERCENTAGE
5. EXCELLENT	2	4,88%
4. VERY GOOD	19	46,34%
3. GOOD	17	41,46%
2.REGULAR	3	7,32%
1. BAD	0	0,00%
TOTAL	41	100%
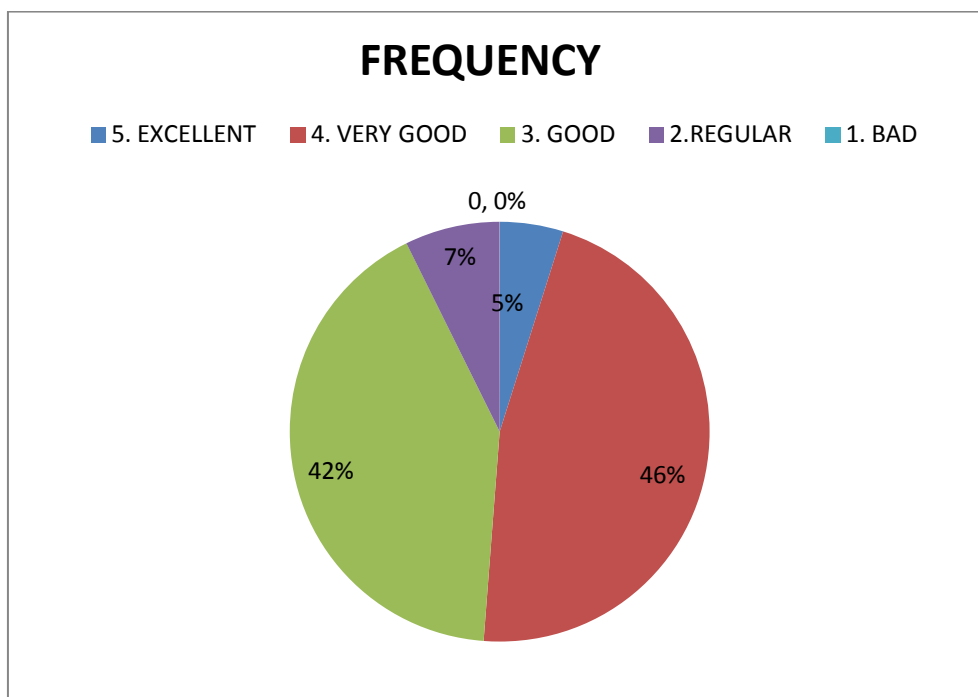
- The 46.34% of students (19) agree that the communication of the teacher in class is very good, the 41.46% (17) of the students stated that the communication of the teacher in class is good, 7.32% (3) of the students think that the communication of the teacher in class is regular, 4.88% (2) of the students stated that the

communication of the teacher in class is excellent and none of the students (0%) think that the communication of the teacher in class is bad.

QUESTION 2

Is your teacher open to listen to new ideas?

ANSWER	FREQUENCY	PERCENTAGE
5. ALWAYS	6	14,63%
4. ALMOST ALWAYS	9	21,95%
3. OCCASIONALLY	15	36,58%
2. RARELY	8	19,51%
1. NEVER	3	7,32%
TOTAL	41	100%
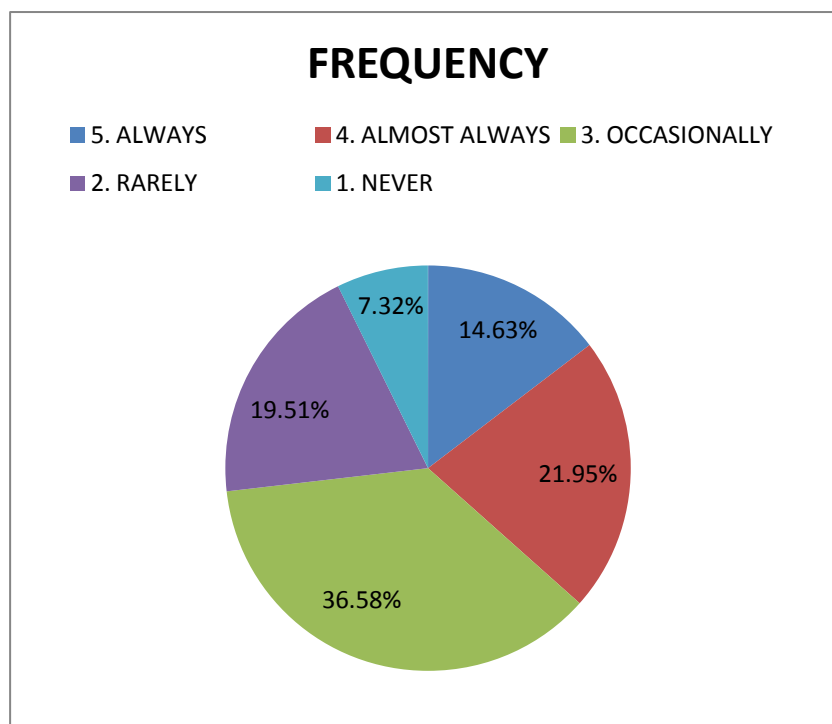
- The 36.58% (15) of the students stated that the teacher is occasionally open to listen to new ideas, the 21.95% (9) of the students stated that the teacher is almost always open to new ideas, el 19.51% (8) of the students think that the teacher is rarely open to listen to new ideas, 14.63% (6) of the students stated that the teacher is always open to listen to new ideas and the 7.32% (3) of the students think that the teacher is never open to listen to new ideas which lets us see that it's an area to improve.

QUESTION 3

Does your teacher have implemented Classes with native speakers that allow you to improve your understanding, hearing (listening) and development to speak English in Class?

ANSWER	FREQUENCY	PERCENTAGE
5. ALWAYS	3	7,32%
4. ALMOST ALWAYS	15	36,58%
3. OCCASIONALLY	13	31,71%
2. RARELY	6	14,63%
1. NEVER	4	9,76%
TOTAL	**41**	**100%**

FREQUENCY

- 5. ALWAYS
- 4. ALMOST ALWAYS
- 3. OCCASIONALLY
- 2. RARELY
- 1. NEVER

7.32%

9.76%

14.63%
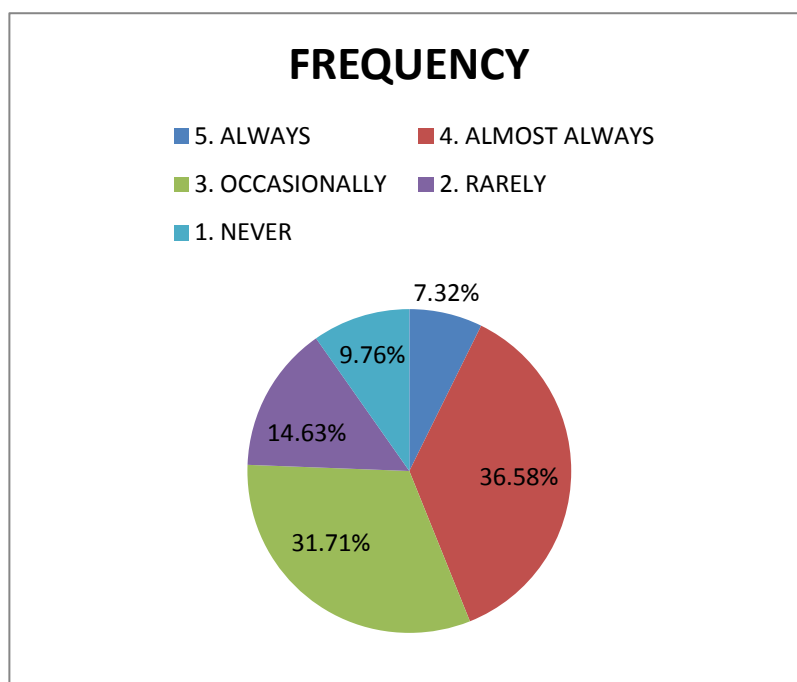
36.58%

31.71%

- The 36.58% (15) of students say that the teacher almost always implements classes with native speakers to enable them to improve their understanding, listening and development to speak English in class; The 31.71% (13) of the students instead say that the teacher occasionally have implemented classes with native speakers, 14.63% (6) of the students stated that the teacher rarely have implemented classes with native speakers to help them to improve their understanding, listening and development to speak English in class, 9.76% (4) of the students instead affirm that the teacher never have implemented classes with native speakers and the 7.32% (3) of the students stated that the teacher always have implemented classes with native speakers which means that it's an area to improve.

QUESTION 4

How do you think you would develop your skills better?.

ANSWER	FREQUENCY	PERCENTAGE
A. WATCHING VIDEOS	13	31,71%
B. CONVERSATIONS		
OF ACTUAL TOPICS	17	41,46%
C. EXPOSITIONS	7	17,07%
D. COMPUTER EXERCISES	4	9,76%
TOTAL	41	100%
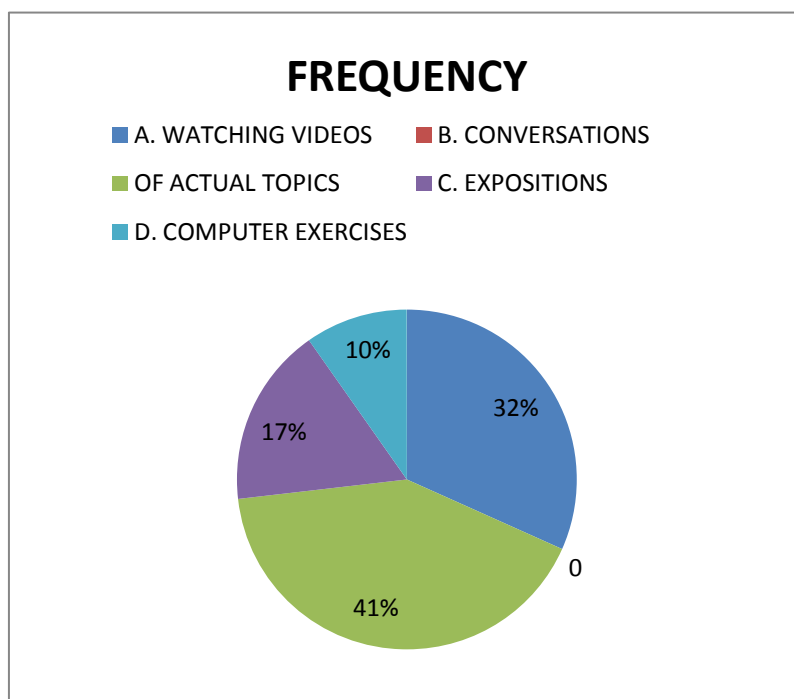
• The 41.46% (17) of the students agree that the best way to develop their linguistic skills is through the conversations of actual topics, the 31.71% (13) of the students instead say that the best way to develop their skills is through watching videos,

17.07% (7) of the students stated that the best way to develop their linguistic skills is through expositions and 9.76% (4) think that the best way to develop their linguistic skills is through computer exercises.

QUESTION 5

Do you understand everything your English teacher says in

Class?

ANSWER	FREQUENCY	PERCENTAGE
5. ALWAYS	11	26,83%
4. ALMOST ALWAYS	12	29,27%
3. OCCASIONALLY	12	29,27%
2. RARELY	6	14,63%
1. NEVER	0	0,00%
TOTAL	**41**	**100%**
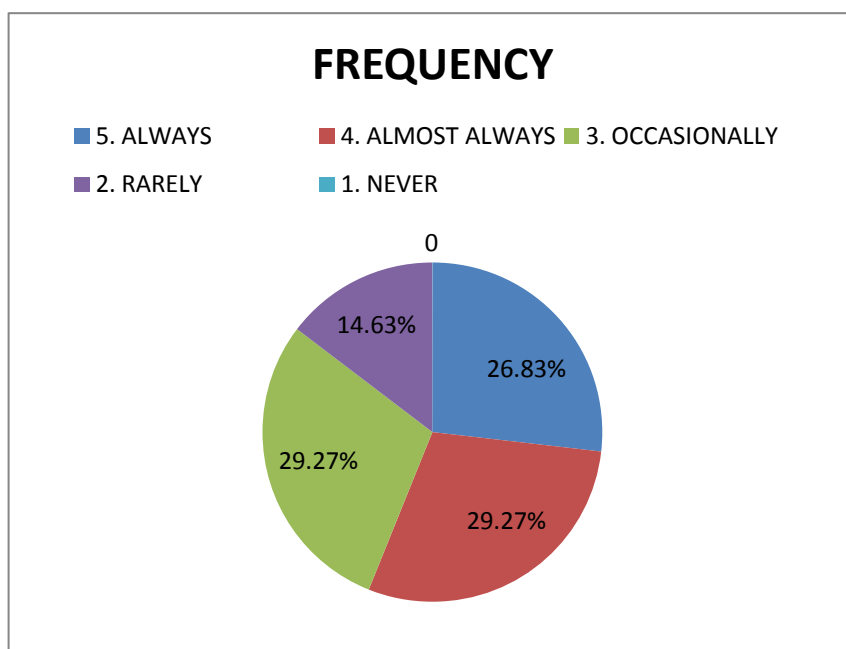
- The 29.27% (12) of the Students say that they almost always understand everything their English teacher says in class; the 29.27% (12) of the students instead affirm that they occasionally understand everything their English teacher says in class, 26.83% (11) of the students instead say that they always understand everything their English teacher says in class , 14.63% (6) of the students say that they rarely understand everything their English teacher says in class and none (0%) of the students say that they never understand everything their English teacher says in class, which means that exist an understanding about what the teachers says in class.

4.2. VERIFICATION OF THE HYPOTHESIS

4.2.1. NULL HYPOTHESIS

Ho= The interaction between Teachers and Students affects in a negative way the Students' performance in English.

4.2.2. WORKING HYPOTHESIS

Hi(1)= The interaction between Teachers and Students affects in a positive way the Students' performance in English.

4.2.3. POPULATION SIZE= 41 Students

QUESTION 1

How would you evaluate the teacher's communication when teaching the subject (English)?

ANSWER	X (FREQUENCY)	$(X-\bar{X})^2$
5. Excellent	2	$(2-8.2)2 = 38.44$
4. Very Good	19	$(19-8.2)2 = 116.64$
3. Good	17	$(17-8.2)2= 77.44$
2. Regular	3	$(3-8.2)2 = 27.04$
1. Bad	0	$(0-8.2)2= 67.24$
	$\sum X = 41$	$\sum (X-X)2= 326.8$

Mean

$\bar{X}$= 2 + 19 +17 + 3 +0/5= 41/5= 8.2

$\bar{X}$= **8.2**// 0   2   **3** 17 19

Median

Median= 3

Standard Deviation

$\sigma= +\sqrt{\dfrac{\sum (X-\bar{X})2}{N}}$

$\sigma= +\sqrt{\dfrac{326.8}{5}}$

$\sigma= + - $ **8.085**//

Z score

z= X-$\bar{X}$

z= 41-8.2/ 8.085

z= **4.057**//

P value from z= The two- tailed p value is less than 0.0001
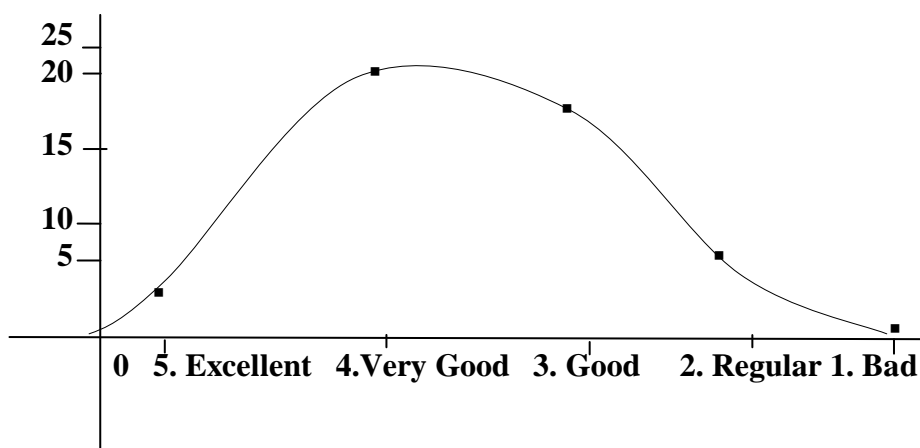
QUESTION 2

Is your teacher open to listen to new ideas?

ANSWER	X	$(X-\overline{X})^2$
5. Always	6	(6-8.2)2=4.84
4. Almost Always	9	(9-8.2)2=0.64
3.Occasionally	15	(15-8.2)2=46.24
2. Rarely	8	(8-8.2)2=0.04
1. Never	3	(3-8.2)2=27.04
	$\sum X=41$	$\sum(X-\overline{X})2=78.8$

Mean= $\overline{X}$=6 + 9 + 15 + 8 + 3/5=41/5= 8.2//   **Median**

Standard Deviation   3   6   **8**   9   15

$$\sigma = \pm \sqrt{\frac{\sum (X-\overline{X})2}{N}}$$ **Median=8//**

$$\sigma = \pm \sqrt{\frac{78.8}{5}}$$ **z score**

z= 41- 8.2/3.97

σ= + - 3.97//   **z= 8.26//**

P value from z= The two- tailed p value is less than 0.0001
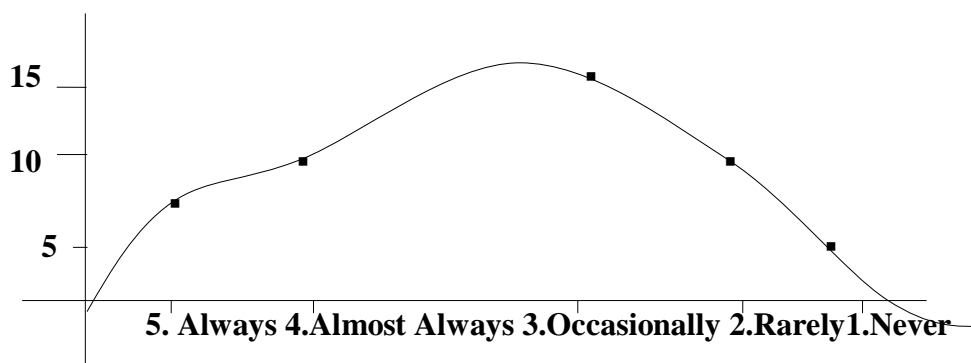
5. Always 4.Almost Always 3.Occasionally 2.Rarely 1.Never

QUESTION 3

Does your teacher have implemented Classes with native speakers that allow youto improve your understanding, hearing (listening) and development to speak English in Class?

ANSWER	X	$(X-\overline{X})^2$
5. **Always**	3	$(3-8.2)2=27.04$
4. **Almost always**	15	$(15-8.2)2=46.24$
3. **Occasionally**	13	$(13-8.2)2=23.04$
2. **Rarely**	6	$(6-8.2)2=4.84$
1. **Never**	4	$(4-8.2)2=17.64$
Total	$\sum X=41$	$\sum(X-\overline{X})2=118.8$

Mean
$\overline{X}$= 3+15+13+6+4/5=41/5= 8.2
X= 8.2//

Median
3   4   **6**   13   15
Median= 6//

Standard Deviation

$$\sigma= \pm\sqrt{\frac{\sum (X-\overline{X})2}{N}}$$

$$\sigma= \pm\sqrt{118.8/}$$

σ= + - 4.874//

Z score

z= 41-8.2/4.874
z= 6.73//

P value from z= The two- tailed p value is less than 0.0001

5. Always 4.Almost Always 3.Occasionally 2.Rarely1.Never
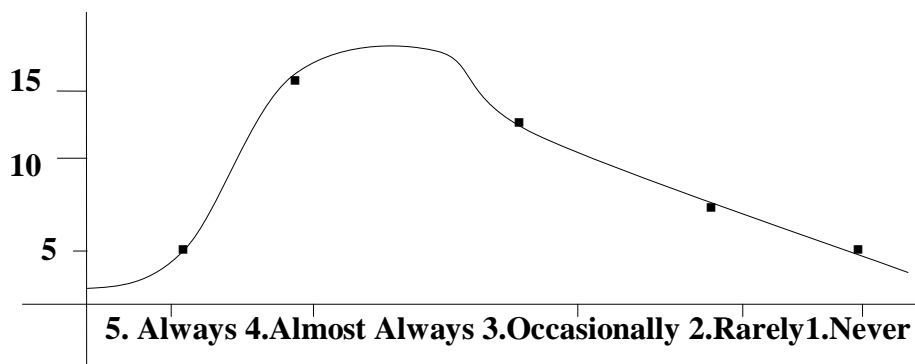
QUESTION 4

How do you think you would develop your skills better?

ANSWER	X	$(X-\overline{X})^2$
A. Watching Videos	13	$(13-10.25)2=7.56$
B. Conversations of actual topics	17	$(17-10.25)2=45.56$
C. Expositions	7	$(7-10.25)2=10.56$
D. Computer exercises	4	$(4-10.25)2=39.06$
Total	$\sum X= 41$	$\sum (X-\overline{X})2=102.74$

Mean

$\overline{X}= 13+17+7+4=41/4=$**10.25//**

Median

4   **7   13**   17

Standard Deviation

Median= 7+13/2

$\sigma = \pm\sqrt{\dfrac{\sum (X-\overline{X})2}{n}} = \dfrac{102.74}{4} = +-$ **5.068//**

Median= 20/2= **10//**

z score

z= 41-10.25/5.068

z= 6.067//

P value from z= The two- tailed p value is less than 0.0001
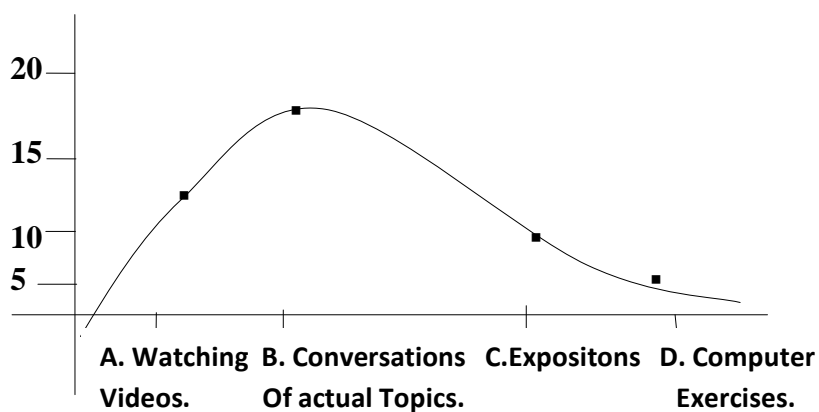
QUESTION 5

Do you understand everything your English teacher says in Class?

ANSWER	X	X-$\overline{X}$
5. Always	11	(11-8.2)2=7.84
4. Almost always	12	(12-8.2)2=14.44
3. Occasionally	12	(12-8.2)2=14.44
2. Rarely	6	(6-8.2)2=4.84
1. Never	0	(0-8.2)2=67.24
	∑X=41	∑(X-$\overline{X}$)2=108.8

Mean.

$\underline{X}$= 11+12+12+6+0=41/5=**8.2//**

Standard Deviation

$$\sigma= \pm\sqrt{\frac{\sum (X-\overline{X})2}{n}} = \pm\sqrt{\frac{108.8}{5}} = \pm \textbf{ 4.66//}$$

Median

0   6   **11**   12   12

Median= 11//

z score

z= 41-8.2/ 4.66

z= 7.039//

15 _

10 _

5 _

0

5. Always   4. Almost Always   3.Ocasionally   2.Rarely   1.Never
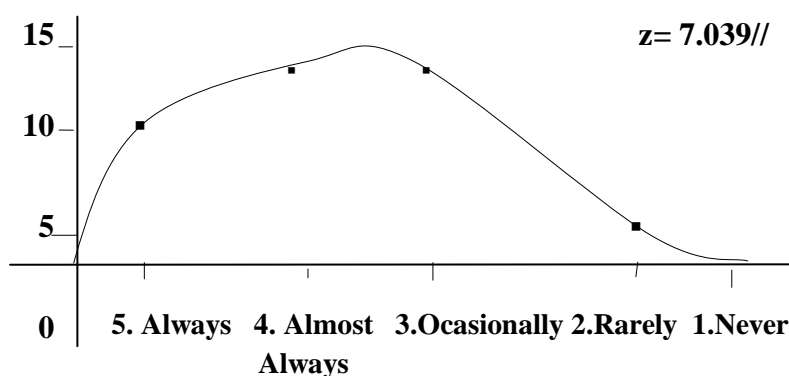
P value from z= The two- tailed p value is less than 0.0001

REJECTION OF THE NULL HYPOTHESIS.

Since in each question the two- tailed p value is less than 0.0001. B y

conventional criteria, this difference is considered to be extremely statistically

significant and because is less than 0.05 we reject the null hyphotesis.

CONCLUSIONS.

➢ The null hypothesis which state that the interaction between teachers and students affects in a negative way the student's performance have been statistically rejected. Therefore is concluded that the good interactions between Teachers and Students positively influence the performance of Students.

➢ It is necessary in the process of teaching and learning to improve the communication between teachers and students, blurring the limits imposed by the behaviorist model,so that based on the models proposed by Pioget we can rebuild the communication and improve the low percentages from 46% to 7.32% which indicates this analysis.

➢ From this analysis we can conclude that the barriers between the learner and the educator are struggling (have different difficulties). Educational romanticism prevails from the 50, 60 and 70 years: that has not allowed the acceptance of innovative ideas proposed by the curriculum reform, learning by doing together with the implementation of skills and competencies that break this sad 36.58% compared to 7.32%.

Therefore it is necessary and as conclusion to improve and allow teachers and students to flow with new innovative ideas

➢ It is essential to conclude that the curriculum reform has not been able to strengthen the study of the second language with the presence of native teachers to allow students to have skills specially for learning and speaking to reduce this low 36.58% of

the sample analysis and obtained.

➢ Improving the audiovisual system through interactive lessons with video projections, the student will move to the right place where the language is spoken without leave of their own classroom. It is concluded that the best way to learn the language, is taking about different topics, viewing habits and virtually visiting these places.

➢ To reach the full knowledge, the level of education(teaching) provided by teachers should be tested, the TOEFL level should be required in Language educators to ensure proper teaching and learning to improve the reading, listening and speaking (linguistic skills-learning) , So Knowledge can be stored in long term memory.

RECOMMENDATIONS.

➢ To reinforce the relationships between teachers and students through the application of different activities (diverse) which allow maintaining that interaction, the same oriented toimprove the teaching-learning process of the second language with activities such as: academic forums, games, interactive visits through the internet, etc.

➢ To implement different activities such as: games and different types of conversations which allow the teacher and the student to interact and to know each other better by creating a friendly relationship (friendly atmosphere); so that the teacher can be aware of the different opinions of the students.

➢ To implement an actualized curriculum of the subject of English with the incorporation of actual topics according to the level of knowledge of the students.

➢ To implement actualized technology (audio   visuals, laboratories, etc).

➢ Make students read a lot (read something that interests them such as: sports magazines, newspaper, story books, novels, movies.) and asking them questions, so that they can give different opinions in class about what they have read and in this way you can generate active participants (students

➢ Provide students with a wide vocabulary so that they can be able to learn new words and this is going to help them to gain confident when they speak the second language.

PROPOSAL

THEME: "THE POWER OF COMMUNICATION BETWEEN TEACHER /

STUDENT AS A FUNDAMENTAL TOOL, SO THAT THE STUDENTS OF THE

EIGHTH YEAR OF BASIC EDUCATION AT JULIO MARIA MATOVELLE

HIGH SCHOOL BECOME THE BUILDERS (AUTHORS) OF THEIR OWN

ENGLISH LANGUAGE LEARNING".

5.1. ANALYSIS OF STAKEHOLDER.

Groups	Interests	Perceived Problems	Resources And Mandates
Students	-That the Students feel confident to become the builders of their own English learning process. (breaking the traditional model).	They are not adequately motivated by their Teachers. (They do not feel listened and valued by their teachers).	- An English learning-teaching process based on learnings which are meaningful. (Actual topics/interesting topics for them).
Tutors/Teachers	-Teachers open to listen to new ideas.	- Teachers do not have a good relationship with their Students.	Implementation of innovative and actualized English learning techniques. (Listening the Students).
Community	**-**The English Language is an essential tool nowadays.	-The Students do not speak English.	-That the English Program at Schools achieve quality levels under international standards.

5.2. PROBLEM TREE.

- Low motivation and uninterested Students.

-Passive learners. (classes which are monotonous).

- The Students do not have confidence in expressing new ideas

-Inadequate development of the English/Linguistic Skills. (Listening , Speaking, etc).

"THE LACK OF COMMUNICATION BETWEEN TEACHER / STUDENT IN THE ENGLISH LEARNING-TEACHING PROCESS".

-Lack of interaction/communication between teacher/student. (Teachers are not open to listen to new ideas).

--Educative Process (English Learning/Teaching Process) based on learnings which are not meaningful.

-Lack of Utilization of actual topics, interesting topics for the Students. (Use of inadequate/obsolete topics).

-The teaching techniques and material resources used by teachers for the mediatization of the English/learning teaching process are Obsoleted/inadequate.

5.3. OBJECTIVE TREE.

| - High motivation and interested Students. | -Active learners. (classes which are entertaining and varied). |

| -The Students have enough confidence in expressing new ideas | -Adequate development of the English/Linguistic Skills. (Listening , Speaking, etc). |

"EFFECTIVE COMMUNICATION BETWEEN TEACHER / STUDENT AS A FUNDAMENTAL TOOL, SO THAT THE STUDENTS OF THE EIGHT YEAR OF BASIC EDUCATION AT JULIO MARIA MATOVELLE HIGH SCHOOL BECOME THE BUILDERS (AUTHORS) OF THEIR OWN ENGLISH LANGUAGE LEARNING".

| -High interaction/communication between teacher/student. (Teachers open to listen to new ideas). | --Educative Process (English learning/teaching process) based on learnings which are meaningful. |

| -High Utilization of actual topics, interesting topics for the Students. (Use of adequate topics). | -The teaching techniques and material resources used by teachers for the mediatization of the English/learning teaching process are innovative/appropriate. |

5.4. ALTERNATIVE TREE.

- High motivation and interested Students.   **C**

-Active learners. (classes which are entertaining and varied).   **D**

-The Students have enough confidence in expressing new ideas   **D**

-Adequate development of the English/Linguistic Skills. (Listening , Speaking, etc)   **C**

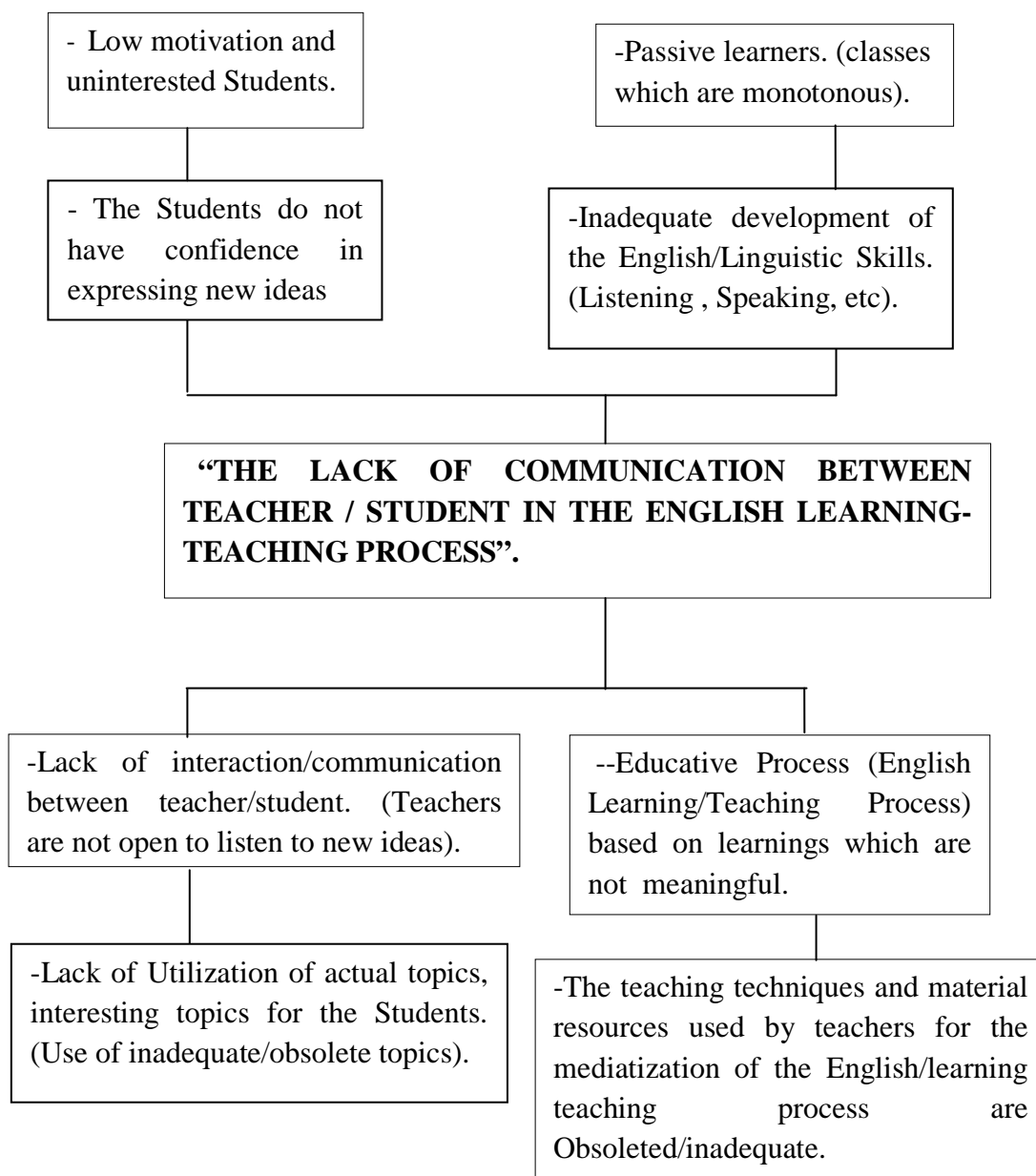**"EFFECTIVE COMMUNICATION BETWEEN TEACHER / STUDENT AS A FUNDAMENTAL TOOL, SO THAT THE STUDENTS OF THE EIGHT YEAR OF BASIC EDUCATION AT JULIO MARIA MATOVELLE HIGH SCHOOL BECOME THE BUILDERS (AUTHORS) OF THEIR OWN ENGLISH LANGUAGE LEARNING".**
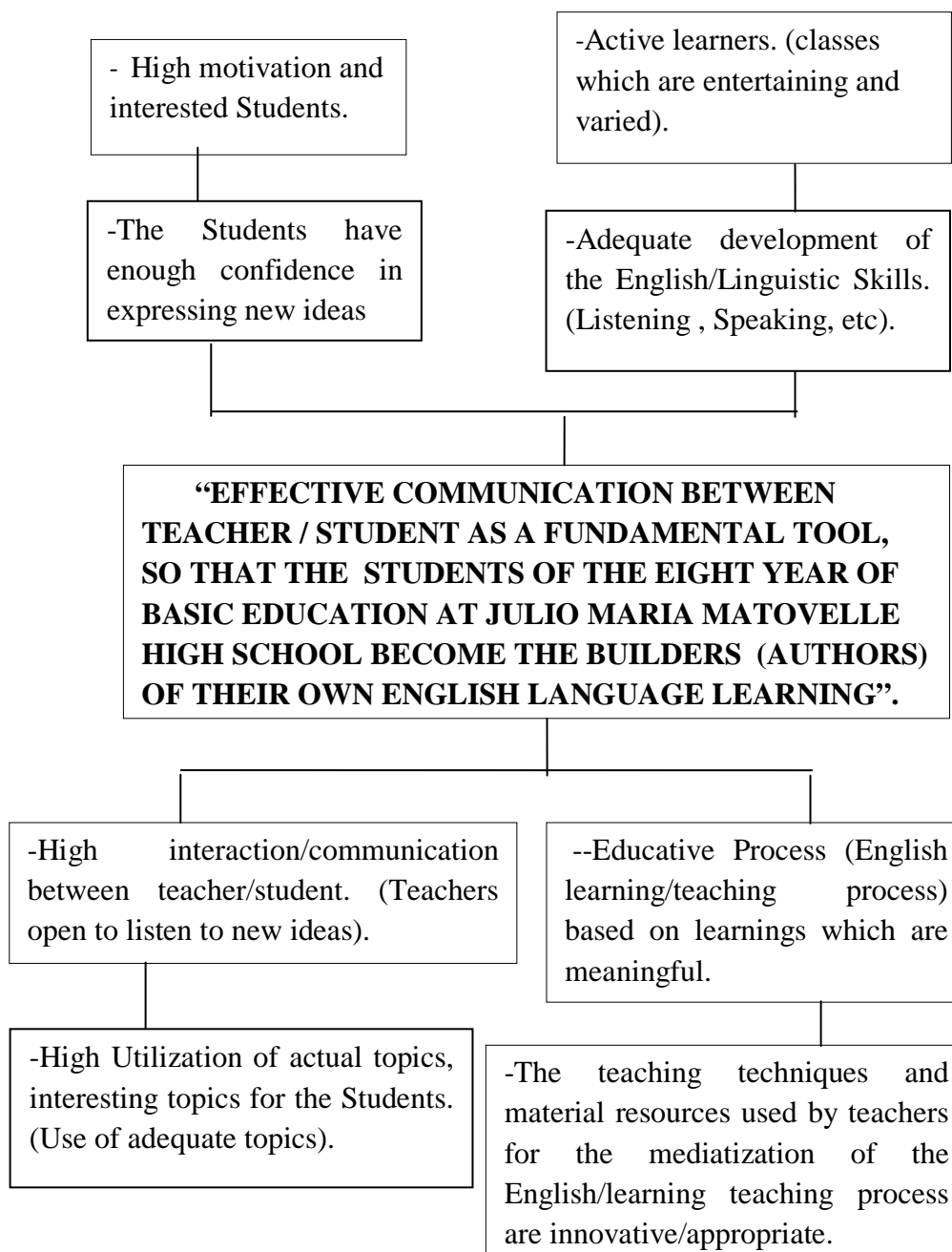
Purpose

-High interaction/communication between teacher/student. (teachers open to listen to new ideas).   **A**

--Educative Process (English Learning/Teaching Process) based on learnings which are meaningful.   **B**

-High Utilization of actual topics, interesting topics for the Students. (Use of adequate topics).   **A**

The teaching techniques and material resources used by teachers for the mediatization of the English/learning teaching process are innovative/appropriate.   **B**

5.5. ANALYTIC STRUCTURE OF THE PROPOSAL

Effective interaction/communication between Teachers/Students.

End

High motivation and interested Students.

End

-TO IMPROVE THE COMMUNICATION (INTERACTION) BETWEEN TEACHER-STUDENT TO INCREASE THE MOTIVATION OF STUDENTS IN THE ENGLISH LEARNING/TEACHING PROCESS.

Purpose

- Use of adequate tools for the English Learning/Teaching Process.

Comp

-Teachers open to listen to new ideas (breacking the traditional model).

Comp

-English Learning/Teaching Process based on learnings which are meaningful.

Comp

-The Implementation of innovative and actualized learning techniques. (Academic Forums, discussions, etc).

Act.

High utilization of good and actualized material resources (books, technologies for the mediatization of the English Learning/Teaching process. (Appropriate didactic material).

Act

- The Utilization of Interesting Topics for the Students. (Actual Topics).

Act

5.6. LOGICAL FRAMEWORK

Narrative Summary Of Objectives	Indicators	Means Of Verification	Assumptions
End **1.-**Effective interaction/communication between Teachers/Students.	-The number of face to face interactions between teacher/students increases 25% (The Students are listened by their teachers).	- Results of the Questionnaires. (Post Test).	-The communication between Teacher-Student has improved (The Students feel more confident in expressing their ideas).
2.- High motivation and interested Students.	-The number of students which feel well motivated and interested in using and learning a second language in the classroom have incresased a 19% after the implementation of the proposal.	-Results of the Questionnaires. (Post Test).	- The Students feel more motivated and interested in learning the English language.
Purpose **-To improve the communication (interaction) between Teacher-Student to increase the motivation of Students in the English learning/teachi**	-The percentage of Students who have improved their motivation due to an improvement in the communication between Teacher-Student is 20 %.	-Results of the Questionnaires. (Post-Test).	-The Improvement in the communication has increased the motivation of the Students giving them the confidence to become authors of their own learning.

ng process.

Components

- Use of adequate tools for the English Learning/Teaching Process.	-The Teacher has applied (implemented) new learning tools in the Classroom in a 65%.	-Results of the Questionnaires (Post-Test).	-Teachers have innovated the learning techniques by listening the Students and this has improved the English language learning.
-Teachers open to listen to new ideas (breacking the traditional model).	-The number of Students who feel listened by their teacher has increased in a 20%		
-English Learning/Teaching Process based on learnings which are meaningful.	- Students who say (claim) they have acquired new knowledge of the English Language. 58%		

Activities/ Workshops

	Resources	**Costs**
1. The Utilization of actualized material resources/Technologie s for the mediatization of the English Learning/Teaching process (Appropriate didactic material).	-Tutors (trainers). -Full-multimedia computer. -Internet access. - Specialized Bibliography.	**US. $ 1.100**
2.The implementation of innovative and actualized learning techniques (Academic forums, discussions, etc).		
3. The Communication / interaction between		

Teacher / Student.	
4. Topics for the Students (Actual Topics). Implementation of Interesting Topics for the Students.	

5.7. MATERIAL RESOURCES- HUMAN COMPETENCE –BUDGET.

5.7.1. Material Resources.

The materials to be used are:

ITEM	RESOURCE	QTY	UNIT
01	Desk-top Computer	01	Ea
02	Printer	01	Ea
03	Statistical Package Software	01	Ea
04	Sheets of paper	05	Ream
05	Bibliography	04	Ea
06	Internet account	01	Bill
07	English-English Dictionary	01	Ea
08	Stationary Supplies	01	Ea
09	Folders	18	Ea
10	Scanner	01	Ea
11	English Program's CDS	03	Ea

5.7.2. Human Competence- Resources.

ITEM	PERSONNEL	QTY
01	Research Advisors (Tutors)	02
02	Research Team	02

5.7.3. Budget

ITEM	DESCRIPTION	COST
1	University expenses (01 Student).	780.00
2	Copies	25.00
3	Sheets of paper	28.00
4	Folders	25.00
5	Stationary supplies	30.00
6	Internet six months bill	130.00
7	Statistical package software	65.00
8	Stationary supplies	27.00
9	Folders	12.00
10	Bibliography	26.00
11	Transportation	43.00
	TOTAL	1191.00

5.8. TIMETABLE.

No.	WORKSHOPS/ THEMES	DURATION	BEGIN	END
1	A Workshop about the Effective utilization of the different and actualized Material resources/technologies For the English Learning/Teachir Process such as: Literature in English, academic forums, audio Visual teaching aids, reference books, movies, etc.	-The first two Workshops Lasted 4 Hours each (one day Workshop). The Third Workshop Lasted 8 Hours (4	10/10/12	13/10/12
2	A Workshop about different Discussions on what topics are	hours per Day) two		

	you interested in?	Days total. Then the total	
3	A Workshop about the Communication/interaction Between Teacher/Student.	Days in the 3 Workshops Was 4 days.	

5.9. THE EVALUATION.

For the evaluation of the proposal (hypothesis) we are going to use as tools: questionnaires and discussions/interactions in class (class participation) .The focus was the activities and indicators of the project. In the evaluation of results, the relevant objectives were the components, the aim and purpose of the logical framework. In the impact assessment, in the column of the logframe objectives of the project are set-configured development scenarios (hypothesis): it was assumed that the components, but certain environmental conditions, should generate at a given time, the purpose (immediate impact) and end (impact of medium and long term.

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ANNEXES

ANNEX 1

GLOSARY

➢ **Approachable:** Accesible, Easy to talk to or deal with; friendly.

➢ **Performance:** One's actual use of language in actual situations.

➢ **Manage:** To direct or control the use of; handle.

➢ **Achievement:** Something accomplished successfully, especially by means of exertion, skill, practice, or perseverance.

➢ **Encourage:** To inspire with hope, courage, or confidence; hearten.To stimulate.

➢ **Feedback:** The return of a portion of the output of a process or system to the input, especially when used to maintain performance or to control a system or process.

➢ **Background:** A person's experience, training, and education.

➢ **Seek:** To go to or toward. To inquire for; request.

➢ **Staff:** A rod or baton carried as a symbol of authority.

➢ **Among:** Being a member or members of (a larger set).

➢ **Willing:** Disposed or inclined; prepared

➢ **Drag:** To act or work with intentional slowness; delay.

➢ **Ethos:** The disposition, character, or fundamental values peculiar to a specific person, people, culture, or movement.

➢ **Stagnant:** Showing little or no sign of activity or advancement; not developing or progressing; inactive.

➢ **Lack:** Deficiency or absence. To be without or in need of.

➢ **Bullied:** A person who is habitually cruel or overbearing, especially to smaller or weaker people.

➢ **Peers:** A person who has equal standing with another or others, as in rank, class, or age.

➢ **Eager:** Having or showing keen interest, intense desire, or impatient expectancy.

➢ **Shift:** To be altered as part of a systematic historical change.

➢ **Constraint:** The state of being restricted or confined within prescribed bounds.

➢ **Background:** The ground or scenery located behind something.

➢ **Traits:** A distinguishing feature, as of a person's character.

➢ **Profile:** A side view of an object or structure, especially of the human head.

➢ **Abstract:** Thought of apart from concrete realities, specific objects, or actual instances.

➢ **Feedback:** a reaction or response to a particular process or activity.

➢ **Feasibility:** Capable of being accomplished or brought about; possible.

➢ **Showcase:** a setting in which something can be displayed to best effect.

➢ **Subsequent:** Following in time or order; succeeding.

➢ **Drafting**: Writing a first version to be filled out and polished later.

➢ **Grievance:** An actual or supposed circumstance regarded as just cause for complaint.

➢ **Clues:** Something that serves to guide or direct in the solution of a problem or mystery.

➢ **Rapport:** Relationship, especially one of mutual trust or emotional affinity.

➢ **Praise.** Expression of approval, commendation, or admiration.

➢ **Offhand:** Without care, though, or consideration; so netimes, brusque or ungracious. Without preparation or forethought, extemporaneously.

➢ **Pleas:** An earnest request; an appeal.

➢ **Brush:** To clean, polish, or groom with a brush.

➢ **Pique:** To provoke; arouse.

➢ **Loneliness:** Is   an   unpleasant feeling in   which   a person feels   a   strong   sense

of emptiness and solitude resulting from inadequate levels of social relationships.

➢ **Readiness:** good disposition, preparation.

➢ **Tailor:** To make, repair, alter.

➢ **Defiant:** Marked by defiance; boldly resisting.

➢ **Bolster:**To support or reinforce; strengthen.

➢ **Foster:** To promote the growth and development of.

➢ **Resiliency:**An occurrence of rebounding or springing back.

➢ **Orchestrating:** to arrange, organize, or build up for special or maximum effect.

➢ **Further:** To help the progress of; advance.

➢ **Cater:** To attend to the wants or needs of. To be particularly attentive or solicitous.

➢ **Path:** A course of action or conduct.

➢ **Boost:** To stir up enthusiasm for; promote vigorously. A push upward or ahead.

➢ **Bogged:** Get stuck while doing something.

➢ **Cherished:** To treat with affection and tenderness; hold dear.

➢ **Blatantly:** Unpleasantly loud and noisy.

➢ **Delayed:** It is delayed month after month and no progress is made.

➢ **Benchmarking:** Is the process of comparing one's business processes and performance metrics to industry bests or best practicesfrom other industries. Dimensions typically measured are quality, time and cost.

➢ **Stodgy:** Dull, unimaginative, and commonplace.

➢ **Mouthed:** To speak or pronounce, especially.

➢ **Suprasegmental:** (Linguistics) Linguistics denoting those features of a sound or sequence of sounds that accompany rather than form part of the consecutive segments of a word or sentence, as for example stress and pitch in English.

➢ **Prosody:** The study of the metrical structure of verse.

➢ **Rehearsal:** A detailed enumeration or repetition. A session of practice for a performance.

➢ **Cues:** A signal, such as a word or action, used to prompt another event in a performance, such as an actor's speech or entrance. A hint or suggestion.

➢ **Output:** The act or process of producing; production. (students' perform).

➢ **Isolating:** Linguistic A language isolate.Adj.Solitary; alone.

➢ **Utterances:** The act of uttering; vocal expression. The power of speaking.

➢ **Chunks:** To make a dull clacking sound.

➢ **Suitable:** adj.Appropriate to a purpose or an occasion.

➢ **Targets:** A desired goal. To aim at or for.

ANNEX 2

ESCUELA DE LAS FUERZAS ARMADAS

FACULTY: LINGUISTIC

DATE:

SCHOOL: "JULIO MARIA MATOVELLE" HIGH SCHOOL

LOCATION: QUITO- CHAUPICRUZ

SOURCE: ALL THE STUDENTS OF EIGHTH YEAR OF BASIC EDUCATION

REVIEWER: ILEANA DE LA TORRE

QUESTIONNAIRE

1. How would you evaluate the teacher's communication when teaching the subject (English)?

5. Excellent

4. Very Good

3. Good

2. Regular

1. Bad

2. Do you understand everything your English teacher says in class?

5. Always

4. Almost always

3. Occasionally

2. Rarely

1. Never

3. If you disagree with a decision of your teacher, your teacher is open to listen and talk?

5. Always
4. Almost always
3. Occasionally

  2. Rarely
  1. Never

4. When there has been a problem (someone didn't understand the subject, disruptive student in class) your English teacher reacts in an offensive manner?

5. Always
 4. Almost always
3. Occasionally
2. Rarely
1. never

5. In class, you english teacher allows disrespect toward students who are from another culture?

5. Always
 4. Almost always
 3. Occasionally
 2. Rarely
 1. Never

6. Does the curriculum of the subject of English is appropriate to the level of learning/knowledge of the students?.

5. Always
 4. Almost always
 3. Occasionally
 2. Rarely
 1. Never

7. Do you as eighth year student agrees with the methodology and techniques used by your teacher for teaching (learning) the second language?
 5. Always
 4. Almost always
 3. Occasionally
 2. Rarely
 1. Never

8. From the following media that serve to improve the learning of the second language pick one that you think is the most important and indicate how often the teacher uses in teaching?

a. reading

b. Use of audio-visual

c, Dialogues (laboratories and exhibitions).

9. Does your teacher have implemented classes with native speakers that allow you to improve your understanding , hearing (listening) and development to speak English in class?.

5. Always

4. Almost always

3. Occasionally

2. Rarely

1. Never

10. How do you think you would develop your skills better?

a. Watching Videos

b. Conversations of actual topics.

c. Expositions (power point presentations)

d. Computer exercises

11. Does your teacher use an adequate method or technique to monitor your learning and evaluate the acquired knowledge of the second language?

5. Always

4. Almost always

3. Occasionally

2. Rarely

1. Never

¡THANK YOU FOR YOUR CONTRIBUTION!