

Facultad Ciencias Humanas y Sociales
Máster en Educación Secundaria
Especialidad de Inglés como Lengua Extranjera



End-of-Master's Degree Project Proposal

Causes for the low-participation of students in the English lessons

A Research Study in Jaso Ikastola



Academic Supervisors:

Ms. Lourdes Ollobarren & Dr. Camino Bueno

Maite Ruiz de Erenchun Lizarraga

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ABSTRACT

Students' classroom participation gains great importance in courses where communicative approach methodologies are being used for language teaching. This paper will report and describe the findings of a mixed-methods approach action research –qual→QUAN study– aiming to provide evidence of some of the most important causes for non-native English students' low-participation in their English language lessons. The participants were secondary school students from a D linguistic model multilingual school in Pamplona. Students' motivation, self-image in relation to participation and teachers' attitudes seem to be some of the most important reasons. The results will serve as a basis for a handful of recommendations on how to maximise the participation of students in lessons devoted to teach foreign languages, as well as some suggestions for further research.

Keywords: *Participation, Attitude, Motivation, Foreign Language Teaching and L2 learning.*

RESUMEN

La participación de los estudiantes en clase cobra gran importancia en los cursos en los que se utilizan metodologías con un enfoque comunicativo para el aprendizaje de lenguas. Este trabajo reseña y describe los hallazgos de un estudio que utiliza distintos métodos –cualitativo y en una mayor parte cuantitativo- con el objetivo de encontrar las causas de la baja participación de los estudiantes de habla no-inglesa en el aula de inglés. Los participantes fueron estudiantes de educación secundaria de un colegio de modelo D en Pamplona. La motivación de los estudiantes, su propia imagen en relación a la participación y la actitud del profesorado parecen ser las razones más señaladas. Los resultados servirán como base para posteriores recomendaciones sobre cómo aumentar la participación de los estudiantes en las clases de lengua extranjera, así como algunas sugerencias para posteriores estudios.

Palabras clave: *Participación, Actitud, Motivación, Aprendizaje de Lenguas Extranjeras, y Aprendizaje de Segunda Lengua.*

LABURPENA

Hizkuntza irakaskuntzan, ikuspegi komunikatiboa duten metodologiek garrantzi handia ematen diete ikasleen klaseko parte-hartzeari. Lan honek hainbat metodo -kualitatibo eta kuantitatiboa gehien batean- erabili dituen ikerketa baten aurkikuntzak aurkeztu eta zehazten ditu, ingelerako ikasgelako ikasleen parte-hartze makurraren arrazoiak aurkitzea helburu. Parte-hartzaileak bigarren hezkuntzako D ereduko ikastola bateko ikasleak izan dira. Ikasleen motibazioa, haien parte-hartzearenganako irudia eta irakasleriaren jarrera arrazoi garrantzitsuenak direla dirudi. Eraitza eta ondorioak geroagoko gomendioen oinarri izango dira, atzerriko hizkuntzako klaseetan ikasleen parte-hartzea areagotzeko asmoz; era berean, zenbait iradokizun aurkezten dira etorkizunean egin zitezkeen ikerketetarako.

Gako-hitzak: *Parte-hartzea, Ikaslearen Jarrera, Hizkuntzenganako motibazioa, Atzerriko Hizkuntzen Irakaskuntza eta Bigarren Hizkuntza Ikasketak.*

0. Index

1. Introduction	4
1.1. Approach and justification for the chosen topic	4
2. Review, contextualisation and aims.....	6
2.1. Academic relevance of the topic	6
2.2. Setting of the research – Jaso Ikastola	10
2.3. Critical approach to the causes for low participation	12
2.4. Main aims of the study	12
3. Research method	13
3.1. Objectives.....	13
3.2. Method	14
3.3. Instrument.....	16
4. Results and discussion	19
4.1. Results.....	19
4.2. Discussion.....	24
5. Conclusions.....	26
5.1. Conclusions and implications.....	26
5.3. Further research	29
6. Acknowledgements.....	31
7. References.....	32
Appendix	34
Appendix I –Model of L2 motivation (Tremblay and Gardner; 1995)	34
Appendix II – Students’ Questionnaire	35
Appendix III – Teachers’ Questionnaire (English).....	39
Appendix IV – Teachers’ Questionnaire (Basque)	45
Appendix V – Students’ Questionnaire Results’ Analysis	51
Appendix VI – Teachers’ Questionnaire Results’ Analysis	59

1. Introduction

1.1. Approach and justification for the chosen topic

My interest in language teaching was awakened much earlier than studying English Teaching at the *Public University of Navarre*, where I became aware of the extensive and amusing world of education. I graduated in 2010 after an academic year at *The University of Mississippi*, where I completed my Field of Experience, and I have been working as an English language teacher ever since. I decided to study the Secondary School Teaching Master's degree as part of my preparation to be a better teacher in the near future.

From that moment onwards, taking on account my interests, it became my goal to learn more and get a further understanding of the learning process and the effectiveness of teaching, particularly focused on language.

Needless to say, bilingual and multilingual teaching became an issue of great interest to me. For that reason, having the opportunity to attend and assist English lessons in Jaso Ikastola in the Practicum II of the Secondary School Teaching Master's degree was great as it allowed me to develop this project and pursue answers to some pedagogical issues. Although the school's organization and functioning is necessary for teaching and learning to happen, the essential part is the one that is developed by teachers and carried out inside the classrooms.

The causes for the low-participation of students in the English lessons is the main topic of this paper and, together with the main questions of this research project, it arose from an informal conversation with my school tutor during my Practicum II in Jaso Ikastola. We were discussing the main difficulties of English teaching using quality education in classrooms with 25 or even more students. Individualized help and support to students is difficult to maintain on an everyday basis in such circumstances, and so is motivation and participation among students. So it was then when I decided that trying to find the direct causes for such a low-participation in Jaso Ikastola would be my goal.

Therefore, this paper will try to explain the results and conclusions drawn from my research study on the causes for low participation of students in the language lessons in order to bring some light to the English classes in Jaso Ikastola. To do so, I will try to provide teachers with some significant conclusions that could help their understanding and knowledge about the real vision of the students; which could at the same time serve as the basis for a handful of recommendations. Furthermore, this will primarily serve for me to acquire a wide range of strategies, critical and

important concerns as well as pieces of advice that I am sure will be very helpful for my future teaching career.

This paper will, in its second section, give a general introduction about the topic I am about to present, including the main ideas and theories of previous research studies on the same topic, and a general description of the current school language programmes and practices, in order to provide readers with a proper contextualization for the research.

In the next section, the method and instruments used in the study will be described in detail, giving special importance to its organisation, methodology and used materials.

In the following section, the fourth one, a description of the results drawn from the research will be offered. Then, the fifth part will include a personal reflection and conclusions brought from the whole study, as well as my personal educational perspective as a professional about how the lessons could be changed, adapted or modified in order to create an atmosphere where students will be more motivated to participate.

Last but not least, I will present the used references and the appendix needed for the deep understanding and close review of my whole research study.

2. Review, contextualisation and aims

The main aim of this section is to study previously made research in the fields of motivation and attitude when learning a second or foreign language, to understand how they can affect participation. Not only are those two factors going to be examined, but also how they can affect the learners' language acquisition process and the consequences they might bring to every teacher of English as a second language in their classroom practices.

2.1. Academic relevance of the topic

To begin with, getting a vast amount of material related to the topic and based on different theories or approaches to language learning was an interesting and urgent need to develop my study, in order to understand and have a quite wide perspective about the topic I was about to research. For that reason, many previous research papers on how motivation and attitude affect language learning have been taken into consideration.

It is widely known that there are many factors that can make an English language learner be more or less successful when going through the learning process. If we attend to individual and personal characteristics to try to identify the ones that make learners successful, we will probably go through different variables, such as intelligence or IQ, the type of intelligence of the students, their aptitude or ability to learn quickly, individual students' learning styles, personality aspects –inhibition, anxiety, embarrassment, tension, willingness to communicate-, personal and group identities, learners' beliefs, etc. (Lightbown & Spada, 2006). However, it is bound to be quite difficult to find a clear cut positive correlation between a specific variable and success in second language learning, as it is impossible to measure a variable alone in social studies.

In reference to successful language learning, there is evidence that positive motivation and positive attitudes are associated with a willingness to keep learning (2006), especially in settings where a participative and communicative approach is used. According to Lalleman (1996:2), the relationship between language proficiency and attitudes is often based upon the model of Schumann or Krashen.

Schuman (1978), who proposed the accommodation model, explained the relationship between the proximity of language learners to the L2 and its speakers' community and the success of students in second language acquisition. According to Schuman, that proximity -which is a cluster of social-psychological factors- predicts

the outcome or success of language learners, as he stated that it was the major cause of second language acquisition. That is what he called *acculturation*. Schumman claimed that 'acculturation, or the integration of the L2 learner into the target linguistic community, is not a direct cause of second language acquisition (SLA), but rather it is the first in a chain of factors which results in natural SLA' (Barjesteh and Vaseghi, 2012:580).

Krashen (2002), on the other hand, explained that *the attitude hypothesis* –which he also called *the affective hypothesis*- was supported by empirical evidence and research; he said that the hypothesis was consistent with all cases of applied linguistics research and with our intuitions for language acquisition. *The attitude hypothesis* states that learners with certain personalities and certain motivation perform better than others in second language acquisition:

"It comes as no surprise to us today to discover that low-anxiety situations are more conducive to second language acquisition than high-anxiety situations, and that people with high self-confidence and self-esteem acquire faster than those without those characteristics"
(Krashen, 2002:221).

Lalleman added that attitude and motivation was one of the 'five psychological and biological characteristics accounting for the differences among learners' (1996:16). She differed motivation from attitude in that:

- *Motivation* was the need to engage in the use of L2.
- *Attitude* referred to the students' beliefs, feelings and intentions in relation to L2 or even its learners; or as Krashen (1981) would argue, attitude is a mixture of affective variables that are related to second language achievement.

Krashen also indicated that although the terms *attitude* and *aptitude* had traditionally been related as positively correlated variables with language acquisition, *attitude* in fact positively correlated with language learning achievement (or acquisition); *aptitude* was directly related to conscious learning –conscious linguistic knowledge, induction of rules-. Therefore, whereas a student's aptitude measured the speed of his learning process, attitude referred to acquisition, not conscious learning (Krashen 2002). Thus, to ensure the understanding of the terms *acquisition* and *learning*, *learning* is a conscious fast process while *acquisition* is a slow natural process that 'needs time to emerge' (2002:228).

Gardner and Lambert (1972), who studied the relationship between motivation and success rate in second language learning, differentiated two types of motivation:

- Integrative: based on the desire to become a more valued member of a society.
- Instrumental: based on the goal of attaining a good job and social recognition.

Their results in a research carried out in Canada show that integrative motivation led to a better command of the language. However, 'the division of motivation into two types has been disregarded in recent years as it is considered too general' (Lalleman, 1996).

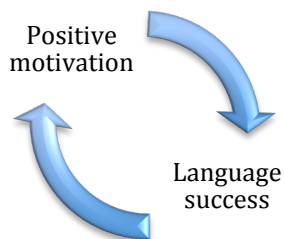
In reference to the aforementioned term adopted by Schumman, *acculturation*, and taking into account Lalleman's definitions of motivation and attitude, we might think that Schumman was then referring to a mixture of both terms, because the *proximity* he refers to is the addition of the two types of motivation differentiated by Gardner et al. (1972) as well as attitude or affective variables.

On the one hand, 'if learners have favourable attitudes towards the speakers of the language, they will desire more contact with them' (Lightbown et al., 2006: 63). The same idea was reassured by Barjesteh and Vaseghi (2012): 'Attitude: the more positive the views of the second language learners group toward the target language group, the more favourable the conditions for L2 will be'.

On the other hand, different studies claimed that positive attitudes towards a target language community might correlate negatively with integrative motivation and success in SLA (Lalleman 1986). Lalleman explained it by 'the need for integration causing people to be more sensitive to experiences of discrimination than people who prefer to live in a small L1 community within the L2 community' (Lalleman 1996:17). In other words, an L2 learner may well have developed a (at least partly) negative attitude towards the target community, but still be successful when learning the L2.

That last case, however, does not provide any evidence for positive attitudes not being helpful in order to acquire a language. What it means is that despite not having a positive attitude towards either the language (L2) or the L2 speakers community, a learner may be successful in the L2 learning process due to a specific type of motivation, instrumental motivation (to be able to communicate, have a rich social life, find a job or be able to study, for instance). So, it is clear that attitude alone is not essential for success, although the contrary would not be true (having a bad or negative attitude towards learning will obviously be unhelpful for the student learning process).

I find Lalleman's point of view very interesting (1996), when he states that an objection of a methodological nature to research in motivation and attitudes done so far is that it has mostly been correlational and based on one way influence (motivation influences language success). According to him, however, longitudinal research has provided evidence that success in learning can have a positive influence on the motivation and attitudes of second language learners. That way, we could understand motivation as an essential need for second language acquisition, and I suggest observing it as a cycle:



However, we might think that, the cycle being real, it will only bring benefits for language teaching. But that is true as long as the motivation is likely to rise; otherwise, if the motivation decreases, the level of language acquisition success would also decrease accordingly.

After the call for the 'adoption of a wider vision of motivation' (Tremblay & Gardner, 1995: 505), Tremblay and Gardner suggested a wider perspective where motivation in second language acquisition would benefit from different motivational constructs from other research areas. Their study addressed the issue by doing research about new factors for motivation that had not been previously measured. Those were persistence, attention, goal specificity, and causal attributions. They got a sample of 75 students in a French secondary school. They concluded that the new motivational factors they took into account added further understanding of motivation in language learning, and that is why they should also be taken into consideration when carrying out further research (see Appendix I).

Dörnyei stressed the importance of motivation, without sufficient motivation even students 'with the most remarkable abilities' can find difficult to accomplish long-term goals of language acquisition and achievement or success (1998:117). She agreed with Gardner and Lambert (1972) on the fact that high motivation levels could even override the lack of aptitude up to a certain extent. There was evidence of that happening 'in certain language environments, (...) where the social setting demands it, (...) many people seem to master an L2, regardless of their aptitude differences' (Dörnyei; 1998:117).

LoCastro (2001) studied the attitudes of EFL Japanese learners taking into account the individual differences, a few of them seem to be motivated to acculturate to the culture and norms of communication of the L2 they were learning. She studied attitudes, learners' self-identity, willingness to accommodate to L2 pragmatic norms, and the relationship among them. She discovered that although the level of resistance to acquiring the pragmatic norms of the L2 was not strong, the students showed an effort to establish their own L2 self-identity compatible with their own individual goals.

This study provided evidence of how important it was for students to maintain an ethnic or group identity. It is well known that social factors can affect motivation,

attitudes and language learning success; therefore, it is essential for teachers to seek means to activate those attitudes so that motivation is promoted in the classroom environment. According to Lightbown et al. (2006) group identity tends to be stronger especially in pronunciation, when speakers can control to a certain extent the level of 'foreign accent' they retain.

Masgoret and Gardner (2003) had the purpose to estimate the degree of influence that those features had upon achievement in the second language. Three major conclusions were drawn from their study's results:

- They concluded that there are five classes of variables, which are: attitudes toward the learning situation, integrativeness, motivation, integrative orientation, and instrumental orientation. All of them related to achievement of the second language.
- Motivation seemed to be the variable that had the greatest influence on language achievement (out of the five classes of variables).
- The results did not take into account the amount of exposure, availability of the language in surroundings, or ages of the learners.

Ramage (1990), in another study of secondary school students in the United States, found that the ones who were interested in the culture and wanted to be able to read, write or speak the language were the pupils who kept on studying the language. This is then another example of how positive attitude can push students towards language learning success.

The main idea these research studies overview reflected: despite the difficulty – or even impossibility- of providing evidence that positive attitude and students' motivational levels are predictors of second language acquisition by themselves; there seems to be quite a lot of evidence that they are important contributing factors in order to engage the students actively in the learning process and lead them towards success.

2.2. Setting of the research – Jaso Ikastola

This research study took place in Jaso Ikastola, a Pre-school, Primary and Secondary Education School, located in Pamplona, Navarre.

Jaso Ikastola has been a cooperative among some parents since 1980. Although at the beginning there were only seven teachers and they started with an only class per year, they soon added a second line when reached an agreement with the Government of Navarre. Since 1999, when Secondary Education courses were added,

Jaso Ikastola settled in Mendebalde neighbourhood, reaching the amount of 700 students.

From its start, Jaso was part of *Nafarroako Ikastolen Elkarte*, the association formed by all the Ikastolas in Navarre, and it has always taught the D linguistic model, the one taught in the northern and medium parts in Navarre, which provides most of its classroom instruction in the Basque language.

According to the socio-cultural and socio-economical surveys carried out in 2006-2007 school year, we can see that most of the students come from well-off middle and high socio-economic families. More than half of the parents had university studies, and most of those high-level university studies. Most of them had jobs related to their studies and 89% of mothers had jobs out from home.

The average group student number is 26. Each group attends 4 English lessons per week and each of them lasts for 55 minutes. The English teachers have their own classroom so the students come to their class whenever they need to. That way, the language teacher does not need to move, has more time to prepare, does not need to carry a lot of material and it allows having a separate environment for students, not related to their regular classroom, which can ease the adaptation to the use of the English language each time they attend class.

The time of the day for the English lesson varies along the week for each of the groups, so that they do not have to attend the same subject at the same time everyday, which could be bad if it always was the first or one of the last lessons of the day.

Both of the teachers that teach in Secondary Education are non-native English speakers. Both, however, are fluent and have a good competence level of the language.

Jaso Ikastola's Educative Project, the document that the school community carefully designed and which covers the main choices and objectives of the centre, offers a good perspective of the Ikastola's perspective towards languages. It is one of the school's main aims to create multilingual citizens, who are fluent in Spanish as well as Basque and acquire a high level of English. Jaso has a specific *Language Project* in order to get so, as they consider it is an important goal to learn, respect and value the World's cultural and linguistic diversity, as it is a symbol of wealth.

2.3. Critical approach to the causes for the low participation

The English teacher who worked as my tutor during my Field of Experience, placement of Practicum II was the person who, by being critical with the teaching method she was using in class, gave me chance to realise how important motivation and participation are in today's classroom.

Nowadays, 'innovative' editorials, teachers and language courses no longer rely on traditional textbooks that only deal with the four main skills. Instead, they foster using a more *communicative approach* that should enable students to learn English while trying to actually communicate, through the use of engaging and enjoyable activities based on real and authentic material. The content is not therefore the focus of instruction any longer, aiming for effective communication and making good use of the different communicative functions.

That is an appealing approach towards language acquisition. I do believe that communicative competence is the one we should be trying to achieve first and foremost. Nevertheless, in order for students to reach a high proficiency level in English, teachers tend to find themselves in the need of using other approaches too, given the nature of diversity among their students' needs and the enormity of the challenge that big groups pose: big classrooms where they may be dealing with more than 25 students and it is sometimes difficult to make students participate in an active way so that they can learn. If we just follow the didactic units proposed by the multilingual editorials used in Jaso Ikastola at the moment, for instance, we will realize that some students' needs are not being met.

It is therefore doubly important to raise motivation towards participation among the students: for the sake of not getting bored and using the language as well as in order to have the opportunity to learn, given that participating seems to be the only option to acquire the language.

2.4. Main aims of the study

My research study will then try to find the reason(s) for the low participation of the students in the English class in the Secondary Education levels in Jaso Ikastola.

As aforementioned, my intention when choosing this topic was dual. Firstly, it is a topic that appeals to me given that I have been working as a teacher for some years and I wondered how I could improve my teaching effectiveness. Secondly, during my internship in *Prácticas II* in Jaso Ikastola, my school tutor claimed that this issue was one of her concerns too. Therefore, I decided this should be the question that should lead my research project for the TFM.

3. Research method

3.1. Objectives

➤ *Research topic and purpose*

The students' low participation in the English classroom is the topic that guides this research study. So searching for the causes for that low-participation of students in the English lessons is the main objective of this research study.

Having said that, I would like to give a detailed description of the definitions of 'participation' and 'motivation' due to the importance of understanding what I will refer to with those concepts, as they are the basis for this research study.

- Definition of *participation*: 'the fact of taking part, as in some action or attempt' (Dictionary.com). It involves being voluntary as well as active.
- Definition of *motivation*: 'the act or an instance of motivating, or providing with a reason to act in a certain way' (Dictionary.com), either in an integrative or instrumental way.

I will along the rest of the paper focus especially on the *oral* productive participation for which students' must be motivated, either to participate in the big group, small groups or pairs in the language lessons.

➤ *Research questions/hypothesis*

The main question then is: *What are the causes for the low-participation of students in the English lessons?* To answer such a question, the factors that could influence the motivation of students to participate are:

- Attitude: likeability of English language among students
- Motivation: reasons for studying the English language
- Aptitude: willingness to know/study English language

Lack of
motivation

- | | | |
|--|---|---|
| <ul style="list-style-type: none"> - Likeability of participating in class - Perception of their classmates' participation in class - Perception of their own participation in class - Perception of the teacher's perception of participation - Preference of participation type - Best time –hour- for participation along the day | } | Group' and individual students' Participation |
| <ul style="list-style-type: none"> - Personal evaluation as a student (own perception) - Perception of good teachers - Perception of good English teachers - New technologies in the classroom | } | Student and teacher attitudes and practices |

These factors are related to the possibly mismatching opinion or views of the teachers, and that could be another reason for low motivation driving to low participation. For that reason, I collected the English teachers' and other language teachers' perspectives. These are the questions that guided me to compare students' and teachers' perceptions:

- | | | |
|--|---|--|
| <ul style="list-style-type: none"> - Students' participation - Students' preference of participation type - Students' best time –hour- for participation along the day - Students' perception of good teachers - Students' perception of good English teachers - Students' perception of new technologies in the classroom | } | Are teachers realistic and aware of the students' views? |
|--|---|--|

By these I would try to find out whether the students' and the teachers' perceptions and expectations match or whether they are in any way similar (or different). They helped me define useful advice or recommendations that may enhance the teachers' work and improve the participation of the students in the language lessons.

3.2. Method

This is an *action research*, that is, a study 'conducted by or in cooperation with teachers for the purpose of gaining a better understanding of their educational environment and improving the effectiveness of their teaching' (Dörnyei; 2007: 191).

However, it has been in a bigger scale in comparison to those that are usually carried out under the same label: including all the secondary education school years instead of studying only a course or classroom.

The research study I carried out followed a mixed-methods approach, which combines both quantitative and qualitative research data at a time, as I considered that 'adding a secondary component from another approach could be highly informative, since each type highlights "reality" in a different, yet complementary, way' (Lazaraton; 2005: 219).

For that reason I used a *qual*→*QUAN* method in my action research; that is, a method that despite being based on a mixed-methods approach, will mostly rely on quantitative data, which denote priority or increased weight compared to the qualitative data. The main reason for doing so was the need to use a quantitative method in order to be able to receive the feedback of around 200 students and be able to analyse it statistically. The qualitative data was particularly used at the beginning of the process, so it was a sequential collection of data, as the arrow (→) represents. The qualitative method was used in the informal survey carried out with the teacher and a few students, which facilitated the development of my research instrument, the survey, as well as in a limited number of open-ended questions in the main surveys later on.

On the one hand, carrying out the research among the students of all Secondary Education classrooms –and all their language teachers- will allow the results and conclusions to be more significant for Jaso Ikastola and its teachers, allowing the conclusions to be generalizable, that is, useful and probably effective not only for a year in a particular classroom, but in the different courses and for years.

➤ *Data collection method*

The data was collected automatically on the Internet, as the questionnaires were created in Google drive. The responses were saved in an excel document, at the same moment as the surveys were sent by the students (or teachers). That way, not having to manipulate the data manually or having to deal with a huge amount of photocopies prevented the chance of printed surveys being lost, results being passed into the computer programme twice, or any other unwilling mistake from happening. Therefore, this did not only help save time, but also guarantee the responses were valid and reliable.

➤ *Type of data*

The data was kept in order of response but anonymously. As it only took into account the responses from youngsters in Jaso Ikastola and all from secondary school, the

results will be representative of that educational setting and context, but they will not be generalizable to other same-age students or other English classrooms.

➤ *Participants*

The sample involved 191 Spanish students of English as a FL at second of Secondary Education in Jaso Ikastola (from 1st, 2nd, 3rd and 4th of ESO) and I used the responses to the teachers' questionnaire from 7 secondary school language teachers who teach English as well as Basque, Spanish and French.

The students come from eight different mixed gender class groups in which different age students are mixed (in 1st of ESO for example 12-13 and 14 year old, as there were some repeat students). All the students who were present in the school in the moment of the questionnaire took it, as representing of the real classes was one of the aims of this study.

➤ *Type of data analysis*

Statistical analysis and comparison is how most of the data were analysed. Some graphics were created (shown in the 4th part of this paper) to reflect the main results of the study. The little amount of qualitative data used for the creation of the surveys was personally analysed and considered, as shown by the carefully designed questionnaires. The responses from the survey questions will only be commented upon if they represent significant findings.

➤ *Research ethics*

As the survey did not impose any risk to the participants include no personal responses but the age, gender, course and group they attended, I together with the coordinator of the school decided not to hand out any special consent forms to the parents. Nevertheless I did get the consent from the pedagogical Principal of the educational centre.

3.3. Instrument and required resources

The main instruments used for the study were two surveys that I carefully designed. The first one was designed for secondary school students (see Appendix II). It was written in English in order not to break the habit of the students who are used to speaking and listening to English in the English class. The other one was designed for the language teachers working with those students (see Appendix III), translated into Basque language in order to be comprehensible for some language teachers who were not proficient in English (see Appendix IV).

➤ *Required resources*

Computers were needed as all the students responded the questionnaire online. I was present and I assisted the students while carrying out the survey. The teachers took their questionnaire on their own.

Before taking the survey, I explained to them very clearly, after thanking their participation, it was for a research study from the university and that the survey was voluntary, so that they did not have to answer the questionnaire if they did not want to. They all accepted to do it, so I asked for honesty and explained to them that it was anonymous and that I was the only one who would read their answers. That way I prevented them from answering something that they could feel obliged to answer if their teachers would have the opportunity to access the responses.

Students were taken to the computer-room in groups of about 12-15 students, with no interference of communication among the students who had already taken it and the students who were about to.

Some students used online dictionaries for small doubts about vocabulary; some others preferred to ask me directly, what I happily did. Vocabulary questions reflected the fact that they were taking the survey seriously.

The quickest (and oldest) students spent a minimum of 6 minutes answering the questionnaire. It took a maximum of 24 minutes to the slowest (some of the youngest) ones.

➤ *Validity*

My biggest fear was not getting valid results due to different problems; so this is how I prevented problems from happening:

- *Students feeling inhibited by my presence* → the classroom was small enough for me to control everybody without having direct vision of their desktop computer screens, to avoid making them feel I was supervising their responses.
- *Students not taking the survey seriously* → the limited amount of computers and little amount of students taking the survey at a time allowed me to create a close and pleasant atmosphere from the start, fostering a respectful attitude among the students, who took their time to complete the survey thoroughly.
- *Students not having enough time to finish* → providing them with the chance to finish feeling no rush for ending early was important, so I had previously spoken to the teachers in order to be able to stay as long as the students needed.

- *Students copying from their classmates* → the wide separation between them allowed me to verify the individual working of each student, who could not possibly copy from their peers.
- *Data not being recorded properly for some technical reason* → Google drive provides the opportunity to record the answers of each student instantly on the Internet and I had the webpage with the results opened on another computer at the time, so I managed to make sure that the responses from each student were being recorded properly.
- *Students lying in the survey* → Google drive records the responses in the same order they were completed as well as marking the time in which they were done. That helped me spot two particular cases in which the students ‘lied’ about their personal characteristics: their course, group, age or gender.

➤ *Error*

On the one hand, two students’ responses were not completely reliable given their ‘lies’ or involuntary mistakes. For that reason we could consider the possible error of 1,05% among the 191 responses I got.

On the other hand, I could not get 100% of secondary education students from Jaso Ikastola to do it due to illness or similar reasons. From the entire ESO, 7 students missed class on the day that the survey took place. Those students represent the 3.54% of the total amount of students in ESO in Jaso Ikastola.

I could have called the missing students some days later in order to answer it, but as the students who had been missing represented such a little percentage, I considered that counting with a little error possibility was better than making them come out from their lessons and miss any important explanations while their peers were in class. In addition, even if I had called them to take the survey afterwards, they may have felt inhibited for having to do it alone, without the company of their peers. Moreover, the 7 students were from different courses and groups and they missed it by chance, so even including the possible error the results would not vary considerably.

Therefore, the total error of this survey, if we aim to generalise the results to the whole cycle of compulsory secondary education in Jaso Ikastola, assuming the rest of students’ responses were genuine, can be said to be 3,7%.

4. Results and discussion

4.1. Results

All the data collected from the students' and teachers' questionnaires were analysed and are shown in detailed graphics in the Appendix of this paper (see Appendix V and Appendix VI).

The results on the surveys showed these main results and ideas, divided into two different sections: '*Students*' and '*Teachers*'.

➤ *Students*

The students came from the different levels of ESO: 55 students (29% of the total) from 1st of ESO; 49 (26%) of 2nd; 45 (24%) of 3rd; and 42 (22%) of 4th. From the 191 students, 52% were girls, and the vast majority were between 12 and 16 years old (98%).

- 74% of students have a positive attitude toward English. 17% of the students value the language in some way but have a rather neutral attitude. The rest (9%) have a negative attitude towards the language.
- Reasons for studying English:
 - 64% believed they will need the language in the future
 - 53% wanted to be able to communicate with foreigners
 - 44% know they need it to find a job
 - 37.5% of the students studied it because they actually like it
 - 25.5% aimed to pass the exams
 - 25% aimed to get the ESO title
 - 14.5% did it because they felt well doing it
 - 12.5% claim to be pressed by their parents to study
 - 11.5% thought that it was fun or enjoyable.
 - 10.5% had friends who knew English
 - 3.5% found it easy
 - Another 4% claim to be pushed by other reasons, such as reading interesting things on the Internet, understanding English songs or travelling to England and the US.
- 39% of students did never or almost never studied English at home.
- 92% of students were willing to know English.
- 79% of students were willing to study English.

- 35% of students like participating in class. Almost the same amount of students (34%) that claim to take part in class often.
- Students believe that teachers thought they did not participate as often as they did (4% difference).
- The average student believed to be:
 - o more hard-working (32% difference) than their classmates
 - o less talkative or chatty (25.5% difference) than their classmates
 - o less participative (25% difference) than the rest of their classmates
 - o less boring (11.5% difference) than the rest of their classmates
 - o more active (7% difference) than the rest of their classmates
 - o present less interesting ideas (6.5% difference) than their classmates
- 55% of students prefer to take part in class after the breaks. The reasons, they were more active, awake, fresh, relaxed and concentrated at that time, with more energy and it was even easier to pay attention and participate. On the contrary, they seem to be sleepier in the first hour; they tend to be more active and nervous before the break and too tired for the last lessons of the day.
- Students found it easier to participate in this situations:
 - o 78.5% when they knew the answer
 - o 57% to respond to questions asked to the whole class
 - o 46.5% to respond to individual questions
 - o 41% when they had a question
 - o 38% when they worked in small groups
 - o 35% when they worked in pairs
 - o 29% when they had enough time to think
 - o 17% when they worked in big groups
 - o 14.5% when they had a doubt
 - o 3.5% other situations, such as being absolutely sure of the answer, when they were bored or when they received some praise from the teacher
 - o Among the students' extra comments and reasons, feeling 'scared' seemed to be one of the reasons that prevent students from participating, either for being wrong, getting the teacher angry or the teacher shouting.
- Students valued the teachers who:
 - o 75% were good explanations
 - o 71% motivated students
 - o 70.5% were fun and happy
 - o 63% were funny
 - o 59.5% created a good atmosphere
 - o 58% respected students

- 53% had a lot of patience
- 37% prepared easy exams
- 26% took his/her job seriously
- 19.5% evaluated fairly
- 19% trusted/relied on the students
- 11% were punctual
- 7.5% prepared demanding exams
- 3% other features, such as not placing exams, having a lot of energy or not shouting
- Students valued the English teachers who:
 - 79.5% gave good explanations
 - 66.5% created a positive atmosphere
 - 64.5% were nice and friendly
 - 61.5% made students speak in English
 - 51.5% spoke always in English
 - 46% admitted his/her own mistakes
 - 37% made students work in groups
 - 34.5% prepared easy exams
 - 31% made students work hard
 - 31% made students work in pairs
 - 27.5% had a foreign English accent
 - 6% prepared demanding exams
 - 3.5% other features, such as using a language that was easily understood to explain doubts, telling the exam questions to study, using games, being ready to help the students and doing group activities
- In reference to new technologies:
 - 52% would like to use it in class more often
 - 51.5% liked using them a lot
 - 45% thought it is a great idea
 - 18% liked technology but did not like using it in class
 - 4.5% believed it was a waste of time
 - 2.5% did not like it
 - 13.5% shared other ideas, such as easier and fun to learn things, and using the mobile phones was not a good idea, only computers. Some teachers' limited skills with technologies were also mentioned.

➤ *Teachers*

The teachers that took part in the study were all the current language teachers working in secondary school in Jaso Ikastola: 5 of them were teaching in 1st and 2nd of ESO, 3 in the 3rd year, and 5 in 4th year. They were English, French, Spanish or Basque teachers.

- Whole class participation:
 - 1A: according to students, the group was talkative and active.
 - According to the teachers they were very talkative, participative and active.
 - Overall participation of the group was almost the same (just a bit higher) as its individual students considered it to be.
 - 1B: according to students, the group was participative, active and they present interesting ideas.
 - According to the teachers they were very talkative, participative and active.
 - Overall participation of the group was much lower than its individual students considered it to be.
 - 2A: according to students, the group was talkative, participative and active.
 - According to the teachers they were talkative, participative, active and they present interesting ideas.
 - Overall participation of the group was much higher than its individual students considered it to be.
 - 2B: according to students, the group was talkative, participative, active, hard-working and they present interesting ideas.
 - According to the teachers they were talkative, participative, active and they present interesting ideas.
 - Overall participation of the group was much higher than its individual students considered it to be.
 - 3A: according to students, the group was talkative, participative, active and hard-working.
 - According to the teachers they were participative, active, hard-working and they present interesting ideas.
 - Overall participation of the group was much higher than its individual students considered it to be.
 - 3B: according to students, the group was very talkative, participative, active and they present interesting ideas.
 - According to the teachers they were talkative, participative and active.
 - Overall participation of the group was higher than its individual students considered it to be.

- 4A: according to students, the group was talkative, participative and active.
 - According to the teachers they were very talkative.
 - Overall participation of the group was almost the same (just a bit lower) as its individual students considered it to be.
- 4B: according to students, the group was talkative and active.
 - According to the teachers they were talkative, participative, active and very hard-working.
 - Overall participation of the group was higher than its individual students considered it to be.
- Teachers believed that students find it easier to participate in class before the breaks.
- According to what teachers believe about their students view:
 - 85% believed students prefer to participate when they know the answer or when they have a question.
 - 14% thought that having enough time to think about the answer or working in small or big groups was important for students.
- According to what teachers believe about their students view:
 - 100% believed that creating a good atmosphere was a feature the students value.
 - 57% of the teachers thought that being fun, positive or happy and preparing easy exams was valued by their students.
 - None of the teachers believed that demanding exams or punctuality was important for students.
- According to what Foreign Language teachers believe about their students view:
 - 100% believes that giving good explanations, creating a positive atmosphere and being nice and friendly were the features the students value most.
 - None of them believe that having a foreign accent, preparing demanding exams or making them work hard was an important issue for students.
- The teachers claimed on the 'extra comments' that new technologies should not be considered an aim or urgent need to foster learning, they should instead be viewed as the tool they are, an element that can be useful in certain occasions.

4.2. Discussion

Most of the students had a positive attitude towards English -3 out of 4-; but the negative –or very negative- attitude of 9% should be a matter of concern if we want to improve their participation and general language competence.

More than 64% of the students claim that needing English in the future is one of the reasons for studying it, while only 11.5% of them saw it as fun or enjoyable and 3% find it easy. Although they did not specifically define it as difficult, we might need to consider the ‘difficulty’ of the activities we use, not as the general difficulty but how difficult they may seem from the start; providing in addition some more comprehensible input in order to enhance their effective learning.

While 92% of students would love to be able to speak English in their future, 22% are not willing to study it, and 39% of them almost never study it at home. The reinforcement of the value of effort may be needed in order for the learners to be more open and admit the fact that little is achieved effortlessly.

The average student had a much more positive opinion of him/herself than of their peers respect to being less talkative or chatty and more hard-working. In contrast, they believe themselves to be less participative than most of their peers. In relation to that, individual class participation was more limited than the degree of likeability of participating in class, which showed that most of the students actually like participating, despite often ending up without doing so. Moreover, students perceived that their teacher’s perception was generally worse than it really was: they believe teachers thought they participate less often than what they actually seem to do. Nevertheless, teachers generally value their participation much more than students themselves did. Teachers disagree about the 1st year groups in reference to their overall participation, but they agree in the rest of the groups. That might be due to either the students being too self-critical or the teachers not happening to recognize publicly (in front of their students) their good participation very often.

Most of the teachers agreed with the groups’ self-image, although it was striking to see that the groups that consider themselves to be hard-workers were not viewed the same way by teachers, and vice-versa. Only one was considered to be ‘very’ hard working by the teacher with such a feature.

Another interesting fact was that teachers seem to be unaware that it was after the break when most students found it easier or preferred to participate in class; despite the existence of a certain amount of students who like participating in the first and last lessons of the day (although they were not the majority, they made 25% of the students).

Teachers were aware of the students’ preference for participation when they

already knew the answer or when they had a question. However, not all seem to be aware of how much do students value small groups, or the fact that having doubts -no questions driven by curiosity- does not foster participation.

Students seem to prefer questions asked to the whole class in order to take part, but individual questions were usually well received. Feeling curious was a motivational source to participate. Working in pairs or groups pushed them to participate more, and having enough time to think about the answer seemed to help. However, knowing the answer or being sure of the contribution they are about to make seemed to be the factor that influenced the students the most (80%).

3 out of 4 students value giving good explanations. Motivating students, being fun, funny or positive, creating a good atmosphere, respecting students and having patience were also highly valued by more than 50% of the students.

The characteristics the students value most of English or other Foreign Language teachers was, again, giving good explanations -4 out of 5-, together with creating a good atmosphere, being nice and friendly, making students speak in English and speak in English themselves -more than 50% of the students shared that view-. On the contrary, having a foreign English accent was one of the least valued features -by 1 out of 4 students-.

Half of the students love using new technologies and would like to use them more often. At the same time, however, about 1 out of 5 students had a negative attitude towards using technological devices in class. Teachers were aware of the preferences.

5. Conclusions

As mentioned at the beginning of the paper, despite the difficulty –or even impossibility- of providing evidence that positive attitude and students' motivational levels are predictors of second language acquisition on their own; there seems to be quite a lot of evidence that they are important contributing factors in order to engage the students actively in the learning process and lead them towards success.

Nevertheless, the activities and strategies teachers need to use will vary widely depending on the specific features of the group, their background and the learning context. As in social sciences it is very difficult to control all the variables in a study because no variable can be completely separated from the rest; the same happens in the classroom, every variable will somehow influence the rest.

This study could serve as a basis for a handful of suggestions on how to maximise the time devoted to language teaching. However, it is the teacher, who knows the educational context and each students' needs, the one who has to decide what to teach, how to teach it and whether or not something should be included or removed from the lesson plan.

Thus, after analysing the results, I aim to reach some significant conclusions about the causes for the low participation in the English lessons and provide Jaso Ikastola with some useful advice that could foster the students' participation during the lessons as well as help teachers to understand and comprehend their students' views, which may affect the future methodological decision making.

5.1. Conclusions and implications

Overall, the interpretation of results provided us with the idea that motivation might be one of the problems that is preventing students from participating in Jaso Ikastola. Although most of them have a positive attitude towards English, there is a limited amount of students that do not share it, and a negative attitude towards a language can be the main reason for not achieving good linguistic or communicative results.

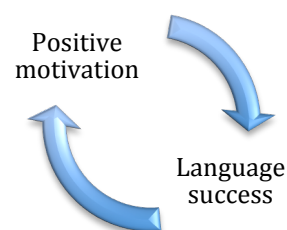
With regard to the reasons for studying the language, we saw that most are not motivated so much by the integrative motivation, but by the instrumental one, as the need to use it in the future or to get a job. Raising the integrative motivation could lead the speakers to continue learning languages, as the feeling of cross-cultural awareness and openness to the world that provide the knowledge of languages is irreplaceable. Using languages as *lingua francas* for communication with other 'non-

native speakers', for instance, is one of the shared reasons and one that could easily be fostered if some authentic and real communication was arranged with students from other countries. Being a multilingual person, completely aware of the great amount of benefits that bilingualism and multilingualism bring, can raise integrative motivation, and using the students' own preferences and opinions can increase the motivation to learn English or other languages in the classroom and along their lives.

In reference to the groups' and individuals' participation, only 35% of the students claimed to actually like participating. A teacher must wonder why the rest do not like it, and what teachers can do in order to improve that. Limited competence in a language could make students feel ashamed and prevent them from talking, for instance. Besides, the shame can increase if there is misperception or self-criticising. As aforementioned, most of the students share a misguided perception of their own participation. The teachers seem to value the students participation more than students' themselves, and we can assume they share a more objective perspective given that the 7 teachers' views overlap with little to no differences in respect to all the groups but 1st of ESO. That could be easily mended if teachers openly recognized the students' efforts –or aptitude- to participate more often. That way, the self-esteem and self-confidence to speak aloud could positively increase, promoting a healthier and more relaxed atmosphere that would foster students' participation.

Besides, teachers know that when students already know the answer or when they have a question is when they participate. Teachers seem to be unaware of the fact that having doubts does not foster participation. Knowing that it is essential to make sure students understand concepts correctly before going on with the unit is important, as creating educational contexts where students are the ones who ask the questions which will guide the lesson; although that usually implies more preparation work from the teacher. Raising their curiosity, instead of explaining without anybody asking, will raise motivation. In addition, working in pairs or small groups might be related to the students' need to be sure of the answer to participate, as opinions can be shared with their peers before answering directly and the 'guilt' or 'shame' felt can be shared or decreased. That might be related to 'having time to think'; instead of promoting fast answers teachers should promote good, well-considered, quality ones. Moreover, praising students, either materially or just orally, could help raise all the aforementioned. Thus, all these practices will let the students enter into the cycle I presented in the first part of this paper.

There seems to be strong support for the importance of teaching awareness, or being aware of the students' preferences. Attitude and teachers' practices are definitely important and they do affect low (or high) participation.



Although preparing easy exams does not seem to be such a great issue, as most teachers thought it would be, most of the teachers' guessing matched their students' views quite appropriately in reference to attitudinal practices. The usefulness of sharing a positive attitude and creating a nice atmosphere in the classroom was essential for the secondary school students in Jaso. Being too severe with the students may not be the way to make them study; but that should not be a problem given that the teachers already seem to know that creating a good atmosphere and being fun and positive was highly valued and that demanding exams and punctuality were not issues that matter to most of the students. However, teachers need to be aware that over all those preferences, giving good explanations is still what matters to most students (to the 75% of them), and even more if they are language teachers and do not teach native language.

There is a wide range of strategies that can be used in order to motivate students and support their learning process, engaging them in the classroom activities and making the L2 acquisition easier (Lightbown et al., 2006):

- Motivating students into the lesson
- Varying the activities, tasks and materials
- Using co-operative rather than competitive goals

Nevertheless, the amount and type of activities and strategies teachers need to use in each classroom will vary depending on the amount, age, interests, cultural background, personal characteristics, etc. of the group. As aforementioned, in social sciences it is very difficult to control all the variables in a study because no variable can be completely separated from the rest in order to be studied, as well as every variable will somehow influence the rest. The same happens in the classroom with the teaching methods and learning approaches. No single classroom will recreate another group's features, no matter how similar the groups may seem, there will always be several individual characteristics that make them differ from each other. Therefore, there will be no single way of teaching, learning approach, strategy or activity that is appropriate for every classroom or learning group. Although there might be some activities that come out to be more useful, more effective or that tend to be more successful; every and each of them will have to be slightly modified and adapted to our specific learners, as we want our teaching to be motivational for our students and end up being a success.

According to Krashen the revolution in language teaching will not come with new methods or ways of teaching, but with 'the proper utilization of what we already have: speakers of the language' (2002: 221). He also claims that the best methods are the most pleasant as well (the converse not been necessarily true, though; being pleasant does not automatically make a method effective).

Acquisition is second language teachers' main goal, as *learning* does not necessarily imply the memorized structure's, meaning's or term's acquisition. We must bear in mind that language teachers are usually people who like –or even love– structure of learning, possibly enjoyed learning grammar; so it is not difficult for teachers to end up trying to teach language that way, but 'students may not be as crazy about it as we are'. Therefore, as Krashen claims, we must be aware of that problematic implementation of the language. Moreover:

"We can teach vocabulary, situational routines, grammar, whatever we like, and as long as we fill it with acquisition opportunities, as long as we keep providing comprehensible input, we are contributing to natural language acquisition" (Krashen, 2002:227-228).

So, as Baker (2011) states: 'it is important to note variations in attitude to the language environment', to be aware of them in order for the teacher to provide more supportive and appropriate activities that will foster classroom participation. Teachers will therefore need to contribute to the classroom environment with a wide range of opportunities for the students to engage in active and motivational activities, so that a positive and supporting atmosphere is created, which will ultimately contribute to the students second language acquisition.

5.2. Further research

The first and easiest option for further research would be for the English teachers in Jaso Ikastola to assess the level of participation of the students in a group, or different groups, before and after following the recommendations provided above. Then, it could be proved whether the conclusions of this study are really significant and useful.

In addition, while developing this study I realized how much of the learning lies on participation in the latest and most 'innovative' didactic units that are based on a communicative approach. Provided that the amount of input and output they need to receive and produce is so high, classrooms where we find little participation may not be the best ones to use such methods. If participation is so difficult to get by the 100% of students in the classroom, we might need to change our minds, given the wide

variety of learning styles and the individual needs of each student:

"Every one of us has a learning style, thinking style and working style as unique as our fingerprints. Parents and schools can now easily identify individual learning styles. It is imperative for schools, parents and organizations to cater to those individual differences. Unless this happens, millions more will be wrongly classed as school failures because their learning style is not suited to their school's teaching style" (Prashnig, 2004).

It might then be useful to find some didactic units and textbooks that provide other types of teaching and learning strategies as well.

For further *action research* I would find it interesting to assess whether the diverse students with a similar participation improve their English level or acquire a higher proficiency through different student methods -which could be carried out by using different methods in the different groups of the same course.

Research would benefit from investigating the differences and the influence of working with groups or individual students with some prejudgements about their own learning, in order to see whether the ones who have a low self-confidence when speaking in other languages or those who assume to have a lower capacity or ability to acquire languages do actually find it more difficult to learn and acquire a higher linguistic or communicative level. Other features could be taken into account too, such as the individual learner's motivation differences, anxiety or working memory that affect individual language learning.

Nevertheless, any kind of action research aiming a better teaching method or better language acquisition results will always be beneficial in some way, for both teacher and students. Therefore, I would like to encourage Jaso Ikastola, its teachers and everybody in the field of education to carry out more action research studies, in order to find solutions to minimal problems that may arise in the classroom and might prevent students from getting better results.

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Appendix

Appendix I - Model of L2 motivation (Tremblay and Gardner; 1995)

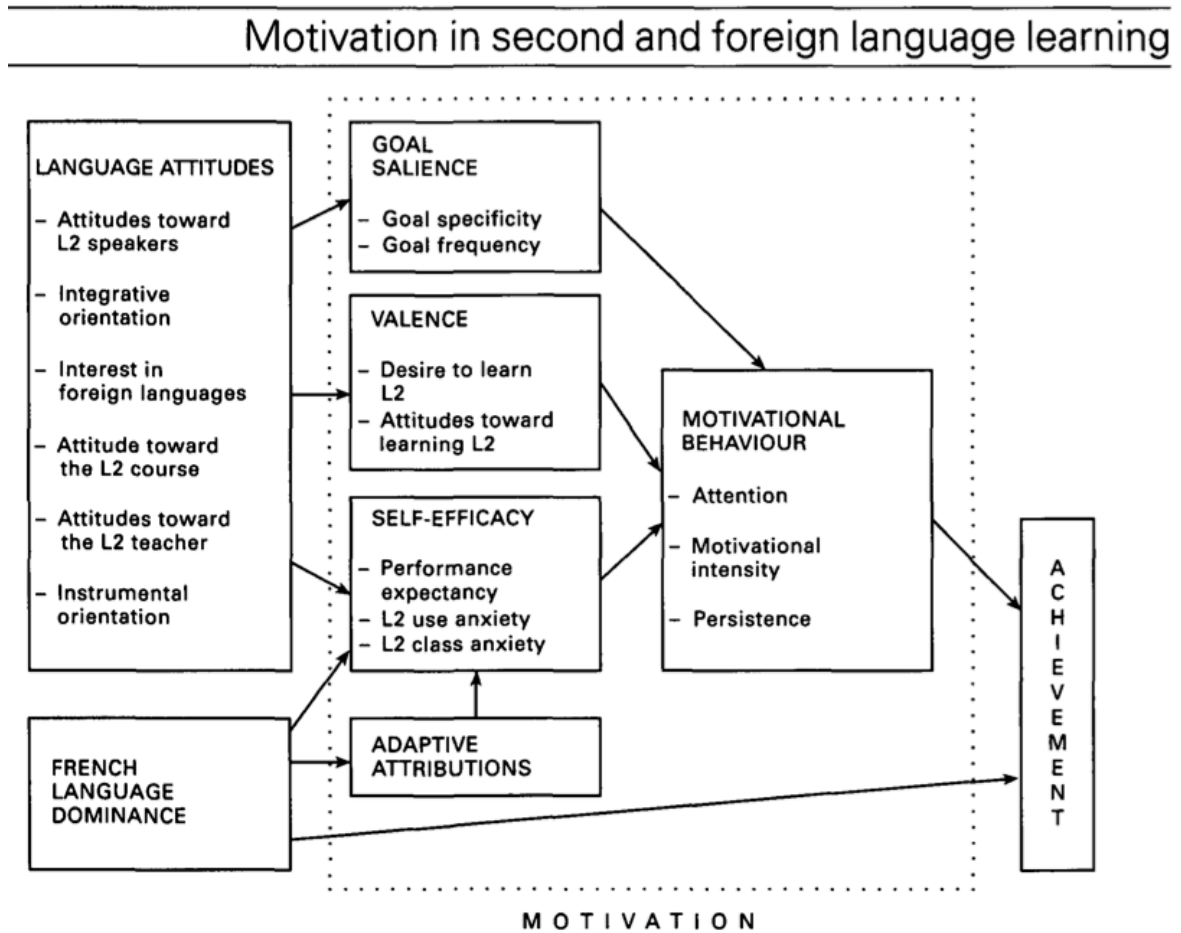


Fig. 1 Tremblay and Gardner's (1995) model of L2 motivation

Appendix II – Students' Questionnaire

Jaso Ikastola - Students' Questionnaire

This is an ANONYMOUS questionnaire.

Read, think and answer the next questions truthfully:

*Obligatorio



*My classroom in Jaso Ikastola is: **

*I am a ... **

*I am years old. **

Continuar >

20 % completado

*Obligatorio

ENGLISH

*Do you like ENGLISH? **

- I love it
 I like it
 I value it
 I don't like it
 I hate it

*I study English BECAUSE ... **

You can choose more than one option

- I feel good studying it
 I will need it to get a job
 I want to pass the English exams
 My parents make me study
 I like it
 I have friends who know English
 It's fun/enjoyable
 I want to communicate with people from other countries
 It's easy
 I need it to get DBH title
 I will need it in the future
 Otros:

Do you STUDY English at HOME? *

Choose from 1 to 5

1 2 3 4 5

Never Always

English language... *

FALSE

TRUE

I want to KNOW English

I want to STUDY English

« Atrás Continuar »

40 % completado

*Obligatorio

PARTICIPATION IN CLASS

The students in my class ... *

FALSE

Sometimes

Usually

Always

are talkative,
chatty

are participative

present
interesting ideas

are hard-workers

are boring

are active

Do you like participating in class? *

Choose from 1 to 5

1 2 3 4 5

No, I don't like it Yes, I love it

My participation in class is... *

(compared to my classmates)

1 2 3 4 5

Bad. I could participate much more Very good. I always participate

TEACHERS THINK that I *

Choose from 1 to 5

1 2 3 4 5

don't participate enough I always participate

I am ... *

FALSE

Sometimes

Usually

Always

boring

talkative, chatty

participative

I present
interesting ideas

hard-worker

active

I prefer to take part in class at... *

Choose all the true options

- 8.30h
- Before the break
- After the break
- 13.50h

Why?

Because...

When is it easier for you to take part in class? *


Choose all the true options

- When the teacher asks a GENERAL question
- When the teacher asks ME a question
- When I KNOW THE ANSWER
- When I have enough TIME TO THINK about the answer
- When working IN PAIRS
- When working IN SMALL GROUPS
- When working IN A BIG GROUP
- When I have a QUESTION
- When I have a DOUBT
- Otros:

Extra Comments

Add anything you think is important

« Atrás Continuar »

 60 % completado

*Obligatorio

TEACHERS***The BEST TEACHERS ... ****

Choose the MOST IMPORTANT features

- prepares EASY EXAMS
- creates a GOOD ATMOSPHERE
- prepares DEMANDING (not easy) EXAMS
- has a lot of PATIENCE
- gives GOOD EXPLANATIONS
- RESPECTS students
- is FUNNY
- is PUNCTUAL
- TRUSTS/RELIES ON the STUDENTS
- takes his/her job SERIOUSLY
- MOTIVATES students
- is FUN and HAPPY
- EVALUATES FAIRLY
- Otros:

The BEST ENGLISH TEACHER must *


Choose the MOST IMPORTANT features

- give GOOD EXPLANATIONS
- prepare DEMANDING (not easy) EXAMS
- make students WORK IN PAIRS
- make students WORK IN GROUPS
- make STUDENTS speak in ENGLISH
- ADMIT his/her OWN MISTAKES
- have a FOREIGN/English ACCENT
- be NICE and FRIENDLY
- speak ALWAYS IN ENGLISH
- make STUDENTS WORK HARD
- create a POSITIVE ATMOSPHERE
- prepare EASY EXAMS
- Otros:

Extra comments

Add anything you think is important

[« Atrás](#) [Continuar »](#)


80 % completado

*Obligatorio

NEW TECHNOLOGIES***Using new technologies (computer, mobile phone, internet, ...) in class... ****

Choose all the true options


- I would like to use it in class more often
- It's a waste of time
- I don't like it
- I like technology, but I do NOT like using it in class
- I like it a lot
- It's a great idea because I learn more
- Otros:

Extra Comments

Add anything you think is important

[« Atrás](#) [Enviar](#)

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100 %: ¡Lo lograste!

Appendix III – Teachers’ Questionnaire (English)

Jaso Ikastola - Teacher's Questionnaire


This questionnaire intends to be anonymous.

The questionnaire has 4 specific parts (1 for each course) and a fifth one, which is general, afterwards.


ANSWER ONLY THE QUESTIONS OF THE COURSES THAT APPLY TO YOU.

The answers will only serve to compare them with the students' perspectives.

Thank you!



16 % completado

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Jaso Ikastola - Teacher's Questionnaire

QUESTIONS ABOUT GROUPS IN DBH 1
 IF YOU DO NOT TEACH THIS COURSE CONTINUE TO THE NEXT PAGE

DBH 1A

DBH 1A
 The group is...

	FALSE	Sometimes	Usually	Always
talkative/chatty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
participative	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
active	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
they present interesting ideas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
boring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
hard-worker	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

1A The students' overall participation in this class is...
 Choose from 1 to 5

1 2 3 4 5

Bad. They don't participate enough Very good. They always participate

DBH 1B

DBH 1B
The group is...


	FALSE	Sometimes	Usually	Always
talkative/chatty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
participative	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
active	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
they present interesting ideas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
boring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
hard-worker	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

1B The students' overall participation in this class is...
Choose from 1 to 5

1 2 3 4 5

Bad. They don't participate enough Very good. They always participate

« Atrás Continuar »

 33 % completado

QUESTIONS ABOUT GROUPS IN DBH 2
IF YOU DO NOT TEACH THIS COURSE CONTINUE TO THE NEXT PAGE

DBH 2A

DBH 2A
The group is...

	FALSE	Sometimes	Usually	Always
talkative/chatty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
participative	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
active	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
they present interesting ideas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
boring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
hard-worker	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2A The students' overall participation in this class is...
Choose from 1 to 5

1 2 3 4 5

Bad. They don't participate enough Very good. They always participate

DBH 2B

DBH 2B

The group is...

	FALSE	Sometimes	Usually	Always
talkative/chatty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
participative	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
active	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
they present interesting ideas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
boring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
hard-worker	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2B The students' overall participation in this class is...

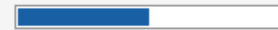
Choose from 1 to 5

1 2 3 4 5

Bad. They don't participate enough Very good. They always participate

« Atrás

Continuar »



50 % completado

QUESTIONS ABOUT GROUPS 3

IF YOU DO NOT TEACH THIS COURSE CONTINUE TO THE NEXT PAGE

DBH 3A

DBH 3A

The group is...

	FALSE	Sometimes	Usually	Always
talkative/chatty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
participative	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
active	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
they present interesting ideas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
boring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
hard-worker	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3A The students' overall participation in this class is...

Choose from 1 to 5

1 2 3 4 5

Bad. They don't participate enough Very good. They always participate

DBH 3B

DBH 3B

The group is...

	FALSE	Sometimes	Usually	Always
talkative/chatty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
participative	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
active	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
they present interesting ideas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
boring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
hard-worker	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

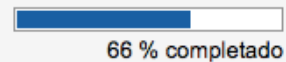
3B The students' overall participation in this class is...

Choose from 1 to 5

1 2 3 4 5

Bad. They don't participate enough Very good. They always participate

[« Atrás](#) [Continuar »](#)



QUESTIONS ABOUT GROUPS 4

IF YOU DO NOT TEACH THIS COURSE CONTINUE TO THE NEXT PAGE

DBH 4A

DBH 4A

The group is...

	FALSE	Sometimes	Usually	Always
talkative/chatty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
participative	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
active	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
they present interesting ideas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
boring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
hard-worker	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4A The students' overall participation in this class is...

Choose from 1 to 5

1 2 3 4 5

Bad. They don't participate enough Very good. They always participate

DBH 4B**DBH 4B**

The group is...

	FALSE	Sometimes	Usually	Always
talkative/chatty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
participative	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
active	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
they present interesting ideas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
boring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
hard-worker	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4B The students' overall participation in this class is...

Choose from 1 to 5

1 2 3 4 5

Bad. They don't participate enough Very good. They always participate

« Atrás

Continuar »

83 % completado

Obligatorio*GENERAL QUESTIONS****In general, students prefer to take part in class at... ***

Choose all the true options

- 8.30h
- Before the break
- After the break
- 13.50h

When is it easier for students to take part in class? *

Choose all the true options

- When I ask them a GENERAL question
- When I ask a question TO A PARTICULAR STUDENT
- When they KNOW THE ANSWER
- When they have enough TIME TO THINK about the answer
- When working IN PAIRS
- When working IN SMALL GROUPS
- When working IN A BIG GROUP
- When they have a QUESTION
- When they have a DOUBT

The TEACHER's ROLE. What do STUDENTS value most? *

Choose the MOST IMPORTANT features

- RESPECTING students
- MOTIVATING students
- being FUNNY
- preparing DEMANDING (not easy) EXAMS
- giving GOOD EXPLANATIONS
- being FUN and HAPPY
- being PUNCTUAL
- TRUSTING/RELYING ON the students
- taking the teacher's job SERIOUSLY
- preparing EASY EXAMS
- having PATIENCE
- creating a GOOD ATMOSPHERE
- EVALUATING FAIRLY
- Otros:

ONLY IF YOU TEACH ENGLISH/FRENCH: The FOREIGN LANGUAGE teacher's role (English/French).

What do STUDENTS value most? Choose the MOST IMPORTANT features

- preparing EASY EXAMS
- making STUDENTS speak in ENGLISH/FRENCH
- being NICE and FRIENDLY
- making students WORK IN PAIRS
- making STUDENTS WORK HARD
- making students WORK IN GROUPS
- speaking ALWAYS IN ENGLISH/FRENCH
- having a FOREIGN ACCENT
- creating a POSITIVE ATMOSPHERE
- preparing DEMANDING (not easy) EXAMS
- ADMITTING your own mistakes
- giving GOOD EXPLANATIONS
- Otros:

New Technologies: Using new technologies (computer, mobile phone, internet, ...) in class... *

Choose all the true options

- It's a great idea because students learn more
- Students like it a lot
- Students don't like it
- It's a waste of time
- Students like technology, but they do NOT like using it in class
- They would like to use it in class more often
- Otros:

Further comments

Is there anything else you would like to add?

Nunca envíes contraseñas a través de Formularios de Google.

100 %: ¡Lo lograste!

Appendix IV – Teachers' Questionnaire (Basque)

Jaso ikastola - Irakasleen galdetegia


Inkesta hau anonimoa da.


4 zati ditu inkestak (kurtso bakoitzeko bat) eta 5. bat galdera orokorrekin.

AZKENEKO ZATI OROKORRA ETA ZURI DAGOKIZUN KURTSOEN GALDERAK ERANTZUN BESTERIK EZ.

Erantzun hauek bakarrik ikasleen erantzunekin alderatzeko erabiliko dira. Modu anonimoan beti.

Mila esker

 16 % completado

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DBH 1eko GALDERAK
KURTZO HONETAN KLASERIK EMATEN EZ BADUZU, JARRAITU HURRENGO ZATIRA

DBH 1A

DBH 1A
Talde hau...

	GEZURRA	Batzutan	Normalean	Beti
hiztuna da	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
parte-hartzailea da	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
aktiboa da	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
idea interesgarriak agertzen ditu	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
aspergarria da	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
langilea da	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

1A ikasleen parte-hartze orokorra klase honetan...
Aukeratu 1etik 5era

1 2 3 4 5

Kaxkarra da. Ez dute nahiko parte hartzen. Oso ona da. Beti parte hartzen dute.

DBH 1B

DBH 1B
Talde hau...

	GEZURRA	Batzutan	Normalean	Beti
hiztuna da	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
parte-hartzailea da	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
aktiboa da	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ideia interesgarriak agertzen ditu	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
aspergarria da	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
langilea da	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

1B ikasleen parte-hartze orokorra klase honetan...
Aukeratu 1etik 5era

1 2 3 4 5

Kaxkarra da. Ez dute nahiko parte hartzen. Oso ona da. Beti parte hartzen dute.

DBH 2eko GALDERAK
KURTSO HONETAN KLASERIK EMATEN EZ BADUZU, JARRAITU HURRENGO ZATIRA

DBH 2A

DBH 2A
Talde hau...

	GEZURRA	Batzutan	Normalean	Beti
hiztuna da	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
parte-hartzailea da	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
aktiboa da	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ideia interesgarriak agertzen ditu	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
aspergarria da	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
langilea da	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2A ikasleen parte-hartze orokorra klase honetan...
Aukeratu 1etik 5era

1 2 3 4 5

Kaxkarra da. Ez dute nahiko parte hartzen. Oso ona da. Beti parte hartzen dute.

DBH 2B

DBH 2B
Talde hau...

	GEZURRA	Batzutan	Normalean	Beti
hiztuna da	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
parte-hartzailea da	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
aktiboa da	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ideia interesgarriak agertzen ditu	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
aspergarria da	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
langilea da	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2B Ikasleen parte-hartze orokorra klase honetan...
Aukeratu 1etik 5era

1 2 3 4 5

Kaxkarra da. Ez dute nahiko parte hartzen. Oso ona da. Beti parte hartzen dute.

DBH 3eko GALDERAK
KURTSO HONETAN KLASERIK EMATEN EZ BADUZU, JARRAITU HURRENGO ZATIRA

DBH 3A

DBH 3A
Talde hau...

	GEZURRA	Batzutan	Normalean	Beti
hiztuna da	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
parte-hartzailea da	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
aktiboa da	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ideia interesgarriak agertzen ditu	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
aspergarria da	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
langilea da	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3A Ikasleen parte-hartze orokorra klase honetan...
Aukeratu 1etik 5era

1 2 3 4 5

Kaxkarra da. Ez dute nahiko parte hartzen. Oso ona da. Beti parte hartzen dute.

DBH 3B

DBH 3B
Talde hau...

	GEZURRA	Batzutan	Normalean	Beti
hiztuna da	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
parte-hartzailea da	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
aktiboa da	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
idea interesgarriak agertzen ditu	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
aspergarria da	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
langilea da	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3B Ikasleen parte-hartze orokorra klase honetan...
Aukeratu 1etik 5era

1 2 3 4 5

Kaxkarra da. Ez dute nahiko parte hartzen. Oso ona da. Beti parte hartzen dute.

DBH 4eko GALDERAK
KURTSO HONETAN KLASERIK EMATEN EZ BADUZU, JARRAITU HURRENGO ZATIRA

DBH 4A

DBH 4A
Talde hau...

	GEZURRA	Batzutan	Normalean	Beti
hiztuna da	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
parte-hartzailea da	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
aktiboa da	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
idea interesgarriak agertzen ditu	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
aspergarria da	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
langilea da	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4A Ikasleen parte-hartze orokorra klase honetan...
Aukeratu 1etik 5era

1 2 3 4 5

Kaxkarra da. Ez dute nahiko parte hartzen. Oso ona da. Beti parte hartzen dute.

DBH 4B**DBH 4B**

Talde hau...

	GEZURRA	Batzutan	Normalean	Beti
hiztuna da	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
parte-hartzailea da	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
aktiboa da	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ideia interesgarriak agertzen ditu	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
aspergarria da	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
langilea da	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4B Ikasleen parte-hartze orokorra klase honetan...

Aukeratu 1etik 5era

1 2 3 4 5

Kaxkarra da. Ez dute nahiko parte hartzen. Oso ona da. Beti parte hartzen dute.

83 % completado

Obligatorio*GENERAL QUESTIONS****Orokorrean, ikasleek nahiago dute klasean parte hartzea... ***

Aukeratu zuzenak diren aukera guztiak

- 8.30h
- Jolasordu aurretik
- Jolasordu ostean
- 13.50h

Noiz da ikasleentzat errezago klasean parte hartzea? *

Aukeratu zuzenak diren aukera guztiak

- Galdera OROKORRA egiten dudanean
- IKASLE BAKAR BATI galdera bat egiten diodanean
- Haiek ERANTZUNA DAKITENEAN
- Erantzunari buruz PENTSATZEKO DENBORA nahikoa dutenean
- BIKOTEKA lan egiten dutenean
- TALDE TXIKIETAN lan egiten dutenean
- TALDE HANDIAN lan egiten dutenean
- GALDERA bat dutenean
- KEZKA bat dutenean

IRAKASLEAREN PAPERA. Zer da IKASLEEK gehien baloratzen dutena? *

Aukeratu ezaugarri ESANGURATSUENAK.

- GIRO ONA sortzea
- BARREGARRIA/DIBERTIGARRIA izatea
- PAZIENTZIA edukitzea
- ikasleak MOTIBATZEA
- Ikasleak ERRESPETATZEA
- irakasle lana SERIOTASUNEZ hartzea
- AZALPEN ONAK ematea
- POZIK egon edo ALAIA izatea
- ikasleengan KONFIDANTZA edukitzea
- BIDEZKOA den moduan EBALUATZEA
- AZTERKETA EXIGENTEAK prestatzea
- AZTERKETA ERRAZAK prestatzea
- PUNTUALA izatea
- Otros:

SOLIK INGELERA EDO FRANTSES IRAKASLEENTZAT: Ingelera/Frantses irakaslearen papera...

Zer da IKASLEEK gehien baloratzen dutena? Aukeratu ezaugarri ESANGURATSUENAK.

- EXIGENTZIA MAILA HANDIko azterketak prestatzea
- BETI ingelesez/frantsesez hitz egitea
- AZTERKETA ERRAZAK prestatzea
- irakasleak, norberak, bere AKATSAK ONARTZEA
- GIRO POSITIBOA sortzea
- ikasleak TALDEKA lan eginaraztea
- AZALPEN ONAK ematea
- JATORRA eta ATSEGINA izatea
- ikasleak BIKOTEKA lan eginaraztea
- IKASLEAK ingelesez/frantsesez HITZ EGINARAZTEA
- atzerriko AHOSKERA
- ikasleak gogor LAN EGINARAZTEA
- Otros:

Teknologia Berriak: teknologia berriak klasean erabiltzea (ordenagailua, mugikorra, interneta, etab.) ... *

Aukeratu zuzenak diren aukera guztiak

- Oso ideia ona da ikasleak gehiago ikasten dutelako
- Ikasleei asko gustatzen zaie
- Ikasleek ez dute gustoko
- Denbora galtzea besterik ez da
- Ikasleek teknologia gustoko dute, baina ez klasean erabiltzea
- Ikasleek klasean maizago erabiltzea nahiko lukete
- Otros:

Komentarioak

Beste edozer gehitu nahi duzu?

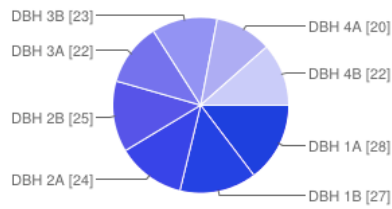
Inkesta hauek eta ikasleen inkestetatik ateratako azken emaitza eta ondorioak Jaso Ikastolari emango zaizkio bukatu bezain laster.

MILA ESKER ZURE ERANTZUNENGATIK

Maite Ruiz de Erenchun Lizarraga

Appendix V – Students’ Questionnaire Results’ Analysis

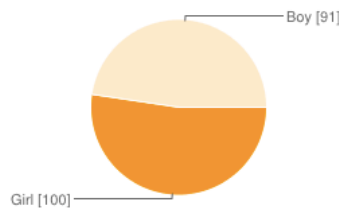
My classroom in Jaso Ikastola is:



DBH 1A	28	15%
DBH 1B	27	14%
DBH 2A	24	13%
DBH 2B	25	13%
DBH 3A	22	12%
DBH 3B	23	12%
DBH 4A	20	10%
DBH 4B	22	12%

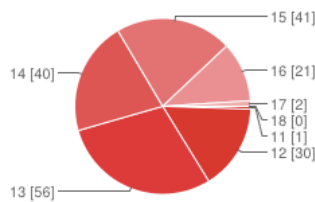
DBH = ESO

I am a ...



Girl	100	52%
Boy	91	48%

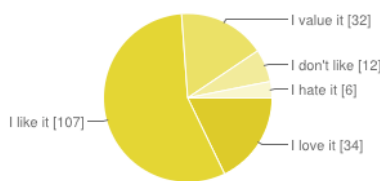
I am years old.



11	1	1%
12	30	16%
13	56	29%
14	40	21%
15	41	21%
16	21	11%
17	2	1%
18	0	0%

ENGLISH

Do you like ENGLISH?



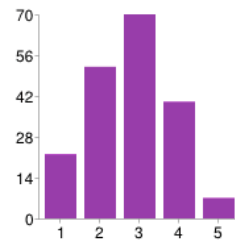
I love it	34	18%
I like it	107	56%
I value it	32	17%
I don't like it	12	6%
I hate it	6	3%

I study English BECAUSE ...



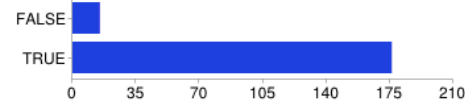
I like it	72	12%
I feel good studying it	28	5%
My parents make me study	24	4%
I want to pass the English exams	49	8%
I need it to get DBH title	48	8%
I will need it in the future	128	22%
I want to communicate with people from other countries	102	17%
I will need it to get a job	84	14%
I have friends who know English	20	3%
It's easy	7	1%
It's fun/enjoyable	22	4%
Otro	8	1%

Do you STUDY English at HOME?



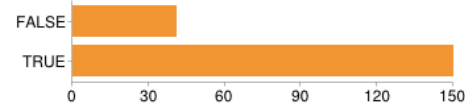
1	22	12%
2	52	27%
3	70	37%
4	40	21%
5	7	4%

I want to KNOW English [English language...]



FALSE	15	8%
TRUE	176	92%

I want to STUDY English [English language...]

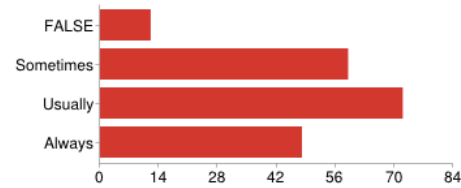


FALSE	41	21%
TRUE	150	79%

PARTICIPATION IN CLASS

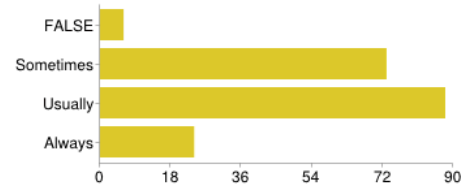
The students in my class:

are talkative, chatty [The students in my class ...]



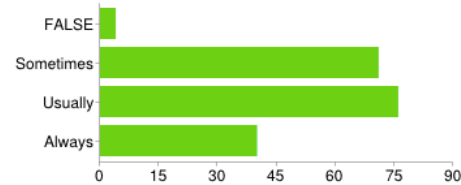
FALSE	12	6%
Sometimes	59	31%
Usually	72	38%
Always	48	25%

are participative [The students in my class ...]



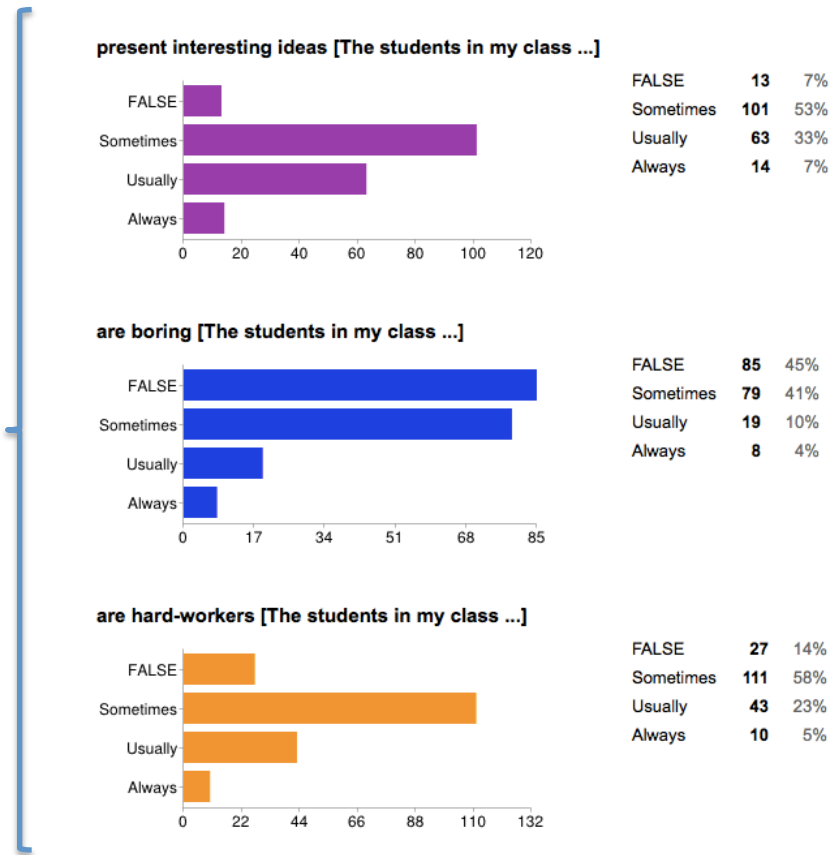
FALSE	6	3%
Sometimes	73	38%
Usually	88	46%
Always	24	13%

are active [The students in my class ...]



FALSE	4	2%
Sometimes	71	37%
Usually	76	40%
Always	40	21%

The students in my class:



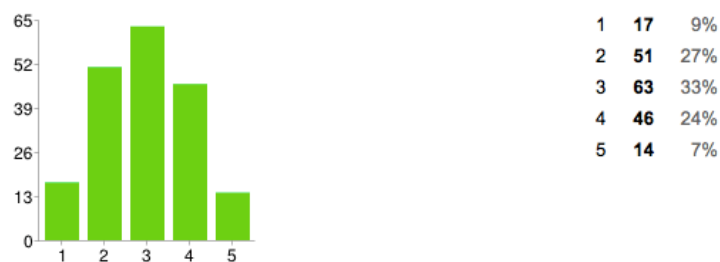
Do you like participating in class?



My participation in class is...

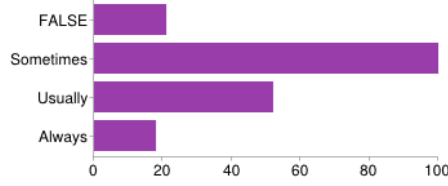


TEACHERS THINK that I



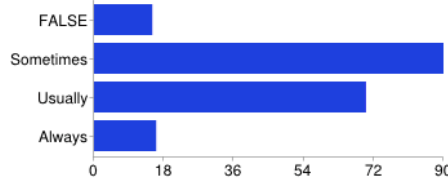
I am:

talkative, chatty [I am ...]



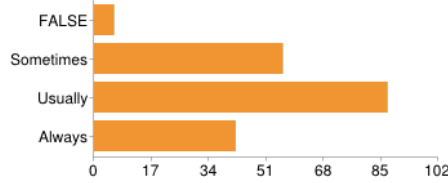
FALSE	21	11%
Sometimes	100	52%
Usually	52	27%
Always	18	9%

participative [I am ...]



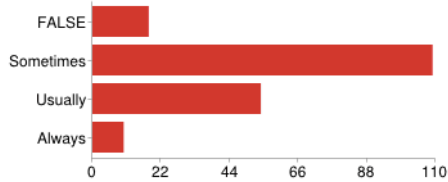
FALSE	15	8%
Sometimes	90	47%
Usually	70	37%
Always	16	8%

active [I am ...]



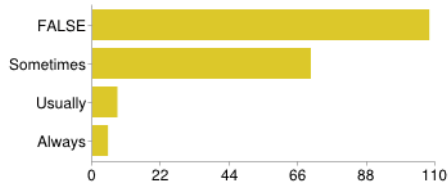
FALSE	6	3%
Sometimes	56	29%
Usually	87	46%
Always	42	22%

I present interesting ideas [I am ...]



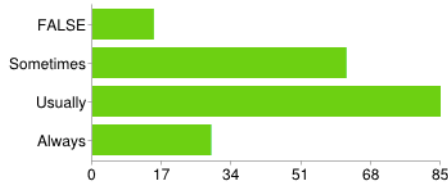
FALSE	18	9%
Sometimes	109	57%
Usually	54	28%
Always	10	5%

boring [I am ...]



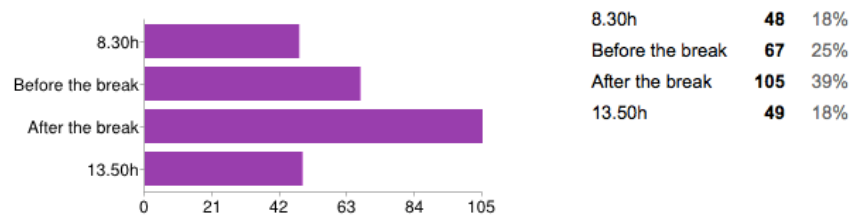
FALSE	108	57%
Sometimes	70	37%
Usually	8	4%
Always	5	3%

hard-worker [I am ...]



FALSE	15	8%
Sometimes	62	32%
Usually	85	45%
Always	29	15%

I prefer to take part in class at...

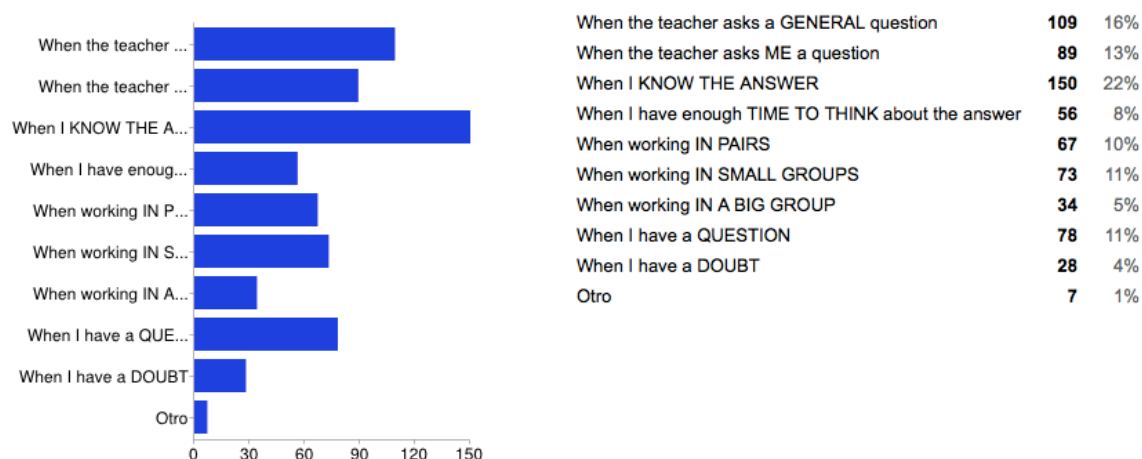


Why?

Because we came from the break and we are fresh. Because is imprube. Our teacher isn't boring, and his classes are more interesants than others. Because is when i am more active and awake because i very esnatua im more concentrated before the break at 10:35 It's easier to participate after the break because we are not thinking in what time we are going to the break because we already had. It is very boring. because i dont like in the 8.30 Because is not boring and I have to stadi to have a job in the future, an I wont to comiunicate whit other people. Because I think that we are better that if we have at the last hour and because we are more ateding because is the firts hour and after we haven got any class. Because I like it because if is after the the break, we are not so active like if is before the break, we are more participative, we did more work,.... Because is important to take part in class cos if not is too boring We take part easier, we are not sleep and because I like it more. Because im more active in this moment of the day because i'm more awake in the morning that after the break or at 13.50h Because, after the break and at the 13:50 I'm tired Why are more relaxed. i am more interested Because I'm more active and more relax. And 13:50 because is the last class In the morning I am sleepy and in the afternoon I have more energy to participate. I dont rely care, because sometimem I am very participative at 8:30h and some other days I just like a living zombie. Because I have more energy Because i am more wake up. I feel more active and worker and I participate more, because I am more awake. Because I'm more active to this hour, in the first clases I'm more sleep. i dont know Because after the break i'am less bored than the other options. Because at that time I am not tired and I want to speak more. at the mornig im so sleep Beacouse after the break, I am a little bit awaker that at 8:30 and less vague that in 13:50 because at the 8:30 i'm a sleep and before the breake i'm more participative. because in the break I am more aweick in these hours I'm active. we can go harder to de break Depends the classes that we usually have. I haven't any time exactly, to say at what time I participate. Because im more active Because lam more active Because im very active at that hour. because in my opinion it is practical and i like I' dont now because i am more active Because I am whit more energy in the morning at second hour to participe, to pay atention, to do the works... And i don't like a lot at six or in the five hour because I am are more tired. because the teacher can't punish us in the break time. And if we do at last hour i cant concentrate band all of us are tired. and in the first hour no because we are sleep. Because I'm more active, i have more energy Because I'm more active at that ours. because is better for me because is issie because yes Because, that time is the best one, it is not to early and it isn't the latest one, so the classes are usually more interstings. because i'm whit energy. Because i liked English and i want to do fast. because i am with energy to take part in class. Because I eat and I relax so, I am more concentrated. When I know the answer I don't like to participate, but when I participate is because I want. because, is good time because i am more pain atention you are more relax and its better to work hard beacouse in the ohter times de teacher shout a littler more Becaus at 8.30 I'm sleeping Because when I arrive at class I have already talked with my friends so y don't need to talk there.. Because at 8.30h we are most to pay atension Because I'am very active. Because in the morning im very sleepy I am more active Because I think that with the break I'm are more active. I prefer to participate when I'm more active and is not very early in the morning because of the morning it is tied and i don like tho the morning i dont no because those are tha last hours and as i like english i prefer to have the bests classes at the end because i love it and we do good,funy things im more active Because, After the break, I eat the break, and at 13:50 because, is the last class and later we go home. because i'm more active because I'm not sleep so I can present better ideas. Because after the break we are more active and more relaxed! Because at 8.30h I'm sleep and after the break we usually are chatty, so I prefer to take part in class before the break. Because i'am more active, compared with 8:30 I take part in class more than in the morning. I like it, but in the morning is more heavy that after the break Because i play football and i am happy. The teacher scares my, because she shout and it scares my because i think that i dont do enithing :(because at 8.30h only I think in sleep because i have more energy Because isn't the first class that I'm always sleep, isn't the last one that I want go home, and isn't after a break that I'm still thinking in the things that we've been speaking about in it and sometimes I continue speaking with my friends in class about those things. because on the beeing of the class I am more active that in other ours because later the clasees start beng boring Beacouse after the break I am more active Because I'm more happy I don't know.. we are more relax is the best time to participate and y feel better after the break than at 8.30h because yes. Because the first and las hour I'am sleep Because after the break i am more relax Because we have just the resting time. Because I like english class. because I am more active than the other hours Because is the same because I am more atent Because I'm not tired I dont midn at what time I take part Because im more active and not very tired. Because the whole class is more active and so it's better to take part in a class were the people think good ideas. Because at the 2 last ours Im tierd. At 8:30 Im active. Before the break Im a little bit tired and in the break I get energy. After the break im actiye again. because at 8 30 im aslep because i can sleep in class Because when I return back from the break I'am more lively than at 8.30h in the morning. I participated more in class and with more desire. because after the break I usually go out Because we are more relax. because at 8.30h Im sleep Because at the first hours i am not awake because I am awake Because in the other times, the teacher shout a lot and it scares me

because, always we behave badly. I'm more awake I don't know it. Because i thing that in the morning you are more confuse and this cause that we are relax. pixka bat bigunagoak dira, ez dela oso gogorra Because I like starting the day with english I like english and because it's one of the subjects that I most like. Because at 8:30 i'm sleep and before the break also but after the break no Because im not sleep because I'm awake because i didn't have energy because I'm more active I don't know, I prefer. I don't have any prefer hour I ansewer when i know the answer because at the morning I am more active Because I don't care Is the first class in the morning and i like english. I am very very energetic becaus i am not tired and laik this studie mor an i put mor interes in te activitis. Because I'm more active than at 8:30 in the morning, but I'm not tired after all the morning. because is the ferst houer I think that I am more active and more participative, I also use to work harder before eating the food of the break. I don't know because I'm not sleep because I'm more happy and active after the morning. when I came from the break i don't have to speek more, and I'm more interestings in the class. Because before the break is more boring than before the break and also because you are thinking when is going to finish the class to go to the playground. because in the firt hours im sleeped I'm more awake Because at 13:50 we want to go hom, and relax, an after de break we spik a lot. Because i'm not so sleep I have time to speak, because after i dont have break Because at 8.30h I'm tired but I take part. Because I like to do the thinks that I like (english) and to studi the first hour Because I like to speak english, and I like to do productive things because in the first our i'm very tired and in the last our to. Because im more wake up in that time In the morning im almost sleep i am awake i dont now because i much feel better after the break because im better concentrated because the class is finished. I am stupid because my head it is more pensativ and activ after the break Usually i need speak with my friends a little bit and to be a wake of others subject. Because I'm less bored. because I am more awake that in the 1s hour. Because I'm not too tired. Because I have had just some minutes before time to relax. I very active in class and I prefer because then I go to the break time and I relax. Because I am more awake because at 8.30h is very early and 13.30h is very late Because is not boring and llike a lot, and I'm awake, and for sstarting the day is very good and funny. because after eating I have more energy. ez natorrelako beste klase batzuetatik eta libreagoa sentitzen naiz I like beeing relaxed at class. And after the break i feel more relaxed. beacouse i am tied Because after the break i am like more "despierta" and i have more motivation to participate, to work..... Because I'm more asleep and I work better i like in the after the break did ingeleses Because I am more active, and not boring and tired I come from the break to speekin with my friends and i want to speak more so i participate more Because at the last hour I'm very tired, and I think that we don't participate. And at last hour we are laughing... We don't take the class seriously. Im more to bee a wave because I am more active Becasue Im not taid and wih a lot of energy. I don't care the hour. I just like to go to the English class. It's funny and I think that the teacher is one of the most nice teachers of the school. Because I thinkin in the breaktime.

When is it easier for you to take part in class?



Extra Comments

no I think this asignature is bery inportant because we need the english to ovr future have more vocabulary i would like to clas to practice the accent to do dinamic clases to dosent have the teacher a favotite person When you are secure of what the answer is better ponuntation I see a lot of motibation in class with the subject and the teacher helps us a lot and makes this subject more enjoyable. In my opinioin, in general, we have a good english. It's important to have a good behaviuor and when you know much, it's much better. You can have an extra oportunity, from have new friends to travel across the world. scares my!!! that the teacher motive and had a lot of energy nacin better pronunciation yes because to chech somtaimes question do yo now eangli I think that in general people in my class study happy English is important to participate that some people don't partcipe very much but me and others yes The future only the girls are participative only participate the girls some peolpes dont partcipe very much but my yes always im not good when the teacher is happy i think that is easier. The boys participate more than the girls That the teacher didn't shout a lot and didn't fed up whit all the thing because she put me nervius and i can't participate because she scare me I use to go to an academy outside school, with an english teacher. Because I think that is easier to learn English by that way. I think that the teacher must try the most he/she can to prepare a interesting class, so that way everybody could enjoy it. I am not good in inglis, and because of that, I dont like

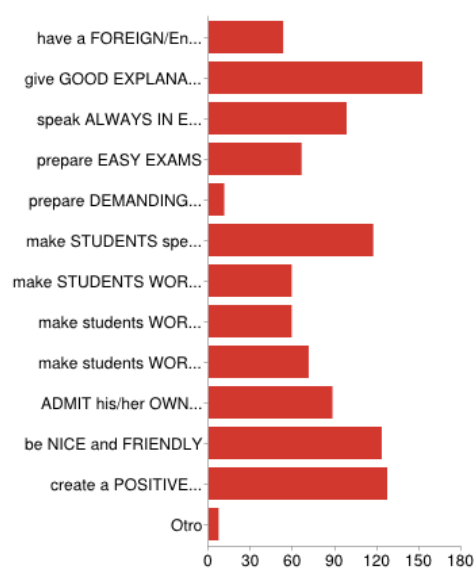
TEACHERS

The BEST TEACHERS ...



has a lot of PATIENCE	101	9%
gives GOOD EXPLANATIONS	143	13%
prepares EASY EXAMS	71	6%
prepares DEMANDING (not easy) EXAMS	14	1%
is PUNCTUAL	21	2%
RESPECTS students	111	10%
creates a GOOD ATMOSPHERE	114	10%
is FUN and HAPPY	135	12%
is FUNNY	120	11%
MOTIVATES students	136	12%
takes his/her job SERIOUSLY	50	5%
TRUSTS/RELIES ON the STUDENTS	36	3%
EVALUATES FAIRLY	37	3%
Otro	6	1%

The BEST ENGLISH TEACHER must



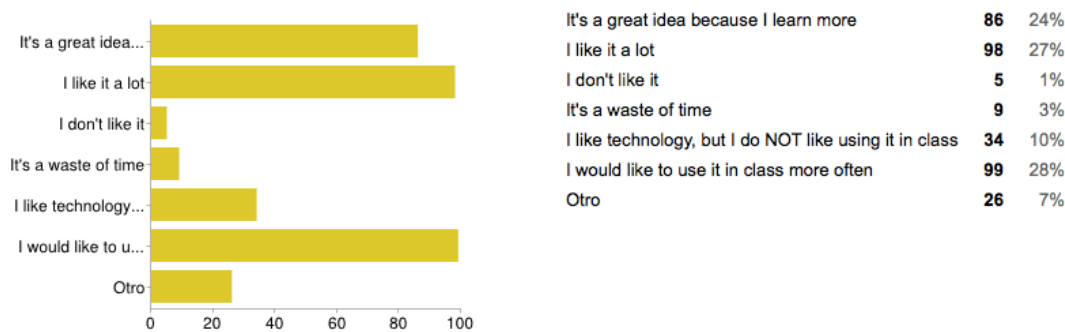
have a FOREIGN/English ACCENT	53	5%
give GOOD EXPLANATIONS	152	15%
speak ALWAYS IN ENGLISH	98	10%
prepare EASY EXAMS	66	6%
prepare DEMANDING (not easy) EXAMS	11	1%
make STUDENTS speak in ENGLISH	117	11%
make STUDENTS WORK HARD	59	6%
make students WORK IN PAIRS	59	6%
make students WORK IN GROUPS	71	7%
ADMIT his/her OWN MISTAKES	88	9%
be NICE and FRIENDLY	123	12%
create a POSITIVE ATMOSPHERE	127	12%
Otro	7	1%

Extra comments

no I think that is very important that the teacher it has to be funny Trust on her/ his students and help them when they need it. a good english teacher has to be nice and speak all the time in english. A good english teacher has to make the students speak a lot to practice the english. yes I think that is so important that didn't shout a lot because she scare me and i don't participate because she scare me and if i say anything she start saying that she is fed up and starts shouting ans i feel so bad nacin its important meet in claass my friday english teacher smell to onion I love studyng english because it's wonderful, nice and because it's a international language, you have more chances for travel across the world and know in new people, to communicate and its very important to learn new lenguages, like french, arabian, italian, russian... I think to be a great teacher you have to be happy, friendly, possitive... but also make students work hard to learn more. I didnt like to participate As I said, in my opinion a English teacher must be foreing and must have an English accent, because for me is easier to learn English and I also learn more. that the classes are sometimes interesting but sometimes no. I think that in my class the behavior of the students is very bad. I ama stupid In my opinion, the teacher has to transmit a good atmosphere while he/she teaches hard. And he/she has to teach things that are very usefull and inportant if you go to a english country. The best english teacher must understand the problems of the students, mainly with other classmates, because if you have to work in a problematic group you aren't comfortable. A good teacher she has to admit and respect the students. That when we have any problem, it needs to be pacient so that we understand. I thik is important to estudy english because in the future we always have to sepak english if we wont to travel or to have a work... I am a happy boy the ticher have To be a good teacher for mee, you must have a lot of patience and do interest things relationated with English. thinb is my best teacher I like a lot the english class because sometimes we did jokes and is another option to learn english, teh another way we study english in class is watching bideos and think like this. i dont now maja izatea eta lagun bat bezala izatea nothing to say. we have to look more thinks at the proyector. Dont punish us because scare my a lot and i dont do enithing but punish me!!

NEW TECHNOLOGIES

Using new technologies (computer, mobile phone, internet, ...) in class...



Extra Comments

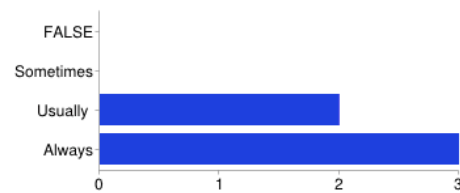
no gora Russia!! i like to use computers and etc. but in the mayority of the times thet dosnt work good and its a waste of time. Plays I think that is a good idea to use more technologies at class as books I wont to speak english for speak whit my sister from Iceland Don't shout yes with computer Im very happy in general with the english classes that i like english and i want to now english and have titles in this subjet for be teacher of english, footbal player or wherever you want. klasean ordenagailuak erabiltzea, hobeto ikasteko I'm very happy studing English A teacher dont have to scare the english it is very good and the teacher the same We can go to the playground. New technologies help us a lot and it is an exclent way of learning things. The bad of the using of this news technologies is the more students use to play games or others, not to study. Is important the teacher have attention on the students.

Appendix VI – Teachers’ Questionnaire Results’ Analysis

QUESTIONS ABOUT GROUPS IN DBH 1

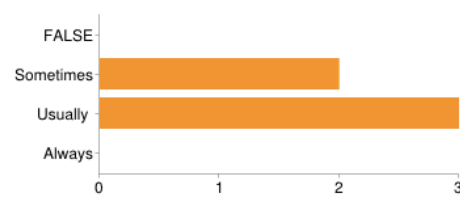
DBH 1A

talkative/chatty [DBH 1A]



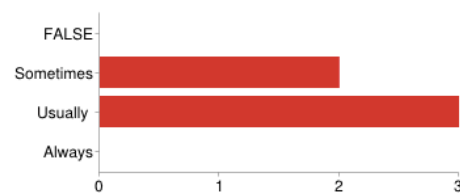
FALSE	0	0%
Sometimes	0	0%
Usually	2	40%
Always	3	60%

participative [DBH 1A]



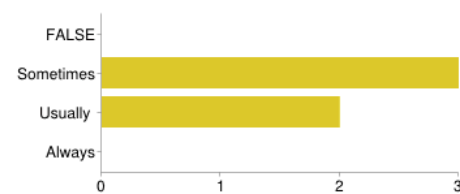
FALSE	0	0%
Sometimes	2	40%
Usually	3	60%
Always	0	0%

active [DBH 1A]



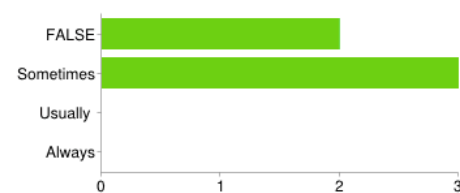
FALSE	0	0%
Sometimes	2	40%
Usually	3	60%
Always	0	0%

they present interesting ideas [DBH 1A]



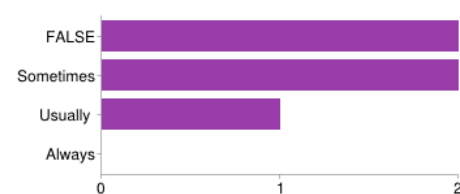
FALSE	0	0%
Sometimes	3	60%
Usually	2	40%
Always	0	0%

boring [DBH 1A]



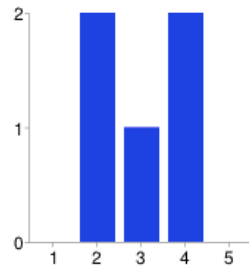
FALSE	2	40%
Sometimes	3	60%
Usually	0	0%
Always	0	0%

hard-worker [DBH 1A]



FALSE	2	40%
Sometimes	2	40%
Usually	1	20%
Always	0	0%

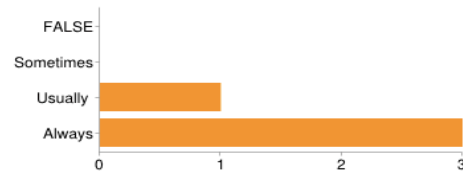
1A The students' overall participation in this class is...



1	0	0%
2	2	40%
3	1	20%
4	2	40%
5	0	0%

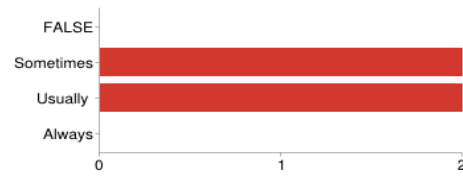
DBH 1B

talkative/chatty [DBH 1B]



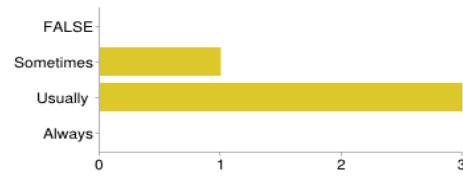
FALSE	0	0%
Sometimes	0	0%
Usually	1	25%
Always	3	75%

participative [DBH 1B]



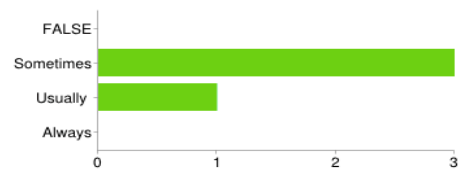
FALSE	0	0%
Sometimes	2	50%
Usually	2	50%
Always	0	0%

active [DBH 1B]



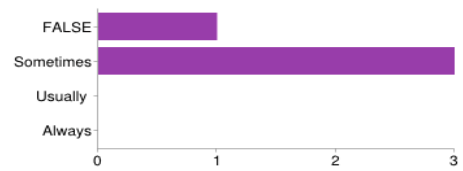
FALSE	0	0%
Sometimes	1	25%
Usually	3	75%
Always	0	0%

they present interesting ideas [DBH 1B]



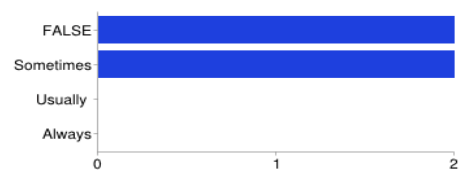
FALSE	0	0%
Sometimes	3	75%
Usually	1	25%
Always	0	0%

boring [DBH 1B]



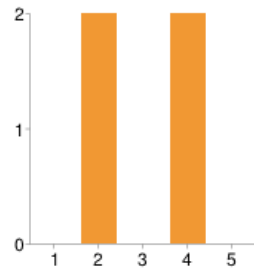
FALSE	1	25%
Sometimes	3	75%
Usually	0	0%
Always	0	0%

hard-worker [DBH 1B]



FALSE	2	50%
Sometimes	2	50%
Usually	0	0%
Always	0	0%

1B The students' overall participation in this class is...

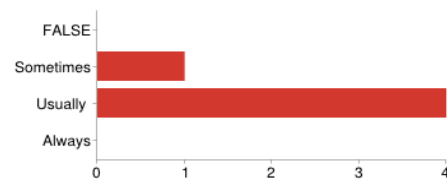


1	0	0%
2	2	50%
3	0	0%
4	2	50%
5	0	0%

QUESTIONS ABOUT GROUPS IN DBH 2

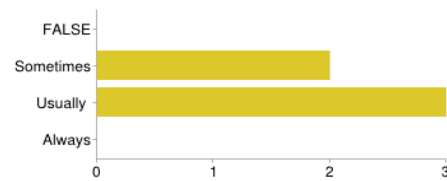
DBH 2A

talkative/chatty [DBH 2A]



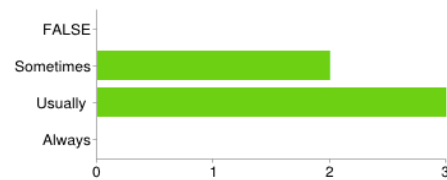
FALSE	0	0%
Sometimes	1	20%
Usually	4	80%
Always	0	0%

participative [DBH 2A]



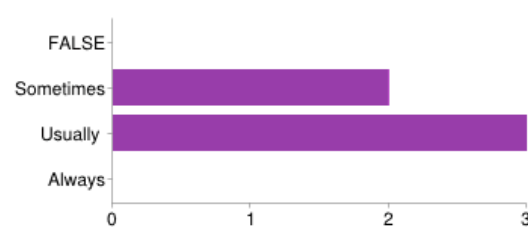
FALSE	0	0%
Sometimes	2	40%
Usually	3	60%
Always	0	0%

active [DBH 2A]



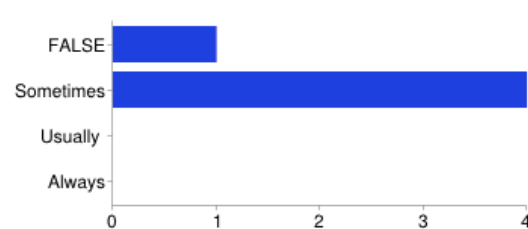
FALSE	0	0%
Sometimes	2	40%
Usually	3	60%
Always	0	0%

they present interesting ideas [DBH 2A]



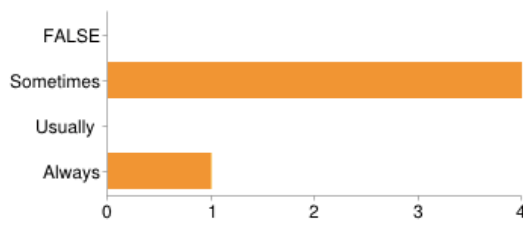
FALSE	0	0%
Sometimes	2	40%
Usually	3	60%
Always	0	0%

boring [DBH 2A]



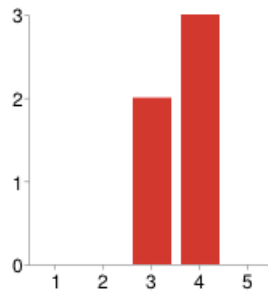
FALSE	1	20%
Sometimes	4	80%
Usually	0	0%
Always	0	0%

hard-worker [DBH 2A]



FALSE	0	0%
Sometimes	4	80%
Usually	0	0%
Always	1	20%

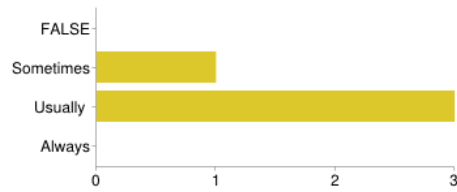
2A The students' overall participation in this class is...



1	0	0%
2	0	0%
3	2	40%
4	3	60%
5	0	0%

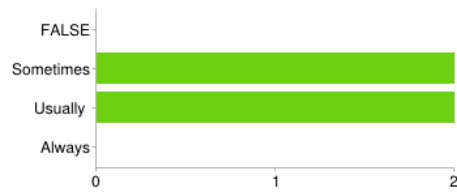
DBH 2B

talkative/chatty [DBH 2B]



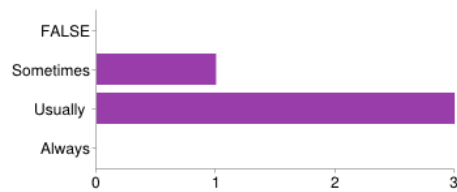
FALSE	0	0%
Sometimes	1	25%
Usually	3	75%
Always	0	0%

participative [DBH 2B]



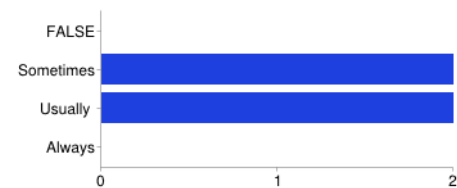
FALSE	0	0%
Sometimes	2	50%
Usually	2	50%
Always	0	0%

active [DBH 2B]



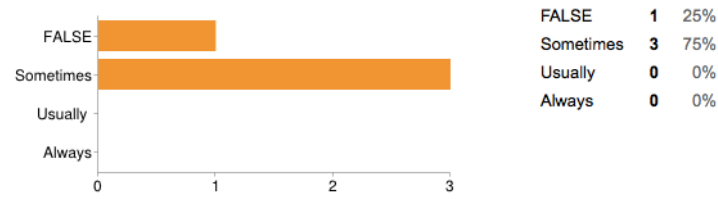
FALSE	0	0%
Sometimes	1	25%
Usually	3	75%
Always	0	0%

they present interesting ideas [DBH 2B]

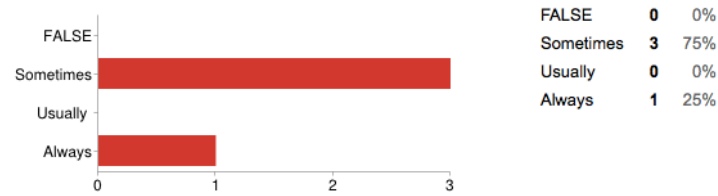


FALSE	0	0%
Sometimes	2	50%
Usually	2	50%
Always	0	0%

boring [DBH 2B]



hard-worker [DBH 2B]



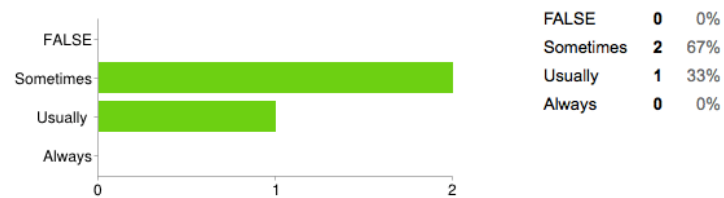
2B The students' overall participation in this class is...



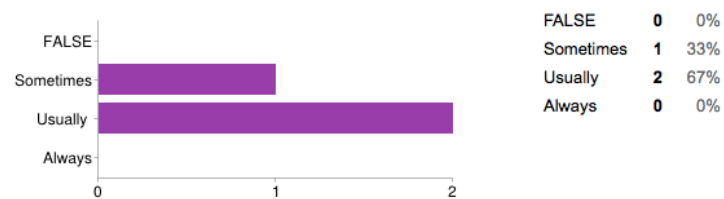
QUESTIONS ABOUT GROUPS 3

DBH 3A

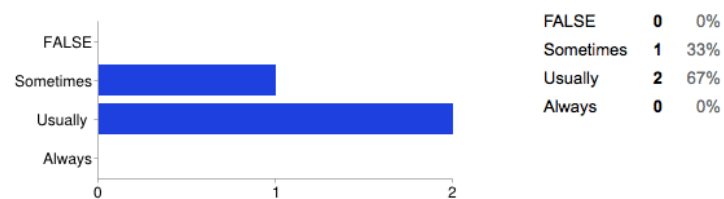
talkative/chatty [DBH 3A]



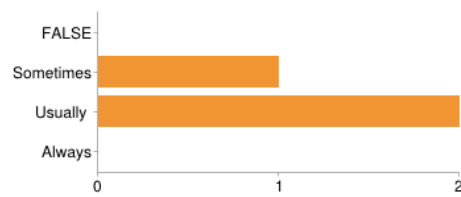
participative [DBH 3A]



active [DBH 3A]

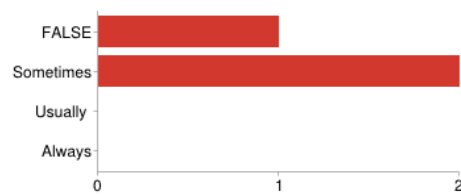


they present interesting ideas [DBH 3A]



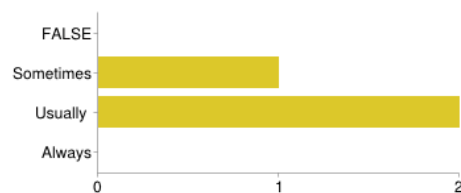
FALSE	0	0%
Sometimes	1	33%
Usually	2	67%
Always	0	0%

boring [DBH 3A]



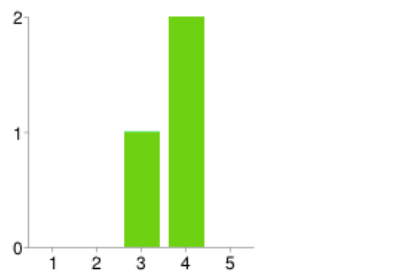
FALSE	1	33%
Sometimes	2	67%
Usually	0	0%
Always	0	0%

hard-worker [DBH 3A]



FALSE	0	0%
Sometimes	1	33%
Usually	2	67%
Always	0	0%

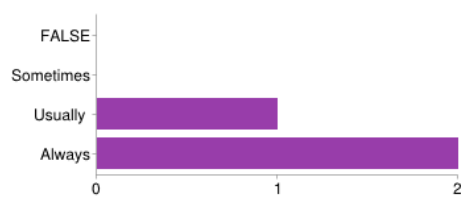
3A The students' overall participation in this class is...



1	0	0%
2	0	0%
3	1	33%
4	2	67%
5	0	0%

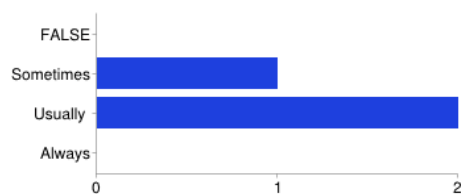
DBH 3B

talkative/chatty [DBH 3B]



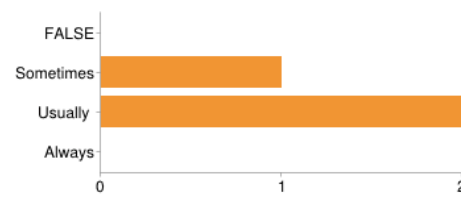
FALSE	0	0%
Sometimes	0	0%
Usually	1	33%
Always	2	67%

participative [DBH 3B]



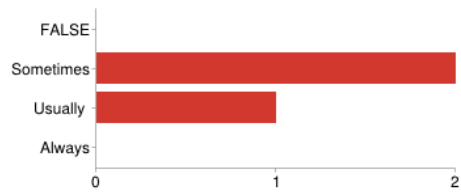
FALSE	0	0%
Sometimes	1	33%
Usually	2	67%
Always	0	0%

active [DBH 3B]



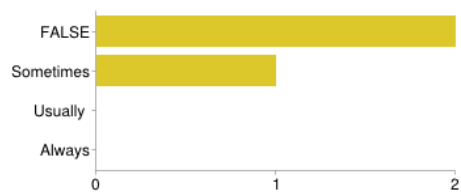
FALSE	0	0%
Sometimes	1	33%
Usually	2	67%
Always	0	0%

they present interesting ideas [DBH 3B]



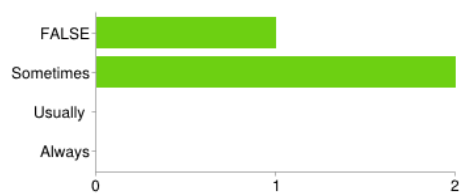
FALSE	0	0%
Sometimes	2	67%
Usually	1	33%
Always	0	0%

boring [DBH 3B]



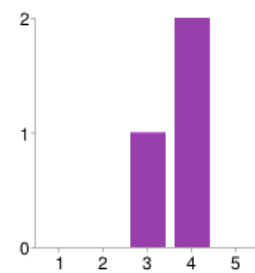
FALSE	2	67%
Sometimes	1	33%
Usually	0	0%
Always	0	0%

hard-worker [DBH 3B]



FALSE	1	33%
Sometimes	2	67%
Usually	0	0%
Always	0	0%

3B The students' overall participation in this class is...

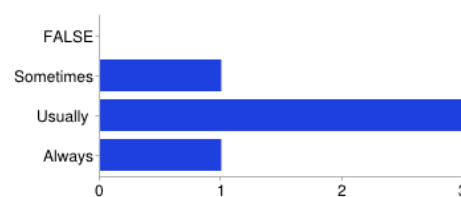


1	0	0%
2	0	0%
3	1	33%
4	2	67%
5	0	0%

QUESTIONS ABOUT GROUPS 4

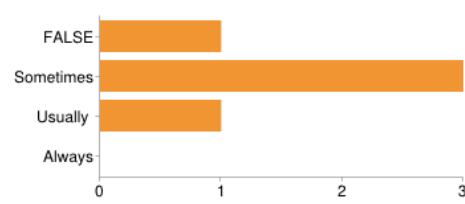
DBH 4A

talkative/chatty [DBH 4A]



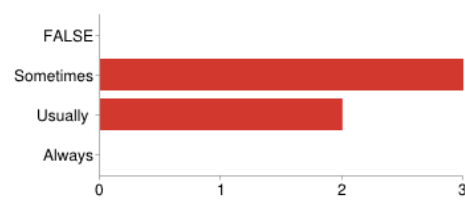
FALSE	0	0%
Sometimes	1	20%
Usually	3	60%
Always	1	20%

participative [DBH 4A]



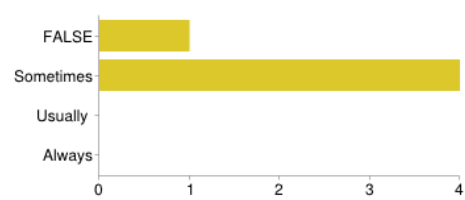
FALSE	1	20%
Sometimes	3	60%
Usually	1	20%
Always	0	0%

active [DBH 4A]



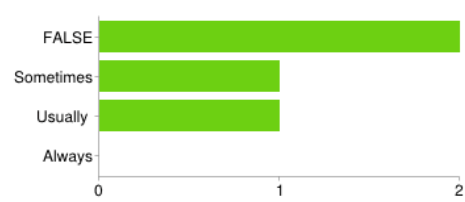
FALSE	0	0%
Sometimes	3	60%
Usually	2	40%
Always	0	0%

they present interesting ideas [DBH 4A]



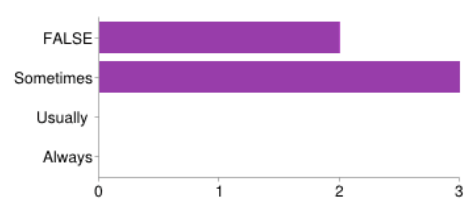
FALSE	1	20%
Sometimes	4	80%
Usually	0	0%
Always	0	0%

boring [DBH 4A]



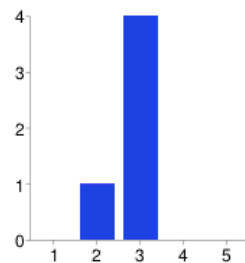
FALSE	2	50%
Sometimes	1	25%
Usually	1	25%
Always	0	0%

hard-worker [DBH 4A]



FALSE	2	40%
Sometimes	3	60%
Usually	0	0%
Always	0	0%

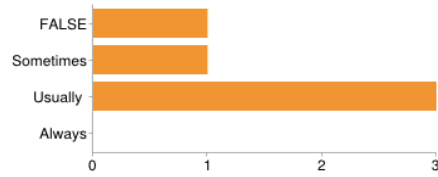
4A The students' overall participation in this class is...



1	0	0%
2	1	20%
3	4	80%
4	0	0%
5	0	0%

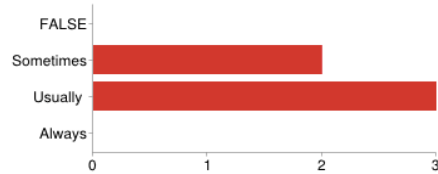
DBH 4B

talkative/chatty [DBH 4B]



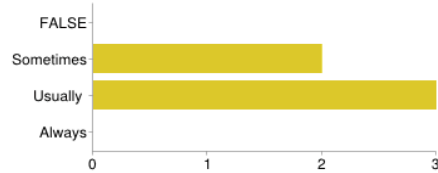
FALSE	1	20%
Sometimes	1	20%
Usually	3	60%
Always	0	0%

participative [DBH 4B]



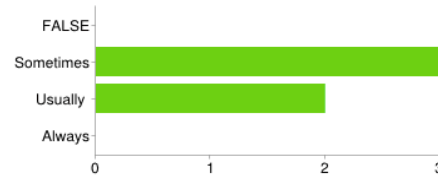
FALSE	0	0%
Sometimes	2	40%
Usually	3	60%
Always	0	0%

active [DBH 4B]



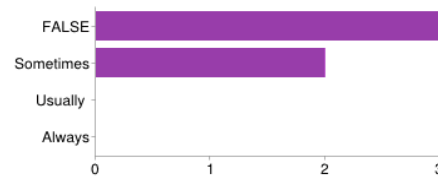
FALSE	0	0%
Sometimes	2	40%
Usually	3	60%
Always	0	0%

they present interesting ideas [DBH 4B]



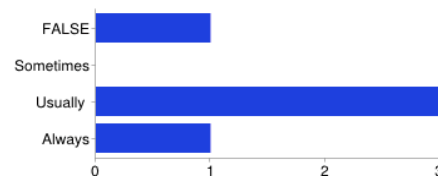
FALSE	0	0%
Sometimes	3	60%
Usually	2	40%
Always	0	0%

boring [DBH 4B]



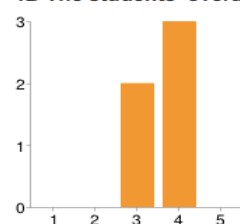
FALSE	3	60%
Sometimes	2	40%
Usually	0	0%
Always	0	0%

hard-worker [DBH 4B]



FALSE	1	20%
Sometimes	0	0%
Usually	3	60%
Always	1	20%

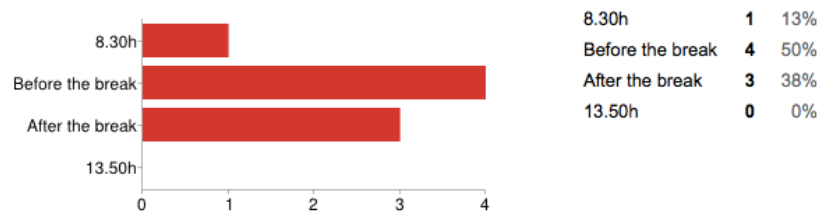
4B The students' overall participation in this class is...



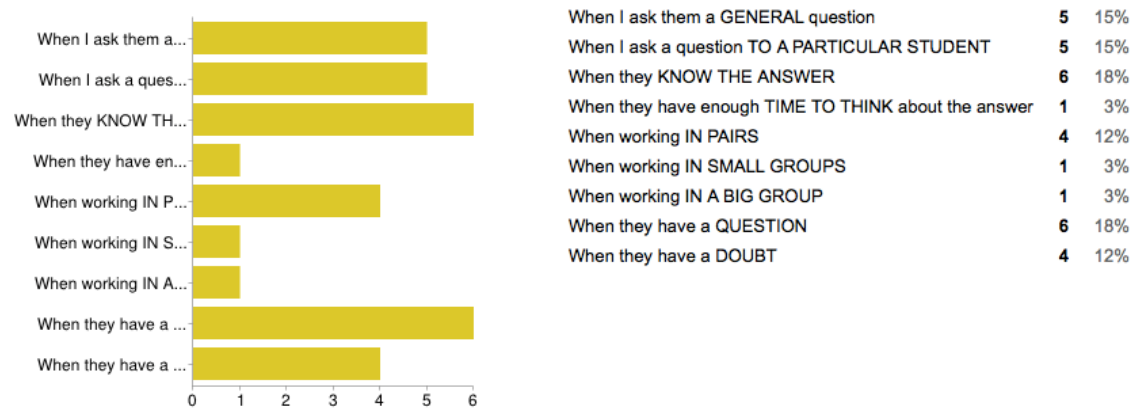
1	0	0%
2	0	0%
3	2	40%
4	3	60%
5	0	0%

GENERAL QUESTIONS

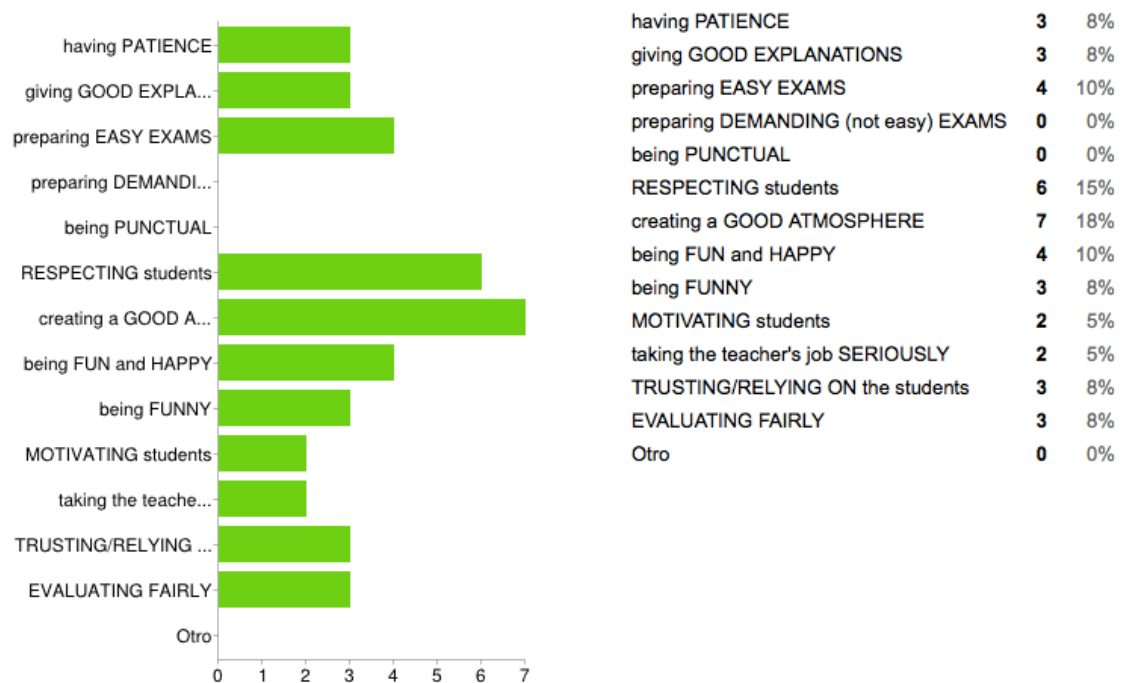
In general, students prefer to take part in class at...



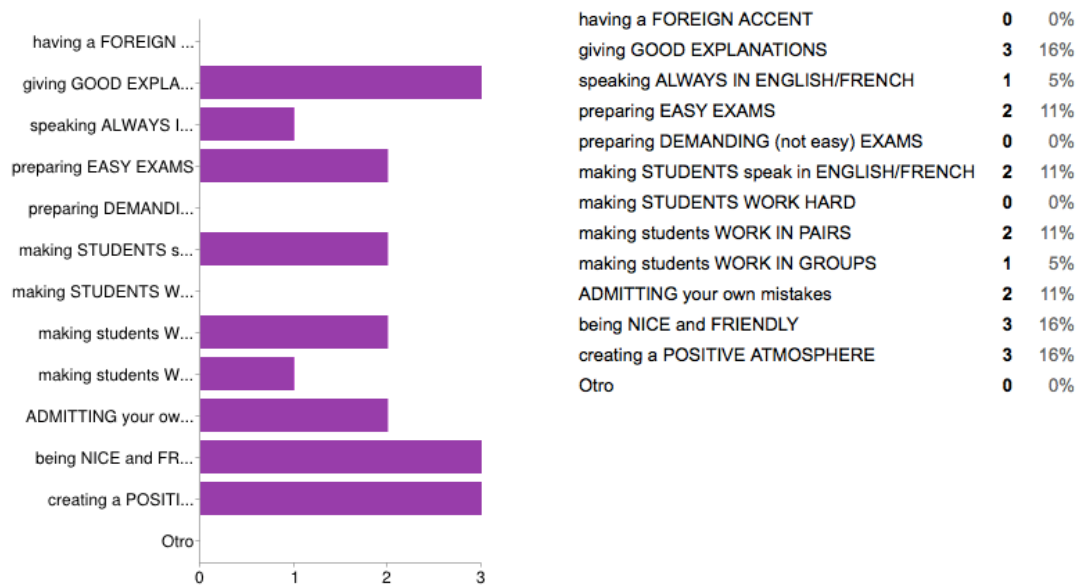
When is it easier for students to take part in class?



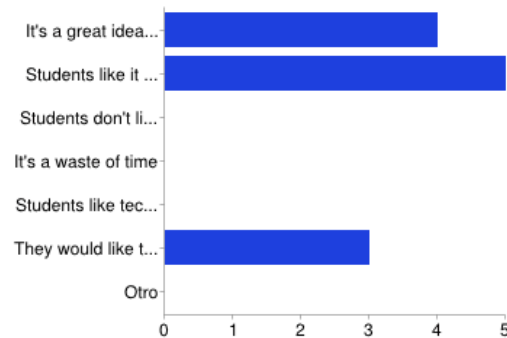
The TEACHER's ROLE. What do STUDENTS value most?



ONLY IF YOU TEACH ENGLISH/FRENCH: The FOREIGN LANGUAGE teacher's role (English/French).



New Technologies: Using new technologies (computer, mobile phone, internet, ...) in class...



Further comments

Use of new technologies is just another tool. We can think it's something brilliant and innovative, but it's just another element. It's not a solution, it's an extra instrument.