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UNDERGRADUATE PROGRAM

**DEPARTMENT OF NATIONAL AND FOREIGN LANGUAGE PEDAGOGY
ENGLISH MAJOR**

MODALITY: RESEARCH REPORT

THEME:

**STUDENTS' PERCEPTIONS ABOUT THE ENGLISH TEACHING AND LEARNING
PROCESS**

Research report before obtaining the bachelor degree in National and Foreign Language
Pedagogy, English Major

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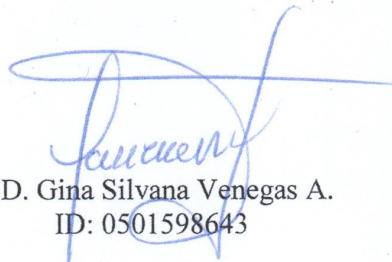
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In my capacity as a supervisor of the research report entitled "Students' perceptions about the English teaching and learning process", and researched by Jaramillo Campaña Alexis Patricio, ID number 1725300881, and Ortiz Arteaga Carlos Daniel, ID number 1752361814, for obtaining the bachelor's degree in National and Foreign Language Pedagogy, English Major.

I CERTIFY THAT:

This research report has been fully revised and has the requirements and merits to be submitted for evaluation by the assigned revision Committee and its presentation and defense.

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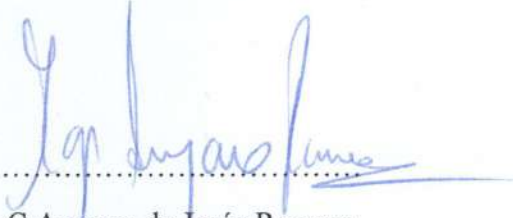


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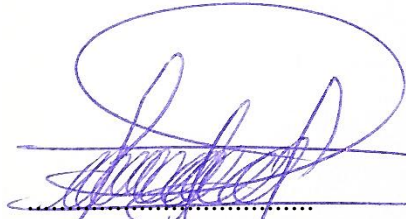


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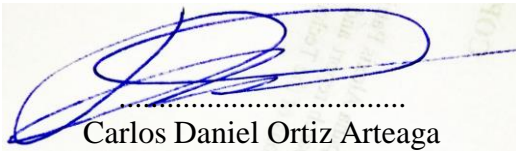
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GRATEFULNESS

First of all, We express our gratitude to our families for having trusted us with the support and motivation that has allowed us to materialize our dreams. Besides, we want to thank the Universidad Técnica de Cotopaxi for contributing to our academic development and helping us to be better and more useful people for society.

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Alexis & Carlos.

DEDICATION

There are few words that I have to express my total gratitude. I want to start by thanking Patricio, who has instilled in me responsibility and respect, and has provided me with his unconditional support, demonstrating the love and sacrifice of a father. Mateo, my brother, has been there to lend a hand and give advice despite the many differences between us. To each member of the Jaramillo-Campaña families who believed in me when I didn't believe in myself.

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Lastly, I want to dedicate this project to the angel I have in heaven, whom I remember with great affection, my mother Silvia Campaña, who with her effort, dedication, sacrifice, and immeasurable love as a mother, helped shape the person I am today. Although life has separated us, I want you to know that you are always in my memory and my heart. I know that from the heavens, you guide and watch over my steps.

- Alexis Patricio

DEDICATION

Full of love and gratitude, I dedicate this project to my parents Natividad and Carlos for being there supporting me since the beginning of my academic life, for never letting me down perhaps the problems, and for giving me all their honest love. To my brother and sister for always trusting and motivating me to be a better person who they can admire. I dedicate this project to my aunt Carolina, my uncle Ricardo and my grandparents Pedro and Nelly for all their advice and help. Finally, I dedicate this project to Stefany for being the most important person that I've known in the university, for being my support in the difficult times, and for bringing me all her love during this extensive process. Without any of them, I wouldn't be able to complete this career.

- Carlos

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Authors:

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ABSTRACT

The English language is an essential tool for international communication, and learning it as a second language has become a necessity for many individuals worldwide. In the case of Ecuador, the government has recognized the importance of English as a foreign language and has made it compulsory for students to learn it as a part of the school curriculum. However, the process of teaching and learning English as a foreign language is not always straightforward, and various factors can influence its effectiveness. The success of the process depends on several factors, including the quality of teaching, the student's motivation, and the learning environment. This research aimed to analyze the students' perceptions regarding the English teaching and learning process in the eighth year of Unidad Educativa "Poaló-García Moreno" during the academic year 2022-2023, which is located in the rural area of San José de Poaló parish in Latacunga city in Ecuador. The study used a quantitative methodology with a descriptive approach, and data was collected through a survey applied to twenty-one students in the eighth year of General Basic Education. The results of the study showed that most of the students want to be part of the activities made by the teacher and ask him questions. Also, it is demonstrated that students find activities like pair works, role-play, and dramatization attractive for their English language learning, and most of them find these interactive activities useful for their English language learning. Finally, the majority of them established that they agree to do activities with their classmates.

Keywords: English as a foreign language, students' perceptions, teaching and learning.

TECHNICAL UNIVERSITY OF COTOPAXI

UNDERGRADUATE PROGRAM

DEPARTMENT OF NATIONAL AND FOREIGN LANGUAGE PEDAGOGY

ENGLISH MAJOR

TÍTULO: PERCEPCIONES DE LOS ESTUDIANTES SOBRE EL PROCESO ENSEÑANZA Y APRENDIZAJE DEL IDIOMA INGLÉS.

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RESUMEN

El inglés es una herramienta esencial para la comunicación internacional, y aprenderlo como segunda lengua se ha convertido en una necesidad para muchas personas en todo el mundo. En el caso de Ecuador, el gobierno ha reconocido la importancia del inglés como lengua extranjera y ha hecho obligatorio su aprendizaje como parte del currículo escolar. Sin embargo, el proceso de enseñanza y aprendizaje del inglés como lengua extranjera no siempre es sencillo, y diversos factores pueden influir en su eficacia. El éxito del proceso depende de varios factores, como la calidad de la enseñanza, la motivación del alumno y el entorno de aprendizaje. Esta investigación tuvo como objetivo analizar las percepciones de los estudiantes sobre el proceso de enseñanza y aprendizaje del inglés en el octavo año de la Unidad Educativa "Poaló-García Moreno" durante el año lectivo 2022-2023, la cual está ubicada en el área rural de la parroquia San José de Poaló de la ciudad de Latacunga en Ecuador. El estudio utilizó una metodología cuantitativa con enfoque descriptivo y la recolección de datos se realizó a través de una encuesta aplicada a veintiún estudiantes del octavo año de Educación General Básica. Los resultados del estudio mostraron que la mayoría de los estudiantes quieren ser parte de las actividades realizadas por el profesor y hacerle preguntas. Asimismo, se demuestra que los alumnos encuentran atractivas para su aprendizaje del inglés actividades como los trabajos en parejas, los juegos de rol, las dramatizaciones, la mayoría de ellos considera que estas actividades interactivas son útiles para su aprendizaje del inglés. Por último, la mayoría establece que está de acuerdo en realizar actividades con sus compañeros de clase.

Palabras claves: Inglés como lengua extranjera, percepciones de los estudiantes, enseñanza y aprendizaje.

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1. GENERAL INFORMATION

Theme:

Students' perceptions about the English teaching and learning process.

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Formative processes in the teaching and learning of English as a Foreign language in the educational institutions of the province of Cotopaxi.

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2. PROBLEM STATEMENT

English is a widely used language in various contexts, making it essential for students to have a good command of it to succeed in their future endeavors. Effective teaching and learning of English is crucial for students to acquire the necessary skills. However, the effectiveness of the teaching and learning process depends not only on the teacher but also on the students. Therefore, it is important to identify students' perceptions about the English teaching and learning process to activate communication channels between teachers and students. However, there is not any research about the students' perceptions of the English teaching and learning process in the eighth year of Unidad Educativa "Poaló-García Moreno. One of the causes could be that this highschool is located in a rural zone where there could not be any interest in considering the students' perceptions. Another possible cause for the problem is that nobody was interested in asking students what their perceptions were about their English class.

The findings of this research can provide valuable information about what are students' perceptions about teaching and learning process. By identifying the strengths and weaknesses of the English teaching and learning process, it is possible to suggest that teachers pay more attention to what their students like to do in English classes. The following research question was addressed: What are the students' perceptions of the English teaching and learning process in the eighth year of Unidad Educativa "Poaló-García Moreno during the academic year 2022-2023?"

3. OBJECTIVES

General

To analyze the students' perceptions about the English teaching and learning process in the eighth year of Unidad Educativa "Poaló-García Moreno" during the academic year 2022 -2023.

Specific

- To analyze the teaching and learning process of English as a foreign language in the eighth year of General Basic Education.
- To identify students' perceptions about the English teaching and learning process.

4. ACTIVITIES AND TASK SYSTEM IN RELATION TO THE OBJECTIVES PROPOSED.

Specific objective	Activities	Verification means
To analyze the teaching and learning process of English as a foreign language in the eighth year of General Basic Education.	Find information focused on teaching and the learning process EFL classroom.	Theoretical Framework.
To identify students' perceptions about the English teaching and learning process.	Survey design, adaptation, and implementation.	Survey (Google forms). Analysis and discussion

5. JUSTIFICATION

English is the most widely spoken language in the world and it is used in a variety of contexts, including literature, education, and communication. Since students are first introduced to English in school, it is important to consider their perceptions of the EFL teaching and learning process when creating a successful learning environment. Therefore, this research focused on identifying and analyzing the students' perceptions about the English teaching and learning process. An opinion survey was chosen as the research tool because it is a useful method for understanding students' perceptions and attitudes about EFL teaching and learning. Closed questions were used in the survey to collect quantitative data from students in the eighth grade.

To improve the teaching and learning process it is essential to take into account the student's perception. Students' perceptions help teachers to analyze and develop different methods, strategies and activities to aim students significant knowledge in the EFL classroom. Students' perception about the teaching and learning process is an essential part of education that helps to improve this process because all students have a different way to develop their knowledge. As a contribution of this research, the data analysis and conclusions could help as a basis for future studies.

6. SCIENTIFIC AND TECHNICAL FOUNDATION

6.1 Background

Using a careful bibliographic reviewing, there was found three main researches focused on the students perceptions about the English language:

The study developed by Groves & Welsh (2010) has as its main objective to collect students' opinions about their learning and teaching process in the highschool. Although their research is not focused on English learning, it is useful because it gives an overview about the students' perceptions about the teaching learning process in a general way. According to their research, it is possible to affirm that students' views can offer some ideas about what they need for better learning. Groves and Welsh's research took place in a Western Australian school, from that population, the researchers chose a sample of fourteen students who were eleven years old. That

research made use of a survey which demonstrated that students had a positive attitude during their learning teaching process in the High School.

Jiménez (2018) who has conducted a qualitative case study that describes and analyzes the participants' perceptions of the EFL learning process. The population was 22 undergraduate students who were studying their last level of EFL in different university programs from the public Universidad Pedagógica y Tecnológica de Colombia (UPTC). The instruments used to collect data were a general questionnaire, a survey, and the teacher's diary. Analysis also discovered that those participants who accomplished the best outcomes decided to use several styles taking advantage of their multiple intelligences. Likewise, most participants evidenced their drawbacks regarding their level of commitment, and interest during the process. The study concluded that learning a language successfully depends not only on the teacher' study method and learning strategies. This process also depends on students' interests. It was established that some participants also needed to learn how to define priorities and set goals. Moreover, some of them stated they had not given English the importance and devotion this deserved.

Over the last few years, English has been introduced at an ever-earlier age into the primary school curriculum around the world. This study made by Sperti (2022) investigated the needs of young learners regarding new forms of communication, and their learning of English as a foreign language. The aim was to reveal English language teaching positioning and its role in multilingual contexts. The qualitative data analysis is based on a series of focus groups conducted within the project in five Europe's countries. The discursive approach stimulated interventions and enhanced participants' discussion on experiences as students and users of English from a different context, allowing students to interact with their mates. The analysis of the data unveiled participants' perceptions and needs of how learners position themselves in relation to innovation. The study highlighted learners' awareness of new communicative processes involving English in different situations. Students' reactions and comments on self-awareness were relevant to suggest innovative approaches when asked to reflect on teaching practices and habits. This allows us to provide useful suggestions in terms of the importance of the authenticity of tools and tasks in the English classroom.

6.2 Theoretical Framework

English as a Foreign Language

English as a Foreign Language (EFL) plays a crucial role in effective communication in today's globalized world. According to Jenkins (2015), "in today's globalized world, successful communication requires effective interaction with speakers of other languages, and English is the most commonly used language for this purpose" (p. 3). This highlights the importance of EFL in facilitating communication with people from diverse linguistic and cultural backgrounds. Tampubolon (2021) adds that "as we know that English is an international language. So, wherever we travel, of course we can use English in communicating with strangers. We don't have to bother to learn their language" (p. 2). In this part, the author explains the main reason why English is being taught in all the schools in Ecuador. It is spoken in almost every country around the world. This is useful because tourists do not need to learn the native language of the country. So, the author highlighted the importance of speaking and listening skills in English, which is that people can use it to communicate in any country around the world. Another importance of EFL is that it is essential for effective communication in various contexts. It enables individuals to communicate effectively with people from diverse linguistic and cultural backgrounds, enhancing their skills and competencies in communication. Similarly, Matsuda and Friedrich (2012) assert that "English as a global language has made it essential for individuals to develop their EFL skills in order to communicate effectively with people from different cultures and backgrounds" (p. 11).

Furthermore, Canagarajah (2013) argues that "EFL education can provide individuals with the necessary linguistic and cultural knowledge to communicate effectively in various contexts, including academic, professional, and social" (p. 60). This highlights the importance of EFL education in enhancing communication skills and competencies in different domains.

Importance of EFL

The importance of EFL in today's globalized world is undeniable. EFL is a tool for effective communication in today's globalized world. English is the lingua franca in international communication, and proficiency in English enables individuals to communicate effectively with people worldwide. "English has become the world's primary lingua franca, and is used for international communication in a variety of contexts, including business, education, diplomacy,

and tourism" (Crystal, 2012, p. 1). "Effective communication in English requires not only knowledge of grammar, vocabulary, and pronunciation, but also an awareness of cultural and social norms" (Kramsch & Whiteside, 2008, p. 1) EFL skills are essential for successful communication in various contexts, including academic, professional, and social. EFL refers to the teaching and learning of English as a non-native language, particularly in countries where English is not the primary.

Productive Skills.

Productivity and receptivity in language learning are both essential skills that need to be developed in order to effectively learn English as a foreign language. Productive skills involve speaking and writing while receptive skills include reading and listening. Both of these skills are important for successful language learning and teaching. According to Golkova & Hubackova (2014), "productive skills-also called active skills- mean the transmission of information that a language user produces in either spoken or written form" (p. 478). Speaking is a language skill that, with writing, belongs to productive skills. Productive skills have two functions: social and transactional coexistence of information. The transmission of this information in spoken or written language is essential to develop communicative approaches. Those skills do not employ the same means of communication since speaking allows transmitting information through the oral form. In the other field, in writing skills, users transmit information through symbols or graphic representations.

Speaking Skill.

Speaking is a productive skill used for building and sharing meaning through the use of verbal symbols in a variety of contexts. Wahyudi (2015) mentions this skill is produced interactively in which meaning is constructed in a specific context in which learners process, produce, and receive information through their experiences and thoughts.

Elements of Speaking skill.

There are some essential elements to consider for effective oral performance. Through these elements, the message will be either accepted and understood or denied and misunderstood. Fonseca et al. (2011) take into account the following elements for an effective speaking skill performance:

Discussion

The speaker should know how to handle the voice to produce oral communication. Speakers ought to handle their vocal abilities to send out the message. There are certain vocal elements included: tone, emphasis, speed, stress, and frequency. Moreover, the author mentions that without vocal ability simply would not have produced oral communication.

Verbal elements

Verbal elements involve the way ideas are shared these elements include context, language, content, sequence, and discussion in the conversation. All these elements should be applied by the speaker to enhance their speaking skill.

Visual elements

These elements correspond to the way the speaker behaves when communicating some of these elements are Attitude, body language, eye contact. The elements stimulate an impression or impact on the listener. If the speaker does not use gestures and express appropriately, the results stimulate a negative impact on the listener.

Table 1: Elements of Speaking skill

Speaking elements	Characteristics	Elements
Vocal	To develop vocal abilities to send out the message through efficient oral communication.	tone, emphasis, speed, stress, and frequency.
Verbal	To involve the way ideas are shared.	language, content, sequence, and discussion
Visual	To stimulate impression or impact on the listener.	Attitude, body language, eye contact. gesture and expression

Source: Fonseca et al. (2011).

Elaborated by: Jaramillo & Ortiz. (2023).

Speaking sub-skills

Lackman (2010) claimed that “Teachers should provide students with activities and strategies to improve their communication outside the classroom” These activities are considered helpful to gain experience in the English as a Foreign Language learning process. The following chart explains more details about the sub-speaking skills:

Table 2: Oral sub skills.

Sub-skills	Application
<p>Fluency Students practice speaking with a logical flow without planning or rehearsing.</p>	<p>Strategies which require students to focus on meaning in communication without immediate concern for accuracy (errors can be corrected afterwards).</p>
<p>Accuracy with Words & Pronunciation Students practice using words, structures and pronunciation accurately.</p>	<p>Students need to be able to use and pronounce words and structures correctly in order to be understood. Controlled practice strategies are the most common way of working on spoken accuracy.</p>
<p>Using Functions Students use specific phrases for purposes like giving advice, apologizing, etc.</p>	<p>Strategies which stress that verbal communication is for a reason or function. Role plays and simulations are ideal.</p>
<p>Appropriacy Students practice using language appropriate for a situation and making decisions about formality and choice of grammar or vocabulary.</p>	<p>Strategies which stress that the purpose of talking determines what language is appropriate. Students are required to make choices about grammar and vocabulary and also other aspects of communication like intonation and length of turn. For example, "What's the damage?" is inappropriate in a four-star restaurant.</p>
<p>Turn-taking Skills Students practice ways of interjecting, eliciting an interjection or preventing one.</p>	<p>Turn-taking skills involve knowing how and when to interject, eliciting an interjection or preventing one. Students can practice listening for appropriate gaps in order to take their turn without irritating the speaker. While speaking, they can practice techniques such as pausing, which purposely allows others to take a turn, or they can practice using hesitation devices such as 'ums' and 'errs' to hold on to a turn while they search for the next thing to say.</p>
<p>Relevant Length Students practice speaking at a length appropriate to a situation.</p>	<p>Strategies which demonstrate that the purpose of speaking or the context determines the appropriate length of a turn. For example, a one-word answer is acceptable for a market research survey but would not be sufficient in a job interview. Strategies which require students to</p>

	elaborate or be concise are useful.
Responding and Initiating Student's practice managing a conversation by making responses, asking for a response or introducing a new topic or idea.	Strategies which get students to practice managing a conversation in an appropriate way with specific words and phrases such as, "What do you think about...", "Speaking of...", "Really?", etc. Gestures and other paralinguistic tools are also used in conversation management.
Repair and Repetition Student's practice repeating or rephrasing parts of a conversation when they suspect that what was said was not understood.	The spontaneous nature of conversation requires that participants constantly have to make sure that what's being said is understood. When misunderstanding is suspected, a participant will 'repair' parts of the conversation. The most common form of repair is repetition, and individual words or groups of words can be repeated by either the speaker or listener. Students can practice repairing when they suspect they haven't been understood, or as listeners, they can repeat to seek clarification or correction from the speaker.
Range of Words and Grammar Students practice using particular grammar and/or vocabulary for speaking on a specific topic or for doing a specific task.	Students need to know a range of words and grammar and have the ability to choose from that bank the most appropriate words and structures for a specific task or topic. They are taught or made aware of words or structures appropriate for specific tasks or contexts and then are required to use them appropriately.
Discourse Markers Students practice using words/phrases which organize a talk (e.g., firstly, secondly, on the other hand, to summarize).	When speakers are required to take a particularly long turn, for example when giving a presentation, they use specific words and phrases to help the listener recognize how their talk has been organized. Strategies can be used which teach discourse makers and then require students to use them appropriately.

Source: Lackman K. (2010).

Lackman (2010) the teaching-learning process, fluency is defined as the ability to speak accurately following the rhythm of the conversation. The accuracy and fluency tasks are completing grammatical sentences to check how to pronounce them. The teacher does not correct immediately, taking into account that much correction interferes with the flow of the conversation.

Comprehension is the ability to process the speech code, to represent the sentence's meaning. This is a resource to understand the nature of speaking procedures. Furthermore, its function is to make listeners easily pick up information from speakers.

Meanwhile, Turk (2003) defines that “vocabulary is essential in the successful acquisition of a second language because, without vocabulary, learners will not be able to use the structure and function for understandable communication”. (p. 8) Vocabulary is an essential thing in a language. Knowing and handling vocabulary will make it easier to express ideas and thoughts both orally and in writing.

By another hand, grammar is defined as a set of rules or principles that allows a combination of words to give meaning in context language. This is a systematic way of explaining and predicting the knowledge of the language of the speaker or listener. Purpura (2004) says that grammar is necessary for students to organize correct sentences in a conversation in written and oral form.

English as a Foreign Language Teaching-Learning Process

English as a foreign language (EFL) is taught in different countries around the world. In the educational field, the Ministry of Education (2016) mentions “English as a foreign language focuses on the challenge of introducing learners into a culture of readers and writers in that learners will want to learn English because the tasks and texts are fun, engaging, in English” (p.48). The Ministry of Education in Ecuador seeks a curriculum that supports general educational goals by developing social and thinking skills in the context of EFL.

In this field, it is essential to implement methods, strategies, and techniques in the teaching-learning process through innovative activities that enhance the language skills of students in EFL. English is an important subject to be taught in the Ecuadorian educational system, but the learning time given to the students is limited which focuses more on mastering skills of English in teaching and learning activities.

The teaching process is a set of stages to acquire knowledge or enhance skills. Inside the classroom, the participants should work together to accomplish an educative, efficient process. Naranjo & Naranjo (2017) declared that “the use of methodological strategies in the classroom is

a sequence of systematically planned and organized strategies that allow teachers to identify criteria in order to guide the teaching-learning process” (p. 165).

The communicative approach has been designed from a set of principles based on the National English Curriculum Guidelines which consider the learners’ skills and their particular way of learning while teachers contribute to the educational performance of learners during the educational process. “The teaching process of speaking has been influenced by some approaches that have been considered beneficial in the educational field due to its importance in the development of the teaching and learning of the speaking process” (Bolivar, 2019, p. 32).

Also, according to the National English Curriculum Guidelines (2012) state that the “Communicative Approach is currently the most recognized, accepted norm in the field of language teaching and learning” (p. 21). The communicative approach has involved the development of the four skills in the language. In the learning process, this approach is guided to enhance the productive and receptive skills of learners in the EFL context.

The teaching-learning process in EFL requires the implementation of effective methodologies and strategies that consider learners' particular way of learning. The communicative approach and the integration of technology in the classroom are two essential tools that promote language acquisition and enhance the learners' language skills in the EFL context.

The Teacher's role in Teaching and Learning Process

Paulist & Gómez (2014) mention that: “The teacher's role is to facilitate the communication process between all participants in the classroom activities” (p. 27). The role of the teacher is to provide the scenarios in which students interact promoting communication in the classroom. The classroom results show that the teacher facilitates the acquisition of language through strategies and problem-solving tasks that ensure student interaction.

Yang (2016) mentioned that it is apparent that the teacher’s role in the classroom is not to be an authority (p. 12). The teachers fulfill the advisor role since they answer the doubts or questions of the students opportunely, and at the same time monitor their performance.

The role of the teacher in the EFL teaching-learning process is multifaceted and involves various responsibilities. The teacher plays a crucial role in facilitating and supporting the language learning process, providing students with the necessary resources, guidance, and support to help them achieve their language learning goals.

The students' role in Teaching and Learning Process

Students play an important role in the teaching and learning process of EFL. Students are expected to be active participants in the learning process. They need to be willing to take an active role in their own learning, and be open to new ideas. This includes participating in class activities and discussions, reading and writing in English, and speaking in English outside of class. Also, it is important for students to ask questions in the class because according to Marangel (2021), it helps the student to have an open channel of communication between students and teachers, so the class is not just focused on the teacher but also on the students and how they are achieving their knowledge. This will help them to become more confident in their ability to use English.

In the classroom, EFL students are typically taught grammar and vocabulary, as well as how to use the language in both written and spoken forms. Depending on the teacher, students may also be exposed to cultural and historical elements related to the language. Additionally, many students choose to take part in activities and conversations with native speakers of the language, which can help them to improve their fluency. Finally, students should be encouraged to be creative in their learning process. They should be encouraged to explore different ways of learning the language.

Students perception of Teaching and Learning process

Ou (2017) mentions that perception is a process of organizing and interpreting information to give meaning to what is caught in our surroundings. Moreover, the perception process consists of three stages:

Selection: selecting information from the environment through the senses

Organization: organizing information according to certain patterns.

Interpretation: giving meaning to categorize to make sense.

In the context of teaching and learning, students' perception plays a crucial role in their motivation and engagement in the learning process. On the other hand, if students perceive the teaching methods as engaging and effective, they are more likely to be motivated and engaged in the learning process. Therefore, it is important for teachers to take into account students' perception of the teaching and learning process. Moreover, perception depends on each person who determines their point of view on different contexts and situations. Interpretations may give different meanings by viewpoint.

Kurniawan (2015) claims that the perception of students is considered a process of preferential information received, allowing them to interpret the observed to determine an interpretation by stimuli. Therefore, it is a point of view on an issue or problem. Each student's perspective is different; it can be approached from different angles to get a better interpretation.

Students perception of interactive activities in EFL classroom

Huan & Hu (2016) found that students perceive interactive activities as an effective and engaging way to develop their language skills. Interactive activities in the EFL classroom can be effective and engaging for language skill development. When students are actively involved in the learning process through interactive activities, they are more likely to feel engaged and motivated to learn, which can lead to better language acquisition outcomes.

Samperio (2020) reports that most of the students showed a positive attitude towards the use of interactive activities in the EFL classroom as they believed that these activities were beneficial for their language learning and enhanced their motivation and engagement in the classroom. Also, Samperio adds that interactive activities can improve students' language learning outcomes by increasing their motivation and engagement in the classroom.

Kassim and Ali (2018) found that students who participated in interactive activities showed higher levels of motivation and engagement, which led to better language learning outcomes. The authors argue that interactive activities provide opportunities for authentic language practice and the development of critical thinking and problem-solving skills, which ultimately enhances students' language proficiency and communication abilities. Similarly, Sukuma *et al* (2020) found that interactive activities in the EFL classroom had positive effects on language learning outcomes. The authors argue that interactive activities provide opportunities for students to practice language in context, interact with their peers, and develop their language skills in a meaningful way.

Students questioning in EFL classroom

In the EFL classroom, student questioning plays a critical role in the learning process. Asking questions can help students develop critical thinking and problem-solving skills, which are essential in language learning. Marangell (2021) mentions that questioning can be used to promote an open channel of communication between students and teachers, so the class is not just focused on the teacher but also on the students and how they are achieving their knowledge. Encouraging students to ask questions is essential in the teaching-learning process.

Chen (2017) emphasizes the importance of creating a classroom environment that encourages students to participate and interact with each other and with the teacher, as this can lead to more effective language learning. Additionally, these strategies promote active student participation and interaction in the EFL classroom. It is crucial to establish a classroom environment that fosters student participation and interaction in order to enhance language learning.

According to Zarei (2018), permitting students to ask questions during classroom instruction can aid in their comprehension and retention of the presented information. Moreover, it enables teachers to assess their understanding of the content and to pinpoint areas where more instruction may be necessary. "Allowing students to ask questions during classroom instruction helps them better comprehend and retain the information presented. It also allows teachers to gauge students' understanding of the content and to identify areas where additional instruction may be needed." (Zarei, 2018, p. 52)

Kim (2015) notes that questioning can act as a catalyst for classroom interaction and promote a more collaborative learning approach. By questioning, students are often more involved and responsible for their own and their peers' learning. "Questioning can serve as a stimulus for classroom interaction and can encourage a more collaborative approach to learning. When students engage in questioning, they are often more active and engaged learners, taking on greater responsibility for their own learning and the learning of their peers." (Kim, 2015, p. 32)

Promoting student questioning in the EFL classroom is an essential component of successful language learning.

Encouraging active student participation

"Encouraging active student participation is essential to successful EFL learning, and these strategies can help promote participation in the learning process. Using student-centered activities can all help create an environment that values and encourages active student participation in EFL

learning. "Encouraging active student participation in the EFL learning and teaching process is crucial for the success of the educational process. Research has shown that when students are actively engaged in their learning, they are more likely to retain the information and develop a deeper understanding of the language" (Chen, 2017, p. 103). Additionally, providing opportunities for students to practice their language skills in authentic contexts, such as through real-life scenarios or tasks, can also increase student motivation and participation. Promoting active student participation in EFL learning is key to ensuring the success of the language learning process" (Chen, 2017).

According to the National Council of Teachers of English "Students learn language best when they are engaged in using it actively and meaningfully, particularly in contexts that are relevant to their lives" (National Council of Teachers of English, 2017, p. 1). the importance of active and meaningful use of language in language learning, particularly in contexts that are relevant to students' lives. This implies that students are more likely to engage and participate in their learning when they can see the relevance and practical application of the language they are learning. Similarly, Sukuma *et al* (2020) propose that in order to increase student participation, teachers can design classroom activities that are engaging and meaningful to students. Teachers can increase student participation by designing classroom activities that are engaging and meaningful to students. Consequently, the importance of creating a learning environment that values student input and participation is highlighted.

Communicative Language Teaching (CLT)

Second language learning is a process that can be difficult for some people, especially for the ones who learned the theory but not how the language is used in a real context. Karunakaran & Babu (2013) affirm that a language is learned successfully when the learner asks for some real meaning to communicate. Thus, learning is an essential process in which real-life contexts are required for students to develop second language acquisition.

Denkci Akkas and Coker mentioned (2016) "The communicative approach aims to give students more control and autonomy of their learning through student-centered group work" (p. 82). Students become active participants in each activity, and they are capable of enhancing their language skills through strategies and activities to control the learning process in the classroom. These strategies are undeniably necessary to usage of the language, granting that learners feel

motivated to participate in these classroom activities. Furthermore, Tikkakoski (2015) claims "some methods force students to use the target language, but CLT encourages the application of authentic strategies" (p. 11).

The CLT aims are linked to how languages are better learned through communication in a real context, so, it is possible to affirm that this method develops the student's communicative competence to use it in real-life communication (Brandl, 2021). Thus, CLT is about the development of communicative competence as a goal of each activity. Also, it takes into consideration that patterns in sentences are limited to language usage, meaning that CLT is just focused on how language is used in a real context.

Taking into consideration the ideas posted by Ankitaben (2015), it is possible to affirm that communicative Language Teaching is a set of principles that allows students to use language features while developing the productive skills required for correct communication. In this way, the CLT method relies on the communicative function as a substitute for linguistic structures which allows students to use communicative language features and the importance of the grammatical items. In other words, the main objective of the CLT methodology is to help students to communicate using the English language, focusing more on the real use of the language rather than just teaching the grammatical structures of the sentences that students will use.

Chang (2011) says that "CLT has been popular and widespread in the teaching of foreign languages, instead of the teacher-centered approach, in which teachers are seen as providers of knowledge and students as recipients" (p. 9). A set of stages of how to guarantee the CLT method to develop the communicative language skills in which every activity has to emphasize language proficiency for a better development of the oral skill.

CLT is focused on the language for communicative purposes. Students learn a language by using authentic and meaningful communication. This communication involves the integration of different language skills (Richards, 2017). In that way, Communicative Language Teaching is used instead of Situational Language Teaching SLT. Thus, as the approach emphasizes a form-meaning connection, teaching grammar through communicative contexts.

Interactive learning in EFL

Interactive learning in EFL classrooms has been found to have several benefits for students. Alharbi. A and Radhi. S (2019) reported that using group work in EFL classrooms enhanced students' language skills, motivation, and engagement. In the same way, group work provides students with a supportive environment in which to learn and practice the target language.

Interactive learning activities in EFL classrooms can take many forms, such as group discussions, debates, role-playing, problem-solving tasks, and language games. These activities encourage students to use English actively and develop their communication skills. As Kessler and Bikowski (2010) noted, "the use of online communication tools promotes a more active use of language, and provides opportunities for language learners to experiment with the language in a non-threatening environment" (p. 298).

Interactive learning also allows students to learn from each other and receive feedback on their language use. According to Alharbi. A and Radhi. S (2019) collaborative learning activities enable students to share their knowledge and experiences, and provide opportunities for peer feedback and correction. Interactive learning is an effective approach to EFL teaching and learning. By incorporating interactive activities in the classroom, students can develop their language skills and improve their proficiency in a supportive and engaging environment. As Kessler and Bikowski (2010) noted, "technology-enhanced language learning environments can facilitate the acquisition of second language skills and promote intercultural competence" (p. 299).

Classroom Interactive Activities

In order to practice English in the classroom, teachers can use different activities such as role-plays, conversations, debates, simulations, and language games. These activities allow students to interact with each other and to practice the language in a more dynamic way. It is important to adjust activities to the specific needs of each student to help them learn in a more effective way. About interactive activities, Gari (2020) established that interactive activities are important because they help students to develop English communication basic skills because activities promote communication among the students. On the other hand, Weinstein (2018) mentions that

interactive classroom activities engage students in the learning process, promote language development and make the learning environment both dynamic and relevant to students.

Considering the aspects mentioned above, Khandve (2016) defines that the interactive activities are all those activities that encourage students to participate in the classroom, making students feel comfortable to debate and share ideas for better learning because students will be more participative in a friendly class rather than in a class that is just focused on evaluation by giving grades and highlighting mistakes (p. 105). Interactive activities allow students to actively participate in the learning process and practice their language skills in a supportive and collaborative setting. This can lead to greater engagement and motivation among students. Additionally, exposure to real-life contexts and situations help students to develop their language skills in a more authentic and meaningful way. In this sense, teachers should create an environment that encourages students to express themselves and to practice the language without the fear of making mistakes.

According to Barkley et al. (2014), "by involving students in active learning, they become participants rather than spectators in the classroom. The learning experience becomes more meaningful and students can achieve higher levels of thinking" (p. 3). Active learning engages students as participants in the classroom, which leads to a more meaningful learning experience and higher levels of thinking.

Echevarria et al. (2016) suggest that "interactive activities create a more dynamic and engaging classroom environment that can enhance student learning and foster a sense of community among learners" (p. 88). Authors suggest that interactive activities create a dynamic and engaging classroom environment that fosters a sense of community among learners and enhances their learning.

Furthermore, Dooly and Sadler (2016) argue that "the use of interactive activities in the classroom can promote not only language learning, but also critical thinking, problem-solving, and collaboration skills among students" (p. 1). Authors argue that interactive activities not only promote language learning but also critical thinking, problem-solving, and collaboration skills among students.

Smith and Johnson (2019) found that interactive activities had a significant effect on language learning, with students who participated in these activities showing improvements in their language proficiency, speaking skills, and confidence. The authors suggest that interactive activities can create a more dynamic and engaging classroom environment, which can lead to higher levels of motivation and interest among students, ultimately leading to better language acquisition outcomes.

By involving students in active learning and creating a dynamic and engaging classroom environment through interactive activities, students become active participants in their own learning, leading to higher levels of thinking and a more meaningful learning experience.

Dialogue

Dialogue is a space where two or more speakers share their knowledge through their perspectives. Swain & Watanabe (2012) defined dialogue is used to promote critical thinking, encouraging active engagement and understanding of complex ideas. Dialogue is a powerful tool for learning, as it allows individuals to share their knowledge and learn from each other in a collaborative and interactive way.

Discussion and Opinion Sharing

Discussion and opinion sharing are important tools that can be used in the EFL classroom to facilitate language acquisition and help students develop their critical thinking skills. In EFL classrooms, discussion and opinion sharing provide opportunities for students to practice their language skills in a meaningful and authentic way. According to Helterbran (2007) discussion and opinion sharing activities in the EFL classroom can help promote language acquisition and encourage critical thinking skills by providing students with opportunities to interact in a meaningful and authentic way. Through these activities, students can express their ideas and thoughts on various topics while learning to communicate effectively with others.

Role-Play

Role-play as a spontaneous activity which facilitates the communication process in different activities inside and outside the classroom contexts. Furthermore, these activities provide opportunities for students to work in pairs or groups, granting the enhancement of speaking skills.

Role-play is represented spontaneously and is based on the situations experienced by students in a range of social contexts (Liu & Ding, 2009). Role play involves students taking on specific roles and performing a situation or scenario in a simulated environment. The focus is on practicing specific language functions, such as expressing opinions.

In general, students tend to enjoy role play activities as they provide a more engaging and dynamic learning experience. Role play can be a fun and interesting way to practice and improve language skills, and it can also help students to develop their social and cultural awareness by portraying different roles and situations. So, “working together with their peers, students can develop their communicative competence and build their confidence in using the language in real-life situations” (Ur, 2012, p. 165)

Group Work Activities

In group work, students show active participation in speaking skills. Situmorang (2021) suggests group work and can be beneficial for students in English classes because it provides opportunities for collaboration and sharing of ideas. This can lead to a more well-rounded and effective learning experience for students. So, Students can learn from each other while obtaining more opportunities to practice the language. Small groups cause a good community through students. Furthermore, according to Lucena and San Jose (2016), group work activities can help students develop not only their speaking skills but also other important skills such as critical thinking, problem-solving, and decision-making. Group work also provides students with opportunities to develop social skills such as cooperation, empathy, and communication. These skills are essential for students' future personal and professional development. Therefore, according to Citumorang (2021), it is crucial for teachers to include group work activities in their English language classes to provide students with the opportunity to develop these essential skills in a supportive and collaborative learning environment. Students learn to work together, respect each other's opinions, and negotiate meaning. Group work activities can include role plays, discussions, presentations, and projects. These activities provide students with opportunities to express themselves, share ideas, and learn from each other's perspectives.

Dramatization

Dramatization is an activity that facilitates mastering English as a Foreign Language. It allows for transforming a reading scene, while enhancing the linguistic skills of the students. Kuimova (2015) mentioned that dramatization prepares learners to communicate in the environment of a Foreign Language as well as develops creative and teamwork skills. Characterization provides for learners to develop their oral skills. Students feel relaxed and confident about their knowledge of foreign languages. Dramatization is a useful activity for improving language skills, especially in a foreign language context. By acting out scenes and dialogues, students have the opportunity to practice skills in a more interactive and engaging way. As mentioned, dramatization can foster creativity and teamwork skills, as students work together to create and perform their scenes.

7. METHODOLOGY

Research Approach

This research was carried out by a quantitative approach, and by using the descriptive method to find logical conclusions from the results. Eyisi (2016) argues that the “quantitative research approach is the research that emphasizes numbers and figures in the collection and analysis of data” (p. 94). A quantitative research method is a scientific approach to research that involves the use of numerical data to measure phenomena and draw conclusions. It is based on the systematic collection and analysis of data from a variety of sources. The quantitative approach provides information that contributes to verifying the fulfillment of the stated research objectives.

Descriptive research is useful for understanding the characteristics of a population, uncovering underlying motivations and attitudes, and gaining insight into a topic. Loeb, et al (2017) "Descriptive analysis is a fundamental component of this process because of the role it plays in helping us to observe the world or a phenomenon and, subsequently, in identifying research questions and generating hypotheses based on what has been observed" (p.2). The descriptive method is used to gain a better understanding of a topic, it is used to gain an understanding of a phenomenon by observing and collecting data through various techniques.

Data collection instrument

Survey research is "collecting information from a sample of individuals through their responses to questions" (Check & Schutt, 2012, p. 160). Before the survey application, a consent form (See annex 1) was presented to the English teacher in order to let him know the objective of the survey. On the other hand, the questionnaire has been validated by different teachers from the Universidad Técnica de Cotopaxi (See annex 3). The survey as a data collection instrument was applied to provide truthful information from the perception of the students about their English classes (See annex 2). The first part of the survey was conducted on demographic information, this aims to identify the age and gender of the participants. The second part aims to guess students' perceptions of the Teaching-learning process in EFL class.

In addition, this research was obtained from an educational context developed in Latacunga city, Paolo Parish which is in a rural area of the city. In this research, the participants were 21 students from the eighth year of general Basic Education at Unidad Educativa "Poaló-Garcia Moreno". To extract percentages for analysis of results, the data was organized on the Google Docs platform for interpretation. The main objective of the survey was to gather students' perceptions about their English classes, making it an opinion survey that collected quantitative information. It is important to note that the questions were made in the student's native language (Spanish) using vocabulary that was appropriate for their age level. This was done in order to ensure that the students fully understood the questions and were able to provide reliable information for analysis. Demographic information was collected from twenty-one students who participated in the survey. About gender, it states that 47.6% of the class are males, and 47.6% are females. Additionally, there is a minority part of the classroom (4.8%) who do not feel identified by any gender. In terms of age, the results demonstrate that 14.3% of the students are 10 and 11 years old. On the other hand, 38.1% of the students are in a range of ages from 12 to 14 years old. Finally, 47.6% of the students are older than 14 years old, representing the majority part of the classroom.

This demographic information is important for understanding the characteristics of the students who participated in the survey.

8. ANALYSIS AND DISCUSSIONS OF RESULTS.

To answer the research question about students' perceptions of the English teaching and learning process in Unidad Educativa "Poaló-Garcia Moreno", students' answers were tabulated with

percentage and analyzed. Then it was discussed into the light of the theory presented in the Theoretical Framework

Table 3: Participation in class activities.

ITEM	%
Always	33,3
Almost always	33,3
Sometimes	28,6
Never	4,8
TOTAL	100

Source: Students' survey. (2023).

Elaborated by: Jaramillo & Ortiz (2023).

The results of the survey show that the majority of students from the 8th year in the Unidad Educativa “Poaló-Garcia Moreno” stated that they like to participate in class activities, as is shown in the table, 33,3% of students stated that they always like to participate in class, and 33.3% of the students stated that they almost always like to participate in the classroom activities. 28,6% of students stated that they sometimes like to participate; only 4,8% of the students stated that they do not like to participate in class activities. These results demonstrate that although there are some students who do not totally like to participate in classroom activities, most of them want to be part of the activities made by the teacher. The results suggest that most of the students in Unidad Educativa “Poaló-Garcia Moreno” enjoy participating in class activities, which is a positive sign for the teaching and learning of EFL in the school.

It is important for teachers to create a supportive and collaborative classroom environment that allows students to feel comfortable sharing their ideas and practicing in the English classroom to improve their language skills. Students' participation can be achieved through the use of interactive activity. Khandve (2016) explains that interactive activities, such as group work, role-plays, and debates, among others, can encourage students to participate more actively in the classroom, which can lead to better learning outcomes. Also, the author demonstrates that, when students participate in these activities, they can engage with the material in a more meaningful way, leading to improved language acquisition and communication skills.

Table 4: Students' questions in English class.

ITEM	%
Always	23,8
Almost always	61,9
Sometimes	9,5
Never	4,8
TOTAL	100

Source: Students' survey. (2023)

Elaborated by: Jaramillo & Ortiz (2023)

According to these results, 61,9% of the 8th year EGB students from Unidad Educativa "Poaló-Garcia Moreno" almost always ask questions, being the majority of the classroom. On the other hand, 23,8% of the students stated that they always ask questions. While 9,5% of the students stated that they sometimes ask questions, 4,8% say that they never ask questions. The results suggest that the students at Unidad Educativa "Poaló-Garcia Moreno" are active and engaged learners who are willing to make questions in classroom activities to improve their English skills. In this context, Marangell (2021) mentions that questioning can be used to promote an open channel of communication between students and teachers, so the class is not just focused on the teacher but also on the students and how they are achieving their knowledge. Encouraging students to ask questions is essential in the teaching-learning process, as it helps them clarify doubts and deepen their understanding of the subject matter. It also promotes a more interactive and collaborative learning environment where students feel comfortable expressing their perceptions.

Table 5: Enjoyable activities.

ITEM	%
Role-plays	28,6
Pair work	33,3
Memory Games	4,8
Dramatization	9,5
All of the above	23,8
TOTAL	100

Source: Students' survey. (2023).

Elaborated by: Jaramillo & Ortiz (2023).

The results of the survey indicate that most of the students from Unidad Educativa "Poaló-Garcia Moreno" prefer pair work as an activity in the classroom, represented by 33,3% of the students.

This is followed by role-play, with 28,6% of the class. While the 4,8% of the students stated that they prefer to use Memory games, the rest 9,5% said that they prefer to do dramatizations. So, 23,8% of the students indicated that they would use all the activities mentioned in table 5. This suggests that students enjoy activities that involve interaction with their peers and allow them to practice their language skills in a more authentic and engaging way.

In the English teaching-learning process, it is important to have different activities that can be useful to continue improving students' skills. Gari (2020) mentions "activities in a foreign language classroom provide a chance to develop basic language skills in an enjoyable manner" (p.428). So having many different options to teach can make teaching and learning easier and more interesting for students, which will encourage them to continuously improve their skills on their own. "Pair work and role-play activities can be particularly effective for EFL learners, as they allow students to practice their language skills in a more interactive and engaging way. By working together with their peers, students can develop their communicative competence and build their confidence in using the language in real-life situations" (Ur, 2012, p. 165). Pair work allows students to work together to complete a task or practice a language skill. It provides opportunities for students to engage in conversations and exchange ideas with their peers. According to Liu & Ding (2009) Role-play is also an effective activity for EFL classes, as it allows students to practice their language skills in a more realistic context.

Table 6: Usefulness of interactive activities.

ITEM	%
Totally agree	33,3
Agree	54,4
Neutral	14,3
Disagree	0
Totally disagree	0
TOTAL	100

Source: Students' survey. (2023).

Elaborated by: Jaramillo & Ortiz (2023).

The results of the survey indicate that the majority of the students, 54.4%, totally agree that interactive activities such as role-plays, pair work, memory games, and dramatizations help to improve their English learning, while a significant percentage (33.3%) also agree with this statement. On the other hand, the minority of students have a neutral opinion (14,3%). The

positive response of the students to these activities indicates that they can be effective tools for enhancing the teaching and learning of English as a foreign language. Weinstein (2018) mentions that interactive classroom activities engage students in the learning process, promote language development and make the learning environment both dynamic and relevant to students. This suggests that the use of interactive activities increase the students interest in language learning, and at the same time, can improve their English communication skills because they will be constantly using the English language to participate in the classroom activities, and will realize how they can use the English language to communicate. So, it is possible to say that by using interactive activities, students are given the opportunity to practice their language skills in a more authentic and engaging way, and at the same time, they help to improve their English use.

Table 7: Working with classmates.

ITEM	%
Totally agree	38,1
Agree	38,1
Neutral	14,3
Disagree	9,5
Totally disagree	0
TOTAL	100

Source: Students' survey. (2023).

Elaborated by: Jaramillo & Ortiz (2023).

In this question, 38,1% of the students stated that they totally agree and the other 38,1 % of the students agreed that they feel comfortable working with classmates during the lessons. While 14,5% of the students have a neutral opinion. On the other hand, 9,5% of the students stated that they disagree with working with their classmates. The results of the survey suggest that most of the students feel comfortable working with their classmates during English lessons. However, a small percentage of students prefer to work on their own. As Situmorang (2021) suggests, a combination of both group work and individual learning can be beneficial for students in English classes. Group work provides opportunities for collaboration and sharing of ideas while individual learning allows students to focus on their own strengths and weaknesses. This can lead to a more well-rounded and effective learning experience for students. Some students may thrive in group work settings, while others may prefer individual work. The results of the survey

highlight the importance of incorporating group work, pair work and individual work in English classes.

Table 8: Importance of English language in communication.

ITEM	%
Totally agree	23,8
Agree	66,7
Neutral	9,5
Disagree	0
Totally disagree	4,8
TOTAL	100

Source: Students' survey. (2023).

Elaborated by: Jaramillo & Ortiz (2023).

The survey results show that a majority of the students, representing the 66.7% of the classroom, agree on the importance of the English language in communication. While 23,7% of the students think that English is important for communication, the other 9,5% of the students established that they have a neutral opinion about the importance of English in communication. On the other hand, only the 4,8% of the students established that English is not important for communication, being the minority part of the classroom. This result shows that the students understand the importance of English language skills for communication in today's globalized world. The English language is used widely in various fields, including business, education, and entertainment. Therefore, it is essential for students to develop their English language skills, particularly their oral communication skills, to prepare them for effective communication in the future, Tampubolon (2021) adds that “as we know that English is an international language. So, wherever we travel, of course we can use English in communicating with strangers. We don't have to bother to learn their language” (p. 2). In this part, the author explains the main importance of the English language in communication. This is useful because tourists do not need to learn the native language of the country. So, the author highlighted the importance of speaking and listening skills in English, which is that people can use it to communicate in any country around the world.

9. CONCLUSIONS AND RECOMMENDATIONS

Conclusion

The results of the survey show that most of the students from the 8th year in the Unidad Educativa “Poaló-García Moreno” want to be part of the activities made by the teacher. On the other hand, the results demonstrate that most of the students ask questions in the classroom for different reasons. Also, it is demonstrated that students find interactive activities like pair works, role-play, and dramatization attractive for their English language learning. In the same way most of them find these interactive activities useful for their English language learning. In addition, the majority of them established that they agree to do activities with their classmates. Finally, most of the students are aware of the importance of the English language in communication.

Recommendation

According to the conclusion, it is possible to recommend teachers to incorporate different interactive activities, such as role-plays, pair work, and dramatization, to create a more engaging and enjoyable learning environment for students. This will make the learning environment more engaging and enjoyable for students, which will enhance their interest in learning the language. In addition, teachers should also seek to understand their students' perceptions of English class and select the best pedagogical practices into the teaching process to improve its effectiveness. By doing so, teachers can create a more effective English language teaching and learning process that meets the needs and interests of their students. So having many different options for teaching can help both teachers and students to make the English teaching and learning process easier and more interesting for students, which will encourage them to improve their English skills on their own.

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11. ANNEXES.

ANNEX 1

UNIVERSIDAD TÉCNICA DE COTOPAXI

CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

FORMULARIO DE CONSENTIMIENTO INFORMADO

Yo, , docente del área de inglés de la Unidad Educativa “Poaló-García Moreno” aceptó participar en el proyecto desarrollado por los estudiantes **Alexis Patricio Jaramillo - Carlos Daniel Ortiz**, supervisado por la **Gina Silvana Venegas, PhD.** el cual se llevará a cabo en el periodo académico octubre 2022- marzo 2023. De igual manera, declaro que he sido informado que el análisis de los resultados de mi participación se realizará con fines académicos. Entiendo que bajo ningún medio serán expuestos mis datos personales en el proyecto.

Por lo tanto, acepto y me comprometo voluntariamente a participar en las actividades de recopilación de datos en los que se incluyen mi participación en la encuesta sobre “La percepción de los estudiantes del proceso de Enseñanza y Aprendizaje del idioma inglés”. Encuesta que será proporcionada por los autores del proyecto de investigación, pues además he recibido una copia del presente documento.

Firma del participante:


Cédula de identidad:

Correo electrónico:

Fecha:

ANNEX 2

Survey: Demographic questions



Qué edad tienes?  ● Varias opciones ▼

De 10 a 11 años. ✕

De 12 a 14 años. ✕

Mayor de 14 años ✕

Añadir opción o [añadir respuesta "Otro"](#)

  | Obligatorio ⋮

¿Con qué género te identificas ? *

Femenino

Masculino

Otro

Survey: Students' opinion

1.- ¿Te gusta participar en las actividades que se hacen en clase de inglés? *

Siempre

Casi siempre

A veces

Nunca

2.- ¿Qué tan seguido haces preguntas en clase? *

Siempre

Casi siempre

A veces

Nunca

3.- ¿Cuáles de las siguientes actividades te parecen más agradables? *

- Juego de roles
- Trabajo en parejas
- Juego de memoria
- Ayudas visuales
- Dramatizaciones

4.- A partir de la respuesta anterior, ¿consideras que las actividades seleccionadas te ayudarían a mejorar tu Inglés? *

- Muy de acuerdo
- De acuerdo
- Neutral
- Desacuerdo
- Muy en desacuerdo

5.- ¿Te sientes cómodo/a trabajando con la ayuda de tus compañeros/as? *

- Muy de acuerdo
- De acuerdo
- Neutral
- Desacuerdo
- Muy en desacuerdo

6.- ¿Crees que es importante el inglés para poder comunicarte? *

- Muy de acuerdo
- De acuerdo
- Neutral
- Desacuerdo
- Muy en desacuerdo

ANNEX 3

Instrument Validation Forms.



**UNIVERSIDAD
TÉCNICA DE
COTOPAXI**



**Carrera de
Pedagogía de los
Idiomas
EXTENSIÓN FUJILÍ**

Instrument Validation Form


Name of Validators : Mgs. Diana Lasso
 Degree : Magister en Administración Educativa y Educación Superior
 No. of Years in Teaching : 20

To the evaluator: Please check the appropriate box for your ratings.

Scale: 5 – Excellent 4- Very Good 3- Good 2- Fair 1-Poor

	5	4	3	2	1
1. Clarity and Directions of Items The vocabulary level, language, structure and conceptual level of participants. The test directions and the items are within in a clear and understandable manner.	✓				
2. Presentation and Organization of Items The items are presented and organized in a logical manner.		✓			
3. Suitability of Items The item appropriately presented the substance of the research. The questions are designed to determine the skills that are supposed to be measured.	✓				
4. Adequateness of the Content The number of the questions per area is representative enough of all the questions needed for the research.		✓			
5. Attainment of Purpose The instrument as a whole fulfills the objectives needed for the research	✓				
6. Objective Each item question requires only one specific answer or measures only one behavior and no aspect of the questionnaires suggested in the past by the researcher.		✓			
7. Scale and Evaluation Rating The scale adapted is appropriate for the item.	✓				

Adapted from : Syzdykbayeva, R. (2017). STUDENTS' ATTITUDES AND PERCEPTIONS OF EFL



Name of the validator:
I.D. 050197472-9



UNIVERSIDAD
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COTOPAXI



Carrera de
Pedagogía de los
Idiomas
EXTENSIÓN PUJILÍ

Instrument Validation Form

Name of Validators : Jorge L. Rosero H. Hsc.....

Degree : Lic. EN CIENCIAS DE LA EDUCACION MENCIÓN INGLÉS: MAGISTER.....

No. of Years in Teaching : 22.....

To the evaluator: Please check the appropriate box for your ratings.

Scale: 5 – Excellent 4- Very Good 3- Good 2- Fair 1-Poor

	5	4	3	2	1
1. Clarity and Directions of Items The vocabulary level, language, structure and conceptual level of participants. The test directions and the items are within in a clear and understandable manner.		✓			
2. Presentation and Organization of Items The items are presented and organized in a logical manner.		✓			
3. Suitability of Items The item appropriately presented the substance of the research. The questions are designed to determine the skills that are supposed to be measured.		✓			
4. Adequateness of the Content The number of the questions per area is representative enough of all the questions needed for the research.		✓			
5. Attainment of Purpose The instrument as a whole fulfills the objectives needed for the research.		✓			
6. Objective Each item question requires only one specific answer or measures only one behavior and no aspect of the questionnaires suggested in the past by the researcher.		✓			
7. Scale and Evaluation Rating The scale adapted is appropriate for the item.		✓			

Adapted from : Syzdykbayeva, R. (2017). STUDENTS' ATTITUDES AND PERCEPTIONS OF EFL.

Jorge L. Rosero H.
Name of the validator:

I.D. 0500862727.



UNIVERSIDAD
TÉCNICA DE
COTOPAXI



Carrera de
Pedagogía de los
Idiomas
EXTENSIÓN PUJILÍ

Instrument Validation Form

Name of Validators : Narciso Chibiso

Degree : Lic. Ciencias de la Educación

No. of Years in Teaching : 17

To the evaluator: Please check the appropriate box for your ratings.

Scale: 5 – Excellent 4- Very Good 3- Good 2- Fair 1-Poor

	5	4	3	2	1
1. Clarity and Directions of Items The vocabulary level, language, structure and conceptual level of participants. The test directions and the items are within in a clear and understandable manner.			/		
2. Presentation and Organization of Items The items are presented and organized in a logical manner.		/			
3. Suitability of Items The item appropriately presented the substance of the research. The questions are designed to determine the skills that are supposed to be measured.		/			
4. Adequateness of the Content The number of the questions per area is representative enough of all the questions needed for the research.		/			
5. Attainment of Purpose The instrument as a whole fulfills the objectives needed for the research		/			
6. Objective Each item question requires only one specific answer or measures only one behavior and no aspect of the questionnaires suggested in the past by the researcher.		/			
7. Scale and Evaluation Rating The scale adapted is appropriate for the item.					

Adapted from : Syzdykbaeva, R. (2017). STUDENTS' ATTITUDES AND PERCEPTIONS OF EFL

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CURRICULUM VITAE



1.- DATOS PERSONALES

NOMBRES Y APELLIDOS: GINA SILVANA VENEGAS ÁLVAREZ
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UNIVERSIDAD CENTRAL DEL ECUADOR
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3.- TITULOS

GRADO:

- LICENCIADA EN CIENCIAS DE LA EDUCACIÓN, ESPECIALIDAD INGLÉS

TITULO/GRADO DE POSGRADO

- MAGISTER EN EDUCACIÓN SUPERIOR
- DIPLOMA SUPERIOR DE LA ENSEÑANZA DE INGLÉS COMO SEGUNDA LENGUA
- DOCTORADO EN LINGÜÍSTICA Y LENGUAS

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- UNIVERSIDAD TÉCNICA DE COTOPAXI
- UNIVERSIDAD DE LAS FUERZAS ARMADAS E.S.P.E.
- INSTITUTO TECNOLÓGICO SUPERIOR AERONÁUTICO
- UNIDAD EDUCATIVA “JEAN PIAGET”

5.- CARGOS DESEMPEÑADOS

- DECANA DE LA FACULTAD DE CIENCIAS HUMANAS Y EDUCACIÓN
- DIRECTORA DE LA UNIDAD ACADÉMICA DE CIENCIAS ADMINISTRATIVAS Y HUMANÍSTICAS.
- REPRESENTANTE DE LOS DOCENTES AL HONORABLE CONSEJO UNIVERSITARIO
- DIRECTORA DEL PROGRAMA DE LICENCIATURA EN INGLÉS
- COORDINADORA DEL CENTRO DE IDIOMAS DE LA UNIVERSIDAD TÉCNICA DE COTOPAXI 2006 - 2007.
- MIEMBRO DE LA ASAMBLEA UNIVERSITARIA PERÍODO 2006 – 2008
- VOCAL A LA ASAMBLEA DE LA UNIVERSIDAD ECUATORIANA DE LOS DOCENTES DE LAS UNIVERSIDADES PÚBLICAS
- COORDINADORA DEL ÁREA NRO 5 “INFORMACIÓN PÚBLICA”
- DIRECTORA PROVINCIAL DE CORREOS DE COTOPAXI
- DIRECTORA DE TESIS DE GRADO
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Educación Secundaria: Instituto Nacional "Mejía"
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Educación Superior: Universidad Técnica de Cotopaxi
Pedagogía de los Idiomas Nacionales y Extranjeros – Inglés
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CURSOS y CAPACITACIONES

Universidad Estatal De Milagro: Auxiliar de Enfermería.

ITS. Cruz Roja Ecuatoriana: Primeros Auxilios Básicos.

Universidad Técnica de Cotopaxi Taller de Liderazgo y Oratoria
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Cargo: Mensajero y asistencia
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Cargo: Auxiliar de Enfermería
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II. FORMACIÓN Y ESTUDIOS. -

Título: Bachiller Ciencias.

Curso de Computación. (Consejo Provincial)

Seminario de Inglés Cambridge. (UTC)

Cursando último semestre de estudios superiores en Pedagogía en los Idiomas Nacionales y Extranjeros mención Inglés en la Universidad Técnica de Cotopaxi.

III. EXPERIENCIA LABORAL.-

Empresa: Resnorte S.A Burger King (6 meses)
Tracking, volanteo

Empresa: M & S Producciones
Empaque de soluciones químicas institucional y doméstico

Independiente
Tutorías de Inglés en Uyumbicho (Desde hace siete años)

Pasantías no remuneradas Unidad Educativa "José Emilio Álvarez" (año electivo 2020-2021)

IV. REFERENCIAS PERSONALES

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Sra. Diana Suquillo/0998294915/ Empresa M & S Producciones.
Lic. Norma Semblantes/0979042001/Rectora de la Unidad Educativa "José Emilio Álvarez".