



UNIVERSIDAD HISPANOAMERICANA

LICENCIATURA ENSEÑANZA DEL INGLES

**THESIS SUBMITTED TO OBTAIN THE LICENTIATE
DEGREE IN ENGLISH TEACHING**

**DESIGN OF AN ENGLISH PROFESSOR ENTRY PROFILE PROPOSAL
BASED ON INTERPERSONAL ENGLISH LANGUAGE TEACHING
SKILLS SUGGESTED BY A GROUP OF STUDENTS ENROLLED IN THE
10TH LEVEL AT CEIC, UNA DURING THE II TERM OF 2017**

Kevin Porras Montero

Tutor:

MSc. Carolina Ramírez Guerrero

January 2018

Table of Contents

DEDICATION.....	9
ACKNOWLEDGMENTS.....	10
CHAPTER I.....	13
PROBLEM OF INVESTIGATION.....	13
1.1. PROBLEM STATEMENT.....	14
1.1.1 BACKGROUND OF THE PROBLEM.....	14
1.1.2 PROBLEMATIZATION.....	18
1.1.3. JUSTIFICATION.....	21
1.2. PROBLEM.....	24
1.3 OBJECTIVES.....	24
1.3.1 GENERAL OBJECTIVE.....	24
1.3.2. SPECIFIC OBJECTIVES.....	24
1.4. SCOPES AND LIMITATIONS.....	25
1.4.1. SCOPES.....	25
1.4.2. LIMITATIONS.....	26
CHAPTER II.....	27
THEORETICAL FRAMEWORK.....	27
2. THEORETICAL CONCEPTUAL BACKGROUND.....	28
2.1 METHODS AND TECHNIQUES FOR TEACHING ENGLISH.....	28
2.2. COMMUNICATIVE COMPETENCE IN THE ENGLISH TEACHING PROCESS.....	32
2.3 MULTIPLE INTELLIGENCES AND THEIR BENEFITS ON TEACHING ENGLISH.....	35
2.3.1. Teaching Language Using Multiple Intelligences that Promote Interpersonal Skills..	38
2.4 ENGLISH LANGUAGE TEACHER PROFESSIONAL PROFILE.....	41
2.4.1 Institutions and Their English Professors' Profile.....	44
2.5. ENGLISH LANGUAGE TEACHERS' POSITIVE CHARACTERISTICS.....	49
2.5.1. Differences and Similarities Between English Teachers.....	51
2.6 BODY LANGUAGE IN ENGLISH LESSONS.....	53
2.6.1. Gestures and Facial Expression in The English Classroom.....	56
2.6.1.1 Techniques on How to Use Gestures and Facial Expressions When Teaching English.....	59
2.6.2 Confidence Between Students and English Professors in the Teaching-Learning Process.....	61
CHAPTER III.....	65

METHODOLOGICAL FRAMEWORK.....	65
3.1. TYPE OF RESEARCH.....	66
3.1.1. PURPOSE.....	66
3.1.2. TEMPORARY DIMENSION	66
3.1.3. FRAMEWORK.....	67
3.1.4. PROJECT CONDITION DELIMITATION	67
3.1.5. CHARACTER.....	68
3.1.5.1 Descriptive	68
3.1.5.2 Cause-Effect	68
3.1.6. NATURE.....	69
3.2 SUBJECTS AND SOURCES.....	70
3.2.1 SUBJECTS.....	70
3.2.2 SOURCES.....	71
3.2.2.1 First-Hand Sources.....	71
3.2.2.2. Second-Hand Sources.....	72
3.3. TECHNIQUES AND INSTRUMENTS TO COLLECT DATA	73
CHAPTER IV	76
DATA ANALYSIS.....	76
4.1 ANALYSIS OF THE CHECKLIST FOR PROFESSORS.....	77
4. 2 ANALYSIS OF THE CHECKLIST FOR THE COORDINATOR.....	89
4. 3 ANALYSIS OF OBSERVATION SHEET	92
4.3.1 Facial Expression:.....	93
4.3.2 Motivation:	94
4.3.3 Dynamism:.....	95
4.3.4 Trust:	96
4.3.5 Creative:.....	97
4.4 ANALYSIS OF CHECKLIST FOR STUDENTS	98
4.5 ANALYSIS OF QUESTIONNAIRE.....	108
CHAPTER V	115
CONCLUSIONS AND RECOMMENDATIONS	115
5.1 CONCLUSIONS.....	116
5.2 RECOMMENDATIONS.....	124
APPENDIX	141

Content of Pictures

Picture 1. Multiple Intelligences	38
Picture 2. Interpersonal Skills Evaluation Chart for Observations.....	92
Picture 3. Interpersonal Skills Evaluation for Mini Class.....	127
Picture 4. English Language Professor Interpersonal Skills Entry Profile.....	129

Content of Graphics

Graphic 1. Gender of professors	78
Graphic 2. Age of Language Professors	78
Graphic 3. Years of Teaching Experience	79
Graphic 4. Question 1.....	80
Graphic 5. Question 2.....	81
Graphic 6. Question 3.....	82
Graphic 7. Question 4.....	83
Graphic 8. Question 5.....	84
Graphic 9. Question 6.....	85
Graphic 10. Question 7	86
Graphic 11. Question 8	87
Graphic 12. Question 9	88
Graphic 13. Facial Expression on teachers	93
Graphic 14. Motivation from the teachers towards students	94
Graphic 15. Dynamism on Teachers.....	95
Graphic 16. Trust and Atmosphere	96
Graphic 17. Creativity on teachers	97
Graphic 18. Masculine and Feminine Students.....	98
Graphic 19. Age of students.....	99
Graphic 20. Seniority at CEIC	100
Graphic 21. Question 4	101
Graphic 22. Question 5	102
Graphic 23. Question 6	103
Graphic 24. Question 7	104
Graphic 25. Question 8	105
Graphic 26. Question 9	106
Graphic 27. Question 10	107

TUTOR'S APPROVAL

CARTA DEL TUTOR

San José, 11 de enero de 2018

Registro
Facultad de Educación
Licenciatura en la Enseñanza de Inglés
Universidad Hispanoamericana

Estimado señor:

El estudiante Kevin Mauricio Porras Montero, cédula de identidad número 1-1435-0479, me ha presentado, para efectos de revisión y aprobación, el trabajo de investigación denominado *Interpersonal English Language Teaching Skills According to a Group of Students Enrolled in the 10th Level of the CEIC, UNA During the II Term of 2017*, el cual ha elaborado para optar por el grado académico de Licenciatura .

En mi calidad de tutor, he verificado que se han hecho las correcciones indicadas durante el proceso de tutoría y he evaluado los aspectos relativos a la elaboración del problema, objetivos, justificación; antecedentes, marco teórico, marco metodológico, tabulación, análisis de datos; conclusiones y recomendaciones.

De los resultados obtenidos por el postulante, se obtiene la siguiente calificación:

a)	ORIGINAL DEL TEMA	10%	10%
b)	CUMPLIMIENTO DE ENTREGA DE AVANCES	20%	20%
c)	COHERENCIA ENTRE LOS OBJETIVOS, LOS INSTRUMENTOS APLICADOS Y LOS RESULTADOS DE LA INVESTIGACION	30%	30%
d)	RELEVANCIA DE LAS CONCLUSIONES Y RECOMENDACIONES	20%	20%
e)	CALIDAD, DETALLE DEL MARCO TEORICO	20%	20%
	TOTAL		100%

En virtud de la calificación obtenida, se avala el traslado al proceso de lectura.

Atentamente,



Nombre: Ana Carolina Ramirez Guerrero
Cédula identidad N0. 1-573-152
Carné Colegio Profesional N....

READER'S APPROVAL



Heredia, 22 de febrero de 2018.

Señores
Oficina de Registro
Universidad Hispanoamericana
SEDE DE HEREDIA

Dictamen KPM-02-22022018

Estimados señores:

Se me ha asignado para la lectura correspondiente, el trabajo de investigación bajo modalidad Tesis denominado: "***Design of an English Professor Entry Profile Proposal based on Interpersonal English Language Teaching Skills suggested by a Group of Students Enrolled in the 10th Level at CEIC, UNA during the II Term of 2017.***" (título final, solicitado), del estudiante **Kevin Porras Montero** cédula número 1-1435-0479 para optar por el grado de Licenciatura en Enseñanza del Inglés.

Según las facultades del Artículo 73, segunda parte, incisos b, c y e del Reglamento Académico de la Universidad Hispanoamericana, procedo a emitir la resolución siguiente:

Luego de revisar las correcciones solicitadas de forma y fondo en planteamiento y justificación, objetivos, marco metodológico, análisis de datos, conclusiones y recomendaciones, este Lector da su Visto Bueno para que la Tesis pase a revisión filológica y eventual Defensa pública.

Cordialmente,

Prof. Aramis K. Vidaurre
Céd. 6-254-174

PHILOLOGIST'S APPROVAL

Carta del Filólogo

Heredia, 27 de febrero, 2018

Señores
Departamento de Registro
Universidad Hispanoamericana
Estimados señores:

Por este medio hago constar que he revisado filológicamente la tesis denominada **"DESIGN OF AN ENGLISH PROFESSOR ENTRY PROFILE PROPOSAL BASED ON INTERPERSONAL ENGLISH LANGUAGE TEACHING SKILLS SUGGESTED BY A GROUP OF STUDENTS ENROLLED IN THE 10TH LEVEL AT CEIC, UNA DURING THE II TERM OF 2017"**, propiedad del estudiante Kevin Porras Montero, cédula número 1-1435-0479, todas las sugerencias han sido debidamente acogidas, por lo que se recomienda seguir con la defensa de dicho Proyecto de Graduación.

Atentamente,



MSc. Ramiro Ramírez Jiménez
1-0872-0754
Carné Colegio Profesional No 31008

DECLARATION

DECLARACIÓN JURADA

Yo Kevin Mauricio Porras Montero, mayor de edad, portador de la cédula de identidad número 1-1435-0479 egresado de la carrera de Licenciatura en la Enseñanza del Inglés de la Universidad Hispanoamericana, hago constar por medio de éste acto y debidamente apercibido y entendido de las penas y consecuencias con las que se castiga en el Código Penal el delito de perjurio, ante quienes se constituyen en el Tribunal Examinador de mi trabajo de tesis para optar por el título de Licenciado en la Enseñanza del Inglés, juro solemnemente que mi trabajo de investigación titulado:

Design of an English Professor Entry Profile Proposal Based on Interpersonal English Language Teaching Skills Suggested by a Group of Students Enrolled in the 10th Level At CEIC, UNA During the II Term of 2017.

es una obra original que ha respetado todo lo preceptuado por las Leyes Penales, así como la Ley de Derecho de Autor y Derecho Conexos número 6683 del 14 de octubre de 1982 y sus reformas, publicada en la Gaceta número 226 del 25 de noviembre de 1982; incluyendo el numeral 70 de dicha ley que advierte; artículo 70. Es permitido citar a un autor, transcribiendo los pasajes pertinentes siempre que éstos no sean tantos y seguidos, que puedan considerarse como una producción simulada y sustancial, que redunde en perjuicio del autor de la obra original. Asimismo, quedo advertido que la Universidad se reserva el derecho de protocolizar este documento ante Notario Público. en fe de lo anterior, firmo en la ciudad de San José, a los 01 días del mes de marzo del año dos mil 18.



Firma del estudiante
Cédula: 1-1435-0479

DEDICATION

The present research is being carried out with lots of affection and devotion to all the involved ones in this challenging process. First, I dedicate this thesis project to my unconditional friend, *Jesús de la Divina Misericordia* for always stand by me every morning, afternoon and night giving me all the strength and emotional support to finish it.

Second, I dedicate all the effort put into this project to my family, especially to my mom, who has always been there when I needed her the most; for cheering me up and making me know I could get to the end.

Third, this work is dedicated to the Universidad Nacional, and the CEIC specifically, for all the amazing moments I lived during my teaching experience in this institution; for opening my first doors on the teaching major.

ACKNOWLEDGMENTS

Thanking to only one person for the conclusion of this thesis project is impossible, thanks to all those who contributed in one way or another for me to successfully finish it.

First, I thank *Jesús de la Divina Misericordia* for always giving me the guide, the light and strength to not give up. Thanks to *Virgen María* for being such a great mother and never leave me alone. Thanks Saint Spirit for providing me the words, the understanding, and the knowledge I needed to move on.

Thanks family, for being way too understanding when I could not participate of the family activities, but had to work on this thesis. I thank particularly to my mom who is always such a caring and loving friend. Thanks “Blanquita” for standing next to me every moment showing me your endless love.

Thanks Carolina Ramírez, my greatest Tutor. I could not have done without her wisdom, professionalism, knowledge, patience, devotion and above all, passion on what she does. I feel thankful with God for putting her in my Thesis project. Thanks professor Carolina, and to all those professors who contributed on my major, for challenging me every time through this process.

Thanks everyone!

INTRODUCTION

Communicating with people from other countries where the language is differently spoken, seems to have become a challenge for learners these days. French, Japanese, Italian, Portuguese, and English are just some of the most mentioned ones and wanted to acquire for students, but this might have a reason. As part of a language learning process, it does not only provide opportunities to exchange cultural aspects, or to get to know about traditions and life, but also “physiological studies have found that speaking two or more languages is a great asset to the cognitive process” according to Merritt Anne, EFL lecturer (2013). Additional, some of the greatest benefits of becoming a bilingual person are that it builds multitasking skills, staves off Alzheimer’s and dementia, people become more perceptive, and also the memory improves (Merritt, 2013). As seen, besides opening up doors to get a professional improvement, acquiring a new language also contributes with personal aspects that motivate learners to enroll on language institutes.

Furthermore, the English language seems to have become trending since it contributes on the development of a person on the seeking of a job. In Costa Rica, for instance, due to the influence of other companies and telecommunications, the teaching of English became popular and more useful considering the geographical reasons, economic, political, social and cultural, and has had more influence in the country (Córdoba, Coto, Ramírez, 2005, p. 2). For this reason, the TV announcements, radios, and newspaper promote the learning of the language, however, not everyone who proposes to acquire a second language, achieve their mission. Some causes for this

could be the teaching skills the educators possess, or other external factors such as economic, social.

The purpose of this thesis project is to investigate and demonstrate the relevance and influence of the interpersonal skills such as facial expression, motivation, dynamism and confidence, as well as some characteristics of English teachers such as innovator, facilitator, flexible, and creative. Also, it is projected to demonstrate the impact that these skills have if they are correctly used in the process of learning and teaching the English language. Moreover, this study is developed with students and professors from the Centro de Estudios de Inglés Conversacional, CEIC, Universidad Nacional, UNA, where the need to reinforce these skills has been detected on some of the teachers who currently work here.

In addition, the elaboration of this research proposes to the CEIC a tool that can work as an instrument for selecting future educators that the UNA wanted to hire. Therefore, through the following work, characteristics, qualities and skills that the student community along with the researcher of this thesis, consider relevant, appreciated and studied in order to include them in an entry profile of the English language educator at CEIC.

CHAPTER I

PROBLEM OF INVESTIGATION

1.1. PROBLEM STATEMENT

The current research is carried out with the students of the Centro de Estudios de Inglés Conversacional from the Universidad Nacional de Costa Rica, of ages between 15 and 40 years old, in the province of Heredia, during the second half of 2017.

1.1.1 BACKGROUND OF THE PROBLEM

Education is one of the most valuable factors that a country has for achieving its own development and success. It could even be considered as a key and determinant tool; this is why investing in this area could be one of the most expensive and valued in the world. An investment, which aims to have future students more qualified, professional and competent in the different subjects. At the global level, education covers basic subjects such as science, mathematics, social studies, among others. Nevertheless, one of the classes that more impact and protagonist has taken in the last years is the English language. In Costa Rica, for example, learning English has become a necessity for students due to the increase in the number of transnational companies with presence in the country (Bonilla and Rojas, 2012, p.2). Moreover, "The learning of foreign languages or non-maternal languages has served as an effective tool in developing countries to promote their growth not only economic but also social" (Bonilla and Rojas, 2012, p.1). It is for this reason that the "educational system devotes great resources to teaching a second language, in particular to English, and learning is incorporated into all schools, 89% of schools and 18% of preschools" (La Nación, 2015. Free translation by the investigator). Nevertheless, and in spite of this, this same article of La Nación also

emphasizes that "There is a great split-up between the destined resources and the obtained results. We need good programs and technology, but, above all, better teachers" (2015. Free translation by the investigator). What La Nación indicates strengthens the opinion of the researcher of this work because his purpose is focused on recognizing that the country has tools for education, but maybe not all the teachers' skills produce the correct impact and results.

Costa Rica has several institutions that promote the teaching of the English language, and are concerned that the student has greater work opportunities as well as development and professional growth. Allen Quesada Pacheco (2013) of the Universidad de Costa Rica mentions that:

It is important to emphasize the contributions of various institutions for the ongoing training of professionals in the English area responsible for providing the labor sector with the skills and abilities in the language in reference to the economic, tourism, cultural and business growth of our country. (p.235. Free translation by the investigator).

Among these institutions, Quesada (2013) adds that the Universidad Nacional de Costa Rica, UNA, is an institution that stands out for its contributions and programs focused on the learning of English. This institution, more than 20 years ago, founded the Centro de Estudios de Inglés Conversacional, CEIC, with the aim of teaching, reinforcing and strengthening the language to the population. Its conversational methodology, institutional support and its humanistic characteristic has positioned CEIC as a place of preference to learn English. However, today, the CEIC faces what could be a valuable topic of study and improvement on the English educators. This teaching and learning

center, some time ago, was the workplace of the researcher of this thesis, and supported by it, today he formulates a research to offer a proposal tool for the selection process of the CEIC educators. The problem posed in this investigation is based on the fact that some CEIC educators' interpersonal skills may not cause the positive impact when applied during the teaching English classes. Namely, despite the fact that professors are academically trained and prepared, having thus many of the necessary skills to teach, there is also a particular quality that must be strengthened with several educators at CEIC, the interpersonal skills; those empathetic characteristics that enhance students' confidence when learning the language, and therefore with their professors.

The development of this thesis is being carried out considering that the number of enrolled students was reducing bimonthly (modality of the courses) to such degree that some levels had to be canceled. The researcher highlights the CEIC teachers as subjects of study in order to identify aspects to strengthen the process of teaching English. That is, it is being proposed to provide educators with the professional interpersonal skills to meet the needs of the CEIC students, and thus having the possibility that students achieve a better academic performance and consequently remain in the institution.

Faced with the desire to identifying the qualities of an English teacher, some previous studies have produced relevant results to mention. One of them carried out in Costa Rica by Vilma Páez from the Centro Tecnológico de Cartago, in which Páez (2001) adds that

...it is essential that the teacher, in addition to knowing the subject (the language), has the ability to direct the teaching process and the learning process of the foreign

language; a full mastery of the classroom, apply approaches, methods, techniques and teaching procedures in their classroom (p.9) (Free researcher's translation).

Dr. Páez' study reinforces this study and generates value by finding agreement that the language educator must possess qualities and characteristics, besides the management of a target language. Among them, Páez adds creator, knower, monitor, observer, communicator, decision maker, and many others as required qualities of an English teacher (2001, p.10. Free investigator translation). According to what Páez mentions, it can be inferred that a profile of an educator should contain both, support of the English language management, as well as many teaching qualities such as the ones just mentioned. Therefore, the approach of the present work proposes to identify the qualities that favor both the educator and the learner.

On the other hand, Simon Borg (2006) in the UK, in his study based on the differences between language teachers and educators of other subjects, emphasizes that "Language teachers are distinguished by the nature of the subject, the content of teaching, methodology, relations between educator and student, and the contrast between a native and non-native speaker" (p.3). Borg's contribution suggests the researcher to take into account the behaviors and methodology that the educator can show to his students. Subsequently, Borg (2006) adds some of the great differences that exist between educators of different subjects and those of language; these last ones distinguish themselves in the relationship with their students, the way of imparting the contents of the classes, and the activities to be developed (p.20). Certainly, having these

differences gives the present investigation a reinforcement that language educators are different from those of other subjects, and that their contribution collaborates mainly by mentioning that the relationship between teachers and students is distinguished; it could be inferred that these are part of the interpersonal qualities.

Therefore, the two studies previously mentioned illustrate a shared concern with the present investigation to discern the desired impact of the interpersonal skills that should possess the English educators. This last investigation was approached outside the borders of Costa Rica, which gives the researcher a reference and an amplitude of what has been researched, analyzed and obtained about the profile of language professors.

1.1.2 PROBLEMATIZATION

As mentioned, due to the researcher of this inquiry was part of the CEIC as an educator, he has come out with the hypothesis of considering that the current CEIC professors' interpersonal skills and professional characteristics such as facial expression, motivation, dynamism, confident, innovator, facilitator, flexible, kind and rapport creator, may not be producing a positive effect in the teaching and learning context. In other words, these current CEIC professors' interpersonal skills do not create affinity with the students' learning style.

Moreover, one of the biggest reasons of releasing this opinion is due to the Ministerio de Educación Pública (MEP) itself asserts that "The current system of

recruitment and hiring of teachers of the MEP remains the same as that of 46 years ago, and to this it must be added that the knowledge of the applicants is not evaluated beforehand” (La Nación, 2017. Free translation by the investigator). In other words, current professors are being hired based on their academic background, which is good, however their teaching skills and qualities, they have been prepared to, do not really fit the students’ needs of nowadays. As seen, La Nación highlights that it is a process of MEP’s educators, nevertheless, it does not differ at all to that one at CEIC; knowledge is not being evaluated, but instead decisions on hiring are upon professors’ academic qualifications.

Therefore, this research proposes that there should be an entry profile made up of these skills and characteristics for CEIC English teachers, and that the same tool can be applied as a knowledge evaluation by the university during its teacher selection process. However, to generate this profile, the CEIC students involved in this study (10th graders), through data instruments that is later in detail explained, have to reinforce this hypothesis and agree the skills suggested in the entry profile.

Furthermore, along the process of this investigation, the qualities that students from CEIC would determine as appropriate for a study center belonging to the UNA is explained and proposed for the entry profile. As this analysis moves on, different authors and researchers are cited in order to estimate the impact that the teaching skills, characteristics, and qualities have given to the teaching development. As one of the investigators is Vilma Páez, it is then relevant to identify which of the qualities proposed by Dr. Páez in her study in Costa Rica in 2001 coincide with those identified by

the CEIC students. This examination supports the selection of the best interpersonal skills that strengthen the selection and recruitment tool.

In addition, the interest of this thesis is to identify the most efficient qualities to teach since the CEIC selection process is limited in validating only the knowledge of the target language, leaving aside characteristics and qualities that could make a difference in the results that CEIC learners have today. Therefore, when mentioning that some educators' teaching skills may not contribute with the students' learning process, some instruments to collect data is applied to them to determine, and identify the skills that CEIC students recommend and suggest their teachers should possess, such as the interpersonal skills.

On the other hand, other researchers such as Homa Babai and Karin Sadeghi who have carried out studies about the qualities of English teachers, show and propose several characteristics of an English educator. Therefore, it is relevant to consult these authors, and at the same time to consider their findings to gather similarities between both studies. This could give a wide breadth to the research in terms of qualities that can be applied in Costa Rica as in other countries. One of the qualities proposed in their work is that language teachers should be optimistic, and that "they should also welcome student's mistakes and try to put himself in his students' shoes." (2009, p. 134). As they mentioned, for students, having optimistic professors contribute to their learning process, especially when they create an atmosphere of confidence, accepting their mistakes when speaking English, this may enhance them to be more risky and low down the fear when learning. Therefore, if a relationship, among being optimist and motivator, is found through this investigation, this one then should be considered, and studied for determining

its impact and presence in the proposal entry profile. Indeed, it also be helpful to figure out if the qualities provided by the researcher of this thesis complement or relate those of Homa Babai and Karin Sadeghi. The results found in the CEIC, through the progress of this research, could provide the needed support to reinforce the creation of a professor's entry profile designed by the help of researchers, and learners of CEIC.

Hence, as explained, the problem to specifically work on focuses on finding the interpersonal teaching skills that may facilitate the English language acquisition process on learners, and therefore create an entry profile that be considered when hiring teachers at CEIC. Thus, if CEIC decides to apply the entry profile proposal, it can be expected that the performance of the students improve since the teachers have a supported view of the relevance on the application of interpersonal skills that students themselves suggest for their language acquisition process.

1.1.3. JUSTIFICATION

In Costa Rica, thanks to the number of students who intend to learn the English language, and dream of being part of the national bilingual work environment, there are educational centers such as CEIC. This center of the Universidad Nacional is responsible for providing the best services to its students; methodology, tools of study, conditioning, physical spaces, but above all for offering the best educational staff. That is why the development of the present investigation has as goal identifying the qualities that the teachers currently

have at the CEIC, and then providing the best interpersonal skills, that an educator must have in order to turn into more competent the results of the students of this institution.

Currently, having more prepared people in the English language allows the country to have more local human capital in different companies that have arrived in Costa Rica. Annabelle Hernández (2008), who conducted a study on the relevance of English in a globalized world, adds that "Currently, Costa Rica is very opened to international trade, so there are many national and international companies that require personnel with mastery of a second language" (Free researcher's translation). According to Hernández, it is possible to illustrate the relevance of having people who speak English nowadays. Moreover, it is important to have educators who possess the qualities and characteristics to teach this language. Thus, the fact of carrying out this research is of absolute value, and even more when Juan de Dios Martínez (2011), in his study on the professional profile of the foreign-language educator, carried out in Mexico, indicates that "educators need to demonstrate a solid scientific preparation and an intense pedagogical and didactic training" (p.103), (Free researcher's translation). That is, to count on a support that guarantees the quality of the educator; their language management, as well as the skills to transmit knowledge.

On the other hand, the English educator Barbara Cordova, in her blog, notes that "All studies agree that the aspect that most influences the performance, grades and future of students, once out of school, is the quality of their teachers" (2015). Hence, considering the relevance of educators in the learning process of a student, the obtaining of the interpersonal skills that characterize a good teacher turns out to be as important as the knowledge of the language itself. As indicated by Páez (2001, p. 7), "it consists of a

harmonious combination of discipline with general pedagogical knowledge" (Free investigator translation). Another important factor in the realization of this research is that although several researchers from different countries such as Vilma Páez, Simon Borg, Juan De Dios Martinez, Lorena Fernández, Lisa Matamoros, and many others have dedicated studies to obtaining the best skills of an English teacher, the CEIC does not register a similar study that has the same approach, and that seeks to build up an entry profile for educators. The fact that the CEIC be part of these studies enable this place to have tools and ideas for a rethinking in its current selection process, which may be considered as limited or not assertive.

In addition, it is important to emphasize that conducting this study generates results that enrich not only the CEIC, but the field of English teaching in general. That is, it provides contributions to the profile of English educator that, although it has had provided some already, is very likely that many qualities and skills are no longer as efficient with the current student population. The entry profile to be created for language educators are a reference for other teachers, or educational institutions who wish to be guided in the selection processes, or internal movements in the position of educator.

Finally, CEIC's benefits allow, above all, to know in detail the interpersonal skills that current teachers manage, and furthermore to provide them constantly training on the search of the ideal profile that should have the teachers, according to the students' opinions. Another benefit that the CEIC obtains is that it can count on an input profile which functions as a tool for determining the educators who meet the necessary requirements that their own student population has provided, and thus be able to hire qualified personnel who offer their students better services, education, and results.

1.2. PROBLEM

The main question for this research that is carried out at CEIC, along with the students of 10th grade is:

Which are the effective interpersonal English language teaching skills, that the CEIC, UNA educators, should possess according to a group of students enrolled in the 10th level of this institution, during the II term of 2017?

1.3 OBJECTIVES

1.3.1 GENERAL OBJECTIVE

1. Designing an English Professor Entry Profile Proposal based on interpersonal skills to be applied by the CEIC, UNA as part of the hiring process.

1.3.2. SPECIFIC OBJECTIVES

1. Identifying the interpersonal skills developed by the English Professors at CEIC, UNA through a checklist instrument.
2. Assessing, through an observation sheet, the impact of the interpersonal skills current CEIC professors manage today.
3. Determining an entry profile proposal that considers the interpersonal skills suggested by students of CEIC.

1.4. SCOPES AND LIMITATIONS

1.4.1. SCOPES

The research to be carried out at the Centro de Estudios de Inglés Conversacional, CEIC, of the Universidad Nacional, proposes that this center of education becomes aware of the importance of having an entry profile for English teachers, so that for the recruitment process, the proposed entry profile can eventually work as a tool for identifying the most qualified teachers based on the interpersonal skills. This contribution helps the CEIC to have educators who are more competent and qualified according to the requirements obtained throughout this research.

In addition, an ongoing training is suggested and promoted to the current educational staff in order to be able to know the requirements that the CEIC students consider as effective and necessary according to their English learning needs. Also, it is given the recommendation to training the professors on how to improve and advance those interpersonal skills as well as on the professional characteristics.

In conclusion, the goal of this research is to suggest CEIC a proposal to complement the English language teachers' entry profile, for the UNA to offer a teaching process that promote more affinity and empathy to the learners' language acquisition.

1.4.2. LIMITATIONS

Conducting a research project may also have some obstacles that limit the necessary access to what is required for the inquiry. In this work, 8 students from X level and 15 from level V participated at CEIC, and their participation was aimed to contribute with the performance and completion of some investigative methodological tools such as interviews about the interpersonal skills and professional characteristics they considered efficient, observations on how they reacted to the skills their teacher applied in the class, and other to get to the necessary conclusions of this research. However, considering that each level is composed of two school months, limited group access was a limitation since teachers needed to move forward with the program contents of the class.

In addition, another limitation that was identified is that some students arrived late to class and did not participate in such study. Therefore, the researcher could not count on the essential number of pupils to obtaining the required information. Apart from the above, no other limitations were found during the thesis project.

CHAPTER II
THEORETICAL FRAMEWORK

2. THEORETICAL CONCEPTUAL BACKGROUND

2.1 METHODS AND TECHNIQUES FOR TEACHING ENGLISH

To start talking about English teaching, it is crucial to mention the different methods that along the history have been used to acquire this language. Moreover, for Language Teachers the concepts of methods or techniques are part of their daily life since the process of acquiring a second language have always had something to do with activities, strategies, techniques in order to facilitate and contribute the learning progress.

Furthermore, as time has passed by, the teaching process has suffered positive changes that have also contributed the language students' performance due to new methods and techniques for transmitting the knowledge have come out. As a matter of fact, in a Master degree thesis carried out in Mexico in 2004, Rocío de la Paz Zamora, its author, has stated that since that last century four new methods for teaching English have come out, one after the other, but none of them have disappeared at all, in fact they have been modified and adapted to the recent times (2004, p. 18. Free investigator translation). As Rocío mentioned, methods changed over time, and nowadays language professors try to get the best of them, creating a mix of activities, strategies, and methods to get better results on their pupils' learning process.

The first method used for acquiring a language was called *Grammar Translation*. This method was the only way to teach a language for many years and consisted on providing learners lots of grammar rules, uses, examples, but mainly long lists of vocabulary. Additionally, the students' role should have been translating all the words

they use when talking. Although it seems to be an old method and perhaps, boring, it is very true that none of the methods have disappeared at all. *Grammar Translation* is still being applied by many instructors in schools, students are used to receive vocabulary from their teachers, having as main instruction to look for them in the dictionaries. However, this method, nothing more than being creative or totally recommended, could eventually be affecting many students during their learning process.

The second method to teach languages along the history is the “*Direct Method*” and it is also known as the oral and natural method. As Rocio in her thesis continues, this method was born as a reaction to the *Grammar Translation* method; consisted on providing students examples, conversations and demonstrations of uses of the words learning on the first method (2004, p. 20. Free investigator translation). The *Direct Method* is also one of the most common methods to teach nowadays, teachers count on large files of videos, readings, texts, dialogues and others that show students how they could start applying what learned in class. However, although this teaching technique promotes students to talk, through answering questions that are given, it does not encourage full conversation among the learners as the *Communicative Method*, which also be explained.

Furthermore, “*Audio-Lingual*” method is the third one used for learning English. This one is characterized for the use of cassettes and recordings with the students. In her thesis, Rocío added that this method helps students to not make mistakes by learning the patters of grammatical rules previously established. As well, with this method, the position of the English Professor is seen as a leader of an orchestra because his musicians only play the music they are given, decreasing the conversation chances among students

(2004, p. 20. Free investigator translation). As seen, with the “*Audio-Lingual*” method a thinking comes to the researcher of this thesis; it seems hard that teachers eliminate a method where students themselves can also discover new ways of learning, through the listening of themselves once recorded, for instance. Nevertheless, it also seems true that limiting learners to not talk by their own, or creating their own performance is a method that stays short on what a student of a second language requires to fulfill the acquisition of the subject.

In addition, the fourth method in language teaching is the “*Structural-Situational*”. This one came out right after the “*Audio Lingual*,” and have at the same time some similarities. De la Paz Zamora citing, Jack Richards in 1986, mentions that this method emphasizes the importance that the student finds meaning to what learned, so they can apply it to different situations, avoiding producing same patterns (2004, p. 22. Free investigator translation). If analyzed, this one method encourages professors to have students think of other circumstances that can happen in their lives and how their new language knowledge can be used. The application of the “*Structural-Situational*” method seems to also guide students to go beyond the regular texts and situational dialogues given in textbooks.

Likewise, the fifth language teaching method, and in fact the most relevant to this research, is the “*Communicative Method*”. This is because through it learners are pushed to talk and communicate openly during the class, or at least that seems to be the purpose. However, as Rocio de la Paz, in her thesis, citing Christopher Brumfit, who is the head of the Research and Graduate School of Education, and Director of the Centre for Language in Education at the University of Southampton, UK asserts “linguists have not agreed on

how to call this set of techniques. For some it is a method, while for others it is a philosophy (approach) or integration of methods” (2004, p. 23. Free investigator translation). As stated, this method is not well defined yet, but it does possess clarity on what its focus and objectives are. For the most part, this “*Communicative Method*” purpose is to have more competent learners on communicative skills. Furthermore, and as Rocío adds, “learners need to develop in an appropriate social context to strengthen the communicative abilities” (2004, p.23. Free investigator translation). Considering what stated, it can be appreciated that in order to have more students highly competent on oral expressing, they also have to be taught in a communicative way, using as well the previous method, “*Structural-Situational*” that gives them unlimited situations where to apply communicative skills transmitted by the teacher.

Moreover, to emphasize the Communicative learning method, it is relevant to highlight that the teacher and student relationship may have a change in the development of the class. To put it in another way, the professor is called a facilitator or tutor because instead of transmitting knowledge, he facilitates the situations and materials that learners require to progress while the professor monitors the class. (2004, p.23. Free investigator translation). It seems to be clear that to having communicative competent students, diverse factors have to get together such as the learning methods, but above all, the role of the teacher; this teaching manner that also has to be communicative, clear, and that may also include the body language use.

2.2. COMMUNICATIVE COMPETENCE IN THE ENGLISH TEACHING PROCESS

As stated by authors previously cited, such as Vilma Páez, Simon Borg, Juan de Dios, teaching a language requires skills and qualities that help students to acquire knowledge and practice on the new language. This is a reason why teaching the language to someone tends to be a challenge, or even sometimes an easy process of acquisition. In order to provide a better understanding of these skills, and for the purpose of this research, the communicative competence, as part of the teaching techniques, is clarified.

As previously stated by Professor Jack Richards, Language Professor competences are mainly divided into Methodological competences and communicative Competence. The first one being a compound of strategies and techniques that the facilitator puts into practice in a classroom, while the communicative competence includes linguistic skills for teaching the target language, and it also comprises the interpersonal skills such as:

- To know how to establish visual contact with the students.
- Make good use of gestures and facial expression.
- Know how to establish affective contact with students.
- Create a cordial and relaxed atmosphere.
- Increase self-confidence.

Consequently, it gets important to know better the beginning of this communicative competence. Hence, although many researchers have intended to approach to the communicative competence definition for over years, some might be more accurate and concrete than others. For instance, Vesna Bagaric y Jelena Mihaljevic, in their study for defining the communicative competence at the University of Osijek, Craotia, highlighted that “The term «communicative competence» is comprised of two words, the combination of which means «competence to communicate» (2007, p.94). However, Noam Chomsky, in his book “Aspects of the Theory of Syntax” asserted a distinction between competence and performance where competence involves the individual’s knowledge of a language, while performance relates the use of the language in life situations (1965, p.4). Nevertheless, just right after Chomsky’s proposal for the definitions of competence and performance, linguistics researchers such as Savignon Kachru rejected Noam’s definitions “at the idea of using the concept of idealized, purely linguistic competence as a theoretical ground of the methodology for learning, teaching and testing languages”. (Bagaric and Mihaljevic, 2007, p.95). It was then Dell Hymes who referred to communicative competence as the ability to use the grammatical competence with the sociolinguistics situations (1972, p.54). As it can be appreciated, the different authors relate the term of communicative competence to the knowledge that a person can have, but not all agree on the fact that the communicative competence also relates the usage of language in the different life situations.

Additional, Páez (2001) brings out the importance of the communicative competence in the English class since she mentions several contents that are part of this

competence, for example cultural aspects, linguistic knowledge, and the ability to interactively communicate the language (Free investigator translation, p.4). This last one being such important for the development of this research due to the researcher of this thesis is aimed to determine the interpersonal skills or qualities of the communicative competence and its relation on the teaching-learning process.

Moreover, the relevance of the communicative competence and its interpersonal skills in the teaching-learning English process can be described as necessary for the acquisition of the language since it aims to create a comfortable place to learn. Therefore, back in the 1992:

Wubbles, Creton y Hoomayers, emphasized that these skills are essential elements for creating a welcoming and positive atmosphere that favored the teaching-learning process. These skills, social and emotional, allow the teacher to perceive and value the students' response and thus adapt to their needs to provide a better teaching-learning process. (Richards and Lockhart 1998) cited in Rosa María Lucha Cuadros and Cynthia Baerlocher Rocha (Free investigator translation. p. 585).

As it can be perceived, the communicative competence supports the process of language acquisition since it contributes with interpersonal skills that help English professors to have a confident environment to learn.

2.3 MULTIPLE INTELLIGENCES AND THEIR BENEFITS ON TEACHING ENGLISH

Learning seems to be part of a human being, and expresses itself as a natural process, at anytime and anywhere. However, it also seems to be true that every individual learns particularly different. In order to explaining this widely, it is necessary to cite Dr. Howard Gardner, professor of education at Harvard University, and best known in the educational field for his theory of multiple intelligences (MI). He is also a critique of the notion that there exists but a single human intelligence that can be assessed by standard psychometric instruments (Harvard Graduate School of Education, 2017). Dr. Gardner's theory is based on seven distinct intelligences which "students possess and therefore learn, remember, perform, and understand in different ways", according to Gardner in 1991 (cited in Carla Lane, nd). Thus, it can be speculated that for acquiring a language, there must be specific types of learning that probably best fit the students' needs as well as the language teachers' skills.

In addition, the learning styles are Visual-Spatial, Bodily-Kinesthetic, Musical, Interpersonal, Intrapersonal, Linguistic, and the Logical-Mathematical. Each of these has their own focus, for instance; Carla Lane, Language Professor, researcher, and author of "The Distance Learning Technology Resource Guide" states:

- **Visual-Spatial** refers to the use of physical space;
- **Bodily-kinesthetic** refers to the use of the body effectively, like a dancer;

- **Musical** - show sensitivity to rhythm and sound;
- **Interpersonal** - understanding, interacting with others, (Emotional or personal);
- **Intrapersonal** - understanding one's own interests, goals, (Emotional or personal);
- **Linguistic** - using words effectively;
- **Logical -Mathematical** - reasoning, calculating.

As presented, it can be seen that there are distinct types of views for the acquisition of a new topic, and that they all can vary from one and another individual. The application of the MI in language classes can be a clue for determining if the teachers themselves are been told, or considered those necessary skills.

Therefore, the idea of adding the MI`s to this research goes backward on the relation of the benefits that some of the intelligences may cause on the English teaching. Maria do Rozário De Lima Botelho, student, and creator of the thesis: "Multiple Intelligences Theory in English Language Teaching" in 2013, asserted that there are several reasons why professors should learn more about Multiple Intelligences (MI):

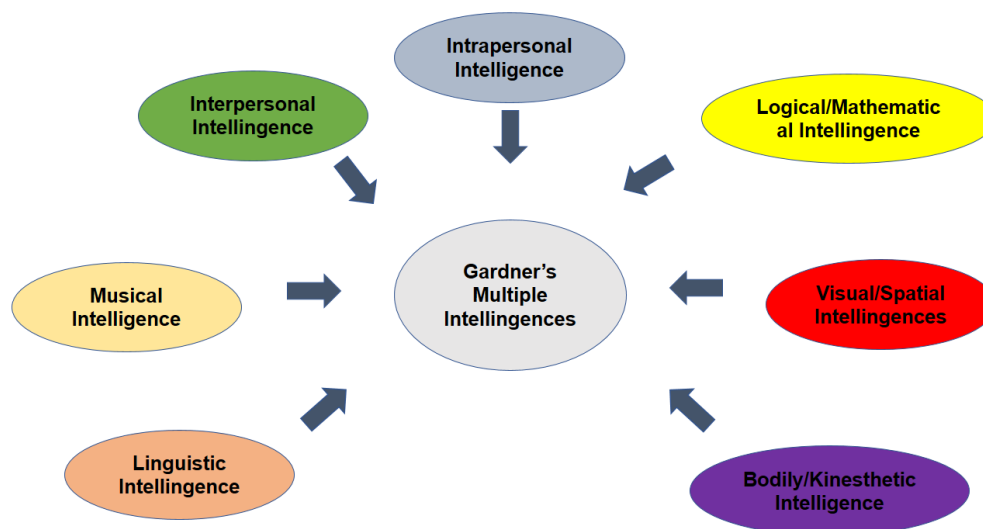
- It is relevant to TESL;
- It is good for learners;
- It is very interesting;
- it brings variety to class;
- It improves teaching;
- Using MI and learning styles is good for learners and teachers;
- It changes class routine;

- It facilitates learning process.

Therefore, what Rozário De Lima stated supports what the researcher of this thesis looks for; identify the skills of their English professors considering the MI benefits on the learning of English. As seen, there are various reasons why the MI of Dr. Gardner must be taken into account on the language acquisition, and if it is already considered, verify how adequate they are being used, specifically when it mentions that MI improves teaching and facilitates learning process. Thus, if the MI are contemplated in the lesson plans, there should be also reflected on the educators teaching performance in order to ease the learning of the student.

Additional, language professors could then develop their class incorporating different techniques that allow that students to have some comfort at the development of the class. This strategy shows that “Most people have strengths in several different areas of intelligence, so they are able to feel successful using a variety of strategies” (Peters, 2010). For this reason, it can be inferred that for acquiring a language, the professor should contemplate different ways or methods to make learners comprehend the subject better.

Picture 1. Multiple Intelligences



Source: Elaborated by Kevin Porras Montero.

2.3.1. Teaching Language Using Multiple Intelligences that Promote Interpersonal Skills

Learning a language has sometimes been considered as an unreachable dream for learners in life. Nevertheless, and as mentioned at the beginning of this thesis, different factors may be affecting students to accomplish their objectives on the acquisition of a new language. For this, when bringing Dr. Gardner's theory into this research, it is hard to not think that students are distinct data receptors in class, thus this could be one of the reasons why that dream tends to be seen far to reach. This is, the professor must be aware of teaching for everyone, having in mind techniques, strategies and methods that fit all the students' learning styles, or at least most of them, specifically those that better contribute the language acquisition.

Moreover, teaching a language varies from teaching another subject, and it could be an important clue to determine what is necessary for the teachers to make a good teaching job. Lorena Fernández, writer of the thesis “Emotional Intelligence in a Bilingual Classroom” carried out at the Universidad de Valladolid in 2015 added that it is necessary to allow students to express their feelings and their emotions, and to adopt their own personality for the acquisition of a foreign language; learning in a fun, playful and motivating way. The teacher has to be a facilitator in the teaching process, in order to help the students (2015, p.4). As stated, there is an attention to focus the English classes to be fun; that ingredient that perhaps leads to have a confident, playful and motivating atmosphere in order to reinforce pupils’ learning by doing, practicing and producing. Considering this previous statement and the MI’s of Dr. Gardner, it could be thought that for the learners to learn a new language, they have to be taught using playful and encouraging techniques. This at the same time guides the researcher of this thesis to investigate the “*must have*” multiple intelligences that English teachers should have well developed to teach English.

Furthermore, if an analysis is made by this moment, it can be appreciated that teaching English applies the use of the Communicative method, hence, the English professors must own skills that fit this teaching style. For this reason, the educators teaching profile should include skills that let them work under a method that students currently require. This is to say, the Communicative competence English language educators are asked to possess, require to be supported by interpersonal skills such as body language due to students’ intelligences such as the Emotional and the Bodily-Kinesthetic are found present when learning a language.

Moreover, the Emotional Intelligence, also known as the Personal Intelligence, comprises both the interpersonal and intrapersonal aspects of individuals. This one intelligence was first applied by the psychologists Peter Salovey and John Mayer; for them the Emotional Intelligence (EI) enclosed qualities such as empathy, emotions and feelings, cited in Fernández García (2015, p. 12). As asserted, the concept of EI has also been part of the teaching process, in particular when teachers apply emotions and feelings, it can be inferred that their objective is to create a motivating, enthusiastic and inspirational English class atmosphere. Thus, the “interpersonal intelligence involves the ability to understand others, to be sensitive to other people’s feelings, moods, motivations and behaviors” (Christion, 1996) cited in Do Rozario de Lima (2015, p.30). However, citing this time Lazar in 1993, Do Rozario adds that “this intelligence uses our ability to engage in verbal and nonverbal communication and our capacity to notice distinctions among ourselves.” (2015, p. 30). As previously seen, it appears that for professors to apply the *Communicative* teaching method in their classes, the emotional and interpersonal intelligences must be considered for teacher’s lesson plan. For this reason, Dr. Garder (1999, p. 43) cited in Do Rozario states that “teachers and all kind of team leaders need to acute interpersonal intelligence”. This as seen, also looks to support and recommend teachers to possess well develop skills that these intelligences demand.

Likewise, the bodily-Kinesthetic intelligence also plays a relevant role for teaching a second language. Certainly, “it involves the ability to solve problems using the body and being able to express thoughts, ideas and emotions through movements and gestures” (De Lima, 2015). This intelligence, as mentioned by De Lima, relates the use of gestures as a way of comprehension and knowledge transmission, just as the lecturer, Yuanyuan

Tai supports it, for the communicative method, gestures and facial expressions result relevant (2014). It is also relevant to mention that “the bodily-kinesthetic intelligence is associated to the Verbal-Linguistic one because learners respond to language input by moving and using their body” (Berman, 1998, p. 189) cited in De Lima. By this, it can be inferred that preparing lesson plans for kinesthetic pupils, including dynamics and activities that promote the communication among them, the professor as well has to manage characteristics of this intelligence that let him manage the class correctly, otherwise results would not work as expected.

In a word, the multiple intelligences of Gardner are present in this research because as it has been showed, the language teaching process demands professors to work under different learning styles, however, giving more exposure to those related to interpersonal and kinesthetic. This at the same time suggest educators to have them clear and developed since investigators such as Lazear, Christison, Tai, and others support their usage for strengthening the communicative method on the English language acquisition.

2.4 ENGLISH LANGUAGE TEACHER PROFESSIONAL PROFILE

After talking about the different language teaching methods that have aroused through history, and the characteristics of English teachers that have been found through distinct studies based on competences, skills, abilities and others related to English teachers

proficiency and performance, it is also pertinent to bring into the topic what it is known as a language teacher profile; their teaching competences for example.

Moreover, when studying to become an English teacher, many of the scholars may think it is an easy job since it may all be about speaking the language only. Nevertheless, beyond handling a second language and knowing grammatical rules, there are other aspects that professors might manage to assure a good proficiency on his/her pupils. Furthermore, Professor Jack Richards, an internationally recognized authority on English-language acquisition, teacher training, and materials design, distinguishes in his book “Estrategias de Reflexión Sobre la Enseñanza del Idioma” seven fields of professional knowledge for teaching a new language.

Rosa María Lucha Cuadros and Cynthia Baerlocher Rocha from Universidad de Barcelona, cited Dr. Richards (1998) in their case study, and added the seven fields:

1. Theory about teaching;
2. Development of teaching skills and competences;
3. Development of communicative competence with the foreign language;
4. Knowledge of the content of the subjects of the specialty;
5. Psychopedagogical and didactic knowledge that bases the decision making;
6. Knowledge of the school context;
7. Practical knowledge.

As seen, the seven fields that Professor Richards has established are part of what every single English teacher should manage in a classroom. This is, knowing about the language itself, including historical facts, and how to use it according to the contextual changes all over the time. Besides those, it is also gratifying to notice that for teaching a language, professors must have some teaching skills and competences. Thus, it is important here to realize that Dr. Richards and Lockhart in 1998, cited in Lucha and Baerlocher, emphasizes that the Language Professor competences are mainly divided into Methodological Competences and Communicative Competence. The first one being a compound of strategies and techniques that the facilitator puts into practice in a classroom, for instance:

- a. The integration of academic and pedagogical contents;
- b. The integration of theory and practice;
- c. Adaptation to the educational needs of students;
- d. The action of research;
- e. Mediation and monitoring of the teaching-learning process.

On the other hand, the Communicative Competence, as Professor Richards and Dr. Lockhart asserted, it includes linguistic skills for teaching the target language, and it also comprises the interpersonal skills such as:

- To know how to establish visual contact with the students;
- Make good use of gestures and facial expression;
- Know how to establish affective contact with students;

- Create a cordial and relaxed atmosphere;
- Increase self-confidence.

Notably, the use of gestures, facial expression, and the creation of confidence atmosphere seem to also be recommended characteristics that language professors must possess at the time of transmitting a new language. For this reason, following the researcher of this thesis adds some teaching places, and their professors' profiles that are requested to joining to an institute, for instance.

2.4.1 Institutions and Their English Professors' Profile

Considering that the teaching of English nowadays seems to be mandatory for students, in countries such as Cost Rica, Mexico, Colombia and many others, there are institutions, centers and universities that promote this language teaching. The interesting part of this is to figure out what these places request to their professors in order to teaching in one of those.

In fact, some institutions and places oriented to teaching languages such as Universidad Autónoma de Nueva León, Mexico, seems to be in alignment with the teaching methods explained at the beginning, specifically with the Communicative one. For this reason, the Centro de Idiomas de la Facultad de Filosofía y Letras, located in such university, plays an important role since it is a center that seeks teachers who possess communicative skills, for instance interpersonal and emotional abilities. Thus, as

part of a Master degree thesis carried out in Mexico, Rocío de la Paz (2004) found that their English teacher profile contains the following skills:

- Proficiency in the language;
- Knowledge of the management of language laboratory equipment;
- Good treatment;
- Power of conviction;
- Creativity;
- Efficient management of teaching strategies.

With those skills, Rocío also adds that the main skills the university looks in every language professor are good treatment, creativity, patience and dynamism (2004). As seen, the type of professor they encourage to have is a person that can show students an energetic personality, someone who promotes the participation of students, and also someone who adapts to the different learning rhythm of students; a patient teacher that enhances learners to build a confidence classroom.

The student, in her thesis, supports the information by adding that

The Language Center emphasizes the use of the communicative method during the classes: "The Language Department offers language courses, aimed at acquiring knowledge that allows the student to communicate in the desired language. Through the communicative use of the foreign language, students develop their abilities to understand and express themselves in relation to other cultures (2004).

As added, this is an example of how universities are adapting their methodology to the teaching methods used today. Surely, for fulfilling the impact on learners, the Universidad Autónoma de Nueva León also claims that some of their professors do not apply it, however, it does not mean they do not know how to, but rather they have probably been taught under the old teaching methods, or perhaps they got used to other systems that do not encourage the communicative skills.

In addition, another example of teachers' profile that applies to the use of Communicative Method is the English Language Centre (CIC) located in London. The English Language Centre, CIC, is a Community Interest Company, a Social Enterprise dedicated to providing training and employment solutions. The profile they have created to find the correct English professors for TESL in England are:

1. A friendly and confident manner;
2. Good planning and organization skills;
3. Flexibility and an adaptable teaching style;
4. Creative skills and ideas for planning practical and interesting lessons;
5. Excellent spoken and written communication skills;
6. Effective listening skills;
7. Sensitivity, tolerance and patience.

As showed above, they, as well as the Universidad de León in Mexico, highlight and hunt for skills that their teachers must possess in order to develop a communicative

class through interpersonal skills. For instance, *tolerance and patience* that can enhance to having a confidence atmosphere where students accept and even welcome mistakes is an integral part of learning a language (Phil Bird, 2014), *creative skills* that promote integration, participation and communication, *friendly and confident manner* that strengthen the social skills and emotional intelligence for the students to experience an easier adaptation to a different language class.

In contrast to those examples, there are also organizations that work on the teaching field, but whose system keeps giving them troubles to engender the best language teachers. For example, in Costa Rica the Ministerio de Educación Pública (MEP). This is the Ministry in charge of the educational recruitment system, and is also responsible for selecting the professors to the public schools and high schools. However, La Nación, (2017) states that MEP applies the same recruitment and selection process since 1970. They continue in their note:

The current teachers' system of recruitment and hiring used by the Ministerio de Educación Pública (MEP) remains the same as it was 46 years ago. For this reason, personnel are hired according to their academic degrees and not according to the evolution of the Costa Rican teaching programs or the methods under which they work. (Free researcher's translation).

As pointed out by this newspaper, the MEP in Costa Rica is being selecting professors for more than four decades considering their titles and degrees gotten, however, there they do not specify how their teaching skills are evaluated. In like manner,

Fabio Flores, teaching career Director of the General Directorate of Civil Service at MEP, declares that the knowledge of the applicants is not evaluated in advance, despite the fact that each year, on average, the MEP contracts about 2,000 teachers. Dr. Flores also states that changes must be made to prevent almost one million students from stumbling upon educators without vocation, or without the knowledge necessary to teach the subject that corresponds to them (La Nación, 2017). Important to realize that if MEP, by many considered the most important entity to provide English teachers in the country, is not considering updated teaching methods such as communicative styles using interpersonal skills, what could be happening to the rest of universities, institutions and centers dedicated to teaching languages? CEIC, at the UNA is another example where teaching skills are not being evaluated, causing unsteadiness on the learning development that learners receive. As mentioned at the beginning of this research, the CEIC is an educational center that belongs to the UNA, and offers English courses to the local community. However, it is also part of the organizations that focus their professors' recruitment and selection process on applicants' degrees and experience, meanwhile the teaching skills like interpersonal are left aside.

Given these points, it might seem to be true that the English language has become a traditional subject to learn in schools and in private institutes, but it could be concluded that through history the teaching methods that have been transformed, unfortunately have not been taken into consideration on the professors' profile. Namely methods, strategies and techniques have evolved, but instead teachers, instructors, facilitators, universities, institutes and others remain teaching laid on the past

2.5. ENGLISH LANGUAGE TEACHERS' POSITIVE CHARACTERISTICS

Educators are considered an essential character on a person development, especially on the professional and personal life. An Educator characterizes for being more than a person who teaches a second language, but a care person whose interests go beyond a classroom; interests on the students' language learning needs, and those based on learners' guidance for life. Páez, for instance, states

The teaching profession has always been considered one of the most important ones for the development of any society. On the teacher's hands is the formation of new generations, not only because they are transmitted knowledge and taught, but by the role of the teacher and the role he plays. It is undeniable that to form, you have to be a former. (Free researcher's translation. 2001, p.2).

As seen, Dr. Páez's opinion points out an educator, or professor, as a person who not only addresses his professionalism to the English teaching process by itself, but also describes him as a valuable former for learners in life. However, Shishavan & Sadeghi (2009) assert that "Good and qualified teachers are essential for efficient functioning of educational systems and for enhancing the quality of learning", (p. 130). This authors' contribution seems to highlight teachers' characteristics as those related to the subject matter, but any of those does not really emphasize how to perform the class in a more communicative one for example. Thus, it can also be added that Páez pictures an English teacher as a promoter of students in language acquisition, and besides in life development, while Shishavan & Sadeghi, although they do not clearly mention it, it

seems that their ideal language teacher should be based on the development of a subject matter, leaving aside some other skills, perhaps emotional and interpersonal that relate the *Communicative Method* previously mentioned.

Moreover, Joanne Pettis, adult ESL Curriculum Teaching and Assessment Specialist, in her paper “Developing our Professional Competence, carried out in 1997, adds three main characteristics of competent and professional English teachers involving principles, knowledge and skills. According to Pettis, an effective teacher must be knowledgeable and principled, besides being skillful. Also, professional needs and interests of an effective language teacher must change over time and develop during his/her teaching, and thirdly, a teacher must be personally committed to his/her professional development (1997, p. 68). As stated by Pettis, an English teacher must possess knowledge on the subject matter, as well the capacity to update contents in order to professionally grow and stand out in the educational field.

As seen, different authors such as Páez, Shishavan & Sadeghi, and Pettis provide different characteristics of effective English teachers, and although they all may differ in the aspects a professor should focus on, their opinions have contributed the investigator of this thesis to gather some characteristics he considers, CEIC professors, should possess; for instance knowledge on the language to teach, ability to innovate over time, experience new students’ needs, and finally and why not to consider, include formation of students for life and not only on the acquisition of the language.

2.5.1. Differences and Similarities Between English Teachers

Since teaching English is intended to be a process that involves the best teaching qualities of educators, there are some aspects that may define differences between male and female teachers. The Organization for Economic Co-operation and Development (OECD) Publishing, expressed that “Female teachers are less likely than male teachers to see teaching as the direct transmission of knowledge and are more likely to adopt structuring and student oriented practices as well as to co-operate more with colleagues” (2009, p. 88). As it has been mentioned, female teachers might be recognized as educators who are more cooperative with other professors, and besides that, it could be inferred that female teachers could ease the adaptation to the students and work place, and it would probably facilitate the process of learning. Nevertheless, Shishavan & Sadeghi, in their research carried out in Iran, to determine who were more effective, female or male professors, found through the participants that both groups equally perceived gender as a neutral factor in the efficacy of a teacher, and that the majority of teachers and students reported that a teacher’s or the learners’ gender did not affect a teacher’s efficacy (2009, p. 134). With this statement, it is relevant to point out that if male or female teachers was an important factor for CEIC students to learn languages, it is seen through the study that gender is not really an issue for students to acquire it. On the opposite students centralize more the teachers’ characteristics on the performance and the quality, no matter who does it, male or female.

Hence, it seems that both, men and women, although they have some differences, can also clearly perform the English teaching language process. Supporting this idea, Shishavan & Sadeghi assert that,

Male respondents regarded characteristics such as being flexible and kind, being more attentive in the class and paying attention to even minor errors of the students, being friendlier and having a good rapport with their students as positive characteristics of female English language teachers that caused them to be more effective than males. (2009, p. 134).

Thus, although some students can mention that there are such differences between male and females, in fact there are, but it is also important to highlight that for teaching the English language, there must exist an effective methodology used by every educator. This, along with the positive characteristics the researcher of this thesis is looking for, it seems that the perfect amalgam can be made up, and come out with what can be defined as an English teacher profile. For this reason, the teachers' point of view takes place in this paper, and Shishavan & Sadeghi (2009) continue on his research

While the learners gave more weight to personality of a teacher and the way he behaves his students, the teachers believed that besides personality factors, a good knowledge of the language and pedagogy characterize an effective English language teacher. (134).

At this point, and considering the authors' opinion previously mentioned, the researcher of this thesis can now list some characteristics deliberated as positive English language teachers' qualities; for instance, the teacher must show interest in updating information and concepts, recent words or general background, the educator should also manage the target language students are acquiring, and should definitely promote a non-threatening environment where teachers generate confidence toward their students. Additional, it happens to be also significant to recognize the students' opinion; for leaning a language, the teacher's personality and behavior toward learners could be considered crucial.

2.6 BODY LANGUAGE IN ENGLISH LESSONS

Body language can be considered as one of the most useful techniques instructors apply when talking to audiences. It can eventually be seen as a worldwide strategy to get peoples' attention. However, in order to better comprehend this concept, it is important to start by looking at its definition. Yuanyuan Tai, citing A S Hornby (2014), an English language specialist respectfully known in the Language Teaching and Research as "the man who made dictionaries" defines Body Language as "a term for different forms of communication using body movements or gestures instead of, sounds, verbal language, or other ways of communication. Body language is the process of communicating what you are feeling or thinking by the way you place and move your body rather than by words" (2006). As Hornby stated and Tai interpreted, body language is a way of expressing more than anyone can think, but also feel, and perhaps people wonder if they use it or not,

body language seems to be part of the daily routines since communication sometimes does not include sounds.

Moreover, it could be said that body language basically focuses on finding the meaning of the parts of the body as well as the connotation it carries. Truly, and considering the definition, body language might also be used for teaching English since many times professors have to include nonverbal behaviors for making pupils comprehend vocabulary and syntax. Tai, citing Yu Aihong, continues in her journal, “eye contact, gestures, postures, facial gestures and touch are part of body language, and they can deliver different information, making a set of system which is the same as language signal” (2014). Indeed, although teachers may say they do not realize it, they use eye contact, gestures and postures when require being understood, however, its usage could be one of those strategies professors cannot limit, on the contrary, it could probably facilitate their work considering that the teaching Communicative Method requires interpersonal skills such as the ones previously mentioned.

Besides, Yuanyuan Tai mentions three features why body language could definitely be part of an English lesson. Tai states (2014)

1. Intuitional feature

Teachers use their facial expressions to afford information or give some commands in the classes. Using body language in English teaching can help teachers to deepen students’ understanding and impression. Visual body

language can arouse students' interests in English studying. For example, when the teacher teaches the word "cry", he or she can show a crying face. Teachers can get a more intuitional teaching result if they use body language properly (2014, p.1206).

2. Communicative feature

We cannot forget the importance of body language when teachers communicate with students. Students need to learn the communicative English, so they should be more active in the classroom teaching. Because traditional teaching method cannot arouse student' interests, we can create a comfortable and interesting atmosphere by the means of body language and put students in the central position in English learning. If teachers use their body language comfortably, they can assist the communication between with their students (2014, p.1206).

3. Suggestive feature

Actually, sometimes students understand the English knowledge by guessing from teachers' body language. The students have rich imagination and they can get much information from teachers' body language. For example, when teachers design a communicative scene, they can take advantage of the vivid body language to help them imagine, which can give them a good context. In this way, can the students understand the text easily (2014, p.1206).

As detailly explained by the Lecturer Tai, body language possesses proper features for English teaching, as interpreting and guessing words, sentences, phrases and common English expressions. Also, it seems that once again, the application of nonverbal communication, body language or *interpersonal skills* as Professor Jack Richards defined, has something to do with teaching communicative method since it provides benefits on its acquisition. For this reason, in fact, it appears that Tai supports that qualified teacher should learn to use body language in English teaching.

2.6.1. Gestures and Facial Expression in The English Classroom

The communication among English Language teachers and students have sometimes been criticized by the learners themselves since the techniques applied for the professors have not been the most effective ones; causing unclear messages; confusing students, and even yet, non-confident atmosphere with the professor's speech. For this reason, it is relevant to mention two alternatives to better the communication skills; gestures and facial expressions. Furthermore, interpreting professor's message by using facial expressions might ease the teaching-learning process, and at the same time strengthen the relationship among both, the learner and the instructor. Mohamed Sathik and Sofia G Jonathan (2013) from the Manonmaniam Sundaranar University, India, in their study about the effect of facial expressions, state that "Studies reveal that the most expressive way humans display emotions is through facial expressions. Facial expressions are the primary source of information, next to words, in determining an individual's internal feelings" (n.p). As mentioned by the authors, facial expressions might collaborate on the

learning process through an easier understanding since it evokes emotions and features that help clarifying the message a professor may express.

Besides that, the Lecturer, Yuanyuan Tai, on her study about the definition of body language, adds that it refers to a style of communications that includes facial expression, and gestures (2014, p. 1206). Therefore, it can be inferred that both, gestures and facial expressions, are features that belong to non-verbal communication, and by that, it can be added that it is relevant to the teaching-learning process since it is a means “through which people get to know each other and communicate with each other” (2014, p.1206). This is one of the main reasons why these features support the language acquisition process due to English requires the interaction among students and professors.

On the other side, Tai asserts that “Teachers use appropriate gestures to transmit their minds and show their feelings. It adds persuasion and appeal to the class too” (2014, p. 1207). One example about what Tai mentions is that if the teacher gives an explanation about a person that is fat, he may splay his hands around his haunch, but if the professor says the person is slim, the teacher can draw in the air some curves simulating a slim body. What Tai summarizes is that “Vivid gestures help students deepen their understanding of English” (2014, p. 1207). Indeed, and as supported by the researchers, gestures, facial expressions tend to be significant on the development of the class; they facilitate the understanding of vocabulary, sentences and language itself, hence it can also be asserted that they must be part of every English teacher profile.

Another example that complements the use of gestures and facial expressions is the *eye contact*. Through it, Tai (2014) mentions that “English professors can know and identify students’ inner questions and attitudes due to eye contact expresses exquisite motion”. If a survey was made to professors right away about the approval of using eye contact for teaching, probably they would support Tai as by looking at pupils’ eyes, inquiries, doubts and questioned can carefully be identified. Thus, “if teachers use eye contact they could help students by looking around the whole class, which can let students feel the teacher’s pertinence. If some students do not listen earnestly, the teacher also can prompt their attentions in the way” (Tai, 2014). By this, the teacher can also focus partly on some students for helping them build up their self-confidence to study English and be more active in learning English, mentions Tai. She concludes saying that “If a teacher has expressive eyes, he can control the class better” (2014). As stated, eye contact, as gestures and facial expression plays a crucial role for teaching English, especially in the fact that the three of them help identifying learners’ needs, promote communication skills, and contribute to having a confidence teaching atmosphere.

Therefore, it seems that facial expressions, gestures and even eye contact may provide the education benefits on the language acquisition process. Thus, it should be strongly suggested to professors to take it into consideration when developing their classes; students more interested and focused on the learning process might be the results.

2.6.1.1 Techniques on How to Use Gestures and Facial Expressions When Teaching English

On the art of teaching, professors must look for techniques and strategies that make their work easier, attractive, but above all, effective. For this reason, the application of gestures and facial expressions might solve part of the teachers' problems on how to develop a different English class. The importance of using these communicative features seems to be part of the class by default since Tai (2014) states that "our nonverbal communication occupies almost 50 percent of our daily communication while words themselves take up only 7 percent" (p.1206). As noticed, it can be inferred that professors probably use non-verbal communication, however not all are implementing it in the correct way. For this reason, it is important to guide professors on how to perform gestures and facial expressions during teaching English.

For teachers to start using gestures and facial expressions friendlier or amicable, it is relevant to bear in mind that the objective is to convey a message clearer, giving students the chance to receive a more accurate instruction that ease their learning process. Additional, knowing that gestures and facial expressions contribute to the educational relationship among students and educators, it may be wonderful to think of a class where all learners can follow the lesson under gestures and oral speech. Moreover, Melissa A. Singer and Susan Goldin-Meadow (2005) from the department of psychology of the University of Chicago, in their study about how children learn with their teachers' gestures, state that "Gesture offers students a second approach to the problem at hand".

(p. 88). What these authors assert is that gesture plays an important role on students when the oral message by itself has not been understood or is confusing.

Furthermore, some tips, educational researchers such as Tara Arntsen, Academic English & ESL Programs Director in South Dakota Industry, have suggested, for applying gestures in class are by giving directions, through vocabulary and by practice. For instance, Arntsen recommends using gestures or expressions to associate with actions in the classroom, “if you always use the same gesture when you say “*Please stand up.*” students become accustomed to it and stand up when you use that gesture even if you occasionally leave out the oral instruction” (Arntsen, nd). This technique may cooperate the teachers and students in a sense that communication must result more fluently and smooth. This, at the same time, provides students the option to make questions or create sentences using gestures or facial expressions that let them be understood faster in the production of English.

Another technique for using gestures is through vocabulary. Teachers are recommended to teach vocabulary using facial expressions and gestures, this helps students to remember words better and easier (Arntsen, nd). As it can be noticed, if English teachers use gestures when talking, there is a big prospect that students interpret, learn and produce the message in a better way. Also, teachers can apply the practice on gestures with students; for example, they can have students with sentences about feelings, and each student must mime in front of the class the sentence they got, “*I am happy*” (Arntsen, nd). This is a common exercise that teachers do, however if a follow-on

process is not made, gestures and facial expressions probably not have a positive effect on the language acquisition.

The methods to teach are many, but much of the effectiveness depend on the performance the professor applies. Hence, the usage of gestures and facial expressions always be a technique to acquire a language, for this reason they are becoming more common in the lesson plans.

2.6.2 Confidence Between Students and English Professors in the Teaching-Learning Process

Building trustworthiness, in the teaching-learning process, may take time, especially at the beginning, however, it is sometimes one of the best decisions students can make. The Cambridge on-line dictionary defines “trust” as “the belief that you can trust someone or something or that something is safe and reliable” (nd). Alike, the same on-line dictionary defines “confidence” as the “the quality of being certain of your abilities or of having trust in people, plans, or the future” (nd). As mentioned, trust is the quality given to someone, for somebody else, a student for example, to rely on. Besides, confidence is an ability of trusting people; professors, for example who during their teaching labor promote a relationship with the students in order to harmonize the process of acquiring a language.

Furthermore, this concept is being part of this research due to having confidence on English teachers might promote an enjoyable atmosphere for the learning process. As Saovapa Wichadee, Chairperson of the Continuing Education Program and Special Projects, Bangkok University, in Thailand, asserts, “teachers agreed that the ability to communicate with students and to plan clear and appropriate learning goals permits a sense of confidence, so they place it as the second basic need of good teaching” (2010, p. 35). What Wichadee indicates supports this thesis in the theory that confidence among students and professors is an appropriate and valuable quality that contributes on the language acquisition process.

Moreover, it is important to highlight some reasons why people support the fact that having confidence on English professors may generate a better teaching-learning environment. For instance, “If teachers are sensitive about students’ progress and encourage them to take risks in using the language before correcting errors, we facilitate an atmosphere in which we can build up their confidence to learn” indicates (Wang Qiang, 2003, cited in Li Peidong 2004). As the author mentions, one practice that works for strengthening the confidence, professor-student, is letting pupils to make mistakes accompanied by positive improvement complements from their professor.

Frances Carbines (2014), Programs and Projects Coordinator in London, United Kingdom, adds a series of ideas on how to create the confidence among students and professors. The first one is “recognizing and celebrating all achievement, however small”. Carbines states that this technique helps students to gain confidence with the professors,

especially when making mistakes, however she also remarks that praises for learners must be small and significant (2014). As seen, it can be inferred that highlighting students' mistakes can also contribute to build confidence through time, just as Phil Bird, ESOL lecturer and English My Way coordinator attests, "encouraging learners to accept and even welcome mistakes is an integral part of learning a language" (cited in Carbines, 2014). In other words, by enhancing students to make mistakes, and make them know that it is not as wrong as others think, learners might participate more and put into practice what they learn without feeling pointed out, shameful or perhaps afraid.

Another suggestion from Carbines, is using drama to look at and talk about real issues, "drama activities can encourage extremely inhibited learners to develop their confidence through creative expression" (Carbines, 2014). As the statement clarifies, miming, acting, and using gestures in roles plays, for example, promote the confidence on the teaching learning process, and at the same time strengthen the confidence in the educational environment. Besides, one more technique to build up confidence among the professor and students during the teaching learning process is personalizing the lesson activities using real-life materials. Adapting real-life materials to the lesson plans motivates students to express and practice oral skills about images, pictures, readings, and others that can relate to their life events experienced before (Genevieve White, cited in Carbines).

As mentioned, confidence seems to be a strong quality professors must work on in order to help students have a development in the language learning process, however,

as it also might be considered, creating confidence among teachers and students is a process that can take time.

CHAPTER III
METHODOLOGICAL FRAMEWORK

3.1. TYPE OF RESEARCH

It is important to mention that this research is composed of six different types which are be described as follow.

3.1.1. PURPOSE

The purpose of this research is theoretical since one of the main objectives is to promote knowledge about the interpersonal skills on English teachers, and their impact on the teaching skills, and process for the language acquisition. Therefore, as Barrantes, in his attempt to define Basic Research, states, “it is that activity oriented to the search of new knowledge and fields of research without a practical and immediate end. Its objective is to create a theoretical body of knowledge in a determined field”. (Free researcher’s translation, 2013, p. 86). As showed, the intention of this investigation is to take the theory and create an instrument that reflects the suggested interpersonal skills that contribute with students’ English language acquisition. As well, this research’s methodological development embraces the descriptive type and qualitative approach, both explained further in this section.

3.1.2. TEMPORARY DIMENSION

For the investigation in process, the temporary dimension is transversal which according to Ricardo Hernández, “this type of research is suitable for analyzing the

relationship between a set of variables at a specific time” (n.d). In other words, this research takes place in the current time, taking into consideration its nowadays processes and procedures, so that comparisons through time is not specifically accomplished.

3.1.3. FRAMEWORK

This research counts on the micro framework since it embraces a study based on a specific field of the population of the UNA. This micro framework points out an analysis on the English professors’ recruitment area of the CEIC. This is, as Michael Salinas Haro, highlights, a type of research that “seeks the exhaustive study of a concrete case or of a set” (Free researcher’s translation, 2016). Thus, this thesis in process has a focus on the course for hiring the English teachers at CEIC, only.

3.1.4. PROJECT CONDITION DELIMITATION

This research is carried out under the field investigation pattern. This type of study “focuses on doing the research where the phenomenon occurs naturally; this way seeks to get the situation as real as possible”, asserts Jesús Ferrer in his blog, (Free researcher’s translation, 2010). The purpose of doing so is due to the researcher of this thesis requires verification collection of data through different instruments. Furthermore, the application of those instruments take place in a classroom at the CEIC in order to support the expected findings from this thesis.

3.1.5. CHARACTER

On this section, it is relevant to bear in mind the objectives of this thesis since it is here where the specific types of research are detailed. According to the purposes of the investigator, this research has characteristics of a descriptive and cause-effect study.

3.1.5.1 Descriptive

This type of research occurs when the investigator deeply describes a process an institution or place is suffering. With this type, the investigation must include every detail of the situation that is happening, so the readers can clearly understand what the research is about, stated Luis M. González Vallejo, Methodological Research Director of the Universidad Hispanoamericana, (Free researcher's translation, 2017, p. 31).

3.1.5.2 Cause-Effect

When a research is cause-effect, it means that the investigation includes a system whose emphasis is to find out the causes or effects of a determined issue. According to Dr. González, "the cause-effect research focuses on knowing the causes that origin the existence of a problem, conceiving the problem as an effect. That is, it studies the cause-effect relationships" (Free researcher's translation, 2017, p. 32).

3.1.6. NATURE

This research is developed under the Naturalistic Paradigm, and consequently work under the Qualitative Approach. Thus, the researcher classifies the research as an Ethnographic study. This is, a research which main characteristic is to study human groups features such as beliefs, values, practices, and others.

According to the Web Center for Social Research Methods

The ethnographic approach to qualitative research comes largely from the field of anthropology. The emphasis in ethnography is on studying an entire culture. Ethnography is an extremely broad area with a great variety of practitioners and methods. However, the most common ethnographic approach is participant observation as a part of field research. The ethnographer becomes immersed in the culture as an active participant and records extensive field notes. As in grounded theory, there is no preset limiting of what is observed and no real ending point in an ethnographic study (2006).

As noticed, the nature of this investigation work has the prominence of studying opinions, attitudes, and perceptions from the involved ones; in this case the students from CEIC.

3.2 SUBJECTS AND SOURCES

3.2.1 SUBJECTS

For the development of this study, some students is considered to participate and contribute with data that support the researcher to carry out his thesis. Rodrigo Barrantes, in his research book, defines subjects as “all those who are the object of the study and choosing them depend on the problem to solve, the objectives to accomplish, and the variables to study” (Free researcher’s translation 2010, p. 135). As Barrantes adds, the subjects play an important role on the advance on this research. For this reason, nearly twenty students of eighth level from Centro de Estudios de Inglés Conversacional of the UNA participates. The group is composed by students from ages 16-40 years old who have begun the language learning process since Intro A (first level) at this institution. Additionally, English teachers, and the Coordinator might also participate providing information valuable for the research. Their participation is due to the researcher of this thesis requires to obtaining their perception, opinion, suggestions and recommendations about what the CEIC professors’ characteristics at present, and the desired ones they should have.

3.2.2 SOURCES

3.2.2.1 First-Hand Sources

The research contains first-hand sources to collect the information. The participants of this written project provides important facts and data for the investigator to support his thesis. Besides, English professors from CEIC and the Coordinator of this center, facilitate facts that contribute with the research. These three last strengthen the research with information about what they consider should appear in an entry profile of an English professor; characteristics, qualities, abilities and interpersonal skills that promote a better teaching-learning process.

Moreover, the investigator has resorted to bibliographic information from internet, books, thesis, and magazines that refer the topic on study. Some of the most useful are Vilma Páez from Costa Rica (2001) with her reading “The Language Professor: Qualities and Competencies”. Another author is Simon Borg (2006) with his paper “The Distinctive Characteristics of Foreign Language Teachers”, and also Juan de Dios Martínez (2011) along his magazine work “Professional Teacher Profile Foreign Language”. In regards to interpersonal skills from English Teachers, Rosa María Lucha Cuadros provided an essential insight in the development of a case study carried out in Barcelona, Spain.

As mentioned, the first-hand sources are to support the methodology that is applied to provide responses and conclusions to the objectives posed at the beginning of this study. The authors mentioned are essential on this research due to their written pieces fit the current topic, and besides that, Páez, Borg, De Dios, and Lucha Cuadros have been researchers who focused their investigations on the pursuit of the best

qualities, characteristics and interpersonal skills that English professors must have to provide better learning results on students.

3.2.2.2. Second-Hand Sources

As second-hand sources, the investigator has used different bibliographic contents such as internet, books, thesis, and magazines which provide facts about the research on study here. Some of the second-hand sources, used so far on this thesis, are Richards and Lockhart 1998, cited in Rosa María Lucha Cuadros and Cynthia Baerlocher Rocha in their case study about interpersonal skills on English Teachers in Barcelona, Spain. Another author cited as a second-hand source is Wang Qiang in 2003, whose work was reference cited in Li Peidong, one year later when describing how English teachers can improve their self-confidence. A third author, is Phil Bird, ESOL lecturer, cited in Frances Carbines in 2014 in her article about how to build confidence among learners.

Additional to these authors, Jack Richards has been cited in his book about the 7 fields of professional knowledge of language teachers, Howard Gardner has also contributed with his theory of the Multiple Intelligences, Noam Chomsky and Dell Hymes as well provided important information regarding the distinction between competence and performance.

3.3. TECHNIQUES AND INSTRUMENTS TO COLLECT DATA

For this section, the application of the triangulation system to precise the validity of the information is required. Thus, the researcher applies 5 instruments that is applied as follow, a) a checklist for professors, b) a checklist for the Coordinator, c) passive observation, d) a checklist for students e) and an open-question questionnaire for students.

In addition, the first 2 instruments contribute to identifying the interpersonal skills that professors at CEIC manage, as well as the resources that they have received from this institution to complement their teaching labor. The first checklist is for professors, and is intended to collect data related to their consciousness about the interpersonal skills, its usage, and impact on the teaching process. Additional, this checklist is also aimed to contribute collecting information that reinforce the aspects that CEIC, should eventually improve, when hiring new language teachers. The second instrument to apply on the first objective is a checklist for the CEIC Coordinator. The intention of this tool is to compare the responses with the professors' since some of the questions are the same. Nevertheless, there are questions specially addressed to the Coordinator that contributes on identifying how professors are being selected during the recruitment process.

In addition, for the second objective which consisted on determining the productivity of the interpersonal skills, 2 more instruments is applied, the passive observation, and the checklist for students. With the help of the observation, the researcher has the opportunity to appreciate the students' behaviors, or better said,

the pupils' responses to the techniques, strategies, qualities or characteristics that the professor manages in the class. By doing the passive observation, it is relevant to understand that its function limits the researcher (observer) to just visually interpret human conducts, but no participating upon those. One of the main reasons to apply this instrument is because by observing the pupils and the development of the class, the researcher might then have reports, proof, and evidence that contributes to the creation and performance of the questions of the next instrument, the checklist. By applying this checklist, the researcher could collect data about the students' opinion and perception on the usage of the interpersonal skills during their English classes. In general, these 2 instruments are helpful for determining how important the interpersonal skills are, and how correctly they are being applied by the professors.

Concluding, the fifth instrument is the open-question questionnaire which is carried out with the intention of obtaining information about the pupils' perception they have according to the English class at CEIC. This instrument counts on 10 open questions that concentrate on allowing the students to openly express their opinions about the qualities and characteristics they consider that best fit their learning needs. The application of this instrument provides the pupils the sheets containing the questions, then the researcher collects them all for the appropriate analysis that follows on to the conclusions.

Finally, once the instruments applied, and having the data gathered, an English language teacher entry profile proposal based on interpersonal skills is going to be suggested. Therefore, the interpersonal skills recommended are facial expression, motivation, dynamism, trust, and creativity. The purpose of including them all in this entry

profile proposal is because, as fully explained in the theoretical framework, authors such as Phil Bird, Jack Richards, Simon Borg, Feldman, Vilma Páez, H.P. Hooymayers, support the positive impact of using gestures, and eye contact to emphasize and clarify messages since they facilitate and contribute with the English language acquisition. Additionally, motivation is also suggested due to it has been demonstrated that when professors encourage students to accept and welcome mistakes as an integral part of learning a language, the acquisition process gets friendlier, and effective. Also, an energetic personality that enhances the participation in the class, an atmosphere in which students and professor can build up their confidence to learn, and the application of activities involving the imagination and original ideas facilitate, and inspire students on the learning of the English language.

CHAPTER IV
DATA ANALYSIS

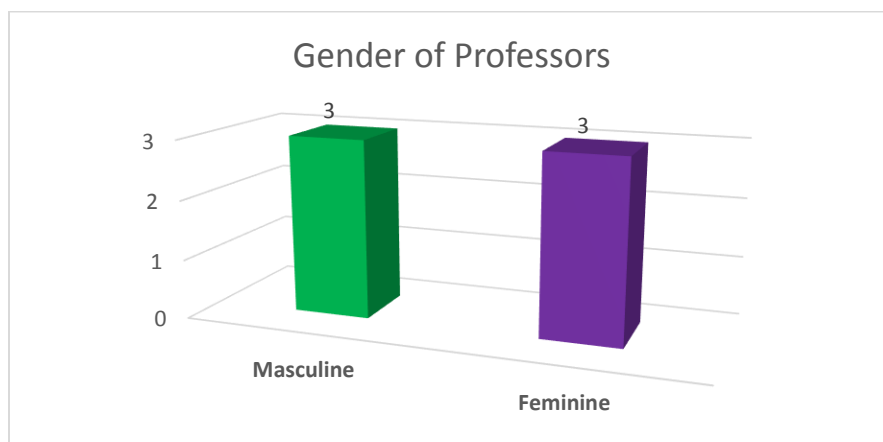
As it has been mentioned throughout this research, to identify the impact of the interpersonal skills on the language learning process, it was necessary to apply five instruments; one checklist for a class observation, one checklist for the Coordinator of CEIC, another checklist for six professors, and one questionnaire and a checklist for the students. On this section, the obtained results are analyzed considering all the questions and answers from the populations involved.

4.1 ANALYSIS OF THE CHECKLIST FOR PROFESSORS

Therefore, it is relevant to mention that the following results are shown in detail as they were all collected from the instruments applied at CEIC, taking into consideration the specific objectives established at the beginning of this research. Thus, as set on chapter I, the first goal of this research is ***Identifying the interpersonal skills developed by the English Professors at CEIC, UNA***. In order to obtain such data some questions were asked, in a checklist, to the Coordinator of CEIC, and 6 teachers of this institution. The intention of this specific objective is to determine the status of the interpersonal skills professors own at CEIC.

The following 27 graphics display the results gotten from the CEIC professors. The population that participated on this project are current English professors of CEIC where 3 of them are men and the other 3 are women and are represented as follow.

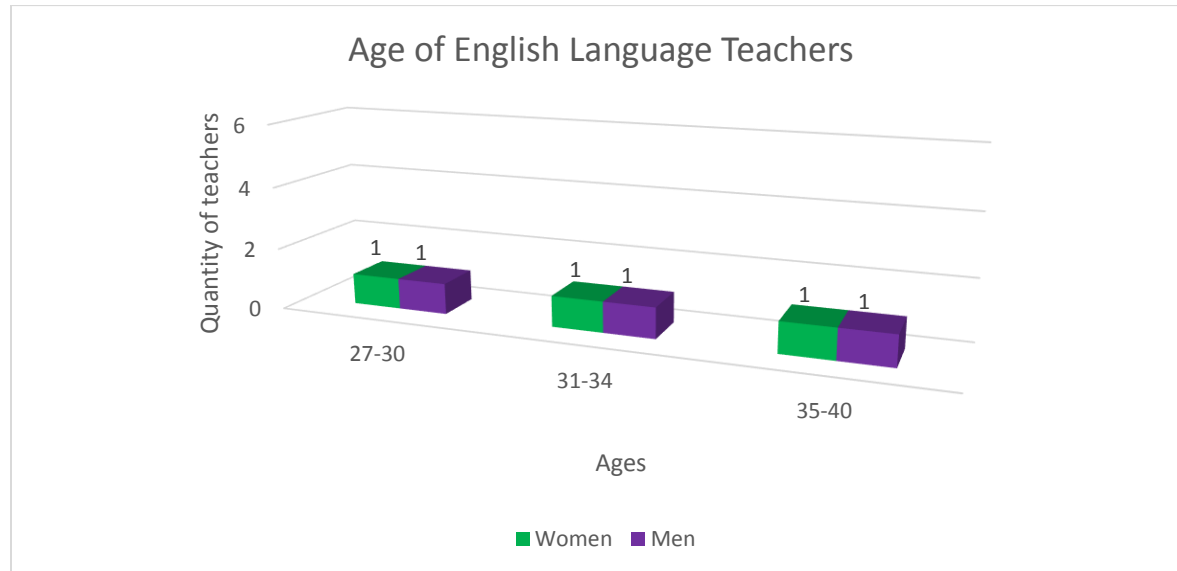
Graphic 1. Gender of professors



Source: Data taken from a checklist applied to CEIC professors (November 2017).

As represented above, from the 6 professors considered on this research, 3 of them are men, represented by green color, while the other 3 are women, purple color.

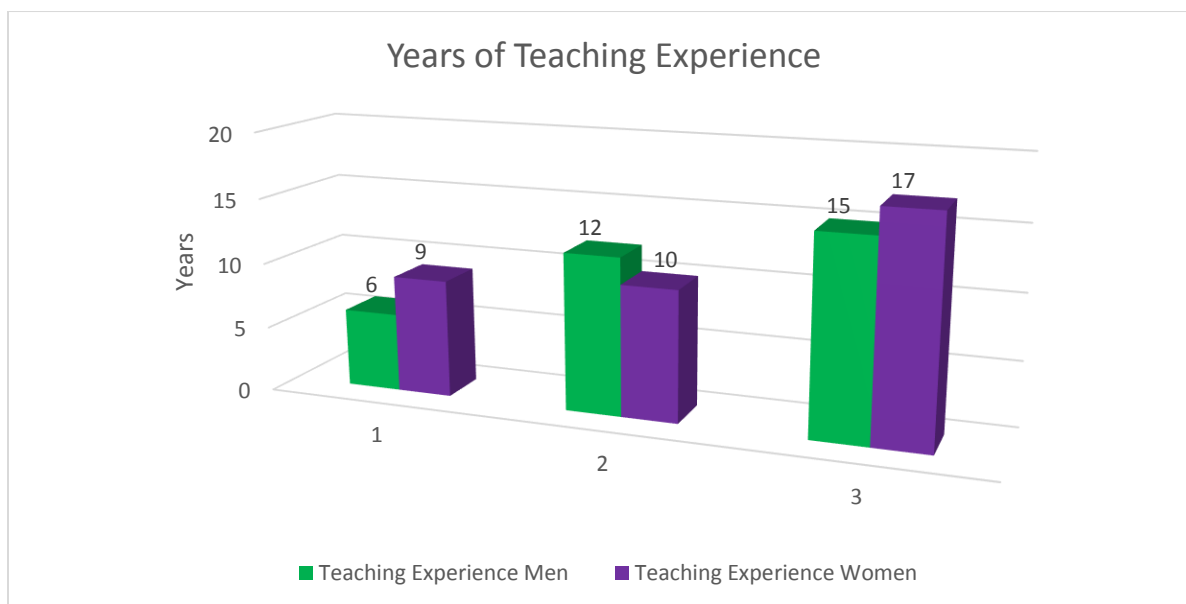
Graphic 2. Age of Language Professors



Source: Data taken from a checklist applied to CEIC professors (November 2017).

According to the bars graphic number 3, it can be appreciated the age of the professors involved in this research. This is, from 27-30, 2 professors, 1 man represented by green and 1 woman represented by purple. From the age of 21 to 34 there are 2 professors as well; 1 man represented by green and 1 woman represented by purple. Finally, between ages of 35-40, there are 2 participants, 1 man represented by green and 1 woman represented by purple. As seen, the professors that have shared their opinions on the checklist have different ages and teaching experience. Furthermore, it contributes to the realization of this thesis since the input and data can vary, and provide relevant aspects based on the usage of the interpersonal skills.

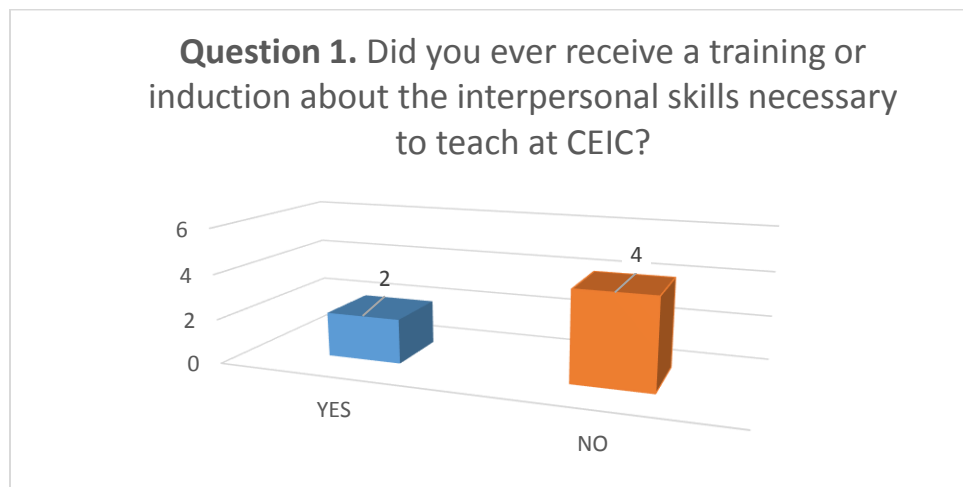
Graphic 3. Years of Teaching Experience



Source: Data taken from a checklist applied to CEIC professors (November 2017).

As showed on graphic number 2, the minimum of teaching experience by these English teachers in their whole life is 6 years, a man represented in green, while the maximum is 17 years, a woman represented by purple color. With this data, it could be inferred that as the professor of less experience as the woman of more experience, both may possess interpersonal skills that help them out on the performance of the class. The interesting fact is that, the 6 year-teaching English professor was later observed during teaching when applying another instrument (later explained), and mostly of the data showed that in fact he manages, knows and applies interpersonal skills such as gestures and facial expressions. The previous data may support the idea that if the less experienced professor knows about the relevance of gestures, facial expression, motivation, and others, the other professors should manage such skills as well. However, it seems early still to get those conclusions, for this reason the rest of the collected data is broken down as follow.

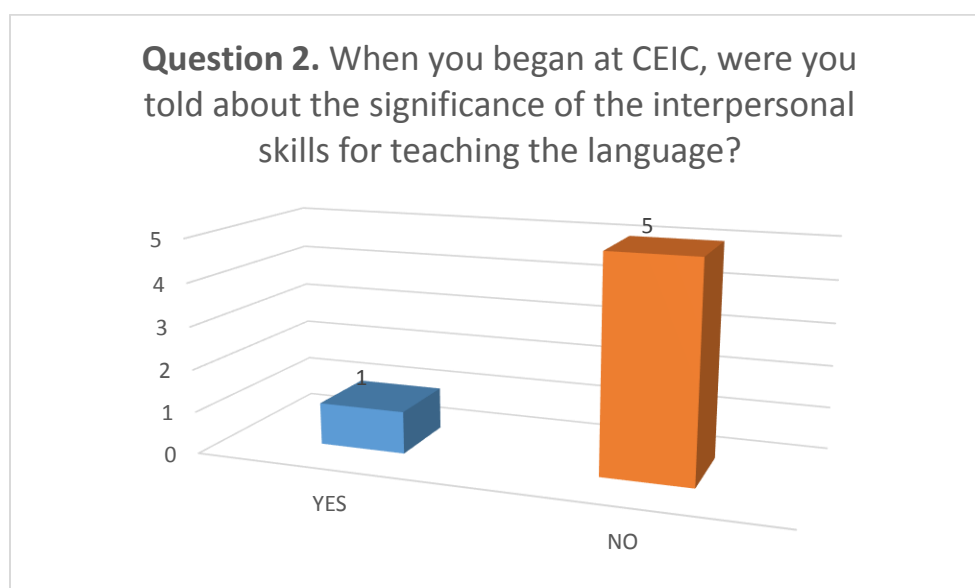
Graphic 4. Question 1



Source: Data taken from a checklist applied to CEIC professors (November 2017).

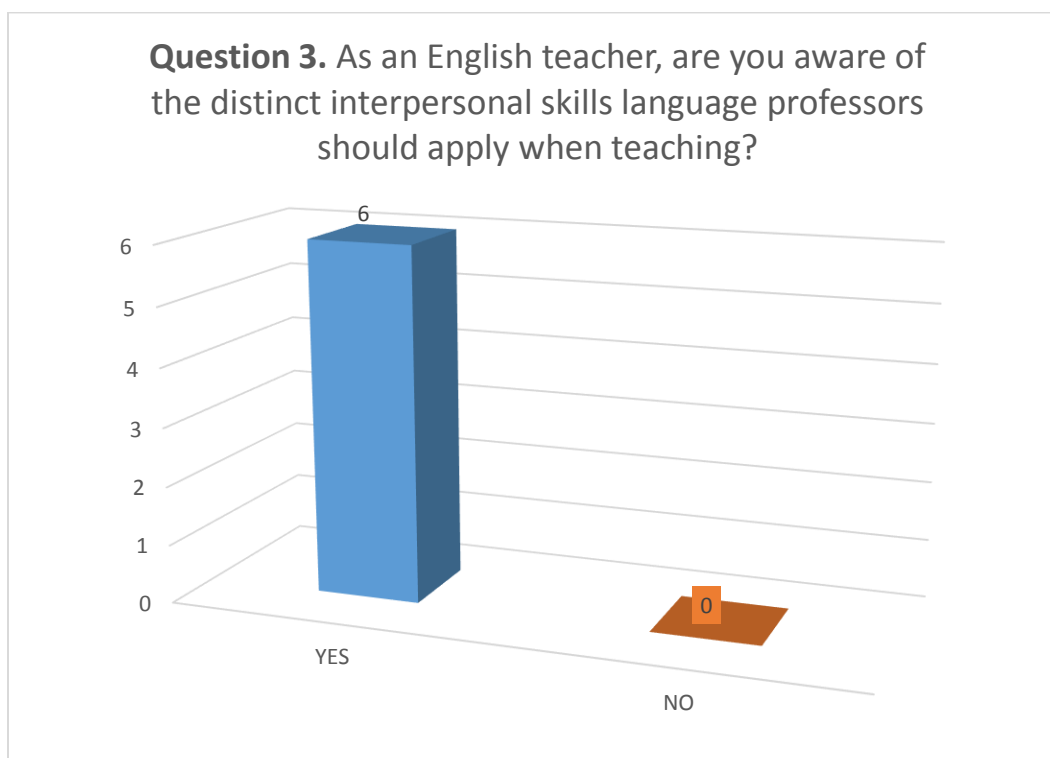
As demonstrated on graphic number 4, and according to the question if professors received any induction program about interpersonal skills, it appears that 2 of them affirmed to have received some training sometime. In order to clarify, this data is representing the YES answers by the blue color, and the NO answers are represented by the orange one.

Graphic 5. Question 2



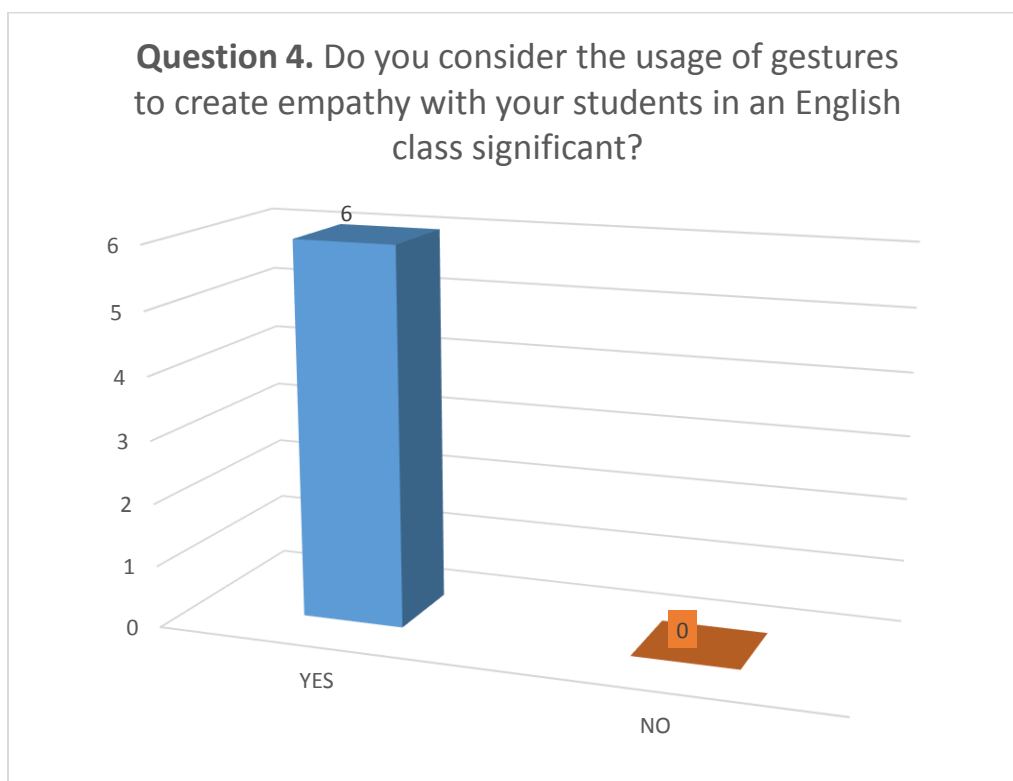
Source: Data taken from a checklist applied to CEIC professors (November 2017).

On the previous graphic, it can be seen that from the 6 teachers interviewed, only 1 of them affirm to have been told about the significance of the interpersonal skills when started working at CEIC. This at the same time means the 16.6% average of the 6 teachers. On the contrary, the other 5 stated that they were not told about it, the 83.3% of the professors interviewed.

Graphic 6. Question 3

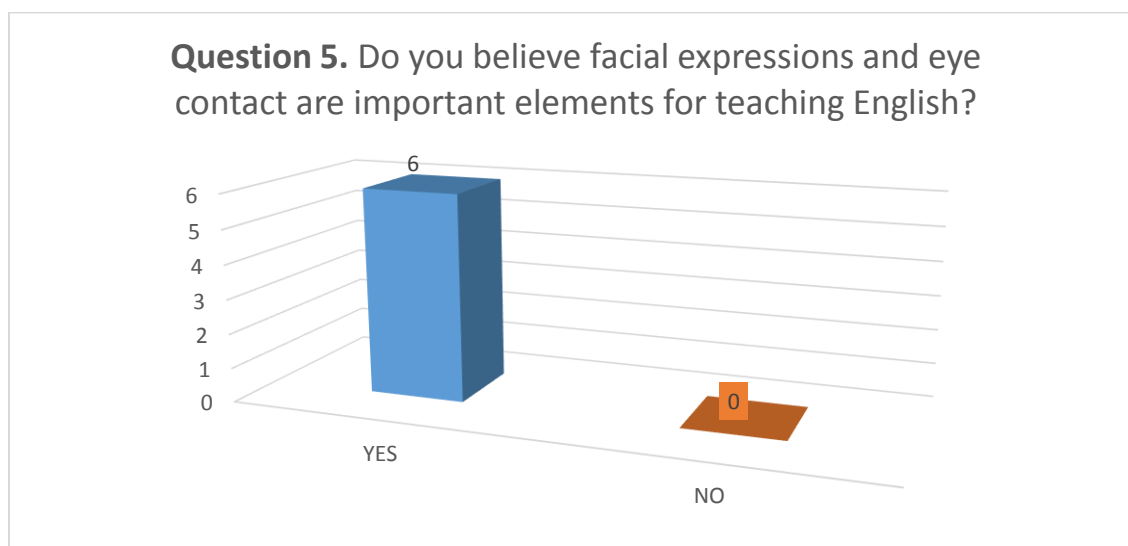
Source: Data taken from a checklist applied to CEIC professors (November 2017).

On question 3 professors were asked if they, as English educators, are aware of the interpersonal skills that they should use when teaching the language. The graphic above, on color blue, shows that the 100% of the teachers interviewed answered positively confirming that they know about it, this is, the 6 of them agreed that the distinct interpersonal skills are part of the English classes, and thus should be used or applied during the teaching process. However, this question does not answer if teachers as well agree that these interpersonal skills are such relevant for teaching. On the following question, this data is provided.

Graphic 7. Question 4

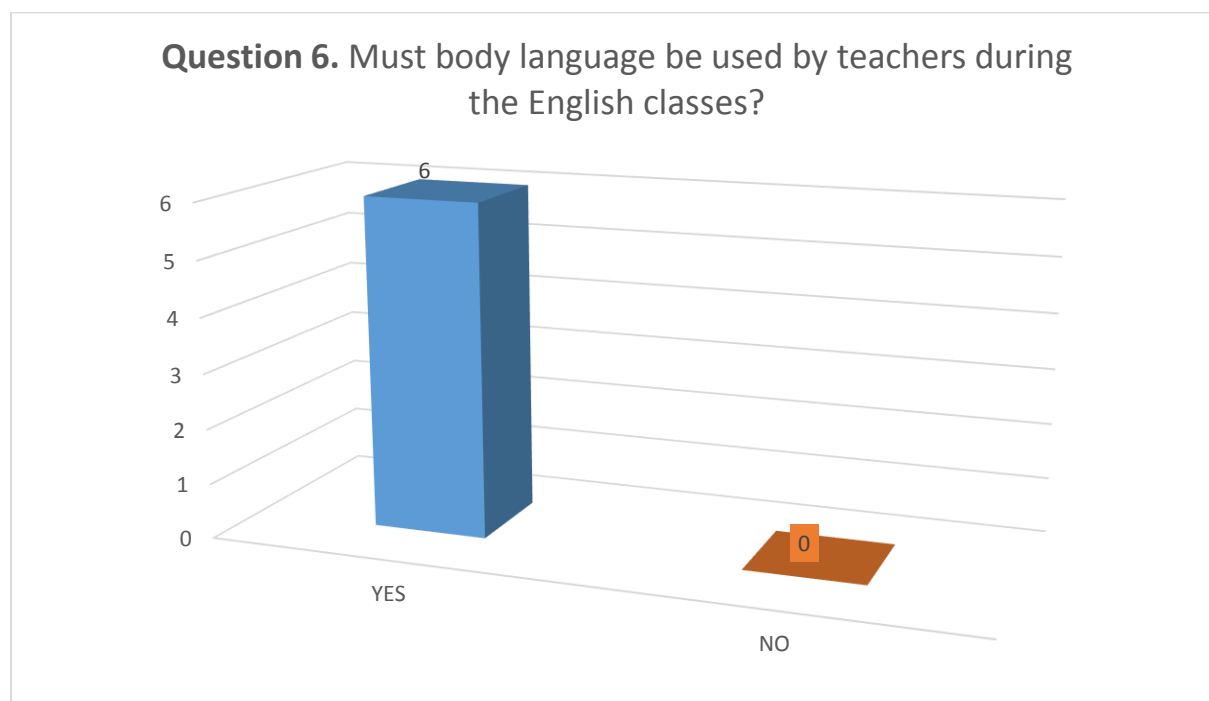
Source: Data taken from a checklist applied to CEIC professors (November 2017).

As mentioned above, for question number 4 professors were asked if interpersonal skills, in this case gestures, are significant or essential to create empathy in language classes. As a response, 100% of the professors stated “Yes”, meaning that they all agree that through gestures, facilitators can develop empathy with students in the class, and therefore facilitate the language acquisition process.

Graphic 8. Question 5

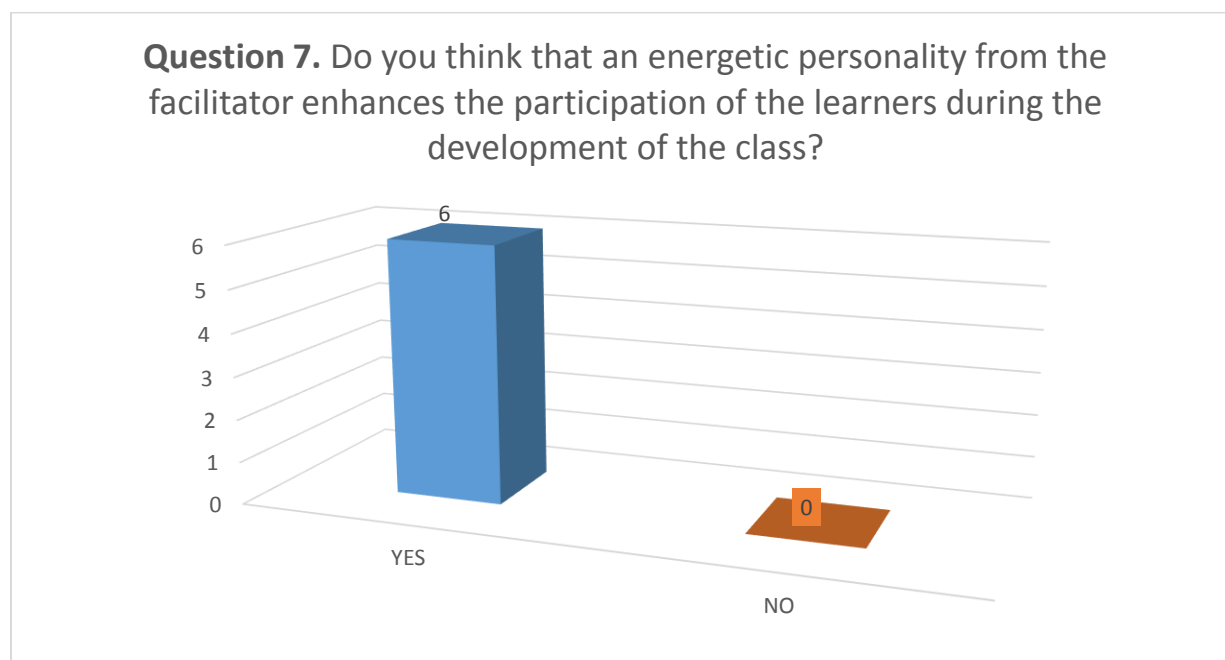
Source: Data taken from a checklist applied to CEIC professors (November 2017).

On the previous graphic, professors were asked if facial expressions and eye contact can be considered important elements for the teaching of the English language. Alike the previous question, 100% of the facilitators, 6 of them represented by the blue color, expressed that in fact they are. Moreover, it can be inferred that gestures and facial expressions are considered significant and essential for teaching English at CEIC. However, according to the observations the investigator did at CEIC, and explained further in this research, gestures and facial expressions are not fully applied at this institution, and results obtained when teaching are not as it could be expected; to have more communication and participation of pupils, for instance.

Graphic 9. Question 6

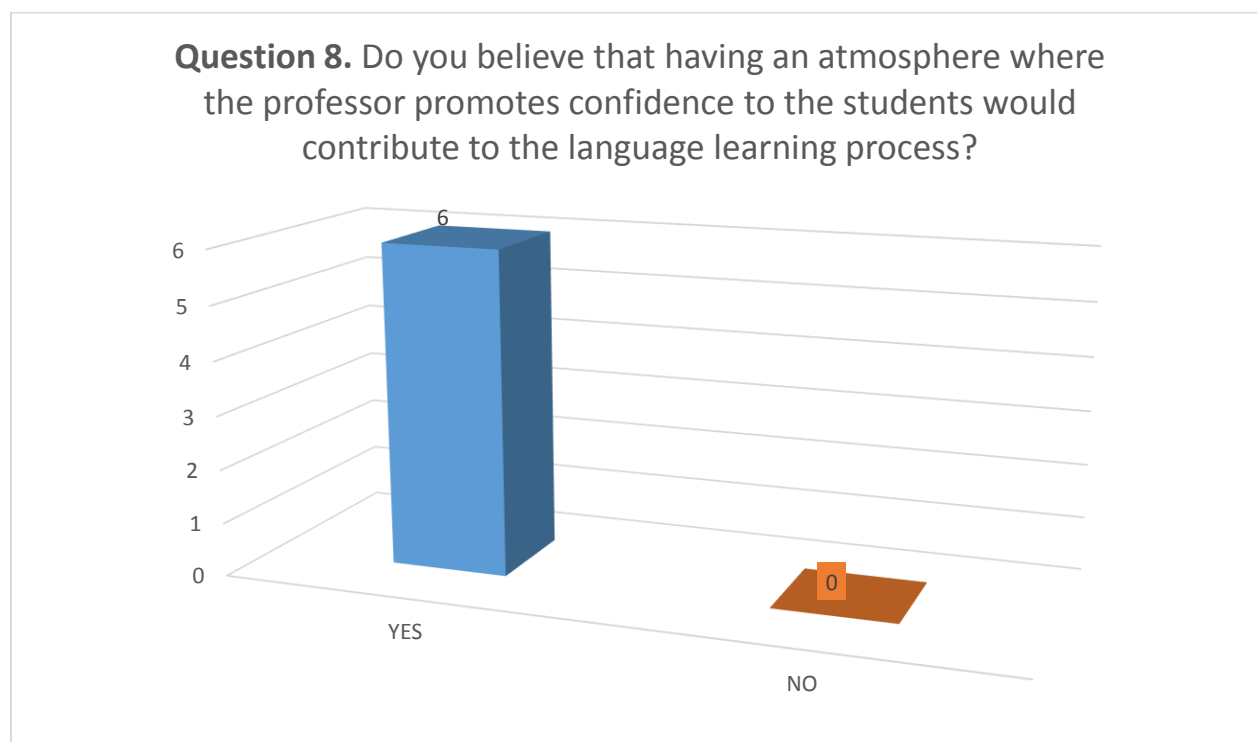
Source: Data taken from a checklist applied to CEIC professors (November 2017).

On the previous graphic it can be appreciated what obtained from the question number 6 which requested to know if body language must be used when teaching English. Once again, professors are in agreement by stating that in fact it must be used for the teaching practice. With this data, it can also be concluded that the 100% of the interviewed teachers affirmed that gestures, eye contact and facial expressions are key factors for the acquisition of the English language since they all are part of the body language.

Graphic 10. Question 7

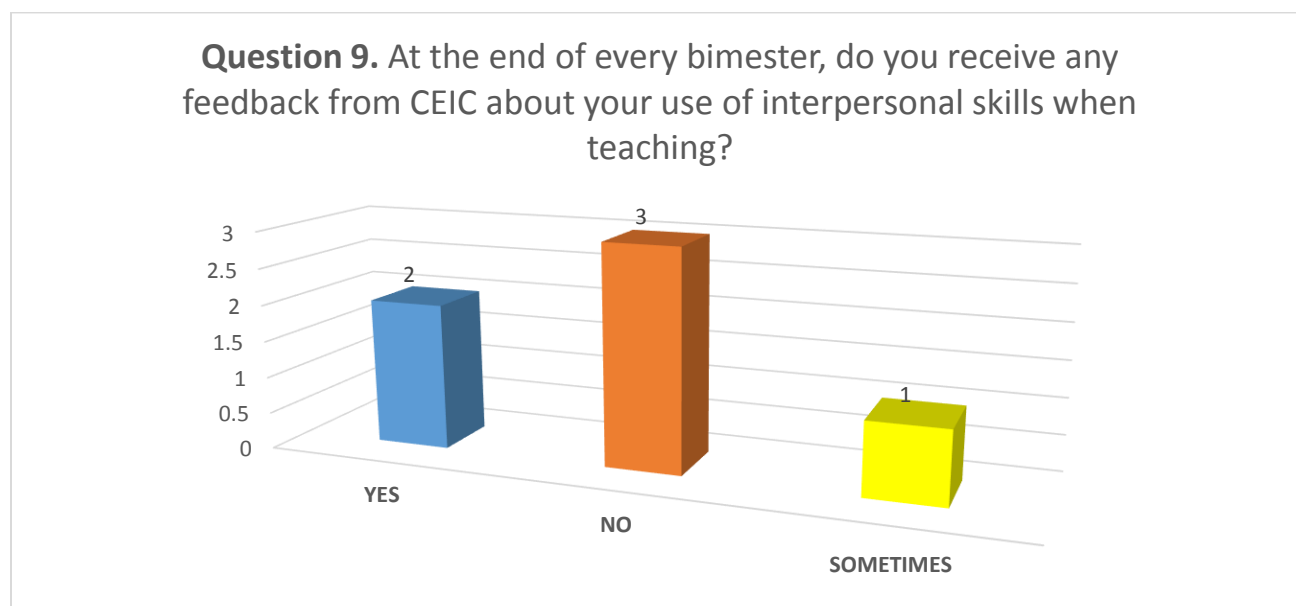
Source: Data taken from a checklist applied to CEIC professors (November 2017).

Based on question number 7, about the energetic personality on the development of the class, the 6 of the facilitators answered that they agree on the fact that it enhances the participation of the students during the English class. However, as it is explained further in this research, during the observations to level V and X, only in one of these groups this energetic personality could be appreciated.

Graphic 11. Question 8

Source: Data taken from a checklist applied to CEIC professors (November 2017).

On graphic number 8 it can be seen the result obtained to the question about the atmosphere of the class and its effect on students. In other words, professors were asked if they agree or not on the fact that having an atmosphere where the professor promotes confidence to the students would contribute to the language learning process. As showed on the graphic above, all the professors answered positively. With this answer, it can be inferred that once again, professors agree to on the relevance of the interpersonal skills, and the positive effect they develop on the learners at CEIC.

Graphic 12. Question 9

Source: Data taken from a checklist applied to CEIC professors (November 2017).

To conclude the analysis of the checklist applied to professors at CEIC, on question number 9 they were asked if at the end of every bimester they receive any feedback from CEIC Coordination about the use of interpersonal skills. As showed in the graphic, 2 of the professors, 33.3% of the teachers interviewed, represented in the blue bar stated that they do receive feedback about gestures, facial expressions, class atmosphere and other interpersonal skills that should be applied at CEIC. Nevertheless, 3 of them, 50% of the facilitators interviewed affirmed they do not receive a feedback based on interpersonal skills. As an important fact, and as seen on the yellow bar on the graphic above, 1 of the professors, 16.6% asserted that the feedback has been sometimes given.

4. 2 ANALYSIS OF THE CHECKLIST FOR THE COORDINATOR

Additional, for the purpose of identifying the Coordinator's opinion, the researcher of this thesis included Mayra Loaiza Berrocal, who is currently coordinating the CEIC at Heredia. The instrument she completed is based on some Yes/No questions that complement the checklist professors took first. It is relevant to clarify that, since it is only one instrument, the data analysis is carried out descriptively, and no using graphics as in the other cases.

The first question requested to know if the teachers' interpersonal skills such as facial expression, gestures, creativity are evaluated before recruiting and hiring professors at CEIC. According to the Coordinator, these skills are not previously observed, evaluated, or put into practice. Based on this answer, it is being confirmed what the researcher of this investigation posed at the beginning of this investigation; at CEIC, professors are only challenged to demonstrate their language management, and experience, while the interpersonal skills, that as have been mentioned contribute on the teaching language process, are left aside during their recruitment and hiring process.

The second question for the Coordinator was if the CEIC provides its professors with an induction program or training before they start teaching. An important fact about this inquiry is that the Coordinator asserted that no training or induction is given to teachers, however, 2 of the professors that participated in this investigation stated that they received an induction about the necessary interpersonal skills, as showed in graphic number 4. These 2 students, out the 6 participants, means 33.3%.

The third question is a bit similar to the previous one since the objective is to know if CEIC teachers receive or have an ongoing training about the significance of interpersonal skills on the language acquisition process, once they start working at CEIC. The Coordinators' response is "No", what supports the observation made to level X, (detailed explained later) where the facilitator did not show these skill as expected from an institution that promotes the communicative method for learning English. Moreover, the fourth question relates this aspect, the learning method. In other words, the CEIC is considered an institution that promotes the speaking and oral skill, and in fact the Coordinator is in agreement by answering "Yes", and supporting that the interpersonal skills should be considered when teaching at CEIC.

Furthermore, for the questions 5, 6, 7 and 8, the Coordinator was asked for her opinion on specific functions of the interpersonal skills. For instance, if gestures contribute to create empathy in the class, if facial expressions and eye contact are important elements to teach English, if an energetic personality from the facilitator enhances the participation of the learners during the development of the class, and if having an atmosphere where the professor promotes confidence to the students would contribute to the language learning process. These all questions were answered "Yes" by the Coordinator Mayra Berrocal. Considering the answers Mayra has provided and the ones collected from the CEIC professors in Appendix I, questions 4, 5, 6, 7 and 8, it can be mentioned and concluded that they all, Coordinator and professors, agreed that interpersonal skills are such relevant and essential elements for English acquisition, and they can also be considered as essential factors that could determine the knowledge of the learners at CEIC.


























In addition, on question number 9 the Coordinator was asked if at the end of every bimester, CEIC provides feedback to professors. Her answer was “Yes” which means that professors are told their weaknesses as their strengths during the last course. However, if professor’s opinion, about same question, is brought into this aspect, it can be asserted that, as showed in graphic number 9, 2 of the professors, 33.3% of the teachers interviewed, stated that they do receive feedback about gestures, facial expressions, class atmosphere and other interpersonal skills that should be applied at CEIC, while 3 of them, 50% of the facilitators interviewed, affirmed they do not receive a feedback based on interpersonal skills, and 1 of the professors answered “*Sometimes*”.

The last question for the Coordinator was the same question for the students of level X. The inquiry is about if they consider the interpersonal skills; gestures, facial expression, eye contact, and body movement in general, are elements that are being correctly used by teachers at CEIC. According to the Coordinator, they are, however, considering the data collected from the learners, showed on graphic 16, question 10, 50% of them answered “No”, which means that although professors are aware of the importance of these skills, and the Coordinator states that they are correctly applied at CEIC, students do not perceive so. In other words, the performance of these skills seems to not match what the CEIC desires. For this reason, it can be concluded that CEIC teachers know about the impact of the skills on learning English, but not all apply them in their classes.

4. 3 ANALYSIS OF OBSERVATION SHEET

The second step the researcher of this thesis did was observing two different classes. The first one was made up of 8 students from different ages (16-40 years old). The second class was compound by 15 students from ages16-30 years old. The instrument used has been created with the intention to identify the efficiency, application and impact of five different interpersonal skills from the professor of the class. Based on the Likert Scale, the researcher has added a desired definition of the skill in order to check, according to what observed in the class, the behavior of the professor and the response or reaction of the learners. The following picture shows the instrument applied for observing.

Picture 2. Interpersonal Skills Evaluation Chart for Observations.

Observer:		Date:		Place:		
Person observed:		Time				
INTERPERSONAL SKILLS						
Can build	Applies					Shows
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	
FACIAL EXPRESSION The instructor uses gestures and makes eye contact to emphasize particular parts of speech to clear the message to the students.						
MOTIVATION The professor encourages learners to accept and even welcome mistakes as an integral part of learning a language.						
DYNAMISM The Facilitator shows an energetic personality that enhances the participation of the learners during the development of the class.						
TRUST The instructor facilitates an atmosphere in which students and professor can build up their confidence to learn.						
CREATIVE The facilitator applies activities involving the imagination, original ideas, and shows the ability of producing new strategies for the students to communicate.						

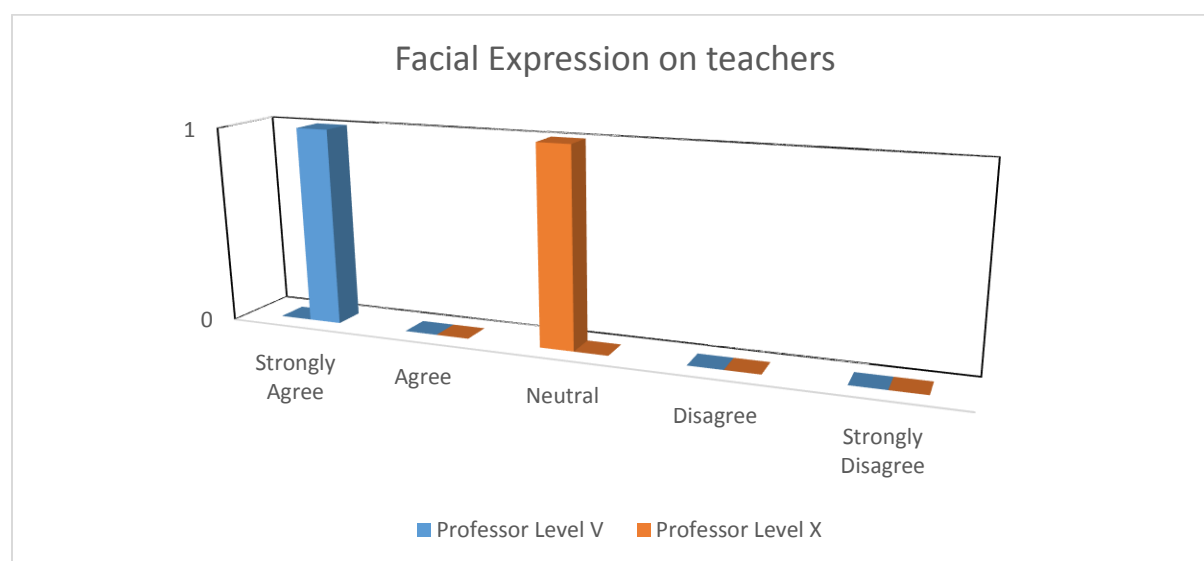
Source: Elaborated by the researcher of this thesis.

By the intention of understanding the following data analysis, this first English class, 10th graders, is identified by the orange color, while the second, 5th graders, has the blue color.

4.3.1 Facial Expression:

The instructor uses gestures and makes eye contact to emphasize particular parts of speech to clear the message to the students.

Graphic 13. Facial Expression on teachers



Source: Data taken from an observation to 5th and 10th CEIC graders (November 2017).

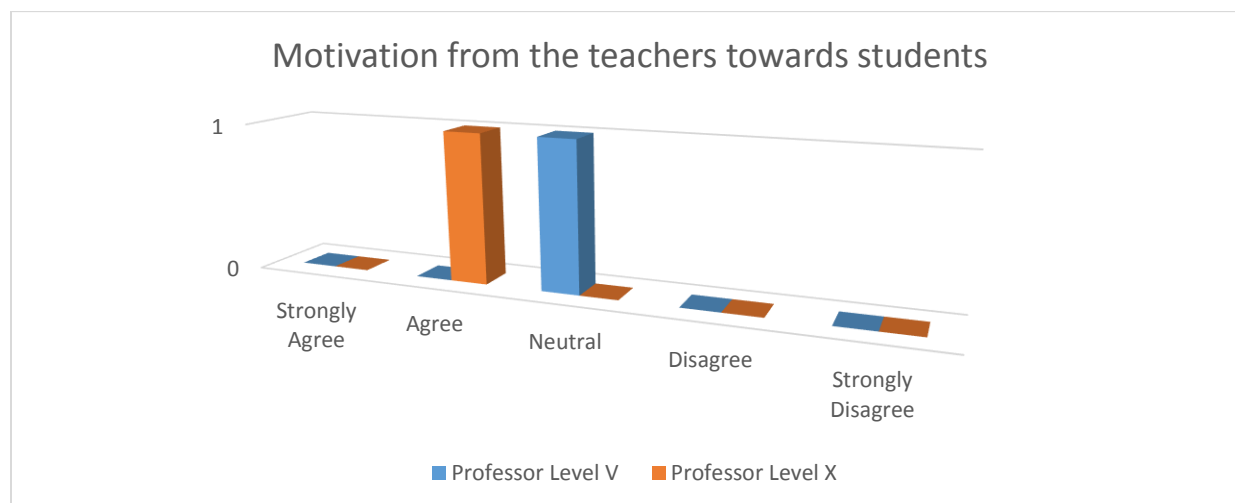
On this aspect, it can be appreciated that the professor of level X used facial expressions, however the use of it has been marked as *Neutral*, (orange color) since they were not clear enough or frequently applied; the emphasize on the speech was not strongly shown because students asked for more explanation few minutes later. On the other hand, the professor of level V has been marked as *Strongly Agree* since the facilitator used facial expressions very often to emphasize speech and lots of vocabulary.

On the response of the students, they seemed to have fun and comprehend the meanings easily.

4.3.2 Motivation:

The professor encourages learners to accept and even welcome mistakes as an integral part of learning a language.

Graphic 14. Motivation from the teachers towards students



Source: Data taken from an observation to 5th and 10th CEIC graders (November 2017).

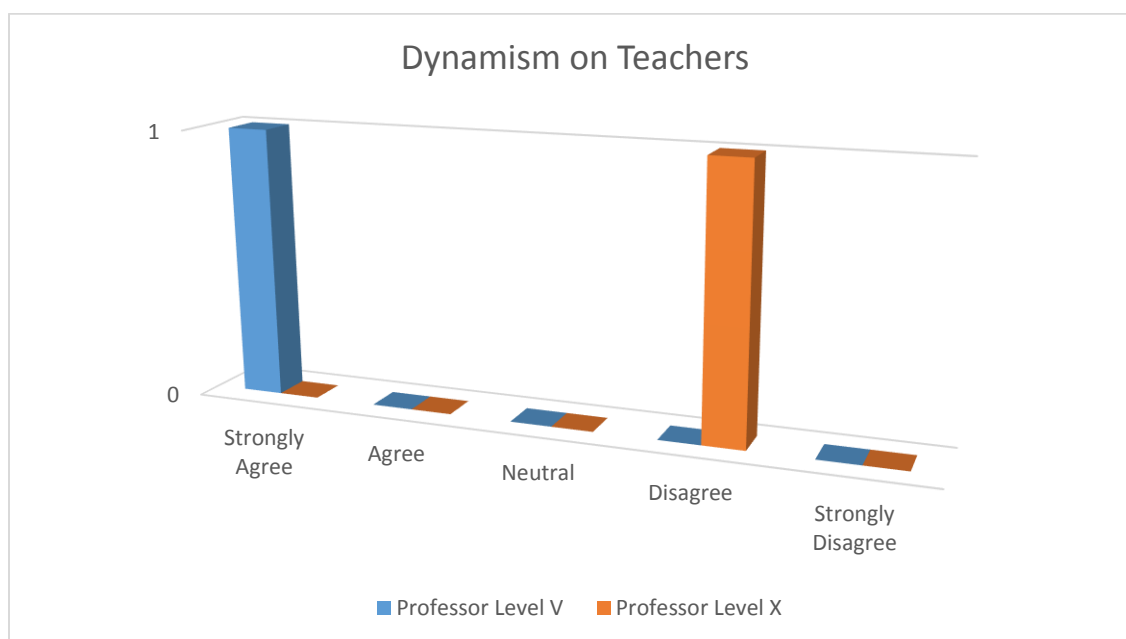
On the motivation aspect, and based on the graphic above, the professor of level X has been marked as *Agree*, it was appreciated that when students made mistakes, the professor made students know she was understanding although the errors. Additionally, the instructor corrected them and asked them to say the words again. After that, students repeated words and sentences correctly, making them feel they had overcome the mistakes. However, on the 5th graders class, the professor was marked as *Neutral* due to he asked students to participate, and then corrected them as well. Nevertheless, he

did not encourage learners to go on their speech when talking. They were immediately stopped and corrected. Therefore, some students seemed to not be comfortable to continue speaking.

4.3.3 Dynamism:

The Facilitator shows an energetic personality that enhances the participation of the learners during the development of the class.

Graphic 15. Dynamism on Teachers



Source: Data taken from an observation to 5th and 10th CEIC graders (November 2017).

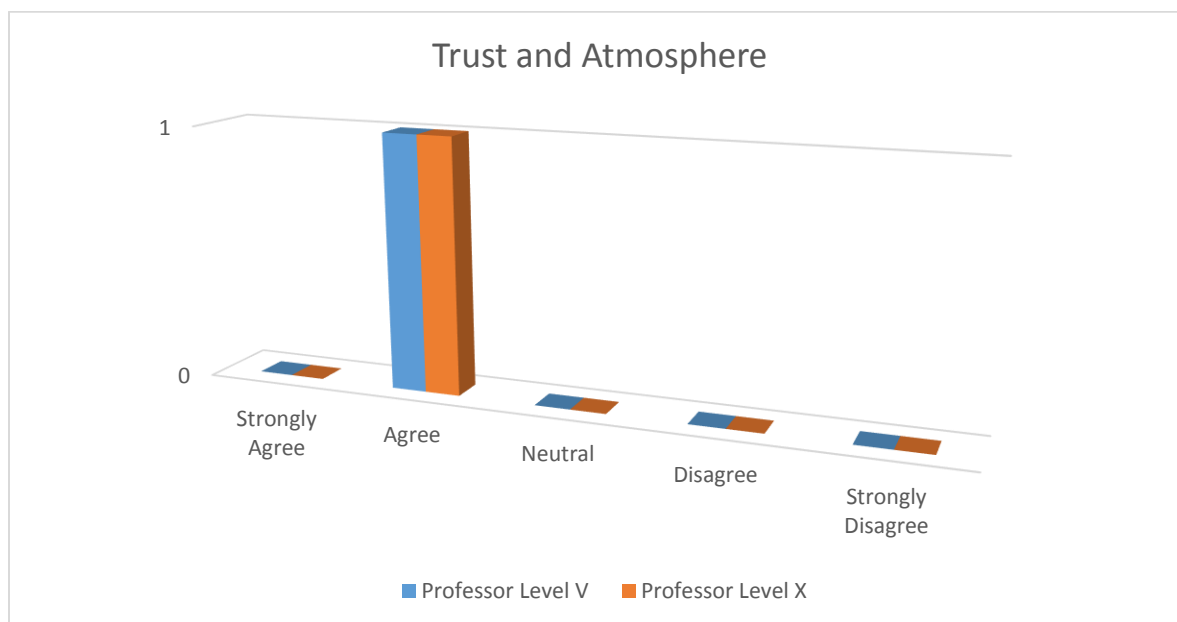
Regarding the dynamism of the professors, on the 10th graders class the professor seemed to be tired, bored and have no intention to be dynamic on the class. Therefore, the professor's dynamism in the class has been marked *Disagree*. Moreover, learners were asked to work in pairs using some questions written on papers, but the intervention

of the professor did not seem to contribute on the students' performance of the class. On the other side, the professor of level V has been evaluated as *Strongly Agree* since he shows dynamism, energetic and positive personality. As a result, students seemed to have more participation and involvement in the class. Considering this information and the one collected on the checklist applied to professors on question number 7, it can be inferred that although 100% of the interviewed teachers agreed on the fact that this kind of personality enhances participation of the class, only 50% of the observations that were applied, (1 out of 2) had satisfactory results.

4.3.4 Trust:

The instructor facilitates an atmosphere in which students and professor can build up their confidence to learn.

Graphic 16. Trust and Atmosphere



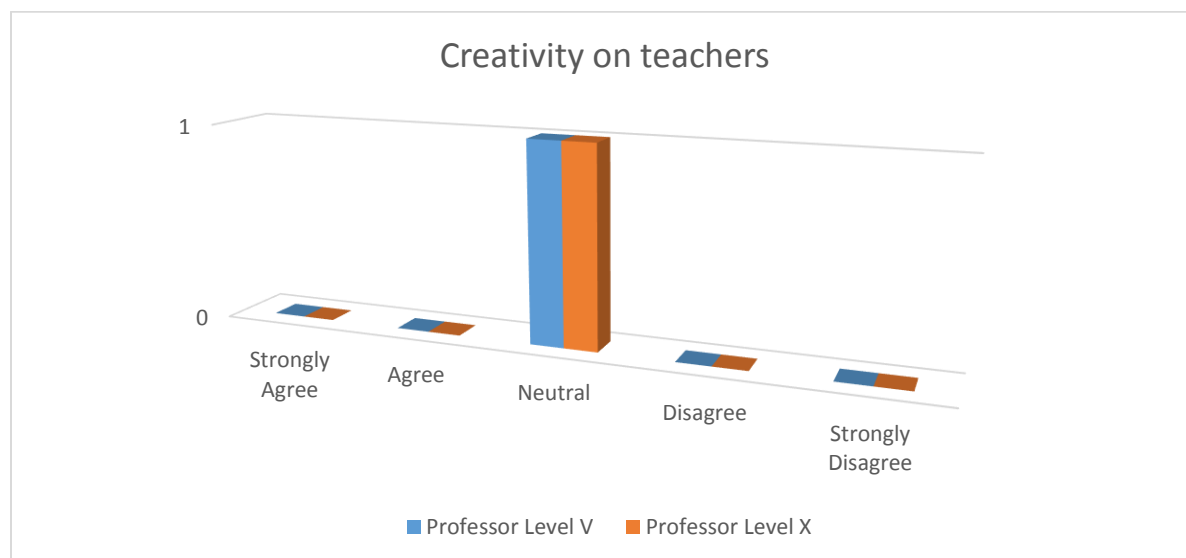
Source: Data taken from an observation to 5th and 10th CEIC graders (November 2017).

As showed in the graphic above, both teachers have gotten an *Agree* evaluation on the interpersonal skill of Trust, which wonders if the professor promotes a confidence atmosphere. On the class of level X students showed empathy with the professor, showing thus signs of a nice atmosphere for learning. Additional, it also seemed that this confidence helped students to express more relaxed. On the other hand, the professor for class V has also worked on having an atmosphere of confidence since his strategy of sometimes using jokes contributed to students to give opinions, laugh and express their understanding.

4.3.5 Creative:

The facilitator applies activities involving the imagination, original ideas, and shows the ability of producing new strategies for the students to communicate.

Graphic 17. Creativity on teachers



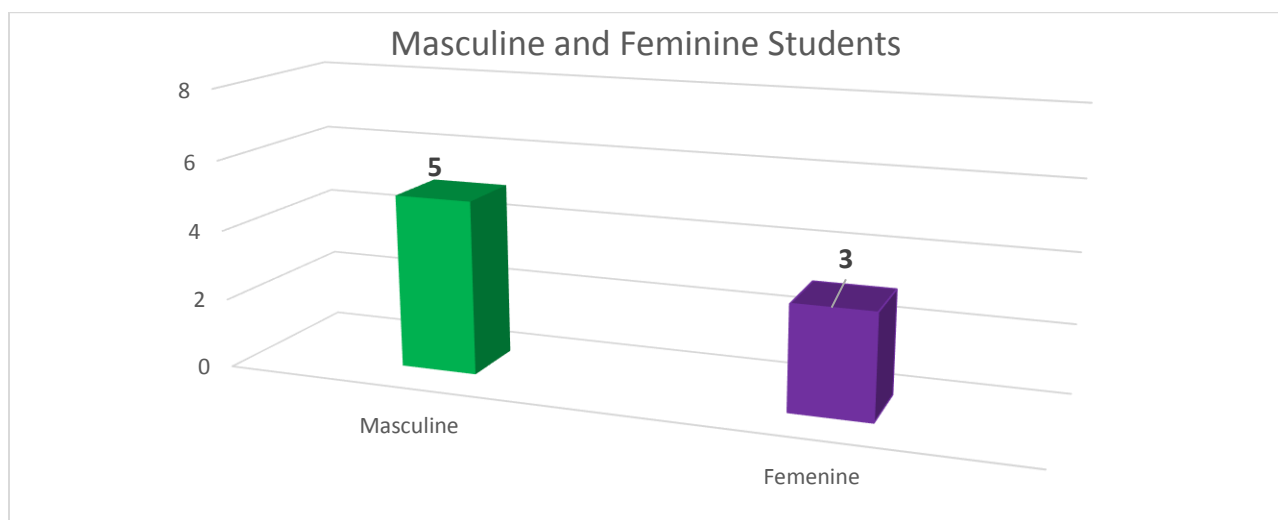
Source: Data taken from an observation to 5th and 10th CEIC graders (November 2017).

Regarding the creativity on teachers in their classes, once again they both got the same result, *Neutral*. For the researcher of this thesis, both professors, although their activities involved participation and for some moment had students speaking, they were not fully original or creative that should be considered as new ideas. This is, activities based on having question written on pieces of papers to have students in groups discussing the topics. Thus, this behavior seemed that is not much enjoyed by the students since some of them did not really worked on the task, and professors were not monitoring either.

4.4 ANALYSIS OF CHECKLIST FOR STUDENTS

The fourth instrument applied was the checklist to students of level X. The results are showed in graphics and each of them has the analysis of the data collected.

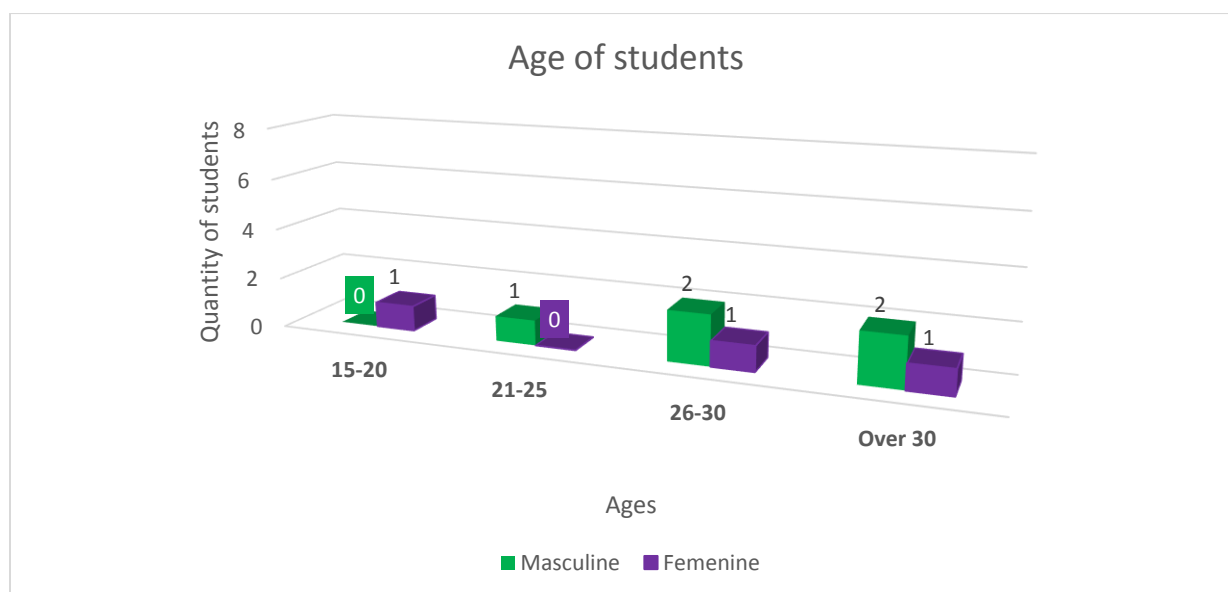
Graphic 18. Masculine and Feminine Students



Source: Data taken from a checklist applied to 10th CEIC graders (November 2017).

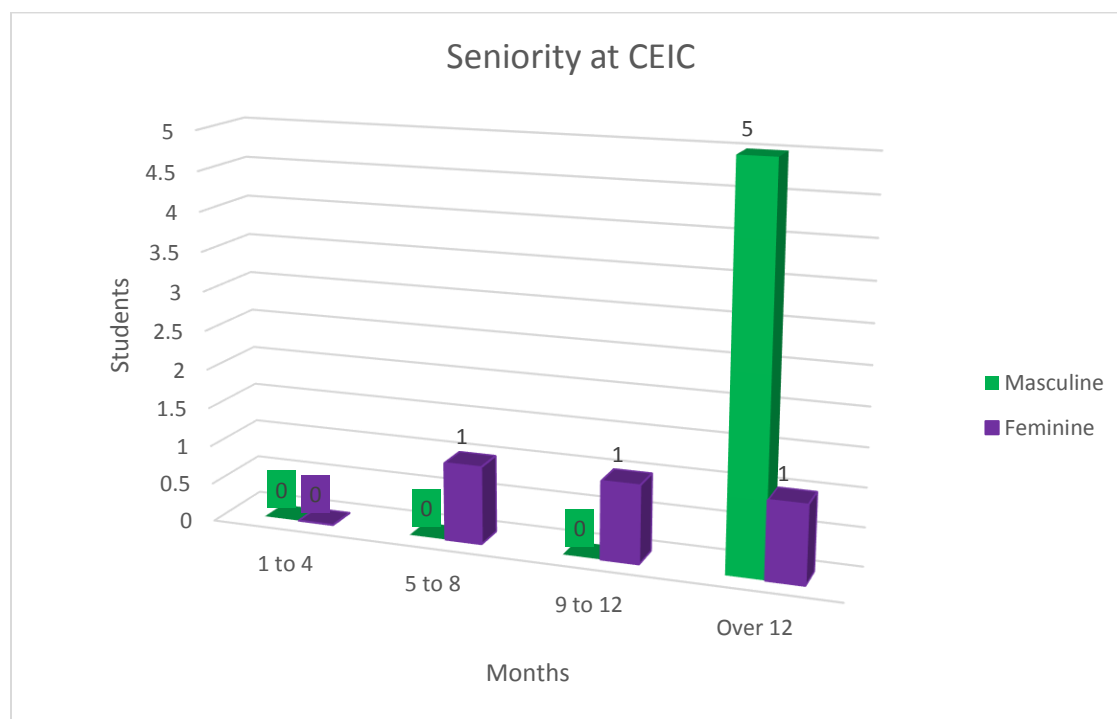
As showed in the previous graphic, the population of the students in the class is compound by 8 students in total, where 5 of them are masculine, represented by color green, and the other 3 are feminine, represented by purple. In the following graphics, other demographic data is clarified.

Graphic 19. Age of students



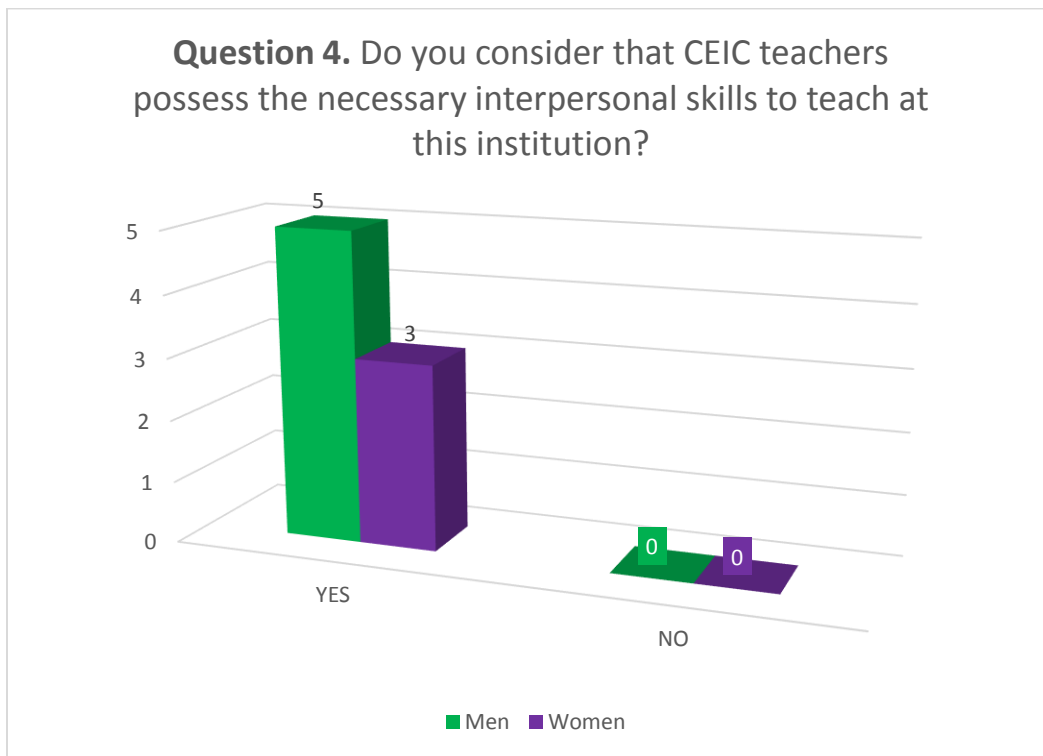
Source: Data taken from a checklist applied to 10th CEIC graders (November 2017).

Regarding to the age of the participants, in the graphic above, it can be appreciated that there is only 1 student from 15-20 years old, a girl, there is also only 1 student from 21-25 years old, a boy, there are 3 students between the ages of 26-30 years old, 2 boys and 1 girl, and finally 3 learners over the 30 years old, 2 of them boys and 1 girl.

Graphic 20. Seniority at CEIC

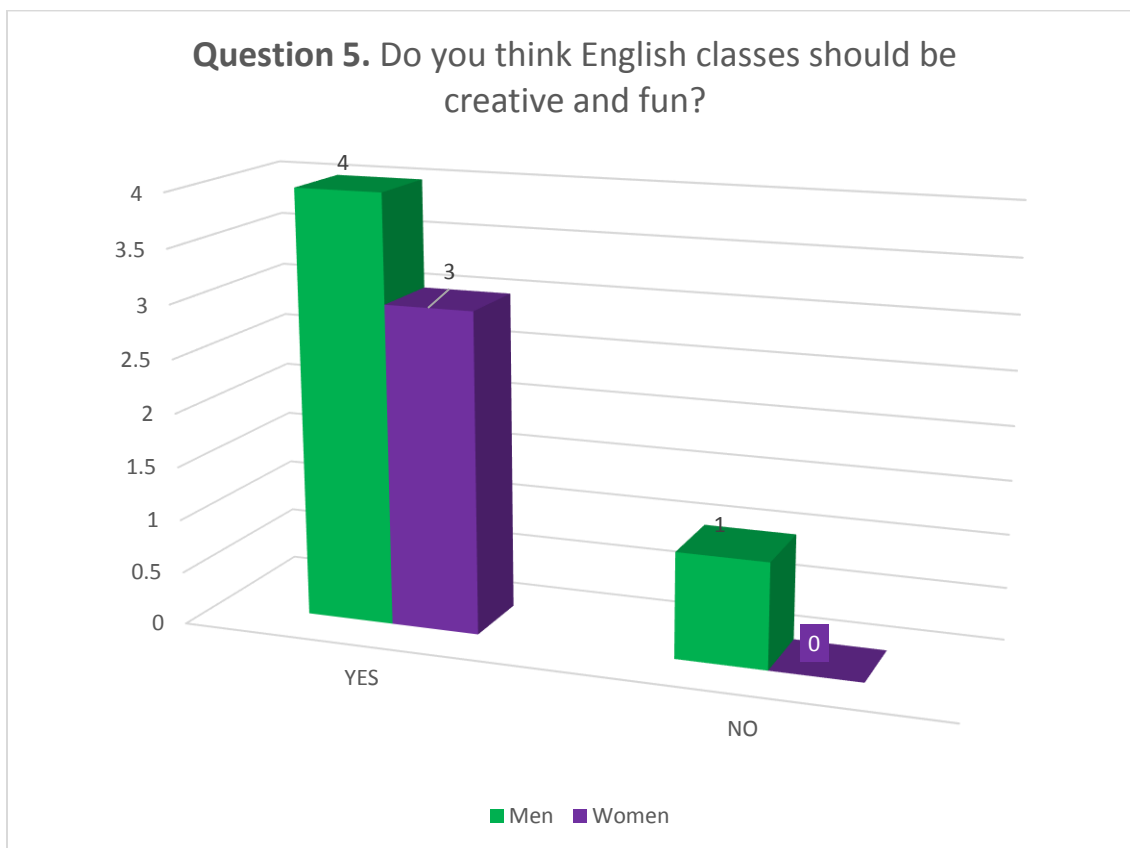
Source: Data taken from a checklist applied to 10th CEIC graders (November 2017).

Considering the seniority of the students, in the graphic presented above, it can be appreciated that most of the students, 6, 5 men represented by the color green, and 1 girl represented by the purple have been at CEIC for more than 12 months. This being an essential fact since this could mean that they have had different English professors along their learning process, and could identify and provide more characteristics of the professors. The other 2 students are located on the 9-12 and on the 5-8 rate of time.

Graphic 21. Question 4

Source: Data taken from a checklist applied to 10th CEIC graders (November 2017).

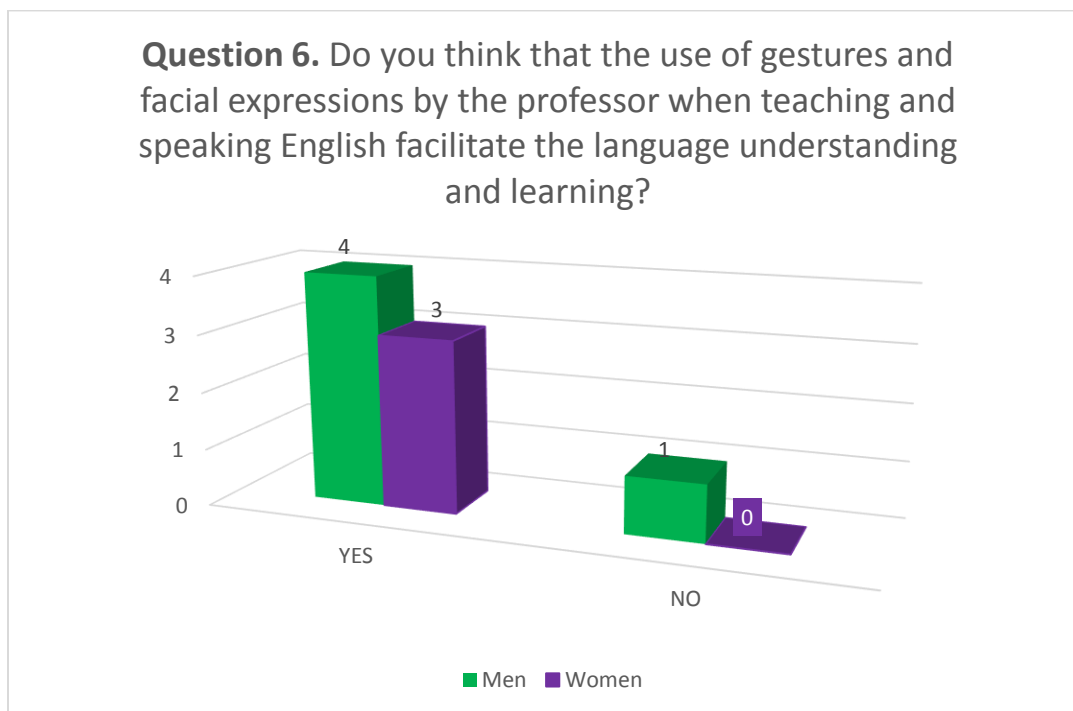
According to the question about student's opinion on the interpersonal skills of their CEIC teachers, all of them, 5 men and 3 women, consider that in fact professors at CEIC possess the interpersonal skills the CEIC requires.

Graphic 22. Question 5

Source: Data taken from a checklist applied to 10th CEIC graders (November 2017).

On the other hand, and according to the previous graphic, 7 of the students think that English lessons should be creative and fun. This number means the 90% of the group interviewed. Only 1 of the students, man, expressed that fun and creative classes are not necessary for learning English.

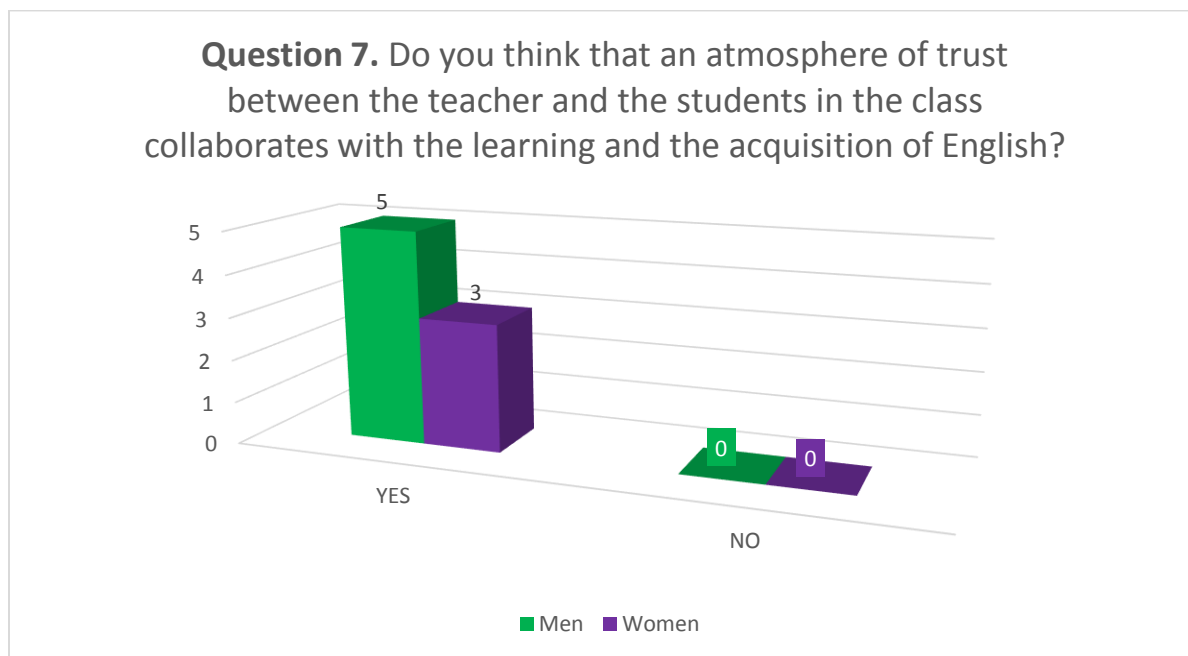
Graphic 23. Question 6



Source: Data taken from a checklist applied to 10th CEIC graders (November 2017).

On the graphic number 11, it can be appreciated the results to students' perception and opinion if gestures and facial expressions facilitate the language understanding. As showed, 90% of the learners agreed, 7 students, 4 men and 3 women, while 1 of the pupils stated that gestures or facial expressions do not facilitate or contribute the acquisition of the language.

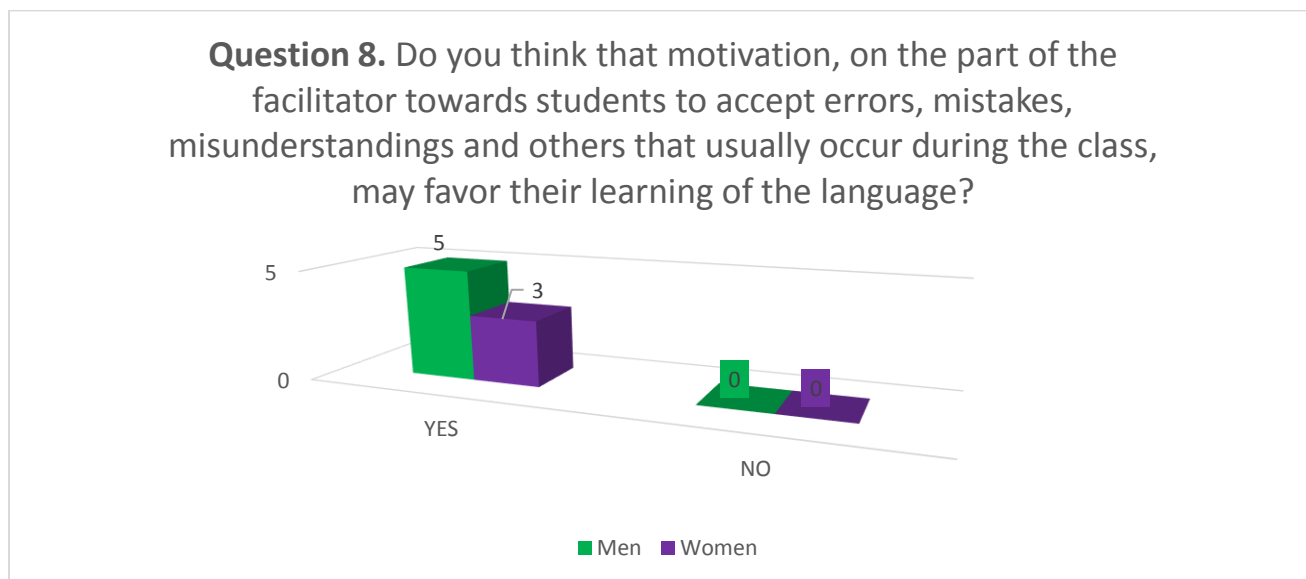
Graphic 24. Question 7



Source: Data taken from a checklist applied to 10th CEIC graders (November 2017).

Alike question #4, 100% of the students, 8, think that having an atmosphere of trust with the professor collaborates the learning of the language. However, what seems interesting with the previous data is that considering the question #6, one of the students expressed that gestures or facial expressions do not facilitate the learning of the language. Nevertheless, in fact, both interpersonal skills are aimed to create empathy, confidence and trust among people. This at the same time states that although the student does not interpret the interpersonal skills as helpful for his learning process, somehow, he is being benefited when the teacher can build up a class that involves trust.

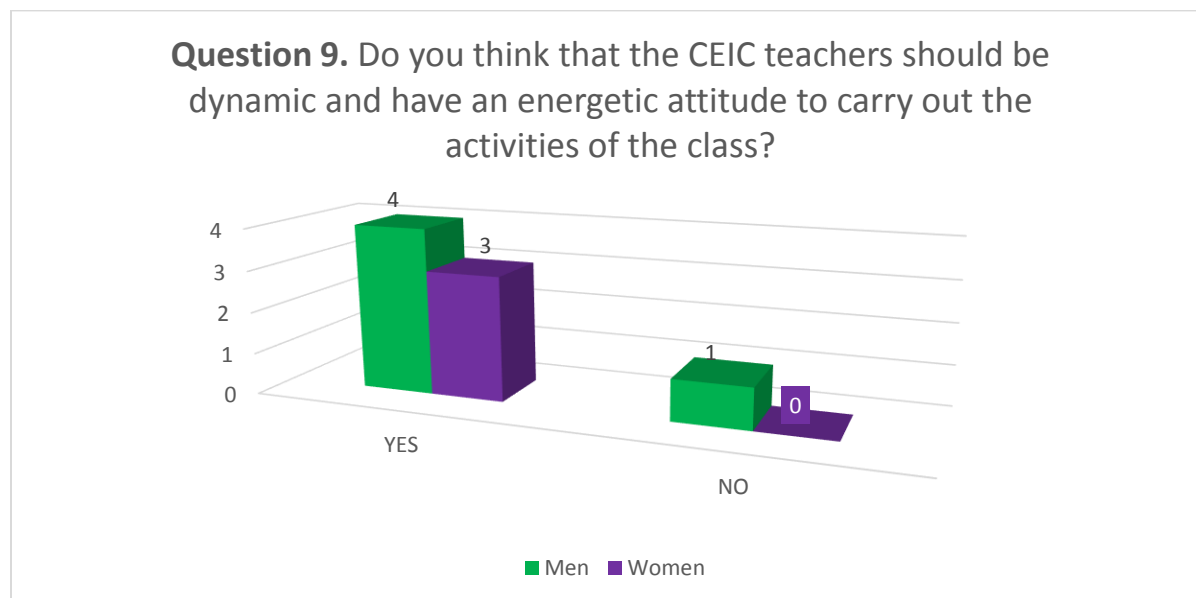
Graphic 25. Question 8



Source: Data taken from a checklist applied to 10th CEIC graders (November 2017).

As showed in graphic number 13, 100% of the students affirm that when teachers motivate them to accept errors and mistakes that usually occur in classes, they feel that the learning process can be easier. As an important fact on the data, and according to what observed in the class of level V, when students were immediately corrected by the professor, most of the cases, they did not continue with the idea they were expressing. Thus, it could be stated that, students may feel relaxed and calm when teachers encourage them to speak, no matter the mistakes at the moment, however it seems that learners may feel more comfortable if corrected later on when they have finished their idea.

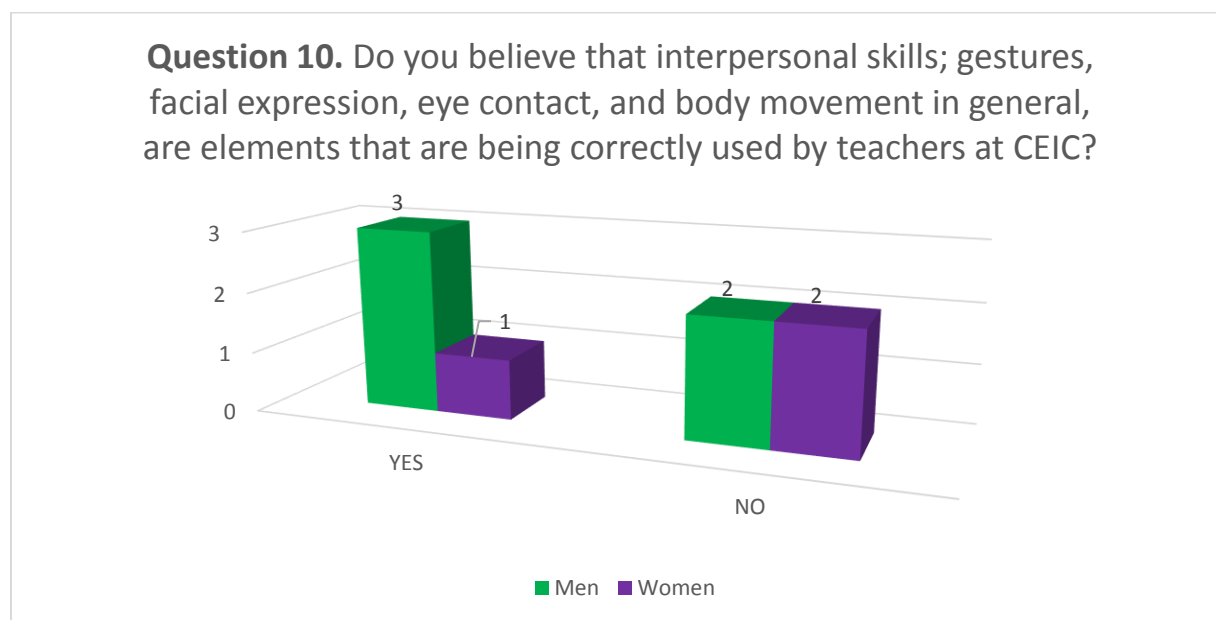
Graphic 26. Question 9



Source: Data taken from a checklist applied to 10th CEIC graders (November 2017).

According to question number 9, 90% of the students agreed that teachers at CEIC should be dynamic and have an energetic attitude. Therefore, if the data from the observation in class of level V is brought into this analysis, it can be inferred what presented on graphic number 3; when the professor showed an energetic and positive attitude, talking, explaining, and managing activities, students tended to participate and involved more in the activities, producing more conversation and expressing opinions and ideas. Thus, it also seems that adding motivation to accept errors and mistakes when speaking, students could have a portion of techniques that contribute to their learning process.

Graphic 27. Question 10



Source: Data taken from a checklist applied to 10th CEIC graders (November 2017).

Concluding with the analysis of the checklist applied to students, and according to question #10, 50% of the students consider that teachers at CEIC use gestures, facial expressions and body language in general correctly, while the other 50% (4 learners) stated that these elements are not correctly applied by their professors. Considering this data, and the one presented on graphic 9, question 4, where all the students, 100%, involved in this research, agreed that their teachers have the necessary interpersonal skills to teach at CEIC. However, if having a careful look at the graphic presented above, number 16, 50% of the learners have also posed that their teachers are not using these skills correctly. Therefore, it can be stated that, although teachers at CEIC know about interpersonal skills, and use them when teaching, only half of their use is being effectively applied.

4.5 ANALYSIS OF QUESTIONNAIRE

On Appendix number 5, there is an opened-question questionnaire for students of level X. The answers are aimed to help obtaining income for determining the important characteristics, skills and qualities that support the use of interpersonal skills at CEIC. Additional, the answers provided contribute to determine an entry profile that considers the interpersonal skills that must have an English teacher at CEIC, and therefore, must be evaluated during the recruitment process.

The first question students were asked was about their opinion on how they think language classes should be in order to communicate easier and learn more efficiently. From the 8 students involved in this study, most of the answers show that English classes should include more oral and active activities that involve dynamism, interaction and confidence. As a support of this, here are the responses obtained in his question:

1. *“Very interactive, funny. Adapted to student’s needs, taking into account the groups are very different because are made of people from different ages and things like that”.*
2. *“If I have the confidence to feel good even when I make a mistake in grammar or written part I can learn better”.*
3. *“The class should be more dynamic, with more speaking activities for us to practice, be like a little active classes, with different activities”.*

4. *“Depends on the teacher but we like students should love the language because we are paying for learning and may be evaluated the progress and not the perfection”.*
5. *“I think when you speak with a teacher because when you speak with a partner, you don’t know if you make mistakes”.*
6. *“Wirth oral activities like forums”.*
7. *“I think these classes should be more dynamic, but we can share with American students that study here in the UNA or maybe if we can share with someone who speaks from another country”.*
8. *“I am not sure, I would not make any change until now”.*

As showed above, for these students, the use of dynamics, different activities, speaking to English spoken people, and having confidence with the professors in their learning process when making mistakes are considered factors that should be included in the English classes at CEIC in order to communicate easier and learn more effectively. Additional, and as mentioned, as part of the interpersonal skills explained in this research, it is relevant that the instructor facilitates an atmosphere in which students and professor can build up their confidence to learn, thus, students can be benefitted in their language acquisition process.

For the second question, students were asked specifically, how they think activities should be. The answers seem interesting enough to determine what students at CEIC may require to have an accurate performance on the target language. For the following

responses, it is relevant to clarify that the words that appear in bold match with the qualities and skills the researcher is intended to identify for the entry profile. They are,

1. *“Interesting, **creative**, based in the book but supported in some extra material **it’s important the oral and listening skills**, and invite us (the students) to keep learning”.*
2. *“I should be **listening** to music or do an interview or partners questions”.*
3. *“Should be **listening** to music, doing interviews, talk with native people”.*
4. *“**Speak** between classmate around on hour of class. Focus on learning vocabulary and how I can develop and then teach the grammatic”.*
5. *“Sometimes the activities are very interesting when the group talks about any topic. Sometimes are very boring in general in all courses”.*
6. *“I’d be lucky with the teachers, the 97% of them had made the classes entertaining. They had used **oral activities, videos, speeches**, etc”.*
7. *“Well, during the last level I think all **the activities should be with more conversation and getting away of grammar topics**. I know grammar is important but I think **the conversation should be the most important”**”.*
8. *“Actually, I think its ok, don’t need any change”.*

As showed, when learners were asked about how they think English activities should be, it can be appreciated that oral activities, listening practices, more conversation exposure are the activities pupils state as necessary for their language acquisition. Hence, the communicative learning method is supported when it enhances professors to apply more of these activities that promote more communication, interaction and

language exposure. Additional, it is also evidenced that although some of the students highlight that their teachers use activities in classes, and have showed to be good teachers, this inquiry has also exhibited that students request more activities that expose them to make mistakes and learn through them.

For question number 3, pupils were directly asked for 5 characteristics they consider a good English teacher should possess. The data gotten is showed as follow, and it should be considered that the words that appear in bold match with the qualities and skills the researcher is intended to identify for the entry profile.

1. *“Be **patient**, explain clearly and have a good management of the themes of the class”.*
2. *“She/he should be **dynamic**, tolerant, share with students, be patient and **relaxing**”.*
3. *“Patient, **creative**, attitude, responsible, committed”.*
4. *“Interest, good explanations about the topics. Time individual with student. Resolve some mistakes of the student”.*
5. *“More patient, facility to speak, **dynamic**, makes interesting classes”.*
6. *“A good teacher has to be spontaneous, **dynamic**, good person, kind, smart...”*
7. *“I think a good teacher should be respectful, organized, punctual, comprehensive, and **creative**”.*
8. *“Patient, polite, **flexible**, love for teaching, realistic”.*

The responses obtained show how students assert that dynamism and creative are the characteristics professors must have to teach a language. Thus, as an important fact, these are two of the interpersonal skills that better help students to learn a language. Indeed, as a dynamic professor, the most recommended is that the facilitator shows an energetic personality that enhances the participation of the learners during the development of the class. Moreover, as it was appreciated in the observations to class X and V, in both levels the dynamism of the teachers was different, one of them was powerful and students' response was strong too, while the other teacher was weak as well as the students' participation. These factors end up supporting what showed on graphic number 14 where 90% of the students, 7 out 8, asserted that professors should have an energetic attitude to carry out the activities of the class. On the other side, for creativity, students' responses suggest that facilitators apply activities involving the imagination and original ideas. This fact is also supported by what is showed in graphic number 10, where 90% of the learners, stated that English classes should be creative and fun since new strategies for the students to communicate facilitate the language learning.

On question 4, the last one on the questionnaire applied to CEIC students, they were asked to provide techniques that professors can use and that they consider helpful for their language acquisition. The answers gotten are the following:

For question 4,

1. *Videos and **participative activities**.*

2. *Maybe if the teacher would see students like partners not less person, maybe feel **confidence** to act more normal.*
3. *Maybe that teachers could see us **like friends**, to act more with us, be **more flexible** with some things... Teachers could act more normal like a person, not like machine...*
4. *Speak clear, use images, **interesting dynamics**, give vocabulary in all classes. We need to talk a lot to lose the fear.*
5. *I agree with the CEIC system. Teachers are wonderful.*
6. *Maybe, she/he should use more videos. I think the videos like support tools are very necessary to promote conversations with English speakers.*
7. *Maybe show us videos or audios of the real English like YouTube videos, etc. It's much better than videos and audios from the book.*
8. *Use lyrics and practice with these. More time to speak. Less paper and find a way to doing practice with sense and not only to fill spaces of time.*

As seen, the responses of students according to the techniques they prefer to have in their classes, it can be identified that the activities that promote participation, dynamism and confidence in the class are more likely to be requested by the pupils, and therefore for contributing on the learning process of the pupils. Indeed, as for the previous question on same questionnaire, once again, students highlight as helpful, necessary and cooperative the interpersonal skills; in this case, facial expressions since they request active dynamics, and it is such way as professors can convey this energetic attitude to enhance students' participation. Additional, trust, that has been supported by the opinion

of one of the learners where he asserted that professors should act more flexible and be friendlier to not feel anxious, stressful or fearful to participate. Students state that they need more of all this to speak, interact and get accustomed to the target language.

CHAPTER V
CONCLUSIONS AND RECOMMENDATIONS

5.1 CONCLUSIONS

In this chapter V, the analysis of the conclusions are displayed and presented according to the three specific objectives posed on chapter I; identifying, assessing, and determining the interpersonal skills teachers at CEIC should possess in order to contribute with the students' learning process on the English language acquisition.

Hence, the importance of the interpersonal skills explained throughout this research has been determinant to know the startup of this investigation. Thanks to many researchers such as Jack Richards, Howard Gardner, Noam Chomsky, Dell Hymes, Vilma Páez, Simon Borg and many others that were cited in this work, the writer of this thesis can now have a clearer guide of why the interpersonal skills must be considered at CEIC. By the collaboration of these authors, the first conclusion of this thesis is that along the time, different teaching methods have evolved for the education field, since the oldest one, "Grammar translation method," until the most recent one, "Communicative Method", however they all have mixed in a sense to build up a newer method for new challenges. This is, for the last decades, institutions, universities and centers of study such as UNA, CEIC, have proposed providing learners with the best techniques, activities, learning strategies for their students, but above all, the best educators.

Moreover, since UNA is considered an institution that promotes learning using the communicative method, it is then relevant to get to know if students' types of learning are

being taken into consideration on CEIC classes. This is why Howard Gardner's contributions to this thesis evidenced that for learning English language using the communicative method, professors must know the different multiple intelligences that require dynamism, confidence, energetic attitude, facial expressions, and body language from the interpersonal skills.

According to the specific objective number 1, the researcher of the investigation has intended to identify the interpersonal skills developed by the English Professors at CEIC, UNA. For this purpose, as explained in the previous chapters, professors of CEIC and the Coordinator contributed with relevant information that provided essential conclusions for creating the teachers profile at CEIC. Thus, with this first objective the conclusion obtained is that according to the sample involved in this study, some professors asserted that they received a training when started working at CEIC, however the majority of them stated to never have received a training or induction program for them to have a successful performance on the English teaching. Additional, the Coordinator supported this by stating that in fact CEIC does not provide any training process for professors before starting the classes. In other words, professors apply their knowledge and the interpersonal skills on the language for the development of communicative lessons without previously being evaluated although CEIC, UNA promotes to be an institution for easily communication on the target language. Hence, it seems that not providing a training about what the CEIC intends to get in the classes with its students can be a determinant factor why not all professors show the interpersonal skills that facilitate the communication learning method, and as a contrary, learners through this research have requested for their learning goal.

Furthermore, it is also relevant to add that professors at CEIC in fact know about the interpersonal skills, and are aware of the significance of those for the language learning on students. However, it has also been collected that no workshops or ongoing training is delivered to them as a complement of their knowledge. In addition, professors state that body language in general, considering the interpersonal skills, are all significant for students to understand English better, and produce it, but once again, they also stated that CEIC does not give them any guide on the correct usage.

Indeed, considering the professors and Coordinator responses, and according to the objective number 1, the interpersonal skills have been identified, people use them every time though, however the conditions and the way they are applied when teaching do not always seem to be correct or at least most of the time, as a consequence students' performance can be defined as reactive, unconcerned and even uninterested. Likewise, it can also be concluded that although CEIC offers students a communicative method learning, its professors do not provide activities that challenge students to practice on a more communicative learning method.

The second specific objective of this thesis is focused on assessing the impact of the interpersonal skills suggested for the teachers' entry profile. For obtaining this information, the researcher of this investigation observed two different classes, one for level X, and another observation on level V. The main purpose of the observations was to analyze the professors' performance as well as students' responses regarding the interpersonal skills suggested for the teachers' entry profile.

Further, as mentioned, the facial expressions and gestures are used when people talk, however these observations went further to analyze them along with dynamics,

creativity, classroom atmosphere, and motivation. The findings show that when the professor applied facial expressions and gestures explaining vocabulary and giving instructions, pupils seemed to clearly understand the subject and instructions on what to do, however in the other class, where the use of facial expressions and gestures were not efficient, students showed a different attitude; reactive, bored and uninterested on the conversation activity they were working on.

In addition, the second aspect that encourages students to have a more communicative development as well as participation in class is the motivation from the professor to make students accept and even welcome mistakes as an integral part of learning a language. As a conclusion with this feature, it is appreciated that some students were corrected by their professors when they made some mistakes, however in the other class, students were also corrected but the method used by the professor seemed to not be efficient. In other words, when students were speaking and made some mistakes, they were immediately corrected, however students seemed to not feel comfortable as they were stopped and did not continue with their idea or speech. Thus, with the motivation on teachers towards students, it can be determined that in fact learners appreciate when they are corrected, when the facilitator makes them know their mistakes, nevertheless, it is also relevant to settle that students prefer to finish their speech, and being corrected utilizing motivating words to do it better on the next oral participation.

On the same objective, during the observations the dynamism was also carefully evaluated. As a conclusion, students reacted positively on the conversation activities handled in the class as the professor was dynamic, energetic and showed a positive personality. Also, learners responded actively and participated more when they had a

facilitator that enhances energy and kinesthetic activities. On the contrary, when pupils worked on conventional activities and the facilitator transmitted a passive attitude, inactive personality, and lethargic disposition, learners kept quieter and therefore caused less participation in the class.

Additional on objective number two, trust among the teacher and the learners was also evaluated. As a conclusion on this aspect, it has been gotten that when students trust their professors, it becomes easier to have a nice studying atmosphere that promotes empathy and confidence among learners. Indeed, and as appreciated during the observations, it could be seen how the close and trustful relationship, among the teacher and the students, strengthened and promoted the participation, and communication among the whole class. Additional, since in the two classes observed, students seemed to have no trouble with the professor, it can be determined that the use of jokes, activities of realistic topics, and open-minded teachers may definitely favor the environment of the class. This is, learners get comfortable to be in a class with teachers that show empathy and act like any regular person, and do not take a professor position to draw limits or barriers from students. In other words, for students, those educators whose performance tends to be so formal, strict and inflexible decrease the trust among them in an English class, and therefore the participation of pupils on activities in general, specifically the oral ones.

Closing the conclusions for the objective number two that aimed to identify the current interpersonal skills teachers at CEIC possess, as well as the impact of these when applied in the English classes, it is necessary to add that the creativity feature also provided important findings that contribute on this research. Hence, it has been evidenced

that in the two classes teachers missed creativity on their dynamics. Namely, the activities used by the teachers lacked originality, movement, energy, imagination, colors, kinesthetic participation and integration. Therefore, both groups of learners showed a reactive attitude and did not seem to enjoy the activities, the conversation they had seemed to not motivate them to explore new vocabulary, phrases, ideas and opinions. By all this, it can be concluded that, learners lament when their English teachers do not provide them with activities that involve the imagination, original ideas for them to communicate and improve their performance on the target language.

Thirdly on the list of the specific objectives was determining an entry profile that considers the interpersonal skills that should have an English teacher at CEIC. For this purpose, students were the protagonist and gave relevant answers to determine interpersonal skills as such essential factors that teachers should possess at CEIC to teach English. Thus, students first agreed that English classes should be creative and fun to have lessons less boring and traditional. In addition, learners also stated that the use of facial expressions and gestures, correctly applied, during English classes facilitate the progress of the learning process. As a support on this fact, professors, as the Coordinator, agreed that such interpersonal skills performed through the body language influence on students' development, and performance of English. Additional, the application of these instruments has come out with the conclusion that when teachers promote, create or build an atmosphere of trust, of confidence and empathy, students tend to feel more comfortable to participate speaking even though mistakes are present.

On the other side, when making mistakes, it is important to consider that regular pupils are afraid of speaking a new language, the insecurity on pronouncing unknown

words, or using the wrong sentence pattern might directly affect students' participation. Nevertheless, throughout this research it has also been determined that besides those factors, students tend to feel intimidated, overwhelmed and even scared if when making a mistake or error, they are immediately corrected or interrupted. On the opposite, it seems that letting pupils to go on speaking and putting out ideas becomes more relaxing and quite normal to them. Hence, for students, to be corrected at the end of their speech on mistakes they make in class are more welcome than when they are speaking. Alike, motivation from the professors about considering mistakes as part of the process seems to also be a fundamental aspect that contributes with students for the acquisition of the English language.

According to this objective, and as showed in graphic number 14, it is necessary to determine that students consider an energetic personality as important element that English professors should manage at CEIC. Supporting this conclusion are the results obtained from the class observations, and the data provided by the learners when 7 students, out of 8, agreed on the fact that an energetic personality from their professors enhanced them to participate more and be more active during the class. The data analysis concluded that when the teacher did not show an energetic personality and attitude, proactivity during the class, learners tend to adopt an uninteresting, boring and lazy attitude toward the teacher and the class.

Concluding, creativity; among the different interpersonal skills, creative ideas, dynamics and activities that enhance students' participation are required in a language learning environment. It was clearly observed, in both classes, how regular conversational activities did not motivate students to participate or express wider. Thus, for students,

conversational practices are helpful for improving their fluency and vocabulary, however, learners also expect original ideas and creativity in activities that generate conversation, and strengthen their social skills.

Finally, as a personal fact, the researcher of this thesis states to have clearly discovered the different English teaching methods that have existed along the history, but above all, he also asserts to have confirmed that the language teaching techniques used today are the transformation and combination of strategies that were applied in different periods of time to distinct generations. However, although it is probably true that these methods may have been efficient and fundamental in a specific time and population, it also results imprudent to declare that this last one, *Communicative Method*, is currently been applied correctly. In other words, thanks to this investigation process, and the instruments applied through it, it seems that students who are learning English language today are not necessarily been taught according to what the *Communicative Method* proposes. This is, the interpersonal skills demonstrated by the professors are not causing the expected impact; more participative students, activities and dynamics that enhances communication, less fear to make mistakes, and more confidence toward the pupils.

Likewise, the investigator concludes that the current English language professor profile is presented as a guide, as a person who directs the class, and in a sense, he seems to be a figure that forces the learners to speak English. Indeed, the image of the professor still seems to be as the director of the orchestra, and not as the facilitator, a person who integrates along with the students in a language acquisition process, just as recommended by authors such as Vilma Páez, Rocio de la Paz, Lorena Fernández, Hazi Brosh, and others that as well have attempted to determine the efficiency of using the

interpersonal skills being a facilitator, and not as a guide or superior individual. Truly, this research project remarks the importance to know that managing a high English level, handling long lists of vocabulary, and speaking fluently are not the only most important aspects, qualities and skills a good English language facilitator requires to cause positive impact on learners. On the contrary, the interpersonal skills suggested in this work have a prodigious weight on the students' professors' preference for acquiring a new language.

As a final fact, it is appropriate to highlight that the English language teaching and learning process has been, is, and continuously be a challenging process for both processors and students, since as time passes by, new generations, contents, interests, needs, learning styles, and teaching skills adaptation become part of the language acquisition. Namely, the teaching methods that have been used for years may indicate how efficient they are, nevertheless this fact does not confirm that they also create affinity with future pupils. For this particular reason, and as stated at the beginning of this thesis, some institutes, educational centers, and even the MEP keep working and supporting professors' teaching skills whose impact do not facilitate the learning objectives, but affect the language learning development.

5.2 RECOMMENDATIONS

Once the conclusions are presented, some recommendations are given based on this research about the interpersonal skills that professors at CEIC should demonstrate. As a reminder, it is pertinent to remember that the intention of this research has been to identify

the current performance of the CEIC teacher based on their interpersonal skills, then assessing the impact of these skills in the class with students, and finally determining the agreement of the learners according to their needs for strengthening their conversation and communication skills. Further, having all this set, the researcher of this thesis creates a proposal of an entry profile for CEIC to consider during the recruitment and selection process.

Furthermore, after obtaining conclusions where it has been identified that CEIC is considered an institution promoter of the communication learning method for providing students with efficient communications skills, it is recommended to consider the following suggestions to provide its students with classes that in fact promote learning, knowledge, participation, confidence, and above all communication.

The first recommendation is addressed to CEIC recruitment and selection process for teachers. It is recommended to carry out an evaluating process for considering the teachers' skills. At the beginning of this work, according to the CEIC Coordinator, it has been mentioned that professors are only grammatically and orally evaluated by performing an interview, however, relevant skills such as the interpersonal ones are being left aside in this process. The recommendation is strongly thrown on the fact that, as it has been demonstrated by authors such as Phil Bird, Simon Borg, Feldman, Vilma Páez, H.P. Hooymayers, and many others, the interpersonal skills; facial expressions, motivation, dynamism, trust and creativity are elements that contribute, motivate and enhance students to learn the English language promoting the communication learning method. Thus, it is fully suggested that after the interview, CEIC requests candidates to present a 25-minute mini class where professors, individually, put into practice their


























teaching experience, and CEIC evaluate the interpersonal skills mentioned in this research as necessary for CEIC learners' learning.

Moreover, the assessing process is detected as follow:

- Facial expressions and gestures through the clarification the professor makes of vocabulary, and emphasis on expressions;
- Motivation by encouraging pupils and telling them to view mistakes as part of the language learning process;
- Dynamism by enhancing the participation of the students demonstrating an energetic and active personality;
- Trust by confectioning a teaching room space that evokes confidence and relaxing atmosphere for learning;
- Creativity through the implementation of original dynamics and strategies that enhance the communication.

Indeed, for the performance of the mini class, it is recommended to use an instrument that the researcher has created to qualify the efficiency of the interpersonal skill showed by the candidate. The following image presents this instrument where the Coordinator can select the level of the interpersonal skills shown by the candidate. It has been added some percentages that illustrate as follows; 20 as *Strongly Agree*, 17 *Agree*, 12 as *Neutral*, 5 as *Disagree* and 0 as *Strongly Disagree*. Likert Scale has been considered for the creation of this instrument.

Picture 3. Interpersonal Skills Evaluation for Mini Class.

Observer:		Date:	Place:				
Person observed:		Time					
INTERPERSONAL SKILLS							
Can build	Applies					Obtained	Shows
Value	20	17	12	5	0		
FACIAL EXPRESSION The instructor uses gestures and makes eye contact to emphasize particular parts of speech to clear the message to the students.	Strongly Agree 	Agree 	Neutral 	Disagree 	Strongly Disagree 	20	
MOTIVATION The professor encourages learners to accept and even welcome mistakes as an integral part of learning a language.	Strongly Agree 	Agree 	Neutral 	Disagree 	Strongly Disagree 	20	
DYNAMISM The Facilitator shows an energetic personality that enhances the participation of the learners during the development of the class.	Strongly Agree 	Agree 	Neutral 	Disagree 	Strongly Disagree 	20	
TRUST The instructor facilitates an atmosphere in which students and professor can build up their confidence to learn.	Strongly Agree 	Agree 	Neutral 	Disagree 	Strongly Disagree 	20	
CREATIVE The facilitator applies activities involving the imagination, original ideas, and shows the ability of producing new strategies for the students to communicate.	Strongly Agree 	Agree 	Neutral 	Disagree 	Strongly Disagree 	20	
TOTAL						100	EFFICIENT


Source: Elaborated by the researcher of this thesis.

Important to mention that this instrument is aimed to be used objectively for observing and detecting how agree or disagree on the application of the interpersonal skills the Coordinator and CEIC Administrative personal are.

After applying this, the Coordinator gets a result about the interpersonal skills the candidate manages. For this process, it is recommended that at least 2 people participate on the observation of the mini class. Once this information is collected, the Coordinator uses the following material; a proposal of a teacher entry profile that consisted on a formal instrument for completing up according to the information of the candidate. Hence, being consistent with the third specific objective of this thesis that aimed to determine the interpersonal skills suggested by the CEIC students, this entry profile sheet contains the desired interpersonal skills as well the level suggested

professors should handle. The researcher of this thesis strongly recommends using it as part of the decision the Coordinator and CEIC can make on the hiring process of their personal. Important to mention that according to the result obtained in the mini class, the Coordinator can perceive if the candidate is in the 0-69 (Inefficient), 70-84 (Acceptable) or 85-100 (Efficient) position. It is relevant to highlight that this instrument does not work as the only filter for determining the professors to work at CEIC, but it is recommended to consider the professor that are located between Acceptable and Efficient.

Picture 4. English Language Professor Interpersonal Skills Entry Profile.

UNA INTERPERSONAL SKILLS ENGLISH PROFESSORS' ENTRY PROFILE	
NAME: _____	
ID: _____	
GENERAL RESPONSIBILITIES:	
INTERPERSONAL SKILLS REQUIRED	
DESIRED	DEMONSTRATED
FACIAL EXPRESSION The instructor uses gestures and makes eye contact to emphasize particular parts of speech to clear the message to the students.	20
MOTIVATION The professor encourages learners to accept and even welcome mistakes as an integral part of learning a language.	20
DYNAMISM The Facilitator shows an energetic personality that enhances the participation of the learners during the development of the class.	20
TRUST The instructor facilitates an atmosphere in which students and professor can build up their confidence to learn.	20
CREATIVE The facilitator applies activities involving the imagination, original ideas, and shows the ability of producing new strategies for the students to communicate.	20
TOTAL OBTAINED:	100
ACADEMIC REQUIRED:	
English Level required:	

Source: Elaborated by Kevin Porras Montero.

The second recommendation for CEIC is that professors that are hired should receive, before starting to teach, an induction program or training about CEIC goals and expectations for the classes. Additionally, and based on this research, the intention of having an induction is aimed to provide professors a guide to remind the significance of the usage of important elements that could help them on the teaching process; such as the interpersonal skills. By giving this induction, professors could be conscious about the requirements students at CEIC need for their acquisition and performance on the language. The suggestion is supported by the fact that most of the professors involved in this research asserted that, after being hired, they did not receive any training or were told about the significance and impact of the interpersonal skills for teaching a language, from CEIC. In addition, having the professors told about these interpersonal skills could avoid that learners get bored or uninterested during classes. Thus, this suggestion highlights specifically the use of the interpersonal skills; for this reason, although most of the professors agreed on the fact that they are aware of the significance of these skills, according to what observed in the classes, and to what expressed by the students and the Coordinator, not all of them apply them correctly.

The third recommendation on this research about English teachers at CEIC is that they do not seem to be forced to be more creative since most of the students, the Coordinator, and the professors themselves asserted that for learning English, original ideas for activities, active dynamics and new strategies for transmitting knowledge should be mandatory. The suggestion is supported by the fact that besides students requested these features in the instruments they filled out, the writer of this thesis could also identify the lack of creativity in classes. The researcher, based on the data analysis and the

methodological framework, suggests the Coordinator to tell her professors the inclusion of more playful activities that enhance pupils to learn in a more communicative way.

In addition, another recommendation given to CEIC, and related to the previous one, is that it has been evidenced how professors use activities and dynamics that do not fit all the students' needs. Namely, it is recommended that professors prepare activities for students that comprehend better by looking at things, *visual*, also materials for students who learn listening, *auditory*, and finally for those who learn by touching and perceiving senses, *kinesthetic*. Hence, including these all, or at least most of them, give more opportunities for students to participate. Importantly to mention that among the Multiple Intelligences of Howard Gardner, one of the most related to learning to communicate in a class is the emotional intelligence since learners also require trusting themselves and believing they are moving on; this also as part of the interpersonal skills.

The fourth recommendation is considering the specific problem posed in this research; the interpersonal skills applied by current CEIC English language professors do not cause affinity or a positive impact on the pupils' English learning process. Hereafter, it is recommended to emphasizing that professors possess the interpersonal skills, however since a supporting training or developing teaching skills program has not been given to advance their performance, the impact for students to learn is not to have any change, and therefore the results are not improve either. Thus, to avoid that interpersonal skills get rusty and unused, and classes get less efficient or effective, the continually usage of the body language and interpersonal skills when teaching is proposed through an ongoing training process. Providing professors with these workshops, trainings or talks about what the students require to learn easily, and

communicate effortlessly, may give students a better understanding and English language management that may definitely result on more qualified people for jobs where this target language is required.

Concluding, the following recommendation is to make some changes to the final evaluation students take about the performance of their professors during the bimester, appendix VI, where learners are asked about general aspects such as evaluation rubrics, subject management, use of lab and others. In spite of those questions, it is recommended to ask students if the professor makes dynamic classes and uses interpersonal skills. It also seems that the information provided on these evaluations sheet remains unknown by some teachers since most of them agreed in the fact that do not receive any feedback at the end of the course. Further, it is recommended to include aspects about interpersonal skills instead due to it has been demonstrated that their correct application is significant to the process of students' learning. Thus, if professors are highlighted as inefficient applying the interpersonal skills, CEIC can then provide feedback, and solutions such as trainings to strengthen the abilities.

Finally, it is also remarkable to suggest a continuity on the future researches that can be carried out upon this topic. Particularly, many investigations and thesis projects have been addressed to finding learning methods, activities, approaches, behaviors, and classrooms accommodations, for just mentioning some student-based researches. Nevertheless, it seems that investigating about language professors themselves could be threatening and fearful. Professors also require improvement, and are not perfect, they need opportunities to detect what should be updated or modified as new generations born. The teaching labor demands creativity, imagination, inspiration. For this reason, topics such

as teaching qualities, behaviors according to students learning accommodations, techniques to use motivation in favor of the language learning, and perhaps create other profile proposal that consider qualities according to the population in class; kids, teens, adolescents, and adults should be contemplated for future works. This is a practice that the researcher supports as a worthy attempt to not obtaining the perfection on teachers, but the continues improvement on a position which purpose is to impact on students' professional and personal life.

REFERENCES CITED

- Arntsen, T. (n.d). *How to Teach Using Gestures and Mime. A lot of teaching English is about acting.* Busy Teacher. **Available in:** <http://busyteacher.org/3780-how-to-teach-using-gestures-mime.html>
- Babai, H. and Sadeghi, K.; (2009). *English Language Teaching.* Characteristics of an Effective English Language Teacher as Perceived by Iranian Teachers and Learners of English. Vol. 2. No.4. Iran. **Available in:** <http://www.ccsenet.org/journal/index.php/elt/article/viewFile/4462/3803>
- Bahamonde, N. J.R. (2011). *Profesionalización Docente: Conocimiento Profesional de los Docentes.* III Congreso Internacional de Nuevas Tendencias en la Formación Permanente del Profesorado. Facultad de Ciencias de la Educación. Universidad de Oviedo. España. **Available in:** http://www.ub.edu/congresice/actes/9_rev.pdf
- Barrantes, R. (2010). *Investigación: Un Camino al Conocimiento, un Enfoque Cuantitativo y Cualitativo.* San José, Costa Rica: UNED.
- Bonilla, A. and Rojas, R.; (2012). *El aprendizaje de lenguas extranjeras como herramienta para el desarrollo humano.* Congreso Iberoamericano de las Lenguas en la Educación y en la Cultura / IV Congreso Leer.es. España. **Available in:** www.oei.es/historico/congresolenguas/comunicacionesPDF/Bonilla_Alvaro2.pdf
- Borg, S. (2006). *The distinctive characteristics of foreign language teachers.* Language Teaching Research, 10(1), 3-31. Edward Arnold (Publishers) Ltd. United Kingdom. **Available in:** <http://www.education.leeds.ac.uk/assets/files/staff/papers/LTR-10-1.pdf>

Cambridge Dictionary. (n.d.). *Efficiency*. **Available in:**
<http://dictionary.cambridge.org/dictionary/english/efficiency>.

Cambridge Dictionary. (n.d). *Confidence*.
<http://dictionary.cambridge.org/dictionary/english/confidence>

Cambridge Dictionary. (n.d). *Trust*.
<https://dictionary.cambridge.org/es/diccionario/ingles/trust>

Carbines, F. (2014). *How to build confidence among low-level learners of English*.
British Council. **Available in:** <https://www.britishcouncil.org/voices-magazine/how-build-confidence-among-low-level-learners-english>

Chomsky, N. (1965). *Aspects of the Theory of Syntax*. The M.I.T. Press. Massachusetts Institute of Technology Cambridge, Massachusetts. Library of Congress Catalog Card Number: 65-19080. Printed in the United States of America. Available in <https://faculty.georgetown.edu/irvinem/theory/Chomsky-Aspects-excerpt.pdf>

Córdova, B. (2015). *Las Cualidades del Buen Profesor*. Language Coach Blog. **Available in:** <http://www.teacherbarbara.com/blog/las-cualidades-de-un-buen-profesor>

De La Paz, R. (2004). *Perfil del Docente de la Lengua Inglesa del Centro de Idiomas de la Facultad de Filosofía y Letras de la Universidad Autónoma de Nuevo León*. Tesis, Ciudad Universitaria. **Available in:** <http://eprints.uanl.mx/1621/1/1020149784.PDF>

De Lima, M. (2003). *Multiple Intelligences Theory in English Language Teaching*. An Analysis of Current Textbooks, Materials and Teachers' Perceptions. A Thesis

presented to the Faculty of the College of Arts and Sciences of Ohio University.

Available in:

https://etd.ohiolink.edu/!etd.send_file?accession=ohiou1079466683&disposition=inline

English Language Centre (CIC). (n.d.). *Welcome to the English Language Centre*. English Language Centre Yorkshire CIC. **Available in:** <http://www.englishlanguagecentre.org/>

Extremera, N. and Fernández P. (2003). *La Inteligencia Emocional en el Contexto Educativo: Hallazgos Científicos de sus Efecto en el Aula*. Revista de Educación, num. 332 (2003). pp. 97-116. Universidad de Málaga. **Available in:** <http://www.mecd.gob.es/dctm/revista-de-educacion/articulosre332/re3320611443.pdf?documentId=0901e72b81256ae3>

Fernández, L. (2015). *La Inteligencia Emocional en el Aula Bilingüe*. Facultad de Educación de Palencia Universidad de Valladolid. Palencia. **Available in:** <https://uvadoc.uva.es/bitstream/10324/15817/1/TFG-L%201074.pdf>

Ferrer, J. (2010). *Tipos De Investigación y Diseño De Investigación*. Conceptos Básicos de Metodología de la Investigación. IUTA. **Available in:** <http://metodologia02.blogspot.com/p/operacionalizacion-de-variables.html>

Gardner, H. (1983). *Frames of mind: The theory of multiple intelligences*. New York: Basic Books.

Hernández, H. (2008). *El inglés en Costa Rica: requisito indispensable en un mundo globalizado*. Volumen 8, Número 2 pp. 1-23. Revista Electrónica: Actividades Investigativas en Educación. Universidad de Costa Rica. **Disponible en**

file:///C:/Users/kporras/Documents/UH/SEMINARIO%20DE%20TESIS%202017/INF
O%20CEIC/Annabel.%202008.pdf

Hernández, R. (n.d). *Diseño de investigación transversal y longitudinal*. **Available in:**
<https://www.slideshare.net/Spaceeeboy/diseo-de-investigacion-transversal-y-longitudinal>

Hymes D. (1972). *On Communicative Competence*. SCRIBD. Uploaded by
jostomu8723 on Dec 05, 2011. Available in
<https://www.scribd.com/doc/74833626/Dell-Hymes-on-Communicative-Competence-Pp-53-73>

Joanne Pettis, J. (1997). *Developing our Professional Competence: Some Reflections*.
Tesl Canada Journaula Revue Tesl Du Canada Vol. 14, No.2, Spring. **Available
in:** <http://files.eric.ed.gov/fulltext/EJ546032.pdf>

La Nación. (n.d). *Mejor enseñanza del inglés*. Actualizado el 08 de mayo de 2015 a las
12:00am. **Disponible** en http://www.nacion.com/opinion/editorial/Mejor-ensenanza-ngles_0_1486251363.html

Lazada, J. (2014). *Investigación Aplicada: Definición, Propiedad Intelectual e Industria*.
CIENCIAMÉRICA, N° 3, pp (34-39) Universidad Tecnológica Indoamérica.
Available in: <http://www.uti.edu.ec/documents/investigacion/volumen3/06Lozada-2014.pdf>

Linked in. (n.d.). *Tara Arntsen*. <https://www.linkedin.com/in/tara-arntsen-3b83246b/>

Loh, A. (n.d.). *What is Bodily-Kinesthetic Intelligence?* BrainyChild, All About Child Brain
Development. **Available in:** <http://www.brainy-child.com/articles/bodily-kinesthetic-intelligence.shtml>

Lucha, R. y Baerlocher, C.; (n.d). *Las Habilidades Interpersonales De Un Profesor De E/Le En Prácticas: Estudio De Caso*. Centro Virtual Cervantes. EOI Barcelona – Vall d’Hebron. Universidad de Barcelona Available in http://cvc.cervantes.es/ensenanza/biblioteca_ele/asele/pdf/19/19_0583.pdf

Martínez, Juan de Dios. (2011). *Perfil profesional idóneo del profesor de lengua extranjera: creencias del profesorado en formación*. Revista Latinoamericana de Estudios Educativos (México), vol. XLI, núm. 1-2, 2011, pp. 103-124. Centro de Estudios Educativos, A.C. Distrito Federal, México. **Disponible en** <http://www.redalyc.org/articulo.oa?id=27021144004>

Páez, V. (2001). *El Profesor de Idiomas: Sus Cualidades y Competencias*. Revista *Comunicación*, enero-junio, ano/vol. Número 003. Instituto Tecnológico Cartago. Costa Rica. **Available in:** <http://www.redalyc.org/pdf/166/16611306.pdf>

Peidong, L. (2004). *How can I improve my students’ self-confidence in their class work?* TeacherResearch.net. China’s Experimental Centre for Educational Action Research in Foreign Languages Teaching, English Department, Guyuan Teachers College (75600) **Available in:** http://www.teacherresearch.net/rm_lipeidongar.htm

Peters, L. (2010). *Teachers help students succeed by using multiple intelligences theory in the classroom*. Innovations and Perspectives. Virginia Department of Education’s Training & Technical Assistance Center. **Available in:** <http://www.ttacnews.vcu.edu/2010/09/by-laura-c-peters-ma/>

Quesada, A. (2013). *La enseñanza y aprendizaje del idioma inglés: la investigación y su impacto en la realidad costarricense*. Revista de Lenguas Modernas, N° 19,

2013 / 393-408 / ISSN: 1659-1933. Escuela de Lenguas Modernas. Universidad de Costa Rica. **Available in:**

<http://revistas.ucr.ac.cr/index.php/rlm/article/view/13949/13255>

Random Acts of Kindness Foundation. (2015). *Building Classroom Trust*. **Available in:**
http://materials.randomactsofkindness.org/pdfs/6765/CA_Building_Trust_in_the_Classroom.pdf.

Richards, J. and Rodgers, T. (1986). *Approaches and Methods in Language Teaching. A Description and Analysis*. Cambridge Language Teaching Library. Cambridge University Press. **Available in:**
<https://aguswuryanto.files.wordpress.com/2008/09/approaches-and-methods-in-language-teaching.pdf>

Salinas, M. (2016). *Investigación Diacronica*. **Available in:**
<https://prezi.com/opfppwuglhip/investigacion-diacronica/>

Sathik, M. and Jonathan, S.; (2013). *Effect of facial expressions on student's comprehension recognition in virtual educational environments*. US National Library of Medicine, National Institutes of Health. **Available in** Doi: 10.1186/2193-1801-2-455_

Singer, M. and Goldin-Meadow, S.; (2005). *Research Report. Children Learn When Their Teacher's Gestures and Speech Differ*. ResearchGate. University of Chicago. Available in: DOI: 10.1111/j.0956-7976.2005.00786.

Shoebottom, P. (n.d.). *Language Teaching Methodologies. A Guide to Learning English*. Frankfurt International School. Available in:
<http://esl.fis.edu/teachers/support/method.htm>

Tai, Y. (2014). *The Application of Body Language in English Teaching*. Journal of Language Teaching and Research, Vol. 5, No. 5, pp. 1205-1209. Academy Publisher Manufactured in Finland. **Available in:** doi:10.4304/jltr.5.5.1205-1209.

Universidad Nacional. (2016). *¿Qué es el CEIC?* Escuela de Literatura y Ciencias del Lenguaje. Universidad Nacional de Costa Rica. **Available in:**
http://www.literatura.una.ac.cr/index.php?option=com_content&view=article&id=122&Itemid=215

Vesna, B. and Mihaljević J.; (2007). *Defining Communicative Competence*. Metodika. Vol. 8, br. 1, 2007, page 94-103. **Available in**
file:///C:/Users/kporras/OneDrive%20-%20Cafe%20Britt%20Costa%20Rica%20S.A/Downloads/Bagaric_i_Mihaljevic_Djigunovic_ENG.pdf

Web Center for Social Methods. (2006). *Research Methods Base*. Qualitative Approaches. Ethnography. Available in:
<http://www.socialresearchmethods.net/kb/qualapp.php>

Wichadee, S. (2010). *Defining the effective English language teacher: Students' and teachers' perspectives*. In A. M. Stoke (Ed.), JALT2009 Conference Proceedings. Tokyo: JALT. **Available in:** <http://jalt-publications.org/archive/proceedings/2009/E033.pdf>

Williams, Y. (n.d). *Interpersonal Intelligence: Definition, Examples & Characteristics*. Study.Com. Psychology Courses. **Available in:**
<https://study.com/academy/lesson/interpersonal-intelligence-definition-examples-characteristics.html>

APPENDIX

APPENDIX I

Professor: _____ **Age:** _____ **Date:** _____

Place: _____ **Teaching Experience:** _____

The intention of the following survey is to know your opinion about the interpersonal skills that professors at CEIC have.

This survey has a total of 09 questions. Please draw an "X" inside the **YES** or **NO** box according to your answer.

Question	Answer	
	YES	NO
1. Did you ever receive a training or induction about the interpersonal skills necessary to teach at CEIC?		
2. When you began at CEIC, were you told about the significance of the interpersonal skills for teaching the language?		
3. As an English teacher, are you aware of the distinct interpersonal skills language professors should apply when teaching?		
4. Do you consider the usage of gestures to create empathy with your students in an English class significant?		
5. Do you believe facial expressions and eye contact are important elements for teaching English?		
6. Must body language be used by teachers during the English classes?		
7. Do you think that an energetic personality from the facilitator enhances the participation of the learners during the development of the class?		
8. Do you believe that having an atmosphere where the professor promotes confidence to the students would contribute to the language learning process?		
9. At the end of every bimester, do you receive any feedback from CEIC about your use of interpersonal skills when teaching?		

APPENDIX II

Instrument #2. Checklist.

Coordinator: _____ **Date:** _____

Place: _____ **Time:** _____

The intention of the following survey is to know your opinion about the development of the interpersonal skills professors at CEIC have.

This survey has a total of 10 questions. Please draw an "X" inside the **YES** or **NO** box according to your answer.


























Question	Answer	
	YES	NO
1. Are the teachers' interpersonal skills (facial expression, gestures, creativity) evaluated before recruiting and hiring professors at CEIC?		
2. Does the CEIC provide its professors with an induction program or training before they start teaching?		
3. Does the CEIC provide professors with training in regards to the significance of the interpersonal skills for teaching the English language?		
4. Since the CEIC is considered an institution that promotes the communication learning method, do you believe the interpersonal skills should be considered when teaching?		
5. Do you consider the usage of gestures to create empathy with your students in an English class significant?		
6. Do you believe facial expressions and eye contact are important elements for teaching English?		
7. Do you think that an energetic personality from the facilitator enhances the participation of the learners during the development of the class?		
8. Do you believe that having an atmosphere where the professor promotes confidence to the students would contribute to the language learning process?		
9. At the end of every bimester, does CEIC provide any feedback to teachers?		
10. Do you believe that interpersonal skills; gestures, facial expression, eye contact, and body movement in general, are elements that are being correctly used by teachers at CEIC?		

APPENDIX III

Instrument #3. Observation.

Professor: _____ Date: _____

Place: _____ Time: _____

INTERPERSONAL SKILLS						
Can build	Applies					Shows
Value	20	17	12	5	0	Obtained
FACIAL EXPRESSION The instructor uses gestures and makes eye contact to emphasize particular parts of speech to clear the message to the students.	Strongly Agree 	Agree 	Neutral 	Disagree 	Strongly Disagree 	20
MOTIVATION The professor encourages learners to accept and even welcome mistakes as an integral part of learning a language.	Strongly Agree 	Agree 	Neutral 	Disagree 	Strongly Disagree 	17
DYNAMISM The Facilitator shows an energetic personality that enhances the participation of the learners during the development of the class.	Strongly Agree 	Agree 	Neutral 	Disagree 	Strongly Disagree 	12
TRUST The instructor facilitates an atmosphere in which students and professor can build up their confidence to learn.	Strongly Agree 	Agree 	Neutral 	Disagree 	Strongly Disagree 	5
CREATIVE The facilitator applies activities involving the imagination, original ideas, and shows the ability of producing new strategies for the students to communicate.	Strongly Agree 	Agree 	Neutral 	Disagree 	Strongly Disagree 	0
TOTAL						54

Source: Elaborated by the researcher of this thesis.

APPENDIX IV

Place: _____ **Date:** _____

Time: _____

The intention of the following questionnaire is to know your opinion about the interpersonal skills of English teachers in order to create a proposal for an entry profile for the CEIC. The instrument has a total of ten questions, the first three about demographic data. Please draw an "X" inside the (), and within the boxes of **YES** or **NO**, according to your answer.

1. Gender:

- () Masculine
() Feminine

2. Age:

- () 15-20 years old.
() 21-25 years old.
() 26-30 years old.
() Over 30 years old

3. Seniority:

- () 1 to 4 months
() 5 to 8 months
() 9 to 12 months
() Over 12 months

Question	Answer	
	YES	NO
4. Do you consider that CEIC teachers possess the necessary interpersonal skills to teach at this institution?		
5. Do you think English classes should be creative and fun?		
6. Do you think that the use of gestures and facial expressions by the professor when teaching and speaking English facilitate the language understanding and learning?		
7. Do you think that an atmosphere of trust between the teacher and the students in the class collaborates with the learning and the acquisition of English?		
8. Do you think that motivation, on the part of the facilitator towards students to accept errors, mistakes, misunderstandings and others that usually occur during the class, may favor their learning of the language?		
9. Do you think that the CEIC teachers should be dynamic and have an energetic attitude to carry out the activities of the class?		
10. Do you believe that interpersonal skills; gestures, facial expression, eye contact, and body movement in general, are elements that are being correctly used by teachers at CEIC?		

APPENDIX V

Place: _____ Date: _____

Time: _____

The following 4 open questions are aimed to know your opinion about the interpersonal skills that an English educator should have at the CEIC.

Please answer each of the questions clearly and in detail what is being asked.

1. How do you think the English language class should be if you want to communicate easier and learn more efficiently?

2. How do you think the activities that the teacher performs in the English classes at the CEIC should be?

3. What do you think are 5 characteristics that a good English teacher should have?

4. What do you think are some techniques that English professors should use to make learners easily comprehend the English language?

APPENDIX VI

CEIC



Facultad de Filosofía y Letras - Escuela de Literatura y Ciencias del Lenguaje -



EVALUACION DE CURSOS

El objetivo de este formulario es evaluar al profesor y el curso impartido. El formulario es anónimo.

Lea con cuidado cada enunciado, indique la opción que mejor exprese su valoración según la escala.

NOMBRE DEL DOCENTE. _____ **NIVEL** _____ **BIMESTRE**
 _____ **FECHA** _____

Durante el curso, el / la docente...	1 Nunca	2 Pocas veces	3 Algunas Veces	4 Casi Siempre	5 Siempre
1. Demuestra y exige puntualidad a la hora de iniciar y finalizar las clases.					
2. Demuestra responsabilidad en sus obligaciones (planeamiento clases, devolución de evaluaciones, proveer retroalimentación).					
3. Utiliza el idioma inglés y exige su uso durante todo el desarrollo de las clases.					
4. Demuestra dominio de la materia y la explica con claridad.					
5. Imparte las lecciones de forma dinámica (discusiones, actividades en parejas, grupos).					
6. Utiliza material de apoyo (imágenes, fotocopias, videos, material auditivo, etc).					
7. Exige calidad y compromiso en sus estudiantes en cuanto al seguimiento de las normas del programa, la clase, parámetros de evaluación y necesidad de estudio independiente.					
8. Promueve la participación y la interacción respetuosa constante entre los estudiantes y docente					

9. Demuestra interés por el aprendizaje de los estudiantes (aclara dudas, realiza correcciones al hablar; da recomendaciones para mejorar, y es paciente).					
10. Utiliza el laboratorio desarrollando actividades que permiten la práctica de la pronunciación, la comprensión auditiva y la expresión oral.					
11. Abarca las unidades establecidas en el nivel asignado y cumple con el programa de curso.					
12. Es objetivo al evaluar. Utiliza rúbricas (escalas de evaluación) para evaluar las pruebas cortas y exámenes. Los estudiantes tienen claro qué y cómo se les va a evaluar.					
13. Procura la comunicación constante de manera que cualquier situación se resuelve de forma directa y satisfactoria y los estudiantes son informados ante cualquier cambio o eventualidad.					

Basándose en los aspectos anteriores...	Deficiente	Regular	Bueno	Muy Bueno	Excelente
1. ¿Cómo calificaría al / la docente?					
2. ¿Cómo calificaría este curso en general?					
3. ¿Volvería a matricular con el mismo docente? ¿Por qué? () Si () No					

Denos su opinión acerca de los aspectos en los cuales usted considera que este programa, en general, puede mejorar.

*Su opinión es muy importante con el fin de ofrecer un programa de mayor calidad. **Muchas Gracias***