

The good language teacher

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In order to elaborate the profile of A Good English Teacher three types of research instruments were applied to ninety-two people, students and teachers from two different Secondary Schools: questionnaires, an observation sheet and a class recording. The main instrument, the questionnaire, was based on three fundamental principles: aptitude for the teaching profession, general and particular technique (mastery + ability to transmit that knowledge in an effective way). Results are analyzed following two different patterns: a statistical procedure for close items and a general overview for open ones. Data from both teachers and students' answers are compared so as to reach the final and decisive conclusion: there is not a set of properties that outline clearly the Good English Teacher. Being a good professional depends on variables such as environment, personality features, pupils' demands, etc. In summary, an ideal formula to create Good Language Teachers does not exist. Nevertheless, it is not impossible to be a good teacher.

1 ► Introduction

The teaching-learning process in foreign languages is a very complex one involving several factors. In

the present study, we are going to focus on the most important element from the teaching standpoint: the teacher, his characteristics and his methodology. 95

1.1 Review of the literature

In 1988 David Cross designed a sort of *Evaluation or Observation Sheet* to study teacher development and efficiency. This Observation Sheet analyzes the teacher's performance in a "standard lesson" and it encompasses aspects such as those of general competence, teacher talk, lesson structure, question strategies and the appearance or atmosphere of the classroom.

Three years later the Greek Luke Prodomou published an article where he denies the existence of a "formula" to become a good professional:

"...the diversity of opinions as to what constitutes effective teaching confirms an assumption made in this article: that there is no formula for good teaching, that very different people make good teachers for very different reasons". (Prodomou, 1991:3)

All in all, he emphasizes the existence of some general principles that many good teachers have in common: he/she should be able to give instructions (manager) and serve as a model for pronunciation practice. A good teacher goes around listening how students in pairs practise a dialogue (monitor) and

advising them how to approach a task (counsellor). He also provides the students with material and guidance to enable them to work on their own (facilitator) and informs them when to use a word or constructions correctly (informant). Finally, a good teacher helps students with their personal problems as long as these affect their work (social worker); they may even chat with them over coffee, go to the cinema together, etc (friend).

In a more general way teacher performance can be evaluated according to four main categories:

- technical knowledge
- teaching methods
- teacher-student relations
- general conduct and manner

This is the pattern followed by Fátima H. Al-Ahmed. She accomplished a study of teacher performance by means of an *Evaluation Sheet* and the result was that it would be helpful for teachers to improve

a) group discussion management as a teaching technique;

b) the fact of becoming aware of negative personality characteristics.

The first corresponds to the role of manager in Prodomou's framework. It requires preparation, organization, leadership and evaluation. As for the teacher's own personality,

"The success of an individual teacher is by no means entirely a matter of his degree of professional training. He brings with him certain important personality characteristics that can go a long way towards determining whether his students make the most of their opportunities for learning". (Al-Ahmed, 1992:30)

The list of hypotheses posed by Stern when dealing with some British and Canadian projects involving classroom observation contains a mixture of general and particular features. Some of them develop the idea of a good teacher (warmth in the delivery of the message through facial expression...) but most of them are restricted to foreign language teaching: predominant use of the L₂, vigilant about pronunciation, intonation, stress, relate the foreign language to target culture, etc. All these statements imply in a subtle manner what Al-Ahmed has concentrated upon four categories: methods, relation with the students, conduct and knowledge.

Finally, another important feature in the teaching context which has been left unanalyzed is the tea-

cher's expectations. Not only do expectations influence the pupils rate of knowledge but also the fact that teachers believe in themselves, in their efficiency as such and their capacity to make good and bad students improve because they feel responsible for them.

Most authors bring about the same proposal as regards foreign language teaching, what varies is the way in which they exhibit them: taking the form of questions, categories, roles or, even, simple statements as hypotheses. There are also differences in emphasis. The point is that a good English teacher has to be primarily a good teacher and act as such. The second premise enhances his skill in the foreign language and the teaching of it. Fátima H. Al-Ahmed's words are very conclusive concerning the role of the teacher in the instructional process. She perfectly summarizes the technical side of the teacher performance:

"An important variable in the learning situation is the teacher himself.

His skill is dependent on two factors: his own proficiency in the language and his knowledge of and expertise in methods and techniques of language teaching (Al-Ahmed, 1992:30)

1.2 Statement of purpose

A study on good language teaching always pursues two general objectives: to show the negative side of teaching and to try the improvement of it. In order to achieve this we resorted to the elaboration of different research instruments for both teachers and students. By comparing and contrasting the two perspectives we intend to outline the profile of a good English teacher.

2 ► Method

2.1 Subjects

In this survey ninety-two people completed a questionnaire. They can be classified into two main groups:

- A) Secondary School Students (83)
- B) Secondary School Teachers (9)

A) **The students**, ranging from fourteen to eighteen years old, belong to two different Secondary

Schools: "Instituto de Padrón" and "Instituto Eusebio da Guarda (La Coruña)". Their general level of knowledge as well as their level of proficiency in English can be qualified as low intermediate. Galician and Spanish constitute their native language background although Galician prevails in those belonging to a small town such as Padrón. In the case of the students from La Coruña the environment is different. They are also Spanish-Galician but they live in a big town and their way of life differs a little from that of the previous ones. It is the Spanish language that mainly constitutes their native language background without forgetting that Galician is in every-day life and was presumably their parents' or grandparents' native language. For both groups the socioeconomic status is that of the middle class.

As for the age and sex variables, fifteen-year-old students are predominant, followed by sixteen, fourteen, seventeen and eighteen-year-old ones; there are many more girls than boys. This is shown in diagrams 1 and 2 below:

Diagram 1: AGE

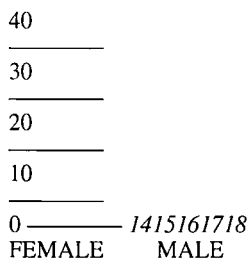
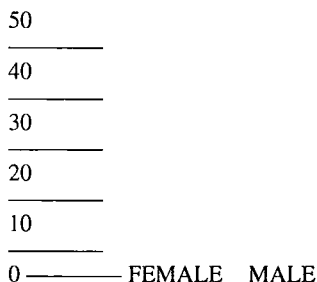


Diagram 2: SEX



B) Teachers

Table 1. TEACHERS		GENERAL
	TEACHERS	
SEX	M	2
	F	7 female
	Under five years	1
	5-10	2 between 11-20
TIME WORKING	11-20	6 years working
	more than 20	0
TYPE OF SCHOOL	Public	9 Public Secondary
	Private	0 Schools
ENVIRONMENT	Country	3
	City	2 Placed in
	Semi-urban	4 semi-urban areas

As we can see in the table above, the teachers involved in this survey are predominantly female, with more than eleven years experience in their job; they all work in public Secondary Schools and as regards the environment where the school is placed, there is a similar proportion among three different kinds: urban (3), rural (2) and semi-urban (4), being the last one the most frequent.

As for the selection of subjects, they were chosen at random. What was previously selected was their level and, hence, their age and experience in methods for learning English.

2.2 Materials

Three types of research instruments¹ have been used to carry out the present study:

Questionnaires

Based upon a fixed theoretical pattern, two different sorts of questionnaires have been built around the topic "The Good Language Teacher". One was applied to teachers and the second, written in a simpler way but based on the same principles, was administered to students. The foreign language involved is English but the questionnaires were written in Spanish to make the survey easier. The pattern of both

¹ All the instruments used in the present study can be found in the appendix

questionnaires covers three areas related to the teaching process:

- a) **APTITUDE**: It conveys an innate gift, a very intrinsic quality for a teacher to be good. His or her personality may be more adaptable for this profession than others. And sometimes the type of personality (be friendly, open, amusing) may affect the quality of teaching.
- b) **TECHNIQUE** (also general technique or classroom management): It refers to the various instructional procedures used by any teacher to obtain good results. It implies generalizations about teaching: how to treat students, ways of motivating them, what to correct or emphasize; in summary, how to teach Secondary School students.
- c) The most specific section regarding teaching English is **MASTERY + ABILITY TO TRANSMIT THAT KNOWLEDGE** (also mastery + specific technique). This area is double-edged: it does not only deal with having a good command of the language, it is also necessary to be able to transmit it fruitfully and to encourage pupils to learn it. It revolves around how to discover the ideal method to teach English in an effective and pleasant way (with games, songs, role plays...).

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The questionnaires are semi-guided containing open and close questions²

Observation instrument

The body of this observation device has been designed according to the main points tackled on the previous research instrument. It was used in the classroom as a way of confirming the answers given in the questionnaires.

Cassette

The cassette plays the same function of the observation instrument. It reinforces the data obtained from it since one can test once and again the results taken while attending a class.

2.3 Procedures

The questionnaires were handed in to the students after a brief explanation about their function, form and content. They were insistently asked to be as

sincere as possible in order to get unbiased results. Finally, fifty minutes later the questionnaires were picked up.

The teachers were administered the research instrument individually after a brief introduction on the topic we are dealing with. The process lasted about thirty minutes.

2.4 Analysis

Since the questionnaire contains a mixture of both open and close questions, the data analysis is of two different types:

1. **Statistical procedure.** This procedure is followed to analyze replies that take the form of a Likert-type scale or for yes/no questions, which covers most of the answers. This statistical procedure is more technically known as analysis of variance. Each of the items is studied according to two variables: age and sex.
2. **Responses to open questions** were analyzed taking into account its frequency of repetition. Therefore, the salient results were regarded as conclusive.

3 ► Results

3.1 Students' results

3.1.1 Aptitude

As regards *aptitude*, students coincide in that a teacher must be funny and frank, demanding although not authoritarian, organized, patient, friendly, a person who treats equally all of them and enjoys doing his job.

Table 3: APTITUDE³

Open: 4.6
Funny: 4.523
Demanding: 3.412
Authoritarian: 2.325
Equal treatment: 4.675
Organization: 4.475
Patient: 4.662
Friendly: 4.625
Enjoy his job: 4.725

² The questions were formulated in different ways: 1.- A rating scale: Likert-type scale. It contains five points: four of them are like mirror images "strongly agree", "agree", "disagree" and "strongly disagree". There is, besides, a "neutral" mid-point. 2.- Yes/No questions + a why - question. 3.- Choose the correct answer according to one's opinion. 4.- A semi-guided question: to complete a list. 5.- Analysis of four statements. 6.- Open questions.

³ The data in these tables show the statistical mean (from 1 to 5) in the answers given by the surveyed.

3.1.2 General Technique

Pupils unanimously coincide in that a good English teacher must explain the subject clearly. Explanations are a turning-point that forms part of the teaching-learning process. In fact, success in learning depends greatly on them. Accurate explanations should be followed by proper practice taken examples from their nearest world. It constitutes a more motivating form of attracting pupil's attention. Although students are conscious of the existence of good and bad learners they agree that the teacher is to believe in their capacity for learning without establishing any distinction. Individual attention and help are generally required by students as well: "Pienso que un profesor que se interese por los alumnos tiene que tratar que todos entiendan, aunque unos capten la idea primero y otros después". Typical teaching actions such as summarizing, defining, repeating, etc, are also highly marked by them. Hardly anyone agrees with the idea of making parents be aware of their children's behaviour and attitude. Humiliation and criticism are totally rejected. They may be double-edged: on the one hand it may provoke a positive reaction in the learner, on the other hand it may provoke his total refusal: "Al humillar el alumno pierde interés por la clase y se siente desplazado". They attribute failure in learning to lack of effort or to less intellectual capacity: "Hay casos en que el alumno no se esfuerza, pero también existen casos en los que no puede dar más de sí".

Table 4: GENERAL TECHNIQUE

Clear explanations: 4.95
 Summarize: 3.45
 Define: 3.825
 Repeat: 4.385
 All pupils reach the objectives: 3.212
 Practise: 4.6
 Individual help: 4.562

3.1.3 Particular Technique

There is a consensual opinion for the characteristic actions of a good English teacher:

- In order to avoid monotony the teacher should provide a series of varied activities during the class.
- The teacher should exhibit a careful pronunciation.
- An English teacher should visit an English speaking country at least once a year. This visit func-

tions as a kind of 'renewal source'.

- Students also demand an easy way of learning, without having to spend a long time at home memorizing the subject.
- Use the blackboard in a foreign language class is fundamental.
- An attractive class may consist in videos, cassettes, pop music (always taking into account the student's preferences).
- Bringing English people or different teachers to the classroom from time to time would result in a more interesting class, more motivating and varied.
- Students like group work, doing projects, working in common.
- English must be used when doing exercises.
- They would like to learn more about habits and everyday life in English-speaking countries.

Table 5: PARTICULAR TECHNIQUE

Practise with close examples: 4.6
 Careful pronunciation: 4.575
 Individual help: 4.5625
 Funny, amusing: 4.525
 Organized person: 4.475
 Visit English-speaking countries: 4.4625
 No memorizations: 4.425
 Use of the blackboard: 4.3875
 Repeat in a different way: 4.3750
 Videos in class: 4.25
 Meet English people: 4.2125
 Group work: 4.2
 Exercises in English: 4.0875
 Learn about English life: 4.0125

On being asked which of the four skills an English teacher should give more importance, two answers were the most salient: everything or speaking. The former implies that they pose a global view of the language taking it as a whole in which all skills are necessary to have a good command of it. The latter derives from the instrumental motivation they bear in mind: a language is useful to communicate (they probably think about communication with native speakers when going abroad): "Lo más importante es la lengua hablada porque si viajamos a algún país de habla inglesa nos podremos desenvolver con facilidad". As for evaluation, students call for being exa-

examined fairly. They do not discard exams but this is not the best way of measuring their knowledge. Other factors should also count: daily class work, behaviour, attitude, attendance, degree of effort and level of participation. The teacher should evaluate “contando el trabajo que se hace en clase, el comportamiento, pero no solamente por el examen”; “día a día, no por exámenes, tendrá que evaluar los trabajos en clase, cuando hablamos y hacer un pequeño examen pero que no contara de nota definitiva”. The figure of the good English teacher they build up is quite homogeneous. They normally emphasize aptitude and general technique features such as his/her being funny, friendly, frank, benevolent, patient; he must not be very demanding, making students feel comfortable in class doing different and interesting things. As a curious note, many students also highlight physical appearance. They prefer attractive teachers. The answer of a fifteen-year-old girl is as follows: “Moreno, ojos azules, alto, guapo, que te entendiese y que explique mucho”. Another boy of the same age says: “Una profesora tipo Claudia Schiffer”.

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3.1.4 Age Variable Analysis

Within the age variable there are five groups corresponding to fourteen, fifteen, sixteen, seventeen and eighteen years old respectively. All of them coincide in asking for clear explanations and in the use of the mother tongue in such cases. The English language is limited to exercises. In the sixteen-year-old group the emphasis lies on the need of individual help. The seventeen-year-old students identify the good language teacher with the fact that they enjoy doing their job. Although the last group is not very significant because it only includes four people, the responses concerning the role of the parents are totally different from the ones given by the rest. Eighteen-year-old students insist on their capacity to solve their own problems without their parents' help: “Esas son cosas del alumno y no de los padres”.

3.1.5 Sex Variable Analysis

Boys are not keen on using English, neither in class not even in exercises, nor for other subjects. Girls agree with using English as the normal means of communication in class and they display neutrality concerning the use of the foreign language to deal with other issues. They seem to care more for the language itself than for its environment: its culture, the peo-

ple, etc. However, female preferences overcome the male ones on dealing with group work: boys seem to be more individualistic. Another variation is found in the evaluation method. Leaving the exam in the background, boys state that class work, effort and attendance should form part of a language teacher's evaluation system. It is worth noting that the 'behaviour' component is mentioned by girls together with those three but it should be underlined that only girls and not boys do that. The girls are also the ones who emphasize the fact that parents have the right to know about their children, especially if they disturb the rest of the classroom. Again behaviour comes up. A third aspect would involve the fact that girls highlight more personality characteristics when describing the ideal language teacher. Boys' emphasis lies in physical appearance.

3.2 Teachers' results

Diagram 7: TEACHERS' RESULTS

Extroverted: 3.7143
Objective: 4.7143
Helpful: 4.8571
Demanding: 4.1429
Intelligent: 3.8571
Active: 4.4286
Songs: 3.7143
L ₂ culture: 4.1429
English for other subjects: 4.2857
Tell teacher's experiences: 3.5714
Bring English people to the classroom: 4.1429
No memorization: 2.1429
Posters in the classroom: 4.0000
Group work: 4.4286
Modernization: 4.7143
Variety of activities: 4.2857

A good English teacher must be objective, helpful, demanding, active, patient, respectful, tolerant, able to organize students, with certain dramatic aptitude, responsible, a person who likes teaching, who explains clearly, who keeps positive expectatives for all the pupils relating teaching to the environment (“Un profesor tiene que adaptarse a sus alumnos y a su entorno”), a person who teaches and uses English in class, in the teaching-learning process and for homework. He must also have a good command of

homework. He must also have a good command of the language (“Para ser un buen profesor de lenguas extranjeras debes dominar la materia que estás impartiendo”) using photos, posters, videos, cassettes, computers and L₂ culture to transmit it. English could also be used to talk about other subjects. More features would involve bringing English people to the classroom, attending courses to better his/her knowledge and varying the activities during a lesson. Teachers are neutral with regard to extroversion, flexibility, the use of songs and tell their own experiences. They do not agree with forgetting about memorizations.

With regard to the sex variable analysis, the only variable applied in this case, women admit that intelligence is an important factor to be a good teacher. Men do not support this proposal.

3.3 Comparison

Trying to outline the figure of the good English teacher, both students and teachers have in common the following key aspects:

He/she must

- explain clearly
- be funny, helpful, patient, tolerant, responsible, objective, active
- enjoy his job as a teacher
- individualize teaching
- have a good command of the language
- use of the mother tongue to avoid misunderstandings
- motivate, encourage pupils (resorting to different devices: videos, cassettes, photos, etc)
- vary the activities during the class
- attend courses in order to improve his/her teaching
- promote group work

On the contrary, both groups differ with regard to

- a) Memorization: on the one hand, teachers consider that learning without memorization would be the ideal thing but it is not possible; it can not be totally eliminated. On the other hand, students do not want to spend their spare time studying at home; they reject memorization.
- b) Teacher's demands: a demanding teacher makes students work a lot. They call for an easier way of learning, although they admit that if a teacher were not demanding, most pupils would not learn anything at all. At this point, teachers are

precise: being ‘demanding’ is one of the qualities in the long list of a good English teacher's characteristics.

- c) Degree of English use: teachers accept the use of the foreign language as many times as possible except when it is necessary to clear up what has been previously explained (“Cualquier recurso es válido para facilitar la comprensión”). Students admit the use of English in exercises, but they are not prompt to its use in the class, and, of course, they discard the possibility of its use in explanations.

These discrepancies aside, it can be generalized that there is a consensual atmosphere on the issues here posed for both parts of the process, teachers and learners.

4 ► Conclusions

To sum up, as for the ideal teacher, we can confirm what Luke Prodomou had already stated: that “there is no formula for good language teaching” (Prodomou 1991, 3), although some of the surveyed 101 enumerate a list of the ingredients that could contribute to create such a formula: responsibility, creativity, patience, enthusiasm, discipline, organization, know how to motivate, enjoy teaching, frankness, communication, the emphasis lying on having a good command of the language. The vast majority of these qualities relate to abstract notions which cover either personality features (aptitude) or general technique. Nothing is mentioned about specific English teaching. The implication is that it derives from general good teaching. These principles coincide with Prodomou's teaching roles: *manager, model, monitor, counsellor, facilitator, informant, social worker and friend*. This author fails to assign to his pattern the most mentioned characteristic by the teachers surveyed: command of the language. Yet, other authors such as David Cross (1988:33) or Fátima Al-Ahmed (1922: 29) comment on the necessity of this technical knowledge. According to the conclusions we have reached, particular technique involves:

- English use except for explanations
- Command of the language
- Promote all the skills or, even, enhance the speaking skill (instrumental motivation)
- Methods to transmit the language: videos,

music, culture, bring English people, foster group work

-Variation of activities to make the class more entertaining.

Research on good language teachers provides the researchers a very extensive field of work where it is difficult to set up defining principles because of the many 'variables' that integrate the teaching process. First and foremost we could say that the researcher has to tackle personality features which vary according to each person. Although with similar characteristics human beings are different, this is an undeniable reality. Hence, the difficulty in establishing a definition of a good language teacher that covers all likes and dislikes.

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- d) dar mayor énfasis a las respuestas negativas que a las positivas;
- e) sacar enseñanzas de los errores sin incidir en ellos;
- f) conocer lo que el alumno sabe y de lo que es capaz;
- g) emplear respuestas que conlleven crítica hacia el alumno;
- h) trabajar igual con alumnos buenos y malos;

Puedes añadir alguna otra proposición que se te ocurra.

16- Acciones propias de un buen profesional de la enseñanza de lenguas extranjeras: Resumir, definir ...
Completa la lista, por favor.

17- ¿Es necesaria la individualización en la enseñanza? SI NO ¿Es posible? SI NO
Añade algún comentario.

18- ¿Cuál crees que sería la reacción de un buen profesor de idiomas ante la tan popular y manida frase
“Ese chico/a no sirve para estudiar”?

19- ¿Consideras que un buen profesor de idiomas debe

- a) Usar preponderantemente la lengua extranjera
 - en el habla corriente del aula 5 4 3 2 1
 - en el proceso de enseñanza-aprendizaje 5 4 3 2 1
 - en las tareas 5 4 3 2 1
- b) Tener un conocimiento profundo de la lengua extranjera que enseña 5 4 3 2 1
- c) Saber aprovechar fotos, carteles, posters, etc. 5 4 3 2 1
- d) Saber mímica (gestos corporales, del rostro,etc.) 5 4 3 2 1
- e) Estar al tanto de las nuevas tecnologías (casette, video, ordenador) 5 4 3 2 1
- f) Estar al día en música y letras de canciones en inglés 5 4 3 2 1
- g) Promover el conocimiento étnico-cultural de la lengua en aprendizaje 5 4 3 2 1
- h) Utilizar el inglés para la enseñanza de materia que surja aunque pertenezca a otras asignaturas 5 4 3 2 1
- i) Contar experiencias propias 5 4 3 2 1
- j) Traer a gente de habla inglesa o a otro profesor de inglés para explicar algo, hablar,etc. 5 4 3 2 1
- k) No exigir memorizaciones 5 4 3 2 1
- l) Poner en el aula carteles, con la diversidad necesaria para cada aspecto cultural o lingüístico 5 4 3 2 1
- m) Fomentar el trabajo en grupos y parejas 5 4 3 2 1
- n) Estar al día en material nuevo, cursos de reciclaje, etc. 5 4 3 2 1
- o) Variar las actividades durante una misma clase, así como a lo largo de una unidad 5 4 3 2 1

20- Analiza las siguientes expresiones y expresa brevemente tus opiniones sobre las mismas.

- a) Un buen profesor de idiomas debería visitar un país anglo-parlante al menos una vez al año.
- b) Un buen profesor de idiomas valora de modo desigual las cuatro destrezas.
- c) Un buen profesor de inglés no recurre a su lengua materna en el aula.
- d) Es necesario erradicar el método tradicional de enseñanza.

21- ¿Crees que un buen profesor de inglés es siempre un buen profesor de inglés o ha de variar dependiendo de si se trata de un centro de medias (BUP,FP) o si se trata de una Escuela de Idiomas? Explica tu respuesta. En caso de que la respuesta sea afirmativa, ¿consideras que algunas de las cuestiones aquí planteadas son irrelevantes?

22- ¿Podrías exponer brevemente tu fórmula ideal para un buen profesor de lenguas extranjeras? Si tienes algo que añadir en relación con las cuestiones o el tema que acabamos de tratar, hazlo, por favor, a continuación. Evalúa este cuestionario

5 4 3 2 1

CUESTIONARIO PARA ALUMNOS

Trata de contestar con la mayor sinceridad posible a estas preguntas sobre el buen profesor de inglés.

DATOS SOBRE EL ALUMNO:

-Edad _____ -Curso _____

-Sexo: Hombre Mujer -Años estudiando inglés _____

Si te sirve de ayuda a la hora de responder a estas preguntas, piensa en el que tú consideras que fue tu mejor profesor de inglés. Rodea con un círculo el número de la columna que mejor coincida con tu opinión de acuerdo con la siguiente escala.

5 Estoy completamente de acuerdo / **4** Estoy de acuerdo / **3** Regular, no estoy ni de acuerdo ni en desacuerdo / **2** No estoy de acuerdo / **1** Estoy totalmente en contra.

- | | | | | | |
|--|--|---|---|---|-----|
| 1- ¿Crees que un buen profesor de inglés debe : | | | | | |
| Ser abierto | | 5 | 4 | 3 | 2 1 |
| Ser divertido | | 5 | 4 | 3 | 2 1 |
| Ser exigente | | 5 | 4 | 3 | 2 1 |
| Ser autoritario | | 5 | 4 | 3 | 2 1 |
| Tratar igual a todos los alumnos | | 5 | 4 | 3 | 2 1 |
| Saber cómo mandar hacer las cosas | | 5 | 4 | 3 | 2 1 |
| Saber comportarse con los alumnos sin enfadarse por todo | | 5 | 4 | 3 | 2 1 |
| Gustarle su trabajo | | 5 | 4 | 3 | 2 1 |
| 2- ¿Piensas que un buen profesor ha de explicar con claridad? | | 5 | 4 | 3 | 2 1 |
| 3- ¿Qué hace un buen profesor de inglés en clase ? | | | | | |
| Resume | | 5 | 4 | 3 | 2 1 |
| Define | | 5 | 4 | 3 | 2 1 |
| Repite | | 5 | 4 | 3 | 2 1 |
| Piensa que todos los alumnos son capaces de alcanzar las metas propuestas | | 5 | 4 | 3 | 2 1 |
| Explica y se practica con ejemplos de lo que nos rodea | | 5 | 4 | 3 | 2 1 |
| Siempre que es posible o necesario ayuda a cada alumno en particular. | | 5 | 4 | 3 | 2 1 |
| 4- Di lo que piensas sobre cada una de las siguientes frases. | | | | | |
| a) Un buen profesor de inglés no hace sentir humillado en clase al alumno por no saber algo o por equivocarse. | | | | | |
| b) Los alumnos se encuentran bien en su clase por que no todos tienen que ser igual de inteligentes para aprender y aprobar su asignatura. | | | | | |
| c) El estudiante sólo aprende cuando el profesor lo critica. | | | | | |
| d) Si el alumno hace algo mal, el profesor dice que es por que no se esfuerza, no porque no pueda hacerlo. | | | | | |
| 5- Valora de nuevo de 5 a 1 las siguientes preguntas: | | | | | |
| a) Usar principalmente el inglés | | | | | |
| -En clase | | 5 | 4 | 3 | 2 1 |
| -Cuando explica | | 5 | 4 | 3 | 2 1 |
| -Cuando se hacen ejercicios | | 5 | 4 | 3 | 2 1 |
| b) Pronunciar bien | | 5 | 4 | 3 | 2 1 |
| c) Usar el encerado. | | 5 | 4 | 3 | 2 1 |
| d) Saber hacer gestos, mimo. | | 5 | 4 | 3 | 2 1 |
| e) Traer fotos, carteles, posters a clase y trabajar con ellos. | | 5 | 4 | 3 | 2 1 |
| f) Poner vídeos, cassettes en clase con música actual y dar las letras de las canciones. | | 5 | 4 | 3 | 2 1 |
| g) Enseñar la vida y costumbres de los países de habla inglesa. | | 5 | 4 | 3 | 2 1 |

- h) Hablar en inglés en clase aunque sea de ciencias, historia, de una noticia del periódico, etc. 5 4 3 2 1
- i) Traer a gente de habla inglesa a clase de vez en cuando, o incluso a otro profesor de inglés 5 4 3 2 1
- j) Contar algo que le haya pasado a él/ella. 5 4 3 2 1
- k) No obligar a chapar. 5 4 3 2 1
- l) Promover entre los estudiantes el trabajo en grupo. 5 4 3 2 1
- m) Variar de actividades en clase, no estar toda la hora haciendo lo mismo. 5 4 3 2 1
- n) Visitar un país de habla inglesa al menos una vez al año. 5 4 3 2 1

6- Contesta SI o NO.

a) ¿A qué crees que le da más importancia el profesor, a leer, a escribir, a hablar o a leer en inglés? Explica tu respuesta.

b) ¿Crees que el profesor de inglés debe utilizar su lengua materna en clase para que el alumno le entienda mejor?

7- ¿Cómo crees que debe evaluar un buen profesor de inglés?

8- ¿Piensas que recurriría a llamar a los padres ante un alumno que fracasa y además se comporta mal en clase? SI NO ¿Por qué?

9- Describe brevemente cómo sería tu profesor de inglés ideal.

Si hay algo que te gustaría añadir sobre este tema hazlo en el espacio que sigue. Tus sugerencias nos son muy valiosas

OBSERVATION INSTRUMENT

TEACHER'S NAME - SCHOOL - GROUP

DATE - STARTING HOUR - END HOUR

APTITUDE (from 5-1)	NOTES
• Extroverted	
• Objective	
• Helpful	
• Demanding	
• Tolerant	
• Respectful	
• Insistent	
• Annoying	
• Organized	
• Responsible	
• Psychologist	
• He/She likes his job	

GENERAL TECHNIQUE (from 5 to 1)	NOTES
• Flexibility with objectives	
• Explain clearly	
• Contextualize the activities	
• Show students' progress	
• Individualization in teaching	
• Classroom environment	
• Failures are ascribed to little efforts	
• Repeat in a different way	
• Emphasis on the correction process	
• Criticism	
• Equal treatment for all students	

PARTICULAR TECHNIQUE (from 5 to 1)	NOTES
<ul style="list-style-type: none"> • English use <ul style="list-style-type: none"> - in class - to explain - in exercises 	
<ul style="list-style-type: none"> • Careful pronunciation 	
<ul style="list-style-type: none"> • Use of the blackboard <ul style="list-style-type: none"> - for exercises - for drawings - to summarize grammatical points - with colours 	
<ul style="list-style-type: none"> • Postcards, photos, posters in the classroom 	
<ul style="list-style-type: none"> • Gestures 	
<ul style="list-style-type: none"> • Cassette 	
<ul style="list-style-type: none"> • Music 	
<ul style="list-style-type: none"> • Talk about him/herself 	
<ul style="list-style-type: none"> • L₂ Culture 	
<ul style="list-style-type: none"> • Other subjects in English 	
<ul style="list-style-type: none"> • Pupil's participation 	
<ul style="list-style-type: none"> • Different activities during a class 	
<ul style="list-style-type: none"> • L₁ use 	
<ul style="list-style-type: none"> • All the skills are worth teaching 	