

## Linguistics Research Proposal

Research title - Exploring learner's EFL vocabulary learning Strategies

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### Abstract

The paper explores the EFL learners' vocabulary learning strategies in English as a foreign language (EFL) learning environment. This research investigates the strategies used for learning vocabulary in English as a foreign language as well as tries to offer methods to improve vocabulary learning skills for better English proficiency. For many EFL learners, English proficiency has always been an overpowering process because of the lack of vocabulary knowledge (AlSaif, A. 2011). This makes learners to give up on understanding the meaning of a text or read a paragraph which has words that they cannot understand. In order to explore the approach used in vocabulary learning within EFL learners a sample of 40 students will be used for data collection process where they are supposed to answer a questionnaire.

Language is very important in our lives; it signifies the cultures where people use their native language to interact with each other. In places like United States where migration takes place in large numbers, communication of a common language in transport is one of the tools that will promote national peace. There are many varieties of English; English in England, American English, Australian English, Canadian English, Newfoundland English. In our research, we major on the EFL, which is mostly in American English (Eisenmann & Summer, T. 2012).

English is the dialect of innovation and industry, business and trade, and solution and science on the planet today (Abdi Tabari, 2014). It has turned into the overwhelming outside dialect in Saudi Arabia and in numerous different nations. Certain level of English capability has turned into a prerequisite for some occupation applications in the Kingdom these days (Agustin Llach, 2012). Showing English as a remote dialect in schools and organizations gets to be amazingly imperative for some understudies in Saudi Arabia as it is presumably the first venture for the greater part of them in taking in the outside dialect (Agustín-Llach, 2014). The study does not stop at examining the issue regarding its temperament and reasons, it tries to offer some viable arrangements that may help instruction authorities take a few choices in regards to the fate of EFL instructing in Saudi Arabia, or at all, think of some as conclusions from this study for further examination. It is trusted that the study is viewed as a generous commitment to the field of second dialect obtaining in principle and practice (AL-KHABTI, 2002).



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	<i>Öznel Değerlendirme</i>

# Exploring learner's EFL vocabulary learning Strategies

Name:

Professor:

Course title:

Date:

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## Abstract

The paper explores the EFL learners' vocabulary learning strategies in English as a foreign language (EFL) learning environment. This research investigates the strategies used for learning vocabulary in English as a foreign language as well as tries to offer methods to improve vocabulary learning skills for better English proficiency. For many EFL learners, English proficiency has always been an overpowering process because of the lack of vocabulary knowledge (AlSaif, A. 2011). This makes learners to give up on understanding the meaning of a text or read a paragraph which has words that they cannot understand. In order to explore the approach used in vocabulary learning within EFL learners a sample of 40 students will be used for data collection process where they are supposed to answer a questionnaire.

Commented [A1]: All required information submitted

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## Introduction

Language is very important in our lives; it signifies the cultures where people use their native language to interact with each other. In places like United States where migration takes place in large numbers, communication of a common language in transport is one of the tools that will promote national peace. There are many varieties of English; English in England, American English, Australian English, Canadian English, Newfoundland English. In our research, we major on the EFL, which is mostly in American English (Eisenmann & Summer, T. 2012).

Commented [A2]: Necessary points defined and explained

English is the dialect of innovation and industry, business and trade, and solution and science on the planet today (Abdi Tabari, 2014). It has turned into the overwhelming outside dialect in Saudi Arabia and in numerous different nations. Certain level of English capability has turned into a prerequisite for some occupation applications in the Kingdom these days (Agustin Llach, 2012). Showing English as a remote dialect in schools and organizations gets to be amazingly imperative for some understudies in Saudi Arabia as it is presumably the first venture for the greater part of them in taking in the outside dialect (Agustín-Llach, 2014). The study does not stop at examining the issue regarding its temperament and reasons, it tries to offer some viable arrangements that may help instruction authorities take a few choices in regards to the fate of EFL instructing in Saudi Arabia, or at all, think of some as conclusions from this study for further examination. It is trusted that the study is viewed as a generous commitment to the field of second dialect obtaining in principle and practice (AL-KHABTI, 2002).

Commented [A3]: Extent of study explained

English is one of the languages that have great influence; it is taught in most of the states under different circumstances. English teaching has developed in two major directions: education

for students intended to live in that particular state and for the ones who do not. The instructors use different terminologies, following different training qualifications, forming different professional association in teaching, and this has made English to grow firmer. These arms influence the level of how schools are established be it private or public, and their access to resources also matters. These terminologies were developed from; English as an additional language (EAL), English as a foreign language (EFL) and English for speakers of other languages (ESOL). EFL means teaching English in an on-English-speaking region, this study can also occur in students native country, EFL is learned to pass exams or if it is a necessity in part of one educational career, it may be a part of institution extra curriculum where English has no important status, it can also be paid to students privately who can afford it, trainees assume that students are only literate of their first language.

The acknowledgment of the function of vocabulary in education has continued to rise in the past few years; it previously deserted due to few dominant educational strategies. The theories based on these strategies such as generative and structural linguistics only focused on grammatical and phonological structures and majored on grammatical rules. Learners often assume that once they are educated on major structural frames and grammar rules, they will be intelligent to plug in lexical items as needed by the examiner. The teaching strategy which emphasized outgoing competence also defined vocabulary as the secondary useful language use, several issues have been raised concerned with concerning the language context be it the readers attitude, perception, behavior to reading to a higher grade level for instance colleges and universities. Research has shown that many students display substantial informal skills and unsuccessful reading skills and approaches to accommodate the learning anxiety of a different academic environment. Insufficient skills and vocabulary occurs because of factors like lack of

Commented [A4]: Reference from past strategy made

cognitive strategies, low interest and extrinsic motivation which ultimately contributes to ESL learner problem. It has also been observed that in several cases the learners would skip few lines in a sentence, which leads to misunderstanding of the concept and thereby resulting in unsuccessful attempts to learn English as a foreign language (Aitken, & Global,.2014).

The independent variables of the research are as follows: improvement on the contextual skills, doing practice on the learnt vocabulary and follow up on the words that learners do not understand by use of dictionary. The dependent variable in the research is the learning strategies that the EFL learners utilizes in order to acquire vocabulary in English (Aitken, & Global,.2014).

### Statement of Purpose

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This research tries to investigate the techniques used for vocabulary acquisition by EFL learners and whether these techniques are effective and fool-proof. The problem that might occur while performing this research is the difficulties in interaction with different people of the world because of lack of a common understanding and common language except English.

Developing learners vocabulary skills should be the major objective in academic institutions, these perceives that students acquire better vocabulary skills. The objective of the above research proposal are as follows:

- How vocabulary skills develops in a foreign language
- What strategies are implemented to learn new vocabulary in EFL
- Effectiveness of these strategies used to vocabulary learning



- Scaffolding and other techniques that can be used for learning vocabulary
- What factors hinders vocabulary learning in EFL

## Significance of the study

This study investigates on what has been making learners of EFL not perform well and what strategies should be implemented to improve the grades of the study (Tahmasebi, Ghaedrahmat & Haghverdi, 2013). The study also analyses the frequency of EFL learning and the practices that students work on to enhance their vocabulary skills. The study will show how EFL is viewed in the state and if learners are ready to accept English as a foreign language. The study will also depict if the strategies implemented are working well for the students, it will analyze the performance of different institution and compare them to see what one lacks and the effect of the strategies. (Simon& Tavernier's 2011.)

Commented [A6]: Nicely covered

## Methodology

### Study design (type of study)

The study design of the research is to collect qualitative data from different parts of the UK so as to get diversified results of how learners think about EFL vocabulary learning. The participants were randomly picked from different English learning institutions in the UK for quality and diversified information. They were a total of 70 participants aged 18 to 30 is to be selected for this task. Method to be used for collecting this data was the distribution of the questionnaires to the participants. The questionnaires contains a mixture of to yes or no questions and others in form of absolutely agree, agree, disagree and absolutely disagree.

### Study population and sampling

The populace for the study comprised of understudies of English openly and private schools where English is taught as a remote dialect. The specimen has been drawn by accommodation inspecting system. It was guaranteed that the example was sufficiently illustrative of the qualities of the populace. The specimen size was 70 members. The example included both male understudies and female understudies from diverse levels.

### Data

The questionnaires that are to be presented to the EFL readers can be classified into the following heads:

Commented [A7]: Point wise mentioning is effective

#### 1.1 Motivational, this section included open ended questions,

1. Are there extrinsic motivation?
2. Are there intrinsic motivation?

#### 1.2 Practice section this section includes yes or no answers.

1. You as a student do you research on words you don't understand?
2. Do you participate during lessons?
3. Do you use guessing strategies?
4. Is EFL a compulsory subject in this institution?
5. Do you enjoy EFL lessons?
6. Do you look forward to English classes?
7. Are the students attentive in class?
8. Do teachers attend all lessons?
9. Do group work help in improving your grades?

10. Are you satisfied with the teaching practices that the professors use in class?
11. Does the teacher ensure all students have understood the vocabulary that was taught in class?
12. Do the lecturers give you extra learning materials in vocabulary?
13. Is the learning environment conducive for students? If not why?

1.3 Strategy implementation section; these included open ended questions,

1. What memory strategies are implemented?
2. What practices are involved in vocabulary learning?
3. What note taking strategies are implemented?
4. How many can address in public?
5. What should be done to make lessons more interesting?
6. What learning strategies do you use to understand?
7. What methods of teaching would you like to be implemented?
8. How do these strategies help you improve vocabulary learning?
9. Learning lessons analysis;
10. How many English lessons are there in a week?
11. What students are supposed to do it?
12. What are the performance results of EFL examinations?
13. How many people score 80% in English and above?
14. What level and anxiety is there during vocabulary learning?
15. What are your beliefs about vocabulary learning?
16. What punishment is taken on students who don't attend the lesson?

## Limitations

The major drawback in EFL research is the limited number of students or respondents to be interviewed, to provide qualitative and detailed research then a lot of information from different students are very important. The reason for a few numbers of students is because the respondents were only selected to offer a genuine class atmosphere to be experimental. Another limitation is the limited control on the instruction process as well as observing the learning results in conjunction to the broadness of the subject. The study intention is to examine reader's involvement in EFL environment thus keeping teacher interaction at a minimum so as not to interfere with the students during the interview. (AlSaif,2011)

## Conclusion

EFL has social challenges and benefits; class placement is one among the challenges, students are always placed in groups according to their performance in class work, there is low mobility of students who are in low performing groups to achieve good academic progress in vocabulary learning. Supporters of EFL programs declare they play a major role in peer adjustment to schools and introduction of peer networks, learning EFL reduces the pressure of students making mistakes while reading passages in class. It helps students appreciate their languages and culture, it helps students meet connections with other non-native speakers from different parts of the world and cultures this encourage racial tolerance among many other things that will be of importance to the unity of the nation. (AlSaif, 2011).

**Commented [A8]:** Most studies lack mentioning this section, though it adds to value of a study

**Commented [A9]:** Well summed up, all main points reiterated

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Criterion	Levels of achievement		
	Exemplary	Good	Poor
<b>Writing style and presentation are clear</b>			
<ul style="list-style-type: none"> <li>Title</li> </ul>	<p>Title is concise and informative so readers can anticipate the contents of the contribution and interested people look forward to reading it.</p>	<p>The title gives a general indication of the material covered in the contribution, but have to read the document to fully appreciate what is covered. Some potential readers may be lost because they can't clearly anticipate the material covered by reading the title.</p>	<p>The linkage between the title and the text is not clear. Reader may skip the contribution because they don't appreciate its relevance.</p>
<ul style="list-style-type: none"> <li>Introduction</li> </ul>	<p>Introductory statement clearly indicates the main purpose of the contribution and suggests the plan of organization, so the reader can anticipate the text that will follow.</p>	<p>Introductory statement indicates the main purpose of the contribution in general terms, so the reader has some idea of what will follow.</p>	<p>The introduction does not give an overview of the contribution so the readers are not sure what to expect as they read the text.</p>



<ul style="list-style-type: none"> <li>• Main Body</li> </ul>	<p>Main body of contribution makes connected points that clearly build the argument so the text flows from introduction to conclusion in a logical manner, thereby helping the reader to follow the thinking behind the text.</p>	<p>The main body presents a number of points that allow the reader to understand the argument, but lapses in the writing may force the reader to make some connections between the parts.</p>	<p>The text is not well structured so the reader must stop reading at times to try to make sense of the text.</p>
<ul style="list-style-type: none"> <li>• Conclusion</li> </ul>	<p>The main point of the contribution is clearly indicated and reinforced so the reader can clearly remember it.</p>	<p>The main point of the contribution is indicated, but may be stated in an unconvincing manner.</p>	<p>The concluding section does not reinforce or revisit the main point so the reader is unsure about it and likely to misinterpret or forget it.</p>
<ul style="list-style-type: none"> <li>• Written expression</li> </ul>	<p>Sentences and paragraphs are well structured and clear so the reader can focus on</p>	<p>Minor lapses in sentence structure, such as run-on sentences and unnecessarily complex sentence structures,</p>	<p>Many sentences are poorly structured so the reader must stop often to reflect on</p>

	what is written. Each paragraph has a topic sentence that indicates the subject matter.	force the reader to pause and reflect on the meaning of the text. Paragraphs present a complete argument, but may not flow so well.	the meaning of the text. Many paragraphs lack topic sentences or have poor flow so the main points and linkages among explanatory text are not clear.
<ul style="list-style-type: none"> <li>Grammar, punctuation and spelling</li> </ul>	Grammar, spelling and punctuation are flawless, which allows the reader to focus on the message.	Some minor errors in grammar, spelling and/or punctuation detract from the quality of the text, but do not impair the communication.	Many errors in grammar, spelling and/or punctuation make reading the text difficult and communication is impaired.
<b>Concepts and arguments are well developed</b>			
<ul style="list-style-type: none"> <li>Accuracy</li> </ul>	All information is accurately reported using appropriate terminology so the information is	The information is largely accurate but imprecise language could lead a reader to misinterpret aspects of the text.	Although the gist of the information is correct, there are problems with the interpretation of it.

	reliable.		A reader can be misled by the text.
• Relevance	Connections between the contribution and the main topic of the discussion are clearly indicated.	Connections between the contribution and the main topic of the discussion are indicated or implied, but the reader needs to pause to clarify those connections.	Although the text is relevant, this is not clearly indicated, so the reader must guess how the text relates to the main topic.
• Significance	The reason why the contribution is important to the overall discussion is clearly described and discussed so the reader takes the contribution seriously.	The reason why the contribution is important is touched on but not elucidated, so the reader must make some interpretations about the author's view of the contribution's significance.	The contribution may include significant material but this is not indicated, so the reader must guess it.
• Clarity	The main points and new technical terms are clearly described and/or explained so the reader is left with no ambiguity	Although the text is clear to informed audiences, unexplained points may leave room for alternative interpretations of the text.	Key points and new technical terms are not explained so the reader is confused.

	about what was written.		
<ul style="list-style-type: none"> <li>Independence</li> </ul>	<p>The contribution is completely self-contained so the reader does not have to read other contributions or published materials to understand what was written about.</p>	<p>The text is sufficiently clear that the reader can understand the main point without further reading, but some parts of the text are not clear without consulting earlier contributions or other sources of information.</p>	<p>The text is written in a manner that presumes considerable prior knowledge, so the reader must have a thorough knowledge of what has been written about the subject in order to understand the main point of the contribution.</p>
<p><b>Contribution is responsive to another contribution</b></p>	<p>The writer links ideas submitted by others to their own contribution in a manner that substantially strengthens the group's efforts to resolve the main problem. This linkage</p>	<p>The writer makes references to earlier works that are a starting point for new ideas but, apart from the reference to the earlier work, not much information is incorporated</p>	<p>The text mentions other contributions but neither explains the reference nor substantially adds to it, so there is no clear benefit to the resolution of the</p>

	<p>can include elaboration of what was previously written, a critique or questioning of it, demonstration of linkages among two or more earlier contributions, and/or utilization of an earlier contribution as a foundation to build your own.</p>		<p>main problem from citing the earlier contribution.</p>
<p><b>Text is supported by references</b></p>			
<ul style="list-style-type: none"> <li>• Sources indicated</li> </ul>	<p>All information and ideas that are not commonly know are supported with references to sources, so the reader has confidence that the information is not based on hearsay or the writer's opinion or</p>	<p>Most sources are indicated, but in only a few cases the sources are not given or are ambiguous, so the reader has to check some of the sources.</p>	<p>Sources are cited for some specific parts of the contribution, but no references are supplied for information and ideas that are clearly not the</p>

	assumptions alone.		author's, so the reader has no idea of the validity and authority of the information.
• Relevant references	<p>Information, concepts and opinions are supported with references to published literature, especially primary (original) sources of information, rather than review articles or textbooks. This allows the reader to independently review the cited sources. More than one reference is cited to support key points, which adds strength and authority to the argument.</p>	<p>One or a few references are used to support the text. Thus the contribution is supported but this may be an idiosyncratic source. Some general references to textbooks are made that could have been replaced by primary references which are more thorough and authoritative.</p>	<p>Information comes from Web sites or other sources that have no recognized authority, so the validity or strength of the source is unknown.</p>

<ul style="list-style-type: none"> <li>• Citation style</li> </ul>	<p>References cited appropriately in the text, and the correct format is used in the text when citing information, so the reader clearly knows which information is attributable to which source.</p>	<p>Minor lapses in citation format do not prevent the reader from finding the sources in the reference list at the end of the contribution.</p>	<p>Citation format incorrect or poorly placed in the text, so citations distract from reading.</p>
<ul style="list-style-type: none"> <li>• Bibliographic information</li> </ul>	<p>The reference list contains complete bibliographic information (author's name(s), publication date, title, source, date web page accessed), so a reader can easily find the references for their own research. The authority of sources can be evaluated by checking them.</p>	<p>Bibliographic information largely complete, but some information missing so the reader may have difficulty finding some references. Most sources can still be easily checked.</p>	<p>Not all references are listed, information in the reference list is incorrect, or important information is missing from the reference list, so the reader is unable to find the same sources of information and the</p>

			authority of sources is almost entirely unknown.
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**Comments:** All sub sections of a research work has nicely been dealt with. Good grammar and English displayed throughout.

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## Appendix

### Appendices A. Questionnaire

1. How many English lessons are there in a week?
2. Is EFL a compulsory subject in this institution?
3. What students are supposed to do it?
4. What are the performance results of EFL examinations?
5. Do you enjoy EFL lessons?
6. How many people score 80% in English and above?
7. What practices are involved in vocabulary learning?
8. You as a student do you research on words you don't understand?
9. What memory strategies are implemented?
10. What learning strategies do you use to understand?
11. What note king strategies are implemented?
12. What level and anxiety is there during vocabulary learning?
13. Do you participate during lessons?
14. Do you use guessing strategies?
15. How do these strategies help you improve vocabulary learning?
16. What should be done to make lessons more interesting?
17. What are your beliefs about vocabulary learning?
18. Do the lecturers give you extra learning materials in vocabulary?
19. Is the learning environment conducive for students? If not why?
20. Are you satisfied with the teaching practices that the professors use in class?
21. What methods of teaching would you like to be implemented?

22. Does the teacher ensure all students have understood the vocabulary that was taught in class?
23. Do you look forward to English classes?
24. Are the students attentive in class?
25. Are there extrinsic motivation?
26. Are there intrinsic motivation?
27. How many can address in public?
28. Do teachers attend all lessons?
29. What punishment is taken on students who don't attend the lesson?
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