

BENEMÉRITA UNIVERSIDAD AUTÓNOMA DE PUEBLA



FACULTAD DE LENGUAS



**“(IM)-PERSONAL FACTORS INFLUENCING LEI STUDENTS’ TEACHING
EFFECTIVENESS EVALUATION”**

Tesis presentada para obtener el título de:
Licenciado en Enseñanza del Inglés

Presenta:

Oscar Flores García

Director de tesis:

MEI. Rubén Zárate Soriano

Puebla, Pue.

Noviembre 2015

**“(IM)-PERSONAL FACTORS INFLUENCING LEI STUDENTS’ TEACHING
EFFECTIVENESS EVALUATION”**

This Thesis has been read by the members of the thesis committee of

Oscar Flores García

**And is considered worthy of approval in partial fulfillment of the requirement
for the degree of**

LICENCIATURA EN ENSEÑANZA DE INGLÉS

Thesis director

MEI Rubén Zárate Soriano

Committee Member

Committee Member

MEI Georgina Aguilar González

MEI Aurea Marcela Rivera Mendoza

BENEMÉRITA UNIVERSIDAD AUTÓNOMA DE PUEBLA

November 2015

Acknowledgments

Special thanks go to my thesis director for his help, time and, especially, his patience during this project. You're an example of hard work and success, my gratitude to you.

The contribution of the following Professors was crucial to the development of this project:

M. E. I. Georgina Aguilar González

M. E. I. Aurea Marcela Rivera Mendoza

Thank you for your time, patience and the proficient corrections you performed to this project in order to have not only a master's degree thesis, but a professional research paper.

Thanks to the FCFM teachers who allowed me to their classes, I admire their courage and math knowledge.

Dedications

Firstly to God *YHWH* and *Jesus JHS* who are the best friends one can have.

To my parents:

Estanislao Flores Altamirano and Emilia García Canalizo. Thanks for being my support.

I also want to dedicate this thesis to my friends:

Moisés Sánchez Ladino

Gerardo Guevara Guarneros

Gerardo Guerrero Méndez

Gerardo Sánchez Valdez

Adolfo Díaz Hernandez

To all my classmates and friends that helped me.

Table of content

		Page
	Chapter One: Introduction	9
1.1	Introduction to the Problem	9
1.2	Purpose of the Study	11
1.3	Research Questions	12
1.4	Significance of the Study	12
1.5	Definition of Terms	13
	Chapter Two: Literature Review	15
2.1	Evaluation	15
2.1.1	Main Elements of an Evaluation Tool: Validity, Reliability and Fairness	18
2.2	Teaching Effectiveness Evaluation	18
2.3	Decisions	19
2.3.1	Making Decisions	21
2.4	Teaching Effectiveness	21
2.4.1	Priorities of Teaching Effectiveness	23
2.5	Previous Similar Studies about Students' Personal Factors Influencing Teaching Effectiveness Evaluation (TEE)	26
2.6	Context	28
2.7	Students-Teacher Relationship	29
2.8	Positive and Negative Points in Teaching-Learning Process: Teacher's Personality, Age, Attractiveness and Fashion	31
2.9	Expected Grade and Course Difficulty	34

2.10	Moral and Ethics	35
2.11	Corruption	37
2.11.1	Corruption inside Classroom	37
<hr/>		
	Chapter Three: Methodology	39
3.1	Subjects	39
3.2	Instrument	40
3.3	Procedure and Data Analysis	41
<hr/>		
	Chapter Four: Results	43
4.1	Consideration Given to Hypothetical Situations in Relation to What Learners Consider before and after Taking Certain Classes at the Faculty	44
4.1.1	First Section of the applied questionnaire	44
4.1.1.1	Hypothetical Situation One	44
4.1.1.2	Hypothetical Situation Two	47
4.1.1.3	Hypothetical Situation Three	49
4.1.1.4	Hypothetical Situation Four	52
4.1.1.5	Hypothetical Situation Five	54
4.1.1.6	Hypothetical Situation Six	56
4.1.1.7	Hypothetical Situation Seven	58
4.1.1.8	Hypothetical Situation Eight	60
4.1.1.9	Hypothetical Situation Nine	62
4.1.1.10	Hypothetical Situation Ten	63
4.1.1.11	Hypothetical Situation Eleven	66
4.1.1.12	Hypothetical Situation Twelve	69
4.2	Second Section of the Applied Questionnaire	71
4.2.1	Corruption Cases Based on the Instrument Second Section in Lei	71
4.2.2	Four frequent Conditions: Request, Deal, Threat and bribe	73

4.3	Most Common Uses of the Teacher Evaluation Based on Student's Factors and Opinions	76
4.4	Free Comments about Teachers and Teaching Evaluations	79
4.4.1	Student's Perspective toward Teaching and Evaluations	79
4.4.2	Student's Perspective about Corruption	80
4.4.3	Student's Perspective of How to Evaluate	81
4.4.4	Comments from learners who do not find a real sense	83
<hr/>		
	Chapter Five: Conclusions	84
5.1	Summary and Discussion	84
5.1.1	Answers for Questions in Chapter One	85
5.2	Implications	89
5.3	Limitations	89
5.4	Directions for Further Research	90
	References	91
	Appendix 1: Instrument	99

List of figures and Excerpts

	Page
Excerpt 1	44
Figure 1: Frequency of Answers given by LEI students about the Hypothetical Situation One	45
Excerpt 2	47
Figure 2: Frequency of Answers given by LEI students about the Hypothetical Situation Two	48
Excerpt 3	49
Figure 3: Frequency of Answers given by LEI students about the Hypothetical Situation Three	50
Excerpt 4	52
Figure 4: Frequency of Answers given by LEI students about the Hypothetical Situation Four	53
Excerpt 5	54
Figure 5: Frequency of Answers given by LEI students about the Hypothetical Situation Five	55
Excerpt 6	56
Figure 6: Frequency of Answers given by LEI students about the Hypothetical Situation Six	57
Excerpt 7	58
Figure 7: Frequency of Answers given by LEI students about the Hypothetical Situation Seven	59
Excerpt 8	60
Figure 8: Frequency of Answers given by LEI students about the Hypothetical Situation Eight	61
Excerpt 9	62

Figure 9: Frequency of Answers given by LEI students about the Hypothetical Situation 9	63
Excerpt 10	65
Figure 10: Frequency of Most Given Answers about the Hypothetical Situation Ten	65
Excerpt 11	67
Figure 11: Frequency of Answers given by LEI students about the Hypothetical Situation Eleven	67
Excerpt 12	69
Figure 12: Frequency of Answers given by LEI students about the Hypothetical Situation Twelve	70
Figure 13: Percentage of LEI Students under and Not Under Corruption Conditions	72
Figure 14: Frequency of The Four Conditions request, deal, threat, and bribe Given by LEI Students who experimented Corruption in the school	73
Figure 15: LEI Students-Elements Underwent one or more Conditions (Venn's diagrams)	75
16: How Student's Evaluation of Teaching Effectiveness has been used	78

CHAPTER ONE: INTRODUCTION

1.1 Introduction to the problem

The universal values implied in the teacher-student relationship have been changing with time, since the way they have been seen and applied; such values and relationship have been confused. Many people consider that the importance given to those values has decreased affecting the teaching-learning process, as well as the teacher-student relationship and final evaluation by students toward teaching effectiveness.

In many Mexican schools, the relationship between learner and professor is something different from what is expected to be: good communications, respect in a classroom, and showing interest in teaching from the teacher's point of view and learning from student's point of view (Jones & Louise, 1981, p. 95). What is not clear is that there are a sort of ambiguous and contrasting conclusions after students evaluate teaching using the Student's Evaluation of Teaching Effectiveness (SETE) at the end of each course, due to the inappropriate use of this tool that has shown an appearance far away from reality and it seems not to have a reliable use behind.

This process of Evaluating Teaching Effectiveness is applied inside universities by University' students themselves at the end of each course; where they can do it on their own or the whole group, everybody with an individual questionnaire; then, the results receive determined importance. In Puebla, a clear example of this evaluation problem-process occurs in Licenciatura en Enseñanza del Inglés (LEI) at BUAP – which is a career focused on preparing students who will

become English teachers –, there evaluating teachers has become a subjective problem as some students are evaluating aspects that are not related to the teachers' teaching effectiveness and such aspects are very different of what is expected to demonstrate: learning and teaching effectiveness and performance; so that evaluating teaching outcomes at the end of the course cannot be reliable and can affect their use by superiors, coordinators or by the own teachers to receive trustful information or feedback about weaknesses and strengths related to teacher's performance in the institution: to teach , transmit and guide, because in teacher's evaluation performance there are many factors that influence it, for example:

Crumbley et al, (2001), Chen and Hoshower (2003, cited by Zakka, 2009) have noticed students use Student Evaluation of Teaching Effectiveness to punish the instructor for being strict in grading, for assigning a lot of quizzes and homework, and for asking questions that none of the students is able to answer. Moreover, Renaud and Murray (1996) showed that the personality trait of the teacher can greatly influence student ratings of instructor effectiveness. Studies by Feldman (1986), Murray (1975), Murray, Rushton, and Paunomen (1990), Sherman and Blackburn (1975), have shown that personality trait collectively can account for up 75% of teacher variance in student instructional ratings (Murray and Renaud, 1998); about this, it is possible to say that the attention given and obtained will depend on how students feel after living some hours of their life with a teacher even if he or she is indifferent and unknown.

Added to this, in some recent studies, Tobón-Vallejo (2012) talks about the power on the teacher's hands, what a professor can do with certain freedom or

power over others. As well, Torres (1992) gives so many examples of this simple and frequent corruption inside classroom, showing a reality with unknown percentage. It is clear that something like this has an important impact to be considered by the BUAP's Faculty of Languages' teaching staff. Teachers as well as students need the help from each other to be considered a good teacher or to accredit the course, and also to be considered better in his/her job performance as a teacher or student by receiving good-critical commentaries. So, data gathered in a Teacher's Performance Evaluation cannot either be valid for summative or formative purposes if there is no trustable information.

1.2 Purpose of the Study

This research has the main purpose of investigating different factors whose influence is supported by an emotional, circumstantial, school or personal consideration. The opinions on which decisions are made when students are evaluating their teachers in the way they do. This work can also help to know how much information about Students' Evaluation of Teaching Effectiveness (SETE) is trustful, as well as the students and teacher's moral and ethics when evaluating to each other.

1.3 Research Questions

This project aims to answer the following research questions:

1. Which are the main factors a student takes into consideration to make a decision when evaluating teaching effectiveness at LEI?
2. Which are the moral factors implied during this study in Teaching Performance Evaluation at LEI?
3. How do students feel when evaluating teaching effectiveness?
4. If it is circumstantial, what are the circumstances or conditions given to students to evaluate in the way they do? In other words: Could it be a reward, a bribe, or a threat?
5. What conclusions can be drawn from this research?

1.4 Significance of the Study

The final outcomes will show a close reality of what happens with teaching evaluation process at LEI BUAP; making clear if learners have or have not answered as they should – and as it has been expected by teaching staff – from learners themselves' perspective, based on their opinions and especially by the ratings given in the instrument; also, data gathered will show if students have been honest when evaluating teaching effectiveness. So that it could be used to know the way in which BUAP Faculty of Languages' teaching staff has being evaluated. On the other hand, it will give an idea for reasoning of the possible causes or factors that provoke having certain determined punctuation.

1.5 Definition of Terms

Attractiveness: Pleasant to look at; having features that makes something or someone seem interesting and worth having (Oxford Dictionary, 2014).

Circumstance: A condition. Detail, part, or attribute, with respect to time, place, manner, agent that accompanies, determines, influences and modifies a fact, event or outcome. Also, it is considered as a last incident or occurrence (Oxford Dictionary, 2013).

Context: Non-physical or concrete joined things that make a meaningful inference around, even if they are known or not (Mundicolor Dictionary, 2002).

Corruption: The action-effect of making someone or something morally depraved; dishonest or fraudulent in conduct by those in power, typically involving bribery (Oxford Dictionary, 2013).

Decision: The act or process of deciding; determination, as of a question or doubt, by making a judgment (Oxford Dictionary, 2013).

Ethics: A system of moral principles of an individual. The rules of conduct recognized in respect to a particular class of human actions or a particular culture (The Free Dictionary, 2014). Also, it is a part of philosophy that deals with moral and obligations of man (Real Academia de la Lengua Española Dictionary, 2001).

Fairness: The quality of treating people equally or in a way that is reasonable (Oxford Dictionary, 2014).

Morality: A system of ideas inside the quality of being in accord with standards of right or wrong conduct (Oxford Dictionary, 2013).

Personality: The various aspects of a person's character that combine to make them different from other people. A person whose strong character makes them noticeable (Oxford Dictionary, 2014).

Principle: Standard or fundamental idea governing thought or behavior (Real Academia de la Lengua Española Dictionary, 2001).

Reliability: A source from which someone can rely on to say or to expect something (Oxford Dictionary, 2014).

Validity: The state by which something is acceptable or well done (Oxford Dictionary, 2014).

Value: A principle, standard, believe or quality considered worthwhile or desirable (Real Academia de la Lengua Española Dictionary 2001).

CHAPTER TWO: LITERATURE REVIEW

This chapter encloses some of the main support given by previous theories and studies made for and in the same field: Students' Evaluations toward Teachers Performance. The chapter starts defining and covering those topics considered important for this study, which have been distributed in a particular order: Evaluation, the main elements of an Evaluation Tool such as Validity, Reliability, and Fairness. Teaching Effectiveness Evaluation; Decisions, Making Decisions; Teaching Effectiveness; Priorities of Teaching Effectiveness; Previous Similar Studies about Students' Personal Factors Influencing Teachers Effectiveness Evaluation; Context (as physical-mental factor); Students-Teacher Relationship, Positive and Negative Points in Teaching-Learning Process: Teacher's Personality, Age, Attractiveness and Fashion; Expected Grande and Course Difficulty; Moral and Ethics; corruption and Corruption in the Classroom.

2.1 Evaluation

Evaluation may mean different things to different people. Evaluation can be seen as a synonymous with tests, descriptions, documents, or even management. A compressive definition establishes that: "evaluation is a systematic investigation of the worth or merit of an object" (Committee on Standards for Educational Education, 1994, p. 3). Its purpose is to ensure transparency and accountability (International Center for Alcohol Policies, 2015). An evaluation process could imply case study, triangulation, questionnaires, interviews, focus group, survey, context indicators, etcetera (Commission's Directorate-General for International

Cooperation and Development, 2006, p. 47-89). In other words, it means a research have different tools to measure, understand and explain a phenomena that is important for some people and has qualified process of confidence. Evaluation tools, as well, count with some parameters that support their function.

2.1.1 Main Elements of an Evaluation Tool: Validity, Reliability and Fairness

As every great human creation has its basis, like a building; an evaluation tool has its basic points such as reliability, validity and fairness to ensure transparency and accountability (International Center for Alcohol Policies, 2015) to measure, understand and explain what is happening. Reliability for security, confidence and correctness. Validity for being acceptable to apply, and fairness for an equal treatment without underestimate or overestimate the knowledge or skills of a member with others. Each one of them three is explained in detail.

Reliability is defined by Phelan & Wren (2005, p. 17) as the consistency of the assessment in producing the same score on different testing occasions or with different raters. It is the degree to which an assessment tool produces stable and consistent results. Moreover, reliability is typically estimated in one of two ways. One is to estimate the consistency of a test's results on different occasions. A second way is to examine consistency across parallel forms of a test, which are developed to be equivalent in content and technical characteristics. Then, how reliable must a test be? That depends on the nature

of the construct – that is, the abstract skill, attribute, or domain of knowledge – being measured (National Research Council, 1999, p. 72).

Validity is defined by Hernan, Aschbanter and Winters (1992, cited by O'Malley & Valdez-Pierce, 1996, p. 19) as “how well a test measures what it is purposed to measure. The most important types of validity for performance assessments are “content validity”, or the match between the content of the assessment and the content of the instruction, and “consequential validity”, or the uses of the assessment for instructional planning and improvement”. Furthermore, validity asks what a test should be measuring, and what meaning can be drawn from the results. Hence, what is to be validated is not the test per se but rather the inferences derived from the test scores and the actions that follow (Cronbach, 1971, cited by National Research Council, 1999, p. 73). In essence, then, test validation is an empirical evaluation of test meaning and use.

Fairness: when discussing of fairness, it is important to distinguish between equality (the state of being the same) and equity (justness or fairness) and to recognize that not all inequalities are inequities. Indeed, in education as in medicine the watchword should not be equal treatment, but rather treatment appropriated to the characteristic and sufficient to the need (Gordon, 1998, p. 79, cited by National Research Council, 1999, p. 79).

Fairness, like validity, is not just a psychometric issue. It is also a social value, and there are alternatives views about its essential features. In regard to the test use, the core meaning of fairness is “comparable validity”: a fair test is one that yields

comparably valid scores from person to person, group to group, and setting to setting (Willingham, 1998, cited by National Research Council, 1999, p. 79). So, for example, if an assessment results in scores that substantially underestimate or overestimate the knowledge or skills of a member of a particular group, then the test would be considered unfair. If an assessment claims to measure a single construct across groups, but in fact measures different constructs in different groups, it would also be unfair.

Fairness is characterized as the absence of bias and as equitable treatment of all examinees in the testing process (National Research Council, 1999, p. 79). Furthermore, it means that an assessment should "allow for students of both genders and all backgrounds to do equally well. All students should have equal opportunity to demonstrate the skills and knowledge being assessed" (O'Malley & Valdez-Pierce, 1996, p. 26). Finally, fairness as equitable treatment of all examinees in the testing process requires that examinees be given a comparable opportunity to demonstrate their understanding of the constructs the assessment in the intended to measure. Fair treatment includes such factors as appropriate testing conditions, opportunity to become familiar with the test format, and access to practice materials.

2.2 Teaching Effectiveness Evaluation:

Teaching Evaluation seeks, first, to improve the teacher own practice by identifying strengths and weaknesses for further professional development (the improvement function). And second, it is aimed at ensuring that teachers perform at

their best to enhance student learning, (the accountability function) (OECD-Mexico, 2009, p. 7). It is also essential to celebrate, recognize and reward the work of teachers (OECD-Mexico, 2009, p. 3). In other words, it is generally performed to improve performance (formative) and may take many forms. But, most of the tools used are questionnaires answered by students.

More summative evaluations (end of term or end of year), are usually used for administrative purposes of professional development of promotion, retention, salary or for providing institutional data (Canale & Herdklotz, 2012. p. 1). Meaningful teaching evaluation involves an accurate appraisal of the effectiveness of teaching, its strengths and areas for development, followed by feedback, coaching, and support (OECD-Mexico, 2009, p. 3).

The Evaluation of Teaching Effectiveness, as any other process, is always influenced by human nature, as next paragraph explains.

2.3 Decisions

Decisions are a basic part before evaluating teachers at LEI. There would be predominant factors as well and unexpected things for which a student could behave in a particular way. LEI students as human beings make decisions at any moment, conscious or not about their relevance, such decisions can be perceived according to actions, speech, or thought.

The first thing to ask is: What is a decision? According to Duncan (1973, cited by Al-Tarawneh, 2012, p. 2), “decisions are a conscious choice to behave or to think in a particular way in a special situation. Decisions are based on beliefs about the likelihood of future events. The expected things or events likely to happen or to take place”. Also, “those beliefs are expressed as probably judgments, judgments under uncertainty, and confidence judgments” as was expressed by Tarawneh, (2012, p. 12). Here, moral judgment and decision making are taken as basic principle. This refers to considerations to oneself as well as others. The capacity of moral judgment is closely linked to what kind of person people are, that is, the character’s personality.

The basis of an individual’s moral character or personality is normally formed in childhood through socialization and moral education (Albertzart, 2012, p. 343). Moreover, McCall (1987, cited by Albertzart, 2012, p. 340) considers that making decision is a human activity that can be or not influenced by other decisions behind. Dietrich (2010, p. 3) mentions some of the most common, influential and accepted factors in them: past experience, cognitive biases, age, individual differences, and belief in personal relevance. Sex and age are among the variables that affect decision making, or rather, that allow one to establish individual differences. It seems that women are more affected by the environment; they look for more information, and dedicate more time to the decision process. Men, on the contrary, are more dominant, assertive, objective, and realistic (Gill, et.al. 1987, Wood, 1990as cited by Sanz et.al. 2007). In other words, genre as well as age, personality and education will primarily affect one’s decision.

2.3.1 Making Decisions

Halpern (1997), Sanz et al. (2007, p. 382) suggest several steps to be followed in order to arrive at a decision:

1. One must realize that it is going to be necessary to make a decision,
2. Determine the goals to be achieved,
3. Generate alternatives that lead to attaining the proposed goals,
4. Evaluate whether these alternatives meet one's expectations and,
5. Select the best alternative, the one that implies an efficient global result.

Then, the Evaluation of teaching is a process influenced by human activities consciously or not about their decision. Its tools, or better said, electronic questionnaires, are qualified to make an evaluation about Teaching Effectiveness; a concept to be explained.

2.4 Teaching Effectiveness

University of California's, Los Angeles (UCLA), guide (2004, cited by Canale & Herdklotz, 2012, p. 2) says "Effective teaching can be defined as activities that promote student learning where student ratings, self-reviews, and peer evaluations are all used for evaluating different aspects of teaching". About methods of teaching effectiveness, Finch et al. (1997, cited by Zakka, 2009, p. 334) identify the components of teaching that should be evaluated: "content expertise, instructional

design, and instructional delivery skills". In addition, Renaud and Murray (1996) suggest that teaching effectiveness has a relationship with some factors such as age, personality, gender; and it tends to vary, depending on the kind of teacher as well as the kind of student.

The main elements required for teaching effectiveness are extroversion, leadership, support, intelligence, objectivity, and liberalism. Moreover, Rotter (1966, cited by Wu, 2005, p.3) argued that "locus of control is a dominant factor by which teachers influence students' learning achievement", then, teachers who believe that they can control the reinforcement of their actions have a high level of efficacy. These three definitions mean that by controlling their own behaviors, teachers expected high level of students' learning outcomes.

Another strand of theory in Teaching Effectiveness was proposed by Bandura (1977, cited by Wu, 2005, p. 3) who identified teacher's efficacy as a type of self-efficacy based on social cognitive perspective. People construct their beliefs about their capacity to perform competence. In addition, Kyriakides et al. (2002, cited by Wu, 2005, p. 4) summarized related literature and pointed out that effective teachers can provide adequate quantity of instruction, organize and manage the classroom environment, effectively use instructional time, structure instructional materials, give students practice and application opportunities, provide good classroom climate, and have enough subject knowledge, knowledge of pedagogy, teaching beliefs, and self-efficacy.

The Department for Education and Employment, (2000) also proposed a teacher appraisal system, in which three teacher-controlled factors influencing

student progress are identified: teaching skills, professional characteristics, and classroom climate. The teacher appraisal system is actually a reasonable application of teachers' teaching effectiveness components. The three factors can be deduced as ability, grade of education and condition either by students or the structure itself. Those last elements are part of what is called context as will be seen later; after the previous similar studies about students' personal factors influencing Effectiveness Evaluation (TEE).

2.4.1 Priorities of Teaching Effectiveness

Vella (1994) points out that there are some principles to be followed both by the professor and learner, if one wants to teach and the second one desires to learn something significant; these three highlighted points are safety, sound relationships and praxis.

1. Safety is a principle linked to respect for learners as objects of their own learning... it means that the design of learning tasks, the atmosphere in the room and the very design of small groups and materials convey to the learners that this experience will work for them. People have shown that they are ready and eager to learn when they feel in safe in the learning environment. Such feeling of safety depends on:

- a) Trust in the competence of the design as well as teacher enables the learners to feel safe. In other words, having useful tools and good professors is one way to earn student's confidence.

- b) Trust in the feasibility of the objectives, and in their relevance, that makes learner feels safe. Mainly because he or she is learning what he / she has to, according to his / her age, genre, and place.
- c) Allowing small groups to find their voices enhances the possibility of safety. It means learners can feel identified with each other as they can trust themselves and work together.
- d) Trust in the sequence of activities builds safety. Beginning with some simple tasks before advancing to more complex ones means learner can start from zero long with his / her classmates and advance together.
- e) Realization that the environment is nonjudgmental assures safety. Being accepted in person and products. That is to say that they as every human can commit mistakes and no one has the right to judge.
- f) The rise and fall of learners` energy is an accurate indicator of their sense of safety. That means that the interest given by students will depend on how identified and united are each one to another. As it is well known, Unity and Individualism are the factors that promote participating, interest and safety for each learner.

2. Sound relationship for learning involves respect, safety, open communication, listening, and humility. Primarily, it is related to values and principles inside classroom.

3. Praxis, which is a Greek word that means action with reflection. In other words, it is doing with built-in reflection, or practice with sense. Praxis can be seen in four steps:

- a) Description: what do you see happening here?

- b) Analysis: why do you think it is happening?
- c) Application: when it happens in your situation, what problems does it cause?
- d) Implementation: what can you do about it?

(Vella,1994, P.p.6-9)

In summary, the main features related to eagerness to learn a language are safety, relationship between professor and learner, including classmates, and praxis. Those elements compound the main circle in teaching-learning process.

An important model for effective teaching was suggested by Goe (1988, cited by Canale & Herdtklotz et. al. 2012, p.2) which contains five-point definitions focus on efforts measurement of multiple components of teacher effectiveness:

- a) Effective teachers have high expectations for all students and help students learn.
- b) Effective teachers contribute to positive academic , attitudinal, and social outcomes for students
- c) Effective teachers use diverse resources to plan and structure engaging learning opportunities; monitor student progress formatively, adapting instruction as needed
- d) Effective teachers contribute to the development of classroom and schools that value diversity and civic-mindedness

e) Effective teachers collaborate with others to ensure students success.

In summary, an effective teacher is someone who works with learners and teachers to ensure a good learning process, someone with positive attitude toward instruction necessities. About this process, Vella (1994) implies that learners as well as professors are core elements of safety, relationship and praxis. In other words, safety is in one's esteem; relationship is the trait toward one and others to get a common end; and praxis can be assumed as a general-abstract behavior over an issue: the hypothetical situation in realness and how it is solved.

2.5 Previous Similar Studies about Students' Personal Factors Influencing Teaching Effectiveness Evaluation (TEE)

There have been similar studies about factors that influence students when evaluating teacher's effectiveness carried out previously, for example Canale and Herdklotz (2012) found out some of the most current practices working with thirty selected colleges that are: classroom observations, small group instructional diagnosis, and use of teaching portfolios. Their finding revealed that most of the campuses with teaching evaluations programs make a clear distinction and process for both formative and summative evaluations of teaching. In many cases, both forms are offered and/or required as a part of campus policy.

Another study carried out by Zakka (2009), his research explores one important component that affects Student Evaluation of Teaching Effectiveness

(SETE): student's perception and level of objectivity at answering questionnaires, showing that students give high evaluations to expected grades and pleasant instructor's personality. In addition, there are indications that students are not accurate in answering the questions of the SETE and that their answers are affected by factors that are not related to teaching effectiveness; students do not evaluate how well they learnt.

Moreover, the faculty members believe that SETE is not a valid instrument to measure faculty teaching effectiveness, and that students are not capable of judging and measuring the learning process by filling out the SETE. Also, using other evaluation methods in addition to SETE increases the validity of the evaluation and the credibility of the faculty promotion decisions. It means that trust information can just be obtained with more tools from different areas and at different times.

Finally, Marsh and Roche's (1997) research indicated that Student's Evaluations of Teaching (SETs) are multidimensional, reliable, and stable. They found out those classes with high interest rate classes more favorably. Class-average grade are correlated with class-average student's evaluations of teaching. Selective courses and those with a higher percentage of students taking the course for general interest tend to be rated higher. Harder, more difficult courses requiring more effort and time are rated somewhat more favorably. Also, not anonymous ratings are completed and higher if the instructor is present. From this research, credibility in such evaluations just depends on kind of teacher, class, subject, and importance given by learner and, as was mentioned before, they are also components in personal context.

2.6 Context

Context, according to some authors, is an ambiguous concept. First, it limits the range of possible interpretations that people have for a word or a sentence (Yule, 1996, p. 21). Second, it is an internal and external element that leads information becomes in a fact (Benito, 1996, p. 21). Third, it is whatever that produces inferences, actual situations / circumstances, beliefs, assumptions, about temporal, spatial and social settings; prior, outgoing and future (verbal / nonverbal) actions; states of knowledge and attentiveness of those participating in the social interaction (Ochs, 1979, p.5, cited by Levison, 1983, p. 23). It can be assumed as the non-seen-but-perceived influence by which decisions are made.

Furthermore, context can be assumed as a pre-history of a particular utterance or isolated word, in grammar, or factual element; the sum and outcome of what has been said and done up to now. In other words, it is possible to say that the ambiguous concept of context has some features as limiting range of interpretations, it makes information in real facts, and it is whatever that can be inferred in a physical environment or abstract thinking and it is the joining or amount of knowledge that is shared between or among individuals.

Making decisions at evaluating is affected by moral, ethics, genre, and age; what in other words can be considered as “social-human context”. At evaluating, there is also the presence of how much has been learnt, and in what way was it is thought. Furthermore, the attractiveness, kindness, fashion and how well someone

has been seen since the first class are factors related to teaching effectiveness which are necessary to be taken into consideration to try to understand student's ways of evaluating and they will be explained in this chapter too. There is where Student-teacher Relationship appears, a strong thing to consider.

2.7 Student-Teacher Relationship

Student-Teacher relationship is an important component of teaching effectiveness. According to Walsh & Maffei (1994, cited by Allison-Jones 2002, p.19) "this relationship can impact education in three ways. First, a strong students-professor relationship enhances enjoyment of the educational experience for both parties. Second, a strong relationship improves student evaluations of faculty. Finally, a strong relationship enhances student learning". Collison (1996, cited by Allison-Jones 2002, p.19) states that "to develop good interpersonal relationships requires empathy, honesty and trust, tolerance, awareness and the setting aside of self". Then, a relationship like this has to have a deepest sense of humanity and sociability to reach and optimize the best from learning-teaching process.

Furthermore, in a study carried by Eryilmaz (2014), it was found out that "it is desirable for students to have amicable teachers by whom they can be loved and accepted". So, having an emotional balanced personality is of great significance in establishing self-regulation on the part of the teachers who desire to be of help to their students. Depending on the type of teacher, the personality traits, academic skills and interaction of teachers with learners are assumed to increase perceived

control, as well as influence self-esteem positively. Liked teachers have a positive impact on the affection of students and academic achievement. At the end, it recommends that professors should develop their personality traits and teaching skills in favor of being liked teachers. This must not be understood like to be pleasant or cool for everyone there are, also, duties, such as having the tasks done before class and the class prepared to be given. Its importance yields in a human trait as it was mentioned before. However, this relationship can end up in the loss of control, abuse by learners, losing respect, teachers losing respect for themselves (Pickhardt, 1978, p. 107). How?

The above mentioned negative outcomes may be a result of a lack of the interpersonal skills teachers need, then teachers have three interpersonal adequacy needs with students: to be liked, to be effective, and to be in control. When these adequacy needs become frustrated, they can transform into adequacy fears. The teachers who experience strong student dislike might learn to fear rejection, the teacher whose students refuse to learn might begin to fear failure, and the teacher who cannot control a class might learn to fear disobedience. Students who become such a potent stimulus for fear that the teacher will begin to dread encountering them each day (Pickhardt, 1978, p. 108). On the other hand, a bad or inappropriate dressing, personality, students-teacher relationship and professional skills contribute to lose respect and authority (Phillips, 1992, p. 21). Teaching-Learning Process has positive as well as negative points from some perspectives.

2.8 Positive and Negative Points in Teaching-Learning Process: Teacher's Personality, Age, Attractiveness and Fashion

Students as every human tend to judge at first view, eyes are always the first and main contact with the world after waking up. Despite of that, a proper or un-proper look gives people an opportunity if they want to try something or somebody new. That kind of behavior and reactions are called student's perceptions, toward teacher's personality, age, attractiveness, fashion, expected grade, course difficulty, and student-teacher relationship. Some examples can be seen as it follows:

Today teachers' image is very important for students who believe that image is coherent with being a good or bad professional then, teacher's personality, age, attractiveness and fashion is a forgotten factor about the impact that it has on students decision when evaluating, and that can have a tremendous influence in validity and reliability when students evaluate their teachers. Brosious & Smoth (1990) suggest that attractiveness, age, genre and personality have become an increasing factor in teaching evaluation. Also, Bokek et al. (2006) in their study found out that the physical attractiveness of fifty five professors was rated by their students and then correlated with their teaching ratings.

The more attractive male professors received higher ratings, but only from female students. The more attractive female professors did not receive better ratings, neither from male nor from female students. The main conclusion of the study is that men in academy benefit from a 'beauty premium' while women do not. Also, Phillips (1992) found out that:

“Attractiveness has been shown to be influenced by clothing. Instructors perceived as attractive are expected to be friendlier, better organized, less apt to demand too much work, and generally better teachers than their less attractive colleagues. However, some negative connotations exist as well. For example, attractive females tend to exhibit deferential characteristics since they do not view themselves as sources of authority, indicating that attractive people are rated less likely to be responsible”(P.p. 4-5).

In other words, teacher dressing style significantly affects student perception when taking a decision about their education assessment. Phillips (1992, p.p. 20-22) also mentions that:

“casual dress received lower rating than their moderate or conservative dress for assessment of teacher organization and discipline skills. Casual attire was favored by representing a more friendly and knowledgeable teacher. Moderately dressed model was judged to be more organized. Conservative dress received lower scores for the traits of friendliness and interestingness, but disciplinary skills were perceived to be a strength point”.

Then, the kind of dress may give a stereotypical idea about the kind of professor in front, if he or she could be strict, cool, organized, or lazy, it refers to: personality.

Personality has been seen and considered as an important trait that can influence students' evaluation toward their teacher. Levent (2011, p 8 cited by Aydin, Bavli, Alci, 2013, p 577) says “a system of thoughts, feelings, discourses and behaviors that make one person different from another one is called ‘personality’ which is present in a person’s actions”. Also, TDK (2013, cited by Aydin, et.al. 2013, p. 576) denotes personality as “the whole moral and spiritual qualities that are unique to a person”. Furthermore, Basim, Begenirbas, Can-Yalçın`'s (2013) research works

on personality structure, its effects at workplace and its relationship with emotional exhaustion. Also, in their study it is deduced that teachers are widely known to be under the risk of emotional exhaustion due to their environment, learners and tools. Thus, it is important to consider the emotional states of teacher by teaching staff and learners. In the context of human resources management, considering the personality analysis in the process of performance evaluation can be beneficial to reduce the negative results. However, these point can always not make sure to get the best expected grade as the way the course is developed, so, that they will influence the Teaching Effectiveness Evaluation.

2.9 Expected Grade and Course Difficulty

A complex educational issue is the relationship between students' evaluations and course grades that students expect to receive because it has different causes that can motivate different effects and actions on students to obtain their expected grade. Marsh et al, (1976, p. 4) declare that:

“A positive relationship, under different circumstances, can either offer strong support for the validity of students' evaluations of argue for a dangerous bias in their application. If higher grades received by students are indicative of superior learning resulting from a superior instruction the corresponding higher evaluations support the validity of the students' evaluations. However, if higher grades are only indicative of greater leniency in assigning grades, then any improved evaluations based upon the expectation of higher grades suggest a bias and undermine the validity of the students' evaluations”.

Also, O'Malley & Valdez-Pierce (1996, p. 27) state that "grades have two basic purposes in the classroom: to reflect student accomplishments and to motivate learners. In other words, grades can be considered extrinsic or intrinsic motivators depending on the importance given now and later". In addition it is important to consider that some corrupted teachers interchange their grades with their students' grades. Marsh et al., (1976, p. 5) say to this respect that "the harshest critics of students' evaluations suggest that an instructor need only to give high grades and demand little work to receive high evaluations. A grading leniency bias students giving higher or lower evaluations in expectations of receiving higher or lower grades, is one bias that, if established, could undermine confidence in the evaluation process".

Additionally, Nowell (2007, cited by Matos et. al. 2010, p. 318) finds that SETE ratings of individual students vary positively with expected grade of the student and vary negatively with respect to expected grade of the student relative to the grades expected by other students in the class. In other words, final rating from student toward teacher can be influenced collectively or individually depending on the real facing situation and how he or she feels with classmates. This is linked to principles, ethics and morals that an individual has and how he/she will apply them.

2.10 Moral and Ethics

Moral can be assumed as a proper way of life in which the individual has decided to take and consider reason and thinking over natural impulses that obey to primitive reactions, as it was said by Sánchez (2013, p. 75) “morality is understood as the behavior of submitting the impulses of our animal part to reason, so that we only guide ourselves by reason, which is exclusively of the human being”. As it was written by Nietzsche (1887, cited by Sánchez, 2013, p. 83), “man is the one that produces his values, establishes them, as he produces knowledge, art or technique”. Furthermore, Robison (2011, p. 289) argues that “people can fruitfully conceive of such principles as real, irreducibly dispositional properties of individual persons (agents and patients) that are responsible for and thereby explain the moral properties of agents and actions”; then moral and ethics are a human creation conceived through development in a society with the purpose of maintaining a shared control and its benefits.

That is, moral and ethics would be the origins, sources, or ultimate bases of obligations or, at the very least, of particular truths about what is morally permissible, impermissible, etc. (Robison, 2011, p. 290). Finally, “an individual will typically challenge and qualify at least some of her moral principles as she grows older, gains life experience and reflects on moral questions. She will endorse them as her principles and they will become a part of her moral character toward her self-regard and others” (Albertzart, 2012, p. 343).

It can be deduced that both moral and ethics are concepts that only depend on circumstances and people’s point of view. They can be considered as a proper or no proper behavior, acts or thinking; that is innate, or maybe entered by society

(religion, family, education and culture and any sort of interaction); finally, it would change as the person changes. So, what people call moral and ethics is the proper way of reaction facing a social context. In teaching-learning process and final evaluations toward teaching and learning, moral and ethics play an important role, they interact on how and what an individual learns or teaches, and what tendency would be taken to achieve a goal (decisions process), although, a lack of values and principles carries with the tendency to make bad decisions. One word is enough to assimilate it: Corruption.

2.11 Corruption

Jiménez (2013) considers corruption as a wide use of power for a particular benefit. Furthermore, Torres (1992) relates corruption to lies, traffic of influences, plagiarism, evasion, theft, embezzlement, abuse of power, lack of ethics and moral. Barjasic (2015) relates it to lack of communication, poor level of awareness of academic integrity, social apathy about corruption, and lack of education initiatives. In other words; this term can be assumed as one gain between two people or more, not just through one's power, "money" or key element and necessity or dependency. So, corruption is done due to necessity to fill one's prospect and to achieve determine goals, using power and breaking ethical and moral rules and principles, depending on one's place.

2.11.1 Corruption inside Classroom

Scholar Corruption must be mentioned for those teachers as well as learners who greatly need to achieve their goals under pressure at the end of the course. Here, the Students' Evaluation toward teachers takes place in a wrong direction for two possible reasons: 1) Learners who need to get a good final grade or 2) teachers who know are not very good at their performance and need the final recommendation given and supported by learners.

Jiménez (2013) and Torres (1992) provide a great list of scholar corruption examples such as copying at class, truancy of a teacher without just cause and not replacing the class, or late delivery of qualifications or use as leverage against a particular student. A bad rating can be improved or lost reporting year miraculously remedied with a call, a gift, a favor, flattery. Well regarded are children and parents who do not complain, those who do not say what they think; they are the perfect silent and trick. In addition, Barjasic (2015, p. 3) gives more examples as: bribing, illegal mediation, inciting illegal mediation, abuse of position and authorities, sexual harassment, aiding and obtaining.

Furthermore, Marsh (1987, cited by Marsh & Roche, 1997, p. 1191) proposed that instructors who give higher-than-deserved grades will be rewarded with higher-than-deserved SETEs. That means that corruption in classroom consists in little interchanges between power and needier, a fact that

is kept to achieve something, without taking into account its “consequences” or effects and avoiding long processes.

Decisions and the previous points of ethics, moral and personality obey to different circumstances of the information and elements presented. Given interest as well as importance, or the lack of them, influence in certain degree people’s decisions. In other words, the obtained Teaching Effectiveness Evaluation outcomes result from a complex process through known or unknown factors that lie on human-social context, the whole element of (un)-shared and meaningful knowledge where learners make inferences of currently situations of how they feel and what they think.

CHAPTER THREE: METHODOLOGY

In this chapter, the methodology used to carry out this research is described, along with the subjects, the instruments and the procedures followed by the analysis of the data.

To start this section it is important to insist in the purpose of this research which is to explore the possibility that Teaching Performance Evaluation is influenced by different emotional, circumstantial and personal factors on which decisions are made when students in the Languages Faculty at BUAP evaluate their professors.

Such study was developed in the Languages Faculty through the application of some questionnaires. Students were chosen for their availability of 2014-summer

course inside the career major of Licenciatura en la Enseñanza del Inglés (LEI) BUAP. The chosen-developed instrument that accomplished the purpose of this research is a questionnaire with twenty five items in three sections with open commentaries in each one.

3.1 Subjects

Fifty three students from the Faculty of Languages BUAP were chosen at random. The total number of students coursing the major is one thousand five hundred seventy five people. So, this quantity is around a 3.365% in one part of the whole community inside the career. Most of them are youths; their ages go from 18 to 27 years old, and some other students of 30 years old or more – in few cases –; with a bigger population of women than men. All of them are in the major of LEI BUAP, but as it was mentioned before, they were chosen randomly, so they have different English language proficiency and they are in different target language levels. Another point and characteristic is that they were in the currently summer course and some of them re-attending some classes.

3.2 Instrument

The instrument used was a questionnaire for a quantitative study that was designed especially for this research's main purpose: to know the main percentage of (im)-personal factors affecting Teaching Performance Evaluation by which a

student evaluates his/her teacher. The whole structure has been divided into three sections:

- It starts with some hypothetical examples of courses and asks what learners think about them. Such cases are based on situations and ideas that are possible, and some are taken and created from the questions in the Teaching Performance Evaluation. It means, a hypothetical case is determined to (not) fulfill some points because in each case there are some stronger factors than others.
- the second part has personally situations questions related to “request, deal, threat, and bribe” to give a different Teaching Performance Evaluation;
- finally, the last part asks about personal factors that have been considered by a student her/himself such as principles when evaluating the teaching staff in the Faculty of Languages at the end of the course, it means how the SETE is used, saw, and perceived.

There are twenty five items and a commentary section in each of the three sections, twelve for the first section, five for the middle one and eight in the last section.

3.3 Procedures and Data Analysis

All data process was gathered in next order: first: fifty three students from different target language levels studying at Facultad de Lenguas BUAP participated in this research through the application of questionnaires divided into three sections. After having the questionnaires answered, such individual instruments were numbered in order to classify them item by item, and then analyzed through a quantitative research by entering the data of students in Excel. Finally, the results were converted into graphs, tables and diagrams for their analysis, and some conclusions were drawn about this study that helped to understand the causes of the different factors that impeded a valid, fair and reliable evaluation from students to their LEI BUAP teachers. This instrument can be seen in Appendix 1.

Thus, data in the second section was classified using Venn's diagrams, also known as graphical sets, due to their practicality for the purposes of this research to demonstrate how many situations one element had undergone about what appears in the second section, and the easiness by which those cases can be seen.

Most of the data gathered inside this research has been planned to be quantitative, and once data was already collected those numbers were reflected in percentages and/or in graphics showing the influence and importance of the negative thing behind outcomes in Student's Evaluation of Teaching Effectiveness (SETE), and the chosen answers that were their final decision. This device can be seen in Appendix 1 at the end of this study.

CHAPTER FOUR: RESULTS

In this chapter, results from the questionnaire applied to fifty three students about factors influencing student's evaluation of teacher effectiveness (SETE) at the Languages Faculty are presented. Data collected was analyzed and the information about frequency and importance obtained from students was put into graphics to interpret the results in order to obtain research ordered and classified conclusions. The results of such analysis and the conclusions drawn are presented and discussed below.

4.1 Hypothetical Situations and What Learners Consider before and after Taking Certain Classes at the Faculty

Based on the structure presented in the each section of the instrument, the first part presents situations that show many real and unreal features mixed, in order to be labeled by students' opinion according to their importance or benefit. Learners were asked about what they considered could be proper for them, in other words: what learners call "correct or incorrect" using the words "good" and "bad". However, personal information and students' background were not asked in order to not influence in a negative manner the students' answers.

4.1.1. First Section of the applied questionnaire

The instrument first section, a “personal election about hypothetical situations”, was a questionnaire about hypothetical options that contains twelve items, each one with determined characteristics given, and a section with four different options to choose. Those options are:

- **A:** good person and good teacher
- **B:** good person and bad teacher
- **C:** bad person and good teacher
- **D:** bad person and bad teacher

4.1.1.1 Hypothetical Situation One

Hypothetical situation one is related to an ideal teacher, mostly expected by students and society, the nearest case of “perfection”; the given example to students in the instrument first section is shown below in Excerpt 1.

Excerpt 1

“You have a teacher who is always on time; class starts at a balance that everyone understands; he treats you well – talking from human to human –, and gives appropriate tasks according to the needs and abilities of the group.”

The above example of excerpt 1 refers to the description of somebody who is on time, fulfills with his classes with a rhythm that everybody can follow, and gives tasks according to necessities and capacities of the group, based on knowledge, number and sort of students, and grade. According to the Association for Supervision and Curriculum Development(2008, p. 48) “Such description fulfills what a student wants from his/her teacher: building interests, tapping creativity, letting appear his/her best self, letting him/her do it in his/her way, showing he/she can make the difference, taking him/her seriously, and challenging him/her to think”. First results of chosen letters’ frequency appear in figure 1.

Figure 1: Frequency of Answers given by LEI students about the Hypothetical Situation One

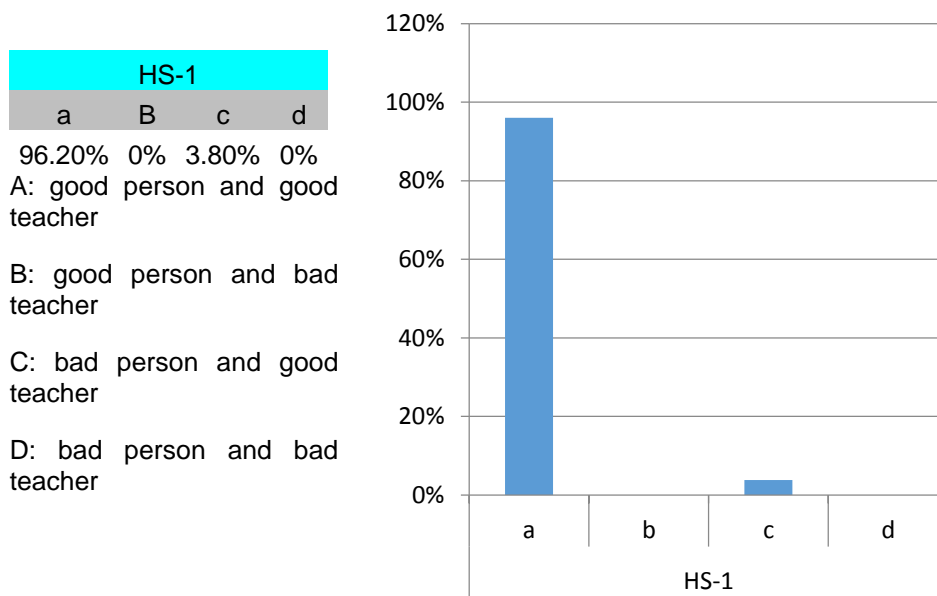


Figure 1 shows that 96.20% of the answers given by students in the faculty show agreement in considering their professor as a good person who at the same time is

a good teacher; students find qualities of adaptability that can be assimilated by everyone, they are working in the area equally treated and they feel no one is missing something. It can be inferred that most of the students at the languages faculty could notice that teachers have a balance between what they ask to students and what they teach. On the other hand, 3.80% of the students considered and took letter C as their answer, a bad person and a good teacher at the same time.

In other words, explaining letter C, as one student writes in his commentary section, “This course could be faster if our professor would not wait for anyone, because some are left just to help another one”. Furthermore, “it could be compared with a professional that can do his work on a time and the rest could be used for a second project of any kind”. Also, Emery, et al. (2003, cited by Zakka, 2009) exemplify the situation in the following manner “students may consider that a good teacher is a bad person in terms of lots of exigency; or by trying to follow someone who teaches in a way that is faster than their learning.”

Moreover, Stapleton and Murkison (2001, cited by Zakka, 2009, p. 235) found that instructors who assigned more homework were given lower evaluations, which indicates that students believed that more course content does not add to their learning more significance in their course. Moreover, learners see theory as the antithesis of reality (Bacon & Novotny, 2002, cited by Zakka, 2009, p. 227). So, it can be noticed that students do not give a full grade to an instructor who is always on time to class. Finally, in other words, teaching in theory is different from unexpected reality and events, and teachers who wait for someone who is not at the level of the group can be considered as synonym of “lost time”.

4.1.1.2 Hypothetical Situation Two

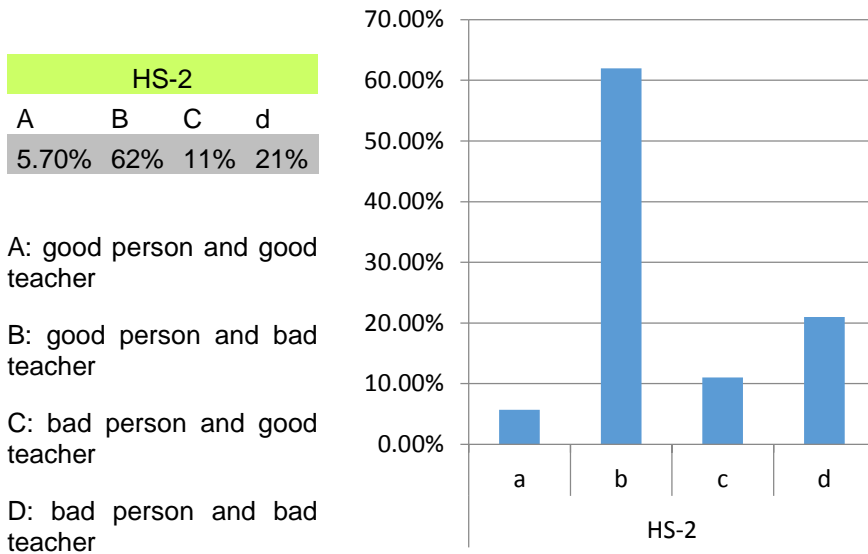
Hypothetical Situation two deserves special attention, as it is related to the example of a friendly, flexible, and not very demanding teacher with students. As it appears in the instrument first section, Excerpt 2 is shown below.

Excerpt 2

“Your teacher is a very nice person, friendly, flexible, and finally you took the course with him because you were said he does not demand so much work, and everyone passes, and it has been so like that, so he does not require your presence neither lets you work to do, even you can actually miss some classes and anyway you will accredit it”.

In this case, there is a very flexible teacher, and students have decided to take class with him because they were told that he or she does not demands so much homework, and everybody can accredit, also, there is no necessity of attending each class. So, eventually, the class becomes what some “learners” expected: less students, easy passing and no work. Nobody says anything. Results of chosen letter frequency appear in figure 2.

Figure 2: Frequency of Answers given by LEI students about the Hypothetical Situation Two



In figure 2, it can be seen that the characteristics of good person and bad teacher, Letter B, was chosen by the students in a 62 %, probably because many students at the faculty community think that this teacher is pleasant and flexible as person, and a bad professional at teaching performance. The reason could be due the teachers' lack of good development in class at explaining, exemplifying, supporting, neither giving professional-scholar supports to the learners. This treatment would be pleasant, however, "What some learners expect from his/her teacher is: to bring out his/her best self, to let him/her do it in his/her way and supporting" (Association for Supervision and Curriculum Development, 2008, p. 49).

Students' opinion is reflecting that they know their necessity about the real essence of learning and knowledge of the subject, maybe because such thing would be a pre-requisite in the future to choose another subject in the career or for the work area itself, or because it is an important part in their future development as

professionals. Something sure can be deduced: students agree that this teacher is an easy part to be convinced that they agree perfectly with him, because learners can make use of time class as they want as long as the class or subject is not important. So, free time has been seen as an opportunity to develop oneself in hobbies, secondary activities and relaxing time, however, it also seems a wasted time. But 38% of the students (a minority) would be disappointed as they do not learn and they waste time, cash and effort by being there when they could be in another place.

4.1.1.3 Hypothetical Situation Three

Laziness as well as lack of care are important topics-factors influencing teaching-learning process. There are anxious students to learn something new and helping, however, expectations are broken by reality, showing disagreement and ending with disappointment. Excerpt 3 shows the hypothetical case below.

Excerpt 3

“Your teacher is very relaxed and at class you all do nothing but waste time, you can even play and no one of you will be affected”.

So, this is the case where students can “play”, doing whatever they wish by importance or pleasure, and doing whatever they want as an opportunity, in any case everybody is going to pass the course. So, there is not any problem. Outcomes for this case are contrasting as they appear in figure 3.

Figure 3: Frequency of Answers given by LEI students about the Hypothetical Situation Three

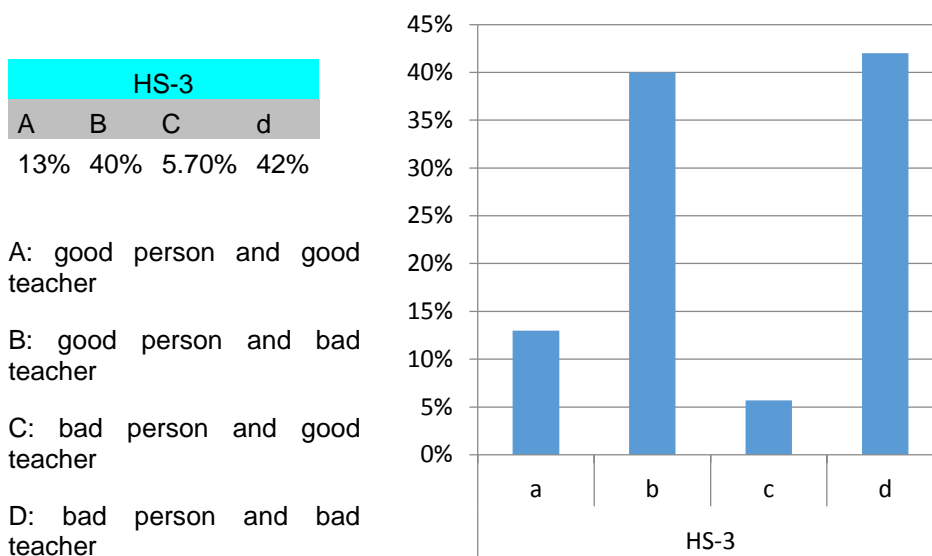


Figure 3 shows a balance of answers between letters are B and D, where 40% of students consider their teacher as a good person and a bad teacher, and where 42% of the students consider their teacher as a bad teacher and a bad person. However, 13% of the students chose letter A, implying that their teacher is a good person and a good teacher. And 5.7% chose letter C considering their teacher a bad person and good teacher. From the percent of letters B and D, it can be seen

that almost a half of the students are not interested in real learning, and the other half is interested in the subject with similar reasons in Hypothetical Situation two.

The percentage shown in A could be assumed saying that some students are comfortable with a professor who does not demand anything, but letter C shows that a minority of the learners do not agree with such situation. They may think that it is cool that their teacher does not attend them as human beings, but, also, they recognize how important it is to learn something and not spend or waste time. Again, the disadvantages and advantages of free time can be reduced in a time to use and a time to loss. Time can be used in certain form depending of conditions, place and accessibility to tools or materials. However, when people recognize the lack of one of them, some projects just end in an idea or written project.

Some final questions that many learners make in such case are: What do I have on my hand? How am I going to reach [my objective instead of being about to waste my time]? What are the conditions or situations given? Then, as it was explained by Halpern (1997, cited by Sanz et. al. 2007, p. 382). “one must realize what it is going to be necessary, determine goals, generate alternatives that lead to attaining the proposed goals, evaluate if these alternatives meet expectations and, select the best alternative”. In other words: how it is possible for someone in such case to take advantage of time for needed and extra projects.

4.1.1.4 Hypothetical Situation Four

Excerpt 4 gives an example of a teacher who is good, cool and nice with people, who assigns lots of assignments that can motivate students and whose only way to accredit is by doing everything.

Excerpt 4

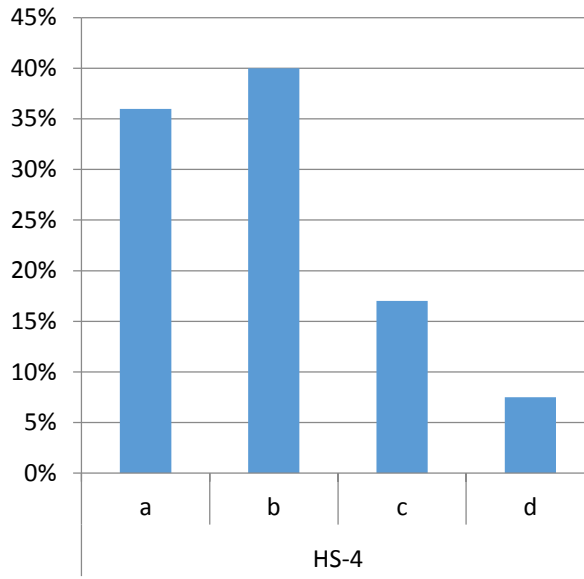
“You have a teacher who is good with people, since the first class and he lets you many readings, assignments and projects which you have no idea, and that could motivate you, but it is too much. At the end only the one who has fulfilled all of them will pass”.

In this situation appears the figure of a professor who is teaching but he or she demands so many things from students , learners do not have any idea about, and they are going to cover some topics that would be so extensive or maybe do not have so much relation with what they do, without forgetting the extra work. The only way to accredit is by doing everything. Students’ opinion is reflected in Figure 4 below.

Figure 4: Frequency of Answers given by LEI students about the Hypothetical Situation Four

HS-4			
A	B	C	d
36%	40%	17%	7.50%

A: good person and good teacher
 B: good person and bad teacher
 C: bad person and good teacher
 D: bad person and bad teacher



According to the graph above, two options are the main ones about this situation, A with 36% and B with 40%. The reason for considering a good teacher and good person, letter A, could be that some students consider benefit for them to learn so much about something that would help and benefit them later in their career. On the other hand, in the case of a good person and bad teacher, letter B, it is that learners may recognize that it is so much work for them, their professor has good intentions, but he or she may not acknowledge that is going outside from the subject or topic; furthermore, he/she would be affecting another classes or projects by his/her many works. And it also would be wasting time or sources of any kind.

Letter C – a bad person and good teacher – with 17% followed by D – a bad person and bad teacher – with 7.5% were chosen by students, whose results may indicate that some students would appear to be disappointed due to the extra work as well as their teacher’s style of teaching. Material is always an ideal tool with

information either written or visual. So much can be used for learning detailed information, what would help later in another field, and could catch the interest given by a learner to motivate him, although so much material can be confusing that some concepts and ideas would be mixed or misunderstood and could be boring for the learner that he would lose its importance. In other words, for some learners, the more they read, the more they get bored.

4.1.1.5 Hypothetical Situation Five

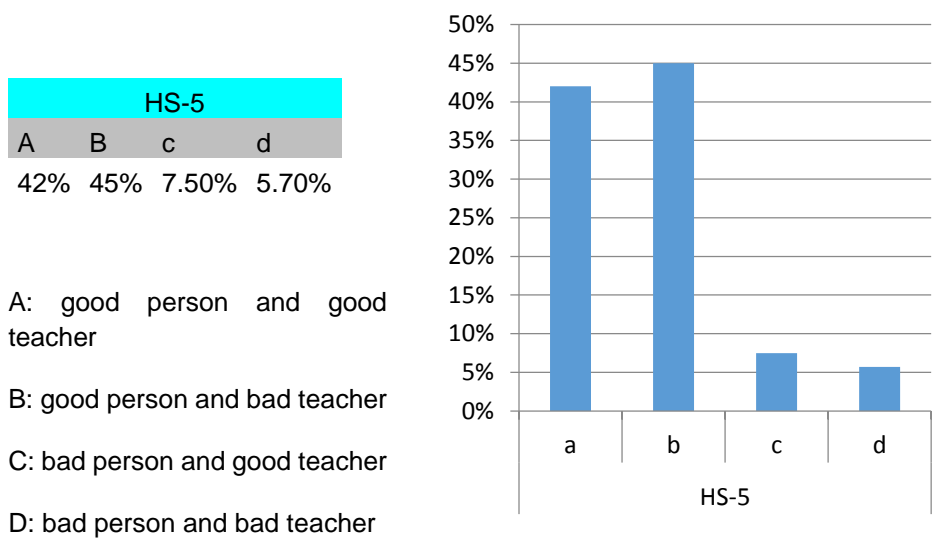
Excerpt 5: Example of a teacher who is nice, and early in the course, teaches something different to the study area.

Excerpt 5

“Your teacher is nice, and early in the course he tells you that you are going to see something different to the class content; and such thing (the one to be changed) is something you should know about your area, anyway he will give you something that he considers can be useful...”

Based on the previous chart, this is a simple situation where the professor has decided to change the course content by giving another content that he/she considers would help someday or it is important to know, where results are contrasting and interesting as they appear in Figure 5.

Figure 5: Frequency of Answers given by LEI students about the Hypothetical Situation Five



It is possible to appreciate that for option A 42% of student community think it is good being prepared for something that is not taught. On the other hand, letter B with 45% agrees that it is good from the person in the teacher teaching something different, new and important, but similarly it is expected to teach also the course content unless such content were not so much important. Letters C with 7.50% and D with 5.70% reflect that learners tend to be disappointed maybe because they are not being focused in the subject to learn.

Course content has a reason to be put among, before and after other subjects, its importance depends on those who designed the course content because they know its worth. In contrast, giving something different but also necessary is

welcomed due to the impact and weigh that offers in work area. This decision just has to be discussed among learners and professor with a final agreement.

4.1.1.6 Hypothetical Situation Six

Excerpt 6: Example of a teacher who treats students in a humanitarian way, sometimes indifferent, but gives the class in the schedule that he should, not too demanding and not too relaxed”.

Excerpt 6

“You have a teacher who treats you as a person, sometimes indifferent, but gives the class accordingly in the schedule that should, not too demanding and not too relaxed”.

The appropriate description of this situation would be that there is a teacher, sometimes indifferent, he works based on his schedule, and teaches what has to. He is not very strict neither flexible, he is in the balance. Outcomes for this situation appear in Figure 6.

Figure 6: Frequency of Answers given by LEI students about the Hypothetical Situation Six

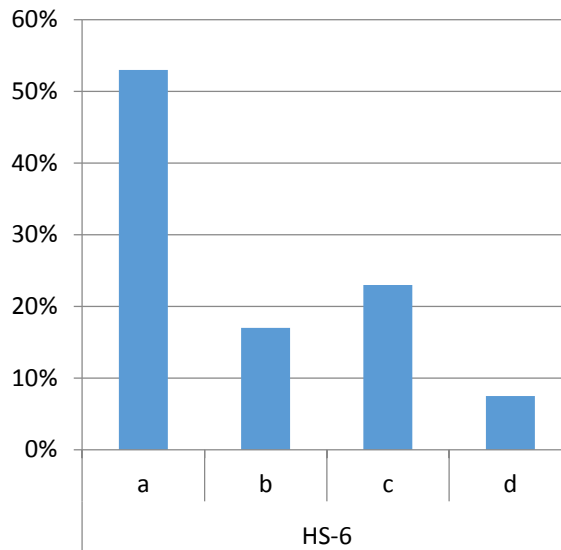
HS-6			
A	B	C	D
53%	17%	23%	7.50%

A: good person and good teacher

B: good person and bad teacher

C: bad person and good teacher

D: bad person and bad teacher



The most chosen letter is A, with 53%, the reasons are almost the same in Hypothetical Situation One where:

“96.20% of the answers given to letter A by students show agreement in considering their professor as a good person who at the same time is a good teacher; being inferred that most of the students at the languages faculty could notice that teachers have a balance between what they ask to students and what they teach. However, 3.80% of the students considered and took letter C as their answer, a bad person and a good teacher at the same time”.

The difference lies among B, C, and D. A strange answer in this case is the answer “D”. Is it possible to find a bad person and a bad teacher at the same time with such good and wished qualities and characteristics? An explanation for this would be the sort of students who do not want to work. A second explanation would be that some students are expecting for a challenge, being proved under pressure

or other circumstances, and in this way, learners would know their limits, strengths as well as their weakness, to overcome themselves. Alkabodi, (2014) proposes that working under pressure organizes and focuses thoughts, when time is very rush, people will directly discards thoughts that are not relevant and focus on what has to be done. It rings out potential energy, increases productivity, and strengthens skills and enhancing performance, doing more works, more activities.

4.1.1.7 Hypothetical Situation Seven

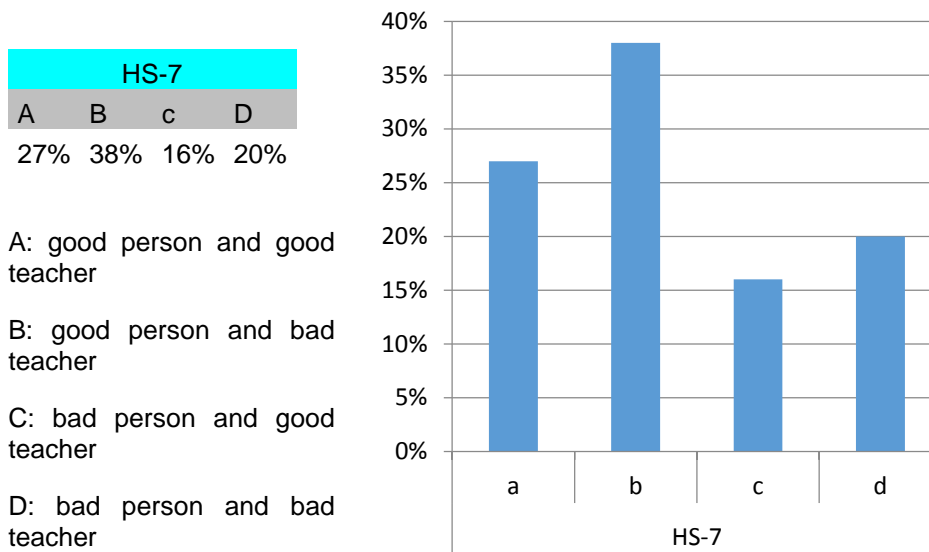
Excerpt 7: Example of a friendly, nice and dynamic teacher that demands attention because his/her own activities distract students

Excerpt 7

“You have a teacher, who is friendly, and one never misses his/her classes, he/she is nice and teaches in the way you consider it should be done, however, when learners move from one activity to another, the group is disruptive or is lost in the subject ... and the teacher, already impatient and upset, demands them to pay attention”.

This scenario of Excerpt 7 exposes the case of a gentle teacher; however, when he is teaching, at the moment of doing an activity and passes to other one, he loses the control over the group, in other words the students' attention, interest, and importance given to the class. Frequency of the answers for the hypothetical situation 7 can be seen below in figure7.

Figure 7: Frequency of Answers given by LEI students about the Hypothetical Situation Seven



In Figure 7 it can be seen that students answered letter B, with 38% considering that controlling a group and keeping learners in the path is benefic for everybody. This figure also shows how prepared, weak and strong a teacher is. The majority of the student community, demands a prepared teacher for situations where human, natural and artificial distractors are all around. Some of them are suggested as example by Levedev, (2009, p. 72) i.e. it could be someone working outside, playing, making sounds, talking, also lateness, technology, eating or gum chewing, temperature, etc.

In second place LEI students chose letter A, with 27% that might show that some learners, less than a half, are comfortable with such professor, a reason would be the benefits acquired, that learners do not have to pay attention while their professor is busy with just one student. In third case, students chose letter D, with 20%, it represents that some learners are disappointed probably because some

students are taking advantage of this type of teacher's style, and are imposing upon of such behavior of tolerance (Pickhardt, 1978, p. 107).

4.1.1.8 Hypothetical Situation Eight

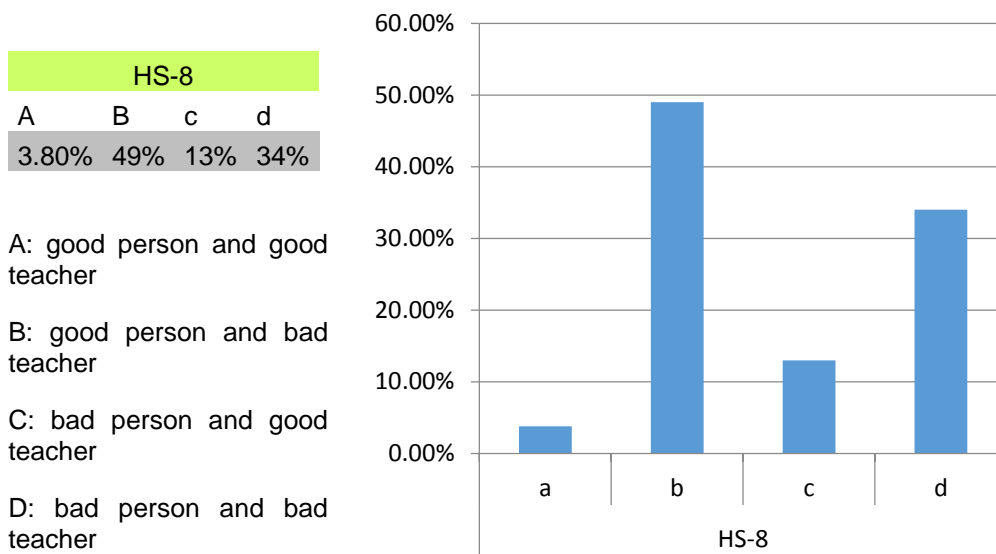
Excerpt 8: Example of a balanced sociable teacher with LEI students that changes the course content making students to devote a lot of time taking part in a project that is not related to the course.

Excerpt 8

"You have a teacher who tries to teach in an average form, but he shifts its course or subject group to devote to other projects, that he says, "they are part of the class subject." Finally to pass the course it is enough to take part in the project [and it did not have so much relation with the subject]".

This situation talks about the change of content in the course by the teacher to a different topic or – or in this case – a “final and important” project that could have been in the same field or would have been redirected to very different activities that at the end could be far from the content objectives and goals of the syllabus. In any case, what should have been taught is not here. The way to get a good rating or just pass the subject is by participating in everything asked by the teacher of the course and there is no more option.

Figure 8: Frequency of Answers given by LEI students about the Hypothetical Situation Eight



Based on the Figure 8 above, students have chosen letter B with 49%, as the most important answer and it shows that students seem to be disappointed, perhaps because some of them were expecting at the end of the course to learn something new, necessary, and part of another subject, and, as a second part, some students consider this kind of teacher a good person but a bad teacher. Students who have chosen letter A, 3.8%, are showing that they are benefited by just doing one thing, a course project, even if they do not learn, as they consider their teacher a good person and good teacher. That means that for this course there would be more than a bad teacher, and a waste of time.

In Figure 8 it is shown by letter D, with 34% that students consider their teacher as a bad person and bad teacher. Here it is possible to appreciate a possible interchange, participation by a score. Finally, 13% of students chose letter C

considering that this kind of teacher is a good person but a bad teacher; good by his/her project, bad by his/her lack of teaching.

One project for a final grade is perfectly acceptable for most of learners as long as it is related to class content, however, a different project from class subject cannot be helpful. Rius, (1986) states that:

“It could be better to work with real-physical material, where students can interchange skills, abilities, experience and know themselves; also, it would improve the social relationships among individuals. Although, working on projects that are not focused on the subject can be considered a wasted or lost time, and in some cases it such interaction can be lost of interest if students do not want to work together” (p. 171).

4.1.1.9 Hypothetical Situation Nine

Excerpt 9: Example of a considered teacher with the grades who is afraid of making students a very heavy life.

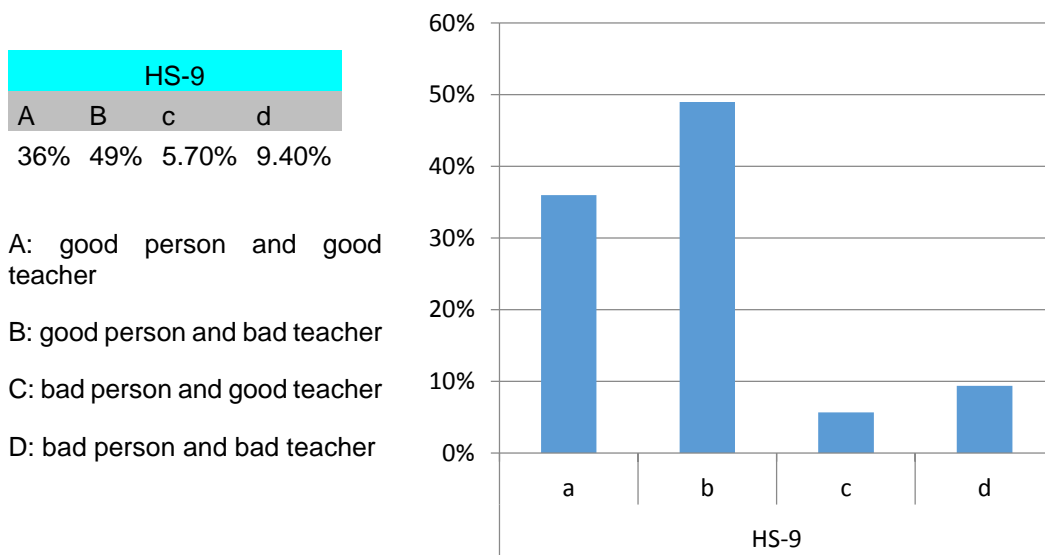
Excerpt 9

“You have a teacher who is considered, and fearing to create a hard time for students, he feels he must not demand so much homework, as long as you give due attention to class. He gives the adequate grades with the work that has been required, even with the case being just one”.

For hypothetical case 9, there is a very thoughtful teacher who thinks his/her learners also have other things to do – which could be problems, or more important issues, so that they decide not to give them so much work, as long as they do their

homework as well as they participate and pay the needed attention in class. The collected data shows the percentages for this situation within this paper below, in figure 9.

Figure 9: Frequency of Answers given by LEI students about the Hypothetical Situation 9



According to students' answers, Figure 9 above shows, that students have chosen for this situation letter B with 49%, this percentage shows that this type of teacher looks good as a person and bad as a teacher by some students, and one possible reason would be that some students acknowledge that their classmates are imposing upon and taking advantage again; however teacher himself/herself is not working as the professional he should be, perhaps he/she wants to be a friend or someone with empathy. Another simple reason would be that he/she is not demanding the necessary attention or control over the group, being too permissive; or is not focusing learners on the subject; also it could be that a teacher expects a

good grade when students evaluate him/her. As Zakka (2009 p. 234) explains “if students are no interested, they would give bad ratings to teaching evaluations” but by easiness, they would give good ratings.

Another possibility is that a teacher is not aware of what happens, most of the people tend to believe one reality that cannot be seen by others. The answer-example can be understood when one does not want something to face or cannot see something due to child experiences. Lee, (2013) suggests that this situation can be taken as phenomena where a situation can have an explanation for some people but for others cannot. About letter A students have chosen this in 36%, it seems that this teacher is a kind of friend or confident and probably students are evaluating something different from what is being asked to them: as recommended by Renaud & Murray (1996, p. 178) this can be explained by a difference on the feeling of personality trait .

4.1.1.10 Hypothetical Situation Ten

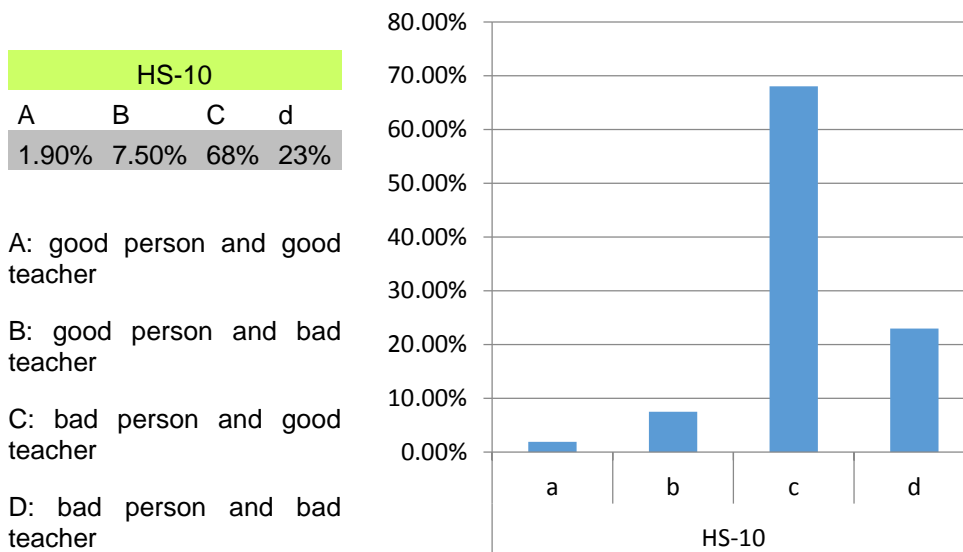
Excerpt 10: Example of an indifferent teacher who teaches in class in the most appropriate way he knows who rarely offends or humiliates someone.

Excerpt 10

“Your teacher is kind of ‘cold’ and teaches in class in the most appropriate way he knows, so far all is well. But his coldness has rarely come to offend or humiliate someone”.

Exposing a very strange and unusual case related to behavior and treat, hypothetical situation 10 gives the example of an indifferent, very cold and no-human professor. Everything is well established in the way, but one day, this professor behaves in another way – due to his coldness and indifference – and he offends and puts down somebody.

Figure 10: Frequency of Most Given Answers about the Hypothetical Situation Ten



In Figure 10 above the highlighted letter chosen by LEI students is C with 68%, a good professor with a normal temperament. This would be the key element; that students could consider very important: behavior, also the trait to them. They acknowledge that their teacher has the knowledge and capability to teach, although a normal temperament is another thing to be under control.

Letter D with 23% would show how significant is the relationship with students. Letter B with 7.50% would show a contrasting thing that their professor is a bad teacher because his/her teacher behaves this way in class time. On the other side, letter A with 1.90% would say that it does no matter what happened, one is going to school to learn, no to be loved or admired by anyone. According to Allison-Jones (2002, p. 2), "Education is for preparing children and for citizenship, for helping students become critical thinkers, and helping learners compete in a global marketplace". Then, a distant relationship behavior must be accepted, because in real situation no everyone is going to be happy and smiling the whole time.

4.1.1.11 Hypothetical Situation Eleven

Excerpt 11: Example of a teacher who spends the class time talking, and who asks LEI students to present unknown topics, and who tells students their presentations were so right and accredit the subject

Excerpt 11

“Your teacher talks about topics from other areas, or anything else, and the class is lost in its subject, then he requires you to work or make presentations about any topic from which you are not really sure of knowing, and no matter if that is bad, he tells you it was so right and you can accredit”.

This is the case where a professor is teaching and talking about other things that have and do not have any relation with the topic. After, he or she demands homework such as presentations, and explanations, even though learners are well informed or are not. Those works are enough to accredit the subject, although students had learnt or had not. Results about this situation can be appreciated below in figure 11.

Figure 11: Frequency of Answers given by LEI students about the Hypothetical Situation Eleven

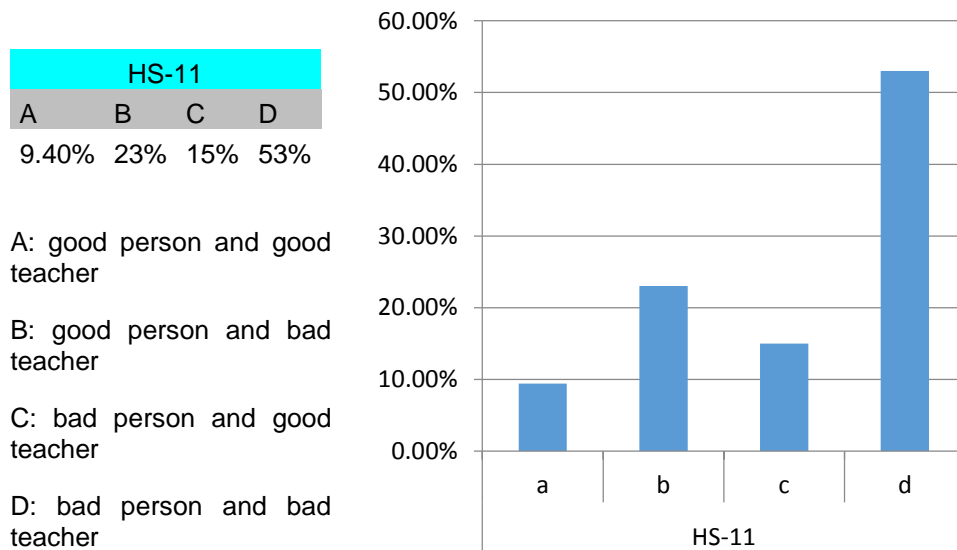


Figure 11 above illustrates that the highlighted answer given by LEI students is letter D, with 53%, a bad person and a bad teacher. With such features a majority of the student community agrees about the indifference of teacher towards real teaching and students learning and what students will face during their presentations.

In second place is letter B with 23% that shows that some learners would recognize that their professor tries to teach or to do something at class, in other words, that he cares about the class. In third place is letter C with 15%, probably some learners are glad listening whatever entertaining thing while they do not focus on the subject. However, letter A with 9.40% does not offer a real perceptible reason; probably students have chosen that this is an example of good teacher and good person because they see a kind of friendship.

According to Handy (1993, cited by Thomas, 2012, p. 1) the location of a meeting gives out certain signals and these signals affect the way people behave and interact with each other. And the purpose of a meeting also affects how people interact. Then, applied this concept to school and presentations, also teaching performance evaluation, it means that teacher-student relationship will depend on place, purpose, trait and behavior and people presented, including unknown ones. For the hypothetical case presented, having a teacher with such features can end in a low esteem about the teacher-student relationship, which explains the reason of why students answered choosing the letter D. Furthermore, (un)-knowing how to work with certain classmates where subjects to be learnt are not very important, will depend on how much people know themselves and how interested they are.

4.1.1.12 Hypothetical Situation Twelve

Excerpt 12: example of a teacher that works with any subject trying to approach it but students fall asleep or try to do other things in class.

Excerpt 12

“Your teacher works with any subject trying to approach it in class, and everyone begins to fall asleep or begins to miss time and lose their interest, and then you may even do your homework or other material in class”.

Finally, the case of a control loss, teaching loss and interest loss by learners, because their professor is not using dynamics to teach. Then, students lose their interest, are sleeping in class and decide to do another significant thing for them. The percentages about this case are presented below in figure 12.

Figure 12: Frequency of Answers given by LEI students about the Hypothetical Situation Twelve

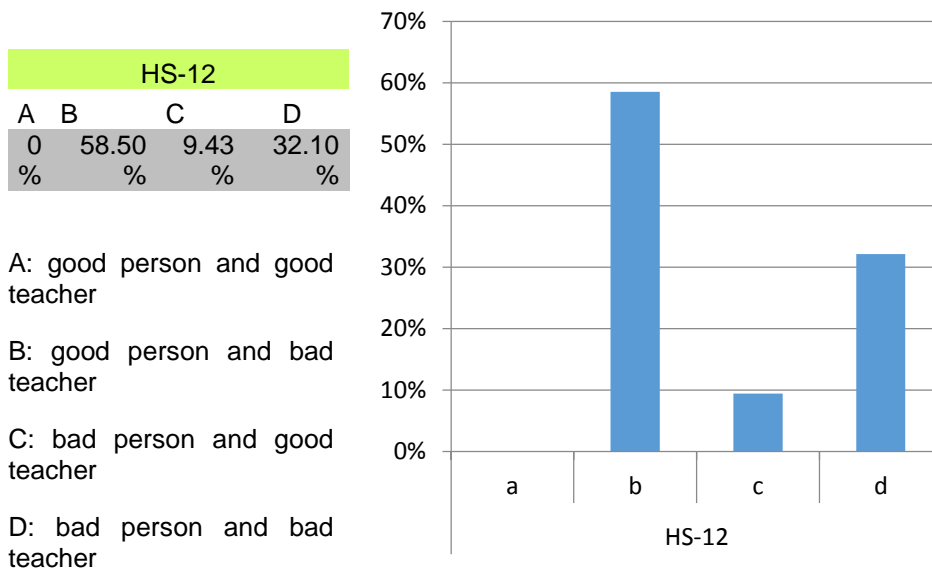


Figure 12 shows that the chosen letter by LEI students is B in a 58.50%. Taking into account the teacher's experience and differences among of people, most of the students would consider this kind of teacher a good teacher because he or she is trying to overcome a new situation, meanwhile students know that their professor needs more experience working with groups and teaching them. Also, they can do other tasks. Another perceptible reason could be that learners do no care meanwhile they are not affected.

Letter D was chosen by 32.10% of the students that might recognize the lack of experience and preparation by teacher. In the case of letter C, with 9.43% may show that students are indifferent if they learn as if they do not. Experience in teaching just can be obtained by previous teaching but if it is the first time in teaching, there might be a previous explanation on the teacher's part about his/her inexperience teaching by which learners and professor agree by supporting each other. Making contrast,

most of the student community would agree that if they could kill two birds with one stone, then they would have done it already; in other words, they could do different things at the same time, like their homework at class time. It means the use of one time for many activities instead of doing them later.

4.2 Second Section of the Applied Questionnaire

As it was mentioned previously the instrument applied is divided into three sections. The second section of the instrument has also been divided into two parts that highlight four factors (request, deal, threat, and bribe) and how they affect the Teaching Performance Evaluation outcomes.

The first graph shows that percentage of students that have lived such situations and the second part shows the frequency of the main situations lived by those same learners.

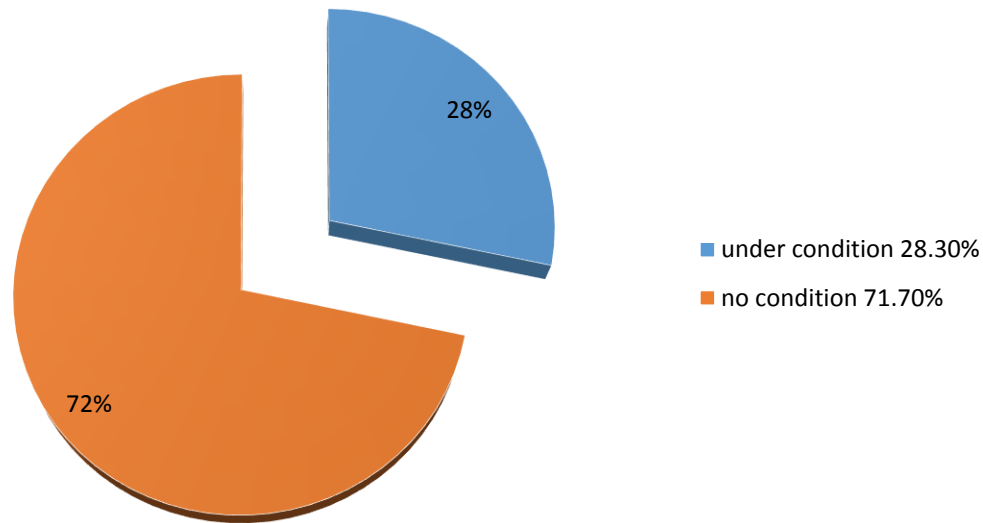
4.2.1 Corruption Cases Based on the Instrument Second section in LEI

The phenomena of corruption is taken and appreciated in mind as a ghost in higher education; however Coughlan, (2013) implies that corruption does really exists in higher education. Barjasic (2015, p. 1-4) gives some examples of corruption in higher education such as: “bribing, inciting illegal mediation, abuse of position and authorities, sexual harassment, aiding and obtaining; which reasons: are lack of communication, poor level of awareness of academic integrity, social apathy about

corruption, lack of education initiatives. Also, the target groups: academic staff, students, university administration, general public, private and government sector”.

Considering the number of students who took the instrument questionnaire, almost a quarter has undergone such corruption. It can be seen in the Figure 13.

Figure 13: Percentage of LEI Students under and Not Under Corruption Conditions



From the fifty three students who took the questionnaire, many of them wrote in the comments section that this kind of corruption has never happened, in fact, asking something like this seemed to be a joke or made no sense. 71.70% of the students under study (38 learners), declared that they have never been under condition of doing something. Although, more than a quarter, 28.30% [15 learners] of the interviewed ones declared to have been under certain conditions such as “request”, “deal”, “threat”, and “bribe”. The important point about corruption is that numbers have shown that corruption in LEI really exists.

4.2.2 Four Frequent Conditions: Request, Deal, Threat and Bribe

About corruption in higher education, in our case, Language Faculty, specifically in LEI, there are four strong points defined by Barjasic (2015, p. 4): “request, deal, threat, and bribe”. A request by those in power, just a favor; a deal in the student-professor relation, interchange; a treat by those with enough force in education, professors; and a bribe, from learner to educator – or vice versa – , gifts or rewards”. This appears below in Figure 14.

Figure 14: Frequency of The Four Conditions: Request, Deal, Threat, and Bribe, Given by LEI Students who experimented Corruption in the School

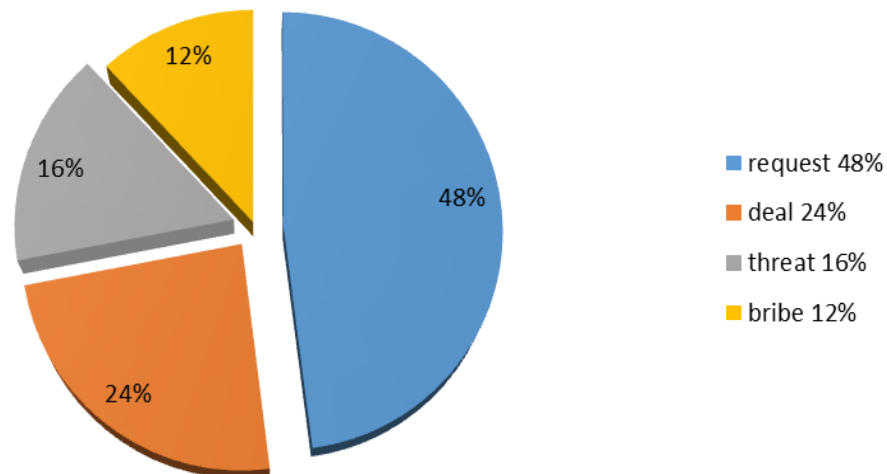


Figure 14 above shows that request, with 48.00%, twelve students, is the most common item chosen, almost a half in the graph. The reason could be that teachers recognize that they do not have the enough power over each student, and there would be someone able to speak with no fear. For deal, with 24.00%, six

students, would be equitable to make an interchange, something good for something good or necessary. In the case of threat, with 16.00%, four students, it is related to those students with problems, and as individuals, they have to “pay” by doing something. Finally, bribe, three students, 12.00%, represents the gift or reward that a student gets after helping to “improve” the “qualities” of his teacher.

Some students have undergone more than one of these points, also these four elements request, deal, threat, and bribe were not found to have been occurred in the same person during this study, but this corruption has been reflected in what learners answer in the Teacher Evaluation. The following Venn’s diagrams (graphical sets) can show how many students (elements) have been under certain conditions. See Figure 15 below.

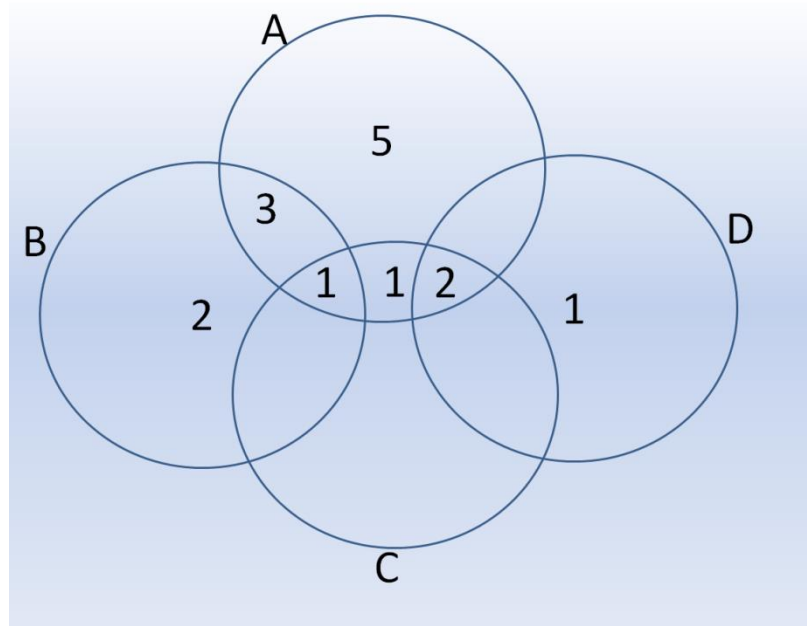
Figure 15: LEI Students-Elements Underwent one or more Conditions (Venn’s diagrams)

A: request

B: deal

C: threat

D: bribe



Sets theory or Venn diagrams shows a group of things that have a shared quality into circles that cross over each other, to show which qualities the different sets have in common. “A” Circle is for those whose undergone request, “B” circle for deal, “C” circle for threat, and “D” circle for bribe. Request only has been experienced by five people, deal by two, threat alone by no one, and bribe by one. Request and deal have been shared by three people, request and threat by two. One person has gone through request, deal and threat, and two people have gone through request, threat and bribe. There could possibly be more cases depending on the person’s status, resources and necessity, and as Barjasic, (2015, p. 4) has said “lack of communication, poor level of awareness of academic integrity, social apathy about corruption, lack of education initiatives” are main points.

4.3 Most Common Forms of Answering the Teacher Evaluation by Students

According to Crumbley et al (2001, cited by Zakka, 2009, p 234), Chen & Hoshower (2003, cited by Zakka, 2009, p 234.). "Teaching Effectiveness Evaluation (TEE) has the purpose to give feedback for those workers who have a bad skill to improve or a good skill to be recognized; and to know how or where they can start to work on". However, students see it as an opportunity to do what they think is possible to do: giving an opinion or a criterion based on their experience, expectative and perspective.

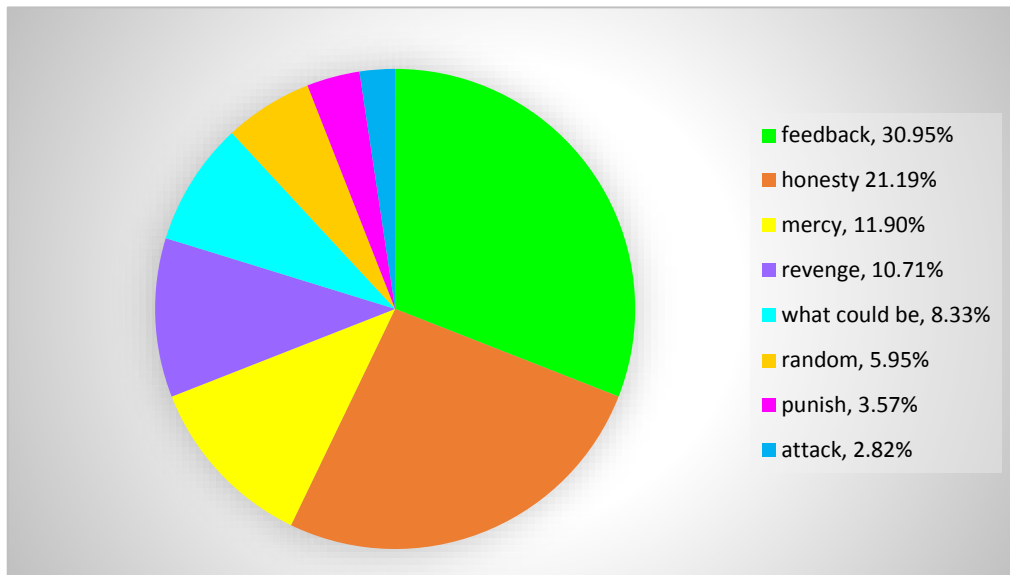
This last part in the instrument has eight factor-options described, they were created to be applied for the purposes of the study by the author of this paper. How SETE (Student's Evaluation of Teacher Effectiveness) is seen, used, and taken:

- A) Feedback: giving commentaries and good criterion.
- B) Honesty: just answering according to realness, no exaggerating a skill, neither giving commentaries.
- C) Mercy: feeling an emotional responsibility that could help teacher.
- D) Revenge: take a negative action against their teacher due to the bad student-teacher relation, including behavior and interaction.
- E) What could be: TEE is not very important, answers are something that does not denigrate, blacken, and hurt neither improve and exaggerate: answers that are no very good, neither very bad; in few words: a balance.
- F) Radom: TEE does not matter; there is not enough time, it does not make any sense to give a contrasting or ambiguous answer.

- G) Punish: after having too much work to do and by having test(s).
- H) Attack: personal reasons, as they were explained by questionnaire takers:
teacher's domain in the subject is bad; evaluating criterion is not fulfilled;
being late on class; being nasty; having favoritism; not assistance; and for
talking about another things.

Those eight factors were taken into account due to some comments from people who underwent them and because they are connected to Factors Influencing Evaluation. They were not ordered from bad to the worst, just randomly to avoid making inference in Student's selection. The importance of SETE lies in its use for administrative purposes of promotion, retention, and salary or for providing institutional data (Canale & Herdklotz, 2012. p. 1). Figure 16 below shows those eight ways of how this educational tool has been used.

Figure 16: How Student's Evaluation of Teaching Effectiveness has been used



Student community has divided the way in which they use their evaluations towards their teachers' effectiveness in eight sections. Teaching Effectiveness Evaluation as an opportunity to give feedback with 30.95%; being answered honestly, 21.19% these percentages show how reliable and confident results are. On the other hand, showing mercy from questionnaire taker toward his subject, 11.90%, and what could be 8.33% are between the middle of confident and trustful information. Although, revenge 10.71, punish 3.57, random answers 5.95% and attack in 2.82 represent the personal and emotive opinions. It is important to notice that there are students who are afraid with evaluations, but many of them as shown in the above graph probably are evaluating in a way without giving enough importance to the impact on their teachers' career in a good or bad way. As College Misery (2012) suggest that the course of a teacher's career at the end of each semester is determined by students' power, and they may not even know it.

4.4 Free Comments about Teachers and Teaching Evaluations

The last section of the instrument concentrates on what students think about some feedback and perceptions of teacher efficiency which is reflected in their Teaching Performance Evaluation outcomes. In this part of the instrument, some students wrote about teacher's features and others about Evaluation itself.

4.4.1 Student's Perspective toward Teaching and Evaluations

-
-
1. We are talking about a university level, and learning must be autonomous; teacher is not the center of attention anymore at class, he is just a support, and learning depends on oneself as learner and interest given.
 2. A cool teacher is someone on time, equitable and respectful. A teacher that does not care group's learning is not doing his work. There must be a balance; being a cool teacher is good because learner can trust on him [...] the bad thing is that respect can be lost as well as interest.
 3. For me, behavior and trait are very important; since one is not pleasant independently of his knowledge, learners could not pay attention, interest and the importance in attending class would be lost.
-
-

It can be implied in the above comments, that learning should be independent, autonomous in the sense that teacher's personality cannot affect student's

development in the class. So, a balance between being cool and taking seriously teaching itself is required. Personality as behavior tends to be very influential and important factor for teaching-learning process. TesolClass.com website (2015) notes that strict or lenient teacher's personality is like a double edge sword that helps and hurts at the same time. That is why it is always recommended to find a healthy balance to assist instruction and learning as there is not a static state of being, they have varying degrees of measure with pros and cons.

4.4.2 Student's Perspective about Corruption

-
1. Most of the teachers are aware of their own performance
 2. Just as a joke. Some teachers say that [we] have to evaluate them well.
 3. Everyone choose a teacher in certain way.
 4. To this date, such thing – corruption – has never happened.
-

For the majority of student community, corruption in any of its forms has not been presented in any way. But, that does not mean it does not exist. As it appeared in results from 4.2.1 and 4.2.2 sections, where some learners declared have experienced them. The Transparency International study (as cited by Coughlan, 2013) says that corruption "In some countries it is such a serious problem that it could undermine the credibility of their education systems". It can be implied that corruption affects not only a teacher, also an institution and as result also a country.

4.4.3 Students' Perspective of How to Evaluate

1. When evaluating, one has to be honest so that teacher can know where to work on; and this will benefit both student and teacher.
 2. It seems good to me the way of teachers evaluation is done, but, what happens when they got a low score in their evaluation? The truth, I do not notice the change.
 3. I will not attack a teacher in the TEE because it does not affect him in anything compared to how his evaluation affect us even tough if he was sexist, and focuses on take student as a bad example, he does not have good criterion, and says that something is wrong but does not say how to do it well. There is a few one can do when teacher has certain power at the faculty. Evaluation does not have a real sense.
 4. I have used SETE to say that I like teacher's teaching.
 5. One has to be honest all the time.
 6. I evaluate considering the way of his teaching.
 7. I evaluate according to his performance. [...] Expecting that when he sees his rate, he acknowledges his role as a professor.
 8. SETE should have fewer questions because so many of them are very alike, there should be more direct questions, and sometimes it comes to be boring and tedious. And if there is going to be an evaluation, at least consider it.
-

9. Evaluations must be less long, this provokes laziness. Answering for answering... [On the other hand] one teacher knew this and tried to affect us.

Where there is a relationship, one considers how it would affect. If there is not a relationship, evaluation is answered honestly.

10. I do not believe that evaluation has a great impact on teaching staff.

Some of the comments were well similar to outcomes gathered. Learners choose a teacher by pleasantness, sympathy, teaching abilities, meanwhile other choose by the opposite things: laziness, lack of care and attention. Summarizing the ideas of Renaud and Murray (1996); Feldman (1986); Murray (1975); Murray, Rushton & Paunomen (1990); Sherman and Blackburn (1975); Murray & Renaud (1998); it can be said that at the same time, some learners acknowledge their professional level by which they care about what has to be learnt and from whom teaching will be taken; and it cannot be denied, also, that teacher personality trait is taken into account at the evaluation time. Added to this, the way some learners choose a class teacher is similar to the way they evaluate.

4.4.4 Comments from learners who do not find a real sense:

“It seems good to me the way of teachers evaluation is done, but, what happens when they got a low score in their evaluation? The truth, I do not notice the change”.

“I expect that when he sees his rate, he acknowledges his role as a professor. If there is going to be an evaluation, at least consider it”.

“There is a few one can do when teacher has certain power at the faculty. Evaluation does not have a real sense”.

And “I do not believe that evaluation has a great impact on teaching staff”.

In few words, just some learners do not find a real reason for SETE because their atmosphere is the same before and after evaluating and their teachers do not change and improve the way they teach (performance), the material they use or they personality toward their students.

CHAPTER FIVE: CONCLUSIONS

Chapter V starts summarizing the main highlighted points of this research. The main purpose of this paper has been to know personal and academic reasons for which the interviewed LEI students chose and scores his teacher in a determined way. In addition, the implications of the study, its main limitations and some directions for further research are also provided.

5.1 Summary and Discussion

The content of this study has been related to final outcomes after evaluating teachers at the end of the course. Chapter one encloses the introduction to the problem about the personal or scholar factors influencing LEI students and being reflected in teaching performance evaluation; providing, also, some questions that are the core of this research. In chapter two, terms related to “values”, “teaching effectiveness evaluation”, “principles”, are discussed taking into account different authors’ thoughts, experiences, studies, researches and conclusions about the same researching field.

Chapter Three shows the way in which fifty three LEI students answered a questionnaire that was the instrument used for collecting the data, its components and organization and how Data was analyzed. Finally, Chapter Four shows the interpretation of quantitative data collected in three sections, the first one for hypothetical situations, second one: lived situations and third part asks for personal considerations from questionnaire taker to TEE (teaching Effectiveness Evaluation).

5.1.1 Answers for Questions in Chapter One

1. Which are the main factors a student considers to make a decision when evaluating teaching effectiveness at LEI?

According to the results obtained in Chapter Four and in concordance with Chapter Two, there are seven factors considered by the students when evaluating teachers' development: Personality (Renaud & Murray, 1996), efficacy at teaching, focusing on matter subject, general course content viewed (Vella, 1994, p. 6), control over group, acknowledging strengths and weakness of the group, for working according to them.

The seven factors are key elements in teaching-learning process as well as for Teaching Performance Evaluation.

2. Which are the moral factors implied during this study in Teaching Performance Evaluation at LEI?

Some factors would be education, principles, importance and being honest. However, according to the present research, there are LEI students that seem to be familiarized to evaluate differently, either by indifference or the lack of values.

There are contrasted reasons also for this behavior and some of them are related to the lack of "punishment" or "changing" in LEI school to teachers that are considered bad through evaluations; or the lack in not seeing any innovation after evaluating.

3. How do students feel when evaluating teaching effectiveness?

Some LEI students consider being honest as an important emotional factor at evaluating their teachers, even if they have to be hard or cold. However, some students seem to be indifferent about their teacher development inside LEI, if they learn or not is not important for them. Another reason is that some learners prefer to be indifferent about their learning as they take advantage of this situation. Making them no-emotional people at evaluating.

4. If it is circumstantial, what are the circumstances or the conditions given to students to evaluate in the way they do? In other words, Could it be a reward, a bribe, or a threat?

As it was mentioned before, there have been few corruption cases. Some learners have undergone these sorts of scholar corruption to give a different SETE (student's evaluation of teacher effectiveness)'s outcomes from what they know and have experienced; such minor cases were: request, deal, bribe and threat. Although, those factors are not so relevant and have a less frequency than much of the data gathered from participants making more of the SETE's outcomes trustful.

Reasons of their happening are the same inferred by Barjasic (2015): abuse of position and authorities, lack of communication, poor level of awareness of academic integrity, social apathy about corruption, lack of education initiatives and the necessity to accredit. But academic staff, students, university administration, and general public can work together to avoid these wrong actions and get better results either by educating at home or giving the real importance to evaluating process.

5. What conclusions can be drawn from this research?

Teacher's behavior affect the way students' learn which later affects Teaching Performance Evaluation. Real and needed information can be obtained from those learners who choose their class as well as their teacher and really want to learn.

Corruption has a minor impact on evaluations because there are few students who have taken it into account for their benefit. However, this "benefit" in a real sense is a form to make things easier and prejudicial for both teacher and students.

Teaching Effectiveness Evaluation should be shorter than it is, because questionnaire can be exhausting and its taker can be exhausted after answering around 30 questions per teacher and as result some students might consider also that there are more important things to do. Also, some of learners – must try to differentiate the healthy limit that should exist when being a friend of a professor, because they are affecting the validity and reliability when evaluating teachers –. On the other hand, teachers should not manipulate the subjects neither avoid to teach the aspects considered important and necessary for students to obtain the desirable profile by coordination because such aspects are established in every study program in LEI. Neither teachers should threaten, manipulate, or force students to give a good grade in TEE, just in few cases.

An important point found in this study was that some learners do not find a real sense in evaluating teaching:

As it was reported in Chapter Four at the end, some learners do not find a real reason for SETE due to teaching atmosphere is the same before and after evaluating and their teachers do not change or improve their teaching performance, material used and their personality.

In summary the main points according to learners toward evaluation and how it is perceived:

- a) One must be honest.
- b) Teachers should recognize the importance of their rating
- c) Some questions should be general meanwhile there must be some more detailed
- d) There must be an acknowledgment in the difference between friendship and kindness.
- e) Giving importance to evaluation is needed and following teachers with bad or low scored to change and improve.

5.2 Implications

Based on the results gathered, learners and teachers should evaluate independently, notwithstanding their personal affective relationships, and giving a clear idea of how much important this evaluation is.

The suggestion given in this papers is that teaching evaluation should be done randomly, choosing some learners from a group and other students from another group, evaluating one same professor with the same subject, but from different classes. Then compare their answers and opinions with few questions and more open commentaries for each section. Thus, a final outcome will reveal how classmates from two groups agree or do not in their answers.

A similar case could be separating men and women to see how they evaluate a male / female teacher according to their genre.

Finally, there must be a clearer concept about MINERVA model, what it means, what it implies, who has to be active and passive to develop it and how it has been working.

5.3 Limitations

The number of learners at the Faculty is big; however, the number of questionnaire takers who were at the summer course was very small and just fifty three people accepted. Most of the summer learners were almost at same classes and with same teachers, so there was not so much difference in their experience as learners along the career.

5.4 Directions for Further Research

For doing a similar project, it would be good to ask for students' background and with major quantity of candidates in a whole period, if possible, a same quantity of males and females, due to "While the total number of candidates be major – and equals – the proportion would be more trustful" (Chao, 2008, p. 26).

Another thing is to try to be clearer at designing the instrument. Because some people, who did not read very well, asked if they do not have a teacher like the one who appears in the instrument, what would they answer?

And another student, a questionnaire taker, wrote: "what we consider a 'good' teacher tends to be very different from one's perspective to another's, and it also depends on how such word was used".

Talking about the instrument, some more questions that would be necessary to add are: "Have you been asked to give to your teacher a copy of how you evaluated him/her", "Do you take into account teacher's appearance and dressing up at teaching evaluation? Is it important? Why?", and "You as a future teacher, what would you like your learners take into consideration at evaluating you?"

REFERENCES

Albertzart M. (2012). Principle-based moral judgment. Springer Science & Business. Media B. V. Faculty of Philosophy, University of Cambridge, UK.

Alkabodi A. (2014) Advantages of working well under pressure. Yemen. From the website: <https://www.linkedin.com/pulse/20140722215546-246946526-advantages-of-working-well-under-pressure>

Allison-Jones L. L. (2002). *Student and Faculty Perceptions of Teaching Effectiveness of Full-Time and Part-Time Associate Degree Nursing Faculty*. Nursing Faculty. Published by Jefferson College of Health Sciences. Virginia. USA.

Al-Tarawneh H. A. (2012). The Main Factors beyond Decision Making. Islamic International University Business Administration. Israel.

Angelo T. & Cross K.P. (1993). Classroom assessment techniques: a handbook for college teachers. Jossey-Bass A Wiley Imprint, San Francisco, California, USA.

Association for Supervision and Curriculum Development (2008), Educational Leadership, Giving Students Ownership of Learning. Electronic Resource

Aydin M. K., Bavli B. & Alci B. (2013). Examining the Effects of Pre-service Teachers' Personality Traits on their Teaching Competencies. Yildiz Technical University, Department of Educational Sciences, İstanbul. Turkey

Barjasic L. (2015). Corruption at University. University of Zagreb. Retrieved from:

https://www.pravo.unizg.hr/_download/repository/8._Lucija_Barjasic_-_Corruption_at_University%5B1%5D.pdf

Basim H. N., Begenirbas M., Can-Yalçın R. (2013) Effects of Teacher Personalities on Emotional Exhaustion: Mediating Role of Emotional Labor. EDAM.

Benito, A. (1996) *Gramática Práctica*, Madrid, EDAF

Brosious J. A. & Smoth L. R. (1990). *The Impact of Teachers' Attractiveness and Gender on Students' Perceptions of the Teachers' Ability*. Augusta College. Published by Educational Resources Information Center (ERIC). Kentucky, USA.

Canale A. M. & Herdklotz C. (2012). Evaluation teaching effectiveness. Faculty Career Consultants.

International Center for Alcohol Policies (2012). *What Is Evaluation?* Washington DC, USA. Electronic resource:

<http://www.icap.org/AboutICAP/tabid/55/Default.aspx>

Chao L. L. (2008). *Introducción a la Estadística*. Grupo Editorial Patria. México D.F.

College Misery (2012, December), *Student evaluations impact teachers' tenure track*. From the Golden Gate Xpress (SFSU) webpage:

<http://collegemisery.blogspot.mx/2012/12/student-evaluations-impact-teachers.html>

Commission's Directorate-General for International Cooperation and Development (2006). Evaluation methods for the European Union's external assistance: evaluation tools. Volume 4. Printed by Official Publications of the European Communities. Luxemburg, France.

Committee on Standards for Educational Evaluations (1994). The program evaluation standards: How to assess evaluations of educational programs. Newbury Park, California. USA.

Coughlan S. (2013). Corruption and Bribery in the Classroom. BBC News.

Dietrich C. (2010). Decision making: factors that influence decision making, heuristics used, and decision outcomes. The International Student Journal: VOL. 2 NO. 02. PG. 1-3. *Student Pulse*, 2(02). Retrieved from <http://www.studentpulse.com/a?id=180>

Doctor Al-Tarawneh H. A. (2012, April 1). The main factors beyond decision making. Islamic International University. Business Administration Faculty, Journal of Management Research. ISSN 1941-899X 2012, Vol. 4, No. 1: E18

Renaud R. & Murray H. G. (1996). Anging, personality and teaching Effectiveness in Academic Psychologists: Research in Higher Education. Volume 37, number 3.

Domínguez Rodríguez W. L., Thompson Batista L., Tamayo Rodríguez I. (2013). Los valores morales y su influencia en la formación del ideal moral en

escolares de la educación primaria. Universidad de Ciencias Pedagógicas.
“José de la Luz y Caballero”. Holguín Cuba.

Eryilmaz A. (2014). Perceived Personality Traits and Types of Teachers and Their Relationship to the Subjective Well-being and Academic Achievements of Adolescents. EDAM.

Farlex, Inc. (2014). The Free Dictionary. Electronic Resource. Copyright.
<http://www.thefreedictionary.com/>

Jiménez Villarejo C. (2013). La Corrupción. El ciervo. México.

Jones V. F. & Louise J. (1981). Responsible Classroom Discipline. Boston.
Published by Allyn and Bacon, Inc., 1981.

Lee K. (2013). *6 Powerful Psychological Effects that Explain how our Brains Tick*.
Published by Buffer website: <https://blog.bufferapp.com/6-powerful-psychological-effects-that-explain-how-humans-tick>. Birmingham. UK.

Levedev J. R. (2009) Classroom Distractions: How much can we avoid them?.
Pearson Longman: from:
<https://englishwithjennifer.wordpress.com/2009/03/29/classroom-distractions-how-much-can-we-avoid-them/>

Levison, S. C. (1983) Pragmatics. Cambridge. Cambridge.

Marsh H. W., Overall J. U. & Thomas C.S. (1976). The Relationship between Students' Evaluations of Instruction and Expected Grades. University of California, Los Angeles.

- Marsh H.W. and Roche L. A. (1997). *Making Students' Evaluations of Teaching Effectiveness Effective: The Critical Issues of Validity, Bias, and Utility*. University of Western Sydney, Macarthur.
- Matos-Díaz H. & Ragan J. F. (2010). *Do Student Evaluations of Teaching depend on the Distribution of Expected Grade?* Education Economics. Kansas State University. USA
- Mundicolor dictionary, (2002). Edición de Ovejero Sanz J. J., Director Editorial: Aldana Félix L. A.
- OECD-Mexico (2009). *Teacher Evaluation: A Conceptual Framework and examples of Country Practices*. Prepared by Paulo Santiago and Francisco Benavides of the OECD Secretariat. Mexico.
- Oxford dictionary, (2013), Oxford University Press.
- O'Malley J. M. & Valdez-Pierce L. (1996) *Authentic Assessment for English Language Learners: Practical Approaches for teachers*. Addison-Wesley Publishing Company. USA.
- Pickhardt C. E. (1978). *Fear in the Schools: How Students Make Teachers Afraid*. Educational Leadership. Published by the Association for Supervision and Curriculum Development's journal. Washington. USA.
- Phelan, C. & Wren, J. (2005). *Exploring Reliability in Academic Assessment*. University of Northern Iowa, College of Humanities and Fine Arts Student

Outcomes Assessment Web Site. Retrieved from:

<http://www.uni.edu/chfasoa/reliabilityandvalidity.htm>

Phillips P. A. (1992). *The Effect of teacher Dress on Student Perceptions*. Lincoln Conty. Georgia. Public Schools.

Real Academia de la Lengua Española Dictionary. (2011). 2.^a edición. Madrid, Spain. Santillana.

Regional Educational Laboratories (1998). *A Tool Kit for Professional Developers: Alternative Assessment*. Northwest Regional Educational Laboratory, Portland.

Rius E. R. (1986). *El Fracaso de la Educación en México*. Edit. Posadas. México DF.

Robinson L. (2011). *Moral principles as moral dispositions*. Philos Stud. Department of Philosophy, Southern Methodist University, Hyer Hall. Published by Springer. Dallas. Texas. USA.

Sanchez Meca D. (2013). *What are values and how are they transformed?* Universidad Nacional de Educación a Distancia. Spain.

Sanz de Acedo Lizarraga M. L., Sanz de Acedo Baquedano M. T., Cardelle Elawar M. (2007). *Factors that affect decision making: gender and age differences*. Navarra University, Spain. Arizona State University West, USA.

Storrs McCall. (1987). *Decision*. Canadian Journal of Philosophy. McGill University. Canada. Published by CroosRef. Volume 17. Issue 2: p. 261 - 287.

Tesol.Class.com (2015). *Classroom Magnament*. From Tesol Class webpage:
<http://www.tesolclass.com/classroom-management/strict-or-lenient-teacher-personalities/>

Torres R.M. (1992) *Auladentro*. Publicado en la página editorial del diario *El Comercio* de Quito. Ecuador. UNICEF.

Thomas F. (2012). *Teacher-student Relationship*. Oxford University press. UK.

Vella J. (1994). *Learning to listen, learning to teach: the power of dialogue in educating adults*. Published by Jesse-Bass Inc. San Francisco. California. USA.

Wu T. Y. R. (2005). *Relationship between teacher's teaching effectiveness and school: effectiveness in high schools in Taiwan*. Republic of China. Barcelona, Spain.

Ya'arit Bokek-Cohen & Nitza Davidowitz. (2006). *Beauty in the Classroom: Are Students Influenced by Professors' Appearance?* Samaria. Israel. From The Lookstein Center for Jewish Education webpage:
http://www.lookstein.org/online_journal.php?id=198

Yule, G. (1996) *Pragmatics*. Published by Ibadom. Berlin. UK.

Zakka J. S. (2009). *End of semester: Student Evaluation of Teaching*

Effectiveness: Questionnaires: an Indicator of Teaching Quality. Oxford

Journal. UK.

APPENDIX 1: INSTRUMENT

Sección A: Situaciones Hipotéticas

Cuatrimestre en curso: _____

Edad: _____ Género: _____

DADA cada situación, califícala seleccionando una de las siguientes categorías de acuerdo a ella:

- a)** Bueno como persona y bueno como docente
- b)** Bueno como persona y malo como docente
- c)** Malo como persona y bueno como docente
- d)** Malo como persona y malo como docente

1	Tienes un profesor que siempre llega a tiempo, cumple con su clase a un ritmo que todos comprenden, te trata bien como persona y deja tarea adecuada a las necesidades y capacidades del grupo. Lo consideras como:	.a) b) c) d)
2	Tu profe es muy buena persona, amable, <u>flexible</u> , y finalmente tomaste el curso con él porque te dijeron que no exige, y todos pasan, y así ha sido hasta ahora, no les exige ni les deja tarea, de hecho puedes faltar y de todos modos pasarás. Lo consideras como:	.a) b) c) d)
3	Tu profe es muy relajado y en su clase no hacen nada más que perder el tiempo, incluso pueden jugar, todos pasarán y a nadie le afecta. Lo consideras como:	.a) b) c) d)
4	Tienes un profe que es bueno con persona y desde la primera clase les deja lecturas, tareas y proyectos de los cuales no tienes la menor idea, clara que podría	.a) b) c) d)

	motivarte, pero es demasiado, al final sólo pasará quien haya cumplido con todo. Lo consideras como:	
5	Tu profe es agradable y al comienzo del curso les dice que verán algo diferente al contenido de la clase, siendo algo que deben saber sobre su área, y él de todos modos les dará algo que cree puede servirles... Lo consideras como:	.a) b) c) d)
6	Tienes un profe que te trata como persona, algunas veces indiferente, pero da la clase como corresponde en el horario que debe, ni muy exigente ni muy relajado. Lo consideras como:	.a) b) c) d)
7	Tienes un profe que es amable, y en sus clases nadie falta, es agradable y enseña cómo cree que debe, sin embargo, cuando pasan de una actividad a otra el grupo se desconcentra o se pierde en el tema... y el profe ya malhumorado les llama la atención. Lo consideras como:	.a) b) c) d)
8	Tienes un profe que más o menos intenta enseñarles, pero desvía su curso o materia para dedicar al grupo a otros proyectos, que él dice "son parte de la clase". Finalmente para acreditar basta con participar en el proyecto [y eso que no estuvo muy relacionado con la materia]. Lo consideras como:	.a) b) c) d)
9	Tienes un profe que es considerado, y por temor a hacerles la vida muy pesada, siente que no debe exigirles tanto, siempre y cuando ustedes presten la debida atención a su clase. Los califica con los trabajos que hayan sido requeridos, aún con el caso de haber sido sólo uno. Lo consideras como:	.a) b) c) d)

10	Tu profe es algo frío, y les enseña en clase de modo más apropiado que conoce, hasta ahora todo está bien. Pero en su frialdad ha llegado raramente a ofender o humillar a alguien. Lo consideras como:	.a) b) c) d)
11	Tu profe habla de temas de otras áreas, o cualquier otra cosa y se pierde la clase en ello, luego se pone a medio exigirles que hagan trabajos o exposiciones de algo que no saben, y no importa que el tema esté mal, él les dice que así está bien y acreditan. Lo consideras como:	.a) b) c) d)
12	Tu profe comenta cualquier tema tratando de enfocarlo en la clase, y todo mundo empieza a dormirse o con el tiempo empiezan a faltar y perder el interés, incluso pueden hacer su tarea o de otra materia en su clase, lo consideras como:	.a) b) c) d)

Comentarios:

Sección B: Situaciones Circunstanciales: Selecciona los reactivos en los que hayas experimentado tal situación; coloca una palomita. Toma en consideración las palabras subrayadas.

(___) Tu profe te ha pedido que lo evalúes como competitivo, eficaz, o diestro en la evaluación a docentes.

(___) Tu profe ha propuesto un acuerdo con el grupo, ustedes lo evalúen como buen docente y él les dará el diez.

(___) Tu profe ha propuesto un acuerdo, casi una amenaza con el grupo, que ustedes lo evalúen como buen docente, o de no hacerlo, nadie obtendrá una calificación mayor a 7 y menor o igual a 10.

(___) Ha llegado tu profe a ofrecer una recompensa o soborno al grupo con tal de que lo evalúen como buen docente.

(___) Ninguna de las anteriores

Comentarios:

Sección C: Situaciones Personales

Selecciona algún(os) reactivo(s) con una palomita, con los cuales te identifiques. Fíjate en las palabras subrayadas.

Has llegado a usar la Evaluación a Docentes (ED) para...

- a) Castigara tu profe por haberles dejado mucha tarea y trabajos.
- b) Tomar venganza porque el profe te pareció poco competente en su enseñanza, te caía mal o por haberte hecho algo.
- c) Atacar a tu profe, pues él no lo sabrá, y tienes tus razones... Escribe tus razones: _____

- d) Darle mejor criterio de enseñanza o retroalimentar a tu profesor.

- e) Mostrarle piedad sabiendo que tu profe se esfuerza por enseñar y es buena persona, sin importar que no hayas aprendido mucho.
- f) La ED no tiene sentido, así que simplemente consideras lo que podría ajustarse a su personalidad o calidad de enseñanza.
- g) Has contestado la ED honestamente sin importar lo frío que puedas ser.
- h) La ED no tiene sentido para ti así que lo contestas al azar y por la falta de tiempo, sin importar que lo que eliges haga contraste, o sea ambiguo.

Comentarios:
