



UPSE

**UNIVERSIDAD ESTATAL PENÍNSULA DE
SANTA ELENA**

INSTITUTO DE POSTGRADO

**MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS MENCIÓN ENSEÑANZA DE INGLÉS**

TÍTULO DE LA MONOGRAFÍA:

**“THE IMPORTANCE OF ICQS TO BETTER STUDENTS’ PERFORMANCE
OF CLASS ACTIVITIES IN ENGLISH LESSONS”**

**PREVIO A LA OBTENCIÓN DEL TÍTULO DE MAGÍSTER EN
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS
MENCIÓN ENSEÑANZA DE INGLÉS.**

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En mi calidad de Tutor de la **Monografía**, “The importance of ICQs to better students’ performance of class activities in English lessons”, elaborado por el maestrando Lic. Jean Carlos Loaiza Angulo, egresado de la **MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS MENCIÓN ENSEÑANZA DE INGLÉS PRIMERA COHORTE**, de la Universidad Estatal Península de Santa Elena, previo a la obtención del Título de Magíster **EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS MENCIÓN ENSEÑANZA DE INGLÉS**, me permito declarar que luego de haber orientado, dirigido científica y técnicamente su desarrollo y estructura final del trabajo, cumple y se ajusta a los estándares académicos y científicos, razón por la cual lo apruebo en todas sus partes.

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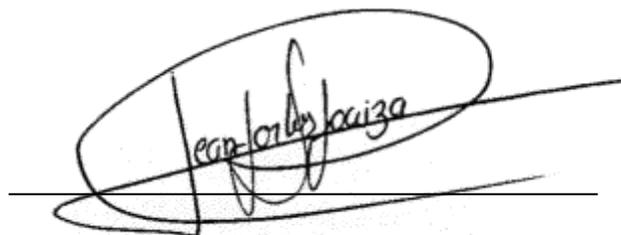
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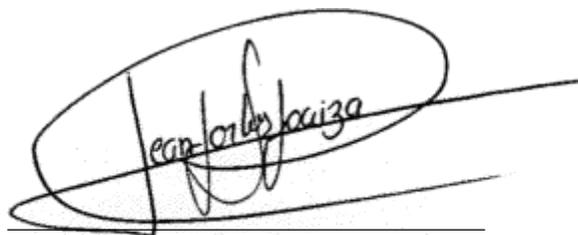
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Lic. Jean Carlos Loaiza Angulo

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Dedication

First and foremost, I would like to dedicate this research project to Almighty God who has spiritually guided me to finalise this master's programme as well as my beloved mother who has always been giving me her whole-hearted bolster in everything that I have been determined to do.

Jean.

Acknowledgement

I would like to express my deep and most sincere gratitude to the professors who were accountable to lecture me throughout the master's academic period. Not only were they able to provide meaningful information and content for my foreseeable future career, but they also taught me how to put all the required virtues and values into practice in the educational field as an English teacher.

Jean.

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Glossary

Communicative approach

An approach to teaching and practising language which is based on the principle that learning a language successfully involves real written and spoken communication rather than just memorising a series of rules. Teachers using communicative approaches try to focus on meaningful communication by providing activities for learners to do which involve practising language in real life situations. For example, to practise should and shouldn't, learners give each other advice about the best way to improve their English. See Grammar–Translation method.

Comprehension

Understanding something which is spoken or written. Teachers give learners comprehension tasks to help them understand listening and reading texts or to assess understanding.

Confidence noun, confident adjective the feeling someone has when they are sure of their ability to do something well. Teachers often do activities that help learners to feel more confident about their own ability.

EFL

English as a Foreign Language. This refers to non-native speakers who are learning English language in a non-native English environment.

ESL

English as a Second Language. This refers to non-native speakers who are learning English in an English language environment.

Peer Feedback

Feedback given to a learner by another learner in the class; e.g. learners can give each other feedback on things that are good and things that can be corrected in a piece of written work. See feedback.

Grammar Translation Method

It is an old method which was originally used to teach dead languages which explains why it focuses mainly on the written form at the expense of the oral form.

Instruct verb, instruction noun To order or tell someone to do something. Teachers give learners instructions for activities, e.g. Please turn to page 12 and do exercise 1.

Lead-in

The activity or activities used to prepare learners to work on a text, topic or task. A lead-in often includes an introduction to the topic of the text or task and possibly study of some new key language required for the text or task.

Learning

Learning is the conscious internalization of the rules of language. It results in explicit knowledge about the forms of language and the ability to verbalize this knowledge. Learning according to Stephen Krashen can not lead to acquisition.

Scaffolding

Scaffolding is the temporary support that teachers (and parents) give to learners to help them to do a task, solve a problem, communicate or understand. Scaffolding can be through the use of teacher language to help learners understand language and use of language, e.g. using language at the learners' level; asking questions; using gestures and actions when speaking; using L1 when necessary. Scaffolding can also be through the use of teaching strategies, e.g. providing language

models or prompts; using substitution tables and language frames. Scaffolding is temporary support which is gradually taken away so that learners can eventually work without it.

Task based learning

Teaching/learning a language by using language to accomplish open-ended tasks. Learners are given a problem or objective to accomplish, but are left with some freedom in approaching this problem or objective.

Total Physical Response

It is a language teaching method which is based on the assumption that the coordination of speech and action will boost language learning. It was developed by James Asher in the 70s He drew from a variety of areas, including psychology, learning theory and humanistic pedagogy.

Use

Use is how the language is used in communication, or the function of language. This can be contrasted with usage, which is the grammatical explanation of some language.



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Tema: “La importancia de las ICQs para mejorar el rendimiento de los estudiantes de las actividades de clases en las clases de Inglés”

AUTOR:

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Resumen

Asegurarse de que los alumnos en un aula de EFL entiendan el procedimiento de cómo realizar una actividad siempre ha sido un tema vital en el campo de la enseñanza. La creación de confusión y malentendidos tiene que solucionarse con las Preguntas de Verificación de Instrucción. No ha habido mucha información sobre el tema planteado. Es por ello que la necesidad de estudiar los ICQ fue uno de mis principales objetivos ya que los docentes deben estar informados sobre su uso, la forma de aplicarlos y los pasos a considerar. La metodología que se pretende utilizar es la descriptiva la cual dará paso a explicar y describir los aspectos ventajosos de los ICQ en las aulas de inglés.

Palabras clave: aula de inglés como lengua extranjera, campo de enseñanza, ICQ, pasos, investigación descriptiva



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Theme: “The importance of ICQs to better students’ performance of class activities in English lessons”

AUTHOR:

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Abstract

Making sure that pupils in an EFL classroom understand the procedure of how to do an activity has always been a vital topic in the teaching field. Creating confusion and misunderstanding has to be contended with Instruction Checking Questions. There has not been much information regarding the theme stated. That is why a necessity to study ICQs was of my main objectives since teachers have to be informed of their use, the form how to apply them and the steps to consider. The methodology aimed to be utilised is the descriptive one which will give path to explain and describe the advantageous aspects of ICQs in English classrooms.

Key words: EFL classroom, teaching field, ICQs, steps, descriptive research

Introduction

This research project comprises three different chapters which will deeply explain the main aims of this theme. In chapter I, there is an introduction on why human beings need to be under the control of orders and directions in their lives as well as in their educational environment. That is where the need to ask ICQs in classrooms to elicit whether learners understand the process of how to do a book activity stems from the fact mentioned earlier. Also, the reason why this theme needs to be studied is also going to be mentioned so as to justify the motives to learn how to ask ICQs.

Furthermore, in chapter II, the description of concepts that are closely related to ICQs will be described in order to get involved in the subject such as what instructions themselves really are and different forms to give them and strategies to overcome classroom problems presented by students from commonplace ones to more health ones. Then, the definition of ICQs and some recommendations on how to make them in an EFL classroom are also explained in this section.

Finally, in the last chapter, there are some conclusions that clarify the significance of using ICQs to improve the performance of the students when having to do either an easy or difficult class activity. Besides that, there are some recommendations that teachers ought to follow for the sake of both the teaching process of the professor and the performance of the class activities done by learners in their classes and, who knows, in their day-to-day lives.

After the references, which consist of other researches cited in this project that were paramount to the development of it, there are going to be some annexes that were cited throughout this research project.

Chapter I

Topic: The importance of ICQs to better students' performance of class activities in English lessons

Presentation

Life is a leading process and without clear and unambiguous directions, there cannot be a path to follow. Apart from the existence of instructions, there ought to also be the comprehension of them since there is no point in having task orders written or spoken if they cannot be understood (Mertová, 2018).

Regarding the language field, it can be claimed that English has become a hotly-debated topic for the last couple of decades persuading individuals to learn it for different purposes which may well range from aviation to agriculture reasons. That is why good strategies to steer a classroom environment in which English is taught had better be a crucial feature. There are several types of classroom management theories that can bolster the production and the smoothness of a lesson but the application of ICQs, which stands for Instruction Checking Questions, is said to have been of great assistance for both understanding and guidance for professors and learners (Radeva, 2021).

It is generally assumed that teaching the language in classrooms is paramount so as to fulfil alike academic ambitions. However, this research project suggests that checking what students have to do with a specific activity in class is just as salient as the actual teaching process; that is why it aims to identify the importance of the use of ICQs by means of bibliographical resources so as to better the students' performance of book activities in English lessons. Moreover, another purpose of this project is to describe the importance of the

application of ICQs in English lessons as well as make stakeholders aware that the students' performance of book activities can be improved by getting to know the function of ICQs. The research methodology to be applied in this project is descriptive and explanatory.

Objectives

- Describe the importance of the application of Instruction Checking Questions in English lessons.
- Inform teachers of the concepts, the function and how to use ICQs in the English classrooms.

Justification

Each and every single teacher has experienced that such situation in which they provide students with instructions to carry out an activity that is in some book, but find themselves in that awkward moment that students are either doing a different thing or do not come to grips with the real assigned task resulting in a discouraging outcome for the teacher whose maybe first intention was to lead the task in the most appropriate way (Padilla-Padilla et al., 2021).

Some instructors are said to have sought for different solutions to the dilemma mentioned above for instance the use of the mother tongue in a classroom whose environment ought to be English. A great deal of investigators has invested their entire careers in finding out whether the usage of L1 in English classroom is as effective as many professionals in the field think. A recent research study that was carried out in Saudi Arabia revealed that the majority of the students and teachers who were surveyed and interviewed claimed that using their mother tongue helped them in their English learning process (Alshammari, 2011).

Another strategy that professors are after is scaffolding the at-times long instructions that come in coursebooks. Scaffolding is understood to be a series of steps which allow learners to build broken pieces of directions given by teachers to be able to do an activity. The aim of scaffolding has always been to support learners at the beginning to later permit them to work independently as they grow up in their foreseeable future studies (Bentley, 2010).

Regarding pronunciation and graded language, teachers are used to using the so-called speech unit. According to Cunningham, Bell, Redston, & Clementson (2014) stated that “Speech units help us to organise what we say by diving it into groups of words. Speech units can vary in length in order to emphasise particular words.” That is to say that English teachers always attempt to make pauses while speaking so that the pupils can understand what they are trying to say making this another strategy to assist learner with the comprehension of class activity orders.

Be that as it may, Instruction Checking Questions have gained its stance in the English teaching environment for the particular reason that students need to be checked what they have to do before actually doing a book task.

Methodology

In order to be able to fulfill all the requirements for the development of this research dissertation, descriptive research will be applied. The descriptive research consists of describing systematically a present phenomenon that is happening around the present and needs addressing; in the case of this project, the confusion and misunderstanding which learners have as a result of not using ICQs. The sources of this type of research are already available so that the researcher who would like to base a project on this method can comply with all the necessary stages regarding this method (Atmowardoyo, 2018).

Content

In chapter II, the definition of instruction and the different forms of how to give them will be described as well as the relation that they have to TPR. After that, the concept of Instruction Checking questions will be introduced alongside the steps to follow in order to successfully make ICQs in English classes.

Chapter II

Literature Review

Instructions

According to Scott Thornbury (2006), he defines instructions as verbal or written orders that belong to the strategies of classroom management. They will typically include a frame which indicates the end of a previous activity and the commencement of a new one; a summary of the task and its aim; the organisation which refers to peer or group work; the procedure which basically means what the learners need to do; mode that can be understood as whether the to-do activity is oral or written; outcome which is the result students will obtain after task performance; strategy which can be exemplify as a gist or detailed task; timing that has to do with the time to be taken during the activity; last but not least, the cue which is a sign for learners to begin doing their activity.

Thornbury also claims that class activity instructions should be delivered by means of imperative and sequence words such as *first, next, then, after that, finally*. In order to practise instruction giving, instructors can borrow techniques from TPR, which stands for Total Physical Response, where the pupils perform physical instructions supplied by their masters.

Nonetheless, what functions for one type of student, might not work for others due to cultural manners. Teacher ought to be able to understand where their pupils come from, how they were raised and even consider any psychological problem they may keep with them because of the reason that those obstacles can hinder their learning process as well as the orders they are given to do something in class. That is why the concept Differentiated Instruction must be called

into action since, by applying this, all types of learners will be addressed appropriately leaving discrimination, or in worst cases bullying, aside (Raza, 2018).

Creating an English environment in a classroom is believed to be just as difficult as teaching the language itself; accordingly, when giving instructions, professors have always liked to direct and instruct their apprentices in the target language. Nonetheless, they themselves find it tough when delivering them due to different factors like lack of English comprehension.

According to Jim Scrivener (2005), it is possible to guide students to do a book or class task in the target language with no need of using the mother tongue.

Scrivener establishes that long wordy directions that embed the essential part of the instructions are typically unplanned; this happens since the teacher is unwary that they are talking in this way until they hear themselves and realise how badly they have done it; therefore, the misunderstanding of orders is sometimes accountable to the students when it is indeed the instructor who did not succeed in clarifying what was required. Scrivener, as a result, defined five steps towards the improvement of the instruction giving. Firstly, teachers ought to become aware of their own instruction-giving. Secondly, they should preplan their instructions by means of short sentences and simple and clear language in a sensible order. Thirdly, they must separate instructions from distractions for instance chit-chatting, telling off, joking, etc. Fourthly, modelling is the key rather than just telling. And finally, as fifth step ICQs come to shine in instruction giving; the instructor needs to make sure learners understood each and every single part of the task.

Scrivener (2005) also defines why an activity might not be carried out properly; and this is as students tend to be absent-minded or they do not hear what message the teacher is trying to convey. Trying to deliver a task order is difficult when there is chatter or distractions; that is why

teachers should make eye contact with the class, establish a gesture that indicates they would like to say something and be patient until everyone is completely silent.

There are said to be plenty of forms of how to give scholars instructions to do a task such as a reading comprehension activity. What some teachers are prone to do in classrooms when it comes to giving directions to do a task based on reading comprehension and to assure the learners comprehend what they have to do is providing them with context. By setting the activity and the students into the context of the readable text, they will become more familiar with the order they have to do with the task. Some educators prefer doing it by building some sort of interaction between them and the learners; this allows them to become more engaged and fostered to listen to their professors when they have got to deliver a specific instruction (Pustika et al., 2019).

Thanks to the situation human beings have been living for a couple of years now, teachers have found various ways to enhance their students in their English lessons by incorporating mobile applications and this is not an exception for them to have used LINE, a messaging mobile app, so as to give learners a more entertaining way of understanding what to do. This experiment, which was primarily conducted in the first semester of an English-speaking class resulted in more benefits than downsides for the particular reason that the less involved learners were nowhere near as motivated as the ones who did love doing this task alongside their teachers. Apparently, this project built a more class-trusting enhancement on behalf of the students (Chang et al., 2021).

There are a great deal of recommendations regarding instruction giving. According to BBC Learning English (2017), the first one that teachers should take into account is the timing awarded to students when having to do a class activity. Also, learners must be one hundred

percent attentive to what the lecturer is saying otherwise they will eventually lose focus when doing the class assignment. Lastly, if professors are handing in a printed worksheet, or in today's situation an online one, they must make sure it is sent or given after finishing giving the instructions. Writing the orders on the board, for beginners can be of great support for both the educator and the trainee as well as using gestures and body language to complement the instruction giving.

Furthermore, with more advanced students, teachers can sort of apply Inquiry-based learning, which is understood to look for the truth of something by asking question thanks to that inherited inquisition that each human being owns, to awake their pupil's curiosity of finding out what they have to do with a previously received activity; they will do this by asking their teachers questions about how to perform the task and teacher will only confirm (Husni, 2020). And the best of all, when teachers are encountered to provide their learners with long and very tricky directions, they can always opt to use ICQs to ensure their students fully understand what they have to do (BBC Learning English, 2017).

Reasons why students misunderstand instructions in class

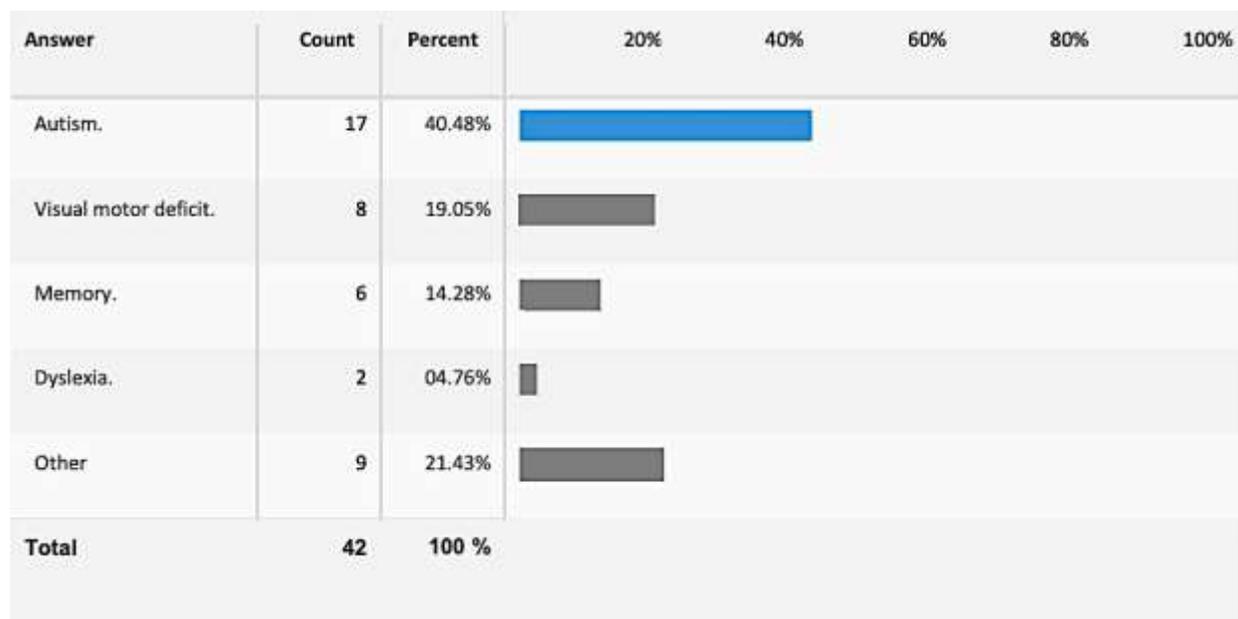
There may certainly be a lot of reasons why it is tough for learners to miscomprehend what their educators instruct them to do. One of the main motives for this big dilemma is thanks to the pandemic stakeholders are currently living. Learners feel that they are no longer motivated by their teachers since there is no that used-to-be-interactive rapport that coexisted in the English classroom. They sense that they are talking to a machine who has their teacher's face on it. This leads to lack of motivation and interest to the class; therefore, misunderstanding of directions to do something in class (FERSAOUI, 2021).

Back then, in presential classes, there used to be another dilemma with which learners used to struggle an awful lot. It was the language itself; teachers of English would normally speak at an ungraded level without taking into consideration that they were not in an authentic context, but in one where they had to steer the way they transmitted a message to their students. This is still happening in virtual classes, or even worse on the grounds of technological devices such as the professor's microphone or the learners' headsets which makes it difficult for them to understand the message. Using a language that contains both well-grammatically-structured forms and daily-life language can cultivate a better encouragement towards students to learn the language by understanding the message; this will permit the educational environment to eschew any kind of socio-pragmatic failure which is regarded as the capability to notice the effect of context within the classroom (Benattabou, 2020).

Apart from the evident and most common reasons why apprentices find it difficult to contend with difficult orders, there are, of course, the most scientific ones such as students who suffer from autism, visual motor deficit, memory or dyslexia. One recent research that was carried out in Algeria, a country in the African continent, showed that there is not much awareness from teachers regarding the health problems mentioned earlier.

Figure 1.

Number and percentage of EFL Teachers selecting the disability that they are familiar with (Autism, Visual motor deficit, memory, Dyslexia and Other)



Note. Taken from “EFL Teachers’ Awareness of Dyslexia in Algerian Middle Schools” (p. 7), by Miloud Fekih, 2019, *International Conference on TEACHING, LEARNING & EDUCATION*.

In this graph, it can be appreciated that little are teachers aware of the disabilities learners innately have and unknowingly, teachers just speak and convey messages, content as well as instructions assuming all the students are able to deal with that (Fekih, 2019).

TPR and the relation to instruction giving

The so-called TPR, Total Physical Response, generally means teaching vocabulary through the movement of the body. According to some psychologists who remark that the betterment of the memory is thanks to the motor activity contribution is activated when the brain and body function together. This is of great help for visual learners who are normally prone to

learn by observing and copying how a word works. TPR is said to lessen the levels of stress when people find themselves studying an overseas language. Consequently, the relation that TPR has to instruction giving is merely modelling directions (Sanchez, 2015).

Without some moving and entertainment in the EFL classrooms, learners will typically find that learning a lot of new words by just being seated and repeating them is something uninteresting and there will be some wasted time after having explained the procedure of such task since their motor systems are inactive. Instead, if educationalists want a better response from students in terms of knowing what to do with a task, they should opt to use this foreign language learning method or, in turns, make use of ICQs (Luruk et al., 2021).

Mixing both, this method and instruction giving is admitted to be superb for young learners who are always the one who simply need to be on the move with songs, dancing and listening stories. It has to be acknowledged that using ICQs for little children both might or might not work accurately since they are beginning to learn the language. Instead, in order for them not to lose focus on the teacher giving orders, these must be appealing and attractive for them so that they can perform well in book activities and class tasks too (Astutik et al., 2019).

Instruction Checking Questions

On the whole, it is understood that human beings are prone to develop their skills of understanding something when they are asked questions. In the educational field, especially in EFL classes, the response educators obtain when they are asking their learners questions is a confirmation that whether they understood or did not comprehend something. It is said to be an easy task for teachers on account of the ease of recognizing the capability of comprehension each and every single student has (Badem, 2018).

ICQs can be conceptualized as didactics strategies that help class guides or teachers to give instructions or directions in their English classrooms. Furthermore, they are commonly known as Instruction Checking Questions which are those types of questions that professors make use of so as to make sure that students understand the indications and steps that they need to follow to be able to do a specific class or book activity. For example: A teacher orders his students to talk to their partners for three minutes and discuss the questions provided by the book and then say what they have in common; the teacher might be tempted to ask the following questions: Do you have to answer the questions individually or with a partner? (with a partner) How many minutes do you have? (three minutes) Do you have to say what similar or different things you have? (similar) (Белонюг, 2021).

‘Do you understand?’ is the question that class observants have regarded as part and parcel of an EFL lesson; because everyone uses it, it does not mean that it is the best one. In fact, some experts, who are dedicated to study language studies, say that the question mentioned above is futile since it cannot be assumed by learners answering ‘Yes.’ that they fully understood what they have to do. That is why ICQs must be used in language classes as learners may as well be too timid to admit that they did not comprehend what they have to do. The ideal ICQ must be one that only requires an answer of yes or no or, in turns, an answer that contains from one to three words (Bolen, 2022).

Table 1.

Examples of ICQs and when and how we might choose to use them

Task	What students might misunderstand / what they might do that you don't want them to do	ICQ
Students look at a series of sentences about their partner and guess if the statements are true or false. They put a T or an F in the first column next to each statement according to their guess. You then want them to have a conversation with their partner and put a T or F in the second column with the actual information they receive. Afterwards they will see who guessed most accurately; them or their partner.	<p>Students may immediately start talking to their partner rather than guessing first.</p> <p>Students may put their answers in the wrong column.</p> <p>Students may give one or two-word answers, but the teacher wants to encourage fluency in the activity.</p>	<p>What do you do first – ask your partner or guess about your partner?</p> <p>Where do I write my guess? (gesture to handout)</p> <p>Do you give a one-word answer or give your partner more information?</p>

Note. Taken from “CELTA TRAIN get on board. CELTA TRAIN get on board” by STOOSH72, 2019, <https://celtatraining.com/2019/01/06/checking-understanding-part-1-instruction-checking-questions-icqs/>

When asking ICQs, teachers are supplied with some feedback by having their learners answer their questions and obtaining their answers; they will indeed know that everything is neat and clear to proceed with the task and that there is some level of confidence by the students to perform well during the class activity. Moreover, shy students who never pay attention or are too reserved to answer can make use of the teacher's questions and their classmates' answers to comprehend what they have to do (STOOSH72, 2019).

According to Bolen, there are some steps to consider when thinking about making ICQs in the English classroom. As step number 1, the questions that are to be asked need to be really

straightforward so that learners do not feel mystified when having to answer them. In step number 2, there is a reference to the lesson planning; lesson plans are a set of structured stages in which teachers guide their lessons and their students so as to obtain an outcome at the end of the class; it can have stages like lead-ins, pre-teaching, the development which is the stage where the learner explores and constructs the target language, the practice alongside a wrap-up section (Carvajal-Ayala & Avendaño-Franco, 2021).

Therefore, teachers should make sure they include the ICQs they would like to ask in their classes within their lesson plans. There are experienced educators who have the capability of asking them in the spur of the moment. But this is not a good idea for the ones who are starting to use them since it can be a bit hard to think of them. In step three, as obvious as they may seem, ICQs should be part of every English teacher's lesson since there is always a small percentage of learner who do not always get what they have to do. In step number 4, professors can prevent their pupils from daydreaming by using ICQs due to the fact that distractions are always present. Finally, as the last step, teachers should consider if the instructions are already easy to understand as they are written in a book. Nevertheless, if they are shown a three-line order, ICQs must make their appearance.

Being online does not mean that ICQs cannot function just as well as they do in face-to-face classes. There is a slight difference when teaching virtually though; the solution, in order to shun boredom and obviousness, professors should focus on asking questions about the toughest part of the instruction such as on how use a target language and the structure it has got. This will force learners to be more aware of what they have to do before joining a break-out room activity, for instance (eltraining, 2021).

Chapter III

Conclusion

This research project had the aim of describing the importance of using Instruction Checking Questions in order to improve the students' performance of class activities in English lessons. Based on the descriptive research, which was applied to develop this dissertation, it can be concluded that it is really salient for educators to make sure that the learners understand what they have to do with a class activity and that they could enjoy success at the of any kind of task. What is more, it is very essential to consider the easiness of how the Instruction Checking Questions must be made so as to ensure that learners do not feel that timidness of answering and participating in class.

Recommendation

Based on the conclusion stated above, practitioners should take into account the reason why ICQs are of great importance to be applied in an EFL class. Not only for the sake of the students' performance of class activities, but also for the teaching process of the lecturer. In addition, the steps to make Instruction Checking Questions must also be born in mind such as considering graded language, simple Instruction Checking Questions and demonstrate the to-do activity.

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ANNEXES

Annex A

task

**What students
might
misunderstand /
what they might
do that you don't
want them to do**

ICQ

Individually, students should make notes under headings about a past holiday, in preparation for a speaking activity.

Students work in pairs. Each student has a picture of a street scene, but there are several differences between student A's and student B's. They should describe their pictures to each other to discover the differences.

Annex B

task

**What students
might
misunderstand /
what they might
do that you don't
want them to do**

ICQ

Individually, students should make notes under headings about a past holiday, in preparation for a speaking activity.

Student write full sentences or a paragraph, rather than notes, and then read their sentences aloud in the speaking task.

Do you write full sentences or just the key words?

Students work in pairs. Each student has a picture of a street scene, but there are several differences between student A's and student B's. They should describe their pictures to each other to discover the differences.

Students show their picture to their partner.

Can you show your picture to your partner?

*Annex C***CERTIFICADO ANTI-PLAGIO**

En mi calidad de Tutor de la monografía “**THE IMPORTANCE OF ICQS TO BETTER STUDENTS’ PERFORMACE OF CLASS ACTIVITIES IN ENGLISH LESSONS**” elaborado por Lic. JEAN CARLOS LOAIZA ANGULO egresado de la **MESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS ENSEÑANZA DE INGLÉS PRIMERA COHORTE**, de la Universidad Estatal Península de Santa Elena previo a la obtención del Título de Magister en Pedagogía de los Idiomas Nacionales y Extranjeros Mención Enseñanza de Inglés, me permito declarar que una vez analizado anti-plagio URKUND, luego de haber cumplido los requerimientos exigidos de valoración, el presente proyecto ejecutado, se encuentra con el **0%** de la valoración permitida, por consiguiente se procede a emitir el presente informe. Adjnto reporte de similitud.

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