

20  
24

# STUDENT SURVEY REPORT



# Report 1

## Participant Feedback: Spoken Grammar and Reading in EFL “Global Issues”

VIRTUAL EDUCATOR PROGRAM | ENGLISH LANGUAGE PROGRAMS | U.S. DEPARTMENT OF STATE

### Purpose

This survey gathered **feedback from 63 preservice teachers** in Mexico on their experiences in the “Spoken Grammar and Reading in EFL – Global Issues” course. The goal was to assess improvements in English skills, confidence, engagement with global topics, and professional growth.

### Key Findings

#### LANGUAGE SKILLS

- Students reported notable progress in understanding and using English grammar.
  - **Over 70%** indicated **good** to **very good** comprehension of *verb BE* and *articles/nouns*.
  - A **majority** felt **confident** or **somewhat confident** using the *simple present tense*.

#### INTEGRATION OF GLOBAL ISSUES

- Course readings on **LGBTQ issues, social media, and climate change** were rated as **useful** or **very useful** by nearly **90%** of respondents.
- Participants highlighted climate change and LGBTQ topics as especially relevant and thought-provoking.

#### CULTURAL AND PROFESSIONAL DEVELOPMENT

- Monthly workshops on **U.S. culture, history, and literature** were seen as **directly related** to education by **most participants**.
- **Over 90%** rated these workshops as **useful** for understanding diverse educational contexts.

#### PRACTICE & EXCHANGE

- **More than 70%** of students felt they had opportunities to practice speaking English and to share their own culture during the course.

## PROFESSIONAL GROWTH

- **Nearly all respondents** said the course contributed to their development as secondary teachers and helped improve their digital literacy.
- **Many participants** linked the course to **increased classroom readiness** and a **stronger sense of professional identity**.

## SATISFACTION

- **96%** of respondents expressed **satisfaction** with the course.
- **Open comments praised** the instructor's **teaching style, interactive methods**, and **positive classroom climate**. The most frequent suggestion for improvement was to extend the class time for more interaction.

## Conclusion

Survey results confirm that **the Virtual Educator Program course advanced both student success and professional teacher growth**. Participants **improved their English grammar** and **confidence, engaged with global issues in meaningful ways**, and **valued opportunities for cultural exchange**. The overwhelmingly positive feedback highlights the program's role in preparing preservice teachers to **integrate English language learning with real-world issues and cross-cultural understanding**.

# Report 2

## Participant Feedback: Spoken Grammar and Reading in EFL “Teaching Strategies”

VIRTUAL EDUCATOR PROGRAM | ENGLISH LANGUAGE PROGRAMS | U.S. DEPARTMENT OF STATE

### Purpose

This survey collected **feedback from 43 preservice teachers** in Mexico on their experiences in the “Spoken Grammar and Reading in EFL – Teaching Strategies” course. The goal was to evaluate gains in grammar knowledge, confidence in English use, and the usefulness of teaching strategy readings and cultural workshops.

### Key Findings

#### LANGUAGE SKILLS

- Students reported **improved understanding** of key grammar areas, including *negative simple present tense* and *past progressive vs. simple past*.
- **Confidence** with *prepositions of direction* was **mixed**: nearly **half** felt only **somewhat** or **not confident**, highlighting an area for continued practice.
- A **majority** found the course **effective** in helping them formulate *yes/no questions* with the verb *BE*.

#### TEACHING STRATEGIES INTEGRATION

- Readings on **differentiated learning, scaffolding, and social-emotional learning** were rated as **highly useful** by most participants, with **over 90%** finding them valuable for their professional formation.
- **Nearly all agreed** that the course successfully integrated English instruction with the introduction of teaching strategies.

#### CULTURAL AND PROFESSIONAL DEVELOPMENT

- Workshops on **U.S. culture, history, and literature** were considered **directly related** to education by **79%** of participants.
- **97%** rated these workshops as **useful** or **extremely useful** for understanding diverse educational contexts.

## PRACTICE & EXCHANGE

- While many students valued the opportunity to practice English, **58%** reported feeling they **did not have enough speaking practice**.
- Cultural sharing was more limited, with about **one-third** reporting **sufficient opportunities to share their own culture**.

## PROFESSIONAL GROWTH

- **Over 95%** said the course contributed **significantly** or **moderately** to their development as preschool teachers.
- **About half** indicated that the course improved their digital literacy skills, while others noted **moderate** or **slight gains**.

## SATISFACTION

- **93%** of participants expressed **overall satisfaction** with the course.
- **Open comments praised** the **interactive teaching style, engaging activities**, and **supportive environment**. Suggestions for improvement included more speaking practice, stronger internet connectivity, and longer class sessions.

## Conclusion

Survey results show that **the course advanced both language proficiency and professional readiness** among preservice teachers. Participants **gained essential grammar knowledge, explored modern teaching strategies**, and **benefited from cultural workshops that broadened their educational perspective**. The **high satisfaction rates** and **positive feedback** highlight the program's success in **fostering teacher growth** while identifying areas for continued improvement, particularly in expanding speaking practice opportunities.



# Report 3

## Participant Feedback: Educational Psychology in EFL

VIRTUAL EDUCATOR PROGRAM | ENGLISH LANGUAGE PROGRAMS | U.S. DEPARTMENT OF STATE

### Purpose

This survey gathered **feedback from 18 preservice teachers** in Mexico on their experiences in the “Educational Psychology in EFL” course. The aim was to assess their understanding of key psychological concepts, integration with English learning, and the course’s contribution to professional growth.

### Key Findings

#### LANGUAGE & CONCEPTUAL SKILLS

- **100%** of students reported understanding behavioral engagement (active participation, attentiveness, cooperation) **well** or **very well**.
- **Over 70% fully understood** cognitive learning concepts (learning with senses, playing, emotions, and vocabulary).
- **44%** felt very **confident** and **56% somewhat confident** applying constructive learning strategies.

#### RELEVANCE OF EDUCATIONAL PSYCHOLOGY

- **89%** found the theories **extremely** or **very relevant** to their understanding of preschool education.
- **Nearly all agreed** the course **effectively** demonstrated how these theories could be observed in preschool contexts.

#### INTEGRATION OF ENGLISH & PSYCHOLOGY

- **100%** of respondents felt the course **successfully integrated** English learning with psychology concepts.

#### CULTURAL & PROFESSIONAL DEVELOPMENT

- Workshops on **U.S. culture, history, and literature** were **directly related** to education and rated as **very** or **extremely useful** by all participants.
- **100%** reported **significant** or **moderate** contribution of the course to their development as preschool teachers.
- **94%** said the course improved their digital literacy skills.

## PRACTICE & EXCHANGE

- **All students** indicated they had **sufficient** opportunities to practice speaking English.
- However, **83%** felt opportunities to share their own culture were **limited**.

## SATISFACTION

- **100%** of participants were **satisfied**, with **83%** reporting being **very satisfied**.
- **Open comments praised** the teacher's **engaging style, well-organized lessons, interactive activities**, and **use of digital tools**. The most common suggestion was to extend class time for deeper practice.

## Conclusion

Feedback confirms that the **Educational Psychology in EFL course advanced** both **English language development** and **professional teacher preparation**. Participants **strengthened their understanding of educational psychology**, **gained confidence in applying concepts to preschool education**, and **appreciated cultural workshops that expanded their perspectives**. The **overwhelmingly positive satisfaction ratings** reflect the course's success in blending language instruction with professional training for future educators.