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STUDENTS' PERCEPTIONS OF THEIR TRAINING IN **EFL** TEACHING

QUE PARA OBTENER EL GRADO DE

LICENCIATURA EN LENGUA INGLESA

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ABSTRACT

It is well known that in the field of education several studies have focused on students' prior and current learning experiences and how these experiences influence learning outcomes. In an attempt to shed light on students' perceptions and improve the academic performance, this study explores English Language MEIF students' opinions of their own training to become English teachers. This inquiry took place at the Universidad Veracruzana, Language Faculty, English Language BA.

Key words: perceptions, teachers, training, students, English.



INTRODUCTION

This inquiry is part of a bigger research project that is being carried out by three universities in Mexico: the Universidad Veracruzana, the Universidad de Colima, and the Universidad de Quintana Roo. These universities are interested in finding the perceptions of the main actors in the field of English as a foreign language teaching and learning (EFL): teachers, students, and employers. This inter-institutional project is an attempt to improve the EFL curriculum of each university. Furthermore, their aim is to look for solutions in a collaborative way.

In this study, I am interested in identifying the students' perceptions of their own training process to become EFL teachers. In order to do that I am going to answer the following research question:

- *What are MEIF students' perceptions of their own training to become English teachers?*

To address this question, I employed many resources and instruments so that I could find relevant data. This *Tesina* comprises four sections. Section one will describe the context of the study. Section two will present the literature review followed by the methodology in section three. The analysis and interpretation of the findings will be presented in section four. Finally, limitations of the research as well as conclusions, recommendations, and my reflections will be dealt with in section five. It seems that many English teachers know little about what is going on in their classroom. This is a paramount omission that Longhini (2001) has already noted. He explains that it is important for teachers to listen to what students have to say. This study will lay the foundations necessary for future



researchers to continue building a sound understanding of students' perceptions and beliefs.

SECTION 1: CONTEXT

1.1 The Institution

The Universidad Veracruzana is an autonomous public institution which main functions are teaching, carrying out research, culture dissemination and extension of university services. All these functions must be done with quality, pertinence, equity, ethics, and in permanent connection with the different social sectors that generate and supply knowledge for equitable and sustainable development.

1.1.1 The Language Faculty

The Language Faculty has the task of setting up English and French language professionals who are critical, creative, and purposeful. Furthermore, it seeks to teach them English, French, and translation through its BA and postgraduate programs in both face-to-face and virtual modalities. These elements contribute to satisfying the necessities of intercultural communication and knowledge production. The school's syllabi (English and French) are designed to form individuals with a mastery of the foreign language.

1.1.2 The English Language BA

The English Language BA seeks to form professionals who are critical, creative, and purposeful with a mastery of the English language. These professionals



need to be prepared to perform in the different working areas, teaching, translation, and literature where English language is the main component. Thus, they will be prepared to contribute to social construction by strengthening identity, tolerance, and solidarity with other cultures--a paramount contribution to society (Guia del estudiante, 2009).

1.2 Educational paradigm

In 1999, the Universidad Veracruzana established a new educational paradigm: *Modelo Educativo Integral Flexible* (MEIF hereafter). The MEIF focuses on student learning. It tries to balance learning as a meaningful and permanent process that is integral because it develops students' knowledge, skills, values, and attitudes. In a broad sense, the curriculum is flexible because it allows students to choose suitable subjects -in the MEIF context called learning experiences, *experiencias educativas* in Spanish, hereafter LE- according to their interests and time availability, to cover the degree's credits under specific guidelines. There are three fundamental concepts in the MEIF paradigm that must be considered: learning experiences (LE), credits, and tutors. These are the most important elements of MEIF.

1.3 Current English Language BA students' historical outline

The sample I worked with mostly belongs to the 2008 generation; that is, the study focused on those students who were about to complete the BA credits requirement. These students were trained to teach in accordance with particular subjects such as Teaching and Learning English, Methods and Approaches for



Teaching English, Teaching Practice, Teaching English through Literature, and Teaching and Learning English for Children. This 2008 group was the first MEIF generation; therefore, these students participated in the transition between two educational models--a rigid and a flexible one. I decided to work with the first MEIF generation since they had already done the entire LE except the last area. Later on, I will report on how students perceive situations, experiences, and problems they have dealt with during their training to become EFL teachers.

SECTION 2: LITERATURE REVIEW

2.1 Students' perceptions

According to The Oxford Advanced English Dictionary, "perception" means: "a way of seeing, understanding or interpreting something" (1995: 859). According to Lindsay and Norman (1977), perception in humans describes the process whereby sensory stimulation is translated into organised experience. Because the perceptual process is not itself public or directly observable (except to the perceiver himself, whose percepts are given directly in experience), the validity of perceptual theories can be checked only indirectly. In this study, students' perceptions refer to the way how they see or evaluate their training; that is, the language competence, the teaching competence, and values developed in the English BA curriculum. Based on students' perceptions, teachers and institutions may have a broader idea of how students feel in their classroom and what they might need in order to improve their training. Thus, I believe identifying students' perceptions of their training to become English teachers can build a better preparation for future English teachers. The information



gathered by current students is really important because it will help improve the quality of the curriculum of the BA and the syllabus of each LE and this will be reflected in improving students' training to perform better in their future professional development.

2.2 Definition and implications of English teachers' training

At the core of language teacher education is a theory of teaching that provides the theoretical basis for the program, as well as the justification both for the approach to teaching and the instructional practices students are expected to develop in the program. It is also fundamental to remember that teaching practice is immersed within the context of a framework of beliefs that shapes their planning and interactive decisions. Theories of teaching are therefore central to how we understand the nature and importance of classroom practices (Richards, 1998). There are numerous conceptions of teaching education. Teachers have been compared to scientists, managers, labourers, and craft people (Darling-Hammond, Wise, and Pease 1983), and each of these conceptions embodies a different understanding of classroom life. For example, a *didactic view* of teaching is based on the belief that teaching is primarily concerned with transmitting knowledge through providing clear explanations, demonstrations, or discussions (Richards, 1998). A *discovery view* of teaching, by contrast, is based on the belief that students can develop knowledge themselves through active investigation and discovery, within a minimum of teacher structure and explanation and with provision of opportunities to learn inductively from direct observation (Richards, 1998). An *interactionist view*, on the other hand, holds that students arrive with well-formed ideas, so that there



is a necessary interaction between the students' own ideas, their empirical observations, and the curriculum content (Richards, 1998). Theories and frameworks such as these are generally formulated by educational researchers and theorists, and there is no shortage of such theories in the educational literature. The International Encyclopedia of Teaching and Teacher Education (L. W. Anderson, 1995), for example, has chapters on nine different theories of teaching, including the behaviourist, cognitive-developmental, information-processing, and social-psychological theories. While general teaching theories such as these have informed approaches to mainstream teaching since the 1960's, theories specific to the nature of second and foreign language teaching and learning have been developed and have often formed the basis for specific methodologies of language teaching, such as audiolingualism, the communicative approach, or the Natural Approach (Richards and Rodgers, 1984). While language teachers' education often reflects a particular theory of teaching, teaching is also a highly personal and individual activity (Richards, 1998). Teacher development involves teachers in creating an approach that draws on their experience and understanding as well as their personal principle and beliefs about good teaching. These are known as teachers' *implicit theories of teaching*:

The explanations given by teachers for what they do are typically not derived from what they were taught in teacher education programs... Rather, the classroom actions of teachers are guided by internal frames of reference which are deeply rooted in personal experiences, especially in-school ones, and are based on interpretations of those experiences. (Marland 1995: 131)



The role of teachers' principles and beliefs and how these shape their approaches to teaching has become an issue of increasing significance in our understanding of teaching (Breen, 1991; Woods, 1996). Research on these issues suggests that teachers filter much of the content of language teacher education programs through their own belief system, and that this process needs to be understood and effective approaches to language teacher education must be appropriated (Richards, 1998). As teachers develop their skills, awareness, and knowledge, they move from a level of what has been termed *technical rationality* (Putorak, 1993), where the focus is on mastery of basic teaching techniques and skills to a level that has been called *critical reflection*, where teaching is guided by the teacher's personal theory and philosophy of teaching, and is constantly renewed by critical reflection and self-assessment. Reflective approaches to teacher education programs often seek to engage teachers in articulating and examining the assumptions that underlie their teaching, and in developing personal principles of best practice that can support their approach to teaching (Richards, 1998). Reflective approaches to teacher development start from the assumption that teachers, rather than methods, make a difference; that teachers are engaged in a complex process of planning, decision making, hypothesis testing, experimentation, and reflection; that these processes are often personal and vary according to each specific situation; and that they should form the focus of teacher education and teacher professional development. This approach involves teachers developing their own individual theories of teaching, exploring the nature of their own decision-making and classroom practices, and developing strategies for critical reflection and change (Richards, 1998). Although any conception can be viewed as an



ideal type that exists in pure form in the real world (Richards, 1998), different philosophies or conceptions of teaching embody quite different assumptions about what the essential skills of teaching are, and hence raise different issues in teacher preparation and teacher evaluation (Darling-Hammond et al. 1983).

2.3 Characteristics of a good English teacher

As mentioned previously, the main objective in this study is to identify MEIF students' perceptions of their own training to become English teachers. Therefore, I need to discuss issues that may influence students' responses regarding teachers. First of all, it is appropriate to provide a definition of what teaching involves. According to Wilson, et al., (1987: 115) teaching is conceived as:

...helping people learn worthwhile things. It is a moral activity that requires thoughts and ends, means and their consequences. Since teaching is concerned with learning, it also requires thinking about how to build bridges between one's own understanding and that of one's students...

Hence, teaching is a demanding activity which not only entails an exchange of ideas between the teacher and students but also implies complex analytical processes for all the participants. Regarding the previous definition for teaching as a basis to understand the teaching activity, I conclude that the key to successful teaching is as Ross et al., (1992: 16) suggest, providing teachers with "critical self-reflection, evaluation, and explorations of both practical theories and the actions which they guide".



2.3.1 Teachers' knowledge

Students may perceive English teachers as people who should have the knowledge of the subject matter in the classroom at their fingers tips. However, as Nunan (in Bailey, et al., 2001) comments, English teachers are employed just because they speak the language fluently, not because they have a formal training as teachers. But if teaching is to foster understanding in students, it has to involve two types of knowledge: knowledge of the matter and pedagogical knowledge (Wilson, 1987; Saint Onge, 2000). The foster refers to the knowledge of the language while the latter involves the knowledge of principles of language teaching and learning, learners, curriculum, context, and techniques of classroom behaviour and management. The following figure describes these various kinds of knowledge according to (Wilson, et al., 1987) and their interrelationship to a good teacher's characteristics.



Figure 1. Kinds of knowledge



The teachers' knowledge is relevant since it will provide them with more tools to make effective decisions in the classroom. If teachers involved in the language learning process fail to perform their role successfully due to the lack of knowledge, then there will be consequences that can negatively affect students' learning experiences (Tello, 2009).

2.4 Overview of studies on students' perceptions and beliefs

During the last few years, a group of scholars (Pavlenko & Lantolf 2000, Penycook 2001, Lantolf and Pavlenko, 2001, Norton 2000) noted the importance of turning theories that view the field not as the development of accountable quantitative models based on empirical studies but rather on models that account for the language learner as a member of complex social networks encompassing multiple identities. The preoccupation of shedding light on educational actors' perceptions and beliefs has found echo in the field of English Language Teaching and Learning. Many types of studies emerged out of the recognition of the diversity of language learners in terms not only of their purpose for learning the language but also of the ways they learn (Benson and Nunan, 2005). Furthermore, they emerged due to the complex endeavour that learning a language implies. Benson (2005) provides an excellent account on how the approach to researching language learning has shifted throughout the years to a current tendency on the learning experiences of the students.

Identification of students' perceptions and reflection on their potential impact on language learning and teaching in general, as well as in more specific areas such as the learners' expectations, can contribute to information to the teacher practice course. In Mexico, the issue of students' perceptions has recently been



incorporated into the research agenda. Nonetheless, the few studies that have investigated this have mostly done it in lower levels of education Tello (2009), other contexts such as a Self-access Centre Mata (2008), or high school epistemological beliefs of teachers Yeladaqui (2010). Discovering students' attitudes and perceptions is possible, as it is generally accepted that language learners are capable of bringing this knowledge to consciousness and articulating it (Willing, 1988).

SECTION 3: THE STUDY

3.1 Qualitative-quantitative research

The methodological design of this study is based on a qualitative-quantitative approach; that is, it is a mixed study (Tashakkori and Teddlie, 2009; Plano and Creswell, 2008; Bergman, 2008; and Hernández Sampieri and Mendoza, 2008). One of the more meaningful definitions of the mixed approach is the following given by Hernández Sampieri and Mendoza (2008): the mixed research method represents an amount of systematic, empiric, and critical research processes, and imply the collecting and analysis of quantitative and qualitative data, to interpret the whole data collected (meta-interferences); and as a consequence, to get a better understanding of the phenomenon under study. In the definition above, it is stated that in the mixed method there is a combination of at least one quantitative component and a qualitative one in just one study or research project. Johnson et al. (2004) describes the mixed research as a continuous process where there is a mix of quantitative and qualitative approaches, focusing on one approach more than the other or equally. I considered



employing a mixed research approach for several reasons. First of all, because of the complexity and diversity of the problems and phenomenon that exist nowadays, it is not enough to deal with that complexity with the use of a unique approach. For that reason the mixed approach is required (Hernández Sampieri and Mendoza, 2008; Creswell et al., 2008). Furthermore, in addition to the advantages before mentioned, Collins, Onwuegbuzie and Sutton (2006) identified four reasons to use qualitative-quantitative methods:

- a) Enrichment of the sample (it may be better to use a mixed approach since it allows the researcher to go toward several sectors)
- b) More reliability of the instrument
- c) Integrity of the intervention
- d) Optimise the results (making it easier to identify the perspective of data, interpretations, and the utility of the findings)

Considering the above mentioned advantages of using a mixed approach for this research, I decided to include both research paradigms in this study. In what follows, more details of the study will be presented.

3.2 Research participants

The setting, as already mentioned, is the UV Language Faculty in Xalapa. The participants in the study were twenty MEIF English Language BA students belonging to the 2008 cohort. That is, participants were enrolled in the seventh period, which means that they had already completed 70 percent of the total requirement of credits. The present study was undertaken in order to explore the perceptions of those twenty MEIF English Language students of their own training in the TEFL field. There were ten female and ten male students. There



was a variety of ages in this sample, since they have different academic backgrounds. Their age ranged from 21 to 26 years old. I had planned to interview all students who answered the questionnaire; however, time constrains did not allow me to do so; nevertheless, I managed to interview two students.

3.3 Data collection instruments

I collected data by means of two instruments: semi-structured interviews and a questionnaire. The questionnaire was employed as primary data from which I took the emerging topics and categories to classify it. I employed semi-structured interviews because they are “more flexibly worded, a mix of more or less structured questions” (Merriam, 1998: 71), not asked in a specific order, but as the conversation unfolds (see Appendix1).

3.3.1 Questionnaire

This instrument was developed by a team of researchers from the Universidad Veracruzana (UV), the Universidad de Quintana Roo (UQROO), and the Universidad de Colima (UCOL) working on an interrelated research to find out data about students, teachers, graduates and employers’ perceptions of teacher’s training. As a researcher I just modified it to suit the setting I am working in. It is important to say that many of the inquiries that adopted this kind of instrument have reflected student’s perspective on language learning, and offer useful insights for language teaching pedagogy (Horwitz, 1989). The questionnaire I employed was applied to twenty MEIF students who were



enrolled in the last term of the BA; that means they were taking learning experiences of the terminal area. This instrument was edited three times in order to improve the appropriateness of the questions so that I could obtain enough data to suit my research purposes. I divided it into four sections: personal information, information about the curriculum, information about the institution, and information of the academic group. There were 24 questions in sum and three open-ended questions for students to write comments or suggestions at the end of each of the corresponding sections of the instrument.

3.3.2 Interviews

The main purpose of an interview, as Patton (1990) suggests, is to obtain a special kind of information where the researcher wants to find out what is “in and on someone else’s mind” (p.278). Interviews were used at the school as a kind of informal discussion. I asked two students questions about their perceptions of their training to become future teachers, and their implications. With this method of data collection, I was able to obtain the qualitative dimension that enriches the inquiry hereby presented. In order to meet confidentiality, I omitted the name of the interviewees. I used a nickname for each one instead of their real names: “Juan” and “María”.

3.4 Procedures

First of all, I modified the questionnaire in such a way there were suitable questions for collecting useful data for this study. Then, I applied the questionnaire to five students to test its suitability. After that, I applied the



questionnaire in the learning experience of Teaching and learning English for Children by asking the current teacher for permission at the end of the class. I asked students to be cooperative and coherent when answering, so that I could get reliable data for my research purpose. They answered it in about 10 or 15 minutes. In addition to the questionnaire, I interviewed two students to go into the issues emerging in the data. I did the interviews in a manner that my interviewees could feel comfortable, in a familiar environment. I recorded the interviews and then I did the transcriptions. As a matter of fact, when analysing the transcript of the first interview (Appendix 1) there was data that was not clear enough. For that reason, I went back to the interviewee and I asked him to read the transcript with me. That way, I solved confusions there were present at first sight. Furthermore, it was useful since the interview became richer, this means that more data came up after discussion. Arksey and Knight (1999), comment that interviews are likely to enrich research. Interviewing was therefore relevant for carrying out this research as it provided me with an exploration of the participants' experiences in depth; that is, their perspectives of their training to become EFL teachers.

SECTION 4: FINDINGS

Using the above mentioned methods of data collection, I had enough information about how students perceive their teaching training. That is, I had sufficient data to answer my research question. In what follows, I will present the main findings of the study. For the sake of space, I will present the findings according to the way the questionnaire was structured, including quotes from the interview data. I classified data into four main sections: perceptions of the



language level, perceptions of the curriculum, perceptions of the institution, and perceptions of the teachers.

4.1 Perceptions of the language level

This section states clearly that all the participants of this study had already accredited the Advanced level of English at the BA. Most participants (65 %) entered the English Language BA with a low level of the English language, 25 % with an intermediate level, and 10 % with no knowledge of it at all. This reflects the progress of students who are about to finish the BA since they are required to reach the level C1 of the Common European Framework at the end of their studies. To achieve this level, students must pass the Cambridge First Certificate of English (FCE) with a minimum of A, Cambridge Advanced English (CAE) with a minimum of C, or any other national or international equivalent.

María, the second interviewee, stated that she is not as prepared as she would have liked; she perceives that the level of language she has is not enough to start teaching:

“esperaba obtener un mejor manejo del idioma ves... y debido a muchas circunstancias no es así, asooo... todo ha sido tan rápido”.

This produced a feeling of insecurity in Maria and reflects how important the language learning is during students' training.

4.2 Perceptions of the curriculum

Data collected from the questionnaire shows that 70% of the participants are familiar with the objectives of the English language BA curriculum. This



suggests that by setting and being aware of suitable goals students may have success or not when learning a language; therefore during their own training to be English teachers it is important for students to take into consideration not only the BA curriculum objectives but their own goals. The other 30% of students reported to know those objectives completely, so they had a very clear idea of what they were going to face when entering the BA. Additionally, it is important to report that 35% of students strongly believe that LE related to language are not enough for their training, 30% agree with the idea that these LE are enough and necessary, 20% do not agree with the idea that LE are enough, and 15% totally agree with the amount of these LE. In this section of the questionnaire it is clearly visible that students believe that the existing LE related to teaching, research, linguistics, and language in the English Language major are completely necessary, but not enough for their training to be English teachers. This is, according to students' perceptions, due to time factors as we can see in the following quotes collected from the "comments or suggestions" space in the questionnaire:

"Considero que muchas de las fallas que podemos encontrar se deben a una cuestión de tiempo, y que todos los temas se distribuyen en cuatro meses"

"Creo que el cambio de plan afectó a esta generación porque afectan nuestras posibilidades de terminar en tiempo la licenciatura"

"El periodo escolar (short) no hace posible que las experiencias educativas de docencia sean suficientes"

"Las experiencias educativas de investigación son necesarias, pero no suficientes" (written twice)



*“Las experiencias educativas de lengua no son suficientes”
(written twice)*

*“Las experiencias educativas de lingüística no son suficientes”
(written twice)*

“Se necesita hacer algunos ajustes de horario y además elevar la calidad de las asesorías en cuanto a la redacción y proceso del trabajo recepcional y servicio social”

The above mentioned is a constant factor presented in the data. In Maria's words, lack of time was a constant topic. She related the lack of time to the difficulties presented during her training as illustrated in the following remarks:

“Yaaap:::ya que estoy a un paso de salir de la facultad no me siento totalmente preparada, tengo miedo del mundo al que me voy a enfrentar sobre todo porque mira::: esperaba obtener un mejor manejo del idioma ves... y debido a muchas circunstancias no es así, asooo... todo ha sido tan rápido”.

Al poco tiempo que tuve para asimilar el conocimiento y esteee... la corta duración del semestre aaahh... al iniciar pensé que el programa sería el mismo esteee... el plan esteee... “90”, es decir los contenidos se ven tan rápido oraa...

As a matter of fact, data collected supports comments given about the lack of time. Indeed, the interviewee states that this problem is because of the transition of the educational model. According to him, the quality of assessing in some of the LE needs to increase. Actually, some more data came up, confusing syllabi's objectives. The syllabi of LE should have clear objectives for students to know exactly what they are going to face at school. This is clearly stated in Juan's comment:

“...hay algunas fallas como por ejemplo...hay... hubo... como ciertos esteee... cursos que se tomaron ciertas esteee... experiencias que



se tomaron que no tenían como bien definido sus objetivos hee... todo si te das cuenta todo tiene que ver con el... con esta transformación ¿no?, entonces hace falta como que pulirla, este quizás los que vienen atrás las generaciones que vienen atrás de nosotros ya estén un poco más estee... ya tengan un poco más de conocimientos subjetivos en cuanto a experiencias educativas”

Teachers need to define and contextualize the syllabi of some LE in order to set up goals for students to follow an integral training to become English teachers. “Juan” perceives that this problem, the lack of defined syllabi, is due to this transition in educational paradigms as presented in the following quotation:

“... yo creo que esto esto está surgiendo estee... somos la primera generación ¿no? pertenecemos a la primera generación, vendría siendo algo así como de ensayo error ¿no? entonces yo espero que los que vienen atrás tengan estee... esos problemas un poco más estee... mejor enfocado y... más que nada se les ofrezca una... una posible solución”

On the one hand, there are some problems students perceived such as lack of time and lack of or confusing syllabi of some LE due to the fact that they belonged to the first MEIF generation at the English language BA that is in the process of change of educational paradigm. That is, students believe that there are some solutions that could be found by modifying the curriculum, as well as the syllabi of the LE. On the other hand, there are some positive perceptions regarding the change of the educational model. For instance, MEIF is supposed to make it more flexible for students to follow an integral training to be English teachers, such as the following quote mentioned by “Juan”:

“... bueno yaa ves que nos permite la estee... una de las características del MEIF es el que nos permite elegir estee...”



entre la oferta esteee... docente ¿no? Podemos elegir a los maestros que queramos de la misma materia..."(Appendix 2)

Juan's perceptions of his own training and professional development agree with the MEIF objectives; that is, training to the real world. He believes he had a good training when studying at the Language Faculty. Moreover, he strongly feels he will improve with work experience after finishing school. In other words, he feels like he has acquired the necessary tools to start working as a teacher once he finishes the last part of the BA, and after that, experience will provide him the complement for his training not only to be an English teacher, but to his life in general. This is an example of a student that shows autonomy and preparation for professional development, one of the main aims of MEIF. The following quote shows Juan's perceptions:

"Bueno primero que nada me gustaría..., jeee, yo creo que nunca se está preparado al cien por ciento para algo ¿no? de lo que nunca has tenido experiencia pero a lo que concierne a la preparación que la universidad me ha dado para esteee... ejercer mi profesión... esteee... pues sí me siento... sí me siento preparado ¿no? y... pues yo creo que va a haber... va a haber obstáculos y ... y lo que conlleve también, pero esos ya tendrán que ser esteee... abordados ya de manera personal ¿no? esos ya tendrán que ser superados esteee... aa... apoyándome con la formación que se me dio en la facultad y pues ya... también valiéndome por mis propios medios que es uno de los objetivos del MEIF también nooo... el... el despertar la autonomía".

It is clear that there is a concept of autonomy reported by "Juan". He perceives that his training in the Language Faculty was very good in terms of the development strategies for problem-solving and decision making.



4.3 Perceptions of the institution

An important issue that students reported in this section was the lack of resources the institution provides. A considerable amount of students (60%) believe that the institutions' facilities are inadequate due to the lack of resources in classrooms, including projectors and computers. They perceive that their training is limited because of the lack of these materials. Another 40% of participants agree with the idea that facilities are useful for their education. In the comments or suggestions' section one commentary came up:

“Creo que los materiales de apoyo visuales y equipos son insuficientes en las aulas”

The materials mentioned above are necessary to supplement the student learning process to become an EFL teacher, so it is paramount for authorities to take it into consideration. More data collected from this section of the questionnaire reflects how students perceive the services that the institution provides in the Language Faculty such as the Resource Centre, the cafeteria, the Self-access Centre, the Computer Centre, and the health and psychological assistance. Some students, 35% of them agree with the suitability, another (40%) disagree with the idea that those services are suitable for their academic development, and the minority of students (25%) consider that the services are not suitable at all to complement their training at school. This is an important aspect to be taken into consideration since students need all those services and resources to shape their training. As they are supposed to be autonomous learners, students need the suitable services to enrich and make easier their preparation at school. In contrast with the last opinion, the Self-access Centre



materials and services seem to be enough and suitable from students' view; 65% of students consider that these services are sufficient and appropriate, while 35% of the sample thinks that the services are inadequate and inapt. At this stage, I suggest the interesting idea of carrying out a research that identifies why this centre is not covering all the expectations that 35% of those students have. Analysing these answers, it is visible that students perceive that they need to be supplied by suitable materials, well-equipment installations, and so on. The educational problems that derive directly from the economic structure of the institution are different, but among them is one reported by students: the deficient implementation of the educational infrastructure, equipment, facilities and services, which influence negatively in the faculty's functioning as well as other educational problems, such as students' training and, therefore, professional development .

4.4 Perceptions of the teachers

This section provides students' perceptions of their current English teachers, as well as the variations and differences between their own training to be English teachers and their teachers' preparation. In a broad sense, students consider their English teachers to be well trained. They believe that teachers have the necessary training to teach and, furthermore, demonstrate ethical principles while teaching in the classroom. However, there was a permanent opinion that students cannot make generalisations about all teachers at the school. This is due to two reasons: 1) they do not know all the teachers and 2) the answer to this question depends on each teacher in the faculty. Indeed, in the section of comments and suggestions students expressed the following:



“Muchas de las opciones a responder dependen del maestro y no se puede generalizar”.

The above comment is supported by Juan, who believes that he cannot generalise all teachers; however, in a broad sense, he considers his teachers' training to be very well:

“... no se puede generalizar pero esteee... así en una opinión así global, te puedo decir que estee mmm... es... es buena la verdad... la formación de los maestros de aquí de la facultad es muy muy buena”

So far, students' perceptions of English teachers' training have been positive. Nevertheless, there are some complaints, as illustrated in the following quotation:

“... hay algunos que a a mi parecer esteee... no... no cumplen como..., tal vez cumplen con los requisitos que la facultad le pide... les pide, pero en cuestiones haaa de lo que es esteee... ya en traducido en... en hechos, como que no se traduce al cien por ciento ¿no?”

Additionally, continuing with the comments about teachers' training in the questionnaire, the following sentences were written in addition to the open-ended questions given before in this instrument:

- *Sólo conozco el grado académico y formación de algunos profesores.*
- *Sólo algunos demuestran valores y actitudes propias de un docente.*



- *Sólo algunos tienen una formación propia para las experiencias educativas que imparten.*
- *No todos tienen formación adecuada, pero la mayoría.*
- *Los maestros no son los culpables del desorden causado por el cambio de plan.*

As a matter of fact, there is an ambivalent feeling about teachers' training. This is due to the different experiences encountered with distinct teachers they have had along their training in the undergraduate program.

Now, talking about the differences between students' perceptions of their own training and their teachers' preparation, as mentioned previously, the change of educational paradigm came up once again, as it has been observed throughout all the process in this study. The following extract shows how "Juan" sees the differences between his training and his teachers':

"... yo creo que ya a partir deeee... de que se integra lengua inglesa al MEIF, yo creo que también se está formando una nueva generación dee... de esteee... de profesionales ¿nooo? vamos a tener una formación muy diferente porque de hecho la meta de la transformación es precisamente cubrir esos aspectos que no see... no se habían cubierto antes ¿noo?... que no se habían abordado siquiera antes, el esteee... el impacto de esas deficiencias que tenía el... el modelo anterior el plan rígido y pues definitivamente yo creo que sí, sí vamos a ser una nueva generación de profesionista que sí va a tener un esteee... una diferente formación"

Students reported that they and some of their current teachers adapted to the new educational model; furthermore, students feel they are a new generation of future teachers that cover all those aspects that had not been considered



previously in the rigid model. They conceive their training as a new, integral and complete one. It is implicit that the improvement of the curriculum of the BA and the syllabi of the LE will address to a better training for students.

SECTION 5

5.1 Limitations

It is important to mention what research limitations there were. The main one was clear and concise: there was not enough time to expand the project since I only had around three months, from August 1 to November 4, 2011, to meet all the components of the study and make the pertinent corrections. Although the idea of studying this field of English language teaching came up a year before the research had been carried out, I had not begun to define the main topic, nor did I begin writing my paper until the last part of my BA studies.

5.2 Conclusions

This section presents the conclusions reached as a result of the process that was carried out during this inquiry. Students' perceptions of English teachers speak to how they see their own preparation and do not necessarily confirm what they or teachers should do in their classes. In this study, students' points of view about the BA curriculum, the institution, and the teachers were reported in an attempt to leave feasible data for further research. Such points of view merit close attention, as the principal intention of this study is to shed light on what MEIF students have to say and interpret these data for the benefit of future generations. As a matter of fact, I found that many factors influence how student perceptions develop: what BA teachers bring to the classroom and how this



knowledge is applied. Thus, the main reason why I conducted this study was to answer the following research question:

- *What are MEIF students' perceptions of their own training to become English teachers?*

To approach an answer, I began by observing the BA curriculum, the institution, and the group of faculty teachers. Later, upon consideration of the findings, it became evident that most of the participants shared common experiences during their training at the English language BA involving all the factors mentioned above. After analysing the findings, I believe that it is necessary to improve the syllabi design of learning experiences and their organisation in terms of consistency—that is, to establish suitable contents to be seen by students in each LE, taking into consideration the lapse of time between the beginning and end of periods. The participants complained that the lack of time was a constant problem they had to deal with. Students consider the language learning process fails when they are not allowed enough time to cover all the units of a LE. As Nunan (in Bailey, et al., 2001) comments, English teachers tend to be employed on the basis of their language fluency, not because they have a formal training as teachers. Hence, it is important for potential teachers to know not only **about** the language—what elements it entails and how to teach it but to know the language—to speak the language with fluency. As previously mentioned, MEIF attempts to address this need; for most students, however, actual teaching experience is also vital. Such experience will help overcome problems such as a lack of effective training during BA studies. As students mentioned, there was not enough time to see all the contents of the LE syllabi, but there will be time for them to acquire such knowledge in the actual teaching process and long-life



experiences. Student perceptions reflected this reality, and MEIF objectives also address the issue: one of its most important goals is to train teachers for life. That is why LE has replaced more traditional subjects. Regarding students' current English teachers, there were several perceptions, but some of them commented that they cannot generalise teachers. Therefore, they perceive each teacher differently. However, in a broad sense, I realised that students see their current English teachers as very well trained people who fill all the requirements established by the English Language BA, the Faculty, and the University authorities in general. I also found participants seemed to ignore what the differences of having a different education in the context of MEIF are. It is important to say that some participants of this study perceive that there are differences between MEIF students' training and their current teachers' who were prepared in a rigid educational model, but there are not fundamentals yet to specify what those differences are since they believe that they need to see how they feel in the working field as professionals. Finally, I found one controversial topic in which participants differed. First, I realised that participants had contrasting opinions regarding their training at the English Language BA. While one of the interviewees felt that he had a very good training to go working and keep learning with long-life experience, the other one seemed to be afraid of graduating without knowing the language. On one hand, Juan is looking forward to graduating and put into practice all the knowledge learnt at the BA; knowledge of the matter and pedagogical knowledge (Wilson et al., 1987), and at the same time that he is aware that he is going to develop his learning step by step in life. In the literature, Dale (1990:250, in Bailey, et al., 2001: 4) describes teacher development as "a process of continual, intellectual,



experiential, and attitudinal growth of teachers”. The author explains that the objective of teacher development is “to suggest that teachers continue to evolve in the use, adaptation and application of their art and craft”. On the other hand, Maria is afraid of graduating and go working with no knowledge of the matter (Wilson et al., 1987). Indeed, she believes the next step has to be a postgraduate program; a Master’s degree. She thinks she needs to keep studying because knowledge, mainly related to language, learnt during her training at the English language BA was not enough. Although these opinions differ, it is important to specify that all the participants showed a positive attitude against difficulties or problems encountered during their training. These students’ attitudes helped to establish goals during their training and as future English teachers and as Latham et al. (1997) reason, in line with the main tenets of goal setting theory, instructors will be more persistent when they also have clear and feasible goals to achieve. I believe that this new educational paradigm established at the English language BA, which students constantly talk about, can become stronger and better as time goes by. This may be when all members of the institution will have experienced the next generations of graduates and identified if they are able to solve problems that the first ones had. Research could be a resource to keep finding data about MEIF students’ perceptions and teachers’ training. This study explored first MEIF generation students’ perceptions of their own training, so they perceive that they suffered organisation problems for being part of the transformation that changes imply. I strongly believe that teachers, students, and authorities could suggest changes/modifications in the BA curriculum and LE syllabi design based on this study, as well as future classroom research focused on MEIF that could show a



more real context in which training takes place; i.e., assessment, tutorial system, students' autonomy, and students' perceptions of English teachers in the context of MEIF. From this study it can be concluded:

- Students' perceptions of their own training to become English teachers include that they have received a flexible education
- Students' perceptions keep changing and restructuring even more in the MEIF context
- According to students, the syllabi design of LE and the English language BA curriculum need to be improved to consolidate their formation
- It is paramount to hear students voice and take it into consideration to build a bridge, not only between teachers and learners, but among the entire sector that education involves

5.2 Recommendations

It would be relevant to apply this study to future generations of MEIF; in that way, authorities would be able to identify whether students are prepared to work and put into practice all the competencies they are supposed to have acquired during their training. The new trends of teaching require the formation of reflective individuals, capable of making decisions, and capable of learning to "learn". Therefore, there is a need of suitable training for English teachers to prepare capable students in the long run. After conducting this study; I believe it is necessary to keep investigating more in depth MEIF students' perceptions of English teachers' training. Thus, this research may inspire the authorities as well as students from next MEIF generations at the BA. I strongly believe that inquiries in this field can shed light on students' perceptions, hence this attempt



hereby presented to contribute in knowledge to the field of students' perceptions. If students are to become radical agents of change, the academic staff must be willing to ensure that the conditions are met to bring what Fielding (2001, 2002) calls a 'dialogic democracy'. All voices need to be heard, not only those of the more able and articulated but those who have learning difficulties and lack of social confidence (Rudduck et al. 1996). Listening to student voice offers a challenge to researchers to work towards seeking solutions to the problems that this study presents. The information on students' perceptions of their own training to be English teachers hereby reported helps us identify that while language teachers' education often reflects a particular theory of teaching, teaching is also a highly personal and individual activity (Richards, 1998). Teacher development involves teachers in creating an approach that draws on their experience and understanding as well as their personal principles and beliefs about good teaching. Therefore, I understand students have implicit theories of teaching in addition to the ones developed in students' training. This way, they will be able to effectively perform in the classroom and be prepared to make decisions, as well as solve problems. One aspect to consider for further research is future MEIF teachers' motivation to teach as well as their methodologies to do it, and whether or not they promote autonomy in their learners. It is important to keep on contributing in knowledge on individuals' perceptions of English teaching and learning processes.

5.3 Reflection

Students perceive there is a lack of organisation from the authorities at designing the programs at the English Language BA. As a matter of fact, it is



important for me to reflect that the inquiry hereby presented has developed my understanding of educational research. After the study, I proved myself that by carrying out investigation one goes further in people's way of thinking, opinions, perceptions, and their meanings of the world of languages. In order to empower and reinforce my research practice, teaching tasks, and student role, as well as make better informed decisions, I will continue doing research. To conclude, it is true that there has been improvement in the area of English language teaching and learning in Mexico. It is expected to have a new generation of professionals who are able to teach at different educational levels with the principles they were taught. There are now more English teachers with a Bachelor's degree who are teaching at different educational levels in Mexico (Davies, 2007) and authorities have lately been paying attention to curriculum change and educational policies in English teaching at these levels (ibid, 2007). However, there is still a question in the air for further research: are all the actors of this context; students, teachers, and authorities willing to cooperate to improve education? I believe they are and in the long run it can be satisfying to know that all the individuals who take part of English language teaching and learning want to change the educational policies and practices, not because they have to, but because they really want to improve education.



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Appendix 1

Questionnaire

Cuestionario para Estudiantes de la Licenciatura en Lengua Inglesa

Este cuestionario pretende recabar datos para un proyecto de investigación respecto a tus percepciones sobre tu formación para ser profesor/a de inglés. Tu participación como estudiante de la Licenciatura en Lengua Inglesa es de vital importancia para este estudio. La información proporcionada en este cuestionario será estrictamente confidencial, por lo que únicamente se utilizará con fines de investigación. ¡Muchas gracias por tu participación!

a) Datos Personales

Marca con una "X" la(s) opción(es) que más se acerquen a tu opinión. En caso de ser necesario, puedes señalar más de una.

1. Matrícula: _____
2. Nivel de inglés de la carrera que cursas en la actualidad: _____
3. ¿Por qué escogiste la carrera?
 Por sugerencia de alguien conocido
 Porque me gusta el inglés
 Porque en mi familia hay maestros
 Porque mi maestro(a) ejerció una influencia positiva en mí
 Porque considero que es fácil
 Porque considero que tengo vocación para enseñar
 Porque no se ofrecía la carrera que me gusta
 Porque quiero ser maestro
 Otra: _____
4. Tu conocimiento de inglés al entrar a la carrera era:
 Nulo
 Poco
 Intermedio
 Avanzado
 Muy avanzado



b) Información sobre el programa que estás estudiando

Marca con una “X” la opción que más se acerque a tu opinión, de acuerdo a la siguiente escala:

- 4 Totalmente de acuerdo
- 3 De acuerdo
- 2 En desacuerdo
- 1 Totalmente en desacuerdo

		4	3	2	1
5	Conozco los objetivos de la carrera que estudio.				
6	Conozco lo que voy a aprender durante la carrera y sé cuáles serán las habilidades que habré desarrollado cuando la termine.				
7	Conozco los requisitos de titulación y sus regulaciones.				
8	Considero que la carrera cumple con los objetivos que plantea.				
9	Considero que las Experiencias Educativas de lengua (Inglés principiantes, Elemental, Pre-intermedio, Intermedio, Intermedio avanzado y Avanzado, Comprensión y Expresión Oral; y Lectura y Escritura) son suficientes y necesarias para mi formación.				
10	Considero que las EE de lengua son adecuadas en cuanto a la calidad de la enseñanza.				
11	Considero que las EE de docencia (Enseñanza-Aprendizaje, Métodos y Enfoques para la enseñanza, Planeación y Práctica Docente, Enseñanza del Inglés para niños, Enseñanza del Inglés a través de la Literatura) son suficientes y necesarias para mi formación.				
12	Considero que las EE de Introducción a la investigación, Seminario para la redacción de la Experiencia Recepcional y Experiencia Recepcional son suficientes y necesarias para mi formación.				
13	Considero que las EE de investigación son adecuadas en cuanto a la calidad de la enseñanza.				
14	Me siento satisfecho con el programa educativo de la Licenciatura que curso.				

Comentarios o sugerencias:

c) Información sobre la institución

		4	3	2	1
15	Considero adecuados los servicios que brinda la universidad (biblioteca, cafetería, centro de auto-acceso, centro de cómputo, atención médica y psicológica).				
16	Considero que los recursos bibliográficos con los que cuenta la biblioteca son suficientes y necesarios para mi formación universitaria.				
17	Considero que los materiales del Centro de Auto-acceso				



	(libros, revistas, videos, audios, software) son suficientes, adecuados y necesarios para complementar mi formación.				
18	Considero que los servicios del Centro de Auto-acceso (asesorías, círculos de conversación, karaoke y actividades virtuales) son suficientes, adecuados y necesarios para complementar mi formación.				

Comentarios o sugerencias:

d) Información sobre la planta académica

		4	3	2	1
19	Conozco el grado académico y área de formación de mis profesores.				
20	Considero que la formación de mis profesores es adecuada para las EE que imparten.				
21	Considero adecuada la metodología utilizada por los profesores en sus clases.				
22	Considero que mis profesores tienen las habilidades docentes para fomentar la motivación, el interés, la atención y la participación de los estudiantes.				
23	Considero que mis profesores demuestran valores y actitudes propias de un docente (respeto, justicia, compromiso, dedicación, honestidad, etc.)				
24	Me siento satisfecho con los profesores que imparten clases en esta Licenciatura.				

Comentarios o sugerencias:

¡Gracias por tu tiempo y cooperación!



Appendix 2

Interview 1

Nota: C= Entrevistador/interviewer

J= Entrevistado/interviewee

Juan 06/09/11

C	Hola "Juan". ¿Cómo estás? Esteee buenas tardes, espero quee podamos tener unaa conversación amena yyy... y esto me sirva como información para mii... mi proyecto de investigación.	Observaciones
J	Pues estoy bien, gracias, buenas tardes y pues, sí espero que también sea significativa ¿noo? la información quee... recabes en esta entrevista.	
C	Gracias, estee mira vamos a comenzar heee... hablando acerca de tu posición como estudiante aquí, esteee yo sé que estás ya al final de, pues de lo que es la licenciatura, heee... ¿me puedes decir cómo te sientes yy... si te sientes satisfecho hasta ahora?	
J	Bueno, esteee... en el... lo que es la formación general, eemm... pues... sí, sí me siento satisfecho, pero, sin embargo hay algunos estee... aspectos que... que sí sí están comooo... no estoy totalmente satisfecho ¿nooo? con lo que see... con lo que se vio,	Satisfacción con estudios



	sí hay comooo... como ciertas inconformidades.	Grado de inconformidad
C	Ok, muy bien, y...¿cuál es tu percepción o... o cómo ves tú esteee... la formación de tus maestros?heee... obviamente conforme ellos te han dado clases ¿nooo? Una percepción general	
J	Bueno, sí es cierto, no se puede generalizar pero esteee... así en una opinión así global, te puedo decir que estee mmm... es.. es buena la verdad... la formación de los maestros de aquí de la facultad es muy muy buena, pero sí hay algunos que a a mi parecer esteee... no... no cumplen como..., tal vez cumplen con los requisitos que la facultad le pide... les pide, pero en cuestiones haaa de lo que es esteee... ya en traducido en... en hechos, como que no se traduce al cien por ciento ¿no?	Satisfacción con estudios Satisfacción con preparación de maestros Insatisfacción
C	Ok, esteee... mira ummm... tú como... en tu posición como estudiante debes de estar preocupado por lo que ves en tus maestros ¿crees que se vaya a reflejar en... en tu formación como se formaron ellos, crees que siguieron tu... el camino en el que estás?	
J	Umm, bueno, para esto habría que tomar en cuenta	



	<p>queee... la facultad estee... bueno...perteneemos a la misma esteee... a la misma gama ¿noo? de la lengua inglesa pero hay que tomar en cuenta que se ha... a evolucionado noo... la facultad osea ha pasado por diferentes procesos y con lamisma el cambio dee... de programa y ellos se han tenido que adaptar también, así que no creo que se pueda comparar, esteee... la formación, hay algunas cosas que</p> <p>sí siguen haciendo las misma nooo, pero esteee... quizás difiera un poco ¿nooo? más ahorita con lo dee... la entrada del MEIF no... no podría decir si... si tuvieron la misma formación.</p>	<p>Cambio de paradigma= Adaptación</p>
C	<p>Ok entonces ¿qué crees quee... con la entrada de este nuevo modelo educativo emm... ? ¿crees que tu formación vaya a variar noo... crees que estoo... realmente infiera en la formación de... en tu formación? como... como profesor porque ya vas a ser un profesor.</p>	
J	<p>Sí, yo creo que sí estee... yo creo que ya a partir deee... de que se integra lengua inglesa al MEIF, yo creo que también se está formando una nueva generación dee... de esteee... de profesinales ¿nooo? vamos a tener una formación muy diferente porque de hecho la meta de la transformación es precisamente</p>	<p>Cambio educativo= nueva generación</p>



	<p>cubrir esos aspectos que no se... no se habían cubierto antes ¿noo?... que no se habían abordado siquiera antes, el esteee... el impacto de esas deficiencias que tenía el... el modelo anterior el plan rígido y pues definitivamente yo creo que sí, sí vamos a ser una nueva generación de profesionista que sí va a tener un esteee... una diferente formación.</p>	<p>=diferente formación Mejoramiento del plan = mejor formación</p>
C	<p>¿Ves alguna falla que digas a mi me hace falta esto para que me forme como profesor, ya como... como futuro maestro?</p>	
J	<p>Bueno, sí... ciertamente sí... hay algunas fallas como por ejemplo te puedo contar que esteee... en lo que fue mi formación el mmm.... buenoyaa ves que nos permite la estee... una de las características del MEIF es el que nos permite elegir esteee... entre la oferta esteee... docente ¿no? Podemos elegir a los maestros que queramos de la misma materia entonces hay... hubo... como ciertos esteee... cursos que se tomaron ciertas esteee... experiencias que se tomaron que no tenían como bien definido sus objetivos hee... todo si te das cuenta todo tiene que ver con el... con esta transformación ¿no?, entonces hace falta como que pulirla, este quizás los que vienen atrás las generaciones que vienen atrás de nosotros ya estén un</p>	<p>Fallas del modelo: objetivos confusos Falta mejorar algunos aspectos de las EE</p>



	<p>poco más esteee... ya tengan un poco más de conocimientos subjetivos en cuanto a experiencias educativas porque a mí me tocó por ejemplo, en una de las materias en las que incluso no había esteee... un programa definido esa era la materia esteee... de traducción, entonces esteee... fue bastantee... desconcertante llegar a la materi... llegar a la experiencia por ejemplo y saber que no había una consolidación de lo que era el... lo que se iba a ver en el curso ¿no?... porque esteee... la este profesora que lo impartió esteee... tenía suuu... ya tenía un programa definido, pero eraaa... el que pertenecía al modelo anterior entonces se... tenía que hacer sus esteee... modificaciones ¿no? pero uno no puede exponerse a ese tipo deee... de... osea no puede estar expuesto a ese... como se llama curri... dar una materia cuando se está experimentando el cambio porque es ahí cuando te pierdes, es ahí cuando esteee... surge ese sentimiento de confusión ¿no? ese... esa sensación de que algo está mal ¿no?... algo no está esteee... no está funcionando en esa materia y entonces la terminas pero... quedas como... como medio perdido ¿nooo?</p>	<p>Escasez de programas definidos en MEIF</p> <p>Falta de programas</p>
<p>C</p>	<p>Ahora bien ¿tu encuentras algún ... algún punto específico en.. en este paradigma... esteee...</p>	



	<p>encuentras algo quee... que puedas por ahí rescatar?</p>	
<p>J</p>	<p>Bueno yo creo que... que las propuestas... todas las propuestas tanto como la de tutorías la de sobre esteee... las experiencias educativas esteee..la formación que tu vas heee llevando a... a lo largo de la carrera y estaaa... libertad que se tiene de... irla formando a tu... a como mejor te esteee... pues satisfaga tus necesidades ¿no? este yo creo que todas la propuestas están bien, pero esteee... sí hace falta como fortalecerlas y más que nada como esteee... fomentar su... como se llama... su... su implementación al cien por ciento, porqueee... hay programas como por ejemplo lo de las tutorías que esteee... que sí se han... sí se ha discutido vayaaa... a diestra y siniestra ¿no? hay muy buenos tutores pero otro que... otras personas que... otros compañeros que... que se quejan de que no le mmm... no han tenido suficientes esteee... sesiones con su tutor ¿no? y que algunos de ellos pues ni siquiera esteee... osea no nono están siguiendo realmente la trayectoria nooo.... de... de su tutorado... esteee... por ejemplo en el mío... en el caso mío de la tutoría... esteee.. he tenido muy pocas sesiones, esteee... y cada vez que</p>	<p>Carencias del programa educativo</p> <p>Pobreza del sistema tutorial</p>



	<p>yooo... voy a visitar a mi tutor, esteee... tengo que hacer un recuento nooo... ten... yo siempre tengo que hacer un recuento delo queee... de lo que he hecho, es comooo... como empezar de nuevo, tonces sí sería bueno que tuviera un poco más de seguimiento, yo sé que es nuestra responsabilidad ¿no? el estar en contacto pero... como que sí debería haber más como ese... ese enfoque ¿no? como resaltar ese enfoque, ponerlo en práctica bien esteee... en práctica al cien por ciento ese seguimiento ¿no? con los tutorados.</p>	<p>Responsabilidad del estudiante y del profesor</p> <p>Seguimiento de la trayectoria estudiantil por tutor</p>
C	<p>Bueno está bien, heee... ahora, en el aspecto emocional se podría decir o motivacional heee, ¿esos aspectos que tan importantes los encuentras heee... con respecto a tu formación, que tanto tiene que ver lo... lo motivacional o lo emocional en... en un sentido muy personal?</p>	
J	<p>Bueno es este sentido yo digo que habría que tener la mejor actitud posible, no... porque no se trata de ir en contra de la institución ni de lo... ni de los cambios no... no se trata solamente de eso, simplemente se trata de mejorar ¿no? y... pues... en cuestión personal he tratado de afrontarlo lo mejor posible nooo... si esteee... sí admito que hay ciertas esteee... inconformidades pero también no me puedo esteee...</p>	<p>Actitud positiva ante las</p>



	<p>como se llama... no me puedo poner en una posición negativa o de de actitud totalmente negativa, es cierto nooo.. porque no es esteee... no es la forma ¿no? yo creo que con una... una buena actitud y esteee... y un enfoque diferente si se pueden lograr esteee... como se llama... esteee... superar ¿no? este tipo de obstáculos que han estado surgiendo en el camino y como lo dije ... yo creo que esto esto está surgiendo esteee... somos la primera generación ¿no? pertenecemos a la primera generación, vendría siendo algo así como de ensayo error ¿no? entonces yo espero que los que vienen atrás tengan esteee... esos problemas un poco más esteee... mejor enfocado y... más que nada se les ofrezca una... una posible solución.</p>	<p>inconformidades</p> <p>Superando obstáculos: problemas de la primera generación</p>
C	<p>Pues me gustaría terminar con esto, ¿si te sientes realmente preparado y si... y cómo ves tu futuro... esteee... partiendo de la preparación que has tenido aquí?</p>	
J	<p>Bueno primero que nada me gustaría..., jeee, yo creo que nunca se está preparado al cien por ciento para algo ¿no? de lo que nunca has tenido experiencia pero a lo que concierne a la preparación que la universidad me ha dado para esteee... ejercer mi profesión... esteee... pues sí me siento... sí me siento preparado</p>	<p>Experiencia es vital para preparación</p> <p>Satisfacción con formación recibida.</p>



	¿no? y... pues yo creo que va a haber... va a haber obstáculos y ... y lo que conlleve también, pero esos ya tendrán que ser esteee... abordados ya de manera personal ¿no? esos ya tendrán que ser superados esteee... aa... apoyándome con la formación que se me dio en la facultad y pues ya... también valiéndome por mis propios medios que es uno de los objetivos del MEIF también nooo... el... el despertar la autonomía.	Preparado para superar problemas profesionales en base a la formación recibida. Concordancia con los objetivos del MEIF : formación para la vida
C	Gracias “Juan”.	

Appendix 3

Interview 2

Nota: C= Entrevistador/interviewer

M= Entrevistado/interviewee

María 07/09/11

C	Hola “María”, buenas tardes. Dime, en tu posición como estudiante, ¿cómo te sientes hasta ahora, mmm... a estas alturas de la licenciatura?
M	Yaaap ya que estoy a un paso de salir de la facultad no me siento totalmente preparada, tengo miedo del mundo al que me voy a enfrentar sobre todo porque miraaa... esperaba obtener un mejor manejo del



	idioma ves... y debido a muchas circunstancias no es así, asooo... todo ha sido tan rápido.
C	¿Debido a qué circuntan... circunstancias perdón específicas mmm... digamos que te sientes así?
M	Al poco tiempo que tuve para asimilar el conocimiento y esteee... la corta duración del semestre aaahh... al iniciar pensé que el programa sería el mismoestee... el plan esteee... "90", es decir los contenidos se ven tan rápido oraa...
C	¿Cómo influyó el cambio de modelo en tu posición o desarrollo estudiantil?
M	Pues mira esteee... de muchas maneras, yo empecé estaaa... la carrera de cero, es decir, quiero decir esteee... no sabía mucho. Y pues creo que en el otro plan todo era más completo e incluso me hubiera dado tiempo de profundizar en el conoce... conocimiento y aparte por la cuestión de las áreas no puedes arreglar eso ¿no?...
C	¿Consideras que en el plan "90", esteee... plan mmm... rígido nooo existía una mejor preparación para ser maestroooo... maestra de inglés?
M	¿Qué cómo?... esteee... ¿para ser maestro de inglés?
C	¡Así es! A eso me refiero.
M	Pues creo que para ser maestro mmm... pues por lo menos hubiera tenido más tiempo y pues por lo mismo tomar el área correspondiente



	ahora todos tomamos materias para completar créditos no porque correspondan al área a la que queremos no es tan fácil debido al horario y buenooo, pues esteee... sí, yo creo que era mejor.
C	¿Cómo calificarías tu formación en la facultad? Esteee... con algunos adjetivos.
M	Deficiente aunque se escuche mal, hayyy... algo falta y creo que como estudiantes deberíamos ser más independientes o eso nos falta para mejorarlo en que no se asimilan por completo los contenidos el conocimiento se mide con un estandarizado que podría mentir ya que estudias una noche antes y ya...
C	Ahora que mencionas esto de esteee... "y creo que como estudiantes deberíamos ser más independientes", osea.. ¿crees que tu actuación como estudiante tiene que ver con las deficiencias?
M	Claro que sí, mmm... queremos terminar lo antes posible la carrera que nos cargamos de materias debemos ser más independientes para poder con todo y no tenemos tiempo para estudiar.
C	Ya veo...
M	Y como te digo con los exámenes, no tenemos tiempo de tener un conocimiento significativo, ya que todo es muy rápido.
C	¿La evaluación tiene algo mal... algo malo?



M	Pues depende del maestro creo algunos evalúan y nunca nos enteramos cómo a veces te preguntas ¿qué hice mal? y no sabes porque ni los propios maestros tienen tiempo para darte retroalimentación de tus trabajos, pero más bien el tiempo pues sí ¿no?....
C	¿Cuál es tu percepción de tus maestros de inglés en términos generales?
M	Pues afortunadamente yo he elegido buenos maestros siiii... ya que pues he tenido oportunidad de inscribirme antes pero hay que hacerle esa pregunta a la gente que no tiene varias así como chances... oportunidades para elegir y que se quedan con lo que sobra por decirlo así esteee... y todos sabemos que nos la pasamos quejándonos el resto del semestre del maestro que nos tocó ¿verdad?
C	¿En qué proporción crees que tus maestros están preparados para la labor docente? Háblame de tu experiencia.
M	Como te digo, mis maestros han sido muy buenos, poseen los conocimientos necesarios para estar allí, el problema es que vemos todo muy rápido muy superficialmente quizásni a ellos les da tiempo y hay veces que no vemos todas las unidades completasy eso queda en el alumno al que le falta autonomía pero anda tan ocupado en otras cosas que del libro de inglés se ocupa después.
C	¿Crees que posees los conocimientos necesarios para enseñar inglés a estas alturas? Digooo... ya que te encuentras en la última etapa de la licenciatura.



M	Como el perfil de egreso lo marca, debo ser capaz de eso, aunque en la práctica es muy complicado depende de que tanto le pongas empeño a la docencia pero creo que sí, aunque obvio falta seguir preparándome para tener un mejor nivel a maestría es el siguiente paso.
C	Eso es bueno... y ¿has encontrado alguna estrategia durante tu formación para esquivar este factor tiempo que mencionas?
M	Organización, esa es la clave, aunque es complicado hacerlo debemos hacer un intento, ser un alumno regular ayuda a que tengas más oportunidad de elegir bien y no dejar tantas horas muertas sí se puede, pero se debe poner mucho empeño y aprovechar todo el tiempo libre sin clases si es que lo tienes.
C	Ya veo...uummm... ahora, háblame de esos miedos que citabas al principio.
M	Pues el primero es tener el nivel de conocimiento y aparte hay que empezar desde cero, sabemos que hay mucha competencia y necesitamos obtener experiencia, y encontrar trabajo es muy difícil hoy en día.
C	¿La preparación que has recibido en la carrera te ha ayudado a solventar esos miedos o nada que ver?
M	Pues en parte sí, pero creo que es natural del ser humano tener miedo cuando estás a punto de empezar algo nuevo he madurado durante la carrera, pero pues siempre hay algo que falta por aprender y sí, creo que ser independiente ayuda con el MEIF si es que así lo ves como



	estudiante.
C	¿De qué manera crees que obtendrás ese algo que hace falta?
M	Pues como te digo, seguir preparándome, no queda otra hay que buscar un mejor nivel de conocimiento.
C	Pues para terminar... ¿me podrías resumir tus percepciones acerca de tu formación para ser maestra de inglés?
M	Ok, lo primero que te exige el programa es ser alguien independiente o tratar al menos ¿nooo?, aprovechar todas las herramientas que da para obtener el pues heee... conocimiento necesario, y no malgastar tu tiempo puedes llegar a ser un muy buen maestro si de verdad haces un compromiso contigo mismo. Se necesita gente preparada y dispuesta a trabajar con entusiasmo y verdadera vocación y claro nunca conforme con lo que sabe buscar más, ser ambicioso, por así decirlo, con hambre de conocimiento.
C	Te deseo suerte en el futuro y en el presente heee... y agradezco infinitamente tu ayuda y claro heeem... tiempo “María”.

