

# **BENEMÉRITA UNIVERSIDAD AUTÓNOMA DE PUEBLA**

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FACULTAD DE LENGUAS MODERNAS



**“Analyzing Mexican Pre-service teacher’s Beliefs about Listening  
Development When Taking Workshops at School of Languages BUAP”**

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“Analyzing Mexican pre-service teacher’s beliefs about listening development when taking workshops at the school of languages BUAP”

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## **Dedications**

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## **CHAPTER I: INTRODUCTION**

### **1.1 Introduction to the Problem**

The structural change of the university model at Benémerita Universidad Autónoma de Puebla, took place in the faculty of languages in 2009. That model is named “Modelo Universitario Minerva” (MUM) or in English “Minerva University Model” .

According to BUAP (2007), the MUM program was elaborated from the recognition of the contributions of the University Reform Process, the Fenix Project and the 2000 Professions Project, also as the results of the inquiry made by the Honorable Higher Studies Council in 2004. Benemérita Universidad Autónoma de Puebla says that it pretends to adapt to the most meaningful educative and pedagogical innovations; MUM (Minerva University Model) shall emphasize the national and regional Socio-Cultural dimension that takes into the process of learning-teaching. Specifically at the School of Languages it represents the change in the number of target languages and the creation of workshops. In the Fénix Model there were eight courses of the Target languages (English and French) and in the MUM model there are courses of the five target languages and five workshops were designed. In those workshops the students must practice their skills in target languages. They were created as the result of the students´ necessities and the requirements of the society.

It is important the way teachers try to teach their students appropriately the way they teach, is affecting the students learning progress in those workshops.

“Selecting Instructional Methods (and the related strategies and techniques) is one of the most important decisions one will make when planning a training workshop. This will affect several dimensions of training learner interest and participation, the amount of time needed to present a given topic and possibly whether or not the learning objectives are met. One must always consider the subject, the training, class size, resources and the background of the learners” Van Kavelaar (1998, p. 56). That is why it is important to know Pre-service teacher’s beliefs.

The study of Pre- service teacher’s beliefs comes with the perception of benefits about listening development in the workshops. “Since ancient times, Philosophers and Psychologist have debated appropriate ways of conceptualizing the nature of language proficiency and its relationship to other constructs (e.g., “intelligence”). The issue is not just an abstract theoretical question, but one that is central to the resolution of a variety of applied educational issues. Educational policies based on hypotheses about how language proficiency develops as a function of different classroom treatments, different experiences in the environment and different social context clearly implied certain conceptions about what it means to be proficient in a language” Harley, Allen, Cummings & Swain, M. (1990, p. 7). This means that the development of listening proficiency depends on many aspects and characteristics that determine listening development.

“One of the basic problems in foreign language teaching is to prepare learners to be able to use the language” Bygate (1987, p. 3). Therefore the creation of the workshops in MUM model is significant for students who are acquiring a foreign

language. According to Jolles (1993, p.4), the workshops can create an atmosphere conducive to training.

This research is based on pre-service teacher's beliefs about how the workshops helped in their listening development studying the major of English Language Teaching- Licenciatura en la Enseñanza del Inglés (LEI) in their listening proficiency in order to find strengths and weaknesses.

## **1.2 Purpose of the Study**

To detect the listening proficiency levels according to the Common European Framework through data collected at Modern Languages Faculty and observe beliefs of pre-service teachers about how the workshops are helping in it

## **1.3 Research Questions**

What is the impact of the workshops in listening development of Pre-service teachers?

Are five workshops enough to develop the listening proficiency level?

Do Pre-service teachers feel confident with themselves when taking the workshops?

## **1.4 key Terms**

### **Case Study**

A Case Study is an exploration of a "Bounded system" or a case over time through detailed, in-depth data collection involving multiple sources of information rich in context (Creswell, 1998).

## **Proficiency**

It is the representation of communicative growth; the levels describe a hierarchical sequence of performance range (Byrnes & Canale, 1987, p. 2).

## **Workshop**

It is a meeting in which people learn about a subject by discussing it or doing activities related to it. (Cambridge English Dictionary, 2012).

## **Belief**

Belief is a proposition which may be consciously or unconsciously held, that is evaluative because it is accepted as true by the subject and it has emotive commitment. It guides thought and behavior (Borg 2006 cited in Tapia E. 2010, p. 210).

## **Development**

Remains much the same from age to age and must so remain as long as human nature and physical environment continue as they have been. (Evans, Forney & Guido- Dibrito, 1998 p. 3).

## **Improving listening**

It makes you a more effective communicator at work, at home, and in your social situations. (Anastasi, 1982, p. xi).

## **Language**

Language is an integral part of human behavior. It is the primary means of interaction between people. Speakers use language to convey their thoughts feelings, intelligence, and desires to others (Bonvillain, 2003, p.1).

### **1.5 Significance of the Study**

Some strengths and weakness exist that Pre-service teachers have in their listening development of their foreign language. Listening Skill the workshops can help students to improve their listening development. The data collected and processed can help to have a diagnosis of their listening proficiency and consider beliefs about how the workshops are helping Pre-service teachers

The data collected and analyzed in this project will allow for the identification of which aspects of the workshop in listening developed can be improved and some suggestions to pre-service teachers and teachers who guide the workshop. This study was carried out with pre-service teachers at the school of languages BUAP.

## **CHAPTER II: LITTERATURE REVIEW**

The aim of this chapter is to provide theories that concern this research. It contains definitions and examples that are related to the main concepts used in this study, it is based on: “Analyzing Mexican Pre-service Teacher’s Beliefs about Listening Development when Taking Workshops at the School of Languages BUAP”. At first it is important to consider teachers’ education and different issues that involves at the start of this chapter; then, sections about teachers’ beliefs; and finally, listening development.

### **2.1 Teacher’s Education**

Nowadays a pre-service teacher’s education is facing several contrasting tendencies. At first there are promising developments that have to do with: theory-practice links, teaching for understanding, school- University, partnerships, and self study research, etc. (Beck & Kosnik, 2006). Teachers’ education is important because it is the base of teachers for constructing the tools that are going to be used in professional development; we must take into account that teachers need to update constantly all of their techniques or the new models that exist, in order to provide the students with resources to construct their own knowledge. A new association has been created that dates from the 1960’s, called TESOL, which can help teachers to update their knowledge about new methods and the necessary skills to teach them. Also you can get certifications or short training programs to improve your professional development in teaching (Burns & Richards, 2009). English language teaching involves the development of experience and academic study in order to be an expert

in the professional career, covering the requirements and standards of the professionalism of English teaching (Burns & Richards, 2009). Therefore teachers' education means to be in the vanguard, get experience, to be prepared to face the educational world and cover the needs that teaching involves.

### **2.1.1 Certification and Qualification**

Teachers need to support their knowledge through certification and professional qualifications, which means being competent and show that the teacher is an expert. There are four principal areas in professional recognition for ELT work that are suggested by Martha Pennington which are career structure, accountability, and qualification (Pennington, 1992). To be a competent professional makes teachers able to show people that one has the capacity or knowledge in teaching.

Certification can be defined as: "the process of desiring that an individual meets the minimum standards of competence in a profession, licensing is the legal process of permitting a person to practice a trade or profession once one has met certification standards" (Croning, 1983, p.175). Therefore there are institutions that certify proficiency in the language such as Cambridge, TESOL, etc, to prove they have acquired the language and developed their skills. There are exams that have been developed in order to prove this knowledge that has been acquired; these instruments are based on the European framework and are known and recognized around the world.

Pre-service teachers need to take into account that they have to cover the requirements mentioned before in order to succeed in the professional development in English teaching.

### **2.1.2 Teachers Preparations and Nonnative English-speaking Educators**

Most of the English language teachers are not native speakers because they have English as a second or as a foreign language (Canagarajah, 1999). Most of the pre-service teachers have had the experience of learning English from a nonnative speaker. As a result of it, teachers and future teachers require a professional preparation in order to cover the requirements that most educators have.

To be a successful professional means to consider the language, the skills that need to be improved, the language proficiency; according to Berry 1990 ; Lavader 2002; McDonal and Kasule 2005; Murdock 1994 (cited in Burns & Richards, 2009). Research findings have shown that EFL teachers perceive language improvement to be central to their professional development. That shows that pre-service teachers and teachers have to be constantly improving their knowledge and become stronger in those weaknesses

### **2.1.3 Knowledge about Language.**

One of the most common problems that a teacher faces in teaching is the use of academic knowledge about language. According to Burns & Richards (2009), there are four important aspects considered in relying on knowledge:

Implicit Knowledge: things that based in your experience you know but are difficult to explain to other people (Burns & Richards, 2009). This knowledge can help pre-service teachers to distinguish which information is important and which is not. Teachers and Pre-service teachers must select which information is going to taught and which information is useless in order to be sure about the students knowledge is being acquired.

Specific, Local Knowledge: Those who perform an activity in an expert level are able to find several solutions to problems simplifying it. (Chavez de Castro, 2005 cited in Burns & Richards, 2009). That is why it is easier to find solutions for those who develop the local knowledge.

Complex Knowledge: “Teachers need knowledge that integrates a wider number of relevant factors than academic knowledge. For example, studies have found that teachers knowledge is more sophisticated than academic knowledge because it takes a wider range of domain- specific factors into account” (Johnson, 1994 cited in Burns and Richards, 2009, p. 127).Through the time Pre-service teachers learn how to use this type of language, experience is something elemental to acquire it.

Dynamically Linked Knowledge: When giving knowledge about language teachers make sure to organize activities in the classroom. An expert knowledge is tightly organized (e.g. Chi, Feltovich & Glaser, 1981; Leinhard & Smith, 1985 cited in

Burns & Richards, 2009). It is necessary to plan and organize the lesson in order to improve the learning process.

#### **2.1.4 Self Study of Teacher Education Practices**

“The birth of the self study in teacher education movement around 1990 has been probably the single most significant development ever in the field of teacher education research “, Zeichner examined that research on teacher education is highly conducted by educators (Zeichner, 1998 cited in Burns & Richards, 2009, p. 15). It means that the majority of the studies are made by teachers, who analyze their research, personal narrative, critical inquiry, respect for experience and collaborative approach (Beck, Freese & Kosnik, 2004). A pre-service teacher must be conscious of their own progress because they are going to be professionals in the area and they are responsible for their students’ success.

#### **2.2 Teachers Beliefs**

“Beliefs are important because learners hold their beliefs to be true and this belief then guides how they interpret their experiences and how they behave.” (White, 2008). Taking into account that no matter if they are pre-service or in-service teachers, they are learning all the time. As a result, they are learners. So pre-service teachers are still students. However, they are getting ready to become a language teacher; that is why it is relevant (Tapia, R. 2010). They perceive how they are going to move on when learning a language based on what they think. Also it is important because through their opinion and the things they have experienced they can say if they have made progress or what their strengths and weaknesses are. So beliefs can

be defined as “mental constructions of experience” (Sigel, 1998, p. 351). Beliefs can be understood as cognitive resources on which students draw to make sense of and cope with specific content and specific context of learning” (White, 2008).

On the other hand we have to take into account that “Foreign Language teachers must consider that students bring their beliefs with them into the classroom” (Horwitz, 1998, p. 72). Pre-service teachers who are going to be Foreign Language teachers have to be conscious what the word “belief” represents.

### **2.2.1 Beliefs about Teaching in Higher Education**

The study of teacher thinking in higher education context is much newer and less voluminous than at lower levels of education (Dunking, 2002, p. 41). The University level is recent and it has taken place as a representative in the society. Higher education pretends to make pre-service teachers experts and construct their knowledge to be able to face what involves education. There are certain beliefs about the difference between a novice and an expert, such as the idea that an expert can manage a situation better because of their experience. Berliner and Carter (1989) found that expert teachers were better able to identify important features of a task than were novices.

According to Dunking, (2002, p.55), “The experts seemed to have more extensive and deeper repertoires of thought about teaching effectiveness. They were more strongly of the belief that they played significant roles influencing their students learning, and also significantly more confident that they possessed the teaching skills necessary to give effect to their potential”. For that reason it is important for Pre-

service teachers to get experience, strengthen their weaknesses, and overcome the obstacles or challenges that are presented in their profession, which can enrich the process of learning.

### **2.2.2 Improving Students Learning**

The process of learning requires the constant improvement that makes students and teachers successful; there are some ways in which a professor or teacher can make students improve their process of learning. Instructing students in the classroom every day makes them reflect on the experience that they are getting in the process of being taught. It makes them grow (Neufelt & Grimmert, 1994). In the case of pre-service teachers, they have to consider that the process of reflection can change the actions of students in the process of learning; therefore in this process pre-service teachers must monitor and make decisions that can help students to construct their own knowledge through the process of reflection (Mc Alpine & Weston, 2002).

### **2.2.3 Teachers Interpretative Process**

The teacher's interpretative process is based on the experience of what he/she observes in certain context such as the classroom, it can also be observed by students. It can change the perspective of a teacher about the students, and the student about the subject. "There are numbers of reasons for broadening the research to include the understanding of the participants of the events which make up the process of the classroom learning/teaching, ones which are related to the difficulties that arise in observing success and failure solely from the perspective of an

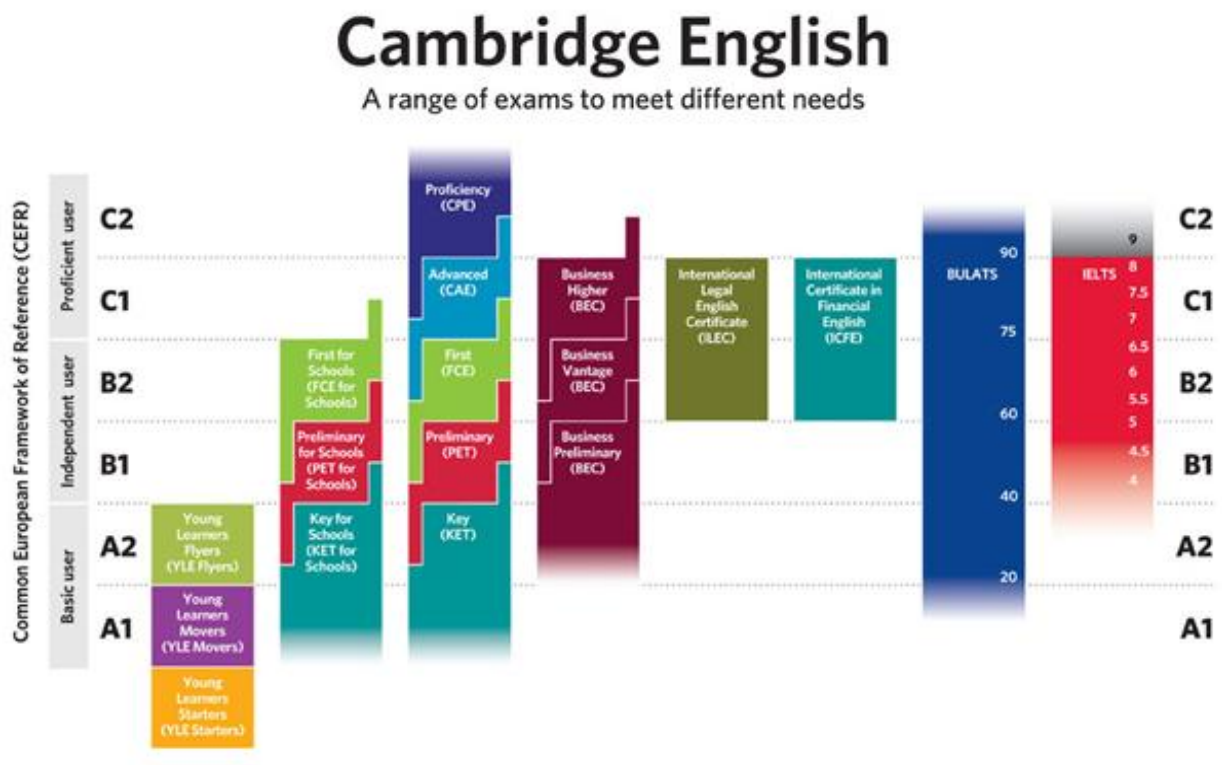
outside observer” (Woods, 1996). Through the interpretation of the teacher strengths or weaknesses of the students can be observed. In this case it is observed the difficulties in learning a foreign language so pre-service teachers have to develop the interpretative process in order analyze the students and what it is surrounding them.

### **2.3 The Common European Framework (CEF)**

According to (The Common European Framework of Reference for Language) (Cambridge, nd.) “it provides a common basis for the elaboration of language syllabuses, curriculum guidelines, examinations, textbooks, etc. across Europe. It describes in a comprehensive way what language learners have to learn to do in order to use a language for communication and what knowledge and skills they have to develop so as to be able to act effectively. The description also covers the cultural context in which language is set. The Framework also defines levels of proficiency which allow learners’ progress to be measured at each stage of learning and on a life-long basis. The Common European Framework is intended to overcome the barriers to communication among professionals working in the field of modern languages arising from the different educational systems in Europe. It provides the means for educational administrators, course designers, teachers, teacher trainers, examining bodies, etc., to reflect on their current practice, with a view to situating and co-ordinating their efforts and to ensuring that they meet the real needs of the learners for whom they are responsible”.

It is important for English Pre-service teachers to get certification, which can prove the level or proficiency in the language, in this case in listening. A variety of

institutions exist that assess the skills and measure the proficiency acquired in the language. “The Common European Framework (CEF) is the result of over ten years research by a number of leading applied linguistics and pedagogical specialists from the Council of Europe. It provides a detailed model for describing and scaling language use and the different kinds of knowledge and skills required. The framework is intended to stimulate reflection on objectives and methods, to facilitate communication and to provide a common basis for curriculum development, the elaboration of syllabuses, examinations and qualifications, thus contributing to easier international educational and vocational mobility” (*Common European Framework of References for Languages: learning, teaching, assessment*, (Council of Europe, 2001). It is shown in the next chart how the levels are categorized according to the CEF.



This chart shows a range of exams to meet different needs. This is an example of what pre-service teacher face when they want to get a specific certification. Therefore it is mainly to know about certifications, institutions, level and all that this involves.

As a summary “The Common European Framework of Reference for Languages (CEF) is the standard benchmark used internationally to describe language ability and plays a central role in language and education policy worldwide. English exams are developed in accordance with the principles and approach of the CEF. This makes it simple for you to specify levels of language ability and easy for candidates to find the right exam” (Cambridge Esol, nd.)

In the following chart, were shown the characteristics that present a student or pre-service teacher according to The Common European Framework. Here we can find a detailed description of listening skill. This table is adopted from The Common European Framework of Reference for Languages available online in ([www.uk.cambridge.org/elt](http://www.uk.cambridge.org/elt))

<b>OVERALL LISTENING COMPREHENSION</b>	
<b>C2</b>	Has no difficulty in understanding any kind of spoken language, whether live or broadcast, delivered at fast native speed.
<b>C1</b>	Can understand enough to follow extended speech on abstract and complex topics beyond his/her own field, though he/she may need to confirm occasional details, especially if the accent is unfamiliar. Can recognize a wide range of idiomatic expressions and colloquialisms, appreciating register shifts. Can follow extended speech even when it is not clearly structured and when relationships are only implied and not signaled explicitly.
	Can understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. Only extreme background noise, inadequate discourse

	structure and/or idiomatic usage influences the ability to understand.
<b>B2</b>	Can understand the main ideas of propositionally and linguistically complex speech on both concrete and abstract topics delivered in a standard dialect, including technical discussions in his/her field of specialization. Can follow extended speech and complex lines of argument provided the topic is reasonably familiar, and the direction of the talk is sign-posted by explicit markers.
<b>B1</b>	Can understand straightforward factual information about common everyday or job related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent.
	Can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure etc., including short narratives.
<b>A2</b>	Can understand enough to be able to meet needs of a concrete type provided speech is clearly and slowly articulated.
	Can understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment) provided speech is clearly and slowly articulated.
<b>A1</b>	Can follow speech which is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.

### 2.3.1 Meaning of Listening

According to Rost (2002, p. 7) "Listening is a process involving a continuum of active process, which are under the control of the listener, and passive processes which are not." We can notice that the listening is process in which the listener can play the role of passive and active. This is something relevant because according to Anderson & Lynch (1988, p.6) "the listener has a crucial part to play in the process, by activating various types of knowledge and by applying what he knows to what he hears and trying to understand what the speaker means". So while the listener receives the information it is analyzed and processed, using the knowledge and background information to approach the meaning of the message in order to obtain the spoken message.

### **2.3.2 Listening Input**

At first input is defined to how we identify the selection and among of sources; construct task around them are the most salient decisions in teaching of listening (Rost, 2002, p.1). So with the input the types of materials that the teacher must use for students in this case for pre-service teachers are recognized. This concordance must be according pedagogical study for selecting material.

Input plays an important role in the listening development because according to Brow and Yule (1993, cited in Anderson and Lynch 1988, p.54) "There are three types of input Static, Dynamic, and Abstract. Static describes and object or giving someone instructions on how to assemble a model, the relationship between items is likely to be fixed. Dynamic involves shifts of scene and time; and Abstract is focused on someone ideas and believes.

In order to select the right input for each kind of student there must be a pedagogical study in order to make pre-service teachers identify the types of topics that they find most interesting and most useful for them. This is called adaptation (Rost, 2002, p.123). So it is crucial to identify and select the type of input that pre-service teachers are going to use during their listening learning process.

### **2.3.3 Listening Development**

When we acquired a language it does not matter, if is a first language or a second language "We do it primarily through listening" (Rost, 2002). Therefore the stimulation of this skill places an important role during the development process in the language. Listening skill is hardly work by pre-service teachers in order to develop it

and have a better communication with other. In the case of pre –service teachers in the classroom through the use of different activities and material that can help to make the developing process easier and facilitate the training.” There is no shortage of listening materials intended to meet the language teacher’s need for interesting and attractive activities” (Anderson & Lynch, 1998, p. VII). So we can say that this could help in listening development.

It is known that in order to develop listening skill the learner must get in touch all the time with this skill, in other words the learner acts as an active one (Anderson & Lynch, 1988). As learners it is relevant to practice and train in an active way to improve listening skill in order to be prepared to face the different situations that this skill involves. For example in the case of pre-service teachers it is necessary to have it clear because they are going to be involved in a professional environment which requires a certification that proves they have developed this skill.

#### **2.3.4 Successful Listening**

To be successful in listening skill involves the use of knowledge, background, and experience and to train the ears in order to comprehend the speaker message, and be an effective listener. “Effective listening involves many component skills. Effective listeners actively engage in the process of comprehension: they apply the relevant internal information available to them in order to construct their own interpretation of what has been said” (Anderson & Lynch, 1988, p. 6).

According to Anastasi (1982, p.45) “you will be a better listener if you listen for meaning”. When we are receiving a message it is important to put in practice the

listening skill in order to get the information as clear as possible and comprehend the intention of the speaker or what he or she wants to communicate, because it is known that wrong receiving can change the intention of the message as a result of a bad communication. Then to be successful in listening depends on many aspects or characteristics such as the training, effort, knowledge, background, experience, etc, so it is important to put in practice the last characteristics in order to be successful in listening.

### **2.3.5 The Importance of Listening in Teacher Education**

Nowadays the importance of teaching ELT is getting higher as an educational specialization. This means to be an expert in what involves teaching and learning process in listening considering: techniques, competences, materials, necessities, to be proficient in order to teach effectively; according to Richards (2011). A teacher who teaches effectively is the one who takes into account the competences such as: to provide good language models, to maintain use of the target language in the classroom, to select target language resources, to give correct feedback on learner language, to provide input at an appropriate level of difficulty. In this case all that is mentioned refers to listening skill in teacher education, so they must be prepared to face these situations in ELT.

Something that is relevant is the requirement that involves being a teacher because this conforms part of the teacher education. According to Richards & Burns (2009, p. 2) "it requires a specialized knowledge base obtained through academic study and practical experience; and it is a field of work where membership is based

on entry requirements.” Then listening is specific; all teachers need to be certified in academic studies and practical experience in order to satisfy the needs of students. This certification is going to support the knowledge of the teacher, and is based on: teacher experience, the teacher knowledge, and courses make that teacher makes be on the vanguard to be able to teach and improve the listening skill of students.

## **CHAPTER III: METHODOLOGY**

In this chapter the research methodology used to carry out this research is described. As it is said, the purpose of this research is to analyze the listening proficiency level according to the Common European Framework through data collected at EFL Pre-service Teacher's School of Languages and observe beliefs about how the workshops are helping in it.

### **3.1 Subjects**

The project was done in a group of Pre- service teachers at school of languages BUAP in the major in English Languages Teaching –Licenciatura en la Enseñanza del Inglés- (LEI). The 10 participants of this research were between 22-25 years old from the School of Languages BUAP. They were selected on basis of the TOEFL Listening Scores.

#### **3.1.1 Sampling**

This is a case study where 10 pre-service teachers of the major in English Language Teaching (LEI) from the School of Languages at BUAP University participated.

#### **3.1.2 Description**

Five of them are females and the other five are male; another aspect is their age range between twenty and twenty-three years old. They belong to a middle social class status. The main reason that they were selected was because they are the first students that have taken the workshops in the new university model "Minerva", also

because they have already finished it, and they study the Licenciatura en la Enseñanza del Inglés (LEI).

### **3.2. Instruments**

A questionnaire was designed to answer questions about beliefs when taking the workshops and if they feel that the workshop helped them when taking it. This instrument is designed by the researcher to analyze in qualitative and quantitative way. This contains 25 questions; these statements are divided in three sections. The first one contains seven questions to obtain information related to the course. The second section has eleven questions related to listening development, and the third part is about course organization. In the part of course in general and course organization pre-service teachers were asked to respond to each question by circling the option such as “Strongly agree” (4), “Agree” (3), “Disagree” (2), and “Strongly Disagree” (1) and the part of listening development the options were “Always” (5), “Usually” (4), “Sometimes” (3), “Hardly ever” (2), “Never” (1); we added a section of free comments in each section. The questionnaire was developed according to the context domain and evaluated for content validity by the researchers. The first step was to create a first draft of the questionnaire. We received some suggestions by experts in order to improve it. At the end, after having revisions by our thesis director, the questionnaire was done and ready to give to the participants of this research.

The part of the focus group has a format which contains five questions to which students responded in order to analyze their beliefs about the workshops and the listening development in workshops. The interview was finalized successfully.

### **3.2.1 TOELF**

The TOEFL Test is an instrument designed to measure the proficiency in the language, and analyze in a quantitative and qualitative way, in this case “the listening proficiency”. The participants were asked to answer the TOEFL test. In order to filter the participants and consider which of them would apply for the next instruments.

### **3.3 Procedure**

First at all, we asked a group of twenty five participants who have already finished their workshops to apply for the TOEFL Test in order to get their listening scores. Later, just ten of them were selected to apply a questionnaire that we designed, revised and validated by the director of this research. Then, five students were selected with the different scores obtained in the TOEFL Test to do a focus group in order to get data for obtaining comments for interpretation.

#### **3.3.1 Data Collection**

First of all the TOEFL Test took place in the Assessment department at the Language Faculty of the Benemérita Universidad Autónoma de Puebla. The instruments were designed after a revision and an approval by our thesis director. The questionnaires were applied to ten pre-service teachers who have already finished their target Language and the Workshops. In this way, the information was gathered in different ways. The data collected was processed in order to have a clear understanding of the results. During some other days the focus group was applied to six pre-service teachers inside of the classroom

### **3.3.2 Data Analysis**

The data obtained was processed by the researchers of this study. At first it was joined all the questioners, the focus group and the TOEFL listening scores in order to analyze all this information. Then we processed the information in graphics and in comments that the participants gave in this instrument. Later the TOEFL test scores in listening were analyzed and a graphic of this was made locating the level according to the Common European Framework. And finally the focus group was transcribed and analyzed. The results of these interviews are presented in chapter IV.

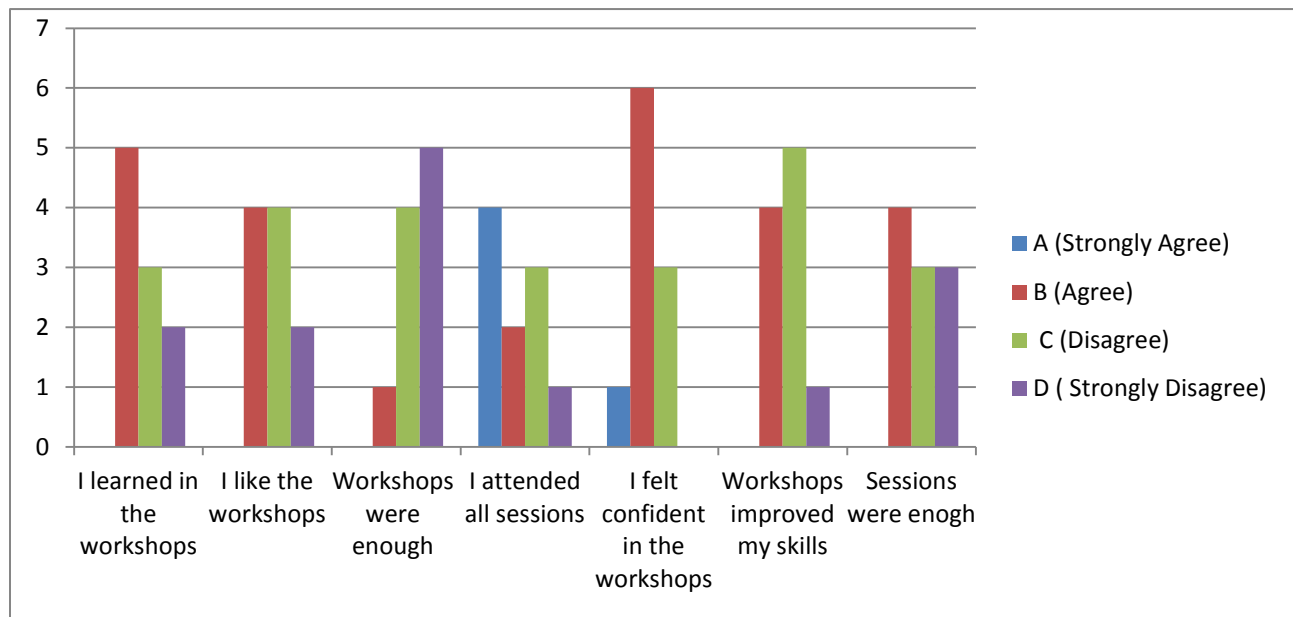
## CHAPTER IV: RESULTS

In this chapter the data collected from pre-service teachers' beliefs about workshops in listening development will be analyzed and interpreted. This discussion is guided by the research questions: What is the impact of the workshops in the development of listening in EFL pre-service teachers? Are five workshops enough to develop the listening proficiency level? Does student feel confident with themselves when taking the workshops? This chapter is divided in four sections: beliefs about the workshops in general, beliefs about listening development, beliefs about course organization and TOEFL score in listening.

### 4.1 Beliefs about the Workshops in General

According to the data collected from the questionnaires in Fig.1 below is shown a general description of how the workshops work.

**Fig. 1: Workshops in General**



In Fig. 1 it can be observed that most of the students did learn in the workshops, and that helped them to feel confident with themselves; some of the pre-service teachers liked the workshops and others disliked them. They said that is because for some of them there was no connection between the workshops and target language. However, other ones said that they were very useful for improving their skills. We can observe that there are good things that students could get from the workshops, but it is important to know that there are aspects or weaknesses that the implement of the workshops need to improve according to students beliefs. For example most students said that the number of sessions were not enough. Also the activities used in the workshops were not very useful for students, and in the words of some of them, “teachers need to implement different activities to improve listening skill because they just focused on speaking”.

For some of them the workshops did not help to improve their skills, but for other ones they were helpful. We found this comment, “I consider the workshops are useful, but may teachers or activities are not enough”. We could notice that students participated during the workshops, they felt in the mood of doing it, but most of the students did not like the activities implemented in the workshops so we found that activities are important in the learning process of those workshops.

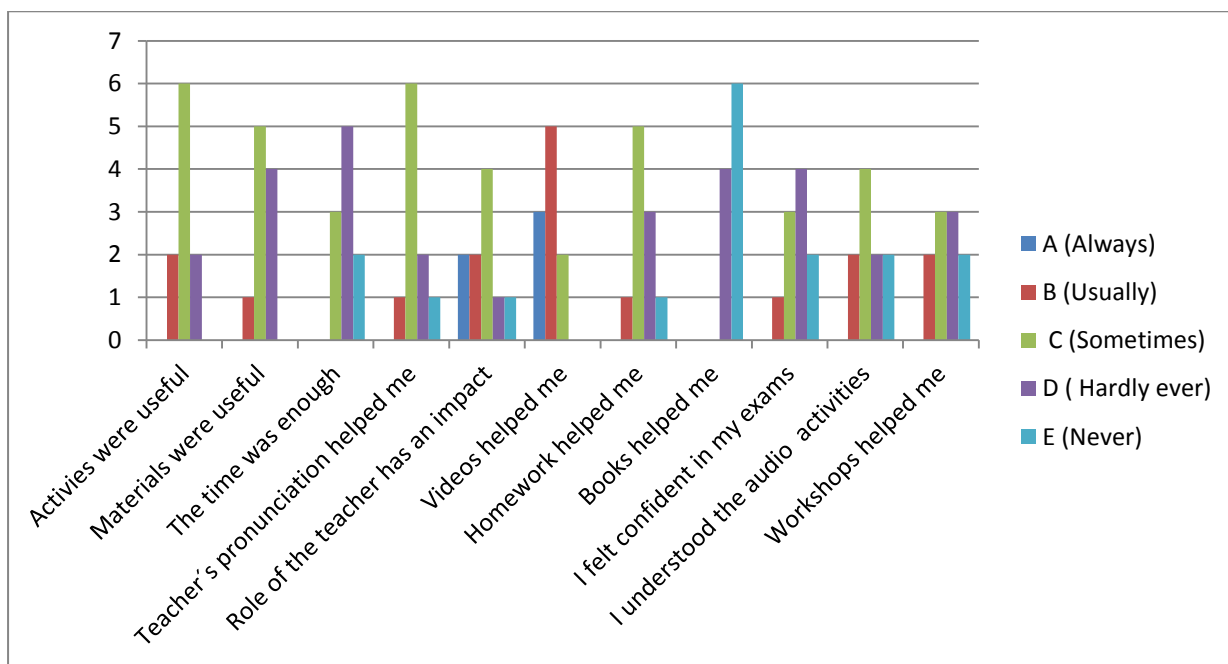
## **4.2 Listening Development**

This section deals with the beliefs about listening development in the workshops and the scores obtained in the TOEFL test in listening part. The study was focused on how activities, materials, time, teacher, homework, books, helped pre-

service teachers to develop their listening skill. We consider answers as: “Always”, “Usually”, “Sometimes”, “Hardly ever”, and “Never”, as well as some open comments and opinions about this issue, in order to get a more certain idea about what they think.

Figure 2 below some of the aspects that help students to develop their listening skills are mentioned. Eleven questions were asked; they are related to the previous results and the answers reinforce the idea of how the workshops help pre-service teachers with their weaknesses. The results are shown in Figure 2.

**Fig. 2: Listening Development.**



According to the results, there is a clear tendency toward the option “sometimes” which reflects that the majority of students had doubts in how the workshops were being developed in the course. As we can observe most of students prefer to watch videos to develop their listening.

Fig. 2 shows that for some activities students worked as well as they could. For example working movies or songs as we observe in some of the opinions. In the contrary, the results show that they were doing other activities in which they were not interested, for example working with books. For most of the students this activity was not successful. That is why there is a clear tendency in students that says materials sometimes worked. We compare the results with the focus group and students agreed that they learn strategies to develop their listening. Table 1 shows a comment of a participant that mentions the opinion about the activities in the workshops.

**Table 1: Focus Group Opinion about Learning Listening Skill**

021P4 022	I learned some strategies to develop listening skill, such as implementing some activities like listening to some songs in English.	
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Table 1 mentions that some of the pre-service teachers who were taking workshops put in practice what they learnt in it, and in addition they went beyond because they look for activities outside of the classroom that could help them to improve their listening skill.

Table 2 mentions that activities done in the workshops helped the participant to improve his/her listening skill.

**Table 2: Focus Group Opinion about Learning Listening Skill**

053P2 054 055	Well, I think and well activities in the same case as my first partner, I remember some activities that helped me to develop my listening proficiency, I just in the last	
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056 057	workshop I could improve my listening, we had to make some classes for classmates, we had to do it according each skill.	
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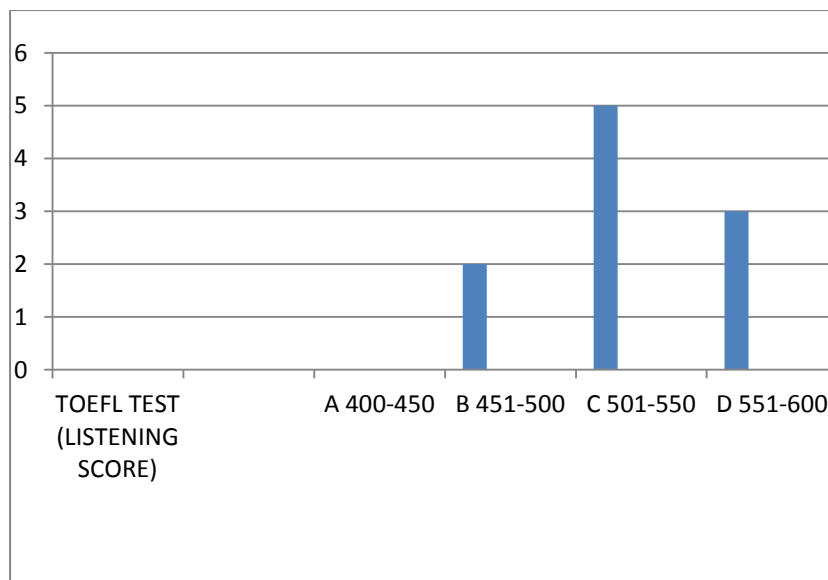
Another point is that the teacher's role sometimes was helpful and sometimes was not, talking about pronunciation which is an important aspect that helps to train the listening. One participant said that "these workshops are effective but when teachers are well prepared to teach this kind of skill", so that is why the teacher's role is important because they can help to improve the listening skill, but there are some other students that work on listening skill outside of the classroom. For example we found a comment of a participant who said that they always are depending on the teacher, and that they have to be autonomous and work outside of the classroom the weaknesses they have. So we found that different opinions and different ideas exist because there are different types of students, who like to work in different ways with different materials or activities.

One important point that we can mention is that according to the results, Pre-service teachers believe that the use for the workshops is not enough because they need more time to practice this skill and feel confident at the moment of use it. For example in the Fig.2 we can see that most of students think that they sometimes understood the audio activities and sometimes not. Also they did not feel confident at the moment of presenting exams.

### 4.3 The TOEFL Test Scores (Listening)

It is well known that listening is one of the four skills that the TOEFL test evaluates, in this section of chapter four, the TOEFL test scores obtained by the ten participants of this research are shown. Fig. 3 below shows us the listening score that students obtained on the TOEFL test and it gives an idea of how the workshops have helped them to develop their listening skill.

**Fig.3: Listening TOEFL Scores.**



We can see that they have an acceptable proficiency in listening according to the common European framework (CEF); they are between intermediate and high level. That is why the results show that students have developed their listening skill. It is show, that the majority are in B2, and C1 so it is great because according the requirements of the school of languages they are achieving the listening level.

In general terms according to the results of the proficiency and the characteristics, pre-service teacher who got B2 level, they are somehow prepared to understand the language and based on the standard way, identify the main ideas of a conversation, or spoken language, abstracts topic and technical discussions, which it is very important because they have to be experts in the language. In addition pre-service teachers who got C1 level are able to get involved in complex topics or situations, following extended speech even when there is not a structure. So pre-service teachers are well conducted in the workshops at this point of the major. Obviously they have some limits according to the proficiency, but the expectations at this level are covered.

**Fig. 4: Common European Framework Levels Descriptions.**

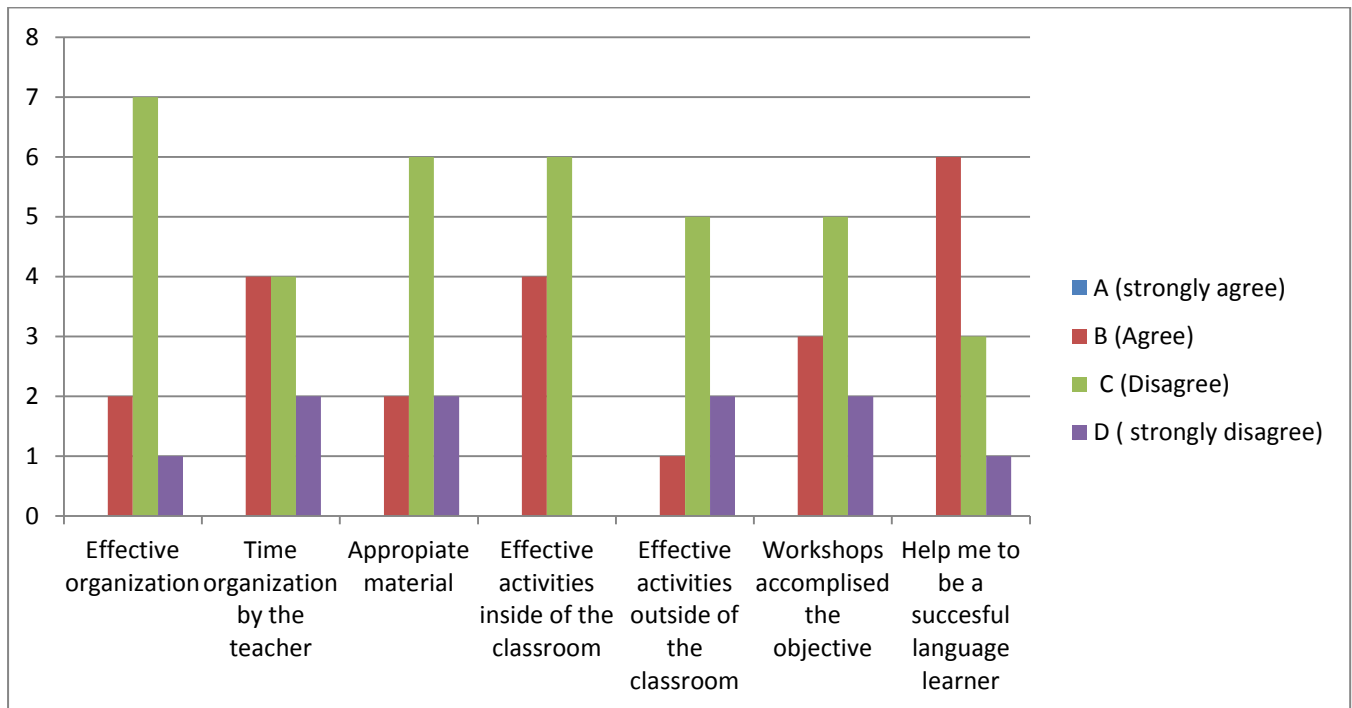
<b>C1</b>	<p>Can understand enough to follow extended speech on abstract and complex topics beyond his/her own field, though he/she may need to confirm occasional details, especially if the accent is unfamiliar.</p> <p>Can recognize a wide range of idiomatic expressions and colloquialisms, appreciating register shifts.</p> <p>Can follow extended speech even when it is not clearly structured and when relationships are only implied and not signaled explicitly.</p>
<b>B2</b>	<p>Can understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. Only extreme background noise, inadequate discourse structure and/or idiomatic usage influences the ability to understand.</p> <p>Can understand the main ideas of propositionally and linguistically complex speech on both concrete and abstract topics delivered in a standard dialect, including technical discussions in his/her field of specialization.</p> <p>Can follow extended speech and complex lines of argument provided the topic is reasonably familiar, and the direction of the talk is sign-posted by explicit markers.</p>

In Figure 4 from the chapter II we can observe the characteristics that have the majority of the participants according to the Common European Framework. According to the languages school BUAP pre- service teachers must have the level between B2 and C1.

#### 4.4 Course Organization

This last part shows the perceptions of Pre-service teacher about the course organization of workshops that includes: the time organized by the teacher, the material used, activities inside and outside of the classroom and if they accomplished the objective. Fig. 4 shows the information related to course organization, the Pre-service teachers answered with this options: “Strongly agree”, “Agree”, “Disagree”, “Strongly disagree”; according to their beliefs.

**Fig. 5: Course Organization.**



According to these results, we can observe that the majority of pre-service teachers' opinions disagree with the organization of the activities, course, materials and time organization. Some of the students believe that the time organization by the teacher is ok, but other ones think that was not. As was mentioned before, activities and materials are linked; therefore pre-service teachers do not like some of those activities, and other ones do like them. Most of the students prefer to do activities inside of the classroom than outside and spite of the fact that the majority of the pre-service teachers think they did not accomplish the objective, the results of the TOEFL Test show the contrary in listening skill. It is important to mention that listening workshops helped them to learn strategies for improving their listening skill, and also pre-service teachers think that workshops helped them to be a successful learner.

During this chapter, the results obtained answered the research questions and clarified beliefs about workshops in general, beliefs about listening development, beliefs about course organization, and TOEFL score in listening. As a summary of chapter IV some tables that represent Strengths and Weaknesses about every issue presented in this chapter are shown.

**Table 3: Course in General**

Strengths	Weaknesses
<ul style="list-style-type: none"> <li>• Pre-service teachers thought workshops were useful (improving skills).</li> <li>• Pre-service teachers had good participation during workshops.</li> <li>• Pre-service teachers felt</li> </ul>	<ul style="list-style-type: none"> <li>• Many pre-service teachers did not like workshops (connection between activities and materials).</li> <li>• Numbers of sessions were not enough.</li> <li>• Some activities were not</li> </ul>

confident at taking workshops.	useful.
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**Table 4: Listening Development**

Strengths	Weaknesses
<ul style="list-style-type: none"> <li>• Teacher's role is seen as helpful by pre-service teachers.</li> <li>• Some of the pre-service teachers became autonomous in looking for strategies for improving listening skill</li> </ul>	<ul style="list-style-type: none"> <li>• Some activities were not interesting for students.</li> <li>• Numbers of workshop's sessions were not enough.</li> <li>• Pre-service teachers did not feel confident at the moment of presenting exams.</li> </ul>

**Table 5: TOEFL score**

The Majority of pre-service teachers got an acceptable proficiency in listening development according to the CEF, the participants get a listening score between B2 and C1. According to the scores obtained comparable with the CEF, B2 pre-service teachers are able to understand the standard language English, identifying the principal ideas in a conversation and technical discussions. C1 pre-service teachers can get involved in more detailed topics or situations, having a longer speech even when there is not a structure. Pre-service teachers are well conducted at this point of the major, taking in to account that they have some weaknesses that can be improved during the rest of the career.

**Table 6: Course Organization**

Advantages	Disadvantages
<ul style="list-style-type: none"><li>• Pre-service teachers thought they did not accomplish the objective of the course however the TOEFL test in listening showed the contrary.</li><li>• Workshops helped pre-service teachers to learn strategies for improving listening skill and being a successful learner.</li></ul>	<ul style="list-style-type: none"><li>• Pre-service teachers disagree with the organization of the activities, course, materials and time organization</li><li>• Activities and materials are not linked.</li></ul>

As we can see the tables 3 to 6 contain some of the facts found in the instruments, the results obtained in this chapter helped to observe the beliefs of pre-service teachers about workshops and identify some important aspects in order to make conclusions which are going to be presented in Chapter V.

## CHAPTER V: CONCLUSIONS

### 5.1 Summary

This chapter presents the results and findings obtained from the participants. The purpose of this research was to detect the listening proficiency level according to the Common European Framework through data collected at School of languages BUAP and observe beliefs of pre-service teachers about how workshops are helping in it.

Workshops are an important part in teaching area; they help pre-service teachers to develop their listening skill, to face different situations for communicating with the language and to be prepared to interact with others in different contexts. Nowadays job exigencies require a certification in the language. That is why Pre-service teachers need a good level of listening.

The results obtained were interesting because according to the data collected it shows positive and negative aspects that do not always help pre-service teachers to improve their listening development.

In order to obtain the information about Mexican pre-service teacher's beliefs about speaking development when taking workshops, the instruments used were: a TOELF listening score, a focus group, and a questionnaire that was designed and applied based on obtaining Pre-service teacher's beliefs.

The following conclusions make reference to the research questions posed previously in Chapter I.

## **1 What is the impact of workshops in listening development of Pre-service teachers?**

In a general way, it was found that workshops had an important impact in the learning process of the listening development. Pre- service teachers showed the interest that they had in taking workshops. Most of the students consider workshops as an important part in order to develop the listening skill. During the course, they attended to the most of the sessions and they considered that workshops were useful to develop the listening skill, and most of the pre-service teacher liked the workshops. It can also be mentioned that students felt confident with themselves when taking workshops, so that is a very important positive aspect because that helped students to attend most of the sessions.

However, there are other aspects that need to be improved in workshops, for example pre-service teachers believe that the course organization needs to be improved and also that materials and activities inside and outside of the classroom that professors used in some cases were not appropriate.

## **2 Are five workshops enough to develop the listening proficiency level?**

Considering the data collected pre-service teachers believe that the number of workshops during the career was not enough and that makes pre-service teachers believe that the number of sessions during the course was neither enough. In this case study the majority of them have the level of B2 so it has to be notice that the ideal level after finishing workshops is between B2 and C1 this is according the programs of the school of languages BUAP, it is concluded that these participants

have an appropriate level of development of the listening skill, then the number of workshops are enough to develop this skill.

### **3 Do Pre-service teachers feel confident with themselves when taking workshops?**

According to the results obtained, Pre-service teachers agree that they felt confident with themselves when they took workshops; it is something important that most of them agree with this, because the data shows that they learnt in the workshops and another thing is that they obtained acceptable listening scores in TOELF test. Pre-service teachers' confidence reflect good results in the workshops, for that reason it means that they are prepared to face the professional world of teaching and this is part of their professional development.

## **5.2 Implications**

This research shows that workshops are very important in listening Pre-service teachers development because as future teachers they must use the language. The listening improvement is necessary to feel confident in the language. That is why the self study is an effective tool in order to improve their listening skill. On the other hand, exigencies of the professional world require certifications and qualifications, so it was evident that these workshops make the difference, in helping students to be prepared.

At this point is necessary to offer some suggestions that could help teachers who are conducting and orientating pre-service teachers in listening workshops:

1: teachers could ask questions to pre-service teachers about their needs and also to observe what type of materials or activities they would like to use.

2: teachers could assign activities to be carried out outside of the classroom.

3: teachers can ask to other colleagues who are teaching or taught the workshop, and share their experience about it, and get feedback in order to improve the workshop.

Additionally it is necessary to offer some other suggestions for pre-service teachers in order to improve their learning process:

1: pre-service teachers could try different materials, in order to improve their learning process.

2: it is necessary that as a pre-service teacher, he/she is committed to all the session and willing to participate and be involved in the workshop in order to take advantage of the knowledge.

3: it is necessary to work with the listening skill outside the classrooms to be autonomous, for example looking for activities that promote the development of the listening skill.

Taking these suggestions into account the workshops can be improved and the goals of those workshops will be achieved and approached the best way.

### **5.3 Limitations**

The conclusions of this research are based on the answers to questionnaire, the results from the TOEFL listening section and a focus group organized of pre-

service teachers. The Questionnaire had three parts; first: course in general, second: listening development, and third: course organization. The focus group was based on activities carried out during the course based on listening development and the TOEFL TEST was based on listening development. This research was a case study; for that reason we cannot generalize because the results which can vary, depending on the students and context. Then it was discovered that pre-service teachers possess different beliefs about the workshops. However, the results of this research will be useful to offer some suggestions to improve the listening workshops at BUAP.

#### **5.4 Directions for Further Research**

As it was mentioned, this research will help to improve listening workshops at LEI program at BUAP University. It can be suggested for further researchers to work in activities, materials, and the number of sessions that are given during the major. As a suggestion it is important to continue on investigating workshops about appropriate activities for reading, speaking and writing skills because it is unknown if the workshops are enough in the development of the other skills, and observe the weaknesses in order to improve those workshops and help pre-service teachers to be well prepared.

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## APPENDIX A

### Listening Development Questionnaire

( L D Q )

The purpose of this questionnaire is to obtain your opinion about listening development in the workshops, based in your experience as pre-service teacher that you have already taken.

We appreciate your contribution to participate in this research. Your answers will keep confidential and will be only used for research purpose.

Age\_\_\_\_\_ Male  Female  Semester\_\_\_\_\_

Name\_\_\_\_\_ Date\_\_\_\_\_

#### Part A: Course in general

Answer the following questions according what you believe by choosing a number:

4) Strongly agree      3) Agree      2) Disagree      1) Strongly disagree

1. I could learn in the workshops	4	3	2	1
2. I liked the workshops	4	3	2	1
3. The number of workshops was enough	4	3	2	1
4. I attended to all sessions during the workshops	4	3	2	1
5. I felt confident with myself during workshops	4	3	2	1
6. Workshops helped me to improve my skills	4	3	2	1
7. The number of sessions was enough	4	3	2	1

Comments: \_\_\_\_\_  
\_\_\_\_\_

#### Part B: Listening development

Respond the following questions according what you believe. Answer one of the options given by choosing a number:

5) Always      4) Usually      3) Sometimes      2) Hardly ever      1) Never

1. Activities were useful to help me in my listening development	5	4	3	2	1
2. Materials were useful to improve my listening development	5	4	3	2	1
3. The time devoted to listening part is enough to develop this skill	5	4	3	2	1
4. The teacher's pronunciation helped me to develop my listening skill	5	4	3	2	1
5. I consider the role of the teacher has an impact in my listening development	5	4	3	2	1
6. I consider videos used in workshops helped in my listening development	5	4	3	2	1
7. I consider homework helped me to develop my listening skill	5	4	3	2	1
8. Books used in workshops helped me in my listening development	5	4	3	2	1
9. I felt confident during my exams in the listening part	5	4	3	2	1
10. I consider I understood the audio activities used in the workshops	5	4	3	2	1
11. I consider the workshops helped me to be successful in my listening skill	5	4	3	2	1

Comments: \_\_\_\_\_  
 \_\_\_\_\_

**Part C: Course organization**

Respond to the following questions according to what you believe. Answer one of the options given by choosing a number:

- 4) Strongly agree      3) Agree      2) Disagree      1) Strongly disagree

1. The organization of the workshops were effective	4	3	2	1
2. I consider the time was well organized by the teacher	4	3	2	1
3. The teacher used the appropriate material in workshops	4	3	2	1
4. The activities inside of the classroom were effective	4	3	2	1
5. The activities outside of the classroom were effective	4	3	2	1
6. I consider the workshops accomplished the objective	4	3	2	1
7. I think the workshops helped me to be a successful language learner	4	3	2	1

Comments: \_\_\_\_\_  
 \_\_\_\_\_

## APPENDIX B

**NAME:** LISTENING WORKSHOPS **PLACE:** FACULTY OF MODERN LANGUAGES (LEMO BUAP)

**INTERVIEWER:** PARTICIPANT **DATE:** FEBRUARY 12<sup>h</sup>, 2013

**TIME:** 9:50

<p>001IN 002 003 004 005 006 007 008 009P2 010 011 012 013P3 014 015 016 017IN 018P2 019 020 021P4 022 023IN 024P3 025 026 027P5 028 029 030 031 032 033 034IN 035P2 036 037 038 039 040IN 041 042P5</p>	<p>Hi good morning! we have some questions about listening development in workshops, the questions are... the first one is: what was the course about?, the second one: what did you learn in it?, the third one: how useful was to develop the listening skill?, the next one: are this workshops located in the right side?, and the final one: what were the best activities in the workshops that help you to develop your listening proficiency. Ok the first question: what was the course about?</p> <p>Mainly the first workshop that we get about, listening and speaking was mainly to develop listening skill by listening some doubts by taking some other speaking and that was mainly just to develop listening.</p> <p>Well.... The course, I think that...the main purpose of the course was to improve the listening skill and... uh... through different activities and I think the course could be better, if we could be related in an environment in which we could use the language</p> <p>The next question: What did you learn in it?</p> <p>Well at least I think the basic tools that we could got from that course was the practice pronunciation and may be the used of some words into a real conversation, or real situations, I think that was it</p> <p>I learned some strategies to develop listening skill, it was practicing some activities like listening some songs.</p> <p>Ok! The next question: how useful was to develop listening skill?</p> <p>Well, I think I tried to develop the listening skill trough listening to music, watching movies with subtitles in English.... I think it was useful for me to use those kinds of strategies.</p> <p>In my point of view... I didn't really think the workshop was useful for me to improve the listening skill because in it I have to... to take my own way to start learning this part of listening skill, I was not sure about listening, I can say that all the improvement that I have in listening was because, I went to other places, to listen to dialogues, to read aloud, I don't the workshops were very useful in listening in my case.</p> <p>Next question: Our this workshops located in the right side</p> <p>I think yes because they were at the beginning of the career when we started to develop the listening skill. Well in my case.... I think yes or not because, when we started the career most of us we don't... we didn't have the right level of English and most of us didn't understand when the teacher spoke completely in English.</p> <p>And the last question what were the best activities in workshops that helped you to develop your listening proficiency?</p> <p>Taking about listening activities to be honest I can remember exactly,</p>	<p>1.- Question 1 Participants believe that the course was to improve their listening skill trough different activities of listening.</p> <p>2.-.Question 2 Participants think that the they learnt strategies and some activities to develop listening skill.</p> <p>3.-Question 3 Participants believe that the workshops were useful because of the activities which helped them to improve their listening skill, but one thinks that workshops were not useful because the activities used were not enough for her and she had to look for another way to develop her listening skill.</p> <p>4.- Question 4</p>
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