



# BENEMÉRITA UNIVERSIDAD AUTÓNOMA DE PUEBLA

FACULTAD DE LENGUAS

**The perceptions of the Maestro Titular into the classroom  
according with the impact of success PNIEB program**

A THESIS SUBMITTED TO THE FACULTY OF LANGUAGES  
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## CHAPTER 1

### 1.1 Justification

I decided to join in this project because based on my own experience in my social service I could see in the primary school where I did my social service the pilot project in children do not have a previous background. As a consequence, they do not have a positive reaction because as a second language it is difficult for them, however English as a foreign language, which will be based that younger children to adolescents have English to get a basic level. Nowadays, the Programa Nacional de Inglés en Educación Básica (PNIEB) in Puebla has some implementations around of the state so, in 2009 when the project arise here get the opportunities to develop and improve the basic education with English teachers who finish their career and want to apply their knowledge in basic levels as a preschool, elementary school and middle school.

### 1.2 STATEMENT OF THE PROBLEM

In many schools there are different ways in which a child or a person learns. One of them is by a teacher but what happens when a program is implemented in which the Teacher in charge is invaded by another teacher in

this case an English teacher and both of them have their own way to teach students. Even, students do not have the opportunity to get two different methodologies and language at the same time, so did that the students reflect confusion of who have the authority on the classroom. That was what I did join on this project to research what are the challenges must have to face an English Teacher with the *Maestro Titular* (MT) in the classroom.

The aim of this project is to identify the general attitudes, the influence of the *Maestro Titular* (MT) and if are some advantages or disadvantages in the English classroom with the implementation of this program. It is important how these aspects could affect the environment in the classroom for this I research based on this project of thesis.

As a student of a language major I have realized that this research could have good results that will be helpful as further generations, even can attempt to analyze MT perceptions and *Support Teacher* (ST) perceptions in an English environment classroom more deeply.

This study will be carried out in preliminary schools assigned by the SEP program in order to get information for our study. This will focus on primary schools in where I think that my research will get more information.

### 1.3 RESEARCH QUESTIONS

In order to examine the research according with the PNIEB project reflect this thesis is guided by the following research questions:

- What attitudes do the MTs have towards the PNIEB?
- How does the Maestro Titular (MT influence the environment in the English classroom?
- Are there any advantages or disadvantages to have the MT into the classroom according with the perception of English teacher into the classroom's environment?

### 1.4 ORGANIZATION OF THE STUDY

The thesis is divided in five chapters; the first one is the introduction where I describe why I joining me on this project and what my purpose of that. The second chapter is the literature review where I search a background about the begging of the English education in Mexico as well as the begging of the PNIEB project here in Puebla. The third chapter is the methodology what are the tools that I use for collect the data of my project. The fourth and the fifth are about the findings and my conclusions on this project if my expectations were achieved or not.

## 1.4 GLOSSARY OF TERMS

PNIEB: Programa Nacional de Ingles en Educación Básica

MT: Maestro Titular

ST: Support Teacher

Perceptions: the different opinion that have MT and ST in the environment of the class including the student's opinion.

Second language: is any language learned after the first language or "mother tongue"

Foreign language: Is a language learned after one has learnt one's native language.

## CHAPTER 2

In this chapter, I have three main aims. The first is to provide a background the teaching English education in Mexico, including the antecedents of the program and the main characteristics of how it is implemented in Puebla. Since the focus of the PNIEB program in the elementary schools and a general overview about it with the purpose to answer the research questions on this project. The second aim is to review some of the most relevant literature about current approaches to teaching English as an L2 to younger children. The third aim is to give the characteristics about ESL and EFL in the classroom.

### 2.1 TEACHING ENGLISH EDUCATION IN MEXICO

The culture of the United States here in Mexico has lot perceptions and different interests that emphasized the diffusion of the media in México some researchers argued that the influence of English in Mexico brings the imitation and interest to have a major knowledge about it. While for many years we learn and develop different concerns about how to learn a foreign language in basic education.

The portrayal of an American type of life as presented by the mass media has found an ally in the Mexican television industry (Hidalgo, Cifuentes, Flores 1996) The inner circle refers to the situations where English is the primary

language , as in the United States, England, and Canada. English has become the principal spoken language around the world in spite the fact here the Spanish is our mother tongue; the influence of other languages makes us the necessity to learn more languages.

## 2.2 BACKGROUND TO THE PROGRAM PNIEB

The impact of the United States here in Mexico has an interest to include English language as a part our curricula started in the basic level: The Mexican Ministry of Education decided to begin teaching because the influence of speaking English around the world rises as a apart our daily lives and also, as a professional development that helps to get a cultural knowledge:

Contemporary societies, governed by technology, knowledge and communication, demand citizens with appropriate competencies to integrate themselves in a globalized world which is in constant change. A major responsibility of the basic education system is that of providing students with opportunities to gain such competencies, for which students need to develop knowledge and skills in various key subject areas for the future, such as information and Communication Technologies and Foreign Languages. This called for the design of the National English Program in Basic Education (PNIEB, by its Spanish acronym). (Statement from the ministry program, SEP, 2009).

In Mexico, learning a foreign language implies different methodologies teach learners probably in different levels. This meant that this program try to include the foreign languages in the curricula in basic education (preschool and primary). However, for a long time here in Mexico there has been a great social demand for Mexican children to start learning a foreign language as early an age as possible. In response to this, since 1992, there have been various local initiatives to offer Preschool and Primary English Programs (PIPP, by its Spanish acronym) in 23 states of the Republic.

A priority for PNIEB is to develop a context in which the environment was essential for the learning process in the children, promoting, planning, implementing, evaluating and reporting on the extent to which a number of goals (content standards) are met. The program will provide information about contextual factors that have an impact on learning results, such as teaching and students learning conditions, teacher qualifications, teaching aids and materials, amongst others.

The PNIEB seeks to incorporate English into the curriculum and allotting time for its teaching, by providing learning standards and programs in basic education (preschool and primary), and by producing guidelines for materials development and teacher education. However, the success of the program will demand a long term effort and the commitment of all agents involved in education both at the federal and the state level schools.

## 2.3 GENERAL OVERVIEW

By the year 2020, SEP will include in their curriculum in all basic education schools will have consolidated the implementation of a program for teaching English as a foreign language, which will be based that younger children to adolescents have English for to get a basic level. The program will reach to the third grade of secondary education, thus preparing Mexican youth to face the challenges of the globalized world as well as a previous knowledge of a second language (L2).

PNIEB program is to develop, content according with the expectations of international standards to guide students to achieve at different levels of basic education. Also, it will provide a designing program of study and establishing guidelines for the development of varied learning resources that will help students reach the national standards.

The aim of the project is to guarantee and receive a high quality education: one that responds appropriately to the demands of contemporary society, and equitable opportunities for all students to study and learn at least one foreign language in basic education, in order to be competent in a foreign language and that student will participate effectively in the society.

## 2.4 BENEFITS OF LEARNING AN ADDITIONAL LANGUAGE AT AN EARLY AGE

While, mother tongue children who start learning foreign language early in life can understand their native language system better; they become conscious of the existence of language as a phenomenon. The basic development of one's mother-tongue comes to an end by the age of four or five. Freudenstein (1991) states that "Children who learn a foreign language at an early age tend to be superior to their monolingual peers in verbal and non-verbal behavior" (p.18).

Nowadays, in Mexico to learn English an early age bring a lot benefits because is a way of communicating, with another people not only with our mother tongue (L1) but with a second language (L2), also contributes to cognitive development. Also, we know other cultures and provide a wider view of the world, in which especially younger children could have acquire more knowledge of a second language (L2). However, the benefits of early language learning are only connected to the ability to learn the sounds and the basic grammar of a language. Although, the reality here in Mexico depends on the availability optimal of teaching conditions that includes the appropriate methodology, the materials, the time of exposure to the language and the disposition students to learn the language.

## 2.5 TEACHING ENGLISH TO CHILDREN

When we teach English we need to be sure that our students can get the knowledge also try to develop their skills with different methodologies. House (1997) states that: “The process that takes place when learning our first language (L1) from that of learning a second language is acquired and the second is learned” (p.7). However, we learn the first language through experiences while the second language learn trough a formal teaching education by the school. Especially, children are exposed to the first language at the beginning, this process start when the mother talks with their child so, he or she acquires the language between the interactions that have with the people around him or her. Brumfit (1991) states that “young children, after all, are in a permanent learning environment, with parents, friends, and teachers all contributing to their environment.”(p.11). In this case, when adults want to learn a second language (L2) they are often confused with studying or memorizing because the process to acquire becomes to slow.

The idea of including English as part of the curriculum in public schools makes that the English teacher must attempt to implement different ways to teaching students like music, games and other activities that implies different resources. Murray (2000) states that “students learn best when they self – regulate set their own academic goals, develop strategies to meet them, and how to assess their performance”.(p.62). According to this , includes that different environment when we teach in the classroom arise in students like

frequently succeed in what appear to be unfavorable conditions as a lack of motivation, lack of interest or poor content in the curricula that will be a factors in which students do not learn a second language.

## 2.6 AIMS AND OBJECTIVES OF PRIMARY ENGLISH

In the primary schools, to get the process of acquire a second language (L2) have benefits from acquire foreign language learning. These benefits include aims and objectives those woks much better in children Pinter (2006):

- Develop children´s basic communication abilities in English
- Encourage enjoyment and motivation
- Promote learning about other cultures
- Develop children´s cognitive skills
- Develop children´s metalinguistic awareness
- Encourage “learning to learn” (2006, pp.25-42)

## 2.7 LANGUAGE SETTINGS

In Mexico exist many dialects that in many towns speaks but in our house or community speaks that can have a positive effect because the children learn it. Pinter (2006) states that “Language settings refers to the totally of language

use within a given context” (p. 35). This covers all the languages and their varieties used by speakers in all communities either at home or at work. in this case as a foreign language the motivation is essential when learn it because help that children acquire the knowledge. Harmer (1991) states that “language learners who are motivated perceive goals of various kinds” (p.3). However, people involved in language teaching often say that students who really want to learn will succeed whatever circumstances in which they study.

## 2.8 PROBLEMS IN A PRIMARY SCHOOL

In a view of foreign language we need to be multilingual here in Mexico society, we should look at the issues again, identify the problems and seek solutions if we are to introduce language learning activities as a normal option during the first four years of formal education. Brumfit (1991) states that “the key problem for primary EFL teachers at the moment must be the relation between mother tongue practices and EFL practices drawn from higher levels in the educational system” (p.12).According to Freudenstein learning a foreign language at primary level is in itself a worthwhile individual experience because in a primary level in children had to start all over again with the same language and is different when they moved to a secondary school. In spite of this fact, that the lack of interest and the motivation become in a general often declined in consequence also, the fact that the teachers do not have an appropriate

instruction also affects the children and become a problem in order that conducted to discover it a foreign language.

## 2.9 THE ROLE OF THE TEACHER INTO THE CLASSROOM

When we teach especially with children, we need to be develop three specific areas in which the student can be develop much better as the language, pedagogy and language teaching. As teachers it's essential for us be a model of language for children this includes that need to have a high level of proficient user that have to reflect the knowledge of language system itself and be capable of teaching through a second language(L2). However, the pedagogy is fundamental that the English have to face into the classroom a need to have a solid knowledge of children development in order to understand children's necessities, their interest and weakness or strengths during the learning process. Also, the language teaching requires an understanding of the essence in what ways the teacher have to plan their activities for the students and they have the opportunities to participate. However, teacher have to create a learning environment in which the students feel secure and confident with the interaction, that he or she promotes into the classroom considering foreign language as a tool by interacting with others. Finally, in the evaluation the teacher need to be flexible in relation to learning goals and outcomes, but must use evaluation to inform his goals are not being reached.

## 2.10 CLASSROOM INTERACTION

When we hear the word interaction it automatically comes to mind physical contact or talk with some else, but interaction refers how interact with your classmates and teachers. Tsui (2001) states that “Classroom interaction refers to the interaction between the teacher and the learners, and amongst the learners in the classroom”(p.120). The interaction that exist in the classroom reflect the effectiveness of different methodologies in a second language (L2) that focuses initially in the language used by the teacher and then with the learners.

Nowadays, the interaction starts with the mother to his/her child in a simple context like is the house. However, the interaction continues not only in the house implies the context in which child develop and the contemporary society this help to the child to engage in the language production. Malamah (1991) states that “The teacher’s plan of action, translated into action in the classroom, is bound to evoke some sort of student reaction”.(p.5). Finally, implies three main aspects in which the interaction will be effectiveness such as: input, interaction and output. The term input refers when the language is used by the teacher after, output refers when the language ids produced by the learners and the interaction refers to the interrelationship between using both terms input and output.

Through the interaction of a class we can say that everything may depend on how the learners react to the teacher and vice versa. The progress of the lesson plan is accompanied by the exercises, materials, activities and the methodology used to teach so the learner has to apply the three main aspects mentioned above the interaction.

## 2.11 MOTIVATION

When we hear motivation comes to our mind how did you feel but the reality is different when children do not have self confident or have shame that speak or ask in a class. Pinter (2006) states that "Motivation is crucial in learning and other languages"(p.36). For us when we learn our first language is natural because is part our daily lives but when we travel in another country in that place speak in a second language in this case a child have to learn it because engage in his/her new context. In this case the learning process is based on motivation in young children. Harmer (1991) states that "it has been suggested that there are two main types of such motivation, integrative motivation, and instrumental motivation"(p.4). According to Harmer the integrative motivation is when the student need to be attracted by the culture of the language and integrate themselves into the culture. Also, the instrumental motivation is when the language is taken as an instrument to attain a goal. However, exist other type of motivation that is called intrinsic motivation that refers the success or

failure as language learners. We can consider factors that affecting intrinsic motivation as physical conditions, method, the teacher and the success.

## 2.12 CHARACTERISTICS BETWEEN ESL AND EFL

A foreign language learning (EFL) mainly happens in the classroom. Also, teachers are the organizers and carriers of language classes, and thus they inevitably influence the students' affection. Oxford (2001) states that "A foreign language is a language studied in an environment where it is not the primary vehicle for daily interaction and where input in that language is restricted" (p.63).

When children learn English as a second language (ESL) the successful transition from home to school has received much recent attention because of the subsequent impact on academic, social, emotional and mental health outcomes. A child's who lacks facility with the primary language of instruction, as indicated by English as a second language (ESL) status, is expected to be a strong predictor of school readiness, although this is relatively under-explored within the published school readiness literature. Oxford (2001) states that "learning strategies are defined as "specific actions, behaviors , steps or techniques – such as seeking out conversation partners ,or giving oneself encouragement to tackle a difficult language task"- used by students to enhance their own learning" (p.65).

When we apply different strategies for the students, we realize that each student have different way to study but not for that reason we need to focus in just one of them we need to integrate different in order to child understand the context in this case an English environment.

### 2.13. LEARNING STYLES BETWEEN ESL AND EFL

In American school elementary schools countries children are often allowed to learn by doing. Many studies have been carried out in different socio-cultural groups of the Mexican population. Some researchers looking for, an exploratory and descriptive nature, on the different cognitive, sensory and affective-emotional learning methods prevailing in a representative population, group of English-language students in the four abilities acquired. Peck(1995) states that “young children might to prefer auditory, visual, tactual, kinesthetic, or combination learning” (p.128). All of this learning styles we can have in just a group and, most of the children have their our own learning styles but one of them can't work for each person. According to classification of Reid (1995) “believes that learning styles are characteristic cognitive, physiological and emotional and therefore classified into three groups:

The cognitive, including short, the independent-dependent field, the analytic global and the reflective-impulsive”(pp 3-34).The sensory, which divided into three types: a) the perceptual, visual, auditory, kinesthetic and tactile, b) the

sociological group, individual, teacher as authority, equipment and couples c) of the environment: sound, light, temperature, design of classroom intake food, time and mobility.

The mood, among which includes: a) temperamental styles: extrovert-introvert rational-emotional-perceptive and thoughtful, b) tolerant and intolerant of ambiguity and c) cerebral hemispheric-dominance. In this work, as classified by Reid, were considered two of the cognitive styles sensory and six, four and two sociological perceptive.

In the next chapter, we can find the methodology that I used to collect the data for my research and detailed information about my instrument and the participants.

## CHAPTER 3

### 3.1 The Design of the Study

In chapter one, I posed three research questions that I investigate in this thesis because when I did my social service in a primary pilot of this program. I saw that have different perceptions about it so, I am interested in this research because I want to answer my research questions. So, when I stay there I realize that exist different perspectives some good points and others not good but in general the students accept the program. In this thesis I write these questions to examine if there are different perceptions between the Maestro Titular and the PNIEB teacher into the classroom, and if the impact of this program works with the students.

In order to investigate the relationships between the different perspectives of the Maestro Titular and the PNIEB teacher, I conducted interviews in different primary schools with different conditions and English level as well as English teachers with different academic training. Additionally, I applied a semi-structured interview with the English teachers Dörnyei, (2007) states that “is a set of pre-prepared guiding questions and prompts, the format is open- ended and the interviewee is encouraged to elaborate on the issues raised in an exploratory manner”. (p.136). In fact when I did this semi-structured interview

help me to collect some data to formulate questions to English teachers in order to obtain information for my thesis.

As Miller and Crabtree (1999) point out “the interview genre with its turn-taking conventions and expectations for participants roles, etiquettes and even linguistics phrases is usually shared cultural knowledge.”(p.134).For me an interview works better because is a guidance and direction to get important information in this case for the English teachers. I did semi-structured interviews in order to generate the questions for the protocol that I used for the main part of my study.

The qualitative component was the interviews with the teachers that I did before I used a semi-structured interview protocol, to collect a previous data and design my instrument. Then I did audio-recorded and transcribed the interviews for my data analysis also, I used qualitative analysis to examine them. The information that I audio recorded and formulate a hypothesis if exist different perceptions with the English teachers and Maestro Titular with graphics. Both of these instruments and the analysis are described below.

### 3.2 Participants

In order to investigate the different perceptions between the Maestro Titular and the PNIEB teacher into the classroom, I interviewed and

surveyed 3 English teachers who have different academic training argue that exist different opinions between the Maestro Titular and them. Because not all of them accept not very well that children learn English so they try to teach. All of the participants are currently EFL teachers in different schools in Puebla, Mexico. They all stated that they have academic training and had started teaching English in other schools or towns. Just a few of them have a large experience work with kids and other level students.

For the interview, I chose different English teachers who are currently teaching English. All teachers have a degree or certification in Puebla. I wanted to get a variety of opinions; therefore I interviewed novice and experienced teachers, and also teachers who felt more confident or less confident with their level of English in this case the interviews are English or vice versa in Spanish.

First, I observed different elementary schools and classes so I taking notes for a previous data collection and design my final instrument to apply it. According with this I tried to formulate new questions for the teachers so, the answers that they give works to create a new environment.

*Participant one: Yessenia*

Yessenia is 24 years old, and she is from Puebla, Puebla. She currently teaches English at a boarding elementary school in the city of Puebla, where she has taught for one year in this program. She graduated in 2009 from the BA TEFL program at the BUAP. She taught before in a private school and

then she integrates for this new program the last year. Also, she argues that in this school has 8 groups at list but the conditions of the school do not permit to have a good development of the groups because she has a large groups (54 students) at least and the classroom are to small to create and control the group.

### 3.3 Data Collection and Instruments

In my data collection I did three research questions guided me in creating the data collection instruments and in analyzing the data. The questions are in the first chapter. I have to do a semi-structured interview with PNIEB English teachers but first I observe different English classes where the places were in different areas with different levels and conditions, taking notes. Then I had informal talk with English teachers to gather information about it. Finally, I develop student's interaction into the classroom to see how the students acquired the English knowledge according with the PNIEB program.

The interviews to English teacher's questionnaire designed to gather information relevant to answer my research questions. The semi- structured interviews was applied in elementary schools in the state of Puebla. The questionnaire focuses on general information related to the different perceptions of the Maestros Titular and English teachers to facilitate information gathering. Responses to the questions contributed to the final analysis of the study findings.

One of the methods that I used is to observation in the classroom as Turner and Meyer (2000) summarize "it has been variously studied in terms of the 'beliefs, goals, values, perceptions, behaviors, classroom management, social relations, physical space, and social-emotional and evaluative climates that contribute to participants' understanding of the classroom."(p.70). My participant observation was taking notes in each group, and see what is missing in the teachers and how the students adopting the program. In doing so, the aim as the researcher is to gain a closer insight into the culture's practices, motivations and emotions in the students Mackey and Gass (2005) who point out that "although classrooms constitute a distinct context for research, many of the methodological practices applied in researching classrooms are not unique to classroom settings."(p.176). However, I may decide to interview just the most important informants, that I consider to best options and have the characteristics that I looking for my research. When I did my semi-structured interview that at list was for 20 to 25 minutes where I did a series of questions in which I could notice that effectively exist different situations and perceptions in the Maestro Titular some of them do not accept the all the PNIEB program into the classroom even exist situations in which the English teachers try to teach in several situations in different conditions like classroom management, physical space, materials and so on. My instruments both of these instruments and the analysis are described below.

### 3.4 Data Analysis

The three semi structured interviews was from English teachers who have a certificate and these three persons two was women and one was man between 25 from 40 years old approximately. My first step was audio recorded the interview in a length for 10 from 20 minutes then, the next step was to transcribe the interview into a textual form and finally, to analyze the data. In this case the interview that I did for my research. As Punch (2005) point out that “the term ‘qualitative data analysis is used by various scholars to denote different activities from imaginative and artful speculation to following well-defined analytical moves, from deductive categorization to inductive pattern finding.”(p.242).

However, the purpose of this research was identify if exist different perceptions with the Maestro Titular and the PNIEB teachers during this data analysis I could identify the patterns that exist into the classroom like the Maestros who stay in the classroom to help with the discipline , the Maestros Titulares who get out of the classroom and do different activities.

In the next chapter we can find the findings of this research in which we can identify the different results that I collect. Therefore, we can see the important of this research and I find it.

## CHAPTER 4

In this chapter I will provide information in which my research's project validity is judged.

Therefore, I will provide a clear and precise description of how my project was done, and the rationale for why specific experimental procedures were chosen. In this chapter also, should describe what was done to answer the research questions, which I provide at the beginning of this research

- What attitudes do the MTs have towards the PNIEB?
- How does the MT influence the environment in the English classroom?
- Are there any advantages or disadvantages to have the MT into the classroom according with the perception of the Support teacher?

Therefore, I describe how it was done, and explain how the results were analyzed. Finally, I describe the research protocol, explain how measurements were made and what calculations were performed in different observation that did during this research and how in the interview appear different classifications about MT.

I did this research project because on my own experience in my social service from that observation in my social service I'm interested in knowing how the MT still perceived this new project and how students were accepting this project. This chapter is divided into four sections. These sections

correspond to the analysis that I did, in which I identified four different categories or types of Maestros Titulares. These categories are: “titular as collaborator”, “titular as strict”, “titular as a light” and “teacher as a guide”. For each type of teacher, I describe the characteristics and some of the positive and negative aspects of the relationship with the PNIEB teacher.

#### 4.1 Titular as collaborator

One of the positive experiences that PNIEB teachers had was when they were able to establish a collaborative relationship with their titular teacher. The “titular as collaborator” relationship helped the PNIEB teachers in three different ways: 1. Classroom management, 2. Physical arrangement 3. Material.

##### 4.1.1 Classroom management.

In the school where I did my study, there were two main challenges for the PNIEB teachers to control the group. First, the classes were very large. On average, each class I observed had almost 40 students. Furthermore, the physical space was not adequate for the large groups; they were too small with tall concrete walls, which made the classes crowded and noisy. Second, most PNIEB teachers are novices; they have less than 2-3 years experience and some of them have a large experience teach and manage the group and obviously the students show more confident in the group. This means that they

do not have much experience yet in how to manage the group and for that reason the PNIEB teachers need help from the MT.

The combination of a large classes and inexperienced PNIEB teachers made it difficult to implement activities, especially because the curriculum requires teachers to use group dynamics like group work, projects, and so forth. Tsui (2001) states that “Classroom interaction refers to the interaction between the teacher and the learners, and amongst the learners in the classroom” (p.120).

Because of these challenges, the collaboration of the titular for classroom management became very important. Teacher Monica explained that :

*También me ayuda mucho el control pero el control en buenos términos por así decirlo, porque ella trabaja bien en su grupo entonces yo puedo trabajar con el grupo tengo dos grupos en la que las maestras son muy buenas me apoyan mucho y este lo mismo trabajo bien con el grupo.*

An example of what Monica refers to is an observation I made on Feb 10. On this day, the students were very excited because all the school has a representation of an important day so this did that MT put conditions on the students. The titular announced in a loud voice: “If you don’t participate in the maestra’s activity for English, then you can’t go out to rest.”

#### 4.1.2 Physical space

Brumfit (1991) states that “young children, after all, are in a permanent learning environment, with parents, friends, and teachers all contributing to their environment.”(p.11).In my observation I could notice that the physical arrangement is an important factor in which students could affect or improve their knowledge because the space is so short and the teachers couldn't do any kind of activities in which students could move around the classroom. Probably outside could that but according that what I see students could feel so restless and probably this cause that MT intervene to control the group and so on. One thing that I notice was that the relationship that the students have with the MT into the classroom is so exclusive because the MT don't intervene when the PNIEB teachers give the class so the students only have interaction with it.

#### 4.1.3 Material

One negative or disadvantage factor that I could notice was that the material that students have it's that the book has a high level for them. The content of the book was design according with the curriculum of the project but I could notice that students in some occasions use the book but the PNIEB teachers just only answer some of them because the difficulty of the exercise.

As an example of the Maestra Monica explained that:

T: Pues mira yo trato de... mmm como te explicaría porque incluso también los proyectos que se deben de hacer marcados en el programa también deben ser muy vigentes entonces lo que yo hago es hacer lo mas bajarlo de nivel para de acuerdo al nivel de los alumnos y cuando es del libro escojo lo que van a poder hacer sabes que checo es sencillo creo que esto lo van a poder hacer , este no porque si me pasara contestando todo el libro cuando no tienen el nivel seria mas pérdida de tiempo, porque tendría que todo el tiempo traduciéndole y así.....

An example of what Monica refers to is an observation I made on Feb 10. On this day, the students couldn't use the book because only the class was a revision of the homework .I could have the opportunity to talk with a student and asking him how many times use the book? The answer was awesome because the child told me that he feels so "exciting in to use the book but the teacher doesn't tell them when they use it" for me was a great surprise because that mean that they like it the subject

T: en las escuelas....siento que en las escuelas donde el Ingles se esta impartiendo por primera vez sí lo están aceptando bien los alumnos porque es algo nuevo para ellos en las escuelas que ya tuvieron ingles que los estuvieron pagando no es tan novedoso y no es como que...la motivación no es la misma como la que se empezó.....

Another part of the observations that I could notice that the students feel so motivate to learn a second language but the negative part that I could saw was that the MT don't feel comfortable when saw that in the classroom exist other authority in the class, well not all the MT feel this but I think that behaviors damage the relationships between students to teachers because they have a way to manage the group a mean they have their own classroom management and the students feel comfortable a then change the way to learn in a second language.

#### 4.2 Teacher as a strict

In my research I could say that exist different kinds of teachers in which students know the type of the teacher and identify their personality. For example, as a student we classify teachers for any kind of situation the classic classification probably is the teacher "barco", the teacher "buena onda" and so on. A clear example of this I find it in a group in which the MT do not permit to students develop their skills in their English class. Teacher Monica explained that:

En el de la maestra estricta cuando siempre la mayoría del tiempo están en el salón y los alumnos están muy bien sentados, cuando les pregunto se quedan pensando a ver si contesto o como y voltean siempre a ver a la maestra para pedir autorización maestra puedo hablar

y muy muy tranquilos muy controlados ahí veces que yo me siento mal por ellos porque se ve que están muy presionados cuando la maestra esta ahí, cuando se sale son totalmente diferentes no los controlo ni nada de eso pero son totalmente diferentes.

In this part it's important to clarify the difference between the strict teacher and the collaborator teacher who helps all the time in the classroom management in a positive way and the other who dissuade to the students to don't participate for fear to angry MT

#### 4.3 Teacher as a "light"

Another classification that I could find in my research was when the Teacher it's too relax and permit that students do everything that they want but when another teacher comes to classroom it's too difficult to control the group and of course it's difficult to find a way to do that students catch the attention of the class so a clear of this the Teacher Monica explained her own experienced:

Y el otro caso, en la vespertina tengo una maestra que es totalmente opuesta al grupo con ella es un desastre totalmente pero hubo un tiempo como dos meses que yo entraba y ella se salía conmigo se portaba bien después se le ocurrió regresar empezar donde se quedaba entonces yo siento que lo que ella decía bueno esta la de ingles pero

también esta la otra maestra y ella permite todo la maestra titular entonces eso si yo eh dicho que yo vengo a mi clase y a la que deben de obedecer y a la que deben de seguir es a mí... la maestra.....pero no de forma buena entonces.... yo preguntaba y ella contestaba entonces yo tuve que hablar con ella le dije maestra apóyeme en la disciplina pero del trabajo déjelos a ellos.

This it's a clear example of a teacher who see in my research at the begging of this study see that some of the MT go away when English class start or stay into the classroom but do not pay attention to the students and did another thing for example check the homework, read or just wait to finish the other teacher and a few times intervenció in the class but just only for scold the students or for permission for the bathroom.

#### 4.4 Teacher as a guide

One positive factor that could be an advantage is that the MT support in every moment PNIEB Teacher when she or he stays in the class through some of MT try to integrate the program with the rest of the classes the MT support in the discipline and control of the group in some cases when the group requires. And negative aspect could that when exist in the classroom two teacher students one of them lose authority in this case PNIEB teacher because MT stay all the time and if teacher said do not have permission to go to restroom and MT

cancel your order and she gives the permission students know who teacher will give a permission and what its not. These are some examples that Teacher Monica gave me in her own experience.

T: Si si muy cierto porque yo llego y la maestra indica “ya llegó la maestra de inglés por favor guarden sus cosas suspendan su trabajo” hay otros cuando yo llego revisan que trabajen todo ahí otros que cuando llego dicen ya guarden todooooo...y esperar es tiempo que pierdes.

T: Exactamente eso también es algo que me ha tocado vivir como maestro,.... uno simple yo cuando es la clase de inglés yo me fijo en la maestra díganle a la maestra díganle a la maestra pero hay otros, sobre todo más en lo del baño piden permiso a mi yo les digo que no van con ella y les dice que si, entonces obviamente que para la siguiente no van a pedir permiso a mí.

Base on my own experience of this study I see that not all was negative in the MT a mean I could said that in my social service in the primary that I did the MT collaborate and participate join with PNIEB teachers but I could said that not want to participate in the activities but collaborate with the classroom management.

As a result I could said that the study have a succeed in the way that I could find the different types of classifications that I notice around the classroom and the environment that the children have support the evidence that I saw also, some of the questions mentioned at the beginning of this survey was answer so,

in the next chapter I give some arguments that support my research project and finally my conclusions of this project.

In my opinion the study shows me that exist different classifications in which I perceive when I did this study. Although, I see that the program was accept in the different schools where I observe exist several deficiencies because do not exist the adequate material, physical space and exist different motivation to encourage the students to learn in a second language by side of MT.

In the last chapter, I describe my finals conclusions about what I saw and what I expect to find in this study.

## CHAPTER 5

At the beginning of my study I did not know how to write and what was the topic that I had to choose but when I knew when I saw that I had to be something that I liked and I found it much of my study but to join in this project because based on my own experience in my social service I could see in the primary school where I do my social service the pilot project in children do not have a previous background. Nowadays, the PNIEB in Puebla have some implementations around of the state so, in 2009 when the project arose here get the opportunities to develop and improve the basic education with new English teachers in basic levels as a kindergarten, primary and secondary schools. In a few words the evolution of this program depends of the acceptance of the students and the MT inside of the classroom as consequence in this study I find different classifications of the MT.

I identified four different categories or types of Maestros Titulares. These categories are: “titular as collaborator”, “titular as strict”, “titular as a light” and “teacher as a guide”. For each type of teacher, I describe the characteristics and some of the positive and negative aspects of the relationship with the NEPBE teacher in the before chapter.

Freudenstein (1991) states that “Children who learn a foreign language at an early age tend to be superior to their monolingual peers in verbal and non-verbal behavior” (p.18). In Mexico to learn English an early age bring a lot

benefits because is a way of communicating, with another people not only with our mother tongue (L1) but with a second language (L2), also contributes to cognitive development.

However, the benefits of early language learning are only connected to the ability to learn the sounds and the basic grammar of a language as well as at an early age in a strong and more solid knowledge about English under the European framework.

Murray (2000) states that “students learn best when they self – regulate set their own academic goals, develop strategies to meet them, and how to assess their performance”.(p.62). According to this , includes that different environment when we teach in the classroom arise in students like frequently succeed in what appear to be unfavorable conditions as a lack of motivation, lack of interest or poor content in the curricula that will be a factors in which students do not learn a second language.

One of the aspects that I could notice at the beginning of my observations was that MT feels invaded with another teacher in this case by English teacher both obviously with a different classroom management because in this case the children need to learn a second language to be exposing the child in new environment.

My purpose was to identify the attitudes, the influence of the *maestro titular* (MT) and the advantages or disadvantages in the English classroom. It is

important how these aspects could affect the environment in the classroom and the impact that has children faced a second language.

Finally I could said that the study show me that exist different classifications in which I perceive when I did this study. Although, I see that the program was accept in the different schools where I observe exist several deficiencies because do not exist the adequate material, physical space and exist different motivation to encourage the students to learn in a second language by side of MT.

Malamah (1991) states that “The teacher’s plan of action, translated into action in the classroom, is bound to evoke some sort of student reaction”.(p.5). Finally, implies three main aspects in which the interaction will be effectiveness such as: input, interaction and output. The term input refers when the language is used by the teacher after, output refers when the language ids produced by the learners and the interaction refers to the interrelationship between using both terms input and output.

In the aspect of motivation the majority of the Teachers impulse to children to participate in the different activities in a way that feel more secure to express phrases in front of the group that was the positive aspect that I catch the negative aspect was that some MT do not feel engage with the subject and sometimes prefer to did another thing instead of to join in the class or support the children to participate.

This was my opinion and my conclusions about what I found in this study, what advantages or disadvantages and the different classifications of MT inside of the classroom.

## APPENDIX ONE: SEMI-STRUCTURED INTERVIEW.

Nombre: \_\_\_\_\_

Escuela: \_\_\_\_\_

Grado académico: \_\_\_\_\_

Edad: \_\_\_\_\_

El propósito de esta entrevista es recolectar información para después utilizarla como evidencia en nuestra investigación. Asimismo, para saber si existen algunos factores en los cuales los profesores PNIEB y los Maestros Titulares tengan una diferente percepción del programa or la adaptación de los alumnos a este mismo dentro del salón de clases.

1. ¿Cuales son las expectativas que tuviste de este programa? Es lo que tu esperabas o fue diferente?
2. ¿Crees que existan factores que afecta el ambiente en el que aprenden los alumnos es decir, el tener dos maestros dentro del salón de clases?



## Appendix 2: Interview to NEPBE Teachers

Interview 1

Name:

Date: February 10<sup>th</sup>, 2012

School: Heroes de la Reforma (PNIEB School)

S: Y este bueno cuál es tu nombre

T: Mi nombre es Monica Luna mmm... Martinez

S: Y este tu grado académico sería Licenciatura en Lenguas Modernas

T: Si Lenguas Modernas si todavía soy Lemo

S: Y hace cuanto tiempo te graduaste

T: Hace 3 años bueno casi 4

S: Y en el programa llevas más o menos 2 años

T: 2 años

S: tu crees que este programa se ha integrado muy bien en los alumnos o les falta algo

T: en las escuelas....siento que en las escuelas donde el ingles se esta impartiendo por primera vez sí lo están aceptando bien los alumnos porque es

algo nuevo para ellos en las escuelas que ya tuvieron ingles que los estuvieron pagando no es tan novedoso y no es como que...la motivación no es la misma como la que se empezó

S: crees que hay ventaja o desventaja el tener al maestro titular dentro del salón cuando tu estas dando la clase?

T: Tienes de las dos ventaja y desventaja.... La ventaja si es un maestro que te apoya en la disciplina el problema en la disciplina es que te ayuda mucho a controlar el grupo y los alumnos al ver al maestro se comportan pero la otra situación es que hay maestros muy estrictos y los alumnos se cohíben mucho y no participan siempre no es lo mismo que si estuvieran conmigo nada mas

S: Tu preferirías que tu estuvieras tu sola en salón ó?

T: No dependiendo del maestro o sea si es un maestro que me apoya a mí para la disciplina si pero cuando es necesario si esta muy bien que se quede ahí pero si son maestros que cohíben que limitan a los alumnos prefiero que si no estén o lo contrario o sea o es el maestro muy estricto o si es el maestro así muy light que los niños le piden por ejemplo que le piden al maestro de ir al baño y obviamente les va a dar permiso y a mí me ignoran

S: O sea esa sería la desventaja

T: Si esa es la desventaja depende mucho del maestro

S: o sea si por ejemplo un niño te pide permiso a ti de ir al baño y la maestra dice que no y ahí le dice a la maestra puedo ir al baño y ella le da permiso como que ahí pierdes tu autoridad

T: Exactamente eso también es algo que me ha tocado vivir como maestro,... uno simple yo cuando es la clase de ingles yo me fijo en la maestra díganle a la maestra díganle a la maestra pero hay otros, sobre todo mas en lo del baño piden permiso a mi yo les digo que no van con ella y les dice que si, entonces obviamente que para la siguiente no van a pedir permiso a mi

S: Y tienes así ahorita un grupo parecido que tengas?

T: Tengo uno eh en el caso de la maestra estricta que cohibe a los alumnos y el caso de la maestra light donde el grupo es totalmente desordenado. En el de la maestra estricta cuando siempre la mayoría del tiempo están en el salón y los alumnos están muy bien sentados, cuando les pregunto se quedan pensando a ver si contesto o como y voltean siempre a ver a la maestra para pedir autorización maestra puedo hablar y muy muy tranquilos muy controlados ahí veces que yo me siento mal por ellos porque se ve que están muy prensados cuando la maestra esta ahí, cuando se sale son totalmente diferentes no los controlo ni nada de eso pero son totalmente diferentes . Y el otro caso, en la vespertina tengo una maestra que es totalmente opuesta al grupo con ella es un desastre totalmente pero hubo un tiempo como dos meses que yo entraba y ella se salía conmigo se portaba bien después se le ocurrió regresar empezar donde se quedaba entonces yo siento

que lo que ella decía bueno esta la de ingles pero también esta la otra maestra y ella permite todo la maestra titular entonces eso si yo eh dicho que yo vengo a mi clase y a la que deben de obedecer y a la que deben de seguir es a mí... la maestra.....pero no de forma buena entonces.... yo preguntaba y ella contestaba entonces yo tuve que hablar con ella le dije maestra apóyeme en la disciplina pero del trabajo déjelos a ellos.

S: Y bueno cuanto más o menos es el promedio que tienes por alumnos por grupo en cada salón hay 30?

T: en cada salón en la matutina, tengo todos los quintos y son más de 40

S: en este caso si preferirías que si estuviera una maestro titular nada más en el caso de la disciplina pero cuando tú cambias.... cuando sea necesario

T: Cuando sea necesario nada más , si porque hay niños cuando estoy sola con ellos este no.... siempre ya sabes en cada grupo siempre están los... pero cuando la maestra esta como que se comportan más o menos.

S: Y como le haces para enfrentar ese tipo de situaciones en que la maestra es siempre estricta y cohibe a los alumnos, que tratas de hacer para que te traten de responder ¿

T: Cuando de repente, la maestra se va por favor contéstenme, tienen que hablar estamos aprendiendo un lenguaje y cuál es la única forma de aprenderlo practicarlo, hablarlo y hasta ahí pero siempre ahí les ando

preguntando y preguntando y preguntando y pues si al parecer si esta funcionando o eso creo.

S: Ahorita en todos los grupos solamente tienes ese grupo ese tipo de problemas

T: Si si nada más en ese

S: Ok y no has hablado con la maestra, como se ha portado

T: No, porque es mejor así es muy muy especial totalmente o sea pues yo, doy mi clase pero .... Traté de dar mi clase lo más normal y lo más parecida a las demás como en los demás grupos

S: Uhum!! Ahorita que tipo de clasificaciones les darías a los maestros titulares tienes el estricto, el light que otros tipos de maestros tienes?

T: Ahhhh!! Pues el estricto y el super light y el buen maestro porque tengo dos grupos donde los maestros ,yo siempre eh dicho que el modo, la forma que tu des tu clase influye mucho el que mmmm el maestro titular es un buen maestro que inspira ,que trabaja con ellos ,que los hace entender porque deben de poner atención, porque deben de respetar ,yo llego doy mi clase sin ningún problema , pero si hay un maestro como el que te platicaba como es estricto van a ser igual contigo o el lado opuesto del maestro super light que van a querer hacer lo mismo contigo pero también me ayuda mucho el control pero el control en buenos términos por así decirlo , porque ella trabaja bien en su grupo entonces yo puedo trabajar con el grupo tengo dos grupos en la que las

maestras son muy buenas me apoyan mucho y este lo mismo trabajo bien con el grupo.

S: Tienes profesores o profesoras en dónde ellos se involucren en tu clase, por ejemplo ellos quisieran participar en la clase de ingles o simplemente te dejan que tu des tu clase yo me salgo y ya cuando termine tu clase

T: No ninguno ninguno o sea cuando yo llego ellos aprovechan para calificar libretas o para revisar apuntes o para hacer otra cosa pero no..no tengo uno que se involucre

S: eh visto que los alumnos que este no se, si saben integrar bien lo que es el ingles pero en la forma en que los maestros titulares están todo el tiempo crees afecte o no afecte .....

T: ahhhh mmm!! No no es que es lo mismo o sea si es el caso de la maestra estricta si les afecta porque ahora sí que no los deja ser no, no tratan de expresar lo que piensan realmente, en el caso de los maestros buenos para nada les afecta.

S: Para ti los maestros buenos seria que ellos den bien su clase y cuando tu llegues este te dejen como que tu espacio y yo soy la maestra y los niños se dirijan hacia a ti.

S: en cuestión a material, el libro que utilizan este en cualquier nivel ahorita crees que es el adecuado o apropiado?

T: mm... No porque tenemos diferentes editoriales hay unos muy buenos, muy muy buenos que te llevan de la mano junto con lo del programa que eso es lo que se pretende que vaya eh... que vaya unido relacionado con el programa pero hay otros que están realmente desplazados o sea si mencionan algo del programa pero están en un nivel avanzado realmente muy avanzado que sinceramente los niños ven el libro y a ver cuando lo usamos

S: si es lo que note un poco que hay unos libros que están muy avanzados para el nivel que tienen

T: si muy avanzados

S: en este caso que haces?

T: Pues mira yo trato de... mmm como te explicaría porque incluso también los proyectos que se deben de hacer marcados en el programa también deben ser muy vigentes entonces lo que yo hago es hacer lo mas bajarlo de nivel para de acuerdo al nivel de los alumnos y cuando es del libro escojo lo que van a poder hacer sabes que checo es sencillo creo que esto lo van a poder hacer , este no porque si me pasara contestando todo el libro cuando no tienen el nivel seria mas pérdida de tiempo, porque tendría que todo el tiempo traduciéndole y así

S: Y qué tipo de estrategias utilizas para enseñarles o estrategias para controlar el grupo por ejemplo?

T: para seleccionar te digo los ejercicios del libro te digo yo antes reviso este me va ayudar lo escojo y yo ya conozco mis grupos entonces ya digo si lo van a poder hacer ellos no y lo que sigue y estrategias pues para controlarlos pues yo creo que si tu levantas la voz, ellos levantan la voz y es a ver quien gana el maestro en lo que yo llego, saludo , empiezo a trabajar siempre le digo “el que quiera trabajar adelante y el que no bien” yo no voy a gritar , no me voy a enojar , yo no me voy a enfermar y es así como de repente dicen a no si de repente entienden

S:Y haz hablado con ellos si de vez en cuando hay que regañarlos

T: Si a veces si hay que regañarlos por que se te salen de las manos

S: este en cuestión a eso los maestros titulares no se te dejan hacer tus propias actividades, veo que no hacen actividades fuera del salón o arriman las bancas te dejan hacer ese tipo de cosas?

T: si me dejan pero por el tamaño de los grupos y por el espacio de los salones a veces no lo hago porque se hace un desastre en lo que mueven las bancas, en lo que se acomodan y a veces es mucho en lo que acomodan mesas es mucho tiempo para cincuenta minutos de clase

S: Y crees que es muy poco tiempo de clase a la semana de clase

T: No yo creo que es un buen tiempo solo qu seria mejor dar dos clases cada una de una hora quince minutos creo que harías mucha cosas que tres a la semana de cincuenta

S: entonces ahorita tienen tres clases a la semana de cincuenta minutos y se abarca todo lo que se puede a la semana

T: exactamente porque yo estoy trabajando de dos clases de una hora quince minutos en la vespertina y es muchísimo mejor o sea puedes hacer varias cosas con el grupo actividades proyectos que empiezan y los terminan ahí mismo en la clase cuando aquí en la matutina quedan inconclusos y ya los tienes que estar apurando y apúrenle porque esto por el otro ya tienen que traer sus actividades cuando yo me tengo ir a otro grupo

S: mm uhum bueno eso sería más o menos algo a grandes rasgos lo que ando buscando en este proyecto que estoy buscando en el maestro titular que afecta o no afecta , las ventajas o desventajas el que haya dos maestros dentro del salón y luego que acepte el ambiente en el caso el aprendizaje de los niños o jóvenes que se integren al ambiente del ingles pero no se si quieras agregar algo mas

T: no creo que no

S: bueno eso sería todo muchas gracias

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