

BENEMÉRITA UNIVERSIDAD AUTÓNOMA DE PUEBLA

Facultad de Lenguas



Periphery Undergraduate Students' beliefs on English as a graduation requirement:

A Mix-methods study in a University Regional Campus of the BUAP

Thesis submitted in partial fulfillment of the requirements for the degree of
Master in The Teaching English at the Facultad de Lenguas
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By

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December 2014

***Periphery Undergraduate Students' beliefs on English as a graduation
requirement:
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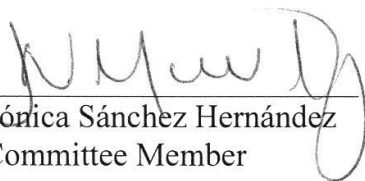
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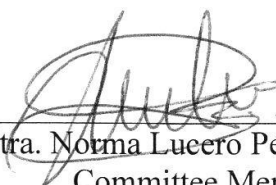
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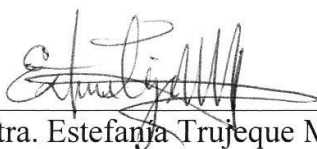
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ABSTRACT

This study attempted to understand how periphery students of the first cohort 2009-2013 of Tourism Administration of the Regional University Campus Cuetzalan of the BUAP faced the English graduation requirement. A mix-method approach was used to analyze these students' results in two ELASH II tests and explore seven periphery students' beliefs regarding English learning, English graduation requirement, and the ELAHS II test through a contextual perspective (Barcelos, 2003) in order to identify what factors had influenced the achievement of the English certification.

The results indicated that one of the factors that influenced most of these students' low scores was related to their periphery condition. These students held the belief that the lack of "continuity and consistency" (Espinosa, 2007; Langford, 2007; Mota, 2007) in their English learning experiences was closely related to their lack of opportunities to practice in and out the classroom due to their geographical periphery condition. Although these periphery students saw the English graduation requirement as positive for their future professional lives they also viewed it as an obstacle for their graduation. Therefore, some of them thought that English as a mandatory subject would have been a better option in this context. This study suggested that too much weight had been given to English learning, but little has been done to enhance students' English learning.

In addition, this study indicated that the standard of English graduation requirement had a micro and macro washback because it affected not only students, but also the Regional University Campus in Cuetzalan and the BUAP because of the low graduation rate.

This study only showed the English graduation requirement as a small part of the whole and complex picture of higher education in the Regional University Campuses. It seemed there was a lack of awareness of the periphery university campuses' situation. In order to narrow the gap between center and periphery, it is necessary to explore and understand more about these contexts to inform university policy makers to make decisions based on these contexts' needs and offer periphery students the same opportunities and quality in education than those in the center.

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CHAPTER ONE: INTRODUCTION

1.0 General Overview

Higher education institutions face the challenge of contributing to the formation of citizens who live in the “periphery” with the necessary skills and values that will enable them to function in this globalized world. This implies deep institutional changes that need to adapt and *translate* to specific contexts.

In sum, higher education is witnessing a process of deep institutional change that involves the deinstitutionalization of its rooted policy and values frameworks and the parallel institutionalization of new ones. These processes entail a more or less strong resistances, conflicts, tensions but also efforts to conciliate, adapt, translate, assemble the new with the old, the national features of higher education system with the new globalization pressures, the single institutions structural and cultural features with the new imperatives and demands" (Vaira, 2004, p.3,)

One of these changes is the inclusion of foreign language learning standards that need to be adopted in order to fulfill the new international demands and necessities. English has been chosen in many countries as the main foreign language taught in universities, because its role as a lingua franca (Kachru, 1992).

The center and periphery framework has been used in higher education to analyze the inequalities that exist between first and developing countries (Arnone, 1980; Woodhouse, 1987; Altbach, 1998). In higher education, most of the international standards are established by universities from first world countries which are considered the center, and the developing countries like Mexico just import them. However, a periphery university in the international context could play the role of center in a regional setting (Altbach, 1998). The BUAP can be considered a central university regarding its University Regional Campuses. This center periphery framework is used in this study to understand the situation in the university regional campus where this research was carried out.

At the *Benemérita Universidad Autónoma de Puebla* (BUAP) learning a foreign language has been considered one of the main cross-cutting axes of its educational program called *Modelo Universitatio Minerva* (BUAP, 2007). Some schools of the BUAP have the foreign language as part of the curricula and others have implemented it as a graduation requirement. The Tourism Administration major of the BUAP has implemented either an English or French certification as a graduation requirement; students from this career need to obtain an A2 level certification through a standardized test (See appendix A).

1.1 Significance of the Study

The main concerns of this study are the English graduation requirement and how seven periphery students from the first cohort 2009-2013 of Tourism Administration of the University Regional Campus Cuetzalan of the BUAP face and view this requirement.

By October 2014, only two students out of twenty of this cohort got the English certification. This affects the students, me as their English teacher as well as the administrators of the BUAP because these students have not been able to graduate because of the English certification requirement. .

This study aims to analyze these periphery students' ELAHS II scores as well as to explore seven students' reflections and interviews to identify their beliefs regarding English learning and English graduation requirement using a contextual approach (Barcelos, 2003). Since students' beliefs may have a significant influence in the language learning process and therefore in the students' achievement (Abraham & Vann, 1987).

It also attempts to contribute to my understanding of this situation, as well as other teachers' understanding in similar contexts. Besides, it may inform BUAP university

principals and policies makers they make decisions regarding the foreign language requirement, but taking into account students' voices and their specific context.

1.2 The Context of the Research

In the last eight years, the demand for higher education has increased in Mexico from 2 million 525 thousand students in 2006 to 3 million 274 thousand in 2012 (Tuirán, 2012). So there is a growing trend to create regional university campuses in both public and private universities in order to respond, on the one hand to the demand required; and on the other to accomplish the social commitment of higher education institutions which is to contribute to the social and economic development of the country (BUAP, 2007). At present, the *Benemérita Universidad Autónoma de Puebla (BUAP)* has ten University Regional Campuses along the state.

Cuetzalan is a municipality located in the North of the Puebla state, and it is considered a marginal zone because of the level of poverty; 81.2% of its population lives in rural areas (COTEIGEP, 2014). The University Regional Campus Cuetzalan of the BUAP was opened in 2009, offering the major in Tourism Administration.

The first cohort 2009-2013 had twenty eight students, twenty one women and seven men. Five woman students dropped out and only twenty concluded the major in fall 2013. The other three students were still enrolled in the program in July 2014. Four of the twenty students spoke Nahuatl. Three of these students were married and two were single mothers. Most of these students had scholarships from the government and the half had a part time job. Most of these students chose this major because it was their only option because of their social economic situation.

Students of this cohort took three English for Specific Purposes (ESP) courses over the program. Besides they took at least three extracurricular English courses; even though, only two of the twenty students obtained the standardized certification.

1.3 Background of the Researcher and Setting

Working as an English teacher in this University Regional Campus, I understood the challenge of these periphery students' English learning and the need to prepare them for the standardized certification. So, I started teaching them English as an extracurricular subject because they would take three ESP courses in the second or third year of their studies. At first, I thought it was going to be an essay task, but the results were not what I had expected. This situation has been frustrating for me as their English teacher and has raised a desire to understand what has happened with these students' English learning and their outcomes in the ELASH II tests as graduation requirement.

1.4 Aims and Research Questions

The objective of this study was to explore students' beliefs regarding their English Language learning in order to identify what factors they consider have influenced in obtaining or not the English language certification. This investigation aims to answer the following research questions:

RQ1: How do seven periphery students of the 2009-2013 cohort of Tourism Administration face the English graduation requirement?

RQ1a: What were the results of periphery students of the 2009-2013 cohort of Tourism Administration in the ELASH II tests?

RQ1b: What do seven periphery students of the 2009-2013 cohort think about English Learning?

RQ1c: What do these seven periphery students think about English Graduation Requirement?

RQ1d: What do they think about the ELASH II Test?

1.5 Chapter Summary

In the followings chapters a description of the study is presented. Chapter II discusses the impact of globalization in higher education, center and periphery framework, the standardization in language learning and the importance of language certification in higher education as well as the relevant research done on students' beliefs and on English learning in Mexico. Chapter III describes the methodology used in this investigation, the research setting, the participants and the data collection instruments. Chapter IV presents the mail results emerged in this research. Chapter V presents the conclusions of the study and a detail discussion of the findings. It also presents the limitations and implications of this investigation.

CHAPTER TWO: LITERATURE REVIEW

2.0 Chapter Overview

Because this research aimed to understand how English graduation requirement standard is adopted in a university regional campus and how seven periphery undergraduate students at the BUAP face this standard it is necessary first to review the literature from a macro to a micro perspective. In this part of the thesis, the following topics are discussed: 1) The globalization impact in higher education and its massification effect; 2) The concepts of center and periphery in higher education; 3) Standardization in English Language and Standardized tests; 4) First Generation Students; and finally 5) Students' beliefs and research on English language learning in Mexico.

2.1 Globalization in Higher Education

The effect of globalization has a significant impact in the all aspects of our lives. Vaira (2004) defines globalization "...as an institutionalized cultural account which describes reality, makes sense about how the world works and structures the way institutions and actors operate" (p.484). Thus, higher education institutions need to be adapted to fulfill the demands of this globalized world. According to the United Nations Educational, Scientific and Cultural Organization (UNESCO, 1995), the way higher education institutions respond to these continuous changes must be guided by three principles: relevance, quality and internationalization. However, these challenges are difficult to face because one of the major effects of globalization and the economic post-industrialized movement in higher education was the massification or expansion of higher education.

2.1.1 The Massification of Higher Education

In the second half of the 20th century, there was a widespread movement because of the industrialized trend. Therefore, higher education started to be considered a matter of social justice. As Trow (1973) emphasized, higher education had to be transformed from the opportunity for a privileged few to the right for all, and nowadays, it is even a civic obligation. This massification of the higher education raised the question of what the implications of the higher education expansion are.

Two sociological perspectives have analyzed this phenomenon. On the one hand, the diversity approach sees higher education massification as a process that contributes to educational and social equality by opening a significant amount of higher education institutions. On the other hand, the stratification approach understands it as “a competition between different institutions supplying different standards of education and reflecting the existing order, serving as a class mirror” (Soen & Davidovich, 2004, p.443). From the former institutional diversity has contributed to main changes in the composition of the student population. The latter emphasizes that high education reproduces and reinforces class inequalities (Archer et al. 2003).

2.2 Center and Periphery University Regional Campuses

To have a better understanding of how higher education is facing the massification in every part of the globe, and to contextualize this research, it is crucial to bring up the concepts of Center-Periphery which emphasizes the inequality in educational system. It is an issue that has caught the attention of education administrators and the researchers (Altbach & Gopinathan, 2005).

According to Altbach universities:

....in the international knowledge equation are stratified into the centre and the periphery. The centre, mostly located in developed Western countries, plays the dominant role in given directions and providing research. At the same time the peripheral Third World universities only copy developments from abroad, produce little that is original, and generally no at the frontiers of knowledge (Altbach, 1998, p.20).

From this perspective center universities establish high standards while peripheral actors are seen passive consumers of “attendant ideologies that subsequently facilitate their own and their nation’s subordination in the world system” (Clayton, 1998, p.488).

Arno (1980), Altbach, (1998), Mazrui (1975), Woodhouse (1987) agree that the imported educational practices produce undesirable outcome for the recipient countries. These include the intensification of social division and cultural alienation.

Some scholars and post-colonial theorists have proposed an alternative approach to analyze the reality that globalization and massification of higher education is generating, from a more holistic perspective taking into account race, culture and identity issues. (Tikly, 2001; McLean, 1993; Clayton, 1998). However, they recognize that the centre-periphery framework is still important and necessary in explaining the unequal relationships in international educational systems.

According to this perspective, the center universities are located in the first world countries while the periphery ones are considered those who are in the developing countries. There is a dependency between these types of universities because the most prestigious ones such as Cambridge and Harvard are which establish the high standards while the peripheries tend to follow them in an attempt to reach an international status. However, this center-periphery phenomenon is also found in regional areas where the periphery universities, in the international context, become regional center universities. These are the case of universities of Nairobi, the Cairo, and the Universidad Nacional

Autónoma de México (UNAM) which has been a reference for Latin America (Altbach, 2001).

In the case of the BUAP, in the national and international level it can be considered a periphery university. However, it plays a central role regarding its university regional campuses. Therefore, the university regional campus of Cuetzalan can be considered peripheral to the central campus in Puebla.

Besides the powerful organizations such as World Bank, OECD and UNESCO, the center universities are guiding the way of the educational system works. Some of the consequences of this influence are an increasing standardization in education activities as manifest in identical reform agendas, uniform measures, harmonization of qualifications and convergence in curriculum framework. Clearly, the global power imbalances still persist in higher education landscape.

In the Mexican context, there is not research regarding how these international standards are been adapted or adopted, especially in similar periphery university campuses like the university regional campuses of the BUAP, where this study is carried out.

2.3 Standardization in English Language Learning

As discussed above one of the implications of the globalization and the effect of massification of higher education is standardization. According to UNESCO (2004), standards are theoretical constructs used as a criterion or set of criteria to take an action. They could be recognized as valid, valuable, and reliable by a community. In education, the academic community validates those parameters that measure how qualified or proficient a person is in a language.

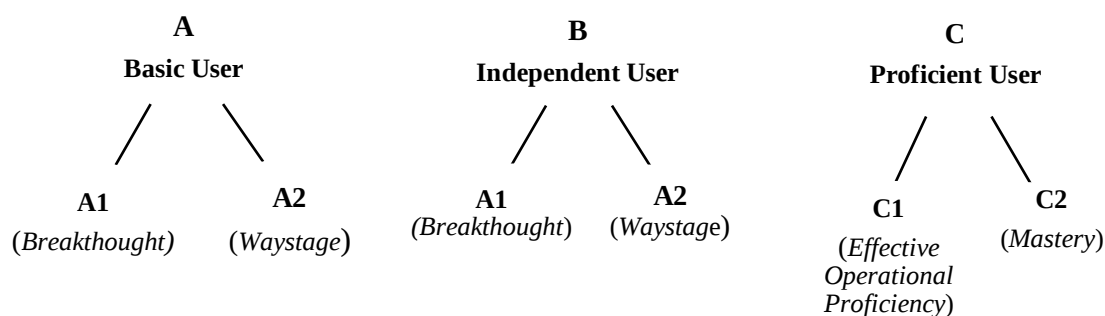
The declaration of the Common European Framework Reference for Languages (Council of Europe, 2001) has had a big impact not only in the European Countries but also all around the world as a guideline for the language learning, teaching and assessment of students' outcomes. It could be interpreted as a center-periphery example where the European Council influences the periphery educational institutions and how this framework became to be considered as a standard in the English language teaching and learning field.

In most of the Latin American countries standards have been imported from North America or Europe. This implies dealing not only with language policies from abroad but also foreign curricula, syllabi, teaching learning methodologies, testing, assessment, evaluation and instructional material.

English as the international language (Kachru, 1992; Phillipson, 1992) has an important role in international cooperation thus, as mentioned before a significant number of education institutions have implemented foreign language requirements in their undergraduate programs. English language has been chosen as the preferred foreign language all around the globe mainly in the periphery or the expanding circles countries (Kachru, 1992). Therefore, English has been established as an exit or graduation requirement (Pan, & Newfields, 2012).

At the BUAP, an A2 level is required as a graduation requirement. The Common European Framework (CEF) classify first language proficiency into three broad categories: A: Basic User, B: Independent User and C: Proficient User; and then breaks them into six proficiency levels: A1 (Breakthrough), A2 (Waystage), B1 (Threshold), B2 (Vantage), C1 (Effective Operational Proficiency) and C2 (Mastery). See figure. 1.

Figure 1. CEF Proficiency Levels



The Common European Framework outlines a global scale where the six proficiency levels are described (See appendix B). The A2 level defines a person's ability to use the language as:

Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need (Council of Europe, p. 24, 2001).

The linguistic competence in English needs to be demonstrated by undergraduate students through a standardized proficiency test.

2.3.1 Standardized Proficiency Test

Language proficiency definition has been discussed in the language testing without consensus; however, a general characteristic on which many scholars seem to agree is that proficiency tests focus on the students' ability to use the language (Davies, 1990; Bachman & Cohen, 1998). According to Hughes (2003) all proficiency tests have in common the fact that they are not based on courses that candidates may have previously taken.

Proficiency tests fit into the classification of norm-referenced tests which are designed to measure global language abilities. Their content is based on a specification of what candidates have to be able to do in the language in order to be considered “proficient”.

Some proficient tests focus on having sufficient command of the language for a particular purpose. For other proficient tests, the concept of proficiency is more general for example the Cambridge First Certificate. Norm-referenced tests are relatively long and contain a wide variety of questions content types. Actually, the content can be so diverse that students find it difficult to know exactly what is being tested (Brown, 1995).

Validity and reliability are key elements of a test. The validity of the test is determined by how well the test measures, what is designed to measure; how accurate the results are. Whereas reliability refers to whether or not the results are consistent; students achieve similar scores no matters how many times they take the test (Davies, 1990).

When taking a standardized test, it is assumed that the body of the tests and the administrating of the test will be the same for all testers. With this uniformity, a certain measure of fairness and objectivity is achieved and it is believed that elements of bias are removed (Gawthrop, 2014).

A criticism on proficiency testing design has been highlighted regarding the lack of consideration of a crucial factor in language testing, the characteristics of the test taker such as learners’ experiences on with test types, their weak and strong areas in various language skills (Farhady, 1982). Probably because of the diversity of students’ background and their previous preparation would make the task of language tester very demanding. However, Farhady stated “no matter what purpose of the test may be, learners variables will definitely influence test scores in one way or another...test score will be sensitive to those who take the test”(1982, p.55).

How much impact a test can have is something that has called the interest of researchers in the field of language testing. Because this study aims to understand students' English learning beliefs and especially those related to the English proficiency test is relevant to review the effects standardized tests have on them.

Testing Washback

The term 'washback' has been defined as the impact or effect a test has in teaching and learning context (Alderson & Wall, 1993). Some scholars have done research regarding the effects tests have in terms of both intended positive effects or unintended effects and perhaps negative effects (Alderson & Wall, 1993; Bachman & Palmer, 1996; Cheng et al, 2004; Hughes, 2003). A common agreement among these researchers is that they recognize that test washback (or impact) is not limited to students: diverse stakeholders such as teachers, students, school administrators and other test stakeholders often change their behaviors and/or beliefs because of the test.

Studies on the foreign language washback have focused on both teachers' (Alderson and Hamp-Lyons, 1996) and students' perceptions (Bright and Von Randow, 2004; Shih, 2007, Chu, 2009). As the main concern of this research is on students' beliefs, only research washback on students is discussed.

Bright and Von Randow (2004) studied how a test of English academic skills affected 18 foreign students in New Zealand. Their main finding showed that even though they know the test score would affect their academic careers, low-proficiency students tended to make no effort to improve their score.

Shih (2007) investigated the effect of an exit exam on 29 Taiwanese university students. She found that although 58 % of the students considered the test important, few of

them actually spent time preparing for it. This echoes Bright and Von Randow's result: being aware of the test importance doesn't guarantee people will study harder for it.

Chu (2009) asked 667 Taiwanese university students about their perceived impact of the GEPT (General English Proficiency Test) graduation exam on their out school practice. The findings showed that the preferred learning activities were: listening to English songs, memorizing vocabulary items, and watching English TV programs. However, they did not do these activities often. So the GEPT graduation requirement has a low degree of washback on learning behavior.

Previous research has identified some test washback on students' behavior such as low effort and a little time spent on preparing for an important test. However, little research has been done, especially in the context this study is carried out.

In recent decades more and more tertiary institutions around the world have adopted some sort of English proficiency exit requirements. In many periphery countries such as Mexico, the adoption of standardized proficiency test has been the constant in order to guarantee the quality in higher education and the fulfillment of international standards.

At the BUAP, English has been implemented as a graduation requirement in some of their schools since 2009. In order to fulfill the graduation requirement, students from this institution need to demonstrate an A2 level according to the Common European Framework through one of the following standardized proficiency tests: TOEFL ITP, TOEFL iBT, TOEFL junior, GESE grade 4, KET, BULATS, IELTS, and ELASH II (See appendix A). The latter proficiency test is the most popular and used at the BUAP and the one this research is focused on. So the ELASH II test is the only one described in depth.

2.3.1.1 ELASH II

English Language Assessment for Hispanics (ELASH II) is a test that was designed to measure the language proficiency in English specifically for Hispanic countries by the College Board. It evaluates only receptive skills. These skills are: *listening comprehension*, *language use and indirect writing*, and *reading and vocabulary*. The proficiency levels in this test goes from high intermediate to advance.

The listening comprehension evaluates the listening skill and comprehension of the English language in different real life contexts. Language use and indirect writing focuses on the ability to recognize grammatical concepts within in a sentence while indirect writing evaluates the ability of identifying the correct language to texts. Reading focuses on reading comprehension of the main ideas of the texts and vocabulary evaluates the ability to recognize idiomatic expressions within a context of a text.

In Mexico, this standardized proficiency test is recognized by the Secretaría de Educación Pública, the *Certificación Nacional de Nivel de Idioma* (CENNI) and the Colegio de Profesionales en la Enseñanza del Inglés (COPEI).

At the BUAP, the ELASH II is the most popular English standardized test because of its low price. It is administrated by the *Departamento de Planeación y Evaluación Académica* (DEPEA) of the School of Languages (See appendix D).

The *Centro de Lenguas* (CELE) of the BUAP offers three English preparation courses for the certification. In the University Campus Cuetzalan, the first CELE English courses were opened on January 2014.

Because, a test score can be sensitive to those who take it (Farhady, 1982), it is relevant to bring to this review the characteristic of first generation students.

2.4 First Generation Students

As mentioned before, the massification and expansion of higher education opportunities for the less privileged made the population of the university became more diverse. The opening of the higher institutions within rural areas allowed students from this context to enroll in a major degree.

First generation students have been identified as those whose parents did not attend college (York-Anderson & Bowman, 1991; Horn & Nunez, 2000). Research done on first generation students have found some differences compared with non-first-generation students such as low aspirations (Saenz et al, 2007; Terenzini et al. 1996; 2001), many of them came from families of low socioeconomic status (Thayer, 2000), have limited access to information about college experience, parental support and encouragement are crucial in their enrollment in higher education (Rahim & Azman, 2010).

Even though these findings have contributed to the understanding of some characteristics of first generation students, it is important to highlight that the research was done mainly on center countries. So little is known about periphery students where this research is carried out.

According to the COTEIGEP, the municipality of Cuetzalan is considered a marginal zone because of its high rate of poverty, 80.81 % of its population. The educational average of its population is of 6th grade (2010).

In sum, “who studies where” matters more now. Therefore not only the socio-economic background of students but also the history of their former studies is relevant. That is why to study the effects of massification of higher education in our context from students’ perspective is imperative and relevant.

2.5 Students' Beliefs in English Language Learning

In the foreign language learning field, beliefs have been researched since the mid-1980s. Since then, many theorists have studied them from different perspectives (Horwitz, 1987; Gardner 1988; Holec, 1987; Riley, 1989; Miller and Ginsberg, 1995, Barcelos, 1995). Beliefs have been identified as one of the individual differences that have an impact on students' behaviors and their learning (Johnson, 1999).

According to Richards and Lockhart (1996), learners' beliefs systems entail “a wide range of issues and can influence learners motivation to learn, their expectations about language learning, their perceptions about what is easy or difficult about a language, as well as the kind of strategies they favor” (p, 52).

Barcelos (2003) proposed a classification of the study of beliefs according to their belief definition, the methodology used, and the relationship between beliefs and actions. She divided these studies into three approaches: Normative, Metacognitive and Contextual.

In the Normative approach, beliefs are defined as preconceived notions, myths or misconceptions (Horwitz, 1987). Likert-type questionnaires are commonly used in the studies; beliefs are measured out of context. The Metacognitive approach conceived beliefs as metacognitive knowledge which can transform learners into better learners. It is essential for self-directed learning. Interviews are used in this approach and are analyzed through content analysis. However, context is not taking into account either.

The Contextual Approach sees beliefs as embedded in students' context. From this approach beliefs are seen as context, dynamic and social. Context is seen not as static concept but a socially constituted where participants' perspectives are shaped (Barcelos, 2003; Allen, 1996; Ellis, 2001). It is through beliefs that people represent experiences from

the reality they lived. Multiple methodologies are used in this approach, such as diaries, narratives, case study, and discourse analysis.

As mentioned in the introduction, this research aimed to identify students' beliefs about English language learning, about the English graduation requirement and about the ELASH II test in order to identify what factors have influenced in their learning process and in their outcomes in the ELASH II tests. I think that beliefs have a significant influence on our actions and that these ideas are shaped by our experiences and the context where they occur. Knowing what students think or believe will allow me to approach their realities. Therefore a contextual approach to study these students' beliefs is used.

2.5.1 Research on English Learning in Mexico

In the last decade research in English language learning in Mexico has increased. Some of them were focused on students (Espinoza, 2007; Langford, 2007; Mota, 2007). The findings of these studies suggested that students who achieved higher linguistic competence in English had received more hours of instruction in elementary, secondary, and high school. Espinoza (2007) relates these findings to factors such as consistency and continuity that make a difference in language instruction.

Other studies reported a relation between the level of linguistic competence in English, and the students' level of linguistic competence in Spanish, to their education, to their exposure to the language in and outside the school in their socio-family setting, as to the type of school they previously attended (public or private) and to their parents educational background (Langford, 2007; Mota, 2007).

As identified above, previous research on English language learning indicates the relevance of the following factors in the learning English process: consistency and

continuity in the EFL learning process linguistic, competence in Spanish, their exposure to the language in and outside the school in their socio-family setting, type of school and parents educational background.

The results of these studies on language students in our country are similar to others developed with students in other countries (Larsen-Freeman & Long, 1991; Lighbown & Spada, 2006; Stern, 1983) which show that linguistic competence and learning in a foreign language are complex processes which are influenced by multiple factors. They recommend teachers to diagnose the students' needs and to understand individual learner's characteristics among them beliefs.

Sheorey (2008, cited in Castillo, M & Gallardo, E, 2013) studied language learning beliefs and learning strategies of Mexican EFL students concluding that even though students are motivated to learn English, they believe that language learning is a question of memorization, including memorizing grammar rules.

As mentioned above there is little research on students' beliefs in our country, and in the periphery areas it is almost absent. So, more research on students' beliefs needs to be carried out to illuminate the English language learning and teaching in our context.

CHAPTER THREE: METHODOLOGY

3.0. Chapter Overview

This chapter presents this study's methodology design. It includes a justification of the approach chosen to carry out this study as well as descriptions of the setting where this research took place, the participants involved, and the instruments chosen to gather the data. In addition, a detailed description of the data collection and procedures of data analysis is given.

3.1 Orienting Framework

In the previous chapters, the aims of this research have been highlighted; however, it is relevant to bring them at this point. The purpose of the study is to understand how periphery higher students face the English graduation requirement, so the aims are fourfold: to analyze periphery higher students' scores in the ELASH II tests, to identify these students' beliefs regarding English learning, to understand what they think about English as a graduation requirement and to explore what they think about the ELASH II proficiency test to understand what factors have influenced in obtaining or not the English certification.

Because this study attempted first to interpret these periphery students' results of two ELASH II tests, and second to understand what these students thought about their English learning, English graduation requirement and the ELASH II test a mix- methods research was used in order to provide a better understanding of the study.

According to Creswell (2012) a mixed methods research design is a procedure for collecting, analyzing, and "mixing" both quantitative and qualitative research and methods in a single study to understand a research problem.

3.2 Setting

This study was carried out in a periphery regional campus of the BUAP located in the North of the State of Puebla. This regional campus was opened in 2009 offering the major in Tourism Administration. In the same year, a new educational program called *Modelo Universitario Minerva* (MUM) was implemented. In this program, learning a foreign language is one of its main educational cross-cutting axes in all its majors. Even though, the university recognizes the importance of developing linguistic competences in a foreign language, many BUAP schools decided to implement the certification of a foreign language as a graduation requirement instead of having it as a mandatory subject in the curricula. This is the case of Tourism Administration which belongs to the School of Administration (See Appendix D). An A2 level in any foreign language is a requirement for graduation.

In September 2013, twenty periphery students of this first cohort took the ELASH II test after having taken six English courses and only one out of twenty got the English Graduation requirement. This situation caught my attention as their English teacher and with the results of this test, I started to analyze them and tried to figure out what had happened with these periphery students. I wondered what factors had influenced to obtain the unfavorable results. So I decided to do an in-depth study from the students' perspective.

3.3 Approach

An Explanatory Sequential design was used in this study. The purpose of explanatory sequential design “typically is to use qualitative results to assist in explaining and interpreting the findings of a primarily quantitative study” (Creswell, 2003, p. 215). It can be especially useful when unexpected results arise from a quantitative study (Morse,

1991). So that, the qualitative data collection that follows can be used to examine these surprising result in more detail. Because in this study the scores in two ELAHS II tests were not expected, that quantitative data from the results of the ELASH II tests were first analyzed in a first phase which continued with the collection and analysis of qualitative data to expand and understand, through the use of reflections and interviews, what the participants thought regarding the results. This approach seemed the most appropriate because both quantitative and qualitative data were used to provide a better understanding of the research problem.

3.4 Participants

The participants of this research were seven periphery students who were enrolled in the 2009-2013 Tourism Administration program of the University Regional Campus Cuetzalan. The technique used to select the participants was the purposeful. According to Patton (1990), “The logic and power of purposeful sampling lies in selecting information-rich cases for study in depth. Information-rich cases are those from which one can learn a great deal about issues of central importance to the purpose of the research...” (p. 169).

Therefore, the two periphery students who had already got the certification were invited to participate and ten students who have not achieved it yet. The first two accepted to be part of the research and only five out of ten replied the request. Having this sample of seven participants enriched the study because analyzing two different types of students; two who had already got the certification and five who had not obtained, regarding the same phenomena allowed me to have a better understanding of this issue.

3.5 Data Collection Strategies

A mix-method of data collection was used because of the nature of the study and the research questions. First documents with grades and scores obtained from the ELASH II tests; and narratives from both reflections and semi structured interviews to seven students.

College Board reports of the periphery students' ELASH II scores

The first sources of data were the scores of the two ELASH tests these students had already taken. The scores of the first ELASH II were obtained from my workplace because I was in charge of the English department. They were sent to me via e-mail by the *Departamento de Planeación y Evaluación Académica (DEPEA)*, on September 2013 (See Appendix E).

The scores of the second ELASH II were requested by the coordinator of the Regional University Campus, on June 2014 (See Appendix F).

Both documents were reports of College Board which contained the total score students got as well as a description of the level obtained in each of the skills tested.

A class task: reflections of the previous English course

In the English extracurricular summer course of 2010, I asked the students of the cohort 2009-2013 to write a reflection about the previous English course we had had and to think about their English learning experiences. According to Woods (1995), when writing a reflection students build, bridge and extend their own experiences. These reflections were handed in either in paper or in an electronic format. These texts were kept by me as an evidence of their students' learning process. Seven reflections were analyzed (See Appendix G).

Semi-structured interview

The second qualitative technique used in this research was an oral semi-structured face to face interview. This technique allowed me collect unique evidence of each participant's experience of their English language learning processes, as well as their beliefs about English as graduation requirement and about ELASH II test. According to Seliger & Shohamy (1989) "interviews are personalized and therefore permit a level of in-depth information- gathering, free response, flexibility that cannot be obtained by other procedures" (p.166). The interviews were audio taped and then transcribed. (See Appendix H).

3.6 Data Analysis

Because this research used a mix-method to collect the data a sequential procedure was used. In the first phase, the quantitative data was analyzed and an interpretation of the tests results was made. In the second phase, the qualitative analysis of the seven reflections and the seven interviews is described below.

3.6.1 Content Analysis: Reflections and Interviews

Because both reflections and interviews were narratives containing stories that provided an account of the students experiences a content analysis was chosen to carry out the analysis. In content analysis, the narrative material of the life stories are processed by breaking the text into small units of content. Bryman (2004) defines content analysis as "an approach to documents that emphasizes the role of the investigator in the construction of the meaning of the texts. There is an emphasis on allowing categories to emerge out of data

and on recognizing the significance for understanding the meaning of the context in which an item being analyzed (and the categories derived from it) appeared” (p52).

Lieblich et al (1998) states, “by studying and interpreting self-narratives, the researcher can access not only the individual identity and its system of meaning but also the teller’s culture and social world” (p.9). Through these narratives, I could not only identify these students’ beliefs regarding their English language experiences, but also some of the factors influenced the results these periphery students obtained in the ELASH II tests.

3.6.2 Content Analysis Procedure

The following steps were followed to analyze the narratives:

1. **Selection of the Subtext.** In this part of the analysis the first categories emerged from the research questions. Since this study attempted to identify the periphery students’ beliefs regarding English learning, English as a graduation requirement and students’ beliefs about the ELASH test these were the broadest categories (Table. 1). After this, the narratives were read and the subtexts were selected following the below categories (See appendix I).

Table.1 Broad Categories

Participant	Beliefs about English Learning	Beliefs about English as a graduation requirement	Beliefs about the ELASH test
-------------	--------------------------------	---	------------------------------

2. **Definition of the Content Categories.** These categories are various themes or perspectives that cut across the selected subtexts and provide a means of classifying its units. They could be words, sentences, or group of sentences. In this study

sentences were used as units. The subtexts were carefully read to define the major content categories that emerged from the reading.

3. **Sorting the Material into the Categories.** In this stage the separate sentences were arranged into the relevant categories (See appendix J).
4. **Drawing conclusion from the Results.** The contents identified in each category were used descriptively to make assertions.

The triangulation data of these three multiple sources established validity in this study (Jick, 1979). Using these three different sources of data the study presented an interpretation of the situation being studied by drawing assumptions (Creswell, 2003).

3.7 Ethical Considerations

All the participants were informed about the purpose of the research. It is relevant to emphasize that each participant was treated fairly and respectfully. The names of the participant were changed in order to guaranty anonymity.

3.8 Drawing Conclusions

In this chapter, the research design procedures of this study were described. Because this study used a contextual approach, a description of the participants as well as the role of the Regional University Campus and their periphery geographical position are presented in the following chapter, as well as a detail description of the results from the analysis of the data emerged.

CHAPTER FOUR: RESULTS PRESENTATION

4.0. Chapter Overview

The outcomes of this study are presented in this chapter. It is divided in six sections. Because this study follows a contextual approach (Barcelos, 2003), the first section presents the role of the Regional University Campus and the current situation of the cohort of 2009 - 2013 of these periphery higher education students as well as the seven periphery participants background. The second presents the results of the ELASH II of the seven students are compared and analyzed. The third section discusses the seven participants' beliefs regarding English learning. The fourth presents the participants' beliefs about the English graduation requirement. The fifth section explores their beliefs about ELASH II. In the last section, some advantages of being periphery students are presents as well as a conclusion on the relevant findings.

4.1. Cohort 2009-2013 of Tourism Administration in the Regional University

Campus Cuetzalan

In order to understand the situation of the regional campuses, it is important to discuss the central periphery issue. Because Mexico is a developing country, it is considered peripheral from an international perspective. It is one of the countries of the expanding circle where the English Language is used as a foreign language. However, its position may turn into central if we consider the regional role it plays in Latin America. This position depends on its socio-economic development and the political and social influence it can generate in others countries.

This phenomenon also occurs in the educational context (Altbach, 2001). In higher education, a university can play both a central and peripheral role depending on its geographical position and its socio-economic status. In the case of the BUAP, in the national and international level it can be considered a periphery university. However, it plays a center role regarding its regional university campuses. Therefore, the regional university campus of Cuetzalan can be considered peripheral to the central campus in Puebla.

Before discussing the results of this study, it is relevant to present a brief description of the higher education students of the 2009 -2013 cohort of Tourism Administration in the regional university campus Cuetzalan. Even though not all of the students were part of this research, most of them shared the experience of not obtaining the English language certification as a graduation requirement.

This cohort 2009-2013 had twenty eight students, twenty one women and seven men. Five woman students dropped out and only twenty concluded the major in fall 2013. The other three students were still enrolled in the program in July 2014. Four of the twenty students spoke Nahuatl. Three of these students were married and two were single mothers. Most of these students had scholarships from the government and the half had a part time job. Most of these students chose this major because it was their only option because of their social economic situation.

4.1.1 Seven periphery undergraduate students of the cohort 2009-2013

Because this research aimed to understand seven undergraduate students' beliefs from a contextual approach, it is relevant to describe these seven participants' background to have a broad picture of their periphery condition (Table. 2).

Table.2 Participants' Background

NOT CERTIFICATION OBTANED									
PARTICIPANTS	AGE	ORIGIN	EDUCATIONAL BACKGROUND	MOTHER EDUCATION / JOB		FATHER EDUCATION / JOB		BROTHER & SISTERS EDUCATION	
Maricruz	23	San Andrés Tzicuilan, Cuetzalan, Puebla.	Public Schools	Primary School	Maid	Technical career in nutrition	Office clerk	4 Brothers	4 Sisters
								Secondary School	1 a pre- school teacher
Kenia	24	Sn Andrés Tzicuilan, Cuetzalan, Puebla	Public Schols	Secretary	Housewife	Secondary School	Builder	1 Brother	1 Sister
								Studying college	Architect
Úrsula	23	Cuetzalan, Puebla.	Public Schools	Primary School	Babysitter			An only child	
Rocío	23	Tepantzingo Jonotla, Puebla.	Public Schools	4th grade	Housewife	Primary school	Farmer	3 Brothers	4 Sisters
								High school	3 Primary school 1 Accountant
Octavio	25	Cuapiaxtla de Madero, Puebla.	Public Schools	Primary School	Housewife	2nd grade	Knife sharpener	3 Brothers	2 Sisters
								2 High school 1 studying for being a priest	1 High school 1 technical career
CERTIFICATION OBTAINED									
Arantza	23	Tlapanalá, Izúcar de Matamoros, Puebla.	Public School	Primary School	Housewife	Primary School	Farmer	6 Bothers	
								High School	
Carla	23	Tlaxcala, Tlaxcala.	Private schools Public university	Pre-school teacher.	Office clerk		A retired office clerk		1 sister
			studying college						

Maricruz was a 23 year old woman from a small town called San Andres Tzicuilan that belongs to the Cuetzalan municipality. She was the youngest sister of 8 brothers and sisters. She always studied in public institutions. Her mother was single and she had always worked as a maid. She studied primary school. Her father worked in a government office and even though he carried out technical studies he never got the diploma. Only one of her half-sisters finished a teacher major.

Kenia was a 23 year old single mother from the community of San Andrés Tzicuilan who also studied in public schools. She was the oldest in her family. Her mother studied to be a secretary, but she has always being a housewife. Her dad was a builder and worked in the city. Her sister studied architecture and his brother was studying the university in Puebla.

Úrsula was a 23 year only child. She always lived in Cuetzalan and studied in public schools. Her mother was single and she always worked as a babysitter.

Rocío was a 23 year woman who was from a small town called Tecpantzingo that belongs to the municipality of Jonotla, Puebla. She was the seventh of 8 brothers and sisters. Her mother was a housewife and studied only the 4th grade of the primary school. Her father was a farmer and he finished the primary school. Only one of her sisters went to college. She is an accountant.

Octavio was a 25 year man from a small municipality of Cuapiaxtla de Madero, Puebla. He was the fifth of 8 brothers and sisters. He was the only one who had studied a major. He always studied in public schools. His mother was a housewife and she studied the primary school while his father finished only the 2nd grade of the primary school. His father was a knife sharpener in a market.

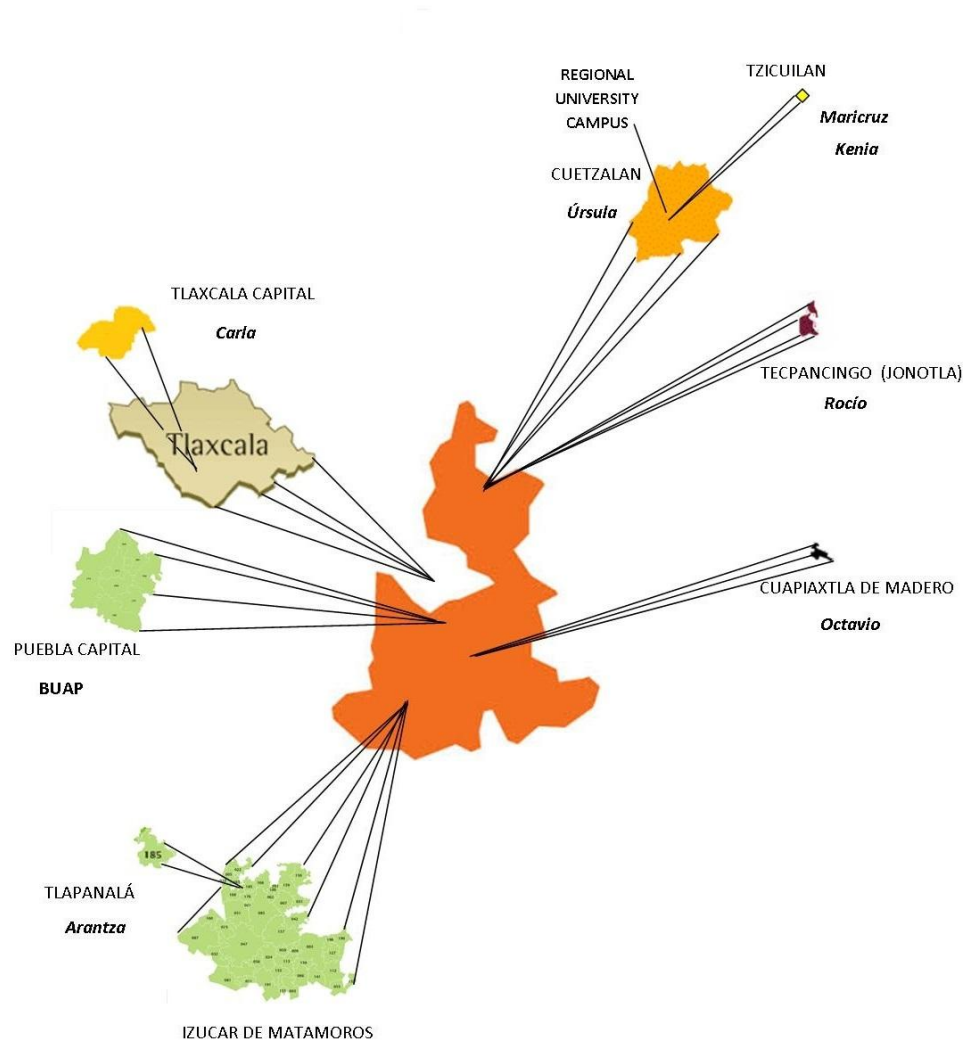
Arantza was a 23 year woman from a small town called Tlapanalá that belongs to the municipality of Izúcar de Matamoros, Puebla. Her mother was a housewife and her father was a farmer, both of them finished only primary school. Arantza was the only woman in her family and the youngest. None of her brothers had gone to the university. However, the family had an English school in Izúcar de Matamoros because her older brothers lived in the USA.

Carla was a 24 year woman who was from a different state. She was from Tlaxcala, Tlaxcala. She was the only of the participants who had studied in private schools except for the university. Her mother was divorced and was an office clerk in a government department. She studied a pre-school career; however, she had never worked as a teacher. Her father was a retired office clerk. Carla had a younger sister who was studying the university.

Most of the participants came from small communities and from very large families who have low economic incomes. Besides, most of these periphery students' parents, brothers and sisters did not have a major. Therefore, these undergraduate students can be considered as first generation students (York-Anderson & Bowman, 1991; Horn & Nunez, 2000; Choy, 2001).

To understand the geographical position of the regional campus better, as well as the origin of the seven participants a map is used in order to illustrate their periphery location. See Figure.2.

Figure.2 Location of the Seven Periphery Undergraduate Students Origin



As we can see in the map only three of the participants (Úrsula, Maricruz and Kenia) were from the Cuetzalan municipality and one (Rocío) from the Jonotla, municipality which is close to Cuetzalan. However, the other three participants (Carla, Arantza, and Octavio) were from places which were not close to Cuetzalan.

The reason why two of these students came from faraway places was that they did not get the score required to study at the BUAP in Puebla. As Octavio and Arantza stated in the interview:

OCTAVIO. INTERVIEW

...estudie toda mi parte escolar en el pueblo... después de eso dejé de estudiar dos años antes de iniciar la universidad, la razón...la, la parte económica. ... hice el examen para entrar a la ciudad de Puebla y el puntaje no fue...eh...este...el idóneo para quedarme ahí...

...I always studied in my hometown...then I left studying two years before starting college because of the economic situation...I took the exam to study at the BUAP in Puebla and the score was not...enough to study there...

ARANTZA. INTERVIEW

...aplique examen para, para la BUAP, pero aquí en Puebla...Y por cuestiones de puntaje...eh...este...no, no alcanzamos...este...bueno, no alcancé... un espacio aquí en Puebla...

...I applied to study at the BUAP here in Puebla, but because of the score...well...we did not...well...I did not get a place here in Puebla...

One of the characteristics of periphery students is the low economic incomes and Maricruz understood her situation since she was a child.

MARICRUZ. INTERVIEW

...los niños de las comunidades, no pues somos de escasos recursos...que realmente pues, las oportunidades para nosotros a veces, pues sí son más difíciles

... the children from the communities, we had low incomes...well and really...the opportunities for us sometimes are more difficult...

For Maricruz studying in Cuetzalan was the only opportunity she had to study a BA major. Even though, Tourism was not the major she wanted to study.

MARICRUZ. INTERVIEW

...en mi mente nunca pasó estudiar turismo realmente...o sea...yo tenía...otra...pues otra idea o más que nada tenía yo ganas de estudiar otra carrera, pero bueno las condiciones...

...I really never thought to study Tourism...I had another idea...well I really wanted to study other major, but because of the conditions...

Being a periphery student implied not only to face economic problems but also less opportunity to go school and genre inequality as Rocío stated:

ROCÍO. INTERVIEW

...en mi familia recibieron más apoyo mis hermanos...hombre...porque mi papá quería tener más hijos, por lo mismo de que tenía así como terrenos, quería hombres para que le ayudaran.

...mis otras hermanas...mmm...querían estudiar. Sin embargo, este...no había escuelas y...o...vivíamos muy pues...muy lejos de las escuelas...entonces mis papás no las dejaban que fueran solas como eran mujeres, entonces, ya no terminaron de estudiar tampoco, solo tienen la primaria...

...in my family boys received more support...because my dad wanted to have more boys to help him in the fields...

...my sisters...they wanted to study. However...there were not schools near our house...then my parents did not allow them to go alone because they were woman they did not finished to study; they just study primary school...

As mentioned in previous chapters, the context of a periphery university may differ to a central one not only in size and infrastructure but also regarding students' learning opportunities. So it was necessary to understand how the seven participants perceived their periphery condition regarding their academic situation, the English graduation requirement and the opportunities they have had to learn English.

PHASE I

English graduation requirement was the main issue in this study, the scores obtained in the ELAHS II proficiency tests by these periphery undergraduate students were first analyzed since they were the concern that originated this research.

4.2 First Results of ELASH II Tests

The ELASH II test is the most popular proficiency test applied at the BUAP because of its low price. As mentioned in previous chapters, students of the Administration school of the BUAP are required to demonstrate an A2 proficiency English level according to the Common European Framework. The School of Languages of the BUAP had established a minimum score of 140 points in the ELASH II test to obtain the English certification as a graduation requirement (See appendix L).

ELASH II Test September 2013

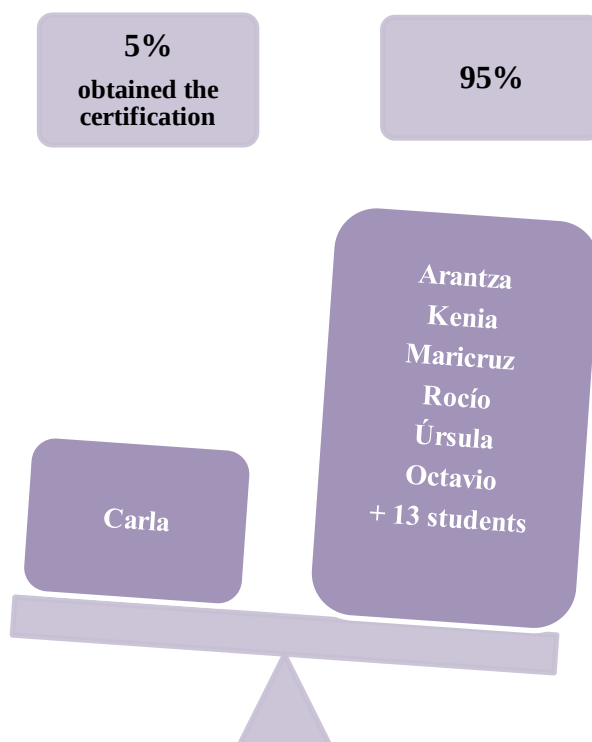
In September of 2013, 20 periphery undergraduate students of the cohort 2009-2013 took the ELASH II in the Regional University Campus Cuetzalan. The students' scores reported by the College Board are shown in Table 3.

Table.3 Periphery Students Scores ELASH II Sep 2013

20 periphery students of the cohort 2009-2013	ELASH II SEP 2013 (140 points = A2)	20 periphery students of the cohort 2009-2013	ELASH II SEP 2013 (140 points = A2)
1 Carla	153	11 Rocío	103
2 Arantza	130	12 Úrsula	102
3	117	13	102
4	111	14 Octavio	100
5 Kenia	110	15	100
6	108	16	100
7	106	17	98
8	106	18	92
9 Maricruz	105	19	92
10	105	20	88

According to the minimum scores (140) established by the School of Languages of the BUAP, in September 2013 only one out of twenty of these periphery students achieved the goal which represents 5 % of total test takers. See Figure. 3. Even when 95% of them did not reach the goal; they were not concerned because they had not finished the BA program yet.

Figure.3 Results on ELASH II Sep 2013



The seven participants of this study took the test. Carla got 153 points and was the only one who got the certification. However, it is important to mention that it was not her first try, she had taken the ELAHS II two months before in Puebla City, but got 136, four points less than what she needed to certify.

Even though, Kenia, Maricruz, Rocío, Úrsula and Octavio had taken 3 extracurricular English classes and three curricular English for Specific Purposes courses over the major, they could not get 140 and demonstrate the level required by the language school.

Due to the results obtained, the coordination of the Regional Campus Cuetzalan asked the *Centro de Lenguas* (CELE) to open English courses. And in spring 2014, the first CELE course was opened in the Regional University Campus Cuetzalan. Ten students of

the cohort 2009-2013 were enrolled in the CELE courses, these students took at least 2 additional English courses to be prepared for the next ELASH II test.

ELASH II Test June 2014

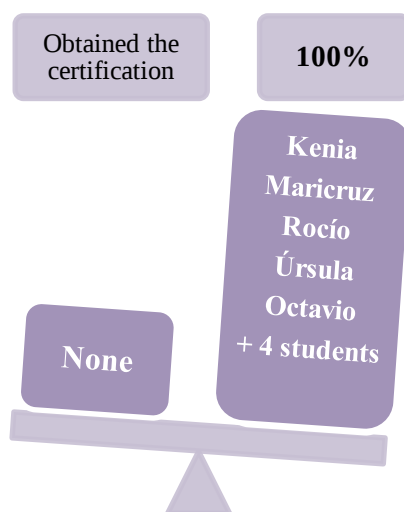
In June 2014, nine students of the cohort 2009-2013 took the ELASH II again; five of them were participants of this study. Table 4 shows the scores reported by the College Board. By the time this second test was applied the School of Languages of the BUAP had reduced the score from 140 to 130. (See appendix M).

Table.4 Periphery Students Scores ELAHS II June 2014

9 students of the cohort 2009-2013	ELASH SEP 2013 (140 points= A2)	ELASH JUNE 2014 (130 points = A2)
1		118
2		
Kenia	110	109
3		108
4		
Maricruz	105	107
5		
Rocío	103	102
6		
Úrsula	102	104
7		103
8		
Octavio	100	103
9		93

None of the five participants nor the rest of these students got the required score. So 100% of the test takers had not achieved the goal. See Figure. 4. Even though the minimum score had been lowered (130 points) and Octavio, Rocío, Kenia, Marisol and Úrsula had taken at least 2 CELE courses in the last 6 months, they could not reach the score required to obtain the English certification as a graduation requirement.

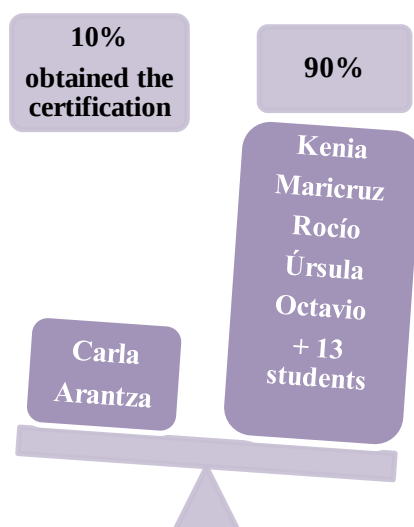
Figure.4 Results on ELASH II June 2014



Arantza was a participant who decided to take a private TOEFL preparation course and in May 2014, she took the TOEFL and got 497. She got the certification given by the Language School since the minimum score required in this test is of 400 points (See appendix A). She was one of the most proficiency students of the cohort.

So with the results of the two ELASH tests, and with Arantza's TOEFL result, only two (Karina and Arantza) out of the twenty one periphery higher education students of the cohort 2009-2013 have obtained the certification, which represents the 10% of the total of the cohort. See Figure. 5.

Figure.5 English Certification Results of the Cohort 2009-2013



4.3 An in-depth Analysis of the ELASH II Tests Results.

With the results of these two ELASH tests, I started to review the data again and found that the report of the College Board regarding the tests results included a short description of level obtained in each of the language skills evaluated. This situation caught my attention because the description showed (See Table. 5) for example that Octavio had got a **low intermediate level** and that description did not match with an A2 level of the CEF, since the A2 (Waystage) user is identified a basic user (Council of Europe, 2001).

Table.5 Collage Board Report of Periphery Students ELASH II Scores

	Total score	Listening comprehension	Listening interpretation	Language Use & Indirect Writing	Language Interpretation	Reading & Vocabulary	Reading Interpretation
Octavio	103	101	Low Intermediate	104	Low Intermediate	103	Low Intermediate

However, according to the score established (130) by the School of Languages, Octavio did not get enough points to get the certification.

This inconsistency in the data led me to ask the CELE for the table of equivalence ELASH II scores and the CEF levels, in order to prove the reliability of the ELASH II test. However, I was informed that this equivalent table did not exist and that they had established that 130 points corresponded to the A2 level of the CEF based on a test sample they had analyzed. So I sent an email to the College Board asking for the equivalence of the ELAHS II with the Common European Framework, and they sent me its correspondence with the Common European Framework and the CNNI levels. (See appendix K).

The table 6 includes the ELASH II “scale, its classification, the CEF levels and the CNNI levels.

Table.6 ELASH II Scale and its Correspondence to CEF and CENNI Levels

ELASH 2 Total Score	ELASH Classification	CEF Levels	CENNI Levels
Scale 40 to 200	Novice, Low Int. High Int. and Advanced	A1 to C2	1-20
40 - 62	NOVICE	A1 -	2
63 - 73	NOVICE	A1	3
74 – 80	NOVICE	A1 +	4
81 – 85	NOVICE	A2 -	5
86 – 89	NOVICE	A2	6
90 – 102	LOW INT.	A2 +	7
103 – 114	LOW INT.	B1 -	8
115 – 125	LOW INT.	B1	9
126 – 133	HIGH INT.	B1 +	10
134 – 141	HIGH INT.	B2 -	11
142 – 149	HIGH INT.	B2	12
150 – 160	ADVANCED	B2 +	13
161 – 173	ADVANCED	C1 -	14
174 – 200	ADVANCED	C1	15

According to the College Board scale, level A2 goes from 81 to 102 points which does not match with the 130 points established by the CELE as an A2. According to this information 130 points represents a B1+.

Taking into account Collage Board scale and its correspondence to CEF levels, the results of the seven periphery students and the level obtained in the two ELASH II tests were the following. See Table. 7.

Table.7 Periphery Students' Level according to the College Board Correspondence

7 periphery students of the Cohort 2009-2013	ELASH II Sep 2013	College Board CEF Correspondance	ELASH II June 2014	College Board CEF Correspondance
		A2 (81-102)		A2 (81-102)
Carla	153	B2+ (Advanced)		
Arantza	130	B1+ (High -Int)		
Kenia	110	B1- (Low-Int)	109	B1- (Low-Int)
Maricruz	105	B1- (Low-Int)	107	B1- (Low-Int)
Rocío	103	B1- (Low-Int)	102	A2+ (Low-Int)
Úrsula	102	A2+ (Low-Int)	104	B1 (Low-Int)
Octavio	100	A2+ (Low-Int)	103	B1- (Low-Int)

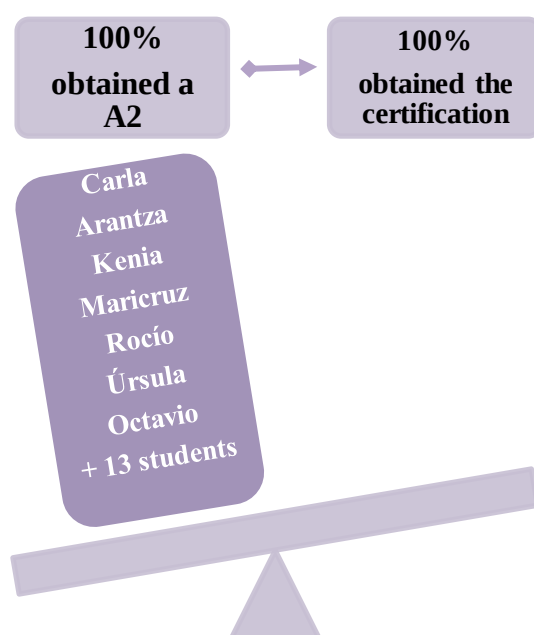
If we use the correspondence levels sent by the College Board, in the first ELASH II applied in September 2013, all of the participants got the level required to get the A2 level. Carla got a B2+ an advanced level; Arantza obtained B1+ a High-Intermediate level while Rocío, Kenya, and Maricruz got a B1; and Octavio and Úrsula obtained an A2+ a low-intermediate level.

In the second test applied in June 2014, Octavio, Rocío, Kenya, Maricruz and Úrsula obtained similar results than in the first ELASH II test. Úrsula got a B1, Octavio, Kenya,

and Maricruz obtained a B1-while Rocío got an A2+, all of them maintained a low-intermediate level.

These results showed a different story where not only the participants of these study but all of the first cohort periphery students which represents the 100%, who took the first test would have obtained both the English certification and the BA diploma. See Figure 6.

Figure. 6 Results according to the College Board Correspondence



It is relevant to mention that during the major all of the participants got a final major average above 8 and none of them failed a subject. So these students could have gotten the BA diploma because of their final major average and the English graduation requirement.

ELASH II Test Washback

Even though, the second analysis may show a completely different and positive scenario for these periphery student; the fact is that they do not have the English

certification to graduate because they have been evaluated taking into account School of Language criterion.

Regarding the effect of the ELASH II, it seems to have a negative micro and macro washback (Bachman & Palmer, 1996) because it is not only impeding these students to graduate but also is affecting the Regional university campus Cuetzalan and the BUAP due to the low graduation rate.

PHASE II

Because this is a Mix-Methods research, based on the results obtained in the ELASH II tests, taking into account the School of Languages criterion; the second phase of this study was carried out in order to understand how these seven periphery undergraduate students were facing English graduation requirement. Therefore, through the analysis of the reflections regarding their English learning experiences at the beginning of their major, and the interviews carried out on July 2014, I could better understand these seven periphery students' perspectives and the causes or factors that influenced the undesirable results in the ELASH II tests.

Understanding how these seven periphery higher education students faced this experience of the English graduation requirement and exploring what they thought about English learning, about the English graduation requirement and the ELASH II tests helped me to identify their beliefs. Beliefs have been defined as one of the individual differences that have an impact on students' behaviors and their learning (Johnson, 1999).

4.4 Beliefs about English Learning.

From the analysis of the reflections and the interviews six main content categories emerged: 1) English learning as a complex and difficult task, 2) Useful activities 3) Productive and Unproductive experiences, 4) A need for continuity and consistency, 5) A need for self-commitment and 6) A need for more opportunities to practice the language .

Barcelos (1995) and Allen (1996) have recognized that students' previous experiences exert strong influence on their beliefs. From both the reflexions and interviews all participants expressed in their past experiences how they perceive the English language learning, the activities that had help them to learn, and some productive and unproductive experiences. In addition, the participants could reflect on the factors they considered have influence in their English learning process.

4.4.1 English Language Learning as a Complex and Difficult Task

Some of the participants reported that leaning English was complex and difficult. For example Úrsula recognized at the beginning of the BA program that the lack of contact with the language made it difficult as she expressed:

ÚRSULA. REFLECTION

... en lo personal me gusta, aunque me cuesta trabajo, yo sé que no es fácil para mí, pues nos estoy familiarizada con el idioma,

I personally like English although it is hard for me. I know it is not easy for me because I am not accustomed to the language. (My translation)

Four years later, she still considered that Learning English was hard, but she identified the most difficult skills for her:

URSULA. INTERVIEW

Me cuesta trabajo, no sé... me cuesta mucho trabajo expresarlo... así comprenderlo, me cuesta mucho trabajo. Esas son las partes que siento que me....que me fallan mucho y el vocabulario que no sé muchas palabras.

It is hard for me, I don't know...it's really hard to talk...and to comprehend it, it is too hard.....Those are the skills I am not good at... and the vocabulary...I don't know too many words.
(My translation)

Rocío also expressed the difficulty of learning English:

ROCÍO. INTERVIEW

*...me gustaba mucho en la secundaria, pero de ahí...en el CBTIS era así como que, si nos daban clases, pero no muy bien...y este...creo que ya en la universidad fue cuando se me dificultó más...y siento que se me dificulta mucho.
No lo sé, no lo sé por qué. Pero siento que me entra y por un lado me sale, me sé muy pocas cosas.
Sí...eso es un problema para mí.*

...English... I used to like it at secondary school...but at the high school, I did have classes, but they were not good...I think that it was at college that English turned more difficult for me...And I feel it is very difficult for me. I don't know, I don't know why... But I feel that it goes in one ear and out the other....I know very few things. Yes, it is...that's a problem to me.” (My translation)

For Kenia Learning English is hard because of grammar as she claimed in this excerpt:

KENIA. INTERVIEW

Inglés...es...pues la verdad fue...un poco...difícil, bueno a mí se me complica un poco... por los tiempos, por el cambio de verbos de un tiempo al otro... entonces sí...

English...well...the truth is that it was...a little...hard, well for me it is a little difficult because of the tenses, because the change of the verbs from one tense to the other...” (My translation)

Even Carla who had already got the English certification recognized how hard

English learning is for some people no matter how young you start learning:

CARLA. INTERVIEW

...estuve en el club de inglés...pues siempre nos tomaron como referencia para...pues para todos los demás. Pues...así decían, si ellos pueden, ustedes también. Y a pesar de eso tengo muchos compañeros que...que fueron conmigo y todo desde que estaba en el preescolar y hasta la fecha no han podido este...pues con el idioma. Se les dificulta mucho...

...I was also at the English club...we were always the reference for the rest of the class...teachers used to tell them if they can so can you. However, many of those classmates, who were with me since kinder garden, haven't been able to...learn English up to now. It is very difficult for them...
(My Translation)

However she claims latter in the interview that it is a long life process:

CARLA. INTERVIEW

Entonces, es muy difícil para ellos. Pues yo les digo, pues imagínense yo llevo casi toda mi vida estudiando inglés, entonces...de un día para otro...pues les va a costar un poco más ¿no? Pero, pues sí se puede.

Then, it is too difficult for them, and I tell them just try to imagine... I have spent almost my whole life studying English, then...to learn from one day to the next, it is going to be harder...isn't it? But, well it is possible. (My translation)

4.4.2 Useful Activities

Some of the other participants identified activities that helped them learn. Some researchers (Abraham & Vann, 1987; Riley, 1997; Yang, 1992) state that language learners' beliefs guide their actions. Ursula in the following excerpts claimed that her vocabulary was limited and later she identified an activity she enjoyed and that seemed to be related to its limited amount of words she knew.

URSULA. INTERVIEW

...siento que me....que me fallan mucho el vocabulario... que no sé muchas palabras.

...I think that...I am not good at vocabulary...I do not know too many words in English.
(My translation)

URSULA. INTERVIEW

...escuchar música, eso me gusta mucho. Porque voy escuchando las palabras y algunas si me pongo a escribirlas Escuchar las palabras y sentir que...que me las sé...

Listening to music...I like it a lot. Because I am listening to the words and I sometimes write them down...Listen to the words and then feel that I already know them.... (My translation)

Rocio mentioned two classroom activities that she found useful to learn, listening to music and describing some relatives.

ROCÍO. INTERVIEW

En el último curso, por ejemplo escuchar una canción y...y...buscar la parte que hace falta, al escucharlo...

In the last course I took, for example listening to a song and...and....to look for the missing word while you are listening (My translation)

ROCÍO. INTERVIEW

...y los cursos que tomamos al principio de la uni...las descripciones, por ejemplo pasar a exponer, no sé, describir a tu hermano o a tu mamá...eso me ayudó mucho.

...and the courses we took at the beginning of the major ...describing someone...I don't know for example describing your brother or your mom...that helped me a lot. (My translation)

Carla claimed that watching movies helped her to develop her speaking skills and then grammar rules.

CARLA. INTERVIEW

Yo creo que fue... las películas... de hecho mi película favorita y hasta la fecha con la que empecé a hablar inglés fue la de...la del Titánic ...eh...pues tenía como, cómo que será como unos 10 años yo creo...o menos...y entonces en un dos por tres así me aprendí todo el dialogo. Y lo veía una y otra, y otra vez. Y empezaba a hablar, así que empecé a desarrollar tanto el oído, y ya este...el lenguaje... a hablarlo. Ya después la gramática y todo lo demás pues ya vinieron después. ...pero, pues así fue que...ha sido mi...mi amor por el inglés y este...hasta la fecha.

I think that it was....the movies...in fact my favorite movie up to now with which I started to talk in English was the Titanic.....I was like 10 or maybe less... and then I learnt the dialogs in a flash...I watched it again and again. And I started to speak, so I developed the listening skill, and...the language...to speak it. The grammar rules came later on and everything else...and that's how it was...how it has been my...my love for English up to now. (My translation)

Even though Carla and Rocío have different proficiency levels they have both expressed that enjoyable activities like listening to music have contributed to their English language learning. Murphey (1992) suggested that music is a powerful motivational source for teachers and student. It seems that using activities people like and are significant for them contribute in a positive way the learning process.

4.4.3 Productive and Unproductive Experiences

Some participants' beliefs regarding English learning were expressed in terms of positive and negative experiences. Both Carla and Arantza, the most proficiency periphery participants, claim learning English language early in their lives had been positive in their learning process.

CARLA. INTERVIEW

Bueno, la verdad es que, pues ha sido, casi toda mi vida he convivido con él...en el preescolar pues nos enseñan ciertos conceptos muy básico, pero que a la vez pues fue lo que, lo que detonó que...que a la fecha pues tenga esta habilidad para hablar inglés.

Well, the truth is that I have lived with English my whole life...in the kinder garden....teachers gave us basic concepts but at the same time this made me have the ability of speaking in English until now. (My translation)

ARANTZA. INTERVIEW

Con el inglés...pues fue divertido al principio porque bueno tenemos escuela de inglés... pues me he familiarizado con el inglés desde que era pequeña.

With English....well it was fun at the beginning...because...we have an English school and... so I got familiar with English since I was a child... (My translation)

Arantza recognized that in the BA program, speaking English has placed her in a privilege position.

ARANTZA. REFLEXION

During this time, at secondary school I was an expert in this language that's makes me feel important and interesting because everyone wanted to be my friend at least during the week of exams.

Carla recognized that in high school she had a very demanding English class which she believed was a very fruitful experience:

CARLA. INTERVIEW

...en la prepa ya fue cuando...cuando empecé a entrarle más al inglés porque ya, este...era un nivel más...este...demandante. De por sí que el profesor que tuve era ¡muy exigente! Y muy bueno...siempre nos jaló a los que teníamos así como más habilidad para ello. Y siempre nos exigió, siempre, siempre.

...at high school, I started to study English harder because it was a more... demanding level...The teacher was very demanding...and pretty good! ...he always pressured us; the ones who had more abilities with the language... (My translation)

It seems that the less proficiency periphery students tended to think more on their unproductive English language experiences. This is similar to Huang and Tsai's (2003) finding where high proficiency learners tend to hold relatively positive language learning

beliefs than low proficiency learners. Since some of the participants reported the bad quality of English teaching at the same school level and these are some of their excerpts:

KENIA. INTERVIEW

...en la secundaria lo tuve que haber cursado pero los profesores nadie estaba especializado...

...at secondary school, I should have taken English courses but none of the teachers had the profile...
(My translation)

ROCÍO. INTERVIEW

...es que en la secundaria casi no teníamos profesores...

At secondary school, we did not have English teachers most of the time... (My translation)

ÚRSULA. INTERVIEW

Eh...empecé, a ver...a tener clases de inglés cuando entre a la secundaria, pero no fue un inglés muy bueno, que digamos...prendí lo básico, este...no sé, quizás la calidad de enseñanza del profesor no era la...adecuada.

Eh...I started...let me see...to take English classes at secondary school, but they were not very good
...I learnt the basic things..... "I don't know, the quality of teaching was not the best.
(My translation)

Participants through the narratives not only described their English learning experiences but also identified what they considered was needed to be successful in learning English.

4.4.4 A Need for Continuity and Consistency

Some participants reported that the lack of continuity and consistency in their English learning as a factor that contributed to have a low proficiency level. These concepts are related to the hours received in English instruction, the more hours received in elementary, secondary and high school the higher linguistic competence is achieved (Espinoza, 2007; Langford, 2007; Mota, 2007).

Octavio was one of the participants who identified these factors (continuity and consistency) since he started the major and he still believed that there was no sequence in the English courses in our country. As he claims in both narratives (the reflection and the interview) this has happen in his whole academic life:

OCTAVIO. INTERVIEW

En la secundaria...pues empiezo a...a aprender un poco...me empieza a gustar desde entonces el idioma, recuerdo. Eh... voy aprendiendo un poquito más, sin embargo, yo veía que sí había progreso por supuesto, pero creo que no había un...tal vez un seguimiento, un procedimiento...eh...volvías a iniciar con lo mismo y repetías.

At secondary school...well I started to like English and to learn a little, I remember ...I was learning a little more; however, I saw that there was a progress, but there was not a sequence, a procedure...you started over again with the same thing and so on.... (My translation)

OCTAVIO. REFLECTION

Cuando ingresé al Bachiller estudié inglés durante tres semestres y lo que no me gustó fue que iniciamos nuevamente con lo básico en lugar de dar continuidad a lo que ya sabíamos.

When I entered the High school, I studied English over three courses, and what I did not like was that we started with basic things instead of giving continuity to what we already knew. (My translation)

OCTAVIO. INTERVIEW

No recuerdo exactamente cuántos tome, pero...ahí...vuelvo a iniciar con lo mismo de secundaria, preparatoria y analizo las cosas y digo bueno que...que es como un sistema en que todo el país está inmerso donde volvemos a empezar ¿no?

At college, I don't remember how many English courses I took, but....I started again with the same I saw in secondary and high school...and I analyze the situation and I say...well...it is like a system where the whole country is involved where we start all over again...isn't it?... (My translation)

Arantza and Carla, the most proficiency participants, also reported that they did not progress in English in the university because all the courses started with basic things and therefore were really boring.

ARANTZA. INTERVIEW

...en la universidad al principio, pues me...eh...como eran niveles básicos y la mayoría de mis compañeros tenían un nivel...este...básico y algunas personas nulo. Entonces, sí a veces me aburría... empezaba a distraerlos...

In the university ...well they were basic courses and most of my classmates have a basic level and some of them any. Then, I sometimes got bored...and I started to distract them...

CARLA. INTERVIEW

En la universidad...pues usted se llegó a dar cuenta en clase como nos desesperábamos en ciertas ocasiones porque nosotros queríamos, pues avanzar más rápido... esto ya lo vimos, yo nos lo sabemos. Entonces, era como un poco tedioso para nosotros.

In the university ...well...you could see it ... how we sometimes got desperate; because we wanted to go further...we already saw it, we knew that. Then it was a little tedious for us. (My translation)

4.4.5 A Need for Self-commitment

Most of the participants thought that to learn English was also a matter of commitment and recognized that they had not made enough effort either. People tend to attribute the success or failure of a given phenomenon to a person or to environmental factors being one of the most common. Effort antecedents are those evaluations we make about the effort we make to do certain activities and the obtained outcomes (Weiner, 1980), as they claimed in the excerpts:

OCTAVIO. REFLECTION

Debo poner mayor empeño a todo lo que hago si quiero aprender el idioma.

I must make a big effort in everything if I really want to learn the language. (My translation)

OCTAVIO. INTERVIEW

Entonces...eh...pues creo que me seguí gustando el...el idioma por supuesto, pero...yo decía que faltaba como algo más...eh...sinceramente tampoco le puse como mucho, mucho empeño a...al idioma

Then....ah...well I think I still like learning English of course, but... I said something else is missing... eh...I sincerely never made a big effort to learn it either. (My translation)

OCTAVIO. INTERVIEW

...en la universidad tomamos unos cursos...extracurriculares donde, pienso que era como la falta de presión, así lo veo. Es decir, no viene en mi boleta la calificación, no le pongo muchas ganas ¿no?

...at college, we took some extra English courses...where I think it was the lack of pressure; this is how I see it. I mean, it is not part of the academic curriculum; I don't make an effort...don't you?

MARICRUZ. REFLECTION

Respecto a la materia de inglés, considero que debo de poner más empeño para así aprender satisfactoriamente este idioma.

Regarding English, I think I must make a big effort to successfully learn this language.
(My translation)

ÚRSULA. INTERVIEW

Porque no he puesto mucho empeño de mi parte también. Escucho mucha música en inglés, pero casi no leo. Casi no busco palabras ...y eso es...

Because I haven't made a big effort either. I listen to music but I almost never read or look new words up ...and things like that. (My translation)

ARANTZA. INTERVIEW

En la universidad...porque pues igual era falta de compromiso de nosotros como estudiantes, porque pues, no íbamos a los cursos...este...eh...o poníamos cualquier pretexto, lo posponíamos o dejábamos de ir simplemente y se cancelaban.

At college...because it was also lack of commitment on the part of us as students, because well, we did not go to the courses...uh...we gave excuses...we stopped going to classes and they were canceled. (My translation)

Most of the participants attributed their results to the lack of effort they made and recognized that self-commitment is necessary to be successful in learning the language. These findings are similar to previous research where some test washback on students' behavior has been identified, such as low effort and a little time spent on preparing for an important test (Bright & Von Randow, 2004; Shin, 2007; Chu, 2006).

In periphery communities and universities, the learning opportunities are less than in the center. This also was expressed by the participants.

4.4.6 A Need for more Opportunities to Practice

Students from the periphery have to deal, almost all their lives, with economic difficulties besides, the lack of places to learn and practice the English language. Both Maricruz and Ursula realized that being periphery reduced their opportunities as they stated in the interview:

MARICRUZ. INTERVIEW

...la situación por la cual pasamos todos los niños de las comunidades, no pues que somos de escasos recursos...y que realmente pues... las oportunidades para nosotros a veces, pues sí son más difíciles...

...the situation that all the kids from the small towns lived...well we come from low income families
...and well...the opportunities for us are sometimes; well they are more difficult... (My translation)

Even though, Maricruz was aware of her socio-economic situation and her periphery condition reduced their opportunities to practice English she recognized that it is through practicing that we learn:

MARICRUZ. INTERVIEW

...pues sí es así como que muy indispensable aprender a hablar el idioma sí es la práctica más que nada la que te hace aprenderlo.

Yes, it is necessary to learn to speak the language and it is practice what makes you learn it, more than anything. (My translation)

Úrsula knew when she started the university that needed to practice the language. At that time, she considered that she could do it everywhere as she claimed it in the reflection:

ÚRSULA. REFLECTION

...necesito practicar mucho la pronunciación y audición porque son dos cosas que me fallan o se me dificultan, pero para eso yo misma puedo practicar en casa o en cualquier lugar que no sea necesariamente la escuela.

...I need to practice pronunciation and listening a lot because they are the skills I am not good at, but I can do it myself, at home or anywhere else not necessary at school. (My translation)

However, four years later, she realized that being in a periphery area did not give her the opportunities to learn the language as she expressed in the interview:

ÚRSULA. INTERVIEW

...tal vez porque nosotros...como estamos acá no tenemos la oportunidad desde pequeños de estudiar en alguna escuela... particular o clases extras de inglés que te permitan seguir avanzando

...maybe, it is because we....as we are here, we don't have the opportunity since we are children of studying in private schools or extra English classes that allow us to progress...(My translation)

Octavio thought that English learning is a matter of memorization. It seemed to echo Sheorey's (2008, cited in Castillo, M & Gallardo, E, 2013) finding. He studied language learning beliefs and learning strategies of Mexican EFL students concluding that even though students are motivated to learn English, they believe that language learning is a question of memorization, including memorizing grammar rules.

In addition, even though Octavio regretted now not having learnt English when he was a kid; the reality was that his family economic situation when he was a child was so difficult that he could not have started studying English in his childhood.

OCTAVIO. INTERVIEW

...ahora en la parte laboral, bueno...pues...es una necesidad para mí. Ahora ves como la parte de...del hubiera...si hubiera aprendido cuando era pequeño cuando me costaba menos memorizar, fue donde aprendí muchas cosas...

Now that I am working...well...it is necessary for me. Now you realize...if I would have learnt when I was a child, when it was easy to memorize, it was the stage where I learnt a lot of things... (My translation)

OCTAVIO. INTERVIEW

...al kínder no fui, no este...yo creo que las principales razones eran las causas económicas...pues porque recuerdo muy bien que... que no nos...no...alcanzaba el dinero para ir a la escuela porque siempre estudiábamos seis y siete...

...I did not go to the kinder garden....I think that the main reason was the economic situation...because I perfectly remember...that we didn't have enough money to go to school....we were always studying like six or seven at the same time....(My translation)

For Kenia, the lack of opportunities to practice English were mainly at the university because of the few resources and material they had in classes, and the little time spent in speaking activities.

KENIA. INTERVIEW

...en la universidad...pues ya...pues sí tuve más avance...las materias o el contenido que nos daban pues ya era más preparado, con personal más capacitado...pero, aun así yo creo que eso fue debido a que no lo practicaba o no lo practicamos...

...Este...sí tal vez...porque no contábamos con los recursos, bueno con más recursos o más material que nos pudiera, que nos pudiera ayudar o facilitar más que nada pues...el idioma ¿no?

este...trabajábamos sobre lo que teníamos, lo poco que teníamos y...pero sí como que era más practico o hubiera sido mejor que hubiéramos tenido un laboratorio específico...o contar con un programa que nos enseñara o a lo menos este...nos permitiera interactuar más con el idioma...

...In the university...well...the classes and teachers were more prepared, but even so I think it was because I did not practice or we did not practice...

...Well, maybe...it was because we did not have the resources or material that could help or make learning the language easier ...we just worked with the few things we had...but...it would be better if we had had an English lab...or at least an approach that allowed us to practice the language more ... (My translation)

These results suggest that the opportunities of practicing the language in and outside the classroom and students' socio-economic situation are factors that influence the English learning process in a periphery context. These findings are similar to the Langford (2007) and Mota (2007) who reported a relation between the level of linguistic competence in English, and to their education, to their exposure to the language in and outside the school in their socio-family setting, as to the type of school they previously attended (public or private) and to their parents educational background.

As mentioned in previous chapters, English as a graduation requirement has been implemented at the BUAP since 2009. Undergraduate students need to demonstrate the linguistic competence established for the School of Languages in order to get graduated. An aim in this research was to understand how periphery students perceive and what they think about this standard, English graduation requirement.

4.5 Beliefs about English Graduation Requirement

Periphery undergraduate students were asked about English graduation requirement and these were the salient categories: 1) A way of preparing us to achieve success, 2) An obstacle and 3) English a mandatory subject, a better option.

4.5.1 A Way of Preparing them to Achieve Success

Most of the students recognized that English as a graduation requirement is important and necessary not only as a university request but for their future lives. In the following excerpts they claimed:

Maricruz was aware of the importance of English as the world language and she agreed with the implementation of this standard as graduation requirement.

MARICRUZ. INTERVIEW

Pues, siento que sí es...indispensable y básico, ...actualmente pues lo nuevos retos, o sea...el...pues realmente si queremos llegar así como que...más alto de lo que ya estamos, pues sí es indispensable ¿no? más que nada cruzar fronteras...

... me parece bien...que no, no estoy en contra de que lo quiten o de cierta manera como que se...omita ese requisito, sino que sí se me hace una...una manera de realmente de...de preparar más que nada a las personas...o sea...para mí o sea...esa...estoy de acuerdo en que...para poder titularte...pues poder acreditar un idioma y que mejor que...que este el idioma mundial, pues...el inglés

Well, I feel it is something basic and essential.....nowadays because of the new challenges....If we really want to go further than where we are, so it is essential, isn't it? More than anything else to cross borders... (My translation)

It seems ok to me, I am not against it...that in some way it will be omitted... this requirement...it is a way of preparing us more...I mean...I agree with...in order to be able to graduate...well to get certificate in a foreign language and what better than English...that it is the global language...yeah English" (My translation)

For Úrsula and Rocio this requirement was necessary to prepare them to be successful in their field, in Tourism.

ÚRSULA. INTERVIEW

Pienso que es fundamental, muchas de las empresas este...te piden esos requisitos para poder...seguir escalando puestos...

I think it is something necessity. Many companies well...asked you this requirement in order to ascend... (My translation)

ROCÍO. INTERVIEW

...pues...mmm... sí es básico porque es Turismo y que...el principal turista que viene, pues es extranjero ¿no? y sabe el idioma inglés.

Well...it is essential because of Tourism and...because the main tourists who come are from abroad aren't they? And they speak English... (My translation)

However; Rocío also expressed to be taking into account their mother tongue. She considered that if the requisite is to speak a second language, then it would be great for her and two more of their classmates who spoke Nahuatl to be recognized for that.

ROCÍO. INTERVIEW

Pero en este caso, por ejemplo...eh...que como por ejemplo Rita, Carlos y yo sabemos hablar, una segunda lengua el Náhuatl, creo que podría ser una buena opción ¿no? o sea...bueno, ojalá que fuera...o no sé si sea ya una opción, pero para nosotros sería perfecto...como una opción para titularse.

But in this case...for example...that like Rita and Carlos and I that we speak a second language, Nahuatl. I think it would be a good option, wouldn't it? I mean...well...I wish it were...it would be perfect for us...like an option to graduate.... (My translation)

Carla also recognized that English is not only relevant as a requisite to exit the major and as a demand of this globalized world, but also as personal growth.

CARLA. INTERVIEW

Pues, creo que es importante, o sea, el inglés no nada más digamos que...que como requisito de la universidad o para acreditar este...un idioma para conseguir el título ¿no? Es...es...superación personal y aparte pues es ya...obligado, o sea...el mismo sistema en el que estamos nos obliga a...a pues hablar un idioma para poder comunicarnos con, con los demás ¿no?

Well...I think it is important...the English language ...no only as an exit requirement or to get a language certification...to get the diploma...it is... a personal growth...and in addition...it is demanding ...I mean the same system is forcing us to...to speak a foreign language to be able to communicate with, with them...isn't it? (My translation)

4.5.2 An Obstacle

Some of the participants saw this graduation requirement standard as an obstacle to graduate and to continue with their professional lives. The following excerpts expressed the periphery students' belief that English graduation requirement is an obstacle.

Even though, Kenia expressed that positively, she did not think it is reasonable because they did not have enough tools to learn the language. She is referring to her disadvantage periphery condition and how this was making her to face difficulties to get the English certification.

KENIA. INTERVIEW

...Yo creo que sí es una buena práctica...pero no se me hace de alguna manera viable... porque ahorita se nos presentan muchas dificultades...y no podemos, como que dar ese paso porque...no contábamos con las herramientas totalmente...que nos hicieron falta ese momento...

...I think it is a good practice... but I don't think it is feasible...because we are now facing many difficulties...and we cannot...like... going further because...we did not have enough tools... those that were missing in that moment...(My translation)

Úrsula and Rocío expressed their concern about this graduation requirement and how this requisite is not allowing them to graduate and continue with their working stage as they claimed in these excerpts:

ÚRSULA. INTERVIEW

Es así ya como preocupante eso porque, me siento presionada. Yo me quiero titular, ya me quiero ir...eh...y pues sí sin mi título es más difícil....

This is something to worry about because I feel stressed. I want to graduate, and I want to go...eh...and well without the diploma is harder..." (My translation)

ROCÍO. INTERVIEW

Pero...pues bueno yo sé que el inglés es básico...Y pues sí...no sé si me titule miss...

Well...I know that English is something necessary...well... I don't know if I will be able to graduate (My translation)

Carla was the first student of the cohort that got the certification. However, she recognized that this requirement had been a problem for the rest of their classmates.

CARLA. INTERVIEW

...lo pude ver ahora que...en la carrera nos piden acreditar un idioma, me da gusto que...que gracias a eso haya podido acreditar, y ya no tenga ningún, ningún impedimento para tramitar lo que ahora es el título....y pues ahora se ve reflejado en que...en que el...el idioma es un impedimento, para...para sacar lo que son...son sus documentos...

...I see it now that we finished the program. We are asked to get a certification of a foreign language...and I am glad of having being able to get it, and I don't have any, any problem to start the BA diploma process...and now we can see it...that the foreign language is an obstacle to get the graduation documents. (My translation)

4.5.3 English a Mandatory Subject: a Better Option

Three of the participants expressed that it would be better if they had had English as a mandatory subject. They considered that it would be easier to pass a course than certificate the English language.

Octavio thought that English graduation requirement is a way to make them learn a second language. However, he expressed that if English were a mandatory subject, he would be probably in the process of getting the BA diploma.

OCTAVIO. INTERVIEW

...creo que al te...tener una presión, entonces, debes aprender. Es decir, creo que si para mí no fuera un requisito de titulación y solo fuera una materia más ya estaría titulado, tal vez, o estaría en el proceso.

Sin embargo, creo que es una buena opción como para presionarnos a nosotros para...para aprender una...una segunda lengua.

I think that if you have the pressure, then you must learn. I mean, I think that if it were not a graduation requirement and it was not more than a subject, I would be graduated, maybe, or I would be in the process of...

However, I think that it is a good way of put pressure on us in order to...to learn a second language... (My translation)

Kenia also agreed with Octavio in that taking English courses would be better and easier to pass as she expressed it in this excerpt:

KENIA. INTERVIEW

Este...pues ya estando en este proceso...yo creo que sí es una buena práctica...pero no se me hace de alguna manera viable...porque siento que nos hubiéramos comprometido más...de alguna manera si fuera como materia normal ¿no? irla pasando, irla cursando...

“Well...well, being already involved in this process, I think that it is a good practice... but I don’t think it is, in a way feasible...because I feel that we would be more committed...if it would be another subject, wouldn’t it? Just going taking it and passing it... (My translation)

Arantza is the other participant who also got the certification in a second try. However, she considered that English should be a mandatory subject all over the BA program in order to avoid problems at the end of the major.

ARANTZA. INTERVIEW

Opino que es algo como contradictorio porque, bueno no...nosotros tenemos que llevar no solamente inglés como...como materia curricular, si no que...deberíamos llevarlo desde que iniciamos hasta que terminamos. Porque si lo dejamos al final o si nos dan la opción de que tenemos que acreditarlo hasta el final, pues la mayoría se espera a que...este terminan la carrera y entonces iniciar un curso para poder acreditarlo. Entonces, siento que sí debería haber, no sé, una materia de inglés obligatoria en todos, en todos los años.

I think that it is contradictory because we have to take English as a subject...we should take it since the very beginning until we finish the major. Because if we leave it until the end, most of us wait until finishing the career and then they started a course to pass the proficiency test. Then, I think that, I don't know, there should be English as a mandatory subject for all, all over the major.

(My translation)

4.6 Beliefs about ELASH II Test

All of the participants shared the experience of taking the ELASH II. Six of them took it twice and just Arantza took the TOEFL in a second try to get the certification. Having explored what these periphery students lived allowed me to identify their ideas about the ELASH II. By analyzing the excerpts, the following categories arose: 1) The first ELASH II was easier 2) The second ELASH II 3), Listening, reading and vocabulary sections, and 4) ELASH II is not difficult.

4.6.1 The First ELAHS II was Easier

Even though, it was the first time the participants took a standardized test, four participants considered that the first time was easier than the second and that was an opportunity to know about the ELASH format. They expressed it through the following excerpts:

Maricruz considered that she was more prepared in the first ELASH II she took and felt that it was not difficult; however, she did not get the score established by the School of Languages (140 points which represents a High-Intermediate, B2-). At that time, she got 105 points that according to the College Board; she obtained a B1- (low intermediate level).

MARICRUZ. INTERVIEW

...lo he realizado dos veces. Este...la primera...pues, pues fue así como que, pues fue mi primera experiencia ¿no? o sea...nunca había yo presentado como tal un examen de inglés, así como que ya más avanzado. Entonces, pues...creo que, no sé si en esas épocas me había yo preparado un poco o no se me hizo muy complicado... O sea...pues obviamente pues lo que uno quiere es pasarlo ¿no? pero, pues no se dio la oportunidad. Pues, dije...tampoco me frustró...

...I have taken it (ELASH II) twice. Well...the first time...it was like...well my first experience...I mean...I have never taken a test like... a more advance English exam... Then, well I think, I don't know if at that time I had prepared a little more for the exam or it was not too difficult...well obviously what one wants is to pass it, but it was not the case. And I said to myself "I am not frustrated either..." (My translation)

Also Kenia and Úrsula felt the first test was not too difficult. Nevertheless, both of them did not reach the score established by the School of Languages (140 points). This event produced on them a feeling of discouragement. As they stated in the following excerpts:

KENIA. INTERVIEW

El primero...este...pues sí lo sentí un poco....bueno no tan complicado...pero, pues...bueno, no lo pase y...como que eso me desmotivó un poco ...10 puntos...sí me faltaron sí 30...

The first one...well...I felt it a little...well it was not so too difficult, but...well...I did not pass it, and that demotivated me a little...I missed 30 points... (My translation)

ÚRSULA. INTERVIEW

...el primero que realizamos, pues no sabía nada...eh de cómo eran las estructuras...eh...los tiempos y estaba así como nerviosa. Pero...lo sentí más o menos ligero...no lo pasé....

The first test we took...well I did not know how the structures were...the tenses and I was like nervous. But I felt a little easier...I did not pass it... (My translation)

Kenia got 110 points (B1-, low-intermediate) while Úrsula obtained 102 points (A2+, low-intermediate). But under the School of Languages criterion, neither Kenia nor Úrsula could get the English certification.

Carla saw the first time she took the ELAHS II as an opportunity to know her proficiency level in English and to identified her weaknesses. She got 139 points which represented a B2- (High-Intermediate), but as she did not get the 140 points she could not get the certification either.

CARLA. INTERVIEW

...pues la primera vez fue...este...era como que el de prueba para...para saber...este...a que...a que me enfrentaba en cuanto a...a...en cuanto al nivel que manejaba ¿no? Entonces...eh...pues fue una buena prueba porque ahí me di cuenta...de...de las pequeñas deficiencias que tenía

...well the first time I took it...it was like a diagnostic...to know how the test was...and know the level I had...then...It was a good try because I realized which were my small weaknesses I had
...(My translation)

4.6.2 The Second ELASH II

By the time of the second test, the score established by the School of Languages had been reduced from 140 to 130 points. With this criterion the five participants who took the second test were evaluated. Even though, four of the participants had taken more English courses to be prepared for the second test, they could not reach the score of 130 points. According to the College Board 130 points correspond to a B1 + (High-Intermediate).

For Kenia, Octavio and Ursula having taken additional English courses before their second try made them feel more self-confident and well prepared. However, after taking the test they expressed that the test was harder.

KENIA. INTERVIEW

...pero...este...ya se me hizo complicado, ya la segunda vez que lo tome. Yo pensé que estaba más preparada y se me hizo un poco más...más difícil...a pesar de que ya había tomado...este...otro curso extra...sí...entonces sí pues me desmotivó un poco...por el hecho de no...de no haberlo pasado...

The second time, I thought I was more prepared and I felt it a little more difficult, even though, I had taken...well...other extra English course...and then it made I feel demotivated a little bit for not having passed the test....(My translation)

OCTAVIO. INTERVIEW

...eh confiado en muchas cosas...sentía que sabía más que cuando hice el primero...eh...pero, tenía mis dudas...

...I felt confident in many aspects in the second test; I felt that I knew more than in the first one...but, I had some doubts... (My translation)

ÚRSULA. INTERVIEW

Y ya el segundo que realizamos apenas, pues yo iba así como con la mentalidad lo voy a pasar, lo voy a pasar. Pero pues igual no lo pasé, me faltaron 26 puntos para obtener el mínimo...

And the second...well I was with a positive attitude. I thought: "I am going to pass it; I am going to pass it". But, it was the same...I did not pass it...26 points were missing to get the minimum score... (My translation)

Úrsula also expressed that she and some of her classmates felt that the second test was more difficult. She did not say it explicitly, but in her voice I could noticed a sense of disappointment as she stated in the excerpt:

ÚRSULA. INTERVIEW

...venían otros tipos de preguntas y era otra parte que estaba un poquito más difícil que la anterior. Aunque nos dijeron que era como que el mismo nivel de dificultad, yo sentí que no y varios sentimos que no...y pues igual, no lo pasé.

...there were other types of questions and there was a section that was a little difficult that the last one. Even though, we were told that the second test had the same level of difficulty than the first, I and many others felt it was not...and well it was the same story, I did not pass it... (My translation)

Carla considered that the first try helped her to improve their weak skills and to get the score requested by the School of Languages. She got 153 points in the second try which correspond to a B2+ (Advance) according to the College Board.

CARLA. INTERVIEW

...en cuanto al...al segundo examen que tomé... pues ya no tuve problemas para lo del idioma....

...and in the second try...I did not have troubles to certificate the foreign language... (My translation)

Maricruz also felt more difficult the second test, but she recognized that she did not study as in the first one because of her demanding job. Over the interview, she expressed her concern about this issue.

MARICRUZ. INTERVIEW

... sí, sí me preocupo porque ya para el segundo o sea...sí fue un poco...un cambio...un poco duro porque yo...comencé a trabajar. .. pues mi trabajo pues es...demandante, un poco estresante, pues por lo que ya...este...ya no me dio tiempo ni estudiar ni... este como que lo dejé por un lado. ...no me sentí tan confiada porque yo sabía que...pues no, no estaba preparada ni estaba yo así como que concentrada en lo que estaba yo haciendo...

... I do worry because the second time...it was different...a little harder because I started to work...and my job is demanding and a little stressful...so I did not have time to study nor...well...I left it aside....I did not feel so confidence because I knew... I was neither well prepared nor concentrated on the test... (My translation)

Most of the participants when asked about the ELASH II, they also identified which parts of the test they found more difficult.

4.6.3 Comments on the Listening, Reading and Vocabulary ELASH II Sections

It seems that the economic constrains as well as the lack of opportunities to practice English outside the classroom did not help these periphery students to improve and develop their listening skills. Four of the participants agreed that listening was the most difficult part of the ELASH II test. See the excerpts:

ÚRSULA. INTERVIEW

La primera parte la sentí...un poco más difícil porque el listening venía como muy cortito, unas cuantas palabras y ya... Entonces era como muy cortito y esa parte se me hizo difícil...

I felt the first part of the test a little harder because the listening was very short...a few words and that's it... then it was very short and I found it difficult...(My translation)

OCTAVIO. INTERVIEW

...del examen, la parte que más me costó, la parte auditiva...

The listening part was the most difficult part for me ... (My translation)

MARICRUZ. INTERVIEW

...el listening... es así como que eh...hay es mi talón de Aquiles... porque es ahí donde me quedo ahora sí con cara de what...

...Listening... is like my Achilles' heel...because I don't get it anything... (My translation)

ROCÍO. INTERVIEW

...lo de listening, saber...lo de listening porque nada más... no doy...

...the listening...to practice... listening because I don't get anything... (My translation)

Three participants found the Reading section as well as the vocabulary difficult too. It seems that time as well as the lack of practice of reading in English made these sections of the test harder for these three participants.

For Úrsula not only listening but also reading and vocabulary were a hard part while for Maricruz besides listening, she also expressed that there was a lot of unknown vocabulary.

ÚRSLA. INTERVIEW

Y las lecturas que son muy largas y para poder, más o menos darme una idea...tratar de comprender lo que dicen el texto necesito leerla toda, para poder entender las preguntas.

...le digo por lo del...tiempo...y me siento así presionada y yo quiero analizar mi respuesta...entonces es donde ya se fue el tiempo y tengo que contestar, entonces, las demás como que al ahí se va... y viene mucho vocabulario que desconozco...

The readings are very long, and to be able to get the main idea...I need to read the whole reading, in order to understand the questions... (My translation)

...because of the time...I feel pressured and I want to analyze my answer...then I spend a lot of time in one question and then I have to answer the rest of the questions rapidly...and there is a lot of vocabulary that I don't know... (My translation)

MARICRUZ. INTERVIEW

...pues ya sabía cómo es la...estructura, pero sí hay mucho...ah...mucho vocabulario que sí desconocía

Well, I knew the structures of the test, but there were a lot....a lot of vocabulary I did not know... (My translation)

Carla remembered that both reading and listening were difficult not for her but for her classmates as she claimed in this excerpt:

CARLA. INTERVIEW

...por ejemplo, luego con las lecturas este...cuando presenté mi examen con mis compañeros allá en Cuetzalan, pues sí me di cuenta de que todos estaban así como que, ay y ahora que voy a hacer ¿no? así de que, o sea, no sabía si leer, si medio contestar o qué hacer porque no les daba tiempo de terminar de contestar y también con los audios...

For example with the reading section...when I took the test with my classmates there in Cuetzalan, I realized that everybody was like what I am going to do now...they did not know if reading or finishing answering...or what to do because of the time...the same thing happened with the listening part... (My translation)

Even though, Úrsula and Carla identified some parts of the ELASH II such as listening, reading and vocabulary difficult. They considered that in general the ELASH II is not a difficult test.

4.6.4 ELASH II Test is not Difficult

For Úrsula, Carla and Octavio the ELAHS II is not a difficult test. They considered that because of the time and their lack of practicing with the format of the test, it may seem difficult.

ÚRSULA. INTERVIEW

Porque no está tan difícil, pero me pongo a pensar en las estructuras, en los tiempos, y entonces estoy así analizando la respuesta

Because it is not difficult, but then I start thinking in the structures, the tenses, and then I think... a lot about my answers... (My translation)

OCTAVIO. INTERVIEW

...no puedo decir que el examen es difícil, no la verdad, no

I can tell the test is difficult, honestly I can't... (My translation)

CARLA. INTERVIEW

...pues no son difíciles, pero...pero pues sí...este...como que...cuando no estás acostumbrado, pues sí se....sí se nota algo difícil porque por lo mismo de que...pues no sabes ni que va a venir, ni sabes manejar los tiempos...entonces, como que sí te presionas a la hora de contestar...

...well, they are not difficult, but...well...it is like when you are not accustomed to...it seems a little difficult...because you know what is going to come in the test...and then you feel stress at the moment of answering...(My translation)

Before drawing on conclusion of the main findings, I considered relevant to include positive things some participants found regarding being periphery undergraduate students because they are also part of the picture of their reality.

4.7 Advantages of being Periphery Undergraduate Students

Even though, it may seem that being studying in a peripheral university could be more difficult because of the lack of opportunities to practice and learn English. Some participants considered that studying in a university regional campus also had its advantages such as having more support from teachers, opportunity to assess their English level, a close relationship among students. Besides, opportunities to work and practice in hotels, restaurants and tourism agencies. As Arantza and Carla mentioned in the excerpts:

ARANTZA INTERVIEW

...como he repetido, en Cuetzalan siempre fue así como que...los profesores siempre...como fuimos pocos, entonces, tenían más tiempo para nosotros. Se enfocaban más en nosotros...y como he platicado con amigos aquí en Puebla...pues como la...la cantidad de personas es... inmensa, pues no tienen tiempo ni siquiera para...hasta para aprenderse el nombre...

...as I had said it, in Cuetzalan the teachers always ...as we were few, then they had more time for us. They focused more on us...and as I talked to friends here in Puebla...the amount of people is huge, then teachers do not have time to even learn the name of the students... (My translation)

Precisamente en inglés...eh...yo creo que en Puebla, bueno en CU (Ciudad Universitaria) tienen lo que es este...su centro...de idiomas ¿no? Pero por lo que me comenta no está en muy buenas condiciones como para que vayas...este... aprendiendo...entonces, siento que...si hubiera estado aquí en Puebla...igual, no sé pagado algún curso particular o algo por el estilo... Y en Cuetzalan...este...pues gracias a que nos aplicaban exámenes seguido...y algunos cursos...eh...siento que sí me ayudo como a...medir mi nivel...y...identificar más que nada cuáles eran mis puntos débiles para poder trabajar en ellos...

Regarding English...I think that in Puebla, well in the Center Campus, they have its Language Center. But I had told it is not in good conditions to learn... then... I think...that if I would have been in Puebla...I had did the same, I had paid a private course or something like that...And in Cuetzalan...well...thanks of having taken English tests frequently...and some courses...I think that helped me to evaluate my level...and identify my weaknesses to be able to work on them... (My translation)

CARLA INTERVIEW

...fue una buena experiencia.....pues... yo creo que no...tuvimos este...oportunidades que tal vez ellos no tenían porque para los que tuvimos oportunidad de trabajar allá o tener un contacto más con los prestadores de servicios y demás...pues considero que...este...fue una buena oportunidad porque nos abrieron las puertas para...pues...poder conocer cómo funcionaba, tanto un hotel....este...un restaurante obviamente...las mismas agencias de viajes o...las empresas de turismo que se encontraban ahí ¿no? Entonces...pues aparte pudimos llevar a la práctica...pues todo lo que aprendimos ¿no? Entonces creo fue una buena retroalimentación...

...it was a good experience... well...I think...we had opportunities that maybe they (the central undergraduate students) did not have because for us who had the opportunity to work there

(Cuetzalan) or have contact with the service providers...I think it was a good opportunity because they allowed us to know how a restaurant or a hotel and the tourism agencies work. So we could practice everything we had learnt at college. Then, I think it was a good feedback...(My translation)

...aparte del acercamiento con los maestros. Acá en Puebla, lo veíamos por comentarios de otros compañeros... es que ustedes están en la gloria en Cuetzalan porque allá sí les ponen atención, sí tienen todas sus clases, los maestros no faltan...Entonces, como que era más personalizado, y pues ya, ya todos nos conocíamos... podíamos ahora sí que compartir nuestras inquietudes y aparte todas las dudas que teníamos, siempre...las resolvían de la mejor manera. Cosa que tal vez en Puebla, pues por ser tantos...pues no tenían la oportunidad de así como que de expresarse y pues que escucharan sus dudas ¿no?....

...besides the close relationship with the teachers...here in Puebla, we could see it by comments of some classmates...you are in heaven in Cuetzalan because there, teachers pay attention to you, you have all your classes, and teachers are not absent...Then, it was a more personalized attention and we all knew each other...we could share our interests and all the doubts we had were always solved in the best way. Something that maybe in Puebla did not have the opportunity to express themselves because they are a lot... (My translation)

4.8 Conclusions

The outcomes of this study suggested that the periphery condition not only of the university campus but also of all of the participants have affected partially the results obtained in the ELASH II.

The English graduation requirement seemed to be an obstacle for some of these periphery undergraduate students who despite of being aware of the importance of the ELASH II and having taken various English courses, they did not make a significant effort to get the certification. English learning in our context seemed to continue being a complex issue, especially for students who live in a place where this research was carried out, a periphery university campus, where the opportunities for practicing are reduced to the classroom not only for the lack of English schools but also because of the low socio-economic status of most of the students. However, there was other factor that also played a crucial role in the results of these periphery undergraduate students, the institution policy regarding the score established for the ELAHS II.

The purpose of this chapter was to present the outcomes from the data analysis regarding the ELASH II results obtained by seven periphery undergraduate students and regarding these undergraduate students' beliefs about English graduation requirement. This chapter contains the data needed to answer the research question formulated at the beginning of the study. Therefore, the next chapter presents the synthesis of the data to answer the research questions. It also presents the pedagogical implications, study limitations and further research.

CHAPTER FIVE: CONCLUSIONS

5.0 Chapter overview

This mix-methods study aimed to understand the issue of English graduation requirement using a contextual approach in order to understand the ELASH II results of periphery undergraduate students and to explore these students' beliefs about English learning, English graduation requirement and about the ELASH II test. The analysis of the three sources of data represented findings that could answer the research questions stated at the beginning of the study. Therefore, in this chapter, the first section discusses the findings of the four research questions. The second section describes the pedagogical implications of the study. The third section mentions the limitation of this research. The fourth suggests the lines for further research. The last section includes the final comments.

5.1. Discussion of the Research Questions, Findings and their Significance

The main research question will be answer through the four embedded research questions addressed at the beginning of this study.

RQ1: How do seven periphery students of the 2009-2013 cohort of Tourism

Administration face the English graduation requirement?

RQ1 a: What were the results of periphery students of the 2009-2013 cohort of Tourism Administration in the ELASH II tests?

The first phase of this study indicates that according to the School of Languages' minimum score (140 points), in the first ELASH II taken in September 2013, the 95% of twenty periphery students of the cohort 2009-2013 of Tourism Administration did not obtain the English graduation requirement. Only one of the twenty students reached more

than the minimum score; Carla, who got 153 points. In the second ELASH II in June 2014, and according to the School of Languages' minimum score (130 points), 100% of nine periphery students of the cohort 2009-2013 did not get the English certification. Arantza got the English graduation requirement on May 2014 through the TOEFL getting 497 points. With the results obtained in both ELASH II tests and the Arantza's TOEFL result, 90% of the twenty students of the cohort 2009-2013 did not get the English graduation requirement.

Seven of these twenty students were participants in this study, Carla and Arantza represented the 10% of the periphery students of the cohort 2009-2013 who got the English certification. The other five participants, Kenia, Maricruz, Rocío, Úrsula and Octavio; are part of the 90% who did not get the English graduation requirement.

The results of these two ELASH II were also analyzed using the College Board's scale and its correspondence with the CEF level. And the results showed a completely different scenario. According to this analysis, 100% of the twenty periphery students of the cohort 2009-2013 included the seven participants got the A2 level, which is the level established by the CELE to get the certification as a graduation requirement, since September 2013.

However, these periphery students were evaluated taking into account the CELE's minimum score. Therefore, Kenia, Maricruz, Rocío, Úrsula and Octavio and the rest of the students of the cohort 2009-2013 (90 %) had not reached the objective to get the English graduation requirement.

In order to understand this issue of English graduation requirement better in the second phase of the study, the three following embedded research questions are answered.

RQ1 b: What do seven periphery students of the 2009-2013 cohort think about English Learning?

This study indicates that the beliefs these periphery students hold regarding English learning were directly related to their previous English learning experiences. While Carla and Arantza, the most proficiency periphery students believed that learning English since they were children was the main cause of their success in learning, the less proficiency students held the belief that the lack of continuity and consistency in their English learning had been one of the reasons for not having learnt the language.

It seems that this lack of continuity and consistency was closely related to their socio-economic and geographical periphery condition because these students held the belief that they need more opportunities to practice the language in order to learn it. This echoes Langford (2007) and Mota's (2007) finding: there is a relation between the level of linguistic competence in English and to their exposure to the language in and outside the school in their socio-family setting.

This study also suggests that less proficiency periphery students believe that English learning is a difficult task and this may be also related to the lack of continuity and consistency since they tended to focus more on unproductive activities. This finding is similar to the Johnson's (1998): learners assessed English as being very difficult to learn because they had experienced problems.

However, the most useful and significant activities in their English learning process shared something in common: enjoyment. It seems that using activities people like and are significant for them contribute to their learning process positively.

Most of these periphery students believed that to be successful in English learning, is also a matter of self-commitment. As they recognized that they had not made a

significant effort in learning English. Being aware of the importance of an exam like the ELASH II does not guarantee, students will make a big effort to learn it. Bright and Von Randow, 2004; Shih, 2007; Chu, 2006 found similar washback effect on students' behavior such as low effort and a little time spend on preparing for a significant test.

RQ1 c: What do these seven periphery students think about English Graduation Requirement?

Most of the participants hold the beliefs that, the English as a graduation requirement was a way to prepare them to succeed in life. However, it was also seen at the same time as an obstacle to graduate. Therefore, some of them thought that English as a mandatory subject would be a better option. This study suggests that too much weight had been given to English graduation requirement, but little has been done to promote students' learning so that it has become an obstacle for students to continue with their lives.

A salient issue in this study was the role of the indigenous languages, Nahuatl in this case and its absence in higher education policies.

RQ1 d: What do they think about the ELASH test?

Most of the participants took the ELASH II twice, and these experiences made them hold some beliefs about the test. Most of them thought that the first test was easier than the second. One of the most proficiency participants saw the first experience as an opportunity to identify their weaknesses. The less proficiency students expressed that the most difficult tasks of the test were listening, reading and vocabulary. This seems to be related to their few opportunities to practice the language. However, most of them thought that in general

the ELASH II test may seem difficult because of the time factor and their lack of familiarity with the test format.

5.2 Institutional Implications

In the specific context of this research, some institutional implications were identified. First, it is necessary to work on an institutional linguistic policy where teachers and administrators participate, taking into account the different contexts of both central and periphery university campuses of BUAP in order to offer equal opportunities to learn a foreign to all their students.

Second, the standard of English as graduation requirement needs to be also adapted taking into account the specific needs and characteristics of the students and their contexts. Arnove (1980), Berman (1983) Altbach, (1998), Mazrui (1975), Woodhouse (1987) warned about the fact that the imported educational practices produce undesirable outcome for the recipient countries. In this case, the implementation of an English graduation requirement in the periphery university regional campuses of the BUAP without taking into account students' background, needs and learning opportunities has produced The English graduation requirement results. Therefore, it is urgent that periphery university campuses coordinators and teachers establish communication with the center university principals, administrators and teachers so that education policies fulfill not only the international standards but also the needs of the periphery university campuses. And a way of contributing to these public educational policies is through research.

Third, it is imperative to know more about learning in periphery higher education in general and specifically in English learning in order to understand and identify the specific characteristics and needs of our students and to be able to enhance situated learning. By

knowing and understanding our students, English teachers could create an appropriate and relevant environment for learning.

5.3 Limitations of the Research

This research faced some limitations. First, only seven of the twenty periphery students accepted to participate in the study, therefore no generalizations could be made. Second, researching one's own work place may be sometimes difficult, because you may find resistance not only on the part of the participants but also on the university authorities. Third, I found challenging and difficult to manage the significant amount of data obtained from the interviews, I spent a lot of time on transcribing and then on interpreting.

5.4 Further Research

Taking into account the limitations mentioned above, it may be beneficial for both Center and other Periphery University campuses to carry out a similar study with a larger sample and involving not only students but also teachers and principals. Since the English graduation requirement is an issue that is affecting not only periphery students but also those in the center.

Another line of research could be the ELASH II washback on students, teachers and institution. In addition, it is necessary to study the other standardized tests recognized by the School of Languages and to know what their impact on student and compare the results.

5.5 Final Comments

This study aimed to understand how periphery students were facing the English graduation requirement by analyzing their results on the ELASH II as well by exploring these students' beliefs about English learning, about English graduation requirement and about ELASH II test using a contextual approach.

The results of this study indicates that periphery students are not achieving the English graduation requirement because of their periphery conditions such as lack of opportunities to practice in and outside the classroom and their low socio-economic situations, the lack of continuity and consistency in their English learning process as well as their lack of self-commitment.

Periphery campuses face the challenges of this globalized world and the massification of higher education demand with disadvantage because of their geographical and socio-economic condition. English learning is just one of the issues that periphery students in this context have to face.

In order to narrow the gap between center and periphery, it is necessary to explore and understand more about these contexts to inform university policy makers to make decisions based on these contexts' needs and offer periphery students the same opportunities and education quality than those in the center.

Even though, there are limitations on university regional campuses there are also advantages like the small amount of students that can be seen as strength.

Hopefully this study will serve as a contribution to the understanding of English Learning in a periphery university context regarding the standard of English graduation requirement as well as to the BUAP policy makers, the School of Languages principals, administrators and teachers and the other Regional University Campuses of the BUAP.

5.6. Personal Reflection on the Research Experience

After finishing the MA program, I asked to be changed to the Regional University Campus Cuetzalan of the BUAP. I thought that teaching English in a periphery context was going to be easy because I knew it well and had studied a MA in English teaching. Besides, I just needed my students to reach an A2 level before they finished the major. It seemed the easiest thing in life. However, the reality was completely different. When these students took the first ELASH II to certificate the foreign language as a graduation requirement, just one of them passed. At that time, I thought I was the only responsible for this situation and blamed myself. After that, I asked for permission on my job and I left the university for a while.

Another English teacher was assigned to my groups, and after taking some extra English courses some students of the first cohort of Tourism Administration took the ELASH II again, and none of them got the certification.

During my leave, I found out about the results of the second ELAHS II. My concern about this situation arose again and as well as my need to understand what had happened with these students. Therefore, I started to carry out this study.

I found the research process a very enriching experience because I could accomplish my aim; understand the factors had influenced these periphery students' English learning and their outcomes regarding English graduation requirement.

Besides, by exploring the students' stories I could also see and understand my own story as a learner and as a teacher. I like my students was also a periphery student and now a periphery teacher. Through this experience, I learnt that I need to be more sensitive to my students' interests and needs and that I have to take nothing for granted.

Before doing the research, I thought that by teaching my students the grammatical aspects of the language would be enough to make them learn and obtain the English certification. However, I have realized that students have a lot to contribute to the classroom and to their own learning. I need to be flexible and willing to listen to my students' needs and interests. Besides, I could understand that the context where you teach plays a crucial role when planning and designing not only a class; but also a program.

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Appendix A

Standardized Tests and Scores Recognized by the School of Language

EXÁMENES INTERNACIONALES PARA CERTIFICAR EL NIVEL A2 DEL MARCO COMÚN EUROPEO DE REFERENCIAS PARA LAS LENGUAS (MCERL)									
INGLÉS	ALEMÁN	FRANCÉS	ITALIANO	JAPONÉS	CHINO MANDARÍN	PORTUGÜES			
ELASH II = 130 pts	Deutsches/ Österreichisches Sprachdiplom: Grundstufe A2	DELF A2	Università per Stranieri di Perugia CELI 1	Test de aptitud en japonés o JLPT (Japanese Language Proficiency Test) 日本語能力試験 Nihongo noryoku shiken Nivel 5.	Test de evaluación del chino o HKS (Hányü Shuiping Kāoshì o 汉语水平考试) Nivel 2 (básico)	CELPE-Bras (Certificado de Proficiência em Língua Portuguesa para Estrangeiros) Invel Intermedio.			
★ TOEFL ITP (Institucional) 400 PTS	TAHE Goethe-Zertifikat A2 Deutsch 2 (Fit/Start)	TCF (Nivel A2)*	Università per Stranieri di Siena CILS A2						
★ TOEFL iBT (Internacional) 57 PTS			Dante Alighieri PLIDA A2						
★ TOEFL Junior 630 PTS									
Trinity College London GESE Grade 4/ ISE 0									
CAMBRIDGE exams - KET (UCLÉS main) - BULATS (Russian Language Test Service)	★ Vigencia de 2 años								
IELTS (Consejo Británico) Band 3.0									

Appendix B

Common Reference Level: Global Scale.

Proficiency User	C2	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
	C1	Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organizational patterns, connectors and cohesive devices.
Independent User	B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
	B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst traveling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes, and ambitions and briefly give reasons and explanations for opinions and plans.
Basic User	A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
	A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

Appendix C

ELASH II Test Application Dates and Price





CONVOCATORIA

EXAMEN DE ACREDITACIÓN TCU, FGUM Y REQUISITO DE TITULACIÓN INGLÉS



FECHA DE EXAMEN	FECHA DE REGISTRO
29 de OCTUBRE	6 al 24 de OCTUBRE
26 de NOVIEMBRE	3 al 21 de NOVIEMBRE

**LOS EXÁMENES SE APLICAN EN LA FACULTAD DE LENGUAS,
EN 2 HORARIOS: DE 10:00 ó 14:00 HRS.**

PROCEDIMIENTO DE REGISTRO

- 1 Llenar el formato de Inscripción en:
www.facultaddelelenguas.com/exameningles
(tomar nota del número de registro que te asigna)
- 2 Pagar en cualquier sucursal del banco HSBC
No. de cuenta: **400153334-8**
(Doscientos noventa pesos 00/100 M.N.) **\$290.00**
- 3 Escribir los siguientes datos en el reverso de la ficha de pago (original y copia)
Nombre del alumno Facultad Matrícula Teléfono
Nº de registro formato de inscripción
Nivel que se desea acreditar: Si la acreditación es para requisito de titulación poner:
RT/En caso de que sea para acreditar TCU/FGUM deberá poner los niveles que desea acreditar.
- 4 Entregar ficha de pago (original y copia) en la Coordinación del DEPEA en
horario de **Lunes a Viernes de 9:00 a 16:30 hrs.** A partir de la fecha de registro
en línea el alumno tendrá 2 días hábiles para entregar ficha de pago. En caso de
no hacerlo no podrá presentar el examen.

PROCEDIMIENTO PARA EL DÍA DEL EXAMEN

- 1 Llegar 30 min. antes de la hora asignada para tu
examen, con lápiz del número 2 mediano, sacapuntas y goma.
- 2 Obligatorio llevar: **IDENTIFICACIÓN OFICIAL CON
FOTOGRAFÍA EN ORIGINAL**
(credencial IFE /Pasaporte Vigente/ Licencia de manejo)
- 3 Llevar COPIA de la FICHA ya pagada, con el **número
de registro** y sellada de recibido por parte del DEPEA.
- 4 Apagar y Guardar teléfono celular
- 5 **NO** llevar gorra, mochilas, ni lentes oscuros.

PROCEDIMIENTO PARA CONSULTAR RESULTADOS

- A partir del día en que se publiquen los resultados, los alumnos que tiene como cursativa la materia de inglés (TCU/FGUM) deberán aceptar o rechazar su calificación dentro de los 15 días posteriores a la publicación. La calificación mínima aprobatoria es 6.
- Un mes posterior a la aplicación, ingresar a la página www.facultaddelelenguas.com/exameningles con tu respectiva clave de usuario y contraseña. Ahí le aparecerá un icono sobre los resultados del examen.
- En caso de NO aceptar o rechazar su calificación en el plazo indicado, la coordinación de TCU/FGUM dispondrá a discreción de dichas calificaciones sin una notificación previa.
- Para los alumnos del plan Minerva que tienen la lengua extranjera como Requisito de Titulación les aparecerá si es o no suficiente el puntaje. El puntaje mínimo es de 130 puntos. Deberán recoger su certificado original en el DEPEA para realizar la liberación del Requisito de Titulación.

* NOTAS IMPORTANTES *

- * SIN EXCEPCIÓN ALGUNA, UNA VEZ INICIADO EL EXAMEN NADIE PODRÁ ACCESAR AL SALÓN.
- * EL CUPO ES LIMITADO A 50 LUGARES POR TURNO.
- * PERSONA QUE NO SE PRESENTE EL DÍA Y LA HORA ESTABLECIDOS PARA SU EXAMEN PERDERÁ SU PAGO AUTOMÁTICAMENTE. (NO HAY REEMBOLSO)
- * EN CASO DE REQUERIR FACTURA, DEBERÁ SOLICITARLA DENTRO DEL MES QUE HIZO EL PAGO DIRECTAMENTE EN EL DPTO. DE CONTABILIDAD DE LA FACULTAD DE LENGUAS EN HORARIO DE 8 AM A 2:30 PM.

INFORMES

DEPEA Departamento de Planeación y Evaluación Académica Facultad de Lenguas
24 Norte 2003 Col. Humboldt Tel. 229 55 00 Ext.5819 Horario de 9:00am a 4:30pm

NO HABRÁ DEVOLUCIÓN DE CUOTA

Appendix D

BUAP Schools with English Graduation Requirement

Licenciaturas del Modelo Universitario Minerva que tienen como requisito de titulación la certificación internacional del nivel A2 en una lengua extranjera:

Facultad de Administración Licenciatura en Administración de Empresas Licenciatura en Administración Pública y Ciencias Políticas Licenciatura en Administración Turística Licenciatura en Comercio Internacional	Facultad de Ingeniería Licenciatura en Ingeniería Civil Licenciatura en Ingeniería Geofísica Licenciatura en Ingeniería Industrial Licenciatura en Ingeniería Mecánica y Eléctrica Licenciatura en Ingeniería Textil Licenciatura en Ingeniería Topográfica y Geodésica	Facultad de Derecho y Ciencias Sociales Licenciatura en Ciencias Políticas Licenciatura en Consultoría Jurídica Licenciatura en Criminología Licenciatura en Derecho Licenciatura en Relaciones Internacionales Licenciatura en Sociología
Facultad de Ciencias de la Electrónica Licenciatura en Electrónica Licenciatura en Ingeniería Mecatrónica Licenciatura en Ingeniería en Energías Renovables Licenciatura en Ingeniería en Sistemas Automotrices	Facultad de Filosofía y Letras Licenciatura en Antropología Social Licenciatura en Filosofía Licenciatura en Historia Licenciatura en Lingüística y Literatura Hispánica Licenciatura en Procesos Educativos	Facultad de Ciencias de la Computación Licenciatura en Ciencias de la Computación Licenciatura en Ingeniería en Ciencias de la Computación Licenciatura en Ingeniería Tecnologías de la Información
Facultad de Economía Licenciatura en Economía Licenciatura en Finanzas	Facultad de Lenguas Licenciatura en la Enseñanza del Inglés Licenciatura en la Enseñanza del Francés	Facultad de Ciencias Químicas Licenciatura en Farmacia Licenciatura en Química Licenciatura en Químico Farmacobiólogo
	Facultad de Biología Licenciatura en Biotecnología	

También aplica para Modalidad Semi-escolarizada, a distancia y para Universidades Incorporadas a la BUAP

Appendix E

College Board Report of ELASH II Test. Sep 2013

English Language Assessment System for Hispanics (ELASH) - Level 2																	
BUAP-Escuela de Lenguas																	
September 2013																	
(Total of Examinees: 20)																	
	CB Identification	Form	Last Name Father	Last Name Mother	Name	ID	School	Total Score	Listening Comprehension	Listening Interpretation	Language Use & Indirect Writing	Language Interpretation	Reading & Vocabulary	Reading Interpretation	Age	Gender	
1	00008	G					1339	100	102	Low Intermediate	98	Low Intermediate	99	Low Intermediate	19	M	
2	00009	G					1339	108	106	Low Intermediate	110	Low Intermediate	108	Low Intermediate	19	F	
3	00010	G					CARLA	1339	153	178	Advanced	139	High Intermediate	142	High Intermediate	19	F
4	00012	G						1339	117	110	High Intermediate	114	Low Intermediate	128	High Intermediate	31	F
5	00013	G					ARANTZA	1339	130	149	Advanced	117	Low Intermediate	125	Low Intermediate	19	F
6	00014	G						1339	100	117	High Intermediate	89	Novice	93	Low Intermediate	19	F
7	00015	G					OCTAVIO	1339	100	97	Low Intermediate	108	Low Intermediate	96	Low Intermediate	19	M
8	00016	G					ROCÍO	1339	103	106	Low Intermediate	100	Low Intermediate	103	Low Intermediate	19	F
9	00017	G					KENIA	1339	110	108	High Intermediate	105	Low Intermediate	116	Low Intermediate	19	F
10	00018	G					MARICRUZ	1339	105	102	Low Intermediate	98	Low Intermediate	116	Low Intermediate	19	F
11	00020	G						1339	106	126	High Intermediate	103	Low Intermediate	88	Novice	19	F
12	00021	G						1339	102	101	Low Intermediate	108	Low Intermediate	96	Low Intermediate	25	M
13	00022	G						1339	111	124	High Intermediate	95	Low Intermediate	113	Low Intermediate	19	M
14	00023	G						1339	106	108	High Intermediate	108	Low Intermediate	101	Low Intermediate	19	F
15	00024	G						1339	105	102	Low Intermediate	98	Low Intermediate	116	Low Intermediate	31	M
16	00025	G					URSULA	1339	102	113	High Intermediate	89	Novice	103	Low Intermediate	19	F
17	00026	G						1339	98	99	Low Intermediate	98	Low Intermediate	96	Low Intermediate	31	F
18	00027	G						1339	88	84	Low Intermediate	95	Low Intermediate	85	Novice	25	F
19	00028	G						1339	92	99	Low Intermediate	85	Novice	93	Low Intermediate	19	F
20	00029	G						1339	92	91	Low Intermediate	98	Low Intermediate	88	Novice	19	M

Appendix F

College Board Report of ELASH II Test. Jun 2014



Scores of

English Language Assessment System for Hispanics (ELASH) - Level 2

Benemérita Universidad Autónoma de Puebla

June 2014

(Total of Examinees: 9)

	CB Identification	Form	Last Name Father	Last Name Mother	Name	ID	School	Total Score	Listening Comprehension	Listening Interpretation	Language Use & Indirect Writing	Language Interpretation	Reading & Vocabulary	Reading Interpretation	Level	Age	Gender
1	00001	E			ROCÍO		1339	102	99	Low Intermediate	104	Low Intermediate	103	Low Intermediate	13	25	F
2	00002	E			OCTAVIO		1339	103	101	Low Intermediate	104	Low Intermediate	103	Low Intermediate	13	25	M
3	00003	E			URSULA		1339	104	94	Low Intermediate	104	Low Intermediate	115	Low Intermediate	13	19	F
4	00006	E					1339	103	103	Low Intermediate	104	Low Intermediate	103	Low Intermediate	13	31	F
5	00008	E					1339	108	94	Low Intermediate	122	Low Intermediate	109	Low Intermediate	13	19	F
6	00009	E					1339	118	94	Low Intermediate	143	High Intermediate	118	Low Intermediate	13	31	F
7	00010	E			KENIA		1339	109	99	Low Intermediate	113	Low Intermediate	115	Low Intermediate	13	19	F
8	00012	E					1339	93	87	Low Intermediate	90	Low Intermediate	103	Low Intermediate	13	19	M
9	00014	E			MARICRUZ		1339	107	97	Low Intermediate	110	Low Intermediate	115	Low Intermediate	13	19	F

Appendix G

Maricruz's Reflection of the Previous English Class



Lic. Administración Turística

REFLEXIÓN-INGLÉS

Lic. Olga Aida Escobedo López



Maricruz

Cuetzalan, Pue. A 19 de mayo del 2010

*** Reflexión ***

Este curso fue muy importante para mí ya que pude aprender y reforzar mis conocimientos sobre el idioma Inglés.

La verdad algunas de las clases y las actividades se me hicieron un poco difíciles, por lo mismo de que mis conocimientos previos no son muy amplios y no podía captar bien algunas palabras que se pronunciaban en inglés y también desconocía el significado de otras.

En ocasiones algunas de las clases y actividades sí se me hicieron muy interesantes y dinámicas y en lo personal me ayudaron bastante para mejorar mi aprendizaje. Por ejemplo una de las actividades que más me gusto fueron las presentaciones orales, porque nosotros podíamos practicar el vocabulario de algunos temas vistos en clases.

Siempre trato de concentrarme y poner mucha atención a todas las clases para poder captar mejor las ideas y así aprender a mejorar mis conocimientos adquiridos.

Para nosotros que estudiamos una licenciatura que está muy relacionada con el sector turístico, es muy importante aprender a manejar este idioma ya que nos permitirá en un futuro abrirnos las puertas para poder nos integrar en el ámbito laboral.

Tengo muchas ganas de aprender este idioma y para el siguiente curso de inglés, prometo dar un mejor desempeño en todas las clases.

Appendix H

Arantza's Interview Transcription

MINUTE	PARTICIPANTS	INTERVIEW
0:00 0:09	INTERVIEWER	Hola Arantza, buenas tardes! Pues antes que nada quiero agradecerte...este...tu disposición para esta entrevista y tu tiempo Arantza. ¿Cómo has estado?
0:09 0:28	INTERVIEWEE	Buenas noches...Bien hasta ahorita todo bajo control, intentando más que nada, pues encontrar algo ¿no? algún empleo que nos guste y que podamos...este...disfrutar...aparte de tener un salario ¿no?
0:29 0:46	INTERVIEWER	Claro, que bueno Arantza...este...Arantza me gustaría platicaras...este...para empezar esta entrevista un poco sobre tu...tu vida en general... ¿Quién eres? ¿De dónde eres? Tus papás, tus hermanos....
00:47 01:40	INTERVIEWEE	Ok...si bueno, pues...mi nombre es Arantza...eh...soy nativa de...lo que vienen siendo...ah...Tlapanalá, San Luis Tlapanalá, Puebla. Mis padres. Mi mamá es ama de casa, mi papá campesino. Tengo siete hermanos. Soy la más pequeña, la única mujer. Y...bueno, siento que lo más importante que tenemos a...a un niño son síndrome de Down. Que es Roberto. Nuestra motivación prácticamente de toda la familia. Sí...este...eh...estoy en proceso de titulación...de la carrera de Administración Turística...y pues estamos en...proceso prácticamente. Sí...que más le puedo decir...
1:40 1:46	INTERVIEWER	Perfecto...sí exacto, tus hermanos dices que son mayores. ¿A qué se dedican Arantza?
1:47 2:19	INTERVIEWEE	...Bueno...eh...los dos más grandes, pues tienen una...escuela de inglés y computación. Y pues, se dedican más que nada a eso ¿no? Llevar a...a su empresa a flote. Y bueno...ahorita están en procesos de...eh... ¿cómo se dice? Eh...para que puedan llevar licenciaturas...sí ya están avalados por la SEP y todo...esa...cuestión.
2:20	INTERVIEWER	Sí, ¿Ellos qué estudiaron?
2:20 2:40	INTERVIEWEE	Mmm....de hecho...ellos no, bueno...hasta apenas que mi hermano el mayor tiene una licenciatura de...licenciado en administración...me parece...pero...este...se la otorgaron con base a sus...su experiencia. No porque la haya tomado o la haya cursado
2:40	INTERVIEWER	Ah...excelente...
2:41	INTERVIEWEE	Sí, apenas...no tiene mucho...tendrá un mes por mucho que le otorgaron la... licenciatura...
2:47 2:47	INTERVIEWER	¿Y ellos son maestros de inglés?
2:49 3:02	INTERVIEWEE	Sí exacto, tienen...este...pues los títulos correspondientes...eh...tienen...TOEFL...tienen exámenes de Cambridge. Y...pues sí, algunos otros más.

3:02	INTERVIEWER	Ellos, ¿dónde aprendieron el idioma?
3:03 3:12	INTERVIEWEE	Ellos se fueron a Estado Unidos cuando eran adolescentes prácticamente. Entonces, allá estuvieron estudiando y trabajando.
3:12	INTERVIEWER	Ah...excelente... ¿y tus otros hermanos?
3:13 3:37	INTERVIEWEE	Los demás de mis hermanos...ah...bueno el tercero, se llama Gerardo...este...él fue a Estados Unidos, igual que ellos. Y...ayuda mucho a la empresa, pero no, no se involucra así como ellos dos. Los mayores que son como los que lideran lo que es la empresa.
3:37	INTERVIEWER	Sí....
3:38 3:53	INTERVIEWEE	Sí...y otros dos de mis hermanos están en Estados Unidos también trabajando...eh...pues sí de hecho...decidieron no dedicarse a...lo mismo que los demás de mis hermanos. Tomaron caminos diferentes.
3:53	INTERVIEWER	Claro...bien Arantza...
3:54	INTERVIEWEE	Y...pues sí nada más y pues...ya Roberto. Él está en casa con mi mamá....
4:01 4:03	INTERVIEWER	Sí tu hermanito, el pequeño...el...el...que... ¿él es mayor que tú?
4:04	INTERVIEWEE	Sí, es mayor que yo. Sí
4:04 4:10	INTERVIEWER	Es mayor...es mayor...y ¿cómo, cómo fue tu vida Arantza? Tu infancia, todo...
4:11 6:26	INTERVIEWEE	Mi infancia....bueno, pues...fue algo complicada porque eh....desde pequeña, desde el tercer grado de primaria...pues. Sí...estaba...cerca de mi mamá ¿no? estudiando en una escuela local...pero...este hubo complicaciones en la escuela con respecto a los docentes. Y pues, decidieron que era mejor para mí...que me pasaran a otra escuela ¿no? Y ya fue cuando fue mi cambio para Izúcar de Matamoros y....curse allá...en la escuela federal Herculano Sánchez... el tercer año, cuarto, quinto y sexto. Termine allá mi primaria y pues...era así como que complicado porque tenía que irme temprano...despertar temprano porque mi papá más que nada se dedicaba, en ese entonces, más...a apoyar a mis hermanos ¿no? en la escuela. Y...este...eh...nos íbamos a las 6 de la mañana o mucho antes. Y era...pues así como que levantarme, arreglarme el uniforme y llegar a la escuela de mis hermanos. Esperar un rato que...que fuera la hora para irme a la escuela. Y ya me iba...eh...posteriormente...eh...salía de la escuela...me iba a la (risas) otra escuela ahora sí...a la escuela de mis hermanos...este...y esperar algún curso que...fuera mi nivel para tomarlo...y pues...más que nada estar en la escuela...o sea...no fue como estar con mi mamá todo el tiempo, y...o...y así muchas cosas de...de lo que es con la...maternidad, no...no se dieron muy cercanos, debido a eso. Entonces...este...pues estaba más al cuidado de mis hermanos o...en este caso de mi papá. Pero...pues como

		siempre tienen ocupaciones....este...estaba empezando la escuela. Estaba en proceso de crecimiento, pues...si había...si hubo así como que momento donde estuve...eh...pues no prácticamente sola, pero sí viendo por un cristal como trabajaban y todo eso....y esperar hasta la una, dos, tres dela mañana a que cerraran. Que terminaran todo su...sus cortes y todo eso...y ya poder irme a casa y llegaba a dormir...y al otro día prácticamente lo mismo.
6:26	INTERVIEWER	¿Allá hacías tareas y todo?
6:27 7:51	INTERVIEWEE	Aja...hacia tareas, tomaba los cursos...este...los profesores...eh...siempre hubo dos o tres maestros que fueron muy cercanos a mis hermanos...y ya eran como los que me ayudaban...a ...solucionar algún problema que tuviera con la escuela...bueno con tareas....este... a veces, bueno...muchas veces...este eran ellos los que iban por mí a... por ejemplo en la primaria, todavía estaba pequeña entonces...este el profesor o alguna secretaria...pues la mandaban ¿no? por mí. Sí (risas) estaban así como que muy ocupados... Pero sí fue divertido porque...pues...no siente uno tanto la presión de...de los papás ¿no? Y ahora haz esto, haz el otro...y ya vente a comer....pero sí por la otra parte aprendes a ser un poco independiente ¿no? Sí...así fue...Y ya una vez en la secundaria...pues tomamos...este...eh...pues ya era más que nada...solamente tenía dos o tres horarios en clases con mis hermanos. Y pues ya estaba un poco más grandecita...ya iba a casa y regresaba a Izúcar...Pero aun así...esperaba muchas veces a mi papá o a uno de mis hermanos para regresar a casa.
7:52	INTERVIEWER	Sí...claro...Así fue la primaria, la secundaria
7:52 8:43	INTERVIEWEE	Sí exacto...ya la preparatoria cambio mucho porque...eh...decidí ya no estar en Izúcar, sino estudiar en Atlixco...entonces, apliqué examen y pues me quedé. Y dije, ah bueno ya... Entonces...eh comencé a...viajar a...ah...a Atlixco. Viajaba yo todos los días a las cinco de la mañana. Levantarme para 5:30 salir de...de Tlapanalá para Atlixco y llegar a las 7...estar hasta a.. lo que es el horario hasta las dos, tres de la tarde...y regresar a mí...a mi casa prácticamente como a las cinco...y hacer tareas y...este...en ese entonces, me gustaba jugar mucho basquetbol...y prácticamente un rato, una hora, media hora...y ya era noche...ya ere hora de dormir, de arreglar las cosas para el otro día...y aja...nada más...(risas)
8:47	INTERVIEWER	Muy bien...y la universidad ¿cómo fue?
8:48 19:39	INTERVIEWEE	La universidad fue...muy compleja, muy interesante, muy bonita. (risas) Fue una etapa muy...donde aprende...donde aprendí bastante...este...más acerca de la independencia, de solucionar problemas por sí mismo y...muy complicado porque...pues aplique examen para, para la BUAP, pero aquí en Puebla ¿no? Y por cuestiones de

		puntaje...eh...este...no, no alcanzamos...este...bueno, no alcancé perdón un espacio aquí en Puebla. Entonces, solicité lugar en algún campus y... lo consulté con algunos amigos, familiares y me dijeron...pues no...es que Cuetzalan...es súper padre que tienes que irte para allá...y...este...y pues decidí irme ¿no? De hecho mis hermanos los mayores estaban considerando que...este...me tomara un años sabático ¿no? Y...este...poder...aplicar el siguiente año. Pero...dije que no, es muy complicado porque, pues te acostumbras a...a...a ir a la escuela, a tener un horario, a trabajar o a cualquier otra cosa. Entonces, para mí sentía que iba a estar más complicado...eh...comenzar de nuevo el siguiente año ¿no? así que decidí irme a Cuetzalan...Y pues... era un lugar que yo no conocía, yo no conocía a nadie. No conocía ni la gente, ni el lugar, ni la universidad, ni nada ¿no?...eh...entonces, cuando me...me dieron los resultados que sí me habían aceptado en Cuetzalan...este, pues yo estaba contenta...y dije bueno, voy a estudiar ¿no? lo que quiero...y pues, en ese sentido que pues en la BUAP ¿no?...Y le comente que mi papá siempre ha sido como que muy precavido. Entonces, dijo: que te parece si vamos a Cuetzalan...este...para que conozcas el lugar, sepas cómo es, dónde vas a estudiar...y toda la situación. Y bueno deje que sí. Llegamos a Atlixco y pues ni siquiera sabíamos dónde estaba Cuetzalan, en el mapa ¿no? (risas) Y...este...le preguntamos en Atlixco a un policía ¿no? Y nos dijo, no es que Cuetzalan sí está un poquito retirado. Nos mandaban primero a una...a otro lugar que se llama Atzalan, pero es en la Mixteca. Y yo dije no es que es Atzalan, es Cuetzalan...y ya este nos dijeron donde...y...pues era...nos dijeron que muchas horas y dijimos no, mejor nos esperamos un poquito más...Y ya regresamos a casa, arreglamos cosas...este...espere lo que es la fecha ¿no? ...y así...teníamos un contacto allá, el profesor Justiniano, que es de Izúcar de Matamoros, pero tiene familia ahí...en Cuetzalan, de la señora Irma, usted la ha...la ha de conocer ¿no?...este y ya nos contactamos con ella, y hablamos con ella. Y le dijimos que si podía vivir en su casa ¿no? Entonces, llegamos el primer día. Dejé mis cosas, conocí a la señora en ese instante, conocí mi habitación. Y me dijeron mis papás, bueno hija aquí estas...este...donde querías y pues ya nos vamos. Porque tenían que regresar a casa ¿no? Entonces sí...el primer día fue así como que...pues...no llorar, pero sí estaba así como que triste...extrañaba mi casa, extrañaba mi familia...y pues me sentí...bueno...pues a ver qué pasa...y pues ya empecé poco a poco a conocer a la gente, a...a conocer a los compañeros...este...y pues ya se te va olvidando un poco más la nostalgia ¿no? Pero...no me gustaba mucho Cuetzalan...en la...bueno en la cuestión del clima porque ...siempre he dicho que la lluvia y el frío me deprimen
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		mucho...Entonces, imagínese ¿no? estar cuatro años y medio allá...pues sí fue así como que...pues ya al tercer años ya me acostumbré...al tercer año ya...lo estaba superando, (risas) pero ...al principio sí fue como que...así...complicado (risas)...más que nada fue emocional. ..Sí...y ya con respecto a...a la universidad, pues...este...fue interesante porque prácticamente...rrrr...crecimos con... junto con la universidad ¿no? Porque fuimos la primera generación...este...los chicos eran...eran...mmm...la mayoría eran de Cuetzalan...y...este...pues los profesores eran...solamente eran...al principio dos o tres para toda las materias...entonces...sí era así como que a veces tedioso ¿no? porque terminábamos una materia con éste profesor y... seguía la siguiente materia y era el mismo ¿no? (risas) Entonces, así como que bueno...a veces sí era un poco pesado, pero...pues sí la...la pudimos sobrellevar y...este...pues igual los profesores fueron...muy...muy amables y siempre trataron como de...de llevar una relación...no tanto...tajante ¿no? así como de profesor-alumno y...no, no me importa tu vida ¿no? Al contrario, ellos siempre se preocupaban como por...cómo estabas, cómo si necesitábamos alguna cosa...este...el licenciado Jaime muchas veces estuvo...eh...en una posición de... de psicólogo ¿no?...de que no Arantza, es que tienes que regresar a Cuetzalan, sé que no te agrada mucho, pero...pues échale ganas, todo va a salir bien...y cosas así ¿no? Y me motivaba mucho (risas)...Y...este...y cuando llego la siguiente...eh...generación pues...ya iba creciendo un poco...y pues iban ya más profesores, más alumnos...eh...conocimos lo que eran las nuevas...donde iban a ser las nuevas instalaciones ¿no? de...de la BUAP...y...este fuimos a conocer. Todavía estaba en...en obras negras y...nos tomamos la foto y...casi, casi dijimos, ¿no? pues éste va a ser nuestro salón ¿no? (risas)...pero...este...pues sí fue...interesante. Pasamos por este...cuestiones, ya bueno, más en lo personal con compañeros. Una vez que nos conocimos...eh...decidimos que íbamos a vivir juntos ¿no?...eh recuerdo que mis papás...eh...cuando les dije que me iba a salir de la casa de la señora Irma para irme a vivir con mis amigos, me dijeron: ¡No! cómo crees, ¿por qué?, ¿ya pasó algo? O ¿qué? Y nosotros no. pues...que...pues no, yo quiero vivir con ellos ¿no? Y vimos lo que era la casa, pero estaba completamente pintarrajeada por todos lados. Era prácticamente, no sé, era como...como si fuera una casa de carceleros ¿no? (risas). Y cuando la conocieron mis papás dijeron: ¿Aquí vas a vivir? ¿Cómo crees?...Y yo sí no hay problema...yo quiero vivir la aventura...rrr...y ya bien o mal...ya me...autorizaron el permiso ¿no?...y ya fue cuando...comenzamos a...a compartir juntos...este...Sofía,
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		Esperanza, Octavio y pues... ya yo ¿no? Y pues sí era muy divertido porque...era un ambiente de que...pues conocíamos la escuela...este nos íbamos juntos, nos regresábamos juntos, comíamos juntos. Y ya poco a poco se fue formando ya así como una...una segunda familia ¿no? entre compañeros y...pues la gente de Cuetzalan...Y pues siempre, él que estuvo siempre cerca de mí...pues fue Gabriel ¿no? Estuvo en nuestro proceso de cambiar casas por seis ocasiones (risas). Vivimos prácticamente todas las...las zonas de Cuetzalan ¿no? Y fue divertido... cada mudanza...pues...tuvo su aventura... Y ya con respecto a la universidad...este...pues igual ¿no? nos apoyamos bastante ¿no? en cuestiones de la escuela que no entendíamos alguna cosa de la escuela, nos explicábamos...este...por lo regular siempre nos dedicábamos a hacer tareas en las noches, no sé por qué razón, nunca nos concentrábamos en el día...rrr...y ya en las noches como a las nueve...pues y empezábamos a preocuparnos ¿no? por las tareas...y a las diez, once, una ya estábamos terminando. Y al otro día temprano para ir ¿no? Sí fue, fue muy divertido también. (risas) ¿Qué más quisiera saber?
17:20 17:48	INTERVIEWER	¿Arantza?...este ¿Cómo describir tu vida académica, te gustó la escuela en general, desde tus inicios hasta la universidad?
17:50 20:16	INTERVIEWEE	...eh mi vida académica...pues sí, de hecho este...mmm...creo que...la universidad tuvo...fue muchos pros y muchos contras ¿no? porque como estaba iniciando, pues...este...supongo que algunos profesores, pues...o...no digo que cubriera el currículo...el...el perfil...pero...este...pues sí había como unas...este...lagunitas todavía ¿no? de conocimientos y cosas ¿no? que tenían que investigar y prácticamente...eh...lo que era...por ejemplo contabilidad, cuando iniciábamos...este...pues con el profesor prácticamente íbamos aprendiendo juntos ¿no? Tenía conocimientos, pero aun así iba investigando a la par con nosotros cosas. Entonces, creo que sí...pues sí fue importante...fue muy...este...nunca dejarte con dudas, pues como que no. Siempre estuvieron al pendiente de que nuestras dudas se estuvieran aclarando...y pues sí siento que fue...eh...cómo explicarlo...eh...fue completo...eh...involucró muchos aspectos, conocimientos...eh...los profesores se involucraron también en el sentido de...de motivarnos, de...de mostrarnos cosas que no, no estábamos tan acostumbrados ¿no? cosas como... fue la materia de...mmm...de, de, de...que llevamos con el profesor Marco...eh que nos hizo viajar, nos hizo conocer...este siempre estábamos limitados mucho a...a que no teníamos dinero, a que era muy caro y cosas por estilo ¿no? Entonces, él nos impulsó mucho a conocer, a salir, a ver qué hay allá afuera. Porque también es otro

		método de aprendizaje. Y pues...eso sí nos sirvió bastante porque pues ya teníamos así como un criterio más amplio sobre, sobre cuestiones de turismo, que es nuestra área ¿no? Y...este...pues sí fueron muy, muy importantes. O no sé...a qué más se refiera con la vida académica...
20:17 20:21	INTERVIEWER	Sí, en tu primaria, secundaria, cómo fuiste como estudiante....
20:22 26:30	INTERVIEWEE	Ah cómo fui como estudiante! Buenos, pues en la primaria sí era muy aplicada (risas) porque pues...estaba cerca de mi mamá y mi papá estaban muy al pendiente ¿no?...este...aunque sea en la madrugada, pero checaba mis tareas...y pues de eso sí no me quejo...siempre estuvieron al pendiente. ¿no?...eh...me agradaba la idea de que no me presionaban tanto en calificaciones. Siempre me dijeron, no te exigimos un diez, pero...este...o sea, la calificación mínima que tienes que tener va a ser ocho. O sea, si yo sacaba un siete punto nueve, pues ya sentía que me estaba muriendo ¿no? (risas) Y si...eh...y pues así nunca me presionaron que porque tenía ochos, o porque tenía este...nueves...Y en la primaria siempre fui de...de los promedios más altos, de hecho estuve en concursos de aprovechamientos, tenía primeros y segundos lugares...eh...una vez que me cambiaron a Izúcar de Matamoros, pues cambió un poquito la situación, porque pues...era así como que volver a adaptarme, tener nuevos amigos. Estaba yo así como que todavía pensando en los niños ¿no? de la primaria, de...de mi antigua escuela...pero logré mantener mi promedio de nueve...y de ahí...este...en quinto año tuve un pequeño conflicto con la profesora, no sé por qué situación. Pero siempre en mis boletas reportaba que...que no entregaba tareas ¿no? Y entonces mi papás, sí se sacaban de onda y me dicen pues es que pues, son tareas que hicimos anoche juntos y cómo es posible que reponte que no las entregas. Pero ya fue una cuestión más...más...personal ¿no?...y ya...bue...en la secundaria...este...pues ya fue más...mmm...no es que se hayan descuidado mis papás, sino simplemente, era yo la que pues...ponía mis límites ¿no? con respecto a mis tareas....a mis calificaciones...y solamente cuando era cuestión de firmar algo...alguna boleta o algo parecido, ya se daban cuenta de mis calificaciones. Pero sí, hasta...hasta la prepa, pues siempre fue mantener un promedio arriba de ocho. De hecho nunca lo bajé de...ocho...hasta alguna que otra materia en la universidad que sí se me medio complicó. Pero pues ya...Y...mmm...pues tomaba...no, no me presionaba tanto en...en las calificaciones y en la escuela porque pues, este...pues yo decía...bueno yo sentía que entre más me presionaba, menos entendía las cosas ¿no? Y entonces, este...me tomaba como que más mi tiempo para analizar y...estudiar más por mi cuenta. Porque si estudiaba, siempre he sido una persona que...analizaba más

		las cosas cuando estaba sola y...este indagaba un poco más sobre el tema...y ya fuera de la escuela ¿no? Y...mmm...siempre...bueno siento que me ayudaba bastante que mis hermanos y mis papás, pues siempre estaban con que oye, te compre este libro...este te compre este libro de ortografía, tienes que llenarlo, el fin de semana checamos qué es lo que has avanzado ¿no?...Eh...cuando era más pequeña me...compraban las...por ejemplo iba en tercer año y me compraban la guía de quinto año ¿no? (risas) Y pues así como que me iban avanzando mucho ¿no? y luego es que son vacaciones ¿no? quiero jugar, quiero salir, quiero ir...a...con mis amigos o cualquier cosa. Y me decían no, hasta que no termines esta lección, no puedes hacer nada. Entonces, pues en vacaciones me la pasaba llenando una guía. Entonces, cuando llegaba al quinto año, por ejemplo, pues ya tenía así como que conocimiento previo ¿no? Cosa que en la preparatoria y en la universidad, pues no se dio pues porque ya fue así...como que más...más auto-aprendizaje. Y no ya tanta responsabilidad de mis padres ¿no?...Y este...en la universidad...pues a veces sí sentía como que...eh...me afectaban más situaciones...emocionales...como lo fue la separación de mis padres un tiempo. Eso sí me afectó bastante ¿no? porque aunque me decían: es que tú no te preocupes, esas cosas son cosas de adultos. Y pues... no puede uno separar eso ¿no?...rrr...y pues sí sentí que me afectó un poco en la...en la universidad porque evidentemente vi como bajaron mis calificaciones ¿no? No ponía atención en clase...este...muchas veces no...no me interesaba tanto en cumplir con las tareas o, y con este...las participaciones. Ese siempre ha sido un problema mío desde que era...bueno desde la secundaria...desde la preparatoria, no sé qué me pasó. Creo que necesito hacer como un...un retroceso en mi vida y checar dónde fue el momento donde me convertí en una persona que se pone muy nerviosa al estar en público, al hablar y cosas así ¿no? porque se me hace raro, cuando era más pequeña me gustaba...este...declamar. De hecho mi papá me hizo una poesía y cuando salí del kínder...este...pues la dije ¿no? Y fue así como que muy, muy normal para mí. La secundaria igual, este...me gustaba mucho estar con el micrófono, dirigir ceremonias y cosas por estilo. En la preparatoria ya fue...rrr, perdón...ya fue más, o sea...mmm...no sé creo que fue en ese trance entre preparatoria-secundaria donde pasó algo que me volví muy tímida ¿no? Entonces...hablar en público me ponía muy nerviosa, se me olvidaban las cosas...este...pánico escénico ¿no? Y todo el proceso de la universidad quise trabajar en eso...eh lo fui logrando poco a poco; pero sí hasta la fecha sí tengo así como que ese...ese problema ¿no?. Entonces las participaciones en la universidad siempre, siempre salí mal. La profesora Cristina siempre me decía: no es que hiciste
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		buen trabajo, saliste muy bien en el examen y todo, pero...pues, tu...promedio baja por cuestión de tus participaciones ¿no? debes participar más. Y pues sí, nunca era de las que siempre estaban levantando la mano así como cosas por el estilo, pues no. Pero fue sí la única situación que también me afectaba mucho porque pues, en la universidad sí cuenta lo que es la participación. Sí...qué más....
26:31 26:41	INTERVIEWER	Sí...Muy bien Arantza...este...cuéntame un poquito sobre tu experiencia...eh...con el inglés...
26:42 29:44	INTERVIEWEE	Con el inglés...pues fue divertido al principio porque este...rrr...pues como le comentaba que teníamos, bueno tenemos escuela de inglés y computación, pues me he familiarizado con el inglés desde que era pequeña ¿no? Pero...este...en la universidad al principio, pues me...eh...como eran niveles básicos y la mayoría de mis compañeros tenían un nivel...este...básico y algunas personas nulo. Entonces, sí a veces me aburría ¿no? empezaba a distraerlos ¿no?...este...Recuerdo que un día que estábamos solamente tres personas del salón, teníamos un poco de conocimiento del idioma. Y...este...y pues estábamos platicando ¿no? Y de hecho nos sacaron de la clase...este...y ya posteriormente pues busqué así como que...eh...siempre quise buscar la forma de poder ayudarlos ¿no? pero a mis compañeros...pero cuestión de que...de tiempos...de que tenía yo alguna otra cosa que hacer, pues no, no se daba en momento ¿no?...En general...este...me gustó aprendí muchas cosas que no conocía porque siento que en algunos momentos, en algunos cursos manejaban lo que es el inglés británico, que yo pues nunca había llevado ¿no? Yo llevaba el americano y había muchas palabras que desconocía, por lo tanto, pues eso fue un aprendizaje para mí igual ¿no? ...eh...qué más puede decir...ah...pues en cuestiones generales, siempre se me facilitó pues porque pues ya tenía el conocimiento. Pero de haber empezado en ceros, yo creo que...este...pues sí, sí hubiera aprendido. Hay muchas cuestiones, muchas técnicas que aprendí de los que nos enseñaban...y...este...pues sí muchas dinámicas que manejaban para que...que aplicaban para que personas como...que teníamos un poco más de conocimientos con los que no tenía mucho conocimiento...pues pudiera mezclarse y...llevar la clase...no para que no los distrajáramos ¿no? Y fuera así algo...algo no proactivo ¿no?... Sí...Y pues...ahorita...este acabo de presentar, bueno no, no lo acabo. Hice el examen...ELASH este...que me faltaron, qué serán...unos diez puntos, me parece...para poder acreditar el idioma...eh...este...después de eso estuve en cursos...pues, más que nada intensivos ¿no? De...de técnicas para...para la aplicación del TOEFL...y pues, sí ya en mi segundo intento del TOEFL, pues ya obtuve el puntaje...necesario

		para poder titularme y acreditar la materia. Estamos en eso...sí...
29:45 30:00	INTERVIEWER	Ah...a qué consideras Arantza que el éxito de haber obtenido la certificación... ¿a los curso? A qué, ¿a ti?
30:01 32:33	INTERVIEWEE	Eh...mmm...pues, yo creo que tiene que...ah...son muchas circunstancias porque...eh...siempre he sido una persona que lo que digo...que me propongo lo cumplo ¿no? Pero siempre es con...con...este...hay cuestiones...este...familiares que siempre me han...me han centrado prácticamente como para no, no errar. Y...este me motivan a...a...a lograr las cosas no acosta de lo que sea, pero sí a poner un mayor esfuerzo...eh...mmm...estos meses estuve solicitando a mis hermanos que me pusieran, este... un poco de atención. Porque tenía deficiencias en algunos aspectos del idioma ¿no?...este...y sí, sí me pusieron un profesor y todo eso. Pero resulta que este...nos...terminé pagando esas...este...esas clases ¿no? Y sí fue un conflicto familiar...donde dijeron: O sea, cómo le estas cobrando a tu hermana las clases. Entonces, eso para mí fue importante porque me hizo centrarme más en...en el idioma...este...aprovechar las clases...eh...y estar...y meterme más en los audios, en lecturas...eh...yo creo que...ahora...eh...pude alcanzar los puntajes debido a que me enfoque más a la lectura porque es algo muy complejo...y que...este...que tiene bastantes...que es lo siento que eso era, bueno que era mi debilidad. Porque el listening...mmm...bueno por música, por audios, por cine...este por videos y cosas así, pues...lo va uno practicando y ejercitando ¿no? Pero la lectura...eh...siento que era lo que más se me complicaba...entonces...eh...en...desde...que estaba en...Cuetzalan, pues sí a veces...eh...me regalaban los libros algunos de mis hermanos, me los daban y o sea, eran en inglés ¿no? Leía la primera parte...este...me gustaba, pero después no sé qué me pasaba, me aburría y lo dejaba. Y nunca los terminaba. Entonces, siento que si...este...me enfoqué más sobre la lectura para que lo demás de me viniera facilitando. Y pues, por ende va uno viendo gramática...este...palabras inusuales y cosas por el estilo. Pero sí, siento que más que nada...fue por dedicarme dos, tres meses como que intensivamente...a...a los puntos débiles que yo consideraba que era la lectura y un poco la gramática...
32:33 32:41	INTERVIEWER	Claro...qué...qué opinas de este requisito de titulación...que, que solicita la universidad. La acreditación...
32:43 34:55	INTERVIEWEE	Opino que es algo como contradictorio porque, bueno no...nosotros tenemos que llevar no solamente inglés como...como materia curricular, sino que no deberían...este...bueno, en los programas anteriores

		llevaban...estos tres idiomas curricularmente o algo por el estilo, y después los quitaron y quitaron también inglés. Únicamente nos metieron como dos o tres unidades de nieles muy básicos ¿no? que sí los vamos a necesitar, pero necesitamos mucho más que eso. Y que...deberíamos llevarlo desde que iniciamos hasta que terminamos. Porque si lo dejamos al final o si nos dan la opción de que tenemos que acreditarlo hasta el final, pues la mayoría se espera a que...este terminan la carrera y entonces iniciar un curso para poder acreditarlo. Entonces, siento que sí debería haber, no sé, una materia de inglés obligatoria en todos, en todos los años. Pero que no fuera...que fuera como progresivo no tanto repetitivo porque en algunas ocasiones, pues este...nos abrían cursos y cosas por el estilo, pero empezábamos con el verbo to be y después el siguiente cursos...pues igual volvíamos a retomar el verbo to be y empezar de ahí otra vez, y así. Y como era...este...eh...yo sentía que no era mucho, mucho avance el que se estaba llevando ¿no? porque pues igual era falta de compromiso de nosotros como estudiantes, porque pues, no íbamos a los cursos...este...eh...o poníamos cualquier pretexto, lo posponíamos o dejábamos de ir simplemente y se cancelaban ¿no? Pero sí siento que este...que sí es importante porque obviamente la carrera lo requiere y...pues lo estoy viviendo ahorita que estoy trabajando en...en un hotel...pues ya sea de hasta bellboy, pues te están preguntando cosas...este...en inglés, francés y...pues más que nada...pues si no entiendes. Ellos son los que están hablando en español ¿no? Que debería ser lo contrario, nosotros estar brindándoles información en su idioma ¿no? Y pues, el idioma es un...este perdón...el inglés es prácticamente el idioma universal ¿no? Sí...eso...eso opino. Pienso...
34:36 35:12	INTERVIEWER	Sí Arantza...y con respecto a...mmm...al contexto en el que estudiaste la universidad. Crees que influyo un poco en...en tu aprendizaje en general y en específico con el inglés...De haber estado en la ciudad, crees que ¿haya sido diferente?
35:13 35:21	INTERVIEWEE	...este...eh.....no entendí bien su pregunta, me la podría repetir...
35:22 35:37	INTERVIEWER	Claro, el hecho de haber estudiado aquí en una regional, en Cuetzalan, que te haya afectado en el...en el aprendizaje en general y en el específico en el inglés. Y que si hubiera sido diferente si hubieras estado en la...en la ciudad de Puebla
35:38 37:01	INTERVIEWEE	Pues, yo creo que...no...no...no...mmm... me afecto en nada, pues...por lo contrario yo siento que me beneficio porque...eh...como he repetido, en Cuetzalan siempre fue así como que ...rrr...los profesores siempre...como fuimos pocos, entonces, tenían más tiempo para nosotros. Se enfocaban más en nosotros...nos dedicaban más tiempo...y

		como he platicado con amigos aquí en Puebla...perdón...este...pues como la...la cantidad de personas es... inmensa, pues no tienen tiempo ni siquiera para...hasta para aprenderse el nombre ¿no? Entonces, este...siento que allá teníamos alguna cuestión, alguna duda nos dedicaban el tiempo, nos daban asesorías...este...Precisamente en inglés...eh...yo creo que en Puebla, bueno en CU tienen lo que es este...su centro...de idiomas ¿no? Pero por lo que me comenta no está en muy buenas condiciones como para que vayas...este... aprendiendo...entonces, siento que...si hubiera estado aquí en Puebla...igual, no sé pagado algún curso particular o algo por el estilo ¿no? Y en Cuetzalan...este...pues gracias a que nos aplicaban exámenes seguido...eh algunos cursos...eh...siento que sí me ayudo como a...medir mi nivel...y...identificar más que nada cuáles eran mis puntos débiles para poder trabajar en ellos...
37:02 37:25	INTERVIEWER	Perfecto Arantza...pues te agradezco mucho tu tiempo, tu disposición Arantza. Este...creo que ya cubrimos ah... todos los puntos que necesitaba saber y...pues...este estamos en contacto... ¿Ahorita ya estas realizando tu trámite de titulación?
37:26 37:56	INTERVIEWEE	Pues se supone que ahorita estaban de vacaciones los de la DAE, pero este...ya solamente es cuestión de...ya tengo lo que es el...ah...mm...el inglés acreditado, la hoja de carta pasante y el certificado de estudios. Es cuestión de que los entregue y todo eso para ya poder sacar el título, pero si me decían que regresan este...ah...pues ya. De hecho ya han de estar...laborando ¿no? Sí pues sí ya estamos en eso...(risas)
37:57 38:14	INTERVIEWER	Sí ya...ya se empezó, la semana pasada. Bueno Arantza, perfecto, muy bien. Pues te agradezco mucho nuevamente Arantza por tu apoyo y por tiempo y pues...estamos en contacto.
38:15	INTERVIEWEE	Ok, estamos en contacto, pues a usted por tomarme en cuenta ¿no?

Appendix I

Úrsula's Broad Categorization

PARTICIPANT	Beliefs about English Learning	Beliefs about English Graduation Requirement		Beliefs about ELASH
	REFLECTION 2010	INTERVIEW 2014	INTERVIEW 2014	INTERVIEW 2014
ÚRSULA	<i>... en lo personal me gusta, aunque me cuesta trabajo, yo sé que no es fácil para mí, pues nos estoy familiarizada con el idioma,</i>	<i>Me cuesta trabajo, no sé... me cuesta mucho trabajo expresarlo... así comprenderlo, me cuesta mucho trabajo. Esas son las partes que siento que me...que me fallan mucho y el vocabulario que no sé muchas palabras.</i>	<i>Pienso que es fundamental, muchas de las empresas este...te piden esos requisitos para poder...seguir escalando puestos...</i>	<i>...el primero que realizamos, pues no sabía nada...eh de cómo eran las estructuras...eh...los tiempos y estaba así como nerviosa. Pero...lo sentí más o menos ligero...no lo pasé....</i>
	<i>...necesito practicar mucho la pronunciación y audición porque son dos cosas que me fallan o se me dificultan, pero para eso yo misma puedo practicar en casa o en cualquier lugar que no sea necesariamente la escuela.</i>	<i>...siento que me...que me fallan mucho el vocabulario... que no sé muchas palabras.</i>	<i>Es así ya como preocupante eso porque, me siento presionada. Yo me quiero titular, ya me quiero ir...eh...y pues sí sin mi título es más difícil....</i>	<i>Y ya el segundo que realizamos apenas, pues yo iba así como con la mentalidad lo voy a pasar, lo voy a pasar. Pero pues igual no lo pasé, me faltaron 26 puntos para obtener el mínimo...</i>
		<i>...escuchar música, eso me gusta mucho. Porque voy escuchando las palabras y algunas si me pongo a escribirlas Escuchar las palabra y sentir que...que me la sé...</i>		<i>...venían otros tipos de preguntas y era otra parte que estaba un poquito más difícil que la anterior. Aunque nos dijeron que era como que el mismo nivel de dificultad, yo sentí que no y varios sentimos que no...y pues igual, no lo pasé.</i>
		<i>Eh...empecé, a ver...a tener clases de inglés cuando entre a la secundaria, pero no fue un inglés muy bueno, que digamos...prendí lo básico, este...no sé, quizás la calidad de enseñanza del profesor no era la...adecuada.</i>		<i>La primera parte la sentí...un poco más difícil porque el listening venía como muy cortito, unas cuantas palabras y ya... Entonces era como muy cortito y esa parte se me hizo difícil...</i>

Beliefs about English Learning		Beliefs about English Graduation Requirement		Beliefs about ELASH
PARTICIPANT	REFLECTION 2010	INTERVIEW 2014	INTERVIEW 2014	INTERVIEW 2014
ÚRSULA		Porque no he puesto mucho empeño de mi parte también. Escucho mucha música en inglés, pero casi no leo. Casi no busco palabras...y eso es...		Y las lecturas que son muy largas y para poder, más o menos darme una idea...tratar de comprender lo que dicen el texto necesito leerla toda, para poder entender las preguntas.
		...tal vez porque nosotros...como estamos acá no tenemos la oportunidad desde pequeños de estudiar en alguna escuela... particular o clases extras de inglés que te permitan seguir avanzando		... le digo por lo del...tiempo...y me siento así presionada y yo quiero analizar mi respuesta...entonces es donde ya se fue el tiempo y tengo que contestar, entonces, las demás como que al ahí se va... y viene mucho vocabulario que desconozco...
				Porque no está tan difícil, pero me pongo a pensar en las estructuras, en los tiempos, y entonces estoy así analizando la respuesta

Appendix J

English Graduation Beliefs Categorization

Beliefs about English Language Graduation Categorization					
Category 1 A way of preparing us to achieve success		Category 2 An obstacle		Category 3 English a mandatory subject, a better option	
PARTICIPANTS		PARTICIPANTS		PARTICIPANTS	
MARICRUZ INTERVIEW 2014	<i>Pues, siento que sí es...indispensable y básico, ...actualmente pues lo nuevos retos, o sea...el...pues realmente si queremos llegar así como que...más alto de lo que ya estamos, pues sí es indispensable ¿no? más que nada cruzar fronteras...</i>	CARLA INTERVIEW 2014	<i>...Yo creo que si es una buena práctica...pero no se me hace de alguna manera viable... porque ahorita se nos presentan muchas dificultades...y no podemos, como que dar ese pasó porque...no contábamos con las herramientas totalmente...que nos hicieron falta ese momento...</i>	OCTAVIO INTERVIEW 2014	<i>...creo que al te...tener una presión, entonces, debes aprender. Es decir, creo que si para mí no fuera un requisito de titulación y solo fuera una materia más ya estaría titulado, tal vez, o estaría en el proceso. Sin embargo, creo que es una buena opción como para presionarnos a nosotros para...para aprender una...una segunda lengua.</i>
MARICRUZ INTERVIEW 2014	<i>... me parece bien...que no, no estoy en contra de que lo quiten o de cierta manera como que se...omita ese requisito, sino que si se me hace una ...una manera de realmente de...de preparar más que nada a las personas...o sea...para mí o sea...esa...estoy de acuerdo en que...para poder titularte...pues poder acreditar un idioma y que mejor que...que este el idioma mundial, pues...el inglés</i>	ÚRSULA INTERVIEW 2014	<i>Es así ya como preocupante eso porque, me siento presionada. Yo me quiero titular, ya me quiero ir...eh...y pues sí sin mi título es más difícil...</i>	KENIA INTERVIEW 2014	<i>Este...pues ya estando en este proceso...yo creo que sí es una buena práctica...pero no se me hace de alguna manera viable...porque siento que nos hubiéramos comprometido más...de alguna manera si fuera como materia normal ¿no? irla pasando, irla cursando...</i>
ÚRSULA INTERVIEW 2014	<i>Pienso que es fundamental, muchas de las empresas este...te piden esos requisitos para poder...seguir escalando puestos...</i>	ÚRSULA INTERVIEW 2014	<i>Pero...pues bueno yo sé que el inglés es básico...Y pues sí...no sé si me titule miss...</i>	ARANTZA INTERVIEW 2014	<i>Opino que es algo como contradictorio porque, bueno no...nosotros tenemos que llevar no solamente inglés como...como materia curricular, si no que...deberíamos llevarlo desde que iniciamos hasta que terminamos. Porque si lo dejamos al final o si nos dan la opción de que tenemos que acreditarlo hasta el final, pues la mayoría se espera a que...este terminan la carrera y entonces iniciar un curso para poder acreditarlo. Entonces, siento que sí debería haber, no sé, una materia de inglés obligatoria en todos, en todos los años.</i>

**Beliefs about English Language Graduation
Categorization**

Category 1		Category 2		Category 3
A way of preparing us to achieve success		An obstacle		English a mandatory subject, a better option
PARTICIPANTS		PARTICIPANTS		
ROCÍO INTERVIEW 2014	<i>...pues...mmm... sí es básico porque es Turismo y que...el principal turista que viene, pues es extranjero ¿no? y sabe el idioma inglés.</i>	CARLA INTERVIEW 2014	<i>...lo pude ver ahora que...en la carrera nos piden acreditar un idioma, me da gusto que...que gracias a eso haya podido acreditar, y ya no tenga ningún, ningún impedimento para tramitar lo que ahora es el título...y pues ahora se ve reflejado en que...en que el...el idioma es un impedimento, para...para sacar lo que son...son sus documentos...</i>	
CARLA INTERVIEW 2014	<i>Pues, creo que es importante, o sea, el inglés no nada más digamos que...que como requisito de la universidad o para acreditar este...un idioma para conseguir el título ¿no? Es...es...superación personal y aparte pues es ya...obligado, o sea...el mismo sistema en el que estamos nos obliga a...a pues hablar un idioma para poder comunicarnos con, con los demás ¿no?</i>			

Appendix K

ELASH II Correspondence to the CEF and CENNI Levels: College Board



COLLEGE BOARD'S ELASH 2 EXAM AND ITS CORRESPONDENCE TO THE COMMON EUROPEAN FRAMEWORK AND CENNI LEVELS

ELASH 2 Total Score Scale 40 to 200	ELASH Classification Novice, Low Int. High Int. and Advanced	CEF Levels A1 to C2	CENNI Levels 1 to 20
40 - 62	NOVICE	A1 -	2
63 - 73	NOVICE	A1	3
74 - 80	NOVICE	A1 +	4
81 - 85	NOVICE	A2 -	5
86 - 89	NOVICE	A2	6
90 - 102	LOW INT.	A2 +	7
103 - 114	LOW INT.	B1 -	8
115 - 125	LOW INT.	B1	9
126 - 133	HIGH INT.	B1 +	10
134 - 141	HIGH INT.	B2 -	11
142 - 149	HIGH INT.	B2	12
150 - 160	ADVANCED	B2 +	13
161 - 173	ADVANCED	C1 -	14
174 - 200	ADVANCED	C1	15

Note: ELASH 2 evaluates CEF levels A1 to C1 (CENNI Bands 2 to 15).

June 2010

Appendix L

ELASH II Score (140 points) Established by the School of Language in 2013



BENEMÉRITA UNIVERSIDAD AUTÓNOMA DE PUEBLA - FACULTAD DE LENGUAS



EXÁMENES INTERNACIONALES VALIDOS PARA CERTIFICAR EL NIVEL A2 DEL MARCO COMÚN EUROPEO DE REFERENCIA PARA LAS LENGUAS-REQUISITO DE TITULACIÓN						
INGLÉS	ALEMAN	FRANCÉS	ITALIANO	JAPONÉS	CHINO MANDARIN	PORTUGUÉS
ELASH II = 140 pts	Deutsches/Österreichisches Sprachdiplom: Grundstufe A2	DELF A2	Università per Stranieri di Perugia CELI 1	Test de aptitud en japonés o JLPT (Japanese Language Proficiency Test) 日本語能力試験, Nihongo nōryoku shiken Nivel 5		CELPE-Bras (Certificado de Proficiência em Língua Portuguesa para Estrangeiros) Nivel Intermedio
TOEFL ITP 483 PTS* (Puntaje mínimo B1)	The Goethe-Zertifikat A2: Deutsch 2 (FR/Start)	TCF (Nivel A2)*	Università per Stranieri di Siena CILS A2			
TOEFL iBT 37 PTS* (Puntaje mínimo B1)			Dante Alighieri PLIDA A2		Test de evaluación del chino o HSK (汉语水平考试, Hanyo Shūpíng Kǎoshì) Nivel 2 (básico)	
Trinity College London GESE Grade 4/GE 0						
Cambridge Exams (UCLES MAIN) KET						
IELTS (Consejo Británico) Band 3.0						

* Vigencia de 2 años

NOTAS

- El TOEFL es un examen que no evalúa el nivel A2, por lo que no se recomienda tomarlo, pero en caso de haber obtenido ya un puntaje igual o mayor al incluido en la tabla, será válido como requisito de titulación.
- El requisito del idioma también podrá validarse con documentos oficiales que acrediten estudios de nivel medio superior o superior llevados a cabo en el idioma a certificar.
- Las certificaciones para estos u otros idiomas diferentes no incluidos en esta lista serán evaluados por el Comité Académico del DEPEA, tomando en cuenta los siguientes criterios:
 - Resultados de un examen estandarizado con validez internacional.
 - Puntaje equivalente al nivel A2 según los descriptores del Marco Común Europeo de Referencia para las Lenguas.
 - Vigencia en el momento del trámite.

Mtro. Roberto Criollo Avendaño

Mtra. Elen Boury

Mtro. Fernando Rosales Vera

Mtro. Benjamín Gutiérrez Gutiérrez

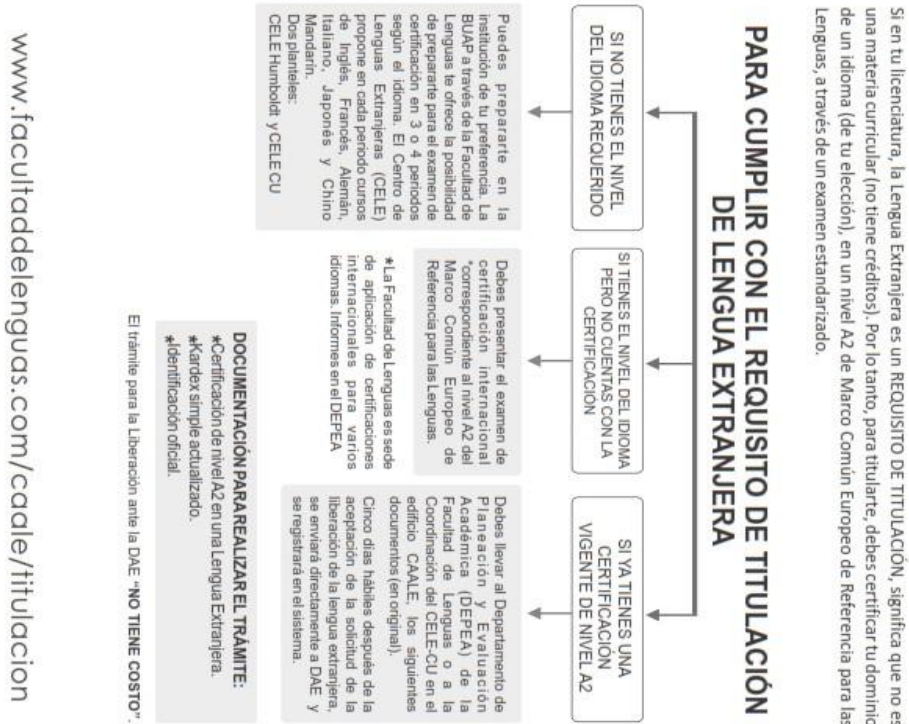
Lic. Manuel Díez Ávila

Mtra. Pilar Bonilla Fernández

Mtro. Santiago Aguilar Márquez

Appendix M

ELASH II Score (130 points) Established by the School of Language in 2014



EXÁMENES INTERNACIONALES PARA CERTIFICAR EL NIVEL A2 DEL MARCO COMÚN EUROPEO DE REFERENCIAS PARA LAS LENGUAS (MCERL)				REQUISITO TITULACIÓN						
INGLÉS	ALEMÁN	FRANCÉS	ITALIANO	JAPONES	CHINO MANDARIN	PORTUGÜES				
ELASH II = 130 pts	Deutsches/ Österreichisches Sprachdiplom: Grundstufe A2	DELTA A2	Università per Stranieri di Perugia CELI 1	Test de aptitud en japonés o JLPT (Japanese Language Proficiency Test) 日本語能力試験, Nihongo nōryoku shiken Nivel 5.	Test de evaluación del chino o HKS (Hànyǔ Shuǐpíng Kǎoshì o 汉语水平考试) Nivel 2 (básico)	CELPE-Bras (Certificado de Proficiência em Língua Portuguesa para Estrangeiros) Nivel Intermedio.				
★ TOEFL ITP (Institucional) 400 PTS	TAHE Goethe-Zertifikat A2 Deutsch 2 (F/A/Start)	TCF (Nivel A2)*	Università per Stranieri di Siena CILS A2							
★ TOEFL IBT (Internacional) 57 PTS			Dante Alighieri PLIDA A2							
★ TOEFL Junior 630 PTS										
Trinity College London GESE Grade 4/ ISE 0	★ Vigencia de 2 años									
CAMBRIDGE exams - KET (UKLES main)										
- BULATS (Russian Language Test Series)										
IELTS (Consejo Británico) Band 3.0										