



BENEMÉRITA UNIVERSIDAD AUTÓNOMA DE PUEBLA



FACULTAD DE LENGUAS

**LEMO students' issues acquiring the required
score on the TOEFL test.**

A thesis submitted to the Faculty of Languages for the
degree of:

Licenciatura en Lenguas Modernas

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CHAPTER I: INTRODUCTION

1.1 Introduction

Language proficiency among the ESL students development has had an important impact on language research. Moreover, specialists in the area around the world have defined language proficiency, as crucial in pre-service teachers' professional development. According to MacSwan and Pray (2005), "proficiency involves all aspect of language development, including phonology (pronunciation), morphology (word formation), the principals of oral discourse including semantics (word meaning), the rules that govern syntax (word order), and pragmatics (the social uses of language)".

On the other hand, there is a lack of research in this area because of the absence of standards to evaluate pre-service teachers' language proficiency. Moreover, according to Ramirez (2007), there is a lack of investigation of graduation efficiency in language teaching programs. Lange (1990) points out that "language proficiency constitutes the foundation of the professional confidence of non-native English teachers". Therefore, this concept has had an influence on teaching area since language proficiency has a view of language that includes not only grammar aspects but also sociolinguistic and discourse competencies (Harley, Allen, Cummins and Swain, 1990). Furthermore, as stated by Richards and Nunan (1990) language proficiency implies a particular responsibility especially for non-native speakers of the target language in methodology and instruction in the second language that influences their development as a foreign language teacher.

Moreover, authors such as Woods and Jeffrey, (1996 as cited in Hativa and Goodyear, 2002) point out that it is crucial for learning to develop some other abilities additionally to the grammar competencies. According to these authors, “Good teaching is charged with positive emotions” ; in other words, good teachers not only have to develop the right methodology and techniques but also teachers should be sensitive, and cultivate a connection with their students in order to make their classes joyful, creative, and enjoyable for their students.

1.2 Introduction to the problem

The institution in which is developed this research is the Faculty of Languages at the Benemérita Universidad Autónoma de Puebla. The university offered two different degrees in the BA: Teaching Language (English and French) and Translation (English and French) until the generation 2008. Nowadays the academic program has been molded and the university offers just one academic program which is the BA in Teaching Language (English or French). Moreover, in order to be accepted at the Faculty of Languages it is not necessary to have certain level of English language proficiency either in LEMO, LEI or LEF.

This investigation paper is aimed to recognize LEMO students’ experiences acquiring the required level of language proficiency at the Faculty of Languages at the Benemérita Universidad Autónoma de Puebla. This study is linked to PIAFET project research which is inquired to analyze the factors that affect graduation efficiency in participants’ programs with the objective of identifying elements to improve the graduation processes.

Moreover, the University establishes two options for students to obtain the degree: first, by achieving grade point average of 8.5 or more at the end of their major without failing any course and achieving a score of 550 point on the TOEFL test (Tapia, 2010). The second option is by writing and defending a thesis project, which is mandatory for students who do not accomplish the first requirement. In addition, Criollo (2003) argues that only in Mexico, a thesis is a requirement for BA students to obtain their degree. In some other countries such as USA and UK, writing a thesis is done just by graduated students. Furthermore, the dissertation or defense of the thesis is almost exclusively of doctoral students. It is important to mention that every country has different graduation policies.

On the other hand, since pre-service English teachers in Mexican universities such as the Universidad Autónoma de Chapingo and Universidad Autónoma de Nuevo León, in the Republic, and in Puebla universities such as Universidad Iberoamericana Puebla, Universidad de las Americas and the Benemérita Universidad Autónoma de Puebla must demonstrate certain level of language proficiency, it is crucial to establish the significance of presenting the ITP TOEFL (Test of English as Foreign Language). Consequently, it is significant for this research to explain aspects which involve the ITP TOEFL test. As stated by Mahnke and Duffy (1993), the TOEFL (Test of English as Foreign Language) “measures the level of English language proficiency of non- native speakers of English.”

1.3 Purpose of the study

The purpose of this paper is to identify 4 pre-service teachers' issues achieving a required level of proficiency at the Faculty of Languages. I decided to choose this topic because I consider this piece of investigation interesting and useful for teachers and students 'professional enlargement and also because of "the lack of investigation in this transcendental issue" (Tapia, 2011) that influences directly the pre-service teachers' development as future English teachers. Moreover, it is expected that this analysis could reflect pre-service teachers' experiences acquiring the required level of language proficiency. Finally, the Faculty of Languages at Benemérita Universidad Autónoma de Puebla was chosen for this research because of the nature of this investigation due to the fact that the inquiry involves the study of LEMO students' experiences.

1.4 Research Questions

This study aims to answer the following research questions in order to analyze in depth the current research.

1. *-What are the pre-service teachers' perceptions about presenting the TOEFL practice test?*
2. *-What are the factors that influence pre-service teachers' development during the test?*
3. *-What is the relationship between pre-service teachers' perceptions and their results on the TOEFL practice test?*

1.5 Significance of the study

This paper is useful for further investigation in pre-service teachers' language proficiency acquisition and even for teachers' researches in this area, since as stated by Tetenbaum and Mulkee (1986) "analysis of the nature of basic skills in language teaching is a problem of some urgency". Hence, it is important to assess students' knowledge through products and performances. Moreover, in words of Wiggins (1993), "assessment is centered on students' intellectual interests and the thoughtfulness with which those ideas are pursued." Consequently, the implication of this study is the importance and influence of the students' language proficiency in their future professional lives.

1.6 Definition of terms

Language proficiency: it is a more comprehensive conceptualization of academic English language (AEL) that goes beyond linguistic features to include the language skills students need to access instruction in school and to address the linguistic demands of the academic content presented in classroom settings. Assessments of academic English language proficiency would encompass tests of listening, speaking, reading and writing (Bailey and Buttler, 2007 as cited in McKay, 2006).

Language proficiency: "it includes not just its grammatical aspects, but also the ability to use appropriately in different contexts and the ability to organize one's thoughts through language" (Harley, Allen, Cummins and Swain, 1990, p. 7).

TOEFL test: the TOEFL (Test of English as Foreign Language) “measures the level of English language proficiency of non- native speakers of English” (Mahnke and Duffy, 1993, p.8).

Competence: “it competence is dependent upon both knowledge and ability to use it” (Hymes, 1972 as cited in Douglas, 2000, p.41).

Teaching: “the professionalization of teaching depends on showing that teaching, like other learned professions, requires mastery of a specialized body of knowledge that is applied with wisdom and ethical concern.” This wisdom is achieved through continual reexamination of one’s beliefs through reflective practice (Snook, 2007, p.43).

Needs: “needs statements are open to contextual interpretation and contain value judgments” (Brindley, 1989, p.39).

CHAPTER II: LITERATURE REVIEW

In this chapter, it will be developed some important concerns related to pre-service teachers' issues acquiring a high score in TOEFL test. We also observe the significance of language proficiency in pre-service teachers learning process and its implications in their future development as in-service teachers. Language proficiency is also a subject of matter that is involved not only in EFL teachers learning process but also is subject testing by the TOEFL test, therefore it will be explained the definition, composition and significance of the test. Additionally, the differences among EFL and ESL language learning processes will be analyzed to conduct to a better understanding of the EFL pre-service learning context.

2.1 Language proficiency

In this chapter, it will be developed some important issues that are closely related to the students' development in order to obtain the required score on the TOEFL test. Language proficiency is relevant for this investigation paper since this project is based on 4 pre-service teachers' issues acquiring the required level of language proficiency. Additionally, language proficiency is a complex and crucial topic that is involved on the following chapter development.

2.1.1 Definition of language proficiency

Lange (1990) points out that "language proficiency constitutes the foundation of the professional confidence of non-native English teachers". Therefore, this concept has had an influence on teaching area since language proficiency has a view of language that includes not only grammar aspects but also

sociolinguistic and discourse competencies (Harley, Allen, Cummins and Swain, 1990) that pre-service teachers should demonstrate in the TOEFL test. Furthermore, as stated by Richards and Nunan (1990) language proficiency implies a particular responsibility especially for non-native speakers of the target language in methodology and instruction in the second language that influences their development as a foreign language teacher.

Furthermore, authors such as Woods and Jeffrey, (1996 as cited in Hativa and Goodyear, 2002, p.23) point out that it is crucial for learning to develop some other abilities additionally to the grammar competencies. According to these authors, “Good teaching is charged with positive emotion” ; in other words, good teachers not only have to develop the right methodology and techniques but also teachers should be sensitive, and cultivate a connection with their students in order to make their classes joyful, creative, and enjoyable for their students.

2.1.2 Significance of language proficiency in ESL students

Language proficiency is significant to this research due to the fact that pre-service teachers’ language proficiency is what Richards states as Subject Matter Knowledge. It refers to what second language teachers need to know about the subjects they are working with- the specialized concepts, theories, and disciplinary knowledge that constitute the theoretical basis for the field of second language teaching. Additionally, Richards (1998) points out that subject matter knowledge, in both pre-service and in-service SLTE program courses require, suitable subject matter such as: phonetics and phonology, English syntax, second language

acquisition, curriculum and syllabus design, discourse analysis, sociolinguistics, and analysis TESOL methods and testing evaluation. Likewise, an important item to emphasize is that subject matter knowledge has two important functions, *“One is social/referential function which allows the teachers to make themselves part of the discourse community as they use it. The other is a cognitive function which enables them to identify aspects of their experience and thus to organize and develop their conceptions of teaching”* p.9. For this reason, language proficiency in EFL pre-service and in-service teachers, apart from other teaching interactions as stated by Posner (1985), is essential for their further development as teachers. Additionally, as we have mentioned before, language proficiency is one of the requests needed by the Faculty of languages at BUAP to obtain the BA in Modern Languages through the TOEFL test.

Additionally, pre-service teachers should perform in their classroom that theories in teaching education have verified that teachers in any area and level of education should demonstrate certain abilities and pedagogical skills such as didactic view of teaching, discovery view of teaching, and interactionism view (Posner, 1985). Consequently, for pre-service teachers it is essential to have a complete view about language proficiency and its implications; as Richards (1998) observes the interaction inside of the classroom, teacher’s values and dogmas rather than methods make a difference; the decision making hypothesis testing, experimentations and reflection are complex processes of planning that are engaged with teacher education (Richards, 1998).

2.1.3 Definition of TOEFL test

“The test of English as a Foreign Language is a test to measure the level of English proficiency of nonnative speakers of English. It is required primarily by English-language colleges and universities” (Phillips, 1996, p.vii)

At the Faculty of Language at BUAP which is the place where the research is based on, the TOEFL test is a graduation requirement for students who have not failed any subject and obtained a GPA (grade point average) of 8.5 through the major. According to Phillips (1996), “the TOEFL test is scored on a scale of 217 to 677 points. There is no passing score on the TOEFL test, but various institutions have their own TOEFL score requirements”; however, at the Faculty of Languages at BUAP the required score to pass the test is of 550 points. On the other hand, the TOEFL required by the Faculty of Languages of BUAP to obtain the BA diploma is the ITP. The ITP tests are paper based and use 100 percent academic content to assess non-native speakers’ English language proficiency. The format used in this test is formed by multiple choice questions, with four possible answers per reactive.

The TOEFL test is divided into four main sections: Listening comprehension, Structure and Written expression, Reading comprehension and the Test of Written English (TWE). The Listening comprehension is a multiple section in which the examinees should demonstrate their ability to understand spoken English by listening to a tape and responding several types of questions. The structure and written expression is also a multiple choice section in which examinees should

demonstrate their ability to identify grammatical correct English by finding mistakes in sentences. The reading comprehension section is a multiple choice section in which examinees should demonstrate their ability to understand written English by answering questions about the meaning of words. Finally, the Test of Written English (TWE) is a section in which examinees must write an essay on a given topic in thirty minutes, in order to demonstrate their ability to produce meaningful English, (Phillips, 1999, p.vii).

Additionally, the TOEFL (Test of English as a Foreign Language) is published and written by the Educational Testing Service (ETS) of Princeton, New Jersey, USA. This test is used as an admission requirement at over 2,400 universities and colleges in the United States and other places of the world. Nowadays, many professional certification programs and scholarships require their applicants to take the TOEFL to demonstrate their academic development and their level of language proficiency. The TOEFL currently encloses 140 questions and contains four sections: Listening Comprehension, Structure and Written Expression, Reading Comprehension and, the Test of Written English depending on the sort of TOEFL presented. The first three sections comprehend multiple choice questions. Each multiple choice question has four answer choices. The fourth section of the test, the Test of Written English, contains one essay question (Mahnke & Duffy, 2011).

2.1.4 Significance of the TOEFL test

The worth of the TOEFL test is crucial for this investigation paper due to the fact that the Faculty of Languages of BUAP, as we mentioned before, is required the ITP TOEFL test to obtain the BA diploma in Language. On the other hand, the significance of this test is relevant for this research since Puebla City has specific requirements of English proficiency for all students who want to attend to the University and that is the fact that might influence the Faculty of language' proficiency requirements for their students and their future development as in-service teachers. For example, the level of English required by the Universidad Iberoamericana Puebla is the B2 level from the CEF (Universidad Iberoamericana Puebla n.d.) Furthermore, the Universidad de las Américas Puebla requires 500 points in TOEFL test for students from Business Administration (Universidad de las Américas Puebla n.d.) According to a statistic done in 2011 by the Institute of International Education, just 1% of students obtained a score from 650 to 677 in the TOELF ITP test and just 18% obtained a score from 550 to 597 which is the minimum needed to obtain a BA Diploma in Modern Languages at BUAP. In contrast, Puebla obtained a score of 457 in the TOEFL ITP which is the lowest score in the country. Meanwhile, students from Estado de México reached a score of 479 and students from Nuevo León reached a score of 531 which is the highest in Mexico.

2.2 Needs analysis

The students' needs analysis is crucial for this research due to the fact that this helps us to understand the students' development as pre-service and in-service teachers. Moreover, the analysis of teachers new to teaching needs is based on their professional development as in-service teachers. Furthermore, Shulman (1987) observes that besides the EFL teaching skills that students need to develop there are also certain teaching skills that are observable in the performance of the diversity of teaching acts. Many of the most crucial aspects of pedagogy are included; for example, organizing and managing the classroom; presenting clear explanations and vivid descriptions; assigning and checking work; and interacting effectively with students through questions and probes, answers and reactions, and praise and criticism. Likewise, exploration into students' needs is relevant in order to comprehend pre-service teachers' issues achieving the required score in the TOEFL test.

In addition, teachers need to have an efficient development first, in the teaching area in which according to Richards (1998), teachers need to develop control over every day basic functions into the class such as requesting, ordering, giving rules, establishing attention, questioning, giving reasons and explaining, and others, that could cause a lack of clarity and misunderstandings in giving commands and instructions in the classroom. Additionally, Heaton (1981) claims that content and practice are pre-service teachers' aids that cannot work in isolation, it is necessary to chain theory and practice at the same time. Moreover, Machado (2005, as cited in Encinas and Pérez, 2012, p.457) emphasizes that

training programs stress theory but offer a small number of opportunities to develop teaching competencies. Thus, it is necessary to emphasize as one of the most important aspects in needs analysis, the teaching competencies development.

2.2.1 EFL teachers' needs analysis

As we have mentioned before, the students' needs analysis is an imperative theme due to the lack of information and research in this area. Therefore, it is crucial for this research to present some of the EFL teachers' needs but first of all by revealing some concepts involved in this investigation. On the one hand, it is significant to make a distinction between EFL (English as Foreign Language), and ESL (English as Second Language) pre-service and in-service teachers. First, as stated by Gebhard (1996) by ESL teachers is understood as people who do not speak English as the first language, and learn English in a country where it is the official or the first language, and is spoken for the majority of the population, such as Spanish, Turkish, Portuguese, etc. On the other hand, EFL teachers are those teachers who learn English in a country where English is not the official language of the people who live in the country.

Additionally, Gerhard (1996, as cited in Shulman 1987) states that there are some differences in ESL and EFL teachers' contexts that make them have different needs. First, Gerhard points out that numerous EFL contexts are consistent in aspects such as share the same background for example: being Mexican, Peruvian, German or Japanese, even though they could vary in cultural aspects

such as the religion. In contrast, in ESL classroom students from different contexts, cultures and country could share the same language learning environment.

Furthermore, it is significant for this research to mention that additionally to these ESL teachers' characteristics, as points out by Shulman (1987) there are also certain teaching skills that are observable in the performance of the diversity of teaching acts in general. Many of the most crucial aspects of pedagogy are included, for example: organizing and managing the classroom; presenting clear explanations and vivid descriptions; assigning and checking work; and interacting effectively with students through questions and probes, answers and reactions, and praise and criticism. (p.4)

As we have appreciated the EFL teachers' needs are different from those from the ESL teachers' needs because of the differences between their contexts. This research is based on 4 EFL pre-service teachers data, thus it is significant to establish the EFL pre-service teachers needs in context. First, the evident impossibility to being in a real second language context and as a consequence, as states by Cummins (1980) the lack of contact with everyday language and the possibility to mature the interpersonal communicative skills, which means a necessity for EFL pre-service teachers development. Second, Cummins (1980) points out the enlargement of social skills and cognitive academic language proficiency essential for EFL pre-service teachers' development.

2.2.2 EFL learners` needs analysis

The EFL learners` analysis is a significant issue that influences pre-service teachers' future development as in-service teachers. There are many aspects involved in this process. Krashen (1985) points out that it is crucial for students the development of social and academic English, receive comprehensible input, that is, the kind of language input addressed to their current states of proficiency but at a slightly higher level. Furthermore, Long (1996, as cited in Wang, Y., Many, J.,Krumenaker, L. 2008) states the overflowing interaction with advanced English speakers as an important factor to "acquire language through the negotiation of meaning."

On the other hand, the EFL learners´ needs have been analyzed by researchers such as Duff (2001) who shapes the "development of more complex linguistically and cognitively language functions such as analysis, critical thinking, comparing and contrasting, taking multiple perspectives, and making judgments of various linguistic academic disciplines, as a factor which demands a high development of language proficiency", since learners can framework explicit and implicit language knowledge such as "lexical items, syntactic structures, and rhetorical styles of particular subjects (Chamot & O'Malley, 1994).

2.2.3 Pre- service teachers needs in context

Pre-service teachers' needs are a significant theme for this investigation due to the fact that during the research were gathered 4 pre-service teachers' data about their experience presenting the TOEFL test. Consequently, meeting the pre-

service teachers' needs is relevant to comprehend their results acquiring the required level of language proficiency. In addition, according to Perez González (2006), the final efficiency of pre-service teachers' programs, the rate of students that finished their studies and the rate of them that obtain their BA diploma show a lack of effectiveness. Moreover, Ramirez (2007) states there is a lack of investigation of graduation efficiency in language teaching programs.

Furthermore, studies about EFL pre-service teachers' education conducted in Turkish by Ahmed (2013) show that pre-service teachers felt comfortable with their grammar knowledge but in contrast, they felt uncomfortable with their speaking skill. Moreover, these studies reflected that additionally to the clear differences between the EFL teaching learning context and the natural ESL learning setting and the individual differences of each student language process, the motivation is an important factor in EFL pre-service teaching in any context, as it is also pointed out by Reig & Reig (2011) who states that motivation is a consequence of the development of the process "learning how to want to learn". Finally, we could observe that the EFL pre-service teachers' needs are essential to the understanding and implications on the current investigation.

2.2.4 Teachers beliefs

As we have stated before in this research, it was gathered 4 pre-service teachers' beliefs and opinions related to their issues achieving the required level of language proficiency at the Faculty of Modern Languages. Hence, it is essential for this research to point out, as stated by Hativa and Goodyear (2002) that "teachers'

concepts and beliefs concerning teaching include, among other things their judgments about the effectiveness of teaching, their beliefs about the extent to which they possess teaching competencies, as well as the criteria with which they evaluate their own teaching and themselves as teachers.” Furthermore, Gebhard (1996, p.4) states that becoming a competent teacher implies teachers’ development of beliefs and practices.

On the other hand, supporting these ideas, studies about teachers’ beliefs conducted in the United States by Warren (2012) has revealed that teachers’ beliefs are closely related to teacher performance and students achievements. Additionally, the studies reveal that teachers’ beliefs about their little experience and training in pre-service teaching are not fundamental in their development as in service-teachers. However, Long’s studies point out, (2010 as cited in Warren, 2012) the studies pointing out that teachers with a lack of consciousness of thoughts and emotions have proved to have difficulties to hostile students behaviors. Freeman and Freeman (1994, as cited in Kae, 2011) emphasizes that “teachers beliefs and attitudes, which are formed by the values they hold, play an important role in students’ performance”. Furthermore, Thompson (1992) states that “to understand teaching from teachers’ perspectives we have to understand the beliefs which define their work”.

As a consequence, we could precise that beliefs establish the way teachers perform into the class, and they also found the development of their teaching and personal skills in the class and with society. Subsequently, these teaching development skills determine their professionalism growth due to the fact that, as

established by Strom (1991) “the professionalization of teaching depends on showing that teaching, like other learned professions, requires mastery of a specialized body of knowledge that is applied with wisdom and ethical concern.” In addition, researchers in ESL teachers have establish important aspects on the influence of beliefs on teachers professionalism and practice (Horwitz, 1985; Turnbull & Arnett, 2002)., these significant aspects that impact on ESL teachers progress are centered on how teachers understand responsibilities, their plans application and motivation to develop their decision making throughout the class (Richards, 1998). Furthermore, in order to develop in teachers those skills Gebhard (1996,p.16) emphasizes that “self-development of teachers beliefs and practices” involve teachers own teaching research by reading about teaching, joining teaching conferences and workshops, and participating in activities that make them generating ideas to implement and reflect on their teaching improvement .

2.3 Issues achieving a high score on the TOEFL test

Pre-service teachers face many issues achieving the required score on the TOEFL test. First, as we will observe in the current results of the investigation, the pre-service teachers’ personal beliefs and experiences influence on their development when facing the TOEFL test and its implications in their learning development. Second, we could observe in the TOEFL practice test the lack of preparation and strategies to presenting the test. Thus, consciousness strategies have been gathered in order to give students some guidelines to present the ITP TOEFL test.

2.3.1 How to prepare for the TOEFL test

As we have observed, the TOEFL test significance is crucial for students who want to obtain their BA degree in Languages. Thus, researchers such as Phillips (1996) who has developed some TOEFL strategies in order to make students develop the required abilities to improve their score in TOEFL test, states that additionally to these strategies, examinees should take the TOEFL test practice “under as similar as possible to the actual TOEFL test conditions” . As a result of, the Faculty of Languages has developed a TOEFL test practice; this test of practice is applied in similar conditions as the TOEFL ITP, in this way students can practice as well as measure their test score and furthermore work on their strengths and weaknesses on their classes and by their own and in this way improve in any of the four skills including on the TOEFL test ITP. According to Phillips (1996), the section in which the test is divided are mentioned in Table 1.1 “TOEFL sections”.

	TOEFL	TIME
Listening Comprehension	50 questions	35 minutes
Structure and Written Expression	40 questions	25 minutes
Reading Comprehension	50 questions	55 minutes
Test of Written English (TWE)	1 essay topic	30 minutes

2.3.2 TOEFL test strategies

Strategies to apply the TOEFL test are essential to aim the objectives in any of the exam areas. Some of the strategies recommended by Phillips (1996) are divided into four sections: the test of written English, reading comprehension, structure and written expression and listening comprehension.

There are some general strategies for TOEFL test such as be familiar with the instructions because they are the same, so it is not necessary to spend time reading the directions carefully when you take the test. Therefore, you should be completely familiar with the directions before the day of the test. Also, never leave any answers blank on your answer sheet even if you are not sure of the correct response, you should answer each question. Some other strategies are mentioned below.

TOEFL strategies for the Test of written English (TWE)

- Read the topic carefully and write about it exactly as it is presented
- Organize your response very clearly: include in your writing introduction, body paragraphs and a conclusion. In addition, do not forget to use transitions.
- Whenever you make a general statement, be sure to support them: you could give reasons, facts or similar details.
- Stick to vocabulary and sentence structure that you already know

- Finish writing your essay a few minutes early so that you have time to proof what you wrote: you should spend your last 5 minutes checking your essay for mistakes.

Strategies for Listening Comprehension

- As you listen to each short conversation, focus on the second line of the conversation: the answer is commonly found in the second line. (only in part A)
- Keep in mind that the correct answer is probably a restatement of a key word or idea in the second line of the conversation.
- Keep in mind that generally questions progress from easy to difficult
- Listen carefully to the first line of the conversation: the first line of the conversation often contains the main idea. (only in part B)

Strategies Structure and Written Expression

- First, study the sentence: your aim is to identify what is needed in the sentence.
- Then, complete each answer based on how well it completes the sentence
- Do not try to eliminate incorrect answers by looking at the answers
- Do not spend too much time for the written expression
- For the written section, look at the underline words or group of words: you want to see if you can spot which of the four answer choices is not correct

Strategies for Reading Comprehension

- Do not spend much time reading the passages: you do not have to read each passage in depth. Some students prefer spend a minute or two on each passage reading for the main idea before.
- Do not worry if a reading passage is on a topic that you are unfamiliar with. All the information you need to answer is included in the passages.
- Skim the reading passage to determine the main and the overall organization of ideas in the passage.

2.3.3 Language Testing

Testing has become an important step in language teaching since the last generation has been working on the emphasis of what teachers do in the classroom. As a result of the development in language teaching, language testing has developed appropriate techniques to the new pedagogy (Baker, 1989). Testing is also a matter of decision making and this allows schools decide more effectively how to gathered students in suitable levels (Baker, 1989). Nowadays colleges, universities and schools apply different kinds of language test in order to grouped students in appropriate levels of learning.

Furthermore, the TOEFL test or the ELTS in British are used as entrance exams in the United States, Britain and many other countries around the world. According to Baker (1989, p.5), “the function of these tests is to allow universities to decide if the English proficiency of a candidate is adequate for following a course of study”. In contrast, in the case of the Faculty of Languages at BUAP, as

we have mentioned before, it is applied the ITP TOEFL test as a requirement for students to obtain the BA Diploma in languages and likewise to demonstrate certain level of language proficiency.

2.3.4 The Language Test

Bachman (1990, p.2) describes the language test as “a criterion measures of language abilities in second language acquisition research. Similarly, language tests can be valuable sources of information about the effectiveness of learning and teaching”. Additionally, Bachman (1990) points out that tests are tools that teachers can use to measure students fortes and weaknesses and help them to assess students attainments; therefore, language tests offer a valuable input for language teaching.

On the other hand, there are many kinds of testing in order to evaluate people´ actions and performance, and they can vary in formality and difficulty. However, because of the nature of language, linguistic tests are more complicated and use different techniques and principles in their fundamentals (Baker, 1989). Language tests have a specific formation, which according to Baker (1989), is divided into language action and language as a system, in other words, the ability and knowledge of a language. In contrast, Lado (1961, as cited in Bachman, 1990) states that second/foreign language proficiency tests are based on skills (speaking, listening, reading and writing) and knowledge (grammar, vocabulary, and phonology/graphology).

The observable organization of the language tests are significant since the TOEFL follows that structure of abilities which is reflected on the last part of the test with the essay. According to Ashok (2006), this essay is an important element of the TOEFL test due to the fact that the essay is testing the examinees' critical and analytical ability of thinking and the way they express their thoughts rather than their deepness knowledge in a specific topic. In addition, other topics and the skills are tested as it is reflected on the first three sections of the test (reading comprehension, structure and written expression and listening comprehension) as we have observed to meet the structure of language tests is basic for students to know the issues that they will face when presenting the TOEFL test.

Finally, as a conclusion of the literature review chapter, EFL teaching process is a subject of matter that involves many other important issues such as the different between the EFL and ESL language learning processes and their implications in the current investigation. We have observed, also the EFL pre-service teachers issues achieving the required level of language proficiency and its meaningful influence on students presenting the TOEFL test that will be observed in the following chapter.

CHAPTER III: METHODOLOGY

During this chapter will be explained the research design of this investigation paper as well as the methods and participants involved. In addition, it is essential for this research to explain the structure, purpose and administration in which this inquiry was developed. Finally, it will be presented the organization of the data collection throughout the explanation of the theories analysis and the different process in which this investigation was settled (Tapia, 2013).

3.1 Research Design

The method used to analyze and collect the data in this research was based on the qualitative research because of the nature of the ongoing inquiry. As stated by Cresswell (2007), qualitative research sees the sights and understand individual or groups assign to a social problem. Furthermore, the qualitative research as a “multimethod in focus, involving and interpretive, naturalistic approach to its subject matter”. In addition, it is established the use of the different use of collecting material such as life story, interviews, observational, and visuals texts in order to describe individuals’ problematic moments in life (Cresswell, 2007).

On the same perspective, Holliday (2002) states this method as valuable for social studies and settings research which involves social life study of backgrounds, interests and people’ perceptions. This qualitative research is significant for this investigation due to the fact that we are exploring four pre-service teachers’ experiences presenting the TOEFL test. Thus, it is crucial to apply a research method which lies on social settings and interaction among

individual' perspectives in order to understand their pre-service teaching and personal experiences as a part of a social action which influences their future professional lives.

A case study is the strategy of investigation in which was searched the collecting data. As stated by Stake (1995 as cited in Cresswell, 2009, p13) "case studies are a strategy of inquiry in which the researcher explores in depth a program, event, activity, process, or one or more individuals". Additionally, as Cresswell (2009) points out other methods of data collecting was considered and also useful to complement the data. Therefore, an open-ended questionnaire and a narrative were the qualitative methods used during this research.

3.2 Participants

In this research participated 4 students from the BA of English at Faculty of Languages at BUAP, a Mexican Public University which is located in central Mexico. Participants are between 22 and 35 years old, they are two women and two men. In this group, 4 of the participants are pre-service teachers who are finishing the BA in Teaching English and just one of the participants is studying the BA in English Translation. In the research, participants were divided into two different profiles according to the score achieved in their TOEFL practice test. Hence, they are divided into low and high score in their TOEFL test. In other words, two are from high score and the other two are from low score. In order to understand participants' characteristics in Table 1 are shown participants' age and gender.

Table 1. Participants' age and gender

Participants number	Participant 1	Participant 2	Participant 3	Participant 4
Gender	F	M	M	F
Age	22	35	28	23

3.3 Data collection

In this paper was used an open-ended questionnaire as the main instrument to collect and analyze participants' experiences, perceptions and opinions related to their performance presenting the TOEFL practice test. This questionnaire was made particularly for these purposes of this research, and it contains 15 questions. The purpose of this open-ended questionnaire as stated by Cresswell (2009) "is to relying as much as possible in participants' views of the situation being studied" so that the pre-service teachers can share and construct the meaning of their experiences, usually shaped in interaction or discussions.

Additionally, with these instruments, participants were asked for making a narrative about their experience presenting the TOEFL practice test. A narrative was chosen as a strategy inquiry because it provides meaningful sights of the participants views of the subject studied. Furthermore, Silverman (1997) stresses that narratives "generate data which gives authentic insight into people' experiences" so that as every single personal hold their own social, personal and

interactive world, narratives represent views of the meaning that people give to their experiences and social worlds.

The structure of the instruments is organized into two sections: first, the 15 open-ended questionnaires and then the narrative. The subjects in which were divided and comprised the instruments are the following sections: students' background, students background related to English, students previous knowledge about TOEFL test, graduated fundamentals, and students perceptions, opinions and feelings presenting the TOEFL practice test. Finally, participants were numerated from 1 to 4 in order to remain the anonymity of the participants, (Bell, 1993) and also to recognize and analyze data.

3.4 Data analysis

With the purpose of analyzing the data, it was used a "bottom up" process to establish the patterns, categories and themes by "organizing the data inductively into increasingly more abstract units of information" as stated by Cresswell (2007, p.45). In this manner, the data collection works back and forth until obtaining a broad set of information. Moreover, the corpus of raw data from the open-ended questionnaires was rationalized to incorporate into thematic headings organization of data as established in Holliday (2002) corpus where were processed the participants' answers in five different categories, formerly was reading carefully the answers, analyzing, categorizing and identifying participants' beliefs and perceptions into four categories: students' background, students' background related with English, students' previous knowledge about TOEFL exam and

graduated fundamentals, and students' perceptions about TOEFL perceptions and feelings presenting the TOEFL exam

Secondly, we used the scheme stated by Creswell (2005) to process narratives where we used a thematic heading to organizing, categorizing and ordering the raw data into rational data. This collecting was broken into four categories: participants' experiences presenting the TOEFL practice test, participants' feelings presenting the TOEFL practice test, participants' opinions about the TOEFL practice test and participants' suggestions for further TOEFL test examinees. In this manner, the information was analyzed to obtain participants results.

CHAPTER IV: RESULTS

In this chapter, results were gathered in five categories: students' background, students' background related with English, students' previous knowledge about TOEFL test and graduated fundamentals, and students' perceptions about TOEFL, perceptions and feelings presenting the TOEFL test. Additionally, it was considered important to analyze students' background in order to comprehend their personal and unique context, which influences their perception about the world.

4.1 Questionnaire

Firstly, in this instrument, was gathered information about participants' origins, mother tongue and other languages spoken by the participants. When students were asked for their birthplace emerged a variety of communities where they come from. The answers show that the (75%) of the participants come from small towns and just the (25%) come from cities or capitals of the States. Table 1.1 also shows that the (75%) of the participants have Spanish as their mother tongue meanwhile the (25%) which is just one participant has as mother tongue Náhuatl.

4.1.1 Students' background related to English

In this section were analyzed questions 1, 2 and 3 which are related to English background. In addition, it is important to mention that students called "low score students" are the ones who obtained less than 410 points in their TOEFL practice test and in the tables are in red color meanwhile the "high score students" are the ones who obtained more than 560 points in their TOEFL practice test and are in yellow color in the tables. The results are explained in Table 1.1

Table 1.1: Students' background related to English

Topic	1	2	3	4
Birth Place	town	city	town	town
Mother Tongue	Spanish	Spanish	Spanish	Náhuatl
Languages Spoken	3 Spanish English French	2 Spanish English	3 Spanish English Japanese	4 Náhuatl Spanish, English German

Additionally, were included other languages spoken by the participants, in this sense the table 1.1 shows that (75%) of the participants speak at least 3 languages meanwhile the (25%) of the participants speak 2 languages. In contrast just the (25%) speak 4 languages, and is observed also that this participant is the one that has Náhuatl as mother tongue.

4.1.2 Students' academic background related to English

In the following section was explored *students' background related with English*. Participants answered questions related to their academic' experience previous to University and also extra-academic experiences that could influence their language proficiency. These responses are separated into participants with high and low score in TOEFL practice test in order to analyze differences between

both groups. Low score students are the ones in red color and high score students in yellow to facilitate the identification of them. All this information is gathered in Table 1.2.

Table 1.2 Students´ academic background related to English

	Topic	Part.1	Part.2	Part.3	Part.4
R e s p o n s e s	First formal English learning contact	17 years old	7 years old	12 years old	12 years old
	English extra classes	Yes	Yes	No	No
	Private or Public schools	Yes	Yes (except kinder and primary)	Yes	Yes (except secondary school)
	Being abroad	No	No	Yes Japan (School exchange)	Yes (camp in USA)

As shows Table 1.2 opinions were grouped in four topics related to the students´ background about English; in the first part were asked for when they started to study English, the evidence shows that the (50%) of the participants stated to study

English when they were approximately 12 years old, those are students with high score. In addition, other remarkable findings, shown in Table 1.2, are that all of the high score participants had not taken extra English classes before attending to the University. In contrast, all of the low score participants had taken extra English classes before attending to the University. Table 1.2 also indicates that all of the participants have studied in a public school and the (50%) of them have gone to a private School in one of their academic levels. Finally, findings shown in Table 1.2 indicate that all of the high score participants have travelled abroad, 1 of them to an English spoken country and the other to Japan where English was also a language for communication. In contrast, none of the low score participants have travelled abroad.

4.1.3 Reasons for major selection

On the other hand, participants were asked for questions related to their major decision and their professional development, questions were “why did you choose this major?” and “Do you consider you have the language proficiency required in order to have a good professional development?”. About these questions, emerged many responses these are gathered in the Table 1.3 and Table 1.4.

Table 1.3 Reasons for major selection.

Participant number	Part 1	Part 2	Part 3	Part 4
Reasons for major selection	"because is very interesting and because and it avoided take a major related with mathematics"	"because is very or it was very difficult to me speak in English"	"I like languages, I like teaching"	"I want to travel and work abroad"

Table 1.3 shows participants' responses in their native language in order to reflect students reasons as they wrote in the instrument used. As we have seen in participants' responses by the 2 students from low score (participants 1 and 2) reflect that their selection was influenced by an adverse motive for example: "English was difficult for him/her" and "this major did not have mathematics". In contrast, participants' responses from high score (participants 3 and 4) reflect conviction in their decision, as we have seen in Table 1.3 they had reasons such as "work and live abroad", "love and desires for teaching English".

4.1.4 Language proficiency to have a good professional development

During the research, participants also answered the question “Do you consider you have the language proficiency required in order to have a good professional development?” These responses are gathered in Table 1.4.

Table 1.4 Language proficiency to have a good professional development.

Participant number	Part 1	Part 2	Part 3	Part 4
Beliefs about their own language proficiency	Yes “but just in basic levels”	No	Yes	No “Not completely I need to improve ”

Results in Table 1.4 show that the 50% of the participants do not feel confident to give classes, as well as they do not believe they have required language proficiency for their professional development. On the other hand, from the other 50% who declared themselves with a good language proficiency, one of them stated the necessity to improve their skills to have a better professional development meanwhile the other declared to feel confident to teach only in basic levels.

4.1.5 Students` previous knowledge about TOEFL exam and graduated fundamentals.

The third category of this research is: *students` previous knowledge about TOEFL exam and graduated fundamentals*. In this section, it will be analyzed the responses given by the participants related to their previous knowledge about TOEFL test and graduated fundamentals. The participants were asked the following questions: “Will you defend your thesis project or will you obtain your BA Diploma by (GPA) grade point average? “How many times have you presented the TOEFL test? “Did you know that the minimum score require to obtain your BA Diploma by grade point average is 550? The participants` responses about these questions are gathered in Table 1.5.

Table 1.5:Students` previous knowledge about TOEFL exam and graduated fundamentals.

Participant number	Part 1	Part 2	Part 3	Part 4
Thesis or GPA	Thesis	Thesis	GPA	GPA
Times of TOEFL practices	2 times	2 times	2 times	More than 5

Results in Table 1.5 shows that the 50% of the participants are planning to present the professional exam to defend their thesis project, this percentage represents the low score participants. In contrast, the other 50% (the high score participants) of the participants have the possibility to obtain the BA Diploma by GPA (Grade Point Average) with just one requirement, obtaining a minimum score of 550 points in TOEFL test. Additionally, Table 1.5 indicates that just the 25% of the participants have presented the TOEFL test more than five times; meanwhile the other 75% have presented the exam just two times. Also, it is important to mention that 1 of the 2 high score participants have presented the TOEFL test more than 5 times meanwhile both low score participants, have presented the TOEFL test just 2 times. Finally, Table 1.5 shows that all of the participants know they have to obtain a minimum of 550 points in TOEFL exam in order to obtain their BA Diploma, if they will graduate by GPA.

4.2 Narrative

In this section, results from participants' narrative responses were gathered and divided into different categories in order to make clear and organized students' data collected.

4.2.1 Students' perceptions about their experience taking the TOEFL test

The fourth category of this investigation is *students' perceptions about TOEFL test*. In this section, participants were asked for suggestions to students in order to present the TOEFL test and additionally they introduce researchers to their

experience presenting the test. In Table 1.6 is gathered the data related to this category.

Table 1.6 Students ‘perceptions about their experience taking the TOEFL test.

Students’ perceptions about their experience taking the TOEFL test. LOW SCORE PARTICIPANTS	Students perceptions about their experience taking the TOEFL test HIGH SCORE PARTICIPANTS
<ul style="list-style-type: none"> • Frustrating • Unpleasant • Tedious 	<ul style="list-style-type: none"> • It is just like practice programs • It depends on you level of language proficiency • Frustrating
Low score participants suggestions	High score participants suggestions
<ul style="list-style-type: none"> • Being concentrated • Resting before to take the test • Do not be hungry neither before nor during the test • Having enough time to answer the test • Reading 	<ul style="list-style-type: none"> • Lifelong English learning • Work on your weaknesses • Being in touch with the language through readings, watching TV, movies and listening in English

As we have seen Table 1.6 shows that the 50% of the participants considered their experience presenting the TOEFL exam as good, this part are all high score participants. For example, Participant 4 said *“it was just like in the*

practice programs that I had taken". In contrast, the other 50% are all low score participants. Additionally, it is important to mention that factors such as lack of concentration and extra activities to do are some of the aspects that influence low score participants` development presenting TOEFL test. In contrast, high score participants reported that their score depended on different aspects such as their language level at the moment of presenting the test, was as they thought, and the TOEFL version was old. In addition, high score participants reported that external factors such as the noise in the room provoked that they could not listen to the audios.

In this table are also mentioned some suggestions given by the participants. Some of the low score participants suggest: Participant 2 said *"do not be tired, do not be hungry, do not have something to do, and do not answer the test without being concentrated"* and Participant 1 *"do not get distraction, for not answering randomly"*. In contrast, high score participants expressed more positive suggestions for example, Participant 3 said *"a constant dedication to the studies"* meanwhile, Participant 4 *"being in a frequent contact to the target language through radio, television, writing texts and practice"*. As we have seen, the suggestions given by low score participants are focused on external factors such as the noise inside the classroom where the test is being presented and not to get distracted. On the other hand, high score participants are focused on factors that they can control to be improved.

4.2.2 Perceptions and feelings presenting the TOEFL test.

Last category in this research is *perceptions and feelings presenting the TOEFL test*. In this section, were used narratives as the instrument in order to know participants` perceptions and feelings presenting the TOEFL test. All this information is gathered in Table 1.7.

Table 1.7 Perceptions and feelings presenting the TOEFL test.

Perceptions and feeling presenting TOEFL exam. LOW SCORE PARTICIPANTS	Perceptions and feeling presenting TOEFL exam. HIGH SCORE PARTICIPANTS
<ul style="list-style-type: none"> • Concentration/easy just at the beginning • Distraction because of the room noise • Lack of concentration • Tediousness • Boredom • Uncertainty 	<ul style="list-style-type: none"> • Inappropriate room conditions • Presenting the same exam is difficult to measure your progress • Effective use of strategies to answer the exercises • It is too much time to answer each exercise. • Difficulties in specific areas
Low score participants opinions	High score participants opinions
Part.1"when I started the test I tried to get concentration" "just as the test continued I started to get boring"	Part.3"the format was different from the one I had taken" "the conditions were inappropriate due to the amount of noise in the room"

<p>Part.2 "I knew how was the test procedure and that made feel confidence"</p>	<p>Part.4 "I felt I little bit desperate because of the reading part, which is a skill difficult for me" "should be 2 kinds of practice test because presenting the same test the only thing we do is remembering what we answered the last time"</p>
<p>Part.3 "the first exercises are always easy on condition that you have extensive vocabulary" "the reading part was very very extensive and it provoked on me feelings of chaos"</p>	<p>Part.6 "I remembered tips that I learned in my target language class and it was easier" "the noise in the room it seems to be increasing at the Begining moment"</p>

As we have seen in Table 1.7, there are a lot of considerations that influenced participants presenting the TOEFL practice test. These considerations are divided between low and high score participants. The first group said that factors such as lack of concentration, tediousness, boredom, and uncertainty were feelings that influenced their development during the exam. Additionally, almost all of the participants in this group were concentrated at the first section of the exam but when the exam was progressing they lost the concentration because of the

noise in the room that made them lose concentration and they could not listen to the audio. In contrast, the high score group reported that factors such as presenting the same exam every time, difficulty in the measure of their progress. In addition, these participants reported that the use of their strategies made them easier presenting the exam; they reported also specific areas in which they had problems during the exam.

Finally, as an additional aspect, researchers counted the words written by the participants of both, high and low score in their narratives. In this sense, was reported that high score participants had an average of 186-340 words meanwhile low score participants had an average of 49-111 words.

CHAPTER V: CONCLUSIONS

In this chapter, it will be answered the research questions set during the first chapter in order to understand, analyze and comprehend in depth the current research paper. In addition, it will be discussed the implications of the results on the current investigation paper. Finally, it will be exposed the limitations of the research and given some suggestions for further researchers in this area.

5.1 Introduction

The research questions below were analyzed carefully in order to obtain results that could be used as guidelines for further research. Moreover, it will be discussed the results, implications and consequences in current teaching programs, teaching practices and pre-service and in-service teacher development.

Moreover, the significance of teaching practice is meaningful for this research due to the fact that, according to Hollins, (2011) teaching practice is situated as a particular element of professionalization since language practice is closely related to pre-service teachers learning development as well as a well-design teaching program is essential to the development of teaching competences, skills, knowledge and tools as in-service teachers.

5.2 Research questions

1. *-What are the pre-service teachers' perceptions about presenting the TOEFL practice test?*

From this first question result, we could also answer the second question of this research, due to the fact that it is closely related to the first question, because by analyzing the participants' perceptions presenting the TOEFL practice test was observed the way in which those perceptions influenced pre-service teachers' development during the test. Thus, the question what are the factors that influence pre-service teachers' development during the test? Was also answered and developed in this section.

In this part of the research, participants had the opportunity to express their perceptions about their feelings presenting the TOEFL practice test. In relation to this question, emerge that all of the participants considered that the room conditions are not appropriate to get concentration during the test, especially in the reading part where high score participants as well as low score participants reported to have difficulties to listen to the extracts because of the constant noise in the room, and also because of the people getting inside and outside the room constantly. However, reflecting on the participants' answers emerged some other opinions that exposed differences between high and low score participants' perceptions.

On the one hand, low score participants reported that during the test they experienced feeling of chaos, tediousness, frustration and pleasantness. Additionally, it was observed that these participants paid especial attention on external aspects such as the room condition and the noise, and other personal aspects such as their personal lack of time to get concentration, sensation of hunger, lack of resting and feelings of anxiety because of the test time to answer

questions. In contrast, even when one of the high score participants reported that they had felt frustrated, most of their perceptions reflected that they did not get surprise because of the test contents because they had studied those topics in past target language courses. In addition, they did not report the room condition as a crucial factor in their test results. Subsequently, we could observe a recurrent feeling of frustration among low score participants. In contrast, high score participants expressed to know their weaknesses; however, they expressed to have wishes to overcome their obstacles and improve their language skills as a personal purpose.

On the other hand, participants gave some suggestions for future examinees, from their own experience presenting the test. As a result of their answers, we could observe interesting results. Results from low score participants suggested that students mental and physical condition are essential to have a good performance. Therefore, they recommended being resting, eating before the exam, having enough time to answer the exam and being concentrated to answer the exam. In contrast, high score participants commented that for this major it is necessary a lifelong English learning. Therefore, they recommended future examinees work on their weaknesses and being in touch with the language by listening, watching and reading material in the target language as much as possible.

3. -What is the relationship between pre-service teachers' perceptions and beliefs and their results on the TOEFL practice test?

In order to answer this question, it is important to mention the score obtained by the participants on the TOEFL practice test. In the case of the high score participants, was obtained a minimum score of 560 points meanwhile the low score participants obtained a maximum score of 410 points. As we could observe high score participants' results are higher than the 550 points necessary to pass the exam meanwhile low score participants are under the required score.

On the other hand, it was done a deeper analysis about students responses in which was considered important to mention participants' beliefs and motivation for major selection because those give a wide view of the participants' context and help us to understand in depth this research and its results. Hence, from this question emerged very interesting and diverse responses. Since, as we mentioned before, participants were divided into "low" and "high" score in their TOEFL practice test, their responses will be explained by making a comparison among their results. In participants' motivation for choosing this major, it was observed that high score participants reported having a genuine interest since childhood in teaching and languages. In contrast, one of the low score participants reported to have chosen this major because he was not good in English meanwhile the other participant reported that he had chosen the major because it was not related to mathematics.

These answers were closely analyzed due to the fact that according to Wigfield& Eccles, (2000, as cited in Ozturk, 2012, p. 68) "future goals play a

motivational role in individuals' present steps as a function of their expectancies and values that are linked to those goals." Consequently, the reasons for major selection imply the set of future goals in professional as well as in personal development, and these factors will become crucial factors for the achievement of those goals.

Additionally, the author mentions learning experience, and other social influences such as family, friends and colleagues as factors that are involved in people' major selection. Thus, was considered vital for this investigation paper to delimitate participants' reasons and motivation because these are reflected on their perceptions and beliefs which are also reflected on their TOEFL practice test results.

Finally, as we have observed, the relationship between participants' perceptions and beliefs and their TOEFL practice test results have their roots in their individual motivation in major selection since according to Warren (2012) there is a direct relationship between teachers' 'beliefs and emotions, and consequently those are reflected on teachers 'performance.

5.3 Discussion

The following section discusses the implications related to the participants' responses. In addition, some suggestions for further investigation are given in order to enrich the current research.

5.3.1 Implications

Many aspects were found in the data analysis of the LEMO students' issues acquiring the required level on the TOEFL test. These issues influence other areas and generate significant implications in teaching and learning process. First, as it has been seen during this research the test of English language proficiency (TOEFL) is used in order to measure the teachers' English level. Participants should obtain a minimal score of 550 points which is equivalent to B1 level from the Common European Framework. Presenting the TOEFL test is a teaching evaluation, as a consequence of a long English learning process during participants' major. Moreover, presenting this test has a significant impact on them as is stated in a research developed by Stricker and Attali (2010) in which is stated that "test takers' reactions may affect their motivation and, in turn, their performance, impacting the tests' validity". Hence, it is important to take into account that presenting this test involves many aspects that consequently will influence test takers.

Second, the aspects found influence even their perceptions about themselves and is also involved their motivation and beliefs which are crucial during the teachers' test and class performance. Additionally, the same research reports that having positive attitudes presenting the test can moderate the test anxiety which is a consequence of the frustration to the evaluation.

Finally, the information exposed is significant for the current research due to the fact that it reflects the results analyzed before, on the participants' narratives

were revealed participants' perceptions when presenting the TOEFL test as a consequence their attitudes and motivation. In addition, it was observed clear differences, in attitude and motivation; among low and high score participants. We could detect a more positive and confident attitude in high score participants than in low score participant. Thus, one of consequences of this investigation paper is that we could validate how motivation and attitudes clearly influence and are part of the participants' score acquiring the required level of language proficiency on the TOEFL test.

5.4 Limitations of the study

Throughout this research process, some limitations were faced. First, as it has been observed, during this interview only four pre-service teachers were asked to answer the research instruments; all of them from the Fenix model. Moreover, because of the necessities of this inquiry, participants have to take the TOEFL practice test and it was difficult to gather more participants who had time and availability to present the exam.

5.5 Suggestions for further research

Some directions would be useful for further researchers into this or many other contexts related to this investigation paper. As we have observed this was a qualitative research which used an interview and a narrative in order to obtain data. Thus, it would be useful to integrate other kinds of instruments such as diaries or journals in which the researchers can have a monitoring before and after participants' test performance to check their progress. In this way, these

instruments could contribute with other details that the instruments used could not go in depth, in addition to some variables such as motivation for major 'decision, gender, age, and participants` attitudes related with their teaching-learning process.

On the other hand, it would be worthy continuing this research with students from Minerva generation in order to evaluate the new curricula and their effects on students' performance presenting the TOEFL test. In addition, the application of this research in different levels of the BA would be significant for further investigations.

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APPENDIX A

LEMO students' issues acquiring the required score on the TOEFL test questionnaire.

The purpose of this interview is to identify your perceptions and feelings about your language background. We appreciate your willingness and cooperation to participate on this study, which will contribute to knowledge, development and improvement of language teaching.

A. Personal Information

Gender: M _____ F _____

Generation _____

Age: _____

Directions: answer the following questions expressing your opinion with a full and complete explanation.

1.- Menciona en qué lugar naciste. (estado y/o municipio)

2.- ¿Cuál es tu lengua materna?

3.- ¿Cuántas lenguas hablas? (Menciona cuáles)

4.- ¿Cuál fue tu primer contacto con el inglés?

5.- ¿Cursaste o has cursado clases de inglés extracurriculares?

6.- ¿Fuiste a la escuela privada o pública?

7.- ¿Has vivido/viajado al extranjero?

APPENDIX B

LEMO students' issues acquiring the required score on the TOEFL test questionnaire.

The purpose of this narrative is to identify your perceptions and feelings towards your issues presenting the practice TOEFL test. We appreciate your willingness and cooperation to participate on this study, which will contribute to knowledge, development and improvement of language teaching.

A. Personal Information

Gender: M _____ F _____

Generation _____

Age: _____

Directions: Express in a narrative your perceptions and feelings presenting your TOEFL practice test with a full explanation.