



# BENEMÉRITA UNIVERSIDAD AUTÓNOMA DE PUEBLA

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Facultad de Lenguas

**“Awareness in Teaching Learning English,  
Perspectives on Teachers, Parents and Learners at COBAEP U-1”**

**A THESIS SUBMITTED TO THE BUAP  
LANGUAGE DEPARTMENT FOR THE DEGREE  
OF LICENCIATURA EN ENSEÑANZA DEL  
INGLÉS**

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**AWARENESS IN TEACHING LEARNING ENGLISH, PERSPECTIVES ON  
TEACHERS, PARENTS AND LEARNERS AT COBAEP U-1**

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**Of the**

**Requirement for the degree of**

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## CHAPTER ONE INTRODUCTION

### 1. - Introduction to the problem

Through time English as a foreign language has been taken as very important issue for many reasons. It has been implemented a Lingua Franca with an important impact on the academic and the business world; many universities and companies demand people who can work using English as a basic requirement.

Sometimes adolescent learners studying in high school are not conscious about the challenge of life that they will face when they may conclude high school, and decide if they may continue to study or quit and integrate to the labor field. One of the most significant tools that students in high school need for increasing their university and work options is learning English language that will open many opportunities in their life.

This paper has the purpose to discover the causes and difficulties that could influence to high school learners when they are studying and learning English. It is necessary to research about the foremost problem that teachers, high school students and parents face during the process of teaching-learning English as a foreign language. The research of this problem is based on the effects that warning about the students' perceptions on the level of importance students have to learn English and also take into account teachers and parents main views in this research.

Some Students are not conscious about the importance of learning English because many factors affect their own learning, for example, the methods teachers use, the infrastructure they use, the system and so on. But, the most controversial is that some students are not aware of it by their parents or teachers. Because of that reason, this

research pretends to make inquiries on the grade of consciousness on teachers and parents in order to achieve a better teaching learning process, when this inquires are investigated, some proposals will be suggested, based on the previous research in order to make conscious of different characters.

## **1.2 Purpose of the study**

The purpose of this study is to identify the level students' consciousness of 3 groups of 1<sup>st</sup> grade in high school in the learning of a foreign language taking into account teachers and parents support and opinion, for improving the process of teaching/learning as a foreign language. This research will also determine and be analyzed by the main consequential obstacles that a student could have through the use of a questionnaire, which permits to find the problems that students in this level of studies could face, as well as solutions, allying with parents and teachers.

## **1.3 Research questions**

This paper sets out to solve the following research questions:

1. - Which grade of good attitudes, do students at COBAEP U-1 have in learning English onward?
2. - Are the parents of students at COBAEP U-1 willing to support their children in learning a foreign language or to even take English lessons to help their children at home?
3. - Are teachers at COBAEP U-1 conscious, willing and committed to teaching English as same as being part of the citizens' education?

4. - Which are the most harmful problems teachers could find when they are teaching English?

#### **1.4 Significance of the Study**

The results of this study will be very significant to know if students, teachers and parents get a better development or not by knowing the benefits that learning English has, because English could be encouraged as a communicative tool and not just like knowing about the language. "Teaching English" is giving to students a tool for facing possibilities of success in their working area.

Davis, (2000) suggests that teachers have to use English as natural communication in the classroom, if teachers do not use it such as communicative opportunities, students perceive that the purpose of the course is just to learn information about the language and pass the tests. This means that many learners are likely to lose motivation; in the other side teachers are not motivated too, so they present lack of enthusiasm. Teachers have forget the significance and advantages of learning English, students are not supported by the teachers and parents, and finally all of them see English as just another compulsory subject in the academic curriculum.

This research could be very successful in order to implement the real way that English takes place in Institutions of this level. This study is based on three groups of first grade in high school, it is also hoped that in the following levels and students' lives, the teaching learning process would be more accessible by taking into account the results of this paper. However, it can be carried out in the other levels, basically to see the good

parts the English has, and not to see it as a grammatical class, that is the problem with many teachers and students have.

This study tries to make students conscious about the importance of the study of English as a foreign language, but it is also hoped that this study could be used a base on teachers, parents and society to be aware of the importance of learning English. Also, it is hoped that this paper could be used as a base for carrying out different studies that could help to student's extrinsic motivation.

### **1.5 Key words**

**Foreign Language.** – Smith (1994) sets out that “a second language is a particular nonnative language under discussion, that it, the so-called target language” (p. 7).

**Communicative tool.**- Brumfit and Johnson (1991) define the communicative tool as “knowledge of the language system, to develop learner's competence by means of controlled performance. Communication takes place when we make use of sentences to perform a variety of different acts of an essentially social nature” (p. 118).

**Teaching-learning process.** – Chaudron (1988) define that this process is what goes on in the classroom between teacher and students. The teacher selects learning activities and facilities their utilization. The very nature of learning information must be provided to learners (p. 46).

**Motivation.** – Drillings (1994) describes that “motivation comprehends effort, anxiety and curiosity and they influence the rate and ease with which individuals acquire new competencies” (p. 2).

**Learning.-** Philips and Soltis (1998). Suggests that learning is the capacity of acquiring knowledge in a conscious or unconscious way, the new knowledge depends on previous knowledge, learners and experiences.

## CHAPTER TWO LITERATURE REVIEW

### 2.1 Awareness

Speaking a foreign language is of a great importance to improve the expectations of anyone in the academic and working area. Over the time there have been a lot of methods, strategies and approaches for increasing English teaching as a foreign language, but all those elements depend on “awareness” of why people learn “English” or need to learn it. Everything depends on a reason, what is called “awareness”. Unfortunately, in most of the cases, this need arrives too late. A child in his early education learns unconsciously, that’s why his/her learning does not present obstacles, he/she is not aware of why learning English, probably he/she will learn it or not, talking in general terms, however there is a big fact that marks learning, the educational system. It is understood that a child needs to develop certain skills in his/her first years for future and advanced skills, in this case if a child did not learn the bases of a foreign language; it is compressible that as the time goes by, this learning might be more complex. The implemented solution is the use of awareness as alternative option to improve the learning of a foreign language.

Awareness can be defined as the motion of human being to achieve a goal using everything around it, in other words, it is to make conscious to someone to do or to reflect on something that happens in the reality, obtaining a perception in a cognitive way, generally events or situations, through given information. Santos (2007) suggests that to become aware of a concrete reality of social and existential situation is the objective of what Awareness is. However awareness does not depend on just information because of

the complexity of the human, in other words it will not be through speech or just information.

Humans need time to self-aware about that reality that happens outside in their world, if humans invest time to their self-aware, they can improve their judgment and help them to identify opportunities for professional development and personal growth, as well as Tolle (2005) defines the consciousness in this phrase “The consciousness is the awakening to the dream of the thinking” (found in his book “Una nueva Tierra” P.96)

The human has to live it up and be witness of those social facts. Because if learning a foreign language takes place such as social fact and objective, it is necessary to use tools, in this case motivation takes an important role, because it may function as the motion that moves to the subjects to achieve that objective (learning a foreign language) and then obtain the benefits mentioned above. Hernandez (2010) links and defines the consciousness and the motivation on the next lines “The consciousness of the reality is what will motivate many times to do actions in our benefits and for the others” (found in the article “Conciencia, Motivacion y Accion” by Marco Hernandez).

## **2.2 The human Consciousness**

Over years human, religion and society have taken very important places as centers of study, there are a lot of expressions focused on consciousness that try to understand its complexity, some of them are reflected on art and culture. The human mind has been a key part in this study, because it is where human consciousness is found. The human consciousness is defined as to know what is happening in the present to differentiate what is wrong and what is good, in other words, it is to realize about the

present time in order to develop a good common influenced by the context. Branden (1995, P.23) sets out this example “if I respect and I demand others to treat me with respect, I will show and behave in a way that even the likelihood that others respond appropriately”. When a subject has achieved the awareness, probably, many statements like the previous one may influence in his personal growth as well as having the notion of the present time.

The difficulty of human consciousness is so abstract that it also can be implemented as a tool of humanity. Branden (1995, P.87) mentions that “the awareness is the basic instrument of survival... guide actions. However the consciousness is not developed in determinate periods of people lives”. Also Freud (as found in “Freud y la conciencia moral o Freud en breve excursu por el imperativo categorico de Kant” by Mora, 1999, P.37), says that “The formation of the consciousness is a long introjection process”. This statement makes reference that in the whole life of a human; he/she is developing his/her awareness, influenced by some important actors. This idea also makes reference on those actors “teachers and parents”, who influence the learner’s life; Aguilar (1993, P. 8) ensures in the next lines that knowledge is the base of human benefits (surely the knowledge that is transmitted by teachers and parents):

“It is evident that the force that moves and transforms the world, it is not weapons force, machine force, neither money force, the only one is the knowledge force. Who transmits and reproduces the knowledge, transforms better world in which lives, creates just societies, economies more productive, institutions more efficient, in just one word; stronger countries”.

### **2.2.1 The effect of consciousness on teaching-learning process**

This study pretends to research the level of consciousness that students, teachers and parents have related to teaching/learning English. If teachers and parents offer better support to the learners, this process of learning a foreign language will take place on teaching learning English, through awareness and acquiring the properly knowledge.

The Oedipus' complex (article by Mora, 1999) details that "in the consciousness there are three important subjects which are parents, family and society; they all together will be able to establish it through life". So, it is important to start with the awareness of learning a foreign language, but not just with the learner, all the previous subjects mentioned have to be added in order to obtain better results. Branden (1999, P.87) mentions that "when the awareness form is higher, more advanced and successful the lifestyle will be". In other words with consciousness, people will know what they really want to do.

### **2.2.2 Importance and awareness of teaching and learning in Education**

As it is well known, there are two important actors in every educational context, which are the teacher and the learner, they together build up the essence of a country, it is like if they were building the bones, in a human body, that is called the education, when they work in a united way and obtain results in order to improve the society, everything is better, for example because of the education, students share what they have learnt to others, like in environmental issue such as global warning. Henestrosa (1993, P.27) ensures that "with the alphabet, a book, the letter, the pencil, the adversity can be

defeated”. So, it can be deduced that the education functions as the priority of any country to counter its adversity.

### **2.1.3 The role of the English teacher toward awareness**

Being a teacher is not an easy profession, many people believe that teachers just teach anything, but they have an incredible part of the citizens’ lives (learners), that in a very short future will form part of our country. Aguilar (1993, P.8) expresses the importance that teachers represent on the next lines “The countries need engineers that build roads, physicians that treat sick people, lawyers that apply the laws, farmers that sow fields, workers that make to produce factories. But for obtaining all, first teachers are needed”.

Teachers have to be conscious about the importance of their work, the responsibilities they have, the way they will guide their students, more than just teaching, they have to develop, form and build the student’s education that started with their parents. Language teachers give an extra tool to students to achieve successful possibilities in their working area, but in the other side they try to touch the essence of their students using a foreign language, Magos (2008) suggests that through the use of a language, teachers try to interact and educate them, they do not teach a foreign language. This also can be seen in the ideas of Greene (as found in Language Teaching Awareness by Gebhard and Oprandy 1999):

“If teacher agrees to submerge himself into the system, if he consents to being defined by other views of what he is supposed to be, he gives up his freedom to see, to understand and to signify for himself. If he is immersed and impermeable, he can hardly stir others to define themselves as individual. If, on the other hand, he is willing... to create new perspective on what he has habitually considered real, his teaching may become the project of a person vitally open to his student and the world... he will be continuously engaged in interpreting a reality forever new: he will feel more alive than he ever has before”. (P.3)

The real teachers have to be aware of the real role of being a teacher, in other words to have the vocation for being able to assume the important position that teachers have to be in. And the most important thing is to achieve the objective. On the other hand, students have to learn a foreign language, to be competent, assuming any kind of context. Davis (2000,P.3) suggests that “the success in English sometimes is interfered, because teachers and learners do not look beyond the grammar and vocabulary currently being practiced, or the next test”.

#### **2.1.4 The role of the students and parents about awareness**

Teaching-learning process is not an easy task to achieve and the reflect of this task can be appreciated by the learners. Learners have to present meaningful learning, which will provide new knowledge and development, besides to memorize information, Ausubel (article by Hassard 2003), sets out “the theory of meaningful learning”, which says; that based on the previous knowledge, students will link the new concepts, ideas or knowledge with the others, in order to obtain “mental scaffolding”, that is to learn new information.

The role of the students in the entire educative context is what makes sense to the teaching, so learners have to gather a number of positive and highlight features, for increasing the education and facilitate the teachers work, such as motivation, interest, behavior, and positive attitudes and so on. However all those characteristics face different problems because of different reasons, so, it is essential to support learners as much as possible; here is when the parents present a key part on the learner's performance and their whole school development. Based on a research by Southwest Educational Development Laboratory 2002 (found it in the article by García 2012), when the parents support the teachers' work at home and parents are involved in it, the students improve many statements, for example: students obtain better qualifications, they feel encouraged during the classes, they develop social skills such as better behavior and adapting the school context and of course, they are more likely to follow studying.

In most of the cases the development of the student or the performance the learner's role depend on a great part on how the teacher builds up the class. Richards (1994, P.138) says that "teacher sometimes interacts with some students in the class more frequently than others. The students have to be active, they have to contribute with the questions in discussion in the classroom, but not just answering the direct questions or the questions proposed by the teachers", it means to found new questions in order to develop critical thinking as example of developing scholar skills, the interaction is an important element, because it is not limited just teacher to student.

According to Richards (1994, P.138), when the teacher just interacts with some students, the students belong to "the teacher's action zone". Students should interact with

the other students, in nutshell the learners have to feel free for increasing and creating new knowledge, ideas and education.

As it can be appreciated there are three elemental subjects in the teaching learning process which are the teachers, learners and parents. For raising a better education, it is required to work with these subjects, trying to solve the problems they face. The main achievement of this study is to assess the human awareness of those subjects related to teaching and learning a foreign language (English).

### **2.3 Motivation**

If students are conscious of learning a foreign language, it is because they feel motivated to learn it, as well as guided, in order to achieve this goal, so motivation is an important issue for improving teaching learning process, there is not consciousness, if there is not motivation and vice versa, because this reason, on the next paragraphs, the motivation will be explained as a key element to ally the consciousness process.

Motivation is a very complicated issue, and it is reflected on the authors that have already defined it, one of the most accepted concepts is the one that Maslow (1943, P.10) has proposed, he sets a pyramid in which one the human needs are organized, starting since the most essential needs, such as rest, feed or breathing and to achieve them and then to obtain the most complex, like morality, creativity or spontaneity. Such functions as motivation to complete a goal (human needs) and at the same time are closely related to the behavior.

**Figure 1 Abraham Maslow pyramid of Human needs (as found in “A theory of human motivation 1943)**



On the figure above it is appreciated one of the first ideas for defining the concepts of motivation, but also there are more contemporary ideas, for example Gonzales (2008,Pp.51-55) defines the motivation such as “the complex integration of psychological processes that affects the regulation inducing of the behavior, it determines the direction (forward the target object or the avoided object), the intensity and the sense (of approximation and avoidance) of the behavior”.

In conclusion the motivation wakes, starts, keeps, strengthens or weakens the intensity of the behavior, and when the subject achieve the goal approached, this effect ends and emerges new goals, for achieving this behavior (motivation) on students and make them achieve that goal (learning a foreign language) it is necessary students be aware of the importance of acquiring a foreign language.

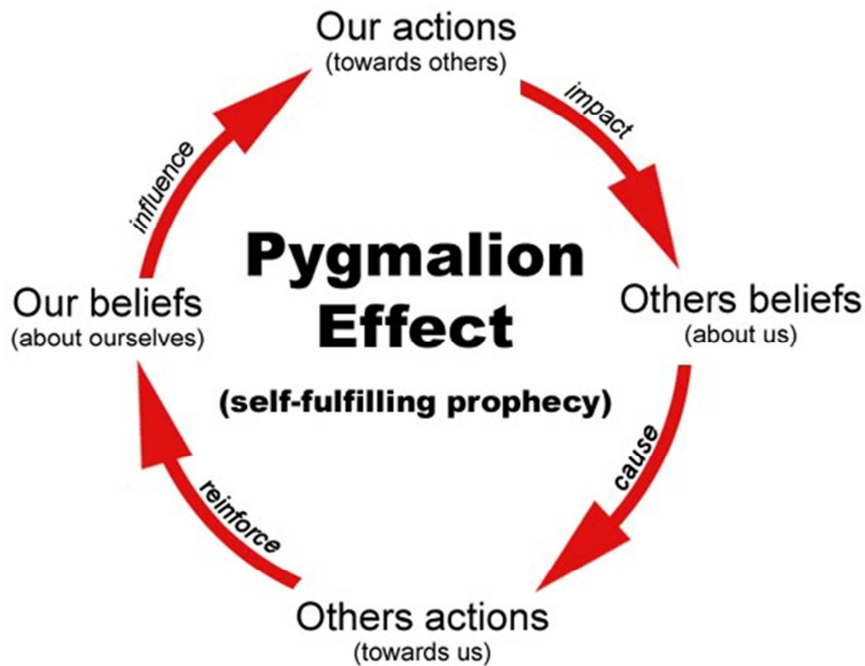
### **2.3.1 Types of motivation**

On the next paragraphs, it is explained the motivation according to the Pygmalion effect as well as its classification of motivation.

### **2.3.2 Pygmalion Effect**

There are many theories and classifications of the motivation, however there is one proposed by Rosenthal and Jacob (1968), (theory found in the article “Great Expectations” by Bruns, 2000) that is called the Pygmalion Effect, which consists in “an event that is the reason or a cause because a person wants to achieve his goal, this goal is based on a believe that he can obtained”, this statement is consider as motivation, because it changes the behavior of a person in order to achieve an approached goal. The next figure found in the article “Use of Pygmalion to create a high performing team” shows how this effect functions as motivation to change certain behaviors, this scheme is proposed by Kashen (2011).

**Figure 2 scheme of the Pygmalion Effect. As found in “Use the Pygmalion Effect to create a high performing team” by Kashen D. (2011).**



The Pygmalion Effect according to Kasehn (2011) emerges in three different scopes which are described below.

**a) Educational scope:** commonly in the classroom teachers give most attention and better support to students who are more capable to the class than the others that do not present interest or attention on the target subject, however in this scope what teachers do is to invest their behavior; give more attention and support to their “Weakest” students and less to their “Strongest” students, as the time goes, the “Weakest” will present better results in their learning process, as way of motivation.

**b) Labor scope:** basically what the way that this scope functions is by the image that the workers perceive about their boss, if an employee receives continuing acceptance by his boss, the employee quite possibly shows a better performance in his work activates as well as a higher production. In the other side if the employees obtain a negative conception of their boss, their work performance might be negative.

**c) Social scope:** the motivation comes from the “Imitation”, it means that the stereotypes functions as the motion to achieve or persuade the behavior of the subjects, this is consider social because it happens in the human culture, for example; a kid who grew in a family where the father works for sustaining the fees of a family, consequently when the kid becomes a father, he will follow this stereotype.

### **2.3.2 Intrinsic Motivation and Extrinsic Motivation**

Intrinsic motivation and extrinsic motivation are two more ways to classify the motivation. Eccles and Wigfield (1995) argue those ideas based on values (as found in Teaching and Researching Motivation by Zoltán Dörnyei) “Intrinsic value, that is, interest in or aesthetic appreciation of the subject/skills in question, and enjoyment coming from performing the activity”. “Extrinsic Utility Value, that is, awareness of how well a task relates to current and future goals and what role learning plays in improving the quality of one’s life or making one a better person” (Pp.24, 25).

However, Reiss (2005) highlights that the intrinsic motivation does not exist, because there are a lot of human needs, and they cannot be classified in just two

categories. He argues that the intrinsic motivation is not better than extrinsic motivation; he says that the money or any other kind of reward does not sabotage the human desires. When the subject is making something because he likes it and then he receives some reward, it does not mean the reward is not inherently to the inferior of the human. As is have already developed, the motivation is a very difficult issue to conceptualize, nevertheless, according to Zoltán Dörnyei (2001,P.9) there are a set of statements that the different theories of motivation coincide, which are the choice of a particular action, the persistence with it and the effort expended on it. Based on these characteristics Zoltán Dörnyei (2001,P.9) suggest the next definition (Fragments found in Teaching and Researching Motivation by Zoltán Dörnyei) :

“In general sense, motivation can be defined as the dynamically changing cumulative arousal in a person that initiates, directs, coordinates, amplifies, terminates, and evaluates the cognitive and motor processes whereby initial wishes and desires are selected, prioritized, operationalized and (successfully or unsuccessfully) acted out” (P. 9).

### **2.3.3 Instrumental and Integrative motivation**

As was previous described, intrinsic motivation depends absolutely on the learner, because of different factor like Lightbown and Spada (1999,P.163) describe: “Learners come into our classrooms from different backgrounds and life experiences, all of which have contributed to their attitudes toward and motivation learn the target language”. Here is when the motivation may be presented or not, however, a very committed and conscious teacher forms an important part to create motivation, for

increasing the teaching learning process, Lightbown and Spada (1999,P.163) set up important features that the teacher has to take into account; “teachers can influence learners’ motivation by making the classroom a supportive environmental in which students are stimulated, engaged in activities which are appropriate to their age, interests and cultural backgrounds, and, most importantly, where students can experience success. This in turn can contribute to positive motivation, leading to still greater success.

According to Gardner and Wallance (1972) (as found in Lightbown and Spada, 1999,P.56), they have developed and studied two kinds of motivation, the first one is called “Integrative motivation” and make references to language learning for personal growth and cultural enrichment, meanwhile “Instrumental Motivation” is for language learning for more immediate or practical goals, like to obtain better job opportunities or a degree. Lightbown and Spada (1999,P.56) points that “these two kinds of motivation are related to success on learning another language”.

#### **2.3.4 Motivation and consciousness on teaching learning process**

Probably consciousness is not flaring as the direct issue, but is as important as motivation, in order to encourage students to learn English, and involving teachers and parents will take the real form as awareness, that’s why consciousness cannot be less or more important than motivation, they need to be together to achieve the goal, however as was described before, there are several kids of motivation, which should be implemented for teaching and learning a foreign language.

For example in the program PNIEB (2013) tries to carry on the willingness to study and learn a foreign language, this is the reason because teacher and parents do not expect a real learning of a foreign language. Another fact is based on the context and on the situation, in Mexico the circumstances are very different because of the educative system and the cultural perspective, teachers, students and over all society have. But this component will be explained in the next part. Weiner (1996) highlights the following idea (as found in Teaching and Researching Motivation by Zoltán Dörnyei, 2001.):

“It is my believe that many (but not all) significant thoughts and feeling are conscious and are known by the actor... We may not be aware of psychological processes, or ‘how’s’ of psychology (how we learn, how we perceive, how we remember), but we often are aware of psychological content, or ‘what’s’ of psychology (what we want, what we feel, for what reason we engage in an activity)... for the typical and prevalent aspects of being- that is, considering how life is spent and what is reflected upon- direct access to the determinants of motivation and emotion is quite possible. For most of us at most times, a royal road to the unconscious is less valuable to the motivation researcher that the dirt road to consciousness” (p. 10).

In nutshell, motivation and awareness can be united or separated, depending on the approach of the study, this case is focused on any kind of motivation, as main tool to implement awareness on students, but taking into account parents and teachers, that function as a society, all those aspects take place in a controversial educative context, as it was mentioned, in the next part they will be discussed.

### **2.3 Adversity on the Educational context**

On the next paragraphs, some problems that the context commonly provides on teaching and learning a foreign language are discussed.

### **2.3.1 The social context**

According to Beaugrande (1980) (definition found in “El contexto: su naturaleza y su papel en el proceso de interpretacion de enunciados” by Berbeira (1994, P.10)) one of the most complex issues that teachers face is the “social context” where the education takes place, it is understood that the social context is “a text must be relevant to a situation of occurrence, in which a constellation of strategies, expectations and knowledge is active. This wide environment can be called context” this issue obtains a higher degree of complexity in underdeveloped countries and talking about “learning a foreign language” in this context might be seen as more complicated, like Walker (1993,P.163) describes “...the proof is found in thousands of cases where children in difficult third world context have achieved literacy in a non-primary language”.

### **2.3.2 Teaching and learning a foreign language in Mexico**

Learning a foreign language can be a difficult task to achieve, depending on many factors, for example the teachers, the practice, the context and learners, but everything depends more on the learner, he/she has to be interested and conscious about learning English and about knowing what he wants to do with the language as main motivational reason. In Mexico the situation is a little bit more difficult in every single aspect, so it is necessary to follow an overall view of the education in Mexico.

#### **2.3.2.1 The public educational system at Mexico**

For analyzing the Education in Mexico, it is essential to start explaining the Mexican system, how it is divided and organized, then the people such as teachers,

students and administrative staff, who are involved in the roll of the system and the irregularities they face or have to deal in the teaching and learning a foreign language.

The *Secretaria de Educación Publica* (2013) nowadays suggests four levels in public education which are first “preschool”, then “compulsory basic education” (elementary school), “upper secondary education” (secondary and high school) and at the last one is “higher education”. Focused on the foreign language, it is interesting to notice how students find this subject in the third level (secondary and high school), without taking into account that many students might not enter into the “higher education”, in other words, when a student is twelve, he starts to learn a foreign language, but the worst is that considering his age, the system asks for a higher level, namely, the student has to know some basic topic like “verb to be”, “daily phrases” or the correct way to pronounce, but how he/she would learn them, if the system did not implemented the subject in elementary school. Unfortunately this phenomenon is often presented on underdeveloped countries, in this case, Mexico.

The development of a foreign language is very crucial issue in Mexico. According to Krashen (1985,P.75) “the use of the first language functions as medium of instruction”, namely learners have to be supported by their first language by associating the objects with words; however, recent studies have shown that the lowest enrolment in Mexico’s formal education system is stated on preschool education level and as it is well known, this level functions as early self -development, so in nutshell, many learners do not start their studies in preschool, they delay their progress in their own language (Spanish) and then the system pretends students have to develop a foreign language when they are older, this fact just makes more complex the learning process of a foreign language.

Because of the problem and based on the educative competences nowadays the world faces, the Secretaria de Educación Publica (2013) has decreed the English as a compulsory subject since the preschooler school through the PNIEB, which has been developed since 2007; however, students which were not involved, may present a disadvantage on learning a foreign language. So, that is the interest of the present study as it will look for awareness of the importance of English in students as a possible solution that could help students to face and encourage them to solve this situation and obtain similar opportunities than other students.

### **2.3.3 The importance of early education**

Over the years there are many problems like delinquency, poverty, drugs, pollution, violence, injustice in society and many leaders have tried to solve them, they are presented chiefly in undeveloped countries. These leaders have implemented many ways to obtain an efficient solution, but it seems those problems will not have an end. Nowadays a very compromising option is taking into account, that is the education as main tool to oppose the problems society faces and suffers Aguilar (1993,P.7) points that “The international statistics prove that there is not better investment for a society than the educative investment”, however not just a good education has to be implemented, in other words, it is essential to develop an early education, here is the part where the parents have to be aware of their children’s education, starting in this important (early education) stage that most parents might underestimate.

The early education does not just cover the “kinder garten school”, the real early education is at home, linked with the first years at the school, many people have the

wrong idea that at the school, kids will receive all what they need, nonetheless the first real figures in kid lives are their parents, Vigotzky (1988) (found in Vigotzky y el Aprendizaje escolar (1999,P.105) by Baquero R.), in his theory of learning, argues that “the process of development consists in the appropriation of objects, knows, rules, cultural instruments in contexts of socially defined joint activity (family, school and its diverse ways of activities)” So parents will be a meaningful part in this early education, because they represent all the values that a kid receives in his/her first years as integrant of the principal society that most of the people belong that is the “Family”, the kid will develop her/his coexistence and into this factor the values will be indispensable to predict a good performance in the next “society” that the kid will be part of. In this stage of his/her life she/he will learn to be respectful, honest, charitable, helpful, righteous, equitable, etcetera, as well as developing some other aspects that make him/her growing as a good person who supports each society she/he will involve in. On the other side, teachers strengthen the students’ background like Quintero (1934) as found in “los maestros” by Domingo (1993), develops in the next paragraph:

“The teacher has for essential task to develop the respect and the love to the true, the personal thinking, the habits to be free, an exam to the same time, to the spirit of tolerance; the sense of the right of the human and to the dignity, the conscience of the individual responsibility, at the same time the sense of the justice and the social solidarity and the adhesion to the democratic regimen and the republic” (P.17)

Because of those reasons, the early education starts first in the family, where the child assumes this role as the center of any individual; the family will form a good citizen as well as a good development on the next society that is the school. Probably parents are

not aware of the importance of this issue because of many factors such as the context (previously discussed) or the lack of information, but they have to.

#### **2.4 A second language or a foreign language**

Commonly people in Mexico confuse the terms “Second language” and “Foreign language” to talk about a different language to the one that is spoken in the country or the one that is different to the mother tongue, however these two terms are different and because of it, they are learnt in a different way, in the next lines these concepts are discussed in order to differentiate them and be informed and aware of what students learn at the classroom.

Basically the concept of a “second language” is described like a different language that the subject speaks and the subject is bound to learn it, because her/his first language is not spoken in the present environment context. Unlike to “second language”, the “foreign language” is the one that is learnt in a classroom and in a formal way, in other words a “foreign language” is the one that people learn in a country where the language is absolutely different to the native language, according to Gebhard (2006) arguments.

In the educational public system (the Mexican system), learning a language different to the Spanish (English) is taken into account like a “foreign language”, probably this is the main reason because most of the teachers are focused on “grammar”. Teachers should integrate some activities based on a “second language” in order to obtain better results on teaching learning process; Davis (2000,P.2) expresses this idea “Your success as teacher is based entirely on their success as learners”.

Probably when a subject learns a “second language” might have certain advantages on a subject that learns a “foreign language”, especially because the first subject learns in a natural way and practicing much more than the one who learns a “foreign language” that is learning more grammar. In spite this topic is very basic on the area of “teaching language”, it is seem that has been forgotten, teachers of a “foreign languages” have to mix these two kind of “teaching learning”, so learners will develop their skills in this area as well as teachers their skills on teaching, like Davis (2000,P.2) argues.

## **2.5 Alternatives for practicing English as a foreign language inside the Mexican high school classroom**

It might be seem that the main disadvantage that learning a “foreign language” presents compared with learning a “second language” is the lack of practice, which is the main function of a “language”, Davis (2000,P.1) suggests and describes one test for learners; “The main test for real success in teaching and learning should be whether or not the learners can communicate at all in English”. Consequently for achieving this, it is absolutely necessary the practice of communication in the four skills.

The next points are some alternatives that teachers and students might implement as extra activities when they are teaching and learning a “foreign language”, so students may learn in a better and more natural way and teachers might go out of their routine (textbook, exams, drills, syllabus) as well as practicing more and more, until it can be communicated, like Davis (2000.P.1) suggests.

### **2.5.1 Making context**

Mercer (2000,P.21) sets up the next example for making “context” and obtain a better understanding “If the focus of our interest is the development of shared understanding rather than features of text, “context” is better thought of as a configuration of available information that people use for making sense of language in particular situations. “context” is created anew in every interaction between a speaker and listener or writer and reader... who create meanings together” if this situation is put on the classroom, it is understood that listeners or readers obtain the role of students meanwhile who reads, writes and the subject that has a task to make a mental phenomenon, it is the teacher, students and teachers may create better teaching- learning process.

So learning a different language from the mother language might be easier if teachers create a context, probably the most common way to create a context on teaching learning languages is by culture, like history, music or art. Teachers and learners supported by making context might find the classes more interesting as the same as find success on teaching-learning English.

### **2.5.3 Practicing listening and speaking**

Listening and speaking are the first skills that the learner has to practice, for achieving a foreign language in a natural form, because of, in the following texts below, “The communicative approach” is discussed for increasing the practice of speaking and

listening, on the other hand, “Pop songs” are discussed as alternative to practice listening, those topics also are supported by creating context as well as making students feel interest for a better learning.

### **2.5.3.1 Communicative approach**

Wilkins D.A. (1991,P.89) suggests the Communicative approach because it avoids grammar rules as the main goal and it approaches as real goals the fluency and the accuracy in real communication, this approach mainly creates communicative opportunities or communicative contexts, what Davis (2000,P.4) suggests as “goal” for success in English is “to enable the learners to communicate in real English, both spoken and written”.

In spite this approach might be seem as very old, it is a good opportunity to increase speaking at the classroom as well as making teachers aware and responsible of their role, any English teacher should have the communication opportunities on their students as the main goal, because it is what the language functions like, but through the time, this has disappeared because teachers feel pressured by the system and other facts, like Davis (2000,P.4) describes these events; “In very difficult conditions, for example large, unmotivated groups with little time, a common response to work towards a goal like teachers find it easier to explain English grammar and give rules and formulas for learners to memorize”.

### **2.5.3.2 Pop songs**

Another alternative that might be seen super attractive, especially on teens are the “pop songs” and that also it is very common on teaching and learning a foreign language,

like Dubin (1974) argues (found in pop “songs in language teaching” by Nambiar (1993,P.224) “the use of songs in language learning is an overlooked resource---at least one that has been overlooked by establishment in our profession”.

Pop songs have too many attractive features that make students feel motivated, some advantages that Nambiar (1993,Pp.225-336) mentions are “attract attention of people, catch their feelings and emotions, people may feel identified with the lyrics, and usually students are willing to learn and sing a song in a foreign language”. Probably teachers might forget this newfangled resource because some facts mentioned previously, however, pop songs may functions for escaping of the activities on routine such as drills, textbook or grammar rules. Of course with this alternative students not just will practice listening, they will check and practice pronunciation, and also is a very meaningful way to transmit culture of the target language. Consequently students will feel motivated and surely they will develop their listening and pronunciation in a natural way by touching culture, teachers will be aware that learning a foreign language is not just grammar rules and drills.

#### **2.5.4Practicing reading and writing**

This paragraph is focused on practicing the other skills of a language which are reading and writing that at the same time are the most complex, however the alternative proposed is “The natural method” by Freinet.

##### **2.5.4.1 Natural method by Freinet**

This method is used most for teaching “literacy” commonly in the first language and according to Freinet (1978, Pp.35-57) this method pretends that the learner and the

teacher avoid the scholasticism for learning, Freinet (1978) suggests a natural way to learn to read and write just by practicing and capturing the children's "thoughts and expressions" through letters and words for a real communication. Based on the previous statements Freinet (1978,Pp.35-57) developed some techniques for this method which are "free drawing" or "free texting", these techniques might be supported by the first language if they are implemented for learning a foreign language.

So students may obtain a better practice of reading and writing instead of just drills and texts that the textbook includes. Students may feel more motivated because they will write and read about themselves, what they feel or believe, as the same as in the pop songs, they will be out of the routine as well as coexisting more with their classmates and the teacher.

### **2.5.5 External courses**

Basically the previous topics are some alternatives that teachers should implement in their classes, these alternatives are for those teachers that are submerged on the system, the syllabus and on the grammar rules, these brief discussions of the alternatives have for goal to make teachers conscious that they can carry out an entertained and meaningful class, however the learners and the teachers need the parents' support.

Vigotsky (1988) argues that the cognitive change will be produced, in the zone of proximal development (social situation defined), structure of support created by others (social contexts) and for the cultural tools of the situation is produced the cognitive process" found in Vigotzky y el Aprendizaje escolar (1999,Pp.211-212) by Baquero R. in other words the social context influences more in the learning than the attitudes and the

beliefs. The social context forms an important process of personal development, so it molds the cognitive processes, because this research searches the possibility to create a group of parents that are willing to learn what their children are learning in order to support them at home, as well as a way to be aware of the importance that learning a foreign language has as competence in the professional area.

## **CHAPTER THREE METHODOLOGY**

As it was previously mentioned, the purpose of this study was to identify the level students' consciousness of 3 groups of 1<sup>st</sup> grade in high school towards the learning of a foreign language taking into account teachers and parents support and opinion, for improving the process of teaching-learning as a foreign language and the main obstacles that students have through the use of a questionnaire of multiple choice, proposed by "Exploring Second Language Reading" by Anderson (1999), to determine the attitudes (negative, neutral and positive) students have toward learning a foreign language.

The method used for the purpose of this research was a survey research. This chapter is focused on the description of important needed aspects to carry out the study; first the subjects are described, their main features as protagonists and base of this study, explaining who they are, their ages and social status, detailing their background and context. Then the instruments used to collect the data and how the data collected was analyzed is described step by step.

### **3.1 Background**

This research takes place in a high public school, that belongs to an organization called COBAEP U1, "Colegio de Bachilleres del Estado de Puebla", at campus one. COBAEP (2013), was founded in 1982 by Mr. Guillermo Jimenez Morales, the Governor of the state of Puebla (1981-1987), and the objective of this institution is to increase knowledge in many areas such as scientific, humanist and technological, involving job training and cultural and sport activities in order to guarantee better chances in students life as well as form part of a better society. Nowadays COBAEP is formed by 37

campuses, 9 of them are located in Puebla City, and 27 are distributed around the state of Puebla. At the present time the enrollment is estimated by 22 thousands of its students.

### **3.1.1 Subjects**

This study has as main characters the students, the head English teachers and the parents of COBAEP U1. They are described as protagonists of this study, using some different questionnaires to achieve the purposes of this paper.

### **3.1.2 Students**

The study is focused on students of second semester in their first year of scholar cycle, who study English as a subject, it is important to identify that this subject is known as additional language to the Spanish. Their ages rank between 15 and 16 years old. Most of them come from near neighborhoods such as San Francisco Totimehuacan, Tres Cruces, or Xilotzingo and some others come from little towns from Puebla City such as, Valsequillo, Tecali and Cuahutinchán, whose economical-social status of most of them is “lower to middle”.

As it is well known, English language had not been taken into consideration as an important part of the curriculum in Public Mexican Education, until nowadays. This makes reference to their students’ background, which means most of them (94 subjects) did not study English as a formal subject at the secondary or elementary school.

### **3.1.3 Students’ Parents**

For the purposes of this study it was asked to 94 parents to answer a questionnaire about the awareness that they have about the importance of English in their children. As

it was alluded before, the students come from surrounding neighborhoods and little towns, so they are from “low to middle” socioeconomical status. Whose studies rank from basic studies to middle school studies.

#### **3.1.4 Head English teachers at COBAEP U-1**

This research also required three teachers who for the purposes of this paper, they will be referred, the teacher number 1 who teaches English classes to two groups that are “2°A” and “2°B”, The teacher number 2 was in charge of the laboratory of English and teacher number 3 teaches English classes to other four groups of the same level; however just one group was taken into account to this research that is “2°F”.. All of them are graduated from BUAP (Bénemerita Universidad Autónoma de Puebla), they obtained the degree of “Foreign Languages” or “Modern Languages”, they have been teaching English in this system for more than 10 years approximately.

### **3.2 Instruments**

The instruments used the purpose of this research were three different questionnaires focused on the three different subjects under study, teachers, parents and students in COBAEP U1, which are based on finding out the different possible answers connecting them in a simultaneously way to analyze and interpret the results.

#### **3.2.1 Questionnaire 1; Q1**

The first questionnaire is related to students. This questionnaire was extracted from “Exploring Second Language Reading” by Anderson (1999), it is important to mention that this questionnaire was modified. This one permitted eventually know the motivation

level that students in 1<sup>st</sup> level of high school at COBAEP U-1 have, allowing to have an idea about the students English perspectives, (see appendix one).

### **3.2.2 Questionnaire 2; Q2**

The second questionnaire applied during this paper was focused on students' parents, this questionnaire was created by the author of this research, in order to know three different essential parts for complementing this part of the research, the first part was about the importance of the following studies that their children could have, the second was in order to identify the importance of the English as a subject, and the last point was related to know in what ways parents are disposed to be involved on the learning process by supporting their children (see appendix two).

### **3.2.3 Questionnaire 3; Q3**

The last questionnaire was created by the author of this research too, for the head English teachers, with the firm commitment to analyze four important points for concluding the research information, the first point is about the interest that teacher has to teach as well as her vocation to this profession as well as related on continuing professional preparation, those points allow to recognize the professional devotion teacher has to teach.

The second point is about the skill or sub-skill that their students practice the most, this is approached on question 3, the next point is about problems that teachers face during their classes, this topic is presented on questions 4 and 5, and the last point is about the materials teachers use, and the skills or sub-skills that students have developed,

these topics are presented on questions 6 and 7 that at the same time, conclude and link the previous answers. (see appendix three).

### **3.3 Method of Data Collection**

For applying successfully the questionnaires, some steps were followed on the following order. First it was necessary to have access to this institution (COBAEP U-1) and permission for applying the 3 different kinds of questionnaires, so the principal asked for an official document that endorse the authenticity of the information, in other words a bureaucratic step was followed, then after this process, the questionnaires were applied on the following process.

For achieving that students answer the questionnaires, the treatment with head English teachers was a key part, in this case, they devoted one class to the application of this questionnaires, consequently a second questionnaire was delivered to them, but the parents were indicated to answer them at home and return them next class. Last step and last questionnaire was focused on head English Teachers.

### **3.4 Data Analysis Procedures**

In this paper three different participants answers were analyzed, which are students, teachers and parents by using three different questionnaires, on the next paragraphs, it will be described how each questionnaire was analyzed and how the data was interpreted as well as how the data was linked together with each participant in order to answer the research questions.

### **3.4.1 Questionnaire 1 Students**

First of all, it is necessary to take into account that the original questionnaire focused on students and extracted from “Exploring Second Language Reading” by Anderson (1999,Pp.102-105), addresses two sections, the first is confirmed by 44 questions in multiple choice and the second one has 7 questions, 6 of multiple choice too and just one is an open question. However, the first questionnaire applied was reduced just to the first part of the original one, (see appendix four). So only 44 questions were performed that permitted to identify the level of interest students have toward English as a foreign language as well as the motivation they have on learning this language.

The analysis of the questionnaire for student involved 44 questions that are divided into two kinds of questions, 14 of those questions (1, 8, 10, 12, 16, 18, 19, 20, 25, 28, 30, 34, 36 and 37) are related to analyze negative attitudes students have toward English, and the other 30 questions make reference to positive attitudes. In order to analyze and obtain the quantitative data. Then the first step was gathering the answers and classified for obtaining the expectations of students toward English as a subject into numbers. Then one graphic for positive attitudes and another for negative attitudes was designed, after those both graphics were linked for obtaining a general perception of students’ answers on positive attitudes, negatives and the neutral opinion.

### **3.4.2 Questionnaire 2 Parents**

The second questionnaire focused on parents was analyzed into three different aspects that parents present in this study: the importance they presented toward children’s education, the second aspect is related to the expectations they have onward

“English” and the last one is about the way parents could help their children in order to improve their learning process.

This questionnaire was divided and analyzed into different sections mentioned above, for developing and interpreting the importance that parents have about the education in their children, at the beginning of this study, it was expected a similar number of parents participating in the study, as the number of students however for better results and certainly, it was necessary to create a comparative graphic, to know the grade of importance in which parents are involved to their children’s education.

After the comparative graphic was presented, the analysis set up the first question on the applied second questionnaire that deals with the first topic (focus on continuing education). The results of the three groups are presented on a graphic, the questions 2 and 3 are grouped in the second category “support, interest and attitudes forward English”, the results of the three groups are shown in two different graphics, one for each question, for the last topic, the questions 4, 5 and 6 were gathered in order to develop the last category “attitude forward support development of English”, the results are presented in three graphics one for each question in this stage.

### **3.4.3 Questionnaire 3 Teachers**

The four main points that were asked to teachers were; the willing they present when they are teaching, constant professional preparation, and problems they face on teaching and the way they teach. All those aspects together revealed what problems teachers frequently face and the level teachers are willing to do their best.

The way data was analyzed is based on a comparison of answers, because the participants were just three teachers, however an important aspect was taken into account was the system, in other words how the educative system could influence the answers teachers responded in the questionnaire. The way the analysis is presented is by grouping the different questions, the first group is based on questions 1 and 2 research “the willing they present when they are teaching”, then question 3 is isolated and finds the perspective on “constant professional preparation”, questions 4 and 5 are approached on identify “problems they face on teaching and the way they teach” and questions 6 and 7 conclude the analysis by gathering all the previous analysis.

## **CHAPTER FOUR FINDINGS**

This research has as main participants: students, teachers and parents in order to identify the problems they commonly face as well as propose options to improve the learning-teaching process of English as a foreign language at COBAEP U-1, but taking into account most of the findings obtained during this research. The data collection was performed into three stages, with three different participants and using three different questionnaires as well as different ways of analysis. In this chapter the findings for achieving this research are described in a step by step way.

### **4.1 Questionnaire1, Students positive and negative attitudes toward English**

The following comparative chart presents the positive and negative symbols attitudes that students at COBAEP U-1 present toward English, in the same way, the level of importance students have on this subject is presented. The data gathered by the first instrument is shown in 3 different graphic, the first is about the positive attitudes that students have toward learning a foreign language, the second is about the negative attitudes and the last one is about linking both previous graphics in order to obtain general results.

#### **4.1.1 Symbols used on negative and positive attitudes**

For the comparison of the results about the first analysis, it was necessary to use some categories to show attitudes. The following table number 1 describes the symbols used for the analysis of the students' positive and negative attitudes toward English as a foreign language. The questions and the answers were divided and interpreted in a different way.

**Table number 1. Symbols used for the interpretation of students' positive and negative attitudes toward English as a foreign language.**

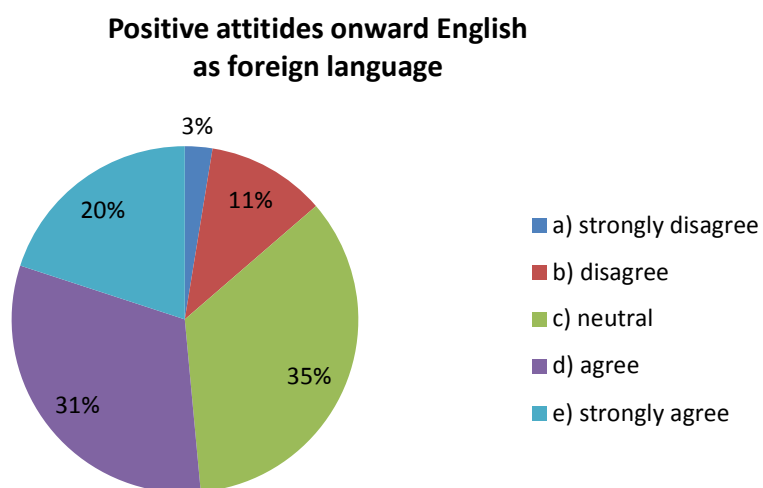
Positive attitudes		Negative attitudes	
A	Strongly disagree	A	Strongly disagree
B	Disagree	B	Disagree
C	Neutral	C	Neutral
D	Agree	D	Agree
E	Strongly agree	E	Strongly agree

Basically, the above table shows how the questions are interpreted, in other words, positive attitudes make reference to “positive statements”, if students answer “A” or “B”, they are not responding to the “positive statement” and vice versa, if students answer “D” or “E”, they are ensuring the “positive statement”, for example “I feel comfortable and sure when I speak English”, a student with good attitudes may answer options “D” or “E”, in the other side “negative statements” were presented to students, in this case If a student answered the option “D” or “E”, he or she is confirming her/his negative attitudes toward English, but if she/he answers “A” or “B”, he or she is rejecting the “negative attitude”.

#### 4.1.2 Positive attitudes found on students at COBAEP U-1

The graphic below (figure number 3) demonstrates the positive attitudes students (the 3 groups) present toward English, they are presented in percentages of answers from the questionnaire number 1.

**Figure 3 about students' positive attitudes on English as a foreign Language**



The table below shows the number of answers that the above graphic presents toward the “positive statements”.

**Table number 2 number of answers on positive statements**

Positive statements					
	A	B	C	D	E
	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Number of answers	76	307	1012	860	562

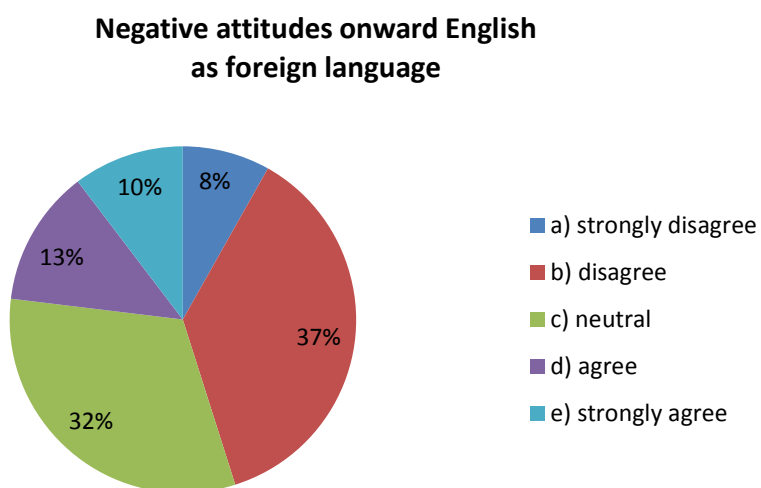
Taking the general terms, on the first graphic is appreciated that most of the students have positive attitudes toward “English” (1422 of the answers in options “D” and “E”), this is valued on the options “D” and “E” that together form 51% of the opinions, about refusing the “positive statements”, about the percentage of the answers that belong to avoid the positive statements or in other words the “negative attitudes” is of 14% by linking the options “A” and “B” of the answers (383 answers), apparently the positive statements might seem higher than the negatives for about 37%, nonetheless and what it may seem worried it is that on the neutral part, the 35% is presented of the opinions (1012 answers), which means students do not care about the English, but they deal with it. And if the 14% of the negative attitudes is added to the neutral part, the result is about 49% of students that are not real interested on Learning a Foreign

language, what may be counterproductive on teachers' and students' performance, so students do not present a real interest on learning a foreign language and teachers might lose their vocation on their teaching process.

#### 4.1.3 Negative attitudes found on students at COBAEP U-1

On the other side, it can be seen the percentages of answers based on "negative statements", the graphic below presents the percentages of answers that avoid the "Negative statements" and the answers agree with the "Negative statements", these results reflects the "negative attitudes" students have toward learning English as a foreign language.

**Figure 4 about students' negative attitudes on English as a foreign Language**



The table (table number 3) below shows the numbers of answers that the above graphic presents toward the “negative statements”.

**Table number 3 number of answers on negative statements**

	Negative statements				
	A	B	C	D	E
	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Number of answers	107	495	422	161	131

The previous figure shows the percentage of answers about “negative statements” students presented and it is as well as supporting the first graphic, the results are simultaneously the same, because it is notable that most of the students refused the “negative statements”, which can be appreciated on options “A” and “B” that form 45% of the answers (602 answers), and 23% of the opinions go to the agreement with the “Negative statements”. Based on gathering the options “D” and “E” (292 answers), the last result is about 33% of the students’ opinions belong the neutral choice (422 answers).

Basically and as it was previously mentioned, the results on this graphic just ensure the first findings on the graphic number one, just with a low variation on percentages, which make reference to the first discussion on graphic number 1, about the half of the students are not real interested on learning a foreign language, they find it just like another subject in the curriculum, and this make teachers feel uninterested on teaching, these attitudes do not provoke a good teaching learning process.

#### **4.1.4 General perceptions of attitudes found on students at COBAEP U-1**

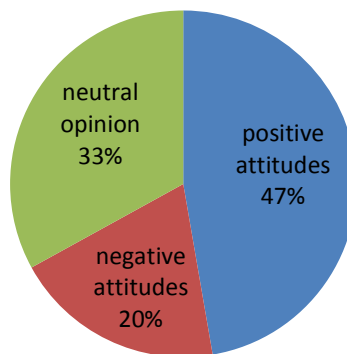
For concluding the analysis of awareness on students toward English, it was necessary to link the figures number 3 and 4 by putting together the percentages “D” and “E” of graphic 1 and “A” and “B” of graphic 2, in order to obtain the “positive attitudes perceptions”, in the case of the “negative attitudes perceptions”, it was necessary to gather the results of the options “A” and “B” of the graphic 1 with the percentages “D” and “E” of graphic 2. For the neutral opinions, just were added the percentages to option “C” of graphics 1 and 2. The results gathered were divided into two, in order to obtain a 100% instead of a 200%, because each graphic represents 100% and it was linked 2 graphics. The overview in presented on the next graphic (figure number 5).

**Figure number 5 reference to General Discussion about negative and positive ss attitudes toward English.**

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**general results students attitudes based on questionnaire 1 for SS**



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Based on the previous graphics and linking both sides (“negative attitudes” and “positive attitudes”) it is appreciated that 47% of students’ opinions belong to “positive attitudes”, which means that about half of the students are willing to learn “English” as a foreign language, however the 20% of the opinions are focused on “negative attitudes”, based on the last figure, this results may be assertive for “The Education”, but there is another fact, in the neutral opinion, the result shows that 33% of students’ opinions, this is not a good fact at all, because this last figure shows that students deal with the subject, they are not really interested on it and is not presented a “meaningful learning”, there could be many reasons, which will be linked and discussed on the next to analysis, in

other words, for complementing this analysis and obtain concrete conclusions, it is necessary to gather the parents and teachers opinion.

#### **4.2 Questionnaire 2, General description of Parents: support, importance and attitudes toward English**

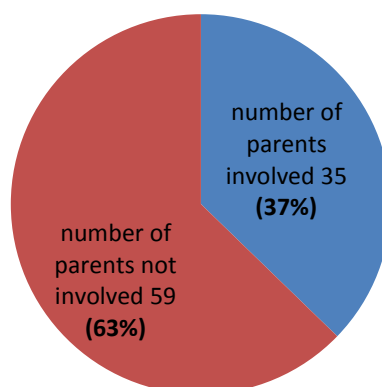
This analysis describes the aspects related to show the support, importance and attitudes that parents have toward their children's education focused on "English" as foreign language, from the general aspects to the specific ones. The first step shown below is the general importance that parents have, by setting up the next comparative graphic (figure 6), which presents the general number of parents who participated in the research, this number was expected to be the same as the number of students who are presented in the research.

**Figure 6 General importance parents have toward English as a general view.**

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#### **comparison of parents involved on the research**



The total number of students taken into account for this research was 94, and it was pretended the same number of parents, however just 35 parents decided to participate in the research, that is 37% of the parents, so 63% are not interested on their sons' education, talking about general terms.

#### **4.2.1 Parents: support, importance and attitudes toward English.**

The way that parents were analyzed is in three different stages, and as it was previously mentioned, this analysis started from general aspects until the specific ones. The way in which the stages have been carried out is by grouping the different questions (on Questionnaire 2) according to each topic to analyze, the topics are "attitudes focused on following aspects on education", "attitude and interest into English for education", "attitude toward support development of English". The results are displayed in percentages in three different stages and a few graphics.

It is important to notice that in the next graphics, the 100% of the results was based on the number that parents answered the questionnaire, in this case the original and expected complete number was about 94 subjects, however just 35 parents answered, so now the 100% is just focused on 35 subjects opinions.

##### **4.2.1.1 Analysis Question 1. Attitude focused on the following education**

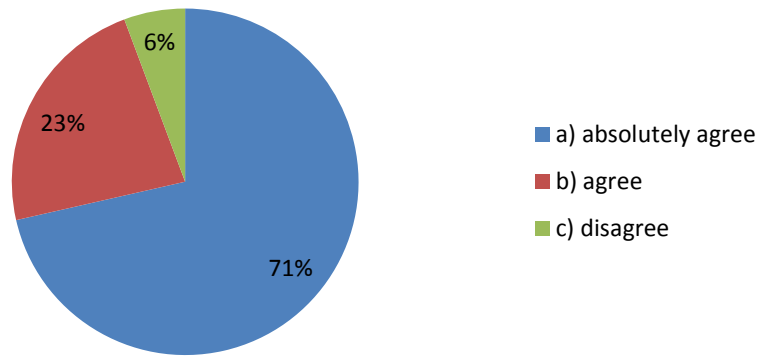
The first topic presented on the next graphic is about the importance as attitude that parents have toward their general children education, this question identifies the level of importance toward their children's future education. The results are interpreted in percentages and can be seen in the next figure.

**Figure 7. Importance on Parents toward their children’s education**

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**Do you consider important your child will continue his/her studies at that the university?**



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The first aspect to analyze is the attitudes parents have to support their child in general education or on their children future successful studies. On the previous graphic it was appreciated that the 71% of parents agreed absolutely with continuing their children in education, in the other hand the 23% of parents agreed in their children’s education, however just 6% of those subjects disagreed. In nutshell 94% of the subjects support their children in the education, in other words, most of the parents who answered are interested in the future studies, taking general terms, nevertheless this graphic still does not indicates the percent of parent’s attitudes toward “English” as specific data. In the next two questions, this statement will be analyzed.

#### 4.2.1.2 Analysis Questions 2 and 3. Attitude and interest in English education.

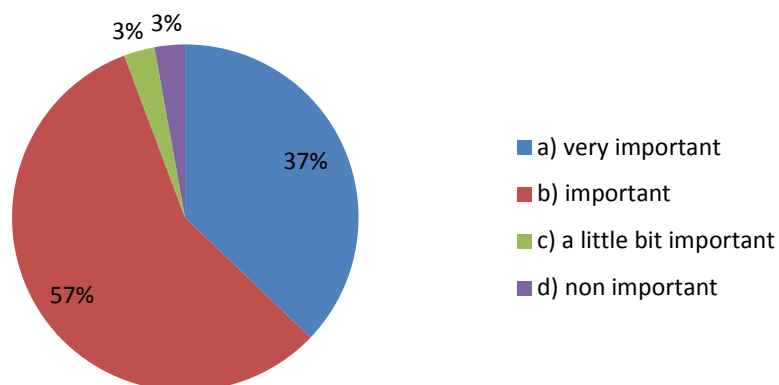
Obtaining good results on future education, it is turn to deepen in a specific core point for this study. English as a foreign language, the following figure (figure number 8) presents the findings that parents considered about this subject as important. There are two graphics which set up two questions that analysis parents importance and good attitudes toward this subject. The figures number 8 and 9 presented below makes reference to the opinions “Very important” and “Important” show a positive attitude, meanwhile “A little bit important” and “Not important” show the disinterest on the statement discussed.

**Figure 8. Question 2. Attitude and interest in English Education**

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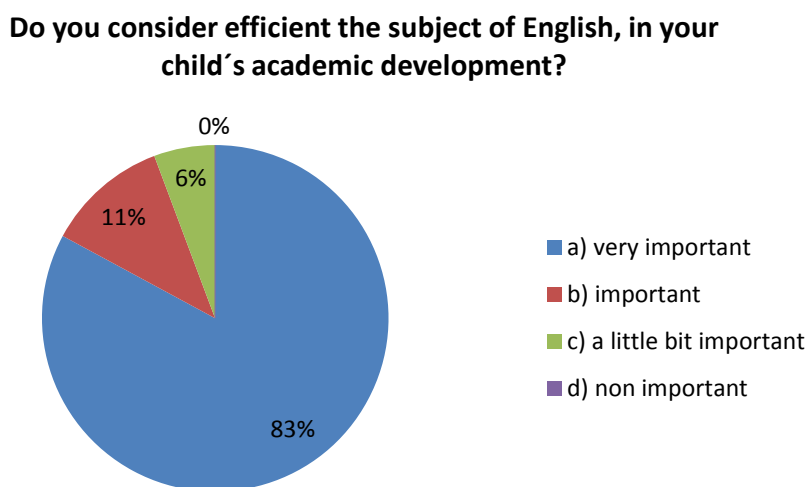
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**In which level of importance do you consider the subject of English in your child’s academic development?**



In the analysis of the question 2 “Do you consider it is important the subject “English” for your son’s academic development?”, the results looked positive, however most of the opinions are toward the option “Important”, what means this statement is significant but not at all. Fortunately in the good attitudes are represented by 94% of the subjects (33 subjects), and just 6% (2 subjects) of the subjects do not have good attitudes toward this subject, these results might see as positive findings in order to involve parents support and improve the teaching learning process.

**Figure 9. Question 3. Attitude and interest in English Education**



In the question number 3 “Do you consider efficient the subject English, in your child’s academic development?” The results are seem better than on question 2, most of the answers belong to “Very Important” (83%), meanwhile the option “Important”

gathered 11% of the answers so linking them, they form 94% of the answers and comparing with the question 2, this is a little bit higher. Disinterest in question 3 is reflected with 6% in the column “a little bit”. In general terms based on the 35 parents, most of them are conscious of the importance of “English” as same as consider important their children are involved in future studies. All the good previous results, the last step is to research in which way parents are available to support their children.

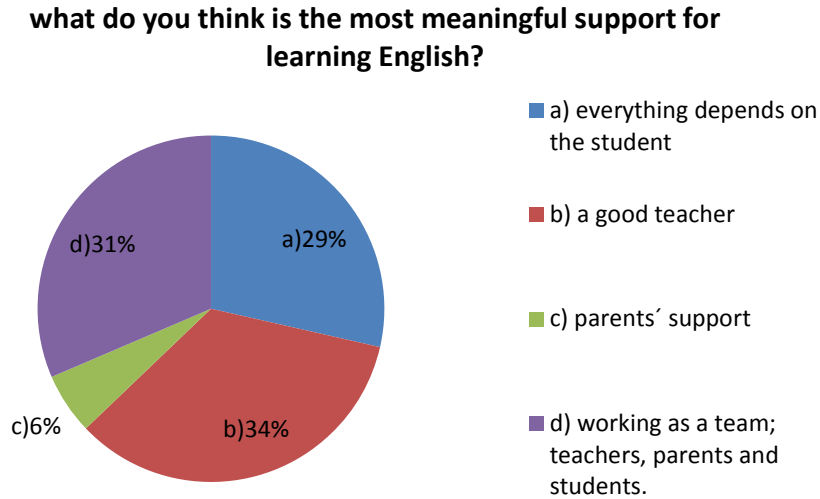
#### **4.2.1.3 Analysis questions 4, 5, and 6. Attitude toward Support development of English**

The last topic to analyze is toward the way that parents might support their children, for this stage it was necessary to set up three different questions that approach three different forms of supporting, because this stage is confirmed by three different graphics. Figure number 9 presents the results found on question 4 of the second questionnaire, this question analyzes, the parents’ believes and attitudes toward a meaningful learning.

**Figure 10 reference to question 4. Attitude forward Support development of English**

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This question and the two next questions try to answer the research question number 3, presented in chapter 1 of this research “Are the parents of students at COBAEP U-1 willing to support their children in learning a foreign language or to even go to English classes to help their children?”. In the figure number 10, there are four different factors that are related to learn English. To answer the research question, the best choice may be “C” or “D” in order that parents recognize they form an important part of teaching learning process on their children, as well as being willing to support their children, nonetheless the answers were not involved in those options. This question also analyses in which grade of responsibility parents are involved in order to their

children's' scholar achievements, in other words who are the main responsible people of this fact.

“Everything depends on the student” was the option answered by 29% of the parents, in spite of it, the 34% of the parents agree with “depends on the teacher”, meanwhile just 6% of the parents believe they are the main responsible of it and 31% of the parents ensure that not just is a good teacher, parents support or good students, it has to be a teamwork among the subjects previously mentioned.

Proportionally it is visible that 37% of the participant parents are conscious that they form an important part of their children's education (gathering options “C” and “D”), meantime the 63% (options “A” and “B”) believe that teachers and the students are the only subjects responsible of a meaningful learning. In the next two questions, this research is obtaining a complete answer for the research question number 3, as well as to develop some other factor discussing ongoing.

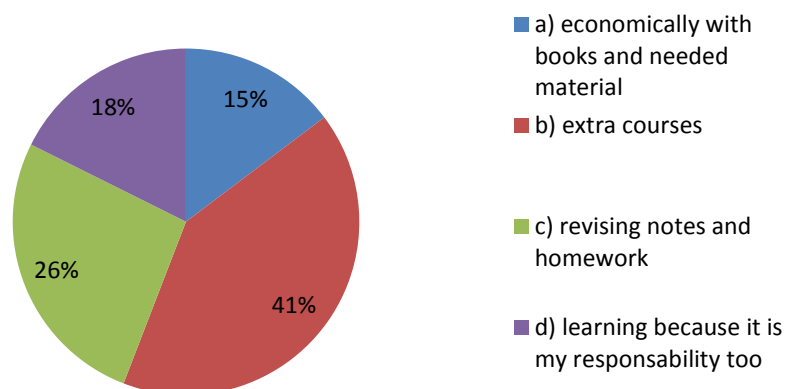
Figure 11 is referent to question 5 in the second questionnaire, and mainly this discusses the way that parents could support their children, the options are the most common that parents are used to recognize. Basically is about perceptions that parent could have in order to support their children's in this subject, but taking the research question number 3, the best answer to support this idea, it is the option “D”, because it sets up a real interest and wiliness to be involved in their children's education and improve it.

**Figure 11 reference to question 5. Attitude toward Support development of English**

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**In which way would you support your son or daughter in learning English?**



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This question (question 5) analyzes in which attitude parents are willing to support their sons by learning them too, in the question 5 there are four different options which are important for supporting their children, however the answer “D” is the best in order to determine a possible answer for the research question number 3.

“Support my son/daughter economically with extra material” is the first option that 15% (5 opinions) of the parents involved have taken into account. The most possible way to support their children according to the results is by “Extra courses” with 41% of parents agree (14 opinions). A more systematically and traditional way to support their children was preferred by the 26% of the parents’ opinion (9 opinions), unfortunately just

18% of the parents are willing to learn with their children (6 opinions) in order to support and help them in any difficulty they could face.

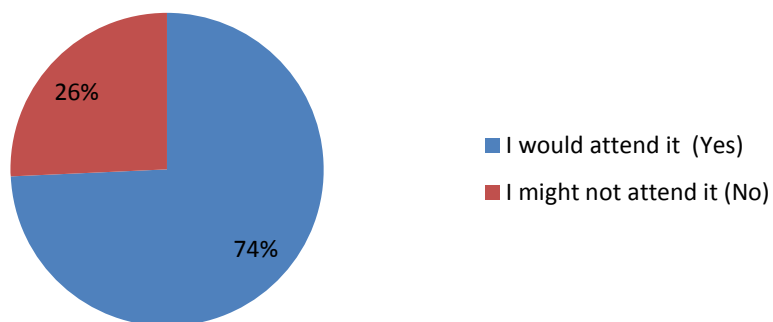
The graphic number 12, which is the last one analyzed of the last stage, sets up the question number 6 that makes reference to the specific point that this research is carrying out, basically this questions asks in a directly way if parents are willing and commitment to support their children by learning too, if a course would be opened specially for parents with this purpose.

**Figure 12 reference to question 6. Attitude toward Support development of English**

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**If there was a course for learning, that my son/daughter is learning, a free or an accesible fee, would you attend it?**



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Finally, the last question sets up the possibility of parents to take a free or accessible fee course with the only goal to support their children in this subject. The 74% of the parents are willing to attend a course at the school, in case it would exist, in other

words a group of 26 adult-students would take the same English class like learners. In spite there was a significant variation of answers in question 5, the direct way to ask in question 6 obtained better results for considering the creation of a parents-workshop focused on increasing “English” as a subject, due to this subject is one of the most unobserved specially if it presented some other factors, like public education system, underdeveloped countries or lack of interest, nevertheless to take this possible project to fit it into other weak subjects.

#### **4.3 Teacher support Opinion and attitudes**

As it was previously mentioned, the teachers formed an important part in this research, because of that, three different teachers were analyzed by a questionnaire, teachers 1 and 3 are head-English teachers, meantime the teacher number 2 is the laboratory teacher. In the next pages the answers from these teachers are analyzed into a narrative way in order to discuss the results approached on each factor.

In this analysis the questions that conformed the third questionnaire were grouped for analyzing the different topics which are “Attitudes toward teaching English and professional development” based on questions 1 and 2, “skills practiced and development” on question 3, “problems teacher face in the classroom” referent to questions 4 and 5 and for concluding, linking and obtaining an overview, based on questions 6 and 7. On the next pages, it is found the different parts of each questionnaire for each teacher, for comparing and describing their perceptions.

#### **4.3.1 Questions 1 and 2. Attitudes toward Teaching English and professional development.**

The next first analysis and discussion are based on the answers' questions 1 and 2 in the questionnaire number 3, which permits to analyze the professional attitudes teachers have forward English as the same as their professional development.

Question 1 analyzes the willing and the vocation teachers have toward teaching English, because most teachers that follow this principle, would have chosen the option "C" which says "I love this language" this statement shows the real willingness to teach a foreign language, however there are more options which are "economic interest" option "A", because "it's easy this subject for me" option "B" and "all of them" option "D", in other words option "A" just catches a superficial interest and option "B" makes reference to a monotonous or unobserved fact. Option "D" involves all the options, that is the same as a neutral way to feel interested to this subject.

Based on comparing (see appendix 4,5,and 6) and given the right values to each answer, it is inferable that teacher 1 and 3 (head-English Teacher) are influenced by a neutral opinion, because they have chosen the answer "D", however teacher number 2 has chosen answer "C" that projects the willing and the enthusiasm reflected into good attitudes.

Question 2 analyzes the willing that teachers have onward their professional development, as it is well known that, the public educational system, offers many courses to teacher in order to improve the public education. On question 2, five different options were settled up, the first makes reference to the completely willing onward a professional

development option “A”, the second in option “B” means about a good willing, not so high, the next one, option “C” is a neutral interpretation, meanwhile the letter “D” reflects a negative attitude in their professional development, the last option on letter “E” assesses the bad administration based on not allotting extra courses for teachers.

Fortunately, the three teachers chose the option “A”, which means they are willing into constantly preparation and acquiring new knowledge for improving and enriching their classes, (see appendix 4, 5 and 6).

#### **4.3.2 Question 3 Skills practice and development**

The question number three in the third questionnaire, has the main commitment to examine which skills or/and sub skills are carried out focused on teaching a foreign language, in the next lines is found the discussion of this area. In the questionnaires applied to the teachers (see appendix number 3), it is found that the question asks “In your class which activity your students practice more?, probably teachers could have answered the option they supposed their students “weak skills”, in order to improve it; however this option was discarded, because on the previous chapter, it was described students’ background which shows the lack of this subject that students have suffered through their school life. In conclusion this question indicates which skill or/and sub skill teachers are focused on.

The results ensure that teachers 1 and 3 just are focused on “Grammar”, meantime teacher number 3 has indicated more than 1 skill and sub skills, which are pronunciation, grammar, speaking, writing and listening (see appendix 4, 5 and 6). When people start to learn a different language from their mother tongue, they have to start in a most possible

natural way in order to obtain good results, According to Davis (2000,P.1) “The main test for real success in teaching and learning should be whether or not the learners can communicate at all in English”, this means that students must start developing skills, first listening and speaking, supported by sub skills such as pronunciation, vocabulary and grammar. Davis (2000,P.2) also mentions “... exposure to the language through listening comprehension, and gives them opportunities to speak English”. At the end writing and reading would be taught, these skills are a little bit more complex, so they have to be supported by the sub skills mentioned before.

In the teachers’ answers, a key factor is essential for teachers 1 and 3, they just chose the options “grammar”, this means an unsuccessfully teaching or at least with low good results, there may be many reasons because of it, nonetheless the closest to this factor is the “System” or “Educational System” as was explained in chapter 3, the head English teacher have the responsibility to teach grammar and just focused on the text book., the other skills are practiced in “English Laboratory” (making reference to Teacher 2), so in most of the cases, teachers are looked as “meek teachers”, pressed by the “System”, but in the other hand teachers have the responsibility to struggle or to deal with some situation like this, they supposed to have the vocation of this profession to feel their selves interested on teaching and make their students feel interested in the subject they teach, this fact is exposed by the answers on teacher 2, (see appendix 5) who has a broader perspective on teaching a foreign language.

### **4.3.3 Questions 4 and 5 Problems teachers face in the classroom**

The answers of these questions show one of the most meaningful and essential opinions teachers have about their professional development. The problems teachers face during their classes. The questions 4 and 5 analyze which of the listed problems teachers have to deal during the teaching learning process.

A very significant statement is set up in question 4, which it is based on the main problems that teachers face during their classes, the question says “When you present your classes which is the main factor that avoid a good developing in teaching-learning process?, as it is well known, all the options submitted are big problems that the education faces nowadays, because of that, more than one option could be chosen if it was necessary; the options were “lack of practicing the language in Mexico”, “lack of infrastructure”, “discipline” and “Lack of support from parents and the principal”.

Teachers obtained very different opinions, the teacher number 1, chose the option “Lack of discipline” as main obstacle in this process, teacher 2 chose more than one option which are “Lack of infrastructure”, “Lack of discipline” this teacher also chose “Lack of support from parents and the principal”, however this teacher pointed that just parents´ lack damages this process, discarding the “Lack of principal´s support”, another important point found in the second teacher´s answers is that another option was added, which says “ students disinterest for the language”. In the other side, teacher number three has just chosen “Lack of infrastructure”.

Based on the descriptions of the answers found, it is fundamental the parents´ support their children, because teacher 1 ensures that “Lack of discipline” is the most

harmful factor in teaching-learning process, this opinion is supported by teacher number 3 who anchors the same point as well as the “lack of parents’ support”, those both gain a narrow relation on “Education at home”, on the other hand Teacher number 3 focused on the second answer “Lack infrastructure”, this answer also was supported by teacher number 2, who mentioned the same answers.

Davis (2000,P.12) highlights that ”Certain classrooms conditions help a lot in the teaching of any subject: for example, sufficient space, a group that is not too big, adequate lighting, and a room with good acoustics that is neither too hot nor too cold”, unfortunately in most of the cases underdeveloped countries do not have this kind of support. On the other side, teacher number 2 has added another key factor that affects the teaching-learning process, “students’ disinterest for the language”, which is a meaningful part in this comparison, because this teacher was the only one who had more than one answers, in addition took the liberty to argue the previous factor mentioned, as it was mentioned before, teacher number 2 is the laboratory teacher, her answers were found more interesting because she coexists with more students than the other ones.

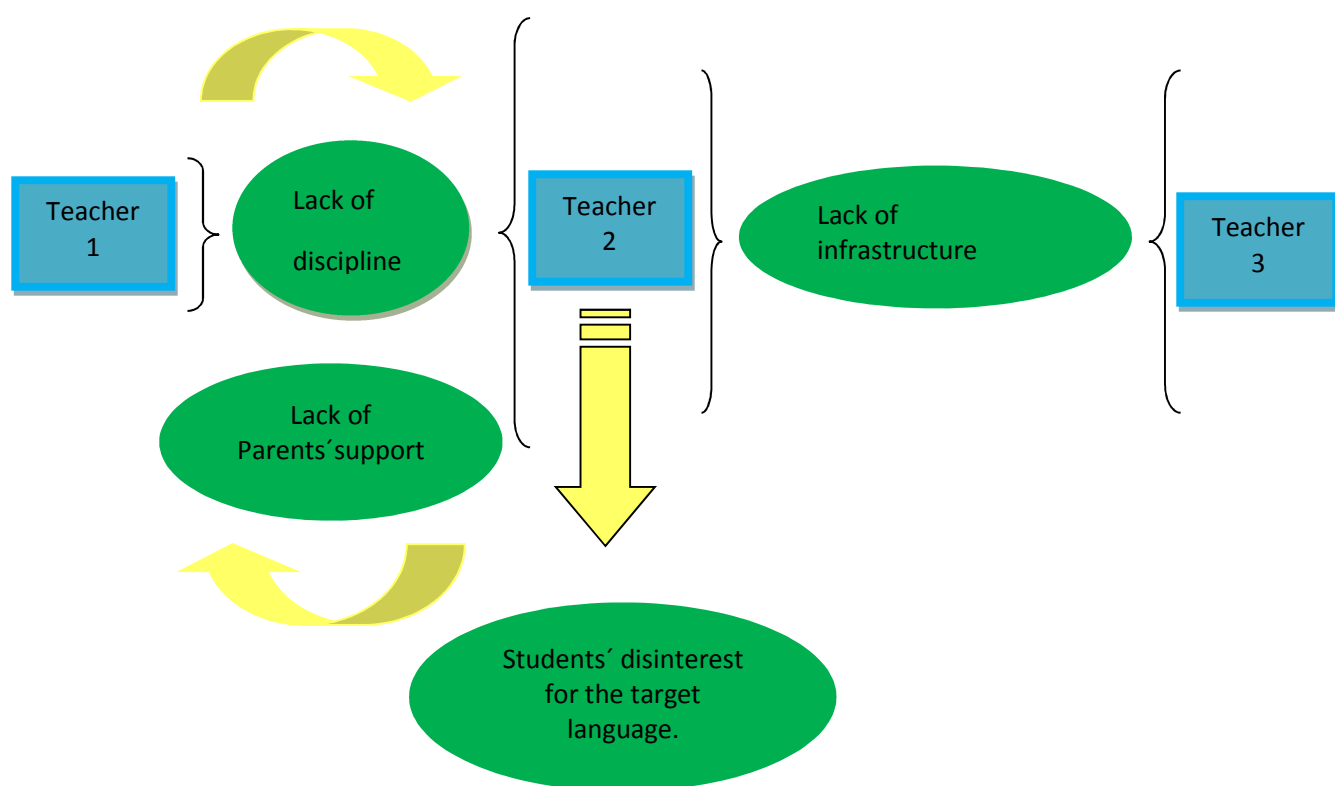
Question number 5 establishes the disinterest of students in their classes, simultaneously finds out if the teachers are conscious of the lack of interest on this subject, the question is asking “Do you consider that there are distracted students in your class?”, the options are “overmuch”, “a great deal”, “a little” and “nothing”, teacher 1 and 2 coincide in their answer, which is the highest in this rank (overmuch) approached on this factor, they consider most of their students are not interested in the subject, nonetheless teacher number 3 ensures that in her classes there are a few of her students that present disinterest, which it is possibly a fact, however in the students’ analysis, it is

found that most of the students present disinterest based on teachers' 1 and 2 opinions. In the next stage (analysis for questions 6 and 7) of this analysis's questionnaire will show some other aspects that complete the previous ones.

#### 4.3.3.1 Teachers' perception toward main problems teachers face.

In the scheme below (figure number 13), it is observed how the comparison was analyzed and organized, according to teachers' answers onward problems they face in teaching learning process at the classroom

**Figure 13. Teachers' perceptions toward problems they face.**



Basically the structure above shows the opinions based on questions 4 and 5 for the questionnaire number 3. The Teacher's opinion 2 is in the middle, because it was the one who had a larger point of view and in the both sides it is found the opinions of teachers number 1 and 3.

#### **4.3.4 General Arguments**

Fundamentally the last analysis (questions 6 and 7), of the last instrument (questionnaire number 3) summarizes all the analysis (previous arguments) before commented as the same as linking some other aspects carried out while ago.

The last two questions resume previous factors discussed above, in order to acquire a better understanding in the relation between teachers and students as the same as taking into account parents' influence. The question number 6 is focused on material and resources that teachers use most, the question declares "Which are the material that you use frequently at your classes?", the options are 5, which are "board, textbook, and markers", "Audios and songs", "pictures, videos and posters", "dynamic games and cognitive activities" and "all of them", the options are based on the different learning styles as well as developing different skills, and also show the teacher's performance.

The questions number 7 settles the narrow consequence that exists between question 6 and this one, meanwhile the question 6 analyzes teacher's performance and their interest in learning styles, the question 7 complements the first statement focusing on results (developed skills/skill) as the same as finding some other accompaniments related to the previous questions. The question number 7 utters "Which skill or sub skill

have your students most developed at your classes?”, the options are “Speaking”, “Listening”, “Writing”, “Reading”, “Vocabulary” and “Grammar”.

The answers obtained from teacher 1, in question 6 sets up “board, textbooks and markers”, as the main material used at her classes, in question number 7 this teacher ensures that the most developed sub skill is “Grammar”, without taking into account the main skills or some other option, those answers are linked with question number 3 in the questionnaire, “Grammar” predominate in this classes, perhaps it is because teacher number 1 finds the lack of discipline as main obstacle in teaching-learning process as the same as most of her students present disinterest in her classes.

Related to teacher number 2, in question 6, all the answers were chosen, with some exceptions, for example in option “Audios and songs”, just the word “Audios” was underlined, the same pattern is observed in option “Pictures, videos and posters”, just the words “pictures” and “Videos” were underlined, in addition the option “dynamic games and cognitive activities” was not underlined. Based on the skills and sub skills developed, teacher number 3 chose the next answers “speaking”, “listening”, “writing” and “vocabulary”. Based on these answers it is appropriated that teacher number 3 could cover more areas and uses more materials in her classes, in contradiction to teacher number 1 that is just focused on “grammar”, Davis (2000,P.1) says that “Success is not just being able to repeat and memorized sentences or complete grammar exercises”. Approached on the previous answers and in the questions number 5 that is related to “students distraction”, possibly the reason because teacher mentioned that her students presented a very “high level of distraction”, it is because her time is not enough, as mentioned before this teacher is the “laboratory teacher” and in spite this teacher uses

many materials, resources and boosts students' development in skills and sub skills, her good performance is affected by the lack of parents' support, lack of infrastructure, students' disinterest and discipline as was previously mentioned and discussed on the rest of this questionnaire.

The last subject to analyze about the teacher number 3, the answers in question 6 and 7 mentioned that this subject uses just "dynamic games and cognitive activities" also ensures that the most developed sub skill is the "grammar". the first statement is supported by the question number 5 of this questionnaire, which were linked and sound logically, the teacher's performance is reinforced by "dynamic games and cognitive activities" , because teacher number 3 catches her students' attention, however it is not absolutely considered these students are real interested in the subject, this idea is justified, because in students' analysis does not present very high results in positive attitudes although in negative attitudes is the analysis which has the lowest attitudes lever, nonetheless the majority goes into neutral, which it is not good at all.

About to question 7 it was found the same pattern like in the teacher number 1, they emphasize the sub skill "grammar" this pattern is linked certainly to "the education system". Teachers involved have mentioned that the classes during the week (4 hours per week) have as main purpose to work just on "grammar", and in the laboratory class, the other aspects of general English are engaged such as listening, speaking, writing or reading, that is the reason because in teacher 1 and 3 some similitudes were found and in teacher 2 was found a very meaningful opinion an support.

## **CHAPTER FIVE CONCLUSIONS**

This chapter presents a summary of the results and their main highlights about the consciousness that students, teachers and parents present in order to obtain possible solutions to improve the “teaching English” at COBAEP U-1 the same as taking into account the patterns found and linked with other possible institutions, areas or campus if it might be in the same organization or system. This chapter is confirmed by the main conclusion, the summary and discussions, the implications, limitations or problems and at the end is presented some directions or suggestions for future researches.

### **5.1 conclusions**

As it is known, this research has as main purpose to analyze the consciousness on Teaching-Learning a foreign language (English), gathering 3 main characters which are Students, Parents and English Teachers, and find new solutions to improve this process as well as to find the causes of this lack of interest.

The way of analyzing the opinion and attitudes of these three characters is based on three different questionnaires, at the same time, these questionnaires are divided in different stages onward different topics to analyze. Students were analyzed with the questionnaire found in “Exploring Second Language Reading” by Anderson (1999), however it was modified to find positive and negative attitudes. In the case of the parents a questionnaire was created by the author of this research, in order to research about specific points of view, this questionnaire sets six different questions, and they are

grouped for researching the three different viewpoints. The last subjects to analyze were three English teachers, for them a questionnaire was created by the author of this research too, this questionnaire is conformed by seven questions, they were grouped too, and the way of analysis was by comparing and narrating the comparisons of the different viewpoints inferred. The findings obtained are summarized and presented on the next paragraphs.

### **5.1.1 Summary and Discussions**

The research questions settled up on chapter 1, will be discussed on this part of the research, as the way to carry out and conclude it successfully. The research questions are presented on the next lines and discussed according to the findings obtained in the last chapter.

The first research questions this study contains, it is about the willingness students at this Institution (COBAEP U-1) have forward learning a foreign language (English) based on the good attitudes they presented. The question more specifically says “Which grade of good attitudes, do students at COBAEP U-1 have onward learning English?” based on the graphics performed in chapter 4, it was appreciated that most of the students present (48%) good attitudes toward English as foreign language, however what it is going on with the rest of the students’ opinions is taken into account that 18% is approached on negative attitudes and 34% on neutral opinion, in spite the majority belong to “positive attitudes”, a great part is on neutral opinion, this is because there is an disinterest and unconsciousness between teachers and students on account of other factors also analyzed, for example students’ background is a big problem that does not allow to

work teachers easily, the educational system avoid increasing meaningful learning, lack of interest from parents or lack of infrastructure. These points mentioned also are discussed on the next research questions.

Given the discussion of the first research question, it is turn to discuss the second one as the same as some of the last items quoted. The second research question says “Are the parents of students at COBAEP U-1 willing to support their children in learning a foreign language or to even go to English classes to help their children?” the second research question is focused on parents opinions the results show that most of the parents did not answer the questionnaire, which reflects the disinterest on their children’s education, however based on the number of parents who answered the questionnaire it seems that they are willing to support their children in diverse ways, so the last graphic (figure number 11) shows the real level parents are committed with their children’s education and in spite most of them present negative attitudes, if a course would be opened for teaching English to parents, at least they might form a group with 26 members. This last result seems to be a great progress to increase English teaching in students and parents as the same as to promote the responsibility parents have and also to break with the barriers that the “Public Educational System” imposes by allying teachers and parents support. In nutshell most of the parents are not aware of the benefits their children may have at acquiring a foreign language, but the results show that it is turn to initiate doing it.

The next research question sets up the last subject in this research who are the teachers and the question says “Are teachers at COBAEP U-1 conscious, willing and committed to teaching English as same as being part of the citizens’ education?” in the

narratives previously shown on chapter 4, it was considered that teachers are willing to teach English as foreign language and committed to their profession, however it might be seen they are not conscious of the importance of teaching English at all , because in the second discussion, teachers ensured that they teach emphasizing is “Grammar”, avoiding the other skills and sub skills. Teachers might have taught in order to achieve a natural learning on a foreign language, nonetheless the problem is not directed with the teachers.

Teachers are forced to increase the grammar area because the educational system marks this statement. It is incongruous how the educational system determines just one hour per week for practicing a foreign language (laboratory English) and 3 hours for learning grammar, evidently this is not the right path to an effective teaching learning process. In the other side, it is appreciated that the organization COBAEP has as main goal to form citizens ready for the working life, with the commitment to provide tools for facing the possible obstacles they could have in their citizens´ development as well as increase better working opportunities, so these facts do not make sense with the real goal of this institution.

The last question to answers is about difficulties teachers consider when they are teaching, the research question says “Which are the most harmful problems teachers could find when they are teaching English?”, in the discussion 3 and on the figure number 13, it was found that most teachers have as problems the “lack of discipline” (opinions´ teachers 1 and 2), this is problem in most of the cases depends on parents´ support, in other words “Education at home”, nowadays education is saving the values that through the time society has forgotten. Teacher number 3 ensures that the main problem is “The lack of infrastructure”, this problem may be a great deal to try to solve.

Teacher number 2 has given extra opinions, because she considers that “Lack of parents’ support” and “Students’ disinterest for the target language” are the crucial problems they face during the teaching learning process, these statements are supported by the opinion’s teacher 1.

## **5.2 Implications**

Based on all the findings, it is consequent that all the factors are gone in the same circle without any solution, parents are not involved in their children’s education, teachers cover most the grammar area, forced by the system and students’ negative attitudes are presented in a great amount, however an essential part for breaking all these parameters, is presented and found in parents’ attitudes and support toward their children’s education and teaching learning process. In spite just the 37% of the parents were involved in participating in this research as the same as support their sons in diverse ways, there might be a considerable enrollment (26 parents consider this idea as wise and feasible) to provide or offer a course for parents in order to improve and promote an effective teaching learning process on students.

If extra courses were available, there might be good solutions and new opportunities for boosting the students’ academic achievement in this area. The benefits that teachers could obtain would be to work easy and improve the quality in their classes as well as adding extra activities, creating culture and increasing the other skills and sub skills in order to be more focused on practicing that just in theory (grammar), parents might be interested in this subject and give the appropriate support to their sons and the head English Teachers, consequently this course focused on parents will make students and parents conscious about the importance of acquiring a foreign language as a

competitive tool for the new challenges world face. Students of course will improve their learning process making it more meaningful and useful when they find it necessary.

### **5.3 Limitations of the Study**

Perhaps most of the complex ways to achieve the research may be the bureaucratic steps, the principal's institution required an official document for guaranteeing the authenticity of this research as well as to allow the access to interact with the students and the teachers (application of the questionnaire), in spite the teachers were very kind and willing to cooperate with this research, in several occasions, their schedules collided or there were days that they did not have class with the selected groups, so the questionnaires' application was not possible at the first time, but was carried out successfully. For the application of the questionnaires for parents, most of them did not answer, which might have been a problem, but this fact was taken as data for the research as well as was discussed at the beginning of the parents' analysis.

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

The way that this research was carried out was mainly by applying 3 different questionnaires to three different subjects, this may be applied for more institutions in the public system and of course this could be provided specially for searching consciousness on the weakest areas, in this case English as a foreign language, which is seem as unnoted and forgotten language in many public institutions as well as in the Mexican educational system, however, it also depends on the institutions' needs or their weakest area that need to improve or to be searched. Probably the research might include different variables

because of different aspects such as the environment, the area of the study, the subjects, the context and the institutions.

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**Appendix one: Questionnaire number 1, used for researching perspectives on students adapted from Anderson (1999, Pp. 103-105).**

1.- El inglés es un idioma muy difícil de aprender para mí.

a) Absolutamente en desacuerdo b) En desacuerdo c) Neutro d) De acuerdo e) Muy de acuerdo

2.- Estoy consciente que puedo hacer un excelente trabajo en las evaluaciones y exámenes de inglés.

a) Absolutamente en desacuerdo b) En desacuerdo c) Neutro d) De acuerdo e) Muy de acuerdo

3.-Creo que entiendo lo que se enseña en la clase de inglés.

a) Absolutamente en desacuerdo b) En desacuerdo c) Neutro d) De acuerdo e) Muy de acuerdo

4.- Tengo confianza de aprender inglés.

a) Absolutamente en desacuerdo b) En desacuerdo c) Neutro d) De acuerdo e) Muy de acuerdo

5.- Tengo una aptitud suficiente para aprender idiomas extranjeros.

a) Absolutamente en desacuerdo b) En desacuerdo c) Neutro d) De acuerdo e) Muy de acuerdo

6.- Creo que puedo manejarme muy bien en inglés.

a) Absolutamente en desacuerdo b) En desacuerdo c) Neutro d) De acuerdo e) Muy de acuerdo

7.- Creo que mis habilidades como estudiante son excelentes.

a) Absolutamente en desacuerdo b) En desacuerdo c) Neutro d) De acuerdo e) Muy de acuerdo

8.- No tengo ni la menor idea de cómo aprender bien inglés.

a) Absolutamente en desacuerdo b) En desacuerdo c) Neutro d) De acuerdo e) Muy de acuerdo

9.-Estoy seguro que puedo dominar las habilidades enseñadas en la clase de Inglés.

a) Absolutamente en desacuerdo b) En desacuerdo c) Neutro d) De acuerdo e) Muy de acuerdo

10.- Me siento inquieto y desconfiado/a cuando hablo inglés.

a) Absolutamente en desacuerdo b) En desacuerdo c) Neutro d) De acuerdo e) Muy de acuerdo

11.- Considerando el grado de dificultad del curso, el maestro, y mis propias capacidades, creo que puedo aprender muy bien inglés.

a) Absolutamente en desacuerdo b) En desacuerdo c) Neutro d) De acuerdo e) Muy de acuerdo

12.- No soy muy bueno/a aprendiendo inglés.

a) Absolutamente en desacuerdo b) En desacuerdo c) Neutro d) De acuerdo e) Muy de acuerdo

13.- Estoy seguro que entiendo la parte más difícil de los materiales en inglés.

a) Absolutamente en desacuerdo b) En desacuerdo c) Neutro d) De acuerdo e) Muy de acuerdo

14.- Aprender inglés es importante para mí, porque me hará una persona experta.

a) Absolutamente en desacuerdo b) En desacuerdo c) Neutro d) De acuerdo e) Muy de acuerdo

15.- Aprender inglés es importante para mí, porque me preverá de mejores oportunidades para obtener un buen trabajo.

a) Absolutamente en desacuerdo b) En desacuerdo c) Neutro d) De acuerdo e) Muy de acuerdo

16.- Aprendo inglés, porque tengo que hacerlo.

a) Absolutamente en desacuerdo b) En desacuerdo c) Neutro d) De acuerdo e) Muy de acuerdo

17.- Estudio inglés para aprender mejor sobre las culturas y la gente.

a) Absolutamente en desacuerdo b) En desacuerdo c) Neutro d) De acuerdo e) Muy de acuerdo

18.- Inglés no es necesario, no debería ser una materia obligatoria.

a) Absolutamente en desacuerdo b) En desacuerdo c) Neutro d) De acuerdo e) Muy de acuerdo

19.- Aprender inglés es un pérdida de tiempo para mí.

a) Absolutamente en desacuerdo b) En desacuerdo c) Neutro d) De acuerdo e) Muy de acuerdo

20.- Yo no debería ser forzado a aprender inglés.

a) Absolutamente en desacuerdo b) En desacuerdo c) Neutro d) De acuerdo e) Muy de acuerdo

21.- Estoy muy interesado en la material de inglés.

a) Absolutamente en desacuerdo b) En desacuerdo c) Neutro d) De acuerdo e) Muy de acuerdo

22.- Creo que lo que aprendo en mi clase de inglés puede ser usado en mis estudios futuros de otras materias.

a) Absolutamente en desacuerdo b) En desacuerdo c) Neutro d) De acuerdo e) Muy de acuerdo

23.- Si aprendo inglés se me facilitara pasar los exámenes de la Universidad.

a) Absolutamente en desacuerdo b) En desacuerdo c) Neutro d) De acuerdo e) Muy de acuerdo

24.- Aprender inglés es importante para mí, porque planeo estudiar en el extranjero en un futuro, si es posible.

a) Absolutamente en desacuerdo b) En desacuerdo c) Neutro d) De acuerdo e) Muy de acuerdo

25.- Aprender inglés es aburrido.

a) Absolutamente en desacuerdo b) En desacuerdo c) Neutro d) De acuerdo e) Muy de acuerdo

26.- Disfruto mucho aprender inglés.

a) Absolutamente en desacuerdo b) En desacuerdo c) Neutro d) De acuerdo e) Muy de acuerdo

27.- Aprender inglés es importante para mí porque esta material me ayudara a aumentar mi estatus social.

a) Absolutamente en desacuerdo b) En desacuerdo c) Neutro d) De acuerdo e) Muy de acuerdo

28.- Tomo la clase de inglés, porque es obligatoria.

a) Absolutamente en desacuerdo b) En desacuerdo c) Neutro d) De acuerdo e) Muy de acuerdo

29.- Aprendo inglés porque quiero expresarme y hablar acerca de mi cultura a los extranjeros.

a) Absolutamente en desacuerdo b) En desacuerdo c) Neutro d) De acuerdo e) Muy de acuerdo

30.- Realmente no estoy motivado del todo para aprender inglés.

a) Absolutamente en desacuerdo b) En desacuerdo c) Neutro d) De acuerdo e) Muy de acuerdo

31.- Creo que estudio inglés más que cualquiera de mis compañeros de clase.

a) Absolutamente en desacuerdo b) En desacuerdo c) Neutro d) De acuerdo e) Muy de acuerdo

32.- Siempre pienso activamente sobre lo que aprendo en mi clase de inglés.

a) Absolutamente en desacuerdo b) En desacuerdo c) Neutro d) De acuerdo e) Muy de acuerdo

33.- En mi clase de inglés, participo tanto como sea posible.

a) Absolutamente en desacuerdo b) En desacuerdo c) Neutro d) De acuerdo e) Muy de acuerdo

34.- Comparando con otras materias, el inglés es la única a la que le pongo el menor esfuerzo.

a) Absolutamente en desacuerdo b) En desacuerdo c) Neutro d) De acuerdo e) Muy de acuerdo

35.- Después de que mi tarea de inglés ha sido checada, leo las notas de mi maestro cuidadosamente y reescribo las partes donde tuve errores.

a) Absolutamente en desacuerdo b) En desacuerdo c) Neutro d) De acuerdo e) Muy de acuerdo

36.- Si por mí fuera, no haría la tarea de inglés.

a) Absolutamente en desacuerdo b) En desacuerdo c) Neutro d) De acuerdo e) Muy de acuerdo

37.- Después de la graduación, sino sigo estudiando, detendré mi aprendizaje de inglés inmediatamente.

a) Absolutamente en desacuerdo b) En desacuerdo c) Neutro d) De acuerdo e) Muy de acuerdo

38.- Después de la graduación, sino sigo estudiando, seguiré aprendiendo inglés hasta que sea un experto.

a) Absolutamente en desacuerdo b) En desacuerdo c) Neutro d) De acuerdo e) Muy de acuerdo

39.- Si tuviera oportunidad de hablar inglés afuera del salón, lo haría tanto como fuera posible.

a) Absolutamente en desacuerdo b) En desacuerdo c) Neutro d) De acuerdo e) Muy de acuerdo

40.- Si la televisión local tuviera un programa en inglés, lo vería tanto como fuera posible.

a) Absolutamente en desacuerdo b) En desacuerdo c) Neutro d) De acuerdo e) Muy de acuerdo

41.- Prefiero los textos en inglés que me provocan curiosidad, incluso si son difíciles.

a) Absolutamente en desacuerdo b) En desacuerdo c) Neutro d) De acuerdo e) Muy de acuerdo

42. Cuando salgo mal en un examen de inglés, puedo aprender algo de mis errores.

a) Absolutamente en desacuerdo b) En desacuerdo c) Neutro d) De acuerdo e) Muy de acuerdo

43.- Cuando aprendo inglés prefiero el trabajo individual que el trabajo colectivo.

a) Absolutamente en desacuerdo b) En desacuerdo c) Neutro d) De acuerdo e) Muy de acuerdo

44.- Si me dieran a elegir entre leer un texto interesante y difícil y el otro fácil pero aburrido, escogería definitivamente el texto interesante y difícil.

a) Absolutamente en desacuerdo b) En desacuerdo c) Neutro d) De acuerdo e) Muy de acuerdo

**Appendix two: Questionnaire number 2, used for researching perspectives on parents, created by the author of this research.**

1.- ¿Considera importante que su hijo/a tenga estudios universitarios?

a) Totalmente de acuerdo b) En desacuerdo c) En acuerdo

2.- ¿Qué tan importante considera la materia inglés en el desarrollo académico de su hijo?

a) Es indispensable b) Importante c) Poco importante d) Innecesaria

3.- ¿Qué tan eficiente será esta materia, si su hijo sigue estudiando la universidad?

a) Muy útil en el futuro b) Importante c) Poco importante d) No le será útil

4.- ¿Qué cree que sea lo mas significativo para aprender inglés?

a) Todo depende del alumno b) Un buen maestro c) Apoyo por parte de los padres

d) Trabajo en equipo de padres, maestros y alumnos

5.- ¿De qué manera apoyaría a su hijo/a en la materia inglés?

a) Económicamente en la compra de libros o material necesario para la materia

b) Cursos extras del idioma c) Revisando sus apuntes y tareas d) Aprendiendo yo también, pues como padre es mi responsabilidad

6.- ¿Si se abriera un curso de inglés para padres en el bachiller, gratis o con una pequeña cuota, con disponibilidad de horario, para apoyar a su hijo en su aprendizaje del idioma, asistiría?

a) Si b) No

**Appendix three: Questionnaire number 3, used for researching perspectives on teachers, created by the author of this research.**

**Instrucciones:** Encierre en un círculo la respuesta a cada pregunta de acuerdo a su punto de vista u opinión.

1.- ¿Por qué decidió estudiar y enseñar inglés?

- a) por interés económico
- b) porque se me facilita
- c) porque me gusta este idioma
- d) todas

2.- ¿Le gusta asistir a los cursos de actualización sobre la enseñanza de una lengua extranjera?

- a) si, mucho
- b) me gusta
- c) más o menos
- d) no
- e) no hay en mi institución

3.-¿En su clase cual es la actividad que mayormente practican los alumnos?

- a) pronunciación
- b) gramática
- c) contexto
- d) leer
- e) hablar
- f) escribir
- g) escuchar

4.- Cuando imparte sus clases, cual es el principal factor que interfiere en el proceso de enseñanza aprendizaje

- a) La falta de práctica del idioma en México
- b) falta de infraestructura
- c) disciplina
- e) Apoyo de los padres y directores

5.- ¿Considera que hay alumnos que se distraen fácilmente en sus clases?

- a) Si, demasiado
- b) si, mucho
- c) Poco
- d) Nada

6.- ¿Cuáles son los materiales que utiliza con más frecuencia en sus clases?

- a) Pizarrón, libros de texto y plumones
- b) Audios y canciones
- c) Imágenes, videos y láminas
- d) Juegos dinámicos y actividades cognitivas
- e) Todos

7.- ¿Cuál es la habilidad que sus alumnos han desarrollado más en su clase?

- a) Speaking
- b) Listening
- c) Writing
- d) Reading
- e) Vocabulary
- f) Grammar

**Appendix four: Sample questionnaire answered by teacher number 1. Created by the author of this research.**

**Instrucciones:** Encierre en un círculo solo una respuesta a cada pregunta de acuerdo a su punto de vista u opinión personal.

1.- ¿Por qué decidió estudiar y enseñar Inglés?

a) por interés económico    b) porque se me facilita    c) porque me gusta este idioma    **d) todas**

2.- ¿Le gusta asistir a los cursos de actualización sobre la enseñanza de una lengua extranjera?

**a) sí, mucho**    b) me gusta    c) más o menos    d) no    e) no hay en mi institución

3.- ¿En su clase cual es la actividad que mayormente practican los alumnos?

a) pronunciación    **b) gramática**    c) Contexto    d) leer    e) hablar    f) escribir    g) escuchar

4.- Cuando imparte sus clases, cual es el principal factor que interfiere en el proceso de enseñanza aprendizaje

a) La falta de práctica del idioma en México    b) falta de infraestructura

**c) disciplina**    d) Apoyo de los padres y directores

5.- Considera que hay alumnos que se distraen fácilmente en sus clases?

**a) Sí, demasiado**    b) sí, mucho    c) Poco    d) Nada

6.- ¿Cuáles son los materiales que utiliza con más frecuencia en sus clases?

**a) pizarrón, libros de texto y plumones.**    b) Audios y canciones.    c) Imágenes, videos y láminas.

d) Juegos dinámicos y actividades cognitivas    d) todos

7.- ¿Cuál es la habilidad que sus alumnos han desarrollado más en su clase?

a) Speaking    b) Listening    c) writing    d) Reading    e) Vocabulary    **f) Grammar**

**Appendix five: Sample questionnaire answered by teacher number 2. Created by the author of this research.**

**Instrucciones:** Encierre en un círculo solo una respuesta a cada pregunta de acuerdo a su punto de vista u opinión personal.

1.- ¿Por qué decidió estudiar y enseñar Inglés?

a) por interés económico    b) porque se me facilita    c) porque me gusta este idioma    d) todas

2.- ¿Le gusta asistir a los cursos de actualización sobre la enseñanza de una lengua extranjera?

a) si, mucho    b) me gusta    c) más o menos    d) no    e) no hay en mi institución

3.- ¿En su clase cual es la actividad que mayormente practican los alumnos?

a) pronunciación    b) gramática    c) Contexto    d) leer    e) hablar    f) escribir    g) escuchar

4.- Cuando imparte sus clases, cual es el principal factor que interfiere en el proceso de enseñanza aprendizaje

a) La falta de práctica del idioma en México    b) falta de infraestructura    e) *desinterés por el idioma x parte de los alumnos.*

c) disciplina    d) Apoyo de los padres y directores    *si no*

5.- Considera que hay alumnos que se distraen fácilmente en sus clases?

a) Si, demasiado    b) si, mucho    c) Poco    d) Nada

6.- ¿Cuáles son los materiales que utiliza con más frecuencia en sus clases?

a) pizarrón, libros de texto y plumones.    b) Audios y canciones.    c) Imágenes, videos y láminas.    *documentales*

d) Juegos dinámicos y actividades cognitivas    d) todos

7.- ¿Cuál es la habilidad que sus alumnos han desarrollado más en su clase?

a) Speaking    b) Listening    c) writing    d) Reading    e) Vocabulary    f) Grammar

**Appendix six: Sample questionnaire answered by teacher number 3. Created by the author of this research**

**Instrucciones:** Encierre en un círculo solo una respuesta a cada pregunta de acuerdo a su punto de vista u opinión personal.

1.- ¿Por qué decidió estudiar y enseñar Inglés?

- a) por interés económico   b) porque se me facilita   c) porque me gusta este idioma   d) todas

2.- ¿Le gusta asistir a los cursos de actualización sobre la enseñanza de una lengua extranjera?

- a) si, mucho   b) me gusta   c) más o menos   d) no   e) no hay en mi institución

3.- ¿En su clase cual es la actividad que mayormente practican los alumnos?

- a) pronunciación   b) gramática   c) Contexto   d) leer   e) hablar   f) escribir   g) escuchar

4.- Cuando imparte sus clases, cual es el principal factor que interfiere en el proceso de enseñanza aprendizaje

- a) La falta de práctica del idioma en México   b) falta de infraestructura  
c) disciplina   d) Apoyo de los padres y directores

5.- Considera que hay alumnos que se distraen fácilmente en sus clases?

- a) Si, demasiado   b) si, mucho   c) Poco   d) Nada

6.- ¿Cuáles son los materiales que utiliza con más frecuencia en sus clases?

- a) pizarrón, libros de texto y plumones.   b) Audios y canciones.   c) Imágenes, videos y láminas.  
d) Juegos dinámicos y actividades cognitivas   e) todos

7.- ¿Cuál es la habilidad que sus alumnos han desarrollado más en su clase?

- a) Speaking   b) Listening   c) writing   d) Reading   e) Vocabulary   f) Grammar