

**BENEMÉRITA UNIVERSIDAD AUTÓNOMA DE PUEBLA  
FACULTAD DE LENGUAS**

---

Teachers training novice teachers

**A thesis submitted to the School of Languages for the Degree of  
LICENCIATURA EN LENGUAS MODERNAS**

**By:  
ANGÉLICA DE LOS SANTOS ROMERO  
and  
MARLON ALBERTO MARTÍNEZ SÁNCHEZ**

**Thesis Director:  
Dra. NANCY S. KERANEN**

**Puebla, Pue.**

**March, 2014**



## **ABSTRACT**

This thesis reports a descriptive study of the training that students receive in their teacher training program. This study was carried out at a public university in a faculty of modern languages which has an English language teaching program. The main purpose of this research was to investigate and understand the use of strategies and theories in the classroom by experienced teachers. Throughout our training program we noticed what we thought was a discrepancy in the way the teachers taught their classes and the way they taught us to teach classes. We wanted to know if we were the only students who noticed this and also we wanted to know what the teachers thought about actual classroom teaching.

The research data were collected via questionnaires, observations and interviews that were applied to students who belonged to different levels: beginners, who were students from English target language I to III; intermediate, students from English target language IV to VI; and advanced, students from English target language VI to VIII. Also three teachers who taught English as target language were interviewed.

The research found some differences between the ideas we had about the way teachers prepared novice teachers and the way they taught in their English classes. We believed that the use of theories was essential to teach but in real life through experience we have noticed that the decisions that can be made about the teaching learning process always depend on many factors.

Findings also revealed that the participants who helped us in collecting data agreed with the idea that teaching involves many factors and it can be modified at any time.

Finally, it was good to know that we were mistaken about the teachers. In teaching you do not always have to follow theories to the letter. Teaching can be adapted, modified or even changed depending on many circumstances. Further results and implications are described within this thesis.

## **ACKNOWLEDGEMENTS**

We would never have been able to finish our dissertation without the help of our thesis director Professor Nancy Keranen and the committee members, teacher Amelia Hernández Grande and teacher Leticia Estudillo León who always helped us without any limitation, our participants and all the people who directly or indirectly collaborated on this project.

We specially want to express our deepest gratitude to our advisor, Professor Nancy Keranen for her excellent guidance, patience and for never leaving us alone throughout this research project.

# Table of Contents

Abstract	2
Acknowledgements	3

## CHAPTER ONE: INTRODUCTION

1.1	Chapter Introduction	7
1.2	Justification	9
1.3	Significance of the Study	9
1.4	Context of the Study	10
1.5	Research Aims	10
1.6	Research Questions	10
1.7	Chapter Summary and Thesis Overview	11

## CHAPTER TWO: LITERATURE REVIEW

2.1	Chapter Introduction	12
2.2	Teaching and learning	13
2.2.1	Teaching	13
2.2.2	Learning	14
2.2.3	The Teaching – Learning Process	14
2.3	The Teaching Process	15
2.3.1	Language Teaching	15
2.4	Motivation	16
2.4.1	Motivation	16
2.4.2	Intrinsic and Extrinsic Motivation	17
2.4.3	Motivation in Learning	18
2.5	Types of Teachers	19
2.5.1	The Explainer Teacher	19
2.5.2	The Involver Teacher	19
2.5.3	The Enabler Teacher	20
2.6	Novice Teachers Training	21
2.6.1	Class Preparation	22
2.6.2	Teaching Techniques and Skills	23
2.6.3	Class Management	23
2.6.4	Self – Management	24
2.6.5	Language Use	24
2.7	Research Problem	25
2.8	Research Questions	25
2.9	Problem Solving	25
2.10	Chapter Conclusion	26

## CHAPTER THREE: RESEARCH METHODOLOGY

3.1	Chapter Introduction	27
3.2	Subjects (Teachers Part)	27
3.3	The Research Methodology	28
3.4	Data Collection Procedure	29
3.4.1	Classroom Observation	29
3.4.2	Data Analysis: Observations	31
3.4.3	Teachers' Interview	31
3.4.4	Data Analysis: Teachers' Interview	32
3.4.5	Students' Questionnaire	33
3.4.6	Data Analysis: Students' Questionnaire	35

3.5	Chapter Conclusion	35
-----	--------------------	----

#### CHAPTER FOUR: DATA ANALYSIS AND RESULTS

4.1	Chapter Introduction	36
4.2	Research Questions	36
4.3	Analysis of the Observations – RQ1	37
4.4	Research Question 1,2, and 3	41
4.4.1	Analysis of the Interviews	42
4.4.2	Teacher 1	42
4.4.3	Teacher 2	43
4.4.4	Teacher 3	44
4.4.5	Results (Research Questions 1,2,3)	45
4.5	Research Question 4	47
4.5.1	Analysis of the Questionnaires	47
4.5.2	Yes/no Questions (Examples)	47
4.5.3	Multiple-choice Questions (Examples)	48
4.5.4	Results (Research Question 4)	48
4.6	Chapter Conclusion	51

#### CHAPTER FIVE: CONCLUSIONS

5.1	Chapter Introduction	52
5.2	Findings and their Significance	52
5.3	Answers to the Research Questions	54
5.4	The Reflective Account	56
5.5	Limitations of the Research	56
5.6	Suggestions for Further Research	57
5.7	Final Comments	57

<b>References</b>	59
-------------------	----

#### **Appendices**

Appendix A: Objectives of Target Language 1 to 8	60
Appendix B: Questions of Teachers' Interviews	61
Appendix C: Students' Questionnaires	62

## **List of Tables**

4.1	Teachers and preparation of the class	37
4.2	Teachers and their teaching process	38
4.3	Teachers and class management	39
4.4	Teachers and self – management	40
4.5	Teachers and the way they use the target language	40

## **List of Figures**

4.1	Percentage of students who indicated noticing the discrepancy	49
4.2	Students who indicated noticing the discrepancy	50

# **CHAPTER I: TEACHERS TRAINING NOVICE TEACHERS**

## **1.1 Chapter Introduction**

Teaching is a huge and complicated issue to understand and do. Because teaching involves many techniques, concepts, beliefs, methods, and so on, it is quite difficult to understand the nature of the teaching area. In fact, teaching cannot be separated from learning, so to teach anything to anyone first you have to know and understand teaching and all its implications, and that makes teaching a little bit more complex. Despite the fact that teaching has a lot of methods, techniques, concepts, theories, and many other aspects to teach effectively, sometimes it is hard to use any of them and make decisions about what students will need and expect from teaching. As mentioned above, teaching is a multifactorial area that has to be well studied and understood in order to make the pertinent decisions in the classroom.

The learning process is another area which is as important as teaching, and is linked to teaching. As mentioned above in the previous paragraph, teaching and learning cannot be separated because one complements the other and vice versa. Before teaching anything, there has to be taken into consideration learning and its concepts and implications so that decisions can be made. It has been claimed that to teach effectively teachers must know their learners and their backgrounds, interests, expectations and the way they learn better (learning styles). So, once all this information is known, teachers can make decisions about what to teach, how to teach and how to be. That is why, learning is so essential as a component of teaching, and it can help to understand teaching better.

The kind of teacher you are is a factor that can make your teaching effective or not. The kind of teacher is a factor that can influence the way of teaching because depending on

the kind of teacher you are you will make decisions about the teaching learning process. It is not that one or another kind of teacher is better or worse, but for sure that can make some differences, and those differences can be seen in the classroom; good for some or bad for others. Because everybody is unique with different beliefs and perspectives, sometimes it can be believed that the kind of teachers can make teaching effective or not.

As mentioned above, teaching English is a very complex process; even in the process of learning a second language, in this case in EFL classes. But also there is an important subject who is part of this process of teaching: The teacher. The teacher sometimes makes a student successful, interested, motivated or even drop out or fail during the process of learning a foreign language. Many times this is due to the training that the teacher has received. For instance, sometimes there are some teachers that have enough knowledge about how to give a class using different methods to teach in an EFL class; however, sometimes some teachers do not seem to use that knowledge and those theories and techniques that they know and we think that factor can affect some aspects of the teaching-learning process.

For the ideas and concepts written above, we intend to discover, analyse and know in this project if all these theories are really used as it has to be when training novice teachers. The problem that we have seen from our experience in being trained to be teachers is that sometimes some teachers say that if we follow most of the theory as it is we will be good teachers, but the thing is that some teachers do not appear to apply that theory when they teach. So, we want to know the reasons or the factors that influence the way teachers teach.



This chapter is divided into the following sections: 1.1 Introduction, 1.2 Justification, 1.3 Significance of the study, 1.4 Context of the study, 1.5 Research Aims, 1.6 Research Questions, and 1.7 Chapter summary and thesis overview.

## **1.2 Justification**

The reason why we are concerned about this topic is because we want to know why some teachers recommend doing something and in practice they seem to do other things. Besides, we are interested in the teaching area and all its implications. As students, we think that we would learn better if we are taught by example. We mean that if we see that our teachers apply what they teach, we will learn better. So, for those reasons we intend to work on this research and obtain answers to our problem.

## **1.3 Significance of the Study**

This project intended to give teachers the idea that sometimes learners in the case of novice teachers learn better if they are taught by example and not just with theory. Moreover, with this research we expected to find answers to the problem we stated in our research questions, and also we could answer the eternal question that many students have: “Why do some teachers not seem to apply what they teach?” Finally, we thought that we could give other perspectives to students about the reasons why sometimes some teachers have to teach in any specific way.

## **1.4 Context of the Study**

This study was developed in a public university of modern languages in Puebla, Mexico. The participants that helped to do this research belonged to this public university. They were three randomly selected university teachers and five advanced students of modern languages from the same public university.

## **1.5 Research Aims**

- To investigate the reasons why some teachers seem to teach something associated with teaching and then appear to do other things which are not related in their actual classes.
- To describe the way teachers teach and the way they train others.
- To analyze teachers' opinions.

## **1.6 Research Questions**

RQ1 What differences can be observed between what the research site teacher-trainees are taught and what the teacher-trainers do in their actual classes?

RQ2 What are the reasons the teacher-trainers give for their teaching choices?

RQ3 What are the teachers' opinions about teaching?

RQ4 Besides us (the researchers), do other students notice the differences between what the teachers teach and what they do during the class?

## **1.7 Chapter Summary and Thesis Overview**

This thesis is organized in five chapters. Chapter I provides a brief introduction to the topic, which has to do with teachers training novice teachers and the processes of this training. It also presents the purpose of the study, the research questions that we intend to answer and the significance of the study. In Chapter II we present the theories that supported our research. Chapter III is about the methodology we applied to obtain the information to answer our research questions taking into account a questionnaire, a short interview, and some observations in order to collect data. Chapter IV contains the findings of our research and the interpretations of them. Finally, in Chapter V we conclude this research stating our findings, interpretations and we identify the significance of the study.

## **CHAPTER II: LITERATURE REVIEW**

### **2.1 Chapter Introduction**

According to Brown (2000, p. 7), teaching is “showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand”. Relating this to the training of novice teachers we can say that sometimes some teachers ask novice teachers to fulfill certain requirements in order to give a “good” class. However, sometimes some of these teachers do not apply or accomplish totally those requirements they ask of their novice teachers.

In this chapter, we present the theoretical framework that we used in order to support and base our research project. First of all, we will talk about teaching and learning with the definitions that some authors have given. Then, we will present the aspects that facilitate the teaching - learning process. Later on, we will take a look at the three different types of teachers and the way these types influence the teaching-learning process. In addition, we will see some of the most important aspects that teachers take into account when training novice teachers. Finally, we will give a short summary of the chapter and we will state our research questions with a brief explanation of what we did in the study and how we did it in order to find answers to our problem.

This chapter is divided in the sections: 2.1 Introduction, 2.2 Teaching and Learning, 2.3 The Teaching Process, 2.4 Motivation, 2.5 Types of Teachers, 2.6 Novice Teachers Training, 2.7 Research Problem, 2.8 Research Questions, 2.9 Problem Solving, and 2.10 Chapter Conclusion.

## **2.2 Teaching and Learning**

A main aspect that is close related to this research project and that we present through this section to help comprehend better our study, is teaching and learning. These concepts are linked and they are relevant for a better understanding of certain parts of our argument. In the following, we present some theories we consider helpful for explaining this part of our proposal.

### **2.2.1 Teaching**

There are two important concepts that teachers cannot ever forget and must be always taken into consideration: teaching and learning. Teaching and learning are concepts which are complex to understand because they are closely related. It is believed that you cannot teach if you do not have a clear idea of what learning is and implies. So, this is one reason why it is hard to try to understand and define teaching. The idea that teaching is a very complicated process related to learning is well supported by Brown (2000) who claims that teaching is a matter that cannot be defined apart from learning, so they share a very close relationship in which one complements the other and vice versa. Also, these authors have argued that we have to understand teaching as facilitating and guiding learning, setting the ideal and correct conditions for learning and, of course, enabling the learner to learn. They have said that the concept of teaching can also be understood as showing someone how to do something, helping someone to perform well, guiding someone in the process of learning, giving instructions during that process, and facilitating or providing knowledge to someone. For these reasons, we believe and say that teaching is a concept that is related to

learning, and they cannot be separated because teaching needs learning and learning needs teaching in order to succeed.

### **2.2.2 Learning**

As we mentioned in the previous section (2.1.1), teaching and learning are related, so now we will take a look at the definition of the concept of learning with the purpose of having a better understanding of teaching. For so many years, it has been said that when we learn something we have a change or some changes in our minds and in our daily activities, in other words we change our way of behaving and living. Kimble and Gamerzy (1963, cited in Brown, 2000) said that learning is the result of practice and a permanent change of a behavioural tendency. So, we can say that we learn when we have already had a lot of practice in doing something, and this learning will cause some permanent changes in our behaviours. In addition, we can say that if we guide and show someone how to do something, and that person has a lot of reinforced practice, this person will have learned. That is why, teaching and learning are interconnected, and if we understand the way learning works we will understand better the issue of teaching.

### **2.2.3 The Teaching - Learning Process**

Because learning is essential for teaching, teachers must take into account many aspects, such as: the learners' levels, the learners' backgrounds, and the last, but not the least the learners' learning styles, during the teaching-learning process. Teachers are always deciding what to do, how to do it, and how to be inside the classroom, so they are always making decisions in terms of teaching. To make proper decisions, learning and learning

styles have to be taken into consideration by educators throughout the learning process. Learning styles are very important because they tell teachers the way students learn. This argument is well supported by Keefe (1979, cited in Brown, 2000) who has argued that a learning style has been defined as psychological, affective and cognitive aspects which determine or give indicators about the way learners interact, perceive, and respond in the learning environment. For the reasons above, we can conclude that the concept of learning is essential for teaching, and teachers have to be aware about learning and all its implications, for example; learning styles.

## **2.3 The Teaching Process**

Effective teaching is based on certain principles of learning which we have discussed in some detail in the previous section (2.2.3) and some teaching processes that teachers should engage in as a minimum to develop an effective class. In the following, we present the teaching processes we consider the most relevant based on the literature.

### **2.3.1 Language Teaching**

The language teaching area has many methods and techniques to make the teaching process successful, and these techniques are used depending on each teacher. During the teaching learning process, the use of techniques, methods, and theory are very useful for teachers in order to facilitate and make the process efficient. But, the use of all of these resources can vary depending on the teachers' beliefs and objectives of the present course. It is believed that every teacher has his own way of teaching, and this is probably because of the way he or she was taught in the past. Also, some factors like: beliefs, personal and

professional objectives, learners needs, learning, and course objectives, influence the way a teacher teaches. Brown (2000) has said that depending on the teachers' understanding about the way and how learners learn, educators will determine and choose their teaching styles, their philosophy of education, their methods and approaches, and their classroom techniques. So, once a teacher has understood learning and teaching, now you are able to determine the way you will work inside the classroom. That is why, methods and techniques are selected depending on the teacher, and they are useful to facilitate the teaching learning process.

## **2.4 Motivation**

Motivation is one of the most important aspects that teachers have to develop a good class. For this reason we believe it is necessary to include this topic because it helps teachers understand the importance of this learning element, so, we think it is an important part of the teaching process. Next, we see the different kinds of motivation and how they can help the teaching process.

### **2.4.1 Motivation**

Motivation is as important as methods, techniques, and theories. According to Harmer (1991, p.3) motivation is “some kind of internal drive that encourages somebody to pursue a course of action”. In other words Harmer (ibid) says that if we set a goal and if we are motivated to reach that goal we will experience a kind of force that will push us to do anything in order to try to reach that goal.



Motivation is also an important concept because if someone is well motivated to do or perform any task, the same person will be able to accomplish that task. Even when people think that they are not proficient at doing certain simple things like swimming, presenting homework, or learning a foreign language, they will have a better chance of accomplishing what they want as long as they are well motivated by themselves or others. Wlodkowski (1998, cited in Harmer, 1991) mentioned that motivation is so important. If we compare two people with the same ability and give them the same opportunity and conditions to achieve a task, the encouraged person will surpass the unmotivated person in production and product. Motivation is relevant not only because it apparently improves learning but also because it mediates learning and is a result of learning as well. As we can see, motivation plays a very important and interesting role in learning or performing something, so it does not matter how intelligent or able you are if you are not motivated enough it is probable that you will not succeed.

#### **2.4.2 Intrinsic and Extrinsic Motivation**

Motivation is commonly divided into the types of intrinsic and extrinsic motivation. Harmer (1991) said that extrinsic motivation has to do with factors outside the learner, and intrinsic motivation, is concerned with what takes place inside the learner. As we can see, these kinds of forces that we experience when we are motivated can be internal or external depending on the kind of motivation that we receive. Intrinsic motivation is the internal feeling of doing something, is the personal desire of reaching or doing something by our own motivation. Extrinsic motivation is the stimulus that we receive by external factors, for instance, teachers' motivation, family, friends, and other factors external to the person.

During the training of novice teachers motivation takes an important place. If novice teachers see that their trainers do what they always ask for, novice teachers could be motivated to follow the example of their trainers. In contrast, if novice teachers are pushed to do something that their trainers do not do, this could affect the motivation and the development of the novice teachers. For that reason, it is important that the trainers of novice teachers motivate their students by example because it is said that people learn better from others through examples.

### **2.4.3 Motivation in Learning**

Motivation is an important tool during the learning process; if there is motivation, this can facilitate the process of acquiring any kind of knowledge. Learners can become more autonomous which means that the learner will establish what he needs, where he will find information that will help the learner to perform and accomplish tasks, how much time this learner will dedicate to the training and learning, and what materials and resources will also help to learn. When motivation is absent, it is kind of difficult that the learner looks for materials, techniques, and resources that help support the learning process. In addition, this person will not plan and spend enough time in the learning process. So, the result of not having motivation is that maybe learning does not emerge.

Walberg and Uguroglu, (1980) state that if there is no motivation to be taught, there is no learning; this idea reinforces and supports what is explained above. That is why motivation is an essential aspect that learners have to explore and has to be present in every moment of the learning process in which teachers are also involved.

In brief, during the training of novice teachers motivation is as important as methods, techniques, and theories. And depending on the motivation that novice teachers receive they could improve their development or even be discouraged during their training.

## **2.5 Types of Teachers**

Teachers are also important during the process of training novice teachers. According to Scrivener (1994) there are three different kinds of teachers, and they are classified into the explainer teacher, the involver teacher and the enabler teacher.

### **2.5.1 The Explainer Teacher**

The explainer teacher is a teacher who knows the subject very well but has limited teaching methodology. This teacher mainly bases the class on explaining or lecturing as a way of communicating the information of the subject to the students. Also, Scrivener says that this kind of teacher can be very enthusiastic and ingenious and the classes with this teacher are very interesting, informative and entertaining, but the classes are not challenging for students and students are not totally involved with the subject because they are limited to listening, occasionally to answering some questions and making some notes.

### **2.5.2 The Involver Teacher**

The involver teacher also knows the subject very well, and has enough teaching methodology, techniques and procedures to help students to learn in a better way about the subject that is being studied. This teacher tries to involve students through dynamic

activities, and is always looking for appropriate activities; also, always has the control of the classroom and what occurs there.

### **2.5.3 The Enabler Teacher**

Finally, Scrivener says that the enabler teacher is the teacher who also has the knowledge, the teaching methodology, but is also aware of what their students feel and think about the class. This teacher works actively planning methods, creating a good atmosphere during the classes, and effective working relationships. Scrivener points out that this teacher's attitude and personality is an active motivation for the students to learn. This teacher shows enough confidence and control. This teacher makes the decisions with the students, and sometimes he is just like a guide or counselor and a source of information when it is required; the way of working lets the students work freely.

Scrivener (1994) says that depending on the kind of teacher you are, the objectives and techniques used in the classroom can be adapted, adopted or changed because every kind of teacher has different characteristics, techniques and ways of teaching depending on the kind of teacher that they belong to.

As we can see these three kinds of teachers provide a description on the ways some educators teach in order to have a better understanding of the teaching area. Of course, it is not that all teachers have to belong to any kind of those previously described, but we consider that maybe it is a little bit similar to the eclectic method. For instance, someone can have some characteristics of the explainer teacher, and some others of the enabler teacher, so, this means that this person is not catalogued into one of the kinds of teachers. What we are saying is that it is true that some teachers can be categorized, but there are

some others that do not match with any kind. This idea can be supported by Scrivener (1994) who has argued that despite these ‘categories’, there is no way of categorizing a teacher and the way of teaching because each teacher will find different ways of giving the class depending on the topic or the subject, and the teacher can change the techniques and methodologies according to the required needs.

For these reasons, sometimes some teachers do not seem belong to a special category because teachers can move between these categories to feel more comfortable and facilitate the learning to the students. And, even when it is kind of difficult to categorize all teachers within the three kinds of teachers, it is good to know them in order to take advantage of them and also to understand better the way teachers work and make decisions

## **2.6 Novice Teachers Training**

Training novice teachers requires skills and practice. Wallace (1991) said that with the explosion in language teaching there has been an increased demand for language teachers and the consequent need to train these teachers. So, since people decided to learn and teach other languages, the need of training new teachers emerged. To train these new teachers or novice teachers, experienced teachers make use of lots of skills and practice. To be a good teacher, trainers encourage novice teachers to learn and apply theory like: class preparation, teaching techniques and skills, class management, self-management and language use.

## 2.6.1 Class Preparation

When we hear the word preparation, we think about something that needs to be planned or structured before presenting it. When we prepare an activity, for example a next-day activity, we think over and over and over again of what we will do throughout the day since we wake up until the time we go to bed. In fact, sometimes we are able to predict and assume things that can take place at any moment during that following day, and that is what we call preparation. And, before doing something like learning or teaching we have to plan what we will do and also how we will do it.

In the teaching - learning process, there is a stage in which we take some or much time to prepare the whole class to be aware of what could occur. It is impossible that we could be totally aware or prepared to what could occur in class so taking time to design a class is important in order to prevent different sceneries and solve the possible problems that could emerge. So, preparing a class is something that teachers should do in order to teach effectively, manage the class and of course have a guide and know what follows during the session.

Harmer (1998, p. 121) claimed that a class preparation well known as lesson plan is very important and helpful for teachers “planning helps, then, because it allows teachers to think about where they are going and gives them time to have ideas for tomorrow’s and next week’s lessons.” In the classroom, a plan helps to remind teachers what they intended to do especially if they get distracted or momentarily forget what they have intended. Finally, planning helps because it gives students confidence: they know immediately whether a teacher has thought about the lesson, and they respond positively to it.

## **2.6.2 Teaching Techniques and Skills**

Being a teacher implies having teaching techniques and skills. In order to have the closest to a perfect class, the teacher has to establish certain requirements of teaching techniques and skills to develop a good class. For instance, a teacher has to be aware of how to place the students (seating), the gestures used to indicate something, the board drawing which is how to use the board in an effective way, giving instructions, how to apply elicitation techniques, the use of fillers to take advantage of time, the error corrections on time among others. For these reasons, a teacher always has to know and take into consideration the basic theory and apply it in order to take the class to the desired levels.

## **2.6.3 Class Management**

This is a very important point in teaching that all teachers should have present in all their classes. Class management, allows a teacher to have the control of the situation, face possible problems that can occur through the class and solve them in a satisfactory way. To have an efficient class management, a teacher has to know how to use grouping accordingly, which is how to place students in different spaces, with different classmates, in pairs or groups to make them learn to work in different and new ways. The teacher has to know how to deal with classroom problems, such as lack of attention, interruptions, discipline, and other classroom challenges.

#### **2.6.4 Self-Management**

Self-management is important for teachers because it will support teachers have control of themselves and project a respectful image. Inside this point we can find the punctuality, the friendliness and respect in the teacher – student relationship, the body language and the formality that a teacher projects to the students. Teachers have to recognize clearly this point because as we said before the image that a teacher projects can impact the class in many ways and the relationship between teacher and students. Besides, at least in our Mexican society the teacher is considered as a model for students.

#### **2.6.5 Language Use**

This is one of the most important points that teachers always have to consider during their classes. The language use during the class must be according to the students' level. It is important that the teacher always distinguishes this point because teachers cannot use an advanced-language level with basic students or vice versa. The incorrect use of the language can affect the class. Also, a teacher has to try to use a good volume and tone of voice during the class to allow students to understand clearly and avoid misunderstandings.

In the sections above we have provided a review of the theories and approaches we have learned about teaching. Although we have been taught these various principals in our teacher preparation courses, we have noticed that some of our teachers do not seem to follow these theories. This is our research problem.



## **2.7 Research Problem**

As mentioned above, some teacher-trainers do not seem to apply what they teach to novice teachers. When a novice teacher starts to receive teacher training, the learner receives many theories and is pushed to apply them in all the given classes. We know that theory is like the ideal of how things should be, and teachers use it depending on a variety of factors. But, sometimes there are certain discrepancies when they teach and they train novice teachers. We believe that if our trainers teach us the way they ask us to teach, we consider we would learn the various theories better and easier. That is why, we noticed maybe not a problem, but a discrepancy between the way some teachers teach and the way they should teach according to the theory. This situation led us to the topic of this study, which was guided by the following research questions:

## **2.8 Research Questions**

RQ1 What differences can be observed between what the research site teacher-trainees are taught and what the teacher-trainers do in their actual classes?

RQ2 What are the reasons the teacher-trainers give for their teaching choices?

RQ3 What are the teachers' opinions about teaching?

RQ4 Besides us (the researchers), do other students notice the differences between what the teacher teach and what they do during the class?

## **2.9 Problem Solving**

To answer these questions we used qualitative and quantitative approaches in order to collect data to find answers to our problem. We obtained our data with the use of a

questionnaire which was applied to five English students, one observational sheet that was applied to three English teachers, and a short interview that was applied to the same teachers. After the data collection, we analyzed the information in order to obtain answers to our research questions.

## **2.10 Chapter Conclusion**

In this chapter we present the theory that we were taught through the teaching program, theory that guided our thesis project and helped us to develop as teachers. This theory is essential in the training of novice teachers and as we could see in this chapter all teachers have to take it into account and always try to apply it in order to design and perform a competent class.

In the following chapter, we will present the research methodology that we used in order to get data for answering our research questions. We explain what we did step by step, our subjects, instruments and the data analysis.

## **CHAPTER III: RESEARCH METHODOLOGY**

### **3.1 Chapter Introduction**

This chapter presents the methodology that was used to obtain the needed data in order to answer our research questions. They were focused on teachers' perceptions of teaching and students' opinions about the way they were trained and taught in their training classes, we decided to design our own instruments. We designed three instruments: one observation checklist which contained certain aspects that the observed teachers had to cover according to the theory taught in the training classes, one questionnaire that had three yes-no questions and four multiple-choice questions, and a very short interview which contained two questions that at the very beginning were part of our four research questions; What is your opinion about teaching? And What are the reasons the teacher-trainers give for their teaching choices? Obviously, these approaches were used as mentioned above with the purpose of knowing the teachers' and students' opinions. In this chapter our instruments are presented and explained step by step.

The chapter is divided into: 3.1 Introduction, 3.2 Subjects, 3.3 The Research Methodology, 3.4 Data Collection Procedure, and 3.5 Chapter Conclusion.

### **3.2 Subjects (Teachers Part)**

The subjects that participated in the study were: three university teachers from the Faculty of Modern Languages in a public university in Puebla, Mexico and five advanced-English students from the same faculty. The subjects were men and women.

During the observation process our study had as participants three university teachers from the Faculty of Modern Languages in a public university in Puebla, Mexico.

When the observations were carried out, all the teachers were in their own classrooms. All the classrooms were equipped with a computer, a tape-recorder, a projector, and a television. The classrooms also had a whiteboard, comfortable and sufficient chairs for the students and for the teachers, and enough space to work well individually, in pairs or even in teams. Talking about the language level that the teachers used in their classes, we can say that all of them used intermediate level which was adequate because the taught subject required it. While the observation was carried out, the teachers were very cooperative with us and with our observation. Another aspect that we consider very relevant to have a better understanding of our work is to mention that at the end of each class that we observed, we had the opportunity to talk to the teachers for some minutes (short-interview instrument). The teachers were asked two questions which were answered later in the following chapters. And, the purpose to have these short conversations with them was to know the reasons why they chose the teaching methods they used in the observed class, as well as, knowing their opinions about teaching.

### **3.3 The Research Methodology**

Three data collection instruments were used: one observation checklist, an interview, and a questionnaire. The first two instruments were applied to the teachers, and the third one to the students. The instruments are described in the following sections.

### **3.4 Data Collection Procedure**

The main reason why we followed and chose those procedures to analyze our data is because since the beginning of our research we established and agreed that we would work with constructivism as our worldview. So, we had to go to the participants' environments and collect data from observations and questionnaires so that we could get their opinions which we would present. Another reason would be that through the instruments that we designed, we limited the data collection just to what we wanted to know to answer our research questions.

The data were collected through an observation with a checklist format that was carried out in some language classes. A questionnaire was applied to five advanced English language students. And a short interview that was applied to the teachers that let us observe their classes. The process of the data collection took place at a Faculty of Modern Languages in Puebla, Mexico.

#### **3.4.1 Classroom Observation**

As it was mentioned above, the first instrument that we designed and used was the observation checklist (see Appendix A). The observation checklist contained certain specific points that the teachers had to cover in their classes according to the theory that is taught in Language Teaching Methodology (MELE) classes, Supervised and reflective practice class, and Professional experience class. The number of items used in the format that we designed were 20, taking into consideration one of the most important aspects to accredit the mentioned classes. For example: clear and specific objectives for the lessons, activities for all learning styles, interaction, monitoring, etc.

Talking about the observation checklist design, we decided to use rubrics in order to know certain points that teachers had to cover in their classes according to theory that we are taught in our teacher preparation classes (listed above), and also because it was easier for us to analyze the results. In general, the teaching aspects that we took into account in our observation checklist were the following: Preparation, Teaching, Class management, Self-management, and Language use. We decided to design our own instruments because with them, we limited our participants to answer what we wanted to know. After designing our own instruments, piloting and redesigning them, we went to the next stage: the application of them. First of all, we asked for permission from the teachers that were going to be observed. Then, we explained to them what we would do in their classes which was making an observation, and having a short conversation (the interview) in order to get some data to accomplish our research aims. Second, we agreed on a schedule to make the observation. Third, we carried out the observations, which were made successfully thanks to the willingness of teachers and students; we did not find any obstacles to do our job. Finally, we got our data from those observations, and we talked to the teachers for a while with the purpose of knowing their perceptions of teaching and the reasons they chose to teach in a certain way. The reason we decided to follow the procedure above is because that way we felt more comfortable and we thought that we would not bother anyone with the things that we were doing and looking for. Also, it was very easy for us to work with that procedure, not only because we had clear what we were doing, but also because at the moment of analyzing our data it was much easier for us to gather and categorize the information.

### **3.4.2 Data Analysis: Observations**

When it came the time to analyze the data that we got from the observation checklist, we have to say that it was more difficult than designing the instrument. First, we read all the information collected. Second, we grouped and categorized the data according to the observed elements. To do this process we used tables that helped to group and categorize the information; we worked in a word processing program. Third, with the help of the Microsoft Excel program, we put all the results in a chart and made a pie chart that showed the results in percentages with the purpose of providing clear results and an easy understanding of them.

### **3.4.3 Teachers' Interview**

As we mentioned in section 3.3 we also used a short interview (see Appendix B) in order to get more precise and detailed data from the observed teachers. In the case of the interview, we can say that we decided to have a talk to the teachers that helped us with our data collection. The questions that were asked were similar to the research questions 3 and 4 of our thesis research. Talking about the format of the interview that we followed, we used a kind of informal format. The purpose of using an informal format was to get the information we wanted in a friendly manner.

As a matter of fact, we did not ask teachers the original questions; we opted for having a friendly, informal, and relaxing conversation with them. Although, we discussed with the teachers the main points of our research: their opinions about teaching and the reasons they have to modify or change their way of teaching. These interviews were carried out after observing the teachers' classes, when their students had already left. Although the

interview was a little bit informal, we could notice at the end of the interview that our instrument did work. That is why we decided to design it that way.

We had the interviews after making the observations. At the end of our observations, that is when the observed classes finished; we asked the teachers for some minutes to talk to them. Fortunately, the three teachers agreed on that. The observed teachers were told that we would just talk about teaching in general. The interviews were carried out in the teachers' classrooms, at the end of the target language classes. Because our interview was informal and friendly, at the same time, we consider that we succeeded with the application of this instrument. Also, our subjects had a willingness to participate and collaborate with us. So, we can conclude that everything went right, our procedure worked, and we did not face any obstacle to get our data.

The reason why we decided to follow the procedure above described is because that way we felt more comfortable and we thought that with an informal interview we would not bother teachers with the things that we asked. Also, it was very easy for us to work with that procedure, not only because we had clear what we were doing and looking for, but also because at the moment of analyzing our data it was much easier for us to gather and categorize the information.

#### **3.4.4 Data Analysis: Teachers' Interview**

When it came time to analyze the data that we got from the short interview, we have to mention that it was more difficult than designing the instrument. First, we read all the collected information. Second, we grouped and categorized the data according to the similar answers that we found. To do this process we used tables that helped to group and



categorize the information; we worked in a word processing program. Third, with the help of the Microsoft Excel program, we put all the results in a table and made a pie chart that showed the results in percentages with the purpose of providing clear results and an easy understanding of them.

### **3.4.5 Students' Questionnaire**

The questionnaire was designed to get the students' opinions about the way they were trained to be teachers and the way they were taught in their English language classes. The questionnaire was applied to five advanced language students. The first questionnaire that we designed contained ten questions which were divided into three opened-ended questions, four multiple-choice questions, and three yes-no questions and written in Spanish.

Because we wanted our instrument to work, we decided to pilot it first. So, we piloted the questionnaire with five friends of ours. They answered the questionnaires, and at the end of the task they expressed the following: "the questionnaire is too long, so when you get to section three you are bored and do not want to keep on answering anything. Besides, the first section (opened-ended questions) is too boring and kind of difficult and confusing, you should omit that part, and keep the last two. It is good in Spanish because it is easier to understand".

So, we redesigned the instrument, and it was divided only into two sections: the multiple-choice and the yes-no sections. The questionnaire was also written in the original language: Spanish.

The questionnaire that we redesigned had seven items which three were yes-no questions, and four multiple-choice questions (see Appendix C). In general, we can say that most of our questions were focused on the discrepancy we believed existed in the way some teachers trained novice teachers and the way these teachers taught. The reason the questionnaire was designed that way was because we wanted to know certain students' opinions. With the multiple-choice questions we graded certain aspects of the training that they had received, and with the yes/no questions we wanted to know concrete aspects of that training. As we mentioned above in the Teachers section (3.4.3), we also decided to use our own instruments because that way we limited our participants to answer what we wanted and needed to know.

After designing the questionnaire and piloting it to be sure about its quality, we proceeded to choose five English students from the research site that helped to answer our questionnaire in order to get some data that would help us to answer some of our research questions previously established in Chapter I, without taking into account their gender, or school average. The students did not cause us any obstacle to apply our questionnaire because they were cooperative with us.

We decided to follow the procedure described above because we felt more comfortable; we did not bother students too much, and also, because we did not spend a lot of time in the process of data collection as we would do with the use of interviews. Another reason is because as soon as we got the information, it took us little time to analyze the data that we got. That is why we decided to work that way and follow that procedure.

### **3.4.6 Data Analysis: Students' Questionnaire**

After we finished the application of the questionnaires we started the process of analyzing the obtained data. First of all, we read all the collected information in order to start classifying it. As a second step, we categorized the data according to the similarities of the answers. In the third step, using the programs Microsoft Word and Excel, we put the results in a chart and we made percentages to present our results.

## **3.5 Chapter Conclusion**

In this chapter we presented the participants that helped us to collect data for our research project. Also, we described the instruments that we used in order to get data from our subjects. The instruments were designed by us, and they were three: one was an observation checklist, the other one was a short teachers' interview, and the last one was a students' questionnaire. The observation checklist was applied to three target language teachers, as well as the interview, and the questionnaire was applied to five advanced students. We also presented the procedure we followed to analyze the gotten data.

In the next chapter we present the results that we obtained after analyzing our data, and we will also answer our research questions which have been presented previously in Chapter I.

## **CHAPTER IV: DATA ANALYSIS AND RESULTS**

### **4.1 Chapter Introduction**

In this chapter we will present our data analysis and the results that we obtained from the instruments that we applied in order to get our data. As we mentioned in the previous chapter, we decided to use three different instruments which were an observation checklist, a questionnaire, and a short interview, and the participants that helped us in our research were three English teachers and five English students. The observation checklist as well as the short interview were applied to the three English teachers, and the questionnaire to the five English language students.

In this chapter we explain how we analyzed our data and the results that we obtained from that analysis. We answer each one of our four research questions. The chapter is divided into the following sections: 4.1 Introduction, 4.2 Research Questions, 4.3 Analysis of the Observations –RQ1, 4.4 Research Questions 1, 2, and 3, 4.5 Research Question 4, and 4.6 Chapter Conclusion.

### **4.2 Research Questions**

RQ1 What differences can be observed between what the research site teacher-trainees are taught and what the teacher-trainers do in their actual classes?

RQ2 What are the reasons the teacher-trainers give for their teaching choices?

RQ3 What are the teachers' opinions about teaching?

RQ4 Besides us, do other students notice the differences between what the teacher-trainers teach and what they do during the class?

### 4.3. Analysis of the Observations – RQ1

In this section, we present the results of the teachers' observations just to remind the reader; those observations were applied to the same English teachers that helped us with the interviews cited above. In general, the aspects that we took into account in our observation sheet were the following: Preparation, Teaching, Class management, Self-management, and Language use.

The observations results are presented through tables of frequency; of course, with explanations of each one of them. In our Chapter III, we established that we designed an observational checklist (see Appendix A) with certain points that teachers had to cover, according to some theory, in their classes. Now, we will present what we noticed in the observations.

**TABLE 4.1** Teachers and preparation of the class

<b>TEACHERS</b>	<b>ALWAYS</b>	<b>OFTEN</b>	<b>SOMETIMES</b>	<b>RARELY</b>	<b>NEVER</b>
<b>Teacher1</b>		*			
<b>Teacher2</b>			*		
<b>Teacher3</b>			*		

Table 4.1 above shows the frequency in which each teacher dedicated certain time to prepare his/her class. So, we have that from the three teachers that were observed. One of them (Teacher 1) indicated taking a little more time for preparing the class. We can say that maybe that teacher spent more time in preparing the class than the others two because, taking into consideration what we observed, it could be noticed that, that teacher had a frequent continuity along the class. We are not saying that the others teachers (Teacher 1, Teacher 2) did it bad because they also presented a good class. We mean that it could be

seen that those teachers also dedicated time to prepare the lesson, most of the students participated, contributed to the class, interacted with each other and with the teacher to solve problems.

**TABLE 4.2** Teachers and their teaching process

TEACHERS	ALWAYS	OFTEN	SOMETIMES	RARELY	NEVER
Teacher1			*		
Teacher2		*			
Teacher3			*		

Table 4.2 above shows the frequency in which each teacher seemed to follow the teaching theories, we learned in our preparation courses (class preparation, classroom management and self-management, language use), in their classes. In this case, we are talking about teaching as itself with its techniques, and some of the teaching theory. After analyzing this aspect of the observed classes, we obtained that from the three teachers, Teacher 2 showed more often that he/she seemed to have followed well the teaching theories, which means that this teacher dedicated certain time to face the teaching stage in the class; there was a continuity from the beginning to the end of the class, the activities were related and from the easiest to the most difficult and meaningful to students. Teacher 1 and Teacher 3 sometimes during the class showed that they used teaching theories or techniques, which is not bad or wrong. They only seemed to focus on language use, classroom management and self-management because we consider, that could be because of the objectives of the classes or because of some factors that affected those sessions.

**TABLE 4.3** Teachers and class management

<b>TEACHERS</b>	<b>ALWAYS</b>	<b>OFTEN</b>	<b>SOMETIMES</b>	<b>RARELY</b>	<b>NEVER</b>
<b>Teacher 1</b>		*			
<b>Teacher 2</b>	*				
<b>Teacher 3</b>			*		

Table 4.3 above shows the frequency in which each teacher applied classroom management theories in the classes. In this part, we took into consideration if teachers used and applied some of the theory about classroom management during their classes for example: the use of materials, monitoring, and ability to deal with classroom management problems. As we can see in the table, there was one teacher that always showed classroom management throughout the class. This means that Teacher 2 accomplished the points we have in the observation checklist (see Appendix A). So, this teacher always used classroom management theory in the class, and it really worked because students were involved in the teaching-learning process. They were participating. There was interaction, students accomplished the activities, and there was a good and friendly environment during the class. Teacher 1 often showed that he/she used class management theory during the class. And, Teacher 3 showed that he/she used sometimes classroom management theory in the class.

**TABLE 4.4** Teachers and self-management

TEACHERS	ALWAYS	OFTEN	SOMETIMES	RARELY	NEVER
Teacher1	*				
Teacher2			*		
Teacher3				*	

Table 4.4 above shows the observed frequency in which each teacher used self-management theories in their classes. Self-management theories say that teachers must be punctual, friendly, respectful, and they should use body language and gestures as resources when teaching. And, that was what we also took into consideration in our observation format (see Appendix A). The results obtained indicate that Teacher 1 always showed the use of self-management theories. Teacher 2 sometimes showed the use of self-management theories. And, Teacher 3 rarely showed the use of self-management theories during the class.

**TABLE 4.5** Teachers and the way they use the target language

TEACHERS	ALWAYS	OFTEN	SOMETIMES	RARELY	NEVER
Teacher 1		*			
Teacher 2	*				
Teacher 3		*			

Table 4.5 above shows the observed frequency in which each teacher accomplished with the language use requirements in their classes. Language use was the last point that we put in the observational checklist (see Appendix A). As language use we only considered two points to accomplish: Language according to students' level, and tone and volume of voice as needed. And the results that we obtain after analyzing that information are the following: Teacher 1 showed that he/she often used the language according to students' level and used



tone and volume of voice as needed. Teacher 2 showed that he/she always used language according to students' level and used tone and volume of voice as needed. And, Teacher 3 showed that he/she, as Teacher 1, often used language according to students' level and used tone and volume of voice as needed.

#### **4.4 Research Questions 1, 2, and 3**

The overall question that led us to do this study was: "What differences can be observed between what the research site teacher-trainees are taught and what the teacher-trainers do in their actual classes?" This was the question that guided our work all the time because since we started to take the formative level of the degree, we were taught with many theories that we were pushed to apply for the rest of the degree in order to pass all the subjects. However, some teachers sometimes seemed to us that they did not apply those theories when they were training novice teachers or when they taught us the target language, and that is why we decided to start researching about this topic. It is worth mentioning that we did not decide to do this research to expose some of our teachers; it was something that both of us were always wondering, and for us it seemed kind of confusing the way we were forced to teach and the way some of our teachers taught the target language. So they seemed contradicting what they preached.

Now, we will present the results we obtained from the short interview in order to answer RQ2. Besides answering this research question, with the interview we also will answer RQ3 and RQ1. We present the results with the extracts that we took from the short interview (see Appendix B) which was applied to three English teachers as we mentioned in Chapter III section 3.2. We also present the results that we obtained from the

observations (see Appendix A) to see if the teachers applied the teaching theories we were taught.

#### **4.4.1 Analysis of the Interviews**

In the following sections, we will present the information we obtained from the short interviews that were applied to the three English teachers. We present the original extracts from the interviews. As we mentioned above, these results are divided into three sections: 4.4.2 Teacher 1, 4.4.3 Teacher 2, and 4.4.4 Teacher 3.

#### **4.4.2 Teacher 1**

For the first teacher teaching is: *The possibility of helping people to expand knowledge of the world.* This is what the first interviewed teacher answered to the question “What is your opinion about teaching?”

Then, this teacher was questioned with “What are the reasons the teacher-trainers give for their teaching choices?” and the question was answered by the teacher in this way:

*It depends on many factors, depends on each group, the attitude that each group has, the necessities of the group, the number of students that are in each group, the subject to teach, the characteristics of the subject (If it is Target language or a subject of content), the personal objectives that the teacher has and wants to accomplish and the how to get it.*

As we can see the first teacher gives many reasons why sometimes changing the way of teaching is taken into account in some classes. There are many factors that can modify the ideal class in which all the students participate, get involved in the class, there is interaction between teachers and peers, and the activities for the different learning styles

work effectively. Also, it is important to take into consideration other aspects like the size of the group, the schedule, the students' interests for learning, as well as others; as teacher 1 mentioned.

#### **4.4.3 Teacher 2**

Teacher number 2 was asked the same two questions. "What is your opinion about teaching?" and this teacher answered:

*Teaching is huge, to me; teaching exists when you as teacher promote, create, and give the appropriated situations and opportunities to learn.*

After this question, we went to the next one which was: "What are the reasons the teacher-trainers give for their teaching choices?" Teacher 2 answered:

*Well, there are many factors that can affect the way you teach in a positive way, but, they can help you to be better, but my personal reasons that I have had to change the way I have taught are those like: the book (because sometimes it is not appropriate for the level I am working with), sometimes some students do not want to participate or cooperate, my students' personalities. Also, sometimes I am tired, and because being a teacher is not well paid there is a point in which you can lose enthusiasm in teaching.*

As we could see in the paragraph above, Teacher 2 had many reasons to change the way of teaching to one or another group. We do not know if this fact can affect or not the students' learning, but it is true that this teacher sometimes has the necessity of changing or adapting the way of teaching. As he mentioned, teachers have to deal with some aspects that sometimes do not seem to be very important, but they are because if students are not involved in the teaching-learning process for any or another reason, that affects the process.

So, teachers have to deal with those obstacles and overcome them. Perhaps, those little things are the ones that push teachers to change or modify their way of teaching, and they have to work differently with every group of students. In contrast to teacher one, we can see here that in the teaching-learning process some aspects like students' personalities, attitudes, and the motivation for teachers are as important as the curriculum.

#### **4.4.4 Teacher 3**

As the other two teachers, this teacher also answered the same questions. The first one "What is your opinion about teaching?" and the second one "What are the reasons the teacher-trainers give for their teaching choices?" Although this teacher was very brief, the teacher sometimes gave some answers very similar to the ones that teacher 1 and 2 gave. These were the answers of teacher 3:

*When you teach, you promote learning and also it is teacher's responsibility to give and establish the ideal conditions for learning, and you can help people to construct knowledge. To me, teachers are always changing their way of teaching, and that can depend on many factors like: the group, you know the number of students, their level, their reasons to learn a foreign language, and even the schedule. Another factor is the necessities that can appear during the course, if teachers have more than one job like me, and school's policies.*

As we can see, the three interviewed teachers coincided almost with the same answers; that it is not unusual to change the way of teaching; sometimes it is necessary to do it depending on the different factors that can appear throughout the course. Teachers cannot teach always the same way, they have to adapt, modify or change their teaching

because students, situations, interests, learning styles, personalities, and levels are not the same. Moreover, the curriculum, the objectives, the schedule, the textbooks, and the schools' policies are also important to make decisions about the teaching-learning process.

#### **4.4.5 Results (Research Questions 1, 2, 3)**

After analyzing the short interviews and the tables of the observations, we have already gotten with a conclusion and answers of RQs 1, 2, and 3. Next, we will present the answers to our research questions beginning with the question that started our research. The conclusion will be presented at the end of this chapter.

Initial question - What differences can be observed between what the research site teacher-trainees are taught and what the teacher-trainers do in their actual classes?

According to the answers obtained from the teachers that were interviewed and contrasting those answers with the observations, we have concluded that sometimes it seems that some teachers do not apply what they teach in their classes because sometimes new necessities and problems emerge in the classroom that push teachers to adapt their ways of teaching and it seems that they do not apply what they are teaching. So, there are lots of factors that influence the way a teacher teaches. For example: the group size, the group attitude, the subject requirements and objectives, the school policies, among others. For this reason teachers cannot always keep a specific style or way of teaching. They have to adjust their classes to the necessities and problems that appear along the course. And sometimes teachers have the necessity to use the theory or what they consider appropriate according to their experience and the situations they have to deal with.

RQ1 - What differences can be observed between what the research site teacher-trainees are taught and what the teacher-trainers do in their actual classes?

After applying the observations, we could see that things were not as we used to think. Many differences could be noticed, and now we can say that theory is a guide. It is the base for teaching but teachers are the ones who make decisions in the teaching-learning process. These decisions are made depending on many factors that involved the people in the teaching process, for example: the subject, the number of participants, the time, the students' interests in learning, etc.

RQ2 - What are the reasons the teacher-trainers give for their teaching choices?

As we have seen in this chapter, the reasons of changing the way of teaching are many from a certain number of people in a group, needs like the lack of previous knowledge for the subject in course, to the attitude of the group.

RQ3 - What are the teachers' opinions about teaching?

For each one of the three interviewed teachers teaching has a special meaning. For Teacher 1 teaching means: *The possibility of helping people to expand knowledge of the world.* Teacher 2 said that: *Teaching is huge, to me; teaching exists when you as teacher promote, create, and give the appropriated situations and opportunities to learn.* Finally for the third of these three interviewed teachers teaching is: *helping people to construct knowledge.* Based on the definitions of each one of these teachers we can conclude that depending on the view that each teacher has of teaching and external factors that appear during the courses, teachers can change their way of teaching and take teaching to different levels.

## **4.5 Research Question 4**

The final question and the last that will be analyzed and answered in this section has to do with students' opinions about the way they have been taught and trained. The question that will be presented next is: Besides us, do other students notice the differences between what the teacher-trainers teach and what they do during the class? The reason why we included that question is because we wanted to know if there were some other students that noticed the same discrepancy we did between the way some teachers taught and the way they asked us to teach.

### **4.5.1 Analysis of the Questionnaires**

Now, we will present the results that we got from the questionnaire that was given to the five students (see Appendix C) which was written in Spanish in order to make it more understandable for our participants. As we mentioned in Chapter III, the questionnaire had seven items of which three were yes/no questions and four were multiple-choice questions. In the next sections: 4.5.2 Yes/no Questions (Examples), 4.5.3 Multiple-choice Questions (Examples) we present the results, and give some examples of the questionnaires. We will present a pie chart that shows percentages of the answers that we got and a bar chart. We answer our RQ4.

### **4.5.2 Yes/no Questions (Examples)**

For the yes / no question the students were asked:

¿Te parece que tus maestros de M.E.L.E., Práctica Supervisada y Reflexiva y Experiencia profesional te exijan usar la teoría que al parecer ellos usan pocas veces? “Si”

¿Consideras que los materiales que usa tu maestro son los adecuados de acuerdo a tu nivel, al tema y a lo que concierne el diseño de estos en tu clase de Taller de Materiales? “*Si*”

### **4.5.3 Multiple-choice Questions (Examples)**

For the multiple-choice questions the students were asked:

¿Con qué frecuencia crees que tu maestro de lengua meta emplea la teoría que te han enseñado en tus clases de M.E.L.E., Práctica Supervisada y Reflexiva y Experiencia Profesional? “*A veces*”

¿Con qué frecuencia crees que tu maestro de lengua meta diseña un lesson plan para la clase? “*A veces*”

¿Durante tus clases de lengua meta tu maestro te incentiva a resolver dudas, participar activamente y trabajar tanto unitaria como grupalmente? “*Casi siempre*”

### **4.5.4 Results (Research Question 4)**

After reading all the answers that our participants gave us, we grouped the answers that were similar, and we analyzed them carefully. As a result of that analysis we got the results from those questionnaires that helped us to answer our fourth research question of this project. The results are presented next in the following figure.



**Figure 4.1** Percentage of students who indicated noticing discrepancy

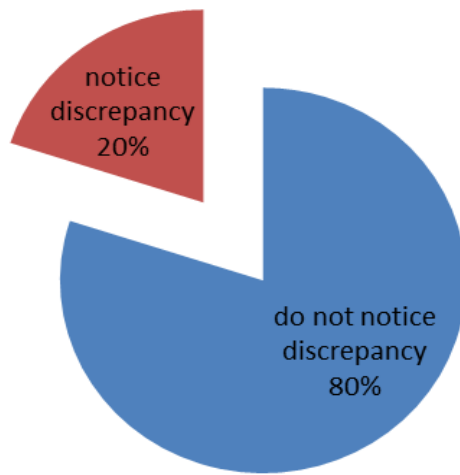
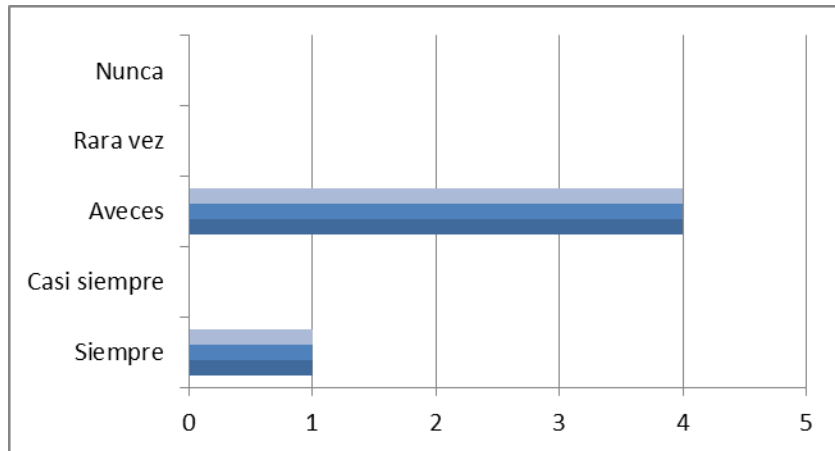


Figure 4.1 above shows the percentage of the students that also noticed that certain discrepancy exists between the theory that they are taught and the way they are taught in their target language classes. On one hand, we can see that just the 20% of the students that answered the questionnaire said that they had noticed the discrepancy between the theory that they were taught for being teachers and the way they were taught in their target language classes. On the other hand, we can notice that 80% of the participants that answered the questionnaire said that they had not noticed any discrepancy.

The other questionnaire items referred to the students experiences in their classrooms. The item responses were presented in a frequency scale from nunca to siempre. The results are presented in the following bar chart.

**Figure 4.2** Students who indicated noticing the discrepancy



So, as we can see just some other students noticed that sometimes their teachers seem not to do in their classes what they asked for in the training classes, we mean that the class starts with a warm-up, a presentation, interaction, accurate reproduction, evaluation, monitoring, establishing a comfortable and friendly environment for the teaching-learning process, etc. This may be because of many factors that we have seen, such as: the students' attitudes, abilities, and personalities, the objectives of the lessons, the textbooks or even the schedule of the subject.

RQ4- Besides us, do other students notice the differences between what the teacher-trainers teach and what they do during the class? Well the answer to this research question is not too complicated. As we have seen, just few students noticed (like us) that sometimes some teachers seem not to apply the theory they teach.

## **4.6 Chapter Conclusion**

Through this chapter we have seen the results that we obtained from the short interview that we applied to the three teachers; subjects of our research that also let us observe their classes and the questionnaire applied to the five-advanced English students. With teachers' opinions and the observations, we could answer our research questions one, two and three, and with students answers we could answer our research question number four. With all this data obtained we presented at the end of this chapter the results that teachers gave us with their answers in charts ordered by tendencies and a graph that shows the results obtained from the questionnaire applied to the students. In summary, despite the teachers have presented the theory sometimes it is difficult to apply it always because they have to adapt their way and style of teaching according to certain situations that they can face suddenly.

In the next chapter we will present a summary of the answers of the research questions, the limitations of the study, the implications, suggestions for further research and our final thoughts.

## **CHAPTER V: CONCLUSIONS**

### **5.1 Chapter Introduction**

In this chapter we will present again our results, findings, thoughts, interpretations, and the significance of our study. We will also discuss and answer our research questions which were mentioned throughout the whole work. Later on, we will mention some aspects of the process of doing this research, such as: our reflective account, the limitations that we faced when carrying out this project, and finally some suggestions for further research. So, this chapter is divided into five sections: 5.2 Findings and their Significance, 5.3 Answer to the Research Questions, 5.4 The Reflective Account, 5.5 Limitations of the Research, and 5.6 Suggestions for Further Research, and 5.7 Final Comments.

### **5.2 Findings and their Significance**

In this section we present again the results that we obtained and discussed previously in Chapter IV. First of all we have to say that yes, we got what we were looking for, and we could answer our four research questions that were established at the beginning in Chapter I.

As we discussed in Chapter III, we designed and used three different instruments in order to get our data to answer the research questions of this work; the instruments that helped to get information were: an observation checklist, a short interview, and a questionnaire. The participants were three English teachers and five advanced-English students. After collecting and analyzing the data, we obtained results from the observations

which we contrasted with the short interviews that were applied to the three teachers. The findings were the following:

The three teachers that were observed almost accomplished with the aspects that were in the format of the observation instrument (see Appendix A). They showed that they had prepared their lessons before arriving to the classroom; that is they planned their classes. Also, we could notice that two of the three teachers cared about the teaching and learning process. The other one was not as involved as the other two were, but his/her class was good too. Talking about the class management, we can say that most of the times the teachers dealt with it very well. Teachers were very respectful, punctual, friendly, and they used a lot of non-verbal communication as a resource for teaching. Finally, we found out that one of the observed teachers used all the time the target language according to the students level. The other two teachers often used the language according to the students' level.

As we mentioned in previous chapters (III, IV), after observing the classes we had some time to interview the teachers. Although one of them was very brief, we got interesting information from them. In fact, we consider that it was more like an informal conversation than an interview; however what we obtained from those short interviews is that, for those teachers, “teaching is the possibility to expand knowledge of the world; teaching exists when the teacher promotes, creates, and gives the appropriated situations and opportunities to learn”.

Finally with the questionnaire that was applied to five-advanced English students (see Appendix C), in order to see if there were students that noticed that sometimes it

seemed that some teachers did not to apply what they taught in the formative subjects, we found out that only the 20% of the students noticed that there was a seeming discrepancy, but the other 80% did not.

### **5.3 Answers to the Research Questions**

RQ1 What differences can be observed between what the research site teacher-trainees are taught and what the teacher-trainers do in their actual classes?

RQ2 What are the reasons the teacher-trainers give for their teaching choices?

RQ3 What are the teachers' opinions about teaching?

RQ4 Besides us, do other students notice the differences between what the teacher-trainers teach and what they do during the class?

Sometimes it seems that some teachers do not apply what they teach in their classes because sometimes new necessities and problems emerge in the classroom that push teachers to change their ways of teaching and it seems that they do not apply what they are teaching and so on. So, there are lots of factors that influence the way a teacher teaches, for example: the size of the group, the group's attitude, the subject requirements and objectives, the schools' policies and many others; for this reason teachers cannot always keep a specific style or way of teaching. They have to adapt their teaching to the aspects mentioned before in order to adjust their classes to the necessities and problems that appear. And for all mentioned previously, sometimes teachers have the necessity to use theory or what they consider appropriate according to their experience.

When we were thinking about what to research, we realized that both of us always wondered why we had to learn and apply too much theory when making our micro-teachings. And, we did not understand why sometimes some teachers seemed to ignore those theories, so we thought that it was kind of confusing, and that was the reason why we decided to do some research about that seeming problem that we had noticed in some cases. When we established our aims and the first research question, we decided to include a question that could be answered by students like us to see if there were some others who had noticed what we did, or we were the only ones. Just very few students noticed that there was a seeming discrepancy between theory and practice.

Through experience and years of teaching, everyone can have his own definition or concept of what teaching is or means. Teaching exists when the ideal conditions are established for teaching and learning, when a teacher helps learners to construct knowledge and expand it to the world. Teaching exists when teachers promote, create and established the appropriated situations and opportunities to learn.

Everything would be wonderful and perfect if things were like books say, but in real life things are never the same. Things are changing all the time, and teaching is not the exception. Teaching in any or other specific way is going to depend on many factors, such as: the students' needs, the students' attitudes and aptitudes, the course books, the number of students in a class. These factors and others are the ones that may change the way a teacher teaches. Teachers always modify, adapt or change their way of teaching throughout the courses because of the things mentioned above. If teachers do not innovate every day, it might be possible that teaching and learning will never exist in the classroom, and everything would be just a waste of time.

## **5.4 The Reflective Account**

Throughout our thesis project, we faced new experiences that revealed many aspects of teaching that we thought were not taken into account to be applied when teachers developed their classes. We thought teachers did not follow the techniques, theories, methods and so forth that students are taught in the degree. We were wrong, but, our project showed us a new world of understand teaching. We realized that teaching tends to change according the situations faced, environment, attitudes of the group, policies of the school, given topics and many other aspects that our teachers always took into account to make knowledge easier to comprehend. This is the main aspect that showed us that most of the times teachers have to change everything in order to get their main goal: make students construct knowledge. Now, after doing this research we can conclude that we understand that despite hundreds of teaching methods, thousands of techniques and millions of theories, each teacher is a world of knowledge who will always try to share it using all those methods, theories, techniques and sometimes even will invent new ways of teaching with the only purpose of teaching and making students comprehend.

## **5.5 Limitations of the Research**

Talking about the limitations of the research, we can say that we did not face any obstacle or problem when doing our research. Fortunately, our participants were very cooperative with us. Teachers were always willing to help us in everything we did and they were very friendly during the observations and honest when we interviewed them. Students helped us with our questionnaires and gave us some feedback and some suggestions when we piloted our questionnaire. They were always very cooperative. In the case of the



literature that helped us to guide our project we were very lucky because everything we needed was available in the school's library. So, we did not have any limitation to research.

However, we realize that the number of participants was very small. So the results would have been more trustworthy if we would have had more. But the time restrictions did not allow us to observe and interview more teachers.

## **5.6 Suggestions for Further Research**

If anyone would like to continue this research, we suggest future researchers could go deeper and develop more topics seen in this research project. We recommend looking deeper into these topics: teaching methodologies, learning styles and theories related to teaching. These recommendations are to try to comprehend better all those topics from different points of view and try to discover what new researchers will find about many things that maybe we did not discover while we were developing this research project.

We also recommend future researchers use more participants.

## **5.7 Final Comments**

We finally can say that we started this research project with the only purpose to analyze, understand and comprehend how sometimes it seems that teachers change their way of teaching. We tried to discover why it seemed that they did not apply the given teaching theories throughout the degree. After concluding our research project, our observations and surveys we understood that teaching is always changing, and that teachers and we, as future teachers, cannot just follow a line of given theories, methods and so on. We conclude at the end of our study, that teaching is flexible and is constantly changing,

can be adapted, modified, or even changed depending on many factors. And, sometimes teachers have to create and invent to help teaching to be comprehended and understood.

## List of references

Brown, H. D. (2000). *Principles in Language Learning and Teaching* (4th Ed.) London: Longman.

Harmer, J. (1991). *The Practice of English Language Teaching*. London: Longman.

Reid, J. M. (1995). *Learning Styles in the ESL/EFL classroom*. New York: Heinle & Heinle.

Scrivener, J (1994). *Learning Teaching: a Guidebook for English Language Teachers*. Oxford: Heinemann Publishers.

Walberg, H. J., & Uguroglu, M. (1980). Motivation and educational productivity: Theories, results and implications. In L. J. Fyans (Ed.).

Wallace, M. J. (1991). *Training Foreign Language Teachers: A Reflective Approach*. Cambridge England: Cambridge University Press.

**APPENDIX A**  
**BENEMERITA UNIVERSIDAD AUTONOMA DE PUEBLA**  
**FACULTAD DE LENGUAS**  
**LIC. EN LENGUAS MODERNAS**

TARGET LANGUAGE: \_\_\_\_\_

SCHEDULE: \_\_\_\_\_

PARAMETERS	always	often	sometimes	rarely	Never
<b>1. Preparation.</b>					
a) Lesson plan according to number of students and language level					
b) Clear and specific objectives for the lesson					
c) Equipment and materials according to the lesson objectives					
d) Time planning					
e) Activities for all learning styles					
<b>2. Teaching.</b>					
a) Teaching techniques according to lesson objectives					
b) Promotes meaningful communication					
c) Learners actively involved in the class					
d) T-Ss Ss-T Ss-Ss interaction					
<b>3. Class management.</b>					
a) Uses student grouping accordingly					
b) Uses materials judiciously					
c) Pace and time management according to lesson requirements					
d) Encourages students to use English as much as possible					
e) Shows ability to deal with classroom management problems					
f) Monitors all students					
g) Corrects students' errors and mistakes in a good way					
<b>4. Self-management.</b>					
a) Punctuality					
b) Friendly and respectful to students					
c) Uses body language, gestures and space as needed					
d) Dresses formally					
<b>5. Language use.</b>					
a) According to students' level					
b) Tone and volume of voice as needed					

## **APPENDIX B**

### **QUESTIONS FOR THE INTERVIEW**

1. What is your opinion about teaching?
2. What are the reasons that teachers have to change their way of teaching?

**APPENDIX C**  
**BENEMERITA UNIVERSIDAD AUTONOMA DE PUEBLA**  
**FACULTAD DE LENGUAS**  
**LIC. EN LENGUAS MODERNAS**

**Cuestionario de opinión acerca del tipo de enseñanza de los maestros de la facultad de lenguas modernas a futuros maestros en entrenamiento.**

**Tu participación en este estudio será de gran ayuda con este tema y contribuirá al mayor entendimiento del entrenamiento de futuros maestros así como a entender el área de docencia.**

TARGET LANGUAGE: \_\_\_\_\_

AGE: \_\_\_\_\_

**1. Instrucciones:** escribe una X en la respuesta que mejor te parezca.

1 ¿Te parece justo que tus maestros de MELE, Práctica supervisada y reflexiva y Experiencia profesional te exijan usar la teoría que al parecer ellos usan pocas veces?

Si \_\_\_\_\_ No \_\_\_\_\_ No estoy seguro \_\_\_\_\_

2 ¿Consideras que los materiales que usa tu maestro son los adecuados de acuerdo a tu nivel, al tema y a lo que concierne al diseño de estos en tu clase de TALLER DE MATERIALES DIDACTICOS?

Si \_\_\_\_\_ No \_\_\_\_\_ No estoy seguro \_\_\_\_\_

3 ¿Crees que es correcta la presentación que proyecta tu maestro de lengua meta?

Si \_\_\_\_\_ No \_\_\_\_\_ No estoy seguro \_\_\_\_\_

**2. Instrucciones:** escribe una X en la respuesta que mejor te parezca.

1 ¿Con qué frecuencia crees que tu maestro de lengua meta emplea la teoría que te han enseñado en tus clases de MELE, Práctica supervisada y reflexiva y Experiencia profesional?

Siempre \_\_\_\_\_ Casi siempre \_\_\_\_\_ A veces \_\_\_\_\_ Rara vez \_\_\_\_\_ Nunca \_\_\_\_\_

2 ¿Con qué frecuencia crees que tu maestro de lengua meta diseña un “lesson plan” para la clase?

Siempre \_\_\_\_\_ Casi siempre \_\_\_\_\_ A veces \_\_\_\_\_ Rara vez \_\_\_\_\_ Nunca \_\_\_\_\_

3 ¿Durante tus clases de lengua meta tu maestro te incentiva a resolver dudas, participar activamente y trabajar tanto unitaria como grupalmente?

Siempre \_\_\_\_\_ Casi siempre \_\_\_\_\_ A veces \_\_\_\_\_ Rara vez \_\_\_\_\_ Nunca \_\_\_\_\_

4 ¿Durante tus clases de lengua meta tu maestro utiliza el lenguaje de tu lengua meta de acuerdo a tu nivel?

Siempre \_\_\_\_\_ Casi siempre \_\_\_\_\_ A veces \_\_\_\_\_ Rara vez \_\_\_\_\_ Nunca \_\_\_\_\_