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Students' reasons to study a major in English Language Teaching: a
case study at a University in Central Mexico.

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LICENCIATURA EN LA ENSEÑANZA DEL INGLÉS

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**Students´ reasons to study a major in English Language
Teaching: a case study at a University in Central Mexico.**

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ABSTRACT

This thesis explores students' reasons to do a major in English Language Teaching (LEI). It was a case study carried out at a language department of a public University in Central Mexico. The aims of this research were to analyze students' reasons to study English Language Teaching, to identify if the new name of the program (LEI) has helped students to choose it according to intrinsic motives, and to identify if students' reasons for doing a major in ELT have changed according to the new name.

A questionnaire with open-ended questions was administrated to 183 students who enrolled at the Bachelor in English Teaching (LEI). The results were compared with a similar investigation which was done in 2008 when the English department offered the Bachelor in Modern Languages (LEMO). Findings indicate that most LEI students' reasons belong to the extrinsic category since they enrolled at this language department without the intention of being English Language Teachers. It seemed that the new name of the program did not help as much because a great number of students chose this career because they liked English, but not because they wanted to be English teachers. More results, detailed reasons and implications are described within this thesis.

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CHAPTER ONE: INTRODUCTION

1.0 Introduction to the problem

The idea of choosing a career is an important decision that students have to make at the end of high school. The decision that they make is based on different reasons or motives: to earn much money, to get a secure job, to help children, to be useful to the society, to have long holidays and so on. However, it is indispensable to set up boundaries to analyze motives or reasons and concepts will be the guide.

Studies that have explored people's reasons or motives to become a teacher have been done in different areas. Kyriacou & Coulthard (2000) explored how teaching was viewed at the University of York, where 29% of the students were studying National Curriculum arts subjects (e.g English, history, languages, music), 37% were studying National Curriculum science subjects (e.g biology, chemistry, mathematics, physics, technology), and 33% were not studying National Curriculum subjects (e.g. educational studies, philosophy, politics, social policy). Another case was the study done by Johnson, Mckeown, & McEwen (1999) about males and females' perceptions about choosing primary teaching in the United Kingdom.

The present study is not focused on exploring students' motives from other areas or female and male perceptions about choosing primary teaching as a career. This research is focused on exploring students' motives to study a major at an English department which offers the bachelor in English Teaching (LEI). Like

many other majors, over time it has taken different names. Before the study was carried out, it was known as Bachelor in Modern Languages (LEMO).

A similar thesis was done in this area and in the same place, the thesis was called *Teacher trainees' motives for entering into an English Language teaching career in a public University in Central Mexico*. This thesis was written by Ramon López Rosas, a student who did the major in the same field at the same language department. However, this work was presented in 2008 and a year later in the name of the department was changed from LEMO to LEI. The coordinators decided to change the name of the Bachelor in Modern Languages (LEMO) from Bachelor in English Teaching (LEI) due to the fact that they projected that students would have a clearer idea about the major.

Before establishing concepts that will guide this study, it is necessary to clarify that other researchers, who have carried out similar studies, used different terms. For example, Brown (1992) supported her research by using altruistic, pragmatic and developmental concepts. Nonetheless, in this study the concepts that are going to be used along this text will be those used by Yong (1995): intrinsic, altruistic and extrinsic motives or reasons. As a first point, it is possible to say that intrinsic reasons cover aspects related to working with children or people; the honor to be a teacher and the perception that teaching is a caring profession. As a second point, altruistic reasons represent two main desires: the desire to work with children and adolescents and to serve or contribute to the society/country. Finally, the third point, which is extrinsic, points out to material benefits such as job security and salaries.

The results obtained in this study will be compared to the previous work done by López (2008).

1.1 Rationale

This research came to the surface from a question made by a teacher in one of my courses. The teacher asked a student: “why are you studying English?” The student replied: *“because I want to be someone”*.

The answer referred to a general idea but it did not answer the question made by the teacher. For this reason, as a student of this major, I decided to ask other students a similar question; some of them replied that they were studying English Teaching because they like the language; some wanted to travel to a foreign country. In contrast, a great number of them said they chose this career because they wanted to be English language teachers, they added that they loved working with people. Nevertheless, another group seemed that they did not have any idea since they reported they did not pay attention to the new name of this major.

Therefore, I became interested in exploring students’ reasons to become an English teacher.

1.2 Location of Research

This research was done at a language department school of a large Mexican University in Central Mexico. The language department of this university offers two undergraduate programs the Bachelor in English Teaching (LEI) and the Bachelor in French Teaching (LEF). This study focuses on ELT students.

When students finish the program, they obtain a degree in English Teaching. Students of this program have the chance to take five elective subjects and if they take these in sequence they obtain a diploma on translation or on Spanish Teaching. They also have to study another foreign language and obtain a level A2 according to the Common European Framework of Reference for Languages (CEFR).

The previous program (LEMO) offered two areas of specialization: English Language Teachers and translation. They did not have to get a certification in another foreign language according to the CEFR, but they had to study other foreign language and accredit al list four levels that the program has.

1.3 Purpose of the study

Arroyo (2003) stated that in Mexico, the issue is that there is a general idea about the importance of learning English and it obeys to oppression ideologies that he called as *P. Terborg paradigm*, such as economic treatments and globalization. The purpose of this study is to find out the reasons why students decide to become English teachers. They might have been pushed by their parents to study English teaching (ET); some students perhaps had certain knowledge on English and they decided to study this major, maybe they did not analyze the new name; consequently, some of them are here for other reasons. There is a wide range of factors and motives that pushed students to be here; therefore, it is central to know students´ motives to see if they really wanted to be English Language Teachers.

1.4 Research aims

The aims of this study are the following:

- To analyze students' reasons to study English Language Teaching (ELT).
- To identify if the new name of the program (LEI) has helped students to choose it according to intrinsic motives.
- To identify if students' reasons for doing a major in ELT have changed according to the new name.

1.5 Research questions

I will take into account two questions that Yong (1995) made at the moment of doing his research at the University of Brunei Darussalam. The questions were adapted according to the context and the aims.

RQ1. What are the students' reasons to study a major in English Language Teaching?

RQ2. Did students enroll at department English with the intention of being English language Teachers?

RQ3. Does the new name of the undergraduate program help students to know that at the end the major they will be English language teachers?

RQ4. What are the main similarities and differences when comparing the results of this study to the results obtained by López (2008)?

1.6 Significance of the study

Nowadays, studying a foreign language is something that has been required by the economic environment and the globalization phenomena. These factors affect countries in different ways. García (2003b) and Michel (2005) point out that in Mexico *El Tratado de Libre Comercio* (TLC) was the event that prompted to teach English in different schools and the fact that *La Comisión Nacional para la Educación* (UNESCO) proposed to learn a second or a third foreign language specifically English as global communication language. As a result, many schools (private and public schools) opened their doors offering courses to learn English. Some of these courses were focused on developing English Language for business and others set it up as requirement to end a major, but other institutions offered courses to train English teachers.

The purpose of this work is to understand the students' reason at the moment of choosing English Teaching as a major. Consequently, this research is important because it helps us to know if students really want to become English teachers. This may have a significant impact on the academic life of future teachers since it may guide coordinators and administrative people when evaluating and improving the new program.

1.7 Chapter conclusion

This chapter presented a general view about this research and the concerns over the theme. Different points such as introduction to the problem, location of research, purpose of the study, the aims, the research questions and the significance of the study were mentioned.

In chapter number two, main points about the literature review and theoretical concepts will be considered. The literature review will give readers an idea of similar studies done in different places and time and how they share some features. Yet, some articles and books have diverse conclusions. In addition, some concepts will be defined because these words will guide this study and without them, it will not be possible to understand the posture that many researches took.

CHAPTER TWO: LITERATURE REVIEW

2.0 Introduction and chapter overview

Nowadays, a lot of people around the world are learning different languages and English is not the exception. However, some people back up the idea that learning English is based on oppression ideologies.

For example, García (2003a) and Michel (2005) mentioned that on the Global age in México, English is considered as an important tool that people need to learn. According to them, it is based on economic and social ideas, such as, getting a better job and as a result to have a better life style. Researchers and the intellectual community promote the learning of English by designing methods and techniques to learn it. The social ideology is fostered by the Globalization phenomena and with the *Tratado de Libre Comercio de América del Norte* (TLCAN or TLC). These oppression ideologies were called as P. Terborg paradigm and he defined it as *esquemas mentales relacionados con ideologías específicas* (García, 2003a, p.3).

Arroyo (2003) mentioned the TLC as one of the factors that have made Mexican people want to learn English and French. It was possible to see the demand of learning English as a foreign language by paying attention on the number of universities which offered this option. In 1994, this demand increased and the *Universidad Autónoma de México* (UNAM) opened its doors to many students, but in 2006 this demand decreased. Nonetheless, García (2003b) stated that it was due to the fact that other private schools opened their doors to students who wanted to learn English. Indeed, in Puebla especially in the Benemérita

Universidad Autónoma de Puebla (BUAP), people in charge of designing the curriculum, created *tronco común* at this university followed this ideas. Benemérita Universidad Autónoma de Puebla (2009).

On the other hand, Ultreras (2010) mentioned classic reasons for learning English: new technology has been created in English-Speaking countries; English opens doors to other cultures; to travel because you could always find a person who speaks English if you are lost or need something and because people want to study in a foreign country.

Melhim-A & Rahman (2009) followed similar statements, their arguments were that learning English is important because it is the second language in terms of the number of people who speak it; it is the second only to Mandarin; it is the primary language used on the World Wide Web and in the political and business areas; it represents the pop culture. In the case of Malaysia, where there are various ethnic groups with their own unique language, English is the best way to communicate among them. Then, the importance of English is not in the number of people who speak it, it is in the way they use it.

Another important point is that some authors use different concepts at the moment of talking about motives. For example, in the research done at a college in Kuala Lumpur for the 1986/87 academic years, Noran (1990) used the concept *Factors* (FAC) instead of intrinsic, extrinsic, altruistic motives. He placed different motives into different factors which emphasized a specific feature, for example; (FAC1) personal consideration; FAC2 looking at external reasons attached to the job; FAC3 touch on idealistic reasons related to teaching; FAC2 refers to agreeable working condition dimension; FCA5 interpreted as the influence received.

Another study that explored reasons or motives to study an undergraduate program was carried out by Garza, Pinales, Solano, Torres, Velázquez (2005). They found out that at *El Centro de Estudios Tecnológicos Industriales y de Servicios 155 (CETis 155)* in Mexico City, students chose the major in computer science because they thought it will have a great future. This research was based on some questions as categories to motives or reasons: 1) *Antecedentes de estudios similares (de un amigo o familiar)* 2) *Fuentes de motivación* 3) *Presión de tutores* 4) *Según el grado de influencia percibida por parte de los padres hacia el estudiante* 5) *Deseos personales por estudiar la carrera* 6) *Razón por la cual la seleccionaron.*

Therefore, in this chapter and precisely in point 2.1 concepts like motives and reasons will be defined; in 2.1.2 intrinsic, altruistic and extrinsic reason will be demarcated; 2.2 will be about some studies related to the topic, and in 2.3 a brief history of the place will be given where this research was done.

2. 1 Defining Reasons and motives

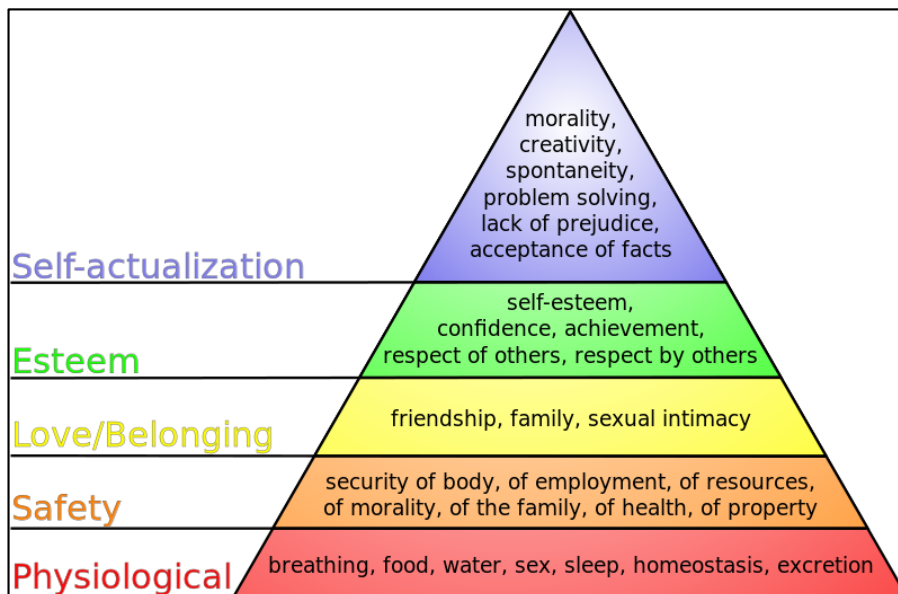
The fact of studying a major implies many different motivations or reasons, so it is important to use concepts which enclose all these motives and understand what motives, motivations or reasons are. In addition, it is imperative to clarify that some authors use these concepts indifferently and could confuse readers.

According to the American Heritage Dictionary, reason is the basis or motive for an action, decision, or conviction. It is also a declaration made to explain or justify action, decision, or conviction. Motive is an emotion, desire, physiological

need or similar impulse that acts as an incitement to action. In addition, it is an incitement to action.

In the previous definitions, the two concepts were related and the word reason and motive had similar characteristics. Some articles titles use the term motive and in the text reason is used instead of motives; for example, Yong's (1995) and, Brown's (1994) studies. Authors such as Ryan & Deci (2000) used the concept motivations; meanwhile Kwok-wai (2005) used the term motives. In short, motivations and reasons are used as synonyms and for the purpose of this study; they will be taken in the same way.

The word motivation can be explained according to three different theories. The first one defines motivation in relation to rewards, where Skinner and Watson developed this theory as a way of reinforcing behavior; the second one is a cognitive definition: the *Drive Theory* states that the motion steams come from basic innate drives; and the most famous theory of motivations come from Abraham Maslow, where motivations are taken as needs in the *Pyramid of need*, starting from the satisfaction of physical needs to getting to self actualization, where you reach your fullest potential (Brown, 1994).



Ryan & Deci (2000) pointed out that motivation must not be taken as a unitary phenomenon. Indeed, there are different kinds of motivations: intrinsic, extrinsic and altruistic. For them, motivation means “to be moved for something” (2000, p. 54).

2.1.1 Defining intrinsic, extrinsic and altruistic reasons or motives

Students’ motives can be placed into three categories: intrinsic, extrinsic and altruistic. This work is not focused on determining which of these categories is better or what the level of motivation is. The aim here is to identify students’ reasons at the moment of enrolling at the English Teaching Department.

Firstly, Edward & Deci (in Brown, 1994,p.155) state the following:

Intrinsically motivated activities are ones for which there is no apparent reward except the activity itself. People seem to engage in the activities for their own sake and not because they lead to an extrinsic reward....Intrinsically motivated behaviors are aimed at bringing about certain internally rewarding consequences, namely, feelings of *competence* and *self-determination*.

Ryan & Deci (2000) define extrinsic motivations as:

a construct that pertains whenever an activity is done in order to attain some separable outcome (p. 60).

Watt, Richardson, Klusmann, Kunter, Beyer, Trautwein, Baumert (2012) pointed out that some motives or reasons could be confused because people might have both. Ryan & Deci (2000) commented about it:

a student (intrinsically) who does the work because she personally believes it is valuable for her chosen career is also extrinsically motivated because she too is doing it for its instrumental value rather than because she finds it interesting (p. 60).

Yet, in this research we are going to take into account three motivations or categories in a separable form. Thus, we can define intrinsic motivations as:

The quality of life motivations as detrimental to producing teachers who are fully engaged with and committed to the profession” (Sparkers (1988) in Watt et al. 2012, p. 794).

On the other hand, altruistic reasons refers to the desire to work with children and adolescents, to be of service or to contribute to the society/country and to help others who are in difficulty Yong (1995).

2.2 Previous studies about motives to become teachers

Literature shows that in metropolitan-countries there is a tendency towards intrinsic and altruistic reasons (Hammond, 2002). This inclination is supported by Bastick (2000) who argues that in metropolitan-countries teachers’ salaries tend not to keep pace with salaries of comparable middle management in the commercial sectors and there are more opportunities for employment in the commercial sectors that in developing countries where it does not come from the commercial sector, it comes from the governments who tend to be the major employers. Hence, Akyeampong & Stephens (2002) found out that in a developing country, reasons for being teachers fell dawn into altruistic reasons. In other words, it is not possible to generalize that in metropolitan-countries teachers’ reasons are based on intrinsic and altruistic reasons meanwhile in developing countries teachers’ reasons fall into extrinsic reasons.

2.2.1 The Easter Caribbean States

There are many studies about teaching, some of them point out to metropolitan- countries, such as the case of The Eastern Caribbean State (EC) and Jamaica carried out by Brown (1992). In this case, 271 graduates of six teachers’ colleges who had completed a year of teaching were selected. The

instrument was a questionnaire and according to this, most of the responses tended to the intrinsic category. It means that in both cases, EC and Jamaica, the foremost reason was “love and wanting to help children”. The second one was to make contribution to the society and the third one was “no other available job”. Then, the motives tend to be intrinsic in these places.

2.2.2 Choosing primary teaching

Another study reveals a similar leaning; it means that those who decided to be teachers were due to altruistic reasons, although the study is about perspectives of males and females in training. This study was done at the United Kingdom by Johnston, Mackeown & MacEwen (1999). The sample was formed by 334 first, second and third year of Bachelor of Education (BEd) teacher trainees, 15% of them were female and 85% male. The instruments were questionnaires and recordings. The rank value of perception of primary teaching was a list from 1 to 12, in other words, from the most important to the least important. The findings revealed that the first four reasons were picked in this order: 1 working with children, 2 perceived job satisfaction, 3 contribution to society, 4 imparting knowledge. In this particular case, motives fell into the altruistic category.

Nevertheless, this study is not complete due to the fact that altruistic reasons were just a part of the story and influence played a great roll at the moment of choosing teaching. In short, an idea still remains in the United Kingdom and it is that women must teach at primary because they are seen as mothers.

2.2.3 Information and Communication Technology

A study at the University of Warwick was carried out by Hammond (2002) where 15 trainees took a post-graduate certificate in education. The subjects came from different places and most of them had work experience. The instruments to gather the data were observation and interview by using open and semi-structured questions. According to the data gathered, the most common motive chosen by the subjects were the positive experience of teaching and helping learners that gave them a great satisfaction. In short, this study fell into the altruistic category.

2.2.4 University Brunei Darussalam

Yong (1995) found out that at the department of Education of University Brunei Darussalam, students got the opportunity to obtain a degree as teachers in primary and secondary schools in the state. Although, some students' reasons to study that career were intrinsic and altruistic, most of the teachers' trainees did the major based on extrinsic motivations.

In this case, extrinsic motivations were the following: students failed to pass the exam to study another career, they did not have the qualifications; or they failed their A level examination. Another extrinsic reason was the "influence of others", especially their parents'; or they were inspired by their previous teachers. The third extrinsic reason was salary, job security, vacations and working hours. It means that teachers were civil service employees, but the term of the service was permanent giving them job security. Apart from it, teachers got vacations and they work half a day 5 days a week, so they could spend time with their loved ones.

2.2.5 Ghana Africa

On the other hand, in Ghana Africa, Akyeampong & Stephens (2002) reached the conclusion that students chose the career in teaching for altruistic motivations; due to the background they had:

Teaching is unusual in that those who decide to enter or have had exceptional opportunity to observe members of the occupation at work: unlike most occupation today, the activities of teachers are not shield from youngsters...Those planning to teach form definite ideas about the nature of the role (Lortie, (1975) in Akyeampong & Stephens, 2002, p.265)

In other words, the identity that the students had was related to their family background and their experiences with their previous teachers who played a great role. In addition, their family was an important foster because a high percentage of the students' parents were teachers, the rest were farmers and traders. In the case of the farmers, students revealed that they wanted to become teachers to overcome the limiting economic conditions of their family. Besides, students got an image about good and bad teachers. For them, those good teachers were capable of contextualizing and making the learning experience real, also, demonstrated effective interpersonal relationship; to be capable of using effective teaching methods; to show love and care towards children; to dedicate and to be punctual and committed to children's learning.

In this case, Akyeampong & Stephens (2002) stated that all these characteristics made them to take up the career in teaching based on altruistic motivations. These motivations were possible to see when they expressed their expectations and aspirations. Most of these students declared to choose this career because they were interested in working with children and raising the standards of education in the country. In the rural areas in Ghana, some suggested

the idea of respect and appreciation from local communities towards teachers. In general terms, in this study, students made their decision based on altruistic reasons.

2.2.6 Tanzania

In Tanzania the reasons of being a teacher were similar to those of the University of Brunei Darussalam. According to Towse, Kent, Osak, Kirua (2002) students' reasons were justified because they obtained a poor academic background. As consequence, they were not able to follow the career that they wanted. Other factor which stopped them to enrolling at university was money. This study exposed that fees were an obstacle to enroll at university because their families did not have enough money to pay it. Besides, some of them had to contribute to their family incomes. Other reason was parental pressure and lack of capital to set up their business. In addition, they had high probabilities to leave the teaching career owing to low salary, the poor conditions of service and working environment. In short, many students chose teaching as their last option. They did not show any real desire to teach making their decisions on extrinsic motivations.

2.2.7 In-service teachers' perceptions of teaching as a career

Different researchers have seen many ways in which teachers are commitment with their job, in some cases it is reflected in their job by doing their best and in some cases the long time that they are willing to do it. In a study done by Kwok-wai (2005), he found out that many teachers used to leave their job the first few years in Hong Kong.

The subjects were 106 in-service teacher students, of which 95 (86.6%) enrolled in Mixed Mode Bachelor of education (MMBE_d) and 11 (10.4%) in Postgraduate Diploma in education (PGDE) program. However, the number of PGDE program was too small and they were grouped with the MMBE_d participants. The instrument was a questionnaire which was applied to 106 in-service teachers at the University of Hong Kong where 21 items were lead to measure the motives to take up teaching as a career and 34 to examine teachers' commitment in teaching. Besides, the rated scale was from 1(Strongly Disagree) to 5 (Strongly Agree).

The results showed that most of the subjects made their decision according to intrinsic and altruistic reasons. This result seems to be related to the fact that the subjects had already got the Certificate in Education qualification and they wanted to upgrade their qualification. For this reason, this study could not explain why teachers leave their job in the first years, but explained that those who took a previous course or had a great experience in teaching before choosing a career in the same field, based their decision on intrinsic and altruistic reasons. This event is not unique, the same case happened to those graduates who were certified in teaching agriculture at secondary education in Midwestern state during the spring of 2003 (Harms & Knobloch, 2005).

2.2.8 Motivations and Expectations for entering the Basic Education Teacher Career: A Study of Three Generations of Teacher-Trainees in Mexico

Another study done by García & Organista (2006) was focused on identifying the changes occurred over the kind of motivations and the expectations

of three generations of junior students from the Normal school of Mexico City who studied three different curricula.

The number of subjects was 144 students who belonged to the curricula 75 and at the end of the high school and Normal school they would obtain a degree in childhood education; 140 belonged to the curricula 84 and at the end of the bachelor they would obtain a degree in childhood education; 116 belonged to the curricula 97 and at the end of the bachelor they would obtain a degree in childhood education. The instrument was a questionnaire that was applied to students who belonged to the curricula 75, but for the others, the questionnaire was modified without affecting the results. It was a longitudinal study; in other words, information was gathered in different time periods with equivalent samples and it was compared.

The results showed that almost half of the students chose the career based on intrinsic reasons: Curricula 75, 57% intrinsic and 49% extrinsic; curricula 84, 43% intrinsic, 57% extrinsic; curricula 97, 59% intrinsic, 41% extrinsic and as García (2007) said in another study, students who took up teaching as a career base on intrinsic reasons were committed to education.

2.3 History of the English department

The history of the English department (ED) ,where the study was carried out, started in 1981 when the idea of creating a department to teach English as a foreign language was presented in the fourth conference called *Encuentro Académico de la Asociación Mexicana de Maestros de Lenguas (AMMLEX)* at the *Centro de Lenguas Extranjeras (CELE)*. This presentation pointed out the

necessity to create a career in English Teaching as well as a program for upgrading teachers. In addition, the authorities gave teachers and researchers the sufficient tools and autonomy to make decisions about methods, texts, approaches and objectives that should be applied according to the current trends in teaching of that period.

In 1983, this process began and was based on the program *Superación Académica* and many teachers and researchers were hired. These new staff came from the *Facultad de Filosofía y Letras de la Universidad Autónoma de Puebla*(UAP), from ICUAP, from the UNAM, from the UAM Xochimilco and other institutions such as *Instituto Anglo Mexicano* and the *British Council*. In 1984 this department was considered part of the *Facultad de Filosofía y Letras*. The courses were given in the *Carolino* and the *Arronte* buildings.

In 1986 *el departamento de idiomas* became into The Teaching Centre of foreign Languages (Centro de Enseñanza de Lenguas Extranjeras).

In 1992 the language department obtained its own place and was established at the Alfonso Reyes building.

In 1993 the Teaching Centre of foreign Languages changed its name to *Bachelor in Modern Languages* (LEMO). Bachelor in Modern Languages- kept the same system: square blocks. This department offered two bachelors, one focus on English Teaching and better known as the name of Bachelor in Modern Languages (LEMO) and another in Translation.

In 1994 was created de *Escuela de Lenguas* formed by the *Centro de Lenguas Extranjeras* and the LEMO left to be undergone to *the Philosophy and Letter department* (Facultad de Filosofía y Letras).

In 1995 this large Mexican University in Central Mexico adopted the credit system and the Language department was not the exception. In addition, *Tronco común* (subjects that students have to take apart from the subjects of their career) was added to the curricula and subjects such English and French were taken under the administration of the Language Department (LD).

In spring of 2001 started the program *Licenciatura Abierta en la Enseñanza de Inglés*. In 2004 the program called *Cursos Estacionales* was restructured and changed its name to *Cursos de Extensión Universitaria* CEU. In July the *H. Consejo Universitario* approved the creation of the *Maestría en la Enseñanza del Inglés* (Master in English Teaching) which allowed to become the *Escuela de Lenguas* (Language School) into *facultad* (Department).

Finally in 2009 a new program was approved and it was the *Modelo Universitario Minerva*, changing the name of the bachelor in Modern Languages (LEMO) (*Licenciatura en Lenguas Modernas*) into Bachelor in English Teaching (LEI) (*Licenciatura en la Enseñanza del Inglés*). In addition, was offered Bachelor in French Teaching (LEF) (*Licenciatura en la Enseñanza del Frances*) (Huerta, 2005).

To have a better idea about this department and the last two programs, the curricula LEMO and LEI are showed in Appendixes A and B.

2.3.1 Requirements to get the degree in English Language Teaching

Nowadays, the language department offers two bachelors; *Bachelor in English Teaching* (LEI) and *Bachelor in French Teaching* (LEF). The name of the major was changed since it seemed that the name Bachelor in Modern Language

(LEMO) (Licenciatura en Lenguas modernas) led students to a misunderstanding of what they were going to study. Therefore, the name Bachelor in English Teaching (LEI) (Enseñanza del Inglés) was created with the intention of making students know that they were going to study to become English Language teachers. Although the name was changed, some students enrolled this career for different reasons.

This department offers the major in English Teaching and students can finish it in three, four and a half and six years. This major is not focused on a specific level (Kinder garden, elementary school, secondary school, High School, etc.). There are some schools that focus on a specific level; for example, public schools such as *Normal superior del Estado* offers the career in English Teaching focused on Secondary school and High School. To solve this situation, students who study at this language department have some elective areas of specialization: Translation, teaching children, teaching teenagers and teaching Spanish as a foreign language. If a student wants a diploma in any of those areas, the number of subjects that he/she needs to course are five.

On the other hand, all students of this university need to get the certificate in A2 in a foreign language according to the Common European Framework to obtain their degree. They are free to choose the foreign language as well as the place to study it. Most students of this department study their foreign language at the *Centro de Lenguas Extranjeras* (CELE) of the same department, where different foreign languages are offered.

Apart from these requirements, if a student did not fail any subject, he or she could obtain his/her degree without presenting a thesis, but he or she has to pass

an international certificate in English. For those who fail one or more subject during the major, they have to present a thesis but it is not necessary to pass an international certification in English.

2.4 Chapter Conclusion

To conclude, in this chapter some concepts were defined and some studies were seen to understand that it is not possible to determine if in metropolitan-countries students have the predisposition of doing a major in teaching based on intrinsic and altruistic reasons or if in developing countries students based their decision on extrinsic reasons. In other words, there is not an inclination or it is not possible to predict a specific tendency.

CHAPTER THREE: METHODOLOGY

3.0 Introduction

At the moment of doing a thesis it is inevitable to talk about the methodology. However, before starting talking about it, it is crucial to discuss about the context and 3.1 shows it; 3.2 is the space for subjects; 3.3 is the part where the method is defined; in 3.4 the instrument is determined and in 3.4.1 the instrument is provided; 3.5 refers to the data collection procedure; 3.6 shows the data analysis in chapter four; finally the chapter conclusion is in 3.7.

3.1 Setting

This study was carried out at a public University in Central Mexico. This university is one of the most required for applicants who try to enroll at this University every year and it is divided in different departments. Therefore, this research was done at the language department. In other words, it is the department which offers the bachelor in English Teaching and French Teaching.

3.2Subjects

The participants of this research are part of the language department and they study the bachelor in English Teaching. Therefore, in this research 18 males and 45 females were considered, most of them are between 18 and 23 years old, only two females are in their 30's. These subjects belong to the generation 2011, better known as LEI and they are under the program called Minerva. This generation was chosen because those who belonged to the first LEI generation (2009) were so difficult to find.

3.3 Research Methodology

The concept method is something that has been discussed for many researchers. Indeed, the discussion around it is not new; Greek philosophers were the first who talked about it and the problem of defining it still continues. As a first moment, the Greeks defined it as the path to follow. Although, it is still valid we have to consider other features that have changed the meaning of the concept over time, such as the context. The context and topic has pushed many researchers to choose a specific method. For this reason, in this research the method and instruments will be explained to justify the nature of this thesis.

When we talk about method and especially about doing a thesis, it is crucial to consider the field because each context gets its particular method. In general terms, researchers can identify methods for researching such as logical, deductive, scientific, comparative, contrast and statistic methods.

On the other hand, at the moment of doing a thesis it is necessary to consider three main paradigms to research: the quantitative, qualitative and mix-method. In other words, choosing one or another depends on the topic, context and many other characteristics.

Creswell (2003) stated that quantitative research gets certain features, it is mainly focused on applying surveys with closed questions and researches have to analyze the information in an objective form or use positive claims. Here, it is possible to measure information by employing strategies such as experiments and surveys, besides, surveys present closed questions because these have to yield statistic data. Meanwhile, researchers who use the qualitative method make claims based on subjective conclusion at the moment of analyzing the data and the

instruments used are interviews, text and image data. Here, the questionnaire presents open-ended questions. On the other hand, mix-methods use strategies and instruments such as traditional surveys (quantitative), observations and interviews (qualitative data). In short, it is a triangulation at the moment of collecting numerical and texts information and this approach tries to obtain the best of both methods.

Therefore, in this research the method that will be taken into account is the qualitative method. This resolution was based on the idea that it is not possible to quantify the students' reasons or motives. Besides, the title of this thesis is a case study at a University in Central Mexico and Crosswell defined a case study as:

An exploration of a "bounded system" or case (or multiple cases) over time through detailed, in –depth data collection involving multiple sources of information rich in context. This bounded system is bounded by time and place, and it is the case being studied-a program, an event, an activity, or individual (1997, p. 61).

Although this investigation is mainly qualitative it has some quantitative aspects since some results had to be found out only through the number of participants' answers.

3.4 Instruments

The instrument to carry out this research was the questionnaire. However, there is a variety of questionnaires and each one of them gets their own procedure. There are different types of questionnaires which have their own problems at the moment of designing or at the moment of administering them. In this research, questionnaire was elected and contained open-end questions, closed questions and multiple choice questions. However, Cohen et al (2000) warned about questionnaires that have open-ended question. In some cases the researcher

could break the rules of the principles of numerical data, borrowing from one paradigm (quantitative) to inform another (qualitative).

3.4.1 Questionnaire

It is vital to clarify that the method or paradigm and the instrument that were elected in this research broke the principle of numerical data that Cohen et al. (2000) has mentioned. It was because it was necessary to know the percentages of reasons and motives that people had at the moment of choosing a career in English Teaching. Consequently, the method chosen was qualitative and the instrument was a questionnaire. In this case through the questionnaire was possible to gather hard data, which allowed obtaining the percentage of reasons and motives which are qualitative.

In addition, some questions were taken from Lopez (2008) and Yong (1995) and adapted (See appendix C). The questions were written in Spanish because some questions might be confusing for the subjects at the moment of answering it.

3.5 Data collection Procedure

The procedure of gathering information was done in four steps. The first one was the piloting of the questionnaire. The pilot instrument was administered randomly to 15 participants. It was done with the intention of knowing if the questions were clear.

The second step was to review the pilot questionnaire scrutinizing if the answers fit with the questions. If the answers were not related to the questions this had to be changed because it meant that the questions were not clear. In fact,

some subjects wrote in the questionnaire that they did not understand some questions; therefore, the instrument was redesigned.

The third step was to follow the trace of those students who enrolled in 2011 at the English language department. Most of them were taking a subject called *Lengua Meta IV* (Target Language IV). The way to approach to them was by checking their schedule and identifying the classroom where they were taking classes.

Finally, it was crucial to ask for permission to the teachers. They accepted gladly. Instructions were given to the students about the instrument but it was not given an explanation about the categories (intrinsic, extrinsic, and altruistic reasons) to avoid having a predisposition at the moment of answering the questions.

3.6 Data analysis

The information gathered was analyzed by using the software called Excel. This program is one of the programs of Microsoft office and four questions were analyzed:

1. *¿Cuál es la razón principal por la que decidiste estudiar en LEI?*
2. *¿Qué otras cinco razones te hicieron decidir estudiar para maestro?*
8. *¿De las siguientes opciones enumera aquellos motivos que te hicieron decidir estudiar la Licenciatura en la Enseñanza del Inglés; siendo el numero 1 el de mayor importancia y el último el de menor importancia **(no es necesario enumerar todas las opciones, sólo las que creas necesarias así como el no repetir números).***

9. *¿Antes de elegir estudiar en LEI, sabías que al finalizar la carrera tendrías el perfil de profesor en la enseñanza del inglés?*

The first two questions were adopted from the study done by Lopez (2008) and questions number 8 was adopted and adapted from Yong (1995). The last question was added to the questionnaire.

Each question was place on Excel and each subject was assigned a number from 1 to 83. It was done in this way because the first and second question are related to each other. In the case the answers were not related, it might mean that students did not answer sincerely.

Results obtained from questions 1 were placed in a table and compared with a similar table designed by Lopez (2008). Nevertheless, at the moment of the comparison, some complication arose, especially some options that were in the intrinsic category. Therefore, these problems were explained in chapter four. Lopez (2008) analyzed two generations. The first one that he analyzed was beginners and the second one was advanced students. For this reason, LEI generation was compared with the advanced subjects chosen by Lopez (2008).

3.7 Chapter Conclusion

In this chapter some elements were explained, such as the methodology, the instrument and the subjects. In addition, it was justified the use of the method and the instrument that was taken into account.

CHAPTER FOUR: DATA ANALYSIS

4.1 Introduction

This chapter focuses on analyzing the data and showing the results obtained from gathering information about students' reasons to study a major in English Language Teaching: a case study at a University in Central Mexico.

In chapter one the idea of comparing the results of this research with those obtained from López (2008) was mentioned, but he placed some intrinsic motives that did not fit with the category related to it. For this, during the analysis these discrepancies will be explained.

On the other hand, LEI generation was analyzed and the results were showed in different tables which were classified according to Yong's (1995) perspective: extrinsic, intrinsic and altruistic. In addition, other questions were included to analyze the data, such as question number seven, eight and nine, which were placed into a subparagraph called *real reasons* because at the moment of analyzing the data they were more reliable and another sub-paragraph called extra questions which gave us an idea about the number of students who paid attention to the name and the curricula to this ED.

4.1.2 The purpose and Research Questions

The purpose of this research is to know about the students' reasons for doing a major in English Teaching. For this, it was indispensable to have some aim questions which are the following:

RQ1. What are the students' reasons to study a major in English Language Teaching?

RQ2. Did students enroll for the undergraduate program with the intention of being English language teachers?

RQ3. Does the new name of the undergraduate program help students to know that at the end the major they will be English Languages Teachers?

RQ4. What are the main similarities and differences when comparing the results of this study to the results obtained by López (2008)?

4.2 Results

The analysis of the questions was done one by one. Table 4.1 and 4.2 show the results obtained from Lopez (2008) above LEMO generation. The first table illustrates the answer to question number one and the second to question number two proposed by him. The data was analyzed according Yong's (1995) (see table 4.4).

4.2.1 Results of question number 1 and 2 (LEMO generation)

The next tables contain the subject's responses. In table 4.1, there are the results obtained from LEMO generation according to question number one and table 4.2 is related to question number two done by López (2008).

Table 4.1 LEMO questionnaire (question number one)		Responses
1. ¿Cuál es la principal razón por la que decidiste estudiar en LEMO?		
INTRINSIC REASONS		
To study/I Like English		45
To learn another /other languages		22
I like languages		20
To be an English teacher		16
To speak English		8
To be a bilingual person		2
		Total 113
EXTRINSIC REASONS		
Because it is a good School		19
English is necessary		15
Because it is a public University		8
To travel		7
To know other cultures		6
I did not have other option		5
Because there are good teachers		3
My family (parents)		3
To be part of the BUAP		3
I passed the exam		2
		Total 71
ALTRUISTIC REASONS		
To teach Spanish in a foreign language		2
To change the way of teaching English		1
To work		1
		Total 4
		Total 188

Table 4.2 LEMO questionnaire (question number two)		Res pon ses
2. ¿Menciona otras cinco razones que te decidieron estudiar para maestror?		
INTRINSIC REASONS		
I like teaching		30
I like English		18
To travel/work in a foreign country		14
More opportunities in jobs		11
To speak another language		3
A secure job (no well paid)		2
To know more about language		2
To practice more English		2
To have a title		1
		Tota
EXTRISNIC REASONS		
I did not know the two areas (Teaching and		8
To know people from another country		6
Because of salary/lends		6
To choose teaching and translation		5
To have a job		5
My family persuaded me		3
I am not convinced to be teacher		3
I did not chose the be teacher		3
There is not another option		3
My parents wanted me to be a teacher		2
To understand songs/movies in English		2
Commodities /schedule, free das, so on)		2
The idea to learn teaching/translating at the same time		1
My friends		1
		Tota
ALTRUSISTICS REASONS		
To share/transmit knowledge		21
To be useful to the society		11
To live together with children		7
To live together with people		7
You learn from the others(learners)		5
To change the education/teaching in Mexico		4
		Tota
Total		188

The results showed a tendency and it is that most of the students chose this major based on intrinsic reasons.

4.2.2 Results of question number 1 (LEI generation)

In table 4.3 the results of question number one from generation LEI are showed.

Table 4.3 LEI questionnaire (question number one)	
1. ¿Cuál es la principal razón por la que decidiste estudiar en LEI?	
1. Main reason.	Responses
INTRINSIC REASONS	
To be English teacher	26
	Total 26
EXTRINSIC REASONS	
I like English	22
To learn more about other culture	4
I like languages	8
I already spoke English	2
To translate into English	1
To learn another language	1
Second option	6
To travel	2
English is necessary	1
English open doors	3
It is easy	6
	Total 55
ALTRUISTIC REASONS	
To teach Spanish in a foreign language	0
To change the way of teaching English	0
To work	1
To work with people	0
	Total 1
Total	83

The results obtained from LEMO and LEI generation are different. In the case of LEMO generation the tendency goes toward intrinsic reasons and in the case of LEI generation it goes toward extrinsic reasons. In the case of LEI generation we have that 26 students' reasons to study at this department were intrinsic, 55 participants' reasons were extrinsic and only one subject's reasons was altruistic. LEI responses about question number two were not showed in a table because most of the students gave a variety of answers which were not related. Consequently it was not possible to measure them. These points will be clarified in 4.2.3 and 4.2.4.

4.2.3 Differences

According to López (2008) LEMO generation enrolled at this ED because of intrinsic reasons, meanwhile the results of this study showed that students decided to study this major due to extrinsic reasons. However, LEMO generation's results had some weak points at the moment of analyzing the data. For example, López (2008) categorized the following options into the Intrinsic category: *To study/I like English, to learn another/other language(s), I like languages, to speak English, to be a bilingual person*. Some people might think that they belong into this category since they are related to Languages; nevertheless, they are not related to English Teaching. For example, students could have studied English because they liked languages, or because they wanted to be bilingual, but not necessarily because they wanted to be English Language Teachers. Although, López (2008) followed the model proposed by Yong, those options that he place in table 4.1 and 4.2 do not belong to the categories proposed by Yong (see chart 4.4)

Table 4.4 Yong (1995)	
Category	Reasons
Extrinsic	No other choice Influence of others Good pay/salary Secure job/better future Vacation/working hours
Intrinsic	Ambition to become a teacher Opportunities for academic development Challenging job Respectable job Rule/discipline pupils
Altruistic	Like working with children Contribution to society/country Imparting Knowledge Shortage of teachers

4.2.4 Variety of answers

Table 4.3 showed that LEI generations tended to choose to extrinsic reasons, but there is not a table related to question number two *¿Qué otras cinco razones te hicieron decidir estudiar para maestro?* because most of the subjects gave answers which were not related. For example, a subject wrote a) *I like teaching* b) *a secure job* c) *because of the salary* d) *to be useful to the society and* e) *My parents wanted me to be a teacher*. In this case, it is not possible to put the student's reasons into a specific category (intrinsic, extrinsic or altruistic) since all of them belong to a different category. See table 4.5 for more examples.

Table 4.5 Variety of answers

<p>1. <i>¿Cuál es la razón por la que decidiste estudiar en LEI?</i> Porque quería aprender inglés</p> <p>2. <i>¿Qué otras cinco razones te hicieron decidir estudiar para maestro?</i> Porque todos los maestros de la facultad decían que terminaríamos como profesores Porque al empezar a estudiar inglés me comenzó a gustar</p>
<p>1. <i>¿Cuál es la razón por la que decidiste estudiar en LEI?</i> Porque soy bueno para inglés</p> <p>2. <i>¿Qué otras cinco razones te hicieron decidir estudiar para maestro?</i> No es una carrera saturada Creo que esta carrera tiene futuro ya que están implementando inglés desde kinder</p>
<p>1. <i>¿Cuál es la razón por la que decidiste estudiar en LEI?</i> Porque me gusta éste idioma</p> <p>2. <i>¿Qué otras cinco razones te hicieron decidir estudiar para maestro?</i> Porque me hacía sentir bien Porque quiero viajar</p>
<p>1. <i>¿Cuál es la razón por la que decidiste estudiar en LEI?</i> Porque quería aprender más idiomas</p> <p>2. <i>¿Qué otras cinco razones te hicieron decidir estudiar para maestro?</i> La idea de poder viajar a otros países para conocer la cultura</p>
<p>1. <i>¿Cuál es la razón por la que decidiste estudiar en LEI?</i> Porque desde que era niña tuve un interés por los idiomas</p>

<p>2. ¿Qué otras cinco razones te hicieron decidir estudiar para maestro?</p> <p>Convivir Aprender más idiomas Querer viajar Conocer más gente</p>

Then, it was not possible to establish a relationship between the first question and the second one. Also, when they answered question number two, they were told that it was not necessary to give five answers if they did not have that number of reasons; therefore, some students did not give five answers in question two.

4.3 Real reasons

Question number eight of the questionnaire was the last philtre to confirm students’ reasons and it was analyzed according to Yong’s (1995) model. Table 4.6 shows the options given to the subjects and this question gave the students a great number of options. These were placed in disorder and students had to write a number from one to four where 1 was the most important and 4 the least important. They had the option to put more without repeating the previous numbers, but only the first four numbers were taken into account. If the answers in this chart were related to the answers given in question number one (which was analyzed according to Yong’s (1995) model) it will mean that their reasons were confirmed.

4.6 Question number eight			
8.- De las siguientes opciones enumera aquellos motivos que te hicieron decidir estudiar la Licenciatura en la Enseñanza del Inglés; siendo el numero 1 el de mayor importancia y el último el de menor importancia (no es necesario enumerar todas las opciones, sólo las que creas necesarias, así como el no repetir números).			
Porque no tuve otra opción	Por vocación	Porque te gusta trabajar con gente	Porque en estos tiempos el idioma Inglés es necesario
Por la influencia de otros (influencia o presión padres,	Porque ser profesor es un trabajo respetable	Para contribuir a la sociedad o a tu país a mejorar la educación	Para trabajar en el ámbito turístico como: _____

amigos)			
Para tener un trabajo seguro/Para tener un mejor futuro	Por oportunidades académicas	Para compartir conocimiento	Porque en esta carrera no hay matemáticas.
Porque trabajar como profesor implica tener vacaciones/ Por tener un horario específico	Porque es un reto personal	Por la escases de profesores de Ingles	Porque ya sabía un poco de Ingles.
Porque implica tener un mejor salario	Para fomentar disciplina en los alumnos		Porque fue mi segunda opción
Porque quería ser traductor	Por satisfacción personal y profesional(carreras complementarias)		
Para viajar			

The data was analyzed in next way: if a participant's answers placed (1,2,3,4) into the same category (intrinsic, extrinsic, altruistic) he/she belonged to it, but if the numbers were not placed into the same group, the subject was not considered as part of it. In this case, the value of the number was added (1=10, 2=9, 3=8, 4=7) and according to it, the students' answers were put into a specific category. For example, if a student placed 1 and 3 into the intrinsic category and 2 and 4 into the extrinsic category, the value was :10+8=18 9+7= 16, then the subject's answer was placed into the intrinsic category.

Other cases appeared in which the main answer(1) was placed in the space about *vocation*, but another number was placed in *second option*. Nevertheless, *second option* means that this university gave him/her an opportunity to choose another career due to the fact he/she did not get enough points to study the major he/she wanted. Therefore, those students who chose this option were automatically placed into the extrinsic category. Other cases were those who

chose the option *I wanted to be a translator* and as in the previous case, they followed the same path.

Table 4.7 illustrates the options given in table 4.6 into their category according to Yong (1995)..

4.7 Order of motives or reasons based on Yong´s (1995) model
Intrinsic reasons
Por vocación
Porque ser profesor es un trabajo respetable
Por oportunidades académicas
Porque es un reto personal
Para fomentar disciplina en los alumnos
Por satisfacción personal y profesional (carreras complementarias)
Extrinsic reasons
Porque no tuve otra opción
Por la influencia de otros(influencia o presión de padres, amigos)
Para tener un trabajo seguro/Para tener un mejor futuro
Porque trabajar como profesor implica tener vacaciones/Por tener un horario específico
Porque en estos tiempos el idioma inglés es necesario
Para trabajar en el ámbito turístico
Porque en ésta carrera no hay matemáticas
Porque ya sabía un poco de inglés
Porque fue mi segunda opción
Porque quería ser traductor
Para viajar
Altruistic reasons
Porque te gusta trabajar con gente
Para contribuir a la sociedad o a tu país a mejorar la educación
Para compartir conocimiento
Por la escases de profesores en Inglés

Finally, table 4.8 indicates the results obtained using Yong´s (1995) perspective.

4.8 Result according to Yong´s model			
Gender	Extrinsic	Intrinsic	Altruistic
Male	19	3	2
Female	40	14	5
Total	59	17	7

This table shows that 59 students decided to do a major in English Teaching basing their decisions on extrinsic reasons, 17 on intrinsic and 7 on altruistic. Into the intrinsic category there are 19 males and 40 females, in the intrinsic category there are 3 males and 14 females, and into the altruistica category we can find 2 males and 5 females. In a nutshell, most of the students of LEI generation 2011 enrolled at this major basing their decisions on extrinsic reasons.

4.4 Extra questions

The fact is that most of the participants decided to study English Teaching basing their decisions on extrinsic reasons but it does not explain why a great number of students did it. In the next tables and paragraphs, extra information tries to explain the cause of this phenomena. The results came from some extra questions which were asked to the subjects.

Table 4.9 Name of the major			
7.- Al momento de elegir estudiar la licenciatura en la enseñanza del inglés (LEI), prestaste atención a:			
El nombre de la carrera	La currícula	Ninguna de las anteriores	ambas
36	20	21	6

The information showed in table 4.9 is interesting because 36 students paid attention to the name of the bachelor; 20 to the curricula; 6 to both, the name and the curricula and 21 did not pay attention to any of them. Therefore, 6 students must have enrolled at this department due to intrinsic reasons.

Table 4.10 English Teacher Profile	
9.- Antes de estudiar en LEI, sabías que al finalizar la carrera tendrías el perfil de profesor en la enseñanza del inglés?	
si	no
52	31

Now, table 4.10 shows that before enrolling at this department, 52 subjects knew that at the end of this major they will get the profile as English Language Teachers and 31 did not.

Most students are doing this major because of extrinsic reasons, table 4.9 shows that 21 students did not pay attention to the name of the bachelor and table 4.10 shows that 31 did not know about the profile of this career. In other words, 10 students read the name or the curricula but it seems they did not do it consciously.

4.5 Chapter conclusion

What can we conclude? First of all, that at this department and especially generation 2011, a great number of students were doing this major because of extrinsic reasons. It is interesting to see that those students who decided to study this major basing their choice on extrinsic motives are those who did not have the chance to study the major they wanted and it was their second option; those who wanted to be translators and those who wanted to learn English to work in the tourism area. There are also those who did not pay attention to the name of the

bachelor and the curricula and those who just wanted to learn English because they liked it. In other words, if we add these elements and other which are very difficult to trace, it is possible to get an idea about this phenomena.

Second 38% of this generation did not know that at the end of the major they would have a profile as an English Language teacher; third, 62% of the students knew that at the end of the mayor they would be English teachers. Is we pay attention to table 4.9 36 students paid attention to the name of the Bachelor and 20 to the curricula; in table 4.10 52 students knew tha at the end of the bachelor they would have a profile as an English Language teacher, then, we add the number of students who read the name or the curricula we have 56 and we have 52 who known that at the end of the major they will be teachers. It is a simillar number of students but according to table 4.8, most of them chose this major becauseof extrinsic reasons. In a nutshel, we can say that reading something does not mean that we understood the meaning above what we read.

CHAPTER FIVE: CONCLUSIONS

5.0 Chapter Introduction

This chapter presents the conclusions after analyzing the data in the previous chapter. In the following sections, readers will see the findings in 5.1; 5.2 is about the accomplishment of the aims; in 5.3 the limitations are discussed; 5.4 is for further research; 5.5 for personal reflection and 5.6 final comments.

5.1 Answers to research questions

RQ1. What are students' reasons to study a major in English Language Teaching?

Table 4.3 in chapter 4 shows that LEI generation 26 students chose to be English teachers which belong to the intrinsic category and into the extrinsic category the most chosen were: 22 chose I like English, 8 I like languages, 6 second option, 6 it is easy and only one student chose to work in the altruistic category.

RQ2. Did students enroll for the undergraduate program with the intention of being English language teachers?

Table 4.8 showed that 59 students chose extrinsic reasons, 17 intrinsic and 7 altruistic. In a nutshell, most of LEI 2011 generation enrolled at this ED without the intention of being English Language Teachers.

RQ3. Does the new name of the undergraduate program help students to know that at the end the major they will be English language teachers?

This question was answered in chapter 4 (See table 4.9 and 4.10) and revealed interesting results. In table 4.9 it is possible to see that 36 students paid attention to the name of the bachelor, 20 to the curricula, 21 did not pay attention to neither the name of the bachelor nor the curricula and only 6 paid attention to the name of the bachelor and the curricula. Table 4.10 gave us similar results, where 52 students knew that at the end of the major they would have the profile of an English Language Teacher and 31 did not. Both tables gave the impression that students paid attention to the new name of this bachelor. Nevertheless, table 4.8 showed that most of the students chose the Bachelor in English Teaching because of extrinsic reasons. It seems to be that students knew the name of the bachelor but did not understand what it really meant.

The name of the school and the program should have helped students to choose this career. However, it seems that did not help as much because a great number of students did not know about it and the others who did chose this career because they like English, but not because they wanted be English teachers.

RQ4. What are the main similarities and differences when comparing the results of this study to the results obtained by López (2008)?

Some conclusions were drawn after analyzing the instrument administered by López (1998) to LEMO generation 2009. In his study, intrinsic category options were not related to those proposed by Yong (1995). If those options had been related to Yong's, they would not have been intrinsic. With regard to the instrument

administered to students who belong to generation LEI 2011, the analysis revealed that most of them enrolled at this ED because of extrinsic reasons. This was possible to see through a question used as a filter and in all of them, the students' reasons tended to extrinsic motives.

5.2 Limitations of the study

One possible limitation of this study is the number of subjects. In other words, they were not enough and the instrument was administered just to one generation (2011). The original plan was to administer it to generation 2009 and 2010.

5.3 Further research

It would be great if another generation; other private and public institutions could answer the instrument, because every generation and schools are different.

5.4 Personal reflection

Life gives you different experiences, some that you can experiment by yourself and some other that you can learn from others. The same thing took place with this project. I learned by myself and by following advice of some people that I knew. Therefore, in this section I will write a personal reflection following four different points. First of all I would like to talk about the beginnings of this research project. Next, I will explain the development period of the project and after that, I will write about the end of the same project. Finally, personal changes that I have experienced as a result of this process will be described

First of all I would like to talk about of the beginnings of this research project when I had an idea but I did not know how to put it into paper. Fortunately, when I took a subject called Research Seminar one (Seminario I), the teacher in charge helped me to have a clearer idea and this was how the first chapter started to take form.

The development period was more complicated because having an idea and writing about it are different processes. In this part, some articles were easy to get because some were on the Internet but some were too expensive. In this case I had to explore the university's web page where you can get some specialized articles (EBSCO). There I found some but they were not enough and the same library helped me to obtain others. Then chapters one and two took form. When I took the next subject called Research Seminar II (Seminario II) the path started to be much more complicated but at the end the instrument was designed, piloted and solved. Finally it was administered and I did not have a clear idea about how to analyze the data. Nevertheless, little by little the different subjects' responses became into numbers, making it easier to obtain results.

The project finalized months later when my thesis director began to guide and gave me feedback about this research project until I finished it.

Finally, the personal changes that I have experienced as a result of this project are that we, as students, realize that we have met a lot of people that made it possible. We investigate something that for some people is not important, but in fact, it is important for us and all the effort was worth it.

5.5 Final comments

First of all, I really would like to say that I did this research because it was a requirement to obtain the degree in English teaching. At the beginning I saw this research as an opportunity to know about students' reasons or motives at the moment of choosing a major in English Language Teaching. This issue caught my attention because one day I was in a class and the teacher in charge asked one student: *Why are you studying English?* The student argued that he was studying *because I want to be someone*. This answer was drilling into my mind for long time until I decided to investigate about it.

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LIST OF APPENDIXES

Appendix A: Licenciatura en Lenguas Modernas Program (LEMO)

ESCUELA DE LENGUAS

Ubicada en el Centro Histórico de Puebla, ofrece la Licenciatura en Lenguas Modernas en el área de Docencia y Traducción con especialidad en Inglés o Francés. y para este periodo agosto - diciembre 2000, ofertará la Licenciatura abierta en la Enseñanza de Lenguas con opción en Inglés, Francés, Alemán)

LICENCIATURA EN LENGUAS MODERNAS.

Esta carrera tiene como objetivos formar profesionales de la enseñanza de lenguas extranjeras con una alta calidad académica, para el logro del fortalecimiento de la educación en el siglo XXI

PERFIL DE INGRESO.

Los interesados en cursar esta Licenciatura deberán tener:

1 Un buen estado de salud, adecuado para el ejercicio físico.

·Aptitudes dancísticas tales como elasticidad, tonicidad muscular y adecuada respuesta corporal al ritmo.

1 Interés por la expresión artística a partir del cuerpo humano y su movimiento.

2 Interés y potencia creativa aplicables a la danza.

En caso de aspirar a MENCION EN EJECUCION, habrán de sumarse a las anteriores consideraciones el contar con suficiente destreza y conocimientos previos de técnica dancística, cuya evaluación se contempla en la sección de requisitos correspondiente del presente documento. Aprobar un examen de condiciones físicas, el cual incluirá evaluación médica realizada por un especialista.

· Aprobar un examen de aptitudes dancísticas y vocacionales.

· Aprobar, en el caso de postulantes interesados en obtener MENCION EN EJECUTANTE, un examen de destreza y conocimientos técnicos de danza.

- Haber cubierto los estudios de nivel medio superior.
- Aprobar el examen previsto por la B.U.A.P. como requisito de admisión a nivel profesional.
- En términos generales, los establecidos por la B.U.A.P. para el ingreso al nivel profesional.

PERFIL DE EGRESO.

Los egresados de esta Licenciatura, formados en la Benemérita Universidad Autónoma de Puebla son profesionales altamente capacitados con conocimientos teórico-metodológicos para:

1 Aplicarse a la creación coreográfica a partir del manejo de los elementos básicos para la composición y los recursos técnico dancísticos necesarios para ello.

2 Incursionar en el campo de la investigación y crítica de la danza en particular y el arte en general.

3 Desempeñarse en la labor de promoción de las artes en general, así como aplicarse a la producción de espectáculos propios de la danza escénica.

4 Contar con un marco teórico sobre la danza en particular y las artes en general, que fundamente adecuadamente todos y cada uno de los planteamientos previstos en los incisos anteriores.

5 De forma particular, los alumnos que, habiendo elegido y cursado sus estudios en esta carrera optando por la MENCION EN EJECUCION, se hallarán además especialmente facultados para:

- Desenvolverse como bailarines en grupos dancísticos de su elección, a partir del manejo práctico de los sistemas formales de movimiento de la danza clásica y moderna.

LENGUAS MODERNAS (LEMO).

a. UNIDAD ACADEMICA: ESCUELA DE LENGUAS.

b. CARRERA: LICENCIATURA EN LENGUAS MODERNAS.

c. TITULO QUE SE OTORGA: LICENCIADO(A) EN LENGUAS MODERNAS.

d. NIVELES CONTEMPLADOS EN EL MAPA CURRICULAR: BASICO Y FORMATIVO.

e. CREDITOS MINIMOS Y MAXIMOS PARA LA OBTENCION DE LA LICENCIATURA:

TERMINAL DOCENCIA: 322/394.

TERMINAL TRADUCCION: 321/357.

f. REQUISITOS DE PERMANENCIA:

f.1 CREDITOS MINIMOS Y MAXIMOS POR CUATRIMESTRE: 18/42.

f.2 CREDITOS MAXIMOS PARA CURSOS DE VERANO: 24.

f.3 TIEMPO MINIMO Y MAXIMO EN EL PLAN DE ESTUDIOS: 3 A 7.5 AÑOS.

g. MAPA CURRICULAR:

	NIVEL BÁSICO				
LEM 100	LENGUA META I	0	10	10	S/R
LEM 101	LENGUA META II	0	10	10	LEM 100
LEM 102	LENGUA META III	0	10	10	LEM 101
LEM 103	LENGUA META IV	0	10	10	LEM 102
LEM 104	INTRODUCCION A LA LINGÜÍSTICA	3	0	6	S/R
LEM 108	MORFOLOGIA Y SINTAXIS	3	0	6	LEM 104
LEM 111	FONETICA Y FONOLOGIA (Lengua Meta)	3	0	6	LEM 104
LEM 112	INTRODUCCION A LA LICENCIATURA	2	1	5	S/R
LEM 200	DIDACTICA GENERAL	3	3	9	LEM 112
LEM 201	TEORIA DE LA EDUCACION	3	0	6	LEM 112
LEM 216	TECNICAS DE INVESTIGACION DOCUMENTAL	2	1	5	S/R
LEM 204	LECTURA Y REDACCION	3	3	9	S/R
TCU 231	ECOLOGIA	2	1	5	S/R
TCU 221	DERECHOS HUMANOS	2	1	5	S/R
TCU 241	GLOBALIZACION	2	1	5	S/R
TCU 111	COMPUTACION	1	3	5	S/R
TCU 100	LENGUA EXTRANJERA I	0	5	5	S/R
TCU 101	LENGUA EXTRANJERA II	0	5	5	TCU 100
TCU 203	LENGUA EXTRANJERA III	0	5	5	TCU 101
TCU 204	LENGUA EXTRANJERA IV	0	5	5	TCU 203
	NIVEL FORMATIVO				
LEM 310	LENGUA META V	0	10	10	LEM 103
LEM 311	LENGUA META VI	0	10	10	LEM 310
LEM 312	LENGUA META VII	0	10	10	LEM 311
LEM 313	LENGUA META VIII	0	10	10	LEM 312
LEM 320	REDACCION	0	3	3	LEM 312
LEM 303	MORFOLOGIA Y SINTAXIS	3	3	9	LEM 103, 108

LEM 401	METODOLOGIA EN LA ENSEÑANZA DE LENGUA EXTRANJ.	3	3	9	LEM 103, 200, 201
LEM 402	MATERIALES DIDACTICOS	3	3	9	LEM 401
LEM 403	EVALUACION	3	3	9	LEM 401
LEM 405	DISEÑO CURRICULAR	2	1	5	LEM 401
LEM 410	PRACTICA DOCENTE I	3	3	9	LEM 401,402,403
LEM 411	PRACTICA DOCENTE II	3	3	9	LEM 410
LEM 412	SOCIOLINGÜISTICA	3	0	6	LEM 103
LEM 409	ADQUISICION DE LA LENGUA	3	0	6	LEM 103
LEM 315	PRAGMATICA	3	0	6	LEM 103
LEM 400	ANALISIS DEL TEXTO	2	1	5	LEM 412
LEM 404	ANALISIS DEL ERROR	2	1	5	LEM 303, 409
LEM 406	CULTURA DE LOS PUEBLOS DE HABLA INGLESA O FRANCESA	3	0	6	LEM 103
MIV 510	METODOLOGIA DE LA INVESTIGACION	3	0	6	LEM 103
LEM 521	LITERATURA I	3	0	6	LEM 406
LEM 522	LITERATURA II	3	0	6	LEM 406
LEM 525	EVOLUCION HISTORICA DE LA LENGUA	3	0	6	LEM 313
LEM 590	SEMINARIO OPTATIVO I	3	0	6	LEM 103
LEM 591	SEMINARIO OPTATIVO II	3	0	6	LEM 103
LEM 592	SEMINARIO OPTATIVO III	3	0	6	LEM 103
LEM 570	SEMINARIO DE INVESTIGACION I	3	3	9	MIV 510
LEM 571	SEMINARIO DE INVESTIGACION II	0	3	3	LEM 570
	SEMINARIOS OPTATIVOS				
LEM 375	CULTURA Y BILINGÜISMO	3	0	6	LEM 103
LEM 376	SEMANTICA	3	0	6	LEM 103
LEM 372	PENSAMIENTO CRITICO	3	0	6	LEM 103
LEM 170	PRINCIPIOS DE ADMINISTRACION	3	0	6	LEM 103
LEM 271	ADMINISTRACION EDUCATIVA	3	0	6	LEM 103
LEM 276	FILOSOFIA DE LA EDUCACION	3	0	6	LEM 103
LEM 277	HISTORIA DE LA EDUCACION EN MEXICO	3	0	6	LEM 103
LEM 278	HISTORIA DE LA ENSEÑANZA. DE LENGUAS EXTRANJERAS	3	0	6	LEM 103
LEM 370	INGLES PARA PROPOSITOS ESPECIFICOS	3	0	6	LEM 103
LEM 373	DISEÑO DE PROGRAMAS DE INGLES PARA PROPOSITOS ESPECIFICOS	0	3	3	LEM 370
LEM 374	AREAS DE INGLES PARA PROPOSITOS ESPECIFICOS	0	3	3	LEM 373
LEM 371	TECNICAS DE ENSEÑANZA DE LENGUA EXTRANJERA PARA NIÑOS	3	0	6	LEM 103
LEM 274	CULTURA MEXICANA	3	0	6	LEM 103
	PLAN DE TRADUCCION NIVEL BASICO				
LEM 100	LENGUA META I	0	10	10	S/R
LEM 101	LENGUA META II	0	10	10	LEM 100
LEM 102	LENGUA META III	0	10	10	LEM 101

LEM 103	LENGUA META IV	0	10	10	LEM 102
LEM 104	INTRODUCCION A LA LINGÜÍSTICA	3	0	6	S/R
LEM 108	MORFOLOGIA Y SINTAXIS	3	0	6	LEM 104
LEM 112	INTRODUCCION A LA LICENCIATURA	2	1	5	S/R
LEM 114	TRADUCCION I	2	1	5	LEM 112
LEM 115	TRADUCCION II	2	1	5	LEM 112
LEM 204	LECTURA Y REDACCION	3	3	9	S/R
LEM 216	TECNICAS DE INVESTIGACION DOCUMENTAL	2	1	5	S/R
LEM 235	CULTURA MEXICANA	3	0	6	S/R
LEM 213	LATIN I	3	0	6	S/R
TCU 231	ECOLOGIA	2	1	5	S/R
TCU 221	DERECHOS HUMANOS	2	1	5	S/R
TCU 241	GLOBALIZACION	2	1	5	S/R
TCU 111	COMPUTACION	1	3	5	S/R
TCU 100	LENGUA EXTRANJERA I	0	5	5	S/R
TCU 101	LENGUA EXTRANJERA II	0	5	5	TCU 100
TCU 203	LENGUA EXTRANJERA III	0	5	5	TCU 101
TCU 204	LENGUA EXTRANJERA IV	0	5	5	TCU 203
	NIVEL FORMATIVO				
LEM 310	LENGUA META V	0	10	10	LEM 103
LEM 311	LENGUA META VI	0	10	10	LEM 310
LEM 312	LENGUA META VII	0	10	10	LEM 311
LEM 313	LENGUA META VIII	0	10	10	LEM 312
LEM 302	REDACCION	0	3	3	LEM 311
LEM 414	TEORIAS DE LA TRADUCCION	3	0	6	LEM 103, 301
LEM 300	TRADUCCION III	0	3	3	LEM 103, 115
LEM 301	TRADUCCION IV	0	3	3	LEM 300
LEM 408	INTRODUCCION A LA CIENCIA Y A LA TECNICA	3	0	6	LEM 103
LEM 420	CIENCIA Y TECNICA I (Salud)	0	3	3	LEM 408
LEM 421	CIENCIA Y TECNICA II (Ciencias Exactas e Ingeniería)	0	3	3	LEM 408
LEM 531	TECNOLOGIA EN LA TRADUCCION	2	1	5	LEM 420, 421
LEM 530	EVALUACION DE LA TRADUCCION	3	0	6	LEM 420, 421
LEM 422	LATIN II	3	0	6	LEM 213
LEM 303	MORFOLOGIA Y SINTAXIS (Lengua Meta)	3	3	9	LEM 103, 108
LEM 306	GRAMATICA TEXTUAL	3	0	6	LEM 303
LEM 412	SOCIOLINGÜÍSTICA	3	0	6	LEM 103
LEM 400	ANALISIS DEL TEXTO	2	1	5	LEM 412
LEM 413	DISCURSO REFERIDO	3	0	6	LEM 206
LEM 316	SEMANTICA	3	0	6	LEM 303
LEM 407	LEXICOLOGIA	3	0	6	LEM 103, 104

MIV 510	METODOLOGIA DE LA INVESTIGACION	3	0	6	LEM 103, 104
LEM 406	CULTURA DE LOS PUEBLOS DE HABLA INGLESA O FRANCESA	3	0	6	LEM 103
LEM 521	LITERATURA I	3	0	6	LEM 406
LEM 522	LITERATURA II	3	0	6	LEM 406
LEM 525	EVOLUCION HISTORICA DE LA LENGUA	3	0	6	LEM 313
LEM 590	SEMINARIO OPTATIVO I	3	0	6	LEM 103
LEM 591	SEMINARIO OPTATIVO II	3	0	6	LEM 103
LEM 592	SEMINARIO OPTATIVO III	3	0	6	LEM 103
LEM 570	SEMINARIO DE INVESTIGACION I	3	3	9	MIV 510
LEM 571	SEMINARIO DE INVESTIGACION II	0	3	3	LEM 570
	SEMINARIOS OPTATIVOS				
LEM 375	CULTURA Y BILINGÜISMO	3	0	6	LEM 103
LEM 372	PENSAMIENTO CRITICO	3	0	6	LEM 103
LEM 171	TRADUCCION DE LA LITERATURA	3	0	6	LEM 103
LEM 573	TEORIA DE LA NARRATIVIDAD	3	0	6	LEM 103
LEM 574	HERMENEUTICA	3	0	6	LEM 103
LEM 476	SEMIOTICA	3	0	6	LEM 103

Appendix B: Licenciatura en la Enseñanza del Inglés Programa (LEI)

Perfil de Ingreso

El aspirante deberá contar con conocimientos sobre los conceptos y teorías básicas de español y cultura general. Tener aptitud para el aprendizaje de lenguas, capacidad de análisis y síntesis, saber trabajar tanto de forma individual como en equipo, y contar con habilidades organizativas para el aprendizaje autónomo. Además deberá ser abierto, comprensivo y tolerante hacia la diversidad y tener empatía con sus semejantes.

Perfil de Egreso

El egresado será un docente altamente competente. Tendrá conocimiento de las culturas anglófonas. Manejará la lengua inglesa a un nivel académico competente. Estará también capacitado para continuar estudios que fortalezcan su desarrollo personal y profesional.

Campo de Trabajo

El egresado se insertará en ámbitos laborales que abarcan principalmente las instituciones educativas públicas y privadas desde el nivel básico hasta el postgrado en el estado de Puebla, la región y el país.

Créditos Mínimos y Máximos para la obtención del Título: 191/206

Horas Mínimas y Máximas para la obtención del Título: 3552/3792

ASIGNATURAS	CRÉDITOS
NIVEL BÁSICO	
ÁREA DE FORMACIÓN GENERAL UNIVERSITARIA	
FORMACIÓN HUMANA Y SOCIAL	4
DESARROLLO DE HABILIDADES DEL PENSAMIENTO COMPLEJO	4
DESARROLLO DE HABILIDADES EN EL USO DE LA TECNOLOGÍA, LA INFORMACIÓN Y LA COMUNICACIÓN.	4
ÁREA DE LA LENGUA META INGLÉS	
LENGUA META INGLÉS I	10
LENGUA META INGLÉS II	10
TALLER DE INGLÉS I	3
TALLER DE INGLÉS II	3
TALLER INGLÉS III	3
TALLER INGLÉS IV	3
ÁREA DE DOCENCIA	
PEDAGOGÍA	4

ÁREA DE LINGÜÍSTICA	
FONÉTICA Y FONOLOGÍA	4
REDACCIÓN ACADÉMICA	4
NIVEL FORMATIVO	
ASIGNATURAS INTEGRADORAS	
DISEÑO CURRICULAR	4
EXPERIENCIA DOCENTE (NIÑOS)	4
EXPERIENCIA DOCENTE (ADOLESCENTES Y ADULTOS)	4
SEMINARIO DE INVESTIGACIÓN II	8
PRÁCTICA PROFESIONAL CRÍTICA	
SERVICIO SOCIAL	10
PRÁCTICAS PROFESIONALES	5
ÁREA LENGUA META INGLÉS	
LENGUA META INGLÉS III	10
LENGUA META INGLÉS IV	10
TALLER INGLÉS V	3
LENGUA META INGLÉS V(DHA)	6
ÁREA DE DOCENCIA	
DIDÁCTICA GENERAL	4
MÉTODOS DE LA ENSEÑANZA DEL INGLÉS	4
DESARROLLO DE HABILIDADES	4
TALLER DE MATERIALES	4
EVALUACIÓN DEL APRENDIZAJE	4
ÁREA DE LINGÜÍSTICA	
ADQUISICIÓN DEL LENGUAJE	4
MORFOLOGÍA Y SINTAXIS	4
PRAGMÁTICA	4
ÁREA D INVESTIGACIÓN	
METODOLOGÍA DE LA INVESTIGACIÓN	4
SEMINARIO DE INVESTIGACIÓN I	4
ÁREA DE CULTURA	
LITERATURA INGLESA I	4
LITERATURA INGLESA II	4
EVOLUCIÓN HISTÓRICA DE LA LENGUA INGLESA	4
OPTATIVAS DISCIPLINARIAS	
OPTATIVA I	3
OPTATIVA II	3
OPTATIVA III	3
OPTATIVA IV	3
OPTATIVA V	3
OPTATIVAS COMPLEMENTARIAS	
OPTATIVA VI	3 A 6
OPTATIVA VII	3 A 6
OPTATIVA VIII	3 A 6
OPTATIVA IX	3 A 6
OPTATIVA X	3 A 6
Lengua Extranjera como requisito de titulación: Francés, Alemán, Italiano, Japonés	

Appendix C: Instrumento para la recolección de datos de la generación LEI

Hola, estoy elaborando mi tesis y me gustaría me pudieras ayudar a contestar unas preguntas. Tus respuestas serán anónimas así como tu nombre, por ello por favor tomate el tiempo necesario para contestarlas con toda sinceridad.

Nombre: _____ Edad: _____ Año de ingreso al programa LEI (generación): _____ Sexo: H _____ M _____

1.-¿Cuál es la razón principal por la que decidiste estudiar en LEI?

2.- ¿Querías ser maestro cuando empezaste a estudiar en LEI?

Si _____ No _____

Por qué? _____

3.- ¿Qué otras cinco razones te hicieron decidir estudiar para maestro?

1) _____

2) _____

3) _____

4) _____

5) _____

4. Si querías ser profesor de inglés ¿Qué te hizo cambiar de opinión?

5.-Si no querías ser profesor de inglés ¿Qué te hizo cambiar de opinión?

6.-¿ A partir de cuándo cambiaste de opinión? (cuatrimestre o año)

7.-¿ Al momento de elegir estudiar la licenciatura en la enseñanza del Inglés, prestaste atención a:

- a) EL nombre de la carrera
- b) La currícula
- c) Ninguna de las anteriores

8.- De las siguientes opciones enumera aquellos motivos que te hicieron decidir estudiar la Licenciatura en la Enseñanza del Inglés; siendo el numero 1 el de mayor importancia y el último el de menor importancia **(no es necesario enumerar todas las opciones, sólo las que creas necesarias así como el no repetir números).**

Porque no tuve otra opción	Por vocación	Porque te gusta trabajar con gente	Porque en estos tiempos el idioma Inglés es necesario
Por la influencia de otros (influencia o presión padres, amigos)	Porque ser profesor es un trabajo respetable	Para contribuir a la sociedad o a tu país a mejorar la educación	Para trabajar en el ámbito turístico como: _____
Para tener un trabajo seguro/Para tener un mejor futuro	Por oportunidades académicas	Para compartir conocimiento	Porque en esta carrera no hay matemáticas.
Porque trabajar como profesor implica tener vacaciones/ Por tener un horario específico	Porque es un reto personal	Por la escases de profesores de Ingles	Porque ya sabía un poco de Ingles.
Porque implica tener un mejor salario	Para fomentar disciplina en los alumnos		Porque fue mi segunda opción
Porque quería ser traductor	Por satisfacción personal y profesional(carreras complementarias)		
Para viajar			

9.-¿Antes de elegir estudiar en LEI sabias que al finalizar la carrera tendrías el perfil de profesor en la enseñanza del Inglés?

Si__ No__