



**BENEMÉRITA UNIVERSIDAD  
AUTÓNOMA DE PUEBLA**

**FACULTAD DE LENGUAS**

**“DESIGNING STRATEGIES TO ADDRESS THE NEEDS OF A  
HETEROGENEOUS GROUP IN PRE-SERVICE TEACHERS USING THE  
KRASHEN'S INPUT HYPOTHESIS”**

**A thesis Submitted to the Faculty of Languages**

**For the Degree of**

**LICENCIATURA EN LA ENSEÑANZA DEL INGLÉS**

**By:**

**ANALÍ GALLARDO ARREOLA**

**Directed by:**

**REBECA ELENA TAPIA CARLÍN**



**Puebla, Pue.**

**December, 2015**

**“DESIGNING STRATEGIES TO ADDRESS THE NEEDS OF A  
HETEROGENEOUS GROUP IN PRE-SERVICE TEACHERS USING THE  
KRASHEN'S INPUT HYPOTHESIS”**

**This Thesis has been read by the members**

**of the thesis committee of**

**ANALÍ GALLARDO ARREOLA**

**And is considered worthy of approval in partial fulfillment of the**

**requirement for the degree of**

**LICENCIATURA EN LA ENSEÑANZA DEL INGLÉS**

**Thesis director**

---

**DRA. REBECA ELENA TAPIA CARLÍN**

---

**Committee Member**

**DRA. MARÍA DEL CARMEN  
CASTILLO SALAZAR**

---

**Committee Member**

**MTRA. GEORGINA AGUILAR  
GONZÁLEZ**

**BENEMÉRITA UNIVERSIDAD AUTÓNOMA DE PUEBLA**

**PUEBLA, MÉXICO**

**DECEMBER, 2015**

## ACKNOWLEDGEMENTS

This thesis is the result of a great effort and a lot of time inverted, but it couldn't have been possible without the help, support, motivation and collaboration of the participants and some individual persons, who were directly or indirectly involved in this study. Hence I would like to express my sincere gratitude to that people.

Firstly, I am really grateful to Ph. D. Rebeca Elena Tapia Carlin, director of my thesis and the guide in my trip as researcher. Thanks for your support, motivation, patience and obviously thanks for share with me part of that immense knowledge that you got. Thank you so much for all the advices you gave me during the process, they will be with me always.

I would like to thank the rest of my thesis committee, M.A. Georgina Aguilar González and Ph. D. Maria del Carmen Castillo Salazar, thank you very much for accepting to read my research, thanks for your patience, their insightful comments, advices and encouragement, but overall for your knowledge and the time you devoted to this paper.

I wish to express my sincere thanks to the participants of my research, thanks to the two professors and the students of the Target Language 1 class, who allowed me to learn from their context during the autumn 2014. I will not be able to pay the aid provided, but your greatest reward is to know that you are helping others in their journey of English learning.

I take this opportunity to express gratitude to Psic. Raquel Maldonado Rivera, from the Psychopedagogy Department of Facultad de Lenguas BUAP, thanks for your support and advices, thanks for not letting me give up in hard times.

I must offer my profoundest gratitude to all the professors that taught me during this major, thank you very much for all the knowledge and values you shared with me. Thanks because I learned from you much more of what you planned to teach me.

## **DEDICATIONS**

*My thesis is the most important work of research I have done until now, so it's hard to write the dedications of it, owing to I've been surrounded by greatest human beings throughout my academic and personal lives, those that have helped me and motivated me to keep moving forward.*

*I dedicate this thesis to my great and beautiful family. To my parents, Ana Arreola and Salomón Gallardo, who have taught me to be strong, honest and perseverant, these values have been essential and very important to reach this moment, and which I hope never forget. To my sisters Fran, Martha, Divina, and Lizbeth and to my brother Víctor Manuel, because you are the engine of my life; thanks for always motivating me, directly or indirectly, to achieve my goals. To my aunt Divina Gallardo and her family, who allowed me to live with them since the beginning of my major, thank you for supporting me, for feeding and understanding me all times, without you it would have been more difficult.*

*I want to dedicate this research also to the family that I have chosen, you my dear friends and confidants, thanks for the sadness and joy we have shared, for the knowledge, advices and the help that you have provided me, but specially thanks for always being there for me, I love and admire you, Samara, Rubí, Esmeralda, Eliller, Anita, Eli Molina, Maty, Kely and Charito.*

*This work is also dedicated to my favorite accountants, Faty, Yeni, Ángeles, Mariana, Gaby, Luz and Anaid, who always encourage me to fly and to fulfill my dreams. At the same time I take this opportunity to express my sincere thanks for all the support and friendship you have offered me, you are part of my great family and I'm very happy to coexist with you.*

*Finally, and the most important, I dedicate all the joys and challenges that I faced in the thesis writing process. To whom takes care of me and who is with me all the time. To whom guides my steps. To whom in the life has given me, not what I want, all I need. To whom has surrounded me with great human beings. It is to you my God, Thank you for always be in my heart, without you nothing is possible.*

*If God is for me, who can be against me?  
Romans 8:31*

## **DEDICATORIAS**

*Mi tesis es el trabajo de investigación más importante que he realizado hasta hoy, por lo cual me es difícil escribir las dedicatorias del mismo, debido a que he estado rodeada de grandes seres humanos a lo largo de mi vida académica y personal, quienes me han ayudado y motivado para seguir siempre adelante.*

*Dedico esta tesis a mi gran y hermosa familia. Para mis padres Ana Arreola y Salomón Gallardo, quienes me han enseñado a ser fuerte, honesta y perseverante, dichos valores han sido indispensables y muy importantes para llegar hasta este momento, y los cuales espero nunca olvidar. Para mis hermanas Fran, Martha, Divina, Lizbeth y mi hermano Víctor Manuel, porque ustedes son el motor de mi vida, gracias porque ustedes me han motivado siempre, directa o indirectamente, a alcanzar mis objetivos. Para mi tía Divina Gallardo y su familia, quienes me permitieron vivir con ellos a lo largo de mi carrera universitaria, gracias por apoyarme, por alimentarme y por comprenderme en todo momento, sin ustedes mi camino hubiese sido más difícil.*

*Quiero dedicar esta investigación también a la familia que yo he elegido, a ustedes mis queridas amigas y confidentes, gracias por las tristezas y alegrías que hemos compartido, por los conocimientos, los consejos y la ayuda que me han proporcionado, pero sobre todo muchas gracias por estar siempre ahí para mí, las quiero y admiro mucho Samara, Rubí, Esmeralda, Eliller, Anita, Eli Molina, Maty, Kely, Charito.*

*Este trabajo también está dedicado a mis contadoras favoritas, Faty, Yeni, Ángeles, Mariana, Gaby, Luz y Anaid, quienes siempre me motivan a volar y cumplir mis sueños. Así mismo, aprovecho la oportunidad para agradecerles todo el apoyo y la amistad que me brindan, ustedes son parte de mi gran familia y estoy muy contenta de convivir con ustedes.*

*Por último, y el más importante, dedico todas las alegrías y dificultades que se me presentaron en el proceso de la escritura de esta tesis, a ese ser que me cuida y acompaña en todo momento, a quien guía todos mis pasos, a quien en la vida me ha dado, no lo que quiero, solo lo que necesito, a quien me ha rodeado de grandes seres humanos, a ti mi Dios, Gracias por Estar siempre en mi corazón, sin ti nada es posible.*

*Dios conmigo, ¿Quién contra mí?*

## **ABSTRACT**

The professionalization of teaching English as a foreign or second language is becoming a reality in many universities, due to the global status that the English language has; nevertheless one of the main problems that EFL teachers and students face is the heterogeneity of English levels of proficiency that students hold when they enter university. Despite the fact that most university students taking the major in ELT at BUAP take a placement test, heterogeneity in ELT exists and mainly affects the ones who were placed at beginner level. This study aimed to identify the teaching strategies used to address the needs of two heterogeneous groups of beginner EFL learners in order to learn from these experienced teachers how to overcome the disadvantages that teaching these types of groups implies. Two groups of the subject "Target language I" from the School of Language at Autonomous University of Puebla (BUAP) were the participants of this ethnographic study. The information was collected through classroom observations, students' questionnaire and a semi-structured interview done to teachers and students in order to analyze the natural context of the learning-teaching process. The findings show that students have positive attitude toward their classes and most of them agree that they are satisfied with the teaching strategies used by their teachers because they have motivated them to continue improving their English proficiency; moreover, teachers assume that "Target Language I" is one of the most demanding subjects to teach due to the fact that many students lack the basics of the target language, but it is more satisfactory because they have the opportunity to build the bridge to success in the language. In sum, language heterogeneity usually affects the learners' attitudes and feelings toward their English classes. Teachers have the responsibility to design teaching strategies that address the needs of both low, medium and high level of English proficiency of students, which is the needs of a heterogeneous group.

## **Chapter I. INTRODUCTION**

### **1.1 Introduction**

There are different theories that refer to the language acquisition and learning process, into these we can find the Natural Approach of Stephen D. Krashen and Tracy D. Terrel (2000) who claims that adults have two distinct ways of developing competence in second language. The first is language acquisition that is considered by them as a subconscious process through which people use the language for real communication; the second way is language learning, which is a conscious process that refers to an explicit knowledge or rules. Into the language acquisition theory, the authors claim five important hypothesis, and one of the most important is the Krashen`s Input Hypothesis.

The comprehension or input hypothesis claims that we acquire, not learn, language, and asserts that language acquisition is more powerful and essential than language learning. Besides, this hypothesis points out how learners move from one stage to an advance one by understanding messages (Krashen S. , 2002). Nonetheless, what happens when in a group there are students who do not understand the message and there are others who consider this message is easily to understand? It means what happens with heterogeneous groups. The Oxford Dictionary defines the word "heterogeneous" as the adjective that refers to character and diversity of content, so it is essential to delimit this concept by emphasizing that this document will refer only to the variety of language levels of English learners.

According to this theory, teachers have to consider the students' English levels in order to teach them the foreign language a bit beyond their current level; however, despite of the fact that there is a placement test applied to students at the beginning of the Bachelor at

School of Languages from the Benemérita Universidad Autónoma de Puebla, there is a great diversity of language levels into the classrooms, and this heterogeneity is the main teaching obstacle to provide the proper input, which was suggested by Krashen, to learners.

## **1.2 Purpose of the study**

The purpose of this study is to point out the teaching strategies that have been used and are being used by the teachers of Target Language I at LEI BUAP, and to design strategies to address the needs of a heterogeneous group in pre-service teachers and to provide them with the comprehensible input proposed by Krashen in his Input Hypothesis.

## **1.3 Justification**

Despite of the fact that a placement tests is applied to students at the beginning of the Bachelor at School of Languages from the Benemérita Universidad Autónoma de Puebla, there is a great diversity of language levels into the classrooms overall in the Target Language I classes, and this is a problem for both students and teachers; on the one hand, for students because the input provide to them sometimes restrict to low-level students and bored to those who have a higher level, and on the other hand it is the main obstacle that teachers have to avoid in order to provide the comprehensible input and to achieve the objective of teaching-learning process that into the language's teaching is the effective communication.

For this reason, this research intends to bring up the teaching strategies to provide input in a classroom where there are students with different English proficiency, in order to help teachers in their professional practice and to overcome the disadvantages of a heterogeneous group, due to the consequences of this problem are the learning motivation



decrease, the increase in the number of students who fail in the English subjects since the beginning, and clearly it is a factor that many times ends on the school dropout.

#### **1.4 Research questions**

The research questions that will lead this study are the following:

- 1) How does language's heterogeneity affect in the success of the language teaching-learning process?
- 2) What are the teacher strategies to identify the students' language needs and to provide the comprehensible input proposed by Krashen?

## 1.5 Key terms

**Heterogeneous class:** it is the classroom where there are students that have different levels of English proficiency.

**Input:** it is the information that is provided to the students by who is around them in order to improve and increase their knowledge.

**Output:** it is the information that students produce after to decode and process the input provided.

**Language need:** A “need” is a discrepancy or gap between “what is” and “what should be” (Orientation, 2001) , hence a language need refers to the language that is between the current students’ language proficiency and the next language level they need to know.

**Needs analysis:** it is the analysis made by teachers to determine what students need to be able to do in English in their educational or professional situation.

**Teaching strategy:** it is the art of designing activities, choosing didactic tools and materials, and deciding the proper techniques to provide input to students.

## **Chapter II: LITERATURE REVIEW**

This chapter contains the most significant theories to support this work, and it is divided into three sections; firstly, they will be pointed out the most relevant characteristics of the language acquisition theory exposed by Krashen, especially the input hypothesis and its pedagogical implications, likewise they will be described the definition of comprehensible input and the importance of it into the foreign and second language teaching. Into the second section, it will be explained the heterogeneous class meaning, its advantages and disadvantages in the educational field to achieve the teaching goals. The third and last section refers to a set of teaching strategies useful to work and overcome the disadvantages of a heterogeneous group, and to provide comprehensible input.

### **2.1.1 Krashen's hypothesis and its pedagogical implications**

Stephen Krashen has been one of the most important linguistics into the field of language acquisition, overall because of his five language acquisition hypothesis in which he claims the differences between acquisition and learning and considers that acquisition is better than learning to achieve an effective communication using a second or foreign language. He also points out the importance of teachers' role to provide input to the students and to motivate them in their learning process.

The set of hypothesis proposed by Krashen to support his language acquisition theory are 1) the acquisition-learning distinction, in which he states the differences between learning and acquisition, and he considers learning as a conscious and traditional process and acquisition as an unconscious and natural communication process. 2) The natural order hypothesis, in this theory, Krashen points out the natural way that allows human beings to

acquire their native language without grammar rules, taking into account that a person acquires grammar during their academic lives. 3) The monitor hypothesis points out we can modulate our language knowledge we have acquired to acquire a new one. 4) The input hypothesis claims we acquire (not learn) language by understanding input that is little beyond our current level of (acquired) competence (Krashen & Terrel, 2000, pág. 32). 5) The affective filter hypothesis states that attitudinal variables relating to success in second language acquisition (Krashen & Terrell, 2000, págs. 37-38).

In contrast, there are many authors who reject Krashen's ideas as Swain who in his "Comprehensible Output hypothesis predicts that we acquire language when there is a communicative breakdown and we are "pushed to use alternative means to get across the message ... precisely, coherently, and appropriately"" (Swain 1985, cited by Krashen, S. D.; 1998). However, Krashen (2002) rejects this hypothesis due to he considers that is rare the idea "that we acquire language by attempting to use new structures and vocabulary in production; we acquire when we achieve communicative success. Hence, according with his perspective the students' output or production is going to be after they have acquired the language, it means after the input comprehension had been achieved.

### **2.1.2 Input hypothesis**

It is clear that the input hypothesis is one of the most relevant and important Krashen's hypothesis into the pedagogical field, due to it explains the learning acquisition process, the input characteristics and the teachers' role to achieve the social function of the language, which is communication considering it as the process in which speakers provide and understand messages.

This hypothesis was proposed by Krashen in his theory of second language acquisition, the main characteristic of this theory is that he claims we acquire language by understanding messages or the input provided, so traditional learning is not a good way to use a language, due to second or foreign language acquisition will achieve its communicative objective as same as the acquisition of the mother tongue in children, it means in the natural order in which a child is provided with input; it means that first he/she understands the message, later he/she produces the language, and at the end he/she starts his/her academic life to receive structural grammar. Krashen states that the input hypothesis claims:

... A necessary (but not sufficient) condition to move from stage  $i$  to stage  $i + 1$  is that the acquirer understands input that contains  $i + 1$ , where "understand" means that the acquirer is focused on the meaning and not the form of the message (1982, p. 21).

It is important to point out that according to Krashen "i" represents the current language competence of acquirers. Hence, when acquirers have to receive a message that is a little beyond  $(i+1)$  their "i" in order to force their brain to develop a mental process to understand the new message given and to avoid blockage.

Krashen (1982, p. 21) describes his input hypothesis into four parts. The first one claims that the input hypothesis relates to acquisition, not learning; as we can see here Krashen stands out to the importance of differentiating these two concepts, in one hand, acquisition is considered by him as a natural and unconscious process to acquire the language, and on the other hand, learning is the result of a traditional and formal teaching process.

The second part of this hypothesis establishes that "We acquire by understanding language that contains structure a little bit beyond our current level of competence  $(i + 1)$ . This is done with the help of context or extra-linguistic information" (Krashen S. D., 1982,

p. 21). In this part, the author highlights the language structure, but as an unconscious process because it has to be understood as a message, not grammar, and the input here is exemplified as the context or extra-linguistic information, so input is the information provided to acquirers to help them increase their language level.

Into the third part of his hypothesis, Krashen states that when communication is successful, when the input is understood and there is enough of it,  $i + 1$  will be provided automatically (1982, p. 22). With this assumption, the author points out that teacher, as input provider, does not necessarily have to be worried about what is the  $i+1$  they will teach in the next class, because it is not a formal structure as teaching grammar, and the  $i+1$  will emerge automatically.

Into the fourth and last part of the input hypothesis, it is claimed that production ability emerges. It is not taught directly (Krashen S. D., 1982, p. 22). It means that acquisition is a systematic process and its objective, which is communication, is not taught in one specific step; in contrast, to produce the language at first acquirers need to receive a message or comprehensible input, later understand this message, and at the end when they are ready they will use the language acquired, hence the speaking fluency is the goal of this process.

### **2.1.3 Comprehensible input**

As it was shown in Krashen's input hypotheses, the input is one of the most important factors of language acquisition. For this reason, it is relevant to know the input meaning. According to Kevin R. Gregg, "input in first language acquisition consists essentially- perhaps exclusively- of utterances in context addressed to the learner, especially by caregivers and siblings" (2001, p. 154). The authors, Krashen and Gregg, describe input as part of the natural acquisition process, so for them it is the language that is provided to babies

by the people around them; it is evident that they describe their theories at this way to make these easily for readers to understand. Furthermore, into the learning-teaching process the teachers play the caregivers' role, and the classmate the siblings' one.

Moreover, the input hypothesis states that into the acquisition process acquirers need to understand input language that includes a structure that is part of the next stage (Krashen & Terrell, 2000); following this, it can be said that comprehensible input is a mixture of current language and one level plus than it, and in this way acquirers will move to the next level.

The relevance of input consists of the assumption that it has to be comprehended, or "it must be decoded and processed" (Gass, 1997, p. 135). This author (1997) assumes that there are different levels of comprehension and it includes comprehension for meaning as well as comprehension of syntactic relations or patterns. Following the input hypothesis, as formal grammar is avoided, meaning comprehension is the strongest and Krashen suggests that "it is absolutely essential that the student comprehend speech in the target language as quickly as possible" (2000, p. 75), as we can see comprehension implies decode and internalize the new language we are learning, but to avoid the extension of this process and the literal translation of the language (word by word) it is important to promote in students a general interpretation of the language.

Providing comprehensible input is a really hard work, overall for the teachers due to they have to develop strategies to provide extra-linguistic context, taking advantage of the classroom as the main place in which foreign language learners receive the target language. Furthermore, classroom means more than the physical place where learning-teaching process is developed, it means a group that, in the majority of the Mexican public schools, is composed of 20 or more students, and in this case as in each association there are advantages

and disadvantages that will help in the failure or success of the class. A heterogeneous class is one of the main teaching obstacle in any school due to each student is different and to attend them individually demands a great effort from teachers and the time they do not have.

### **2.2.1 Heterogeneous group**

As it was said before a heterogeneous class is one of the main teaching obstacles in any school, but heterogeneity is a general term, then it is important to define what heterogeneity means and the differences between a homogeneous and a heterogeneous classroom. The Cambridge dictionary defines heterogeneous as an “adjective consisting of parts or things that are very different from each other”, and the Oxford dictionary defines it as the adjective that refers to “character and diversity of content”, and the “homogeneous” word is defined by it as an adjective that shows “the same kind; alike, or consisting of parts all of the same kind”. With these general definitions it is notable that the word homogeneous refers to the set of things (objects or subjects) with similar characteristics and the heterogeneous word is use to point out to the differences between two or more things or groups.

Into the educational field, Naryanan (2009) defines a homogeneous class as one that has learners with similar characteristics and the heterogeneous class as one that has different kinds of learners. In the same paper, she points out that in the real world it is quite difficult to apply these concepts due to in a group with more than one student it is not possible to find two learners similar or different in all their aspects, so homogeneous or heterogeneous class can be defined according with the teaching area where they are immerse or the teaching objectives. Hence a group could be similar in a set of characteristics but different in others, and into the English Language Teaching area, Lotan (2002) defines “heterogeneous



classroom as classrooms in which students have a wide range of previous academic achievement and varying levels of oral and written proficiency in the language of instruction”, so it is essential to delimit this concept by emphasizing that this document considers a heterogeneous class as the group of students that have differences in levels of English proficiency.

### **2.2.2 Disadvantages of a heterogeneous English class to provide input**

In a heterogeneous class, teachers have to face students who possess diverse ranges of academic and linguistic skills, due to in some classrooms there are students from different socioeconomic backgrounds which provoke a wide variability in English proficiency. Cohen (1994) assumes that managing an English heterogeneous classroom is a risk for every teacher due to they need to decide which level of the target language they have to provide the students, the higher or the lower one.

The wide range of English proficiency is a disadvantage in every English classroom because the students who have a high English knowledge in a classroom will get bored when the teaching instruction is focused just in the students who have the low English level; in contrast, students who have the lower English proficiency in the classroom are emotionally and academically affected, due to if they do not understand the input provided by the teacher and the other students do, they can be frustrated with their low language improvement, demotivated to continue with the classes or they could fail the course because they are not satisfied with the teaching requirements. Hence, it confirms what Perera said in her research “student heterogeneity is a problem both teachers and students face in most of our public schools” (2010, p. 8). For this reason, both teachers and students need to be aware of this problem in order to look for learning and teaching strategies to overcome it.

Moreover, the main work is for teachers who have directly the responsibility to manage the classroom, the activities and the input provided to the students, and this input according to Krashen (1982) has to contain language structure a little bit beyond the current level of students' competence ( $i + 1$ ), this way, in a heterogeneous class, it is difficult to choose the current language and the main teaching challenge to provide input is to meet all the students' needs; for this reason, the question to solve here is “what current language level has to be considered by teachers to provide the comprehensible input suggested by Krashen?”, the answer to this dilemma is not easy and it will depend on the teachers' attitude and efficacy, and teachers' need to take advantages of the differences of their students.

### **2.2.3 The advantages of a heterogeneous English classroom to provide input**

Working in a heterogeneous classroom means to have a group of students with mixed ability, and Perera (2010) points out that for some authors mixed ability classes are considered as an advantage in the teaching learning process due to a traditional class, that implies teacher provides the same input in the same way to all the students, can be transformed into a class where extra-linguistic context is provided to achieve all students use the target language. Similarly as Perera, Cohen states that “an alternative strategy is the use of heterogeneous groups that are training to use their members as resources. If two students in the group can read, then they can read the instructions to others” (1994, p. 22). From this point of view, teachers need to take advantage of all the resources they have, and students are part of those resources for this reason group working is a good strategy to overcome some heterogeneity problems.

Another advantage of a heterogeneous group is that advanced learners can help their classmates in the acquisition process and at the same time they explain or support their classmates with what they know they solidify their own learning (Webb,1983 cited by Cohen, 1994). Lewis agree with this idea due to she considers “it would be possible to use one person’s abilities to support another person’s weakness. In practice, that meant two forms of organization: by tasks and by groups” (1998, p. 279). In essence, teacher can take advantage of the heterogeneity of their students to design teaching strategies or activities that allow all the students work in groups, or of the individual ability of each student to promote solidarity in students to achieve a collaborative classroom environment.

As a consequence to provide comprehensible input to a group with a wide range of English proficiency, firstly it is important to know the students and their needs, in order to design activities with a language structure a little beyond the language of the students with less proficiency in order not to affect them, but these activities have to be also challenging for advanced students to avoid language stagnancy.

### **2.3.1 Teachers as engineers: designing teaching strategies**

“Effective classroom management depends on the quality of support and guidance within the school as well as the talent of the individual teacher” (Smith & Laslett, 1993, p. ix). Teachers are considered as engineers due to they build the learners' foundations that allow pupils to become in successful persons or professionals; besides this, teachers have the responsibility to manage their classroom and to design strategies to successfully achieve the teaching objectives, and in the case of language teaching, to provide students with meaningful knowledge, especially target language, it means that this knowledge has to be useful for students in order to apply it to communicate in real life.

As it is known, classroom management is focused on students' behavior to control the class and avoid students' disruptions in order to achieve the goals and objectives of each lesson inside the classroom, while the teaching strategies are focused on the sequence and kind of activities that teachers develop during the lesson to achieve the learning improvement in students.

In order to understand the teachers' work at the moment of designing a teaching strategy, it is important to know the meaning of it. First, according with the Merriam Webster Dictionary "strategy is a careful plan or method for achieving a particular goal usually over a long period of time" and the Oxford Dictionary defines a strategy in general as "a plan of action designed to achieve a long-term or overall aim" and in a specific area as "the art of planning and directing overall military operations and movements in a war or battle"; considering this concepts, it could be defined a strategy as a set of techniques, activities, and tools chosen by people to accomplish a specific objective or task, the design of a strategy could be consciously or unconsciously.

Once the strategy has been defined in general terms, it is important to describe the strategy in the education scope, and according to Mayer, Shuel, West, Farmer and Wolff, the teaching strategies are the procedures or resources used by teachers to promote meaningful learning (cited by Diaz, Hernandez, & Hernandez, 1998). Furthermore, this study has given preference to the strategy's definition from the Oxford dictionary "strategy is the art of planning and directing overall military operations and movements in a war or battle", it is because the teaching-learning process is similar to a battle in which the enemy is the ignorance or the unknown knowledge, and in the case of teaching-learning languages the knowledge that is a little beyond than the current knowledge of the students (i+). Thus, a

teaching strategy is the art of designing activities, choosing didactic tools and materials, and deciding the proper techniques to apply them in a classroom in order to win the daily classroom battle, which is to achieve a learning improvement and to maintain or enhance the learning and motivation of students.

However, as it was previously said, a strategy could be chosen by people consciously or unconsciously, and it will depend on the role that a person plays in specific areas. For example, in educational field, on the one hand there are some students that accomplish a task successfully following a specific procedure or pattern and empirically they tend to repeat this pattern in another task, so they are using a learning strategy but they unknow it, and there is a problem if they ignore this strategy because their role as students will influence just in their individual learning; on the other hand, teachers have to be conscious to choose a teaching strategy, due to it will be provided to a whole group not just to one student. For this reason, to design a teaching strategy, teachers have to analyze and consider many factors as the needs of students, the context, the syllabus, the parents' demands and the requirements from school authorities.

As engineers, firstly teachers need to know the characteristics of their students in order to plan a strategy to make a good work; into these characteristics it is important to know the academic students' background, the students' learning styles and profiles, the students' reasons and motivations to study the Teaching English bachelor, the students' English needs, and overall, to provide the comprehensible input, teachers have to know the language levels of their students in order to determine the language need of their students, it means the level of language they have to achieve during certain period of time.

### **2.3.2 Teaching strategies to work in a heterogeneous English class**

The main obstacle for classroom management is the wide students' diversity found in any classroom of a public school, and the main problem to provide the comprehensible input to students of a second or foreign language is the target language heterogeneity or the different levels of language proficiency that each student has in a classroom. For this reason, teachers have to develop diverse abilities to achieve the efficacy of teaching profession; according to Leaver, "good teaching is more about what happens to students than about teacher performance" (1997, p. 95), thereby, an efficient teacher is concerned about the learning and needs of their students and tend to develop strategies to gather and overcome such demands.

Davis (1998, p. 275) suggests that "promoting students interaction and cooperation seems to be the ideal learning technique" to take advantage of a heterogeneous group due to teachers can involve their students in classroom management, at this way teachers avoid the traditional teaching, and the more proficient students could manage the classroom and monitor their classmates helping them with the pronunciation, vocabulary and grammar as it is needed, and in this way teacher will avoid that advanced students get bored in class and will promote a comfortable environment for less proficient students.

As it was suggested in the previous paragraph, group work and students' cooperation are considered ideal to get over the classroom heterogeneity; however, there are a great variety of strategies, which teachers could use to work in a heterogeneous class, that it is really difficult to describe and organize all of them; this is because each classroom and students' needs are different in any school, hence "teachers need to be well versed in all of these teaching strategies so that they can select the appropriate strategy for their purpose and

vary instruction to make it interesting and enjoyable to learners" (Howard, Sugarman, Perdomo, & Temple, 2005). Taking into consideration the insights of Howard et al (2005) that suggest a classification of teaching strategies to deal with heterogeneous groups, the strategies can be classified into: 1) Teaching strategies to avoid misunderstandings, 2) Teaching strategies to develop receptive skills, 3) Teaching strategies to provide language practice, and 4) Teaching strategies to promote expressive language. All of these will be described and exemplified in the next section.

### **2.3.3 Teaching strategies to provide comprehensible input in a heterogeneous English class**

As previously mentioned in the input hypothesis, teachers play the most important role in the schools for the acquisition of a second or foreign language, due to they are the main input givers, and this role implies to provide the needed help to students so that they move to their next level of their language proficiency by providing comprehensible input. However, to provide this input in class, where there are more of one student, it is necessary to implement some strategies where the diversity of language proficiency is considered. Following the ideas of Howard et al (2005), some teaching strategies that give comprehensible input to a heterogeneous class will be described, these strategies were classified into four types according with the teaching objective of each one.

#### **Teaching strategies to avoid misunderstandings**

Considering that in a heterogeneous group there are students who have a lower English level than others, sometimes it is difficult for them to understand the input provided by the teachers or their classmates, and inclusive instructions that the teachers give in a class,

in view of teachers have to implement some techniques and strategies useful to avoid misunderstanding in any student and to make the input comprehensible, some strategies at these that were proposed by Howard, Sugarman, Perdomo, & Temple (2005, p.p. 20-22) and other authors such as:

- To make their speech comprehensible to students by speaking slower, adjusting vocabulary, repeating and paraphrasing the unclear content, providing relevant background knowledge.
- Identify the vocabulary that students will need to comprehend a lesson and preteach this vocabulary before the lesson.
- To use visual aids and realia.
- To use gestures, facial expressions, and body language.
- Generate questions that promote higher order thinking but use varying levels of linguistic complexity depending upon the proficiency level of each student.
- Provide only essential information when giving directions (Walter, 1994, p. 32).
- Giving different tasks to different students according to their ability (Davis, 1998, p. 274).

### **Teaching strategies to develop receptive skills.**

Despite the fact that some authors consider the speaking skill as the most important into the language acquisition process, as Swain (1985) who claims that “we learn to speak by speaking” (Cited by Shybanova, 2011), there are others as Krashen (2000) who refuse these idea and consider that reading and listening skills are relevant to build up the competence for speaking.



Dominguez (2008) claims that a receptive skill is the ability or competent excellence in performing the listening and reading skills in a determined language. Consequently, a teaching strategy to develop receptive skills are those language information that are provided to the students through reading and listening activities in order to improve their language proficiency. Teachers could use the following receptive teaching strategies:

- Shared story telling.
- Activities that involve different kind of music (songs).
- Read aloud, shared reading, independent reading with leveled texts, learning logs and journals, literature response groups.
- Provide plenty of high-interest reading materials (fiction and nonfiction) at various reading levels.
- Provide an environment that is rich in print. This includes word walls, labels for everyday items, and vocabulary lists that are tied to the content being studied in class.
- Provide literature reading.

### **Teaching strategies to provide language practice**

As it was previously mentioned, Swain assumes we learn to speak by speaking, and it could be considered that there is something true in Swain's ideas, but just in the aspect that we need to practice speaking in order to improve our knowledge proficiency and get fluency; in contrast, Krashen's ideas are more convincing due to it is known the human natural order acquisition consisted of a human baby has to listen many times to the language into their familiar environment to produce that language, so listening is the first and main vehicle to provide input, and reading will complement it when that human has developed this skill.

Hence according to Krashen, speaking is the result of language acquisition; however, he also considers that speaking skill provides useful activities to provide input, as conversations and role play, and it motivates the students and makes them part of the users of the language (Wang, 2013).

Consequently, the teaching strategies to provide language practice are the activities designed to encourage the input through the speaking and writing skills in order to help students acquire and improve their knowledge practicing the language, it is obvious that teachers will not focus on grammar structure, because students will perform it according to their proficiency and they will apply the structures they know in that time; the examples of these strategies are the next:

- Conversations, interviews.
- Small group work to give children confidence to express themselves.
- Cooperative learning structures to increase peer interaction and extending student responses by asking clarification or expansion questions.
- To share students' anecdotes.
- Story telling – cutting up picture segments and retelling stories.
- Generate questions that promote higher order thinking but use varying levels of linguistic complexity depending upon the proficiency level of each student.

### **Teaching strategies to promote expressive language.**

According to Cantwell and Baker (cited by Afasic Corporation, 2014) expressive language refers to the process of producing ideas into words and structured sentences,

following the set of grammatical and semantic rules of any determined language; hence, the expressive language relates to the language production through speaking and writing, or the output, that according to Krashen will emerge after the silent period, which is the time when acquirers are filtering, decoding and internalizing the input provided, after acquiring the language. In addition, Olson (2012) claims that expressive language is not only a set of words, and also includes the grammar rules that allow coherence to these words, as well as the use of gestures and facial expressions in the oral communication.

As a result, if the expressive language is the competence to communicate and express ideas in a proper way according to the contextual situation, the teaching strategies to promote expressive language are the techniques and activities that promote the use of the target language in different context and allow students perform their language production according with the situation presented by the input givers. The difference between these strategies and the strategies to provide language practice, is that these are to produce the language not just to practice it, some examples of these strategies are the following activities and techniques:

- Debates of interesting topics, explanations.
- Use drama, and dance in class.
- Use plenty of songs. Use commercially produced songs, and have students compose their own.
- Role plays.
- Essays, and academic writing.
- Plan activities that involve Total Physical Response.
- Plan activities to improve pronunciation.

## **Chapter III: METHODOLOGY**

This chapter consists of five parts that describe the methodology followed in this study. In the first part, highlights the research method, its characteristics and the reasons why it was chosen; the second part, is about the context where the research is carried out; the third part points out the important characteristics of the participants; the fourth part describes the data collection process and the instruments designed to gather the required data; the last part explains the procedure to analyze the information collected.

### **3.1 Research method**

This research is an ethnographic study, due to the objective of this method is centered on explaining the culture and context to analyze the human behavior, and in this case to understand the teaching-learning process. This study analyzes the students' and the teachers' behavior in the natural context of this process, in order to examine the students feelings when they start their Teaching English Bachelor and during their first steps acquiring their target language, and to describe the teaching strategies that teachers of the Target Language I subject are using to work with beginners.

### **3.2 Context**

During the 2014 autumn period an ethnography study was conducted at the School of Languages at the Benemérita Universidad Autónoma de Puebla, in Mexico. This school offers two different bachelor's degrees, Licenciatura en la Enseñanza del Francés and Licenciatura en la Enseñanza del Inglés, and this study was carried out with participants from the English teaching area. Currently, the Minerva syllabus is being applied in this university, this syllabus considers five target language subjects, which have to be studied in a sequence

order, but this study is just centered on the “Target Language I” subject due to the language heterogeneity in this class is more evident.

### **3.3 Participants**

This study was undertaken in two different groups of Target Language I class from the School of Languages at BUAP. The first group consists of 21 students and their teacher, the schedule of this class consisted of 10 hours per week from 9:00 am to 11:00 am; the second group consists of 24 students and their teacher, the schedule of this class consisted of 10 hours per week from 14:00 pm to 16:00 pm. The English level of all the students is between A1 and A2, the majority of them are beginner students.

The groups were chosen because the teachers have many years of experience teaching the Target Language I subject, besides it is important to mention that the schedules are different because it is known that the students’ and teachers’ attitudes could be affected by external factors, as the time and the weather.

### **3.4 Data collection**

The data collection procedure is conducted in three phases, which was accomplished during the autumn 2014 period. In the initial phase collected data through observation of two groups of Target Language I class. In order to accomplish this phase, it was designed a classroom observation guide taking into consideration The Teacher Self-Efficacy of Tschannen-Moran (2001). The second phase consisted of a questionnaire applied to the students, of 15 Likert- scale questions and one open question to write their general comments in order to know their perceptions about their Target Language class and the strategies used by their teachers. The third phase consisted in a semi-structured interviews to the two

teachers, to know about their teaching experiences, the teaching strategies they are using to work with a heterogeneous group, and the advantages and disadvantages.

### **3.5 Data analysis**

In this research, it is carried out an interpretative analysis; first a detailed description of classroom observation is developed in order to point out the teaching strategies and the problems observed in the classes. After that, the first part of the students' questionnaire is quantitatively analyzed to represent overall level of their attitudes toward the subject and their English improvement, the second part of this questionnaire is qualitatively analyzed to interpret their ideas and feelings; and at the end, the teachers' interview is analyzed with the qualitative approach too, in order to share their ideas and contributions that have helped some teachers to provide the comprehensible input required by learners of a second language and to overcome the classroom heterogeneity.

## **Chapter IV: RESULTS**

The results collected during the investigation are analyzed and described in this chapter, which has been subdivided into four sections according to the type of instrument applied; in the first section the classroom observations that were conducted in autumn 2014 are narrated following the points of the classroom observation's guide (Appendix A). The second and third sections consist of a quantitative and qualitative analysis from the questionnaire applied to students (Appendix B), in the second section the information obtained through the questions in the form of Likert scale is quantified and represented in tables to facilitate understanding, while in section three the general comments of the students are qualitatively classified and analyzed to express their opinions and feelings about their target language class. In the last section, the relevant information from the teachers' interview is transcribed (Appendix C).

### **4.1 Data collected through the classroom observations**

The classroom observation is one of the main instruments used in an ethnographic study, due to it allows to analyze the participants in their real context, hence the two groups of participants were observed during the autumn 2014 period for three classes of two hours each one; the reason why one group from the morning schedule and the other from the afternoon were chosen is because it is known that there are external factors related to the time that affect the students behavior in their classes. The results obtained through classroom observation are following described, and the table 1 categorizes the behavior and strategies of teachers during their working hours.

Table 1. - Categories of Observation

Category	Behavior of teachers	Teaching strategies
Class		
<b>Group A (Morning schedule)</b>	<ul style="list-style-type: none"> <li>• Start the class greeting students and asking them about their day.</li> <li>• Speak mainly using the target language.</li> <li>• Use the mother tongue to create an atmosphere of confidence (kidding with students)</li> <li>• Teacher takes advantage of the circumstances.</li> <li>• Teacher corrects grammar or pronunciation at the moment (modeling the target language).</li> <li>• When the students forget their homework the teacher demands them to do it on the board.</li> <li>• Monitoring the students' work.</li> <li>• Teacher decides most of the time who has to participate.</li> <li>• After saying the instructions or finishing an activity the teacher asks for doubts or questions.</li> </ul>	<ul style="list-style-type: none"> <li>• Start the class working with previous knowledge to introduce the next topic, and end the class with the book activities.</li> <li>• Teacher's explanation and exemplification.</li> <li>• Pairs and team works.</li> <li>• To apply quiz, at least one per week.</li> <li>• To promote self-evaluation.</li> <li>• Peer evaluation and correction.</li> <li>• To ask students design their learning materials.</li> <li>• To give homework to practice the language.</li> <li>• Working on the book.</li> <li>• Apply extra activities based on the book topic.</li> <li>• To provide extra material to work at home.</li> <li>• To use games, as hot-potato, think faster, spelling bee.</li> <li>• Activities that were implied speaking about the students daily activities.</li> <li>• To encourage all the students to participate by assigning them some specific activities, like reading, filling in the blanks or giving more examples.</li> <li>• Working with specific tasks with some students (there was a blind girl in one of the groups).</li> <li>• Working with audios to listen and repeat.</li> <li>• Role plays (e.g. to perform a job interview)</li> <li>• Questioning students about the activities.</li> </ul>
<b>Group B (Afternoon schedule)</b>	<ul style="list-style-type: none"> <li>• To greet students and check attendance.</li> <li>• To correct pronunciation and mistakes to avoid fossilization.</li> <li>• Use the mother tongue as less as it is possible.</li> </ul>	<ul style="list-style-type: none"> <li>• Start the class working on the book.</li> <li>• Ask some students read from the book (instructions or dialogs) to check pronunciation.</li> </ul>



	<ul style="list-style-type: none"> <li>• To motivate all students to participate.</li> <li>• Take advantage of the circumstances.</li> <li>• Ask students for doubts or questions.</li> <li>• Speak aloud and low.</li> <li>• Persuade students' reflection about their learning style and knowledge.</li> <li>• To speak with students to get confidence, as humans, not just about the teacher- student relationship.</li> <li>• Teacher models the English language, as much as it is possible.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher's explanation and exemplification.</li> <li>• Questioning the students.</li> <li>• Students' explanation</li> <li>• Decide who is going to participate.</li> <li>• To provide specific tasks.</li> <li>• To use book's audios (audio comprehension activities).</li> <li>• Modeling the language, to demand students' repetition.</li> <li>• Performing dialogs and conversations.</li> <li>• Work with phonetic symbols to improve pronunciation.</li> <li>• Group work (using the board mainly)</li> <li>• Design games that promote competition among students such as tic-tac-toe.</li> <li>• Role plays.</li> <li>• Story telling.</li> <li>• Provide advices to use dictionary, to work outside the classroom and improve the English knowledge.</li> <li>• Demand students answer according to their individual English proficiency.</li> <li>• Give homework to students.</li> </ul>
--	---	---

As it can be seen in table 1, the teaching styles and strategies used in each group have similarities and differences, the differences are related to the schedule of the class because the teacher's strategies of group A, morning schedule, start the class checking the previous knowledge to introduce the new topic, explain this new topic and apply games and dynamic activities to practice the knowledge, and at the end they work on the book; hence this group begins with an active class to end with the traditional teaching strategy of book working, while group B starts with traditional teaching strategy of book working and at the end with practices and games and it is because the teacher intends to wake up the students because in

the afternoon, it is easier to get bored due to the students are more tired than in the morning. Below the teaching strategies observed along the investigation are classified following the ideas of Howard et al (2005):

**Teaching strategies to avoid misunderstandings:** apply quiz, at least one per week to know students' language needs; promote self-evaluation; teacher's exemplification; start the class working with previous knowledge to introduce the next topic; provide advices to use dictionary and to work outside the classroom and improve the English knowledge; use gestures, facial expressions, and body language; provide only essential information when giving directions and sometimes use the mother tongue; demand students answer according with their individual English proficiency.

**Teaching strategies to develop receptive skills:** Teacher's explanation; working with audios to listen and repeat; modeling the language, to demand students' repetition; shared story telling; read aloud, shared reading, independent reading; to provide specific tasks.

**Teaching strategies to provide language practice:** give homework to practice the language; working on the book; apply extra activities based on the book topic; provide extra material to work at home; the use of games, as hot-potato, think faster, spelling bee; performing dialogs and conversations; conversations, interviews; small group work; cooperative learning structures to increase peer interaction; share students' anecdotes.

**Teaching strategies to promote expressive language:** activities that imply speaking about the students daily activities; role plays (e.g. to perform a job interview); questioning students about the activities; students' explanation; role plays; essays, and academic writing;

plan activities that involve Total Physical Response and to improve pronunciation by working with phonetic symbols.

## **4.2 Data collected through the students' questionnaire, quantitative analysis**

During the data collection process, it was applied a questionnaire to 36 volunteers students from the target language I class, this instrument consisted of 15 items in the Likert scale format and one open question to write general comments, in order to know the participants' perceptions toward their Target Language I class.

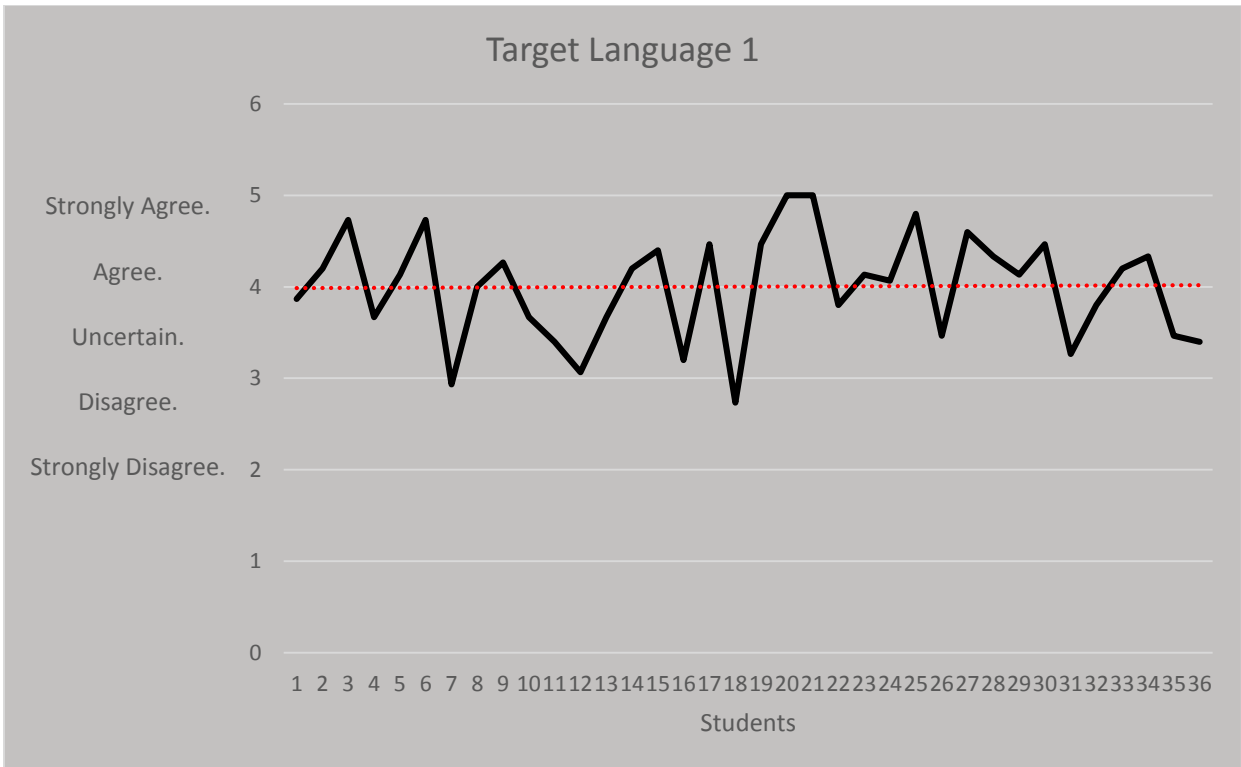
The results gathered from the first part of this instrument are following described using some graphs, and they are categorized into three sections useful to answer the first research question, How does language's heterogeneity affect in the success of the language teaching-learning process?, These three sections are: 1) Students' general attitudes, 2) Students' background and feelings, 3) Teaching effectiveness from the students' perspective.

### **4.2.1 Students' general attitudes**

In this study the Likert-type scale is used to measure the students' general attitude toward the Target Language class. The students' questionnaire (appendix B) consists of 15 statements that students have to respond specifying their level of agreement or disagreement on a symmetric agree-disagree scale. The 15 statements are written in a positive way to identify how students feel in their class, how they see the teaching strategies or the classroom environment. For example, the statement number 6 says "*The classroom activities are interactive and dynamic*", and if a student' response is "strongly agree" it means that the student's opinion, regarding classroom activities, is positive; in contrast, when the student's

response in this question is “strongly disagree”, then this student considers that the class is traditional or boring, showing at this way a negative attitude.

Figure 1. - Students attitudes toward their class of target language I

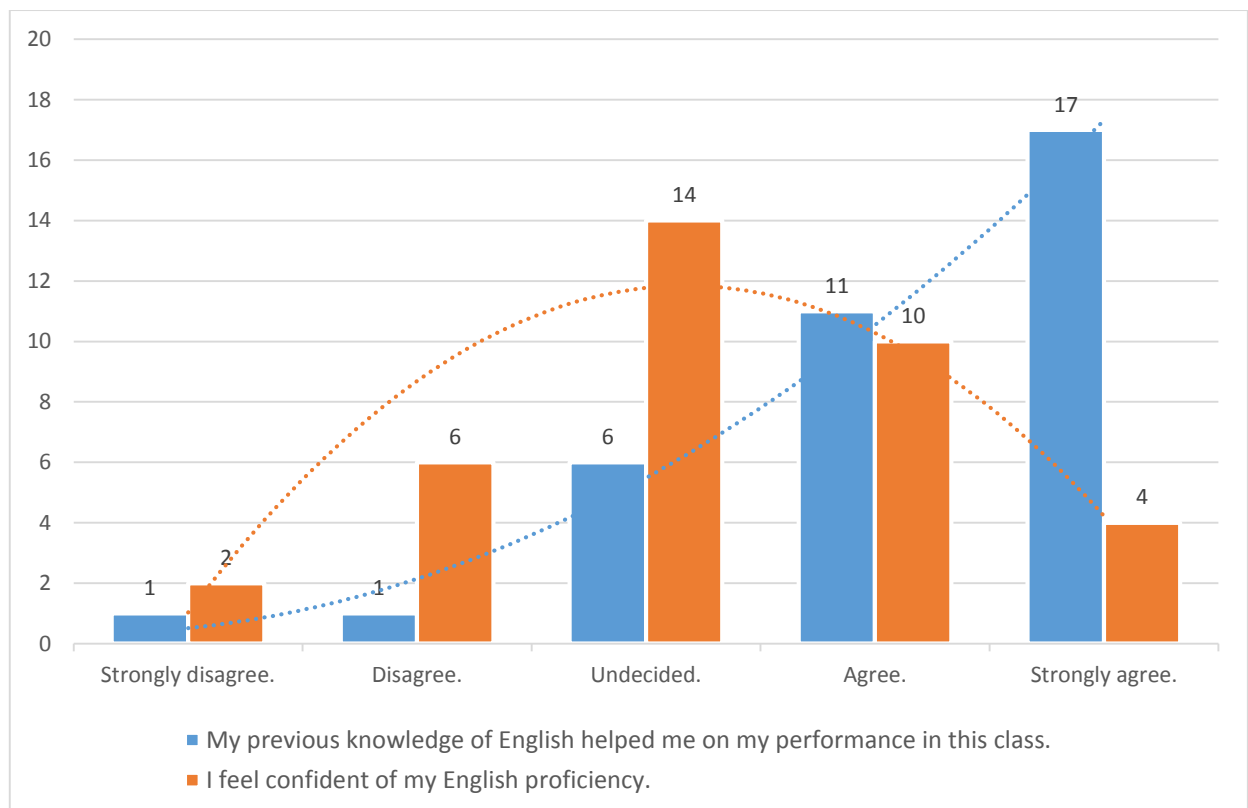


The trend line (color red) in this graph shows that most of the students agree all the statements, and as it was said above these statements are designed in a positive way, hence the general students’ attitude, toward the Target Language I subject , is positive. In this way, the students’ responses indicate that for the majority of the students the classroom environment is comfortable, the classes are interactive and dynamics, the previous knowledge is helpful, that they enjoy learning English with that teaching strategies, teachers evaluate them and help them to improve the language and the opportunities to learn and practice are equitable.

## 4.2.2 Students' background and feelings

Students' needs have an important role to achieve the goals of the teaching-learning process, and in the second or foreign language acquisition, teachers must recognize the background of their students in order to identify their needs in the target language, to know the learners' strengths and weaknesses that will be the basis of each class. For this reason, four questions from the students' questionnaire were chosen in order to know the backgrounds and feelings of the students.

Figure 2. - Students background and feelings toward their language proficiency.



The figure 2 shows the previous knowledge of the students and their feelings toward their language proficiency; most students agree that their previous knowledge has been extremely helpful for performance in their English classes, highlighting in this way the

relevance of language knowledge to start the Bachelor of Teaching English. In this case if it is useful, it is important; nevertheless, in the school of languages at BUAP this is not a requirement due to in the curriculum of the bachelor there are subjects referred to teach the English language since the most basic level. Moreover, this same graph shows the confidence that students have on their English proficiency, and as it can be seen there are a variety of ideas about it, demonstrating the heterogeneity found in the classroom.

Figure 3. - Students feelings

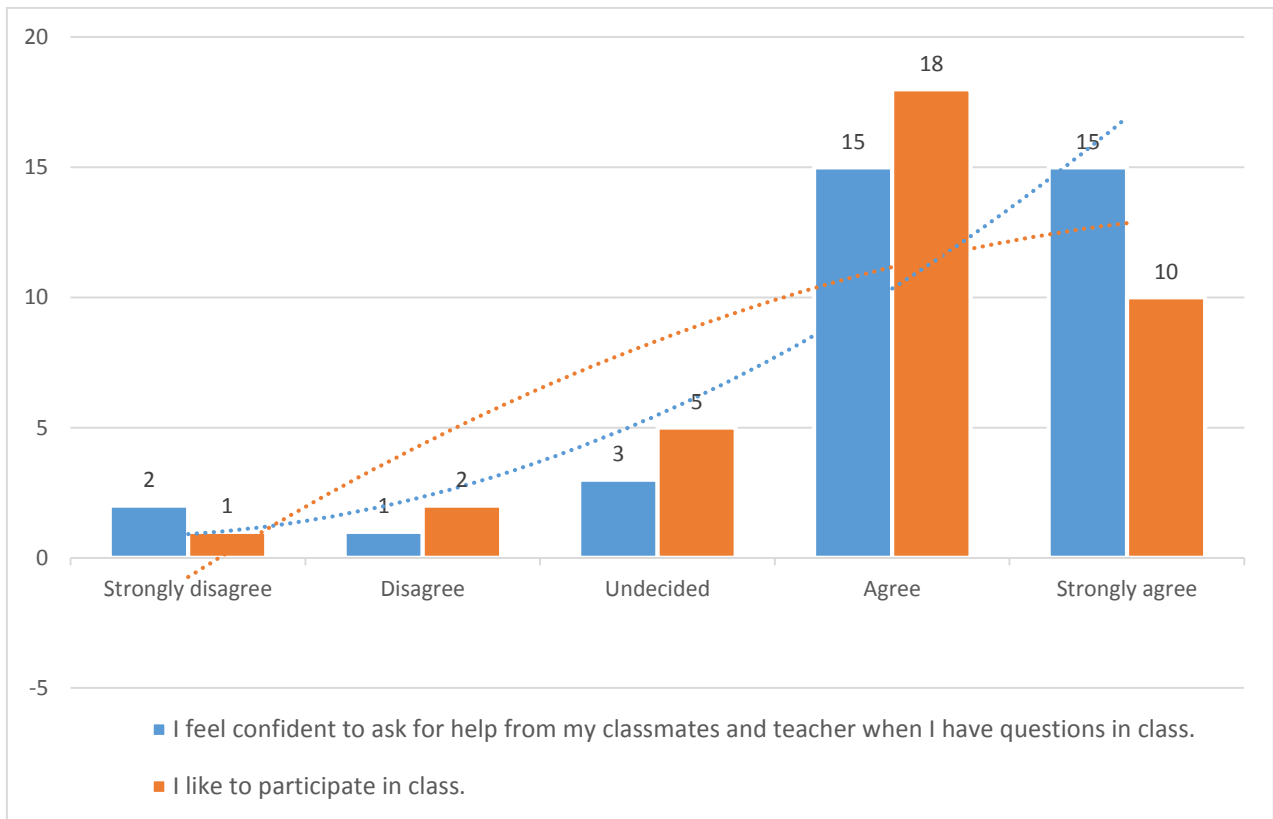


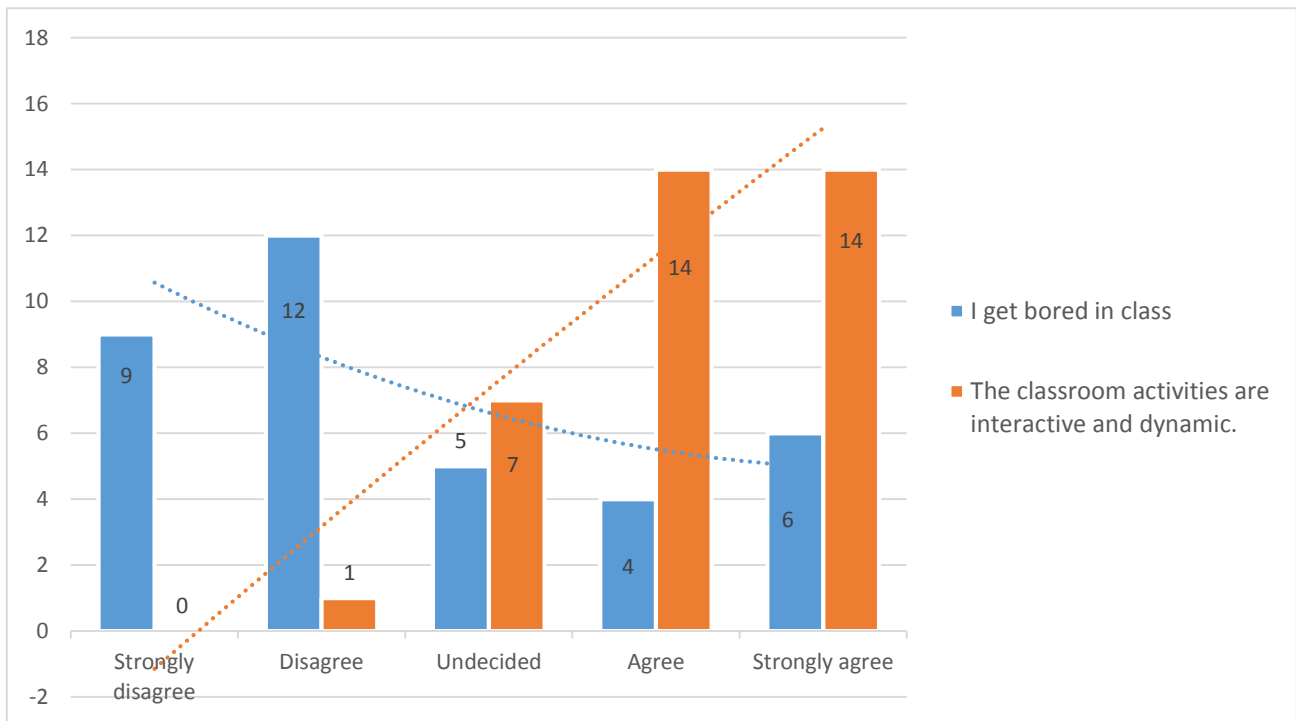
Figure 3 shows the atmosphere of confidence that has been developed in each of the groups, this environment facilitates learning because students lose their fear to participate, and teasing are less frequent because it has been developed collaborative work, and most of the students are confident to ask for help in the classroom and they enjoy participating.

### 4.2.3 Teaching effectiveness from the students' perspective

In order to know how the students evaluate their teacher and the teaching strategies used in their target language class, six questions from the students' questionnaire were taken into consideration and the next graphs reflect the results.

Figure 4 shows that participants do not get bored in class, because as it can be seen in the blue bar most of the students strongly disagree or disagree the statement "I get bored in class"; in the same way, they agree that their classes are interactive and dynamic, and that is the reason why they do not get bored.

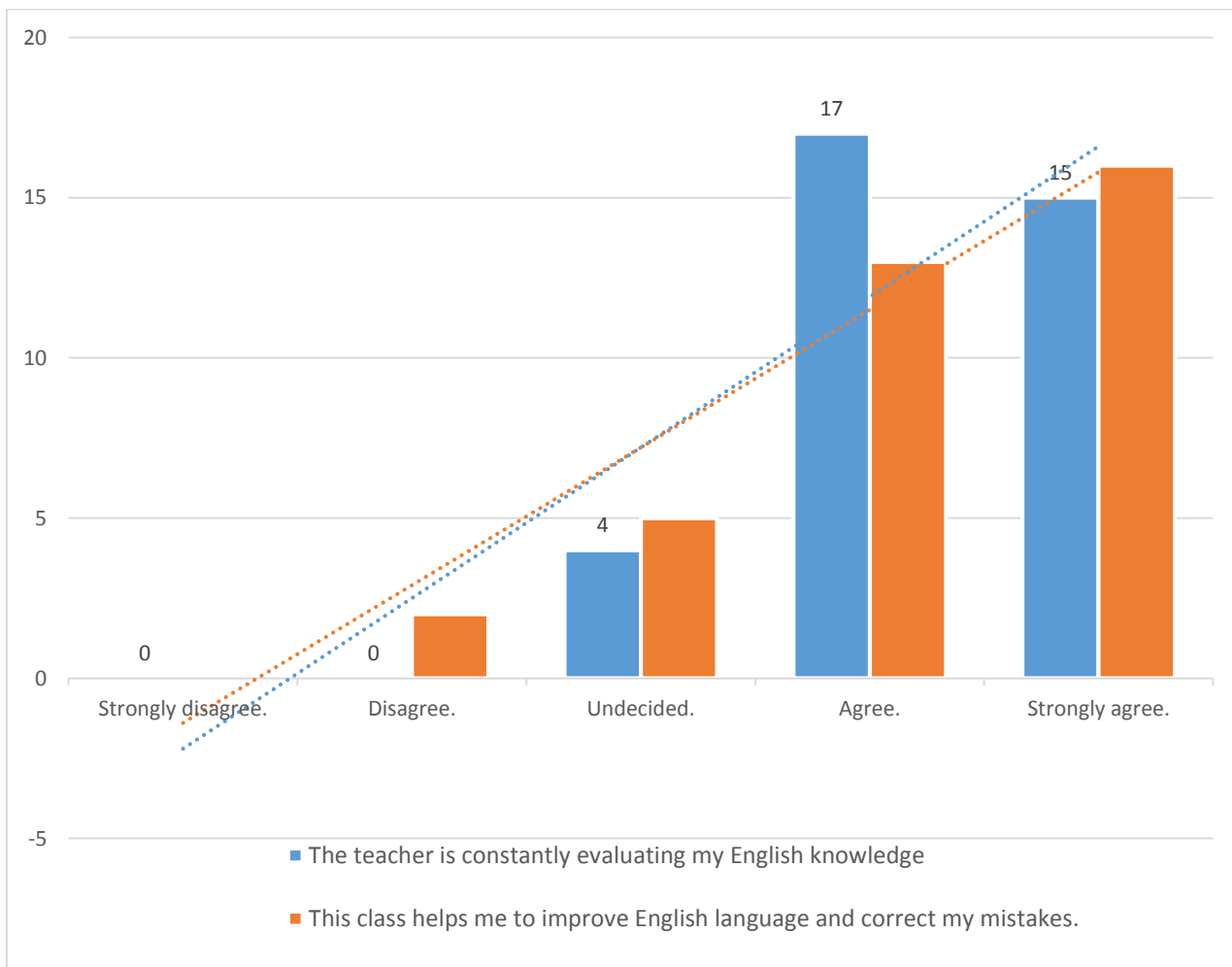
Figure 4.- Teaching effectiveness from the students' perspective



In the following graph, figure 5, the blue bar shows that all students agree that the teacher is constantly evaluating their language proficiency, and in the orange bars most of

the students strongly agree that they have improved their English knowledge thanks to this class and the teaching strategies.

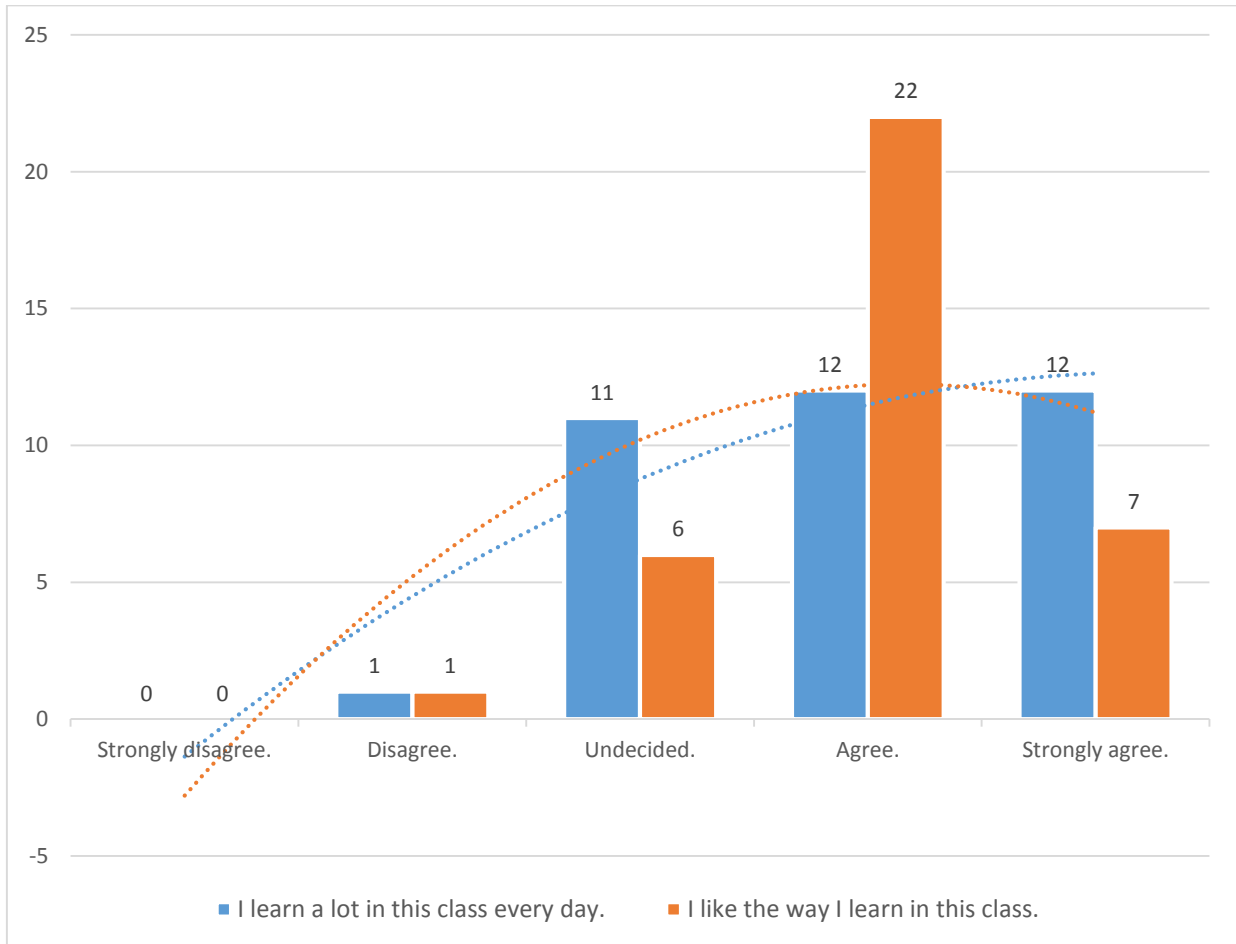
Figure 5.- Teaching effectiveness from the students' perspective



In the next graph, figure 6, the results show that nobody disagrees with the statement “I learn a lot in this class everyday”, but the same number of participants choose the options: undecided, agree and strongly agree, hence it means that they are learning and improving their knowledge but not a lot or as they want. The orange bars reflect that most of the students enjoy their classes of target language, so they seem to like the teaching strategies used in this class.



Figure 6.- Teaching strategies and the effectiveness of the class.



### 4.3 Data collected through the students' questionnaire, qualitative analysis

In the following table are listed the general comments of the students, and they were classified in comments about their a) Students' language proficiency, b) Feelings about their language proficiency, c) Perspectives towards their Target Language I Class, and d) Expectations to their English class. As it can be seen, these comments are very important and rewarding, because it allows teachers to know the opinions and expectations of their students to improve their teaching strategies.

Table 2.- Categories of comments from the students' questionnaire

Students' perceptions		
Category	Positive	Negative
Students' language proficiency.	<ul style="list-style-type: none"> <li>○ My English knowledge is good.</li> <li>○ I understand what I have to learn and what I need to improve.</li> <li>○ I am sure of my listening skill.</li> <li>○ I learned a lot but still I need to learn more.</li> </ul>	<ul style="list-style-type: none"> <li>○ I do not belong at this level, my level of English is higher than my classmates.</li> <li>○ I need to improve pronunciation.</li> <li>○ I need to improve listening.</li> <li>○ My level of English is really low.</li> <li>○ I have faults in the language but with my effort I will overcome them.</li> </ul>
Feelings about their language proficiency.	<ul style="list-style-type: none"> <li>○ I feel confident to speak in English during the class.</li> <li>○ I enjoy these classes.</li> <li>○ I am satisfied because the teacher help us and I learn every day.</li> <li>○ I like this class because they are dynamic, interactive and fun.</li> </ul>	<ul style="list-style-type: none"> <li>○ I am dissatisfied to be in Target Language I, but it helped me to reinforce my previous knowledge.</li> <li>○ I get bored because I do not belong to this level.</li> <li>○ I do not want to be a teacher, I want to be a translator.</li> <li>○ It is frustrating when the classmates, who has a lower level than me, are asking me in class, because I cannot pay attention, and then the class is for beginner/advance students.</li> </ul>
Perspectives toward their Target Language I Class.	<ul style="list-style-type: none"> <li>○ The teacher is very good and has helped me a lot.</li> <li>○ The teacher assessed continually and this helps us to know that we must improve.</li> <li>○ The teacher teaches in a simple way and that helps me understand and learn the language.</li> <li>○ The explanations of the teacher are very good.</li> </ul>	<ul style="list-style-type: none"> <li>○ I need more activities to improve listening.</li> <li>○ I do not like teamwork because some classmates do not work.</li> <li>○ I do not like when we work a lot in book.</li> <li>○ I do not like the lack of interaction.</li> <li>○ I like learning by doing, I need more kinesthetic activities.</li> </ul>

	<ul style="list-style-type: none"> <li>○ This class helped me to reinforce and improve my previous knowledge.</li> <li>○ The classes are dynamic, interactive and fun.</li> <li>○ I practice a lot in this class.</li> <li>○ I improved my reading skill in this class.</li> <li>○ I have increased my vocabulary in this class.</li> </ul>	<ul style="list-style-type: none"> <li>○ I do not like that when we work in teams not everyone participates, or maybe they are ashamed to do it.</li> </ul>
Expectations to their English class	<ul style="list-style-type: none"> <li>○ To reinforce and practice the language.</li> <li>○ To improve speaking, listening and reading.</li> <li>○ To correct mistakes.</li> <li>○ Dynamic and interactive classes.</li> <li>○ Good teachers.</li> <li>○ Teachers who are patients.</li> </ul>	

#### 4.1 Data collected through the teachers' interviews

The information gathered from the semi-structured interview is described in this section. First, it is important to mention that the two teachers of the groups observed have many years of teaching experience; the teacher A, who teaches in the morning shift, has 20 years of teaching experience and 10 years teaching in the language's school at BUAP; the teacher B, of the afternoon shift, had being teaching 30 years in the school of languages at BUAP. Both teachers said that they love their profession and agree that teaching to the beginners is one of the most difficult level to teach because some students lack the basis of the language, and these are their answers to the question "do you like teaching to beginners, the Target Language I subject?"

“Yes, I prefer teaching to beginners because I feel that I can give them more that when I teach more advance levels so I like to teach beginners also because I like them I like to give them like the basis and so later they can perform better...” (Teacher A, appendix D lines 7-9)

“Well it is kind of difficult to answer that question because I remember years back most of the teachers think it's the easiest level to teach, but I think they were wrong because I think it is one of the most difficult levels to teach, because we don't know where they come from and if they have learned some English or if they have learned some grammar rules, if they really use what we think they had used...” (Teacher B, appendix D lines 19-23)

As it can be seen, teaching to the beginners is one of the most difficult levels to teach, for this reason the teachers need to be aware of the students' needs and heterogeneity in order to design some proper teaching strategies for the groups, and the teaching strategies that these both experimented teachers are using to the target language 1 subject are following described:

“Eh! I like to start the class with a warm up and I usually introduce the topic, then they practice, then we do games, we do, as I said before no, I like to work with learning strategies and they prepare their own learning material, they produce their own conversations, their writings, their (mmm) role-plays, mainly” (Teacher A, appendix D lines 33-36)

“Well my strategy would have to be the direct method because I try the most I can talking to them in English, and this is the only place that they will practice, and sometimes I can see their faces that they are trying to understand what I say and if they don't understand I give them examples but in English so they can forget a little bit of their Spanish but it's too soon, it is too soon for them to be able to understand one hundred percent but I help them with their listening training because they're listening to me and I tell them that they have the answer to their problems, if they have problems in structure they need to read more in Spanish and English... and if they have listening problems, then they may, you know, watch movies with subtitles in English, and listen to documentary programs. Listen to music listen to whatever they like to, but in English. So when they train their ears their production is going to be much better but it depends on them. (Teacher B, appendix D lines 89-101)

These teachers enjoy their profession as always look for the best strategies to achieve their teaching objectives, and the main characteristics of their strategies is the use of the target language as much as it is possible in the class and to provide enough practice activities to improve the students skills and their language proficiency. These teaching strategies demand a great effort from the teacher but when they like their work they take advantage of all the resources they have to do their best. The students are one of the most important human resources, and the next question is important to know how to work with a heterogeneous group, “do you consider that teachers can take advantage of these students who have a high level in the classroom?”

As it was observed in the classroom the teacher of the group A always takes advantages of the students who have a high level of English proficiency, because when she assigns teamwork, she made sure that at least one advanced student was in each team to have a balance of language proficiency, and at this way advanced students could help their other classmates to correct and improve the language. Besides, this teacher considers that it is important to give extra-activities to the students who have a low level:

“Maybe the only one has been that it’s very common that the students at the beginning, well not all of them but some of the students at the beginning have some problems, because they do not know the basis so you (as teacher) need to work a little bit harder with them, and I like to give them a lot of extra material and when I have those kind of students I also ask them to, to do some other extra activities like to take some grammar reference books o I ask them go to the laboratory more and more and more hours...” (Teacher A, appendix D lines 38-43)

Well at the beginning it was difficult for them to adapt because they were ahead, sometimes I could see their faces becoming bored, so what I did... I told them, you need to help students who are weak, if you can help me with them I think it's going to help you, even more, to teach sooner than you

think, so that motivated them and the weak students did not feel so bad because they were so weak, and they were free to speak and making mistakes with the higher level students. (Teacher B, appendix D lines 80-87)

Assigning specific tasks, according to the language proficiency, it is the strategy that both teachers are using in their groups to address the students' needs in a heterogeneous group, to overcome the disadvantages that heterogeneity implies; hence it is important make a progressive and formative evaluation to know the students' strengths and weaknesses and the students' needs, in order to choose the proper kind of extra activities that have to be suggested to the students. Students' motivation and self-learning are always important in the second or foreign language learning process.

## Chapter V: CONCLUSIONS

### 5.1 Conclusions

During the development of this research it was confirmed that the language proficiency exists in the classroom of Target Language 1, due to some of the students are unhappy to be in this subject. On the one hand, the students who have a high language proficiency consider that some activities are easier for them or that they already know the theme that is being taught. On the other hand, the students who has a low English level are frustrated and afraid, because sometimes they do not understand the instructions and their performance is not satisfactory for their teachers.

Following these ideas, the results show that language heterogeneity usually affects the learners' attitudes and feelings toward their English classes and this is the answer to the first research question, which is "*how does language heterogeneity affect in the success of the language teaching-learning process?*" However, good strategies and the teacher working are really important to overcome these attitudes and feelings, and to achieve the objectives of the teaching-learning process; it is because, the participants of this research are satisfied with the teaching strategies used by their teachers and they consider their teachers have motivated them to continue improving their English proficiency.

For these reasons, heterogeneity is one of the main obstacles that teachers face in their profession, and it is also one of the rivals of the comprehensible input hypothesis purposed by Krashen, due to according to this author, to improve language, the acquirers need to receive input that is a little beyond that their current language, and when we have a heterogeneous group we have at least two levels of language; hence, the dilemma for the

teachers is to decide what language they need to take into consideration. The results described in the previous chapter show that the solution to the teachers, who work in this kind of group, is not to think in the language they have to consider, for the simple reason that, teachers are unable to evade any of the different proficiency levels of English that they have in their groups, as if they do it, they would be discriminating some students and locking their learning.

Likewise, here is the answer to the second research question, what are the teacher strategies to identify the students' language needs and to provide the comprehensible input proposed by Krashen? Teachers have the responsibility to design teaching strategies that address the needs of students with low, medium and high level of English proficiency. The results demonstrated that it is not easy to teach in heterogeneous groups and it demands a great effort from the teachers; nonetheless, both participating teachers have shown in this investigation that the love to teach impels them to look for strategies to cover the needs of their students and to achieve the teaching-learning goals. Into these techniques there are plenty of activities, which involve mainly the use and practice of the target language in the classroom. Furthermore, based on classroom observation, these teachers highlights the importance of constantly evaluating student performance and to consider the internal and external conditions the classroom when planning their classes

Moreover, teachers should take advantage of that kind of classes because working in a heterogeneous classroom means to have a group of students with mixed abilities, and Perera (2010) points out that for some authors mixed ability classes are considered as an advantage in the teaching learning process due to the fact that the teacher instead of having a traditional class where (s)he provides the same input in the same way to all the students, can be



transformed into a class where extra-linguistic context is provided to achieve that all students use the target language and develop their language proficiency.

To sum up, teachers assume that "Target Language I" is one of the most demanding subjects to teach due to the fact that many students lack the basis of the target language, but despite of this, both teachers are satisfied about teaching this subject, for the reason that they have the opportunity to build the bridge to success in the language

## **5.2 Limitations of the study**

The thesis project is one of the most important work in the academics life of the students, especially when it is a requirement to certificate their major degree, and it is not an easy work because it demands a long time, discipline and responsibility; particularly, time was one of the main limitation that has been faced during the writing process of this study, due to during the first research seminar it was vital to design and apply the instruments as soon as possible, and it was with the intention of gathering reliable and valid data from the classes of Target Language I subject during the autumn period, and it because during the spring period the groups are integrated for students who failed during the autumn period. Another limitation occurred during the classroom observation because my first intention was to record the classes but it was not allowed for the teachers, but the check list for classroom observation was very useful to overcome it.

## 5.2 Further research

This thesis is focus just in the teaching strategies to work in a heterogeneous group using the Krashen's input hypothesis; however, relevant information has been found to carry out future researches to improve the teaching-learning process of a foreign or second language.

Further research could be conducted to identify students' strategies to acquire and improve their English proficiency; in view of the both teachers emphasize in the interview that students know better than anyone else their language strengths and weaknesses. In others words, self-learning and its implications are a great vehicle to success in the acquisition of second or foreign language.

In addition, this study identified that some students do not want to be teachers, and it is surprising due to the name of this bachelor is specific. Hence, it will be important to investigate students' reasons to study the English teaching bachelor. Other recommendation for further research could be the deep study of some the teaching strategies described in this paper.

## 6. REFERENCES

- Office of Migrant Education. (2001). *Comprehensive need assessment*. (O. o. Orientation, Editor) Retrieved Noviembre 8, 2014, from <https://www2.ed.gov/admins/lead/account/compneedsassessment.pdf>
- Afasic Corporation. (2014). *Afasic Glossary*. Retrieved Noviembre 12, 2014, from [www.afasic.org.uk/download/15/](http://www.afasic.org.uk/download/15/)
- Bill & Melinda Gates Foundation. (2012, Septiembre). *Asking Students about Teaching*. Retrieved Noviembre 15, 2014, from MET Project: [http://www.metproject.org/downloads/Asking\\_Students\\_Practitioner\\_Brief.pdf](http://www.metproject.org/downloads/Asking_Students_Practitioner_Brief.pdf)
- Cohen, E. (1994). *Designing Groupwork: Strategies for the Heterogeneous Classroom*. New York, New York, USA: Teacher College Press, Columbia University.
- Davis, L. (1998). Dealing with Students Of Different Proficiency Levels. In J. Richards, & J. Richards (Ed.), *Teaching in Action: Case Studies From Second Language Classrooms* (pp. 273-277). Virginia, USA: Teachers of English to Speakers of Others Languages, inc.
- Diaz, A., Hernandez, F., & Hernandez, G. (1998). *Estrategias de enseñanza para la promoción de aprendizajes significativos*. (M. Graw-Hill, Ed.) Retrieved Octubre 25, 2014, from <http://www.uv.mx/dgdaie/files/2012/11/PPP-DC-Diaz-Barriga-Estrategias-de-ensenanza.pdf>
- Dominguez, P. (2008). *Destrezas receptivas y destrezas productivas en la enseñanza del español como lengua extranjera*. (U. d. (TENERIFE), Editor, & M. ELE, Producer) Retrieved Noviembre 8, 2014, from [http://marcoele.com/num/6/pdominguezdestrezas/02e3c09a810cb6309/pdominguez\\_destrezas.pdf](http://marcoele.com/num/6/pdominguezdestrezas/02e3c09a810cb6309/pdominguez_destrezas.pdf)
- Gass, S. M. (1997). *Input, Interaction, and the Second Language Learner*. Mahwah, New Jersey: Lawrence Earlbaum Associates, Publishers.
- Gregg, K. R. (2001). Learnability and Second Language Acquisition Theory. In P. Robinson, *Cognition and Second Language Instruction* (pp. 152-180). U.K.: Cambridge University Press.
- Howard, E., Sugarman, J., Perdomo, M., & Temple, C. (2005). *The Two-Way Immersion Toolkit*. Retrieved Noviembre 7, 2014, from The Education Alliance at Brown University: [http://www.brown.edu/academics/education-alliance/sites/brown.edu/academics/education-alliance/files/publications/toolkit\\_all.pdf](http://www.brown.edu/academics/education-alliance/sites/brown.edu/academics/education-alliance/files/publications/toolkit_all.pdf)
- Imrose, V. (2013). *Is Comprehensible Input Too Good, Too Simple, to Be True?*, 31. (T. U. Language Institute, Editor) Retrieved Marzo 2014, from <http://164.115.22.25/ojs222/index.php/tuj/article/view/187>
- Kateřina, ř. (2004). *Testing Krashen's Input Hypothesis: A Case Study in a Male Czech Adult Acquiring English*. (M. U. Brno, Editor) Retrieved Marzo 2014, from [http://is.muni.cz/th/14768/ff\\_m/Dissertation\\_final\\_version.pdf](http://is.muni.cz/th/14768/ff_m/Dissertation_final_version.pdf)

- Krashen, D. S., & Terrell, D. T. (2000). *The Natural Approach, Language acquisition in the Classroom*. Malaysia, PJB: Pearson Education.
- Krashen, S. (2002). Retrieved SEPTIEMBRE 17, 2014, from [http://www.finchpark.com/courses/tkt/Unit\\_10/comprehension.pdf](http://www.finchpark.com/courses/tkt/Unit_10/comprehension.pdf)
- Krashen, S. (2002). *The Comprehension Hypothesis and its Rivals*. Retrieved Septiembre 10, 2014, from The comprehensSelected papers from the eleventh international symposium on English teaching/fourth Pan-Asian conference.: [http://www.finchpark.com/courses/tkt/Unit\\_10/comprehension.pdf](http://www.finchpark.com/courses/tkt/Unit_10/comprehension.pdf)
- Krashen, S. D. (1982). *Principles and Practice in Second Language Acquisition*. United States: University of Southern California.
- Krashen, S. D. (1995). *Principles and Practice in Second Language acquisition*. . Great Britain.: Phoenix ELT.
- Krashen, S. D. (1998). *Krashen, S. D.* Retrieved Septiembre 13, 2014, from [http://www.sdkrashen.com/content/articles/comprehensible\\_output.pdf](http://www.sdkrashen.com/content/articles/comprehensible_output.pdf)
- Krashen, S. D., & Terrel, T. D. (2000). Second Language Acquisition Theory. In S. D. Krashen, & T. D. Terrel, *The Natural Approach: Language acquisition in the classroom* (pp. 23-39). Malaysia: Person Education.
- Leaver, B. (1997). *Teaching the whole class* (Fourth Edition ed.). California, USA: Corwin Press, Inc.
- Lewis, M. (1998). Diverse Levels and Diverse Goals in a Community Class. In J. Richards, & J. Richards (Ed.), *Teaching in Action: Cases Studies from Second LanguageClassrooms* (pp. 278-282). Virginia, USA: Teachers of English to Speakers of Other Languages, inc.
- Lotan, R., Bunch, G., & Gainsburg. (2002). *Teaching in Heterogeneous Classroom*. Retrieved from [www.web.stanford.edu/class/ed284/syllabus.html](http://www.web.stanford.edu/class/ed284/syllabus.html)
- Naryanan, R. (2009, Octubre). *Humanising Language Teaching*. Retrieved Noviembre 3, 2014, from [www.hltag.co.uk/oct09/less02.htm](http://www.hltag.co.uk/oct09/less02.htm)
- Olson, G. (2012, Mayo 15). *Expressive vs. Receptive Language*. Retrieved Noviembre 15, 2014, from North Shore Pediatric Therapy: <http://nspt4kids.com/parenting/expressive-vs-receptive-language/>
- Orientation, O. o. (Ed.). (2001). *Comprehensive need assessment*. Retrieved Noviembre 8, 2014, from <https://www2.ed.gov/admins/lead/account/compneedsassessment.pdf>
- Orlich, Harder, Callahan, Trevisan, & Miller, B. (2008). Teaching Diverse LEarners in Inclusive Classrooms. In Orlich, Harder, Callahan, Trevisan, & B. Miller, *Teaching Strategies: a guide to effective instruction* (pp. 41-69). USA: Wadsworth CENGAGE Learning.
- Perera, M. (2010, February). *Coping with Student Heterogeneity in the English Language Classrooms*. (N. E. Commission, Editor) Retrieved March 2014, from [http://is.muni.cz/th/14768/ff\\_m/Dissertation\\_final\\_version.pdf](http://is.muni.cz/th/14768/ff_m/Dissertation_final_version.pdf)

- Perera, M. (2010, February). *Coping with Students Heterogeneity in the English Language Classroom*. Retrieved Octubre 09, 2014, from <http://nec.gov.lk/wp-content/uploads/2014/04/plproblemsin-teachingenglish-full-report.pdf>
- Shybanova, T. (2011, 12 4). *To speak or not to speak?* (C. Department, Editor) Retrieved Septiembre 18, 2014, from Global International Scientific Project: <http://gisap.eu/node/405>
- Smith, C., & Laslett, R. (1993). *Effective Classroom Management: a Teacher's Guide*. New York, New York, USA: Routledge.
- Tschannen-Moran, M. (2001). *The Teacher Self-Efficacy*. Retrieved Noviembre 15, 2014, from William and Mary: [http://mxtsch.people.wm.edu/ResearchTools/TSES\\_OMR.pdf](http://mxtsch.people.wm.edu/ResearchTools/TSES_OMR.pdf)
- Walter, T. (1994). *Amazing English*. USA: Adison-Wesley Company, Inc.
- Wang, M. (2013). *Dr. Stephen Krashen answers questions on the comprehension hypothesis extended*. Retrieved Septiembre 8, 2014, from The Language Teacher • READERS' FORUM: [jalt-publications.org/files/pdf-article/37.1tlt\\_art5.pdf](http://jalt-publications.org/files/pdf-article/37.1tlt_art5.pdf)

# Appendixes

## APPENDIX A: CHECK LIST FOR CLASSROOM OBSERVATION.<sup>1</sup>

<b>School:</b> _____ <b>Teacher's name:</b> _____ <b>Number of students:</b> _____	<b>Subject:</b> _____ <b>Level:</b> _____ <b>Schedule:</b> _____ <b>Date:</b> _____
--	--

**Instructions:** Check (√) the statement that you consider appropriate according with your criteria.

1= None at all	2= Very Little	3= Some Degree	4= Quite A Bit	5= A Great Deal
----------------	----------------	----------------	----------------	-----------------

	1	2	3	4	5	Observations
1.- How well can the teacher respond to difficult questions from the students?						
2.- How much the teacher assesses the students' improvement?						
3.- How much the teacher provides an alternative explanation or example when students are confused?						
4.- How many times in a class the teacher implements alternative strategies in the classroom?						
5.- How many times in a class the teacher implements groupwork strategies in the classroom?						
6.- How much does the teacher evaluate student comprehension of what has taught?						
7.- How much the teacher asks good questions for the students?						
8.- How much does the teacher adjust the lessons to the proper level of individual students?						
9.- How challenging are the activities proposed by the teacher for students with higher level of English in the class?						
10.- How challenging are the activities proposed by the teacher for students with lower level of English in the class?						
<b>General comments:</b>						

<sup>1</sup> This instrument was designed taking into consideration The Teacher Self-Efficacy (Tschannen-Moran, 2001) from: [http://mxtsch.people.wm.edu/ResearchTools/TSES\\_OMR.pdf](http://mxtsch.people.wm.edu/ResearchTools/TSES_OMR.pdf)

## APPENDIX B: QUESTIONNAIRE FOR STUDENTS.<sup>2</sup>

<b>Students' name:</b> _____ <b>Teacher's name:</b> _____ <b>Placement test's results:</b> _____	<b>Subject:</b> _____ <b>Level:</b> _____ <b>Date:</b> _____ <b>Schedule:</b> _____
--	--

**Instructions:** Check (√) the statement that you consider appropriate according to your criteria.

1= Strongly disagree	2= Disagree	3= Undecided	4= Agree	5= Strongly agree
----------------------	-------------	--------------	----------	-------------------

	1	2	3	4	5	Observations
1. - I feel confident to ask help from my classmates and teacher when I have questions in class.						
2. - My previous knowledge of English helped me on my performance in this class.						
3. - I like to participate in class.						
4. - All students have an equal opportunity to participate in class.						
5. - I easily understand instructions and activities to do in class.						
6. - The classroom activities are interactive and dynamic.						
7. - This class helps me to improve English language and to correct my mistakes.						
8. - I understand what I need to learn in each class.						
9. - I learn a lot in this class every day.						
10. - I get bored in class.						
11. - I like the way I learn in this class.						
12. - The teacher is constantly evaluating my English knowledge.						
13. - I like to work in teams during class.						
14. - I feel confident of my English proficiency.						
15. - I like to work individually in class.						
<b>General comments about your language learning and your expectations of your English classes:</b>						

<sup>2</sup> This instrument was designed taking into consideration the "Tripod 7 c Survey items included in MET Project analysis" (Bill & Melinda Gates Foundation, 2012) from: [http://www.metproject.org/downloads/Asking\\_Students\\_Practitioner\\_Brief.pdf](http://www.metproject.org/downloads/Asking_Students_Practitioner_Brief.pdf)



**APPENDIX B (Spanish version): ENCUESTA PARA ESTUDIANTES.<sup>3</sup>**

<b>Nombre del alumno:</b> _____	<b>Edad:</b> ____ <b>Sexo:</b> (F) (M)
<b>Nombre del maestro:</b> _____	<b>Material:</b> _____
<b>Resultado del examen de ubicación:</b> ____	<b>Horario:</b> _____ <b>Fecha:</b> _____

**Instructions:** Marca con una (√) cada afirmación con el criterio que consideres apropiado.

1=Totalmente en desacuerdo.	2= En desacuerdo.	3= Ni de acuerdo ni en desacuerdo.	4= De acuerdo.	5= Totalmente de acuerdo.
-----------------------------	-------------------	------------------------------------	----------------	---------------------------

	1	2	3	4	5	Comentarios
1. Me siento en confianza para pedir la ayuda de mis compañeros y maestro cuando tengo dudas en la clase.						
2. – Mis conocimientos previos del inglés me han ayudado en mi desempeño en esta clase.						
3. - Me gusta participar durante la clase.						
4. - Todos los alumnos tenemos la misma oportunidad de participar en clase.						
5. - Entiendo con facilidad las instrucciones y actividades a realizar en clase.						
6. - Las actividades de la clase son interactivas y dinámicas.						
7. - Esta clase me ayuda a mejorar en el idioma inglés y a corregir mis errores.						
8. - Entiendo que es lo que tengo que aprender en cada clase.						
9. - Aprendo mucho en esta clase cada día.						
10. - Me aburro en la clase.						
11. - Me gusta la manera en la que aprendo en esta clase.						
12. - La profesora evalúa constantemente mis conocimientos del inglés.						
13. - Me gusta trabajar en equipo durante la clase.						
14. - Me siento seguro de mi dominio del inglés para hablar en la clase.						
15. – Me gusta trabajar individualmente en la clase.						
<b>Comentarios generales sobre tu aprendizaje del idioma y tus expectativas de las clases de inglés:</b>						

<sup>3</sup> This instrument was designed taking into consideration the “Tripod 7 c Survey items included in MET Project analysis” (Bill & Melinda Gates Foundation, 2012) from: [http://www.metproject.org/downloads/Asking\\_Students\\_Practitioner\\_Brief.pdf](http://www.metproject.org/downloads/Asking_Students_Practitioner_Brief.pdf)

## APPENDIX C: INTERVIEW FOR TEACHERS

1. Do you like teaching English? Do you like teaching to beginners? Why?
2. How long have you been teaching English in this School?
3. How many times have you taught the “Target Language I” subject?
4. It is easy or hard to teach this subject, why?
5. Could you describe your current “Target Language I” group?
6. What teaching strategies are you using to it class? Why?
7. Have you ever faced any obstacle when teaching this course?
8. What have you done to overcome them? If any?

## APPENDIX D: TRANSCRIPT FROM THE INTERVIEWS OF TEACHER

### INTERVIEW 1: THE TEACHER A

1	<b>Researcher:</b> Good morning! Thank you so much for allow me to interview you and the
2	information you give me here is gonna be used just for research purposes and the first
3	question is. Do you like teaching English?
4	<b>Teacher A:</b> Good morning, yes, ((first)) I like it very much I have been an English
5	teacher for almost twenty years and I like it very much.
6	<b>Researcher:</b> And do you like teaching to beginners, target language one ...
7	<b>Teacher A:</b> Yes, I prefer teaching to beginners because I feel that I can give them more
8	that when I teach more advance levels so I like to teach beginners also because I like them I
9	like to give them like the basis and so later they can perform better
10	<b>Researcher:</b> and... how many times have you taught the target language one subject?
11	<b>Teacher A:</b> (mmm) many times, I don't remember exactly but maybe like seven or eight
12	times I don't remember very well.
13	<b>Researcher:</b> It is easy or hard to teach this subject and why?
14	<b>Teacher A:</b> Eheh! No, well, for me is not easy because I like it and I always enjoy working
15	with beginners it is not difficult.
16	<b>Researcher::</b> Ok, and could you describe your current target language one. The group I
17	was observing.
18	<b>Teacher A:</b> The what?
19	<b>Researcher:</b> The target language one, the group that I was observing
20	<b>Teacher A:</b> Ah the group!?
21	<b>Researcher:</b> Yes!
22	<b>Teacher A:</b> The students!?

23	<b>Researcher:</b> Yes
24	<b>Teacher A:</b> Well, eh! at the beginning they were like (2´´) amm a little bit shy and a little
25	bit weak, and weak and they had some difficulties with very basic things like verb to be or
26	present simple but then I started well teaching and telling them they had to study every day
27	and they are going to become English teacher and they, they started study by hard and
28	(3´´)... besides the course book I was using some strategies with them, I was teaching them
29	how to ix- expander vocabulary ,how to memorize verbs they were designing their own
30	materials like flashcards, posters, we have a picture dictionary and I think they were, they
31	improve, they improve a lot.
32	<b>Interviewer:</b> Yes, what teaching strategies are you using to this class?
33	<b>Teacher A:</b> Eh! I like to (2´´) start the class with a warm up and I usually introduce the
34	topic then they practice then we do games, we do, as I said before no, I like to work with
35	learning strategies and they prepare their own learning material they produce, they
36	produce their own conversation, their writings, their (mmm) role-play, mainly.
37	<b>Researcher:</b> And have you ever face any obstacle when teaching this course?
38	<b>Teacher A:</b> Maybe the only one has been that it's very common that the students at the
39	beginning, well not all of them but some of the students at the beginning have some
40	problems, because they do not know the basis so you (as teacher) need to work a little bit
41	harder with them, and I like to give them a lot of extra material and when I have those kind
42	of students I also ask them to, to do some other extra activities like to take some grammar
43	reference books o I ask them go to the laboratory more and more and more hours or I give
44	them some tutoring, but any difficulties like something really big no, no.
45	<b>Researcher:</b> Okay! Thank you so much for the information you gave me. It was a pleasure
46	and thank you so much for allowed me to observe your class.
47	<b>Teacher A:</b> Thank you Anaí.

## INTERVIEW 2: THE TEACHER B

1	<b>Researcher:</b> Good afternoon, today I want to interview you in order to know something
2	about your teaching experience (...) my thesis so the information you give will be useful..
3	and important to me, thank you so much .. and I going to start with the question of the
4	million, do you like teaching English?
5	<b>Teacher B:</b> Do I like teaching English?, that is a hard question to answer after so many
6	years, so matter of fact I do love teaching and at the beginning of course like everybody
7	gets nervous and we hope that we do a good job as the years go by and of course when you
8	are doing a project in your teaching it is the most wonderful experience that you can have
9	as a teacher because you are studying and you are teaching at the same time and usually
10	you have a wonderful investigation because you have some experience and you know how
11	to investigate or research I would say, research a lot about techniques, methodology,
12	everything has to be involved in teaching, and I usually tell my students if you going to
13	teach you will never be rich in quantity but you will be rich in knowledge, in knowledge
14	and I think that is the most satisfying gift that a teacher can have when you see students
15	that have learned and they are satisfied what they learned and most of all motivate them to
16	continue because they think one semester is enough but it is never enough.
17	<b>Researcher:</b> Yes, well I know you are currently teaching to beginners, Do you like
18	teaching to the beginner level, to students of the Target Language 1 subject?
19	<b>Teacher B:</b> Well it is kind of difficult to answer that question because I remember years
20	back most of the teachers think it's the easiest level to teach, but I think they were wrong
21	because I think it is one of the most difficult levels to teach, because we don't know where
22	they come from and if they have learned some English or if they have learned some
23	grammar rules, if they really use what we think they had used, and many schools they

24	don't even care if they pass or not the levels but most of the kids that we usually get in the
25	university have not an idea of what they want. But many times when they come to this
26	faculty, it there was their second option or they think it's only learning English in the
27	English language and they have no idea they going to teach, so they're very surprised when
28	they know and at the beginning of the year they say “oh no I think I made a big mistake”,
29	but as the years go by I tell them if you don't like what you do you are going to be a
30	miserable teacher but if you enjoy what you do you're going to be a good teacher.
31	<b>Researcher:</b> Yes, it is really. How long have you been teaching English in this School?
32	<b>Teacher B:</b> I have been working for thirty years (really happy) but with different levels of
33	course, different subjects and I can say I have been teaching 30 years in the faculty I mean
34	in the BA, I have worked in all areas the JTronco Común, the CELE, that I began the
35	CELE because the CELE made the BA to become a wonderful program because I think we
36	were the very first BA that have to do with teaching English as a foreign language in
37	Puebla, I think we were the first school that had the BA in all of Mexico. That's why in
38	Mexico City when they're looking for good teachers or good translators they always come
39	to Puebla to choose the best students and think you should be proud of that.
40	<b>Researcher:</b> Wow! it is interesting to know that. How many times have you taught the
41	“Target Language 1” subject?
42	<b>Teacher B:</b> Ufff, how many times? I think many times, maybe more than... oh I have no
43	idea, maybe about the years I think I have ten years, but it's like I said it's not easy because
44	we have no idea where the students come from, maybe from secondary, from tele-
45	secondary, from high school in the suburbs, and maybe regional. Maybe the student is
46	bilingual because it is an indigenous and maybe he is bilingual because he speaks a...
47	maybe Zapoteco, maybe Nahuatl and that is very interesting because those are the first
48	students that come up and they have a better understanding, but students that have never
49	taken English they are lost, and I can tell when they never have taken English before so
50	that is why I can till now to help them.
51	<b>Researcher:</b> So did you was teaching when it was the change of Fenix for the Minerva
52	syllabus?
53	<b>Teacher B:</b> yes, I have been in the fenix, I have been in the Minerva and there's been a
54	couple of other changes that I've been present instead they have the same problems
55	(jijijijj).
56	<b>Researcher:</b> Ok, and could you describe your current target language one group? This
57	group?
58	<b>Teacher B:</b> OK It is sure that I have a very interesting group because I have about five
59	students that are very good and I tell them what are they doing, you know in studying from
60	the beginning, if they have the possibility of going up to a different level but the problem
61	was not the level, the problem was the schedule, so I talked to Robert the... our director,
62	that we should do something about these students, you know trying to get ahead if they
63	have a good level of the English but they can't do anything because of this schedule. Most
64	of them work, or most of them did not want to come in the morning and afternoon so they
65	have to think about intermediate schedule time for them to come. But then I had tell them
66	you know it's OK, if you are really running it's mad OK. But many times I had students
67	that jumped to fourth level and they wanted ahh... they felt good at the beginning but they
68	also felt that they were lacking something between the lengua metas (he previous Target
69	Language subjects), that is call practice so they were sad because they needed more timing
70	and more time for lengua meta, so when I tell my students this they are kind of satisfying
71	because they will be practicing more the language, and you know that when we were inside
72	the classroom we speak English but going out everything comes back to Spanish. So we
73	lose time and we lose the contact of the target language because students are not prepared
74	enough to speak with the classmates, to speak with the teachers in they end up speaking

75	Spanish. Even the teachers no, sometimes when I see they don't understand I have to help
76	them in Spanish but I try harder and they know that every day I talk more English than
77	Spanish so they get a custom, no?
78	<b>Researcher:</b> Yes, and do you consider that teachers can take advantage of that students
79	who has a high level in the classroom?
80	<b>Teacher B:</b> Well at the beginning it was difficult for them to adapt because they were
81	ahead sometimes I could see their faces becoming bored, so what I did... I told them, you
82	need to help students that are weak, if you can help me with them I think it's going to help
83	you even more to teach sooner than you think, so that kind motivated them and the weak
84	students did not felt so bad because they were so weak that they were not afraid to make
85	mistakes with the higher level students, but when I had got them together and helping
86	them, then any moment that they start teaching is going to help them grow up a little bit
87	more and they are going to be motivated.
88	<b>Researcher:</b> Yes, what teaching strategies are you using to this class?
89	<b>Teacher B:</b> Well to this class, Well my strategy would have to be the direct method
90	because I try the most I can talking to them in English, and this is the only place that they
91	will practice, and sometimes I can see their faces that they are trying to understand what I
92	say and if they don't understand I give them examples but in English so they can forget a
93	little bit of their Spanish but it's too soon, it is too soon for them to be able to understand
94	one hundred percent but I help them with their listening training because they're listening
95	to me and I tell them that they have the answer to the problems, , if they have problems in
96	structure they need to read more in Spanish and English. If they don't have the basis in
97	their own language then I don't expect them to understand in English and if they have
98	listening problems, then they may, you know, watch movies with subtitles in English, and
99	listen to documentary programs. Listen to music listen to whatever they like to but in
100	English. So when they train their ears their production is going to be much better but it
101	depends on them.
102	<b>Researcher:</b> Yes their autonomy is necessary, Have you ever face any obstacle when
103	teaching this course?
104	<b>Teacher B:</b> Not really I think that ... I tell it them, the difference between a native speaker
105	and a no native speaker teacher, a native speaker is wonderful because they have the best
106	pronunciation, but a no native speaker teacher can help a lot in the group because they
107	know the problems that they have had in the past years and if they don't understand then
108	the no native speaker can explain to the person or to the students in their native language
109	and I think that's the most wonderful gift that we have as a teacher and they're going to
110	appreciate it because we are facilitators in teaching not to complicate their lives, and they
111	are going to be teachers so they have to find methods, techniques, ways of making teaching
112	a little bit easier for the students. Most of all for the students, and of course teaching, we
113	have to be very careful what we teach because we have problems in fossilizations, students
114	learned for example, at the beginning in primary school or secondary school, with mistakes
115	like "I have twenty years all" they're going to have this forever and they know it's a mistake
116	but it comes out so natural that they forget that they are teaching it wrong, and remember
117	children repeat everything what the teacher says, so if we have teachers that make this
118	mistakes so they are not going to be a good teachers and they are going to be questioning
119	"where did you learn English?" and they will say "at the Faculty of Languages" and this
120	problem has been forever, so we have to take care of these new teachers not to make those
121	kind of mistakes at the beginning of their teaching experiences so we have to be aware of
122	our teaching.
123	<b>Researcher:</b> Okay! Thank you so much for the information you provided me. It was a
124	pleasure to interview you.