



UNIVERSIDAD DE QUINTANA ROO

División de Ciencias Políticas y Humanidades

**Educational Psychology: A Need for Future Mexican
English Teachers at the University of Quintana Roo.**

**TRABAJO MONOGRÁFICO
Para obtener el grado de
LICENCIADO EN LENGUA INGLESA**

**Presenta
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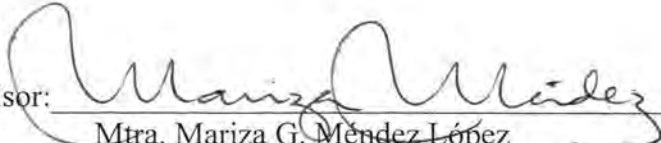
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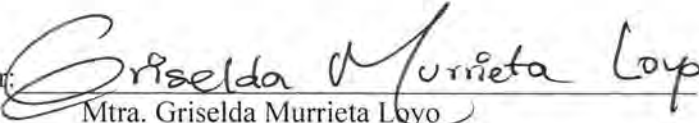


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LICENCIADO EN LENGUA INGLESA

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INTRODUCTION

The demand for professionally qualified English teachers in Mexico is constantly on the rise. However, it is not enough for Mexican English teachers to master the language and be trained in the techniques for teaching English as a foreign language; educators need to be prepared to tackle different constraints in classrooms, such like coping with different personalities, styles and ways of learning. Most young EFL teachers do not obtain much knowledge from a formal instruction in how to manage English education in the different ELT programs in Mexico. Despite the fact that the English Language major at the University of Quintana Roo trains future English teachers, it does not prepare them to face students' behaviour, frustrations, feelings and attitudes while learning a foreign language. Before finishing my bachelor's degree I began to work as an English teacher at the Instituto Cumbres de Quintana Roo, a catholic private school. In that school I began to teach at pre-elementary school level and I did not have problems related to children's behaviour because at that level children are easy to manage since they see teachers as authority figures. However, when I taught English in junior and high school I had to face some difficulties with students' behaviour. Those students did not care about their homework, did not participate actively in class, their exam grades were low and some of them refused to learn English because of diverse reasons. As a result of this experience, I realized that English teachers need to know about educational psychology and its branches. A

key element for better teacher's performance is knowing about educational psychology as reflected in ELT literature.

The present research is based on the fact that prospective English teachers require information about educational psychology in order to deal effectively with some problems their students may have. A course unit covering contents on these issues will be proposed for prospective English teachers. This course emphasizes that educational psychology is a useful tool, and its theories and basic concepts can be applied to different kinds of situations. Furthermore, through a course unit on educational psychology future teachers will learn how to use methods and techniques in an effective way to help students with learning problems like motivation, attitude, anxiety and other different personal factors. Successful language instruction requires a fundamental understanding of how students develop their capacity to learn languages. Therefore, the course unit designed here will prepare new EFL teachers to become decision makers who can stimulate their students' learning. The main objective of this course will be to train students' to become better prepared and informed teachers of English as a foreign language. Thus, they will be able to make effective decisions for problems arising in their day to day practice.

Chapter I

University of Quintana Roo

Background

Teaching has been one of the most important human activities, and every human being has their own style to teach. For English teachers, English is a universal language and it could represent different things. As Richards and Freeman (1996) state universal language could represent different things to different people in different areas. The English language represents the language of English literature, for some people, it is the language of the English-speaking world. Others see English simply as a means of doing business and making money. The approach to teaching English is realized by practicing teachers in two different ways: teachers who view teaching only as a product and worry about final grades, and teachers who worry about the human beings they are working with, but do not have skills to face their different demands.

The University of Quintana Roo is the youngest university in the south part of Mexico. This university is situated in Chetumal, the capital city of the State of Quintana Roo. The University of Quintana Roo offers nine degree majors: Commercial Systems, Law, Anthropology, Economics and Finances, International Affairs, Natural Resources, English Language, Environmental Engineering and Energy System Engineering. The English language major at the University of Quintana Roo has as a main objective to form English teachers. This major includes two subjects in its curricula which because of their names students could believe these subjects will include information on how to deal with the problems

mentioned above. The first one is ***Psycholinguistics***, its principal objective is to analyze and compare the acquisition and process in the first and second language, as well as its implications in education. The other subject ***Methodology and Techniques in ELT*** is focused on methods in ELT. The main objective of this course is that students compare these methods to prepare classes using some principles from the different methods. In addition ***Methodology and Techniques in ELT*** has psychology as a topic, but the information contained in the topic mentioned above is only theoretical and it does not include practical techniques to face day to day problems in the classroom as the ones mentioned before.

The objective in writing this monographic study is to propose an educational psychology module of 12 hours to be included in the ***Methodology and Techniques in ELT*** course that could be useful for future students in the English Language Major. Most beginning EFL teachers start teaching without taking into account the fact that students of all ages may have problems that require teacher's knowledge on educational psychology. Secondly, many EFL teachers will encounter problems involving negative attitudes such as: low motivation, anxiety and lack of empathy and different levels of self-esteem and inexperienced teachers may not know how to deal with all of them. The first teaching jobs many beginning English teachers will be at elementary schools and junior or senior high schools where students lack the motivation needed to learn a foreign language.

This research project will serve to advance knowledge for the reasons listed below:

- This study will propose a course unit for a university-level program course in educational psychology especially designed for teachers of English as a foreign language in Mexico.
- The unit proposed will contain suggestions of strategies and techniques for training future English teachers to deal with problems such as students' attitudes, how to recognize learning disorders, and how to maximize students' motivation to learn English.

The result of this research will be useful for: students of the English Language Program at the University of Quintana Roo, new English teachers at the UQROO program, and teachers of EFL in general.

It is known that students in the English Language Program at the University of Quintana Roo do not have a subject on educational psychology. In addition, the writer of this research has found that in some universities of Mexico as the University of Veracruz and Guadalajara, where the English Language program is taught too there is no a subject in their curricula related with the science mentioned above. From the point of view of the present researcher, knowledge of educational psychology is very important for future teachers of English as a foreign

language. “ The successful educator must be one who understands the complexities of the teaching-learning process and can draw upon this knowledge to act in ways which empower learners both within and beyond the classroom situation” (Williams and Burden 1997, p. 5). For this reason, it will be the main objective of this monographic study to propose: the lesson plans for a course unit in educational psychology featuring methods and techniques for dealing effectively with the different situations both in and out of the classroom that commonly confront beginning EFL teachers.

The research conducted will focus on the following:

- The aspects of educational psychology that will prepare students of the English language program here for the realities of their future jobs as EFL teachers.
- The study’s scope will include the lesson plan of the twelve hours unit to be inserted in ***Methodology and Techniques in ELT*** major program.
- The content will focus on the theory needed to solve in practice the problems that EFL teachers commonly face, but at the same time practical strategies and techniques will be presented.

Chapter II
Literature Review

Literature Review

Education is considered a big and complex phenomenon, which involves different kinds of sciences in order to explain its different dimensions and contexts. Educational psychology is one of these sciences. Since 1880 Educational Psychology has been considered a discipline. In 1886 Louisa P. Hopkins wrote about the importance of psychology to help education' development. She stated that:

"Sería tan absurdo tratar de educar a los jóvenes sin tener conocimiento de [...] la psicología como intentar producir una sonata cuando se ignora el fenómeno del sonido."
(Hopkins 1886, p. 3)

Wittrock (1992) stated that psychology is divided into several branches. One of them is Educational psychology whose principal goals are the education process and learning. We can see that this science has two terms, which their meaning are different and complex: Education is considered as the field of study concerned with theories and methods of teaching and psychology is defined as the scientific study of the human mind and the reasons of people's behavior. Clifford (1984) considered convenient to join these two disciplines. For him Educational psychology is the use of psychology methods to study the education's process. Grinder (1981) defined the discipline as the group of knowledge taken from psychology to apply its techniques in a classroom.

We can see that these definitions are not clear. They do not give us a complete explanation of this large science. According to Hernández (1998) educational psychology is the science that studies the different aspects of education in the society and some cultures. Also, educational psychology provides a useful framework to observe and analyze the learning process of students.

On the other hand educational psychology analyzes what people do, think and feel while they are in the process of acquiring new knowledge. It studies the most common educational problems, which includes models, theories, learning processes and useful techniques in order to create new ones and help teachers in general. Hernández (1998) says in his book that educational psychology includes some aspects such as: educational objectives, developments, students' personality and attitudes, learning processes, motivation and discipline.

The author of this paper believes that some of these aspects are very important for teachers, besides that it is well known that future teachers need methods, techniques and theories to manage students' learning. Personality factors strongly affect all aspects of classroom management because they are related with feelings that a student could have in the process of learning, for example the feeling of fear or anxiety when learning a foreign language. According to Brown the affective domain is the emotional side of human behavior, and it may be juxtaposed to the cognitive side.

The development of affective states or feelings involves a variety of personality factors, feelings, both about ourselves and about others with whom we come into contact (Brown 1994b, p. 143). Education theories claim that personality factors is one of the most common problems teachers have to deal with. Unfortunately, affective factors are difficult to describe because they are difficult to measure, and it is almost impossible to specify the contribution they make to the learning process (Nunan and Lamb 1996, p. 208). Furthermore every student's behavior is different according to age, background, economic status, and religion. Thus, educators should not apply the same activities, techniques and methods to all students as if they were given standard groups. Since students are not equal is necessary for new English teachers to know how to deal with the possible personality factors they can be in touch with in order to have a good environment in the classroom. The most common of them are: self-esteem, risk-taking, anxiety, extroversion, introversion, attitude, motivation and inhibition. It is especially difficult to demonstrate that those personal factors affect the learning process and it is more difficult to find which ones are the most important. But, Lightbown and Spada (1999) state in their book that feelings are deeply connected with the results that students could have in their process to learn a language. They suggested that inhibition discourages risk-taking which is necessary for progress in language learning. Also, the overall findings show that positive attitudes and motivation are related to successful second language learning (Gardner, 1985). After analyzing them and in agreement to the experience that some authors and

the researcher of this investigation have had during her classes. I decided to focus on the following personality factors because these personality factors are the most common and likely to be encountered in the classroom.

Self-esteem

According to Brown (1994a) self-esteem is probably the most insidious aspect of any human behavior. It could be easily claimed that no successful cognitive or affective activity can be carried out without some degree of self-esteem, self confidence, knowledge of yourself, and belief in your own capabilities for an activity. But what is self-esteem? How is it defined? How does it work in a classroom? A widely accepted definition of this personality factor is the following:

By self-esteem, we refer to the evaluation which the individual makes and customarily maintains with regard to himself; it expresses an attitude of approval or disapproval, and indicates the extent to which and individual believes himself to be capable, significant, successful and worthy. In short, self-esteem is a personal judgment of worthiness that is expressed in the attitudes that the individual holds towards himself. It is a subjective experience, which the individual conveys to others by verbal reports and other overt expressive behavior.
(Coppersmith 1976, p. 58)

I think that self-esteem is one of the most important factors which teachers must take into account in order to help students learning better a foreign language. Because if English teachers help students to raise their self-esteem, they

will perform better in the different activities in the classroom. Consequently, their language learning process will be enhanced.

Risk-taking

One of the personality factors, Risk-taking, is considered as the willingness of learners to take calculated risks in attempting to use the language Brown (1994a). The previous personality factor self-esteem, if satisfied lay groundwork for risk-taking. This means that if students recognize their own ego fragility and develop the firm belief that, they are ready to take the necessary risks to learn the English language without feeling fear of making mistakes, for instance mispronouncing a word, they will be able to develop their linguistic abilities in a better way.

Few researchers have done investigations about risk-taking. For most of these researchers risk-taking is not important to be considered in the classroom. Beebe (1983) cited a study which claimed that "persons with a high motivation to achieve are... moderate, not high risk-takers. These individuals like to be in control and like to depend on skill. They do not take wild, frivols risks or enter no-win situations." The author mentioned before says risk-taking is important in both classroom and natural setting:

In the classroom these ramifications might include a bad grade in the course, fail on the exam, a reproach from the teacher, a smirk from a classmate, punishment or embarrassment imposed by oneself. Outside the classroom, individuals learning a second language face other negative consequences if they make mistakes. They fear looking ridiculous; they fear the frustration coming from a listener's blank look, showing that they have flailed to communicate; they fear the danger of not being able to take care of themselves; they fear the alienation of not being able to communicate and thereby get to other human beings perhaps worst of all, they yearn a loss of identity.
(Beebe 1983, p. 40)

In addition Brown believes that most of the time our problem as teachers will be to encourage students to guess somewhat more cheerfully than the usual student is prone to do, and to value them as persons for risk taking feature that they have. Risk-taking is an important factor, which future English teachers must be aware of in order to know how to deal with students that think that a mistake is the worst thing they can do. Teachers have to make students aware that they can learn from their mistakes and there is no reason to feel embarrassed.

Anxiety

Most of the literature sees anxiety as an important affective role in second language acquisition because it is an open aspect of the affective state of the language learner (Horwitz and Young 1989, p. 142). This affective factor is quite possible the one which obstructs the learning process. It is connected with negative feelings such as uneasiness, frustration, self-doubt, apprehension and

tension (Arnold 1999, p. 8). But Scovel (1978, p. 134) defined anxiety as “a state of apprehension, a vague fear.”

Krashen (1982) wrote a theory called affective filter hypothesis. The affective filter hypothesis simply states that a student’s acquisition of a second language is directly related to his attitude toward acquiring it. This outlook may be influenced by several factors – societal opinion of the language and its students, positive or negative classroom experience, nervousness, sense of self-esteem – but at the end, the sum of positive versus negative attitudinal factors will strongly correlate with the student’s success in the language learning process.

Therefore, according to Krashen’s theory English teachers should know that having a classroom environment that provides for a low filter maximizes language acquisition. It is known that those teachers who aim to teach English as a foreign language should keep a positive, constructive attitude, especially toward errors that their students commit.

There are different kinds of studies and analysis on anxiety. Every author has their own ideas about this personal factor helping or preventing students from acquiring a foreign language. Some of them agree on the importance of studying and applying techniques to lower students’ anxiety. In 1975 Chastain carried out an investigation about the relationship between anxiety and foreign language

proficiency. Chastain found out that in some cases high anxiety was associated with superior performance. So, it is suggested that there are two types of anxiety; facilitating anxiety which assists performance on such things as a language test, and debilitating anxiety which impedes it.

On the other hand one of the most widely cited studies on anxiety in language learning is Baileys' (1983). She kept a diary of her experiences of learning a foreign language and used the journal as a database for her research. Bailey found that at times her anxiety appeared to help her in her efforts to master the language, but at other times, her anxiety got in the way. She noticed as well, in her own diaries and the diaries of other language learners, that there was a systematic relationship between anxiety and competitiveness. This study of competitiveness and anxiety in second language learning found that facilitative anxiety was one of the keys of success and closely related in foreign language anxiety, focuses more specifically on the situational nature of state of anxiety. However, recent researches on foreign language anxiety focus more on the situational nature of state of mind. This study was about three components of foreign language anxiety that have been identified (Horwitz and Gardner 1989) in order to break down the construct into researchable issues:

1. Communication apprehension, arising from learners' inability to adequately express mature thought ideas.

2. Fear of negative social evaluation, arising from a learner's need to make a positive social impression on other.
3. Text anxiety or apprehension over academic evaluation.

The result of these investigations concluded that anxiety can be of two types and that it can have a negative effect on the language learning process if the teacher does not know how to manage it. On the other hand if future English teachers have theory-based strategies to help them to create a relaxing learning atmosphere in the classroom to convert anxiety into a positive factor, then the students' learning process will be facilitated.

Extroversion and Introversion

Extroversion and Introversion are other personality factors which have been studied in order to know their importance in the process of learning a second or foreign language. English teachers probably have a tendency to stereotype extroversion. We are prone to think of an extroverted person as a gregarious, "life of the party" person. Introverted people, conversely, are thought of as quiet and reserved with tendencies toward reclusiveness (Brown 1994b, p. 145). The result of these beliefs mentioned above are that in a classroom teachers admire the talkative, outgoing students who participate freely in class discussion. On the other hand, introverts are sometimes thought of as not being as bright as extroverts. But

most of the extroverts need other people in order to feel well. Brown (1994b) argues that extroverts are not necessarily loud mouthed and talkative. Besides some authors have found that introverts are more successful language learners than the extroverts because they analyze in a deeply way the information they have (Lightbown and Spada 1999, p. 54).

Extroversion is commonly related to empathy. Brown (1994b) claims that extroverted people may actually behave in an extroverted manner in order to protect his or her own ego. At the same time the introverted quieter, more reserved person may show high empathy. It is not clear then, if extroversion or introversion helps or hinders second language acquisition. However, it would be useful for English teachers to know about these personality factors they are likely to encounter in class.

Attitude

From the point of view of the present research it is important to consider attitude in the present investigation as one of the most important personality factors which could have a big influence on the process of learning a language. Richards and Freeman (1996) state that the attitude of learners toward the target language, the learning situation, and roles that they are expected to play within

that learning situation will have an important effect on the learning process. If a student has a negative attitude this will be an obstacle toward the language, the culture, the classroom, or the teacher. The same authors explain in their book that this personal factor is related to motivation because depending on the motivation, students could have a positive or negative attitude towards the target culture, language and learning environment may arise. I believe teachers who work in junior high-schools and high schools here in Mexico have problems with students' attitude because they are not completely agreed about studying a foreign language. Due to the age process students of this level are going through combined with the compulsory subject English; students develop a natural rejection towards the language. In addition it is important to be aware of the possible reactions students' attitude may cause in a classroom, and how to deal with them.

Motivation

Motivation is one of the most important factors enhancing language learning. Authors like Brown, Dörnyei, Keller, Williams and Burden truly believe that motivation has an especial effect on the students' learning process. Almost all studies report a high connection between motivation and achievement, and this link is taken as proof that a deeply motivated student will do well in school Nunan and Lamb (1996). In other words, the importance of motivating students to learn

is a key skill in every teacher's repertoire. Even though Nunan and Lamb do not disagree with teacher's efforts to motivate students, these researchers think that students should become self-motivated. They based this assertion on his article about learner-centered instructions that ultimately it is the student, not the teacher, who must do the learning Nunan and Lamb (1996).

According to the previous motivation theories some students have different necessities of achievement. They could be really interested in learning and others may be interested only in passing an exam for a specific purpose. Some psychologists believe that motivation is a state of mind, a temporal situation Woolfok (1999) and teachers need to make it longer and longer. But how new teachers can deal with this situation if they do not have theories to support their daily practice in classrooms.

Gardner and Lambert (1972) dispute that there are two fundamental types of motivation: Instrumental and integrative motivation; instrumental motivation manages the learner to acquire another language for money, career, or power. Integrative motivation, on the other hand arises out of a desire to recognize with the culture or community that speaks the language. Gardner and Lambert argue that interactively motivated learners will do better than instrumentally ones. Consequently Gardner (1985) suggests that motivation:

Refers to the combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes towards learning the language. That is, motivation to learn a second language is seen as referring to the extent to which the individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity. Effort alone does not signify motivation. The motivated individual expends effort towards the goal, but the individual expending effort is not necessarily motivated. Many attributes of the individual such as compulsiveness, desire to please a teacher and parent, a high need to achieve might produce effort, as would social pressures, such as demanding teacher, impending examinations, or the promise of a new bicycle. (Gardner 1985, p. 10).

Motivation has been classified into extrinsic and intrinsic. James Raffinni (1996) defines intrinsic motivation when a learner studies because he wants to do it. It means that a person tries to do his personal things the best he can, to feel the satisfaction to do almost everything in the right way. Extrinsic motivation, according to this author, is when people do something to have good grades and receive something for this goal. This motivation depends on the external recompenses. For instance a student can be motivated to obtain better grades because his father will lend him his car to make a trip with his friends on his next holidays.

All second and foreign language learners need to be treated with affective care. Native and non-native English teachers may remember how they sometimes felt silly when they lack some words or structures to communicate and how they felt helpless. Humanistic researchers like Maslow and Brown are convinced that intrinsic motivation is more powerful than extrinsic one. Brown supports that introverts have long-term retention than extroverts because human beings look for

reasonable challenges (Brown 2000, p. 165). Maslow (1970) claimed that intrinsic motivation is clearly superior to extrinsic. He says that we as people are ultimately motivated to achieve "self-actualization". Once our basic physical safety and community needs are met, regardless of the presence or absence of extrinsic rewards we will strive for self-esteem and fulfillment (Brown 2000, p. 165). Another author that support the idea mentioned before is Jerome Bruner (1966). He says that introverts have the feeling of superiority. It means that they continue studying because of personal goals and they are more interested in learning that taking care of punishment or other kind of factors which motivate students to continue studying. While, extroverts most of the time are worried about money, prizes or punishments that their parents can give if they obtain low grades in school.

Some learning activities could be very interesting to the learners and the educator can take advantage of the intrinsic motivation if he encourages their curiosity in order to learn by playing. Furthermore the main objective to include motivation is that these future teachers will learn how to use methods and techniques to help students increase their level of motivation. Some researchers indicate that teachers need to create objectives to improve knowledge, (Good 1983) that is making students aware of the different benefits they can obtain by learning the English language.

Affective factors are going to affect English teachers daily routines, but what happen when students leave the school to face all the problems they have in their common day. Teachers can play a very important role in their daily live. In consequence, if students come to our classes with school or home problems or after a mathematics class or work, their attention and interest will be affected by these factors. Most of the time novate teachers do not know how to deal with students' emotions. Therefore future English teachers must be aware of the possible reactions on their students to take advantage of them. As a result, those teachers could help their student's to facilitate their English learning process with the techniques and suggestions this investigation will present.

Chapter III
Course Unit Proposal

Proposal

The main objective of this course unit is to prepare students who will be future English teachers to be better skilled to deal with the challenges they are likely to encounter in the language classroom.

The overall aims of the course unit are:

- To give University of Quintana Roo's EFL students the opportunity to analyze educational psychology theories and basic concepts to apply in their future jobs.
- To prepare new EFL teachers to become decision makers who can stimulate their students' learning process.
- To provide students with tools to apply when they have a problem related with their future students' behavior about English language.
- To motivate students to further their understanding of current psychological theories.
- To encourage future English teachers to continue working on personal factors.

The principal topic of this course unit is to study some of the personal factors that affect directly all aspects of classroom management. Moreover future English teachers should know how to deal with personal factors because every language student has different needs according with his/her personality.

This unit will have six main topics and their subtopics. This research will focus on the most important personality factors according to literature: self-esteem, risk-taking, anxiety, attitude, motivation, and extroversion and introversion. They will be considered and studied by Lengua Inglesa Major's students.

The subject ***Methodology and Techniques in ELT*** is studied in the ninth semester in the University of Quintana Roo by the English Language Program students. This subject is an important piece of their technical training because this topic will allow them to know and analyze the teaching methods and techniques to teach English as a foreign language. However, from the point of view of this investigation the course mentioned above needs to change some topics of its study areas.

The author of this research considers that it is vital to be familiar with the backgrounds that the students of the degree of English Language Program

students have about educational psychology because in that way it will be easier to take into consideration to integrate the course unit propose in the subject of ***Methodology and Techniques in ELT***. I made an interview to the students mentioned above¹. Unhappily, those students seemed to have poor information of this area. Some of the information they gave from the interview were " Education psychology is about students' personality" "psychological factors that affect students' learning", "It is a subject which can help us to understand the students' behavior", " It refers to all the factors related to the behavior of the students in correspondence to the learning process", "It is the analysis personality from an educational point of view", " It's the area the studies the different factors about the students needs". Although, they have a general idea about this discipline, they need to know more about it. On the other hand, those students are conscious that if they would study part of the area of educational psychology, they will easily answer the interview's questions. Also, they completely agree that it is a good idea to re-structure the subject of ***Methodology and Techniques in ELT*** to be better prepared when they finish their major. In order to support that idea a student stated that "sometimes students can't learn English easily because of different factors, educational psychology could help us to identify the possible difficulties to learn English and then to solve them".

The course unit planned "psychology in language learning" would be incorporated in the curricula of "***Methodology and Techniques in ELT***". This

¹ See appendix I.

course unit will include the lesson plans of the module to be included in the subject mentioned above. I shall now present the course unit program:

TOPIC	SUBTOPIC	OBJECTIVE
Self-esteem	Does high self-esteem cause language success or does language success cause high self-esteem? The characteristics of high and low self-esteem.	<ol style="list-style-type: none"> 1. Analyze the possible reactions of a student with low or high self-esteem. 2. Compare the advantages and disadvantages of low and high self-esteem. 3. Examine positive student self-concept.
Risk-taking	Take the risk of being wrong	<ol style="list-style-type: none"> 1. Make students comprehend possible ways to help future English students to take the risk of being wrong to learn English language from their mistakes.
Anxiety	How to manage anxiety in the classroom?	<ol style="list-style-type: none"> 1. Identify the two types of anxiety. 2. Design techniques to reduce debilitating anxiety not in favor of English language learning.
Extroversion and introversion	Extroversion and Introversion students' behavior.	<ol style="list-style-type: none"> 1. Comprehend the different reactions of extroverts and introverts students. 2. Identify the advantage of extroverts and introverts, to facility English language learning processes.
Attitude	The three obstacles towards English language: <ul style="list-style-type: none"> ▪ Culture. ▪ Classroom. ▪ Teacher. 	<ol style="list-style-type: none"> 1. Create strategies to foster in English students a positive attitude toward the culture, the classroom and the teacher to learn a new language: English.
Motivation	Extrinsic and Intrinsic motivation	<ol style="list-style-type: none"> 1. Distinguish the differences between extrinsic and intrinsic motivation 2. Identify activities the teacher can apply in his classes to enhance motivation.

These topics will be taught through teacher presentations, readings, video class observation, class debate and readings. Furthermore students will work in groups and individually depending on the topic. Students will be graded by quizzes, reports, and presentations.

In order to show how the topics will be taught, I present the lesson plans for the twelve hour course unit.

Self- esteem Session

Class: Methodology and Techniques in ELT

Class time: 10: 00 am- 12:00 pm

Students: 15

Subject: Self-esteem

Subtopics:

*Does high self-esteem cause language success or does language success cause high self-esteem?

* The characteristics of high and low self-esteem in students.

Objectives:

- to list the possible feelings when a student has low or high self-esteem.
- to compare the advantages and disadvantages of low and high self-esteem.
- to build positive student self-concept.

Activity:

In the previous session the teacher asked students to look for what self-esteem is. They have to look by themselves for the asked information.

Procedure:

In pairs students will discuss and exchange their point of view about what self-esteem is.

In groups of three students will list the characteristics of high and low self -esteem. Also they list the possible students' reactions with high and low self-esteem.

After that the whole class will discuss the groups' ideas in order to know if the students have the similar position of this topic.

Then the teacher will give students a short reading of the characteristics of low and high self-esteem. Then in the same group students will analyze, discuss and compare the reading with their list about some of the possible characteristics of high and low self-esteem, and according to that, they will think and write the advantages and disadvantages when an English student has his self-esteem very low or high.

The leader of each group will write on the board the advantages and disadvantages. Subsequently, the teacher and the whole class will discuss them to create activities which English students will easily participate in the class.

Finally the teacher will present some activities like give English students pronunciation exercises, which could be helpful to know what to do when a student for example does not like to talk in English because his accent is very strong. In addition they could give more suggestions to his classmates.

Evaluation:

Individually the teacher will give a student situation, who has low or high self-esteem. They will write three ideas to try building positive student self-concept.

Risk-taking Session

Class: Methodology and Techniques in ELT

Class time: 10:00 Am- 12:00 PM

Students: 15

Subject: Risk- taking

Subtopic:

Take the risk of being wrong.

Objective:

- To make students comprehend possible ways to help future English students to take the risk of being wrong to learn English language from their mistakes.

Activity:

The teacher will explain the definition of risk-taking. Then in groups of three students will discuss the following questions:

1. Why is very important risk-taking while they are learning English?
2. During their life as students did they take the risk of being wrong?
3. How did they loose fear to take the risk of being wrong?
4. From their point of view what is the clue to loose the fear of being wrong?

Procedure:

After analyzing the questions mentioned above the students will watch two short parts of two movies: Mr. Holland's Opus and Gangstas paradise. In the first part of the movie the teacher has a really hostile attitude with the students and in the second movie is the opposite. In pairs students will analyze if the students in the movie took the risk of being wrong. Then the whole class will discuss the same point.

Then the students with their same partner will point what was the reaction of the students with the aggressive and the pacific teacher. After that they will discuss their answers with the teacher, and he/she will ask them if they would take the risk of being wrong with the two teachers of the movies.

After that activity, in groups of four students will have to list some of the most common mistakes(grammar, spelling, pronunciation and writing mistakes) they had in their first English classes, How did they feel and What was the teacher's reaction when they did the mistake. Using these experience future English teachers will do a little presentation. They will have to explain with their own words, why is important to take the risk of being wrong.

Finally teacher will summarize the whole information talking about her/his own experiences with English mistakes.

Evaluation:

The class will be evaluated with the students' presentation.

Anxiety Session

Class: Methodology and Techniques in ELT

Class time: 10:00 Am- 12:00 PM

Students: 15

Subject: Anxiety

Subtopic:

- How to manage anxiety in the classroom?

Objectives:

- to identify the two types of anxiety.
- to design some techniques to reduce anxiety.

Activity:

Students will design techniques to reduce anxiety in the classroom and they will defend their strategies in a debate.

Procedure:

First the teacher will write on the board the following question: What does anxiety mean in your own words? Students will have to stand up and to ask everybody their own definition. Then they will have to write their own definition.

Secondly the teacher will present the information of anxiety. The teacher will explain What anxiety is and what the two types of this personality factor are. The teacher will give them the details about facilitating anxiety which assist performance on such thing as a language test, and debilitating anxiety which impedes it (the two types of anxiety).

Thirdly teacher will give two different situations of students that have anxiety:

Student A has the anxiety of learning English, and this student does not permit the rest of the class participated.

Student B has the anxiety of leaving the classroom, because his/her friends are waiting him/her.

In groups of three, new EFL teacher using the information of anxiety that their teacher explain, they will have to design two techniques for each situation to reduce or to manage anxiety. Also they will write why they think the techniques they design could help those students to improve their English.

Finally they will prepare a presentation because the evaluation of this activity is to defend their strategies in a debate with the whole class.

Evaluation:

The evaluation of this personality factor will be a debating to defend their new techniques to manage anxiety.

Extroversion and Introversion Session

Class: Methodology and Techniques in ELT

Class time: 10:00 Am- 12:00 PM

Students: 15

Subject: Extroversion and Introversion

Subtopic:

- Extroversion and introversion students' behavior.

Objectives:

- to comprehend the different reactions of extroverts and introverts students.
- to identify the advantage of extroverts and introverts, to facilitate English language learning process.

Activity:

The student will watch two chapters of the famous TV show in U.S.A "Boston Public School".

Procedure:

Teacher will ask to choose four students of the TV show. The English Language Program students will watch and analyze the TV show students' behaviour.

After watching the TV show they will write who of those students are extroverts and introverts. Then English students will write a list about the possible factors they think these students are introverts or extroverts. For example: If a student of Boston public school has the goal to pass all his/her subjects because his father is going to recompense him/her with a car.

Then the teacher will ask to the students' answers and he/she is going to discuss everybody point of view about who are extroverts and introverts giving examples to support their theories.

Following the discussion students and teacher will identify the advantages of extroverts and introverts to facility English language learning process (in this case the TV show students are learning Spanish).

Finally the teacher will ask them to write a summary containing the following request:

Write a summary describing:

- Four students' physical appearance and behaviour.
- The advantages of being introverts and extroverts.
- Write two ways to help those students to facilitate the Spanish learning process.

Note: The teacher will point that in the real life they could teach both languages; English and Spanish

Evaluation:

The evaluation of this class will be done with the writing they will give to the teacher.

Attitude Session

Class: Methodology and Techniques in ELT

Class time: 10:00 Am- 12:00 PM

Students: 15

Subject: Attitude

Subtopic:

The three obstacles towards English language learning:

- Culture
- Classroom
- Teacher

Objective:

- to analyze what is a positive and a negative attitude toward English language.
- to create strategies to foster in English students a positive attitude toward the culture, to the classroom and the teacher to be easier the acquisition learning process and to know how English teacher can manage negative attitudes.

Activity:

The teacher will ask students from their point of view about the following questions:

- What is attitude in your own words?
- Is it attitude important when learning a foreign language? Why?
- Which could be the possible obstacles toward English language learning?

The teacher will write on the board some students opinions.

In groups of four, students will discuss everybody's definitions then they will write down based on the collective agreement definitions. After that the teacher will give the support definition and the students will have to compare their own definition with the teacher's one. The teacher will introduce the three obstacles towards English language: Culture, classroom and the teacher.

In the next activity students will use their own experience as student of their major, in order to know why they are studying English and if they like this language. They will have to discuss why sometimes they reject some subjects of their English language major. Then they will write a positive and a negative attitude which they have had in their classes. After that the students in their groups will discuss the possible factors about their attitudes. Next the teacher will ask them if the classroom, the teacher or the culture could be an element of their negative or positive attitudes.

After the discussion the teacher will provide students a piece of paper with a positive and negative attitude towards the English language. The future English teachers will have to find the possible solutions to solve those problems. Finally the students will try to reach an agreement about how to manage students with that kind of behaviour problems.

Evaluation:

The students of this class will apply their suggestions in their own attitudes in the other subjects they have in the English Language program curricula.

Motivation Session

Class: Methodology and Techniques in ELT

Class time: 10:00 AM – 12:00 PM

Students: 15

Subject: Motivation

Subtopics:

Extrinsic and Intrinsic motivation.

Objectives:

- to distinguish the difference between extrinsic and intrinsic motivation.
- to identify activities the teacher can apply in his/her classes, to enhance motivation.

Activity:

The teacher and the students will talk about what motivation is. Then the teacher will support their ideas with some different definitions from different authors. Students will find in motivation definition that information that this personality factor has two important elements: intrinsic and extrinsic motivation. According to that information they will have to write their own definition of each them. The teacher will give students a handout with some written definitions about both extrinsic and intrinsic motivation. They will discuss if they have questions. Then the teacher will ask them the following questions:

1. What kind of motivation have you had more during your life as student?
2. What motivation do you consider better for learning? Why?

Procedure:

Then the students will work in pairs, the teacher will play a video about some interviews she/he did to his/her high-school students. The prospect English teachers will have to analyze the students' interviews and then they will identify and classify what kind of motivation they have.

After that both the teacher and the students will discuss the elements they found in the students who are studying English as a foreign language. Next they will write the possible advantages and disadvantages about having extrinsic and intrinsic motivation. The teacher will give his/her point of view of their answers and she/he will clarify their questions according with the experience as an English teacher.

Finally the teacher will present them some ideas to motivate their future English students.

Evaluation:

The students will have to write as homework a summary paper including the information they studied in the class.

The process of learning a foreign language is not easy and it is more difficult when your English Language teachers are not conscious that learners' feelings could have an impact on their success or failure in the process of studying a second language. According to that, the present research found that the study of the personality is a very important part of the process mentioned above. So, we as English teachers should be interested of knowing theories and methods about what learning involves. One of those things are personality factors as many researchers like Lightbown and Spada (1999) believe that personality will be exposed to have an important influence in language learning and teachers have to deal with them during their working life. Furthermore, Brown (1994b) states that the challenge for teachers is to maintain the quest for identifying those personality factors that are significant for the acquisition of a new language, and to continue finding effective means for infusing those results into classroom pedagogy.

The important point is for us as English teachers to be aware of the possible influences on our future English teachers and English students too, and deal with these factors using the ideas of the proposal course unit, which were presented in this investigation.

Conclusions

English teachers are like doctors, both of them cannot stop studying or improving their knowledge to be better in their professions. Since education is a complicated discipline that every day has new things to learn. Subsequently, most teachers are looking for courses, conferences and magic recipes to become better teachers. But, what happen with the emotional part? If teachers are human beings too and they have their own ideas, home, job, children and life problems. It is extremely important that the guides of the classrooms should be sensitive about their students' feelings because sometimes teachers' actions can make students feel silly and this kind of feelings could stop their learning process.

As a result of my experience as an English teacher and taking into account literature, I state that the affective dimension, in other words personal factors, should be studied by every English teacher's generation at the University of Quintana Roo.

In this paper, I have described the experience I have had as a foreign language teacher and all the personality students' problems that I have to deal with. After analyzing them and realizing that I did not have the necessary background to help them, I had to look for information which could help me to manage my classes.

Looking back to the problems mentioned above let me explain that the English Language Program at the University of Quintana Roo needs a space in its curricula to teach the course unit planned in this investigation. The challenge for the teacher here in the University of Quintana Roo and the English teachers around the world too is to find methods, strategies, activities and techniques to decrease anxiety or to take advantage of that or the other personal factors to facility the learning process. Therefore the author of this paper truly believes that the main objective of this research is to start teaching principles and gives to the future EFL teachers the necessary information to train better reflective teachers who can deal with personality factors such as self-teem, anxiety, risk-taking, attitude, motivation, extroversion and introversion.

Suggestions

The purpose of this paper is to present some suggestions to think about what are the factors, activities, strategies and personality factors we as English teachers and the future ones could practice in order to improve teaching perform.

- a) I suggest integrating this course unit designed in the ***Methodology and Techniques in ELT*** course.
- b) English teachers should encourage new English teacher generations to start teaching before they finish their major in order to clarify their possible teaching questions.
- c) I also suggest that the English Language Program to implement a complete subject on Educational Psychology.
- d) English teachers should think in having a better relationship with the student, because in that way it could be easy to find the possible factors that are hindering students' failures.
- e) It would be a good idea that English teachers and their students have a little conversation with the University psychologist in order to have backgrounds of possible learning problems to find immediately a solution.

Appendix 1

Answer the following questions

1. What is educational psychology in your words?
2. In your classes of practica docente you have to create and to teach an English class. Have you ever had any problem with students' behaviour, if your answer is yes how did you handle it?
3. Does your major have courses or topics which can help you to solve those problems?
4. Do you think information on Educational psychology will help you to understand you and your future students' positive or negative behaviour to the English language?
5. Do you think that **Methodology and Techniques in ELT** course need to be re-structure?

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**División de Estudios Internacionales
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Departamento de Lengua Inglesa

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