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English Teaching Experiences in Two Different Systems of Education:

Public Institutions and Private Schools

## **TRABAJO MONOGRÁFICO**

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## **DEDICATION**

I would like to say thanks to all of my grandparents wherever they are found. I am pretty sure they (would) feel proud of all my parents, my siblings and I have achieved. I also want to say thanks to my parents who made a great effort to help me finish my major, and who were always there cheering me up and encouraging me in order for me to get this work done. I, as well, shall thank to all of my siblings Juan, Fabiola and Mary for they supported me in my bad and good times. I shall especially dedicate this achievement to my wife who takes a part of me in her stomach and who is always beside me; special dedication also goes to my baby who will be born within seven months. I finally want to thank to my supervisors for their patience and tolerance as they supported me in all senses.

**God bless us all.**

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## INTRODUCTION

Nowadays, English is being considered as the universal language for business and technology (second most spoken language). After World War II, the strong political and military predominance of U.S. marked a substantial economical and cultural influence that displaced French from the language for diplomacy (Cristal, 1997). From that time on, English has become a global language. In these days, English is seen as the most versatile language since it is used for traveling, business, getting better jobs, higher studying degrees, and for many other reasons. For example; as The United States produces the majority of new technology and have an outgoing economy, new English words turn up, so the English vocabulary remain in a constant growing. George Weber, in his article “The World’s 10 Most Influential Languages” (1997), argued that English was the second most spoken language after Chinese language. A recent survey by The Summer Institute for Linguistics (SIL) Ethnologic Survey (1999) stated that English, with its 322,000,000 native speakers, was the third most spoken language after Chinese and Spanish. However, nowadays English is considered the fourth most spoken language after Mandarin Chinese, Indian and Spanish. “In addition, English is the official language of several countries like Canada, United Kingdom, Ireland, Australia, New Zealand, several islands of the Caribbean and the Pacific Ocean as well as in some African countries, including South Africa and most importantly in the United States of America.” (Weber, 1997).

The previous facts were the main motivation for the present researcher to learn this language. Knowing cultural differences and similarities among different countries, becoming an English-Spanish translator and being an English teacher were my main goals for studying English. Thus, the present writer decided to study “Lengua Inglesa”, an English major offered at UQROO (University of Quintana Roo). The present writer finds this English major very interesting and useful as it has wide opened the opportunities to go abroad.

However, quite many people are interested in learning the English language; about 418 million people from almost any part of the world study this language. In Mexico, English has become the most important tool for individuals to go to the United States so as to get better jobs. And even within Mexico, English is the language to learn so as to get a good salary in big foreign enterprises. (Weber, 1997).

In the present researcher’s personal opinion, most people in Mexico start learning English at older ages because of the following reasons: English is not part of the curricula at primary public schools. At secondary and high school levels, students are provided with only two one-hour English classes a week. Unfortunately English teachers at this level are not usually formally trained to teach English. Furthermore, quite many undergraduate Mexican students do not get their degrees as they do not have the English level that is demanded to graduate in the different majors at college. So these students have to pay for private English courses.

These problems found in the Mexican educational system in terms of the English teaching as a foreign language, previously mentioned, were the present writer's main motivation for working on this final paper. A supporting intention to do this work is to share some teaching experiences the writer of this paper has had at public and private schools: Centro de Estudios Tecnológicos del Mar (CETMAR) and Centro de Enseñanza Moderna (CEM), both in Chetumal, Quintana Roo. The present writer worked at CETMAR for a year while doing the last year of his undergraduate studies, and found the following problems:

- a). A great deal of students at CETMAR misses class everyday as they have to work because of economic problems. Since they have studied at public schools where the English teaching has been null or very inadequate their English level is very low.
- b). CETMAR academic programs are inappropriate.
- c). Students' evaluation is difficult because of big groups of students and short periods of time for English classes.
- d). English teachers' preparation is not adequate.
- e). Students' motivation is very affected as they are not willing to learn the English language.
- f). English teaching methods at CETMAR are obsolete.

Once the present writer finished his undergraduate studies in 2003, he stopped working at CETMAR and started working at a different educational system.

He first worked at Centro de Enseñanza Moderna (CEM) which is a private elementary school. This institution offers a bilingual education having as a prior objective to provide the students with a high English level, apart from the required general academic preparation by elementary schools. Students here belong to a high socioeconomic status; this institution is financially helped by parents' monthly payment; English teachers are academically well prepared; the academic English programs are adequately implemented; and being this a bilingual institution, students keep in a bilingual environment which influences the students' English learning positively. Spanish teachers and even the administration staff have to speak a little English. So all the students are made to speak only English in the school and some feel motivated learn English by this strategy.

This paper presents information obtained from the experience the present writer went through when working at two schools CEM and CETMAR as an English teacher. The problems dealt with, regarding the learning of English while working as an English teacher, are explained in this document. Thus, this paper is divided into two major areas:

On one hand, I describe a critical perspective of the external factors affecting the English teaching in public schools: the socioeconomic issue that stands present in the students' life that attend to public schools; the problem of the public education system's obsolete English programs and how these two affect the students motivation.



In the first part of this work, special attention is paid to the social and economical external factors affecting the students' learning at public schools. The second concern, at this rate, is the problematic matter that exists in the educational system in Mexico in relation to the obsolete English teaching programs taken along in public schools, as well as the disadvantages that this sort of institutions has in contrast to the kind of English teaching programs carried along at private institutions.

On the other hand, the second major area is Motivation. This internal factor affects the English learning and it is referred to as individual differences. Second language learners vary on a number of dimensions that have to do with personality, motivation, learning style, attitude, and age. Individual differences research has played an important role in the education research of the English learning and teaching inside the English classrooms.

English learning may be affected by the previous issues. Therefore, justified by these topics' length, external and internal factors affecting English teaching like socioeconomic problems, institutional and educational programs that take place at CEM and CETMAR, as well as motivational theories related to the negative and positive factors influencing these two institutions above mentioned are explored here.

This document contains the description of a contrasting analysis of two different schools. As it was previously mentioned CEM and CETMAR have very different systems of education.

So, this fact lends itself to explore the different negative and positive factors that affect the English learning as a foreign language in both schools. For all the previous reasons, the present writer considers this paper work interesting, referential, resourceful, helpful and useful for any English student; English teachers who are interested in language instruction, motivation strategies and improving their way of teaching; researchers seeking for new ideas for future investigations; any teacher and even for readers interested in the world of education.

## **CHAPTER I**

### **CONTEXTUAL FRAMEWORK**

The present writer worked in two institutions that are completely different in terms of their system of education. At this part of this paper work, the Centro de Enseñanza Moderna CEM and the Centro de Estudios Tecnológicos del Mar CETMAR are described as it is important and necessary to know what their main objectives are and the way these schools work in general.

#### **1.1. Centro de Enseñanza Moderna (CEM)**

The Centro de Enseñanza Moderna CEM is a private elementary school founded in 1990. The school's director along with a Belizean investor created this institution with the purpose of preparing children by carrying on the following levels: kinder 1 – Elementary 6. CEM is economically supported by itself. In other words, Students' parents have to pay monthly an amount of money to afford their children's studies. With this money, CEM, as all private schools, afford the staff salary, and the rest of the expenses like infrastructure and documentation.

##### **1.1.1. Objective, function and academic curricula.**

CEM's main objective is to prepare students in a bilingual English-Spanish environment.

Since this elementary school is formally incorporated to the Secretaría de Educación Pública (SEP), CEM promotes all the different academic subjects designed by SEP. The Curricular Academic program designed by SEP contains the following subjects:

Mathematics  
Social Studies  
Spanish  
Physical Education  
Arts  
History  
English  
Science

**Table 1. Core subjects for CEM curriculum**

CEM only accepts 20 students maximum per group since CEM teaching philosophy is: “Small groups, more Teacher-Student interaction.” What CEM claims is that in little groups, teachers can approach closer to the students’ feelings, needs, weaknesses and qualities.

Students attending this private school mostly belong to a medium socio-economical status. Parents of students at CEM have good jobs, thus they can afford this sort of education.

The students at CEM in their elementary studies regularly have done their kinder studies at other private institutions, but mostly, they have studied at CEM's kinder garden. Students' age at CEM rates from 6 to 12 years old.

### **1.1.2. CEM's English program**

CEM also offers an extracurricular academic program provided ordinarily in private schools:

Danza (Dance)

Musica (Music)

Computación (Computing classes)

Karate (Karate classes)

#### **Table 2. Electives for CEM curriculum**

However; there is a wide English teaching program which is divided into three major subjects: Mathematics, Science, and Grammar.

The main objective of Math classes' is that of providing the students with suitable topics like Numbers; the time; basic operations like sum, subtraction, division and multiplication. They practice the four linguistic skills: reading, writing, listening and speaking.

In Science, students' knowledge about English is enriched with a wide range of vocabulary by exploring different topics in relation to the nature, for instance: sea animals, earth animals, the four seasons, etc.

In Grammar, students obviously go through the different grammatical areas of the English language: verbs, sentence construction, adverbs, adjectives, etc.

CEM offers a bilingual education, so an English language environment is a priority. CEM students start learning their first words in English and Spanish at the same time as their teachers speak to them in both languages. The kids also have English and Spanish books since kindergarten.

Students and all the teachers have to use the English language for general matters. The teachers periodically take English courses provided by any English teacher of CEM or the English program director. The English program is led by a director; this person is in charge of supervising the English classes, as well as the lesson planning and the good development of CEM's English teaching methodology.

### **1.1.3. English teaching methodology, lesson plan and syllabus**

The English teaching method used at CEM is eclectic. They take along the Direct Method; the Audio Lingual Method; Communicative Language Teaching and Communicative Language Learning.

These two last methods seem to follow the same approach, but, in fact they are very different from each other, following these differences will be explained in this paper. Teachers are somehow allowed to use any different methods depending on students' needs.

At CEM, English teachers have to plan their lessons weekly, these lesson plans have to be written in English and delivered to the English director every week to be checked. English teachers also have to do lessons plan monthly. Spanish teachers plan their lessons monthly; their annual programs are based on SEP general programs. The English plans are recycled so they may be used year after year.

#### **1.1.4. Evaluation**

All teachers are supposed to constantly evaluate orally and weekly on workbooks. There is an optional weekly oral or written quiz. In Spanish and English classes there is a monthly formal examination. This testing has to be done in a written form and contains all the topics covered during the whole target month. Every monthly evaluation corresponds to a period. There are eight periods per year, so there has to be eight exams during the whole school year. The grades to reach the average are divided in the following way:

Participation, Homework, conduct	30%
Weekly quizzes	20%
Monthly Exam	50%
Total	100%

**Table 3. Criteria and percentages for evaluation**

English teachers at CEM also have to deliver a student's annual record. That is to say; when a scholar cycle finishes, teachers write a report of every single student he or she had. This report should include behavior; difficulties and abilities to learn the language in its different grammatical areas; weaknesses and strengths in the four skills: speaking, listening, reading and writing; personality, aptitudes and attitudes towards the language.

#### **1.1.5. Teacher training and facilities**

When an English teacher applies for a job at CEM, every document is required to be filled in English. The interviews are all in English, so it is really important for interested teachers in getting the job, to be really fluent, trained and skilled in the English language use. They are also required to have a good grammar competence and be really familiarized to the teaching of English. While working in this school, all of the teachers of the school have to update their teaching methodology and strategies in general by attending conferences where there is manipulation of sophisticated of didactic material.



CEM has a small library where English books, English workbooks are available. The library also manages a large set of English teaching material for preparing English classes (videos, tape recorders and flash cards). So teachers have a great opportunity to prepare classes in this room. Teachers are also able to use in class a large set of material like books, board games and visuals setting in this place.

## **1.2. Centro de Estudios Tecnológicos del Mar (CETMAR)**

CETMAR is a high school level institution located near the boulevard over the Chetumal Bay. This school is supported by the government SEP. Most of the students attending to this school belong to a rather low economic status and some of these students have to work and study at the same time.

### **1. 2.1. Objective, function, academic curricula and philosophy**

CETMAR institutions were founded with the purpose of preparing students with subjects related to the sea. CETMARS' major objective is to provide students with a wide knowledge on sea subject matters, so that the students are able either to keep on their undergraduate studies or to work in this area as they get a certification approved by SEP when they finish their studies.

CETMAR in Chetumal handles thirty to forty students in each class, and the students' economic status is mostly very low.

The majority of these students studied the primary and secondary schools at public schools. The students' age stands from 14 to 21.

CETMAR, as previously stated, is a high-level public school in Chetumal. This institution is financed by the government through the Secretaría de Educación Pública (SEP). This institution is in charge of organizing financially and academically all different public schools at any level all around Mexico.

The Minor focuses you can study at CETMAR are Pesca Deportiva, Mecánica Naval, Refrigeración Industrial, Acuacultura y Recreaciones Acuáticas. However, all CETMAR students have to go through the following academic curricula in their first and second semester of study:

Two initial semesters of academic curricula (Tronco común)

Semestre 1	Matemáticas, Química, Taller de Lectura y Redacción, Computación, Técnicas del Estudio y Lengua Adicional al español (English I)
Semestre 2	Matemáticas II, Química II, Taller de Lectura y Redacción II, Computación II, biología, Dibujo y Lengua Adicional al español II (English II)

**Table 4. Core subjects for CETMAR curriculum**

### **1.2.2. English at CETMAR**

The English teaching at CETMAR plays an important role in the academic formation of its students because there is a minor (Especialidad) named Recreaciones Acuáticas that is related to tourism. CETMAR students take English during the first two semesters. The English subject is named Lengua Adicional al Español in the two initial semesters.

However, students who select the minor focus Recreaciones Acuáticas study English along the whole six semesters of their high school studies. In this area, English is called “Inglés Técnico”, which means that this English provides students with technical English for subjects related to the sea. So the main objective for CETMAR English students to study English is to practice the English they will need to hold conversations with tourists.

### **1.2.3. English Teaching methodology lesson plan and syllabus**

At CETMAR the English teaching methods are based mainly on the grammar translation method. The main aim of the English program is those of preparing students to read and comprehend English textbooks.

The annual English programs are written in Spanish and they are designed and certified by SEP staff. The English teachers plan their classes in Spanish.

#### **1.2.4. Evaluation**

At CETMAR, students are evaluated as followed. Each semester is divided into four units. Every unit corresponds to a month of content coverage. Very rarely, teachers evaluate students orally or by using quizzes randomly. Students have to reach a minimum grade of seven in each subject to pass the semester, including English classes.

This average results from the sum of the four previously mentioned units on the scale of 0 to 10. For those students who do not reach the required point average, there are other two chances to pass the semester. One is to take an exam on the failed units (Regularización), and the very last opportunity is to sit a complete course exam which evaluates all the topics studied during the semester.

#### **1.2.5. Teacher training and Facilities**

Most English teachers at CETMAR have the following preparation: they finish their undergraduate studies at the “Normal” which is a school that prepares elementary teachers.” Then, they do their English studies in the Normal Superior, a school for teachers who want to master a specific area like History, Chemistry, Spanish Physics, and Biology or at this point English).

CETMAR, economically speaking, is very limited in general terms; its library contains a limited number of English books. Yet, those few books are really obsolete. The material (copies, tape recorder, posters, etc.) that an English teacher needs is not available in the school, so teachers have to get their own material.

The previous has been a description of the characteristics of the two schools CEM and CETMAR I have worked as an English teacher. This description's main purpose is to give a general idea of how these institutions work so as to become familiar with them.

This contextual framework will be useful to support all the comments about the problems the present writer faced while working in these schools, which are to come in the following chapter.

## **CHAPTER II**

### **THEORETICAL FRAMEWORK**

#### **2.1. Critical theory and education**

The writer of this work expresses himself in first person from now and up.

At this part of the paper, some important factors that in my particular opinion affect the language learning are described. Learning a language is a long term process during which individuals find many barriers. A problem I found out at CETMAR and at CEM was an inadequate and somehow obsolete educational system where English learning programs are not adequately planned and are not based on a necessary English teaching method. Another issue I will mention is that most of CETMAR students are affected in their English learning process socially and economically, so I will base on a critical theory on education to describe it. There is also an inadequate teachers' proficiency in English, where there should be more trained teachers. In addition there is a lack of motivation in the English learning classroom. All these factors affect the English learning. And as I expressed previously, English is a quiet important tool for Mexicans to have more opportunities to get a job.

These difficulties are found in the classroom in the following contexts: economical, social, administrative, educational, and institutional. Following, some critical conceptions on factors that affect the learning of English will be described.

This will allow me to support the analysis of the problems I will describe on this professional experience in this paper.

The struggles of Giroux, Apple, McLaren and Freire have moved critical education studies into the center of today's debates "on curriculum, testing, governance, teacher training, educational financing, and virtually any meaningful educational problem" (Torres, 1998).

Thus; this chapter is divided as follows; a critical theory on education regarding the external factors that affect the English teaching process. For instance: the socioeconomic problems and how this links to educational problems that exist in Mexico's system of education like inadequate English programs; lack of English teachers' training; ineffective English teaching methods ; and thus, the lack of motivation showed in English teaching classrooms of public high schools.

## **2.2. Socioeconomic factors affecting learners**

First of all, we have the socioeconomic factor affecting the English learning as a foreign language. A great deal of research has been done on language learning and second language acquisition theories, but very few have explored the external aspects which affect the language learning like socioeconomic factors. From the Critical theory perspective, these factors are controlled neither by schools or teachers nor by students.

From the socioeconomic perspective, many individuals attending public schools suffer from socioeconomic problems like poverty, addictions to drugs or alcohol, prejudice, pregnancy, denigration (Harder, Orlich, Gibson, and Callahan, 1988).

Apple also argues that the educational and cultural system is a variable that dictates the maintenance of the existing domination and exploitation in the social order. This critical theorist suggests that too much attention is given to schools when in essence the problem is part of a larger framework of social relations as it relates to cultural reproduction. He adds, "The previous commentary by itself cannot totally support the argument that schools seem to act latently to enhance an already unequal and stratified social order. It does confirm, however, a number of recent analyses that point out how schools, through their distribution of a number of social and ideological categories contribute to the promotion of a rather static framework of institutions.

Freire considers that, in spite of oppressed desire for authenticity, a considerable fear of that very pursuit also exists. The politics of the oppressive society reproduces itself within the oppressed: They [the oppressed] are at one and the same time themselves and the oppressor whose consciousness they have internalized. Freire, thus, turns to education as a means by which social transformation might take place.



I find really interesting Apple's statement that coincides with McLaren's one in his arguing that the educational and cultural system is a variable that dictates the maintenance of the existing domination and exploitation in the social order.

In my opinion, I agree with him on the fact that schools main objective is that of providing learners with the knowledge that may give the capability to grow socially and economically. However, schools, on the contrary, mark and perpetuate learners' social and economical status as learners are stereotyped by society itself. That is to say, when an individual attends to a public school is seen as a student with poor academic training and knowledge. Whereas, private schooling students are seen as well educated people, competitive, with a large cultural competence and well prepared to face everyday challenges at work.

I personally think that we need to empower students by giving them information and tools for future needs. In this case English is one of the most important tools in these days.

However; I also think that not only these students are affected by educational system problems, but also by lack of information about pregnancy prevention, drug prevention and tools like English and computer effective learning. These students represent as everyone the future.

Thus, I definitely believe that CETMAR students are facing different problems like discrimination, poverty, drug addiction, etc. So, the only one opportunity to get over these problems is their high school studies; as well as their education and their preparation at this level. But what these students find at CETMAR is not adequate preparation, their poverty and discrimination is perpetuated because they are considered as not trained students to work; they all are believed to drugs because that is CETMAR students' reputation; and they are also considered not trustworthy people. So most of these students give up school and keep doing drugs, being discriminated, being oppressed and never improve their way of living.

From McLaren's perspective, schools duplicate the divisions already at work in society: upper class students achieve upper class status, while lower class students remain in that level.

He also claims that it is utterly essential that we focus on elementary and secondary schools on the English learning, as well as our institutions of higher education, in the sense that students need to have the English as a tool to read books that are written in this language and also in my opinion, they will have more opportunities to get a job." (1988, 136).

As we can see all these researchers agree on one fact, the injustices and inequalities that exist in education. The poor are always the disadvantage individuals in the opinions of these authors Apple, Giroux, Gibson and other researchers. But, they also mention another problematic that links to previous social and economic problems.

Besides, there is not English teaching at elementary schools all over Mexico; the English programs provided at junior high and high school levels is inadequate. This factor will be discussed next.

### **2.3. English teaching programs for all public school levels**

Michael W. Apple claims that Critical theory main objective is to remedy the injustices of educational systems. However; in order to solve these injustices it is necessary to find the problem.

In my opinion, English learning has become a necessity for many Mexicans. Contradictorily, English learning at public schools in Mexico has faced several problems. There is no English teaching at kinder garden and elementary public schools. In addition, I personally believed that the English teaching at junior high and high school level schools is not adequate because of the obsolete English programs. So Students who do not attend to private schools are thought to be uneducated, and have fewer opportunities to achieve their goals. Not only the students who attend to public schools do not learn English, but also the English they are learn in high school level is not adequate and reliable.

So they do not have an English teaching basis. Generally speaking the academic curricula not only do not help these students become more prepared, but also they become labeled as the poor inefficient people, mainly because they do not know English.

Giroux one of the leading writers and educators associated with the Critical Theory tradition in education defines Critical pedagogy as follows: "The critical question here is whose future, interests and story does the school represent?" Critical pedagogy argues that school practices need to be informed by a public philosophy that addresses how to construct ideological and institutional conditions in which the lived experience of empowerment for the vast majority of student becomes the defining feature of schooling" (Giroux, 1981).

In my opinion, Giroux is right when he states that Critical theory attempts to reject the distinction between high and popular culture so as to make curriculum knowledge responsive to the everyday knowledge that constitutes peoples' lived histories differently. I particularly relate the problems mentioned previously to the problems CETMAR students face. The relation I find is that CETMAR promotes advantages for CETMAR students to be more prepared in subjects related to tourism. However; most of CETMAR students have no English learning background according to my English teaching experience with the majority of them. These students have no idea of how to have the simplest talk with an English speaker. In addition; the English teaching provided at CETMAR is poor academically speaking.

Apple reiterates that "One of the most critical issues we will face will be what our students will be like, what they will know, what values they will have when they arrive to university level.

This fragment is completely related to one of the questions I asked myself before embarking on this memory work: What happened when students arrive to their undergraduate studies? Will they be prepared for English classes at this level? In my personal opinion, the government education institution should implement the English learning in the elementary level in the public schools. Thus, the students will have wider opportunities to access to new technology, know more about other cultures, and have a standard level of English to face the English curricula at university level.

In my opinion, high school English studies help the students by either providing them with skills and tools to face higher level studies, or giving them tools to work in the tourism area in the case of CETMAR students. But CETMAR is not doing so. Instead of helping CETMAR students get jobs by preparing students, it is clearly seen that the students who attend to private school get better jobs, and it is easier for them to get the job than it is for the students who attend to public school.

From my point of view, the implementation of English as a foreign language in tourist zones is beneficial for individuals of this sort of regions since English gives them the opportunity to work in many different areas where English is needed.

According to Jose Ayala (1999), it is really important to give society more participation on the education process, and give more autonomy to public schools, so that schools, along with society, can promote educational programs, particularly the English teaching. Ayala adds that it is as well important to adapt the academic contents to the local and socioeconomic environment.

I also think that the poor are the ones who really need to learn English so as to get better jobs and consequently earn more money. Thus, this may help them to get a better social and economical status.

However; I have mentioned the socioeconomic problems externally affecting the students who learn English; the factor that these students who are not taught English at the elementary level; and the ineffective English programs that prevail in high school level system of education. So, next, I will describe some English teaching methods that might help find English programs' effectiveness implementation.

#### **2.4. English Teaching methods**

According to my own experience as a student and as an English teacher in public schools, grammar translation methods with emphasis on rote memory have been given preference as a method to teaching English. The same happens at CETMAR, where these traditional methods are mainly used. Next, I will described a brief history, principal features, techniques and the theoretical bases of these fourth methods based upon Richards and Rodgers' perspective (As cited in Leela Mohd, Ali, 1989)

### **2.4.1. Grammar Translation Method**

The original motivation for this method was reformist. The GT method was an attempt to adapt the traditional scholastic approach among individual learners in the eighteenth century i.e. to acquire a reading knowledge of foreign languages by studying a grammar and applying this knowledge to the interpretation of texts with the use of a dictionary to the circumstances and requirements of school. The GT method lays little emphasis on speaking or listening to the second language; it is mainly a book oriented method for learning the grammar of the language.

The textbook presents short chapters of lessons containing few grammatical points of rules illustrated by examples; technical terms are not avoided. The learner has to memorize rules, paradigms, vocabulary, and lists.

### **2.4.2. Direct Method**

The language teaching reforms from 1850-1900 were responsible for the emergence of the direct method. The development of this method is closely linked to the introduction of phonetics into language teaching pedagogy. In 1970, Hester and Diller reaffirmed the direct method as a valid 'cognitive' or rationalist method which emphasizes second language use without translation in the language classroom.

This method shifts the focus in early instruction from the literary language to the spoken language. Speech precedes reading, and even in reading, students are encouraged to connect print and meaning without using translation into the native language. The ultimate aim is developing the ability to think in the language, whether conversing, reading, or writing. Short, specially constructed textbook passages are usually used with difficult words and expressions explained in the target language with the help of paraphrases, synonyms, demonstrations or context; questions are asked about the text or wall pictures.

### **2.4.3. Audio Lingual Method**

The origins are in the 'Army Method' of American wartime language programs in World War II. It was furthered by Fries and Lado at the English Language Institute of the University of Michigan, by the development of contrastive linguistics, by the new technology of the language laboratory, and by generous U.S.A. government funding for language research and development. In this method, the emphasis is placed on the four language learning skills. Listening and speaking are given priority and they precede reading and writing. Audio-lingualism tries to develop target language skills without reference to the mother tongue. New vocabulary and structures are presented through dialogues. Dialogues are learned through imitation and repetition. Drills/pattern drills are presented in the dialogue. The correct responses of pupils are positively reinforced. Grammar rules are not provided.



#### **2.4.4. Communicative Approach**

Since the 1970's, this approach has been influential in foreign language teaching. Munby proposes a model for defining the communicative needs of learners of English for Specific Purposes in the form of inventories.

The main objective is to have students become competent i.e., able to use the language appropriate to a social context. Almost everything is done with a communicative intent. Students use language through communicative activities such as games, role-plays, and problem-solving tasks.

In the previous paragraphs I described the objectives and techniques of these fourth methods. However; from the critical perspective, previous to choose an English teaching method, it is important to analyze the students' needs. In my opinion, Grammar translation, an approach used by many public schools, is very obsolete and less effective. I also think that the public schools should carry on methods that promote the practice of communication skills, so students can interact orally either with teachers or classmates without avoiding grammar. So that when they have the opportunity to use English, they feel self-confident to communicate. In my opinion, English teaching programs should be based on an eclectic method where are used both direct and indirect methods. Thus, the students will start learning from simple structures to complex ones. The activities will be more oral and they will critically reflect.

However, I would like to add that not only the implementation of English teaching programs based on effective English teaching methods will augur success. The system of education organism also needs to promote English teaching training courses for teachers. This organism needs to offers more preparation for teachers to update with the use of new technology and material. Thus, a teachers' tanning necessity will be described.

## **2.5. English teacher's training**

In terms of evaluation, some teachers never take into account evaluating students' needs, what they bring to class or personal problems they go through. I, as a teacher of CETMAR, had a real misconception of evaluating English learners. Instead of evaluating students' development I spent time on grading. I personally think I should have evaluated my way of teaching like how clear I explained the class, how resourceful I was to the students, how interested the students felt in class. So I could grade the students and evaluate their learning rhythm, pacing and effectiveness. This fact reminds and makes me meditate. "Am I really prepared to teach English"? So I particularly argue that all teachers should be trained.

I think teachers have to help the students out in their learning process. That is a good reason why I reiterate that all teachers have to update and I particularly suggest a teacher's training for all sort of teachers in the country.

Not less important it is to give more emphasis on the English teachers' training, especially in the didactic matters and the use of modern educational resources. Furthermore, it is really necessary to reinforce the evaluation of students by increasing the supervision of education of excellence. Apple states that it is suggested that educators need to see teachers as encapsulated within a social and economic context that by necessity often produces the problems teachers are confronted with and the material limitations on their responses." (Apple, 1988)

So, it is pretty important to prepare English teachers so as to be able to use the new technology and materials. Other factor that affects English learning associated with the problems of effective English teaching is teacher training which is described next.

According to Barry McLaughlin (1995), as the number of linguistically and culturally diverse students entering the schools increases, more and more teachers are faced with the challenge of educating children with limited English skills. Many of these teachers, however, have had little or no training in second language development and need guidelines to help them understand the process young children undergo as they learn a second language. Teachers also need to be aware of how to help their students maintain their home language.

The report of the President's Commission on Foreign Language and International Studies (1979) includes similar recommendations and he adds, specific ones related to schools and universities like the reestablishment of language requirements at the university level.

McLaughlin argues that many teachers have little or no training in the field of English teaching; from my point of view, teaching English means for a teacher to be well prepared in two senses: be knowledgeable in the four skills of English — speaking, writing, reading and listening; know all the different teaching strategies and techniques, as well as the English teaching methodology; and be familiar with the new technology and theories on the field of English learning and teaching.

I find important the recommendation claimed by the President's Commission on Foreign Language and International Studies who suggests the reestablishment of language requirements at the university level. At this rate, we can see that if universities implement an English level required to enter, teachers will need to be well prepared and trained in order to promote a good evaluation of students' aptitudes, knowledge and development in the English teaching area.

In my opinion, if all these external issues, not controlled by students, previously described are treated, the students' motivation will surely benefit. This internal factor is described next.

## **2.6. Motivation**

In this part, I will explore very briefly the difference among learners. I will describe something found in the field of the individual differences, an internal problem that affects learners, which is motivation.

On the other hand, a second major area is individual differences. When humans learn a second language they find immense difficulties as they have already acquire their native language. Ellis (1985) stated that the identification and classification of the different individual factors have proved to be very problematic; I personally decided to explore the area of motivation because I consider it the most affective internal factor. The motivation problem is also clearly identified by English teachers, and it is also, in my particular opinion, teachers' daily struggle and challenge in these days.

In my opinion, one of the most complicated factors that affect the English classrooms is motivation. I estimate that almost every student suffers from a lack of motivation to learn English. Students need an English teaching program in which teachers motivate their students so that they feel encouraged to learn the language.

According to Anderson (As cited in Tudor, 1996), other obstacle that affects the English learners is that there is a lack of facilities as supplementary books or materials, they are very difficult to find and are also very expensive so most public schools cannot afford them. Having access to a wider range of books and materials in English would benefit the students' English learning and motivation and attitude. This also would benefit the learning of English, its evaluation as well as the teaching methods used in class.

According to Ellis (1997), motivation involves the attitudes and affective states that influence the English learning. Various kinds of motivation have been identified; instrumental, integrative, resultative and intrinsic.

Ellis states that instrumental motivation takes when learners make an effort to learn a second language for some functional reasons: to pass an examination, to get a better job, or to get a place at university. He argues that in some contexts, this kind of motivation seems to be the major force for determining success in the second language learning. For instance, in setting where students feel motivated to learn the language because it opens up educational and economical opportunities for them.

He places integrative motivation when learners are learning a second language because they are interested in people and the culture represented by the target language. Ellis claims that resultative motivation implies that motivation itself is the cause of the second language achievement. He also claimed that motivation possibly is the result of learning. That is, learners who experience success in learning may become more motivated to learn.

According to Ellis, intrinsic motivation, in some learning situations, may not be learners' general reasons for learning a second language. In these cases, the students may find tasks that are interested for them so as to feel motivated to learn the second language.

Thus, Ellis finds motivation as clearly complex phenomenon, and he declares that these four types of motivation are complementary rather than distinct or oppositional. Learners can be both integratively and instrumentally motivated at one and at the same time.

Brown (1994) agrees on the fact that motivational factors are divided into intrinsic and extrinsic motivation. Deci (As cited in Brown, 1994) defines intrinsic motivation as motivated activities for which there is no apparent reward except the activity itself.

People seem to engage in the activities for their own sake and not because they lead to an extrinsic reward. He states that intrinsically motivated behaviors are aimed at bringing about certain internally rewarding consequences, namely, feelings of competence and self determination

On the other hand, Brown (1994) sees extrinsic motivation as the anticipation of a reward from outside and beyond the self. It is stated that some extrinsic typical rewards like money, pizzas, grades and even certain types of positive feedback

In addition, Lumsden (As cited in William, 1994) agrees with both Brown and Ellis on the definitions of motivation. She manages Intrinsic Motivation and extrinsic motivation as follows: she points out that the main idea of intrinsic motivation is to capture the child's attention and curiosity and channel their energy towards learning. She claims that intrinsic motivation is the motivation from within the student.

She argues that an extrinsically motivated student studies and learns for other reasons. Such a student performs in order to receive a reward, like graduating or passing a test or getting a new shirt from mom, or to avoid a penalty like a failing grade

She concludes that motivation is the backbone of any classroom. When the students are motivated, the teacher can perform his or her job the best. A teacher can do a lot to improve the students' motivation, and the effort involved is an essential part of the teaching profession.

In my opinion, Ellis, Brown and Lumsden agree mostly on the fact that motivation is divided in intrinsic and extrinsic motivation. However, I considered that Ellis divides more completely the different categories of motivation: instrumental, integrative, resultative and intrinsic. I agree with Ellis on his definitions of the different kinds of motivation that exist. Motivation is quite related to problems I faced in my English teaching jobs.

In my view point, I would add that there are different ways in which students can be motivated: letting the learners know the importance of learning English; how important this fact will be in further academic programs like the university level and how they will have more opportunities to work abroad and get good jobs. It is also important to explain to them the benefits they will obtain by learning English like more possibilities to get a job as well as the opportunity to get a job in an English speaking country.



As we can see, second language learners face several different problems when studying English at public institutions. They sometimes suffer not only from social discrimination and economic problems, but from a much disorganized system of education that does not implement English at elementary schools; that does not promote effective English programs at high school levels; and that does not implement a national English teachers' training. So, these learners do have neither external incentives, nor internal motivation.

In this next chapter, I will describe, in a deeper way, some problems I went through during the time period I worked as a teacher in these two schools: CETMAR and CEM; as well as, the activities I did.

## **CHAPTER III**

### **MEMORY REPORT**

At this part of this paperwork, I will describe my experience during my adaptation in the world of English teaching at two schools: CETMAR and CEM. I will necessarily consider the characteristics of the two institutions provided at the contextual framework in order to describe the situations that are present in both schools, so I am able to make a fair comparison.

This memory report will cover the following topics: description of the activities developed in each school; the analysis of the problems found, as well as the criteria taken to solve them; the description of my achievement as an English teacher and a self-analysis of my teaching performance.

#### **3.1. Description of the activities done in each school.**

##### **3.1.1. CETMAR**

During the period I worked at this public school, I was in charge of teaching three different groups: two first-semester groups (Lengua Adicional al Español) and a fifth-semester group (Inglés técnico). I also was in charge of tutoring all of the students at CETMAR. I had to plan and prepare my evaluation methods as they did not have a specific model; The English coordinator just revised them and gave me suggestions.

### **3.1.2. Giving classes**

Before the class period began, I was provided with the syllabus of the two English subjects, as well as the English course books. I was never asked to plan my lessons for my classes; However, I realized that it was necessary to plan the lessons before class so as to organize myself in terms of time, cover the contents and make my classes easier and more effective. In order to plan my lessons, I took into consideration the following points: students' age, their English level, their likes and interests, the length of the classes, etc. There was a lack of English books and material at the library so I have to get some hand outs with useful information to work with the students and other material on my own: magazines, the tape recorder, flash cards, games and so on. I warmed up the students by asking them some general questions about current politic problems, sports or anything of their interests. I also asked questions about the target topics. Then, I persuaded them to speak by asking what they knew about the target topic so I could get what they knew about it (brain storming). I found out that that the kids at CEM were all the time excited about participating; whereas the students at CET del MAR did not feel confident to participate. I still remember that some kids at CEM were so excited to participate that they used false cognate inappropriately, but felt so confident that they spoke naturally. I also realized that the Students at CET del MAR were afraid of being laughed at by their classmates because of the way they pronounce words in English. Therefore, there was more participation at CEM than at CET del MAR.

### **3.1.3. Tutoring students**

At the end of each semester, several students fail the English subject. However; they have another opportunity to pass the subject. They have to do a remedial course where they review, in two weeks, all the topics covered during the whole semester. After that, they present the English exam again. So I was in charge of teaching these courses. In this course, I was provided with contents covered during the whole semester. Then, I asked students to let me know which topics they found hard to understand and we studied them deeply. I also encouraged students to present the exam with no fear and feel self-confident by giving them an idea of what the exam would be like.

### **3.1.4. Preparing exams**

At CETMAR I designed all the exams for my courses. I tried to be clear, simple and specific when writing instructions in the tests. I evaluated the students in a written form as it was impossible to test them orally because of the length of the groups. In the exams I provided the students with several exercises which covered all the topics seen in class. I tried to make the exams attractive and interesting by using pictures, multiple choice exercises, charts, etc. So I persuaded students' motivation and willing to do the tests. The results were positive; the students felt more confident to answer the test because I evaluated just the topics we had seen during the remedial course.

More than the third part of the whole groups passed the exam and I particularly felt satisfied with the work done as some students who were done with their tests were still discussing outside whether their answers were correct or not. These situations made my day the last time I worked with them.

### **3.1.5. CEM**

During the time I worked at this private elementary school, I played different roles beyond being just an English teacher. I was in charge of supervising some classes of all English teachers working at this school, as well as revising and improving the English exams. At the same time, I was in charge of teaching three groups: fourth grade, fifth grade and sixth one. I had to write memory reports of all my students in terms of the weakness and strength points they had in the English class.

### **3.1.6. Supervising**

I worked as a supervisor as I had to observe different classes of other English teachers and check their English class development. I had to report on their abilities to teach, classroom management, techniques they used to make the class simple and understandable. I evaluated on my report their creativeness and the control of the English language skills to develop their classes. Most of the teachers did not take this in a positive way.

They took it as a competition and they also thought it was not fair for them as they were more experienced than I was. However, eventually we started working as a team.

They realized that we were a work group and we would help each other out. One important point I would like to remark is that I learned a lot from their classes. I also found out that they were really good at teaching and have a lot of creativeness to develop their classes. I just showed them all the resources we can use to teach and that I was taught to use during my undergraduate studies and I also shared with them my own learning experience.

### **3.1.7. Giving classes**

The English director at CEM managed a strict control of our lesson plans in order to make the classes more productive and effective. All the teachers and I had to plan our lessons weekly and monthly. The director based their lesson planning revision on the English book contents. I had to go to the library once a week. I had to use suitable material according to students' age since they all were nine-eleven year old children, so I had to set attractive material like games, flash cards, movies and so on for the class. I also had to organize English contests among the three groups I had in which I evaluated what had been learnt or not.

### **3.1.8. Writing reports**

Every two months, I wrote a report called Daily journal that contained the student's attitude towards English; their weakness and strengths in all English learning skills: grammar, vocabulary, listening, speaking, reading and writing; their behavior in class, and the solutions I promoted to improve their English learning development. This record was delivered to the English coordinator and was used to be discussed with parents during meetings.

## **3.2. Description and analysis of the problems found**

### **3.2.1. Socioeconomic problem**

When I first started working at CETMAR, I faced my first problem. The first day of class, almost half of my group was absent. The first idea that came to my mind was that that day was the first English class of the semester, so they had been on vacation and perhaps some had had problems to attend to class or felt tired because of their vacation period, and that was why they decided not to come to the first day of class. These facts are acceptable by Mexicans, but the following days the whole class showed up. However; a week later, some of the students stopped coming to class. Then, I tried to find out what was happening. I questioned some students of that group who were friends of the absent ones. The answers were very clear.

Most of these students skipped classes to go to boulevard to drink alcohol or beers, some others were drug addicts, one girl had become pregnant on the previous semester, other ones had to work as their families were suffering from critical economic problems, others even worse did not have any family to support them. We can see that Olrich (1988) is right when he claims that many individuals attending public schools suffer from socioeconomic problems like poverty, addictions to drugs or alcohol, prejudice, pregnancy, denigration.

In order to find out a solution, I personally contacted to the director to let her know about this situation. It was interesting for me to hear that these problems are known by the administration at CETMAR, but they do not do anything to help these students out. I also found out that my group was discriminated and denigrated by both the students and the teachers, and that this school stereotyped and badly prejudiced it. Apple (1988) also argues that the educational and cultural system is a variable that dictates the maintenance of the existing domination and exploitation in the social order. What I did was to motivate the students to change their minds and leave that negative attitude towards learning behind. In order to motivate them, I brought music they liked and some hand outs with exercises to complete related to the music like lyrics with missing words, etc. We also saw movies in English and asked them easy critical questions about the movies. These movies were mostly about teachers and students interaction and these movies also showed how well the relationship between teachers and students could be.



I also encouraged them to go over the University of Quintana Roo's library and asked to observe how difficult it was for undergraduate students to learn English at this level with no solid background. The students also found out that the majority of the books were written in English.

This critical theorist suggests that too much attention is given to schools when in essence the problem is part of a larger framework of social relations as it relates to cultural reproduction. Obviously another problem I went through during my teaching experience about the critical theory was the institutional factors.

### **3.2.2. English teaching problems**

Other problems I found out at CETMAR were that the class time periods were short in order to teach effectively, so there was not enough time to cover the contents of the school program. Other problems were that: there were too many students in each classroom, and the syllabuses were obsolete and the teaching strategies were not adequately developed.

English teaching, from my point of view, requires enough time in order for teachers to adequately teach and then evaluate English learners. At CETMAR, students have English classes three hours a week which make it barely possible to go through all the topics.

In addition, there is a large number of students in each group and this makes it very difficult for teachers to evaluate the different skills: pronunciation, speaking and spelling.

So the only evaluation you have to prove the students' learning is paper exams. Thus, you are not able to check pronunciation, reading comprehension or fluency. Thompson states that it is really important to pay attention to the development of more and better language skills. He recommends a national teacher training program, longer sequences in language classes, better language aptitude measures and a diversification of school approaches including "bilingual schools" and international high schools which manage the English language as a totally important subject (Thompson, 1980). In my opinion the Mexican secretary of education SEP, can innovate the integral education program by adding English as a formal subject at the kinder garden and elementary level.

We as English teachers have to keep in mind that the optimal period to learn a language is since someone is born up to 13 years old. So English learners find it harder to learn this language as they become older and this is one of the main problems the students go through. CETMAR students start learning English when they are 15-20 years old. This fact makes it difficult for these students to really learn English. Nevertheless; CETMAR handle very obsolete English programs.

I would say that these programs need to be revised and updated so as to make the English classes more interesting and effective for the students. In my opinion, it is important to take into account different English teaching methods in order to create the English syllabuses more attractive in this high school.

According to Anderson (As cited in Tudor, 1996), the use of traditional textbooks that emphasize grammar, reading and writing, with little emphasis on speaking. I personally argue that English teachers should take into account that English learning is not evaluated as Mathematics. English cannot be evaluated only on a piece of paper, but English has to be evaluated orally as well, and this requires of a small groups and long sequence classes, they need a lot of practice in class because most of them may not have contact with English native speakers. Therefore, in my opinion, English teaching approaches play an important role in the English learning.

I personally would say that CETMAR should reestablish its English programs basing itself on different English teaching approaches like the Direct Method which develops the introduction of phonetics into language teaching pedagogy, and which emphasizes second language use without using translation in the language classroom. This method shifts the focus in early instruction from the literary language to the spoken language. Speech precedes reading, and even in reading, students are encouraged to connect print and meaning without using translation into the native language.

CETMAR also should use the Audio-lingual Method whose emphasis is placed on the four language learning skills. Listening and speaking are given priority and they precede reading and writing. I suggest this method because I personally found myself unable to understand a very simple direction given by English teachers when I started learning English At the university level.

I studied English at secondary and high school. My English classes at this point were only about grammar, I never used the language neither was instructed in English. Thus, it would be convenient to use the methods I mentioned before along with the grammatical methods since they promote the practice of speaking and listening skills, as well as reading comprehension. In my opinion, these methods will increase the English teaching development and the effectiveness in terms of English teaching. Students also will find themselves more motivated to learn the language and to enter the English classes.

I particularly faced this sort of problems when I was working at CETMAR; I found that students suffered from socioeconomic problems, students were very abandoned in terms of English skills and knowledge. This school follows very obsolete English programs; English teachers suffered from a lack of knowledge of English and abilities to teach English. Therefore, students felt frustrated and were not motivated to learn the English language.

In my opinion, adapting academic contents to CETMAR, implementing English teaching as a foreign language at elementary schools all over Mexico and mainly in Quintana Roo where English speaking is demanded mainly in the tourist area will surely beneficiate people from this zone.

I also want to speak up for all the students and claim that SEP should take along a national training for all the English teachers and give them all the opportunity to teach at kinder garden and elementary level; that English must be a compulsory subject in the first levels of education and that the English academic programs be updated in order to be at the same level of education of other countries.

On the other hand, when I worked at CEM, things were different; students belonged to higher socioeconomic status; students had all the facilities at school; all the material required was available; students were really interested in English classes, English teaching preparation in terms of lesson planning, teacher training, and syllabus were supervised by the English coordinator every week .

CEM has an updated syllabus. Its programs are sophisticated and has, at some point, longer class time and manages short groups. At CEM there is more Teacher- Student interaction as they have enough time to provide the student with a feedback every class and most students have the opportunity to participate and practice the language.

The problems I could notice at CEM were the infrastructure, the incongruent coordination organization and the lack of material to develop the English classes.

At CEM the classrooms were rather small, so it was impossible to teach English properly, and have a good control on the groups. The classrooms were so closed to each other that you could easily hear other classrooms noise. That was why students found it difficult to concentrate.

Teachers were unable manage team work classes because there was not enough room to develop the class. One of the solutions, I figured out was to have the class outdoors. Outdoors activities worked well mostly, but I was not allowed to work like this daily. The students showed an excellent response. They work and participated more actively and felt motivated. However; the activities had to be well planned, and sometimes the students were not enough responsible so as to take English classes outside. The English and Spanish coordinators never work this situation out. They determinately did not allow any teacher to work outdoors. The option, I had was to work in the library where I found the same space problem..

Another problem I went through was a lack of communication among the different coordinators. The English coordinator let me work in some areas at the school, but the Spanish coordinator said I was disrupting her office tranquility. So there was a misunderstanding in the indications given by them.

The Spanish coordination and the English one never worked as a team all of the school year period. In my opinion, coordinators should support the teachers, so the students have the best of the learning environment possible. In my opinion, the coordinators took over the coordination without being trained to help the teachers and facilitate their work.

Another negative factor was that of lack of material. In spite of being a private school where they receive money for parents, the school really lacked English books, games, and other resources. The library was completely small and it was too hot in there so as to spend time studying there.

Teachers were allowed to make a few copies every two weeks. There was only a television and a CD player for all of teachers in the school, so teachers were supposed to set them two weeks in advance. The computers laboratory did not have English programs to be used by the students, so they can practice to do research work with some English learning software.

All I did was stop focusing on what the school lacked and started thinking in possible solutions. I found a good room to develop the English classes and could use it after talking to the director about it. I just followed the English coordinator directions generally speaking. I also decided to start buying my own material, preparing and recycling material and use the material available at the school library. I also borrowed some English books with games and English learning exercises. I also brought my own CD player and my personal computer to work more comfortably.

Finally, I personally believe in the implementation of new pregnancy, drug addiction, and discrimination prevention campaigns. I also have faith in the innovation of English teaching at elementary public education schools. I also think that the English programs at junior high and high school levels can notably improve by bringing along more effective and adequate English programs; as well as, the implementation of English teacher's training provided by the system of education organism. So, students feel more motivated to study English and feel self-confidence both on teachers and English programs based on effective methods.

### **3.3. My development as teacher**

As an English teacher, I have grown analytically, I have developed my own teaching techniques and learning strategies basing on theories I studied in my undergraduate studies. I also did a kind of eclectic set of strategies to solve teaching problems that have come along during my teaching experience. For this reason, I think I am a critical English teacher, able to analyze and find solutions to some problems English students face in their way to learn English. Besides, I personally would say that this research I have done has helped me grow critically speaking and become a problem solver and not a problem maker anymore. In spite of making a lot of mistakes and taking bad decisions, I believe they helped me grow more and more. I really struggle when working at CEM and CET del MAR as I had no experience teaching. One of the most difficult time I had as a teacher was, when teaching at CEM, not being able to motivate the kids to learn; they never trusted me, so I could not vouch they learned enough from my classes.



They never said comments about the work we did during the school year, so I felt disappointed. However; I hope this did not affect their interest in keeping studying English. On the other hand, I feel really satisfied with the job I did at CET del MAR. I sometimes meet by chances some of these students and some continue their English studies in higher English levels. This fact makes me feel motivated to keep preparing myself and makes me realize that I am not the only teacher who makes bad decisions or errors, but I have to learn from them.

## CHAPTER V

### CONCLUSIONS

To sum up, in my opinion, EFL teaching faces several problems that, as I previously mentioned, are not controlled neither by students nor by teachers even though these play the most important role in the English learning classrooms, besides parents. English teachers should become more interested in the use of different and new English teaching techniques and strategies, motivating methods and students needs and attitudes towards learning English. We also as teachers should resource on English teaching and learning technology. On the other hand, the society should stop prejudicing and stereotyping individuals that attend schools which lack English teaching facilities, instead, the society should help bring pressure on the government to establish English as subject in public schools and innovate new ways to keep English teachers updated regarding the use of teaching methods and techniques as well as to help them improve their proficiency in English. Thus, the students will have access to a better education and then may have the opportunity to be better prepared, they may be better prepared to be leaders in any career they take along in the future and can compete to the highest level; get good position at work. The SEP should be aware of the precarious teachers' preparation and students' needs. The SEP should implement new English teaching programs; provide public schools with more facilities, and offer more teacher training courses and conferences in order for the teachers to be more knowledgeable, sensible and resourceful when teaching a foreign language. We all should take into account that English, as I previously stated, plays a very important role in the life of individuals all over the world.

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