



UNIVERSIDAD DE GUANAJUATO

CAMPUS GUANAJUATO

DIVISIÓN DE CIENCIAS SOCIALES Y HUMANIDADES

DEPARTAMENTO DE LENGUAS

“ELT TRAINING OF PRONI TEACHERS IN DOLORES
HIDALGO, GUANAJUATO”

TRABAJO DE TESIS

QUE PARA OBTENER EL GRADO DE
LICENCIADO EN LA ENSEÑANZA DEL INGLÉS

PRESENTA:

CÉSAR ALEJANDRO SALAZAR DELGADO

GUANAJUATO, GTO. 2017

Directora de Tesis:

Dra. Irasema Mora Pablo

Dedicatoria

I would like to dedicate this thesis project to the people who supported me throughout this whole journey and whom without this could not have been possible. First of all, my parents and siblings who are a very important part of my life. I believe that the greatest gift a parent can give to a son is support and that is something my parents have always shown since the beginning of this program. The acknowledgement for what I do and what they believe I am able to do pushes me to do better and accomplish more and more. Also I would like to dedicate my work to my partner Leticia Monserrat who was with me through all the rough and sleepless nights. Her help, support, and understanding were a big part in the completion of this thesis. Definitely without her this thesis would have not been completed. And finally, all the teachers I had at the University of Guanajuato who helped me, believed in me, and supported me. I would like to thank especially Dr. Irasema Mora Pablo for being my thesis supervisor and helping me to finish this important part of my academic life.

Agradecimientos

I would like to thank the University of Guanajuato for providing me with the opportunity to accomplish one more goal in my life but also for providing me with great teachers who contributed in it as well. Dr. Irasema Mora Pablo and Dr. Troy Crawford were my two biggest influences. Irasema reminded me how strict and objective I have to be to accomplish what I want and Troy taught me that no matter what, things can improve and they do not always have to be too serious. I would like to also thank my family because even in my moments of most stress, they have been always there and they knew how much hard work this thesis was for me. I am very thankful with my partner Leticia Monserrat for being there and cheering me up when I thought I could not give more. And finally, I would like to thank all my classmates who helped me and those who I have helped throughout this program. They made this whole process a bit easier and I hope I did the same for them.

Prólogo

El propósito del estudio en este trabajo de tesis fue el de conducir una investigación cualitativa con el objetivo de saber cómo el entrenamiento en English Language Teaching de maestros de Dolores Hidalgo, Guanajuato los ha ayudado o afectado en su práctica de la enseñanza y desarrollo profesional. A fin de llevar a cabo este estudio se escogió el método de estudio de caso. Dicho estudio se llevó a cabo en Dolores Hidalgo con 5 participantes que son maestros de inglés en el Programa Nacional de Inglés (PRONI). A lo largo del estudio se utilizaron 2 herramientas de recolección de datos. Dichas herramientas fueron entrevistas vía correo electrónico y 2 entrevistas de grupo focal. Estas herramientas fueron implementadas con el fin de comprender los puntos de vista de los maestros hacia el programa, los alumnos, y hacia ellos mismos. En conjunto al último punto, se desglosaron las expectativas en cuanto a desarrollo profesional que los participantes tienen de ellos mismos y también sobre su futuro entrenamiento en la enseñanza del inglés.

De acuerdo a los resultados obtenidos con esta investigación la mayoría de los participantes tienen la perspectiva de que el programa PRONI tiene varios aspectos positivos aunque también negativos. Otras percepciones de los participantes adquiridas en esta investigación fueron de sus estudiantes dentro del programa. Los participantes comentaron acerca de los malos comportamientos y otras características negativas de los estudiantes y posibles causas. Finalmente se habló sobre el entrenamiento en enseñanza del inglés que ellos mismos y sus colegas podrían necesitar para mejorar sus estrategias y métodos de enseñanza.

Table of Contents

	Page
Chapter 1 Introduction	3
1.1 Introduction	3
1.2 Background	3
1.3 My Philosophy as a Teacher	4
1.4 The Context	5
1.5 The Approach of the Study	5
1.6 Research Question	6
1.7 Contents of the Thesis	6
1.8 Conclusion	6
Chapter 2 Literature Review	7
2.1 Introduction	7
2.2 Status of the PRONI Program	7
2.3 Perceptions of the PRONI from Teachers in Mexico	9
2.4 Professional and Teacher Development	11
2.5 English Language Teaching (ELT) Training	13
2.6 Conclusion	14
Chapter 3 Methodology	15
3.1 Introduction	15
3.2 Research Question and Objective	15
3.3 Qualitative Research	15
3.4 Case Study	16
3.5 The Research Site	18
3.6 The Participants	18
3.7 The Techniques	19
3.8 Data Organization	22
3.9 Ethics	23
3.10 Conclusion	

Chapter 4 Discussion	25
4.1 Introduction	25
4.2 Findings	26
4.2.1 Perceptions Towards the PRONI	27
4.2.2 Perceptions Towards Students	30
4.2.3 ELT Training that PRONI Teachers from Dolores Hidalgo Need	32
4.2.4 Future Professional Development	35
4.3 Conclusion	38
Chapter 5 Conclusion	39
5.1 Introduction	39
5.2 Answering the Research Question	39
5.3 Implications for English Teachers in the PRONI	40
5.4 Further Reseach	41
5.5 Limitations of the Study	41
5.6 Conclusion	42
References	43
Appendixes	46
Appendix 1: Letter of Informed Consent	46
Appendix 2: E-mail Questionnaires	47
• María	47
• Javier	48
• Oscar	49
• Alondra	50
• Tamara	51
Appendix 3: Transcript of Focus Group Interview	53
Appendix 4: Transcript of Individual Interview	56

Chapter 1

Introduction

1.1 Introduction

The following study has the purpose of finding how English language teaching (ELT) training affects or helps English teachers in the *Programa Nacional de Inglés* (PRONI) program in Dolores Hidalgo, Guanajuato in their teaching practice and future professional development. Also, it aims to give an overview of the different perceptions teachers have towards the program, themselves, and the students.

My motivation for this research arose from the curiosity of having a deeper sense of understanding of the PRONI program. In order to do this, I feel driven towards knowing more about the PRONI teachers and how they develop in their working environment. Furthermore, the purpose to conduct this research is to know how the ELT training has affected teachers without degrees in their teaching practice in the PRONI program. Therefore, I gathered data on how they use the information they have acquired for their professional development. Another topic this research focuses on is to present the teachers' perception on the PRONI program in Dolores Hidalgo and in general. The vision for this research is for PRONI teacher to acknowledge how their ELT training has served them to improve their teaching practice and have a broader perception on how they perceive the PRONI program.

1.2 Background

Since the beginning of the PRONI program in public education in Mexico, it has had several critiques about it. Some of these are concerned about the lack of trained teachers, the methodologies used, and the lack of support from schools, parents and even teachers. According to Sayer and Ban (2014), in order for the program to be fully operational in the whole country and from kindergarten to 6th grade of primary school, about 99,500 new EFL teachers would be required. However, as mentioned before, the vast majority of teachers who are currently within the program have no pedagogical training. As Romero, Irigoyen, and Grijalva (2012) state that there are teachers who lack the proper preparation for ELT and, as

result, they base their teaching on the material provided to them such as textbooks. Since I began studying in the BA of English teaching I have noticed that my classmates tended to comment on the flaws of the PRONI program. However, most comments were related to the lack of material and some other comments were made in relation to the lack of trained teachers. Even though most of my classmates are from different cities, they all seemed to have the same comments about their co-workers in the PRONI program. Some of these comments were related to the lack of training of English teachers. Also, other comments were that because of the lack of training, the teachers tended to rely on the textbooks. Cullen (1994) states that proper training should be a combination of language awareness (grammar, phonology, etc.) and ELT skills. Later in my studies I entered to the PRONI program as one of their English teachers in three different schools. The PRONI program has mandatory monthly meetings for their teacher. During these meetings I started to know more English teachers in the program. However, they were not only from Dolores Hidalgo (my hometown), but also from cities around: San Miguel and San Felipe. Also, I realized that comments about teachers not having proper training are true. Few English teachers from these three cities have degrees related to pedagogy or are in the process of obtaining one. Nonetheless, most of the other teachers have taken courses and on-line courses about ELT.

1.3 My Philosophy as a Teacher

As a novice teacher, I believe that proper training is a key factor when someone wants to teach. It is as much as a key factor as it is an easy way to understand how teaching takes place inside the classroom. What the training does is that it provides tools and knowledge to be prepared for most of the situations that can happen inside but also outside the classroom. It helps inside the classroom when it comes to classroom management or to creating or adapting material depending on students' need. Outside of the classroom, it helps at the moment of planning the class and having a repertoire of activities that can be used with the students.

The teaching philosophy for a teacher is what should be the most important aspect of his or her teaching practice. Without a teaching philosophy, a teacher might not know what to expect when teaching and what his or her goals are. My current teaching philosophy is that

students should be exposed to the target language as much as possible, however, with understandable input and without overwhelming the student. Nonetheless, I am not against using the L1 in cases when the student might feel frustrated, the vocabulary might be difficult, or if translating the word will help the class flow more easily. I tend to take this action in my own classes because I think it helps both the class and the students.

1.4 The Context

The setting I have chosen to carry out this research is in Dolores Hidalgo, Gto. Dolores Hidalgo is a small town where there are few schools with English as one of their classes. The coordination in charge of the PRONI in Dolores Hidalgo is also in charge of San Felipe and San Miguel de Allende. All the teachers from these three cities are an approximate of 50. Although I am in touch with teachers from these cities, the participants of this research are from Dolores Hidalgo only.

1.5 The Approach of the Study

Due to this research being focused on perception rather than quantifiable results, the paradigm of this research is qualitative. Then, in order to focus on the topic of the research, the method to be used is case study. The way I intend to approach this investigation is through the use of different data gathering tools. This is in order to obtain the necessary data from the participants and aim to answer the research question of this investigation.

The data for this investigation will be collected using two data gathering tools. The first one will be e-mail questionnaires and the second one will be interviews. The questionnaires have for objective to provide a general overview of each participants about different topics related to the PRONI and their professional development. As for the interviews, the objective is to deepen the answers the participants have provided in their questionnaires.

1.6 Research Question

This section aims to present the question to be answered with this investigation. As it has been mentioned above, the training of English teachers in the PRONI has been criticized.

Therefore, the question that will be answered will be related to ELT training. The research question for this investigation is the following:

-How does ELT training help/affect teachers in the PRONI program from Dolores Hidalgo in their teacher and professional development?

1.7 Contents of the Thesis

In order to continue with this paper, the following content will be presented in the following order. In Chapter 2, a literature review related to professional development, ELT training, and the status of the PRONI program in Mexico will be provided. In Chapter 3, the methodology used to collect the data for this research will be explained. Also, I will describe the techniques used to elicit the data and the setting where it took place. In Chapter 4, a discussion according to the data of the investigation will be presented. Finally, in Chapter 5 a conclusion providing my personal opinion of the topics of this paper will be explained and problems I encountered and possible solutions and recommendation for further investigation.

1.8 Conclusion

This chapter offered a general overview of what this investigation is about. Here I have included information about the background, my teaching philosophy, the context and the approach of the study, the research question, and the contents of the thesis. Further in the paper, these topics will be explained more in-depth in their respective chapters.

Chapter 2

Literature Review

2.1 Introduction

The main purpose of this chapter is to provide an overview of concepts and terminology related to this study. In Chapter 1, it was mentioned that the main purpose of this investigation is to find out how ELT training has helped or affected teachers from Dolores Hidalgo, Guanajuato in their teacher and professional development. The context where this investigation took place was in the PRONI program in Dolores Hidalgo. Hence, the literature hereby presented is related to perceptions of English teacher about the PRONI program and about themselves.

The concepts that are listed below have importance regarding the development of this investigation:

Thus, I will provide literature that supports the following concepts regarding this investigation:

- Status of the PRONI Program
- Perceptions of the PRONI from Teachers in Mexico
- Professional and Teacher Development
- ELT Training

2.2 Status of the PRONI Program

The *Programa Nacional de Inglés* (PRONI) was first introduced to Mexico in 2009, and it was formerly known as *Programa Nacional de Inglés en Educación Básica* (PNIEB). It has received some criticism. At the beginning these criticisms were related to the program not being fully operational because of the lack of English teachers in Mexico. Sayer and Ban (2014) stated that to have the program fully operational to cover kindergarten and primary

level in the whole country, an approximate of 99,500 new EFL teachers would be required. However, as the PRONI program continued to grow more and more, the criticisms were changing. The book written by O'Donoghue and Calderón Martín del Campo in 2015 from the group *Mexicanos Primero* called *Sorry: El aprendizaje de Inglés en México (Sorry: Learning English in Mexico)* listed the most prominent problems that the PRONI program has even to this day. Such problems are that it lacks trained teachers and it needs to incorporate lower secondary education. In addition to these problems, it is still a pilot program that spends considerable money with ineffective and insufficient results, it does not have enough English teachers, and it has poorly trained English teachers.

Although many of the problems listed by the O'Donoghue and Calderón Martín del Campo (2015) are true, they are not as bad as the extent that they are shown in the book. Also, some others have been fixed. For example, in 2016 the program integrated secondary education. This includes 1st, 2nd, and 3rd grade in secondary schools. Also, as I am an English teachers in the PRONI program, teachers are obtaining different types of training from part of the *Secretaría de Educación Pública (SEP)*. Furthermore, at the time of the hiring process, teachers who want to be integrated into the program must have a certain level of English. Such level has to be 500 in the test Test of English as a Foreign Language (TOEFL).

Even though the PRONI program was heavily criticized by O'Donoghue and Calderón Martín del Campo (2015), there is an article called "A response to the Sorry Report on the State of the PNIEB and the English Language Education in Mexican Public Schools" by Peter Sayer (2015) who attempts to demonstrate that the PRONI program is not as bad as the report states. In the article, Sayer highlights that there are some flaws with the book by O'Donoghue and Calderón Martín del Campo (2015). Sayer states that "in order to be able to look at the data collected honestly and without prejudicing the finding, the researcher must collect and analyze them as objectively as possible" (p. 3). The purpose of this is to demonstrate how the Sorry report did not carry out a proper research but rather used the research to make a political point and, thus, turning the research into propaganda. Another flaw that Sayer points out is the use of info-graphics. This author emphasizes how O'Donoghue and Calderón Martín del Campo (2015) use info-graphics as *misinfographics* due to the fact that it distorts information by making it sound "scientific". All of this is with

the main goal of selling the idea that students are not learning English. Finally, the last flaw that Sayer mentions is that the group *Mexicanos Primero* made use of their own standardized instruments to evaluate the English from PRONI students. In few words, the author describes this test as having a lack of validity for what *Mexicanos Primero* attempted to evaluate from the students. According to O'Donoghue and Calderón Martín del Campo (2015) what was attempted to be evaluated was listening comprehension, reading comprehension, vocabulary, grammar, and “multimodal skill” (p. 91). The multimodal skill is defined as the combination of all the skills. Sayer claims that because of this and the lack of validity, the results obtained from this instrument are not reliable.

This study has as an objective to portray how the PRONI program is recognized in Mexico, how its teachers perceive it, and how the ELT training has helped or affected the teachers in the program. This by researching about the status of the PRONI and the positive and negative aspects that it has. Some of the positive aspects are that it is in constant growth and that teachers keep improving. According to Romero and Sayer (2016) the PRONI program has “recognized that one of the solutions is to implement teacher training programs” (pp. 14-15). The authors continue by listing that these programs would be focused on English proficiency, methodology for language teaching, and general pedagogical skills. Because of what I have experienced, I can only state that the PRONI program is still not at its best potential. However, it is improving. It needs time to develop. Currently there are perceptions towards the program itself, the teachers, and even the students. In the next section this will be explained more in depth.

2.3 Perceptions of the PRONI (students, teachers, and the program itself) from teachers in Mexico

Before having perceptions towards something, it is necessary to understand the main concept from where the perceptions are coming. As stated by the SEP (2016), the main objective of the program is to reinforce the processes that are learning and teaching English as a second language (ESL) in basic education for public schools. Also, it is pertinent to acknowledge that the parties that take place in the PRONI program are the teachers, the students, the institutions, and the government or the SEP. All of the different parties have

perceptions towards the program as they do towards each other. One perception that most English teachers in the PRONI program share is that students' attitudes and motivation are essential when it comes to the learning process of a new language (Borjian, 2015). Borjian (2015) points out that that most young learners in Mexico are not interested in English because they do not acknowledge the benefits that come from it. Some of the reasons that the author provides are that there is not a short-term use to English and that students "do not see the importance of this language [English] until they are in college" (p.168). Along with this, there is also the perception that the three hours per week that students have of English is not enough for them to learn the language. According to Sayer and Ban, (2014) "in order to compensate for the fact that EFL learners have limited exposure to the target language, they ought to take more English classes and start taking them younger" (p. 328). However, it is not only the formal instruction that the students lack but also the exposure to the language through different media. Sayer and Ban (2014) continue by stating that students need to have more exposure outside the classroom in the form of music, movies, social media, cartoons, books, etc. In this study, the perception of teachers towards the students in the program is something to consider because it plays an important role in their professional development.

Another perspective that teachers in the PRONI program have is that the program itself and they are not considered as equals or as important as the other colleagues or subjects. Farmer, Mercau, and López (2011) state that English teachers, even at university level, tend to feel that their classes are worth less or that they are in a lower position than their peers. This is a thought teachers in the PRONI often have because apart from being less time with the students than the time the main teacher spends with them, the English class does not have a grade. There are some teachers, like myself, that prefer to give students a grade even if it does not appear in their academic record. However, it does not have the same value for the students as if there was some sort of official record of the grade.

One way in which the English class in the PRONI program became more formalized was with the introduction to textbooks for teachers and students. Even though this is a step forward that the program took, some teachers overuse the textbook for their classes. Ramírez, Pamplón, and Cota (2012) claim that teachers who do not have enough or proper training in the ELT field tend to base their teaching on material they are provided, in this case textbooks.

It is a general perception that even some teachers within the PRONI program without training use too much their textbooks. There are several possible reasons why teachers might base their teaching merely on the textbook: it is easier to plan the class, it is less time-consuming, it does not require any training to use it, and it usually goes hand in hand with the objectives of the PRONI program. According to Castro (2013) “it was noticed that the textbook was one of the most used teaching materials in elementary schools” (p. 2). Some may argue that the use of a textbook can be a great tool. However, for students, it might become monotonous, thus, compromising their learning process by having limited engagement in the classroom. In order to avoid this, teachers must be aware that they need to grow as teachers and as professionals. Teacher in the PRONI program should engage in professional and teacher development. The next section details how professional and teacher development is important to the teachers in the program and how reflection is the main determining factor for them.

2.4 Professional and Teacher Development

According to Day (1999) the term teacher development involves the personal life and the professional life of the teachers. Also, the author continues by stating that some aspects to consider for teacher development are the teacher’s context, the teacher’s purpose, the teacher’s capacities for inquiry, expertise and competences, and the teacher's conditions of work. That is, all of these aspects contribute to the development of a teacher. These aspects are the ones which will be determining factors for the learning and improvement of the teachers. On the other hand, for this research, professional development will be considered as having job non-related to teaching, such as a position in administration or sales, but an increase in monetary income. For my case study, the majority of these aspects will be considered for the teachers. For instance, if the teacher is considering obtaining a degree, what are the aspects that led them to make a decision of obtaining a degree are, or on the other hand, what the factors are that are stopping the teachers from obtaining a degree. For both of them it could be the work conditions, maybe the capacities of inquiry, etc. However, there could be some other factors that are yet to be explained further in the research. For example, a better job opportunity could appear which might not be even related to teaching.

But they (teachers who left the program) had to come back to the PRONI program because maybe it was not what they expected. In my experience I have noticed that some of the teachers leave the program for a better job opportunity which might not be related to teaching. In some cases they stay in that place, in some cases they return to the program because that job opportunity was not what they expected.

According to Fullan (2014), in order for a teacher to be able to develop and to experiment with new ideas, the teacher has to be conscious of the following conditions: be aware of the need for improvement, do written commitment for new ideas, modify how to work in the classroom, test the new ideas and evaluate, analyze their own data, report success or failure, discuss problems and solutions, use different approaches, and set new goals. Also, Stallings (1989) states the 4 corner-stones of these conditions: learn by doing, link prior knowledge, learn by reflecting, and learn in a supportive environment (cited by Fullan, 2014, p. 3). I believe that the PRONI teachers who are aware of these four corner-stones are the ones who are motivated to obtain a degree, that are in the process of obtaining one, or maybe for those who are thinking about obtaining one. As Evans (2002) argues, there are different definitions that could fit under the category of teacher development. However, most of these definitions, if not all of them, focus on the professional aspect in order to improve in a long-lasting way. For teacher development this conveys improving several aspects such as: teaching knowledge, teacher-student relationship, classroom management, etc. There are several ways in which a teacher can develop. Some of these are obtaining a degree, going to courses, reading information about teaching, etc.

Calderhead and Gates (2003) point out that the main determining factor in teacher development and in professional growth is the reflection of ourselves as teachers. There are several terms that the authors also mention to better understand this concept: reflective teaching, inquiry oriented teacher education, teachers as researcher, and reflective practitioner. When a teacher starts to reflect on his/her own teaching practice, it becomes evident the areas of improvements. Those are aspects that I want the PRONI teachers to reflect on during the questionnaires and maybe after the research so they can look for improvement. All of these aspects can develop through ELT training. The next section is

dedicated to explain how ELT training can be helpful for the English teachers in the PRONI program.

2.5 ELT Training

As mentioned in the sections above, it is presumed that the vast majority of the PRONI teachers lack the proper training to be able to provide quality teaching sessions. As stated by Harris and Sass (2011), the attainment of graduate (BA, Masters, PhD) degrees and experience are the most common measured aspects of teacher training. Meaning that, sometimes it is not only the lack training, but also the lack of teaching experience that teachers in the PRONI have. However, experience does not only cover the time the teachers have been teaching but also all the different grades, groups, and contexts. For instance, a teacher who has been teaching for a long period of time but only third grade might not have as much experience as a teacher who has taught in less time from first to sixth grade. This does not imply that the first teacher (the teacher that has been teaching only third grade) does not have experience but rather that their experience is limited to only that group whereas the second teacher has been in different contexts.

Richards and Renandya (2002) explain that “teacher training and development are a necessary and ongoing process, involving the exploration of a range of material, methods and approaches to learner training an evaluation” (p. 77). Thus, teacher training involves the use of material, methods and approaches in order to provide the most learning enriching environment possible for the students. This is the reason why teachers in the PRONI program should start in the program with somewhat training and experience, but also further in their practice continue to be trained to teach.

Another aspect that goes side by side with training is the capability of a teacher to reflect on their own teaching practice. According to Posteguillo and Palmer (2000) the improvement of the teaching practice can be reached through reflection. Posteguillo and Palmer also provide a definition for reflection which is “reflection is more than thinking and it focuses on the day to day classroom teaching of the individual teacher” (p. 4). Training

and reflection are probably the most important factors that have a role in teacher development to improve a teacher's teaching practice.

2.6 Conclusion

The literature that has been covered in this chapter serves as support for all the concepts that are related to this investigation. Such themes were status of the PRONI program, perceptions of the PRONI from teachers in Mexico, professional and teacher development, and ELT Training. The purpose of providing this literature review is to facilitate the interpretation of the research with claims from other researchers who provided valuable information. The value of this information is to answer the research question which was how ELT training affects or helps teachers in the PRONI program from Dolores Hidalgo. All of the authors mentioned in this chapter have some relationship with either the PRONI program itself, perceptions of the PRONI program, professional and teacher development, and ELT training. Therefore, exposing how the concepts were linked throughout the chapter to the investigation and the context where it takes places. In the following chapter I will discuss the results gathered through the questionnaires and interviews made to the English teachers in the PRONI program from Dolores Hidalgo.

Chapter 3

Methodology

3.1 Introduction

In this chapter the methodology and the techniques used to carry out this investigation will be presented. With the information in this chapter I will explain how and why the method and the techniques that were employed for this research were effective. Further in the chapter, I will describe the approach which was taken to elicit the data from the participants who are English teachers in the PRONI program in the city of Dolores Hidalgo. Also, I will define and elaborate on why I believe that a qualitative approach for this research is the most suitable for the type of information gathered from the participants.

3.2 Research Question and Objective

The research question that this study will attempt to answer is: How does the ELT training that teachers from Dolores Hidalgo, Guanajuato helped them or affected them in their teaching practice and future professional development? As well, I will also aim to present their perspective towards the PRONI program. In order to answer this questions, it is appropriate to approach it from a qualitative research point of view. Because I am aiming towards perceptions and experiences from the participants, I considered pertinent to approach this research from a qualitative perspective.

3.3 Qualitative Research

For this research I have chosen the qualitative paradigm. Richards (2003) defines qualitative research as a paradigm in which several techniques of collecting data can take place. It also involves interpretation in which a naturalistic approach is used. Qualitative research uses several techniques for collecting data because it tends to give an in-depth

description of what is being investigated. Also, the more techniques to collect data, the more points of view will be acknowledged. That's is, it looks forward to explore different variables within the same investigation. Leavy (2014) states that qualitative research is the means to learn about social reality. The author continues by stating that qualitative research can involve learning about the relationships of people and groups. The more data that is collected, the more information will be analyzed and, therefore, a more in-depth description of what is being researched will be provided. In addition, in analyzing data it has to be acknowledge the subjectivity in the interpretation from the author. Also, it is to make the research be directed towards social sciences rather than just to interpret numbers. That is, having the researcher interact with the participants of the investigation. Therefore, investigation in the qualitative paradigm should be carried out in the natural setting where they occur. This is in order to reduce the subjectivity from the author and make it more objective because of the different points of view provided by the participants. This is the reason why in order to provide more than one point of view, it is needed to gather data from the participants. I have chosen e-mail questionnaires but also focus group interview to do this.

3.4 Case Study

The method that has been chosen for this research is case study. Several authors view case study in different ways. Creswell (2013) highlights that a case study “involves the study of a case within a real-life, contemporary context or setting” (p. 97). Creswell also points out that case study may be focused on one single case or several cases. The author highlights different characteristics from case study such as: multiple sources of information, case descriptions, and case themes. In addition, if cases are being researched, they would be a multisite study. And if it is a single case, it would be a within-site study. For my particular case study, the multiple sources of information that I would cover are the different teachers in the program. Some other aspects that a case study should convey are the identification of the case, the intent of the case (which could be intrinsic or instrumental), the in-depth understanding of the case should be presented, the selection of how to approach the data analysis, the description, the theoretical model, and the conclusion (Creswell, 2013). Creswell also provides three different types of case study: intrinsic case study, instrumental

case study, and collective case study. Richards (2003) defines case study as a unit. This unit can be institutions, programs, events, etc. Richards also states the factor that could influence the decision of using case study as the method of investigation are if the case is chosen for its own value (intrinsic), or to focus on a bigger issue (instrumental). The types of case study are linked to the intent mentioned before. The author continues by describing intrinsic case study, in few words, is the research for the interest of the researcher. Instrumental case study is to detail a problem or an issue. Finally, collective case study is when multiple cases are being studied. My case study should be considered as an intrinsic case study because I am quite interested in knowing how teachers in the PRONI program perceive their own ELT training and future professional development.

Another author that defines case study is Thomas. Thomas (2003) describes case study as providing the description of an entity and the entity's actions. Thomas continues by stating that an entity can be individuals, groups, organizations, or events. The author also provides advantages and limitations of the case study method. Thomas states that "the greatest advantage of a case study is that it permits a researcher to reveal the way a multiplicity of factors have interacted to produce the unique characteristic of the entity" (p. 35). Therefore, by knowing the factors that took place to a certain entity is what makes it interesting. Moreover, the factors that I considered for my case study were how teachers apply their ELT training obtained by taking courses or diplomas as well as if they have worked. In addition, "an important limitation of the case approach is that generalizations or principles drawn from one case can be applied to other cases only at considerable risk of error" (p. 35). For my case study, I believe that it might be done in a different areas. For example, the results from this research can be aimed at what type of training is necessary for English teacher in the PRONI program; however, the results may vary considerably.

These are very similar concepts as the ones explained before by Creswell. Therefore, in terms of Richards' concepts, this case study falls under the category of intrinsic. The value of this research is primarily for the researcher, which in this case is me. Said value is to gather information which allows me to understand how ELT training helps or affects the teaching practice of PRONI teachers. I consider this topic interesting because most of the teachers in the program do not have degrees in language teaching or pedagogy. That is why I would like

to know if it is enough for them to have only the information provided by courses or diplomas and their professional development increases to improve their practice.

3.5 The Research Site

This research has its main focus on the teachers in Dolores Hidalgo, Guanajuato. Because the teachers are in the PRONI program, the research site is not a specific school or a specific place for that matter. The PRONI program in Dolores Hidalgo, however, covers mostly schools that are outside downtown Dolores Hidalgo. That is, these schools are not in the centric area from Dolores Hidalgo. Some of the teachers in the program share schools but they are in charge of different groups and grades. Most of the teachers use a textbooks which are provided by the program. Other teachers use other textbooks of their choice. And there are even teacher who do not use a textbook at all and they just follow the objectives that the program expects the students to achieve.

3.6 The Participants

In order to select my participants, they are needed to cover a few requirements. The most important one is that they have to be teachers within the PRONI program. As mentioned before, some of the participants might share their workplace with another colleague in the program or even with another participant in this research. Even though in order to enter the PRONI program as an English teacher it is required to have a minimum score of 500 in the TOEFL, the candidates are not required to have any ELT training or a degree in language teaching or pedagogy. However, during the time being within the program, the English teachers are expected to attend mandatory monthly meetings. These meetings are to provide the teachers with somewhat training for their classes. Along with these meetings, there are some occasions where the teachers are asked to assist to ELT courses of diplomas in a mandatory manner. They are expected to complete the whole course or diploma successfully.

The number of participants that were selected for this research was five. The five participants were expected to complete the e-mail questionnaire to later on complete the

information they provided with a focus group interview. The five participants teach in all grades between 1st grade and 6th grade in basic education on public primary school.

Three of the five participants are women between the ages of 24 and 40 years old. Two of the five participants are men between the same ages. All of the participants have been working for the PRONI program for at least four months up to six years. One of the participants who is a woman is not from Dolores Hidalgo. Another of the participants who is a man from Dolores Hidalgo but he is not teaching currently in the city but rather in a nearby city called San Felipe, Guanajuato.

For this particular research, in order to keep the anonymity of the participants, I have chosen to use pseudonyms.

Participant	Years as an English teacher	Years working in the PRONI	Working in the PRONI.	Has taken courses or diplomas in ELT
María	One year and a half	One year	Yes	No
Oscar	Two years	One year	Yes	Yes
Javier	Five years	Four years	Yes	Yes
Alondra	Four years	Four months	Yes	Yes
Tamara	Eight years	Six years	Yes	Yes

Table 1: Teacher profile

3.7. The Techniques

As Richards (2003) mentions, the use of several data collection techniques is a characteristic of the qualitative paradigm. This is why I opted to use e-mail questionnaires and focus group and individual interviews. In order to elicit the data for the research, the e-mail questionnaires were my first choice. They consist of 16 open questions. The questionnaires (Appendix 2: E-mail Questionnaires) were in English because I do not consider it would be an issue when applying it to the participants due to the fact that they are English teachers. Because of the time constraints that each of the participants may have, I decided to use the e-mail questionnaires to make the process of gathering the data less time

consuming for them. With the questionnaires my objective was to gather data that will conduct to a focus group interview where most of the answer will be deepen. In addition, the questions that were used for the questionnaires were applied in English to easier in both answering and analyzing the answers.

McColl et al. (2001) propose that the main goal of a questionnaires is to gather valid, reliable, unbiased, and discriminatory data from the respondents. That is, the answers gathered from a questionnaires should be objective and completely focused on the topic that is being asked. Also, other advantages of using questionnaires are that they are not time consuming for the participants and the results a very organized for the researcher to analyze the data. To organize the data, it is recommended to code the questionnaires. Concerning this research, the coding will be the following: Q plus the coded name of the participant, for example, for participant PT1, her questionnaires will be coded as QPT1.

Participant	Code
María	QMaría
Oscar	QOscar
Javier	QJavier
Alondra	QAlondra
Tamara	QTamara

Table 2: Data coding for questionnaires

As mentioned above, the other technique to gather the information for this research is interviews. Specifically two types of interviews are used for this research: focus group interviews and individual interviews. The focus group is intended to have the three participants in a period of time of about 15 to 20 minutes in order to deepen some of the answer they provided in their e-mail questionnaires. As stated by Kelly (2003) “focus group interviews are designed to elicit perceptions, attitudes and ideas from a group in which each participant possesses experience with the phenomenon study” (p. 50). One of the main reasons to use focus group interviews is to deepen an idea by exposing the participants to the experiences of each other. According to Ritchie, Lewis, Nicholls, and Ormston (2013), the

use of interviews helps to gather more in-depth information in order to complement other information which might have been gathered with another tool. Because interviews are a way of gathering information where the researcher and the person being interviewed are in direct contact, the information collected, in some occasions, tends to be spontaneous and in large amounts. However, there are cases where the information gathered might not be of use to the researcher. In order to avoid this situation, the researcher must be prepared with well-designed questions but also to mediate properly whether it is during a focus group interview or an individual interview. Regarding this research, the coding for the interviews is the following:

Item	Code	Meaning
1	FGTamara	This is from the focus group interview and the information is from the participant Tamara.
2	IMaría	This is an individual interview with María.

Table 3: Data coding for interviews

Even though the interviews are different types, the same question were applied. The main reason to use 2 types of interviews was the work schedules of the participants. The questions that were used for these semi-structured interviews were (Appendix 2: E-mail questionnaires and appendix 3: Transcript of focus group interview):

- ¿Qué pueden hacer los maestros del Programa Nacional de Inglés para mejorarlo? / What can the teacher from the PNIEB program do to improve it?
- ¿Cuáles podrían temas de cursos or diplomados que podrían ser de mucha utilidad para los maestros del programa (e.g. teaching English to young learners, Teaching writing for kids, etc.) / Which topics for courses or diplomas could be useful for teachers in the program?
- Si tuvieras que describir en términos generales los alumnos que has tenido en el PNIEB ¿cómo les describirías y por qué los describes de esa manera? / If you had to describe in general terms the students you had have in the PNIEB program, how would you describe them and why do you describe them in that way?

- ¿Crees que los maestros del programa en Dolores Hidalgo necesitan aún más entrenamiento en ELT? ¿Por qué? / Do you think the teacher in the program from Dolores Hidalgo need even more ELT training? Why?
- Cuando dejes de trabajar para el PNIEB ¿cuáles son tus planes a future en el ámbito profesional? / When you stop working in the PNIEB program, what are your plans for the future professionally?

Even though the question from the questionnaires were in English, I decided to conduct the interviews in Spanish. The reason behind doing this is because I believe that in order to obtain meaningful answers from the participants, I needed to use their mother tongue.

The settings for the interviews were rather informal because they were in places which are more likely to be used in social situation or even in the institution where the participants work. The interviews were face to face and recorded. The purpose of recording the interviews was to later transcribe them to analyze them. This provides more useful and suitable ways to analyze the data and provide written evidence of what was said during the interview. As for the reason why two types of interviews were used, it is because the participants and I could not agree on a date where all of us could meet. Therefore, by discussing with the participants, we chose the most efficient distribution on participants per interview and we agreed to have one focus group interview and one individual interview.

3.8 Data Organization

As mentioned before in Chapter 3, the process of elicitation of the data was through a questionnaire of 15 open questions through e-mail in English and were applied to the five participants of this investigation as the first data collection tool. After all the questionnaires were sent back to the researcher from the participants, four participants were interviewed following a focus group interview in order to expand the information gathered from the questionnaires. The participant who was not in the focus group interview was later interviewed individually. Both of the interviews were in Spanish. There was a total of six questions the participants needed to answer. However, during the focus group interview, more questions appeared. Both of these interviews were transcribed into a computer; whereas

the questionnaires were already written and just saved to the computer. After having all the data collected, a code was given to the answers from each participant for the questionnaire. This was also carried out for the answers and comments from the interviews. These codes were to be used to refer to them when it was needed to cite what the participants have said. This is in order to acknowledge from what participant the answer came from and from what collecting tool. To continue, a series a different topics that appeared from both the questionnaires and the interviews were categorized.

3.9 Ethics

For the data collection I wrote a consent letter (Appendix 1) that I gave to the participants before applying the e-mail questionnaires explaining what is the purpose of the research. In the letter there is a full disclosure of the research and the information they provide will be anonymous and the information will be used only for academic purposes. For this reason, in order to give anonymity to the participants, their names were coded for the research. As stated by Deckert and Vickers (2011) “we need to make sure that individuals consent to anything that happens to them without any feeling that they are being coerced” (p. 177). That is the reason why the participants were as to sign the consent letter before applying any of the data gathering tools

O’Leary (2013) suggests some aspects that should be taken into consideration when carrying out a research that requires participants or, as O’Leary calls them, respondents. These aspects are the following: ensuring respondents have given informed consent for the research, ensuring no harm come to the respondents, and ensuring confidentiality and, if necessary and appropriate, anonymity. All of these aspects were taken into account when gathering the raw data from the participants.

3.10 Conclusion

This chapter was intended to give the reader an overview of the methodology that was utilized to carry out this research project. The different topics that it involved were the paradigm chosen which as qualitative, the research question and the objective of the research,

the method used which was case study, the research site, the participants, the techniques to gather the data, and the ethnics of the investigation. As mentioned before, the questionnaire are a great tool to gather information avoid the time constraints that some of the teacher may have had. To complement the information from the questionnaires, a focus group interview had to take place in order to deepen the answer to the questionnaires and have a richer point of view from each participant.

In conclusion, in order to carry out the collection of the data, the data gathering tools covered in a successful manner all the aspects that were needed for this research. Also, it is very important to have the participants well informed of what is it that will happen during the research and what they are expected to do. It is necessary to give the participants a consent letter and having a previous session to make the participants aware of their role in the research. It is not only to keep the participants well informed of all the process during the research, but also to choose the most suitable gathering for both the researcher and the participants. That is, during the process the participant should be fairly comfortable while the researcher gathers the data and he or she does not intrude in the participants activities while doing so.

Chapter 4

Discussion

4.1 Introduction

In the previous chapter, I described the method, techniques, participants, and context that were selected to carry out this investigation. In this chapter, the organization given to the data will be presented; thus, in this chapter I will elaborate on how the information elicited from the questionnaires and the interviews was categorized. The answers provided by the participants to the questionnaires and the interviews will be analyzed, interpreted, and discussed by the researcher.

4.2 Findings

In this section I will analyze the data that was collected through the questionnaires and the individual and focus group interviews. As part of the analysis, the data presented in this section will be fragments from the actual questionnaires and interviews. This will provide a clearer and more concise analysis of the data. Also, because some of the answers and comments that the participants provided overlap with each other, these comments will be put together to acknowledge which of the participants think in a similar manner towards a certain topic.

The analysis will use answers from the participants taken from both the questionnaires and the interviews. Based on the answers and comments from the participants, the researcher will analyze the data in order to comment and interpret it. Additionally, the data will be properly supported by literature.

The themes that emerged from the questionnaires and the interviews were the following:

- Perceptions Towards the PRONI

- Perceptions Towards Students
- ELT Training that PRONI Teachers from Dolores Hidalgo need
- Future Professional Development.

In the following section, I will cover the discussion of the themes that were covered in the questionnaires and through the interviews that were conducted for this research.

4.2.1 Perceptions towards the PRONI

From all the participants there is a common agreement that the PRONI program is a good concept. Meaning that, the idea behind the program represents positive opportunities for students to learn a second language. However, there are aspects that affect its functionality and impede the program to improve properly. O'Donoghue and Calderón Martín del Campo (2015) state that some of the problems the PRONI has are that it lacks of trained teachers, it is a pilot program, it has shown insufficient results, etc.

Some of the participants who believe the PRONI program is a good investment from the government are María, Javier, and Alondra. For example, one positive aspect that the participants claim the PRONI has is how it helps children to learn English. Their following answers claim that it is an excellent opportunity for children to learn a second language.

- *I think it is a great program that offers kids the opportunity to learn English for free (QMaría)*
- *Bueno, para mí el programa hasta ahorita está muy bien. Siento que es un programa que brinda una oportunidad muy buena para los niños de aprender un idioma que a futuro les va a servir mucho (IMaría)*
- *Mi opinión sobre ese programa es que es una buena inversion de tiempo y de dinero porque influye directamente en el conocimiento de un segundo idioma que es el más importante, el inglés (FGJavier)*

- *Considero que es un programa importante para el desarrollo de los niños y es bueno que los tengan con conocimiento del idioma desde pequeños para que tengan más facilidad de aprendizaje a futuro (FGAlondra)*

The participants express the positive perspectives they have towards the PRONI program. These perspectives are mostly related to the teaching of a second language to children. Also, these positive perspectives have to do with the expectation the participants have of the program. On the other hand, whilst participants may describe the program positively, other participants do not think the same such as Tamara, Javier, Alondra, Oscar, and María. Also, even the same participants mentioned above acknowledge the negative aspects that it has. In the focus group interview when Tamara started to point out the negative aspects of the PRONI, the other participants also started to comment on the same or other negative aspects. The following statements by Tamara point out how the syllabus from the program lack structure.

- *It has been really difficult to understand what exactly the program want us to teach because there are no specific contents in the syllabus. I think we, as teachers, must adapt most of the contents in the program to fit the real children's needs (QTamara)*
- *Yo siento, no sé, no me he informado, que esos programas copiaron a algún programa en algún país de lengua inglesa porque están elaborandose productos partiendo de que, o contenidos, u objetivos a cubrir, partiendo de que el niño ya entiende algo de inglés, ninguno de nuestros programas empieza de cero (FGTamara)*

In the first statement, which is from her questionnaire, Tamara explains that the program seems to not be very explicit in what is the content teachers should be teaching. One probable reason for this could be that the syllabus might not be specific with its goal or with the content. The participant expresses this idea by stating that the content from the syllabus are not specific. In addition, this might be because she highlights that the program comes from a non-ELT context. Nonetheless, Tamara does not specify what the issue is. The second

part of her statement suggests that the content from the syllabus is not suited for what she believes students should learn. In the second statement which she made during the focus group interview, she declares that the PRONI copied its contents from another one from another country. This is supposedly because the contents in the PRONI are based on the children being familiar to the language. This statement suggests that Tamara claims that the content from the program might be too difficult for the children. Therefore, affecting how teachers in the program should teach. Even though the content of the PRONI was not something I considered as an issue in the program when I started this investigation, other participants as Oscar overlapped on the content being difficult or confusing for both teachers and students.

- *Hay algunas cosas que digo “esto está como muy difícil para los niños” y como yo trato de adaptarlo, lo que dice el programa, trato de hacerlo un poco más sencillo para el nivel de los niños (FGOscar)*

Oscar mentions that he needs to adapt the content to make it easier for the children. This statement supports Tamara’s idea that the program’s content might be too difficult for the children in the program.

However, these are not the only issues with the program. Tamara mentions some others in the following fragment.

- *Desafortunadamente no está dando los resultados que se espera por muchas circunstancias [...] La primera, las condiciones con las que se contratan a los maestros no son las, cómo podría decirlo, idoneas para que los maestros se dediquen a tiempo completo [...] Por ejemplo, nos quedamos desempleados por largos periodos de hasta dos meses en vacaciones (FGTamara)*

Here Tamara clearly states that the program is not producing the results that are expected. Also, the condition under which teachers are being hired are not ideal. I believe she refers to the work conditions, not the requirement that English teachers need to have in order to enter to the PRONI. These requirements are to provide certain personal documentation such as an ID, birth certificate, etc. In addition to these documents, probably the most important one is the TOEFL. However, there is no need for certifications or degrees

in ELT. Tamara goes on by stating the work conditions are not adequate to make teachers consider working in the PRONI as a full-time job. English teachers in the program are not paid during vacations or even during days off. Oscar supports this claim with the following statement:

- *También la parte de nuestros contratos ¿no? Nuestros contratos terminan de hecho antes y después de que entran las clases y eso también atrasa a los niños (FGOscar)*

Oscar mentions that teachers in the program begin their classes after students have already returned to the school and finish before students begin their vacation. Therefore, this affects the students' learning process. Apart from this, it also affects the English teachers because they have to cover their topics in less time. Also, the evaluation periods and the delivery of official documents to the coordinator are affected by this.

Another issue Tamara and María highlight is if the PRONI is actually being evaluated and how it is being evaluated. She introduces this issue with the following statement:

- *[...] pero ¿realmente el programa está funcionando? ¿Quién está evaluando los resultados del PNIEB? Nos están evaluando con unos formatos, las famosas rubricas, que nosotros mandamos, pero quién nos está evaluando que realmente estemos dando los contenidos y que realmente estemos evaluando (FGTamara)*
- *Tal vez un poco la coordinación de lo que son las rubricas. Siento que no están bien elaboradas, no podemos expresar lo que en verdad quisieramos con las calificaciones porque califican con cosas que a final de cuentas no importan mucho (Imaría)*

Tamara and María mention rubrics which are documents used to measure students' progress every unit in different aspects. These documents need to be filled electronically and send; however, as they mentioned, often the teachers fill them in the fastest way possible instead on focusing on what they should. On the other hand, they also mention that the rubrics are not well thought out and lack important aspects that really should be measured. Some of these aspects that are not measured by the rubrics are related to productive skills such as writing and speaking. They tend to focus more on comprehensive skills or attitudes towards

the language. According to O'Donoghue and Calderón Martín del Campo (2015) the PRONI program has several problems and among those problems is the lack of trained teachers. Comments from the participants suggest that in Dolores Hidalgo this is a problem. Further in the chapter this is discussed more in depth.

Each of the participants have their own perceptions towards the different topics that were covered during this investigation. However, there is a common pattern in what they mentioned. They perceive that the idea behind the PRONI program is favorable for the children. Nonetheless, they mention that it is not reliable for teachers because of the work conditions. Some of these work conditions were the minimum requirements for the hiring process, the administrative issues that cause delays in their payments, and the time beginning and ending of their contracts.

4.2.2 Perceptions Towards Students

Another theme that was discussed throughout the focus group interview was how the participants perceive their own PRONI students. It was interesting to find out that most of the adjectives they used to describe the students are rather negative or neutral but not positive. The following statements were made by Alondra, Javier, and Oscar to describe their students.

- *Rebeldes, groseros, faltos de este... bueno que no ponen atención a la clase, no les interesa, les dices que vas a hablar con la directora y se rien (FGAlondra)*
- *Bueno, para esa pregunta yo contestaría que depende del entorno socio-económico y por ejemplo hay algunas partes de San Miguel de Allende que tienen más contacto con población norteamericana [...]puede influir mucho en la actitud del niño en tu clase (FGJavier)*
- *Pues la verdad es que son muy diversos. En las escuelas donde he estado son bastante diversos, o sea, tengo alumnos que son bastante excelentes y tengo alumnos que están por debajo (FGOscar)*

Alondra described her students as being rude, disrespectful, and as having a lack of respect to the authorities. Clearly Alondra's perceptions towards her students are negative. All of the words she used to describe her students are negative and related to behavior. During the interview she also mentioned that she teaches in a low socio-economic status area in Dolores Hidalgo. This environment could be the cause of such behavior from the students. In addition, Oscar mentions that he has a diversity of students, such as excellent students and other that presumably do not achieve the minimum required for the class. Contrasting how Oscar and Alondra described their students, Oscar also provided positive descriptions of his students. However, he still points out how he also has students who could improve. Nonetheless, the way he described his students is not negative as that of Alondra's. Finally, when Javier was asked about his students, he mentions how the socio-economic environment affects the attitude of the students towards learning English. He gave the example of children who live in San Miguel de Allende are more aware of how useful English can be because of the contact with foreign people. In contrast, he point out how in a place such as Dolores Hidalgo it is not very often. To conclude with the perception towards students, Tamara added something English teachers should consider doing:

- *Nuestros niños PNIEB son niños con los que tenemos que empezar, más que a enseñarles inglés, tenemos que partir de enseñarles cuál es la importancia del inglés (FGTamara)*

In this statement Tamara clearly points out that PRONI teachers should begin to show the importance of learning English. Possibly this is to improve how students behave in the class and make them aware the reason why they should learn the language. This statement is supported by Borjian (2015) who points out that young learners in Mexico lack interest towards the language because they ignore the benefits of learning it.

These perceptions they share towards the students they have had during their time in the PRONI program describe how they feel towards their students. The participants mentioned positive aspects about their students. Nevertheless, the negative aspects overcomes the positive ones. Because of this, it can be inferred that most of their experience in teaching in the PRONI has been with students have been negative.

4.2.3 ELT Training that PRONI Teachers from Dolores Hidalgo Need

As it has been seen in Chapter 2, one concern for the PRONI program is the lack of trained teachers. In order to know what type of ELT training that teachers need, first it needs to be acknowledge if they actually need training. The following statements from all the participants in both the focus group and the individual interview agree that teachers in Dolores Hidalgo do need ELT training.

- *La verdad tengo muy poco tiempo en el programa y no conozco muy bien a mis compañeros pero personalmente sí (FGOscar)*
- *Si porque ni siquiera hay ninguna evaluación oral. Exacto. Entonces sí, a lo mejor necesitarían un poco más de capacitación (FGAlondra)*
- *Sí, yo pienso que, que toda persona que esté enseñando tiene que estar aprendiendo y ya sea por medio de un curso, por medio de vídeos, o de información que cada uno queramos buscar (FGJavier)*
- *Pues yo considero que definitivamente sí, porque como menciona Alondra, los requisitos que nos solicita para empezar a trabajar son mínimos, nunca nos hacen una evaluación de enseñanza del inglés (FGTamara)*
- *Sí, sí se necesita más entrenamiento. Es lo mismo, o sea, todos necesitamos más capacitación y en sí muy pocos son docente o han estudiado una carrera como docentes y en especial en inglés (IMaría)*

This first statement from Oscar only refers to himself, probably he did not want to mention the other teachers to not offend them, and he states that he actually needs more training. In his questionnaire in the seventh question he declares that he has taken at least one course. Also, in question 11 he answers if he will continue taking more courses with a yes because he wants to improve as a teacher. Therefore, even though he has not been teaching for a long period of time or properly trained, he could enter to the PRONI program.

As for the other four participants, they all agree that the English teachers from Dolores Hidalgo need more ELT training. Alondra suggests that they are most likely to need it because when new teachers want to enter to the program, only a TOEFL is required and there is not an oral evaluation. She mentioned this because during in the interview it was mentioned that the coordinator of the program from Dolores Hidalgo asked the teachers to make students speak as much as possible. This is as part of what English teachers need to do in the classroom. Tamara supports the Alondra's statement by also adding that the requirements to hire new English teachers are minimal and there is not an evaluation for English teaching skills. As I am a teacher in the program, I can agree with these statements. The only requirements for me were to provide my documentation and a TOEFL exam with a score of 500 or more. However, because I was studying the BA in ELT, I do not know if that might have influenced my hiring process in any way.

Javier (FGJavier) provides another point of view which is more related to anyone teaching. He suggests that anyone who teaches must be in constant learning. Javier does not really answer the question. Probably this is because he also does not have too many courses or diplomas. In his questionnaire (QJavier) he only mentions that, during the time that I applied it, he is taking three courses but does not have one currently finished.

Once it has been agreed that teachers from Dolores Hidalgo need more training, the next question is to know in what areas they need more training. Four of the five participants agree that probably the most important topics for a course that would be useful for teachers are teaching methodologies and techniques, and classroom management.

- *Definitivamente la docencia. La parte de la enseñanza, métodos de enseñanza. En este caso como la pregunta anterior “¿qué tipo de niños te tocan?” [...] un poco de capacitación en cuestión de control de grupo, ese sería uno de los mejores temas (IMaría)*
- *Pues definitivamente yo creo que pedagogía ¿no? Cursos de pedagogía, a lo mejor algunas técnicas de enseñanza para, sobre todo para pequeños (FGAlondra)*

- *Yo creo que psicología para niños o de niños que nos ayude con algunos problemas que se nos presentan todos los días. Bueno, como decía nuestra compañera, talleres que nos ayuden con control de grupo [...]Entonces creo que eso sería bastante bueno, talleres donde nos enseñen didácticas, o sea, actividades que puedan ayudar a los niños a aprender jugando (FGOscar)*
- *De control de grupo para mí es lo más importante. Control de grupo (FGJavier)*

As the participants stated, their most important concerns are methodologies, teaching techniques, and classroom management. María (IMaría) mentioned in her interview that there are a lot of teachers who do not have degrees in pedagogy and this is probably the reason why they agree that these are the most important aspects they need to improve. Classroom management is a topic I consider understandable because often it is needed depending on the groups. However, teaching methodologies and techniques should be the basics for any teacher. As mentioned before in Chapter 2, there is the perception that teachers in the PRONI lack the proper ELT training to give class, and because of the answers from these interviews, I think in Dolores Hidalgo it is correct. Although, as mentioned by Romero and Sayer (2016), the PRONI program has recognized the need for implementation of teacher training program, in my own experience being a teacher in the program, I perceive resistance from some of my colleagues to enter to the training courses.

Another two topics that are mentioned by María and Oscar are more related to the children. María points out that another topic that could be useful could be individual differences in students: what skills they prefer and what type of intelligence they have more developed. Oscar focuses more on the psychological aspect of teaching. He is not clear in what aspect it would be useful, although I consider it is most likely to understand emotional aspects from the students that might prevent them from working properly in class. I believe this because he mentioned that it would help with everyday problems. I interpret that this refers to students instead of the teaching part. Finally, Tamara mentions a “*curso integral*”.

- *Yo creo que no necesitamos cursos en particular de manejo de grupo, sino más bien necesitamos cursos integrales, un curso integral nos va a enseñar desde la*

forma en que nuestros estudiantes aprenden en los tipos, las diferentes características de alumnos con las que vamos a trabajar, nos enseña como adaptar, adaptar nosotros o nuestros contenidos o nuestros materiales a las características de nuestros alumnos nos va a enseñar a como trabajar las diferentes habilidades (FGTamara)

Tamara refers to this *curso integral* as a course where everything related to pedagogy would be taught. Even though I consider it a good idea, I do not believe there are too many courses such as this one. I believe that this is more a BA in teaching English because of all the content. Or it could also be a BA in pedagogy. As Richards and Renandya (2002) state, teacher training and development are an ongoing process to develop and improve as a teacher. Due to the answers that the participants provided, they want to be trained in order to improve their teaching skills.

As mentioned before, all of the participants agree that they and their colleagues require more training. In addition, they mention that in the hiring requirements, teachers are not required to have any kind of teaching degree. Meaning that, it is likely that there is a considerable number of teachers who might not have degrees. Also, even some of the participants (FGOscar and FGAlondra) mention that the fields they studied are in administration. If they have degrees not related to teaching, there are probably more teachers in the PRONI who do as well. During the interviews (FG and IMaría) they mention training for classroom management and teaching methodologies and techniques for children. I consider that this are the basic topics an English teacher should know. This indicates how minimal their ELT training is.

4.2.4 Future Professional Development

In order for teachers to know that they need to improve, first they need to acknowledge the need of improvement. Teachers need to be aware of professional development. The reflectiveness that comes with wanting to develop professionally is what makes teachers want to be trained. According to Posteguillo and Palmer (2000) the improvement of teaching practice can be achieved through reflection. Because of the

questionnaires and the interviews, it was clear that each participant has their own point of view in what refers to develop professionally. In their questionnaires most of them mentioned that they would like to continue teaching English. The following statements are from the questionnaires and the interviews:

- *Me gustaría dedicarme completamente a la enseñanza del inglés, pero, dependiendo de las condiciones de trabajo (FGOscar)*
- *Would you like to get a degree in ELT someday? Why or why not? Yes, because if I have more documents, I can get a better job. (QOscar)*
- *What are your plans for future teacher development? To teach in the high school or university. (QOscar)*

The answers provided by Oscar are somewhat vague on what he will do to achieve what he answered to the questions; however, it can be inferred that he wants to continue teaching English. In order to develop as a teacher, he wants to teach in higher levels of education such as High school or University. Although Oscar did not provide a concrete answer on why, I assume he prefers either to teach older students or the better payments. Following Oscar's answers, Alondra states her plan for future professional development.

- *En el caso mío pues también tengo licenciatura en administración, pero pues ya tengo bastantes años dando clases de inglés, me gusta mucho, lo disfruto (FGAlondra)*
- *Would you like to get a degree in ELT someday? Why or why not? Yes, I would like to study a master in Teaching English as a Second Language (QAlondra)*
- *What are your plans for future teacher development? To get a master degree, to keep working as an English teacher, mainly in Superior Institutions (Universities, Colleges) (QAlondra)*

As it is the case of Oscar, Alondra also wants to improve her teaching by obtaining a degree. During the focus group interview she mentioned that she has a degree but it is related to administration and not pedagogy. However, she wants to obtain a Master's degree in Teaching English as a Second Language. Also, she wants to keep teaching but in higher levels just as Oscar. Therefore, it can be seen that Alondra wants to grow professionally as a teacher as well. Javier also pointed out his plan for future professional development by stating the following:

- *A mí me encanta y me apasiona ser maestro de inglés, pero [...] que los pagos se atracen mucho, eso nos desanima mucho porque tenemos que estar batallando (FGJavier)*
- *Would you like to get a degree in ELT someday? Why or why not? Yes, I would like to get the highest degree for being the best teacher, and I know it is in my hands (QJavier)*
- *What are your plans for future teacher development? My plans are to improve my teaching strategies. It doesn't matter what it may cost me (QJavier)*

Javier seems to also want to develop professionally. However, he claims that because of the work conditions in the PRONI, his choice of continuing teaching might be jeopardized. He also mentions that if it is necessary, he might stop teaching in order to pursue a steadier job. That is, a job with no delayed payments, a job with contracts for longer time, and a job that is steadier administratively. Similar statements came from the other two participants. They claim that they enjoy teaching and would like to continue doing it. Tamara (FGTamara) is the only participant who would like to continue teaching although not only English. Evans (2002) states that teacher development conveys improving teaching knowledge, teacher-student relationship, and classroom management. These are the aspects that the participants focus on more when asked what they want to improve.

Even though English teachers in the PRONI do not have much ELT training, at least with these participants can be seen that they want improve their teaching skills. All of them

agree that they and their colleagues should improve by either obtaining degrees in ELT or taking more courses and diplomas than they have already taken. Additionally, most of them would like to move from teaching children to teaching adults in higher education.

4.3 Conclusion

In conclusion, this chapter aimed to provide the data that was collected from the different gathering tools. Furthermore, it also presents the researcher's interpretation and findings from the data. The purpose of this study was to investigate how ELT training has helped or affected English teacher from the PRONI program in Dolores Hidalgo, as well as their teacher and professional development. Such interpretation pointed at the teachers having rather negative perceptions towards their students and the PRONI as well. Although they all agree that the program is a good concept for English teaching in Mexico, all parties related in it can still be improved.

As for their teacher and professional development, it is evident that they would like better job opportunities in the sense that they would like payments on time and better work conditions. One participant (Javier) states that if a better job appears even if it is non-related to teaching, he would take it. The likelihood of more teachers in Dolores, or Mexico for that matter, who think in this manner is high. Even though Javier states that he is passionate about teaching, he would still consider taking another type of job if the conditions are better. Therefore, not feeling the urge to improve his teaching and affecting his teacher development.

Chapter 5

Conclusion

5.1 Introduction

To conclude this research I will state the answer to the research question this investigation was intended to respond. Such answer was achieved with the help of the data elicited from the participants and the analysis. The main purpose of this research was to acknowledge how ELT training helps/affects English teachers in the PRONI program as well as their teacher and professional development. Further in the chapter I will answer to the research question, I will highlight implications it might have for the PRONI program and the teachers in it, finally I will provide how further research could be carried out.

5.2 Answering the Research Question

In this section I intend to answer the question: How does ELT training help or affect teacher in the PRONI from Dolores Hidalgo, Guanajuato and their teacher and professional development?

Since the release of the PRONI program, there has been criticism about if it would work and what the concerns about it were. Some of these concerns were that it was a pilot program, and the great amount of teachers was required.

Another of these concerns about the PRONI program in Mexico is the lack of trained English teachers. The participant teachers agreed that they need more training as well as the colleagues in the program. Some of the participants supported this claim by stating that the majority of English teachers in the program in Dolores Hidalgo do not have a degree in teaching English or pedagogy. Nonetheless, it was discovered that they have taken several courses or diplomas in ELT.

Another topic that is also discussed is what topics would be helpful for teacher in the program. Most of the participants agreed that the three topics that would be useful for teachers in the program are teaching methodologies, teaching techniques, and classroom management. However, it was also mentioned that a *curso integral* would be the best option. The participant who mentioned this term stated that in this type of course would cover all of the topics mentioned throughout the focus group interview because it integrates all of these topics.

Finally, a topic that I believe concerns most the participants is the negative aspects that the PRONI has and their students. It was discussed how PRONI teachers are not taken as seriously as the main teacher in a group. Also, how the PRONI has issues having payments on time demotivating teachers in the program and the type of students that the participants described also demotivates teachers. These issues I believe are the main reasons why teachers in the program would opt to find another job in other programs or even non-related to teaching job.

5.3 Implications for English teachers in the PRONI

Throughout the interviews the participants pointed out how the hiring process of English teachers in the PRONI is more focused on language knowledge than teaching knowledge. As the participants mentioned in their questionnaires and the interviews, they agree that they need more training in ELT. Therefore, it is very likely that more teachers in the PRONI from Dolores Hidalgo would also agree that they need more training. The majority of teachers are hired only because they have the minimum score on a TOEFL exam and this is an issue because knowing a language is not enough to teach it. New teachers and teachers who are already in the program should be aware that not only by knowing the language, it means that they can teach the language. I believe that the hiring process should change slightly. The PRONI should hire teacher who already have some training and/or make teachers take courses once they are working.

5.4 Further Research

I consider that this research was the first step to develop another study that could provide a better understanding about the ELT training teachers in the PRONI have. As it was found through this research, some teachers in the program do not have too much training. At least this is the case in Dolores Hidalgo. Nonetheless, that does not necessarily mean that teachers in other cities in Mexico are the same. Also, in the interviews it was mentioned the perceptions of the English teachers towards their students; however, I consider that it would be interesting to hear the voices of the students to know what they think about the program.

Because of these inferences I believe that for further research students in primary school from the PRONI program could provide their perceptions. Some of these perception could be focused on the teacher they have had but also what are their perceptions towards the program. For example, the perceptions towards having a subject that does not have a grade or having a teacher who only gives them class for three hours per week. However, in order to provide a more accurate picture of the program, I would be need to have participants from other cities.

5.5 Limitations of the Study

For a research such as this one, limitations are to be expected. One of these limitations that I encountered was the participants. Even though there is a considerable number on English teachers in the program in Dolores Hidalgo, not all of them were willing to participate in this research. The reason is still unknown to me. My assumption would be that they are shy when it comes to showing their teaching practice to a colleague. It would not be unusual because they might think I would observe them and evaluate them. That for most teachers can be frightening. Also, I was limited to have teachers from only Dolores Hidalgo. The coordination in charge of teachers from Dolores Hidalgo is also in charge of San Miguel and San Felipe. Even though I would have appreciated working with teachers from those cities, it would have been very difficult because of the distance. Finally, I also would have liked to apply observations to my data gathering tools, however the process to have permission to do the observation could have taken a lot of time delaying my schedule for data gathering.

5.6 Conclusion

The purpose of this research was to find how ELT training helps or affects English teachers in the PRONI from Dolores Hidalgo. Even though at the beginning of this investigation I did not expect teachers to be open about their lack of training, I was surprised to know that they were and they even expanded on how this affects the program. The participants also mentioned their future professional development and what they expect to achieve. It was pleasant to know that all the participants of this investigation enjoy teaching and they would like to keep teaching. Also, I believe that this is the reason why they want to continue being trained to teach English better. Nonetheless, the PRONI program has to improve their hiring process to have more qualified teachers. Another option the program has is to implement programs for the teacher to obtain regular ELT courses or diplomas. Although the program might have other issues, I consider that the most important one is to have more trained teacher in order to improve the program. And the teachers within the program must be aware of the need to improve their teaching skills.

REFERENCES

- Borjian, A. (2015). Learning English in Mexico: Perspectives from Mexican Teachers of English. *CATESOL Journal*, 27(1), 163-173.
- Calderhead, J., & Gates, P. (Eds.). (2003). *Conceptualising reflection in teacher development*. London: Routledge.
- Castro, J. E. (2013). A pedagogical evaluation of textbooks used in Mexico's National English Program in Basic Education. *MEXTESOL Journal Special Issue*, 37(3), 1-16.
- Creswell, J. W. (2013). *Qualitative inquiry and research design: Choosing among five approaches*. Los Angeles: Sage.
- Cullen, R. (1994). Incorporating a Language Improvement Component in Teacher Training Programmes. *ELT Journal*, 48(2), 162-172.
- Day, C. (1999). *Developing teachers: The challenges of lifelong learning*. London: Psychology Press.
- Deckert, S.K., & Vickers, C.H. (2011). *An introduction to sociolinguistics society and identity*. Channie, India: Continuum.
- Evans, L. (2002). What is teacher development?. *Oxford Review of Education*, 28(1), 123-137.
- Farmer, F., Mercau, M. V., & López, G. B. (2011). The position of ELT practitioners in Mexican public universities. *International Journal of Applied Linguistics*, 21(3), 279-296.
- Fullan, M. (2014). *Teacher development and educational change*. New York, NY: Routledge.
- Harris, D. N., & Sass, T. R. (2011). Teacher training, teacher quality and student achievement. *Journal of Public Economics*, 95(7), 798-812.

- Kelly, B. T. (2003). Focus group interviews. In F. Stage, & K. Manning (Eds.), *Research in the college context: Approaches and methods* (pp. 49-62). London: Routledge.
- Leavy, P. (Ed.). (2014). *The Oxford handbook of qualitative research*. Oxford: Oxford University Press.
- McColl, E., Jacob, A., Thomas, L., Soutter, J., Bamford, C., Steen, N., ... Bond, J. (2001). *Design and use of questionnaires: a review of best practice applicable to surveys of health service staff and patients*. Alton: Core Research.
- O'Donoghue, J., & Calderón Martín del Campo, D. (2015). *Sorry: El aprendizaje del inglés en México*. Mexico City, Mexico: Mexicanos Primero.
- O'Leary, Z. (2013). *The essential guide to doing your research project*. London: SAGE Publications Ltd.
- Posteguillo, S., & Palmer, J. C. (2000). Reflective teaching in EFL: Integrating theory and practice. *TESL-EJ*, 4(3), 1-15.
- Ramírez, J. L., Pamplón, E. N., & Cota, S. (2012). Problemática de la enseñanza del inglés en las primarias públicas de México. *Revista Iberoamericana de Educación*, 2(60), 1-12.
- Richards, J. C., & Renandya, W. A. (2002). *Methodology in language teaching: An anthology of current practice*. Cambridge: Cambridge University Press.
- Richards, K. (2003). *Qualitative inquiry in TESOL*. New York, NY: Springer.
- Ritchie, J., Lewis, J., Nicholls, C. M., & Ormston, R. (Eds.). (2013). *Qualitative research practice: A guide for social science students and researchers*. Los Angeles: Sage.
- Romero, J. L. R., & Sayer, P. (2016). The teaching of English in public primary schools in Mexico: More heat than light?. *Education Policy Analysis Archives*, 24(84), 1-25.
- Romero, J. L. R., Irigoyen, E. N. P., & Grijalva, S. C. (2012). Problemática de la enseñanza del inglés en las primarias públicas de México. *Revista Iberoamericana de Educación*, 2(60), 1-12.

Sayer, P. (2015). A response to the Sorry Report on the state of the PNIEB and English language education in Mexican public schools. *Mextesol Journal*, 39(4), 1-11

Sayer, P., & Ban, R. (2014). Young EFL students' engagements with English outside the classroom. *ELT Journal*, 68(3), 321-329.

Secretaría de Educación Pública. (2016). Retrieved from:
<http://www.gob.mx/sep/documentos/s270-programa-nacional-de-ingles>.

Thomas, R. M. (2003). *Blending qualitative and quantitative research methods in theses and dissertations*. Thousand Oaks, CA: Corwin Press.

APPENDIX 1: CARTA DE CONSENTIMIENTO INFORMADO

La investigación propuesta tiene como fin indagar en las precepciones de los maestros y maestras de inglés en el Programa Nacional de Inglés (PRONI) acerca de su entrenamiento para la enseñanza de la lengua inglés (ELT). Al mismo tiempo se pretende saber más acerca de sus percepciones en su propio desarrollo profesional y percepciones hacia el mismo PRONI.

Esta investigación se llevará a cabo para mi proyecto de tesis que es para la Licenciatura en la Enseñanza del Inglés (LEI) en la Universidad de Guanajuato en el Departamento de Lenguas en la División de Ciencias Sociales y Humanidades (DCSH).

Conforme con los principios de investigación ética, todos los datos recogidos en la investigación permanecerán en privado. El responsable de la investigación se compromete a usar la información recolectada exclusivamente para fines académicos y de manera completamente anónima.

Declaro conocer el propósito de esta investigación. El responsable de la investigación respondió a todas mis dudas y es responsable por mantenerme informado durante todo el proceso que tome la investigación. Así mismo, autorizo que la información que proporcionaré se use para los fines que conciernen esta investigación. También doy consentimiento que la información y datos que proporciono sean analizados y conocidos por el responsable de la investigación (César Alejandro Salazar Delgado).

Nombre y firma del/de la participante

Fecha y lugar:

César Alejandro Salazar Delgado

418 118 0662

icidcesar@gmail.com

APPENDIX 2: E-MAIL QUESTIONNAIRES

MARÍA

1. How long have you been working as an English teacher?
I've been working as an English teacher for 1 year and a half.
2. How long have you been working in the PNIEB program?
I've been working in the PNIEB program for 1 year.
3. Why did you start working in the PNIEB program?
I like working with kids and had the opportunity to start in the program.
4. Up to this point, what are your thoughts on the PNIEB program?
I think it is a great program that offers kids the opportunity to learn English for free.
5. In your opinion, how do you think the future of the PNIEB program will be if it continues the way it is currently?
I think the program will grow if it continues the way it is. Giving more schools the chance to incorporate this program.
6. What would you do to improve the program for teachers and students?
I would make the class a little bit more practical and not use so much the book. Like this students would learn things that they really need and as well as letting the teacher participate.
7. Have you taken any ELT courses or diplomas? Which ones?
No, not yet
8. What information have you gained from them?
I have not taken that course
9. How have you used what you have learned in those courses in your favor for your classes?
In the courses giving by the coordinator I have learned how to control big groups and how to make the class fun.
10. How is it useful that you have taken those courses?
It is useful because students like the activities I learn at the courses.
11. Are you planning on taking more courses or diplomas? Why or why not?
Yes, I am planning on taking more courses as well as getting a diploma because I want to be a better teacher.
12. How these courses or diplomas have helped you to develop professionally?
I don't have one yet.
13. Would you like to get a degree in ELT someday? Why or why not?
Yes, I would like to get a degree so I can grow as a teacher.
14. Would you like to keep working as an English teacher even if it is not in the PNIEB program?
Definitely I would like to keep working as an English teacher. Specially with older kids

If your answer is yes, answer the last question. If your answer is no, the questionnaire ends here.

15. What are your plans for future teacher development?
I am planning on getting a degree in the next year and for a while stay in the PNIEB program.

JAVIER

1. How long have you been working as an English teacher?
I have worked as English teacher for about five years.
2. How long have you been working in the PNIEB program?
I have been working in the program about four years.
3. Why did you start working in the PNIEB program?
Because I thought it would be a good opportunity for helping students improve their English knowledge.
4. Up to this point, what are your thoughts on the PNIEB program?
There is a lot of work to be done, specially in teacher's hands.
5. In your opinion, how do you think the future of the PNIEB program will be if it continues the way it is currently?
In my opinion there are things to be fixed in the PNIEB, like grading the students, adding the English to the grading cards for the parents to be checked.
6. What would you do to improve the program for teachers and students?
I would make to be taken more seriously, specially making sure the teachers are not going to resign for uncertainties in their fees. I would make sure the teachers get a good material to improve quality in their classes.
7. Have you taken any ELT courses or diplomas? Which ones?
Yes, I am taking MyELT course and 2 Mextesol courses.
8. What information have you gained from them?
I have gained some valuable techniques for teaching English to young learners, like how to play games and make my class less boring.
9. How have you used what you have learned in those courses in your favor for your classes?
Yes of course... I have used some techniques specially for making clearer the usage of some verb, pronoun, or something else.
10. How is it useful that you have taken those courses?
I get more confidence in my explanations when I know better the topic.
11. Are you planning on taking more courses or diplomas? Why or why not?
Yes, I'm planning to take all diplomas I can. When you take the challenge of teaching, you know you never can stop learning.
12. How these courses or diplomas have helped you to develop professionally?
They have helped me to develop a professional security feeling. To get the faith that the change is possible.
13. Would you like to get a degree in ELT someday? Why or why not?
Yes, I would like to get the highest degree for being the best teacher, and I know it is in my hands.
14. Would you like to keep working as an English teacher even if it is not in the PNIEB program?
Yes, I would like to continue teaching English even if the program ends up.

If your answer is yes, answer the last question. If your answer is no, the questionnaire ends here.

15. What are your plans for future teacher development?
My plans are to improve my teaching strategies. It doesn't matter what it may cost me.

OSCAR

1. How long have you been working as an English teacher? I have been working for two years.
2. How long have you been working in the PNIEB program? I have been working for 1 year
3. Why did you start working in the PNIEB program? Because I started to work for the Programa Estatal de Inglés from Guanajuato.
4. Up to this point, what are your thoughts on the PNIEB program? I think is a program that try to teach with an environment of English but it is very advanced for the most of the children in elementary schools especially in fourth, fifth and sixth grades, when they don't understand many activities from the books because they just study three hours per week and it's not enough to practice a second language and to learn, especially when they started to study one or two years ago.
5. In your opinion, how do you think the future of the PNIEB program will be if it continues the way it is currently?
Maybe the youngest students will be better speakers than the old, but if they don't get more time with the English, they won't get a good English level.
6. What would you do to improve the program for teachers and students? Make it easier and understandable for the children without complicated activities, just in fourth, fifth and sixth grades.
7. Have you taken any ELT courses or diplomas? Which ones? Yes, ELT coursework from National Geographic Learning and Educational Testing Service.
8. What information have you gained from them? Strategies to teach and control the group and some useful phrases to use in the classroom
9. How have you used what you have learned in those courses in your favor for your classes?
Experiencing with many activities for the groups, and I write what really works and what not.
10. How is it useful that you have taken those courses? It has been very useful because I can think in better ideas to teach and improve my skills as an English teacher.
11. Are you planning on taking more courses or diplomas? Why or why not? Yes, because I think I can always improve as a teacher.
12. How these courses or diplomas have helped you to develop professionally? Increasing my knowledge about pedagogy.
13. Would you like to get a degree in ELT someday? Why or why not?
Yes, because if I have more documents, I can get a better job.
14. Would you like to keep working as an English teacher even if it is not in the PNIEB program?
Yes

If your answer is yes, answer the last question. If your answer is no, the questionnaire ends here.

15. What are your plans for future teacher development? To teach in the high school or university.

ALONDRA

1. How long have you been working as an English teacher?
Since 2013.
2. How long have you been working in the PNIEB program?
About a month.
3. Why did you start working in the PNIEB program?
I wanted to get some extra money.
4. Up to this point, what are your thoughts on the PNIEB program?
It is not taken seriously by children and Spanish teachers.
5. In your opinion, how do you think the future of the PNIEB program will be if it continues the way it is currently?
If it is an important government goal, it might improve over the years.
6. What would you do to improve the program for teachers and students?
Students should be evaluated to see their advance.
7. Have you taken any ELT courses or diplomas? Which ones?
TKT 1 to 3, Two TESL courses.
8. What information have you gained from them?
A lot of techniques to teach English.
9. How have you used what you have learned in those courses in your favor for your classes?
I have used all the techniques learnt, they have helped me a lot to have a better performance in class.
10. How is it useful that you have taken those courses?
Pretty useful, manly when we are working with children.
11. Are you planning on taking more courses or diplomas? Why or why not?
Yes, because it is good to learn more about techniques, and also because we never stop learning English.
12. How these courses or diplomas have helped you to develop professionally?
They have helped me a lot, because you acquire tools to work in front of a group in a very confident manner.
13. Would you like to get a degree in ELT someday? Why or why not?
Yes, I would love to study a master in Teaching English as a Second Language.
14. Would you like to keep working as an English teacher even if it is not in the PNIEB program?
Absolutely! I was born to teach English!

If your answer is yes, answer the last question. If your answer is no, the questionnaire ends here.

15. What are your plans for future teacher development?
To get a master degree, to keep working as an English Teacher, mainly in Superior Institutions (Universities, Colleges).

TAMARA

1. How long have you been working as an English teacher?
I've been working for eight years.
2. How long have you been working in the PNIEB program?
I've been working for PNIEB (now PRONI) for almost six years
3. Why did you start working in the PNIEB program?
Because I wanted to teach English in a school, I thought it was going to be a more formal job.
4. Up to this point, what are your thoughts on the PNIEB program?
It has been really difficult to understand what exactly the program want us to teach because there are no specific contents in the syllabus. I think we, as teachers, must adapt most of the contents in the program to fit the real children's needs.
5. In your opinion, how do you think the future of the PNIEB program will be if it continues the way it is currently?
I think the results won't be positive or what they expect (the education authorities), because of different factors such as the way they select teachers to be hired, the conditions the teachers are working in and, what I have already mentioned in the previous question, the syllabus is not designed to the real student's needs
6. What would you do to improve the program for teachers and students?
I would hired more qualified teachers but I would offer better work conditions with a fair remuneration, so that they could focus on their teaching instead of looking for another places to work to earn more money.
I would use a more basic syllabus.
7. Have you taken any ELT courses or diplomas? Which ones?
Yes, I have.
 - Pre-school teaching course by The Anglo Cd. de Mexico.
 - CISELT (Certificate in Secondary English Language Teaching) by British Council.
 - TKT Young Learners by Cambridge University
 - Primary Teacher Methodology Training and Certification for the Public Sector by The Anglo
8. What information have you gained from them?
I have really gotten lots of useful information from these courses which has helped me improve my teaching practice, I've learned about the different learning styles, the different learning theories, how to adapt materials to my students characteristics, different approaches and techniques to teach every one of the language skills, what to consider when planning, how to plan in a more effective way etc.
9. How have you used what you have learned in those courses in your favor for your classes?
I have put into practice much of what I learned to make my classes more effective, now my classroom management is better, the material I design is adapted to the children's level and characteristics, and now students and I enjoy the lessons.
10. How is it useful that you have taken those courses?
Taking these courses has been really useful for me because now I use a wider variety of resources and techniques to teach, my lesson plans are more effective and I have realized my students are enjoying their learning and now teaching is less stressing than before.
11. Are you planning on taking more courses or diplomas? Why or why not?
Yes, I would like to continue studying to improve my teaching practice.
12. How these courses or diplomas have helped you to develop professionally?

I haven't seen a real professional benefit from these courses so far, but I'm sure eventually there will be a time when taking these courses will make a difference

13. Would you like to get a degree in ELT someday? Why or why not?
No, I wouldn't because I feel it will close my options to teach just English, however If I could I would like to get a degree in pedagogy.
14. Would you like to keep working as an English teacher even if it is not in the PNIEB program?
Yes I would, by now.

If your answer is yes, answer the last question. If your answer is no, the questionnaire ends here.

15. What are your plans for future teacher development?
I'm about to finish one course so I don't know exactly what will be the next one, I would like to take the TKT module 1 course but I'm not sure.

APPENDIX 3: TRANSCRIPT OF FOCUS GROUP INTERVIEW

Interviwer: ¿Cuál es tu opinión sobre el programa PNIEB?

Javier: Mi opinión sobre ese programa es que es una buena inversión de tiempo y de dinero porque influye directamente en el conocimiento de un segundo idioma que es el más importante, el inglés.

Alondra: Considero que es un programa importante para el desarrollo de los niños y es bueno que los tengan con conocimiento del idioma desde pequeños para que tengan más facilidad de aprendizaje a futuro.

Tamara: Pero, ahí voy yo, ahí voy yo, pues sí, como dicen es una inversión fuerte, es una inversión grande de tiempo, de maestros, de recursos, pero desafortunadamente no está dando los resultados que se espera por muchas circunstancias, les diría a ustedes ya conocen cuáles, pero como aquí en la grabación y lo necesita este César voy a mencionar algunas a ver si están de acuerdo. La primera, las condiciones con las que se contratan a los maestros no son las, cómo podría decirlo, idoneas para que los maestros se dediquen a tiempo completo realmente a lo que están haciendo: enseñar, preparar clases, debido a sus circunstancias de las condiciones de contratación nos vemos a la necesidad de buscar otras fuentes de ingreso las cuales nos distraen de este, pues estar concentrados al cien en el programa y preparar. Las voy a mencionar porque nosotros ya las sabemos pero para que las tengas ahí. Por ejemplo, nos quedamos desempleados por largos periodos de hasta dos meses en vacaciones, por ejemplo los puentes como ahorita, no se si sepan, no nos los están pagando, la semana santa, regresamos de semana santa y no cobramos hasta que volvamos a acumular horas para que nos paguen. El programa por lo que veo a ustedes les gusta pero a mí honestamente no me gusta, es muy buena idea, inversión, sabes qué toma tantos millones de pesos cada año para que se implemente inglés apartir de preescolar, pero ¿realmente el programa está funcionando? ¿Quién está evaluando los resultados del PNIEB? Nos están evaluando con unos formatos, las famosas rubricas, que nosotros mandamos, pero quién nos está evaluando que realmente estemos dando los contenidos y que realmente estemos evaluando. Yo siento, no sé, no me he informado, que esos programas copiaron a algún programa en algún país de lengua inglesa porque están elaborandose productos partiendo de que, o contenidos, u objetivos a cubrir, partiendo de que el niño ya entiende algo de inglés, ninguno de nuestros programas empieza de cero.

Oscar: También algo que dificulta ya que estamos hablando de los contrastes, también la parte de nuestros contratos ¿no? Nuestros contratos terminan de hecho antes y después de que entran las clases y eso también atrasa a los niños porque dejan de estar leyendo, practicando por dos o tres meses aveces ¿no? Dejan de estar practicando de darle un seguimiento a lo que es este el programa PNIEB y cuando regresamos, regresamos y decimos “ok vamos a repasar esto” ¿no? a retomar esto, y los niños, uno, dos se acuerdan, ya no hay continuación, entonces eso también afecta

Interviwer: Si tuvieras que describir en términos generales los alumnos que has tenido en el PNIEB ¿cómo los describirías y por qué los describes de esa manera?

Alondra: Pues en mi caso, perdón por la palabra pero son horribles. Pero no sé si es por qué por la característica porque como trabajo en dos escuela entonces una es una comunidad

que es EL LLANITO y la otra es la de INSURGENTES, que ya está aquí en la zona como urbana de Dolores y son totalmente diferente los niños. Entonces los niños de EL LLANITO creo yo que son horriblos. Se pelean, se gritan, le dices “siéntate por favor” “¡NO!”, “que te sientes” “que no” “que te sientes” “que no” y se te hechan encima como a quererte golpear como maestra.

Tamara: ¿Como qué características?

Alondra: Rebeldes, groseros, faltos de este... bueno que no ponen atención a la clase, no les inTamarasa, les dices que vas a hablar con la directora y se rien.

Javier: Bueno, para esa pregunta yo contestaría que depende del entorno socio-económico y por ejemplo hay algunas partes de San Miguel de Allende que tienen más contacto con población norteamericana

Oscar: Pues la verdad es que son muy diversos. En las escuelas donde he estado son bastante diversos, o sea, tengo alumnos que son bastante excelentes y tengo alumnos que están por debajo ¿no?

Tamara: Yo nada más agrego algo para cerrar la pregunta. Nuestros niños PNIEB son niños con los que tenemos que empezar, más que a enseñarles inglés, tenemos que partir de enseñarles cuál es la importancia del inglés

Interviwer: ¿Cuáles podrían ser temas de cursos o diplomados que podrían ser de utilidad para maestros en el programa?

Alondra: Pues definitivamente yo creo que pedagogía ¿no? Cursos de pedagogía, a lo mejor algunas técnicas de enseñanza para, sobre todo para pequeñitos

Oscar: Yo creo que psicología para niños o de niños que nos ayude con algunos problemas que se nos presentan todos los días. Bueno, como decía nuestra compañera, talleres que nos ayuden con control de grupo.

Oscar: Entonces creo que eso sería bastante bueno, talleres donde nos enseñen didacticas, o sea, actividades que puedan ayudar a los niños a aprender jugando.

Tamara: Bueno, yo difiero un poquito en ese sentido, difiero un poquito con ustedes. Yo creo que no necesitamos cursos en particular de manejo de grupo, sino más bien necesitamos cursos integrales, un curso integral nos va a enseñar desde la forma en que nuestros estudiantes aprenden en los tipos, las diferentes características de alumnos con las que vamos a trabajar, nos enseña como adaptar, adaptar nosotros o nuestros contenidos o nuestros materiales a las características de nuestros alumnos nos va a enseñar a como trabajar las diferentes habilidades

Interviwer: ¿Crees que los maestros del programa en Dolores necesitan más entrenamiento en ELT y por qué?

Oscar: La verdad tengo muy poco tiempo en el programa y no conozco muy bien a mis compañeros pero personalmente sí.

Alondra: Si porque ni siquiera hay ninguna evaluación oral. Exacto. Entonces sí, a lo mejor necesitarían un poco más de capacitación.

Javier: Sí, yo pienso que, que toda persona que esté enseñando tiene que estar aprendiendo y ya sea por medio de un curso, por medio de vídeos, o de información que cada uno queramos buscar.

Tamara: Pues yo considero que definitivamente sí, porque como menciona ALONDRA, los requisitos que nos solicita para empezar a trabajar son mínimos, nunca nos hacen una evaluación de enseñanza del inglés.

Interviwer: Cuando dejes de trabajar en el programa ¿cuáles son tus planes a futuro en el ámbito profesional?

Oscar: Pues mis planes a futuro no están bien definidos la verdad , pero o sea la enseñanza del inglés es algo que me gusta y...

Tamara: Pero sí piensas contuarlo aún adelante o estás nada más aquí digamos de mientras porque es la oportunidad que tuviste. Tenemos muchos compañeros que han venido de pasada que son, no sé, psicologos, administradores, y están aquí un tiempo porque lo encontraron y luego dejan la enseñanza y se dedican a otra cosa, tú piensas seguir en la enseñanza.

Oscar: Es que todo depende de las condiciones de trabajo que estén para futuro, o sea por ejemplo

Tamara: Pero no necesariamente en el PNIEB sino la pregunta, que estás enseñando ahorita nada más porque tuviste la oportunidad en el PNIEB o realmente quieres seguir enseñando aunque no sigas en el PNIEB. O sea, se acaba el PNIEB ¿te vas a dedicar a otra cosa o planeas seguir en la enseñanza del inglés?

Oscar: Ah ok, si esa es la pregunta sí, me gustaría dedicarme completamente a la enseñanza del inglés, pero, dependiendo de las condiciones de trabajo de cómo esté en el programa PNIEB más adelante pues tal vez me pueda quedar o si no, mi desición a futuro tal vezirme a preparatoria o nivel superior o a nivel universidad.

APPENDIX 4: TRANSCRIPT OF INDIVIDUAL INTERVIEW

Interviewer: ¿Qué opinas del PNIEB?

María: Bueno, para mí el programa hasta ahorita está muy bien. Siento que es un programa que brinda una oportunidad muy buena para los niños de aprender un idioma que a futuro les va a servir mucho y nos da a nosotros la oportunidad de enseñar, transmitir lo que sabemos y darles un mejor futuro.

Interviewer: ¿Tienes algún comentario negativo sobre el programa?

María: Tal vez un poco la coordinación de lo que son las rubricas. Siento que no están bien elaboradas, no podemos expresar lo que en verdad quisieramos con las calificaciones porque califican con cosas que a final de cuentas no importan mucho para los niños y deberían de calificar otras cosas. Entonces las rubricas no siento que sirvan en el programa de PNIEB. Igual las planeaciones deberían de ser un poco diferentes. A veces lo que ponemos no es en realidad lo que hacemos. Entonces no es, siento que no están muy bien estructuradas y nada más.

Interviewer: ¿Qué opinas sobre los maestros del programa?

María: En general son buenos, pero siento que como no todos son docentes, tal vez a veces nos falla un poco la cuestión de la enseñanza con los niños. Cuando entramos la mayoría sabemos inglés y solamente lo básico. Nos falta mucho la parte de la docencia. Poder en verdad en verdad ser buenos maestros con los niños entonces no todos lo somos y aparte muchos no tienen una buena dicción entonces al momento de hablar no lo pronuncian bien. Es cosa que a los niños les afecta cuando...lo que van aprendiendo es como el maestro les enseña entonces debería de haber un poco de maestros que tuvieran un poco de mejor pronunciación.

Interviewer: ¿Qué pueden hacer los maestros para mejorar ellos mismo y al programa?

María: Para mejorar sería un poco más de capacitación pero más que nada pues igual como uno mismo ser alumno. También seguir practicando el lenguaje. Escucharnos como en verdad lo pronunciamos porque le falla mucho la pronunciación en muchos maestros y pueden ser bueno y pueden saber mucho, pero a final de cuentas los niños necesitan hablarlo más que otras cosas, más que leer o escribir. Es más importante que se desenvuelvan en la parte de hablar y si aprendern la pronunciación mal pues de ahí ya empezamos también mal.

Interviewer: Si tuvieras que describir en términos generales a los alumnos que has tenido en el PNIEB ¿cómo los describirías y por qué los describes de esa manera?

María: He tendio de ambos grupos, bueno y malos. Yo ahorita estoy con sextos y tengo un sexto sobresaliente y un sexto que de plano no da una y no porque no aprendan, sino porque tienen 2-3 alumnos que hacen desorden, hacen mucho... no les gusta trabajar, simplemente son flojos y causan muchos problemas, muy pelioneros. Entonces ese tipo de niños baja el nivel del grupo y en cambio del otro grupo son excepcionales, sobresalientes, todos

participan entonces pues hay de todo. Nos toca tanto niños buenos como niños malos, pero también tiene que ver la titular. Si la titular tiene control sobre el grupo, el grupo sobresale, y si el titular o la titular de plano perdió al grupo desde un principio, el grupo va para abajo y pues eso nos afecta a nosotros porque muchas veces los titulares no nos apoyan.

Interviwer: ¿Cuáles podrían ser temas de cursos o diplomados que podrían ser te utilidad para los maestros del programa?

María: Definitivamente la docencia. La parte de la enseñanza , métodos de enseñanza. En este caso como la pregunta anterior “¿qué tipo de niños te tocan?” O sea, no siempre te toca un grupo bueno, entonces para el caso de grupos que son un poco más problemáticos, un poco de capacitación en cuestión de control de grupo, ese sería uno de los mejores temas, control de grupo, pero en verdad trabajar con grupo problemáticos, qué tipo de control podrías utilizar, y otras cosas, que hay niños que van muy avanzados en inglés y se desesperan cuando otros no aprenden pronto o no terminan pronto. Entonces a ese tipo de niños también se tiene mucho a perder el interes de inglés porque no avanzan como ellos quisieran entonces ahí en esos casos una capacitación que nos ayudara a ver qué podemos hacer cuando un niño está sobresaliente y acaba muy pronto los trabajos. O sea, qué otras actividades que también no se adelante tanto del grupo, pero qué se le puede hacer a este tipo de casos.

Interviewer: ¿Crees que los maestros del programa en Dolores Hidalgo necesitan aún más entrenamiento en ELT y por qué?

María: Sí, sí se necesita más entrenamiento. Es lo mismo, o sea, todos necesitamos más capacitación y en sí muy pocos son docente o han estudiado una carrera como docentes y en especial en inglés. Entonces todo eso se ve reflejado en los niños, como les enseñamos y la verdad por las juntas que tenemos así se ve aveces que muchos no estamos tan preparados y nos falta mucha capacitación.

Interviewer: Cuando dejes de trabajar en el programa ¿cuáles son tus planes a futuro en el ámbito profesional?

María: Ahorita a mediano plazo es terminar una maestría y ya de ahí buscar oportunidades en otras escuelas, incluso en grados más altos pues igual como para adquirir experiencia en el ámbito de la docencia y en especial enseñando inglés.