UNIVERSIDAD DE
GUANAJUATO

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Dr. Miguel Ángel Hernández Fuentes
Director de la División de Ciencias Sociales y Humanidades
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Presente

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- Nombre del / de la egresado/a
- NUA
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1. Dra. Martha Lengeling
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UNIVERSIDAD DE GUANAJUATO

Licenciatura en la Enseñanza del Inglés

Mariana Nava Aguado

A COMPARISON OF MATERIALS USED IN THE ENGLISH CLASSROOM BETWEEN TEACHERS WITH/WITHOUT A DEGREE IN ENGLISH LANGUAGE TEACHING

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ABSTRACT

Esta investigación examina el uso de material de ocho docentes de inglés en sus respectivas aulas. Cuatro de ellos, a pesar de trabajar como docentes de inglés, su formación académica no está relacionada con este idioma extranjero. Los otros cuatro participantes son docentes de inglés con Licenciatura en la Enseñanza del Inglés (LEI). El objetivo de esta investigación es el conocer qué tipo de material utilizan los ocho docentes participantes para apoyar sus clases y facilitar el proceso de aprendizaje de sus alumnos, ya que puede influir, o no, la formación académica de cada uno.

La metodología seleccionada para esta investigación fue la exploración de un caso de estudio. La recolección de datos se llevó a cabo a través de dos técnicas. La primera fue por medio de entrevistas cara a cara, donde se tuvo la oportunidad de hacer a los participantes una serie de preguntas y a su vez se grabó (por medio de voz) en un dispositivo electrónico la entrevista. La segunda técnica utilizada para recolectar información fue mediante la observación presencial de sus clases en tiempo real.

Los resultados de esta investigación tienen relación con la formación académica y experiencia de cada uno de los docentes participantes. Varía mucho el tipo de material y con qué frecuencia son usados en clase. Esta investigación es relevante para maestros de inglés, sin importar cuanta experiencia o formación académica tengan; también puede ser de interés para coordinadores de áreas de idiomas.

DEDICATION

To my parents, who are my life's pillars, I dedicate this thesis report with all my love and always thanking all the sacrifices and effort you put on me to help me being a better daughter, sister, students, and now professional. You both are mi motivation and role models. For this, and more, thank you. Love you.

A mis padres, quienes son los pilares de mi vida, les dedico este reporte de tesis con todo mi amor y agradeciéndoles siempre todo el sacrificio y empeño que pusieron sobre mí para ayudarme a ser una mejor hija, hermana, estudiante y ahora profesionista. Ustedes son mi motivación y ejemplo. Por esto y más, gracias. Los amo.

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Chapter 1: Introduction

1.1 Introduction

Teachers, in general, at any stage and level of education, use different types of materials in order to help students to understand and learn in an easier way. Also, to support their teaching practices with some extra tools. Focused on English educators, they also use materials, some of them are bought, some are designed by them, some are improvised, but English teachers also use materials to make language learning a bit friendlier. In this first chapter I will explain a general context about this research and the motivation which lead me to do this investigation. Also, I will describe the purpose of this study and the philosophy I had construct as an ELT teacher. Finally, in this chapter, it will be described the structure of this thesis document.

1.2 Contextualization

To understand this research context, it is necessary to mention that English teachers' training is not considered important when hiring them in Mexico most of the time. It is likely to find "English teachers" who are, psychologists, pedagogues, accountants, etc., but not trained English language educators. They could also be people who know the language, but they completely lack teaching training.

This research was conducted in Guanajuato, Mexico. The participants were eight English teachers currently working in the field; five women and three men. They were from different cities: Cortazar, Celaya, Guanajuato, León, and San Luis de la Paz. I chose teachers with a BA in ELT and teachers without a degree in ELT; they all with different years of experience teaching English. Their privacy was considered, participant's and school's; therefore, pseudonyms were used.

1.3 Motivation

Unfortunately, a significant number of the hired English teachers in this country lack professional training as teachers (Lengeling, 2010). Therefore, this lack of teacher training can affect everything they do in the English classroom, such as classroom management, lesson planning, and the selection and/or adaptation of activities. According to Samson and Collins (2012), English teachers "need the appropriate training to be able to meet their students' language and learning needs and to facilitate academic growth, yet most teachers lack this training" (p. 8). Agreeing with these authors, I believe that teacher training is the most important and powerful tool that English classroom educators must have in order to be an "English teacher".

As a result of this lack of training, most teachers do not apply the appropriate activities to their students and haphazardly teach, improvising during their English classes or just following a textbook. Some teachers might simply download activities from the internet and let students to work on their own and draw the pictures on it. Some others follow closely what is suggested in the English course books they use and do not create or adapt extra activities for their students.

Now that I have learned about the importance of being a trained English teacher through my BA studies and teaching experience, I am aware of the type of material that I choose when teaching English. Goldhaber and Brewer (2000) research about the importance of having an English certification, and they discussed the following question: "How can we ensure that the nation's classrooms are staffed by high quality, well-trained teachers?" (p. 130). Twenty-one years later I believe that teachers in general still do not have an answer for this question, and maybe there will never be one. According to what I have experienced during these last seven years of teaching English, I still perceive that having a degree in education / ELT is not necessary when hiring English teachers in Mexico. This, like many

other countries, has some deficiencies in the area of education and, as Mexican, this issue plays parts of my motivation to investigate about the area in my country.

1.4 Aim of the research

The aim of this project was to research the use of material in English language classes which are, sadly, often not considered as important as the rest of the curricular subjects in this country. During these years teaching English I have observed that, in public schools mostly, the English language classes are not completely accepted by the student. Teachers who have the Licenciatura en la Enseñanza del Inglés (LEI), – which is a BA in ELT - or a BA in Education, that are hired as English teachers should take into consideration many things such as the learning styles, level of English, strengths and weaknesses, vocabulary, etc. of their students in order to select material in a better way. According to the graduate`s profile of the University of Guanajuato, teachers will have acquired knowledge, abilities, attitudes, and methods' domain towards the English language teaching as a foreign language. Compared with teacher without ELT degree, it is most likely that teachers trained on BA programs are better prepared to satisfy the needs of their students.

This research project was about the different types of material that English teachers with an English language teaching (ELT) degree and English teachers without ELT degree use in the English classroom. Therefore, the following research question was formulated:

How does the material used by an English teacher with a BA in ELT compare to the

material used by an English teacher with no degree in ELT?

In Mexico, the requirement of learning English, according to the British Council (2005), is increasing for multiple reasons such as to "improve their employment prospects, to improve their quality of life, and to travel abroad" (p. 7). Borjian & Padilla (2010)

researching about why students in Mexico study English, found that some students are "interested in traveling to English-speaking countries or are motivated to learn about cultural issues" (p. 322). Also, they found that parents are an important factor when Mexican students learning English. In many schools, either public or private, English language classes have been implemented in curriculums through the last years. According to the British Council (2015), English language learning is around 21% of the population in Mexico (p. 23). As we can observe, the British Council states that only 21 percent of the Mexican population was learning English. However, this research was done in 2015 and it is likely that this percentage has increased.

1.5 My philosophy as an ELT teacher

As an English teacher I am already aware of the types of activities that I use in my English classroom. I try as much as possible to adapt or create activities that help my students to learn. Each of my students has different learning needs and different learning styles; thus, I always try to make a balance of my activities in order to help them to understand. My philosophy as a teacher is not clearly defined yet because I believe that each person has different thoughts and beliefs at distinct stages of their lives. Also, these thoughts and beliefs keep changing based on the experiences people face every day in their professional lives. I agree that a reflective teacher has a philosophy that is in constant change. Up to this point, my philosophy can be summarized in one single and simple phrase: 'provide personalized attention to my students'. Nevertheless, this philosophy may be changing through time and experiences.

1.6 Thesis structure

This thesis is organized into five chapters. In chapter one, I stated the aim of this research, my philosophy as teacher, and my motivation to investigate about the use of materials in English classrooms among English teachers with a BA in ELT and English

teachers without ELT degree. In the second chapter, I explain the literature review due to this research. I discuss some statements of different authors about the use of material by an English teacher with LEI and English teachers without ELT degree. Also, I discuss some materials used by teacher with different academic backgrounds. Next chapter is about the methodology that was selected in order to research the use of materials in the English classrooms by teachers with and without a BA in ELT. To analyze the methodology for this research I discuss the paradigm, method and techniques selected. Also, the context was defined, as well as the characteristics of the participants, data analysis and ethical considerations. The findings are discussed in chapter four. I analyze and discuss these findings based on the data I collected. And finally, I expose my conclusions about all this process researching about the use of material between a teacher with an ELT degree and teachers without ELT degree. The research question is answered, and further research and limitations of the study are mentioned.

Chapter 2: Literature Review

2.1 Introduction

In the previous chapter, I explained a broad context and the purpose of this research. Also, I expressed my motivation to do this investigation and my philosophy as an ELT teacher. Then, the description of this document structure was detailed. In this chapter, I will discuss the concept of material itself and the type of materials used in the English classroom by teachers with different academic preparation.

2.2 Literature review

Material used in the classrooms for English learning purposes is one of the best tools when teaching the language as a foreign or second language. Marchena (1996) states that "resources are any instruments that help us to achieve any goal; that is, auxiliary material with which the pupils develop the learning process" (p. 2). Any type of instrument or resource could work as material to support a class; it is only a matter of the purpose that is given and how it is applied in the classroom. Also, Tomlinson (2011) mentions that the term material "is used to refer to anything which is used by teachers or learners to facilitate the learning of a language" (p.2). It is always important to consider the material in an English classroom because it is already hard to learn a new language, and material is a very helpful complement in order to achieve this goal.

Also, there are many different purposes of material used when learning the English language. As part of the purposes or objectives about the use of materials in the English classroom, Tomlinson (2011) mentions some:

1. "Material should help learners to develop confidence" (p.10), this goal can be achieved by engaging students with activities designed according to their current learning skills and encouraging them to complete the task.
2. "Materials should expose the learners to language in authentic use" (p.13), it could be for instance, as input, listening to teacher's instructions, watching TV or listening to the radio or music in the target language.
3. "Materials should provide the learners with opportunities to use the target language to achieve communicative purposes" (p.15), this aim could be accomplished when students practice the target language through activities designed with this purpose, for instance, watching a TV show and discuss it with a partner or writing a review.
4. "Materials should take into account that learners differ in learning styles" (p.18), they could be visual, auditory, kinesthetic, etc., and teachers must take this into account in order to help students in their learning process.

Saluveer (2004), in her investigations about material for teaching culture, explains that "efficient teaching of culture also means bringing together a range of sources" (p. 48). She provides a list of materials such as interviews, photos, biographies, songs, TV programs, maps, internet, etc. Considering that English learning in Mexico, and many other countries, includes also learning about English culture itself, this author points out the importance of including realia in the English classroom when teaching the language. Unfortunately, as she says, this type of material is "not always available outside the target culture" (p. 48) and that limits the exposure to real culture and real language in the English classroom. As I mentioned before, learning English includes learning about its culture as well. Illés & Akcan (2017) state that "it has been suggested that teachers should create opportunities where students are allowed to experiment with English and express their own meanings" (p. 11). However, and unfortunately, this is most of the time complicated because the use of realia is limited to on-site classes. However, this issue does not stop teachers' imagination and creativity to create and adapt their own material to facilitate students' learning process. On the other hand, "authentic materials often contain difficult language, unneeded vocabulary, and complex language structures, which can cause unnecessary difficulties for the teacher" (Rondón &

Vera, 2016, 126). This may be a reason why teachers do not use realia that much in English classes in Mexico.

2.3 Definition of material

Material, in general, plays an important role when a student is learning. It helps the student to understand better and in an easier way. Concerning material in a foreign language classroom, it gives an extra important role in the students' learning process. This is because it is always appreciated learning a new language with extra help. But, what is material? It can be defined in many different ways. Tomlinson (2011) describes material as "anything which is used to help language learners to learn" (p. XIII). He gives some examples such as textbooks, cassettes, CD-ROMs, videos, handouts, etc. However, material is not used only by students when learning, but also by teachers when teaching a language. He also states that material is "anything which is used by teachers or learners to facilitate the learning of a language" (p. 2). He points out that some other materials are emails, YouTube videos, readers, newspapers, etc. even the instructions given by the teachers can be considered as material. Material itself can be any resource used with a specific pedagogic purpose and Mishan (2015) provides a clear example for this. She explains how student talk is considered as a resource until we add a specific pedagogic purpose; "to convert it from a resource to material, you might ask learners to record and transcribe their own talk" (Mishan, 2015, p. 3). As she mentions, student production can be used as material in class. For instance, students may use transcripts in class for a writing task.

However, there are some reasons why material is important when teaching English. There are many different arguments and opinions towards this question. Thornbury (as cited in Mishan, 2015) argues that teachers "do not need materials, or at least not to the same extent that we currently make use of them" (p. 3). He believes that it is not important if material is used in English classrooms or not because teachers and students are the most important resources in the learning process. On the contrary, Gill (2000) defends the need for materials

and states: "I believe that all the tools we use, from the humblest piece of chalk to the mightiest multimedia center, have the potential to be valuable if used in a principled way" (as cited in Mishan, 2015, p.5). Also Mishan (2015) wanted to broad into this question about the importance of material in the learning process. She asked "why they wanted to use materials" to a group of British Council teachers who took a material development course in 2011. According to their answers, Mishan (2015) encapsulated these conclusions as *five key purposes of materials*. These purposes are:

1. Materials meet a psychological need
2. Materials provides exposure to the language
3. Materials are vehicles of information,
4. Materials provide a stimulus for other activities, and
5. Materials can act as teacher education. (p. 6)

As we can judge, there are always different points of view about the importance of material used in English classrooms. According to Tomlinson (2011), students feel more comfortable and relaxed learning a language with the use of materials; he states that learners "are more relaxed with materials which are obviously trying to help them to learn than they are with materials which are always testing them" (p. 9). This is a powerful argument to consider as teachers when selecting materials. We have to think how comfortable students may feel with the type of materials we select for the class in order for them to learn in a relax mood.

It is necessary to consider that the material selected by English teachers is chosen for a reason. Teachers decide on or adapt carefully the material they use to support their classes and make students' lives easier when learning. Tomlinson (2003) argues that "materials evaluation, selection and adaptation fall under the purview of micro evaluation, as does the evaluation of teachers' and learners' classroom behaviours" (p.41). And there are some other aspects to consider as well when selecting material, such as students' needs, average English level, learning styles, to mention some.

2.4 Material used by teachers with different academic backgrounds

Considering the aim of this research, the differences between the material used by English teachers with a BA on ELT and material used by English teachers without ELT degree will be discussed. It is assumed that an English teacher with a BA in ELT is well prepared for the teaching practice. In this teaching practice and, considering the topic of this research, it is expected that the English teacher manages the use of material in an almost perfect way. On the contrary, it is presupposed that an English teacher without an ELT have difficulties managing material. It will be discussed in this section.

It is important to consider that in some schools, "resources and materials are limited and in poor conditions" (Ramírez-Romero & Pamplon, 2012, p. 13); consequently, this is a barrier for English teaching. Some English teachers who have a book to work with also can have audio material, but there is no way for them to get an audio recorder from the school because of the lack of resources. Therefore, English teachers have to deal with the preparation of extra material for their classes on their own; they have to bring their own speakers, cards, etc. which means English teachers must cover those expenses out of their own pockets. Otherwise, they just cover what is required from the English textbook and that is it.

But also, there are some schools which are well-equipped with different materials and resources to support teaching and learning such as books, stationery material, didactic material, technological devices, etc. Regularly, these types of well-equipped schools are private schools. Borjian (2015) states that "parents with economic means have the opportunity to send children to private bilingual and immersion schools with teachers who are highly proficient in English" (p. 164). If the teachers are this highly proficient, it may mean that they know how to create, adapt, and take advantage of the materials when teaching English.

Each teacher is different and teaches in a different way. "Public and private school teachers come from different racial/ethnic backgrounds, have different qualifications to teach, and are compensated differently" (Choy, 1997, p. 9). Each teacher has a different way to teach because they have different background education; therefore, they have different learning and teaching experiences. Martinez et al. (2013) state that:

…our practices and, in particular, our direct experiences, as educators, are a rich source of learning and are part of a social and historical practice from which we can generate knowledge that allows us to transform them, as long as we can build the conditions and provisions for such learning to occur. (p. 32)

John (2013) explains that when teachers enter in professional training courses, they do not have predetermined ideas but "have imprinted upon their minds numerous images of teachers, teaching styles and learning processes which have been shaped by what they have witnessed as pupils" (p. 91). This term is known as "apprenticeship of observation" (Lortie, 2020). He argues that this training is responsible of what influences a teacher in his teaching practices, and most English teachers have experienced it.

Qualified teachers are shaped through years of teaching experience despite the school they work at or the students they have had. A teacher may know nothing about ELT even though he or she speaks the language, but may have years of experience in front of a class. On the other hand, teachers with Licenciatura en la Enseñanza del Inglés (LEI) may lack experience, but they have knowledge about ELT. It does not matter where they work; what matters is how they handle the English classroom and what materials they use to support their classes. Ramirez et al. (2012) acknowledge that with the training and experience of English teachers: in most of the states studied "a significant number of them do not have the desired profile stipulated in the programs themselves and have little general and little or no teaching experience in teaching children in particular …" (p.7). Sadly, it is perceived in the majority of the schools in Mexico. Focusing on English teacher, they are hired by schools just because

they speak the language or have some knowledge about the grammar. Teacher training is not always considered and it is reflected in students' learning.

In addition, these authors are stating that a large number of teachers do not have the desired profile as stated by the programs, there are many that lack teaching experience. Also Ramírez-Romero and Sayer (2016) mention that "a significant percentage of those who were hired had no teaching experience and/or training to teach English" (p.6). Due to this lack of experience, there is, of course, a lack of knowledge regarding teaching, selection and creation of material, and everything that goes with it. Choy (1997) discusses that teachers "thought that they had a good deal of control over disciplining students; selecting the content, topics, and skills to be taught; or selecting textbooks and other instructional materials" (p. 17). However, people assume, overall, they do everything correctly, in the right way, until they get corrections. Not all the teachers have the knowledge to select material in order to help their students to develop the four skills: listening, speaking, writing, and reading.

In this chapter, I gave an overview of the literature in relation to this investigation. Different arguments and statements were discussed about the material used by English teachers with different academic backgrounds. Also, an analysis of what material is, was provided. In the following chapter, I will examine the methodology: paradigm, method, and techniques selected for this research. Then, I will define the characteristics of the participants, the data analysis and the ethical considerations related to my research.

Chapter 3: Methodology

3.1 Introduction

In the previous chapter, I discussed the concept of material and the type of materials used in the English classroom by teachers with different academic preparation. In this chapter, I will discuss the methodology selected in order to research the use of materials in the English classrooms by teachers with and without a BA in ELT. To explain the methodology, I will describe the paradigm, method and techniques applied. Also, I will detail the context for this research, as well as the characteristics of the participants. To conclude this section, I will discuss the data analysis and the ethical considerations related to my research.

3.2 Qualitative paradigm

In order to carry out this research, I had to determine the most appropriate paradigm, method, and best techniques which fit the research. The first aspect that I chose was the paradigm; this section is about the philosophy that I want to work with. There were three options for the paradigm: qualitative, quantitative and mixed method research. Mixed method is defined as "those that include at least one quantitative method (designed to collect numbers) and one qualitative method (designed to collect words), where neither type of method is inherently linked to any particular inquiry paradigm" (Green et al., 1989, p. 256). According to Patton and Cochran (2002), qualitative research "is characterized by its aims, which relate to understanding some aspect of social life, and its methods which (in general) generate words, rather than numbers, as data for analysis" (p. 3). In other words, qualitative research is about the interpretation of people's experiences. This research was mostly based on oral interviews; therefore, the words said by the participants had to be analyzed. Flick (2009) states that quantitative research is measured by numbers and, on the other hand, qualitative research measures a wide range of information. Based on what these authors

describe about qualitative research, I decided to use the qualitative paradigm in order to obtain detailed information from the interviews and contrast them. This comparison will be among English teachers who have a BA in English language teaching and English teachers who do not have a BA. Since I needed to analyze a lot of information collected orally about the materials used in the English classrooms, it was more appropriate to use a qualitative paradigm for this research. I was seeking to find the reasons why teachers with BA in English language teaching use the material they select for their English classes and reasons why teachers without ELT degree use the materials they apply in their classes.

Qualitative research has many principles to follow. One of those is subjectivity. According to Benveniste (1971), subjectivity refers to the "capacity of the speaker to posit himself as subject" (p.224). This means that I, as the researcher, had the possibility to constitute a subject: what one feels, thinks, or says. This subjectivity involves both emic and etic voices. Emic refers to "invoke a participant's perspective as their point of analytic departure" (Markee, 2013, p.1). Etic voice describes "making sense of an event through the eyes of an external observer" (Darling, 2018, p.2). Therefore, the emic voice refers to the participants' voices and views and the etic voice refers to the voice of the researcher or her points of view. For my research project, I was able to construct the social phenomena as if I were talking through the participants, paraphrasing, or citing them. I had the opportunity to represent what the participants were expressing and saying. Another principle taken into account for my research was the natural environment. Since I worked in one of the schools where the investigation takes place, this was my natural and daily environment. Nothing was false, and nothing was made up. Even though I needed to make the familiar strange, I was sure that my relationship with the teachers of this school (which are some of the participants) did not affect the results.

Another qualitative research principle was thick description. "Thick description can be contrasted with thin description, which is a superficial account and does not explore the underlying meanings of cultural members" (Holloway as cited in Ponterotto, 2006, p. 541). Then, we can describe thick description as observing and paying attention in detail to what

we are researching. Therefore, for this project I used thick descriptions. The following section analyzes the method used for this research.

3.3 Case study method

Regarding the method chosen for this project, I decided to work with case study method. According to Yin (2017), case studies "are preferred … when the desire is to study some contemporary event or set of events ("contemporary" meaning a fluent rendition of the recent past and the present, not just the present)" (p. 43). I decided to use case study method because it permitted me to describe participants' information individually. The specific type of case study that I used was descriptive; this type of case study "set to describe the natural phenomena which occur within the data in question… The goal set by the researcher is to describe the data as they occur" (Zainal, 2007, p. 3). There are two main advantages using case study for this research. First, this is the method which best fitted the aim of the project because working with case study method, I was able to get in-depth information and detailed descriptions from the participants. Second, I was able to use direct interpretation and present a wide picture of the cases using graphs, tables or figures in order to expose the results in a visual way for a better understanding (Creswell, 1998). However, there was an issue that I arose during the investigation: an overwhelming quantity of data. I collected a large amount of information and descriptions, and it was not possible to categorize them all. In order to reduce this problem, I recorded the interviews in order to have access to all the information as many times as necessary. The following section explains the techniques selected for this research.

3.4 Data collection techniques

This section is about the data collection techniques implemented. In order to collect data, some techniques were considered, such as observation by means of video recordings of some of their English classes, observation of English classes, face to face interviews, and

questionnaires. But, considering the time to analyze the information, I decided to use only two of the aforementioned techniques: face-to-face interviews and observations. The decision to implement those two techniques was because I believe those are which best fit for my research aims.

3.4.1   Face-to-face interviews

Interviews are probably the most common and popular method to collect data. For this research, I chose a specific type of them: face-to-face interviews. I decided to apply these interviews in order to provide ample information from the participants. Using face-to-face interviews, I was able to obtain the information I was researching, and in some cases, quite more. With this technique, participants explained and expressed their ideas and experiences using different material in English classes. Also, as a large advantage, the participants provided extra information with social cues; these social cues were body language, voice, intonation, etc. (Opdenakker, 2006). These are structured interviews because they are "done with the assistance of an interview schedule that contains the set protocol of questions" (Doody & Noonan, 2013, p. 2). This same set of questions were asked to all the participants (Appendix 1). Along with these face-to-face interviews, I added audio recordings of the interview in order to not forget important information and to help in the transcription process. Also, I had the option of taking notes while doing the interview. I considered the possibility of participants feeling ignored because I was writing; therefore, I took only limited notes in order to not lose the sequence and fluency of the interview.

3.4.2   Class observations

As my second technique for this research, I decided to use class observations in order to see what was actually happening in the participants' English classrooms when applying their activities. Malderez (2003) states that observation is not only about seeing, "it is most often used to include 'hearing', as well as using other senses to collect information" (p.179).

I was able to verify if what the participants said in the interview was what they actually did in practice. Along with observations, I used ethnographic notes (Appendix 3). Ethnographic notes represent an interpretation of what the observer saw at the moment of the observation; these notes may contain exact words, charts, drawings, reflective notes, etc. I needed to make the familiar strange (social ethnography) when gathering information for this project. Holliday (2007) states that even the most familiar scenarios "should be seen as strange, with layers of mystery that are always beyond the control of the researcher…" (p. 4). My positionality, therefore, was external to the research as a non-participant because part of the context was already known by me.

3.5 Context

This research project was carried out in the State of Guanajuato, Mexico. The cities where the research took place were different. These cities included Cortazar, Celaya, Guanajuato, León, and San Luis de la Paz. I chose teachers with a BA in ELT and teachers who do not have a degree in ELT, and they all are from different cities and with distinct experiences teaching English. I chose them because I met them at some point in my teaching career or at the BA. Also, the participants with a BA in ELT were chosen because I am witness to the fact that they were studying the LEI.

3.6 Participants tab

The participants chosen for this research were eight English teachers currently working in the field; five female teachers and three male teachers. The majority were female English teachers because I could not find enough male English teachers to ask to participate. All the participants were currently, at the time, teaching English in different schools when the research was done.

In Celaya I interviewed three English teachers; all of them female teachers. Aide worked in a private school with elementary students of second and third grade. Ximena labored in a public school with university students. Monica held a job in a private school with elementary students; she taught fourth grade. In Cortazar I interviewed one male teacher. Hugo worked in a public school with junior high students. He was a general Spanish teacher, but he also taught English. From Leon I interviewed two teachers: one female and one male. Both labored in private schools. Wendy taught English to high school students; Victor's job was in an English academy with teens and adult students. From San Luis de la Paz I interviewed Malena; she worked in a private school with high school students. From Guanajuato, I interviewed a male teacher, Luis, who had a job with junior high students in a private school. Table 1 shows information of the participants given above. It explains clearer where are they from, their gender, pseudonyms, teaching experience time of each participant, and if they have a BA in English language teaching, a degree in something else not related to ELT, or none.

Table 1- *Participants' city, gender, pseudonyms, teaching experience and degree*

CITY	GENDER	PSEUDONYMS	TEACHING EXPERIENCE	DEGREE
Celaya	Female	Aide	23 years	BA in Education
	Female	Monica	10 years	BA in Administration
	Female	Ximena	Less than one year	BA in Business Administration
Cortazar	Male	Hugo	Less than one year	BA in Education
León	Female	Wendy	5 years	LEI
	Male	Victor	5 years	LEI
San Luis de la Paz	Female	Malena	2 years	LEI
Guanajuato	Male	Luis	5 years	LEI

As we can observe in this tab, the teaching experience varied a lot among all the participants. However, it is easy to observe that the degrees are quite related in terms of education brand. This information, and more, was analyzed in the following section.

Table 2- *Participants' codes*

PSEUDONYMS	CODES
Aide	P1 – Aide
Monica	P2 – Monica
Ximena	P3 – Ximena
Hugo	P4 – Hugo
Wendy	P5 – Wendy
Victor	P6 – Victor
Malena	P7 – Malena
Luis	P8 - Luis

In Table 2, there is a corresponding code for each participant that will be used in *Findings and discussion"* section.

3.7 Data analysis

As I mentioned before, part of the techniques used for this research were the voice recordings and face-to-face interviews. Once I had these voice recordings, I had to transcribe them in order to have the information transcribed and thus easier to analyze. "The initial step in the analysis of qualitative data is reading the interview transcripts, observational notes, or documents to be analyzed" (Dey et al., as cited in Maxwell and Miller, 2008, p. 465). Concluding this, I was able to get some notes from the transcripts and consequently I started to analyze the data. In order to categorize this information, I used a strategy called thematic analysis, which means that as the researcher, I was allowed to "see and make sense of collective or shared meanings and experiences" (Braun & Clarke, 2012, p. 57). Thematic analysis "can be used to identify patterns within and across data in relation to participants' lived experience, views and perspectives, and behavior and practices; 'experiential' research which seeks to understand what participants' think, feel, and do" (Clarke et al., 2015, p. 297).

This is how I processed and compared the participants` experiences, perspectives and practices using material when teaching English through their teaching lives.

3.8 Ethical considerations

To conduct this research project, I contacted five of the participants by WhatsApp. This may be an informal way, but since these five English teachers are friends of mine, I thought this would be acceptable. The other three participants worked in the same school as me at that time, so I contacted them face to face. I explained to them all the aim of this research and how they would be participating. Once they accepted, the next step was to meet them in their regular English classrooms. In order to protect the participants' names and privacy, I changed their real names by using pseudonyms. Also, to protect the schools' privacy I preferred not to mention the name of the schools.

In order to get access to schools and carried out the research, I had to meet the principals and English coordinators to ask for permission. I had to explain them the purpose of my research and how would I be working with the English teachers.

When I was in their English classrooms, I had a short interview with them to clarify doubts about their participation and the interview questions. I gave them a consent letter to sign (Appendix 2) where they agreed to help me out with this investigation, and I could use their information given for the purpose of the project.

3.9 Conclusion

In this chapter, I explained the methodology selected for the research. I discussed the paradigm, method and techniques that I selected. Also, I reviewed the context of the research as well as the characteristics of my participants, the data analysis and ethical considerations

related to this investigation. In the following chapter I will explain and discuss the findings taken from the interviews applied to the participants and the observations in their classrooms. I will interpret and discuss these findings based on the data collected.

Chapter 4: Findings and Discussions

4.1 Introduction

In chapter three, I discussed the methodology: paradigm, method and techniques applied to the research about the use of materials used by teachers with an ELT degree and by teachers without ELT degree. Also, I explained the characteristics of the participants, as well as the data analysis and ethical considerations I encountered in the investigation. In this chapter, I will detail the findings I got from the data collection techniques implemented regarding to the use of materials in the English classrooms.

4.2 Findings

As is the emergent nature qualitative research, I discovered many findings that I did not expect. After looking and analyzing all the data, several themes were identified in this research. To start with, I described the use of materials by the participants in their English classes. Then, I included the use of textbooks regarding if it is mandatory at the schools and if the level of these textbooks was appropriate or not.

4.2.1 Use of varied materials

Regarding the actual use and implementation of activities, I found that despite the extensive difference between each participant's experiences and time teaching the language, they all made use of extra material when teaching. These participants took advantage of different objects in their English classrooms according to the topic and English level they were teaching. Some examples of these materials were flashcards, worksheets, board games, cards, etc., as the participants mentioned in the interviews and I was able to observe in their

classes. Only two of the participants had less than a year of experience teaching English. Hugo and Ximena just started teaching and they both take advantage of extra material besides the textbook they were required to use:

> *Well, to complement, from computers, internet, projector, copies of some activities I found on internet and I download…in fact the activities downloaded from internet I search for elementary level, basic English, very basic… and songs, something that had currently worked is, I have downloaded from internet songs from Glee series. (P4 - Hugo)*

Hugo worked in a telesecundaria (junior high school based on classes through TV lessons), but compared with Spanish classes, the English class was given by the teacher and not through TV. He had to teach English as part of the curricula, but in the traditional way. He used the textbook and its activities, but he also took advantage of the technological material. Here I discovered that even though he took advantage of extra material, he was still missing an important strategy. He said that because of his students' level, which is true beginners, he looked for printable activities on internet. These activities were designed for elementary school basic levels. He downloaded these types of activities to applied them to his students. Nevertheless, Hugo lacked the knowledge to adapt activities according to his students' needs and level. He recently applied other activities using songs from the TV show *Glee*. He chose these songs because they were clear and slow enough for his students. He shared that his students were able to listen to a song and identify some key words; these words gave the students clues about what was the song about. When observing his class, I noticed that Hugo was starting to develop his teaching strategies taking advantage of different materials besides the textbook (*Ethnographic notes – Hugo 1 – Appendix 3*). I observed that he was using a *Bingo* board game which was very accepted by his students, so they were very excited about playing this game while learning English vocabulary.

Ethnographic notes – Hugo 1
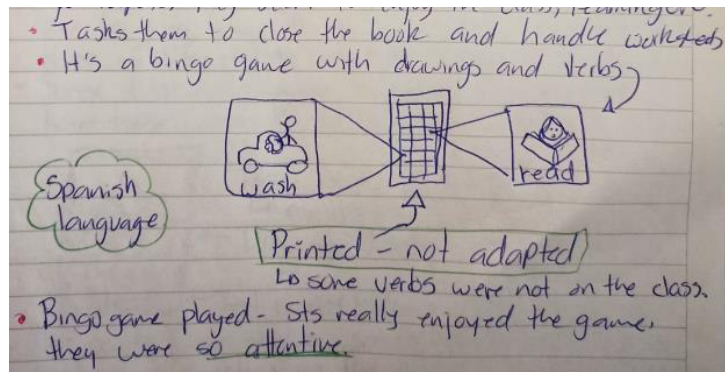
Then, I also asked Ximena what type of activities she used in her English classroom and she answered the following:

...some audios included in the book and cards that has the relation words-drawings. (P2 - Ximena)

Ximena used some material she brought to class apart from the textbook such as flashcards, to support her English classes. She used flashcards which complement the textbook based lessons. Even though this is one type of material that she used to support her English classes, it still counts as extra material besides the textbook. However, when observing her English class, I noticed that the flashcards, designed by Ximena, were simple (*Ethnographic notes – Ximena 1 – Appendix 3*). She just downloaded an image from internet and handwrote the vocabulary.

Ethnographic notes – Ximena 1
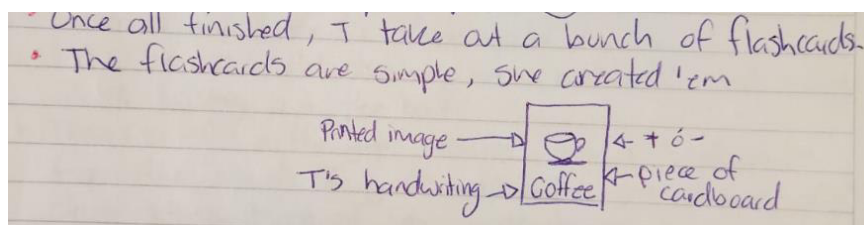
As we read in Chapter 2, we observed that the participants who have a BA in English language teaching all had several years of teaching experience. Wendy, Luis, and Malena had five years of experience, and Victor had almost two years of experience. First I will provide data from Wendy regarding material she used in class.

I use my iPad, I use boards, markers, speakers, the projector, if I have time or if I, if I'm allowed to play with them I use other things like jenga, or my cards, or what other things I have, UNO, hula hoops, etcetera. (P5 – Wendy)

As it can be seen in the extract, she is a young, approachable and joyful teacher. She sometimes liked to use technology tools when teaching such as an iPad, speakers, and projector. She had the advantage of working in a private school which has materials such as projectors and computers. Also she brought her own material to class such as her technological devices, worksheets, board games, and hula hoops. She was used to use games to support her English classes as well, she said she sometimes uses Jenga or UNO cards. I observed in her class how creative she was when teaching the English language. I also would like to highlight that besides Ximena's flashcards, Wendy's were absolutely attractive; very creative, colorful and eye-catching.

Next, we have an excerpt from Luis. He stated the following about the material he uses in his English classes:

The classrooms are very equipped, they have projector, they have speakers, they have matte screens to avoid projectors bright, everything, so, I use, even I do not try to exaggerate in any activity, I try that every week they learn, they have different activities, but I use audios, I give some of them the handout to complete, for others there are questions that they answer, stuff like that, it varies. In video, I work with

videos, as the projector help a lot I project them images and from that images they do some activities. They have, we have an activity that I attempt to do with them once a month, it is a trivia…and it gives them extra points. I have another one that is a competency where they, I put questions in one side and the answers in the other side of the classroom… and that is how I try for them to have this variety. (P8 - Luis)

Luis explained that the school where he worked was a private school and the classrooms were highly implemented with technology and material. He designed worksheets that include questions and answers where students could move around the classroom to find the correct question or answer. Nevertheless, I noticed in class observation that he still had some issues with his English pronunciation (*Ethnographic notes – Luis 1 – Appendix 3*) and, as I previously mentioned, it is also considered as material. Sometimes I noticed that Luis' students had complications to understand the correct instructions. Besides this, he demonstrated that he was a qualified English teacher, and his students' development in the English language was a priority. He also was concerned that the students feel at ease and enjoy his lessons.

Ethnographic notes – Luis 1
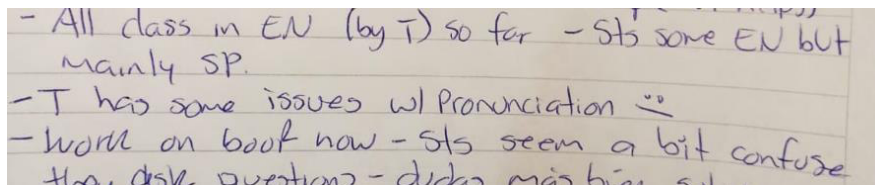

Victor is another participant who used different materials to support his English classes. He currently worked at that time, in a private English academy where he had access to technological tools and didactic material.

Yeah, fortunately in the school I work we have in each classroom and most of them like a TV screen, like a computer screen, well is a TV screen with connected to a

computer so you can use the internet, YouTube, whatsoever and I use a lot videos like
from TV shows where examples of what we are seeing used in like TV shows or
movies, so they can like relate and be more... that they can noticed that that specific
grammar or sentence it is used in real life. Also, we have like a lot of material like,
physical material like flashcards, balls toys I don't know, and we have this carpets
where there's like suggested activities we can use but sometimes they are not like that
good, but yeah so we have a lot of material, fortunately. (P6 - Victor)

The material used in this case not only supported the class, but it was meaningful for students' proficiency and development of English language learning because of the real language used. Other materials that Victor used for his classes were flashcards and some toys or balls. He had access to a large number of binders which contain worksheets with suggested activities, but he said that those activities are not adequate for his classes. I observed how students demonstrated their interest and enjoyment learning English when using these materials (*Ethnographic notes – Victor 1 – Appendix 3*).

Ethnographic notes – Victor 1
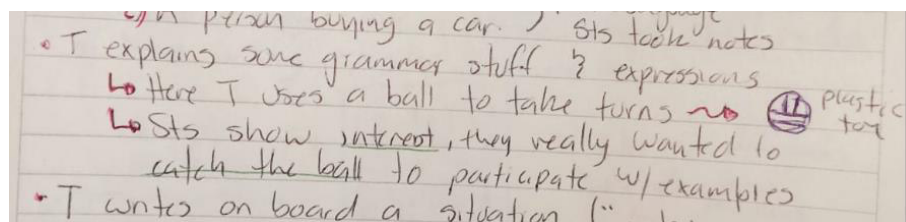
Then, Malena, who was currently working in a private university, explained that she was limited by her coordinator regarding the use of extra material in their English classes.

I ask my students to write at the end of the, of the cuatrimestre, they are asked to write
a short essay according on their level of course, they are allowed to use any literature
they prefer and they can look on inter, on internet .. I don't use like a specific

material… yes, videos but, these videos are not like created to teach English, I use like music, or technology, or real life events…games it's weird, I don't frequently use games because if my coordinator notice that I'm using games she thinks that I am just playing with them and they, if they make a lot of noise I can get in troubles, so I avoid games or things that make me lose credib.. credibility for my coordinator, but I try to avoid them, I used them few, few times like snakes and ladders or guess who. (P7 – Malena)

She is used to implementing activities using different materials. She liked to work with music videos or real-life videos. Also, she worked with few games, considering her coordinator's instructions about not playing in classroom. Even though Malena was limited by the university where she worked, she still demonstrated she had the knowledge and abilities to take advantage of different materials to design activities and support her class.

There were two teachers who had been teaching English for many years: Aide and Monica. Contrasting these two participants with those who have LEI, I can say that there was not much difference among them towards the use of extra material in their English classrooms. Aide had been teaching for twenty-three years and this gives her a lot of experience in ELT. Through all these years of teaching, she had learned to deal with different issues that teachers have to deal with in a classroom. Part of these issues were the different materials used according to the topics seen. She did not have a degree related to ELT; however, she demonstrated that there is a wide range of material she used when teaching.

I use technology, I like it so much, I nowadays, I notice that children now are more awake and because they use much technology, and they are to audios, to visuals and everything, at early age with second elementary grade currently I am using also short stories in English, I put them images, yes? From movies, I search for a childish short story and the audio in English, of course, and sometimes I put the subtitles in the image, but I refer to I put it in English as well yes? That they read and listen to and

then we make a feedback of questions, comprehension questions of, comprehension audio, not only focus on reading but audio and it have worked a lot, I like it a lot, I like a lot flashcards, use games, there are a lot of games that one can use for them to learn, games that maybe one knows from daily life in Spanish to adapt it to English, what else cards, they make their own memory cards to reinforce vocabulary… They love to create word searches… so we make a lot, as I told you extra work. (P1 – Aide)

She worked with technology like most of the participants already mentioned. She used machinery to project short stories with images and subtitles in English. She also used some flashcards, memory cards, or games usually played in Spanish, but she adapted those games to her English language lessons. She also took advantage of students in a creative way; they created word search worksheets on their own to be answered later for a classmate, and they enjoy this activity. These types of activities were learner centered and showed significant teacher awareness. I would like to mention a relevant point for this interview that caught my attention. What I perceived is that Aide creates and adapts activities caring a lot about her students. She worked with little children and they need activities to learn and have fun simultaneously. Sometimes infants need activities to move around or outside the classroom and, Aide was aware and conscious about this when planning her English activities.

In the case of Monica, she was also attentive to her planning. She had been teaching English for ten years and this granted her a lot of experience. She did not have an ELT degree, but she was able to create and adapt material for her classes due to her experience.

The book suggest some activities and I consider that always could be something extra like if there is scrambled letters, well I will use a word search or a crossword puzzle, there's always something more to apply…yes, there is, there is always a game, and for children, they think that it is just a game and few of them realize that it is to work this game no? and at the same time they will be learning…yes, audios from the book

*and lately I have been trying to use YouTube… they have to write it, then fill in the
gaps, learn to sing it the pronunciation. (P3 – Monica)*

She worked with technology such as projected YouTube videos of songs, always
being careful of the language and video itself. She designed worksheets like crossword
puzzles, word searches, and scrambled letters. She also taught with some games which have
to be appropriate for the students' level. I asked her in the interview how she came up with
this type of activities and she explained the following:

*It occurred to me because of, there are some kids who are very musical let's say here
in this classroom, so they are always singing, and I said well I am going to take
advantage of this for those who actually like it… (P3 – Monica)*

Monica showed an awareness of her environment and her students' likes and interests.
Nonetheless, when I observed her class, I noticed some lack of interest from her students
(*Ethnographic notes – Monica 1 and 2 – Appendix 3*). She seemed to be a pacific, quiet,
charming teacher and considering the students' age, they needed an energetic class.

Ethnographic notes – Monica 1
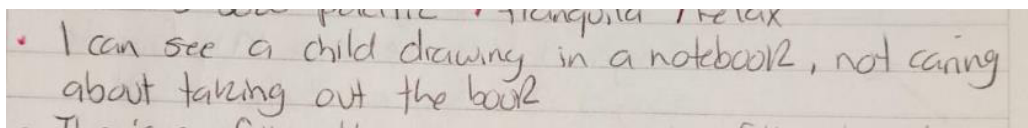
Ethnographic notes – Monica 2
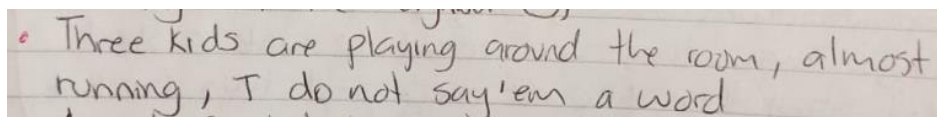
The majority of the participants created or adapted their activities besides those in the textbook. Monica and Ximena mentioned that they created activities for students according to the grammar and vocabulary they were working on. On the contrary, Hugo said that he supports his English classes downloading activities from internet and applying them in class. He is still missing the important factor of adapting activities according to his students' level; however, he made up for this by searching for activities for lower levels; therefore, his students were able to comprehend and answered more easily. Up to now, the results of this analysis towards the use of materials in the English classrooms were mentioned and sustained with the transcripts.

4.2.1.1 Use of textbooks

After analyzing all the data, several themes were identified in this research. The first discovery from this research was that some English teachers planned their classes based on an English textbook. Some of the participants were conscious about the deficiencies of the textbooks, but schools asked them to use it even though it was not always adequated to students' needs. The following excerpts show this awareness:

> *As English teacher, I must check, firstly, which is the content of the kids' books in order for me to know what to plan, how I will plan the activities, how can I do for them to comprehend me better what I expect to obtain. (P3 - Monica)*

Monica explained that she was aware of revising the book's content before planning her classes. She took advantage of the English textbook.

> *I have the English students' book, and also, I decided to found that same book but translated into Spanish, and I found it, so what I'm currently doing is ... project the dialogue from the book ... in English and Spanish. (P4 - Hugo)*

Hugo had already implemented a strategy according to his students' learning needs. They all, teacher and students, needed the translation in order to comprehend better the lesson.

> *I always try to look at the textbook and see what I can use from the book… (P5 - Wendy)*

In contrast to Hugo and Monica, thus far, Wendy revised if there was something useful from the book to use in class. It was not a first option for her but complementary.

> *In the moment, in the school I work, they tell us to use some specific books and to cover some specific units or models from the books, so basically our classes are supposed to be based on those books, so yes I use them as a guide, sort of… (P6 – Victor)*

Victor also used the book, but not as the main source. He used the book to complement his English classes.

These participants commented that they took into consideration the book content when they planned their lessons. However, it did not mean that they agree with the use of English textbooks. Four of the participants notified that they took into consideration the textbook when planning, the other four guided their lesson plans according to the textbook's table of contents.

4.2.1.2 Appropriate textbook level and mandatory textbooks

Another finding from this research was about the use of English textbooks in the English classrooms and if it was a requirement of the school. It seems that this issue led the teacher to use their own strategies and material to teach and, this may have led them to do not rely on textbooks but in their material usage ideas. I inferred from the interviews and observations that the participants do not like to work with textbooks. Most of them saw it as a requirement from the school and not as very useful material. However, they had to use and complete the course book because school authorities demanded it. These participants corroborated this idea:

> *Yes, a book, a Basic English book ... yes, because they pay for it, we have to use it... (P2 - Ximena)*

Ximena mentioned an important fact here. School requested students to buy the English books, and many other materials; therefore, English teachers had to use it in class mandatory.

> *Yes I, I have to use it, the books that we are using this semester, well this year, costs nine hundred pesos, I think the books are really expensive so, I have to use them because it wouldn't be worth it for the parents if I didn't use them in class... (P5 - Wendy)*

Wendy explained that the book is needed to be used in class because of the high price parents paid for it.

> *We do work on the textbook because as it is a private college the book is very expensive, so the parents start to complain... (P8 - Luis)*

Again, we have a similar comment from Luis about the high cost of the English books; thus, English teachers had to use it in class.

Likewise, not only school authorities insisted on using the course book. Also, parents demanded the course book to be completed because of the money they spent on English books. Aside from the money, the English course book was obligatory to be completed because it was part of the scholar curricula.

Yes, that textbook is mandatory, yes, I repeat again, it is required among the assignments of the telesecundarias, it is mandatory… (P4 - Hugo)

Hugo claimed that it was required for the school to use the textbook.

It is requirement that institutions demands, actually I am not very supporter of the books… schools where I had been working have been always private, you are obligated to complete a textbook, because well, the parents want to see a textbook, and well is one of the necessary tools to accomplish… (P1 - Aide)

As the previous excerpts show, both participants mentioned that they use the English textbook because the school or college and/or parents demanded it. Teachers had to complete the textbook by the end of the school year. They planned their classes according to the course book's table of contents. They also conveyed some information about the level of those textbooks. Surprisingly, sometimes the English textbooks do not have the appropriate level for the students; however, this is not the teachers' fault but the administration's. The following data show this idea:

No, well, from my perspective no, because there are dialogues, I repeat again, about everyday situations where it is already, the truth they are very complex… (P4 - Hugo)

Hugo commented about the complexity for his students regarding the book's level. His students were English true beginners and, the book was yet hard for them to understand.

No, it's not appropriate for the level and for the classes because the classes are supposed to be about translation, the book that we have for the class that is main about translation is a, like, a reading book… (P5 - Wendy)

Contrary situation with Wendy's students. She was teaching a translation English class; her students have a considerable English level. Then, the book was, in a certain degree, basic for them.

No, it is very advanced, it is very advanced the level and actually it, it is another, it is another point why I do not use it… (P8 - Luis)
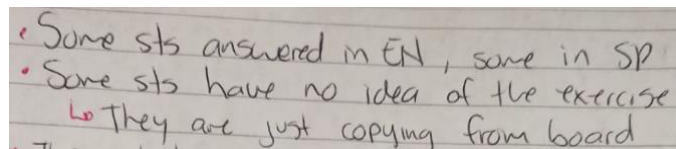
For Luis' students, the English book's level was advanced. Another reason for Luis to did not always use the book in his classes.

It is already known that many English teachers in Mexico are not qualified enough, and adding the issue about the English course books appropriate level. If it is the case of the book, then the English teacher certainly will have a lot of troubles, first to understand, and then to successfully teach. Only two of the participants so far, Monica and Ximena, said that the level of the books was appropriate for their students' level

For this level I think that it is, that it is the adequate because since it a new school yet, and come students from everywhere, it is like we have to try to unify, so I think it is very adequate, it is simple, I believe that it actually permits us to adequate or add many other things, so, let's say that for minimum requirements it is the adequate… (P3 - Monica)
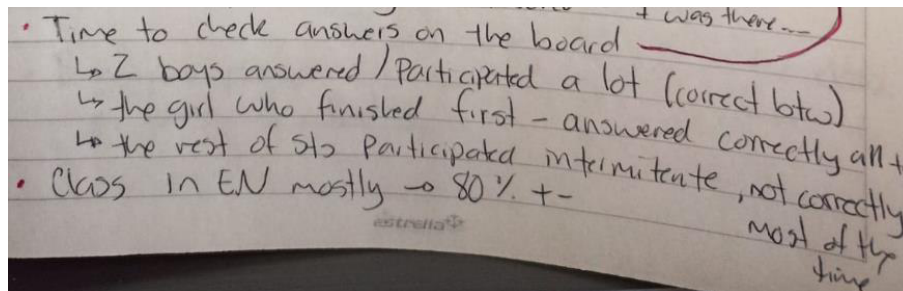
Monica explained that the book she used was very simple and therefore adequate for the students' level. I was able to observe that she had students who had different levels of English knowledge (*Ethnographic notes – Monica 3 and 4 – Appendix 3*) and she used the book as a basic tool to teach all.

Ethnographic notes – Monica 3

Ethnographic notes – Monica 4

It is easy for them on the progress… because it is basic, and they do not have many studies in terms of English, they all are in basic level. (P2 - Ximena)

Ximena explained that her students were all at a basic English level. She thought that the level was appropriate and good enough for her students. Though she could consider adapting

material and exercises in order to force them to improve and break out the comfort zone. Another participant added that sometimes the English textbook level was appropriate for his students.

> *Sometimes it is, and sometimes is not, for instance I consider sometimes that there are students quite, like a more proficiency of the language that should be in a higher level, but then again is never too late to like see again other topics that they had seen before, like to bring out again and practice… and, again there are some students that I think that their level of English is not that, high or that good for the books or for the topics that their teaching… so there's a, yeah a big discrepancy. (P6 – Victor)*

Victor expressed that the appropriateness of the book depends on the topic and the students. He had students with a considerable difference of English levels just like Monica. Basically, he only used some of the activities on the book if they were useful according to the students' English level and how meaningful they were for the students' learning. He appeared to be a selective teacher and one can assume that he cares about his students' development and about his own teaching practice.

There is a coincidence between Aide's and Luis's thoughts about the use of the book. They said that the books were used only to be completed and not to teach.

> *"writing in the notebook, exercises more the memory, reasoning and everything; the book is a sheet or two to fill in, for me it is to fill in" (P1 – Aide).*

She claimed that it was better for students to write in the notebook in order for them to learn and comprehend better. Aide mentioned that a book is just to complete, to fill in and, it was not significant enough for students to learn successfully.

"they perceive that they are only completing the book" (P8 - Luis).

Luis, as well, agreed saying that his students realized using the book was related to just completing exercises.

This was very sad because students believed that textbooks did not actually helped in their learning process. There was only one exception among these participants when using an English textbook; this exception is Malena.

I don't use textbooks, the, the curricula in the UCEM do not provides, the textbooks, is recommendable, or they recommend us, as teachers to use some textbooks or handouts or that kind of things, but I don't have a specific textbook, I don't use them, I prefer to adapt or create material… (P7 – Malena)

She replied she did not use a textbook because it was not provided by the school, even though the school is private. She lacked the support of a textbook, but she felt comfortable using the activities created and adapted by her. Malena asked her students to create a short story, like a comic, using irregular verbs in past tense. Students demonstrated they were able to create the story and present it in front of the class with a few grammatical mistakes.

Despite the level of the textbook sometimes being appropriate/inappropriate for the students, English teachers must find strategies and activities to fix it. It is always important to take into consideration students' needs and English level in order to adapt the material from the textbooks. In this section of the research, the participants demonstrated that they were conscious about the textbooks level and their students' English level. Again, they all agreed that the use of the textbook was mandatory, so they had to use it as part of their English classes.

As part of this investigation, I considered it interesting to identify how much influence the vocation to be an English teacher in contrast to have to become one because of their lives' circumstances. In the chapter I talk about this.

4.3 Conclusion

In this chapter, I discussed the findings I obtained from the interviews applied to the participants. I analyzed and discussed these findings based on the data collection. In the following and final chapter, I will explain my conclusions about all this process researching about the use of material among teacher with an ELT degree and teachers without ELT degree.

Chapter 5: Conclusions

5.1 Introduction

In the previous chapter I discussed the findings from the interviews and class observations I conducted. I explained the results obtained in my research as well. In this last chapter, I will analyze the conclusions of this research. I will answer my research question established at the beginning of the investigation, and I will comment on some implications and limitations of the research. Also, further research will be mention.

5.2 Answering the research question

In Chapter 1, I explained what the aim and motivation for this research was. Also, I mentioned the main research question which is the following:

How does the material used by an English teacher with a BA in ELT compare to the material used by an English teacher without ELT degree?

At the beginning of the research, I assumed that there was a significant difference between the two types of English teachers when it came to selecting material to support their classes. Consequently, I decided to analyze and observe whether it was true or not. In Chapter 4, I described and discussed the findings from the interviews and live observations, and my main result was exactly that. Teachers with a BA in ELT demonstrated that they choose different materials when teaching from an ample range of options. They all used technological devices such as computers, projectors, music, speakers, videos, and internet but in different amounts. They all also used worksheets that they designed and adapted according to their students' level and necessities, to apply or complement their English lessons. Participants with a BA in ELT also used some toys or games to use along with some

of their activities such as jenga, trivia, balls, guess who, and hula hoops. They confirmed they took advantage of anything that could help them with their teaching practice. This way students were in touch with different tools and materials and the English classes were a bit more fun and interesting for them.

In contrast, two of the participants who do not have a degree in ELT demonstrated that they do not take sufficient advantage of the wide range of available materials for teaching. This issue is likely related to the lack of ELT knowledge and experience in teaching. Hugo and Ximena just started teaching the language in a classroom and they used traditional materials such as flashcards, audios from the book, and downloaded activities without modifications. Those were still materials, but it seems that they were not seeking to use other materials and tools yet such as realia, music, board games, etc. This could have been because they were still learning how to use and adapt material for their students, but perhaps in the future they will implement a greater variety of materials in their classrooms. Suddenly, I found a difference between these participants, Monica and Aide, who do not have ELT degree either. However, they both used many different materials just like the participants who have a BA in ELT. They had been teaching English for more than nine years and that provided them with ample experience. They both likely started just like Hugo and Ximena with limited material to teach the language in class. Probably they had encountered a lot of situations that led them to try different things every time with different material and different strategies. According to these results, I inferred that the knowledge regarding the use of materials in classroom was more or less the same for teachers with LEI and experienced teachers without ELT degree. LEI teachers conclude their degree in four years acquiring this knowledge. Although teachers without ELT degree had to learn and acquire strategies and knowledge through teaching experience about the use of different materials besides the traditional ones.

5.3 Implications of the study

For participants with a BA in ELT, I strongly believe they already had the knowledge and strategies necessary to teach a language. For the participants who did not have an ELT degree, I believe they should take into consideration peer observation with special attention to materials used. They can take advantage of many different materials considering students' level and doing adaptations to activities. They also could start planning their lesson including new material they never used before such as games, music, board games, some toys, videos, etc.

However, for the eight participants I would suggest they keep themselves updated with changes and trends in ELT. There are plenty of programs and diplomados about different topics towards ELT such as use of materials, classroom management, working with mixed abilities, limited resources, improving skills, etc. It is always good to be upgraded and updated about one's field of work, it could open doors in a future and makes one more competitive professionally. For instance, they could read articles and books, enroll in workshops and diplomado courses, watch YouTube videos about ELT, to mention a few.

5.4 Further research

This thesis focused on the different material used by English teachers with a BA in ELT and material used by teachers without ELT degree when teaching English. Future research could include looking at the perspectives of students regarding the use of materials. I could ask them their opinion about the provided material when learning English and if they feel it is helpful or not towards their learning process.

Another idea for future work would be about the hours assigned for English classes at schools. Research about what teachers, parents, and students think about the time allotted for English classes; if it is enough, a lot or a little.

5.5 Limitations of the research

I selected participants from different cities because I wanted to know if this factor influences the English teaching practices. Therefore, one of the limitations was the transfer from one place to another. I tried to schedule my visits as best as possible but I had to travel back to the cities once or twice for details.

Also, I had complications with time allotted by the participants' principals. In some cases, I had specific time allowed to be in the English classrooms observing and interviewing the participants, and for different reasons, time just passed very quick. I had to return again with Aide and Monica because the class observation took a lot of time so I could not take enough notes in one visit. Their interviews had to be recorded in the second visit.

The third and last significant limitation I had with this research, was regarding the number of participants. I wanted to interview around twenty or more English teachers. However, I realized that for this research could be complicated because a lot of information would have to be analyzed. Then, I would not have the time and economic resources to travel to different places and schools at that time.

5.6 Final conclusion

I am pleased with the results obtained from this research. An answer was found to my research question and I was satisfied with my analysis. In conclusion, I found that English

teachers have the ability to create and adapt material according to their students' needs. The difference is in the experience teachers have. Teachers with ELT degree learn how to handle with material design and adaptation during the career; then they just improve through the years. Teachers without ELT degree have to learn by themselves and through years of experience and peer observation how to create and adapt materials. Both cases, with ELT degree or not, English teachers always seek for doing an effort to improve in their jobs. As an additional, English teachers who actually desired to be English teachers, do their best in order to help their students in their learning process. As further research I would like to implement this investigation with information and strategies applied towards the design of activities by each participant. It would vary even more than the use of material I think. I believe that the design of activities depends on teachers' experience, teachers' effort, LEI degree, and care for their students.

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APPENDICES

Appendix 1 - Questionnaire for interviews

QUESTIONNAIRE FOR FACE-TO-FACE INTERVIEWS

1. Describe your job as an English teacher.
2. How long have you been teaching English?
3. Tell me about your educational background.
4. How did you become an English teacher?
5. Tell me about your use of the textbook:
    1. Are you required to use the books?
    2. How do your students work with the books?
6. Besides textbooks, what other materials do you use to teach?

Appendix 2 - Consent letter

Estimado(a) Participante:

Por medio de la presente quiero pedirle su autorización para poder utilizar la información que reciba de usted en la entrevista audio grabado, la cual utilizaré única y específicamente para el trabajo de la clase de Proyecto de Titulación dentro de la Licenciatura de la Enseñanza del Inglés de la Universidad de Guanajuato. Mi proyecto se centra en comparar el material utilizado en las aulas de inglés por los maestros que tienen algún grado en Enseñanza de inglés y maestros con grado en otras áreas no relacionadas a enseñanza de inglés. El nombre de los participantes que colaboren en este proyecto será cambiado por términos de privacidad.

Si decide participar, la información será usada con fines educativos y resguardada por mí.

Usted tiene el derecho de decidir si desea o no apoyarme con este trabajo. En caso de tener dudas puede llamarme al teléfono 411 100 6762 o enviarme un correo a la siguiente dirección: LEImariiana.nava@hotmail.com. Si desea saber más acerca del proceso de consentimiento o de sus derechos como participante, no dude en contactarme.

Si decide participar en la realización de este trabajo, por favor firme a continuación. Le agradezco de antemano su apoyo y atención al presente.

Atentamente.

_____

Mariana Nava Aguado

CONSENTIMIENTO PARA PARTICIPAR EN ESTE ESTUDIO

( ) SÍ - He leído y comprendido esta forma de consentimiento. La alumna Mariana Nava Aguado ha respondido a todas mis dudas. Deseo participar y doy mi permiso para el uso de mi información recabada en la entrevista audio grabada.

( ) NO deseo participar.

_____   _____

Firma del participante   Fecha

Correo electrónico: _____

Lugar y hora de la entrevista: _____

Appendix 3 -Ethnographic notes

Ethnographic notes – Aide

The handwritten notes read:

Pseudonym : Aide

× Private School
× Celaya

- 2nd grade → elementary school.

- T starts class asking how was their previous day.
  - 3 Ss answered m EN (short simple answers)
    (ie.: "I eat Burger King", "I play football")
- Ss seem interested on class atentos, escuchan.
- Some Ss have a worksheet on their tables, 1st is laying on T's desk. ← This st is apart from the others...
- T asks sts to write on board the vocab from previous classes →

(1st no quiso pasar) | mom sister grandmother / father broter baby uncle mother | → Ss writing

[little use of Spanish] [Teacher]

- I control the classroom (habla fuerte, no regaña, pero con alzar la voz tienen los Ss p/quedarse en su lugar y poner atención)
- T asks sts to write on ntbooks — dictation
  (i.e. "My uncle Mario is a doctor." "I play soccer")
- T write Sentences/Correct on board and Ss "check" → then sts put notebooks on T's desk
- T asks students to finish a task : scrambled letters
  - meanwhile she's revising the notebooks and working with the boy sitting next to her on the desk
- Sts are sooo entertained doing the scrambled letters.
- Recess time : Sts leave everything on desks and go out.

No use of book this class

Pseudonym (Moniica)

- Private
- Celaya

4th graders

- Class starts w/a song, T starts singing & sts join parts they know from the song.
  ↳ Some sts actually yell the song ⚇
- T write key words / vocab on board & sts repeat & say the meaning (compose, melody, remember, remind, band ...)
- T asks to take out the book page 49
- T seems sooo pacific / tranquila / relax
- I can see a child drawing in a notebook, not caring about taking out the book
- There's a -fill in the gap- exercise, sts fill w/words from the board. T just help some sts who needed clarification. Most of sts work by their own (or asking sdt the neighbor ☺)
- Three kids are playing around the room, almost running, T do not say 'em a word
- A girl finished the exercise already, T ask her to wait for the others / Ss talk a lot ⚇
- Almost 30 min ⏱ w/ this exercise ▲
- I heard from many "I'm bored" ← think it was 'cause I was there...
- Time to check answers on the board
  ↳ 2 boys answered / participated a lot (correct btw)
  ↳ the girl who finished first - answered correctly all to
  ↳ the rest of sts participated intermitente, not correctly most of the time
- Class in EN mostly → 80% +-

estrella

54

- Some sts answered in EN, some in SP
- Some sts have no idea of the exercise
  - ↳ They are just copying from board
- The whole class was w/ the book.
- Not extra material this particular class, however I can observe on the wall some compositions from the sts. i.e:
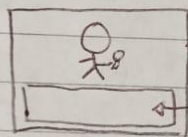
← drawing of Hanna Montana

← Text: "This is Hanna Montana. She is a singer. I love the songs. My favorite song is "The Best of Both Worlds".

T explained me that last week they watch some song videos from the singers sts like the most and sts were reading - singing the subtitles from the songs. Then, they were asked to write a short text about their favourite one, and this is what they did.

Pseudonym
(Ximena)

- Public S.
- Celaya

→ University sts → Licenciatura

- Saludos de buenos días en español
- "Saquen su libro, pág. 49" ← no intro, no vocab....
- Contestan libro → 2 exercises — entre todos, Ss & T.
- El tema es muy básico, considering it's university level: Present Simple Positive.
- So just write on book – they say nothing !! no opinion, questions, participation 😐?
- Once all finished, T take out a bunch of flashcards.
- The flashcards are simple, she created 'em

Printed image ——→ [☕ Coffee] ← + ó –
T's handwriting →   ← piece of cardboard

- T showed 1 or 2 flashcards – Sts create a sentence and write it on the board.
  - ↳ Some sts write 'em on notebook too
  - ↳ Some others just watch.—
- Very few use of EN language
- Sometimes sts talked about other topics, I think they were not interested on EN class.
- A st says "Ya es hora", so they all closed the books & leave the classroom — "Hasta mañana T."

estrella

Pseudonym: Hugo

- Public
- Cortazar

★ Telesecundaria

→ T "vamos a continuar con lo que estabamos viendo ayer en inglés"
- Sts take out a book – EN book
- T – "abran libro en la página 66"
- T write some verbs on the board, then sts repeat and say the meaning (read, clean, wash, write, count...)
- Todo lo dicen en español (T & Sts)
- Task sts to complete exercise on P. 66 – very basic activity: complete – fill gaps with the verbs.
  ↳ Sts work in duos or trios.
- Together they check the answers on the board, sts participate, they seem to enjoy the class, learning EN.
- Tasks them to close the book and handle worksheets
- It's a bingo game with drawings and verbs →

Spanish language

wash   read
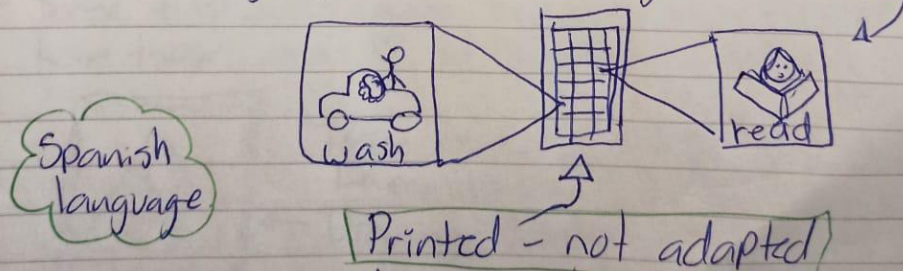
Printed – not adapted
  ↳ some verbs were not on the class.
- Bingo game played – Sts really enjoyed the game, they were so attentive.

estrella

Pseudonym   Wendy   Private
                                                     León

✓ 4ᵗʰ Semester - High school   * T nice attitude - outgoing
✓ Translation class   bromea w/ sts

- T warm up class asking sts how was their day so far.
  Some sts participate (in EN), some mixed EN & Spanish
- T takes out an ipad & ask sts to repeat after her
  some expressions ("falling objects", "speeding cars"...)
  ↳ Some sts are taking notes (girls mostly)
• Then T ask Sts to write on board the expressions
  they just repeated
  ↳ all the expressions were written (few grammar mistakes)
• T continues with a game called ~Watch out!~ and
  she explains (in EN) the rules.
• Once it's clear, the game starts, sts participate, they
  are laughing (think its a nervous laugh 'cause they had
  some mistakes ☺) sts around the classroom - not sitting
• Some flashcards were used here / in the game
  Love these cards ♡ - so detailed ↵
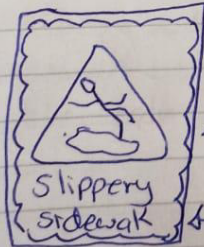
Tenian un marco / Hoja opalina
↳ enmicados
← Drawing - Printed & colorful
← Text Printed w/ fancy font

• The cards were shown, so sts could complete the
  sentence and action on the game.
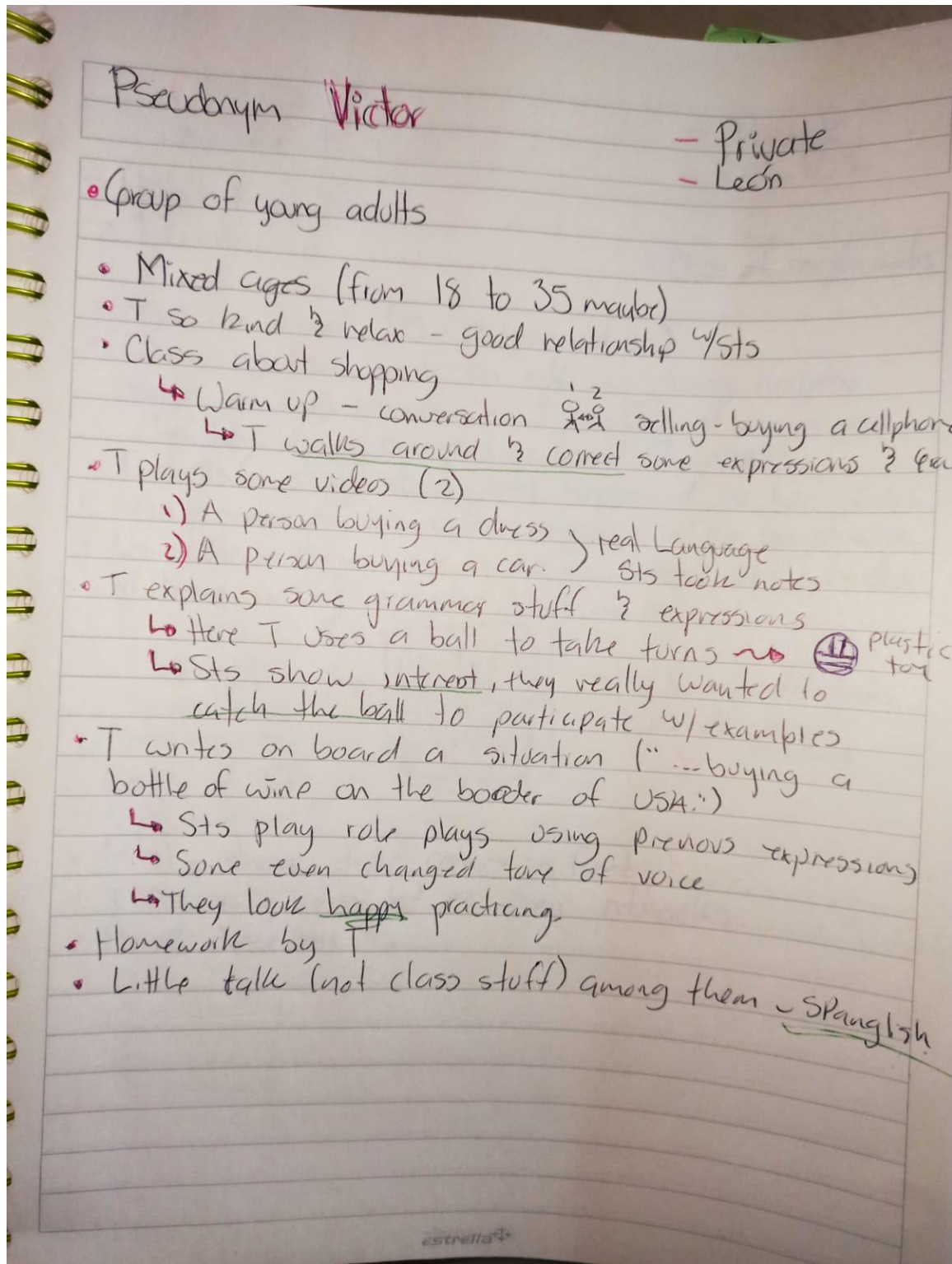 ↳ Students → ☺

estrella✦

- Back to their chairs, T asks 'em to take out the book
  ↳ Here sts had many doubts, T explained each doubt on the board for everyone.
  ↳ Some sts helped their classmates, nice ambiente de compañerismo
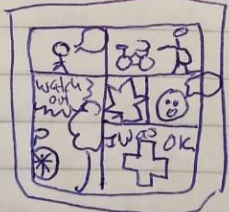
My time alotted till here ～

Pseudonym **Victor**

         – Private
         – León

- Group of young adults

- Mixed ages (from 18 to 35 maybe)
- T so kind & relax - good relationship w/Sts
- Class about shopping
  - Warm up - conversation 👥² selling-buying a cellphone
    - T walks around & correct some expressions & exc.
- T plays some videos (2)
  1) A person buying a dress ⎫ real Language
  2) A person buying a car. ⎭ Sts took notes
- T explains some grammar stuff & expressions
  - Here T uses a ball to take turns → 🏐 plastic toy
  - Sts show interest, they really wanted to catch the ball to participate w/ examples
- T writes on board a situation ("...buying a bottle of wine on the border of USA.")
  - Sts play role plays using previous expressions
  - Some even changed tone of voice
  - They look happy practicing
- Homework by T
- Little talk (not class stuff) among them - Spanglish

(Malena)
Pseudonym ↑

- Private
- S. L. Paz

- High school sts
- 1 cuatri

★ Class of irregular verbs

• Ages are mixed (15 - 23 years old +-)
• Warm up (sts write on ntb as many irregular
  verbs as they remember in 1 min ①) SP language use
    ↳ They share examples on board - T corrects
• T tells a story about smt happened to her days
  ago - remarca los verbs - irregular - w/ the tone of voice.
• Now sts - they write a comic about smt / anecdote
  of them using irregular past verbs

example
on board ↬⇥

★dibujitos más detallados
 Y usando colores
        markers

(Lots of SP)
  ☹

• 4 sts share their comics in front
• T previously corrected on their ntbooks.
• Have time by T.

Luis

Pseudonym

- Junior high school
- 1st grade

- Saludo T
- Warm up : no lo detecté
- Sts receive a handout — It's a questionnaire
- T has some issues w/ tech. (conectando proyector)
  ↳ He shows some idiomatic expressions
    ↳ Text (i.e. "beat around the bush")
    ↳ Example – video ▷
    ↳ A st represent an example (T helps)
- All class in EN (by T) so far — Sts some EN but mainly SP.
- T has some issues w/ Pronunciation ☺
- Work on book now – Sts seem a bit confuse they ask questions – dudas más bien sobre significado real → T just use EN Language.
- The exercises on book are about idiomatic expression
- Some sts try to answer the exercise in pairs, they help each other.
- T check & correct answers in frorboard w/ the projector.
- HmK given by T.

• Private
• Gto.

frases
plunik