



ENGLISH TEACHING CONFERENCE
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Universidad Juárez
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ENGLISH TEACHING CONFERENCE 2015

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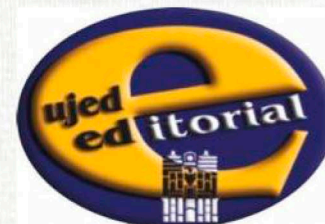
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PRESENTATION

THE ENGLISH TEACHING CONFERENCE WAS CREATED WITH THE PURPOSE OF INCREASING AWARENESS ABOUT THE IMPORTANCE OF PROFESSIONAL DEVELOPMENT OF ENGLISH LANGUAGE TEACHERS BY CREATING A SPACE WHERE WE CAN SHARE OUR WORK, THOUGHTS AND EXPERIENCES. UNIVERSIDAD JUÁREZ DEL ESTADO DE DURANGO CALLED ON RESEARCHERS AND TEACHERS TO PARTICIPATE AND THEY ALL CAME TOGETHER ON MARCH 11TH, 12TH AND 13TH, 2015 IN THE CITY OF DURANGO, DURANGO.

MORE THAN 800 TEACHERS AND STUDENTS HAD ACCESS TO TALKS BY PLENARISTS AND SPEAKERS OF THE HIGHEST QUALITY. THE PRESENCE OF THE “RED DE CUERPOS ACADÉMICOS EN LENGUAS EXTRANJERAS RECALE” ALSO BROUGHT TOGETHER A NUMBER OF RESEARCHERS WHO SHARED FINDINGS OF STUDIES WHILE THEY ALSO WORKED ON NATIONAL RESEARCH PROJECTS THAT ARE MEANT TO EXPAND KNOWLEDGE IN THIS AREA OF STUDIES. WITHIN THIS BOOK YOU WILL FIND FOUR ARTICLES THAT PRESENT SOME OF THESE RESEARCHERS WORK.

M.A. KATHERINE GRACE DURÁN HOWARD
PRINCIPAL





“Exploring strategies to help teachers identify and support students with the Asperger Syndrome”

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ABSTRACT

This paper explores the different characteristics of students with the Asperger syndrome and the development of strategies English teachers can use in the classroom to cope with this condition. The Ministry of Education in Mexico has changed some reforms to include children with special needs in the regular schools. This is not an easy task, since it requires teachers to be formed for that enormous responsibility, as well as learning different strategies to teach and manage these students in the classroom. The Asperger Syndrome is a condition that requires special attention and is considered a mental disability in which children present social skills problems and interests in single topics, among other problems to



be part of a group. The lack of information in schools about this condition is affecting these students, instead of helping them with different alternatives to support their academic development and more important, their social skills

INTRODUCTION

The new reforms in Education in Mexico require teachers to be trained and sensitized to teach and manage students, including those with special needs; such as the Asperger Syndrome ones. For doing so, it is necessary to include several strategies that teachers can use in the classroom in order to improve the teaching practice and guide these students more wisely.

THE STUDENTS WITH THE ASPERGER SYNDROME (S.A STUDENTS)

This syndrome encompasses physical, medical, and emotional disabilities (Child Welfare Information Gateway, 2010). Therefore it is essential to understand the characteristics of these students in order to search for different strategies that teachers can learn and use in the classroom. In her dissertation, Ramírez (2015) provides some information from the Asperger site of The National Autistic Society (2014), which mentions the three main areas of difficulties: the social communication, the social interaction and the social imagination.

The social communication area describes how people with this syndrome find difficult to express themselves emotionally and socially.

They...



- have difficulty understanding gestures, facial expressions or tone of voice
- have difficulty knowing when to start or end a conversation and choosing topics to talk about
- use complex words and phrases but may not fully understand what they mean
- are very literal in what they say and can have difficulty understanding jokes, metaphors and sarcasm.

The second difficulty is related to the social interaction, and they have problems initiating and sustaining social relationships.

The third one is the social imagination; they have trouble imagining alternative outcomes to situations and finding it hard to predict what will happen next.

It is very common not to recognise children with this syndrome, since they look like any other child, so some people think they are bad-behaved and spoiled because sometimes they “do tantrums” and spend hours crying, for instance. Many times parents do not understand what happen to them, and perhaps these children do not know it either. In some of our experiences, these children are seen as “different or weird” from their partners at schools because of their behaviour, not because the physical appearance; and teachers do not know why they usually ask about everything, they prefer to follow routines, which become difficult to break up, and have very specific interests.

The diagnosis is difficult to get most of the times, and it is common to confuse the diagnostic with hyperactivity, therefore according to psychiatrics’ advice, parents should take them to follow specific studies, such as answering certain autism questionnaires (M-Chat, Escala Autista de Gilbert, ASSQ) observation sessions, among others; keeping in mind that all this has to be done only by experts in autism. Teachers can only observe the student and if there’s



something abnormal; we suggest them to talk to the authorities of the school, but even that, teachers have to be very careful, we are not professionals in that area to determine what the problem is.

The expert Jo Rudy (2014) explains that *“Asperger syndrome is different from other disorders on the autism spectrum, in part, because it is often diagnosed in older children and adults as opposed to very young children. The issues that emerge for people diagnosed with Asperger are related specifically to social and communication skills; skills that only become significant as people get older and need to negotiate complex social situations.”* Nowadays different humanistic approaches see the interpersonal abilities as one of the most important characteristics any person should have, Emotional and Social intelligences are considered today essential to be successful since we are part of a society and need to live together; trying to understand and respect people’s individuality. Perhaps a good way to start is precisely promoting inclusion in schools through the reforms in the Mexican educative system.

As it was mentioned before, the Ministry of Education in Mexico has been developing new reforms that look for improving the teaching practice, as well as offering students better educational conditions. Some of these reforms are:

- **To Improve the educational quality that means equality and inclusion for all kids with any special need in all groups,**
- **To improve the schools capacities and the educational services in order to give a better education.**

Unfortunately the lack of information in schools about this condition is affecting these students. From our point of view, teachers need to be informed and trained by specialists in the area, no matter which subject we teach, we need to realise that this is something that will be part of our classrooms today, and perhaps, we can make a change on these students’ life with our support.

According to Anke de Boer, et al (2011), studies revealed that the majority of teachers hold neutral or negative attitudes towards the inclusion of pupils with special needs in regular primary education. No studies reported clear positive results. Several variables are found which relate to teachers' attitudes, such as training, experience with inclusive education and pupils' type of disability.

For this reason, the Academic Body Professional Development and Evaluation of Teaching Languages has been working on developing different projects serving the community of Chiapas' language teachers, and one of the projects we are working on is about giving short talks and workshops related to students with the Asperger Syndrome in the classroom. We believe that teachers require more support in different areas, but much more in those related to the psych pedagogical field; hence some of the members of the CA developed Spanish and English presentations explaining the characteristics of the AS students, and proposed different strategies to manage children and teenagers with these characteristics; however it is important to understand that these are only ideas based on professional literature in this area and one of the article's author's own experience with an AS child.

STRATEGIES

In general we suggest the following strategies to teachers at school:

- **Keep them busy, plan and prepare extra activities for them if necessary.**
- **Help them follow routines but teach them that these routines could change and nothing happen.**
- **Give them more time for the tasks or exams if necessary to avoid frustration. Frustration is one of the main reasons to start an emotional crisis and teachers should avoid them.**



“EXPLORING STRATEGIES TO HELP TEACHERS IDENTIFY AND SUPPORT STUDENTS WITH THE ASPERGER SYNDROME”



- Keep an eye on them, if they present an emotional crisis, try to calm them down and take them out of the classroom to talk.
- Try to give them topics or tasks they can find interesting, such as science, technology, or projects and presentations.
- Do not take things personally.
- Do not shout them out. Be firm.
- Ask them to follow an agenda, so they can write their homework, or important notes of the class.
- Make sure they copy the notes and the homework to do.
- Reduce the quantity of writing tasks or make them write in parts.
- Guide them with a calendar, or perhaps make one by weeks; so they know what they are expected to do. But again, teach them that they are plans and sometimes they may change.
- If they work in teams, pay attention to their development, and try to integrate them to the group.
- Make sure your instructions are brief and clear.
- Design a poster with the rules of behaviour for all the students in the classroom with their collaboration, and stick it on the wall.
- Motivate them all the time, but especially when work hard.
- Prepare short and clear questions in the exam, and guide them if necessary.
- Remember they understand everything literally, they have troubles for understanding jokes nor sarcasms, so avoid them, or just explain the ideas. The same with their classmates.
- Show them we are there for anything they need.
- Be patient



FIGURES:

Some other ideas with posters in the class:

Hacer un examen

1. Leo despacio todas las preguntas.
2. Pienso si tengo alguna duda y la pregunto.
3. Empiezo por la pregunta que sé mejor.
4. Miro el reloj para ver cuánto tiempo me queda y cuántas preguntas.
5. Dejo la más difícil para el final.
6. Repaso el examen antes de entregarlo.

CUANDO ESTAMOS ENFADADOS

PODEMOS	NO PODEMOS
<ul style="list-style-type: none"> • PONER CARA DE ENFADO • DECIR QUE ESTOY ENFADADO • HACER COSAS QUE NOS TRANQUILICEN, COMO IRNOS A NUESTRO CUARTO • CUANDO ESTAMOS TRANQUILOS, HABLAMOS Y SOLUCIONAMOS LOS PROBLEMAS. • SI METEMOS LA PATA, PEDIMOS DISCULPAS 	<ul style="list-style-type: none"> • DENTALEAR • GRITAR • DAR PATADAS A LAS PUERTAS • PEGAR • INSULTAR • TIRAR LAS COSAS • ROMPER LAS COSAS

ESTO TIENE CONSECUENCIAS:

- * PAPÁ Y MAMÁ SE ENFADAN
- * NOS CASTIGARÁN PARA QUE APRENDAMOS QUE ESTO NO SE HACE

¡SERÁN UNA HORA SIN DUEÑO!

CONCLUSIONS

As we have said, the students with this syndrome demand more attention and care than other students; their physical, medical, and emotional disabilities require teachers to work harder and to be trained and informed. To conclude, since the three main areas affected are related to communication and interaction with other people, we believe that it would be helpful if we take into consideration four aspects:

- the integration of these students to the group is a matter that teachers should always consider,
- to be concerned about finding out different ways to make them the process of learning more significant and motivating,
- to be open to learn more about the syndrome and find out different ways to cope with the problems that could be presented in the classroom, trying to keep the students' self-esteem high.
- to keep in mind that we are not experts in this field, there are neurologists, psychologists and psychiatrists who can guide us in the process of teaching and taking care of them in the classroom and remember that their parents are the basis of all, without their support there is very little we can do for them.

The strategies presented above are just ideas to help in the daily life in the class, there are more we can search for, nevertheless the most important thing to think of is definitely to have love for our profession, concern and reflection about how things can work better in our classrooms, and at least try to more be emphatic with their condition and feelings.



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How could learners of the BA in ELT develop autonomous language learning?

J.S. García Barrón

ABSTRACT

After globalization, learning English has become a necessity. However, many learners, especially in Mexico, seem to be reluctant to accomplish this goal, and depend on their teachers to both study and learn it. Therefore, this research seeks to find a way of fostering autonomous English learning through leading learners to identify their deficiencies and strength their metacognition, motivation, self-assessment and collaborative work. It has as framework contemporary theories in foreign language teaching such as the ones underpinning a learner-centered paradigm, social-constructivism, including the concept of zone of proximal development. The research was carried out during my professional practices along with a broader study carried out by the teacher in charge of the Introductory English Course to the BA in English Language Teaching [BA-ELT] at the School of Languages of the Juarez University of the State of Durango [ELE-UJED]. A mixed-method approach was used for this research. The results showed that participants were on the track of becoming autonomous learners.



SECTION 1 INTRODUCTION

The need of English for international communication was acknowledged by Mexico, and, in Durango, the ELE-UJED was created in 2008. One of the problems widely identified is the learners' dependency on their teacher to learn. In addition, information collected by the research group of this school (unpublished data) reveals that learners have deficiencies in their command of the different communicative and linguistic skills. Thus, it is believed that it is necessary to support learners in two ways to develop their autonomous language learning (ALL) and to identify their deficiencies.

SECTION 2 PROBLEM

In the field of language learning different researchers such as Paiva and Braga n.d.; Dickinson in Hurd (2006); Meneze in Murray et al. (2011) have carried out a considerable amount of studies related to ALL. In addition, some government departments and organizations such as the Mexican Ministry of Education (2006) and the Council of Europe (2011) have shown interest in helping language learners to become autonomous. However, contrarily to expectations, [1] Kavaliauskiene asserts that there is a common phenomenon among learners to rely on the teacher and be passive; besides at the ELE-UJED the learners display a strong tendency towards dependency on their teachers to learn English. Thus, in this research, the learners' dependency on their teachers to learn at BA-ELT at the ELE-UJED is analyzed because learners may not only lose total responsibility for their learning but also become passive participants in mastering English.

SECTION 3 OBJECTIVES

The main objective is to formulate a proposal to answer the question “How could learners of the BA-ELT develop autonomous language learning?” The second one is to identify if the learners are motivated to learn English autonomously. The third one is to identify if they can find their learning needs efficiently. The last one is to identify if they are motivated to learn English collaboratively.

SECTION 4 LITERATURE REVIEW

This research is conducted based on a learner-centered paradigm, social-constructivism learning theory and zone of proximal development, as well as autonomous language learning as a complex system, and some of its elements, learners’ needs, motivation, metacognition, collaborative learning and self-assessment.

SUB-SECTION 1 LEARNER-CENTERED PARADIGM

[2] O’Neil and McMahon, citing Harden and Crosby, say that a learner-centered paradigm focuses on what students do to learn, rather than what the teacher does. In addition, [3] Çelik and Özbay suggest that most foreign language teachers consider that a learner-centered paradigm is one of the most effective models for teaching. Thus, it can be inferred that this paradigm emphasizes how learners construct their learning because it establishes them as the principal actors in developing their learning. Therefore, by using this paradigm in a language classroom, teachers stop transferring



their knowledge but make it available to learners because teachers support both the reflection about and responsibility for learning.

SUB-SECTION 2 SOCIAL-CONSTRUCTIVISM

The main foundation of social-constructivism comes from Vygotsky's ideas. According to [4] Harry, they are influencing a sociocultural revolution into the learning paradigms nowadays. Besides, [5] Coll asserts social-constructivism aims at comprehending the situations influencing the construction of learning in relationships between society and learners. Thus, learners should have social interactions not only with their teacher but also with classmates so that learners can construct their learning more effectively.

Although, social-constructivism is based on the idea of social interaction, [6] Coll states this paradigm has the concept of zone of proximal development (ZPD) as its central axis. The ZPD was coined by Vygotsky, who in [7] Kozulin et al. explains it "as the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under teacher guidance or in collaboration with more capable peers." In a language classroom, the learners' actual development is their language proficiency level, and their ZPD is the next proficiency level.

SUB-SECTION 3 AUTONOMOUS LANGUAGE LEARNING AS A COMPLEX SYSTEM

The development of ALL should be considered as one of the final objectives in the field of language education because as it was established in [8] *Study Programs for Foreign Language: English for Basic Education Secondary School in Mexico* "schools must

provide the necessary conditions so that students participate in different learning experiences and gradually achieve autonomy in their intellectual work.” In addition, the [9] Council of Europe proposes that “autonomy or savoir-apprendre is the ability to observe and participate in new experiences and to incorporate new knowledge into existing one, modifying the latter where necessary”.

However, in spite of the different studies on ALL, according to [10] Mynard there are different concepts related with ALL but there is not a shared perspective of what it is. One perspective that may support the understanding of developing ALL, at least, at the ELE-UJED is ALL as a complex system. According to [11] Paiva and Braga a complex system is a combination of different learning elements that cooperate and influence one another mutually; in this case developing ALL. Thus, it can support teachers, and learners in understanding the inherent elements to develop ALL. [12] Paiva and Braga affirm autonomy has to be studied with all its elements together. Otherwise, a clear vision on how each of them influences the other will not be obtained. In addition, Meneze cited in [13] Murray et al. affirms that by regarding autonomy as a complex system a solid ground for theorizing it is provided. Then, if there is an agreement on the both the importance of ALL and the fact that one of the best way to analyze and study autonomy is as a complex system, it can be considered as a relevant perspective in constructing solid language learning.

SUB-SECTION 4 LEARNERS’ NEEDS

As it was suggested previously by a learner-centered paradigm, it is necessary to place the learners in the main axis of teaching. To achieve it, the teaching practice must be focused on both identifying and satisfying the learners’ learning needs. According to [14]



Hutchinson and Waters learners' learning needs can be segmented on learners' needs, which are personal necessities; learners' wants, which are personal beliefs about language learning; learners' deficiencies, which are gaps between the target situation and learners' proficiency level. According to [15] Nation and Macalister to identify the learners' learning needs it is necessary to carry out a needs analysis because it will set a relevant course for the learners.

SUB-SECTION 5 MOTIVATION

According to [16] Murray et al. motivation is an essential component in the development of ALL. In the same line of thought is Dickinson 1995 cited in [17] Hurd who assures 'there is a strong link between motivation and autonomy...' because a motivated learner can make greater efforts, study both collaboratively or individually and reflect on their learning. Thus, motivated learners can have more opportunities to enhance ALL.

SUB-SECTION 6 METACOGNITION

Another element from the perspective of ALL as a complex system is metacognition. Ellis cited in [18] Morales et al. refers to it as the knowledge and self-awareness learners have of their self-language learning. [19] Griffiths also states that by means of self-reflection learners thoughtfully reflect and evaluate how and what they learn. Then, this self-reflection can be boosted by the identification of the learners' learning needs and motivation, and once these elements are combined, a shift towards more autonomous learners can be seen.

SUB-SECTION 7 COLLABORATIVE LEARNING

There is a complex phenomenon in language classroom which is the diversity in proficiency levels. It is vital to pay more attention to this phenomenon by involving the learners in collaborative learning. [20] Sanders affirms that In collaborative learning, learners at various or similar performance levels work together in specific groups towards a common goal. Furthermore, [21] Dooly establishes it as a process meant to facilitate the achievement of specific goals, in which learners are responsible for working together to construct their own and classmates' learning. Hence, they can work based on both their real proficiency levels and learning needs, specifically their learning deficiencies.

SUB-SECTION 8 ASSESSMENT

Based on both [22] Spratt et al. and [23] Council of Europe assessments are organized ways to collect, and to analyze information related to learners' performance and proficiency. [24] Gardner also asserts assessments support learners to build not only confidence but also motivation, and to demonstrate learning acquisition; which along this research have been acknowledge as important elements in developing ALL.

There are different types of assessments, yet self-assessments were selected as one element in ALL as complex system. According to the [25] Council of Europe, they are judgments about one's proficiency level. However, they must be justified on the learners' previous learning, including strengths and weaknesses, in order to have at reach what is needed to learn. In addition, the self-assessments



results can be compared to a test to corroborate learners' thoughts on their proficiency level.

SECTION 5 METHODOLOGY

This research was conducted along the *School of Language's Introductory Course* based on a mixed-method because it supports in answering the research question by combining quantitative and qualitative characteristics to investigate. The first step in this research was identifying learners' needs and real levels of English at the beginning of the course, by means of self-assessments and a Key English Test (KET) sample to design the course based on them. The second one was to create collaborative learning teams and select their corresponding tutors, based on the previous results, to work on specific needs such as speaking, writing, listening, and reading. Then, along the course, learners were observed to support both their performance and specific needs. They also worked and studied in collaborative learning teams. In addition, learners completed a survey and did interviews to know their opinions about ALL, collaborative learning, motivation to learn English, ways to identify what to study and learn. Finally, learners who were tutors took a Preliminary English Test (PET) sample, and the other learners took a second KET sample almost at the end of the course.

The first stage in the development of the data analysis involved reviewing and sorting the research participants' self-assessments, the two KET samples' and PET's results as well as the surveys, observations and interviews.

The results from the self-assessment checklists, and the two KET samples and PET samples were analyzed to identify the learners' learning needs and learning progress. The results of these samples were analyzed by Veleta Gándara using Microsoft Excel.

The observations were based on Richards' strategies who, in [26] McKay, suggests to observe and record everything that happens in the classroom to get a broad look of the learner; to observe for unusual situations, behaviors; to look for paradoxes in learners' behaviors (such as willingness and reluctance to work with some classmates); to identify problems and to find out a possible solution by taking into account all the collected information.

To collect the survey's data, the questions were divided and classified, in agreement with Dörnyei, who in [26] McKay, suggests to analyze the information on factual, behavioral and attitudinal. Thus, it was possible to analyze the participants' motivation, beliefs about collaborative learning and ALL, and ways to identify what to study.

SECTION 6 PARTICIPANTS

The data for this research came from a study of seven participants, five females and two males at the introductory course of the BA-ELT at the ELE-UJED. They were selected as a sample of convenience. Their ages varied from 18 to 28 years old.

SECTION 7 MATERIALS

In order to get the results different tools were used such as self-assessment checklists, designed by Reyes Fierro, to find learners' learning needs and learning progress; KET and PET samples, to know if their levels of English ameliorate; a survey and interviews, to understand opinions about both autonomous and collaborative learning; and observations, to analyze behaviors in class.



SECTION 8 RESULTS AND DISCUSSION

When the participants were asked about their motivation to learn English autonomously most of them said they were motivated due to their desire to become English teachers.

The participants did not know how to identify their learning needs efficiently because most of them affirmed that *“By watching movies or reading books is their way to recognize what to learn.”* However, those may be out of their zone of actual development: then, if they do not understand the entire movie, their deficiency is in their listening skill. This can be seen in table 1 where the weakest skill was writing. Thus, it seems learners need training on how to use self-assessments accurately because if they advance further without identifying and solving their learning needs, the weaker their learning will be.

Research Students	1	2	3	4	5	6	7
Reading	60%	80%	69%	69%	69%	80%	87%
Writing	50%	60%	40%	60%	75%	87%	90%
Listening	55%	70%	55%	76%	70%	89%	88%
Grammar	45%	69%	80%	50%	81%	85%	83%
Vocabulary	70%	100%	70%	79%	78%	84%	88%
Average	56%	75%	62%	66%	74%	85%	87%

Table 1: KET sample

Based on observations and learners' comments, their motivation to work in collaborative teams depends on the situation and classmates because there were situations where participants show reluctance to work with their peers.



SECTION 9 CONCLUSIONS

After analyzing the results from this research, a proposal to develop ALL, based on the theories and elements studied, is the following: To develop ALL, it should be regarded as a process that helps learners to apply objective efforts to identify and judge their learning using continuous assessments based on their progress so that they keep motivated. In addition, the teaching and learning practice must respect the learners' proficiency level otherwise their learning can suffer from deficiencies. It is also necessary to consider ALL as a complex system because this perspective allows the integration of more variables depending on the specific context; so it can easily adapt to the vast varieties and circumstances that each context may have.

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Researching The Impact Of Partnership Relationships On Teachers' Academic Development

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ABSTRACT

In this article we report the findings of a study focused on the impact of university teachers' partnership relationships on their professional development, that is, the completion of higher degrees. The study analyzes the kinds of support teachers receive from their partners as well as the type of relationship they have formed. A survey and a narrative frame were used to collect the data which were analyzed from the perspective of gender. Among other things, the findings confirmed that regardless their educational degree, teachers tend to live accordingly to the traditional gender roles which along with the economical factor, impact on teachers' decision to continue their education.



INTRODUCTION

Teaching is a community of practice characterized by the demands made upon its members, such as the activities done beyond the job schedule and the time devoted to activities related to giving classes such as lesson planning, checking homework and grading exams. At the same time, they require teachers to devote more time to activities related to program management and academic production.

The educational institutions have stressed the necessity for teachers to access to higher academic degrees. Many public universities offer their academic staff scholarships and research internships in other universities. However, very few teachers of the School of Philosophy and Literature of the Autonomous University of Tlaxcala have taken advantage of such opportunities. These opportunities are usually offered to young teachers because the institution seeks to invest in academic staff that will benefit the institution for a longer period of time. Some young teachers desire to continue their education, but they struggle to manage the multiple responsibilities they have acquired in their professional and personal lives.

The aim of this study was to gain insight into teachers' academic progress in terms of their partnership relationships which are in turn, influenced by the family cycle. The discussion will be centered in the differences brought up by the participants' gender roles.

PROFESSIONAL DEVELOPMENT AND PARTNERSHIP RELATIONSHIPS

The relationship between professional development and gender roles has been studied for over three decades by multiple scholars



who have shown that although more women are increasing their participation in the labor force [1], there is very little progress in their work conditions [2]. The expected benefits of having a job may not have been received by women which causes strain on their personal lives. On the other hand, the current economic and employment situations are attracting more men to the teaching area. However, they are a minority in this area and in the School of Philosophy and Literature where this study was carried out.

The authors referred in [3] offered a classification of the different types of partnership relationships: facilitating, hindering, indifferent and competitive. Facilitating partnerships provide moral and practical support which favor the professional, familiar and personal development of its components. On the contrary, hindering partnerships work against the professional development, especially of women, because they are strongly influenced by the traditional female/male roles. The indifferent partner seems unconnected to his/ her partner's professional development and ignorant of the demands of family life. Finally, competitive partners contend implicitly or explicitly to obtain a better job position and/or salary and seldom acknowledge their partner's professional achievements.

These types of partnership are closely linked to the types of support identified by [4] which are: moral, practical and economical. Moral support refers to the encouragement given to a person to show approval of what they are doing without making any contribution beyond the emotional or psychological value of the encouragement. On the other hand, practical support means collaboration in the chores that need to be done in order to keep the family functioning. Finally, economical support refers to the financial provision the partner needs in order to continue his/her education.

Another aspect that affects professional development is the parenting phase in which the teacher is. Parenting is a challenging part of the life cycle because it introduces another role to the ones already

assumed (individual and partner) by the teachers. Parenting can be time consuming and requires commitment and skills that can cause concern and stress.

With reference to [3], the authors did not find pure types of partnership because factors such as parenting phase and type of support cause hybrid partnerships. The study mentioned in this paragraph was carried out in Mexico and included 15 Mexican female academicians who belonged to the Mexican System of Researchers (SNI). The findings showed that it was more difficult for women in an early stage of their family cycles to maintain the level of their research. In addition, no pure categories of partnerships were found.

METHODOLOGY

The results found in literature posed the following issues to be considered: Can the results be extrapolated to those female teachers who are not part of the SNI? Do female teachers have more obstacles hindering their academic progress than men? Why is it that men in our faculty have not reached higher academic degrees either? These issues raised the questions below.

RESEARCH QUESTIONS

How do teachers' partnership relationships and life cycles impact on their professional development?

Do they receive support from their partners to continue their education and if so what kind?

Do these elements affect the participants' choice to either continue or not with their academic progress?



PARTICIPANTS

The School of Philosophy and Literature offers five majors: anthropology, history, literature, ELT and philosophy. A total of 17 teachers participated in this study; 12 female and 5 male. All of the women teach at the ELT program, 2 of the male participants teach at the history program, other 2 at the philosophy program and 1 teaches at the ELT program.

Only participants in a current stable relationship were approached. Participation was solicited directly from the investigators in their role of colleagues/researchers. The researchers did not participate in the study. The data were collected in February 2014.

PROCEDURE

Participants were provided with brief information about the aim of the research and were invited to participate. If they accepted to take part in the research they were asked to fill out a survey, described in the following section, which gathered their demographic information. After that, a narrative frame was designed and implemented in order to find out about their partnership relationships and academic progress. Both instruments were designed and implemented by the researchers in a two week period.

Survey

The survey aimed at collecting demographic data such as gender, age, birth place, residence, academic degree and amount of time working as an academic, job status (e.g. full time or part time), rela-

tionship status, and parenting phase. Relationship questions included their partner's age, birth place, educational background, occupation, amount of time in the relationship. Parenthood questions included the number of their children, and their ages. Finally, they were asked whether they had household help or not.

NARRATIVE FRAME

A narrative frame, a tool developed by [5] to investigate language teachers' experiences, is a template "consisting of starters, connectives and sentence modifiers which provide a structure within which participants can concentrate on communicating what they want to say whilst scaffolding them" [6]. The narrative frame, in opposition to an interview, would give the participants freedom to answer or not to a question without causing an uncomfortable atmosphere. Another reason for using the narrative frame was time constraints since most of the participants have busy and varied schedules which would hinder the data collection process.

The narrative frame elicited information about the amount of hours a week the teachers spent in classes; the tasks the job demands beyond class hours; their household chores; if their partners did household chores and if so which; their partner's income in comparison to theirs; whether they had continued or not with their education and the causes; the type of support they received from their partners which could be non-existent, moral, economic and/or practical; what the support received meant for them and what they thought about balancing their jobs, families and professional development. Both the survey and narrative frame were written in Spanish because not all the teachers were familiar with English.



DATA ANALYSIS

The data were analyzed in terms of the distribution of household chores teachers had to do as well as the type of support and parenting phase in which they were. These elements were taken into consideration to identify the type of partnerships teachers at our faculty have formed and their relation to their academic development.

FINDINGS

A number of common themes emerged from analysis of the data. The participants' demographic data is shown below. There were 13 married teachers and 4 living in free union. Their ages ranged from 24 to 59; 12 of them were female and the rest were male. Three of them held a B.A. degree while 6 had master's degrees, 5 were master's candidates and 3 held doctorate degrees.

Table 1: Participants' demographic information

Partici-pant	Gen-der	Age	Relationship status	Degree	Partner's degree
1	F	24	Free union	M.A. candidate	B.A.
2	F	30	Married	B.A.	B.A.
3	F	36	Free union	B.A.	B.A.
4	F	37	Married	M.A.	M.A.
5	F	29	Free union	M.A. candidate	High School
6	F	43	Married	M.A. candidate	M.A.
7	F	40	Married	M.A.	B.A.
8	F	40	Married	M.A.	B.A.
9	F	49	Free union	PhD	PhD
10	F	46	Married	PhD	PhD
11	F	35	Married	M.A. candidate	M.A.

12	F	48	Married	M.A.	M.A.
13	M	45	Married	PhD	M.A.
14	M	41	Married	M.A.	B.A.
15	M	48	Married	B.A.	PhD
16	M	56	Married	M.A.	B.A.
17	M	59	Married	M.A. candidate	M.A.

As for the job status, full time teachers include the 3 participants holding doctorates, the 6 ones holding M.A. degrees, 2 of the M.A. candidates and 1 B.A. participant. The other 5 work part time at this university.

DISTRIBUTION OF HOUSEHOLD CHORES

The female participants reported that the household chores they regularly did, included: cooking; taking care of children and pets; cleaning and doing the laundry, dropping at and picking up children from school, taking children to extra-curricular activities, studying and doing homework with their children, shopping, washing dishes and gardening. Eight of the 12 females reported doing all these chores despite having household help. On the other hand, male participants reported that their chores included “washing dishes, doing *my* laundry, *sometimes* cooking and *rarely helping* with the cleaning” (participant 16). Participant 14 wrote: “mainly looking after *my* children and at least try to keep *my* workspace clean”. Participant 17 stated that he helped by taking children to school and helping them with homework, helping sometimes in the kitchen but mostly taking care of the house improvements and car repairs. This participant mentioned having household help.

The difference seen in this aspect was that females usually do chores for the family while men reported doing chores for themselves once in a while. For example, participant 15 wrote: “cleaning

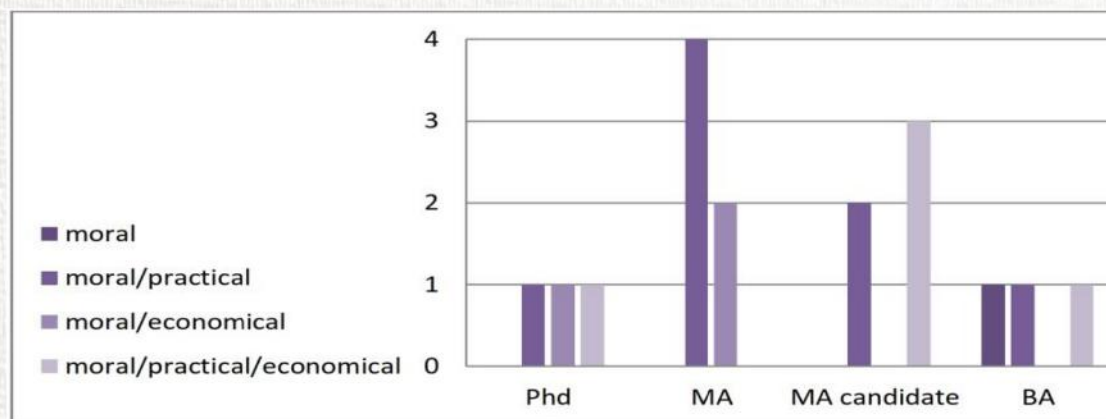
my workspace and some common area spaces”. This participant’s wife is a co-worker who does not have household help and has a Phd. However, she continues to do most of the household chores.

Although many men nowadays participate more in household chores, women continue to do the most of them regardless of their academic degree. With reference to [7], the authors state that the division of household labor affects labor force participation, marital and family satisfaction as well as psychological well-being. In their study, they found that gender remains the most determinant factor for the distribution of household chores. However, they also found that most women and men do not perceive such division as unfair which may explain the slow change seen in the distribution of household chores.

DEGREE AND TYPE OF SUPPORT

Only one of the participants felt moral support solely and the rest of them reported to receive mixed types, that is, moral plus economical, or /and practical support. Five participants receive the three types of support. One of them, male, has a doctorate and his partner is a teacher, too.

Table 2: Degree and type of support



The other 3, master's candidates, said that despite having all types of support, they have not finished their thesis because of the demands of being in an incipient, early and starting parenting phase. The male participant mentioned above is in the early and medium parenting phase but his wife carries most of the chores related to their children. The other female participant who holds a B.A. and receives all types of support is also in an early parenting phase which seems to be the cause for not continuing with her education.

In some cases, female teachers decide on putting their professional progress on hold because their partners have more demanding and higher paid jobs. In this study, participant 6, for example, said: "At the moment, it is my job to support my husband because his job gives us (financial) stability and better opportunities for (professional) growth". This study did not consider the influence of the economical factor on the teachers' decision to continue or not their education.

DEGREE AND PARENTING PHASE

We could identify five different kinds of participants' parenting phases. According to their children's ages and the care they require, the parenting phrases are: incipient, starting, early, medium and mature. Teachers in the incipient phase do not have children yet or have children between the ages of 0 and 3 which implies more care and time to satisfy their physical and biological needs. In the starting phase, children are from 4 to 7 years old during which they start their school life and may have extra-curricular activities that require attention from their parents. In the early phase children ages range from 8 to 12 years old. At this phase, children may start to become more independent in terms of their physical and company needs. The medium phase includes children between the ages of 13 and 18 and finally, in the mature phase, children +19.



The table below shows the number of children of the participants. In total, teachers had 31 children as shown in table 4. Most participants have 1 or 2 children while only one has 3 and another one has 4. The latter two teachers are male. One of them has a maid to help with household chores and the other one's wife is a homemaker so she takes care of all the chores.

Table 3: Degree and number of children

PhD	M.A.	M.A candidate	B.A.	Number of children
-	-	1	-	0
1	2	2	1	1
2	1	1	2	2
-	3	-	-	3
-	-	1	-	4

Having few children may help teachers' professional development as the participant 9 mentioned "the fact that I have only one daughter has allowed me to do it (obtaining a doctorate and being part of the SNI)".

The table below shows the stage in which the participants' children are. Some participants are in a defined phase because they have a single child, no children or have grown up children which put them in the mature phase. However, most of the participants are in mixed parenting phases because they have children of different ages. For example candidate 17 is in the medium and mature phases, the participant 8 is in the starting and early phases and participant 14 has children in the starting, medium and mature stages. For some participants parenting phases are important because the earlier the phase, the more time consuming it is for parents. Participant 5, a master's candidate said that she has not obtained her degree because she has "no time, fortunately, I finished my (master's) courses before having children. Working all week hinders me finishing my thesis and obtaining the degree". Another M.A. candi-

date who is in the starting parenting phase, works mornings and evenings and has not finished writing her thesis said: “When I finish my working day, I get home and there are things to do so I end up completely exhausted” (participant 11).

Table 4: Degree and parenting phases

Parenting phase	PhD	M.A.	M.A candidate	B.A.
incipient	-	-	1	-
starting	-	4	1	-
early	1	3	2	2
medium	2	2	1	1
mature	2	4	3	2

In the Phd category it can be observed that the only teacher in the early parenting phase is a male participant whose wife takes care of children. In the study by [3], women in the mature parenting phase did not show problems balancing their home and work activities whereas women in the early phases described problems to do so. In this study we found that the number of children do not seem to be a problem but the parenting phase, time availability and the financial stress of continuing their education affects teachers' advancing their education.

DEGREE AND TYPE OF RELATIONSHIP

We found instances of mixed types of relationships. There was a mix of facilitating and indifferent partnership. Participants 8 and 10 reported that their partners would support them if they were in a study or job related activity but as soon as the activity was finished their partners would stop helping them. This is consistent with the outcomes of the study by [3] who did not find pure types of relationships.

The majority of the participants stated they had facilitating partners. The 2 Phd participants in this category reported that their partners encouraged them to continue their professional development. It is important to consider that both of their partners are in the education field and one of them works for the same institution while the other accompanies his partner to do field research. One of their partners also has a PhD and the other has a master's degree. This means that they not only are in the same field but also have similar or equal education. This suggests a more equal type of relationship. With reference to [1], the authors found evidence that academic staff tend to partner with people who are also employed in the academic community.

Table 5: Types of partnership relationships

Partnership relationship type	Phd	MA	MA candidate	BA
facilitating	2	4	5	2
hindering		1		
indifferent				1
mixed	1	1		

Participant 17, an M.A. candidate, offers another example of facilitating partnership: “My wife supports me in the revision of the texts I write, we discuss the issues I address and she takes over the tasks I usually do when I’m not busy”. This and the partnerships above seem to be the most facilitating.

We identified one hindering relationship because the participant’s partner dislikes his work schedule. This participant holds a master’s degree and his partner is a housewife which may be the reason for not understanding the demanding hours that teaching and professional development require.



There was also an indifferent partnership. According to participant 15, he receives only moral support from his partner because they are both formed in different academic fields. Although his wife holds a Phd, he feels they have no common grounds because their academic fields are dissimilar and what he does has nothing to do with her discipline. He stated: “What I do, I do it on my own...because I like it”.

We found that the stage in which the female participants are in terms of parenting phase affects the most their academic development. Participants 2, 3, 4, 5, 6, 7 and 11 have facilitating partnership relationships but they are in the starting, early or early/ medium parenting phase which means their children require more attention and time. Participant 4 stated that she “decided to spend more time with my son because in the past I spent an average of 2 hours with him daily” and participant 7 said she did not continue with her academic progress because “I took time to have and raise my children”

On the other hand, men who decided not to continue with their education pointed out that the causes for not doing so were health issues (participant 15) and personal problems derived from the death of his son (participant 16). Besides personal problems, participant 16 has a hindering relationship although he reported receive moral and practical support from his wife. Participant 15 felt his partner was indifferent to his academic progress although he reported receiving moral support from his wife. It seems sometimes moral support is said but not felt and no one is exempt of personal tragedies that can stop one’s professional development.

In terms of partnership relationship type, most participants, male and female, identified a facilitating type although that did not seem to contribute significantly to their professional development. As for the scholarships available, some require teachers to travel abroad which is hardly likely if teachers, especially female, are at the early



stages of parenting. The availability of time is a crucial factor which is also affected by the parenting phase.

Distance education may be a viable option for those who desire to continue with their education. However, this type of scholarships are offered solely to full time teachers and in this study 30% of the teachers were part time teachers who must pay for continuing their education which may also require them to reduce their working hours to attend to their courses. Finally, the economic factor which was not considered in this study also plays a part in teachers' decision to develop professionally and academically.

In the light of these results we agree with [8] who propose the design of strategies that may help teachers to face the challenges posed by academic and professional progress by bettering the work conditions provided by institutions and allowing them to create spaces where family and work can interact in harmony. These spaces should be founded on negotiation and the establishment of boundaries and rules.

CONCLUSIONS

In this study, we found that partnership relationships did not seem to affect teachers' academic progress but parenting phases do, especially in the case of women. Most female participants consciously decided to prioritize their mother roles over their education. Female participants who have not continued with their education or finished their thesis despite having facilitating relationships, are in the beginning stages of parenthood which is considered by them as a more important task than continuing with their education. This may not happen merely because of the conformity to traditional gender roles but also because of the few rewards perceived from obtaining higher degrees. The combination of the factors mentioned

throughout this study seemed to affect the participants' choice to delay or either interrupt their academic progress.

Even if scholarships are available, continuing one's education requires an investment of time, money and effort which sometimes is not rewarded properly. These factors should be considered by the educational institutions so other types of support be made available, especially to teachers in early parenting phases, to foster and encourage their academic progress regardless of their work status. Otherwise, part-time teachers will be deprived of the opportunity to progress which will ultimately affect their performance as teachers to the detriment of the institution and the students.

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Understanding the language learner through the L2 motivational self system and investment

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ABSTRACT

Different theories and approaches have attempted to understand the reasons a language learner is more successful at learning a second or foreign language than another. Within those theories, Dörnyei's L2 Motivational Self System theory explores: the ideal L2 self, ought to L2 self, and L2 learning experience. He also complements his motivation theory with a motivational programme, and he claims that it offers a 'novel avenue' to help students create a learner's ideal language self. Dörnyei's research into the field of EFL motivation has offered an opportunity to reflect not only upon the construct itself, but also on the practical side of motivation. On the other hand, Norton argues that high motivation does not



always result in language learning. She argues that investment complements motivation theories and reflects on the ‘unequal power’ relationship between language learners and target language speakers. Investment must be understood as the way L2 learners will acquire a wider range of symbolic and material resources, which will in turn increase the value of their cultural capital. Norton suggests that a language learner’s motivation to speak is mediated by investments that may conflict with the desire to speak. Therefore, a brief analysis of these two constructs is offered here with the main purpose to reflect on classroom language practices in the Mexican context. Also, based on these two topics, we present the methodology to be used in our studies.

INTRODUCTION

Motivation continues to be one continuous trendy topic in ELT (English Language Teaching), partly because to excel at learning a foreign language one needs to be motivated, but also because many students seem not to show interest in learning English. This results in many English teachers saying that their students are not motivated. But, theory has shown that despite its importance, the motivation construct many times has been limited in the studies [1]. Thus, saying that a learner is not motivated based on behaviour would be limited as well. In fact, motivation per se might not be sufficient to understand a learner’s approach to learning a language.

Then, two clear-cut theories are presented that remind us of the elements that the construct of motivation entails. We also present some data regarding the methodologies in our separate still in-progress research studies; the first study is about L2 motivational self-system [2] and the second study is about investment [3] in language learning. Both of them will be carried out with university level students as participants.



MOTIVATION AND THE L2 MOTIVATIONAL SELF-SYSTEM

Motivation was usually studied based on Gardner and Lambert [4] motivation theory. Their initial studies offered important elements to explore motivation in L2, but they were confined to an L2 setting, as the studies were developed in the bilingual country of Canada. Later, Gardner's [5] Socio-Educational Model comprised three areas: 1) Integrativeness, 2) attitudes towards the language situation), and 3) motivation [5], it was the orientations of *instrumentality* and *integrativeness* that turned the attention to the EFL context.

These two orientations in Gardner's theory (1985) explain the language learner's reasons to learn the language. Thus, a learner who is instrumentally motivated probably has a language learning goal relating to obtain more money or get a job promotion while an integratively motivated learner probably has the goal to learn the language in order to know about the culture of English native speakers. In a Canadian context the language learners have access to both languages, French and English, but in an EFL context the English-speaking population target is not always clear. In Mexico, for example, one might think the United States is the main target language group, but we also have Belize as neighbour in the south part of Mexico. Also, many students might have in mind the British, despite being geographically distant, as they and their culture are the main figures represented in many textbooks used in Mexico. These two orientations, then, overlooked the situation where English is learned, where there is no specific group of "English native speakers" or there is more than one.

Dörnyei, a Hungarian researcher, knows that the EFL context can differ greatly from the one of ESL, and that new conceptualizations within the field of motivation had to emerge. Different L2 motiva-

tion theories and findings of self research [6] in the field of psychology gave birth to the L2 Motivational Self System [7].

The L2 motivational self system includes two dimensions from the psychology field: 1) Ideal L2 self and 2) Ought-to L2 self, and a third component 3) L2 learning experience. The first two components explain the two selves a learner can have when learning a language. Specifically, the *ideal L2 self* refers to how the language learner envisions herself. That is, if she wants to learn a second language and sees herself speaking that language in the future, then there is a close relationship between her actual self and ideal self, which might contribute to the learner working towards that goal. Unlike the L2 self, *the ought to self* refers to the qualities the learner believes she needs to possess to satisfy others' expectations rather than her own. On the other hand, the L2 learning experience refers to the positive learning environment the language learner has experienced [2].

Dörnyei [2] describes a six-component motivational programme for language teachers to motivate the learner, but based “on the creation of an attractive vision of the learners' ideal language self” [8].

1. *The Construction of the Ideal L2 self* refers to raising the learner's awareness about future dreams and aspirations, and probably reviving those ideas learners had about the use of the language (possible selves).
2. *Imagery enhancement* deals with strengthening the vision of those possible L2 self-images to promote them through techniques of creative and guided imagery.
3. *Making the ideal L2 self plausible* can be fostered by setting realistic honest expectations harvested from imagination and reality.
4. *Developing an action plan* that comprises three aspects would favour the development of the ideal L2 self. Those aspects are 1) setting a goal, 2) an individualized study plan, and 3) instructional methodology.

5. *Activating the Ideal L2 Self* by setting up classroom activities that encourage communication and promote cultural awareness.
6. *Considering failure* remains important in this model as a reminder of the consequences and limitations of not learning a language. This compensates the state of the desired self and the feared self.

This motivational programme based on the L2 self suggest that language teachers ought to encourage learners to find their ideal L2 selves through classroom tasks and activities. More importantly; however, it is to turn our attention to the research results of studies which have been based on the L2 motivational self-system.

OVERVIEW OF RESEARCH ON THE L2 MOTIVATIONAL SELF SYSTEM

Here is a brief overview of important findings on the system. One study that has explored the L2 self-system theory reports that first year and final year students' motivation might be based on the, ideal L2 self [8] (Far, Rajab, and Etemadzadeh, 2012). Another study conducted with Iranian high school students to test a theoretical model based on the L2 motivational self-system as well as anxiety and intended effort to learn English reports results, which indicate that L2 self and learning experience decrease students' anxiety but the ought to L2 self increases anxiety [9] (Papi, 2010). Also, the relationship between the learners' characteristics and the L2 self and ought to self, and how these variables relate to L2 achievement in English and Mandarin have been investigated by means of self reports and objective measures. Results show a positive relationship between the ideal self and the criterion measures, the importance of imagery in the development of an individual's self, and the self images associated with different languages as distinct L2 specific visions [10] (Dörnyei and Chan, 2013). Moreover, the impact of two



different programmes based on the L2 motivational self-system; one in England and the other one in Hong Kong with Chinese participants, show fairly positive outcomes in both programmes despite the differences in implementation [11] (Magid and Chan, 2011). These interesting findings motivate to do more research on the area.

INITIAL RESEARCH: EXPLORATION

The results of these studies lead to my own research to explore university students' attitudes and L2 selves towards learning English, and the factors which might foster students' positive or negative attitudes towards learning English. In order to answer the first question, 882 university students will answer a 70 item survey designed based on Taguchi, Magid and Papi [12] (2009), and [13] Dörnyei, (2005). The survey has been factor analysed in order to extract the main factors to conceptualize the constructs. Preliminary results show that 4 or 5 factors are worth exploring in order to continue with the research analysis. The next steps will be to continue exploring the data from the surveys using the statistical program SPSS.

The L2 motivational self system offers an array of options to perform research in the Mexican context, but other theories, such as investment, also offer the same possibilities. Both of them are interconnected with the area of motivation in language learning.

INVESTMENT

In the field of second language, terms such as *motivated, extroverted, and confident and sometimes unmotivated, introvert-*

ed, and anxious have been used. But, Norton argues motivation theories do not completely explain why a language learner might opt for not speaking the target language. She states that investment can capture the relationship of the language learner with the social world as the language learner has a complex social identity. This changing identity becomes complex as many times the language learner is in disadvantage during the target language discourse resulting in 'unequal relations of power'. For instance, a language learner engaged in a conversation with native speakers about a cultural subject she is not familiar with might make her feel incompetent and therefore, she decides to keep silent. Investment recognizes the learner's desire to speak or not to speak the language. But, when they decide to 'invest' in the language, they know they will be increasing their cultural capital. If learners invest in a second language, they do so with the understanding that they will acquire a wider range of symbolic and material resources, which will in turn increase the value of their cultural capital (3) (1995).

The Norton's notion of investment is not equivalent to instrumental motivation, it conceives of the language learners as having a complex social identity and multiple desires.

Context is another aspect investment considers on the learning English process, theorist have not developed a comprehensive theory of social identity that integrates the language learner and the language learning context (3) (1995)

In the language classroom setting, a learner who does not invest in her learning can mistakenly be judged as an unmotivated or poor learner, when in reality she might be motivated. However, there might be some other elements, as part of our social world that impede this learner to participate actively in the task. Take for example the case of a communicative activity about the discussion of empowering women, where language learners who are sexist have to participate. Another common scenario in language classrooms in



Mexico might be a student keeping quiet when her English teacher asks her a question; she might know the answer and even be able to say it in English, but she might feel overwhelmed by the ‘figure of power’ the language teacher represents. The notion of investment in language learning offers a complementary position to understand some of our language learners’ decisions.

Investment digs into the language learner’s social world. It is no more a matter of being motivated or not, but a decision to communicate with others who might be in a relatively higher position than ours, based on and despite our social identity.

INITIAL RESEARCH

Reading about investment brings a new idea about the students’ desires of learning a language, furthermore, it helps to understand their attitudes towards the learning English process.

Currently, there is no preliminary results yet, this research has 6 university students who are being interviewed in order to integrate a file with their learning process and interests, and then the information collected will be ordered using a statistical program as a mixed research.

Through investment it is intended to identify the real students’ intention of learning English.

CONCLUSION

As communication remains as the prime means to advance in our changing society, it is imperative to look at theories that explain the process of language learning. The L2 motivational self-system and investment predicate a connection of the inner self and social di-



mensions in language learning. We believe these two sides are important to understand or remember the aspects that facilitate or hinder language learning.

Many times the language teachers' work overload blind sides what is happening inside the classroom. It might seem easier to say that the learner is "unmotivated" than to look for reasons, options and even strategic plans that help understand the language classroom situation. If these approaches are to be analysed carefully, what they suggest is part of a daily language teacher's work. No need to be psychologists or sociologists, but to understand the elements from both areas that can impact in the development of the language learner. After all, committed language teachers always search for alternatives to engage students in activities that promote learning the target language. With this overview of the L2 motivational self-system and investment we intend to guide language teachers in Mexico to ask themselves if they try to understand their learners or if simply they are judging them by assigning labels of "motivated" or "unmotivated".

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