



BENEMÉRITA UNIVERSIDAD AUTÓNOMA DE PUEBLA

FACULTAD DE LENGUAS

**TEACHERS' LANGUAGE ACTIVITIES TO PROMOTE
PARTICIPATION IN STUDENTS OF ENGLISH AS A FOREIGN
LANGUAGE IN HIGH SCHOOL INSTITUTO TECNOLÓGICO
ROOSEVELT: A COMPARATIVE STUDY.**

A thesis submitted to the Faculty of Languages for the degree of

LICENCIATURA EN LA ENSEÑANZA DEL INGLÉS

By:

Ana Itandehui Sánchez Sosa

Thesis Director:

Mtra. Maritza del Carmen Rosas Álvarez



Puebla, Pue.

July, 2015

**Teachers' language activities to promote participation in students
of English as a foreign language in
High School Instituto Tecnológico Roosevelt:
A Comparative Study.**

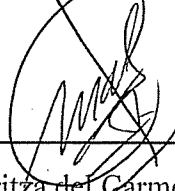
**This thesis has been read by the members
of the thesis committee of**

Ana Itandehui Sánchez Sosa

**And is considered worthy of approval in partial fulfillment of the
requirement for the degree of**

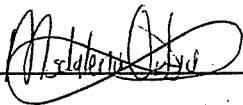
LICENCIATURA EN LA ENSEÑANZA DEL INGLÉS

Thesis director



Mtra. Maritza del Carmen Rosas Álvarez

Committee Member



Mtra. María Magdalena Ortega Ortega

Committee Member



Mtro. Miguel Ángel Rodríguez Vega

Benemerita Universidad Autonoma de Puebla Puebla

July, 2015

Table of content

CHAPTER I: INTRODUCTION	1
1.1 Introduction.....	1
1.2 Statement of the problem	2
1.3 Research Setting.....	3
1.4 Purpose of the study	3
1.5 Research Questions	4
1.6 Significance of the study	4
1.7 Context of the study	5
1.8 Key words	6
CHAPTER II: LITERATURE REVIEW	8
2.0 Introduction.....	8
2.1 Foreign Language.....	9
2.2 The importance of a guided learning.....	11
2.2.2 Teaching role.....	13
2.2.3 Language Activities Importance.....	17
2.3 Motivation.....	20
2.4 Students' participation.....	21
2.4.1 Problems with participation.....	23
2.4.2 Encourage students to participate	25
CHAPTER III: METHODOLOGY	28
3.1 Context.....	28
3.1.1 Sample.....	29
3.1.2 Participants.....	30
3.2 Method.....	30
3.2.1 Design	31
3.2.2 Techniques	31
3.3 Instrument	32
3.3.1 Checklist for students and teachers.....	32
3.3.2 Video recording.....	36
3.4 Data gathering procedures.....	36

CHAPTER IV: RESULTS	38
4.0 Introduction.....	38
4.1 Check List Observations/ Results.....	38
4.1.1 Teacher One	38
4.1.2 Teacher Two	49
4.2 Similarities and Differences	58
CHAPTER V: CONCLUSIONS.....	63
5.1 Limitations	64
5.2 Recommendations.....	64
5.2.1 Further research.....	65
5.2.2 Pedagogical implications.....	65
5.3 Personal Experiences.....	66
References.....	67
Sánchez (2012) Definition of <i>Aptitude</i> .OwnElaboration.Puebla, Pue.	68
APPENDIX.....	69

CHAPTER I: INTRODUCTION

1.1 Introduction

English as a language has become a very important fact in the society. According to Baker and Westrup in 2003 they say firmly:

“More and more educators, governments, ministries of education and employers need people who can speak English well. Companies and organizations want staff who can speak English in order to communicate within the international marketplace. Students who can speak English well may have a greater chance of further education, of finding employment and gaining promotion” (p.5).

Nowadays schools have improved teaching with a variety of educational quality. The goal of these classes are that students become communicatively competent, in this way students will be able to communicate in English. This is the case of the High School Instituto Tecnológico Roosevelt.

The teachers’ goal in classes is to offer students the conditions of an activity within a social context; who teaches a foreign language searches to improve the quality of teaching, where the only limit is the teacher's imagination.

At the beginning, students’ attitudes are relevant at learning a foreign language. During this process teachers find which kind of material can be used with their students,

and which activities can be used, improved, and created. In other aspect the teacher has to take into account that each learner has stronger and weaker skills, teachers can work on abilities and attitudes from their students to overcome disinterest.

A Research by Scott and Ytreberg (1994) supports: “They can be encouraged to become independent and adventurous in the learning of the language” (p.10).

It is also important that teachers have to understand that it is very negative for students’ disinterest to be embarrassed because they are frequently more nervous of learning, this situation can discourage them to study English. Moreover it is important to create a relaxed environment as an important step to develop good relationships among students and teachers.

1.2 Statement of the problem

I have seen that teachers have to deal with students’ participation during classes, teachers face different situations because there are students who improve enormously their performance after activities and students who do not integrate in activities and keep behind of the rest and their knowledge is not enough in the class.

In 2003, Jeremy Harmer, wrote the following: “One of the main tasks for the teachers is to provoke interest and involvement in the subject even when students are not initially interested in” (p.8).

Students want to develop their characteristics in order to improve their skills and reach their expectations about English.

1.3 Research Setting

This project was developed in High School Instituto Tecnológico Roosevelt that is located in 9 west number 516 in the city of Puebla, Puebla. I carried out this project in this institution because I know the context in which the school works, I know the principals and teachers and because I know the way teachers teach. I studied my high school in this institution, which is the reason why I know very well and I am familiar with the context for the work.

1.4 Purpose of the study

The purpose of the present study is to analyze effectiveness use of activities inside of English classrooms at High School Instituto Tecnológico Roosevelt to promote participation. This study will try to show the main activities that teachers use in students with these characteristics in order to develop participation during classes. In other words; is to explore the way in which teachers work to encourage this kind of students.

1.5 Research Questions

1. How effective are activities to encourage students during the process of learning a foreign language in High school Instituto Tecnológico Roosevelt?
2. How teachers can encourage students to participate in activities?

1.6 Significance of the study

For me, it is important because this thesis could help teachers to take into account students' feelings. Also this thesis can be a tool to overcome some barriers in the learning process in classes, working with a positive attitude in the course.

For the school, High School Instituto Tecnológico Roosevelt, it will be useful in a way for teachers to find different kind of tools for teaching English in a better way, improving the quality of the sessions and in that manner, helping students whom have disinterest on participation. Taking into account the students' perception, and on the other hand to offer help to students with these characteristics.

For the teaching area this project is relevant because it will consider new ways of counseling students in different approaches.

1.7 Context of the study

An article written by Gary Anderson in 2008 with the name of “Teaching teenagers English in mind”, we can read about physical and mental changes that students develop during their adolescence, these changes have a great influence in students learning process, they change habits, opinions, and relationships. This article gives us twelve things to keep in mind to teach to teenagers, the characteristics of teenagers are related with the main ideas that this thesis develops, teachers who teach adolescents must take into consideration students’ interest like working with topics that are personally relevant for them. Moreover this author mentions the benefits of working in groups because this allows students interact with all their classmates, also the use of activities help students to express ideas, feelings, to promote interaction among students.

Another article entitled “Maximizing the Benefits of Project work in Foreign Language Classrooms” by Bülent and Stoller in 2005 talk about increasing students’ motivation, autonomy, engagement and a positive attitude to English. This article focus on the use of project works during the classes and mentions the use of activities inside classes, because basic communicative activities help students to know each other better “improve relationships among students” and to promote conversation, because students socialize. Activities maximize language, work with a combination of areas of interests and at the same time improve social skills, and help students to get familiar with the content in the

target language. The authors give us ten-step process to keep in mind, in like manner these steps are about activities need to be of students' interest, there will be an agreement between teacher and students to develop them, project and activities have a final outcome, also Students need to be prepared for language demands. This article also gives us examples that are relevant when working with teenagers.

Two thesis entitle “EFL Classroom participation” and “Teaching Techniques in secondary public school: A case study” both were developed in 2012 these two projects focused on classroom participation in English as a foreign language and teaching techniques, the two of them were based on qualitative research and this is because observation is the best way to find out answers to problems. The process took six months to evaluate the students' development.

1.8 Key words

Aptitude: Is related to motivation, achievement, it is what allows people to learn without difficulty and in a fast way (Sanchez, 2012).

Classroom Activities: This concept helps to students to process information by solving situations. This provoke a response from students while promotes opportunities to interact with the language. (Sánchez, 2014a).

Classroom Interaction: It is the result of opportunities for meaningful interaction with others in the target language, such as in conversations and collaborative classroom work. (Tharp & Gallimore, 1988).

Classroom Participation: It is related to what someone does in class, involves a conversation with the whole class or in small groups. Also it is a collaborative work that helps students to establish a conversation more easily. (Sánchez 2014b).

Motivation: This concept consists of effort, desire, and favorable attitudes. In other words, it makes reference to people engaged in the learning process for their own interest. (Sánchez, 2014c).

CHAPTER II: LITERATURE REVIEW

2.0 Introduction

According to the Secretaría de Educación Pública (SEP) the importance of the foreign language, has increased according to the necessities of the century XXI, which requires a better understanding of English from students. The main idea is that students are able to communicate using the foreign language inside and out of the classrooms. With this notion, the article is focused on the learning of a foreign language, this one should be developed within a context with activities that provide enough opportunities related with the topic and related to the real life. (2008)

Beforehand the knowledge of a foreign language, especially English opens many ways in the world, communication is considered as a source of enrichment and understanding between people and cultures, it is quite important that students realize about the impact of knowing a foreign language, in order to overcome a barrier and to reach communication.

We need to pay attention in which way the teaching methodology is carried out within the classroom. Teachers need to understand that they will teach to their students something that will help them in the present and in the future. Vivian Cook found (1997, p. 99). “In an ideal teacher’s world, students would enter the classrooms admiring the target

culture and language, wanting to get something out of the second language learning for themselves and thirsting for knowledge” that is what teachers expect from students in the target language class. On the other hand, students expect that the teacher will teach them something meaningful, interesting and that can be applied in their surroundings.

2.1 Foreign Language

To understand the meaning of Foreign Language the concepts need to be stated, for EFL (English Foreign Language) and ESL (English Second Language). In the following quote are presented the definitions of two researchers about this topic.

Research by Jerry G. Gebhard (2009) supports that:

EFL is an acronym for English as a foreign Language and is studied by people who live in places where English is not a first language, such as in Italy, Saudi Arabia, and Vietnam. ESL is an acronym for English as a Second Language. People who study ESL speak other languages, such as Spanish, Arabic, Chinese, or Swahili as their first or native language. However they live in places where English is used as the first or native language, such as Australia, New Zealand, Canada, the United Kingdom, and the United States (p.39)

It has been demonstrated that EFL students have a few opportunities to practice the target language outside of their English classes. On the contrary, students of ESL who are living in an English Speaking country have more chances to use the target language out of their classes, since the target language is a mean of communication in the city where they live. Thus, students of EFL take classes of English in their native country where English is

part of the educational curricula and where just the basic level is reached, consequently the main objective for students is to pass the exams and in some cases to be able to communicate in the target language due to English has overcome the barriers in technology, internet and television.

A similar study was done by Keith Johnson (2008) she defines the concepts of TEFL (Teaching English as a Foreign Language) and TESL (Teaching English as a Second Language). TESL for some researchers is the second language that is spoken (probably as a Lingua Franca) in the native country of students, for instance, French in French colonies. However, nowadays many researchers do not distinguish between these two concepts, thus TEFL and TESL are used to refer to the learning process of any language that is not the mother tongue.

At the present time some researchers do not distinguish between these two concepts and frequently they use the term Second Language to refer to the learning of any other language that is not the mother tongue.

For this work, I will use TEFL, because Mexico is a country where English is not its main language.

2.2 The importance of a guided learning

Teaching and learning a foreign language in a communicative and interactive way requires the working of teachers and students together, to develop these skills it is important to have a look at the constructivism theory, in this way teacher as students will have an active role during the learning process.

Constructivism helps enormously to the students' learning, everything that surrounds the pupil's environment is part of their knowledge, and helps to develop their intelligence. With the guidance of a prepared and more mature person (teacher), students can get a better performance in activities inside the classroom.

Lev Vygotski in 1934 proposed that pupils have to participate in important activities next to their smartest classmates and under their teachers' and parents' attention, because all learning happens in social interactions with others. (cited in 1978). He was interested about what students can achieve with the help of a smarter partner. In this way teamwork offer meaningful support when a student stuck in an activity. If the teacher encourages clever students to help the other ones there will be a facing environment. Teachers can put forward competences at their disposal in various contexts under various conditions and under various constraints to engage students' attention in language activities involving language processes. Vygotski wrote a book entitled *Mind and Society, the Development of Higher Mental Processes* (1978), where he talked about the concept of ZPD (the "Zone of

Proximal Development”) this concept has been defined 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 adult guidance, or in collaboration with more capable peers" (Vygotski, 1978, p. 6).

David Paul Ausebel (1968) explained how people acquire knowledge with the idea of meaningful learning; he says that if he had to reduce all of educational psychology to just one principle, he would say this “The most important single factor influencing learning is what the learner already knows. Ascertain this and teach him/her accordingly” (Ausebel, 1968, p. 234).

Teacher is just a guide for students, teacher is just a monitor who checks students’ progress, thus teacher explains a topic and tries to give the tools to pupils. Students with different learning styles will enjoy working together in groups or individual when teacher involves him/herself and students will feel more capable to help to each other; so in groups, students can feel a sense of community and can learn from each other as their interaction with the teacher.

It is expected that the learners express their deepest feeling about what they think and thus avoid the frustrations and make them feel pleasure and confidence during the class. This new knowledge is compared to the prior one they have, it helps to understand what they are learning: their assumptions regarding prior knowledge, and their articulation

with earlier learning, particularly at interfaces between primary, lower secondary, upper secondary higher/further education.

2.2.2 Teaching role

One of the most important aspects in English classes is how teachers work with their own students at the time of teaching in the classroom; teachers need to make a balance with formal and informal study, as a result the more accessible teachers' personalities are the more pupils integration will have in the class.

H. Douglas Brown (2007) proposed that:

“Teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning” (p. 7).

Teaching English is not an easy task, it is a real challenge for English teachers to provide the correct guidance. At the present time it is common that a teacher uses communicative language teaching inside the classroom, because the main goal for teachers is that students develop their communicative competence in English, students have to work on their abilities to comprehend and produce English to be able to reach an understanding in the target language.

(Brown 2007) argued that:

“Today, many of the pedagogical springs and rivers of the last few decades are appropriately captured in the term communicative language teaching (CLT)” (p.18).

Another study done by Jerry G. Gebhard (2009) stated that:

“The primary goal of a communicative classroom is student development of communicative competence in English. At a basic level, this includes development of students’ ability to comprehend and produce written and spoken English in communicatively proficient and accurate ways” (p.63).

When we make a glance into the language teaching profession we can see that the main purpose for professors is to provoke students genuine and spontaneous communication in the target language. This is the objective of communicating in the classrooms.

Gebhard (2009) proposed that as teachers we are going to perform several roles, such as, materials developer, parent, public speaker etc, that means that teachers can develop an overall approach for the reason that every learner and teacher are unique, and teacher-student relationship is also unique, therefore teachers have to take into account their own context to develop their own teaching style. Specific roles for teachers do not exist,

Beliefs, values, other teacher's perspectives have an influence on teacher behavior. It is impossible to perform just one role because every classroom situation is unique.

Williams and Burden (1997) study found the following:

“Teachers are active participants in the creation of classroom realities, and they act in the light of their own beliefs, attitudes, and perceptions of the relevant teaching situation” (p.95).

Research by Xu and Huang (2010) supports that:

“Following the traditional teaching strategy, most people regard language learning as a result of imitating and practicing. However, more and more teachers and researchers emphasize that affective factors of students in English learning should be concerned in the college English classroom. Teachers should develop students' positive affection to learn English, make sure full participation of students” (p.192).

For this reason when the feelings of the learner are positive his or her mentality will be opened to the knowledge, contrary to the learner whose feelings are negative towards learning a language, his or her mentality will be closed to the knowledge, thus the affective factor has a relevant role in the learning process of other languages. When the student bring oneself interest in the culture, or in the language, in the people, or any other characteristic it will be easier the learning process because the learner is motivated to learn the target

language. The attitudes to the native speakers and the culture of the target language can be an important role in the learning process of students.

Thornbury (2006) thought that classroom management is about how teachers develop and organize their classes and how they direct the learning process. We know that classrooms are places where English language learning takes place and where social relationships are developed, in English classrooms it is relevant that interaction takes place because classroom interaction provide learning opportunities for students, as a result teachers can use them as a tool, and make a good use of classroom management.

Gebhard (2009) say that classroom management refers to the way teachers take control of the class behavior. For that reason it is supposed that a teacher is the most powerful person in the classroom, is who has the authority to influence the kind of interaction that occur inside the classroom, thus the goal of classroom management is to create a classroom atmosphere addressing to interaction in English in meaningful ways so that students can make a real progress in learning English. One of the goals for teachers is to provide to students the conditions to interact each other using the target language, by organizing, motivating, and guiding pupils.

As a result teaching is the transmission of knowledge from teachers to learners, by providing opportunities to pupils to build their own knowledge. The profession as English language teachers is fascinating because teachers work with the language, the medium that people use to communicate, to express, is the way people use to make contact with other persons.

2.2.3 Language Activities Importance

Activities permits interaction among students, it makes the process of learning easier. Activities can be exploited effectively for the foreign language; activities are designing specifically to promote integration, to engage students to the class.

Lee (1994) argued that:

“Games bring teacher and learners into a more agreeable and more intimate relationship, and that too helps to ease the process of learning and teaching” (p. 12).

Students’ performance will be better if they face activities which present challenges or where they have to solve problems, discover something, find hidden information, these kinds of obstacles will always catch students’ attention. Activities need to be related to the students’ interest, it will be a good idea that teachers consult with their pupils about topics of their personal interest as pets, sports, music, films, using popular songs in this way students will be able to share their opinion even with introverted students that do not

always raise their hands to participate, both introverted and extroverted students have to know that they can count with the teacher when are learning the language.

To carry out communicative tasks, users have to engage in communicative language activities. Activities provide this facility because they are enjoyable, they focus on students' performance, and they work with goals that are visible for students, also because activities bring with them the facility to banish boredom. Pupils will enjoy tasks if they are involved in them, thus they will be active participants in their own learning.

According to Wright, Betteridge and Buckby (1995) say firmly that:

“Games also help the teacher to create context in which the language is useful and meaningful” (p.1).

Working with a variety of activities students must take the responsibility for their own learning. The main idea is that teachers are the people who can provide excellent activities and work with materials (sometimes created by the own teacher according to the necessities of students), inside the classroom teachers as students must work sharing the responsibility in the learning process.

Pollard and Hess (1997) argued that:

“Students respond well to routines because they feel they are on familiar ground: ‘I know to do this!’ Relieved of the need to figure out what they are supposed to do, they can plunge right in, giving all their attention to the language” (p.10).

Activities as routines are excellent tools to teachers in order to provoke participation, activities are really flexible, and teachers can use them to make reviews, energize the class, which is the main reason why teachers use them frequently. Moreover it is important to have order, respect and tolerance within the class, having spirit of cooperation. Teacher and students have to remember that a classroom is a place to learn and interact respectfully with other people.

“Our aim has been to find games which the learner would enjoy playing in their out-of-classroom lives”.

(Wright et al., 1995, p.3)

In addition to imparting English skills, teachers must foster socialization, by exposing students to several media of communication; this will be accomplished through activities. Imaginative uses of language are important both educationally and in their own right. Activities may be productive, receptive, interactive or mediating and may be oral or written. These activities will emphasize the four abilities, speaking, writing, listening and reading. They will be described in a detailed way ahead.

2.3 Motivation

Students have a better performance in their English class if they find the class motivating, and entertaining, because they pay attention to every detail about the topic. This is related with “scaffolding”. This term was introduced by Vygotski and Bruner, an American psychologist, and his colleagues in 1976.

Scaffolding is an essential strategy which assures that students can get confidence and have greater responsibility during the English classes. Thus, teachers offer support and motivation to their students to finish activities in the class.

On the other hand activities are important to catch the students' attention and are also designed to get students to practice a grammar point in a specific context. There are cases where teachers do not consider extra activities to achieve the students' comprehension; what is more they do not make sure if students really understand the topic. Also these types of teachers do not apply dynamics during the class. In this way students can get bored if they do not take part in the classroom activities, they are not emotionally involved with what happens inside of the class.

Motivation is one of the most important steps in learning other languages, in this process everything will depend on the language learner.

Winke (2005) say that:

Motivation is something all our students bring with them in one form or another. It is not the case that all we need to do as teachers is to identify it, encourage it, feed it now and then, and watch it grow. Rather, our job is also teach the students how to cultivate motivation, find it in areas where they did not expect it, and reflect upon their own motivational process so they can take charge of it (p. 6).

According to Jeremy Harmer (2003) said that:

“Teachers are not, however, ultimately responsible for their students’ motivation. They can only encourage by word and deed. Real motivation comes from within each individual” (p.8).

Motivation comes from the external environment; that means from teachers, classrooms’ activities, materials, books and parents. But the most important point is that real motivation comes from students, teachers are not in charge for students’ motivation.

2.4 Students’ participation

Learning requires of participation, it goes beyond of merely grammatical rules. English learning is about socialization and teamwork.

(Wright et al., 1995) proposed that:

The need for meaningfulness in language learning has been accepted for some years. A useful interpretation of “meaningfulness” is that the learners respond to the content in a definite way. If they are amused, angered, challenged, intrigued or surprised the content is clearly meaningful to

them. Thus the meaning of the language they listen to, read, speak and write will be more vividly experienced and, therefore, better remembered (p.1).

Inside classrooms, participation plays an important part and is the goal of every teacher because it helps students to develop their own understanding, it permits them to analyze and think consciously about what is going and what they are learning in the classroom, participation allows students to develop their communication skills. Moreover Class participation is a valuable tool for teachers, through students' questions teachers can identify what learners do not understand yet.

According to one article "The Teaching Center" (2009) argued that:

"The goal of increasing participation is not to have every student participate in the same way or at the same rate. Instead, it is to create an environment in which all participants have the opportunity to learn and in which the class explores issues and ideas in depth, from a variety of viewpoints. Some students will raise their voices more than others; this variation is a result of differences in learning preferences as well as differences in personalities. For example, some students who do not speak often in class are *reflective learners*, who typically develop ideas and questions in their minds before speaking; others are shy students who feel uncomfortable speaking in front of groups (at least initially)".

Working with small groups help reduce students' fears of making mistakes when the class is taking place. Teachers have the control in the learning environment, about what kind of materials are going to be used; all these ensure the engagement of students in the learning process.

Teachers' attitude will help to improve participation among learners, teacher will be polite, encourage students to form part of their own learning, learn their names, show interest in what is important for them, and create an atmosphere. So, the big teacher challenge is that they cannot force students to participate; teachers have to create, provoke through a supportive and encouraging environment that students can feel interest in participating and be part of the class.

2.4.1 Problems with participation

It is a real challenge for teachers to find out ways to promote participation, the principal factor for this reason is that students are not immersed in the English class and do not feel integrated to what occurs in the classroom.

Anna Jones (2010) suggested:

“It is up to you as the tutor to create an atmosphere in which students are able to participate. Many students expect to be passive. They may not join in for a number of reasons: they may be bored, have not done the work or be afraid of embarrassment” (p. 3).

It is common to find in classrooms that students do not want to participate, the lack of participation can be present in classes for many reasons, pupils can be afraid that their ideas will not be useful or taken seriously, or maybe because their understanding is not so good and they are afraid to be wrong during one activity.

Gebhard (2009) say the following:

“One reason to change the way we teach is to solve a problem: students do not talk; instructions are not clear; students speak their native language too much”(p. 23).

There are several signals that help teachers to identify when they need to make a change in their teaching. So, instructions can be misunderstood by students. Another factor that shows that students are not paying attention is when they look for a seat in the back of the classroom or when they pretend to pay attention but their faces are without expressions. If the students do not participate it is because they do not feel integrated in the class or because they are not interested in the topic, consequently, learners can be induced to overt participation in the class, the teacher work is to think in what kind of interaction is the most likely and effective to promote the class participation.

Jack C. Richards (1991) argued:

“Some students worry when they do not understand something and look for explanations. Others are more prepared to tolerate ambiguity. Some seek out opportunities to use the language. Other may be shy about making error and avoid such opportunities” (p. 13).

Thus, we see that some students are more independent, others can hesitate in their performance, and others who do not want to participate and look for their own isolation. All these aspects previously mentioned are a barrier that stops developing properly the student’s learning process. In other words, learners arrive to the classrooms with their personalities that are in constant change, as a consequence this affect their learning process.

2.4.2 Encourage students to participate

It is significant that students are interested in the class if they find the topic or the activities linked with their personal interest, in order to reach this, it is required a greater cooperation between , teachers and students.

Dörnyei (2002) argued that:

“Humans like to be challenged, as evidenced by our continual fascination with crosswords, puzzles or computer games, and the same applies to taking risks if those are moderate. This means that tasks in which learners need to solve problems, discover something, overcome obstacles, avoid traps, find hidden information, etc. are always welcome” (p.76).

It is easier if learners are solely amused with the attractiveness of what is happening in the class, activities encourage learners to sustain their interest and keep working, activities involve communication and engage students in meaningful and authentic language used. In this way students do not focus directly in the grammatical way, they pay attention to the content learning. Interchanging ideas and keep contact with students permit an understanding between teachers-students to know the necessities of the class. In this interchanging of ideas teachers must support that all kind of ideas are acceptable and it is not allow ridiculing classmates ideas, in this way teachers shows that all the class will respect every contribution in class and also encourage participation.

A similar study was done by Díaz-Rico (2008):

“Teachers motivate students best by providing course activities and projects that tap students’ natural abilities and interests and develop their confidence in their ability to think. Teachers who ask thought-provoking questions and use concrete examples, activities, and demonstrations stimulate students’ imagination and critical thinking skills” (p.49).

We already know that communicative activities permits students interchange and know better each other, besides promote conversation between pupils. Furthermore something that provoke students’ participation is work in groups, and in groups they can work with projects, the advantages of working with projects works are that they allow students socialize, work with their classmates, communication has a purpose and implies more than one person to receive and produce an utterance. Thus, working with dynamics and projects can be more effective because classroom’s environment can get relaxed.

Research by Ann Malamah-Thomas (1991) illustrated that:

“Whatever pedagogic approach is taken, it is the interaction of the classroom, the assumption and assignment of different kinds of participant role, which mediates between teaching and learning” (p. vii).

Teachers must feel free in the classroom to move, to speak, in order to make a friendly environment to facilitate participation. Moreover, other important factors are to monitor the class, this will help teachers to check who is paying attention and participating;

being patient by giving time to students to think in their answers; learn and use students' names; Give clear instructions before one starts working.

At the same time students should cooperate by using the language, being active planners in their own learning. The language learning process requires a greater cooperation between teachers and students. Learners have the most important role in their learning. Sometimes working with adolescents is a real challenge, they are in constant change physically, emotionally and biologically hence they often tend to lose interest in everything, these are some obstacles that affect to learn a foreign language, but taking that into consideration teachers could make a better performance in their jobs and become more successful.

CHAPTER III: METHODOLOGY

3.1 Context

This thesis provides information about which kind of teaching activities were carried out inside of two different classrooms. The purpose of this research is to show how students develop their abilities and participate in a class when they work in different activities. The place where this research has been applied is in Instituto Tecnológico Roosevelt, which is located on 9 west between 5 Sur and 7 Sur.

The schedule for all the classes was from 8 AM to 6 PM from Mondays to Fridays. Students' ages averages are from 15 to 20 years old. Inside the school, teachers as principals consider many values for a better communication and a better understanding between students and the staff who is working there, such as: service (we see the others as the most important person); passion (we transform love in action); perseverance (we achieve our goals without giving up); respect (we recognize that the richness is the differences); discipline (we make use of it every day for getting results); integrity (we live according to our school philosophy); responsibility (we build the capacity to answer for what we do). On the other hand, the school has their own mission and vision for achieving its purposes. Vision 2017 "We are the leaders in educative quality for middle and superior education"; mission "We form well prepared students, reflexive, competent, and with a

high sense of ethic when they are performing their speciality that contribute actively in the healthy development of their environment”¹

This thesis based its research in two groups; the first one was a general high school with 13 students and; the second group was high school specialized in child care with 12 students.

The classes that are offered at this school according to the area of investigation, are English applied on real life situations. Students at Instituto Tecnológico Roosevelt have a disinterest for the subject because they consider English class as one of the most complicated and meaningless subjects in the curriculum of the school, those are some of the strongest reasons why a considerable number of students in this school can feel unmotivated and not interested in it.

3.1.1 Sample

This was a convenient sample. As matter of fact I decided to apply this research project in this school because I was a student there. For the same reason the circumstances under which English classes take place are familiar for me. I know very well the school and the condition under it works. It is familiar for me the teacher-students’ relationships that they develop in classes. Finally it is important to mention that all this was an advantage that plays an important part for my research because the principal allowed me to observe in a deepest way the classes, in order to get a better result for my research.

¹This was translated from the politics of the school

3.1.2 Participants

One of the most important elements to take into account along this research is the participants; that is, the subjects to be studied. This research project was carried out with two groups, 4th semester of general high school and 4th semester of high school specialized in child care. In general high school there were 13 students and the class was directed by the teacher Escamilla, who has been teaching in this school for 4 years, the schedule for this English classes are on Tuesday and Thursday from 11:10 am to 12:00 pm, while in high school specialized in child care there were 12 students and the class was directed by the teacher Tiempo, Tuesday and Thursday from 3:40 pm to 4:30 pm.

An important characteristic about students from Instituto Tecnológico Roosevelt is that they have important differences about the speaking and understanding of the language among the two groups but in general they have a basic level. The students' ages are from 16 to 17 years old.

3.2 Method

This study is classified as a qualitative research because of the type of instruments that were used. This type of research accomplishes requirements to obtain the deepest and detailed information from students' perspectives about the English class and the activities that teachers carry out in the classroom; on the other hand, I took into account the teacher's

point of view about their students' development. In addition, by observing the classes I can obtain results about how activities are promoting participation during the classes.

3.2.1 Design

The instrument used for this project was according to the characteristics of this research.

The design of the instrument for the research was based on the sociocultural circumstances of the school, the students and teachers of the groups; It was taken into account several factors that permitted to elaborate the instrument as a checklist in Spanish for students and teachers, these questions help me to answer the research questions that were mentioned previously in chapter one.

3.2.2 Techniques

The techniques that were carried out during this study for achieving the answers of the research questions were basically classes' observation during 4 weeks, twice a week, video recording that allowed me to analyse the content of the classes subsequently and at the end of the observation process I applied a checklist with the students and with teachers of each group.

3.3 Instrument

The two groups were studied under the same instrument and under the same circumstances.

The teachers' part is about which kind of activities and materials have an effective use in the classroom in order to motivate students to participate while the students' part is designed to obtain information from the students' point of view about what they think is the most important fact in the class and if the activities really help them to develop their speaking skills and to overcome the language barriers.

The instrument used for this thesis were two different checklists –teacher's part and student's part- and visual recordings that I considered as a tool for the observation process. They were based on the theoretical framework of this research; moreover an observation checklist was applied about the main general features of the class.

Data was collected applying the respective checklist with each part, one for each student and for the teacher of the subject.


3.3.1 Checklist for students and teachers

A checklist was made to know the students' and teacher's opinions about the classes according to the activities that were applied inside the classroom. The first checklist for the students was based on ten closed statements where they had to answer according to a table;

that is, always, once a week, twice a week or never. For this, I decided to apply this to the students into Spanish, because their English level is basic. The second scale was about ten opened statements where the teachers had to choose between yes or no and in the next line they have to argue their election, I decided to apply this also in Spanish whether it is required for academic purposes inside the school.

Image 3.1: The followings are the headers of the instrument; the first one was for the teachers and the second was for the students.

	BENEMÉRITA UNIVERSIDAD AUTÓNOMA DE PUEBLA FACULTAD DE LENGUAS LICENCIATURA EN ENSEÑANZA DEL INGLÉS PROFESOR
Instituto Tecnológico PROPÓSITO: INSTRUCCIC	 Bachillerato Nivel: Básico preguntas tiene como propósito analizar la efectividad de las actividades utilizadas dentro del salón de clases de Inglés ida las preguntas escogiendo solo una de las opciones que corresponda.

	BENEMÉRITA UNIVERSIDAD AUTONOMA DE PUEBLA FACULTAD DE LENGUAS LICENCIATURA EN ENSEÑANZA DEL INGLÉS ALUMNO
Instituto Tecnológico Roosevelt	Bachillerato Nivel: Básico PROPÓSITO: esta hoja de preguntas tiene como propósito analizar la efectividad de las actividades utilizadas dentro del salón de clases de Inglés INSTRUCCIONES: Responde las preguntas escogiendo solo una de las opciones que corresponda.

The next part is the questions that were applied on the checklist for the teachers, ten closed questions having the option to answer yes/no and why. (See appendix 1)

1.- Questions number one, two, four, and five are related to class management. What the most important job of teachers is and shows how they make use of the resources, clear instructions are crucial to managing the class.

2.- Question number three concerns about motivation. Teachers take into account if there exist the enough motivation for students to use the foreign language during the class.

3.- Question number six is about if teachers consider students interest, or necessities to the class.

4.- Questions number seven, nine, and ten are related to teachers disposition to clarify doubts beyond to their schedule. Teachers really pay attention to their students' language process as being flexible to clarify doubts.

5.- Question number eight is about if teachers make use of activities and materials to engage students' interest.

The other part of the checklist on the next image shows the questions that were applied to the students inside the groups after finishing the observation process. Ten closed questions

where the students must answer according to a specific scale that is, once a week, twice a week, always or never. (See appendix 2)

1.- The question number one concerns about the students' understanding of the target language at the end of the class.

2.- Question number two is about extra teaching, implementation of values, such as tolerance and respect.

3.- Question number three is about students' confidence on their own skills and knowledge of the language.

4.- Questions number four, five and six are about participation and motivation, these ones are related because motivation allows participation, and through participation students can apply and show their knowledge and necessities.

5.- Question number seven is related with teacher's role because one of the roles of teachers is the disposition to clarify doubts anytime.

6.- Questions number eight, nine and ten are related to language activities importance. With these questions students show if their teachers work with extra activities, extra material, if there are opportunities to clarify doubts, opportunities to participate, and motivation to support students in the language learning process.

3.3.2 Video recording

I recorded the classes of the two teachers and in that way I could analyse the activities that were used inside of them. I decided to make video recordings because in that way I could observe in detail, what are the student's attitude towards the teacher and the general aspects of the class. It is necessary to mention that recordings are considered as a tool but with the analysis of the video I can get the instrument, which is the information inside the video.

3.4 Data gathering procedures

First, the Principal was asked for permission to apply the instrument for the thesis and observed two different groups of English classes of the same semester and different professors. Principal was told the purpose and how the information of the instrument would be gathered and in what way it would be applied. Next of the agreement, recordings and the instruments was carried out in the two groups in four classes for each teacher. Correspondingly the recordings was analysed to see how interactions and participation were promoted during the English classes by the teacher and which effect had activities in the class to overcome students' shyness and apathy. Finally, based on the theoretical framework in chapter II, an observation sheet was created to analyse how effective were all the material and activities that the teacher used during the class.

CHAPTER IV: RESULTS

4.0 Introduction

This chapter demonstrates the final results about this thesis. This study took four days of observation in two different classrooms. Moreover the research questions that were previously mentioned in chapter I were answered. This thesis was applied in a private high school Instituto Tecnológico Roosevelt in two different areas of general high school and high school specialized in child care. This study was based on applying a checklist in their mother tongue (Spanish) to teachers as students; on the other hand I will get information from each checklist and from recording each class that I observed.

4.1 Check List Observations/ Results

4.1.1 Teacher One

Fourth semester of General High School

There was usually a clear instruction and proficiency in English language; he has developed an effective and friendly interaction with his students. He tried to encourage speaking in class as much as possible this was by using extra material such as; flashcards, images, dynamic activities or even games.

He did not have an effective organization and management of the class, despite every topic was linked with the previous one, thus he could not make a reinforcement of previous topics for clarifying doubts and to make students not to forget the information.

Even though he was successful monitoring when students answered in teams or when they worked alone in the book. He had been working with flexibility to adapt to students' needs and interests in activities. Something important was that the teacher related topics and exercises to the students' real world, and most of the classes' teacher has used extra material to improve the class. The next paragraphs will give a description about teacher's classes and activities that took place inside the classroom.

Day One

Teacher started the class reviewing the previous topic about how to form the comparatives structure using adjectives, students started to say what they remembered using their mother tongue –Spanish-, and the teacher repeated it what students say previously using English –although the teacher tried to promote the use of English between students because they refused to use it.

Next, teacher used flash cards with adjectives to make students identified them, teacher named the vocabulary in English while students said the meaning in Spanish, in like manner teacher repeated the word in English, then teacher stuck each flash card on the board while they mentioned each adjective that correspond to the flash card –to clarify the

first teacher brought his own material to the class- because this permitted him to catch the students' attention, then teacher asked students to pass in front of the class and write the correct ending of the adjective according to comparatives structure, if a student needed help teacher named another adjective with the same ending or with the help of the rest of students. Finally, the teacher asked two students to pass in front of the class and asked the other students to write sentences about them using comparatives, next teacher asked the ones in front of the class to write sentences about the rest of the class.

Day Two

Teacher and students checked homework which was about comparatives, while they were doing it a doubt came out about the comparison spelling of the adjective "narrow" because students wrote "more narrow" and the teacher explained to them that the correct way was "narrower" and used other adjective to clarify the doubt. Other mistake that students committed in sentences of comparative form was "that" when the correct form was "than" teacher clarified this by saying that they had to use the word "than" to compare and also teacher used examples to reinforce the knowledge – all this with the intention to make students aware of the rules to use comparatives. The next activity students translated vocabulary with the help of the teacher using the images from their book, - the teacher used the book in order to explain the topic for written exercises to practice comparatives- they used that vocabulary to compare objects and complete sentences from their book. They had

to write sentences using two objects with an adverb, they continued checking exercise by exercise.

Day Three

In this class the teacher presented a new topic, for this class he had asked one of the students to give a presentation about “reported speech”, this student tried to explain the teaching point in English, however, he finished speaking in Spanish because he couldn’t express very well the main ideas of the topic -this student is one with the highest English level in the class so he likes to participate and explain the topics to his classmates-.

Students performed a kind of debate in which they explained and gave examples about the using of reported speech. At the end of the debate the student who explained the topic gave many other examples of the using of “reported speech” he explained how they would use the tenses of the sentences and also the teacher said that for these sentences they would use “that” and reinforce how students would use the tenses of the sentences to form the “reported speech”, also the student who explained the topic said to his classmates that “reported speech” is similar to the discourse a reporter has at the moment they are giving the news. Students asked all their doubts about the topic and the teacher clarified each doubt by giving examples. Teacher asked one of the students to pass to the front of the class and write a sentence with a specific tense.

The next activity teacher asked to answer their books, for this the teacher asked one of the student to read the instructions and helped students to answer the exercises, he remarked the words adding to the sentences to form the “reported speech”, next students continuing answer their books themselves, at the end teacher reviewed the exercises.

Day Four

Teacher started the class asking students what were their plans for vacations, if they would travel to other state, although all students say briefly what they would do, however all did it in Spanish. For the first activity the teacher brought flashcards to the class with verbs in past tense – with this activity it was possible to see students relating the verbs with their previous knowledge, making it meaningful for them-, each flashcard was divided on pieces of syllables, the teacher asked two students to help him to stick each syllable of verbs on the board, while this was happening the teacher permitted a little conversation between students, when they finished sticking each piece of the flashcards the teacher asked students what would they think the flashcards were about? they guessed and they could find the first verbs easily on the board.

Teacher explained the activity, students would have to pass in front of the class to rearrange the scramble verbs having into account they would have a 1minute -time limit for each student in order to promote a competition among them.

To decide which student would pass first the teacher asked a student to make pieces of papers with numbers (from 1-13) and asked each student to take a piece of paper, then they passed according to this order – students' score can be seen by the flashcards that each student stuck on the wall-. There were students who could find three verbs easily but there were others who could not find so easy a single verb and some of them even created verbs that did not exist, the students who found a verb stick it on the wall, at the end there were two students who won, but there were many verbs left and teacher form them.

Teacher's Checklist Results

The results from the checklist by the teacher are presented in the next part; this information was translated and written according to the teachers' answers.

1.- Good use of language by the teacher during the class. According to the teacher there was a basic use of the target language in the classroom. But it was a little confusing for students. As a consequence, he made used of the mother tongue and the foreign language mixed. – Teacher used a basic English level with students, he used typical phrases, common vocabulary that is simple, furthermore his fluency was not the best.

2.- Good communication between teacher and students. Teacher has developed an open relationship with learners, students could express openly with the teacher. He knew some of

their interest and their environment. – Teacher was very accessible, he was friendly and very patient with students, he asked as many times as possible if there were no doubts.

3.- Students were motivated to use the foreign language as much as possible. Teacher tried to do it, however, students refused it; pupils did not have the disposition to do it frequently. – Pupils often used their mother tongue, teacher always repeated what students said into English and asked them to repeat it after him. Moreover teacher used both languages to make the topic more understandable and meaningful.

4.- Effective organization and management of the whole class. Teacher had order on his activities, there were occasions where the class management was excellent, nevertheless, learners easily lost the interest. – It was remarkable that teacher worked based on a lesson plan, he prepared each of his classes, but students did not engage in it, and teacher lost the control of students, when students were under control and began to play.

5.- Appropriate use of materials in class. Teacher always worked using the book, in addition, teacher brought extra material with him in order to complement students' understanding. – Some material that teacher brought to the class was created by him, other belonged to him, because the school did not give him any material to teach the class.

6.- Ability to adapt the class for students' needs and interest. Teacher sometimes used examples related to pupils to try to explain something that was difficult for them to

comprehend; furthermore teacher took information about real facts in the world to work on that. - Teacher asked for important facts that students has seen on the tv or newspaper, information that results remarkable for them, in order to transform it and use it, moreover when students did not get the idea the teacher gave an example using students' likes or hobbies.

7.- Effective monitoring of students' learning process. Teacher was attentive during the classes to catch students' mistakes. An important factor in the classes is that the classroom counted with few learners, this permitted to check the progress of each student. – Teacher was capable to notice who was paying attention and who was playing, this was a big challenge for the teacher.

8.- Use of different activities and materials in class. Teacher used extra material almost each class, such as flashcards, the book, target activities, and the blackboard. He tried to use a diversity of activities as much as possible. – Teacher used this material in order to complement students learning and to catch students' attention.

9.- Availability to answer questions and doubts. Teacher considered himself so close to his students and available to answer any doubt. – Teacher had total disposition to clarify doubts, he behaved very friendly, however, he could not help a lot with students who were playing during the class.

10.- Possibility to give support for students after classes. As a matter of fact in order to support students with mentoring was not possible due to the school did not count with extra classes, however, teacher arrived earlier to the school and was available if some student came asking for something related or not to the subject.

Students' Checklist Results

Following are presented the results from the checklist answered by the students; the information was translated and written according to the students' information. All the students agreed to provide their personal opinion for this project.

1.- Teacher's explanation was clear during the class. (The topic was easy) Most of the students agreed about how they got confused when the teacher explained the class in English because they did not comprehend all the instructions. - Students did not understand all what the teacher said in classes, that was why the teacher used both languages to make the topic easier and understandable.

2.- Teacher –students' relationship consider values as respect and tolerance. According to students the teacher was easy going and respected students' interest. - Learners used to chat frequently about other subjects; they got more interested in playing between them, checking their cellphones or doing homework from other subjects rather than attending the class.

3.- Confidence on your abilities and knowledge of the language. Most of the pupils were not sure about what they were learning, they did not understand all the content of the class, they did not learn some vocabulary of the topics, and finally learners did not have a complete idea about what they were answering in some specific activities. –Students did not pay real attention to the class, they got easily distracted most of the time and they did not remember all the vocabulary from previous classes.

4.- Opportunities to apply your abilities and knowledge in the class. Students accepted that opportunities to participate in the class exist, when students got the idea they play an active role during the class, however, when they got the feeling that they were lost or even just for pleasure they play and gossip.

5.- Opportunities for students to participate in the classroom. Learners recognized that they did not take advantage of this because most of them were wasting time in useless activities. - Pupils did not attend all what was going on in the class. They used to pay attention in what their classmates did, since the class was not a priority.

6.- Classroom environment encourages you to express your necessities. Most of the time students were not really interested in the class. So, they were not concerned about sharing their necessities. However, they had the freedom to express themselves at any moment. – Classroom environment allowed students to express any idea, but students did

not take seriously as the main fact, they only express meaningless ideas that were not always related to the class.

7.- Teacher clarifies your doubts; anytime as students ask. Teacher explained through different examples to clarify something, teacher was accessible any time as necessary. – Students knew that teacher explained every time they need it; this made the class more understandable. There were occasions when pupils committed a mistake and teacher emphasized where the error was in order for students to try to correct themselves.

8.- Teacher's activities help you to progress on your knowledge of the language. Teacher worked by doing extra activities always related to the topic, these activities helped learners to get engaged to the class. - Teacher helps students to understand something by doing activities similar to the book using information from students' personal interests.

9.- Teacher's material is varied, such as book, dynamics, pictures, so on. Teacher had a variety of material; also he tried to work using extra activities. But students would have preferred to use internet for the class. – Teacher brought extra material with him, this material was created by himself and helped him to clarify ideas and catch students' attention.

10.- The topic helps you to pay attention. The topics were not always interesting for students; they did not pay attention to what was going on in the class. – It depended how teacher presented the topic.

4.1.2 Teacher Two

Fourth semester of High School Specialized in Child Care.

Teacher's classes were taught most of the time in their mother tongue (Spanish). She had developed a discreet interaction with her students; teacher did not really know her pupils.

It was remarkable to observe in her classes that she had an effective organization and management of the classes. Teacher only focus on the curricula; book and traditional exercises, she based all her work on written activities. In the following paragraphs a brief description of teacher's classes and activities is shown.

Day One

Teacher started the class by asking students how their day had been, next the teacher explained students that she would write on the board a verb in present continuous and they had to write on their notebooks how it is conjugated with each personal pronouns –

Teacher's instructions were giving in their mother tongue. While teacher wrote each verb she checked that students wrote it too, the class was in silence while they copied the verbs in their notebooks.

When the teacher finished writing on the board she stood in front of the class and waited for students to complete the activity, when the majority of the class was ready the teacher asked students to hand in their notebooks and students had to wait in their seats until the teacher finished checking them. Finally the teacher asked students to take their notebooks from the desk. The next activity the teacher wrote on the board sentences in Present Simple, and asked students to rewrite the sentences into Future tense, in like manner students wrote in silence and the teacher waited in front of the classroom, when the students completed the activity they gave their notebooks to the teacher, when the teacher checked each notebook she gave it back to the students, again. -Every instruction teacher said was given in Spanish-.

Day Two

The class started with a joke from the teacher about the weather making a funny voice –that caused laughs from students. The teacher asked students to tell her certain verbs in Past Simple, then teacher wrote on the board the structure of sentences in Past Simple, she wrote

many examples where students said the structure; they mentioned the person, the verb in Past Simple and the complement. Thus teacher explained the auxiliary “did”, next the teacher wrote on the board sentences in Present Simple and asked students to rewrite them in Past Simple, teacher waited until students have written the sentences on their notebooks, after that the teacher asked for their notebooks again to check the sentences and gave them back to them.

For the next activity teacher wrote on the board questions and asked students for vocabulary, then teacher asked students to find a classmate who had done something related to the questions and write the information, at the end the teacher signed their notebooks exercises.

Day Three

Teacher started the class greeting students and presented the Future Form with Will. Teacher wrote on the board sentences in interrogative, positive and negative way to explain students the structure to use in future sentences –in this class the teacher started the class using English but the explanation for each sentence was in Spanish, moreover teacher translated each sentence into Spanish-. Then teacher wrote on the board some sentences in affirmative form and asked students to re-write them in the interrogative form, the teacher helped students to re-write the first sentence in interrogative.

When students completed the sentences the teacher asked to each student to pass in front voluntarily and write one sentence on the board and read it aloud, thus with each student – In this activity it could be observed a high participation from students-, the rest of the class checked if their sentences were right, and teacher waited until all the class had checked their sentences.

Then teacher asked each student to read one of their sentences, if one student made a mistake the teacher asked the class to identify where the mistake was, and help to correct it, all the students checked these sentences together -so pupils were working in a collaborative way, because they helped to their classmates when they committed a mistake. The teacher asked students to ask among them the questions that they had, and the teacher monitored the activity, when a student completed the activity teacher signed the work.

Day Four

The teacher started the class greeting her students and asking them to write down the date; then she wrote on the board some verbs to play conjugations with them again in Past simple, Present Simple and Future, after that she checked the students' notebooks and graded them.

The class was learning simple future so the teacher made trios to go in front of the class and write on the board sentences that teacher was dictating, each one had to write the same

sentence in future simple, but with a little difference, the first student had to write her sentence in Positive form, the second student wrote her sentence in interrogative structure, and the third student had to write it in negative.

While this was happening the teacher asked the rest of the class to write their own sentences and compare answers. –This activity showed that students' interactions works well and in a calm environment, finally they completed the exercises in a collaborative atmosphere, there was no need to make them work under pressure, and they participate as volunteers.

Teacher's Checklist Results

In the following part the results from the checklist are presented, this information was translated and written according to the teachers' answers.

1.- Good use of language by the teacher during the class. Teacher spoke most of the time in Spanish during all the classes; she only used some sentences in English. – It was part of the class the use of the mother tongue inside of the English class.

2.- Good communication between teacher and students Teacher and students had enough communication to develop the class. -There was good interaction between students and teacher to perform the activities but not so crucial, moreover pupils did not express

meaningful information from them to the teacher. In addition pupils listened carefully to the teacher all the time.

3.- Students were motivated to use the foreign language as much as possible.

According to the teacher, the participation from pupils was successful because students practiced their English in classes. – English was not spoken by learners or the teacher, the classes were carried out in Spanish, and pupils only spoke in English when they read specific information. Classes developed in silent, the group was quiet while they were working.

4.- Effective organization and management of the whole class. Teacher had an excellent

class management, also teacher did not have any problem with the class; organization was presented in all the classes. The class remained in silent, working alone, teacher controlling the class. – Students did not speak; they did not rise from their sits, they did not interact between them.

5.- Appropriate use of materials in class. Teacher did not use extra material; she only

used written exercises on the board. - Students did not use a book, the class occurred without any surprise, it was like a classic class from the old school where the teacher remained in front of the class, writing on the board while students did the exercises in silent, and there was little conversation between teacher and students.

6.- Ability to adapt the class for students' needs and interest. Teacher did her class based on the curricula of the school, teacher added more written exercises if learners needed it. – Not enough interaction occurred with students and teacher.

7.- Effective monitoring of students' learning process. According to the teacher, there was a positive answer from students' participation. She always monitored students' learning process during the class. - Teacher did not leave the front part of the classroom; she did not use to monitor students, she only monitored their leaning when pupils gave their notebook to check the exercises advance.

8.- Use of different activities and materials in class. Teacher had a little variety with writing exercises, but this exercises followed the same methodology, she used the blackboard, as always. - There was no a challenge for students; the activities were presented as a routine. The only material the teacher used was the blackboard.

9.- Availability to answer questions and doubts. According to the teacher she clarified doubts whenever students asked. – In her class it was frequently noticed that pupils did not ask for more specific information. As a consequence teacher never asked for doubts about her classes.

10.- Possibility to give support for students after classes. This was not possible, because of the schedule, the only support occurred during the classes. – Teacher finalized her class and went to her next class.

In the next part the results from pupils are presented. Students gave their personal point of view about teacher classes. This information was translated and written according to the answers.

1.- Teacher's explanation was clear during the class. (The topic was easy) Sometimes, because of some students misunderstanding in the instructions and the result of the activity was different from the one teacher expected. On other hand students comprehend the instructions because these ones were given in Spanish or using simple English, the topics were easy for them to understand. – Teacher's explanations were brief.

2.- Teacher –students' relationship consider values as respect and tolerance. Classes were developed respecting the teacher; there were not students who interrupt the class, play or gossip. – The teacher had the control of the class, she marked the difference between students and teacher, thus misbehavior was not presented in classes.

3.- Confidence on your abilities and knowledge of the language. Students had a basic level of English; they could do the exercises without problem, pupils did not show any

doubt about the topics. – Most of them understood the exercises because they were not so difficult.

4.- Opportunities to apply your abilities and knowledge in the class. The majority of students did not present problems; they understood the main ideas and the activities of the classes. –These kind of exercises were an opportunity for them to practice and confirm their knowledge.

5.- Opportunities for students to participate in the classroom. There were activities where all the students had to pass to the blackboard; other activities were when they asked each other for information. – However, some pupils agreed why they did not like to pass to the board so frequently.

6.- Classroom environment encourages you to express your necessities. Students did not speak a lot in the class, all the classes were developed almost in silent, and even students did not speak if they felt lost, they kept in silent. – Students followed teacher instructions, all the classes were in that way, and finally activities were a common routine.

7.- Teacher clarifies your doubts; anytime as students ask. In fact, students never asked any doubts about the class, the teacher did not work on students' confidence. As consequence students never do it, and the teacher was not used to give extra explanations.

8.- Teacher's activities help you to progress on your knowledge of the language.

According to learners, yes, these kinds of exercises helped them to progress but for others they did not like to pass in front of the classroom all the time, most of them love their classes. - Teacher activities were not a complement to the topic; the written activities were all the class.

9.- Teacher's material is varied, such as book, dynamics, pictures, so on. Students did not use an official book or copies; they always worked on their notebook, working on teacher written exercises. – According to the teacher her English class followed the curricula, but teacher was who decided how the topic was presented.

10.- The topic helps you to pay attention. Students always attended teacher instructions, and followed all the activities in a silent environment. – What it is remarkable to mention was that all the students were girls; it could be so crucial because they were very calm, moreover they were really comfortable with their classes.

4.2 Similarities and Differences

After reading the classes from both teachers, and their respective answers I could analyze that both teacher's classes shared differences and at the same time some similarities. However, I can name more differences than similarities.

Classroom management

About the differences: one of the most remarkable was to observe the class management. The second teacher had a complete control of the class, students never left their chairs without teacher's permission, they did the exercises and the environment was completely quiet, the activities were carried out without any complaint even when the activities were almost the same, and boring for some students, they did no use to speak so frequently using the foreign language or the mother tongue, speaking, listening and reading were abilities that teacher did not develop within the classroom, what is a bad aspect for learners because they did not live a complete experience with the foreign language. Teacher's classes were so traditional, only the teacher was in charge of what was going on the class, and where she represented the total authority. Teacher's personality is so strong, during classes the second teacher always sits in the front part of the classroom she did not interact with her students. She did not allow that students develop other skills, the teacher classes results very comfortable for the majority of students because that means that pupils do not make an extra effort, they know very well which "activity" proceeds the previous one, they do not face any challenge and finally they are not learning in a meaningful way.

Teacher classes are really boring since she did not use extra material and she did not use a variety of activities. The class is a boring routine.

In contrast with the first teacher, where his classes were remarkable by the absence of the class management, teacher could not control them, students from this class were naughty, they paid the minimum attention to the class, in addition learners used to speak so frequently in Spanish they did not like to speak in English, they did not take the class seriously, there were only three pupils who followed teacher's instructions, and did all the exercises without the teacher pushing them, the rest always preferred to attend other things not related to the class such as talking and doing homework from other subjects, it was a real challenge for the teacher to catch students attention or to develop a complete participation from students. However, there were days that students participate, in this way teacher could work with activities and was successful at it. On the other hand teacher tried to work with extra activities in order to complement students' knowledge, the teacher was worried about his students' performance in classes. As consequence he created material to help him to integrate students in what happened in the class. Teacher-students relationship is friendly, students' behavior is free, however, they take a negative advantage of this.

Extra material and activities

Another huge difference was that the second teacher always worked in a very traditional way, similar to the old school; she was only focused on one kind of activity – Written exercises. Meanwhile teacher one brought extra material to the class, and he worked with a variety of activities -Showing a kind of concern in students’ disinterests and to develop students’ skills as much as possible. This material was created by himself, moreover the objective of this was in order to reach students necessities, this kind of material helped him to catch students’ attention, very different with the second teacher, who did not bring any material for her classes, and he did not show interest to cover students interest.

Relationships between students and teachers (how was their effect on students)

About similarities, the first teacher as the second teacher had developed a good relationship with their learners, nonetheless, the second teacher was not so attentive with her students, she did not really know her students, her relationship with pupils remains in the surface, certainly students did not express even a comment about the repetitive and daily kind of activities that the teacher applied. I can say that the second teacher and her pupils had “a good relationship” but students could not express their opinions or thinking with freedom. In fact, no similarity was noticed among teacher classes; even their students

were very different. Comments from students can be useful, to take into account students point of view and to try to cover their necessities and interests.

CHAPTER V: CONCLUSIONS

The purpose of this project was: to describe and analyze the effectiveness used in activities inside English classrooms at High School Instituto Tecnológico Roosevelt and how their effect was on students. The findings of this thesis also showed whether students' participation was promoted during classes, what kind of activities teacher used in order to catch students' interest, and if extra material helped in the students' learning process.

This research showed how teachers work and how students respond to their activities, moreover teacher- students relationship was taken into account.

In addition it was found that the majority of students respond to the activities if these ones involve their interests and if the examples are related to their environment and daily life, finally the results of this research showed the way the teachers give their respective classes, ones teacher's methodology was very traditional based only on the Grammar Translation method. However, there was a teacher who worked with a variety of activities and with attractive materials for students, it was remarkable to see what occurs when the teacher used a mixture of methods, the kind of materials could be applied in activities to catch students' attention, since this means that activities engage students, and made the topic understandable and meaningful for them. On the other hand, the research showed what happen when teachers do not use extra material and students were limited at

learning taking into consideration just one method or working through various classes with almost the same activity. Finally, this project showed that the use of activities and extra materials play an important part on students' learning process.

5.1 Limitations

The unique limitation was that this research was focused only on two groups, and this could not reflect what actually was going on in all the classes of the foreign language in High School Instituto Tecnológico Roosevelt. In other words this research only showed what happened in these two groups, for a deeper research it would be necessary to make use of a lot of time and consider more groups to apply the same instrument with different teachers and different teaching English methods.

5.2 Recommendations

The project's results suggested in the case of the first teacher that the lack of participation from students was due to teacher's demands for using the language was limited; teacher's work is quite good, nevertheless classes need to be more demanding in order to promote students' attention and considering participation as a requirement for a students' grades. It could be a good idea that the teacher develops a critical thinking from students in every class for every topic. It was not enough and right that more than half of the class participate and pay attention and the other half did not take it seriously.

Otherwise, it was relevant that the second teacher did not make use of any tool, students were not learning in a meaningful and real context. Teacher did not try to reinforce their learning, teacher did not encourage students to produce language, students were only learning in a passive way without applying the language in real life situations.

5.2.1 Further research

The data collected in this Project is expected to be used for further studies and help English teachers in High School Instituto Tecnológico Roosevelt who are interested in improving their teaching a foreign language. Moreover, it can be mentioned that this project can work as a tool for teachers. It shows how these contributions can help other future teachers; they can analyze the way teachers taught their classes, working in their weaknesses by repairing the errors that can be committed inside of the classroom and improving their teaching, what is more the information presented shows what kind of activities are likely to be more successful and how teachers can develop a good attitude in students towards English.

5.2.2 Pedagogical implications

This is a meaningful project to the area of English teaching because with this comparative study teachers can analyze the different types of activities that teachers use

during classes, if they are useful or useless to the purposes of teaching and learning. On the other hand we can observe what kind of factors promote misbehavior in students and do not promote participation in the class.

5.3 Personal Experiences

This thesis project has taught me that there are many important factors in order to develop a good class, all these factors are important. What I consider the most important is that working with activities and materials are tools that can complement the class and also help teachers who has a lack of motivation from students. Activities and materials that are related with students' necessities and interests could guarantee students engagement. It is important to expose to pupils to the foreign language in classes, activities need to work in the real world, in their daily routine.

As student of the Major of Teaching English I have to know my students, who are the persons who I am teaching to. Nonetheless, having a good relationship with students does not mean to be a friend, means to know their weaknesses and strengths as students to work on those ones to have a better class.

References

- Anderson, G. (2008). *Teaching Teenagers English in Mind*. Cambridge. Retrieved from, PDF article: www.cambridge.org/elt/Englishinmind/teacher_resources/teaching_teenagers.htm
- Ausebel, D. (1968). *Learning to Teach in Secondary school*.
- Baker, J. & Westrup, H. (2003). *Essential Speaking Skills a Handbook for English Language Teachers*. Great Britain. VSO
- Brown, H., D. (2007). *Principles of Language Learning and Teaching*. United States of America. Pearson Education, Inc.
- Bülent, A., & Stoller, L. F. (2005). *Maximizing the Benefits of Project Work in Foreign Language Classrooms*. English teaching Forum. Turkey and United States. Retrieved from: PDF article: http://americanenglish.state.gov/files/ae/resource_files/05-43-4-c.pdf.
- Cook, V. (1997). *Second Language Learning and Language Teaching*. Arnold
- Díaz-Rico, L., T. (2008). *Strategies for Teaching English Learning*. United States of America. Pearson Education, Inc.
- Dörnyei, Z. (2002). *Motivational Strategies in the Language Classroom*. The United Kingdom. Cambridge University Press.
- Gebhard, J., G. (2009). *Teaching English as a Foreign or Second Language: A Teacher Self-Development and Methodology Guide*. United States of America. The University of Michigan Press.
- Harmer, J. (2003). *How to Teach English: An Introduction to the Practice of English Language Teaching*. Malaysia. Longman.
- Johnson, K. (2008). *An Introduction to Foreign Language Learning and Teaching*. Pearson Education Limited.
- Jones, A. (2010). *Teaching and Learning Unit and Authords*. Retrieved from, PFD articles: http://fbe.unimelb.edu.au/___data/assets/pdf_file/0019/633133/student_participation.pdf.
- Lee, W., R. (1994). *Language Teaching Games and Contests*. HongKong. Oxford University Press.
- Malamah-Thomas, A. (1991). *Classroom Interaction*. Hong Kong. Oxford University Press.

Pollard, L. & Hess, N. (1997). *Zero Prep Ready-to-go Activities for the Language Classroom*. The United States. Alta book Center Publishers.

Richards, J., C. (1991). *The Context of Language Teaching*. Melbourne Sydney. Cambridge University Press.

Sánchez (2012) Definition of *Aptitude*. Own Elaboration. Puebla, Pue.

Sánchez (2014a) Definition of *Classroom Activities*. Own Elaboration. Puebla, Pue.

Sánchez (2014b) Definition of *Classroom Participation*. Own Elaboration. Puebla, Pue.

Sánchez (2014c) Definition of *Motivation*. Own Elaboration. Puebla, Pue.

Scott, W., & Ytreberg, L. (1994). *Teaching English to Children: Longman Keys to Language Teaching*. New York, N.Y. Longman Group UK Limited.

SEP (2008) PDF Article, Retrieved from: <http://www.dgb.sep.gob.mx/02-m1/03-iacademica/00-otros/orientaciones-en-ensenanza-ingles.pdf>.

Tharp, G. & Gallimore., R. (1988). Definition of Classroom interaction. Retrieved from, PDF article: <http://files.eric.ed.gov/fulltext/ED444381.pdf>.

The Teaching Center (2009). *Increasing Student Participation*. Washington University in St. Louis. Retrieved from, PDF article: <http://teachingcenter.wustl.edu/strategies/Pages/increasing-participation.aspx>

Thornbury, S. (2006). *An A-Z of ELT*. Oxford. Macmillan.

Vygotski, L. (1978). *Mind in Society: The Development of higher mental process*. Cambridge, MA: Harvard University Press.

Williams, M. & Burden, R. (1997). *Psychology for Language Teachers*. Cambridge: CUP

Winke, P., M. (2005). Promoting Motivation in the Foreign Language Classroom. Retrieved from, PDF article: <http://www.clear.msu.edu/clear/files/6113/6000/8129/fall2005.pdf>.

Wright, A; Betteridge, D. & Buckby, M. (1995). *Games for Language Learning*. Melbourne Sydney. Cambridge University Press.

Xu, R., & Huang, L. (2010). *The Role of Teachers in College English Classroom –From the perspective of Affed*. China. Retrieved from, PDF article: <http://www.ccsenet.org/journal/index.php/ies/article/viewFile/6793/5324>.

APPENDIX

Image 3.2: The next part is the questions that were applied on the checklist for the teachers,

ten closed questions having the option to answer yes/no and why. (See appendix 1)

	SI/NO	¿POR QUÉ?
1.- Lenguaje claro usado por la profesor (a) durante la clase.		
2.- Plena comunicación entre profesor y estudiantes.		
3.- Motivación en los estudiantes para usar la lengua extranjera (inglés) lo más posible.		
4.- Efectiva organización y manejo de toda la clase.		
5.- Apropiado uso de materiales en clase.		
6.- Flexibilidad y habilidad del profesor (a) para adaptar la clase a las necesidades e intereses de los estudiantes.		
7.- Efectivo monitoreo del aprendizaje de los estudiantes durante la clase.		
8.- Uso de diversas actividades y materiales en la clase.		
9.- Disposición a resolver las dudas de los alumnos.		
10.- Posibilidad de aclarar dudas e impartir asesorías fuera del horario de clases.		

Image 3.3: The other part of the checklist on the next image shows the questions that were applied to the students inside the groups after finishing the observation process. Ten closed questions where the students must answer according to a specific scale that is, once a week, twice a week, always or never. (See appendix 2)

NUNCA	1 VEZ X S	2 VEZ X S	SIEMPRE
-------	-----------	-----------	---------

1.- La explicación del profesor fue clara durante la clase usando inglés. (El tema de clase fue sencillo para ti).			
2.- Consideras que en la relación entre tus compañeros y el maestro se toman en cuenta los valores como el respeto y la tolerancia.			
3.- Confías en tus habilidades y conocimientos del idioma.			
4.- Sientes que hay suficientes oportunidades para que puedas aplicar tus habilidades y conocimientos dentro de la clase.			
5.- Hay oportunidad para que todos tus compañeros participen dentro de la clase.			
6.- El ambiente dentro del salón de clases te motiva a que comuniques tus necesidades.			
7.- El maestro está dispuesto a resolver tus dudas; incluso cuando éstas no quedan claras después de una nueva explicación.			
8.- El maestro realiza actividades que te ayudan a aprender y a progresar con tus conocimientos del idioma.			
9.- El material utilizado dentro de las clases tiene variedad			

durante el curso; uso del libro, dinámicas, imágenes, uso del pc, etc.		
10.- El tema de la clase te ayuda a poner atención.		