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THE ROLE OF THE ACTIVITIES APPLIED IN THE

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**“THE ROLE OF THE ACTIVITIES APPLIED IN THE EFL CLASS AT A
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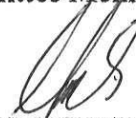
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Dedication

To my parents and brothers, who have always looked after me. Thanks to you, your support and example, I have been able to make one my dreams come true. Thank you for demonstrating me that we can get over any obstacle if we stay together. I love you.

To Israel. I have no words to thank you enough all you do for me everyday. I believe in you and in the future. HDL.

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Table of Contents

Chapter I: Introduction.....	1
1.1 Introduction to the Problem.....	1
1.2 Research Purpose.....	3
1.3 Research Questions.....	3
1.4 Significance of the Study.....	4
1.5 Definition of Terms.....	4
1.6 Organization of the Dissertation.....	5
Chapter II: Literature Review.....	7
2.1 A General Overview of Secondary Education in Mexico.....	7
2.1.1 A Brief History of Secondary Education in Mexico.....	8
2.1.2 Modalities of Secondary Education.....	9
2.1.2.1 Secundaria General.....	9
2.1.2.2 Secundaria Técnica.....	10
2.1.2.3 Telesecundaria.....	10
2.1.3 Characteristics and Challenges of Telesecundaria Modality.....	11
2.1.3.1 A Brief History of Telesecundaria Modality.....	11
2.1.3.2 Characterization of Telesecundaria Modality.....	12
2.1.3.3 General Conditions at Telesecundaria Schools.....	13
2.1.3.3.1 Challenges for Teachers.....	13
2.1.3.3.2 Challenges for Students.....	14
2.1.3.3.3 Infrastructural Challenges.....	15
2.2 English Teaching in Secondary Education.....	16
2.2.1 Purpose of English Teaching in the Secondary Level.....	16
2.2.2 Results of Evaluations on Teachers' and Students' English Level.....	17

2.3 Activities in the EFL Class	18
2.3.1 The Adolescent as Learner	19
2.3.2 The Concept of Activity	20
2.3.2.1 Procedure	20
2.3.2.2 Technique.....	20
2.3.2.3 Task	21
2.3.2.4 Activity	21
2.3.3 Characteristics of Effective Activities	22
2.3.4 Activities and Skills	23
2.3.4.1 Development of Reading Comprehension	23
2.3.4.2 Development of Listening Comprehension	23
2.3.4.3 Development of Writing	24
2.3.4.4 Development of Oral Production	24
2.3.4.5 Practices Focused on Grammar	25
2.3.4.6 Practices Focused on Vocabulary.....	25
2.3.4.7 Integration of Skills	26
2.3.5 The Roles performed by Teachers during the Activities	26
Chapter III: Methodology	29
3.1 Methodology	29
3.2 Research Context	29
3.3 Participants	30
3.4 Instruments	31
3.4.1 The Observation Format.....	31
3.4.2 The Questionnaire-based Interview	32
3.4.3 The Questionnaire for Students	32
3.5 Procedure.....	33

Chapter IV: Analysis and Discussion of Results 34

4.1 What are the Most Common Activities in the EFL class? 35

 4.1.1 Activities Observed in the Lessons 36

 4.1.2 Activities that Participant Teachers mentioned to apply..... 37

 4.1.2.1 Question 1: *¿Qué tipo de actividades incluye en la clase de inglés?*..... 37

 4.1.2.2 Open Question from the Interview 38

 4.1.3 Activities that Students identify in the EFL Class 39

4.2 Skills and Sub-skills developed during the Activities..... 40

 4.2.1 Classroom Observations..... 41

 4.2.2 Interviews 42

 4.2.3 Questionnaires 43

4.3 Interaction during the Activities 45

 4.3.1 Interaction Observed in the Lessons 45

 4.3.2 Interaction from the Teachers’ Perspective..... 46

 4.3.3 Interaction from the Students’ Perspective 47

 4.3.4 Work Management in Teachers’ and Students’ Opinion..... 48

Chapter V: Conclusions 51

5.1 Summary..... 51

5.2 Conclusions..... 52

 5.2.1 What are the Most Common Activities in the EFL class? 52

 5.2.2 Which Skill or Skills are these Activities focused on? 53

 5.2.3 What kind of Interaction is developed during those Activities? 53

 5.2.4 What is the Role of the Teacher during those Activities?..... 54

 5.2.5 What is the Role of the Students during those Activities? 54

5.2.6 What is the Role of the Activities applied by Teachers of different grades in the EFL Class at a Telesecundaria School?	55
5.3 Implications of the Study.....	55
5.4 Limitations of the Study	56
5.5 Directions for Further Research.....	56
List of References	59
Appendix I: Class Observation Format.....	62
Appendix II: Questionnaire-based Interview	63
Appendix III: Transcripts of the Interviews	64
Appendix IV: Questionnaire	67

List of Figures

Figure 4.1: The Activities that Students Perceive as the Most Common in the EFL Class	39
Figure 4.2: The Focus of Activities on Skills from the Students' Perspective	43
Figure 4.3: The Students' Perceptions about their Role in the EFL Class	47

List of Tables

Table 2.1: The Teacher as Manager during the Activities	26
Table 2.2: The Teacher as Instructor during the Activities	27
Table 4.1: Organization of Data for its Analysis.....	34
Table 4.2: Activities Observed in three EFL Classes at a Telesecundaria School.....	36
Table 4.3: Activities that Teachers mentioned to Apply	37
Table 4.4: Criteria for the Selection of Activities	38
Table 4.5: What are the Activities Most Frequently Included in the Lessons?	40
Table 4.6: Skills and Sub-skills Observed in the Lessons	41
Table 4.7: Skills and Sub-skills Development from the Teachers' Point of View	42
Table 4.8: Skills and Sub-skills Development: Comparison of Results	44
Table 4.9: Interaction Observed during the Activities	45
Table 4.10: Interaction from the Teachers' Perspective	46
Table 4.11: The Frequency in which Students perceive to Perform Different Types of Work Management in the EFL Class	49

Chapter I: Introduction

1.1 Introduction to the Problem

The diversity of educational contexts in our country has originated the necessity of creating different modalities for teaching at the different educational levels. This project focuses on Secondary Education, specifically on Telesecundaria modality.

Since Secondary schools are classified as part of the basic level of education in Mexico, studying the Secondary level is obligatory in our country. The Secondary level is the continuation of six grades of Primary Education and is also a requirement to access to Upper Secondary Education (World Education Services, 2001). The Educational System in Mexico offers different modalities in the Secondary Level: ‘Secundaria General’, ‘Secundaria para Trabajadores’, ‘Secundaria Técnica’, ‘Telesecundaria’ and ‘Secundaria Comunitaria’. Though these modalities work under the same curriculum designed by Secretaría de Educación Pública (SEP), they are different in their organization and structure (Santos del Real, 2009).

In Telesecundaria modality, every teacher is responsible of teaching all the disciplines of the curriculum. That is, different subjects such as Mathematics, Chemistry, and English are taught by the same person, which is a phenomenon worthy to be explored considering that teaching requires deep comprehension of the subjects to teach. According to Ball & Cohen (1999), this comprehension will facilitate making connections between the academic contents and real-life situations, as well as the comprehension of the mental processes involved in learning in different fields.

This dissertation explores English as Foreign Language (EFL) lessons taught by three Telesecundaria teachers. The main interest in this dissertation is the methodology applied in the English lessons, focusing on the activities.

Although previous research on the activities in the EFL classes at Telesecundaria Schools was not found at the moment of the development of this dissertation, some research has been carried out focusing on teachers' professional profile at Telesecundaria Schools. To demonstrate the relationship between the professional profile of teachers and the knowledge about the subjects they teach, a test created from the Carrera Magisterial Data Bank was applied to Telesecundaria teachers from Durango, all of them with different professional background (Maldonado-Ávila, 2009).

The participant teachers were grouped into categories according to their professional profiles. Some participant teachers had obtained the degree of 'Licenciados en Educación Media Superior con Especialidad en Inglés'. The hypothesis of Maldonado-Ávila was that, after the test "certain teachers would obtain good results in the disciplines related to their profiles" (2009:8) However, the results of the tests showed that the specialists in English were the only ones who obtained the highest results in the exam of their discipline (English). To Maldonado-Ávila there is a direct relationship between the professional background and the results of the exams, which reveal the degree of comprehension of the subject that each professor is teaching.

Yet the present study focuses on Telesecundaria Education, its main interest is to analyze the activities that are applied by Telesecundaria Teachers in the English as a Foreign Language (EFL) Class. Differently from Maldonado-Ávila's research, the professors involved are not specialists in English Teaching (see Chapter III) but they teach English as part of their role as Telesecundaria Teachers.

1.2 Research Purpose

The purpose of this study is to explore the activities applied in a Telesecundaria School during the EFL class in order to observe the dynamic developed during the activities and so, to establish the role that these activities play in the methodology applied by the teachers in charge. This exploration and the analysis of its results are an attempt to make teachers aware of their English teaching and so, to apply different activities that facilitate the teaching-learning process in the EFL class, if necessary.

1.3 Research Questions

This project is guided by a main question and five secondary questions. These questions will be answered through the next chapters.

- *Main Question:*

1. What is the role of the activities applied by three teachers of different grades in the EFL class at a Telesecundaria School?

- *Secondary Questions*

- a) What are the most common activities in the EFL class?
- b) Which skill or skills are these activities focused on?
- c) What kind of interaction is developed during those activities?
- d) What is the role of the teacher during those activities?
- e) What is the role of students during those activities?

1.4 Significance of the Study

The significance of this study is the exploration of English lessons taught by Telesecundaria teachers trained at different Institutions. Through this project, these teachers will be able to reflect on the development of the activities that they include in their EFL lessons and use their reflection to assess their own teaching and to share ideas with the rest of teachers in the same school in order to improve their English teaching. This exchange of ideas could transcend to another Telesecundaria schools and make a general and significant change in the English teaching experience, at least in Telesecundaria Schools.

Plus, this study could serve as a resource for further research on the same field. Since this is an exploratory project, the results could set more questions for future research on other aspects of teaching EFL at Telesecundaria that could be researched.

1.5 Definition of Terms

Activity: Part of planning class that involves purposeful work from students and teachers. It is considered as a step to achieve a goal in the class. Activities are also considered as components of tasks and techniques (Richards, 2014).

Classroom Interaction: This term refers to the role of student and teacher in the learning process, to the “patterns of verbal and non-verbal communication and the types of social relationships which occur within classrooms” (Richards et al., 1992:52).

Grammar: Description of the structure of sentences in the language. The way in which speakers combine units of language (phrases or words) form sentences (Richards et al., 1992).

Method: “A systematic set of teaching practices based on a particular theory of language and language learning” (Richards and Rodgers, 2014: 3).

Task: In education, this term is defined by some authors like Ur (2012) as something that students do or carry out using existing language resources. One of the relevant aspects of tasks is that they demand an outcome while they provide opportunities to acquire language and to reflect on language use.

Teaching strategy: A strategy in teaching is basically, a procedure with a specific purpose. In order to achieve the established purpose, teachers make conscious decisions to assist students in their learning and use of language (Parra-Pineda, 2003).

Technique: According to Larsen-Freeman (1986), a technique is a procedure that contributes to the achievement of specific goals as steps in the achievement of a more general objective. Another characteristic of techniques is that they can be done in a mechanic form; it means that they are steps that can be easily followed by students. In other words, strategies are carried out through the execution of techniques.

Telesecundaria: One of the existing modalities of Secondary Education in Mexico. Often placed in rural communities, schools that belong to this system use the transmission via satellite as main educative resource (Jiménez et al., 2010).

Vocabulary: The lexical component of language. Vocabulary is also defined as the relation of words to their concept and meaning. It “includes also lexemes, compound words, and idioms” (Richards et al., 1992: 400).

1.6 Organization of the Dissertation

So far, Chapter I has presented an overview of the problem under research. This Chapter presented the research purpose and the questions that will guide the research; as well as the significance of the study and important concepts for the research.

Chapter II provides information about the Telesecundaria Modality, its history, its purposes and challenges. Chapter II also presents information about the teaching field, focusing on activities.

Chapter III details the methodology applied in this research, the research context, the participants, and the data-collection instruments and procedure.

Chapter IV analyzes the results of the research and provides information that will help answer the Research Questions stated in Chapter I.

Finally, Chapter V summarizes the research and gives conclusions from the research, as well as directions for further research on the same field.

Chapter II: Literature Review

The objective of this Chapter is to provide information that helps to analyze the role that activities play in the English as a Foreign Language Class in the context of a Telesecundaria School. This Chapter is divided into two sections to facilitate the organization of the information provided: Section 2.1 presents information about the educational environment at Telesecundaria Schools in Mexico. On the other hand, Section 2.2 presents information about the legislation in English Teaching in Mexico. Finally, Section 2.3 focuses on the concept of activity, the features of effective activities, and their relationship with skills development and classroom interaction.

2.1 A General Overview of Secondary Education in Mexico

As it was mentioned in Chapter I; this research project focuses on Telesecundaria Schools. For this, Section 2.1 shows an overview of the Secondary level in Mexico, in order to understand general aspects of Secondary Education. Then, the different modalities of Secondary Education will be described, going deep into Telesecundarias, which are the context that this project focuses on.

The Secondary Level is part of the obligatory education in Mexico, it is the following stage after six grades of Primary School and the main requirement to access to Upper Secondary Education (World Education Services, 2001). The Secondary Level aims to attend the social and academic necessities of students from 12 to 15 years old (Zorrilla, 2004).

The Secondary Education has suffered several changes when attempting to respond to the necessities of social contexts in different stages of the Mexican history. This section includes information from different Educational Organizations to present a general view of the Secondary

Education in Mexico, its origins, and purposes; as well as the main characteristics of the different Secondary Education modalities.

2.1.1 A brief History of Secondary Education in Mexico

This section presents a brief history of the Secondary Education from its origins, in the imperium of Maximilian I, to the division of Secondary Level into different modalities.

According to Zorrilla (2004), the origins of Secondary Education in Mexico can be found in the ‘Ley de Instrucción Pública’. This document, published in 1865 during the imperium of Maximilian I, stated that Secondary Level consisted of seven to eight years of studies; it established the subjects to be studied at this level as well as the requirements to access to Secondary Education. Human Studies represented a significant part of the curriculum proposed in 1865; languages, literature, and philosophy were emphasized. Other sciences such as Mathematics, Logic, History, Geography and Physics were also part of the curriculum for the Secondary level in that time (Rivas-Gómez, 2012).

Fifty years later, as a result of the ‘Congreso Pedagógico de Jalapa’, held in 1915, the Secondary Education was conceived as an independent level whose function was to link the academic contents of Primary Education and the contents taught at Universities in that time. Subsequent curricula were defined by the social necessities of the period. Consequently, curriculum for Secondary Education was submitted to several redefinitions of objectives and thus, changes in the organization of subjects (Zorrilla, 2004).

This consolidation process of Secondary Education continued and new reforms to the project were made. In 1932, the contents were re-oriented to serve as a link with the contents of Primary Education; in 1937 the curriculum suffered a new modification, and in 1940 it was stated that the Secondary Education would consist of three years of studies (Zorrilla, 2004).

Then, in 1958, Governmental Institutions considered necessary to divide the Secondary Level in different modalities in order to satisfy the necessities of students in different contexts with different resources. The different modalities, their purposes and main characteristics are presented in the next section.

2.1.2 Secondary Education Modalities

In 1993, the articles 3rd and 31st of the Mexican Constitution were reformed, establishing the Secondary Level as the last stage of the elementary and obligatory education in Mexico. The reforms established the general purpose of Secondary Education as well, which is that teenagers acquire tools to learn throughout life, by developing affective and social skills (SEP 2006, 2013). As previously mentioned, the different modalities of Secondary Education were created to attend specific necessities in different contexts. Santos del Real (2005) mentions the three schooled modalities of Secondary Education: ‘General’, ‘Técnica’, and ‘Telesecundaria’. These modalities are available for Primary graduated students of 15 years old maximum. Other modalities such as ‘Secundaria para Trabajadores’, ‘Secundaria para Adultos’, and ‘Secundaria Abierta’ are the non-schooled options for students over 16 years old. Since this work aims to focus on Telesecundaria, which is one of the schooled modalities, only the characteristics of the three schooled modalities are presented in the section below.

2.1.2.1 Secundaria General

Santos del Real (2005) points out that Secondary Schools working under the modality of Secundaria General serve to 52% of the total of Secondary students in Mexico. Secundarias Generales are placed in both rural and urban communities. In this modality, teachers are regarded as specialists in the subjects they teach (Santos del Real, 2005). Curriculum for Secundaria

General is the same as for Secundaria Técnica and Telesecundaria, with some differences according to the purposes of each modality.

2.1.2.2 Secundaria Técnica

According to Santos del Real (2009), Secundarias Técnicas represent 13.1% of the total of Secondary Schools in México. This modality is characterized by the function of technology in its curriculum. Students are provided with education in the use of technologies according to the necessities of the community they belong to (SEP, 2013). Then, Secundarias Técnicas can be divided into “industriales, agropecuarias, pesqueras, forestales and indígenas” (Santos del Real, 2005:24).

2.1.2.3 Telesecundaria

Santos del Real (2009) indicates that more than a half of the Secondary Schools are Telesecundarias. Telesecundaria schools are often placed in rural communities with a degree of marginality and they use transmission via satellite as their main educative resource. The purpose of this modality is to give opportunities to access to the Secondary Education to the inhabitants of disadvantaged communities through the use of electronic means (SEP, 2013).

In this modality, a teacher takes the responsibility of teaching all the different subjects of the curriculum (Santos del Real, 2009). This fact is an important base for this research project because the main interest is to observe the role of the activities that are applied by Telesecundaria teachers in the EFL class.

In order to understand better our research context, next section presents the Telesecundaria modality in detail: its history, its main characteristics and the challenges currently faced at Telesecundaria Schools.

2.1.3 Characteristics and Challenges of Telesecundaria Modality

This section aims to characterize the general context of Telesecundaria schools and so, to observe the process and advances that Telesecundaria modality has had in its attempt to offer opportunities to give access to education to the population of rural communities, as well as the challenges faced in the achievement of the educational objectives.

2.1.3.1 A brief History of the Telesecundaria Modality

The concept of Telesecundaria is strongly linked to the concept of Educative Television. Origins of Educative Television can be established in the posterior years to the Second World War, when the aim of Educative Television was to be a tool to assist Education in the post-war period, from 1950 to 1960 (Calixto-Flores & Rebollar-Albarrán, 2008).

The application of Educative Television in the Mexican context could be dated in 1965, with the implementation of a Literacy Campaign supported by the use of television and radio (Este País, 2005). In 1966, the first pilot transmissions took place in Distrito Federal (Calixto-Flores & Rebollar-Albarrán, 2008). Nevertheless, Telesecundaria Modality got incorporated as part of the Mexican Educative System until 1968, when satellite transmissions were ready to start in eight states of Mexico (Este País, 2005).

The expansion of Telesecundaria Schools reached an important point in 1981: the number of enrolled students in Telesecundaria Modality doubled and the number of Telesecundaria Schools increased fivefold. However, first challenges arose in 1982, when the signal reception for Educative Television did not show any improvement despite the launch of Satellites Morelos I and II (Este País, 2005).

As mentioned before, Telesecundaria Modality was created to offer opportunities for education access in small and disadvantaged communities. This objective was partially achieved thanks to the Statement of 1993, in which Secondary Level was declared as obligatory.

Calixto-Flores and Rebollar-Albarrán (2008) highlight the incorporation of means of communication, computers and video recorders as visual elements to assist the students in their learning process in some Telesecundaria Schools. In fact, international organisms such as Microsoft participated in the program ‘Alianza por la Educación’ in Telesecundarias in Estado de México in order to impulse the use of technology in education.

2.1.3.2 Characterization of Telesecundaria Modality

Once a brief historical panorama of Telesecundaria Schools has been stated, some characteristics of the Telesecundaria Modality will be presented. According to the different authors previously cited, the following characteristics can be identified in this modality:

A) The presence of Telesecundaria schools mostly in rural communities with a degree of marginality. Telesecundaria Schools are often placed in communities of less than 2500 inhabitants, where the low number of Primary-graduated students represents a difficulty for establishing a Secundaria General or a Secundaria Técnica. Currently, over a half of the Secondary Schools in Mexico (60.6%) are Telesecundarias (Este País, 2005).

B) The Telesecundaria Modality combines elements of Long-distance and Classroom Education. They work on the same curriculum as Secundarias Generales and Técnicas but use technologies such as transmission via satellite in the teaching process. The curriculum at Telesecundaria Schools is strongly linked to the infrastructure, “where the central element is the ‘Red Educativa de Transmisión Satelital’, as well known as EDUSAT” (Calixto-Flores & Rebollar-Albarrán, 2008:4).

C) One teacher is the responsible of the teaching process of all the subjects in the same scholar grade.

D) The curriculum at Telesecundaria Schools includes activities that are developed by teachers and students to establish and reinforce links with the community life. Santos del Real and Carvajal Castillo (2001) mention activities such as art courses; poultry, and food preservation courses; literacy, health, and sanitation campaigns, and activities to negotiate public services such as potable water or roads as well.

Although Telesecundaria Schools represent a solution for the lack of Secondary Schools in disadvantaged communities, it is important to consider that some minimal operating conditions have to be ensured when using technology in education. In order to describe the current conditions at Telesecundarias, the next section presents information about the challenges that are faced by teachers and students at Telesecundaria Schools; as well as the conditions of the infrastructure required by this educational modality.

2.1.3.3 General Conditions at Telesecundaria Schools

This section presents a general panorama of the conditions faced by teachers, students, and infrastructure at Telesecundaria Schools.

2.1.3.3.1 Challenges for Teachers

According to the report of Este País (2005), the insufficiency of teachers at Telesecundaria system leads some teachers to take administrative functions or even to be in charge of more than one group, which derives in a work overload.

Furthermore, for some teachers, training background represents another obstacle. Telesecundaria Teachers require a dominium of all the contents related to the subjects of the

curriculum, differently from other Secundaria Modalities in which it is required a dominium of certain contents directly related to the teachers' training and profile (Calixto-Flores & Rebollar-Albarrán, 2008).

2.1.3.3.2 Challenges for Students

It is important to consider that the context of students is also a factor that influences the learning process at Telesecundaria Schools. In order to find out the characteristics of students at Telesecundaria Schools; Santos del Real and Carvajal Castillo (2001) carried out a study on students that attended to Telesecundaria Schools in six states of Mexico: Guerrero, Morelos, Oaxaca, Sonora, Veracruz, and Zacatecas.

Among their findings, the ones mentioned below are of particular interest due to their direct relationship with the students and their families; and because of their potential influence on the learning process:

A) The average of family members is 6.3 members. In 17.5% of the cases, at least one of the parents is absent due to divorce or immigration, which could influence in the attention that students receive at home.

B) The most common activities developed by the parents of the students are agriculture and cattle raising, as well as crafts such as masonry, carpentry or electrician. The percentage of parents with a professional degree is low (1.4%) and the maximum level of scholarship is, generally, under the Secondary Education.

C) Almost half of the students work or help their parents in their daily activities. This represents an important factor of scholar absenteeism.

Yet the characteristics were found in communities of six states with different grades of marginality, the findings help to set a general panorama of the challenges that students and teachers might face everyday at the Telesecundaria schools along the country.

2.1.3.3.3 Infrastructural Challenges

In terms of infrastructure, Telesecundaria schools face important challenges referring to the minimal infrastructure they require in the development of their functions.

Considering that lessons at Telesecundaria Schools are mainly based on Educative Television, it is alarming that over 5000 Telesecundaria Schools reported a lack of television and 17% claims to have a television in inappropriate conditions. For the ones that have working televisions, video recording equipment is suggested as a complement for the teaching process. However, 10.3% of Telesecundaria Schools reported a lack of electricity services. What is more, a considerable number of Telesecundaria Teachers considered the signal reception as not good or not good enough.

Regarding other materials, the ‘Libros de conceptos básicos’ and ‘Guías de aprendizaje’ are suggested to support the development of the lessons. Despite the utility of these materials, a significant number of schools reported insufficient ‘Guías de Aprendizaje’ and, in some cases, they reported a complete lack of ‘Libros de Conceptos Básicos’.

The information presented in this section is important considering that one of every five students of the Secondary Level studies at a Telesecundaria School (Este País, 2005). The information will serve as a tool in understanding the context in which this research will take place. In order to have a wider panorama of the role of English in the Curriculum of Secondary Level, next section presents the statements from different Educational Institutions about the purpose of English as subject at the Secondary Level.

2.2 English Teaching in Secondary Education

The English teaching in Mexico faces challenges of different nature. The lack of a clear legislation about the purposes of English as subject in the Basic Educational Level, the optimum working conditions for English Teachers, and the deficit of specialized English Teachers have resulted in a failure of the achievements of stated objectives for English Teaching (IMCO, 2015). This section aims to present a general context of the situation of teaching English as a foreign language in Mexico by comparing the objectives proposed by Educational Institutions and the results of the evaluations on English Level applied to Third-year Secondary School students.

2.2.1 Purpose of English Teaching in the Secondary Level

English Teaching in Secondary Level in Mexico is obligatory since 1926. However, Educative Institutions of each state developed English Programs until 1992. As an attempt to establish common learning purposes along the country, the Secretaría de Educación Pública (SEP) implemented in 2009 the ‘Programa Nacional de Inglés en Educación Básica’ as well known as ‘PNIEB’. Despite the relevance of PNIEB, in 2014 this program was fused with other governmental programs (IMCO, 2015). Currently, the program is known as ‘Programa Nacional de Inglés’, or ‘PRONI’. Both programs -PNIEB and PRONI- have the same curriculum and purpose, which is:

[...] that students get the necessary knowledge to engage in social practices with written and oral language to interact with native and non-native English speakers by means of specific competencies with the language. This entails using activities that involve the production and interpretation of spoken and written texts –of a familiar, academic and literary nature– so that students will be able to satisfy basic communication needs in different every day, familiar, and known situations. (SEP, 2011:102)

More specifically, the purpose of PNIEB states that students at the end of the third grade of Secondary Education should have acquired an intermediate level (B1 in the Common European Framework or Reference-CEFR). This means that by the end of the third grade of Secondary School, the abilities expected from students are:

[They] can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. They can deal with most situations likely to arise whilst traveling in an area where the language is spoken. They can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans (Council of Europe, 2007:24)

However, just a low proportion of the students of Secondary Level reach the B1 level at the end of three years of studying English. This fact can be understood, partially, by the role that teachers play in the English Teaching. In order to understand the relation between the role of teachers and the students' learning, the next section presents the results obtained in a survey carried out by Székely et al. (2015) for the Association 'Mexicanos Primero'.

2.2.2 Results of Evaluations on Teachers' and Students' English Level

This section presents the results of a survey on the English Level that students in eleven states of Mexico have by the end of three years of Secondary Education. This study, developed by Székely et al. (2015), is based on the objective stated by SEP; which is that students reach the B1 English Level by the third grade of Secondary School.

This study focuses on Public Secondary Schools. In order to evaluate the knowledge of English in third-grade students, an exam with questions and exercises with different levels of complexity was applied. The results showed that almost all of the participant students obtained a

result under the B1 level. It is relevant that 79% of the students showed a level inferior to the A1 level. Only three students out of 100 obtained the B1 Level expected by SEP.

Since the results of these evaluations could have a relationship with the teachers' knowledge of the language, the same exam was applied to a sample of teachers. The results showed that more than a half of the teachers obtained a level inferior to B1. These results seem to reveal deficiencies in teachers' training. Since the dominium of English is essential for teaching, the teachers' training might be a factor that directly impacts the students' learning and the dynamic of the lessons. At this point, it is important to recall that a Telesecundaria teacher is responsible for teaching different subjects, including English, regardless the training background they received.

Once that Section 2.1 has provided information to understand the context of Telesecundaria Schools and Section 2.2 showed the situation of English Teaching in Secondary Level; Section 2.3 aims to present information related to the activities in the teaching methodology, since the purpose of this project is to explore the activities in order to observe the dynamic in the EFL class.

2.3 Activities in the EFL Class

This section presents information about the teaching field, specifically related to activities in the English class. Some aspects of teaching adolescents are also included. This part is mainly based on literature to present concepts related to 'activities', in order to establish what will be considered as an activity in this project. Then, this section will present some principles about effective activities. Finally, the activities will be regarded as opportunities to develop and integrate skills, and as a mean to interact in the classroom.

2.3.1 The Adolescent as Learner

The term ‘adolescence’, from Latin ‘adolescere’ (to grow up), can be understood as a process of biological and psychological changes. During this process, the individual face an adaptation to certain behaviors expected by society, it is a transition from childhood to adulthood that starts approximately at the age of twelve to thirteen years old and whose end is marked by cultural rather than biological factors (Muss, 1999).

Adolescents are in a process of transition from childhood to adulthood but “as long as this transition lasts, [the adolescents] will not belong to any of these groups” (Muss, 1999:132-133). Adolescents face a stage of biological and psychological changes and this leads them to face problems of identity (Ur, 2012).

Brown (1994) stated that this transition faced by adolescents represents a challenge for teachers. Then, the adolescent’s behavior represents an element to be considered in the design of lessons: it determines the type of techniques to be used, the classroom management strategies and the kind of interaction to be used.

In addition, Brown (1994) highlights the role of self-esteem and the sensibility of adolescents. In this aspect, adolescents do concern about the perception that other individuals have on them, and on their physical and mental changes. That is why teachers at the secondary level should keep self-esteem high by:

“Avoiding embarrassment of students at all costs, affirming each person’s talents and strengths, allowing mistakes and other errors to be accepted, de-emphasizing competition between classmates, and encouraging small group work where risks are more easily made” (Brown, 1994:96).

Ur (2012:264) adds that even if “the learning potential of adolescents is greater than of young children” their motivation is still associated with external factors, such as obtaining a grade or fulfilling their parents’ or teachers’ expectations. Due to the complexity of the adolescent’s mind, Ur suggests to consider the adolescent students’ opinion as a good resource to find out useful strategies to be applied in the class.

2.3.2 The Concept of Activity

Brown (1994) mentions that there are different concepts that can cause confusion and problems in their use because of their closeness to the concept of ‘activity’; for example: “task, activity, procedure, technique, and [...] strategy” (p.136). These terms are presented below in order to establish what will be considered as activity in this research project.

2.3.2.1 Procedure

According to Richards and Rodgers (2001), procedures refer to the different practices in the classroom that are used to present, practice, and give feedback on the use of language. Therefore, activities, techniques, and tasks can be all considered as procedures.

2.3.2.2 Technique

Techniques are performed by either teachers or learners; techniques constitute a process for a whole session. The difference between technique and activity is the role of the teacher: techniques imply decisions from the teacher whereas activities require outcomes from the students. Techniques also have a direction that might be teacher-centered or student-centered. Therefore, some practices such as solving an exercise could be considered as techniques (Brown, 1994).

2.3.2.3 Task

Tasks are closely related to the concept of techniques; a task can be regarded as a complex practice integrated by different techniques. The main characteristic of tasks is their communicative nature and that they are composed by different steps or stages. During the tasks, the language serves as a mean more than as purpose since it is used to accomplish a different goal other than language learning itself (Brown, 1994). In other words, tasks aim to learn through the use of language.

2.3.2.4 Activity

Brown states that activities are “virtually anything that learners actually do in the classroom” (1994:136). Brown emphasizes the active role of the learner in the activities, so that an outcome from students is necessary for a classroom practice to be considered as an activity. Additionally, Ur (1996) explains that activities are means for language practice in the classroom. Their goal “may be the consolidation of the learning of a grammatical structure, or the improvement of listening, speaking, reading or writing fluency, or the memorization of vocabulary” (Ur, 1996:21).

Later on literature, Scrivener (2011:37) defined activities as “the basic building block of a lesson”. Once more, an outcome from learners is emphasized; they need to have a specific thing to do or to achieve. An active role from learners will show the actual learning through the use of language to achieve that specific outcome, besides the learning itself. In other words, activities serve as a mean for practicing different components of language at different levels.

In other words, an activity can be regarded as a mean for language practice. Activities demonstrate not only knowledge of the language, but they provide evidence of learning by showing manipulation of language at different levels. For instance; further sections of this project

will regard activities as the components of a lesson in which students participate actively in order to obtain a specific outcome with the collaboration of a teacher, who plays a specific role.

2.3.3 Characteristics of Effective Activities

Ur (1996) mentions some characteristics that can be observed in activities likely to successfully achieve the established goals. First; before the main activity, there should be a pre-learning stage, which means learners to be provided with the language elements they require to practice or to develop the main activity. Elements such as vocabulary or grammar are provided during the pre-learning stage; otherwise, activities will not be successful in practicing, but they will serve as a diagnostic for the teacher to “identify and teach or re-teach the language elements the learners do not know” (Ur, 1996:22). Ur (1996) adds that the activity should be focused on the skill or language aspect that intends to practice. This condition is called ‘Validity’.

Activities should have a ‘success orientation’ as well, which means that it is necessary that activities be oriented to the success of learners in doing them. Ur (1996:22) argues that “repeated successful performance is likely to result in effective automation of whatever is being performed, as well as reinforcing the learner’s self-image as successful language learners and encouraging them to take up further challenges”.

Another characteristic mentioned by Ur (1996) is the ‘heterogeneity’ during the activities. This means that teacher should give opportunities to participate and practice to all or almost all of the learners. The activities can be adapted to the different language levels present in the class in order to have the students’ attention. In other words, the principle of heterogeneity means that the majority of the students should benefit from the same activity.

The theory presented so far suggests that not all of the classroom practices can be considered as activities. Although obtaining a measurable outcome might be the main

characteristic of activities, they also represent a mean to develop skills and/or sub-skills at the same time. For this, the next section presents the relationship between skills development and practices suggested for each skill.

2.3.4 Activities and Skills

This section presents some practices and activities suggested to develop language skills and sub-skills. Some of the enlisted activities were extracted from lessons observations in different works. In some cases, a practice can work with different skills at the same time. This characteristic is detailed in the last part of this section, in which skills are not viewed in isolation but as language items that can work together.

2.3.4.1 Development of Reading Comprehension

Due to the fact that reading is present in the daily life, learners often need to read for other purposes than academic. Reading represents an exposure to the language in the EFL class. Therefore, students need to develop skimming and scanning strategies (Harmer, 1998). Some practices that can help in developing reading skills are: inferring the meaning of some words from the text, identifying the function of the text, transposition of the information read into diagrams, problem-solving activities using information obtained from the text, reading discussions, direct comprehension questions, filling charts with information from the text, prediction activities, and completion of texts (Grellet, 1981).

2.3.4.2 Development of Listening Comprehension

Harmer (1998) points out that listening comprehension activities usually expose students to several varieties of language and language features such as intonation, pitch, stress, and accents.

Harmer suggests a pre-preparation stage for listening activities and mentions that students need to engage with the topic of the listening activity for it to be more fruitful. Some practices suggested for developing listening skills are: that students to make speculations from the audio recording, note-taking to complete a further activity, reconstruction of stories from sound effects, comparisons between an audio recorder and written texts, and putting pictures in order according to the recording.

2.3.4.3 Development of Writing

Writing is a great example of language use, language reinforcement and a mean of language learning in the classroom. Some activities such as writing letters or small messages, and writing stories or poems can relate Writing with other language skills. A writing activity derives from an example provided by the teacher or by a text. A ‘good’ writing activity involves a motivation that engages students. Also, it is important to regard writing as a process of planning, evaluation, drafting, and correction (Harmer, 2004).

Writing different types of letters, dictation activities and changing structures in a given paragraph are activities that work for learners in early stages (Brown, 1994). There are more complex activities such as creating stories from pictures or another given element, writing instructions for classmates, writing descriptions or even creating persuasive texts such as advertisements or essays (Ur, 2012).

2.3.4.4 Development of Oral Production

Speaking is important for students to develop their ability “to express themselves through speech” (Ur, 2012:117). Therefore, when applying activities destined to develop speaking skills, students should be talking a considerable part of the time. Some activities suggested to develop

speaking skill are dialogues with changes in the intonation, finding differences in pictures, role plays, presentations, interviews, guessing games and problem-solving activities (Brown, 1994).

2.3.4.5 Practices Focused on Grammar

Grammar, in simple words, is “a description of how a language’s sentences are formed” (Thornbury, 1999:1). However, grammar activities do not focus exclusively on the rules and their application. In fact, grammar activities can be used as a mean to practice knowledge of the rules at the same time that develop accuracy, fluency, and even communication (Thornbury, 1999).

Whether grammar is taught deductively (rule is given and then applied) or inductively (examples of the application of the rule lead to a derivation of the rule) it is important to consider the factors of quality and quantity: a considerable quantity of practice works better if directs the learner attention to another goal, even if the real goal is to get precision and automation of the grammatical system. Some activities suggested by Thornbury (1999) are imitation and substitution drills, substitution tables, and information gap filling.

2.3.4.6 Practices Focused on Vocabulary

Vocabulary is related to the lexical components of language rather than just single words. New vocabulary needs to have a purpose, also needs to work along with the existing knowledge to move to the long-term memory. Activities to develop vocabulary should look for integration more than simple practice (Thornbury, 2002).

Some activities such as identifying words in a text or audio recording, word soups, selection of vocabulary, looking for ‘the odd one’, matching activities, classification of words into categories, and gap filling are ideal for practicing vocabulary. Ur (2012) adds other activities

such as dictations, brainstorming and quick Bingo games as useful alternatives in vocabulary practice. Ur suggests recalling vocabulary learned in previous lessons as well.

2.3.4.7 Integration of Skills

Brown (1994) argues that even if skills can be developed individually, they can work also as a system. Language production and reception are closely related to the communicative use of language because interaction implies sending and receiving messages in different forms; plus, skills often work together to reinforce each other.

2.3.5 The Roles performed by Teachers during the Activities

The term ‘role’ can be defined as the part that people play in a social context, considering the expected behaviors and outcomes from them (Widdowson, 1990). The tables below shows different aspects of what Wright (1987) points as the two major roles performed by teachers in activities: the role of ‘manager’ and role of ‘instructor’.

Table 2.1: The Teacher as Manager during the Activities

Role	Function	Definition
Role of manager: to create the best conditions under which learning can take place	Motivator	Motivates learners through meaningful, relevant and interesting activities that demand interrelation with other students.
	Controller of discipline	Creates a working atmosphere of calm and organization rather than one of complete order and silence. Has control over the class through learning activities instead of punishments.
	Organizer	Organizes different learning teams: pairs, small groups.

Adapted from Wright (1987:49-71)

Table 2.2: The Teacher as Instructor during the Activities

Role	Function	Definition
Role of Instructor: to provide students with the necessary language and to assist them in the learning process.	Explainer	Exposes students to lectures or explanations for further questions and practice.
	Elicitation	Tries to bring previous knowledge to 'connect' it with the new content.
	Evaluator	Assesses what students already know or recently learned.
	Lockstep	Teacher leads the class by controlling the activity completely.

Adapted from Wright (1987:49-71)

The classification of Wright will be important in further stages of the dissertation. It is necessary to take into account that the role that a teacher plays is essential, because it influences the development of the class by creating the general classroom conditions in which learning will take place.

In summary, Chapter Two presented information that contributes to the dissertation in different aspects. First, the Telesecundaria context was characterized in order to have a better understanding of our future research context. Then, the objectives of English in the Secondary Education Curriculum were presented and contrasted with the results showed by evaluations on Secondary Students and Teachers. A panorama of teaching adolescents was presented as well as the role that activities perform in skills development and in classroom interaction between teacher and student. All the elements presented in this chapter work together to provide theoretical fundamentals to the project and so, to achieve the purpose of this research, which is to observe the dynamic of activities applied by Telesecundaria teachers in the EFL class and so, to establish the role that these activities play in the methodology applied by Telesecundaria teachers.

Chapter Three will present the research context in detail; it also presents the methodology to be used as well as the data collection instruments that will help in defining the role of the activities applied at Telesecundaria EFL lessons.

Chapter III: Methodology

The purpose of Chapter III is to describe the methodology applied in this dissertation. This chapter provides detailed information about the research context, the participants, the procedure, and the instruments that were used in data collection as well as the data collection process.

3.1 Methodology

The methodology used in this project is descriptive. Non-participant observations helped describe the activities applied in three EFL lessons at a Telesecundaria School. In addition, questionnaires and interviews were used in methodology. These instruments aimed to collect data about the decision-making of teachers as well as the students' perceptions regarding the activities in the EFL class.

The methodology was designed based on the research purpose of this project, which is to explore the activities applied in a Telesecundaria School during the EFL class in order to observe the dynamic developed during these activities, and so, to establish the role that these activities play in the methodology applied by Telesecundaria teachers. Section 3.2 presents the context in which this project was carried out by giving general information on the Telesecundaria School that might be helpful in data analysis and in making conclusions.

3.2 Research Context

The research was carried out in a Telesecundaria School located in a semi-urban community in the East of Puebla. There were 12 groups but only 10 teachers, which implies that two groups did not have classes, but they were assigned activities by other teachers. There were approximately 400 students enrolled in total. All of the observed classrooms had at least one

whiteboard, appropriate furniture, and a TV screen. Just one of them had a projector, computer, and speakers. Each of the observed classrooms had an average of 28 students.

3.3 Participants

The participants in this research project were students and teachers at a Telesecundaria School. Three teachers participated in the project: one teacher per grade was selected according to their accessibility to participate. Teachers were selected independently from their degree or English level. A brief description of their academic profile was obtained through a questionnaire-based interview, which will be described later on this Chapter. In order to maintain their information in anonymity, the participant teachers were named Teacher A, Teacher B, and Teacher C.

Teacher A is 48 years old, said to have studied a degree in Social Sciences at ‘Escuela Normal Superior del Estado’, to have 18 years of experience as a teacher and to have taken just one English course at ‘Benemérita Universidad Autónoma de Puebla’.

Teacher B is 32 years old; with seven years of experience. Teacher B obtained a degree in Secondary Education, specialized in Telesecundaria at ‘Benemérito Instituto Normal del Estado de Puebla’. Teacher B said to have not taken any English course before.

Teacher C is 51 years old with 30 years of experience in teaching. Teacher C obtained a Master’s degree in Educational Development at ‘Escuela Normal Superior del Estado’ and took an English Language Diplomat offered by SEP and English courses at ‘Benemérita Universidad Autónoma de Puebla’.

Once the three teachers accepted to participate, their students were asked to collaborate as well. All of them accepted. Eighty-six students from 12 to 16 years old participated in total: 36 First-graders, 30 Second-graders, and 20 Third-graders. There were 38 male students and 48

female students in total, all of them beginners in English. Most of them manifested that they had their first contact with English at the Telesecundaria School. The next section describes in detail the instruments that were applied to the participants in order to collect data that contributes to answer the research questions stated in Chapter I.

3.4 Instruments

The methodology applied attempted to triangulate data from three different points of view: the researcher's, the teachers' and the students'. Therefore, three different instruments were designed: A) an observation format to be used in the class observations; B) a questionnaire-based interview for teachers, and C) a questionnaire for students. The latter two were designed in Spanish in order to make them accessible and understandable for the participants. The instruments are described below and a sample of each one is found in the Appendix Sections I, II, and IV.

3.4.1 The Observation Format

The objective of the observation format is to gather information about different aspects of the activities applied during the EFL class at a Telesecundaria School from the point of view of the researcher. This format was adapted from various chapters of Wajnryb (1993).

The format presents general information about the class such as group, the number of students, the topic, purpose of the lesson, and the method or methods identified in the class. The format was filled in during the observations in order to register the activities carried out during the class; the type of activities, the process, the skill(s) or sub-skill(s) developed, and the work management. The observation format includes a section to register the main actions of the teachers to establish the role that they played during the observed class. The format also includes

the actions of the students in order to obtain information about the effect of activities on them. A sample of the Observation Format is shown in Appendix I.

3.4.2 The Questionnaire-based Interview

Regarding the teachers' perspective towards activities, a questionnaire-based interview was applied to the participant teachers. The questionnaire contains a section that requests information about the teacher's profile: their age, obtained degree, institution in which they studied, years of experience as teacher, and their previous English studies.

The second section of the questionnaire aims to obtain information about the teacher's decisions in terms of the activities that they apply during the EFL classes. This section is composed by an open question and three multiple-choice questions focused on the activities that teachers normally apply, the skills developed through these activities, and the work management during the EFL class. The answers in this questionnaire helped to carry out a semi-structured interview in order to explore deeper the answers given in the questionnaire. Appendix II shows an example of the questionnaire-based interview applied to the teachers. Appendix III shows the transcripts of the interviews.

3.4.3 The Questionnaire for Students

The aim of the questionnaire is to get information about the activities applied in the EFL class by Telesecundaria teachers from the point of view of students. The questionnaire has two sections. Section One gathers general information of the students.

In Section Two, students are asked to mark in a list of sentences, the one(s) that fit their criteria the best in terms of the activities applied by their teacher, and the skills developed through these activities. This section includes questions on the teacher's and student's role during the

English classes, the students' perceptions on the frequency in which teacher asks them to work individually, in pairs or groups. In most of the items, students were asked to add more options if necessary. A sample of the questionnaire can be found in Appendix IV.

3.5 Procedure

The first step was to choose a methodology that covered the research purpose. Instruments were designed in a way that regarded the same issue from different points of view. A second step in the instrument design was to pilot the instruments. After two corrections, final versions of instruments were ready to be applied. The next stage focused on making agreements with Telesecundaria teachers to participate in the project.

After teachers were asked for their permission to be observed and interviewed, they set the dates and schedules for the observations. Instruments were applied in three days following the same dynamic: just right after the class observation finished, students were informed about the aim of the questionnaire they were about to answer if they decided to participate. The questionnaires were then applied and collected. Finally, the questionnaire-based interview to the teacher was carried out and audio-recorded outside the classroom. At this point, it is important to mention that three hours of observation were performed in total, because of the activities at school as part of the last stage of the scholar term.

Once the data collection process finished, the obtained results were classified according to the Research Question they aimed to answer in order to triangulate the results obtained through the three data collection instruments. The results will be presented and discussed in Chapter IV.

Chapter IV: Analysis and Discussion of Results

In this chapter, the results of the observations performed in EFL classes at a Telesecundaria school are presented and discussed along with the results obtained through the questionnaire-based interviews applied to participant teachers and questionnaires answered by students.

At this point of the dissertation it is important to recall the research purpose of this project, which is to explore the activities applied in a Telesecundaria School during the EFL class in order to observe the dynamic developed during the activities and so, to establish the role that these activities play in the methodology applied by Telesecundaria teachers. This section presents information that will help to answer the Research Questions set in Chapter I:

- *Main Question:*

1. What is the role of the activities applied by three teachers of different grades in the EFL class at a Telesecundaria School?

- *Secondary Questions*

- a) What are the most common activities in the EFL class?
- b) Which skill or skills are these activities focused on?
- c) What kind of interaction is developed during those activities?
- d) What is the role of the teacher during those activities?
- e) What is the role of students during those activities?

In order to triangulate the results obtained through the three data collection instruments, different items from the three instruments approached the same issue to be triangulated later on. Table 4.1 shows the organization of the collected information as well as the elements that provide information to answer each of the Secondary Questions that guide this dissertation.

Table 4.1: Organization of Data for its Analysis

Secondary Question (SQ)	Elements that provide information to answer the SQ		
	Section in the Observation format*	Question in the Questionnaire-based Interview*	Item of the Questionnaire*
A) What are the most common activities in the EFL class?	a) Activity b) Development of the Activity	a) Question 2.1 b) Open Question in the interview	a) Question 2.1
B) Which skill or skills are these activities focused on?	a) Skill or sub-skills developed	a) Question 2.2 b) Open Question in the interview	a) Question 2.2
C) What kind of interaction is developed during those activities?	a) Pattern of interaction	a) Question 2.3 b) Question 2.4	a) Question 2.3 b) Question 2.4
D) What is the role of the teacher during those activities?	b) Work management c) What does teacher do?		
E) What is the role of students during those activities?	d) What do students do?		

* Samples of the instruments are shown in the Appendix Sections I, II, and IV.

It is important to mention that the Main Question is not included in Table 4.1 since all of the Secondary Questions will contribute to answer it. Then, the Main Question will be answered in Chapter V, along with the rest of the questions. The next sections of this Chapter present the results, classifying them according to the question that they aim to answer.

4.1 What are the Most Common Activities in the EFL class?

This question aims to explore the common activities that are used during the EFL class in the Telesecundaria School where the research took place. This section presents the data obtained through class observations, the interviews, and the questionnaires.

4.1.1 Activities Observed in the Lessons

This section aims to describe the activities included in the observed lessons. For this, the observed classrooms were named ‘Class A’, ‘Class B’ and ‘Class C’. The observed procedures were listed in the Observation Format. Then, the information was narrowed to activities, considering as activities all of the procedures where an outcome from students was required. The activities observed are listed in Table 4.2 as well as the classes in which they were observed.

Table 4.2: Activities Observed in three EFL Classes at a Telesecundaria School

Activity	Class A	Class B	Class C
Answering questions or exercises from a reading	X	X	X
Illustrating or labeling vocabulary	X		
Games	X		
Grammar exercises	X	X	
Acting out a dialogue		X	
Translation Activities	X	X	
Writing a text or sentences based on a model		X	

As Table 4.2 shows, it seems that answering comprehension questions from a reading is the most common activity, at least in the observed classrooms. When carrying out this type of activity, the students are required to comprehend what they read and then, to use language in order to answer the questions. However, during the observations the students played a passive role. Plus, translation gained importance over the reading itself. Teacher translated parts of the reading for students to answer the questions. Then, the students’ answers were translated again by the teacher or by other students.

The importance given to translations becomes more evident considering the fact that translation activities are included in the books. Besides the translations that took place during the

reading comprehension activities, students were asked to translate sentences from English to Spanish, or vice versa. During this activity, however, there was no evidence of a real manipulation of language since few students participated actively in the activity. What is more, in one of the observed classes, the teacher gave the answers for students to copy them.

Besides Reading Comprehension Questions and Translations, Grammar was given importance in almost all of the lessons. Grammar was taught inductively by using exercises and examples from the book. The grammar exercises were not revised, though.

4.1.2 Activities that Participant Teachers Mentioned to apply

On the other hand, the teachers were questioned about the activities they use during the EFL lessons. For this, the information obtained through Questions 1, 2, and an Open Question from the interview is presented in this section. It is important to remember that the Questionnaire-based interview was carried out in Spanish in order to make it accessible to teachers. Then, translations of the participants' answers will be given when necessary.

4.1.2.1 Question 1: ¿Qué tipo de actividades incluye en la clase de inglés?

In order to get more information to compare with the class observations, Question One of the Questionnaire-based interview aimed to know the activities that Teachers apply frequently during the EFL class. Table 4.3 shows the answers from the participant teachers.

Table 4.3: Activities that Teachers mentioned to apply

Teacher	Mentioned Activities
A	Illustrated vocabulary, descriptions
B	Games, songs, dialogues
C	Videos, audios, readings, crosswords

When comparing the activities mentioned by teachers in this question and the ones observed during the class, it is possible to say that most of the activities mentioned by teachers do not match with the activities identified during the observations. Teachers and observations coincide in the use of illustrated vocabulary, acting out dialogues, and activities based on readings but not in the rest of the activities mentioned by teachers. Regarding the rest of the activities mentioned above, all of them imply a certain manipulation of language and therefore, an active participation of the student. Their implementation would be a benefit for students.

4.1.2.2 Open Question from the Interview:

In order to know the reasons that lead teachers to use certain activities, during the interview they were asked to mention their criteria when selecting activities. For this, teachers were asked: '¿En qué se basa para escoger las actividades que va a incluir en la clase de inglés?'. Their answers are listed in Table 4.4

Table 4.4: Criteria for the Selection of Activities

Teacher	Criteria
A	Reinforcement of the knowledge, reinforcement of writing and listening, according to the program.
B	According to the program.
C	According to the program and the EDUSAT transmissions.

As Table 4.4 shows, the main criterion when selecting activities, at least for the participant teachers, is the program stated by SEP. This could suggest that it would be good to analyze the program in further projects. However, as it was mentioned in Chapter II, the teacher can make decisions to adapt the content to the conditions of their students.

4.1.3 Activities that Students identify in the EFL class

Section 4.1.1 and 4.1.2 contrasted the information regarding the activities that could be identified in the observations and the ones mentioned by teachers. On a different regard, students were asked to mark; from a list of activities, the one or ones that they think that are the most common in the EFL classes. Fig. 4.1 summarizes the students' thoughts in terms of the most common activities in the class. The times that an activity was marked by students were counted to identify the most common activity or activities from the students' point of view.

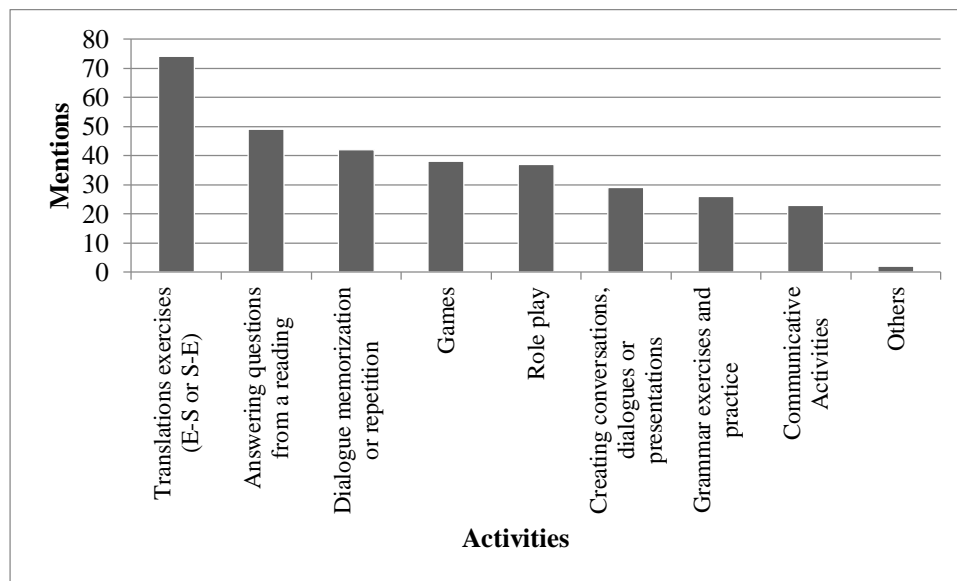


Figure 4.1: The Activities that Students Perceive as the Most Common in the EFL class.

As Fig. 4.1 shows, the three activities that students perceive as the most frequent are translation exercises, answering questions from a reading, and dialogues memorization or repetition. These results will be compared with the information obtained in Sections 4.1.1 and 4.1.2. Table 4.5 summarizes the information from the three different data collection instruments applied in this project for the Secondary Question 1.

Table 4.5: What are the Activities Most Frequently included in the Lessons?

Observations	Interviews	Questionnaires
Reading a text to answer questions related to it.	Illustrated vocabulary Descriptions Games	Translation exercises
Translations	Dialogues Videos	Reading a text to answer questions related to it
Grammar exercises and practice	Audios Readings Crosswords	Dialogues memorization or repetition

As it can be seen in Table 4.5, the activity that was identified by the three data collection instruments as one of the most common activities in the EFL class, at least in the research context, is ‘Reading a text to answer questions related to it’. This suggests that reading a text and answering comprehension questions are a recurrent activity during the EFL lessons at this School.

Although teachers did not mention the ‘Translation exercises’ as a frequent activity in their lessons, they were found in the observations and in the questionnaires applied to the students. On the other hand, ‘Dialogues memorization or repetition’ was another activity identified as common by students and that teacher mentioned to apply. Yet dialogues were observed in class, but they were not as common as the reading comprehension questions and translations.

The conclusions that could be stated from the information obtained through Section 4.1 will be presented in Chapter V in order to answer the first Secondary Question of this dissertation.

4.2 Skills and Sub-skills Developed during the Activities

Once that Section 4.1 has provided information about the activities applied during the EFL lessons in the research context, this section aims to provide information in terms of the skill

development during the lessons. Citing Ur (1996), one of the characteristics of an effective activity is that they develop language skills or sub-skills.

In this section, the information obtained in the data collection process in terms of skills is presented to answer the second Secondary Question, that is: ‘Which skill or skills are these activities focused on?’

4.2.1 Classroom Observations

The observation format included a space designed to register the skill and/or sub-skills involved in each activity. The number of times that a skill or sub-skill was involved was counted and registered in Table 4.6. The results are organized by groups in order to determine the skill/sub-skill involved the most during the lessons.

Table 4.6: Skills and Sub-skills Observed in the lessons

Group	Skills and/or sub-skills development					
	Reading	Listening	Speaking	Writing	Grammar	Vocabulary
A	2	1	1	0	2	5
B	1	0	1	1	3	1
C	1	0	0	0	1	0
Total of times	4	1	2	1	6	6

As Table 4.6 shows, the skill that was involved the most during the observations was ‘Reading comprehension’. This matches the findings presented in Section 4.1, where the results showed that the most frequent activity in the EFL lesson at this Telesecundaria School was ‘reading a text to answer comprehension questions’.

On the other hand, the sub-skills seem to be considerably important in the observed lessons. Most of the activities focus on vocabulary and grammar. These sub-skills help develop reading comprehension and also assist in the Translations activities identified in Section 4.1.

Since one of the most frequent activities, according to students, is the memorization and repetition of dialogues it could be expected that the speaking skill will be easily observed during the lessons. However, activities aimed to develop speaking skills were not clearly seen in the observations.

4.2.2 Interviews

In order to triangulate the results, the teachers were asked to mention the skill or sub-skills that were priority for them during the activities. Teachers were also asked to mention the reasons why they consider certain skills or sub-skills as a priority. Table 4.7 summarizes the teachers' answers.

Table 4.7: Skills and sub-skills Development from the Teachers' point of view

	Answer in the Questionnaire	Answer in the Interview
Teacher A	Listening, Speaking, Writing, Vocabulary	"They are the most complicated for students"
Teacher B	Grammar	"Because of the material we have"
Teacher C	Listening, Speaking, Vocabulary	"Because, in my case, I understand better in that way"

The results showed in Table 4.7 will be contrasted with the information obtained in the observations and summarized. While Teacher A manifested to direct the activities to listening, speaking, writing and vocabulary, Table 4.7 shows that most of his activities were aimed to vocabulary, grammar and reading comprehension.

On the other hand, Teacher B said to direct her activities to develop grammar; which coincides with the results obtained in the observations. Teacher C said to aim her activities to the development of listening, speaking and vocabulary. However, the observed activities in Class C were aimed to reading, writing, and grammar.

4.2.3 Questionnaires

The purpose of this section is to present the students' perceptions in terms of the skills or sub-skills developed during the EFL class. To achieve this, a list of sentences was included in the questionnaires. Each sentence represents activities focused on one skill or sub-skill. Students were asked to tick the sentence or sentences that, in their criteria, described the EFL class' activities the best. Answers were classified according to the skill or sub-skill they represent and counted. Fig. 4.2 summarizes the results.

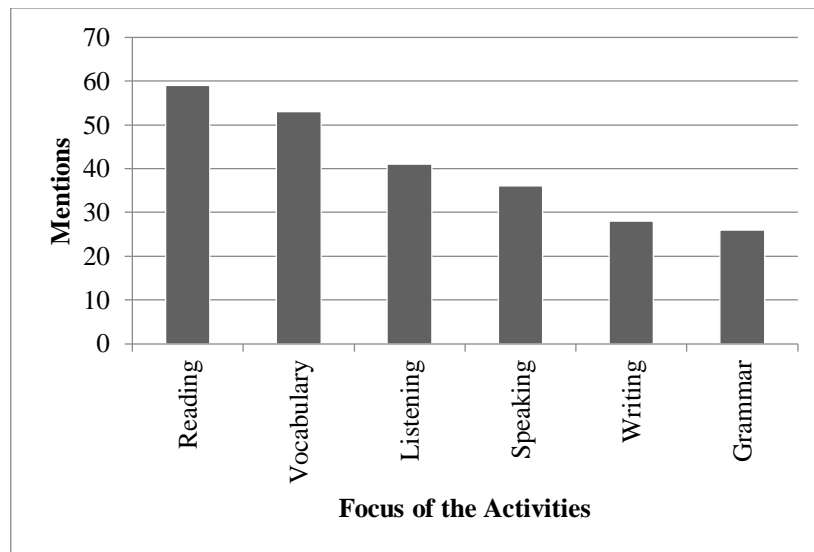


Figure 4.2: The Focus of Activities on Skills from the Students' Perspective.

In general terms, the results shown in Fig. 4.2 suggest that most of the students at this Telesecundaria School think that the activities during the EFL class are mainly focused on

reading comprehension and vocabulary, which can be confirmed in Section 4.1, where reading comprehension activities were clearly observed in the lessons as well as the use of vocabulary in translation activities.

Contrary to expected, listening comprehension activities are relatively frequent in students' opinion although this kind of activities was not observed in the classes. Also, speaking activities registered a high number of mentions. However, as in the case of the listening activities, they were not clearly observed in the lessons.

So far; the results from the observations, interviews, and questionnaires have been presented. Table 4.8 summarizes the results in terms of skills and sub-skills development during the EFL lessons, considering the three points of view of interest in this project.

**Table 4.8: Skills and Sub-skills Development:
Comparison of Results**

Identified in the Observations	Mentioned by Teachers	Identified by Students
Reading	Listening	Reading
Grammar	Speaking Writing	Vocabulary
Vocabulary	Grammar Vocabulary	Listening

It is interesting to observe that while teachers said they cover almost all of the language skills and sub-skills through their activities, not any teacher mentioned to focus his or her activities on Reading Comprehension; which was the most developed skill during the observed activities. Students also identify the importance given to Reading in the EFL class. This could suggest a passive role of the students since they are requested to receive information rather than to produce language.

Also, Grammar and Vocabulary were clearly identified during the activities. Grammar was taught inductively: a ruler is given and then applied in exercises. The information suggests that

the EFL lessons are more directed to learn grammatical rules and vocabulary items, with few opportunities to use them in a communicative way.

4.3 Interaction during the Activities

The interaction between teachers and students is another aspect to analyze when exploring the dynamic of the activities. For this, data obtained during the research will be analyzed in this section in order to describe the interaction during the activities. As in previous sections, the perspective of researcher, teachers, and students will be compared in order to draw a general conclusion on the interaction during the EFL class.

4.3.1 Interaction Observed in the Lessons

The Observation Format includes a section to register the pattern of interaction observed during the activities, whether it is ‘Teacher-Student’ or ‘Student-Student’. The results of the observations are shown in Table 4.9.

Table 4.9: Interaction Observed during the Activities

Pattern of Interaction	Group A	Group B	Group C	Total
Teacher-Student(s)	9	3	2	14
Student-Student	0	0	0	0

As Table 4.9 shows, in all of the activities identified in the lessons observed, the teacher played the main role. No interaction between students could be identified, which suggests that students have no opportunities to practice what is taught through communicative activities. Students do not really play the main role even though an outcome was required from them.

Next section provides information that could help to explain better the kind of interaction by considering the point of view of Teachers in terms of interaction during the activities.

4.3.2 Interaction from the Teachers' Perspective

In order to know the point of view of teachers towards the interaction that is developed during their own EFL lessons, they were asked to mention the role that students normally take in the class. Table 4.10 presents their answers.

Table 4.10: Interaction from the Teachers' Perspective

Teacher	Answer
A	Students almost always take the main role
B	Students rarely take the main role
C	Students often take the main role

Despite all the answers were different, the answer of Teacher B confirms that students do not take the main role in the activity frequently. On the other hand, Teachers A and C mention that the participation of students is more relevant during their EFL class. However, no strong evidence of this was found in the observations, where it was seen that all of the activities were centered on the teacher and not on the students.

In order to have a general panorama of the interaction during the activities, the next section presents the findings in questionnaires applied to students.

4.3.3 Interaction from the Students' Perspective

In order to know the perceptions of students on interaction during the EFL class; they were asked to tick, from a list of sentences, the one or ones that described the actions of the students during the EFL class the best. In order to know the role that the students perceive to play, the options in the questionnaire aimed to know if the students' actions are normally aimed to 1) Understand the language, 2) Practice a new language item, 3) Produce written or oral language, or 4) Use the language for communication. Figure 4.3 summarizes the students' answers in this regard.

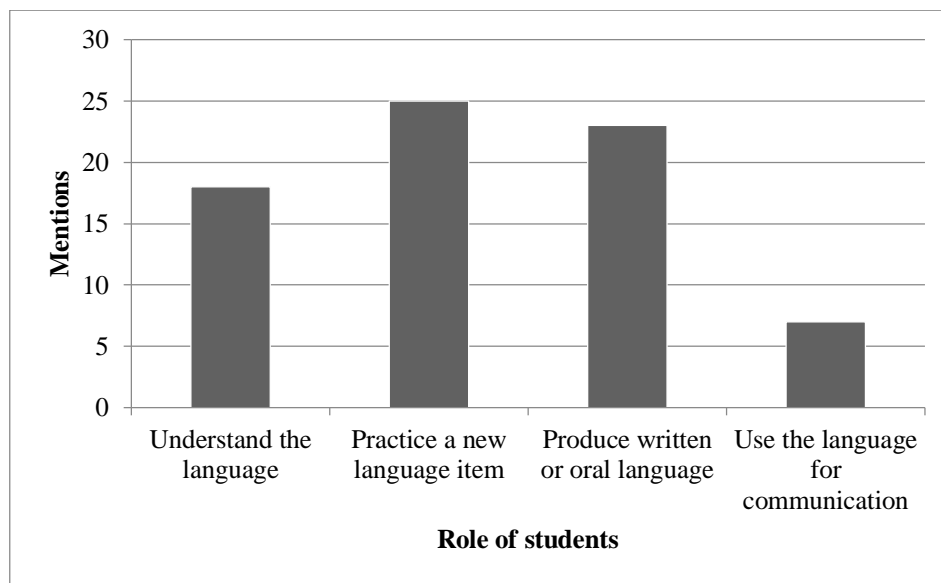


Figure 4.3: The Students' Perceptions about their Role in the EFL Class

The information contained in Fig. 4.3 suggests that the main actions of students, perceived by themselves, are: a) practicing a new language item [vocabulary or a grammar structure or rule], and b) producing written or oral language [through repetitions or writing texts based on a model]. These types of activities involve students in a certain degree but not necessarily in a

communicative way, which is one of the main objectives of the SEP's curriculum. The answers from students also suggest that they participate as the main component of the class, as Teachers mentioned in Section 4.3.2.

However, when comparing the results of the observations, interviews, and questionnaires; it was found that, at least during the observations, the teachers played the main role in the activities by directing the students' actions or giving the answers to the exercises. It is important to mention that this does not necessarily mean that the students are not given importance in other EFL lessons. The results may vary in relation to the hours of class observed.

4.3.4 Work Management in Teachers' and Students' Opinion

Developing the activities in the classroom in different work teams or pairs is also a form of interaction. Before moving to the opinion of teachers and students on work management, it is important to mention that during the observations all of the activities were carried out individually.

In this regard, the students and teachers were asked about the way of work management that they consider that works the best for them. On the one hand, the three participant teachers agreed that the students work the best by teams. This could imply that Teachers procure to organize work in teams, even though this was not observed during the class.

On the other hand, students were asked about the frequency in which their teachers ask them to work a) individually, b) in pairs, and c) in teams. Table 4.11 shows the frequency in which three different forms of work management are used in the EFL in the school where the research took place.

Table 4.11: The Frequency in which Students Perceive to Perform Different Types of Work Management in the EFL Class.

Type of Work	Percentage of Students				
	Always	Most of the time	Often	Rarely	Never
Individually	19	25	25	31	0
In pairs	7	16	30	41	6
In teams	7	16	16	24	37

The information summarized in Table 4.11 suggests that almost half of the participant students think that they work frequently individually, which was clearly seen during the observations. Regarding the work in pairs, a significant part of the students mentioned to rarely work in pairs during the lessons. Work in groups seems not to be a frequent way to work during the EFL lessons, according to the students' answers. The information, in general, suggests that different ways of organizing the work are applied in a certain degree. However, the activities tend to be developed individually, which hardly would help to develop communicative skills.

Even though teachers mentioned they think that students work the best in teams, the results suggest that activities in teams are not frequent in the EFL class. This does not mean that teachers do not apply other types of work management but considering the communicative purpose stated by SEP and the teachers' beliefs regarding the way in which students work the best, performing activities in pairs or teams should be perceived as common by students.

In summary, the information provided throughout this chapter helps in picturing a general panorama of the dynamic of the activities during the EFL class in the context of a Telesecundaria

School. The information that will help to answer the Research Questions set in Chapter I was obtained through class observations, questionnaire-based interviews and questionnaires. Results from the three resources were compared and contrasted to draw a general conclusion.

So far, it seems that the activities most frequently applied are focused on reading comprehension, vocabulary, and grammar. In terms of the dynamic of the activities, it seems that students do not manipulate language for communicative purposes; even though teachers affirm that students play the main role during the lesson. This could have a relationship with the work management performed during the activities, which seems to be carried out individually most of the time. Chapter V will present the conclusions that can be stated from the information presented in this chapter as well as other relevant aspects of the dissertation.

Chapter V: Conclusions

This Chapter presents an overview of the research. It includes a summary of the project that recalls the Research Questions and the most significant findings for each question. In addition, this Chapter includes the implications and limitations of the study, as well as suggestions for further research in the same field.

5.1 Summary

The purpose of this study was to explore the activities applied at a Telesecundaria School during the EFL class in order to observe the dynamic developed during the activities and so, to establish the role that these activities play in the methodology applied by three Telesecundaria teachers.

Since it was an exploratory study, it focused on different aspects of the activities such as the type of activities used in the classroom, the skill(s) or sub-skill(s) that these activities were focused on, and the interaction during these activities. For this, a descriptive methodology was applied by using class observations, questionnaire-based interviews, and questionnaires as data collection instruments.

The participants were three teachers working at the same Telesecundaria School and their respective groups of students. The information obtained through the data collection instruments was compared and contrasted to have a panorama that considers the point of view of the researcher, the teacher, and the student.

5.2 Conclusions

The analysis of the information obtained helps to answer the Research Questions set in Chapter I. This Chapter presents the major findings in this project by Research Question. Since the main question is answered through the secondary questions, it is included and answered at the end of this section.

5.2.1 What are the Most Common Activities in the EFL class?

This question aimed to explore the different activities that teachers might apply in the EFL Classes at a Telesecundaria School. Teachers said they base on the SEP program when deciding what kind of activities to use. Since the main purpose of the program is to make students able to communicate in English (see section 2.2.1), the activities applied by teachers might be focused on developing communication skills.

However, the findings show that answering questions or exercises from a reading are likely to be one of the most common activities. This activity was identified during the observations and also identified by students as one of the most common activities during the EFL class.

On the other hand, translation constituted an important part of the class because the participant teachers asked students to translate what was written on the board or on the book. Exercises, readings, and questions from the book were translated by students with teacher's aid. In some cases when solving an exercise, teachers opted for giving the answer when there was no response from students.

Although students mentioned that dialogues were common activities in the class, only one teacher applied this activity during the class. The observations revealed Grammar Practice as a common activity in this Telesecundaria, but neither teachers nor students mentioned to practice

grammar rules or items frequently. It is important to mention that the results could have varied depending on the hours of observation, which could be explored in detail in further projects.

5.2.2 Which Skill or Skills are these Activities focused on?

The findings showed that reading and vocabulary seem to be the main objective in the activities applied. These activities involve an understanding of the language rather than a communicative use of it, which does not fit the purpose of communicating in English (SEP, 2011). Grammar was mentioned in the interviews applied to teachers. Grammar practices were indeed identified during the classroom observations. However, only a low number of students consider that their activities are directed to grammar. This could mean that, even if grammar activities are applied, students do not clearly identify the function of a grammar element. This could represent difficulties in the understanding and use of grammar items.

Finally, the obtained data suggests that language production activities (speaking and writing) are the least developed by the participant teachers. This is probably due to their knowledge of English language and English Teaching Methodology. Receptive skills seemed to be more developed because of the available materials, the activities suggested by the satellite transmissions and the assumptions of the participant teachers.

5.2.3 What kind of Interaction is developed during those Activities?

The findings suggest that most of the activities are developed in a teacher-centered way, having the teacher as a controller of the activity. Regarding work management, it seems that most of the work is carried out individually. Interaction among students was not performed during the activities, which suggests that, at least in the EFL class, students do not take the main role usually, contrary to what teachers said. This might reveal the impact that the teacher's training

background has on their decision-making when organizing the activities. It is important to recall that the participant teachers had a degree on education, but none of them was specialized in ELT.

5.2.4 What is the Role of the Teacher during those Activities?

According to Wright (1987; see section 2.3.5), the actions performed by the participant teachers in this project reveal that they act as explainers. Despite teachers said that students take the main role to some extent in the EFL class, most of the activities were directed by teachers and, in some activities, teachers gave the answers in absence of students' response.

It seems that teachers normally do not get involved in the activities. What is more, they were not observed monitoring the processes or checking the results of the activities. This is probably due to the fact that they are Telesecundaria teachers with no specialize training in teaching English, which could make difficult for them to get involved in the activities by monitoring or checking answers, for example.

5.2.5 What is the Role of the Students during those Activities?

According to the results, students seem to perceive that they do practice grammar, pronunciation or writing. However, even if they practice through exercises, they did not have a moment to practice communicatively what they learned. They seem to work individually a considerable part of the EFL class, which hardly could give them opportunities to develop communicative skills.

Once the supporting questions have been answered, the main question recalls the major findings from the research.

5.2.6 What is the Role of the Activities applied by Telesecundaria Teachers of different grades in the EFL Class at a Telesecundaria School?

First of all, the results suggest that the activities in the EFL class at this Telesecundaria School do not match the objectives stated by educational authorities since they are not focused on developing communicative skills but on translation and comprehension. The activities, at least in the observed classes, are likely to be teacher-oriented, which makes the students play the role of a receiver of information rather than having them manipulating and using language.

Besides, it was observed that some of the activities did not follow the principles of effective activities (See Section 2.3.3). Most of the times, students were not provided with the new items they needed to develop the activities, neither those items were recalled from past lessons; students were given very few opportunities to participate; and the success of the activity was not assessed; therefore, no feedback occurred during the lessons.

Apparently, the role of the activities is not to communicate but to comprehend language; and this is probably due to the relationship between English Teaching Training and the teachers' profile required at Telesecundarias, which reveals the necessity of revising the language teaching policies, at least in this modality

5.3 Implications of the Study

The research pointed out the situation of English teaching in a Telesecundaria School. Despite the participant teachers and students are aware, to some extent, of the importance of learning English; the activities actually applied seem not to fulfill the stated purpose of English in the Secondary Education, which is that the students to be able to use the language in a communicative way.

The results of this study could be used by teachers in order to be aware of their teaching practices and to improve them by implementing activities that require students to participate more and to use the language. This research could also serve to educational authorities of Telesecundaria Schools to develop supporting materials for the EFL class and to implement policies in the English Teaching field such as offering English training for the current teachers and/or the inclusion of specialized- English teachers in the Telesecundaria modality.

5.4 Limitations of the Study

This study intended to explore the activities applied in the EFL class at Telesecundaria Schools. For this, different aspects of activities were explored through classroom observations, interviews, and surveys. However, the activities applied by other teachers might be different than the observed. Since this study included perceptions from teachers and students, the claims of teachers about the activities that they apply or the activities that students identified in their classes could differ from the actually applied activities.

On the other hand, the accessibility that the teachers showed to participate in this project made necessary to observe only one class per grade. In addition, teachers did not like to be observed and show no much disposition. Thus, the analysis was carried out considering the information obtained through the observations that were possible to do, the interviews and the questionnaires answered by students.

5.5 Directions for Further Research

Since this research was carried out aiming to explore the role of activities generally, further research is needed in the field. First of all, a further study in the same regard could cover a larger sample of Telesecundarias and also, could cover schools located in different parts of the state or

even the country. Other studies might focus on a specific grade of Telesecundaria School. Due to the exploratory nature of this study, further projects could focus on a particular aspect from the ones that this study covered: teacher and students perceptions of the English class, skill development, or interaction during the activities. However, this project provides some basis for those further projects and opens new possibilities for research in the same field.

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Appendix I: Class Observation Format

THE ROLE OF THE ACTIVITIES APPLIED AT A TELESECUNDARIA SCHOOL IN THE EFL CLASSES

Observation format

This observation format aims to gather information about different aspects of the activities applied during English as a foreign language class at Telesecundaria schools.

Teacher: *a b c* Group: ____ Number of Students: ____ Topic: _____

Purpose of the lesson: _____

Method(s) identified in this class: _____

Activity	Development of the activity	Skill(s) / Sub-skill(s) developed	Work management	Pattern of Interaction	What does teacher do?	What do students do?

Appendix II: Questionnaire-based Interview

THE ROLE OF THE ACTIVITIES APPLIED AT A TELESECUNDARIA SCHOOL IN THE EFL CLASSES			
Questionnaire-based Interview (Questionnaire)			
<p>El propósito del siguiente cuestionario es obtener información sobre las actividades desarrolladas durante la clase de inglés, así como información sobre el perfil del docente. El cuestionario servirá de base para una entrevista posterior. Por favor complete la información relacionada al perfil del docente, conteste las preguntas del cuestionario y entregue el mismo al entrevistador. ¡Gracias por su participación!</p> <p><i>Sección 1: Perfil del docente: Por favor, complete la siguiente información relacionada a su perfil académico</i></p>			
Género:		Edad:	
Institución de Egreso:		Años de experiencia docente:	
¿Ha tomado usted cursos de inglés? <i>En caso afirmativo, méncionelos.</i>			
Sí	¿Cuáles?	No	
<p><i>Sección 2: Cuestionario Por favor conteste las siguientes preguntas de acuerdo a su criterio. Al terminar entregue el cuestionario al entrevistador. Sus respuestas servirán como base para una posterior entrevista.</i></p> <p>2.1 ¿Qué tipo de actividades incluye con más frecuencia en las clases de inglés?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>2.2 ¿Sus actividades se enfocan en alguna(s) de las siguientes habilidades? <i>Encierre la o las opciones que mejor representen su respuesta.</i></p> <p>a) Comprensión lectora b) Comprensión auditiva c) Producción Oral d) Producción Escrita e) Gramática f) Vocabulario</p> <p>2.3 ¿Con qué frecuencia los alumnos toman el rol principal en algún momento de la clase? <i>Seleccione una opción.</i></p> <p>a) Siempre b) Casi siempre c) Frecuentemente d) Casi nunca e) Nunca</p> <p>2.4 ¿Cómo considera que los alumnos trabajan mejor durante la clase? <i>Seleccione una opción.</i></p> <p>a) Individualmente b) Por parejas c) En equipos d) Otra (<i>especifique</i>)_____</p>			

Appendix III: Transcripts of the Interviews

Teacher A

THE ROLE OF THE ACTIVITIES APPLIED AT A TELESECUNDARIA SCHOOL IN THE EFL CLASSES

Questionnaire-based Interview (Interview)

El propósito de la presente entrevista es ahondar en la información obtenida en el cuestionario en lo referente a las actividades desarrolladas durante la clase de inglés. La presente entrevista será grabada en audio. Se le recuerda que la información obtenida en el cuestionario, así como las grabaciones, serán utilizadas únicamente con fines de investigación.

Sección 3: Entrevista:

Interviewer	¿En qué se basa para escoger las actividades que va a incluir en la clase de inglés?
Teacher A	<i>En que repercuta y refuerce lo aprendido, en reforzar el conocimiento que anteriormente ya vimos y que ellos comprendan, que acaben ellos de entender la pronunciación sobre todo porque muchas veces en la escritura no hay problema pero el problema se presenta en la pronunciación. Entonces tratamos aquí de que el niño tenga el oído para escuchar y la vista para escribirlo, aunque sí tienen sus errores a veces, sobretodo en la H, no la escriben.</i>
Interviewer	Y bueno, también supongo que se basa en el programa que ya trae por ejemplo el proyector, porque
Teacher A	<i>Ajá, ya viene...sí. No todos lo tenemos pero por ejemplo yo, que lo tengo, pues lo aprovecho.</i>
Interviewer	Me decía que entonces se enfocaba en la pronunciación y en la escritura. ¿Hay alguna razón en especial por la que se enfoque en esas habilidades?
Teacher A	<i>Lo que pasa es que son con las que más los chavos tienen complicaciones, no, no se les queda, lo pueden escribir una, pero a la siguiente clase ya se les olvidó. Si te diste cuenta ahorita, por ejemplo con los colores, nomás con los colores, “Green, ¿qué es green?” y se quedan de que “hijole” y ven más fácil preguntarle al compañero: “Oye, ¿y de qué color es la playera?, pues verde, ¡ah, verde!”</i>

Teacher B

THE ROLE OF THE ACTIVITIES APPLIED AT A TELESECUNDARIA SCHOOL IN THE EFL CLASSES

Questionnaire-based Interview (Interview)

El propósito de la presente entrevista es ahondar en la información obtenida en el cuestionario en lo referente a las actividades desarrolladas durante la clase de inglés. La presente entrevista será grabada en audio. Se le recuerda que la información obtenida en el cuestionario, así como las grabaciones, serán utilizadas únicamente con fines de investigación.

Sección 3: Entrevista:

Interviewer	Usted contestó que lotería, canciones y diálogos son las actividades que normalmente incluye. ¿En qué se basa para escoger estas actividades o por qué incluye, no sé, una lotería o una canción?
Teacher B	<i>Ah, de acuerdo a lo que se trabaja por unidades, En el libro se manejan cinco unidades y se maneja, por bloque o unidad, se maneja un tema en específico. Por ejemplo, en el bloque cinco, que estamos trabajando ahorita, habla de los verbos en pasado. Entonces trabajamos lotería de verbos, y ahí reforzamos los verbos y también vamos analizando qué son y cómo se escriben en pasado.</i>
Interviewer	Esos materiales, por ejemplo la lotería y las canciones ¿se los aporta la Telesecundaria como tal o los busca por su cuenta?
Teacher B	<i>No, yo los tengo que buscar.</i>
Interviewer	Ah, bien. También me dice que enfoca sus actividades en gramática, ¿hay alguna razón en específico por la que las dirija a esa habilidad?
Teacher B	<i>Pues es por el material que tenemos.</i>

Teacher C

THE ROLE OF THE ACTIVITIES APPLIED AT A TELESECUNDARIA SCHOOL IN THE EFL CLASSES

Questionnaire-based Interview (Interview)

El propósito de la presente entrevista es ahondar en la información obtenida en el cuestionario en lo referente a las actividades desarrolladas durante la clase de inglés. La presente entrevista será grabada en audio. Se le recuerda que la información obtenida en el cuestionario, así como las grabaciones, serán utilizadas únicamente con fines de investigación.

Sección 3: Entrevista:

Interviewer	Muy bien, me comentó en el cuestionario que incluye actividades como videos, audios, textos y crucigramas...
Teacher C	<i>Sí, ahorita si vio este e-mail, es que para esto yo digo que deberían de ser no nada más una observación, sino que debe ser, este, digamos al principio del ciclo escolar, digamos en enero y ahorita en junio porque yo creo que al inicio, pues empezamos con videos, bueno, yo, yo empiezo con videos. Luego pongo los audios y vamos completando textos, digamos. Luego hacemos lectura de textos pequeños, incluso hacemos crucigramas, sí hacemos representaciones. Por ejemplo, ahorita está la fonomímica de un restaurante; ofrecer jugos, platillos, cuanto cuesta..</i>
Interviewer	Eso se basa en el material que les diseña el...
Teacher C	<i>Es el programa que traen las Telesecundarias</i>
Interviewer	¿Son las transmisiones que hacen? ¿o tienen videos o...?
Teacher C	<i>Aparte de las transmisiones que nos dan, yo traigo aparte material</i>
Interviewer	¿En esta escuela funcionan las transmisiones?
Teacher C	<i>Sí, a veces no las ponemos por flojera, pero sí funciona.</i>
Interviewer	Ok. Me comentaba que comprensión auditiva, hablar y vocabulario son las habilidades en las que enfoca sus actividades, ¿alguna razón en específico por la que decide encaminarlas a auditiva, hablar y vocabulario?
Teacher C	<i>Si porque más que nada, yo, no sé si porque yo así le entiendo mejor y por eso encamino y me he dado cuenta, ahorita, por ejemplo este grupo, le digo que tuvo tres maestros y un periodo en el mes de enero no tuvo maestro. Yo entré en febrero y eso es lo que me ha funcionado. Escuchamos, entonces interpretamos, a lo mejor no entendemos una palabra, pero entendemos otras dos o tres, entonces interpretamos.</i>

Appendix IV: Questionnaire

THE ROLE OF THE ACTIVITIES APPLIED AT A TELESECUNDARIA SCHOOL IN THE EFL CLASSES

Questionnaire

El propósito del siguiente cuestionario es obtener información sobre las actividades que el profesor aplica en la clase de inglés. La información obtenida será utilizada solo para fines de investigación como parte de un proyecto de tesis, por lo que se te pide leer atentamente las instrucciones y manifestar las dudas que surjan al momento de contestar. ¡Gracias por tu participación!

Sección 1: Información General

1.1 Marca con una X tu género y edad

Género	M	F									
Edad	11	12	13	14	15	16	17	18			

1.2 ¿Cuándo fue tu primer contacto con el inglés como materia escolar? Encierra la opción que represente tu respuesta.

- a) Preescolar b) Primaria c) Secundaria d) Otro: _____

Sección 2: Lee con atención y marca con una ✓ la casilla o las casillas que mejor respondan a la pregunta. En caso necesario, agrega más opciones a la lista en la sección otros.

2.1 De las siguientes actividades, MARCA con una equis (X) en la columna las que tu profesor APLICA con más frecuencia en la clase de inglés. En caso necesario, agrega más opciones a la lista en la sección otros.

	Ejercicios de traducción de Inglés a Español o de Español a Inglés
	Lectura de textos en inglés y resolución de ejercicios y preguntas relacionados al texto
	Repetición y/o memorización de diálogos
	Creación de conversaciones, diálogos o presentaciones
	Juegos de roles (Actuación)
	Juegos (como Bingo, Lotería, Memorama, Simón dice, etc.)
	Intercambio de información o actividades en las que se necesita comunicarse en inglés
	Completar o realizar ejercicios que involucran reglas gramaticales
	Otros (<i>menciónelos</i>)

2.1 Las actividades en mi clase de inglés se relacionan con... *(Puedes marcar más de una casilla)*

<input type="checkbox"/>	Leer textos o diálogos en inglés para resolver actividades relacionadas con el mismo
<input type="checkbox"/>	Escuchar audios en inglés y resolver actividades relacionadas con el audio
<input type="checkbox"/>	Crear diferentes tipos de textos como cartas, cuentos o relatos en inglés
<input type="checkbox"/>	Juegos de roles, presentaciones, entrevistas o actividades que involucran hablar en inglés
<input type="checkbox"/>	Practicar reglas gramaticales mediante ejercicios o memorización de reglas
<input type="checkbox"/>	Actividades en las que se usan nuevas palabras, el significado de ellas, clasificación de palabras en categorías, etc.
<input type="checkbox"/>	Otros <i>(menciónelos)</i>

2.2 De las siguientes oraciones, marca la o las que describan mejor las acciones de los alumnos durante la clase de inglés

<input type="checkbox"/>	Contestamos preguntas realizadas por el profesor acerca del tema
<input type="checkbox"/>	Realizamos actividades que nos permitan practicar el tema visto
<input type="checkbox"/>	Producimos o diseñamos textos, diálogos o ejercicios relacionados al tema
<input type="checkbox"/>	Utilizamos el idioma inglés para comunicarnos en el salón de clase
<input type="checkbox"/>	Otro <i>(menciónelos)</i>

2.3 Durante la clase de Inglés ¿con qué frecuencia el profesor te solicita trabajar individualmente, en parejas o equipos? *Selecciona una respuesta para cada forma de trabajo.*

1) Individualmente a) Siempre b) Casi siempre c) Frecuentemente d) Casi nunca e) Nunca

2) Por parejas a) Siempre b) Casi siempre c) Frecuentemente d) Casi nunca e) Nunca

3) En equipo a) Siempre b) Casi siempre c) Frecuentemente d) Casi nunca e) Nunca

La información obtenida en este cuestionario se utilizará exclusivamente para fines de investigación. ¡Gracias por tu colaboración!

