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**ENGLISH AND SPANISH LITERACY IN MEXICAN  
SECONDARY PUBLIC SCHOOL: A CASE STUDY**

THESIS SUBMITTED FOR THE DEGREE OF:

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## **English and Spanish Literacy in Mexican Secondary Public School: A Case Study**

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## **ABSTRACT**

Considering the new educational reform, the new technologies in the ways reading and writing are understood today, and current literacy theories, this thesis seeks to compare and contrast how literacy is conceptualized in the English and Spanish programs (2017) for public secondary school, and teachers' perceptions and practices to promote literacy. The research is carried out as a case study (Yin, 2014) and uses Content Analysis techniques (Huckin, 2004) to retrieve and analyze the data. First, it analyzes and compares the conceptualizations of literacy, suggested practices and learning outcomes of the English and Spanish programs. Secondly, it analyzes and contrasts eight interviews of English and Spanish teachers from a semi-urban (Cuetzalan, Puebla) and an urban (Monterrey, Nuevo León) secondary school. Results show that both, the English and Spanish programs, present psychological-cognitive approach to literacy practices, and practices framed by New Literacy Studies. However, while in Spanish the practices focus more on literature, developing critical thinking skills, and grammar, in English they seem to be aimed to develop communicative competence. As for the teachers' perceptions and practices, the study shows a similar situation in respect to their opinion about the current programs, which is generally positive, and their teaching practices, some of which consider projects, across the curriculum topics, and games for developing grammar and syntax. However, the teachers from Cuetzalan focused more on developing pronunciation, both in English and in Spanish, probably due to their student population, a third of which is composed of students whose mother tongue is Nahuatl. This investigation concludes by stressing the importance of implementing up to date literacy practices, like information literacy and meaningful practices that consider students' likings in order to improve students' literacy skills and performance in international tests.

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and coping with my two year absence,  
to my mother Elena,  
who taught me to love teaching and knowledge,  
and to my father Agustín,  
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## INTRODUCTION

The advent of new technologies brought change to the way we understand reading and writing. Although a lot of energy from teachers and researchers has been put into finding means to foster integral development in younger generations, the obstacles for reaching this goal proliferate. It is not an easy task. In the current context of political, economic and cultural turmoil in Mexico, the situation becomes more complex. Dealing with this situation and proposing alternatives, has become an important challenge that requires a shared effort from different sectors of society like teachers, parents, politicians, researchers, and policy makers.

Important questions arise from this situation: how do we ensure our students are well prepared for growing into successful citizens with possibilities of enjoying a good life? Which language skills could help them adapt to current communicative needs? How can critical thinking be fostered in secondary school students so they can learn to deal with the overload of information they are exposed to on a daily basis? Fostering the literacy skills that better adjust to the communicative needs in the 21<sup>st</sup> century is probably one of the best answers.

The concept of *literacy* has been discussed and researched by many investigators and pedagogues in the field of education. For this reason, literacy has been defined and redefined constantly to accommodate to diverse purposes and goals. I now present some of the main definitions of literacy which reflect different perspectives and approaches to the concept; according to the online Oxford dictionary literacy is “the ability to read and write” (<https://en.oxforddictionaries.com>). This definition portrays the point of view of psycholinguistics which, according to Brisk and Hamilton (2007), understands literacy as a “process including letter recognition, encoding, decoding, word recognition, sentence comprehension, and so on” (p. 2).



However, this approach and conception began to be reevaluated and went through considerable change at the end of the 1960's. This new direction for the study of literacy was motivated by several factors, but mainly, it was the adoption of the sociocultural perspective in education and research that questioned the relationship between cognitive development and reading and writing, or as Gee (1996) explains "The history of literacy leads us to reject the traditional view of literacy and to replace it with a socially and culturally situated perspective..." (p. 22).

From the sociocultural perspective, literacy is the "control of secondary uses of language (i.e., uses of language in secondary discourses)" (Gee, 1987, p. 56). For Gee, secondary discourses are those that are practiced outside the family circle (1987). This means that literacy is no longer a static skill which determines a persons' intelligence, but an ability that may vary according to context and use. Moreover, literacy is considered "a collection of *social practices*, which can be inferred from *written acts*, which in turn are mediated by *written texts*." (Barton & Hamilton, 2000 as cited in Cassany, 2012, p. 3; emphasis in the original.). The idea that literacy skills depend on context and aim is also discussed by Barton and Hamilton, who state that "There are different forms of literacy associated with different aspects of life." (2000, as cited in Cassany, 2012, p. 3).

These conceptions emerge from the New Literacy Studies movement. This started when literacy began to gain attention in the decade of the 70's, in countries like United States, England, and others. Before that, as has been mentioned above, the focus was "mainly grounded in psycholinguistics... [that is] teaching pupils how to decode, encode and comprehend printed alphabetic texts" (Lankshear & Knobel, 2011, p. 3). According to Lankshear and Knobel (2011), several factors motivated the drift from the psycholinguistic perspective, for instance Paulo Freire's theories, the 1970's literacy crisis, and the expansion of the sociocultural theory, to mention a few.

The birth of New Literacy Studies (Street, 1984, 1993, 1994, 2001, Scribner & Cole, 1981, Heath, 1983, and Barton & Hamilton, 1998 as cited in Connor, 2011; Gee, 1996, 2000 in Lankshear & Knobel, 2011; Cassany, 2012) determines the way literacy is understood today. For Gee (1998), New Literacy Studies “are based on the view that reading and writing only make sense when studied in the context of social and cultural (and we can add historical, political, and economic) practices of which they are but a part” (p. 1). Furthermore, Ulla Connor (2011) states that the New Literacy Studies movement “has made us realize that being literate can mean different things in different situations” (p. 16).

From New Literacy Studies emerged other literacies that address particular contexts, hence, skills. Some of these are *Multiliteracies*, *Extended literacies*, and *Information literacy*. The first was developed in 1994 by a group of British, American, and Australian scholars to address two concerns, “the multiplicity of communication channels and media... [and the] increasing cultural and linguistic diversity” (Connor, 2011, p. 15). Extended literacies, as understood by Moje and Lewis (2016), call for integrating literature, social sciences and out-of-school practices for promoting literacy. Information literacy, on the other hand, focuses on promoting critical thinking to evaluate information whether in print or from the Internet (Kriflik & Kriflik, 2006).

Relevant research on secondary school, is Martínez and Navarro’s (2018) essay compilation that revises the current educational reform, and suggests paths for the future of education in Mexico. Furthermore, Carrasco and López-Bonilla’s work on literacy is a referent for understanding this topic in the Mexican context; particularly, their book on language and education (2013) which provides a state of the art of language teaching and conceptualizations in Mexico. Other relevant work that applies for the Latin American

youth is Torres' (2009), whose work focuses on language education and challenges in Latin America.

Finally, other research related to the topics this investigation pursues is *Reinventing Adolescent Literacy for New Times: Perennial and Millennial Issues* (Moje, Young, Readence & More, 2000), and *New Literacies and Emerging Technologies: Perspectives from U.S. and Chinese Middle Level Teachers* (Spires, Morris & Zhang, 2012). These investigations focus on the literacy skills that adolescents need to learn in the 21<sup>st</sup> century, as well as on the teaching practices to address these needs.

As can be seen, little to no research has been done to explore how the 2017 English and Spanish programs promote literacy, teachers' perspectives and practices to promote literacy to secondary school students, as well as their perspective on the impact of context in the carrying out of these practices.

### **1.1 Significance of the Study**

According to the 2015 PISA results, in the segment of reading performance of 15-year-olds, Mexico ranks among the lowest participating countries (OECD, 2016). This means that in Mexico most adolescents are capable of decoding a text, but are incapable of interpreting it, let alone reading it critically (López, Tinajero, & Pérez, 2006, p. 2, 3). According to the OECD (2016) the difference in performance, between the most proficient students and Mexicans, is equivalent to three years of school. These results are nothing but the reflection of a country with poor reading habits. It is a critical situation; moreover, since reading is a practice that fosters writing proficiency and is, by far, more influential than traditional grammar instruction (Cassany, 2005). In addition, Moje *et al.* (2000) state that:

Adolescents entering the adult world in the 21<sup>st</sup> century will read and write more than at any other time in human history... They will need literacy to cope with the flood of information they will find everywhere they turn... Continual instruction beyond the early grades is needed. (Moore, Bean, Birdyshaw, & Rycik, 1999 in Moje, Young, Readence, & Moore, 2000, p. 400).

Accepting this as a fact, means acknowledging that Mexican students are not only at a disadvantage from those of other countries, but are underprepared for participating proficiently in the 21<sup>st</sup> century. For these reasons, I consider that more attention is needed on the literacy conceptions and practices addressed for secondary school students.

## **1.2 Purpose of the Study**

As has been discussed, the pedagogical virtues of literacy have been foregrounded and studied from diverse perspectives and in different contexts. Nonetheless, in the Mexican secondary school setting, there is little to no research concerned about literacy that considers both the English and Spanish programs. For this reason, this investigation attempts to examine the English and Spanish programs in the framework of New Literacy Studies; furthermore, it intends to analyze teachers' perspectives regarding the programs and classroom practices to promote literacy. Moreover, it takes into consideration how the context impacts the carrying out of these practices.

Analyzing the English and Spanish programs in the light of the New Literacy Studies is important, as it provides an insight about the literacy practices that are carried out in school and the relevance they might have or lack considering the 21<sup>st</sup> century skills students need. Moreover, exploring teachers' perspective on the programs and their teaching practices provides a valuable insight about how Mexican teachers, from schools located in dissimilar contexts, consider the programs in terms of the applicability it may have or lack in their specific situation.

### **1.3 Research Questions**

To accomplish the purposes mentioned above, this investigation is aimed to answer the following research questions:

1. How do English and Spanish programs for secondary public school portray literacy?
2. How do English and Spanish teachers interpret the secondary school programs and promote literacy in two schools of different contexts?

The following section presents the methodology utilized to gather and analyze the data.

### **1.4 Methodology**

This investigation is carried out as a qualitative case study (Yin, 2009), with the aims of exploring the English and Spanish programs and analyzing eight interviews applied to English and Spanish teachers from a secondary school located in Cuetzalan, Puebla and another in Monterrey, Nuevo León.

For research question number one, content analysis (Krippendorff, 2004; Huckin, 2004) was implemented to retrieve and categorize the data from the English and Spanish programs: specifically, the sections that provide the language conceptions, and learning outcomes.

For research question two, open-ended interviews (Krippendorff, 2004) were carried out with two English and two Spanish secondary school teachers from Cuetzalan, Puebla, and then, other set of interviews were applied to teachers from Monterrey, Nuevo León. Teachers were invited to express their opinion about the program that corresponds to the subject they teach, then, they were asked to share the teaching practices they

implement to develop reading and writing, and finally, they shared their perspective about how the contexts allows or hinders the implementation of their teaching practices.

Finally, after the data was retrieved and categorized, it was analyzed under the light of the psychological-cognitive approach to literacy (Street, 1984), and New Literacy Studies theories such as extended literacies (Moje & Lewis, 2016), and information literacy (Kriflik & Kriflik, 2006).

## **1.5 Conclusions**

As has been pointed out, there is a need of studying literacy conceptions and practices in public secondary school. The current social, cultural, and global situation has modified day to day activities to an extent that impacts communicative interactions. Mexican adolescents need to be prepared in order to participate proficiently in the 21<sup>st</sup> century. Providing them with sound literacy skills will grant them the development of critical thinking, identity, cultural acknowledgement, technological competence, among other benefits. This study is helpful in providing an insight about how educators, policy makers, researches, and others involved in the development of school programs regard literacy.

This investigation focused on studying literacy in public secondary school, is structured as follows: the first chapter provides an overview of literacy and new literacies, explains the significance of the study, and delineates the methodology used to accomplish its intended goals; chapter two provides a review of the literature on current literacy trends, as it is regarded globally and in the Mexican educational context; chapter three describes the methodology, the instruments utilized to gather the data, and the analysis procedure; chapter four will present and discuss the results; and, finally, chapter five will open a discussion considering the findings, and suggest alternatives for further studies.

## **CHAPTER II: THEORETICAL FRAMEWORK**

### **2.1 Introduction**

This is a case study aimed to explore how literacy is conceptualized and promoted in the English and Spanish programs for secondary public school, as well as teachers' perspectives and practices to promote literacy. Specifically, the investigation intended to recognize the extent to which New Literacy Studies are considered to frame literacy conceptualizations, learning outcomes, and practices, as opposed to more traditional views based on psychological-cognitive theories. Furthermore, New Literacy Studies are based on the sociocultural theory which regards context as a determinant for language learning and use. For this reason, the investigation explores the impact of context in two secondary schools located in places whose conditions contrast from each other.

After explaining the general aims of this investigation, I move on to present the topics that integrate the Theoretical Framework. First, it presents a brief overview of the linguistic situation in Mexico; then, it focuses on literacy as conceptualized by the psychological-cognitive approach to literacy and New Literacy Studies theories; finally, it provides some relevant research related to literacy in Mexican education.

### **2.2 Linguistic Situation in Mexico**

After the Mexican revolution (1910-1921 approximately), the main concern of those in power was to achieve national consolidation, eradicate poverty, and improve educational conditions. For these reasons, and to consolidate Spanish as the mother tongue in Mexico, the government assumed the instauration of the Secretariat of Public Education (SEP). Its main goals are expressed in an official SEP document:

In its beginnings, the activity of the Secretariat of Public Education was characterized by its intensity and scope: organization of courses, new schools, book publications and

inauguration of libraries; actions that strengthened a nationalist educative project and that recovered the valuable traditions of universal culture. (SEP, 2015).

However, consolidating Spanish as the mother tongue was not an easy task, especially in rural communities where Nahuatl or other language was considered the mother tongue. The SEP considered language diversity one of its main challenges. The following passage gives an insight of this situation, which could be seen as equivalent to the teaching of English today:

During a tour around federal schools in Puebla's mountain range, in 1927, Moisés Sáenz was alarmed by rural teachers' incapacity to communicate with their students or teaching them Spanish. In a fifty-six-students school, Sáenz found that only eleven were able to read. Educators of the region had concluded that teaching regional dances and gardening was easier than the basis of reading and writing... As Undersecretary of Education, Sáenz wrote a critical evaluation of the direct method implemented for teaching Spanish in rural schools. He concluded that, despite the rhetoric that proclaimed the necessity of a national language to accomplish national unity, politicians and educators had not been able to sustain a common effort to teach Spanish to the Indigenous. They would let them learn Spanish incidentally (Heath, 1972, p. 153, *the translation is mine*).

Another factor that impacts the strategies, methodologies, and learning outcomes are educational policies, which are the foundation that structures the educational programs. Moreover, as Greaves (1999) states, educational policies reflect the ideological position of a regime; this means that aims and approaches are subject to change, especially when the new government comes from a different political party. This situation is reflected in Mexican public education, which in the last decade has experienced two educational reforms. In the first, English was made an obligatory subject nationwide with the publication of the National English Program for Basic Education (NEPBE) in 2009. The second reform came with the shift of the political party in rule, from PAN to PRI,



and released a new program in 2017. Moreover, the current government in charge, from the political party MORENA, is announcing a new reform and program for 2020.

Furthermore, Heath (1972) states that language planning —the conscious decision-making process that results in linguistic changes— takes place in developing and developed nations, and that these contrasting contexts have different linguistic needs and aims. As Mexico is considered a developing nation, reforms have a stronger focus on language planning policies than in structure and function.

The history of education in Mexico shows that the development and implementation of educational reforms has not been an easy task. This is especially true for the least favored regions, where the target language is not a part of everyday students' context. Considering this is relevant today for the case of English teaching, as there are many communities where English is only utilized inside the classrooms and students do not have access to the technology that could enable them the possibility of using the language outside of school. The following passage, that describes an expedition carried out during the 1920s, exposes policy makers' shortcomings that emerge from overlooking the linguistic situation of indigenous communities, where Spanish was not the mother tongue:

Those in charge of the policy aimed to spread a national language, not only had failed in their intent to resolve the teaching problem, they didn't even face it realistically. The tour made by Sáenz had convinced him that the daily conflict that emerged in the classrooms, between teachers who felt obliged to teach Spanish to Indigenous children determined to speak only in their mother tongue, only caused frustration and bitterness leaving in danger the future of the rural school system. Moreover, Sáenz stated, so what, if students learnt some Spanish in the two or three years they had spent in school, what was the use to them? They went back home to their parents who didn't speak Spanish, and their community friends did not provide

them any stimulation to continue using this language (Sáenz, 1927, p. 16, 28, 29 as cited in Heath, 1972, p. 154, *the translation is mine*).

It seems that this situation is repeated today with the implementation of English as a mandatory subject. However, history shows that strategies could be implemented to provide the necessary conditions so students can use the language outside the classroom; moreover, informing the community about the benefits speaking English provides, the goals being sought, and the strategies to reach them could help integrate society in a shared effort to motivate students to learn the language.

The 1960's saw a significant change in the aims of language teaching, as the main objective of the Secretariat of Public Education shifted from the spreading of Spanish to the eradication of illiteracy and the promotion of reading amongst all the population. A reason for this could be that national consolidation was no longer a concern. Since the 1930's there had been a significant migration process from rural communities to the major cities, such as, México, Guadalajara, Monterrey, Puebla, Veracruz, and others (Negrete Salas, 1990). This meant that the families, for whom Spanish was not the mother tongue, now lived and worked in a context where learning this language was necessary for surviving.

Migration signified a shift in the authorities' educational aims, for now they aimed to democratize literature and culture, that is, making literature of universal importance accessible to all the population, not only to the privileged who could afford it, and enjoyed of enough free time for reading. For this reason, the government, in a shared effort with the Secretariat of Public Education, initiated a series of campaigns to promote literature.

Many actions that had not taken place before were being implemented, as Greaves (1999) states, long-term education was planned for the first time in Mexico. One of these

strategies was the Eleven-Year Plan, whose objective was to make textbooks available for all the population (Greaves, 1999). Another innovative aspect of alphabetization campaigns, was the inclusion of mass media as a vehicle for educating the population about the importance of reading. Some of these campaigns are described by Greaves (1999):

The SEP edited the “*Cartilla Alfabetizadora*” (Literacy Primer) and the new primer “*Yo Puedo Hacerlo*” (I Can Do It) for promoting literacy through the radio and television. Moreover, it provided the free manual for primary school teachers “*Aprender Haciendo*” (Learn by Doing), and the edition “*Un Paso Más*” (One More Step). As it was a necessity to provide reading material to the newly literate, and to promote the reading habit in this way, the Undersecretary of Cultural Affairs edited two large collections: “*Cuadernos de Lectura Popular*” (Popular Reading Notebooks) and “*Pensamiento de América*” (American Thought). The Popular Reading Notebooks were designed for teachers, students, recently literate adults, and the general public with the purpose of divulging different aspects of culture at a large scale. The texts were brief, easy to read and were sold at accessible rates. Moreover, the “*La Honda del Espíritu*” (Sling of the Spirit) was the most numerous and varied edition of the collection; it included biographies, poetry books, novels, philosophy, art, music, theater, children’s stories, and others (p. 343, *the translation is mine*).

These are only some examples of the greatest efforts in education in Mexico for promoting literacy and eradicating illiteracy. It can be argued that the 60’s and 70’s conform an important period for education in Mexico, the participation of the government, teachers, the publishing industry, pedagogues, the mass media, parents, and others, is proof of this. However, the 1980’s went through a period known as the “Cultural Crisis”, during which there was an economic crisis that affected the publishing industry, book prices increased 75%, and therefore, no more than 4% of the population purchased books regularly. By 1983, there restarted a privatization of culture, reading was becoming

a luxury again; literature of universal appeal was only available to those in the higher scales of society (Greaves, 1999).

As a final note for this historical overview of education in Mexico, the first decade of the 21<sup>st</sup> century saw a reform that institutionalized English as a mandatory subject in public education. This process presents some infrastructural challenges that are still present. This especially concerns the lack of English teachers, for there are regions in Mexico where English is not being taught at the basic levels, like the case of Cuetzalan, Puebla and others. Recently, the latest reform brought the English and Spanish programs published in 2017, which present congruency with the previous program by keeping English as a mandatory subject.

Finally, Mexico, considered a “nation of nations” (Cifuentes & García, 1998), is a multicultural and multilingual country whose history, politics, educational reforms, and other factors impact the aims for reading and writing and the methodologies for promoting them. For this reason, there is a need of exploring the current programs approach to literacy in English and in Spanish, the learning outcomes, and teaching practices, which are the aims of this investigation.

## **2.3 Two Literacy Schools of thought**

The following sections discuss literacy from two schools of thought, the psychological-cognitive and the New Literacy Studies approach.

### **2.3.1 Psychological-cognitive approach to literacy**

There are four generalized notions that characterize this approach to literacy: it is individualistic, an internal process, cognitive, and it is believed to be related to an

individual's intellect. Some of the skills that this approach promotes are “encoding and decoding written text” (Stordy, 2015, p. 3), pronunciation, calligraphy, and others.

The notions that derive from this approach to reading and writing, have generated a debate. Barton (2001) explains that the reason for this controversy is due to the fact that this approach has an underlying “impoverished” view, for there is the belief that writing is only speech written down. Similarly, the field of SLA has been criticized for its cognitive orientation; “such an approach too strongly emphasizes the individual, the internalization of mental processes, and the development of grammatical competence” (Firth & Wagner, 1997 as cited in Zuengler & Miller, 2006). On the other hand, UNESCO's *Literacy for Life* (2016) describes literacy as a set of individual skills that portrays reading and writing cognitive skills acquired at different levels, and that are context independent.

The psychological-cognitive approach began to be questioned when the sociocultural perspective increased in popularity in the field of education. The reason for this is that the sociocultural view opposes the psychological-cognitive in that the first understands language use a social (or situated) activity, while the latter as individualistic. Another reason is that the outdated notion of the relationship between cognitive development and language use, could no longer be sustained. The investigation by Scribner and Cole (1981), carried out in the Vai community of Liberia, was intended to confirm or reject the idea that reading and writing leads to intellectual development. This investigation found that literacy “in and of itself led to no grandiose cognitive abilities” (Gee, 1996, p. 34).

However, this does not mean that the cognitive-psychological approach should be completely discarded, as it focuses on the skills that promote language acquisition. An alternative for leaving this dichotomy behind comes from SLA researchers like Firth and

Wagner (1997 as cited in Zuengler & Miller, 2006), who call for questioning “the field’s division of language use (as consigned to the social) from language learning (as the individualized, decontextualized domain of the cognitive)”. Moreover, this integrating perspective could be applied in the learning of the mother tongue.

### **2.3.2 New Literacy Studies**

The New Literacy Studies are characterized for understanding literacy and its implications beyond the basic notion of ability to read and write. Literacy, as is understood today, is a result of a combined interdisciplinary effort from disciplines such as anthropology, psychology, and linguistics. In the early years, research concerned with the effects of literacy focused its efforts on one common interrogative: unveiling the literacy myth. This so-called myth is the generalized notion that literacy can lead to intellectual development, belief that, as explained above, is no longer sustained.

According to Barton (2007) there are three classic works that define the New Literacy Studies, these are *The Psychology of Literacy* (1981, Scribner & Cole), *Ways with Words* (1983, Heath), and *Literacy in Theory and Practice* (1984, Street) and “provide three threads to weave together to represent the beginnings of literacy studies...” (Barton, 2007, p. 24). The investigation by Scribner and Cole (1981) is relevant, among other things, for some of its conceptions. Examples of this are the terms ‘practice’ and ‘skills’:

By a practice we mean a recurrent, goal-directed sequence of activities using a particular technology and particular systems of knowledge. We use the term ‘skills’ to refer to the coordinated sets of actions involved in applying this knowledge in particular settings. A practice, then, consists of three components: technology, knowledge, and skills. (Scribner & Cole, 1981, p. 236).

Even today, more than three decades later, the concept of practice is crucial for understanding literacy, as Scribner and Cole explain:

Literacy is not simply knowing how to read and write a particular script but applying this knowledge for specific purposes in specific contexts of use. The nature of these practices, including, of course, their technological aspects, will determine the kinds of skills... associated with literacy. (1981, p. 236).

This means that reading and writing are linked to particular contexts and that these contexts frame reading and writing practices; put in simpler terms, “all [literacy practices], even the most rudimentary (keeping a family album), involve many different types of knowledge and multiple sets of skills” (Scribner & Cole, 1981, p. 237). In many ways the work of Scribner and Cole becomes a partway as their investigation signifies “a shift from a psychological paradigm to a social paradigm” (Barton, 2007, p. 25). If in this investigation Scribner and Cole establish the conceptual ground for the future of literacy and New Literacy Studies, they also establish the limitations of literacy at a social scale:

Being literate in Vai script does not fulfill the expectations of those social scientists who consider literacy a prime mover in social change. It has not set off a dramatic modernizing sequence; it has not been accompanied by rapid developments in technology, art, and science; it has not led to the growth of new intellectual disciplines. (Scribner & Cole, 1981, p. 239).

Heath is another renowned researcher whose work has had a profound impact on how literacy is understood today. Her book *Ways with Words* (Heath, 1983) is considered one of the most relevant ethnographic studies in the field of linguistics. In this investigation, Heath follows the lives of the inhabitants of two communities of the Carolinas for a period of around ten years. The author gives an account of how children acquire language, first at home and later at school, and the impact of the communities’ uses and perspectives on language in this process. In addition, it argues that context and

history are elemental factors which determine language acquisition and use, as the author states, “The various approaches of these communities to acquiring, using, and valuing language are the products of their history and current situation.” (Heath, 1983, p. 9). These insights, and the conceptions it provides for shaping literacy from a sociocultural perspective, make *Ways with Words* still relevant today.

Furthermore, Heath’s research on literacy has been varied and has become an influence in different fields. For example, the concept *literacy events*, coined in a 1980 article entitled *The Functions and Uses of Literacy*, has been taken up in education with many positive implications. Literacy events are the “instances where people use reading and writing in their day-to-day lives” (Barton, 2007, p. 26). According to Barton (2007) “it has made educators examine in detail the literacy in classroom activities, and it has made them think about what reading and writing goes on in the home and the community” (p. 26). Heath also calls for attention to the way literacy is conceptualized, as she states “definitions of literacy carry implicit but generally unrecognized views of its functions (what literacy can do for individuals) and its uses (what individuals can do with literacy skills) (1980, p. 123).

The work of Brian Street has also been widely recognized in the discussion of literacy. In his book *Literacy in theory and Practice* (1984), the author states that the way literacy has been researched, conceptualized, and theoretically disseminated relates to the “autonomous” or the “ideological” model, both concepts coined by the author. The autonomous model is related to those claims that literacy leads, at a personal level, to the development of higher-order cognitive skills and, at a social scale, to the development of a better more educated and civilized society. The problem with this conception is that literacy is regarded, as Gee (1987) calls it, as an “autonomous force” and overlooks the context. Moreover, Street (1984) disagrees with the autonomous model, since



conceptions of literacy, literacy practices, and notions of its effects are framed by ideology, as he explains "...what the particular practices and concepts of reading and writing are for a given society depends upon the context... they are already embedded in an ideology and cannot be isolated or treated as 'neutral' or merely 'technical'." (Street, 1984, p. 1). Furthermore, Street regards Goody's claims about the role of literacy in the development of Greek culture as the paradigmatic autonomous model, and challenges his conception of literacy

Literacy, then, is not, as Goody appears to be arguing, a 'neutral' technology, with 'potentialities' and 'restrictions' depending simply on how it is used. Rather it is a socially constructed form whose 'influence' depends on how it was shaped in the first place. This shaping depends on political and ideological formations and it is these which are responsible for its 'consequences' too. (Street, 1984, p. 65).

This means that in every society there are political, economic, and social factors that shape literacy practices and conceptions and are even more influential in determining social mobility than literacy in itself. The central argument of Street is that the ideological model he proposes could allow a better understanding of literacy and its implications, and to the realization that many social issues attributed to literacy are really the consequences of other contextual factors.

Having discussed literacy from a historical and a sociocultural point of view, this section focuses on the critical perspective of literacy whose main proponent is Paulo Freire. The work of the Brazilian pedagogue is widely renowned, mainly, for his approach to the teaching of reading and writing, as he regards these practices as emancipatory tools. For Freire, when the individual learns to read critically, he also learns to read the world, to reinterpret his reality and the conditions in which he takes part of that reality. Empowering through the word is providing the appropriate tools for recognizing

conditions of injustice and oppression; it allows individuals to shape their identities. It could be argued that some of these beliefs contradict the arguments of New Literacy Studies researchers, mainly, in that literacy does not lead to grandiose social or individual change. As Gee (1996) puts it

In the end, we might say that, contrary to the literacy myth, *nothing* follows from literacy or schooling. Much follows, however, from what comes *with* literacy and schooling, what literacy and schooling come wrapped up in, namely the attitudes, values, norms, and beliefs (at once social, cultural, and political) that always accompany literacy and schooling. (p. 38, 39).

Nevertheless, it would be prejudicial to accept this posture without reserves, to assume that the ability to read and write in itself does not exert a profound impact on individuals, as Gee suggests. However, the deep and intricate relationship between literacy and social status, can be surmised in the following argument: “Adults in the world today who cannot read and write tend to be the poorest, the least powerful, the oppressed.” (Barton, 2007, p. 27). Although these conditions are not a direct consequence of illiteracy, illiteracy worsens the situation by aggravating the vulnerability of these individuals. Lacking the ability to read and write is lacking the tools for critical thought, for shaping an identity, for striving for social change.

Up to this point, the discussion has focused, with limitations, on the literature that is considered crucial for understanding literacy from a sociocultural perspective. The enormous amount of literature on literacy, the plurality of postures regarding its effects or consequences, and the myriad of definitions, conceptions and debates confer this task an aggregated difficulty. However, these authors, whatever their views, believe that literacy can no longer be comprehended as a mechanical isolated process of the mind, that reading and writing are social processes that respond to multiple contextual factors.

Research on literacy development in secondary school students recognizes, among other benefits, that it confers critical thinking skills, it helps deepening the understanding of students' identity, provides cultural acknowledgment, and others. There is a considerable amount of literature that addresses these topics. For instance, Elizabeth Moje, whose main focus is adolescent literacy, has discussed about the benefits of developing reading, writing, and critical thinking skills across the curriculum, that is, integrating different subject areas in an interdisciplinary effort to develop literacy (Moje, 2007; Moje, 2008); furthermore, as it is becoming evident that the literacy practices students perform outside the school are different from classroom practices, she proposes *extending* them to "include 'everyday' literacy settings" (Moje & Ellison, 2016, p. 27) in the school. Moreover, she states that "...literacy plays an important role in the development of adolescents' individual and social identities." (Moje, *et al.*, 2000, p. 402). In addition, the New Literacy Studies movement, rooted in Freire's theories (Street, 1994, 2001, Barton & Hamilton, 1998 in Connor, 2011; Street, 1993, Gee, 1996, 2000 in Lankshear & Knobel, 2011; Moje *et al.*, 2000; Cassany, 2012), stresses the importance of focusing on and developing critical thinking skills.

Other type of literacy that gains relevance today, due to the increasing influence of digital platforms in the way language is produced and understood, is information literacy. Kriflik and Kriflik (2006) call for attention to the skills students need to develop for dealing with the information overload they are exposed to. They ask if school prepares students to analyze the information critically, if it gives them the skills for identifying relevant, accurate, and reliable information. Indubitably, an important skill in the 21<sup>st</sup> century.

#### **2.4 New Literacy Studies in Mexican Research**

This section presents a few relevant works on literacy carried out in Mexico. As mentioned in the previous chapter, *Lenguaje y educación: Temas de investigación educativa en México* (Language and Education: Topics of Educative Investigation in Mexico), edited by Carrasco and López-Bonilla in 2013, is a referent for understanding literacy conceptions, practices and methodologies in the Mexican context.

Similarly, *Reading and Writing Pedagogies: Insights for an ELT Undergraduate Program in Mexico* by Olmos and Criollo (2017) focuses on reading and writing practices in ELT educators in Puebla. Further, *Desde la literacidad académica* (Hernández, 2016) is an investigation on literacy and discourse analysis in Spanish in higher education in Tlaxcala. On a similar note, a research paper by López, Tinajero, and Pérez (2006) analyzes programs and practices in preparatory schools in Baja California adopting a New Literacy Studies perspective. Another investigation carried out in Baja California is concerned about the theoretical conceptions of literacy and alphabetization. This work raises an important question regarding the appropriateness of teaching disciplinary literacies to secondary school students (Montes and López, 2017).

Finally, a study performed in Toluca argues that secondary school students' low proficiency in English is related to underdeveloped literacy skills in their mother tongue; in addition, it recognizes that the power relations exercised inside and outside the classroom narrow the possibilities for sound development of literacy (Nava-Gómez & Hessen-López, 2016).

This chapter provided a historical overview of education in Mexico, and has contrasted the psychological-cognitive approach with the sociocultural approach to literacy. Then, it presented some research that deals with current literacy trends in education and more specifically in secondary school; finally, it provided the programs'

approach to language. The next chapter explains and describes the methodology implemented to craft this research.

## **CHAPTER III: METHODOLOGY**

### **3.1 Introduction**

As has been discussed in chapters I and II, the recent Educational Reform was developed to adapt the purposes of education to the current learning needs that result from the shifting context of the 21<sup>st</sup> century. The reform impacts Mexico's public education system in many ways, for instance, it renews teaching methodologies, objectives, and practices to mention only a few. For this reason, since programs result from these modifications, it could be considered that they represent —leaving aside the unresolved infrastructural issues— the materialization of the Educational Reform.

Therefore, the objectives of this investigation are to explore how literacy is portrayed in the latest secondary school programs, how teachers interpret these documents, their reports of their literacy teaching practices, and the impact of context in allowing or hindering such practices. Analyzing these aspects under the light of New Literacy Studies research provided a perspective about how literacy is conceptualized, and the extent to which it is considered as a means for reaching the goals of education.

After broadly describing the purposes of this investigation, the following sections will provide the setting, methodology, the data collection strategies, and analysis procedures that were implemented to answer the research questions.

### **3.2 Setting**

This investigation's focus is the secondary school level. Secondary school is an important stage in education, mainly for two reasons, the first is that, during this period, children become young adults and experience significant physical and psychological changes. The second reason is that this level is between primary and preparatory education, a transition in which knowledge will be acquired and implemented differently.

Education plays a fundamental role in helping students to cope with these difficult processes, not to mention the shift in social interaction, and their exposure to the information overload emerging from the new technologies. Hence, education should provide a sound set of skills for dealing with these challenges, out of which literacy is beyond compare as a means for understanding the world, oneself, and others.

Furthermore, exploring teachers' perspectives on the programs and the impact of the context in the implementation of these documents, provided an insight about the accomplishments and areas of opportunity of these innovations. For this reason, teachers from a secondary school located in Cuetzalan, Puebla, and another in Monterrey, Nuevo León were interviewed. The teachers from the first school teach at a school located in Ciudad de Cuetzalan, Puebla. Cuetzalan is considered a semi-urban indigenous municipality, of which around 35 thousand inhabitants hold Nahuatl as a mother tongue (CDI, 2000). This town is characterized by high economic reliance on tourism; predominance of lower-middle class and lower-class population, among other aspects. On the other hand, the teachers from Monterrey, Nuevo León teach at a Technical afternoon-shift secondary school located at the outskirts of the city of Monterrey, whose population is mostly composed of lower-middle class citizens that speak Spanish as their mother tongue. After describing the setting, the following section presents the methodology.

### **3.3 The Methodological Approach**

According to Duke and Mallette (2004), "Synergy across research methodologies is possible, powerful, and advisable... We must urgently and actively pursue synergy across research methodologies." (p. 352). In this sense, crafting the investigation as a case study and analyzing the data using content analysis techniques, was not only an attempt to comply with current research trends, but a necessity emerging from different kinds of

data —the programs and the interviews— and the purposes pursued in this research. Furthermore, early in the investigation it became clear that analyzing different kinds of data, which not only address the same topic but that hold a strong correlation and provide a considerable amount of evidence, could be difficult to handle and easily lead to confusion. To withdraw this unfortunate possibility, the data collection process and the analysis have been divided into two phases: the first phase focuses on the programs, and the second on teachers' perspectives, practices, and the context, in other words, the interviews. Moreover, the data resulting from the programs were utilized as a framework to round off the analysis of the interviews.

This investigation is designed as a qualitative case study. According to Yin (2009) “A case study is an empirical inquiry that investigates a contemporary phenomenon within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident” (p. 13); furthermore, this method should be implemented when deliberately covering contextual conditions in the belief that such conditions are important (Yin, 2009). On the other hand, content analysis is “the identifying, quantifying, and analyzing of specific words, phrases, concepts, or other observable semantic data in a text or body of texts with the aim of uncovering some underlying thematic or rhetorical pattern running through these texts” (Huckin, 2004, p. 14).

Furthermore, this technique requires the establishing of a construct of interest. Huckin (2004) defines *construct of interest* as “one or more general concepts” (p. 16); moreover, Huckin (2004) explains, *units of analysis* or *text features* are determined after construct of interest, and are words or excerpts that are in direct relation, although sometimes implicitly, to the construct of interest. The categorizing of these elements “should be readily identifiable and non-overlapping, so as to be codable with some degree of reliability” (Huckin, 2004 p.17). The following section explains this procedure.



### 3. 4 Data Collection Strategies

This section explains the criteria utilized for gathering and categorizing the data using content analysis techniques, and then moves on to describing the data collection procedures for both phases of the investigation. As previously stated, content analysis firstly requires a construct of interest and, secondly, the defining of text features. In this case, *literacidad* (literacy) was defined as the construct of interest, and the following terms were considered as text features: *lee* (reads), *escribe* (writes), *produce* (produces), *interpreta* (interprets), *parafrasea* (paraphrases), *elabora* (elaborates), *selecciona textos* (selects texts), *distingue* (distinguishes), *identifica* (identifies), *utiliza* (utilizes), among others. The text features were determined according to what the programs provided and are all in direct relation to literacy.

For gathering the data for phase one, the programs were retrieved through a Google search with the following terms: *Programa de inglés de la SEP para secundaria* (Public Secretariat English Program for secondary school) and *Programa de español de la SEP para secundaria* (Public Secretariat Spanish Program for secondary school). Then, the programs were read and compared to define the sections which could provide the information needed to answer the research questions. During this process, in which an Excel sheet was used to gather and categorize text features findings, it was found that both programs' chapters one through four are the same, in addition, recognizing that the retrieved mentions were not clarifying, it was decided to disregard them. Finally, after identifying that the section *Campo de Formación Académica. Programa de Estudio Lenguaje y Comunicación* (Field of Academic Education. Language and Communication Program) located in chapter five *Programas de Estudio de la Educación Básica* (Basic Education Programs) provided the needed data to fulfill the purposes pursued in this investigation, it was decided to only consider this section, for both programs.

In more detail, the “Basic Education Programs” chapter presents the following topics that were utilized to frame language teaching —English and Spanish— in the national education context: *La descripción* (Description), *Los propósitos generales* (General Purposes), *El enfoque pedagógico* (Pedagogical Approach), *La descripción de los organizadores curriculares* (Curriculum Organizers Description), and *Las sugerencias de evaluación* (Evaluation Suggestions). Moreover, the sections considered for the retrieving, categorization and analysis of data were *Dosificación de los Aprendizajes Esperados* (Expected Learnings Dosage), and *Aprendizajes Esperados por Grado* (Expected Learnings per Grade), this decision was made due to the fact text features findings were more abundant, focused on teaching practices, and allowed for a more efficient comparison between the programs.

For the second phase, which concerns the second research question, opened-ended interviews were implemented as a data collection strategy. In open-ended interviews “participants are allowed to speak freely and in their own terms” (Krippendorff, 2004, p. 27). The characteristics of this method are essential for the purposes this investigation pursues; giving the teachers an opportunity to speak freely, as well as offering confidentiality, removes the possibility that teachers compromise their opinions and insights for fear of being judged or punished when their opinions were too critical of the programs or the institutions where they teach. Moreover, the interview consisted of 23 questions (appendix 1) sectioned into five categories: teaching experience, context, students, practices, and programs; the briefest lasted around 15 minutes and the longest up to half an hour.

For the selection of participants, four English and four Spanish public secondary school teachers were invited to collaborate. As has been mentioned, two English and two Spanish teachers from a secondary school located in Cuetzalan, Puebla, considered a

semi-urban school, were interviewed, and the four remaining teach at an urban school in Monterrey. The eight participants were contacted through acquaintances and agreed to participate. In order to avoid widely unbalanced conditions, in the belief that one-sidedness enables the possibility of losing sight of the purposes this investigation pursues by shedding more light into other matters, both secondary schools were compared using an online tool provided by the Secretariat of Public Education. This tool is called *Compara* (compare) and can be accessed through this link <http://www.mejoratuescuela.org>, which provides information of every school that belongs to the Public System and many other tools. The comparison showed that both schools share important similarities regarding students' performance and overall school position within their State, details that have been described in the analysis chapter of this work.

### **3.5 Analysis**

This section presents the strategies and theories implemented to analyze the data collected for both phases of the investigation. As previously stated, the first phase examines and compares the “Field of Academic Education. Language and Communication Program” section of the English and Spanish secondary school programs. Moreover, content analysis (Huckin, 2004) techniques were utilized to gather the aforementioned text features which were later analyzed using New Literacy Studies theories. Broadly, New Literacy Studies focus on the study of reading and writing as social activities linked to contexts, purposes, and specific moments, and conform a solid and extensive body of theory from which different types of literacies have been developed.

After collecting the data, an Excel sheet was utilized to categorize the text features into different types of literacies: psychological-cognitive approach to literacy (Street,

1984), information literacy (Kriflik & Kriflik, 2006), and extended literacies (Moje & Lewis, 2016).

The second phase focuses on English and Spanish teachers' perspectives on the programs, the literacy practices they implement in the classroom, and the impact of context in the carrying out of such practices. In addition, the aspects that were considered for delineating the context were teachers' perspectives on their students' language level and language use, access to technology and appropriate texts, and the opportunities they may or may not have for using the target language outside of the classroom. The length of the interviews ranged from 15 to 30 minutes, later they were transcribed into a Word document. The resulting transcripts were analyzed using content analysis. In this procedure words and excerpts were highlighted with different colors according to the following criteria: yellow, for teaching practices; green, for perceptions on programs; red, for context references; light blue, for perceptions on students' learning needs; fuchsia, for teachers' experience; and gray, for other relevant aspects. Later, the resulting data was analyzed using the aforementioned types of literacy and the findings resulting from the programs to round off the analysis.

Furthermore, for the second research question, the information retrieved was done based on references the interviewees provided regarding context, when explicitly or indirectly referring to: school's resources, students' access to technology, students' language level, economic level, and possibilities of using the target language outside the classroom. The information in phase two of this investigation was organized into a chart (Appendix 4, and 5) and studied using the aforementioned New Literacy Studies theories, however, for the third research question, the analysis followed a comparative strategy between the teachers of both schools to make inferences regarding the impact of context in the development of literacy in two different settings.

After describing the methodology, data collection strategies, and analysis procedures, the following chapter presents and analysis the results.

## CHAPTER IV: RESULTS

### 4.1 Introduction

This chapter presents and discusses the data resulting from the analysis of the programs and interviews, and begins by restating the strategy implemented to carry out this investigation. As mentioned in chapter three, this thesis follows a two-phase strategy. The first phase focuses on the English and Spanish programs to answer research question number one: How do English and Spanish programs for secondary public school portray literacy? This phase firstly provides a concise description of both programs' chapter five, *Lenguaje y comunicación* (Language and Communication), with an emphasis in language conceptualizations, pedagogy, and objectives underlining possible implications for literacy; secondly, it moves on to compare both programs' *Descripción de los organizadores curriculares* (Description of Curriculum Organizers) sections to explore the differences; finally, this phase focuses on the *Aprendizajes esperados por grado* (Expected Learning Outcomes by Grade) and *Dosificación de los aprendizajes esperados* (Dosage of Learning Outcomes) sections, from which the units of analysis were retrieved and analyzed.

The second phase addresses eight open-ended interviews applied to English and Spanish teachers from a secondary school located in Cuetzalan, Puebla, and another in Monterrey, Nuevo León; this phase focuses on research question number two: How do English and Spanish teachers interpret the secondary school programs and promote literacy in two school of different contexts? As has been discussed in chapter three, the criteria for selecting the schools was based on context and performance. The secondary school Alejandrina R. de Enríquez (referred to as *School 1*) is located in Cuetzalan, Puebla a semi urban area; on the other hand, the Secundaria Técnica Num. 84 Emilio Guzman

Lozano (*School 2*) is an afternoon secondary school located in the urban region of Monterrey, Nuevo León.

An aspect that conditions the implementation of literacy related practices in School 1, is that around a third of the student population, per classroom, speak Nahuatl as their mother tongue. This condition is reflected in the teachers' literacy related practices and is discussed in the analysis section of this chapter. However, since it was important to investigate different contexts with similar academic performance and infrastructure, it was necessary to compare both schools.

The *Mejora tu escuela* (Improve your school) website provides information about performance, infrastructure, among other educational aspects not discussed in this investigation. Since 2017 the SEP implements the PLANEA exam which is a nationwide Spanish and Math evaluation. According to the website, 83 students from School 1 and 81 from School 2 were evaluated in 2017, and both were graded with the term *De panzazo* (a Mexican slang that can be translated as *barely passes*); these results show that both schools have a below average student performance since, out of four categories (the other three being *Excellent*, *Good*, and *Failed*), they were graded with the third. On the other hand, both schools are equipped with computer room (two rooms for School 2), internet, projectors, and a library (in the case of School 1, teachers explained that the projectors were bought by the parent council, and that the computer room is adapted to include the library). Finally, the website offers the Overall School Grade According to Users section in which users are expected to rate the school's infrastructure and personnel. School 1 was graded by 3 users and obtained an overall grade of 9.80, on the contrary, school 2 was graded by 13 users who gave it an overall of 7.60, which could mean that the users of the school in Monterrey are not as satisfied as users from Cuetzalan.

Finally, both phases' data was analyzed under the light of The New Literacy Studies theories (Street, 1984; Lankshear & Knobel, 2007; Moje & Lewis, 2016; Hernández, Cassany & López, 2018). Moreover, the data from the second phase was also analyzed under the light of the data resulting from phase one to round off teachers' perspectives by comparing them with what the programs promote. Following is a description of the English and Spanish programs' sections in which this investigation focuses.

#### **4.2 Introduction to the English and Spanish Programs**

The English and Spanish programs analyzed in this investigation, were product of the 2012 Educational Reform, which aimed to upgrade to Constitutional level the obligation of the Mexican State to improve the quality and equity of education (SEP, 2017). As a result, the new programs were created to spread a renewed set of educational fundamentals consisting of —among other aspects not regarded here— the pedagogical approach, language conceptualizations, teaching practices, and learning objectives. It could be argued that such fundamentals have been renewed with the aim of being more in accordance with current educational trends and of alleviating the inequalities resulting from a particularly diverse nation; hence, the intent to explore how literacy is portrayed in the programs along with teachers' perceptions of the impact of context in the carrying out of literacy related activities.

For these reasons, this investigation focuses on the chapter *V. Programas de estudio de la educación básica* (Basic Education Programs of 2017) for both programs, due to the fact that it presents the actual curriculum where the pedagogies, conceptualizations, objectives, and practices are included; sections that provide the required literacy mentions, i.e. units of analysis, for the purposes pursued in this investigation that, moreover, enable the comparison between the programs.



#### 4. 2. 1. 2017 Basic Education Curriculum

The fifth chapter of the English and Spanish programs for secondary school, are both preceded by an introduction “*1. Organización y estructura de los programas de estudio*” (Structure and Organization of the Study Programs), which explains and describes the general structure of the programs; further, it is conformed of eleven sections (see pages 149-154 of either program). After explaining the programs’ structure, the chapter offers six more topics (pages 157-163) to frame language learning practices and goals; moreover, it includes a general overview of the multilingual setting of Mexico.

Of the six topics included in this section, “*Lenguaje y comunicación*” (Language and Communication) is particularly relevant as it explains that content proposals and didactic considerations follow three complementary aims:

1. **Contextualized language production**, in other words, that oral interaction and the writing of texts are always guided by purposes, the receiver, and specific types of texts.
2. **Learning of different modalities** of reading, studying, and the interpretation of texts.
3. **Analysis or reflection** about linguistic production. (SEP, 2017, p. 158, *translation is mine*).

These teaching routes converge in the *social language practice* notion as an articulating nucleus of the curricular contents (SEP, 2017, p. 158, *translation is mine*). However, as López-Bonilla and Pérez (2013) state, although reading and writing as social practices is one of the changes presented in the latest curriculum reforms, there still remain activities that deal with reading and writing as decontextualized encoding and decoding abilities. This is especially true in exercises that promote normative aspects of language (p. 23, *translation is mine*).

Moreover, it is important to highlight that these aims are framed by the influence of New Literacy Studies theories, according to this movement, literacy ““can only be

understood in the context of the *social practices* in which it is acquired and used” (Barton, p. 25, 2007, *emphasis was added*); furthermore, this approach is based on the sociocultural paradigm:

The *paradigmatic* sense of ‘new’ occurs in talk of the ‘New Literacy Studies’ (Street, 1993; Gee, 1996, 2000). This refers to a particular sociocultural approach to understanding and researching literacy. The ‘New Literacy Studies’ can be seen as a new theoretical and research *paradigm* for looking at literacy: a new alternative to the previously established paradigm that was based on psycholinguistics (Lankshear & Knobel, 2011, p. 27).

This means that understanding and conceptualizing language teaching and learning as a mechanical one-time process can no longer suffice. In other words, reading is not only coding and decoding language; writing implies much more than the mastering of, for example, calligraphy and grammar; on the other hand, New Literacy Studies theories propose that language behaves differently in different contexts, that it has a different set of rules. For example, the difference between writing an email to a friend than to a superior, in this case, at the content level, there a set of words that are socially accepted in one but not in the other; similarly, to give another example, the difference between writing a poem and writing a dialogue or classroom rules, not only require knowing the admissible vocabulary, but also the understanding of the structure or form in each genre.

A couple learning outcomes from the Spanish program clarify the differences between psychological-cognitive and sociocultural approaches to language: Recognizes the differences between written and oral language (SEP, 2017, p. 193); this learning objective was categorized as psychological-cognitive approach to literacy. The psychological-cognitive approach to literacy is considered a traditional view of reading and writing based on psychology and cognitive linguistics; Barton (2001) explains, “these approaches still have underlying them an impoverished view of written language: this is

the idea that written language is just speech written down” (p. 98). However, this approach to reading and writing still promotes the foundational skills to learning to read and write; moreover, they represent the basis for other more elaborate skills that emerge in later stages of development, and that are promoted in the sociocultural paradigm mentioned above.

On the contrary, another learning objective reads: Develops characters, settings and environments according to the plot (SEP, 2017, p. 191). This writing objective, based on literary aspects, was categorized as extended literacy. This approach promotes that “reading should be thought of not so much as a separate subject in school but as integral to learning literature, social studies, and science” (Anderson, Hiebert, Scott, & Wilkinson, 1985 as cited in Moje & Lewis, 2016, p. 27). This learning objective and the extended literacy approach are influenced by New Literacy Studies theories. This approach contrasts with a traditional approach to literacy by promoting that students acquire an understanding beyond writing as grammar and reading as the decoding of text, as explained by Moje and Lewis (2016), “we consider the ways that sociocultural theories of reading and ‘new literacies’ extend the field’s thinking about literacy beyond the classroom/school to include ‘everyday’ literacy setting” (p. 27). In the example provided here “characters, setting, and plot”, which are literature elements, represent an everyday literacy.

#### **4.2.2 Description of Curriculum Organizers**

This section will describe and compare both programs’ Description of Curriculum Organizers section located in chapter five Language and Communication. However, a couple of terms are defined first in order to clarify the basis on which the programs’ curriculum are constructed. As stated in the programs, the notion of *curriculum* has evolved. It is less and less conceived as a list of contents, and more as the sum and

organization of parameters that favor the students' performance and that lead to a particular learning ecology (SEP, 2017, p. 99). Moreover, the concept *learning ecology* is defined as the process and set of contexts and interactions that provide individuals with opportunities and resources for learning, development and achievement (Jackson, 2013, p. 2). The organization of parameters, set of contexts and interactions opportunities are presented in both programs' Curriculum Organizers and are discussed below.

The Spanish program is conformed of two curriculum organizers: scopes and social language practices. Social language practices are organized according to the notion of scope, and emerge from the analysis of their purposes in social life, the contexts in which they occur and the manner in which they operate. The organization by scopes allows to preserve the social nature of the practices in the program. Three scopes have been established for primary and secondary levels: "Study", "Literature", and "Social participation". (SEP, 2017, p. 174).

On the other hand, the English program is conformed of these two curriculum organizers: Social learning environments and communicative activities. It is explained in the programs that the Social learning environments are set in four social language practices: "Familiar and communicative", "Ludic and literary", and "Academic instruction" (SEP, 2017b, p. 174). Furthermore, an explanation is provided in reference to the implementation of *environments* instead of the term *scopes* utilized in the Spanish program: since English is considered a foreign language, unlike the mother tongue Spanish, it is not present in most of their scopes of social activity. As a consequence, is further explained, it is fundamental to promote in the classroom, through environments constructed intentionally to compensate the absence of English in extracurricular contexts, the social uses of this language (SEP, 2017b, p. 174).

As a conclusion, the differences between both programs' curriculum organizers as well as their function are provided. The role of the curriculum organizers is important since they frame and structure the learning outcomes in a gradual fashion—it focuses on fundamentals in first grade and moves on to more elaborate and diverse practices in third grade—; moreover, they have an impact in the suggested activities shared in both programs. From the curriculum organizers in the Spanish program, and due to the language's mother tongue status, it could be concluded that its approach is more in accordance with the sociocultural paradigm; on the other hand, and considering that English holds a foreign language status, it could be argued that this program's practices and objectives are more in accordance with the Communicative Language Teaching methods. These different approaches impact the way literacy is promoted in the programs, and will be presented and analyzed in the following section.

#### **4.3 Literacy in the English and Spanish Programs**

This section presents the units of analysis from the English and Spanish program's Dosage of Learning Outcomes and Learning Outcomes per Grade sections, retrieved using content analysis techniques (Huckin, 2004). But first, an explanation is provided regarding the manner in which the information is organized and presented.

In order to interrelate the data resulting from the programs and teachers' interviews, along with New Literacy Studies' theories utilized to do the analysis, this section will be divided into three sections according to the literacy types found in the programs. These types of literacy are: psychological-cognitive, extended literacies, and information literacies. Each section begins with a definition of the literacy type, followed by the excerpts retrieved from the English or Spanish program beginning with whichever program that presents more mentions of the literacy type being discussed. Finally, after defining the literacy type, and analyzing the programs' excerpts with the appropriate

theory, the data will be compared with the information provided by secondary school teachers.

#### **4.3.1 Psychological-Cognitive Approach to Literacy**

According to Barton, the psychological-cognitive approach to literacy “is independent of the context it operates in and more amenable to quantitative-type assessments” (as cited in Stordy, 2015, p. 7). Moreover, this approach views literacy as “an individualistic, internal matter” (Andrews, 2007 as cited in Stordy, 2015, p.7), and the following are some of the attributes that characterize it:

- It is perceived as related to an individual’s intellectual abilities.
- Is viewed as a deficit in an individual’s ability for which they are largely responsible.
- Is perceived as independent of its context and primarily about print-based texts. (Lonsdale & McCurry, 2004 as cited in Stordy, 2015, p.7).

These characteristics show that the psychological-cognitive approach to literacy is in contrast to the sociocultural theory, as the latter focuses on the social aspect of language learning and use. However, psychological-cognitive practices help developing fundamental language skills, some of which, as the data shows, need to be reaffirmed at the secondary level.

#### **4.3.2 Psychological-Cognitive Approach to Literacy in the English and Spanish Programs**

Table 1 below summarizes the most representative psychological-cognitive literacy practices retrieved from the English and Spanish programs’ Expected Learning Outcomes by Grade and Dosage of Learning Outcomes sections.

Spanish	English
<ul style="list-style-type: none"> <li>• Writes a review.</li> <li>• Identifies sentences that introduce information (like thematic phrases or definitions) and expressions that extend it (like explanations and examples).</li> <li>• Identifies different ways to mention a situation, an object, a character or a characteristic.</li> <li>• Identifies the ellipsis (word suppression) as a cohesion resource.</li> <li>• Writes summaries considering specific purposes.</li> <li>• Prepares an out loud reading.</li> <li>• Utilizes some punctuation marks to separate ideas in paragraphs (comma and period) and between paragraphs (full stop).</li> <li>• Identifies the main topic of a text.</li> <li>• Integrates information located in different texts.</li> <li>• Analyzes the conclusion to verify if it is based on the exposed arguments.</li> </ul>	<ul style="list-style-type: none"> <li>• Revises and listens to conversations about personal experiences.</li> <li>• Comprehends the general sense, main ideas and details.</li> <li>• Selects information.</li> <li>• Reads information.</li> <li>• Prepares a presentation.</li> <li>• Exposes a presentation.</li> </ul>

**Table 1** (SEP, 2017, p. 189-200; SEP, 2017b, 187-189 *translation is mine*).

This set of learning outcomes from the Spanish program focus on grammar, text structure, reading comprehension, and context independent reading and writing. This approach to language learning is controversial. On one hand, investigators that favor the sociocultural approach to teaching, claim that traditional language practices and conceptions only focus on the repetition of drills and the memorization of sterile grammar rules (Angulano & Castillo, 2013 as cited in Carrasco & López-Bonilla, 2013). On the other hand, these skills are considered necessary for they are determinants in the acquisition of reading and writing. As stated by UNESCO (2006), literacy, as a set of individual skills, portrays reading and writing cognitive skills that are acquired at

different levels, and are context independent. Understood in this way, literacy is key in the processes of reading, writing, and in the acquisition and processing of information (UNESCO, 2006).

Regarding the English program, the learning outcomes categorized under the psychological-cognitive approach to literacy section show two main characteristics: first, that these examples promote context independent reading and writing practices, and secondly, that at least half of them, are practices oriented to communicative goals. These seem to be framed by Communicative Language Teaching (CLT), which is “an approach to foreign or second language teaching which emphasizes that the goal of language learning is communicative competence” (Richards, 1992 as cited in Thamarana, 2014, p. 63, 64). Considering the quantity of this type of learning outcomes, it could be stated that the psychological-cognitive approach to literacy is not as present in this program as it is in the Spanish program. This is in accordance to CLT, as Thamarana (2014) explains, “CLT advocates go beyond teaching grammatical rules of the target language, and propose that, by using the target language in a meaningful way, learners will develop communicative competence.” (p. 64).

#### **4.2.3 Spanish Teachers’ Psychological-Cognitive Literacy Practices**

In order to include excerpts regarding teachers’ perspectives on programs and their teaching practices, and to maintain their anonymity, they were identified as follows: CPS1, CPS2 refer to the two Spanish teachers from Cuetzalan, Puebla; moreover CPE1, CPE2 indicate English teachers from the same school. On the other hand, MNLS1, MNLS2 refer to Spanish teachers from Monterrey, Nuevo León, and lastly MNLE1, and MNLE2 indicate English teachers from this location.



Spanish teachers from Cuetzalan, Puebla provided practices that fall under the approach to literacy discussed in this section; the following are excerpts regarding reading:

CPS1: ... in order for students to speak clearly or read with clarity we are practicing guided reading. They, themselves, accompany this reading and, at the same time, they perform the corresponding interpretations, so they can comprehend [the text]... this is useful for teaching them to read.

CPS2: Out loud reading. We also do guided reading, and we, as teachers, emphasize pronunciation. I read to them, and they repeat. The whole class repeats phrase by phrase.

One Spanish teacher from the secondary school in Monterrey provided information regarding similar practices:

MNLS1: We have tried to improve students' reading comprehension skills... I review with them about how to solve an exam. We start by reading the questions, so the student realizes what the text is about, then they read the text, identify key words, they underline them, disregarding some answers, and in that way they analyze a bit and associate the text's main ideas.

As these excerpts show, teachers in both secondary schools tend to promote out loud reading to accomplish two main goals: reading comprehension and pronunciation. However, Spanish teachers from Cuetzalan focus more on pronunciation probably due to the fact that a third of their student population speak Nahuatl as a mother tongue. Moreover, although teachers did not mention this benefit of out loud reading, this practice promotes students' reading habits (Pellicer, 2009 as cited in Macías, López & Carrasco, 2013).

Furthermore, a finding is that out loud reading should not be regarded as a psychological-cognitive approach to literacy, only. Despite it being mainly performed with context independent print-based texts (Lonsdale & McCurry, 2004 as cited in Stordy, 2015, p.7), teachers in Cuetzalan and Monterrey implement it to create meaning as a group. This is a sociocultural-based practice, which is in contrast with what characterizes psychological-cognitive approach to literacy in respect to being perceived as an individual's intellectual abilities. Macías, López & Carrasco (2013) explain the benefits of out loud reading as a group that could apply to both schools: in this event dialogue prevails with the intention of promoting collective reflection, to establish relationships with others, and to promote that students develop a liking towards texts.

Concerning writing, teachers provided the following practices they implement in their classrooms:

CPS1: What they assimilate, what they comprehend is reflected in their texts... they paraphrase.

CPS2: ... sometimes you must go back and explain to them, from the beginning, what an essay is, explain orthographic rules and punctuation marks. That's why I must explain step by step. First they work on the introduction and I revise it, then the body of the text, and I revise it, and so on...

MNLS1: I play a game with them to practice with nouns, adjectives, and verbs. At the end, they must form a sentence with the words that have been given.

MNLS2: Writing of texts, questions and answers, summaries, diagrams...

These excerpts show context-independent writing practices, and seem to highlight three main objectives: comprehension, text structure, and grammar. These practices are

in accordance to the *Study Skills Model* proposed by Lea and Street (2006), they explain “the study skills model is concerned with the use of written language at the surface level, and concentrates upon teaching students formal features of language; for example, sentence structure, grammar, and punctuation” (Lea & Street, 2006 as cited in Trigos, 2019, p. 18), which, moreover, “is grounded in the autonomous model of literacy, which considers literacy as a set of stable, discrete, internally uniform, neutral cognitive skills” (Horner, 2013; Street, 1999 as cited in Trigos, 2019, p. 18, 19).

As a conclusion, it could be argued that context is not a strong determinant for the carrying out of psychological-cognitive based literacy practices in Spanish, as teachers from both schools equally implement out loud reading, and promote text structures, grammar, and other “surface level” language related practices. Moreover, the implementation of these practices responds to two factors: they are promoted in the program as learning outcomes, and help teachers fulfill the need of implementing more significant language practices.

#### **4.3.4 English Teachers’ Psychological-Cognitive Literacy Practices**

In respect to English teaching, it could be argued that context is an important factor for the implementation of psychological-cognitive related practices. This seems true, since Teachers from Cuetzalan, Puebla and Monterrey focus on different language aspects. Following, are some insights provided by English teachers from Cuetzalan:

CPE1: ... I explain the oral exam to them... beforehand, they understand that my exam will include an oral section... So I make sure that they also have the vocabulary for my classroom activities.

CPE2: During class I focus precisely on written and oral vocabulary... also grammar... they need to have grammar knowledge. I give them vocabulary and

grammar so they write, very basic, so they can write some phrases, and the same happens in reading. Easy vocabulary and texts, so they can grasp main ideas, key words...

These excerpts show that English teachers from the Cuetzalan school consider teaching vocabulary due to its importance for the carrying out of reading and writing practices, and, as CPE1 explains, teaching vocabulary is also important for the implementation of the exam, specifically for the oral section. These perspectives and practices contrast with those of English teachers from Monterrey:

MNLE1: [As if giving instructions to students] ... then, you will translate the words you don't comprehend. [To interviewer] They were many, many. Then, we reviewed the main idea; it's difficult to do that with students... So, with their own words, students write 2 paragraphs of six to seven lines. It was hard for them, they struggled, but that was real writing, they made a real effort.

MNLE2: Here we have all kinds of students. There are three or four private schools in the area, so I have students that are at level zero, and students that have been learning English since kindergarten. These students have good notion, vocabulary, and even they know how to structure questions, phrases, everything. We work reading and writing. For reading, sometimes we interact in conversation, in dialogues, for example, in first grade, we are working with comic strips... First, they read, there they can listen and read with the whole group.

As these excerpts show, context is a highly relevant factor for English teaching. Although both Cuetzalan and Monterrey English teachers focus on developing vocabulary, the aims of this goal are considerably different. However, it could be argued that Cuetzalan English teachers could also apply some of the practices from Monterrey

teachers, such as comic strip writing and, probably, the writing of brief texts in English. By comparing teachers' psychological-cognitive approach to literacy practices, it was found that context is a relevant factor for the implementation of literacy practices in English. The following section shows whether this circumstance has permeated other literacy types.

### **4.3 Extended Literacies**

Extended literacies promote the inclusion of other subject areas in the language class, based on the notion that language learning should be an integral process. This calling to "extend" the scope of reading and writing teaching could be traced back to the 1985 publication of *Becoming a Nation of Reader: The Report of the Commission on Reading*, in which it is stated that "reading should be thought not so much as a separate subject in school but as integral to learning literature, social studies, and science" (Anderson, Hiebert, Scott, & Wilkinson, 1985 as cited in Moje & Lewis, 2016). However, the turn of the century brought the advent of the new technologies, which in turn raises the question of what it means to be literate in the 21<sup>st</sup> century.

Moje and Lewis (2016) propose to further "extend" literacies to include the contexts in which individuals put into practice their reading and writing skills, not considered in the original notion of extended literacies. The basis of their conceptualization is particularly relevant for this investigation as it considers "present-day conceptions of secondary-school literacy learning, with a focus on theory and research in adolescent literacy, content-area literacy, and disciplinary literacy teaching and learning" (Moje & Lewis, 2016, p. 27). As this shows, the concept of extended literacies, as proposed by Moje and Lewis (2016), focuses on high school and adolescents, topics that are relevant for this investigation.

Furthermore, Moje and Lewis’s (2016) concept of extended literacies “consider the ways that sociocultural theories of reading and ‘new literacies’ extend the field’s thinking about literacy beyond the classroom/school to include ‘everyday’ literacy settings such as families, communities, youth cultures, and popular cultures” (p. 27). Moreover, and as their conceptualization questions “what it means to read... in an age of digital tools and easy access to information, all of which reshape what it means to use texts in school” (Moje & Lewis, 2016, p.27), extended literacies also consider digital and social media tools.

Basing on this concept, the learning outcomes and practices that were categorized under extended literacies considered other subject areas, such as literature, science, and social studies, as well as outside-of-school literacies that are practiced in the classroom, like popular cultures (music, movies, comic books, and games), community events, and technology. The following section presents extended literacy related practices retrieved from the English and Spanish secondary school programs.

#### **4.4.1 Extended Literacies in the English and Spanish Programs**

Table 2 below summarizes the most representative extended literacy practices retrieved from the English and Spanish programs’ Expected Learning Outcomes by Grade and Dosage of Learning Outcomes sections.

<b>Spanish</b>	<b>English</b>
<ul style="list-style-type: none"> <li>• Selects a topic of interest. It can be related to language or other subjects.</li> <li>• Analyzes different melodies and their relation to the songs’ thematic content.</li> </ul>	<ul style="list-style-type: none"> <li>• Listens to dialogues about community services and reviews them.</li> <li>• Exchanges information about community services.</li> <li>• Examines T.V. shows.</li> <li>• Interprets the general meaning and some details (of the T.V. show).</li> </ul>

<ul style="list-style-type: none"> <li>• Identifies different music subgenres, their message, ideas, etcetera.</li> <li>• Inquires in oral or written sources about the details of an event in the community.</li> <li>• Takes part in a group discussion about problems identified in the school community.</li> <li>• Recognizes that the school newspaper is a reliable medium for establishing communication in the school community.</li> <li>• Identifies the actions and psychological characteristics of archetypical characters of a narrative subgenre. Analyses the motives, intentions, ways of acting and interacting that characterize them in each narrative.</li> <li>• Shares the interpretation of sayings and street proclamations, identifying the use of figurative language.</li> <li>• Interviews a relevant person in the community.</li> <li>• Recognizes the discursive characteristic of interviews and the requirements for structuring them in writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Selects and reviews classic tales.</li> <li>• Revises short literary essays.</li> <li>• Understands the content of historical texts.</li> <li>• Reviews and comprehends information about human body parts.</li> <li>• Reviews and selects information about Civics and Ethics texts.</li> <li>• Reviews silent short films and produces dialogues and interventions.</li> </ul>
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**Table 2.** (SEP, 2017, p. 189-200; SEP, 2017b, 187-189 *translation is mine*).

The Spanish programs' learning outcomes included in this section, show two main characteristics: considers diverse language contexts, and meaningful practices. The excerpts included here show the following contexts: non language subjects, music, journalism, literature, people and events from the community. Most of these consider outside of school contexts, which could be considered as a positive note for the Spanish program. According to Moje and Lewis (2016)

Out-of-school learning settings are specifically relevant for older children and youth because children gain more independence as they age and encounter more and different settings where learning can occur. From afterschool sports, music, and drama activities to work, peer groups, popular culture, and social media, young people are constantly are constantly learning new ways of being literate (p. 29).

However, these program's practices do not explicitly promote pop culture and social media; contexts were adolescents constantly interact and use language, which teachers could use to develop meaningful activities for developing writing and reading comprehension skills.

On the other hand, these learning outcomes seem to consider meaningful language uses, such as topics of interest, community events, music as a medium for developing reading comprehension, among others. This is important since these practices motivate students to use language in a way that considers their likings, interests, and concerns; as explained by Moje and Lewis (2016) "people learn best when they are engaged in meaningful inquiry with a clear problem frame" (p. 28). Other benefits of extended literacies are that they serve as motivational tools and improve comprehension of subject-matter concepts (Moje & Lewis, 2016).

Regarding the outcomes retrieved from the English program, these also consider out of school contexts such as T.V. shows, movies, community services, literature, and others; however, it also considers within school contexts not particularly related to language to promote literacy, some of these are History, science, and Civics and Ethics. Moreover, it seems that the extended literacy related outcomes in the English program differ from those proposed in the Spanish program for two main reasons: their focus on dialogue, and the inclusion of other subject areas.



The learning outcomes categorized as extended literacies, also seem to be in accordance with the CLT approach. Firstly, in that they “engage learners in the pragmatic, authentic, functional use of language for meaningful purposes” (Thamarana, 2014, p. 65); secondly, in that grammar is not overtly considered in these outcomes, however, as Thamarana (2014) explains, “Grammar can still be taught, but less systematically” (p.65). Extended literacies offer many benefits, among which, providing opportunities for teaching grammar is one. This is particularly true when students engage in meaningful activities that appeal to their interests, or as Thamarana (2014) says “learners seem to focus best on grammar when it relates to their communicative needs and experiences” (p. 66).

Extended literacies are particularly in accordance to New Literacy Studies theories, as the practices framed under their theories take into consideration “that people engage in culturally specific literate skills for particular purposes and in particular contexts” (Scribner & Cole, 1981 as cited in Moje & Lewis, 2016, p.29); and that “literacy skill is not autonomous, but is always embedded in socially and culturally specific practices (Street, 1984 as cited in Moje & Lewis, 2016, p.29). Their implementation offers many benefits, among which student motivation, meaningful practices, reading comprehension, and subject area content stand out. However, the learning outcomes considered here, focus more on reading than writing. This could be considered detrimental as it overlooks the diversity of possibilities that extended literacies offer for implementing practices to develop writing skills.

#### **4.4.2 Spanish Teachers’ Extended Literacy Practices**

This section discusses teachers’ extended literacy perceptions and practices. First, excerpts of interviews to Spanish teachers are presented and discussed, then, the excerpts of interviews to English teachers; finally, a conclusion for this literacy type is given.

Spanish teachers from Cuetzalan and Monterrey shared the following practices that have been categorized under extended literacies category.

CPS1: ...but we need to see if the texts are in prose or in verse... they start identifying the different types of texts... In the case of science, first we focus on how they have to carry out the project, the periodic table and chemical elements, some of the technical words for ebullition, evaporation, and condensation...

CPS2: I once implemented an activity that was dramatized reading. In that activity I read to them, and they follow giving emphasis to punctuation, for instance exclamation point, for expressing surprise; they continue reading and give it intonation. They liked it a lot... This is when we work on plays.... Another activity that has worked for me is when we do out loud reading and I bring them scientific dissemination magazines, such as *Muy Interesante*, *Quo*... When we work on essays, they can write an essay about medicinal plants in their community, about Náhuatl, or they can write an essay about tourist attractions in Cuetzalan...

MNLS1: We designated a reading space for recess. We collected books, comic books, and novels. They could go to that space, take a book, then leave it there, and continue reading the following day. I also play the game “Basta” (Stop Game), so students can craft phrases... We also study literary devices and rhetorical figures using contemporary music... they select a song, and transcribe it. First, we sing it together, and then they highlight the rhetorical figures with different colors.

MNLS2: We read a novel, now we will write about that novel’s topic... they write a review, we did the draft, we revised it, and now they will write it on the computer.... They also write a report about something they did in science.

As these excerpts show, Spanish teachers from both Cuetzalan and Monterrey implement reading and writing practices based on literary aspects, such as the reading of novels, dramatized out loud reading, the identifying of rhetorical devices, and texts in verse or prose. Moreover, CPS2 teacher's practices stand out from the others as this teacher uses topics beyond the classroom –touristic attractions in the location, and some students' mother tongue-, that could serve many purposes such as motivating, and giving students a voice as they share their perceptions, experience and expertise.

Moreover, out these practices, it could be argued that the following stand out for being meaningful or more in accordance with students' likings such as those that consider games, contemporary music, dramatizations, and in specific cases, scientific topics. Furthermore, these are linguistic contexts to which students have access outside of school, regardless of the social context. Additionally, the dramatized guided reading as explained by CPS2 teacher for promoting intonation and the reading of punctuation marks, seems to be a context dependent practice as it was only implemented in Cuetzalan, where the student population that speak Nahuatl as a mother tongue is approximately of a third, making it necessary for the Spanish teacher to focus on the oral aspects of the language.

These are, broadly, the topics and practices that Spanish teachers from both schools implement, practices that seem to overlook the variety of linguistic contexts proposed in the programs, such as community events, school newspaper, interviews, and others.

#### **4.4.3 English Teachers' Extended Literacy Practices**

As the practices that fall under the category of extended literacies show (see Table 2), the English learning outcomes are more focused on the oral aspect of language.

Cuetzalan teachers shared the following practices that fall under the category of extended literacies:

CPE1: ... we focused on experiments to link English learning to other subjects. Students take Physics and Chemistry, so they must think about an experiment related to a topic they are learning. For me, the important part of this activity is that they learn the names of the materials they will utilize, and present the experiment in groups of four... I was in charge of the cooperative, so I was allowed to hang cardboard posters in the little kiosk with questions like “How much is it? What kind of cookies do you have? What beverage do you have?” So students, when they saw me at the kiosk, they knew they would have to ask in English.

CPE2: ...I teach lab practices that they are learning in the Chemistry class, they are linked... I think, the activities they like the most is when I implement games. They like to play charades to guess phrases in present progressive.

As these excerpts show, teachers focus more on across the curriculum practices. As CPE1 teacher specified, the focus of the class that considers Physics and Chemistry topics, is to develop vocabulary and putting into practice students’ oral proficiency as in the oral presentation. Moreover, this teacher is creating an-out-of-classroom social context to motivate students to use English, as in the buying of food or beverages in the little kiosk. On the other hand, CPE2 teacher includes, besides across the curriculum topics, ludic activities. These teachers’ practices are meaningful and seem to take into consideration students’ needs, likings, and out-of-school contexts. Following, are shown the English teachers’ practices from the school in Monterrey:

MNLE1: We investigated about the Revolution, Holocaust, and the Twin Towers. They do a Google search of the historical events and write questions with the information they find... we also work on an investigation for an experiment...

This excerpt shows that English teachers in Monterrey and Cuetzalan implement similar practices in that they include other subject areas for carrying out investigations. Furthermore, it seems that across the curriculum practices are the most recurrent by teachers in both contexts. This type of practices, that are promoted in the program, adjust to the category of extended literacies, as they “Attend to the situated nature of literacy learning and practice because as young people develop they enter more and more specialized contexts (e. g., natural sciences, historical research, engineering, architecture, hairdressing)” (Moje & Lewis, 2016, p.31).

Furthermore, as the similarities in both schools’ practices show, it seems that context is at the same time determinant and non-determinant. For example, context seems to be unimportant if considering the similarities of the practices teachers implement in Cuetzalan and Monterrey. On the other hand, it could be argued that context is a determinant for some of the outcomes that the program offers related to T.V. shows, movies, school newspaper, literary essays, and others, which seem to be overlooked by teachers in both schools, probably due to the lack of resources.

As a conclusion for extended literacy related practices, it seems that this approach to the teaching of reading and writing offers a wide variety of practices. Moreover, extended literacies are very important for language teaching as they take into consideration meaningful tasks, and consider students’ likings and needs, or as stated by Moje and Lewis (2016) they “Tap into what young people are reading and writing outside of school and recognize young people’s proficiency with reading and writing in out-of-school domains.”

#### **4.4.4 Information Literacy**

For this investigation it has been decided to consider the use of technology and its implications in the teaching of reading, as a subtopic of extended literacies. The reason for this, is that the concept of *information literacy* offers an in depth perspective and strategies to discuss about programs' learning outcomes and teachers' practices that consider technology as a means for gathering and interpreting information whether in print or from the Internet.

Kriflik and Kriflik (2006) raise an important question when it comes to assigning research related tasks: "Where do students learn to evaluate and effectively use information?" (p. 4). This is especially true for those tasks that require students to utilize search engines or other digital platforms to search and interpret information. Moreover, digital sources are not only utilized for school purposes with increasing regularity, but are part of students' everyday settings. For this reason, Kriflik and Kriflik (2006) raise awareness on the importance of developing information literacy as a means to teach students to identify the information they require, the place to find it, and to evaluate it for reliability.

Although the proposal by Kriflik and Kriflik (2006) is aimed for students of higher education, the data from related learning outcomes and teachers' practices indicate that developing information literacy at the secondary level is a necessity. Some of the skills and benefits that information literacy integrates are:

- Emphasizes the importance of a critical approach when searching for information.
- Has potential for enhancing skill development and learner confidence in resolving issues, with application to other every day contexts.
- Enhances a person's ability for lifelong learning.

- Helps guiding students to evaluate and recognize quality information.
- Optimizes active learning by basing a problem on a specific subject.
- Promotes to guide the analysis by sequencing tasks to provide learning challenges.

(Kriflik & Kriflik, 2006).

After presenting some of the benefits of *information literacy*, following are the English and Spanish programs' learning outcomes that could be framed with information literacy strategies.

<b>Spanish</b>	<b>English</b>
<ul style="list-style-type: none"> <li>• Establishes a purpose to carry out a research in digital or print collections.</li> <li>• Selects and reads electronic or print texts that relate to the chosen topic.</li> <li>• Writes a list of questions to guide the research.</li> <li>• Distinguishes between facts and personal opinions.</li> <li>• Identifies and explores diverse sources to evaluate which is more pertinent according to specific research purposes.</li> <li>• Compares the interpretations that the media shares of an event: the information and opinions.</li> <li>• Identifies in diverse media the messages from official campaigns.</li> <li>• Reflects about the use of persuasive language and the rhetorical resources utilized in official campaigns: metaphors, rhymes, and slogans.</li> <li>• Reflects about the use of some phrases and adjectives to refer to people and facts, and how they</li> </ul>	<ul style="list-style-type: none"> <li>• Researches and reads information.</li> <li>• Compares pros and cons in ideas and proposals.</li> <li>• Examines journalistic articles.</li> <li>• Compares and contrasts an opinion in diverse journals.</li> </ul>

<p>contribute to forming an image about them.</p> <ul style="list-style-type: none"> <li>• Recognizes the difference between an opinion piece and an informative article.</li> <li>• Consults different information sources about literature (prologues, articles, specialized websites or fan blogs) to enrich their appreciation about cultural and thematic aspects that characterize a subgenre.</li> <li>• Discusses about the importance of messages and their effect in the audience (models, roles, and others).</li> </ul>	
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**Table 3** (SEP, 2017, p. 189-200; SEP, 2017b, 187-189 *translation is mine*).

As these excerpts show, the Spanish program considers reading, interpretation and research related outcomes with a higher frequency than the English program. Moreover, the Spanish program also promotes the analysis of the information shared in journals and its impact on readers, which reflects a sociocultural perspective. The differences between both programs' outcomes, could be related to the English program's focus which, as has been explained, is framed by CLT theories whose main aim is developing communicative competence, and also to students' competence in English which in Mexico is a second language. However, a similarity is that both programs' outcomes promote the comparison of different sources, a practice that enables the development of critical thinking skills.

It is important to highlight that both programs' outcomes consider digital sources as a means to search for information scarcely or not at all. This could be regarded as an area of opportunity for improving both programs, considering that technology is an everyday setting for secondary school students, enables across the curriculum practices, and the development of information literacy, which in turn helps developing critical thinking skills, learner confidence, lifelong learning skills, to mention a few.



#### **4.4.5 Spanish and English Teachers' Information Literacy Practices**

As has been discussed, information literacy comprehends a set of practices and considerations for guiding students in the search for information whether in print or online. For this reason, the following interview excerpts consider technology and printed material only when implemented for research and reading comprehension purposes.

Spanish teachers from both schools did not share specific practices in which reading comprehension or the development of critical thinking skills could be identified. In the case of teachers from Cuetzalan, this could be related to students' low possibilities to access the Internet, or in some cases, even a computer. These conditions greatly hinder the possibility of implementing practices for developing information literacy for digital contexts. However, and this applies for both schools, teachers have access to the school library, but as CPS2 teacher explains: we have a functioning school library, but the space is very small, it is difficult to carry out a class of 35 students in there. Similarly, a teacher from Monterrey states: I think we need more space in the school library, and better coordination for when a teacher wants to use it.

These insights show that Spanish teachers from both schools are not implementing activities for developing information literacy skills. The reasons for this are diverse, but are mainly grounded on infrastructural and contextual conditions. However, the Spanish program offers activities that could be implemented regardless of the conditions, some of these are: teaching how to structure a research, reflecting and investigating about the impact of news on the readers, comparing news from different journals, among others. These activities are important as they are a means for developing critical thinking skills, lifelong learning abilities, and learning to evaluate information.

On the other hand, English teachers shared the following practices that could be considered as a means for developing information literacy.

MNLE1: Each one had to investigate. First, they had to investigate in Spanish, print it, and bring it to class. Then I asked them what they had understood about the topic, we wrote questions. Then, they investigated about a topic that had caught their attention, the investigated about the Revolution, the Holocaust, or the Twin Towers. Then, the second step was to do a Google search of the historical events, but this time in English. First, I gave them a rubric, then they had to translate the vocabulary they did not know. Then, we discussed what a main idea is...

The way in which she implemented the research in sequential stages, seems to be in accordance with information literacy theories, as Kriflik and Kriflik (2006) explain, information literacy promotes to guide inquiries by sequencing tasks to provide learning challenges. Moreover, this practice is in accordance with extended literacies, since it employs “digital tools as a part of disciplinary inquiry and scaffold their use to investigate deeply in a given domain” (Moje & Lewis, 2016, p.31). This shows that from the benefits of implementing extended literacies, developing information literacy stands out as it brings many benefits to students, especially in an age in which access and use of information has been reconfigured.

It is important to consider that this English teacher from Monterrey, was the only to use technology with aims of carrying out an investigation. This is probably due to this teacher’s background, as she used to teach in private institutions. On the contrary, the reason for the other teachers to overlook this type of practices, could also be related to infrastructural and contextual conditions, and also to the fact that English is a second

language, reason for which English teachers, especially in Cuetzalan, focus more on developing oral competence and vocabulary.

#### **4.5 Conclusions**

The main aim of this chapter was to answer the research questions by analyzing and discussing the data that was gathered to fulfill this purpose. The first question: How do English and Spanish programs for secondary public school portray literacy? Analyses the English and Spanish secondary school programs. The data shows that their outcomes have been mainly framed by NLS theories, especially by extended literacies which in turn provide the opportunity to carry out practices aimed to develop information literacy. However, this doesn't mean that the programs disregard psychological-cognitive outcomes, as these mainly focus on the skills needed to learn to read and write.

The main difference between the English and Spanish program, is that the former's outcomes are more in accordance with CLT theories, and promotes conversations, analysis of dialogues, and intentions in different situations. For the same reason, the English program scarcely proposes outcomes that lead students through an investigation, or other activities that could lead to the development of critical thinking skills. This situation could be explained by the fact that English has a second language status in Mexico.

The second research question: How do English and Spanish teachers interpret the secondary school programs and promote literacy in two school of different contexts? Considers how English and Spanish teachers from school if dissimilar contexts implement practices for developing reading and writing. It was found that psychological-cognitive practices are equally implemented by Spanish teachers from both schools, although teachers from Cuetzalan focus more on out loud reading, and this is probably to

promote pronunciation since about a third of their student population speak Náhuatl as a mother tongue.

This means that context has been a determinant for specific practices, especially for those that involve technology or require a higher competency in English. This is in accordance to Hernández Flores (as cited in Anguiano & Castillo, 2013), as she states that without integrative politics and curriculum design aimed for impoverished population, it would be difficult to accomplish the program's goal of improving the quality of life.

Moreover, it is important to highlight that English and Spanish teachers from both schools implement extended literacy practices, especially those that consider other subject areas, proposed in both programs. However, the programs offer a wide variety of practices that fall under the categorization of extended literacies that are generally overlooked by the teachers. Extended literacies are important since they could be adapted to different contexts and consider students interests which in turn motivate them to improve their language skills. An area of opportunity for teachers could be that they could seek to promote information literacy practices, as their implementation results in many benefits and are in accordance with current language uses. The following chapter offers the general conclusions in which these and other topics were discussed.

## CHAPTER V: CONCLUSIONS

### 5.1 Introduction

The final chapter begins by restating the general structure of this investigation as well as the strategy carried out to accomplish its aims. These aims have been synthesized in the research questions, which in turn guided the investigation by establishing a focus on the decisions made in respect to selecting and integrating the theoretical framework, the data collection strategies, their application, and the analysis procedures and structuring. Then, it moves on to discuss the implications resulting from the findings, the limitations of the study, and finalizes by speculating about the directions for further research.

There are two main situations in public Mexican secondary education that motivate the inquiry about how the English and Spanish programs portray literacy, and how teachers from dissimilar contexts interpret and implement practices to develop reading and writing in English and Spanish. Broadly, these two situations are: that Mexican public education has gone through two reforms in the last decade—with news of an upcoming one for 2020—, and the impact of the new technologies in respect to language use in digital contexts.

For these reasons, it is relevant to explore and analyze whether the recent English and Spanish programs consider current theories in their proposed learning outcomes and practices regarding language teaching and use. For doing so, this investigation was carried out as an exploratory case study whose aims were analyzing the English and Spanish programs for secondary school, in addition to exploring how English and Spanish teachers promote literacy in their classrooms, as well as the impact of context in the carrying out of practices aimed to develop reading and writing.

This investigation was carried out as a case study (Yin, 2009) and implemented content analysis techniques (Huckin, 2004; Krippendorff, 2004) to gather and categorize the data. Furthermore, this process was divided into two stages for dealing first with the English and Spanish programs (SEPa, 2017, SEPb, 2017), and then with the eight open-ended interviews applied to English and Spanish secondary school teachers from Cuetzalan, Puebla and Monterrey, Nuevo León. Then, the data was categorized according New Literacy Studies theories (Barton, 2007; Moje & Lewis, 2016), and the psychological-cognitive approach to literacy (Barton, 2001; Stordy, 2015).

Finally, the analysis aimed to integrate the data from the English and Spanish programs with the teacher interviews under the light of the previously mentioned theories. Moreover, as the data provided tendencies that articulated with specific aspects of these theories, it was further analyzed according to extended literacies (Moje & Lewis, 2016), and information literacy (Kriflik & Kriflik, 2006). Additionally, a considerable amount of English programs' outcomes and teachers' practices called for considering Communicative Language Teaching theories (Thamarana, 2014) to better recognize their intended aims, thus allowing to contrast them with the outcomes and practices in Spanish.

## **5.2 Findings**

This section will present the most important findings regarding learning outcomes and teaching practices as follows: psychological-cognitive approach to literacy, extended literacies, and information literacy.

Both in English and in Spanish, psychological-cognitive practices and outcomes were present. However, the Spanish program considers these with more regularity to promote grammar, reading comprehension, text structure, and context independent reading and writing. On the other hand, the English program shows little evidence of this

type of outcomes which, in this case, were aimed to promote reading comprehension and communicative competence.

As has been previously stated, the English programs' outcomes and proposed practices that promote psychological-cognitive approach to literacy and extended literacy practices, seem to be based on the Communicative Language Teaching approach. Some examples of outcomes that were categorized under the psychological-cognitive approach to literacy consider the analysis and production of dialogues of diverse social situations, and oral presentations.

Moreover, it was found that context was a determinant for psychological-cognitive practices to promote literacy, as out loud reading was considered more in Cuetzalan than in Monterrey. According to English and Spanish teachers from Cuetzalan, these practices were implemented to improve students' pronunciation and intonation. It could be argued that promoting pronunciation in Spanish is especially context related, since a third of the student population in Cuetazalan come from communities where Náhuatl is the mother tongue. Aside from this, other benefits from out loud reading are that it favors reading acts, promotes collective reflection—which in turn helps developing reading comprehension—, among others (Pellicer, 2009 as cited in Macías, López & Carrasco, 2013).

Regarding extended literacies, it was found that both the English and Spanish programs consider these outcomes and practices with high regularity. The outcomes are generally based on other subject areas, music, T.V. shows, literature, community events, and others. Out of this practices, Spanish teachers from both schools rely more on science topics to work on investigations, and on literature or music to promote comprehension and for teaching literary devices.

Moreover, English and Spanish teachers implement games like Charades to teach sentence structure and commands, and Stop Game for teaching the elements of a sentence and vocabulary. These types of practices should be considered with more regularity as they provide many benefits such as a relaxing environment, they make learning fun, thus engaging students. Furthermore, considering students' likings and topics of their interests is beneficial, since focusing only on obligatory reading and writing activities exerts pressure on them (Bal, 2018).

Another extended literacy practice worth mentioning, is that Spanish teachers from Cuetzalan and Monterrey considered reading texts that appealed to their students' likings. Some of these included comic books, science magazines, and young adult literature. This practice could be considered to be in accordance with what is known as "bibliodiversity" (Carrasco, 2006 as cited in Macías, López & Carrasco, 2013), which is a call to give students opportunity to read a variety of texts that are distributed in different mediums and that involve different actors (Pellicer, 2006 as cited in Macías, López & Carrasco, 2013). Diverse texts should be considered in the classroom as they promote students' reading habits, and a liking towards texts.

Finally, regarding information literacy, the programs and the eight teachers showed little to no consideration of these type of practices, especially of the ones that include technology. Although this shortcoming could be related to context—the highlighted economic inequality in Mexico—the low consideration of information literacy practices and outcomes is an area of opportunity as it helps developing critical thinking, lifelong learning skills, the ability to recognize quality information, and others.

This is in accordance with Macías, López and Carrasco (2013), as they state that a particular challenge related to the access to texts, in terms of variety of genres, topics and formats, is to recognize that the new technologies provide access to a wide variety of



digital texts. This means that in reading promotion the access to the new technologies should be provided. For this reason, information literacy should be integrated in the English and Spanish programs, and the conditions provided so teachers can guide their students in the development of information literacy skills.

### **5.3 Discussion**

As has been previously stated, recent educational reforms in Mexico, as well as the impact of current literacy trends and the impact technology in the ways reading and writing are understood, has resulted in the proliferation of research aimed to define and understand language teaching. For example, *La Reforma Educativa a Revisión: apuntes y reflexiones para la elaboración de una agenda educativa 2018-2024* (Revision of the Educational Reform: Annotations and Reflections for the Elaboration of an Educational Agenda 2018-2024) (Martínez & Navarro, 2018) is an essay compilation which focus on several topics aimed to describe the current state of public education in Mexico; specifically, these reflect about the changes the 2017 reform has brought in terms of learning foci, inclusion, teacher preparation, and bilingual education, to mention a few.

On the other hand, the *Lenguaje y Educación: temas de investigación educativa en México* (Language and Education: Topics of Educational Investigation in Mexico) (Carrasco & López-Bonilla, 2013) is a compilation that provides a state of the art of language teaching and conceptualizations in Mexico; these consider teaching methodologies, approaches to evaluation, a reflection about the meaning of literacy and alphabetization, in addition to suggesting proposals for further research. On a similar note, *From Literacy to Lifelong Learning: Trends, Issues and Challenges in Youth and Adult Education in Latin America and the Caribbean* (Torres, 2009), gives a state of the art of language education and challenges in Latin America.

Finally, other relevant work linked to the topics addressed in this investigation, are *Reinventing Adolescent Literacy for New Times: Perennial and Millennial Issues* (Moje, Young, Readence & More, 2000), and *New Literacies and Emerging Technologies: Perspectives from U.S. and Chinese Middle Level Teachers* (Spire, Morris & Zhang, 2012). The first discusses the impact of the new technologies in the ways language use has shifted, furthermore, it focuses on extended literacy practices and experiences of middle level teachers and students regarding language teaching and learning (Moje, Young, Readence & More, 2000). Similarly, the latter questions and reflects about what literacy skills students need in the 21<sup>st</sup> century, focusing on U.S. and Chinese teachers perceptions about new literacies and the emerging technologies (Spire, Morris & Zhang, 2012).

#### **5.4 Research Contributions**

This investigation addresses literacy in the 2017 English and Spanish programs for secondary public school, which has received little to no attention. In doing so, it has made the programs' outcomes, language conceptions, their general structure and content proposals available to English speakers by way of translation. Another contribution is that it compares and contrasts teachers' practices and perceptions on these programs from schools located in dissimilar contexts, thus allowing to get a glimpse of the impact of context in the carrying out of these practices. Additionally, by translating English and Spanish teachers' insights about these topics, it has made it available to English speakers.

Finally, the main contributions of this investigation could be synthesized in two points: it adds to the discussion of literacy in Mexico and Latin America with an emphasis on best practices and areas of opportunity, and it prolongs the call for making the programs more inclusive, especially for those areas where English is not being taught at the primary levels and technology has not been made available to all.

## 5.5 Pedagogical Implications

I believe that English and Spanish teachers could benefit from the findings of this investigation, as it recognizes the benefits of implementing extended literacies, beyond the practices proposed in the programs which tend to promote across the curriculum practices. Some of these are those that include engaging and fun activities, like games, as they provide a relaxing environment and motivate students to participate. Moreover, according to teachers' perceptions, considering students' likings and interests has shown to have a positive impact in the promotion of reading habits, a practice that is in accordance with the aims of "bibliodiversity".

Moreover, curriculum developers, as well as teachers, could benefit from the considerations of context as a determinant for the carrying out of certain practices for developing literacy in English and in Spanish. This is especially true for the schools located in semi-urban entities, where English is not yet taught at the primary levels of school and access to technology has not been made ready.

Finally, as the results show a lack of consideration of practices to develop information literacy skills, is a call for attention to current educational trends. Although this omission may be related to context, this doesn't mean that they should be disregarded altogether. The reason for this is that information literacy is necessary as technology is becoming an everyday context for many students. Moreover, the call to include practices and outcomes that promote information literacy, comes together with the demand of making technology available. For this reason, promoting information literacy could benefit teachers, students, especially those in marginalized regions.

## **5.6 Limitations and Suggestions for Further Research**

Had time and resources not been a limitation, this investigation could have been carried out as an ethnography. I believe an ethnographic research could have shed more light into the contexts that are compared in this work. For instance, I would have implemented class observations, and spent some time in Cuetzalan to identify the out-of-school literacy practices. However, Cuetzalan is a four hour drive away from the city of Puebla, and after the Master's program concluded, I had to go back to my home, Monterrey.

Moreover, translating is an arduous process. I have translated programs' outcomes, and other excerpts, as well as the teacher interviews and several quotes. This meant that studying documents in Spanish for a thesis in English was a condition that required of more time.

Another limitation is related to the theory on literacy. This has been thoroughly studied, reason for which there have emerged opposing or overlapping conceptions, approaches and methodologies. Some examples are extended literacies and disciplinary literacy, also, some researchers regard extended literacies and information literacy separately; this is also the case for the way psychological-cognitive literacy is understood, some authors call it traditional, cognitive, among others. Other concepts not studied here are multiliteracies, adolescent literacies, and others.

Suggestions for further research include carrying out a similar investigation considering literacy conceptions not addressed here, or in other Mexican regions, or in schools that have performed differently in the PLANEA evaluations. Furthermore, contrasting private and public schools' learning outcomes, programs, and teachers' experiences, could shed light on the educational gap between these two. This is necessary

as students' preparation in Mexico is dissimilar, a situation that is later translated into better job opportunities and life conditions.

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## **Appendix 1: Interview questions**

### **Experiencia docente**

¿De dónde es? si no es de ahí, ¿cuántos años ha vivido ahí?

¿Dónde estudió? ¿Cómo aprendió inglés?

Años de experiencia

Ha trabajado en otra escuela, ¿dónde?

### **Contexto**

¿Cuántos profesores de inglés hay en esta escuela?

¿Hay nivel primaria en esta escuela o sólo secundaria?

¿Qué recursos tiene esta escuela (textos en inglés, computadora, internet)?

### **Alumnos**

¿Cuántos alumnos hay en sus salones?

¿Son todos de Cuetzalan?

¿Cuántos de ellos hablan náhuatl o todos solamente hablan español?

¿Desde qué nivel empiezan a tener clases de inglés?

¿En qué nivel de inglés considera que están sus alumnos?

Según su punto de vista, ¿cómo se sienten alumnos y padres acerca del aprendizaje del inglés? ¿cree que tengan oportunidad de practicarlo fuera de la escuela? sí, no, ¿cómo?

### **Prácticas**

¿Trabaja con lectura y escritura en su clase?

¿Pide a sus alumnos trabajos en que deban utilizar la tecnología como computadora o celular?

¿Considera otras clases en la enseñanza de lectura y escritura? (por ejemplo, que escriban sobre su deportista o artista favorito, sobre el clima, sobre su ciudad, un acontecimiento histórico).

¿Considera alguna actividad de lectura y escritura a la que responden bien sus alumnos y que le guste llevar a cabo en su clase?

¿Cómo utiliza dicho material? // ¿Por qué cree que le funciona? // ¿Qué estrategias podríamos utilizar para que funcionen las que no han funcionado?

### **Programas**

¿Qué nos puede decir acerca del nuevo programa de inglés la SEP?

¿Comentan acerca del programa en las juntas académicas?

¿Qué opina acerca de las actividades que propone el programa? ¿Cree que las pueda llevar a cabo en su salón de clases?

¿Cree que algunas de las actividades se puedan aplicar si las adapta a su contexto en Cuetzalan?

## Appendix 2: Spanish teacher interview

### Appendix-Interviews\_Clean Verbatim Transcript

Abril 9 de 2019\_Escuela Secundaria Federal Alejandrina R. de Enríquez, Cuetzalan,  
Puebla

#### Spanish teacher 2

Entrevistador: Profe, ¿tú de dónde eres?

Mtro. Irving E: Yo soy originario de un lugar que se llama Ciudad Serdán.

Entrevistador: ¿Es aquí cerquita?

Mtro. Irving E: No, este, es por Tehuacán, del lado de la Sierra Negra (volcán).

Entrevistador: Y, ¿dónde estudió?

Mtro. Irving E: En el Instituto Jaime Torres Bodet de Puebla.

Entrevistador: ¿Está por el centro?

Mtro. Irving E: Está en Cuautlancingo.

Entrevistador: Y, ¿ahí estudió pedagogía o qué estudió?

Mtro. Irving E: Estudié la Licenciatura en Educación Secundaria con especialidad en español.

Entrevistador: Y, aparte de esta escuela en la que está dando clases, ¿ha dado clases en otra escuela?

Mtro. Irving E: Cuando inicié me mandaron... yo culminé mis estudios en el 2012. Entonces, me mandaron para acá a Cuetzalan, posteriormente yo estuve 2 años de interinato y en el 2014 reprobé el examen de oposición. Entonces, ya no me dieron plaza y tuve que buscar trabajo en CONAFE (Consejo Nacional de Fomento Educativo), en CONAFE estuve trabajando medio año, de enero a julio de 2015 y de agosto a diciembre estuve de asesor pedagógico en CONAFE y ya después por los resultados de mi examen, me volvieron a llamar para cubrir otro interinato y apenas en el 2016 pude ya ingresar con base ya en el servicio.

Entrevistador: Ah, ¡muy bien! Felicidades, maestro.

Mtro. Irving E: Y, acá en esta escuela de Cuetzalan, ¿cuántos años tiene?

Mtro. Irving E: En esta escuela anteriormente ya había yo cubierto 2 años de interinato, aquí mismo, de 2012 a 2014. Y ahorita ya de m base estuve... llegué en el 2016 por un cambio que se hizo de una maestra. Esa maestra se fue para Ayotoxco de Guerrero donde yo estaba y yo ya me vine para acá.

Entrevistador: Entonces, del 2016 para acá.

Mtro. Irving E: No, en el 2017 ya fue cuando me trajeron para acá. Pues, prácticamente llevo como dos años acá.

Entrevistador: ¿Vive por aquí o cómo le hace para llegar hasta acá?

Mtro. Irving E: Sí vivo aquí en el centro.

Entrevistador: Entonces, años de experiencia como docente cuántos van, ¿5 o 6?

Mtro. Irving E: Más o menos. Sí como 6, 7.

Entrevistador: Bueno, ¿de aquí que nos puede decir? ¿Cuántos maestros de español hay en esta escuela?

Mtro. Irving E: 3 nada más.

Entrevistador: Entonces, ¿cuántos grupos tiene usted?

Mtro. Irving E: Yo atiendo 4... en sí atiendo 5 grupos. Yo tengo 20 horas. Y esas horas están repartidas en 3 grupos de español, un grupo de geografía y tengo una tutoría.

Entrevistador: ¿La tutoría en qué consiste?

Mtro. Irving E: La tutoría consiste en apoyar, por ejemplo, a los alumnos que tienen dificultades en cuanto a su aprendizaje o las problemáticas que vayan surgiendo a lo largo del ciclo escolar, nosotros como tutores tenemos la encomienda de orientar a los alumnos para buscar una solución. Orientar y ayudarlos también, porque los tenemos que ayudar para encontrar una solución a los problemas que se les lleguen a presentar o cualquier inconveniente que haya con otro compañero, nosotros como tutores también los podemos, podemos ser mediadores en ese tipo de conflictos.

Entrevistador: Muy bien, maestro. Oiga y, ¿qué recursos tiene la escuela que usted pueda implementar para la enseñanza del español? Por ejemplo, computadoras, proyectores, internet, ¿hay algún recurso que usted utilice o que le permitan utilizar?

Mtro. Irving E: Sí, eh...

Entrevistador: O incluso celulares de sus alumnos...

Mtro. Irving E: Los celulares sí se pueden implementar, pero de hecho están prohibidos. El reglamento interno que hay en la institución, no permite el uso de celulares. Como recurso solamente tenemos lo que es la biblioteca escolar, pero se encuentra en funcionamiento, pero el espacio es muy reducido.

Entrevistador: ¿Es aquí mismo?

Mtro. Irving E: Está aquí adelante. Está muy reducido el espacio, entonces tenemos 35 alumnos por cada grupo, en promedio, entonces es muy difícil trabajar con 35 dentro de un espacio reducido.

[5:04]

Entrevistador: De hecho, esa era mi siguiente pregunta, ¿son 35 [alumnos] en promedio?

Mtro. Irving E: Sí.

Entrevistador: ¿En todos los grupos?

Mtro. Irving E: En la mayoría... Va disminuyendo el número de alumnos, conforme se va incrementando el grado... en tercero son menos. Te vas a encontrar a grupos de tercero que, en los que hay 30 o 29, pero sí te vas a los de primero, hay grupos que alcanzan hasta los de 40.

Entrevistador: Ok.

Mtro. Irving E: Sí, conforme van avanzando de grado unos se van saliendo otros van desertando, otros se cambian de escuela y eso es lo que ocasiona que vayan disminuyendo. Y, contamos también con proyectores, pero no se encuentran en el salón.

Entrevistador: Los van moviendo.

Mtro. Irving E: Exactamente, los tenemos que solicitar...

Entrevistador: Con tiempo, ¿qué tanta facilidad tiene usted para decir necesito un proyector, y que se lo traigan?

Mtro. Irving E: Pues, es fácil cuando el clima lo permite. Cuando está soleado, nos los prestan, pero cuando el clima no está así, no nos los prestan.

Entrevistador: Para protegerlos, me imagino.

Mtro. Irving E: Ajá, exactamente.

Entrevistador: Y de sus alumnos, ¿todos serán de Cuetzalan?

Mtro. Irving E: ¿Del municipio?

Entrevistador: Ajá.

Mtro. Irving E: No, tenemos... la mayoría de los alumnos que vienen son de comunidades, de juntas auxiliares.

Entrevistador: ¿Eso qué quiere decir? O sea, no viven cerca de aquí.

Mtro. Irving E: Digamos que, de la Cabecera Municipal, ahorita de acá, casi no vienen muchos. La mayoría vienen de comunidad.

Entrevistador: ¿Son retiradas las comunidades?

Mtro. Irving E: Pues, hay comunidades que quedan a media hora a 20 minutos y hay otras que quedan a hora y media, dos horas y algunos vienen caminando...

Entrevistador: Caminando media hora.

Mtro. Irving E: Sí, algunos se van caminando y vienen caminando.

Entrevistador: ¿Solos?

Mtro. Irving E: Sí.

Entrevistador: Pues están chavos, ¿no? ¿Tienen como 12 años?

Mtro. Irving E: Más o menos, sí.

Entrevistador: De ellos, ¿algunos hablan náhuatl?

Mtro. Irving E: La mayoría.

Entrevistador: ¿La mayoría?

Mtro. Irving E: La mayoría de los que vienen de comunidad hablan náhuatl.

Entrevistador: En su salón, ¿cuántos hablarán náhuatl?

Mtro. Irving E: De 35, te diré que unos 20, yo creo.

Entrevistador: 20, ¿en serio?

Mtro. Irving E: 20, unos 20, de 20 a... sí, unos 20 más o menos.

Entrevistador: Pero, ¿varía [el número de alumnos que hablan náhuatl]? Porque otros maestros me han dicho más o menos que como 5 u 8.

Mtro. Irving E: Lo que pasa es que hay algunos alumnos que les da pena decir que lo hablan.

Entrevistador: Me imagino.

Mtro. Irving E: Entonces, hay algunos que mienten. Hay unos que te dicen, “no pues sabes qué, yo no sé hablar.”

Entrevistador: Porque no se quieren sentir discriminados.

Mtro. Irving E: Exactamente. Entonces son muy... eh, como todavía están muy chavitos, todavía...

Entrevistador: El prejuicio...

Mtro. Irving E: Exactamente. Tienen muchos prejuicios y les hacen burla.

Entrevistador: Me imagino que sí.

Mtro. Irving E: Sus compañeros de, acerca de, de...

Entrevistador: De su origen.

Mtro. Irving E: De su origen y del idioma que hablan.

Entrevistador: Entonces, para nada lo utilizan...

Mtro. Irving E: Sí lo utilizan, por ejemplo entre ellos, pero digamos que de manera... es decir, nosotros para podernos comunicar como maestros no lo utilizamos. Porque yo conozco algunas palabras, pero no lo sé hablar, entonces, prácticamente yo no sé comunicarme en náhuatl con ellos. Entonces, ellos se comunican entre los que saben.



Entrevistador: Que para las respuestas, entre ellos...

Mtro. Irving E: Sobre todo cuando salen, o cuando están echando relajo, a veces hablan en náhuatl. Pero cuando están trabajando, siempre utilizan el español. La ventaja de esos alumnos es que son bilingües.

Entrevistador: Ah muy bien.

Mtro. Irving E: Entonces, la mayoría de ellos, hablan español y náhuatl, lo dominan fácilmente.

Entrevistador: Y ellos, los que son bilingües, ¿cómo se desempeñan en español?

Mtro. Irving E: Les cuesta mucho trabajo.

Entrevistador: Y ¿sí están más rezagados que los demás?

Mtro. Irving E: Sí, porque... sí es muy notorio porque, por ejemplo, en la articulación de las palabras, como son muy diferentes el español y el náhuatl, les cuesta mucho trabajo. Entonces, hay pronunciaciones, a la hora de realizar la lectura de algunos textos, algunos, este, algunas palabras se equivocan. Cambian...

Entrevistador: Al leerlas.

Mtro. Irving E: Exactamente, cambian letras, cambian letras de algunas palabras.

Entrevistador: ¿Eso se vería más reflejado en la pronunciación o en la lectura?

Mtro. Irving E: En las dos, pero, es más notorio en la lectura.

Entrevistador: ¿Lectura en voz alta hacen?

Mtro. Irving E: Lectura en voz alta, llevamos también lo que es la lectura guiada donde nosotros como docentes les vamos marcando las pronunciaciones...

[10:04]

Entrevistador: O sea, tú lo lees y ellos repiten, o ¿cómo?

Mtro. Irving E: Este, sí. Yo lo leo, ellos repiten...

Entrevistador: Pero ¿en grupo repiten o uno por uno?

Mtro. Irving E: Sí de manera grupal.

Entrevistador: Y, ¿cómo cuánto lees?, ¿una sola oración o un párrafo?

Mtro. Irving E: Párrafo, no, oraciones.

Entrevistador: Oraciones.

Mtro. Irving E: Sí, sí, oraciones.

Entrevistador: Y, ¿tú crees que, por ejemplo, los chicos que hablan náhuatl se sientan con menos ganas de participar o ya han sabido sobrellevar eso?

Mtro. Irving E: Yo considero que eso varía dependiendo de cada grupo. Hay alumnos a los cuales no les importa participar, aunque se equivoquen y hay alumnos a los cuales sí...

Entrevistador: Ya depende, ¿verdad?

Mtro. Irving E: Sí, depende, prácticamente, de la forma de ser de cada alumno.

Entrevistador: De cómo los formaron en el hogar. Te agradezco, maestro. A ver, vamos a ver ahora cómo... ¿qué es lo que usted hace para trabajar con la lectura y la escritura en general? Ya hablamos de la lectura guiada...

Mtro. Irving E: Pues mira yo, en cuanto a fomentar la lectura de los alumnos parto de... nosotros como docentes los llamamos ejercicios contextualizados, que son actividades que deben de estar primero enfocadas en su contexto social. Por ejemplo, yo con ellos trabajo mucho cuando vemos un proyecto relacionado con mitos y leyendas, el plan y programa nos marca pues un mito o una leyenda en general, sin embargo, yo no retomo esos mitos, sino que yo retomo los que hay en la comunidad. Entonces, les pido que hablen con sus abuelos, que les cuenten alguna historia y que ellos lo vayan grabando o, en su defecto, que lo vayan escribiendo.

Entrevistador: O sea, que lo graben...

Mtro. Irving E: Ajá, que lo graben en un audio o, si no tienen la tecnología, que escuchen el relato de sus abuelos y que lo escriban. Y, de esa manera, yo trato de fomentar en ellos el gusto por la lectura. Porque muchas veces yo les hablo, por ejemplo, de otra leyenda o de un lugar y, a lo mejor, ni siquiera lo conocen. Entonces, pues primero acercar las actividades a su realidad social en la que se encuentran.

Entrevistador: Y estas actividades donde, por ejemplo, los pones a grabar el audio, a hacer el audio, después las pueden transcribir también, ¿no?

Mtro. Irving E: Sí, sí las pueden transcribir o nos las pueden contar de forma oral.

Entrevistador: Ah, muy bien. Para que practiquen la expresión oral.

Mtro. Irving E: Sí, ya depende de la facilidad que tenga el alumno para expresar, porque hay alumnos que, por ejemplo, tienen la facilidad de expresarse de manera escrita y lo hacen de forma escrita y hay alumnos que lo hacen de forma oral y lo hacen de esa manera.

Entrevistador: Oye y esos alumnos que tienen esta facilidad para expresarse de forma escrita, por qué crees, ¿a qué crees que se deba?

Mtro. Irving E: Bueno, yo uno de los factores que he identificado, en primera, es porque les gusta. Hay alumnos que les gusta escribir, entonces ya están familiarizados con la escritura y también, su familia... bueno, aquí en la escuela tienen estudio socioeconómico. Entonces, la mayoría de esos alumnos están en contacto con los libros, con la escritura desde muy pequeños, porque, por ejemplo, son hijos de maestros o hijos de profesionistas, entonces, en su casa tienen el material. Pero, hay alumnos de comunidad que prácticamente, pues en sus comunidades no tienen ni bibliotecas, no tienen en sus escuelas pues tampoco de donde provienen, no tienen mucho material didáctico, entonces, pues... Yo siento que, yo considero que esa puede ser una de las cosas por las cuales...

Entrevistador: Ya lo que viene desde la casa.

Mtro. Irving E: Exactamente.

Entrevistador: Y, ¿usted les ha pedido trabajos donde usen la tecnología? o, ¿qué facilidad tienen ellos?, ¿tienen acceso a internet o a una computadora o desde el celular?

Mtro. Irving E: Yo los... mira, yo pienso que todos se deben de inmiscuir en la tecnología, sin embargo, la realidad es otra. Si yo, por ejemplo, estuviera en la ciudad, a lo mejor, sí buscaría yo la manera de que todos usaran la tecnología para entregar sus trabajos. Pero aquí en el contexto en el que estamos, la mayoría proviene de, es de escasos recursos, entonces, no puedo, a pesar de que el plan y programa nos marca, por ejemplo, el uso de las TICS para algunas cosas, nuestra realidad es completamente

diferente. Entonces, nosotros tenemos que hacer uso de otras cosas que tengamos a la mano. De los celulares, pues hay unos que traen celulares buenos y hay otros que no y hay unos que sirven para unas cosas y hay otros que no. Entonces, pues sí, el uso de la tecnología siento que sí la debemos aplicar, pero en nuestro contexto no la podemos aplicar al cien por ciento.

[15:55]

Entrevistador: Bueno, ya estábamos hablando de esta actividad, me llamó mucho la atención donde dice que van con los abuelos a preguntarles sobre leyendas y todo, ¿alguna vez ha utilizado, por ejemplo, otras materias como biología, o incluso de inglés, o de historia para pedirles algún escrito? O a lo mejor que escriben sobre su artista favorito, o sobre su músico favorito, cosas así, ¿se presta para eso?

Mtro. Irving E: Sí, sí, hay proyectos que se... de hecho, los proyectos didácticos que nosotros manejamos en español yo los trato de enfocar a sus intereses. No es de que yo llegue y les imponga algo que yo, que por, digamos que por gusto personal yo quiera que realicen, sino que ellos tienen la libertad de entregar... bueno, sin perder el objetivo del producto, por ejemplo, si el producto es un ensayo, pues ellos me pueden realizar un ensayo acerca de, no sé, las plantas medicinales que hay en su comunidad, de la lengua náhuatl, o me pueden hacer un ensayo de los atractivos turísticos que hay aquí en Cuetzalan. Afortunadamente aquí, pues el lugar se presta para muchas cosas, podemos trabajar mucho por ser un Pueblo Mágico.

Entrevistador: Exactamente, entonces, son de tercer nivel, ¿o de primero?

Mtro. Irving E: En español yo doy terceros.

Entrevistador: Entonces, ¿en tercero los sientes ya capacitados para escribir un ensayo o discuten las estructuras, o cómo lo manejas?

Mtro. Irving E: Mira, yo he revisado algunos planes de nivel medio de prepa, y ahí ya les dan, como que ya les empiezan a dar la forma de un ensayo, pero como que más profesional. Nosotros en secundaria tenemos que darles las bases. Por ejemplo, tenemos que decirle qué es un ensayo, tenemos que decir en qué consiste, cuáles son sus partes y ellos tienen que ir aprendiendo a argumentar sus opiniones.

Entrevistador: Yo he visto, incluso que tienes que enseñarles cómo se estructura desde el párrafo.

Mtro. Irving E: Exactamente.

Entrevistador: Partir desde ahí.

Mtro. Irving E: Pero es muy... es a veces muy complicado, porque hay este, hay alumnos que, pues carecen de conocimientos y cuando los alumnos carecen de un conocimiento básico, por ejemplo, desde lo que es el ensayo, pues te tienes que regresar a decirles desde el principio qué es un ensayo, empezar a decirles lo de reglas ortográficas, empezar a ver signos de puntuación y muchas veces en eso se pierde tiempo.

Entrevistador: ¿Tú consideras que en lo gramático es en lo que batallan más tus alumnos?

Mtro. Irving E: Sí, bastante, bastante.

Entrevistador: ¿Los acentos, las comas?

Mtro. Irving E: Exactamente, sí. Les cuesta mucho redactar. Se les facilita más el lenguaje oral. He tenido que implementar esquemas u organizadores para ir explicándoles paso por paso lo que tienen que hacer. Y es una de las cosas que me he dado cuenta, que si yo, por ejemplo, les explico de manera general lo que tienen que hacer, no me entienden. Pues tengo que ir explicando paso por paso. Elaboramos la introducción, se les revisa, después el desarrollo, se les revisa y así... Si les lanzo toda la información, no te lo hacen.

Entrevistador: Es un trabajo exhaustivo, pero, funciona, ¿no? O sea tú dices que seccionan, por ejemplo, las partes del ensayo y vas pidiéndoles la introducción y la revisas, y luego el objetivo y revisas... y así te la llevas. Maestro, ¿usted considera que hay alguna actividad a la que respondan muy bien los alumnos cuando se trata de lectura o escritura? Que diga, “esta actividad ya sé que les va a gustar” o “he tenido buenos resultados.”

Mtro. Irving E: Yo una vez implementé una actividad que era la lectura dramatizada. Por ejemplo, en donde los iban leyendo y le iban dando la expresión, por ejemplo, el signo de exclamación, de sorpresa... y ellos tenían que ir... al mismo tiempo que van leyendo le tienen que ir dando la entonación, tratándole... como si lo estuvieran platicando. Y eso les gustó mucho. Esa es una actividad que les gustó mucho.

Entrevistador: Eso es de lectura en voz alta.

Mtro. Irving E: Exacto. Otra cosa que me ha funcionado bien es traerles las revistas de divulgación científica, como Muy Interesante, Quo. Eso les llama mucho la atención. Yo he tenido revistas, pero como les han interesado, se las han ido llevando.

Entrevistador: ¿Cuando hacen las lecturas dramatizadas, después también las aterrizan de alguna manera de forma escrita o ya...?

Mtro. Irving E: Eh, sí. Por ejemplo, cuando hacemos la lectura dramatizada, es cuando vemos obras de teatro. [Porque] sirven como de introducción.

Entrevistador: Claro.

Mtro. Irving E: Entonces, primero practicamos lo que es la expresión oral y después la expresión corporal.

Entrevistador: Ok.

Mtro. Irving E: Entonces para empezar, primero vemos la diferencia que hay entre una lectura, entre la expresión oral, y después le añadimos la expresión corporal. Nos damos cuenta que es como un complemento, que nos va a servir a nosotros para poder presentarlo en una obra.

Entrevistador: Muy bien, maestro. Ahora, vamos a hablar un poquito del programa de la SEP en español. Así, a grandes rasgos, ¿qué piensas tú del programa de la SEP?

Mtro. Irving E: Pues hay cosas buenas, fíjate que tiene sugerencias y tiene algunas cosas que son muy buenas, sin embargo, yo por lo que he leído, el programa ofrece portales, hay unas actividades que te ofrecen unos portales virtuales, pero algunos no sirven. O sea, yo ya me he metido, algunos están como de adorno, nada más. Y en cuanto al diseño de actividades, fíjate que sí me, pues a mí sí me gusta, sin embargo, hay algunas contradicciones en cuanto a, como yo te digo, el uso de las tecnologías.

Entrevistador: Pero ¿sí has visto alguna actividad que digas, “esa me gusta mucho y esa la voy a poder aplicar”? O ¿no te has topado así con, o sea, directamente que la tomes del programa y que la apliques?

Mtro. Irving E: No, no, no, siempre se le tienen que hacer algunas adecuaciones a todas.

Entrevistador: Tal cual, nunca...

Mtro. Irving E: No, no, no, no se puede. No se puede porque, la realidad social que tenemos aquí en el municipio, pues es muy diferente. Por ejemplo, en el caso de las leyendas, pues ahí, yo me he topado con que, pues los alumnos, o les pides el material y no te lo traen o los que lo quieren traer no tienen dinero para traértelo. Entonces, uno tiene que ir buscando y, a veces, pues inclusive poniendo de nuestros propios recursos. Hay veces en que nosotros tenemos que poner de nuestro dinero para implementar algunas actividades del programa, porque si no, no se pueden llevar a cabo. Y ahora el programa, yo te soy sincero, el programa no se puede implementar al cien por ciento en un ciclo escolar, porque hay muchas actividades en la escuela que te quitan tiempo, en cuanto a organización, eventos, información que te llegan a pedir, reuniones, entonces, hay muchos factores que te impiden cumplir al cien por ciento con el programa. Yo te diré que llevo, pues así honestamente, avanzaré un 80 por ciento del programa de aquí al finalizar el ciclo escolar. Es decir, va a haber un 20 por ciento que no voy a ver con ellos.

Entrevistador: Entonces, al momento de ustedes generar, de realizar la planeación o la forma en que estructuran las clases, o sea, los temas sí los toman del programa...

Mtro. Irving E: Sí.

Entrevistador: Pero las actividades las tienen que ir adaptando.

Mtro. Irving E: Sí, sí, sí. Las actividades, por ejemplo, lo que son los aprendizajes esperados que vienen en el programa nosotros los tenemos que considerar...

Entrevistador: O sea, eso sí.

Mtro. Irving E: Eso sí, porque son la guía, los aprendizajes esperados son como la guía para el diseño de la actividad. Por ejemplo, si no sé, tenemos el aprendizaje esperado en tercero, vamos a suponer que es el de, como por ejemplo... éste, que dice (lee en el programa) "conoce las características y función de los ensayos." Entonces, nosotros tenemos que diseñar las actividades que nos permiten a nosotros generar en los alumnos que ellos conozcan las características de los ensayos. A pesar de que aquí, mira nos marca una discusión para la elección de un tema, una recopilación y selección de textos, pero sí, por ejemplo, por tiempo no pude hacer la discusión pues a lo mejor les traigo

copias. Tengo que ir generando las acciones que me permitan a mí ir avanzando en el programa.

[25:32]

Entrevistador: Entonces, como quiera éste (el programa) sí lo tienes aquí a la mano porque para ti es una guía y ahí mismo vas adaptando.

Mtro. Irving E: Lo vamos... inclusive, aunque déjame decirte que todas las actividades se van cambiando constantemente, por ejemplo, yo me he topado que aunque traigo mi planeación didáctica al finalizar la clase, siempre hay algo que sale mal y lo tienes que replantear con el otro grupo para que no se presente esa situación. Constantemente estas evaluando tu clase como maestro...

Entrevistador: Y, ¿en las juntas académicas qué hacen?, ¿hablan de este tipo de detalles?

Mtro. Irving E: En los consejos técnicos.

Entrevistador: Ándele, eso...

Mtro. Irving E: En los consejos técnicos hablamos sobre, sí. Hablamos muchas situaciones dependiendo... mira, hay, por ejemplo, bueno, no sé si sepas que, en cada consejo técnico, la SEP manda unas fichas y nosotros nos basamos en esas fichas para realizar las actividades para el consejo. Pero, en Asuntos Generales sí abordamos, a veces, este tipo de cosas. Pero ahorita nos hemos centrado más en los resultados de las pruebas estandarizadas que en los resultados académicos aquí de la escuela. Muchos nos preocupamos ahorita por lo de la prueba PLANEA, porque esta prueba dice... bueno, yo tomé un curso de evaluación por parte del INEE y en el curso se nos mencionó que las pruebas estandarizadas no deben de ser, por ejemplo, los resultados que tu escuela saque, no deben de ser motivo para sanción. Sin embargo, aquí sí nos sancionan. Por ejemplo, si tú en PLANEA sacas malos resultados eres focalizado o la escuela es focalizada.

Entrevistador: O sea que estás...

Mtro. Irving E: Te cargan más de trabajo, te vienen a supervisar a vigilar que cumplas bien con lo que haces...

Entrevistador: Que se estén llevando bien las materias.



Mtro. Irving E: Ajá. Entonces, muchas veces nos preocupamos más por la prueba, por ese tipo de pruebas, que por... hay, hay, no es siempre, pero hay períodos de tiempo en que te preocupas más por preparar a tus alumnos porque pasen una prueba que por los contenidos que debes de abordar.

Entrevistador: La prueba es como la que determina, entonces...

Mtro. Irving E: Exactamente. Lo pasas o tus alumnos pasan, bueno pues entonces te dejamos, por así decirlo entre comillas “en paz.” No lo pasas, entonces, te focalizamos y te mandamos más chamba.

Entrevistador: Más presión.

Mtro. Irving E: Sí, más trabajo para nosotros. Imagínate, si así no podemos avanzar, si nos cargan de chamba pues menos.

Entrevistador: Bueno, maestro te agradezco... (fin de grabación).

### **Appendix 3: English teacher interview**

#### Appendix-Interviews\_Clean Verbatim Transcript

3 de mayo de 2019\_Escuela Secundaria Técnica Num. 84 Emilio Guzmán Lozano

#### English teacher #3

Entrevistador: Maestra Ana Julia, ¿usted es de Monterrey?

Ana Julia: Toda la vida he vivido y trabajado acá.

Entrevistador: ¿Dónde estudio?

Ana Julia: Bueno, la primera carrera que yo estudié fue en la Facultad de Filosofía y Letras, licenciatura en lingüística aplicada, pero con énfasis en traducción inglés-español. Pero me llamó mucho la atención la docencia. Empecé como traductora de una revista, pero los ingresos no eran muy buenos. Entonces dije que sí a una oferta que me hicieron en el colegio La Salle, que está en San Nicolás de los Garza. Son colegios que están con educación diferenciada, los niños están en La Salle y las niñas en el colegio Isabel la Católica. Ahí fue mi primera experiencia como maestra de primaria mayor de inglés.

Entrevistador: En total, ¿cuántos años serán de experiencia docente?

Ana Julia: Yo desde que empecé acá, son 28 años más o menos.

Entrevistador: Como maestra de inglés.

Ana Julia: Bueno, si lo tengo que combinar con los años que he sido coordinadora. Tengo a lo mejor más años como coordinadora de los programas inglés español que de maestra, pero puedes combinarlo las dos cosas porque se complementan.

Entrevistador: Y ha dado en primaria y en secundaria.

Ana Julia: He dado en primaria, luego en preescolar, y maestra de secundaria hasta que estudié otra carrera que es la licenciatura en educación secundaria en la Normal Superior.

Entrevistador: ¿Enseñanza en secundaria de inglés o español?

Ana Julia: La especialidad se llama Lengua Extranjera Inglés.

Entrevistador: Que ya los preparan para ser maestros, ¿verdad?

Ana Julia: Así es. Ahí aprendí más de la didáctica, de la manera de cómo transmitir la enseñanza, de cómo hacer que el alumno sea el centro del aprendizaje.

Entrevistador: Entonces, ¿años como maestra de secundaria?

Ana Julia: De secundaria 8 años.

Entrevistador: ¿Cómo aprendió inglés?

Ana Julia: Yo aprendí desde pequeña que me dieron una beca mis papás, que gracias a Dios me pudieron llevar a un Centro de Idiomas que era el Cambridge que ahorita son colegios particulares. Estuve en primero de primaria hasta segundo de secundaria y pues esas fueron mis bases.

Entrevistador: Entonces, me ha dicho que ha trabajado en muchos colegios, ¿verdad?

Ana Julia: Bueno, trabajé en La Salle, luego en el Colegio Americano Anáhuac donde estuve coordinando preescolar 6 años, fui maestra también, frente a grupo de preescolar 3 años. Aprendes mucho, porque los programas que se usan en esos colegios son programas que se editan en editoriales americanas. Y tú enseñas el inglés como si fuera primer idioma. Reading in English...

Entrevistador: Immersion, se llaman.

Ana Julia: Exactamente. Y lo que es la diferencia de trabajar en las escuelas oficiales o públicas es que enseñas inglés como segundo idioma, que es el ESL y es distinto porque es más básico. Ésa es la gran diferencia, ¿no? Que allá te especializas, les puedes pedir investigaciones en un programa de habla nativa, que con uno de acá en que me enfoco en darles lo básico, la gramática...

Entrevistador: Desde el vocabulario, ¿verdad?

Ana Julia: Desde el vocabulario, la estructura simple de una oración...

Entrevistador: Muy bien, vamos a hacer una pequeña pausa, porque ahorita vamos a tocar ese tema. Vamos a hablar del contexto. ¿Cuántos profesores de inglés hay en esta escuela?

Ana Julia: En esta escuela hay 6 o 7 profesores, que les damos a todos los grupos, estamos distribuidos.

Entrevistador: ¿Cuántos grupos hay?

[5:00]

Ana Julia: Hay 6 grupos, en el turno de la tarde hay 6 grupos de primero, 6 de segundo y 6 grupos de tercero.

Entrevistador: O sea, 18 grupos.

Ana Julia: Así es.

Entrevistador: Y, más o menos, ¿cuántos alumnos hay en cada grupo?

Ana Julia: De 40 a 45 alumnos; en primer grado entraron grupos de 45 a 50 alumnos. Tiene mucha demanda esta secundaria. Vienen de muchas colonias, de muchas partes, hasta de muy lejos, del área de aquí de Solidaridad, del área de La Alianza, de García, y esta escuela está situada en Monterrey, Nuevo León, y vienen de Cumbres, de Fomerrey...

Entrevistador: ¿Desde Fomerrey?

Ana Julia: No sé de qué número, pero vienen desde allá. ¿Por qué? Porque es una escuela que es muy solicitada por los papás, tiene buen nivel, les exige...

Entrevistador: ¿Cuánto tiempo harán los que vienen desde Fomerrey?

Ana Julia: Yo creo que unos 30 minutos aproximadamente.

Entrevistador: Entonces, tenemos 18 grupos para 6 o 7 maestros.

Ana Julia: 6 maestros aproximadamente, se dan 3 sesiones a la semana.

Entrevistador: Por grupo.

Ana Julia: Por grupo.

Entrevistador: ¿A usted cuántos grupos le tocan?

Ana Julia: Tengo 5 grupos de tercero.

Entrevistador: A cada grupo lo ve 3 veces a la semana.

Ana Julia: Sí.

Entrevistador: Y lo menos que hay, me dijo, son 40 alumnos.

Ana Julia: 40 alumnos. En los grupos de primero entran de 45 a 50, en segundo se reduce un poquito, quedan como 43, 44, y, al pasar a tercero, unos 2 o 3 que no hayan podido acreditar a tercero de secundaria, entonces tenemos grupos de 40 alumnos aproximadamente. Es un aproximado, algunos tienen 38, 42.

Entrevistador: Y, ¿por qué cree que se van saliendo los alumnos?

Ana Julia: A veces porque a los papás les conviene por cambio de trabajo. Y algunos es un por un porcentaje pequeño de rezago, porque no pueden continuar.

Entrevistador: Bueno, entonces aquí solo tenemos secundaria.

Ana Julia: Sí y al lado está la primaria.

Entrevistador: Muy bien. ¿Esta escuela qué recursos tiene?, ¿tienen textos, computadoras, acceso a Internet?

Ana Julia: Bueno, esta escuela tiene suficientes recursos porque desde hace aproximadamente 10, 11 años el director ha trabajado en que haya, por ejemplo, un CECSE (Centro escolar de cómputo). Tiene canchas suficientes para que los alumnos puedan desarrollarse físicamente, tiene un área audiovisual, biblioteca que es como si fuera un lugar multiusos, ahí está el audiovisual para llevar para llevar a los muchachos a ver algunos videos especializados o conferencias. Cada salón tiene proyector...

Entrevistador: Todos los salones, ¿instalado?

Ana Julia: Todos los salones tienen pintarrón y proyector. Todos. Yo lo uso todos los días.

Entrevistador: ¿Usted trae su computadora?

Ana Julia: Yo traigo mi laptop y sólo pido el cable, porque no tengo cable VGA y lo conecto y proyecto la clase y nos vamos más rápido. No tenemos conexión a Internet, pero ya con eso estamos bien.

Entrevistador: En cualquier momento puede usted usar la computadora, en caso de que no la traiga puede usar el aula audiovisual.

Ana Julia: Tendría que llevar a los muchachos, checar el horario para solicitar la biblioteca o audiovisual y ahí les puedo dar la clase.

Entrevistador: Muy bien, ahora vamos a hablar un poquito de los alumnos, ¿desde qué nivel empiezan a tener clases de inglés?

Ana Julia: Actualmente, Secretaría de Educación tiene un programa que es el que dan primaria, Inglés en Primaria se llama, empezó hace muchos años, alrededor de 25 años como programa piloto. A mí me dio mucho gusto porque yo como lingüista sabía que en primaria no se daba nada de inglés. Secretaría empezó con ese programa que después ya no se llevó como programa piloto sino que se volvió ya como una rama de dar inglés en primaria. Desafortunadamente, es fecha, desde hace más de 20 años, que no se ha y podido cubrir el 100% de las escuelas primarias que tengan maestros de inglés.

[10:07]

Entrevistador: Exacto.

Ana Julia: Entonces, yo cuando doy clases en la primaria en la escuela 85 doy primero. Cuando llegan yo les pregunto luego luego, “¿quiénes de ustedes han tomado clases de inglés en primaria?” Y levantan la mano unos 10 de 30 alumnos .

Entrevistador: 10 de 30.

Ana Julia: Entonces, es como un 30%, y ya todos los demás vienen desde cero.

Entrevistador: Desde cero.

Ana Julia: Entonces, hay que empezar con el programa que tiene la SEP, que está muy bueno, la verdad. Se llamaba el PRONI. Ahorita, está ya con la Reforma...

Entrevistador: Ya lo cambiaron...

Ana Julia: Ya lo cambiaron. Entró en primero el año pasado, el próximo año va a entrar en segundo. ¿Qué quiere decir? Que hicieron algunos ajustes, volvieron a que el alumno sea el centro del aprendizaje, los proyectos que estén más adecuados a ellos, pero en realidad seguimos con el PRONI. Seguimos trabajando en segundo y en tercero con ese...

Entrevistador: El PRONI es el PNIEB, ¿verdad?

Ana Julia: Miento, no es el PRONI es el PNIEB.

Entrevistador: Sí, es que al PNIEB creo que nada más le cambiaron el nombre.

Ana Julia: Pudiera ser que sí.

Entrevistador: Entonces, de los alumnos el 30% han llevado inglés.

Ana Julia: El 30% vienen con algunas bases...

Entrevistador: Con algunas nociones.

Ana Julia: Con algunas nociones.

Entrevistador: ¿Y los demás?

Ana Julia: El 70% vienen en cero.

Entrevistador: Porque se supone que en los nuevos programas el alumno tienen que llevar inglés desde preprimaria, primaria, que está como escalonado.

Ana Julia: Se trató por muchos años a que se fuera haciendo... cuando a mí me tocó ese plan piloto era en sexto nada más. Yo vi que iban a continuar en 5° y en 4°, pero no continuaron con los grados de primaria menor y menos en preescolar. Hay algunos directores o encargados de escuelas oficiales que les contratan maestros de inglés, de música, de educación física que sean especializados, y les pagan. Son escuelas que se les llama escuelas de calidad que están en un proyecto dentro de la SEP y ellos contratan con recursos que vienen del gobierno y también con directores con lo que son las cuotas y contratan maestros aparte.

Entrevistador: ¿Los padres tienen que...

Ana Julia: Dar una aportación, que es la cuota. Pero vale la pena. Que no es obligatoria, pero los directores deben convencer a los padres para que las paguen, para mejorar la escuela.

Entrevistador: Entonces, ese 30% que han prendido una noción, ¿a qué se debe?

Ana Julia: A la escuela en la que estuvieron por cuestión de que les quedaba cerca y por suerte, ahí les estaban dando el inglés. Ya aquí en secundaria, pues ya es obligatorio.

Entrevistador: Entonces, están en un nivel básico.

Ana Julia: Es básico, porque mira, tantos años y dar tres sesiones de inglés, realmente los vamos a preparar un poquito más que en la primaria pero no es suficiente para la

preparatoria, ni para que les den oportunidades de trabajo o en algunas carreras como ingeniería o diseñadores, informática, pero si no tienen el inglés van a batallar.

Entrevistador: Porque la necesidad existe... según su punto de vista, ¿cómo se sienten los alumnos y los padres de los alumnos acerca de la enseñanza del inglés?

Ana Julia: Yo los veo con buena actitud y los padres apoyan mucho.

Entrevistador: Entienden que lo necesitan.

Ana Julia: Por su puesto y le dan la misma importancia que a una clase de matemáticas y de español aquí. Sí le dan mucha importancia los papás, hasta piden cita contigo para que... “me lo puede apoyar, es que va a la prepa 9” y, “yo quiero que haga la prepa bilingüe.” Son papás que quieren superarse.

[15:04]

Entrevistador: Y entienden que unas de las vías es el inglés.

Ana Julia: El inglés. Como una puerta al progreso.

Entrevistador: ¿Cree usted que tengan oportunidad de usar el inglés en sus casas?

Ana Julia: No, nada. Yo siempre los encuesto. Mis primeras clases de agosto es encuestarlos, “¿quién de ustedes tiene familiares en Estados Unidos?, ¿quién de ustedes en su casa su papá o su mamá?... Mi mamá sabe algo... no, nadie.”

Entrevistador: ¿Y a través del Internet...

Ana Julia: Les pregunto. Todos tienen Internet en esta secundaria. Digamos un 90%. Computadoras y el 50% ya trae su celular.

Entrevistador: ¿A través de Netflix o...

Ana Julia: No, ellos se meten a YouTube y se ponen a ver todo en español... y nosotros ahí estamos “por favor, escuchen la canción en inglés.”

Entrevistador: Tiene razón. Ahora vamos a hablar un poquito de las prácticas docentes, ¿usted trabaja con lectura y escritura en su clase?

Ana Julia: Así es.



Entrevistador: Bueno, y volvemos un poquito a la tecnología. Le pide usted a sus alumnos que usen la tecnología el celular o la computadora para...

Ana Julia: La computadora sí. Acabamos de hacer una investigación que se llama Historical event. Cada uno tenía que investigar. Ellos lo que hicieron fue primero investigar en español y que lo imprimieran. Les pregunté después qué entendieron del tema, hicimos preguntas. Ahora, muy bien, teníamos que darles libertad para que escogieron los temas. Investigaron de la Revolución, del Holocausto, de Las Torres Gemelas. Entonces, en el segundo paso tienen que buscar en Google, Historical Events in English (los mismos temas en inglés). Les hice una rúbrica primer paso, segundo paso... luego vas a traducir las palabras que tú no entiendas. Eran muchas, muchas. Luego, vimos qué era idea principal, es muy difícil hacer eso con niños...

Entrevistador: Hacen como una lista...

Ana Julia: Haz de cuenta que les estoy pidiendo un trabajo que les piden en una escuela donde tienen más horas de inglés, pero tratando de asumir el nivel, dándoles oportunidad y guiándolos. Entonces, para eso hay que enseñarles las preguntas, para que ellos vayan sabiendo cómo preguntar.

Entrevistador: ¿Hacen como una lista del vocabulario?

Ana Julia: Entonces, me tienen que entregar español, inglés, hoja de vocabulario traducida y, ahora sí, con tus propias palabras vas a escribir dos párrafos de 6 a 7 líneas cada uno sobre lo que tú entendiste o fue más importante. Batallaron mucho, pero aquí lo empezaron. Pero esa es escritura real, que ellos se esforzaron. Yo creo que el 50% lo hizo bien y yo estoy muy satisfecha con esos resultados.

Entrevistador: Y hacerlo paso a paso.

Ana Julia: Sí. Y esos chicos son los que más les gusta el inglés y posiblemente tengan más puertas abiertas laboralmente.

Entrevistador: Muy bien, ¿esa actividad no está en el programa?

Ana Julia: No está en el programa para nada.

Entrevistador: Hay una muy buena lógica porque además es gradual, ¿cómo llegó a eso?

Ana Julia: Bueno, es que es la experiencia que ya he tenido de trabajar con otros programas, sobre todo con los programas más exigentes de escuelas privadas. Y pues darles a los muchachos (motivación) decirles “ustedes pueden, si investigas más... si dedicas más tiempo... si ves las películas en inglés... que las veas subtituladas, pero no dobladas.” Además, me ayudó que yo le di a todos estos grupos en segundo.

[20:02]

Entrevistador: Muy bien.

Ana Julia: Ya que los tengo en tercero, son dos años dos cursos seguido... si me hubieran dado otra vez segundo, yo no les podría exigir lo mismo en segundo, porque vienen de primero. Entonces, yo ya sabía qué les había dado de clase, del programa, me apegué y di un poquito más, les hice hablar en inglés, les hice que leyeran en voz alta, etcétera. Entonces dije, en tercero voy a hacer una investigación, porque ya sé que la pueden hacer.

Entrevistador: ¿Considera otras clases en la enseñanza de lectura y escritura?

Ana Julia: No han hecho entrevistas, pero sí hemos tocado el tema sobre qué van a estudiar, es hacer un big book. Es un libro grande como si fuera un anuario, que es un anuario retrospectivo, me traen una foto de ellos y, entonces, yo hacía que imaginaran que ya tenían 50 años y qué habían hecho en la vida... “My name is Juan Pérez, yo viví, estudié tal carrera Mechatronics, me casé, y trabajé y viví y viajé” y todos los verbos que hemos visto en pasado.

Entrevistador: Me parece que esa es una de las actividades a la que responden bien sus alumnos.

Ana Julia: Así es. Es un gran libro le llamé big book, pero es un anuario, un year book.

Entrevistador: De aspiraciones.

Ana Julia: Así es, de aspiraciones a futuro. Responden a la pregunta, desde el principio les dices “what are you going to be when you grow up?” Y ahorita que están en tercero les queda más, porque ya así, más o menos se visualizan a futuro y les interesa mucho.

Entrevistador: Y ese usted lo utiliza para el past tense.

Ana Julia: Así es. Me hace un párrafo... “yo soy, yo viví, me casé... I got married, I traveled to Nebraska...” Y me ponen una foto de ellos... Yo les calificué, luego los pegaron en una cartulina y yo los engrape y hacíamos el anuario.

Entrevistador: ¿De todos los alumnos?

Ana Julia: Grupo por grupo lo hicimos.

Entrevistador: Esta idea, ¿de dónde la sacó, del programa?

Ana Julia: Esta sí viene en el programa, Year book y big book vienen en el programa.

Entrevistador: ¿Sí considera el programa algunas veces o siempre?

Ana Julia: Siempre. Yo me apego, el programa hay que cubrirlo.

Entrevistador: ¿En qué aspecto hay que cubrir el programa?

Ana Julia: Tenemos que cubrir todos los contenidos que son los temas, luego ver la gramática y los conceptos que se requieren enseñar para que ellos, por ejemplo, si yo quiero que escriban sobre algún tema tienen que ver conectores, tengo que ver muchos elementos gramaticales como los verbos en pasado y presente, los auxiliares para poner en futuro, superlativo y el comparativo.

Entrevistador: Entonces considera el programa como guía para hacer sus planeaciones o...

Ana Julia: Así es, ahí viene todo. Gramática, temas, los proyectos que deben de realizar.

Entrevistador: Entonces, ¿de ahí lo toma todo?

Ana Julia: El year book es un proyecto que tienen que hacer, las investigaciones para un experimento, ahí vienen. Entonces, yo me apego al programa, me gusta mucho, está muy bien.

Entrevistador: Le gusta y...

Ana Julia: Me voy un poquito más allá para darles un poquito más de herramientas.

Entrevistador: La experiencia que yo tuve en otro contexto es que lo tenían que adaptar y para adaptarlo tenían que bajar un poquito el nivel...

Ana Julia: Allá sí, a lo mejor...

Entrevistador: ¿Y usted aquí siente que se puede aplicar tal cual?

Ana Julia: Aquí se puede aplicar tal cual...

Entrevistador: ¿No necesita hacer algunos ajustes?

Ana Julia: Pues con algunos alumnos sí, porque si hablas del 100%, hay un porcentaje de un 20% que no te está siguiendo las instrucciones, que se la hace súper difícil, que se ponen nerviosos y que entonces ellos también incumplen. Entonces, te dicen “es que se me olvidó, Miss... a decir, no sé...” Sí hay un porcentaje que batalla mucho.

Entrevistador: ¿Fuera de eso se puede aplicar?

Ana Julia: Yo creo que se puede aplicar en un 80%. Si le hechas muchas ganas y eres un maestro que domina el área, en este caso el segundo idioma.

Entrevistador: ¿Cómo tiene acceso a este programa?

Ana Julia: Está en línea y en la oficina de dirección de cada escuela y los subdirectores o directores te entregan el programa en físico y te dicen “estos son los temas que hay que cubrir, ¿usted qué grado da? - Segundo.” Te dan todo segundo. Y tú ya tienes que desarrollarlo en un formato de planeación. Ya hoy no te piden una planeación cerrada, sino abierta, te dicen “para este tema, ¿cuántas sesiones te llevarías, miss? – Ah, pues yo me voy a llevar 3, 5, 8.” Varían dependiendo del tema. Te dan más flexibilidad en la planeación, eso es muy bueno.

[25:31]

Entrevistador: Muy bien, entonces ¿todos los maestros tienen acceso al programa en físico y en línea?

Ana Julia: Sí. Todos los maestros lo tenemos, los de todas la materias, de hecho.

Entrevistador: Algún comentario final que tenga que decir de estos programas, a lo mejor alguna sugerencia... usted me ha dicho que se siente muy cómoda con el programa, ¿a qué cree que se deba?

Ana Julia: Yo creo que es un programa que sí abarca que el alumno se pueda desarrollar en la comunicación, comunicarse en un segundo idioma...

Entrevistador: ¿Es un enfoque comunicativo?

Ana Julia: Es un enfoque comunicativo 100%. Sigue siendo comunicativo desde hace, yo creo, como 20 años. Ellos pueden comunicarse y tienen la necesidad. “Miss me comunico con un primo de Estados Unidos” Y yo los preparo con preguntas de tipo personal, que sepan decir cuál es tu comida favorita, la película favorita. Eso es bien importante, que sepan comunicarse.

Entrevistador: ¿Entonces para usted los programas son una guía?

Ana Julia: Sí es una guía.

Entrevistador: ¿Se comentan en los consejos técnicos?

Ana Julia: Consejo técnico escolar. Platicamos por academias. Ahorita está habiendo algo muy bueno en consejo técnico escolar, de verdad, que es trabajo por academias. Aparte de eso, hacemos una que se llama Aprendizaje Entre Escuelas. Ese aprendizaje es un programa que tienen ahorita con la Reforma Educativa que nos juntamos con otras escuelas. Entonces, vienen otras escuelas secundarias aquí y se están observando clases, que antes nomás lo hacíamos en las escuelas privadas. Vamos al salón, observamos y te dan unos formatos, se comparten ideas... Ya no es como antes que nada más te evalúa el coordinador o el director, no. Entre maestros. Puedes ir a visitar al compañero para que te comparta ideas y ahorita se está haciendo que se graban las clases, se observan, hay formatos para grabar la clase y decir cuál es el objetivo, cuál es el inicio, el desarrollo, el final, están muy bien. Es un programa que está iniciando el Secretario de Educación.

Entrevistador: Creo que hemos llegado al final, estoy muy agradecido con usted maestra.

## Appendix 4: Spanish program learning outcomes

Types of Literacy	Grado (#)	Desglose del Aprendizaje Esperado del Ámbito PARTICIPACIÓN SOCIAL			
Psychological/Cognitive	1. j)	*Enlaza las oraciones de los párrafos empleando nexos: <i>aunque, pero, sin embargo, en cambio, por lo tanto, por lo que</i> ; expresiones como <i>desde nuestro punto de vista, consideramos que</i> .			
	1. k)	*Reconoce las diferencias entre el reglamento y otros tipos de textos discontinuos.			
	1. m)	*Usa síngos de exclamación e interrogación.	*Reconoce las diferencias entre lengua oral y lengua escrita.		
	2. j)	*Reflexiona sobre la construcción de párrafos y oraciones con verbos en modo imperativo.			
	2. k)	*Identifica las formas de redactar los reglamentos, siglas, vocabulario, puntuación.	*Profundiza en las formas de redactar obligaciones y derechos en los reglamentos: tipos de verbo, modos y tiempos verbales que se emplean (imperativo, infinitivo o futuro de indicativo).		
Extended	1. j)	*Explora varios modelos de cartas formales, identifica sus semejanzas y diferencias y, a partir de ellas, reconoce sus características comunes de forma y contenido.	*Escribe una carta formal en la que plantea un asunto particular.	*Usa fórmulas convencionales de entrada y de despedida.	*Reflexiona acerca de la necesidad y capacidad humana de solucionar conflictos por medio del lenguaje.
	1. k)	*Conoce la función y las características de los reglamentos.	*Reflexiona sobre la forma en que se redactan los reglamentos, el uso de verbos: modo (infinitivo o imperativo) y tiempo, y su organización gráfica.	*Reflexiona en torno al valor de los reglamentos para regular la vida social en los diferentes espacios en que se desarrolla.	
	1. m)	*Reconoce las características discursivas de la entrevista y los requisitos para sistematizar por escrito.	*Determina el objetivo de la entrevista y elige a la persona o personas que entrevistará.	*Prepara la entrevista y distingue entre preguntas centrales y de apoyo.	*Hace preguntas y las reformula en función de la respuesta.
		*Elabora un texto que incluya la información recabada en la entrevista.	*Reflexiona sobre los usos y funciones de la entrevista en la vida social.		
	2. j)	*Reconoce la función de este tipo de documentos (recibos, contratos de compra-venta).	*Reflexiona sobre algunas características específicas de documentos administrativos: estructura y formato; títulos y subtítulos; vocabulario especializado, datos que contienen.	*Reconoce la importancia de saber interpretar este tipo de textos que regulan la prestación de servicios.	
	2. k)	*Recupera lo que sabe sobre las características de los reglamentos: la distribución del espacio y las marcas gráficas (letras, números, tipografía) en la organización del texto.  *Reflexiona sobre la importancia de establecer reglas por escrito para regular la conducta.	*Escribe, en equipo, una lista de las reglas del deporte que conoce con las respectivas sanciones por el incumplimiento de las mismas.	*Reflexiona en torno al significado de palabras como <i>derecho, expulsión, falta, sanción</i> ; y algunas otras.	
	2. m)	*Participa en una discusión grupal acerca de los problemas que identifique en su comunidad escolar.	*Identifica un problema que pueda resolver mediante el diálogo, las responsabilidades y la autonomía.	*Promueve la realización de una campaña destinada a resolver los conflictos.	*Reconoce la importancia de propiciar las actitudes del diálogo y de resolución de conflictos mediante campañas y otras formas de participación y difusión.
	3. j)	*Identifica en las convocatorias los datos relevantes, como fechas de registro, documentación solicitada, requisitos, horarios y lugares de atención, entrega de resultados.  *Reflexiona sobre la estructura de las convocatorias: encabezado, convocatoria, base y pie.	*Lee atentamente los formularios e identifica qué información se requiere para completarlos.  *Comprende la función social de este tipo de textos.	*Reconoce el significado de las siglas y los acrónimos de las distintas instituciones.  *Llena formularios.	*Reflexiona sobre las formas de redactar las convocatorias: lenguaje formal, oraciones breves con verbos en subjuntivo o con verbo auxiliar en tiempo futuro.  *Revisa y coteja que los datos consignados en el formulario estén debidamente ubicados y escritos correctamente.
	3. k)	*Reflexiona sobre la necesidad e importancia de documentos nacionales e internacionales que garanticen los derechos.	*Analiza el contenido de alguno de esos documentos.	*Reconoce el significado de algunas palabras relacionadas con el discurso legal.	*Reflexiona sobre las formas de redactar los documentos que establecen derechos y responsabilidades: modos y tiempos verbales, y terminología técnica que se emplean.
	3. m)	*Reconoce que el periódico escolar es un medio importante para establecer comunicación en la comunidad educativa.  *Reflexiona sobre la importancia de la estructura y la organización gráfica de la información.	*Propone formas de organización para el periódico escolar.  *Valora el balance entre texto e imágenes.	*Elabora textos para incluir en el periódico escolar.	*Colabora en la organización y difusión del periódico.
Information literacy/ Critical Thinking	1. l)	*Identifica en las notas informativas los hechos, sus protagonistas y dónde sucedió la noticia.  *Reconstruye la secuencia de hechos y compara el tiempo y el espacio en que sucede la noticia.	*Identifica las fuentes de información y si la nota informativa está firmada por un reportero o proviene de una agencia de noticias.  *Reflexiona sobre el tipo de lenguaje (formal o informal).	*Comenta con sus compañeros de grupo las noticias que dieron origen a las notas informativas y su repercusión social.  *Reflexiona sobre los mecanismos que emplean los medios de comunicación para dar relevancia a una noticia.	*Compara las interpretaciones que los medios hacen de los hechos: la información y las opiniones que se presentan.  *Reflexiona sobre el uso de ciertas frases o adjetivos para referirse a las personas y a los hechos, y cómo contribuyen a formar una imagen de estos.
	2. l)	*Identifica, en diversos medios, los mensajes de campañas oficiales.	*Comenta y analiza, conforme a criterios establecidos en su grupo, los contenidos de las campañas.	*Reflexiona sobre la necesidad e importancia de campañas, como las relacionadas con el cuidado de la salud o del medio ambiente.	*Reflexiona sobre el lenguaje persuasivo y los recursos retóricos utilizados en las campañas: metáforas, rimas, lemas.
	3. l)	*Establece diferencias entre un artículo de opinión y una nota informativa.	*Entiende el carácter argumentativo de los artículos de opinión y sus propósitos.	*Reconoce el tema, la postura del autor y los argumentos que aporta para sustentar su punto de vista.	*Expresa su punto de vista sobre un artículo de opinión.

## Appendix 5: English program learning outcomes

Types of literacy	Grado (#), A.	Desglose del Aprendizajes Esperados del Ámbito FAMILIAR Y COMUNICATIVO			
<b>Traditional</b>	2. NA)	*Escucha y revisa conversaciones sobre experiencias personales.	*Comprende sentido general, ideas principales y detalles.		
<b>Extended</b>	1. NA)	*Escucha y revisa diálogos sobre servicios comunitarios.	*Entiende el sentido general y las ideas principales.	*Intercambia información sobre servicios comunitarios.	
	1. a)	*Revisa cortometrajes mudos.	*Comprende sentido general e ideas principales.	*Produce diálogos e intervenciones.	
	1. NA)	*Escucha y revisa gustos y aversiones en diálogos de entrevistas.	*Expone cumplidos, gustos y aversiones en diálogos escritos.		
	2. NA)	*Escucha y revisa quejas sobre productos.	*Interpreta sentido general, ideas principales y detalles de quejas.	*Compone quejas orales.	
	3. NA)	*Examina programas de televisión.	*Interpreta sentido general y algunos detalles.	*Escribe notas sobre emociones y reacciones para participar en un intercambio de impresiones.	*Comparte emociones y reacciones.
	<b>Information literacy</b>	1. NA)	* Busca y consulta información.	*Compara pros y contras de ideas y propuestas.	*Construye argumentos para defender ideas y propuestas.
	2. a)	*Revisa noticias periodísticas.	*Lee noticias periodísticas.	*Contrasta una noticia en varios periódicos.	