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**Exploring a Mexican Telesecundaria Teacher's
Practices in Central México through Collaborative
Work**

TESIS

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of the way a *telesecundaria* works and how English could be taught if teachers had some guidance and help from outside.

ABSTRACT

Telesecundarias in Mexico are schools that have proliferated since they first were created in the 1960s. At that time, it was an innovative resource that helped the public system take education to thousands of children that otherwise would have not had the least opportunity to continue their studies after completing primary school. One of the main resources that these types of school have, is their teachers, who with the help of a satellite TV program are in charge of teaching all the subjects that SEP (Secretaría de Educación Pública) has included in the program as compulsory. Nonetheless, many of the teachers who teach in these schools -some of them for decades- have been left behind in updating their knowledge according to modern times and current demands. English is one of the most neglected subjects in *telesecundaria* schools.

This case study focuses on one of these teachers, who having studied at La Normal (public school that prepares teachers for basic education) got aware of the necessity her students had to get a better learning of English although she lacked both the knowledge of the language and the experience to teach it.

Thus, this thesis explores the teacher's practices in her own setting while working collaboratively with the researcher of the study. Her progress and reflections are analyzed through narratives that both participants were writing along the project that lasted for a period of eight months.

TABLE OF CONTENTS

CHAPTER 1: THESIS INTRODUCTION CHAPTER

1. General Introduction	6
1.1 The Significance of the Study	8
1.2 The Context of the Research	8
1.3 The Background of the Researcher	10
1.4 Where the Research Is Being Conducted and Why	12
1.5 The Research Aims	12
1.6 The Research Questions	13
1.7 Chapter Conclusion and Thesis Overview	13

CHAPTER 2: THEORETICAL FRAMEWORK AND LITERATURE REVIEW

2. Introduction and Overview	15
2.1 <i>Telesecundaria</i> schools in Mexico	15
2.2 Self-efficacy	19
2.2.1 Self-efficacy and Social Cognitive Theory	20
2.2.2 Self-efficacy in Human Agency	21
2.2.3 Self-efficacy and Social Learning Theory	24
2.3 Collaborative Professional Development	26
2.3.1 Collaborative Work	26
2.3.2 Mentoring	29
2.3.3. Team Teaching	31
2.4 Chapter Conclusion	34

CHAPTER 3: RESEACH AND METHODOLOGY

3. Introduction	35
3.1 The Research Method	35
3.2 The Context	37
3.3 The Participants	38
3.4 Data Collection Procedure	41
3.4.1 Analysis of the Data	42
3.5 The Instruments	44
3.5.1 The Diagnostic Exam and an Exploring Survey	44
3.5.2 The Semi-structured Interview with the Participant	45
3.5.3 Lorena's Journal and the Participant Researcher's Journal	46
3.5.4 Students Backgrounds	46
3.5.5 Second and Final Participant's Interview	46
3.6 Conclusion	47

CHAPTER 4: DISCUSSION OF THE RESULTS

4. Chapter Introduction	48
4.1 Self-efficacy	48
4.1.1 Lorena’s Beliefs and Intentionality	51
4.1.2 Forethought or Planning	54
4.1.3 Self-reactiveness as a Course of Action	56
4.1.4 Self-reflectiveness Related to Motivation	57
4.2 Collaborative Work	59
4.2.1 Awareness	61
4.2.2 Triggering factors	63
4.2.3 Attitude	65
4.2.4 Change	67
4.3 Mentoring and team teaching	69

CHAPTER 5: CONCLUSIONS

5. Chapter overview	71
5.1 Findings significance	71
5.2 Answers to the research questions	72
5.3 Research aims	73
5.4 Reflecting account	74
5.5 Contributions to the research	76
5.6 Limitations	77
5.7 Recommendations for further research	78
5.8 Final comments	78

REFERENCES 80

APPENDICES

Appendix A: Diagnostic exam	82
Appendix B: Survey for students	83
Appendix C: Participant’s interview	84
Appendix D: The researcher’s journal	86
Appendix E: The participant’s journal	95
Appendix F: Some student’s backgrounds	101
Appendix G: Last participant’s interview	103

CHAPTER 1: THESIS INTRODUCTION CHAPTER

1. General Introduction

In México, there are three levels of basic education: pre-school, elementary school and secondary school. The latter was included in the compulsory basic education system until 1993. There are four types of public secondary: general, for workers, technical and *telesecundaria*. *Telesecundarias* have become an important sub-system as they are meant to cover the needs at this stage of education in the poorest and more isolated areas of the country: rural, indigenous and semi-urban, which is at the same time the most vulnerable part of the social tissue. English is one of the compulsory subjects that students are supposed to be taught but at the same time it is one of the most neglected.

The objectives of teaching English in the curricula of the *telesecundaria* (schools where teachers are supported by a satellite education program) observe that students must be able to develop specific skills to understand sentences and frequently used expressions related to areas of experience that are particularly relevant. For example, students are expected to carry out simple tasks involving their everyday life, describe in simple terms aspects of their past and environment as well as issues related to their immediate needs (Plan de Estudios 2006); however, this is difficult to accomplish in reality due to a number of factors that will be analyzed in this study.

There are several studies (Santos & Carvajal, 2001; Santos, 2001) that show that although *telesecundarias* have solved the problem of lack of schools available for Mexican students between 12 and 15 years old, especially for the most needy people and the most isolated places, the problem of a quality education in all the different academic areas and subjects remain

unsolved (ibid.). This has broadened the gap of inequity and reduced the opportunities of future educational and social progress for most of the students who attend this sub-system.

Even when there are many studies that analyze the problematic of *telesecundarias* and the phenomenon of a poor education (Santos op. cit. Moreno, 2002; Zorrilla, 2004; Sánchez 2009), at present, the study of teaching English in *Telesecundarias* in Mexico is a field that has been scarcely explored by educational research. If it is taken into account that around a million and a half students attend this modality (*La Jornada*, 2009), this fact leads us to the reflection that parting from the premise that Mexican education needs to be improved in all the academic areas, English cannot be left outside. The problem is that English, unlike some other subjects, takes long time to be learned and mastered before one can teach it. Teachers who only received a *normalista* (*La Normal* is a federal system of schools where most teachers who work in public schools study) formation, which is the case of *telesecundaria* teachers, do not receive sufficient English courses to achieve mastery of the language.

This thesis is intended to study the possibility of developing the learning of English in a *telesecundaria* school teacher by means of exploring how self-efficacy and collaborative work can help improve her performance as both learner and teacher. This has the underlying purpose of enabling her to give her English class as a subject to her *telesecundaria* group. This teacher who will be called Lorena for the purpose of the study had been working for about five years in a *telesecundaria* school located in a rural area in Central Mexico near Puebla City. She had the intention to teach English to her students in a more professional way, but she lacked the necessary proficiency of the language. The significance of this work lies on the circumstance that she is a representative of a large number of teachers who do not teach English to their students at all or teach it in a very precarious way for they lack the necessary knowledge to be

able to do it. Most of these teachers are immersed in a vicious circle in which they do not teach English because the system does not demand the need to teach it since it does not provide teachers with the necessary tools and preparation to do so. The participant of this case study, Lorena, is in a position to contribute with her knowledge to the present and future generations of students, who ultimately would receive the benefit of her professionalization in the field of teaching English. A second possible benefit would be that in her turn she could motivate and encourage her colleagues to awaken their interest in looking for strategies to improve their proficiency in English.

1.1 The Significance of the Study

With the present Project it is expected to get a contribution with an insight of how teachers and students from a *telesecundaria* might have got a benefit from a seven-month program in which English classes were modeled by the researcher in a twice-a-week basis at the same time that the sense of progress of the teacher and students were monitored through journals and interviews. The classes and work were held under a collaborative work approach with the aim of helping foster the knowledge of the language, and the developing of self-efficacy in the teacher, so she could work on her own by the end of the period and in her future classes. The significance of this is that it could be replicated by students who have to render their service at the end of their B.A. in teaching English.

1.2 The Context of the Research

The story of this project started about a year before the beginning of this study, when Lorena, whom I had known for a large number of years, expressed her concern about the difficulty she had in teaching English to her students. She asked for my advice and support, but

at that moment I had neither the tools, nor the disposition to help her find an adequate solution. Nevertheless, I kept in mind the idea of her wish to seize the difficulty and find a viable solution. At the point of starting my thesis project I considered that I might be able to support her, though I knew very little about the *telesecundaria* system.

In spite of the fact that *telesecundaria* classrooms are equipped with the satellite signal of a TV program guide Edusat (satellite education by its abbreviation in Spanish) that serves as the main tool to assist them in the delivery of their classes, this is not flexible enough in terms of schedules and group pace learning. Unbelievably as it may sound, there are even extreme cases in which they do not have a TV set, or it is broken down, or the signal is not good enough. According to *LaJornada* (2009), 5% of the schools are in this situation. Additionally, Mexican public schools skip many classes for many different reasons such as celebrations, compensations, permissions, contests and so on. Sooner or later, the classes suffer a phase lag from the TV-guide program and teachers let it aside to continue with their own methods and pace. Thus, although the program was designed by experts and there is no doubt that it is high quality, aimed to compensate the teachers knowledge gaps in the different subjects -not being experts in any of them- , the fundamental concept of *telesecundaria* breaks down at certain stage during the term.

The school where Lorena works is located in a rural farming and brick-manufacturing village, not very far away from a big city in Central Mexico, and it is the only option to study secondary for the young villagers in their own community. It is built in a traditional rural like-manner. It consists of a one-story building aligned in a linear way with a small back yard and a big one in the front. It is all surrounded by an iron-bar fence. It has six classrooms, one office and a computer room with old computers. The five classrooms are average size to hold no more

than 25 students. They are reasonably clean and poorly decorated with teaching aids and book shelves that contain most of the material that students use in class. Students are in charge of cleaning the classroom before they leave and some assigned groups of parents paint the facilities periodically during the holidays. The fact that the school has only the very basic tools speaks by itself about a general apathy of the education authorities towards this educational scheme. It also evidences a lack of interest in narrowing the inequity gap, for these poor students and their families lack the power to raise their voice and demand more attention. It seems as though these schools were being run in the early sixties or seventies which reminds me of the rural school where I myself went to elementary school.

1.3 Background of the Researcher

Although some of the details I will give in this part of the study might give the impression of being irrelevant for the study, I consider necessary to mention them for my interest in social issues and because some ethnographic aspects of rural communities are rooted in my own evolution as both a human being and as a professional. I was born in a very small and isolated village in a family with very scarce economical resources. I spent my childhood and adolescence in this village. I was eight years old when electricity worked for the first time, and fifteen when running water was introduced in most homes. Most male children helped their parents in the farm while girls helped their moms to raise their little siblings, and learned all the duties related to the countryside life: prepare the meals, collect fuel wood, carry water from the village well, and so forth. There was no further education available rather than primary school. It was something extremely unusual for a girl -even for most of the boys- to continue her studies beyond this stage. However, a strike of luck changed my life: an uncle and an aunt

invited me to live in their house in the nearest town and to share a room with their two daughters –one of them of my age - to study secondary school. This represented an awakening and a turning point in my life. I realized that there was a broad world outside my little world. Since that moment on curiosity and eagerness to know more about this intriguing and fascinating world has never come to a standstill in my life.

After secondary school, I desperately needed to contribute with the expenses of my home. I paid, while already informally working, a secretary training course for two years. As soon as I got my diploma, I moved to a big city in order to get a job. Again, as in the previous occasion, I received the altruistic help of some relatives. After a year of working in small businesses I got a job in a very important firm, VW. I immediately started to take English courses with the aim of getting a better position in the company. In the end, it did not help me get a promotion, but resulted in an unsuspected and more prolonged and satisfactory way of living: It was the beginning of what in the future would be my career as an English teacher.

In hindsight, I see poverty as an incentive to set off my education. Further pursuit of my follow-up on education has been for its own sake. I studied high school –in an open system- the B.A. and the master’s degree in the adult stage of my life while working and raising my family along with my husband. I do not think education is merely a means to obtaining a good job and making some money but a gratifying style of life. Furthermore, I believe that it is the only way to solve community problems and fight back the ignorance that maintains poor countries bounded to corrupt and tyrannical governments.

The connection between the present study and my background is that I identified with the students of the rural telesecundaria in that they do not have many opportunities to go further with their studies if there is not an external support that pulls them out. Furthermore, I also

empathize with the teacher subject of this study for even under adverse circumstances she tries hard to help and motivate her students to catch up with the demanding present time. Thus, through the present study, I hope I could be able to give her some tools that enable her to teach her students at least elementary English that prepares them to go onto the following educational stages in case they can embark on them, or cope with the English they will basically need if they are compelled to follow their many relatives who have emigrated to the United States or Canada. I also felt very much obliged to give something back to the community, and I thought this was a good opportunity to do so.

1.4 Where the Research is Being Done and its Justification

The convenience of the study being carried out in the school setting had two purposes; a) to mentor Lorena to scaffold her language learning while she could observe some strategies and techniques to teach the language through classes given by the researcher to her own group, and b) to know more about the mode of operating of *telesecundarias* in a real context while at the same time I got more acquainted with the circumstances that students live in and outside the classroom that inhibit or promote the learning of the language.

1.5 The Research Aims

This study searches for the most adequate strategies to support a *telesecundaria* teacher by means of mentoring and observing how she develops self-efficacy in learning English to be able to teach her *telesecundaria* third grade students. This was tackled by means of the following approaches: 1) exploring her self-efficacy, and 2) working cooperatively, making use

of collaborative work and mentoring. This was carried out in her own working setting located in a semi-rural school.

1.6 Research Questions

RQ1: What strategies did the participant adopt which promoted her self-efficacy while teaching English to her *telesecundaria* group?

RQ2: How did collaborative work and mentoring enhance her English learning and her methodology to teach her students?

RQ3: What other conclusion can be drawn?

1.7 Chapter Conclusions and Thesis Overview

This study originated with the idea of exploring the possibility of enhancing the knowledge of the language of a telesecundaria school teacher who had very little experience with the target language and sought to have a better basis to teach it to her group in a marginal rural community in Central Mexico near Puebla City. The study was intended to explore her beliefs and self-efficacy to discern her grade of confidence to achieve the goal. For that purpose a qualitative method was used with instruments such as interviews and journals. The strategy was modeling classes in her working setting for which it was also relevant to have the cooperation of her third-grade group. It was also necessary to analyze how well disposed they were to learn English.

In the next chapters of this thesis, the literature relevant to this study will be discussed; the methodology, in which a brief discussion of the theoretical issues of the data collection will be included, as well as its limitations; and the analysis of the data that is aimed to find an answer

to the research questions. Finally, the findings will be reported in relation to the outcomes that this study show and that are expected to contribute to a better understanding of *telesecundaria* operation regarding the impartation of ESL and some suggestions to improve these conditions.

CHAPTER 2: THEORETICAL FRAMEWORK AND LITERATURE REVIEW

2. Chapter Introduction and Overview

This chapter presents the theoretical bases underpinning this study, as well as the context in which it was carried out. To that means, a general review of *telesecundaria* systems and its background is revised along with the contexts of the particular setting where the study took place. The subject of self-efficacy is developed as a crucial part in the development of the study, along with the sub-themes of self-efficacy from a social cognitive theory and self-efficacy and academic achievement. Finally, as this project was done in close collaboration with both an experienced teacher (the researcher) and a teacher who was struggling to teach English to her group (the participant), professional development is embarked upon in the forms of collaborative work and mentoring.

2.1 *Telesecundarias* in the Mexican Educative System

The idea of using the television as a means of educational support did not originate in Mexico. It had already been used in the U.S.A. and Europe since the decades of the thirties. Around 1966, a group of scholars was commissioned to study places in which it had been implemented for educational or cultural purposes, like Spain, Portugal and Italy. Among the three, the model that best suited the Mexican interests was the Italian model that had had a program between 1954 and 1966 that had assisted 50,000.00 secondary students through television programs that basically contained the same curricula and objectives that a conventional school did. The students had the assistance of a teacher who monitored their learning and at the end of this program the students had to take an examination for credit. Thus, taking this system as a model with a few modifications, and after a preliminary experimental

phase, the *Telesecundaria* system started off officially in 1968 with the main purpose of taking further education to populations in rural, indigenous and marginal urban areas in which setting up a traditional secondary was unaffordable in terms of economy, availability of teachers and material resources (SEP La *Telesecundaria* en Mexico, 2010)

In the beginning, their growth was gradual but in 1993, the inclusion of the studies of secondary school became compulsory for all the population. This meant that the government should provide the necessary resources –schools, teachers, facilities, materials, and so forth, so that all learners were able to fulfill this regulation. In sight of the shortage of schools in geographical zones with difficult access, the *telesecundarias* underwent an accelerated growth, which actually had started about a decade before: from 571 in 1971 to 16,038 in 2007; and they offer service to more than the 20% of the population between 12 and 15 years old (Sánchez, 2009).

The analytical program, which is aimed to all the modalities of basic education in Mexico (from kindergarten to secondary school), had an important change in 2006. This emphasizes a constructivist approach based on the concept of competencies for life, and the use of technologies of information and communication as well as a social perspective of education where the equity and educational opportunities were prioritized (Plan 2006). This policy was meant to reduce the gap in terms of parity among all Mexican students amid many other objectives. Nevertheless, according to the official report -Agreement 508 (2009), signed by Alonso Lujambio, secretary of Public Education in Mexico at that time, *telesecundaria* students in Mexico have got the lowest grades in the application of external exams such as ENLACE (*Evaluación Nacional del Logro Académico en Centros Educativos*) and PISA (Program for International Student Assessment).

In recent years, diverse external evaluations have been practiced in the secondary level, included *telesecundaria*. According to the analysis carried out by specialists of INEE [Instituto Nacional de Evaluación Educativa] there is a coincidence between the results of PISA and the National Standards in 2004. Attention is attracted towards the general low performance of the students of secondary, (more than 100 points under the mean of PISA), and in particular, the students of *telesecundarias* that in all the cases show almost 100 points under the national average. (Agreement 508, p. 9)

Some researchers agree that in spite of its rapid growth and impressive figures in relation to the huge number of new schools and assisted students, the *telesecundaria* system faces distressing downsides that are related to several factors. In an interview carried out by Sánchez (2009), García Muñoz, (Direction of Materials and Educational Methods of the SEP from 2002-2007), declared that there were deficiencies in terms of infrastructure, subsistence administrative-budgetary, functionality conditions and system operation that reflect the accumulation of a lot of negligence. He added that there had been irresponsibility and even disdain towards this educational modality, which he called a poor school for the poor.

The other factor that seems to make *telesecundaria* a poor-quality education is a weak foundation in the formations of future teachers. They have a *normalista* formation (The *Normal School* is where all teachers from public schools are formed), which means they must teach all the curricular subjects in a similar manner as in a primary school. It was only until 1984 (Zorrilla, 2004), that the educational reforms imposed on the formation of teachers-to be the equivalence of a university degree, which forced them to study high school before entering the *Normalista School*. Before that, the system only required them to study secondary school and four years of teaching formation at The *Normal School*. Thus, not being specialist in any of the subjects, they still have to teach all of them. As it should be expected, some of the areas present more complexity than others and should require a further and deeper preparation. That is the case of English, which is the area that most interests this study.

In 2011, when the present study took place in the rural *telesecundaria* that will be described below, the six female teachers who were working at this school were teaching English at a level of basic vocabulary such as names of objects, numbers and colors, which is surprising if we consider that they are equipped with the satellite signal (EDUSAT) to accompany them to teach all the subjects along the course. The reason appears to be that very early during the period, they lose track on the television program for a number of reasons: loss of classes, permissions, suspensions, festivities, and so forth. Once the mismatch between the satellite program and the guide schedule is settled down, they seem to be unable to catch up or continue on their own. Nevertheless, the SEP high ranking authorities continue working on official programs intended to make changes in search of improving the system, ignoring somehow the distance between the program objectives and the classroom reality. In the same year, 2011, a new program, Plan de Estudios 2011, was published in which the next quotation is stated:

The basic communicative situations that The National Program of English presents, develop specific skills where students require abilities to understand sentences and frequently used expressions related to areas of experience that are particularly relevant; he/she knows how to carry out simple tasks involving his/her everyday life; he/she knows how to describe in simple terms aspects of his/her past and environment, as well as issues related to their immediate needs (p.39)

This sounds reasonable for a public standard education, but it does not seem likely that these objectives are fulfilled throughout the *telesecundaria* system. Nevertheless, more studies are needed to know the percentage of schools that truly follow the program (English program) and reach the objectives in order to implement a public program that trains *telesecundaria* teachers in this area.

In this respect, there was a federal effort to do so in 2011. In Puebla there was an agreement between the BUAP and the Government to implement an English course for volunteers who wanted to improve their performance on the teaching English area.

The goal, as agreed, is to train teachers in Puebla in the areas of mathematics, digital skills and English. About the latter, the aim is to reinforce the teaching abilities and competencies for the teaching of English in different levels... the courses fulfill the standard of international training that the federal SEP demands and that search to strengthen the system of ongoing formation and updating of the members of professional teaching academy in Puebla (translated from e-Consulta.com, 2011).

It was a very attention-grabbing program that promised a lot to cover the needs in all public secondary schools; unfortunately, there was no following up as very often happens in our governmental programs.

2.2 Self-Efficacy

Self-efficacy is concerned with people's beliefs in their ability to influence events that affect their lives. This belief is the foundation of human motivation, performance accomplishments, and emotional well-being (Bandura, 1994). According to this trend of thought, people are able to change their environment and guide their own fates towards feasible goals. In other words, we all are the result of our own decisions, and the interpretations of these results will take us to further steps in a determined direction. The beginning of self-efficacy can be traced to 1977, when Albert Bandura introduced the term into the psychology literature, and more specifically in therapeutic behavior change. This theory claims that a person can get the necessary self-resources (time, mental effort, motivation, persistence, and so on) to achieve his goals as long as he is highly convinced that he is able to go through the process to obtain determined results, (Schunk and Pajares 2004)

...An efficacy-expectation is the conviction that one can successfully execute the behavior required to produce the outcomes... efficacy expectation determine how much effort people will expend, and how long they will persist in the face of obstacles and aversive experiences. The stronger the efficacy or mastery expectations, the more active the efforts (Bandura, 1977, cited in Schunk and Pajares (2004, p. 115).

Although self-efficacy can easily be misplaced as self-confidence, it is not the same conception. While self-confidence is a more general term for relatively successful behaviors in several personal terrains, self-efficacy is much more specific about the precise task, particular situation or learning context. Thus, if we could translate the theory into everyday language it might be interpreted as *I can do it* instead of *I will do it*. While the first is a claim of self-belief in one's capability, the second is a declaration of intention (Bandura 2001). Another term related but not conveying the same meaning is, outcome expectations. The difference strives in that the latter has a direct connection with the anticipated results rather than with the belief in the capacity of accomplishing the actions necessary to get an optimal result.

Another very important aspect of the theory of self-efficacy is the link that it has between the individual and his surroundings. Every single person depends on his/her social environment to grow and develop both as an individual and as a member of the community to which he/she belongs. In the next section, I will synthesize the most relevant aspects of this dimension of the theory.

2.2.1 Self-Efficacy and Social Cognitive Theory

According to this theory, the individual is embedded in a collectivity that shares the belief in the group power to produce desired outcomes. The foundation of this conviction is anchored in the interaction that every member exerts to get a common welfare. Thus the individual achievements are not a sole product of a separate effort but the result of the coordination and collaboration of the collective as a whole. Thus the perception of the collective-efficacy is not only the sum of the self-efficacies and the shared knowledge but a quality that emerges at a group level. A group operates according to the behavior of each one of its members which

means that people perform in concordance with a shared principle. Therefore, the collective-efficacy functions through a similar process as the self-efficacy one (Bandura, 1977).

Studies on the impact that the collective-efficacy exerts over the group functioning show that the more efficacious a collectivity is; the more motivation and effort the individual and the different groups invest in each one of their activities, and that the bigger the fortitude is in face of the obstacles and backward movements, the bigger the achievements of the goals they accomplish (Bandura 2000).

Thus, if self-efficacy is perceived as a social-cognitive theory according to perceived results, an individual who performs with excellence namely at school will obtain the recognition of parents, teachers, peers and society. By means of recognition, the individual will improve the emotional, cognitive, or motivational processes. As a consequence, he/she most likely will have well-being feelings which might motivate him/her to reach further goals that in turn can also change the social conditions under which he or she lives.

2.2.2 Self-efficacy in Human Agency

“Agency refers to acts done intentionally” (Bandura 2001:6). A person who is induced to do something, or accidentally does it, is not considered the agent of the act or event. Human relations certainly often encompass certain amount of inducement, but they do not necessarily determine the direction of one’s life. “Individuals can choose to behave accommodatively or, through the exercise of self-influence, to behave otherwise (ibid).

The central characteristics of personal Agency refer to what it means to be human. Bandura (2001) classifies the main ones in four:

Intentionality: An intention is what we have in mind to do in the future, although it is not a prediction about the future. The intention is more connected to proactive actions that have the commitment to be realized in a time yet to come. “Intentions are grounded in self-motivators affecting the likelihood of actions at a future point in time”. (Bandura: 6).

Intentions center on plans of action. Future-directed plans are rarely specified in full detail at the outset. It would require omniscience to anticipate every situational detail. Moreover, turning visualized futurities into reality requires proximal or present-directed intentions that guide and keep one moving ahead (Bandura, 1991b).

Thus intention is the very first step in the ladder that individuals have to escalate in order to obtain a desired outcome, but before reaching the ultimate goal there are other basic phases among which we find planning.

Planning or forethought leads to courses of action. People must have a plan to figure out how to carry out an action step by step and thus to assure an eventual successful result. “People set goals for themselves, anticipate the likely consequences of prospective actions, and select and create courses of action likely to produce desired outcomes and avoid detrimental ones (Bandura, 1991b; Feather, 1982; Locke & Latham, 1990).

Bandura (2001) declares that through planning people keep motivated to pursue a goal while guiding their actions towards the desired objective, “When projected over a long time course on matters of value, a forethoughtful perspective provides direction, coherence, and meaning to one's life... reorder our priorities, and structure our lives accordingly.”

By means of planning too, people empower themselves to transcend from their immediate environment and shape and adjust their current lives so they are apt into a looked-for future.

In regulating their behavior by outcome expectations, people adopt courses of action that are likely to produce positive outcomes and generally discard those that bring unrewarding or punishing outcomes. (Bandura 2001: 7)

The most important role of forethought in self-efficacy is the motivational element that maintain people inspired to go on regulating their actions accordingly until they are able to reach their objective. So, planning along with future courses of actions take a self-guidance to keep an eye on the anticipated goal.

Self-Reactiveness and Courses of action. Once the plan has taken a coherent form, it is time to implement the necessary courses of action and to outline activities that give direction towards the goal. It is precise that goals have a deep root in our own sense of identity so that they are not easily overthrown by obstacles that cross one's way.

Actions give rise to self-reactive influence through performance comparison with personal goals and standards. Goals, rooted in a value system and a sense of personal identity, invest activities with meaning and purpose (Bandura 2001:8)

Self-evaluation and monitoring self-pattern of behavior is essential in the persecution of goals, and these need to be specific, challenging and proximal enough to keep individuals interested in meeting them. Close in time sub-goals move individuals into action rather than distal goals, and too general goals do not offer real incentives to lurch the person into undertaking immediate self-reaction.

Progress toward valued futures is best achieved by hierarchically structured goal systems combining distal aspirations with proximal self-guidance. Goals embodying self-engaging properties serve as powerful motivators of action (Bandura, 1991b; Locke & Latham, 1990 cited in Bandura 2001:8)

Thus, self-reactiveness is the capacity a human being has to set himself off into action and then self-guide his/her own actions towards a specific goal in a determined time and to regulate his/her behavior consequently. Next, it is necessary a self-reflective attitude that accompanies all the process.

And finally, **Self-reflectiveness** refers to the capacity a person has to reflect upon his performance. Man is the only being on earth who can discern right from wrong. This conscience

allows him to evaluate his own acts and arrive at conclusions of self-approval or disapproval. “People are not only agents of action but self-examiners of their own functioning” (Bandura 2001:10). He argues that through this distinctly core of human agency man can self-evaluate the direction of his actions, his values, motivation and the meaning of his life.

In this metacognitive activity, people judge the correctness of their predictive and operative thinking against the outcomes of their actions, the effects that other people's actions produce, what others believe, deductions from established knowledge and what necessarily follows from it. Among the mechanisms of personal agency, none is more central or pervasive than people's beliefs in their capability to exercise some measure of control over their own functioning and over environmental events (Bandura, 1997).

Thus, self-reflectiveness accompanies all our actions. Actually, without reflection there is not a profound learning. After having accomplished a very much desired action one should spare some time to reflect the true meaning of it. We would make fewer mistakes as individuals if we took up the habit of reflecting our actions, especially the ones that lead us towards a desired, or not desired, outcome. Even our governments, societies and communities would grow in a better harmony if we exercised a lot more of self-reflectiveness. There would be less violence and much more cooperation between people and peoples.

2.2.3 Self-efficacy and Social Learning Theory

Social learning theory undertakes that modeling influences harvest learning mainly through their informative roles and that the observer obtains symbolic representations rather than “specific stimulus response” (Bandura 1969 in Bandura 1971:6). He divides social learning analysis of observational learning in four steps: *Attentional processes* in which he says that a person cannot take too much advantage of observations if he/she does not identify the main features of the model's behavior, hence it is not enough to observe others performing what one is supposed to learn, but there are other factors such as associational preferences that give account

of learning “the people with whom one regularly associates delimit the types of behavior that one will repeatedly observe and hence learn most thoroughly” (ibid); *Retention processes* in which memory plays an important role. If the observer fails to retain the key information it will not be probable that he/she can reproduce the model when the modeling executor no longer is there to reinforce the learning or make corrective adjustment; *Motoric reproduction processes* in which the observer has to acquire a set of skills that must be put into practice to reassure that the model can be reproduced and hence learning has actually occurred. This also depends on how effectively person has coded the pattern, otherwise it is not likely that the observer be able to rehearse what he/she has seen; finally, *reinforcement and motivational processes* in which Bandura (ibid) says that the former three elements can be present but if it lacks this fourth element of reinforcement and motivation, the observer will not give continuation to the process, and this often happens when the learner has missed to have positive incentives. Thus it is essential that constructive and encouraging feedback is provided by the modeling executor during the ongoing process. “in any given instance lack of matching behavior following exposure to modeling influences may result from either failure to observe the relevant activities, inadequate coding of modeled events for memory representation, retention decrements, motoric deficiencies, or inadequate conditions of reinforcement” Bandura (ibid).

In the case that particularly interests this study, the participant is an adult with a large number of responsibilities of all kinds: job, family, elder parents to take care of, social life and so forth. Besides modeling and exploring her self-efficacy development it was necessary the use of a collaborative and mentoring scheme for most part of the developing project, in which at the same time some reflection could accompany her active participation.

2.3 Collaborative Professional Development

Although Lorena, the participant, and I were not exactly peers in the profession as English teachers, we did have a common goal: to scaffold her learning in ESL in a short period while working cooperatively on teaching English to her group. To get our purpose done, she had the expertise of being a teacher for more than ten years in *telesecundarias*, what gave her the familiarity of the *telesecundaria* system, the community, and most importantly, the knowledge of what her students interested the most. On my part, I had the experience of nine years of teaching ESL and the knowledge that the studies of a BA and a Master's program strategies provide a teacher with. As a consequence, it seemed just natural that collaborative work, in combination with mentoring, and a great deal of team teaching would be called upon to get this study through.

Most of the literature found about these three latter topics concern the professional growth of pre-service teachers, novice teachers, or in-service teachers who want to reinforce areas of content, or a particular gap in their teaching practices. But the case that chiefly interests this project is different in that the participant, as it has been explained in chapter one (context of the research), does not share the same background field of the *collaborator* (Freeman, 1989) or mentor –the researcher and writer of this piece of work – Nonetheless, what is described in these approaches served very well, along with the incorporation of the other themes that have been reviewed at the beginning of this chapter.

2.3.1 Collaborative Work

In the electronic magazine of ATL (Association of Teachers and Lecturers) *Teachers as Collaborative Professionals*, Dick Weindling (200) amply explores in a survey the beliefs of 430 American teachers from Primary and secondary school in relation to collaborative work. He

finds out that the most recurrent answer to the question “To do my job as a teacher more effectively I need to work closely with” was: Colleagues from the same school, followed by parents, and then teachers from other schools.

Although the discussion on collaborative work has been on the educational spot for more than three decades (Weindling 2005), it has been until fairly recently that its importance has gained a wider acceptance among the field members. Before that, the teacher’s job was considered as a duty that had to be carried out mostly in isolation.

Judith Warren Little (1982) conducted research beginning in the 1980s which showed the benefits of teachers working together collegially. Similarly, Susan Rosenholtz (1989) described schools in which teachers worked collaboratively, sharing ideas and solutions to problems and sharing learning about their educational practice. Importantly, she found that these collaborative schools correlated with higher levels of student achievement. But these schools were not the norm. (Ibid, p.7).

At present, most school administrations are plenty aware of the necessity of teacher’s professional development which actually is underpinned by teaching courses, self-reflective practices, mentoring, team teaching and collaboration. About the latter, school departments have undertaken the task of implementing programs in which teachers exchange teaching experiences, practice peer observation, and get benefited from each others’ knowledge and teaching skills: “At its core, this evolution represents a shift from emphasizing teacher education – the structures and processes through which individuals are prepared as teachers – to emphasizing teacher learning –the process through which individuals learn and are socialized as teachers” (Freeman and Hawkins, p. 2, in Hawkins & Irujo 2004).

And it is precisely *socialization* which makes collaboration a very important component of professional development. Individuals rarely learn in isolation but rather enrich their lives by the ongoing interaction with other people’s experiences. Donald Freeman (1989) says that two individuals are needed in language teacher education development, “the teacher (or teacher-in-

preparation) and the teacher educator, trainer, supervisor, program administrator, mentor, colleague or peer” (p.38). He calls this second person *collaborator* whose political connotations are better reflected in the French term *compagnon the route* suggested by Professor R. Bylinki (ibid).

These two individuals... engage in a process, the purpose of which is to generate some form of change in the teacher. Since one person cannot intervene to change another directly, the two individuals must collaborate to achieve that purpose. The roles and relative balance of control and initiative may vary through collaboration; however, its purpose remains to generate change in some aspect of the teacher’s decision making based on knowledge, skills, attitude, and awareness... (ibid, p. 38).

Freeman goes on explaining that there are four points that help understanding how to nominate the change: a) The change might consist of getting aware of something that is done effectively and thus reaffirmed, b) very likely the change will not occur at once but the collaborator will work as the triggering factor that will initiate a change over time, c) some changes are measurable and the collaborator might assess them by quantifiable methods, however other changes such as attitude are not assessable and therefore he/she must rely on teacher’s behavior modifications that could, or could not manifest an internal change, and d) the change might be finite or open-ended. In the first case, the change is related to quantifiable items, so once the goal is reached the change will come to a closure, whereas in the second case, the collaborator triggers the desire of a continuation in the exploration of new techniques, experiences and reflection to enhance the teaching practice.

In relation to the four points analyzed by Donald Freeman, I mostly identify this study with letters *b* and *d*. In other words, I am very much aware that eight months is not enough time to teach a language or provoke radical attitude changes in any person, but I think of myself as a triggering agent who might have reached a qualitative change in the participant’s set of mind that

hopefully have activated her long-term desire to continue learning and teaching English as a result of her inner awareness of the practical need, plus the ethical commitment to do it.

2.3.2 Mentoring

Because of the fact that this work was meant to support a *telesecundaria* teacher with very little knowledge of English to teach it to her secondary students, it has been included the concept of mentoring and coaching. Mentoring is a very widely used term in the language learning field to depict the relation between two professionals with different levels of experience. One of them -the mentor- guides and supports the other -the novice - while he or she acquires and develops the skills, strategies and practicalities of the profession: “In language teacher development, a mentoring relationship can develop naturally between two people with an affinity and shared professional interests. Or it can be structured between cooperating teacher and a teacher-in-training during a practicum” (Bailey, Curtis & Nunan, 2001, p. 207). Eisenman and Thornton 1999, p80-81, cited in Bailey et al. (ibid.) say that “mentor is applied to a situation in which a knowledgeable person aids a less knowledgeable person”

Bailey, et al. (ibid.) add that the practice is thought to be relatively new to the language teaching development but it has a long tradition among other professions or occupations such as craft and trade practitioners. The mentor and the learner could spend a long time together until the mentored person could work on his or her own. This long-term relationship allowed both the mentor and the apprentice observe a tangible advance over the time.

In Language teaching, a mentor is typically a more experience teacher working with a novice or a teacher new to a particular program. Although it is an unequal power relationship of sorts, mentoring is not supervisory in nature. That is, in the professional development of teachers, mentor should not serve the supervisory function of evaluation on behalf of the management of a school or program” (ibid.).

The quote above becomes relevant in this study since my intervention was a combination of a participatory researcher (Cornwall & Jewkes, 1995) and a mentor. Actually, it was not expected that the participant, Lorena, reached a proficient level in English in the seven-month project but that this collaborative work were the beginning of a long-term learning process that she could continue independently with the aid of the tools that she has in the *telesecundaria* system: the satellite signal, the printed material and the guide with the objectives of the program.

Likewise, it is crucial that the mentor has professionally developed in order not to present an outdated model to the novice who in turn will try to replicate it for his/her students, Bailey et al. (ibid.). At this point, the authors also remark that effective mentors should be able to recognize when the trainee is ready to go on, on his or her own.

According to Hersey and Blanchard (1982 p. 152 cited in Bailey et al. (ibid., p. 210) “there are two components of readiness: *jobreadiness*, which is the knowledge, ability and experience to perform certain tasks without direction from others and *psychologicalreadiness* which is the confidence or commitment, or willingness to do something.

They add that besides the experienced-novice mentoring case, there are a number of situations that might require the help of a mentor, for instance, a teacher who changes from one program to another, and needs orientation in the new position, a new group of students, a different level, a new environment and so on. All mentoring job is directed to a possible peer coaching relationship (ibid.). In the case that interests this study, Lorena had been a teacher for many years but she lacked to increase her level of English and learn some general strategies to be able to teach her group systematically.

Angie Maldarez and Caroline Bodoczky who wrote the book *MentorCourses: A Resource Book for Teacher- Trainers* (1999, p.2) also cited in Bailey et al., (ibid. p. 213) say that there are 5 types of mentoring and that most mentors enroll in all of them.

- 1) *models*, who inspire and demonstrate, 2) *acculturators*, who show mentees the ropes, 3) *sponsors*, who introduce mentees to “the right people”, 4) *supporters*, who are there to act as sounding board for cathartic reasons if mentees need to let off steam; and 5) *educators*, who act as sounding boards for the articulation of ideas, to help new teachers to achieve professional learning objectives.

From the former categories, it is possible that *models* and *educators* were the most likely forms of mentoring that were practiced in this study. However, there was also some other kinds of interactions during this period of contact: team teaching and collaborative work, which will be reviewed next.

2.3.3 Team Teaching

A team teaching is described by Johnson and Lobb, 1959 in Baily et al. (2001, p. 180) as “a group of two or more persons assigned to the same students at the same time for instructional purposes in a particular subject or combination of subjects.” According to this depiction this piece of literature is well applied to the job Lorena and I did in her classroom.

The authors of the book, *Pursuing Professional Development*, take reference in Cunningham’s work (1960) and describe the four traditional types of team teaching categories: *Team leader type*, in which one of the members has supremacy in knowledge or responsibility; *associate type* in which it is not designated a leader but out of the interaction he or she naturally surfaces, especially in given situations; *Master teacher/beginning teacher type*, in which the team work is aimed to help a new professional member get acculturated into the educative

setting; and *coordinated team type* in which the members of the team are not assigned to the same group but they teach the same curriculum to different groups.

Having experienced team teaching themselves while working together in the University of Hong Kong, Kathleen Bailey and Andy Curtis agree that there is actually a lot more of flexibility than it appears to be in the types description, during the ongoing process, and that the *team leader type* can easily flow into an *associate type* as they report actually occurred to them.

This work is remarkably interesting as they make use of journals to document how they arranged to work together and how they felt along the process, jumping from being completely strangers – teaching a subject they both were not experts – to be *associate type* team teachers. Actually, they got into such a professional and inter-personal understanding that their work derived into a friendship that led them to write a book with the valuable cooperation of David Nunan.

We had our second meeting of the Organizational Communication course and it went quite well, in spite of the fact that I was pretty sick with cold, cough, and sore throat. Thank heaven for team teaching... We started our unit on running effective meetings with the transparencies we used last fall in the MBA course and a handout that Andy produced. It got the students to think...I elicited their ideas while Andy made notes on the board. That particular routine – focusing the student's attention on their own experience, eliciting their ideas, and comparing them with a model or with the expert's ideas – is an instructional procedure we use often. It seems to work pretty well, especially as these people have lots of experience in business settings. (ibid. Kathi's entry, p. 198).

Kathy thanked me for carrying some of the session, as she wasn't well, but I don't think it was like that. We're agreed that it would have been very difficult, at times we think it would've been impossible, to do this module without each other's help. The other teachers on the course take the group solo, but as we are both new to this field, it certainly makes a huge difference having someone I can bounce comments off and have her do the same. (ibid. Andy's entry, p. 198)

We learn from the previous excerpts that a relation of respect, honesty, cooperation, a great degree of agreement, and a shared philosophy existed between these two professionals that resulted in a rewarding and successful work, in spite of occasionally having to deal with personal

affairs such as a bad health moment, or struggling with a more permanent challenge such as the one that teaching a new subject entails.

The other element that contributed in the success of their work and that allowed us to have access to it, was the use of journals and narratives (their own and other teachers') that the authors methodically inserted all throughout their book. They clearly exemplify how writing down experiences help reason, analyze and reflect upon all kinds of events during the class, and most importantly, how sharing our writings that contain our actions, struggles, thoughts and reflection can help ourselves and others to take action in decision making that in turn will lead us to developing professionally.

We generally think of teaching as what we do in classrooms with students. Unfortunately, this view leaves unseen – and even ignores – the important private thinking, analysis, and reflection that can underlie the public face of teaching... (ibid. p. ix)

Keeping a teaching journal is one data-gathering activity through teacher can gain awareness and express their attitudes (Bailey, 1990; Bailey et al., 2001 in Bailey 2006, p.47)

As journals and narratives are also amply used for self-awareness purposes, they fit in team teaching as long as they are exchanged and analyzed to know how the teacher partner feels and what he or she thinks about precise events in the classroom and what decisions, adjustments, or changes can be made upon a further team discussion. As the key element of a journal or narrative is reflection, it calls for an honest and open acceptance to receiving both praise and constructive critic on part of the teacher partner. Lorena and I used weekly journals to describe the progress of what we were doing together and how we felt about it. More information about it will be found in chapter 4.

2.4 Chapter Conclusion

Thus, the revision of the most relevant topics to this study has concluded. First, a brief history of *telesecundarias* in Mexico and its background in education were evaluated to understand the context of this study. Secondly, the theories that underpin this work have been reviewed: Self-efficacy and social cognitive theory; self-efficacy and academic achievement which takes into consideration the impact that beliefs have in accomplishing goals and performing successfully in all the different spheres of life. And last but not least importantly, it has been visited approaches that had a vital significance in carrying out this study: *Collaborative professional development* which encompasses collaborative work, mentoring and team teaching, which could not be left out since this work was done under a close collaboration between the participant and the researcher. Next, an analysis of the methods, instruments and context will be done to try to stretch the understanding of what was pursued in the present study.

CHAPTER 3: RESEACH AND METHODOLOGY

3. Introduction

The chief aim of this explore how self-efficacy could enhance English as well as teaching methods in a *telesecundaria* teacher in a rural area in Central Mexico with the further outlook to enable her to teach her students. This teacher, who had a very basic knowledge of the language, had the need and desire to reach this objective to finally meet the program expectations, and moreover, to fulfill a personal challenge.

At the same time, it was also desirable that the participant worked in close partnership with the researcher of the present study, so collaborative work, mentoring and team-teaching could hopefully enhance her learning of the language along with some strategies and methodology.

Self-efficacy was also a focus to study in order to find out the specific areas that the participant had to foster with relation to her beliefs in her own ability to deal with this particular challenging experience.

3.1 Research Method

Since this study was based on a case study, the analysis of the instruments -student's exams, interviews, narratives, and student's reflections- was mainly done through a qualitative method. Occasionally, it was also necessary to make use of the quantitative approach to carry out the analysis of tables.

Qualitative research was considered the most appropriate approach since this tradition fits the areas that this study is focused on: case study, narratives and ethnographic strategies (which focus on studies made in "a natural setting over a prolonged period of time by collecting,

primarily, observational data” Creswell, 2007b 13). Importantly in this study, qualitative inquiry is exploratory and might, therefore, be more appropriate when the project searches for answers to a phenomenon that has not been studied before or that needs to be more deeply analyzed (Creswell, 2002). It also allows the researcher to explore processes and meanings held in specific context while it helps understand how individuals make sense of their world and their environment, and how this in turn is influenced by their surroundings (Edwards, 1990). This is certainly the focus of the study presented here.

According to Yin (2003) a case study: (a) answers “how” and “why” questions; (b) cannot manipulate the behavior of those involved in the study; (c) covers contextual conditions because you believe they are relevant to the phenomenon under study; or (d) the boundaries are not clear between the phenomenon and context” (Yin in Baxter & Jack, 2008, p. 245). Case studies, additionally, “involve an instant in action...and the way this instance functions in context” (Nunan 1992b, p. 75, in Bailey et al. 2001, p. 75), and are widely used in second language acquisition studies. More recently they have been used in teacher development contexts as well (ibid). The importance of case study in this project is that the narratives written by both the participant and the participant researcher, and their analysis, can help to have a better understanding of how the project evolved throughout the period of the study (eight months) and how the answers are unveiled along the process.

Narratives accounts are used in professional development by teachers who write about their daily practices.

their stories reveal the knowledge, ideas, perspectives, understandings, and experience that guides their work...teachers who engage in narrative inquiry do not look for simple answers or quick solutions but theorize about their work as they organize, articulate and communicate what they have come to understand about themselves and the activity of teaching” (Johnson & Golombek, 2002, p. 7).

Although qualitative inquiry has gained a lot of recognition, especially among the humanity fields, it is convenient to be aware of the drawbacks that it may present. In the first place, as opposed to quantitative methods, which logical structure and replicability give it a high degree of confidence, findings are more difficult to generalize (Lamnek, 1995). Another disadvantage might also be the risk of the researcher of “going native” (ibid.), which means that the researcher has got so involved in the context that he or she cannot longer be impartial enough to be able to deduct results. This might be difficult to avoid when the researcher spends a long period immersed in the context and the level of empathy is high between both researcher and participants. In this particular case, I did feel empathy for them, but I did not get an in-depth immersion due to my visits were short and did not allow to mingle with the community, or the school staff or with the students outside their classes.

3.2 Context

The small community where the *telesecundaria* is located is about forty minutes away from Puebla in Central Mexico. It mainly consists of poor farmers who combine the farming activity with the manufacturing of bricks. The village is known for the large number of *ladrilleras* - special structures to fire bricks- activity that unfortunately does not report significant benefits for the inhabitants. Some other people, especially young men, immigrate to the United States. According to an informal survey in the classroom around 95% of students in the group had close relatives working in the USA namely, brothers, uncles, aunts, cousins and so forth. As a consequence, many women remain alone to raise their children. In some other cases the grandmothers take over the role of caregivers when both parents leave home. According to Lorena, there are many social problems such as alcoholism and machismo in a considerable

number of families, although it is also worth to mention that there are strengths and values that maintain the unity in the community such as the concept of working since an early age to contribute to the family maintenance. Around 60% of students collaborate in some of the most common labors in the village: the farm and the brick elaboration. More information about this background was collected through interviews with the teacher, for example: what factors related to class, gender and work impact educational opportunities in this semi-rural community and who their influences are.

This *Telesecundaria* was founded in 1981 as a necessity to increase the level of education of the young population. It remains until today as the highest level of education in the community. The parents who have the possibility to provide their children with further education send them to study high school to a nearby community. However, they represent only a small percentage. The *Telesecundaria* has standard facilities, one-story building with about 7 average-size classrooms, and a big yard with some greenery as only ornament, and two separate restrooms, one for women and one for men.

3.3 Participants

The participants of this study were 24: one school teacher, 22 students and the researcher. In this part, a brief account of each one of the participants' background is given to better understand the components that have influenced their beliefs and context.

First participant

The main participant in the study was one of the six teachers of the *telesecundaria*, whose pseudonym is Lorena for the study's purpose. She is a middle-age female teacher with a warm

and friendly personality which contributes to having a good relationship with her students. This is her background: After graduating from the *Normal* (School for teachers) when she was around 18 years old, she was sent to work to a remote rural *telesecundaria* where she stayed for about three years. She had to live in that village since there was not easy access to the place and the distance between Puebla and the village was considerably long. The contrast between the style of life in the city with the life in that remote rural area -where there was no basic services such as running water or a bathroom -made her more sensitive to other people's realities and needs (See Appendix D). When she came back to the city, she worked for the SEP (Public Education Secretary) administration for about ten years. After this period of teaching recess, she asked for her re-installation in the position of teacher eight years ago. When she came back to teaching she became conscious of some of the improvements she had to do in her professionalization to be able to give a quality education to her students. One of these needs was to learn English.

Second Participant

The group consisted of 22 students among 15 and 16 years old. They all came from poor families, and about half of them contributed to expand the family's income, working in the elaboration of bricks, in the farm, in stores, or in any other way they were allowed. Most of them had some members of the family living in the United States: the father, a brother, an uncle, or in some cases the complete family. Thus, some students had to live with the grandmother or an aunt, so it seemed likely that they could attempt to cross the border as soon as they felt ready to reach their nuclear family or even their extended family and find a job beyond the Mexican border.

In spite of being a rural area, its proximity to the big city causes that an increasing number of students get more or less familiarized with technology, so many of them had a cellular phone, but only a few had an e-mail account. They were about to conclude secondary school and almost ready to go to high school, although the truth is that just a few of them can afford high school studies, case in which they have to commute to a near town, and spend more time and economical resources.

The groups allowed us to model the classes for true beginners, initially intended to stimulate the teacher's development skills in learning and teaching English. The group's personality was mild. Most students had a natural disposition to learn, and showed themselves amazed, pleased, and even grateful to have an English class (see Appendix B)

Third Participant

As a participant researcher, I also give an account of my own background: I have taught English for about 12 years in private institutions, but unlike most English teachers I joined the profession in a late period of my life –around thirty- and practically in a fortuitous way, but even worse, without having a degree or at least a training for teaching. These circumstances made sometimes my practice so painful and frustrating that after the first two years of work I quit with the interior promise not to teach again to young learners; and not to teach at all, without having a better understanding of the language and the profession. In hindsight, I have concluded that a mentor or team work would have made a big difference in my own experience. I can see now that the professional development courses that I have taken, plus my studies of B.A. and master's made me value de usefulness of collaborative work and mentoring, among other aspects of teaching, to improve one's and someone else's work . That reasoning made me think that I could

support the participant to enhance her English level and thus be able to teach her students in a more effective way.

My first role was as a mentor. According to AngiMalderez and Caroline Bodóczyk (1999 p.4), cited in Bailey et al (2001 p.213) mentoring means many different things: (1) *models*, who inspire and demonstrate; (2) *acculturators*, who show mentees the ropes (3); *sponsors*, who introduce mentees to the “right people”; (4) *supporters*, who are there to act as sounding boards for cathartic reasons if mentees need to let off steam; and (5) *educators*, who act as sounding boards for the articulation of ideas, to help new teachers achieve professional learning objectives. I think I mainly assumed roles number 1 and number 5, according to the previous list, as I undertook the character of the teacher’s group while Lorena got more confident to participate more actively. I used some of the material I regularly used in my classroom when teaching beginners and used scaffolding language –speaking slowly and clearly with a great deal of gesturing and mimic. Some sessions later, Lorena was integrated working as an assistant to check students’ work and to clarify their questions. Finally, we were able to work more closely planning together the follow-on sessions and asking her to resume her teaching job.

My second role was to conduct this investigation with the aim to find answers to the established research questions. As a researcher, I always kept in mind that my intrusion could change their perspectives about some aspects, but I always tried to respect their way to see the world.

3.4 Data Collection Procedure

Qualitative inquiry, as well as any other method of investigation, needs to make use of evidences that help the researcher make sense of the process and give elements to enable him or

her to interpret the outcomes of the study. Denzin and Lincoln, in their book “The Discipline and Practice of Qualitative Research” (2005, p.3) give account of eight different historical moments of the qualitative methods:

In North America, qualitative research operates in a complex historical field that crosscuts at least eight historical moments... These moments overlap and simultaneously operate in the present. We define them as *the traditional* (1900–1950); the *modernist*, or golden age (1950–1970); *blurred genres* (1970–1986); the *crisis of representation* (1986–1990); the *postmodern*, a period of experimental and new ethnographies (1990–1995); the *postexperimental inquiry* (1995–2000); the *methodologically contested present* (2000–2004); and the *fractured future*, which is now (2005–). The future, the eighth moment, confronts the methodological backlash associated with the evidence-based social movement. It is concerned with moral discourse, with the development of sacred textualities. The eighth moment asks that the social sciences and the humanities become sites for critical conversations about democracy, race, gender, class, nation-states, globalization, freedom, and community.

Qualitative research includes the analysis of a number of materials such as “case study: personal experience; introspection; life story; interview; artifacts; cultural texts, and so forth, which describe routine and problematic moments in individuals’ life” (ibid. p. 3) with the purpose to understand better the subject and make the world visible.

Following this trend of thought, I enlist in Table 3.1 the instruments that were used in the present study and then, analyzed and interpreted accordingly in chapter 4.

3.4.1 Data Analysis

Once the instruments had been collected, they were analyzed to obtain an insight of what the final outcomes could report. The diagnostic exam was closely reviewed, but as all students had left most part of it in blank there was no need to look for further ways to analyze it.

The questionnaire’s answers were emptied into a table (table 2) and computed the number of questions that students had answered coincidentally.

The semi-structured interviews, the narratives and the student's reflection were also emptied into tables (table 3, 4 and 5) and classified into categorizations (Grounded theory strategies, Richards 2002) to be analyzed through the researcher's interpretation. Some captions were taken to exemplify this analysis which is reported in chapter 4.

Chart 3.1 Data collection instruments

Instrument	Diagnostic exam for students	A questionnaire for the students	A semi-structured interview with the teacher	Narratives (entries from both Lorena's and the researcher's journals)	Student's written reflection	A final semi-structured interview with the teacher
Purpose	To determine the level of the students to plan the course	To explore their general impressions and attitudes towards the project.	To explore her feelings and beliefs about learning and teaching English.	To document how the project progressed and how both of us felt along the process.	To have a better understanding of student's particular needs and circumstances	To discover changes or conclusions in the participant's beliefs.
Appendix	A	B	C	D/E	F	G
Time	November 2010	November 2010	November 2010	November 2010-July2011	June 2011	October 2011

Chart 3.2 Self-efficacy Exploring Instruments

CATEGORY	FIRST INTERVIEW APPENDIX C	LORENA'S JOURNAL APPENDIX E	RESEARCHER'S JOURNAL APPENDIX D	LAST INTERVIEW APPENDIX G
Lorena's Beliefs and Intentionality	At the beginning of the project	Along the process	Along the process	Once the project was over
Forethought or planning				
Course of Actions				
Self-Reactiveness as an element of Recognition and Motivation				

Chart 3.3: Collaborative Work, Mentoring, and Team Teaching Elements

CATEGORY	FIRST INTERVIEW APPENDIX C	LORENA'S JOURNAL APPENDIX E	RESEARCHER'S JOURNAL APPENDIX D	LAST INTERVIEW APPENDIX G
Collaboration and Team Teaching				
Awareness				
Triggering factor				
Attitude				
Change				
Mentoring				
Model				
Educator				

3.5 The Instruments

I started my visits to the school in November 2010 to get acquainted with the group and their context. The instruments that were needed to collect evidences had been planned beforehand but I thought that I had to meet the, until that moment, unknown participants to see what the next steps should be.

3.5.1 The Diagnostic Exam and an Exploring Survey

In the first class I gave the group a diagnostic English exam (Appendix A) consisting of two pages with basic exercises intended for beginners, which most of them could not answer at all. Students also answered a questionnaire planned to explore their attitude towards the idea of learning English (Appendix B).

3.5.2 The Semi-structured Interview with the Teacher Participant

About a week after, I visited Lorena at her home to have a relaxed atmosphere and carry out a semi-structured interview in which Lorena gave an account of her perspective on her job -past, present and future- and her general views towards her teaching, as well as the meaning of this activity in her life. This instrument was meant to explore her previous knowledge of the target language and her attitude regarding her own learning. I was also interested in getting some information of her group and their willingness to collaborate in the project after having the first two classes. The third aspect I wanted to find out was how *telesecundarias* work in the real practice to understand the system better (Appendix C). This interview was totally in Spanish as the level of command of the participant was very low to have it in English. Here are some examples of her answers that have been translated:

The most useful aspect [of learning English] is that the majority of students migrate abroad sooner or later. They have family there [USA and Canada] and they often communicate with them... I also want to say that your arrival has opened a new mental vision for them, and they have more interest in learning English.

During the same session we discussed how the other instruments would help us to keep a track of what both of us were doing and reflecting along the process, and we determined to keep a journal to write down our thoughts and feelings. As to the interviews, I searched to know information such as her relationship with her students, her expectations for this project, and her perception of the world. “We understand ourselves and others only when we transfer our own lived experiences into every kind of expression of our own and other people’s lives” (Dilthey cited in Stake, 1994, p.38).

3.5.3 Lorena's Journal and the Participant Researcher's Journal

So, Lorena was invited to freely write a journal about her feelings and beliefs about learning and teaching English regarding this project. At the same time I also started to write a journal to keep track of the process (See Appendix D and E). We got together to discuss how the group was doing and what steps were necessary to take according to the group performance, but it was until the end that I collected her paper and analyzed her comments and remarks. This instrument was intended to explore how collaborative work and mentoring could help to keep her motivated and analyze if there was a change of trend of thought and attitude towards the end.

The journals were written on a weekly basis, and basically contain a brief description of the class along with the observations made about the response of the group and a reflection on the performance of the teacher and her professional growth and self-efficacy development. They were about half a page long per entry.

3.5.4 Students' Backgrounds

Almost at the end of the course, students were asked to participate once more by writing a free paper reflection in which they gave a further insight that helped the researcher to have a closer idea of their struggles, needs, joys or any other circumstance that could help to interpret what their personal and academic life was in their community (Appendix F).

3.5.5 Second and Final Participant's Interview

Finally, once the implementation of the project was over, and Lorena had a different group since a new academic year had already started, I interviewed her for the second and last time using a semi-structured interview in order to draw conclusions about the usefulness of the application of

the program and how it had, or had not, influenced her English teaching practices in her current group (Appendix G).

3.6 Conclusion

The previous sections of this chapter have discussed different aspects of this study, for example, reasons for having selected a case study as the frame of this work; the rationalization of its usefulness in this particular case and the justification for using journals and interviews as main instruments. It has been explained the context of the participants, the rural *telesecundaria* teacher and her twenty-two students who were the fundamental part of this study. Triangulation of data was also briefly discussed. Having concluded this chapter, the next step is to move onto chapter four in which the data will be carefully analyzed with the objective to gather results.

CHAPTER 4: DISCUSSION OF THE RESULTS

4. Chapter Introduction

This chapter describes the analysis of the instruments as well as the researcher interpretation. Data were analyzed to identify, describe and explore how self-efficacy and collaborative work could contribute to the enhancing of the learning of the target language in the participant. The study also aimed to find out what kind of factors confirmed self-efficacy in the participant, and finally how collaborative work along with mentoring could launch her into the teaching field of the language.

This chapter is organized as follows: First, evidence that supports how the main elements of self-efficacy: beliefs, forethought, course of action and self-reactiveness were present during the process. Second, collaboration and mentoring as means of enhancing the participant's scaffolding language and teaching aids are discussed as well as evidence that demonstrates mentoring activities.

4.1 Self-efficacy

Self-efficacy's four main elements just mentioned above are shown in the table below. The categories were analyzed through the four instruments collected along the process that directly concerned the participant (Lorena) and the participant researcher (myself). The first interview was conducted soon after having the first class with the students, when Lorena was just getting acquainted with the project. The two journals were written separately by each one of us narrating our personal and professional concerns about the progress of the project since the beginning until the end of the impartation of classes in the *telesecundaria*. As to the last interview, it was

conducted during the next year period, when Lorena was working with a new group of true beginners.

CHART 4.1 Self-efficacy main elements present in four of the instruments

CATEGORY	FIRST INTERVIEW APPENDIX C	LORENA'S JOURNAL APPENDIX E	RESEARCHER'S JOURNAL APPENDIX D	LAST INTERVIEW APPENDIX H
Lorena's Beliefs and Intentionality	<p>Mi formación yo diría que fue nula...Cuando empecé a trabajar me di cuenta de que era indispensable.</p> <p>Me siento insegura, pero sé que tengo que intentarlo.</p> <p>[Debo] Dominarlo [el inglés] lo suficiente para impartir bien la materia... y sentirme cómoda... tengo que darme un espacio.</p>	<p>El vivir lejos de mi casa me dolió mucho, pero fue una gran lección que me ayudó a madurar y a ver el mundo desde otra perspectiva y a considerar que siempre hay gente que tiene una gran necesidad.</p> <p>Este ciclo escolar 2010-2011 tuve a mi cargo el grado de tercero y me encontré con el problema de que los alumnos no traían ninguna base para arrancar con el programa... Aunque no habían sido mis alumnos en los grados anteriores me sentí culpable pues en todo este tiempo esto ha venido ocurriendo y no hemos hecho nada al respecto. Entonces es cuando me dije tengo que hacer algo independientemente de lo que hagan o dejen de hacer mis compañeras...</p>	<p>Conozco a Lorena desde hace muchos años y yo creo que ella puede aprovechar y sacar ventaja de este proyecto, pues es una persona trabajadora y con un espíritu humanístico que la impulsa a ayudar a los demás.</p>	<p>Mi desempeño ya estando sola ha sido bueno, no óptimo tal vez, porque estoy consciente que debo darle un seguimiento para reforzar lo aprendido, pero al menos satisfactorio.</p>
Forethought or planning	<p>No es posible tanta apatía, aunque no hayan sido mis alumnos antes, tengo que tratar de ayudarles en esta materia.</p> <p>Me sentía un poco nerviosa antes de empezar y tener que ser estudiante al mismo tiempo que maestra, y tener la responsabilidad de aprender para enseñar, pero después de platicar como llevaríamos a cabo lo que planeamos y sabiendo que tendría su apoyo, confié en que tendríamos un buen resultado.</p>	<p>Me las he arreglado para enseñar a los estudiantes todas las materias aunque tengo mis materias favoritas que son las humanidades, pero inglés ha sido muy difícil. Los maestros han evitado enseñarlo inglés por mucho tiempo, así que me entusiasma planear como llevaremos a cabo este proyecto, creo que este es el momento de hacer algo.</p> <p>Angé trajo un examen de diagnóstico que me explicó y luego se lo aplicamos al grupo. La mayoría dejó las preguntas en blanco., entonces decidimos empezar desde un nivel muy básico porque aparentemente no</p>	<p>Al buscar un tema para mi tesis de maestría y habiendo fallecido mi madre muy recientemente se me ocurrió que algo podría yo hacer al respecto. Y menciono a mi madre porque toda su vida se dedicó a cuestiones altruistas, muchas de ellas ligadas a la religión. Así que un poco queriendo emularla y sin pensar mucho en el tema académico que me ocupaba, le llamé y le dije que quería ir a su escuela para conocer su situación y que platicáramos del proyecto.</p>	<p>...pedí que me dejaran primero [de secundaria]. Porque tercero se me hizo muy difícil para inglés y más estado sola. Además de que la historia se repetiría. En cambio con primero era el momento de probar que había aprendido algo de lo que hicimos juntas.</p>

		<p>habían hecho nada en los dos años anteriores.</p> <p>Mis alumnos y yo somos muy entusiastas de elaborar material didáctico, así que dentro de nuestra planeación y de acuerdo a los que vamos avanzando en clase, les dejo hacer el material necesario para las siguientes sesiones. Yo sé que esto los motiva pero que además me servirá para los siguientes cursos.</p>	<p>Hemos empezado por los horarios que serán tres veces por semana, durante una hora. Nos veremos nosotras durante el receso para revisar el material juntas y ella lo entienda para que pueda participar activamente en la impartición de la clase.</p> <p>Tendremos que avanzar al ritmo de ambos, Lorena y el grupo, y conforme avancen iré introduciendo nuevos temas. Por ahora me interesa que aprendan el vocabulario necesario y las estructuras básicas para arrancar.</p>	
<p>Self-Reactiveness as an element of Course of Action</p>	<p>-----</p>	<p>Ahora que nos vemos con frecuencia, planeamos la clase y la vemos juntas antes de implementarla con el grupo, me siento más segura pues sé que al enseñarla junto con Ange, la reafirmaré y tendré menos errores.</p> <p>Debido a actividades extra-curriculares tuvimos que suspender la clase de inglés con Ange, pero los alumnos me pedían la clase y yo también lo creí necesario, así que usando el material que habíamos hecho hicimos un repaso de vocabulario y estructuras que ya habíamos visto: animales, profesiones, verbos en presente simple. Me sentí bien.</p>	<p>[Lorena] Ha hecho junto con los alumnos un álbum que ellos mismos han coloreado de animales y objetos diversos</p> <p>He pedido a Lorena que lo contestara [ejercicios del libro] antes que ellos y lo ha hecho bien en un 95%. Aprende rápido y me permito atribuirlo a que ve a sus alumnos motivados, y que además en varias ocasiones ella se involucra como alumna y no puede quedar mal ante ellos. Lorena siempre tiene que ir un paso delante de ellos.</p> <p>Pasaron dos semanas desde mi última visita por actividades que no nos permitieron tener la clase de manera regular. Veo que en el pizarrón hay ejercicios en inglés. Lorena me comenta que hicieron un repaso para el examen que es el día siguiente.</p>	<p>... volví a tomar el libro de la BUAP, y busqué que me podía servir para trabajar con el grupo de primero año que iba a empezar, incluso fotocopié algunas cosas y lo trabajé con los alumnos. Y sí, me siento mejor preparada ahora.</p>
<p>Self-reflectiveness as an element of Recognition and Motivation</p>	<p>[En cuanto a mi motivación], Primero mis alumnos [enseñarles], y segundo a futuro, a mí si me gustaría viajar y al viajar es necesario saber el idioma. Y bueno a mí me gusta mucho la música (en inglés) y me gustaría poder entender las letras que me gustan.</p>	<p>...Pude observar el gusto con el que la recibían los alumnos y digo la recibían porque yo aún trataba de mantenerme al margen. Esto cambió cuando platicué con mis alumnos y la mayoría me manifestó que les gustaba mucho el material que se utilizaba</p>	<p>Como resultado de esta observación Lorena recibió una felicitación pública –delante de sus compañeras- y un reporte de buen desempeño y de haber logrado sus objetivos.</p> <p>que ha estado</p>	<p>Un día fue a darle una plática a los alumnos una psicóloga y al terminar, cerraron con la canción de “Imagen” que ya habíamos visto en clase, entonces los</p>

		<p>en clase, juegos, fotografías, recortes, etc. Y también la forma de impartir la clase. Lo más importante es que no se les hacía aburrida.</p> <p>La lectura de un cuento [en inglés] es algo que me parecía muy difícil de comprender yo misma y mucho más difícil de aplicarlo a mis alumnos teniendo en cuenta la cantidad de vocabulario y estructuras que tanto yo como mis alumnos aún necesitamos. Al llevar a cabo esta tarea junto con Ange me di cuenta de que realmente no era una cosa imposible de realizar.</p> <p>El elemento [del proyecto] más importante soy “yo” porque debo tener los conocimientos necesarios y la pedagogía y seguir adelante. Pero no seguir por seguir de cualquier forma, uno tiene que ser ético y honesto y dar el <i>extra</i> para crecer profesionalmente, y para esto creo que trabajar en conjunto con Ange me ayudará a ir progresando poco a poco.</p> <p>Me sentí muy contenta y orgullosa de haber podido hacer esta demostración pública. Esto me motiva a continuar con la labor que hemos empezado y sin duda a mis alumnos también, pues los hice partícipes de la felicitación recibida.</p>	<p>creciendo en su auto-confianza y ha estado construyendo (scaffolding) el lenguaje hasta tal punto que ha sido capaz de dar su clase con relativa auto-eficacia; Lorena realizó muy bien su papel y así se lo hice saber</p> <p>Lorena está feliz y la noto más motivada después de la observación</p>	<p>chicos de mi grupo empezaron a cantarla muy contentos y me veían con cara de gozo, y todos los demás se sorprendieron de que ellos la siguieran. Yo digo que fue algo significativo. La plática fue para toda la telesecundaria.</p> <p>Me siento bien, porque si logré aplicar muchos de lo que hicimos juntas y porque es la primera vez que abarco la mayor parte del programa.</p>
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4.1.1. Lorena’s Beliefs and Intentionality

An intention is a key element in self-efficacy as it generally precedes a plan, and this latter precedes an act. Lorena had given the first step to carry out a plan to improve her professionalization and have a bigger impact on her students’ lives. These students needed to

learn English to continue with their studies and be competitive in our increasingly globalized world.

“An intention is a representation of a future course of action to be performed. It is not simply an expectation or prediction of future actions but a proactive commitment to bringing them about”. Bandura (2001:6). What followed this intention was to pursue a plan to give shape to a desired result. Lorena and I had already programmed my visits, the schedule, and the main topics. The pace would be determined by the progress of Lorena and her group.

Bandura (1991b cited in Bandura 2001:7) says that *“People set goals for themselves, anticipate the likely consequences of prospective actions, and select and create courses of action likely to produce desired outcomes and avoid detrimental ones.”* Lorena gradually showed her intention of making a change in an apparently static situation that was accepted, and almost validated by the school authorities and therefore by the system itself.

In instrument C, the interview, Lorena’s answers give an account of how she had no meaningful formation in the study of English during her preparation to become a teacher of *telesecundarias*, and how she got aware of the lack of this skill in her profession later on: *“My formation [in English], I would say that it was void... When I started working, I realized that it was indispensable.”* As mentioned before she started her professional life being very young, at 18, in a very distant rural community where the access to any kind of communication was very difficult. Her next stage took her back to her home city, but this time she was in charge of an administrative position, where she remained for a large number of years. It was only when she got a re-institution of a teacher position that she started to question herself again the necessity of having some knowledge of English to teach her students. She had been working for a pair of years or so, when we started to take into consideration the possibility of working together with

her group. Some time before, she had manifested her intention to get some help to teach her group.

Although time was a great restriction as she mentions in the first interview, she was willing to make room for the project *“I must master English enough to be able to teach the subject, and feel myself comfortable... I have to allow myself some time for it.”*

In instrument E, her journal, Lorena also expresses her beliefs as to the meaning of leaving home at early age and how this experience helped her mature and get aware of others' necessities:

Living away from home was painful to me, but it was also a great lesson that helped me mature and see the world from a different perspective, and also realize that there are always people who are in a greater need than ourselves.

I think Lorena's interest in really helping his students, even when there was not an external motivation or demand might have root in this period of her life when she had to face a big responsibility to live alone and to teach students under a very precarious situation:

My parents accompanied me, but when they saw the poverty of the place that had no transportation, water or an acceptable place to stay, my father who was very sad asked me if that was what I really wanted, or otherwise I could go back with them. Although I was afraid, I said “yes”. I was 18 years old... I am really grateful for that experience that helped me in my human and professional formation.

Meece (1997), cited in Pajares (2000) says that environments that are rich and interesting awaken in children the wish to meet defying goals. To do so, children need to learn new information and skills. Although Lorena was not properly a child any more, this situation presented her a challenge to learn new things and exercise her power of decision and her beliefs in being autonomous, for which she definitely needed to be self-efficacious.

In the same instrument, her journal, she showed her intention to do something about the language when she takes a grade of third graders who have not foundation to follow the TV program:

...Although they had not been my students before, I felt guilty, since this has been happening along all this time...I said to myself that I had to do something independently of what my colleagues did.

On my part, I was sure that this work would not be a waste of time since I was sure that Lorena would do her best to learn and teach her students as best as she could as I appointed in my own journal:

I know Lorena since many years ago and I think she can take advantage of this project as she is a hard-working person with a humanistic spirit that compels her to help others.

What followed was to make a plan together as I had the knowledge of the language, but I knew very little about her educational environment and the circumstances she had to undergo to teach her students, I just knew that *telesecundarias* had a poor academic reputation, so it was necessary to make a plan to get the most out of the project.

4.1.2 Forethought or Planning

Planning is probably the most important part of a project to ensure a desired outcome. Bandura (2001 n p.) says that “*through the exercise of forethought, people motivate themselves and guide their actions in anticipation of future events... [it] provides direction, coherence and meaning to one’s life.*”

When Lorena and I started to plan the project, the course had already started. It was November and she could not use the TV program, EDUSAT, for English, because she had third graders who had not had English classes at all. Besides, the program was too advanced for both the students and herself which let her with a feeling of having not accomplished it. She says in her journal:

“I have managed to teach the students all the other subjects, though I have my favorite ones, but English has been very difficult. I know teachers have avoided teaching it for a long time, so I feel enthusiastic about carrying out the project. I feel this is the time to do something.

At this point I felt she was ready to start, and so we did. The first step was to get acquainted with her group and see the level they had. After giving them a diagnostic exam, we determined that we had to start since a very basic level, so we started to make the plan together as she appoints it in her journal:

Ange brought a diagnostic exam that she explained to me and we gave it to the group. Most of the students left the exam in blank, so we decided to start since a very basic level, since apparently they hadn't done much in the two preceding years.

Again she refers to the two previous years the students were supposed to have studied English, but none of her colleagues were really prepared, as she quotes before, to teach English to their groups, so they preferred to skip it.

Next, we proceeded to choose suitable material for the students. We made some copies of the workbook of Attitude for beginners and she decided that her group and herself could make material with foamy, cardboard or paper to hang on the walls. In her journal too she says:

My students and I are very enthusiastic about elaborating didactic material, so among our planning and according to what we advance in every class, I have asked them to prepare cardboard and foamy material to hang on the wall for the next sessions. I think this motivates them, and besides I will keep this materials for my next course.

They all were very creative and made attractive and colorful designs of parts of the body, verbs, professions and other basic vocabulary. I think this motivated them to go on as they felt proud of their work. Bandura says that “the ability to bring anticipated outcomes to bear on current activities promotes foresightful behavior” (2001 np.)

When she had her students do this material she was already planning using it for the course next year (last interview, appendix H) as she reports that she had premeditated to have first graders to put in practice what we had done together during the project

... I asked first grade because third grade was difficult for me, and I knew the story could be repeated, and this time I would be alone. It was time to prove that I had learned something of what we did together.

The above was said about 10 months later when we had finished the project and her previous students had left school. But going back to the project itself, now that the plan was ready, we had to take action.

4.1.3 Self-reactiveness as a Course of Action

It is quite frequent that a plan never materializes. The causes can be many: lack of resolution, fear to fail, lack of support, time constrains, and so on. Albert Bandura (1986, 1991b) claims that having adopted a plan one cannot wait for things to happen miraculously. It is necessary to direct our efforts to give shape to adequate courses of actions, and then regulate and motivate the plan accomplishment.

Lorena's next step was to collaborate with the project as both an assistant and teacher-learner. We spared some time to plan the class, so I also could explain to her how to develop it in the class. At the beginning she felt a little intimidated as she stated in her journal, but bit by bit she gave signals of gaining confidence:

I was a little nervous at the beginning... Now that we see each other more often, plan the class and analyze it together before implementing it with the group, I feel more confident since I know that when we teach it together, I will reaffirm it and I won't make many mistakes.

I could see how Lorena progressed at a good rhythm. She helped students solve doubts or helped me checking homework at the beginning, but then I started to ask her to introduce the

topic or set up exercises in a game-like manner. I saw that her confidence increased after this step. As Bandura (1994: 4) says “*most courses of action are initially organized in thought. People beliefs in their efficacy shape the types of anticipatory scenarios they construct and rehearse.*”

He also asserts that a very important element of self-reactiveness is self-directedness which works thorough self-regulatory routes that connect thought to action, and that it is required that a person monitors his or her own pattern of behavior as well as his or her cognitive and environmental conditions (ibid). I think Lorena was undergoing a self-regulatory process when she decided to give the class on her own when external circumstances did not allow me to go to the school as she appoints in her journal:

There were lots of school activities that prevented us from having the class with Ange, but the students asked me to have our English class and I also felt it necessary, so, using the material we had already made, we reviewed the vocabulary and the structures that we had already studied. I felt good.

Lorena had taken a step forward into a motivational stage thank, in part, to the pressure students posted on her, but also because she felt more inclined to take action and demonstrate that she was able to do it.

4.1.4 Self-reflectiveness Related to Motivation

According to Bandura (1986 in Bandura 2001 np) “People are not only agents of action but self-examiners of their own functioning... through reflective self-consciousness, people evaluate their motivation, values, and the meaning of their life pursuits.”

I think that after the first period of certain skepticism, Lorena had stepped into a phase of external and internal motivation due to small signals of success such as the interest her students showed in learning as she states it in her journal:

I could see the joy my students showed when she [she refers to myself] arrived; and I say “they received” because I still tried to remain aside, but this changed when I talked with my students and most of them said that they liked the material we used and the class, and the most important: they did not find it boring.

I think it was just natural that she had felt that I was *invading* her space at the beginning because it is not easy to cede or share a classroom that one considers our own; and even more in this particular case in which she could have felt a little exposed before her students or even displaced when I took a protagonist role in her group to model teaching. But when she realized that her group was enthusiastic about the classes her attitude changed and became more interested and participative too.

Bandura states too that, “efficacy beliefs play a central role in the self-regulation of motivation through goal challenges and outcome expectations. It is partly on the basis of efficacy beliefs that people choose what challenges to undertake, how much effort to expend in the endeavor and how long to persevere in the face of obstacles and failure. (ibid)

When we started to read some children’s book with illustration, she manifested her doubts that her students and even herself could do it, but again the students who had been set in teams to help each other, were her motivation triggering showing a high level of curiosity and understanding of the activity that obviously we guided. She says in her journal:

the reading of a tale [in English] is something I believed very difficult for me to understand, and even more for my students due to vocabulary and structures... when we carried it out together, I realized that it was not something impossible.”

Bandura too (1994: 3) says that “modeling influences do more than provide a social standard against which to judge one’s own capabilities... Through their behavior and expressed ways of thinking, competent models transmit knowledge and teach observers effective skills and strategies for managing environmental demands.”

Finally she had taken a much more active role in the project, and had begun to feel part of it as a key component. Soon after the previously narrated experience, she wrote in her journal:

The most important element is myself, because I must have the necessary knowledge as well as the pedagogy to go ahead... these students will carry on with their lives, but others will come, so, I must make an extra effort to grow professionally and for that purpose working with Ange will help me to progress little by little.

We had been working together for around two months and our understanding had grown enough to consider ourselves a team, something that was absolutely necessary to work collaboratively as it will be shown in the next part.

4.2 Collaborative Work

In the next chart, the main elements of collaboration, team teaching and mentoring are presented. Same as before, the instruments taken into consideration to analyze the progress of the project regarding these topics were the first interview, the two journals and the last interview.

Chart 4.2 Collaboration, Team Teaching and Mentoring elements present in four of the instruments

CATEGORY	FIRST INTERVIEW APPENDIX C	LORENA'S JOURNAL APPENDIX E	RESEARCHER'S JOURNAL APPENDIX D	LAST INTERVIEW APPENDIX H
Collaboration and Team Teaching				
Awareness	...yo no tuve ningún interés en aprenderlo [inglés] porque además no existía ninguna motivación por parte de los profesores. Era una materia más y punto, pero nada más. En cuando pasé a La Normal, pues también era una materia de	Después de tanto tiempo de no dar clases [14 años en cargos administrativos] y contando sólo con la raquíica preparación del idioma inglés que nos dieron en la carrera y la falta de	Lorena me dijo lamentaba no haber tomado la decisión de estudiar o buscar a alguien que diera las clases antes, pues estos niños de tercero que deberían ya tener las bases de primero y segundo año estaban en blanco, pero que nunca era tarde y pondría todo de su parte para que el curso se aprovechara al	-----

	relleno, nunca se le dio la importancia necesaria y pues también era pasar la materia...	práctica, cuando tengo que impartir la materia me es muy difícil y éticamente me hace sentir mal.	máximo.	
Triggering factor	En el trabajo [necesito el inglés] definitivamente, porque ahí la materia la tenemos que impartir pase lo que pase y con el poco conocimiento que tengas	Este ciclo escolar 2010-2011 tuve a mi cargo el grado de tercero y me encontré con el problema de que los alumnos no traían ninguna base para arrancar con el programa establecido en el sistema satelital para este grado. Aunque no habían sido mis alumnos en los grados anteriores me sentí culpable pues en todo este tiempo esto ha venido ocurriendo y no hemos hecho nada al respecto.	Lorena dice que muchos familiares directos de los chicos emigran hacia E.U.A. y que era muy probable que estos chicos hicieran lo mismo, y que era un pena que no tuvieran ninguna base del idioma inglés, me contó que cuando vienen de visita algunos primos que han nacido allá les hablan en inglés y ellos no entienden nada.	-----
Attitude	Me siento un poco nerviosa, pero después de platicar como lo llevaremos a cabo y sabiendo que tengo tu apoyo, creo que tendremos un buen resultado.	Mi deseo y compromiso es prepararme para adquirir el conocimiento y la metodología para trabajar con mis alumnos el idioma inglés. Estoy consciente de que es necesario que los alumnos salgan lo mejor preparados,	Lorena y yo tuvimos la oportunidad de platicar hace unos días. Me dice que los muchachos se muestran interesados y curiosos. Por su parte, ella piensa que por fin tiene una aproximación a impartir su clase en inglés. Hoy llegué más temprano de lo habitual para compensar un poco el tiempo que habíamos perdido con las vacaciones y las suspensiones de clase. Acababa de llegar cuando a Lorena la llamaron de la dirección, cosa que sucede muy a menudo y que es muy irritante pues retrasa nuestro trabajo. Ella debe seguir cada clase porque está aprendiendo el idioma al mismo paso que sus alumnos.	Me siento bien, porque si logré aplicar muchos de lo que hicimos juntas y porque es la primera vez que abarco la mayor parte del programa
	-----	A pesar de que a los alumnos les da pena hablar en inglés frente a sus	Lorena está feliz y la noto más motivada. Fue observada por autoridades de la SEP. La supervisora quedó gratamente impactada de ver	[un año después] Para mí fue muy motivante preparar una clase de inglés, pues no me lo imaginaba. Yo

Change		<p>compañeros incluyéndome a mí, pues ese día nos animamos y lo hicimos. Aunque cometimos muchos errores nos sentimos un poco más seguros.</p> <p>Al reunimos todos en la oficina para evaluar nuestras clases, recibí una felicitación pública de parte de mi observadora, y fui la única, porque el resto de mis compañeros fueron reprendidos y advertidos de que era necesarios se actualizarán en la materia para poder impartir la clase.</p>	<p>todo el material visual que estaba distribuido por todo el salón, y el orden y entusiasmo con el que todos participaban. Como resultado de esta observación Lorena recibió una felicitación pública</p>	<p>me siento muy satisfecha por haberlo logrado. Siento bonito cuando digo a esto si le entiendo, lo vimos durante el proyecto. Lo más padre es que los chicos me decían, “maestra, vemosinglés”, y yo les decía “pero hoy no nos toca.” Los chicos llevaban canciones para que las cantáramos o me llevaban sus playeras con leyendas en inglés y preguntaban, “Qué dice aquí”</p> <p>[Con un grupo de primero en el siguiente curso escolar]</p>
MENTORING				
Model	-----	<p>En la siguiente clase retomamos la lectura de los cuentos. Continuamos trabajando vocabulario, la inferencia de significado por el contexto y la lectura y escritura de párrafos selectos. Claro que sin la ayuda de Ange hubiera sido difícil, pero no tanto como esperaba.</p>	<p>Lorena se ha encargado de trabajar con ellos en material como flashcards con vocabulario de las profesiones y ocupaciones, siguiendo el modelo de la clase anterior. Hemos trabajado con ellos pregunta básicas tales como “What’s he; What is she? He’s a musician; she is a nurse. Lorena tiene mucha creatividad para implementar material visual. Ha puesto al grupo a diseñar y elaborar su propio material como pósters, vocabulario en fommy</p>	-----
Educator	-----	<p>Hoy me gustó mucho la clase y participé activamente elaborando el material, mientras Ange me explicaba la estructura que íbamos a repasar y la estrategia para hacerlo.</p>	<p>Hoy le pedí a Lorena que diera la primera parte de la clase con preguntas en presente simple usando las tarjetas de un memorama con los 4 equipos. Por ejemplo “Do you have a fish? Y el equipo que lo tuviera tenía que reconocerlo y contestar “Yes I do” y pegarlo en el pizarrón... Lorena lo hizo muy bien.</p>	-----

4.2.1 Awareness

Donald Freeman (1989) says that change is the element that is sought in professional development, and that two individuals are needed to operate this change: “These two individuals

engage in a process, the purpose of which is to generate some form of change in the teacher. Since one person cannot intervene to change another directly, the two individuals must collaborate to achieve that purpose” (p.38). Lorena and I had started to collaborate closely when we agreed to use her group as a means of developing her English learning to enable her to teach it on her own later on. But she had been teaching in the *telesecundaria* for a number of years and had not made a serious attempt to learn English. I think that human beings always try to find a justification to avoid responsibilities that seem overwhelming. In her case, the *telesecundaria* system has operated in the same manner for a large number of years. All teachers have a *normalista* formation as explained in chapter two, where they receive a general formation to teach all the subjects. It is a logical consequence that most teachers will not master any of them, unless they devote time and effort to become experts on the subject. Therefore, a moment of awareness is needed to decide to leave that zone of comfort and face all the challenging factors that a change represents. I think that Lorena had that moment of awareness when she received this group of third graders with no basis of English at all, and the pushing factor could have been our talk and my agreement to help her with the group “*very likely the change will not occur at once, but the collaborator will work as the triggering factor that will initiate a change over time*” Freeman (89). In the interview she admits:

[In secondary school] I had no interest in learning it, and there was no motivation on part of our teachers. It was just another subject...Then, at La Normal, it was also a replenishing subject. Nobody gave it importance. It was another subject to pass...

She was very young when she left (18), and just followed the average practices. In her journal, however, she reflects that the lack of this knowledge made her feel bad, since this situation had been happening for an indefinite number of years, and nobody seemed to worry about it.

After such a long time of not imparting classes [14 years in administrative posts] and having an insufficient preparation in English... plus the lack of practice, when I have to teach English I feel ethically bad.

I think That Lorena realized that this was the opportunity to make a change in her English teaching situation and grasped it. Once we had already started classes and seeing the enthusiasm of her students she told me:

I lament not having made the decision of studying English or looking for somebody who taught my English classes before, for these third-grader as most of the telesecundaria students do not have the basis... But it is never too late to start...

Lorena had now visualized that there was a possibility of doing things differently, and that although it could be tough in terms of time, effort, experimentation and even stress sometimes, it could also be rewarding if she got favorable results, or at least she could show her students that she was not the kind of teacher who conformed with mediocre solutions or no solutions at all. So, even if the results were not favorable, students had this life lesson of a teacher who worried about them and who also tried to learn something new in her adulthood. I think that Lorena's triggering factor could have been to give this example to her students.

4.2.2 Triggering Factors

As cited before, according to Freeman (ibid) the collaborator should work as a triggering factor to provoke a change over time. I think I contributed to some extent to influence on Lorena's decision to have the implementation of this project, but her truly inner triggering factor could have been the self-conscience that her students needed this subject to have better opportunities in both personal and academic issues as she writes in her journal:

This term... I have third grade, and I met with the problem that my students had not basis for setting off the program... although they had not been my student before, I felt guilty as during all these years, this has been happening, and we have not done anything [to solve it].

And she also mentions in the first interview that her job required it, so it was indispensable that she knew a little bit of it:

I need English for my job, definitely, because [in the classroom] we have to teach the subject at any rate, even with limited knowledge of it.

In fact this claim sounds more like an inner responsibility to me because as I could see it further, there was not a real penalization for not teaching the subject, and that was what was happening in the rest of the school. It was until some months later that the system put hands on the problem with the project of PNIEB (Programa Nacional de Inglés en Educación Básica) that was a federal program that was implemented in Puebla between 2010 and 2012, but had no continuation for lack of federal funds according to a SEP publication in February 2012.

On the other hand, I still think that it was her students, along with the opportunity she saw open with the scheme for this study, what really triggered her decision to embark on becoming part of this project. Another important factor is that in this semirural zone, as many other parts in Mexico, the migration phenomenon has existed for many years, and it is not unlikely that some or many of these students catch up their families or relatives who have migrated looking for job opportunities as I collected in my own journal:

Lorena says that many of the close student's relatives migrate towards the United States and that it was highly probable that these kids did the same in a near future and that it was a shame that they did not have any basis in English. She told me that sometimes, when their cousins born in USA come, they cannot easily communicate for the cousins speak in English...

This was a theme also collected in the first survey for the students. Almost all of them have family living in the United States mainly, so it is quite natural for them to follow those patterns. The most important in this case, is that Lorena took it into account as one of the factors that also make it important that these students living in semi-rural areas learn English. It was also

relevant that she was motivated in order to go on with the project. What it was necessary onwards was to keep an attitude accordingly to get the best possible results.

4.2.3 Attitude

Now, as Freeman says too (ibid), while some changes are measurable others, such as attitude are not, and therefore the collaborator must rely on teacher's behavior modifications that could, or could not manifest an internal change. Lorena's attitude was a little hesitant at the beginning but the enthusiasm that her students showed helped her change into a more positive attitude over the time:

I feel a Little nervous although after our talk of how to carry it out, and having your support, I think we will have a good result.

She said this during the interview when we had just had a pair of classes and she had not intervened much yet. I think that seeing that all the class was performed in English with the help of gestures and scaffolding language made her feel nervous, but she had had made a commitment that had to be fulfilled as she appoints in her journal:

My commitment is to get a good preparation in order to get the knowledge and methodology to work with my students. I am aware of the need of students of having the best possible preparation.

Lorena was probably undergoing certain resistance to change at that point, but little by little her attitude became more positive as I appointed in my own journal:

We had the opportunity to talk... she says that the kids show interest and curiosity. On her part, she thinks that finally she has an approach of how to teach her English class.

In our situation, I think that sometimes the balance between taking over the control of the group and letting her work at her own pace was a little bit at risk since the group worked

enthusiastically and at a good pace. She fell a little behind, especially because of the frequent interruptions on part of the head director as I wrote in my journal:

Today I arrived earlier than usual to compensate the time we had lost during vacations [holy week] and days they had been off. I had just arrived when Lorena was summoned to the head office, which is something very irritating that occurs quite often and holds on our work. I think she should be there in each class for she is learning the language along with the students.

When she got absent for a long while, I felt frustrated because I felt it was a waste of time that I was there if she was not present to give continuation to the project, but I knew it was her director's decision to take her away from the class. On the other hand, her attitude was always positive, especially seeing her group interested.

Freeman, says too "the roles and relative balance of control and initiative may vary through collaboration; however, its purpose remains to generate change in some aspect of the teacher's decision making based on knowledge, skills, attitude, and awareness... (ibid, p. 38).

It was towards the end of the project when she took over complete classes, now with a little help from me. I could see that the work had been worth, but the real proof was during the next period, when she had a new group of first graders and had to apply what we had done together. In the last interview, a year later, she acknowledged that it had been very gratifying to her to be able to prepare a class on her own and see how the students were very motivated:

It was very motivating for me to be able to prepare a class in English. I feel very satisfied for it. I feel good when I understand something that we saw during the project. My students used to tell me "teacher, let's have English", and I answered, it is not an English day. The kids took songs to the class so we sang them and t-shirts with English printings and asked me "what does it say"

It was at that moment when I also felt satisfied myself as I had not very clear if the time we had spent together had been worth in terms of giving a continuation to the project or not.

4.2.4 Change

Change was the desired last step in this scale of collaboration. There were some evidences of reaching a change in Lorena's set of mind, but it was difficult to foresee if this would be a short or a long term conversion. Freeman (ibid) says that the change may be "*finite of open-ended*". Finite refers to a limited amount of time in which the collaborator triggers the wish of transformation, and this is quantifiable. When the aim is got, the change will also come to an end; the open-ended one refers to a long-term desire of continuation in the study of new methods, skills and reflection to improve the teaching practice. Lorena showed some tangible changes over the time we spent together. For example, at the very beginning, it was embarrassing for her to talk in English in front of the class as she reports in her journal:

"In spite of the fact that the students were embarrassed to speak in English, including myself, that day [the second class] we felt encouraged and we did it. Although we made many mistakes, we felt a little bit more confident."

I think it was just normal that both Lorena and the students felt weird trying to talk in English as they had never done it before, but soon they got used to it as I talked most of the class in English and after a few days, everybody could understand elemental messages. Towards the end of the study Lorena was able to teach a class for beginners without hesitation. I specially recall as the most exciting moment of the period when her English class was observed by SEP authorities, and not only her, but the whole school staff. We both reported in our journals. Lorena said:

When we got all together in the head office for evaluating our [English] class observations, I received a public congratulation on part of the SEP observer, and I was the only one, because the rest of my colleagues were reprimanded and warned that they needed to get updated in the subject to be able to teach it.

We had been working together for about two months and she had given her class totally on her own for a public demonstration. I think this was an evidence of how she had changed from being insecure to exert self-efficacious in this particular task. I noted in my own journal:

Lorena is very happy and I see her more motivated... all the school was nervously awaiting for this visit in which their performance on teaching English would be judged. Lorena and I had prepared her lesson about the human body and professions. Her performance and her group's was outstanding. She was rewarded with a public congratulation.

This was a very significant moment throughout the study. Bandura appoints that by means of recognition, the student will improve the emotional, cognitive, or motivational processes. As a consequence, he/she most likely will have well-being feelings which might motivate him/her to reach further goals that in turn can also change the social conditions under which he or she lives (Schunk and Pajares 2004). Lorena felt proud of her skills and I also sensed that we were going on the right track. There had been a substantial change since the day of my arrival in attitude and in mastering some knowledge of the target language, as well as having the aptitude to lead her group towards a desired objective.

But, as my interest had to go beyond the current period, I made her a last interview a year later, when she had just finished a year period with another group of first-graders. I basically wanted to know if she had continued teaching English and if so, how she had felt.

For me, it was very motivational to prepare an English class [on my own], since I did not imagine doing it. I feel very satisfied for having achieved it. I felt very good when I said, "I can understand this because we saw it during the project", and the students told me "teacher, let's have English and I answered "today we don't have an English class scheduled".

Now I was sure that the change had lasted more than the duration of the project and I could feel that she probably would continue to teach English for some time longer, impacting positively on more than one generation.

4.3 Mentoring and Team Teaching

Along with collaboration, we also made use of mentoring as Lorena needed both to scaffold the language and the experience to teach it. In Language teaching, a mentor is typically a more experience teacher working with a novice or a teacher new to a particular program (Bailey, Curtis & Nunan, 2001, p.38)

As a mentor, I mainly performed two features: modeling and educator: Malwares and Caroline Bodoczky cited in Bailey et al (p.213) say that *models* inspire and demonstrate, while *educators* act as sounding boards for the articulation of ideas to help new teachers to achieve professional learning objectives. In other words, modeling consists of setting the model, so the other teacher can observe and replicate it according to her/his own necessities and style. I wrote in my own journal:

“Lorena has been in charge of working with students using materials such as flashcards with vocabulary related to professions and occupations, following the model of the previous session. We have worked with basic vocabulary... Lorena has set her group to create material in foamy to hang on the wall.

Lorena also cooperated following the model I tried to perform with her group. When we retook the reading of the children’s book she commented in her journal:

We resumed the reading of the tales. We continued working with vocabulary, with the inference of meaning of vocabulary and the writing of selected paragraphs as in previous classes, of course without Ange it would have been quite difficult, but much less than I expected.

During these sessions, I usually gave a previous class related to the topic with her help, and next, we made a review of the topic in a follow-up session in which she performed most part of the class.

It was rewarding when the class worked in harmony with their teacher and they asked her questions and relied on her to get feedback because that meant to me that they sensed that she

had the necessary knowledge to guide them. On the contrary, it was frustrating when the flow was interrupted because she had to leave to attend an issue that was not programmed.

In the role of an educator, I gave her tasks to be completed at home, for example, answer parts of the book that the students had to do in class, then, we would review them together checking questions, or we reviewed vocabulary and structures that would be needed for the class. Lorena did very well on most of them. Once she had done it on her own, she could do it with the group. I wrote in my journal towards the end of the project:

I asked Lorena to give the first part of the class using the memory cards with names of objects and animals to review the simple present with the four teams. She had to ask questions such as "Do you have a fish?" and the team who had it went to the blackboard and pasted it saying "I have a fish". She did very well and the group and herself seemed to enjoy a lot this activity.

At this point, all of us had become well acquainted with each other and felt comfortable working together. I think Lorena still needed more knowledge of the language, but she had realized that learning and teaching English was not impossible for her, and she had acquired the basic ropes to do it. It was just a matter of keeping a high motivation to continue on her own.

CHAPTER 5: CONCLUSIONS

5. Chapter Overview

After struggling with the analysis of the previous chapter, finally I have reached this chapter in which the findings significance are presented. I also give an account of the perception I have regarding the answerability of the questions posed at the beginning of the study. It is also examined whether the objective of the research aim was reached or not.

I also embark on a reflection of what it meant to me the undertaking of this study and what I learnt and sense in this final stage. And finally, all the previous work leads me to the evaluation of the research in terms of implications, limitations of the study, and recommendations for further research. The very last part is my final reflection on the way I feel to have finally fulfilled this precious task.

5.1 Findings Significance

As discusses in chapter two, *Telesecundarias* schools have been terribly neglected for too many years, causing that their population has the least opportunities in our social system to go further in their studies and therefore also narrow their chances to have access to a dignified form of life that guarantees their total immersion in a society that can make its voice be heard by the ones who lead the destiny of our country and assign the supposedly equitable rights for every member of the society.

The significance of this findings is that it is feasible that university students in the field help teachers who until now have been dealing with the teaching of English in an evasive way sheltered under a system that neither provides them with the tools nor demands from them to

teach English in a thoughtful manner. This study has identified the possibility that these teachers can be taught English and at the same time be mentored to enable them to teach a language that has gathered a tremendous relevance in our globalized world. Teachers belonging to the public system for the elementary education have their positions so safe and secured that the initiative to get a better preparation in the weakest areas of learning will not come from them. I think that public and private universities have to approach them and offer their help for the children's sake.

5.2 Answers to the Research Questions

Having in mind the questions that initiated this study, the analysis of the narratives and interviews was carried out to try to find answer to the following questions:

RQ1: What strategies did the participant adopt which promoted her self-efficacy while teaching English to her *telesecundaria* group?

Strategies

What both participants wrote in their journals revealed that the participant subject of this study gradually gained confidence that originated from a belief in her own capacity to learn something new at an adult age and motivated along the process, but especially at the first stage, by the enthusiasm and interest of her students, and a bit later by the recognition of external authorities who publicly made a recognition of her labor after having officially observed her performance in one of her English classes. Thus, I could say that principally these three elements promoted the participant's self-efficacy in this specific task: Her own belief in her abilities and capabilities; the interest that her students showed and the external acknowledgment of the system authorities

RQ2: How did collaborative work and mentoring enhance her English learning and her methodology to teach her students?

My role as a Collaborative team teacher and mentor consisted of, firstly, modeling English classes in front of her group with a previous revision of the vocabulary and the general plan to teach the topic and the structure of the language, during the first stage of the study; and secondly, of integrating her in the role of assistant having an active interaction with her students under my close supervision. Finally, she took a more protagonist role in the impartation of her English classes. All these step-by-step parts of the program enhanced the learning of the language in the participant teacher until she could give her English classes just with a little help from me and with the auxiliary of resources such as materials and tools.

RQ3: What other conclusion can be drawn upon?

Other conclusion upon this study was the definite collaboration of the group. This was an element that surprised me as I expected a more reluctant attitude towards the learning of the language due to the fact that it represented a disruption of their regular routines and more work both in class and at home, but students response was not only with enthusiasm and interest in their majority, but also with a feeling of gratitude towards me and their own teacher for they could recognize that both of us were making an effort in their own benefit.

5.3 Research Aims

Having analyzed the previous points, it is possible to say that the aim of the study that consisted of searching for the most adequate strategies to support a *telesecundaria* teacher by means of mentoring and observing how she developed self-efficacy in learning English to be able to teach English to her students was fulfilled. And an aim that was not explicit in the first

part of this study but that also was very gratifying was the knowledge of having stimulated students to continue with their studies and to know that many of them actually did it and had successfully completed their high school studies and even joined university studies, at the moment of writing this part of the study, which was something really unusual in the past generations. These conclusion is somehow subjective and more research would be needed to prove a direct relation between the development of the study and the increase of the number of students who pursued further studies, and it is possible that it is the product of a mere coincidence but I like to think that there was a little influence on my part for I used my own story as an example of how a person with no economic support or resources can achieve a better status of life thanks to pursuing education. Bandura says that meeting people who have achieved apparently hard-to-achieve goals in life make others believe that it is not beyond their power to do it. “On the social side, the impact of fortuitous encounters partly depends on the holding and molding power of the social milieus into which people are fortuitously inaugurated” (Bandura 200:12)

5.4 Reflecting Account

In this final section of this study project I want to express my personal experiences in the realization of my thesis project. This reflection is presented in four perspectives: a) the beginnings of the research project, b) the project development period, c) the ending / write-up project period, and d) personal changes I have experienced as result of this process.

When I started the design of this Project, I could not measure the dimension of the work that it would take, but more importantly, the number of lives that my presence and labor would touch in the process. First, I was curious about the place Lorena worked at, and the kind of

students she may have. I also wondered how a whole group could be taught by a single teacher, and how she managed to teach all the subjects just with the help of a television program. When I first arrived at the school and classroom, I felt awkward and inappropriate since the context was so unconnected to me. I was a little afraid of being rejected by the students as I was an intruder who would interrupt their classroom routines and infer in their studies. So the first thing to do was to find out if they were not opposed to be taught by Lorena and myself. I thought it was really important to work in an atmosphere of trust. That's why immediately after the application of an exam, I explained to them the aim of the project and how important their participation was to get the best possible results. Fortunately, the students responded attentively and with interest, or at least with curiosity, since the beginning. This gave me confidence to continue with the project. First of all, I tried to learn their names, so I could interact with them. This was not easy because the uniforms and haircut, especially in boys, made it difficult to differentiate them.

It was by means of little jocks, some little rewards for participating in contests and so on, that they started to be more confident and enthusiastic for a more active participation, but the actual factor that weighed in obtaining a good working atmosphere was the relationship that the whole group had with their teacher, Lorena, because although a little distrusting or maybe embarrassed at the beginning to speak in English, she always had a very important role in the group management and in keeping a high spirit during all classes. Even when she had to get absent when summoned from the director office, the students always showed themselves respectful and participative. And although Lorena was very strict with the accomplishment of homework and she severely admonished them when they missed to do it, the atmosphere was always suitable for carrying out the activities. All this made me feel very responsible to

accomplish not only the objective I had in mind, but also the expectations I had created in the participants.

At the end of the period the students and Lorena had elaborated in colorful cardboard, and foam craft paper a lot of material for the English class: names of the body, verbs, professions and occupations with allusive drawings, and so on. They pasted them on the walls and reviewed them from time to time. We were not been able to cover too many academic points, but I think all of us felt satisfied with the little progress that we could sense.

This marked my life in a positive way. I'm still in touch with the teacher, I have even visited her in her new school to carry out a little social project in which my university Tec Students interacted with her new *telesecundaria* students with the purpose of making them more aware of the needs of other society sectors that are much more vulnerable to many kinds of arbitrariness due to poverty and lack of further education. I also feel more socially responsible for these young generations who need help from the ones who have accomplished certain level of welfare and education. As to the completion of the present study I was not sure about what I had really got with the implementation of the project until I was able to write it and read it. It was until this stage of the writing and seeing it in a retrospective way that I have the feeling that both the actual work and the documenting of the work were worthwhile.

5.5 Contributions of the Research

I think that the major contribution of this research was the realization of the feasibility that pre-service teacher have an ample field of practicing their knowledge of the language as well the teaching methodology and all the ropes pertaining to the profession. And this can be done by means of teaching in-service teacher who need to teach the language to children in public

schools where English is part of the curricula but it is not being taught for the reasons discussed in the previous chapters. I also think this could be a good opportunity for researchers interested in enhancing public educations to investigate what it is really going on in the *telesecundaria* system to implement innovations that bring modernity to these classrooms. Bandura says too, talking about modern times, that the rapid advance in new technologies call for continuous changes and that even when enterprises –education is not the exception- are at the top of success they have the paradox of making foreseeing innovations for *slow changers become big losers* (p.11).

5.6 Limitations

Having used a case study as the underpinning method of the study, it is not possible to generalize that the results presented in this study could be applied in all the cases. Actually, a number of circumstances were given in this story so it could take place: the time I could spend in those days to travel a long distance twice a week for around eight months, the disposition the teacher had to have her group utilized as a means of modeling classes; her own willingness to learn the language; the group enthusiasm and full cooperation to learn the subject and so forth. Additionally, there is a second limitation related to the subjectivity of my own interpretation of the instruments analysis. Every person is a product of his or the own circumstances as the Spanish philosopher Ortega y Gasset said: “I am I and my circumstances”, so under this philosophy I have my own perspective according to my age, personal situation and background that could very likely to differ from others. A third constrain was that the although the head director of the telesecundaria consented to have this project implemented in *her* school, it seemed that she had lots of occurrences while we were in class as very often she summed Lorena to her office and retained her there for a while. And finally, the many laboring days in which the

school suspended classes for a number of reasons that also shortened the period we had originally planned.

5.7 Recommendations for Further Research

As previously mentioned, the *telesecundaria* has suffered a systematic neglect that has collocated it in a very disadvantaging position in comparison with any other secondary school, even the regular public one. Product of this circumstances, many teachers need a further preparation beyond the *normalista* one to be able to teach subjects such as English. My study focused on a teacher who belonged to the generations in which students who wanted to become teachers studied secondary and the *Normal* for about four years, and then all the graduate students got a job in a public school, not to mention that teachers had a long tradition of selling or inheriting their positions to relatives or acquaintances who sometimes lacked the most elemental preparation to teach. Those circumstances have changed since around 10 years ago. Teacher formation has become a degree. The question is how many of the remaining old teacher are still in service, and, if younger generations of teachers are better equipped to cope with children necessities and modern demanding conditions. And many other issues as for example how the use of technology that has reached almost every corner of the country has affected or changed the young people to be more interested

5.8 Final Comments

Not without shame, I confess that it took me much longer than expected to fulfill this work. I got trapped in many other occupations and finally procrastination made pray of me, but nevertheless I could never resign with the idea of letting this task aside for good, for I knew I had

a story to tell and that if I failed to do it, its somber would chase me for the rest of my life and my mind would never enjoyed complete peace again. So, having reached this point, I feel immensely happy to finally having been able to do it. I must say that there were times when my own self-efficacy was too low to even write a complete paragraph. I felt I needed to have a lot of free time to really focus on it because my mind was far too busy with so many other things. I remember the many advice that our teachers gave us to avoid this kind of situation, but another defect contributed to my own disgrace: perfectionism. Now I know that my job is not perfect, but I feel satisfied to have expressed my ideas and my own story embedded in the other story.

On the other hand, I am happy to have met these children who touched and enriched my life in such a remarkable way. I know there is no point of return when one has opened the eyes to see that there are so many things to do to try to remediate so many inequities and lack of apathy that our third world system has missed to be sensitive to see.

I also learned a lot about two topics that relate to both my professional and personal life: collaboration and self-efficacy. The more I know about them, the more I think they are the key to succeed in both terrains. The first because the interaction one has with peers or professional co-workers serves to adjust our own criterion to the never ending professionalization growth, and the second because it applies to everyday short or long-term tasks and goal that we set in our lives, namely career, health care, love, friendship, new learning objectives and so on.

Finally, I feel lucky to have had the guidance of excellent teachers who never let my hand off in spite of the many obstacles that I myself put in my way.

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APPENDIX A: Diagnostic Exam

NAME _____ Date _____

1) Fill in the gap with the correct answer.

- 1) _____ your brother?
- 2) Yes, _____ name is Alexander. 3) _____ a high school teacher. His wife
- 4) _____ a boutique downtown. They 5) _____ two children, a boy and a girl.
- 6) _____ Henry work with you?
- 7) No, he _____. He has an office on Main Street. _____ you know him?
- 8) Yes, his daughter _____ my daughter's best friend.
- 9) Excuse me! _____ there a pharmacy nearby?
- 10) Yes, there _____ two on Oak Avenue, round the corner.
- 11) Thanks, _____ they open now?
- 12) I think so. They close at 9pm, and it _____ only 8:30pm.

2) Complete the sentences with the most appropriate form of the verb in brackets

- 13) What _____ your sister _____ right now? (do)
- 14) She _____ her homework (do)
- 15) _____ you _____ for a Spanish exam? (study)
- 16) Yes, I am. It _____ a very difficult one. I don't want to fail.
- 17) _____ your father _____ now? (work)
- 18) Yes, he is. He _____ from 8 in the morning to 5pm. Every day (work)

3) Answer the questions with real information (complete answers)

- 19) How old are you? _____
- 20) How many sisters and brothers do you have? _____

APENDIX B: ENCUESTA PARA ESTUDIANTES DE TELESECUNDARIA ACERCA DE SU PERCEPCIÓN DE APRENDER INGLÉS

1. Cuál es tu opinión acerca de aprender inglés?

- Me entusiasma mucho
- No me desagrada
- No me gustaría
- Me disgusta

2. Cuál es tu percepción acerca de la complejidad de aprenderlo?

- Es fácil
- Es medianamente fácil
- Es difícil
- Es muy difícil

3. ¿Has necesitado comunicarte en inglés en alguna ocasión?

- Muchas veces
- Varias veces
- Una vez
- Nunca

4. ¿Qué tanto crees poder usarlo en el futuro?

- Mucho
- algo
- Poco
- Nada

5. Si tu respuesta fue “mucho”, “algo” o “poco” ¿para que crees que lo puedes necesitar principalmente?

- Trabajo
- Estudios
- Viajes
- Otros (especifica) _____

APPENDIX C: Entrevista con la participante del 22 de noviembre del 2010

- A) Hola Lorena,
B) Hola!
- A) Esta entrevista es con respecto a cómo te sientes en relación al idioma inglés y va un poquito más atrás en tu historia y en el sistema que usan para la impartición de material, en específico, inglés. La primera pregunta es, respecto al idioma inglés, ¿cuál es tu formación?
- B) Bueno pues **mi formación yo diría que fue nula** porque en la secundaria cuando nos empezaron a dar inglés realmente yo creo que ahí fue como para pasar la materia, **yo no tuve ningún interés en aprenderlo porque además no existía ninguna motivación por parte de los profesores. Era una materia más y punto, pero nada más. En cuando pasé a La Normal, pues también era una materia de relleno, nunca se le dio la importancia necesaria** y pues también era pasar la materia. **Cuando empecé a trabajar me di cuenta de que era indispensable**; y sobre todo tener buenas bases porque estando frente al grupo uno se las ve muy difíciles.
- A) Cuál ha sido el momento en el que más has pensado que necesitas tener un buen dominio del idioma [inglés]?
- B) **En el trabajo. Definitivamente, porque ahí la materia la tenemos que impartir pase lo que pase y con el poco conocimiento que tengas.** Uno tiene que impartirla. Ahí es donde tuve que revisar mis apuntes de la secundaria, de La Normal pero realmente eran muy escuetos.
- A) Cuál sería o es tu motivación principal para aprender el inglés o mejorarlo en estos momentos?
- B) **Primero mis alumnos, y segundo a futuro, a mí si me gustaría viajar y al viajar es necesario saber el idioma. Y bueno a mí me gusta mucho la música y me gustaría poder entender las letras que me gustan.**
- A) ¿Música en inglés?
- B) Si por supuesto.
- A) Qué tan capaz te sientes de enseñarlo en estos momentos a tus alumnos.
- B) Un... 40 o 50% pero **me siento insegura pero sé que tengo que hacerlo.** Ahora con el programa de EDUSAT, si nos perdemos alguna clase, lo cual pasa tarde o temprano, ya no podemos seguir el ritmo de la emisión televisiva. **Con mis alumnos si veo un poco de inglés pero sumamente básico, como colores y nombres de objetos. Aun así, a veces dudo de la pronunciación y eso me hace sentir mal.**
- A) ¿No has pensado en tomar algún curso formal?
- B) Sí, me gustaría, pero entre la escuela, mi familia, mis papás que como sabes ya son muy ancianos y me necesitan no he encontrado el tiempo para hacerlo, además es costoso y tengo otras prioridades como terminar de construir mi casa.
- A) ¿Tienes la intención de seguir adelante como para lograr un porcentaje mayor al que mencionas ahora?
- B) Si, Si. El único inconveniente aquí es el tiempo pero me tengo que dar el espacio para superarme.
- A) ¿Cuál es tu meta?
- B) **Pues, dominarlo lo suficiente para impartir bien la material de inglés en mi escuela** y sentirme cómoda al hacerlo.
- A) **Cómo te sientes ahora que hemos empezado?**
- B) Me sentía un poco nerviosa, pero después de platicar como llevaremos a cabo lo que hemos planeado y sabiendo que tengo tu apoyo, sé que debemos tener un buen resultado.

- C) Crees que tus alumnos estén realmente interesados en aprenderlo.
- D) No todos, no todos, pero si algunos si lo están y aparte les es muy necesario.
- A) ¿Porque piensas que les es necesario, cuál será su motivación o cuál será la utilidad en que ellos lo apliquen?
- B) La utilidad primordial aquí es que la mayoría de los alumnos emigran hacia el extranjero tarde o temprano. Tienen familiares allá [Estados Unidos y Canadá] y constantemente se están comunicando. Eso podría ser su principal motivación para aprender el idioma. También quiero decir que con tu llegada se les abrió un panorama más y tienen más interés de aprender.
- A) En cuanto, al proyecto que llevamos a cabo, cómo lo has sentido.
- B) Al principio me sentí un tanto intimidada, **pero ahora que nos vemos a menudo y planeamos la clase me siento más segura.**
- A) ¿Qué ventajas le ves a Edusat, el programa televisivo de la telesecundaria, y al material oficial como los libros y las guías?
- C) La ventaja que le veo es que el libro está muy accesible y es llamativo por las ilustraciones. Viene algo de español, las instrucciones básicamente. Pero los alumnos si lo ven con interés. El material no lo veo mal. La desventaja es que los programas se van y ya no los puedes retomar, la otra desventaja es que los programas a veces se ven rayados, o se detienen, la voz se entrecorta, o falla la señal.
- A) ¿Qué pasa si no hay señal?
- B) En ese caso me voy con el libro solamente, pero esto pasa sólo esporádicamente. Pero cuando falla no llega en todo el día.
- A) ¿No hay manera de volver a ver el programa televisivo?
- B) El programa televisivo que **no** se ve el día y la hora, puedes volver a verlo durante la semana, pero eso es todo. Si no puedes reprogramarlo por alguna razón ya perdiste la oportunidad. Dicen que hay discos pero nosotros no los tenemos.
- A) En cuanto a tus alumnos, ¿Sabes cuántos de ellos se irán este año a la preparatoria?
- B) Aún no, pero la tendencia es cada vez mayor de continuar con sus estudios de preparatoria. Los alumnos que llegan allí sin ninguna base tendrán mayores problemas con la materia.
- A) Te agradezco mucho tu participación y tu tiempo.
Gracias a ti.

APPENDIX D: The Researcher's Journal

Noviembre 22

Hoy fui por primera vez a la escuela de Lorena. Me presentó con la directora y le expliqué de qué se trataba el proyecto. Le entregué un escrito donde especificaba en qué consistiría el trabajo y las políticas de confidencialidad. No tuvo ninguna objeción, así que enseguida Lorena me llevó con su grupo. La primera impresión que tuve es de que se trata de un grupo muy ordenado y disciplinado. Me presenté primero en español y también les expliqué brevemente que haríamos. Cuando les hablé en inglés con frases tan elementales como “what’s your name? Hello, How are you?” entre otras, todos se rieron y empezaron a hacer algunas bromas que denotaban que para la gran mayoría estas eran frases que sonaban totalmente ajenas a sus oídos. Les expliqué los significados, me presenté en inglés y luego lo fueron haciendo algunos de ellos.

Noviembre 29

Hoy es ya la tercer día de clase con los alumnos de la telesecundaria. Empiezo ya a distinguirlos mejor aunque aun no aprendo todos sus nombres. Los uniformes y el corte de cabello en los chicos, los hacen verse muy parecidos. Lorena y yo tuvimos la oportunidad de platicar hace unos días, es una persona muy ocupada, pero ambas nos dimos un espacio para platicar fuera del aula. Me dice que los muchachos se muestran interesados y curiosos. Por su parte ella piensa que por fin tiene una aproximación a impartir su clase en inglés. **A veces funge como mi asistente y en otras ocasiones toma nota de todas las actividades. Otras veces monitorea el trabajo de los alumnos muy de cerca.** Algo muy bueno en su clase es que **mantiene una buena comunicación con sus 23 alumnos, al mismo tiempo que mantiene el control del grupo.**

Diciembre 06

Hemos empezado con vocabulario simple. Los alumnos diligentemente anotan todo lo que escribo en el pizarrón y repiten el vocabulario. Lorena tuvo que salir porque la directora la ha llamado a su oficina. Me dice que esto es algo que sucede a menudo y que le molesta tener que dejar solo al grupo. Por mi parte, aprovecho para seguir estudiando con el grupo, aunque la ausencia de Lorena retrasa el paso de nuestro trabajo porque ella es el principal objeto de este proyecto.

Diciembre 13

Los alumnos siguen progresando en su aprendizaje. Hemos estado leyendo cuentos muy básicos para niños con ilustraciones. He considerado que es básico familiarizarlos con un amplio vocabulario para poder llevar a cabo el proyecto. Lorena se ha encargado de trabajar con ellos en material como flashcards con vocabulario de las profesiones y ocupaciones. Hemos trabajado con ellos preguntas básicas tales como “What’s he; What is she? He’s a musician; she is a nurse. **Lorena tiene mucha creatividad para implementar material visual.** Ha puesto al grupo a diseñar y elaborar su propio material como pósters, vocabulario en foamy. **Ha hecho junto con los alumnos un álbum que ellos mismos han coloreado de animales y objetos diversos.** Me parece que el

hecho de que los involucre en este tipo de trabajos los hace participes de construir juntos el camino hacia el logro de objetivos.

Diciembre 15

Hoy es el último día del año que yo vengo a clase. Ellos también ya están a punto de salir de vacaciones. Les he traído algunos obsequios para que sean rifados entre los equipos que ganen en los concursos que haremos de vocabulario. Todos siguen muy participativos y entusiastas. También son muchachos muy respetuosos con su maestra y conmigo, no son tímidos ni abstraídos. Hacen bromas entre ellos y ríen mucho durante la clase, sin que por ello se pierda de vista la progresión en el trabajo. En general son las chicas las que más destacan. Hay tres de ellas que aparentemente han tenido un poco más de contacto con el idioma o bien que les ha despertado el mayor interés por aprenderlo. Entre los chicos, hay unos tres o cuatro que se han empezado a rezagar. Para terminar la clase todos han hecho tarjetas navideñas con motivos alusivos. Un buen número de ellos tiene un gran talento para el dibujo. Todos han escrito en su tarjeta un pensamiento en inglés de buenos deseos. Hemos premiado las mejor elaboradas. Todos parten cuando suena el timbre que anuncia la salida con muy buen espíritu, es decir, todos menos Michael, quien permanece el salón con la cabeza cabizbaja. Este es un chico hijo de inmigrantes mexicanos que se fueron a Estados Unidos hace muchos años. Creció en E.U. y hace poco los padres lo han enviado a vivir con su abuela materna. Habla muy bien inglés pero dice Lorena que tiene problemas de aprendizaje y para relacionarse con los otros muchachos. Ella lo trata con especial simpatía. Él llora y nos dice que extraña mucho a su familia y que esta navidad será muy triste pues que en el pueblo no habrá “party” y que en E. U. sus hermanos se estarán divirtiendo mientras él no sabe qué hacer en este extraño lugar, que su mayor deseo es regresar con ellos.

Lorena me comenta que es mucha la gente que emigra hacia Estados Unidos en busca de trabajo. Me dice que las familias quedan desintegradas debido a este fenómeno y que muchos muchachos parten hacia el Norte tan pronto como terminan sus estudios secundarios.

Enero 17

Hace una semana no hubo clase porque Lorena me llamó para decirme que los padres de familia habían pintado el salón y habían movido todo de su lugar. Ante este caos tuvo que dedicar el día entero a reacomodar junto con sus alumnos los estantes que contienen el material didáctico. Por lo tanto hoy es el primer día de clase de inglés con los alumnos. Al entrar me tenían deparada una sorpresa. Daniel, en representación del grupo me ha dado un discurso de agradecimiento y me ha entregado como obsequio una caja de galletas. Lorena ha sido llamada a la dirección nuevamente, por lo que estoy sola con el grupo. He aprovechado la ocasión para hablarles de mis orígenes en una zona rural, mucho más aislada y precaria que la suya y de como la educación y el estudio el inglés me ha abierto otros horizontes que en mi infancia y adolescencia hubiera imaginado imposibles. Todos escuchan con mucho interés.

Lorena y yo nos hemos vistos un par de veces durante las vacaciones y hemos platicado acerca del buen desempeño que registra el grupo en general. También me comenta que ha tenido junta

con los padres de familia y les ha explicado el trabajo que estamos llevando a cabo. Me dice que todos los padres han estado de acuerdo en cooperar para lo que sea necesario para que sus hijos aprovechen esta oportunidad y que les parecen que es importante que sus hijos aprendan inglés porque es necesario en estos tiempos. En este tipo de instituciones el ideal es que los padres de familia estén muy en contacto con la maestra del grupo y externen sus dudas y preocupaciones durante estas juntas periódicas o bien en entrevistas privadas que solicitan a la maestra del grupo.

Lorena les ha pedido una cooperación de \$20.00 para sacar copia y que los chicos puedan trabajar también en un libro de trabajo. He elegido para tal propósito Attitude de la editorial Macmillan con el cual estoy familiarizada.

Enero 24

Michel ya no regresó después de las vacaciones de diciembre. Me comenta Laura que al principio del año tenía 25 alumnos, pero dos chicas se “juntaron” con sus novios. Una de ellas casi al mismo tiempo que empezamos este proyecto. Ahora sólo quedan 9 mujeres y 13 varones.

Hemos empezado a trabajar con el libro, les cuesta un poco de trabajo porque todo el libro está en inglés y no saben bien que hacer. Trabajamos juntos en el llenado de los espacios. Poco a poco van encontrando el modo de hacerlo. **He pedido a Lorena que lo contestara antes que ellos y lo ha hecho bien en un 95%. Aprende rápido y me permito atribuirlo a que ve a sus alumnos motivados, y que además en varias ocasiones ella se involucra como alumna y no puede quedar mal ante ellos. Lorena siempre tiene que ir un paso delante de ellos.** El tema de hoy es repaso de presentaciones y nacionalidades.

Enero 31

El miércoles pasado se les ha aplicado un examen escrito de lo que han visto hasta ahora. Nuevamente le he pedido a Lorena que ella lo conteste primero y lo ha hecho muy bien. Entre los alumnos empieza a verse quienes destacan por su habilidad y disciplina es el estudio, y quienes los toman muy a la ligera. El promedio general es de 8.3 en el resultado de exámenes con resultados muy dispares entre sí. Lorena y yo hemos acordado tomar en cuenta su participación y el trabajo de la libreta, en la que Lorena es muy exigente en que no falte ningún tema tratado en clase, ninguna tarea y que la presentación sea buena. Al final de cuentas todos los alumnos han pasado la materia con un mínimo de 7.5.

Aunque el grupo es un vehículo para lograr que a mediano plazo sea Lorena quien de su clase de inglés y que tanto esta generación, como las futuras se beneficien de su profesionalización, el grupo ha respondido de manera tan positiva que yo me he encontrado en varias ocasiones mucho más interesada en ellos que en el mismo desempeño de Lorena. En esta clase se les ha dado retroalimentación acerca de su examen y lo han corregido. Tres de las 9 alumnas han tenido las más altas calificaciones: Lulú, Ana Laura y Minerva.

Febrero 8, 2011

Lorena está feliz y la noto más motivada. Hoy nos hemos visto para comentar los pormenores de una clase de inglés en la que fue observada por autoridades de la SEP. Toda la escuela esperaba nerviosamente esta visita que estaba enfocada principalmente a observar como impartían las maestras esta clase en particular. En el caso de Lorena, desde un par de semanas atrás habíamos iniciado el vocabulario relativo a las partes del cuerpo. Ella preparó posters para que los alumnos escribieran y pegaran los nombres sobre estos e interactuaran con preguntas y respuestas “What is this? This is the mouth” These are the eyebrows” etc. Luego hicieron otra actividad relativa a las profesiones. Todos sus alumnos respondieron de manera atinada y trabajaron entusiastamente durante toda la observación y bajo una muy buena coordinación por parte de Lorena, según ella me reportó. La supervisora quedó gratamente impactada de ver todo el material visual que estaba distribuido por todo el salón, y el orden y entusiasmo con el que todos participaban. **Como resultado de esta observación Lorena recibió una felicitación pública** –delante de sus compañeras- y un reporte de buen desempeño y de haber logrado sus objetivos. El resto de sus compañeras recibió una amonestación por no estar cubriendo la materia de manera adecuada.

Me parece que este incidente crítico positivo ha logrado el primer éxito tangible en el marco del proyecto que nos ocupa. Lorena se ha dado cuenta de tres aspectos muy importantes: primero, que su trabajo como maestra de la materia de inglés también es evaluado por las autoridades educativas, segundo, que ha estado creciendo en su auto-confianza y ha estado construyendo (scaffolding) el lenguaje hasta tal punto que ha sido capaz de dar su clase con relativa auto-eficacia; y por último, que al anotarse este logro y tener el reconocimiento público, está obligada a seguir adelante con la meta de lograr un mejor desempeño profesional.

Febrero 14

Debido a que son unas cuantas horas las que dedicamos a la impartición de la clase al grupo, he pensado que el proceso podría hacer acelerado con el uso de la tecnología. De manera que desde hace unas tres semana he levantado una pequeña encuesta de quienes están familiarizado con el uso del internet o tenía una cuenta de correos. Sólo dos respondieron de manera positiva. Por lo tanto me he dado a la tarea de abrirles cuentas o instruirles cómo hacerlo. Ha sido una labor poco fructífera hasta ahora debido a que a la mayoría les cuesta trabajo el acceso al internet. Incluso a la misma Lorena esta relativamente nueva forma de trabajo le es ajena y aunque reconoce su utilidad e importancia, no he logrado que se meta de lleno a practicar. Me reporta que la conexión en su casa no es muy buena o que su esposo está haciendo uso constante de la computadora porque su trabajo lo requiere. Yo espero que dentro de poco ella se involucre más en el uso del internet para fines de crecimiento en el aprendizaje del idioma. Algunos de los alumnos, alrededor de cinco son quienes más entusiastamente han captado como trabajar con esta herramienta, de manera que les envío ligas que refuercen lo que vemos en clase, siempre con copia para Lorena, para que ella nunca quede al margen del trabajo de los alumnos.

Febrero 21

Hemos empezado a trabajar más sólidamente con la utilización de verbos. He notado que les cuesta trabajo diferenciar un verbo de un adjetivo o de un sustantivo. Así que nos ha llevado más tiempo del que yo planeaba en su introducción. Después de explicarles con mímica que por ejemplo “cry” significa llorar, me dan una traducción de lágrima, o de llanto. Hemos hecho una actividad de relacionar en el pizarrón de frases como I washtheclothes, I open... thewindow, etc. Que finalmente fue terminada de manera eficiente por los alumnos.

Febrero 28

Lorena y yo hemos platicado de la dificultad que han presentado en el aprendizaje de los verbos. Le comento que esta fase es muy importante para poder seguir avanzando con las expresiones negativas e interrogativas en el tiempo presente, y posteriormente en el uso de otros tiempos como el pasado y el futuro. Me dice que no me preocupe, que trabajará con ellos en elaborar material que les facilite este aprendizaje. **Ella los conoce mejor y me comenta que muchos de ellos necesitan un apoyo visual.**

Por otra parte, un chico nuevo se ha integrado a la clase. Se trata del hermano de una de las alumnas más dedicadas y avanzadas de la clase, Ana Laura. Su madre ha ido a pedirle a Lorena que le permita entrar a la clase de inglés porque debido a que no tuvo bases en la telesecundaria, se le está dificultando mucho su aprendizaje en la preparatoria. Por supuesto lo hemos recibido. Me parece que este es un elemento más que prueba a los muchachos y a la misma Lorena que las consecuencias de no recibir/impartir este conocimiento pueden frenar el crecimiento educativo en los alumnos que desean continuar con sus estudios después de la secundaria.

Marzo 7

Hace tiempo les había prometido que veríamos una película. Elegí Ratatouille porque es una película muy gráfica que aunque no entiendan una buena parte del vocabulario, no perderán el hilo de lo que está sucediendo. En el salón de clases hay una televisión como apoyo didáctico, así que hicimos uso de ella. Vimos un fragmento de la película con subtítulos en inglés, y les proporcioné el vocabulario esencial para entenderla, y volvíamos a ver el mismo fragmento. Los alumnos se mostraron muy interesados y divertidos, sin embargo la lista de vocabulario era demasiado larga y al final de la clase denotaban cansancio. Sin embargo captaron la historia. Curiosamente sólo dos alumnos la habían visto antes.

Marzo 14

Hoy cuando llegué los alumnos trabajaban afanosamente en equipos. Lorena había estado trabajando con ellos en la elaboración de posters en los que escribían los verbos y los ejemplificaban con algún dibujo alusivo a la acción. Por ejemplo: “I buy a cellphone” con un recorte de un celular. Todos sus posters estaban muy bien elaborados y los muchachos se mostraban satisfechos de su trabajo. Personalmente creo que el trabajo de crear su propio material los hace sentir a ambos, maestra y alumnos, más dueños de su aprendizaje. Además quiero

resaltar que esta iniciativa ha sido enteramente por parte de Lorena, quien es una entusiasta hacedora de material didáctico para todas sus materias. Una vez terminado el trabajo los alumnos pegaron sus posters en las paredes y aprovechamos esta material para la introducción de las expresiones negativas del presente simple.

Hasta aquí, el avance que más claramente he notado en los alumnos es que la fase de input (Krashen, 2007) ha tenido resultados positivos. Les hablo en inglés y son capaces de entender un alto porcentaje de los que digo y de seguir instrucciones básicas para llevar a cabo sus tareas y actividades. En cuanto al avance de Lorena, creo que también es significativo tanto en la parte del conocimiento del idioma, como en el incremento de su auto-eficacia.

Me parece que en unas semanas estará lista para seguir con la fase dos del proyecto que consiste en que ella misma prepare su clase bajo mi ayuda y supervisión, y de su clase en inglés al grupo bajo mi observación.

Marzo 28

Hoy le pedí a Lorena que diera la primera parte de la clase. Se trataba de hacer preguntas en presente simple usando las tarjetas de un memorama que repartimos al grupo que había sido previamente dividido en 4 equipos. Por ejemplo “Do you have a fish? Y el equipo que lo tuviera tenía que reconocerlo y contestar “Yes I do” y pegarlo en el pizarrón. Usamos este mismo material para dar un repaso al uso de los artículos “a”, “an”. Todo se llevó a cabo a manera de juegos y concursos. Los alumnos respondieron de manera muy entusiasta. Todos sabían casi a la perfección el vocabulario y las estructuras. **Lorena realizó muy bien su papel y así se lo hice saber**, las fallas de pronunciación fueron mínimas.

13 de abril

Hoy me dijo Lorena que no fuera porque tenían una actividad en toda la escuela en la que tenían que participar todos justo a la hora en que regularmente doy la clase con ella.

Luego me enteré de que los chicos me habían preparado una “fiesta” sorpresa por mi cumpleaños, pero Lorena no pudo localizarme. Les escribí un correo agradeciéndoles su atención.

Vacaciones y días feriados o con suspensiones de las semanas del 14 de abril hasta el 6 de mayo.

06 de mayo

Hoy Lorena tuvo otro asunto que atender en la dirección. Mientras tanto –a sabiendas de que tienen muchos familiares que han emigrado a los Estados Unidos- platicué con los alumnos acerca de la experiencia del viaje a Colorado que hicimos por parte del programa de maestría. Les expliqué como en los salones de grupos multirraciales –entre ellos varios mexicano- en algunas ocasiones sólo pueden comunicarse entre ellos con el idioma inglés y como la gente que ya está viviendo en

Estados Unidos como inmigrantes necesitan estudiar con mucha dedicación para poder conseguir un mejor empleo o para adaptarse a su nueva forma de vida e integrarse a la comunidad. Les pregunté cuántos de ellos tenían familiares en Estados Unidos y la gran mayoría levantó la mano. Después de esto dimos un repaso a los verbos usándolos en sus experiencias diarias. Porejemplo: I have a dog at home. I don't have brothers but I have three sisters. Lorena me ayudó a revisar sus oraciones en sus libretas y a dar retroalimentación a los alumnos. Ellos siguen muy interesados y motivados. Oscar, que viene de la preparatoria para tomar estas clases no tiene un mejor nivel que los demás, prueba de que durante su paso por la telesecundaria sus clases de inglés fueron muy precarias o casi nulas.

Luego les hablé a los alumnos de como la lectura ayuda a afianzar el aprendizaje de un idioma y de que ellos con los avances que habían registrado durante el curso ya podían empezar a leer historias sencillas en inglés. Formamos equipos de 5 o 6 alumnos y distribuí entre ellos libros de historias que adquirí en las librerías de Denver. Todos son cuentos clásicos o contemporáneos para niños con grandes ilustraciones muy atractivas. Todos sacaron sus diccionarios y empezaron a leer. Mientras tanto Lorena y yo los auxiliábamos con el significado de palabras o frases. Los equipos formados por alumnas resultaron ser más autosuficientes pues sólo con su diccionario lograron comprender la mayor parte de lo que leyeron. En otro equipo, Minerva, una chica con características de líder ayudó a sus compañeros a leer. Luego, escribieron en sus libretas fragmentos de los que habían leído y así concluimos la clase.

09 de mayo

Hoy fue un día poco común. Llegué más temprano de lo habitual para compensar un poco el tiempo que habíamos perdido con las vacaciones y las suspensiones de clase. Acababa de llegar cuando a Lorena la llamaron de la dirección (cosa que sucede muy a menudo) así que me quedé sola con el grupo. La semana anterior cuando empezamos a leer las historias, decidí que era el momento de que introdujéramos el pasado simple porque muchas de las historias están narradas en tiempo pasado. Mandé a Lorena la información para que lo hiciera con su grupo pero ella no tuvo tiempo de hacerlo, así que procedí a explicárselos y a hacer ejercicios en afirmativo y negativo. Lo entendieron muy bien y después de un rato de practicarlo procedimos a leer nuevamente los cuentos formando equipos de 5 o 6 alumnos. Lorena solo regresó para despedirse, pues le surgió una emergencia y tuvo que salir. Leímos un rato con énfasis en la comprensión de la lectura. Circulé ayudando a cada equipo y asegurándome de que estuvieran entendiendo la lectura. Para cerrar la clase escribimos un cuento muy corto con ayuda de todo el grupo. Yo lo escribía en el pizarrón y ellos proporcionaban las ideas. Aunque su contribución era en español, yo les estimulaba a decirme el vocabulario en inglés que ya habíamos visto antes y de esta manera acabamos el cuento con ayuda de todos. Lo pasaron a sus libretas y como tarea les pedí ilustrarlo y subrayar los verbos. Yo espero que con esta práctica ellos se den cuenta de que ya son capaces de leer de manera básica y que esto los motive a seguir aprendiendo.

En cuanto a Lorena, necesitamos trabajar más tiempo juntas porque el final del periodo se acerca y aún no logramos materializar la segunda fase del programa que consiste en que ella de la mayor parte de la clase. Hemos programado reunirnos el próximo lunes para planear la clase y hacer la primera prueba.

Junio 01, 2011

Lorena está practicando más el trabajo con la computadora. Ya empieza a contestar correos esporádicamente y espero que pronto lo use de manera más regular, eso nos dará pauta para un aprendizaje un poco más rápido haciendo uso de los materiales que se encuentran disponibles en la red, pero el tiempo apremia y no sé si lo logremos.

Junio 08, 2011

Los alumnos terminan sus clases en tres semanas y están llenos de actividades por su próxima graduación, lo que significa que queda un tiempo mínimo para llevar a término el proyecto. Lorena y yo no hemos podido vernos con la frecuencia que sería deseable. Como ya estoy de vacaciones en la universidad donde trabajo hemos modificado el horario en el que asisto a la telesecundaria. En lugar de llegar a las 12:00 estoy llegando a las 10:00 pero solo una vez por semana porque han tenido muchas suspensiones y Lorena tiene mucho trabajo con ellos de todas sus materias. **La ventaja es que Lorena y yo tenemos más tiempo para preparar algo juntas durante el receso de los alumnos que dura media hora. Hoy por ejemplo, hicimos con el grupo un repaso de verbos y sus significados en español. Lo hicimos a manera de concurso y Lorena hizo la mayor parte del trabajo.** Desde escribir los verbos en el pizarrón hasta checar que efectivamente los alumnos sabían sus significados. Los alumnos trabajaron en equipos cooperando entusiastamente y divirtiéndose al mismo tiempo. Durante el receso repasamos juntas la formación del presente simple y al regresar los alumnos Pedí a Lorena con ayuda del ex alumno que asiste a clase que se encargaran de explicarlo al grupo. Luego haciendo uso de flash cards Lorena hizo ejercicios orales con los alumnos que respondieran a la pregunta “what is he/she doing; what are they doing, etc. Ambos lo hicieron muy bien. Es una lástima que el tiempo se acabe cuando empezaba a haber buenos resultados en Lorena. Veo un gran avance en Lorena en el conocimiento de la lengua pero sobre todo en la seguridad para dirigir la clase por ella misma. Los mismos alumnos se han percatado de ello y cada vez con más frecuencia se dirigen a ella para hacerle preguntas acerca de vocabulario o de checar alguna estructura. Aunque esto me parece un gran logro, aún nos hace falta más tiempo para que ella tenga un mejor dominio el idioma. Me ha comentado que para el próximo periodo escolar ya ha solicitado que le den el grupo de primer año para arrancar el año con ellos y ver resultados más tangibles al terminar el ciclo escolar.

Junio 22,2011

Pasaron dos semanas desde mi última visita por actividades que no nos permitieron tener la clase de manera regular. Veo que en el pizarrón hay ejercicios en inglés. Lorena me comenta que hicieron un repaso para el examen que es el día siguiente. Aclaremos un par de dudas y procedemos a trabajar con el libro de trabajo de Attitude. Hacemos ejercicios relacionados con rutinas. Los alumnos trabajan en parejas. La mayoría responde muy bien. Unos cuantos se distraen. Lorena les llama la atención y los alumnos de inmediato corrigen su actitud. A pesar de que ya están inquietos por que la salida de clases está próxima y están en periodo de exámenes, algo que he notado repetidas veces es de que la buena relación entre la maestra y ellos, no se ve afectada por las llamadas de atención en cuanto a disciplina. Cuando Lorena les habla de manera seria ordenando que regresen al orden o que levantes basura que han dejado caer, o que alguno se cambie de lugar,

lo hacen de manera inmediata y sin protestar. En general cuando tenemos la clase de inglés tenemos un buen ambiente de trabajo. Lorena es una persona de buen carácter que deja que sus alumnos hagan bromas y digan ocurrencias de adolescentes pero no les permite faltas de respeto entre ellos. A menudo hacemos juegos durante nuestra interacción en que la procuramos que todos participen y hay un ambiente ligero y hasta festivo en algunas ocasiones. Los alumnos me han manifestado su gratitud de diferentes maneras y yo sé que Lorena ha influido en ello. Me han llevado presentes y escrito notas de agradecimientos con dibujos muy elaborados. Por mi parte no me tomo atribuciones que no me corresponden. Doy siempre su lugar a Lorena como titular del grupo y dejo que ella decida sobre tareas, tareas, evaluaciones y hasta alguna pequeña reprimenda o castigo cuando los alumnos no cumplen con sus tareas.

Julio 1 04 2011

Hoy fue el último día que vine a la telesecundaria. Lorena se ha hecho cargo de la clase casi por entero. Yo escribí una historia en el pizarrón con la ayuda de ellos, usando verbos en presente. Luego Lorena escribió otra substituyendo la mayor parte de la información. Los chicos proveyeron los verbos y el rumbo de la historia. Se han divertido. Para finalizar nos hemos despedido y me han entregado cartas muy emotivas. Dicen que van a extrañarme y algunos prometen estar en contacto. Lorena les da un discurso de despedida porque también es último día de clase regular para ella. Les dice que aprovechen estas clases y que no dejen de estudiar, que lo que han aprendido les será útil para el futuro. Me quedo hasta el final de la clase. Observo y reflexiono que tal vez si haya hecho alguna diferencia en estos chicos, al menos en unos cuantos de ellos. Lorena también se ve motivada para seguir aprendiendo por su cuenta. Nos despedimos con la promesa de volvernos a ver para la segunda entrevista. Han sido días de intenso trabajo pero de mucha satisfacción para mí. Creo que aún si lograra nada significativo con esta labor, yo me siento satisfecha de haber tenido este contacto directo con estos chicos sencillos y bien intencionados.

He dejado las llaves dentro del auto y todos se han ido, incluyendo Lorena que tuvo un curso en otra parte. Mientras espero recibir ayuda, ha comenzado a llover copiosamente. La escuela ya está cerrada. Inesperadamente llega una de las alumnas de Lorena, Ana Laura, con su mamá. No sé cómo se ha enterado pero ha venido a ver en que puede ayudarme. Le aseguro que mi esposo viene en camino con las llaves. Me hacen compañía hasta que él llega y me agradece mucho que le haya ayudado también a Oscar, su otro hijo que es el chico que estudia preparatoria y venía de oyente a las clases de la telesecundaria. Es un gesto hermoso que no olvidaré.

Muchos meses más tarde

Sigo en contacto con algunos de los alumnos. Ana Laura, la chica que vino en mi auxilio con su mamá cuando me quedé fuera de mi auto, siguió estudiando bachillerato y se ha graduado. Dice que ingresará a la universidad para estudiar idiomas, lo mismo que Mine. Oscar, se ha unido en unión libre con una chica muy joven y me lo ha comunicado vía Facebook, pero sigue estudiando. Eleazar perdió unaño de bachillerato pero no lo ha abandonado, espera terminar este año. En cuanto a Lorena se ha cambiado de escuela y ahora comparte un grupo con otra maestra. Piensa retirarse en un par de años aproximadamente.

APPENDIX E: Lorena's journal (The participant)

Entry 1

Empezaré platicando un poco sobre quién soy yo. Nací en la ciudad de Puebla de padres humildes. Ambos quedaron huérfanos a temprana edad, así que mi padre escasamente estudió los primeros años de la educación primaria y mi madre ni siquiera tuvo ese privilegio. Ella fue criada por una señora ciega que la enseñó a leer y a escribir y a rezar pues era muy devota. Soy la décima de 11 hijos. Fui la primera mujer, luego nació mi hermana Ceci para completar la decena, pues uno de ellos había muerto. Mi padre tenía dos trabajos, uno como obrero en una fábrica de hilados y tejidos y otro como comerciando vendiendo enseres domésticos a domicilio. Mi madre cosía, planchaba y a veces cuidaba de otros niños. Cuando mis hermanos mayores alcanzaron una edad para comprender la difícil situación económica, también buscaron como contribuir con el sustento familiar. Pero no todo era trabajo y pobreza, teníamos momentos felices en los juegos de la vecindad con los otros chicos e imposible olvidar las fiestas decembrinas en las que los dueños echaban la casa por la ventana y nunca olvidaban invitar a la señora de los muchos niños (nosotros) . Creo que la situación de carencia nos unió como familia y nos dio una identidad y nos enseñó la cultura del trabajo como medio de salir de la pobreza. Mi padre, especialmente nos impulsó a todos mis hermanos y a mí a estudiar. No permitió que ninguno de nosotros se quedará sin estudios. La mayoría siguieron carreras universitarias, yo me decidí por la carrera de maestra en la Normal Superior del Estado. Cuando estaba por terminar, unas profesoras llegaron a ofrecernos trabaja en telesecundaria. Yo me apunté de inmediato a pesar de que ya tenía una solicitud aprobada en primaria, pues se me hizo un proyecto interesante y aventurado. Cuando me anunciaron que me iría a una población remota me puse algo nerviosa pero no desistí. Mis padres me acompañaron y al llegar allá y ver la pobreza del lugar, que en ese entonces no tenía transporte, ni agua, ni un lugar en donde quedarse, mi padre quien estaba muy triste me preguntó que si en realidad eso era lo que yo quería, de lo contrario me regresara con ellos, yo que en ese entonces tenía 18 años le dije muy firme que sí, que estaría bien. Sinceramente tenía miedo, pero ya había tomado mi decisión y no había marcha atrás. **El vivir lejos de mi casa me dolió mucho, pero fue una gran lección que me ayudó a madurar y a ver el mundo desde otra perspectiva y a considerar que siempre hay gente que tiene más necesidad que uno mismo.** Agradezco esa experiencia tan valiosa que me ayudó mucho en mi formación humana y profesional.

Entry 2

He estado trabajando durante 24 años en la educación pública, de los cuales por cerca de catorce, mi labor estuvo enfocada a trabajo técnico administrativo en la SEP. Hace aproximadamente siete años me incorporé nuevamente a la actividad docente. Después de tanto tiempo de no dar clases y contando sólo con una raquítica preparación del idioma inglés que nos dieron en la carrera y la falta de práctica, cuando tengo que impartir la materia me es muy difícil y éticamente me hace sentir mal.

Cabe mencionar que por mi cuenta tengo el interés de prepararme pero no encuentro el espacio entre mis múltiples actividades, familia, casa, padres que atender porque son mayores, hijas adolescentes que llevar a cursos, etc. Los cursos de actualización que la SEP nos ofrece no son la solución, pues son cursos de un día y esto no es suficiente. Dichos cursos realmente son informativos más que formativos.

Entry 3

Mi deseo y compromiso es prepararme para adquirir el conocimiento y la metodología para trabajar con mis alumnos el idioma inglés. Estoy consciente de que es necesario que los alumnos salgan lo mejor preparados, ya que el futuro está en nuestras manos y ese futuro justamente lo representan estos jóvenes que saldrán de las escuelas para intentar tener un mundo mejor.

Me preocupa que en mi comunidad exista un porcentaje considerable de alumnos que emigran hacia los E.U. y esto implica un reto para nosotros como maestros en cuanto a prepararnos mejor en la enseñanza del inglés. No podemos evitar que se vayan hacia Estados Unidos, pero si podemos darles la herramienta del idioma que les facilite un poco el camino en caso de que se vean empujados a emigrar.

Considero que **la honestidad es algo de muy alto valor en el ser humano.** Y siguiendo esta línea de pensamiento quiero confesar que para mí es muy penoso que siendo profesores con muchos años de experiencia y servicio en el campo de la docencia no tengamos esa chispa y entusiasmo por la enseñanza y el deseo de superación tanto en nosotros mismos como en inculcarlo en nuestros alumnos. Creo saber la razón también. En primer lugar, la seguridad de la permanencia en nuestros trabajos y la segunda, cuando a un maestro ya le faltan pocos años para retirarse, pierde la motivación para seguir adelante y se conforma con un cumplimiento promedio sin dar nada más allá de lo convencional. **Este es el caso de la mayoría de los que trabajamos en nuestro plantel. Supongo que a eso se debe una apatía general por un crecimiento profesional.**

Entry 4

Con respecto al idioma inglés, el caso es aún peor que con el resto de las materias. Como en la escuela donde trabajo nadie lo domina pues sólo se cumple con el requisito de reportar calificaciones. La evaluación se hace sobre ejercicios tan simples como la numeración escrita y oral, los nombres de los colores, los días de la semana, o el nombre de objetos cotidianos. En otras palabras, cumplir con las formas pero no con la enseñanza de los contenidos y los objetivos curriculares.

Entry 5

Este ciclo escolar 2010-2011 tuve a mi cargo el grado de tercero y me encontré con el problema de que los alumnos no traían ninguna base para arrancar con el programa establecido en el sistema satelital para este grado. Aunque no habían sido mis alumnos en los grados anteriores me sentí culpable pues en todo este tiempo esto ha venido ocurriendo y no hemos hecho nada al respecto.

Entonces es cuando me dije tengo que hacer algo independientemente de lo que hagan o dejen de hacer mis compañeras de trabajo. Fue cuando Ange y yo platicamos y decidimos comenzar con el proyecto con un nivel básico. Yo previamente había trabajado con ellos numeración, el abecedario y vocabulario básico. No ocupamos los libros ni el programa televisivo. Sólo lo pusimos una vez pero era tan avanzado que nadie entendió ni una sola palabra, así que decidimos usar un libro que sugirió Ange que se llama Attitude, pero sólo usamos el cuaderno de trabajo,

haciendo copias selectivas porque los chicos no están en posibilidad de comprar libros. El resto del material lo fuimos haciendo conforme transcurrió el curso. **Mis alumnos y yo somos muy entusiastas de elaborar material didáctico** así que con base en lo que vamos haciendo en clase, les dejo hacer el material necesario para las siguientes sesiones. Esto me servirá para los siguientes cursos y por supuesto me gusta esta idea.

Entry 6

A pesar de que estaba yo convencida de que este programa nos traería algún beneficio, **durante las primeras clases en noviembre cuando empezamos con el proyecto y Ange empezó a trabajar con el grupo yo me sentía un tanto ajena e intimidada**, pues al ver el manejo perfecto del idioma y el manejo del grupo me hacía sentir innecesaria, pero después de las primeras dos clases **pude observar el gusto con el que la recibían los alumnos y digo la recibían porque yo aún trataba de mantenerme al margen. Esto cambió cuando platiqué con mis alumnos y la mayoría me manifestó que les gustaba mucho el material que se utilizaba en clase, juegos, fotografías, recortes, etc. Y también la forma de impartir la clase. Lo más importante es que no se les hacía aburrida.**

Posteriormente, **Ángeles y yo tuvimos una plática muy interesante acerca de cómo nos sentíamos ambas, pero sobre todo yo. Yo le manifesté lo que escribí arriba. Ella me dio ánimos y me explicó que si trabajábamos juntas compartiendo y poniendo en práctica las fortalezas que cada una poseía llegaríamos a muy buenos resultados.**

Reflexionando sobre lo anterior, **llegué a la conclusión de que la frase “renovarse o morir” tenía mucho de cierto, pues muchas veces caemos en la rutina que es muy cómoda porque no representa retos y dolores de cabeza. Ya sabes el camino y sólo tienes que volver a recorrerlo**

Entry 7

Otra reflexión que me hace pensar en la necesidad de llevar a cabo este proyecto de la mejor manera posible es que a pesar de que me he auxiliado de diferentes materiales para impartir la clase de inglés, esto no ha sido suficiente y uno de los problemas que he detectado es que aunque los alumnos cuenten con un poco de vocabulario, si éste no se aplica dentro de un contexto, no es posible que haya un aprendizaje real.

Otro punto importante acerca de este proyecto es que los alumnos son más un medio que un fin. Ellos se irán a otra escuela, o a trabajar o a seguir su destino, mientras que yo me quedaré con la obligación moral de darle continuidad a este proyecto e impartir las clases de inglés a los alumnos que lleguen a mis manos. En resumen, **el elemento más importante soy “yo” porque debo tener los conocimientos necesarios y la pedagogía y seguir adelante. Pero no seguir por seguir de cualquier forma, uno tiene que ser ético y honesto y dar el extra para crecer profesionalmente, y para esto creo que trabajar en conjunto con Ange me ayudará a ir progresando poco a poco.**

Entry 8

En la clase del 28 de noviembre cuando se trabajó vocabulario de profesiones y verbos me sentí mucho mejor pues me integré al trabajo. Les entregamos material por equipos y los alumnos elaboraron dibujos alusivos que se utilizaron para contextualizar las estructuras. Por ejemplo: Is he a policeman? Yes he is; No he isn't. Fue una clase divertida y dinámica.

Entry 9

En la siguiente clase me sentí aún más segura. Ange me animó a que hiciera un repaso de la clase anterior (profesiones). Además que se explicó la conjugación el verbo “to be” que para todos era nuevo, a pesar de que debió verse en el primer año. Si es que lo vieron ya nadie se acordaba de nada.

A pesar de que a los alumnos les da pena hablar en inglés frente a sus compañeros incluyéndome a mí, pues ese día nos animamos y lo hicimos. Aunque cometimos muchos errores nos sentimos un poco más seguros.

Entry 10

Hoy me gustó mucho la clase y participé activamente elaborando el material, mientras Ange me explicaba la estructura que íbamos a repasar y la estrategia para hacerlo. Hablar de los animales que existen en nuestro planeta es apasionante. A los muchachos les llama mucho la atención y además a mí también me gusta. Pues bien en la clase de ese día lo que hicimos fue investigar sobre algunos de ellos y luego los alumnos hicieron dibujos. Cabe mencionar que muchos de mis alumnos tienen mucho talento para el dibujo. Una vez que estuvieron listos nombramos a los diferentes animales con sus nombres en inglés varias veces hasta casi dominar la correcta pronunciación. Una vez más el aprendizaje de los animales se aplicó a una estructura básica que lo contextualizara. Por ejemplo, *I have a rooster. I have a cat, I don't have an elephant in my house, etc.*

Entry 11

La lectura de un cuento es algo que me parecía muy difícil de comprender yo misma y mucho más difícil de aplicarlo a mis alumnos teniendo en cuenta la cantidad de vocabulario y estructuras que tanto yo como mis alumnos aún necesitamos. Al llevar a cabo esta tarea junto con Ange me di cuenta de que realmente no era una cosa imposible de realizar.

Repartimos cuentos infantiles con ilustraciones muy coloridas y atractivas visualmente entre cinco equipos de cuatro alumnos cada uno. Yo me dediqué a ayudar a uno de los equipos y trabajé junto con las muchachas que lo integraban. Les pedí que hojearan el libro y trataran de comprender el tema que en él se desarrollaba. Al poco nos vimos en la necesidad de auxiliarnos del diccionario. Ange y yo nos turnábamos para pasearnos por el salón y comentar con los equipos sobre sus avances en la lectura y ayudarlos y animarlos a seguir adelante. Los equipos de Lulú, Ana Laura, Minerva y Oscar, entre otros, lograron una muy buena comprensión del contenido del cuento. **Con esta actividad me di cuenta de que leer en inglés no es tan difícil como yo pensaba.**

Afortunadamente los chicos colaboraron muy bien en su mayoría. **Esto me hace pensar una vez más que antes de hacer una actividad como ésta el maestro debe tener un buen dominio del idioma y de la técnica para poder auxiliar a los alumnos.** Yo tengo que trabajarlo mucho de manera personal antes de dárselo a los alumnos.

En la siguiente clase retomamos la lectura de los cuentos. Continuamos trabajando vocabulario, la inferencia de significado por el contexto y la lectura y escritura de párrafos selectos. Claro que sin la ayuda de Ange para mí sola hubiera sido difícil llevar a cabo la actividad, pero no fue tan difícil como esperaba. Quedé convidada a continuar con este tipo de actividades con una buena planeación y preparación de mi parte.

Entry 12

Ya estamos en abril. Hoy es un día especial para los alumnos y para mí. Ange nos prometió trabajar ocupando la película de Wally. Para ser sincera yo ya la había visto en el cine y tal vez porque estaba muy cansada y era muy tarde no llamó mucho mi atención. Antes de verla en la escuela vi un avance en la casa. La puse en inglés y con subtítulos también en inglés. Esta vez entendí el sentido principal de la película, y, ¡vaya que tiene sentido! Lo mejor es que lo entendí sin ver la película en español. Al día siguiente Ange y yo iniciamos la clase con la película. Sólo logramos ver unos veinte minutos aproximadamente. Trabajamos vocabulario, frases estructuradas. Los alumnos se interesaron y querían seguir viéndola, pero yo tuve que salir del salón porque fui llamada de la dirección. Quiero agregar que uno de los problemas con los que a menudo me enfrento es la limitante de tiempo. Sucede que hay una lista interminable de actividades que cubrir y yo no puedo trabajar libremente en una actividad muy prolongada porque es muy factible sufrir una interrupción de parte de la dirección para una consulta, un comentario, una observación o cualquiera otra cosa que rompe con la continuidad de mi actividad.. Muchas veces las actividades son programadas como concursos, ceremonias, juntas, cursos, suspensiones, etcétera. Esto llega a ser desesperante porque ha constituido un obstáculo para el desarrollo del proyecto de inglés en el tiempo que se había programado. Con frecuencia esta pérdida de tiempo me irrita y me desespera porque no llego a conseguir algunos objetivos por este tiempo que se fuga en lo administrativo o en la burocracia que conlleva nuestra actividad docente pública. Tan sólo calculo que por lo menos una vez de manera quincenal padecemos una suspensión. Esto es inevitable porque las instrucciones vienen de la propia Secretaría, que incongruentemente exige al mismo tiempo buenos resultados. No es sorprendente que éstos sean regularmente de bajo rendimiento.

Hay otras maneras de perder tiempo muy valioso en la Telesecundaria. Aproximadamente un 70% de nuestros horarios se tienen que adecuar a actividades fuera del salón de clases. Por ejemplo, la clase de educación física debería de darse tres veces por semana, pero el profesor sólo va un día y les da las tres horas continuas. Esto provoca que perdamos las clases televisivas programadas para estas horas. Esto suena irregular pero ya está aprobado por la supervisión general. Cuando se llevan a cabo ceremonias también se recorta el tiempo de clase y dejamos de ver algunas clases satelitales; y estos son sólo un par de ejemplos. Al final acabamos dando la clase adecuándola a nuestros tiempos y horarios disponibles, pero perdemos una utilísima herramienta en la enseñanza y también faltamos a la misión por la que fue creado el sistema de telesecundarias en nuestro país. Nosotros, los maestros tenemos que impartir siete materias. No nos especializamos en ninguna de ellas

durante nuestra formación normalista, pero a cambio se supone que tenemos este gran apoyo tecnológico de las clases por televisión que nos orientan y orientan a nuestros alumnos. Creo que perdemos mucho si no seguimos el lineamiento diseñado originalmente.

Entry 13

Ayer nos hicieron una evaluación externa. La dirección de la escuela nos avisó que tendríamos una visita de la supervisión. Esta visita tenía como objetivo observarnos mientras impartíamos una clase de inglés (metodología, dominio del idioma, material, etc.). Los seis maestros de nuestro plantel estábamos algo nerviosos, pero a decir verdad yo no tanto, pues el trabajo que estábamos realizando me dio seguridad. Llegó el día anunciado y todos esperábamos impacientes la visita. Eras seis observadores, uno por grupo. A mí me asignaron a la Prof. Elvia de la Peña. Se sentó en mi silla y observó el desarrollo de la clase. Yo anuncié a mis alumnos el objetivo de la clase: un repaso de las partes del cuerpo. Formé dos equipos y a cada uno entregué un dibujo a gran escala de un niño y una niña. Ellos elaboraron los nombres en fomi y lo pegaron en la parte del cuerpo correspondiente. Luego intercambiamos integrantes de los equipos y checamos la corrección de la actividad. Todos colaboraron diligentemente. Luego hicimos repaso de verbos con material que ellos habían elaborado previamente, haciendo oraciones y preguntas en presente simple.

Al reunirnos todos en la oficina para evaluar nuestras clases, recibí una felicitación pública de parte de mi observadora, y fui la única porque el resto de mis compañeros fueron reprendidos y advertidos de que era necesarios se actualizaran en la materia para poder impartir la clase.

Me sentí muy contenta y orgullosa de haber podido hacer esta demostración pública. Esto me motiva a continuar con la labor que hemos empezado y sin duda a mis alumnos también, pues los hice partícipes de la felicitación recibida. Esto no hubiera sido posible sin la cercana colaboración de Ange gracias al proyecto en el que mi grupo y yo hemos venido participando.

APPENDIX F

Some student's backgrounds

Oliveria

Nací en el estado de Puebla y vivo en la comunidad de S. J. un pueblo muy bonito donde se siembra maíz, frijol y otro tipo de alimentos, también se dedican mucho a hacer tabique.

Mi familia consiste en 10 personas... yo soy la quinta. Mi padre se dedica al campo, a veces a hacer ladrillo y mi mamá a hacer el quehacer de la casa y a veces le ayuda. Yo también ayudo a mi familia pues trabajo en una papelería los domingos y mis hermanos también trabajan.

Cuando entré a la primaria era muy traviesa y mi maestra me regañaba. A la mitad del año, cambié demasiado, ya no me paraba y me volví muy tímida y fue entonces cuando mis calificaciones mejoraron. Me gusta estar con mis amigos, aunque no me gusta jugar mucho. Mis planes son seguir estudiando hasta tener una profesión, todavía no sé cuál pero de que voy a hacer algo, voy a hacer algo.

Estas clases con la maestra Lorena y la Maestra Ángeles me han ayudado a darme cuenta de que el inglés no es tan difícil como yo pensaba y que hasta puede ser divertido.

Eduardo

Yo nací en S. S. T. el día 8 de marzo de 1996. Bueno, en la comunidad hay agua y luz y es un lugar algo tranquilo. Hay unos 2,500 habitantes. En mi familia somos 6. Mis tres hermanos y mis papás. Primero nació mi hermano Rodrigo y luego yo. Mi papá se dedica a hacer ladrillos y mi hermano el grande y yo le ayudamos a hacerlos. Yo soy un poco bromista. Cuando salga de la secundaria voy a seguir trabajando y a futuro ya veremos... Tengo muchos familiares en Estados Unidos, tengo 20 tíos aparte de mis primos y mis primas y de vez en cuando vienen a visitarnos. Pues a mí el inglés no me había llamado la atención y se me hacía algo difícil, pero ya vi que si se puede aprender y que no es aburrido y como tengo mucha familia en Estados Unidos hasta creo que lo puedo usar con ellos.

Paty

Yo nací en S. J. T. el 22 de febrero de 1996. Mi pueblo es rural y toda la gente se dedica a elaborar ladrillo, bueno, casi todos. Mi familia está integrada por mi papá, mi mamá y tengo 3 hermanas que viven en mi casa y mis demás hermanas ya se juntaron. En total somos 7 hermanas y un hermano. Mi mejor amiga es Lucero. Nos llevamos super bien.

Nosotros nos dedicamos a hacer ladrillo. Me gusta mucho pero a la vez es cansado. Me gustan mucho las verduras, frutas y las comidas que hace mi mamá. Yo soy delgada, no muy chaparrita y de ojos cafés. Cuando termine la secundaria, pienso seguir estudiando el bachiller[ato]... luego quiero ser estilista y superarme más. Cuando sea grande, como de 28, yo creo que voy a tener un carro porque mi propósito es demostrarle a mis papás que si puedo.

Mi hermano y una hermana están en Estados Unidos, ellos ya hicieron su vida. Trabajan en un restaurante. También están allá mis tíos y tías pero no sé a qué se dediquen. Y si algún día voy a visitarlos o a trabajar allá me gustaría hablar inglés bien. Yo soy alegre. Me gustan mis ojos y mi cabello. Hago ladrillo cuando no tengo clases. Me gusta donde vivo.

Lulú

Yo nací en Ch. pero he crecido en S. J. T. que es un lugar muy bello porque hay los recursos indispensables y tiene una vista muy bella hacia los volcanes. Aquí la gente se dedica a la elaboración de ladrillos y la agricultura.

Mi familia está compuesta por 6 integrantes, mis papás, dos hermanas y un hermano. Yo soy la mayor. Mi mamá se dedica a hacer el quehacer de la casa y mi papá trabaja principalmente en el campo. En la escuela tengo compañeros buena onda. Fuera de la escuela soy seria, pero en mi casa soy graciosa. A mí me gusta jugar futbol con mis hermanos y ver mis programas favoritos. También me gusta comer fruta. Mi sueño sería estudiar para tener un buen trabajo y ayudar a mis padres con los gastos de la casa e ir y conocer diversos lugares. Mis planes son estudiar y dentro de 3 a 5 años trabajar. En el futuro quiero viajar y creo que estudiando lo podré lograr.

Emmanuel

Yo nací en Puebla. Vivimos ahí por mucho tiempo. Yo hasta los 12. Somos muchos, 7 hombres y una mujer. No tuvimos un papá que nos diera lo que muchos tienen, y mi mamá se fue con una pareja y nosotros nos quedamos con mi tía Carmen y muy chicos empezamos a trabajar vendiendo elotes, chicharrines. Y así salimos adelante y nos venimos a vivir a Z. lo que fue muy difícil porque no conocía a nadie y luego me volví muy popular con las chavas y los los chavos me querían golpear, pero al final nadie me hizo nada. Tengo mucha suerte de estar con la Profa. Lorena y la Profa. Ange, y mis sueños son entrar a la [escuela] militar y luego ponerme a trabajar de profesor o jugar futbol en la liga profesional.

APPENDIX G: Last Participant's Interview

A. The researcher

B. The participant

A) Hola Lorena, gracias por el tiempo que separaste de tus ocupaciones para esta entrevista.

B) Hola, con gusto.

A) Pues después de pasado ya otro periodo escolar, con un grupo diferente al que aplicamos el proyecto, ¿cómo te sientes?

B) Me siento bien, porque si logré aplicar muchos de lo que hicimos juntas y porque es la primera vez que abarco la mayor parte del programa. Avancé más de la mitad del libro.

A) Me da gusto oír eso ¿Cuál fue el principal reto?

B) Veíamos la clase y aunque me atrasaba en algunas [temas/clases] lo retomaba del libro porque es consecutivo, así que el reto era avanzar en el programa pero que los alumnos si aprendieran.

A) ¿No llegaste a desfasarte como en ciclos anteriores?

B) Si, casi al final, unos dos meses antes de se acabara el ciclo escolar, por un montón de actividades extra-académicas o de otros rubros que nos quitaban el tiempo de clase, computación, educación física, suspensión de clases, presentaciones...

A) ¿Hiciste algo fuera del programa?

B) Si, las canciones que veíamos cuando trabajamos juntas, que no es parte del programa, vimos como ocho canciones, unas dos o tres de las que me dejaste "Dust in the Wind" y otras... Un día fue a darle una plática a los alumnos una psicóloga y al terminar, cerraron con la canción de "Imagen" que ya habíamos visto en clase, entonces los chicos de mi grupo empezaron a cantarla muy contentos y me veían con cara de gozo, y todos los demás se sorprendieron de que ellos la siguieran. Yo digo que fue algo significativo. La plática fue para toda la telesecundaria.

A)Cuál crees que haya sido tu mayor logro durante el periodo, enseñando inglés?

B) Pues, seguir la mayor parte del programa y creo que también los motivé para que ellos quisieran seguir aprendiendo, por eso en parte pedí que me dejaran primero. Porque tercero se me hizo muy difícil, porque ni ellos ni yo teníamos las bases necesarias para ese nivel de inglés.

A) Pero, algunas de tus compañeras, al igual que tú, tomaron el curso que ofreció la BUAP para maestros de educación pública, ¿que pasó con esos cursos?

- B) No los terminaron. La directora se rezagó por el trabajo de dirección, y la otra maestra tampoco puso mucho interés. Por cierto, esta maestra se fue a un curso de dos semanas y me quedé con los dos grupos. Iba yo de un grupo a otro, ¡qué trabajo tan pesado! Les apliqué el examen de inglés que ella misma había dejado preparado, y un niño me dijo “que voy a contestar, no nos da nada, sólo nos pide copiar cosas del libro”.
- A) ¿Y tú, qué tan provechoso lo sentiste?
- B) Poco
- A) ¿Porque?
- A) Lo vi muy rápido y muy avanzado, no para principiantes.
- B) Y en cuestión de motivación, como te sentiste?
- A) Pues no tanto, como para seguirlo en otra parte, no.
- A) ¿Qué seguimiento le has dado, es decir, te sirvió para dar tus clases, para tu desarrollo profesional?
- B) Si, volví a tomar el libro, lo repasé, el libro de la BUAP, y busqué que me podía servir para trabajar con el grupo de primero año que iba a empezar, incluso fotocopié algunas cosas y lo trabajé con los alumnos. Y sí, me siento mejor preparada ahora.
- A) Me comentas que ya hay señal de internet en la escuela, ¿qué tanto la has usado?
- B) Yo lo he ocupado muchas veces durante el año, pero no mucho para inglés. Llevo mi computadora porque el aparato que está ahí tiene algún problema de conexión, y el salón a donde me cambiaron si llega la señal de internet. Al que tenía yo cuando trabajamos no llegaba.
- A) Qué porcentaje de alumnos crees que tengan cuentas de correo, recuerdas que al grupo anterior incluso se las abrimos?
- B) La mayoría, muchos de ellos tienen hasta Facebook. Muchos ya tienen acceso a internet, pero no lo usan para un aprendizaje académico, sino para juegos o incluso es muy probable que para ver pornografía.
- A) De los alumnos que terminaron el año pasado, sigues teniendo contacto con algunos?
- B) Si tengo contacto con la mayoría
- A) ¿Sabes si siguieron estudiando y si les sirvió el programa que trabajamos con ellos?

- B) Si, sé que como la mitad de ellos siguieron estudiando, me parece que arriba del promedio de otras generaciones.
- A) ¿Crees haber influenciado en esa decisión?
- B) No lo sé, espero que sí un poco. Es complicado que los chicos sigan estudiando por la situación económica de las familias y de los problemas que muchas veces hay.
- A) ¿Qué problemas recurrentes has detectado en el seno de las familias de tus grupos?
- B) Familias desintegradas, hay casos en que se van los papás, los dejan. Se van a Estados Unidos, pero también hay casos en que se han ido los dos, papá y mamá, y los chicos se quedan con la tía o con algún otro familiar. Y esos chicos son problemáticos.
- A) ¿En su conducta o en lo académico?
- B) En ambos.
- A) ¿Mandan por ellos más tarde, o que es de estos chicos más adelante?
- B) Pues algunos se quedan aquí y hacen su vida. A veces los padres ya no regresan.
- A) ¿Según tu experiencia, cómo qué porcentaje calculas que se va a Estados Unidos a alcanzar a sus familias?
- B) A lo mejor un 25%.
- A) ¿Y los demás?
- B) Se juntan muy jóvenes y forman familias y el patrón vuelve a repetirse.
- A) ¿En el tiempo que llevas trabajando, los siete u ocho años, crees que las cosas han cambiado, como que los chicos sigan estudiando, entren a la universidad o que rompan ese patrón?
- B) Pues a mí me ha tocado que cuando mucho estudien preparatoria, yo creo que muy pocos siguen una carrera universitaria.
- A) En general, ¿qué oportunidad tendrán de estudiar en la universidad?
- B) Bueno ahora que ya hay una universidad pública tecnológica cerca, ya no es tan difícil, abrieron hace como unos dos años una que ofrece robótica y otras carreras. Supe que entraron dos de nuestros exalumnos.

- A) ¿Qué crees que será lo que tus alumnos quieran para su futuro, para sus vidas en general, que crees que ellos quieran hacer con sus vidas, según tus observaciones y tu experiencia?
- B) Uhmmm!
- A) Cuál crees que sea su meta al estar estudiando,... qué los mueve?
- B) Sabes? Yo siento que muchos si quieren seguir superándose, que si tienen ganas de seguir estudiando y salir de la comunidad, pero hay poco apoyo por parte de los papás, la idea general es que acaben la secundaria y ya. Luego se van a trabajar a las ladrilleras o se juntan. En este ciclo escolar sólo tenía yo dos parejas de papás que tenían un poco más de estudios y tengo la percepción de que las hijas seguirán estudiando, pero de ahí en fuera no, no hay mucha disposición, los patrones todavía continúan sin mucha variación. Ahora estamos en exámenes finales y algunos alumnos no se aparecen.
- A) Entonces, ¿no hay mucho contacto con los padres de familia?, según leí, la filosofía de la telesecundaria es tener un vínculo cercano con la comunidad, que los maestros junto con los padres de familia tienen como misión hacer crecer a la comunidad ¿Se cumple?
- B) No, ese es el ideal de las telesecundarias. Como nacieron para las comunidades rurales, se supone la vinculación es más directa, aunque también depende de los directivos.
- A) ¿Crees que no se han dado a la tarea de buscar acercamientos y trabajo colectivo?
- B) Yo si trato de hacerlo, ahora estoy poniendo una obra de teatro, busqué a una persona de la comunidad para que les enseñara a tocar guitarra. La directora trataba de disuadirme diciendo “no es para tanto, no te desgastes, haz un trabajo manual. Hice la invitación formal, para que llevaran a alguien de su casa, la mamá, el papá, el hermano, etcétera. He propuesto que haya un grupo de lectura comunitaria con los padres de familia, pero la dirección no lo apoya.
- A) No hay supervisión para ver que los proyectos se lleven a cabo?
- B) Sólo nos piden evidencias, el maestro puede sacar una foto de su grupo leyendo y esas son tus evidencias de lecto-escritura, por ejemplo.
- A) Volviendo a tus alumnos, ¿Cuáles crees que son sus principales influencias?
- B) El medio, tanto de la comunidad como los medios de comunicación. Pregúntales que ven y pues te contestan que ven novelas de Televisa y TV Azteca “La Rosa de Guadalupe”. El canal que se salva un poco es el 26 de Puebla, pero te dicen que es aburrido. Los partidos churreros de televisión, el 90% de las familias tienen televisión

- A) Y en cuanto a sus valores, qué valores crees que sean los más importantes para ellos?
- B) Mmmm...
- A) Que crees que es lo más valioso de su cultura, desde tu punto de vista, había chicos que trabajaban y que estudiaban al mismo tiempo, su fiestas, sus tradiciones, en fin, que piensas?
- B) Hay un porcentaje de chicos que trabajan, se van a las ladrilleras, las niñas se van como ayudantes a las cocinas económicas, a hacer tortas, en fin. Si ese puede ser un valor, sin embargo, trabajan porque los papás necesitan un ingreso extra pero para mí, esto no siempre resulta positivo, porque los que trabajan faltan mucho y se atrasan. Tengo una alumna que se va a las ferias y que llega muy tarde a su casa. Es una buena alumna pero le perjudican tantas ausencias de clase. Claro que es bonito que conserven sus tradiciones, como el día de muertos, las posadas, el día del patrono del pueblo. Por otra parte, las fiestas en las que el pueblo se organiza en mayordomías y hacen fiestas en las que hay un tremendo derroche de dinero, algunas veces terminan en borracheras.
- A) Tu crecimiento, tu desarrollo profesional, crees que lo que hicimos juntas haya ayudado en algo para ser aplicado a tus grupos?
- B) Para mí fue muy motivante, Sinceramente, que yo preparara una clase de inglés, pues no me lo imaginaba. Yo me siento muy satisfecha por haberlo logrado. Yo misma siento bonito cuando digo a esto si le entiendo, lo vimos durante el proyecto. Lo más padre es que los chicos me decían, maestra, vemos inglés y yo les decía pero hoy no nos toca. Los chicos llevaban canciones para que las cantáramos o me llevaban sus playeras con leyendas en inglés y **preguntaban, maestra, que dice aquí.** Yo si quisiera retomar el aprendizaje del inglés pero cuando esté algo más relajada.
- A) ¿Crees que se pueda lograr algún cambio, influenciarlos cuando hablas con ellos y les dices que estudiar es una forma de superación y un estilo de vida que puede cambiar sus vidas?
- B) Creo que sus perspectivas a futuro no son lograr algo concreto, todo su mundo gira en torno a formar familias a edades muy temprana y ellos lo ven como algo muy natural. Por otro lado hay poco apoyo de directivos y padres de familia, ahora, por ejemplo, puse una obra de teatro que habla sobre el embarazo adolescente y las consecuencias y no es fácil, porque voy a tener a 40 papás viendo y Por otro lado hay poco apoyo de parte de directivos y padres de familia, ahora, por ejemplo, puse una obra de teatro que habla sobre el embrazo adolescente y las consecuencias y no es fácil, porque voy a tener a 40 papás viendo y juzgando mi trabajo, pues a mí me interesa que esto tenga algún impacto entre los mismos estudiantes, principalmente las chicas que al embarazarse truncan sus estudios y sus esperanzas de una vida más solvente, uhhh... y plena con una buena educación para sus hijos también.
- A) Para terminar esta entrevista, ¿cómo calificas el trabajo que has hecho después de la terminación del proyecto?
- B) **Bueno, no óptimo tal vez, porque estoy consciente que debo darle un seguimiento para**

reforzar lo aprendido, pero al menos satisfactorio.

A) Muchas gracias por tu tiempo.

B) Fue un placer