STUDENTS’ BELIEFS ABOUT LEARNING GRAMMAR IN A MEXICAN PUBLIC SCHOOL

QUE PARA OBTENER EL GRADO DE LICENCIADO EN LENGUA INGLESA

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ABSTRACT

It is well known that several studies have been focused on knowing students' perceptions about their English teaching/learning process in different institutions. However, very few researches have been conducted in Telebachillerato. This case study explores students' opinion about their English classes focused on grammar in Teba Colipa, and is an attempt to show how English language teaching is carried out in this kind of institution. This will provide teachers with ideas of what students expect from them and the kind of strategies they need to develop when facing similar learning scenarios.

Key words: teaching, learning, perceptions, grammar, Telebachillerato.
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CONTENTS

Chapter 1: Introduction ................................................................. 4
  1.1 Rationale ................................................................. 4
  1.2 Context ................................................................. 5
  1.3 Participants ............................................................. 6
  1.4 Instruments ............................................................. 7
  1.5 Study ................................................................. 8
  1.6 Objectives ............................................................. 8
  1.7 Research questions ......................................................... 9
Chapter 2: Literature Review ....................................................... 10
  2.1 What is perception? ......................................................... 10
  2.2 What is grammar? .......................................................... 10
  2.3 Helping students with grammar .......................................... 11
    2.3.1 Teaching form ....................................................... 11
    2.3.2 Teaching meaning .................................................... 12
    2.3.3 Practicing and using the language .................................. 12
  2.4 English at Teba ............................................................ 13
  2.5 Strategies used at Teba ..................................................... 14
    2.5.1 Pre-instructional strategies ......................................... 14
    2.5.2 Co-instructional strategies ......................................... 15
    2.5.3 Post-instructional strategies ....................................... 16
  2.6 The lack of an English method in Teba ................................. 16
  2.7 How the Teba system works ............................................... 16
  2.8 Training courses to teach English ....................................... 17
  2.9 Good quality materials (books) ........................................... 17
    2.10 Infrastructure ......................................................... 18
Chapter 3: Methodology ............................................................... 20
  3.1 Study ................................................................. 20
  3.2 Context ................................................................. 21
  3.3 Participants ............................................................. 22
  3.4 Instruments ............................................................. 23
  3.5 Procedure .............................................................. 25
Chapter 4: Findings ................................................................. 28
  4.1 Teacher’s perceptions ...................................................... 28
  4.2 Observation facts .......................................................... 30
  4.3 Students’ Perceptions ...................................................... 31
  4.4 Deeper students’ opinion .................................................. 34
  4.5 Discussion ............................................................. 35
Chapter 5: Conclusions ............................................................. 38
References ................................................................. 40
Appendix 1 ................................................................. 42
Appendix 2 ................................................................. 50
Appendix 3 ................................................................. 53
Appendix 4 ................................................................. 57
I. INTRODUCTION

Although the Telebachillerato was founded 32 years ago, a limited amount of research has been devoted to analyze and evaluate how the English subject is taught in this kind of school. This study is done out of the necessity to describe what students believe about the way the English language is taught, particularly focusing on how students perceive the teaching of grammar.

1.1 Rationale

In 1980 the Government of Veracruz State proposed the creation of an educational system which would be designed to cover the educational needs for high school education (Bachillerato) in rural and semi-rural areas in this state. Such areas had been deprived for a long time of schools at this level, because it was not possible to build a Bachillerato in those communities. This is how Telebachillerato de Veracruz (Teba) was created (Flores, 2005)

This was the first high school Educational System in the country to use media and modern communication techniques as tools to approach students to knowledge. One of the main characteristics of Telebachillerato is the use of television as one of the main tools to teach, as well as the use of educational videos and books produced exclusively for this institution (Flores, 2005).

Nowadays, unfortunately there is a large number of Tebas that do not make use of those videos anymore. This is due to three main reasons: (1) the bad condition of the films as they have been damaged throughout the years; (2) the current technological devices are not compatible with the VHS format of the tapes; and (3) the videos cannot be played due to the poor condition of the equipment. In the case of English classes, this situation has led teachers to use extra activities as a complement.
Consequently, teachers function as providers and facilitators of knowledge, since they are the ones who give students materials to support their teaching-learning process. In other words, teachers are the main source of knowledge in this institution. Most of the time, teachers resort to the course book and other activities to give meaningful classes and encourage students to continue studying English and to understand the importance of the English language nowadays. However, those activities do not always seem to be as meaningful as both teachers and students expect, and far from being productive they may result boring and tiresome.

This situation affects not only the way English is taught, but also the level of students in terms of language – not to mention the fact that a lot of students are not motivated enough. As a result, some students consider learning English a waste of time because they do not find a connection between the L2 and their everyday life.

1.2 Context

This study was done at the Telebachillerato Colipa. This Teba is located in a village called Colipa. It is a municipality situated in the center of the State of Veracruz. It borders with the municipalities of Vega de Alatorre, Juchique de Ferrer, Yecuatla and Misantla.

This school is open in the morning and has up to 5 teachers, 1 coordinator and 97 students. There are 6 groups: 1) 2nd semester group A with 16 students; 2) 2nd semester group B with 14 students; 3) 4th semester group A with 18 students; 4) 4th semester group B with 20 students; 5) 6th semester group A with 14 students; and 6) 6th semester group B with 15 students. Their ages ranged from 15 to 20 years.

The English courses offered by the Teba “Colipa” are divided into four levels and are only taught from the first to the fourth semester: English 1, English 2, English 3 and English 4. Fifth and sixth semester groups have no English class because they are not part of the curriculum. Every level is taught by the teacher in charge of this
subject. A different course-book is used in each semester according to the levels; those books are provided by the Dirección General de Telebachillerato (DGTEBA).

I decided to do this research at Teba Colipa because I studied in this school for three years and I am familiar with some aspects of this school. For example, the way this institution works, the way this school is organized, some of the teachers working there that I know, to mention a few of them.

1.3 Participants

I focused my attention on the English course of a second semester group. It is important to mention that these students have never used the educational video in class. As a result, their teacher always tries to give the classes with the tools and resources s/he has on hand to teach English.

The subjects I worked with to do this research were 16 students from second semester group A. This group consisted of 16 students: 6 girls and 10 boys. Their ages ranged from 15 and 17 years old. All of them attended the second semester from January to July 2014. Apart from those students, the teacher of that second semester was also part of my sample.

Most participants are from lower middle class families. Some of them live in Colipa but others come from little villages belonging to the Colipa municipality, so they have to take different ways of transportation to go to the school.

According to the Common European Framework of Reference for Languages, the level these students are expected to have is A1 (beginner). This means that they have a very basic ability to communicate and exchange information in a simple way.

Most of those students had studied before at the Telesecundaria located in Colipa. This meant a first contact with English for them. They had a training of three years
there; however, their current level of English is not as good as expected because outside the classroom they are hardly ever in contact with the English language.

1.4 Instruments

In order to carry out this research, the instruments I decided to use were an English assessment test, observations, questionnaires and interviews. I will proceed to implement these methods in order to gather the information needed to sustain this research.

The first instrument administered was an English diagnostic test. It was administered to the 16 participants with the purpose of knowing the level of language those students had. The English textbook was taken as a reference in order to design such test. The test was divided in two sections of 40 minutes each and applied in two different days due to the fact that the test consisted of seven pages and only one day would not be enough for student to finish.

I decided to conduct some questionnaires since they could provide relevant and important data about what students believe about the English teaching/learning. The questionnaire was administered in a group form, to the 16 participants and taking out the face-threatening act of an interview which would take more time.

The point of view of the teacher teaching English at this Teba was necessary. In order to obtain data from him, I decided to make use of a structured interview. It consisted of open ended questions that were audio taped. The point of view of students is as important as the teacher’s opinion, so apart from the questionnaires I considered relevant to interview eight of those participants in order to have information that was not asked in the questionnaires and, in this way, have a broader idea of their beliefs.

Finally, in order to complement the information obtained from the previous instruments I made five observations. I was a non-participant observer; I just observed the English teaching learning process in this classroom. As I said
previously, those observations were carried out to complement this study and to corroborate the information the teacher gave in the interview and the students gave me in the questionnaires.

1.5 Study

This study is directed to understand deeply the English teaching learning process at Teba Colipa and is a mix-up study in that it is qualitative and quantitative. I decided to implement a qualitative approach because it is the most common method used in education as it describes in detail what students and teachers believe about a specific point. And this would mean flexibility with the information and allow having a wide range of interpretation about the teacher and students’ perspectives.

Although this study is mainly qualitative, I have to highlight that it also has a quantitative approach. In order to make inferences and show gathered data I will use graphs, and this will be very useful and relevant to make my conclusions clearer.

Also, this study will be registered within the Case Study method. I chose this kind of research because it is addressed to describe and explain a phenomenon of interest and whose purpose is to describe a particular issue in detail. And, in this case I carried out this research to know, describe and explain the English teaching learning process that is carried out by the teacher and students in Teba Colipa.

1.6 Objectives

- To analyze and describe how the English subject is taught at a second semester of the Telebachillerato Colipa.
- To analyze and describe the activities the teacher of this school uses to teach grammar.
To analyze and describe what students believe about the teaching of grammar.
To describe how students believe they can improve their level of grammar.

1.7 Research Questions

- What kinds of difficulties do 2nd semester students face with English grammar?
- How appropriate for students are the activities the teacher uses in his classes?
- What do students do to improve their level of grammar?
- How do students believe the English subject should be taught?
II. Literature Review

2.1 What is perception?

The Oxford dictionary defines perception as the “neurophysiological processes, including memory, by which an organism becomes aware of and interprets external stimuli” (Web page, 2014). According to Goldstein (2009:5), “perception does not just happen, but is the end result of complex ‘behind the scenes’ processes, many of which are not available to your awareness.” From this point of view, perception is a complex process that happens involuntarily by organizing and interpreting sensory information.

In this research, students' perception refers to the way how students perceive and evaluate their English teaching-learning process. This perception is closely related to the beliefs students have about how grammar is taught at Teba Colipa. This is of great importance because based on students’ beliefs, teachers and the institution may have a broader idea of how students feel in their classrooms and what they may need to adapt their teaching strategies to the context.

Therefore, identifying the students' perceptions is essential to make decisions in such a way that students are provided with the tool they will someday need to provide effective teaching in the workplace.

2.2 What is grammar?

According to Hadfield and Hadfield (2008:18) “grammar is a description of the language system – it shows us how we order words in sentences, how we combine them and how we change the form of words to change their meaning.” If we are learning a second language we will have to take into consideration that if we do not learn grammar properly, our communication will be very limited. Besides, the lack
of proficiency in grammar could give rise to misunderstandings not only in written or spoken language, but also when listening and reading.

Grammar is a complex issue, people who learn English is taught the grammar rules and they can learn them properly, but it sometimes happens that people cannot explain the rules to anybody else. This situation can even occur with non-trained native speakers teaching their language, so it is evident that foreign language learners could have more difficulties facing this. Harmer (2007:12) argues that:

If you ask the average speaker of a language what they know about grammar they may remember the odd lesson from school, but beyond that they will say that they have forgotten what grammar they once knew. The same speaker, however, can say a sentence like ‘If I had known, I’d have come earlier’ without thinking, even though it is grammatically complex.

2.3 Helping students with grammar

If you are a teacher then you will know that an issue that is essential, concerning English grammar, is the way you explain this component of the language to your learners. The point is that knowing a lot of grammar rules and their use is not always enough; teachers should be able to teach grammar to their students as easily and accurately as they can. It becomes more difficult when we understand we work with human beings with diverse personalities, likes, interests and needs. Hadfield and Hadfield (2008:20) consider three stages that will be useful when teaching English grammar:

2.3.1 Teaching form

In this stage it is advised to avoid grammatical terminology because it results complicated to students, especially with beginners. Although at some point it will be necessary to make use of those terms, it would be better if other options were used to explain grammar. As Hadfield and Hadfield say “it is easier for students to grasp
a new structure if the language is presented visually, for example in a table, rather than analyzed and described using grammatical terminology” (2008:20).

Another good piece of advice is not to try to explain always the rules to learners, but we let them work in order that they ‘discover the rule’, although at a certain time we will need to explain those rules to make them clearer (Hadfield and Hadfield, 2008).

2.3.2 Teaching meaning

The purpose here is to present the new topic but in a meaningful context. At this stage a grammar topic is presented in a meaningful context. In other words, teachers should present grammar in natural ways by showing students how they can use grammar in their everyday life. Like Hadfield and Hadfield argue: “context should make the meaning of the new structure clear and show it is used in real life” (2008:20).

To complement this, Harmer (2007:59) claims that the understanding of a structure depends mainly on two things: “the context in which it is said and what the speaker wants people to understand.” He highlights that teachers have to take into consideration the emphasis they give to the structures they say and to the relationship that structure elements have with what it is before and after them. Harmer (2007:60) adds that “our ability to function properly in conversation or writing, in other words, depends not only on reacting to the context in which we are using the language, but also on the relationship between words and ideas in longer texts.”

2.3.3 Practicing and using the language

In this stage students practice with the information or knowledge they were given previously. This stage is necessary since students could hardly forget what they
received and could easily remember the information to make an appropriate use of it. Hadfield and Hadfield (2008:21) say that “practice activities help students to remember the new language and to become more accurate and more fluent in using it. There are many activities that you can use to practice the language.”

The authors also suggest a large variety of activities to work with the students, for instance, to practice and use the language we can use written exercises, miming and matching games, drills, drama or written descriptions. For speaking activities can include drills, gap fills or matching tasks focused on getting the correct grammatical form (accuracy), and information gap activities, discussion, or drama activities focused on communicating the message (fluency). For writing activities accuracy-focused activities like gap-fill or matching exercises, or fluency-focused activities such as short descriptions or stories can be used.

Finally, the activities in the classroom need to be as varied as possible so as not to follow into monotony. Hadfield and Hadfield recommend changing the activities in order to cover all the students’ learning styles. Furthermore, when designing the activities or tasks, we have to take into account the students’ needs, likes and dislikes, their level of language, to mention a few:

It is important to vary the activities you use for presentation and practice activities – don’t always begin with a reading text or always use drills for controlled practice. The number and type of activities you choose should be based on what kind of practice your learners need and how much practice you think they need (2008:21).

### 2.4 English at Teba

Since it was founded, Telebachillerato has changed significantly. A lot of Tebas have been created throughout the State of Veracruz. Nowadays, Telebachillerato is presented in more than 200 municipalities of this State with more than 3,000 teachers and more than 70,000 students. With time, the program of studies at Teba has changed with the intention of having a higher quality system of education in benefit of the students. The latest change took place in 2005. Those changes
have been very significant because a big number of students belonging to rural and semirural communities have had the opportunity to continue with their studies. In this respect, Pozos Moreno (2007:37) tells us that:

The educational model of Telebachillerato is characterized by the interaction and democratic participation, with a formative function. It has key actors such as students and teachers, parents and community, who proptiate information and high quality training through the use of television media and printed materials and with teacher intervention energizing the educational action. Without the presence of any of them the model cannot be implemented.

The program of studies includes English as a subject. English at Teba is taught from the first to the fourth semester. The teachers try to make an appropriate English teaching process with the use of the text book, since there is no educational video that complements this process. According to extra information given to me by the English teacher of Teba Colipa, nobody provides the syllabus of the English courses, so they have to manage with the arduous task of what to teach and how to do it every day.

2.5 Strategies used at Teba

There is a large variety of teaching strategies that teachers can use in their classes. In his study carried out in the Xalapa scholar zone A, Reyes Salazar (2004:122) identifies the main strategies used by teachers at different Tebas. He points out three main stages:

2.5.1 Pre-instructional strategies

According to Reyes Salazar, these strategies are carried out at the beginning of the class:

- Teachers regularly introduce the class objectives before starting the class so that students can know what to expect from the lesson.
• Teachers frequently guide their students to recognize how important the material to be used in the class is.
• Teachers take control of the whole class regularly, letting students do just the activities they have to develop.
• Teachers hardly make questions related to the topic before starting the class.
• Teachers rarely let their students express their opinion about the topic.
• Teachers regularly take into account the students when assigning the activities.
• Teachers regularly form groups for their students to develop some activities.

2.5.2 Co-instructional strategies

These strategies take place just after the pre-instructional strategies:

• Teachers frequently use the educational video as a base to introduce the objectives of a topic.
• Explanation is one of the most common activities used by teachers in order to approach students to the topic.
• Teachers consider the use of the educational video very important in order to deeply explain the topics that will be seen in the class.
• Conceptual maps are frequently used by teachers in order to synthesize the information presented in class.
• The blackboard is an essential tool at Tebas since teachers always write important information on them.
• Teachers frequently use the textbooks in order to appropriately introduce, explain and cover the topics seen in the different lessons.
2.5.3 Post-instructional strategies

Finally, Reyes Salazar considers these strategies to finish the class:

- Examples are used in order to compare the information that is given by teachers is another strategy used most of the times.
- Regularly, Teachers make reviews to reinforce what has been seen throughout the lessons.
- Regularly, teachers use synoptic tables to recapitulate the topics seen in the lessons.

2.6 The lack of an English method in Teba

There are different methods and approaches that have been developed through many years in order to have an appropriate and meaningful teaching-learning process of the second language. Each method and approach has its advantages and disadvantages. However, Telebachillerato does not propose any method in particular that can be suitable to teach English. Teachers are responsible of adapting the textbook and other resources to their classes.

2.7 How the Teba system works

Based on the author’s experience, I proceed to describe how the Teba system works. The service that Teba offers is schooled with morning and afternoon shifts. Its schedule is organized in 6 hours a day from Monday to Friday. The number of teachers varies depending on each Teba and there are three groups (one of each semester either odd or even).

The organization includes a coordinator, teachers, students, school patronage and the pedagogical technical council formed by the teachers who are in charge of the academic and administrative activities. In the case of Teba Colipa, the classes are
in the morning from 8 am to 1 pm, from Monday to Friday. There is one coordinator, 5 teachers and 97 students distributed in three groups, namely, second, fourth and sixth semesters.

2.8 Training courses to teach English

Most of the teachers at Teba teach different subjects in different groups. For instance, a teacher can be teaching History in the first semester and Physics in the third. The English subject is not an exception. In the case of Teba Colipa, the teacher who teaches English also gives other classes in different groups.

This teacher gives the English class because of all teachers at Teba Colipa he is the one who knows more English. This does not mean that he has an English language degree, but he has taken some courses before. If he were not in that Teba maybe another teacher with a lower level would be teaching English as well.

From this contention, it is imperative for Telebachillerato to regularly train their teachers in order to be able to provide quality education.

2.9 Good quality material (books)

The educational book is the tool that contains all the information that Telebachillerato offers and it is the most accessible tool for teachers and students. The educational book contains the same information included in the educational videos.

Pozos Moreno (2007:39) identifies four objectives of educational books:

- Reflect on the meaning of education service in Teba communities.
- Analyze the educational activity and the application of educational books.
- Enhance cognitive structures of learners at the level of mental schemes.
- Promote the interdisciplinary treatment of the contents of the books.
The specific objective of the second semester English book (2012:7) is “to develop the student’s communicative competence in a second language through the development of the four communicative skills of language: listening and reading; speaking and writing.” This book is divided into 4 blocks and each block contains a different number of units; for instance Block 1 has 3 units and Block 2 contains 5 units. Each unit consists of a large variety of topics and exercises with a mixture of instructions in both English and Spanish. The most recurrent exercise is to fill in the gaps emphasizing different topics. Also, we can find some readings with different topics as well and many charts referring to grammatical rules. All these exercises are accompanied with many images related to the topics.

2.10 Infrastructure

The classroom is the main space where both teachers and students have the opportunity to interact and be part of the teaching-learning process. Besides, the classroom is practically the only space where students can be in contact with the second language. At Teba Colipa, there are six classrooms well distributed and one computer room with 14 computers but with no connection to Internet.

Unfortunately, these classrooms have some deficiencies. First, the whiteboards are not in good condition because of the fact that some teachers have used markers with permanent ink and have damaged their surface. As a result, when students have to copy information written on the whiteboard, it is sometimes difficult to distinguish the teacher’s handwriting.

Secondly, the equipment intended to watch the educational video does not work anymore. In the six classrooms there is at least one television. However, only two of them work properly. The other ones are obsolete. Apart from this problem, there are only two video recorders, but they are in the same condition as the televisions.

Apart from the information mentioned above, there is no extra material in the classrooms that can be consulted by students to complement and reinforce what
they are learning in their English classes. It would be really useful for both students and teachers that there were different kind of books, audiovisual material, games, and Internet service in order to have thorough and meaningful teaching-learning process.
III. Methodology

In this chapter I describe the methodology that I used for this research and the different components of this section: the study, the context, the participants, the instruments and the procedure.

3.1 Study

This study corresponds to a mix-up type in what it is qualitative and quantitative research. This study intends to analyze the beliefs that a teacher and some students have about the way English classes are being carried out at Teba Colipa. It is directed to analyze the English teaching learning process in this school and especially the people involved in it, both the teacher and learners. I decided to use this method because it will help me to carry out my research and to know what is happening at the Teba Colipa in relation to what students believe about the teaching-learning of grammar. Therefore, a qualitative approach provides flexibility and allows a wide range of interpretation.

Handcock, Ockleford and Windridge (2007:7) say that qualitative research “aims to help us to understand the social world in which we live and why things are the way they are.” Moriarty (2011:2) adds that the “aims of qualitative research are directed at providing an in-depth and interpreted understanding of the social world of research participants by learning about their social and material circumstances, their experiences, perspectives, and histories.”

As I said before, this inquiry will also use the quantitative approach because of the fact that some data will be presented in graphs. For instance, the percentage of the information obtained from the test, the questionnaires, the observations and the interviews.
Borrego, Douglas and Amelink (2009:54) claim that “data collected, often through surveys administered to a sample or subset of the entire population, allows the researcher to generalize or make inferences”. However, it is not my intention to generalize this study and its results to the rest of Tebas in Veracruz State. I just intend to analyze and describe the situation occurring at Teba Colipa.

This work is registered within the Case Study Method, which, according to Bromley (1990), “it is a systematic inquiry into an event or a set of related events which aims to describe and explain the phenomenon of interest.” Besides, Hancock et al. (2007:11) tell us that the purpose of case study research is to describe in detail a case of interest. Besides, they, Hancock et al. (2007:11) highlight “a case study could involve studying a single person... More complex is the extended case study which traces events involving several people over a period of time, enabling the analysis to reflect changes and adjustments.”

The decision to use this method stemmed from the author’s consideration of the advantages that Moriarty (2011:16) points out, which are evaluating change and innovation, inclusion of multiple perspective, flexibility in data collection and accessibility to readers.

3.2 Context

This research was done at Telebachillerato Colipa, which is located in the outskirts of a village called Colipa. It is a municipality situated in the center of the State of Veracruz. It is 45 km away from the Capital of the State. It borders on the north the municipality of Vega de Alatorre, on the south Juchique de Ferrer and Yecuatla, on the east Vega de Alatorre and on the west borders Misantla and Vega de Alatorre (SEFIPLAN, 2014).

I decided to do my research at Teba Colipa because I studied in this school for three years and I am familiar with some aspects of this school. For example, the
way this institution works, the way this school is organized, I know some of the teachers working there, to mention a few of them.

Teba Colipa belongs to the Misantla School Zone (District) which incorporated into the Dirección General de Telebachillerato (DGTEBA). This Teba is open in the morning and counts up to 5 teachers, 1 coordinator and 97 students. The English courses offered by the Teba “Colipa” are divided into four levels only from first to fourth semester: English 1, English 2, English 3 and English 4.

3.3 Participants

This study was focused on students from a second semester group. It was group A which consisted of 16 learners, 6 girls and 10 boys ranged between 15 and 17 years old. All of them attended the second semester from January to July 2014. Some of them live in Colipa; however, others come from little villages belonging to the Colipa municipality, so they have to travel by car, by bus, by taxi or even on foot to go to the school. Most of them are from lower middle class families. Apart from those participants, their teacher was also part of my sample.

According to the teacher of this group, and based on the Common European Framework of Reference for Languages, the level of these students is A1. This means that they only have a basic ability to communicate and exchange information in a simple way.

Most of the participants had studied before at the Telesecundaria located in Colipa. It was there where they had their first contact with English. However, their level of English was not as good as expected because outside the classroom they were hardly ever in contact with the English language. Some of those students tried to overcome that drawback by listening to American music and watching films in English without subtitles. Not to mention the fact that some of them had cable TV and had the opportunity to watch foreign programs in English.
I did not choose these participants at random. It was a decision made deliberately. I decided to use *purposeful sampling* because I could have easy contact with the school, the teachers and the students due to the fact that I had studied there some years ago and I know the teachers and some of the students from group A. Tongco (2007:147) claims that “the purposive sampling technique, also called judgment sampling, is the deliberate choice of an informant due to the qualities the informant possesses. It is a non-random technique that does not need underlying theories or a set number of informants. Simply put, the researcher decides what needs to be known and sets out to find people who can and are willing to provide the information by virtue of knowledge or experience.” Hancock et al. (2007:22) name this as *convenience sampling*, and affirm that “here researchers select those who are available and likely to participate, perhaps over a specific period.”

### 3.4 Instruments

In order to collect information I used several instruments, such as an English assessment test, five observations, questionnaires and some interviews. The first instrument administered was an English diagnostic test. The purpose of this instrument was to know the level of language those students had. Such test was designed taking as a reference the English textbook that both the teacher and learners use in class. It is important to mention that this test was divided in two sections and applied in two different days due to the fact that the test consisted of seven pages and each class session lasts for 40 minutes.

Alongside the test, I conducted the first observation. The purpose of this observation was to obtain information about the students’ behavior during the exam. For example, what they did, how they answered, where they were sitting in the classroom, etc. Fox (1998:2) says that “observation is more than just recording of data from the environment. When we observe, we are active, not passive collectors of data like a tape recorder or a video camera. Our brains are engaged as well as our eyes and ears, organizing data so we can make sense of them.”
Perception is thus part of all human observation.” Hancock et al. (2007:18) adds that “observation is a technique that can be used when data cannot be collected through other means, or those collected through other means are of limited value or are difficult to validate.”

In this context I was a nonparticipant observer; I was sitting at the back of the classroom, being unnoticeable as possible in order that students perceived me as another student and felt comfortable with me around. Fox (1998:11) calls this ‘filtering the presentation’. To gather data through the observation I decided to carry out the written description technique. Hancock et al (2007:19) tell us that in written description “the researcher can record observations of people, a situation or an environment by making notes of what has been observed.”

As my research aims to find out students’ beliefs about the English grammar teaching, I decided to administer a questionnaire since it could provide relevant and important data about what they believe about this issue. The questionnaire was applied in a group form, taking out the face-threatening act of an interview which would take more time. Hancock et al (2007) argue that:

Open ended questions, responses to which are to be analyzed qualitatively, may be included in questionnaires even though the majority of the questionnaire will generate quantitative data. The open ended questions usually require that responses, which reflect the opinions of the respondents, be written in blank spaces. This form of data may give useful guidance to a researcher planning an interview or focus group study.

Finally, the point of view of the only teacher teaching English at Teba Colipa was necessary. In order to obtain data from the teacher, I decided to make use of the interview technique. It was a structured interview, face-to-face, and consisted of open ended questions that were audio taped. Hancock et al (2007:16) comment that “the open ended nature of the questions posed defines the topic under investigation but provides opportunities for both interviewer and interviewee to discuss some topics in more detail. If the interviewee has difficulty answering a question or provides only a brief response, the interviewer can use cues or prompts to encourage the interviewee to consider the question further.”
Equally important was the opinion of students, so apart from the test, questionnaires and observations I decided to interview some students in order to have a deeper opinion of them, as there were some facts that the questionnaires did not include.

### 3.5 Procedure

Once I identified the problem I wanted to work on and the most suitable approach I needed to do my study, the first step I took was to talk to the principal of the Teba Colipa about my project. At the same time, I asked for permission to develop the study there and carry out a series of activities to collect information. Then I spoke to the holder English teacher of the second semester and explained to him my project and what I had previously discussed with the principal. It must be said that both the principal and the teacher were willing to let me do my study.

Next, I chose the data collection instruments that I was going to use in my study. They were an English diagnosed test, five observations, 16 questionnaires and some interviews. After that, I examined the English book in order to find out suitable exercises that could be appropriate to assess students.

Then I agreed with the teacher on the days to administer the diagnosed test. At this stage, I asked the teacher not to say to the students anything about it. I administered the test in two sessions of 40 minutes each. The test had ten sections with several exercises such as filling the gaps, multiple choice, vocabulary exercises, reading comprehension exercises, etc. That diagnosed test was administered on the second week of October 2014. Then I proceeded to mark the tests and make notes about their results. Some days later, I attended the school to give the students back their tests with corrections and gave them feedback by checking the items one by one.

Next, I proceeded to design the students’ questionnaire taking into account the objectives and research questions of my study. This questionnaire consisted of
eleven simple open ended questions in Spanish because in this way they would understand easily the questions and write the answers with more detail. In order to reassure those students, I told them that I would keep their information anonymous and confidential.

Once I obtained information from the students, I designed the interview for the teacher. It comprised 16 open ended questions. The teacher was also said that the information would be kept confidential. I interviewed the teacher on the first week of December 2014.

Once the information I needed was gathered, I interpreted and analyzed all the data obtained through the different instruments: an English diagnosed test, five observations, the students’ questionnaires and the teacher and students’ interviews. I made my inferences and calculated percentages to complement the results in order to clarify the conclusions.

After administering the diagnostic test to students, I proceeded to grade them. Correcting every single exercise and providing feedback by writing on the test the correct answers with a different ink color when an exercise was answered wrongly or when there was another possibility to what they wrote.

Then, when I obtained the information from the interview made to the English teacher, I listened carefully to the conversation several times in order to be familiar with the information and transcribe the whole interview.

After, obtaining the data from the observations I proceeded to analyze them and contrast them with the information the English teacher gave me in the interview. It was necessary to highlight the most important ideas that would be useful to complement my study. While doing this, I realized that several facts that the teacher affirmed in the interview did not occur during my observations. This was a very interesting aspect to develop later.

Then, it was time to examine in detail the relevant information that I gathered from the questionnaires applied to the students. And, again I underlined the most
relevant words or ideas to support what I observed. While working on this, I noticed several similarities with the facts found in my observations; however some other students provided different ideas. So, I decided to classify them in order to present them in the following chapter.

After that, when I collected the information from the interview made to 8 students I proceeded to listen to them several times and transcribe the whole content in order to avoid the change of losing some data that would be useful. Doing this, I found some of the most interesting data from learners. So I decided to take notes and classify that information to present it later.

Once I had collected and classified all the information I needed, I proceeded to make my inferences in order to expose in this study the most relevant and controversial facts.
IV. FINDINGS

In this chapter I present the findings regarding the data obtained from the interview made to the English teacher of Teba Colipa, from the questionnaires answered by 16 students, including the five observations made in this school, from the interviews made to eight of those students, as well as from the diagnostic test applied to those 16 learners are presented. In this chapter, I analyzed first the teacher’s interview and the observations. Then, I examined questionnaires. After that, I analyzed the students’ interviews. At the end of this chapter, there is a discussion section where I highlighted the main findings by showing similarities and/or differences with what teacher and learners say.

The aim of the present study was that of describing students’ perceptions of the English teaching learning process they experience in Teba Colipa focused on grammar. Different aspects are considered here, for example, to find out what students believe about the teaching of English, what kinds of difficulties do 2nd semester students face with English grammar, what students think about learning grammar, what students do to improve their level of grammar, how appropriate are for students the activities the teacher uses in his classes, and how students believe the English subject should be taught. Findings described here are closely related to what my sample (1 teacher and 16 learners) informed. I consider relevant and important to mention that is not my intention to generalize these findings to the rest of the Telebachilleratos.

4.1 Teacher perceptions

The first part of this analysis is about the teacher’s perceptions. Here, in order to protect the teacher’s identity I will refer to him as Mr. García. I asked him what kind of method he uses to teach English classes, his answer appealed my attention due to the fact that I expected to be told some foreign language teaching methods or
approaches such as the Direct Method, Grammar-Translation, Suggestopedia, but it did not happen. He told me that he uses the passive and the active method.

Well, the method I use is the passive method, in which students are given an explanation of the topic; and the second one is the active method, in which students participate in the class.

Mr. García expressed that brainstorming is a good way for introducing the class. He also asks general questions related to the topic the lesson is going to be about and explain some topics with examples in order to clarify students’ doubts.

During his classes, the activities mainly used by that teacher are the following: forming teams so that students can practice speaking; pronouncing the vocabulary seen in class properly; asking students to answer the exercises contained in the textbook; and asking for homework. It should be mentioned here that the teacher takes into consideration the different learning styles of students when teaching.

When Mr. García has to explain a new grammatical structure to the students, he explains the topics by using the whiteboard to write relevant information on it about what he is explaining. In addition, he encourages students to actively participate in class and answer the textbook exercises.

Taking into account the teacher’s opinion, he firmly believes that what students learn in his class is very useful in that students can use the language in real-life communication acts. Besides, Mr. García motivates the students to learn English because this is a language they can use when reading books written in the second language, when watching movies in English or when surfing the Internet.

The teacher found the materials used in classes, such as images, drawings, cards, the textbook, etc., really important, as they are very useful tools that support students’ learning and make lessons more comprehensible. In this respect, it is important to highlight that the teacher does not use the educational video in his classes because there are no videos available.
Although Mr. García does not use conceptual maps, he provides a final explanation at the end of each class in order to clarify possible doubts students can have about the topic they have seen. Regarding the textbook, the teacher uses it with the purpose of helping students to have a better understanding of the activities and reinforce their comprehension about the topics seen in class.

Following with the activities the teacher uses in his classes, he affirmed that students work in pairs or trios quite often, and they sometimes work on their own. In class, the teacher always lets students express their points of view. According to the teachers’ words, he often monitors the class in order to check if his way of teaching is effective.

4.2 Observation facts

When observing the English classes, I realized there were some interesting details that needed to be contrasted with the information provided by Mr. García. Interviewing the teacher about the activities carried out in his classes during the warm-up stage, he said that brainstorming was a good way to start the class, asking questions related to the topic and giving an explanation with examples in order to clarify students’ doubts. However, none of the classes I observed began with any kind of warm-up. On the contrary, the students starting working on the textbook from the beginning of the class. In some other classes, the teacher started the class by checking the homework and then asked students to continue working on their books.

Related to the above mentioned, those students were expected to work in teams in order to practice some conversations, to pronounce some items and to answer some exercises, as the teacher said in the interview. However, in all the classes I observed, students were only asked to work on the textbook and translate into Spanish some texts from the same book.
Similar to the previous point, Mr. García never provided those students with examples that sounded natural in real-life situations. He neither took into account the different learning styles of students to design his activities. Instead of that, that teacher only used the textbook to work in class.

Based on my observations, I also noticed that the explanations were not very clear. On the contrary, Mr. García just read the explanations or the instructions contained in the textbook, and most of the time he just translated those instructions into Spanish. Moreover, the teacher does not seem to have a proper management of his classes. During the lessons, students did not have a good behavior and the teacher did nothing to monitor and control the group. For example, they constantly cheated on their classmates, gossiped and laughed too much and stood up from their chairs.

I also observed that unlike what the teacher said in the interview, he neither used examples to clarify or introduce the topics nor gave a final explanation as a review at the end of the classes. However, it is important to say that he always let students express their own opinions about the topics seen in class and gave feedback, especially clarifying meaning of words that students did not know. Finally, Mr. García never used the blackboard at all and considered the textbook as the only and main tool to work in class.

4.3 Students’ perceptions

From the survey administered to the students, I found that every single learner agreed that the way the teacher taught his classes was appropriate. They gave two main reasons to support their opinions: (1) most of them (43.7%) argued that the teacher explains in an effective way and (2) 31.2% claimed that the teacher explains as many times as necessary when they do not understand a word in English.
In the survey, Question 2 was focused on knowing if students could use some phrases in real-life situations so I included five Spanish expressions and they had to translate them into English. I found that in expression A (¿Me permite ir al baño?), 37.5% of students answered correctly, 50% failed and 12.5% did not answer anything. In expression B (Joel necesita cambiar de trabajo.), 68.7% failed and 31.3% answer nothing. In expression C (¿Cuánto cuesta esta blusa?), 81.2% failed and 18.8% was unable to answer correctly. In expression D (Mary no debe usar su teléfono en clase.), 56.2% failed and 43.8% did not answer anything. Finally, in expression E (¿Me puede llevar a la estación de autobuses?), 31.2% answer incorrectly and 68.8% answer nothing. Based upon these results, I deduced that those students do not have a good management of the language according to the level they are expected to have. Consequently, they are not prepared to face up to real communicative situations in their everyday life.

According to those students, the activities the teacher uses the most are the following: most of them (35.1%) chose written exercises; 18.9% chose questionnaires; 16.2% chose repetition exercises; 16.2% chose linking exercises, and 13.5% chose short stories. However, there were 2 students who answered something different and closely related to my observations:

Translate texts. (Student 12)

Just answer the text book activities. (Student 9)

In question 4, students had to point and explain which activities from the previous ones they thought were more useful and meaningful to learn English. Written exercises were the most recurrent activity with 31.2%, while and the least chosen activity was short stories and translations with 6.2% each. Students who chose written exercises expressed that by means of writing activities they can improve their writing skills and acquire new vocabulary. The students who chose short stories argued that through making stories they learn how to join words and practice them. Finally, those students who chose translations claimed that translations helped them to understand better the English language.
About the material that the teacher uses in his classes, 57.6% of students agreed that the *text book* is the most used in the classroom. This inference is the closest to the information I obtained from the observation; 30.7% chose *images* and *drawings* were chosen by 11.6%.

Students were asked what kind of activities the teacher does before starting the class, as a warm-up; 6.7% of them argued that the teacher talked to them in English, 6.7% pointed that he reviews the homework, 13.3% that he makes a quick review of the previous topic, taking attendance was pointed by 13.3%. Most of students (46.6%) argued that the teacher explains the new topic and tells them what activities to answer, and, in contrast, 13.3% of them claimed that he does not do anything. In question number 8 students had to point the frequency when they work in teams, trios, in pairs or individually. 62.3% agreed that they *rarely* work in *teams*, in *trios* they *rarely* work (37.5%), they *frequently* work in pairs (43.7%), and a great 81.2% of students claimed that they *always* work individually. From this, I can see that most of the times students work in an individual way.

It is also important to point out that 100% of students claimed that the teacher lets them express their points of view about any topic. Besides, 93.7% argued that the teacher does use examples to introduce or clarify a topic; meanwhile 6.2% used a no as an answer. About if the teacher made a final explanation of the topic at the end of each class, 87.5% answered yes, 6.2% argued that he did not do it, and 6.2% claimed “regularly”.

Finally, one of the most important questions was to know the students’ opinion about if the use of the educational video would be positive to improve their English learning; the answers were the following. Most of students (37.5%) argued that if the video were used they could learn the correct pronunciation of words, 18.7% claimed that using it they could learn much more, and the rest of them (43.8%) gave different arguments such as:

> It would be positive because the video could contain things that they are not taught in class.
It would be positive because we could watch images and listen to what people talked in it.

It would be good because it would catch my attention.

4.4 Deeper students’ opinion

In this section I present the data obtained from the selected students who I interviewed. Here, I have changed the real names of students in order to keep their anonymity, and I will use some friends’ names. Every single student (100%) affirmed they felt appealed by English language due to different reasons. For instance Marcelino said “it appeals me because it is a different language and if I know it I could go to the United States and I could communicate properly” or Daniela who said “I like it because, in some years, I could study something related to this language at the university”.

Students were also asked if they had taken another English course apart from their schools. Most of them (80%) claimed they had not taken any, meanwhile 20% answered they actually had but when they young children. In addition, 100% of them agreed to have complications with the English language, being pronunciation, writing, grammar and reading the most cited answers.

All of interviewees considered that they would like it if their teacher put in practice other kind of activities apart from the ones the teacher already did. According to them, they would like more attractive exercises, like games, videos, or different dynamics. To illustrate this, I quote Ana’s believes, “in my personal opinion, my teacher just asks to answer a textbook page and explains the topic, but I would like something more didactic, more funny and less boring”.

About grammar, all the students said to have some difficulties with it. They added that more time and other kind of activities should be carried out by their teacher in order to practice grammar.
In question number 8, 60% of students mentioned that they did not do any other activity out of school in order to improve their knowledge; in contrast, 40% claimed firmly to do it. Lorenzo said “I like to listen to English songs, look for their lyrics and translations”. Monserrat stated that she used to talk in English with her sister because she had been taking an English course.

To finish this section, it is important to mention that 62.5% of students passed the diagnostic exam that I applied at the beginning of this research, from that 30% passed with a 7 as a grade, and 70% with a 6. The percentage that failed the exam was 37.5%, from what 50% was graded with a 5, 33.3% got a 4 and 16.6% failed with a 3 as a grade. It is clear that students have a very low level according to that they are expected to have. However, more than the half of students passed the exam. Most of them did it with the minimum. This indicates that they could hardly face a communicative situation in real life.

4.5 Discussion

In general, the opinions of my participants seem to support and reinforce the facts I highlighted in my observations, most of those facts are contradictions I found in the information the teacher provided me in the interview. One of the main points was that in all the classes I observed, students were only asked to work on the textbook and translate into Spanish some texts from the text book. From all the students, two of them caught my attention because they differed from the others; they affirmed honestly that they only do the following activities in their English classes:

- Translate texts. (Belem)
- Just answer the text book activities. (Luis)

To complement this, based on my observations I noticed that textbook is considered as the main and only tool to work in class. This was not only highlighted by me, but students provided me very relevant evidence; in the
questionnaires conducted to learners, the great majority of students (57.6%) chose textbook as the most used tool in their classes.

In this case, Harmer (2007:30) suggests that when “we are using a coursebook for a large part of the time, it is advisable to vary the ways in which we use certain repetitive activity types. Just because reading comprehension exercises always look the same in a book, for example, it doesn´t mean we always have to approach them in the same way.”

The teacher should take into account the use of other kind of activities in order to complement and improve his classes, and, consequently encourage and improve students’ learning. Like Hadfield and Hadfield (2008:21) recommend:

It is important to vary the activities you use for presentation and practice activities – don’t always begin with a reading text or always use drills for controlled practice. The number and type of activities you choose should be based on what kind of practice your learners need and how much practice you think they need.

Another point to highlight is about the activities the teacher carries out in the classroom. He expressed that brainstorming is a good way for introducing the class, as well as making general questions related to the topic and explain some topics with examples in order to clarify students’ doubts.

During his classes, he forms teams to practice speaking skill; practices the proper pronunciation the vocabulary seen in class; asks students to answer the textbook exercises; and leaves homework. Mr. García firmly argued to take into consideration the different learning styles of students when teaching. When he explains a new grammatical structure to the students, he explains and uses the whiteboard to write relevant information. In addition, he encourages students to participate in class and answer the textbook exercises.

Students gave more evidence related to the previous point; most of them (46.6%) argued that at the beginning of the class the teacher explains the new topic and tells them what activities to answer, and, in contrast, 13.3% of them claimed that
he does not do anything. So this data reinforces my position that no warm-up is made when starting the class. It is important to review what Hadfield and Hadfield (2008:21) assert, “practice activities help students to remember the new language and to become more accurate and more fluent in using it. There are many activities that you can use to practice the language.”

In addition, in the questionnaires 62.3% of students pointed that they rarely work in teams, in trios they rarely work (37.5%), they frequently work in pairs (43.7%), and an 81.2% of them claimed that they always work individually. This also indicates that the different learning styles of students are not taking into consideration when teaching.
V. CONCLUSIONS

This research project was conducted to find out student’s perceptions about the English teaching learning process they experience in Teba Colipa, giving a special emphasis on grammar. I collected the data by interviewing the English teacher in charge in this Teba, making observations, applying questionnaires to these learners, as well as interviewing half of them.

I can say that the answers to my research questions established at the beginning of this study could be as follows:

Regarding the difficulties 2\textsuperscript{nd} semester students face with English grammar, I found that more that 90\% of those students have great difficulty in structuring properly a grammatical sentence. They showed problems at the time of conjugating verbs in different grammatical tenses. This aspect is related to the low command of the language and the level they are supposed to have. Consequently, this situation has an important connection to the lower reading comprehension, writing, speaking and listening skills.

Concerning to the activities the English teacher uses in his/her classes, it was clearer that there is a great deal of work to do in order to implement properly and improve this field. First of all, it is needed to take into consideration the different learning styles of learners, their level, likes and dislikes in order to have an idea about what they really need to improve their English level, and catch their attention which is a relevant aspect when teaching learners.

In relation to what students do to improve their level of grammar, most of them do not do anything to reinforce and complement what they are taught at school. This seems to be a common situation in most of teenagers, at least in this school; they do not worry about practicing what they have learned. Fortunately, I want to remark that, although it is a low percentage, there are learners that worry about putting in practice the knowledge they receive at Teba.
The vast majority of students agreed that they would like that their English teacher uses other activities apart from those contained in textbook. In general, they would like a less boring class, not only answering the textbook; they want a dynamic class, that the English teacher implements didactic activities, uses videos, projections, games, entertaining activities. I consider this data really important because it would mean the beginning of a relevant transformation in the English teaching learning process at Teba Colipa.

Finally, I consider important to mention that improvements are really needed; this does not only mean improve the education process at Teba Colipa, but also in all the State organization. Telebachillerato needs to rearrange its curriculum as well as provide its English teachers an appropriate and better training which will benefit thousands of learners. All these changes would make a positive impact in the state of Veracruz, which would mean a better future for its young population.

Further Research

In my opinion, this research should not be ignored; very few studies have been devoted to the Telebachillerato issue, not to mention fewer in English subject. I tried to explore students’ beliefs about the way they are taught and the difficulties they have with English grammar.

I just covered a little part of English teaching learning process. I suggest exploring other issues following this line of research in Telebachillerato, such as students’ perceptions about the way they are taught English language with the use of the educational video; in case there is a Teba in which it is used to complement English classes. I hope more studies like this one could be carried out. This way there could be measures to improve the English teaching and learning processes at Teba and a bigger number of both teachers and learners satisfied with their English lessons.
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WEB REFERENCE

Oxford Dictionary

http://www.oxforddictionaries.com/es/definicion/ingles_americano/perception
Appendix 1
Diagnostic Test

Examen de Valoración en Lengua Inglesa
Telebachillerato Colipa
2° Semestre

Nombre: Ricardo
Edad: 16
Correo electrónico: 

Colipa, Ver. 9 de junio de 2014
I. Read and complete the following text with a correct word in each space. Look at the example (0). (12 marks)

THE NELSON FAMILY

Sally Nelson is an actress. She is young and pretty, but when she acts, she can look young or old, happy or sad. Her husband, Bob, is an English teacher. He teaches students in different cities around the world. His students speak Spanish, French, Russian and German. Bob sometimes speaks Spanish and French with them, but he can’t speak Russian and German.

Sally is a good athlete. She plays tennis and golf very well. When it is very cold and there is a lot of snow, she skis every day.

Bob likes sports, because he says that he can’t play any sports, but he can draw beautiful paintings. When he is not busy, he usually reads the newspaper or sees TV. He also likes going to the park with his family.

Sally and Bob both love music. Sally sings popular songs and plays the piano. Bob can’t play the piano, but he can play the violin.

II. Complete the sentences below. Use a verb with a preposition from the table. Look at the example (0). (6 marks)

<table>
<thead>
<tr>
<th>verb</th>
<th>preposition</th>
</tr>
</thead>
<tbody>
<tr>
<td>waiting</td>
<td>at (2x)</td>
</tr>
<tr>
<td>talking</td>
<td>for</td>
</tr>
<tr>
<td>looking</td>
<td>about</td>
</tr>
<tr>
<td>living</td>
<td>to</td>
</tr>
<tr>
<td>listening</td>
<td>with</td>
</tr>
<tr>
<td>going</td>
<td>over</td>
</tr>
</tbody>
</table>

(0) Karla is going over my homework.

1. I am doing to my keys. Where are they?
2. We’re waiting for a taxi because it is very late now.
3. A: What are you doing, guys?
   B: We’re talking about Peter’s party. Come here and listen.
4. I am listening to songs in my iPod. I have more than 100 songs.
5. What is that woman doing, grandpa?
   She is looking at those strange birds on that tree.
III. Read carefully the words below and write C (for countable nouns) or U (uncountable nouns). Look at the example. (10 marks; ½ each)

Example:

<table>
<thead>
<tr>
<th>U</th>
<th>C</th>
<th>C</th>
<th>C</th>
<th>C</th>
<th>C</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td>water</td>
<td>banana</td>
<td>furniture</td>
<td>jewelry</td>
<td>page</td>
<td>camera</td>
<td></td>
</tr>
<tr>
<td>bread</td>
<td>sugar</td>
<td>dollar</td>
<td>money</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>beer</td>
<td>wine</td>
<td>earning</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>table</td>
<td>ice cream</td>
<td>coffee</td>
<td>actress</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>C</td>
<td>C</td>
<td>C</td>
<td>C</td>
<td></td>
<td></td>
</tr>
<tr>
<td>student</td>
<td>homework</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>C</td>
<td>C</td>
<td>C</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>shirt</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

IV. Look at the following chart and answer the questions below in a complete way. Look at the example (0). (6 marks)

Example: 0. Are you from Guadalajara?

No, I am not from Guadalajara.

<table>
<thead>
<tr>
<th>Name</th>
<th>speak French</th>
<th>play football</th>
<th>draw</th>
<th>make videos</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mary</td>
<td>✓</td>
<td>×</td>
<td>×</td>
<td>✓</td>
</tr>
<tr>
<td>Peter</td>
<td>×</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Anthony</td>
<td>×</td>
<td>×</td>
<td>✓</td>
<td>×</td>
</tr>
<tr>
<td>Tony</td>
<td>×</td>
<td>✓</td>
<td>×</td>
<td>×</td>
</tr>
</tbody>
</table>

1. Can Mary speak French?
   Yes, she can

2. Can Peter and Tony play football?
   Yes, they can play football

3. Can Anthony and Tony make videos?
   No, they can't make videos

4. Can Peter draw?
   Yes, he can draw

5. Can Mary play football?
   No, she can't

6. Can Tony make videos and draw?
   No, he can't make videos and draw.
V. Read the sentences below and write the correct option in the space provided. (12 marks)

0. Karla goes (to / at / in) school from Monday to Friday.
1. Mexico City (are / is / aren't) the capital of Mexico.
2. Karla and her sister (is / isn't / are) good at English.
3. I am (an / a / in) High School student.
4. Peter is very hungry. (His / She / He) wants something to eat.
5. Laura and Luis (aren't / are / is) here now. They are at school.
6. (Are / Is / He's) Yukiko from Japan?
7. Catherine is (a / an / at) English woman.
8. My English test (isn't / is / aren't) today. It is tomorrow.
9. (are / Is / Are) they in Italy this week?
10. We aren't from Spain. (They / We / Our) are Cambodian.
11. My pencil is (at / in / on) the table.
12. (We / Our / Us) house is near my school.

<table>
<thead>
<tr>
<th></th>
<th>to</th>
<th>He</th>
<th>isn't</th>
<th>US</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>is</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>are</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>3.</td>
<td>a</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td>not</td>
<td></td>
<td></td>
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<tr>
<td>5.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td></td>
<td>is</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td></td>
<td>an</td>
<td></td>
<td></td>
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<td>8.</td>
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</tr>
<tr>
<td>9.</td>
<td></td>
<td>are</td>
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<tr>
<td>10.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>11.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
VI. Answer the following questions with the correct drawings and the demonstrative pronouns that indicate if the picture is near or far. (5 marks)

Example:
What is this? P

What is this? P

What is that? or

What are these? P

What is this? P

What are those? or

VII. Read the sentences and make only one sentence by using the correct linker. (5 marks)

Example:

1. Coatzacoalcos is big. Coatzacoalcos is noisy.

2. Mexico City is polluted. Mexico City is dangerous.

3. This is an interesting book. This is an expensive book.

4. This is a big schoolbag. This is a heavy schoolbag.

5. That movie is wonderful. That movie is funny.
VIII. Write the correct form of the verbs in brackets. Include any word given. There is an example at the beginning (0). (10 marks)

New Baby Elephant

Workers at Chester Zoo (0) are celebrating (celebrate) a new arrival. The zoo (1) is going to show (show) its new baby elephant to the public tomorrow. She (1) was (be) born just before Christmas. She (1) has drunk (drink) 12 litres of milk a day, (1) has put on 30 kg in just 4 weeks and now (1) weighs (weigh) 135 kg.

Viewers of a children's television programme (1) have chosen (choose) the baby elephant name. Her mother (1) doesn't look (not look) after her, but she (1) has (be) lively and well. There (1) has been (be) between 34,000 and 51,000 of these elephants in the wild and the population (1) has fallen (fall) fast.
IX. Fill in the blanks based on the picture below. There is an example at the beginning (0). (10 marks)

0. The racket is _______________ next to __________ the bed.
1. The clock is _______________ the pillow.
2. The trousers are _______________ the bed.
3. The dog and the cat are _______________ the room.
4. The desk is _______________ the wardrobe and the bed.
5. The wardrobe is _______________ the desk.
6. The picture is _______________ the wardrobe.
7. The sock is _______________ the shoes.
8. The desk is _______________ the wardrobe.
9. The magazine is _______________ the guitar.
10. The radio is _______________ the bed.
X. Fill in the blanks saying what these people have to do. Use the pictures to help you. There is an example at the beginning (9). (5 marks)

What do they have to do?

Carlos has to **vacuum the carpet**.

Pedro has to **take out the trash**.

Luis has to **make the bed**.

Arturo has to **wash the dishes**.

Tony has to **mow the lawn**.

Sara has to **iron the clothes**.
Appendix 2

Students' Questionnaire

UNIVERSIDAD VERACRUZANA
Facultad de Idiomas

Encuesta para estudiantes del Telebachillerato Colipa

Esta encuesta pretende recabar datos para un proyecto de investigación respecto a las percepciones de los alumnos sobre su enseñanza del idioma inglés. Tu participación es muy importante para este estudio. La información proporcionada en esta encuesta será estrictamente confidencial, por lo que únicamente se utilizará con fines de investigación. Muchas gracias por tu participación.

Nombre: Susana

1) ¿Consideras que la manera en que el maestro da la clase es adecuada para ti? Sí. ¿Por qué? Nos explica bien, y ________________ nos enseña a pronunciar las palabras.

2) Expresa las siguientes ideas en inglés:
   a) Me permite ir al baño. ________________
   b) Joel necesita cambiar de trabajo. ________________
   c) ¿Cuánto cuesta esta blusa? ________________
   d) Mary no debe usar su teléfono en clase. ________________
   e) ¿Me puede llevar a la estación de autobuses? ________________

3) Marca con una X el tipo de actividades que el maestro lleva a cabo en la clase de inglés. Puedes marcar más de una opción.
   - Cuestionarios
   - Ejercicios escritos
   - Mimica
   - Ejercicios de relacionar
   - Ejercicios de repetición
   - Actuación
   - Composiciones/historias cortas en inglés
   - Debates
   - Otras: ________________
4) De las actividades que elegiste en la pregunta anterior, ¿cuáles consideras que te ayudan más en el aprendizaje del inglés? **Ejercicios escritos o de repetición**. ¿Por qué? _Te ayudan a aprender mejor el Inglés._

5) De los siguientes materiales, ¿cuáles utiliza el maestro durante la clase? Puedes marcar más de una opción:

- [ ] Imágenes
- [ ] Cartulinas
- [ ] Dibujos
- [ ] Recortes
- [ ] Tarjetas
- [x] Libro de texto
- [ ] Video
- [ ] Otros: ___________________

6) ¿Qué actividades realiza el maestro antes de comenzar la clase?

_Ninguna, solo califica la tarea y después seguimos con la clase._

7) El maestro te permite expresar tu punto de vista sobre los temas vistos en la clase? _Sí_.

8) Marca la frecuencia con la que trabajas de la siguiente manera:

<table>
<thead>
<tr>
<th></th>
<th>Siempre</th>
<th>Regularmente</th>
<th>Raramente</th>
<th>Nunca</th>
</tr>
</thead>
<tbody>
<tr>
<td>En quipos de cuatro o más personas</td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>En tríos</td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>En pareja</td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Individualmente</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
9) ¿Por qué consideras que utilizar el video de la clase sería positivo para un mejor aprendizaje del inglés? **Por qué aprendevimos mejor el significado de las palabras y su pronunciación.**

10) ¿El maestro usa ejemplos para clarificar o introducir el tema? **Sí**

11) ¿El maestro da una explicación final del tema al término de la clase en manera de resumen? **Sí**

¡Gracias por tu tiempo y cooperación!
### Appendix 3

**Teacher's Interview**

**Nota:** R= entrevistador/interviewer  
T= entrevistado/interviewee

<table>
<thead>
<tr>
<th>R</th>
<th>Bueno, buenas tardes maestra. Le quiero... este... dar las gracias por la aceptación a... esta entrevista que me será muy importante para mi investigación... respecto a las percepciones de los estudiantes de segundo semestre de Telebachillerato. Y... bueno, quiero solicitar su permiso para grabar esta entrevista... ¿Hay algún problema?</th>
</tr>
</thead>
<tbody>
<tr>
<td>T</td>
<td>Buenas tardes, no ningún problema.</td>
</tr>
<tr>
<td>R</td>
<td>Ok. Bueno... comenzamos con la primera pregunta entonces. ¿Qué tipo de métodos usa usted en sus clases?</td>
</tr>
<tr>
<td>T</td>
<td>Bueno, el método... que utilizo es el método pasivo, que es en el que se da primero una explicación al tema y el segundo sería el método activo en donde entra ya la participación de los alumnos.</td>
</tr>
<tr>
<td>R</td>
<td>Oook, muy bien... eeeeh... ¿Qué tipo de actividades lleva a cabo para impartir sus clases?</td>
</tr>
<tr>
<td>T</td>
<td>Bueno, pues es formar equipos para practicar algunas conversaciones... pronunciar correctamente el vocabulario que se ve diariamente o que sea nuevo y solicitar que los alumnos que resuelvan los ejercicios de su guía didáctica... y aparte dejar trabajos extra clase.</td>
</tr>
<tr>
<td>R</td>
<td>Ok, muy bien. La siguiente es, ¿cómo explica una nueva estructura gramatical a sus estudiantes?</td>
</tr>
<tr>
<td>T</td>
<td>Bueno, este... se les da una explicación en el pizarrón detalladamente de cómo se elabora una estructura gramatical... paso por paso y cuáles son los elementos que esta contiene. Luego hago que participen para que pasen a realizar algunos ejercicios y les solicito que contesten los ejercicios de su guía didáctica.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>R</td>
<td>Ok... ¿Cree usted que el inglés que los estudiantes aprenden en clase les puede servir en la vida real? ¿Por qué?</td>
</tr>
<tr>
<td>T</td>
<td>Sí. Pues... hoy en día es un idioma extranjero que es una necesidad básica y cada vez que tienen ellos acceso a internet, ven palabras, ya sea frases, libros, textos, páginas web... eeeeh... en su mayoría escritas en inglés y a veces es necesario que lo entiendan.</td>
</tr>
<tr>
<td>R</td>
<td>Muy bien... ¿Pone en práctica actividades que tomen en cuenta los diferentes estilos de aprendizaje de los alumnos?</td>
</tr>
<tr>
<td>T</td>
<td>Sí.</td>
</tr>
<tr>
<td>R</td>
<td>¿Sí? Emm, Ok... Generalmente, ¿cómo introduce sus clases?</td>
</tr>
<tr>
<td>T</td>
<td>Bueno... la introducción puede ser mediante lluvia de ideas con preguntas detonadoras... referentes al tema a tratar o dar una breve explicación y ponerles ejemplos para clarificar así sus dudas.</td>
</tr>
<tr>
<td>R</td>
<td>Ok... ¿Qué tan importante es el material que usa en clase?</td>
</tr>
<tr>
<td>T</td>
<td>Pues... sí es importante porque son herramientas que ayudan a los alumnos... este... a que les sea más comprensible y entender así la clase.</td>
</tr>
<tr>
<td>R</td>
<td>Ok... ¿Con qué frecuencia y propósito monitorea la clase?</td>
</tr>
<tr>
<td>T</td>
<td>Bueno… se monitorea regularmente con el fin de determinar si está funcionando la forma de enseñarles.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>R</td>
<td>¿Usted les permite a sus alumnos expresar su opinión sobre los temas vistos en la clase?</td>
</tr>
<tr>
<td>T</td>
<td>Sí.</td>
</tr>
<tr>
<td>R</td>
<td>¿Con qué frecuencia sus alumnos trabajan en equipos, tríos, parejas o individualmente?</td>
</tr>
<tr>
<td>T</td>
<td>Bueno… en pareja o en tríos por lo regular son frecuentemente… Y de vez en cuando también trabajan individualmente.</td>
</tr>
<tr>
<td>R</td>
<td>Oook… La siguiente nos dice, ¿cuáles son las razones por las que no utiliza el video en la clase?</td>
</tr>
<tr>
<td>T</td>
<td>Porque no tenemos el material… el material que nos mandan de la SEP de los videos. No hay videos.</td>
</tr>
<tr>
<td>R</td>
<td>¿Usa mapas conceptuales para sintetizar la información?</td>
</tr>
<tr>
<td>T</td>
<td>Bueno… por lo regular no en la materia de inglés.</td>
</tr>
<tr>
<td>R</td>
<td>Aah, Ok. ¿Con qué propósito utiliza el pizarrón?</td>
</tr>
<tr>
<td>T</td>
<td>Pues… con el fin de explicarles mejor los temas y así tengan una mayor visualización y entendimiento los alumnos.</td>
</tr>
<tr>
<td>R</td>
<td>Mmm ok… ¿Con qué propósito utiliza el libro de trabajo?</td>
</tr>
<tr>
<td>T</td>
<td>Pues… con el propósito de que entiendan las actividades y así realicen mejor sus ejercicios.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>R</td>
<td>Mmmm… ¿Usa ejemplos para clarificar o introducir un tema?</td>
</tr>
<tr>
<td>T</td>
<td>Sí.</td>
</tr>
<tr>
<td>R</td>
<td>¿Hace una explicación final del tema al final de la clase a manera de resumen?</td>
</tr>
<tr>
<td>T</td>
<td>Sí, para que no queden dudas en el tema que estamos viendo.</td>
</tr>
<tr>
<td>R</td>
<td>Ok, pues… esa fue la última pregunta maestra. Le agradezco enormemente su participación y su tiempo. Y pues… gracias.</td>
</tr>
<tr>
<td>T</td>
<td>No hay ningún problema… y cualquier cosa aquí estamos para ayudar.</td>
</tr>
</tbody>
</table>
Appendix 4
Student’s Interview

**Nota**: R= entrevistador/interviewer
J= entrevistado/interviewee

<table>
<thead>
<tr>
<th>R</th>
<th>Bueno Juan, buenas noches. Quiero pedir tu autorización para grabar esta entrevista... ¿No sé si tengas algún problema?</th>
</tr>
</thead>
<tbody>
<tr>
<td>J</td>
<td>No, ninguno.</td>
</tr>
<tr>
<td>R</td>
<td>Ok, este... esta entrevista me va a ser de mucha utilidad para mi investigación sobre las percepciones de los estudiantes de Telebachillerato sobre sus clases de inglés... entonces, emm... comenzamos con la primer pregunta... ¿Por qué te atrae la materia de inglés?</td>
</tr>
<tr>
<td>J</td>
<td>Pues... porque es un idioma diferente y... pues con ello podemos... por ejemplo ir a Estados Unidos y así poder comunicarnos allá.</td>
</tr>
<tr>
<td>R</td>
<td>Mmm... ok muy bien... la siguiente dice... aparte de tu materia de inglés, ¿has tomado algún otro curso de inglés de manera particular?</td>
</tr>
<tr>
<td>J</td>
<td>Mmm... no.</td>
</tr>
<tr>
<td>R</td>
<td>Mmm... ok, ¿te has enfrentado a alguna dificultad para aprender inglés? Si tu respuesta es afirmativa menciona cuáles.</td>
</tr>
<tr>
<td>J</td>
<td>Mmm... pues sí... pues la gramática más que nada y la pronunciación.</td>
</tr>
<tr>
<td>R</td>
<td>Aaaah ok... la siguiente dice... ¿qué actividades te gustaría que el maestro o maestra realizara en el salón de clases aparte de las</td>
</tr>
<tr>
<td>J</td>
<td>Mmm… pues proyecciones en cañones y eso… para hacer más dinámica la clase.</td>
</tr>
<tr>
<td>---</td>
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</tr>
<tr>
<td>R</td>
<td>Ok, muy bien… la siguiente nos dice… ¿te has enfrentado a alguna dificultad para aprender la gramática del inglés? Si tu respuesta es afirmativa menciona cuáles.</td>
</tr>
<tr>
<td>J</td>
<td>Para mí es difícil… pues las letras a veces cambian algunas y pues… cambia la palabra totalmente.</td>
</tr>
<tr>
<td>R</td>
<td>Oook… ¿cómo crees que se te facilitará más el aprendizaje de la materia del inglés?</td>
</tr>
<tr>
<td>J</td>
<td>Pues… con más explicación y más tiempo para aprender.</td>
</tr>
<tr>
<td>R</td>
<td>Mmm… ok… emm… aparte del tiempo que le dedicas a la materia de inglés en la escuela, ¿realizas otras actividades fuera de la institución que te permitan estar en contacto con el inglés y practicarlo? Si tu respuesta es afirmativa menciona algunos ejemplos.</td>
</tr>
<tr>
<td>J</td>
<td>Mmm… no.</td>
</tr>
<tr>
<td>R</td>
<td>¿Nada?</td>
</tr>
<tr>
<td>J</td>
<td>No, nada.</td>
</tr>
<tr>
<td>R</td>
<td>No, ok… pues esa fue la última pregunta… y pues muchas gracias por tu cooperación y tu tiempo… y que tengas buenas noches.</td>
</tr>
<tr>
<td>J</td>
<td>De nada… muchas gracias.</td>
</tr>
</tbody>
</table>