ESCUELA NORMAL DE ATLACOMULCO
"PROFESORA EVANGELINA ALCÁNTARA DÍAZ"

Produce graphic organizers as an aid to improve productive skill.

Ensayo

**Que para sustentar examen profesional y obtener
el Título de:**

**LICENCIADA EN EDUCACIÓN SECUNDARIA CON ESPECIALIDAD
EN LENGUA EXTRANJERA (INGLÉS)**

Presenta

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Change is always complex, and if we want to adapt and control it, we have to understand exactly what is at stake and not giving up on myths from the past, nor about the present.

Jeffrey Weeks.

Acknowledgements / Dedicatory

To my parents who with their love, patience and effort have allowed me to fulfill one more dream today, thank you for instilling in me the example of effort and courage, of not fearing adversity because God is with me always.

To my brothers for their love and unconditional support, throughout this process, for being with me at all times, thank you.

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Finally, I want to dedicate this thesis to all my friends, for supporting me when I need them the most, for reaching out in difficult times and for the love offered every day.

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INTRODUCTION

Currently we are connected with a second language which in this case is English, we can observe around us that there are adults, adolescents and children speaking English for work or academic reasons, these situations can be observed within a society where the resources to attend a private school where the objective is that those who enter can obtain great knowledge about English.

In rural schools it is difficult for students to attend a school where they teach English, but in secondary schools students must be taught English, many times the teachers or the students themselves ask themselves a question, why I don't learn English? And we must take into account that for some students it is the first contact with a second language and for that reason it is difficult for them to learn or even because they had not taken English classes and that it is normal for them to be bored being in class.

The objective of this document is to provide tools to students so that they can acquire knowledge about a second language, that they can develop their productive skills with the help of graphic organizers, giving them not to see the English subject as boring or as a subject of the one that will never learn anything.

The document has three sections, in the first part we will talk about the context where the school in which we will be working is located, we will also find information about graphic organizers and productive skills, the purposes and objectives we have for this document and what materials will be used to carry out this work.

In the second part, you will find information about the study group that was chosen to be able to work and observe the results. Within this group, four students were chosen with whom more work will be observe the results at the end of the 5 strategies that they were chosen to observe the progress of the students.

And finally, the last section that will be of conclusions and suggestions for the students, for the group and in general for the topic, there will also be a references section for any information that is needed and the final section of the evidence of the work they carried out the students with whom you have been working.

RATIONAL

The theme was chosen when observing the work done by students in the classroom and at the same time what the Mentor teacher does in order to students show interest in learning a second language, here it is important to mention that most of the students did not like the subject of English which was another point to consider in this final paper.

The students needed to see the English class as interesting, where they carried out the activities for pleasure and not only for a grade, which is commonly seen in schools, nowadays students work more for a grade than for knowledge.

I worked with graphic organizers because I consider it is a good and pleasant way to work, the students already know the most common graphic organizers of the plenty of them we have, so it was intended that the students use those graphic organizers to develop their productive skills because most of them have problems with writing or telling their ideas and when talking in front of their peers they forget the information or simply show insecurity.

Most of the time the students have considered that learning English is something boring and tiring for them, however, that does not mean that they cannot learn or that they do not want to learn, for them different work strategies were used so that the interest of the students was kept in each class and with that their progress in English.

Graphic organizers allowed my students learn in a different way, with fun, where they notice that they were really learning and that the classes were not boring or tiring.

The group I work with has a good attitude to carry out any type of activities, and the student's work pace helps us to carry out all the activities that were planned. The use of educational material gave me advantages so that students feel a different work environment and can learn more about language of course with the help of graphic organizers.

PART I THE TOPIC OF STUDY

1.1 THE TOPIC AND THE CONTEXT

The town of San Pedro del Rosal is located in the Municipality of Atlacomulco (in the State of Mexico). There are 4277 inhabitants. San Pedro del Rosal is 2577 meters high. (PueblosAmerica, 2019)

Population in San Pedro del Rosal: town is 2015 men and 2262 women. The female / male ratio is 1,123, and the fertility rate is 2.88 children per woman. Of the total population, 1.80% comes from outside the State of Mexico. 10.01% of the inhabitants are illiterate (4.12% of the men, and 15.25% of the women). The education level is 7.13 (7.95 in men and 6.45 in women).

Indigenous culture in San Pedro del Rosal is predominant 91.26% of the population is indigenous, and 40.57% of the inhabitants speak an indigenous language. 0.37% of the population speaks an indigenous language and does not speak Spanish.

Unemployment and economy in San Pedro del Rosal shows that 34.39% of the inhabitants (more than 12 years) are economically active (49.38% of the men, and 21.04% of the women). This part affects when students are left some work on the weekend, most of them do not fulfill this task, or an idea that students have is just to finish high school and start doing some work like their parents'. (Pueblos America 2019)

The context in which students find themselves greatly influences them for the fulfillment of work and to continue their studies. Because most of the parents of the students work throughout the week away from their children to provide them with the things they need for this reason, the students feel a great commitment to their parents.

The context in which "Mártires de Cananea" high school is located is good to a point, but it affects the level of studies that the parents of the students have, the majority of the students must continue with their studies but the economic level of their parents affect so they cannot continue with them.

Another important aspect is that because of the degree of education of their parents they can hardly help their children to understand any subject making English even more difficult, one way to overcome this was the idea that graphic organizers would better the understanding of the topics and they would not require so much help from their parents.

The school has two floors on the upper floor, there are 4 first-grade rooms, a teacher's room, a library, and an orientation room, on the lower floor there is a first-class room, 5 second-grade rooms, 5 third grade classrooms, a principal's room, a second and third-grade counselor's room, and a teacher bathroom.

There is also a cafeteria, one bathroom for girls and one for boys, a cellar, a laboratory, a computer center, two basketball courts and one for soccer. All these spaces are occupied by the students to carry out academic activities or to carry out an event. **(APPENDIX 1)**

These workspaces help students and teachers to carry out the planned activities in a satisfactory way, in the case of the English subject because when doing some work in teams the students have enough space to do the activities and to be able to make presentations, Also to carry out small dynamics to remember or practice vocabulary from the previous classes.

The use of the basketball courts was to make games where students practiced new vocabulary or from previous classes. These activities helped the students to understand better the topics that were seen during the classes and had no problems when making their product, in this way they were able to observe the progress of the students when doing the activities.

1.2 INFORMATION BACKGROUND

In this essay, we will talk about the meaning of graphic organizers, important aspects that must be taken into account when making one. Likewise, it will be mentioned which are the productive skills and how they can be worked.

A graphic organizer is a visual representation of knowledge that presents information by rescuing important aspects of a concept or subject within a scheme using labels. It is called in various ways, such as semantic map, concept map, visual organizer, mind map.

Graphic organizers are active learning techniques by which concepts are represented in visual schemes.

They represent a structure of meanings. This construction involves skills such as ordering, comparison and classification necessary to create representations of concepts and processes. These organizers describe relationships and can account for the understanding of the concepts or data involved. (Rodríguez, s.f.)

Boggino defines graphic organizers as visual representations of knowledge that rescue and graph those important aspects of a concept or content related to a specific theme. These allow presenting information and displaying regularities and relationships. These are very useful strategies since they include both words and visual images, thus being effective for different students, from those talented students to those with learning difficulties. (Boggino, 2005)

The two concepts mentioned above are acceptable since graphic organizers are an indispensable tool to obtain greater interaction between teacher and student because student participation and understanding of concepts for the acquisition of second language content are promoted.

The graphic organizers have to help us achieve a better understanding of concepts in the students and result in better academic results.

Skills that graphic organizers develop:

Critical and creative thinking, understanding, memory interaction with the topic, packaging of main ideas, vocabulary comprehension, knowledge building, and preparation of the summary, classification, graph and categorization

The graphic organizers are framed in how to work in the classroom according to the constructivist model of learning.

Moore, Readence and Rickelman (1982) describe the graphic organizer as the supply of a verbal and visual structure to obtain a new vocabulary, identifying, classifying the main relations of concept and vocabulary within a unit of study.

Graphic organizers are wonderful strategies to keep learners involved in their learning because they include both words and visual images, they are effective for different learners, even with talented students and students with learning difficulties.

Graphic organizers present information concisely, highlighting the organization and relationship of concepts. They can be used with any subject and at any level. Daniel A. Robinson (1998) conducted research on graphic organizers and suggests that teachers and researchers use only those organizers created for beginners and those that adapt to the content.

The graphic organizers in the teaching - learning process:

❖ They help focus what is important because they highlight concepts and vocabulary that are key and the relationships between them, thus providing tools for the development of critical and creative thinking (BROMLEY, IRWIN DE VITIS, MODEL, 1995).
❖ They help integrate previous knowledge with a new one.
❖ Motivate the conceptual development.
❖ Enrich reading, writing and thinking.
❖ Promote cooperative learning. According to Vigotsky (1962) learning is first social; only after working with others, does the student gain the ability to understand and apply learning independently.

❖ They rely on selection and ranking criteria, helping the apprentices to "learn to think".

❖ Help understanding, remembrance and learning.

❖ The process of creating, discussing and evaluating a graphic organizer is more important than the organizer itself.

❖ They promote learning through active research.

❖ They allow the apprentices to participate in learning activities that take into account the zone of proximal development, which is the area in which they can function effectively in the learning process (Vigotsky, 1962).

❖ They serve as evaluation tools.

How to make a mind map?

To make a mind map, the following basic characteristics are considered:

1. Begin with the main concept.
2. Add branches to the main concept.
3. Explore topics by adding more branches.
4. Add images and colors.

   These types of graphic organizers facilitate the work of the students because they give exact information and it is easy for them to capture their creativity in each activity they do.

PRODUCTIVE SKILLS

Productive skills refer to the skills that enable the learners to produce language in written or spoken forms (speaking and writing).

The importance of productive skills in language teaching

Productive language skills, speaking and writing, are important because they are the observable evidence of language acquisition. The more the speaker or the writer produces appropriate and coherent language the more we have proof of the progress in the learner's language system. (RHALMI, 2020)

Teaching productive skills is also important because written and spoken communication are basic life skills.

Teaching productive skills:

1. Provide a model of the target genre we want our students to produce.

2. Work on the model; focus on the meaning and form. The teacher should guide the learners to analyze the text so that they can discover by themselves its linguistic and formal features.

3. The objective at this stage is to practice the form and use of the language that will help them produce accurate messages in terms of pronunciation, spelling, verb tense, sentence structure, and text layout.

4. After we feel that the learners can use the target language satisfactorily, they are introduced to a similar task where they have to personalize the language and produce effective messages. (RHALMI, 2020)

According to the previous information, students need to be shown what activity they have to carry out and then guide them so that they can carry out the activities and answer questions if the students did not understand something on the subject, this will result in us students increase their productive skills.

1.3 TOPIC IN THE THEMATIC LINE

According to SEP (2012) the final paper must be develop in one of three lines which are "Teens and their learning processes, "Analysis of teaching experiences" and" School management and educational processes".

"Teenagers and their learning processes" is where the student put their observation skills into play, to interact with teenagers inside and outside the classroom, talk with them, and apply certain tools to explore their knowledge, and so on. The sense of the follow-up to the work of the adolescents is to know better a small group (of two to four students) identified in the secondary education classrooms where the teaching work takes place. These works will include the analysis of the knowledge that the students have, as well as explanations regarding knowledge considering their characteristics. (Pública., 2002)

"**Analysis of teaching experiences**" covers topics related to some experience that the student has developed with one or several secondary education groups and that wishes to analyze in greater detail, whether about a particular content or of any component in the case of English. (Pública., 2002)

"School management and educational processes" the works that are registered in this line are intended to find explanations for a specific situation or problem related to management in high school and the ways in which it affects the educational processes that take place there. (Pública., 2002)

This essay is located in the thematic line of "Teenagers and their learning processes" because it was observed that students have a better learning when they develop the ability to write. During some classes they had, they developed different writing activities from very simple ones to activities that made it difficult for them, for example, to make a short writing of a paragraph.

As teachers, we always assume that our students already know everything or in some part something and for the same reason we only explain the issues and then

they are put it in practice is something difficult for them. and more in English, many times when we tell them that they are going to write in English they get scared and see it very difficult and end up saying that they do not know English and that they will not develop the activity.

I consider that students can do things as long as they are provided with the necessary knowledge and with a good strategy so that they can understand things well, for example if they are going to give them a topic and product will be a short writing, first the subject is explained well, then it is put into practice but all are doing the same activity and since the students have knowledge or less everything clear then it is when they are already allowed to do it alone and the teacher only solves doubts if the students have them.

Sometimes, students are exposed to the rules of writing from the beginning without developing the ability to express their ideas. For this reason, we will start with simple activities at the level that most students have and thus be able to increase the activities according to the progress of each of them.

It is intended to make from the construction of a paragraph to the elaboration of a letter, a description, a plan, an email, a concept map among other activities.
Since these types of activities help students to be able to raise their language proficiency as intended.
For some students, it is difficult to write where they give an opinion on a topic but it is difficult for them when they make an oral presentation, they get nervous and often they do not make presentations for fear of their classmates saying something about them.

When choosing to work with graphic organizers, it is intended that students increase their productive skills in order, starting with writing where they practice with various activities (writing sentences, texts, words in games) and then that students make oral presentations for their classmates.

1.4 PURPOSES

1.4.1 GENERAL PURPOSE

The main purpose of this topic is to identify what kind of graphic organizers should be applied for the development of productive skills.

1.4.2 SPECIFIC PURPOSES

• To identify with which graphic organizers the students help the students in the ability to speak.

• To analyze the English teaching-learning strategies that emphasize productive skills, used with students, in order to validate or modify them.

• To verify if there is a transfer of receptively acquired learning and written production, in relation to the amount of linguistic input received by students.

• To apply graphic organizers for the production of writings.

• To analyze how the graphic organizers applied in the teaching process were successful or not

1.5 QUESTIONS TO BE ANSWERED

Graphic organizers are active learning techniques that use visual and words to represent ideas but which concepts are represented in visual schemes and which are not? This question is important to be ask when we start planning classes where students would use graphic organizers in order to help then to answer this.

To be able to make any type of graphic organizer it is necessary to take into account how we are going to use it, so one of the questions that will help in this process is to know what are the characteristics of graphic organizers?

Graphic organizers help our students to better understand things within a topic, but is it important to know what teaching and learning strategies help to develop productive skills and if graphic organizer are include on those and at what level?

Many times when applying certain strategies we never give ourselves to the task of analyzing them how functional they became, what were its advantages and disadvantages, in this document the following question will be answered to avoid that: How can we verify if there is a transfer of **receptively** acquired learning and written production?

Then when more information is available we would be able to analyze the application of written products in students learning and their effectiveness answering the question

At the end of the work that was carried out with the students, it will be analyzed if everything mentioned above was good or not? Analyze if the strategies used were appropriate so that the students could increase their productive skills.

1.6 METHODOLOGY

1.6.1 QUALITATIVE

The term methodology refers to the way we approach the problems and we look for the answers, in the way of conducting the research. Our theoretical assumptions and perspectives, and our purposes, lead us to select one or another methodology.

In a broad sense, this research is based on a qualitative methodology that can be defined as the one that produces descriptive data: people's own words, spoken or written, and observable behavior.

It is the collection of information based on the observation of natural behaviors, speeches, and open responses for the subsequent interpretation of meanings.

A qualitative analysis reveals the value of a phenomenon, entity or object, depending on the subjective perception of the person conducting the study. This perception allows to assess the qualities of a phenomenon or object, performing an analysis that is generally by comparison with similar ones.

Qualitative techniques can be used in a complementary way, to Increase the reliability or validity of a quantitative design. They increase the treatment replicability, providing a contextual and procedural framework for experiential manipulation, and reinforce the validity of the results confirming the relevance of constructs for real situations.

Quantitative techniques, in qualitative studies, favor the possibility of making generalizations when the investigation is carried out in different contexts and contribute to the reliability of the results when used standardized measures to describe the variables of a natural context. (Quecedo & Castaño, 2003)

According to the above, this project will be qualitative for the type of work that is going to be done, observation of the classes, the work that is developed with the students, and interviews applied to learn more about them.

1.6.2 ETHNOGRAPHIC

Ethnographic is a study method used by anthropologists to describe the customs and traditions of a human group. This study helps to know the identity of a human community that develops in a specific sociocultural environment. The term ethnography literally means: a description of people and cultures and has its origin as a strategy of research in the works of early social anthropology, which had as a goal the detailed and permanent description of cultures and forms of life of small and isolated tribes (Denscombe, 1998, p. 68)

The work carried out is ethnographic because it takes into account the customs, the activities that are carried out within this context, and how these activities influence education and how students acquire their learning. In the same way, what they already need to acquire new knowledge or challenges.

In this way we can say that the ethnographic study is the following:

Ethnography is one of the most relevant methods used in qualitative research. It is a research method by which the way of life of a specific social unit is learned, being it a family, a social class, or a school. It allows us to interpret the day to day of the consumer from what he does and not only by what he says he does, focused on understanding the cultural codes that surround a specific brand or product. (News, 2015)

1.6.3 CASE STUDIES

The case study method is a valuable tool of research, and its greatest strength is that through it is measured and records the behavior of the people involved in the phenomenon studied, while quantitative methods only focus on verbal information obtained through questionnaire surveys (Yin, 1989).

Similarly, Chetty (1996) indicates that traditionally the study the case was considered appropriate only for exploratory investigations. However, some of the best and most famous case studies have been both descriptive (Whyte's 'Street Corner Society, 1943) and explanatory1. In this context, Eisenhardt (1989) has identified other uses

of this method in the description (Kidder, 1982), in contrast of theory (Pinfield, 1986; Anderson, 1983) and in the theory generation (Gersick, 1988; Harris & Sutton, 1986).

We work with case studies to verify the different strategies, 4 students were chosen with whom we will be working to verify if the tools that will be provided were very difficult or not or if they help them to increased their knowledge of a second language.

1.7 RESOURCES

During the work that will be carried out, 3 instruments will be used to help us meet the needs of our students, namely what knowledge the students have, and how we can reinforce their learning. These aspects will be evaluated if they help to reach the objective. When facing a group it is important to know what knowledge we want students to acquire and for a teacher it is always essential to make a lesson plan:

1.7.1 Lesson plan

The planning that will be working has three moments (lead in, development, and closure), where the start will be to contextualize the students on the topic that will be working during the class, in the development, they will be working with various activities where students will be explained a specific topic by doing activities with which they can understand even better the topic with which they are working, in the same way, it will be the moment where students can express their doubts about the topic or the development of some activity, finally, the closing which will be the moment where the teacher will be able to give the students some specific activity where it will be possible to observe if the students could understand the subject of the class or what aspects the teacher will have to explain again. And a final part of the lesson plan that will be the resources that will be used or could be used during the class, for example, the vocabulary that is used at each moment of the class, materials that will be used for the students to carry out the activities. **APENDIX #2**

1.7.2 Didactic material

The second instrument is the didactic material that is used during the class, to provide students with enough tools so that they can understand the topics and so that they do not feel bored during the classes.

The didactic material that will be used will be to contextualize the students with the subject, this will help students to be more interested in the class because they will be able to manipulate each material that is worked with. Creative didactic material

will be made so that when students make a presentation they can make good material, in the same way, to present it with their classmates.

To work that the students are going to do products that will be graphic organizers, each example that the teacher presents must be something that the students like to attract their attention and that the students manage to acquire new knowledge.

Work was done with flashcards to be able to contextualize the students with the topic, to practice vocabulary, and to make examples of sentences. With the domino game to contextualize the students on the Christmas theme and then the students made sentences using the vocabulary, bingo games on the verbs as a final activity to observe if the students managed to learn some verbs.

Games with the ball, make a team image, guess words all these activities to remember vocabulary and be able to do some activity, Graphic organizers (Attribute wheel, info map, timeline, and conceptual maps) were used as examples so that the students could elaborate their products.

1.7.3 Journal

Finally, they will work with the journal where important aspects of the students will be registered, how they began to work with the first graphic organizer they presented, with what knowledge they started and how they have advanced during the classes.

The registration of activities that work and those that do not work with students in general or only with specific cases, such as the work carried out with different groups with which they work. The journal will help us to record what has worked for us with the students and finally give a final product of how they started and how they advanced. (**APENDIX 3)**

PART II. THE DEVELOPMENT OF THE TOPIC

2.1 THE GROUP OF STUDY

The 3rd B group has 33 students, 18 of them are men and 15 are women, most of the students live in San Pedro del Rosal, the family situation of the students varies because some only lived with mom and brothers or dad and brothers, others only live with grandparents.

The third group was characterized as a difficult group in terms of discipline within the group, as there were students who had a strong character compared to other students, it was a bit difficult to work with students of a strong nature because the interests they had were to play for all classes so when the students wanted something done they try to convince the rest of their classmates to do what they say.

This attitude, on the one hand, favored me because when I wanted to apply some strategy I use those students to help me with the rest of their classmates due to the fact that the students are leaders, on the other hand the problem is that they took a long time to do what I ask them.

Another important feature is that they talked a lot to do some teamwork they had to talk and they 'did not finish the activities on time, they were very close but only for certain things, because in the same way there were problems among students.

The group was hardworking for certain things or certain topics that interested them, for example when they were explaining a topic they paid attention because they knew that later they gave or applied a game where they put into practice what they had been taught about the subject, or when only the subject was asked and participations were given.

A learning style test was applied to know the style of each student and with this to know what kind of activities were going to be work. And the results were as follows: 12 were assimilators, that is, they learn best when they carefully observe the

information that surrounds them, when they offer them time to analyze and reflect before acting and when they can go unnoticed.

And they learn worse when they are forced to have prominence or be the center of attention and when they are not given enough time to perform a task, 9 students were divergent, that is, they learn better when the activity poses a challenge, when they propose activities short and concise and when they feel excited about the activity.

They learn worse when they are long-term activities, when they have a passive role in the activity, when they have to assimilate, analyze and interpret data, finally when they have to work alone, and finally, the other 12 students are convergent, that is, they learn better when there are presented objective models, theories, and systems, also when the activity is a challenge and when they can investigate and track the information.

They learn worse when they are presented with inaccurate, confusing, or uncertain information, also with very subjective or emotional activities, and finally when they have to work without a theoretical frame of reference.

All these aspects are reflected in the students by the way they do the work, how they form their teams to do some work because they know that colleagues have almost the same forms of work. Of these 33 students, two students will be taken by two students with a certain command in the language and two students with little knowledge in English.

It is important to highlight that to design didactic proposals, normal students need to take as a base the previous knowledge of the students, since they constitute a basic element for the planning and design of teaching strategies, because promoting the continuous development of skills in adolescents is only possible from the knowledge and skills that they already have and that they reveal in the various situations inside and outside the classroom. (Guía de trabajo y materiales de apoyo para el estudio)

2.2 STUDENTS' PROFILE

2.2.1 Student A

Student A is a man from San Pedro del Rosal second quarter, he was born on April 12th, 2005, he lives with his parents and two younger sisters.

His father and mother sells bread, they go to many places such as: Querétaro, Guanajuato, Toluca, Chapultepec, Aculco and other places, to sale the bread in a van and to go out with family use a car. The student travels with their uncles to reach their parents when they go to work at a fair, most of the time they go to work and the occasion is rare when they go to know a place.

The relationship that the student has with his parents is very good, there is a lot of respect and trust, and they always live together as a beautiful family only with their two sisters who rarely have problems.

In the free time, the student goes out to play with his entire family parents, cousins and uncles, also helps his mother to clean the house or his father to rub down all the heavy things they have outside their house and when they do nothing listen to music.

Academically, he does not like the English subject he feels bored, he hardly attracts attention and since he entered High School he has never liked it, the subjects that the student likes most are: mathematics because it is interesting to think quickly and one more important reason is that he knows that he will always need it for the same reason that his parents sell bread and that it is very necessary to use mathematics for everything and the other subject he like is Physical Education because in that he can practice a sport that he likes very much with his family and also influences the teacher who gives him that subject because the students really enjoy the physical education class.

When taking a test of learning styles of this student, obtained assimilating, that is to say that he learn better when he carefully observe the information that surrounds them, when they offer time to analyze and reflect before acting and when he can

pass unnoticed and he learn worse when he is forced to have prominence or be the center of attention and when he are not given enough time to perform a task.

The average of the previous cycle of the student was 8.6 which is considered good because it reflects the student's interest in the subject and the knowledge they have allowing the student to be helped by the teacher or by other classmates during class or when the student has questions on any topic. It is necessary to support the student so that he can increase his knowledge of the subject.

Finally, the means of transportation that the student uses is a car because in the same high school a sister of the student is studying and since the parents have time to go to leave their children to school, that is why they always travel by car and it is very rarely those days that they travel by taxi.

2.2.2 Student B

Student B is from Michoacán but currently he lives in San Pedro del Rosal with his father and mother, he has 2 older sisters than him.

Academically, the student almost does not like the subject of English he thinks that it is boring, he does not understand when people speak fast in English, despairs when things are not explained well, but previously when studying in Michoacán he had a teacher who explained well, and that he was very patient for the students who hardly understood him, the teacher always looked for different ways of teaching the subject so that the students understood and did not feel bored.

Something that helped the teacher was the discipline she had with her students and as a result she had the students pay attention to her at the time of the class, and that could clarify doubts if the students had them, it was in this way that the student could get a grade of 8.

Sometimes he practiced the language with his older sister, he also spoke with his uncle who lived in the United States, this helped the student a lot to remember what he learned in the School and these two people helped him reinforcing the pronunciation of words and meaning.

He stopped doing this when he and his family went to live in San Pedro del Rosal because he hardly learned any more during his English classes, the teacher did not demand him as much as previous teacher nor did he have the same attention as in the previous school, his sister had almost no time because leaving school she went to work and his uncle returned to Mexico.

His favorite subject is mathematics he has always liked this subject and is very good for numbers, he also likes it because he always puts it into practice, his parents have a bread business and on weekends and holidays the student helps his parents to attend the business, for this reason he believes that they have to know more about math that he will use it all his life.

In an exam on learning styles that was done to the group this student obtained divergent, that is, he learns better when the activity poses a challenge, when they propose short and concise activities and when he feels excited about the activity.

He learns worse when there are long-term activities, when they have a passive role in the activity, when he have to assimilate, analyze and interpret data, finally when he have to work alone.

What the student likes the most is to listen to music, his favorite genre is the band although he listens to everything, he likes to go with his parents to work in different places selling bread, sometimes he plays with his cousins although he hardly likes sports, He prefers to play with his cell phone or be in his social networks, he also likes to spend time with his friends and his girlfriend is usually what he does most in the afternoon.

During the week after going to school, he visits his uncles, talks with his cousins, when his mother asks him to help him with household items, he washes the dishes or washes his clothes, then waits for his dad to arrive They can eat with the family, when they finish their homework, and finally they fall asleep.

Only on the weekends is when he goes to work with his parents, sometimes they leave from Friday afternoon or Saturday early

2.2.3 Student C

Student C is a woman, she was born on July 6th, 2005 in Toluca and was living in Toluca for 3 years, but she currently lives in San Pedro del Rosal with her father, her mother, and her 11-year-old brother and grandparents.

Her mother is a nurse and works in Atlacomulco, her father was working in the United States for 8 years in a Chinese food restaurant and is currently in Mexico and works as an event organizer. Her little brother is smaller and she attends primary school, her grandparents are the ones who spend more time in her house and for that reason she is with them and she has a better relationship with them too

With her brother most of the time they are fighting for the difference of thoughts, and her mother almost does not see her for the work she has, her parents do see him but time is short.

Academically speaking, the student's favorite subject is English because she attends to private English classes, although her interest in the subject was for a friend of her mother who started telling her the advantages of speaking a second language, for example traveling to different parts of the world, acquiring a better job and a better salary, just as the student began to want to know more about the language.

She likes to interact with people a lot but using English as a mean of communication, she likes her private lessons because she can practice it more with her classmates, she also likes to talk with her dad, because she worked in the United States for 8 years in a restaurant Chinese food and speak a little of English.

In order to go to her English classes she travels by taxi, she rarely goes with her father or her mother, since she only takes her classes on the weekend. Since entering High School, the student has had a 9 or 10 grade in this subject and her general average is 9.6.

An examination of learning styles was carried out for the student group and as a result obtained that the student is convergent, that is to say that she learn better

when she is presented with objective models, theories, and systems, also when the activity is a challenge and when she can investigate and track information.

She learn worse when she is presented with inaccurate, confused or uncertain information, also with very subjective or emotional activities and finally when she has to work without a theoretical frame of reference.

What the student likes best is to listen to music of all kinds, talk with her friends and her boyfriend, she is very interested in traveling is something that has as a goal to travel and learn more about the countries she likes, she likes to have many friends, she likes to dance, likes to help their classmates with jobs.

She is interested in sports, she knows how to play a little of everything, she likes to try new things every day, she likes all subjects, she does not feel heavy because she likes what she does and wants to continue learning, she still does not know what she is going to study and for the same reason, she considers that she must have knowledge of everything.

2.2.4 Student D

Student D is a woman, she is 13 years old and is originally from San Pedro del Rosal, she lives with her mother and her sisters.

The student likes the subject of English, she is interested in being able to communicate in a second language, she likes to try new things, and her goal is to be able to communicate in English with a native of this language. She began to like the English class because last year she had a teacher with a good command of the language who taught them very well, when she had doubt the teacher clarified them.

The teacher used several games as an instrument so that the students could learn and not feel bored in the class and when she saw that the students were bored the teacher told them about exchanges to other countries that she had done and that had helped her at this time The student was interested in being able to make an exchange to another country but she knew that she needed to understand the language and for this reason she tries to pay attention in all classes.

Her previous grade was 8 or 9, but she saw a small advance in this area because when she started High School she had no knowledge of English and now she sees a small advance in this area. Her final grade was 8.9 but his purpose this year is to raise his average.

When taking a test of learning styles to the group of this student, she obtained assimilating, that is to say that she learn better when she carefully observe the information that surrounds them, when she offer them time to analyze and reflect before acting and when she can pass unnoticed and she learn worse when she is forced to have prominence or be the center of attention and when she is not given enough time to perform a task.

For the student her life is a routine throughout the week she gets up at 6:00 am to be able, get ready and have breakfast with her sisters, at 7:30 she has to take the taxi with her cousins to be able to arrive on time at school, the entrance time is at 8:00 and she leave at 2:10, when she arrives at the school she talks with her friends,

all her classes are 50 minutes, and at the end of all her classes she waits for her cousins so that all return home together.

When she arrives at her house she waits for her sisters to eat, after she does her homework it is very rare that she has to go to search some task on the internet, but when she goes it only takes 20 minutes, when she finished doing her homework she turns on the TV and sits down to watch her with her sisters, then goes out to play with her dog and finally at 9 she goes to sleep.

And on weekends she goes with her sisters and cousins to somewhere to spend more time together, she also goes out with her mother to buy things that they lack at home, or just stay at home doing homework or helping her mom to fix the house.

What the student likes is to go out with her sisters and her cousins, go to the movies or just get to know places, with her mother she likes to talk about how she did in school sometimes she does that when her mother does not have many things to do, but most of the time she likes to play with her puppy, listening to music she also likes reading.

2.3 THE TEACHING INTERVENTION STRATEGY

2.3.1 Situation 1

Attribute wheel

Unidad II: Emotionary

Social practice: Read and understand different types of literary text from English – speaking countries

Grade and group: 3rd "B"

Number of students: 33

Specific competency: Read suspense literature and describe moods.

Purpose: The purpose of this unit is for students to ask and answer questions to infer information.

Background

In the previous sessions, we worked with the different emotions (boring, scared, hungry, angry, cool, interesting, furious, surprised and in love) where the students were practicing the pronunciation of them and giving some examples about emotions (today I feel in love, I feel great when I play with my friends). Different situations were also being worked on and in each of them, the students commented on how they felt. This in order for students to express their emotions in different situations.

Description

The teacher started the class by asking the students how they were Participation in this activity was for the students who were standing. The first student who was asked did not answer correctly after the teacher asked the question for all the students and in that moment student C answered "I feel great", the teacher wrote the answer on the board and continued asking the students the same question. Finally, the students could remember some emotions.

The teacher asked them to take out their notebook and write down the date, while the students were doing that the teacher asked them if they knew what was a graphic organizer, in this part the students did not know what to say until the teacher mentioned some examples such as mind map, Concept map and the student who has a good level of English participated saying that they were graphic organizers.

When all the students already had an idea of what we were going to talk about during class, I asked them one last question, which was what type of information was included in a graphic organizer? and the students said that the most important information in a text and that this information had to be specific.

They were told that in this class they were going to make a graphic organizer about emotions but first, the teacher was going to show them an example using her emotions, the teacher posted a photo of her in the center on the board, then asked what it meant every emotion that she showed and when the students said the meaning of the emotion in Spanish the teacher made the students repeat the word in English. **(APPENDIX 4)**

When they finished seeing the 8 emotions, the teacher showed them a situation for each emotion, and the students were saying the phrase in Spanish and the teacher reaffirmed so that all the students knew what was being said, for example, "I feel happy when I visit my mom", afterward the teacher used the same emotions and asked them when they felt angry, happy, or in love, so the students participated in Spanish and the teacher helped them to say the phrases in English.

The students liked this activity because they could express their emotions about their classmates or in their personal life, they were also curious to know things about the teacher, this helped them to pay attention and to remember the vocabulary that they had previously been given and the most important thing is that they did not feel that the class was boring.

When the graphic organizer was finished, the teacher asked the students to copy the graphic organizer. While the students were doing this activity the teacher went

to check that all the students were doing the activity so that the students were sitting in rows which helped to review this activity more quickly.

During this class the teacher observed that students A, C, and D worked well and understood what was being explained to them, also student C helped a lot so that her classmates could understand the subject because she was the one who translated things but when she participated, she did it in English.

The one with whom she had a bit of trouble was with student B, he was very distracted along with a partner next to him, I consider that it influenced that the student was sitting in a corner and that next to him he had colleagues who were also very distracted. So that is why this student did not have the same result as the other three.

Attention was given to the student when the teacher went to review the assignments, she explained the subject to her, but very little interest was observed on the part of the student and she showed a negative attitude because she did not want to take notes of the activities.

The rest of the group managed to remember the subject of emotions and also managed to understand the situations that the teacher presented to them, but the most important thing is that they managed to make an example of them, and those who did not participate repeated the examples of the students who did participate and with this activity, everyone could practice listening skills.

The teacher asked the students if they had doubts about the vocabulary, all the students answered no, but the teacher began to say some emotions in Spanish and the students said them in English, this was to all the students remembered the different emotions that they had seen in previous classes.

After the teacher formed pairs the students could make their graphic organizer as a team, teams were made in such a way that the students put to work well and that they did not have problems to deliver the work. The teacher gave them 1 minute so they could meet with their team.

When they were all in a team, the teacher gave the instructions to be able to make her graphic organizer, she explained that each member of her team had to choose 4 emotions from those given in the first class but no emotion could be repeated for this activity the teacher gave them 3 minutes and while the students developed this activity the teacher passed with each team to see how they were working and helped the students who did not do the activity.

When the teacher saw that all the students had finished, she asked them to pay attention to carry out the following activity, and told them to think of a situation where they used the emotions they had chosen, for example if they had chosen happy, they had to write when they felt happy.

The teacher showed them the following example I feel great when I play with my dog, I asked the students what the emotion of that sentence was and the students answered that it was great, then the teacher asked them the meaning of play and the students answered it was finally playing, the teacher asked to have the sentence translated and the students who participated said it correctly.

Then the teacher told them that they had to do this activity but with the 4 emotions that they wrote in their notebook, they had to write a situation for each emotion and they could use their dictionary or they could use their cell phone for this activity they were given 20 minutes to finish it, so that the students knew what they were going to do during class, the teacher asked 3 students to tell her what the activity was in Spanish.

The teacher asked again if anyone had any questions about the activity they were going to do before they started, but the students answered no. While the students were working the teacher stopped by the teams to see that they were working and to be able to help them if they had any questions.

Before the end of this class the teacher asked them for some materials (a cardboard, a photograph of them, markers and colored sheets) for the next class and check that all the students have finished their work.

At the beginning of the next class, the teacher asked them to get in teams like the previous class and take out the materials that had been requested and their notebook. The teacher indicated that the two team members had to paste their photo in the center of the cardboard and on the color sheets they had to write the emotions when they finished they would also paste the emotions around their photograph.

When they had finished that activity, they would continue with the next one, which was to write the situation of each emotion in a space they had on the cardboard as the example the teacher had shown them. The teacher gave them 10 minutes so they could finish their work and they could give a good presentation.

When the teacher saw that they all finished, she asked the students to sit down so that they could go on to explain their graphic organizer, since the teacher saw that no student wanted to presented, she told the students that she would only give 5 participations and most of them raised their hands to participate but only the students who participated the least were given the participation to listen and make corrections.

At the time of presenting their work the teacher let the students work alone and when the students finished the teacher helped them to pronounce the words better, the students repeated their presentation again but with the correct pronunciation of the words, This helped the students feel more secure when presenting their work because they knew that the teacher was going to help them to say the words correctly. **(APPENDIX 5)**

Analysis

Working with graphic organizers helped students to better understand the topic at hand which was emotions, at the same time it was possible to see a greater interest of students to participate because while the teacher showed different emotions and asked them in what situation they felt with that emotion most of the students wanted to participate saying when they felt with the emotion that the teacher showed them.

All these diagrams are part of a concept related to teaching: Meaningful Learning, a theory implanted by the American David Ausubel, who, based on constructivist psychology, rejected the methods of teaching mechanical memorization for his method, in which the student readjusts or learns by comparing the new information he receives with the information he has about any subject to modify a new conception within his mind. In this part, the teacher tried to give participation to the students who rarely participate and so that the rest of the students or the students who participated the most were asked to tell us the whole sentence or to help their classmates.

The situation was that the vast majority of students do not like to be heard by their classmates because they think they are going to make fun of them. But during the class good attitudes were observed on the part of the students and the most important thing that the students liked the class because it was a different way of doing a job and receiving information, some students commented that they liked the class because how the topic was given to them.

During this class the teacher observed that students A, C, and D worked well and understood what was being explained to them, also student C helped a lot so that her classmates could understand the topic, because she was the one who translated things but when she participated she did it in English, this was in the first class where only the graphic organizer was explained.

However, working in teams was good for students A and C because with student A he was working with a partner who does not have any command of the language but what student A did was choose their emotions and then write the situations in

Spanish when he finished this, I asked student C how things were said and finally went with the teacher to review the activity.

When the student finished with his activity helped his other partner to carry out his emotions with the situations, this had the advantage that student A developed the activities and that he did it in a different way, at the same time helping one of his colleagues will also do the work.

At the time of doing their work in a big way, they had no problem but when they went to present their work if they had problems in the pronunciation of the words, the students were nervous about the same situation because they felt that they were not doing their job well, and when they finished The teacher asked the group to clap them and congratulate the students for their participation.

With student B there were problems since the student did not present the work, since the example of the graphic organizer was presented the student was distracted doing other things the teacher's error was that she did not attend this problem since she realized it, When he put the student to work on his graphic organizer, the student did nothing because from the beginning he did not know what to do.

Working as a team was not very good for this student because previously when the student worked alone he would deliver the activities when requested and there were no problems, in the same way, because the student has some knowledge of the language and did not see much of the language. The problem for the student was not to carry out the activity that was asked of him, it was more influential that the work was done in teams.

With student C there were no problems due to the good level of English that the student has, the work she did with her team was good because she supported her classmates ´ to carry out the activity and when the student had doubts about a word, she asked the teacher to help her. In this way, good results were obtained in this work.

When the student and her classmates went on to explain their graphic organizer, she looked calm and sure of what she was doing and in this way helped her team to feel the same way, also helping them in the pronunciation of the words.

Finally, student D worked well only that her partner with whom she was on the team did nothing and the student did everything. The student did nothing during the class because she said that she did not have a dictionary to search for words, the teacher approached the student to support her, but there was no good response from her and finally, the student did the homework activity.

Then the student approached the teacher to review the activity and to make her graphic organizer. When the student went with her partner to explain her work, the two students looked calm, their presentation was good despite the fact that the pronunciation of the two students was not very good, the student commented that she had not presented her work well because she had not had time enough to study what she had to present.

The rest of the group managed to remember the subject of emotions and also managed to understand the situations that were given to them, but the most important thing is that they managed to make an example of them, with this activity everyone could practice the listening skill because they listened to their classmates. When they presented their work in front of their entire group, the ability to speak was enhance when the students tried to speak in a second language and the ability to write too when they wrote the situations.

This same class was also held with the group of 3 ° "E" but less interest and less participation were observed. Within the group, there are 31 students and there is a student who attends English classes on weekends, so she is the student who participates the most during English classes, as her classmates see that she participates, the rest of the group stops participating because they think that they will not take them into account.

The mechanics of giving the class were the same as those applied with the previous group but they did not obtain good results due to the attitude of the students and it

was also influenced that the students had finished exercising and felt tired, some students asked me for permission to go out and buy water or to wash their face and hands.

It is about avoiding permitting this class because most of the students want to leave, so the students are told to better pay attention to the class to finish the activities earlier and they can leave 5 minutes before their break is the only way for students not to ask for so many permissions to leave.

So due to various factors that occurred during the class, the class could not be given in a good way as with the other groups, the results could not be seen in the students as expected.

Reflection

The application of the graphic organizer was considered adequate for the students to better understand the topic with which they were working, but several aspects were missing so that better results could be obtained. For example, give students several examples of the topic using graphic organizers so that they had no doubts when they made their graphic organizer.

In the same way, give them examples of organizers but about other people's emotions so that they could observe different ways in how to present their work, how to explain it, and above all that they had more vocabulary to express their ideas, this important point was the one that most we missed it and that is very important because if the students do not have vocabulary it is difficult for them to write a sentence and also if they do not speak in front of their group they feel nervous when they do it.

Working with examples of graphic organizers so that the students had an idea of what the product that was being requested was like and also of the vocabulary that could be used for some situations was something that should have been worked more so that at the time of the final presentation could have better knowledge and the students felt more confident to speak in front of their classmates.

Another option that could be used was to give the students the structure of the graphic organizer with which they were going to work and while the teacher explained the students would complete, this in order students to know how the teacher wanted the job. Because during the class the students did take notes but they did not do it as the teacher showed them in the form of a graphic organizer.

They are used to making notes in a very simple way and doing things only if the teacher says it, for example, while the teacher explained, she could observe that the students were not making the notes so the teacher tells them that they have to take a note from the graphic organizer but they did it in a very simple way, there were very few students who made the graphic organizer as they had been shown.

Being able to see more examples would help the students to have more vocabulary and to practice writing more because they are in the areas where they have more problems when writing their ideas. In most of the notebooks that the students review, they wrote the word as and how it sounds, for example music - miusic, dance - danse, eat - it, so correcting all the spelling errors was time-consuming and could not be done with all the students.

And having these aspects of giving more examples of the subject and practicing more vocabulary could have better results of work on the part of the students because there were students who did not develop anything, and the teacher could no longer do anything so that the students could turn in the work. In the same way, the above could help students to participate more so that at the time of making the presentation they had more confidence when speaking because they already know the subject and because it is something they have already been practicing.

Something that I would change is the way of evaluating, I would use some rubric or a checklist where the students knew what aspects were going to be evaluated and in what way the develop a better work. Also, practice more vocabulary to be used so that students can speak in English doing different activities where we can talk to our students so that they can feel confident speaking with their classmates.

Activities where they practice their writing and can write without having to check their notebook or by doing a spelling activity so that they can recognize the sound of the letters so that they write the words that the teacher can dictate to them.

These activities can help students by making graphic organizers that no longer need to check how a word is written, that students can use more vocabulary and when presenting their activity they can be more sure of the pronunciation of the words.

2.3.2 Situation 2

Infomap

Grade and group: 3rd B

Number of students: 33

The social practice of the language: Participate in language games to work with specific linguistic aspects.

Purpose: To use a graphic organizer to make a presentation in English.

Description

During the first class they were working with birthday vocabulary (cake, friends, music, dance, eat, drink, and games) where the students were shown the image and the teacher asked them how it was said in English when a student said the correct answer, the teacher placed the name next to the image. At the end of reviewing all the vocabulary, the teacher and the students practiced pronunciation in this activity, it was observed that students practiced the pronunciation of the words and there were others who were very shy to participate in the activity.

What the teacher did for all the students to participate was to pronounce the words out loud first, and then with the help of the students, while doing this activity, the teacher walked and stood next to the students who did not participate and repeated again the same activity until I saw that everyone was participating.

At the end the teacher gave the students an activity where they had a list of words that we had already reviewed and some images, the students had to match the word with the correct image, most of the students did well in this activity and the students that still confused with the words were able to correct when we reviewed the activity as a group.

After the presentation of the Infomap was made, the teacher asked the students if they knew how to do an Infomap. The response of several students was that it was

a report on a map, the teacher explained that the Infomap was similar to a sketch but it was based on some images to give an explanation and in this case, there were images about a birthday party and the teacher explained how the organization of the party was, saying things that used the same vocabulary that was explained in previous classes.

The objective of this presentation was to try to give a short explanation in English having a specific context and vocabulary. When the teacher finished giving the explanation, she asked the students if there were no questions about the presentation and the students answered no, the teacher asked vocabulary questions to verify that the students really knew the topic, this dynamic was very good to be able to observe that students still had questions about the vocabulary and at that moment be able to explain the words to them again.

At the end of this activity, the teacher made a dynamic so that the students had a team to work, when the students were already in teams it was explained to them that they had to organize to carry out an Infomap on a birthday taking into account that they had to bring the materials for develop their Infomap next class.

Before the students began to do the work, the teacher clarified that she was going to review the materials, but to review the images they had, the whole team had to tell her things in English and they could look at their notes where they had written the vocabulary this helped students to correct their pronunciation and that they practiced the speaking skill.

During the activity, they did not encounter many problems because they only worked with images, the vocabulary that they already had in their notebook, and the students placed things as they wanted since they did not have to carry a specific order.

As the teacher passed to the different teams, she asked them small vocabulary questions, for example: How do you say sweets in English?, what is cake in Spanish? this in order to practice the pronunciation of the words.

But when organizing to go to present their work they had problems because most of the teams did not know how to give an explanation in English, then what each team did was just say the name of the things they had placed, for example, if they placed a cake they said cake, friends friends, until they finished with their images this was a little complicated for the students because they were used to present but reading information and in this case, they did not have much information and only mentioned the words. (**APPENDIX 3 AUDIO)**

As previously mentioned, students are used to do presentations by reading the information they write, and when they only have class words, they do not know how to explain and that is when they get more nervous and do not want to present their work in front of his classmates.

Very few students can really give an explanation of the presentation they have but they are the students who already have knowledge of English. With this activity it was not possible to have a lot of participation from the students because they did not know what to say and they were afraid to say wrong things, the whole group was told that they would be supported if they had questions about the pronunciation of a word but the students did not accept the aid.

There were 4 students who during classes when the subject was being explained did not pay attention and did not take notes, teacher was working with these students only that with one of them it was not possible to carry out the activities because the student had some problems and he was taking therapy with a psychologist.

The work of the 4 students was good because student C was supporting her classmates so that they could give a better explanation. She performed the sentences and told her classmates how to pronounce them. It was good because the students accepted the help of their classmates. And a good result was obtained.

As for the other teams, they only went to read the words and that was all, some teams did not want to go because they did not have much confidence in making a good presentation.

Analysis

That the students knew what an Infomap was, it was made something simple because they saw that it was something similar to a sketch, they already knew the words that were in the Infomap, for this reason, it was not something that caught their attention, for this Activity, students were traditionally seated because it was observed that in this way they paid more attention and there were fewer factors that caught their attention.

The attitude of the 4 students with whom I was working was good in general, the two students A and B showed great interest in the presentation because they listened very carefully when the teacher explained the images and when they did not know what a word meant they raised their hands to ask, with student **A** it was observed that he also paid attention to the explanation and when he was asked something to verify that if he was paying attention the student answered correctly, with student **B** he paid attention but there were also moments where he was distracted very easily, but in general the attitude of the 4 students was good.

Student C work was good because she already knew the vocabulary she was working on and what the alum did was support her classmates with the pronunciation of some words and structures. It is important to write that when the students had questions about the vocabulary, student C helped them and the teacher confirmed if it was correct or not.

The rest of the group was also good because although the presentation was not interesting, the students did not talk much during the class, they did not get up from their place, and they made comments during the presentation but they were according to the topic.

There was a student who caught my attention because he suffers from psychological problems but during the class, he was participating a lot, when the teacher asked questions about the vocabulary the student always participated correctly, the teacher motivated the student to continue participating but the only thing that could not be achieved was that the student took notes.

The attitude of the group of 3 "B" was very different from the attitude of the group of 3 "D" because although it is a group with 35 students, the presentation caught their attention, they asked more questions about vocabulary, and about the presentation of their work, when the students began to carry out their work with the teams, the organization that was in the group was very good, each team did what they had to do without having to keep quiet the students or asking them to work with their team of workers.

In this group, all the teams went on to present their work, there were a variety of works because there were people who did it as requested, and there were teams that made their presentations differently but who managed to give a good explanation of their work if there were Students who did not say the correct pronunciation of the words but all the students went with their team to explain their work. Within this group, there is a very good organization because most of the students are characterized by helping their classmates when they need it and doing things well.

They take into account that it is their grade for the subject, another important point is that several students have knowledge of English because they attend English classes on weekends and are the same students who support their classmates when they are asked for help with a job.

This characteristic of this group helped a lot so that the students could carry out the activity without any problem, and only correct small problems with the pronunciation of the students. It can be said that in this group the objective was met, the students could make a presentation without having to give them a text to memorize, but instead, they created their own text.

Reflection

Working with Infomap helped students tried to make a presentation using only images and the name of those images in English this was something they had not done, and just as there were students who could not develop an explanation, there were students who did.

They managed to give an explanation to their peers. That they are generally the students who participated the most during the classes, also there were the ones who asked questions when something was not clear on an idea, however, all the students were supported when the topic began to be explained.

When observing that not all students were able to explain their work, it was taken into account to carry out more previous activities before presenting the work, that is, to carry out more activities where students can interact more with each other, where they carry out writing activities and then pass with activities where they can talk with another classmate or with different classmates so that they can feel a little more confident and situations that may affect the students are not generated.

This aspect would be something that would be modified when doing another similar activity to this one because students need to feel more confident and prepared before making a presentation, give them more tools (exercises, and activities where they practice speaking skills) so that they can better develop a presentation.

Do these activities before putting the students in front of their group, but you could also change your strategy and do other activities where the students feel safer to do a task in front of their group, for example, as they commented, they are used to reading the information on the subject, but this would result in falling into the same activities and the students would still not be able to give a presentation in English only with the use of images and keywords, so the purpose of using the Infomap was that the students could write the names of the things they were going to use and with it, they could give an explanation so that they could practice using the language.

By the aforementioned, we can speak of the input according to the author VanPatten (1996, 2002, 2004), who studies "the strategies and mechanisms that learners use to link a linguistic form with its meaning and/or form" (VanPatten, 2004)

When obtaining the results of the students, it was possible to see positive and negative aspects such as those mentioned above, helping to carry out other activities where the comments made by the students are taken into account so that they can feel confident when presenting some work, but also demand more from students to be able to deliver presentations using only images and keywords.

It is somewhat surprising to obtain these results because when the students were doing the work in the classroom with their team, the organization that they had was observed and when they were asked the name of the images that the students had, they managed to respond correctly and seeing the presentation of the students was somewhat surprising because it was as if they were presenting something that they had never studied, for this reason, more explanation and more practice of the topics is needed for the students to achieve a good presentation.

In the same way, when observing the results, the teacher would re-apply the same situation using the Infomap so that the students could do something different from the presentations they are used to, but taking into account that they need more time so that they can better understand the things and they can practice more the vocabulary that they are going to use. Being patient in order to explain to the students was a good thing on the part of the teacher because if a student could not understand some aspects, the teacher explained the times necessary for the student to understand and to be able to do the work properly.

2.3.3 Situation 3

Strategy: Timeline

Grade and group: 3rd "B"

Number of students: 33

The social practice of the language: Participate in language games to work with specific linguistic aspects.

Achievements: Classifies sentences according to their verb tense

Purpose: To use a graphic organizer to make a presentation in English

In this strategy, the timeline is applied using two verb tense: Present perfect and Past perfect.

Background

In previous classes we were working with present perfect the teacher explained the subject with some games, for example, a domino game, flashcards about irregular verbs, some copies on the subject, the game "pass the ball", with these activities students were contextualized so that they could understand the topic. It is considered a somewhat complicated subject for the students to understand, for this reason, it is that different interesting activities were used for them, but that the same time obtained good results, that could be identified when we can use present perfect.

Description

The teacher decided first to give the examples of present perfect because they learn more with play activities where they can participate more, for example when they play students say the answer in Spanish but then they ask for help to say it in English. When the teacher could see the students confused by the grammar rules I explained using a chart how they had can use the present perfect and it was with that chart that they managed to understand, I was surprised because while I explained to them they put attention and interest in the class.

I could see some problems with the present perfect, I write 5 sentences in Spanish on the board and then we wrote the sentences in English, in the first sentence I wrote it by myself and then I showed the students the parts of the sentence just as they had to write it, with the second sentence I asked the students "how do you say ella in English?" and the students said "she" then I asked the verb in English and finally the complement, with this form the students had already understood the subject and already had fewer questions about the topic.

Finally, they did the last three exercises and with this activity, I had time to explain to the students that they had hardly understood the activity. When all the students finished the work I explained the same topic but now in negative and interrogative and in this part, I 'did not have a lot of problems because the students learned pretty fast the negative and interrogative rule.

When the teacher made the first example in the negative form, the students understood very quickly because they only added one word to them, in the same way, they did the same activity with the interrogative form at the end of these activities, the teacher formed teams to carry out a small activity and the students with letters they had to form the word or the sentence that the teacher said, with this activity, the teacher observed that the students had the idea of how to use the present perfect.

At the end the teacher continued with the following topic "Past perfect", for this topic the teacher began to work with a copy where he explained the positive, negative and interrogative form in this way the students understood the topic but still had doubts, there were students who were confused with present perfect.

The teacher wrote examples of Present Perfect and Past Perfect, with the same sentences and explain to the students the characteristics of each one, how they could distinguish them, and above all what the auxiliary who dealt with each time was. The students were clearer about their ideas on the subject. In this way, the students were able to continue with the following activity where they had to write 2 sentences of Present Perfect and 2 of Past Perfect. During the activity, student A

was working with student D and two other classmates, the work they were doing was good because among the four they helped each other in the exercises when the teacher went to review the activity and asked the students and the four had understood the rules of each topic.

The student C for the classes she attends the weekend manages to understand things, in this case, were topics that she already knew and managed to understand. What the student was doing was helping her classmates explain them how to distinguish the two themes and make the sentences.

Student B was working with two of his classmates, he was still a little confused when doing the sentences, the teacher explained how to do them and how to identify the differences in each topic.

The teacher, observing that the subject was not yet clear, that the students were still confused, used a timeline where she explained the structure of the Present perfect (positive, negative and interrogative) using the sentences but clarifying the structure of a sentence first, then she told the students to dictate a sentence that they did, student C gave an example, with that example they identify the parts of the sentence and finally the auxiliary verb that indicates that we are talking about the Present perfect.

The students managed to better understand the topic, the teacher did the same activity to explain the past Perfect and this was easier because the students already knew the mechanics that were in place and located the auxiliary verb that they needed to know to identify this time with the first.

After that, the teacher explained to them that they had to develop a timeline like the one the teacher had shown them, where they explained the characteristics of the present and past perfect and they had to write three sentences (positive, negative and interrogative) and each team would present their activity in front of their classmates.

The teacher, seeing that the students were working, supported them to write the examples or in the teams that had already written their examples, the teacher checked that they were correct. During this activity, there were no problems because all the students were working correctly.

Analysis

The work that was being carried out had good and bad things because the students working in teams helped them to give more ideas and the students who did not understand their teammates supported them by telling them how to carry out the activity and bad things because there were teams that got confused when doing their job.

When the teams finished doing their jobs, the teacher explained to them the dynamics that would take them to present their work, taking into account that there was not much time for activities that the school had to carry out.

The teacher told the students that when they went to present their work, she would ask each member questions or ask them to read an example of their exercises, the students were surprised and disagreed because they said they would not know.

The teacher asked the teams of the 4 study cases to come first so that their classmates could observe the mechanics of the activity. The students asked for a few minutes so that they could prepare. As the students organized, the teacher was able to observe several students memorizing things.

Short-term memory is the process by which small pieces of information are stored for short periods (2030 seconds). We distinguish it from working memory since the latter is responsible for combining the storage and processing of information and forms a mental space aimed at the development of complex tasks. (Baddeley, 2010)

The students were able to do two things at the same time they memorized the things in the short term and it was work because they only did it to go on to present their work and get a good grade, that attitude of the students had never been seen during the previous works.

But some students helped them memorize the sentences because they answered the questions the teacher asked them well, other students did not help much, on the contrary, they were confused when saying the sentences. It is because each student has different ways of learning and you 'do not want them to memorize because it was visual and they needed to have their time line to answer.

Student B made no attempt to carry out the activities because when he passed with his team he waited for another classmate to pass and then he repeated the same thing that his classmates had said.

Students A and D did it very well because they knew how to differentiate the Present perfect and the Past perfect, they only got confused with the sentences but they knew how to identify what was wrong. **(APPENDIX 7 AUDIO)**

Student C did the activity very well because she let her classmates participate first and then she did. There was one student who surprised me a lot because he is one of the students who talk most to his classmates but who memorized all his work and was able to say it correctly, he had pronunciation errors but he mentioned all the information he had in his timeline.

The same activity was carried out with the other groups and better results were obtained with the group of 3rd "D" in this group all the teams started to present their work, they had errors in pronunciation but they were also preparing their Presentation, in this case, if the students had doubts they looked for their classmates who had more knowledge in the subject and the teacher supported the students who believed that they needed it more.

Reflection

With this activity, good results could be observed, because the students carried out the activities well and their presentations were good. But I think that to make a presentation in this way they need more time so that they can work better on the topics, students need to practice more activities that help them prepare better for such a presentation.

I think that students should not memorize things because that is the result of not working well on topics that they only do the activities for a grade that will be given.

The teacher should look for more strategies so that the students can be prepared for activities like the one they did, games should be used to explain these topics, to practice and to evaluate what the unit mentions that they were working with board

games and it was only given an explanation and the students were left to do something that they had not yet prepared for.

Observing that there were students who did not participate at all was a bad thing because what progress was already lost a little with this activity because the students again felt that they did not know English because they did not go to make their presentation. When the teacher had to contemplate that her students learn in different ways and that not all respond in the same way to the activities.

The fact that the students had carried out previous activities well was no reason to be allowed to carry out an activity like this. Where there were more problems with the group of 3rd "A" because it is where there are more students who are very shy and who are afraid to speak in front of their classmates, this affects both the student and her grade.

In this group, there are very few students who can make a presentation in front of their classmates, and, as previously mentioned, students who do not present their work are left with a low grade. I was working with these students but they really are difficult to convince.

2.3.4 Situation 4

Timeline about Octavio Paz

Unidad III: Report anthology of historical events

Social practice: Read and rewrite informative texts from a particular field

Grade and group: 3rd "B"

Number of students: 33

Specific competency: Write a short report about a historical event

Purpose: Identify chronological order.

Description

The product of this strategy was to elaborate a timeline of a specific author, in this case, Octavio Paz, the activity consisted of having an image about Octavio Paz, and in the same image, the timeline was placed writing important aspects about the life of this Author.

First, the students were contextualized about the important dates of Octavio Paz's life, the teacher dictated to the students 12 years (1998, 1990, 1937, 1944, 1950, 1960, 1935, 1957, 1958, 1962 and 1968) when the students finished writing the dates the teacher asked them "how do you say 1998 in English?" The students who participated had the idea of how to say the numbers and it was the student C who correctly said the name of the year "nineteen ninety-eight".

With this example, the teacher explained to the students that to say a year in English, they said the two first numbers, and then the other two this was easy for the students to understand. When the students finished writing the name of all the years, the teacher wrote the years asking how it was said in English and while the students participated, the teacher wrote them on the board so that the students could review the activity.

It was observed that the students understood correctly how to say the years in English, they only had to practice their writing more.

At the end of this activity, the teacher showed them an image of Octavio Paz and asked "Do you know who is this person?" there was only one student who answered correctly, then the teacher asked if they knew anything about the life of this character there were very few comments when they finished listening to the participations, the students listened to an audio about the life of Octavio Paz when the teacher finished she asked them what the students understood and only one student got a few years, the students listened to the audio a second time and managed to understand some words while the students participated, the teacher gave them a copy of Octavio Paz's biography and for the third time they listened the audio but this time they helped themselves with its copy at the end among all the students and the teacher analyzed the information and the students managed to better understand the text.

The students liked this activity because they all managed to understand the text and during the activity, they were all paying attention to developing the activities well. Then the teacher asked the students "what are the important dates in the life of Octavio Paz?" While the students participated, the teacher asked them to underline the information that their classmates mentioned.

During this activity the teacher made the students mention the years in English so that they could get extra participation these participations motivated the students to continue participating. The next activity was to make a strip of paper where the students wrote important data about Octavio Paz.

While the students were doing this activity, Teacher was forming teams to present the timeline with important aspects of Octavio Paz's biography. When the students were with their team that the teacher assigned them, she gave indications that the whole team was going to discuss what were the most important aspects of Octavio Paz's life, she showed them an example of how they had to do the work and how they had to explain, then the teacher ask if they had doubts or questions, all the students answered no.

The students started to work and while they worked the teacher went through each team to help them in case they had doubts or questions. The students worked well because from the beginning they were given a good explanation and everyone managed to understand things, that was something that helped the students to do a good job.

During this activity it was possible to observe a good attitude from the 4 students who were chosen to work, student C let her classmates take the initiative to say which dates were the most important and the student told them if it was important or not.

Student A had good results and it could be seen that he already understood more words because when they read an idea he had the idea of what it meant and learned his partner C tend to verify if he was correct, also because his partner explained everyone who when they read something identified the words they already knew and related it to the idea. In the same way, he had good participation in his presentation.

It was also possible to see the progress of student B because with the help of his teammates he managed to understand things well the important points with which his team was working, and when presenting the timeline his participation was heard more fluent, the teacher congratulate him for the progress that had been noticed and that motivated the student to do their jobs better.

The student D had an advance regarding his participation in speaking the only detail that was observed was that he was confused in certain words, the teacher made the observation but at the moment of his participation, he made the same mistake again.

And in general, the students had good results, I consider that this topic was to their pleasure and that the explanation was better than the previous ones, the topic was clearer for the students, the activity was already known and they had more information to do well their final presentation. (**APPENDIX 8 AUDIO)**

Analysis

Giving them the topic step by step helped them to understand things well because when we saw how the years were said in English everyone understood the explanation that the teacher gave, everyone finished the activity in their notebook and at the time of reviewing everyone's names the years all the students had written the activity, it was also verified when they listened to the audio they could identify the years.

When they were asked to identify the most important aspects of Octavio Paz's biography they also did it correctly, the work they carried out as a team was good because no team was left without presenting their work.

Something important that was observed was that the teacher's attitude also influenced the students to develop things because since the name of the years began to be explained in English, the teacher showed a lot of patience so that the students could understand the activity then just as the teacher behaved, the students also responded with the same attitude.

When the listening activity was done and the students did not understand the first time, the teacher told them to listen to the words they were already so that they could know what was being talked about. She helped them by saying that Octavio Paz had won a Novel award, so the students paid more attention and the last time the teacher played the audio was when they managed to hear more words that they knew, for example, work, teach, lived, wrote, school, teacher and died.

While the students mentioned the words the teacher helped them to mention the whole idea, for example, if the students mentioned school the teacher said that Octavio Paz was working in a rural school and in this way, the students participated more and understood things.

Another important point was when the teacher showed the students the example of the timeline of how they had to do it and what would be some important ideas, with that example the students knew how they had to develop the activity and how they had to present it.

The reaction of the students was good because they knew what they had to do and how they had to do it, things were clear to them but even so, the teacher went through each team to explain if they had any questions.

With the students who believed that there could be a problem, it was not so, placing them with classmates who made them work helped a lot, also when the teacher asked them something and the students answered correctly, the teacher congratulated them and encouraged them to continue working on that way. In the presentation of speaking, they had details but it was a great advance that they did to present their work because in the first presentation they did not do any activities.

The rest of the group did a good job, something that I liked a lot, in general, was that the students already carried out the activities more safely, if there were students who spoke very slowly but tried to carry out the activities and if they had questions about how to carry out the activities, such as pronouncing a word or what it meant they did not remain with the doubt as it was with the first activities.

Student A, in a particular way, has seen a good advance, since he has increased his vocabulary, he can understand more things when asked a question, he has more or less the idea of what they are saying, he has been more confident in expressing his ideas and at the moment of speaking he says things as he understands them but he seeks help to see what is the correct way of saying things.

Progress was also observed with student B because when we started with the first presentations he was very afraid to speak in front of his classmates and thought that he was saying everything wrong, he was worked with to make him feel confident about the things and that it was going to take time for him to get better.

Student B working with his classmates C and D was good because they supported him when he did not understand the activities they explained to him and student C helped him so that he could pronounce the words better and that he could speak without being very nervous.

With student C and D there was not much problem because if they had doubts among themselves they looked for the answer or asked the teacher, the progress of

student D has been very noticeable because he also started with a low level in the language and observing it how he has work in this activity sees progress in speaking ability.

In general, the students have responded correctly to different situations in which they have worked, unlike the group of 3rd "A", the situation is the opposite because it is a more difficult group in terms of the participation of the students.

For students who do a good presentation, most students do the work but do not present it to all their classmates. Within this group, more student behavior problems were observed, as there are more things where students live alone, with their siblings or with their mother, and this results in students not attending school.

And in this way, the students fall behind with the activities and although the subject is explained to them they do not manage to go together with their classmates, and when making teams for the presentation of the product the students do not want to be together with the students who hardly attend to school. The teacher tries to position the students in such a way that conflicts can be avoided, but it is somewhat complicated because in each team there is a student who is unhappy with the team they have.

Reflection

I consider that this strategy worked because all the students managed to make the presentation of the timeline, the explanation was good for the students to understand and develop the activities. They were given adequate time so that they could understand things and develop them.

I would apply the same strategy again to talk about another topic taking into account the activities that were good for the students and add others to be able to complement the topic more. For example, I would add more listening activities as this helped the students to identify the pronunciation of the words and I would also add activities where the students interact with other classmates.

I would also look for other strategies to be able to work with the other groups, that is, activities that fit into the ways of working of the students because they 'do not get along with each other and it affects the presentation of the work they do.

The teacher would try to find ways to explain things better to them so that the students understand things faster and thus be able to carry out more activities. The attitude of the students and the teacher was very good so that the activities could be carried out well. It would only be necessary to review how one could work with students who frequently do not attend school and who are sometimes the same students who influence so that the team they are on does not make things wrong or get a low grade.

In certain groups, I would make the students work individually to verify if the fact that they work as a team is a factor that influences the students to obtain a low grade.

I believe that using timelines helps students to increase their productive skills because they have the necessary information on the subject, they can choose how they order their information and how to present it, that is if they write a short idea but when they make the presentation they complement their idea short then we can say that in this way the students feel more secure when explaining their subject and they do not stay without saying anything and they do not get nervous.

2.3.5 Situation 5

Conceptual maps

Unidad III: Report anthology of historical events

Social practice: Read and rewrite informative texts from a particular field

Grade and group: 3rd "B"

Number of students: 33

Specific competency: Write a short report about a historical event

Purpose: Read historical texts

Description

For the elaboration of this strategy, previous classes were working with historical events (French Revolution, the Mexican revolution, First flight on an airplane, The Titanic sank, Atomic bomb of Hiroshima, and The first man on the moon).

The first activity was to contextualize the students with some verbs in the past (was, flew, began, looked, became, started, called, had), using some dice that had the previous verbs written, the students were placed by the team so that they could carry out the activity, in turns the students had to throw the dice and the verb that came out had to try to pronounce it and remember what its meaning in Spanish was, if they did not know what the meaning was, they could look for the word in their dictionary. At the end of the activity, the teacher and the students reviewed the pronunciation of the words and the meaning of the verbs.

In the following activity, the teacher showed the students an image of each historical event (French Revolution, the Mexican revolution, First flight on an airplane, The Titanic sank, Atomic bomb of Hiroshima and The first man on the moon), where the students they had to say what a historical event it was, those who participated did so in Spanish when they finished reviewing, the teacher pasted the images on the

board and with the help of the students wrote the name of the historical event that it was.

The teacher asked the students what was the most striking historical fact. The response of the majority of the students was the Atomic bomb of Hiroshima, while the teacher listened to the participation of the students, she distributed a copy of a short description of every historical fact.

The teacher asked different students to read each paragraph and when they finished, the teacher asked the students what they had understood of the reading, most of the students had the idea of what each text said. The part where the students liked was when we reviewed vocabulary because a good characteristic of them was that they paid a lot of attention when the teacher gave them vocabulary and mentioned how they could use the words.

At the end of the activity in the handout, there was a second activity that was a timeline, the students had to order the historical facts by dates and put the main idea for each fact. At the end of the exercise, it was revised in a group way so that all the students had the activity correct, while the exercise was reviewed, the students provided extra information on each topic so that the activity was not boring and everyone was attentive.

Something that was observed was that in these activities the children were the ones who participated the most because in each subject they had a participation that the teacher gave them and told them that they were going to have another activity where they could continue contributing with their ideas. Work was carried out to identify the main and secondary ideas of a text, the students knew how to differentiate the main and secondary ideas in Spanish but in English, they found it difficult, they worked with different small readings so that the students could understand how to identify each one of the ideas.

This activity was not very complicated for them because we worked with very small readings and they were working in a group way, also the students were developing similar activities but individually.

When the teacher observed that the students understood how to identify the ideas, she formed teams and gave each team a historical fact so that she explained that they had to read the information and identify the main ideas and the secondary ideas.

For students to carry out the activity, the teacher asked each team what their topic was and what knowledge they had about it, for example, the team that had to talk about the "atomic bomb of Hiroshima" and the team members mentioned aspects they knew about the topic. In this way, all the students were contextualized on their topic.

When they finished, the teacher asked them to choose a type of graphic organizer so that they could carry out their work and present it to all their classmates. The teacher allowed them to choose the graphic organizer they wanted because there are students who need more information to explain a topic in the same way, there are students who, just by writing the main idea, can give a broad explanation.

Another important point is that the students knew how to organize themselves to present their work. The teacher only clarified that they had to write the main ideas and the secondary ideas. As the students worked on their reading the teacher supported the students who had questions about the vocabulary. The interest of the students in wanting to do a good job and a good presentation was observed. (**APPENDIX 8)**

In the team of the 4 students they worked very well because those who did the reading were students A and B and they explained to their classmate C and D what they understood from the reading and in the end the girls told them if they were incorrect or something was missing, I liked this way of working that they had because that allowed the children to try to do things.

The other teams were also working well but some students saw the reading very large and returned to the same from the beginning who did not understand English, the teacher was supporting them by explaining the reading and identifying the main and secondary ideas. Thus supporting the team if they tried to do things well.

When the teams presented their graphic organizer they did well because most of the teams presented it, only two teams that due to time could not present their work. (**APPENDIX 9 VIDEO**)

Good results were also obtained and the interest of the students was observed in the group of 3rd "C", the problem that this group had was the time and the activities that were presented and that we did not have much time to finish the presentations, but that the students' work was recognized. (**APPENDIX 10)**

Analysis

The work that was done was good because the students were allowed to work with a graphic organizer with whom they felt comfortable making a presentation. The problem they had was to see a lot of information, they thought it was something complicated and they could not do it.

Helping them to understand the topic a little more so that they did not feel without tools to work was a good point because with all the participations that the students made to others it helped them to make the ideas clearer. Working with different themes was also good because the students paid attention to each presentation, and if they had worked with the same topic for all the presentations they would be boring for students and they would all repeat the same information.

The 5 groups did a good job but due to the times and the activities that the school had with 2 groups, it was not possible to make all the presentations and one of these groups was 3rd "E", the students developed very good and creative works, when they were working with their assigned reading, they showed great interest in translating it.

There was a team that played the history of the Titanic where there was a student who had a good level of language, they translated the reading for their classmates but they told them as if it were a story in this way their team understood the story for this reason I would have liked to see how they would make their presentation.

The presentations with the group of 3rd "B" were also good because all the teams did their work, where the students had problems with the information because they still had trouble understanding things and doing the reading. The students were allowed to use their cell phones and their dictionary to investigate words that they did not understand, but even so, they had a little work to understand the reading and to identify the ideas.

The teacher helped the students to understand a little more how to choose the ideas and how to know if it was the main idea or the secondary idea, when it was observed that the majority of the students had the same problem, I explained again to all the

students so that it would take less time, for this explanation it was supported by two students who have more knowledge in the language. In this way the students had clearer activities.

The teams had to be made so that in each team there was a student who understood the activities so that he could help his classmates to carry out the activities. It was possible to see an advance in the students because when the first speaking presentation was made, several students looked very sad and did not like their classmates to see them speak in English.

The students who spoke the most during the classes also managed to make good presentations in this last activity, they felt more confident than they said and the quality of their work also improved a lot.

Where it was not possible to increase participation, it was in the group of 3rd "A" because the students did the work well but the problem was in the oral participation, the students did not want to go to present their work and preferred to remain without a grade and the students who participated did it because they already knew the language.

We worked with this situation doing small speaking activities at the beginning of each class, asking questions of the vocabulary that had been seen in previous classes, in this way the teacher made the students who hardly spoke participate, but also had problems due to non-attendance. Of the students the reasons were due to the absence of their parents and for this reason the students were also late with the activities.

Reflection

It was considered a good activity because good results were obtained, the students worked well during the various activities that were being carried out, they understood things well, they carried out activities in which they learned new vocabulary and as a result of these exercises they were able to make a good presentation of speaking.

Some details need to be worked on to further increase the language level in the students. It was possible to raise the level in productive skills (speaking and writing) but if they continue working with more activities that help the students, it will be possible to observe progress more clearly.

In the first writing activities the students wrote things as they listened to them, they did not have much interest in doing the activities, when they carried out activities (games) in teams there was not much interest in doing things.

They did the activities just to get a grade or to go to their break, they did not like them when they worked with verbs and they had to choose 5 and write a sentence, when they finished they made the appropriate corrections and some students did not take into account the comments.

In this activity it was seen that the students improved a little in their writing, they still have errors, but when making the corrections they remember what they had already written that word or make expressions that they knew was misspelled. In speaking ability, I consider that it was where there was more progress because in the first activities the students were very afraid and sad to present some work or speak in front of their classmates, but with repetition activities and games that were carried out during classes.

When the students made a presentation of some work, the teacher always encouraged them to try to speak in English, it 'did not matter if they were wrong or if they said the wrong things that was so that she could help them and they would learn.

It is impressive that before, students had to be told which team would go first to present their work and that sometimes they did not even want to go through, now they are told which team goes first and they no longer comment that they do not want or that another team passes. Sometimes they are influenced on how they organized their work if they did something creative they ask to go first so that their colleagues see that they did the job well.

It is important to point out that every time the students presented some work or participated, the teacher motivated them by making good comments or recognizing the good participation that the student had had, this made the work environment feel different and mainly that the students did not feel boring the class.

Just as the students found it a little difficult to adapt to the teacher's work, the teacher also had certain difficulties because when she did activities to contextualize the students they were not so interested, there was still not much communication to do a good job. Talking with the students and knowing a little about their life helped the teacher to understand them, to know how to communicate with them, what kind of activities to do, how to place the students so they can work and that there were no problems.

Several things were being worked on but it was very useful to meet the students and know how to help them so that they could obtain learning.

With all the activities that have been carried out with the students, we can know what type of activities would work so that they can understand a topic or with which groups activities outside the classroom could be carried out and with which groups they could not.

PART III. CONCLUSIONS AND SUGGESTIONS

3.1 CONCLUSIONS

The following conclusions can be drawn from the 5 strategies that were applied to the students:

➤ Most students report using concept maps and timelines as learning strategies to analyze, organize, synthesize and integrate previous knowledge with new content acquired in class because it helps them to have tools to develop oral participation with greater security.

➤ The learning strategies are more than the "study habits" because they are instruments learned in contexts of interaction with someone who knows more, in this case, the teacher who guides the student in this way we can analyze the teaching-learning strategies of English that emphasize production skills, used with students, to validate or modify them.

➤ According to the applied activities, the students show better results when the teacher teaches them a certain topic already elaborated and the student only memorizes it through repetition and production so we can verify that if there is a transfer of receptive learning and written production, in relation with the number of linguistic contributions received by the students.

➤ The students showed non interest when they began to do small writing because they had no knowledge of how words were written and what they did was write as they heard it, but applying graphic organizers for writing production was a tool that helped students to develop the activities better having less spelling errors.

➤ With the result that was obtained at the end of each product, we can say that the use of graphic organizers helped third-grade students to increase their production skills, resulting in the presentations that the students made and the writings they made in each class.

- The group of 3rd "B" was characterized by being a difficult group to control, for this reason, easy activities began where the teacher first met the students as was their teamwork, this activity, and the topic with which they worked first. I help the students to work well even if they had problems with their writing and when making a presentation.

- Recognizing the work that the students do is something that the teacher must take into account because in this way the students can be motivated to continue doing the good work and even more when it is a group that is difficult to control.

- With the student A progress was noted in the production of texts because he started confusing words and with little interest in wanting to learn English, but the work that was being done was good, explaining things to him when he had doubts made the student understand better things so that he could do them.

- Student A works best with the timelines where he feels good when presenting some work in front of his classmates because he has enough information to make a good presentation.

- With student B it was not possible to have an advance that would help him because of personal situations that he had, he was absent from school and when the topics were explained to him he did not understand them very well. Copies were used so that he could understand the activities that were carried out with his classmates but the results were not very good.

- The work that student C performed was very good because she already had more knowledge about the topics and it was easier for her to carry out the activities, what was done with the student was to ask her to support her classmates to explain the things they did not understand about, in this way, the student felt good when she recognized that she was doing the activities well.

- The work that was done with student D was very good because it was possible to see the progress that she had during the presentation of all the products, she studied her notes when something was not clear to her so that in the next class she could participate and the teacher recognize his work.

- When working with productive skills, it is recommended to use the timelines as support, one of the characteristics of time is that it does not have a limit of words and for this reason, students choose them because they can capture their ideas and when giving an explanation they help with the same information.

- According to the characteristics of the 3rd B group (they talk a lot and they don't like teamwork) It is good to work with timelines because it allows students to choose how to organize the information and how to present it in front of their companions.

- To work on writing skills, graphic organizers such as the attribute wheel can be used, which is where students can write their main idea and then give a brief explanation, the timeline that is the one with which most of the students they like to work because they do not have a word limit and can add the information they consider necessary.

- Timelines and Infomaps are considered good for oral presentations because students have enough information to feel safe when explaining a topic.

3.2 SUGGESTIONS

➢ To start working well with the students and they can recognize which types of graphic organizers they do a better job, it is suggested to first use the concept maps or timelines because with them the students can better identify how to analyze and organize the information they are given.

➢ Support students to provide them with more strategies where they can understand and put into practice the activities carried out where they can increase their production skills, activities such as short texts with questions, writing sentences on the topic being worked on, asking questions so that they can be suggested. They can interact with their peers by practicing productive skills.

➢ It is recommended to teach the students how to carry out a certain topic or activity by showing them examples with which they can manage to produce some work because they must be contextualized with the activities they are going to carry out.

➢ The use of different types of graphic organizers is recommended so that students can better understand a specific topic and they can make products that reflect that the student really learned the topic.

➢ It is proposed to work with graphic organizers to increase production skills in students because it is a way to get students' attention so that they can understand and carry out activities without them being bored during class.

➢ It is important that the teacher first knows what his students are like, how they work in teams and individually, in this way the teacher will be able to plan his activities according to the needs of the students.

- Showing interest, patience, and disposition to the students A is something that they like and that for the same reason they do things, because they have the confidence to ask questions and that in a good way the subject is explained again.

- It is recommended to work with timelines with the student A who find it difficult to gain confidence with their classmates since this way they have enough information to make a good presentation and in that way they do not stay without saying anything.

- It is good to use individual attention to the student B who have family situations and who for the same reasons do not attend school, this will help the student to be contextualized with the activities that their classmates carried out.

- It is important to pay attention to the student C who already have a more advanced level in the language so that they do not feel left out and do nothing, assigning them an extra activity motivates them to continue learning English because during classes they already count with the necessary information and perform activities faster.

- It was observed that in speaking ability, the student D had great progress because in the last presentations I heard her participation more fluid. It is recommended that students are always motivated when they do things well or when they seek to better understand the subject, assigning them to help their classmates explain the activities also helps a lot to do autonomous work.

- It is suggested to use timelines as a support so that the students can increase their productive skills since the fact that the students have enough information on a topic gives them more security to be able to make an oral presentation.

➢ With the 3rd B group it is suggested to work with the timelines but to analyze the information it is convenient to do it in a group way so that all the students understand the same things and live the same instructions.

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APPENDICES

APPENDIX 1

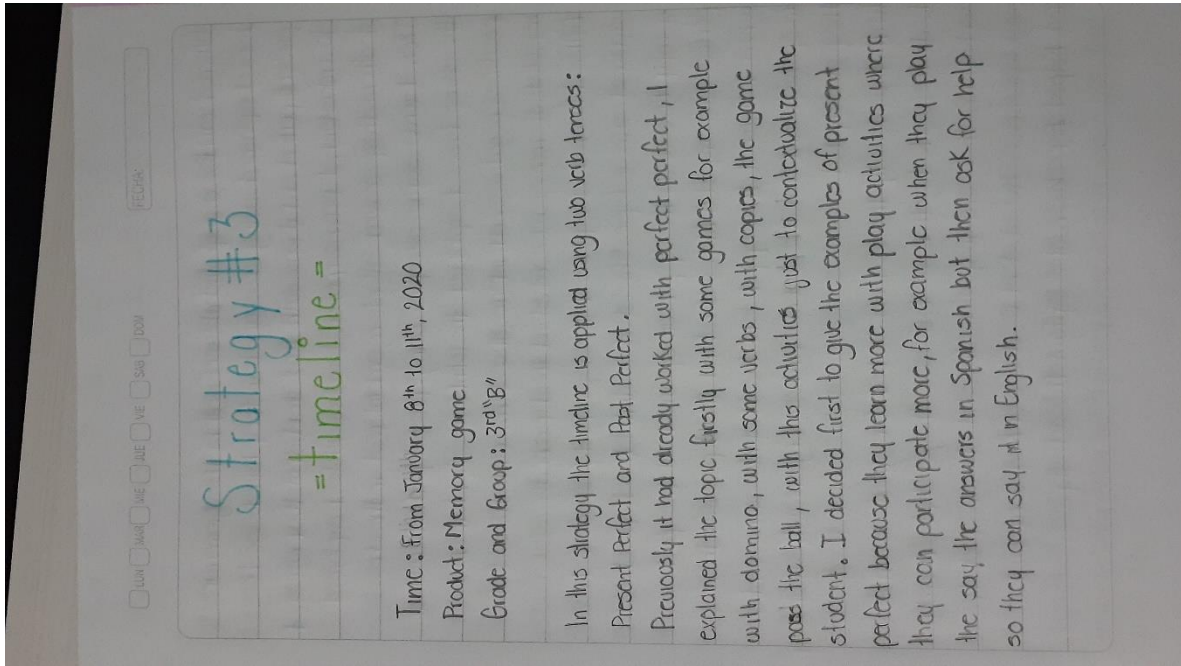The school has different spaces for the students to develop any academic activity.

APPENDIX 2

THIRD GRADE		
UNIT: III	**PRODUCT:** Memory game	
SOCIAL PRACTICE: Participate in language games to work with specific linguistic aspects		
SPECIFIC COMPETENCY: Participate in language games to comprehend and write irregular verb form		
ENVIRONMENT: Literary and Ludic		
DOING WITH THE LANGUAGE:	**KNOWING ABOUT THE LANGUAGE:**	**BEING THROUGH THE LANGUAGE:**
Identify the topic, purpose and intended audience. Identify function of graphic and textual components.	Textual and graphic components. Verb tenses: present perfect, past perfect, future perfect and simple past.	Understand language games as a recreational activities. Create environments that foster participation in ludic activities.

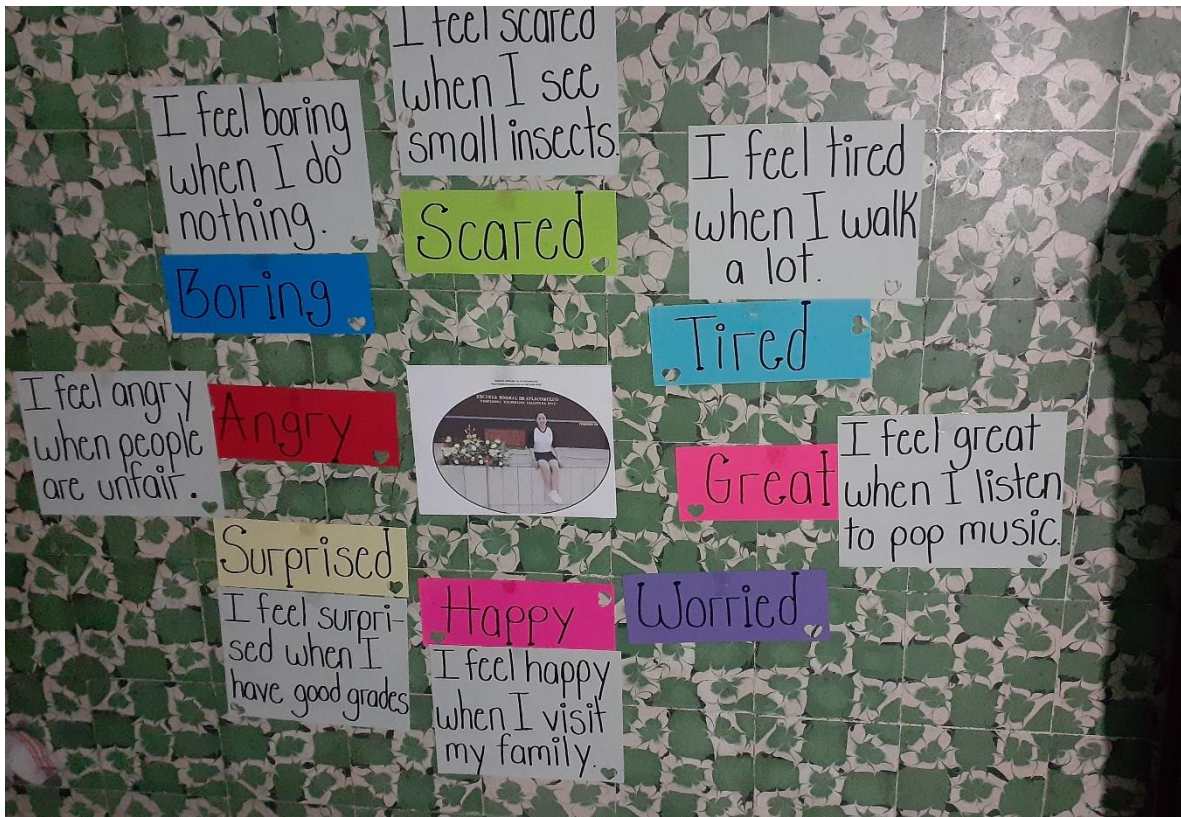| SESSION 1	PRODUCT DEVELOPMENT: Know party vocabulary							
STAGE	**PROCEDURE**	**TARGET LANGUAGE**	**MATERIALS**	**ASSESSMENT**	**INTERACTION**	**SKILLS**	**COMMENTS**
LEAD IN	Students make a separator where they will write the name of the unit. The teacher introduces the topic of "surprise party" with some flashcards. The teacher asks if anyone knows the name of the images in English. Then the teacher writes the names on the board and practices with the students the pronunciation of the images.	Cake Friends Present Balloon Dessert Candies table Donuts Chips Types of drinks Photograph Music	Flashcards	Check list	Whole class	L, R, S	
DEVELOPMENT	Students write the vocabulary to their notebook. The teacher gives 4 paper to each students for the next activity: paper number 1, students write WHO and the teacher gives some examples about this, on the paper number 2, students write WHAT and the teacher gives some examples about this, on the	Who What Where When Bought	Color paper	Check list	Whole class	L, R, S, W	
	paper number 3, students write WHERE and the teacher gives some examples about this and finally on the paper number 4 students write WHEN and the teacher gives some examples. The teacher and the students analyze the activity in case any students have questions with the vocabulary The teacher asks students if they like going to parties. When was the last time you went to a party? When was the last time they organized a party? The teacher forms 7 teams so that the questions above are discussed between the team. The teacher gives them 2 minutes for this activity. The teacher asks questions to 5 students the previous questions and gives participations. While the students participate, the teacher gives them a copy about vocabulary from a birthday party.	Drew Taught					
CLOSURE	If there is still time, the team teacher gives them some letters for the students to form words that the teacher indicates.		Set of letter	Check list	Teams	L,W,S	

The lesson plan format that was used is divided into three parts lead in, development and closure that helped the class to have an order, also counted on target language where a vocabulary was detailed by the determined labor of classes, assesment the instrument with which the student would be evaluated, interaction of what the work would be and finally skills the skills that are worked during each class.

APPENDIX 3

The journal was an indispensable instrument because it recorded important aspects about the class and the students.
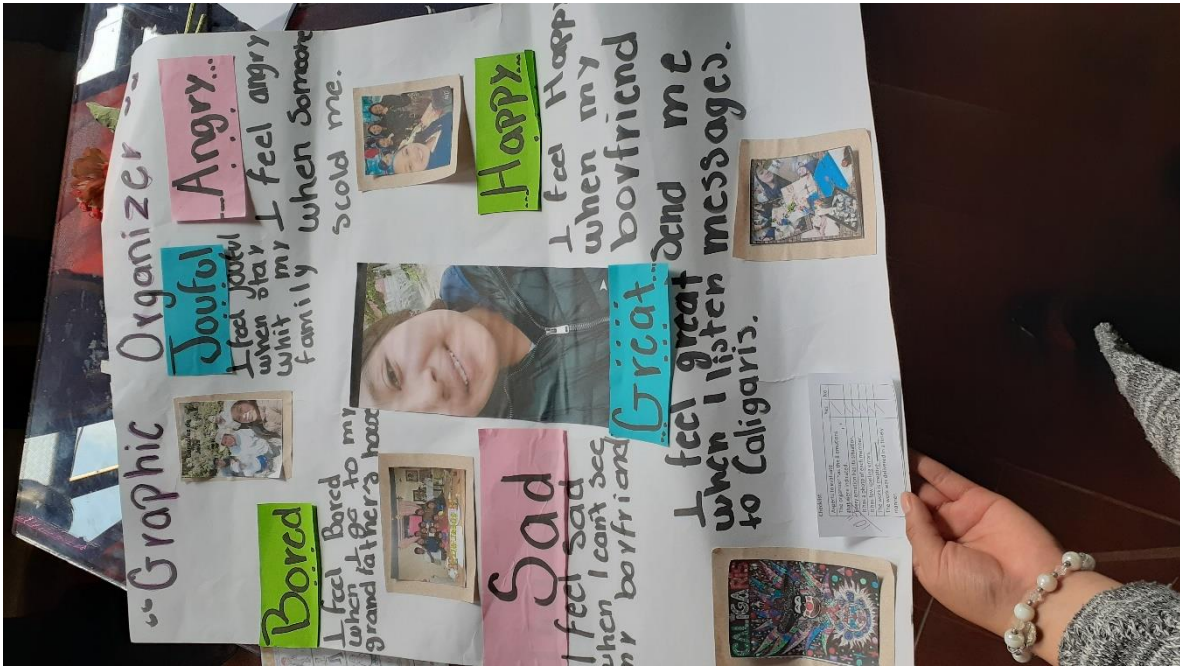

Strategy #3

= timeline =

Time: from January 8th to 11th, 2020

Product: Memory game.

Grade and Group: 3rd "B"

In this strategy the timeline is applied using two verb tenses: Present Perfect and Past Perfect.

Previously it had already worked with perfect perfect, I explained the topic firstly with some games for example with domino, with some verbs, with copies, the game pass the ball, with this activities just to contextualize the student. I decided first to give the examples of present perfect because they learn more with play activities where they can participate more, for example when they play the say the answers in Spanish but then ask for help so they can say it in English.

APPENDIX 4

The students were shown an example of how their product had to be and they could make one according to the instructions that the teacher gave them.

APPENDIX 5

Product of the first strategy with which I work, the student correctly carried out the elaboration of the activity.

APPENDIX 6

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APPENDIX 7

C:\Users\HP\Pictures\Situación 3.m4a

APPENDIX 8

The students organize themselves to carry out the activity, first they read and underlined the important ideas, then they chose the organizer they were going to work with and finally they made their graphic organizer.

APPENDIX 9

APPENDIX 10

The 3rd C grade students made good presentations of the organization to make their graphic organizer as oral presentations.
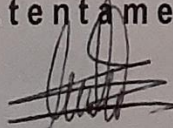
Atlacomulco, Méx., 7 de julio de 2020.

MTRA. ALEJANDRA VELÁZQUEZ MONROY
PRESIDENTA DE LA COMISIÓN DE TITULACIÓN
P R E S E N T E

Quien suscribe **C. Lizeth Reyes Galindo**, asume de manera total la responsabilidad de haber estructurado el trabajo conforme al REGLAMENTO DE EXÁMENES PROFESIONALES vigente y bajo la dirección del Asesor del Documento Recepcional titulado:"**Produce graphic organizers as an aid to improve productive skill.**"

Así como haberlo adecuado conforme a los dictámenes hechos por los especialistas del área y finalmente defenderlo suficiente y argumentativamente ante el HONORABLE CUERPO DE SINODALES, de tal forma que demuestre mis saberes categóricamente ante ellos, a través del diálogo académico que tenga lugar durante el desarrollo del Examen Profesional.

Agradezco ampliamente el interés y el apoyo que siempre brinda a sus estudiantes y egresados.

A t e n t a m e n t e

Lizeth Reyes Gañindo

Atlacomulco, México., a 15 de junio de 2020.

C. MTRA.
ALEJANDRA VELÁZQUEZ MONROY
PRESIDENTA DE LA COMISIÓN DE TITULACIÓN
PRESENTE

El que suscribe **Dr. Rodrigo Zaldívar Pérez**, tiene a bien informarle a usted, que el Documento Recepcional titulado "**Produce graphic organizers as an aid to improve productive skill",** de la C. **Lizeth Reyes Galindo**, egresada de la Licenciatura en Educación Secundaria con Especialidad en Lengua Extranjera (Inglés), del cual se me nombró Asesor, ha sido concluido conforme a los criterios establecidos por la normatividad vigente.

Sin otro asunto que tratar, le reitera las muestras de su consideración.

ATENTAMENTE

Dr. Rodrigo Zaldívar Pérez