

“2021. Año de la Consumación de la Independencia y la Grandeza de México”.

## ESCUELA NORMAL DE ATIZAPÁN DE ZARAGOZA



### ENSAYO ANALÍTICO EXPLICATIVO

**MOTIVATION AND ITS INFLUENCE ON MEANINGFUL LEARNING IN ENGLISH  
FOREIGN LANGUAGE IN STUDENTS OF THIRD GRADE MIDDLE SCHOOL**

**QUE PARA OBTENER EL TÍTULO DE  
LICENCIADA EN EDUCACIÓN SECUNDARIA CON ESPECIALIDAD  
LENGUA EXTRANJERA INGLÉS**

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**ESCUELA NORMAL DE ATIZAPAN DE ZARAGOZA**

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P R E S E N T E .**

Por las condiciones que debe reunir el Trabajo de Titulación para sustentar el Examen Profesional de la **LICENCIATURA EN EDUCACIÓN SECUNDARIA CON ESPECIALIDAD EN LENGUA EXTRANJERA (INGLÉS)**, informo que con base en la normatividad vigente se cubrieron los requisitos para continuar el proceso respectivo del documento titulado.

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LEARNING IN ENGLISH FOREIGN LANGUAGE IN STUDENTS OF  
THIRD GRADE MIDDLE SCHOOL.**

**MODALIDAD: ENSAYO ANALÍTICO EXPLICATIVO**

**COMPETENTEMENTE**



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En Suplencia Del Director de la Escuela Normal de Atizapán de Zaragoza, de acuerdo con el Oficio 05120000/2239/2020 del Director General de Educación Normal



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SUBSECRETARÍA DE EDUCACIÓN SUPERIOR Y NORMAL  
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ESCUELA NORMAL DE ATIZAPÁN DE ZARAGOZA

## **AGRADECIMIENTOS:**

### **A mi abuelita:**

Como no agradecer si todo parte de aquí, como no ser fuerte, como no luchar y como no ser una mujer tan aguerrida en cumplir lo que se propone si tú has sido has sido un gran ejemplo.

Madre de 3 hijos a los cual tuviste que criar sola, dejando tal vez tantas metas y sueños pero nunca rindiéndote siempre fuerte y una mujer tan admirable.

Este pequeño logro te lo dedico, gracias por siempre ser uno de mis apoyos más grandes, que cuando me caía siempre eras la primera en levantarme, en nunca dejarme dar por vencida ni dejar que nadie aplastara mis metas o sueños. Has sido uno de mis grandes impulsos, no podía quedarme sin terminar esto, porque me has enseñado que lo que se empieza se termina.

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Visualizar la mujer que eres, lo independiente que siempre has sido, todo el trabajo que siempre te costó ser mamá soltera y ser tan joven, pero nuevamente el patrón de nunca darse por vencidas nos persigue. Lo mucho que tú has crecido aun nadie creyendo en ti, lo has logrado. Eso me has enseñado, a no depender de nadie, a ser independiente a lograr mis metas, mis sueños y que cualquier cosa que me proponga lo voy a lograr.

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Solo es un pequeño recordatorio de todo lo que puedes lograr si te lo propones, que siempre termines lo que empiezas, que no dejes que nadie te diga que no puedes lograrlo o cumplir tus metas, solo habla de sus limitaciones, no de las tuyas. Cumple lo que te propones que esto apenas es un comienzo de cosas grandes. Confía siempre en ti, no dudes de ti y no dudes de las habilidades que tienes.

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## **INTRODUCTION:**

Motivation and its influence on meaningful learning in English foreign language in students of third grade of middle school is a topic that has been chosen to compare the process of learning in a virtual form and in physical classes. How being present and online interferes with their learning, their motivation, strategies, and the social emotional.

Taking into account the purposes and competences to achieve the goal by applying the most proper strategies according to the situation, place and circumstances. Letting the student have their individual and unique their knowledge and also looking into the best strategies to motivate students in risk of school failure. The comparison of giving classes physically and online has been a challenge in document we can find the different difficulties that can be presented on these different scenes.

Based on the past experience as a trainee teacher by having the opportunity of applying this topic and achieving my goal I wanted to do a comparison of applying it in virtual classes to see if I was able to achieve the objective by learning a different way of teaching and looking for the best strategies to make the students want to learn a second language.

It has been a good experience having the opportunity to apply motivation in a second language in a significant way. Making me grow as a teacher and seeing the different scenes that can be presented in our real life as a professional and how we need to modify our classes and continuing transmitting what you really are and how you want them to learn by being a motivating teacher.

# CHAPTER 1



## **THEME OF STUDY:**

In this document I focused on motivating the students by making significant, relevant and useful learning and knowledge for life. The motivation in the classroom is an important element that the teacher has to implement to make the students feel interested in a second language (English) and make a significant class taking into account their interests and necessities of the students.

## **COMPETENCES:**

According to the 1999 curriculum. I will explain the reasons that affect me to the choice of the modality of the titling process and the subject of study that is of my interest.

Within my teaching training process, I have developed different skills, strategies, different theories and approaches that have been applicable in my different teaching practices at the Secondary level, some of them successfully and others with areas of opportunity that I would like to reinforce, which is why I consider that the competences to favour are within:

- Apply appropriate strategies to meet the needs and concerns of students recognizing the process of change that adolescents experience by distinguishing that these processes do not appear identically in all students they appear in an individual and unique way based on their knowledge.
- Know teaching materials and teaching resources that are available and uses them with creativity, flexibility and clear purposes.

- Recognize the individual differences of the students that influence the learning processes and apply didactic strategies to stimulate them; in particular, it is capable of favouring the learning of students at risk of school failure.

## **GENERAL PURPOSE:**

*Analyse educational and learning strategies to reduce school lag through motivation and meaningful learning, innovating teaching materials and resources to adapt formative evaluation and with an argumentative lesson plan and in favour of a differentiated education.*

*Analyse and contrast the level of motivation of third grade students from Daniel Delgadillo No. 206 High School in the subject of English through the comparisons they make in the use of a foreign language in their meaningful learning.*

*Compare, transform and adapt classroom learning environments to virtual ones to improve teaching practice and achieve in students the necessary motivation to express themselves and understand what is established in Cycle 4, of Aprendizajes Clave.*

Based on what has been established, I discuss that the subjects have a connection with the established competences, with the purpose of building and helping third grade Secondary students to generate motivation to apply and understand English in a meaningful way through new strategies based on Aprende en Casa II modifying it according to the group level and as well seeing the difference of physical classes by motivating in a significant way.

According to Ausubel quoted in Diaz Barriga (2005), “the most important single factor influencing learning is what the learner already knows”. Therefore, meaningful learning, which implies longer retention than memorizing, occur when humans relate new concepts to pre-existing familiar concept. Then changes are produced in our cognitive structure, concept. Then changes are produced in our cognitive structure, concepts are modified, and new links are created. It is a useful tool because it enables real learning, it generates greater retention and its facilities transferences to other real situations.

Motivation is an internal process that makes a person move toward a goal. Motivation, like intelligence, can't be directly observed. Instead, motivation can only be inferred by noting a person's behaviour. Maslow, Abraham (1954).

The pedagogical principles will be touched in this document without a chronological order to have a better understanding of the subject of how they have been or will be applied.

This topic is of my interest because most of the English teachers do not motivate the student making them know it is useful on their daily life and not taking it as a signature only.

One of the interests as a teacher that I have is create and catch the attention of the students with different strategies, images, videos, and quizzes. As well by focusing on how the students had to change the way of learning, started working individually, looking for different resource to enforce the topic of each signature, by being creative, and critical. As well it is mentioned on the pedagogical purposes to help the students develop their cognitive potential by providing them with intellectual, personal and social resources to help them in their future.

The construction of school knowledge is a process of elaboration. Learning content means that the student attributes a meaning, builds a mental representation through images or verbal propositions. Frida Diaz Barriga (2002).

Adolescents not only have to see the English as a signature, but I also want to let students know how useful it is to have it on their lives, like when they watch videos on Youtube, a series or movie on Netflix, when they play video games with other people online, when they listen to music, and when they travel. Making the students connect their previous knowledge with new, it constructs a fluid learning process.

The starting point of all learning is the knowledge and previous experiences that the learner has. Learning occurs when what the student already knows conflicts with what he should know. Learning is facilitated with supports that lead to the construction of cognitive bridges between the new and the familiar, with potentially meaningful learning materials and authentic (real-life) settings. David Ausubel quoted in Diaz Barriga (2002).

As teacher we need to learn different strategies of their interest in this way to trap their attention and make them know they can use it anywhere they are.

Although in this year of school practices has been hard to make all the students send their work or make all the students assist to the classes as a teacher I try to make something different for the students and not only create power points for them, the most important is to trap their attention and motivate them to assist on the next class but it is hard to make the students get involved on the class or not all the students want to participate.

Compering this year to the last year and having students learning in person, it has been a big difference because in here we can tell how students get involved, if they are interested on the signature, on the topic, or see if they feel motivated by teaching them and seeing their works.

The general purposes in S.E.P. (2018) mention that the general purpose of the subject Foreign Language. English is that students develop skills, knowledge, attitudes and learning strategies to participate and interact in social practices of the language, oral and written, typical of different routine, habitual and known communicative and cultural contexts, with native and non-native speakers of English.

The six purposes mentioned on Aprendizajes Clave are:

1. Analyse aspects that allow improving intercultural understanding.
2. Apply some strategies to overcome personal and collective challenges in learning a foreign language.
3. Transfer strategies to consolidate performance in foreign language learning situations.
4. Use a simple but broad linguistic repertoire in a variety of familiar and current situations.
5. Exchange information of current interest.
6. Deal with a neutral register in social exchanges within a varied range of situations.

## **THEMATIC LINE**

There are three different thematic lines, we were able to choose one of them. The three thematic lines are:

I. TOPIC LINE ADOLESCENTS AND THEIR LEARNING PROCESSES:

The works inscribed in this thematic line refer to the knowledge that the Normalistas students manage to have from secondary school students during Teaching Work I and II and the ways in which they use this knowledge for the planning and development of the proposed didactic activities.

II. TOPIC LINE ANALYSIS OF TEACHING EXPERIENCES

This line covers topics related to an experience that the student has developed with one or more secondary education groups and that want to analyse in more detail, either about some particular content or some component.

III. TOPIC LINE SCHOOL MANAGEMENT AND EDUCATIONAL PROCESSES

The works that are registered in this line are intended for the student to find explanations to a specific situation or problem related to management in secondary school and the ways in which it affects in the educational processes that take place there.

It is important to mention that the thematic line number two is the one that adapts on what I want to work on. “Analysis of teaching experiences” this one is related to some experience that the trainee teacher has developed with the selected group, in this case, the third grade group “B” at the Middle School Oficial 0206 Profesor Daniel Delgadillo; This document reflects my knowledge, initiative, the pedagogical imagination that I have developed during my training as a future teacher, and as well how the different way of motivation on physical classes and online classes, this line allows me to recognize the easy or difficulty to encourage adolescents to learn.

Based on what has been established, I discuss that the issues are linked to the competencies as a teacher established, with the purpose of building and helping third grade students at middle school, to generate motivation to apply and understand English in a meaningful way through new strategies.

According to the competences I want to follow and work on, part of it I have been applying it and, in another way, I want to learn how to achieve my goals and teach students as well.

Under the learning assessment approach, it is assumed, then, that each student is capable of improving their performance in a process that actively involves them. It requires teachers to share with their students what is expected of them in terms of learning goals and provide them with formative feedback that is, showing what they must do to improve their performance and move towards the desired goal based on evidence collected in evaluation activities, INEE (2019).

The motivation that has been done in some school practices they have been worked on and applied, although I also want to see the difference in applying it physically and online.

On S.E.P. (2018) mentions that you can identify their qualities and recognize others. Shows the autonomy by proposing strategies to play and learn individually and in groups. You experience the satisfaction by achieving your goals.

The physical motivation is different than the online motivation, when you can see your students in person you can directly analyse their face if they are interested in your class, the moves, the work they do, and how they deliver their final work.

On each school practice as trainee teacher we have to visualize their interests, what they talk about, their favourite artists, song, movies, Youtubers, and we get to know that by interacting with the students, in this way the pupils make things easier for us to trap their attention, although now having to interact with our students online it is harder for us to guess what are their interests, how to trap their attention, how to motivate them with something they like, it is hard but not impossible. As a trainee teacher it has been a big challenge and I like to see what the differences of teaching are online than they are physically.

On S.E.P. (2018) mentions that you can identify their qualities and recognize others. Shows the autonomy by proposing strategies to play and learn individually and in groups. You experience the satisfaction by achieving your goals.

On the online classes it has been harder for everyone, the students sometimes do not understand or do not have the tools to send homework or take classes.

As trainee teacher we are responsible to design strategies that make knowledge relevant so that the student takes control of their learning process.



One of the strategies that have been applied on last year was motivating the students read a suspense story, in which my students did not like reading. I had to create a short understanding story with the vocabulary in black that I needed them to learn. The first class they did not like it because it was reading out loud and participating randomly. In the next class the pupils had to bring a magazine and create their own monster however they wanted, with the body parts they wanted, the face they wanted, etc. At the end they were taught how to create a sentence with the body parts, with emotions and how to write in past tense. The final work was to write a story about their monster using past tense and the vocabulary. As a teacher I was impressed on their hard working, excited and proud of their creations. At the end I saw how motivated they felt, and they did not feel embarrassed or judged by teachers or students, they would confidently be presenting their work in front of everyone.

Doing a contrast on the online classes, as it has been mentioned it has been harder to know their interests of the students. Although as a trainee teacher I have looked for short videos that explain the topic, games with the vocabulary and by creating attractive quizzes. I had the opportunity to work only once with the students via zoom, I created a quiz with the app of Kahoot with attractive images, this quiz was created to make the student visualize it in a significant way. As looking at the student's participation I felt they liked the activity.

We can see the differences of teaching online and teaching physically, we can see how the pupils learn better being close to the teacher, to their classmates, and the most important feeling the support, the knowledge and patience a teacher can give the student, not everyone can be a teacher.

As well the student cannot be evaluated the same as they are evaluated in the classroom since their participation is different.

Frida Diaz Barriga (2012) mentions to have the willing to be trained and motivated to teach meaningfully, as well as have relevant prior knowledge and experience both as a specialist in your subject and as a teacher.

As teachers we need to look for materials that adapt to our students understanding, time and also making motivational and significant learning work for them.

As S.E.P. (2018) In this context, it is necessary to train the individual to be able to adapt on changes and diverse environments, handle information from a variety of print and digital sources, develop complex, critical, creative, reflective and flexible thinking, solve problems in a collaboration with others, set personal goals and devise strategies to achieve them.

The strategies that been applied during the online classes they have been based on the Aprende en Casa II, although if we have the opportunity in working physically with them, we will be working with PENIEB. As a teacher the information and strategies that have been applied, they have been with images of their interests, artists they know, famous cartoons, and videos according to their age and interstress. The students as well had to adapt by having online classes and learn how to use technology, use different apps, and even how to look for information and researching topics of classes they did not understand.

It is essential to strengthen the socio-emotional skills that allow students to be happy, have determination, be persevering and resilient, that is, they can face and adapt to new situations, and be creative. S.E.P. (2018).

According to William (2011), formative or learning evaluation involves the participation of three actors: the teacher, the student, and the peer group. In addition, the author distinguishes three key processes of this type of evaluation:

1. Clarify and share educational intentions in a way that is understandable to students (where they should go).
2. Generate evidence about what they are learning (where they are in relation to educational intentions).
3. Conduct feedback and provide guidance that allows students to adjust their performance and continue learning (how to move toward the desired goal).

## **CONTEXT AND DIAGNOSTIC:**

Therefore, this recepcional document aims to provide tools for the development of motivation and its influence on meaningful learning in the English foreign language, implemented at the Middle School Oficial 0206 Profesor Daniel Delgadillo.

The Middle High School Oficial No. 0206 Profesor Daniel Delgadillo, identification code 15EES0536A located on Avenida Principal No. 70, La Colmena Centro, 54475 Nicolás Romero County, state of México. Morning shift from 7:00 am to 1:00 pm.

It is immersed in an urban area because according to INEGI (2014) an urban context that has locations of 5,000 and more inhabitants and has available pavement, sidewalks, wheelchair ramp, public telephone, public services, street lighting, drainage, park, public transport, pedestrian bridge, and a residential area.

The institution is registered in an area of the municipality with a low margin of Marginalization, surrounded by few school services ranging from elementary and middle high school. As well as homes, neighbourhoods, markets, shops, pharmacies and a church.

The institution is public is within the modality of 2 shifts, morning and evening; the student population amounts to 539 students distributed in 12 groups, 4 per degree, being between 40 and 45 the average number of students for each group with age range between the ages of 11 and 15, has a total of the staff of 29 people 1 Principal, 5 counsellors and 22 teachers of which 2 hold the English subject, according to Sandoval (2000) this is a pyramid organization whose the leader is the school's principal, then a vice principal, administrative, teachers and in the base the students.

The school counts with the following services: electric power, water services, drainage and cistern. There are 12 classrooms, 1 principal's office per shift, orientation office, sewing workshops, electricity, computer room, a teacher's room, library, conference room and school cooperative service, bathrooms for students and teachers and some spaces such as the courts and courtyard for various physical activities. To carry out these activities, certain spaces are needed as a sports field, playground and playground or public square as a minimum condition for schools that are within the so called "curricular spaces", according to the INIFED (2013).

According to World Health Organization (W.H.O.) the coronavirus disease (COVID-19) that was first reported in Wuhan, China on December 31, 2019. In Mexico the first case of COVID-19 was detected on February 27th, 2020. The disease caused to make the students start home school. In this case Secretaria de Educacion Publica (S.E.P.) decided to transmit classes on T.V. (Aprende en Casa) this started on March 23<sup>rd</sup>, 2020.

In which we continued using Aprende en Casa 2 and we are also planning the classes going along with the T.V. program, sending activities, videos, and short quizzes for best understanding adapting according to the context and our students by also solving doubts in outside hours of work. Most of the students count with a computer, cell phone, tablet, and T.V. However, we need to be accessible with the students by helping them on doubts, providing accessible time for students to turn in homework, and by empathic with them.

According to Cecilia Fierro (1999) the constructivist perspective, we assume that whenever there is authentic learning there is a bit of reconstruction on the part of the learning subject, who is discovering that new knowledge subject, who is discovering that new knowledge even though it has already been discovered.

As teachers we need to create classes that will have student's attraction to make analyse how useful a second language be, making it easy so that we can make the feel they own the knowledge by letting them create and experience.

The student is ultimately responsible for their learning process. He is the one who builds and rebuilds. The student explores, discovers or invents. Frida Diaz Barriga (2002)

We have also been guiding by the Aprende en Casa 2 to create the classes although it is up to each teacher to make the work more interesting to catch the student's attention by looking for different strategies by using the technology.

## **MAIN QUESTIONS:**

**What is the importance to carry out a class according to your students' interest to motivate in learning English foreign language?**

**How to develop significant learning with the different strategies in a virtual environment and in a class environment?**

**What is the role of the teacher to motivate the students to generate significant learning in middle school?**

**What approaches are better to apply and achieve a significant learning?**

**How can the teacher evaluate the significant learning and what are the best instruments of evaluation to achieve the significant learning?**

# CHAPTER 2

## **THEORETICAL REFERENCES**

The theories that have been taken into account in this document have supported my main purpose which is to motivate the student in English in a meaningful way. Also taking into account the modality that is presented in certain scenarios.

### **Meaningful learning:**

It is one that leads to the creation of knowledge structures through the substantive relationship between new information and students' previous ideas. David Ausubel quoted in Diaz Barriga (2005)

### **Motivation:**

Motivation is an internal process that makes a person move toward a goal. Motivation, like intelligence, can't be directly observed. Instead, motivation can only be inferred by noting a person's behaviour. Maslow, Abraham (2012).

### **Socio-emotional:**

Contributes into a better human coexistence, in order to strengthen the appreciation and respect for cultural diversity, dignity of the person, the integrity of the family, the conviction of the general interest of the society, the ideals of fraternity and equal rights of all, avoiding the privileges of races, religion, groups, sex or individuals. S.E.P. (2018).



**Communitive language:**

Makes use of real-life situations that necessitate communication. The teacher sets up a situation that students are likely to find in real life. The real-life simulations changes from day to day. The motivation of the students has to be meaningful so they can learn from this process, British Council.

**Meaningful theory:**

Ausubel's theory also focuses on meaningful learning. According to his theory, to learn meaningfully, individuals must relate new knowledge to relevant concepts they already know. New knowledge must interact with the learner's knowledge structure.

## EXPLORING ACTIVITIES

### CYCLE ONE DESCRIBING PEOPLE AND CLOTHING:

On January 11<sup>th</sup> the teacher gives us the instruction on how she wanted to work, she mentioned she did not want us to make a lot of activities and this time we did not send any activity to the students on the classroom we created.

The agreements that were accorded with the head teacher this intervention is that I was going to be responsible to create an online class with the students by the app Zoom. Zoom is a video conferencing tool that can be used on cell phones, tablets or computers. She also mentioned to send her a game for the students to make a review before the class. The game was sent to her through WhatsApp and also the Lesson Plan for it. This agreement we took them on January 11<sup>th</sup>, 2021.

The teacher asked to send a game activity that would make them review what they've seen in class. I sent a hang man game of clothing to make the students review. I also sent her the Lesson Plan of it with a review of images. I do not know if the teacher sent the activities to the students to take it into account on the evaluation.

She also mentioned to create a Lesson Plan for a Zoom class that I was going to be in charge of. She mentioned I had to create a class for the four 3<sup>rd</sup> grade groups. I created my lesson plan by making a power point (**Appendix 1**) with a review of Aprende en Casa II of clothing and describing people, in this case I put images of artists they would recognize. I also created a Kahoot with questions of describing people and clothing to analyse what they have learned in previous classes and the review we made on the power point. (**Appendix 2**).

**Cycle one “Describing people and clothing”**, this topic that has been taught to the students it is according to “Aprende en Casa 2” which it took 3 lesson plans of adjectives, descriptions, colors, and the type of clothing.

On those lesson plans they had to learn to identify vocabulary, images, colors and clothing. On the fourth lesson plan that was created it was for an online class, what I had to do is to put all the information together to make the students recognize and create sentences by speaking and sharing them on class.

It was the first class that I had opportunity to participate with the students I started having problems with my internet connection. Although I prepared myself 30 min before to have everything ready and start the class on time, I started having problems with my internet, after I was able to connect the computer directly to the modem, the computer did not want to turn on and the session on Zoom went off. After having this type of problems, you notice that you always have to have a backup and improvise in some classes because some of them do not come out how you expect them to be, this is the real world that every teacher has to experience on this new modality. Everything sounds easy and perfect when you imagine it and write it down on your lesson plan, but things start to get different once you are there, even if you have everything ready 30 minutes before class.

What I did in this class is that I had to connect myself from my cell phone to be able to open the session again, having communication with the teacher that I was having problems with my connection, and I wasn't able to share my screen since the Power Point was on my computer.

After all I remembered I sent the Power Point to the teacher through WhatsApp, so I had to share my phone's screen to open up the power point on my phone. I lost 15 minutes of class; in that time the teacher was talking to them about the work they haven't sent to her.

I started sharing my screen on my phone and giving them the class from there and being connected with them through Zoom. I had to improvise and learn how to share my screen on the phone by having also power point open on it. It was hard for me because I wasn't able to see the students face or name and I did not receive a lot of participations from 3<sup>rd</sup> A and 3<sup>rd</sup> B. On this class I had the assistance of 30 students on a mixt up class of the students of 3<sup>rd</sup> A and 3<sup>rd</sup> B.

Once I finished the Power Point review of clothing and describing people, now I was able to use my computer, so I shared the Kahoot code on the Zoom chat. What is Kahoot? Is a game-based learning platform. The students did not have problem signing in the Kahoot although not all of the students played it. This platform made me notice how much the students learned, they cannot cheat on it since the platform gives them 20 seconds to answer each question. What I also did in this activity was that I read each question and answer to make the students remember the pronunciation on the videos that were shared to them on their previous classes. What I like about Kahoot is that I can use different resources to trap their attention by taking into account their learning styles with images, sounds, videos, by reading and different colors on the answers. On the online classes it is hard to use all of the learning styles and applying them for all of the students, but I tried to do it to include all my students and make them feel comfortable on answering a quiz.

The class ended with the Kahoot quiz, congratulating the students of their effort on class and also apologizing for the unexpected technological problems I had on the class.

On the second class I had that day, everything went better. I was in charge of giving them the whole class. The teacher started the class by introducing me with them and telling them about the review we were going to do. After that I introduce myself again to tell them the activities we were going to do and that I was going to make random participations, but no one would make fun of no one because we are all learning.

The class was started by the Power Point which this time I did not have problems with my computer anymore. I was able to share my screen with them, showing them artists images to describe them and also describing their clothing, students had a previous learning since the activities with that topic were sent to them through Classroom. The starting point of all learning is the knowledge and previous experiences that the learner has. Learning occurs when what the student already knows conflicts with what he should know. Learning is facilitated with supports that lead to the construction of cognitive bridges between the new and the familiar, with potentially meaningful learning materials and authentic (real-life) settings. David Ausubel quoted in Diaz Barriga (2005)

The activities that were planned on the Power Point they had examples of the sentences, it started easy by just adding a vocabulary word on a sentence, then they had to complete the sentence and at the end they had to create their own sentence according to image. The students did a really good participation on class, I would sometimes randomly choose a student and they would participate, some of them would try and also some other would just rather to get out of the Zoom meeting so they would not participate. On this class I had students of the groups of 3<sup>rd</sup> C and 3<sup>rd</sup> D with the total of 27 students. The construction

of school knowledge is a process of elaboration. Learning content means that the student attributes a meaning, builds a mental representation through images or verbal propositions.

Frida Diaz Barriga (2005)

Once we were done with the Power Point activity, I explained to them we were going to play a Kahoot game with questions. This Kahoot consisted of answering questions with artist's images. Some students had trouble looking for the Web page, I showed them on my phone how it looked and how they needed to sign in. After the explanation was given the students found it quicker. Under the learning assessment approach, it is assumed, then, that each student is able to improve their performance in a process that actively involves them.

Martinez Rizo, F. (2016).

I had good responses from them and according to the app they answered most of the questions correctly. After the students finish answering the Kahoot I have the final results that I can evaluate and work on the mistakes they had. Formative assessment, for its part, aims to provide feedback to students and teachers at different stages of the learning process.

Bloom quoted in Lynne Kenney and Wendy Young, (2015)

After they finished the Kahoot I still had 5 min left, in these minutes I made students participate by asking them questions related to the review, for example, what would you wear if you would go to a party? Students did participate and I was happy with the responses I had, even if they did not have them all correct, they would try it. On S.E.P. (2018) mentions that you can identify their qualities and recognize others. Shows the autonomy by proposing strategies to play and learn individually and in groups. You experience the satisfaction by achieving your goals.

## **CYCLE TWO, TOPIC: EXPRESS ORAL COMPLAINTS ABOUT A HEALTH SERVICE.**

Talking about physical classes and seeing the difference of teaching, motivating and creating a significant learning in class is the main purpose. On this class I will explain the process and the final achievement.

Before explaining each topic and the development I want to share the context in the classroom. On the classroom there was a white board, no technology, no projector, no speaker, it was all in our own, our own material, our own creations, our own imagination. I also have to mentioned that there were 53 students in one classroom.

With my Third grade A I had the opportunity to apply a test of learning styles to each student. The VARK test (visual, aural, read/write, kinaesthetic) is an instrument to determine sensory mode preferences when processing information. I applied the VARK test to 30 of my students that are kinaesthetic, 14 visual, 6 aural, 2 read/writer. Which means that most students process the information associating it with sensations and movements, they use this system, naturally, when they learn a sport, but also for many other activities. Once they know something with their body, that they have learners with muscle memory, it is very difficult to forget, students who use the kinaesthetic system preferentially need, therefore, more time than the others we say of them they are slow, this slowness has nothing to do with the lack of intelligence, but with its different way of learning, kinaesthetic learners learn when they do things like, for example, laboratory experiments or projects.

English levels According to the diagnosis test I applied, up to 26 students are in an A1 level (this means that they can understand most of the sentences and words which are relevant, they can communicate in simple form). While 17 students are in an A2 level “this means they can understand sentences and frequently used expressions related to areas of most immediate relevance, they can also communicate in simple and routine tasks.” (Cambridge, 2019)

The big difference here about having the opportunity to interact with the teacher is that you can get into agreements with the teacher, share ideas and develop a test that both would feel comfortable and that would have results. The tests helped me check how to start with the students, the level of English I had to teach, the learning styles and the most important see their interests to motivate my student and make them feel confident. One of the things I would also do in the classroom is that I would make posters for them with a motivational phrase to make them feel welcome in their classroom.

**Cycle two, topic: express oral complaints about a health service.** On this class I used 2 lesson plans that had 6 classes planned. On the first class the students were taught with new vocabulary, as medicine, appointment, doctors, equipment, clean. **(APPENDIX 3).**

We made a review of the vocabulary and made the students repeat it 3 times after me to make them learn a good pronunciation. Once we were done with the pronunciation, I made a chart on the board dividing it into three with examples that they had to fill in according to the vocabulary seen in class. This chart was divided in three sections by stating the problem where they had to fill it in with the vocabulary, for example, there is no **medicine**, the next section was expressing the problem where they had to express how they felt in that moment, example unacceptable, and the third section of the chart was



giving a solution, example, bring the medicine we need. At the end with this chart, they would end up creating their own sentence without them knowing they just had created a sentence by stating their problem, expressing their feeling and providing a solution for their problem. In this class I made students get involved in a real-world situation they could have in this case they would see it useful, meaningful and at the end just giving them a little push to make them feel motivated in class. **(APPENDIX 4.)** The construction of school knowledge is a process of elaboration. Learning content means that the student attributes a meaning, builds a mental representation through images or verbal propositions. Frida Díaz Barriga (2005)

On the next class students learned more vocabulary like, syrup, decongestant, ointment, drops, tablets, fever, mild cold, vomiting, sore throat, itchy skin, watery eyes, twisted ankle. They were also taught with the grammar structure of should and shouldn't, after they knew the use of it, they created a chart diving it into two, they had to write the medicine they should drink and the one they shouldn't according to the sickness. **(APPENDIX 5).**

I wanted to share how the class was planned and executed to understand the final product, how each class had a process and how they end it up learning it without knowing they were having hard structures. Looking for the correct strategies to make the students learn in a meaningful way and trapping their attention on each class.

One of the final products was to create a dialogue on their notebook by creating their own teams by themselves, letting them work freely but also being responsible on delivering their work on time. Their final product was to share their dialogue in front of their classroom. The most important for me is always make the student feel comfortable, secure, confident

and free in this way it is easier for me to make the student not feel insecure and shy when they have to share their topic in front of the class. (**APPENDIX 6**).

In the class where students had to share their topic, they were too talkative, and they would not want to pass, and neither be the first ones so one of the strategies I used was to make the talkative students pass first to make their classmates confident and see everything was okay. It did work for me since the students did use the equipment I brought, they used the vocabulary, the correct grammar structures, and also putting the problem, the feeling and the solution. The material that I brought in the class was useful for them and also to trap their attention and in this way, I would motivate my student participate and creating a meaningful class by also using the oral skill. This really made me happy since no one was expecting this outstanding final project.

The starting point of all learning is the prior knowledge and experiences that the learner has. Learning is facilitated with supports that lead to the construction of cognitive bridges between the new and the familiar, and with potentially meaningful learning materials. David Ausubel quoted in Diaz Barriga (2005).

After this team was done, the next team a chose was with sticks that had their names, in this way there was no preferences or make them feel unconfident, they had to be prepared with their project since it could have been anyone.

All groups participated and if there was one group that did not want to participate their own classmates would motivate them to pass in front. I was achieving my goal.

At the end thinking how important is to take into account my students' feelings, their learning styles, their English level and also their interests. The Sixth Ordinary Session of the School Technical Council is focused on reflecting on the actions implemented to favour the management of emotions and strengthen empathy between the teaching staff, managers, students and families. Recognizing what actions are needed to promote the development of empathy with students including socio-emotional capacity that is very relevant in the development of children and adolescents, especially in this context of a pandemic: resilience.

## **CYCLE THREE, TOPIC: UNEXPECTED SITUATIONS (ONLINE CLASS)**

**Cycle three, topic: Unexpected situations (Online class),** On this class I created 2 lesson plans. On this virtual homework I sent them it was to prepare them one day before class. I always send their homework one day before to make the student review in classroom and on the next day we have class I explain to them the topic on this time it was unexpected situations.

I do not have my students in front of me, I do not have the time in each class to meet my student, to ask how they feel, to know their interests, and do not even have the opportunity to meet them personally, I just know some of my students via Zoom, but I do need to say that although I do know them they are still important, even if I do not know them I make a big effort to investigate what teenagers like, who they follow, what apps they use and I always try to share with them materials that could probably make the student forget different problems they can be going through and make the class feel easy going. One of the most important things in a virtual class is to innovate in each class, innovating materials, videos and ideas which this makes the student feel motivated in a second language in a significant way and making them see how useful this can be in their life.

As I have been mentioning not everything is as perfect as it seems, this class was my second intervention I had with my third-grade students and once again I started having problems with my computer once again, the computer turned off and I was not able to turn it on, on this class I did not send the PowerPoint to the teacher, the video I created I did not send it to the teacher either, I had everything on the computer, I did get nervous

because I was wasting time and I had everything on my computer. The teacher was helping me entertaining the students again by making a review of what I have sent to the classroom.

After that **unexpected situation** I was able to work with the students what I planned, the first thing was to project the video. On this video that I was projecting was a fun video of different unexpected situations that happen in life, like slipping, falling off, finding animals doing funny things, etc. On class I told the teacher if she would give me the opportunity to share that video, since I was not feeling confident by her approving it since we can have different perspectives of unexpected situations since not all unexpected situations have to be bad. She did give me the approval and she was happy about the video since she did understand why I did not want to put bad unexpected situations and the main reason was because I want my student to feel good and get the mind out.

I did have a good time seeing some of the students that had their camera on, I saw how the students were laughing. Once the video was done, I projected the PowerPoint of different situations of how they would feel on different unexpected situations, the participation was good, the students that I would pick to share with us in class they would do it. On this PowerPoint I shared with them unexpected situations that could happen in their lives, and I wanted to hear how they would feel if those situations would happen. Example: Your best friend bought you a ticket for the E.D.C. how would you feel? And that would make the student get out of their mind and think positive things.

**(APPENDIX 7).**

. At the end they had to answer a Kahoot, on this time on each question I put a video of a situation and the student had to answer with a feeling. I think is important to know how the students feel, make them know that we care about them even though we are far away. One of my main purposes is making the student feel motivated, comfortable, free, and also making them know that they can express themselves in class, with the teacher and classmates but always with respect.

Once the class was done, I explained to them what they had to do for homework, they were simple activities, the information that was sent to them it was vocabulary of different feelings, of situations, how to make a sentence with feelings and situations and at the end they had to send an audio saying their sentence. A way to learn the vocabulary better I made the students create a Pictionary, where they had to draw the picture and out the meaning next to it. This strategy is to make the student visualize and facilitate to identify the vocabulary. **(APPENDIX 8)**. On each class I always try to take into account feelings, make them feel important in class and that even though we were far and that I had never met them before I care about my students. It assumes responsibility for their well-being and that of others and expresses it by taking care of yourself and others. Applying strategies to secure your welfare in the short, medium and long term. Analyses the resources that allow to transform challenges into opportunities. It understands the concept of life project for personal blueprint design. S.E.P. (2018)

## **CYCLE FOUR, TOPIC: READ SUSPENSE LITERATURE AND DESCRIBE MOODS.**

### **Cycle four, topic: Read suspense literature and describe moods.**

On this class I had to make my student read, look for a strategy to trap their attention, to motivate my student, to make them feel interested. This is one of the hardest topics for me, I did not know what literature could be perfect for them. What I did is that I created their own literature, the best literature I found for them it was Frankenstein to let them know the real story, but I also had to add emotions on the story. The material I took for them was a sheet of paper that they had to paste on their notebook, we read it out loud, once again using the wood sticks to participate, but as I have been saying not everything is as perfect as we plan it to be. I planned this class on the last hour, when they were about to leave, the students did not feel like reading and they would not even try to pay attention, that class was hard for me because I need them to follow steps to be ready for next class and be able to identify the emotions we reviewed on that class.

On the next class we made a review of the vocabulary and they had to reread the story to answer what the story was about. I did function this time, but I did not see my students that interested I was thinking I probably did not pick the correct activity for them, but I knew it was something they had to learn to achieve the final project.

On the third class I made my students be emphatic, how? What if you were Frankenstein? How would you feel? What would you look like? What would you do? What would you do if you were Frankenstein? I made my students feel part of the story, think about different ways to live, the way they would look. This was the interesting part of it learning about my students, how far away their imagination would go, how emphatics they can be.

After following some grammar structures to make the students learn how to create a sentence, the students had to bring magazines, pictures, images of persons, the main purpose of this it was to make the students create their own monster with different parts of the body of their images, I had been weird, different, funny, beautiful, however they would want to create it. They really enjoyed this activity because it was their own creation, they are having fun, sharing their materials, and showing their works. Once they had their monster done, they had to create the suspense literature, describing their monster, the name of their monster, the job would have, their favourite part of being a monster and if they were a monster how would feel.

I can say that this is one of the best activities I have ever had, since a lot of my students were reflecting their monster, I would see the way my students were, how my student felt, what would hurt my student, what would make my student feel happy and the best part of it is that each one of my students shared it with all their classmates. One of my final satisfaction was that one of my students that would never participate, the student that would always be shy, and the student that no one would “see” a student that was in risk of school failure, that one student wanted to participate and be in front of the class sharing his monster.



The motivation is the most important tool for my class to make it significant and make all my students feel part of it and seeing how useful each topic is for their lives, even if they it does not make sense at first and they do not find it interesting just like a suspense reading at the end make the student create their own story without knowing they already learned and they did not even notice it. (**APPENDIX 9**).

Part of the motivation that the students reached was not just because of the way I learned how to get to motivate them with the material I would bring them, how to be with each student, it is also making each student letting them know they have their unique knowledge, letting them know they have their own essence, and how they can use their creativity on class, those were part of my competences I am glad I reached them.

This has been a satisfactory experience for me, in general I have enjoyed enormously teaching English classes online and also on physical classes. Seeing the comparison of the different way of teaching, the different material, the different problematics you can get, the way to know your students, and the investigations you do to motivate your student in a significant way.

As a trainee teacher I have learned different strategies for my physical classes, different materials, colors, books, and worksheets, how to use technology, different apps, and how to innovate. But something I did not work with before was with technology since in the other school they did not have the equipment to work with it. In this last year of intervention, I learned how to teach with technology, seeing different apps to work with, different ways to know about your student, and less interaction with them. It has been hard for me to trap my student's attention since I do not know their interests since we do not have enough time in each class and there are two groups in one class.

At the end going through this updates that we have been having as teachers and the way we need to adapt to create our classes it has been hard, having to get out of a comfort zone has been hard but not impossible when you love giving classes.

This has made a big change in my life and in my thoughts, how important is to be close from our students, how important is to motivate the student in a significant way, how to work with the students been in school risk.

As a teacher I do feel capable and skilful for each change, since one of my qualities is to always innovate but always taking into account my students' interests, feelings and skills. Be willing, trained and motivated to teach meaningfully, as well as have relevant prior knowledge and experience both as a specialist in your subject and in your capacity as a teacher. Frida Diaz Barriga (2005).

# CHAPTER 3

## **CONCLUSIONS:**

Being able to be part of Normal de Atizapan and having the knowledge of what teachers have taught me in all process has made me what I am now. I have learned to choose to be the teacher that I want to be and discard everything that I have been taught not to be.

Being a teacher it's a huge commitment for life, having many dreams above you, making your student believe that is capable of achieving it and being part of their effort of each student by always respecting their uniqueness, process and being understandable.

My mission here is not only this document, not only motivating them this time, but my mission is also to be the difference of what learning is, making them feel capable and always innovating my classes and making them meaningful for them to make the process of learning easier for them.

Learning a second language is not easy and not all students like to learn it but that is the purpose of the teacher, look for the best strategies, get to know your student, and adapt to the situations that can be presented.

These two different interventions I had has made me notice the difference of teaching, how motivational we can be in classroom and in a virtual class, all the tools we have, the imagination and how we always have to be ready to improvise in different situations that can happen in a classroom. Always knowing that the most important person there is the student and each one of them has to be part of it, making our student that is in risk of school failure that they have their unique way of learning and that they are able to achieve it as well.

It is important to carry out a class according to the students' interest to motivate in learning English foreign language.

Most of the students do not have an interest on learning a second language and it is difficult as well as a teacher to make the student feel interested in something they do not like.

One of my main purposes on the interventions I had it was to make my student feel motivated in class, making them feel it was not just a subject it was something important for their lives, on their present and future. The way that I would always start with my students it makes them know that they had it on the most common things on their lives like, YouTube videos, video games, trips they can make, people they would like to meet from other places, Facebook, Instagram, Tok-toks, etc.

In this way letting them know how true that was they would feel a little convinced and interested on the first classes. Later on, I would be part of making my student feel motivated to make them learn a second language.

As time passed getting to know my students I would like to hear, ask and see what they liked so I could make classes with material that would trap their attention and making them know how important they were to me. This helped in a lot because on the first class the students would give me comments like I like this, or I liked the class.

Although with my students I had online it was harder for me since I would not have the opportunity to participate in all classes and I would not have the same interaction with them. In this case my only option was to investigate teenagers, investigate singers, artists, Youtubers, things that could interest my student. The teacher can enhance these learning

materials as well as work experiences in the classroom and outside of it, to bring students closer to more meaningful learning. Frida Diaz Barriga. (2005)

After starting with this process, I felt it was easier for me to get closer to my student without making them uncomfortable and making them feel secure. In this way I could make the classmate want to participate, do their work on class without a specific structure, the student had to follow an instruction but not a structure, it was a class where I liked my student to feel free, express their feelings and recognizing their own unique process.

In this way I made the student want to learn a second language, feeling motivated, part of the class, being a student, not being invisible since one of my competences were to motivate students in risk of school failure.

Each intervention I had since I started my bachelors I would try to analyse how I could trap my students attention since not all students liked English, I would always ask them why they did not feel interested, their opinions would always be: I do not like just answering the book and not knowing what it is about, listening to something I do not understand and I do not like feel excluded because I do not know.

That is how everything started how I started to feel interested on trapping their attention, on making the students feel part of it, making them feel free, motivated and making them see that this subject had a purpose in their real life.

At the end I can say and prove how important is to motivate the student in a class or subject, always making them feel part of it. As a teacher we have to be creative, being flexible, empathic, always recognize their individual differences and how capable the student is.

The development of a significant learning in a virtual environment and in physical classes does have a big difference on it. On the virtual class I did not have the opportunity to present myself with my students physically, they never met me in person, I was not able to know what they liked, what they did not like, how they talked or even how they look, things we would see commonly in our physically classes. This made me analyse and recognize how important is to be in front of a student.

Although this cannot stop any teacher from giving a class and always looking for the best material, strategies, and apps.

One of the things that was always difficult for me it was the material, I would not know what material could be proper for the student since on my physical classes I would always want to show them images, videos, different apps to play on school but in this school they did not have technology, they were not able to take cell phones to school, they only had one projector for all the school and you had to ask for permission a week before to use it, it was complicated, so all the material I had to make it, bring copies, I had to be really creative to be able to motivate them.

One of the strategies that worked well for me when the student would not want to participate was the wood sticks, each wood stick had their name, and I would pick one randomly this made the students pay attention all the time since it could have been anyone.

The difference of the online class is that I was able to do everything I wanted to show to my lasts students but this time I did not know them and not all students would turn on their camera, it was difficult to have a participation even if you would look for different strategies to participate and in this school I did not have all the support of the teacher since I had to

create most of my classes just like she would ask for and she would not like some of the strategies I wanted to do to make the student participate or make them turn their camera on.

Making these contrasts on a physical class with no technology and in an online class does have a distinction. In the two different classes that I have talked about in the previous chapter it has been mentioned how I brought material to make the class of **complaints about a health services**, in this class students had to present their final project where I brought them a doctor's gown, a poster of a medical place, and a stethoscope, the students had fun, they felt motivated and they did not feel shy to be in front of the class showing their project to their classmates since they were all doing it, I saw all students paying attention and not making fun of anyone. This class would make it significant in their lives and even if they do not remember all the purpose of this topic, they would at least understand part of it if this has been something that could happen on their lives.

On the second project **Read suspense literature and describe moods**, of their physical class I did not take material for them but the students did bring magazines to make their own monster, in this class I made the students talk to different classmates, I did not bring extra magazines with that final purpose, to make the students talk to different classmates, since they had to create a weird monster with different things, they were able to share and talk to different pupils. They would laugh with each other of how their monster was being created and the how they named their monsters. It was easier for them when they had to present it in front of the class and this time it as not in groups, it was each student by themselves, they felt the support of their classmates and also my support since once they were in front of the class no one could make fun of no one and that made the student feel confident, unique and capable, and in this class one of the students that was in school risk



decided to pass in front and all the classmates were surprised and happy for him because he was not forced to do it at the end he felt motivated and he wanted to express it to everyone there.

On the online class of **Describing people and clothing** I did a big research of who were the singers of the moment, who were the artists they liked, the Youtubers so I could create the proper material form them. I created a Power Point with their favourite artists, singers and Youtubers, making students participate in class by describing them. The students did participate in class, and I would also make their tests with the favourite artists so the student would feel interested and motivated. It was hard for me to looking for material for the students since like I mentioned before I did not know them and I did not have the opportunity to participate in all classes and the classes only lasted 40 minutes with two groups, not all students connect, participate or do their homework on classroom. At this point I did not have the teachers support since she would say my work, I would send them was optional in this case I was not able to know if would not motivate my student with my material and the way would teach or if the teacher's information would interfere with it.

On the second class of **Unexpected situations** what I wanted to change this time on this topic was projecting a funny video of unexpected situations because I wanted them to know that not every unexpected situation was bad. In this class the students transmitted me they felt good and comfortable. I also projected a Power Point I made for them, where I would expose different unexpected situations like: What would you do if your best friend would give you an EDC ticket? The student had to express their feeling and share it on the online class, this would motivate them to participate since the question would excite them.

This would be a significant learning since it could be something that could be presenting on their real life.

Making significant material for both scenarios was difficult for me, something wanted to work on me, something I wanted to reach, making my student feel motivated in each class, trapping my student's attention, making them know how English could be significant on their life and how this could be so present on their daily life.

**What is the role of the teacher to motivate the students to generate significant learning in middle school?**

The role as teachers is really important for a student, students notice the development we have with them during class, the effort we put in the classes, the way we talk, the way we guide the student in class by knowing them, motivating and looking for the best materials to trap their attention and making them know they can learn in a significant way, seeing English as a useful language and not as a topic.

As a trainee teacher I have always given my students physical classes and as many other teachers it has been hard to motivate the student to be in class, to do their work and to participate. Although it has helped me a lot to innovate on the online classes, looking for new apps, strategies and platforms.

One of my proposes talk about how you can analyse aspects that allow improving intercultural understanding, in this way I always let my students know how useful a second language is important for their lives. They can find English language everywhere they go on their social media, Youtube, their video games, and even if they go to a short trip, they can find anyone or even signs in English. This can help them on their daily life. One of the reasons

that I chose this topic is because I want my students to learn this secondary language, make them feel interested, the way I can help my student want to learn English is by motivating them, looking for their interests in general, looking for familiar situation to trap students attention, looking for the best strategies to make every student feel part of the class, but something that is also important for me is to make my student feel free to express themselves.

The motivation that has been done in some school practices they have been worked on and applied, although I also want to see the difference in applying it physically and online.

I applied a diagnosis about motivation to my online students and the students that I did meet them physically and there was a difference on how motivated they felt on these two different ways of learning. The reason I developed this test was to know how motivated they felt when they had their English class.

On the diagnosis of motivation on their online classes we can see that most of the students like their online classes but also it exists the 10% that rarely likes their online classes. Although students always feel motivated on their English classes but there is still a 2% that does not feel motivated. On the graph we can also see that 25 % of the students has helped them be on the Zoom classes to learn English but it also exists that 7% that the classes online have not helped them at all. The students have identified words or phrases on their daily life, 40% have found it on their daily life and 1 % has rarely found them.

These results were not the ones that I was waiting for since I thought that students were not feeling that interested on their online English classes. At the end according to the students answers I can say that I have reached my main purposes motivate my student and making a significant learning by finding this second language useful for their daily lives.

On my physical classes everything went in a positive way, the way I was expecting, to way I feel my students in each class I had with them, not every class was perfect but one of the things I would I always let my student was to let them express themselves, this would make them feel motivated, they would want to participate, be part of the group all the time and feeling integrated in it. My third-grade students felt motivated on their English classes, and it also existed a percent of students that did not feel motivated. Most of my students do think that English is important on their lives, and it still exists that 2% that does not think is important in their lives. Most of the students do like their English classes a 10% usually likes them and 1 % does not. The third-grade students think that English is going to be useful in their daily life and 6% thinks that it would not be useful. Motivation is an internal process that makes a person move toward a goal. Motivation, like intelligence, can't be directly observed. Instead, motivation can only be inferred by noting a person's behaviour. Maslow, Abraham (201).

Once I see this graph it does make me proud of my work that I have done, I have reached my goal with my students, making them change their mind, by giving them classes on the first day and saying that English was not important for them that it was just another class and making them change their mind by making them see everything in a different perspective. Is a language that they can use in their daily life, but I reached the goal by looking into different strategies, knowing my students, creating the best material for them. On S.E.P. (2018) mentions that you can identify their qualities and recognize others. Shows the autonomy by proposing strategies to play and learn individually and in groups. You experience the satisfaction by achieving your goals.

### **What approaches are better to apply and achieve a significant learning?**

One of the approaches that has worked for me in these interventions was the communicative approach since this is based on the idea that learning language successfully comes through having to communicate real meaning. Communicative language teaching makes use of real-life situations that necessitate communication. The teacher sets up a situation that students are likely to find in real life. The real-life simulations changes from day to day. The motivation of the students has to be meaningful so they can learn from this process, British Council.

I did notice that in each class I would make with the students that had to do with their personal experiences or with things they would like this would increase their interests in meaningful learning.

One of the classes my students liked the most and they mentioned that they would never forget it was the class of Unexpected situations, since the video that was shown in class made them laugh but also learn about the different unexpected situations that can happen in real-life. They also mentioned they learned that the unexpected was not always bad and that their homework felt so easy since they did learn it in a significant way with situations that can happen on their lives. Students' propensity and abilities to reason statistically in authentic (real-life) settings. David Ausubel quoted in Diaz Barriga (2005)

On my physical classes my students mentioned that the most significant class was the suspense literature since most of the students were able to express themselves through their own creation in this case it was their monster. The students were able to express their feelings,

their experiences, and the look of the monster with no fear, no one was going to be judge and that is what the students liked the most that they did their work, they learned but they did it their way.

The student is ultimately responsible for their learning process. He is the one who builds and rebuilds. The student explores, discovers or invents. Frida Diaz Barriga (2005).

The meaningful theory was also an approach that was used on my classes without this approach I would not have done any of my classes since this theory involved me to learn how to create a meaningful class for them. Meaningful learning involves a recognition of the links between concepts, it has the privilege of being transferred to long-term memory. The most crucial element in meaningful learning is how the information is integrated into the old knowledge structure. David Ausubel quoted in Díaz Barriga (2005).

One of the things would always apply in my classes were visual videos or images so that they can process the information better by remembering it from previous classes or experiences they had on their daily life.

Ausubel's theory also focuses on meaningful learning. According to his theory, to learn meaningfully, individuals must relate new knowledge to relevant concepts they already know. New knowledge must interact with the learner's knowledge structure.

A teacher can evaluate a significant learning by using the best instruments of evaluations to achieve a significant learning.

The evaluation was according to the lesson plan, their evolution, and what they have learned in class. Sometimes teachers compare works, how pretty the work looks, how detailed is, but not all teachers appreciate each student's effort, not all students have the facility to learn a second language, but they exploit their imagination, experiences and learning they already have.

When you notice the student is not interested in your class, when you see low grades, and they do not try to attempt on your class, that is when you have to ask yourselves what you need to do as a teacher to motivate your student to make your student feel interested and learn without feeling is too much.

As I have mentioned before in the graphs of how motivated the student felt gave me the answers to achieve my goals. One of my competences were to recognize the students that had risk of school failure, these students were one of my main goal since I had to trap their attention and making them feel motivated. I did have students that changed their mind and even if it was not the best work it was their effort that had a lot of value, since sometimes they stop because they can feel judged by teachers and students and this situation did happen in both schools.

The way students were also evaluated on the online classes were with different platforms like Kahoot and google forms, this would give me a grade instantly and it would be during classes so it was impossible for the students to copy but even on the quizzes I would try to make them fun or prominent to trap the student's attention and making it meaningful. In the evaluation of the online classes I noticed that at first, they were a little bit of students that would not be on classes, or they would not do their homework and at the end now there is more students that get connected to the classes and that they deliver their work on time.

On S.E.P. (2018) mentions that you can identify their qualities and recognize others. Shows the autonomy by proposing strategies to play and learn individually and in groups. You experience the satisfaction by achieving your goals.

On my physical classes I would also put a lot of effort to motivate my students that did not like to work and that they wanted to be playing in class and not paying attention. One of my strategies I had with them was to finish their work and if they had time left, they were able to play on their phone or to leave early to their lunch, this work for me.

Although I have to mention that I had a student that did not show interest at all at first and would not do his work, I would always have to get close to him and asking him how I can help him. Once he saw I was interested on him he started to give me his works we had in class, he would ask me if he had doubts and in the final project, he was able to create his own monster.

I have to mentioned that on the first time he did it wrong, something totally different of what we saw in class, and when he saw his classmates he noticed he did something different that was not corresponding with the topic but I never exposed him and said he was wrong I wanted him to notice it by himself, he took his work and brought a new one, having most of the information of the topic, it was not the most beautiful work by sight but to me meant a lot since he did a hard work to show it to their classmates and to be able to deliver his work. The need for teachers to understand the motivational and affective processes underlying their students' learning, as well as to have some effective principles and strategies for application in class. Frida Diaz Barriga (2005)



That is how I evaluate, their effort, their interest and the way they would have their own way to express themselves on each work, by not being all the same, having their unique essence of knowledge.

Something that I will take and that I will continue doing and evaluating, I want to be that teacher that the student feels comfortable to be there and that lets them express having the respect towards the teacher and classmates, but letting them be them, learning their way and making them feel confident.

*“You are braver than you believe, stronger than you seem and smarter than you think.” — A.A Milne*

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## APPENDIXES:

### ONLINE CLASSES:

#### Appendix 1 Describing people



OLD

BEAUTIFUL

She is \_\_\_\_\_

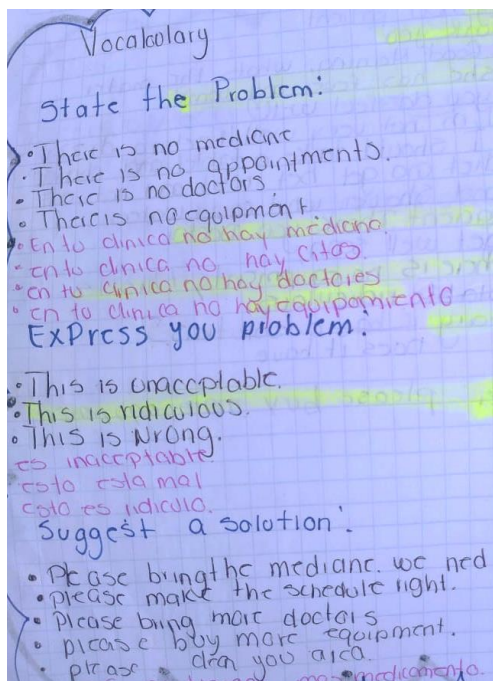
He is \_\_\_\_\_

ZOOM's Class  
Power point material  
Date: January 11, 2021.

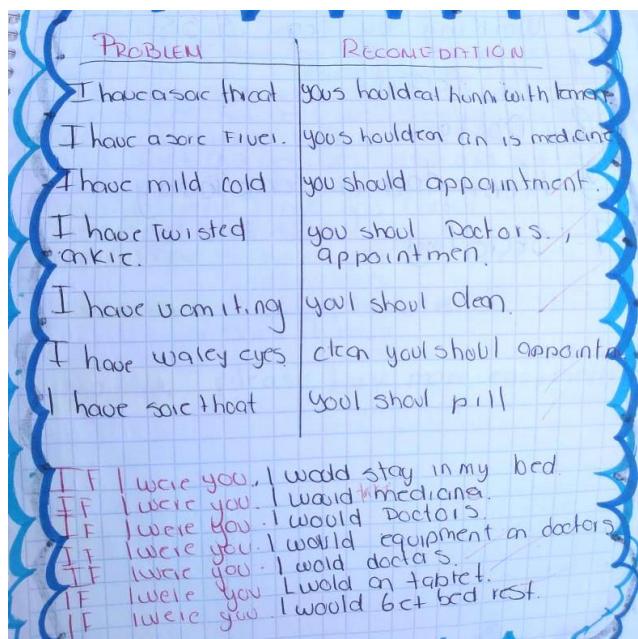


## PHYSICAL CLASSES:

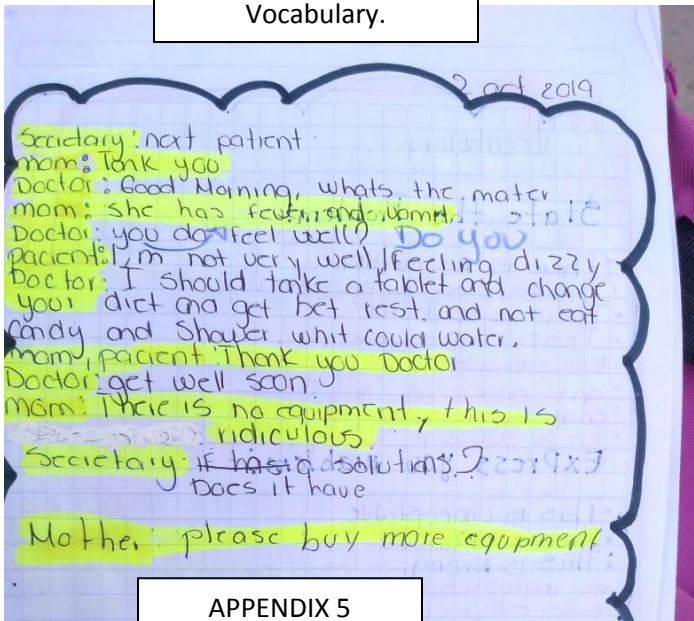
### Complaints about a health service:



APPENDIX 3  
October 2019  
Vocabulary.



APPENDIX 4  
October 2019  
Chart.







APPENDIX 5  
October 2019  
Dialogue



APPENDIX 6  
October 2019  
Final Project

**UNEXPECTED SITUATIONS:**

Fill in the blanks of how would you feel according to the situation.





	Your best friend bought you an EDC ticket. How would you feel? I would feel <u>excited</u> .
	A lion appeared at the park you at. How would you feel? I would feel <u>scared</u> .
	You broke the classrooms window. How would you feel? I would feel <u>nervous</u> .
	You fell off the bike and got a scar. How would you feel? I would feel <u>hurt</u> .

**APPENDIX 9**

March 7th, 2021.

Fill in the blanks according to the situation.

Match the image with the corresponding sentence.

	He <b>stole</b> the bank.
	He <b>crashed</b> the car.
	She <b>cheated</b> on the test.
	My <b>phone</b> broke.

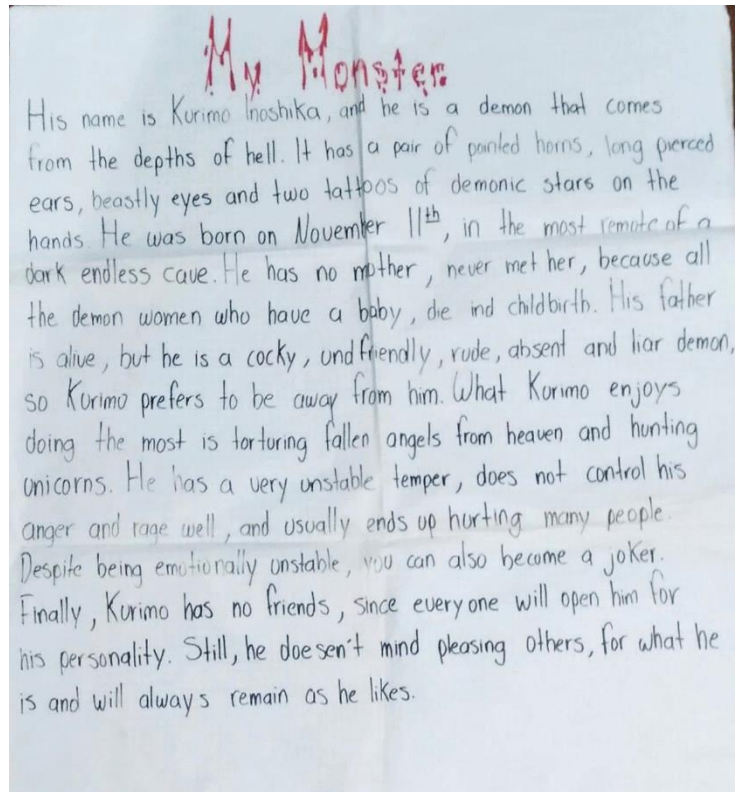
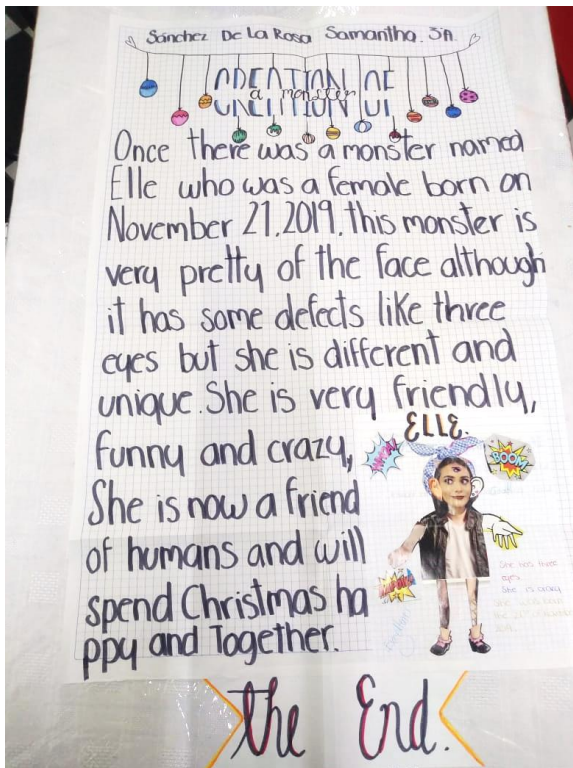
**APPENDIX 8**

March 7th, 2021.

Match the image with the corresponding sentence.

## Physical classes:

### Read suspense literature and describe moods:



#### APPENDIX 9

November 2019.

Final project of 2 different students, expressing their own monster.