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# ESCUELA NORMAL DE ATIZAPÁN DE ZARAGOZA



**ENSAYO ANALÍTICO EXPLICATIVO**

**MOTIVATIONAL STRATEGIES TO TEACHING ENGLISH IN PANDEMIC TIMES**

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

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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.

**MOTIVATIONAL STRATEGIES FOR TEACHING ENGLISH  
IN TIMES OF PANDEMIC**

**MODALIDAD: ENSAYO ANALÍTICO EXPLICATIVO**

**SECRETARÍA DE EDUCACIÓN**



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## **Introduction**

In this document divided in three chapters I present the process that I had during my practices and how was developed, is also necessary to say that this work was based on a diagnosis, both mine and the students, which is described in the first chapter, taking into account my own interests and the need to create satisfactory classes, and the theme of motivation for teaching English language through different authors and theories in chapter two.

Finally, in chapter three I analyze four strategies to increase student motivation during online classes, talking about the topic motivation, by strategies: Video, Leaflet script, Audio/Podcast, Free project) with the following objectives, both personal and directed towards the students to develop their interest in studying English through online activities, and to base online classroom activities on motivation aspects through the development of students' capabilities, skill, and potential.

For me the objectives were: design teaching strategies to provide my students with differentiated attention; recognize the achievements and difficulties of my teaching practice and identify the effects on the student learning, to enhance motivation and increase the number of students that regularly participate in class.

I believe that the objectives were reached and there has been an increase in motivation, even when I faced different obstacles such as apathy for the online classes, lack of support from the teacher, lack of motivation of the students and myself when I did not find a positive response of my students and in general for the pandemic; however, the main achievements were an increase in the delivery of activities, in the participation in

attendance and in the level of English of the students.

My objectives and reasons for working with the topic, clarifying my purposes were fulfilled and the goals were achieved, as well as the usefulness to complete aspects of my being as a teacher during my last year of the degree. This document is not only a key element to realize the competencies that I needed to develop and improve during the learning process, but it also serves as a guide for future teachers interested in the topic of motivation, because it describes the processes and analysis carried out since the beginning of the work with a group.



# Chapter I

With the information in this chapter, a general perspective will be given on the causes that originated the topic to be developed, which in this case were the online strategies to favor motivation in high school students, based on the thematic line 2 “Análisis de experiencias de enseñanza”. This document is based on a diagnosis that took into account the areas proposed by Cecilia Fierro in her work called Dimensiones de la práctica docente (1999) that has six different dimensions and it is a base for the reflection of our practice. For my diagnosis, I took into consideration that teaching practice involves a diverse and complex web of relationships, because for students is fundamental to share with other people: parents, teachers, school authorities, and the community in a social, economic, political, and cultural context that influences their behavior, thoughts, and attitudes, determining demands and challenges.

The school where the practice took place in the last year of the career was the middle school Official 62 "Adolfo López Mateos", that is located in Xicoténcatl 7, San Mateo Tecoloapan, Ciudad López Mateos in Atizapán de Zaragoza. It covers an area close to 32 hectares, and the zone had a marginal context, this caused it had not at all the services for the community. According to the context, the population had a socioeconomic level C and D+ (Emerging medium level and typical low level) it means that socioeconomic level C families had limited resources to cover their most basic needs and aspire to had a better quality of life, and in the level, D+ families have a poor quality of life compared to level C. (INEGI, 2015). The population went through problems to have the basics to live and regularly go through minimal sanitary conditions, and the majority of the population works in commerce and factories.

## **Middle high school information**

One way to get information about a school is to know its history, in this case, in the year 1978, there was a group of five classrooms without being recognized as an official educational institution since they functioned as a state high school by cooperation. In September of the same year, the Head of the Department of Federal High Schools, Prof. Cándido Pineda Barrios, authorized the operation of High School No. 2 in Atizapán de Zaragoza in those classrooms, officially establishing the General High School No. 62 of San Mateo Tecoloapan, a Náhuatl voice that means "River of Tecolotes".

In April 2012 the current Principal, Professor Miguel Falcón Ochoa was introduced to the school, as he had already worked as Deputy Director in the best times of the institution; from the beginning, with love and vocation, he implemented strategies for the improvement of the school, both in infrastructure and academics. The infrastructure for all the classrooms was renovated, changing the smithy for aluminum and new glass, placing protections in all the windows, remodeling and inaugurating other classrooms, making some drinking fountains, automating the door of the parking lot, putting a modern trellis that would give a view to the courts and an exclusive space, renovating the facade of the school building, waterproofing all the classrooms, placing tile in the classrooms and corridors as well as the cyclonic mesh for greater security.

In terms of academics, the average required by the departmental goal was once again reached, which means that the objective has not been lost: "to focus all our efforts on our students and their learning processes, to make them competent for life and life in society, or as our school's mission statement would say, which Professor Miguel wisely contributed, Formar para Vivir y Convivir".

## **Middle high school infrastructure**

The school "Adolfo Lopez Mateos" counted with eighteen central classrooms and the following annexes: First of all, there was a multipurpose room that was used for meetings and special events, as well as to use those materials in the different subjects that the video library had or material prepared by the teaching staff. Also, the school counts with EDUSAT, which are educational, artistic, and cultural television programs in support of educational programs. Also, it had a library that reinforces the habit of reading and research with various titles and themes, and it is worth mentioning that it had equipment for the projection of educational videos and films.

On the other hand, the Educational Technology Laboratory supported teachers of diverse subjects and at the same time awakened the interest of the students in computers, it had 21 computers in addition to the Internet to satisfy the needs of the students and support the educational programs according to the work plan of the teachers. Another building is the Computer workshop, the first in government schools and it had 21 computers, where it was taught: Windows, WordPad, Microsoft Word, Microsoft Excel, and Microsoft PowerPoint, connection to the Internet, Operating Systems, MS2 Works Command, Word Processor, and Calculation Sheets. For the development of science, there was a physics and Chemistry Laboratory. In it, students were directed by their teacher to test the various theories and laws of the subject. Workshops. Spaces for the different technologies that the school had.

The school also had an office that was destined for social work, where teachers paid attention to the students and parents of each grade. Another one was the Administration office that was the center of the institution where the administration is located, it was a

space for the teacher to develop his or her administrative activities, as well as the location of their respective lockers. Vice principal office was the auxiliary area with the general coordination for the attention of specific situations of parents, teachers, and students. Also, the school had its General archive where the files of the Generations that graduated from the Institution were concentrated, as well as the general administrative file.

It had 6 spaces destined for student bathrooms (3 for men and 3 for women) and 3 for administrative uses, there were also the Sports fields: 1 soccer field, 2 basketball courts, 1 volleyball court; another space was a store, which had a great variety of food, stationery, and copies that were sold to the students. Also, teachers had their own space for them that was the dining room.

### **School Organization**

Continuing in this line, the school where I did my practices had a correct organization (pyramidal) at the top the principal and the vice principal that lead the work in the school, next to the teachers, assistants and administrative staff that work cooperatively for the correct work of the school, and at the end the students and the parents that assisted to the school. Talking about the teachers most of them knew how their students were, how to work with them, teachers cooperated with students and parents to get better results in the development of the learning of the teenagers. According to Fernández Huerta (1973), the School Organization aims to provide standards to harmonize environments, premises, instruments, material, and people in a sequential and convergent process so that the Guidance, Pedagogy, and Didactics are effective.

The principal and the vice-principal were kind and open to share information about the

students. The teacher who gave me a hand to interact with my students and make agreements with them was a vital support for me to achieve the goal that I got for the learning of my students. In this sense, Zabalza (2002) defines the organization as a scenario of relations, a space of collective action in which the combined effort of all its members is required to develop the tasks or functions of the organization. Also, the school counted with the support of USAER, which is a program to help students that faced learning barriers.

### **Online classes on ENAZ**

The adjustment for the classes derivated of the virus COVID-19 pandemic included all educational levels since Preschool to the University in this sense the Escuela Normal de Atizapán de Zaragoza also had a specific strategy to continue working; specifically on intervention practices that were from August 17th to June 11th. During the first day of practice it was agreed to work in the morning with the 2nd B group, since they did not have a teacher because he was on disability and I must be in charge of the administrative work.

From the middle of the third term onwards, the work was increased by giving support to the afternoon shift groups, since they did not have a regular teacher and the directors asked to adapt the schedules to be able to work with the afternoon groups, so the responsibility of being in charge of these groups was mine.

According to the agreements made between the Escuela Normal de Atizapán and the middle high school, the classes would be once a week according to the schedules established by the high school with three groups, in the following schedules: Tuesday from 12 pm to 1 pm, Thursday from 11 am to 12 pm, and Friday from 11 am to 12 pm.

Due to the pandemic, the classes were given virtually and the evaluations were made based on the evidence sent by the students, this was not easy to carry out due to the fact that few students sent the work that was requested and in the classes the whole group was not connected, in addition to the fact that I did not have the support of a regular teacher nor did the students have previous knowledge of the subject for the reasons mentioned above, for this situation in my case the internship period was longer than expected.

### **Coronavirus background**

On the period that I did my practices the organization of schools and education, in general, changed with one of the biggest epidemics of all time. It all started with a coronavirus disease in 2019 (Covid-19), that began in late December 2019 at an animal market in Wuhan, capital of Hubei Province, central China. Since then, it had spread rapidly in China and other countries. The etiological agent was a new coronavirus, SARS-Cov-2, called like this for the similarity of its acute symptoms to those induced by the severe respiratory syndrome SARS that emerged in 2012. The global spread of this coronavirus has been so great that on Wednesday, March 11th, 2020, WHO classified Covid-19 as a pandemic.

The effects of this pandemic caused a crisis in different countries, including Mexico and the results of these were reflected not only in the health of the population but in economic and social conditions. More cases were reported every day than were recorded in China during the height of its epidemic. COVID-19 is a major public health concern for the world's population and is a leading cause of hospitalization and death, particularly for middle and old age people in the affected countries.

So, that was the reason why people were in quarantine because the most common way that this illness spread was through close contact with someone who had the infection; in fact, all the public spaces were closed for that reason. The virus brought a lot of changes for all the people, from the way that we used to work, to the way that we learn. Also, it is important to take into consideration the psychosocial impacts of contact restrictions, because the COVID-19 pandemic had emotional consequences on the students, who had to deal with feelings of isolation, frustration, boredom, anxiety, or stress brought with it a response of hopelessness, depression, or even anger. This reaffirms the need to prepare students on how to manage their emotions.

In this context, families must fulfill their work obligations, household chores, while supporting and supervising their children's school activities, which they did not necessarily know how to do appropriately, causing them anxiety and stress. Meanwhile, teachers experienced the impotence of not being close to the students, the anguish caused by not having the technological tools, or not knowing how to use them properly. A further problem was the fact that predictions on how long the crisis will go on vary significantly, ranging from a few months to several years. But not at all was bad, we lived some positive developments in society: The pace of life was slowing down, daily routines were less hectic, and there was an increased awareness of the little things in life, and the development and application of digital technologies were accelerating in the fields of communication, work, and academia.

### **Education during quarantine**

The situation changed scholarly activities; many schools and universities opted to continue their normal classes on online platforms. This included the use of online tools,



such as group video programs, that allowed teachers and students to meet and conduct classes over the internet. Another way that students continued their studies was through distance education, which used online programs that replace instructors with educational material that students study on their own.

Classes and semesters were delayed while teachers acclimated to the new online platforms and tried to switch their material to a new teaching style. This includes learning how to use online tools, figuring out how to convert hands-on learning materials or discussion-based classes to the new platforms, and possibly changing the whole learning plan based on the inability to switch it over to an online platform.

According to UNICEF teachers must consider any challenge to access home learning, related to gender differences or specific needs to children and adolescents with disabilities, among others, identifying children and adolescents from the most vulnerable population groups, who might need additional support, as the following ones:

Consider how teachers will remain engaged with their classes and students to monitor learning progress, assign new lessons, and provide psychosocial support when require, or inform the school of the need to refer a student to specialized services. Identify a mechanism that can support the learning of the greatest number of children, and adolescents, and those who are most marginalized.

Develop radio and television programs; and identify online learning options by establishing group contact between teachers and caregivers, when required. In several countries, teachers are making home visits to check on students' progress or following up by phone, WhatsApp, email, etc. If the destination population cannot access regular and

affordable connectivity, but online learning is a good option, then it is a priority to advocate with stakeholders to request that learning sites and applications be free.

Prepare homework and reading packages that follow the curriculum, identify textbooks and reading materials that would be sent home and prepare the necessary cards for these, for example, using WhatsApp, U-Report, or survey/monitoring tools to check that students are listening, participating, and learning.

Those suggestions were used by teachers and government actions to give online classes, with the following tools:

1. Digital classrooms. Microsoft Equipment, Classroom Google, among others. While the requirements of good and stable connectivity can be a barrier, these tools create a digital classroom environment, with multiple functionalities, which recreate the environment of the online physical classroom. They have activities group and individual, functionalities of assignment, and classroom management options.

2. Videoconference platforms. Skype, Zoom, Microsoft Computers, others. Video communication platforms where teachers can simulate class activities, through video with students. These options often require relatively good connectivity.

3. Messaging platforms. WeChat, Telegram, WhatsApp, Slack, others. One-to-one or group communication channels, where a teacher can interact with students individually or in groups, request tasks, create sessions of questions and answers, or reflect on other class activities, through cell phones.

With the last points, the communication, activities, and participation of the classes change during the quarantine and turned into something more specific for the students, giving students the opportunity to talk and listen, encourage them to ask questions, and use a variety of different approaches to learning.

Though technology had a big hand in most school affairs, the dependence on technology for every aspect of education was forced to occur overnight, leaving many people struggling with technological difficulties, as well as coping with the challenges of studying at home and learning how to construct a productive schedule outside of the school environment.

Although many schools in Mexico continued online, many students did not have access to computers or the internet in their homes. Without the proper technology, many students were forced to miss out on their education until further solutions could be arranged. This was the most common problem that all the teachers had and that did not happen only here in Mexico, but also in all the world.

### **Education in Mexico during the quarantine**

Continuing with education in Mexico during the quarantine, the government planned an initiative called "Aprende en Casa" which was a Mexican television program produced by SEP, as a support of the Mexican Government to maintain classes during the COVID-19 pandemic. The quarantine due to the COVID-19 pandemic caused a halt in the educational activities in Mexico; due to this, the Government of Mexico, together with SEP, started the production of the program, and it was officially launched on April 20th, 2020; the official page of the program Aprende en Casa was also created, initially being

broadcasted on the Mexican TV channel IngenioTV and through the Mexican Educational Television, both in the TV program and in the domain [televisioeducativa.gob.mx](http://televisioeducativa.gob.mx), as well as in the social network Facebook.

Since these media were available to the majority of the population, but also the lack of communication between teachers and students, the Mexican Government and the SEP would provide students and teachers from public schools with educational emails. To access the educational suite of Google's G Suite, so that classes would be complemented with the Google Classroom and Google Meet platforms. Emails were also delivered to be able to access the Microsoft Teams service, from Microsoft, as a complement or substitute for the G Suite of Google.

With the new School Cycle 2020-2021 in Mexico and the COVID-19 Pandemic, it was announced that the program "Aprende en Casa II" would serve to continue with the School Cycle together with the Education platforms via email, this time, adding new levels such as the High School, likewise, they would also be available on the Internet, through a channel on YouTube that SEP would have to broadcast the classes, due to the inconveniences with the saturation of the television and media signals.

On the other hand, teachers are first and foremost a human being; therefore, teaching practice is a human practice, so, it must be understood that teachers are also human beings with strengths and weaknesses; that is why I realized on the pandemic period that I was able to do many things that I did not know about education (plans and ways of working, how the institution is formed) were precious experiences for the improvement of my person as a future teacher of basic education, but with a new condition to learn caused by the quarantine, in which the ways for teaching were very different and unique.

## **Online classes in the middle-high school**

During the quarantine, teachers obtained the phone numbers of their students' parents/tutors and created WhatsApp groups (or other communication applications) to facilitate interaction, tracking student progress, and share assignments; as Fierro (1999) said, teaching practice is based on the relationships of the actors involved in the educational task: students, teachers, directors, parents, etc; and these relationships are complex since the different educational actors have a great diversity of characteristics, goals, interests, conceptions, beliefs, etc. How these relationships are interwoven, constitute a work environment, and represents the institutional climate that is built every day within the educational establishment.

The role of the teacher as an agent who, through the teaching processes, guides, directs, facilitates, and guides the interaction of students with culturally organized collective knowledge so that the students build their knowledge. In this sense, the role of the teacher, instead of transmitting, is to facilitate the learning that the students themselves build in the classroom, but now taking into our hands the new technologies to achieve the level of learning of our students.

As a guide, during the learning process across online classes, I was working with some applications and platforms to teach online, the most common to use were:

- Google classroom that is a platform to upload activities, tasks, information, and more for our students.
- Google Meet is a video-conference platform. Also, some tools were very useful to

create and develop activities for the students, like:

- Educaplay, where the teacher can create activities in different forms for the students, and they learn and play. I was working with this platform because the students had the opportunity to acquire more knowledge and apply it during the classes.
- Kahoot is a platform like Educaplay, where students had the chance to participate in class and interact with their classmates, express their ideas, and clear doubts that they had from past classes.

### **Group diagnosis**

I was working with the 2<sup>o</sup> grade group B, which was the group that my head teacher-designed for me to work. The group consisted of 40 students, 21 were boys, and 19 girls, the age base in this group was 13 years, and they still had some attitudes of elementary school students, but they were starting their teenage phase.

On the platform classroom, there were 33 students taking classes. I tried to communicate with the 7 students that were missing classes, but the contact information that I had was wrong. Only one student was working with USAER and her activities were the same but with some adjustments, the rest of the group was working with the common activities. When I evaluated their tasks I decided to give them less work because they told me that they never take English classes and it was very hard for them to follow my classes, I just had some cases of students that understood all the classes and the activities, I could say that all of them had a general knowledge of English.

During the first week of practices, I called all my students to get information about them and their situations in the middle of the quarantine, some of them answered me, some others did not but that was all that I could do at that moment, with other students that were not in the classroom the information that I had was useless or wrong.

By the way, this group was good, as all the groups had some issues and problems but that did not impede the rhythm of work, because all of them do it in their way, and with the new modality of classes, I discovered that every single student had their timing, I meant that each one knew how and when it was necessary to work and send evidence of that work. For some of them, it was difficult but they had a good tool to develop new abilities, the tool was the internet and if they did not understand something they searched to get a better idea and knowledge or they just asked me during the day.

Something that I knew about my group during the pass of the classes was that they did not have an interest in the English language, they preferred the Japanese language and Korean, so I decided to share my experience and I told them that the basis to learn those languages was to learn proper English, that was my way to create a bond with them.

Through this situation, I did a diagnosis to my students to know if they had the opportunity to take online classes, and the diagnosis was based on the answers of 22 students.

The first question was if they had internet at their houses, 81.8% said yes 18.2% said no (Annex 1), Also I noticed that because some students told me during the classes that they used all their money on mobile data. Continuing with the diagnosis, the second question was the type of device that they had to take classes, 77.3% used a smartphone, 18.2%

used a laptop, and the remaining 4.5% said that they used tablets (Annex 1.1).

I can say that their answers were true because I saw them during my classes, the image of the devices changed according to the one that they used. The third question was if they shared the device to take classes, 77.3% said no and the rest said yes (Annex 1.2). Following the path of the last question, I asked them how many people used those devices, 31.8% shared with one person, 27.3% shared with two members of their families, the rest did not share electronic devices (Annex 1.3). The next question was about if their internet let them take online classes via video call without any problem of connection. 85.7% said that they did not have any problem, 14.3% answered they had problems with their internet connection (Annex 1.4).

The next question was to know if they had the proper space to take classes, 81.8% said they had a good space to take the class (Their rooms, the living room, even the kitchen) the rest said that they did not have a good/correct place to attend the classes (Annex 1.5). The last question was to get an idea of how much time they spent to attend all the classes, I asked them if they had problems to use the classroom platform continually to check their tasks or some advice from me, 90.5% answered they did not have any problem to use classroom constantly, 9.5% told they had problems to attend the platform classroom (Annex 1.6).

Based on the answers of the students I decided to be more flexible with the classes. Also, I comprehend the situation that not only my students had. It was something prevalent with the rest of the students in all the country, not all the students had the same resources, then I thought that my duty was to integrate those students with the adequations they need motivating them to participate during the classes, even if they did not have the same



resources they could achieve and develop skills to participate because class participation occurs when the students feel that they are part of the class and that is what I wanted to do.

The other diagnosis was about their likes to know more about them. Students answered some questions that gave me more information for the classes. The first question was about the English language, 64.3% said they liked (a lot) the English language, the rest 35.7% said they liked less than the others the English language (Annex 2). In the same line, I asked them about the music they listened to; 71.4% answered they listen to music in Spanish, 14.3% in English and the other 14.3% listen to music in Korean (Annex 2.1).

Following the last question, I also asked them if they understood the lyrics of the song they like/ listen to, 78.6% said they could understand the lyrics (Spanish lyrics), 21.4% did not understand the lyrics (English and Spanish), and that represented a problem for them (Annex 2.2), but it was an opportunity for me to adequate the activities and challenge them to develop their abilities, obviously guided for me if they believed that it was necessary.

The next question was about the movies they watched, 71.4% watched the movies in Spanish because they said it was easier to enjoy the movie, 28.6% enjoyed watching movies with subtitles to develop their English skills (Annex 2.3). In the line of English skills, I asked them if they read, 28.6% read a lot, 64.3% read less than the others, and 7.1% did not read anything (Annex 2.4).

From this Diagnosis, I learned more about my students, their likes, and dislikes just to adequate the activities to make them part of the class and motivate them to participate.

Student motivation is important because it highly correlates with student engagement, academic achievement, and good classroom behavior. Also, active participation, such as hand raising, answering, and asking questions are critical to student motivation and they are key factors in learning, even more during online classes.

The third diagnosis was about the online classes, the first question was about class participation, where 84.6% said they like to participate in the class, 15.4% said they did not like to participate (Annex 3), also the students' answered they liked the activities that I assigned to the classroom as a task, 92.3% said yes, 7.7% said no (Annex 3.1), then I decided to adequate more the activities for those who answered no.

Also, I asked them if the activities were challenging 61.5% said that just a little bit, 38.5 said that most of the activities were a challenge for them (Annex 3.2). About the development of skills, I asked them for the activities they liked, 46.2% preferred listening activities, 46.2% writing activities, and 7.7% preferred to speak (Annex 3.3). So I decided to give them more activities to read. That was my solution to develop listening even in Spanish (for those who answered in the second diagnosis they did not like to read), I believed that if they read more they would develop a liking for reading.

The next question was about motivation and inclusion during online classes. 76.9% felt motivated in class, 23.1% said they did not feel motivated in class (Annex 3.4), 92.3% felt that they were part of the class, 7.7% no (Annex 3.5). I took action to integrate them more into the class. In the end, I asked them to describe the classes, how it was for them, 69.2% answered that the class was good, 23.1% said that it was an excellent class, 7.7% answered that it was a regular class (Annex 3.6).

Something that caught my attention was the intention of the students to learn, even if it was the minimum learning they wanted to learn, that is why I choose the topic of Motivational strategies, just to improve the English level of my students, motivate them to express positive emotions when learning. These emotions include high interest, curiosity, and enthusiasm. Motivated students are more attentive and display more comprehension of the material that is being taught. These students are actively participating in their learning by answering and asking questions and were less distracted and focused on learning and succeeding in school.

While there are students who actively participate in the class, the behaviors of students in the class can be categorized as active and passive, and yet there are many more who hesitate to participate. Being inactive or passive in class is one way to show that the students are not able to express themselves. Students who always participate in class are the ones that are easily remembered by their lecturers; therefore, it is important for teachers to encourage all students to speak up because speaking is one important way for students to learn more in the learning process. That is why I decided to work on this topic.

### **Results of the diagnosis according to the study topic**

According to the first diagnosis that was related to the information about internet connection and services that the students had to take classes and how those factors rest their interest in learning or take classes, that was demonstrated during all the period of classes, some students never appeared to any class, just some cases were related with economic problems, the rest was for the low interest for the subject. As a solution for those with connection problems the option was to give them the same kind of work but they could print it or do it by their own hand.

Moreover the situation for the spaces where they used to take classes was an issue too, so I decided to tell them that they did not have to worry about it, also if the camera was a problem too I comprehended them because each situation was different and each student had their own reasons to turn down their cameras. I was conscious that my solution was a barrier but I decided to trust them and having them in class was enough as a first step to develop their motivation.

The following diagnosis was about their likes and dislikes, that information helped me to know how to work with the group and what kind of activities and strategies could make them feel part of the classes and motivate them to prepare themselves for the future. For example, I took into consideration the use of materials and topics related to their generation, according to their context, I adequated some activities using resources that were common for the students to enhance the learning with things that they already knew. Some students answered in the way that I expected and reacted to the topics and strategies with a good attitude because awaked an interest in them, and they made a big effort. That moments gave me a spotlight on how much the students learn and feel during the classes.

The third and last diagnosis was to know how did they feel and how was their response during the classes by the number of activities delivered to me, the marks and responses to the activities, how did they feel working in the classes, with me, working via online, if the classes were a challenge for them and how did they learn, what was necessary to change for better results, all of that just for the progress of the students and to demonstrate that the motivation was a central point to maintain a well result during online classes.

During the class, I motivated the student to participate more and to express their ideas or what they thought during my explanations while I was explaining the exercises for the

reinforcement even all the students demonstrate their doubts in some topics. They showed discipline and interest to learn and improving their knowledge.

### **Self-diagnosis**

It is important that as a teacher I can determine when and how to use varied teaching strategies to provide my students with differentiated attention, I must know how to use relevant instruments to gather information on the performance of my students, as well as recognize how to organize the moments and times, as well as the conditions for learning of all students.

The things and facts about me that I can recognize as a teacher, I must have knowledge about the development and learning processes of my students, be able to understand the educational purposes and didactic approach of the subject to be taught, and develop strategies of motivation to encourage learning through different types of interaction between students.

As a future teacher, I have to recognize the achievements and difficulties of my teaching practice and identify the effects that it has on student learning. I have to know how to recognize in which areas of knowledge and didactic intervention, I have greater mastery and in which I need to update myself to improve my practice, I have to learn how to work in collaboration with other teachers and how to participate in discussions that help me learn more, with the purpose of improving professional practice, as well as incorporating new knowledge and experiences to increase my skills and support my students in order to avoid monotony.

The management of the students' English levels is a little complicated, but I must adapt it to them and manage it in a way that everyone understands, each student is a different world, therefore I must improve in the application of activities and strategies to achieve learning. I value teamwork as an asset and a goal, but it is not something I like to do, I know that as a teacher teamwork is imperative so I am looking for ways to change my thinking about it.

## **Objectives**

One of the objectives of this document is that more students participate during the lessons. Increase the number of students that regularly participate in class, involve them more with the materials, and help them to remember a greater portion of the information learned during the classes.

Also, create an interest in active class participation to improve critical and higher-level thinking skills; demonstrate that students who participate in class have studied the material well enough to introduce new concepts to their peers and to create the idea that if one can, others can too. The last one is related to students' interest in studying through activities where they discover their capabilities, skills, and potential, to develop confidence and imagination through knowledge of the English language, recognizing the importance of education for their formation and opportunities in life.

Identify and clear doubts, just to increase the experience of the students. In the sense of motivation, I know how to channel the effort, because I notice it and even though my students are surprised (because in our culture we think that if we point out the mistakes they will be corrected, but we stop encouraging the strong points) I know how to

recognize (and I do it explicitly) when someone has noticeable advances in their work and I can present them with new challenges.

Students' objectives:

- To develop their interest in studying English through online activities.
- To base online classroom activities on motivation aspects through the development of students' capabilities, skill, and potential.

Professional objectives:

- Design teaching strategies to provide my students with differentiated attention.
- Recognize the achievements and difficulties of my teaching practice and identify the effects that they have on student learning.
- Enhance motivation and increase the number of students that regularly participate in class.

My main area of opportunity is when I am presented with a student who lacks motivation I try to support and include him, let him know that he is in a safe place and his ideas are as good as others', even though he still can't get everyone to believe in my words.

## **Delimitation**

Important aspects of the diagnosis:

- The students had a low percentage of participation in class

- Most of them did not like the English language
- They said to not feel motivated in class
- Motivate them to express positive emotions when learning

### **Thematic line and its use in the document**

Based on the findings of the diagnosis and following the Línea temática 2: Análisis de experiencias de enseñanza, the proposed theme is Motivational strategies, using the main title of “Motivational strategies for teaching English in times of pandemic”. From my teaching experience with a didactic point of view, taking as a starting point the analysis of classroom actions and teaching strategies applied, to make learning a meaningful and thought-provoking task.

Therefore, it seems to me that the document I share with you below can be a humble contribution to reflection and many may or may not empathize with my experiences, but the important thing is that through it, the trigger of the topic gave rise to a deep analysis of my teaching action and perhaps many others may feel identified.

### **Study topic**

Based on the diagnosis, I decided to work on these topics, taking into account that positive traits of teachers and the method or style of teaching employed are important motivating factors to stimulate verbal engagements among students in the classroom through the next indicators the level of participation, the choice between a set of possibilities for action and to guide the attention and to be constant when faced with a task or activity

Motivation is an individual's attitude and willingness to do something when properly



encouraged. Motivation is not a variable observable, if not a hypothetical construct, that we infer from the manifestations of the behavior, and that inference may be right or wrong; that is why some questions that are going to be answered in the next part are: What is Motivation? What is the function of Motivation in online classes? What is an online strategy? How to develop Motivation with the use of online English strategies?

When a person wants to learn something, other activities do not attract their efforts. There is a change, an increase in expectation, and after the tension, and both cases constitute a willingness to learn that something.

# Chapter II

## **Development**

As I said to develop motivation in my students through online classroom activities, increase their English skills and develop confidence in students through knowledge of the language, and finally students recognize the importance to be motivated during all the classes because during the pandemic period the lack of motivation has increased with the pass of the classes. And that was caused by many aspects, such as:

### **Aspects of the adolescence**

The students are in a transition from children to adolescents and coincides with an important change in the educational context: the transition from elementary school to secondary education; in this process of adaptation the adolescent may experience problems such as: decreased academic performance, lower motivation towards homework, and schoolwork, among others.

The change from one educational level to another is not synchronized with the transition to which the adolescent is adapting, with disadvantages such as separation from the group of friends/find new ones at a time when friendship is especially important for the emotional balance of the adolescent and this type of change in their socio-educational context has a negative influence when trying to adjust to their new situation. Other changes occur in classroom dynamics since in high school teachers tend to be stricter and try to control students more firmly.

### **Aspects that as teachers we leave aside.**

As teachers we have not changed the dynamics in the classroom very much, we usually do not offer spaces for students to demonstrate their abilities and skills, students are restricted in their opportunities for free choice of activities and making decisions that have to do with their own learning. By requiring adolescents to be more competitive when they move on to secondary education, they are compared with students of the same educational level or of the same age, putting these adolescent students in the spotlight (by making their results public), producing a feeling of inefficiency, which is a hard blow to their self-esteem.

It is necessary for the school to leave its strict, rigorous, and formal sense. We must overcome these obstacles in order to obtain a more dynamic, flexible, and democratic education, which allows the adolescent to elaborate his or her own processes, both physical (changes in the body), psychological (maturation, changes in his or her way of thinking, outlook on life, etc.), social (need for social interaction and participation, the definition of his or her socio-political position, etc.) and cultural (definition and appropriation of his or her culture and ideology) (Bartolomeis, 1986, p. 320).

Among the variables that can influence the execution of academic behaviors we have the motivational factors, these factors can affect the possibility that the student behaves adequately in terms of academics, being these particularly important, since the student may not have the expected academic behaviors, even knowing how to execute them and having the appropriate conditions to develop them.

The motivation to perform these academic behaviors comes from the student's previous experiences, such as, for example, the pleasure or displeasure with which he/she has

performed a certain activity; the difficulties he/she has had when performing it; the result he/she obtained (approval, rejection, reward or punishment) from his/her parents, teachers or classmates; knowing how to use that knowledge in his/her environment; and obtaining a favorable or unfavorable grade.

Grades are usually competitive and can be very harmful to the student, as they can diminish interest and even the understanding of the topics or concepts that are intended to teach them, decreasing academic performance. The most appropriate is not to give much importance to grades, because they should not focus (both teacher and student) so much on them, but on the real learning that the student has and how he/she got to obtain it (the teaching-learning process).

### **Motivation aspects**

Motivation is an action involved for the achievement of an objective; therefore, it regulates the relationship with the environment and causes a person to act, its characteristics are direction, intensity, persistence, and quality. That is the basis for maintaining a line of conduct, also improves the behavior directed to the achievement of goals, so it involves an act of decision making or possibilities.

Motive, according to Huertas (2001, p. 56): "Refers to a set of emotionally charged guidelines for action, involving the anticipation of a preferred goal or objective". Taking into account what it means to go through the process involved in adolescence, it is pertinent for the adolescent to be accompanied, supported, and guided so that he/she feels motivated. According to Nuttin (1980, p. 79), motivation is: "the continuous dynamic orientation that regulates the functioning, also continuous, of the individual in interaction with his environment". Now that the scholar work is online some students developed

feelings of demotivation, the personal interaction is null and the levels of loneliness in the students increase.

For Brailovsky (2007, p. 22), motivation is: "a set of motives that move us to act in a certain way. One must move, but the motives to act must be found within oneself, they can no longer come from an external law or mandate. Nor is there room for the motives to be imposed or for the movement to be forced."

Brophy (2010, p. 3) defines motivation as "a theoretical construct to explain the initiation, direction, intensity, persistence, and quality of behavior, especially goal-directed behavior". Whether physical or mental, activity is an essential part of the motivation. Inherent in this definition is the notion that motivation is a process rather than an end result. This has implications in terms of measurement of motivation. That is because it cannot be observed directly; it must be inferred from actions such as choice of tasks, persistence, effort, and achievement.

Teacher boundaries and supports related to choice will vary based on a student's age and competency. For example, some students may be ready for "mini-choices," such as selecting the kind of activity they will do from a choice of three options or choosing another one that is not common in the class. Others will be comfortable with wider choices, such as generating their own activities for analysis or independently based on the same topic, using their own interests and experience. In each of these cases, students engage more fully because they have been given some level of autonomy.

During the classes that I gave to my students, one thing that I noticed they wanted to do some choices of tasks, for some of them the activities that I gave them were the same (Take notes, repeat vocabulary, etc.) so I decided to told them that the task would be in the way they wanted to do it; do a storm brain instead of taking notes, do a table for the vocabulary, do more draws, etc. giving them the opportunity to select what they wanted to do, the persistence and effort that the students demonstrated during the process of the seasons of practice were marvelous, even the minimum advance the showed to me for them was a big step and that motivated them to continue studying, and about the achievement as I said if they enjoy what they do the results of that process would be good.

Teachers can foster in students specific skills that are associated with effective efforts, such as time management, organizational strategies, and goal setting. When students have a plan on how to deal with challenging academic situations that includes some strategies for examining their own thinking, they are better equipped to continue when they struggle. Since self-concept seemed to correlate in a positive way with academic achievement, it could be assumed that a stable self-concept also would positively correlate with the effort made in school.

About persistence is the continuation of effort and striving in the face of difficulty, opposition, or failure: it is a key characteristic of successful people across professional and academic disciplines. Persistence is evidenced by the willingness to continue to try in the face of challenge. For students, this persistence can be a driving force to help them achieve their academic, as well as personal goals.

According to Huertas (2001), motivation is not only related with motivational factors, but with "what we know how to do, what we are allowed to do, what we are forced to do, there are other personal determinants such as beliefs, knowledge, and values that result from the cognitive elaboration of our experience." Following the factors that Huertas said, the students do better work when they know the content of the activities and the instructions are clear, also, when the activities had free creation process the students develop skills that they already had, but in some cases are not functional in class and the last fact is that when the students feel forced to do an activity they would do bad work because is something they do as an order.

It is essential that motivation be placed within the right limits since exceeding these limits would lead young people to arrogance and selfishness, negative attitudes that must be avoided (Carrasco and Basterretche Baignol, 2000, p. 39). In agreement with Brophy (2010) and Huertas (2001), I noticed the lack of participation when the task or activities that I assigned to the students were not fulfilled or even checked, the effort of the students to learn was null, even when I gave them feedback during the same class, and most of them did not remember the class topic when I asked.

For instance, motivation can help to direct the attention toward tasks that need to be done, allowing to do these tasks in shorter periods of time as well as maintain attention during a longer time, minimize distractions and resist them better, affect how much information is retained and archived, also, influence the perception of how easy or difficult tasks can appear. It is not easy to do, but even the smallest effort can make a difference in how motivated students can become.



According to Nuttin (1980), motivation comes from need, because first, the subject knows (makes a construction), then has a direct relationship with his environment (the required relationship between subject and object), and then needs what is already known. These needs can be varied such as: have a lack of interest in order to carry out projects or activities destined to achieve new goals.

I knew the needs of my students, but some of those needs were difficult to identify, some students did not know what they want, I noticed that working online is difficult, I did my best to help them, some of them took the chance by doing a good job, other just disappeared of the classes, some of them best to keep going through the quarantine issue.

### **Learning environment**

In order to reach a proposed objective or objectives, a series of requirements must be fulfilled or, in other words, small goals must be achieved; as Irureta (1996, p. 19) mentions when speaking of academic achievement: "whether or not children can adequately direct their achievement behaviors towards the objectives pursued with them will depend on the definition of the goals of school tasks".

Goals can be directed towards the task (feeling that the task is mastered, desire to do it or carry it out because of the benefit, usefulness, or value given to it), they can also be directed towards the social sphere (social rejection or acceptance, from parents, teachers, peers, etc.), but also within this sphere, they can be directed to obtain an external reward or prize, or to avoid a sanction or punishment. (Irureta, 1996). To some of my students, the regards was not enough to increase their interest in classes, for others it was just a way to demonstrate their knowledge.

Some strategies with the use of motivation can influence what students learn, how they learn, and when they choose to learn. Students are more likely to retain their motivation if teachers use different methods that create diversity and prevent students from getting bored. Applying it with my groups was a little bit hard because even when something was new or interesting and even when I used different teaching methods, they avoided participating.

Motivating students to learn and facilitating opportunities to work in different learning environments is not only about developing learners' self-regulatory capacities in the face of learning objectives but also about teaching them the value of what they learn from a broader perspective. Then, motivated students can be engaged in the learning process if the teacher uses strategies to achieve new knowledge and skills.

The individual motivational characteristics that students bring with them to the classroom include types and degrees of motivation, multiple goal orientations, and both general and domain-specific self-perceptions, some motivational characteristics are influenced by past and present achievement and feedback from teachers and peers, and by students' responses to:

- Classroom climate
- Values
- Rules and norms

Students' motivational responses, in turn, influence their future-orientated expectations and intentions, and the motivational responses of individuals vary across subject areas and classrooms. As a teacher, it is necessary to have the possibility of transmitting motives

to students to make an effort. In order to motivate my students, I would focus on five points: Creating a personal project, arousing interest in the subject matter, fostering a sense of competence, showing support, feeling the support of peers.

Simple and practical motivational tools or techniques can be proposed, such as relating the objectives of the topic to be studied with the objectives and projects of the students, since in this way they will feel that it is useful and beneficial to see that the information will be used in the real world, it can be about work and academic aspects of their interest. It is also a good way to start the classes with questions, unknowns, or data that awaken interest in the topic that would be taught, in this way the participation of the students that be encouraged since they would give their opinion on topics they already know, they will give their opinion on topics they were already familiar with.

### **Enthusiasm as a key to motivation**

Enthusiasm could be contagious, when I work with enthusiastic students, the class turns into enjoyment time. Enthusiasm spreads like wildfire, and if the teacher started the classes with a bad attitude that feeling of uncertainty could affect students too. Usually, those who show enthusiasm are fun to work with, and the tasks get done faster and with more fun, that is why I always try to do some jokes to create a funny/relaxed workspace. Also If I had a bad day and my students noticed that both, they and I would have a low level of enthusiasm, the task seems to take forever, while at the same time it usually brings down the mood of the whole class.

According to King (2021) “Make sure that your enthusiasm is what shines through yourself as a facilitator of learning: allowing the students’ abilities to shine too” When students watch me and they identify how is my mood or my gestures they could react in

different ways like a response of the situation, my students become more engaged with the lessons but it is more important to said that they attend more when notice that I am happy or because I had good news for them, teach to them is like a roller coaster, some days I am on the top other at the bottom but I decide if affects me or not.

In my case I want the student to really get that impulse, use motivation to show them that learn is possible even in our new conditions to take classes, it is necessary that I as the teacher adapt/adequate the contents to the specific needs of my students, in each of my assigned groups, using various strategies and appropriated support materials to achieve the main goal; taking into account that the difficulties that may arise, it is important to give guidelines to redesign and reorganize future activities and get the most out of them.

The teacher's attitude is also important, since teachers, when striving in a professional and sincere way and involving the feeling of empathy towards their students, project it to their students, making them enthusiastic and motivated, awakening a positive interest in them, this is the effect known as Pygmalion.

What the Pygmalion effect means in the classroom is that the teacher, either influenced by comments from other teachers or guided by his common sense or professional intuition, generates positive or negative ideas, before meeting the group or student in question, such as: "This student is lazy and unintelligent" or "The group assigned to me is the worst in the school". This will have an effect on the attitude of the student or group, and he or they will assume the role in which they have been cast. In this way, if a positive attitude is adopted, teachers can have a positive effect on their students and get them to

the point where they are so deep into the task that they may not even know how much time they have invested in their school work without realizing it.

### **Online classes/learning**

In the last 20 years, the Internet has grown from being nearly non-existent into the largest, most accessible database of information ever created. It has changed the way people communicate, shop, socialize, do business and think about knowledge and learning. Much more than just a new twist on distance learning, online schooling is changing the face of traditional classrooms and making education more accessible than ever before. Online education is a form of education where students use their home computers through the internet.

Online learning has its roots in distance education. A. W. Bates (2005) points out that the terms ‘online learning’ and ‘e-learning’ are used interchangeably, but makes the distinction that e-learning can encompass any form of technology while online learning refers specifically to using the internet and the web. The term “fully online” is used by Bates (2005, p. 9) to distinguish distance courses where students must have access to an internet-capable device to undertake the course. Ally (2008) also highlights that there are many definitions of online learning that reflect the diversity of practice and technologies in use.

It also encompasses a range of technologies such as the World Wide Web, email, chat, new groups and texts, audio and video conferencing delivered over computer networks to impart education. It helps the learner to learn at their own pace, according to their own convenience. Online Education requires many resources and careful planning. In this,

teachers act as facilitators rather than transmitters of content knowledge, and ICT (Information and Communications Technology) is regarded as a resource that enhances the learning experience of students. Learners learn through e-learning tools that are available to all. E-Learning has brought back the joy in learning through its innovative and interactive content delivery and has proved to be more appealing among students.

The minimum requirement for students to participate in an online course is access to a computer, the Internet, and the motivation to succeed in a non-traditional classroom. Online courses provide an excellent method of course delivery unbound by time or location allowing for accessibility to instruction at anytime from anywhere.

The online teacher should be open, concerned, flexible, and sincere. An online instructor must be able to compensate for the lack of physical presence in the virtual classroom by creating a supportive environment where all students feel comfortable participating and especially where students know that their instructor is accessible. Failure to do so can alienate the class both from each other and from the instructor and would make for a very weak learning environment. Even if the requirements are fulfilled, it is not assured to be successful, variables such as context or resources may affect the final purpose.

Online students are as busy, or busier than anyone else in today's hurried world. An online instructor should be willing to give individual attention to students who may need extra help. Being sensitive, open, and flexible is mandatory for success in the online realm. That is why it is so important to know the characteristics of the groups we're working with.

I looked for ways for the students to conclude their learning, but not everyone had a computer or internet; some online channels used to be saturated, or they would not see them, I organized and adapted activities for those students who could not and did not have the facilities to take online classes, but those with lack of resources were hindered in different ways.

Nevertheless, there was no difficulty in working, I facilitated their work by sending it in PDF or via WhatsApp, posting material and assignments on the platform classroom and by that way, the activities were sent, although awareness-raising was still lacking, support, the responsibility of those who participate in education, (Teachers, Parents, Authorities and students). Many times as teachers in quarantine, did not know the situation of each family, what they were going through and we asked for something that is not within their reach, most lack a computer, internet, others are simply not interested, and that is when I really realized whether or not there existed motivation if I should make more effort for and by those who wanted to cope with this situation and give their best to move forward.

The learner, working at a computer at a convenient time and pace, can search and utilize the vast resources of the Internet research on nearly any topic imaginable. Students can visit libraries, museums, and various institutes worldwide, talk to professionals, access recent research, and read newspapers and peer-reviewed scholarly journals online. Students can write collaboratively with peers and even publish written and multimedia products on web pages.

## **Advantages and disadvantages of online classes**

Education always had advantages just for the development of the people's capabilities and abilities, even during the physical classes the advantages and disadvantages for the students exist and some factors affect the online classes too.

### **Advantages:**

The advantages of work online are that increase access to learning and training as a matter of equity, provide opportunities for updating the skills of the learner, improve the quality of existing educational structures, enhance the capacity of the educational system, balance inequalities between groups, deliver educational campaigns to specific target audiences, expand the capacity for education in new subject areas, add an international dimension to the educational experience.

### **Disadvantages:**

Some disadvantages for online classes are that online courses require more time than face-to-face classes, require good time-management skills, the classes may create a sense of isolation, it allow being more independent, require being an active learner, give more freedom, perhaps, more than you can handle, require to find your own path to learning, require you to be responsible for your own learning.

In the classroom, the teacher is often the primary source of information. Online, the instructor points students to resources, then expends most of her effort helping students think that material through discussion, assignments, etc. Juwah (2006) argues that for learners to participate and have positive peer interactions, they need to know how to



effectively use the digital tools and must understand how to learn. This includes having the necessary prerequisite, prior knowledge, and an understanding that successful learning requires self-regulation.

In fact, the technology itself is viewed by some as inherently motivating because it provides a number of qualities that are recognized as important in the fostering of intrinsic motivation, namely challenge, curiosity, novelty, and fantasy (Lepper & Malone, 1987). The novelty factor tends to wear off as users become accustomed to the technology (Keller & Suzuki, 2004) and intrinsic motivation can wane. Frustration with technical problems can also reduce intrinsic motivation, but to avoid any issue as teachers we must have strategies to facilitate the development of the classes.

Finally, after this researching, I took into account the next points to improve and achieve my classes with the group:

- Simplified, in the online education environment, it is important to focus on essential skills and concepts. It is not about making anything easier, it is about prioritizing. This simplification also applies the choices teachers make about how students will demonstrate learning.
- Be creative, instead of focusing on the constraints and everything I cannot do, leverage those instead into a whole new level of creativity to make remote instruction both fun and engaging. Every lesson, every activity, and every assignment are an opportunity to be creative.
- Know your tech, as teachers, it is important to make sure that we understand the technologies how we can use them and how they work, including the primary learning platform and any supplemental platforms that will be used. (Pay special

attention to lighting, quality of audio, and all the nuts-and-bolts pieces of creating a quality online virtual learning classroom).

- Leverage technology, when I have a solid understanding of the technologies at my disposal, then I can really make the most of them to keep students engaged. Cool Zoom backgrounds, great music for transitions, and all sorts of things are available and can be used to boost student engagement.
- Model learning, if I am not excited, passionate, and curious about the content, engaging students will be all the more challenging. Show them what it looks like to be curious and engaged in learning.
- Participation, design the lessons and activities so that they require engagement and participation rather than just hoping students will participate and engage.

### **Online strategies that can be used in English language teaching and enhance motivation**

I worked with 4 different strategies to enhance motivation through online classes: videos; leaflets as part of the work of writing skill; podcast to develop speaking and listening skills, and a free project to set new goals for the students and the level of achievement for all the course.

First, the didactic video can be used as a means for the development of reading skills when students do a script to develop it. Also, they can develop oral skills and listening. Some conclusions in relation to the use of video would be: in order for video to be a motivating tool that contributes positively to the development of English language comprehension, it is necessary that this medium be used frequently in the classroom as

much as possible; another conclusion is that students show a high degree of motivation because they feel comfortable with their use and design. The usefulness of video in the classroom lies in the fact that it offers us possibilities that other media such as audio or written text do not: it allows us to contextualize any communication situation by showing the spatial and temporal location of the communicative performance, to appreciate the attitudes and interactive patterns of the speakers and to make the learner aware of the ways of organizing discourse, and the resources and elements that are used for this purpose. In short, video facilitates the understanding of communicative behaviors in our society. It also establishes that by watching a sequence, the learner, as an expert audiovisual spectator, is able to stimulate his autonomy to face real oral documents on his own.

In order for the video to be a motivating medium and to contribute positively in the development of listening and oral comprehension in English it is essential that this technological resources could be used in the classroom even if the students have limitations in understanding the message transmitted.

Worked with leaflets was a good option too, the teaching of English at present has had a great boom, being the language that is used worldwide. However, the ideal level of communicative competence has not yet been achieved in the skills involved in the mastery of the foreign language: oral and written expression, oral and reading comprehension. Among these skills, written expression is the one that presents the greatest difficulties and challenges because it requires very specialized training and forces to reconceptualize the place of writing in the teaching of foreign language.

Nowadays, the scientific-technical development itself requires a constant preparation and updating of our professionals, where the search for information and the understanding of what is being investigated leads to a subsequent final writing work that leads to its efficient performance. Therefore, all of the above demands a commendable work in order to prepare our students in the development of writing skills. (Acosta Padrón 1996)

Many methods have been used to promote this kind of work, but they are still insufficient and a continuous use of varied activities is needed to promote it, raise the interest and motivation of students to write more frequently and thus improve their spelling, handwriting and writing. Teaching to write is not an easy task, but if we do it with a correct order, we can achieve significant results in the medium and long term, defining different ways and activities to increase the development of this skill. According to Abbott (1989) the current times require the integral formation of the future graduate who, in addition to being a good researcher, knows how to express clearly and precisely the message he/she wants to transmit and that the message reaches the reader without losing its meaning.

One of the most common and useful resources in foreign language teaching is the podcast. Through the possibility to teach with podcasts, students, in addition could improve their language skills. The podcast is an aural resource and podcasting refers to a voice tool used by teachers to help students to develop their listening skills to achieve communicative abilities and interact beyond the limitations or barriers that the language could represent for them. Stanley (2005) mentions three types of podcast in language teaching:

- Authentic podcast: is a valuable audio resource for audio resource for learners at advanced levels; it is usually recorded by native speakers of the

language and is not native speakers of the language and is not created for educational purposes

- Teacher's podcast: is produced by the teacher for his or her own students; the teacher produces material for listening comprehension or review of class topics.
- Student podcast: it is created by the students themselves, with the help of the teacher with the purpose of developing speaking and listening expression and oral comprehension skills.

In the same way, it does not only serve as a resource for oral comprehension of the language, but can also be used to promote the development of oral expression skills since, among its activities, students can plan, design and produce their own virtual spaces such as interviews, dialogues, storytelling, commentaries, music shows, and more in the target language. The podcast is a mediating tool for developing autonomous English language learners that additionally reinforces the development of self-confidence and self-assurance when producing spoken expressions in the target language also, reduces the stress of having to speak in front of others while increase motivation due to its innovative and interactive characteristics.

The next parts is the project method, that is considered one of the most complete educational methods, and it is known to be used since 1910. Talking about the projects in the English subject, it has the objective of contributing to an integral and self-regulated personality in the students of Secondary Education that enrich the conceptions to direct the teaching-learning process of the English language.

The project method in the classroom is an old one, although recently it is being extended to the foreign language classroom. Working through projects help to organize the lesson plan and classes in order to modify, in some way, the results that have traditionally been achieved in the knowledge and mastery of another language.

Real communication is acquired in the classroom, or at least communication situations are created because students talk and write about their own world (their family, friends, school), thus noticing the usefulness and necessity to relate, since one of the objectives of communication is to have a motivation to do that.

It allows the student to address a topic that is of interest to him in a project, which can be led by himself giving him even more responsibilities, or it can be in teams so that the responsibility is shared and creates a bond of equality. It allows him to freely make decisions, develop his critical thinking and, at the same time, his communication and expression abilities and skills.

In this sense communication is the basis for its success, so the continuous use of the teacher's support as a guide is necessary. This leads to the improvement of the student's linguistic competences, as it is a way to motivate and encourage the student to learn, there is no space for monotony during this process. In this way, a dynamic and flexible working environment is fostered. In addition, project-based learning helps to develop students' critical knowledge, as they must determine what their project will be and how it will be presented to the rest of the class.

That is why I consider these aspects to teach through the particular strategies that I applied and that I mention in the next part of this essay.

# Chapter III

## **Definition of Strategy**

The following teaching and learning techniques provided guidance and support to help students understand course material and solve homework problems, also, create a welcoming environment where students feel comfortable doing the activities with a good attitude to the class.

Teaching strategies, also known as instructional strategies, are methods that teachers use to deliver course material in ways that keep students engaged and practicing different skill sets. As a teacher, I had to select different teaching strategies according to the unit topic, grade level, resources, limitations, barriers, etc. Many kinds of instructional strategies are employed to achieve teaching and learning goals and support different kinds of students. Besides teaching subject-related knowledge and skills, one important thing that teachers are expected to do in their classes is to provide students with knowledge of how to learn. As a teacher, it is necessary to teach them how to motivate themselves to start preparing for future goals and challenges in students' lives.

Strategies are goal-directed, voluntary activities that are not necessarily required to fulfill a task but are means to facilitate performance (Harnishfeger & Bjorklund 1990). Teaching-learning strategies are one important aspect of the promotion of self-regulated learning. In today's constantly changing world with its requirements of lifelong learning, it is of high relevance to be capable to learn in a self-regulated way.

## **Online Strategies**

Effective online instruction depends on learning experiences that are appropriately designed and facilitated by knowledgeable educators. Because learners have different learning styles or a combination of styles, online educators should design activities that



include multiple modes of learning. Teaching models should also be adapted to the new learning environments.

It is important to define a good strategy to enhance the students' motivation for the classes. A digital learning strategy involves learning by using digital assets such as videos, online courses, blogs, podcasts, articles, and so on, to stay current in a dynamic workplace, it is important to keep learning all the time.

Traditionally, in a teacher-centered classroom, teachers control the environment because it is important to know how information is dispersed and shared during classes, in an online course, with instant access to vast resources of data and information, students had the opportunity to expand their knowledge, across the classes learning become more collaborative, contextual, and active, as teachers it is necessary to identify the objectives of the class or for each goal that we defined, design the curriculum, and then consider how the online environment serves would affect the developing of the activities that were designed for the class.

With learning-centered education, teachers take on the role of facilitating and sharing information while guiding students toward solutions. Teachers, as well as learners, must take on new roles in the teaching-learning relationship, and faculty must be willing to release control of learning to the students, online learning environments also require a range of interactive methodologies, one of the new tasks for teachers is to find an adequate course to online models, as a result, the quality, quantity, and patterns of achievement on the students learning would be improved.

During the pass of the classes, I used some strategies to improve and develop some activities with my students, I noticed that the strategies lose efficiency, so the next step that I decided to do was to mix and match them for a good result.

Self-directed learning is learner-initiated and may also be called self-paced, independent, individualized learning, or self-instruction. Whatever term we use, self-directed learning places the responsibility for learning directly on the learner, in many ways, practically all learning is ultimately self-directed, students who take the initiative and are proactive learners learn more and better than passive (reactive) learners do. I had some students that are proactive learners and are more purposeful, they also tend to retain and make use of what they learn better and longer than other students do, the independent student is one who is more involved, more motivated, and more active while learning.

The aim of mentorship is to promote learner development by drawing out and giving form to what the student already knows. A good teacher serves as a guide rather than a provider of knowledge and serves the function of introducing students to the new world, interpreting it for them, and helping them to learn what they need to know to function in it, also, as teachers it is important to support, challenge, and provide a vision of superation to the students.

A major benefit to online mentorship is the opportunity for frequent, convenient communication between mentor and student. Weekly or even daily journals and communications can be sent between mentor and student via email, providing an ongoing “dialogue” that supports the development of the teacher relationship and offers numerous opportunities for timely feedback on student questions, concerns, and issues, I worked in

this way because some students had issues to assist to classes, I delimited a line of communication that was WhatsApp where the students sent to me messages.

### **Strategies that I used**

The strategies that I used were related with the projects, because online projects give students opportunities to pursue special interests individually or within a group, projects also provide students with practical experience and a sense of accomplishment, using projects in a learning activity makes the learning more relevant to the learners, products could be shared with others in the class and critiqued or by the facilitator alone. By sharing individual projects with other participants, the learner obtains more diverse viewpoints and feedback. The advantages of project-based strategies area lot, the most common and the ones that I used were:

1. It motivates students to learn.
2. Develops their autonomy.
3. Encourages their self-critical spirit.
4. Strengthens their social skills through the exchange of ideas and collaboration.
5. Facilitates their media and information literacy.
6. Promotes creativity.
7. Attend to diversity.

In this way, group projects can include simulations, role-playing, case studies, problem-solving exercises, group collaborative work, debates, small group discussion, and brainstorming. As with individual projects, projects for participants in groups should receive peer feedback to expose them to diverse viewpoints. With independent and group

projects learners pursue special interests, write or create for an audience, and publish or present their findings and conclusions via the Internet, and provides the potential of receiving feedback from experts or interested peers outside the course by accessing the project online.

## Resources

Also, I worked with some materials/tools to support the learning of my students, the materials were delivered to them before each class and reviewed during class time.

Classification	Types	Purpose	Tools
Didactic resources	Presentations, text documents, videos, animations, images, multimedia, movies, cases, blogs, websites.	To provide resources that support the development of content or topic, used with an educational purpose.	PowerPoint Slidebean Slideshare Youtube Websites Blogs Kahoot Educaplay
Didactic materials	Presentations, text documents documents, videos, animations, multimedia, digital notebooks, concept maps, mind maps, blogs, websites.	Introduce students to the content of a subject in a complete way, including self-evaluation and learning activities.	Slidebean, Slideshare, PowerPoint, Prezi, Keynote Documents: Word Documents from Google, PDF Digital notebooks: Cuadernia, Edilim Videos, Conceptual and mental maps and mind maps. Images, Websites,

			Google Sites, Blogs, Wikis
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## **Introduction to strategies**

Facing today's needs, there are challenges in the training of students, requiring innovative and participatory methodologies related to the improvement of the quality of teaching and learning, according to the objectives or goals that the teacher wants to reach with the student. In favor of the development of the ability and capacity of human beings to know how to interpret and appreciate the constructs of others, in order to understand their own thoughts, and to learn for and with others (Maldonado, 2007). In this process, it is essential to take into account the opinions, criticisms, comments, and arguments of all the members of the group, in order to accomplish achievements together, so as to favor both individual and group growth as well as their skills, not only cognitive but also attitudinal and social.

In this sense, the contributions of Díaz-Barriga (2003), allow us to affirm that project-based learning facilitates the integration of knowledge and the application of it and its application to real-life situations. This integration can occur through the assignment of activity with specific objectives and its relation to the real world, to a topic, a real problem, or questions derived from some experience. Also the students:

- Develop their autonomy and responsibility, since they are in charge of their own learning.

- In order to solve a given question, several important tasks are worked on, such as planning, structuring the work, and elaborating the product.
- The skills of the different students are developed to make them more competent in these and to make them realize their own potential.
- Learn to think and work in a creative and innovative way, developing skills such as teamwork, decision making, information search, etc.
- Students are made aware of their thoughts and their capacity for imagination and the generation of ideas.

Accomplishing a goal or completing a project feels great, doing something nice for yourself could create even more internal motivation. As Eisenberg (2010) advises, “celebrate the little achievements.” For example, if someone reaches his weekly goal, he might treat himself to brunch over the weekend and try to discover what makes him happy, give him acknowledgement for his accomplishments.

Also, with the use of projects as teachers, we could take advantage of motivational factors within the teacher’s guide may allow for an increase in other related aspects, utilizing the correlations between learning strategies, and learning environment stimulation, where teachers have the opportunity to influence other areas of student motivation by teaching with different strategies.

Once that a project is set and the student is motivated, the student would feel that it is part of something bigger, Ajello (2003) points out that motivation should be understood as the plot that sustains the development of those activities that are significant for the student and in which he/she takes part with a positive disposition to learn and continue to do so in an autonomous manner.

That is why the projects are related to developing skills to use in real life as the base of a strong bond with the language, once they get the basic aspects of English and working by projects they would also develop social skills, better organization, well planned times, and more. If students are correctly motivated, the result of a big effort would give them some kind of satisfaction, once they started to accept the English language in their lives the effort to get accustomed would be less, if they accept the projects as the first step in a stair of success and the “charge” of learning another language would decrease.

Taking these aspects into account I designed some strategies based on Learning by projects, and I put into practice four of them to engage the students' motivation for English classes, that I will present in the next section of this document.

### **1.- Creation of a video to describe places**

Practice (Day/Date/Topic): It was realized on December 18th, 2020 the topic was There is, There are.

Objective of the strategy: The objective of the video was that the students developed their skills and abilities to speak, leaving aside their shyness, identifying the use of the language and comprehending the topic, to demonstrate that the topic was understood expressing the place where they lived, using different tools, and improving skills they did not know that they had.

Definition (Instructions): The students created a video describing their home with a duration of 40 seconds at least. Creativity was important, I told them to remember that

they must use any resource they were capable of using. I suggested them to use their cell phone, they could use their social networks such as TikTok, Facebook, or Instagram. Also, I recommended them to use some video editor like live video maker, movie, etc.

Characteristics (criteria): I told them to be careful with their tone of voice. For me, it was important that they speak loud and clear, and it did not matter how fast they said/ read their sentences, it was most important to sound clear. I also check the use of language, like pronunciation, and the confidence presented in the video. I know it is not easy to speak English, but the most important thing was that they tried something new. I checked grammar too, as the correct structured sentences, the correct use of there is/there are, the use of demonstrative pronouns (this, that, these, and those). Every project was set by the proper topic, the project was planned to explain a part for each class, which means that was a long process.

Relation with motivation: Once that the students comprehend the importance to know the place where he/she lives, also, the construction of knowledge is conceived as a practice with experience, the function of using a short video which has a very specific goal and has been created in enough period of time, and the proper resources and that can be combined or embedded within other materials that helped students to create and discover new skills. This kind of video allowed students to eliminate a great number of the common problems related to confidence and self-created barriers, also, with the necessary resources (both budget and time), the process of improving the videos was simplified, and it could be used in more classes, not only in English.



Advantages for the main topic: After this strategy, I consider that students who participate constantly during the classes are more interested in this kind of projects, they are expressive and show more motivation to demonstrate what they know, at the same time students who are not motivated would get motivation through the participation of those who are interested, it is like a chain, those who participate enhance those who are not completed sure of what to do.

How was developed: All the instructions were presented during the class, the students selected their place to describe it by their choice, the product was uploaded to the platform classroom, and I evaluated each activity based on a chart. For this activity, the students had two weeks to create the video, during that time they also created their script to help themselves to get better work, in this activity the reading and speaking were improved. Each class was dedicated to a topic related to the project, just to create connections for a better result at the end.

Results: The result of the project was 12 pieces of evidence of 24 students, it was a little disappointing result and that demonstrated to me that not at all the students were motivated as I expected. In the beginning with the evidences that I got, I blamed myself for the results of the project, but during the process of acceptance I thought about some factors as the shyest, I wanted to improve that characteristic but did not depend on my work on that part, I was just a guide for them to improve the self-confidence, also some students did not have the material/resources to complete the project. All the videos that I received were complete according to the specifications of the rubric, the students who were motivated asked me for tips to do a better video, others asked me about their grades in the video, or how to improve some characteristics of it. Something that I would improve

for future activities like this is to give more tools and information about the record and editing of a video, and also create alternatives for those who did not like being recorded. (Annex 4.0)

## **2.- Creation of a leaflet for daily routines**

Practice (Day/Date/Topic): The project was realized on March 05th, 2021, and the topic was Present simple/Daily routines.

Objective of the strategy: The objective of the leaflet was to identify the level of development in the writing skill of the students, to show up if the topic was fullied or if there were problems with it, and using the proper information, also it is important to say that this project was divided into two parts, the project was long so I gave students enough tools to do better work.

Definition (Instructions): The students did as a draft some sentences to describe their home, then they used the sentences to create where they described their routine in a leaflet, the base of this work was the activities that students did during a whole day, the limit of activities to do during a day was not limited because it was the day by day of the students. Creativity was important too, I told them to use different materials to write, they could use any kind of paper, sheets, and more to do a good leaflet. I suggested them to use markers, colors, and clippings as much as they wanted.

Characteristics (criteria): Data: their name, grade, group, school, teachers name, etc, the cover with the name of the subject, and an allusive drawing, the content was sectioned by

times; morning, afternoon, night, with information about what they do during those periods.

Relation with motivation: It was important that students knew their schedule to get a better organization and identify what was the most important thing to do during their days, if they knew what was coming next they would be motivated to do better work or do something with more effort. This kind of activity allows students to get a better organization because they know how a schedule works, and how to administer their time, also, is to connect the assignment to their interests.

The mandatory academic works did not appear deeply often inspirational on their own, to motivate themselves, by connecting the task at hand and their interests, that is why I did this activity as a personal challenge for the students. Their interest was part of the activity describing what they did and they talked about the personal information that could be similar to the other students' life, in that sense, the decision of what to tell others is part of motivation too if they did not share what they feel maybe were a signal that they did not feel comfortable with others and it was similar to the information on the initial diagnosis. Is similar in the way that at the beginning of the course were shy and others less, at this point some of them changed but some still the same.

Advantages for the main topic: This activity also improved the use of the creativity of the students, worked as the union of a group of workers, some of them knew they were common likes and lifestyles, between the pandemic and quarantine they discovered they were not alone.

How was developed: For this activity, the students had one week to write their information, during that time we reviewed some aspects during the classes, in this activity, the writing and grammar were improved. As was common, the instructions were presented during the class, the evidence of the product was uploaded to the platform classroom, I evaluated the leaflet based on the points that I gave them during the class, and the students did their own schedule to describe their daily activities, and it was the product.

Results: The results of the project were 17 leaflets of 22 students. I was just a guide for them to improve their written skills, the material/resources to complete this activity were easy to find, the content was just a full day of the students, what they did, where, times, and more. Something that I would improve for future activities like this is to give them more options to decorate their works and make them more eye-catching.

Thinking about how to improve my classes, I decided to make questions to my students, because it acts as generators and organizers of school knowledge; thus, it awakens our desire to know new things, helps us to reflect on our own knowledge and the learning process, in short, questions give meaning to school education For me, it was essential to know how motivated my students were during online classes.

The first important thing that I realized was that the students who admit they do like English were more motivated to learn than those who do not, and in general, I could say that students usually like English not as a subject but as a language itself for different reasons related with the use language in real life such as for communication, travel, hobbies, and plans.

About online learning, there were differences between students who had taken at least one online class with respect to those who did not take anyone, in this sense students who wanted to take online classes were more motivated and self-organized as they admitted, because online learning gave them more opportunities to show their learning, and they recognized that working harder may be necessary for an online environment.

Taking into account the information I decided to change my teaching perspective, using the activities made in class with their real-life, giving some positive comments to the students that were on the online classes, and demonstrating to them that English was easier than they thought. These changes did not work at the beginning (as it is shown in the third strategy), because the students were not used to be treated like that; but in a long period of time, at the end of the third period of practice they improved their attitude toward English and online classes, so there was an improvement on the delivery of their homework and their attendance. (Annex 5.0)

### **3.- Creation/ Recording of an audio (podcast type)**

Practice (Day/Date/Topic): It was realized from March 5th to March 10th, 2021.

Objective of the strategy: The objective of the podcast/Audio recording was to evaluate the level of pronunciation of the students, also to identify if existing problems with the use of the language, the develop self-confidence in the students to achieve goals.

Definition (Instructions): The project was divided into two parts, first a script (leaflet), second the product (Podcast/Audio), and using as a base the triptych that students did after they recorded one audio where was explained their daily routine, putting in practice the written work that they did, and students created an audio describing their daily routine. The content must be at least 1 minute and 30 seconds long.

Characteristics (criteria): Creativity was so important for this task, they used the resources that they wanted and had at their disposal. Again students used their cell phones, and some apps like Spreaker Studio Official, Anchor, Podbean to record their audio. I checked the tone of voice, it was important that students spoke loud and clear. Also, I took into account the use of language, pronunciation, and self-confidence presented during the recording.

Relation with motivation: I thought that something new for them would increase their motivation to learn if the students comprehend the function of speak well, had good pronunciation, use correctly the vocabulary and more, once they learned that the creation of something personal as a record/audio would be easier if the students, too the use of technology improved certain point during the process of the scholar year that we were working and not only for the school those approaches were useful instead the use of more technology tools were common in their daily routines, also, the development of the classes were meaningful by the use of materials and objects near to their context, likes, and lifestyles.

Advantages for the main topic: The use of previous knowledge was crucial to the development of this activity, Traditionally, teaching was led by practices in which "I teach and you memorize", or "I talk and you listen", for me students needed to be trained under

a learning approach where the student works with what they already know, using it and increasing their knowledge over the pass of the classes, working in a way where understanding and developing their skills was crucial.

As Ausubel (2002) said, it is necessary to have a good attitude to teach, if the students note that the teacher had external problems that affect the class, they would act in response with the same kind of attitudes, instead of the teacher leaves aside his personal problems out of the class the environment could be other and the order and respect could prevail. Also, the material for the class needs to be focused on the context of the students to complete their purpose and be meaningful for all the students.

How was developed: At the beginning of this project I thought that was something innovator or something new for my students, and that part was true, but during the development of this task the student demonstrated some attitude like did not ask for examples or more questions, I thought that was because they understood the purpose of the activity and they were motivated but the hard truth was that this project was not enough and motivator for them as I believed.

Results: 6 Podcasts/Audios of 22 students, the second part was a little bit disappointing because the students' fullied the first part but the audio recording was left aside. The time to complete this project was two weeks with the option to work in pairs or alone, I expected that students developed self-conscience about what was necessary to change because that was how I learned English, but something that I forgot was that every single student has their process to learn and not all of us learn and process the information in the

same way, something that I would change for other time putting in practice this project is to take into account the interests of the students, and their learning processes. (Annex 6.0)

#### **4.- Free project**

Practice (Day/Date/Topic): The first advice to start the project was on March 29th, 2021, the day when I uploaded the assignment to classroom was on April 12th, 2021, the last day to submit the project was on April 23rd, 2021. The topic was a personal description (From them, their favorite character, a person who they admire, and more).

Objective of the strategy: Stimulate and motivate the students to discover new skills, abilities or to reinforce some they already had, to make them know that select and define a project is not easy and require to be motivated to achieve the goals that were set for the project, and to create a sense of responsibility in the choices they make.

Definition (Instructions): Create or select a project where the students demonstrate their skills and their level in the English language, students did apply all the knowledge of all the courses, searching and selecting information that would be useful in their projects.

Characteristics (criteria): The project was free, students would make a presentation, a drawing/poster, infographics, a comic, a video. The topic, and the structure of the project (depending on the kind of product). If it was a presentation (well-selected theme for the slides, correct grammar, use of images, short text, and clear ideas) if it was a comic (illustrated, painted/colored, with dialogues), etc.



Relation with motivation: If the students were correctly motivated the result of their project would be promising, on the other hand, if the student was not motivated the project would be reflected too when a task is well planned and when it is not the result is clear and would be clearly compared.

Advantages for the main topic: When a student takes part in the decision making the results could end in two situations, a good result or a job with opportunity areas, the point is that the students identify where they can achieve more things, or where it is necessary to work to achieve more.

How was developed: Each student decided how to work, I only gave them the advice, the time to complete the project, and the topic, as I said each student decided how to work and the instructions to develop their process work, as was common the pieces of evidence of the projects were uploaded to the platform classroom where I evaluated the evidence and also where the feedback was provided, when the students read the comments on their works, some of them really take into consideration the advice that I gave them, other meanwhile the task get a mark it is enough.

Results: 18 pieces of evidence of 22 students. The time to complete this project was two weeks as it was common to give the students enough time and not stress them with a lot of work. I expected that students developed and used all the content they learned in class as the reflection of an advance in their goals. It is necessary to say that not all the projects were fullied as I expected, some of them looked made by hurry and at the last minute, those works had more comments about what was necessary to change and advise them about what happens when a work is wrong al leave aside for the last minute and its

consequences, for those who did a good work the comments were about little things that could be improved, something that I would change for the future in this activity is the time that I gave them, I discovered that much time to work means more ways to get distracted or to forget to do what is necessary, the regulation of time needs to be improved. (Annex 7.0)

Also, something that happened during the period of practice was that some students returned to the classes, some of them used their time to send me off-time works as a demonstration of interest to return to the learning, also, something that reinforced the bond among the students and me were the congratulations that I gave them for the “baby steps” of the students during their learning process.

Between the second and third strategies I decided to know more information about students’ progress, so in every single class, I asked some questions to know the level of improvement in the technology use and students’ perception about the use of English, as well as how did they feel, and if the goals were fulfilled, and their points of view of the classes. The students’ answers let me know some points that I had to take into account and they will be developed in the next section.

### **Students’ perceptions about English classes**

The classroom dynamic changes, in high school teachers, tend to be stricter and try to control students more firmly, for that reason, some students are negated to “lose” during their role of students, but if they think more about what comes next (about their education) more opportunities would be near for them. Also, students who wanted to take an online course in the future believed that an online course should be very interactive and their

questions will be answered if they ask. Finally, students who were positive toward taking an online course in the future would not get confused in online settings, and they would not feel isolated during online experiences.

Some students told me that when they started to have English classes they needed a teacher with a good English level, just to improve their levels too, had good pronunciation, and made funny and participative lessons. Because of this, I could observe that students were more motivated with teachers who show proficiency in the language and who teach it through fun and participative activities. That was why I changed the way I taught them, I adequate my level according to their expectations. I studied more and changed aspects of me that could affect my classes, such as my sense of time, or my enthusiasm, also I had to simplify the activities and that did not mean that were easier, I just adequate them, I started to be more creative with the materials, tools, platforms and during the classes, in that sense, the participation levels during the classes increased.

It is also worthy to note the importance of some students' opinions about the language, the massive presence of the Internet in these students' lives has brought some benefits for learning languages, and one was the immense data bank of media that they could access. English is present in every aspect of their daily lives, consequently, they watch films and series in English (most of them with subtitles), they listen to songs and some of them read their lyrics in English, also translate those lyrics just to know the meaning, and they were becoming accustomed to reading magazines, blogs, etc. in English. Some of them changed the language on their computers, on their phones, on social networks, following my advice to improve their skills. The use of the language beyond the classes increased according to the words of the students, the use of English was not used just for learning,

and at that moment the students used it to enjoy their free time, to improve the level of their products for the classes, to improve their own limits.

The positive answers toward English were related to characteristics of the language itself (interesting, easy, beautiful, etc.). In the negative answers, most of the answers were related to specific aspects of the language such as its difficulty, the required effort, and so forth. In this sense, the answers were related to those of their first diagnosis, where the students said their opinion about the use of English:

*“The diagnosis was about their likes to know more about them. Students answered some questions that gave me more information for the classes. The question was about the English language, 64.3% said they liked (a lot) the English language, the rest 35.7% said they liked less than the others the English language”*

The information I got for the questions was used as a base to do better tasks for them, to adequate and improve the classes, all was thought for the approach of the students, to include them during the process of the classes. For example, I asked about the level of technology they handled, about the improvement of their participation during the class, if the classes and activities were a challenge for them, and what I could change to make them feel part of the class. There were other activities in which students usually use English with the help of technology, for example, television, the Internet (including social networks), mobile phones, computers, and games. This demonstrated to me and them that the English language is more nearby than they expected, the language was in contact with them even when they did not know that. The platforms were used during the activities in

the projects most of the time used in English as a challenge for the students, the students that were near to the language delivered projects with better results.

The results of the practices clearly point out that students' reflections about flexibility, recognition, and achievement were the main factors of motivation for the online classes.

Once that students were used to listen and practice the language the way that they would develop the activities in the future could be better realized, that is why was important for me that they practiced their four skills about the language, because if the students were accustomed to use English commonly the achievement for them would be more and more exponentially. About the importance of the English language for them, and I discovered that students were aware of it in their futures, and therefore, some of their primary motivations to learn it is to have better jobs, travel abroad to meet new people and new cultures, and live in an English-speaking country, among others. Almost all the students in the class want to improve their English, and all of them have clear ideas in this respect.

That is why for me it was important they use the projects as the base to use English in their daily lives, that they take the language as part of them. If the project is well planned it would stimulate the student to become the protagonist of his/her learning, as a basis for the development of competencies and the improvements for the real world.

Additionally, I realized the importance of other factors in their lives and in their classes that may affect their motivation while they study, and these factors will be explained in the next part.

Teacher Characteristics	Didactic Characteristics	Motivation Characteristics	Characteristics Related to the Language	Cognitive Process
Be creative. Know about tech. Adequate teaching based on the diagnosis. Be motivated too. Be enthusiastic	Simplify. Leverage technology. Use active learning. Learning assessment Design of a learning environment.	Autonomy Self-confidence Curiosity	A useful skill. Speaking. Listening. Students' interests. Learning.	Working with information. Attention Memory . Decision-making.

### **Teacher´s Characteristics**

The teacher should attempt to combine features that are important to students (as shown in the variable of the characteristics of a good teacher), for example teaching with kindness and enthusiasm, having a good sense of humor, being patient, teaching in English as much as possible, developing rapport with students (knowing their names and some personal information is important), creating a positive but working atmosphere, encouraging students' performance, and avoiding tension and anxiety in the classroom. Some aspects that I developed more were my attitude and enthusiasm, during the first classes I was worried about the kind of attitude that the students could have toward me and my classes, with the pass of time that changed, I was more confident about what I was teaching, other moments when I felt very anxious was when the pandemic extended the duration of quarantine, that affected my connection with my career.

I lost my way and myself, something that did not affect my classes but the way that I felt was not the same, talking with my teachers taught me that was normal, but it was my responsibility to do a big effort. not just for me and the time and effort I had spent, but for my students and groups, because they deserved quality for their education, and later, when I was less stressed and calmed I enjoyed more my classes, I laughed with my students and I diversified the activities during my classes to do them more efficient for the students.

### **Didactic Characteristics**

The need to use a material that is linked with students' interests, including information and communication technology. This material should contain interesting topics and should relate to students' daily lives. Therefore, the use of authentic materials, similar to what students will have to face in real life, is important. In this way, they will understand English as a real tool for their personal development.

Compromise within English learning materials can be found during their conceptualization, production, and the use of the learning process works are dynamic environments, and more during the online classes, and I as the teacher cannot completely predict how students will respond to materials, making compromise inevitable, compromise in use will depend on numerous factors in the class, mainly the belief and values the teacher brings with them and the needs of their students, but also factors outside the class such as the expectations of the students, the access to the material, the standards/priorities of the topic.

As teachers, it is important to understand our student's motivations when teaching online classes. Also, it could be difficult to assess student motivations for online learning due to

the lack of personal contact between the students and teachers. One way to avoid this was to have the students complete an online assessment form on motivation. From the information obtained during my practices, I can identify several strategies to engage the students and keep them motivated. Most importantly, it should be noted that more technology did not necessarily lead to better learning outcomes. It was hard to assess every single student, but only those who really wanted to improve and had a good mark in the course did the first move asking me for some advice.

### **Motivation Characteristics**

Also as I said in chapter two the teacher's role influences the students' motivation levels, this is likely the factor that was most directly related to students' motivation in the classroom. Apart from these results, specific student comments showed the importance of the teacher in their learning English.

The final objective refers to finding a way that contains all of these factors to give students more reasons to be motivated, some guidelines were proposed here to consider in developing future work, it was important to follow a communicative approach to the language because communication was the main reason students want to learn English. Moreover, specific time should be devoted to each lesson for this purpose that "forces" students to use the language to talk about particular topics.

Also, as I mentioned after the relevance of course materials, well-planned, and organized class sessions, students' active involvement in classroom learning, use various instructional techniques, use of real, concrete, and clear examples can motivate the students. There are three important factors such as the online learning environment/



technical infrastructure, then I need to follow concerning the process of the course, and measurement and evaluation are important to motivate students during online course studies.

There are three aspects relevant to motivation that must be considered in the educational environment: the expectations of the student population, the value given to educational goals, and the affective-emotional consequences resulting from academic success or failure. For me it was so important that the students, in general, accomplished their goals, if they had a little success during the online classes before that any challenge would be finished by them.

### **Characteristics Related to the Language**

Most students agree with the idea that the most important (or at least the most useful as they said) skill is speaking, and therefore, they are ready to learn more and enjoy more in lessons in which this skill plays a central role. In contrast, more than half of the students agree with the fact that grammar is the most difficult aspect of learning English. It is not necessary to discuss grammar's importance in this process, and consequently, it cannot be neglected, but it can be approached in different ways that are more related to students' interests.

A fundamental objective that should be proposed in the educational environment is to achieve student motivation about learning, since, as mentioned above, active motivation directs and maintains behavior towards the educational goals that the student sets for himself.

The degree of motivation obtained must be sufficiently relevant for the development of a willingness to learn and continue to do it for himself, for his own pleasure, and did correctly his academic and personal growth. This was one of the reasons to create the personal project that was my strategy number four, once the students feel the autonomy the results could be awesome if the student is well orientated.

### **Cognitive Process**

It would also be interesting to follow a task-based approach because each task can be oriented to a specific field of the student's interests, and in each of these tasks, different materials could be used. Then, all tasks should lead to a final task in which students must demonstrate what they have learned, this idea is also connected to the spiral approach, which uses graded activities that progress from easier to more difficult, this is also a device for considering the attention to diversity, referring to the differences between higher and lower achievers.

Equally important is the idea of scaffolding, that is, building students' new knowledge in connection with their prior knowledge to avoid the problems students reported about repetitive content each year without learning anything new. Scaffolding is also essential for students at lower levels because if a teacher knows a student's starting point, it will be easier to target new concepts to that student. In class, integrating the four skills is fundamental so that students will not miss practicing any particular skill, such as writing. For me, it was necessary to show them their strengths and help them improve on their weaknesses as well.

The student population should be encouraged to attach greater importance to the fact of learning (intrinsic motivation) than to the grade obtained in a subject (extrinsic motivation); likewise, to perceive their abilities as modifiable, to focus their interest more on the learning experience than on external rewards, and also to recognize the relevance of academic activities.

This is consistent with the contention that motivation was adversely affected when students feel overwhelmed by the mental effort necessary to learn. In particular, cognitive overload was likely to contribute to high attrition rates in the first few weeks of an online course, especially among first-time online learners, and that students who take an online course for the first time were also more likely to exhibit a sense of anxiety and fear, as well as excitement.

I identified the academic level as an important predictor of student academic achievement, tasks were rated as high, medium, and low difficulty, based on direct classroom observations of how well students performed those learning tasks. The time students spent attempting to do high difficulty tasks was negatively associated with student learning achievement, whereas more time spent on medium and low difficulty tasks (more successful engagement) was positively correlated with achievement, which means that the tasks could not be done by a student alone but can with assistance or guidance and that those tasks were sequenced to lead toward curriculum goals, not just repeatedly doing the same tasks successfully.

Online learning requires students' participation on their own responsibility for their own learning, they were unable to just join along the class with other students. The requirement

forces them to participate in the online class with their own awareness, to gain new knowledge and information while interacting with the teacher and other students, for this reason, was important to me to motivate my students, once that they were accustomed to participate, to work, to listen in an online way, the use of this method in the future would be easier for them that is why I did all of this during my last year of practice.

After considering the past aspects and my experience in front of the group, I have another perspective about motivation and teaching, in this sense, it is time to reflect about the objectives I had with this essay.

### **Achievement of objectives**

My objectives at the beginning of this period of practice were divided into two aspects, the professionals, and the student's ones, in the following part of this document I am going to talk about the advances and obstacles that I faced in each one.

The students' objectives were based on the diagnosis that I did at the beginning of my intervention:

- To develop students' interest in studying English through online activities.

Through the use of e-learning, the students wanted to learn more of the language because the strategies used awakened their interest and enthusiasm, especially with the activities related to the classes to achieve the objectives of the project, which means that they were used during the process from class to class. At the beginning of the practice, only one or two students were interested in the English class, and by the end of the third period, the

students were more involved and related their previous knowledge with the new ones, building their own learning.

- To base online classroom activities on motivation aspects through the development of students' capabilities, skills, and potential.

Despite the diagnosis made by the conditions in which the practice was given I did not know my students completely, so throughout the practice, I realized their capabilities, skills, and potential, that is why I also decided to ask them questions between the second and third strategy and with the answers and the work done I could realize that they knew they had to develop the activities but did not know how.

I also did some activities around the use of technology because they had some doubts about how to carry out the work/exercises and once they already knew how to use the platforms we worked with, I could realize that they were more motivated to learn English and to participate in class. With respect to potential, the students were able to go beyond what they believed, and changes were achieved especially in those who were shy at the beginning and were also able to advance in the development of their skills, achieving an approach to their expected potential.

My professional objectives were:

- Design teaching strategies to provide my students with differentiated attention.

At the beginning it was difficult to realize what my mistakes were and what I could improve, as well as the achievements I had obtained throughout four years of studies,

now with the document I discovered new phases of me, and how much I could improve in the future. During the practices I was able to design differentiated strategies taking into account the different learning styles, even though in the diagnosis they were kinesthetic. In the first strategy we worked with a video based on visual aspects, in the second strategy we emphasized writing, in the third we emphasized speaking and in the fourth we gave freedom and flexibility so that students could develop their skills and interests in a varied way, allowing them to express their way of learning, their way of doing things/their own ways of approaching knowledge.

- Recognize the difficulties and the achievements of my teaching practice and identify the effects that they have on student learning.

In the beginning, it was the low level of English that the students had because they did not have a teacher, which was also related to the low grades, with the lack of delivery of work and poor attendance to classes, aspects that were also aggravated by the connectivity problems presented by the students.

Personally, a difficulty I had to face was my own lack of motivation when I realized these problems and the lack of support from a regular teacher in the high school, the responsibility of being a regular teacher in pandemic conditions with the administrative burden and low integration in the decision making of the high school, as well as the search for solutions for students who did not come to class even when this was not under my control, in addition to the lack of response expected from students regarding the planning, ideas, and strategies that were prepared for each class.

In this pandemic as much as the lack of connection and motivation, it can cause a vicious circle on the behavior of the students, so they repeat responses that demotivate both teachers and students and that was what happened in my class; however from the use of the strategies the students began to change their attitude in class communicating a little more and helping each other to build their own knowledge. This change in the strategies also implied that I was a teacher who could enjoy both the process and the products of the projects, which ultimately impacted the motivation of the students and myself.

- Enhance the motivation by increasing the number of students that regularly participate in class.

Once the strategies were implemented and the motivation of the students was increased, the actions they were taking began to be directed to the academic aspect, for example, they began to assist more to class, the participation increased from non-participation in the first day to having several hands raised during class at the end of the third trimester (Annex 8.0), also increased the delivery of tasks, activities that were part of the process for the completion of the projects and that was evident through the classroom platform, where it was done (Annex 8.1 and 8.2 results of the activities comparison). Therefore, I can say that the motivation worked through the projects was able to increase participation, homework delivery, and the academic level of the students.

## **Conclusions**

Throughout the practices, I realized that student motivation was a crucial point for the good development of the online class modality that was implemented after the COVID-19 pandemic crisis, with the lack of contact and uncertainty some students maintained an

unmotivated attitude, that affected their grades and academic development, my intention was to decrease that feeling of lack of motivation making students participate and change their attitude towards online learning and English language.

The advantages of good motivation are many, but the most relevant ones, which resulted from my internship, were the following motivation aspects and factors: internal that was related with an ambition to learn and gain new knowledge, it surged from the students as a reaction of motivation through the classes, also, the conviction that education was important; and enjoyment in experiencing new learning by new methods were useful with some digital platforms.

On the other hand was the external motivation and the regulation (guided and self-regulation), avoiding compensation of being absent; and using a good environmental condition, even when not at all had the same conditions, in the end, the proper supporting learning facilities, amotivation problems with outsources, for some students electricity and internet connection decrease their belief and ability to improve their capabilities, but I told them that nothing could stop them if they wanted to achieve their education and lives.

Something that I learned is the relevance of course materials, well-planned and organized class sessions, students' active involvement in classroom learning, use of various instructional techniques, use of real, concrete, and clear examples that could motivate the students.

The most interesting results during this practice were that students want to take more responsibilities in their online learning. I think that this was a big step for them, because they demonstrated other faces of them, even though I could use the word maturity.



According to Alonso Tapia (1992, p. 9), this is "Experiencing oneself absorbed by the nature of the task, overcoming boredom and anxiety, because of what is new and revealing about some aspect of reality or about oneself"

During this process I worked with three aspects to increase the motivation; Intensity that describes how hard a student tries, Direction that is referred to high intensity, is unlikely to lead to favorable job-performance outcomes unless the effort is channeled in a direction that benefits the organization, and Persistence that measures how long a person can maintain the effort, motivated students stay with a task long enough to achieve their goals. It was especially useful during the planning of the classes and the effect in the classes demonstrated that if an activity is well guided, the motivation would be created without any other aspects apart the three mentioned, with the purpose of improving the knowledge of the students and my professional practice, as well as incorporating new achievements and experiences for the future.

About online classes, they were our reality, as teachers, we were challenged to find ways to make our courses relevant, effective, and satisfactory for the students. Based on this practice motivation could be increased by enhancing perceived competence, creating interest, value the efforts, and relatedness to teachers and students, the enhancement of these factors would contribute greatly to online course success, by offering logically structured content that was internally consistent, linking new materials and topics to the student's previous knowledge and experience as well as breaking down the main goals into minor achievable objectives. The most important thing that I learned was that, if as a teacher I actively take part in the virtual environment in e-learning aspects, it exists the

possibility to influence students' attitudes toward the course and increase the linkages between instructional content and apprentices.

In this sense, teachers use digital resources and are concerned with knowledge of their field to successfully fulfill their work tasks and the success of the students that is the principal worry now that all the work is online and not all the students have the resources to attend the classes. In an uncontrolled workplace context, the only thing a teacher can do is to control how they respond to the stress of imposing online teaching.

The results of my practices indicated that the stress and other motivational factors variables were strongly affected in a mixed manner and affected all the learning processes. Moreover, a small indirect influence of burnout and techno stress on the link between intrinsic and extrinsic motivation and continuance intention was observed.

In the beginning, I thought of myself to be an effective teacher and I attributed it all to my personal efforts (even the mistakes and wrong decisions) that is when I change and my role changed, now I am a guide and a facilitator for my students, I am no more the one who decides all, now I take into consideration all the aspects of my group and my classes. From the English sessions and the proposed strategies, it was expected that students would feel motivated to create other new activities that could be challenging for them and thus could support each other during the learning process, recovering the socioemotional part of the students by providing support and also they could express themselves in an effective way.

Finally, at the beginning of the career, I was another, someone inexperienced but across the last four years, I turned into someone else, all processes that I got through made me

capable of things that I never imagined. Now I am a teacher with enthusiasm, I consider myself warm and friendly. In this sense, my role now is to be a bond between the strategies and the motivation, creating the learning environment to develop autonomy on my students, and their responsibility to deliver the academic tasks for online courses, so I consider that since now my new line to follow will be to use the freedom that some students took to ignore their homework, as a new way to well guide them to be independent and to enjoy the learning as much as I do.

As a future teacher, I have to recognize the achievements and difficulties of my teaching practice to improve them and get better results, and identify the effects that it has on my students learning. I have to increase my ability to know how to recognize the areas of knowledge that have to improve and increase the effect of motivation through my didactic intervention. I need to update and adequate myself to improve my practice in the future because I used to be in my comfort area zone. I have to learn how to work in collaboration, with other teachers in order to give a quality education for the students, with the purpose of improving professionalism, as well as incorporate new knowledge and experiences to increase my skills to avoid monotony and to give to my students the most incredible classes.

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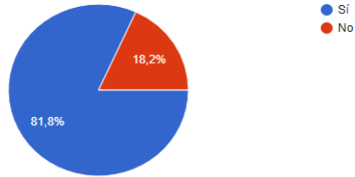
# Annexes

## Appendix 1

### Diagnosis results

¿Cuentas con internet?

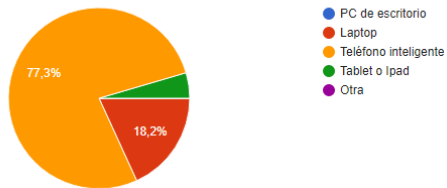
22 respuestas



(1.1)

Recursos de conectividad con los que cuentas:

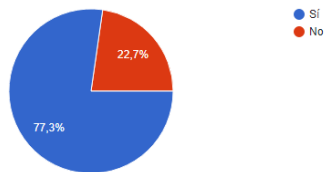
22 respuestas



(1.2)

¿Cuentas con dispositivo de conectividad propio?

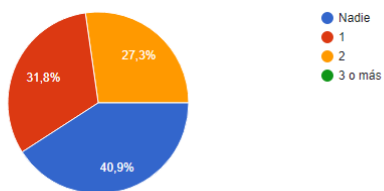
22 respuestas



(1.3)

¿Con cuántos miembros de tu familia compartes dichos dispositivos?

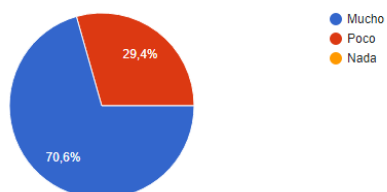
22 respuestas



(1.4)

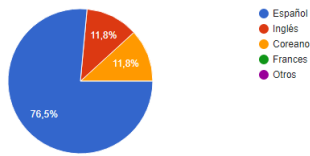
¿Te gusta el idioma Inglés?

17 respuestas



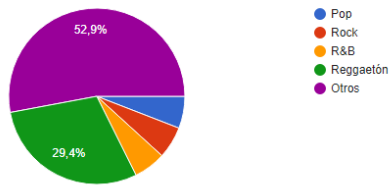
(2.1)

¿En que idioma escuchas música?  
17 respuestas



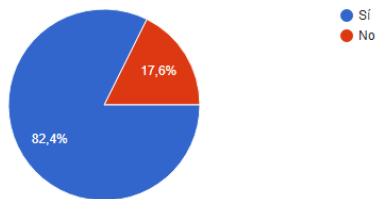
(2.2)

¿Qué clase de música escuchas?  
17 respuestas



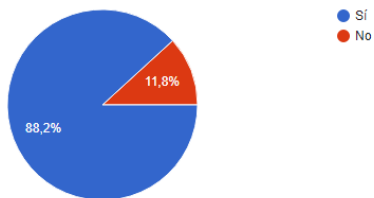
(2.3)

¿Entiendes el significado de las letras de dichas canciones?  
17 respuestas



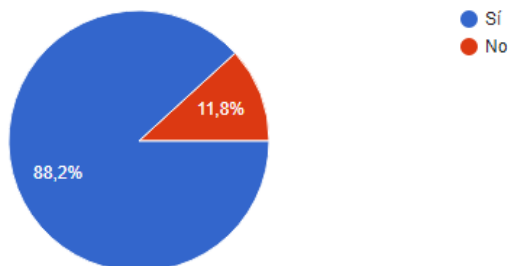
(2.4)

¿Te gusta participar en clase?  
17 respuestas



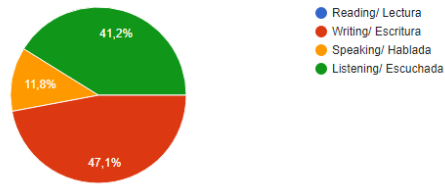
(3.1)

¿Te gustan el tipo de actividades que se realizan en classroom?  
17 respuestas



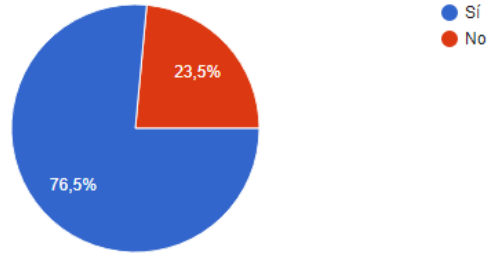
(3.2)

¿En que actividades eres mejor?  
17 respuestas



(3.3)

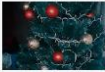







¿Te sientes motivado durante las actividades de classroom?  
17 respuestas



(3.4)

## Appendix 2

### Strategy 1 results













<p>LESLEY JOHANA BAUTISTA ALDANA</p>  <p>2 archivos adjuntos Calificada</p>	<p>MARIA GUADALUPE DOMINGUEZ GRACIDA</p>  <p>cd7e394eba87c7a4d2... Calificada</p>	<p>OSIRIS ABRAHAM FLORES GALVAN</p>  <p>2 archivos adjuntos Calificada</p>	<p>JUAN MANUEL JAIMES MARTINEZ</p>  <p>video juan.mp4 Calificada</p>
<p>EVELYN ROCIO LANDA LIMON</p>  <p>2 archivos adjuntos Calificada</p>	<p>CAMILA LARA FLORES</p>  <p>VID_20201218_19502... Calificada</p>	<p>YESSICA ALEJANDRA MARTINEZ SANCHEZ</p>  <p>Sin titulo 9_720p.mp4 Calificada</p>	<p>ADRIAN ISRAEL MIGUEL RAMIREZ</p>  <p>Video (18 dic 2020 18:... Calificada</p>

(4.0)



## Appendix 3

### Strategy 2 results

 2 archivos adjuntos Entregadas	 7 archivos adjuntos Entregadas	 My daily routine II.pdf Entregadas	 2 archivos adjuntos Entregadas
 Primera parte del proy... Entrega fuera de plazo	 2 archivos adjuntos Entrega fuera de plazo	 2 archivos adjuntos Entregadas	 3 archivos adjuntos Entregadas
 ANGELICA RUBIO RODRIGUEZ	 ALFREDO SANDOVAL GARCIA	 METZI ABIGAIL VARGAS SANCHEZ	 CHRISTOPHER VASQUEZ HERNANDEZ

(5.0)

## Appendix 4

### Strategy three results

 Recording with LeslyB... Entregadas	 Recording with LeslyB... Entregadas	 2 archivos adjuntos Entregadas	 20210312-214403.mp3 Entregadas
 Screenshot_2021031... Entregadas	 Segunda parte del pro... Entregadas		

(6.0)









## Appendix 5

### Strategy 4 results

Proyecto libre

18 Entregaron | 18 Asignadas

Todas

<p>LESLY JOHANA BAUTISTA ALDANA</p>  <p>Video_202104171633... Entregadas</p>	<p>MARIA GUADALUPE DOMINGUEZ GRACIDA</p>  <p>VID-20210415-WA000... Entregadas</p>	<p>ARELY HERNANDEZ SOLANO</p>  <p>2 archivos adjuntos Entregadas</p>	<p>JUAN MANUEL JAIMES MARTINEZ</p>  <p>Sin archivos adjuntos Entrega fuera de plazo</p>
<p>EVELYN ROCIO LANDA LIMON</p> 	<p>CAMILA LARA FLORES</p> 	<p>YESSICA ALEJANDRA MARTINEZ SANCHEZ</p> 	<p>ADRIAN ISRAEL MIGUEL RAMIREZ</p> 

(7.0)

## Appendix 6










### Comparison from the beginning to now

People Info

ADD OTHERS

Share joining info

RAISED HANDS

V	VICTOR MANUEL SALAZAR REYES	
D	DANA DANIELA PICAZO LOPEZ	
M	MIGUEL ANGEL ROBLES ORTEGA	
M	METZI ABIGAIL VARGAS SANCHEZ	
A	ARELY HERNANDEZ SOLANO	
O	OWEN EMMANUEL RETANA RAMIREZ	
M	MARIA GUADALUPE DOMINGUEZ GR...	
C	CAMILA LARA FLORES	
L	LESLY JOHANA BAUTISTA ALDANA	

CAMILA LARA FLORES and 3 more raised their hands [Show](#)

(8.0)

Publicado el 17 nov 2020

Buen día a todos y todas, espero esten muy bien.

0

Han presentado la tarea

16

Asignadas

7

Evaluadas

Recuerden que es importante que vean sus programas de aprende en casa II. Ya que las tarea publicadas son relacionadas a ellas. En esta unidad aprenderemos a describir nuestro alrededor y ciudad. (Tus actividades pueden ser en un documento de word o docs /como evidencia es captura de pantalla/, o si lo deseas a mano en tu cuaderno /como evidencia una fotografía clara y nítida/) Y recuerden la tarea de INGLÉS se hace en el idioma INGLÉS. :)

[Ver tarea](#)

## (8.1 Activities at the beginning)

Publicado: 16 abr.

Hola, queridos estudiantes.

23

Entregaron

13

Asignadas

Espero se encuentren muy bien, les deseo una feliz semana.

Ya estamos en el último trimestre, nuestro último estrón. Yo sé que pueden lograr más cosas. Trabajemos juntos :)

La tarea de esta semana es practicar estos verbos que utilizas cuando estás en tus redes sociales, toda la semana les estaré subiendo 10 a 8 verbos nuevos para que aumente su vocabulario, Su tarea es estudiarlos y practicarlos.

## (8.2 Activities now)