ESCUELA NORMAL DE ATIZAPÁN DE ZARAGOZA

ENSAYO ANALÍTICO EXPLICATIVO

MOTIVATION AND INFLUENCE IN THE ACQUISITION OF A SECOND LANGUAGE (ENGLISH).

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

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ATIZAPÁN DE ZARAGOZA, ESTADO DE MÉXICO   JULIO 2021

EDOMÉX
DECISIONES FIRMES, RESULTADOS FUERTES.

GOBIERNO DEL
ESTADO DE MÉXICO

ESCUELA NORMAL DE ATIZAPAN DE ZARAGOZA

ASUNTO: Aceptación del Trabajo de
Titulación.

Atizapán de Zaragoza, Méx., 15 de junio de 2021.

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P R E S E N T E .

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

**MOTIVATION AND INFLUENCE IN THE ACQUISITION OF A
SECOND LANGUAGE (ENGLISH).**

**MODALIDAD: ENSAYO ANALÍTICO EXPLICATIVO**

A T E N T A M E N T E

DRA. SANDY MARIANA GARDUÑO RIVERA
En Suplencia Del Director de la Escuela Normal de Atizapán de
Zaragoza, de acuerdo con el Oficio 05120000/2239/2020
del Director General de Educación Normal

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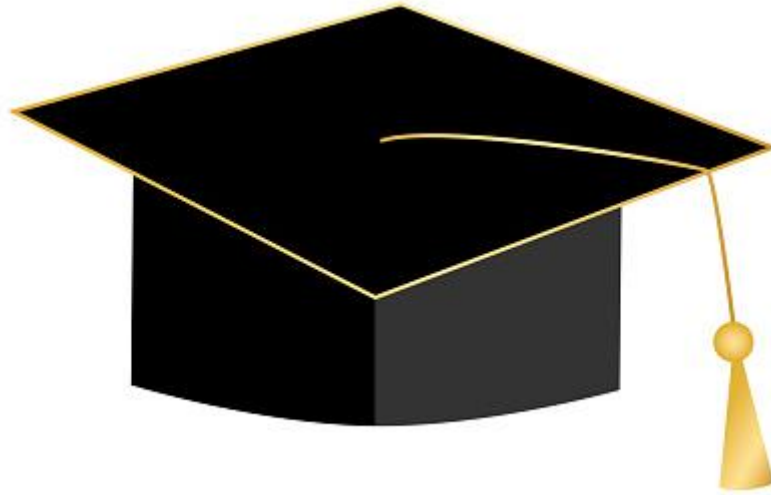
AGRADECIMIENTOS

Querido Dios: Antes que todo gracias por permitirme llegar hasta esta meta con salud, con la compañía de mi familia, amigos y todas las personas que he encontrado, que han regresado, que se han ido y que se cruzarán en mi camino, gracias por nunca soltarme y siempre bendecirme.

A Guadalupe López y Rogelio Solis:

Gracias por ser los mejores padres y abuelos del planeta, siempre estaré agradecida por todas sus enseñanzas, por ser mi apoyo y mi motor para salir adelante y llegar hasta donde estoy ahora, por darme los mejores consejos y cuidar de mi toda mi vida a pesar de todas las cosas, gracias por las risas, llantos, éxitos y derrotas que han compartido a mi lado, los amo y los llevo en mi corazón en todo momento.

A Montserrat Solis y Miguel Dueñas:

Les agradezco todo el apoyo que me han brindado a lo largo de mi formación académica, sin ustedes esto no habría sido posible, gracias por no soltarme nunca y protegerme en todo momento, espero poder seguir compartiendo mis triunfos con ustedes y tenerlos siempre en mi camino, los amo y les agradezco por ser la persona que soy.

Para Andrea, Renata y Argelia:

Mis pequeñas niñas, las amo por ser la pieza clave de mi vida, por alegrar mi corazón con sus risas, por enseñarme tantas cosas sin darme cuenta, por hacer que mi vida tenga sentido con sus ocurrencias y por impulsarme a seguir adelante cuando siento que ya no puedo más.

Para Guadalupe Solis:

Gracias por darme la vida, por ayudarme a cumplir mis sueños, por buscar siempre mi estabilidad y por darme ánimos cuando más lo necesito, se que todas nuestras peleas son para hacernos mas fuerte y para saber que siempre voy a poder contar contigo pase lo que pase, somos un gran equipo cuando estamos juntas y sin tu ayuda no podría lograrlo. Te amo mamá.

Para Guillermina Solis:

A lo largo de toda mi vida has estado siempre para aconsejarme, abrazarme y brindarme tu cariño incondicionalmente, eres un gran ejemplo de fortaleza y valentía y quiero que estés presente por toda mi vida, espero poder seguir siendo cómplices de muchas aventuras que están por venir y grandes caminos que recorrer. Gracias por todo.

A la familia Gallegos López:

Les agradezco infinitamente por todas las risas, los llantos, por creer en mi y tener las palabras de aliento necesarias para no rendirme y continuar hasta cumplir las metas que me proponga, gracias por estar presentes en mi vida.

A mi asesora:

Gracias por todos los aprendizajes a lo largo de mi formación docente, gracias a su enseñanza y a sus conocimientos transmitidos que han sido muy gratificantes y significativos para mí, le agradezco por ser la gran persona que es y por confiar en mi durante todo este tiempo.

A mis amigos:

Las personas que me han compartido los mejores momentos, con las que he compartido los momentos más estresantes y relajantes durante estos cuatro años, sin ustedes no hubiera sido tan significante y reconfortante esta etapa, espero poder seguir cumpliendo nuestras metas y sueños juntos por muchos más años.

A Verónica, Aridaí, Fabiola y Josaphat:

Gracias por aguantarme en mis momentos de desesperación, por ser pacientes en los momentos de ausencia, por brindarme su amistad sincera y su cariño cuando lo necesito, espero poder seguir compartiendo mi vida con ustedes.

A mis compañeros:

Gracias por apoyarme y compartir tantos momentos buenos y malos, viajes, risas, travesuras y experiencias que siempre recordaré con una gran sonrisa y como la mejor compañía en esta etapa.

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INTRODUCTION

The present document had the objective of demonstrating my abilities as a teacher to obtain the degree of Licenciado en Educación Secundaria con Especialidad en Lengua Extranjera (Inglés) in which the modality of work was based on the production of an Explanatory Analytical Essay (Ensayo Analítico Explicativo) in the thematic line 1. "Adolescents and their learning processes".

I wrote about motivation, the fourth types that make it up (instrumental, integrative, intrinsic, and extrinsic), and how they were related to develop or enhance the learning styles presented by third-year group C students belonging to the middle school 0547 Dr. Gustavo Baz Prada.

In order to identify the four activities that address the characteristics of motivation, six periods of professional practice were carried out with a duration of three to four weeks, during each of these weeks different activities were developed to achieve the learning of various topics that could attend to the learning needs of the students and a specific content within the plans and programs that are applied in the basic education of the middle schools.

At the same time, the activities were described and what was the response that obtained applied the strategies during the zoom classes over 30 minutes, also, is vital to remember that the method of application, communication, and evaluation was through an online modality decided through authorities (governmental and educational) due to the health emergency (COVID-19) in which the world population is involving.

The document is divided into three chapters, the first chapter is focused on introducing readers to the understanding of the environment in which they worked during a school year, as well as the learning styles that were obtained through the application of a "test of learning

styles "based on the VARK test since later this will serve as the basis of the activities that will be described in the activities.

At the closing of the chapter are the triggering questions that worked to determine the investigation, application, analysis, and explanation of the various strategies that were carried out in front of the group.

In the second chapter, I explained that motivation involves a constellation of beliefs, perceptions, values, interests, and actions closely related. As a result, various approaches to motivation can focus on cognitive behaviors (such as monitoring and strategy use), non-cognitive aspects (such as perceptions, beliefs, and attitudes), or both.

Also, the 2 main proposals made by Brown (2000) and Gardner (1985) will be detailed, they mention that there are two basic types of motivation: integrative and instrumental, but some authors say that there are four types of motivation. Instrumental, integrative, intrinsic, and extrinsic motivation.

Some definitions and explanations are retaken to improve understanding and analyze the relationships used during the development of the essay, only to mention a few examples are the definition of adolescent and the relationship that motivation has at this stage of human development, the influence it has on the teacher and how they affect the emotions of the students.

In the final part of this chapter, a brief explanation of the activities that were applied and the order that was followed during the virtual zoom session was given so that good learning was obtained and that the students achieve the purpose of the activity in a way easiest.

Finally, in the third chapter, the reflective process has been developed under the arguments proposed by Smyth's Cycle of Reflection (1991), which in simple terms allows us to analyze our past experiences projecting future improvements, the activities and the analysis of them, this cycle is composed of four moments.

The first is the description, on this part the reflection on the practice begins by describing, through narrative texts, the critical events and incidents of teaching, the second is the explanation, it is necessary to make explicit the principles that inform or inspire what is done, what it implies elaborate a certain theory and discover the deep reasons that underlie and justify the actions.

The third is confrontation, in this case, it is about questioning what is done, placing oneself in a biographical, cultural, social or political context that explains why these teaching practices are used in the classroom, and finally there is reconstruction, this becomes a process by which teachers, immersed in their reflective cycle, restructure their vision of the situation, personally and collegially elaborate frameworks of more defensible meaning and action, and they try to guide and improve in this way their teaching and the learning of their students.

In each of the activities, the relationship they have with each type of motivation and the influence they have on the different learning styles is explained.

1. SUBJECT STUDY

The purpose of English Language Teaching in Basic Education is for students to get the necessary knowledge to engage in social practices with spoken and oral language to interact with native and non-native English speakers employing specific competencies with the language. It is to say, through competencies that involve production and interpretation of oral and written texts –of familiar, academic, and literary nature– students will be able to satisfy basic communication needs in different every day, familiar, and known situations.

The students belonging to the middle school were in a stage full of emotions and physical, social, and emotional changes that have implications in their daily life, even during the school year they also found a modification in their environment, since the pandemic caused by Covid-19 many had family, work and financial losses that prompted students to look for a job to support their families.

Within the 1999 plan in secondary education are the knowledge of the school and the teaching work that begin from the first semester and conclude with the practice that trainee teachers will carry out, during broader periods and under actual conditions, before concluding their initial training, since the first two semesters the activities focus on the observation and analysis of different aspects of school life and teaching work.

The fundamental purpose of the academic activities of teacher trainee during the last two semesters of their initial training is to foster the relationship between the exercise of professional practice with middle education adolescents, the design of teaching proposals, the reflection on the experience gained in this practice and the systematic study of the aspects that give meaning to this successive experience to enrich it.

1.   EXTERNAL CONTEXT

I carried out my teaching practices in the Official Middle School "Dr. Gustavo Baz Prada" 0547, located on 38Alhelí, Lomas de San Miguel, Adolfo López Mateos, Estado de Mexico, 52928, with identification code 15EES0843H,. (Appendix 1) It was a school that belonged to the Stated System (Centros Educativos, 2018). With the morning shift schedule from 7:00 am. to 1:00 pm.

That school was in an urban context because of the social, cultural, economic, and environmental characteristics that the Instituto Nacional de Estadística y Geografía "INEGI" establishes.

INEGI categorizes as urban context all land, population, and housing units located within a developed area with a densely settled territory. It involves a core survey block group with a population of at least 1,000 people per four-sided mile and surrounding count blocks with a complete density of at least 500 people per square mile. It consists of closely settled territory with at least 2,500 people but fewer than 50,000 people. The word urban can be conceived of as referring to cities and, in most instances, the municipalities or counties near them. This area is considered to have higher rates per capita, intricate transportation patterns, high concentration of mid-air pollutants, intense cultural stimulation, diversity in property values, an extensive complex educational system, inequities in the legal structure, lack of community connectedness, cultural heterogeneity, and problems in access to health care (INEGI, 2010). From my point of view, is significant to describe this type of context, because, the students enrolled in this institution live in the areas or streets near the school and when developing the activities virtually, the context in which they find themselves is a key to identify the accessibility that students have concerning basic services and the scope of technology they may possess.

2.   INTERNAL CONTEXT

According to Sandoval (2000), in middle school, unlike the other levels that make up basic education, there is a more complex organizational structure that indicates the content and purpose of the assigned activities to each of the different groups that make up it. It is a pyramidal organization at the apex of which is the direction of the school and at its base the students who – officially – are subject to all controls; from the highest of the hierarchy (direction), through all the intermediates (sub-direction, teaching staff, educational assistance staff, and administrative services). (Appendix 2)

By a checklist (Appendix 3) I identified that the school has 18 teachers in charge of different subjects, such as English, Mathematics, Spanish, History, Technology, etc. Three administrative staff in management and two more in other school areas, principal and sub-principal, specifically in the Area of English there is only one teacher who serves the nine groups. In the morning shift, the school had nine groups, three classrooms for each degree.

How can identified and corroborate the information described above was through the observation practices that I carried out in previous semesters, the first visit was in the second semester for one day only to identify the characteristics of an urban context, my second visit was in the sixth semester to carry out observation and intervention practices, but unfortunately due to the health emergency, it was not possible to carry out the intervention practices only in the sixth semester.

3.   VIRTUAL LEARNING

On December 31, 2019, the World Health Organization (WHO) received reports of pneumonia of unknown origin in Wuhan City, China. Quickly, in early January, the

authorities of this country identified the cause as a new strain of coronavirus. The disease has been spreading to other continents such as Asia, Europe, and America.

COVID-19 is the most recently discovered infectious disease caused by a coronavirus. Both were unknown before the outbreak erupted in Wuhan, China, in December 2019, with the COVID-19 health emergency, face-to-face classes were suspended, and remote education actions were implemented.

With the news about SARS-CoV-2 in Mexico, the quarantine started on the last days of March and returned on the first days of May 2020. Still, it was necessary to extend the quarantine for more days, and the Virtual learning started in the third trimester of the cycle 2019-2020 with Aprende en Casa I. One of the adaptations was to protect the student's health, the teacher's health, and the family's health. Another adaptation was the educative accounts for students and teachers to use the Classroom, Zoom, WhatsApp, and e-mail to assign homework to have students' autonomy in their knowledge. The cycle 2020-2021 will start applying Aprende en Casa II and III to continue with distance education.

The Secretaria de Educación Pública decided to implement the Aprende en Casa II program, to transmit small videos explaining the topic to be seen during the day or week, setting different schedules for each grade level of basic and higher education.

Holmberg (1985) affirms that the remote system involves studying for yourself but uses a course and interaction with instructors. Thus, there is a kind of dialogue in the form of traffic in both senses, with written and telephone exchanges between students and instructor and support elements. (p. 13)

The main adaptation with the principal, vice-principal, and teachers was working by teams for each grade; mainly I will find myself working with the groups of 3rd-grade group A, 3rd-grade group B, and 3rd-grade group C, in this team, there are six teachers from different subjects, Among them the teacher in charge of the English class and the tutor of the three groups, I consider that the approach I had in each of the sessions were of paramount importance to me since they allowed me to listen and identified the needs that were available in the groups with which I was working during the school year, support teachers in the search for strategies, elaboration of technical sheets of students at risk or follow-up.

During my professional practices and as suggest of my main teacher, worked with two curriculums in basic education, which were Programa Nacional de Ingles en Educación Básica (PNIEB) and Aprendizajes clave para la educación integral (Lengua Extranjera. Inglés.), because the students in the group did not have the same level yet, or they did not comply with the expected learning from both plans to cover the programming suggested by the PNIEB or Aprendizajes Clave. For this reason, decides to rely on the thematic line 1 and, at the same time, determining my study topic about the motivation and the relation with the students.

Cecilia Fierro mentions that "the teacher's work is also a collectively constructed and regulated task." (p.76), so I believe that establishing the work as mentioned above teams have significant benefits, which are the sharing of various strategies and activities that are functional for students and at the same time show favorable results concerning learning and timely delivery, if any of the teachers detect any risk or problem situations are discussed in the meetings, in this way the whole team seeks a solution and a review is made that helps in the performance of the students.

The principal and vice-principal determinates that the way to communicate with the students and parents is by WhatsApp and Google Classroom because the Secretary of Public Education gave institutional accounts for each of the students and teachers, in this way, they can assign tasks and support material uploaded so that it is available to students enrolled in the Classroom, as we know WhatsApp is an application for mobile devices that today has become essential in communication and through a group can send important information simultaneously.

As Fierro (1999). says, "the teacher is the latest support of the educational apparatus that can be decisive in defining the school trajectory of students who are in disadvantaged conditions (whether economical, family, personal)."

The way to worked with students was through virtual zoom in this way the students of 3rd "A" have advice on Fridays, 3rd B on Mondays and 3rd C on Tuesdays.

In the beginning, I couldn't give feedback or verify the students' responses in written exercises since the domain of aefcm.nuevaescuela.mx is only assigned to basic education students. Therefore, only users with this domain can access Classroom, so the only means of contact with them was through zoom counseling and the WhatsApp group. I was aware of their academic situation through the school's job delivery lists to prepare the tracking sheets and at the end of each evaluation period.

At the half of the year, the main teacher told us that she would modify the way to work with the students. One of these changes was on the way to work, principally because she required the exercise of the students on three types of documents (PDF, word, and a link by google forms) with the purpose of share and have access both at the same time, (the main teacher

and the trainee teacher). She allowed us to choose our activities to implement on the lesson plan with each group, to serve as support and evidence on our reception document, taking into account that the e-learning will continue during all the school year.

Alcazar (2006) says that "the term E-learning (electronic learning) refers to the medium or channel on which teaching is supported. It is defined as the use of multimedia technologies to develop and improve new learning strategies." (p. 1-11).

4.   LEARNING STYLES

Some teachers consider it essential before choosing the strategies or activities to use with the group, is vital to apply a test that allows the characteristics of the group at the time of acquiring the knowledge where we are going to be focus during the school year and our analysis, particularly, on my case decides to work with the VARK (Visual, Aural, Read/Write, Kinesthetic) test because it shows the learning styles and is helpful in determine the opportunity areas and the resources that they would like to do in class.

VARK learning style test was conducted, which was applied through Classroom, by uploading a Google forms link to facilitate student access which can consult at the link below or in Appendix 4 that includes the answer key that corresponds to the characteristics of VARK

(https://docs.google.com/forms/d/e/1FAIpQLSekeBAd_509Q9am6XMpQwLVJe1JneZQo HBYXZhWZxLRixMiCA/viewform) the number of responses was as follows, with 42 responses from 46 students in total being obtained in the 3rd group, 3°C. (Appendix 5)

In collaboration with Collen Mills in 1992, this test was chosen because Neil Fleming developed a simple tool to determine sensory mode preferences when processing information. Without being a diagnostic tool, the instrument was intended to serve as a

catalyst for reflection: from comments like "haaa!, I now understand why I learn faster and better when I am in certain situations..." this instrument is called VARK (Visual, Aural, Read/Write, Kinesthetic). According to results from studies carried out in some countries with VARK, there was a noticeable use in students because teachers detected teaching preferences according to the students' learning styles.

Sight, hearing, and movement mark our first learnings, and once the literacy-writer skill is acquired, this point becomes another pillar of acquisition and filtering of information. (Lozano, 2001) The VARK-Visual, Aural, Read/Write, Kinesthetic- model takes up these forms of appropriation and generates a response to the needs of those who live the educational process. Throughout the work on the subject, they will discover how to take it to the classroom to promote learning. Initially, the instrument consisted of 13 questions with three and four possible answers. In September 2006, to give greater reliability to the instrument, a modification was made, increasing to 16 questions with four answers. (Fleming, 2006)

From the original model, seven questions were selected that served as a reference for students to recognize their tastes and that was easy to understand to avoid confusion that prevented the obtaining of the results that were intended for the test, also added six more questions that served as a reference to focus that so much accessibility and ease the students had to enter the virtual classes, deliver jobs and be informed of notices that are generally made in WhatsApp groups.

According to the results obtained in the learning style test, the following information is identified according to the third-grade group C:

In the group of 3°C, there are 22 students with a Read/Write sensory mode preference; six people prefer the Aural mode, three students prefer the Visual, and 11 prefer the Kinesthetic-model when processing information. The resources available to students in this grade are as

follows; 24 students do not have a computer, 18 students have a laptop, only two students do not have a smartphone, and only four students do not have internet access, concerning the above points, ten students do not share these technological devices, six students share it with another person, nine students share their devices with two people inside their home, and 17 students share it with three or more members of their family, and finally 11 of the 42 students who answered the survey have the need to work. (The graph showing the percentage learning styles can be found in the Appendix 5)

The results of the students' learning styles were beneficial because I was able to identify their learning preferences and take them into account to choose the teaching activities and to be able to determine what type of motivation was worked with each activity.

5.   THEMATIC LINE

The reception document proposed in this degree is an analytical and explanatory essay in which the trainee teacher expresses a particular vision on a subject, present ideas, reflections, and personal views on their teaching experiences based on arguments; this writing is also characterized because it reflects the genuine thinking of its author under three different thematic lines, on my particular case, I decided to focus my document on the second thematic.

The thematic line "Análisis de experiencias de enseñanza," the works inscribed in this thematic line refer to the knowledge that I (as a trainee teacher) demonstrated to have of high school students during Trabajo docente I and II and the ways they use this knowledge for the planning and development of the proposed teaching activities. A document in this line requires the student to put their observation skills at stake, interact with teenagers in and out of the classroom, dialogue with them, apply specific tools to explore their knowledge, etc.

6. COMPETENCIES

According to the 1999 curriculum of the bachelor's degree established by the Escuela Normal de Atizapán de Zaragoza is designed to be part of the idea that an essential aspect of the initial training of teachers is carried out in the field of work, the secondary school, because the exercise of teaching demands – in addition to a solid mastery of the contents and teaching strategies – a set of skills and attitudes that are only acquired in the as normalistas students learn about the characteristics of high school life and face specific challenges in establishing a direct relationship with adolescents and conducting teaching activities at different grades at this educational level.

Teaching work in the classroom and school requires, among other skills, to observe and interpret events in the classroom and to make appropriate and immediate decisions that allow to organize the work of all students, to serve especially those who require it, and to resolve conflicts that arise during the working day to achieve educational purposes. It is also essential that teachers have a great capacity for communication to, on the one hand, explain, narrate, argue, transmit instructions or ask questions, and, on the other hand, to listen to students, interpret their opinions, questions or comments, identify their reactions – and even their moods – in class or outside of it.

7. PURPOSES

The most important purpose for me was to identify activities that are related to learning styles and to analyze how the types of motivation influence the development of the teaching strategy.

The reasons why I decided my topic were detonated when I started to work with my different groups, at the same time, noted that they did not totally agree with the activities applied in class and only answered because the participants were taking account on the scale of value but not for the interest of learning the language or demonstrate their knowledge. At the same time, just at the beginning of the pandemic, for me was confused because I could not connect with my students and noted the opportunity area. I consider that is vital to transmit my emotions to my group. While I was doing a reflection of my practice, I recognized my engagement to investigate and develop my document under the title of "Motivation and influence in the acquisition of a second language (English)."

I would particularly like to work with the third-grade group Group C because they provide a better delivery response concerning written work and assistance to virtual consultancies. When we contact WhatsApp students with lags, they always send the missing activities or the teacher's design for the specific cases. In this particular group, I noticed that students have a more significant variation in response during virtual mentoring, so I decided to implement various strategies to analyze the activities that caused them the most interest and what type of activities they developed different emotions or interests.

8. MAIN QUESTIONS

The collection of information depends on the central aspects that have been decided to be analyzed: for that motive, it is desirable to have defined based on the questions that were asked, what information was necessary and what means, and instruments should be used in the collection of information that was useful, relevant and sufficient to describe, explain the fact or processes studied and show evidence of the conclusions obtained.

1) What is motivation on the learning process?

2) Types of motivation on the acquisition of a second language (English).

3) Strategies to promote the motivation and the relationship with the learning styles.

4) How does motivation influence the acquisition of a second language on the student at a middle school.?

2. THEORETICAL REFERENCES

1.   DEFINITION OF MOTIVATION.

Motivation is of particular interest to educational psychologists because of the crucial role it plays in student learning. However, the specific kind of motivation studied in the specialized setting of education differs qualitatively from the more general forms of motivation studied by psychologists; motivation in education can have several effects on how students learn and how they behave about the subject.

You can: Direct behavior towards particular goals, increase onset and persistence in activities, improve cognitive processing, determine which skills should be strengthened to lead to better performance, because students are not always motivated internally, sometimes they need a located motivation, which is in the environmental conditions that the teacher creates, motivation refers to "the reasons underlying behavior" (Guay et al., 2010, p. 712).

Broussard and Garrison (2004) broadly define motivation as "the attribute that moves us to do or not to do something" (p. 106).

Motivation is governed to a large extent by emotions. In turn, our emotions are socialized through culture. And emotions influence task engagement, the visible outcome of learner motivation. For example, one person working at a task feels frustrated and stops, whereas another person working at the last feels joy and continues. Yet another person with a different set of cultural beliefs feels frustrated at the task but continues with increased determination. What elicits that frustration, joy, or determination may differ across cultures because cultures differ in their definitions of novelty, hazard, opportunity, and gratification and their definitions of appropriate responses (Kitayama & Marcus, 1994). Thus, a person´s response to a learning activity reflects his or her culture.

Motivation involves a constellation of beliefs, perceptions, values, interests, and actions closely related. As a result, various approaches to motivation can focus on cognitive behaviors (such as monitoring and strategy use), non-cognitive aspects (such as perceptions, beliefs, and attitudes), or both. For example, Gottfried (1990) defines academic motivation as "enjoyment of school learning characterized by a mastery orientation; curiosity; persistence; task-endogeny; and the learning of challenging, difficult, and novel tasks" (p. 525). On the other hand, Turner (1995) considers motivation to be synonymous with cognitive engagement, which he defines as "voluntary uses of high-level self-regulated learning strategies, such as paying attention, connection, planning, and monitoring" (p.413).

2. TYPES OF MOTIVATION.

According to Brown (2000) and Gardner (1985), there are two basic types of motivation: integrative and instrumental, but some authors say that there are four types of motivation. Instrumental, integrative, intrinsic, and extrinsic motivation.

1. INSTRUMENTAL AND INTEGRATIVE MOTIVATION.

According to Gardner and Lambert (1972), motivation refers to language learning for personal growth and cultural enrichment. The learner likes to learn a language to enter successfully into the target language society. At the same time, instrumental motivation arises from a need to learn the second language for functional or external reasons. They involve the attainment of aims, functional aims for learning like passing exams, and financial rewards.

Instrumental motivation refers to acquiring a language to obtain instrumental objectives such as furthering a career, reading technical materials, translating, etc. Integrative motivation

describes learners who want to integrate themselves into the culture of the second language group and become involved in social interchange in that group.

Dörnyei (1998) expressed that a motivational construct involves both instrumental and integrative motivation. Most situations in learning a language include a mixture of each type of motivation. It is impossible to attribute language learning success to specific integrative or instrumental causes. It is stated that the significance of integrative and instrumental motivation depends on situations or contexts whether learning language functions as a foreign language or as a second language.

2.   INTRINSIC AND EXTRINSIC MOTIVATION.

Dörnyei (1998) defined the terms intrinsic and extrinsic motivation. Intrinsic motivation refers to the motivation to engage in an activity because that activity is enjoyable to do. Extrinsic motivation refers to the actions performed to get some instrumental aims like earning a reward or stopping a punishment. Brown (2000) indicates the relationship between these two kinds of motivation. Extrinsic motivation may turn out to be integrative motivation if someone else wants the second language learner to know the second language for integrative purposes; extrinsic motivation may turn out to be instrumental motivation if an external power wishes the second language learner to learn the English language.

Moreover, intrinsic motivation can be integrative motivation if the second language learner wants to integrate with the second language culture; intrinsic motivation can also be instrumental motivation if the second language learner wishes to gain aims using a second language. Likewise, learners with the same integrative motivation can indicate significant differences in intrinsic and extrinsic motivation. Intrinsic and extrinsic motivation is pertinent

to integrative and instrumental motivation related to second language learning (Brown, 2000).

Al-Otaibi (2004) declared that motivated learners spend much of their time to gain aims in learning a foreign language, and motivated learners can also learn language more effectively than unmotivated ones. According to Al-Hazemi (2000), learners with a strong desire to learn a language can obtain a high level of competence in the target language.

MacIntyre (1999) believed that a safe classroom climate is necessary for motivation, and learners feel comfortable learning a language in this ideal condition. Good and Brophy (1994) stated that motivation could not be developed in a challenging classroom, and teachers should create an effective learning environment for their learners. They mention that effective language learning occurs in a relaxed and friendly class.

3.   ADOLESCENCE DEFINITION.

"Adolescence" is a dynamically evolving theoretical construct informed through physiologic, psychosocial, temporal, and cultural lenses. This critical developmental period is conventionally understood as the years between the onset of puberty and the establishment of social independence (Steinberg, 2014). The most commonly used chronologic definition of adolescence includes the ages of 10-18 but may incorporate a span of 9 to 26 years depending on the author (APA, 2002).

The World Health Organization (WHO) has been described "adolescence" as the period in life when an individual is no longer a child but not yet an adult. It is a period in which an individual undergoes enormous physical and psychological changes. In addition, the

adolescent experiences change in social expectations and perceptions. Physical growth and development are accompanied by sexual maturation, often leading to intimate relationships. The individual's abstract and critical thought capacity also develops and a sense of self-awareness when social expectations require emotional maturity. It is essential to keep this in mind for a complete understanding of the behaviors of adolescents as you read through this handout.

It is important to note that adolescents are not a homogeneous group. Their needs vary with their sex, stage of development, life circumstances, and their environment's socio-economic conditions,

4.   THE RELATION OF THE TEENAGER AND THE MOTIVATION.

Attitudes towards the learning situation, as a whole, contribute to the motivation general to learn the language. In this conceptualization of the term, a motivated individual makes an effort to learn the language (i.e., does his homework, participates in class, etc.), wants to learn the language, and enjoys language learning.

Somewhat, it is one more psychological theory suggesting that intrinsic motivation and integrator, and ultimately identity development, are shaped by three basic psychological needs: autonomy, competition, and the relationship, Gruunewald (2009), explains that autonomy refers to the actions that a student initiates and regulates himself.

Autonomous actions occur voluntarily, while participation in non-autonomous behaviors makes the student feel obligated or controlled. Competition refers to a student's feelings about mastery of intellectual content or challenge expressed in curiosity, exploration of complex or

new material, etc. Affinity is the need to feel acceptance on your part and that of others (e.g., teachers, parents, peers)

Taking up Gardner and Lambert (1972) postulated that the goals that motivate us to learn a second language could be divided into two:

Integrative orientation: Positive predisposition towards this foreign language and the desire to interact with them.

Instrumental orientation: It is associated with the pragmatic benefits that are obtained from the acquisition of a second language (a better job)

In addition to these two concepts, Gardner introduces the "integrating motif," which is made up of three components:

Integrativeness: Interest in second languages and attitude towards their communities.

Attitudes towards the learning situation: Teacher and subject.

Motivation: Intensity of motivation, desire to learn the language, and attitudes versus your learning.

In conclusion, the factors that define motivation in the context of second language learning, according to the Gardner (1972) model, could be summarized using the following scheme. (Appendix 6)

## 5.	THE IMPORTANCE OF THE TEACHER ON THE MOTIVATION.

Jeremy Harmer (1983) makes a classification in which he explains the different roles that a teacher must perform depending on the activity he is doing. Therefore, he makes the following distinction: controller, advisor, organizer, promoter, participant, and source of resources. The figure of the teacher and the motivation he possesses are essential in the language acquisition process, apart from the different roles he plays. Numerous studies show that teacher's motivation influences students' motivation, optimizing or inhibiting learning.

Teachers create different contexts in which the different motivations that they try to trigger the interaction together with the characteristics or needs of each student, so care must be taken when carrying out this motivational force, since depending on each student, this motivation can have different repercussions on each of the teachers, being able to provoke states of motivation in some and demotivation in others.

The motivational process is dynamic; that is to say, a student can start an activity in a playful way and with interest and, after a few minutes, adopt a passive and disinterested attitude towards the activity. Therefore, the teacher adopts a dynamic and active role in this entire process, observing and understanding the needs of each of his students at all times and, above all, having an action protocol for each of these moments of the session in which students have that need to feel motivated to be able to carry out learning successfully.

Tapia (1997) introduces the concept of motivational classroom climate, referring to the different interactions that must take into account within a classroom, where it is present between teacher and student and is also found among students. Depending on the actions a student performs in class, they can change their perception among their classmates, so we

must also take this reality into account in the classroom and carry out our actions considering all the variables present in a virtual classroom.

In the same way, Roth (2003) considers that the factors that play an essential role in both learning and teaching are the following:

● The motivation and credibility of the teacher.

● The individual and emotional starting conditions of the students.

● La motivación general situacional y la disposición a aprender de los estudiantes.

● The particular motivation that a given subject awakens in students, their prior knowledge, and the emotional state of the moment.

● The specific teaching and learning context.

6.   MOTIVATIONAL EFFECTS OF EMOTIONS.

Pekrun (1992) studied the effects of positive and negative emotions on the motivation extrinsic and motivation intrinsic of tasks:

Negative emotions can affect intrinsic motivation in two main ways. First of all, negative emotions such as anxiety, anger, sadness, etc., can be incompatible with positive emotions and, therefore, reduce the task's enjoyment.

Secondly, a negative extrinsic motivation can appear opposite to the positive extrinsic motivation that leads to the non-execution of the task (avoidance behavior) because it is linked to negative past experiences. Therefore, in addition to preventing positive intrinsic

motivation, negative emotions also produce negative intrinsic motivation. One of the negative emotions that leads to non-performance or avoidance is "boredom," which is presumed to produce (negative) motivation to avoid performing the task and commit to other tasks instead. There are also other emotions, such as anxiety or anger, etc., that can produce intrinsic avoidance motivation, not only because they are related to the results but because they can also be generalized to the contents of the task.

On the other hand, intrinsic motivation considers prospective emotions, those that are prospectively and directly linked to the results of the tasks (notes, parental support, etc.) such as hope, expectations of enjoyment, anxiety, etc. Thus, hope and expectations of anticipatory enjoyment would produce positive extrinsic motivation, that is, motivation to perform the task to obtain positive results. On the other hand, hopelessness can induce a state of helplessness that entails the reduction or total cancellation of extrinsic motivation due to not achieving positive results or avoiding negative ones. It can assume that positive extrinsic motivation contributes effectively (together with positive intrinsic motivation) to total task motivation.

The case is complicated when the (negative) results and the extrinsic avoidance motivation produced by anxiety are related. Two situations can be distinguished on how to avoid failure and negative results. In "non-restrictive" situations (ordinary class assignments), failure can be avoided by demanding more manageable tasks from the student that she/he can complete. In "restrictive" situations (for example, an exam), the only way to avoid failure is by providing the student with the necessary teaching resources (techniques, skills, etc.) to cope with the task successfully.

Retrospective emotions such as joy for the results, disappointment, pride, sadness, shame, anger, etc., function fundamentally as evaluative, as retrospective reactions to the task and its results. Evaluative emotions can serve as the basis for developing extrinsic motivation in the execution of academic tasks. Thus, pleasant experiences associated with positive results (a good grade, praise from the parents, etc.) and feeling proud of it leads to an increase in the subjective appreciation of achieving these types of results. On the other hand, experiencing disappointment or shame leads to negative results.

After the analysis of the activities that could be applied about motivation, and taking in consideration the learning styles, I planned some activities for the group 3 C of the official junior high school "Dr. Gustavo Baz Prada" 0547, covering the 4 types of motivation, in order to enhance the motivation, on the acquisition of a second language (English) for specific details with different topics. Those activities were applied in 4 sessions of 30 minutes, from February 1st to May 7th in 2021.

3. EXPLORING ACTIVITIES

The strategies that I applied in each of my days of practice with the group of the third C, I divided into two parts, the first part was the order that I carried during the virtual counseling, and the second part focuses on the analysis of the activity that I related with learning styles and types of motivation.

I took in to account the Smyth's model of reflection, to evaluate and reflect about the creation and application of my activities.

This exercise of reflection was done through the four moments that Smyth (1991) proposes to carry out a self-diagnosis of my practice in teaching: description, inspiration, confrontation and reconstruction.

•Description: You're looking to be clear about what, when, who, and where?

•Inspiration: I analyzed what the meaning of my teaching is; this is understood as "theorizing about our teaching in the sense of degreasing the broader pedagogical processes that were hiding behind certain actions" (Smyth, 1991, p. 282).

•Confrontation: you have to answer the question, how did I become that way? That's where I reflected on whether my practices or decisions have been the most appropriate.

•Reconstruction: I emphasized how I could do things differently.

The activities that expose on the chapter III and how the types of motivation were applied and the relationship found with the learning styles are detailed below.

1.   Strategy 1 "Reading on weekends"

On the first strategy applied the instrumental motivation and according to Gardner (1977) gives a clear definition "Instrumental reasons refer to those reasons, which stress the pragmatic aspects of learning the second language, without any particular interest in communicating with the second language community." But at the same time, take in to account the learning styles, as mention at the beginning of chapter I as the results of diagnostic exam, the Read/Write sensory mode preference was the principal.

The topic for this strategy was present simple focused on the weekends, so, decided to work a worksheet with a reading (appendix 7) for attending the learning style, and at the same time reading comprehension could be evaluated. Because it was the learning style most chosen by the students. However, attention and enthusiasm for this activity was not achieved. That activity was applied on February 2nd 2021, on the virtual meeting to 10 students approximately divided in 2 sessions of 30 minutes each one.

At the beginning of the class, projected a power point presentation and with students' participations, they read the information about the activity and the topic.

Then I asked them if everything was clear and by oral participation, they exposed their doubts about the topic. Next, explained the grammar structure to make the activity easy and avoid future problems, for the reading activity showed some pictures to introduced vocabulary and some key words that would be functional when checking the reading.

The activity consisted in read a daily routine about what does Leona do on the weekends, by participations the students read aloud sentence by sentence. Afterwards I did some questions

about the reading primarily to review if they understood the main ideas or the most significant activities that Leona do on their weekends.

As mention (Laws, 1996) about the learning on websites, "this is a form of increasing popularity and an effective means for the distribution of education. These types of courses generally make extensive use of the telecommunications facilities of computers and the Internet".

To closed the didactic sequence, showed a virtual dice, contained a list with activities (appendix 8) that usually do on free time or on weekends, with help of my computer roll the dice and, on the screen, appear different questions. By oral and writing participations they answer the question that appearing on the center of the screen according to the preferences and thing that they usually do.

ANALYSIS

Description.

All the classes was divided in 2 schedules, the first middle of the group (number 1-24) enter at the session of 8: 00 to 8:30 and the second middle enter at the class of 8:30 to 9:00.

Both classes I started with a typical welcome greeting to make a learning environment kinder and build confidence with students. I asked students to register their full name in the chat, as this would serve as a means of evidence of attendance so that I could carry out the entries more efficiently.

As I received the names of each student, I asked them to start reading aloud the reading I was sharing on the screen (Appendix 19), each student read a statement and I only mentioned the name of the student to read, this in order to make the class more dynamic and finish the first part of the activity faster.

After the reading, we moved on to the questions part (Appendix 20) to assess students' understanding of the activities that had been read following the list of entries. As the grammatical structure of the statements in this simple has already been revised in past sessions, it was easier for students to structure the answer to the question.

After solving this part of the reading, I began to project the closure of the reading comprehension with a test of true or false, the resolution of this activity was much easier for students, since they only had to answer with a false or true according to what they can remember from reading. (Appendix 21)

At the beginning of reading, students did not have a great interest in reading, memorizing, and less about discussing what information they might contain in the series of questions.

Explication.

The activity I decided to apply with the 2 halves of the group was a reading about weekends, this reading addresses the topic of simple present and the activities that are usually done on weekends. The reason I applied this strategy was that according to the result that was obtained in the questionnaire applied at the beginning of the school year to know what learning style they prefer it was obtained that the predominant learning style is in the Read/Write area. (Appendix 5)

"The purpose of reading is to connect the ideas on the page to what you already know. If you don't know anything about a subject, then pouring words of text into your mind is like pouring water into your hand.

You don't retain much. For example, try reading these numbers:

7516324 This is hard to read and remember.

751-6324 This is easier because of chunking.

123-4567 This is easy to read because of prior knowledge and structure.

Similarly, if you like sports, then reading the sports page is easy. You have a framework in your mind for reading, understanding and storing information." (Martin, 1991)

Reading comprehension requires motivation, mental frameworks for holding ideas, concentration and good study techniques.

Herrera M. mentions that a learning environment is the place where students and teachers come together to interact psychologically in relation to certain content, using methods and techniques previously established with the intention of acquiring knowledge, developing skills, attitudes and in general, increasing some type of capacity or competence.

The time I dedicated to this activity was 15 to 20 minutes, 10 minutes for reading and 5 minutes for each question section, in the first session it took me a little longer than estimated in the round of comprehension questions, so in the second session we first read the questions and then we started reading "Do you like your weekends?". As the answers appeared, students related the question to the answer, and we recorded it in a group way.

The round of questions serves as an evaluation of the acquired learning, taking into account the reading comprehension test by Lázaro (1982), it includes various tasks in which the subject must recognize between several sentences (which did not appear literally in the text), one whose meaning corresponds to an idea that is explicitly present. This last demand (sentence recognition) is considered a good indicator of the ability to transcend a merely superficial level of understanding of the linguistic content of a text, although global understanding of it is not necessarily required.

Confrontation.

Pachtman and Wilson (2006) stated that it is vital to motivate learners to read by giving them opportunities to select their interest materials. In other words, readers want to read more when they are permitted to select their reading materials because they must discover that reading is a pleasurable activity.

For instance, learners who read for pleasure and employing approaches to help their comprehension are extremely motivated readers. Learners of this kind typically consider reading to be an important factor in their daily activities, accept challenges in the reading process and are likely to be successful readers.

According to Carrell (1989) and Ahmadi and Pourhosein (2012), interactive method is the interaction between bottom-up and top-down methods. The interactive method is a process based on information from many sources such as orthographic, lexical, syntactic, semantic knowledge, and schemata. When reading word by word, readers with good bottom-up skills do not comprehend the texts, they should use their background knowledge to support them

which is called interactive model. This method is made on the interaction of the bottom-up and top-down models.

Ahmadi and Pourhosein (2012) declared that language learners may use top-down reading to compensate for deficiencies in bottom-up reading. In order to realize meaning, learners should use their schemata to compensate for the lack of bottom-up knowledge.

Stanovich (1980) expressed that learners who rely on the top-down method use textual clues and predict the meaning and try to compensate for deficits such as weaknesses in word recognition and lack of effective bottom-up processing.

The interactive method leads to the most effectual processing of texts. Stanovich (1980) emphasized that while the interactive method supports language learners in gaining successful reading, teachers should find reading instructions to make better their readers' abilities.

Reconstruction:

According to the Plan de estudios 1999 Licenciatura en Educación Secundaria Documentos básicos, in the section on "la formación inicial de profesores establece una relación estrecha y progresiva del aprendizaje en el aula con la práctica docente en condiciones reales" it decrees that the teacher trainee "aprenderá a seleccionar y adaptar estrategias de enseñanza, formas de relación y estilos de trabajo congruentes", I consider that I could achieve this point since class with class I noticed the adaptations that I had to make according to the behavior of the students, although I applied the same materials on 6 different occasions, the students

had different learning needs and, therefore, the results obtained in terms of the response and motivation of the students were notoriously different.

I noticed that even if the students' results indicated that they preferred the reading-focused learning style it was not entirely an activity with which they enjoyed learning, although the material I presented was eye-catching, I was unable to get their attention completely. Instrumental motivation tells us that you must have a desire to achieve proficiency in a language for practical reasons. It will encourage performers to interact with second language speakers in order to achieve certain goals. Interaction is intended for practical purposes for the instrumentally motivated learner. (Krashen, 1981)

In conclusion, instrumental motivation can be defined as one of motivation types that engender a desire of someone in learning second language in order to achieve certain goals, such a getting a better job.

2.   Strategy 2 "Interactive video"

On my second didactic sequence started with a memory game (appendix 9) where the students' needs to observe the image, remember the place where was ubicated the card and match the game piece with text and with the game piece that contains an image, the pairs are indicate by the cards with a sentence. The reason to apply the game was that I would use it in the virtual class. Therefore, it was vital to present the topic on the virtual class, in this occasion the main topic was simple present.

For my second activity applied on February 9th, 2021, in a virtual meeting with 23 students approximately divided in 2 sessions of 30 minutes each one. Decided to use the song "we don't talk anymore" by Selena Gomez featuring Charlie Puth. found an interactive video with this song on a website. I revised the questions, analyzed how could and in what moment develop the video and play the activity before to use and writing on my lesson plan.

I consider that the second activity is the most important of this didactic sequence, because it connects with the integrative motivation and the aural learning style. The integrative motivation is characterized for a positive attitude towards the inhabitants and the culture of the target language. It is highly related to achievement.

Moreover, the aural learning style is a style in which individuals learn best through hearing directions and speaking answers. It is common for aural learners to be proficient at speaking and acting. Typically, aural learners prefer to listen to lectures rather than take notes. They may also read things out loud to help better understand the material.

On the last activity, took the same song but on a different mode. By the website https://es.lyricstraining.com/ I encounter a lyric of the song where the students should listen the song, identify the lyric and the pronunciation of the song, but at the same time they have to read the options and choose the word that correspond. (Appendix 10)

ANALYSIS

Description

The activity was implemented as a closing of the didactic sequence that I worked on during the week of February 8th to 12th, when sharing the screen with my students through the zoom

session they found it unattractive, since they had already heard the song previously, but with a different activity than the one we were going to work on.

On the website of (islcollective.com), I selected the video that I had proposed in my lesson plan to bring the interaction and participation of the group, the names of the students who connected to this virtual class were registered through the zoom chat and A screenshot of the attendees was taken (Appendix 22 and 23) to later send it to the supervisors of the middle school.

The activity that was presented through the following link Simple Present - English ESL video lesson (islcollective.com) (Appendix 24), the instructions for the students was that following the names they had sent in the chat would be the order of the oral participation or written to be able to find the solution to the questions that were posed during the interactive video.

In this case, for the first section, the students did not need to pay attention to the music or the lyrics, since we had reviewed that in the development activity. For the next section, which was the students with the list number from 25 to 48, it was necessary to adjust terms of the order of the activities, causing them great amazement and interest since some comments were "wow, I had heard the song, but there was no seen the video ", "When I listen to the song I will remember what we learned today " and "I never thought I would learn with the song that I like".

The students expressed their doubts and if any of their classmates had problems answering the question, some students showed interest in helping them by giving them clues or giving the meaning of the words that they did not know.

Regarding the times that I had planned in my lesson plan for the first section, I did not manage to finish the 3 activities that I had planned. In the second section, the times were faster and I managed to finish the 3 activities that I had proposed.

Explanation.

This activity was designed with the purpose of being developed in the final part of my didactic sequence, when applying the activity with the first section of my group I noticed that I had to change the order of application, because in the first section and the In the first activity, the students had to find the missing words of the lyrics, at the same time they needed to listen and follow the lyrics that appeared on the screen and select the missing words to complete each verse.

I selected these resources because I consider that the development of the different English skills is a basis for the acquisition of a second language, at the same time I considered it pertinent to select a listening skill so that the students would become familiar with pronunciation and cause interest in music in English, showing that if they listen to music in this language it will be easier for them to understand the pronunciation of words.

Although the sense of listening was not directly developed in this activity, it served as a great help and complement to the strategy that I used in which they had to identify the missing words in the lyrics.

If we return to the results of the learning styles we can find that only 6 students prefer the Aural style, when you design this didactic sequence I analyzed that it would probably be a

not very functional activity with the 3 ° C group since they are not used to using this type of digital resources, much less the development of the sense of listening.

When choosing this activity, I took into account the Integrative motivation because Tileston (2010), defined as the evolvement that generates from inside. Learners do something for the pure pleasure of doing it. Considering that the probability of functionality in the group could be very low I decided to relate it to this type of motivation.

Regarding the adequacy of the times, I considered it necessary that if I reduced the time of the memory game (Appendix 9), I would have more time to detail or explain and resolve the doubts that the students might have in the listening skill activities, finally, the times that I managed 5 minutes for the memory game, 15 minutes for the resolution of the questions about the daily routine that the characters in the video performed and 10 minutes to complete the verses of the song.

The result obtained in the second session was much more favorable since it was possible to answer more autonomously than in the first session, the group evaluation of this was obtained in the first session (Appendix 25) with a result of 77%, in the first session. Following the session, a result of 85% was obtained (Appendix 26), this difference of 8% was since the students generated a greater number of feelings and emotions when discovering a new work model.

Confrontation.

Today music is one of the most important social values for youth since it is present everywhere representing different situations of the human being, be it happiness, sadness,

emotion, love, disappointment, etc., therefore it is considered a very useful tool. valuable for the teaching of English, allowing the teacher a different resource of innovative teaching within the educational experiences; As mentioned above, music represents different states of human being, therefore it is easier to motivate the student to learn the new language through the lyrics of the songs, also making a relationship with his own experiences.

According to Cortazzi and Jin "The tasks that must be developed within the listening activities are to arrange the students through a Pre-listening activity, these activities play a fundamental role, since they give a global idea about the subject that is being listened to, they prepare the student to think of the pertinent vocabulary."

The presence of integrative motivation encourages the learner to interact with speakers of the second language and interaction for integrative motivated learners will be valued. Simply, integrative motivation illustrates that the students learn the second language because they like the target language culture such as movies, songs, people, and habits.

Gardner in his studies stated that integrative motivation is important for the development of communication skills. He found that those students whose test responses indicated the presence of integrative motivation volunteered to answer questions more often, made more correct answers in class, and received more positive reinforcement from their teacher.

Reconstruction.

The Plan de estudios 1999 Licenciatura en Educación Secundaria Documentos básicos establishes that one of the teacher's teaching skills is "Saber diseñar, organizar y poner en práctica estrategias y actividades didácticas, adecuadas a las necesidades, intereses y formas

de desarrollo de los adolescentes, así como a las características sociales y culturales de éstos y de su entorno familiar, con el fin de que los educandos alcancen los propósitos de conocimiento, de desarrollo de habilidades y de formación valoral establecidos en el plan y programas de estudio de la educación secundaria."

I consider that this didactic competence is developed during the eight semesters that we attend because we constantly design strategies and activities to favor and facilitate learning within and outside of our practices in the different secondary schools and an example was the adjustments that were made in this strategy to facilitate and adapt the skills to be developed along with the needs presented by the students.

The most important adaptation that was made during this activity was the modification of the order of activities so that students can develop curiosity and generate a learning environment full of confidence and pleasure in acquiring a second language. And at the same time another skill that developed the teacher trainee was "establecer un clima de trabajo que favorece actitudes de confianza, autoestima, respeto, disciplina, creatividad, curiosidad y placer por el estudio, así como el fortalecimiento de la autonomía personal de los educandos."

One of the lessons that the end of this didactic sequence left me is that the greatest influence on the student's learning is the resources that are used, these have to be related to the students' tastes or with images, songs, series, etc. that students recognize. The learning style can be adapted or improved with the resources that are implemented.

3.   Strategy 3 "I hate hate hate"

On my second didactic sequence I started with a presentation on power point as a visual recourse because for the students' is easy understand the information with an order divided on the meaning and the uses, contractions and the structures of the simple present on negative form. (Appendix 11, 12 and 13)

The date of development this didactic sequence was on February 16th, 2021 with the purpose of increase the kinesthetic learning style because as mention on the chapter I on the part of the learning styles diagnostic, demonstrate that only 11 students prefer the kinesthetic mode, and the association with the extrinsic motivation.

On the second activity, showed some sentences writing on simple present but in negative form, on a part of each sentence has a space where the students have to accomplish with does not or do not, putting special attention on the subject or on the complement of each sentence.

On the final of my didactic sequence, used a template of post-it virtual, on each sticky note writes a category and a phrase with an instruction like "write a sentence about music". By oral participation they remember the principal structures and make sentences or adequate the words according to their personal preferences.

On this case, decide to make a relation with the kinesthetic learning style because it occurs as students engage a physical activity: learning by doing, exploring and discovering.

ANALYSIS

Description

This activity was carried out on February 16 through two virtual zoom meetings from 8:00 a.m. to 9:00 a.m., in the first session 12 students entered the list number 1-24 (Appendix 27) and in the second section entered 13 students belonging to list numbers 25-48 (Appendix 28)

To start the activity, in a PowerPoint slide 6 different categories said that the students should write a statement according to the things they did not like, I wrote my statements for the students to take an example, and then They will adapt it to their tastes.

Participation was oral and this time I only presented the order for the first category, in the second category I only gave numbers according to the students who were raising their hands or reacting, and thus I listed the students in each different category.

The reaction of the students was very positive because it was not necessary to be requesting participation of the students, the activity lasted a bit because several students agreed on artists, pets, or food that they disliked, so it was necessary to think about another aspect That was not repeated, another problem that I identified is that some students could not enable their microphone, therefore while other students participated orally, the students wrote their response in the chat.

My role in this activity was to make corrections that were necessary in the sentences that the students had doubts and to guide the activity with respect to the times, participations and unknown vocabulary.

Explanation.

When occupying this activity, what I was looking for was for the students to be able to structure sentences in the present simple in a negative way and thus to be able to notice that English deals with different moments of their daily lives.

The duration of the activity was longer because the students who entered the virtual session were more than expected, adding that this activity caught their attention since they had not talked to each other for a long time, it promoted trust due to those who have not seen each other in person for a long time and live or socialize outside of academic activities.

The use of the material to be more attractive influenced as we leave the unusual colors or activities without color that only make the subject that is reviewed in the virtual session more boring and heavier.

I decided to leave this round of questions at the end because when answering the questions, the students must structure a sentence, so they must follow a grammatical structure, which was presented at the beginning of the class if they can answer the question without problems, it indicates that they had an apprenticeship and could apply it in a daily situation.

Confrontation.

For Mowrer (1960), incentive motivation is the main driver of behavior; said motivation would be closely linked to the learning of emotional responses. The author mentions that extrinsic motivation is based on an incentive to achieve learning. Extrinsic motivation arises from an environmentally created reason to initiate or persist in action.

The incentive that we tried to work on is to grant extra participation to each student who shows fairly active participation, but this participation would be obtained if the students made

their statements autonomously and without grammatical errors, that is, they did not need to be corrected. but this could not be applied because the students showed great empathy for helping each other to structure sentences.

External events generate extrinsic motivation, to the point that they establish a contingent "means to an end" in the mind of the person, where the means is the behavior and the end is some attractive consequence (or the prevention of an unwanted consequence). (Jhonmarshall, 2003).

On the other hand, McClelland (1989) focuses his theory basically on three types of motivation: achievement, power, and affiliation, in this case, the motivation that is represented is affiliation because it establishes that in this part the student manifests a desire to have interpersonal relationships friendly and close, being part of a group, etc., they like to be habitually popular, to be in contact with others, they are not comfortable with individual work and they like to work in groups and help other people.

The great Montessori pedagogue (1937, cited in García, 1993), gave great importance to the pedagogical education of the senses, from these, students will obtain more information and can thereby synthesize and acquire new learning. This gives support to the fact that if the student acquires the experiences, skills, abilities that will help their global development, it is necessary to manipulate, manage and use different resources and didactic materials so that they facilitate the acquisition of learning and knowledge.

The use of material resources will contribute as a stimulus for learning in the psychomotor area, in the socialization process, in sensory education, and especially in the manipulative area.

Reconstruction.

Regarding my professional and ethical identity, I consider that with this activity I could apply the "Valora el trabajo en equipo como un medio para la formación continua y el mejoramiento de la escuela, y tiene actitudes favorables para la cooperación y el diálogo con sus colegas", When students begin to dialogue and support each other, they are talking about teamwork with respect and in favor of improving the communication of students belonging to the school.

One of the didactic competences that I applied was "Reconoce los procesos de cambio que experimentan los adolescentes, pero distingue que esos procesos no se presentan de forma idéntica en todos, sino de manera individual y única. A partir de este conocimiento aplica estrategias adecuadas para atender las necesidades e inquietudes de sus alumnos."

The previous paragraph is addressed with the learning styles that were presented in chapter I, based on this a series of didactic sequences were carried out in which all the learning styles were attended and at the same time they were related to a type of motivation that will help to promote or complement to sustain the attitude that the students had in each of the activities.

The modification that I made was quite favorable to capture the attention of the students and discover aspects that they did not know about their own classmates, since as we know their social coexistence has been affected in recent months and a face-to-face coexistence could not be achieved.

To evaluate learning outside the virtual classroom, a Google forms of 5 sentences (Appendix 29) was elaborated, in which they had to rewrite the base sentence in a negative way in the

present simple, I consider that the purpose of this activity was already fulfilled. that 76% (Appendix 30) of the students who answered the questionnaire obtained a grade higher than 8, this result being an approval for the middle school authorities.

4.   Strategy 4 "Bingo game"

To end my series of strategies, I carried out this last didactic situation on May 4 through two virtual meetings in zoom, with an attendance of 19 students in a time of 30 minutes each consultancy. The topic for the session was present continuous on interrogative form.

For this didactic sequence, decided to start with a bingo game with the purpose of the students could remember the verbs, make a relation between the pronunciation and how the conjugated word in continuous tense. I was working with the same topic on past classes because as Ausubel (1983) mention "the key to meaningful learning lies in the relationship that can be established between the new material and the ideas that already exist in the subjects' cognitive structure."

First I project 3 differents bingo cards (Appendix 14, 15 and 16), the students took an screen shot and after opened on the gallery of their mobile devices, with the editor they mark the words or the images according the words that I mention. The award for the winner was a participation on a class where they have not participation.

On the development of the class used a table (Appendix 17), I choose an activity for each name and by participations I send on the chat of zoom a message private with a sentence, the

rest of the students by participations make questions following the grammatical structure and guess what is the secret activity.

At the final of the class I project a worksheet (Appendix 18) with some questions about the activities that they usually do on a specific moment of the day, I select 2 participations for each questions and they write their answers on the virtual whiteboard.

ANALYSIS

Description

This class was realized on May 4th to cover the main topic present continuous, the session was divided as on previous occasions into 2 sessions of 30 minutes, in the first session the students with list number from 1 to 24 were integrated (Appendix 31) and in the second session the students with list number 25 to 48 (Appendix 32).

I started projecting 3 different cards (Appendix 14, 15, and 16) that contained a table of 9x9 spaces, in each space there was an image and at the bottom was the verb with the ending of ing, I presented the 3 different cards and Then I asked the students to take a screenshot so that they could later open it from their gallery.

Since I began to project the cards, I explained to them what the bingo game consisted of, later using a list (Appendix 33) containing the verbs of the cards, I copied these verbs and entered them into a generator of a roulette wheel to be a method. more graphic. (Appendix 34)

The roulette resource was only used in the first 10 verbs, so that it would be a tighter way and that the activity would be faster, in this way the time spent could be reduced and according to the attitude of the students it could be played again.

When I began to speak verbs more quickly, the students felt more pressure and did not need to see the word on the screen and then look for it on their respective cards.

This strategy was applied 2 times with each group because the students made very good comments and mentioned that they liked it a lot and it was easier for them to identify the meaning of each verb, as well as to relate the pronunciation to the written form.

Explanation.

I decided to start with this activity because it was a method of resuming the previous learnings since they had been reviewed in the previous week and when seeing the topic again in this class it would be remembered how to add the ing to the verbs, at the same time I could create a relationship between the image and the vocabulary that the students did not know.

What motivated and aroused my interest when using this strategy is that it was a game with which intrinsic motivation could be applied, that is, this learning developed their own will and desire to learn, Pink (2011) mentions that there are 3 main factors in intrinsic motivation, which are autonomy, mastery, and purpose.

In this activity the visual learning style was developed, that is why I used more visual resources such as virtual roulette with different colors to make it more striking and thus capture the student's attention, the use of images is a very efficient resource to do more descriptive a word or give an example of a text that you want to exemplify.

The roulette wheel was used to cause greater emotion and tension in the student by not knowing which way the word was going to be selected and which card it belonged to, their emotion increased when there were 8 verbs left and they still did not shout bingo.

When the students stopped seeing the written word, they automatically paid more attention and their sense of listening was activated. When they went to the second activity and the students had to participate orally, they felt greater confidence when speaking, since they previously knew or they had the notion of what was the pronunciation of the busy verbs.

Confrontation.

Ward (1997) states that "bingo is often used as an instructional tool in American schools and in teaching English as a foreign language in many countries. Typically, the numbers are replaced with beginning reader words, pictures, or unsolved math problems."

Bingo is not only a good game to be used as a medium in teaching vocabulary but also an interesting method to make a fun classrooms atmosphere.

It is very important for a teacher to make his students interested in the vocabulary learning. It is true that when students feel interested already, it will ease the job of the teacher to make such an optimum learning process.

In order to accomplish a level of the learning, the teacher should provide a teaching technique which enables the learning process becomes fun and challenging. By adding those two factors to the learning process, it will create an atmosphere which is very effective to the learning process.

Games can be the answer of the fun and challenging technique needed in teaching vocabulary.

Abdillah, N. A. (2017) cited to Marzieh Taheri (2012) says language games are useful techniques in English vocabulary teaching , Masoumeh Mehregan (2011) says that using language games has very significant effect in vocabulary retention and recall of the participants, about the effectiveness of the use of using bingo game on students' vocabulary acquisition.

YA Jauhari (2015) says that vocabulary is an alphabetical list of the words used in a language which can be divided into two main groups; they are funtion and content words. Vocabulary is one of the important things in learning a language since it is one of the primary things in building a sentence in a language.

Reconstruction.

According to the didactic competencies that a teacher in secondary education must have established on the Plan de estudios 1999 Licenciatura en Educación Secundaria Documentos básicos dice que es necesario "Identificar necesidades especiales de educación que pueden presentar algunos de sus alumnos; las atiende, si es posible, mediante propuestas didácticas particulares y sabe dónde obtener orientación y apoyo para hacerlo"

I consider that this was achieved through the need to increase the visual learning style through the implementation of intrinsic motivation and the three factors that it integrates.

As can be seen in the pie chart' the students obtained a very low percentage in the visual learning style preference, on the graph represents that only three students prefer this style.

To evaluate the effectiveness of this activity, an educaplay was developed, in which the students had to relate the question elaborated in the present continuous and make a match with the answer that corresponds to the question (Appendix 35), the website shows the results automatically and makes a ranking of the 10 best scores and times (Appendix 36) the results as a group is shown in the bar graph. (Appendix 37)

Intrinsic motivation is the reflection of the will and the owners desire to achieve learning, the factors that were retaken in this game was "autonomy" because the students had an interest in wanting to play bingo, mastery was achieved because the Students already recognized the rules and had played it on other occasions with the "Mexican lottery", that is, they had the attitude of working in class, and finally, in collaboration with educaplay, it was reflected that the achievement or goal of facilitating vocabulary was successful in most of the group, completing the assessment with a 100% grade on 35 students

CONCLUSION:

With all the information collected and the experiences explained, we can identify and respond to the triggering questions that served as a guide throughout our document, which was posted at the end of the first chapter, the first question can be answered by the definition written by Broussard and Garrison (2004) "the attribute that moves us to do or not to do something", with this statement we can define that the student needs the four types of motivation.

In extrinsic motivation the student needs to receive an incentive, that is, to give something in exchange for an action that he must perform, a clear example is when in the classes we teach or in classes we take the teacher says to the group "who gives me the answer of X question I am going to give an extra point ", this makes the student generate emotions for obtaining something by demonstrating the knowledge that he possesses or making the attempt to answer the teacher if some student obtains it they/he/she will have the satisfaction of doing something correctly and that your effort has been rewarded and recognized.

On the other hand, we have the intrinsic motivation that refers to autonomous learning, and we can notice it in various everyday situations, for example, when we look for a tutorial on YouTube we are or are acquiring learning through research that we carry out by our own decision, Out of pleasure or simply out of curiosity, this type of motivation is commonly accompanied by the interest to learn something on our own or to know more about a topic that is of interest to us.

Within the part of acquiring a second language, in the English case, there are two other types of motivation, instrumental and integrative.

Instrumental motivation is what guides human beings to pursue goals and objectives, whether it is a student, a worker, or anyone who has the need to learn something to get a better-paid

job or with greater responsibility, finish a course and obtain a certificate or in my own experience, learning a language to obtain a university degree and later obtain a job as a teacher in middle school on English subject.

Finally, we find that integrative motivation is what makes the student learn something for cultural enrichment, that is, for the interest of communicating with someone else in a language other than their own, for the desire to know a culture and customs of a country unknown and start a conversation with the native people of the region in which you are, from my point of view the people who speak English or who learned that language was because they wanted to visit a country and be able to understand articles, music or watch and understand movies in its original language.

According to Hernández (2008) and concerning the above, we can argue that motivation is linked to all aspects of the individual, whether at the individual, group, or socio-cultural level, making itself present in all aspects of human existence.

What motivates students when acquiring a second language depends on their attitude, the emotions we generate as teachers in our classes, the enthusiasm we transmit, and the needs of each student.

A key feature on this document was the suggestion of strategies that teachers could use in the classroom to motivate students. It did not take much for the field of second language teaching to improve the

idea of building motivational constructs including numerous motivating principles. A great deal of research has been done in the area of motivation, and why it is so fundamental to

second language learning. Every person's motivation to learn is flexible rather than fixed. As teachers, we can directly influence our students' motivation about learning English.

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APPENDIX

Appendix 1 "Ubication of the middle school"
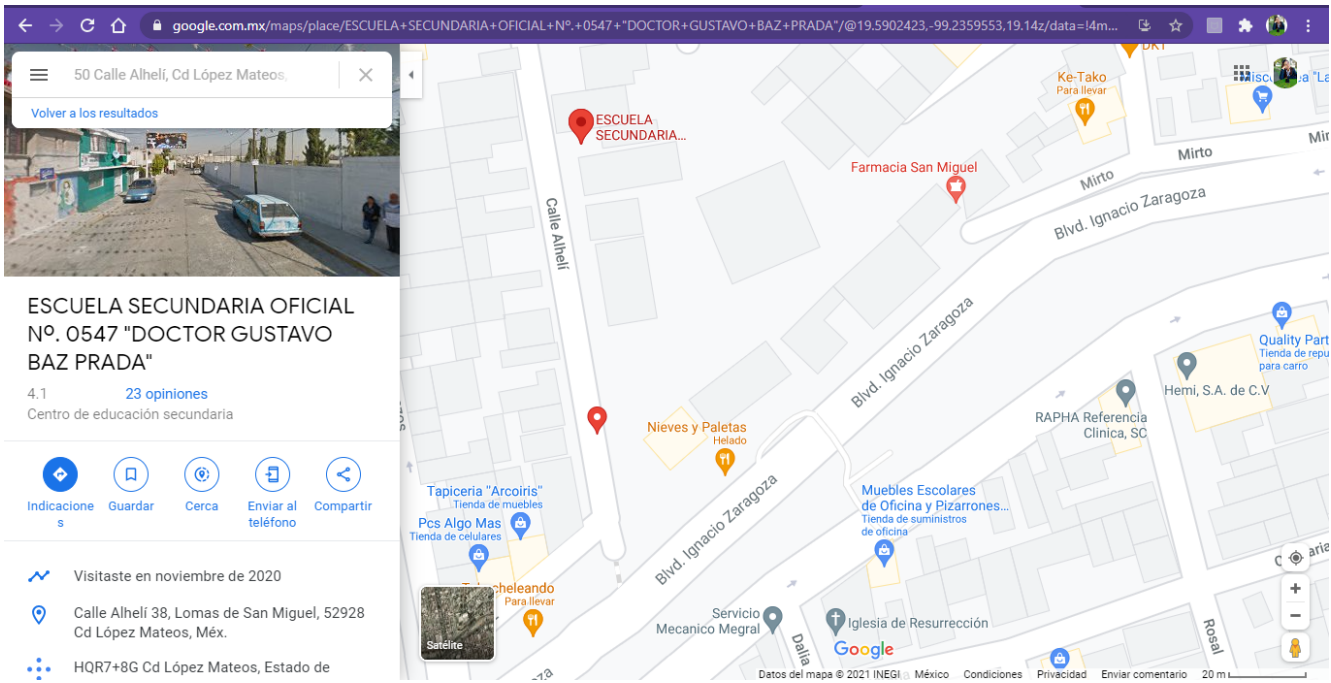
Appendix 2 "Middle school recreation area"

Appendix 3 "Check-list context"

The check-list had the purpose of identifying the characteristics of the internal and external context

FORMATO DE LISTA DE COTEJO PARA LA OBSERVACION DE UNA INSTITUCIÓN ESCOLAR

1. GENERAL DATA

Junior high school: _____

Address: _____

County: _____ Postal Code:_____ ZE:_____

Shift: _____ CCT: _____ Context: _____

Location: _____

EXTERNAL CONTEXT			
PURPOSE: OBTAIN INFORMATION ABOUT THE JUNIOR HIGH SCHOOL: THE INTERNAL AND EXTERNAL CONTEXT			
INSTRUCTIONS: MARK WITH ONE (X) IN THE COLUMN THAT YOU CONSIDER TO BELONG TO THE CURRENT SITUATION OF THE OBSERVED INSTITUTION, WHICH IS AS FOLLOWS:			
TRAITS TO BE MATCHED	YES	NO	OBSERVATIONS
Neighbourhood (Houses)			
Schools in the area			
Commerce			
Transport			

Community services			
TRAITS TO BE MATCHED	YES	NO	OBSERVATIONS
Light			
Water			
Security			
Sewerage			

Garbage Service			

INTERNAL CONTEXT:

Principal's name: _____

Grade and group: _____   Date: _____

Main teacher: _____

Name of the observer: _____

INTERNAL CONTEXT			
TRAITS TO BE MATCHED	YES	NO	OBSERVATIONS
Buildings			
Classrooms			
Offices			
Restrooms			
Library			
Science lab			
Multifuntional room			

Resources in school			
TRAITS TO BE MATCHED	YES	NO	OBSERVATIONS
Light			
Water			
Internet			
Toilets			

Classrooms			
Classroom equipment			
TRAITS TO BE MATCHED	YES	NO	OBSERVATIONS
Lamps			

Windows			
Table desk			
Board			
Seats			

Human resources			
TRAITS TO BE MATCHED	YES	NO	OBSERVATIONS
Principal			
Sub-principal			
Cordinators			
Counsellors			
Teachers (total)			
English Teachers			
Janitor			
Secretary			
Students (total)			
Students per group (Approx.)			

Other observations	

Appendix 4 "VARK TEST"

The VARK learning styles test was applied to the students to identify their learning preferences when acquiring a second language.

TEST DE ESTILOS DE APRENDIZAJE.

INSTRUCCIONES: Circule la letra de la respuesta que mejor explica su preferencia.

1. Usted cocinará algo especial para su familia. Usted haría:

a. Preguntar a amigos por sugerencias.

b. Dar una vista al recetario por ideas de las fotos.

c. Usar un libro de cocina donde usted sabe hay una buena receta.

d. Cocinar algo que usted sabe sin la necesidad de instrucciones.

2. Usted ha terminado una competencia o un examen y le gustaría tener

alguna retroalimentación. Te gustaría retroalimentarte:

a. Usando descripciones escritas de los resultados

b. Usando ejemplos de lo que usted ha hecho.

c. Usando gráficos que muestran lo que usted ha logrado.

d. De alguien que habla por usted.

3. Usted tiene un problema con la rodilla. Usted preferiría que el doctor:

a. Use un modelo de plástico y te enseñe lo que está mal

b. Te de una página de internet o algo para leer

c. Te describa lo qué está mal

d. Te enseñe un diagrama lo que está mal

4. Usted está a punto de comprar una cámara digital o teléfono o móvil.

¿Aparte del precio qué más influirá en tomar tu decisión?

a. Probándolo

b. Es un diseño moderno y se mira bien.

c. Leer los detalles acerca de sus características.

d. El vendedor me informa acerca de sus características.

5. Me gustan páginas de Internet que tienen:

a. Interesantes descripciones escritas, listas y explicaciones.

b. Diseño interesante y características visuales.

c. Cosas que con un click pueda cambiar o examinar.

d. Canales donde puedo oír música, programas de radio o entrevistas.

6. Usted quiere aprender un programa nuevo, habilidad o juego en una

computadora. Usted qué hace:

a. Hablar con gente que sabe acerca del programa.

b. Leer las instrucciones que vienen en el programa.

c. Seguir los esquemas en el libro que acompaña el programa.

d. Use los controles o el teclado.

7. Ud. Prefiere un maestro o conferencista que use:

a. Demostraciones, modelos o sesiones prácticas.

b. Folletos, libros o lecturas

c. Diagramas, esquemas o gráficos.

d. Preguntas y respuestas, pláticas y oradores invitados

8. Cuentas con computadora?   SI/NO

9. ¿Cuentas con laptop?   SI/NO

10. ¿Cuentas con teléfono inteligente?   SI/NO

11. ¿Cuentas con internet en casa?   SI/NO

12. ¿Con cuantas personas de tu casa compartes los aparatos antes mencionados? *

    Ninguno / 1 / 2 / 3 o más

13. ¿Aparte de estudiar ¿trabajas?   SI/NO

CLAVE DE RESPUESTAS:

	V	A	R	K
1	b	a	c	d
2	c	d	a	b
3	d	c	b	a
4	b	d	c	a
5	b	d	a	c
6	c	a	b	d
7	c	d	b	a

Appendix 5 "VARK TEST (RESULTS)"

The graph shows the percentage obtained in each learning style according to the results obtained in the VARK test.
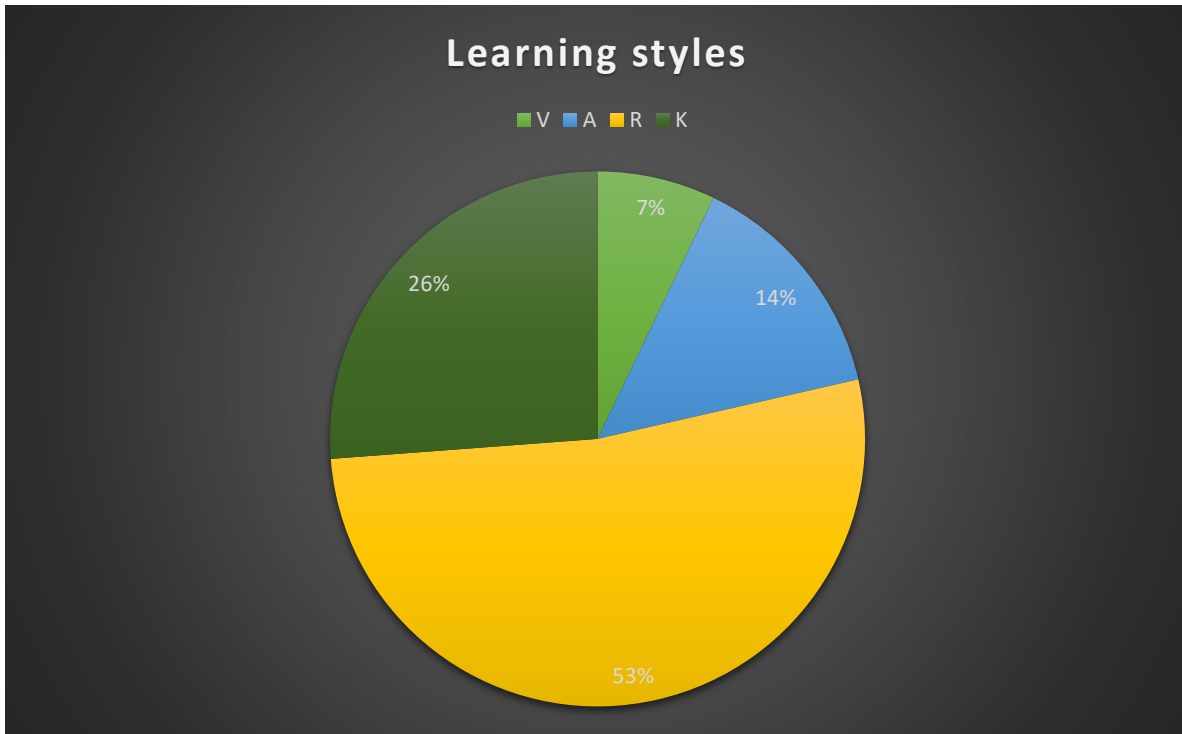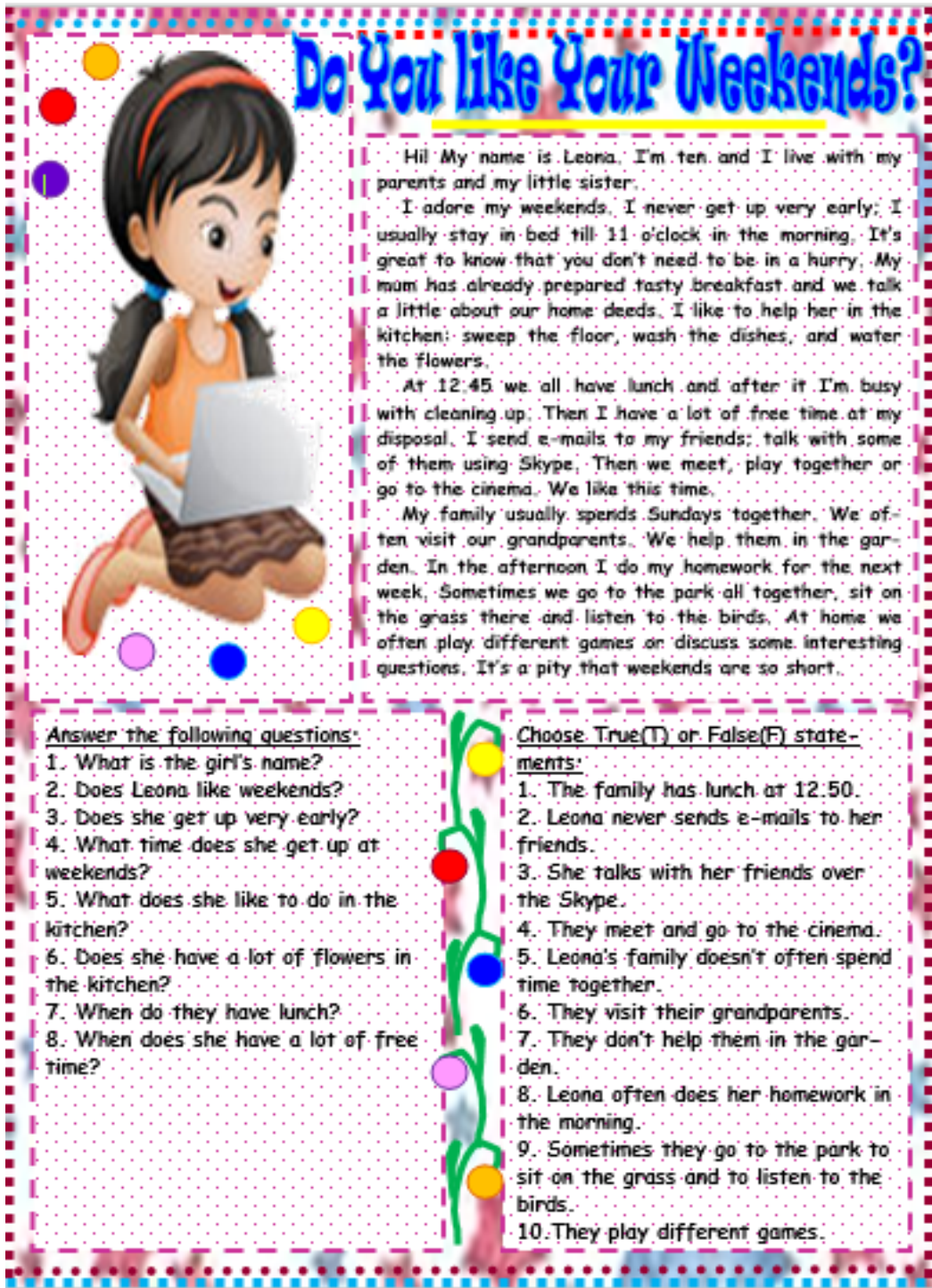
Appendix 6 "Graphic organizer about motivation"

The graphic organizer demonstrates the aspects that are involved in motivation.
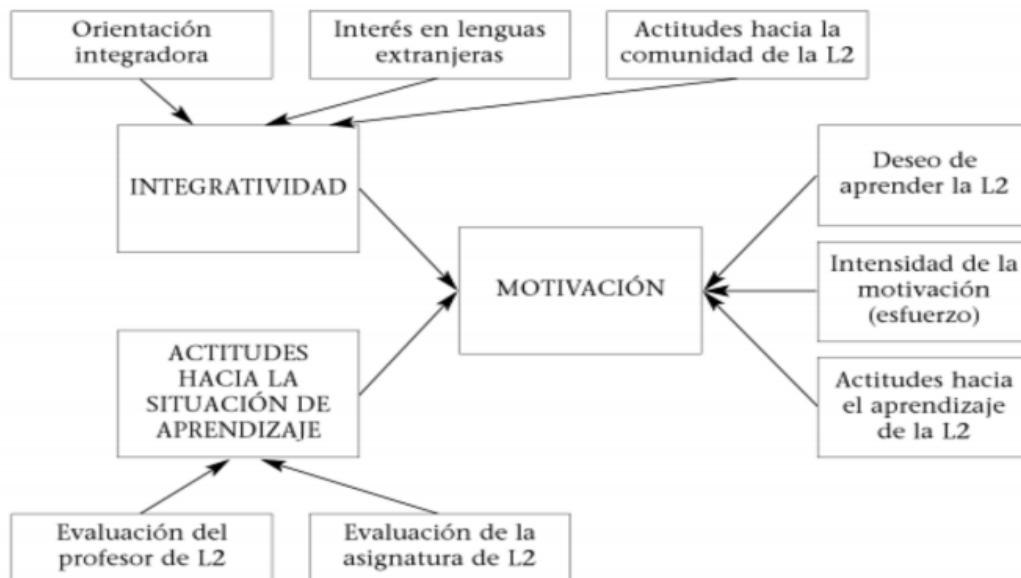
Appendix 7 "Do you like your weekends – worksheet"

The image shows the sheet that was worked on during class to work on reading comprehension.

Do You like Your Weekends?

Hi! My name is Leona. I'm ten and I live with my parents and my little sister.

I adore my weekends. I never get up very early; I usually stay in bed till 11 o'clock in the morning. It's great to know that you don't need to be in a hurry. My mum has already prepared tasty breakfast and we talk a little about our home deeds. I like to help her in the kitchen: sweep the floor, wash the dishes, and water the flowers.

At 12:45 we all have lunch and after it I'm busy with cleaning up. Then I have a lot of free time at my disposal. I send e-mails to my friends; talk with some of them using Skype. Then we meet, play together or go to the cinema. We like this time.

My family usually spends Sundays together. We often visit our grandparents. We help them in the garden. In the afternoon I do my homework for the next week. Sometimes we go to the park all together, sit on the grass there and listen to the birds. At home we often play different games or discuss some interesting questions. It's a pity that weekends are so short.

Answer the following questions:
1. What is the girl's name?
2. Does Leona like weekends?
3. Does she get up very early?
4. What time does she get up at weekends?
5. What does she like to do in the kitchen?
6. Does she have a lot of flowers in the kitchen?
7. When do they have lunch?
8. When does she have a lot of free time?

Choose True(T) or False(F) statements:
1. The family has lunch at 12:50.
2. Leona never sends e-mails to her friends.
3. She talks with her friends over the Skype.
4. They meet and go to the cinema.
5. Leona's family doesn't often spend time together.
6. They visit their grandparents.
7. They don't help them in the garden.
8. Leona often does her homework in the morning.
9. Sometimes they go to the park to sit on the grass and to listen to the birds.
10. They play different games.

Appendix 8 "Dize of weekends"

The screenshot shows the website that was used to ask questions about the weekend.

https://rollthedice.online/es/cdice/weekends
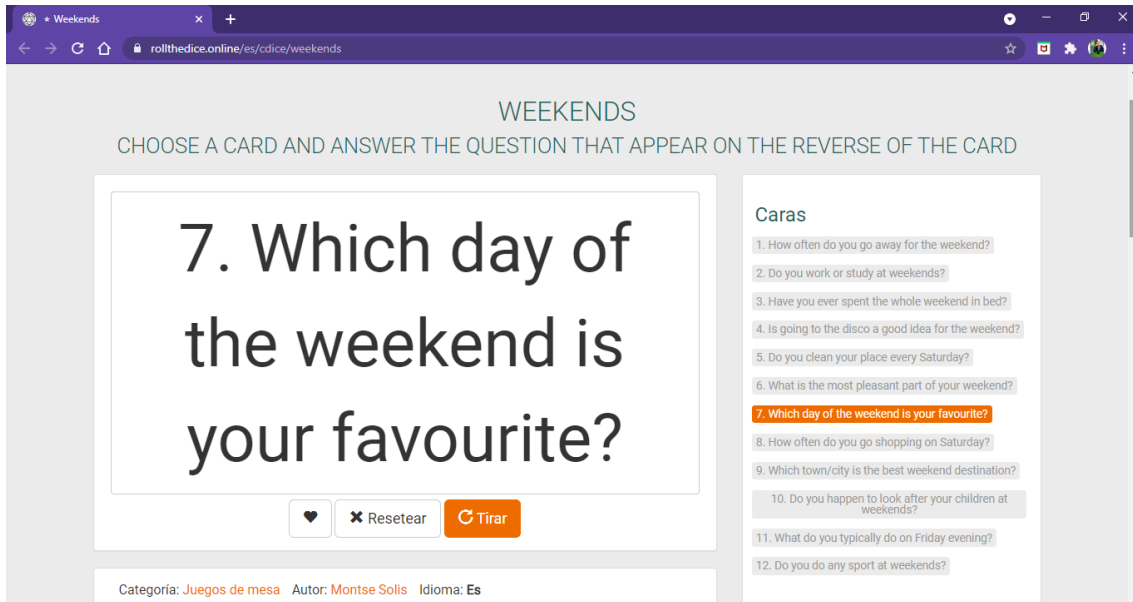
Appendix 9 "Memory cards daily routine"

The screenshot shows the website that contained a memory game to link an image to the activity.
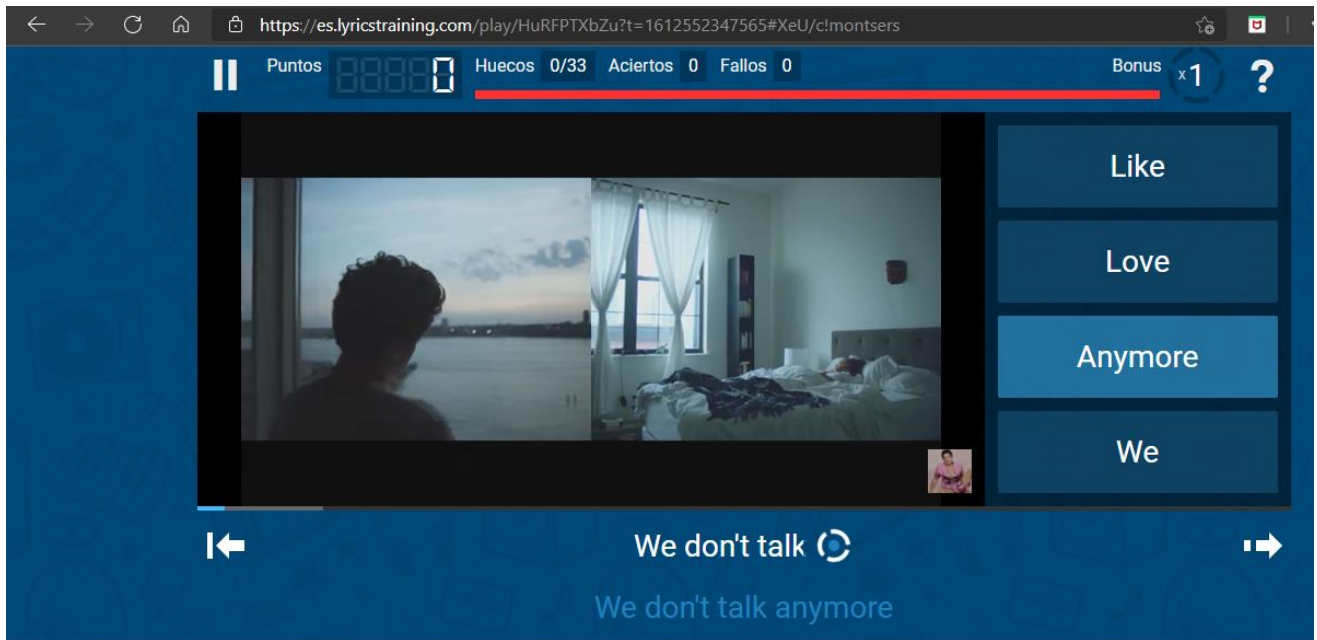
Daily Routines Memory Game 2 - Match The Memory
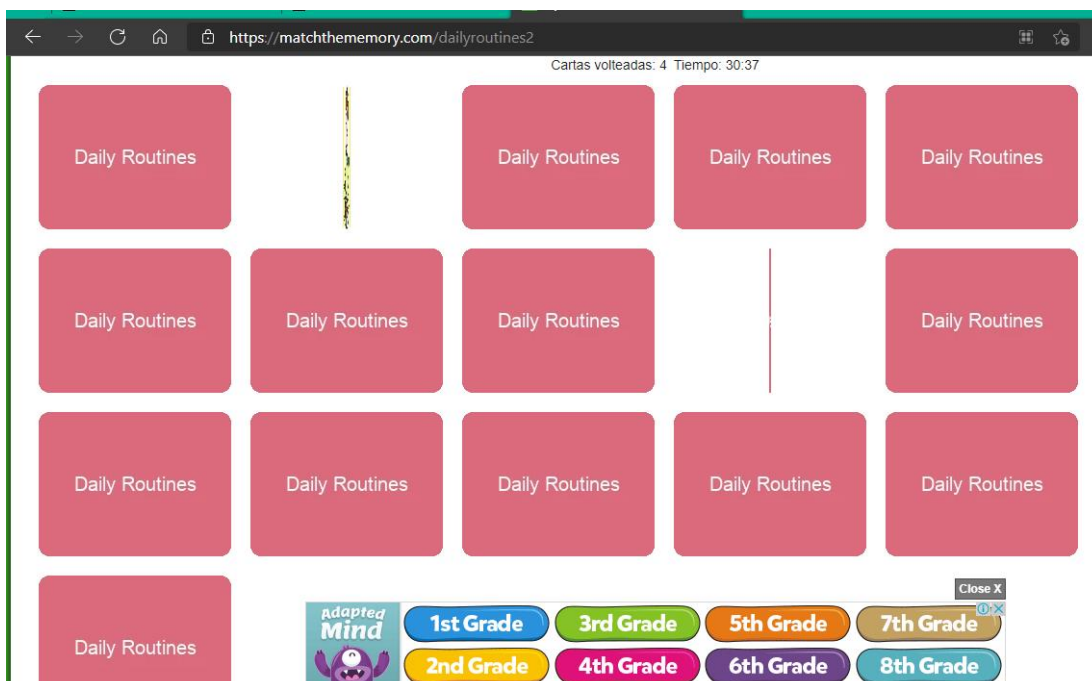
Appendix 10 "Interactive video – Daily routine"
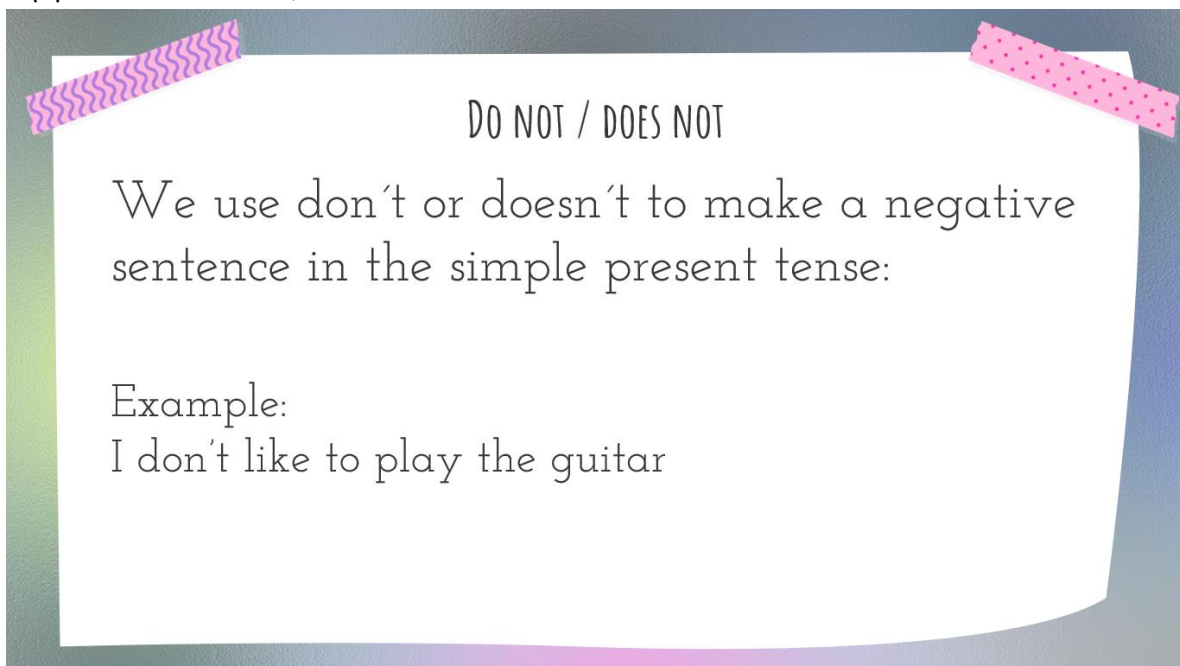
The purpose of the activity was to identify the daily routine of the video being projected while raising some questions about the video.

Charlie Puth & Selena Gomez - We Don't Talk Anymore | Vídeo Musical, Letra de la Canción y Karaoke (lyricstraining.com)

Appendix 11 "do/does information"

Appendix 12 "Do/does not structure"
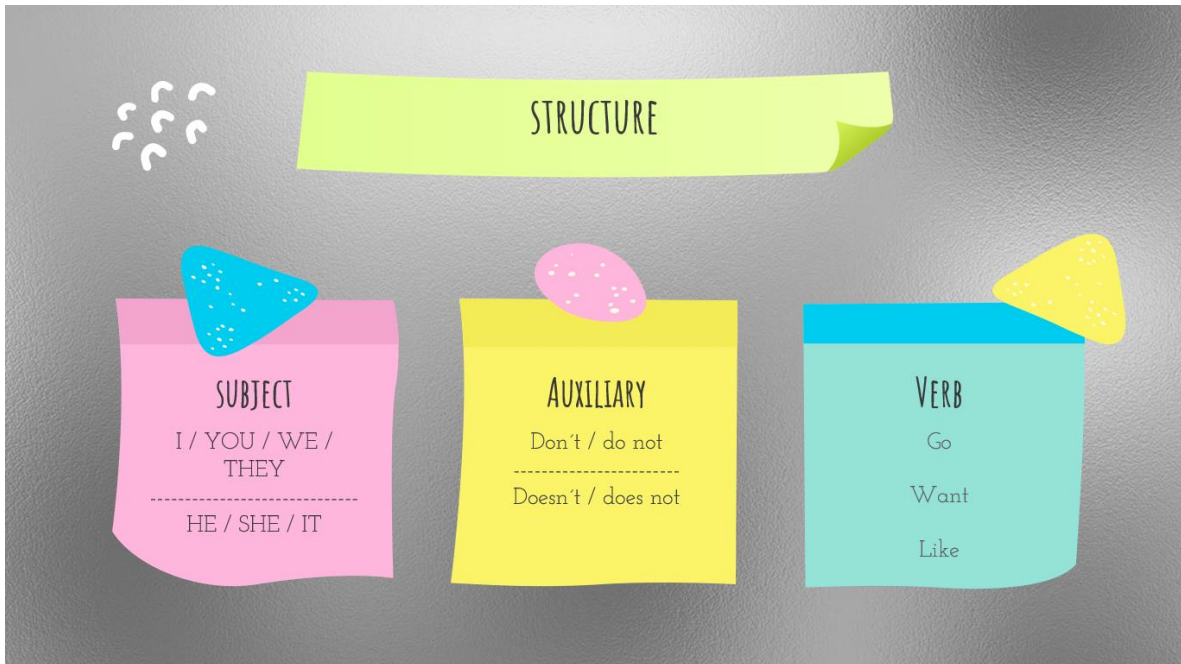
Appendix 13 "examples don't / doesn't"

Appendix 14 "Bingo cards 1"

The following 3 tables were projected to the students to be able to play bingo and relate the words to the action shown in the image.

SINGING	PLAYING	READING
WORKING	LISTENING	PAINTING
RUNNING	EATING	JUMPING

Appendix 15 "Bingo cards 2"

The following 3 tables were projected to the students to be able to play bingo and relate the words to the action shown in the image.

SWIMMING	SLEEPING	MAKING
DANCING	CRYING	SPEAKING
GOING	WATCHING	THINKING

Appendix 16 "Bingo cards 3"

The following 3 tables were projected to the students to be able to play bingo and relate the words to the action shown in the image.

WALKING	BUYING	CRYING
STUDYING	COOKING	DRIVING
PLAYING	DOING	SWIMMING

Appendix 17 "Present continuous table"

The purpose of the table was to guess the action the character was doing by asking questions in the present continuous.

Present Continuous - Information Gap

Ask your partner questions to find out the information and complete the table.

For example: What is Chris doing?

STUDENT A

	reading a book	listening to music	studying English	playing tennis	making a robot
Chris	✓				
Sally					
John		✓			
Kelly					
Craig				✓	
Arah					
Kevin			✓		
Kristy					
Stuart					
Jane					✓

Appendix 18 "Imagine that…"

Each of the questions was answered by imagining the activities that were carried out before the start of the pandemic.

Present Continuous

Read the sentence and imagine it is **now**. Answer the question using the present continuous tense.

1. It's Saturday Evening. What are you doing?

   _____

2. It's Monday morning and you are at school. What are you doing?

   _____

3. It's 2am in the morning on Wednesday. What are you doing?

   _____

4. It's lunch time and you are in a restaurant. What are you doing?

   _____

5. School has just finished for the day. What are you doing?

   _____

6. It's summer time and you are at the beach. What are you doing?

   _____

7. You are in the park and it is raining. What are you doing?

   _____

8. It's 3 PM and you are at home. What are you doing?

   _____

Appendix 19 "Do you like your weekends – reading"

The image shows a reading with information about the activities carried out by Leona in a weekend.

Do You like Your Weekends?

Hi! My name is Leona. I'm ten and I live with my parents and my little sister.

I adore my weekends. I never get up very early; I usually stay in bed till 11 o'clock in the morning. It's great to know that you don't need to be in a hurry. My mum has already prepared tasty breakfast and we talk a little about our home deeds. I like to help her in the kitchen: sweep the floor, wash the dishes, and water the flowers.

At 12.45 we all have lunch and after it I'm busy with cleaning up. Then I have a lot of free time at my disposal. I send e-mails to my friends, talk with some of them using Skype. Then we meet, play together or go to the cinema. We like this time.

My family usually spends Sundays together. We often visit our grandparents. We help them in the garden. In the afternoon I do my homework for the next week. Sometimes we go to the park all together, sit on the grass there and listen to the birds. At home we often play different games or discuss some interesting questions. It's a pity that weekends are so short.

Appendix 20 "Do you like your weekends – questions"

The questions are intended to check if the students had a good understanding of the reading that was previously read.

Answer the following questions:

1. What is the girl's name?
2. Does Leona like weekends?
3. Does she get up very early?
4. What time does she get up at weekends?
5. What does she like to do in the kitchen?
6. Does she have a lot of flowers in the kitchen?
7. When do they have lunch?
8. When does she have a lot of free time?

Appendix 21 "Do you like your weekends – True or false"

The image shows the questions of true or false for the understanding of the previous reading, answering true or false, as appropriate.

<u>Choose True(T) or False(F) statements:</u>

1. The family has lunch at 12.50.
2. Leona never sends e-mails to her friends.
3. She talks with her friends over the Skype.
4. They meet and go to the cinema.
5. Leona's family doesn't often spend time together.
6. They visit their grandparents.
7. They don't help them in the garden.
8. Leona often does her homework in the morning.
9. Sometimes they go to the park to sit on the grass and to listen to the birds.
10. They play different games.
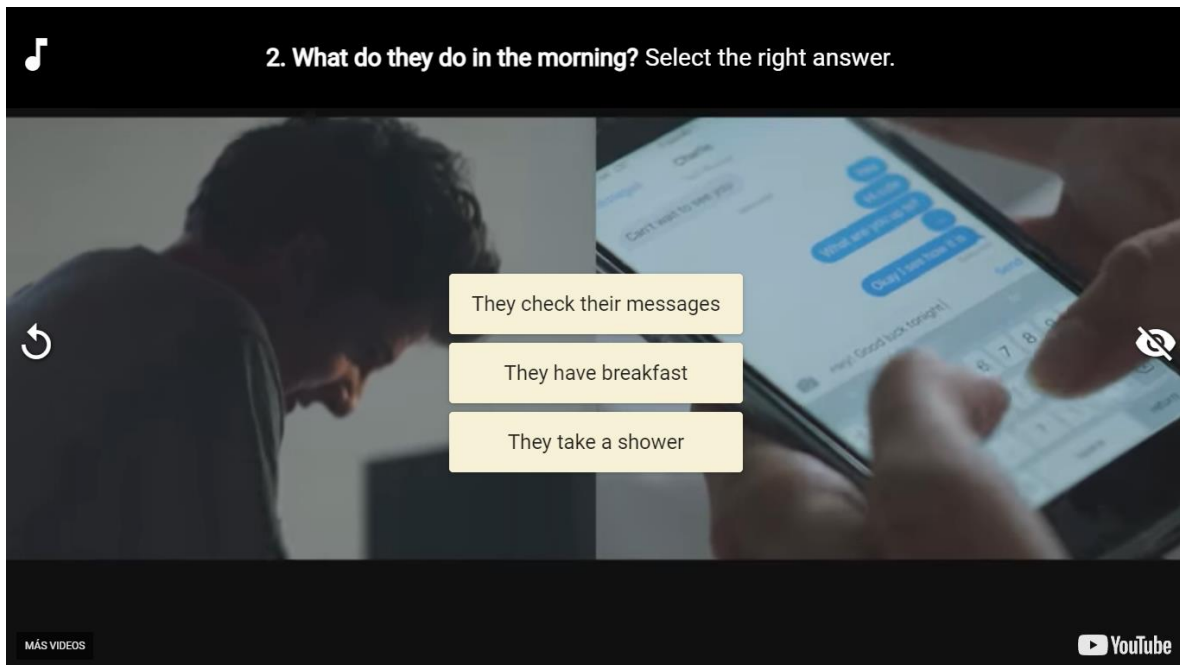
Appendix 22 "Assistance of the virtual class"
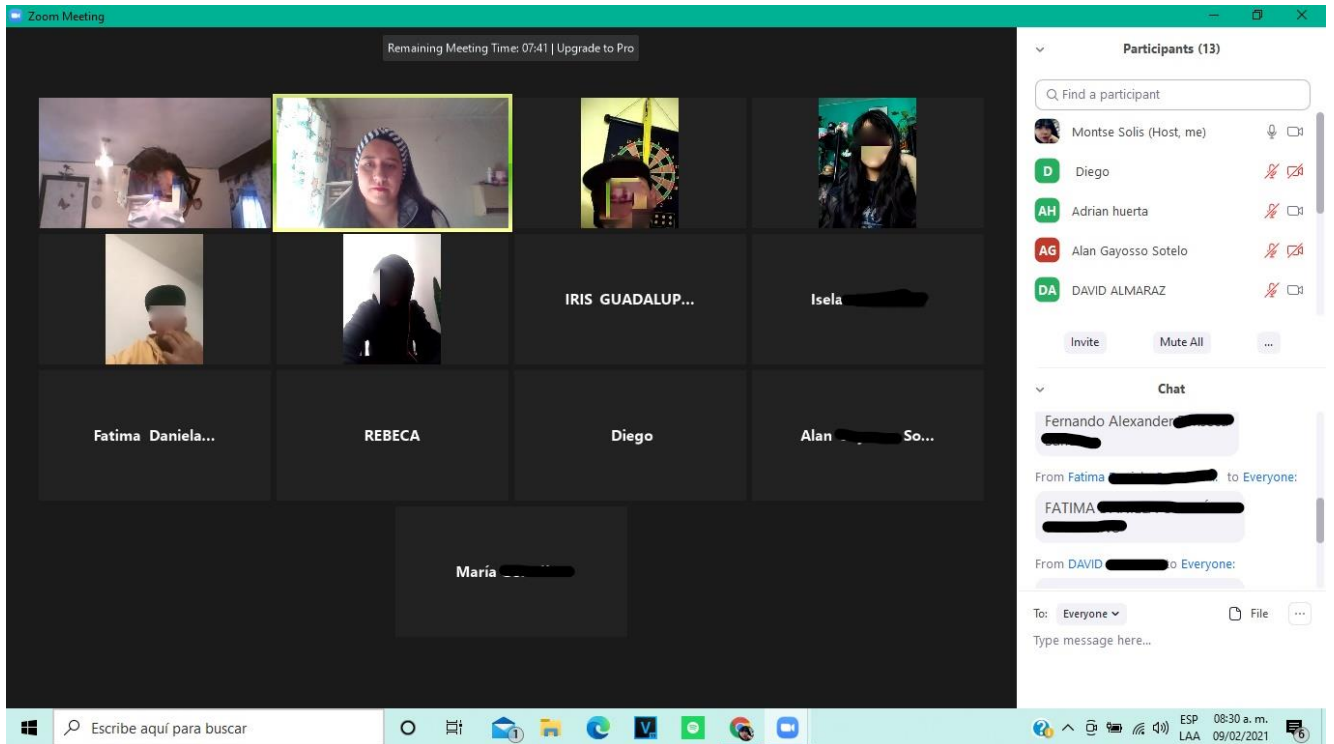
Appendix 23 "Assistance of the virtual class"
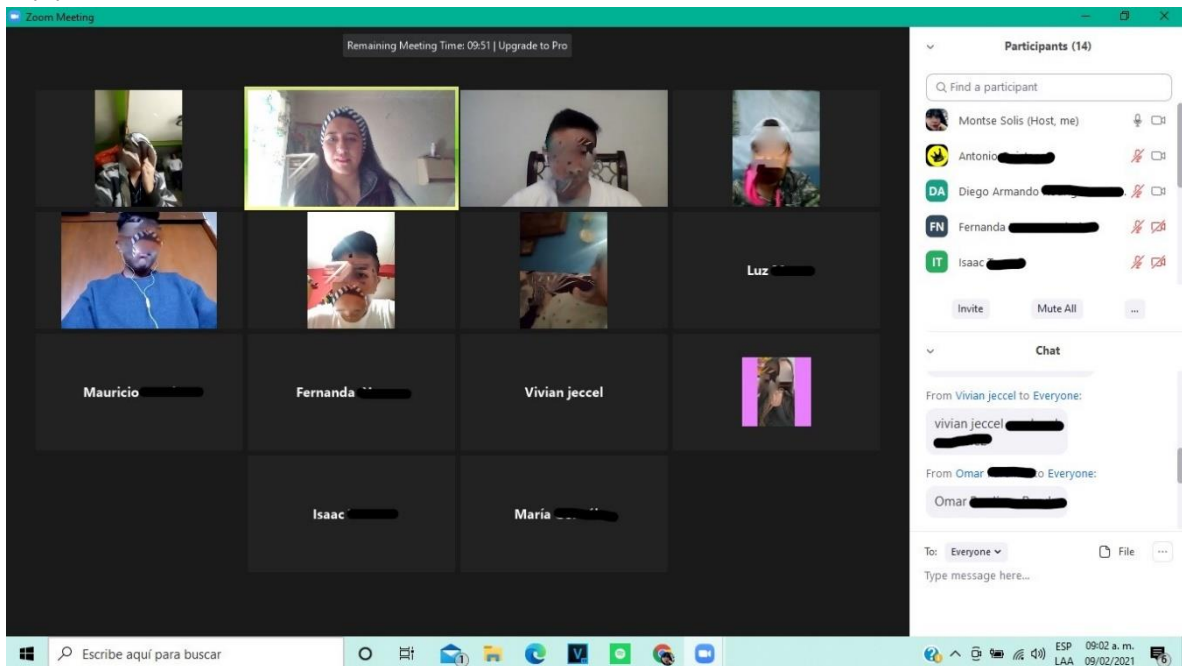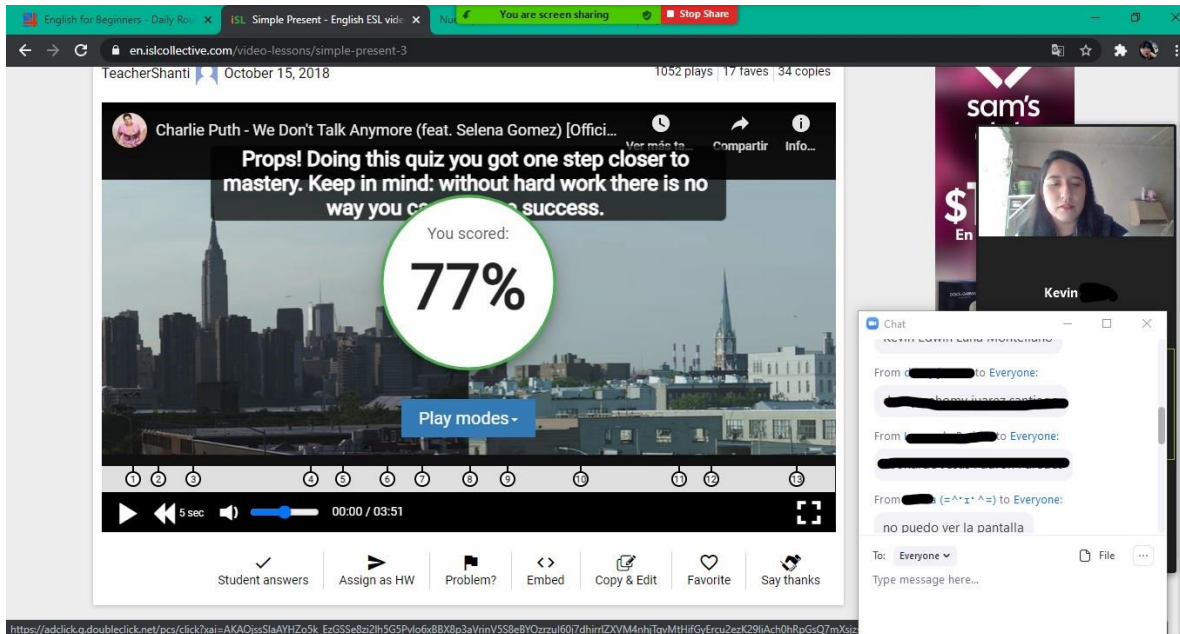
Appendix 24 "Question example/daily routine"

Appendix 25 "Group rating"

The image shows the rating that was obtained as a group in the zoom assessment.

Appendix 26 "Group rating"

The image shows the rating that was obtained as a group in the zoom assessment.
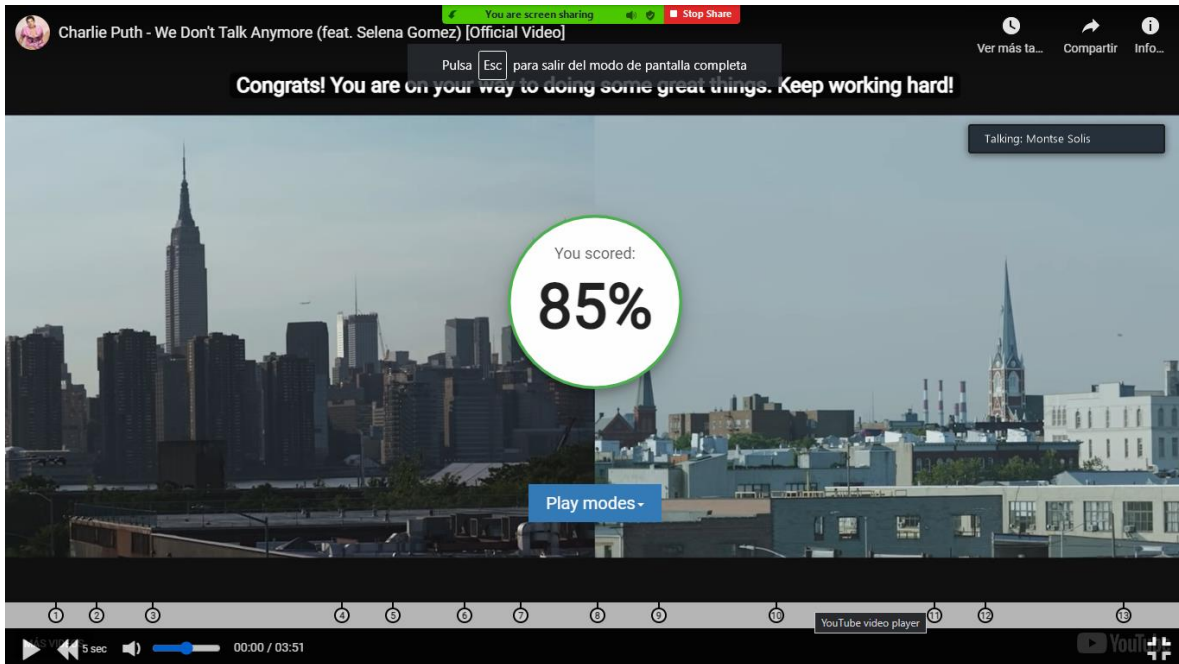
Appendix 27 "Assistance of the virtual class"
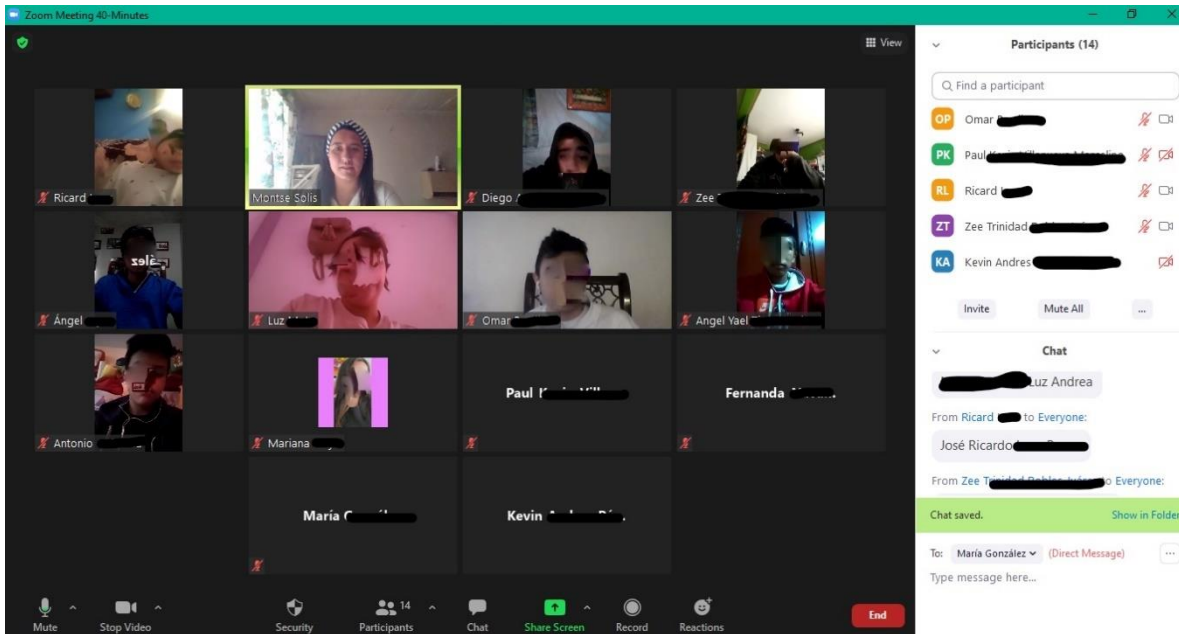
Appendix 28 "Assistance of the virtual class"
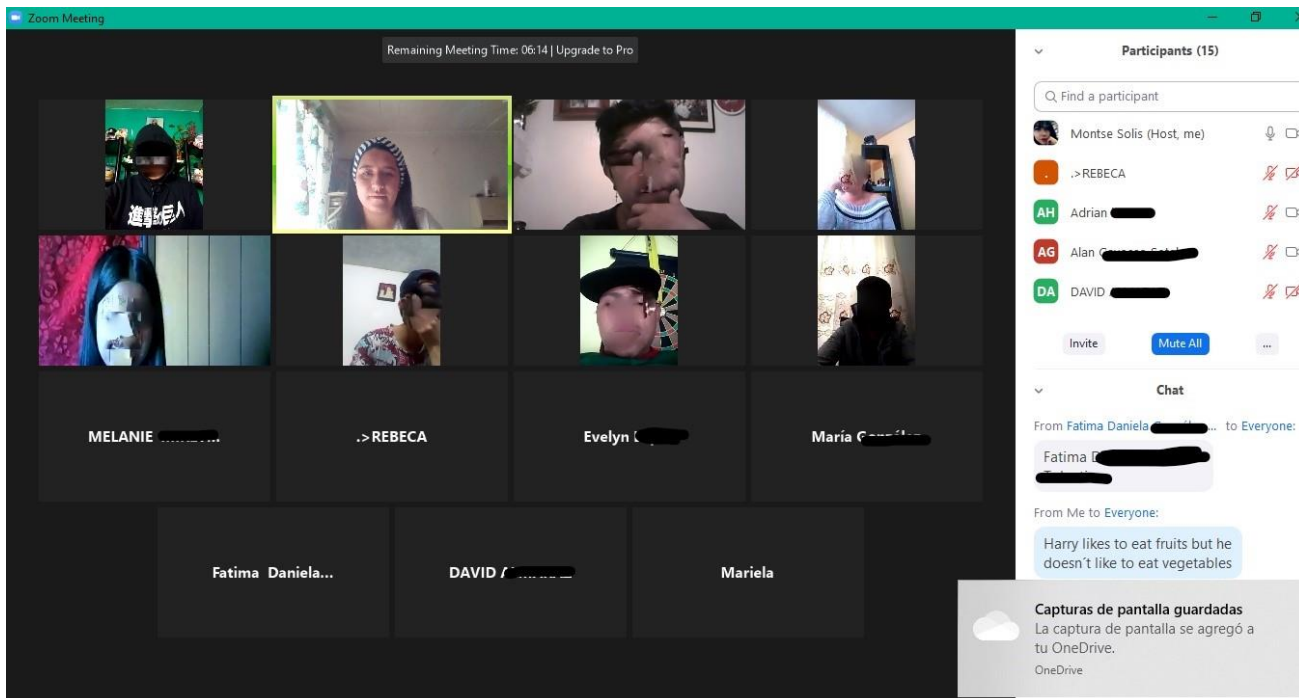
Appendix 29 "Google form evaluation"

Google form link : https://forms.gle/5TE1YMM561Z16c6X7

NEGATIVE SENTENCES II .

By Teacher trainee : Martha Montserrat Remigio Solis

ESCRIBE LOS SIGUIENTES ENUNCIADOS EN NEGATIVO

Full name: _____

1.   I eat apples every day.

2.   You drink water.

3.   She studies English.

4.   He likes cooking

5.   They walk their dog once a week.

Appendix 30 "Google form graphic"

The graph shows the answers that were obtained in the Google form, the orange bar shows the number of students and the gray bar shows the grade obtained.

	1	2	3	4	5
students	19	12	5	3	2
qualification	10	8	6	4	2
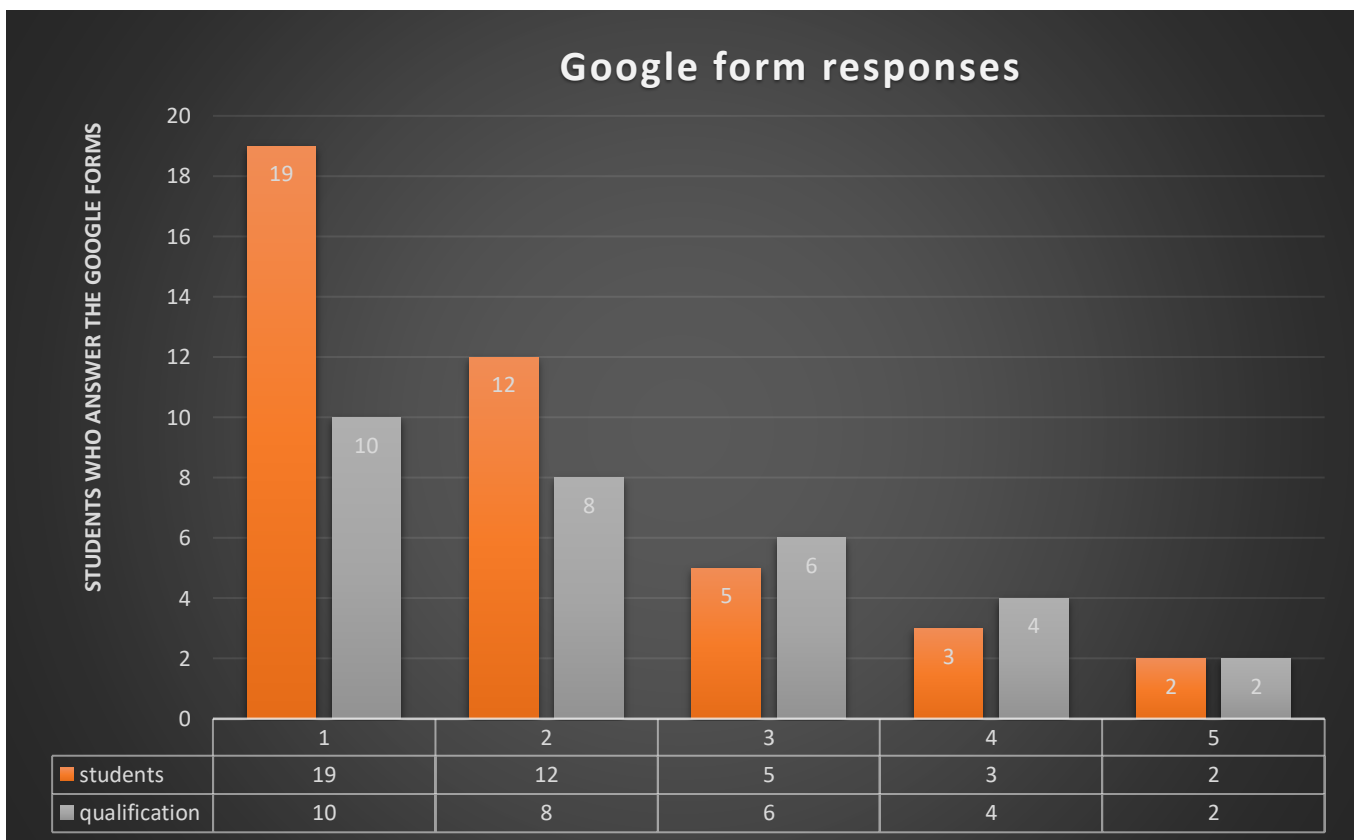
Appendix 31 "Assistance of the virtual class"

Appendix 32 "Assistance of the virtual class"

Appendix 33 "Verbs list"

The list of verbs was used to insert into the roulette wheel, these words are found on the bingo cards randomly.

SINGING	READING	EATING	RUNNING
PAINTING	JUMPING	LISTENING	WORKING
THINKING	SPEAKING	SLEEPING	DANCING
CRYING	WATCHING	MAKING	GOING
SWIMMING	WALKING	COOKING	DRIVING
BUYING	DOING	STUDYING	PLAYING

Appendix 34 "Wheel of names bingo verbs"

This wheel was used to select the verbs at random in the bingo game, all the verbs are entered and the website chooses them.
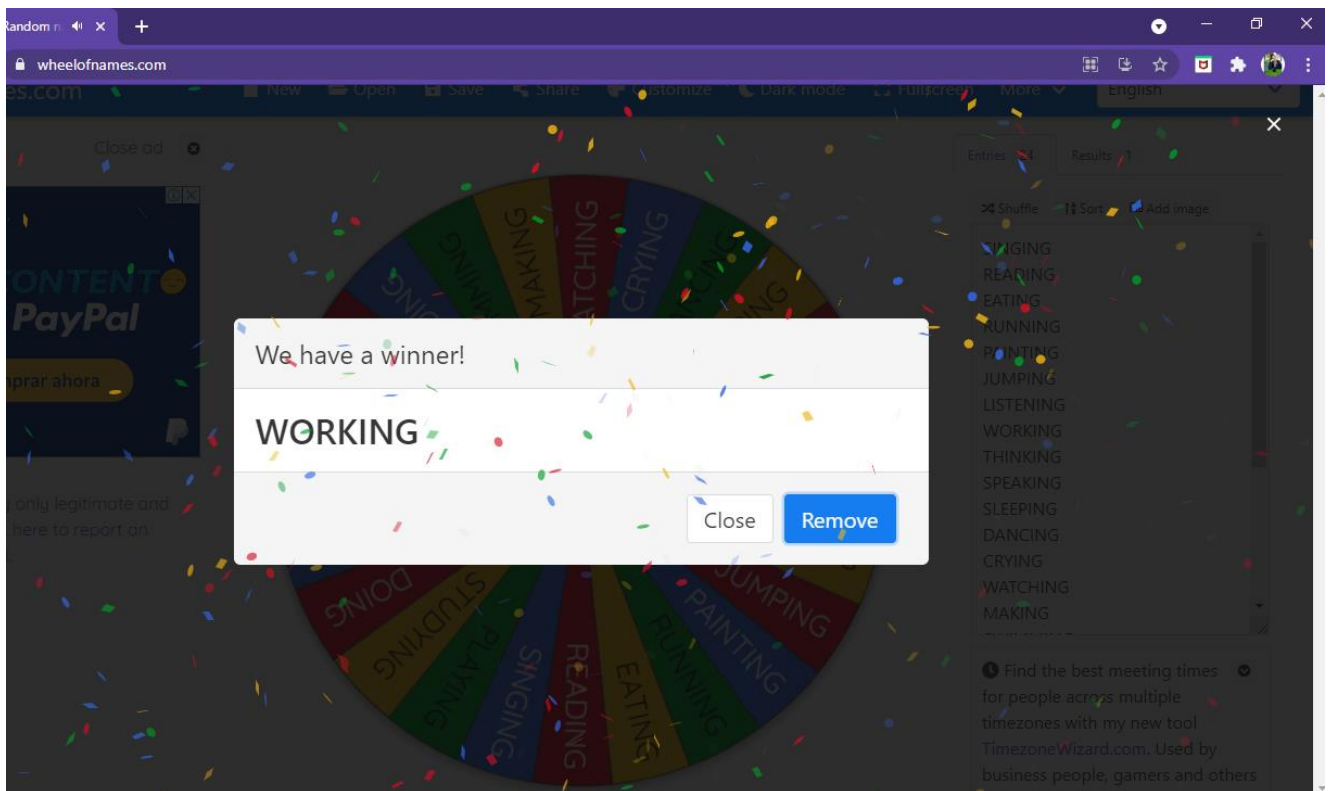
Appendix 35 "Educaplay present continuous"

The image shows the letters that are presented in the educaplay game, in this activity the question had to be related to the corresponding answer depending on the grammatical structure.

https://es.educaplay.com/recursos-educativos/9074941-present_simple_tense.html

Appendix 36 "Educaplay results"

The image shows the ranking of the score obtained in the educaplay of the questions in the present continuous.

Top 10 resultados

			TIEMPO	PUNTUACION
1	Zee ᵣIA Vino 2 de Mayo de 2021		00:29	100
2	MISAEL IOΓ R... ... 3 de Mayo de 2021		00:33	100
3	VALENTINA 00:5ᴿ... 6 de Mayo de 2021		00:33	100
4	Luz Acan 15 4 de Mayo de 2021		00:41	100
5	Natalia 4 de Mayo de 2021		00:50	100
6	Angel 6 de Mayo de 2021		00:54	100
7	Vivian S ᴺIA 7 de Mayo de 2021		00:55	100
8	Gonzalo I²Ǝ A 5 de Mayo de 2021		01:10	100
9	Aaron 30 de Abril de 2021		01:15	100
10	HANNA ᎪИИAH Ꭺ ᴧIΣ.. 4 de Mayo d 2021		01:20	100

Appendix 37 "Educaplay graphic"

The graph shows the grade obtained from the students in the educaplay activity.