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ENSAYO ANALÍTICO EXPLICATIVO

**“THE INFLUENCE OF ACTIVE PARTICIPATION TO ENHANCE TEACHER-
STUDENT COMMUNICATION AT JUNIOR HIGH SCHOOL”**

**QUE PARA OBTENER EL TÍTULO DE
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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.

**THE INFLUENCE OF ACTIVE PARTICIPATION TO
ENHANCE TEACHER-STUDENT COMMUNICATION
AT JUNIOR HIGH SCHOOL.**

MODALIDAD: ENSAYO ANALÍTICO EXPLICATIVO

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



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DEDICATORIAS

A mi mamá

Por darme la vida, tomarme de la mano y nunca soltarme a pesar de las adversidades. Eres el motor y la razón de mis logros. Gracias por acompañarme y ser un ejemplo a seguir, soy fuerte porque lo aprendí de ti.

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INTRODUCTION

The present document has the objective to prove my skills as an English teacher to obtain the degree of Licenciado en Educación Secundaria con Especialidad en Lengua Extranjera (Inglés), in the modality of "Explanatory Analytical Essay" (Ensayo Analítico Explicativo) in the thematic line 2 Analysis of teaching experiences.

For the development of this essay, I practice my knowledge about the pedagogical framework acquired in Escuela Normal de Atizapán de Zaragoza and use my domain of the English language. All these theoretical and empirical references have the purpose of explaining and giving an answer to a classroom problem that I identified and faced in 2nd-grade group A during my teaching practices at Escuela Secundaria Oficial 1049 Bicentenario de la Independencia de México.

This essay analyzes the influence of active participation to enhance Teacher-Student communication, to attend lack of communication and interaction in English classes under the new modality of work due to the COVID-19 pandemic. The main weaknesses that I identified in the group were related to interaction and active participation. As a result, the online classes showed: long silence moments, misunderstanding and lack of comprehension, passive learners, teacher as the center of the class, and absence of student intervention.

I focused my proposal on giving the students the possibility of improving their English outcomes by changing the class interaction and putting them in the center of the class. In addition, to develop communicative skills, I designed and structured the lesson plan through PPP (Presentation, Practice, Production) method and scaffolding to provide opportunities to enhance students' participation. I suggest the Affective teaching domain to attend to students' characteristics and lead my role as a teacher and guidance in class.

Therefore, my document was structured in three sections:

- Chapter 1. The study topic.
- Chapter 2. Theoretical and Methodological References.
- Chapter 3. Discussion.

The first chapter mentions why I considered enhancing Teacher-Student communication through Affective domain at 2nd A group, after identifying some opportunity areas for teacher's role and student participation. I also present the International and Mexican Education conditions contextualized based on World Health Organization (WHO), and Secretaria de Educación Pública (SEP) statements due to world social distance, lockdown, and health measures by COVID-19. Next, I present school internal and external context characteristics to have a background of students' social environment. The group characteristics are addressed too, to identify students' cognitive background related to the English learning process and virtual context due to online classes. Finally, I established the competencies that characterize my teaching practice and formulated a set of questions to reflect, analyze and guide them through theoretical and methodological information to be answered.

To continue with framework references, Chapter 2 answers the questions previously elaborated, where I introduce details about the problem observed. The information provides different viewpoints, theories, and research from different authors that contribute to the educational panorama. Analyzing, interpreting, and selecting the most appropriate to solve the main problem allowed me to design, implement, and evaluate them in the final chapter.

There were selected theories, strategies, and techniques to plan two activities and one evaluation instrument to attend students' participation under the Affective domain, which were carried in 6 classes from February to May 2021 interventions.

To sum up, Chapter 3 presents a discussion where the theoretical and methodological background was applied. I explain the results obtained in each class implementation that showed the changes, strengths, and weaknesses about teacher and student's role, how participation changes in each class, the communication in the classroom, opportunity areas in teaching and learning process, analyze teacher and students' behavior and guideline results for enhanced students' participation. All there are essential elements to consider for future teaching, face classroom problems related to participation and improve the communication with the students.

In the end, the conclusions mention the importance of improving Teacher-Student communication and adjust teacher's role under the Affective teaching domain and the importance of students' participation in the classroom, all this to know how supported the English learning process at Junior high school.

I. The Study Topic

The United Nations Educational, Scientific and Cultural Organization (UNESCO) promoted education development as a priority because education is a fundamental human right. With the increase of technology and mobile devices, teachers and students learn that Information and Communication Technology (ICT) can complement, enrich and transform education for the better (UNESCO, n.d).

In the XXI century, people learn a second language to communicate with others around the world; at the same time, there are many digital resources available to do it. However, the English language becomes a universal language, and it is fundamental to learn and use it as a communicative tool.

In the case of Mexico, English proficiency can be seen as a route to increase economic mobility. The relation between the USA and Mexico is intertwined because of both countries' social, cultural, and historical influences. In Petrón's (2009) words, the economic partnership has motivated many Mexicans to learn English to have an advantage economically. But, after all those efforts, most Mexican citizens do not acquire enough language skills that require high proficiency levels in English.

The importance of learning a second language is changing; the Mexican government establishes English as a communicative tool with a social practice of the language approach, based on Aprendizajes Clave para la Educación Integral (2017), the educational program for basic education. From preschool until junior high schools, the students must develop language skills to acquire English as a second language.

1.1 External Context

The professional practices took place at "Bicentenario de la Independencia de Mexico" no. 1049 junior high school with school identification code 15EES1577H, is located on Mexico Avenue, Bulevares del Lago, 54473 Nicolás Romero, Estado de México (Appendix 1). It was a school that belonged to the State system with a full-time schedule from 7:00 am to 2:30 pm. That school was immersed in an urban context because of the social, cultural, economic, and environmental characteristics that the Instituto Nacional de Estadística y Geografía (INEGI, n.d.) establishes.

About the context conditions, as stated by Secretaria de Desarrollo Social (2010). The municipality of Nicolas Romero belongs to an urban context with a low level of marginalization. The economy depends on secondary industries and activities from the tertiary sector, meaning the main activities are retail trade and transportation services.

The school is located in a scholarly area. There are different educational institutions such as Normal de Educacion Especial, CECYTEM Nicolas Romero, and elementary and preschool institutions. The school is surrounded by parks, soccer fields, playground areas, and many snack stalls.

This area is considered to have per capita higher rates, complex 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 (SEDESOL, 2010). The following statements are characteristics from an urban context, so we can contemplate those things to know more about the apprentices and the impact that context has on the learning process.

1.2 Internal Context

Talking about the internal context, I had the opportunity to explore the school area because of my professional practices through the past observation and intervention journeys before the pandemic. Due to this, I observe the institutional context, meet teachers and authorities, parents and students, analyze and recognize the characteristics of the school and its organization to consider them for future interventions.

The school has two buildings: 7 classrooms and the second one with 5. The school has a parking lot, a computer room, a cafeteria, a library, a Chemistry laboratory, a dance room for art subject, a soccer field, four restrooms, seven bandstands, two computers for the teachers, two projectors, and all essential services as water, electricity, drainage, internet connection, etc.

As Sandoval (2000) said, the school organization is the tool that enables educational action, and the roles are established. The pyramidal organization is where the principal is on the top. The students are on the ground, considering the school members such as the vice-principal, teachers, and administrative personnel.

The school staff was composed of a principal, vice-principal, 25 teachers, 3 for the English subject, administrative assistance, and an enrollment of 545 students, 280 men and 265 women divided into three grades, from A to D, from 39 to 51 students per group. The school attends adolescents from 11 to 15 years old; there are no special educational needs students, as the teachers reported (Appendix 2).

The principal is in charge of all the activities in the school with the vice-principal support; both monitor teachers' plans, students' development, and parents' participation, in addition

with the administrative activities such as Consejo Tecnico Escolar and other commissions, in addition, the administrative staff assist them.

Otherwise, teachers enable knowledge for students by giving classes with freedom, achieving educational goals, and developing abilities through the contents provided by SEP programs for Basic Education. At the same time, some teachers had commissioned to carry out the complete scheduled subjects.

Talking about English class, every teacher had their schedule and planning. They must have based their activities on Educative programs such as National English Program for Basic Education (NEPBE, 2011) and Aprendizajes Clave (2018) with 50 minutes classes, three times a week.

In general, the junior high school kept a respectful and professional relationship with other school members. Collaborative work is the key to the success of the school and its reputation in the community. Also, parents' participation and students' commitment to social events, institutions, or infrastructure preservation include green areas, murals, and other characteristics of school image.

1.3 Virtual Context

The origin of the severe acute respiratory syndrome Coronavirus-2 (SARS-COV-2), the virus that caused COVID-19, started in Wuhan, China, in December 2019. The coronaviruses are "a large family of viruses which may cause illness in animals or humans. In humans, several coronaviruses are known to cause respiratory infections ranging from the common cold to more severe diseases such as Middle East Respiratory Syndrome (MERS) and Severe Acute Respiratory Syndrome (SARS)." (World's Health Organization, [WHO], 2020).

In the report by Instituto Mexicano del Seguro Social (IMSS, 2020), the first case in the United States was identified on January 21st in persons with a recent travel history to Wuhan. As a result, the World Health Organization declared a public health emergency of international concern on January 30th, with confirmed cases in 18 countries at that time, with hundreds of fatalities.

The disease spreads primarily from person to person through tiny droplets; when the infected with COVID-19 coughs, sneezes, or speaks, the people around can catch those droplets. So, it is essential to stay at least 1 meter away from others to accomplish *Sana Distancia*, as the Mexican government called it.

As a general health measure, the State declares a quarantine period, which means restricting activities or separating people who are not ill themselves but may have been exposed to COVID-19. The goal is to prevent the spread of the disease at a time when people develop symptoms.

Based on the health measures due to COVID-19, the school staff faces a new challenge, the distance classes with technology support. In the words of Clark & Berge (2005), virtual schooling is a type of e-learning in which technology supports teaching, learning, and school improvement. Because of that, teachers and students change their way of work with a lack of face-to-face interaction where the internet and mobile devices take place in the learning and teaching process.

The Secretaria de Educación Pública (SEP) and the Commissioner of Education, Esteban Moctezuma presented the “Acuerdo 02/03/20 por el que se suspenden las clases en las escuelas de educación preescolar, primaria, secundaria, normal y demás para la formación de maestros de educación básica del Sistema Educativo Nacional, así como aquellas de los tipos medio superior y superior dependientes de la Secretaría de Educación Pública”

on March 16th, 2020, an agreement that established the educational activities were suspended from March 27th to April 17th as a preventive measure to reduce the impact of the spread of COVID-19 in national territory (Diario Oficial de la Federación [DOF], 2020).

When there were no activities, the Secretaría de Educación Pública developed a strategy to continue. Based on plans and programs for education called "Aprende en Casa," the students did diverse activities for each subject according to their level (pre-school, elementary, junior high school, etc.). The strategy consists of television programs that help students to develop activities and achieve the expected learnings. Consequently, each institution considered its resources to implement this strategy to its students.

Additionally, the Ministry of Education set up a workshop for all the teachers called "Taller intensivo de capacitación, Horizontes: colaboración y autonomía para Aprender Mejor" (SEP, 2020), as a tool to improve teaching practices and materials based on the pandemic situation. The activities focused on the teachers' reflection about the "Aprende en Casa" strategy and the learning process of the students, the experiences of the lack of interaction, and the problems that came with this situation, taking into account the socioemotional environment and resources of their community.

In August 2020, the Secretaría de Salud reported that Mexico City would continue on a red phase, according to the epidemiological report, so activities could not start. Furthermore, the school year 2020-2021 continued with online teaching and social distance because of health measures, so the educational spaces and activities are not allowed to start.

This information brought a new educational agreement, "Acuerdo 15/08/20" (DOF, 2020), where the Education System set up the school calendar for the 2020-2021 school

year. The calendar started with the registration process for Basic Education, a week for Extraordinary CTE sessions where the teachers took agreements and recommendations for a new phase of "Aprende en Casa II" and reflected on the results from the last months.

The beginning of the school year would have been on Monday, August 24th, 2020, and would end on July 9th, 2021; and Normal and other education for the training of basic education teachers would start their 2020-2021 school year on September 23rd, 2020, to conclude on July 30th, 2021.

Consequently, the Escuela Normal de Atizapán de Zaragoza designed a strategy to help trainee teachers to continue working with professional practices. The plan consisted of online or virtual practices, where the interaction with the school authorities and community adjusted to the new normality and educational considerations.

According to the adjustments for virtual schooling, the junior high school 1049 "Bicentenario de la Independencia de México" establishes that teachers must contact the students through an official Facebook Page for the school's advice and other networks to get in touch with the pupils (Appendix 3).

Talking about the English teachers, they decided to supplement the contents of Aprende en Casa with some activities based on the TV program, and the pupils also develop activities based on Aprendizajes Clave educational program. The students deliver their activities on different virtual spaces for evaluation and registration by photographs or documents as work evidence. The teachers provide feedback and clarify doubts about the work by conferences or comments with attention from 8 am to 2 pm. At the beginning of the week, the principal teacher posts the activities and posts their evidence on Fridays.

To establish communication with its students, the main teacher and trainee teacher must use educational platforms such as Google Classroom and create private groups on Facebook to use it as a virtual classroom space. According to Garrison (1993), when two persons communicate task-instructional competitions or social relationship building, two-way communication occurs, which is an essential element for distance education.

Indeed, the role of the teacher changed into a facilitator of tools, materials, and information. At the same time, the students adequately utilized their time and space to learn, deliver different tasks and change the process to self-study.

To contribute to English subject objectives, as part of professional practices at junior high school 0149 "Bicentenario de la Independencia de México," students' requirements were analyzed through a period of observation and intervention. A lack of teacher-student communication in class due to the low participation from students and out of it can affect students' evidence to achieve specific learning outcomes in each class.

Based on this, it is necessary to consider the students' development and their characteristics as distance learners. Identify the school conditions and how teachers and students experience the virtual environment for teaching and learning a second language through teaching strategies to improve participation in the classroom that may help them improve education, learning, and affectivity to enhance teacher-student communication through pandemic and the social distance.

First, to observe the group's primary language and English learning outcomes, the trainee teacher designed a test based on second-grade contents by Aprendizajes Clave on the Google Forms platform (Appendix 4). The skills evaluated were writing and reading; the exercises were designed to check students' memory and comprehension. By observing the diagnosis results, 28 students delivered their products.

Moreover, the students found complicated grammar tenses, and some needed to translate the questions to understand the expected answer. Students had more correct answers in the exercises about vocabulary; it is easier for students to infer meaning and understand words by looking at a drawing or picture.

Based on the VAK test developed by Bandler and Grinder for learning styles, 32 students delivered their results where the predominant tone is visual, which means that students prefer to see attractive materials for a better understanding. In addition, they enjoy the activities that catch their attention by colors, images, videos to watch the information and manipulate it. So, the audiovisual material is an effective tool to enhance students' learning style; simultaneously, the second dominant style is aural.

Due to this, students enjoy classroom interaction even through technology devices. Teenagers find it challenging to have virtual classes that allow a different interaction between teacher and students and by pairs.

In addition, a test was applied by the trainee teacher to identify the students' digital resources (Appendix 5). The results showed that 85 % percent of the students had an internet connection at home, 20% mobile data connection, and just 5 % required an internet café. In addition, the students' counts with school books, television, computer and most of them had a mobile device to practice educational materials.

Although all the groups presented a lack of communication that affect their learning process, focus on the importance of effective teaching to enhance English outcomes in junior high school students. I chose to work with group A from Second Grade, considering the results from the tests and the interaction through the virtual classrooms and the active participation of the group in the delivery of work.

First, it is essential to consider group characteristics as a support base for the development of this work. The group has 52 students, 24 women and 28 men, from 12 to 14 years old. Larson & Wilson (at Papalia, 2004) defines adolescence as a development transition that implies physical, cognitive, emotional, and social changes.

The students, based on Piaget's development stages, said teenagers are on formal thinking. But, Kuhn (at Papalia, 2006) noted that most of the students did not show their cognitive development to recognize the capacity of thinking about what they are thinking, their strengths and weaknesses, learning styles or abilities that may be helpful to acquire a second language.

According to the group characteristics, they have developed the ability to understand abstract concepts such as language components. Still, they are not working on their reflection zone to improve their learning.

Moreover, taking into account the observation of video conferencing, virtual environment, and teacher observations, it was an active group that enjoyed participating but had a Basic English level. Students' attitudes showed their interest in learning a second language. The pieces of evidence were delivered in shape and time, with some parents' participation too. All this would help to improve their participation, learning outcomes, and communication in the classroom to attend to their necessities and achieve educational goals.

Because of that, improving student's participation in teacher-student communication may help students recognize, analyze and comprehend their learning process. At the same time, English abilities are reinforced by feedback, collaborative work, and a learning environment.

1.4 Study theme and Thematic Line

To continue developing my professional abilities as a trainee teacher, I focused on design activities to acquire the language and identify and apply different ways to improve participation in the classroom as an effective tool to establish communication with students.

First, "Dominio de Los propósitos y Los contenidos de la Educación Secundaria" means that a trainee teacher must know the educational purposes, contents, and approaches of teaching English. It also has a language domain and establishes an adequate plan to achieve the program's goals. Further, according to educational programs, junior high school purposes establish particular goals for this level of Basic Education.

It is essential to master a second language, its importance for general purposes, adequate and implement the programs assigned for students' integral development, and how changes through secondary school grades sum up basic knowledge, skills, attitudes, and values. But, at the same time, develop the ability to relate and link the students' cognitive and physical development with the complexity of the contents, to choose the proper strategies that support their cognitive development and understand their characteristics s adolescents.

To become a teacher who understands adolescent development, all this recognizes eventualities, strengths, and weaknesses, but adjusts her teaching style to give practical tools to acquire a second language based on the educational graduate profile at junior high school.

Second, "Competencias didácticas" means that teacher trainees apply their knowledge to design and organize strategies, observe and identify students' necessities, and be capable of attending the diversity of the classroom.

As well as master the educational programs and their purpose for Basic Education, trainee teachers must know how to implement the contents to attend the characteristics of the group, such as their grade, English level, age, number of members, and so on. Although the importance of observation and diagnosis took place for this specific competency, it is crucial to attend to their interests, needs, and individual characteristics that may represent a barrier for learning and avoid educational lag. Also, know and apply diversified strategies and evaluation instruments and methods that allow the adequate analysis of the learning and teaching process to make adjustments to continue with an educational environment where teacher and student show confidence, self-esteem, respect, discipline, creativity, curiosity, and pleasure for integral education.

Last but not least, this competency helps me understand students' conditions to attend online classes and social distance. It is significant to use resources and materials available for them and use them with flexibility, creativity, and explicit purposes for their learning process.

I consider these competencies an opportunity area because it was challenging to establish communication based on students' development and expectations in this challenging time. And attend to adolescent's needs, understand their development, and choose the adequate activities and materials to achieve a graduate profile. On the other hand, I believe it is essential to develop an effective interaction between teachers and students to improve their learning and teaching process to recognize errors and achievements. With this way

of communication, teacher and students may feel confident to question, share opinions, show emotions, and be part of a group and space that considers their characteristics.

It would help pupils not only for English subjects, but this interaction may support their capacity to learn can also occur whenever they need to know what to improve, how they learn effectively and be part of an environment where they are valuable and essential, due to effective communication with their teachers. It means an interchange of information that can allow improvement.

For the achievement of these points, the Explanatory Analytical Essay (Ensayo Analítico Explicativo) was based on the thematic line 2, Analysis of Teaching Experiences. First, develop my strengths and weaknesses as an English teacher and improve students' participation to establish effective teacher-student communication. Second, to enhance the English language in junior high school students based on different statements that can guide teachers and students to create spaces that give them the confidence to learn and make mistakes.

Indeed, the essay follows thematic line 2, which focuses on increasing the knowledge about the complexity of the work developed in a junior high school and educational priorities. This line gave me the chance to work, analyze, develop, implement and evaluate my interaction and role as a teacher in a virtual classroom and, at the same time, enhance students' English language abilities in class with effective communication.

Considering students' characteristics and the professional competencies I must develop, the topic "The influence of active participation to enhance teacher-student communication." It was selected to help students improve their learning skills and reinforce the interaction in the classroom.

First, Patron (1986) defines Active participation as a result of a deliberate and conscious attempt on the part of a teacher to cause students to participate overtly in a lesson. It is the teacher's choice to focus the lesson, contents, and materials on their students and not use the lesson as an opportunity to give a monologue and focus the class on their own. Also, Patron mentions that active participation occurs when students write, describe or identify class elements without missing the lesson's purpose. Active participation would help the teacher monitor students' comprehension and use of the language by giving them the freedom to practice it.

The Center for Excellence in Teaching (1999) defines communication as the process by which ideas, information, opinions, attitudes, and feelings are conveyed from one person to another. Communication needs two persons involved in the process, the communicator and the receiver. The communicator is the person who initiates the conversation and sends a message. On the other hand, the receiver is the person who completes the conversation by receiving the message and responding to it.

It is necessary to establish that communication needs an interchange of information. For this particular case, I look for a type of communication where teachers and students are involved in achieving learning outcomes in each class and attend to the lack of communication based on students' progress.

Therefore, effective communication allows students to talk about themselves and their perspectives about the class, which is essential for teacher reflection and improvement. Due to the classes taking a different color when students feel secure in the classroom, the active involvement of the teacher is necessary to entail a change, and the student becomes the center stage more than the teacher's role.

Moreover, I consider the learning process to occur in an environment containing interpersonal relationships for higher results. When the teacher considers that students have more than cognitive achievements, they are humans and teenagers who face many situations that interfere in their learning process. So, as Alexander & Murphy (1998) says, the classroom must be a place where students feel appreciated, acknowledged, respected, and validated.

Because of that, junior high school students and teachers must develop their social skills to communicate practically. To learn from each other, respect and validate their efforts, reflect and work on their mistakes to achieve goals that may help them improve their process. From my view, I propose a change in the teacher immediacy that helps to attend to students' needs while the classroom participation increases for effective communication.

With that in mind, I set questions to develop and analyze the Active participation to enhance Teacher-Student communication in Junior High School to achieve the purpose of this essay:

- What is student participation?
- What is the role of the teacher in the classroom?
- What does Teacher-Student communication mean?
- How to implement teaching strategies to attend active participation in the classroom?
- Which strategies support the teacher's role to improve participation in the classroom?

- Finally, how to evaluate student's development through participation and teacher-student communication in the classroom?

II. Theoretical and Methodological Background

Education is an international element, and it is considered by the United Nations Educational, Scientific, and Cultural Organization (UNESCO, 2014) as a fundamental human right that is essential to personal and socio-economic development. Education makes people independent, increases knowledge, strengthens the mind and forms character to be immersed in the community.

Education must lead a lifelong learning perspective that aims at empowering people to realize their right to be educated and fill their expectations for a decent, healthy, and successful life. Still, at the same time, it contributes to the society's economic development in a territory.

Otherwise, English is considered a global language that can allow peoples' development by acquiring a second international language. For Mexican pupils, Borjian & Padilla (2010) found that some students pursue learning English because they are intrinsically motivated and have cultural connections with English-speaking people.

Furthermore, the global economy is pressuring Mexicans to learn English as better job opportunities are tied to knowing English and, parent's encouragement was an important factor influencing the learning of English in Mexico.

Due to knowledge and economic opportunities, the Secretary of Education (2017) establishes and considers that English National Programs must be obligatory to develop communicative skills to achieve life competencies and develop an integral education for girls, boys, and teenagers in Basic Education.

Based on these statements, learning English can represent a challenge for Mexican pupils' who cannot see the bright side of learning a second language. I can be shown when

students are not motivated, interested, or catch their attention the contents and materials of English class.

English acquisition means full command of communicative skills; for now, knowing a second language can bring many opportunities unrelated to the economy. There are a lot of manners where this language comes out. For example, most investigations in science, education or health, or entertainment such as music, television, and video games are written, spoken, or shared in this language. If people want to know about what happens globally, the English language can bring the opportunity to do it.

To complete the educational panorama Delors, (1996 quoted by García, 2009) points in their book "Learning: The treasure within" what UNESCO defines as the four pillars of Education: Learning to Know, Learning to Do, Learning to Live and Learning to Be. That has been influenced in educational plans and programs around the world to consider the cognitive knowledge needed and the attitudes and skills.

Focusing on second language acquisition, students find English as another subject to be graded, when it is a complete process about what they must learn, what is that content about, how they can manipulate the information to acquire it, learn to move the knowledge in real life and specific circumstances, and become a person that can communicate using the language and the contents viewed.

Considering this as a base, most students may feel anxious or frustrated when they fail, or an error was pointed out in class. On the other hand, teachers saw students' mistakes as an opportunity to correct cognitive skills that might develop. Still, it needs to be seen as the opportunity to show their progress and reflect on what they can do best for their learning goals without mentioning or creating a hostile atmosphere that may have repercussions on students' motivation, participation, and interaction.

So when the teacher needs to address the previous opportunity areas in teaching and learning processes based on educational statements and the lack of communication in English classes, it is vital to consider information from different authors to appeal to the benefits of student's participation to enhance Teacher-Student communication at Junior High School.

After acknowledging the school conditions and how the English class is developed, it is essential to enquire a different perspective about communication and interaction between teachers and students. To improve students' participation in the classroom through different strategies and activities that may support teacher-student communication. To achieve the aim is vital to understand what do participation and teacher-student communication are.

2.1 Students' Participation

First, educational programs bear students as the center of the learning; each element considered for teaching must be based on students' characteristics to develop their integral education by life competencies. So, it is critical to understand the importance of participation in the classroom to attend those purposes.

Nathan & Knuth (2003 mentioned at Kovalainen, & Kumpulainen, 2007) the aim is to provide learners with spaces and tools to participate in collective activities, at the same time participation is represented by teacher role aside from the role of taking full responsibility of the cognitive work in the classroom, and allow students led discussions. And a horizontal flow of information to avoid a passive classroom where the teacher takes control of everything and students were not involve.

Additionally, Brenner (1994 cited by Black, 1995) participation means the students' action about being present in the learning situation. By changing the teacher's role as an expert partner that supports classroom activities and work on students' engagement, all this improves students' involvement and interaction in the class. For Kovalainen & Kumpulainen (2007), the teacher's role activities to improve participation and gives the opportunity to involve in the process may consist of evoking ideas and views, scaffolding, monitoring and modeling reasoning processes, questioning and re-voicing interpretations, promoting collaborative work, and pacing the tempo of interaction according to participants.

Based on those elements, it is crucial to recognize that some students could not participate in the same way others do and, some participants may not be visible. For this reason, it is significant to know and observe the student characteristics and how they face each class situation. As Black (1995) mentions, teachers needed to be aware of these personality differences. They preferred learning styles to plan activities in the classroom that cater to the variety of combinations of learning styles present. Suppose the teacher presents a variety of learning options to the student. In that case, the student may feel more inclined to participate because an option may match their preferred learning style and personality.

All these elements about participation require teachers to adjust their teaching methods, strategies, and attitudes to involve students' characteristics and make them part of the lesson more than giving them a monologue about the teacher's skills and knowledge. Therefore, due to teaching adjustment and the teacher's perspective about students' needs, I propose a different domain that considers the students' behavior to enhance interpersonal relationships that build a community in the classroom.

2.2 Teacher's role

Teachers lead education in charge of many classrooms and students in different institutions. Junior High Schools' represent a particular time where teenagers experience changes and transition from being infants to adolescents.

So, these changes can be a tricky part and an essential factor in their learning process. However, even when Secondary teachers must be prepared to face adolescents' characteristics, generally, there is a lack of interpersonal relationships between teachers and students that might have negative responses, so they miss out on promoting reflection and motivation to continue learning.

Build on what is necessary to attend to adolescents' needs while taking care of pupils' education, and it is a must considering Affective teaching definition by Garcia (2009), means taking into account the students attitudes, feelings, and beliefs, which motivate them to incorporate their interests and experiences in their learning process. More than being an expert in front of a group, teachers will see through them to know the characteristics that made them unique and make them feel involved. For example, teenagers feel the necessity to be part of a group, experience culture, discover the modern world and make decisions by themselves; because of that, teachers can change the way of teaching and deliver tools in the classroom to approve students' development attend the curricula simultaneously.

Due to the COVID-19 pandemic, as was mentioned in the previous chapter, the educational community faces a lockdown and social distancing, so lack of interaction is a consequence of this situation. In the classroom, it was detected that teachers developed activities to pursue achievements according to the contents but left out the interaction between pairs and the active participation.

In Junior High School 1049, Bicentenario de la Independencia de México for the English class, students received three virtual classes per week. The virtual classroom organization took place from the planning of the lessons, where the main teacher assigned a Unit to work from the Aprendizajes Clave program established by SEP. Next, plan lessons focused on grammar content, vocabulary, and activities to have physical evidence of work. All this will deliver a final product at the end of the Unit that fulfills the expected learning outcomes.

For instance, focusing on this new modality of work, the development of the class is summarizing in these:

1. Teachers present the topic of the lesson (vocabulary or grammar).
2. Explain the activities to develop in the class (exercises, quizzes, take notes, etc.)
3. Give time to answer the activity.
4. Took evidence of the virtual class and,
5. Finish the session.

Taking into account observation through virtual lessons and pieces of evidence of work delivered by the students provided me three essential aspects to work on:

First, the teacher is the center of the lesson by giving instructions, and students develop the activities as passive learners. It means there is no interaction or exchange of information between them, which is vital for communication, evaluation, and practice of the language contents.

Second, students do not have the initiative to question or participate in class. Instead, they wait until the teacher indicates or asks them directly to share ideas about the information presented. On the other hand, there is a lack of students' involvement in the classroom and group communication, which shows students' comprehension, acquisition, and use of the language for their daily life.

Finally, the ones that did not enter or were not able to take the virtual class missed the opportunity to use and practice their English language skills, feel part of the group, have the opportunity to interact with their classmates and teacher consequently, the students fill activities to get a grade.

To fully develop the classroom engagement and enhance the interaction between teacher and student, I consider the Alexander & Murphy (1998) proposal about the learning process, saying it must occur in an environment that contains interpersonal relationships in which learners feel appreciated, acknowledged, respected, and validated. These aspects bring support for students to develop activities, question their process, get confidence and recognize errors and mistakes without a negative perspective of what they are doing in the class.

On the other hand, the teacher model of intervention and teaching style should be flexible to adequate the lessons according to students' needs and attitudes. For this reason, I deem Hativa, Barak & Simhi (2001at Garcia, 2009) research about the characteristics that are related to student's goals through effective teaching:

1. Class preparation and teacher organization (Lesson Plan).
2. Teacher's clarity in the content (Presentation).

3. Capacity for stimulate student's interest and enhance motivation to study through enthusiasm manifestation (Feedback and Active Participation)
4. Establishment of positive relationships with their students. (Respect and Empathy)
5. Show high expectations and,
6. Keep a positive environment in the classroom.

These definitions provide an overview of the importance of implementing strategies to accomplish students' participation in the classroom. First, it was necessary to look for a teaching strategy that allows me to develop students' involvement. In the same way, the teaching strategy must allow students to develop practical skills that may affect their knowledge because of the new modality of work but brings information to teacher's adjustments to fulfill student's needs.

2.2.1 Affective teaching

Through Affective teaching, the activities and lessons are referred to the children's personal lives, including perceptions, emotions, and behavior about the English class. For example, Rocca (2004 quoted by Garcia, 2009) found positive relationships between proximity and positive affection, such as closeness, cognitive learning, and participation-attention levels in the class. On the other hand, most students consider the subject matter a waste of time, another subject to get a grade, boring class, or non-functional information for life. In addition, the new modality of work affects students' expectations and efforts. It is a challenging time when it is necessary to adapt our learning spaces, routines, and time to virtual context.

But, if their perspectives change as a result of better communication and interaction with their teachers, even at this time, students will feel that they are learning a second language, deliver activities to practice, and have the chance to prove themselves their progress by participating in class with experiences, ideas, and thoughts in the English language.

Improve communication by classroom management took into consideration the Rompelmann (2002) Affective teaching dimensions due to Teaching Expectations and Student Achievement program that are:

1. Opportunity to answer where the teacher provides spaces and time for students interaction, practice, and participation,
2. Feedback, for this study, teachers must see class time as a chance to solve general doubts and clarify the contents in different ways, without direct messages that may be misunderstanding,
3. Consideration about others, now, socio-emotional skills are important too, because of the health conditions that take us in social distance, lockdown or represent a difficult time for families, work, economic demands, and other aspects of life that can affect our mental health. All these are divided into 15 categories that are:

1. Opportunity Dimension

1.1 Opportunity to answer with equality: nominate someone to answer questions, show, confirm or correct something that someone said.

1.2 Student's support: teacher-student interaction through guidance while students are working, inside and outside the classroom.

1.3 Latency: give time to answer, be patient.

1.4 Deepen: give clues, re-telling students comments, help them to reflect.

1.5 Keep high expectations in reasoning: generate opinions, explain, discover connections between facts, apply previous information to new or different situations, create hypotheses, organize information, put together different parts, summarize, and so on.

2. Feedback Dimension

2.1 Corrective: make them know what the teacher thought about their development, avoiding sarcasm and negative answers.

2.2 Commend school achievement and make positive critics.

2.3 Give reasons about commending: it is not enough to say "Good." It is necessary to explain why and the advance that shows the achievement.

2.4 Active listening: involves giving them back what they say with other words so that teacher intervention invites students to keep talking because the teacher heard them.

3. Opportunity to express and accept others feelings Dimension

3.1 Closeness: proximity to students.

3.2 Respect: through verbal and nonverbal communication.

3.3 Personal experiences interchange.

3.4 Behavioral limits and rules: student's intervention at different situations without aggressive or hostile attitude.

The purpose is that teachers allow students interaction and participation, as well as providing participation opportunities while maintaining their interest in the contents, by catching their attention, knowing their interests and way of looking, questioning and reflecting about themselves and others, and recognizing students' attitudes and behavior as class keys to find the helpful communication. Crossman (2007) defines affective teaching as to how the teacher interacts with students to build a relationship, develop their language skills, and fill the achievements of each class using teacher interaction as support. But how to work on classroom interaction, and what does Teacher-Student communication mean?

2.3 Teacher-Student communication

As social beings, communication means the medium to deliver a message, but Miller (1988 quoted in Johnson, 1999) is when emotion, feeling, and thoughts are shared. It is not a process that happens individually because we communicate with others at home, work, and school. Also, effective teaching depends on successful communication; when teachers and students interact a direct communication occurs. Eventually, the classroom becomes a space to deliver the curricula contents more than know-how to deliver and exchange information.

Sauvignon (2001 at Pan, 2014) says communicative competence has been described as a combination of grammatical, discourse, sociocultural, strategic competencies, and cognitive skills that allow learners to use different ways of expression and change communication channels. As the National Program establishes, students must develop Communicative skills to achieve Social Practice of the language and at the same time acquire a second language.

According to the education framework from the pedagogical approach assigned by SEP (2017), the social practice of the language observes communicative interaction and establishes the attention of teaching and learning. Language is defined as communicative, cognitive, and reflective activity. The program for Basic Education considers interaction a tool for students' integral development because they can discover other points of view about education while learning in the classroom.

However, communication happens through verbal and nonverbal, and both can appear in the classroom at the same time, because some students may not act through words to express their feelings, emotions, and thoughts, they can share how they feel with gestures, class attendance, attention and so on.

Teachers and students meet each other, elicit information and tools for education, make adjustments to their expectations and develop a dynamic where two individuals are building a relationship. So, a positive relationship facilitates affective learning, which turns to cognitive development like the acquisition of English class contents, where students can learn because they feel motivated and appreciated. But, on the other hand, teachers want students to use and value the information delivered and planned for the class. Without the positive results that effective communication and interaction bring, it will be pretty tricky, and the class will turn into teachers' monologue.

Consequently, it is crucial to deem how to enhance classroom communication through the affective teaching domain when there is a modality that represents a challenge because of the lack of interaction opportunity in virtual classes. Furthermore, for developing teacher and student interaction and reflection about their interpersonal relationship simultaneously, it is necessary to define appropriate work strategies for the lessons.

2.4 English class organization

As Porayska (2004) mentions, teaching strategies are teachers' primary tool for controlling the flow of a lesson and the flow of the student's progress for specific details. Language classrooms commonly use the first language, in this case, Spanish, to link the information, and students correlate it with the second language.

Based on the observations in English class, the presentation of new information is not structured to take prior knowledge or relate the information with other subjects that have the same purpose, developing communicative skills such as Spanish or Ethics, to mention some.

English contents designed for secondary schools consider science, values, communication, culture, and other elements to achieve integral education as learning a second language. But, unfortunately, most teenagers interpret the information a lot of useless information, vocabulary, or grammatical structures without knowing where to use it and why it is essential in language communication, that can be communicated in the first language with the purpose to make them feel comfortable and represents a better understanding, without taking in mind the target language and its use inside and outside of the classroom.

First, the teacher must plan the lessons based on students' cognitive characteristics (English level, learning styles, age, and prior knowledge). This information brings the opportunity to achieve the curriculum and create significant learning for them in a short, medium, and extensive period. Students' cognitive development's success depends on the teacher's support concerning their emotional needs, which appears when many students find English complex, less critical than another subject, out of context, or without

purpose. For the achievement of this point, it is vital to evolve teaching strategies that consider student characteristics.

2.4.1 Scaffolding

In this study, it is crucial to organize the class to present each unit's contents but divide it to make chunks of information to deliver a final product, to sum up. For example, the Aprendizajes Clave program divides the content in cycles, school grade, and those contents into the learning environment, specific competencies, and social practice of the language aims that consider pedagogical orientations, evaluation, and evidence suggestions and products. All this allows students to achieve the four pillars of Education.

For this reason, Scaffolding was considered to present new information in class. In the words of Brown & Palincsar (1989, quoted in Chi et al. 2001) [t1], a form of guidance consists of a teacher structuring a task to facilitate a student's progress. So, the structure may involve decomposing a complex activity into more accessible parts to address completely. As a result, it shows teachers courage to establish classroom routines that provide recurring linguistic structures for the children, to build a small repertoire of chunks and phrases in the second language.

Scaffolding instruction is considered a teaching strategy is originating from Lev Vygotsky's sociocultural theory and his concept of proximal development (ZPD), which is essential for language acquisition and fulfilling a graduate profile for Secondary. Raymond (2000 quoted by Van Der, 2002) defines that the ZPD as the distance between what children can do by themselves and the subsequent learning to achieve with competent assistance. As a result, teachers' role is about guidance, providing tools and accompaniment in the class to facilitate learners' development from the presentation to the conclusion of the topic.

The more capable teachers are to provide the scaffolds so that the learner can accomplish (with assistance) the tasks that he or she could otherwise not complete, thus helping the learner through the ZPD (Bransford, Brown, & Cocking, 2000 at Van Der, 2002). It is functional when the topic is shared in parts to understand better when the students can relate the content and link each part to get a complete piece. But, it is a must to adjust classroom management and organization of contents to achieve Scaffolding; because of that, it is essential to implement teaching strategies to give support.

2.4.2 PPP Method

As I developed the virtual classes with the PPP (Presentation, Practice, and Production) method, Wiyannah (2021) the first step enables learners to acquire new linguistic information or restructure information, so students will be able to understand language.

On the other side, the practice stage must be supervised but give freedom to use the information and make interpretations about it; for example, students use the contents to talk about personal experiences, habits, hobbies, family, friends, or other aspects of daily life. Finally, at the production stage, the final product of each Unit takes place, is when the student uses what has been learned through sessions, but it may be a natural connection between contents and students life.

As was assigned, there are three classes of English, with 50 minutes to present the content, practice in class, and produce some evidence that provides information about how they comprehended the information and what to reinforce for the next class. Teachers must bear in mind that each part of the class has a purpose; for example, on the presentation stage, the materials are the key to catch their interest and attention but, even when the teacher is the one who shares the knowledge with the group, it is an opportunity to create participation opportunities such as reading aloud, brainstorming, read images or share

what do they infer about it. Hence, students feel like they are part of it without domain the content.

At the practice stage, the teacher's role changes into guidance. After presenting the new information, students are involved in the process and prove their memory, comprehension, and acknowledgment, but doubts come out. Teachers must be flexible and have empathy, where there are students that link the content easily, there are ones that take more time on the same activity because their cognitive schema is different and require support.

But, it is not all about teacher and student interchange; it can be through student-student communication. Sometimes, making questions or sharing a doubt in front of a group can be stressful for some students; they may feel anxious before asking. The class environment must be a space where they feel confident to make mistakes, take the comments like a positive tool for their process, and not point out negative things.

Teenagers at Junior High school have the characteristic to create communities and feel the desire to be part of them. Therefore, teachers can create a language society or classroom community to awaken their interest to be a member of the group to improve active participation and interaction.

Last but not least, the production stage needs to be divided into parts. It is not recommended that the evidence took a lot of time or resources from students because of personal difficulties.

The purpose of the production stage is to evaluate students' process and understanding, transfer teachers' presentations and their practice in a final piece of evidence. Due to this, the students receive feedback from identifying, analyzing, and realizing what to improve

and what they need to do next. This stage must be the inflection point where students go forward and take themselves to the next level.

Evidence results from each stage allow interaction among group members, teacher included. It may be shown through verbal, written, or spoken abilities developed in the class and linked with the previous lessons.

2.5 Strategy

2.5.1 Eliciting

To contribute, it is necessary to apply a specific technique for teacher-student interaction, group discussions, answer doubts, and other elements that support effective class development. For example, Richards and Schmidt (2014 at Husna 2018) describe elicitation as a technique designed to make students actively produce speech or writing. For this study, the purpose of applying in class is to obtain students' intervention and participation in the class, for different reasons such as asking questions, sharing ideas, thoughts, feelings, mentioning acknowledged contents, etc.

The teacher should design activities to enable students' participation in the classroom actively, which may provide enough information to identify some points for reflection in teaching and learning. Through elicitation, the affective teaching domain can be achieved because the interaction allows interpersonal relationships between elicitor and expert (students and teacher), motivating them to speak and use the language.

Husna (2018) highlights that elicitation is based on principles like the teacher is not the only expert in the class, and he or she can learn from students. For the beginning of the lesson, by eliciting techniques, the teacher involves students in a question and answer activity to check what they know and go toward new content. It represents an opportunity

to participate and is not limited to reading aloud concepts, yes or no questions, passive learners, and other aspects that show a lack of interaction in the classroom.

Due to the Affective teaching domain statements, and so on teacher-student communication based on English class organization bases, it was a must to look for different strategies to work with teacher-student interaction that could be suitable to adapt them to the Affective teaching dimensions suggestion. For this, I decided to work with two techniques.

1. **Brainstorming:** It is a technique for fostering group creativity by which ideas and thoughts are shared among members spontaneously to reach solutions to practical problems (Gogus, 2012 quoted by Al-Samarraie, Hurmuzan, 2018). It must be a space for students to interact among themselves to put ideas and perceptions in the class around a specific topic. Due to the lack of face-to-face interaction because of health measures, Computer-mediated communication can facilitate brainstorming where students are involved in real-time through technological devices. This technique may be helpful to activate students' schemata by giving trigger questions to lead the conversation about the content of the class.

The group organization may be by participation, each student taking their turn to speak and share their ideas, building the general concept about what students know about the topic, introducing the new information, and linking with the previous one.

Additionally to teacher observations and students' use of their acknowledged information, the implementation of this technique allows students to practice and use the vocabulary, grammar elements, point of view, etc. So, bringing brainstorming to the classroom contributes to interaction, evaluation, introduction, or class development. Still, it can be

applied to the classroom conclusion or any time in class to knowing students' opinions and get them into it.

Under the Affective teaching domain, brainstorming allows the interaction of the students and the opportunity to share feelings, thoughts, and personal experiences. The teachers must receive students' comments and lead them to add important information to the class discussion, create and maintain an effective environment that shows empathy, confidence, and respect while they are talking.

2. **Questioning:** Hilda Taba (1966 at Wilan, 1987) described questions as the single most influential teaching act because of the power of questions to impact student thinking and learning. As Taba pointed out, the form of the teacher's question signals the student as to the expected level of response, thus controlling the student's thought or response pattern. Even when there are questions all around the class, there is a lack of purpose; why do teachers ask questions to students? For this study, the goals are enhancing the communication between teachers and students as a communicative tool to achieve educational goals that might set in each class with specific purposes. Also, the interaction will be active and provide activities to learn meaningfully.

Furthermore, questioning techniques will be divided into two devices: open-ended and closed-ended questions. In the words of Acharya (2010), the first means are unstructured, where closed questions have sufficient alternatives to select. By open questions, the questionnaire takes into account students' perspectives. Therefore, it gives them the freedom to express their ideas without a set of responses as closed questions. Still, they are important too because of the alternatives students must use cognitive skills to memorize, infer, summarize, or analyze the question and its expected answer.

By these types of questions, teachers lead the lesson and questions to the main objective of the class but consider building students' knowledge and organization of the contents. The first questionnaire will be part of essential vocabulary to check students' acquisition of the language. Still, the last questionnaire will have the function to evaluate their learning process and how their connections between each part of the information changed through classes.

Although questionnaires take place in the lesson plan, by giving students tasks to solve and evaluate their comprehension, more than evaluating students, questionnaires provide helpful information to reflect the contents' clarity. These activities aim for their purpose, effectiveness of materials, and students' point of view about teaching processes and techniques such as their learning process.

2.6 Meaningful learning

If we build on the previous idea, interaction is more than just the time to talk and share ideas about the topic. Also, it is the way to make a diagnosis, correct comments, and support pupils to solve problems. Still, first teachers and students must develop an organized schema to deliver results about what was acknowledged.

The importance of students participation to lead the flow of the lessons, it is crucial to understand what do they want, what is difficult for them, how do they feel about the class, and other elements that bring a different environment in the classroom by changing and working on classroom interaction to aim English subject purposes.

Also, the effective teaching domain reflects teachers' role in the learning process and the importance of effective and interpersonal interaction with the students to achieve cognitive goals. Finally, while the information will be presented through a scaffolding

base in class, the PPP method allows balancing instruction and guidance with students' freedom and assumption.

So, to achieve scaffolding and gain meaningful learning, the information must correlate concepts in the cognitive structure; for English class, students check and activate their schemata to own the contents and make them meaningful, and about the social practice of the language.

According to Rumelhart (1977 at Spiro 1980), schemata are employed in the process of interpreting sensory data (linguistic and nonlinguistic) by taking information from memory, in organizing action, determining goals, and allocating resources, for the lesson plans organization this means that the final product must be divided into sub-goals as a guide of the flow to achieve the general purpose of each Unit worked.

On the one hand, I consider Brunner's (1960, at Ausubel 1961) meaningful learning concept of structure related to going beyond the information given, where the subject matter is more understandable and easier to retain and facilitates transfer and move of contents. This structure can be how the teaching and learning process takes place in class by guiding them to the desired goal. He recognized the importance of what the student already knows as being the primary factor in what the student will learn next.

On the other hand, Ausubel's (1968 at Akpan, 2020) perspective about meaningful learning. Students seek to make sense of new material by connecting this new knowledge with what they already know. The meaning happens when new information is taken into the existing cognitive structure, which is the sum of all knowledge acquisition and the organization of the facts, concepts, and principles that make up that knowledge.

But, it is a reality that even with all these expectations and support provided by teachers, students may not find the learning meaningful. So, learning occurs when students can recognize and apply the new information to their life and correlate with the existing schema. For English subject purposes, it is essential that students feel the necessity to communicate in another language and see this as an opportunity for personal growth.

Meaningful learning is the general goal to achieve under any method, approach, or strategy but, through an affective domain, there is a higher possibility that students feel compromised and interested in learning English and find it useful for their life, and not just get a grade at Junior High School, because teacher's role more than being the facilitator of tools and information it is a human being that wants to guide them and takes care about it, by respecting and understanding their attitudes, feelings, and emotions.

2.7 Evaluation instruments

Based on the theoretical frame about Student's and Teacher's role and how do they affect teacher-student communication, it is necessary to develop an instrument to evaluate teachers and learners role through the interaction results in the virtual classroom, private messages, public comments, and other spaces that provide some interaction and communication between them.

On the one hand, techniques and instruments for evaluation are adapted to the characteristics of the group being evaluated to provide sufficient information that helps teachers identify what they need to do to assist students. On the other hand, as SEP (2012) mentions in their book "Las estrategias e instrumentos de evaluación Desde el enfoque formativo," on Basic Education, it is common to use techniques based on observation, students' performance, analysis of the performance, and interview.

To evaluate the development of the strategies, techniques, and approaches considered for this study, observation techniques take place through the use of a behavioral checklist as SEP (2012) defines, it is a list of sentences or phrases to measure personal attitudes and behavior with other people, objects or situations. All this, to comprehend students' interpretation of teacher communication and dialogue in the development of the class.

First, it must consider the process to elaborate a behavioral checklist, teachers must:

1. Determinate the attitudes to evaluate. It means the purpose of the checklist, why those attitudes affect the class interaction, and how it will solve the lack of interaction between teacher and student.
2. Write sentences that point to diversified aspects of this attitude or behavior (positive, negative, or neutral).
3. The expected response must facilitate the relationship between the main clause and the result of the attitude.
4. Use criteria elements or points to categorize the information such as Agree, disagree, neutral, etc.

Indeed, the instrument brings information about what teachers look at in classroom interaction, the attitudes and students views about contents, the specific situation in class, classmates' relationship, environment, and teacher intervention and group coherence. Next, the observations and results must show the elements that affect the learning process's positive or negative ways and the communication in the classroom.

Once the theoretical references presented in the theoretical-methodological information to solve the lack of communication through Affective teaching to enhance teacher-student communication were set, it was a must to describe the results that the strategies show.

III. Discussion

Based on the theoretical frame, it was necessary to set different activities to address communication lack in English class, found in the group 2nd A at the junior high school 1049 Bicentenario de la Independencia de México.

It is important to remember that the purpose of this essay was to develop student participation and made adjustments to the teacher's role from different strategies to enhance interaction between teacher and students. The reason is that following the standards of this teaching perspective, students' would improve interaction by developing the ability to use the language to communicate with others in the classroom. It means that students could communicate their feelings, attitudes, and thoughts in the English class and either from school.

After analyzing the activities that could enhance students' participation and interaction and consider teacher performance under the Affective domain, I planned activities with different topics based on the English program. Those activities were applied in 4 sessions of 50 minutes by online video conference Zoom platform, with a schedule from 1:00 to 2:00 pm on Mondays, Tuesdays, and Thursdays as the English class for Second grade was programmed. I applied for the activities on February 9th, February 16th, March 2nd, April 13th, April 14th, and May 4th and 6th.

The characteristics of each activity were based on eliciting technique because of the cognitive processing involved in determining answers that may bear concepts, meanings, students' perceptions, personal experiences, and other elements to apply in the class contents related to real-life. All this to attend the lack of student's participation and interaction in the classroom.

Moreover, it is essential to consider that each lesson planning was organized through the PPP method and scaffolding purposes to divide the contents for better comprehension. I

organized and gave structure for the lessons where the first week was dedicated to basic information and previous data recognition. As the contents go higher, the activities provided student reflection to identify opportunity areas with teacher support before arriving at the final week, which was dedicated to the final evidence production that summarizes all the content in just one activity.

Teachers' attitudes in front and behind the cameras were essential to lead the flow of the lessons based on Affective domain characteristics. The class was applied to diversified spaces centered on the student and their characteristics as individuals. For example, they understood how the new modality of work and health measures circumstances affects students' learning and causes absence in class, non-delivery tasks, or lack of participation.

Teachers must bear in mind that students face individual situations in their social context to attend to those difficulties. Still, the classroom must be the space that students aware of being involved and use English to talk about themselves without being ashamed.

Students' active participation in aiming all these concepts about a practical English class must be shown through diversified activities that allow students to lead the lesson, interchange information, and share personal perspectives and questions about their learning process to improve their skills as learners of a second language.

3.1 Brainstorming strategy

Based on the group characteristics provided by diagnosis tests and class observations, the students can share vocabulary in the classroom or infer meanings through visual support. It is easier for them to participate in class by providing chunks of information without any linguistic elements.

3.1.1 Word clouds

Due to the brainstorming technique, I applied a word cloud map online generator by Wordart.com (Appendix 6) website, where you put a list of words to create a digital piece of word art. As Bromley (2013) says, words are the essential building blocks of comprehension and cognition because vocabulary is the base for developing other speaking, writing, listening, and reading skills. Bromley (2013) also mentions that word clouds are collections of words related to a particular concept when the students drop and share their vocabulary according to the main topic. This activity had the following objectives:

- a. First, check students' previous knowledge about Feelings and Emotions Vocabulary by asking them to share some words related to the topic. Students that know the vocabulary may not have doubts to share with the group what is acknowledged.
- b. Second, check students' perception about feelings and emotions? Which feelings and emotions do they recognize? And trigger the student's behavior by asking how they feel today?.

February 9th was the second day of intervention from the fourth journey scheduled. The lesson plan (Appendix 7) was based on Unit IV, "Plays reading," as the social practice of the language, with the purpose of students identifying emotions in types of dramatic literature.

Previously, students review the types of drama literature and their characteristics to identify some emotion related to each drama. The main activity, "Types of drama literature and emotion review," purpose was that students fill the squares with feelings and emotions vocabulary to describe their interpretation of drama.

Brainstorming took place when I decided to ask for participation with students where they share their answers. First, I explained the word art website and shared the screen with the students to notice and observe the whole process to put words into a word cloud. After this, students started to elicit their vocabulary to write their participation on the website to create evidence of students' knowledge.

Considering the students' characteristics, I found that pupils with visual learning styles learn best when they read or see the information somehow. Hence, word cloud allows both ideas; while students are participating and the screen is shared, they could observe the process of making a graphic organizer by taking into account their ideas.

Moreover, some students who use this type of visual representation can easily absorb large amounts of information quickly. Visualizing also helps establish relationships between different ideas and concepts, and students learn better when the information is presented as images or diagrams.

In contrast, the diversity of the classroom and the virtual space conditions create a problematic organization to take each student's participation. Some students did not need that teacher to ask them to share their answers, but other students were not involved in the activity.

I noticed students with active participation were the same every class, so classmates act like passive learners because they know that someone will interact with the teacher. But, I must work on this situation because the class aims to create a space where interaction is the fundamental element for class development. Due to this, Sternberg & Mayer (1998) highlights that teachers must arouse an initial and active predisposition in the students towards the learning activity that they are going to undertake since once the student is

ready, they initiate the activity of learning by centering attention to the contents that they selectively process.

Additionally, some questions were asked for students to check their interpretation about emotions, explicitly considering types of drama literature such as comedy, tragedy, musical drama, melodrama, and tragicomedy. Students recognize basic vocabulary by mentioning emotions like happy, sad, angry, and scared. But, there are more emotions to describe the experience of literature, so I allowed them to use the first language or mother tongue, Spanish, to share their personal experiences.

Students were able to talk about themselves when the content involves their views and thoughts. I observed they wanted to participate more because they enjoyed the dialogue and how the class turns into a conversation about what they think while watching plays.

As an opportunity, I consider that to guide students to participate using the English language, even when the class discussion was practical by speaking in Spanish, the aim of subject matter is that students use the language to communicate with others in real life. But, I consider students' responses as an advance to attend the main problem because confidence in the classroom grows with this activity.

3.1.2 Traditional Brainstorming

To continue working with the brainstorming technique, April 13th class from the fifth journey of intervention, I challenged students to create their brainstorming organizer. That week's lesson plan was based on Cultural Aspects to attend "Short essays reading to contrast cultural aspects" social practice of the language from Unit VII. (Appendix 8).

At the beginning of the class, I shared my screen with the group for a PowerPoint presentation about Cultural Aspects. The presentation was to present key vocabulary and

definitions to talk about the diversity of countries' characteristics by cultural elements such as beliefs, art, food, clothes, traditions, etc. Each slide presented a category (beliefs, food, etc.) and the next slide continued with definitions and images that illustrate each word vocabulary and concept. Students must take notes to have physical evidence and remember the new information.

As was mentioned, the group's learning style is visual, so the didactic material and technological resources designed took into consideration group characteristics. Students take notes in their notebook about what they understand from Mexican Culture videos from YouTube to achieve brainstorming and evidence of work. In the video, a girl talks about the Mexican culture and some traditions that Mexicans have.

Students paid attention to the video, but it was necessary to replay it because some students needed more time to complete their organizer. By participation, I asked what did they recognize in the video? There was information that they already knew about Mexican Culture? To start the discussion and add more information to their brainstorming evidence. I refer to traditional brainstorming to the take notes technique, where students reproduce their organizers and write what they thought was significant while the discussion took place.

My role as a teacher to control the flow of the class was to provide them with the information and some visuals for students' comprehension and help them retain the vocabulary. But, students by participations presented the information to the group by reading aloud for them. Due to this, I noticed through classes that students enjoy speaking opportunities; some students feel confident and excited to talk in English. But, on the other hand, at this point of the intervention journey, the interpersonal relationship with

the group continued in a process because it is an everyday work that teacher and student communicate between them and consider themselves as human beings.

For Rompelmann (2002), one of the Affective domain steps is Deepen, which means the teacher helps students reflect and show by re-telling that students were heard to keep talking and felt necessary for the class development. So, while students were reading and the teacher asked them, Do you know about Medical cure examples?, Did you experience something related to this? Students started to talk about what they know from culture. For example, a student shared with the group that it is a tradition to cure sore throat by an arm massage in her family. It sat a conversation where the teacher re-tells the participation to catch others' attention and focus the discussion on it.

Based on students' participations, I consider a successful class because I could achieve and advance in some critical elements like:

1. Students were interested in learning cultural concepts.
2. The new information was linked with students' lives.
3. It was not necessary to ask directly for students to participate.
4. The topic was related to personal interests, experiences, and perspectives.
5. Students control the flow and the rhythm of the conversation.
6. The participation was active the whole class.

Instead of brainstorming could bring positive advances to the class, there were some observations to bear in mind, the discussion did not give physical evidence because the aim is to keep students talking and interacting with each other that did not have a piece

of conclusive evidence such as summary, worksheet, or other resources. But, even after this lack of evidence, the students found it meaningful because it was related to their characteristics.

The evidence of work based on brainstorming did not fulfill the instructions given (Appendix 9). I observe that some students limit their notes to copy the information from the presentation when the instruction was that they wrote keywords that describe the video and presentation. So, students write down basic or easy words for them, but when the task requires that the student use another type of vocabulary or express specific information represents a difficulty for them.

To sum up, brainstorming is a helpful technique that allows teacher evaluation of students' knowledge. It was necessary to give specific instructions or show students the characteristics and steps to construct their brainstorming evidence and not limit themselves to talk about it. This activity could occur at the beginning of the lesson, but as some results showed, it could be applied when the teacher wants to activate students' participation.

3.2 Questioning

Questions are a traditional tool to obtain information about student comprehension and acquisition of the contents or test their memory. Based on 2nd-grade group A characteristics, the questioning strategy was considered to enhance interaction in the classroom and allow the exchange of information between teacher and student.

3.2.1 Closed-Ended questions

Questionnaires with closed-ended questions, as Acharya (2010) mentioned having alternatives to select. On February 16th, the lesson plan follows "Reading plays" social

practice of the language, which suggests that students identify the play's part and characteristics. Also, to aim the purpose of the plan and apply Close questions, an interactive quiz was applied (Appendix 10).

Based on the new modality of work, educational platforms are important for online teaching, so using the Wordwall.net website to apply interactive resources in virtual classrooms. Cil (2021) describes Wordwall as an edutainment website with multiple game choices, all played in a group or individually, such as information matching, picture matching, quiz, wheel of fortune, puzzles, etc. You can create your games or search resources on the Community on this website about the topic you wanted that other teacher created.

The interactive quiz was by multiple-choice questions; Bradbard, Parker & Stone (2004) mentions Multiple-Choice (MC) formats must include a stem (question), or prompt, and alternative responses. The stem is, in fact, the question. The alternatives could include incorrect answers to distract students but, at the same time, it is an opportunity to activate their schemata and know what to choose.

On the one hand, quiz results must show students' comprehension of play characteristics and their process to identify some elements by observation. On the other hand, the quiz is based on a piece of Shrek movie, a compelling character for teenagers that catch their attention immediately. The video shows how movie characters present a play and develop a short story.

Questions with multiple-choice show the stem and the alternatives to answer, so students choose an option that answers the question. All the stems required specific information from the video so the teacher could observe which concepts are not acknowledged yet and students' comprehension and understanding of the audiovisual material.

First, it was recognized that students prefer materials with trendy characters like Shrek movies. Students showed interest in the video, but it was a distractor too. As a result of using movies in the classroom, it could take more time and lose the point of the activity. Taking into consideration, resources must be attractive for students without taking off the purpose or the goal to achieve with them.

Next, the quiz results were achieved because most of the students answered correctly, but there was a lack of vocabulary about playing characteristics; some words like costumes, characters, and lightning were difficult to remember even with images that supported the question, some students failed it.

On April 14th, another questionnaire was applied. Based on the lesson plan from April 13th to 16th. (Appendix 11). The quiz's purpose was to evaluate students' comprehension of Cultural Aspects in-country descriptions by Google Forms. Nguyen et al. (2018) describes Google Forms as a digital tool that can be used in several ways to increase classroom environment benefits, such as surveying students outside of class to learn about them as individuals, engaging them in a class by collecting responses at the moment, and collecting their self-reflections after class.

First of all, I delivered the materials for students, which were two infographics about Russia and Holland characteristics. The questions were closed-ended with just two alternatives to answer. Students must answer ten stems about the countries mentioned. In the same way, students showed promising results, but there was a lack of vocabulary, some words were unknown for them, and those words were essential to understanding texts. Even when images were used to illustrate the answers, students found it challenging to memorize keywords such as wood shoes, locations, etc.

In contrast, the quiz allows students to test their knowledge to identify mistakes; on the other hand, another dimension was achieved. I took this opportunity to develop interaction based on giving feedback to the group without pointing students individually at errors.

To sum both experiences about using closed-ended questions, I consider it must be applied at the end of the Unit as an evaluation tool and not in the middle. For these specific purposes established on lesson plans, the quiz showed that some contents were difficult to achieve or memorize Spanish meanings. Due to this, students receive a grade about their result that might affect their attitude to the class, task, teacher, or subject matter.

Under the Affective teaching domain, questioning would represent an evaluation tool to reflect on what needs to be reviewed or change some strategies or activities that provide more information about the students learning and behavior but without considering the students' interaction in interpersonal communication.

3.2.2 Open-ended questions

Acharya (2010) also establishes that by open questions, the questionnaire considers students' perspectives; for this study, I applied a test where students share their point of view about English class and communication with the teacher.

The first application of this type of question was on March 2nd, an extra activity of the Lesson plan from March 1st to 5th, on the fourth week of intervention. And the second application was on May 4th, on the fifth journey of intervention to observe students' perspectives before and after.

The questionnaire contains 5 to 8 questions in Spanish for a better understanding and students confidence about answering correctly, about teacher-student communication

inside and outside of the virtual classes. On the first test, students answer the following questions:

1. Para ti, ¿Qué es retroalimentación?

Donde 1 es nada y 10 es todo,

2. ¿Qué tan importante es la comunicación con tu maestra?
3. ¿En qué medida te ayuda el comunicarte con tu maestra?, ¿Por qué?
4. ¿En qué aspectos consideras que necesitas ayuda de tu maestra (calificaciones, tareas, participación en clase, etc.)?
5. ¿En qué momento requieres del apoyo de la maestra (durante la clase, después de clase, en la evaluación, etc.)?
6. ¿En qué medida has mejorado tus habilidades del idioma inglés (writing, speaking, listening and reading)?

First, I consider that open-ended questions are difficult to grade because the same freedom given to express ideas brings a lot of different answers. But, I summarize students' results by putting together the standard responses:

Question 1. Feedback students concept.

- It is a teacher's activity to evaluate students' performance.
- It is when the teacher reviews topics frequently.
- It is when teachers give comments to students about what they did wrong.

Students' results showed that they consider feedback as teachers' role in evaluation, where the grades are assigned, when the teacher explains the same contents for various classes, and when the teacher makes them know what they can improve.

Question 2 and 3. Teacher-student communication significance. (From 1 to 10)

- 9-10, because students want to know what they do right or wrong.
- 5-8, because they want to know grade reasons in evaluation.

There were two variables in the answers because students did not consider less than 5 of importance range about teacher communication. But, they interpret teacher communication just to know about their learning process without considering an interpersonal relationship that builds knowledge.

Question 4. Teacher support for students' performance.

- Students need support to understand some words, sentences or phrases.
- Students want to improve pronunciation.
- Students want to know how to correct mistakes and errors.

For most of the students there is a opportunity on teachers support to translate the contents or make them easier for them, they feel the desire to speak out correctly in English and saw the teacher as the expert for it, at the end, students emphasized the importance to recognize their efforts and errors, gave them information about their weaknesses.

Question 5. Teacher intervention.

- At the end of the class.
- After participating in class.

One half of the group answered that they prefer individual teacher support, and the other half prefers teacher intervention in class. But, to attend both, it must be considered the time of the lessons and the activities planned for each class, there will be spaces that allow general feedback and some activities that require individual interventions.

Question 6. Students learning progress.

- Understand basic vocabulary.
- Write complete sentences.
- Understand instructions.

From a student's perspective, they are able to understand basic vocabulary such as verbs, places, pronouns, objects and so on. Also, they can write sentences without teachers' support and they understand instruction given or written by the teacher.

On May 4th, another set of questions was applied. The purpose of these questions were to identify changes, similarities or other elements from students' perspective about teacher-student communication. At the same time, answer results could show interpersonal relationship progress. Students answer to the following questions:

1. ¿En qué aspectos tienes mayor dificultad (pronunciación, escritura, lectura, vocabulario, etc)?
2. ¿Qué puedes hacer para mejorar esos aspectos?
3. ¿En qué aspectos consideras que tienes éxito?
4. ¿Qué puedo hacer como tu maestra para que mejores esos aspectos y mantengas aquellos en los cuales eres exitoso?

Question 1. Students' weaknesses.

- Pronunciation
- Reading

For most of the students, pronunciation is still an opportunity to improve, and reflect their commitment to communicate with others properly. Also, another common answer was

reading, because the students feel like they are not able to understand complete text, just chunks of information.

Question 2. Students' reflection.

- Familiarize yourself with English language.
- Study time and organization.

When students reflect about what they can do to improve their English skills, most of the group mentioned that they needed to get in touch with the language so a group discussion started and some students took notes as a reference. Taking into account the new modality of work, students consider movies, TV shows, music, apps, books, and other elements to work on their weaknesses. They want to go beyond with English, through the use of this content which is a relatable piece of intrinsic motivation, because each student would choose their way of learning.

Question 3. Students' strengths.

- Students expand their vocabulary.
- Students are able to write in English.
- Students understand English by listening.

These responses have a similarity with the first questionnaire, students mentioned the same strengths so, and these elements are consistent in students learning. They came from knowing a few words to expand their vocabulary to talk about other things such as sports, culture, literature and other topics reviewed in the class.

Question 4. Teacher support.

- Students feel they do not need help.

- Students want to know about their mistakes.

For this question, the answers are based on students questioning the teacher about their progress. It is important for them to know how to achieve the goal of each class, activity or completed Unit, in order to develop their skills correctly and work on language acquisition. Also, some students wrote that they felt secure and they did not need help to keep success or deem English language.

About the way questionnaires were delivered for students, I considered an opportunity area where some surveys could help to organize the information, but it was a reality that some students did not enter the form platform to deliver their answer.

As a conclusion, open-ended questionnaires could be applied pre-task, while-task and at the end of it, to show students learning process changes and teaching adjustments based on students necessities. On the other hand, I consider that some students did not understand the point of reflection about their own effort, they mentioned but it does not guarantee that they will do it.

Questioning attended the Affective teaching dimensions established by Rompelman (2002), where the teacher gives time to answer, brings opportunity to participate spaces, gives feedback and invites students to reflect and understand their own process. Interaction with the students was led to answer questions but at the same time as related to the relationship between the teacher and them.

3. 3 Behavioral checklist

In order to achieve specific purposes according to students' reflection, attitudes and affective responsibilities, students can use their behavior to express themselves. According to the SEP (2014), the checklist must take into account the following aspects:

1. Determine the attitudes to evaluate. The attitudes were teacher-student communication, teacher support and students reflection.
2. Write sentences that point to diversified aspects about this attitude or behavior (positive, negative, or neutral).
3. The expected response must facilitate the relation between the main clause and the result of the attitude.
4. Use criteria elements or points to categorize the information such as Agree, disagree, neutral and so on. Such as continuously, sometimes, never.

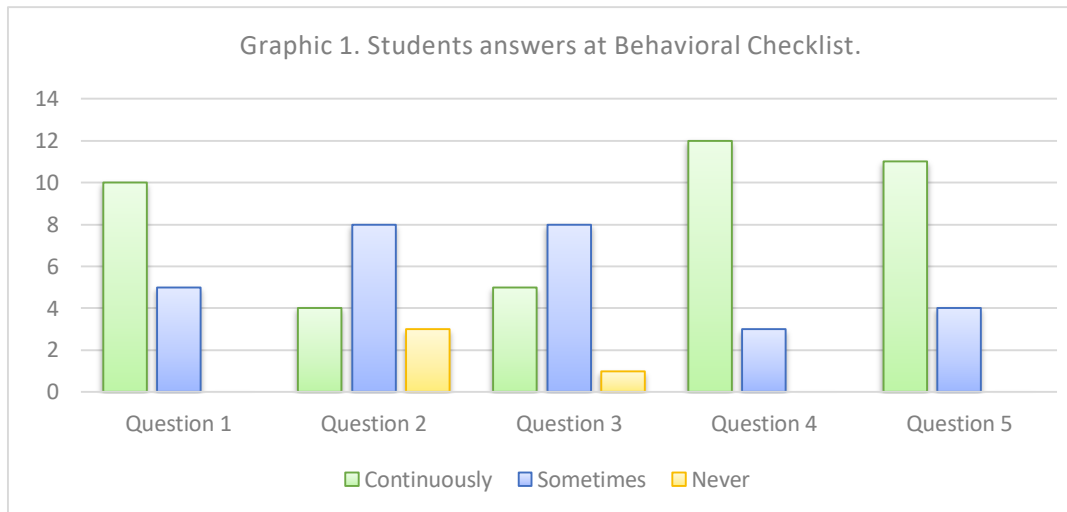
On May 6th, I applied the behavioral checklist as an instrument to evaluate students' progress and interpretation about the interaction in the classroom (Appendix 12). It was not necessary to follow lesson plans for the fifth journey, just organize the class time to work on students' answers.

In addition, the checklist provides information about teacher performance as a guidance role in the classroom. Students must answer if the interaction with the teacher was useful or not and how many times, continuously, sometimes or never. All these questions had students' point of view about the lack of communication attended.

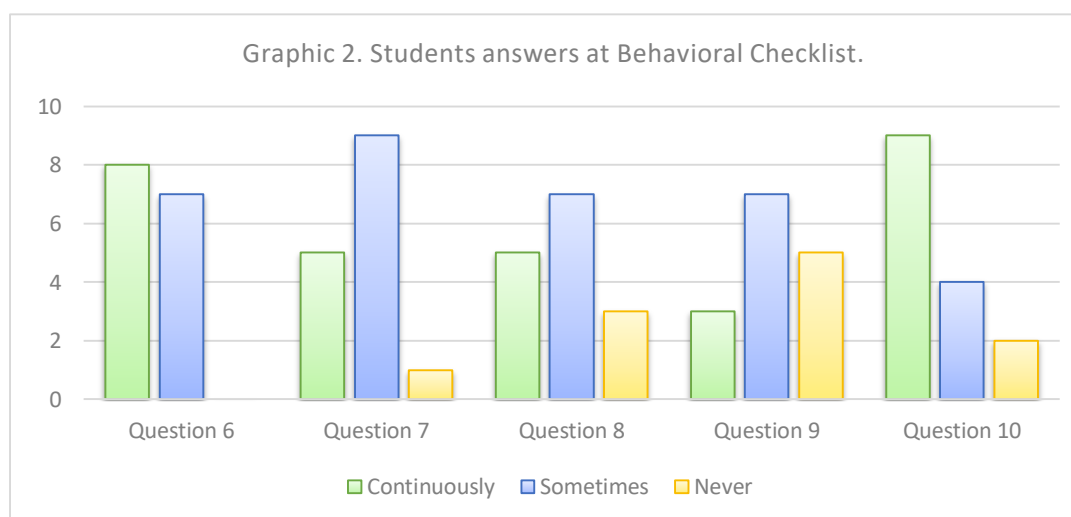
To conclude the last week of intervention, I took the last 10 minutes to apply the instrument. Based on my observations the students that enter the meetings at Zoom, are the individuals that can provide more information about the teacher role in the classroom. Because of that, there were just around 15 students' answers. The 15 questions showed the following results (Appendix 13):

1. Listen and communicate effectively with the teacher.

2. Keep communication with my classmates.
3. Help my classmates when they do not understand the topic, instructions, material, etc.
4. Respect classmates' opinions even when I disagree with them.
2. Pay attention when my classmates participate.

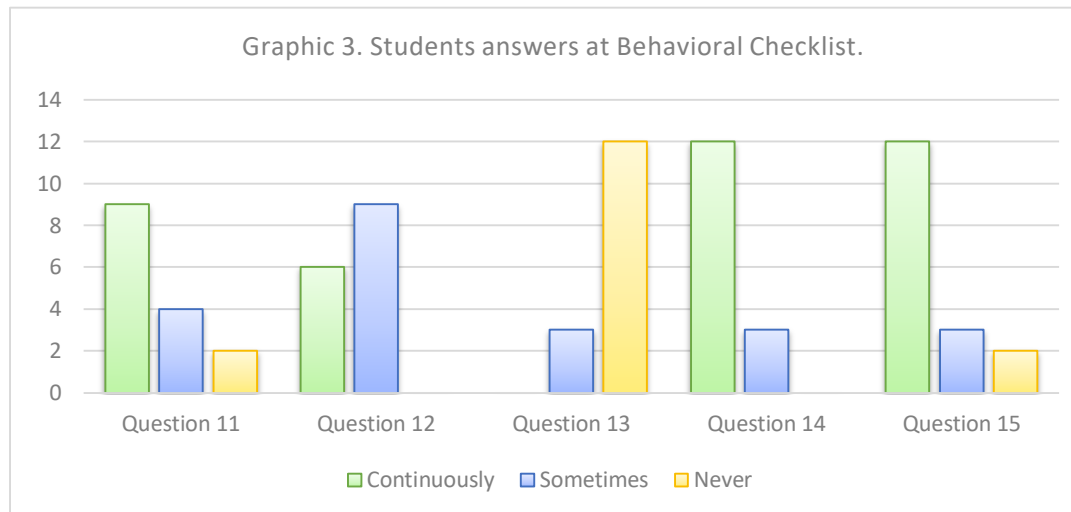


3. Participate during the lesson without teacher asking me.
4. Participate during class only when the teacher ask me to do it.
5. I feel confident when I participate in class.
6. I feel ashamed and shy when I participate in class.
7. Teacher shows me my opportunity areas and mistakes.



8. Teacher tells me when I do the activities correctly.

9. I work on my weaknesses to improve the use of English language.
10. I ignore and be unconcern for my weaknesses that I can improve.
11. The communication with the teacher help me to recognize my strengths and weaknesses.
12. I keep an effective communication with my teacher for improving my skills.



As a result, I must attend to students' necessity about knowing what they are doing right and wrong because students consider it essential for their development. When there is a lack of feedback, they do not know what to improve or change their learning schemas.

Behavioral checklist contributes to group characteristics; it showed that students keep communication among them and listen to it carefully when talking and respecting their opinions without taking personal assumptions for agreeing or disagree. Students' attitudes are flexible, they were able to talk about their personal experiences, feeling, thoughts, and interests to add information to the contents in class more than distract others from the main idea, which is showed when they wanted to know their personal growth.

CONCLUSION

Education faces challenging times because of the COVID-19 pandemic since March 2020. Teachers and students must adapt to new conditions to continue working through technology-based communication. Due to this modality, Basic Education institutions adjust their teaching resources to attend to the lack of face-to-face interaction between educational communities from school to class organization based on the Secretary of Education Agreements and strategies.

Due to education purposes, the international requirement about education as a human right and powerful tool for people's personal and professional growth, it is required citizens who learn a second language have the communicative skills to establish written or spoken conversations with others at the local or international frame because English became a universal language. It has been applied to different aspects of life, and it is in all that around us. For that reason, the purpose of teaching English in Basic Education in Mexico, especially at junior high school level, points out the learning of communicative skills, when children can share feelings, knowledge, opinions, and personal information using the second language. I consider it essential to reflect on the influence of context and other elements such as classroom interaction, communication, teacher immediacy, and acquiring English language skills.

Based on my teaching practice since the beginning, I noticed that teenagers' characteristics demand interpersonal relationships at school, taking into consideration the Affective teaching domain as a tool for attending effective teacher immediacy, which established that teachers must be involved in students' learning process without being unconcern about their life because students' context can affect their cognitive process. But it was necessary to start from the organization of the class, which is flexible and involves

students in the flow and rhythm of the classes; there was the perfect scenario for improving participation.

First of all, it was necessary to adjust the Lesson plan organization as the first element for preparing for the new work modality by considering students' technological resources, attendance at videoconferences, delivery of evidence, and flexible time for study. As a result of education measures, English classes were defined as a Zoom platform that allows teacher and students interaction by digital platforms as a virtual class—taking this as an advantage to organize, observe, identify and reflect about teacher and student's role in the classroom management, to take considerations to improve students learning outcomes and modify my practice.

So, the contribution of this work is to demonstrate that through online teaching and social distance, adjust teachers role through Affective domain considerations to attend interaction in the classroom and bear students' conditions related to their learning outcomes in English class may help to improve the participation and communication in classes without putting aside the graduate profile of Junior high school students. Thus, students' perspectives and expectations of English classes changed by providing opportunities to feel involved, appreciated, meaningful, and valued while learning a second language.

In contrast, the Affective domain, classroom organization strategies, and eliciting strategies were not limited to structured classroom activities to evaluate students skills because the students learn to share information effectively and in different ways, while they were reinforcing, reviewing, identifying new information, and link it to prior knowledge. As a result, students learned without negative background or evaluation

pressure because the contents may allow meaningful learning by implementing affective dimensions.

Furthermore, this work guided my professional practice to comprehend students' interpretations. I observed different classroom management centered on affective perspective by adjusting my teaching and intervention by sensibility about teenagers' daily life difficulties. With these teaching experiences, I reckon that I developed my professional competencies because of the different demands of online classes. Through observation and intervention journey, I developed my strengths. I worked on my weaknesses to attend and manage the educational contents for junior high school while attending students' needs at lockdown because of the COVID-19 pandemic.

I recognize that it is unnecessary to follow a plan to attend to students' emotional needs inside and outside the classroom. It is a personal decision that teachers make while they are building relationships with their students. I can choose if I achieve cognitive skills and focus on cultivating language acquisition. But, I decided to care about my students' personal and academic growth. I pursue my competencies as a teacher by responding to the integral education that the educational program established. Students' affectivity and socio-emotional development are essential to achieve an expected profile of life competencies. But what were these elements for? If students did not feel correctly fitting and scholarly activities were represented as a negative element, the results showed that students did not want to learn a second language. They could never find significant learning in their life.

To attend to the lack of participation and develop students' skills was essential to establish a starting point to address a problem solution. I consider that interpersonal relationship

between teacher and students did not mean that teachers' role is about being a friend for their students, it is based on values and attitudes to face students' behavior by respecting them, but not leaving or allowing them to feel alone without accompaniment that can be positive for their learning. Teachers guide and lead pupils' to achieve educational goals for the real world, but affective and communicative elements are involved too, for being part of the society. So, teacher immediacy could represent learning support by giving them the confidence to made mistakes and learn about them, but at the same time respect and make them felt evaluated just by adjust our way of communicating with them and how the classroom interaction took in mind the students participation for the flow of the lessons.

Once the lack of communication was solved by enhancing interaction and participation among the class participants, the scheduled sessions changed into joy, fun, and positive challenge, viewed from cooperative learning time by being part of community language learners.

Students' participation was the key to considering success or failure in the class; this element shows their interest, attention, and understanding of the information provided per class.

Due to this, communicative skills by eliciting and participation can guide students to involve in their process, reflect about their outcomes not only in English class but it also can be applied in other classes such as Spanish, where there is no pressure to talk in another language and use mother tongue to express what they think or feel about the activities. That is when teachers, without focus on a specific subject, decide to provide those opportunities for them. And not view students' interventions as a waste of time or

distractor; in contrast, it is a helpful tool to make adjustments and work on interpersonal relationships in a positive way.

Once the interaction became part of the classes and students saw their progress and changed attitudes, we were able to discuss any concept, situation, or information with the consent of classroom interaction. The learning outcomes became evident, like an active participation increase. Silent moments, direct questions for participation, teachers' monologue were reduced by implementing all those strategies and showed results to prove that participation and teacher-student communication can influence favorably in students' language acquisition.

Through this work and the new modality for online teaching that may still stay in future education, I can go beyond achievements based on Education programs and structured roles for teachers performance; of course, these elements are essential and priority, but it is also about humans sharing time and space without feeling exhausted, anxious, or unmotivated when doing and attend school work and could continue learning a second language.

I learned a lot from observing students manage pandemic health measures that affect the class flow. I contemplate over and over again my students' needs and make arrangements in my teaching style to support them. I always thought that interpersonal relationships between teachers and students could give and take classes easier. At the same time, I assume the responsibility of continuous learning and prepare myself to attend to the changes and eventualities that could affect education.

I understand that some materials, activities, strategies, or techniques may be effective in some cases but, there is a failure too, and I can learn too much more from recognizing, analyzing, identifying, and reflecting about opportunity areas because people's needs and interests change all the time, so do the conditions too. Seeing failure as a tool more than a negative way impacts students' progress by affective attitudes without them even noticing, showing the naturalness of interaction with teachers. To conclude, my professional practice has further work because even when there are good results, there is always an opportunity to do it better.

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APPENDIX

Appendix 1. Checklist to observe school conditions.



ESCUELA NORMAL DE ATIZAPAN DE ZARAGOZA

"Formar para transformar con calidad, calidez y compromiso social"

LICENCIATURA EN EDUCACION SECUNDARIA CON ESPECIALIDAD EN LENGUA EXTRANJERA (INGLES)



Checklist to Evaluate School Context

Teacher Trainee: Tania Vanessa Hernández Medina

Date: August 17th to 21st

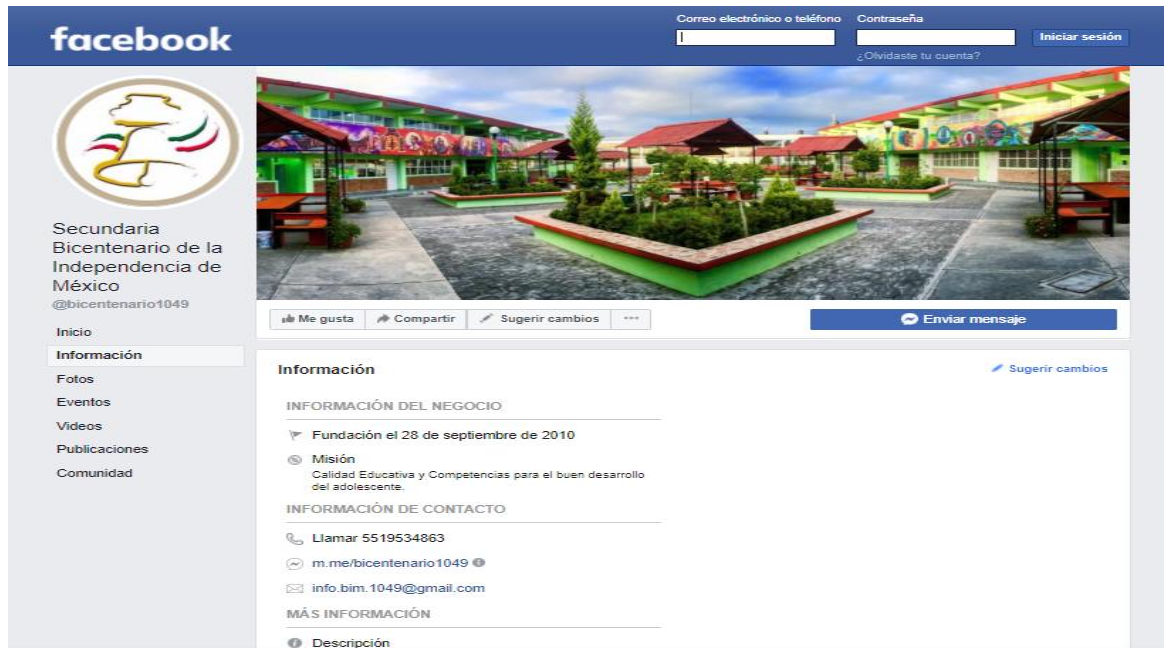
Internal Context	
Staff	
Teachers	
English teachers	
Groups	
Students	
Students per group	
Age range	
Classrooms	
Laboratory	
Library	
Learning styles	
Students with special educational needs	

External Context	
Junior High School	"Bicentenario de la Independencia de México" n. 1049
Address	Av. México, Bulevares del Lago.
Postal Code	54473
Municipality	<u>Nicolás Romero.</u>
CCT	15EES1577H
Zona Escolar	5051
Context	
Marginalization	
Economy	
Scholar Area	
Community services	
Transportation	
Population	

Appendix 2. Internal context checklist

Virtual Context			
Coronavirus 2019			
Quarantine	Since		
Virtual Environment	Yes	No	Observations
Internet connection			
SEP books			
Advices on the school			
<u>Livestreams</u> applications			
Platforms			
E-mail delivery			
Social Media contacts			
Physical evidence of work			
Digital evidence of work			
Aprende en casa I, II.			
Videos			
Books, articles or magazines			
Web pages			

Appendix 3. “Bicentenario de la Independencia de México” N. 1049 Junior High School, Facebook Page. Digital tool to establish a way of communication among scholar community members.



Appendix 4. Diagnosis test and Learning Styles Test for Second Grade. It shows the instrument applied to 2ndA in order to know students prior knowledge and learning styles.



Diagnosis 2nd Grade

Read the questions and answer according to your previous knowledge

***Obligatorio**

FULL NAME: *

Tu respuesta _____

GROUP *

Elagir

Complete the next sentence with one of the options below: * 1 punto
If we _____ hungry later, we _____ some pizza.

- are / will order
- will be / order
- you / buy

Which of the following questions is asking for an advice? * 1 punto

- How are you?
- What do you think I should do?
- Are you okay?

Choose the correct advice for the situation: "I have a headache." * 1 punto

- You should take an aspirin
- You should go to the park
- You should listen some music

Write the simple past of the verb "paint" * 1 punto

Tu respuesta _____

Write the simple past of the verb "go" * 1 punto

Tu respuesta _____

Write the simple past of the verb "see" * 1 punto

Tu respuesta _____

This is an example of * 1 punto

Chris McCarthy
22 Main Street
St. Julian's, Malta
STJ 1153

August 30, 2016

Dear Mr. Smith,
This is where you will introduce yourself and explain why you are writing.
Include examples or specifics to explain your points here.
If you need a third paragraph to support how your goal should be accomplished or what the recipient needs to do to help you achieve your goal, write it here.
Sincerely,

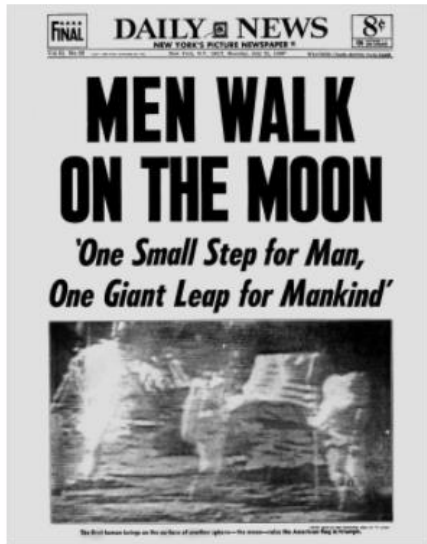
Chris McCarthy

- New
- Blog
- Formal letter

It was written in * 1 punto

- 2019
- 2016
- 173

Look at the image and answer the following questions.



The image is a *

- Newspaper article
- Magazine article
- TV show

The image talks about this: *

- First human on the earth
- First human on the moon
- Global warming

The article is from: *

- Mexico
- Brazil
- New York

Which is a hospital? *

1 punto



1



2



3

Which is a park? *

1 punto



1



2



3

Is the place where you can watch movies. * 1 punto

Restaurant

Cinema

Gym

Is the place where you can eat your favorite food * 1 punto

Gym

Church

Restaurant

Who is he? * 1 punto





A clown

A teacher


A doctor

What is an earthquake? * 1 punto



1.

2.




3.

What is a tsunami? * 1 punto

1.

2.



3.

Community - Posted on Aug 18, 2020

Test De Estilos De Aprendizaje

Elige la opción con la que te identifiques más de cada pregunta.

by  [Janiamedina51](#)
Community Contributor

193 points

Be one of the first to comment



¿Cuál de las siguientes actividades disfrutas más?



Escuchar música

Vote Regimen del Limpieza



Ballar con buena música

Vote Regimen del Limpieza



Ver películas

Vote Regimen del Limpieza

PUBLICIDAD

Appendix 5. Virtual context resources. It shows the questionnaire applied to students, to analyze technological resources.

Cuestionario para Alumnos

El presente cuestionario tiene como objetivo conocer el ambiente en el cual los alumnos desarrollan sus actividades escolares, con el fin de seleccionar los materiales y actividades más adecuadas con base en sus respuestas.

***Obligatorio**

Nombre completo *

Tu respuesta

Dirección de correo electrónico (Institucional o personal) *

Tu respuesta

Edad (años cumplidos) *

Elegir

¿Cuántas personas conforman tu hogar? (contandote a ti) *

Elegir

¿Con cuáles de los siguientes medios cuentas para hacer tus tareas y/o asistir a tu clases virtuales? *

- Televisión con programación abierta (antena)
- Televisión con programación de paga
- Televisor Inteligente (SMART TV)
- Computadora de escritorio
- Laptop
- Tableta electrónica
- Celular
- Celular Inteligente (Smartphone)
- Teléfono fijo
- Radio
- Impresora con tinta
- Impresora sin tinta
- Libros de texto
- Otros libros (enciclopedias, diccionarios, etc.)
- Útiles escolares (lápizas, cuadernos, plumas, colores, etc.)

¿Cuál es el estado de dichos materiales y/o medios? *

Elegir

¿Cómo tienes acceso a las plataformas de clase? *

- Internet fijo en casa
- Datos móviles a través de recargas telefónicas
- Datos móviles a través de un plan con una compañía telefónica
- Café Internet
- Otros: _____

¿Cuentas con un dispositivo propio? *

Elegir

¿Con cuántos miembros de tu familia compartes los medios, materiales y/o dispositivos? *

Elegir


¿Tu conexión a Internet te permite acceder a videoconferencias sin ningún problema? *

Elegir

<p>¿Tienes alguna dificultad para estar conectado de forma continua? *</p> <p><input type="radio"/> Sí</p> <p><input type="radio"/> No</p> <p><input type="radio"/> A veces</p>	<p>¿Disfrutas de las actividades que involucren imágenes, videos, organizadores gráficos, etc? *</p> <p><input type="radio"/> Sí</p> <p><input type="radio"/> No</p>
<p>¿Tienes un espacio exclusivo para realizar tus actividades escolares? *</p> <p>Elegir <input type="button" value="v"/></p>	<p>¿Cuál o cuáles de las siguientes actividades te gustan más para aprender vocabulario en Inglés? *</p> <p><input type="checkbox"/> Sopas de letras</p> <p><input type="checkbox"/> Crucigramas</p> <p><input type="checkbox"/> Mapas mentales</p> <p><input type="checkbox"/> Infografías</p> <p><input type="checkbox"/> Videos</p> <p><input type="checkbox"/> Audios</p> <p><input type="checkbox"/> Memóramas</p> <p><input type="checkbox"/> Relación de columnas</p> <p><input type="checkbox"/> Traducciones/Significados</p> <p><input type="checkbox"/> Otros: _____</p>
<p>¿Tienes alguna dificultad para entregar los trabajos en los horarios establecidos? *</p> <p>Elegir <input type="button" value="v"/></p>	<p>Para ti, ¿Qué es retroalimentación? *</p> <p>Tu respuesta _____</p>
<p>¿Por qué? *</p> <p>Tu respuesta _____</p>	<p>¿Consideras importante conocer qué aspectos se toman en cuenta para asignarte una calificación final? *</p> <p><input type="radio"/> Sí</p> <p><input type="radio"/> No</p>
<p>¿Algún miembro de tu familia te apoya en la realización de tus tareas? *</p> <p>Elegir <input type="button" value="v"/></p>	<p>¿Por qué? *</p> <p><input type="checkbox"/> Para conocer en qué puedo mejorar</p> <p><input type="checkbox"/> Para tomar notas y no cometer el mismo error</p> <p><input type="checkbox"/> No lo considero importante, porque no me ayuda a aprender</p> <p><input type="checkbox"/> Para saber si cumplí con la tarea requerida</p>
<p>¿Quién o quiénes? *</p> <p><input type="checkbox"/> Padres</p> <p><input type="checkbox"/> Hermanos</p> <p><input type="checkbox"/> Tíos</p> <p><input type="checkbox"/> Abuelos</p> <p><input type="checkbox"/> Otros: _____</p>	
<p>En escala de 1 a 10, donde 1 es el nivel más bajo y 10 el más alto. ¿Cómo te sientes trabajando a distancia? *</p> <p>1 2 3 4 5 6 7 8 9 10</p> <p><input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/></p>	
<p>En la escala de 1 a 10, donde 1 es el nivel más bajo y 10 el más alto. ¿Cuánto disfrutas aprender el idioma Inglés? *</p> <p>1 2 3 4 5 6 7 8 9 10</p> <p><input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/></p>	


5. Teacher shows a canva presentation about "Types of theater plays" Ss copy in their notebook. Read the examples in class. (APPENDIX 3) 6. Ss attend the class, take notes, ask questions and participate. T answers Ss doubts. T and Ss leave the meeting.	The exercises gives an opportunity to use the knowledge and test their comprehension and memory about the information.	ROULETTE: https://app-sorteos.com/wheel/O17V7 CANVA PRESENTATION: https://www.canva.com/design/DAE1Y9W4JkUd/DAE1Y9W4JkUd/view?content=DAE1Y9W4JkUd&utm_source=publshar&utm_medium=referral	Ss evidences of work in class.	
February 9 th 1. Ss enter to the virtual meeting. Pay attention to T instructions. 2. T starts the class. Have a review about characteristics of drama literature. T ask characteristics that review in last class. 3. T presents little videos about different types. T watch the videos and answer the activity. (APPENDIX 4). Ss check their answers in class. 4. Ss answer the activity about their feelings in each type of drama (APPENDIX 5) 5. Ss share their answers to acquire class participations.	Activites help to identify the uses of emotions in drama literature. Ss practice their listening skill. Videos help to identify the vocabulary of the main topic in class.			
Evaluation form. 1. T evaluate per session participations and assigns to ss final grade of their activities. T publish list with grades on Friday.	Register Ss activities with the Main Teacher to Upload the document in Facebook. Send and Comment the notes of the activity to the Ss. By Facebook comments or Gmail.		T shares by Facebook comments and E-mails the notes and recommendations for work (feedback).	
Observations, comments and notes	According to the Main Teacher, some Ss have not access to the Facebook group, because of that she provided us a list with the E-mails of this Ss to send them the activities. On Mondays, teacher post all activities f the week and students have until Thursday at 11:59 p.m to send their activities.			

Appendix 8. Lesson Plan from April 13th, 2021.



GOBIERNO DEL
ESTADO DE MÉXICO

"2021. Año de la Consumación de la Independencia y la Grandeza de México".
ESCUELA NORMAL DE ATIZAPÁN DE ZARAGOZA
LICENCIATURA EN EDUCACIÓN SECUNDARIA CON ESPECIALIDAD EN LENGUA EXTRANJERA (INGLÉS)
ASIGNATURA: TRABAJO DOCENTE I & II SEMESTRE: SEPTIMO/OCTAVO CICLO ESCOLAR: 2020-2021



EDOMEX
DECISIONES FIRMES, RESULTADOS FUERTES.

PLANEACIÓN DE CLASE

Middle school:	Escuela Secundaria Oficial N. 1049 "Bicentenario de la Independencia de México"			Clave C.C.T.:	15EES1577H
School year:	2020-2021	Shift:	Full Time	Subject:	English III
Head teacher:	Mauricio López Blanca Ivonne	Group & Grade:	2° A.		
Teacher trainee:	Hernández Medina Tania Vanessa	Face to face class	Online class	Hybrid class	
Week of the	April 13 th	April 16 th	of 2021.		
Plan or Program:	SEP. (2017). Aprendizajes Clave para la Educación Integral. Lengua Extranjera Inglés.				
Social Learning Environment:	Lúdico y Literario.	Specific Competency:	Comprensión del yo y del otro.	Social Practice of Language:	Lee ensayos literarios breves para contrastar aspectos culturales.
Cycle:	4	Unit:	VII	Product:	Tabla Comparativa.

Instructions: The teacher trainee completes with the information required based on the information agreed with the head teacher.

Date:	Topic(s):	Estimated time of implementation	Resources & educational technology tools. ¹	Means of contact	
April 13-14 th .	Cultural Aspects.	50 minutes of class.	Zoom, Facebook Group and e-mail.		
A short description of the activities to be developed by the students		Pedagogical adjustments	Assessment & learning evidences	Achievements	
April 13 th . 1. T posts Zoom meeting link and materials in Facebook Group for students' access to the class. 2. Ss enter to the virtual meeting. Pay attention to T instructions. 3. T starts the class and introduces the activities. 4. T shares video from Youtube "Mexican Culture" (Appendix 1) Ss listen carefully and put attention on details about the information of Mexico. 5. T asks Ss about cultural aspects and create a brainstorming with Ss ideas. T shares the virtual board to create a mind map with the group. (Appendix 2)		Post the link for the Virtual meeting and send by mail for Ss without access to the group. The virtual class aware Ss and T interaction to present the topic. The videos are audiovisual support to review the information about a specific topic. The video show culture information about Mexico. Ss can write their perception and share ideas with the group through an analysis of the information. Infographics are a visual material that supports Ss comprehension. Presents he information summarized and illustrated.	Facebook group link: https://www.facebook.com/groups/227014381971779/ Zoom meetings. Mexican Culture on Youtube: https://www.youtube.com/watch?v=evFAFq27H4A Cultural Aspects presentation:	Students' assistance to the meeting and participations. Ss write their name on chat. Ss evidences of work posted on Facebook group	Students learn and recognize cultural aspects about countries. Ss identify general ideas and details in texts.

¹ Textbook, TV program, digital resources or platforms, etc.

Appendix 9. Braistorming students' physical evidence. It shows students interpretations and result about elicit without teacher's guidance.




Appendix 10. Lesson plan from April 16th, 2021.

<p>6. T shares a presentation with images about Cultural Aspects. (Appendix 3) T asks Ss about what aspect is and gives a definition. Ss participate and copy the information on their notebooks.</p> <p>7. T takes a screenshot for class evidence. T and Ss leave the meeting.</p> <p>8. T posts the material on Facebook Group and sends them by e-mail too.</p> <p>9. Ss deliver their evidence of the class by Facebook Messenger or Gmail.</p>	<p>Comprehension quizzes allows students to identify, categorize and recognize key words, main ideas and other details about a text.</p>	<p>https://drive.google.com/file/d/1oABZBTaSsU7E0AxGh8iETnDlz58oZLEp/view?usp=sharing</p>	<p>or delivered by e-mail.</p>	<p>Ss checks their writing and listening comprehension skills.</p>
<p>April 14th</p> <p>1. T posts Zoom meeting link and materials in Facebook Group for students' access to the class.</p> <p>2. Ss enter to the virtual meeting. Pay attention to T instructions.</p> <p>3. T reviews Cultural Aspects definitions. Ss participate in class, share their own definition about culture.</p> <p>4. T shares an infographic about Russia and Holland. (Appendix 4) Asks for participation to read aloud the text. Ss participate in the reading and share what they understand about the information.</p> <p>5. Ss answer a comprehension multiple choice quiz about the cultural aspects of Russia and Holland with 10 questions. (Appendix 5)</p> <p>6. T and Ss check the answers. Ss participate to share their answers.</p> <p>7. T takes a screenshot for class evidence. T and Ss leave the meeting.</p> <p>8. T posts the material on Facebook Group and sends them by e-mail too.</p> <p>9. Ss deliver their evidence of the class by Facebook Messenger or Gmail.</p>	<p>Post the instructions and materials to work on the topic for this week. Ss download, print or copy the materials and exercises to deliver their evidences.</p> <p>The evidences are an opportunity to recognize Ss production and learning process.</p> <p>The photos help the T to register the activities and provide a feedback about Ss answers.</p>	<p>Google Forms "Cultural Aspects": https://forms.gle/egEWHKLn5UuFkG77</p>		
<p>April 15th. Activities based on "Aprende en Casa III: Secundaria-Ingles" Not a formal lesson plan.</p>	<p>Register Ss activities with the Main Teacher to upload the document in Facebook. Send and</p>		<p>T shares by Facebook comments and E-</p>	


Appendix 11. Closed-ended questionnaire to evaluate Cultural aspects from Second grade achievements.

1. "....." is a country located on the western part of the Netherlands. " 10 puntos




Russia
 Holland

2. Half of is in Europe and half is in Asia. " 10 puntos




Russia
 Holland

3. Chess is important for the culture in " 10 puntos




Russia
 Holland

4. "Animals like elk, deer, weasels and muskies are common here. " 10 puntos



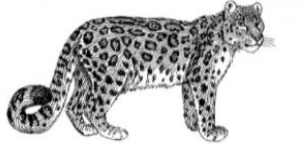
Russia
 Holland

5. Tulip is the famous flower here. " 10 puntos




Russia
 Holland

6. Polar bears, snow leopards and Siberian tiger are common animals here. " 10 puntos




Russia
 Holland

7. In people love to play soccer and hockey. " 10 puntos




Russia
 Holland

8. People in love ballet. " 10 puntos




Russia
 Holland

8. Wooden shoes are a tradition in " 10 puntos



Russia
 Holland

10. Wooden dolls called "Matrioska" are very popular. " 10 puntos



Russia
 Holland

Appendix 12. Behavioral checklist. It shows the different attitudes and actions that teacher and students' develop to attend classroom interaction improvement.

ESCUELA NORMAL DE ATIZAPÁN DE ZARAGOZA

LIC. EDUCACIÓN SECUNDARIA CON ESPECIALIDAD EN LENGUA EXTRANJERA (INGLÉS)

BEHAVIORAL CHECKLIST

Student's name: _____ Date: _____

Teacher's name: _____ Grade & Group: _____

NO.	Indicadores	Constantemente	Algunas Veces	Nunca
1.	Escucho y me comunico efectivamente con mi profesor (a).			
2.	Mantengo comunicación con mis compañeros.			
3.	Ayudo a mis compañeros cuando no comprenden el tema, instrucción, material, etc.			
4.	Respeto la opinión de mis compañeros, incluso cuando no estoy de acuerdo con ellos.			
5.	Escucho con atención la participación de mis compañeros.			
6.	Participo durante la clase sin necesidad de que el profesor lo pida.			
7.	Participo en clase solo cuando el profesor me lo pide.			
8.	Me siento confiado y seguro cuando participo en clase.			
9.	Me siento temeroso y avergonzado cuando participo en clase.			
10.	El/la profesor (a) me indican mis áreas de oportunidad y/o errores.			
11.	El/la profesor (a) me indica que he realizado las actividades correctamente.			
12.	Trabajo en los aspectos que puedo mejorar para el uso del idioma Inglés.			
13.	Ignoro y/o muestro indiferencia por los aspectos que puedo mejorar.			
14.	La comunicación con el/la profesor (a) me ayuda a reconocer mis fortalezas y debilidades.			
15.	Mantengo una comunicación efectiva con mi profesor (a) para mejorar mis habilidades.			

Appendix 13. Students' evidence about behavioral checklist answers.

