



GOBIERNO DEL
ESTADO DE MÉXICO

EDOMÉX
DECISIONES FIRMES. RESULTADOS FUERTES.

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

ESCUELA NORMAL DE ATIZAPÁN DE ZARAGOZA



ENSAYO ANALÍTICO EXPLICATIVO

INSTRUCTIONAL STRATEGIES TO GIVE CLEAR INSTRUCTIONS TO STUDENTS

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

P R E S E N T A:

ADRIANA AIDE SERENA ESPEJO

ASESOR:

Mtro. Raúl Romero Ibarra

ATIZAPÁN DE ZARAGOZA, ESTADO DE MÉXICO

JULIO 2021

2021. "Año de la Consumación de la Independencia y la Grandeza de México".

ESCUELA NORMAL DE ATIZAPAN DE ZARAGOZA

ASUNTO: Aceptación del Trabajo de
Titulación.

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

C. ADRIANA AIDE SERENA ESPEJO
ALUMNA DE LA LICENCIATURA EN EDUCACIÓN SECUNDARIA
CON ESPECIALIDAD EN LENGUA EXTRANJERA (INGLÉS)
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.

**INSTRUCTIONAL STRATEGIES TO GIVE CLEAR
INSTRUCTIONS TO STUDENTS**

MODALIDAD: ENSAYO ANALÍTICO EXPLICATIVO

GOBIERNO DEL ESTADO DE MÉXICO
SECRETARÍA DE EDUCACIÓN
DIRECCIÓN GENERAL DE EDUCACIÓN SUPERIOR Y NORMAL
DIRECCIÓN GENERAL DE EDUCACIÓN NORMAL
SUBDIRECCIÓN DE ESCUELAS NORMALES
ESCUELA NORMAL DE ATIZAPÁN DE ZARAGOZA
C.C.T. 5825 2464

ENTAMENTE



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

SECRETARÍA DE EDUCACIÓN
SUBSECRETARÍA DE EDUCACIÓN SUPERIOR Y NORMAL
DIRECCIÓN GENERAL DE EDUCACIÓN NORMAL
SUBDIRECCIÓN DE ESCUELAS NORMALES
ESCUELA NORMAL DE ATIZAPÁN DE ZARAGOZA

AV. PRESIDENTE RUÍZ CORTINES Y MPIO. LIBRE. S/N. COL. LOMAS DE ATIZAPÁN DE ZARAGOZA, EDO. DE MÉXICO.
C.P. 52977
TELS. (01 55) 5822 5520 Y 5825 2464
normalatizapan@edugem.gob.mx

Agradecimientos

A mi papá: *Por ser mi más grande ejemplo de que todo en esta vida se puede lograr con esfuerzo y constancia. Por darme la oportunidad de estudiar y acompañarme en este proceso, llevarme a la escuela todos los días y demostrarme su amor incondicional. Agradezco el esfuerzo que has hecho para que esto sea posible y te admiro.*

A mi mamá: *Por ser mi guía, amiga y compañera todos estos años, por siempre estar para mí, por amarme, por corregirme, por formar parte de mi educación tantos años y por ser la mujer más fuerte que conozco.*

A mi hermana: *Por apoyarme y entenderme durante tanto tiempo, por esas veces en las que me diste mi espacio y lo comprendiste, por ser mi compañera y amiga de toda la vida, gracias.*

A mi abuela Imelda: *Porque dónde sea que estés sé que has estado ahí, me hubiera encantado tenerte presente en estos momentos de mi vida, pero sé que nunca me dejas sola y vives para siempre en mí.*

A Nikki: *Porque no hay nada mejor que mi compañera perruna que me vio graduarme de la secundaria, prepa y ahora universidad, por acompañarme los días que me quedaba sola en casa a trabajar.*

A mi profesor y asesor Raúl: *Por sus enseñanzas, por sus exigencias, por su paciencia, por ser parte de este proceso y hacerme dar cuenta de muchas cosas, por ser parte de mi formación. Sé que esos días de arduo trabajo valieron la pena y aquí están los resultados. Es un gran ejemplo para mí. Que sepa que sus enseñanzas serán permanentes y prometo ser la mejor versión de mí misma cada día.*

A la profesora Ivonne: *Por ser una profesora ejemplar, apoyarme en todo momento y nunca dejarme sola en el acompañamiento, por sus consejos y enseñanzas.*

A la profesora Ana Berta: Quien desde mi adolescencia fue parte de mi formación y quién fue uno de mis más grandes motivaciones para estudiar esta carrera y que mejor que concluirlo a su lado en la escuela que me vio crecer.

A mis amigos: Por ser mis compañeros de vida y de carrera, por nunca dejarme sola, apoyarme, entenderme y divertirse a mi lado, estoy orgullosa de ustedes. No sé cuánto nos permita la vida seguir juntos, pero espero disfrutar cada momento.

Index

Introduction	6
Subject study	9
Empirical and theoretical reference	20
Exploring activities	38
Conclusions	44
References	46
Appendixes	50

Introduction

The following document aims to demonstrate my skills as a teacher to obtain the Bachelor degree in Educación Secundaria con Especialidad en Lengua Extranjera (inglés) in the modality of Explanatory Analytical Essay "Explanatory Analytical Essay" located on Thematic Line number two "Analysis of teaching experiences". Which according to the SEP (2002) in this thematic line is related to some experiences that estudiante normalista has developed with one or several groups of secondary education and to be analyzed in more detail about some particular content or some component of the language (in the case of English).

My purposes and skills as an English teacher such as my English level B2, my confidence, my ability to adapt to situations and contexts, my creativity, my innovative ideas, my organization and my commitment to education, this allowed me to approach the contents and develop them, similarly, the previous experience gained in working with teenagers facilitated my work with student groups.

This document was based on my teaching praxis at the Official Secondary 1049 "Bicentennial of the Independence of Mexico", in the 2D group, which had a total of 53 students, 22 women and 31 men, between 13 and 14 years old, students in were the problem of the ability to carry out and develop activities was identified on the basis of the instructions communicated

Those activities were applied in the intervention days from February to April 2021. All of them were conducted through virtual meetings on the Zoom platform where the class was held on a schedule from 1:00 to 1:40 pm.

Those strategies were applied in 3 sessions in the first moment of the class known as the beginning, since it is here that the way in which the first activity was carried out and its

purpose was explained. They were included in the class planning with which students were working throughout the week even if they were only applied in one session each.

Therefore, from an observation and analysis of the different contexts and instruments that were created to learn more about the situation of the school and the group like tests, surveys and checklists, where results were obtained on the state of the external and internal context of the school, as well as on this occasion the virtual context in which students are immersed, the predominant learning styles and the current knowledge of the students about the problematic encountered, which was the difficulty for understand the instructions and perform the activities on the right way.

To find a solution to that problem, 5 questions were addressed, such as: what an instruction is and its types, how to give instructions in English classroom, how to give teenagers effective instructions, what strategies are used to give instructions, and how instructional strategies are implemented in the classroom?

And to answer those questions, I researched and analyzed different authors who put into practice various instructional strategies, starting with how the instructions are described as mentioned by Tood in Marc (2012) "Classroom instructions have been described as a series of directives, possibly mixed with explanations, questions and so on, which as a whole aim to get the students to do something".

Based on those authors, I chose three instructional strategies mentioned by ASCD (2012) which were "Interactive notebooks", "Activators and summarizers" and "Visual learning tools", of which the purpose was to observe the reaction of the students when presenting the instructions through them hoping for positive results in carrying out the activities.

They were implemented during the virtual meetings with 2D students, which were held on a schedule from 1:00 to 1:40pm, on Mondays, Tuesdays and Thursdays, were held at

the time of the class known as the start, just after the roll call was made, to begin the activity.

I applied them through activities that were reflected in the corresponding planning of the session that day, since they were part of the activities to teach some of the topics of the English subject that had been assigned by the main teacher.

I managed to observe some results and reactions both positive, like that the students at the end of the activity showed me their finished material and did it in the right way, using their creativity and remained attentive during the explanation when this was carried out by examples or on the negative side that there were still some confusion and doubts on the part of the students in the development of the activity but they let me know.

This allowed me to know and learn how to carry out various ways of giving instructions with support from different activities and resources, as well as working on the continuous improvement of those results that were not so favorable. As well as looking for improvements in my performance as a teacher and better adapt future activities in the development of the explanation of the instructions.

Finally, this work has given me the opportunity to apply new strategies, discover results and get out of the routine, as well as face challenges in a totally virtual context and acquire experiences that helped me to improve my teaching practice.

Subject Study

Learning English implies a concept that goes beyond just learning a language, with the passage of time and the evolution of society has become much more important.

Biava and Segura in Gaibor. G and Hernández (2020) affirm the use of a foreign language has gone from being a privilege to a necessity in the different productive sectors. The process of globalization has been the main reason why English has gained worldwide importance, to the extent that it is now considered the universal language of business.

Secretaría de Educación Pública, SEP by its Spanish initials (2017), mentions that in all subjects the enormous social and functional variety of languages is recognized; the role of the family, the locality or the geographical region in the transmission of the initial varieties of language is valued, and assumes the primary role of the school in the teaching of the languages of international communication and the preservation of national ones. It also supports the idea that language is acquired and educated in social interaction, through participation in varied oral exchanges and in acts of reading and writing full of meaning. Learning English develops skills, knowledge, attitudes and learning strategies to participate and interact in social practices of language, oral and written, characteristic of different communicative and cultural contexts, routine, habitual and known, with native and non-native speakers of English.

As a result of this, the aim is to raise awareness in Mexican society about the different advantages that the learning of a second language represents, and the privilege that it be taught from the beginning of basic education.

However, learning the English language also includes dealing with various difficulties that arise from its teaching and how students interpret the different information that is provided to them. It is then that the problem identified in my internships is to provide

effective instructions to students to obtain better results in their understanding and in the interpretation of information.

I made this essay to obtain my Bachelor degree in Educación Secundaria con Especialidad en Lengua Extranjera (inglés) at Escuela Normal de Atizapán de Zaragoza through the modality of *Ensayo Analítico Explicativo* which, according to SEP (2002) is a document in which as a normalista student expresses a particular vision on a topic, presents ideas, reflections and personal points of view on my teaching experiences, based on arguments. To carry out the essay, I put into practice the skills acquired during my training as a future teacher such as my English level B2, my confidence, my ability to adapt to situations and contexts, my creativity, my innovative ideas, my organization and my commitment to education, all of this after working with different groups of teenagers teaching the foreign language subject as well as my knowledge and competencies on it.

Fierro (1999) mentions two important dimensions for the analysis of teaching practice, social and institutional. The social dimension lets the teacher materialize his educational contribution and his vision on the social function. The set of decisions and practices of teachers in the face of this diversity of cultural, socio-economic conditions, which place their students in different positions in relation to school experience, undoubtedly constitutes the space where equality of educational opportunities comes into play more clearly. While the institutional dimension, in which the work of the teacher is also a collectively constructed and regulated task in the space of the school, teaching workplace. The school institution represents for the teacher the privileged space of professional socialization.

The teaching work for the application of this essay was carried out in the middle high school Escuela Secundaria Oficial 1049 “Bicentenario de la Independencia de México”

with workplace key 15EES1577H, scholar zone S051, located in Bulevares del Lago in Nicolás Romero county, Estado de México in the scholar year 2020-2021.

According to Instituto Nacional de Estadística y Geografía, INEGI by its Spanish initials (2010) the population in Nicolás Romero county is an urban context because of its 366,602 inhabitants in 2010, community services like lighting service, water service, drainage service, paved streets, sidewalks, some of them arranged for disable people. There were many green areas near the school, public transport and stops around it. The traffic jam was intensive but it was easy to park and safe for pedestrians. There were no marketplaces but there were a lot of family-owned businesses like stores, pharmacies, and stationery stores. Around the school, there were single-family homes and semi detached ones. Unfortunately, the neighbourhood presented some environmental problems like garbage and smog produced by the big transit of the zone, so the school worked with many environmental campaigns such as recycling and reforestation. (*Appendix 1*)

The school was made of concrete and had a perimeter fence and two accesses, a parking area, two 2 story buildings, and the first floor of each one adapted for the disabled people. Some of the school facilities were the staff areas, a storage room, a teachers' room, a library, a sports field, playgrounds, green areas, a cafeteria, an audiovisual classroom, a dance classroom, a computer room and restrooms. It also had telephone line and internet connection, drinking water, drainage, cleaning service and electricity. Something that distinguished the school from other middle high schools were the bandstands located in the main courtyard, facilitating learning tasks outside the classroom. (*Appendix 2*)

The school staff was made of a principal, a vice principal, 12 counselors (who are some of the teachers from the different signatures), 26 teachers, where 3 of them were the ones assigned to teach the English subject, a secretary, service providers, a janitor and four outside food sellers.

The classrooms were equipped with a door, windows, ceramic floor, painting, well ventilated and illuminated with natural light, a white board, benches, a desk and chair for the teacher.

During my performance as a trainee teacher in the middle high school, I was assigned with three groups, which were 1D, 2D and 3D with who different activities related to the development of English were taught according to the plans and programs assigned by the school and the main teachers.

Some of those activities were the creation of different lesson plans focused on topics, offering an online class once a week through digital platforms and assigning work for students to test their knowledge, as well as evaluating them after they had been delivered and also evaluated them.

The way in which the school year was accomplished was completely different to any other previous year, according to Zabala in Perrenoud (2012) "Society has endowed itself with a more or less explicit and conscious set of means to train the youngest for life. We can somehow consider it an "educational system"". Due to the consequences of the global pandemic Covid-19. According to the Instituto Mexicano del Seguro Social, IMSS by its Spanish initials (2020), this virus appeared in the city of Wuhan, in Hubei province, in China, at the end of 2019. And, on February 28th of 2020, the first case was confirmed in Mexico declaring a health emergency two days later, bringing thousands of negative consequences for the world in the economic, tourism sector, education, among others. (Milenio, 2020)

In the education sector, classes were suspended on March 19, so Mexican educational authorities took the decision to implement virtual through E-Learning which according to Horton (2001) is the use of Internet and digital technologies to create experiences that educate students, which allowed to continue working during the contingency, facilitating

and reinforcing the communication between teacher-student, and between student-student.

In that school year, SEP designed and implemented the program "Aprende en casa II" that according to the Mexican Government (2020) the use of Tv programs was the main aim to strengthen the skills and competences of each of the young people in the fields of access to knowledge, with an education of excellence to continue learning. For that reason, most lesson plans during my teaching training were based on working with the contents of the English subject that were broadcasted on channel 3.2 on Thursday from 10:00 to 10:30am. At the same time, the plans and programmes of the "Aprendizajes Clave para la Educación Integral, Lengua Extranjera. Inglés" (SEP, 2017) were implemented which sought students to develop skills, knowledge, attitudes and learning strategies to participate in and interact with social practices of language, oral and written, typical of different communicative and cultural contexts, common and familiar, with native and non-native speakers of English.

Based on those programs, my knowledge on the English language and my competences as a trainee teacher were able to create different lesson plans in which the different topics were developed. I made different activities where students put into practice their skills and use their creativity. Also, I used my abilities to handle the new technologies, since we needed to work through the virtual sessions and carried out activities that were published through the different digital platforms.

I decided to work with the group 2D after different observations analysing the activities and tasks, they made caught my attention constantly misunderstandings to follow instructions and do them erroneously in most of the situations, enabling the purpose and objectives of the activity not to be clarified. According to EL KEMMA (2019) "students get confused and do not know what to do although their teacher has made great efforts in

preparing the lesson at home. This is probably true because there is usually a lack of managerial and technical know-how to give instructions”.

However, the group also presented a favourable attitude of participation as well as commitment in the delivery of tasks and disposition to work. It was made up of 53 students, 22 women and 31 men, between 13 and 14 years old. In these ages according to Harter (1997) Developmental studies document that during middle adolescence (ages 14 to 15), individuals not only detect inconsistencies in their various identities related to their roles (with parents, friends, romantic peers), but these contradictions also disturb and confuse him much more than in the case of younger groups (11 to 12 years old) or older (17 to 18 years old).

To get a clear idea of the students' learning style and group characteristics, a test of it was created (*Appendix 4*), based on VARK. Lozano, (2004) mentions that it's a model who assumes that each student can identify their own learning style and be aware of their sensory preferences. This test was made on the web platform of BuzzFeed and consisted of a total of 30 multiple choice questions that when it finished, the result of the corresponding learning style according to the chosen answers is shown.

The test was applied to 31 students with the following results obtained: 14 students presented a kinesthetic learning style, which, according to Reid in Hernández (2004), this type of student learns best through experience and makes the most of engaging in physical activities in the classroom; 9 students presented a visual learning style in which the student learns more if he does so through the visual channel, Reid mentions that they require the visual stimulation of information boards, videos, films, words written on the blackboard, book or notebook, as they will better remember and understand the information and instructions they receive through the visual channel; and finally 8

students presented an auditory learning style, here, the student learns best through listening, according to Reid this type of student learns more through oral explanations.

A Google form (*Appendix 6*) was also applied in order to know the interests and areas of opportunity of the students in relation to the problem raised about knowing how to follow instructions and as an objective to understand what needs to be reviewed about how students perceive the way in which the indications are presented to them.

In the 1st question, *How do you prefer to receive instructions on how to perform a task?* 12 of the students preferred instructions to be given through examples, 12 preferred written instructions and 8 preferred to listen to the teacher give instructions.

In the 2nd one, *"When you have any questions about how to perform a task, who do you usually ask?"* 18 of the students usually asked a classmate, 10 asked the teacher while 4 didn't ask.

In the 3rd one *"How often do you read written instructions to understand a task?"* 22 of students indicate that 1 to 5 times, 5 indicate that they usually read them more than 5 times and 5 indicate that they only read them once.

In the 4th one *"Do you consider it easy to follow instructions?"* 12 of students indicate that NO, which they find difficult to understand at the first time, 11 indicate that sometimes it is provided to them and 9 indicate that SI is provided to them. In the 5th one *Do you consider that knowing how to follow instructions is important for your performance as a student?* 26 of students consider SI to be very important, 5 said NO, not so important and only 1 said maybe is important.

And as the last question, *"How do you think it affects not following an instruction correctly?"* 14 indicate that they may confuse the information, 9 indicate that it is difficult to perform the task and 9 indicate that they cannot deliver the task correctly.

In order to continue the research and obtain a context on the situation of students in distance learning, a Google Form was created too (*Appendix 8*). 5 questions were asked about the personal situation in terms of accessibility to the different technologies that allow them to be in contact in this new educational modality. The survey was answered by 32 students, of whom the following results are presented.

14 students had a computer at home, 13 had more than one computer and 5 didn't have a computer. 31 had fiber optic internet connection and 1 used mobile data.

21 said that they can go with a family member to have access to the internet, 6 said that they could go to the internet, 4 could go with a partner or neighbor and 1 mentioned that he couldn't go to another site.

22 had a printer, 2 had more than one printer and 8 didn't have one. 23 had a cell phone as another device with internet access, 6 had an electronic tablet, 1 had a smart TV and 2 had all the above.

Some of the digital services and social networks that students had on their devices were email, facebook, whatsapp and youtube. According to the survey, 16 students preferred that the feedback was through videoconferences, 10 preferred the classroom platform, 4 the email and 2 the use of facebook.

Finally, 30 mentioned that they had a television that allows them to watch the program *Aprende en casa II* and 2 said no.

Therefore, in order to create this essay, the following thematic lines were consulted to develop the essay, which allowed to decide the type of treatment that was given to the topic that was identified through observation and practice activities as well as the different diagnoses applied to the group.

Based on diagnostic results obtained, the online classes given and the performance of the different activities through the different weeks worked at the middle high school I could

find some opportunity areas in 2D students. They presented some difficulties to perform the instructions on the different activities that were proposed in the classes with the purpose to get some of the achievements of the English subject.

That caused the development of learning and the results obtained from such activities were not the ones expected, and created some confusion for me as a teacher to understand why they were doing something completely different as the instructions said even when they were clearly and even some of them were in their native language (Spanish).

The interest in that topic arose when I realized that the students were carrying out an activity completely different from the one assigned or with missing elements in them despite being clarified the characteristics necessary for its elaboration. And in that case, I made the feedback to the students again mentioning what characteristics were stipulated in the description to develop them.

That situation led me to realize that there were several students who presented that problem repeatedly, and that it should have found a more effective way for pupils to receive instructions and to be able to carry out their activities correctly in order to obtain the expected result.

Bayés (2012) mentions that "it depends on the instructions, fundamentally, to understand how to develop the activities that directly affect the learning of the learner". It was important to highlight that those were an essential part of how students perceived information and executed it in their activities, thus obtaining the results expected by the teacher.

Once that problem was identified, it was determined that students had difficulty understanding a direct instruction that was provided through virtual class directions as well as written assignments that allowed them to learn each of the steps for the elaboration of the different activities.

McCarty in Latorre (2016) considers "the challenge of the school, in the age of communications, is the creation of knowledge from information", therefore, the development of that topic focused on the search for strategies to communicate the instructions effectively to students in search of the expected results and learning in the English subject.

After identifying that problem, the selected thematic line 2, *Analysis of teaching experiences*, and the selected work experience "*Activities aimed at strengthening basic learning needs*" was selected to develop this essay, because it works with experiences obtained from working with adolescents and the answers obtained, where a problem is identified that give rise to the central theme in which they are designed, applied and analyzed different teaching activities to obtain evidence produced in the classroom and correctly treat the problem.

The purposes of that thematic line to work with were:

a) *The purposes of the secondary education curriculum*: Aprendizajes Clave para la Educación Integral Lengua Extranjera inglés y Aprende en Casa II.

b) *The principles underlying the teaching approach*: Communicative learning

c) *The teaching strategies used and their relationship with the approach*: Instructional strategies.

d) *Evaluating forms*: Through students' understanding of the instructions.

e) *The use made of the school's educational resources and the environment*: Digital platforms and social networks such as Facebook and Gmail.

After analyzing the diagnostics test, the thematic lines and the problematic it was necessary to ask a set of questions to look for strategies to give effective instructions in order to create a better understanding in students about instructions being relevant to

organize the information to develop the study subject, based on five researching questions:

- What is an instruction and its types?
- How to give instructions in English classroom?
- How to give teenagers effective instructions?
- What strategies are used to give instructions?
- How are instructional strategies implemented in the classroom?

To answer these questions to give effective instructions to students of the 2D group and develop a better English language teaching and learning it was important to take into account the theoretical - methodological approach of different authors to consolidate and expand the knowledge of the problematic.

Empirical and theoretical reference

In order to answer the researching questions, it was relevant to analyze the information and the facts given by the different authors to develop the study subject through their different investigations and knowledge related to follow of instructions.

First it was important to identify that the instructions according to Tood in Latorre (2016) have been described as a series of directives, possibly mixed with explanations, questions and so on, which as a whole aim to get the students to do something. Fajre y Arancibia, in Latorre (2016) mention that a teacher seeks to do-do, that is, the issuer of the directive tries to modify the behavior of the interlocutors, recipients, to do an activity, task, to participate in a correction or attend in an explanation

Instruction consists in the process of transmission from one person to another of the instruments that allow one to act freely, and that traditionally identifies with the domain of reading, writing and doing accounts and, through them, being able to acquire culture". It supposes the existence of certain contents and the transmission of them to the student. Instruction is part of the educational process, but it is not the whole educational process. In the instruction the accent falls on the instructor, the teacher and not on the student. Fermoso in Latorre (2016).

Talking about an instruction represents to speak of an important element in the way in which teaching is carried out, since as the authors mention, this will lead the student to carry out all those activities that are required by the teacher, therefore the way in which they are represented will also have an impact on the interpretation of those who receive it, in this case students.

It is a bit complicated to understand how the way in which information is transmitted to students can have such an impact on the way in which they take this information , interpret

it and then execute it in the activities, however, it must always be present in a way that makes aware of the value of communication and information.

As Fermoso mentions, in the instruction, the accent falls on who instructs, in this case, the teachers are responsible for guiding this knowledge in search of achieving the expected learning and therefore the objective of the subject, the teaching of the English language.

Latorre (2019) mentions that in a globalized world and in the knowledge society knowledge is fungible and perishable and therefore learning means, not so much storing knowledge, how to empower students to develop a more or less general set of skills-skills-understood as mental tools that allow them to learn any content.

However, the purpose of communicating an instruction must remain the same, even though it has to be constantly adapted, as Huitt (2013) mentions "the purposeful direction of the learning process" and is one of the major teacher class activities (along with planning and management) guiding students in the learning process regardless of the path and situation that education is going through, taking into account all the factors that as teachers are also part of our task.

Nevertheless, with this consideration it is important to identify the types of instruction and the different ways in which they are carried out in education.

Ekwensi, F., Moranski, J., & Townsend-Sweet, M., (2006) present 5 different types of instructions:

- ***Direct instruction*** is highly teacher-directed and is among the most commonly used. This strategy is effective for providing information or developing step-by-step skills. It also works well for introducing other teaching methods, or actively involving students in knowledge construction. Direct instruction involves lecture,

explicit teaching, drill and practice, compare and contrast, demonstrations, and guided activities.

Being one of the most common, it is normally used to work with students, since information is transmitted directly and knowledge is built through indications that include different types of activities. However, identifying it allows to realize the importance and usefulness it has, however it is important to inquire to know a little more about the way it is presented.

- ***Indirect instruction***, the role of the teacher shifts from lecturer/director to that of facilitator, supporter, and resource person. The teacher arranges the learning environment, provides opportunity for student involvement, and, when appropriate, provides feedback to students while they conduct the inquiry (Martin, 1983). Indirect instruction involves problem-solving, case studies, inquiry, reflective discussion, concept mapping, concept formation, and writing to inform.

This is also often uncommon in the classroom, as challenges and situations usually arise that allow students to put into practice their previous knowledge and skills to perform an activity. Although it is important to take into account that you have to provide the necessary resources in terms of knowledge so that it can be carried out later.

Feedback also plays an important role because it is part of the learning that students will acquire to concretize their ideas and improve in the aspects that are possible for them to properly carry out subsequent activities or situations that are presented to them.

- ***Independent study*** refers to the range of instructional methods which are purposefully provided to foster the development of individual student initiative, self-reliance, and self-improvement. While independent study may be initiated by a student or teacher, the focus here will be on planned independent study by students under the guidance or supervision of a classroom teacher. In addition,

independent study can include learning in partnership with another individual or as part of a small group. Independent study involves essays, journal, blogs, reports, research projects, and computer-assisted instruction.

This is a type that is also common, especially when it is intended to work with students collectively or from the discovery and initiative of themselves to be able to solve a problem or give an answer to a question. Likewise, the teacher must accompany them in the development of these activities but only making sure that they are being carried out. These activities are very common when students are asked to perform an activity that requires them to use their creativity and generate their own ideas, in the case of English an example would be when students are asked to write a particular anecdote or essay.

However, it is important to mention that this was a widely used instruction in this school cycle, since the situation in which education was found required both students and teachers to carry out an independent study, sometimes only with the help of digital media.

- ***Interactive instruction*** requires discussion and sharing among participants. Students can learn from peers and teachers in order to develop social skills and abilities, to organize their thoughts, and to develop rational arguments. Strategies allow for a range of interactive activities. Interactive instruction involves debates, role playing, brainstorming, open-discussions, think-pair-share, cooperative learning, tutorial groups, labs, and problem-solving.

Cooperative work lets people to interact in the same grade or educational environment, and working in this way takes an important role, since as Latorre (2016) mentions Integral education is achieved by living meaningful and transformative experiences; it is the union of knowledge, know-how to live with others and know-how to be a person, all in a coherent unit. It involves not only the cognitive mastery of knowledge but also the management of the emotional-affective world.

Living with other beings helps to promote values and you learn to work as a team. Currently this is a challenge in the educational situation of today's world, however with the use of some communication technologies it is also possible to interact with other people despite the distance and share ideas.

- ***Experiential Learning*** is inductive, learner centered, and activity oriented.

Personalized reflection about an experience and the formulation of plans to apply learning to other contexts are critical factors in effective experiential learning. The emphasis in experiential learning is on the process of learning and not on the product. It can be viewed as a cycle consisting of five phases, all of which are necessary:

- experiencing (an activity occurs);
- sharing or publishing (reactions and observations are shared);
- analyzing or processing (patterns and dynamics are determined);
- inferring or generalizing (principles are derived); and,
- applying (plans are made to use learning in new situations).

This instruction requires more attention and is carried out through the processes mentioned above by the author, requires more dedication and time, it is a whole process that derives from many other activities. Although from my point of view it is not a type of instruction

It is important to mention that all these types of instructions contain the characteristic of being carried out through communicative competences in different school contexts as well as the case of learning a second language.

Cummins in Brownlie, Feniak and McCarty (2004) mention two types of competences, the social communicative competence in English language and the academic communicative competence in English language.

The social communicative mentions that it takes ESL learners in our schools, on average, from two to three years to develop the English language needed for day-to-day basic communication with peers and teachers. Social language facilitates the development of a healthy social life at school and is important for students making part of communication and language in their daily life.

The academic competence mentions that success at school demands that students develop an understanding of the English language associated with thinking processes such as generalizing, inferring, judging, evaluating or predicting.

Therefore, the way in which all information is transmitted through the instructions should take into account the different competences to be developed in the teaching and learning of the language in the students.

Once the competencies of communication and instructions have been reviewed, it is then through the classroom in which they will be carried out, Therefore, it is important to take into account the needs of students and the goals we seek to achieve as teachers when teaching in a classroom.

Barille (2001) mentions that Teachers are sometimes surprised to discover just how much giving clear instructions to students can affect students' success in the classroom. When given effective directions, students can engage with the material more effectively and ultimately have more productive experiences.

Because of that she gives some steps that teachers can take to ensure that students understand instructions.

The first one is **“Use clear and precise language”**, here she recommends that Teachers should also clearly articulate the expectations of the assignment or task. Explaining what students have to do, how they have to do it, and when they have to complete it can help them understand and follow directions. Providing a strong, detailed rubric with the assignment can also make both the teacher's and the student's job clearer and easier.

This is a way for students to avoid confusion as the indications are direct and avoid confusion as to what needs to be done.

The second one is **“Repeat the directions”**, Barille mentions that a teacher might give directions and find that their students haven't been paying attention, or that the students only half-grasped the instructions. A quick look around the room, some redirection, and some repetition can ensure that every student is focused and understands what they need to do.

It is important not to leave students with any doubts, and to ensure that they understand in the best way so that they can carry out the activities, also solve their doubts and if it is necessary to explain how many times it is necessary or to provide a more personalized attention, in the event that it is only a small group that has not correctly understood.

In the third one mentions **“Explain the purpose of the task”** When you explain to students why they're being asked to complete an assignment, they're more able to appreciate the experience. Connecting the task to existing student knowledge, previous lessons, or covered material will help students feel more confident about tackling the task. When students know the purpose of each activity, it is easier for them to become familiar with the topic and understand why they are doing it, what its purpose is and how it impacts them. As well as connecting this knowledge with previous learning, knowing how to connect with the everyday and the context.

Now in the fourth one, the author talks about **“Make sure your students understand”**

After giving them directions, ask your students to repeat or rephrase what's expected of them. Ask them specific questions about the requirements. Clarify any confusing points.

Provide students with feedback that can help them comprehend and complete the task.

It is important to ensure that students understand, so that in this way they can interpret the activities in the best way and perform them, this as mentioned by the author, can be through specific questions about what it has been just explained, or asking students to explain in their own words what they need to do,

Providing examples and feedback can also be of great help, as this way they will have more clarity of ideas and what is intended with the activity to be able to do it.

The five step is **“Use an appropriate tone”** Don't yell, mumble, or castigate. Ensure the pace of information is appropriate for grade level and ability. Don't rush or move too slowly. Pause frequently to give students time to digest the information.

The way the tone of voice and body language can also help students and avoid confusion, because if the information is clear and we communicate it using the appropriate tone and words we can get better results in terms of students' understanding.

An example in both virtual and face-to-face meetings is the fact of addressing them with the appropriate words and drawing their attention both visually with body movement and hearing in the tone of the voice, also showing some examples or making one together.

The 6th one is **“Describe the specifics”**. If the assignment requires specific materials or a particular format, be sure to let students know. In my class, for example, every question must be answered in a complete sentence, and one-sentence responses are usually not sufficient to answer a question. Creating and clearly explaining such specifics sets your students up for success.

To be specific with the information and the way in which activities are required it is very common they are requested with certain characteristics, such as for example to place their full name, the margin on some sheets, place the title, if the activity needs to be printed, written or digital etc.

Providing this data at the time of giving indications will avoid future confusion and doubts that may arise among students about how the teacher requires the activity and its characteristics.

The 7th step is “**Provide examples**”.students clearly understand the expectations. It helps to build better relationships with students.

And the last one is “**Break tasks into manageable chunks**”. If an assignment is large or multifaceted, section it into smaller tasks, especially if you teach younger students who can't handle a long list of directions. Breaking assignments into manageable tasks can help students feel more confident in their work.

Accommodating information in a way that is understandable to students is important so that they can identify step by step how the activity needs to be performed, also try to separate each one and gradually distribute to avoid confusion and give them the time needed to perform each of the tasks and with the necessary characteristics.

Now, knowing some of the ways to provide instructions in a classroom we will focus on how to give these instructions to teens effectively, as there are different considerations that need to be taken into account.

According to Starbuck (2018) Teenagers can be a particularly challenging age group to teach but understanding a little about what is going on in their heads can help teachers support students through school.

Also mentions that Teachers should aim for a variety of instructional methods which encourage students to think for themselves. Keeping their brain active will help develop and strengthen the neural pathways that are vital for long-term learning.

To be aware that adolescents have different characteristics and that they influence the way in which teachers must adapt to forms of teaching is important, because it will make it easier for us to obtain positive results from the different strategies we apply.

Learning in adolescents depends beyond knowledge as it is a stage of change and learners' behaviours usually have an impact on how they perceive and interpret knowledge.

A very clear example of classroom-based classroom classes are the behaviors and attitudes that students present, that is, on some days they don't want to pay attention, take their places, or stay in the classroom, at other times they have passive behaviors in which they do not want to participate when answering a question.

These behaviors are important because at the time of us communicating the instructions students may not be in the right learning environment, so it is important to seek to create such environments.

Alvermann (2002) mentions Adolescents who struggle to read in subject area classrooms deserve instruction that is developmentally, culturally, and linguistically responsive to their needs. To be effective, such instruction must be embedded in the regular curriculum and address differences in their abilities to read, write, and communicate orally as strengths, not as deficits.

The author refers to the fact that we must take into account the needs of adolescents, since these are fundamental when giving an instruction, because in this way we will be ensuring to generate a more effective and understandable impact for them.

A very clear example is when we know that students present some areas of opportunity such as their behavior within the class or the level of the English language that they master mostly, therefore, the instructions should be adapted to them in order to obtain many and better results.

When teenagers feel that they are taken into account and that the teacher not only provides them with the information, but adapting it to them and taking their proposals into account is when you start to notice a change in the way they perceive information and interpret it. Alverman also mentions that Adolescents' interests in the Internet, hypermedia, and various interactive communication technologies suggest the need to teach youth to read with a critical eye toward how writers, illustrators, and the like represent people and their ideas—in short, how individuals who create texts make those texts work. At the same time, it suggests teaching adolescents that all texts, including their textbooks, routinely promote or silence particular views.

At the moment in which humanity finds itself, it is necessary to take into account also the technologies, since the digital age is present and is already part of our day to day, therefore the considerations that need to be made about it and the way in which it should be adapted, also presents a great challenge for the teacher, because it comes into the needs of the students who can present at present.

To cover all this, Alverman suggests that the following strategies are effective ways of teaching comprehension in the middle grades, and possibly beyond:

- Comprehension monitoring. Knowing when understanding falters or breaks down and which “fix-up” strategies to apply (e.g., rereading, reasoning the matter through, or using cues from the sentence/paragraph’s organizational structure).

It is important to observe and respond to the doubts of adolescents to ensure that they are understanding the instructions we are giving them, and if not, identify where there is doubt and seek a pertinent solution to continue the explanation.

- Cooperative learning. Engaging with peers in problem-solving activities or sharing ideas through peer-led discussions.

To propose students to work in small groups to guide the work and that they can also help each other when someone does not understand any indication.

- Using graphic and semantic organizers (including story maps). Representing ideas by combining words, symbols, and lines to organize information.

Visual materials are often helpful in giving the instructions, especially if they are used at the right time and make it easier for adolescents to understand, draw their attention, and how they are presented also influences how they are interpreted.

- Answering questions. Providing responses to teachers' questions and receiving feedback on responses.

If students have a question at the time the information is being explained and presented, it is important to resolve it at that time, as this will avoid future confusion and a better understanding at the moment so as not to lose the continuity of the information provided by the teacher.

- Generating questions. Asking questions of one's self to understand various aspects of a text.

Generating questions to students will make sure that they are correctly understanding the information and the indications, so that if not, ways are found to solve and resolve possible doubts.

- Using text structure. Developing an awareness of how a writer organizes information to assist readers in recalling the content of a selection.

It is important to organize the information in an appropriate way in the text where it is presented so that the students do not present problems to understand it, it must be clear and concise as well as suitable for the level of English of the students.

- Summarizing. Integrating ideas and generalizing information across one or more texts.

Placing the information in the simplest way is also favorable for students, as it only gives them what they need to understand the activity in the simplest way through the instructions.

Once the information in the instructions has been raised it is important to start talking now about instructional strategies and those that will be used for the development and application of this essay.

According to Alberta Learning (2002) Instructional strategies are techniques teachers use to help students become independent, strategic learners. These strategies become learning strategies when students independently select the appropriate ones and use them effectively to accomplish tasks or meet goals.

That is, through these strategies students will be able to take what is most convenient for their learning and transform it to understand the information in a much more effective way that will allow them to carry out the proposed activities.

Alvermann (2002) mentions that Adolescents' perceptions of how competent they are as readers and writers, generally speaking, will affect how motivated they are to learn in their subject area classes (e.g.,the sciences, social studies, mathematics, and literature). Thus, if academic literacy instruction is to be effective, it must address issues of self-efficacy and engagement.

From how adolescents receive the information through the instructions is that it will also be reflected in the performance of language skills, as well as in the results and motivation in different areas.

Another important aspect to take into account is the use of different technologies throughout this process, since today they have become an indispensable tool, especially in the time when learning has been carried out through the Elearning as mentioned in chapter one of this essay.

Because of that, Kamil, Intrator, & Kim in Alverman (2002) mention that creating technology environments that heighten students' motivation to become independent readers and writers can increase their sense of competency.

Now speaking of the types of instructional strategies and how this can be applied in the classroom, the following are mentioned which have been suggested as an example by ASCD (2012):

- *Activators and Summarizers*

Activators and summarizers are what we do immediately before and after a formal learning experience. Activators are designed “to engage students’ thinking before instruction”. They focus students on a goal, problem, challenge or essential question, surface student misconceptions, help students to feel some ownership in what they are learning, and enable teachers to gather data from students and adapt lessons and units to their prior knowledge. Summarizers are designed “to support integration and retention of new learning.”

When the information is presented in a simpler way from the moment of its introduction and later in a summary where the most important are rescued in order to obtain a more favorable result in terms of the performance of the different activities.

As mentioned by the author, these activities should also be adapted according to the knowledge and level of the students to facilitate their understanding.

- ***Information Literacy***

Information literacy is “the ability to identify what information is needed, understand how the information is organized, identify the best sources of information for a given need, locate those sources, evaluate the sources critically, and share that information. It is the knowledge of commonly used research techniques.”

In this way students learn to select the most relevant information that allows them to understand the activities as well as to share and analyze it, it is important to take this technique into account when selecting a type of information.

- ***Reading for Understanding***

Once a child learns basic reading skills, how can he or she be helped to build comprehension and understanding. In this respect, every teacher is a teacher of reading.

Reading for Understanding strategies help students go below the surface and find the deeper meaning behind what is being read. They have been developed to improve reading comprehension and the understanding of what is being read for all students in all subject areas.

This strategy goes beyond just reading the information, it is understanding the meaning of what is being presented so that we can continue with the development of activities.

Understanding is important in order to be able to introduce the activities, since from the beginning the guidelines are set to carry out the work and in the same way we ensure that students have clear what it is they are going to do.

- ***Visual Learning Tools***

Visual learning tools, also called graphic organizers, “assist learners...[in how to visually]...organize and find patterns among the overwhelming amount of information available today, as well as to make sense out of it and evaluate it”.

Creative and the explanations of the activities go beyond the ordinary with the use of images, organizers, posters etc. the students can observe the information in a clearer and concise way.

- ***“Deep and Flexible Thinking”***

Thinking Deeply and Flexibly goes beyond memorization and low level inference making, and involves numerous habits and strategies, among them open-mindedness to new thoughts and ideas, explanation, classifying, comparing and contrasting, argumentation and debate, interpretation, problem solving, creativity, decision making, planning, and the use of logic and reasoning. Strategies range from the types of questions asked of students to strategies that promote specific types of thinking, such as interpretive discussions.

It is important that when the knowledge is communicated to the students, they are also motivated to think beyond just the activity, that is, to question them, to make them argue what they think is the purpose of it and how they could reach them. Make them think more openly about the possibilities of creating and learning new content that they can use in the future in their lives.

- ***Interactive Notebooks***

With interactive notebooks, students are taught how to record, collect, and organize information in traditional formats from a teacher, text, or additional resources, and also are given creative, deep thinking assignments that help them

to see connections, dig more deeply into learning, do analyses, synthesize data in interesting ways, and become independent, creative thinkers and writers.

Making use of the creativity of students to collect information in the way that suits them best helps them to become more independent in the learning process, which is what is sought with instructional strategies, as having their understanding, they will collect information relevant to them.

- ***Writing Process/Writer's Workshop***

Writing Process and Writer's Workshop are two ways to significantly increase skills in communicating through all types of writing, and at the same time use writing to enhance the development of the five skill areas. Writing process encourages students to improve writing gradually, over time, like professional writers do, rather than writing all at once and just once. The writing process consists of five stages — pre-writing activities, initial writing, revising, editing, and “publishing” (sharing writing with others). The writing process encourages students to ask good questions and formulate problems in the re-write stage, process information in the initial writing phase, and so on.

Working on this skill is extremely important, as some or most of the activities are carried out through writing, so students need to understand its importance and the right ways to do it.

The stages in which this ability is presented to be able to work it are those mentioned above, since in this way a process is created in which students are taught to work constantly and to develop it in an appropriate way, in order to improve also the understanding of the different activities.

- ***Think-Pair-Share and Wait Time***

One of the dangers of traditional discussions and question-answer sessions in the classroom is that certain students who think quickly dominate. Think-Pair-Share and Wait Time strategies enable many more students to speak their thoughts out loud, develop answers to questions, participate in discussions, think at higher levels, and become much more involved and engaged in the learning process. Both Think-Pair-Share and Wait Time slow the discussion and question session down and give all students time to think through their answers, search for appropriate information, and in general become better learners.

Giving students time to reflect and think more deeply about the proposed activities is a strategy that helps them use their critical thinking and analyze a little more about the ideas and questions being asked. In this way the understanding of the activities will be less complicated.

Exploring activities

After having analyzed the different authors who answer the central questions in search of an effective way to give instructions to the students of the 2D group, some activities were applied with the purpose to find the most effective strategies to improve their understanding about the activities to perform.

Those activities were applied in the intervention days from February to April 2021. All of them were conducted through virtual meetings on the Zoom platform where the class was held on a schedule from 1:00 to 1:40 pm.

Those strategies were applied in 3 sessions in the first moment of the class known as the beginning, since it is here that the way in which the first activity was carried out and its purpose was explained. They were included in the class planning with which students were working throughout the week even if they were only applied in one session each.

The first strategy that was applied was that of "Interactive notebooks" which according to ASCD (2012) "with interactive notebooks, students are taught how to record, collect, and organize information in traditional formats from a teacher, text, or additional resources".

It was applied in the Zoom session of February 15 (*Appendix 10*) in the schedule designated for the group from 1:00 to 1:40 pm. I selected that activity because I wanted to do something out of the routine with the students, and I wanted to observe how the students get the instructions when it comes to using different materials to carry out the activities.

For that strategy students had to create a didactic material called "color road". That activity consisted of taking notes in small colored leaf squares that merge vertically in the form of a path.

First, I began to explain the instructions of the activity, using some of the recommendations of the authors like Barille (2001). One of them was the use of examples, since at the same time that I was giving the instructions as well as in the development of the activity, I was teaching them in the camera in which part of the sheet they had to write and how they should be joined.

The indication was that for each slide, they had to write in a colored square, and since they finished putting that idea they had to join another square. Then I started with the presentation from which they copied the main ideas and at the end of the reading I continued to guide the students to continue developing their material. I also asked questions to make sure they weren't lost in the course.

At the end of the presentation the indication was to paste that material in their notebook to be able to create their "interactive notebooks" strategy. (*Appendix 11*)

During the development of the activity, I observed that the students were not lost at any time, since I was guiding the activity little by little in addition to presenting the examples. There were no doubts as to how to assemble the material, however something that was presented was that some students took longer than others to perform the steps indicated for the activity. So, on some occasions they asked me for more time to finish their activity, in that case, I pasted the color sheets or copied the ideas of the presentation, which led me to wait for all the students to be ready to continue presenting the contents.

At the end when the students showed their finished work through the cameras and the photographs they sent later, I could see that most of them understood the way the material had to be created and that they put the most relevant information in the right place.

However, as for the negative part of the use of those activities highlights the time, since in these activities it is necessary to have a lot of patience and to adapt to the rhythm of

the students so that they could understand the activity, since they all had a different learning style.

As for the solutions I could give to that highlight, a better consideration of time, since being an activity that should have been developed at the beginning of the class can take more time than usual encompassing other moments of it. Always taking into account the different ways of processing and adapting the information that students had, as well as promoting the use of their creativity and providing them with new ways of taking notes and organizing the information.

SEP (2000) says "The use of teaching time has a close relationship with children's performance, but as outlined, it is not time as such that counts, but what happens during that time. If we suppress or modify the meaning of the routine practices established at school and in the classroom, we will surely have more time to devote to achieving educational purposes".

Therefore, I must have taken into account their performance from that strategy to take it into account for future activities that require the use of following instructions through examples and using handling materials at the same time. As well as looking for ways to boost those activities to replace the routine from time to time to enhance their skills and the use of creativity.

I also applied the "Activators and Summarizers" strategy which was applied on February 16 (*Appendix 12*) at the same time by the Zoom platform. I chose that strategy because I wanted to see how students reacted by first presenting an example and a situation that captures their attention to relate to the topic and gave them an idea of how the information was presented in action.

As the designated theme was "Characteristics of plays" I chose a YouTube video that was about a small scene from a well-known movie where the characters presented a play in a

comical way. In fact, when presenting the video, some students told me in the chat that it was from their favorite movies. (*Appendix 13*)

Then from here I could already see that the students were already familiar with what the video was about, so it was only necessary after seeing it related to the subject of the class. For that I asked them a series of questions about the characteristics of the work that was presented in the video, such as which characters identified or what was the genre of the work. All that in a virtual game made on the Wordwall platform that answered for participation.

That strategy allowed me to place students in the context of the topic in a different way, as using this strategy activates their thinking and begins to relate the actions they were observing to what they are going to learn.

I think it made it easier for me to explain the subject as well as to understand the instructions to be able to identify future activities in a simpler way than what was intended. Using that strategy hand in hand with visual materials was a good choice, on the negative side it only highlights that on some occasions there were no participation on the part of some students to answer the questions.

Although they were few, I was led to think that they probably did not understand very well the purpose of the activity, although with the course of the classes I could realize that the lack of participation of those students was general and not only in that type of activities. Probably because the attention they were paying to the activity was not adequate followed by possible distractions from observing the film fragment or distractions outside the class that occurred in its context.

Zepeda (1995) mentions that concentrating means thinking deeply, consciously focusing attention on the material or a given stimulus. It is to attend to a stimulus and try to understand it. Lack of attention and/or concentration is one of the most common factors

that students manifest when studying. Being distracted by habit in most cases is usually to a greater or lesser extent by the absence, decrease or loss of interest.

Therefore, it is important that future sessions take into account that there are other types of factors that can influence the attention and manner of attending the instructions so that a different and interesting material has been used to get students into the topic. And understand how I can adapt and what activities would help me to get better attention from my students.

The last strategy applied was "Visual Learning Tools", on February 22 (Appendix 14), in the same way by the Zoom platform in the schedule assigned for the group. I chose that strategy because although the situation made it easier for us to work with visual materials, I wanted to take a focused approach to present instructions through that strategy and observe the results.

ASCD (2012) mentions that these tools “assist learners...[in how to visually]...organize and find patterns among the overwhelming amount of information available today.

The activity was also presented at the beginning of the class, this time my visual tool was a presentation made on the Genially platform with the theme of a video game (*Appendix 15*), the purpose of the activity was to read in group on the subject of the class to finally guess who was the impostor previously chosen by me, which I had not read at any time in the class.

To explain that activity, a slide was placed with the same theme that was presented first. A student was asked to read the instructions and later I read and explained them to make sure the students understood correctly.

I consider that the visual material helped me to present the activity instructions in a more creative way, as it was taken into account to capture the attention of students using other

types of digital materials, as well as topics relevant to them, as would be the case with video games.

What happened during the development of the activity once the instructions were presented was that the activity was understood in part but not entirely by the whole group, because at the time I realized that some of the students still did not understand that it was a group reading. I think it was probably because the amount of information that was presented on the slide might have been more than adequate to set out the instructions.

As for the rest and the development of the activity did not arise some other problems, only some connection problems. At the end of the activity, I asked the students to write to me in the chat room of the meeting that they had liked the activity and they told me that they had liked it.

All this led me to think that the use of those virtual tools was very useful, as long as the information of the instructions to be placed in them has the appropriate characteristics to be transmitted in the right way.

According to Boardman, Roberts, Vaughn, Wexler, Murra, & Kosanovich (2008) it provides explicit instruction of the vocabulary needed to understand a specific text or content area by offering simple definitions prior to reading, generating examples and non-examples, or creating semantic maps that contain word families or list multiple uses of a target word.

Therefore, I consider that I can previously introduce even more students with some vocabulary that will help me to make them understand the instructions when I present them the visual material, so that they have a clearer idea of what the activity is about and the topic to review.

Conclusions

This document aimed to apply some instructional strategies in search of finding the most effective to obtain better results in the understanding of activities in the development of classes of the 2D group from the Middle High School “Bicentenario de la Independencia de México” in the school year 2020-2021 in a development of 3 sessions, one for each applied strategy.

The implementation of those strategies allowed me to know the reactions that the students had after presenting new ways to apply the instructions to obtain better results in the activities to be carried out and the understanding of the topic. That gave me a clearer picture of the importance of presenting information to students and how it influences their educational practice.

I learned about their different interests and needs, as well as experienced the use of these strategies adapted to the new educational modality of E-Learning presented in this school cycle, which represented a challenge and a unique experience in my role as a teacher, as I gained experiences that will help me in my future practice and performance of my role inside and outside the classroom.

It is important to highlight that the results were mostly favorable although it is still necessary to emphasize some details of the creation and presentation of activities that allow to have a greater scope in the understanding of the students and in the elaboration satisfactory and complete work.

It should be noted that of those results in which there was still complication are the areas in which I need to work, since I understood that the development of the activities begins from the understanding of them and that it is also up to me as a teacher to intervene mostly in the course of its development to serve as a guide beyond just giving indications.

I understood that the fact that students did not present exactly the activities to the letter did not intervene fully or define how much they learned, as well as doing everything correctly. Each student had a different way of processing and interpreting information.

I also learned that there were some factors that I was not able to control within the classroom modality, such as those that occurred in the context of students currently in their homes, that everyone had different access to connectivity and being in different places influenced in a certain way for distractions and external that could affect the understanding and realization of activities.

I consider I obtained a better development in my competences as an English teacher because it has allowed me to learn more about the school reality, the pupils' reaction to new activities, their interests and the implementation of strategies in a totally virtual context. I have achieved the ability to better manage technological tools, manage the progress of learning and involve students in their learning and work. I think I still need to learn how to integrate some content more easily into the instructions and further encourage collaborative work in those strategies.

I consider that this will allow me in the future to improve my teaching practice as well as continue in the search for new strategies that adapt to the needs of the students and allow me to get closer and closer the objective that the scope of understanding of the activities through a good instructional strategy is possible.

References

- Alberta Learning (2002) Instructional Strategies. Health and Life Skills Guide to Implementation (K–9) Alberta, Canadá.
- Alvermann D. (2002) Effective Literacy Instruction for Adolescents. University of Georgia. At: https://journals.sagepub.com/doi/pdf/10.1207/s15548430jlr3402_4
- Argente A. (2020) “Impacto del coronavirus en México” Milenio. At: <https://www.milenio.com/opinion/arturo-argente/causa-legal/impacto-delcoronavirus-enmexico>
- ASCD (2012) Eight Types of Instructional Strategies That Improve Learning in a 21st Century World. At: <https://inservice.ascd.org/eight-types-of-instructional-strategies-that-improve-learning-in-a-21st-century-world/>
- Barile N. (2001) A Guide to Giving Clear Instructions to Students (That They Will Actually Follow) At: <https://www.wgu.edu/heyteach/article/guide-giving-clear-instructions-students-that-they-will-actually-follow2001.html>
- Bayés M. (2012) La Formulación de instrucciones en la clase de ELE: Propuesta de análisis funcional. University of Barcelona.
- Boardman, A. G., Roberts, G., Vaughn, S., Wexler, J., Murray, C. S., & Kosanovich, M. (2008). Effective instruction for adolescent struggling readers: A practice brief. Portsmouth, NH: RMC Research Corporation, Center on Instruction.
- Ekwensi, F., Moranski, J., & Townsend-Sweet, M., (2006). E-Learning Concepts and Techniques. Bloomsburg University of Pennsylvania's Department of Instructional Technology. (2008) 5.1 Instructional Strategies for Online Learning. At: <https://sites.google.com/site/onlinecoursesportfolio/types-of-instruction>

- EL KEMMA A. (2019) *Giving effective instructions in EFL classrooms*. School of Arts and Humanities, Ibn Tofail University. At: <https://doi.org/10.31686/ijer.Vol7.Iss1.1286>
- Espinoza, Miranda and Chafloque (2019) *The Vark Learning Styles among University Students of Business Schools*. Lima Perú. At: http://www.scielo.org.pe/pdf/pyr/v7n2/en_a15v7n2.pdf
- Fierro C., Fortoul B, Rosas L. (1999) *“Transformando la práctica docente”*. México, D.F Pp. 60-163.
- Gaibor. G and Hernández (2020) *Contribution of behavioral theory in teaching english as a foreign language to 8th grade students at U.E. Francisco de Orellana, school year 2018 – 2019*. Universidad Laica Vicente Rocafuerte de Guayaquil. Guayaquil, Ecuador
- Gobierno de México (2020) Boletín número 245 “Beneficia Regreso a Clases. Aprende en Casa II a 30 millones de niñas niños, adolescentes y jóvenes: SEP” At: <https://www.gob.mx/sep/es/articulos/boletin-no-245-beneficia-regreso-a-clases-aprende-en-casa-ii-a-30-millones-de-ninas-ninos-adolescentes-y-jovenes-sep?idiom=es>
- Hernández R. (2004) *La importancia de los estilos de aprendizaje en la enseñanza del inglés como lengua extranjera*. Revista de estudios literarios. Universidad Complutense de Madrid.
- Horton, W. (2001). *LEADING E-Learning*. United States: ASTD. At: <http://www.edpsycinteractive.org/topics/instruct/instruct.html>
- Huitt, W. (2019). *Why study educational psychology?* Educational Psychology Interactive. Valdosta, GA: Valdosta State University. At: <http://www.edpsycinteractive.org/topics/intro/whyedpsy.htm>

- Latorre M. (2016) *EDUCACIÓN, Instrucción, aprendizaje y formación*. Universidad Marcelino Champagnat. Lima, Perú
- Pérez M. (2006) *Desarrollo de los adolescentes III Antología de lecturas*. Aguascalientes, Aguascalientes.
- Perrenoud P. (2012) *Cuando la escuela pretende preparar para la vida ¿Desarrollar competencias o enseñar otros saberes?* Hurtado, Barcelona. At: [https://books.google.com.mx/books?id=iotx1t2MbzyC&printsec=frontcover&q=Perrenoud+\(2012\)&hl=es-419&sa=X&ved=2ahUKewjUneHJ1NjuAhUPRqwKHVmtBo4Q6wEwAHoEC_AIQAQ#v=onepage&q=Perrenoud%20\(2012\)&f=false](https://books.google.com.mx/books?id=iotx1t2MbzyC&printsec=frontcover&q=Perrenoud+(2012)&hl=es-419&sa=X&ved=2ahUKewjUneHJ1NjuAhUPRqwKHVmtBo4Q6wEwAHoEC_AIQAQ#v=onepage&q=Perrenoud%20(2012)&f=false)
- SEP (2000) “Transformar nuestra escuela”, Periódico del Proyecto de investigación e innovación: “La gestión en la escuela primaria”, Subsecretaría de educación Básica y Normal, Dirección General de Investigación Educativa, México, DF. At: <https://www.dgserver.unam.mx/Moodle/Aprender/SalondeContenido/htmls/ppt/textoatenciaon.pdf>
- SEP (2002) *Orientaciones Académicas para la Elaboración del Documento Recepcional. Licenciatura en Educación Secundaria. 7° y 8° semestre*. D.F México
- SEP (2017) *Aprendizajes Clave para la Educación Integral Lengua Extranjera Inglés*. Ciudad de México, México.
- Starbuck J. (2018) *Adolescence and learning – the teenage brain*. Cambridge University Press. At: from: <https://www.cambridge.org/elt/blog/2018/09/04/adolescence-learning-teenage-brain/>

- Unidad de Microrregiones (2013). Catálogo de Microrregiones. México. At: <http://www.microrregiones.gob.mx/catloc/contenido.aspx?refnac=150600001>
- Zepeda H.F., “Introducción a la Psicología”, México, 1995. At: <https://www.dgserver.unam.mx/Moodle/Aprender/SalondeContenido/htmls/ppt/textoatenciaon.pdf>

Appendixes

Appendix 1. External school context

Appendix 2. Internal school context

Appendix 3. Internal group context

Appendix 4. VARK Learning styles test

Appendix 5. VARK Learning styles results

Appendix 6. Instruction's test

Appendix 7. Instructions test results

Appendix 8. Virtual context test

Appendix 9-. Virtual context test results

Appendix 10- Lesson plan session of the strategy "interactive notebooks"

Appendix 11- Results of the instructional strategy "Interactive notebooks"

Appendix 12- Lesson plan session of the strategy "Activators and summarizers"

Appendix 13-Activity of the instructional strategy “Activators and Summarizers”

Appendix 14 - Lesson plan of the strategy “Visual Learning tools”

Appendix 12- Activity of the instructional strategy “Visual Learning Tools”

Appendix 1 External school context

Purpose: To present the information about the physical, social and cultural environment in which the middle high school was inserted, and how they impact on the school and condition the management and organization; in addition to modifying the action of the school as a social and educational institution.

Middle high school:	Secundaria Oficial 1049 "Bicentenario de la Independencia de México"
Workplace key:	15EES1577H
Scholar zone:	S051
Shift:	Full time
Location:	Bulevares del Lago, Nicolás Romero, Estado de México
County:	Nicolás Romero
Zip code:	54473

Instructions: Mark with an "x" if the school shows corresponding real evidence and write the pertinent observations.

Geography and environment	X	Observations
1. The school is located on a flat land.		
2. The school is located on a hill.	X	
3. The place where the institution is located presents environmental problems	X	

Culture and recreation places	X	Observations
1. The community has specific traditions		
2. The community celebrates religious dates		
3. The community has a church.	X	
4. The community has green areas.	X	
5. The community has sport centers.	X	
6. The community has clubs.	X	
7. The community has a playground.	X	

Economy	X	Observations
1. The community has a market place.		
2. The community has stores.	X	
3. The community has pharmacies.	X	
4. The community has stationery stores.	X	
5. The community has local businesses.	X	

Public services.	X	Observations
1. The community has lighting service.	X	
2. The community has drinking water service.	X	
3. The community has drainage service.	X	
4. The community has paved streets.	X	
5. The community has garbage collection service.	X	
6. The community has sidewalks.	X	
7. The sidewalks are arranged for people with disabilities.	X	
8. The community has green areas.	X	
9. The community has public telephones.		
10. The community has a public internet.		
11. The community has public transport.	X	

Accessibility and mobility	X	Observations
1. The traffic of vehicles is intensive.	X	
2. The traffic of vehicles is safe.		
3. The traffic of vehicles is signposted.	X	
4. It is easy to park.	X	
5. The transit of people through streets and sidewalks is risky		

Type of houses	X	Observations
1. The type of houses near the school are apartments.		
2. The type of houses near the school are private.	X	
3. The type of houses near the school are single houses.	X	
4. The type of houses near the school are neighborhoods.		

General observations.

Made by: Serena Espejo Adriana Aide

Appendix 2 Internal school context

Purpose: To present the information of the school resources and staff of where professional practices were developed; to show and articulate the opportunities and existing limitations.

Middle high school:	Secundaria Oficial 1049 "Bicentenario de la Independencia de México"
Workplace key:	15EES1577H
Scholar zone:	S051
Shift:	Full time
Location:	Bulevares del Lago, Nicolás Romero, Estado de México
County:	Nicolás Romero
Zip code:	54473

Instructions: Mark with an "x" if the school shows corresponding real evidence and write the pertinent observations. In the case of the staff just put the number of people.

Architecture	X	Observations
1. The school is made of concrete.	X	
2. The school has fence that delimits the space	X	
3. The school counts with ____ buildings.	X	
4. The school is adapted for people with disabilities.	X	
5. The school has parking.	X	
6. The school counts with halls.	X	

School facilities	X	Observations
1. Spaces for administration, teaching and services	X	
2. Library	X	
3. Sports field	X	
4. Playground	X	

5. Bandstands	X	
6. School cafeteria	X	
7. Audiovisual classroom	X	
8. Dance classroom	X	
9. Computer room.	X	
10. Restrooms	X	

School services	X	Observations
1. Internet	X	
2. Telephones	X	
3. Drinking water	X	
4. Drainage service	X	
5. School cafeteria	X	
6. Cleaning service	X	
7. Electricity	X	

Staff	Number
1. Principal	1
2. Vice principal	1
3. Counselors	
4. Teachers	
5. Secretaries	1
6. Janitors	1
7. Outside workers (cooks, construction workers, gardeners)	4

Classroom characteristics	X	Observations
1. Door	X	

2. Windows	X	
3. Ceramic floor	X	
4. Painting	X	
5. Well ventilated	X	
6. Illumination	X	
7. Board	X	
8. Computer		
9. Proyector		
10. Seats	X	
11. Desk and chair	X	

General observations.

Appendix 3 Internal group context

Purpose: This contextual analysis allows us to support and relate some issues related to the level and development learning of the group, to know what is possible for the students and what is not. In addition to identifying which are the characteristics for the importance of teaching English.

Middle high school:	Secundaria Oficial 1049 "Bicentenario de la Independencia de México"
Workplace key:	15EES1577H
Scholar zone:	S051
Shift:	Full time
Location:	Bulevares del Lago, Nicolás Romero, Estado de México
County:	Nicolás Romero
Zip code:	54473
Grade:	2
Group:	D

Instructions: Complete the table with the information of the group

Gender	Number
Male	31
Female	22

Learning style	Number
Visual	9
Lingual	8
Kinesthetic	14
Didn't present the test.	22

Appendix 4 VARK learning styles test

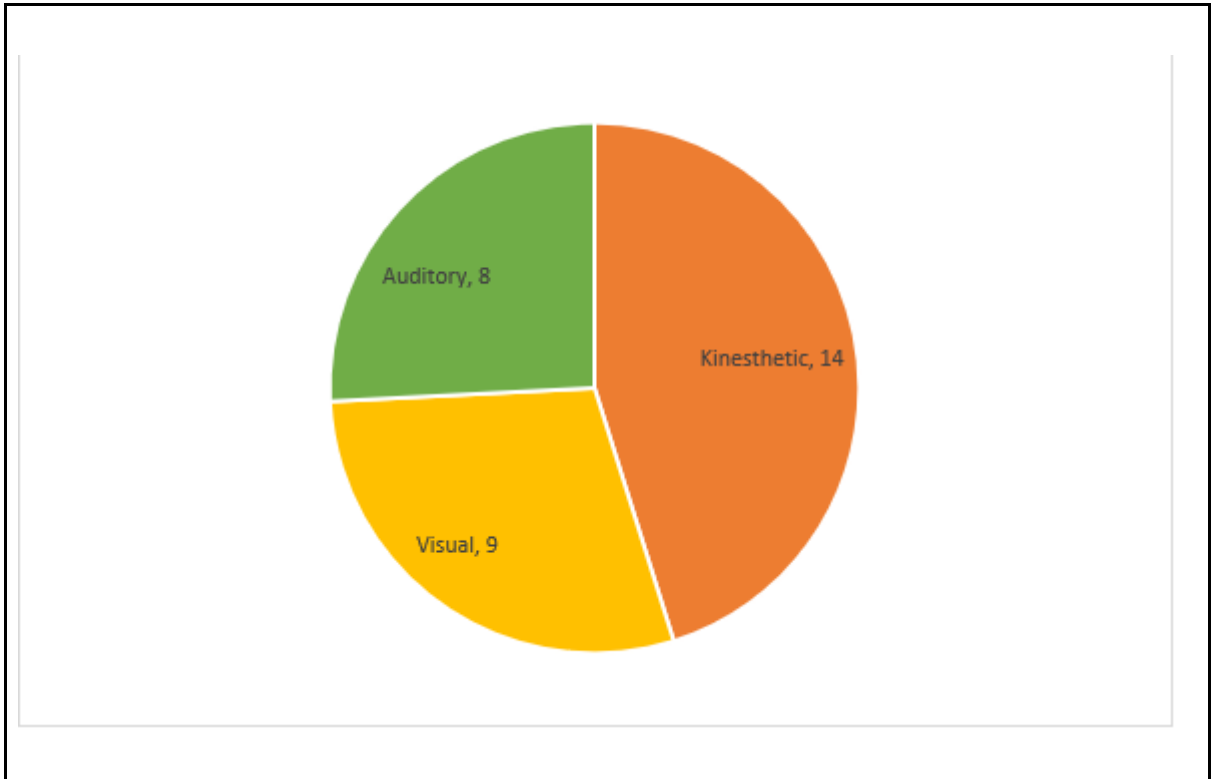
Purpose: To identify the students' learning styles. This test was made on the web platform of Buzzfeed and consisted of a total of 30 multiple choice questions.

At: https://www.buzzfeed.com/taniamedina61/test-de-estilos-de-aprendizaje-1o7qb6l8o3?fbclid=IwAR0RegbkRmnCQLPAhOu7bb1zqnrAjnikrikXQ8Q6Rv2kCGhbUZ_A92knjx8

The image shows a screenshot of a BuzzFeed test page. At the top, the title "Test De Estilos De Aprendizaje" is displayed in a large, bold, black font. Below the title, the instruction "Elige la opción con la que te identifiques más de cada pregunta." is written in a smaller black font. The test is attributed to "taniamedina61", a "Community Contributor" with "110 points". Below this, there is a prompt "Be one of the first to comment" and several social media sharing icons (Facebook, Pinterest, Twitter, Email, and a link icon). The main question is presented in a large, white, bold font on a dark teal background: "¿Cuál de las siguientes actividades disfrutas más?". At the bottom of the screenshot, there are two small, partially visible images showing people in a classroom setting.

Appendix 5 VARK learning styles test results

Purpose: To know the predominant learning styles in the 2D group from the application of a VARK test.




Appendix 6 Instructions test

A Google form was also applied in order to know the interests and areas of opportunity of the students in relation to the problem raised about knowing how to follow instructions and as an objective to understand what needs to be reviewed about how students perceive the way in which the indications are presented to them.

Link:

https://docs.google.com/forms/d/e/1FAIpQLScW66YqjgqF1K25L4ouslxINBvDA0I2pOFpeTMgDLSYLh58hg/viewform?usp=sf_link



The image shows a screenshot of a Google Form. At the top, there are two tabs: 'Preguntas' (Questions) and 'Respuestas' (Answers), with a '32' next to 'Respuestas'. Below the tabs is a decorative header image of a bookshelf with several books and a pair of glasses on top. The main title of the form is 'Las instrucciones'. Below the title is a text box with the instruction: 'Lee cuidadosamente cada una de las preguntas y contesta.' The form contains three questions:

- 1. 'Nombre completo.' (Full name.) - A required question with a red asterisk. The response type is 'Texto de respuesta larga' (Long text response).
- 2. '¿Cómo prefieres recibir instrucciones sobre cómo realizar una tarea?' (How do you prefer to receive instructions on how to perform a task?) - A required question with a red asterisk. The response type is 'Radio buttons' (Multiple choice).
- 3. Three radio button options: 'Escritas' (Written), 'Escuchando al profesor' (Listening to the teacher), and 'Por medio de ejemplos' (By means of examples).

Cuando tienes alguna duda sobre como realizar una tarea, ¿a quién sueles preguntarle? *

- Al profesor
- A un compañero
- No me gusta preguntar

¿Cuántas veces sueles leer las instrucciones escritas para entender una tarea? *

- 1 vez
- De 1 a 5 veces
- Más de 5 veces

¿Consideras que se te facilita seguir instrucciones? *

- Si, me es muy fácil
- No, me cuesta entender a la primera vez
- Algunas veces

...

¿Consideras que saber seguir instrucciones es importante para tu desempeño como estudiante? *

- Si, mucho
- No, no tanto
- Tal vez

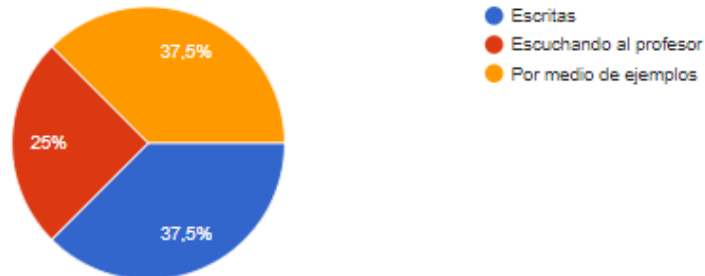
¿Cómo crees que afecta el hecho de no seguir correctamente una instrucción? *

- No puedo entregar mi tarea correctamente
- Me cuesta trabajo realizar la tarea
- Puedo confundir la información

Appendix 6 Instructions test results

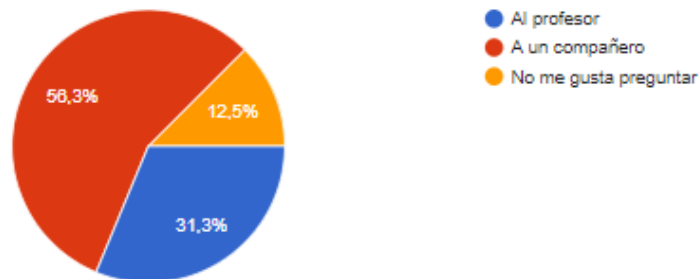
¿Cómo prefieres recibir instrucciones sobre cómo realizar una tarea?

32 respuestas



Cuando tienes alguna duda sobre como realizar una tarea, ¿a quién sueles preguntarle?

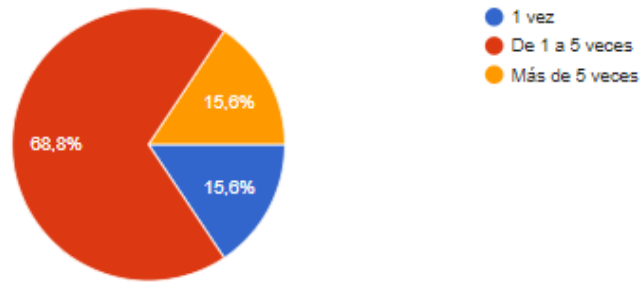
32 respuestas



¿Cuántas veces sueles leer las instrucciones escritas para entender una tarea?

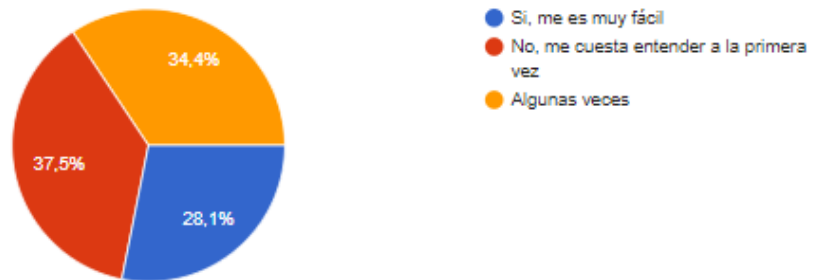


32 respuestas



¿Consideras que se te facilita seguir instrucciones?

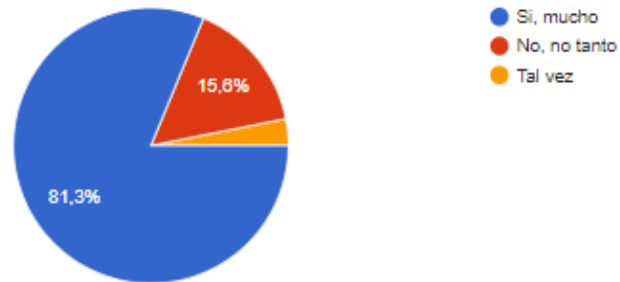
32 respuestas



¿Consideras que saber seguir instrucciones es importante para tu desempeño como estudiante?

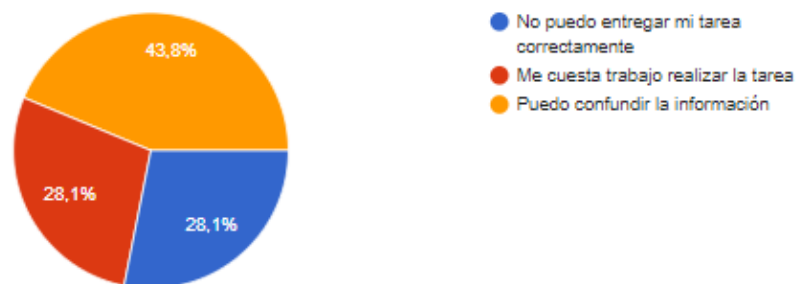


32 respuestas



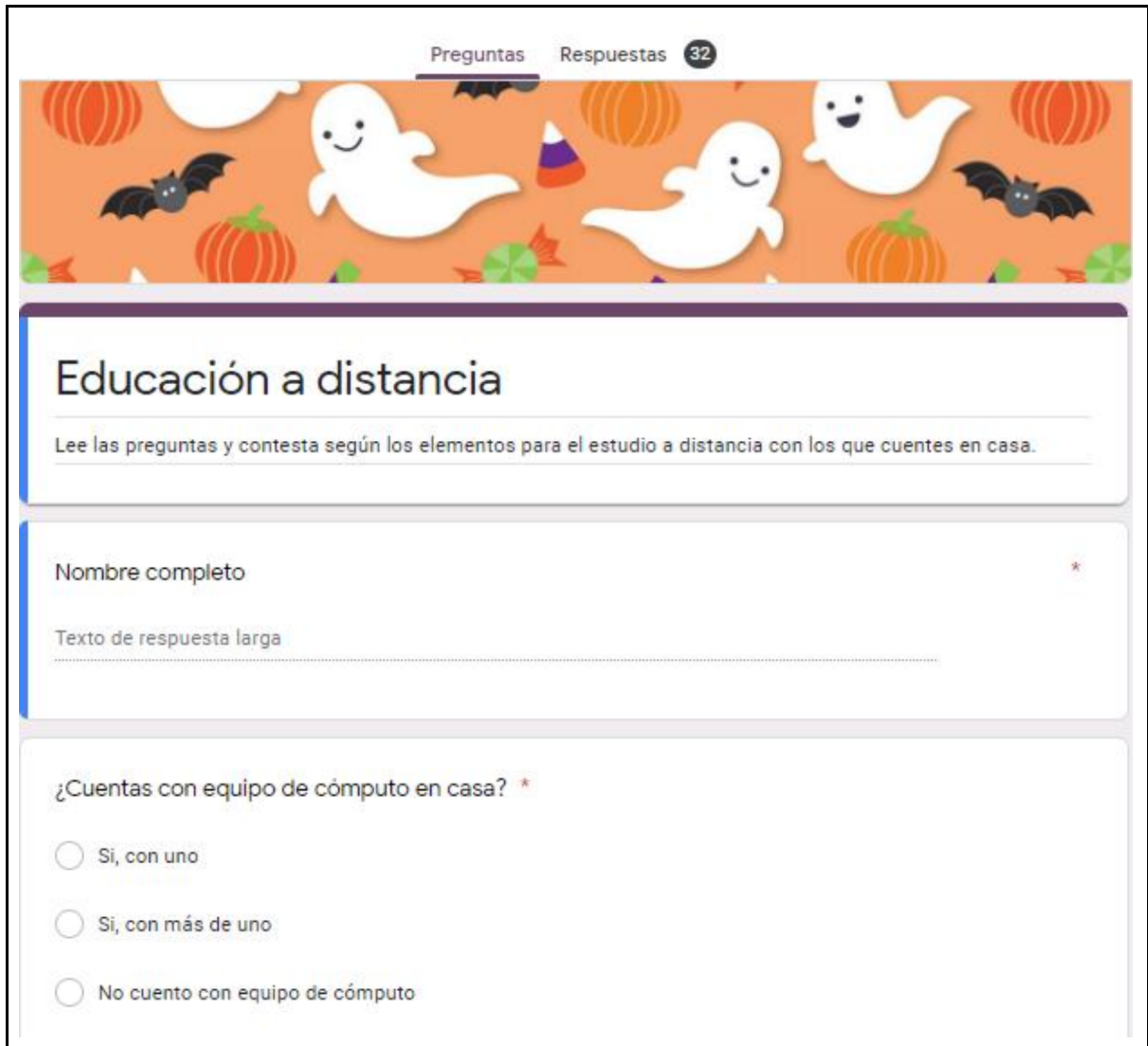
¿Cómo crees que afecta el hecho de no seguir correctamente una instrucción?

32 respuestas



Appendix 8 Virtual context test

In order to continue the research and obtain a context on the situation of students in distance learning, a Google Form was created too. Some questions were asked about the personal situation in terms of accessibility to the different technologies that allow them to be in contact in this new educational modality.



Preguntas Respuestas 32

Educación a distancia

Lee las preguntas y contesta según los elementos para el estudio a distancia con los que cuentes en casa.

Nombre completo *

Texto de respuesta larga

¿Cuentas con equipo de cómputo en casa? *

- Si, con uno
- Si, con más de uno
- No cuento con equipo de cómputo

¿Con qué tipo de conexión a internet cuentas en casa? *

- Fibra óptica o DSL (cobre)
- Datos móviles
- No tengo conexión a internet

¿Cuentas con equipo de impresión en casa? *

- Si, cuento con una
- Si, cuento con más de una
- No cuento con equipo de impresora

¿Con qué otros dispositivos con acceso a internet cuentas en casa? *

- Celular
- Tableta electrónica
- Smart TV

...

¿Cuentas con televisión que te permita ver el programa de Aprende en Casa II? *

- Si
- No

☰

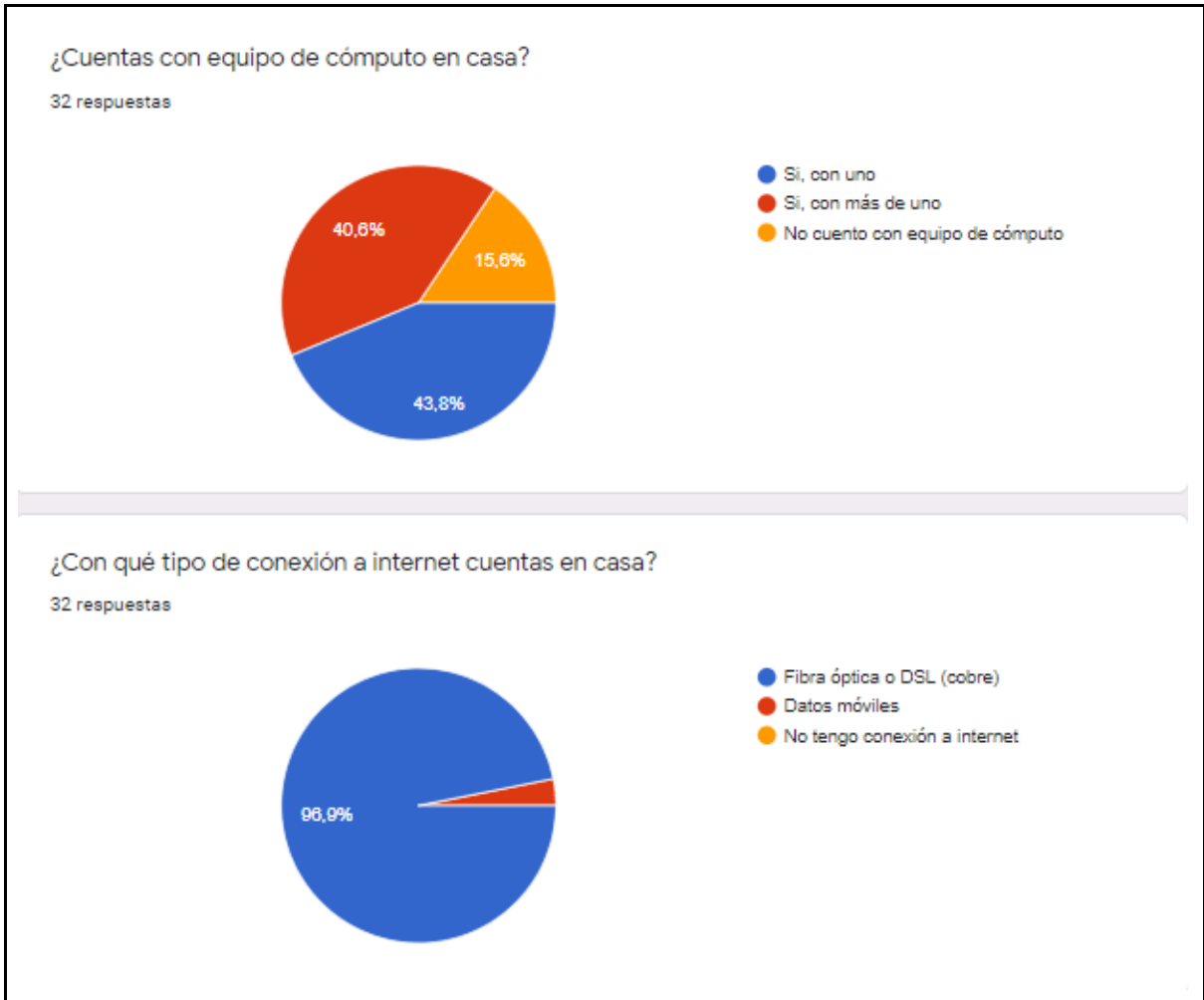
¿A qué otro sitio seguro puedes acudir para tener acceso a internet? *

- Internet
- Con un familiar
- Con un compañero o vecino
- Ninguno

¿Cómo prefieres que se realice la retroalimentación de aprendizajes? *

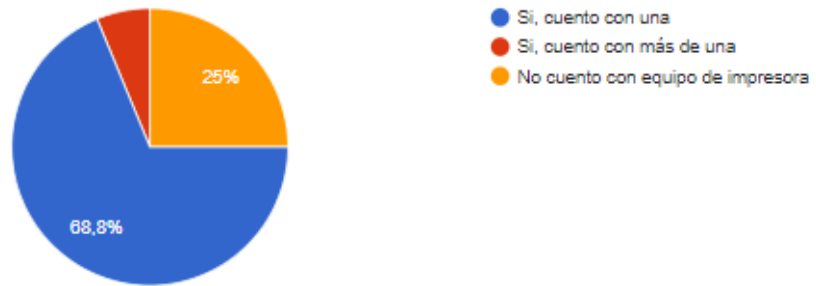
- Correo electrónico
- Facebook
- Videoconferencias
- Classroom

Appendix 9 Virtual context results



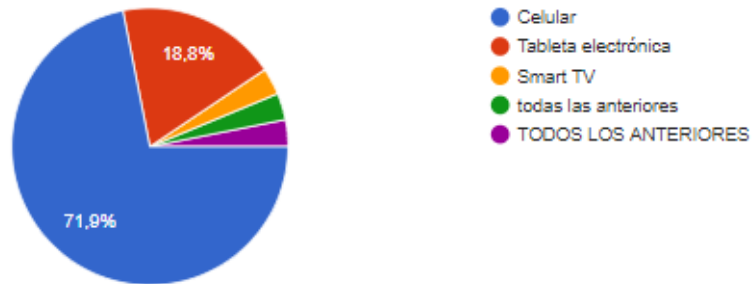
¿Cuentas con equipo de impresión en casa?

32 respuestas



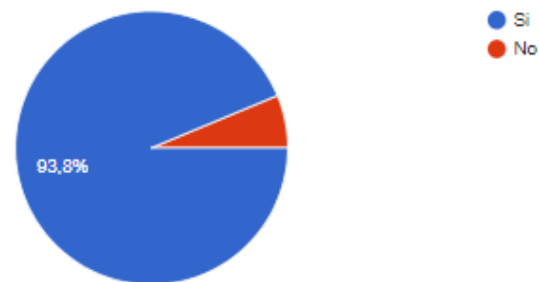
¿Con qué otros dispositivos con acceso a internet cuentas en casa?

32 respuestas



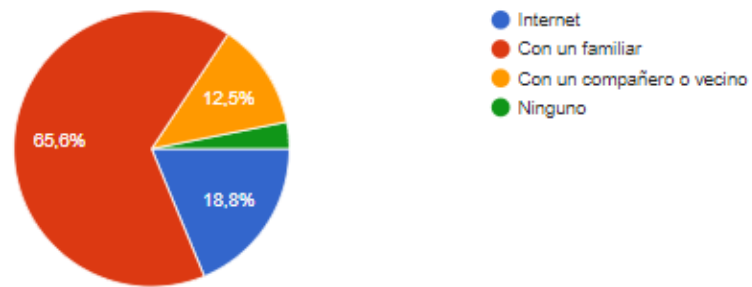
¿Cuentas con televisión que te permita ver el programa de Aprende en Casa II?

32 respuestas



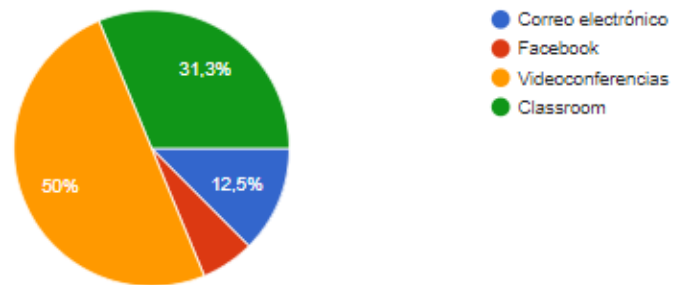
¿A qué otro sitio seguro puedes acudir para tener acceso a internet?

32 respuestas



¿Cómo prefieres que se realice la retroalimentación de aprendizajes?

32 respuestas



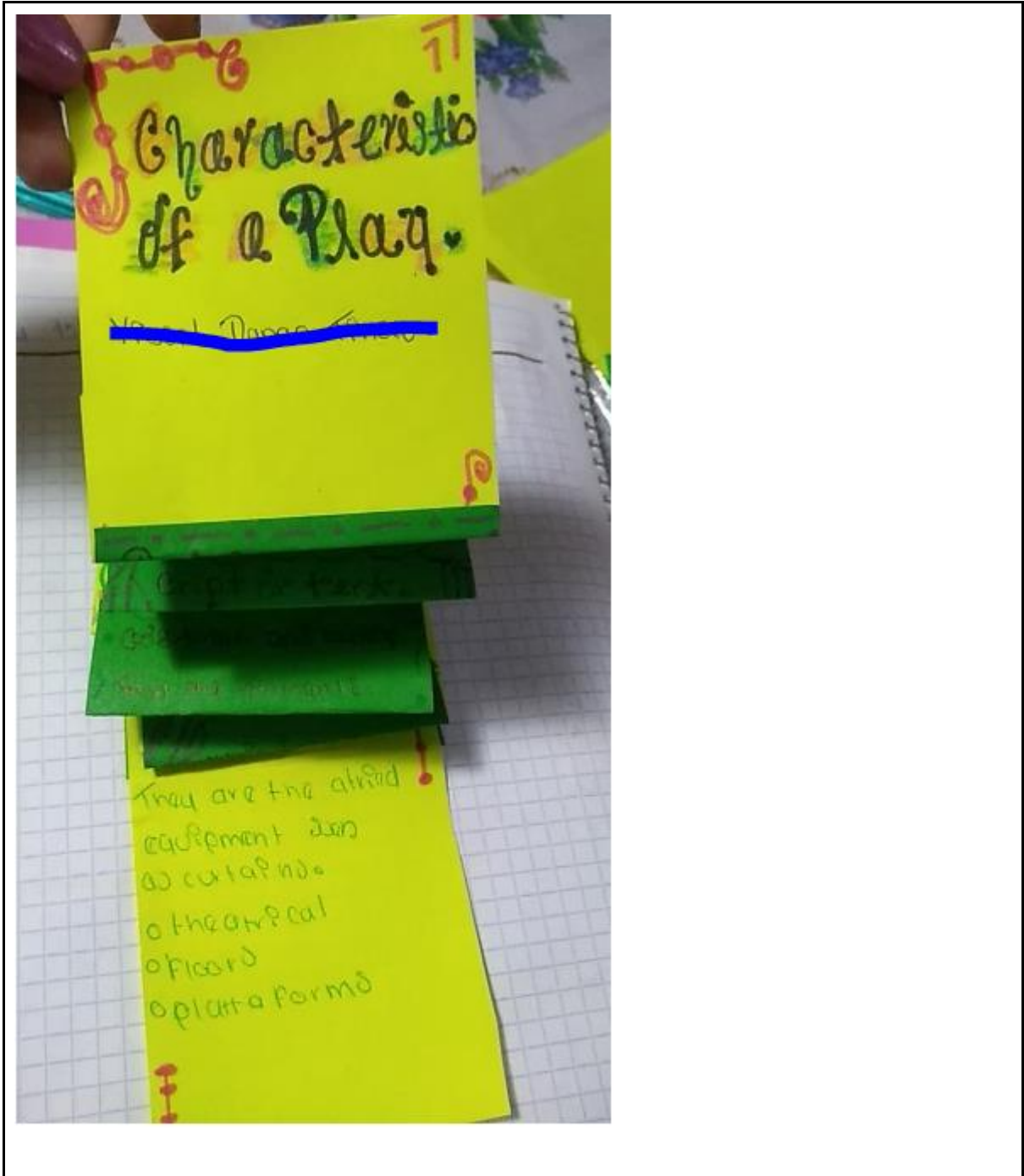
Appendix 10

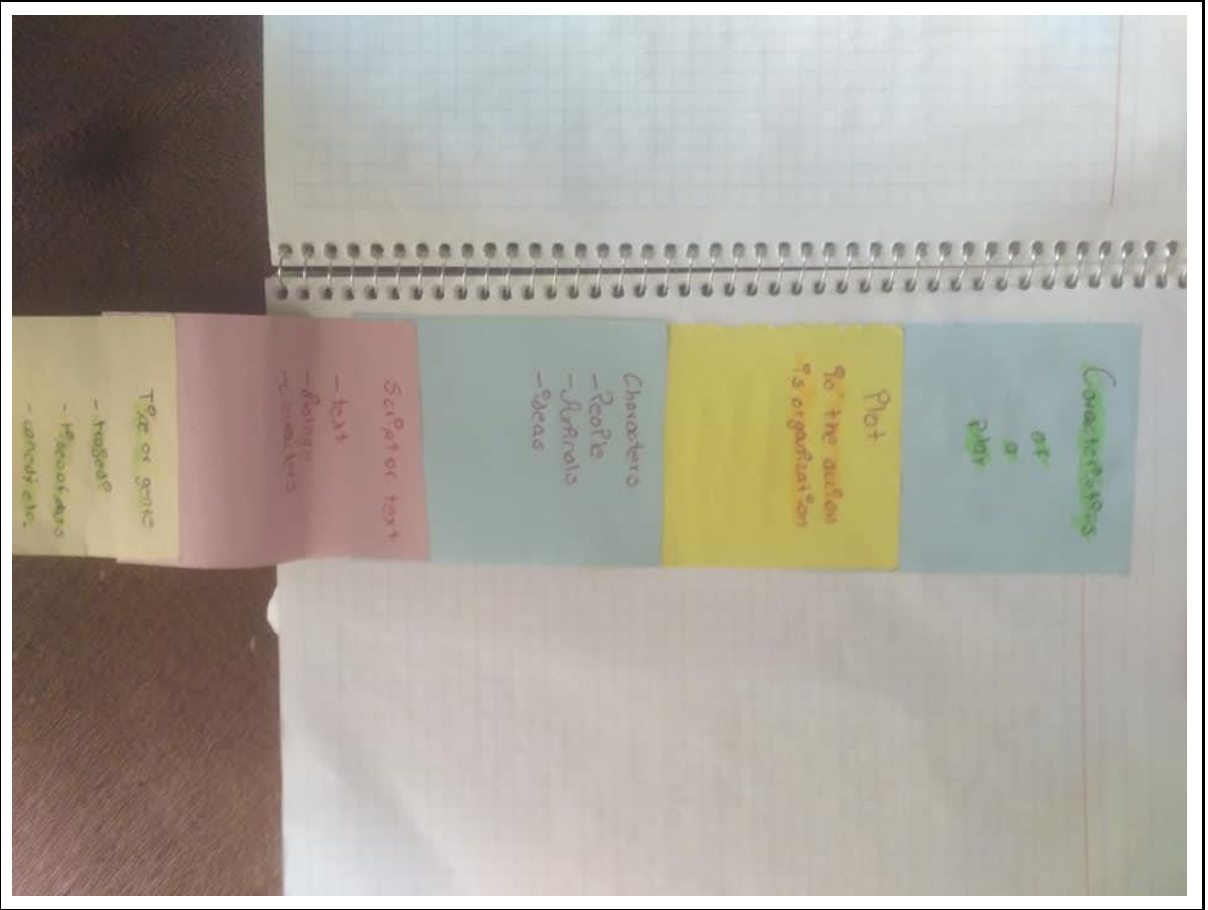
Purpose: to present the lesson plan session of the strategy “interactive notebooks”

GOBIERNO DEL ESTADO DE MÉXICO		"2021. Año de la Consumación de la Independencia y la Grandeza de México"		EDOMÉX	
ESTADO DE MÉXICO		ESCUELA NORMAL DE ATIZAPÁN DE ZARAGOZA		DECISIONES FIRMES, RESULTADOS FUERTES.	
LICENCIATURA EN EDUCACIÓN SECUNDARIA CON ESPECIALIDAD EN LENGUA EXTRANJERA (INGLÉS)		SEMESTRE: SEPTIMO/OCTAVO		CICLO ESCOLAR: 2020-2021	
ASIGNATURA: TRABAJO DOCENTE I & II		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 II
Head teacher:	López Mauricio Blanca Ivonne	Face to face class	Online class	Hybrid class	
Teacher trainee:	Serena Espejo Adriana Aide	Week of the	February 15 th	to	February 19 th of 2021.
Plan or program:	SEP (2017). Aprendizajes clave para la educación integral. Lengua extranjera.	Cycle:	UNIT V		
Social practice of the language:	Selecciona y revisa obras de teatro breves Comprende sentido general, ideas principales y detalles de obras de teatro	Topics	1. Characteristics of a play		
Instructions: The teacher trainee completes with the information required based on the information agreed with the head teacher.					
Date:	February 8 th and 9 th	Topic(s):	Emotions Types of drama literature.	Estimated time of implementation	40 minutes per class.
Means of contact		Facebook Gmail.			
A short description of the activities to be developed by the students		Pedagogical adjustments		Resources & educational technology tools. ¹	
Assessment & learning evidences		Achievements			
February 15 th 1.Ss enter to the virtual meeting. Pay attention to T instructions. 2. T do the checklist. 3. T starts the class. T explain the activity of the didactic material "acordeón de colores", Ss show their material of the color sheets (previous solicited by the teacher) Ss paste the color sheets and take notes on it through the presentation of the class. 4. T projects a genially presentation (Appendix 1) to explain the different characteristics of a play and Ss take notes on their "acordeón".		Post the link for the Virtual meeting and the materials for the class and send by mail for Ss without access to the group. The virtual class aware Ss and T interaction to review the topic and solve doubts. Visual material helps to students to identify the new vocabulary about different topics. The exercises give an opportunity to use the knowledge and test their comprehension and memory about the information. Ss practice their writing skill		Zoom reunion. Meeting ID: 713 342 9893 Passcode: 93mMg	
Ss assistance and participations.		Ss results about the activities.		Ss identify the characteristics of a play Ss put into practice their previous knowledge about the type of drama	
¹ Textbook, TV program, digital resources or platforms, etc.					
GOBIERNO DEL ESTADO DE MÉXICO		"2021. Año de la Consumación de la Independencia y la Grandeza de México"		EDOMÉX	
ESTADO DE MÉXICO		ESCUELA NORMAL DE ATIZAPÁN DE ZARAGOZA		DECISIONES FIRMES, RESULTADOS FUERTES.	
LICENCIATURA EN EDUCACIÓN SECUNDARIA CON ESPECIALIDAD EN LENGUA EXTRANJERA (INGLÉS)		SEMESTRE: SEPTIMO/OCTAVO		CICLO ESCOLAR: 2020-2021	
ASIGNATURA: TRABAJO DOCENTE I & II		PLANEACIÓN DE CLASE			
5.T guide the Ss to copy only the keywords of each characteristic 6. Ss show their final product. 7. Ss attend the class, take notes, ask questions and participate. T answers Ss doubts. T and Ss leave the meeting.				Ss evidences of work in class.	
February 16 th 1.Ss enter to the virtual meeting. Pay attention to T instructions. 2.T starts the class. Have a review about characteristics of a play by watching a video and playing a game. 3.T presents a video as an example of a play (Appendix 2) Ss watch the video. 4.T projects a quiz game (Appendix 3) with questions from the video about the characteristics of the play. Ss ask the quiz by participations. 5. T reads and present a script from a play (Appendix 4) and Ss create their own graphic organizer answering play characteristics about the example.		Activities help to identify characteristics of a play. Ss practice their listening skill. Videos help to identify the idea of the main topic in class.		Wordwall game link: https://wordwall.net/es/resultado/10900492/characteristics-play-sherik-video	
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.			
Developed by:		Reviewed by:		Validated by:	

Appendix 11

Purpose: To create the strategy “Interactive notebooks” with the students to observe their understanding with this activity of “color road”.





Appendix 12

Purpose: to present the lesson plan session of the strategy “Activators and summarizers”

GOBIERNO DEL ESTADO DE MÉXICO		"2021. Año de la Consumación de la Independencia y la Grandeza de México"		EDOMEX	
ESTADO DE MÉXICO		ESCUELA NORMAL DE ATIZAPÁN DE ZARAGOZA		DECISIONES FIRMES, RESULTADOS FUERTES.	
LICENCIATURA EN EDUCACIÓN SECUNDARIA CON ESPECIALIDAD EN LENGUA EXTRANJERA (INGLÉS)		SEMESTRE: SEPTIMO/OCTAVO		CICLO ESCOLAR: 2020-2021	
ASIGNATURA: TRABAJO DOCENTE I & II		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 II
Head teacher:	López Mauricio Blanca Ivonne			Face to face class	Online class
Teacher trainee:	Serena Espejo Adriana Aide			Hybrid class	
	Week of the			February 15 th	to February 19 th of 2021.
Plan or program:	SEP (2017). Aprendizajes clave para la educación integral. Lengua extranjera.			Cycle:	UNIT V
Social practice of the language:	Selecciona y revisa obras de teatro breves Comprende sentido general, ideas principales y detalles de obras de teatro			Topics	1. Characteristics of a play
Instructions: The teacher trainee completes with the information required based on the information agreed with the head teacher.					
Date:	February 8 th and 9 th	Topic(s):	Emotions Types of drama literature.	Estimated time of implementation	40 minutes per class.
A short description of the activities to be developed by the students			Pedagogical adjustments	Resources & educational technology tools. ¹	Assessment & learning evidences
February 15 th 1. Ss enter to the virtual meeting. Pay attention to T instructions. 2. T do the checklist. 3. T starts the class. T explain the activity of the didactic material "acordeón de colores"; Ss show their material of the color sheets (previous solicited by the teacher) Ss paste the color sheets and take notes on it through the presentation of the class. 4. T projects a genially presentation Appendix 11 to explain the different characteristics of a play and Ss take notes on their "acordeón".			Post the link for the Virtual meeting and the materials for the class and send by mail for Ss without access to the group. The virtual class aware. Ss and T interaction to review the topic and solve doubts. Visual material helps to students to identify the new vocabulary about different topics. The exercises give an opportunity to use the knowledge and test their comprehension and memory about the information. Ss practice their writing skill	Zoom reunion. Meeting ID: 713 342 9893 Passcode: 9!3mMg	Ss assistance and participations. Ss results about the activities.
					Ss identify the characteristics of a play Ss put into practice their previous knowledge about the type of drama
¹ Textbook, TV program, digital resources or platforms, etc.					



LICENCIATURA EN EDUCACIÓN SECUNDARIA CON ESPECIALIDAD EN LENGUA EXTRANJERA (INGLÉS)
ASIGNATURA: TRABAJO DOCENTE I & II SEMESTRE: SEPTIMO/OCTAVO CICLO ESCOLAR: 2020-2021
PLANEACIÓN DE CLASE

<p>5.T guide the Ss to copy only the keywords of each characteristic 6. Ss show their final product. 7. Ss attend the class, take notes, ask questions and participate. T answers Ss doubts. T and Ss leave the meeting.</p>		<p>Genially presentation link: https://view.genial.ly/602761d172fa51733673fc6a/presentation-characteristics-of-a-play</p> <p>YouTube video link: https://www.youtube.com/watch?v=MriW09XMJeo</p>	<p>Ss evidences of work in class.</p>	
<p>February 16th 1.Ss enter to the virtual meeting. Pay attention to T instructions. 2.T starts the class. Have a review about characteristics of a play by watching a video and playing a game. 3.T presents a video as an example of a play Appendix 2. Ss watch the video. 4.T projects a quiz game Appendix 3 with questions from the video about the characteristics of the play. Ss ask the quiz by participations. 5. T reads and present a script from a play Appendix 4 and Ss create their own graphic organizer answering play characteristics about the example.</p>	<p>Activities help to identify characteristics of a play. Ss practice their listening skill. Videos help to identify the idea of the main topic in class.</p>	<p>Wordwall game link: https://wordwall.net/es/respouroe/10900492/characteristics-play-sherk-video</p>		
<p>Evaluation form. 1. T evaluate per session participations and assigns to ss final grade of their activities. T publish list with grades on Friday.</p>	<p>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.</p>		<p>T shares by Facebook comments and E-mails the notes and recommendations for work (feedback).</p>	
<p>Observations, comments and notes</p>	<p>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.</p>			

Developed by:


Reviewed by:

Validated by:

Appendix 13

Purpose: To present to the students the material from the strategy “Activators and Summarizers” to activate the thinking of the student before instruction.

APPENDIX 2
<https://www.youtube.com/watch?v=MriW09XMJeo>



Characteristics of a play (sherk video)

INICIAR

Cuestionario

Una serie de preguntas de opción múltiple.
Presiona la respuesta correcta para continuar.

Appendix 14

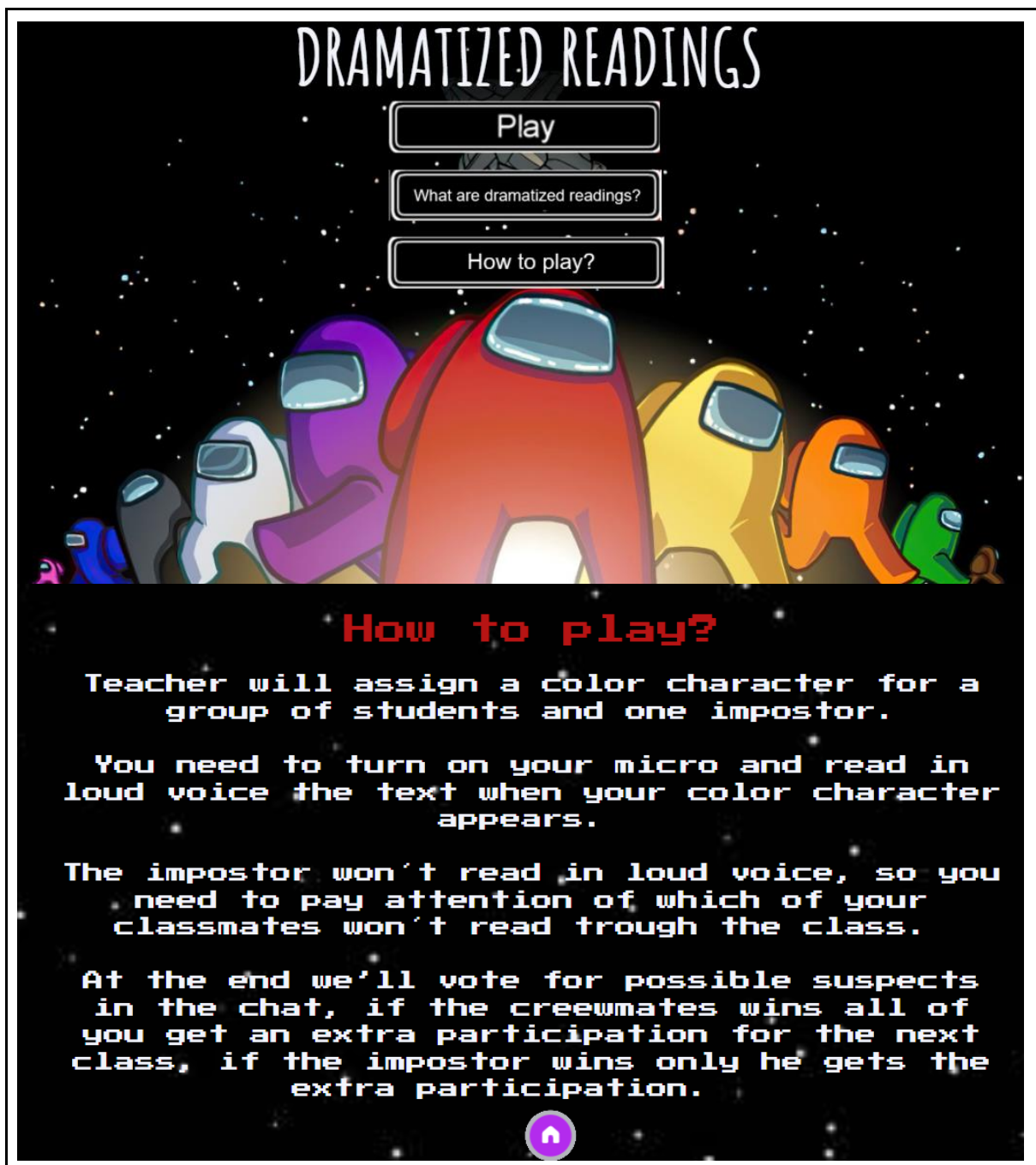
Purpose: to present the lesson plan session of the strategy “Visual Learning tools”

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		
Head teacher:		López Mauricio Blanca Ivonne		Subject:		English II		
Teacher trainee:		Serena Espejo Adriana Aide		Group & Grade:		2° D		
				Face to face class		Online class		
				Week of the		February 22nd to February 26th of 2021.		
PLANEACIÓN DE CLASE								
PLAN DE REFORZAMIENTO DE LOS APRENDIZAJES. ENERO, 2020.								
Plan or program:		SEP (2017). Aprendizajes clave para la educación integral. Lengua extranjera.			Cycle:		4	
Social practice of the language:		Selecciona y revisa obras de teatro breves Comprende sentido general, ideas principales y detalles de obras de teatro			Topics		DRAMATIZED READINGS.	
<small>Instructions: The teacher trainee completes with the information required based on the information agreed with the head teacher.</small>								
Date:	February 22 nd and 23 rd	Topic(s):	Emotions Types of drama literature.	Estimated time of implementation	40 minutes per class.	Means of contact	Facebook Gmail.	
A short description of the activities to be developed by the students				Pedagogical adjustments	Resources & educational technology tools. ¹	Assessment & learning evidences	Achievements	
February 22 nd 1.Ss enter to the virtual meeting. Pay attention to T instructions. 2. T do the checklist. 3.T presents a game about dramatized readings. Explains the rules. Ss pay attention. (APPENDIX 1) 4.Ss play the game to acquire participations and to do the activities according their result.				Post the link for the Virtual meeting and the materials for the class and send by mail for Ss without access to the group. The virtual class aware Ss and T interaction to review the topic and solve doubts. Visual material helps to students to identify the new vocabulary about different topics. The exercises give an opportunity to use the knowledge and activities helps to identify their comprehension and memory about the information. Ss practice their reading skill	Zoom reunion. Meeting ID: 713 342 9893 Passcode: 9i3mMg	Ss assistance and participations. Ss results about the activities.	Ss read dramatized reading and identify their parts according plays characteristics.	
<small>¹ Textbook, TV screen, digital resources or platform, etc.</small>								
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		
Head teacher:		López Mauricio Blanca Ivonne		Subject:		English II		
Teacher trainee:		Serena Espejo Adriana Aide		Group & Grade:		2° D		
				Face to face class		Online class		
				Week of the		February 22nd to February 26th of 2021.		
PLANEACIÓN DE CLASE								
PLAN DE REFORZAMIENTO DE LOS APRENDIZAJES. ENERO, 2020.								
Plan or program:		SEP (2017). Aprendizajes clave para la educación integral. Lengua extranjera.			Cycle:		4	
Social practice of the language:		Selecciona y revisa obras de teatro breves Comprende sentido general, ideas principales y detalles de obras de teatro			Topics		DRAMATIZED READINGS.	
<small>Instructions: The teacher trainee completes with the information required based on the information agreed with the head teacher.</small>								
Date:	February 22 nd and 23 rd	Topic(s):	Emotions Types of drama literature.	Estimated time of implementation	40 minutes per class.	Means of contact	Facebook Gmail.	
A short description of the activities to be developed by the students				Pedagogical adjustments	Resources & educational technology tools. ¹	Assessment & learning evidences	Achievements	
February 23 rd 1.Ss enter to the virtual meeting. Pay attention to T instructions. 2. T do the checklist. 3.T presents an activity for today, that is about dramatized readings. (APPENDIX 2) 4. T previously assigned one dramatized reading for each Ss. T shares the instructions. 5.Ss make graphic organizer with the characteristics about their dramatized reading taking into account the previous points of the last class. (plot,characters, script, type, makeup, sounds effects, director, audiende, stage) (APPENDIX 3)				Activities help to identify characteristics of a play Ss practice their listening skill. Videos help to identify the idea of the main topic in class.	Genially presentation link: https://view.genial.ly/603092ec17f990c28de0b68/presentation-dramatized-readings-among-us	Ss evidences of work 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.						
Developed by:		Reviewed by:			Validated by:			

Appendix 15

Purpose: To present the instructions through the instructional strategy “Visual Learning Tools”

Link: <https://view.genial.ly/603092ec17f9f90d28de0b68/presentation-dramatized-readings-among-us>



DRAMATIZED READINGS

Play

What are dramatized readings?

How to play?

How to play?

Teacher will assign a color character for a group of students and one impostor.

You need to turn on your micro and read in loud voice the text when your color character appears.

The impostor won't read in loud voice, so you need to pay attention of which of your classmates won't read trough the class.

At the end we'll vote for possible suspects in the chat, if the crewmates wins all of you get an extra participation for the next class, if the impostor wins only he gets the extra participation.