



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

"DESIGN AND APPLICATION OF VIRTUAL STRATEGIES TO PRACTICE AND IMPROVE GRAMMAR"

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

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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.

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P R E S E N T E .

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

**DESING AND APPLICATION OF VIRTUAL STRATEGIES TO
PRACTICE AND IMPROVE GRAMMAR**

MODALIDAD: ENSAYO ANALÍTICO EXPLICATIVO



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



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Agradecimientos

Nuestra recompensa se encuentra en el esfuerzo y no en el resultado. Un esfuerzo total es una victoria completa.

-Mahatma Gandhi

Este es un periodo muy importante en mi vida, ya que he aprendido y vivido muchas cosas a lo largo de este tiempo no solo de manera profesional si no como persona por ello quiero agradecer a mis padres ***Erick Flores Alcantara*** y ***María de los Angeles Barrientos Martínez*** quienes con su amor, confianza, tiempo, paciencia y esfuerzo me han permitido llegar a cumplir hoy un sueño más, gracias por inculcar en mi el ejemplo de esfuerzo y la perseverancia, de no temer las adversidades, porque ellos siempre estarán conmigo, gracias por la vida que tengo, *los amo infinitamente.*

A mi hermana *Reychel Jocelin Flores Barrientos* por su cariño, por ser mi complice, e incluso mi topadera, durante todo este proceso, gracias, *te amo hermanita y siempre estare para ti.*

A mi amigo, mi esposo y mi amante [jaja] *Ernesto Herrera Bernal* por su amor, confianza, por escucharme, por las risas, por su apoyo y por estar conmigo en todo momento gracias de todo corazón, *te amo cariño.*

A mis abuelos *Felicitas Martínez, Erasmo Barrientos, Natalia Alcantara y Pedro Flores*, por enseñarme desde pequeña lo que es al *amor incondicional* y por orientarme en los momentos correctos por inculcar el tan apreciado concepto de *familia y del trabajo bien hecho*, por qué son y serán grandes impulsores de la persona en la que me estoy convirtiendo *los amo.*





A toda mi familia *Flores y Barrientos* porque con sus oraciones, consejos y palabras de aliento hicieron de mi una mejor persona y de una u otra forma me acompañan en todos mis sueños y metas.

A mis colegas y amigos (*Tlacuaches y Hotcakeívoras*) por sus palabras motivadoras, las risas, las pláticas, las lágrimas y las escapadas de la Normal, pero principalmente quiero agradecer a *Uriel Bautista y Mayra De Luna* por creer en mí y por apoyarme cuando más lo necesite a *Soralí Abasta* por ser mi cómplice, gracias y los aprecio demasiado.

A mis maestros *Raúl Romero, Miguel Hernandez y Hilda Chávez* por apoyarme, por creer en mí y por decirme la cruda verdad en los momentos indicados por que de no ser por así seguiría en el conformismo académico, el estar en su clase y tener esas platicas, que me sirvieron como impulso para el día de hoy estar aquí, ¡*Gracias!*

A mi maestro *Juan Carlos Moran* por su dedicación, paciencia, enseñanzas y apoyo en la elaboración de mi documento recepcional, pero sobre todo por inspirarme a ser una gran docente dinámica [jiji] ¡*Gracias!*

A todos aquellos que fueron *mis alumnos* en mis prácticas profesionales porque aprendí mucho de ustedes y espero que ustedes hayan aprendido de mi, se que me falta mucho por desarrollar pero por ustedes y mis futuros alumnos me esforzare.

Por último gracias a la Escuela Normal de Atizapán de Zaragoza por haberme permitido formarme en ellas por las experiencias adquiridas y sobre todo los conocimientos adquiridos que hoy se ven reflejados en mi quehacer docente.

Unless someone like you cares a whole awful lot, nothing is going to get better. It's not.

-Dr Seuss_The lorax



Index

1 Introduction	6
2 Chapter I	9
2.1 Study Topic	10
2.2 Thematic line	13
2.3 Context	15
2.3.1 School Context	19
2.3.3 Characteristics of the building	22
2.3.2 Virtual Context	24
2.4 Characteristic 1° D	26
2.5 Purposes	32
3 Chapter II	33
3.1 Theoretical and methodological elements	34
3.2 Strategies	37
3.3 Grammar	39
3.4 Virtual strategies for improving grammar	43
3.5 Conditions that allow the application of virtual strategies to improve grammar	45
3.6 Socio-economic characteristics to implement virtual strategies to improve grammar	50
4 Chapter III	52
4.1 Design and application of virtual strategies to practice and improve grammar	53
4.2 1st strategy Pear Deck	55
4.3 2nd strategy Livewordsheets	59
4.4 3rd strategy Quizizz	66
4.5 Assessment of the proposal	69
5 Conclusion	72
6 References	76
7 Appendix	82

Introduction

The present document has as main objective to give answering through virtual strategies to the problem identified in the first grade in the “Escuela Secundaria General Profesor Daniel Delgadillo 206”, this problem was closely related to the knowledge deficiency of the foreign language English, being one of the main barriers to the development of grammar sentences, it was the reason why I got involved in this topic.

During the 2020-2021 school year, there was a change in education, opting for an online education that involved both platforms, virtual strategies, and online classes, this meant a great challenge for all agents of education since I had to develop new skills, as well as knowing the students, identifying their needs and the problems involved in acquiring knowledge.

The intention arises from the visualized problem where the lack of grammatical structures in the students is denoted and how to formulate sentences, giving way for the students to participate and practice with the aim that they understand and can communicate with other people in the second language of English.

The document is organized by chapters, which helped me to follow up and answer questions. The essay is divided into 3 chapters where I put into practice everything I have learned during my stay at the Normal, reflecting it in my training as a teacher in the foreign language, English.

In the first chapter, I give the reason why I decided to cover this topic by describing it, I mentioned the studied the case, the thematic line, what is done in the normal school, as well as the characteristics of the internal, external, and virtual, and how they, involved in the educational process, cover the characteristics of the school. The students, their level of English, and the factors that intervene in the acquisition of learning by applying a knowledge diagnosis and a socioeconomic one to locate the problem, return to these points because as a teacher it is important to know the context in which we are reversed to foresee possible problems and knowing what challenges we face together with the students.

Chapter II shows the legal framework that supports a harmonious education in the classrooms, as well as the graduation profile of students in basic education according to the New Educational Model and its relationship with the subject of this document, I expose the importance of knowing strategies, grammar, virtual strategies, and the conditions to apply grammar in this new virtual context for teaching English, answering the questions posed in chapter I.

Chapter III presents the different strategies that I applied, their objectives, the materials that were used, the attitudes that the students showed, the progress in the English subject, their development as well as the difficulties encountered and the results obtained, favorable or not, these strategies were analyzed.

In the last paragraphs I expose the conclusions, where I end my document where I respond according to my experience to the questions raised above that were useful for

the analysis of the subject; Finishing with those competencies in my Exit Profile that I developed with the help of this document.

Chapter

I

Study Topic

Education is undergoing great transformations with the expansion of information and communication technologies. Currently, millions of students in the world are taking training programs in virtual mode. Educational institutions that were traditionally face-to-face are forced to offer courses, careers, or academic programs that are taught through Internet and TV programming. The distance basic education educational system uses media such as textbooks, television, or radio, they are migrating to the use of virtual platforms as a means of communication.

The new modality of education in Mexico is through the Aprende en Casa II program, due to the coronavirus pandemic, intending to impart knowledge, however, teachers must provide support to reinforce the contents of each of the subjects to Through virtual strategies, Ausubel and Mayer (cited by Peñalosa, 2013) affirm that: A general strategy To start the coverage of a unit or a course topic is the presentation or activation of previous knowledge, the intention of this is that the students relate the content presented with what they already know.

The use of resources and activities in virtual classrooms is a teaching-learning environment based on a communication system mediated by a computer, a symbolic space in which the interaction between the participants (student-teacher) occurs, where the emphasis is placed on the use and management of own tools contained in the educational platform to be used; An educational platform is understood as a learning management system, known as the Learning Management System, Babo, R. and Azevedo, A. (2009). "For its part, the LMS can be defined as software that allows the

creation and management of online learning environments in a simple and automated way, and may or may not be combined with face-to-face learning." It is about offering distance communication possibilities that only exist in a real classroom.

It is important for me as a teacher in training to cover virtual education in middle to high school, that students not only obtain information through programming but also develop writing skills, and during English class, they not only teach content but also that students through structures they can communicate.

This topic is of interest to me because, traditionally, the school modality (face-to-face) presented many fears when wanting to apply TIC's, however, we entered a period of adaptation in this way I would like my document to help future teachers to identify the strategies and the use of each of them adapting them to their content.

Díaz & Hernández (2010) talk about teaching strategies within the framework of the constructivist model and these, in turn, make classifications according to intentionality, some of them are:

- Strategies to activate previous knowledge, which can be used as multimedia material or organizational elements such as concept maps.
- Strategies to organize information, the technologies that can be applied in this type of strategies are found in the schemes, such as concept maps, mind facts, synoptic tables, flow diagrams, timelines, among others
- Strategies to promote situated teaching, among which we place problem-based learning where a case can be presented in tools such as presentations, multimedia

materials (videos, images, audios). There is also learning through projects in which you can create magazines, wikis, among others.

It is important to work in this document with thematic line number two "Analysis of teaching experiences" with which this same experience that the intern teacher has developed with the selected group is related, in this case, the first-year group "D" in the Middle High School Daniel Delgadillo; This document reflects my knowledge, initiative and the pedagogical imagination that I have developed during my training as a future teacher, this line allows me to recognize the ease or difficulty of encouraging adolescents to learn.

Therefore, this reception document aims to provide tools for the development of virtual strategies for learning English foreign language, implemented in the Middle High School 206 Daniel Delgadillo.

Thematic line

The seventh and eighth semester students of the Escuela Normal de Atizapán de Zaragoza, being their last year of teaching preparation, must make an explanatory analytical essay that seeks to promote the relationship between the exercise of professional practice that they carry out with the students of middle-high school education, the design of didactic proposals, reflection on the experience obtained in these last practices.

The receipt document can be written in one of the following subject lines:

1. Línea Temática los Adolescentes y sus Procesos de Aprendizaje with the objective that the normalista student shows their skills to better know a group of students, developing skills and competencies that help them in their future teaching that allow them to build together with adolescents ways of interacting based on a common objective.
2. Línea Temática Análisis de Experiencias de Enseñanza with the objective that the normalista student demonstrates the initiative, the pedagogical imagination to design, apply and analyze teaching activities to know the factors that favored or impeded the achievement of the planned purposes in the didactic proposals and the problems to which that they faced.
3. Línea Temática Gestión Escolar y Procesos Educativos with the objective that the normalista student finds the explanation to a situation or problem-related to the educational management.

In any of these lines, the central activity for the development of the topic is related to the teaching work that takes place in the classrooms and at middle high school:

The didactic proposal that I select for this work is framed in thematic line 2 "Analysis of teaching experience" which addresses the issues related to the experiences applied by the normalista in a Secondary Education group.

An essay, in this thematic line, requires that the teacher in training puts into practice the knowledge and skills in addition to the initiative and imagination that have been strengthened during initial training, to design, apply and analyze teaching activities in Secondary Education.

Normal context

The Normal Schools are the teacher training institutions in Mexico that offer careers with specific theoretical-methodological perspectives and are dedicated to the teaching of degrees related to the professional practice of teaching at the basic level: from preschool to special education.

The Escuela Normal de Atizapán de Zaragoza with code 15ENS0033Q is located at Av. Ruiz Cortines s/n, Col. Lomas de Atizapán CP 52977 and belongs to the municipality of Atizapán de Zaragoza. Which offers 3 degrees in Licenciatura de Educación Preescolar, Licenciatura en Educación Primaria y Licenciatura en Educación Secundaria con Especialidad en Lengua Extranjera (Inglés).

Licenciatura en Educación Secundaria con Especialidad en Lengua Extranjera (Inglés) with the Plan de Estudios para la Licenciatura en Educación Secundaria 1999 where the desirable traits of the future secondary education teacher are detailed (graduation profile), the criteria, orientations and guidelines that regulate the contents, the organization, and sequence of the subjects, as well as other activities related to the plan, and define common strategies for academic work and the performance of the teaching staff and the general structure of the plan, the logic of the organization of contents and activities of the study programs and the curriculum map is presented

Licenciatura en Educación Secundaria con Especialidad en Lengua Extranjera (Inglés) consists of 8 semesters with an approximate duration of 20 weeks of work in the

Normal Schools (SEP Calendar) of which they are divided into 1 week of planning, 18 weeks of class, and one week of evaluation.

In the seventh and eighth semesters, approximately 16 weeks of professional practice were scheduled, equivalent to four intensive months of teaching activity in specific contexts. The remaining four weeks will be dedicated to the conclusion of the degree work so that at the end of the eighth semester, the graduate will present the corresponding professional examination.

During these two semesters, the students of the Normal attend the CTE (Consejo Técnico Escolar) whose objective is to improve the educational service that the institution is providing, focusing its activities on the maximum achievement of the learning of all and all students, which is equivalent to 16 days during the school year.

At the beginning of the seventh semester, I began to have contact with the secondary school with which I worked to know a little more about the context and the groups that were assigned to me due to the contingency (Covid-19) it was not possible to carry out the practices in a way, However, through the headteacher I was able to learn about some characteristics of the group.

Before each intervention, I agreed with the titular teacher where the contents to be developed are reflected, the value of the activities carried out by the student, the delivery of planning, if required, the titular teacher assigns a planning format, among other agreements related to the work of teachers in training.

School Context

The school is a place where each student builds knowledge, develops skills, attitudes and values in a comprehensive manner, therefore a description of the institutional environment is made, which is considered of utmost importance to analyze in addition to knowing the characteristics of the students.

The Middle High School 206 "Professor Daniel Delgadillo" Morning Shift with code 15EES0003O is located at La Colmena 70 (Guadalupe Farms) and belongs to the municipality of Nicolás Romero. The community is marginal urban, Anzaldo, C. and Prado, M. (2006). "The degree of municipal marginalization is very low", around it are located various shops, fire station, flea market, cultural house, civil registry, and church; educational services of public control and preschool. (Appendix 1 and 2)

The Middle High School is made up of 539 students and about 22 teachers: there are two English teachers, the teacher who has been working at the school for many years is the one who has 3 groups of 1st year and four of 3rd year, the other teacher is new to the school and is in charge of a group of 1st year and four 2nd year

In addition, in the school, there is no counting with the principal, the deputy principal, 4 secretaries, 5 counselors, and 3 custodians, and according to Sandoval (2000), this is a pyramidal organization whose leader is the principal of the school, then an administrative deputy principal, teachers and students at the base.

The assistant principal is in charge of the organization and evaluation of school activities, to replace the principal, assuming his responsibilities, supervises the development of all school documentation, prepares a schedule of complementary school activities, and evaluates the performance of teachers in The school, during the morning, the assistant principal oversees that all students have teachers and if the teacher is not there, he asks a counselor or a teacher-in-training to fill in the absent teachers.

Teachers are responsible for leading the teaching and learning process according to the area or subject they teach, they make their lesson plans for students according to the specific study programs in each grade, they evaluate student learning as a way of keeping up to date the attendance records of the students and present them to the school management, finally, they are in charge of maintaining contact with parents and students.

The counselors are responsible for different groups because there are five counselors in the school, they have the function of contributing to the integral development of the students, helping to obtain better results in the educational process, they include groups where there are no teachers.

The secretaries are in charge of the administrative management, answer the telephone calls and keep the accounts, the financial records of the transactions and the funds that are disbursed, and carry out the actions related to providing the school with the necessary material resources. Each of them is in charge of a specific grade (first, second or third), each is in charge of student records according to their grade.

It is up to the custodians to report to the authorities the damages and irregularities that they may observe, about the school building, to clean the classrooms and other rooms of the school building, but they do not clean the schoolyards, the teachers' room, and bathrooms; and this can affect the use of patios and benches to change the way students learn, if we want to teach in another space in the school, we first have to clean it for the students, or we can ask the janitor to clean the area, but sometimes they are slow to do so.

The organization is important, when an institution is well organized and there are people in a collaborative learning process, students can reach the expected level for this educational level. Organization and orientation are the components that play an important role in the school. "Considering that it is the concern of a school, to provide education to all students, to promote their integral development, and the educational institutions that provide an education of Middle High School must have an order that regulates their operation, in order of achieving greater efficiency in the development of the work under his charge". (Acuerdo No.98)

Characteristics of the building

The infrastructure of an institution includes those services and spaces that allow the development of educational activities, this contributes to the formation of environments in which students develop, for this reason a description of the spaces that are part of the Middle High School is made.

Talking about characteristics of the building, the school is divided into five sections, the first is the entrance on the right side east 3rd B and on the left side 3rd A on the second floor in the center is the library on the right side 3° D and on the left side 3° C. (Appendix 3)

The second section in the first room this afternoon orientation shift where the counselors have meetings with parents either for discipline or academically, then the teachers room, where teachers usually go to that room to grade notebooks, tests, meet the parents of students or wait for your next class, the school shop, orientation room, electricity workshop for both shifts, Secretaria de Educación Pública. (2019) "The electricity workshop in Secondary school goes beyond a technical specialty since the subject seeks a broad vision of its change, management, and innovation processes, allowing the development of cognitive, instrumental and evaluative skills, which is an integrating space of knowledge, which has a relationship with society and nature, resorting to social participation in the use of creation and improvement of technical products ", the main office for the morning shift and the afternoon shift. (Appendix 4)

The third section has on the first floor 2° A, 2° B and on the second floor 1° D, in the fourth section on the first floor are the bathrooms and on the upper floor a cutting and confection workshop, Secretaria de Educación Pública. (2019) "The workshop of cut and confection in Secondary seeks to achieve the integral development of the student, create teacher's able spaces where learning and significant knowledge are generated collaboratively and creatively through the use and responsible management of raw materials and energy in the construction of processes or products that satisfy their personal and collective needs and interests ". (Appendix 5)

To finish in the fifth section on the first floor is the room for 1° C, 1° B, 1° A and the teachers room for the afternoon shift, on the second floor the computer workshop, Dirección General de Desarrollo Curricular & Secretaría de Educación Pública. (2013), "The subject of technology does not It should be understood only as of the collection of tools or machines in general. Nor is it defined exclusively with the practical knowledge that sustains the work in any technological field or those that technology contributes to the building but to the acquisition of values and skills. ", room 2° C, 2° D, two classrooms for use in the afternoon shift. (Appendix 6)

Virtual Context

As of December 2019, when the first cases of the new coronavirus (COVID-19) were known, they began to unfold, first in China, and then slowly and progressively in the rest of the world, instances of monitoring and reaction to the viral outbreak. According to a new study by the World *Health Organization*, (2020) “On March 11, the World Health Organization (WHO), the United Nations governing body for health issues, declared the pandemic.” The first cases of COVID-19 in Latin America and the Caribbean were detected in early March when zero patients were registered in several countries. In response, all the governments of the region have implemented measures to curb the spread and several of them have opted for the quarantine and confinement of people, in some cases optional and others mandatory, while continuing to do so to search for solutions to stop the spread of the virus and mitigate its economic and social effects.

In parallel with the COVID-19 pandemic, according to the report (The psychological impact of the COVID-19 pandemic in Mexico / Carolina Santillán Torres Torija, 2020, 03: 15–05: 21) "about 30% of the people will have some emotional difficulty related to the coronavirus ", society is presenting symptoms of post-traumatic stress, an increase in the consumption of substances, or behaviors associated with suicide and even inter-family violence.

The health emergency caused by the advance of the Covid-19 pandemic forced the Secretary of Public Education to suspend classes and to look for alternatives that prevent paralysis of the system. Moctezuma Barragán (2020) “assured that the

suspension of classes was an essential measure to prevent a greater number of infections and thus mitigate the spread of the COVID-19 pandemic in school communities across the country”. In this framework, remote education became the protagonist to platforms where tasks and activities are assigned (Edmodo and Classroom) as well as video calling platforms (zoom, jitsi meet).

The secretary of public education affirmed that the pandemic forced the design of an equitable distance education strategy so as not to suspend the learning of girls, boys, adolescents, and young people, and to maintain the continuity of the 2019-2020 school year, whose contents were 73 percent advance.

The Head of the SEP explained that with the programming and the contents of the Aprende en Casa program, and once the health authorities allow the return to schools, a diagnostic assessment will be applied to know the progress of the students, with the intention of that, in the remaining eight weeks of the school year, the expected learning is achieved.

Likewise, he reported that through the platforms Classroom, from Google, and Teams, from Microsoft, teaching staff are trained during the isolation period. Around 800 thousand teachers in four webinars and online seminars have benefited from the learning at home scheme, which reveals that there is a teaching staff with a great willingness to catch up and learn new ways of education.

The Secretary of Public Education, Moctezuma Barragán (2020), “announced that as part of the distance learning strategy, Return to Classes”. Aprende en Casa II, a

Pedagogical Support Center will be set up, with 160 telephone lines to provide advice, guidance, and pedagogical support to Basic Education students, during and after the programming that will be broadcast on television.

Aprende en Casa II program broadcasts the activities corresponding to the 2020-2021 School Cycle and is broadcast daily on various internet channels and platforms. The objective is for students to be able to follow up on their education, during the time of the Covid-19 health emergency. But in addition to the academic program that is presented in Aprende en Casa II, as in any other school year, the education received must be complementary with activities at home.

The making of agreements with the English teachers was divided into two assignments, the first on August 26 where a schedule from 7 to 1:10 was established as if we were in face-to-face classes during this time, the teachers would be supported if required and managers, the 2nd-grade teacher mentioned to us that the assignment of groups would be for her according to indications of the director where she recommended the assignment of 3 groups of each grade where 1 grade was assigned to me.

The teachers mentioned working on the classroom and google meet platform. The 1st and 3rd-grade teacher mentioned to us that she is waiting for her institutional account to be assigned and for the students' emails to be established, so she can have contact with them. In the second session, the 1st year teacher continued to have problems with her intentional account. It was agreed that the teacher would notify me about the issue and contact the students when she had contact with the students. Secondary programming

was available through channels 20.1 and 3.2, of the Public Broadcasting and Television Image System, respectively, where the English course will be on Friday at 10:30 a.m.

Characteristics 1° D

Throughout my teacher training, I understood that it is very important to develop the ability to recognize and understand who the students are, how their families are, what their community is like, to respond to their learning needs through appropriate didactic activities, build relevant materials and have resources that help them not only to be academically successful but to generate better opportunities in the future.

During my internship at Middle High School "Daniel Delgadillo 206", the school English teacher assigned me three groups of which she is in charge of teaching, 1st grade "B", 1st grade "C", 1st grade "D". For this document, I decided to work with the first grade "D". As this group is made up of 35 students, there are students, fifteen are girls and ten are boys, the majority are women. The students are between 11 and 12 years old, 26 of them are 11 years old and the other 9 are 12 years old. (Appendix 7)

With this information I can say that they are in the adolescence period, Meece, J. L. (2000) mentions that it can be placed from 11 or 12 to 20 years old. Adolescence is a period of changes (physical, emotional, psychological, and social) where according to Meece, J. L. (2000) psychological phenomenon is indeterminate by the puberty that faces different social fears.

Some psychologists are especially interested in the academic, social, and emotional differences they have found between adolescents who mature earlier and those who mature later, recognizing these characteristics allows us to identify some biological and

psychological development of young people that they live in at this stage, being these determinants in personal behaviors.

According to Piaget (1980), the students are in the last stage of cognitive development, which is the formal operations stage, this stage starts from eleven or twelve years old to over including adult life. The main characters in this stage is begin to think abstractly and reason about hypothetical problems; think about things they have never had contact with, thinking more about moral, philosophical, ethical, social, and political issues that require theoretical and abstract reasoning; as well learners begin to use deductive logic or reasoning from a general principle to specific information. In addition, the final stage of Piaget's theory involves an increase in logical thinking, the ability to use deductive reasoning, and an understanding of abstract ideas.

Children's perceptions of the school change when they start the middle level (Harter, Whitesell Kowalski, 1992). As we know, the first grades start with a new culture, these students just passed from elementary school to Junior High School, for them everything is new, schedule school, different teachers they have a specific teacher for each subject, ways of working, different subjects and different classmates and if that were not enough, the online work mode.

Knowing the students is of the utmost importance and at this point, it can be said that throughout this time some characteristics of the students with whom the work was carried out have been known. To better know the students, a test was applied to know the socioeconomic level of each of the students, Tonconi (2010), “the material comforts and the ability of parents to allocate more and better resources for the school

performance of their children, have a significant impact on academic performance. ”
Socioeconomic status serves as relatively stable indicators of student performance in remote work (television programming and classroom activities) because it involves technological tools. (Appendix 8)

The form of communication that the holder teacher carries out with parents and students is through WhatsApp, where it is observed that the communication is good because the students confirm the instructions, notices among others that the teacher sends, in the same way, the delivery is made the majority of work since the tenured teacher reminded less than half of the group about the work on the classroom platform. Students practice respect for the teacher and parents of the group.

The test indicates that 100% of the students have access to the Aprende en Casa II programming either by television or by computer (Appendix 9) this result is of utmost importance, since the assignment of tasks is through the content shown in this television programming, 100% of the students indicate that they have access to the internet on their cell phone while at home, however, 5% indicate that in addition to their cell phone they have access to the internet on computers and Tablets (Appendix 10) which is of help that the students can observe the programming on the Internet well as be aware of the assignments corresponding to the subject.

English level

The knowledge that students have about the English language is of the utmost importance for a teacher of this subject since we start through the learning they already have. Through observation, it was obtained that for most of the group it is a new English subject, it is their first contact. Out of the 35 students, only 3 of them took English in primary school, and they are the students with the best results, I can see the intentions to participate, but they do not have the confidence to do it by mistake or because English is new to them.

It is a problem for them to understand English because they are used to everything being in Spanish by the teacher, so consequently, it is too difficult for them to think in English, even if the instructions are in English the students do not know how to do the activity.

A diagnostic test on the English subject was carried out in conjunction with the high school teacher in September 2020 (Appendix 11), it allowed me to have data on the student's level of English, making a diagnosis that put the 3 skills into the practice of the English language: writing, listening and reading. The diagnostic test was divided into 3 sections, each section for a specific skill, and each section had a goal. (Appendix 12)

The scale used in this diagnostic test was based on the Common European Framework (CEFR) and conforms to the guidelines proposed as a suitability scale for the acquisition of a second language (level of English), the Common European Framework of Reference establishes a scale of six common reference levels for the organization of language learning.

Indicators of the common European framework.

SECTION	PURPOSE
Section 1: Reading	<i>Understand words and familiar names and very simple phrases, for example, those on signs, posters, and catalogs.</i>
Section 2: Writing	<i>Able to write short and simple postcards, for example, to send congratulations. I can fill out forms with personal data, for example, my name, my nationality, and my address besides writing sentences in simple grammatical times.</i>
Section 3: Listening	<i>Recognize very basic words and expressions that are commonly used, relating to myself, my family, and my immediate environment when speaking slowly and clearly.</i>

A1 (access), can understand and use frequently used everyday expressions as well as simple phrases designed to satisfy immediate needs. You can introduce yourself and others, ask for and give basic personal information about your home, your belongings, and the people you know. You can relate in an elementary way as long as the speaker speaks slowly and clearly and is willing to cooperate.

A2 (Platform) Can understand frequently used phrases and expressions related to areas of expertise that are especially relevant to him. He knows how to communicate when carrying out simple, everyday tasks that do not require more than simple and direct exchanges of information on familiar or common issues. You can describe in simple

terms aspects of your past and your environment, as well as issues related to your immediate needs.

There are 35 students, but only 10 students made the diagnosis, where the following English level results were obtained: seven students obtained a PRE-A1, two an A1 level, and one student obtained A2, these results are based on the results obtained in The diagnosis in the same way in the first weeks of observation I could notice that the students do not know how to distinguish between the personal pronouns in English because they did not have English class in primary school.

Purposes

For this, I propose to achieve the following purposes with this work proposed to be carried out in the Middle High School 206 "Professor Daniel Delgadillo". Apply virtual strategies to promote and improve grammar in first-grade group D students of the Middle High School 206 "Professor Daniel Delgadillo" where it is intended to design virtual strategies that allow the practice of grammar with group D first-grade students, implement virtual strategies that allow the practice of grammar with group D first-grade students, analyze the socioeconomic and cognitive characteristics of group D first-grade students that allow the practice of grammar, identify and analyze theoretical-methodological elements of virtual strategies that allow the practice of grammar with group D first-grade students and design, apply and evaluate virtual strategies that allow the practice of grammar with group D first-grade students.

Questions

To analyze the situation, I formulated the following questions which were integrated for the development of the proposal and achieved the mentioned purposes. How do virtual strategies favor the improvement of grammar? What are the conditions that allow the application of virtual strategies to promote and improve grammar? How do the socioeconomic characteristics of 1st-grade, group "D" students influence the implementation of virtual strategies? And What virtual strategies had the best results in acquiring grammar?.

Chapter

I

Theoretical and methodological elements

Throughout my teaching preparation, I understood that it is of greater relevance to know, search, select information that helps to improve my teaching practice and this time my theoretical framework, since at this stage is where I collect information to later compare it with my work teacher.

Education is a basic right of all children and adolescents regardless of the contingency of COVID-19, it provides them with the skills and knowledge necessary to develop as adults and also provides them with tools to live in harmony, promoting peaceful environments. Education goes hand in hand with the artículos that will be carried out in each of the educational institutions, as we will see in the following paragraphs.

❖ Artículo 3° de la Constitución Política de los Estados Unidos Mexicanos

Toda persona tiene derecho a recibir educación. El Estado —federación, estados, Ciudad de México y municipios— impartirá educación preescolar, primaria, secundaria y media superior. La educación preescolar, primaria y secundaria conforman la educación básica; ésta y la media superior serán obligatorias.

La educación que imparta el Estado tenderá a desarrollar armónicamente todas las facultades del ser humano y fomentará en él, a la vez, el amor a la patria, el respeto a los derechos humanos y la conciencia de la solidaridad internacional, en la independencia y

en la justicia. El Estado garantizará la calidad en la educación obligatoria de manera que los materiales y métodos educativos, la organización escolar, la infraestructura educativa y la idoneidad de los docentes y los directivos garanticen el máximo logro de aprendizaje de los educandos.

Therefore, linking with the subject of this document, I can say that Article 3 of the Political Constitution of the United Mexican States establishes that education must be the educational system that must harmoniously develop all the faculties of the human being, however in my teaching practice is reflected that this article is not inclusive according to educational technology, since they are not the same opportunities for all students because when reviewing their activities and analyzing the comments of parents, some of the students They do not have technological tools to carry out activities or deliver tasks and this is reflected in the performance of the students in the development of life skills.

Unfortunately, the Middle High School Daniel Delgadillo offered a complete virtual academic experience to students who have electronic devices, but what happens to our students who do not have these technological tools, during this school year many deficiencies in learning were observed not only for not having technological devices but because of the lack of knowledge about the use of new technologies and tools that it offers us.

We are currently going through a change in the educational program in Mexico, where the objectives are the same, but the way to impart this knowledge is different (online and Aprende en casa). We have a conception of the student that we want to train in a

few words, we know it as "Graduate Profile" with Based on Key Learning for Comprehensive Education (2017), the graduation profile for compulsory education is divided into 11 aspects:

- I. *Language and communication*
- II. Mathematical Thinking
- III. Exploration and understanding of the natural and social world.
- IV. Critical thinking and problem-solving
- V. Socioemotional skills and life project
- VI. Collaboration and teamwork
- VII. Coexistence and citizenship
- VIII. Artistic appreciation and expression
- IX. Attention to the body and health
- X. Concern for the environment
- XI. *Digital skills*

According to the previous paragraph in the graduation profile, the English subject enters *Language and Communication* where it is intended that the student can interpret and dialogue with bilingual and native people so that they can communicate and obtain more opportunities in the global and labor world.

In the new online mode, students no longer only learn theory as if they were not in contact with technology, throughout this school year I was able to observe that students

have developed their *digital skills* and even make use of the language naturally because they acquired new skills to create knowledge that can help them in their academic and professional life.

❖ **Strategies**

Learning strategies are conceived from different perspectives and from various aspects. In the educational field, many definitions have been proposed to explain this concept. According to Schmeck (1988); Schunk (1991) “learning strategies are sequences of procedures or plans oriented towards the achievement of learning goals, while specific procedures within that sequence are called learning tactics. In this case, the strategies would be higher level procedures that would include different learning tactics or techniques”.

Learning strategies are a flexible and conscious guide to achieve the achievement of objectives, proposed in the learning process. As a guide, you should have defined steps taking into account the nature of the strategy. In a particular way, learning strategies to Distance Education must take into account the characteristics of the person who is directed in this case to students of the Middle High School 206 "Professor Daniel Delgadillo".

The teaching strategies supported by ICT, in this case Díaz & Hernández (2010) speak of teaching strategies within the framework of the constructivist model, and these, in turn, make classifications according to intention, some of them are:

- Strategies to activate previous knowledge, which can be used as multimedia material or organizational elements such as concept maps.
- Strategies to organize information. The technologies that can be applied in this type of strategy are found in the diagrams, such as concept maps, synoptic tables, flow diagrams, timelines, among others.
- Strategies to promote situated teaching, among which we place problem-based learning where a case can be presented in tools such as presentations, multimedia materials (videos, images, audios). There is also learning through projects in which you can create magazines, wikis, among others.

Strategic learning is promoted through:

- Self-assessment and self-regulation strategies allow the student to have control of their learning process, to make decisions about it.
- General strategies for acquiring knowledge offered to the technical student, which best suit their way of learning.
- Contextual strategies that contribute to efficient time management, to reveal the requirements of each subject, to build the most appropriate learning environment. Elements that will contribute to the effectiveness of your learning process.
- Strategies for the management of educational resources, which allow the student to acquire skills to achieve the proposed goals.
- Specific strategies of the study discipline that contribute to achieving efficient learning processes in the particular area of study.

The particular objectives of any learning strategy may consist of affecting how new knowledge is selected, acquired, organized, or integrated or, even, the modification of the affective or motivational state of the learner, so that he learns the curricular content more effectively or extracurriculars that come your way. (Cf. Dansereau, 1985; Weinstein and Mayer, 1983)

By implementing it, the students' activities allow them to put their competencies into play, since "... different types of cognitive, expository, communicative (oral and written) and critical thinking skills can be developed and practiced at the same time they can understand the contents (conceptual, procedural and attitudinal) "(Diaz and Hernandez, 2010, p. 153), this strategy favored students in the acquisition and practice of grammatical structures.

During the implementation of the strategies it is important to never forget the role of the students and the teacher, the former is the main actor in the construction of their knowledge and the latter is merely a guide and facilitator as indicated in the 2011 Curriculum, during my teaching practice this was reflected in the virtual classes (videoconference), since I implemented strategies to activate previous knowledge such as questions, games and dynamic activities, strategies to organize information as mental maps where they reflected their acquired knowledge, among others, with the aim that students understand and practice grammar rules and structures to communicate with other people.

❖ Grammar

Grammar allows the student to improve the use of the language in aspects such as spelling and phonetics; helps you better understand the structure of words (morphology) and allows you to correctly organize and combine words in the sentence (syntax), in addition, mastering grammar allows you to express ideas and thoughts clearly and precisely, demonstrating a high level of culture and command of the language.

Teaching grammar is an exciting task, as part of the teaching-learning process of a second language. We will start from the definition of the Drae (2001) "Grammar science that studies the elements of a language and their combinations, the art of speaking and writing a language correctly". Therefore, we can simply define grammar as the set of rules that govern the language. And more broadly, as the branch of linguistics that aims to study the correct writing of words (spelling), their form and composition (morphology), their meaning (semantics), as well as their different relationships within the sentence (syntax).

The term Grammar (from Latin and this from Greek) is used and conceived in various ways; for example, see what is proposed in the New grammar of the Spanish language (2009):

In [the strictest sense], GRAMMAR is the part of linguistics that studies the structure of words, how they are linked, and the meanings that such combinations give rise to. In the broadest [sense], grammar includes, in addition to all the above, the analysis of speech

sounds, which corresponds to PHONETICS, and that of their linguistic organization, which is the responsibility of PHONOLOGY.

The first of the two senses that have been introduced, grammar is divided into two sub-disciplines: MORPHOLOGY deals with the structure of words, their internal constitution, and their variations; to the SYNTAX corresponds the analysis of how they are combined and arranged linearly, as well as that of the groups that they form. [...] The study of the meanings of all complex expressions thus constituted is also the object of grammar. The duplicity of meanings [regarding the term grammar] is reflected in the fact that sometimes [this term] [...] is used to refer to all the aforementioned disciplines, while on other occasions this term designates the set formed by the morphology and syntax ".

By grammar, we can understand, following Chomsky (1965), "a description of the intrinsic competence of the ideal hearing speaker." Chomsky argued that children will never acquire the tools needed for processing an infinite number of sentences if the language acquisition mechanism was dependent on language input alone. This refers to correct writing and speaks to people who are learning a second language.

Radford A. (1988) "A grammar that incorporates an explicitly formulated set of syntactic, semantic, morphological, and phonological rules that specify how a given set of sentences is formed, interpreted, and pronounced, this set of sentences is said to be generated." Such grammar is called generative grammar. For grammar to be adequate, it must generate (specify) how all and only well-formed sentences in the language are formed, interpreted, and pronounced.

One of the earliest scientific explanations of language acquisition was provided by Skinner (1957). As one of the pioneers of Behaviorism, he accounted for language development employing environmental influence. Skinner argued that children learn language based on behaviorist reinforcement principles by associating words with meanings. Correct utterances are positively reinforced when the child realizes the communicative value of words and phrases.

However, Skinner's account was soon heavily criticized by Noam Chomsky, the world's most famous linguist to date. In the spirit of the cognitive revolution in the 1950s, Chomsky argued that children will never acquire the tools needed for processing an infinite number of sentences if the language acquisition mechanism was dependent on language input alone.

When I started my teaching practice, I observed that the students did not know how to express themselves in English, they did not even know the most basic structures of English such as the verb to be and the present simple, they had no way of communicating feelings, places, ages, among others, Nothing because they had vocabulary knowledge of the previous ones, but they did not know how to order their ideas due to this I decided to develop this topic, since I consider that it is of the utmost importance that students acquire grammatical structures so that they develop their metalinguistic abilities such as selecting Words and linguistic structures appropriate to the situation of use, with the aim that they understand and communicate with other people.

Therefore, these authors helped me to better explain how students develop in writing since in this period of a pandemic it is a great challenge to carry out activities that help us practice speaking because we do not know with certainty if they would carry out these activities or not. That is why I consider that they will develop their writing with grammatical structures.

❖ **Virtual strategies for improving grammar.**

During the COVID-19 pandemic, the use of virtual strategies provides excellent opportunities to expand the set of tools available to improve the quality of learning grammar.

In the words of Beltrán Llera (2003) "Computers can support students' reflective thinking because they allow them to learn by planning activities, controlling their results, evoking what they already know, creating new knowledge, modifying old ones, learning from mistakes, consolidating successes, in short, in making decisions about the chain of knowledge construction. "The use of these virtual strategies helps students to have feedback on their activities, something that cannot be done in the classroom due to the lack of time.

The use of a virtual learning environment offers the possibility of greater exposure to situations in which it is really necessary to write, since communication between teacher and students must be done in writing and, with exceptions, it is done in English. According to García (2006) "in a virtual learning environment, a variety of virtual tools are combined to support teachers and students, and to optimize the different phases of the teaching and learning process".

This means that during the course the student has the opportunity to write for a real audience and receives real feedback on the writing itself. Specifically, the activities of these courses require the writing of messages through the messaging of the virtual environment, and although this activity does not represent a practice of writing the textual types taught in the course, there is no doubt of its value as an exercise of Clear and understandable writing for a real group of readers. They also operate as a validation of their ability to express themselves for each student who verifies that their written communications are understood, accepted, and valued by the rest of the course participants, both in their content and in their form.

The implementation of various strategies provides alternatives to proliferate access to education, in addition to strengthening and facilitating learning processes, since with them the student becomes the protagonist and the teacher the mediator, thanks to the diversity of resources and strategies, students can develop digital skills as mentioned in the Aprendizajes Clave 2017 graduation profile.

During my intervention in Middle High School as a future teacher in the subject of English has led me to the conclusion that it is of great importance to learn grammar thus generating meaningful learning where they can easily communicate with native and bilingual people, however, this involves the use of different strategies during classes.

❖ **Conditions that allow the application of virtual strategies to improve grammar**

One teaching modality has been quite prominent in recent years, especially with the recent COVID-19 pandemic: it is distance education, which is revolutionizing the way of teaching and learning around the world, over time, distance education was perfected and, nowadays, it uses educational technologies to engage students and enhance learning.

In the educational field, ICT provides several tools, resources, media, and formats that enable didactic strategies to facilitate the construction of knowledge, these are virtual classrooms, didactic blogs, online assessments, mobile learning, virtual reality, 3D virtual environments, among others.

However, its success depends on integrating technology into the curriculum and creating personalized learning experiences for each student, transforming the classroom into a collaborative learning environment (Briede, 2015).

There are various factors for the application of virtual strategies, it is important to note that being in virtual learning needs to have easy access to the Internet, mobile devices, diversity in resources (platforms, strategies and activities), and correct planning.

The use of the **Internet** among the participants of the didactic event can have the following benefits: The teacher can help the teacher to reduce their sense of isolation, connect with their colleagues and promote their autonomy (Honey and Henríquez,

1993). Internet access facilitates communication between elements of the educational institution.

Teachers can plan and prepare their classes, as there is a large amount of material on the web; take advantage of some educational sites that include special sections for that purpose; organize some kind of educational game; download worksheets and demo software. It is very important that the teacher takes the time to review the existing sites and thus be able to use the material available on them.

The student can give a greater role and make him assume a more active role in the process of acquiring knowledge. At the same time, it constitutes an open invitation to active teaching where students are both recipients and generators of knowledge (Bruner, 1986; Hannafin, 1992). Both teachers and students unfamiliar with the Internet will need the training to master the art of self-directed search.

Access to computers or **mobile devices**, students seek different means to be in contact or attend educational meetings, Mobile Learning or m-learning, which is interpreted as another opportunity to continue learning with mobile devices, generally within a framework of educational reference different from that of a classroom and a teacher (Ramírez, 2009). Using them to improve learning implies designing suitable activities such as carrying out projects or collaborative work that contribute to facilitating the student's work in two ways: on the one hand, promoting their work, and on the other, stimulating interaction with their classmates (Fiad and Galarza, 2015).

When thinking of mobile devices, the first thing that comes to mind is a cell phone; but in the market, there is a variety of mobile devices such as Tablet, laptops, iPod among others, all of these with the possibility of accessing the internet from anywhere and at any time. Ramírez (2012) "defines the mobile device as a processor with memory with input forms such as keyboard, screen, buttons, others and forms of output (text, graphics, screen, vibration, audio, cable)". As mobile learning devices are laptops, cell phones, smartphones, personal digital assistants Personal Digital assistants (PDA), portable audio players, iPods, connected watches, game platforms, many of these may or may not be connected to the internet.

However, for mobile learning to have good results or achieve the expected success in the teaching-learning process, a Learning Object must be created; These are digital resources created with an educational purpose, which can be used and reused with some autonomy; According to Wiley (2001), he defines them as a digital resource to be used in the teaching-learning process considered as a technological instrument that strengthens the educational pedagogical system. Martínez, (2007) states that "the use of learning objects as a didactic resource requires new approaches in the design, in the teaching methodology and the student's learning strategies". Because of this, it is very important to section out useful tools where students can easily access their learning.

When speaking of a **diversity of resources**, we refer to the tools that the teacher can use to develop new knowledge not only with a blackboard, as would be done in face-to-face classes, but with more tools that distance working offers us, such as :

Virtual forums: to a large extent, the degree of teacher-student interaction in these types of spaces depends on the purpose for which they were created.

Edublog: for the execution of cooperative work, among the many asynchronous communication tools that are used for educational purposes, students will consider the possibility of managing from sites such, a kind of blog where they are shown in chronological form the contents that they are developing.

Wikis and Docs: in the educational context, the members of a work team structure and use this type of space for the collective online writing of documents, presentations, spreadsheets, and similar products, using free programs such as Wiki spaces or Google Docs.

Chat or cyber chat: this form of online interaction involves 'talking with the fingers', and in the educational plane in which we move, it can serve as a laboratory of socialization experiences when there is no possibility of facing the students.

Internet telephony: technological advances have made traditional analog systems obsolete and make it possible for today a computer connected to the Internet and equipped with the necessary electronic devices, to operate as a powerful telephone, through which calls can be made long distance and conferencing over the web, with the advantage that the costs are extremely low.

Didactic planning is the process that every teacher must develop and review daily to assess and demonstrate the promotion of teaching and learning, regardless of the

educational modality (face-to-face, online or mixed), the Plan de Estudios (2011) mentions us "That must be taken into account when planning, the necessary elements were identified that cover the requirements that must be addressed for the development of competencies in students". To carry out didactic planning, the teacher must handle the concepts of curriculum, plan, and study program.

However, according to the underlying educational model, certain functions are defined to diversify teaching in the distance mode between different figures: advisor, tutor, expert, mentor, so that, according to their function, they will have more or less interference in didactic planning. Guardia (2000), "in the design of an educational environment, the teacher must consider criteria that guide decisions to arrange, organize and manage a series of devices, which, related to each other, lead to the achievement of the intended intentions".

Be clear about the learning that students want to achieve and prioritize those that are essential and possible to interrelate. Now the means available to students for communication, delivery of activities, support, and feedback; some options may be instant messaging or phone calls. In case of not having the above options, the activities that the teacher designs can be provided through booklets.

My experience taking into account my interventions in Middle High School as a future teacher in the English subject has led me to the conclusion that it is of great importance to have these factors because if I intern, resources and planning, we cannot carry out the activities, previously mentioned the advantage of having more technological resources in distance education and not only a blackboard as in face-to-face classes, however,

when returning to the schools, continuing to work with these resources will not be possible because many of the schools lack these resources.

❖ Socio-economic characteristics to implement virtual strategies to improve grammar

The pandemic and the closure of some schools in more than 180 countries have kept almost 1,600 million students out of the classrooms, the solution that was given in Mexico was to continue the school year virtually, they speak of many advantages that this had For education, however, there is another panorama that is rarely talked about and that there are families that do not have technological resources or the Internet and even unemployed parents.

“Access to technology and materials needed to continue studying while schools are closed is remarkably uneven. Similarly, children who do not have enough help to study at home have little means to facilitate their education. Providing a diversity of educational tools and expanding internet access for every school and every child is critical”, said Robert Jenkins, UNICEF Chief of Education. Before COVID-19, education was already in crisis. We are now facing an education crisis that is deepening and one that can create even more divisions.

In Mexico there are 80.6 million Internet users, representing 70.1% of the population aged six years or more according to the ENDUTIH 2019 survey, this is a percentage where is more than half of the population, however, what happens with the remaining 29.9% where free education is in these times of contingency. (Appendix 13)

However, the three main means for connecting users to the Internet in 2019 were: smartphone (Smartphone) with 95.3%; laptop with 33.2%, and desktop computer with 28.9%, according to the ENDUTIH 2019 survey, this is reflected in the delivery of activities to students because some programs cannot hold their cell phones, as a teaching task it is our job Find tools easily accessible to students. (Appendix 14)

My experience taking into account my interventions in Secondary as a future teacher in the subject of English has led me to the conclusion that currently the internet access and the monetary resources of the students have a lot of influence because the education institutions handle virtual platforms This influences the acquisition of knowledge.

Chapter

II

Design and application of virtual strategies to practice and improve grammar

The implementation of the proposal raised at the beginning to respond to the problem found in the study group is written below in this section, based on what authors such as Coll and Solé (2002) propose, that the analysis of the proposal should be carried out before, during and after the didactic situation, making these three moments clear to carry out an evaluation of teaching practice.

Teachers must bear in mind that teaching practice is not synonymous with educational practice, since the first is limited to situations that occur about education that originates in the classroom and the second encompasses contextual factors that impact practice even outside the classroom teaching and learning process for that reason it is important to be clear that the activities proposed to students impact differently concerning the psychosocial and cognitive characteristics of each one, it is also important that external issues are addressed in Sometimes they impact the activities that were contemplated or simply the attitudes of the students, for example, the use of technology.

The teaching practice according to De Lella (1999), coincides with the action that takes place in the classroom, referring to the teaching process, according this, we can say that the analysis of the design and implementation of strategies carried out is of utmost importance with the students of first "D" to address the problem raised above, this to establish conclusions of the achievements.

After knowing fundamental aspects in the life of the adolescents of the first group "D" The Middle High School 206 "Professor Daniel Delgadillo", such as the characteristics of the context where the school is located, the community from which it comes and the Characteristics of the adolescence stage, as well as their particularities that they generate in a heterogeneous and diverse group, progress is being made in explaining how virtual strategies will be implemented to practice and promote grammar.

As explained previously in Chapter 2, there are different strategies for the acquisition of knowledge and learning according to the results of the diagnosis that was applied to Group 1 ° D where there were low results in the formulation of sentences. Before applying the different strategies, I shared a form "Describe the people" (Appendix 11) covering the skills (speaking, listening, reading and writing) "where the students answered some questions about descriptive adjectives, numbers, greetings, the students reflected They know about it and thus be able to translate it into a question that covered the previous topics, however, the students did not know what to place in the sections and when describing a person they only placed the vocabulary and not the sentences.

It was also recognized that to adequately monitor the use of virtual strategies, it is necessary to have the skills of the subject and the knowledge corresponding to the contents reviewed with the students, this allowed not only to clarify doubts but also to guide them so that they could construct their criticisms based on the usefulness of each of the problems and questions that were handled. As a teacher, I can say that it is not easy at all to guide students in the construction of knowledge, because as unique beings each one learns differently, and sometimes it is not possible to meet the expectations of all students or the classes are not as attractive as they want.

During the didactic interventions at different times, it was sought that the students achieved the expected learning regarding the different topics, for that reason a description of the most important topics is made with which the difficulties of the development of the implementation and the results were visualized and achieved concerning this.

1st strategy Pear Deck

The first week of class is a very special and delicate moment, however, in this new modality, it is different, since the emotion of the first day of class is lost due to the lack of interaction, as a teacher it is important to know the previous learning of the subject describe the people (descriptive adjectives) this topic is from the Aprende en Casa II program with an emphasis on asking about people as shown in my planning (annex 15). Due to this, the previous learning activation strategy was addressed in the first activity (didactic moment: beginning), which was developed on September 29.

➤ Strategies development:

To carry out this strategy, instructions were given on the classroom platform, where the Pear Deck, Pear deck platform was used. (2020) "Active learning techniques are used to directly involve students in the learning process through discussion and activities", to activate their previous knowledge, in this 3 activities were located, in the first, they linked the image with the word (Appendix 16) for the students to identify the vocabulary and their way of writing the descriptive adjectives, in the second activity they made a mind map drawing or writing what they learned from the presentation (Appendix 17) with the purpose of For them to practice the information they acquire

with the presentation, in the third activity they had to draw or write 2 things they learned in the lesson (Appendix 18). Instructions for each activity are shown below:

Describe the people. I

Samantha Barrientos • 29 sept 2020 (Última modificación: 14 abr)

100 puntos Fecha de entrega: 2 oct 2020 23:59

1.1 Observa el siguiente video adjunto hasta el minuto 1.14 (Describing People What does he/she look like?).

1.1.1 Escribe los adjetivos en tu cuaderno y ilústralos.

1.2 Mira la presentación en el enlace adjunto Pear Deck o en la presentación del Pdf.

1.2.1 Realiza las actividades en la presentacion de Pear Deck o en la presentación del Pdf.

1.3 Analiza las preguntas y selecciona la correcta en el formulario de Google (Describe the people).

Recuerda tomar una foto de tus actividades, coloca tu nombre y fecha.

Describing People (What do...
Vídeo de YouTube 4 minutos

Describe the people.
<https://docs.google.com/forms/...>

Describe the people. Act. 4...
PDF

To carry out the activity, technological resources were used (cell phone, computer, laptop, tablet, and smart TV) because the students accessed a link to use the platform, when reviewing the Classroom group I could observe that the students showed deficiencies in how a map is a mental map, what it is for and how to make a mind map, so I decided to share an image with some tips on how to make a mind map (Appendix 19), after sharing this ignorance the students made their mind map more easily.

The students were able to identify the grammatical structures (Appendix 20), however at the time of doing one of the many deficiencies were shown in understanding their composition (Appendix 21) as observed in the annex, the students did not capture the use of correct structure because only 6 out of 35 students answered correctly as shown in the following table:

Student 1:	He is tall, thin, middle-aged, and handsome.
Student 2:	she has curly hair, she's tall, pretty and sings very pretty
Student 3:	Per Yngve Ohlin (dead) He is tall, thin and her hair color is yellow
Student 4:	my favorite singer is tall, slim, handsome, and cheerful
Student 5:	My favorite singer is thin tall, young, and pretty.
Student 6:	Osuna, is slim, light green eyes, brown skin, black hair

This table shows some responses of the students who did not use the structure.

Student 7:	son 7 cantan muy bien son guapos van al gimnasio son famosos son altos
Student 8:	Nicki Nicole short, thin young
Student 9:	alto Delgado
Student 10:	High, slim, young.
Student 11:	is tall, fat, and old
Student 12:	Super Yei

It was with this strategy that I decided the subject of my document since I consider that it is of great importance that the students can communicate with other people, as we see in the previous tables in the activity, the students had to describe their favorite singer,

and although a presentation was made before with the structures and the examples of how to describe the physical appearance, negative results were obtained.

On the other hand, the opinion of the students regarding what they think they learned regarding this strategy:

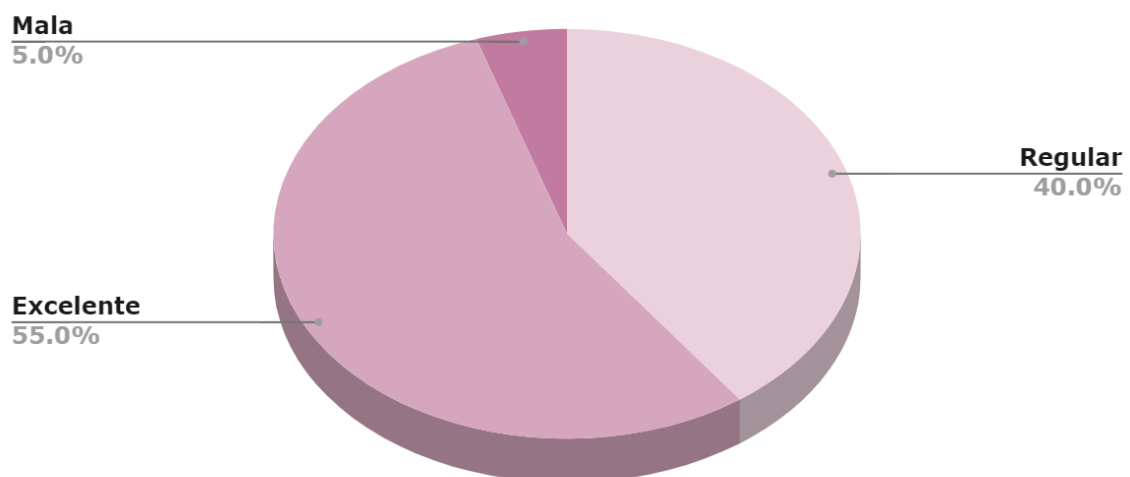
Ss 1: Si fue sencillo aunque se me dificulto un poco realizar la actividad. Considero que si aprendi con esta aplicacion.

Ss 2: Buena y efectiva

Ss 3: No me gusto

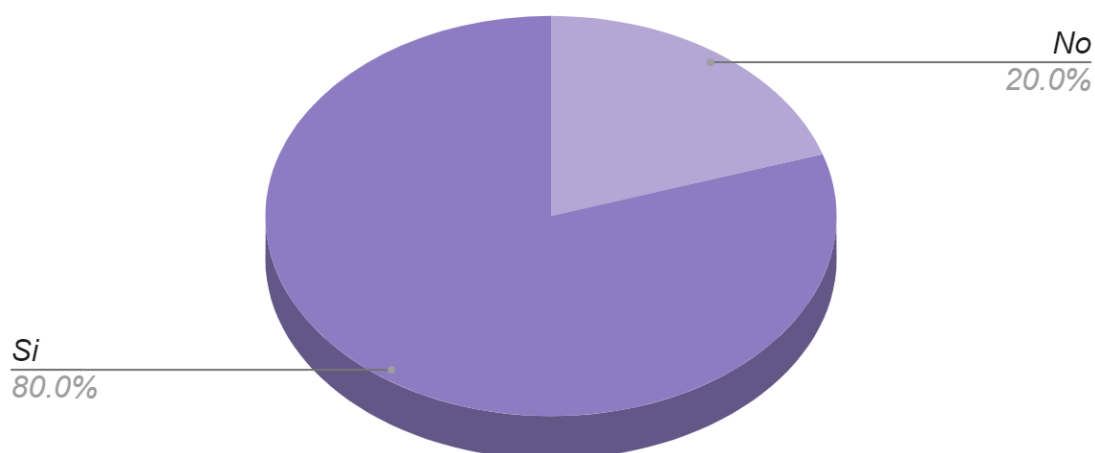
However, the following questions were asked and the following results were obtained:

¿Cómo calificarías esta aplicación?



As can be seen in the table, the students have an excellent rating, however, 10% fewer students consider it to be fair.

¿Consideras que aprendiste con esta aplicación?



As can be seen in the table, 80% of the students consider that they did learn and the remaining 20% did not. Analyzing these results, the students do not dislike this platform, however, it is very important to guide the students when carrying out the activity, since due to the level of the students, difficulties in understanding may be shown.

This strategy helps previous learning, however, if it is only used as a learning strategy, students will not achieve the expected learning due to the lack of explanation or social interaction. Due to these negative results, the possibility of holding sessions on the Zoom platform was considered to be able to give group feedback, where it was intended to reinforce the personal pronouns (I, you, she, he, it ...) for a better understanding of grammatical structures.

2nd strategy Liveworksheets

During the pandemic, a great challenge is the teaching-learning process of students because they do not acquire the information as in face-to-face classes, although at this time it is important that they not only analyze the information but also practice the grammatical structures in this case, however, during this period at home is the right time to promote the autonomy of students to build their learning with the information provided by the teacher.

As mentioned in pedagogical principle 1.3 "Offer support to learning" the teacher must be a guide and the student learns in circumstances that bring him closer to reality, simulating different ways of learning that originate in everyday life, in the context of the one he is immersed in, within the framework of his own culture. Vygotsky (2001), "indicates that the one who has more knowledge and experiences helps the other to reach a higher level of thought and development." This leads to say that education is an act of constant accompaniment to enable and enhance the capabilities of the other.

➤ Strategies development:

The strategy was applied on November 10, 2020, this strategy was carried out with the theme of "Questions about quantities" where the objectives were the following, understand questions to identify information about objects, the achievement was that the students identify, in written form the use of "there are and there is" as well as asking with them, as shown in my planning (Appendix 22). To develop the strategy I used the Liveworksheets application, Live Worksheets (2020), "this platform allows you to transform your traditional printable worksheets (doc, pdf, jpg ...) into interactive exercises, our interactive worksheets take advantage of the advantages offered by new

technologies applied to education: they can include sounds, videos, drag-and-drop exercises, join with arrows, multiple selections... and even spoken exercises, which students have to complete using the microphone". It was very useful for the students to practice writing.

Like any topic you want to address, you need several materials for learning to be meaningful and favored, before making the strategy different resources were used, first for the structure of quantities I showed the students a video, pedagogical principle 1.6. "Using educational materials to promote learning," tells us that audiovisual, multimedia, and Internet materials articulate visual, verbal, and sound codes, and help to generate a varied environment rich of experiences, from which students create their learning, offer new forms, scenarios, and pedagogical proposals that promote learning.

Technological resources (cell phone, computer, laptop, tablet, and smart TV) were used to carry out the activity because the students accessed a link to use the platform (Appendix 24). The students were able to identify the grammatical structures (Appendix 25), in this exercise more than half of the students carried out the exercise successfully as shown in the following example:

Wednesday november 11th of 2020

Alan Barrientos
Marcelino 1^oD^o



Aprende en Casa

Teacher: Flore Barrientos Erika Samantha English

Questions about quantities
Order the sences according to the structure



1. in the basket / some bread / there is

There is some bread in the basket

2. at the party / 3 girls / there are

There are 3 girls at the party



3. are / cars / how / many / there / ?

how many cars are there?

4. how / there / sand / is / much / ?

how much sand is there?



Complete the sentences according to the structure.

- a tittle tea susan's glass
- four seasons in a year
- days are there in a week?
- tea is there in the teapot?

The purpose of practicing the structure was fulfilled because most of the students obtained better results compared to the first strategy, since this time it relied a little on accommodating the structure, however it is intended that they do it mentally and in natural form. A general rubric on student design was used in this activity:

Questions about quantities. V

⋮
/9 ⌵

Organización			/3	⬆	
Las oraciones presentan ideas claras.					
Excelente	3 puntos	Regular	2 puntos	Requiere apoyo	1 punto

Gramática			/3	⬆	
Uso adecuado de las reglas gramaticales (Cuando utilizar How much o how many así como there are y there is).					
Excelente	3 puntos	Regular	2 puntos	Requiere apoyo	1 punto

Ortografía			/3	⬆	
La escritura de las palabras y el uso de los signos de puntuación es correcto (Mayúsculas, minúsculas, puntos y signo de interrogación).					
Excelente	3 puntos	Regular	2 puntos	Requiere apoyo	1 punto

This rubric was created in the Classroom platform where the students asked me if it was an activity because it was their first approach. The use of rubrics as a formative assessment practice empowers the student in their own learning process, taking into account assessment criteria and objectives proposed by the teacher.

Based on the establishment of clear criteria and objectives for evaluating activities, students recognize the performance achievements to be achieved, the requirements to deliver the work, and timely and detailed feedback.

This strategy helped me with my proposal because it helps to practice the grammatical structures, even this platform makes it easier for the teacher to do it because you put the correct structures, and the platform grades the activities of your students.

By revealing the assessment criteria, rubrics facilitate the feedback process regarding the student's strengths and weaknesses. Rubrics prepare students to use detailed feedback, particularly as this instrument helps them understand what they are doing right or wrong, and thus they can improve their learning process. Feedback is important because, through it, students learn to make decisions regarding their work and how to improve it based on the criteria given and discussed by teachers.

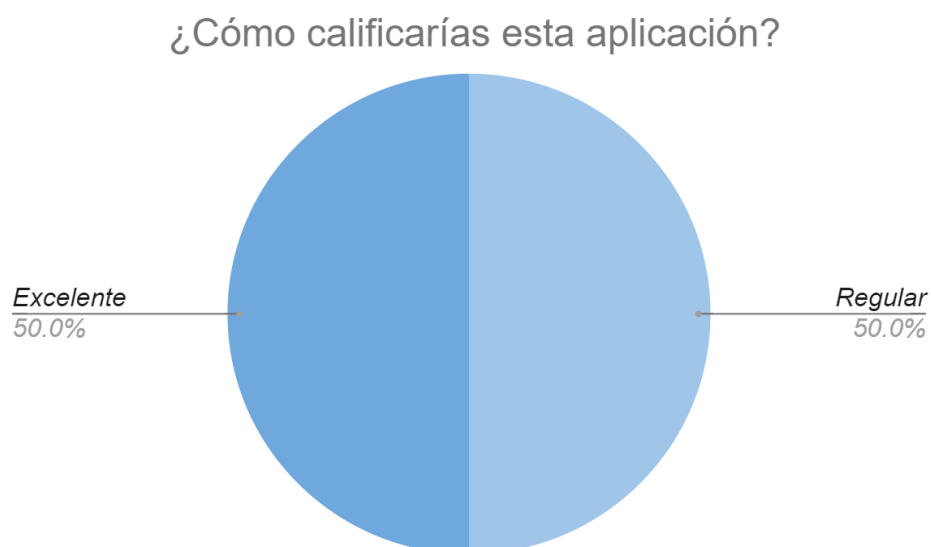
On the other hand, the opinion of the students regarding what they think they learned regarding this strategy:

Ss 4: Muy buena por que te enseña

Ss 5:Fuen fácil y divertido

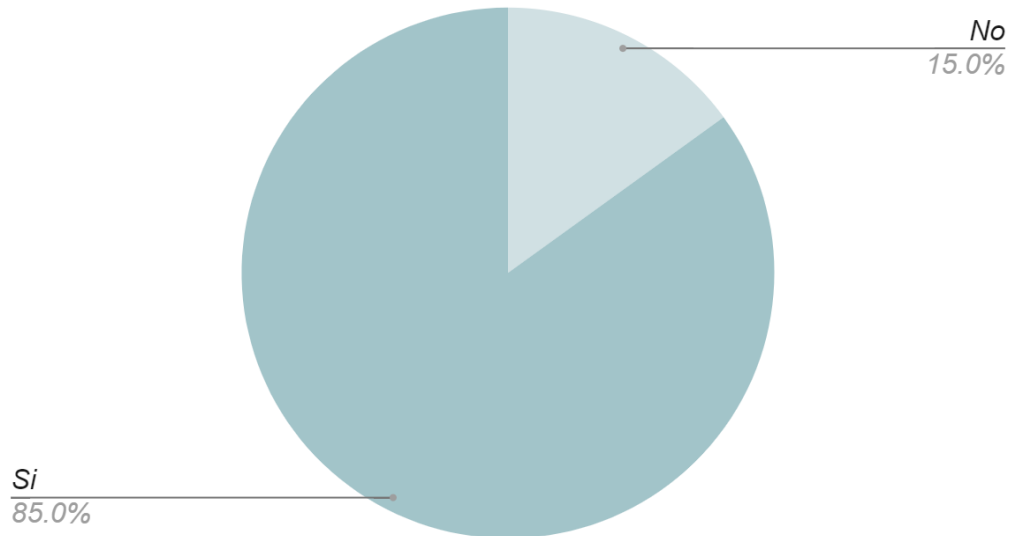
Ss 6: Masomenos

However, the following questions were asked, and the following results were obtained:



As can be seen in the table, 50% of the students rated it as excellent and the other 50 as fair.

¿Consideras que aprendiste con esta aplicación?



As can be seen in the graphs, the students do not like it very much, however they consider that they did learn with this strategy. Analyzing these results, the students do not dislike this platform, however, it is very important to guide the students to use and how to send their activity because they have a problem using the platform.

3rd strategy Quizizz

One of the purposes of evaluation is to obtain results that serve different administrative uses, however, using evaluation solely for this purpose does not improve teaching or learning. If the evaluation is used for learning, it can serve as a guide to analyze, discuss and provide feedback to all those involved in the evaluation process, and it becomes an effective means of improving education (Muñoz, 2017).

➤ Strategies development:

The strategy was applied on January 19, 2021, this strategy was carried out with the theme of "Dates" where the objectives were the following, understanding questions to identify which date to use if the American or British structure, the achievement was that

the Students identify, the written form of the dates, the different structures in these two languages, as shown in my planning (Appendix 26). To develop the strategy I used the Quizizz app, the Quizizz app, Intef. (s. f.) "Quizizz is a website that allows us to create online questionnaires that our students can answer in three different ways: in a live game, as homework (the results go to the teacher) and Individually". Where the students had to observe the image and select the corresponding sentence. I think it is important that students make use of their previous learning and put it into practice, so use this technological tool. It was very helpful for the students to practice writing.

Technological resources (cell phone, computer, laptop, tablet, and smart TV) were used to carry out the activity because the students accessed a link to use the platform (Appendix 27). The students were able to identify the grammatical structures (Appendix 28), however, are some students had difficulties because they did not distinguish very well how to differentiate between the British and American structure as shown in the following example:



As can be seen in the image, the students can practice the structure, however, feedback had to be made on the subject so that the students understood the differences in the writing of the date.

At the end of these strategies, I can say that they fulfill the purpose of practicing grammar, however only one of them serves to present even the grammatical structures that is "Pear Deck" and the other 2 are more for the practice and evaluation of them. The use of strategies for previous and acquired learning does not help to know the development of the student.

On the other hand, the opinion of the students regarding what they think they learned regarding this strategy:

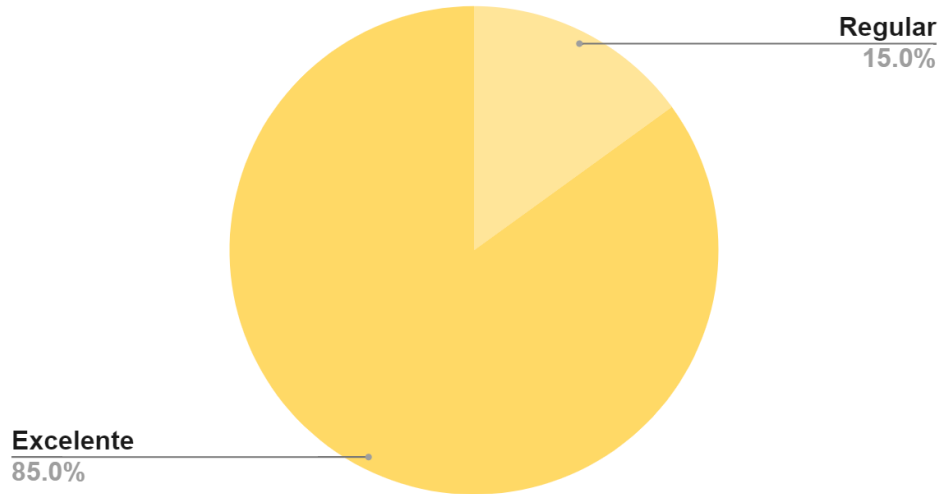
Ss 7: Si fue sencillo, fácil e incluso divertido

Ss 8: Buena por simple pero el mismo tiempo muy compleja

Ss 9: Fue muy facil y divetida

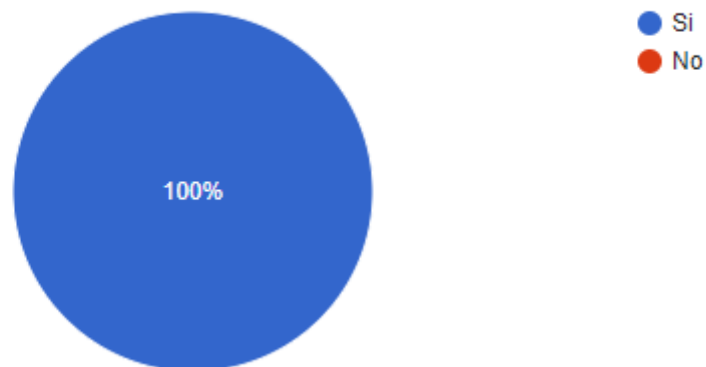
However, the following questions were asked, and the following results were obtained:

¿Cómo calificarías esta aplicación?



As can be seen in the graph, 85% of the students rated it as excellent and the other 15% as fair.

¿Consideras que aprendiste con esta aplicación?



As can be seen in the graphs, the students like it a lot and consider that they learned with this strategy. Analyzing these results, the students like the application because they can compete and thus practice the grammatical structures.

The strategies that were approached were carried out in flexible and adaptable platforms, arousing the curiosity and interest of the students during the Zoom sessions and in assignments in Classroom, although the strategies are not rigid to follow, they

can be applied in different ways, but without losing the objective and this is because each session is unique. As could be seen, the strategies showed a variety and this was due to the fact that students learn differently through various stimuli, resources, needs; that having a variety allowed to enrich the teaching-learning process in the classroom.

→ Assessment of the proposal.

Regarding the evaluation of the proposal, I can say that the objective was progressively fulfilled and observed, throughout the sections that were held with the students, it was not easy to implement the virtual strategies to favor and improve the grammar in the students, for the socioeconomic characteristics, the first difficulty was to promote the participation of the students in the strategies, since many of the students do not have the resources and in the same way, they do not want to participate. But in the end, and despite the difficulties presented, 80% of the students developed the ability to recognize and analyze some grammatical structures such as present simple, present continuous, and future simple, where participation in generating sentences was observed in virtual classes.

Another situation that arises was the learning of some graphic organizers such as mind maps and summaries because although they were practiced in class, 50% of the students found it difficult to elaborate them, it is necessary to mention that not all students learned to use them, But they mastered at least one correctly, and it was of great use to them not only in the English subject but in the other subjects.

These are some of the difficulties that are observed during the process and that made it possible to modify the planning to obtain better results and thus achieve the objective.

There cannot be an assessment without an analysis of the teaching practice, that is why the deficiencies practiced by the teacher are personally recognized, for that reason I know how to recognize the deficiencies that still appear and that it is of the utmost importance to recognize them to improve the teaching practice.

A personal difficulty was the lack of contact with the students since at the beginning of the school year I did not see my students only assigned tasks on the Classroom platform and I could not observe their facial expressions such as when they have doubts, when they understand or if they are angry, however in the last 6 months we began to have classes by Zoom, and it was when I observed the students like this it was easier than when making a presentation I observed their expressions and understood that they did not understand as well as act in the situations that arise in a virtual classroom, favor the learning environment and promote a better student-student and teacher-student relationship.

Finally, the opinion of my tenured teacher who acted as a tutor during the teaching practices was favorable; he mentioned that at all times the students were taken to a higher level of understanding and analysis, allowing them to create and practice grammar structures.

I can say that the objective was met and not only as a professional but as a person because at all times I worry about the students for the simple fact that they are human beings who live various adversities and that at all times they need a guide and more at this stage of adolescence, so never weaken their creativity, challenges, imagination,

disposition because even if it implied that I prepare more, it always gave me satisfaction to see that my students were improving and even asked if they did not understand.

Because educating implies being responsible, preparing, leaving the comfort zone, proposing challenges to students, knowing them, planning for them, never being conformist, and above all never limiting and judging them, that is why I am committed to being better every day and improving as a person, and professional to be able to teach by example to my students.

Conclusion

Being able to build this document allowed me to develop a more solid panorama of what teaching work is, I acquired skills that are of the utmost importance in the educational field and to know practically the work with high school students.

Analyzing the result of everything taught and applied throughout my training as a future teacher where a proposal was detected, planned, and applied responding to a problem related to social-emotional aspects in English classes with the first grade, group D, to demonstrate my knowledge during my practice, and in this way helped me to realize what I want and wish to achieve with my students without losing sight of the purpose of the English course.

Therefore, take into account the characteristics of the group, their level of English, their socioeconomic levels, know their tastes, interests, concerns, and the activities that attract their attention, all this associated with the English subject, these were put into practice activities and strategies for students to practice and acquire grammar structures. Throughout my training teaching practices, I realized the importance of knowing the needs of the students and thus being able to select the appropriate work strategies in this subject.

Talking about my group for this document, some of them started with the thinking that the English subject was difficult, and they did not like the English, they were scared for this new subject since the first days the students showed an attitude of indifference

towards the subject, where they did not want to participate, and their faces showed preoccupation during the classes.

The key was to know what the students needed and were to determine the knowledge about the subject they possessed, this according to the results obtained from the diagnosis where, according to the students' answers, they did not know the personal pronouns and less a grammar structure. It was also important to know what activities they liked.

As I mentioned, the students developed the ability to create sentences, as well as to analyze and understand grammatical structures, such as the student's interest in acquiring a second language.

Developing this ability to communicate and write with grammatical structures with different strategies at different times with different durability (long or short term) and activities, the students lost insecurity, shyness, demotivation, apathy, and I can tell you why the students increased their confidence to participate and give their point of view during the classes, the students are motivated when they are sure of themselves so creating a trust, a relaxed and friendly atmosphere and expressing their feelings during the classes was of great help.

Likewise, the students managed to improve their grammar and this was reflected by the fact that the students were involved in the classes, however, they liked the activities such as Quizizz that were carried out on the Zoom platform more, it was there that they stopped hearing comments related to the fact that the classes were boring. In the same

way, the students participated more in the creation of sentences with the grammatical structures that they knew as present simple and future simple.

So, it is essential that teachers know, get involved in the needs in which adolescents are immersed, trying to be a guide, striving to be a more creative person, looking for more alternatives for a better understanding, even if the students see the importance and functionality of a subject in which they are not only content.

Through the design and application of virtual strategies, the English classes were meaningful and useful learning was created in the students' daily lives, I can conclude by saying that the work that was done was of great help because I covered the learnings of understanding and analyzing the grammatical structures to create sentences, and it is also essential to learn a second foreign language English.

From a personal point of view, I can say that the experiences lived as a result of the implementation of these strategies was truly enriching, allowing me personal and professional growth, the students taught me how to value teaching work and my dedication to what I do because I do a good job, Work leaves them teaching that they will use for a lifetime.

Working on this topic, I consider that it is the teacher who should promote the development of writing skills in adolescents through different strategies as shown in chapter 3, first, we do not need many technological resources to cover these skills, But it is necessary to investigate the subject and how to carry it out to obtain better results, what we need is to identify the needs of the students, it is necessary that as English

teachers we must solve doubts or start with the most basic in my case personal pronouns so that they can later identify a grammatical structure at any time and look for strategies and activities that stimulate students to be interested in learning.

As a professional and ethical identity, I assume my future profession as a life career, knowing my rights and obligations, using the resources at my disposal for the improvement of my professional capacity, taking my role as a future teacher with full responsibility. Without losing sight of the fact that we are the person who guides the students to obtain meaningful learning, so that, as a trainee.

I could say what it means to be a teacher; having a vocation for teaching, an open and dynamic personality, encouraging communication where teacher-student interaction needs to be constant, increasing confidence, cooperation, commitment, friendship and positive attitudes without losing a humanistic projection while maintaining the flame of learning.

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Appendix

Appendix 1 and 2.

Location of the Middle High School



Location of the Middle High School 206 "Professor Daniel Delgadillo", the place where the professional practices were carried out where I had the opportunity to apply the didactic skills developed during my teaching preparation.

First section



The first is the entrance on the right side east 3rd B and on the left side 3rd, A on the second floor in the center is the library on the right side 3° D and the left side 3° C.

Second section



The second section in the first room this afternoon orientation shift where the counselors have meetings with parents either for discipline or academically, then the teacher's teacher's phones, where teachers usually go to that room to grade notebooks, tests, meet the parents of students or wait for your next class, the school shop, orientation room, electricity workshop for both shifts.

Third section



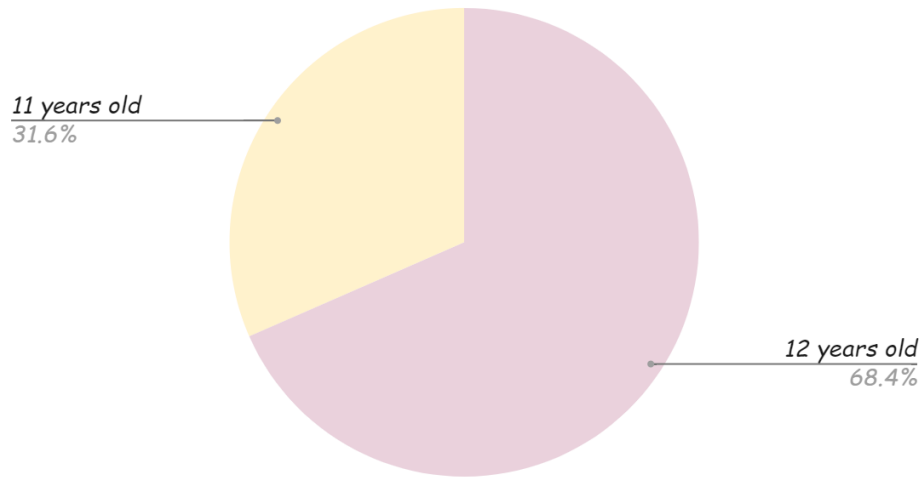
The third section has on the first floor 2° A, 2° B and on the second floor 1° D, in the fourth section on the first floor are the bathrooms and on the upper floor a cutting and confection workshop.

Fifth section



To finish in the fifth section on the first floor is the room for 1° C, 1° B, 1° A and the teachers room for the afternoon shift, on the second floor the computer workshop.

Ages of the students



This graph shows the ages of the students in 1st D of the Middle High School 206 "Professor Daniel Delgadillo".

Socioeconomic diagnosis

Diagnostico

Responde las siguientes preguntas lo más sincero que puedas, marcando las casillas necesarias.

*Obligatorio

1. Escribe tu nombre en el siguiente orden: Apellido Paterno Apellido Materno Nombres *

2. Escribe tu grado y grupo en número y mayúsculas. Ejemplo 1° B *

3. Selecciona tu edad. *

Marca solo un óvalo.

- 11
- 12
- 13
- 14
- 15

4. ¿Quién es la persona que aporta económicamente en tu casa? *

Marca solo un óvalo.

- Padre.
- Madre.
- Tutor.
- Abuelita/o.
- Hermano/o.
- Tía/o.

5. ¿De cuántas habitaciones aparte de cocina y comedor cuenta tu casa? *

Marca solo un óvalo.

- 1
- 2
- 3
- 4
- 5

6. ¿Tu casa cuenta con? *

Marca solo un óvalo.

- Losa.
- Lamina.
- Otro.

7. ¿Tu casa es? *

Marca solo un óvalo.

- Propia.
- Rentada.
- Prestada.
- Vivo con familiares.

Diagnostico

Responde las siguientes preguntas lo más sincero que puedas, marcando las casillas necesarias.

8. ¿En qué dispositivo tienes acceso a la programación? *

Selecciona todas las opciones que correspondan.

- Televisor normal.
- Televisor inteligente.
- Computadora.
- Otra.

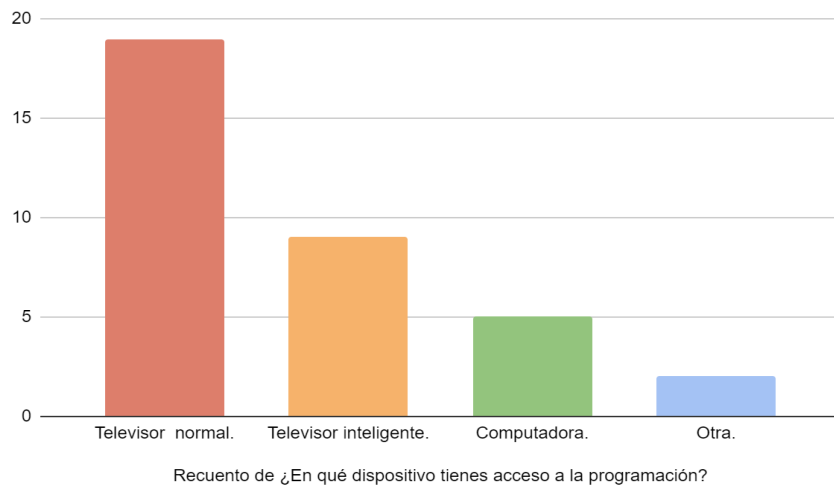
9. Selecciona aquellos dispositivos donde tengas acceso a internet con los que cuentas en casa *

Selecciona todas las opciones que correspondan.

- Celular.
- Laptop.
- Tablet.
- Computadora de escritorio.
- Smart TV.

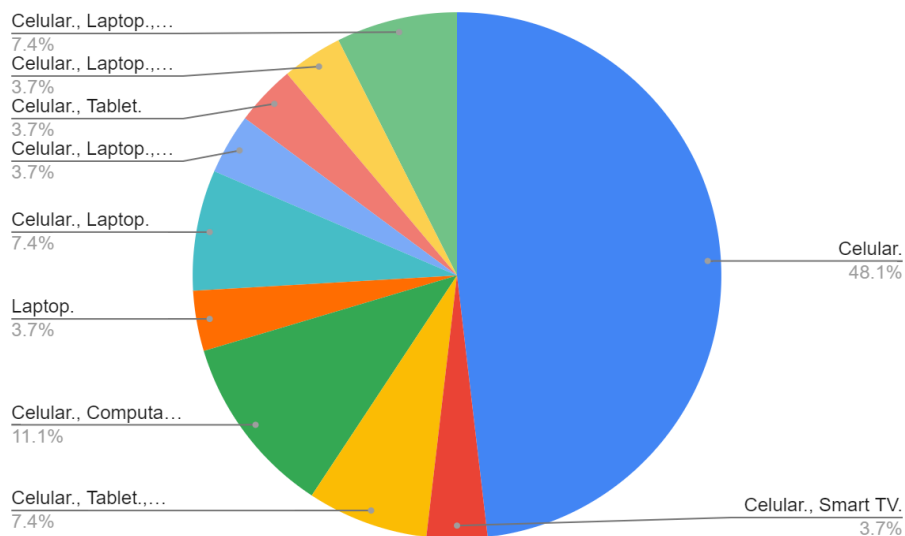
This socioeconomic diagnosis was created with the school English teacher of the Middle High School 206 "Professor Daniel Delgadillo".

Access to the programming



The graph shows us that all students have access to the programming on television and on the computer.

Students have access to the internet



The graph shows us that more than most students have access to the internet on their phone.

English diagnosis

Diagnostic

According to the television program of the subject of English. Answer the questions.

8. Name *

9. Degree and group *

10. 1. How old are you? *

2. Watch the video and answer dialogue 1 and 2.



<http://youtube.com/watch?v=RLs9lly5WT0>

11. a) Dialogue 1. Order the conversation. *

7 puntos

Marca solo un óvalo por fila.

	First	Second	Third	Fourth	Fifth	Sixth	Seventh
Hello	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My name is Doug.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Nice to meet you.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
What's your name?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hi Christiane.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Nice to meet you too, Doug.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My name is Christiane.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12. b) Dialogue 2. Order the conversation. *

7 puntos

Marca solo un óvalo por fila.

	First	Second	Third	Fourth	Fifth	Sixth	Seventh
Hi Emma.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Good afternoon.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hi, nice to meet you.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My name is Emma.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Good afternoon.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Nice to meet you.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My name is Doug.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

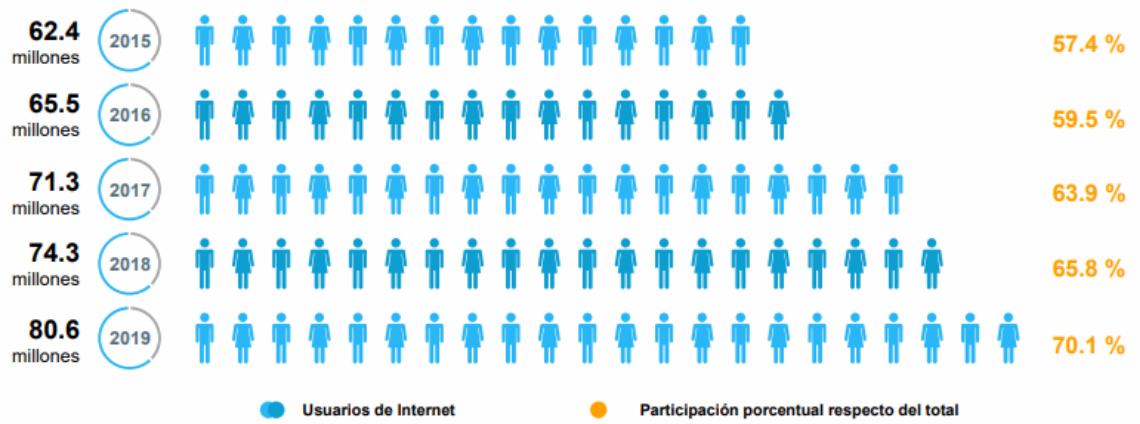
This diagnosis was carried out in conjunction with the tenured teacher.

English level


SECTION	PURPOSE
Section 1: Reading	<i>Understand words and familiar names and very simple phrases, for example those on signs, posters and catalogs.</i>
Section 2: Writing	<i>Able to write short and simple postcards, for example to send congratulations. I can fill out forms with personal data, for example my name, my nationality, and my address besides writing sentences in simple grammatical times.</i>
Section 3: Listening	<i>Recognize very basic words and expressions that are commonly used, relating to myself, my family, and my immediate environment when speaking slowly and clearly.</i>

The diagnoses were classified, and each one is linked to these levels of English to take a starting point with the students.

Internet

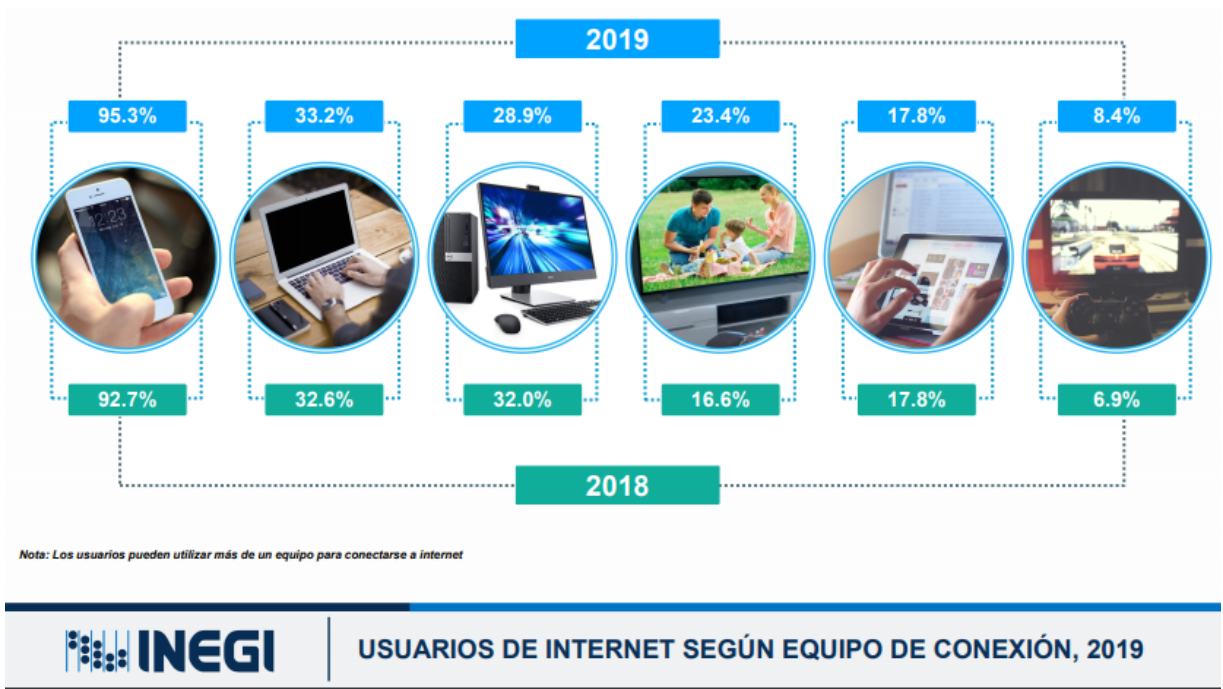


Nota: Porcentajes calculados respecto de la población total de seis años o más


POBLACIÓN USUARIA DE INTERNET, 2015-2019

This is the population index of the internet in the middle high school community.

Access the Internet



This is the percentage of the population that uses these devices to access the Internet in the middle high school community.

Planning the Pear Deck application.



GOBIERNO DEL
ESTADO DE MÉXICO

"2020. Año de Laura Méndez de la Cuenca; emblema de la Mujer Mexicana".



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

Middle school:	Escuela Secundaria Oficial 206 "Profesor Daniel Delgado"			Clave C.C.T.:	15EES0030
School year:	2020- 2021	Shift:	Morning	Subject:	English Group & Grade: 1° B, C y D
Head teacher:	Mendoza Serrano.	Maria de Lourdes		Face to face class	Online class
Teacher trainee:	Flores Barrientos	Erika Samantha		Week of the 18	to 24 of Setbre 2020
Aprende en casa II	Dizzy Dean	Unit:	1	Product:	Describe your favorite singer What's he/she like?
	Enfasis: Asking about people.				

Date:	September 18th 2020	Topic(s):	Are you? What's he like?	Estimated time of implementation	30 min.	Means of contact	
A short description of the activities to be developed by the students				Pedagogical adjustments	Resources & educational technology tools. ¹	Assessment & learning evidences	Achievements
<p>+Ss watch the video at https://www.youtube.com/watch?v=CkwvcvgEQ3E&t=102s.</p> <p>Then Ss write the adjectives shown in their notebook and exemplify with draws or cutouts.</p> <p>Ss take a photo and send it to the classroom.</p> <p>+Ss watch the presentation in Pear Deck or presentation in PowerPoint. https://app.peardeck.com/student/tnryfsmhb</p> <p>Ss match the picture with the corresponding word.</p> <p>Ss create the mind map according to the information (concept, structure and examples).</p> <p>Ss draw or type 2 things their learned in this presentation.</p> <p>After Ss take a photo and send in to the classroom.</p>				<p>Ss who do not have internet use PowerPoint whit the vocabulary, structure and examples.</p> <p>Ss make the activities (adjectives).</p> <p>Ss take a photo and send in the classroom.</p>	<p>Tv program.</p> <p>Pear Deck.</p> <p>YouTube.</p> <p>Google forms.</p> <p>PowerPoint</p>	<p>Ss write and draw in the presentation (Pear Deck).</p> <p>Ss answer the questions in google form.</p> <p>Ss describe their favorite singer (google forms).or</p> <p>Ss watch the presentation in PowerPoint.</p>	<p>Identify adjectives.</p> <p>Describe the people.</p>

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



GOBIERNO DEL
ESTADO DE MÉXICO

"2020. Año de Laura Méndez de la Cuenca; emblema de la Mujer Mexicana".



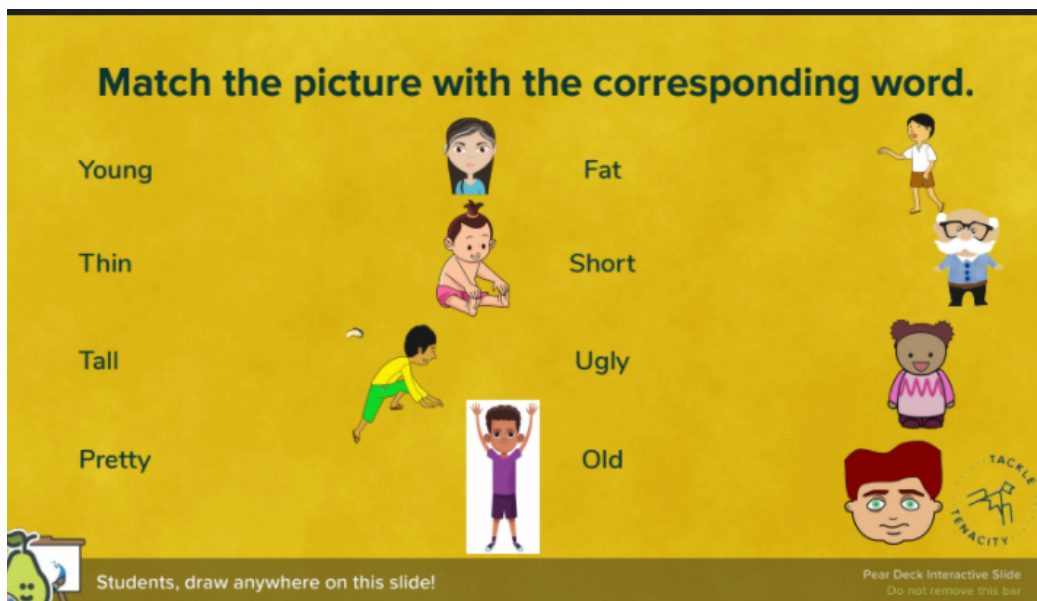
ESCUELA NORMAL DE ATIZAPÁN DE ZARAGOZA
LICENCIATURA EN EDUCACIÓN SECUNDARIA CON ESPECIALIDAD EN LENGUA EXTRANJERA (INGLÉS)
ASIGNATURA: TRABAJO DOCENTE I & II SEMESTRE: SEPTIMO/OCTAVO CICLO ESCOLAR: 2020-2021
PLANEACIÓN DE CLASE

+Ss watch the forms at https://docs.google.com/forms/d/e/1FAIpQLSeLZbcA9I0h_uLRbnumEzb_t8MKjMYe2L8_F13jsoWTR5kq83g/viewform				
Ss analyze and select the correct answer.				
Ss describe their favorite singer.				
Observations, comments and notes	No fue revisada por mi titular. I consider that it is necessary for the students to have a brief explanation of the subject that as it is the 1st year some do not have ever the most basic.			

Developed by:	Reviewed by:	Validated by:
Flores Barrientos Erika Samantha Teacher trainee	M. Ed Raúl Romero Ibarra Professor of Trabajo Docente I	English head teacher at the Middle school
Date of delivery:	Review date:	Validity date:

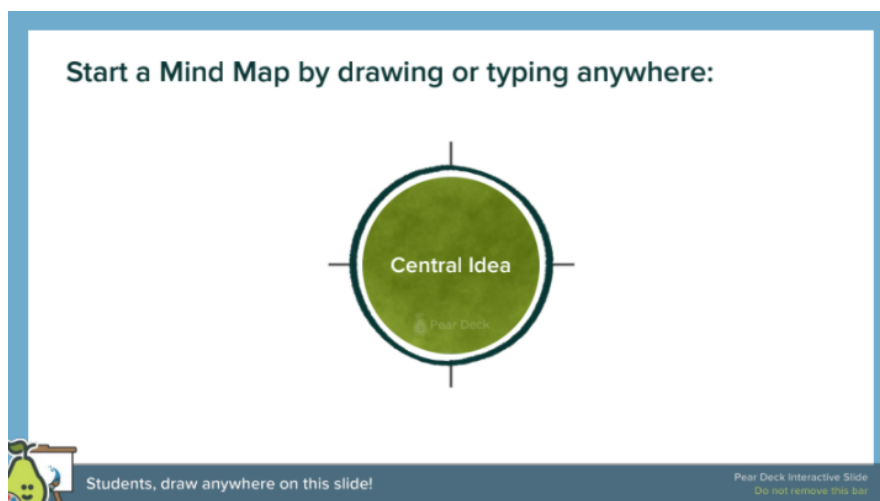
Planning the use of the Pear Deck application.

First activity of the Pear Deck



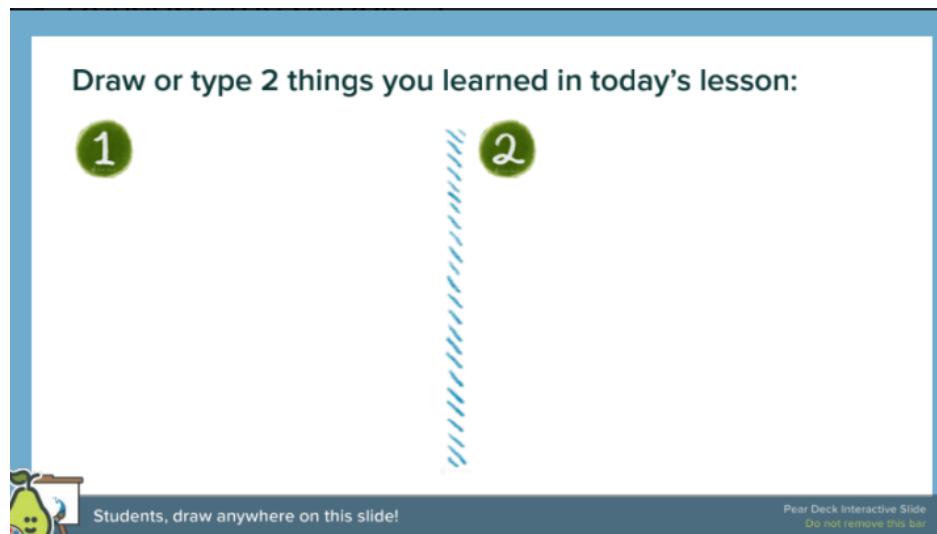
The first activity of the Pear Deck strategy where the students had to relate the vocabulary with the images that represented it.

Second activity of the Pear Deck



The second activity of the Pear Deck strategy where the students had to relate a mental map of the use, the structure and some examples.

Third activity of the Pear Deck



The third activity of the Pear Deck strategy where students had to write or draw what they learned throughout the presentation and activities.

Mind map infographic.



This infographic was used to explain how to make a mind map.

Structure present continuous

Adjectives for people

Interrogative	Affirmative	Negative
<ul style="list-style-type: none"> Are you <u>young</u>? 	<ul style="list-style-type: none"> Yes, I'm <u>young</u>. 	<ul style="list-style-type: none"> No, I'm not <u>young</u>.
Verb + subject + adjective to be	Subject + verb + adjective to be	Subject + verb + not + adjective to be
<ul style="list-style-type: none"> Is he <u>old</u>? 	<ul style="list-style-type: none"> Yes, He is <u>old</u> He's <u>old</u>. 	<ul style="list-style-type: none"> No, He is not <u>old</u>. He isn't <u>old</u>.

This resource was used so that the students understood the structure and how to make use of it.

Responses from the students.



7. Describe your favorite singer.

80 respuestas



Yeni Rivera
Super yei
My favorite singer is tall, young and thin
I do not have a favorite singer
my favorite singer is tall, slim, handsome and cheerful
Natanael cano
son 7 son altos van al gimnasio son guapos
Osuna, is slim,light green eyes,brown skin,black hair

These were some responses from the students.

Planning the Liveworksheets application

	GOBIERNO DEL ESTADO DE MÉXICO	"2020. Año de Laura Méndez de la Cuenca; emblema de la Mujer Mexicana". ESCUELA NORMAL DE ATIZAPÁN DE ZARAGOZA LICENCIATURA EN EDUCACIÓN SECUNDARIA CON ESPECIALIDAD EN LENGUA EXTRANJERA (INGLÉS) ASIGNATURA: TRABAJO DOCENTE I & II SEMESTRE: SEPTIMO/OCTAVO CICLO ESCOLAR: 2020-2021 PLANEACIÓN DE CLASE	 EDOMEX <small>DIVISIONES FINAN. RESULTADOS FUERTES.</small>
Middle school: <u>Escuela Secundaria Oficial 206 "Profesor Daniel Delgadillo"</u>		Clave C.C.T.: <u>15EES00030</u>	
School year: <u>2020-2021</u>	Shift: <u>Morning</u>	Subject: <u>English</u>	Group & Grade: <u>1° B, C y D</u>
Head teacher: <u>Mendoza Serrano.</u>	<u>Maria de Lourdes</u>	<u>Face to face class</u>	<u>Online class</u>
Teacher trainee: <u>Flores Barrientos</u>	<u>Erika Samantha</u>	Week of the <u>6</u> to <u>12</u> of <u>Nov</u> <u>2020</u>	<u>Hybrid class</u>
Aprende en casa II	Dizzy Dean There is and there are. Questions about quantities.	Unit: <u>1</u>	Product: <u>Analyze the information and form sentences (questions).</u>
Relationship of the Aprende en casa II program with Aprendizajes Clave.			
Pág: <u>198</u>	Ciclo: <u>1</u>	Nivel: <u>Preescolar 3°</u>	Ambiente Social de Aprendizaje: <u>Académico y de formación.</u>
Actividad Comunicativa: <u>Busqueda y selección de información.</u>	Práctica Social del Lenguaje: <u></u>	Entiende preguntas para identificar información sobre objetos. <u></u>	Aprendizaje Esperado: <u>+ Participa en la formación de preguntas + Revisa la escritura.</u>
Date: <u>November 6th to 12th, 2020</u>	Topic(a): <u>There is and there are. Questions about quantities.</u>	Estimated time of implementation: <u>30 min.</u>	Means of contact: <u>Classroom WhatsApp</u>
A short description of the activities to be describing the students		Pedagogical adjustments	Resources & educational technology tools. ¹
+Ss watch the TV program <u>Aprende en casa II Inglés</u> at YouTube. https://www.youtube.com/watch?v=DRBVau00-Uk		I select this video because it is the repetition of the program of November 5th and 6th.	https://www.youtube.com/watch?v=DRBVau00-Uk (YouTube) Way of working (Classroom)
Assessment & learning evidences		Achievements	
		Ss acquire previous learning.	

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

	GOBIERNO DEL ESTADO DE MÉXICO	"2020. Año de Laura Méndez de la Cuenca; emblema de la Mujer Mexicana". ESCUELA NORMAL DE ATIZAPÁN DE ZARAGOZA LICENCIATURA EN EDUCACIÓN SECUNDARIA CON ESPECIALIDAD EN LENGUA EXTRANJERA (INGLÉS) ASIGNATURA: TRABAJO DOCENTE I & II SEMESTRE: SEPTIMO/OCTAVO CICLO ESCOLAR: 2020-2021 PLANEACIÓN DE CLASE	 EDOMEX <small>DIVISIONES FINAN. RESULTADOS FUERTES.</small>
+Ss watch the video at YouTube or analyze the information in the pictures. Appendix 1 and 2. https://www.youtube.com/watch?v=WcXgZvTUQ9M Ss write examples (how much or how many and there is and there are) show in their notebook. Ss analyze the sentences (how much or how many) show in their notebook. Ss take a photo and send it to the classroom.		I select this video because the content and explanation is adequate since the structure and examples is coming, it serves to know how to write structure. I select these pictures because the content is adequate since the structure and examples is coming.	https://www.youtube.com/watch?v=WcXgZvTUQ9M (YouTube) Pictures question about quantities. Appendix 1 and 2. Way of working (Classroom)
+ Ss write the sentences at <u>liveworksheets</u> or PDF. Appendix 3 https://es.liveworksheets.com/zh1317488pf Ss analyze and write the correct answer. Ss take a photo and send in to the classroom.		I select this platform because it allows me to make dynamic the worksheet.	https://es.liveworksheets.com/zh1317488pf (Liveworksheets) PDF question about quantities. Appendix 3 Way of working (Classroom)
Observations, comments and notes	The works are carried out through the classroom as well as the resolution of doubts and feedback. Students and parents communicate with me through groups on WhatsApp if necessary.		
Developed by: <u>Flores Barrientos Erika Samantha</u> Teacher trainee		Reviewed by: <u>M. Ed Raúl Romero Ibarra</u> Professor of Trabajo Docente I	Validated by: <u>English head teacher at the Middle school</u>
Date of delivery: _____	Review date: _____	Validity date: _____	

Planning the use of the Liveworksheets application.

Liveworksheets



liveworksheet platform

Rubric of evaluation



Rubric of evaluation of the activity of liveworksheets.

Structure there is-there are

ENGLISH
GRAMMAR

There is - There are



Meaning: To say that something exists (or doesn't exist)

AFFIRMATIVE

There **is** + **singular noun**

There **are** + **plural noun**

There **is** + **uncountable noun**

There **is** a **book** on the desk.

There **are** **books** on the desk.

There **is** some **milk** in the fridge.

NEGATIVE

There **isn't** + **singular noun**

There **aren't** + **plural noun**

There **isn't** + **uncountable noun**

There **isn't** a **pen** on the table.

There **aren't** any **pens** here.

There **isn't** any **juice** in the fridge.

QUESTIONS

There is a cat on the chair.

Is there a cat on the chair ?

There are cats on the sofa.

Are there cats on the sofa ?

How many + **plural noun** + **are there ... ?**

How many **students** **are there** in your class?

How many **days** **are there** in February?

CONTRACTIONS

There's = There is

There's not = There is not


There isn't = There is not

There aren't = There are not

www.grammar.cl
www.woodwardenglish.com
www.vocabulary.cl


This resource was used so that the students understood the structure and how to make use of it.

Planning the Quizizz app


GOBIERNO DEL ESTADO DE MÉXICO

2020. Año de Laura Méndez de la Cuenca; emblema de la Mujer Mexiquense.

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



EDOMEX
 ENCICLOPEDIA FINANCIA. RESULTADOS FUERTES.

Middle school:	Escuela Secundaria Oficial 206 "Profesor Daniel Delgadillo"			Clave C.C.T.:	15EES00030
School year:	2020- 2021	Shift:	Morning	Subject:	English
Head teacher:	Mendoza Serrano.	María de Lourdes		Group & Grade:	1° B, C y D
Teacher trainee:	Flores Barrientos	Erika Samantha		Face to face class	Online class
				Hybrid class	
		Week of the	18	to	22
				of	Enero 2020
Aprende en casa II	Dizzy Dean. Repaso de temas	Trimestre		Product:	Repaso del vocabulario (hobbies, describir a alguien, fechas lugares)
			1.º		

Relationship of the Aprende en casa II program with Aprendizajes Clave.


Pág:	192	Ciclo:	1	Nivel:	Preescolar 3º	Ambiente Social de Aprendizaje:	Familiar y Comunicativo.
Actividad Comunicativa:	Intercambios asociados a información de uno mismo y de otros.		Practica Social del Lenguaje:	Identifica información sobre el aspecto físico.	Aprendizaje Esperado:	Identifica información sobre el aspecto físico.	

Pág:	202	Ciclo:	1	Nivel:	Primaria 1º	Ambiente Social de Aprendizaje:	Familiar y Comunicativo
Actividad Comunicativa:	Intercambios asociados a información de uno mismo y de otros.		Practica Social del Lenguaje:	Da información sobre datos personales, gustos y preferencias.	Aprendizaje Esperado:	Explora información sobre datos y preferencias personales.	


GOBIERNO DEL ESTADO DE MÉXICO

2020. Año de Laura Méndez de la Cuenca; emblema de la Mujer Mexiquense.

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


EDOMEX
 ENCICLOPEDIA FINANCIA. RESULTADOS FUERTES.

Date:	18th to 22 January 2020	Topic(s):	Repaso del vocabulario (hobbies, describir a alguien, fechas lugares)	Estimated time of implementation	30 min.	Means of contact	Classroom Zoom
A short description of the activities to be describing the students			Pedagogical adjustments	Resource & educational technology tools.¹	Assessment & learning evidences	Achievements	
+Ss watch the questions at quizizz. Ss analyze and select the correct answer.			I select this quizizz questionnaire is used to identify dates in varieties of language (British and American).	(Quizizz)		Dates in varieties of language (British and American).	
+Ss watch the questions at Kahoot. Ss analyze and select the correct answer.			I select this kahoot questionnaire is used to identify the adjectives.	(Kahoot)		Identify adjectives.	
+Ss watch the questions at Kahoot. Ss analyze and select the correct answer.			I select this Kahoot questionnaire is used to identify hobbies.	(Kahoot)		Identify hobbies.	
Observations, comments and notes	Se realizo la planeacion con actividades que la docente titular suereno asi como los aprendizajes esperados. Debido a que se presentaran en la clase de Zoom los links deben de proporcionarse el mismo dia es por esto que no se colocaron en la planeacion.						

Developed by:	Reviewed by:	Validated by:
Flores Barrientos Erika Samantha Teacher trainee	M. Ed Raúl Romero Ibarra Professor of Trabajo Docente I	English head teacher at the Middle school
Date of delivery:	Review date:	Validity date:

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

Planning the use of the Quizizz application.

Quizizz platform

QUIZZ Biblioteca Q

¿Tienes una cuenta?
Iniciar sesión ahora

Crear

Explorar
Mi biblioteca
Informes
Clases
Más

QUIZ 🗑️ 📄 🖨️

Date

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1st curso • English

4 months ago by Sam Barrientos 👤 0 Guardar Copy and Edit

SESIÓN DIRIGIDA POR UN INSTRUCTOR **Iniciar una prueba en vivo** ASYNCHRONOUS LEARNING **Asignar tarea**

6 preguntas 👁️ MOSTRAR RESPUESTAS ▶️ AVANCE

Pregunta 1 🕒 45 segundos

 Q. What day is it? American English

— opciones de respuesta —

6th January 2018 January 6ht 2018

QUIZZ Biblioteca Q


¿Tienes una cuenta?
Iniciar sesión ahora

Crear

Explorar
Mi biblioteca
Informes
Clases
Más

SESIÓN DIRIGIDA POR UN INSTRUCTOR **Iniciar una prueba en vivo** ASYNCHRONOUS LEARNING **Asignar tarea**

Pregunta 2 🕒 45 segundos


 Q. What day is it? British English

— opciones de respuesta —

10th May 2018 May 10ht 2018

10en May 2018 May 10en 2018

Pregunta 3 🕒 45 segundos

 Q. What day is it? American English

— opciones de respuesta —

24rt February 1839 February 24ht 1839



24th February 1839 February 24rt 1829



Quizizz platform.

Date infographic

ENGLISH VOCABULARY **The DATE in English** Woodward ENGLISH

There are two ways of saying the date in English.

	Written English	Spoken English	Numbers
	March 7 MONTH + DAY	March seventh Even if the <i>-th</i> isn't written, an ordinal number is still said.	3 / 7 / 17 MONTH / DAY / YEAR
	7th March DAY + MONTH	The seventh of March	7 / 3 / 17 DAY / MONTH / YEAR

Days	Months	Years
We always use ordinal numbers for the date in spoken English.	Months always start with capital letters.	Years are normally divided into two parts.*
<ul style="list-style-type: none"> 1st first 2nd second 3rd third 4th fourth 5th fifth 6th sixth 7th seventh 8th eighth 9th ninth 10th tenth 	<p><u>august</u> ❌</p> <p><u>August</u> ✅</p>	<p>1984 nineteen eighty-four</p> <p>1652 sixteen fifty-two 1941 nineteen forty-one 2017 twenty seventeen</p> <p>* Exception: For the years from 2000 to 2010, we normally say <i>two thousand and + number</i>.</p> <p>2006 two thousand and six</p>
	<p>What day is this?</p> <p>3 / 5 / 18</p> <p> March 5, 2018</p> <p> 3rd May 2018</p> <p>Big difference!</p>	

www.grammar.cl www.woodwardenglish.com www.vocabulary.cl

This resource was used so that the students understood the structure and how to make use of it.