

2020. "Año de Laura Méndez Cuenca; emblema de la mujer Mexiquense"

## ESCUELA NORMAL DE ATIZAPÁN DE ZARAGOZA



DOCUMENTO RECEPCIONAL

ENSAYO ANALÍTICO EXPLICATIVO

***"USE OF THE MOTHER TONGUE AS SUPPORT FOR THE TEACHING OF A SECOND LANGUAGE (ENGLISH) IN JUNIOR HIGH SCHOOL ."***

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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:

**USE OF THE MOTHER TONGUE AS SUPPORT FOR THE TEACHING OF A SECOND LANGUAGE (ENGLISH) IN JUNIOR HIGH SCHOOL**

**MODALIDAD: ENSAYO ANALÍTICO EXPLICATIVO**

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## *DEDICATORIAS*

*EN ESTAS LÍNEAS QUIERO AGRADECER A TODAS LAS PERSONAS QUE HICIERON POSIBLE ESTO Y QUE DE ALGUNA MANERA ESTUVIERON CONMIGO EN LOS MOMENTOS DIFÍCILES, ALEGRES, Y TRISTES.*

### *A MIS PADRES:*

*POR SU AMOR, ESFUERZO, TRABAJO Y SACRIFICIO EN TODOS ESTOS AÑOS, GRACIAS A USTEDES HE LOGRADO LLEGAR HASTA AQUÍ Y CONVERTIRME EN LO QUE SOY HOY EN DÍA. SIEMPRE ESTARÉ ETERNAMENTE AGRADECIDO CON USTEDES POR EDUCARME Y SIEMPRE BRINDARME SU APOYO INCONDICIONAL.*

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# INTRODUCTION

The present document is an essay based on the practices that were carried out during my last year of my major. This essay has the purpose of showing and exemplifying through a narrative an analysis of what was done in that period. This document was made at the Junior High School No. 0077 "Lic. Benito Juárez" in the morning shift, at the subject of Lengua Extranjera, Inglés I, with the student population of 1<sup>st</sup> "C".

This document was worked under the thematic line of analysis of teaching experiences, in order to address a subject of study that was linked both to the areas of opportunity that I have as an unfinished teacher and to the educational needs of the students of the 1st "C" and attend the English language teaching process.

The activities I applied were intended to respond to the benefit of the process of teaching a second language. As a result of my observation, I was able to notice that some students had some difficulties in understanding the English language, others had a level that did not match current standards in public education at the secondary level, but the most recurring factor and not only with this student population It was the active use of the mother tongue within the English classroom.

Therefore, it was decided to use the mother tongue in the English classroom in order for this resource to be used as a support in the process of teaching a second language. Although it is known that this resource is controversial in the face of current educational trends, this essay deals with how this resource can be used, giving it a different approach than the one traditionally given or with which it is commonly related.

In order to promote the process of teaching a second language, this essay exemplifies how the mother tongue can be used as a support, in addition to explaining why I chose to use this resource and the consequences.



On the other hand, this document is organized in order for the reader to start with the diagnostic information at the beginning to conclude their reading in the conclusions section where the results of using the mother tongue can be compared.

In the initial part of the document we have the description of the study topic of this essay based on the trigger questions, the context of the school and the organization of the school, the characteristics of the students, in addition to the different analyzes about the information diagnosis that showed the strengths and weaknesses of the students.

In a second part of this essay, it deals with the research that was carried out on the topic of study and, consequently, the answers to the trigger questions that were the guide of this document and its structure. On the other hand, this content is broken down into different subtopics. that embody this essay.

In a succeeding part, there is an analysis of what is related to the subject of study, in addition to the fact that there are elements such as evidence and they are contrasted with the results of what is proposed in this essay. Finally, there are conclusions based on the results of applying the mother tongue as a support in the teaching process in addition to an analysis of the professional skills that I have developed during my training journey.

# SUBJECT OF STUDY

Junior High school education a couple of years ago underwent a considerable change. The new educational model called “Aprendizajes Clave” was implemented and with it a change in the plans and programs regarding the teaching of a foreign language in this case English was considerably modified. But despite the change, work continues under the same line of action as in previous years.

The above sounds like having a solid and concise base in the teaching of a foreign language at the secondary level, therefore it sounds logical that educational and learning needs are mostly covered, but that happens when reality reflects otherwise. , when the junior high schools in Mexico do not give the promised results in the plans and programs and when the basic education does not have the follow-up that allows to fulfill the established goals regarding the teaching of English.

It can be interpreted that the perspective that this essay involves is a severe criticism towards the teaching of English, but no, the previous point of view allows us to give a main theme to this essay which starts from accepting the reality that is lived within the classroom of English in basic education in a public junior high school, that is to say that it does not seek to criticize or judge what is done or not, but the purpose of this essay is to show a proposal that favors the process of teaching English.

The general purpose of the Foreign Language subject. English in accordance with current plans and programs is that students develop skills, knowledge, attitudes and learning strategies to participate and interact in social practices of language, oral and written, typical of different routine and habitual communicative and cultural contexts, with native and non-native English speakers. Therefore, the main trend is to teach English generating an environment completely in this language.

The previous practice has optimal results, it is a type of teaching that starts from generating the relevant conditions in the classroom, suppressing the use and interferences between languages. But this practice does not have the necessary support when applied in public education, therefore, the reality of our schools is that the mother tongue is present in the teaching of a second language. For this reason, it is necessary to use all the resources that allow us to meet the established goals and in turn are applicable in the environment where it is used.

In second language learning, no human being starts from scratch. We all carry the unconditional company of our first language, which acts as a guide, as a support, as a conscious or unconscious learning mechanism, and often as a filter. Therefore, the question arises as to whether it should be used in the classroom, in order to make profitable its inextricable relationship with the apprentice.

During my teacher training, I had the opportunity to practice in different junior high schools, and there were different conditions in each of them. Still, they all shared something in common regarding the teaching of a second language (English); in all of them, it was not fulfilled the profile depending on each grade of secondary education. It could be due to multiple factors, but the most constant factor presented was that students did not understand the teacher when it was in a second language (English), generating confusion, anxiety, and zero communication for the development of the activities.

Taking into account the preceding, I intend to adhere to the current plans and programs and at the same time attend to the activities that are necessary for the achievement of the critical learning of Lengua Extranjera, Inglés I, in the group of 1st "C," in where the following problems arise:

The results of the diagnostic exam show the students' lack of English level that was in the plans and programs for secondary education. In addition to not presenting a mastery of the primary

contents of the subject and at the same time, they present areas of opportunity in each of the macro skills of the English language (*reading, writing, listening, and speaking*). In addition to the fact that the student population reflects minimal interaction when the English subject's teacher speaks using this language.

Therefore, searching for short -term solutions to these students' needs and taking into account that the language is closely linked to the human being and immersed in several aspects of our daily life. Chomsky (1965) states that: "language is a finite or infinite set of sentences, each of them of finite length and constructed from a finite set of elements." This definition emphasizes the structural characteristics of language without delving into its functions and the ability to generate action that it has for a sender and receiver. This aspect is core in language-related studies.

Besides, languages can be to share a general structure, which can refer to universal grammar as a set of principles, rules, and conditions that all languages share. Chomsky proposed to explain the process of acquisition and use of it. According to this theory, all human beings naturally acquire any language because they have a universal grammar. This capacity, innate and specifically human and independent of the other functions, manifests itself in the form of universal knowledge about the properties common to all languages and the specific features. That is to say that each word shares similarities.

For this reason, I intend to use the mother tongue, which in this case, is Spanish (Mexican) as a support in the teaching of a second language, which in this case is English, to meet these needs in the teaching-learning process.

The above is applicable through permanent activities and learning strategies by students, according to Cohen (1998), "the term strategy regarding the learning of an L2, is applied in the

conscious actions that a student of a foreign language to help you learn and express yourself in the target language."

Therefore, some purposes of using the mother tongue as support in teaching a second language (English) in 1st. "C" is the following:

- Memory aspects: Generating a comparison between the mother tongue and the second language, allowing the memory of words, sounds, or structures similar to both languages.
- Cognitive aspect: that makes transferring processes from one language to another.
- Compensatory activity: Using the mother tongue as a means of communication, when the communicative action in the second language fails, allows the code to switch from one language to another.
- Affective aspect: Consider the student at the center and the teacher as a facilitator, allowing the use of the mother tongue to combat anxiety, lack of understanding and little understanding on the part of the students during the teaching-learning process of A second language
- Social aspect: Use the mother tongue to foster relationships or relevant communication between students.

It was necessary to generate a series of questions, to understand the aspects I had to emphasize and to use the mother tongue as support in teaching the second language (English). All of this to achieve the abovementioned.

- *What is a language?*
- *What is the mother tongue?*

- *What aspects are favored when using the mother tongue as support in teaching a second language?*
- *What actions or activities in the mother tongue favor the teaching of a second language (English)?*
- *What problems can cause students to use two languages when learning a second language (English)?*

Another important aspect to consider within this essay under the Thematic Line Analysis of Successful Teaching Experiences is that I intend to put into practice the knowledge, initiative and pedagogical imagination that I have managed to develop during my training, to design, apply and analyze teaching activities. teaching consistent with the purposes of secondary education, within the parameters of the subject of Lengua Extranjera, Inglés.

In general, the above is directly linked to the professional competence that I consider to be an area of opportunity, since I not only seek the benefit of 1st “C” students in the preparation of this essay, but at the same time I could attend that aspect.

## **1. Context**

The next document is based on the teaching practices that were done from September 23th, 2019 to March 6th, 2020 in the junior high school 0077, “Lic. Benito Juarez” with C.C.T 15EESO186M, School Zone: S042, Sector: 3. The school is on Adolfo López Mateos Street and Tequexquahuacriviera del Bosque street, Tlalnepantla de Baz, Zipcode: 54020, Mexico (*Appendix 1*).

### ***1.1 External context and Internal context***

Taking into account the standards proposed by INEGI (2014) for the classification of the context, the school is in an urban area. There is a large concentration of population; additionally, this population mostly works within the community. This community has the public services of; electricity, sewer system, the streets paved, drainage, street light, public transport, free cleaning service, and water.

On the other hand, the school is in the center of Tequesquahuac. Therefore, the school found itself surrounded by different establishments like department stores, some supermarkets, a church, pharmacies, micro-businesses, grocery stores, banks, and other schools. Also, according to UNICEF (2012), an urban area can be defined by one or more of the following factors: administrative criteria or political boundaries, population size, the economic function, and the existence or urban characteristics.

Few people are living in that particular area. Therefore, there are few apartments or houses, but they have a higher concentration of shops, schools, and entertainment places. To sum up, the majority of schools and establishments are in the main avenue that connects directly with the community of Tlalnepantla and Tultitlan, which causes that there is always traffic in the area.



The school is on the main avenue. Access to the institution is not complicated. Besides that, the school is big structurally. It is 5.6 kilometers from the "Plaza Tlalne Fashion Mall," an entertainment place with department stores, a cinema, and a shopping center. Therefore, arriving at school by public transport, school transport or private vehicle is considered natural.

The student population enrolled in this school lives nearby. However, few students live far from the school; for this reason, a large percentage of students arrive at school walking or use school transport. The school transport has an agreement with the school and students who use this means usually arrive fifteen minutes before the beginning of the school day, which causes that unpunctuality is not a problem in this school.

The Junior high school offers the educational service through "the school modality." This scholastic conception proposes strategies of teaching and learning through the student-teacher relationship. That means to have a specific schedule and a particular studies' program. Offering this service in two shifts; one during the morning and the other in the afternoon. The elaboration of this document was in the morning shift.

The school is massive in terms of the structure divided into four main buildings of two floors each. One of the buildings has a principal's office, a vice principal's office, administrative area, library, and room for academic guidance. There are nine classrooms in two buildings. There are three for first grade, three for second grade, and three for third grade. For each degree, there are three groups from A to C.

In general, the classrooms are large and prominent, with good internal lighting provided by four ceiling lamps in each room and skylights. Each class has two big windows, a whiteboard, a desk, and enough space to accommodate forty-five to fifty-five students. The last building is for the

following spaces: a concierge room, a warehouse for school's supplies, a dance-room. Three rooms equipped for academic workshops — moreover, other areas for diverse uses. There are a multipurpose room, a computer room, an audiovisual room, and a telematic classroom.

The school has a main entrance that has the function of entry and exit. There are three courts for multiple uses in the school, and there are two courtyards and a central courtyard that has the purpose of attending ceremonies and civic events. Besides, there is a fast soccer field, and a parking lot is nearby.

All the school connects with the monument devoted to the memory of Benito Juarez. Additionally, to each building, some stairs give access to the second floor. On the other hand, rooms that are not classrooms are locked and requested in advance for their use. Inside the school, there are four green areas, two restrooms, and a cafeteria in addition to the safety, areas distributed in the school with the relevant signs.

The school complies with a good structure since studies carried out based on school effectiveness show that "some characteristics of the infrastructure influence the students' learning mainly in the developing countries" (Ruiz and Pérez, 2012). Besides that, the Artículo 3° of our Constitution, indicates that the State is responsible for guaranteeing quality in compulsory education, which includes the educational infrastructure; hence, the policies that exist ensure that school-age children have a place in school.

### ***1.2 The Internal organization of the school.***

In the morning shift, the school consists of 399 students, one principal, one vice-principal, one secretary, one administrative area manager, 22 teachers, three counselors, and two maintenance staff (*Appendix 2*). With the above, it is according to Sandoval (2000) That it is a pyramidal

organization whose vertex is the principal of the school and its base students since in the junior high school there is an organizational structure that indicates the content and purpose of the activities assigned by member and position.

Groups about 44-49 students have saturation, which generates diverse problems in classes' development. Gladwell (2000) ensures that the lower the teacher-student ratio, the higher the academic success." That means a smaller students' number per group, a more significant advantage achieved.

Some specific functions of this school's principal are the following. The Educational project and the Center plan; carries out the planning framework, distribution, and task definition. The assignment of responsibilities among members of the educational community. Synchronization of the people's activities with the plans, allocating necessary resources, making decisions, giving instructions, working, applying resources, solving problems, and evaluating the effectiveness of the educational process of the center.

The vice-principal, on the other hand, takes care of different actions. It includes coordinate academic, complementary, and special activities of the primary school in support of the director, supervising, and controlling the teaching-learning process according to the education programs established by the Ministry of Education to have the students' integral development. Besides, the vice principal gives the function of representing the school principal in case of absence in the leading roles.

The School secretary manages the school secretariat and to provide administrative support to the school's management team and other school staff. The Administrative area manager is

responsible for giving support and guide to everything related to official documentation, internal and external procedures, and general support in the administrative area.

On the other hand, school teachers are in charge of the application of diagnostic tests to know the students and establish the diagnosis of their needs. They are responsible for preparing the classes and manage mediated learning situations. With teaching strategies that consider the realization of learning activities, of high academic potential and that, consider the characteristics of the students. Each teacher of this school fulfills the function of being form teacher for a particular group giving tutoring and advising to the students.

The counselors, supervise and guide the students' to a responsible complying. They are looking for students' convictions to create habits that are useful for their integral formation. However, this is with the agreement of the junior high school operation and the authorities. Also, the counselors have another function as social worker's, this is to get involved with the students to meet with them to discuss the problems and their causes, which they face. Social workers help students with learning disabilities such as dyslexia, attention deficit disorder, and social issues such as poverty, domestic or sexual violence.

Finally, the maintenance staff is in charge of the school building. They carry out the maintenance and cleaning services, with the opportunity and efficiency, in addition to submitting in writing, to the school's office, a daily report of the news, absences and irregularities, merits and outstanding services of the personnel in charge of them, as well as the imperfections and needs of the school.

In general, the school works with all the actors mentioned above. On the other hand, all are committed to the fulfillment of the institutional mission that consists of offering the students primary integral quality education, according to the purposes, plans, and programs of study, with

the ethical and labor commitment of the entire work team. With this, they focus on forming competent students, with knowledge, skills, abilities, and values, disciplines that will allow them to improve personally and socially.

All of this performed through the commitment and monitoring of the institutional vision. It is to train students with values, young people who respond to the challenges demanded by today's society, respecting and stimulating the different rhythms and learning styles. Moreover, starting from strategic planning, modifying and adapting the curricular contents, giving attention to students with special educational needs, a school that offers better services, a work center that takes advantage of spaces and teaching time. The school has a strong commitment to its students.

In addition to the monitoring of the institutional vision and mission, civic and academic activities made to complement the students' academic training, for example, contests by subject, folk dance, civic events, science fairs, and others. It makes sense because, according to Durkheim (1976), a school is a place where besides preparing individuals to be part of the society that has welcomed them, it is responsible for their conservation and transformation.

In this school, the use of time is for different activities that compose the school day, taking into account a specific organization and the time it is distributed in a schedule from 7:00 am to 13:00. Hargreaves (1992), time is considered an element of singular relevance in the structure of work within schools because it is a point of reference from which establishes the educational process improvement.

For this reason, in this school, the time is divided into the following activities; civic ceremonies, classes of different subjects, tutoring, festivals, among others, all the above forms the school day.

Also, some activities complement the previous as they are; some talks to complete the area of school coexistence by organisms as they are; DIF, Cruz Roja, and other institutions.

The school encourages its students to wear school uniforms because it is considered a significant element to identify the student population. Also, the use of a school uniform is mandatory. There are two school uniforms; one for daily use and the other for physical activities. The commitment is not only on the part of the school because the parents are actively present in this school. After all, most attend the meetings to learn more about their children and visit the citations; they are aware of the training academy for the students, attend science fairs and civic events, and do additional activities at school.

In general terms, the school has a functional and complete organization, the structure is ideal for teaching, and the staff that works in the school fulfills its specific functions. The school is located in a relevant context and turns the work done in the school favors. According to Sandoval (2001), the creation of a space with historically constructed cultural and traditional practices, where different actors contribute their knowledge, the school is a place of exchange and negotiation of collective and particular interests.

### ***1.3 Classroom environment***

This document developed on 1st "C" with a student population of 43 students, 19 men, and 24 women, with an average age of 12.41 years old (*Appendix 3*). This age is in a period considered as adolescence according to Papalia (2002) regarded as a period of development of the human being that generally covers the period comprised of the 11 to 20 years, in which the subject reaches biological and sexual maturity; and it seeks to achieve emotional and social maturity.

On the other hand, Delval (1994) states that adolescence is a psychological phenomenon. Manifested characteristics such as; the alteration of the strong feelings, erotic impregnation of the individuality, self's projection towards the future, impulses of self-affirmation, and the acquisition of a personality. Therefore, behaviors manifested in 1st "C" go according to the stage of development of the human being they are living.

The observation instrument's results called "group observation instrument" were designed and taken into account. This non-standardized, objective, measuring tool applied collectively, taking into account all the students of the group, allowed gathering information about aspects such as; attention, concentration, attitudes, and values, classwork, cooperation, habits, and generalities of the group explained below.

Considering the student population in the 1st "C" as a group, they have passive behaviors inside and outside the classroom. However, there are certain activities that they frequent that could be termed as conflictive, sometimes the students talk among themselves interrupting classes, play inside the classroom, and present little self-regulation in everyday situations in a classroom environment.

When they are gathering, it is harmonious and respectful. The students show a good relationship, pleasingly either inside or outside the classroom. This attitude repeated when interacting with teachers and other staff of the institution. Therefore, it is considered that there is a healthy coexistence between students and the school community.

The students as a group are participatory during the English classes; they are creative, spontaneous, friendly, and have preferences for working as a team or carrying out activities outside the classroom. On the other hand, students present a better response in terms of attention since

when digital or social media resources used in the classes, students show greater interest in the studies.

However, some aspects can take into account, and that affect the learning of the students since sometimes the students show a disinterest in the subjects where the workbook or activities give the principal articulation of the classes focused on highlight texts or summarize the contents of the matter, therefore, students show greater interest when working using other teaching resources.

I observed in the different periods that I worked with the group, a notorious lag in the English class. It showed in the results of the diagnosis on the subject. The results threw some opportunity areas in listening, speaking, reading, and writing skills according to the level they should have. All the above proposed through the parameters of the "Aprendizajes Clave" curriculum.

Students present difficulties in English classes because they do not understand the content when the lesson is given entirely in English. Students do not have much vocabulary and the appropriate level required when entering secondary education. The previous was a difficulty since it was reported on too many occasions to the corporal language, use of commands, to speak very slow, use of flashcards, use of the dictionary, and, on a few occasions, to say some words in Spanish.

Talking about likes and dislikes and interests, they like to play soccer, basketball, volleyball. They play video games or use social networks like Instagram, Facebook, Twitter, YouTube, and browsing other websites. Besides, some students have a taste for reading books, listening to music in either Spanish, English or Korean. Nowadays, what stands out is that these students spend too much time using social networks or watching videos on the internet, since sometimes even within the classes, the students were using them or in recess. However, there were some cases of cyber-bullying but fortunately solved.



In general, the students worked appropriately during the English class or in other subjects, in addition to school-level activities, the students performed well at times in those activities. There are specific points that involve this group in aspects that affect the adolescent's development as they are; the social, cognitive, affective, and motor points explained below.

### ***1.3.1 Affective Aspect***

Adolescence is a complicated stage that determines the development of the human being. According to G. Stanley (1844-1924), it is a turbulent period dominated by conflicts and mood changes. Adolescence is when the essential human characteristics appear, in this case, the effective ones. The adolescent lives a fluctuating emotional life with contradictory tendencies. It can express a lot of energy and excessive activity and alternatively appear indifferent and listless. They are moving from euphoria to depression, from vanity to shyness, from selfishness to idealistic altruism.

Many aspects are developed in this stage, for example, the creation of identity. In the adolescence stage, they search for identity, with the necessity of balance, autonomy, and bonding. Namely, an identity formed by giving us an image about ourselves; this image allows us to act coherently according to what we think or feel.

According to Goldberg (2007), the adolescent who seeks identity must first create a personality that differentiates from the rest, "rented" other people's characters, trying to make the own. This process by which the identity of others is "rented" and converted into their own, is called "identification."

However, it is not exclusive to adolescence, but its most incredible intensity acquired in this period. The search for identity for adolescents complemented by clothing, hair, speaking, walking, acting, tastes, or habits, with the styles that a person or a group possesses. "The adolescent must be

approved by the group and must be accepted, absorbing activities and characteristics typical of it" (Goldberg, 2007).

In addition to the above, the relevance and importance of friendships in adolescence reflect cognitive and emotional development. Adolescents consider the point of view of their peers better. "Trusting a friend helps the adolescent to explore own feelings, define identity and validate personal worth; Friendships being then a safe place to air their opinions, recognize their weaknesses and get help from others "(Papalia, Olds, Feldman, 2002).

Family conflicts, depression, and risky behaviors are common during adolescence than during other periods of life. A large number of disputes characterizes the relationship of adolescents with parents in this stage, these will worsen depending on the emotional connection they have achieved with their families.

Adolescents present attitudes such as feeling insecure, ashamed, unattractive, lonely, nervous, or ignored, which can affect an adequate social adaptation and be accepted only by the group of friends. The detachment perceived in this age is not a rejection towards the family, but a response to the needs of development, since "adolescents need to spend more time alone to distance themselves from social demands and recover their emotional stability" (Papalia, Olds, Feldman, 2002).

Taking reference to the above, I affirm that the student population in 1st "C" immersed in these changes and processes characteristic of this stage known as adolescence since they are in search of reaching an "affective power" over the world, just as they are in the discovery of the self.

The friends' group and colleagues are an excellent point of support in decision-making during this stage. Some behaviors of the students fall in the attempt to reach an acceptance among them

since the girls place greater emphasis on their appearance just like children. Still, in other aspects, the influence between equals is present in this group since there are different leaders within the group, which sometimes intervene in the group's general opinion either positively or negatively.

In general, this student population composed of adolescents presents the aspects mentioned above. Additionally, to the acceptance and search of an identity, students are living common behaviors in this stage of human development since actions such as joining in groups with particular characteristics, speaking in a specific way, or listening to the same music are everyday acts in the students.

### ***1.3.2 Social Aspect***

Socialization is a critical aspect in adolescence, and it can be described from two perspectives: from the pressure that society exerts on the individual, as a process that molds the subject and adapts it to the conditions of a given company, and subjectively, from the response or reaction of the individual to society.

The socialization is how the members of a society learn the cultural models of their community, assimilate them and convert them into their rules of life. The aforementioned refers to the fact that adolescents are involved in these aspects, whether in an environment with family, friends, acquaintances or companions of activities, in this case, the school.

Socialization is the process by which individuals belonging to a society or culture learn and internalize a repertoire of norms, values, and ways of perceiving reality, which endow them with the necessary capacities to perform satisfactorily in social interaction with other individuals. Berger and Luckmann (1968) say, an individual is not born a member of society but introduced to it through the internalization or acceptance of its norms.

The aforementioned refers to the adolescent in this stage must fulfill a role that allows one to adapt and manifest an appropriate behavior depending on the environment. In this case, the population in 1st "C" is involved in the process of socialization day by day, either inside or outside the school.

Within the school, the students present attitudes related to the above, since, although not all of them are friends, they coexist correctly. However, sometimes there are problems between them; in general, they manage a good relationship between student-student, student-teacher, and the other school members. It is necessary to remember that the school influences adolescents since there are a regulation and norms to which the students adapt.

The acceptance among peers, friendships, dressing or acting, the family, and the academic environment exert pressure on the adolescents. That lead them to build their identity little by little since the above is not only involved in the significant but also the society since adolescents are gradually adopting a specific behavior depending on the conditions that surround it.

In particular, I observed that in this group, there are internal roles. There are similar behaviors in small parts of the student population that usually identify with the music they listen to, general tastes, and speaking, among others. Therefore, it meant that students are slowly building their identity, creating bonds that allow them to coexist socially and assimilate their role in society.

One aspect that stands out is that entering junior high school was an important event for students since, at this academic level, there are apparent differences in elementary school. It affects the students in different ways, but the more time passes, they adapt more to their new environment since they have the support of their parents, friends, and teachers.

### ***1.3.3 Cognitive Aspect***

During adolescence, a set of changes are set in motion that radically affect the thinking and reasoning capacity of individuals. The acquisition of this new way of thinking in an abstract, complex, logical, and systematic way enables the individual to face the evolutionary tasks of the transition towards adulthood in a better way.

According to Jean Piaget (1985), the evolution of cognitive development occurs through the succession of 4 periods or stages from birth to adulthood, which is: Sensorimotor, Preoperational, Concrete Operations, and Formal Operations. All of them qualitatively differentiated structural characteristics always present, such as thought and type of reasoning. Being located in adolescence, the stage to be addressed is "Formal Operations" that occurs from 11-12 years, in which subjects develop the ability to abstract and hypothesize applying more logical principles than in previous stages.

The formal operations stage is the highest point that qualitatively reaches the human being in his intellectual development. From this stage, all the progress made is quantitative. In adolescence, thinking changes, notably, concerning children's thinking. The stage of adolescents' formal operations is also known as the stage of the conquest of thought since students tend to assimilate better situations or knowledge.

Adolescents can reason, leaving aside objects, and real experiences that serve as the basis of concrete operations and, instead, infer conclusions from abstract concepts. It is the importance of teaching through real situations or everyday life. The adolescent constructs many interpretations of a situation that he observes, that is, does not have a single answer, but several. The adolescent recognizes that some cases do not have definitive answers.

Also, the teacher has to act as a guide and give scaffolding support. According to Bruner (1976), scaffolding allows a student or novice to perform a task or achieve a goal that would not complete without help. It is not about solving the students' problems but providing them with more resources to solve it, thus contributing to the transfer of learning, helping to build more elaborate knowledge structures.

There are aspects of the observation guide that are consistent with those mentioned above. The students have behaviors and reactions that go according to the formal operations stage, in addition to the fact that they present little by little more interest in the English classes since they go associating with their learning and with what they live day by day.

Also, the students in 1st "C" are in this cognitive stage. For that reason, teaching through real situations and the teacher's useful guide favors the students' cognitive development. It should note that at this stage, students appreciate the importance of what they learn as the learning of a language or self-regulation both require understanding and analysis.

## **2. Diagnosis**

### ***2.1 Learning Styles***

The learning styles consist of a series of personal characteristics that are born and develop as we grow. The learning style determines, among other things, through activities and senses taken as a preference to acquire information more efficiently, either through sight, hearing, touch, speech, note-taking, or a combination of these.

In the group 1st "C," the counselor made a diagnosis to determine the students' learning styles. The instrument used was the VARK TEST (*Appendix 4*) that consists of helping to know how to work with the information and the preferred learning style to capture, process, and provide ideas

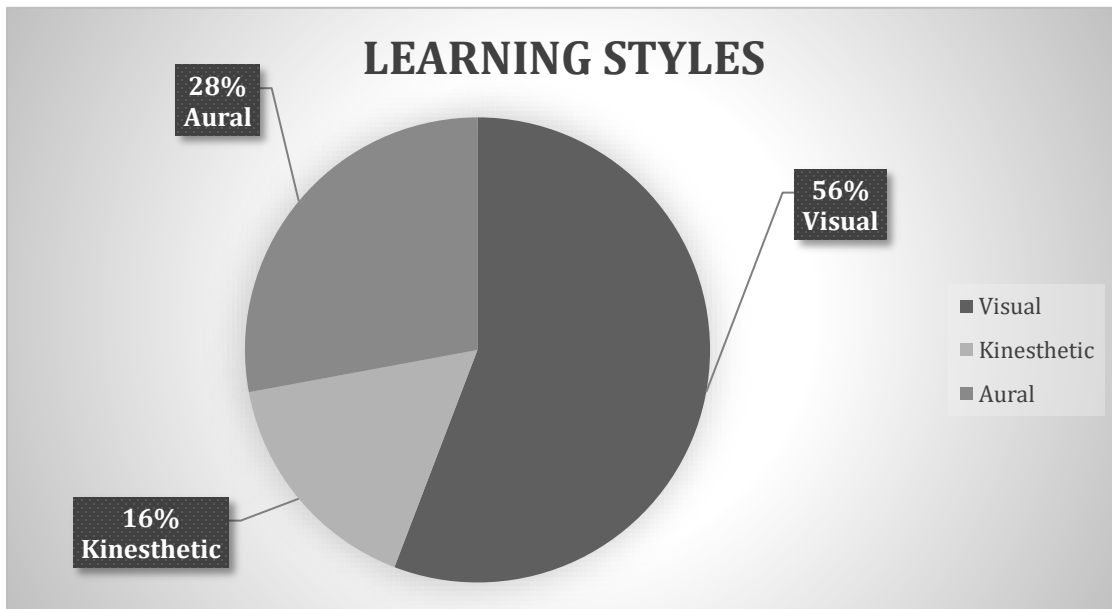
and information. The different types that handled in this test are; Visual, Auditory, Reader-writer (not applied), and Kinesthetic.

The visual learning style consists of a learning method that uses a set of graphic organizers or graphical representations to help acquire knowledge by working with ideas and concepts, to think and learn more effectively. These allow us to the identification of erroneous ideas and visualizing patterns and interrelations in the information, necessary factors for the understanding, and deep internalization of concepts.

The auditory learning style is oriented more towards the assimilation of information through the ear and not through sight. While the vast majority of people tend to be primarily visual in the way they relate to the world around them, audio stimulation is often used as a secondary means of finding and absorbing knowledge.

The kinesthetic learning style is when the information is processed, associating it with the sensations, movements, and body. The kinesthetic representation system is present. This system is used naturally while learning a sport, but also for many other activities.

The importance of performing the VARK TEST is because "learning styles must be taken into account to make students develop their skills better and process information better" (Alonso, Gallegos, and Honey, 1995). Based on the test of learning styles of the VARK TEST that was applied, the results are the following: 24 students (56%) are visual, 12 students (28%) are aural, and 7 students (16%) are Kinesthetic. The following is in the graph below (*Graph 1*).



Graph 1 "Learning Styles"

## 2.2 Diagnosis of English Skills

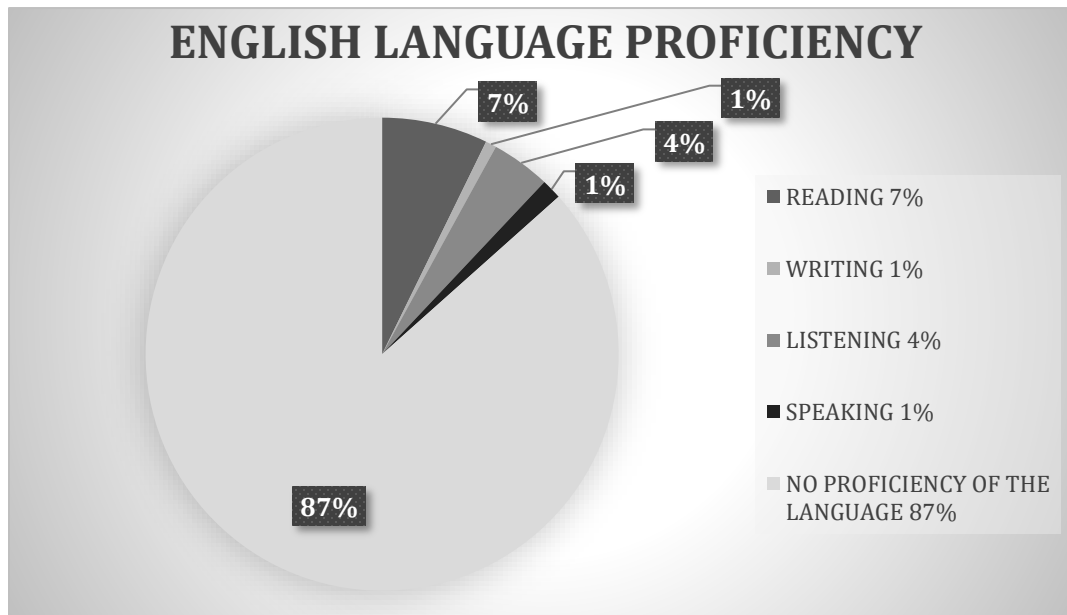
Also, a Diagnosis test applied according to the "4 English skills diagnosis" (*Appendix 5*). In our current society, where processes are at the service of the globalized economy, it is necessary to modify school actions, so it is essential to take into account the student and their situation before addressing the contents. Buisán and Marín (2001) conceptualize diagnosis as a process that attempts to describe, classify, predict, and explain a subject's behavior within the school environment. It includes a set of activities for measuring and evaluating a topic.

The purpose of this diagnosis test was to gather information about the English language proficiency of the student population in 1st grade "C" in the junior high school "Lic. Benito Juarez", which focuses on the primary linguistic skills; Writing, Listening, Reading and Speaking. This test of "4 English skills Diagnosis" was a non-standardized test, critical, objective observation, which was applied collectively for specific purposes allowed to retrieve the following information:



The following graph (*Graph 2*) shows the concentration of results obtained in a group. It observed that the students do not have regular English language proficiency since the results show that the students have large areas of opportunity in the four skills. However, we emphasize that the students have basic notions of the language; thus, there have been minimal English approaches.

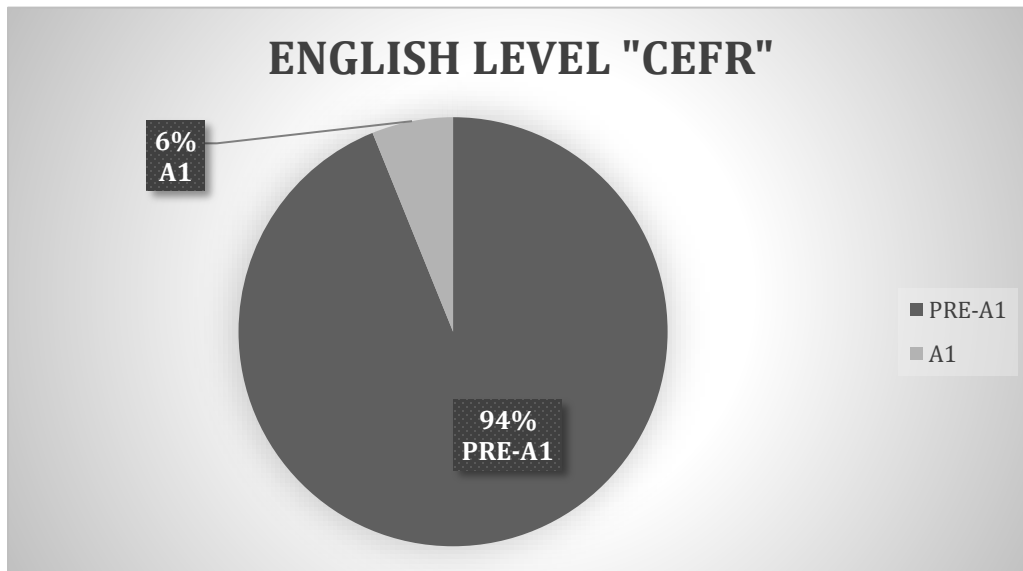
Each skill evaluated considering the micro-skills that students should have when entering into the junior high school. For this reason, it thought that this group has to approach activities that involve the English language's four skills. The following graph is shown that specifies the information above (*Appendix 6*).



*Graph 2 "English language proficiency"*

Moreover, a direct relationship could be between the results of the "4 English skills Diagnosis" and the Common European Framework of Reference (CEFR) that define the students' level of English. For this reason, the above is since the program of the subject of English "Aprendizajes Clave" adheres to the levels of English offered by the Common European Framework of Reference. With this information, you can synthesize the level of English that exists in 1st "C."

Based on the CEFR stipulations, the group of 1st "C" could understand and use everyday expressions of widespread use and simple phrases designed to satisfy immediate needs. Introduce yourself and others, ask for and give necessary personal information about your home, your belongings and the people you know. Relate in an elementary way as long as the speaker speaks slowly and clearly and is willing to cooperate. The above is in the next graph (*Graph 3*):



*Graph 3 "English level CEFR"*

### ***2.3 Information of generalities of the group***

An instrument was applied at the beginning of the course to collect information about the stereotypes of the 1st "C," and this instrument developed by the teacher of the subject of Lengua Extranjera, Inglés I. The instrument consisted of questions to collect information about academic background, after which the analysis carried out. This document was called "Generalidades del Grupo" (*Appendix 7*).

From the analysis of the document "Generalities of the group," the following information is recovered:

- From the students' perspective, 64% (27 students) consider that they have a basic English level.

- 100% of the students do not have an English certification.

- The 6% (7 students) have studied English for six years, 19% (8 students) have studied English for four years, and finally, 21% (9 students) have studied English for one year, reflecting the above little continuity in plans and programs of English in primary education.

- 98% of the students come from public institutions.

- Only one student studies English in private institutions and after school hours.

- Only one student has lived in another country; in this case, it was in the United States of North America for three years.

- The 28% (12 students) have a family member with studies in a foreign language (English), most of whom are related to English by being brothers or sisters.

- 58% (25 students) consider that the importance of English linked to their academic training, and 30% (13 students) consider that learning English serves to have a better quality of life.

- 60% (26 students) are attracted to English as a language and as a subject through guided activities such as reading, writing, listening, and speaking; that is, they like it from a holistic perspective.

In general, this information is useful to justify the use of L1 within the subject of a foreign language, English. However, it is too early to explain the actions intended to carry out using L1. Performing this simplification of information serves to have an overview of 1 ° C. Adding the other

elements of the diagnosis mentioned in previous sections of this test, all this information gives a complete description of 1 ° C.

### **3. An alternative to support English teaching in basic education in Mexico at Junior high schools.**

Secondary education in Mexico defined as a section of compulsory primary education. Tedesco (2001), states that secondary education must provide training to respond to the phenomenon of universal enrollment. Prepare for those who aspire to continue studying and prepare for the world of work to those who stop learning and want or have to integrate into working life and form a comprehensive personality. It led to the origin of the middle school called "basic secondary education" and the high school "upper secondary education."

As previously observed, secondary education in Mexico has diverse multi-factors needs. Emphasizing the teaching of a foreign language in this case English, how it works, and the current situation has already established.

Considering the above as a reference and to the student population with which we worked (1st "C"), the first questions arise to attend to the cognitive needs of 1st "C" students, who, taking up the results of the diagnosis from In a general perspective, the main barrier is the level of English by the students. In other words, it is necessary to find an alternative to support English in a direct, constant, and holistic way. In short, it requires finding a quick option.

There are social factors, problems at the political level, elements in the plans and programs, and at the same time, the work of the agents within the field of education. Still, regarding my possibilities, resources, and skills, the alternative that I must develop must be applied within the classroom and get involved in the moment of "teaching" a second language. Therefore, this

alternative must be consistent with the background presented in the diagnosis and in the historical and current references for teaching a foreign language. In other words, this must be efficient.

As previously mentioned, and the need to comply with it. I chose to use a different resource based on the necessities of 1<sup>o</sup> "C" students. However, this not considered by language teachers, and it is to use L1 (the mother tongue) as support while teaching L2, English.

The above could be a too criticizable alternative since the first concept of using L1 in teaching an L2 is to use translation. But at this point, using L1 is an alternative that meets the standards that I request and the 1st "C" students' needs based on the diagnosis; in short, this alternative would be a quick option to address the main barrier, in this case, is the English level. From this point on, the "alternative" labeled as "proposal," and "*SPT-L1*" stands for it (SPT is support and L1 refers to mother tongue).

#### **4. Analysis of the development of my professional competences**

Another important aspect to consider is my role as a teacher in training; that is, as someone who is still unfinished in terms of their academic training. Although in general requirements of this essay my role is important, consider one of the elements that are essential in the selection of the study topic was the one that compares the areas of opportunity and needs of the students and my areas of opportunity that compete to generic and professional skills.

With the above, using a resource such as the mother tongue put me in a situation that I had never had before, which was to design, organize and put into practice strategies, resources and didactic activities using a resource such as L1. Although we consider that we have a lot of time teaching in a way that is linked and consistent with current trends in how English is taught in Mexico, I consider that using a resource such as L1 gave me a different perspective on how to teach English.

On the other hand, learning English using a resource as questionable as L1, what I should do is a thorough analysis of what it is that actually uses a teaching resource correctly again; Since, although teaching English from my perspective is an art, considering that opening my teaching repertoire using L1, gave me the opportunity to realize that I never stop learning and training as an educational professional.

Consequently, applying L1 as a resource within the L2 classroom made me use all the previous knowledge acquired in my training journey, so applying what was proposed in this essay led me to find a new path to interest in research. outside the stigmas and specific parameters.

All of the above arose out of a need for 1st "C" students, who at the same time attended to the necessary competencies to attend to the training and professional aspects that I had as a teacher in training, but the above was not significant, which concluded my training , since what is exposed in this essay is the reflection of one can always learn and that all memories are relevant as long as it is for the benefit of education

# THEORETICAL REFERENCES

## **5. Overview of the internal and external context, of the students' population and considerations that allow the application of the proposal**

In previous sections of this essay, mention was made of the internal and external context while the organization within the educational institution was clarified; that is, the function of each of the agents within this junior high school simplified and, in turn, described the students' population from a diagnostic perspective. Next, the relevant and relevant information is to say that the use of L1 in teaching an L2 as support is a viable proposal.

In the first instance, the external context aspect considered to have a general influence since the origin of the students is from Tequesquinahuac. That is to say, that the majority of 1°C students live between 1 and 3 kilometers of junior high school, additionally to the fact that such information contrasted with the document called "Generalidades del Grupo" (*Appendix 7*). So, in this situation, the external context generally affects students; for this reason, there is no significant diversification in the students' population.

With the above, I emphasize only the context, since a public school is not free from social stratifications (social classes), but that is an aspect that does not interfere with the present proposal. In other words, the majority of the students' population comes from the same context.

On the other hand, there is the internal context; in this case, as already mentioned, the school has relevant facilities and spaces enabled for the teaching of different subjects (library, multipurpose room, etc.). The classrooms are adequate since they contain the elementary. The only aspect that is pertinent to mention is that using the multipurpose room or mobilizing students to another space takes 15 working minutes of the class since I was aware of this throughout the interventions at 1 ° C; this information reflected in the class diaries (*Appendix 8*).



A pyramidal organization articulates the school, the work environment is adequate, and the English teacher has always presented an optimal English level. She has external certifications for the state government. Although not Less importantly, the tenured teacher has always carried out the pertinent accompaniment in each intervention that I have carried out. In general, the school's organization allows the teaching work to carry out efficiently.

I will return to the information already presented in the first part of the essay with the previous description.

Still, this description is necessary since the school serves as a training and socialization stage; that is, the part that I have commented on is towards a social and conformational aspect. The proposal will emphasize training; in brief terms, the proposal aimed at teaching.

The following information based on the diagnosis has already displayed in previous sections of this essay. Still, this time it reflects particular aspects that serve to situate why it seeks to apply the proposal "SPT - L1". With the above, the relevant antecedents of 1 ° C are the following:

Students have an empathetic attitude among small social groups in the classroom; that is, when doing collaborative and cooperative work, the use of the mother tongue is present during socialization.

Students have a visual learning preference of 56%; with the above, the proposal "SPT - L1" does not interfere with any learning style.

Students present 87% as an opportunity area in terms of content and language proficiency. It showed the group's English level is not adequate regarding CEFR the 94% of the students are at PRE-A1 level.

Another element is that 84% of the students consider their level of English as elementary. In turn, only four students say they have studied seven years of English, that is that only four students meet the 600 or 700 hours of English established in the plans and current programs.

The preceding begins that the proposal arises to support the process of teaching a foreign language. That is, this seeks to address the problem that the student does not understand the contents directly. Leaving aside everything, that involves teaching a language according to current plans and programs; the use of L1 could favor the process, that is, using all the knowledge that the student has in his L1 to use it in learning an L2, for, Therefore, the teacher would use this resource as a help or support.

The 1 ° C student population presents significant areas of opportunity. Speaking of the English language's command for the academic degree that they have, however, historically and as it has already mentioned, this is the cause of the lack of continuity in English teaching projects due to the low viability of current educational policies.

The above is not a justification for these results; it is an alarm to use quick solutions to these problems; in this case, the command of the language linked to the level of English. It intended that using L1 in the teaching of an L2, in this case, English is that quick solution.

It is the resource that allows you to take advantage of everything available, is to leave for a moment the lie that in Mexico, you can give a class entirely in English at a public school and fully understood by students. Based on the current reference, this proposal sounds consistent since its purpose is to support teaching by taking advantage of everything available.

## **6. Definition of the concepts, tongue, mother tongue, foreign language, and language**

Indeed, discussing the teaching process using L1 in teaching an L2 and at the same time defining aspects such as mother tongue and foreign language is complicated, but it is relevant since defining these concepts serves as a starting point to explain the proposal "SPT - L1". Due to the above, concrete definitions of the terms that are part of this essay's structure are presented below and provide the basis for the proposal, as mentioned earlier.

### **6.1 What is a tongue (linguistics)?**

In the first instance, the term tongue (linguistics) will address a verbal and written communication system, endowed with conventions and grammatical rules used by human communities for communication purposes. Usually, it based on sound symbols, but it can also be made up solely of graphic signs. As such, the word comes from the Latin lingua.

The Dictionary of the Royal Academy of the Spanish Language (2019) defines tongue as a linguistic system characterized by being fully described, having a high degree of leveling, being the vehicle of a differentiated culture, and, on occasions, having imposed to other language systems.

G. Mounin (1982) defines tongue (linguistics), as any doubly articulated system of vocal signs, characteristic of a given human community. María Moliner (1994) agrees with this option, tongue (linguistics) is the set of verbal forms of expression that each nation uses to speak, and the peculiar way of saying of a particular sector of people within the same country.

## ***6.2 What is a mother tongue?***

The mother tongue or L1 is the first language that a human learns in his childhood, and that becomes his natural instrument of thought and communication typically. The same meaning is also used in the native language and, less frequently, in the first language.

The Dictionary of the Royal Academy of the Spanish Language (2019), the mother tongue, is, in short, the one that is best known and understood. It is in terms of the subjective assessment that the person makes regarding the languages that they master. It is also the language that is acquired through interaction with the immediate environment, without pedagogical interventions and consciously developed linguistic reflection.

Alfano (2003) mentions that the definition that is for the concept of mother tongue derives from the etymology, so it believes that this designation applies to the language that a baby acquires in dealing with his mother, but this interpretation is partially accurate. Language studies refer to this term as the first language the child receives and may correspond to the language spoken by his mother, father, or anyone with whom he has a contact in the initial stage of his life.

According to Vargas (2006), the Mother Tongue acquires; naturally, that is, through interaction with the immediate environment, without pedagogical intervention and with minimal activity of conscious linguistic reflection. Besides, the mother tongue fulfills a function of socialization, communication, and expression, since, through it, we make others understand what we think, feel, or want. It also allows creating a mental structure, since it makes possible the construction of notions and concepts, which, in turn, drive the development of the intellect.

## ***6.3 What is a foreign language?***

A foreign language refers to a language different from the mother tongue or own language, and separate from the language of the country in which it learned. It is known as EFL, L2, or target language of the English target language/object language. It is the target language of learning, whether formal or natural and includes the terms of foreign language and second language.

The distinction between one and the other established under the learning situation is that if it is in a country where the language is neither official nor indigenous, it is considered a 'foreign language'. On the contrary, if the language is in a country where it coexists as official or indigenous with one or more other languages, it is considered a 'second language due to its usability in an immediate learning context.

According to Carmen Muñoz (2002), a second language / foreign language: there is a distinction between these two terms. In the first case, it is a language spoken in the community where it lived, even if it is not the apprentice's language. In contrast, in the second case, the language has no presence in the community where the apprentice lives. For example, English is a second language for a Mexican immigrant in the United States, while it is a foreign language for a student in Mexico.

Based on the above and considering the simplification offered by Santos Gargallo (1999), it is why the use of L2 referring to a foreign language was defined in this essay since it is one that fulfills a social and institutional function in the community linguistics in which you learn.

#### ***6.4 What is language?***

Several definitions have existed since ancient times to describe the term language, but below are those that give a specific concept:

The Dictionary of the Royal Academy of the Spanish Language (2019) defines language as the style and way of speaking and writing of each person.

Chomsky (1957) exposes that language is a finite or infinite set of sentences, each of limited length and constructed from a finite set of elements. This definition emphasizes the structural characteristics of language without delving into its functions and the ability to generate action that it has for a sender and receiver.

Luria (1977) exposes that language is a system of codes with the help of which the objects of the outside world, their actions, qualities, and relationships between them are designated. With the above, it is understood that the importance given to codes for the delineation of objects, whether concrete or abstract, which to a great extent, help to visualize the world around us considering our sociocultural precepts.

Calabro, Taylor, and Kapadia (1996) state that depending on how complex or simple the language, both verbal and written, is structured, the individual's level of thought and understanding can vary significantly. It is crucial to have a language structure to communicate, and language teaching is a possible influence on the receiver's comprehension of the message. Therefore, the aspect that can be decisive in public communication efforts.

Regarding its structure, a language is inflective and inflexive. Inflexive, when it alters the words according to the function that they fulfill within the sentence, for example, German or inflexive, when the terms do not suffer in any case or practically no alteration. In its morphological structure, for example, English.

## **7. The mother tongue in the process of teaching a foreign language (English)**

The teaching of a Foreign Language, in this case, English, is a process that involves a set of competences, called communicative and linguistic competences, among others, by the student. In

this language teaching process, the learning subject uses a set of cognitive, linguistic, social, and cultural resources through which he assimilates, interprets, and uses the Foreign Language.

Teaching a language other than the mother tongue, whether at the foreign or second language level, is no longer an argument for refinement and social or cultural status or a business tool; for example, in this essay, the learning English for academic purposes at the secondary level.

Learning a foreign language by the student is not an action that starts from scratch; unconsciously, we know our mother tongue, precisely and in the case of secondary school students. In this instance, they already have their abilities in their mother tongue developed.

There is controversy regarding the use of the mother tongue of the students in the classroom of an L2. Such information is not new, since from the second half of the 20th century, when the idea began to use the mother tongue of the Students a sign of poor teaching practice. At the same time, the publishers of English materials prepared textbooks exclusively in L2, which opened the doors to every corner of the world, that is, it is easier to sell educational material entirely in Spanish. Foreign, that an educational material adapted to a specific region of the world.

Also, the policies of exclusive use of L2 considered to be a distinctive sign of the use of a communicative methodology of language teaching, based on Wang, (2002), the use of L1 was hopelessly associated with the method of grammar and translation, so repudiated in the last quarter of the 20th century, since the use of L1 goes beyond just translation.

On the other hand, V. Cook (2001) mentions L1 rejection has taken for granted in the vast majority of methodological proposals, in teacher training and textbooks, so that the first language has become invisible and a despised element in the classroom of an L2.

The study of L1 as a variable in the teaching of an L2, in this case, English, has approached tangentially in many methods and theories. Besides, the bibliography that other topics have generated, for example, the development of skills, communicative competence, learning strategies, or the most recent intercultural studies. However, the works and proposals that have dealt with this aspect in a monographic or research way are scarce and rejected by language teachers.

There are arguments like those of Rod Ellis (1985) that suggest that the student's mother tongue is one of the determinants of the L2 teaching-learning process. However, its influence seems to decrease as linguistic competence in the target language increases. L1 is also one of the fundamental factors of universal influence during language learning. Its use responds to various variables, such as the teacher's command of the language, his professional training; the educational level of the students, their characteristics; the forms of communication prioritized in the classroom, and the activities.

There are some aspects involved in addressing relationships between L1 and L2 that have an impact on the students' motivation. Such as the interference of L1 in the interlanguage process, and the native language as the cause of errors. Additionally, the convenience of using translation as a teaching technique or using L1 as a communicative strategy. Moreover, exposure to L1 and L2 input and the impact on students' motivation and the possibilities L1 contributes to the acquisition of L2 cognitive levels, code change, or L1 didactic usage while teaching L2, among others.

This essay discusses how the mother tongue is a resource that can use within the classroom of an L2. That is, it is a complement to the methodology with which we are working. Therefore, the aspects that are involved go inside the cognitive process through teaching strategies that even the use of L1; in this case, Spanish could become a didactic resource.



It reaffirms the fact that the use of L1 addressed in the classroom's specific academic environment during the foreign language course; that is, ethnic and socio-cultural aspects discarded in this essay.

There are arguments based on the common sense of teachers, students, and any external observer is enough to realize the impact that the use of L2 has on the achievement of teaching objectives. The application of the different methodologies throughout history has left a clear mark on this matter. While the traditional method, based on grammar and translation, did not favor the use of L2, especially in its oral aspect, other approaches such as the Direct and the Communicative, surprised, each in its time, by the emphasis they placed on mastery of spoken language.

In other words, under current L2 teaching trends, in this case, English, teaching parameters is more effective in generating a fully L2 learning environment. But this applies under controlled environments, that is, in specialized teaching institutions of foreign languages, that is, a public institution is not prepared to create such an environment.

The above refers to the fact that L1 is currently considered a negative factor for the teaching of an L2, but considering arguments such as Stanley (2002), the point of using L1 in the classroom does not mean that it becomes the dominant language. Still, its use is recommended within certain limits and for pedagogical purposes, for specific purposes.

Regarding the above, the prohibition against speaking the mother tongue has been, at the same time, a methodological principle and a rule of classroom behavior by which millions of apprentices who have paid significant sums of money in the private sector.

At the same time, language teachers have to make the direct relationship between L1 and translation; the above is the fact that private institutions have been in charge of defining and

standardizing the teaching of an L2. Therefore, the basis of current teaching models was first tested in small towns in private institutions to become popularized. It is essential to say that the public sector and specifically secondary schools do not have to care about the private sector. They are different populations, educational agents, and other physical and social environments.

Even though there is no comparison between them, it triggers the following questions: Does this prohibition favor the learning of an L2? perhaps in a private sector, where there is a constant and specific follow-up with the student, the L1 resource can set aside. But what happens in a public school where plans and Programs do not have continuity or conclusive results?

As mentioned before, for teaching a foreign language in Mexico, we do not have a fully designed program for Mexican students. An example of this is the old student program in junior high school that is actually in use.

The NEPBE mostly based on the model of English teaching in the United States of America (ESL, English as a Second Language). It is not a model for educational situations and the needs of our country, so it will not consider the use of L1.

The path of the theorists and the prescription of each teaching method and this prohibition are not relevant. The truth is that there is a teacher of languages in every corner of the world, whether native or non-native, with his own and peculiar vision, of the role of the mother tongue of their students.

Something genuine is that the teaching of modern languages has taken as valid all the assumptions assumed by the teaching of English as a second language. Do not consider any particular circumstances of each context and group of students, and this has led to the creation of monolingual myths and fictions. Removed from the real situation in the classroom, for example,

Cole (1998) mentions that the use of the mother tongue is valid, when the teacher accepts that L1 is part of the customary discourse in the classroom of foreign languages, that is to say, that their use is every day.

It is notorious that the use of L1 not currently accepted in teaching a foreign language. Despite the frequent discrepancies regarding the use of this resource and as Zacharias (2003) mentions, the current trend suggests that it is necessary to re-evaluate the role of students' L1 in teaching and learning foreign languages. In other words, using L1 is a resource used, but not accepted among teachers for social or stigma reasons.

It can simplify with the metaphors that Zacharias (2003) proposes since he mentions a series of arguments about the mother tongue and its use in teaching a foreign language, the information is as follows:

- L1 as a window towards understanding by students of the concepts taught in class.
- L1 as a lubricant to speed up the pace of the class through quick translation, for example. Butzkamm (1998) also uses the L1 metaphor as a lubricant.
- L1 as a refuge against anxiety and the negative influence of affective factors.

On the other hand, in general, the topic of the use of L1 in the L2 classroom is not new. Still, it is not a wholly defined topic either.

From my position about teaching English in junior high schools, it is convenient for the students to express themselves using L2. That is to say that the target language, in this case, English is the dominant one in the classroom. Still, as already mentioned, the students of the 1st “C” have significant areas of opportunity. Therefore, L1 is the quick resource that I look for to attend to these

areas of opportunity. It means teachers used L1 instead of L2 while teaching English at public schools, even though it is not adequate.

However, for this essay, it is contemplated that L1 is a viable resource in teaching under certain specific didactic actions. Since, as the authors mentioned above, most states that teachers must use L2 whenever possible and L1 only when strictly necessary, simplifying that the mother tongue only used under specific situations in the teaching of a foreign language.

### **8. The use of the mother tongue in the teaching process of a foreign language (English)**

The L1 of the students has an active role in acquiring an L2 when the learning process begins. The above generates reflections about the role and uses that the L1 has. Therefore, and according to Stanley (2002), there is a time and place to use L1 to facilitate the acquisition of L2.

Returning to the situation of the 1st "C" and according to authors like Ferrer (2004) highlights the methodological need to include in teaching practice a prescribed use of L1; to benefit the teaching-learning process of an L2, makes sense to the feasibility of having L1 as support that it is feasible to use this resource through activities or actions that are relevant and address particular needs.

Taking up the 1st "C" diagnostic test results, and considering the students' needs, the following actions for using L1 could be feasible in the English class.

*Save time:* Specifically, with initial level students, to whom explaining particular instructions or concepts in L2 would be very tedious and overwhelming for them, it is common to hear the student in the phrase I do not understand! Using L1 can make the class more streamlined by facilitating and shortening both grammatical explanations and vocabulary related issues.

According to Martín Martín (2001), sensible use of L1 in the classroom and the textbook free uptime, which can use in fully communicative activities with extensive use of L2. Since, in real life and day-to-day life in a junior high school, the classroom time limits determine to learn like no other factor. The occasional use of the L1 makes it possible to capitalize on this valuable time.

*Give explanations:* According to Cook (2001), most studies on cognitive processing suggest that even advanced L2 users are less effective at absorbing information in L2 than in L1. The argument to defend the grammatical explanation in L1 is that this way, the students will understand it for sure. Factors like time and understanding come together here.

Even though they are working with junior high school students, a high percentage have a PRE-A1 English level, so it is better to give brief explanations using L2, in the initial levels. The use of L1 would serve to address immediate doubts or quick questions from students.

*Make comparisons:* A contrast can be made in grammatical aspects, pointing out false cognates, idioms, among other elements that can lead to transfer errors, that is, if the relevant interference uses L1, a misinterpretation of L2, can avoid. Besides, some textbooks include exercises of this type to compare grammar. The CEFR (Council of Europe, 2001) specifically cites the case of contrastive semantics.

*Fostering and testing understanding:* Taking into account Castellotti's (1997) arguments, which analyzed the use of the native language in four foreign language classes of Spanish and English in France, the use of L1 is a way to highlight the input to that the apprentices exposed.

It can help students understand L2 by highlighting essential points or basic vocabulary, connecting explanations with their previous knowledge, and the transition from monolingualism to multilingualism. This reinforcement of understanding makes the student feel more secure,

according to Martín Martín (2001), this also allows a certain degree of autonomy in learning, by increasing self-confidence.

*Establish specific rules:* It is essential to have a classroom regulation and more at the beginning of a course. That is, with students who have little command of L2, the use of L1 can use when explaining the methodology that will use and norms or imposing specific rules, such as even a policy of maximum use of L2; ironically, L1 can use to start teaching L2.

*Maintain discipline in the classroom:* Considering studies by Macaro (2001) who used L1 to attend to indisciplines or risk situations on the part of the students in the classroom. It is especially frequent in secondary education. In addition to that, Butzkamm (2003) mentions that language teachers tend to praise using L2, but criticize students in L1.

It is an action that I have witnessed throughout my teacher training by tenured teachers during periods of observation and intervention in junior high schools. It is more relevant to draw attention to students using their mother tongue.

*Express the contents:* L1 used for students who do not yet have sufficient proficiency in L2, which starts the teacher to reformulate what said in L2, L1 would have the function of being the useful resource when other strategies have failed, such as using elementary language in L2 or body language. Çelik (2008) proposes to do it, for example, during a brainstorm by the students while the teacher guides the class in L2, that is, the teacher would use L1 to connect the concepts that the students provide to define the idea in L2.

*Giving instructions:* Instructions can be provided in L1 to students, especially if an activity is not entirely clear. To carry out a task, students have to understand it, and in many cases, this involves translating the guidelines into L1. Still, the above is not a complete translation, since

students do not understand the instructions in many cases. Since they do not have the information requested or the knowledge with which they are working, the use of L1 can quickly address such problems.

For example, if a student received instructions about an activity where they do not have the information to carry out that activity, it is not very flexible for the teacher to request content that the student does not have in their mother tongue. "Teachers often turn to L1 when they have tried to communicate on L2 to no avail" (Macaro, 1997).

*Function as a security tool for the student:* There is a specific type of student who needs to relate L1 and L2 as a learning strategy always, that is, they need to re-label a concept that they have in L1 to associate it with an image in L2. Arguments such as Varshney's (2005) mentions that in the case of students who are not up-to-date in terms of subject content, L1 helps them catch up.

*Establish individual contact with students:* According to Macaro (1997), 84% of English teachers try to give feedback to students in L2, but a particular connection in L1 seems more real. The L1 can be used in corrections of written assignments, for personal comments to the student, for friendly contact with students, or in individual communication between student and teacher. Larrea (2002), the L1 can be used to obtain a response from the students about their doubts, the focus of the subject, suggestions for the course, self-evaluation, or personal follow-up.

*Build awareness and multilingual competence:* L1 can promote student multi-competence. In this sense, Cook (2001) estimates that multilingual competence builds by establishing interlingual relationships through translations, comparisons, and explanations in the mother tongue. Users of second languages have their mother tongue permanently present; each activity carried out by a student in a foreign language also implies the native language, although this process is implicit.

From the perspective of multi-competence, all teaching activities are multilingual. The difference between the performances is whether L1 is visible or invisible, not whether it is present or absent in the said process.

*Reduce affective barriers:* Affective barriers are present in the language teaching-learning process, especially in a second language context, where a culture shock usually occurs that directly impacts learning. Along this line, Stanley (2002) contributes the vision that, with the lowest level students, L1 can be used to make students feel more comfortable and to encourage them to take risks in their learning.

*Set the contents:* Considering Çelik's arguments (2008), L1 acts as a factor to relate new information with what is already available and allowing L1 to carry out the tasks of thinking and cognition during learning, while the L2 has the communication function.

*Interact with peers:* It is common for students to use L1 uncontrollably during sessions in L2. Sometimes students give translations or change code. This use serves as scaffolding for them, either as a learning strategy if the student performs this action individually or as a teaching strategy if the teacher fosters the conditions to generate this action. For Hopkins (1988), this use of L1 contributes to the development of group dynamics. Others refer to the use of bilingual dictionaries, subtitled films, or didactic resources that favor the teaching of L2 when the reality is lacking.

In general, the use of L1 by the teacher allows students to compare and contrast English with their mother tongue. Using translation as a means of studying form and meaning means understanding idioms, verifying comprehension, and understanding complicated instructions.



Verifying exercises with peers and learning vocabulary with direct equivalents are actions that L1 can facilitate. In this sense, the mother tongue is playing a supporting role in teaching a foreign language.

In contrast to what most teachers associate directly with L1, translation is not the only action or resource that the mother tongue can provide. However, translating is known to limit the learning of an L2, when L1 is used correctly in the classroom, this can benefit us by addressing different needs that arise daily.

For Cook (2001), any of the mentioned uses of the mother tongue will bring L1 back from exile and will contribute to the development and improvement of current and future teaching methods. Since currently, the L1 is only seen as the last resource to teach English; that is, it is a resource used only in crisis times. Olga García (2006), the use of L1 has a compensatory strategy role since it can fill the deficiencies of the students, that is when the student presents insufficient linguistic knowledge, low motivation, and constant indiscipline during class.

The use of L1 can also address the difficulty of obtaining spontaneous interventions in a foreign language by the students. The more involved the learners are in the interaction, the more frequent the recourse to the mother tongue is. It should note that the context plays a significant role in terms of the type of students that one has. As it is known, the students of the 1st "C" fulfill specific negative characteristics that could address if the actions mentioned used the L1.

The use of the L1 in class is not random, but responds to precise interactive functions, and is one of the characteristics of communication in monolingual language classes. It allows the teacher to make meaning accessible. Moreover, to operate some strategic aspects of communicative

competence. Such as error prevention, fluency in coding, or the demand for help from the interlocutor.

However, the code, that is often used for very significant functions of classroom interaction changes, giving L1 the role of a base language. It acts as a structuring framework for foreign language productions, that is, taking advantage of a resource present in the student. That is set aside directly by believing that it can harm the teaching and learning of an L2.

From a general point of view, the teacher who knows his students' mother tongue has a clear advantage over those who ignore it because this knowledge makes one more tool available to the benefit of the classroom. For the student, L1 becomes an undoubted source of learning strategies.

### **9. The use of L1 as a support that cannot be used only by the teacher**

The essay discusses the way of using L1 as support while teaching L2 in specific actions at the secondary level. Still this resource is not only reserved for the teacher since, as mentioned previously, but the student by using his mother tongue is also becoming support that through learning strategies can facilitate his learning in L2.

Based on Alonso (2002), there is a resource called “transparency” while using L1. It is a universal strategy that occurs at the beginning of the learning process and in intermediate stages when instability arises.

It usually happens in cases where L1 has marked or similar features, while, in L2, on the contrary, the equivalent structure is less marked, more constant, and more universal.

In other words, the transfer is a strategy available to the speaker to compensate for the lack of knowledge of L2, so it is not merely about the automatic preservation of the mother tongue's

structures, but rather the interlanguage system. It reflects an active and attentive selection on the part of the apprentice.

It may include different processes, such as the restructuring of rules with an inevitable delay in the learning sequence, transfer of the typical organization, different acquisition pathways, overproduction of individual elements, and inhibition of others.

Taking into account previous aspects, Torijano Pérez (2004) proposes in particular that L1 can intervene as:

*Memory strategy:* It is the recalling words for similarity to the mother tongue. In this aspect, the student can quickly associate concepts in L2 due to their grammatical similarity to ideas in L1. Still, the above is not free from errors of interpretation since words like the so-called false cognates that, despite their similarity in both languages, their meaning is different.

*Cognitive strategy:* Transfer, which, from this point of view, is no longer interpreted as a mechanical process of translation of L1 structures, but as a cognitive mechanism underlying the acquisition of L2.

*Compensatory strategy:* It is the use of L1 as a communication strategy. Selinker proposed the term in 1972. It includes all the instruments necessary to achieve communication in L2, especially those that serve to compensate for a specific lack or to overcome any obstacle that appears to the language learner when expressing himself in a non-native language.

The L1 is usually used as a compensation strategy for the success of communication, when performing the functions of code change or interlingual transfer, trying to ensure the success of

communication transactions between teacher and student. It is the codeswitching, which can even be a useful teaching strategy as long as it works within limits established within the classroom.

Codeswitching can address one of the most common situations in the classroom: the student is unable to express in L2 the content they want to communicate. Mahmoud (2006) suggests that the teacher accepts an answer in L1, as this will advance the class. L1 then becomes strong support through the use of both languages (L1 and L2) using codeswitching to address communication difficulties. From this perspective, L1 usage claimed as a didactic resource. Unfortunately, banished from the second language classroom, because of its links with the grammar and translation method.

*Affective strategy:* Use L1 to combat anxiety on the part of the students. Relatively mild and transient anxiety is caused by a stressful event such as public speaking, taking an exam, a job interview, or a designated date. In this case, anxiety can occur in students when trying to express themselves in L2, which increases depending on the domain in L2 that the student has, the lower, the higher the factors that promote anxiety. The above supported by some comments collected from students of the 1st “C” (*Appendix 9*).

According to Horwitz and Cope (1986), students with a high level of anxiety in learning foreign languages usually have problems with activities of expression and listening (speaking and listening respectively), with discrimination of sounds and grammar, and finally, with the memorization of vocabulary.

Learning a foreign language is associated with anxiety behaviors such as fear of communication, test anxiety, and fear of negative evaluation. It is notorious that their teachers in their students cannot directly solve these factors. But if using L1 in the classroom could benefit the student if the

teacher allows the students to use their mother tongue. Because it is the one with which they have confidence when expressing themselves. The above must have very marked limits, but allowing the student to use this resource could address this factor.

#### **10. Factors that favor the use of mother tongue in the English classroom**

The mother tongue has multiple functions in the classroom. Still, there are specific factors that L1 can favor its usage., therefore, some of these factors pointed by Martín Martín (2000):

*Linguistic factors:* these are the most influential and are due to the inability of the students or the teacher to make use of L2 as a means of communication. From here, the other factors emerge.

*Affective factors:* The teacher may consider it necessary to use the L1 at a time in the class in which a point of relaxation, humor, and confidence in a student is interesting. Bawcom (2002) mentions that a student uses L1 for affective reasons when he feels that the use of L2 may appear to his peers as a boast or, on the contrary, if he believes that due to his deficiencies, the others can criticize.

Levine (2003) mentions that students can express in L1 with more precision their attitudes or criticisms about the procedures and activities that take place in the classroom, which can be helpful to the teacher in their self-evaluation.

*Social factors:* They are directly related to the previous aspects, and have to do with the forms of interaction. Macaro (2003) mentions that the interaction occurs when a student starts by asking questions or comments not necessarily foreseen by the teacher, putting the teacher in a difficult situation. In these cases, teachers who do not feel safe in their second language tend to use the mother tongue as a protection strategy for their students. However, it is noticeable that this situation occurs in teachers who are secondary school teachers.

The previous factor is existent, but in the situation in which this trial develops, it is not present. Other types of social factors include the political status of languages, relationships within the local community, the school context, and questions of power, domination, and identity.

*Pedagogical factors:* Martín Martín (2000) states that one use of L1 is the function of facilitating communication. Moreover, when it is useful to give explanations or instructions; or the use of L1 in the relation of contrastive analysis or translation exercises.

Likewise, we can include the educational centers' policies regarding the use of the L1 of the students; that is to say that it will depend on the conditions of each school.

In general, Franklin (1990) simplifies the factors as mentioned earlier, since there are specific elements to consider the use of L1 since these elements are present within the teaching-learning process of an L2, the features are the following:

- The characteristics of the class (number of students, mix of levels, group work, previous experience with the language).
- The reaction of the class (their behavior, behavior between students and teacher - students).
- The teacher's ability and security in the use of L2 (the teacher's ability to use both languages).
- External factors (departmental policy, type of school and general structure).

There must be a sensible use of the mother tongue in the classroom, but using it would attend to particular situations within the teaching of an L2. It would allow the use of the L2 to focus on fully communicative activities in which there is extensive use of the second language, and L1 would take a supporting role.

Consider paying attention to the tendency that exists in the field of second language acquisition. Not only to be more tolerant with the reasonable use of the mother tongue in monolingual second language classrooms but also to promote and highlight the positive aspects of said use, as long as it is pertinent and does not affect the acquisition of an L2.

### **11. Translation a questionable resource**

As mentioned earlier, the aims of this trial and the application of the "SPT-L1" proposal, the translation will be an action that will not consider as a viable resource for the use of L1. Although it has already emphasized that the direct relationship with the usage of L1 in the classroom is to translate, it points out that this resource is probably the most frequent among students.

The purposes of this essay are to show the use of L1 within the teaching process of an L2. That is, to work using L1 in multiple ways. However, it is noticeable that in the process of applying the proposal "SPT-L1," it is possible that the students of the 1st "C" use the resource of the translation. If such action presents, the use of it will not be limited since the student would take advantage of that tool personally.

The above refers to the possibility that the translation may be present within the classroom by the student through a learning strategy, but the teacher did not use the L1 function. Based on the following information, it is necessary to define the concept of translation; which is the following:

For Nida (1959), translation is an operation through which the closest natural equivalent of the source-language message is produced in the recipient's language, attending first to the meaning and, secondly, to the style.

Authors Hatim and Mason (1997) define translation as an act of communication that aims to retransmit, across linguistic and cultural boundaries, another act of communication that may have

been for different purposes or other readers and listeners. Translating is much more than transferring words from one language to another. Traditionally, the use of this resource in language teaching was limited to translate words using long vocabulary lists without a consistent methodology, the method known as grammar-translation.

This method bases the teaching of a second language on the detailed analysis of the grammatical rules and their exceptions. It then applies the knowledge acquired to the translation of sentences and texts carried out from the second language to the mother tongue and vice versa. In this method, the learning of grammar is deductive; this means that a rule is presented, memorized, and practiced by translating isolated and contextless sentences.

In general aspects, the fact of using this resource is questionable. Translation from the perspective of teachers is harmful in most cases. However, some positive aspects of translation have already mentioned. Still, there are negative aspects that must take into account, based on Arriba García (1996) there are consequences to using the translation, such as the following:

- There is a partial absence of methodology when translating, although this factor depends entirely on the teacher's didactic repertoire and the mastery of the L2 that the student presents.
- Giving the instructions of the activities in the mother tongue and translating the vocabulary makes it difficult to access the meaning of the foreign language.
- The student tried to translate without understanding the meaning. It generates an incomprehensible literal translation in his/her language.

All these negative consequences lead to the disappearance of translation in the classroom in favor of communicative methods. Also, the translation was considered difficult because of the use



of the text since the text began to translate before understanding it. It should note that the above is subject to various factors, so generalizing whether the translation is an element in favor or against in the L2 teaching-learning process would be radical, everything is subject to context.

Therefore, it should bear in mind that the use of L1 is limited not only to translation, but with translation being the most popular and, in turn, the most questionable use. Translation will not be an action to consider in your personal decision. Entirely in the proposal "SPT-L1", since in moments of intervention in English class, the students of the 1st "C" will be the only ones who will be able to fully use this resource and the action of translating directly from L1 to L2.

## **12. Interlanguage a factor to consider between languages**

In general terms, interlanguage understood as the linguistic system of the student of a second language or a foreign language in each of the successive stages of acquisition through which they pass in their learning process. In short, the student creates a language system halfway between one language and another while learning. That is a mix between L1 and L2.

Interlanguage theory covers too many aspects of applied linguistics. Still, the element that is of interest in this essay is the contrastive analysis. Fries (1945) argues that systematically comparing two linguistic systems, in this case, that of the mother tongue and that of the second language, to identify similarities and differences, it is possible to detect the areas of difficulty that would generate errors on the part of the students of a second language.

Selinker (1972) mentions that this model conceives the linguistic system of the non-native speaker as an intermediate system between the mother tongue and the second language, completes and enriches the analysis of errors, trying to report the total production of students, studying both

their productions and the correct ones. Although, the interlanguage hypothesis focuses on the description of interlingual actions; ruling out the comparison of two linguistic systems.

Based on those as mentioned earlier and without going into depth, the facts that there may be comparisons between language systems took up from this theory. However, translation is not an option for the teacher; from this perspective, using L1 can be done with necessary comparisons; that is, there are grammatical and linguistic elements that can compare between L1 and L2.

Mentioning an element such as the theory of interlingua has two particular aspects, where L1 can have both favor and harm. It is pertinent to mention it. If the application of "SPT-L1" guided only by the translation of such elements as the phenomenon of fossilization, it would be present, damaging the teaching and learning of L2. Considering the nature of both languages, the only aspect that can favor the actions mentioned in the use of L1 is to make contrasts between both languages, respecting the composition, transition, transfer, and systematicity of each one.

It is essential to mention that later on when analyzing the results of the application of the "SPT-L1" in 1 ° "C," the other side of the interlingual theory known as error analysis and proposed by Corder (1967) it will weight knowing if the L1 provides factors in favor or against the teaching of the L2, which in this case is English.

# EXPLORING ACTIVITIES

### **13. Application of the proposal "spt-l1" in 1 ° "c" during the subject of Lengua Extranjera, Inglés I**

Previously in the essay, there are some mentions about the actions wherefrom the teacher's role and the student's role L1 applied. However, it is pertinent to mention that it will carry out in the classroom of 1 ° "C".

For this, the first question that arises is the following; How much and how can I use L1 in the L2 classroom? Although theoretical arguments have already given about the use of L1, it is necessary to specify. Therefore, I highlight the following points to consider:

- Students' previous experiences (if they are used to working more in L1 than in L2).
- The level of mastery in L2 (the higher it is, the fewer reasons there will be for using L1).
- The stage of the course (students have to get used to the teacher's teaching style).

Taking into account the information mentioned in the diagnosis of 1 ° C, it is well kept in mind that there is no ideal proportion of use of L1 and L2, and that, therefore, the most reasonable thing is to define a series of circumstances in that it would be possible to use L1. It should note that the application of the proposal "SPT-L1" was from the first moment of intervention in 1 ° "C."

Some aspects have already addressed. So, it is why there are below the series of actions or activities that I will perform attending to the role of teacher. The purpose of simplifying is to focus attention on what is going to be. However, we must not forget the theoretical support mentioned in previous sections, since this information and diagnosis will give coherence and reasons for the following:

In the first instance, work was following the current plan and program, which is Aprendizajes Clave, Lengua Extranjera, Inglés. So that all the actions carried out using L1 will not directly

interfere with the development of the key learning of the English subject, that is, despite considering L1 as a viable resource, it will not affect the planning, limits, and objectives already established by the current program.

The use of L1 by the teacher, will have the role of support in teaching, at no time will L1 become the central axis of the class, communication skills will not be affected since the main objective is to learn L2, which in this case is English.

The actions or activities that will be permanent in each class are as follows:

- Explain the contents using L1 to students who request it; this resource would be after explained the information using L2.
- Make grammatical comparisons between L1 and L2 when introducing a new grammatical structure. They include the similarity between certain grammatical elements such as the subject, the verb, the auxiliary, the complement, and the time expression, among others, use respecting the linguistic systems of each language (L1 and L2).
- The use of L1 encourages and allows students who request it directly; that is, no opinion or participation on the part of the student discriminated for the simple fact that the student does not use L2 to communicate.
- L1 will be a verification element. To check if the student understands the contents of the class after the teacher gives the explanation using L2 and uses resources such as; didactic materials, realia, body language, among others. The students will answer some questions about the subject using L1, and thus delimit elements such as the silent period by the students and the teacher's talking time by the teacher.

- The teacher will be allowed to use codeswitching to meet communication needs. That is, it will be valid to use L1 and L2 when speaking, explaining, guiding, and providing information to students since code-switching is the action of using L1 and L2 simultaneously.
- The following scenarios will attend within the classroom using L1; risky situations, students' indisciplines, specific comments to the students, explanation, and reminder of the institutional and classroom rules, individual approach, channeling of problems or situations that warrant it, positive comments to the student individually and directed feedback.
- L1 will be used to give instructions for the activities, exercises, and actions that are the class's responsibility. The resource will only be if the information has already explained using L2 at least twice, although the above depends on the activities.
- The materials used in the class will promote the use of L2, but if necessary, resources will be in L1. For example, if there is new vocabulary, it will prioritize providing structure in L2, and as a last resource, it will give an example in L1.
- The use of cognates (without ruling out the explanation of false cognates), equalities in grammatical systems, use of keywords in L1 and L2, comparison between terms, will be elements that will be present in the activities, exercises, or actions within the class of English.
- Direct translation will be a resource that the teacher will not be able to use to verify that there are more resources that the L1 can provide. Instead, the use of the English - Spanish dictionary or codeswitching will be encouraged.

The above are actions that the teacher will direct. Still, it is essential to mention that the student will be able to use the L1 as a viable resource; some elements or actions the student expected to operate using the L1 are the following:

- The student will be able to communicate between pairs using L1 and L2 depending on the resource's disposition.
- The student will be able to use the L1 to communicate, concerns, doubts, problems, or questioning the subject during class.
- The student will be able to use L1 as a security tool within the class.
- The student will be able to use L1 and L2 to carry out cultural contrasts within the class.
- The student will be able to use L1 as a transfer strategy, cognitive strategy, compensatory strategy, affective strategy, and memory strategy.
- The student will be able to use the translation resource, only in vocabulary situations and as a last resort.

In general, the above serves to delimit the use of L1 in the teaching of L2 (English), intended to apply from the first moment of intervention in 1 ° C, the primary function of L1 will be as a support, the Mother tongue will not replace the target language in any way.

The methodology, the expected learning, the key learning, the communicative activities, and the didactic guidelines, will derive directly from the current program (Aprendizajes Clave, 2017). That is to say, the planning will take place under these guidelines, at no time will the L1 be an essential factor in planning, since support only comes into action when it is warranted.

L1 is a questionable resource, but it is valid from the essay's perspective since it addresses the areas of opportunity of the 1st "C" from another route. All the above explained with the following metaphor:

*"L2 will be our obligatory path by which we will guide ourselves to reach our objective, the student does not fully know this path and will learn as it progresses, L1 will be the path that we can use when the other path is too complicated, both paths have the learning as their goal."*

L1 is the resource that aims to support the teaching of L2. The mother tongue in the proposal "SPT-L1" is only a support, that is, its use is not mandatory, but it should note that it will be an available resource whenever necessary, the above will be for the teacher's consideration.



# DISCUSSION

#### **14. Analysis of the results of the application of the proposal "SPT-L1" in 1 ° "C"**

Once the theoretical part has been developed, the analysis of the results during the application of the proposal "SPT-L1" is pertinent. It should be noted that there were very constant results throughout the application of the proposal.

The times in which the proposal was developed, that is, the moments of teacher intervention in front of the group, were as follows:

- From September 30 to October 18, 2019, giving a total of 9 working hours.
- From November 11 to December 6, 2019, giving a total of 8 working hours.
- From January 8 to 17, 2020, giving a total of 5 working hours.
- From February 10 to March 6, 2020, giving a total of 12 working hours.

Consequently, it can be said that the proposal (the use of L1) was applied during 34 working hours, it must be considered that 1 hour equals 50 minutes of class, on the other hand, the head teacher made use of the permanent activities using L1, that is, there was more time and continuity than what was considered to use L1 in the classroom. But for reasons of this essay only 34 working hours are considered.

At first, the actions that were designated as "permanent activities" were always present during the teacher's active role, that is to say that during the whole English class these actions or activities were constant. In addition, it is emphasized that the teacher had very limited use of L1, but the student had complete freedom to use L1 at times when he considered relevant, remembering that learning is a personal decision.

It should be noted that these activities did not directly interfere with the methodology and method of teaching within the subject of foreign language, English. Specifying the above, a reflective analysis is presented about each "permanent activity" within the proposal "SPT-L1":

*Explanation of the contents using L1*

Within this point, it is necessary to reiterate again that this resource was only provided to the students who requested it, since the students who understood the information in L2, there was no reason why to provide this support. Although there was only one student who never requested this resource, this student had a history of having lived 3 years in the United States of North America and had the distinction of using codeswitching a lot.

Being that 98% (42 students) requested this support from L1 within the class, therefore it is considered that it was a constant resource during each content explanation. In the following scheme, the general structure of an English class with 1 ° C is simplified, showing the characteristic of linearity, that is, only the classic parts of a class are being considered based on arguments proposed by Brousseau, G (2007) , who says that a class must contain the following parts; Introduction, development and closure (evaluation if possible).

**A:** Equivalent to explanation using L2 (English).

**B:** Equivalent to the moments where the L1 (Spanish) was used, to give support during the content explanation.

It should be noted that the following diagram is only to show the moments in which the L2 was used compared to the L1, said the above, this only serves to give an overview, this is only an approximation and interpretation of how long the L1 has been actively used. In addition to that the

following diagram is supported by the average that was recorded from the sample classes (*Appendix 10*).

*Example:*

<b>INTRODUCCIÓN (15 min)</b>	<b>DEVELOPMENT (25 min)</b>	<b>CLOSURE (10 min)</b>
A • A • B • A • B • A • B • A • B	A • A • A • B • A • A • A • B • A	A • A • B • A • A • B • A • A • A

*Diagram 1.1 "Example of a general class structure".*

The above serves to simplify the following:

In the moments when the use of the L1 was required the most was during the beginning of each class; since the students requested it and since this part of the class is where information and explanations are presented, it was obvious that the resource would be more constant. It could be exemplified by saying that L2 is 65% (35.5 minutes) active during content explanations while L1 35% (14.5 minutes).

The above not only ends there, since, in the perspective of the tenured professor, using L1 in this way gave greater continuity to the explanations and reduced unnecessary cuts such as having to repeat the information for three or four times more.

#### Benefits

- There was greater continuity to the moments of explanation of content and information and this favored having a good rhythm in the class.
- The questioning by the students about the content of the class was considerably reduced and, in turn, there were fewer doubts about the content.

- The conditions of the students were respected when requesting the L1 resource during the explanations, since at no time was the student forced to use the L2, making the moments when they voluntarily used it more enriching.

Adverse

- The introductory moments were lengthened considerably and sometimes considerably affected the useful time of the class, since we never tried to use the L1 directly to explain, for example, the following sequence is used:

*Explanation 1: Completed in L2 with relevant vocabulary for students, adequate tone of voice, use of bodylanguage and other resources as support.*

*Explanation 2: It was mostly done using L2, but codeswitching was used (if necessary).*

*Explanation 3: The content was given in keywords using L1 (optional).*

- Using L1 completely broke the atmosphere in L2.
- Sometimes the students requested the resource in L1 with abuse, so little by little a comfort zone was generated in them so as not to directly understand the information in L2.

*Make grammatical comparisons among L1 and L2*

This action was carried out directly as a last resort when having to exemplify grammatical content. Although this resource can be justified with Chomsky's (1965) arguments about the universal grammar that is defined as the system of principles that characterizes the class of possible grammars specifying how the particular grammars are organized, how the different rules of these are constructed components, how they interact and others, that is to say, underlying certain common principles among all natural languages.

It is emphasized that this resource simply attends to the grammatical part, that is, the grammatical structures, therefore, the pragmatics should not be included at the same time, aware that the use of L1 was only applied on occasions that warranted it since this Remedy can directly affect the use of L2. It is important to note that the above depends too much on the perspective of the person reading this essay, since the functionalism of language can be viewed in a conservative, moderate or extreme way.

To simplify the above, the following example is used based on an example applied at 1 ° C:

Situation: The students are attending to the topic of descriptive adjectives.

Linguistic Context: Students have difficulty making sentences that describe objects

Condition: Students were provided the vocabulary about descriptive adjectives in L2, in addition to supporting the explanation using a flashcard with meaning and signifier of each adjective, but the students still do not understand the topic.

<b>EXAMPLE IN</b>	<b>THE</b>	<b>NEW</b>	<b>HOUSE</b>
<b>L2:</b>	1	2	3
<b>SUPPORT IN</b>	<b>LA</b>	<b>CASA</b>	<b>NUEVA</b>
<b>L1:</b>	1	3	2

The previous example makes use of the grammatical comparison between L1 and L2, in addition to the fact that using an example and accompanying it with a numerical sign served so that a direct translation was not carried out, since this type of exercises encouraged the interpretation of L2 to L1 or vice versa. When using L1 in this way, it was also pertinent to write each element of the sentence in a particular color, for example, the word “THE” and “LA” were written in red, the word

“NEW” and “NUEVA” were written with yellow and the word "HOUSE" and "CASA" purple, this helped to reinforce support with the L1.

According to Klett (2004) The assimilation of an L2 in the school supposes a previously formed system of meanings in the L1. The student does not have to re-develop a language system or retrain the meanings of words or assimilate concepts of objects. You must assimilate new words that correspond point by point to the system and acquired from concepts. This is why a totally new relationship is established between the word and the object, different from L1.

Although many aspects that interfere or limit the use of L1 in this way must be considered, for example, those of a linear nature such as morphosyntax, metalinguistic functions or phatic function since these aspects are not comparable between L1 and L2, therefore, a direct translation or literal translation could never be made, which is why when using L1 in this way it became a support for the interpretation of the examples in L2.

#### Benefits

- Using a comparison among the grammatical systems of L1 and L2 unconsciously fostered an interlingua among students, and that inter-linguistic influence is inevitable in the acquisition of foreign languages.
- Giving an interpretation support in L1 allowed the students to immediately clarify their doubts during the exercises in L2, the use of this resource was limited to being applied as a last option.
- The similarity between languages can benefit the acquisition of a foreign language, since the previous general linguistic knowledge of the mother tongue facilitates new learning and can lead to a positive transfer.

- From a grammatical aspect, students when working with structures had an increasing domain in terms of grammatical systems and their components in L1 and L2, and they directly benefited in aspects of grammar and writing, since their linguistic signs were modified, that is, the students for each “meaning” had two “signifiers” one in L1 and the other in L2.

#### Adverse

- Using the L1 in this way is detrimental if the application and time of use are not delimited, since if it is excessive it opens the direct translation, which can cause problems when giving an active function to the language (speaking it).
- Students may present combinations between grammatical systems and at the same time work with both in the wrong way.
- Each language has grammatical variants that cannot be compared or have a textual equivalence, in this case the exclusive use of L2 is recommended.

#### *Encourage and allow the use of L1 to students in the classroom*

Promoting and allowing the use of L1 by students was one of the most significant uses for me, but at the same time the results cannot be directly quantified as they were more appreciated, it should be noted that later in this essay why will be explained.

As explained in the theoretical part of the essay, the main purpose of using L1 in this way was to allow the student to participate more actively, which occurred since at each moment of the class there were student participations about the contents in L2, in L1, using codeswitching. The point is that using L1 in this way allowed the discrimination of information that did not come from L2 to be annulled. Although being honest, priority was given to L2 shares.



The aforementioned also favored the TTT (Teacher's Talking Time) being considerably reduced, since my role was simply that of content facilitator, that is, that it was only spoken at times that were required, since the moments of silence on the part of the Students were completely canceled, since each time students were asked about the content, there were always answers with both L1 and L2, although I highlight that students had a great preference for speaking using codeswitching, which turned out to be a peculiarity .

For the purposes of this essay, it is important to mention that by allowing the use of the L1 by the teacher, therefore, situations were fostered so that the student also used this resource in his favor from learning strategies, which gave him more breadth. the student not only to use the L1 in English class, but at other times when he was in need of using the language.

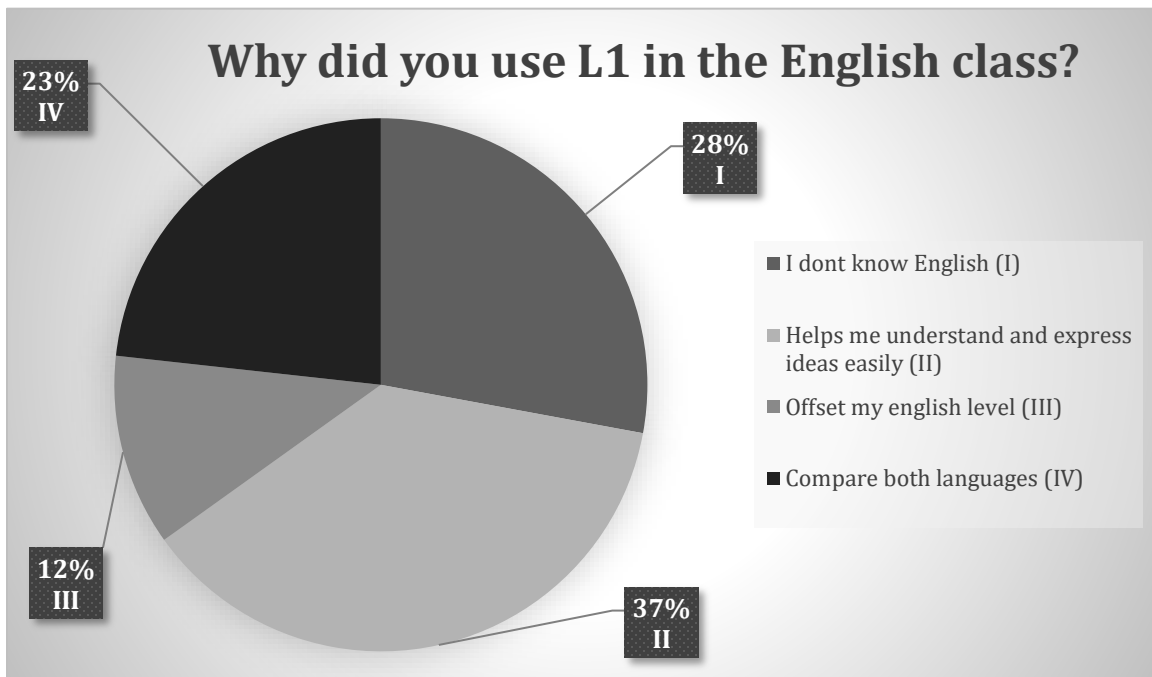
A clear example is that students communicated among peers using L1 and L2, another was in that the opinions addressed to their other classmates, questions from the class and doubts were reflected in both languages, actions such as translation, transfer, Actions of memorization and cultural contrast were present.

The following graphs simplify the use that students gave to L1, within the subject of foreign language, English I, obtaining this information was obtained from the preparation and analysis of the survey called "Encuesta 1" (*Appendix 11*), this data collection instrument was applied on February 26, 2020 in 1 ° C.

The following graph (*graph 4*) simplifies the reasons why students used L1 within the English class, since it was an open-ended question, there were several answers, which are summarized as follows; 28% (12 students) use L1 because they consider that they have no command of the language. 37% (16 students) use L1 because they consider that it helps them understand L2 faster.

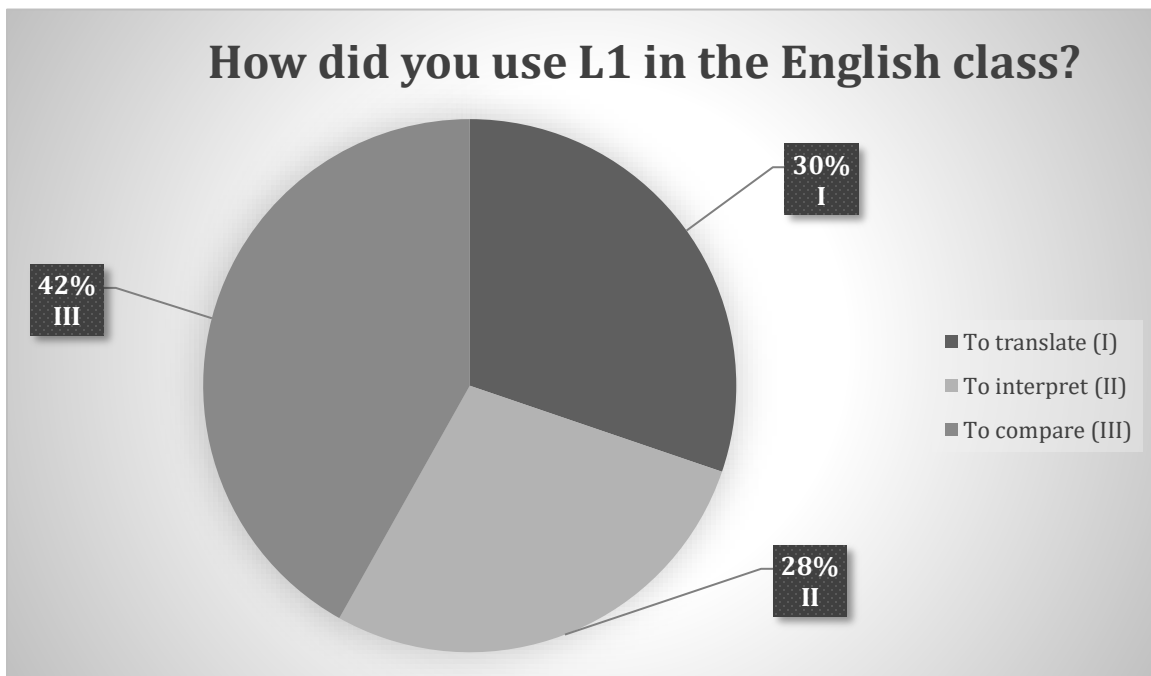
12% (5 students) because in this way they feel that they can communicate within the class and feel active in it due to lack of command of the language.

The 23% (10 students) use L1 to compare it to L2 in situations where they do not understand the information.



Graph 4 "Why did you use L1 in the English class?"

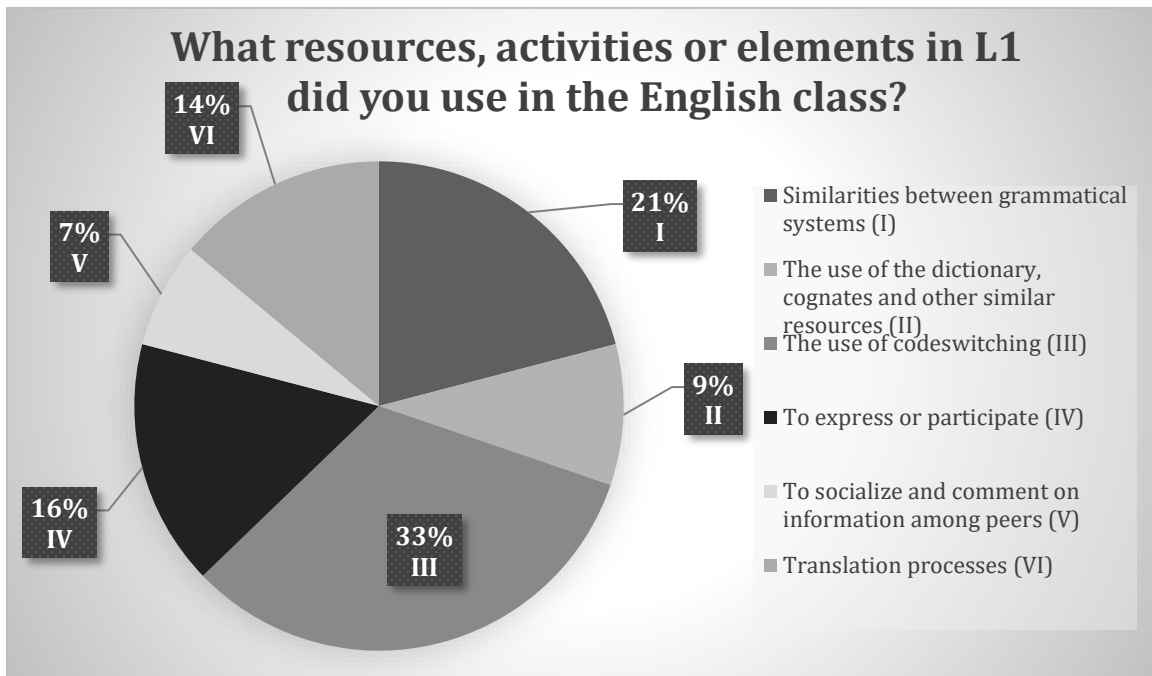
In the following graph (graph 5) the ways or how students used L1 within the English class are simplified, since it was an open question, there were several answers, which are summarized as follows; 30% (13 students) used L1 in translation methods from L2 to L1. 28% (12 students) used L1 to interpret unknown L2 information and make contrasts. 42% (18 students) used L1 to make comparisons between L1 and L2 in grammatical systems and other elements.



Graph 5 “How did you use L1 in the English class?”

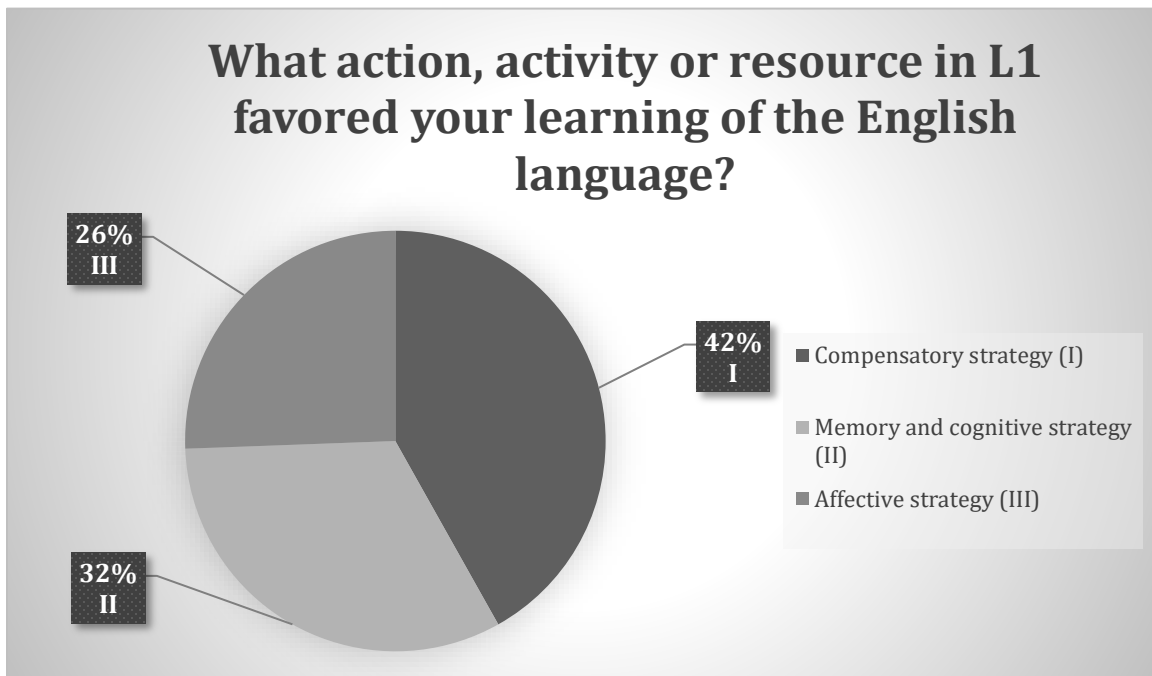
In the following graph (*graph 6*) the resources, actions or elements that the students used most frequently using the L1 within the English class are simplified, since it was an open question, there were several answers, which are summarized to the following; 21% (9 students) used the similarities that exist between grammatical systems. 9% (4 students) used resources such as the English-Spanish dictionary, use of cognates and similar words between both languages. 33% (14 students) used L1 through codeswitching. 16% (7 students) used L1 to express themselves or participate actively during classes.

On the other hand, 7% (3 students) used L1 to socialize and discuss information among themselves about the class. 14% (6 students) used L1 in translation processes.



Graph 6 “What resources, activities or elements in L1 did you use in the English class?”

The following graph (*graph 7*) simplifies the actions, activities or elements in L1 that most favored learning English within the class from the student's perspective, since it was an open-ended question, there were several responses, which are summarized as follows: the following; 42% (18 students) used L1 through codeswitching and as a compensatory strategy. 32% (14 students) used L1 as a memory and cognitive strategy through the similarity between L1 and L2. 26% (11 students) used L1 as an effective strategy since its free use was allowed and it facilitated communication and exchange of information within the classroom.



Graph 7 “What action, activity or resource in L1 favored your learning of the English language?”

In general, promoting and allowing the use of L1 in the classroom favors not only the teacher but also the student, giving them the opportunity to use resources through L1 that would serve as a support in learning L2, through simplification. presented there are a series of actions or elements that are available to the student simply by using L1, although the teacher would enter directly there, who would be in charge of defining the use of L1 within the classroom.

#### *L1 as a verification element*

Although the emphasis was on how the L1 was used at times such as at the beginning of class or during explanations, checking is an essential part to know directly if the student is understanding or knows about the contents with which they are working.

Within this parameter aspects such as whether the students are attentive, interest in the class, the relevance of the content and how the student understands what is presented to them influence.

All of the above is directly linked to the method with which L2 is being taught, therefore L1, as it is only a support in this parameter, its function is limited to attending to the active function of language through direct questions to students individual and group.

That is to say that the verification in the majority of occasions was carried out in the following way, for example:

Situation: The theme of "present continuous" was developed, the class is in the final stage where the contents have already been explained, a practice related to the topic was exemplified and carried out, the class is concluding and, as a way of closing, the teacher questioned general to students, but on the first attempt using only L2, students do not interact or provide information, therefore the use of L1 was enabled as follows.

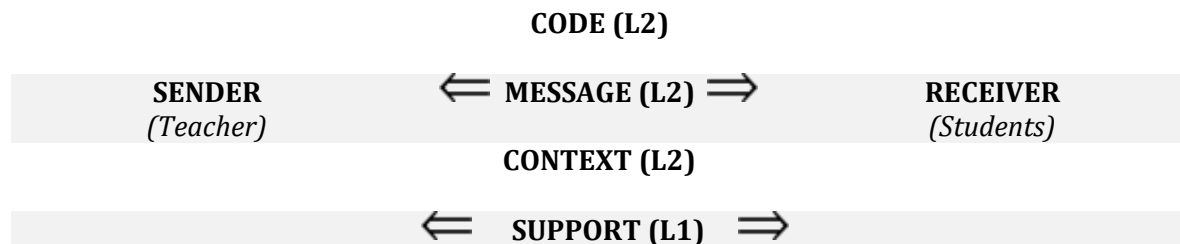


Diagram 1.2 "Example of communication process using L1".

It is a common situation that was constantly presented at the end of each session, that is, an attempt was made to ask in a general way in L2, but when there was no answer from the students, this use of L1 was used, example:

**Teacher:** In general, What is present continuous?

**Students:** ... (quiet)

**Teacher:** Please, tell me, What is present continuous? ... in English or Spanish.

**Student 1:** Puede ser cuando hablamos de las acciones que hacemos ahora.

**Teacher:** Muy bien, Por ejemplo ¿Qué estoy haciendo ahora? (The teacher is jumping).

**Student 2:** Yo teacher, You are jumping right now.

**Teacher:** Excellent, you are so smart.

The previous situation was completely based on experiences that were lived in the classroom with 1 ° C. It is important to mention that each time this type of exercise was carried out as a way to close the class, the students participated more when the use of L1 was enabled, highlighting the importance of not modifying the message using L2, since this happened in Occasionally and the students gradually put aside the use of L2, that is why in each communication and verification process within the class L2 was the dominant language.

#### Benefits

- At the closing times of classes, using L1 allowed students with difficulties to express themselves in L2, participate actively and reflect what was learned in class.
- Communication and content and information checking are streamlined when using the L1, as it directly eliminates long silences within the classroom.
- The student can express himself fully about what he learned without the limitation caused by not having a relevant command in L2.

#### Adverse

- The L1 in excess I can alter some functions of the language in L2, such as the expressive, appellate, representative, aesthetic, metalinguistic and physical functions.
- Using L1 through translation can directly harm the message, that is, the communication processes between teacher-student, student-student are altered and in extreme cases this would completely alter the content and information being taught. That is why the use of L1 must be delimited in these cases.

*L1 in attention to scenarios in the classroom*

This section is very specific, the L1 was used to emphasize and immediately attend to the following; situations of risk on the part of the students (verbal or physical aggressions, inappropriate behaviors or actions that corrupt the environment within the classroom and school regulations), indisciplines, request silence, request attention when general indications were presented, that is, notices by school management, academic committees or other teachers. All of the above was handled through L1.

The use of L1 was favored as it is the language that has the most impact on students since it is their mother tongue, sometimes certain indications that were given in L2 were not taken into account by students justifying when saying that they did not understand what was I was saying, that is why all of the above was taken care of using the L1 and this was completely favorable since the L1 had enough weight on the student to have their attention completely.

#### Benefits

- The use of L1 in this type of situations already mentioned has a greater impact than L2 since L1 as a mother tongue will always have greater importance in the student.
- Addressing various scenarios in L1 allows it to be given relevance immediately since the change from L2 to L1 draws the students' attention completely.

#### Adverse

- Using L1 in this way immediately interrupts the class in L2 and this can affect the rhythm of the class or in extreme cases completely lose the continuity of the class.
- The fact that there are too many scenarios or situations that merit using L1 limits the student to express himself in L2 since the flow he is having with the target language is interrupted.



*L1 when giving instructions in activities, exercises and actions that are the responsibility of the class*

Using L1 in this way was like giving or reaffirming information in particular, in this case the instructions were given in the first instance using L2 either orally or in writing, but there were situations during the interventions where it was necessary to use L1 to reaffirm information or emphasize.

In general, it can be said that this was the most used resource through L1, since it was the most constant, for example; During the moments of practice and development of the contents through this resource, students were given the possibility of requesting this support if necessary, but taking up a premise already mentioned earlier in this essay, all students requested this support for. The sequence in which the instructions were given was as follows:

*Moment 1:* Instruction was given entirely in L2 with relevant vocabulary for students, adequate tone of voice, use of bodylanguage, and emphasis on key words (orally or in writing).

*Moment 2:* Instruction was mostly given using L2, but codeswitching was used (if necessary or requested by students).

*Moment 3:* The instruction was given in keywords using L1 (optional and as a last resort).

#### Benefits


- By giving support in L1 during the simplification of instructions in exercises, activities and actions, it directly addressed the doubts that were presented by the students.
- Explaining the instructions in L2 and L1 reinforced the information by actively promoting transfer, comparison, and exchange between L1 and L2.

Adverse

- With the passage of the classes, the students requested this resource more or got used to the instructions being given in both L1 and L2.
- Under the same line of analysis, there is an aspect to highlight which was how L1 was implemented within materials such as worksheets, I emphasize in this specific material since it was the most used within classes with 1 ° “C” In addition to the head teacher had a preference for this type of material and therefore asked me to include it constantly.

Below is an example of a worksheet in L2 and a worksheet with L1 as support.


PRACTICE 1

THE FOUR LITTLE PIGS? 

3) Instructions: Imagine that the three little pigs have a fourth brother. Describe and draw the physical appearance of this brother in six sentences that include; height and build, face shape, hair etc.

4) Instructions: Imagine that the fourth brother of the three little pigs has a house. Describe and draw the house of the fourth brother of the three little pigs in three sentences.

PRACTICE 1

THE FOUR LITTLE PIGS? 

3) Instructions: Imagine that the three little pigs have a fourth brother. Describe and draw the physical appearance of this brother in six sentences that include; height and build, face shape, hair etc. *(Imagina que los tres cerditos tienen otro hermano. Describe y dibuja la apariencia física de este cerdito incluyendo las características vistas en clase).*

4) Instructions: Imagine that the fourth brother of the three little pigs has a house. Describe and draw the house of the fourth brother of the three little pigs in three sentences. *(Imagina que el cuarto hermano cerdito tiene una casa. Describe y dibuja).*

Image 1.1 “Example of worksheet in L2 and worksheet in L2 with support in L1.

As you can see in image 1.1 the worksheet that is completely in L2 is free from L1, this worksheet is the one that is generally provided to students since the purpose is to think, carry out and express themselves in L2, but Sometimes there were students who did not fully understand the content of the worksheets and that is why they were provided with a worksheet with support in L1, this was only done if the student requested the material in L1.

As you can see, at no time does L1 interfere with the content and purpose of the worksheet, and the way that L1 is being part of the worksheet is through the use of cognates and a Spanish interpretation of the content in L2. The above is just an example of how L1 was used with a material, but in the same way, L1 was included in the pertinent teaching materials and resources only if the situation required it, since the place that L2 has in the classroom during the English class.

### **15. Quantitative results when the proposal "SPT-L1" was applied**

At first, it was considered to apply a standardized instrument that would evaluate the English proficiency in 1st “C” students, to be able to contrast with the results obtained in the diagnostic test and to know how much L1 influenced the students. For reasons external to the Junior High School “Lic. Benito Juarez” and following health recommendations at the State level, in the municipality of Tlalnepantla de Baz, academic work was suspended from March 20, 2020 until further notice, so the application of the aforementioned evaluation instrument was planned on March 27, 2020, therefore could not be applied.

The above was considered at the time as a problem that abysmally affected the demonstration of quantitative results and how the use of L1 in the teaching of an L2 in this case English favored or disadvantaged. In the previous analysis, the benefits and disadvantages of using L1 in different

ways as a support were already explained in detail, but in order to achieve a quantitative contrast, it was decided to make a comparison regarding the group average with other groups.

Along with that, the following points should be clarified in order to make the comparison.

The group average of the 1st “C” is being compared with the 1st “A”, despite the fact that there was no intervention in the 1st “A”, the main teacher of the subject of English handles the same form of teaching in all her groups, only attending to the most significant variables. Emphasizing that in this school there is only one English teacher on the morning shift and she is the head of all the groups.

In order to have a greater range of comparison and analysis, a contrast was made with other groups, that is, the averages between 2 ° “A” and 2 ° “B”, 3 ° “B” and 3 ° “C” were compared, with the characteristic that in these four groups they were intervened together with 1 ° C and at the time at the beginning of the school year it was decided to apply the proposal “SPT-L1” in 2 ° “A” and 3 ° “C” As it had been done in 1st “C”, the main variant was the plans and programs since 1st and 2nd are ruled under “Aprendizajes Clave” and 3rd is ruled under NEPBE.

The teaching of L2 in all groups was carried out according to the current plans and programs, with the peculiarity that in all the grades it was taught in the same way, that is to say that it was a lesson plan by grade, this means that there were no variants in terms of content, application and development of activities in the subject.

The contrast that was performed is used to compare the groups where the proposal "SPT-L1" was applied, that is, where L1 served as a support in comparison with the groups where this resource was not used, remembering that for the purposes of this essay the group which was of interest was the 1st “C”.

All of the above was done with the permission of the teacher of the subject of Lengua Extranjera, Inglés and is based directly on "the report cards" (Appendix 12) corresponding to the second quarter that were made and approved from February 24 to 28 2020. The information mentioned is then simplified in the following chart:

<b>GRADE AND GROUP</b>	<b>STUDENT POPULATION</b>	<b>GENERAL AVERAGE</b>	<b>NUMBER OF FAILED STUDENTS</b>	<b>OBSERVATIONS</b>
1° "A"	43 students	7.1	5	The groups where L1 was used as a support have a higher average and a smaller number of failed students with the exception of 2nd "A" and "B" that have the same number of failed students.
1° "C"	43 students	8.6	3	
2° "A"	49 students	7.8	3	
2° "B"	50 students	7.2	3	
3° "B"	42 students	7.3	6	
3° "C"	43 students	8.2	2	

*Chart 1.1 "Comparison of groups where the SPT-L1 proposal was applied"*

Although it is very hasty to say that the application of the proposal "SPT-L1" completely favored the 1st "C" and is the cause of having better results compared to the groups where L1 was not used as a support, I think it is pertinent to say that these results are a set of all the factors that are involved in the teaching and learning process.

But here the quantitative data that matters is that in the groups where L1 was used, they are in terms of average above the groups where the resource was not applied, and specifically, the 1° C is significantly better than 1st "A". That is, in encouraging words, L1 favored the groups in which it was applied in a certain way.

Aware that there are multiple variables among each student population, it does not detract from the fact that L1 favored students, there has been little or much results show that there is a marked

difference between the groups where this resource was used and if we only focus on the quantitative since from the beginning that was the purpose of this comparison the group average of 1 ° “C” significantly better compared to its equal which is 1 ° A ”where L1 was not present.

# CONCLUSIONS

Throughout this essay, the main premise that was addressed was the use of L1 (Spanish) as a support in the teaching of an L2 (English), although I consider that reaching this point required a prior process of analysis of two essential elements, which were the students of the 1st “C” their characteristics and academic needs within the subject of English and I as a teacher in training attending to my general and professional competences.

With the above, it was as the development of this essay began that was conducted under the thematic line of analysis of teaching experiences, in order to meet academic and training needs. At first, I carried out an exhaustive analysis of the students of the 1st “C” through different observation and assessment instruments that gave me guidelines to know that the main problem was the command of the English language, since the diagnosis allowed me to collect essential information that favored having knowledge about the academic situation presented by students of the 1st “C”.

The periods of observation made me realize that the students presented academic needs that came directly from the command of the language that they had that was consistent with the results of the applied diagnosis, but among so much information came a point where there was so much to do To support the students, I remembered that one of the skills to be promoted in my professional profile was knowing how to design, organize and put into practice strategies and activities appropriate to the needs of the students.

Based on the above, periods of observation and specific information of the students of the 1st “C”, I understood that I had to make use of an element or factor that allowed me to directly attend to the needs of the students, aware of my abilities I knew that it would not be enough for me to focus on the methodology, content and application of teaching English, since knowing the



generalities of the group I knew that if I focused on a didactic skill or element I would not be able to attend to the main barrier that was mastery from language.

At one point during the observation period, I realized that students used to use their mother tongue constantly during the English class and as a result the tenured teacher resorted to ignoring and repressing the use of L1, therefore one emerged Of the first questions that over time became the basis for the development of this document, the question was: What aspects are favored when the mother tongue is used in the process of teaching a second language?

This questioning, made me realize that the mother tongue in public education during the English class will always be present, I affirm the above based on all the periods of teaching practice that I had throughout my academic training and with my experience as student in public institutions. This made me see so clearly the fact that public education in Mexico, specifically attending to the teaching of foreign languages, has great areas of opportunity and that there are students with the characteristics of the 1st “C” are the result of educational policies. that have been in force.

For this reason, I understood that one of my main goals would be to do my best as a teacher in training using all the resources at my disposal and that were relevant to carry out teaching practice. As time passed during the observation period, I realized that I could use L1 in favor of teaching L2, but I immediately realized that the next big question would be How to use L1? sees L1 as a harmful element for learning an L2.

Be aware of the above, reconsider using L1 within the English subject since the teachers with whom you commented on this idea at the time expressed comments such as the fact that a teacher who uses his L1 does not know English or that L1 It only serves to translate, which reaffirms since the majority of English teachers with whom I had the opportunity to live on my academic journey

had the predisposition that L1 should not exist within the L2 classroom, this affirms that the controversy regarding when using the L1 it leans towards negative aspects.

Taking into account the above, I knew that currently the controversy that exists regarding the use of L1 is directly linked to the prestige and abilities of the English teacher, for this reason choose to work from the plans and programs in force with the purpose to obtain and reach relevant results, but the idea of using L1 as a resource in L2 teaching was still in force, for this reason I knew that I could not include this element directly in L2 teaching and that's when I knew that L1 should be a support for teaching English.

The first justification that was given was that this resource starts from the fact that students use it in the English class constantly, therefore they chose to use a resource in favor of discarding it, the following was that it was defined together with the professor of the subject that would be worked under the current plans and programs, that is to say that the methodology, strategies, techniques and activities would focus on the use of L2 under the standards stipulated in “Aprendizajes clave, lengua extranjera, inglés”.

One factor that completely conditioned why this resource would be applied was time, since attending to the main area of opportunity that corresponds to the mastery of students in the English language should be in an enveloping way, it would need to be from a fast, effective and viable resource. Using L1 made sense when the teacher of the subject considered that it would be a resource that used correctly would favor the teaching process of L2 and therefore offered its support in putting it into practice.

Collecting information about L1 allowed me to realize that there are different ways in which it can be put into practice from a methodology based directly on L1 to activities and teaching

materials that promote its use within the L2 classroom. However, as already mentioned, the function of L1 did not focus on intervening directly in the teaching of L2, therefore it was decided to carry out specific activities and resources.

Within the theoretical baggage that was considered as the support of this essay, it is highlighted that the use of L1 is conditioned by factors such as language proficiency and the way L1 is used, that is, the more knowledge and mastery is The use of L1 will be less viable for students in L2, and their presence in the classroom will be scarce.

Although the benefits and disadvantages of using L1 as a support are exemplified in the analysis section of this document, the following highlights from this analysis:

- The L1 as a support must be delimited in terms of its use since the abuse of this resource can directly affect the teaching-learning process of the L2.
- The L1 used as a didactic element can favor the saving of class time, it supports the explanations of content, instructions and rules, when making comparisons between grammatical systems, actions such as the transition from monolingualism to multilingualism and during the communication process are encouraged. L1 acts as a second communication channel promoting content checking.
- L1 can intervene within the teaching-learning process as a memory, cognitive, compensatory and affective strategy.
- The factors that are favored and involved during the use of L1 in the classroom are linguistic, affective, social and pedagogical.

- Although for the purposes of this essay I try not to use the resource of translating from L2 to L1 by the teacher, this restriction was not raised towards the students who implemented it as a learning strategy.
- Interlingua is an element that is present when using two simultaneous languages, although based on this document, interlingua was only kept up to the contrastive margin that allowed error analysis.
- The L1 as a support recovers all the previous experiences, knowledge and functions of the language that the student knows to use as a support during the teaching-learning process of the L2.
- The use of L1 must be conditioned and directed by the teacher since, based on this document, as the course develops, the less required this resource will be.
- The student can also make use of the mother tongue, but unlike the actions carried out by the teacher, L1 becomes a learning strategy.
- L1 fulfills a compensatory function in terms of content and language proficiency.
- L1 as support directly favors grammar, but pragmatic functions in L2 are neglected.
- The teaching of L2 must be under a methodology that favors the development of writing, Reading, listening and speaking, since the use of L1 as a support does not considerably favor skills that involve listening and speaking.

In general, the results obtained go beyond saying that L1 considerably favored the teaching of L2, since this will depend directly from the perspective of how to teach a language, the simple fact of involving L1 in An L2 environment will be a source of prejudice, comment and controversy among those who teach a foreign language.

The results shown in this essay go beyond the fact that the mother tongue was a resource that favored the teaching of English. Quantitatively refers, it is not possible to give a specific value to what percentage the student was favored because for reasons Outside of secondary school, the desired instrument could not be applied, but the comparison of averages shows us that the L1 used correctly favors teaching.

Keep in mind that there are other elements that are appreciated and are linked to the learning environment and academic performance, the clearest example is that not discriminating against any participation in L1 by students encouraged positively and allowed to have moments of interaction and communication through codeswitching or in L2, in this way the student was active during the class of the own free will.

The functionality of the L1 based on the research materials consulted is not limited only to translation, it goes beyond the limits that are predisposed to it since within the classroom the teacher is the one who, through his didactics, must use all the Possible resources that favor the teaching of L2.

Consequently, it can be concluded that the population of 1st “C” was favored with the use of L1 and not least, as a teacher in training, I was favored by putting into practice a professional profile competence that I believed was my most great area of opportunity, but that after this essay I can say that working on such a controversial subject made me realize that there is so much that, due to the mere fact of having generational prejudices among teachers, it is undervalued.

Carrying out this essay makes it clear to me that education is governed by trends, that currently it is thought that the methodologies or didactic resources that preceded the current ones have no place in the present, we believe that by the simple fact of being guided by the standards they follow

most educational policies are correct, but after using the mother tongue in this way and being criticized by peers and teachers, I learned that the most important resource in teaching in this case of English is the teacher.

As a reflection I would like to say that a teacher should not cling to the same form of teaching, on the contrary, the teacher should make use of all pertinent resources that allow him to favor the teaching-learning process without fear of being criticized, it is It is difficult to reinvent the way one teaches, but what is not difficult is to diversify the way one teaches.

In the short term I can say that it will not last to use any resource or methodology for the simple fact that it is questioned in a negative way, from this I learned that the value is in how it is practiced daily in the classroom and If I see the need to use my mother tongue in the English classroom again in the future, I will not hesitate to do so as long as it is for the benefit of the student.

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# APPENDIX

## Appendix 1.

*Description: This document served as an instrument for observation and analysis of the internal and external context of the junior high school, with the information obtained, the contents of the essay are broken down.*

### OBSERVATION GUIDE

This guide has the purpose of supporting you in the identification of data are useful That for the elaboration of the section "School context" Which is Requested to have present for the accomplishment of the Analysis of Its Evidences teaching.

#### PERSONAL INFORMATION

**NAME:** JAIME GARCIA MENDOZA

**AGE:** 22

**GENDER:** MALE

#### WORK INFORMATION

**SCHOOL NAME:** Escuela Secundaria Oficial No. 0077 "Lic. Benito Juarez" **ZE:**

**ADDRESS:** Adolfo López Mateos, Tequexquihuacriviera del Bosque, 54020 Tlalnepantla de Baz, Méx.

**TELEPHONE:** 5553103100.

**C.C.T.:** 15EESO186M. **EDUCATION LEVEL:** Jr. High School. **MODE/SERVICE:** Public.

**SHIFT:** Morning.

**STUDENT POPULATION: M:** 205

**W:** 194

**T:** 399

INDICATIONS: Select the appropriate option or answer the question.

#### I. School context (Community).

1. LOCATION TYPE:
<b>URBAN</b>
MARGINAL URBAN
RURAL

2. MODALITY:
OPEN
<b>SCHOOLED</b>
MIXED

3. ORGANIZATION:
UNITARY
MULTIGRADE
<b>FULL</b>

4. How are the ecological conditions of context? (Pollution, waste management, industrial waste, etc.)



Being an urban context are only green areas in parks or decorations in the streets. As for industrial there are no businesses near the school, since most companies are at the peripheries of the State of Mexico.

Service Garbage collection is efficient, because the garbage is collected three times a week at school, is the collection service provided by the state government and those in charge of garbage collection in the institution are the custodial staff.

The institution has many green areas throughout the institution and these green areas have regular maintenance.

5. With regard to infrastructure context What are the main roads?

The main roads are the street Adolfo Lopez Mateos because it is a way of general access to Tequesquihuac and School is located in that area. In addition the main entrance to the jr. high school it is located in this street.

6.¿ How far is the school of the main access roads?

The jr. high school is located on the main street, which is Adolfo Lopez Mateos Street, in addition to the school being located near Tequesquihuac-Bajo which is a great landmark in Tlalnepantla de Baz.

7. Select the services available to the community in which the school is located?

X	Drinking water
X	Lights
X	Sewerage
X	Sewer system
X	Paving
X	Transport
	Internet

	Mail
X	Phone
X	Local stores
	Bank
X	Market
X	Clinic
X	Security

X	Other Schools
X	Church
	Recreational park
	Bookshop
	Library
X	Malls
	Housekeeping

More:

There are too many informal businesses selling low-cost products and food sales near the school.

## II. School context (school).

8. Describe school infrastructure (consider number of classrooms, they are intended, administrative spaces, yards, restrooms, parking, green areas, gardens, etc., as well as the state in which they are (good, bad, regular).

The school is a large institution. The school has two shifts; Morning and evening. On this occasion I will describe to the school about the facilities that correspond to the morning shift.

The school has a main entrance that has the function of entry and exit, and there is an entrance for vehicles. Within the facilities the school has 4 main buildings of two floors each one.

In the school there are 3 courts (for multiple uses), there are 2 courtyards and 1 central courtyard that has the function of attending ceremonies and civic events. In addition to that there is 1 fast

Inside the school there are 4 green areas, 2 restrooms, a cafeteria and a monument in honor of Benito Juárez. In addition to the safety areas are distributed in the school with the relevant signs.

There is 1 cellar, 1 materials warehouse, 1 room for academic guidance, 1 dance hall, 3 rooms equipped for use in academic workshops, 1 multipurpose room, 1 computer room, 1 audiovisual's room and 1 telematic's classroom.

There are 9 classrooms distributed in 2 buildings and y another building there is 1 principal's office and 1 vice's office in front of this there is a teacher's room. In addition the school has lighting.

9. With regarding the physical condition of the classroom:

CHARACTERISTICS OR CONDITION	YES	NO
The kit is suitable.	X	
The furniture is adequate.	X	
The furniture is enough.		X
The colors that are painted are suitable.	X	
The available space and location of furniture in the classroom allows various groups.	X	
Adequate ventilation.	X	

10. What aspects of the physical environment conducive daily work?

That the institution has multiple spaces that can be used for various activities, as well as the school is big enough to work in different places.

11. What other aspects impede daily work?

I believe that in a medium range the school meets all the parameters efficiently.

12. Spaces at school.

CHARACTERISTICS OR CONDITION	YES	NO
There are enough spaces to develop the proposed activities.	X	
There are classrooms / locations that can be split or extended.		X

13. Time for development activities.

CHARACTERISTICS OR CONDITION	YES	NO
All school time deals primarily in learning activities.	X	
What this situation is attributed? There is an annual schedule that distributes the charge for each activity to be development throughout the school year long.		

CHARACTERISTICS OR CONDITION	Little	Enough	Excessive
Regarding the activities, the daily time is available.		X	
What this situation is attributed? Most teachers have planning time properly distributed in each class, in addition to the interruptions that are planned, but I am not considering unforeseen events or emergencies.			

14. Material resources in the classroom.

CHARACTERISTICS OR CONDITION	YES	NO
They are suitable.	X	
They are sufficient.	X	
They are in good condition.	X	
They are available to all students.	X	
They are used systematically.		X
They are used appropriately.	X	

15. What, existing in school, material resources are feasible to bring to the classroom

<p>The classrooms are equipped with whiteboards, desks, school benches and other materials for each class.</p> <p>Moreover, rooms intended for a specific subject such as: arts, mathematics, and others, are equipped to perform relevant activities.</p>
<p>The school has 1 principal, 1 vice principal, 1 secretary, 3 counselors, 12 teachers and 1 concierge and 2 members of cleaning staff.</p>

17. Describe how the interaction is assigned to the school staff.

<p>The school has two shifts; morning and evening. The relationship between the two turns is minimal and few teachers are working in both shifts for this reason there is normal communication and managed as two different schools despite sharing the same director.</p> <p>The relationship between staff in general is good, you can not say excellent because there are differences of interest between principal and teachers besides that there is little coordination between educational and other staff academies as prefects and mayors.</p> <p>Moreover, teachers are very strict to mark their space with students, counselors are the ones who are closest to students.</p>
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18. With regard to assistance, organization, punctuality.

CHARACTERISTICS OR CONDITION	YES	NO
All teachers start their activities on time.	X	
All students attend their classes on time.	X	
All groups have teachers all the days of the school year.	X	
All teachers are in the area corresponding instruction depending on their specialty.		X
There is an organization defined by schools in each subject.	X	

**ARGUMENTATION:**

The context is inseparable from active contributions of individuals, social partners, social traditions and materials are handled. From this point of view, the contexts are not to be understood as something definitely given, but they are built dynamically, each with the activity of the participants.

A first step is to identify and analyze the variables that make up the context. Must consider and be aware of all those elements with basic influence on the design and implementation of the project. Ignore deteriorate undoubtedly the internal coherence of educational programming and negatively affect its applicability and validity. The nature of each of the variables and interactions that may arise between them will tell us how our educational purposes are affordable.

From the perspective Piaget, the environment has been contemplating as a teaching technique related to discovery learning. For Piaget, the subject learns by a process of individual maturation, through their actions and interacting with reality. From this perspective, all learning is a discovery of knowledge by the individual. It is in the near context where the student is placed in direct contact with reality to meet with the ability to "discover".

Linking schools with their environment is an important quality factor and educational innovation.

A school closed to the social context in which it is inserted does not provide its students to build functional learning, and at the same time stop worrying about the social problems of their environment and insert the other members of the educational community. As Delval (2000) states "The school cannot get to fulfill their educational mission without problematize on the social context that surrounds it, although it has to harmonize society and from there, continue to work actively to improve personal life and Community".

Therefore, context analysis we provide, using an instrument such as the observation guide:

a) The socio-economic and cultural reality of the environment: housing types and level of quality, level of education and training of the population, agencies affecting the area, social services, existence of cultural associations and movements, religious, sports and leisure, native population of the area or immigration sectors working parents and unemployment rate, proximity or remoteness of the workplace, ...

b) The internal reality of the Center: Ownership Center, geographic location, unique characteristics of the Center, administrative status and specialties of teachers, building characteristics and available space, equipment, ratio, educational tradition center, existence of AMPAs and coordination with Center, homogeneity or heterogeneity of methodological lines teacher, attitude and motivation of teachers and the individual organs of government to work in their specific areas, ...

c) The profile of students: Distribution levels, number of levels, rates of absenteeism, school lag, scattering addresses from the center, families, cultural level, special educational needs.

Educational action can and should address the context in its broadest term. All this through various interventions: organizing programs and tasks around the community improvement, establishing levels of cooperation and coordinating agents of the educational community, encouraging their participation in the teaching-learning process. Linking schools with their environment is an important factor for the quality and educational innovation. According to Smith (1997), the emphasis on observation in both the initial and ongoing teacher is due to the large number of possibilities it is within the field of education.

Coll and Onrubia (1999) define the act of observing as an intentional process that aims to find information on the environment, using a series of procedures in line with objectives and a work program. This is an observation on the facts observed, with the possible theories that explain them relate. In this context, "fact" refers to any experience, event, behavior or change occurring stable enough to be considered or considered in an investigation way.

According to Cuadros (2009), participant observation is a qualitative research strategy that provides information and conduct research in the natural context. The investigator or the person who observes engages and "live" experiences in context and in the everyday environment of subjects, so that collects data in real time. In such monitoring, access to the object being observed situation is a key interaction and communication with the context factor. "Participant observation, as its name suggests, is to observe while participating in the activities of the group under investigation" (Bisquerra, 2004: 332).

### **References:**

- Coll, C. (1987): *Psychology and curriculum*. Barcelona. Laia.
- Delval, J. (2000): *Learning in life and in school*. Madrid. Magister.
- Zabala, MA (1991): *Design and curriculum development*. Madrid. Nancea.

## Appendix 2.

*Description:* This document was used to gather information about the school organization, to define which members the junior high school had and the functions that each had within the institution.

### CHECKLIST TO IDENTIFY THE EDUCATIONAL INSTITUTION'S STAFF

The purpose of this evaluation instrument is to gather information about the members who work within the educational institution to be attended.

#### PERSONAL INFORMATION

**NAME:** JAIME GARCIA MENDOZA

**AGE:** 22

**GENDER:** MALE

#### WORK INFORMATION

**SCHOOL NAME:** Escuela Secundaria Oficial No. 0077 "Lic. Benito Juarez"

**ADDRESS:** Adolfo López Mateos, Tequexquihuacrivera del Bosque, 54020 Tlalnepantla de Baz, Méx.

**TELEPHONE:** 5553103100.

**C.C.T.:** 15EESO186M. **EDUCATION LEVEL:** Jr. High School. **MODE/SERVICE:** Public.

**SHIFT:** Morning. **STUDENT POPULATION:** M: 205 W: 194 T: 399

INDICATIONS: Select the appropriate option or answer the question.

SCHOOL MANAGEMENT AND SUB-SERVICES				
The educational institution has:	YES	NO	How many?	Observations
<i>Principal</i>	X		1	The principal works both shifts.
<i>Vice-principal</i>	X		1	The vice principal has administrative and school management functions.
TEACHING SERVICES				
The educational institution has:	YES	NO	How many?	Observations
<i>Teacher (teaching)</i>	X		22	72% of teachers are teaching in their area of training or specialty.
<i>Class assistant</i>		X		
<i>Teacher of workshop or specific activities</i>	X		3	These 3 teachers have the function of giving workshops and classes, so they are

				accounted for in the 22 teachers in front of the group.
EDUCATIONAL ASSISTANCE SERVICES				
The educational institution has:	YES	NO	How many?	Observations
<i>Counselor</i>	X			In addition to the advisory and academic orientation functions, they fulfill functions that the USAER department would perform (Unidad de Apoyo a la Educación Regular).
<i>School doctor</i>		X		
<i>Social worker</i>		X		
<i>Prefect</i>		X		
GENERAL AND ADMINISTRATIVE SERVICES				
The educational institution has:	YES	NO	How many?	Observations
<i>School accountant</i>		X		
<i>School administrative officer</i>		X		
<i>School secretary</i>	X		1	The secretary supports the school management administratively.
<i>Concierge</i>	X		2	
<i>Watchman (guard)</i>		X		
<i>Custodial staff (housekeeping)</i>	X		1	This position is responsible for monitoring the entrance, exit and monitoring of the vicinity of the school and support the maintenance of the school at times.
OTHER SERVICES AND INSTITUTION SUPPORT STAFF				
Describe the type of service, number of staff and function:				
In general, in this educational institution all the members that integrate it work according to a calendar of activities and functions throughout the school year, therefore many of the functions are shared among all.				

### ABOUT THE INSTRUMENT:

This document defines the organizational model for the Junior high school Education, in which the establishment of the following areas is foreseen:

**Educative area.** - It will be in charge of planning and organizing the activities, covering the technical-pedagogical and administrative aspects that are required to integrate the school services, with the purpose of achieving the objectives established in educational matters. It is made up of the principal and assistant principal, who coordinate with the help of the School Technical Council to carry out their duties.

**Teaching Services Area.** - It will be in charge of developing the current curricula and curricula, using teaching methods and techniques, evaluating student learning and organizing and participating in academy meetings. This area will consist of personnel specialized in teaching both academic and technological, and physical and artistic education.

This area also includes teaching staff who have been assigned special commissions that support the educational service, such as group advisors, workshop coordinators and local subject managers.

**Educational Assistance Services Area.** - Its field of action includes the coordinated provision of various services that, together with academic work, promote the integral development of students, either through the study of their physical, psychological and social characteristics, or activities that promote better Individual and group integration of students with the environment in which they operate. It also helps directly in the activities aimed at establishing and preserving good behavior and school harmony.

**General and Administrative Services Area.** - It is responsible for carrying out the activities corresponding to the school control of the students, and the internal control of the administrative staff; provides the services of both the office and the administration required for the proper functioning of the campus, as well as the acquisition and management of the financial and material resources assigned to it.

The existing organizational structure in junior high school may not include all the school staff members listed above, or the structure may change for any other factor.

#### **REFERENCES:**

- Sandoval Flores, Etelvina (2000), *La organización formal*”, from *La trama de la escuela secundaria: institución, relaciones y saberes*, Mexico, UPN/Plaza y Valdés, pp. 238-244.
- SEP. (2008). *Glossary. Términos utilizados en la Dirección General de Planeación y Programación*. México: SEP.
- SEP “Secretaría de educación Pública” (2012). *Manual de Organización de la Escuela de Educación Secundaria*. Retrieved from: <https://es.slideshare.net/jdelarasilva/manual-de-organizacion-de-la-escuela-de-educ-secundaria>



### Appendix 3.

**Description:** This document is a group observation instrument that allowed analyzing aspects such as; Attitudes and values, work in the classroom, cooperation habits and work at home, Attention-Concentration and Attitudes-behavior. This instrument helped to compile general information that gave a guideline to the development of the 1<sup>o</sup> "C" group description in different aspects.

## GROUP OBSERVATION INSTRUMENT

**Purpose:** The purpose of this instrument is to gather information about the student population of the 2nd "A", in order to obtain information about; their behavior, their attitudes and other general characteristics of the group.

**General instructions:** Complete the following instrument using the information obtained throughout the observation of the corresponding group.

**SCHOOL:** ESCUELA SECUNDARIA OFICIAL No. 0077 "LIC. BENITO JUÁREZ". **SHIFT:** MORNING.

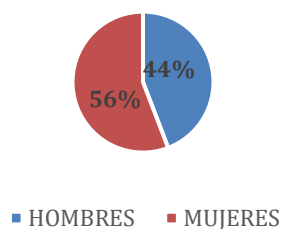
**PERIOD:** FIRST TRIMESTER. **DATE:** August 29<sup>th</sup>, 2019. **TIME:** 7:00 – 13:00.

**GRADE:** 1°. **GROUP:** C.

### POBLACIÓN ESTUDIANTIL.

<b>ALUMNOS</b>	43
<b>MUJERES</b>	24
<b>HOMBRES</b>	19

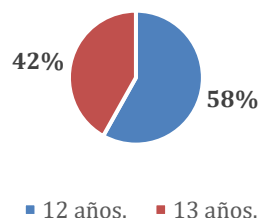
### ALUMNOS



### RANGO DE EDAD.

EDAD	ALUMNOS
12 años.	25
13 años.	18

### EDADES



DEGREE OF DEVELOPMENT ACHIEVED:  <i>Always: 4</i> <i>Usually: 3</i> <i>Sometimes: 2</i> <i>Never: 1</i>	DEGREE OF DEVELOPMENT ACHIEVED				OBSERVATIONS
	1	2	3	4	
<b>Attitudes and values, work in the classroom, cooperation habits and work at home.</b>					
1. Students are punctual at the time of class entry.			X		
2. Students are attentive to explanations and instructions by teachers.			X		Students often do not fully understand the instructions from the teachers.
3. Students accept corrections from teachers and try to improve.				X	
4. Students bring the necessary materials to work in the classes.			X		
5. Students work in a relevant manner within the classroom according to school and classroom regulations.			X		
6. Students participate actively during the classes.			X		
7. Students participate when requested.			X		Students are usually shy when requesting their participation.
8. Students socialize their doubts to teachers about the classes.				X	
9. The students help each other to carry out the activities and assignments designated during the classes.			X		
10. Students complete the tasks assigned in each class.			X		
11. The students comply with the activities and tasks designated during the classes.			X		Students usually need more time than the designated to complete the activities.
<b>Attention- Concentration.</b>					
1. The students are attentive during the explanations of the teachers.				X	

2. Students follow the sequence of activities.				X	
3. Students understand the instructions during the classes.			X		The students do not fully understand the instructions or purposes of the activities.
4. The students carry out the activities systematically without being distracted in the classes.		X			Students are easily distracted between them.
5. The questions and participations of the students are related to what was discussed in the classes.			X		Students often make jokes when they are asked to participate.
6. Students remain at their place of work during all classes.		X			Some students are usually out of place during classes.
7. Students often interrupt teachers.			X		
8. The students finish the works or activities in the established time.			X		
9. Students require constant encouragement to start activities.			X		
10. Students are tired during class.		X			Students show exhaustion after classes such as; History, mathematics and Spanish. In addition to the students still retain the pace they had in elementary school.
<b>Attitudes-behavior.</b>					
1. The students follow the instructions accordingly.			X		
2. Students remain in an orderly manner during classes.			X		Sometimes students are very restless.
3. Students use relevant language during classes.			X		Some students say bad words during class.
4. Students show an interest in what they learn.			X		
5. The students make an effort in the elaboration of works and development of activities.			X		Some students are not interested in some classes.
6. The students attend the academic and school regulations.			X		

7. Students relate appropriately with teachers.			X		
8. Students relate adequately among themselves.			X		There are several problems of coexistence within the group.

<b>Specific aspects:</b>			
	<b>YES</b>	<b>NO</b>	<b>When:</b>
1.Positive leaders in the group are presented:	X		There are two positive leaders in the group, which are: the head of the group and a student who is very applied. These students guide the group when they have to work as a group in ceremonies, projects and other activities that require it. On the other hand, the group seems to follow them, in addition to these students have specific tasks such as keeping the notebook of reports and follow up on the cleanliness of the classroom.
2.Negative leaders are presented in the group:	X		There are 4 students who tend to cause disorder in the classroom, these students and their situations are currently being followed, on the other hand these students are usually the ones who make jokes during the classes, stand up and have a bad relationship with the teachers .
3.There is a case that requires specialized attention (students):		X	No student has been detected with any special situation or learning barrier, but the report provided by USAER is still waiting in case there is a student, since USAER is in charge of taking these situations to school.
<b>Other observations:</b>			
<p>Students still retain too many attitudes that are common in elementary school. There is little self-regulation on the part of students when controlling or expressing their emotions. On the other hand, the group has now been sanctioned in different subjects for lesser disciplines. Without leaving aside it is important to emphasize that there are already 45 students since one student requested changes to another school.</p> <p>I consider that the points to attend in the short term are the discipline and the emotional autoregulation since I consider that they are a good group but that it needs to work in these aspects.</p>			

#### **ABOUT THE GROUP OBSERVATION INSTRUMENT**

The concept of observation varies according to the time and context in which it is applied. In any case and in a simplified way, it should be understood as a process that requires voluntary and intelligent attention, guided by an objective in order to obtain information. According to Herrero (1997), the importance attributed to observation within both the initial and permanent training of teachers is due to the large number of possibilities that it has within the educational field.

Coll and Onrubia (1999) define the fact of observing as an intentional process that aims to find information about the environment, using a series of procedures consistent with objectives and a work program. It is an observation in which the facts that are observed are related to the possible theories that explain them. In this context, "fact" refers to any experience, event, behavior or change that is presented in a sufficiently stable manner to be considered or considered in an investigation.

The observation of school practices and students, used as an educational research technique, must have an intentional, specific and systematic nature that requires prior planning that allows us to collect information regarding the problem or the issue that concerns or interests us. As a process of information collection, observation is fundamental in any formative evaluation whose ultimate goal is to improve the quality of the teaching and learning process, and therefore the educational system.

Observing involves looking at the reality in which we find ourselves, not to judge it, but to try to understand it as deeply as possible and draw positive conclusions. In this case, this instrument will be used to make a participant observation, since According to Cuadros (2009), participant observation is a qualitative research strategy that allows obtaining information and conducting research in the natural context. The researcher or the person who observes is involved and "lives" the experiences in the context and in the daily environment of the subjects, so that it collects the data in real time. In this type of observation, access to the situation to be observed is a key factor for interaction and communication with the context. In addition to that "Participant observation, as its name suggests, consists of observing at the same time that it interacts in the activities of the group that is being investigated" (Bisquerra, 2004).

### **References:**

- Bisquerra, R. (2004). *Methodology of educational research*. Madrid: La Muralla.
- Cuadros, D. (2009). *Qualitative research in the natural context: observation competitor*. Barcelona: UIC.
- Coll, C., & Onrubia, J. (. (1999). *Observació i anàlisi de les pràctiques en educació escolar*. Barcelona: UOC.
- Herrero, M. (1997). *The importance of observation in the educational process*. Retrieved on November 10, 2010, from *Electronic Magazine Interuniversity of teacher training*: <http://www.uva.es/aufop/publica/actas/viii/orienta.htm>.

## Appendix 4.

**Description:** This document shows the results of the application of the **VARK TEST**, since it was not possible to access the assessment instrument or the database where the original information was broken down, but in support of the development of the elaboration of my explanatory analytical essay. , the teacher of the English subject at **PROFA. SILVIA SERRANO CARBAJAL** provided the following document that allowed me to carry out the **VARK TEST** analysis.

### VARK TEST RESULTADOS

**GRADO: 1° GRUPO: "C"**

**FECHA DE LA APLICACIÓN DEL VARK TEST: 11/09/19**

NOMBRE DEL ESTUDIANTE	ESTILO DE APRENDIZAJE
Sujeto 1	A
Sujeto 2	V
Sujeto 3	K
Sujeto 4	V
Sujeto 5	v
Sujeto 6	V
Sujeto 7	V
Sujeto 8	A
Sujeto 9	A
Sujeto 10	V
Sujeto 11	V
Sujeto 12	V
Sujeto 13	V
Sujeto 14	K
Sujeto 15	V
Sujeto 16	V
Sujeto 17	A
Sujeto 18	V
Sujeto 19	V
Sujeto 20	V
Sujeto 21	A
Sujeto 22	V
Sujeto 23	V
Sujeto 24	A
Sujeto 25	V
Sujeto 26	K
Sujeto 27	K
Sujeto 28	V
Sujeto 29	V
Sujeto 30	A
Sujeto 31	A
Sujeto 32	A
Sujeto 33	V
Sujeto 34	K
Sujeto 35	A

#### ACOTACIONES:

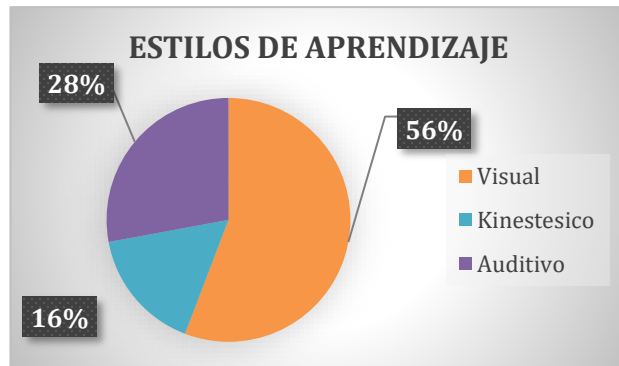
Visual	V
Auditivo	A
Kinestésico	K

**Nota:** Para objetivos de este test solo se consideraron estos tres estilos de aprendizaje.

Sujeto 36	V
Sujeto 37	V
Sujeto 38	K
Sujeto 39	A
Sujeto 40	A
Sujeto 41	K
Sujeto 42	V
Sujeto 43	V

**TOTAL:**

<i>Visual</i>	<b>24 alumnos</b>
<i>Auditivo</i>	<b>12 alumnos</b>
<i>Kinestésico</i>	<b>7 alumnos</b>



**REFERENCIAS:**

Fleming, Neil. (2006). VARK, A guide to learning styles. Extraído el 15 de junio, 2019 de <http://www.vark-learn.com/english/index.asp>

Lozano Rodríguez, Armando. (2001). Estilos de enseñanza y aprendizaje. Un panorama de la estilística educativa. México, Trillas: ITESM.

## Appendix 5.

**Description:** This document is a diagnosis evaluation instrument that was applied in the 1st "C".  
The document had the function of evaluating students in the skills of: listening, speaking, writing and reading.

DIAGNOSTIC TEST			
SCHOOL: ESCUELA SECUNDARIA OFICIAL No. 0077 "LIC. BENITO JUÁREZ". SHIFT: MORNING.			
PERIOD: FIRST TRIMESTER. DATE: _____. TIME: _____.			
TEACHER: _____. SUBJECT: LENGUA EXTRANJERA, INGLÉS I.			
STUDENT'S NAME: _____. STUDENT'S AGE: _____.			
GRADE: 1°. GROUP: _____.			
PERCENTAGES (%):	Section 1: READING 25%	Section 2: WRITING 25%	SCORE:
	Section 3: LISTENING 25%	Section 4: SPEAKING 25%	

### GENERAL INSTRUCTIONS:

- a) Read the questions carefully, proceed to answer them with blue or black ink.
- b) Erasures, amendments, answers with pencil or corrector are not accepted, if so, they will not be counted for the qualification of this exam.
- c) The use of electronic devices is not accepted.

### SECTION 1

#### READING

(Value 1X5=25%)

**I. INSTRUCTION:** Read the article about two sisters. Then circle if sentences are Right/Wrong/Doesn't say in the article.

#### Two Sisters:

Something very strange happened to Tamara. She never knew she had a twin sister until she started university! Tamara was born in Mexico. Her parents could not look after her so she went to live with a family in Manhattan, USA.

When Tamara was twenty years old, she started university in Long Island. She enjoyed her university life. But one day she was walking home from class, and a student smiled at her. "Hello Adriana!" said the student. "I'm not Adriana," said Tamara.



This happened to Tamara again and again. People Tamara didn't know kept calling her Adriana. It was very strange. One day, when a woman called her Adriana, Tamara asked "Why do you keep calling me Adriana?"

The woman replied, "You look like my friend Adriana. You have the same face and the same hair. Is Adriana your sister?" Tamara said that she did not have a sister called Adriana. But she was interested in this girl Adriana. Finally she asked someone for Adriana's email address. When Tamara wrote to Adriana, she found out that they both had the same birthday, they looked the same and both of them were from Mexico. When Tamara went to live with the family in Manhattan, Adriana moved to Long Island to live with a family there. It had to be true! Adriana and Tamara were twin sisters!

**Sentences:**

1. Tamara and her sister were both born in Mexico.

Right   Wrong   Doesn't say

2. Tamara's parents moved from Mexico to Manhattan.

Right   Wrong   Doesn't say

3. People called Tamara "Adriana" many times.

Right   Wrong   Doesn't say

4. Adriana wrote to Tamara first.

Right   Wrong   Doesn't say

5. Adriana always knew she had a twin sister.

Right   Wrong   Doesn't say



**SECTION 2**

**WRITING**

(Value 1X2.8=25%)

**INSTRUCTION: Change the following sentences in affirmative, negative or interrogative according to the case.**

1. My father watches TV in the evening (INTERROGATIVE)

---

2. She doesn't go out on Sundays (AFFIRMATIVE)

---

3. I always go to school at 6:00 a.m. (NEGATIVE)

---

4. We can drive a train (INTERROGATIVE)

---

5. My mom can't bake cookies (AFFIRMATIVO)

---

**II. INSTRUCTIONS: Write the correct order of the following sentences**

1. go / school / by / we / to / bus/ always

---

2. I / to eat / like / icecream / my friend/ with

---

3. and I/ from / Jhon/ Canada/ are not

---

?

4. do/ you / do/ What/ ?

---

?

---

SECTION 3

*LISTENING*

(Value 1X2.5=25%)

**I. INSTRUCTION:** Listen and answer the next exercises A/2.21. and B/2.22. with the following audio.

**A/2.21.** Listen and circle the correct answer on the answer sheet of each question (remember to take into account the audio previously listened to).

1. Where did the woman go on holiday this year?  
a) Portugal.    b) Scotland.    c) Spain.
2. What was the weather like in Italy?  
a) It rained.    b) It was hot.    c) It was
3. Where did the photographer take the photo of the actor?  
a) On the stairs.    b) In reception.    c) In the street.
4. What was the model doing when he took the photo?  
a) Talking.    b) Reading.    c) Walking.
5. What year did the pop group make their last album?  
a) 2001.    b) 2002.    c) 2003.

**B/2.22.** Listen and circle the correct answer on the answer sheet of each question (taking into account the audio select whether it is true or false depending on each sentence).

1. She was driving to work.  
a) True.    b) False.
2. It was raining.  
a) True.    b) False.
3. She saw a man in the road asking her to stop.  
a) True.    b) False.
4. The two men drove away in her car.  
a) True.    b) False.
5. She rang the police on her cell phone.  
a) True.    b) False.

SECTION 4

*SPEAKING*

(Value 1X2.5=25%)

**I. INSTRUCTION:** Match from 1 to 6 to join the dialogue correctly, follow the example given

A)

<b>B:</b> Yes, I do. <b>A:</b> What kind of car do you have?	1
<b>B:</b> I have a Honda. <b>A:</b> Is it new?	2
<b>B:</b> It is red.	3
<b>A:</b> Do you have a car?	4
<b>B:</b> It was new in 2003. <b>A:</b> Do you wash it?	5
<b>B:</b> Oh, yes. I wash it once a week. <b>A:</b> What color is it?	6

B)

<b>B:</b> No. It's in southern California. <b>A:</b> Is Pasadena a big city?	1
<b>A:</b> Where do you live?	2
<b>B:</b> It's in California. <b>A:</b> Is it in northern California?	3
<b>B:</b> I live in Pasadena. <b>A:</b> Where is Pasadena?	4
<b>B:</b> Yes, I love live there.	5
<b>B:</b> Yes it is a big city. <b>A:</b> Do you like living there?	6

## Appendix 6.

*Description: This document presents the analysis of the results obtained in the diagnostic test applied in the 1st "C". The analysis emphasizes the knowledge and proficiency of the English language that each student had at the time of the test. This document allows me to identify from an analysis the areas of opportunity of the 1st "C" students, which is why the topic of study of this document started from here.*

### DIAGNOSIS ANALYSIS

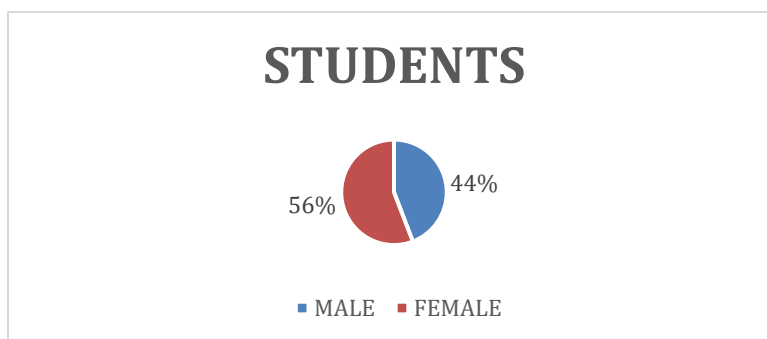
**SCHOOL:** ESCUELA SECUNDARIA OFICIAL NO. 0077 "LIC. BENITO JUÁREZ". **SHIFT:** MORNING.

**PERIOD:** FIRST TRIMESTER. **DATE:** August 29<sup>th</sup>, 2019. **TIME:** 7:50 AM TO 8:40 AM

**SUBJECT:** LENGUA EXTRANJERA, INGLÉS I. **GRADE:** 1°. **GROUP:** C.

#### STUDENT POPULATION

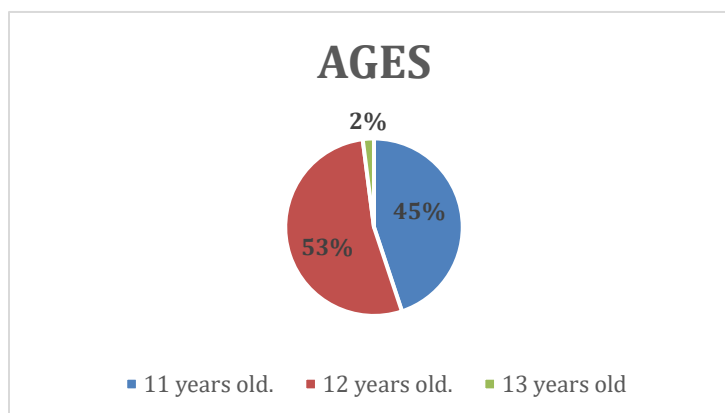
<b>STUDENTS</b>	43
<b>MALE</b>	19
<b>FEMALE</b>	24



#### STUDENT AGES

AGE	STUDENTS
11 years old.	22
12 years old.	20
13 years old	1

MEAN	MEDIAM	MODE
11.51	11	12



## RESULT OF THE STUDENTS

N.	STUDENT'S NAME	SECTION 1: READING	%	SECTION 2: WRITING	%	SECTION 3: LISTENING	%	SECTION 4: SPEAKING	%	F.S.	%	E.L.
1	Subject 1	3	15 %	3	8.4%	4	10%	3	7.5%	13	40.9 %	A1
2	Subject 2	2	10 %	0	0%	2	5%	0	0%	4	15%	PRE -A1
3	Subject 3	1	5%	0	0%	2	5%	0	0%	3	10%	PRE -A1
4	Subject 4	3	15 %	0	0%	1	2.5%	0	0%	4	17.5 %	PRE -A1
5	Subject 5	3	15 %	0	0%	0	0%	0	0%	3	15%	PRE A1
6	Subject 6	2	10 %	0	0%	0	0%	0	0%	2	10%	PRE A1
7	Subject 7	1	5%	1	2.8%	2	5%	0	0%	4	12.8 %	PRE -A1
8	Subject 8	3	15 %	0	0%	3	7.5%	0	0%	6	22.5 %	PRE -A1
9	Subject 9	2	10 %	1	2.8%	3	7.5%	2	5%	8	25.3 %	PRE -A1
10	Subject 10	3	15 %	1	2.8%	4	10%	0	0%	7	27.8 %	PRE -A1
11	Subject 11	2	10 %	0	0%	1	2.5%	0	0%	3	12.5 %	PRE -A1
12	Subject 12	1	5%	0	0%	3	7.5%	0	0%	4	12.5 %	PRE -A1
13	Subject 13	0	0%	0	0%	0	0%	0	0%	0	0%	PRE -A1
14	Subject 14	2	10 %	1	2.8%	1	2.5%	0	0%	4	15.3 %	PRE -A1
15	Subject 15	1	5%	0	0%	1	2.5%	0	0%	2	7.5%	PRE -A1
16	Subject 16	2	10 %	0	0%	2	5%	1	2.5%	5	17.5 %	PRE -A1
17	Subject 17	2	10 %	0	0%	3	7.5%	0	0%	5	17.5 %	PRE -A1
18	Subject 18	2	10 %	0	0%	3	7.5%	0	0%	5	17.5 %	PRE -A1
19	Subject 19	1	5%	0	0%	0	0%	0	0%	1	5%	PRE -A1
20	Subject 20	0	0%	0	0%	0	0%	0	0%	0	0%	PRE A1
21	Subject 21	1	5%	0	0%	2	5%	0	0%	3	10%	PRE -A1
22	Subject 22	0	0%	1	2.8%	3	7.5%	1	2.5%	5	12.8 %	PRE -A1
23	Subject 23	2	10 %	0	0%	1	2.5%	0	0%	3	12.5 %	PRE -A1
24	Subject 24	3	15 %	0	0%	2	5%	0	0%	5	20%	PRE -A1
25	Subject 25	0	0%	0	0%	0	0%	1	2.5%	1	2.5%	PRE - A1
26	Subject 26	1	5%	1	2.8%	0	0%	10	25%	12	32.8 %	A1
27	Subject 27	1	5%	0	0%	3	7.5%	0	0%	4	12.5 %	PRE -A1
28	Subject 28	0	0%	0	0%	0	0%	0	0%	0	0%	PRE -A1
29	Subject 29	1	5%	0	0%	3	7.5%	0	0%	4	12.5 %	PRE -A1
30	Subject 30	1	5%	0	0%	2	5%	0	0%	3	10%	PRE -A1
31	Subject 31	1	5%	1	2.8%	0	0%	4	10%	6	17.8 %	PRE - A1
32	Subject 32	1	5%	0	0%	0	0%	2	5%	3	10%	PRE - A1
33	Subject 33	1	5%	0	0%	2	5%	0	0%	3	10%	PRE -A1

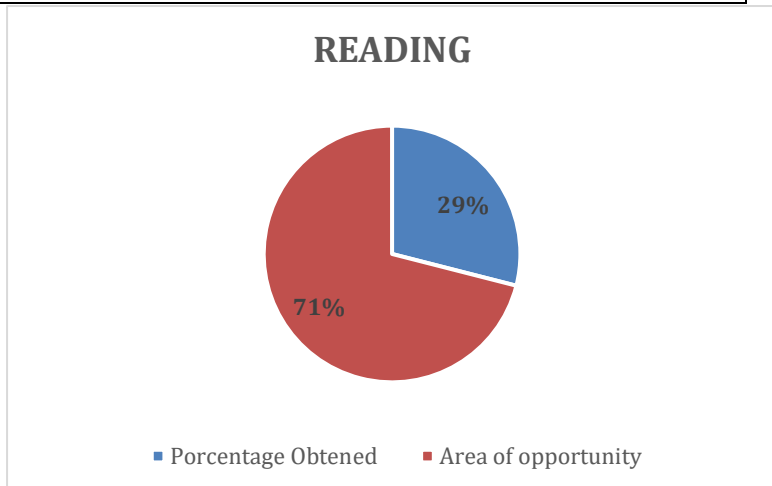
34	Subject 34	2	10 %	0	0%	1	2.5%	0	0%	3	12.5 %	PRE -A1
35	Subject 35	1	5%	0	0%	3	7.5%	0	0%	4	12.5 %	PRE -A1
36	Subject 36	2	10 %	0	0%	2	5%	0	0%	4	15%	PRE -A1
37	Subject 37	3	15 %	0	0%	2	5%	0	0%	5	20%	PRE -A1
38	Subject 38	1	5%	0	0%	1	2.5%	0	0%	2	7.5%	PRE -A1
39	Subject 39	0	0%	0	0%	0	0%	0	0%	0	0%	PRE -A1
40	Subject 40	0	0%	0	0%	0	0%	0	0%	0	0%	PRE -A1
41	Subject 41	2	10 %	0	0%	1	2.5%	0	0%	3	12.5 %	PRE -A1
42	Subject 42	1	5%	1	2.8%	2	5%	0	0%	4	12.8 %	PRE -A1
43	Subject 43	4	20 %	1	2.8%	3	7.5%	0	0%	8	30.3 %	PRE -A1

### SECTION 1: READING

<b>SECTION</b>	<b>PURPOSE</b>
<b>Section 1: Reading</b>	<i>Understand words and familiar names and very simple phrases, for example those on signs, posters and catalogs.</i>
<b>Microskills</b>	<p><b>Micro-skills for Reading Comprehension</b></p> <ul style="list-style-type: none"> <li>• Retain chunks of language of different lengths in short-term memory.</li> <li>• Recognize a core of words, and interpret word order patterns and their significance.</li> <li>• Recognize grammatical word classes (nouns, verbs, etc.), systems (e.g., tense, agreement, pluralization) patterns, rules, and elliptical forms.</li> </ul>

#### RESULTS:

MEAN	MEDIAM	MODE
1.4	1	1



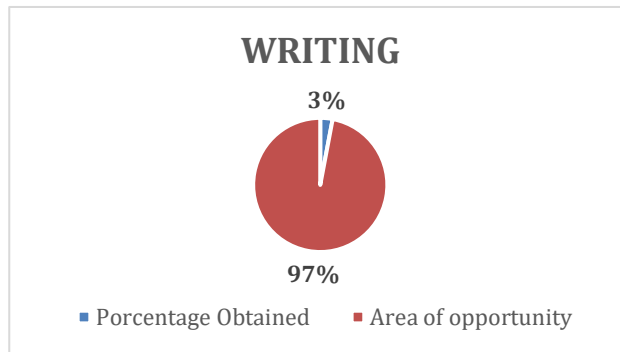
**Conclusion:** Based on the results obtained, it can be affirmed that the students have an adequate development in terms of the microskills evaluated in the exam associated with "reading comprehension".

## SECTION 2: WRITING

SECTION	PURPOSE
<b>Section 2: Writing</b>	<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>
<b>Microskills</b>	<ul style="list-style-type: none"> <li>• <i>Use acceptable grammar systems, patterns and rules.</i></li> <li>• <i>Produce orthographic patterns of English.</i></li> <li>• <i>Express a particular meaning in different grammatical forms.</i></li> </ul>

### RESULTS:

MEAN	MEDIAM	MODE
0.2	0	0



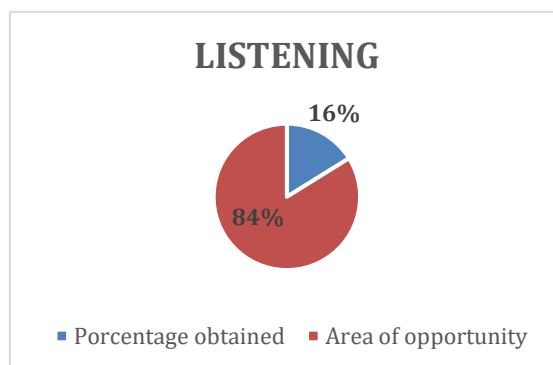
**Conclusion:** Based on the results obtained, it can be affirmed that the students do not fulfill the necessary skills that are requested in the middle school level in writing.

## SECTION 3: LISTENING

SECTION	PURPOSE
<b>Section 3: Listening</b>	<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>
<b>Microskills</b>	<ul style="list-style-type: none"> <li>• <i>Retain chunks of language of different lengths in short term memory.</i></li> <li>• <i>Recognize grammatical word classes (nouns, verb etc.) systems (e.g. tense, agreement, pluralisation), patterns, rules, and elliptical forms.</i></li> <li>• <i>Detect sentence constituents and distinguish between major and minor constituents.</i></li> </ul>

### RESULTS:

MEAN	MEDIAM	MODE
1.6	1	0





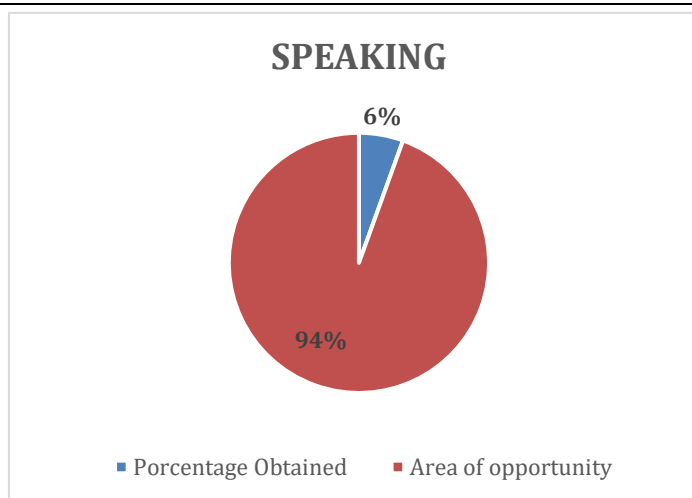
**Conclusion:** With the previous results it can be affirmed that this student population has some listening microskills, so it is affirmed that the students understand in minimal aspects the speakers of the English language.

### SECTION 4: SPEAKING

SECTION	PURPOSE
<b>Section 4: Speaking</b>	<i>Use simple expressions and phrases to describe situations, emotions, feelings in a basic and understandable way.</i>
<b>Microskills</b>	<ul style="list-style-type: none"> <li>• <i>Use grammatical word classes (nouns, verbs etc.) systems (tense, agreement, pluralization), word order, patterns, rules, and elliptical forms.</i></li> <li>• <i>Express a particular meaning in different grammatical forms.</i></li> </ul>

#### RESULTS:

MEAN	MEDIAM	MODE
0.5	0	0



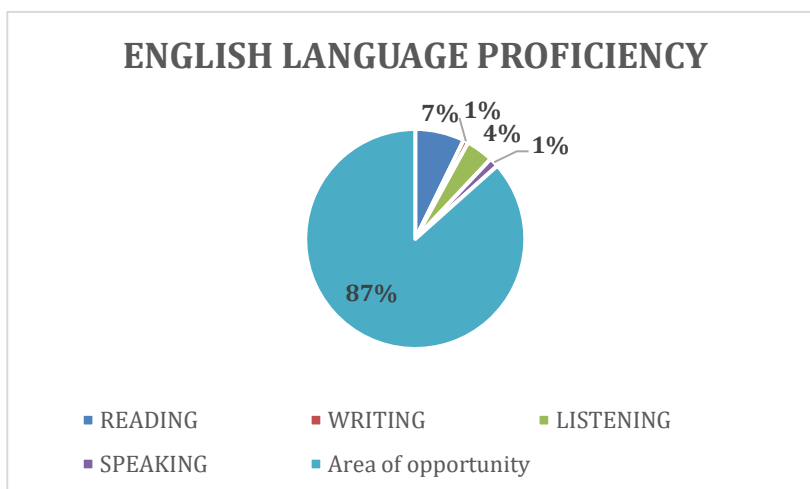
**Conclusion:** It can be affirmed that this student population has a minimum development in function to the evaluated microskills, therefore in contrast to the other skills it is understood the little development of speaking is because of the little understanding of English.

#### GENERAL RESULTS:

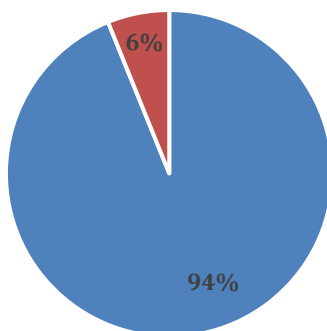
#### ENGLISH LANGUAGE PROFICIENCY

#### ENGLISH LEVEL (CEFR):

E.L.	STUDENTS
<b>PRE-A1</b>	40
<b>A1</b>	3



## ENGLISH LEVEL (CEFR)



■ PRE-A1 ■ A1

### EXAM DURATION AND ESTIMATED TIMES

#### *Diagnosis test for first grade:*

SECTION	CONTENT	TIME
<i>Section 1: Reading</i>	5 multiple choice reagents.	20 minutes.
<i>Section 2: Writing</i>	5 change reagents – 4 order the reagents	20 minutes.
<i>Section 3: Listening</i>	10 multiple choice reagents.	20 minutes.
<i>Section 4: Speaking</i>	12 match the column reagents.	20 minutes.

#### *Diagnosis test for first grade:*

EQUIVALENCE				
0	-	8	=	PRE- A1
9	-	17	=	A1
18	-	26	=	A2
27	-	34	=	B1
35	-	36	=	B1 - INDEPENDENT

## Appendix 7.

*Description: This document served and gave guidelines to know generalities about the students and at the same time their background with the English language, this instrument was applied by the head teacher of the English subject and later the information was provided for its analysis.*

### GENERALIDADES DEL GRUPO

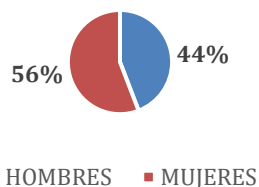
**ESCUELA:** SECUNDARIA OFICIAL NO. 0077, "LIC. BENITO JUÁREZ".

**TURNO:** MATUTINO

#### POBLACIÓN ESTUDIANTIL.

<b>ALUMNOS</b>	43
<b>MUJERES</b>	24
<b>HOMBRES</b>	19

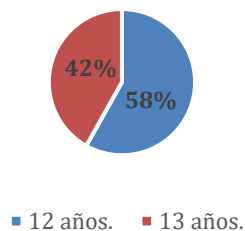
#### ALUMNOS



#### RANGO DE EDAD.

EDAD	ALUMNOS
12 años.	25
13 años.	18

#### EDADES

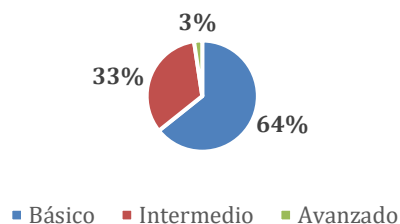


MEDIA	MEDIANA	MODA
12.41	12	12

#### NIVEL DE INGLÉS (CONSIDERACIÓN DEL ALUMNO).

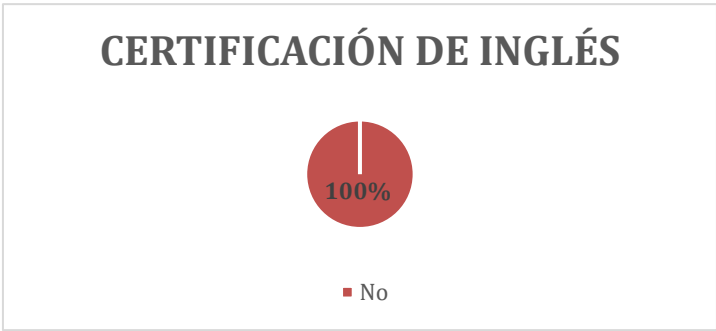
NIVEL DE INGLÉS	ALUMNOS
Básico.	27
Intermedio.	14
Avanzado	1

#### NIVEL DE INGLÉS



**POBLACIÓN ESTUDIANTIL CON CERTIFICACIÓN DE INGLÉS.**

CERTIFICACIÓN DE INGLÉS.	ALUMNOS
No.	43



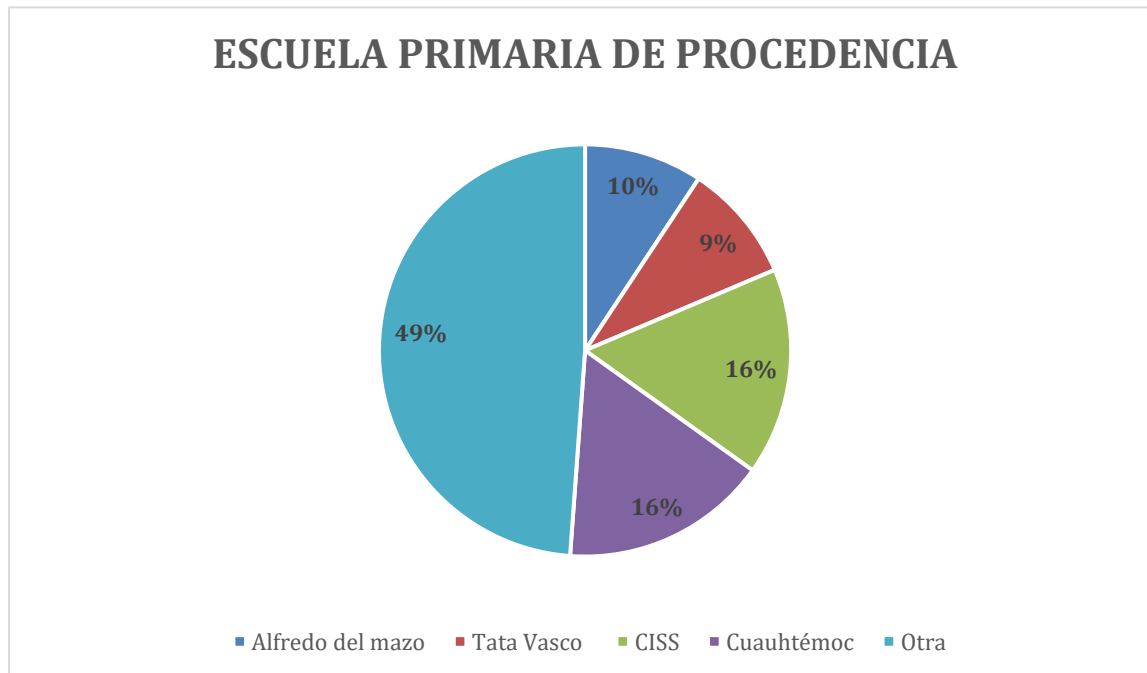
**AÑOS ESTUDIANDO INGLÉS.**

AÑOS	ALUMNOS
1 año.	9
2 años.	5
3 años.	8
4 años.	5
5 años.	1
6 años.	7
7 años	4
8 años.	4



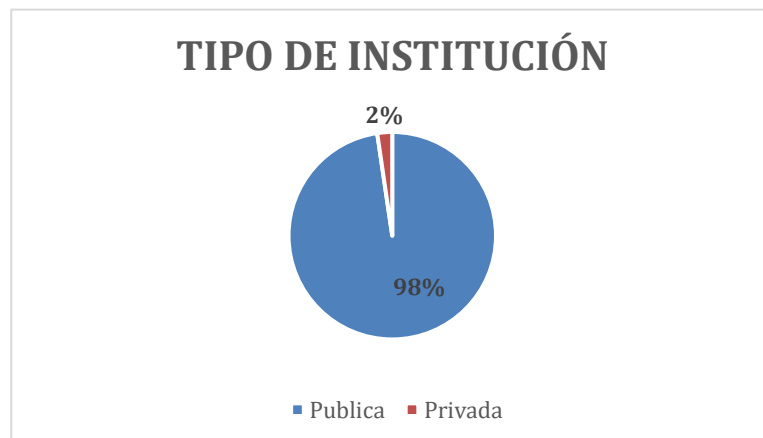
## ESCUELA PRIMARIA DE PROCEDENCIA.

INSTITUCIÓN DE PROCEDENCIA	ALUMNOS
Escuela Primaria Alfredo del Mazo	4
Escuela Primaria Tata vasco	4
Escuela Primaria Cuauhtémoc	7
Escuela Primaria Conferencia Interamericana de Seguridad Social.	7
Otra Escuela Primaria.	21



## TIPO DE ESCUELA

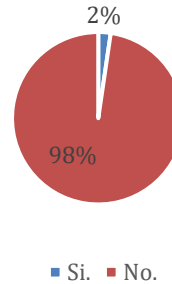
TIPO	ALUMNOS
Publica.	42
Privada.	1



**ALUMNOS QUE ESTUDIAN INGLÉS PARTICULARMENTE (CURSOS, CLASES O EN UNA INSTITUCIÓN PRIVADA)**

ESTUDIOS DE INGLÉS PARTICULARES	ALUMNOS
Si.	1
No.	42

**ESTUDIOS DE INGLÉS PARTICULARES**

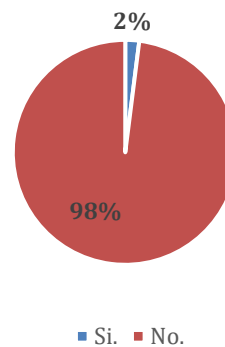


**ALUMNOS QUE HAN VIVIDO EN OTRO PAÍS.**

HAS VIVIDO EN OTRO PAÍS.	ALUMNOS
Si.	1
No.	42

¿DÓNDE?
Estados Unidos de Norte América: 3 años.

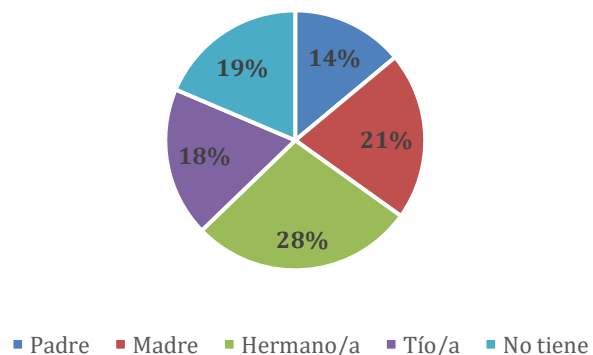
**HAS VIVIDO EN OTRO PAÍS**



**FAMILIARES QUE TENGAN DOMINIO EN EL IDIOMA INGLÉS (QUE VIVAN CON EL ALUMNO).**

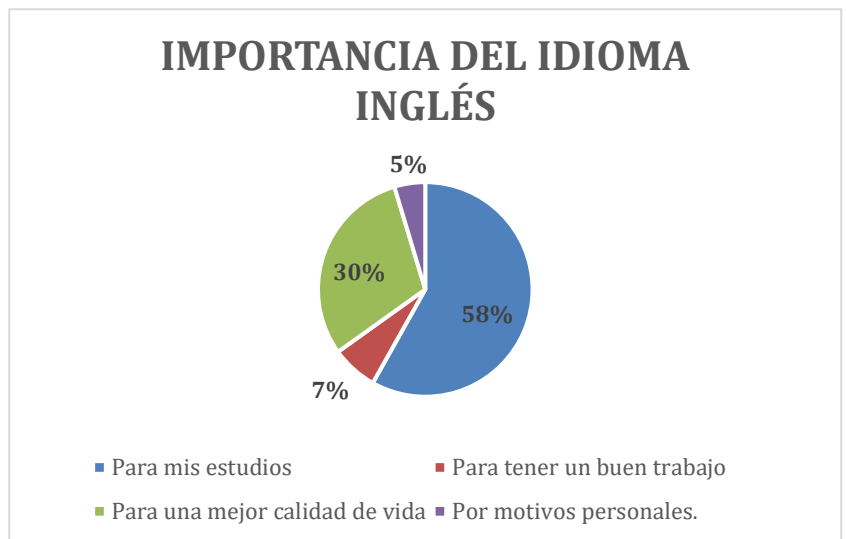
FAMILIAR	ALUMNOS
Padre.	6
Madre.	9
Hermano/a.	12
Tío/a.	8
No tiene.	8

**FAMILIARES DEL ALUMNO QUE SABEN INGLÉS**



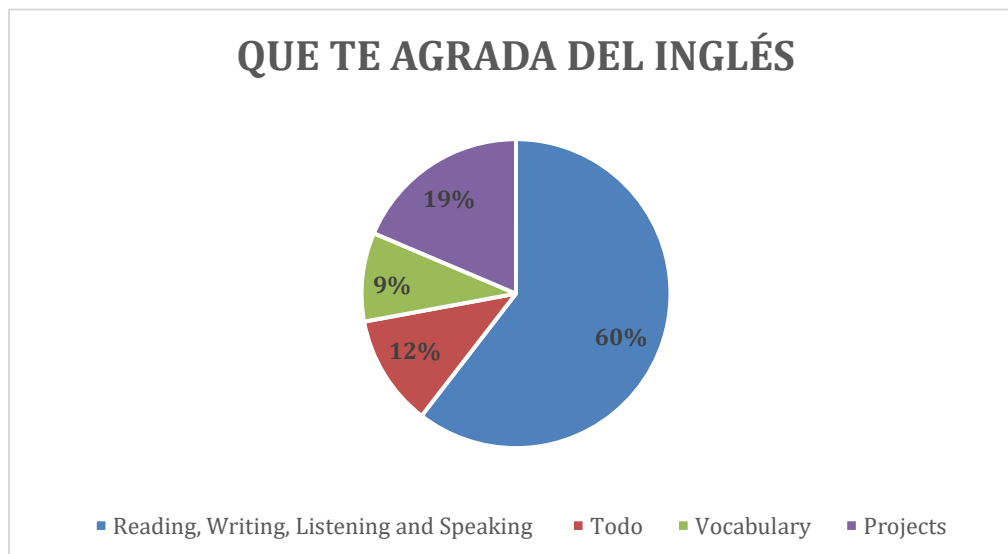
### IMPORTANCIA DEL IDIOMA INGLÉS (ALUMNOS).

IMPORTANCIA DEL IDIOMA	ALUMNOS
Para mis estudios (formación académica).	25
Para tener un buen trabajo.	3
Para una mejor calidad de vida.	13
Por motivos personales.	2



### ATRACCIÓN HACIA EL IDIOMA INGLÉS (COMO IDIOMA Y COMO ASIGNATURA).

QUE TE AGRADA DEL INGLÉS	ALUMNOS
Reading, Writing, Listening and Speaking.	26
Todo.	5
Vocabulary.	4
Projects.	8



## Appendix 8.

*Description: This document shows the selection of some class diaries at random to demonstrate that in the transfers from the classroom to the multipurpose room they used 15 minutes, so this factor took into account the active time of the class.*

### EXAMPLE OF CLASS DIARIES

**NOTE:** In the following examples of randomly selected class diaries, it is reflected how the sessions carried out in the multipurpose room approximately existed 15 minutes that were allocated in the transfer from the classroom to the room and back, therefore the time was a factor to consider during these classes.

<b>GRADE: 1°</b>	<b>GROUP: "C"</b>	<b>DATE: OCTOBER 2, 2019.</b>
<b>TOPIC:</b> NOUNS. <b>SOCIAL LEARNING ENVIRONMENT:</b> FAMILY AND COMMUNITY. <b>SOCIAL PRACTICE:</b> EXCHANGES ABOUT PREFERENCES (USING LIKE AND DISLIKE). <b>COMMUNICATIVE ACTIVITY:</b> EXCHANGES ASSOCIATED WITH INFORMATION ABOUT ONESELF AND OTHERS.		
<b>SESSION DESCRIPTION:</b>		
The class was carried out normally, the students attended the topic, the students analyzed the mental map and performed exercises on the subject. The class was held in the multipurpose room, therefore, in the transfers from the classroom to the multipurpose room, 15 minutes of class were used.		
<b>RELEVANT ASPECTS:</b>		<b>OPPORTUNITY ÁREAS:</b>
The didactic material.		The time manage.

<b>GRADE: 1°</b>	<b>GROUP: "C"</b>	<b>DATE: NOVEMBER 27, 2019.</b>
<b>TOPIC:</b> SIMPLE PRESENT USING LIKE TO AS EXPRESSION. <b>SOCIAL LEARNING ENVIRONMENT:</b> FAMILY AND COMMUNITY. <b>SOCIAL PRACTICE:</b> EXCHANGES ABOUT PREFERENCES (USING LIKE AND DISLIKE). <b>COMMUNICATIVE ACTIVITY:</b> EXCHANGES ASSOCIATED WITH INFORMATION ABOUT ONESELF AND OTHERS.		
<b>SESSION DESCRIPTION:</b>		
The class was carried out normally, the students attended the topic, the students analyzed the mental map and performed exercises on the topic and practice using the expression like to in affirmative and negative way. The class was held in the multipurpose room, therefore, in the transfers from the classroom to the multipurpose room, 15 minutes of class were used.		
<b>RELEVANT ASPECTS:</b>		<b>OPPORTUNITY ÁREAS:</b>
The use of the whiteboard.		The time manage.

<b>GRADE: 1°</b>	<b>GROUP: "C"</b>	<b>DATE: DECEMBER 5, 2019.</b>
<b>TOPIC:</b> PROJECT (DIALOGUE ABOUT LIKES AND DISLIKES). <b>SOCIAL LEARNING ENVIRONMENT:</b> FAMILY AND COMMUNITY. <b>SOCIAL PRACTICE:</b> EXCHANGES ABOUT PREFERENCES (USING LIKE AND DISLIKE). <b>COMMUNICATIVE ACTIVITY:</b> EXCHANGES ASSOCIATED WITH INFORMATION ABOUT ONESELF AND OTHERS.		
<b>SESSION DESCRIPTION:</b>		
Students prepare their project to be presented. Students present their dialogue and are evaluated. The class was held in the multipurpose room, therefore, in the transfers from the classroom to the multipurpose room, 15 minutes of class were used.		
<b>RELEVANT ASPECTS:</b>		<b>OPPORTUNITY ÁREAS:</b>
The assessment, evaluation.		The time manage.



## Appendix 9.

**Description:** This document shows the compilation of some comments about how students feel in the English class, these aspects are directly linked to an aspect considered as anxiety in the classroom. Consider it pertinent to mention this document and information since affective aspects are addressed in this essay.

### RECOPIACIÓN COMENTARIOS ACERCA DE LA CLASE DE INGLÉS

**Nota:** El siguiente documento es una recopilación acerca de una encuesta que se realizó el día 25 de septiembre de 2019 a los estudiantes del 1° "C" (se consideraron a 20 alumnos de manera aleatoria), como medida de atención de un proyecto por parte del orientador de la escuela secundaria para atender ciertos aspectos de la ansiedad que se puede presentar dentro del aula.

El siguiente documento proporcionado es un resumen acerca de los datos recopilados por parte del **PROFE. ANSELMO DÍAZ**, quien proporciono este documento para análisis y uso de información en este ensayo, cabe destacar que el instrumento que se utilizó para recopilar la información es de autoría personal, así que lo que se proporciona es solo un resumen de lo ya mencionado.

SUJETO	COMENTARIO	CLASIFICACION ANSIEDAD
Sujeto 1	Nunca estoy completamente seguro de mí mismo cuando hablo en inglés	SEGURIDAD EN EL USO DE LA LENGUA EXTRANJERA
Sujeto 2	Me preocupa cometer errores en clase de inglés	APRENSIÓN COMUNICATIVA
Sujeto 3	Tiemblo cuando sé que me van a preguntar en clase de inglés	ANTE PROCESOS Y SITUACIONES DEL APRENDIZAJE DE LA LENGUA EXTRANJERA
Sujeto 4	Me asusta no entender lo que el profesor está diciendo en inglés	APRENSIÓN COMUNICATIVA
Sujeto 5	Durante la clase pienso cosas que no tienen nada que ver con el inglés	ACTITUDES NEGATIVAS
Sujeto 6	Pienso que a los otros compañeros se les dan mejor los idiomas que a mí	SEGURIDAD EN EL USO DE LA LENGUA EXTRANJERA
Sujeto 7	Me pongo muy nervioso cuando tengo que hablar en clase de inglés y no me he preparado bien	APRENSIÓN COMUNICATIVA
Sujeto 8	No entiendo por qué algunos compañeros se sienten tan mal en	ACTITUDES NEGATIVAS

	clase de inglés	
<i>Sujeto 9</i>	En clase de inglés, me pongo tan nervioso que se me olvidan algunas cosas que sé	<b>APRENSIÓN COMUNICATIVA</b>
<i>Sujeto 10</i>	Me enfado cuando no entiendo lo que el profesor corrige en clase de inglés	<b>ANTE PROCESOS Y SITUACIONES DEL APRENDIZAJE DE LA LENGUA EXTRANJERA</b>
<i>Sujeto 11</i>	Me siento seguro a la hora de hablar en clase de inglés	<b>SEGURIDAD EN EL USO DE LA LENGUA EXTRANJERA</b>
<i>Sujeto 12</i>	Me da miedo que mi profesor de inglés corrija cada fallo que cometo	<b>APRENSIÓN COMUNICATIVA</b>
<i>Sujeto 13</i>	Cuanto más estudio inglés, más me equivoco	<b>ANTE PROCESOS Y SITUACIONES DEL APRENDIZAJE DE LA LENGUA EXTRANJERA</b>
<i>Sujeto 14</i>	Me da mucho corte hablar en inglés delante de mis compañeros	<b>APRENSIÓN COMUNICATIVA</b>
<i>Sujeto 15</i>	Las clases de inglés son tan rápidas que me preocupa quedarme atrasado	<b>ANTE PROCESOS Y SITUACIONES DEL APRENDIZAJE DE LA LENGUA EXTRANJERA</b>
<i>Sujeto 16</i>	Estoy más tenso y me siento más nervioso en la clase de inglés que en otras clases	<b>ANTE PROCESOS Y SITUACIONES DEL APRENDIZAJE DE LA LENGUA EXTRANJERA</b>
<i>Sujeto 17</i>	Me pongo nervioso mientras hablo en inglés	<b>APRENSIÓN COMUNICATIVA</b>
<i>Sujeto 18</i>	Me agobia todo lo que hay que aprender para poder hablar inglés	<b>ANTE PROCESOS Y SITUACIONES DEL APRENDIZAJE DE LA LENGUA EXTRANJERA</b>
<i>Sujeto 19</i>	Temo que mis compañeros de clase se rían de mí cuando hablo en inglés	<b>APRENSIÓN COMUNICATIVA</b>
<i>Sujeto 20</i>	Me pongo nervioso mientras hablo en inglés	<b>APRENSIÓN COMUNICATIVA</b>

## Appendix 10.

*Description:* The following document shows a compilation of when English was spoken, that is, various classes were randomly considered and the time in which they spoke in L1 was timed.

### FREQUENCY OF THE MOMENTS WHEN SPEAKING IN L1 DURING THE LENGUA EXTRANJERA, INGLÉS I CLASS.

**Purpose:** The following document shows the compilation of the samples that were taken into account to exemplify the amount of active time that the L1 was used by the teacher.

This document was made from the sample time of six sessions (sample classes) randomly, timing each one that the L1 was used actively by the teacher, in addition to later to corroborate the information, an analysis was carried out the same six sessions, but on video.

**A:** Equivalent to explanation using L2 (English).

**B:** Equivalent to the moments where the L1 (Spanish) was used, to give support during the content explanation.

SAMPLE CLASS 1		DATE: September 25, 2019
INTRODUCCIÓN (15 min)	DEVELOPMENT (25 min)	CLOSURE (10 min)
A: 8.52 minutes (L2) B: 6.48 minutes (L1)	A: 19.46 minutes (L2) B: 5.54 minutes (L1)	A: 7.08 minutes (L2) B: 2.02 minutes (L1)
<b>Total use in L2: 35.78 minutes</b>		
<b>Total use of L1: 14.22 minutes</b>		

SAMPLE CLASS 2		DATE: October 9, 2019
INTRODUCCIÓN (15 min)	DEVELOPMENT (25 min)	CLOSURE (10 min)
A: 10.88 minutes (L2) B: 4.12 minutes (L1)	A: 18.98 minutes (L2) B: 6.02 minutes (L1)	A: 8.02 minutes (L2) B: 1.98 minutes (L1)
<b>Total use in L2: 37.88 minutes</b>		
<b>Total use of L1: 12.12 minutes</b>		

SAMPLE CLASS 3		DATE: November 13, 2019
INTRODUCCIÓN (15 min)	DEVELOPMENT (25 min)	CLOSURE (10 min)
A: 10.23 minutes (L2) B: 4.77 minutes (L1)	A: 19.84 minutes (L2) B: 5.16 minutes (L1)	A: 7.05 minutes (L2) B: 2.95 minutes (L1)
<b>Total use in L2: 37.12 minutes</b>		
<b>Total use of L1: 12.88 minutes</b>		

SAMPLE CLASS 4		DATE: January 15, 2020
INTRODUCCIÓN (15 min)	DEVELOPMENT (25 min)	CLOSURE (10 min)
A: 8.44 minutes (L2) B: 6.56 minutes (L1)	A: 19.62 minutes (L2) B: 5.38 minutes (L1)	A: 6.95 minutes (L2) B: 3.05 minutes (L1)

**Total use in L2: 35.01 minutes**  
**Total use of L1: 14.99 minutes**

SAMPLE CLASS 5		DATE: February 12, 2020
INTRODUCCIÓN (15 min)	DEVELOPMENT (25 min)	CLOSURE (10 min)
A: 10.98 minutes (L2) B: 4.02 minutes (L1)	A: 19.41 minutes (L2) B: 5.59 minutes (L1)	A: 8.24 minutes (L2) B: 1.76 minutes (L1)
<b>Total use in L2: 35.78 minutes</b>		
<b>Total use of L1: 11.37 minutes</b>		

SAMPLE CLASS 6		DATE: March 4, 2020
INTRODUCCIÓN (15 min)	DEVELOPMENT (25 min)	CLOSURE (10 min)
A: 10.99 minutes (L2) B: 4.01 minutes (L1)	A: 18.21 minutes (L2) B: 6.79 minutes (L1)	A: 8.73 minutes (L2) B: 1.27 minutes (L1)
<b>Total use in L2: 37.93 minutes</b>		
<b>Total use of L1: 12.07 minutes</b>		

It should be noted that the following diagram is only to show the moments in which the L2 was used compared to the L1, said the above, this only serves to give an overview, this is only an approximation and interpretation of how long the L1 has been actively used.

The following diagram shows the average of the classes considered as samples to generate an overview of the use of L1 during class.

**Example:**

INTRODUCCIÓN (15 min)	DEVELOPMENT (25 min)	CLOSURE (10 min)
A • A • B • A • B • A • B • A • B	A • A • A • B • A • A • A • B • A	A • A • B • A • A • B • A • A • A

*Diagram 1.1 "Example of a general class structure".*

The above serves to simplify the following:


In the moments when the use of the L1 was required the most was during the beginning of each class; since the students requested it and since this part of the class is where information and explanations are presented, it was obvious that the resource would be more constant. It could be exemplified by saying that L2 is 65% (35.5 minutes) active during content explanations while L1 35% (14.5 minutes).

The above not only ends there, since, in the perspective of the tenured professor, using L1 in this way gave greater continuity to the explanations and reduced unnecessary cuts such as having to repeat the information for three or four times more.

## Appendix 11.

*Description: The following document (ENCUESTA 1) served as an information gathering instrument, the information collected is developed within this essay.*

**\*\*El siguiente documento es para uso académico y recolección de información. \*\***



**ENCUESTA 1**

**GRADO Y GRUPO: 1° "C"** **FECHA DE APLICACIÓN: FEBRERO 26, 2020.**

**INSTRUCCIONES:** *Contesta de manera personal y con base a tu experiencia las siguientes preguntas relacionadas a la clase de inglés.*

**NOTA:** *Recuerda que utilizamos el concepto de **L1** para referirnos a nuestra lengua materna en este caso el español.*


**PREGUNTAS:**

1. ¿Por qué utilizas la L1 dentro de la clase de inglés?
2. ¿Cómo usas la L1 dentro de la clase de inglés?
3. ¿Qué recursos o elementos en L1 utilizabas en la clase de inglés?
4. ¿Qué acción, actividad o recurso en L1 favorecía tu aprendizaje del idioma inglés?



## Appendix 12.

*Description: The following document shows the evaluations and information related to the second quarter, it should be noted that this document is not the original where all the information is found, but has the function of being a summary of said content.*

<b>ESCUELA SECUNDARIA OFICIAL NO. 0077</b> <b>"LIC. BENITO JUÁREZ" TURNO MATUTINO</b> <b>TEQUESQUINÁHUAC TLALNEPANTLA DE BAZ, MÉXICO</b>			
<b>ASIGNATURA: LENGUA EXTRANJERA "INGLÉS III"</b>		<b>TRIMESTRE 2</b>	<b>CICLO ESCOLAR 2019 - 2020</b>
<b>CUADROS DE PROMEDIO</b>			
El siguiente documento esta basado en las variantes del trimestre 2, la función de este documento es plasmar la información a manera de resumen.			
<b>TRIMESTRE 2</b>			
GRADO: 1°	GRUPO: "C"	POBLACIÓN: 43 ALUMNOS	
PROMEDIO: 8.6			
ALUMNOS CON CALIFICACIÓN NO APROBATORIA: 3 ALUMNOS			
<b>TRIMESTRE 2</b>			
GRADO: 1°	GRUPO: "A"	POBLACIÓN: 43 ALUMNOS	
PROMEDIO: 7.1			
ALUMNOS CON CALIFICACIÓN NO APROBATORIA: 5 ALUMNOS			
<b>TRIMESTRE 2</b>			
GRADO: 2°	GRUPO: "A"	POBLACIÓN: 49 ALUMNOS	
PROMEDIO: 7.8			
ALUMNOS CON CALIFICACIÓN NO APROBATORIA: 3 ALUMNOS			
<b>TRIMESTRE 2</b>			
GRADO: 2°	GRUPO: "B"	POBLACIÓN: 50 ALUMNOS	
PROMEDIO: 7.2			
ALUMNOS CON CALIFICACIÓN NO APROBATORIA: 3 ALUMNOS			
<b>TRIMESTRE 2</b>			
GRADO: 3°	GRUPO: "B"	POBLACIÓN: 42 ALUMNOS	
PROMEDIO: 7.3			
ALUMNOS CON CALIFICACIÓN NO APROBATORIA: 6 ALUMNOS			
<b>TRIMESTRE 2</b>			
GRADO: 3°	GRUPO: "C"	POBLACIÓN: 43 ALUMNOS	
PROMEDIO: 8.2			
ALUMNOS CON CALIFICACIÓN NO APROBATORIA: 2 ALUMNOS			
<b>**Los alumnos con calificación no aprobatoria es solo en la evaluación del segundo trimestre**</b>			