



**ESCUELA NORMAL No. 4 DE NEZAHUALCÓYOTL**

LICENCIATURA EN ENSEÑANZA Y APRENDIZAJE DEL INGLÉS EN  
EDUCACIÓN SECUNDARIA

**TESIS DE INVESTIGACIÓN**

Hybrid Education as a Consequence of the Pandemic Caused by COVID-19

**PARA OBTENER EL TÍTULO DE**

LICENCIADA EN ENSEÑANZA Y APRENDIZAJE DEL INGLÉS EN EDUCACIÓN  
SECUNDARIA

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Cd. Nezahualcóyotl, Estado de México, junio de 2022



"Education is not a problem, education is an opportunity."

LYNDON B. JOHNSON

## **Acknowledgments**

To my family

Thanks to my parents Azucena and Pío for always looking and wishing the best for me, for guiding me and for teaching me to fight for what I want. Mom, thank you for believing in me, for your wise words, for your unconditional support and for your immortal love; Dad, thank you for being an example of dedication to your work and for giving me the necessary tools throughout my educational process. To my brother Jesús, for your love, support, time and motivation in the necessary moments.

To my grandmother Rebeca, for always being there when I need you most, for always wishing the best for me and for your eternal love. To my aunt Cristina, for always believing in me and for creating a link full of love, communication, respect and truth. To my cousins Mario and Eduardo, for your advices and support. To my grandfather Carlos, for his way of expressing himself in my triumphs and for listening to the songs that I like.

To my teachers

To all the teachers I have had throughout my school life, because each one has left a mark in my mind and heart; Thanks to my three English teachers Marisol, Angélica and Joanite, who have been the basis for wanting to dedicate myself to the beautiful profession of being a teacher.

To my friends

For being part of my anecdotes, for giving me great moments and for supporting me. Thanks to each and every one of the people (that I would never finish mentioning), but who have been part of this entire pyramid of support, thanks for your words of encouragement, thank you for supporting me and motivating me to fight for my dreams and life goals.

The completion of this study could not have been possible without the expertise of teacher Aquino, my thesis adviser and an excellent human, thank you so much.

Thanks to God and life for guiding me on the path I chose.

To my angels

Thanks to all the angels who are no longer physically with me, but I still feel them very close to me. Mapache, thanks for teaching me what love means, thanks for staying with me at dawn while I did homework and thanks for the moments of happiness you gave me. Thanks to one of my biggest angels who I know she accompanies me when I need her; Thanks mother Delia for teaching me to fight until the end being brave, for your advices, for your love, for believing in me and for reminding me that:

***"YO TENGO HOY".***



To me

Thanks to you little Marina, because you achieved your dream, thanks for overcoming your fears because there were many times that you wanted to give up, but you kept fighting to succeed, thanks for believing in yourself and for supporting you from the right people, thanks for being just as you are.

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## **Introduction**

In public education schools, a low level of command of the English language is noted, not all preschool and primary schools have English classes; and if students have English classes, correspond to a low level. The study programs for English classes really contemplate very high conditions, the main objective is based on the fact that students must be able to hold conversations and be able to interact with other people, through texts or spoken language. (SEP, 2017, p. 20). Taking into account the aforementioned objective, it is possible to emphasize the first disadvantage for English teachers, it is very difficult to make that students want to speak or to express their ideas in the English language.

This document was created in order to have into account different important aspects of the educational events that occurred after the disease (COVID-19) spread worldwide, which affect the way of life of society, for the same reason, education was taken in another way in order to continue providing knowledge to students of the various levels of school. Preventive measures were implemented around the world, in order to avoid the increase of infections caused by Coronavirus; So, on March 16, 2020, the Ministry of Health announced the implementation of the Jornada Nacional de Sana Distancia as a preventive measure. In that way, the quarantine in Mexico began on March 23, 2020, and it has been going on for almost 2 years.

The classes had to take a form that most of those affected were not related to: online classes, and then returned to the face-to-face form, but in a way that no one was familiar with, in this way, education returned in a mixed form, the same as in the first days it was done virtually and then classes began to be implemented face-to-face, with halves of groups and different schedules from the usual ones. This thesis wants to respond to three principal questions according to the study object (in this case, are students of first grade, group C, cursing the secondary school and the teacher, responsible of the same group):

In what way school community have had to change their lifestyle?

How the pandemic has affected students in the learning of a second language (English)?



What are the principal advantages and disadvantages of the online and face-to-face education?

What is sought with these questions is to generate a panorama of what online education is being in a small part of the population, from different contexts, taking into account the way to continue learning, but also focusing on the mental health of the same individuals; In the same way, the objectives are linked to each section of the document, since they are based on the students (primarily), with everything that is happening around them, in various situations (contexts). For the justification, it was necessary to inquire in various media and information (magazines, news, newspapers, books and research), since speaking of COVID-19 (a scientific issue), it was necessary to know as much as possible of the information that emerged from the beginning of the virus; therefore, the justification is made up of very specific data, in order to get closer to the theoretical foundation, the methodology and the points mentioned above.

The thematic scheme is divided into five chapters, the first (Background), shows the approach to the problem, the contextualization, the selection, the delimitation, the justification and the social impact; Within the same point are the objectives and the research questions that the research seeks to answer. In chapter number 2 (Theoretical and Referential Framework), it is necessary to return to the authors as Sangrà, García, Ruíz, Domínguez, Renna, Wahab and Jones who have provided some important information regarding the research topic. Chapter 3 (Methodology) shows the approaches and instruments such is the case of the semi-structured interviews, surveys, diagnostic tests and the use of rapport with the aim of obtain the necessary information to be able to find the problem to be treated within the action research process; Finally, the citation system style that was used throughout the work is the citation and referencing guide (APA Standards 7th Edition).

**Body of the Thesis or Chapters**

What is sought in this research document is to collect as much information as possible based on education in two scenarios, the first developed in the virtual environment that was reflected during the period that included the pandemic; The second scenario is based on the education that was resumed in person, going through sessions with half groups, up to the most recent one that has been developed with the full groups and resuming the three days of classes for the 1st C group. In this way, it seeks to make a comparison of the advantages and disadvantages that arose in the scenarios mentioned above, in order to reflect on each period of practice in relation to the way in which the students developed; The contribution that is sought to be generated is to know which is the most favorable scenario and why, for this reason it is necessary to return to fundamental aspects such as participation, the resources used, the type of activities and the mode adopted in each class session of the school year 2021-2022 at the Escuela Secundaria Oficial No. 0261 "Ricardo Bell". It seeks to argue using the comparative method, which is aimed at the type of research-action, so that qualitative and quantitative data are taken up.

## **Chapter 1. Research Problem and Delimitation of the Object of Study**

To start this first chapter, an observation process was carried out, well, it is important to remember that in all types of research it is necessary to search for information that is relevant, obviously within each context there will always be a great diversity of aspects that attract attention to want to be observed, studied and analyzed; In this sense, it is advisable to make a list of the aspects that need to be observed, in this way, it is avoided to observe or see everything at the same time. If you select the aspects that are sought, it is easier to pay attention and focus only on those categories, therefore, the observation guide instrument was useful, which was structured to observe issues related to the students and the teacher internal context.

The categories taken up were the attendance of the students to the class, the roll call (the way in which the teacher calls the roll), the participation, the interest of the students towards the activities, the way in which students express their ideas for participate or to hesitate to clarify, the material that the teacher uses in the classes, the use of the English language (both in the explanations/instructions given by the teacher, and in the response of the students), the interaction that exists within the classroom teacher-student, student-student and student-teacher forms and the interaction that exists in the group. Once the instrument was used, it showed quite important related to the level of English of the students and the interest to the class, to follow up, a diagnostic test was carried out on the students, which allowed to collect more detailed information on the elements which made it more difficult for them. The group selected for follow-up was 1°C, within the following sections you will find the information collected from each section.

### **1.1 Contexts and Referential Frameworks**

As an international foundation, there is La Agenda 2030 y los Objetivos de Desarrollo Sostenible: Una oportunidad para América Latina y el Caribe; This agenda is based on 17 objectives and 169 goals that present an ambitious and transformative vision aimed at sustainable development (economically, socially and environmentally), within the 193 states that are members of it, well, the 2030 agenda is based on an expression of wishes, aspirations and priorities directed towards the international

community with a long-term vision, in a period of 15 years (from 2015 to 2030). Among the 17 objectives, this document will focus on objective number 4, which mentions that it must “Garantizar una educación inclusiva y equitativa de calidad y promover oportunidades de aprendizaje permanente para todos” (Naciones Unidas, 2018, p. 21).

Within this objective number 4, 10 goals are established that must be met in the aforementioned period; Within these goals I return to the one that seems to me the most relevant and according to the topic to be investigated. Goal 4.1 mentions that primary and secondary education must be ensured for girls and boys, which must be free, equitable and of quality; as well as producing relevant and effective learning outcomes.

In the case of the National context, the document named *Aprendizajes clave para la educación integral: Plan y programas de estudio para la educación básica*, is the most current document related to the curriculum at the secondary level relating to the English language; The structuring of this study program is based on 2 stages, the first is aimed at the initial grades, such is the case of the third grade of preschool education and the last one in the second grade of primary education, this stage is based on contact and familiarization with the English language as a foreign language; the second stage is directed from the third grade of primary education to the third grade of secondary education and is based on the stage of competence and basic mastery of the English language.

The general purpose is the Foreign Language subject. English are based on “que los estudiantes desarrollen habilidades, conocimientos, actitudes y estrategias de aprendizaje para participar e interactuar en prácticas sociales del lenguaje, orales y escritas (...) con hablantes nativos y no nativos del inglés” (SEP, 2017, p. 265). Within this curriculum, the cycle on which secondary education is based corresponds to four; within this cycle 4, the purposes that are expected to be fulfilled are:

Analyze some aspects that improve intercultural understanding.

Apply some strategies to overcome personal and collective challenges in the learning a foreign language.

Transfer strategies to consolidate performance in foreign language learning situations.

Use a simple but broad linguistic repertoire in a variety of familiar and current situations.

Exchange information of current interest.

Undertake with a neutral register in social exchanges within a varied range of situations.

I wanted to take into account the legal context; So, as the first documents to investigate and reflect, was necessary to selected the Ley General de Educación, which was the Nueva Ley, published in the Diario Oficial de la Federación on September 30, 2019 and the Artículo 3° de la Constitución Política de los Estados Unidos Mexicanos; Well, starting with Chapter I, under the name of "Disposiciones generales", I wanted to return to Article 1, since it guarantees the right to education, which is also recognized in the Artículo 3ro de la Constitución Política de los Estados Unidos Mexicanos, which is based on the fact that every individual has the right to receive education.

The State –Federation, States, Federal District and Municipalities– will provide preschool, primary, secondary and upper secondary education. Preschool, primary and secondary education are the basic education; this and the upper average will be mandatory, as well as it is based on the Tratados Internacionales of which the Mexican state is involved. Continuing with article 2, I return to it because it mentions that the state will prioritize the best interests of girls, boys, adolescents and young people in the exercise of their right to education, that is why it is so important that they know about the rights they have based on education.

In chapter II, under the name "Del ejercicio del derecho a la educación", the article 5 mentions that everyone has the right to education, since education help people to acquire, update, complete and expand their knowledge, capabilities, skills and

aptitudes, so that they allow each one to achieve their personal and professional development. Article 7, in section II, mentions that education will be inclusive, eliminating all forms of discrimination and exclusion, as well as other structural conditions that become barriers to learning and participation; For this reason, section "a" mentions that the capacities, circumstances, needs, styles and learning rhythms of the students will be addressed; and in subsection "b" it is mentioned that the different barriers to learning and participation faced by each of the students will be eliminated, for which the educational authorities, within the scope of their competence, will adopt measures in favor of accessibility and reasonable accommodation; in order to provide a quality education to diversity within our schools.

In the second title "De la nueva escuela mexicana", in the chapter I, under the name "De la función de la nueva escuela mexicana", the article 13, I took up section II, since in this it talks about the values that are sought to create, which are: honesty, justice, solidarity, reciprocity, loyalty, freedom, among others; In chapter IV, under the name "De la orientación integral", in article 17, it talks about the integral orientation in La Nueva Escuela Mexicana, since it includes the formation for the life of the students, as well as in the contents of study plans and programs. Continuing with article 18, in section II, it is mentioned that reading comprehension, oral and written expression will be considered, with elements of the language that allow the construction of knowledge corresponding to different disciplines and favor the interrelation between them, an aspect that it seems very important to me since you have to work in different areas with the students; In this same article, but in section III, mention is made of the search for technological knowledge, using the use of information technologies, communication, knowledge and digital learning, management of different languages and computer systems tools, and of communication; Fractions that seem to me to be coupled to the stage in which my practice school is located, the virtual stage, soon to be face-to-face.

In chapter V, which is under the name "De los planes y programas de estudio", beginning with article 22, it is mentioned that the plans and programs should favor

the integral and gradual development of the students, taking into account diversity. of knowledge, with a differentiated didactic and curricular character, that responds to the personal, social, cultural and economic conditions of the students, teachers, schools, communities and regions of the country, well, we must consider not only the students, but also to the members that make up an educational community. Within this same section, but in article 30 one of the most important points to consider is discussed, since it speaks of the contents of the plans and study programs of education that are taught by the State, its decentralized bodies and individuals with authorization or recognition of official validity of studies, according to the type and educational level (in this case, secondary education).

In this article I want to emphasize the importance of the current study plans and programs, since the activities and themes that we want to address are based on them, well, taking into account section V is also the central point, since it talks about learning foreign languages. According to these 2 documents, they were the articles that seemed to me to have the greatest importance within my document, well, when reviewing the Leyes Generales de Educación, I realized that they include the same articles but in a general and state way; Therefore, I took up article 59 of the Ley de Educación Estatal, it mentions that a humanistic approach will be promoted in the State, which will favor in educating their socio-emotional skills that allow them to acquire and generate knowledge, strengthen the capacity to learn to think, feel, act and develop as a member of a community, and in harmony with nature.

In the Ley de Educación del Estado de México, section six under the name "Del servicio social", articles 140 and 141 are of utmost importance to complete my research project, since within my professional practices, my social service, therefore, article 140 mentions that social service is called the set of mandatory and temporary activities provided by students and interns of technical and professional careers, to contribute to the improvement of the living conditions of the population, in which they will apply the humanistic, scientific and technical knowledge, acquired in their training. Consequently, article 141 mentions that students and interns who benefit directly from educational services of a technical or professional nature must provide

social service, in the manner and terms indicated in the corresponding regulatory provisions. Therefore, the provision of social service will be a requirement to obtain the title.

## **1.2 School Plots. The Subjects and the Social Structure that Surrounds the School**

The research problem is set in the Escuela Secundaria Oficial No. 0261 "Ricardo Bell", with C.C.T. 15EES0478A, which is located in Caballo Bayo street, number 320, Colonia Benito Juárez, Nezahualcóyotl Municipality, State of México and zip code 57000. This school has a morning shift, about 492 students, 33 people in service (3 head teachers, 6 counselors, 23 teachers and 1 secretary), and 12 groups from first to third grade (from A to D), and each group has from 39 to 46 students.

Its schedule is from 7 AM to 13:10 PM, but due to the condition education faced since the pandemic it is working in the mixed modality (face-to-face and virtual), so, its schedule changed from 8 AM to 12:00 PM. On Mondays the English classes are asynchronous through the Classroom platform, from Tuesday to Wednesday the English classes are face-to-face, both modalities with a duration of 30 minutes.

It is important to check the educational panorama, because the fact of exploring and knowing the educational panorama is the key point of all the work that will be developed in a determined time within the institution, in the same way, it allows to know a variety of fundamental and important elements to be able to participate in the process as pre service teacher in the professional practice. This takes a great meaning and importance in all the planning process, since it helps in the development of educational considerations and obviously on the needs of the students. So, for that way, the context has a really important influence on the student's learning process, it could be in a positively or negatively way; This means that the link between the school and its environment is an important element for quality and educational innovation.

In order to know the delimitation of the educative panorama involved in the teaching and learning process of the students in 1st grade group C, a series of instruments were used with the intention to collect important data during the observation terms



at the Escuela Secundaria Oficial No. 0261 “Ricardo Bell”; The analysis of the results obtained in the observation process is organized in two main areas: The external context and the internal context.

### **1.2.1 External context**

The importance to know the external context of the school is based on the fact that the characteristics and needs of the context in which the teaching-learning process takes place must be taken into account, therefore it is important to consider the guidelines, prescriptions and contributions within of the same. This context can be considered complex, accessible, diverse and/or changing, well, knowing the context in which the school operates will help to obtain the origin and causes of a specific condition (Porlán, 1997).

#### **1.2.1.1 The Socioeconomic Conditions**

In order to identify the different aspects related to the socioeconomic conditions in which the students are involved, a survey was carried out and the results showed that the economy that exists in this context is medium-low; Based on the CEPAL (2020) the registers showed that the year 2020 was characterized by an increase in poverty and extreme poverty indicators, which means that a large percentage of the population did not have enough income to cover their basic needs, during the time of the pandemic there was key factor such as unemployment. As Villamil (2021) says “Todas las economías, desde las más complejas hasta las más simples, deben alcanzar una producción suficiente para garantizar los satisfactores de las necesidades de todos los individuos que la conforman” (p. 15). In that way, most of the economic income is related to commerce, in this sense the area has a diversity of businesses and establishments like health centers, hospitals, shops, schools, bakeries, places to eat, churches, among other businesses that are relevant in the economy.

#### **1.2.1.2 The Socioemotional Aspects**

In order to identify the different aspects related to the socio-emotional conditions in which the students are involved, a survey was carried out and the results showed that there is a great diversity of emotions that the students show over the course of

class time and during the days of the week, a roll call has been established to know their emotions and in this way, it is possible to know how changeable the students are, these results show in more than 90% of the students (of each group) happiness and high enthusiasm, while in the remaining 10% of the students, a diversity of emotions is displayed, such is the case of anger, fear, sadness and displeasure or disgust, these last ones have been mentioned due to a series of personal losses of students, people close to them and/or relatives.

### **1.2.1.3 The Literacy Levels**

In order to identify the different levels of literacy in the students' family environment, a survey was carried out and the results showed that there are a variety of levels of literacy, since reading and writing are elements that are used in everyday life of the majority of the population, maybe, as Montes and López (2017) mention "Están presentes tanto en situaciones cotidianas como en ámbitos profesionales, aunque son especialmente visibles en los entornos académicos", therefore, this literacy has been in constant change, it is not the same as it was 30, 20, 10, and even 1 year ago, it will go in a constant, slow change, but it will change with the passage of time; In previous years the educational levels of the parents used to be minimal, inclusive, most of society had only completed primary education, some secondary education and therefore upper secondary education and higher education were represented in a minimal part. Currently we can see a higher percentage of parents with a higher degree of studies.

### **1.2.1.4 The Geographic Location**

In order to collect information about the main characteristics of the zone where the Escuela Secundaria Oficial No. 0261 "Ricardo Bell" is located, an observation guideline was designed and the results show that in the municipality of Nezahualcóyotl, there are 86 neighborhoods, this municipality has 81% of urban population. According to the last population census carried out by INEGI in 2010, Nezahualcóyotl has 1,110,565 inhabitants, of which 536,943 are men, that is, 48.3% and 573,622 are women, equivalent to 51.7% of the total population. Its territorial limits with other entities are: to the north the municipalities of Ecatepec and Texcoco;

Northeast the delegation Gustavo A. Madero from Mexico City; northeast with the municipality of Chimalhuacán; southeast with the municipality of La Paz; to the south with the Iztacalco and Iztapalapa delegations from Mexico City and to the west with the Venustiano Carranza delegation from Mexico City.

As a curious fact within the municipality is that its markets are named after various political figures who supported the founding of the municipality; This municipality also honors figures who raised the country such as Sor Juana Inés de la Cruz, Adolfo López Mateos, and of course Benito Juárez. Well, in the Benito Juárez neighborhood, around 170,000 people live, this neighborhood is one of the most populated in the municipality. In this neighborhood the main activity that takes place is the retail trade, within this neighborhood there are various sites that are important for the municipality and among the most prominent stories are the names of the streets, which emerged from songs that were heard by the Mexican population in the 50's and 60's as La Bamba, Zandunga, Imploración, Juan Colorado and Caballo Bayo.

### **1.2.2 Internal Context**

The school in which the observation process was carried out, is located in the city of Nezahualcóyotl and in this search for significant elements for the internal context, it must be taken into account that specific places must be sought within this context, in which it is considered that there are more possibilities of an event to happens (Wittrock, 1989). In this case, the external context is of the utmost importance, since, as Feo (2015) mentions, "Es el escenario donde se realiza el encuentro pedagógico" (p. 6). Well, this pedagogical meeting shows a diversity of aspects to be known, to have a broader panorama about the students and the educational institution itself.

#### **1.2.2.1 Interaction Levels**

In order to collect information on the characteristics of the level of social and professional interactions within Escuela Secundario Oficial No. 0261 "Ricardo Bell", an observation guide was designed and the results showed that communication with students and teachers is very good, you have a good student-teacher, teacher-student and teacher-teacher interaction; In the student-student question there is

minimal communication, considering the virtual aspect, it has been observed that their interaction is less than in person. In terms of dialogue, it remains almost nil, well, as Fierro mentions, "El ejercicio auténtico del diálogo va dando lugar, poco a poco, al pensamiento crítico" (p. 27); For this reason, it is important to resume this interaction between people as soon as possible, to share ideas about a common interest, to express doubts or ignorance, in order to understand and advance in this interaction.

### **1.2.2.2 School Culture**

In order to collect information on the characteristics of the school culture within Escuela Secundaria Oficial No. 0261 "Ricardo Bell", an interview was designed and the results obtained were based on obtaining data and understanding them, based on what happens inside the school, therefore, Elías (2015) mentions that the term school culture is based on "tratar de capturar aquellos rasgos que comprende el funcionamiento escolar" (p. 286). Well, within this school culture, various aspects are reflected within the institution, which can be functional or dysfunctional, as they are based on the reflection of the culture of the same environment. Within this school culture there is a diversity of learning opportunities, an interest in the quality of the students' work is shown, mutual support relationships between teachers and students are shown, the directive and administrative staff promote trust, both for the staff academic, as for students and parents, there is flexibility in some aspects, interest in innovation and adaptation to change is shown.

### **1.2.2.3 Physical Infrastructure**

In order to collect information about the facilities and buildings within the Escuela Secundaria Oficial No. 0261 "Ricardo Bell", an observation guideline was designed and the results show that the school has a good structure, in terms of buildings, classrooms, offices, and recreational spaces. The school has 2 buildings, the main building has 3 levels, on the ground floor is the stationery, the address, the offices of the administrative staff, the laboratory and the bathrooms for the students; On the second floor are the classrooms of the 1st grade groups, in the same way are the cubicles for the counselors, on the top floor is the library, and 2 computer rooms,

each with computers in excellent condition and internet, this last floor is fully lattice to avoid accidents.

The second building has 2 floors, on the ground floor are the 2nd grade classrooms and on the second floor are the classrooms for the 3rd grade students, in the same way at the end of the hall are the cubicles for the counselors. The school has 2 basketball/soccer fields, in the courtyard there are benches placed on one side of the podium, there are 2 sections in which there are some covered benches, there is an auditorium and other bathrooms for people with disabilities are being finished and for the use of teachers. Each classroom is well-ventilated and well-lit, all classrooms have a white board, speaker, microphone, camera, and projector. There are cameras around the school, distributed at specific points, the head teacher is in charge of having control of these areas from his office. The janitor of the institution is constantly reviewing the areas of the institution, the school has a waterfall on the wall and there are different green areas (planters).

#### **1.2.2.4 Academic Infrastructure**

In order to collect information about the number of the staff that participate in the teaching process within the Escuela Secundaria Oficial No. 0261 "Ricardo Bell", an observation guideline and some interviews were designed and the results show that there is a total of 33 people who make up the teaching staff, which consists of 3 head teachers, 6 counselors, 23 teachers and 1 secretary. Besides, there is 1 person in charge of cleaning the institution (janitor). Previously, there were more people within the institution, such as the staff who worked in the school cafeteria, but at the moment the cafeteria is not in service.

According to the student community, there are a total of 492 students, in first grade there are a total of 158 students (67 men and 91 women), in second grade there are a total of 166 students (77 men and 89 women) and in third grade there are a total of 168 students (79 men and 89 women). Therefore, there are a total of 223 men and 269 women in the school; there is talk of a higher percentage of women, which is equivalent to 54.67%.

### **1.3 Analysis of The Learning Conditions of Students in Relation to Their Social Environment**

The students of the 1° C group of the Escuela Secundaria Oficial No. 0261 "Ricardo Bell" during the period of virtual classes showed very little participation and in each class the same 5 students always participated, within the participation that was requested was able to observe a really big barrier, which was formed by some of the mothers of the students, since when students were asked something, the mother of some of them used to answer or to give her son or daughter the answer, for which they did not allow the students to pay attention or try to do things for themselves.

In relation to the work done virtually, they were noted with a little more creativity, many students chose to do the work in PowerPoint presentations, or make their annotations and activities in Word, but in terms of the time used to deliver activities and tasks it was prolonged a lot, because there were times when it took more than 1 week for them to upload their activities to the platform. Once the students returned to the face-to-face stage, a great change in their emotions was noted, since they hardly spoke, they did not participate, they did not ask anything and they limited themselves to looking at the blackboard; As the days passed, the students developed in a better way and began to participate more, to deliver most of their activities and tasks in a timely manner, they were more enthusiastic about the classes due to the new context they faced.

### **1.4 Psychopedagogical Diagnosis**

#### **1st C Group Profile**

This group consists of a total of 39 students, 17 men and 22 women, with an age of 12 years in most of the group.

#### **1.4.1 Conceptual Contents**

In order to collect information about the previous knowledge of the students in the group 1st C at Escuela Secundaria Oficial No. 0261 "Ricardo Bell", an instrument was constructed; In the text of Luchetti and Berlanda (1998), "El diagnóstico en el aula" it is mentioned that the diagnosis encompasses 5 dimensions; therefore, when we talk about the conceptual contents, are referenced to the first dimension

(previous knowledge). So, when students face a new content (to learn), they have a previous series of concepts, conceptions, representations or acquired knowledge, which they do in the course of their past experiences.

There are 3 areas within the previous knowledge, which are: conceptual, procedural and attitudinal; The conceptual contents are based on the set of information that characterizes a discipline or field of knowledge (Luchetti and Berlanda, 1998, pg. 39). The instrument was an objective test, since it can be used for a match, a simple recall, gaps (complementation) and/or for multiple selection. In this case was based on the simple recall, because are questions that require an answer that is expressed in a few words; It also was mixed with the gap, because in these types of questions, sentences are integrated in which blank spaces are left that have to be filled with words to complete their meaning.

In that way the results show that the students find themselves with an academic lag of 1 to 2 levels, the diagnosis was made according to a representative sample of approximately 10% of the 1st C group. Well, it could be interpreted that their vocabulary fails, for this reason, there is no coherence in the writing of sentences, it is noted that students have difficulties understanding the English language, due to the lack of practice of the language.

#### **1.4.2 Procedural Contents**

In order to collect information about the procedural contents of the students in the group 1st C at Escuela Secundaria Oficial No. 0261 "Ricardo Bell", an instrument was constructed, based on the second area that Luchetti and Berlanda (1998) mentioned, this is the area of the procedural content. The procedural ones are those that use the performance capacity of the students, they can be known in definitions, hypothesis, ordering, evaluating, solving problems, etc. In this case, the instrument used was based on the description, application and choice.

The results showed a great diversity of interpretation in logical-mathematical account, at least 90% of the students were able to give an explanation to the result obtained, which is why a mental process appropriate to their age is noted. The

remaining percentage only wrote the result, but without saying the process they used to reach their conclusion.

#### **1.4.3 Attitudinal Contents**

In order to collect information about the attitudinal contents of the students in the group 1st C at Escuela Secundaria Oficial No. 0261 "Ricardo Bell", an instrument was constructed based on Luchetti and Berlanda (1998); In that way, the attitudinal ones are directed to the values, norms and attitudes (as the name says). The instrument used was not qualified, because it will be based on the qualities of the students, this will be based on the security to defend what they say, the availability for divergent and creative thinking, and the results show that the students really like the language, since most of the men mentioned that it has been useful to them when they play with more people around the world, in the same way, they mention that many of the video games that they like it are in English, that's why they follow the language, most women say that they like it and would like to continue learning the language because there are more job opportunities abroad, in the same way, they would like to be able to travel to different places and to be able to talk with more people who speak English.

#### **1.4.4 Learning Strategies**

In order to collect information about the previous knowledge of the students in the group 1st C at Escuela Secundaria Oficial No. 0261 "Ricardo Bell", a series of instruments were constructed; There were constructed 2 different instruments, the first, in order to know the channels of perception, and the other, in order to know the learning styles. To diagnose the perception channels and the learning styles of the students was used the VAK model by Richard Bandler and John Grinder, in order to know the perception channels, which is measured with a numbering from 1 to 5, with the following aspects: never, rarely, occasionally, usually and always. For the learning styles were used the 8 intelligences defined by Howard Gardner, which are: Linguistic intelligence, mathematical logical intelligence, visual-spatial intelligence, kinesthetic or kinetic body intelligence, musical intelligence, interpersonal intelligence, intrapersonal intelligence and naturalistic intelligence.



Group 1st C has a great diversity of multiple intelligences, considering 10% of all students, the group consists of visual-spatial and musical intelligence; the least developed intelligence is logical-mathematical intelligence. According to the perception channels, the results show that most of the group is visual, on the other hand, the next prevailing perception channel is kinesthetic.

The delimitation of the anomalous conditions or barriers that intervene in the teaching and learning process in group 1st C, are based on the difficulty that students present according to the acquisition of vocabulary and grammar, therefore, considering that it is a group for the most part visual, these barriers could arise due to the lack of visual resources, in order to understand the various topics related to the subject, in the same way it shows that it is a group that is willing to acquire new knowledge and handle those that already have.

Education has been seen as a means by which people can be built, trained and transformed; therefore, it is considered by society as something of utmost importance for the integration of students as future members of it. An important aspect people need to take into account is that education need to be adapted, in order to have a better use of knowledge for the benefit of students. In order to know the problematic was necessary to apply different research tools to obtain specific data, so, with the choose of the data is was easy to found a problem. Because with the diagnosis of the intervention group "the possibilities and limitations of interaction at all levels of the teaching and learning experience continue to be a great concern..." (Westbrook, 2006).

The problem is based on the little participation of the group, as well as on the almost null interaction between the students themselves, in the same way it is also necessary to focus on the advantages, since it is a group that likes to learn, most of the students look for a way to participate and pay attention when they like something, but obviously my goal is that they feel comfortable using a second language, that they lose the fear of speaking in another language and let them know that it does not matter if they are wrong.

## 1.5 Statement of the Problem

Education worldwide has taken a big turn from the moment; it was decided to do something to safely continue (both for students and teachers) classes and prevent students from leaving studying for an indefinite time. So, over the months that have passed, certain advantages and disadvantages associated with online learning have been observed. As Farrell (1999) mentioned “The evolution of virtual institutions is occurring in the context of a wide range of forces that, on one hand, are driving the need for change, and on the other, serve to constrain change or at least slow the pace” (pp. 17).

In this research we will focus on secondary school students, taking into account all the complications that have arisen from the first moment that they made use of technological resources in what we call the new modality to the new problems that have emerged recently. The possibilities and limitations of interaction at every level of the teaching and learning experience continues to be a major concern in the online debate” (Westbrook, 2006). We will focus on the advantages and disadvantages that the subjects immersed in such a situation have presented (students, teachers and parents), as well as the resources they have (or not) in the place where they live.

In order to know the topic in a deeper way, I’m going to focus on the Escuela Secundaria Oficial No. 0261 “Ricardo Bell”, specifically with the 1st grade group C, in which there is a student’s community of 39 people, this group have 50 minutes for the English class, and the way of working is carried out by halves of groups, according to the week that is worked, half of the group that is in school that day corresponds, the students that are in the first block, correspond to those that they make up number 1 to number 20 on the list; the second block is made up of students from number 21 to number 39 on the list.

So, as a way to know the education is taking place nowadays, I choose the topic Virtual Education as a Consequence Caused by COVID-19; In that way, I plan to take into account the hybrid model of education, and to share the collected data from the comparative study between virtual and face-to-face English teaching.

## **1.6 Specific Questions**

In what way students have had to change their lifestyle in the pandemic about their school context?

How the pandemic has affected students in the learning of a second language (English)?

What are the main advantages and disadvantages of the online and face-to-face education?

## **1.7 Objectives; General and Specific**

General Objective

Analyze the consequences that have arisen from the change from virtual education to the return to face-to-face classes.

Specific Objectives

Compare the form of teaching-learning in a virtual and face-to-face way.

Identify the advantages and disadvantages of taking classes virtual and face-to-face.

Share the results related to the mode of work and participation that students develop in the mixed modality.

## **1.8 Assumptions**

Education has entailed years of transformation and progress has been seen in the way of teaching; Throughout the years in which education has developed, a great diversity of contexts has been observed and experienced in each generation of students and teachers. Today some of the teaching methods that have been in the history of education for years are still being implemented, but in the same way, innovation has allowed the use of more tools and materials; Thanks to innovation and ICTs, it was possible to be in an educational setting during the time of the pandemic, which had a lot of challenges, but at the same time it provided possibilities to follow up on all the children and adolescents who were found taking virtual classes.

After the virtual classes, little by little the face-to-face classes resumed their daily lives, as they had many difficulties within the virtual classes and many parents and students complained of having doubts, of not being able to ask after class time, of not fully understanding the classes; Returning to face-to-face classes, a comparison can be made with the virtual scenario and the way students work in both scenarios. Therefore, the assumption sought to be answered is that, since face-to-face education has been around for many years, virtual education will be affected once students return to face-to-face classes.

### **1.9 Justification**

With the educational research it is possible to collect some data as a way to search knowledge, so, in that way it is really important to know that to use the educational research could solve an educational problem, after that we have the action research, it is the practice based research. Action research according with Mills (2016) cited in Mertler's chapter one, "is any systematic inquiry conducted by teachers [...] with a vested interest in the teaching and learning process or environment for the purpose of gathering information about how their particular schools operate, how they teach, and how their students learn", in this way it allows to each teacher to study their own context, their own classroom, their own students, their own assessment and their own method or methods of teaching.

Teachers have questions day by day, so, it is necessary to be personal or professional in nature; Nature refers as a different answers as quickly as possible. As Mertler and Charles (2016) suggest that we usually consult sources for answers that are most convenient to us and with which we are most comfortable. Action research consists in four steps, that are: Identifying an area focus, collecting data, analyzing and interpreting the data and developing a plan of action.

For that reason, it is necessary to know the conditions that education faces at the moment, we need to know the advantages and disadvantages that online education and face-to-face have produced, as well as the adaptations both students and teachers have had to take to improve conditions. We needed to know the state or conditions of the group with which we will work and thus have a clear idea of the

actions that will be carried out in the intervention days in order to be able to engage and meet the needs identified in the process of teaching and learning of their students.

Silva (2017) says “The opportunities are there, the basic resources are certainly there, and there is an appreciation that virtual reality can become a customizable and scalable tool for bringing Mexican youth into closer contact with their peers from around the world” (pp. 5). We could face more difficulties (disadvantages) than advantages, so, in this way teachers need to be accessible and understand the possible problems that students may face (even the teacher could present the same problems).

Teachers need to notice if the use of platforms is or not efficient, because all individuals could show (in some cases) lack of interest, lack of technological resources (computer or cell phone); In some other cases students or even the teacher do not know how to use the platforms properly and that aspects could create doubts and even may remain for several days. As Westbrook (2006) mentioned “Those who promote online learning are willing to concede that there can be an overload of information with which to interact, as well as student questions and problems that must be dealt with” (pp. 474).

As principal factors that difficult the online education there is the use of technology, internet connection, technological resources, the attitude of the students (even of the teacher), the context, and the time. As the secondary factors we have the interaction, the number of attendees (students who are taking the class on time), the values, the interest and the motivation. Talking about the back to the face-to-face modality students show apathy to the class, they don't like going to school, they want to do the same jobs that were done in online classes, they miss spending time with their family. In the same way, an academic lag is noted in the students, the topics that they saw during the past year (same ones that they should know better and be able to use) have already been forgotten or do not remember having addressed them, therefore they have a notorious lack of vocabulary and ability to communicate in the second language (English).

Successful virtual teaching requires respecting a series of basic quality conditions, among which we can mention; But to achieve the challenges that are generated after an online teaching, it is necessary to establish an attractive institutional communication strategy, it is necessary to adapt the syllable to virtual teaching, it requires constant and permanent training for teachers, an evaluation of the teaching performance, achieving autonomy in students according to the various processes, requires the participation of all students and teachers, and lastly requires a complementarity of virtual space and real space (Cayo & Agramonte 2020).

### **1.9.1 Social Impact**

The Bachelor in English Teaching and Learning in Secondary Education plans 2018 has a competency-based approach. A competence can be defined as “La capacidad de integrar y movilizar distintos tipos de conocimientos para resolver de manera adecuada las demandas y los problemas que la vida personal, profesional y laboral. Se construye a través de una combinación de conocimientos, habilidades cognitivas y prácticas, motivaciones, valores y actitudes”. (SEP, 2018, section 4.3, paragraph 1). According to the profile of normal education graduation, the competences that the teacher in training will develop are the generic ones which collaborates with various actors to generate innovative projects of social and educational impact. In this way the teacher uses information and communication technologies critically, and apply the language and communication skills in various contexts.

Talking about the professional skills, the teacher is capable of use the knowledge of the English language and its didactics to make transpositions according to the characteristics and contexts of the students in order to address the curricular contents of current study plans and programs, and designs the teaching and learning processes in accordance with current approaches to the English language, considering the context and characteristics of the students to achieve meaningful learning.

Based on the disciplinary competences the teacher articulates segments and supra-segments of English for pronunciation and development of oral skills, appreciates the importance of the English language as a means of global communication and

interaction, distinguishes learning processes of the English language in girls, boys, adolescents and young people, and designs learning situations that involve the development of communicative competence in the target language according to the teaching approach.

## **Chapter 2. Conceptual Approach**

The methodology that will be used to follow up on the research problem will be based on the comparative method, since what is sought is to make that differentiation of the advantages and disadvantages caused in education during and after the pandemic, well, for this, it is necessary to mention that the comparative method is based on a procedure of systematic comparison of objects of study that, in general, are applied to arrive at empirical generalization and to test hypotheses, so in this aspect there is Sánchez de la Barquera, a great author will be take into account.

### **2.1 State of the Art**

This section presents various analyzes that have been developed on online education and the effects that COVID-19 has caused. With the information gathered, it is sought to construct in a detailed and logical way the answers to the research topic; the consulted documents will serve to have a broad context about the topics that will be discussed; A broad state of knowledge is required to be able to have foundations throughout this work and determine the individual contribution that will be added when knowing the ideas provided and collected from the various authors.

In the article “Educación a distancia, educación presencial y usos de la tecnología: Una tríada para el progreso educativo” by Sangrà, inquiries about the advantages and disadvantages that exist in distance education; He mentions some of the challenges faced by the teacher and the students; The author emphasizes technological networks, since they allow interaction not only between students, but also between experts and information sources in order to accumulate knowledge progressively, and in the same way to develop skills, the principal idea of his investigation is that distance education was created to provide education to everyone who needed it; It was for these people that online education modalities began to appear (2002).

In the text “De la educación a distancia a la educación virtual” by García, Ruíz, & Domínguez, the principal thing to investigate is an extensive research on the benefits of the problems they address by making a change from face-to-face classes to online classes; what the authors seek is to make a comparison of both modalities, taking



into account various agents (teachers, students and society); as well as various contexts and tools that are used in both modalities. Researchers likewise emphasize the functionality of planning in both scenarios, as well as the quality in both modalities (2007).

The document “El derecho a la educación en tiempos de crisis: alternativas para la continuidad educativa” by Renna, is a report created on a special occasion, for the regional launch of the course that bears the same name; the author emphasizes the impact that the virus (COVID-19) has caused around the world; mentioning that students may be part of the main victims of the pandemic. In the same way, an issue is addressed that talks about the future of education, as well as the educational continuity that is presented in the reality that has been seen lately.

The exploratory paper “Online and Remote Learning in Higher Education Institutes: A Necessity in light of COVID-19 Pandemic” by Wahab; he proposes that people who are within the school context should use technology and during the learning time; in his paper he thinks in the place the society use; all people need a flexible and resilient education systems. Also, he takes into account an important aspects that are the infrastructure support, the student accessibility and limitations (this last one in both cases students and teachers), he emphasizing the idea of problems that students and teachers can present according to the mode of teaching that they were not used to carrying out in their entirety his findings also reveal that apart from resources, staff readiness, confidence, student accessibility and motivation play important function in ICT integrated learning (2020).

## **2.2 Key Pedagogical Concepts for the Development of the Proposal**

It is necessary to take into account the study of the language, which in two words refers to discourse analysis (thus in a general way), but discourse analysis depends on four main assumptions that are:

Language is ambiguous.

Language is always "in the world".

The way we use language is inseparable from who we are and the different social groups to which we belong.

Language is never used all by itself.

In some words, is a way in which people look on how people use the language in the real life (in different contexts) to do things (Jones, 2012, p. 2).

About the ambiguity of the language it is useful in order to interpret the meaning of the words (what people mean and what they are trying to say); Language is always in the world, because it depends of the context, so it is important to recognize the 'where and when' it is used the language. The third point is to take into account the different social identities, so it is a way to show the group people belong; Language is never used by itself, because it depends of the body language, the gestures, the intonation and facial expressions when we speak, and depends on the graphics, images, layout and fonts when we use the language in written texts.

### **Chapter 3. Research Methodology**

The main element that must be taken into account is the learner (student); Thus, the cognitivist theory has to be taken into account, since Bruner's cognitive theory emphasizes the process of knowing and learning that the human being has, and that attempts to categorize the events and elements of reality (context). In this way, experiences can be taken into account in order to create concepts when using the various stimuli.

So, other important think to take into account is what Castellero (2017) mentioned "from Bruner's cognitive perspective, from categorization we are able to generate knowledge". Based on the instructive theory, 4 important points have to be taken into account, which will be of great contribution in the way that education is being given at the moment, therefore it requires:

The predisposition towards learning.

The way in which a body of knowledge can be structured in such a way that it is best internalized by the student.

The most effective sequences to present a material.

The nature of the rewards and punishments.

The predisposition towards learning is essential, since the student has to have the spirit and desire to learn, otherwise, the first point mentioned above will be affected, to continue you have the set of knowledge so that the best can be internalized possible, for this it is necessary to make an adequate structuring, to be able to advance, the material is another important aspect, something "good" that the pandemic brought is the way of presenting the various topics, since more resources can be used that are not always they had on hand in a face-to-face class; The last point to consider is the nature of the rewards and penalties.

In virtual mode, for example, this last point is taken when the teacher mentions to the students that the class will end earlier if they finish the activity early; education consists of the inculcation of skills and knowledge through the representation of what is already known and what is intended to be known, seeking that the individual can

generalize knowledge, taking into account the particularities of each knowledge (Castillero, 2017). When talking about virtual education, one cannot lose sight of the essential role that ICTs have; Well, Information and Communication Technologies (ICT) can play a very important role in learning, since different senses can be stimulated and in the same way, they can be potentiated to achieve a better retention of information (Falcón, 2015).

#### **Chapter 4. Discussion of the Results of the Intervention Process**

Within each period of practice it has been possible to observe a great diversity of changes made by the students, within the first day that was designated for observation, very important elements can be resumed within the virtual plane such as the participation of the students which was allowed when the students raised their hands (with the tool that came with Google Meet), the teacher assigned the participations so that they did not all speak at the same time (when they arrived to participate). According to the connectivity of the students, approximately in each session there were at least 8 students who never connected, of the half that were able to connect, only approximately 10 to 15 students remained in the class and only the same 5 to 8 students participated.

On the first and second days of online intervention, a topic related to greetings and farewells was reviewed, in this case it was decided to classify formal and informal greetings and farewells so that they could understand the differences; As resources, short videos were used in which some of the most frequent greetings and farewells were presented, as well as videos of small conversations working on the same words that were used in the 2 classes that were held. They brainstormed the greetings and farewells that they recorded to later be able to collaboratively carry out a classification of words that can be used formally and informally through Jamboard. As evidence of learning, students were asked to carry out a written exercise which consisted of a short conversation in which they could return to some professions and some of the words that were reviewed for greetings and farewells.

The second intervention was based on the topic of descriptions using adjectives; to start with the class the students listened to a song (Hot N' Cold by Katy Perry) to complement the previous class in which adjectives were seen, once the song finished the students gave their opinion of the song, the song was played a second time and on that occasion some students were paying attention to the adjectives of the song, then a PowerPoint presentation was used in which the most frequent adjectives and their opposites were shown, in this way it was possible for the students to practice the vocabulary that appeared and completed it with the that they

already knew. In the second class, the students used the vocabulary that was reviewed in the previous class and they were given participation to describe some objects and places. To complement, they were explained how to use adjectives in the description of people. The students were able to observe different examples. and build an example as a group; For the final activity the students were able to physically describe themselves and even add the clothes they were wearing to the photo they selected.

In the third week of intervention, the topic associated with the exchange of personal information related to daily routines was complemented; To begin, the students took a test in which some questions related to the topics previously addressed came, then the students watched a video which was about daily activities, the students gave ideas of activities that they could observe in the video, then they were asked He projected a PowerPoint presentation so that the students could take into account some phrases related to daily routines, so that they familiarized him with the activities that they commonly do. The final activity was based on the students writing their daily routine (from when they wake up until they go to sleep), so that they could relate it in its context and in a way that they used the vocabulary that they were revising in class.

In this first face-to-face intervention, a small change could be seen compared to online teaching, in this intervention the topic was there is and there are, in order to use objects that were in the classroom; Flashcards were used in both sessions so that the students could begin to become familiar with vocabulary related to their classroom, the students were saying some words that they knew and the corresponding vocabulary was written on the blackboard, later the distinction of there is and there are was made using examples such as there is a (pointing to the object) whiteboard, there is a desk, there are (pointing to the objects) 18 backpacks, there are 12 windows, etc.

Once the students were able to distinguish the difference in the use of each one, a small dialogue was used between 2 people to ask about the things that were or were not in the classroom. In the next class the students drew their favorite area of their

house, the activity consisted of writing as many things as possible of what was in that room they selected and when they finished writing their sentences they strengthened their pronunciation by saying some of their examples that they did.

In the intervention carried out in the first week of January, the topic of the time was used, for which a brainstorm of words that the students related to time was carried out as an initial activity, the words were written on the whiteboard to that the students were identifying the vocabulary in English, later the pronunciation was revised; To start using the clock, a didactic clock was used that was stuck in the middle of the whiteboard so that all the students could see it, the first thing that was identified was the use of the hands (since the students mentioned that they didn't like to use to that type of clock), then some terms were reviewed to tell the time (such as quarter, o'clock and half), the students were saying some ideas of activities and the time in which they used to do those activities in order to represent the time on the clock, different exercises were worked on so that they practiced the use of the clock.

As closing activities, an activity was carried out in which the students represented 5 hours in 5 drawings using the clock, as well as the activity carried out in those hours, the closing activity of the second day consisted of exchanging a dialogue with another classmate about some questions related to their previous activity (for example: what time do you wake up?).

The first class held in February was based on the topic of dates, the purpose of said topic was the exchange of personal information in order to be able to talk about important dates in the lives of the students; to start the class a student was selected to write the date on the blackboard (which had already been implemented since the first day of face-to-face classes), once the student finished writing the date some students asked to participate to correct the date , later the months of the year and the days of the week were written on the board as a review. The next activity consisted of differentiating the ordinal numbers and the cardinal numbers in order to know when to use both types of numbers.

Once the students said the main differences, some examples of important dates were written down on the board, with the help of the annotated examples. some

students participated to say the date of their birthdays, the dates were written on the blackboard to have more examples, the closing activities were based on writing with letter or number (depending on the case) some ordinal and cardinal numbers; For homework, students wrote 5 examples of birthdays of people with whom they frequently lived. In the next class, the dates that they wrote for homework to start the class were taken up again, in the same way the sheet of ordinal and cardinal numbers was revised; the closing activity was changed due to problems with the projector, so it was changed to a group activity in which the students exchanged birthday dates with another partner, the person who was listening had to write the date correctly and then they had to exchange places so that both had different dates written on their notebooks.

The classes for the week of February 28 were based on communicative activities corresponding to exchanges of personal data; According to the previous class, the planning was modified a certain point, since the students had already addressed the topic of the months of the year and the days of the week, so the class began asking the participation of different students to write the day of the week, the month, the day (using ordinal numbers) and the year respectively, later a very quick review of the previous classes related to the exchange of personal information was made. For the development part of the class, the question "how old are you?" was the key part, after that was wrote down the answer so that students can had a guide, once some ages corresponding to a past task they had done were reviewed, examples of different answers to that question can be provided, to start the communicative activity each student asked another student "how old are you?" so the other student should answer the question correctly.

The next question to checked was "what is your name?", so the students began to familiarize themselves with the topic and the sequence that it was having, well, they knew that it was based on a small presentation of a person, so the students were able to carry out a small dialogue based on these questions but with information that they had previously asked another person, so that they could use other subjects.



For class number 2, the students brainstormed ideas based on birthday months, this activity allowed to give a clue of what the class would be about, the emphasis question was "when in your birthday?", the students carried out an activity in pairs in which they exchanged their birthdays, later the question "what is your phone number?" was revised, by way of participation, some students participated by answering their telephone number, they wrote down the various the blackboard. For the final activity, the students made a profile in which they described their name, age, birthday, telephone number and their favorite song, once they finished their profile they shared their information with some classmates through small dialogues.

The class of the second week of May consisted of describing a character implementing clothing. The first activity to be carried out consisted of the memory of the students to remember clothes (same ones that they had seen 1 week before the class), so that the clothes that were mentioned were written on the blackboard as a brainstorm, subsequently the pronunciation of the vocabulary was revised. The following activity was based on a search for people in the classroom with specific characteristics, the "find somebody who" activity was based on 8 different descriptions, in this case the students wrote 8 descriptions in their notebooks, for example "someone who is wearing something pink", "someone who is wearing sneakers", "someone who is wearing glasses", etc., so that the students could identify the people, wrote their name and described the cloth or accessory that was being talked about.

Once the activity was finished, they were asked to make a brief description of themselves. For class number 2, flashcards of clothing images were used, so that they could say the name of the garment in English, later the students chose different clothes (from those used in the flashcards), to make a drawing of a person, animal, thing or cartoon wearing the previously selected clothes. Once their drawing was finished, the students exchanged their notebooks with another partner. The final activity consisted in describing the character that each student had in their hands.

## Chapter 5. Reflection and Reconstruction of Professional Practice

It is important to make an analysis of all those activities carried out during the time of intervention, well, making a reflection of the teaching practice allow to find areas of strength, but also areas that are weaker which with the passage of time may improve if attention is paid to them. In this sense, it is important to collect information from the students about what they have learned or not in the classes, what has been facilitated and what has been difficult for them, in this process a space was created in which the students gain confidence to share their ideas without the fear of being judged; In the same way, an important actor was the head of the English subject, since in each intervention period she carried out an evaluation of each class, taking into account aspects such as the preparation of the lesson plan, the selection of materials, the use of different techniques, the use and promotion of meaningful communication like the real-life examples or activities, the teacher talk, for example the effective transitions, modeling, clear explanations, to provide clear examples and the rhythm and speech.

Other very important elements that were taken into account were based on punctuality to classes, the respect given to students, the use of body language, gestures, also taking into account the modifications of the voice in terms of tone and volume of the voice. This instrument allowed to have a vision of the way in which it was being taught, for which it was very important, since practically all the information was found on that scale. Within the different classes it was possible to obtain a better management of the group, an adequate tone of voice was maintained (one that was not very low, but not one that intimidated the students either), the aspect of respect could always be maintained, the intonation and body language were essential elements in each class.

In the case of the explanations was used the situated learning in different activities, the situated learning is based on how human knowledge develops in the course of activity, and especially how people create and interpret descriptions (representations) of what they are doing (Clancey, 1995, p. 1), so in this way it requires interaction (with the community) and some practice, in this way presenting

real situations is a different but it is a way of teach something, not just to teach a language; Put the students in real situation is a way of knowing what students face every day, even becomes a more dynamic and relaxed way of teaching something, it is not something monotonous, it is a helpful way that can be taught and acquired effectively.

Probably a disadvantage of face-to-face education is the use of different materials, the education in Mexico has several complications including insufficient, unequal and its quality is the biggest challenge, by saying insufficient, they can notice diverse aspects such as teaching staff, materials, resources, updating and structure of both programs and curricula; Infrastructure and services in schools. Although the classroom had a computer, a projector and a speaker, there were problems turning on the projector, in some cases the computer would not load or would get stuck and the volume of the speakers was very low; Talking about the projection, it was not possible to see due to the amount of light that entered the classroom, for which it was impossible to work with those tools provided. When the students returned to the face-to-face classes, many mentioned that they better understood the topics with the presentations that were projected, with the audios or videos, the good thing that some of the return to face-to-face classes mention is the follow-up and that they have a space to ask their questions.

## Conclusions

It is important to pay attention to what the students express, as teachers it is important to constantly observe the context in which the teaching-learning process takes place. Being a teacher today is not an easy task, but it is possible; It is a pleasure to be part of the students' learning, it is a pride to be a teacher when you leave a positive mark on one more student. As Perrenoud mentions “un docente no sólo se basa en ponerse frente a un pizarrón y escribir sobre él; más bien se trata de “decidir en la incertidumbre y actuar en la urgencia” (1996). as professionals we must be able to innovate, build, make decisions and situated solutions, well, it helps us train ourselves as people and be able to have an ethical outlook. We know that a competence is built and must be located according to the context, in order to obtain a reflective practice where we know what to do, how and why.

During the time that we worked online, a technological advance was seen in the lives of students and teachers, also in population in a general way, since it was a scenario in which it was necessary to adapt, this scenario allowed the use of different resources such as games, songs, videos, presentations and platforms (to name a few); Taking into account the bad aspects of this virtual mode, there were many disadvantages, for example, it was very difficult to keep most of the students connected, there was uncertainty in not knowing if the students were in class or not because not all of them turned on their cameras, teachers wasted a lot of time asking for participations and in most of the cases the same students who always participated were the only ones to answer, another problem was the stability of the internet signal, it was an excuse that at least once a class it was heard and there was really no way to know if that person really had internet or not.

Regarding the questions and the level of learning of the students, it was chaos, since the students only had about 60 minutes in the whole week to be able to ask something that they had not understood, so most of the time it was easier to stay with doubts and it was really noticeable that many times they did not understand the topics explained. Upon returning to the face-to-face stage, I can say that it was a great help because the students began to live with their classmates, the main

advantage of face-to-face education is that there are many moments to ask questions about the different topics that are reviewed, there is a better follow-up, because every day you can observe who works and who does not, as well as the way each person works, elements such as the time that each student takes to carry out an activity are very important aspects.

When exemplifying it is easier, because you have the opportunity to express ideas with body language; the bad thing is that the same resources cannot be used as in virtual classes, the use of the mask has been a big challenge because after giving classes in a row the voice is not the same and it is very difficult to make gestures using the upper half of face. But even so, I can resume that face-to-face education has more areas to work on, virtual education will never be the same as face-to-face education.

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## Appendix I

Observation guide for internal context

Escuela Secundaria Oficial No. 0261 "Ricardo Bell"

C.C.T.: 15EES0478A

Location: Caballo Bayo Street, No. 320. Col Benito Juárez, Cd. Nezahualcóyotl,  
Edo. México



Shift: Morning

School cycle: 2020 - 2021

Teacher in training:

PURPOSE:

Identify the different aspects and explore the group's interactions on content, materials, use of time and interactions.

Group: \_\_\_\_\_

Date: \_\_\_\_\_

Aspects to observe	Data recovery
Students attendance	
Roll call	
Participation	
Interest for the activities	

Mode of expression	
Material used in the class	
Use of the language (English)	
Interaction inside the classroom	
Way of giving instructions	
Time to talk (students)	
Group interaction	

Description of the context

Elements that intervene for or against students learning.

<b>Element</b>	<b>General observation</b>
Spatial	
Infrastructure	
Socials	

Economics	
Access to technological resources	

### Internal context

Infrastructure: Areas the school has.

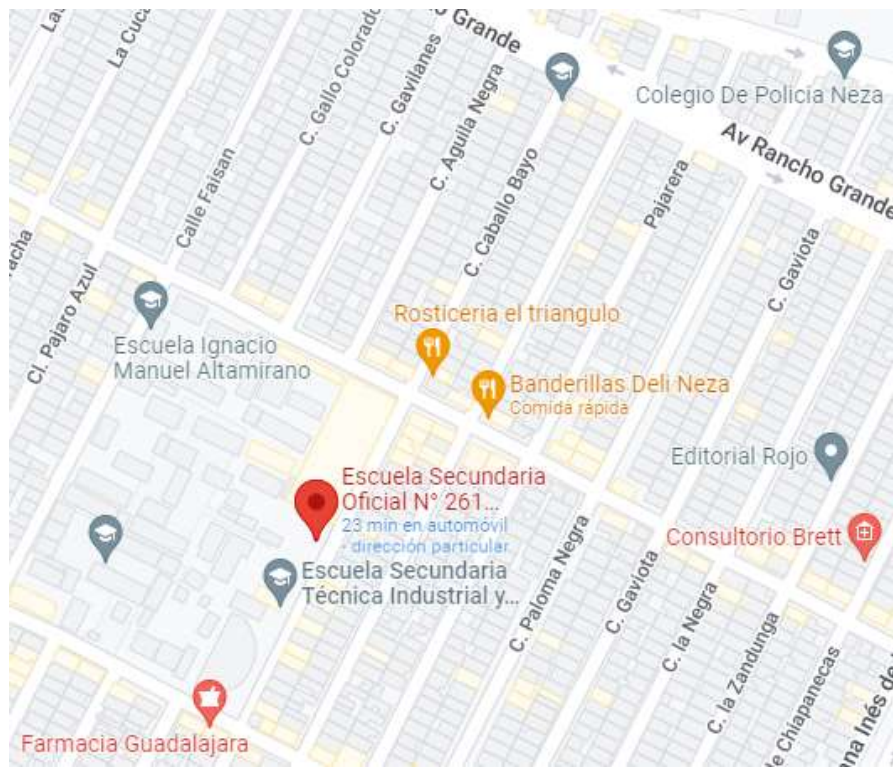
<b>Areas</b>	<b>Observations</b>
Classroom	
Workshops	
Laboratories	
Library	
Administrative spaces	
Civic place	
Fields	
Bathrooms	
Security zone	
School food store	
Parking lot	

### Interaction levels

Directors-teachers and support staff	
Teachers-teachers	
Teachers-students	

External context

Geographic location



## Appendix II

Semi-structured interview for the external context

**ESCUELA NORMAL No. 4 DE NEZAHUALCÓYOTL**

Entrevista semi-estructurada para el contexto externo

**Escuela de práctica:** Escuela Secundaria Oficial No. 0261 "Ricardo Bell"**C.C.T.:** 15EES0478A**Dirección:** Calle Caballo Bayo No. 320. Col Benito Juárez, Cd. Nezahualcóyotl, Edo. México**Horario:** Matutino**Ciclo escolar:** 2020 - 2021**Docente en formación:****Propósito:** Identificar los diferentes aspectos del contexto externo en el que se localiza la escuela, así como situaciones que puedan influir ya sea positiva o negativamente en los estudiantes.

- ¿Cómo considera usted que es la participación de los padres de familia en la educación de sus hijos?
- ¿Hay estudiantes que tengan algún empleo (formal o informal)?
- ¿Los alumnos cuentan con conexión a internet?
- ¿Con qué dispositivos cuentan los alumnos para el trabajo escolar?
- ¿Ha identificado algún alumno que hable un idioma aparte de español?
- ¿Cómo considera usted que es la zona donde se encuentra la escuela?
- ¿Qué servicio de salud proporciona la escuela a los estudiantes?
- ¿Con qué servicios cuenta la escuela? (luz, agua, drenaje, transporte, etc.)
- ¿Considera que hay espacios que puedan perjudicar a los estudiantes alrededor de la escuela?
- ¿Qué espacios recreativos hay alrededor de la escuela?
- ¿La escuela cuenta con seguridad pública para la protección de los alumnos?
- ¿Se hace algún tipo de comisión de apoyo o vigilancia por parte de los padres de familia?

### Appendix III

1.- Ordena la siguiente oración: it / ? / much / cost / How/ does

2.- Completa la oración con la forma correcta del verbo que esta entre paréntesis: He \_\_\_\_\_ (speak) English and Spanish.

3.- Escribe en inglés el nombre del trabajo de la foto:



4.- Completa la oración con la forma correcta del verbo entre paréntesis: I \_\_\_\_\_ (watch) my best friend at school yesterday.

5.- Escribe en inglés el nombre de esta señalización:



1.- Ordena la siguiente oración: it / ? / much / cost / how / does

9 respuestas

How much does it cost?

How much cost does it?

Cómo lo hace costó mucho

How much does it cost?

You

Eso, mucha, costo, cómo, lo hace

Eso mucho, costo, el, does

2.- Completa la oración con la forma correcta del verbo que esta entre paréntesis: He \_\_\_\_\_ (speak) English and Spanish.

9 respuestas :

Speaks

Spoke

speaks

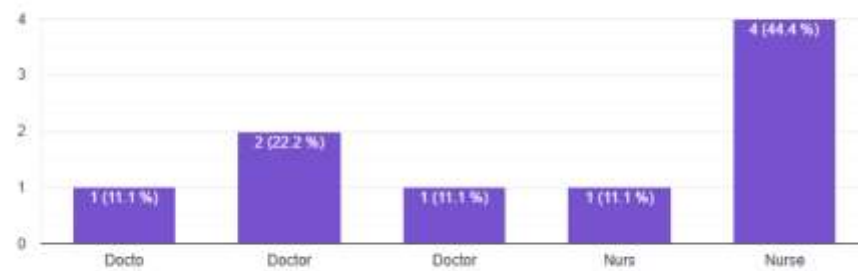
It

El You It

El you

3.- Escribe en inglés el nombre del trabajo de la foto:

9 respuestas :



4.- Completa la oración con la forma correcta del verbo entre paréntesis: I \_\_\_\_\_ (watch) my best friend at school yesterday.

9 respuestas :

Watch

Watches

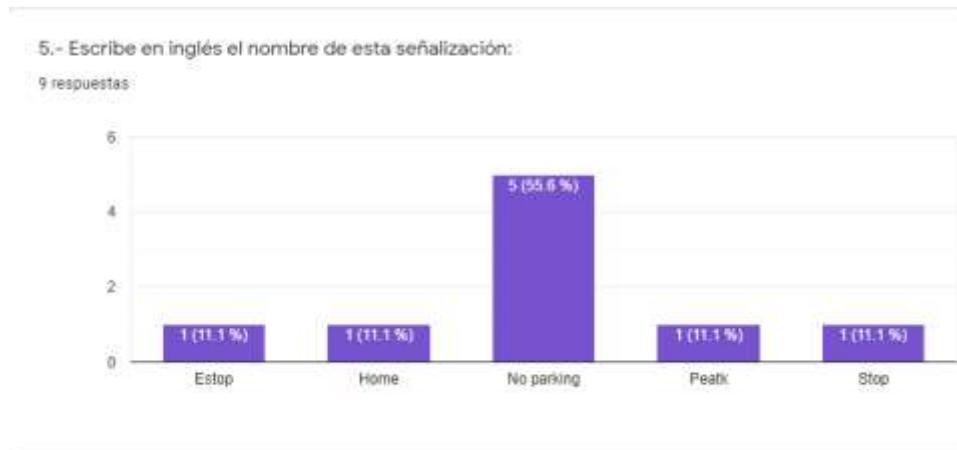
Watched

You

It

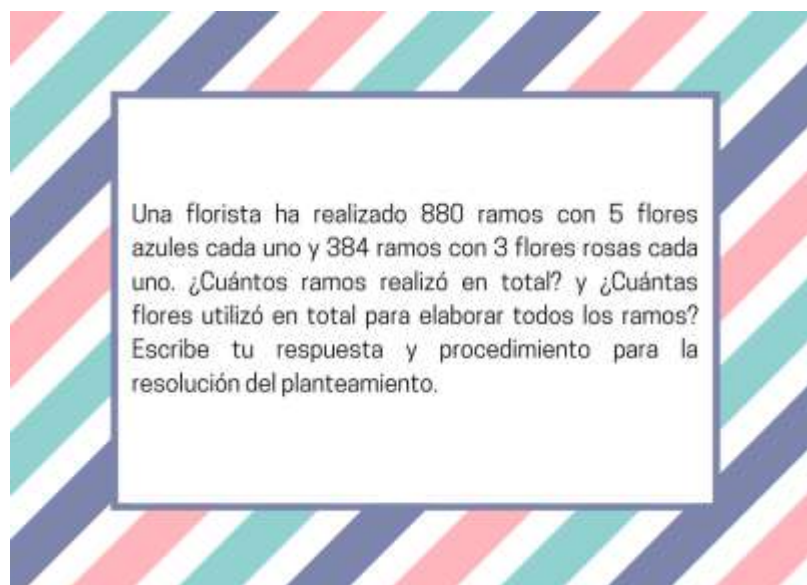
El





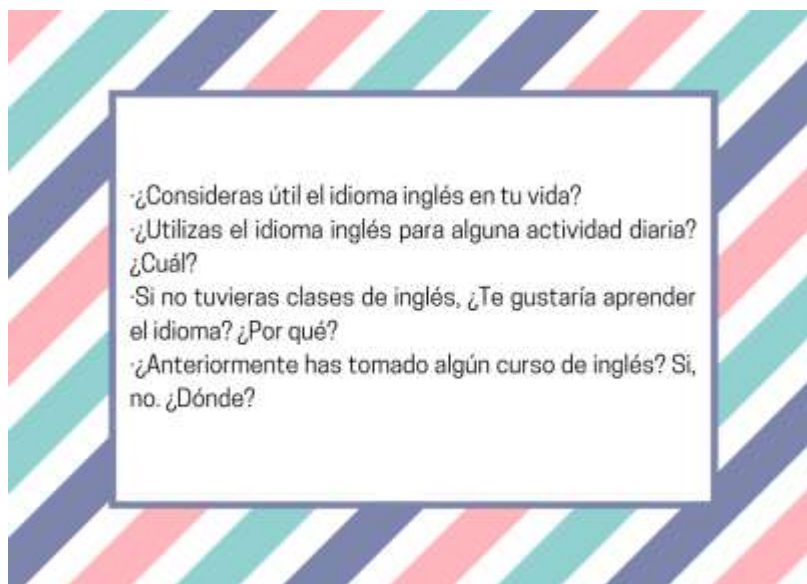
Instrument elaborated in order to know the conceptual contents of the 1° C students, and answers obtained of the diagnostic exam.

#### Appendix IV



Instrument realized in order to know the procedural contents.

## Appendix V



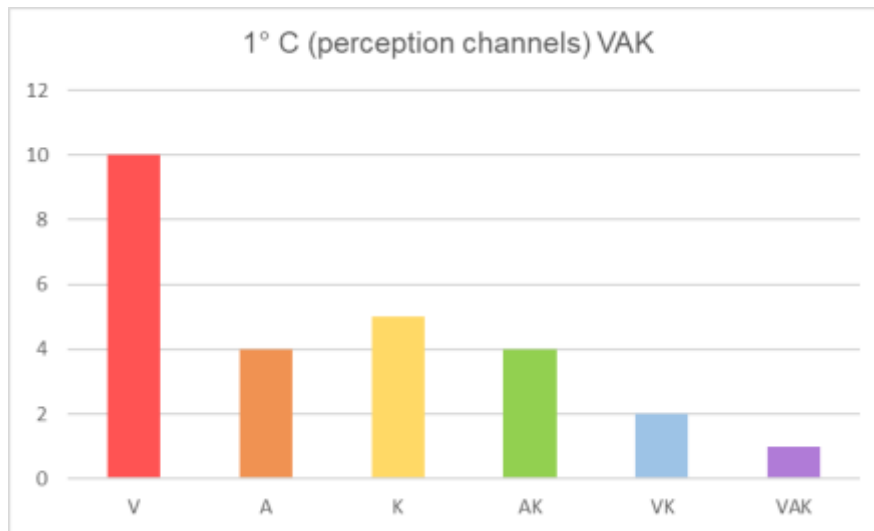
Instrument realized in order to know the attitudinal contents.

## Appendix VI

1. Me ayuda trazar o escribir a mano las palabras cuando tengo que aprenderlas de memoria.	1	2	3	4	5
2. Recuerdo mejor, un tema al escuchar una conferencia en vez de leer un texto.	1	2	3	4	5
3. Prefiero, las clases que requieren una prueba sobre lo que se lee, que en el libro de texto.	1	2	3	4	5
4. Me gusta, comer bocados y mascar chicle, cuando estudio	1	2	3	4	5
5. Al prestar atención a una conferencia, puedo recordar las ideas principales sin anotarlas.	1	2	3	4	5
6. Prefiero las instrucciones escritas, sobre las orales.	1	2	3	4	5
7. Yo resuelvo bien los rompecabezas y los laberintos.	1	2	3	4	5
8. Prefiero, las clases que requieran una prueba sobre lo que se presenta, durante una conferencia.	1	2	3	4	5
9. Me ayuda ver diapositivas y películas, para comprender un tema.	1	2	3	4	5
10. Recuerdo más cuando leo un libro que, cuando escucho una conferencia.	1	2	3	4	5

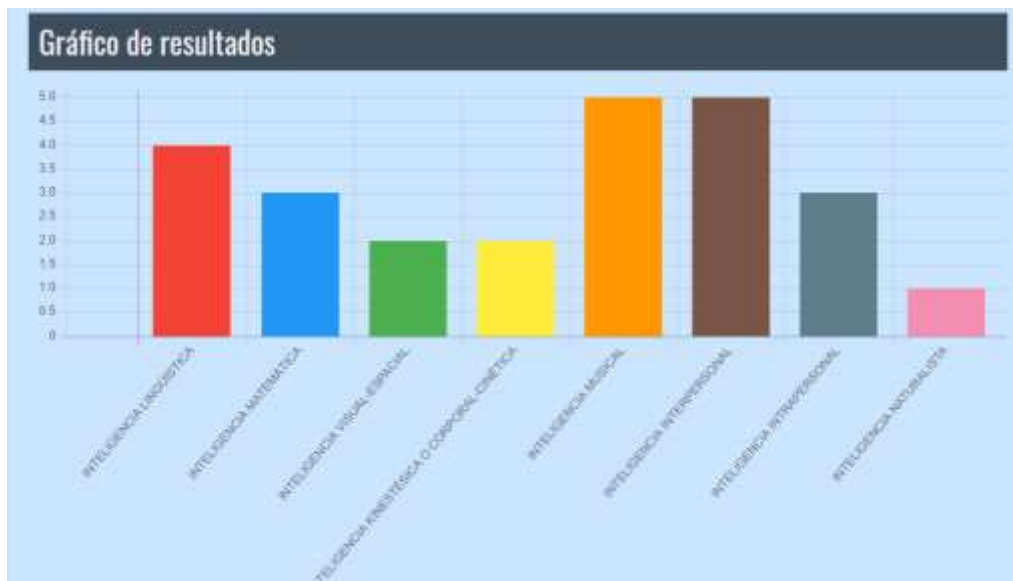
11. Por lo general, tengo que escribir los números de los teléfonos para recordarlos bien.	1	2	3	4	5
12. Prefiero, recibir las noticias escuchando radio, más que leyendo un periódico.	1	2	3	4	5
13. Me gusta, tener algo como un bolígrafo o un lápiz en la mano, cuando estudio.	1	2	3	4	5
14. Necesito copiar los ejemplos del maestro de la pizarra, para examinarlos más tarde.	1	2	3	4	5
15. Prefiero, las instrucciones orales del maestro, a esos escritos en un examen o en el pizarrón.	1	2	3	4	5
16. Prefiero, un libro de texto que tenga diagramas, gráficas y cuadros porque, me ayudan mejor a entender el material.	1	2	3	4	5
17. Me gusta, escuchar discos al aprender una obra o novela.	1	2	3	4	5
18. Tengo que apuntar listas de cosas que quiero hacer para recordarlas	1	2	3	4	5
19. Puedo corregir mi tarea examinándola y encontrar la mayoría de los errores.	1	2	3	4	5
20. Prefiero, leer el periódico, en vez de escuchar las noticias.	1	2	3	4	5

El número para las preguntas	Preferencia de aprendizaje visual	Preferencia de aprendizaje auditivo	Preferencia de aprendizaje físico
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			
18			
19			
20			
21			
22			
23			
24			
TOTAL			



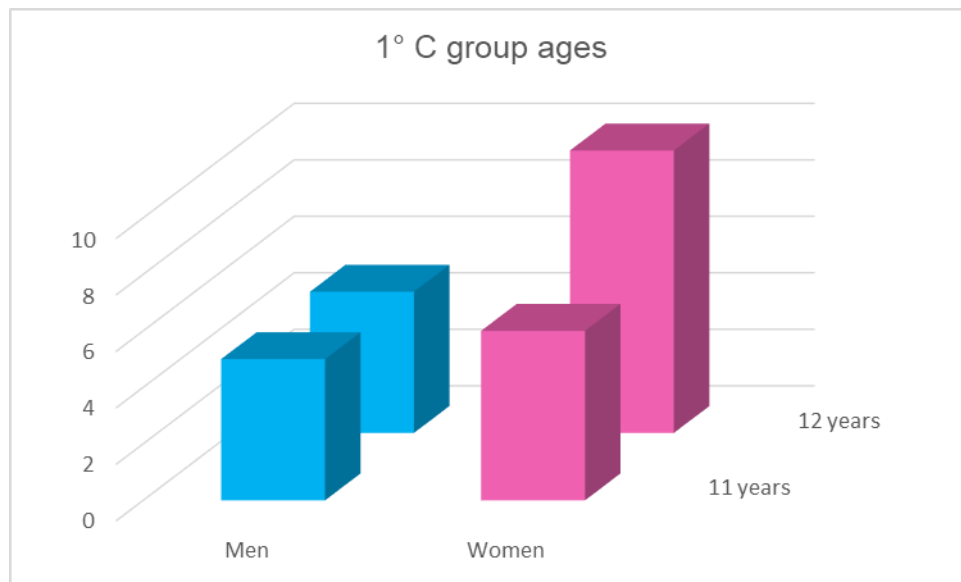
Perception channels of first-year students group C: V= visual 10 students, A= auditory 4, K= kinesthetic 5, AK= auditory-kinesthetic 4, VK= visual-kinesthetic 2, and VAK visual-auditory-kinesthetic 1.

#### Appendix VII



<https://www.psicoinactiva.com/test/test-de-inteligencias-multiples-para-ninos.htm>

## Appendix VIII



Ages of first-year students group C: 11 years = 5 men and 6 women, 12 years = 5 men and 10 women.

## Appendix IX

Cycle:	4	Grade: 1º	Group: "C"	Week:	5			
Environment:	Family and community	Communicative Activity:	Exchanges associated with specific purposes	Social Practice:	Understand and respond to expression of greetings, politeness and farewells			
Learning Unit:	1	Product:			Illustrated expressions of greetings and farewells			
Assessment:	Descriptive rating scale							
Teacher:	Marina Aguilar Martínez							
Date:	09/27/21 – 09/28/21							
Day 1		Day 2			Day 3			
Achievements		Achievements			Achievements			
Activities	Resources	Assessment	Activities	Resources	Assessment	Activities	Resources	Assessment
<p><b>Introduction</b> (10 min) T greets the students and ask them how they feel.</p> <p>T will present her screen to the students, in order to introduce the theme of the class, she will start a short video in which a couple of forms of greetings are shown. At the end of the video T will ask the students about what they heard to find out the topic to work on.</p>	<p><a href="https://www.youtube.com/watch?v=Fw0rdSHzWFY&amp;t=10s">https://www.youtube.com/watch?v=Fw0rdSHzWFY&amp;t=10s</a></p>	T will take note of the students that participate.	<p><b>Introduction</b> (10 min) T greets the students and ask them how they feel.</p> <p>T will ask the students to say a phrase to say a greeting (on roll call). She will then use short dialogues in which conversations are shown using formal and informal greetings and goodbyes.</p>	<p><a href="https://aprendeinglesmasfacilmente.com/saludos-y-despedidas-greetings-and-farewells/">https://aprendeinglesmasfacilmente.com/saludos-y-despedidas-greetings-and-farewells/</a></p>	T will take note of the students that participate.	Introduction		
<p><b>Development and interaction</b> (20 min) T will ask the students about the ways they use to greet and farewell their friends, their teachers, and their family members (so that they understand the formality and informality of greetings).</p> <p>After brainstorming, T will present her screen to put a short video on the different ways of greeting and saying goodbye, the topic will be resumed with a classification of the phrases and words used.</p>	<p><a href="https://www.youtube.com/watch?v=EvbhKINyrPq&amp;t=38s">https://www.youtube.com/watch?v=EvbhKINyrPq&amp;t=38s</a></p>		<p><b>Development and interaction</b> (20 min) Ss will repeat the conversations in order to correct the pronunciation, in the same way Ss will be randomly selected to carry out the conversation more fluently.</p> <p>T will ask her students about the profession they chose for hw, on a Jamboard they will write what they chose; Later, T will show a video about greetings and introductions, so that the students can identify some professions and the way</p>	<p><a href="https://www.youtube.com/watch?v=2TxVvxrOp0s&amp;t=2s">https://www.youtube.com/watch?v=2TxVvxrOp0s&amp;t=2s</a></p>		Development and interaction		

			of greetings that are made in the video.					
<p><b>Closure</b> (20 min) T will explain the final activity to them, leaving them the necessary time to answer the 8 questions (she will request a screenshot of their result as evidence).</p> <p>T will ask to choose a profession as hw.</p>	<a href="https://quizizz.com/admin/quiz/614e6b37a50a48001d202fc2">https://quizizz.com/admin/quiz/614e6b37a50a48001d202fc2</a>		<p><b>Closure</b> (20 min) The teacher will explain the final activity to them, the students will have to create a conversation of 2 people in which they ask themselves about their profession (formally or informally) as luck selects (on a wheel of fortune).</p>					
<b>Evidences of learning</b>			<b>Evidences of learning</b>			<b>Evidences of learning</b>		
A quiz for the Ss (created in quizizz), in which they have to choose the correct option and to write some parts of a conversation.			A written conversation about the formal or informal greetings and farewells related to their profession.					
<p><b>Teaching Methods:</b> PPP (presentation, practice and production)</p>			<p><b>Teaching Techniques:</b> Let them to induce the topic and to think about to relate the topic in real situations.</p>					





## Appendix X

<b>Cycle:</b>	4	<b>Grade:</b> 1 <sup>st</sup>	<b>Group:</b> "C" & "D"	<b>Week:</b>	7			
<b>Environment:</b>	Family and community	<b>Communicative Activity:</b>	Exchanges associated with information about oneself and others	<b>Social Practice:</b>	Describe and compare the appearance and abilities of people of different ages			
<b>Learning Unit:</b>	1		<b>Product:</b>	Short description about a person (using opposites)				
<b>Assessment:</b>	Formative and summative							
<b>Teacher:</b>	Marina Aguilar Martínez							
<b>Date:</b>	1 <sup>st</sup> "C" October 11 <sup>th</sup> & 12 <sup>th</sup> – 1 <sup>o</sup> "D" October 11 <sup>th</sup> & 13 <sup>th</sup>							
<b>Day 1</b>			<b>Day 2</b>			<b>Day 3</b>		
<b>Achievements</b> Hear and explore descriptions of the physical appearance of people they know			<b>Achievements</b> Describes own physical appearance			<b>Achievements</b>		
<b>Activities</b>	<b>Resources</b>	<b>Assessment</b>	<b>Activities</b>	<b>Resources</b>	<b>Assessment</b>	<b>Activities</b>	<b>Resources</b>	<b>Assessment</b>
<b>Introduction</b> T will greet the students and ask them about what they did over the weekend.  The teacher will play a song for the students, she will ask them what they thought of the song, if they could understand any words, if they found it sad, happy (comments in general), she will play a part of the song again, this time with subtitles, she will ask students if they could recognize some of the words from the previous class.	<a href="https://www.youtube.com/watch?v=zT4GEf3QSmM">https://www.youtube.com/watch?v=zT4GEf3QSmM</a>	T will take note of the students that participate.	<b>Introduction</b> T greets the students and ask them how they feel selecting a color to represent their feelings.  The teacher will project some images of places and things; she will ask the students about describe them. The students will participate in an organized manner, then the teacher will mentioned the description Ss created.	PowerPoint presentation	T will take note of the students that participate.	<b>Introduction</b>		
<b>Development and interaction</b> The teacher will present her screen so that the students can see the most common adjectives and opposites to use with things, places and people, the teacher will ask the students if they know any other color, so that they can repeat and repeat, practicing the pronunciation of vocabulary.	PowerPoint presentation		<b>Development and interaction</b> Ss will induce the continuation of the topic. In this case, the teacher will mention the adjectives and opposites to use in people.  T will present a picture of a friend Ss will describe the person.	PowerPoint presentation		<b>Development and interaction</b>		

<p><b>Closure</b> The teacher will start a game with the adjectives and opposites that were reviewed, but using realia. As a class activity, students will have to describe a thing and a place using the vocabulary.</p> <p>For homework, students will have to have on hand a picture of them.</p>			<p><b>Closure</b> With the image that the students selected, they will have to write the description of themselves, so that they mention their physical characteristics, such as the clothing that person is wearing and also the opposites.</p>			<p><b>Closure</b></p>		
<b>Evidences of learning</b>			<b>Evidences of learning</b>			<b>Evidences of learning</b>		
A description of a thing and a place.			A description of themselves (physical, about his/her clothes and using opposites)					
<p><b>Teaching Methods:</b> PPP (presentation, practice and production).</p>			<p><b>Teaching Techniques:</b> Let them to induce the topic and to think about to relate the topic in real situations.</p>					

## Descriptions

### Cellphone

It has a square screen, it has different colors, you can watch different things on it.

### Eraser

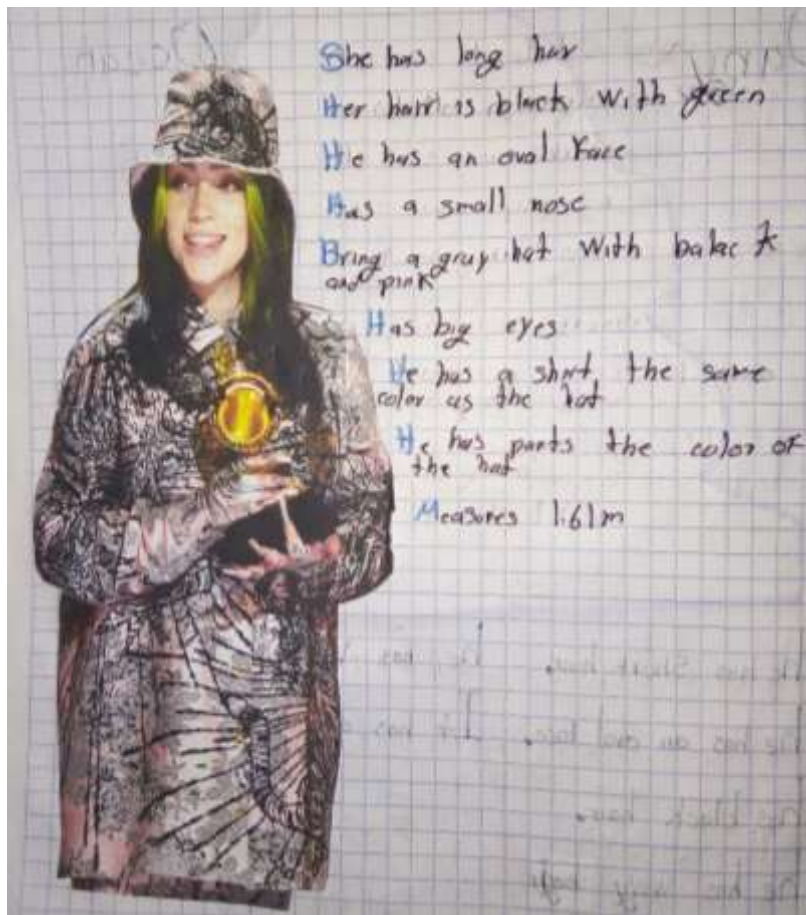
It is soft and rectangular  
It is white  
It is a tool  
You can delete/erase words  
It is short



### Beach

It is big and nice  
The sand is brown and soft  
The sky is blue  
The clouds are white  
The buildings are tall  
The child play happily on the sand  
The ball is round, small and colorful





## Appendix XI

<b>Cycle:</b>	4	<b>Grade:</b> 1 <sup>st</sup>	<b>Group:</b> "C" & "D"		<b>Week:</b>	8		
<b>Environment:</b>	Family and community	<b>Communicative Activity:</b>	Exchanges associated with information about oneself and others		<b>Social Practice:</b>	To exchange information about personal data.		
<b>Learning Unit:</b>	1		<b>Product:</b>		Chart with personal routine.			
<b>Assessment:</b>	Formative and summative							
<b>Teacher:</b>	Marina Aguilar Martínez							
<b>Date:</b>	1 <sup>st</sup> "C" October 18 <sup>th</sup> & 19 <sup>th</sup> – 1 <sup>o</sup> "D" October 18 <sup>th</sup> & 20 <sup>th</sup>							
<b>Day 1</b>			<b>Day 2</b>			<b>Day 3</b>		
<b>Achievements</b> Hear and explore descriptions of the physical appearance of people they know			<b>Achievements</b> Describes own physical appearance			<b>Achievements</b>		
<b>Activities</b>	<b>Resources</b>	<b>Assessment</b>	<b>Activities</b>	<b>Resources</b>	<b>Assessment</b>	<b>Activities</b>	<b>Resources</b>	<b>Assessment</b>
<b>Introduction</b> T will greet the students and ask them about what they did over the weekend.  T will share the link of a test, Ss will have 20 minutes to answer it.	Forms document	T will take note of the students that participate.	<b>Introduction</b> T will greet the students.  T will ask some Ss to say the daily routine they wrote as hw, in that way T will write in the PowerPoint presentation the sentences Ss wrote.	PowerPoint presentation	T will take note of the students that participate.	<b>Introduction</b>		
<b>Development and interaction</b> T will share a short video with the Ss, so, they have to put attention to the activities were included in the video. After that T, will ask about the activities Ss watched, as a way to have the examples the T, will open a word document to write the sentences.  Using these daily activity flashcards T will introduce the key phrases for the lesson. T will ask students to repeat after her and practice many times. Once students have practiced the daily routine phrases, introduce the key expressions.	<a href="https://www.youtube.com/watch?v=gcFVUGNUWuk&amp;t=85s">https://www.youtube.com/watch?v=gcFVUGNUWuk&amp;t=85s</a>  Flashcards PowerPoint presentation		<b>Development and interaction</b> T will project a presentation in which she will explain the way to create the interrogative sentences, asking Ss if they know the reason why the sentence was structured in that way.  After that T will share a PowerPoint presentation in which there are the most common adverbs of frequency, she will explain Ss the place to put them.	PowerPoint presentation		<b>Development and interaction</b>		

<b>Closure</b> Ss will write their daily routine using the vocabulary checked in the class.			<b>Closure</b> T will ask students to complete the las activity but this time using the adverbs of frequency.			<b>Closure</b>		
<b>Evidences of learning</b>			<b>Evidences of learning</b>			<b>Evidences of learning</b>		
A description of their daily routine.			A description of their daily routine in order to recognize the use of the adverbs of frequency.					
<b>Teaching Methods:</b> PPP (presentation, practice and production).			<b>Teaching Techniques:</b> Let them to induce the topic and to think about to relate the topic in real situations.					

## Appendix XII

## Class I|

Time	Date	Topic	English language learning purpose		
30 minutes	November 23 <sup>rd</sup> , 2021	There is, there are	Comprehension and use of structure to talk about things.		
Curricular Component		Communicative task		Social Learning environment	
Formative academic field: Language and communication		Brief dialogue to talk about things.		Familiar and community	
Pedagogical Approach			Social Practice of the Language		
Competence-based Communicative approach integrating social practices of the language			Exchange suggestions to buy or sell a product.		
Competence Approach					
Knowledge		Abilities		Attitudes and values	
Vocabulary and correct pronunciation of things		Use structures to describe a place		Understand preferences about things and places	
Didactic sequence stages			Expected Learning	Learning Evidences	
<b>Beginning</b> Ss will answer the T about how they are and how their day is going/what they have for their breakfast. Ss will answer the T when she calls the role, Ss have to answer with a word in English (different). Ss will watch some images about things in the classroom, T will paste the images in the board. Ss will participate by saying the different objects they can observe. Ss will repeat the word while T writes the word they said in the whiteboard. Ss will practice the vocabulary, T will ask Ss to repeat after her.			- Ss will understand and learn things pronunciation in sentences.	<ul style="list-style-type: none"> <li>Class work</li> <li>Notebook</li> </ul>	<ul style="list-style-type: none"> <li>Board</li> <li>Markers</li> <li>Flashcards</li> </ul>
				<b>Assessment instruments</b> <ul style="list-style-type: none"> <li>Check list</li> </ul>	<b>Social organization of the classroom</b>  Individual and pairs work
<b>Development</b> Ss will recognize the differences of there is and there are. Ss will answer if there is or there are the things T will ask. Ss participate by saying the answers with "there is" and "there are".					
<b>Closure</b> Ss will start a dynamic in which 1 student asks other student about things there are or not in the school. One S has to ask a classmate according to the image they want. For example: S1 = How many classrooms are there? S2 = There are 12 classrooms.					

## Class 2

Time	Date	Topic	English language learning purpose		
30 minutes	November 24th, 2021	There is, there are	Comprehension and use of structure to talk about things.		
Curricular Component		Communicative task		Social Learning environment	
Formative academic field: Language and communication		Brief dialogue to talk about things.		Familiar and community	
Pedagogical Approach			Social Practice of the Language		
Competence-based Communicative approach integrating social practices of the language			Exchange suggestions to buy or sell a product.		
Competence Approach					
Knowledge		Abilities		Attitudes and values	
Vocabulary and correct pronunciation of things		Use structures to describe a place		Understand preferences about things and places	
Didactic sequence stages			Expected Learning	Learning Evidences	Resources
<b>Beginning</b> Ss will answer the T about how they are and how their day is going/what they have for their breakfast. Ss will answer the T when she calls the role, Ss have to answer with a word in English according to the previous class (different). Ss will watch some images about parts of the house, T will paste the images in the board. Ss will participate by saying the different objects they can observe.			- Ss will understand and learn things pronunciation in sentences.	<ul style="list-style-type: none"> <li>Class work</li> <li>Notebook</li> </ul>	<ul style="list-style-type: none"> <li>Board</li> <li>Markers</li> <li>Flashcards</li> </ul>
				<b>Assessment instruments</b>	<b>Social organization of the classroom</b>

<p>Ss will repeat the word while T writes the word they said in the whiteboard. Ss will practice the vocabulary, T will ask Ss to repeat after her.</p> <p><b>Development</b></p> <p>Ss will choose if they use there is or there are according to the things T select of each part of the house. In order that Ss recognize the things in their house. Ss will ask other partner about a specific room, for example their bedroom, as a way they could respond there is(n't) or there are(n't).</p> <p><b>Closure</b></p> <p>Ss write their sentences of the room they chose. Ss share with the class the sentences they did. Ss will say some examples they did and then T writes the example on the whiteboard.</p>		<ul style="list-style-type: none"> <li>• Check list</li> </ul>	<p>Individual and pairs work</p>
<p style="text-align: center;"><b>Didactic strategies Foundation</b></p>	<p style="text-align: center;"><b>Evaluation strategies Foundation</b></p>		
<p>Howard Gardner's multiple intelligence theory reminds teachers that there are many types of learners within any one class. Gardner's research indicates that teachers should aim to appeal to all the different learner types at some point during the course. It is particularly important to appeal to visual learners, as a very high proportion of learners have this type of intelligence. Flash cards can be bright and colorful and make a real impact on visual learners. Many of the activities outlined below will also appeal to kinesthetic learners.</p> <p>Why the use of drills?</p> <p>Language drills are a way of memorizing a chunk of language by repeating it. They can be a very effective approach for learning new vocabulary or language structures.</p>	<p>Formative evaluation allows us to assess constantly whether the actions of the teacher in relation to the needs and characteristics of students are achieving the expected learning and not to make the relevant changes to improve the processes of teaching and learning.</p> <p>Bloom states that formative evaluation should not quantify students' progress, but rather qualitatively evaluate their process in order to analyse whether or not the expectations of each session are met and improve the educational process. That is why I make use of formative evaluation because I recognize my student and detect their evolution and compare it with what is expected to make the necessary changes of continuous improvement.</p>		



## Appendix XIII

Class 1 – 1<sup>st</sup> graders

Time	Date	Topic	English language learning purpose		
40 minutes	January 4th, 2022	The time	Comprehension and use of structure to talk about things.		
Curricular Component		Communicative task		Social Learning environment	
Formative academic field: Language and communication		To exchange daily routines in a brief dialogue and the time they use to do the activities		Familiar and community	
Pedagogical Approach			Social Practice of the Language		
Competence-based communicative approach integrating social practices of the language			To exchange information about personal data		
Competence Approach					
Knowledge		Abilities		Attitudes and values	
Vocabulary and correct pronunciation of the time		Use structures in order to indicate the time		Understand the structure of the time	
Didactic sequence stages			Expected Learning	Learning Evidences	
<b>Beginning</b> Ss will answer the T about how they are and how their day is going/what they have for their breakfast. Ss will answer the T when she calls the role, Ss have to answer with a word in English (different). Ss will create a brainstorm with some words they know about the time. T will write the words in the board. Ss will participate by saying the different words they can observe. Ss will repeat the word while T checks the pronunciation. Ss will practice the vocabulary, T will ask Ss to repeat after her.			- Ss will understand and learn the pronunciation of the time in sentences.	<ul style="list-style-type: none"> <li>Class work</li> <li>Notebook</li> </ul>	<ul style="list-style-type: none"> <li>Board</li> <li>Markers</li> <li>Flashcards</li> </ul>
				<b>Assessment instruments</b>	<b>Social organization of the classroom</b>
<b>Development</b> Ss will recognize the differences of some terms of the time o' clock, quarter. Ss will answer what T will ask according to the time. Ss participate by saying the hour of some examples using the clock.				<ul style="list-style-type: none"> <li>Check list</li> </ul>	Individual and group work
<b>Closure</b> Ss will create 5 clocks in which they will write the time.					

## Class 2

Time	Date	Topic	English language learning purpose		
40 minutes	January 4 <sup>th</sup> , 2022	The time	Comprehension and use of structure to talk about things.		
Curricular Component		Communicative task		Social Learning environment	
Formative academic field: Language and communication				Familiar and community	
Pedagogical Approach			Social Practice of the Language		
Competence-based Communicative approach integrating social practices of the language					
Competence Approach					
Knowledge		Abilities		Attitudes and values	
Vocabulary and correct pronunciation of the time		Use structures in order to indicate the time		Understand the structure of the time	
Didactic sequence stages			Expected Learning	Learning Evidences	Resources
<b>Beginning</b> Ss will answer the T about how they are and how their day is going/what they have for their breakfast. Ss will answer the T when she calls the role. Ss have to answer with a feeling in English (different). Ss will review some hours with the help of the clock. Ss will participate by saying the different hours in which they do some things. Ss will repeat the sentence of each of their partners.			- Ss will understand and learn the pronunciation of the time in sentences.	<ul style="list-style-type: none"> <li>Class work</li> <li>Notebook</li> </ul>	<ul style="list-style-type: none"> <li>Board</li> <li>Markers</li> <li>Flashcards</li> </ul>
<b>Development</b> Ss will recognize the differences of the terms quarter, to, past. Ss will answer if is right the sentences the T will write on the board. Ss participate by saying the correct answers according the time.				<ul style="list-style-type: none"> <li>Check list</li> </ul>	<b>Social organization of the classroom</b>
<b>Closure</b> Ss will start a dynamic in which 1 student asks other student about things they do in their daily routine. One S has to ask a classmate according to the things they want to know. For example: S1 = At what time do you wake up? S2 = I wake up at 6 o' clock.					Individual and group work

## Appendix XIV

Class 1 – 1<sup>st</sup> graders

Time	Date	Topic	English language learning purpose		
40 minutes	February 21 <sup>st</sup> – February 22 <sup>nd</sup> , 2022	Today's date	Exchange information about personal data		
Curricular Component		Communicative task		Social Learning environment	
Formative academic field: Language and communication		Exchanges associated with information about oneself and others		Familiar and community	
Pedagogical Approach			Social Practice of the Language		
Competence-based communicative approach integrating social practices of the language			To exchange information about different and important dates		
Competence Approach					
Knowledge		Abilities		Attitudes and values	
To practice different dates		To express specific dates using periods of time		Understand the use of the cardinal and ordinal numbers	
Didactic sequence stages			Expected Learning	Learning Evidences	Resources
<b>Beginning</b> Ss will answer the T about how they are and how their day is going. Ss will answer the T when she calls the role, Ss have to answer saying present or here. Ss will participate by saying the date. T will write what students say. Ss will participate by saying the days of the week; T will write the days on the board. Ss will participate by saying and repeating the different days of the week. Ss will say if they know the difference between the ordinal and the cardinal numbers. T will explain them about the different use in the date.			Ss will practice the pronunciation and the order of different dates.	<ul style="list-style-type: none"> <li>Class work</li> <li>Notebook</li> </ul>	<ul style="list-style-type: none"> <li>Board</li> <li>Markers</li> <li>Flashcards</li> <li>Projector</li> <li>Worksheet</li> </ul>
<b>Development</b>				<b>Assessment instruments</b>	<b>Social organization of the classroom</b>

<p>Ss will observe some examples about different important dates. Ss will say their birthdate. T will write on the board some of the examples they say. Teacher will give them a worksheet in which SS will complete the cardinal numbers from 1 to 31. Ss will repeat the numbers after the teacher, then, T will ask different Ss about 'x' number.</p> <p><b>Closure</b></p> <p>Ss will watch the screen, they will answer an exercise in which they will unscramble the days of the week and then, they will write them in the correct order. Ss will write 5 different birthday dates of the people they want.</p>		Check list	Individual and group work
<b>Didactic strategies Foundation</b>	<b>Evaluation strategies Foundation</b>		
<p>Howard Gardner's multiple intelligence theory reminds teachers that there are many types of learners within any one class. Gardner's research indicates that teachers should aim to appeal to all the different learner types at some point during the course. It is particularly important to appeal to visual learners, as a very high proportion of learners have this type of intelligence. Flash cards can be bright and colorful and make a real impact on visual learners. Many of the activities outlined below will also appeal to kinesthetic learners.</p> <p>Why the use of drills?</p> <p>Language drills are a way of memorizing a chunk of language by repeating it. They can be a very effective approach for learning new vocabulary or language structures.</p>	<p>Formative evaluation allows us to assess constantly whether the actions of the teacher in relation to the needs and characteristics of students are achieving the expected learning and not to make the relevant changes to improve the processes of teaching and learning.</p> <p>Bloom states that formative evaluation should not quantify students' progress, but rather qualitatively evaluate their process in order to analyze whether or not the expectations of each session are met and improve the educational process. That is why I make use of formative evaluation because I recognize my student and detect their evolution and compare it with what is expected to make the necessary changes of continuous improvement.</p>		

### Class 2 – 1<sup>st</sup> graders

Time	Date	Topic	English language learning purpose	
40 minutes	February 23 <sup>rd</sup> , 2022	Today's date	Exchange information about personal data	
<b>Curricular Component</b>		<b>Communicative task</b>		<b>Social Learning environment</b>
Formative academic field: Language and communication		Exchanges associated with information about oneself and others		Familiar and community
<b>Pedagogical Approach</b>			<b>Social Practice of the Language</b>	

Competence-based communicative approach integrating social practices of the language		To exchange information about different and important dates			
<b>Competence Approach</b>					
<b>Knowledge</b>		<b>Abilities</b>		<b>Attitudes and values</b>	
Know how to tell different dates		To express specific dates using periods of time		Understand the use of the cardinal and ordinal numbers	
<b>Didactic sequence stages</b>			<b>Expected Learning</b>	<b>Learning Evidences</b>	
<p><b>Beginning</b></p> <p>Ss will answer the T about how they are and how their day is going.  Ss will answer the T when she calls the role, Ss have to answer by saying a month or a day of the week.  Ss will participate by saying the date. T will write what students say.  Ss will participate by saying the months; T will write the months on the board.  Ss will participate by saying and repeating the different months of the year.</p> <p><b>Development</b></p> <p>Ss will observe some letters on the board (according to the months of the year), they will play hang man.  T will complete the word according to the participation of Ss. Ss will say the full word when it is complete.  Teacher will give them a worksheet in which SS will complete the ordinal numbers from 1 to 31 (the other half of the exercise of the previous class).  Ss will repeat the numbers after the teacher, then, T will ask different Ss about "x" number.</p> <p><b>Closure</b></p> <p>Ss will watch a short video in the screen, in which they will listen and watch some dates; T will ask them about specific data of the video; they will write in their notebook the date they think correspond to the question.  Ss will check the dates of the video with the help of the T.</p>			<p>- Ss will understand and learn the pronunciation of the time in sentences.</p>	<b>Resources</b>	
				<b>Assessment instruments</b>	<b>Social organization of the classroom</b>
				<ul style="list-style-type: none"> <li>• Class work</li> <li>• Notebook</li> </ul>	<ul style="list-style-type: none"> <li>• Board</li> <li>• Markers</li> <li>• Flashcards</li> <li>• Worksheet</li> </ul>
			<ul style="list-style-type: none"> <li>• Check list</li> </ul>	<p>Individual and group work</p>	

## Appendix XV

Time	Date	Topic	English language learning purpose		
50 minutes	February 28 <sup>th</sup> – March 1 <sup>st</sup> , 2022	All about me	Exchange information about personal data		
<b>Curricular Component</b>		<b>Communicative task</b>		<b>Social Learning environment</b>	
Formative academic field: Language and communication		Exchanges associated with information about oneself and others		Familiar and community	
<b>Pedagogical Approach</b>			<b>Social Practice of the Language</b>		
Competence-based communicative approach integrating social practices of the language			To exchange information about different and important dates		
<b>Competence Approach</b>					
<b>Knowledge</b>		<b>Abilities</b>		<b>Attitudes and values</b>	
To practice the personal presentation		To express specific information of themselves		Understand the use of the personal data	
<b>Didactic sequence stages</b>			<b>Expected Learning</b>	<b>Learning Evidences</b>	<b>Resources</b>
<p><b>Beginning</b></p> <p>Ss will answer the T about how they are and how their day is going.  Ss will answer the T when she calls the role, Ss have to answer saying present or here.  Ss will participate by saying the date. T will write what students say.  Ss will participate by saying the months of the year; T will write the days on the board.  Ss will participate by saying and repeating the different months of the year.  Ss will check the homework activity, T will ask them about the other half of the worksheet.</p> <p><b>Development</b></p> <p>Ss will see a sentence "How old are you?" T will ask the question and she will answer (and write on the board) I'm 21 years old. Then, she will ask different students about their age.  Ss will watch a short video about a short presentation they will put attention to the key questions/words they heard. T will ask them about what words they listened about the personal information.  Ss will have other question on the board "What is your name?", they will practice by saying "my name is Marina", T will ask (to the first Ss, to spell their name), then, T will ask "How old are you?" they will answer "I'm 21 years old".</p>			Ss will practice some questions and answers to give personal data	<ul style="list-style-type: none"> <li>Class work</li> <li>Notebook</li> </ul>	<ul style="list-style-type: none"> <li>Board</li> <li>Markers</li> <li>Flashcards</li> <li>Projector</li> <li>Worksheet</li> </ul>
				<b>Assessment instruments</b>	<b>Social organization of the classroom</b>
				Check list	Individual and group work

<b>Closure</b>			
Ss will ask to other partner the same questions (in pairs). T will check by hearing the practice of the Ss.			
<b>Didactic strategies Foundation</b>		<b>Evaluation strategies Foundation</b>	
<p>Howard Gardner's multiple intelligence theory reminds teachers that there are many types of learners within any one class. Gardner's research indicates that teachers should aim to appeal to all the different learner types at some point during the course. It is particularly important to appeal to visual learners, as a very high proportion of learners have this type of intelligence. Flash cards can be bright and colorful and make a real impact on visual learners. Many of the activities outlined below will also appeal to kinesthetic learners.</p> <p>Why the use of drills?</p> <p>Language drills are a way of memorizing a chunk of language by repeating it. They can be a very effective approach for learning new vocabulary or language structures.</p>		<p>Formative evaluation allows us to assess constantly whether the actions of the teacher in relation to the needs and characteristics of students are achieving the expected learning and not to make the relevant changes to improve the processes of teaching and learning.</p> <p>Bloom states that formative evaluation should not quantify students' progress, but rather qualitatively evaluate their process in order to analyze whether or not the expectations of each session are met and improve the educational process. That is why I make use of formative evaluation because I recognize my student and detect their evolution and compare it with what is expected to make the necessary changes of continuous improvement.</p>	

### Class 2 second week – 1<sup>st</sup> graders

Time	Date	Topic	English language learning purpose	
50 minutes	March 2 <sup>nd</sup>	All about me	Exchange information about personal data	
Curricular Component		Communicative task		Social Learning environment
Formative academic field: Language and communication		Exchanges associated with information about oneself and others		Familiar and community
Pedagogical Approach			Social Practice of the Language	
Competence-based communicative approach integrating social practices of the language			To exchange information about different and important dates	
Competence Approach				
Knowledge		Abilities		Attitudes and values

To practice the personal presentation	To express specific information of themselves	Understand the use of the personal data		
<b>Didactic sequence stages</b>		<b>Expected Learning</b>	<b>Learning Evidences</b>	<b>Resources</b>
<p><b>Beginning</b></p> <p>Ss will answer the T about how they are and how their day is going.            Ss will answer the T when she calls the role, Ss have to answer by saying a month or a day of the week.            Ss will participate by saying the date. T will write what students say.            Ss will observe some letters on the board (according to the next key word for the question to introduce), they will play hang man. T will complete the word according to the participation of Ss. Ss will say the full word when it is complete. Birthday.</p> <p><b>Development</b></p> <p>Ss will read the question that is on the board "When is your birthday?", T will answer by saying "My birthday is on October 28", then, she will ask a couple of Ss the same question, she will write on the board the answers.            Ss will practice by asking other partner the same question.            Ss will read other question "What is your phone number?" T will answer by saying their phone number (e.g. 5525267141), Ss will say their phone number to the T.</p> <p><b>Closure</b></p> <p>Ss will create in a color sheet their presentation, name, age, birthday and phone number.            Ss will give their personal information by saying their name (spelling it), their age, their birthday and their phone number.</p>		<p>- Ss will understand and learn the pronunciation of the time in sentences.</p>	<ul style="list-style-type: none"> <li>• Class work</li> <li>• Notebook</li> </ul>	<ul style="list-style-type: none"> <li>• Board</li> <li>• Markers</li> <li>• Flashcards</li> <li>• Worksheet</li> </ul>
			<p><b>Assessment instruments</b></p>	<p><b>Social organization of the classroom</b></p>
			<ul style="list-style-type: none"> <li>• Check list</li> </ul>	<p>Individual and group work</p>



## Appendix XVI



0261, "Ricardo Bell" Official High School.

**ENGLISH 1. WEEKLY LESSON PLANNING. by: Marina Aguilar Martínez.**

<b>CYCLE</b>	4	<b>GROUPS:</b>	1° C and 1° D	<b>WEEK:</b>	10
<b>ENVIRONMENT:</b>	Family and community	<b>COMMUNICATIVE ACTIVITY:</b>	Exchanges associated with information about oneself and others	<b>SOCIAL PRACTICE:</b>	Describe and compare appearance and abilities in people of different ages
<b>LEARNING UNIT:</b>		<b>PRODUCT:</b>	Description of a character by implement clothes	<b>ASSESSMENT:</b>	Continuous
<b>LESSON 1</b>		<b>LESSON 2</b>		<b>LESSON 3</b>	
<b>ACHIEVEMENTS:</b> Description of a character		<b>ACHIEVEMENTS:</b> Description of a character		<b>ACHIEVEMENTS:</b>	
<b>ACTIVITIES: INTRODUCTION:</b> Ss will answer the T about how they are and how their day is going. Ss will answer the T when she calls the role. Ss will participate by saying/writing some clothes and description vocabulary words, T or Ss will write on the whiteboard. Ss will repeat the different words to check pronunciation.		<b>ACTIVITIES: INTRODUCTION:</b> Ss will answer the T about how they are and how their day is going. Ss will answer the T when she calls the role. Ss will participate by saying the correct word of the different clothes, T will show to them different images (flashcards). According to the different clothes Ss will choose some of the clothes in order to draw a person, animal, thing or cartoon.		<b>ACTIVITIES: INTRODUCTION:</b>	
<b>DEVELOPMENT/INTERACTION:</b> Ss will play "Find somebody who"; Ss will write on their notebooks 8 different categories about clothes, then they will walk around the classroom in order to find a person who is wearing the kind of clothe he/she is searching. Ss will share their answers with other partner by saying the specific color, shape, size or clothe of the different partners they found.		<b>DEVELOPMENT/INTERACTION:</b> Ss will change their notebooks with other partner, now, Ss will describe the drawing according to the clothes they will observe. They also will add the physical appearance to the character.		<b>DEVELOPMENT/INTERACTION:</b>	
<b>CLOSURE:</b> Ss will write on their notebooks a description of themselves about physical appearance and clothing description.		<b>CLOSURE:</b> Ss will participate by describe (orally) their character.		<b>CLOSURE:</b>	
<b>Resources:</b> Board, markers, whiteboard, notebooks and colors.		<b>Resources:</b> Board, markers, notebooks and colors.		<b>Resources:</b>	

<b>Assessment: Continuous</b>	<b>Assessment: Continuous</b>	<b>Assessment:</b>
<b>Learning evidence:</b> Ss' notes Ss' participation Ss' notebook	<b>Learning evidence:</b> Ss' notes Ss' participation Ss' notebook	<b>Learning evidence:</b>
<b>Teaching methods / techniques:</b>	Grammar – translation method & direct method.	

NEZAHUALCOYOTL CITY, MAY 9<sup>TH</sup> – 13<sup>TH</sup>, 2022.

## Appendix XVII

Semi-structured interview for the head teacher of the English course

Interviewed teacher: Nancy G. Canchola Núñez

Date: October 13<sup>th</sup>, 2021

School: Escuela Secundaria Oficial No. 0261 “Ricardo Bell”

Space: Virtual, via Google Meet

Transcribed by: Marina Aguilar Martínez

**ENTREVISTA**

**Entrevistadora:** ¿Qué plataformas está utilizando para impartir sus clases?, ¿Le han presentado algún reto?

**Entrevistada:** En este momento estamos utilizando Google Meet, realmente ha sido algo difícil tener que adaptarse a usar tanto tiempo la computadora y el aprender a utilizar cada herramienta y los botones de la plataforma, también ha sido un reto para los alumnos y muchas veces tengo que recordarles cómo subir sus actividades.

**Entrevistadora:** ¿Usted se apoya de los cursos que se presentan en “Aprende en casa” para reforzar sus clases?

**Entrevistada:** No, es un programa que no me gusta implementar porque es diferente a los contenidos que vamos revisando, los alumnos necesitan retomar muchos temas que no dominan.

**Entrevistadora:** ¿Qué problemáticas han presentado los alumnos en esta nueva modalidad de interacción académica?

**Entrevistada:** Hay algunos alumnos que tienen que trabajar y otros que se encargan de cuidar a sus hermanitos, por lo cual no prestan la misma atención que de la forma presencial; existen muchas distracciones, pues hay más personas en el mismo espacio que utilizan, durante las actividades de participación se escucha que algunas mamás les soplan las respuestas a sus hijos, así que es muy difícil.

**Entrevistadora:** ¿Cómo es la participación de los alumnos durante la clase?

**Entrevistada:** Si te diste cuenta casi siempre son las mismas personas las que participan, yo intento preguntarles a alumnos que ya identifico que tienen un tiempo que no los escucho hablar, por eso es difícil crear participaciones porque los alumnos no se prestan.

**Entrevistadora:** ¿En su clase existe algún alumno que tenga problemas de aprendizaje o alguna discapacidad?

**Entrevistada:** En el grupo de 3° C hay una alumna que presenta retraso mental, aproximadamente presenta una edad de 8 años.

**Entrevistadora:** ¿Cómo ha sido la colaboración de los padres de familia para el proceso de enseñanza-aprendizaje?

**Entrevistada:** Realmente no hay tanta participación de los papás, la mayoría trabajan o no se hacen responsables de sus hijos, digamos que aproximadamente es un 50% de papás los que sí están al pendiente de sus hijos.

**Entrevistadora:** ¿Cuántas veces a la semana tiene interacción con los alumnos?

**Entrevistada:** Las clases se redujeron a únicamente 2 clases, o sea, 2 días por semana con clases de 30 min, anteriormente las clases se impartían de 7:00 a.m. a 1:10 p.m. y con módulos de 50 min.

**Entrevistadora:** ¿Considera usted que sus alumnos están logrando el mismo aprendizaje que en clases presenciales?

**Entrevistada:** No, obviamente hay beneficios de utilizar la tecnología, permite hacer actividades en línea, utilizar otro tipo de recursos y materiales, así como hacer las clases más entretenidas. Pero no es lo mismo que en presencial, porque en presencial los alumnos pueden comunicarse, pueden preguntar sus dudas y realmente te das cuenta de cómo están en cuestión del manejo del idioma.