ESCUELA NORMAL No. 4 DE NEZAHUALCÓYOTL

LICENCIATURA EN ENSEÑANZA Y APRENDIZAJE DEL INGLES EN EDUCACION SECUNDARIA

INFORME DE PRACTICAS PROFESIONALES

THE ROLE OF COMPREHENSIBLE INPUT IN FOSTERING SPEAKING TURN-TAKING WITH FIRST GRADE STUDENTS

PARA OBTENER EL TÍTULO DE

LICENCIADA EN ENSEÑANZA Y APRENDIZAJE DEL INGLES EN EDUCACION SECUNDARIA

PRESENTA

CERVANTES PEREZ REBECA SARAHI

DIRECTOR DE TRABAJO TERMINAL

MANUEL DEMETRIO AQUINO BONILLA

Cd. Nezahualcóyotl, Estado de México, Julio de 2021

Acknowledgment

“He has made everything beautiful in its time. He has also set eternity in the human heart; yet no one can fathom what God has done from beginning to end”.
Ecclesiastes 3:11

To God, for his grace, his mercy and his love; for trusting me, even when I did not trust him.

To My parents, Esther Perez, Omar Villalva for your love, confidence and patience; and also to my father Hugo Cervantes; wherever you are I know you would be happy for me.

To my family, especially Elvia Perez and Juan Angulo. Thanks for being my constant example of success in the middle of the chaos, for your support and motivation when things get harder.

To all the teachers that impacted my life and influenced my decision to become a teacher: Claudia Espinoza, for being the first teacher that treated me as a human, not as a number. Martha, who demonstrated to me with actions how a passionate teacher acts. Rosa Areli, for being the first English teacher that actually knew English and made me realise I was good at It. Carolina Ramirez made me fall in love with English and with her amazing classes made me understand I wanted to do the same for the rest of my life.

To my Normal School teachers for all the pleasant experiences I share with them by studying this Bachelor Degree. Especially, I want to thank Juan Manuel Torres Ramirez, the person from whom I learnt the most about how to be an amazing English teacher, but also an amazing human being. Thank you for represent an inspiration during my whole formative process.

To my friends Paulina, Maryna, Itzel and Fernanda. For being the excellent company in this wild adventure and teaching me that “es mejor pasarla bien que pasarla con diez”. I love you, girls.

To my first grade students, they gave their best in all the classes and always received me with love.

Finally, to the little Becky that keeps living inside me, for always reminding me the kind of person I need to become. I promise I am getting closer.

Index

Introduction 3
1. Research Intention 5
2. Action Plan 7
2.1 Diagnosis 7
2.1.1 The socioeconomic conditions 9
2.1.2 The socioemotional aspects 10
2.1.3 Learning aspects 11
2.1.3.1 Conceptual contents 11
2.1.3.2 Procedural contents 12
2.1.3.3 Attitudinal contents 13
2.3.4 Learning strategies 14
3. Delimitation of the problematic 15
3.1 Research Questions 16
3.2 Objectives 17
3.3 Purposes 17
4. Theoretical foundation of teaching strategies 17
4.1 Humanistic Pedagogy 17
4.2 Sociocultural approach 19
4.3 Language is never used all by itself 21
4.4 Comprehensible Input 22
4.5 Audio-lingual method 24
4.6 Eclectic approach 25
5. Development, Reflection and Evaluation of the Proposal 27
5.1 Describe your crush 28
5.2 Find the impostor 39
5.3 Do you…? 43
5.4 Likes and Dislikes 49
5.5 Guesstures 56
5.6 Cultural Fair 63
6. Conclusions 71
References 76
Annexes 81

Introduction

One of the most common problems in English classes is making students speak, even when the most common way to communicate with others is by speaking. This is reflected on 1st"D" students of the Secondary School "Benjamin Hernandez", for whom is difficult to interact with their partners due that they do not count with enough vocabulary to comprehend instructions or expressing ideas, but also because they have problems to interact with others in general, even in their mother tongue. This represents a problem for a good development in the English classes, but also for their own social and human development, as communication is the key of social interaction; especially in a society that is recovering itself from the impact that COVID-19 and the pandemic left on people and the way they communicate.

The importance of being able to communicate in English is pointed out by the governess and public authorities in Mexico. For example, The Ley General de Educación (2019) mentions the importance of different languages management and fostering comprehension and expression of the taught languages, in order to allow students to be able to communicate their ideas and construct their own knowledge of different subjects by using the language. This with the purpose that students in the future do not have problems or limitations at the time of being part of the laboral sector. Nevertheless, students that are not able to communicate, not even in Spanish, will have a lot of troubles in their life to solve problems that affect them and others in their school, community, or their family.

The last English program (the one used for 1st "D" students) says it is necessary that students "consoliden su dominio del inglés en situaciones comunicativas básicas y desarrollen competencias específicas, propias de prácticas sociales del lenguaje, con situaciones comunicativas variadas" (SEP, 2011, p. 20) It specifies that English must be taught beyond memorization of words or vocabulary, but its real use in common situations. But certainly, those main objectives cannot be reached without the knowing and understanding of basic concepts and vocabulary; so, the problem is when students get struggled with it and it is noticed they cannot advance to use what they learn for communicating.

In Aprendizajes Clave para la Educación Integral, what the SEP mentions as the main purpose of English classes in secondary schools is that students will be able to “aprender inglés usando el inglés en interacciones comunicativas reales o próximas a la realidad, en las que los estudiantes participen como usuarios de esta lengua” (SEP, 2017, p. 20). They are meant to be able to keep conversations and interact with others (no matter where or in what situation) by using texts or spoken language. But considering that most of the students in Secondary School are receiving their first English classes there, and not at Primary or Preschool (as it is supposed to be considering what Aprendizajes Clave establish); when English teachers try to get immerse in communicative situations, they face that students are not able to understand or use English.

Another aspect to point out in this program, is that it centred on the care of emotions and creating healthy relationships in the places children develop themselves. So, it is something that was also included in this subject. The English learning environment facilitates the “desarrollo de tareas o acciones que promuevan el uso real del inglés, la capacidad para seguir aprendiendo, la autorregulación de las emociones, la integración de conocimientos básicos, el respeto a los demás y la valoración (p.20). Students are expected to learn how to express personal opinions and how they feel about different situations by using the language. English is not seen as a tool that can help to find better work opportunities anymore; now it is a tool for expression of themselves and communication with other cultures. At least that is what the programs ask for, but in the classrooms the reality is quite different.

During the observation period in the Official Secondary School “Benjamin Hernandez” it was observed a common problem in the first grades: students were not talking at all during the whole sessions. Firstly this problem was attributed to the fact that as they did not know each other they would need some time to get confidence and start participating. It also was assumed that as the sessions were virtual, students may have bad internet service or devices that cut off communication. Nevertheless, as the time went by and the classes were turning back to face to face modality, some students kept the same taciturn attitude, even in other classes, not only the English one.

In this research it is presented how the teacher in training identified this problem in the group in the group 1st “D” trough a diagnosis process, instruments she used to determine, the problems she got at applying them in virtual modality, as well as the results. Then, it contains a detailed description of the problem, why is it important to attend interaction, communication and oral production in students that are leaving a pandemic period. After that it is explained how the Teacher in training planned to solve the problematic and the theoretical foundation of those statements in order to explain why she though it will work to make an improvement in the group.

Then, there is a section that describe the strategies, how they are linked to the curriculum required, implemented and how the teacher in training planned the classes to be, how students reacted to each one as well as an analysis of every strategy in order to analyze her practice, what she did wrong or well and how it affected or Ss. English learning. Finally there are the conclusion and recommendations as a result of the analysis of the practice, followed by the annexes.

1. Research Intention

The purpose of this document is for the teacher in training to reach a real, critical and analytical view of her own practicum, in order that this allows to know her capabilities and weaknesses before entering the professional service. The action-research process will help her to identify the development of what was learnt through the years in the training path. This includes the abilities and knowledge about teaching and learning, such as designing strategies, planning lessons and creating learning environments; but also the abilities that give all those elements a more focused and functional direction by taking a researcher role in the classroom for identifying problems and trying to give them a solution.

For guiding this process the characteristics of the "Perfil de egreso" that the bachelor degree in Teaching and Learning English in secondary school establishes had been taken into account. One of the main characteristics that is pointed out in the Perfil de egreso and holds the need to improve the teaching practice is that “Un docente se reconoce como profesional que mejora continuamente para apoyar a los alumnos en su aprendizaje” (SEP & DGESUM,

2018, p.1). So, it involves professional development as a teacher, but also to make an impact on the students. For that reason, this research will also help the teacher in training to question, explain and comprehend her practice based on a real problem found in a classroom.

It is expected that by doing this research students get to feel more free to express themselves, using what they learn in the English classes. That they really understand what is being taught by using resources to make them comprehend the input it is offered, and once they realize they understand, they use it to communicate. It is sought that students realize that English is not a subject in which they have to feel stressed or suffer for learning something, that is not necessary to learn and memorize a lot of thing before speaking, that they can start doing it with the things they daily learn, even if they think are just a few words; little by little, but constantly.

Aprendizajes Clave para la Educación Integral (2017) mentions that one of the main pedagogical principles is to consider students and their learning to lead the educational process. This document is very significant for the teacher in training, because it is expected to look for an improvement in the educational context she is working in; and through the analysis of that process to improve her teaching practice. Additionally, it is hoped that this research will prepare the teacher in training to perform a successful role once she graduates, in order to keep using the action-research in the teaching professional service.

However, it has to be mentioned that this research is being developed in the “New normal”. Therefore, there are going to be some possible and unexpected incidences due to the conditions that left the Global Sanitary emergence of COVID-19. The inconsistencies of the modality work and the differences between attending school now and the way students used to do before 2020 could also represent some conflicts to present an appropriate development of the research project, as well as the changes of organization from the Secondary School, the agreements with the Head Teacher and non-working days.

2. Action Plan

It was used Action Research, making use of qualitative and quantitative aspects depending on the different stages of the project. “Action research is characterized as research that is done by teachers for themselves. It is truly a systematic inquiry into one’s own practice" (Johnson, 2008, cited in Mertler, 2017, p.5) this methodology focuses on pedagogical and specific problems that teachers identify in their own classrooms. It allows the teacher to find a possible solution through different techniques and strategies to evaluate how their students react to them and evaluate if they worked or not.

Action-Research is a cyclical process, it has no end; because students and conditions are always changing and the teacher constantly need to adapt and evaluate how students are learning and if the resources or strategies they are using are really functional. The main objective is to improve teaching practice. "The teaching person is seen as a researcher of their professional practice in order to improve the quality of education" (Latorre, 2005, p. 30). With the help of action research, the teacher realizes what is proving effective for students in order to address a problem that surrounds them. He thinks and reflects on his practice to later improve and correct the things that are interrupting a good development in the student's learning.

To organize and implement action research, Kemmis’ model was selected, because it has a similar structure to the work carried out by a teacher in training. ” El proceso lo organiza sobre dos ejes: uno estratégico, constituido por la acción y la reflexión; y otro organizativo, constituido por la planificación y la observación” (Latorre, 2005, p. 35). The stages mentioned in those axes were taken into consideration to apply the strategies during the practicum period: Planning, Acting, Observing, and finally Reflecting. In the following pages it is exposed the information that corresponds to the first stage: Planning; from which was necessary diagnostic information.

2.1 Diagnosis

To understand the root of this problem it was made a series of instruments to collect information about the students and what was surrounding them that could affect their performance in the English class. It is known that there exist elements that are involved in the learning process of the students in which teachers can

not intervene or change at all. For that reason it is important to know their context and identify the factors that affect positively or negatively in their learning process; as well as the characteristics of the environment in which the students develop themselves.

As Luchetti and Berlanda (1996) mentioned, a teacher cannot operate in a context that does not know; if you cannot intervene, you cannot make a change or an improvement. So, this information was used to attend their learning based on their characteristics. The following information was collected with the help of semi-structured interviews and guide questions which were applied between classes during the first week of intervention practicum, as well as some excerpts from the anecdotal register of the teacher in training.

The place where the research was done was the Official Secondary School "Benjamin Hernandez", which is located in Nezahualcoyotl, Estado de Mexico, Av. Dr. Gustavo Baz and Faisan street, C.P. 57000. The school was builded in August, 1979. At first it was named "Escuela Secundaria Juan Amos Comenio". In honor to Benjamin Hernandez, the person who fight for getting that piece of land for the school to be builded, a popular leader committed with the development of the municipality and always serve to those that were needed and the population in risk, and that had past away some months before the opening of the school, it was decided to ask to the government to change the name of the institution.

It is a scholar zone, there are another two secondaries, one kindergarten and a primary school next to the "Benjamin Hernandez" one. The zone is also part of some routes of public transportation and Gustavo Baz is considered a main avenue because of the shops and other commerce all along the street. Near to the secondary there is a grouping of Fuerza de Apoyo y Reacción (FAR) from the State Police, a Market, a Church and some other big establishments like photo studios, billiards and restaurants. Based on what could be observed on the Consejo Tecnico Escolar meetings, the school is a very strict institution. The principal had taken protocols in the school in order to be very cautelous at the time to deal with the students and their parents.

At the beginning of the year, the school worked in a virtual mode. The schedule started from 7:00am, they had a break for 20 minutes at 10:20 and classes started

again at 10:40 as if they were in normal school. Every class was taken by video call, the message or notifications were sent by email to students, as well as the links and invitations to get connected to the classes. Considering these conditions, it was thought that the lack of interaction was due to the pressure and the big effort from the students to adapt themselves to this way of working.

2.1.1 The socioeconomic conditions

When this diagnostic period was done, the classes kept being virtual. For that reason it was not possible to apply an instrument as a semi-structured interview or even rapport with any of the students. However, Aprendizajes Clave para la Educación Integral says that “las condiciones socioeconómicas, el capital cultural de las familias, la conectividad y el equipamiento en casa y en las localidades, el manejo del inglés, entre otros, son factores de desigualdad y exclusión (SEP, 2017, p.29). The CEPAL (2020) registers indicate that the Mexican GDP variation rate had gone from 1.05 in 2018 to -9.13 in 2020 and decreasing; so it was important to take in count the crisis that the quarantine came with, in order to not to award an issue that can be from the economy of the students.

To look for the intervention in the group to be successful and avoid the exclusion and inequality that is mentioned; it was decided to modify the interview in order to create points of observation and implicit questions for students that could be answered during a common class related to what it wanted to be known (Annexes 1 and 2). The first thing observed in the first grade students was the fact that “every student on the list had the possibility to get connected to the online English classes at least 2 times per week” (Reg. 1B; 8, 09, 2021); which means that every student of first grade has the economic solvency enough to possess at least one digital device and also to get access to internet service or data service.

Another important thing to point out is that most of the students during classes specified that the device they use belonged to them. “Those students, at the time to turn on their camera or microphone when the Head Teacher asked to do it, share a clear image and audio” (Reg. 1D; 9, 09, 2022). which is considered as a reflection of owning a good quality device and also a good internet signal; the opposite to those three to five students per group that use the device of their parents, use the free internet service near to their home or get connected by using data service.

When the Head Teacher asked all of the students to turn on their camera the teacher in training had the opportunity to observe other aspects related to their socioeconomic condition. It could be deduced by what was observed on the student's cameras (and it was also confirmed by students with a question that was implicitly asked during a class) the presence of at least one familiar (parent or tutor) with them during classes. "Most of the students said that both of their parents work and there is another relative taking care of them (usually grandparents or older brothers). The other part said that only one of their parents goes to work and the other takes care of them" (Reg. 1B; 8, 09, 2022)

Considering that information, it was identified that the lack of digital resources or materials to work in the virtual mode were not the cause of the interaction problem in the group. There was no difference in the participation or attitude toward the class between students with access to a stable internet connection and a good electronic device, or the ones that were in class using their data service in their parent's device. On the other hand, as the majority of the group was being constantly monitored by the tutors, the problem seemed to be more related to the students' confidence; which took the diagnosis to the next stage.

2.1.2 The socioemotional aspects

Social Emotional education is something that Aprendizajes clave para la Educación Integral (2017) mentions as a priority, and it is considered as one of the eleven main habits to be acquired during the basic education as well as digital abilities, artistic expression, etc. In the CDMX it was made a poll in which is described that "El 33 por ciento de los capitalinos dice haber sufrido alguna crisis psicológica, crisis nerviosa o depresión en estos días debido a la pandemia" (El financiero, 2021). It has been more than two years since students were sent home in order to keep sanitary standards because of the COVID-19. During those months, the students went through a lot of different and difficult processes in their families and their schools; like illness, loss, awareness of the lack of resources, scholar lag and more situations that affected their learning.

At the time of observation particularly to the group 1st D and how students participate in class some aspects that provided information about their confidence and communication skills could be deduced and written down in the anecdotal register of the teacher in training.

> The frequency at the time to participate, their voice tone and answers they gave demonstrated that they are shy and introverted students. They participate only if the Head Teacher asks them directly to do it (as well as turning the camera on). They also prefer to make their contributions by writing their answers in the chat box, but if the Head Teacher asks them to do it by turning on their microphone they talk quietly and doubting of themselves, even if it is about answering simple questions like their names, ages or their favorite color. (Reg. 1D 9, 09, 2021)

The group "1st D" kept being distant between themselves and did not comment too much, not even in Spanish. In contrast with other groups, in which even though they were in a virtual mode, they discovered ways to communicate with their partners. Just as García & Rodriguez (2014) mention, that adolescents need to feel they are socially accepted and included (p. 569), so they try to attend to this characteristic of the stage they are in. For example, in 1st "B", students commented that they created a Whats App group in which there are only students and they share links of classes, information about homework, projects and memes. But 1st D shows a lack of interaction or motivation to do it, not even for fun. This represents a problem for achieving the social practices of the language in the English class because Interaction with their partners is something important to reach this goal.

2.1.3 Learning aspects

USICAMM mentions that "un aspecto fundamental en la práctica profesional docente es el conocimiento de las niñas, los niños o adolescentes con quienes trabaja. Además de tener como referente las pautas del desarrollo físico, cognitivo, lingüístico, social y emocional" (SEP, 2020, p.19). For that reason it is important to have an integral and complete information about the groups that allows the teacher in training to have a real context of the actual situation of the group and have enough data to design work strategies for them. The instruments were built considering the three types of contents that Luchetti and Berlanda (1998) propose: Conceptual contents, Procedural contents and Attitudinal contents; finally there is also an extra point named "Learning strategies".

2.1.3.1 Conceptual contents

The instrument designed for collecting this information was a test. The students were evaluated on their knowledge about the English language skills (such as

reading, listening, writing and speaking) and using as a basis the contents provided by the program “Aprende en Casa” for the English classes in primary school (Annexe 3). But as some of the information that the instrument provided did not seem to be too reliable because of the access students have to digital tools as Translators or Dictionaries, it was decided to apply a serie of questions between classes (Annexe 4), considering what Luchetti & Berlanda (1998) said that the teacher can also determine this information by asking some questions, trying to obtain from the students the information they linked to that topic, so the answers of the students were used in order to identify and complement the students real knowledge about English vocabulary and grammar.

Most of the students did not understand basic vocabulary from the teacher and the Head Teacher at the time she gave instructions. They recognized a greeting, but did not know how to answer. They know words related to school such as “book, notebook, pencil, teacher, student”, and also words such as “Thank you, please, yes, no, me, present”. None of the students from 16 were able to say the complete alphabet, thus none of them knew how to spell their name or other words. In the case of numbers, most of the students can count from one to five; three students can count from one to ten and none of them can count until twenty.

Students do not know what the parts of the speech are, or identify them (even in Spanish). It was asked to students if they were able to present themselves only with their name, age and favorite color and only six of the 16 students could do it, there were five students that were able to say only their name. They did not recognize the verb to be nor what it means or when to use it. They only know that “I am” means “yo soy”, but no more.

With this information it can be said that students of 1st “D”, have less than basic knowledge about English language, using as a standard the one of Aprendizajes Clave. They know basic vocabulary but they do not know how to use it beyond translating the words.

2.1.3.2 Procedural contents

There were two activities applied (Annexe 5). By following what Luchetti & Berlanda said in their recommendations about evaluate the procedural content with “actividades que permitan un conocimiento global y aproximado del nivel del pensamiento en que se encuentra el alumnado” (Luchetti & Berlanda, 1998,

p.55). So, the first was to dictate 7 letters and ask students to form with them as many words as they can. The second one was a mathematical problem in which there were some figures instead of numbers, so students had to discover the value of each one. Before that there was a question “How did you know the result?” according to their answers it was determined the procedural stage they belong to.

It was found that 9 students from 16 were able to solve the exercise and also give explanations about how they got the result. 9 students from 16 solved the exercises but were not able to describe the process that guided their decision. Finally there were 2 students that did not even answer nor solve the exercises. This means that half of the students in the group are able to reason and reflect on the decisions they take to get to a result and there is another half that do not belong yet to the Formal Operations Stage, but one stage before which is Concrete operations. It is needed for these students to amplify their point of view and work with their cognitive skills, in order that they can develop those weak areas that do not allow them to advance to the next stage.

2.1.3.3 Attitudinal contents

For this section, a survey was applied (Annexe 6). It was important to identify two main elements in this content: “Deseo de aprender y confianza en las propias posibilidades” (Luchetti & Berlanda, 1998, p.24) this instrument contained questions about what is the motivation and the utility that students attribute to English Learning. It was also asked to students during classes to tell what can be the utility they see by learning English at this age and what can be in the future.

The results reflect that the students of this group are highly interested in learning English, except one student that thinks English is not so important. Almost the whole group thinks that learning English will help them to have more opportunities when they start working. They also demonstrate interest in learning English because they like videogames and it would help them to interact with players of other countries, as well as listening to music in English they like and understand easily what the lyrics say. The students of this group also think English is a little bit difficult, especially talking about pronunciation, but they are sure they will be able to learn it if they have a teacher who really knows about the subject and if they practice enough. Considering this information, it can be said that in this

group, students have the two necessary aspects to confirm they are willing to learn.

2.3.4 Learning strategies

The purpose of this section is to identify the learning characteristics of the students and also their preferences at the moment to study or receive information, in order to create activities adapted to their learning styles. To determine this information, two tests were applied: the Multiple Intelligences test and the VAK test (Annexes 7 and 8).

The first tool (MIT) allows to teach to students “según su inteligencia, respetando su forma de aprender y dándole la posibilidad de demostrar lo que va comprendiendo” (Gardner, 1995, cited in Macías, 2002, p.11). The results of this group say that the main intelligence is Corporal Intelligence, which indicates the ability to control their body in performing movements depending on the physical space and to handle objects with dexterity. The second one is Linguistic Intelligence, which refers to the proper construction of sentences, the use of words according to their meanings and sounds, as well as the use of language according to its various uses. The third one is Musical; which refers to the proper use of rhythm, melody and pitch in music construction and appreciation.

On the other hand, the VARK test “define tres elementos como constituyentes claves de la conducta humana: Visual; entiende el mundo tal como lo ve, recuerda lo que ve. Auditivo; excelente conversador, recuerda lo que oye. Kinestésico; procesa asociando al cuerpo, recuerda lo que hace” (Puello, Fernández, & Cabarcas, 2014, p.17). From the 16 students that answered the test; 2 showed they were visual, 9 showed they are Auditive and the other 5 showed they are kinaesthetic. Which means this is a group that is supposed to speak and have conversations in order to learn, but it does not happen even when they are constantly receiving Input from the head Teacher.

All the information above was collected when the school was working online with 16 students. Then, the school went for a hybrid modality, in which some days the classes were totally virtual and the rest of the week some students attend the school. When this happened the teachers needed to create strategies to work, because they had to teach students in the classroom, but at the same time they

had to teach the ones that were connected in the video call; all this using the school internet.

At that point it could be better observed the contrast during the English class in the different classrooms, being the group "1st D" the one with the lowest response to activities, questions or instructions in any of the modalities. As the time went by more students were getting enrolled, the groups were divided into two and every one was coming to school every third day; which brought many difficulties for the teacher in training to establish a rhythm in the classes as the new students needed the basic information that the Head Teacher had to provide them. By March, the classes were only face to face with a total of 25 students in the group 1st D.

Even though there were more people in the class, this did not help them to create links or have conversations. It seemed that the environment was more uncomfortable for the students as there was a feeling for the new ones to be an "intruder" and that the rest of the group was under constant pressure and uncertainty. The problem kept there, and it was something beyond the English classes; it did not depend on being online or being face to face nor the amount of people. Students seemed to be bewildered of the real world and having to give a response to those around them.

3. Delimitation of the problematic

Considering everything described above, it is planned to work with 1st "D"; in which it was detected that they do not interact with their partners during the English class because they do not count with the previous knowledge expected for the cycle they are in. Also, considering the information of the Language skills test that was also applied to them, Listening was the lowest skill (Annexe 9). This is interesting, considering that for the majority of the group it is easier to receive the information by auditive way (based on the VAK test) and that their Multiple Intelligences test reflect that they feel comfortable by expressing what they know by Linguistic Intelligence. So, it can be deduced that the root of the difficulties for them to study English is because they do not understand what the teacher is saying when she speaks in English, as they do not have the vocabulary enough to get the instructions or explanations. This group also lacks interaction, even in Spanish. So, most students seem to be shy and avoid talking or participating.

Viewing this problem from a psycholinguistic perspective it is known that “children are unable to utter words or sentences for the purpose of communication without first gaining an understanding of speech” (Steinberg & Sciarini, 2006, p.23). If students do not get the messages that are given during the class, they will not be able to process it or give a response. For that reason, it is considered to work with Comprehensible Input, adapting the contents to their real English level, in order to create an accurate learning environment to make them speak and communicate between themselves and promote communication and social interaction in the classroom.

The Lockdown during the sanitary emergence by COVID-19 had affected students' lives in different aspects, one of them is the interaction. The Secretary of Public Education Delfina Gomez mentioned during an interview that during this long quarantine, the most usual source for students to keep in touch with friends and family was the Internet; creating a deficiency in population at communicating that affects the use of dialogue and vocabulary (La Jornada, 2021, 5m12s). This problem can be clearly detected on 1st “D” students; although the students of the other groups get more easily used to talking and interacting with their partners, as they were actively participating in the video calls. For this particular group communication represents a bigger challenge, as they do not know each other, not even by the image of the virtual classes.

At the time of elaborating this intervention plan it was expected that students develop speaking, focusing on turn-taking activities that allow them to share with their partners dialogues that are suitable to their English level. On the other hand, it is also planned that with these activities and its continuous implementation in the group, the students develop confidence and communication skills that allow them to interact with others. This will benefit not only their performances during the English classes, but their social development in other classes and with their partners.

3.1 Research Questions

- How does the use of Comprehensible Input influence the 1st grade students' English understanding and production?
- How do Turn-taking activities foster spoken interaction in 1st grade students?

- How does this research process improve my teaching practice?

3.2 Objectives

- To describe the influence that the use of Comprehensible Input creates in 1st grade students' English understanding and production
- To identify how the implementation of Turn-taking activities fosters spoken communication in 1st grade students
- To reflect on the impact of the intervention on the students and how it improves my teaching practice.

3.3 Purposes

- Students can understand the input provided in the English classes.
- Students develop confidence to communicate with others.
- Students participate in oral exchanges and simple conversations.

4. Theoretical foundation of teaching strategies

As it was mentioned before, it was planned to use comprehensible input; first for understanding the language, then for communicating. The strategies were focused on the Speaking sub-skill Turn-taking, as this "involves knowing how and when to interject, eliciting an interjection or preventing one. Students can practice listening for appropriate gaps in order to take their turn" (Lackman, 2010, p.3). Comprehensible input will be the main tool for the didactic material, in order this helps students for scaffolding in the language they need to communicate. It was expected that by improving this sub skill the interaction and confidence in students increases.

4.1 Humanistic Pedagogy

During this project, the teaching philosophy established in Aprendizajes Clave para la Educación Integral (2017) will be followed, which has a Humanistic approach and its purpose is:

> Contribuir a desarrollar las facultades y el potencial de todas las personas, en lo cognitivo, físico, social y afectivo, en condiciones de igualdad; para que estas, a su vez, se realicen plenamente y participen activa, creativa y responsablemente

> en las tareas que nos conciernen como sociedad, en los planos local y global. (SEP, 2017, p.25)

Taking this into account, it can be seen that the purposes of the research accomplished with was asked for the programs to be developed in students. The purpose of giving a Humanistic approach to the teaching strategies is to emphasize that what is going to be learnt during classes is going to be helpful and useful out of the classroom. That is the reason it was planned to improve the social interaction between students.

Humanistic pedagogy goes the opposite to what was known as Traditional learning, in which the Teacher was the Knowing figure in charge to transmit the knowledge to the groups. In that model, students did not have too much participation, as they were considered blank papers waiting to be filled. In contrast, this pedagogy "ayuda a desarrollar la individualidad; apoya a que los estudiantes se reconozcan como personas únicas; y contribuye a que desarrollen sus potencialidades" (p.37). A common scenery in humanistic pedagogy, is where students can share and talk about their ideas, learn from their own and others' experiences, in order that what they learn during the session helps them also to develop useful values and competencies for their lives.

This pedagogical philosophy involves the whole being to be engaged to the class. It means that the teacher has to look for the strategies that make students feel motivated and interested in the session, not only for getting good grades, but because of the fact of learning something new. It "encourages students to talk about their attitudes, to think about themselves and others, and thus influence the development of positive interaction at classes" (Arif, 2017, p.196). Once students perceive the learning environment is a safe place to express themselves, it is easier to identify what they like to do in order to use that information for designing the classes and fostering communication.

Considering the Maslow's purpose about the Hierarchy of Needs and how they influence individual motivation, it is known that "una persona está motivada cuando siente deseo, anhelo, voluntad, ansia o carencia. La motivación estaría compuesta por diferentes niveles, cuya base jerárquica de necesidad varía en cuanto al grado de potencia del deseo, anhelo, etc. (Hevia,Vilar & Martínez, 2006, p. 5). This research used the needs that are involved in the school

environment in order that students seem could go higher in that hierarchy by their own interest.

Maslow stands that there are five categories of human need that guide the behavior, they go from the very basic need to be alive to the ones that are focused on the feeling to be satisfied as a person and with what you have done. In the first stage there are the physiological needs, which are the things a human needs to survive like food, water, etc. Then, the safety needs, related to feel protected and look for stability. The love and belonging needs, that corresponds to human interaction, to be (and feel) accepted by others. The higher needs start with the esteem needs, which are about the beliefs about yourself, that you are valuable, confident and deserve dignity. Finally, the self- actualization needs are about developing yourself, your skills and talents.

As it is a hierarchy, it is something a person has to grow in, people have to "acometer cualquiera de los distintos niveles impediría el avance hacia el nivel siguiente, así como que ninguna posición es permanente y el movimiento ascendente o descendente es continuo debido a las presiones o cambios del entorno" (Turienzo, 2016, p.11). It is looked to use this hierarchy to make students be aware of their own development at the time of study and learn English starting from their very basic interests. First, to obtain an approbatory grade; then, to feel in a good and a comfortable learning environment; after that, to communicate with others and learn to respect others; to be aware they do use English and that makes them feel confident about what they learn and how they use it. Finally, to use the skills they developed in class in their daily life to complete their tasks and daily activities.

4.2 Sociocultural approach

Vygotsky says that what we learn and the way we learn how to do some things is by knowing culture first, where culture is understood as "el conjunto de conocimientos, herramientas, valores, normas, etc. que hace posible la existencia de sistemas simbólicos compartidos y formas tradicionales de vivir y trabajar juntos" (Trilla, 2007, p.224). Language is the basis of Vygotsky's ideas on social interaction; for him, people learn when they interact with others, by acquiring habits, values, attitudes, etc.; all this is possible through language.

Things around the human being help him to develop themselves and we get awareness of those elements in real life by interacting with people.

For Vygotsky, “the development of speech occurs in three stages: external, egocentric, and inner speech” (Kurt, 2020, p.1), in which he explains that children's development is reflected through his language. The first stage is related to how the child has the need to communicate with people to do something and he does it by making sounds (crying, yelling, etc.), with the purpose of letting the family know he needs something. The egocentric stage is when children start to think out loud or talk to themselves in order to organize their ideas better or help them to control their behavior. This stage is the principal support for the creation of more elaborated speech that they will be able to produce in the future. Finally, in the Inner speech stage, children are able to think internally, soundless and by these thoughts direct and control their own behavior.

The reason for considering two pedagogical currents for this research that seem to be different at the beginning is because students do not grow as isolated elements in their environment. If it is true that it is necessary to focus on the particular needs, emotions and all the elements that are part of the Integral Formation of students; at school they coexist with different children that belong to different familiar environments and cultures. By sharing experiences and interacting with their partner, students increase their learning possibilities. The teaching of the English language is only a pretext to know other cultures.

It is important to point out that even when 1st “D” students have already reached the last stage in their 1L, they are not able to communicate correctly and it is not easy to express themselves with others. Referring to this point, another Vygotsky’s concept is brought out: Zone of Proximal Development. In this, it is explained that when a student struggles to complete a chore or solve a problem, one person, institution, device, program or App can guide him to do it by himself. It has been noticed that ”las tareas que los niños no pueden realizar de manera individual, pero que pueden hacer con la ayuda de otros, invocan funciones mentales que se encuentran en proceso de desarrollo en lugar de aquellas que ya han madurado” (Mota de Cabrera & Villalobos, 2007). The use of a correct instruction can train the student 's cognitive development and strengthen his mental processes. In the same way, the teacher is not the only “expert” in the

classroom; with the help of activities by pairs and by teams, students can learn from their partners and increase communication to solve problems.

In this research the English Teacher in training is seen as the provider and guide. “The role of the teacher is to facilitate learning by directing the dialogue and confirming contributions in an effort to further motivate the students'' (Kurt, 2020, p. 5) Her job is to mediate the reality to learn English through interacting and practicing with their partners, by knowing themselves and recognizing the culture that is surround them and different for each of them. It is not enough to repeat, play games and memorize some verbs and translation of words. It does not mean that all those activities are bad, or completely useless; it means that they will not work if students do not understand why they are doing them. A significant meaning has to exist for students with the language, that they feel the actual need to communicate something to the people around them and that they learn by doing it.

4.3 Language is never used all by itself

To interact with others does not only depends on oral or verbal expression. Especially when we talk there are some factors that provide meaning to what we are saying more than words. This is one of the things that are discussed in the book “Discourse Analysis”, the author says that “Language is always combined with other things such as our tone of voice, facial expressions and gestures when we speak” (Jones, 2018, p.2). In the activities planned for this research it was proposed that students increased their interaction by speaking, but knowing that meaning in a conversation can also be transmitted in other ways.

It was planned to introduce students to English conversations in order that what they learn they could also use it in their daily life and common interaction with their partners. Understanding that the main problem in the group is lack of interaction, for the teacher in training it is important to make the readers of this research comprehend that it was seen as a priority that students get confidence to share experiences and opinions with their partners. Teaching English Language is an excuse to provide tools to the group to develop what quarantine took away from them: the opportunity to coexist, share, make friends and express themselves. By practicing in classes mimes, intonation, pronunciation, repetition

of words by imitating other people, as well as turn taking by itself, students can reinforce the communicative skills that were not practiced during lockdown.

In the book “Discourse Analysis” Jones (2018), explains in the chapter “A5 Spoken Discourse” that writing is usually the most common way to evaluate students, because it is “easier” to receive feedback. On the other hand, it had not been considered that speaking is as practical as writing; the author mentions that feedback for speaking is usually given immediately, as the commentaries or suggestions for a presentation or a dialogue are given for the teacher as soon as the students finish it. In the same way, in conversations, a written response can be obtained in an indefinite period of time, but a spoken one is obtained the moment we talk. Students can determine their advance and their weaknesses by listening to their partners and at the moment they speak, the feedback is given by the teacher modulation of the speech.

Another factor that is mentioned by the author is that spoken language is always done in a specific place, in which the participants can refer to the things that are surrounding them, the physical environment. Words like “Here, there, this those” that would need to be described in written languages are not spoken, as they are understood by the context by looking or pointing at them. This is related to the next concept, which is described below.

4.4 Comprehensible Input

The theory used to support this research is the Input hypothesis by Krashen. Mainly, “Natural Approach puts greater emphasis on making foreign language learning experiences similar to first language learning in children” (Toprak, 2019, p.129). In his Book “The Natural Approach. Language Acquisition in the Classroom”, he explains the difference between Learning (that is a conscious process we do in order to learn something) and Acquisition (a process in which we learn without being conscious of it, as we did our first language) as well as he promotes a positive classroom environment. This is presented in his five theories related to the acquisition of a language.

The first one is the acquisition/learning hypothesis, in which he explains the differences between learning and acquisition. The Natural Order hypothesis, refers that grammatical structures can be acquired in a specific order, so depending on which are learnt first it will help later to create sentences with more

difficult structures. The Monitor hypothesis says that when someone is learning (not acquiring) a language, this person is constantly checking if what is producing is being well-spelled or following the grammatical structure. The input hypothesis mentions that we acquire by understanding language a bit beyond our current level. This is done with the help of context (Krashen, 2006, p.37) so, as we understand messages, we can make vocabulary and grammar. The affective filter hypothesis stands that aspects like stress, anxiety and lack of confidence can create a barrier that limits students, Krashen says that the more confident and relaxed students are, the better they learn.

For the strategies of the project it was planned to focus on the Comprehensible Input (CI) as the main element for the strategy used to solve the problem. This involves a big commitment by the teacher, because it depends on her or him how it is decided to talk or represent the language to the class. “Students will be successful if the instructor maintains their attention on the key lexical items, uses appropriate gestures, and uses context to help them understand” (Lee & Valdman, 2000, p.29) When students can understand what the teacher is saying as they are immersed in the language, they feel more confident in what they are learning.

The purpose of introducing CI as an element that could improve the problem with 1st D students is because it stimulates receptive skills (Listening and Reading). Krashen says that “The best way, and perhaps the only way, to teach speaking, is simply to provide comprehensible input” (Krashen, 1982, p. 22), In this case, as it is expected to foster speaking with the group, the CI presented is going to be mainly by the teacher in training speech, music, photos, flashcards, by acting, playing music, etc. So the strategies it will also fit with the students' preferences at learning by auditive demonstrated in the VAK and Multiple Intelligences test.

Finally, it is considered by the teacher in training that CI would help students to scaffold in the use of the English language. “Scaffolding helps students to reach beyond where they could go on their own." (Fields, 2019, p.11); this process will happen by providing to the class what they can understand and helping them to reach the plus, until they get to communicate themselves. The work of the teacher in training was to adapt the language and contents to their real understanding, pushing students little by little as they achieve the purposes established for every

lesson and that they find a way to use what they learn to interact with their partners.

4.5 Audio-lingual method

As the main objective is to make students communicate and considering they do not have enough vocabulary, it was determined that the Audio-lingual method was the ideal path to guide students in and strengthen both parts. “This method is centered on developing the speaking skill. The teacher is the one who directs the class through modeling new structures” (Ochoa, 2011, p.12) With the help of this methodology it is expected that 1st “D” students acquire habits at the time of having a conversation as well as Identify grammatical patterns and learn the basic vocabulary of every Unit.

Ochoa (2011) mentions that what provokes this ability in students to communicate in the target language is the memorization (p.1) By the activity of constantly repeating and listening, students get used to sounds and are able to reproduce them later at the time of participating. It is expected that this methodology increases students' spoken participation by modeling the language and giving it a common usage for them.

Another important characteristic is that the classroom atmosphere is very important and creates a big influence on students. If they feel they are not secure and do not have confidence, the drill activities could turn frustrating and have a negative response on students instead of making an improvement. For that reason it is important to create a relaxed classroom, using in the lessons elements and examples related to their daily life.

Maedeh & Ehteramsadat (2016) say that the dialogues used to practice in the Audio-lingual method illustrate socio-cultural situations of a target language (p.2). For example, share opinions or feelings about topics they feel free and safe to talk about (Cartoons, music, video games, sports, series, etc.) As they feel an actual need to communicate their thoughts, then it is easier for them to memorize the phrases, sentences or vocabulary and give them a real use. For those reasons, it was planned to focus the lesson plans and the activities in this methodology to observe the effect in the students' learning and evaluate if there is an improvement.

4.6 Eclectic approach

The eclectic approach for teaching English allows the teacher not to get stuck or to be limited because of following a strict methodology. It integrates all the language-teaching methods depending on the classroom circumstances and the abilities of the learners (Srinivas, 2018, p.9). In this case, by trying to address the problem, it is planned to use this approach in order to compile the strategies and principles of different methods and complement the main method to be used. As it was planned to work with Speaking, the classes can not only be limited by the principles of communicative approach or Audio-lingual method.

This approach amplifies the possibilities for the teacher at the time to design his or her strategies. “Depending on the aims and objectives of the lesson and the learners in the group, the teacher decides what methodology or approach to use” (Iscan, 2017, cited on Lorenza, 2018, p.25). It means that if you as a teacher take some characteristics from Direct method, some from Task-based and some from Grammar-Translation method for one of your lessons, it does not mean that you are bound to use only those same elements for the rest of the course. It will always depend on your students’ expected achievements and their learning characteristics.

Eclecticism also helps in analyzing your students' condition and designing accurate classes for them. Jack C. Richards (n.d.) says that the eclectic approach is built on selecting the procedures from different methods and approaches in order to try to solve a problematic situation. For this research project, the main purpose of all the activities that would be designed is to make students understand, speak and communicate.

In order to attend to the necessity of the group, it is going to be applied to an approach which allows the flexibility for creating and using material during the classes. As it was already mentioned, the eclectic approach gathers the elements that the teacher considers useful for his class for attending a situation in particular; in this case, it is expected to use comprehensible input for understanding the language and then for reproducing it and using it for communicating. Using as a guide what Larsen-Freeman (2000) says about the characteristics of the English teaching methods in her book "Techniques and Principles in Language Teaching", there are a lot of elements in different methods and other approaches that can be used for this purpose.

Starting with the main method to be used, activities like dialogue memorization and repetition drills are going to be important for the purpose of the project as they reflect what it is wanted to be done with the students, to communicate by using the language they can understand. The ones that are considered to be of big importance are the following:

a) Dialogues memorization
b) Repetition drill
c) Chain drill
d) Complete the dialogues
e) Question and Answer drill

Desuggestopedia is characterized for a classroom in which there are used posters, flashcards, and music. Elements like those can be used for introducing the language and present comprehensible input. *Grammar translation* is a method that can be considered obsolete, but certainly, some practices like the use of dictionaries can develop autonomy in the students and also help them to activate their cognitive processes like memory.

There is also the TPR method, in which the language is learned through acting, gesturing and movement. This kind of method helps students that are used to learning in a kinaesthetic way, as they are doing while they listen and related words with movements. This can be useful for teaching new and specific vocabulary such as verbs.

Finally, the use of videos for teaching English. The use of this material was planned only for the classes that were online; but later it was noticed that the school counts with electricity and internet service, as well as appropriate and functional devices in the “Electricity classroom”, so it was planned to look for the opportunity to use it for playing videos. It has been demonstrated that “students had an immense impact on their achievements through using animations to learn some aspects of English grammar” (Bani & Al-Awabdeh, 2017, page 1421) So, the use clips of movies they like can be a useful and interactive way to encourage student to make descriptions of what happens in the clip or the characters, and maybe allow them to go beyond that: commenting with their partners, sharing likes or dislikes, ask them to say forecasts in teams, depending of the

grammatical topic that is wanted to be taught and the level of interaction wanted for the class.

5. Development, Reflection and Evaluation of the Proposal

In this section is described how the strategies designed worked in the group. Based in what Orientaciones Académicas para la Elaboración del Trabajo de Titulación asks, this sections contains a description of a serie of strategies in which is “analizada la ejecución del plan de acción considerando la pertinencia y consistencia de las propuestas” (DGESuM, 2018, p.11). It can be seen as the next stages of the Action Research Kemmis’ model: Acting and Observing

In the Acting stage it is needed to ‘‘registrar información que más tarde aportará evidencias en las que se apoya la reflexión. Debemos considerar la observación como una realidad abierta, que registra el proceso de la acción, las condiciones en la que tiene lugar, y sus efectos, tanto previstos como imprevistos” (Latorre, 2005, p.47). For that reason, all of the information of the strategies and activities described below were taken from the Anecdotal Register of the teacher in training. Most of the strategies consists of at least three classes, in order to covering a Unit of the English Book and some are activities that took one class but that were effective with the group.

For the Observing process it was used as a guide to the Reflective Cycle of Smyth. This points the importance of observe and reflect the practice by saying that: “el proceso reflexivo surge desde la necesidad de generar cambios positivos en las escuelas, pero desde sus bases, es decir, desde la percepción de un problema profesional realizado por el profesor” (Piñeiro & Flores, 2018, p.239). This allows the teacher to focus more at the time of solving a problem in the classroom, valuing his knowledge and experience as a teacher to do it.

The Smyth Reflective Cycle consists of four stages. The first one is Description. This implies to: “describir prácticas y utilizar dichas descripciones como base para posteriores debates y desarrollos" (Smith, 1991, p. 282, cited in Piñeiro & Flores, 2018, p.243). It is important to have a register of what happened during the clases for the teacher to be able to read and analyze, as well as evidence of what was planned to do or what is wanted to be done during the clases.

The second stage, Explanation. Which is purposed from models and conceptions about the students, which are planned to be tested, modified or rebuilded. Then, Confrontation. This is about questioning what is done in the classroom but focusing and contextualizing the reasons. Finally, Reformulation: Is when the teacher observes the results of the analysis of his practice. It demonstrates the opportunity to identify the negative elements that affect the students and do not allow them to reach the expected learnings, in order to recreate the practice to improve the teaching process.

The following information about the strategies contains a description of what was planned to do; then what actually happened during the implementation and the analysis of those reactions from the students toward the strategies. The part of describing the improvements and recommendations are going to be described at the end of the document in the Conclusions section.

5.1 Describe your crush

Grade: 1st / Cycle: 4

Class modality: Virtual

Time: 30 minutes per class

Unit: Introduction period – related to Human body.

Social practice of the language: Read and write information.

Environment: Formative and Academic.

Expected learnings:

- To know and use vocabulary.
- To present and interact.
- To compose sentences in order to write notes.

Communicative activity: To write notes to describe a person.

Materials: Computer. Camera. Internet service. Slides. Song “Head, Shoulders, Knees and Toes”. Jamboard. “My crush” example poster. Movie Clip from Scott Pilgrim vs. the World.

Product: “My crush” Poster with description of a person

Description:

This activity was planned to be done in six classes (two weeks). For the first class the teacher starts by asking students if they like dancing, doing exercise or any sport. Then T. presents and explains the meaning of two words: Long and Short; she presents some slides with the parts of the body using different illustrations of anime and cartoons, Ss. have to guess if they can be described with the words “Long or Short” or not and also they take notes and repeat the words. Finally, Ss. listen to a song and dance “head, shoulders, knees and toes”.

In the second class, Ss. and T. give feedback about the parts of the body by playing “Touch your head, touch your ...” After that, the teacher presents a Clip from the movie Scott Pilgrim vs. The World; Ss. have to answer some questions like: *What is he using in the battle? –He uses his arms. Then, Ss. share their answers. Finally, T. are asks to different students questions like *What size are your arms? –I have Long arms.

In the third class, sst. Comment about the favorite part of the video played last class. After that, T. shows different slides of people doing things like swimming, cooking, running, etc. For every picture T. will give some minutes for Ss. to write what parts of the body are used when they do those activities. Then, Ss. will share their answers by saying When I _____, I use my_____. Then, T. describes the shape of a person and students have to draw it.

For the fourth class, T. and Ss. will play “touch your head, touch your…” After that, Teacher presents vocabulary about the parts of the face in Jamboard, with notes of characteristics of monsters, characters, and famous people; in order that ss. identify the meaning of the picture and order correctly the adjective and the noun. Finally, Ss. describe themselves or other partners.

In the fifth class, T. explain what a Crush or a Platonic Lover is, and ask them to think about if they have one in real life or from a movie or a series. Then, T. describes the shape of a person and students have to draw it, in order that they practice listening. Then she will present a description of her Crush, Christian Slater and ask ss. to help her describe other characters in other slides with questions like: *How is his face? – He has a round face and black eyes. After that, she will explain ss. homework: Describe their real or fictional crush in a poster that can be digital or physical; T. shows more examples of how the work can be done and solve doubts about it.

Finally, the full time of the sixth class is meant to be used for the Ss. presentations, their digital posters or turning on their cameras to show their work. They have to follow an introductory dialogue: “Hello, Good morning. My name is_____ and this is _____” Then, they can start describing their Crush.

Practice:

Ss. repeated after T. every word, then it is asked to one boy if he knew the meaning:

T: Enuart, What is this? (*Head*)

S1: ¿Mande?

T: What is this? (Slower) ¿Qué es esto? Head in Spanish is…

S1: Ah, jaja ¿Cabeza? Si ¿no?

T: Yes! Repeat everyone. Head (T. touched her head)

Everyone in the videoclass repeats “Head”

T: Everyone, touch your head.

* The ones who turned their camera on touched their head*

A similar process happened with all the words of the vocabulary presented. Different ss. participated to infer the meaning of the word through the images in the slide (Annexe 10). T. chose the students that participated in order to avoid that only two or three children participate. If they were connected, but did not answer T. said she was going to take out of the class the ones who did not respond to their name; she did not, it was only to identify the ones that could

T: Axel, are you there?

S2: …

T: Mmmm, Bueno, le vamos a poner falta…

S2: Aquí estoy, teacher.

T: Genial! Repeat, Hand

S2: … Hand

T: Ok, perfect. What is it? (It was not necessary to translate again the question)

S2: … No, maestra, yo no.

T: Tranquilo, es facil. What is it? (Signed the picture with the mouse in the screen and T. raised her own hand in front of the camera)

S2: … ¿Mano?

T: Yeeees! Excellent! ¿Ve?, Lo hizo muy bien

S2: *Tenkiu*' (The voice tone of the student changed, it sounded very different from the one he had at the beginning)

Ss. were taking notes about the vocabulary and T. asked to make little and simple draws for every word instead of write the meaning in Spanish. Then, she played the song "Head, Shoulders, Knees and Toes", T. asked Ss. to turn on their cameras and they started singing and touching the parts of their body.

T: Ok, now touch your Head. (She touched her head and so did Ss.)

T: Good. Now, touch your shoulders (She touched her Shoulders and so did Ss.)

T: Touch your hands (She touched her hands and so did Ss.)

T: Touch your head (She touched her shoulders and so did some Ss. Others touched her head and other only laugh)

T: Do what I say, not what I do (Slowly). Hagan lo que digo, no lo que hago. Yes or No?

Ss: Yes teacher.

Ss. and teacher played for the last minutes and the class finished. Time was not enough to explain and make the questions with "Long" and "short"

(Reg. 1D; 29, 09, 2021)

Ss, watched three images with people, those characters have circled some parts of their body and Ss. told the correct word for each circle.

T: Emily, are you there?

S1: Yes, teacher.

T: What are these? (It was not necessary to translate the question) (Feet circled)

S1: Foot?

T: Mmmm But, they are two (Spoke slowly. Showed two fingers to the camera), not one (said "no" with her head and showed one finger to the camera)

S1: Dos… (there was a sound of movement of pages) Ah, Feet.

T: Cool! Repeat. Those are feet.

S1: Those are feet.

T. did not need to choose ss. to participate as they offered themselves to give the answers. All of the students gave the correct answer, T. just had to correct the pronunciation of some of them.

T: Ivan, What is this?

S2: *Ne'*

T: Can you repeat? ¿Lo puedes repetir? Please.

S2: *Ne*' (Louder)

T: Oh, ok… Yes, repeat Knee (/nē/)

S2: Knee (/nē/) … ¿Asi?

T: Yes, excellent, Ivan. Now, everyone repeat: Knee

Ss: Knee.

After all the images were completed, Ss. repeated all the words used. T. played the Movie Clip of a fight. Ss. had to complete the description of some images from the video by using the parts of the body that the characters used in the fight. T. showed the images one by one and Ss. completed the sentences individually (Anexe 11), then T. asked them to share their answers.

T: Rod, please share your answer.

S3: Hand.

T: Yes. Now, tell it completely. Completo. He shaked his hand.

S3: He shaked his hand.

T. Excellent, Thank you. Andrea, please, next.

S4: *Escot' used' is' ands'* (She gave the complete answer instead of only the word she wrote)

T: Yes! Very good, Andrea. Repeat: Scott used his hands.

S4: Scott used his hand.

T: Perfect, Andrea. Brandon, Next.

S5: *Fot'.* He used his *fot'* (The answer was supposed to be Leg)

T: Oooooh, Yes, Es correcto tambien, repeat: He used his foot.

S5: He used his foot.

T: Very nice, ¿Alguien tiene una respuesta diferente? A different answer?

S4: Me, Legs.

T: Yes! Ambas son correctas, porque es una patada. Repeat: He used his legs.

S4: He used his legs.

When they finished describing all the images, T. showed two images. One short person and One Tall person, she explained that the words are used to describe people.

T: For example: Me, Teacher Becky, I am tall. Yo soy alta. I am tal. What about you? Emmm … Gael, Are you Tall or Short?

S6: Short.

T: Please say. I am short (Slow)

S6. I am short.

T. Excellent. Jesus?

S7. I am short. (From this ss.)

The time was enough to ask this question to all the students connected to the class. Most of the ss. answered with the complete sentence, but the ones that only said “Short” or “Tall” were asked to repeat after T. the full sentence.

(Reg. 1D; 30, 09, 2021)

Ss. commented their favorite part of the video, one ss. said he already watched the movie and one girl said she did not like the video because it was a fight. Ss. listened twice to a poem “When I am dead, my dearest” by Christina Rossetti and T. asked them to identify the part of the body that is mentioned in the poem so they can tell it at the end of the class.

Then, Ss. watched slides with the question “What do we use for…” and every slide contains a different action. T. gave some minutes to Ss. to write the parts of the body they use to do those activities, then she asked them to share the answers (Annexe 12).

T: Zoe, what do we use for cooking?

S1: Hands.

T: Tienen que decirme la respuesta completa.

S1: We use hands.

T: Yes, excellent. A different answer? ... ¿Una respuesta diferente? A different answer?

S2: Me, Sam. Emmm, es que no se como se dice.

T: Solo dígalo, Don’t worry. No se preocupe.

S2: We *ust’* arms.

T: Repeat, used.

S2: We used arms.

T: Yeeees: excellent.

There were five students connected that did not answer, not even for the Chat Box. But the other six that attended that class participated all. T. identified a girl that constantly wanted to participate, so she asked the girl (Andrea) to help her to make questions for their partners.

S3: What do we use for making tortillas? Ammm… Brandon…

S4: We use hands.

T: Excellent work, guys. Muy bien chicos. Continue, please Andrea.

S3: Yes, teacher… What do we use for jumping? Ivan.

S5: We use legs.

The girl asked the last 3 questions, then T. replayed the poem, but none of the ss. could listen to the part of the body mentioned. So, T. read herself the poem, but Ss. could not identify it either. T. showed the transcription of the poem at the same time of the audio, So many ss. activated their microphones and say “Head”. As it was added the poem activity, the time was not enough to do the drawing activity

(Reg. 1D; 01, 10, 2021)

T. presented a Jamboard with the parts of the face and different types of description. As the vocabulary was presented and Ss. repeated the words. T. asked questions to Ss. (Annexe 13)

T: In my case, my eyes are brown. Asi que puedo decir I have brown eyes, yo tengo ojos cafes. I have Brown eyes. What color are your eyes, Enuart? (Emphasizes the words “color” and “eyes” and sign her own eyes)

S1: *broun’.*

T: Ok, repeat. I have brown eyes.

S1: I have brown eyes.

T: Very nice, Enuart. Zoe?

S2: I have black eyes.

T: Cool, very well. Brandon, what color are your eyes? (Emphasizes the words “color” and “eyes” and sign her own eyes)

S2: My eyes black

T: repeat: I have black eyes.

S2. I have black eyes.

T: Decimos “I have”, como ”Yo tengo”. Recuerden que el color o las palabras que describen van antes que la parte de nuestro cuerpo. Yes? Ok. Repeat… (Ss. Repeat after T. every color of eyes she has in the slide. “I have green/ black/ brown/ blue eyes”) Perfect, so … Ivan, what color are your eyes?

S3: I have brown eyes.

T: Andrea. Do you have a small nose or a big nose?

S4: I have a small nose.

T: Ok, excellent. Gael, do you have a small nose or a big nose?

S5: I have a small nose.

T: Emily, do you have a small nose or a big nose?

S6. Este, ¿Como se dice “no se”, teacher? Jaja

T: You can say “I don’t know”, repeat: I don’t know.

S6: I don’t know, teacher.

T: Bueno, pero aun así, prefiero que me digas “I think”, significa “Yo creo”, aunque no sepas con totalidad, puedes decirme lo que tú piensas. For example: I think, ¿Aja? Yo creo, I think I have a small nose. Yo creo que es pequeña, a lo mejor no es, jaja, pero es lo que yo creo. Yes? Tu turno.

S6, Ok, teacher. I think I have a small nose.

T: Yes! Excelente, Emily. Así que hoy no se vale decir “I don’t know”, me tiene que decir lo que piensan, “I think I have…” Ok, guys?

Ss. Yes, teacher

T. wrote the phrases in a note in Jamboard and asked Ss. to write them in their notebook. That girl was the only one who used that phrase, after that explanation any other students said again “I don’t know”, but either used “I think”.

T: Cuando hablo de mi es “I have”; I have brown eyes, I have a small nose, I have short brown hair… Ok? To talk about other person, para otra persona decimos “Ella tiene” “She has” o “Él tiene” “He has”.

Ss. wrote in their notebook the information and after repetition of some examples, Ss. used the images of the presentation to describe the characters, it could not be possible to ask them to describe themselves as there was only one girl with the camera on, so it was decided to do that activity by describing the characters in the slides.

T: Nath, Describe this girl. Describala.

S7: She has have blue eye, small nose, short blonde hair

T: Ok, yes. Solo sin el “have”, por eso ya dijiste “has”

Ss. gave their answers and most of them used the correct characteristics but said this kind of mistakes, confusing the pronouns and mixing “has” and “have”. It was complicated for them to understand why it has to be different and use the grammatical rule correctly.

(Reg. 1D; 06, 10, 2021)

T. started the class by telling she watched a movie one night before and she fell in love with the protagonist: JD, who was played by Christian Slater. Then, she explained what a platonic lover or a Crush is and she asked Ss. if something similar had happened to them, if they had liked someone from a movie, series, cartoon or even real life. Some ss. shared their answers with famous people and anime characters. T. told them to keep those characters in mind, as they were going to use him for the class.

After that, T. showed a slide with the text: “Listen with attention and ***draw***” T. repeated the word “draw” and showed a piece of paper and a pencil in front of the camera and scrawled on it, then she asked “¿Que vamos a hacer?”

S1: Escribir

S2: Prestar atención y escribir

S3: Prestar atención y escribir

T: Recuerden que “Write” (She wrote the word on the screen) means “Escribir”, asi que Draw, significa otra cosa. (She took the paper again and this time drew a big cat) Draw (Repeated)

S1 Ah, dibujar

S2: ¿Dibujar?

S3: Prestar atención y dibujar

T: Listen (put a hand in his ear) and draw (take the paper and the pencil)

S4: Ah, ya. Usted nos va a dictar, ¿no?

Then, T. described 4 people (One by one) and Ss. had to listen to the description and draw in their notebooks what they listened (Annexe 14).

Perenganito: he has a circle face, he has blue eyes, he has long eyelashes, he has a big nose, he has thin lips and he has long and black hair.

Chanita: She has a triangle face, she has green eyes, she has short eyelashes, she has a small nose, she has thick lips and she has short and red hair.

Fulanita: She has square face, she has brown eyes, she has short eyelashes, she has a big nose, she has thin lips and she has long and brown hair.

Manganito: he has an oval face, he has black eyes, he has long eyelashes, he has a small nose, he has thick lips and he has short and green hair.

T. stopped as she was dictating the characteristics, waiting students to finish their drawing and repeating when it was necessary. When Ss. finished the activity T. asked to share their drawings. She also asked some of them to describe one of their drawings. At the time of saying the descriptions there were common mistakes like “A thin lips”, “a long brown hair”, or they did not repeat “She/he has”, only said it at the beginning of the description. T. corrected those details as Ss. finished the description.

Once the Ss. participation finished, T. shared with them a description of her crush and gave instructions on how they had to create their own poster of their crush, writing at least 10 characteristics of that person or character.

(Reg. 1D; 07, 10, 2021)

S.s presentations were evaluated considering the checklist that T. created for spoken presentations (Annexe 15).

Some of the presentations yet shown the same mistakes seen in the last classes. Things like “She” instead of “He”, “She have”, “a black eyes”, “brown jeir’” or “eyes blue small”, nevertheless, the characteristics that were written in the presentation actually fit to the character they were presenting; so, T. congratulated them and asked them to correct the sentences they misspelled or had grammar mistakes.

S1: Hello, good morning. My name is Emily and this is Zenitsu.

T: Can you describe him?

S1: He is short. He *as’* short legs. He *as’* short arms. He *as’* Yellow hair. He *as’* Yellow eyes…

T: Please, repeat: He has.

S1: He has.

T: Excellent. Can you do it again? Please

S1: Mmm, yes. He is short. He has short legs. He has short arms. He has yellow hair. He has yellow eyes…

(Reg. 1D; 08, 10, 2021)

Analysis:

The class of body parts vocabulary was the first contact T. had with Ss. as their language model. T. tried to use as much English as she could, but always translating instructions or questions. After some repetitions, Ss. did not need the questions to be translated. At the time of presenting the vocabulary or explaining

the meaning T. never wrote it in Spanish, she only looked that students understood the picture that was next to the English word.

It was important that students actually relate the images to the English word more than to the meaning in Spanish. This to avoid that students translate in their minds and make communication more difficult, which is something people usually do. They make in their head the idea they want to express in Spanish, and they want to translate it in English, so they can say it. People takes the “esencia universal de los objetos que nos rodean y les agregamos el peso de toda nuestra experiencia para volverlos parte de nuestra percepción del mundo” (Villareal Puga, 2013, p.20). In this case it looked like students focused directly on the internalization of the image and the word, so they could use it.

In the “Scott Pilgrim” activity, a real scenario about describing a fight was proposed. As the video was entertaining for most of them, there was a genuine interest in communicating what they watched. Even when it was difficult for them to speak, they were happy to actually “say something” in English by using only a few words. Same case with the “Actions” class, where they realize they could answer the questions T. was asking. There were some pronunciation mistakes, and the corrections were done, but T. was more interested in students to speak, participate and answer questions; as it was important to make Ss. feel secure and comfortable and make Ss. know everyone can do it.

For that reason, it was important to specify since the beginning that every Ss. had to be part of the class. When T. said that the ss. that did not answer were going to be taken out of the class, despite of being a severe menace that T. was not fully will to accomplish, it promoted Ss. to speak and realize by doing it that there was nothing to be afraid at participating or making mistakes, they even found as the time passed by that it was not so difficult. Such was the case that the “menace” was not necessary to be done again.

As it was already said, repetition was used as a tool to make Ss. memorize the meaning, but also to make them get used to pronunciation, so their mind could be ready in the future to identify the word. When people practice pronunciation “the ears must learn to be flexible in order to make sense of all those varieties of spoken English out there” (Hancock, N.D, p. 1). They will not be expecting to hear the words as they are written. This was demonstrated in the Drawing activity, in

which all the Ss. drawings followed the description T. gave them and also in the Crush presentation.

Nevertheless, T. realized she confused Ss. when she introduced the structure “He/She has”. The time T. used was not enough for Ss. to understand the difference between “He” and “She”, as well as the substitution of the verb “is” for “has”; in some moment of the class T. mention “I have”. All those details contained lots of grammar rules implicit in the use of those phrases and T. did not make an appropriate explanation, which provoked that Ss. got confused in how to organize the sentences they created and wrote some mistakes in their presentations.

Despite that situation, Ss. could easily get the vocabulary with the help of images and relating the information to themselves and others. They also enjoyed the fact of being able to give short answer questions in English by using the words they were learning. This strategy helped to be something like an icebreaker, to eliminate the stress and pressure of the learning environment and provide ss. confidence at the time of participating, that they made sure the English class is a “place” in which they can share, learn from others and make mistakes.

5.2 Find the impostor

Grade: 1st / Cycle: 4

Class modality: Virtual

Time: 30 minutes

Unit: 7. Human Body Systems

Social practice of the language: Read and write informative texts from a particular field

Environment: Formative and Academic

Expected learnings:

- To know and use vocabulary
- Propose and answer questions

Communicative activity: Share notes that describes the body

Materials: Computer. Camera. Internet service. Slides. Jamboard. Worksheet.

Product: Presentation of a Human Body System

Description:

This activity was planned as a way to present vocabulary, which took only one class. For this session, T. ask Ss. when the last time they went to the doctor was, and also: “What if you were in the U.S.A and you got sick? What would you do? How would you feel?” Then, T. presents the new topic: Human Body Systems. She presents a Jamboard with the title of a Body System and their different organs and also some “impostors” Ss. have to identify which organs do not belong to the Human Body System that appear in the title. *Which is the impostor? –The impostor is Heart. Once it is finished, they have to solve a worksheet in their notebook.

Practice:

T. presented the new topic: “Human Body Systems” and explained they were going to explore the vocabulary needed. She asked if they knew the game “Among Us”. Most of the Ss. said yes and T. asked to explain to her how to play, as she had never played it. She gave them 3 minutes to talk about the game and interact with their partners. They commented on things like what is the best part of the game, or if it is better to be or not to be the “Impostor”. When Ss. touched the point of that role in the play, she explained that the activity was about finding the impostor.

T. presented the slide with the Respiratory system and squares with the name of the main organs that integrate it, but it was also a square with the word “Heart” (Annexe 16). T. read the words and Ss. repeated them.

T: Now, please, Valentina. Tell me, what word is the impostor? ¿Cual palabra?

S1: Alveoli?

T: Repeat: the impostor is Alveoli.

S1: The impostor is Alveoli.

T: Perfect, Le voy a preguntar de nuevo ¿Ok? Valentina, What word is the impostor?

S1: The impostor is Alveoli (T. moved the note with that word and an image of the alveoli appeared)

T: Alveoli is not the impostor! (Emphasized the phrase “is not” and said “No” with her head). Tenemos que encontrar al impostor, pero aquí hay una imagen de los alvéolos, don’t worry, Vale; you did a great job, lo hiciste muy bien.

S1: Thank you, teacher.

T: Next, Ivan. Are you there?

S2. Yes, teacher.

T: Perfect. Ivan, what word is the impostor?

S2: *Jeart'*

T: Repeat: Heart (/hɑː(r)t/)

S2: Heart (/hɑː(r)t/)

T: Perfect, now tell me the complete answer, la respuesta completa. Heart is the impostor

S2: Heart is the impostor.

T: Very good. Voy a preguntarle una vez más, ¿Ok? Ivan, what word is the impostor?

S2: The impostor is heart. (T. moved the note with that word and an image of an Among Us impostor appeared)

T: Yeeees, The impostor is heart. ¿Que significa? What is heart in Spanish?

S3: Corazon.

T: Perfect! Y ¿por qué es el impostor en este grupo?

S4: Porque es el sistema respiratorio y el corazón no va ahí.

T: Very good answer. Ahora, yo pregunto y todos decimos "The impostor is heart" ¿Ok? One, two, three… In the respiratory system, what word is the impostor?

Ss: The impostor is heart.

As they were finding the impostors, Ss. wrote down the name of the systems and the organs that are part of it. This was repeated for the other three systems: Digestive, Circulatory and Nervous. When ss. did not know a concept or an organ, for example "Colon" or "Ganglia". T. asked Ss. if someone could explain in Spanish what it was or how the organs worked.

S5: Teacher, ¿que es "Pharynx"?

T: In spanish it means Faringe

S5: O sea, si jajaj, pero ¿qué es? Es que en el dibujo se ve que es lo mismo que la tráquea.

T: Mmmm, no realmente. ¿Hay alguien que quiera explicarnos que pasa ahí?

S4: Yo, teacher. La faringe es como por donde entra primero el aire y la tráquea está como más abajo y lleva el aire a los pulmones.

S5: Thank you.

T: Thank you so much, Andrea.

When the vocabulary presentation finished, T. shared a Worksheet in which Ss. had to link pictures of some organs to the place they take in the human body (Annexe 17), as well as writing the name of the organ and the system they belong to. T. gave S. 5 minutes to solve it and finally checked answers in group.

(Reg. 1D; 14, 10, 2021)

Analysis:

In the last vocabulary presentation, T. realized it was a little bit boring. She decided to use a more dynamic way to present vocabulary, in order to keep engaged students. For that reason it was used a Jamboard with the theme of Among Us, a popular video game. “Video games, like any other technological device, are simply media through which young people engage in particular activities” (Mendiz & De Aguilera, 2003, p.4). As Ss. were related to all the English words that the game contained (Impostor, Code, Room, as well as the colors), it was easier to play and communicate fully in the target language. Ss. shown interest in participating and giving the answer.

It was used also some elements of Content-Based approach, which “Refers to an approach to second language teaching in which teaching is organized around the content or information that students will acquire, rather than around a linguistic or other type of syllabus” (Richards & Rodgers, 2001, p.204). Human body and the systems it contains is something they already have an idea of, so it facilitates communication, as they have confidence in the words they say. Most of the words are cognates, it made much easier the natural use and pronunciation of the sentences for answering the questions that T. made.

When one girl did not know what part of the body they were talking about, T. could explain to her; but instead of that she asked one of their partners to explain to her. This created a brief interaction between ss, which took place when one shared their knowledge about the topic and the other thanked her. This was important, because T. had never seen Ss. interact, call or answer to each other; so, when she identified a possibility of genuine interaction she gave a push to the situation for it to happen.

5.3 Do you…?

Grade: 1st / Cycle: 4

Class modality: Mixed (Some students from home, some at school).

Time: 30 minutes per class

Unit: 1. Community Services.

Social practice of the language: Exchange information.

Environment: Familiar and Community.

Expected learnings:

- To understand main ideas in a dialogue.
- To exchange information about services.
- To foster confidence within interpersonal relationships.

Communicative activity: Exchanges associated with a specific purpose.

Materials: Computer. Camera. Internet service. Slides / Whiteboard. Markers.

Product: Presentation Card and Dialogue.

Description:

This strategy was designed for four classes. In the first class, T. starts asking Ss. about what they want to be when they grow up. Then, she presents vocabulary (Services) with slides (only images) making a repetition drill for every word. After that, T. gives to Ss. a profession and starts by saying -My name is Rebeca, I am a teacher. And you? So they answer and make this same question between partners in a communicative drill. Finally, T. writes the words of every profession below the image in the slides and Ss. have to create a crossword with those words in their notebook

In the second class, T. asks again: “My name is Rebeca, I am a teacher. And you?” to three students. Then, she pastes in the board some sentences like “I fix cars” “I protect people” Ss. order every sentence with a representative draw of the action with the help of the teacher's acting skills. As students match the items, they repeat “I am a mechanic. I fix cars”. After that, T. introduces the question: “Do you..?” and practice some questions “Do you cure people?”, “Do you teach?” T. choose three Ss. and gives them roles, so the rest of the group guess what profession their partners have by using those questions. Finally students have to create a table with an image of the community service, its name and the actions

they do. T, will ask for choosing a profession and bring some images related to it as well as color paper and other things to decorate their product

For the third class, Ss. present their charts by repeating “This is a police officer. They protect people”. Then, T. explain what a Presentation Card is and what it contains with an example. After that, students draw three in their notebook of people they know and the jobs they have. Finally Ss. create a Presentation Card in which they write their name, their profession, what they do, decorate it and share it with their partners.

In the fourth class, T. gives Ss. a worksheet to remember the vocabulary of Services. Then, present slides with two examples of short dialogue and give a brief explanation of do and don't. After that, she presents a dialogue and she asks students one by one to participate in the role with her or with their partners depending on how comfortable they feel.

Practice:

The Head Teacher (H.T.) called the roll and gave some information to the group, then she tried to get an internet connection to get into the virtual class, so she left for a minute and told T. to start the class with Ss. that were face to face. T. wrote the date and the topic in the notebook, Ss. copied it while T. made 6 drawings of different professions in the whiteboard. Before she could start explaining, H.T. entered again to the classroom and gave the instruction to go out of the classroom and enter in the Laboratory, as she could get an internet signal there to be in the class with the rest of the Ss. who were online.

Once the six Ss. in face to face sat down and the H.T. called the roll in the video call; T. went back to the explanation of the professions. Ss. read the words and repeated them; then T. gave a profession to every Ss.

T: I am a teacher ¿Yes?

Ss: Yes teacher

T: I am a teacher… You are a nurse, you are a doctor, you are an engineer, you are a student, you are a merchant and you are a plumber. Anótenlo en grande en su cuaderno, la palabra que les tocó a cada quien.

S1: ¿Lo puede repetir?

T: Of course (Slower) I am a teacher… You are a nurse, you are a doctor, you are an engineer, you are a student, you are a merchant and you are a plumber.

While T. was explaining she realized the computer lost the signal and the other Ss. could not listen to what the teacher said. Ss. were drawing the profession they were assigned and T. was trying to recover the internet signal.

When Ss. finished their drawing of their role, the connection kept lost, so T. continued the class in face to face.

T: So, my name is Rebeca and I am a teacher (She pointed at the teacher drawing) and you? ¿Y tu? (She pointed at one child)

S1: ¿Mande?

T: Listen (put her hand in her ear) My name is Rebeca. What is your name? Su nombre.

S1: My name is Santiago.

T: Ok. Ahora I am a teacher (pointed at herself), and you? ¿y tu?

S1: ¿El que me dijo que pusiera en el cuaderno?

T: Yes…

S1: I am a doctor.

T: Ahora todo junto. My name is Santiago and I am a doctor.

S1: My name is Santiago and I am a doctor.

After the explanation that this child received, the rest of Ss. could said their dialogues complet.

T: Please, Enuart.

S2: My name is Enuart and I am a student.

T: Nice! Plese, Ivan.

S3: My name is Ivan and I am a plumber.

All Ss. in Face to face (six) modality could do the exercise, but most of them changed the `professions who seemed more difficult to pronounce and said the dialogue with the ones who were easier and more known for them as “Teacher”, “Student”, “Policeman” and “Doctor”.

T. wrote the actions of every professions in the whiteboard and asked Ss. to match them with the professions they belong; while she tried to get connected with the Ss. online. When the computer finally got a signal, T. briefly explained what they had to say, but only three Ss. could listen to the instructions, as the internet connection was so slow. From those three Ss; only two could produce

the sentence: “My name is ____ and I am _____”. The activity of linking the actions could not be checked, and as homework Ss. had to make a crossword with the vocabulary

(Reg. 1D; 17, 11, 2021)

The class was virtual and T. retake the last class, as it was almost impossible for some Ss. to listen to it. T. presented vocabulary in slides with images of the professions (Annexe 18). Ss. repeated the words, then depending on the image everyone repeated:

T: Doctor

Ss: Doctor

T: I am a doctor

Ss: I am a doctor

T: ¿Quien? (T. pointed at herself)

Ss: Yo

T: Ok. Repeat: she is a doctor.

Ss: She is a doctor.

T: ¿Quien? (T. circled the image with the mouse)

Ss. Ella

This was repeated with all the vocabulary, and the low complexity of the words allowed T. to give most of the class in English, she only used Spanish to specify complicated ideas.

During the repetition in group, T heard a voice that was different to the group:

T: Repeat. She is a merchant. (The image of a woman selling fruit)

S1: He is a merchant

T: She

S1: ¿She o He?

T. Ok… Look (T. went back to the “Driver” slide) repeat: He

S1: He

T: He is a driver.

S1: He is a driver.

T: Nice, (T. go to the “Merchant” Slide) She is a merchant

S1: She is a merchant.

T: He is a driver (emphasized “He”), male, boy. She is a merchant (emphasized “She”) woman, girl.
After that, T. could not hear the mispronounced noun in the repetition. Finally, T. asked them to make a chart with the actions that every profession does.

(Reg. 1D; 18, 11, 2021)

The class was mixed, the same six Ss. attended face to face and the others were online. When T. got connected, the internet signal showed to be very unstable and saturated, so in a lot of moments the class was interrupted and it had to be restarted.
T. asked who from the 4 ss. that attended the class did the homework (Annexe 19), as anyone did, by instruction of the H.T, Ss. finished the activity, as well as the ones that were in virtual class. When both groups finished the chart of professions and actions, T. explained they were going to play Hangman with the words of the professions; first with the ones in the classroom, then with the ones that were online.
The first word was “Nurse”, but none of the Ss. in the classroom said any letter, they just kept staring at the paper.
T: No importa que no sepan qué palabra es, solo digan una letra al azar, in English, entonces podremos ver si está o no en la palabra.
After that, Ss. Started checking their last notes looking for the alphabet. One girl realized that the word was “Nurse”, but she did not know how to spell the word. T. asked her to check her notes, so she could fill the gaps with the missing letters. It could not be possible to complete the activities. Something similar happened in the virtual class, Ss. participated with the alphabet close to them.
Most of the time of the class was wasted on looking for internet signals and waiting for Ss. to finish the last activity.
H.T. proposed that for continuing with the T. strategy it was better to wait until there was a fully virtual session, meanwhile, H.T. was going to be in charge of the activities done in mixed classes.

(Reg. 1D; 19, 11, 2021)

After a long absence and non-working period, there was a virtual session. There were ten Ss. connected, so T. presented the format of a conversation and she

played by herself with different voice tones. As there were only 15 minutes before the class finished (because H.T. took some minutes to make feedback to students about the last mixed class), T. decided to make pairs and ask Ss. to take a role in the conversation. Ss. only read the role, they did not play it as T. tried to demonstrate how to do it.

(Reg. 1D; 02, 12, 2021)

Analysis:

It is important to point out that when this strategy was implemented, it was decided that the school went from virtual to mixed modality; in this organization, two day per week were virtual and three were mixed. During the mixed sessions, some students were at home and they got connected to the video call, and at the same time from 4 to 6 Ss. were face to face in the classroom and T. had to find a way to work with both groups at the same time. Based in the calendar established, 1D had two mixed classes and one virtual per week.

This school organization was difficult to work with, as the internet service of the institution, the absenteeism levels and non-working days were constant elements that cut off the sequence of classes and took a lot of time from the classes at that point that this strategy that was planned for one week took more than two. Nevertheless it was the way the principal found to start considering and measuring the possibility to come back totally to face to face modality and the strategy was implemented as far as it was possible.

There were many elements that could be better planned for these situations. One of the most important things that affected the strategy's success was that T. wanted to follow the activities that she had planned instead of adapting them to the circumstances. The first class, she did not look for strategies to include the ss. that were online, she gave her class and they were expectators.

The online classes were more productive as they followed the rhythm of the last practicum period. T. noticed this and used the time in the video classes to work as much as possible with Ss; but she did not organize her tasks and activities to work face to face, which provoked disorder, confusion, and stress. H.T helped her in this situation and gave T. the solution to work only online, but this even

when it seemed to be the easiest solution, was more difficult as the strategy took more time than the one was planned.

This experience showed T. she had to be confident and also always adapt the content to the situation. If she would have applied easy and simple tasks to every class that online and face to face students could do and understand, maybe the strategy had taken the same time, but Ss. could practice and the interaction would not have been broken.

Nevertheless, not all went wrong. It was noticed that Ss. could understand English more by using the Comprehensible input. This was noticed in the virtual session of vocabulary, in which the problem of not identifying the difference between “She” and “He” again was present; but it was solved by using only images and the explanation in English. Ss. were able to understand the T. speech without the need of any translation and the mispronunciation of the pronoun did not appear again.

5.4 Likes and Dislikes

Grade: 1st / Cycle: 4

Class modality: Mixed (Some students from home, some at school).

Time: 40 minutes per class

Unit: 4. Likes and Dislikes.

Social practice of the language: Exchanging compliments, likes and dislikes

Environment: Conduct exchanges associated with the information of yourself and others.

Expected learnings:

- To identify context clues
- To recognize situations in which likes and dislikes are shared.
- To use language to exchange common interests

Materials: Computer. Camera. Internet service. Slides / Whiteboard. Markers. Flashcards with music bands, Food and T.V Shows.

Product: Conversation with others

Description:

This strategy was planned for three classes. For the first class, students and teachers talk about their favorite songs. They have to mention one song they really love and one they do not like. Then, Ss. observe four different images on the board that represent the reactions of Facebook “Like” “Dislike” “Love” “Hate”, listen to a brief explanation of how to use every word and in which situation. Ss. see some memes and funny images and they will “react” to everyone by saying “I like, I hate”, etc. As homework every student has to create 4 flashcards with the Facebook reactions for using them in future classes.

In the second class, T. presents different logos of bands, images of food and titles of T.V shows. Ss. observe the images and try to create groups. They have to find and organize the images in 3 different groups: Music, T.V. Shows and Food and copy them in their notebook. Then, they listen to her T. saying her preferences: "I like New Wine, I like anime and I like tacos”, so she asks some students to say their preferences as well. Finally, Ss. write in their notebooks their preferences for every group using the expressions “Like” “Dislike” “Love” “Hate” and share it with their partners.

For the last class, Ss and T. talk about the things they love (using as reference the last activity). Then, they are going to correct their sentences if it is necessary. Ss. Will listen to some songs, after listening to every piece of song, T. asks "What do you think?" and students have to answer "I like it" or any other answer using the reaction verbs. They write their answers in their notebook. Finally, T introduces a dialogue “-I like (the name of a song or an artist), and you? / -I like it too” and every ss. have to play it with a partner.

Practice:

This was officially the last virtual class for the school before entering to the face to face modality with the groups divided in two. T. presented slides with the topic of the unit (Annexe 21), Likes and Dislikes. She shared with Ss. their likes at music and ask Ss. for what kind of music or movies they like. Some artists that were mentioned were Taylor Swift, BTS, Harry Styles, etc. But only some ss. could express their likes at music, so it was decided to direct the topic more with food.

T. explained that we can use specific words to express what people like or don't. She presented a slide with the Facebook reactions (I love, I like, I don't like and I hate) and explained when to use every phrase one by one.

T: Usamos esta frase para algo que amamos, que nos encanta mucho mucho. love. Repeat. I love.

Ss: I love.

T: In my case, I love pozole. Repeat: I love pozole.

Ss: I love pozole.

T: I love pozole ¿Ok?, pero eso es respecto a mi. What about you, Gael?

S1: I love enchiladas.

T: Excellent! Enuart?

S2: I love carnitas.

T: Yeah, me too jaja, excellent. Noemi?

T. I love Hot Cakes.

Once the class advanced until the phrase "I don't like", there happened something really unusual:

T: I don't like onions. Cebollas, I don't like onions (Emphasized "don't like " and made gestures of being uncomfortable). Si me la como, pero realmente no me agrada. I don't like it. What about you, Georgina?

S2: ¿Como se dice crema in English?

S3: Mmmm ¿Crema? ¿Te refieres a la crema ácida? ¿O a la crema que se hace con las verduras?

S3: Pues, a todas. Es que no me gusta ningún tipo de lácteos, ni el queso ni la leche.

S4. ¿Ni siquiera el yogurt?

S3. … No, tampoco me gusta, me da mucho asco la sensación que te dejan en la boca los lácteos. Menos las cremas, por ejemplo de zanahoria o champiñones.

S4: ¿Cómo crees? Si esas saben bien ricas

T: Gina, I love (emphasized "love") mushroom cream, crema de champiñones.

S4: Si, teacher, igual yo, me gustan mucho.

S3: No, guacala ¿Por qué les gusta? En serio yo no soporto nada que tenga leche ni eso.

S4: ¿Ni el chocomilk?

S3: Me gusta el chocolate, pero la leche chocolatada no.

S5. Ash, pero el chocolate se hace con leche.
S6: Ah que no. Hay chocolates que se hacen sin leche, ¿verdad maestra?
T: Yes, there is cocoa (emphasized “cocoa”). Es la versión procesada del cacao. Pero bueno, Gina; entonces: you don’t like dairy products, ¿Verdad?
S3: Yes teacher, I don’t like dairy products.
Little conversations like this emerged during the class. Before the class ended, T. showed 7 memes to Ss. and they “reacted” to them. Saying “I love, I like, I don’t like or I hate”. Ss. were laughing and answering to the images “I like” and “I love”. As homework Ss. has to create their own flashcards of the four icons of reaction.

(Reg. 1D; 05, 01, 2022)

The class was face to face. T. took the class with a bunch of flashcards with logos of artists, music bands, T.V Shows and also images of food. Ss. look at all the pictures. T. dividend the whiteboard into three and said:
T: Take your notebook (She held her notebook and so did Ss.) and turn it in horizontal (She spoke slower and turned the notebook in horizontal, Ss. did the same with their notebooks) Ready? In horizontal? (She pointed at the notebook in horizontal) Ready? Yes or No?
Ss: Yes, teacher, ready. (Ss. showed their notebook)
T: Perfect. Now, (Started speaking slower) let’s divide the page in three (she points at every section of the board) parts, yes? En su hoja, let’s divide it. One, two, three parts (she pointed again to the divisions, but now in her notebook) Ss, followed the instruction.
S1: Teacher, entonces esta hoja ¿la vamos a dividir en tres?
T: Yes, exactly.
S1: Ok, thank you, teacher.
Then, they wrote a title for every section “Music”, “T.V. Shows” and “Food”, once Ss. finished making the chart and T. showed the flashcards one by one (Annexe 22).
T: You are going to help me to organize these cards; for example: Dragon Ball Z ¿Donde lo pongo? Where? (Emphasized “Where” and pointed at the three divisions at the board)
S2: ¿*te ve*’?

T: Excellent, repeat T.V. Shows

S3: T.V. Shows

T: Excellent! Next, siguiente. Twenty One Pilots, Where? Samantha?

S3: … In *music'*

T: Very good, repeat: Music (/IU/)

S3: Music (/IU/)

T: Nice. Next, Avocado. Repeat: Avocado.

Ss: Avocado.

T: Ok, Brandon, Where?

S4: Emm *¿fot'*?

T: Ok. Everyone, repeat: food.

Ss: *Fut'*

T: Se pronuncia fud. No es fut (she emphasized the sound /t/), como en fútbol; es más como Fud, la salchicha Fud. La salchicha Fud es food (T. makes the gesture of eating something and Ss. laughed) ¿Ok?

Ss: Yes teacher.

When all the cards were organized on the board, ss. copied the information in their notebook. While they were copying, T. go around Ss. and asked them to tell their preferences:

T: De las cosas que hay en el pizarrón, what do you like? (T. showed him the flashcard of "Like")

S5: … Naruto.

T: Ok, repeat: I like Naruto.

S5: I like Naruto.

T: Excellent, what do you love? (T. showed him the flashcard of "Love")

S5: I love Drake and Josh

T: What do you hate? (T. Showed him the flashcard of "hate")

S5: I hate BTS

T: Perfect, something you don't like (showed him the flashcard of "don't like")

S5. I don't like onion.

As there were 6 Ss. in class, it was possible to do this activity with all of them. Finally, they wrote 5 sentences with every preference verb, using the nouns on the board (Annexes 23).

(Reg. 1D; 06, 01, 2022)

The last class could not be implemented as the practicum period was suspended. It was detected a COVID-19 infected and T. had to be in quarantine at least two weeks before having contact again with the Ss.

Analysis:

This strategy got Ss. engaged because of the thematic it was related. Ss. could see through this a real communication when they speak and it felt more natural as they were talking about themselves and what they actually like. “In the classrooms, instructors can use memes to explain the complex concepts in a simpler way. Memes are massively incorporated in a learner's life. Teacher can also make interesting memes which can be a part of his PPT during the class” (Rishabh, Singh, & Vidhi, 2020, p. 117) At the vocabulary presentation there were used memes in order S. felt motivated to use the expressions in a situation is common for most of them: to leave a reaction to an image.

During this strategy something very important, which was the first Ss. interaction without any intervention of T. Even when the exchange was in Spanish, it demonstrates T. that Ss. were developing confidence to express themselves and also to communicate with others. This was the first time ever T. listened to Ss. having a real conversation, in which little by little other partners were taking part, for that reason she did not immediately stop it. This meant a lot for the research process as one of the main objectives was to promote interaction that was missing in the group. Ss. demonstrated they are able to share their likes and dislikes in their native language, so it was looked to focus on Ss. to be able to do it in English.

Another significant advance during the application of this strategy was the day in which T. gave Ss. the full instructions in English and they were understanding what T. said as she was signaling and also demonstrating what to do. This was a perfect example of how comprehensible input impacts the listening skill. There were some of the words that T. said Ss. already knew them, but the ones they did not understand at first, they could be inferred by the actions and gestures T. was doing as she spoke.

The activities done during this strategy were very successful. When there were presented the Shows and Music bands, students were laughing about how they

sounded when they participated, as most of the nouns were in English and it gave to their expressions more natural than when they chose a Mexican example. Some of them, for example said that it sounded fancier to say “I love twenty one pilots” than “I love La Rosa de Guadalupe”. Some others, as it sounded “funny”, chose only Mexican culture examples, for them it was hilarious to say “I like Nathanael Cano”, “I love La familia P. Luche”. But they understood that all was the same, even when it sounded funny, those are things people can share in a conversation, as everyone likes different things.

Ss. also practice their pronunciation a lot, as they realized all the English culture they are surrounded by and in the classes they learned how to pronounce some things correctly, and there were others that they do pronounce well, but they did not even know they do. For example Ss. knew the correct pronunciation for “BTS”, “Billie Eilish”, “Twenty one pilots”, “Adventure Time”, etc. But they did not for “Music”, “T.V”, “Milk”, etc.

Even when it was not possible to finish with the activities planned, because of the emergence that happened, this strategy helped a lot for the awareness of Ss. of all the English culture that is in their daily life. As well as to keep promoting interaction between themselves, answering questions not only by repetition but for their own response or creation, communicating personal information. They also were able to link this topic to others, as when H.T. was explaining them the topic “Gerunds and Infinitives” she ask one student to give an example and he said “I like studying”, even when she did not mentioned the phrase “I like”, he did it by himself and during that class Ss. were saying similar sentences using “I like” and gerunds

5.5 Guesstures

Grade: 1st / Cycle: 4

Class modality: Face to face (groups divided into two)

Time: 40 minutes per class

Unit: 6. Silent Movies

Social practice of the language: Compose dialogues.

Environment: Family and Community.

Expected learnings:

- To identify non-verbal language.
- To appreciate cultural expressions.
- To anticipates main ideas from previous knowledge

Communicative activity: Exchange information about their surrounding

Materials: Whiteboard. Markers. Poster of mimes. Cards with verbs.

Product: Oral exchange and game “Guesstures”

Description:

This strategy was planned for three classes. For the first, Ss. listen to a dream that the T. had about not being able to talk. Ss. answer questions like: What would you do in that situation? Can you communicate without speaking? Then, Ss. listened about mimes, T. explains with the help of a poster and a marker (to write the different characteristics) and talks about what they do, their job and how they express things. Ss. constantly answer questions during the explanations. At the end of writing the characteristics, Ss. copy them, draw themselves as a mime in their notebook and create a name for that character. Ss. are going to write below the drawing “My name is _____ and I am a mime”. Finally, she explains to Ss. how to present themselves in Mexican Sign Language and do the signs while speaking the presentation in English.

In the second class, T. asks about information of the last class, in order that Ss. can give feedback. They also present themselves again in MSL. Then, T. pastes some cards with verbs on the board. Then, Ss. repeat every verb until they get used to the pronunciation. They repeat in different voice tones, imitating voices, whispering or doing it louder. When they finish, they write a list with the verbs in their notebooks. After that, the T. acts on every verb for Ss. and they have to

guess their meaning and write it in front of the verb on the list. At the end of the activity, Ss. have to check if the meaning they guessed was correct with the help of the T. Finally, Ss. make a drawing for every verb; once they finished, everyone is going to act and repeat each verb along with T.

In the third class, T. asks if they have ever played “Guesstures” and s. will answer with the characteristics of the game, if they have played it with their families/friends and if they like or not and why. Then the T. explains the name of the play (the pun).After that, Ss. repeat the verbs to improve the pronunciation, without saying or acting the meaning, only repeating and make two teams with the help of T. She explains to Ss. that they are need to study what they have learnt, so she gives them 5 minutes to every team to study their notes and share them with their partners if they were not in class. Then, Ss. play “Guesstures” using cards to indicate students what verb to act. All students have to participate and if they did not guess the other team can say the answer. The winner team is going to win double participation and two candies per member, the other team only one candy and participation

Practice:

T. pasted a poster with two mimes and asked Ss. if they know what those people were. Ss. answered they were “Mimos”.

T: Can you tell me their characteristics? ¿Sus características? Cuando vemos un mimo, ¿cómo sabemos que es un mimo? ¿Por qué?

S1: Usan maquillaje.

T: Ok, what color? (Emphasized the word “color”)

Ss: *¿Blank’?*

T: ¿Sorry?

S1: *Blank’…* Bueno, blanco.

T. Oh, ok; White. Repeat: White

Ss: White.

T: White, blanco; Negro, Black. Yes or no?

Ss: Yes teacher.

T: Ok, so… Mimes use white and black makeup. Repeat: they use white and black makeup

Ss: They use white and black makeup.

T: Somebody else? ¿Alguien más?

S2: No hablan.

T: Yes, the most important, they do not speak. Repeat: they do not speak.

Ss: They do not speak.

When Ss. did not know what to say, T. made them infer things about Mimes; she made ss. specific questions in order they guessed the characteristics of mimes.

T: ¿Alguien sabe de dónde vienen los mimos? Where do they came from?

Ss: …

T: Look at the image (pointed at the poster). ¿De dónde parece que viene? Según su ropa…

S3: ¿Francia?

T: Yes… but actually no (Ss. laughed) Originalmente, viene de Grecia (she wrote "They come from Greek" on the board), repeat: Greek.

Ss: Greek.

T: They come from Greek

Ss: They come from Greek

T: Excellent, Pero ¿saben?, ese arte se popularizó y se extendió por otros países, y se hizo muy famoso en una nación: Francia. Tanto así, que se convirtió en patrimonio cultural (as she explained, she wrote: "They are part of the cultural heritage from France").

When they finished saying the characteristics of mimes, they copied the information in their notebooks and drew themselves as mimes, as well as invented an artistic name they would use if they were mimes (Annexe 23).

Finally, T. explained what Mexican Sign Language was and why it is important to use it. T. demonstrate Ss. how to present themselves in Mexican Sign Language, but at the time they did the signs, they were repeating "Hello, nice to meet you. My name is …" and they created a personal sign for themselves.

(Reg. 1D; 23, 02, 2022)

Ss. were writing the date and topic in their notebook, when some minutes later, a girl came and stood in front of the door

T: Good morning?

S1: Good morning teacher, May I come in?

T: Yes, of course.

Once she sat down, Ss. presented themselves one more time in MSL. The ones who had not come last class invented their sign and participated in the presentations. After that, T wrote in the board “Verbs”

T: What is a verb? (Nobody answered)

T: Verbs ¿Que son? (Nobody answered)

T. wrote in the board “What is a verb? A verb is an action” T. explained why verbs are actions and ask Ss. to say some examples:

T: Tell me a verb

S1: ¿Jugar?

T: Excellent. Sam, tell me a verb

S2: ¿Correr?

T: Very good, Ivan tell me a verb

S3: Bailar

Every Ss. said an example, then T. pasted all her cards with written verbs in the board.

T: What is a verb?

S1: a verb is an action.

T: ¿Y los demas? A ver, once again. What is a verb?

Ss: A verb is an action (This question-answer repetition was done other three times)

T: Andrea, what is a verb?

S4: A verb is an action.

T: Ok, now ask her (she pointed at other girl), preguntele a ella

S4: What is a verb?

S5: A verb is an action.

T: Ask him (pointed at other boy)

S5: What is a verb?

S6: An action

T: ok, ask her (pointed at other girl)

S6: ¿Eh?

T: Ask her (she pointed at the same girl), preguntele a ella. This (T. pointed at the question in the board)

S6: Ah, ya. Eh, what is a verb?

S7: A verb is an action

This chain drill was done in order that all the S. in class participated, it was possible as there were only 10. Then, everyone stood up and repeated the verbs one by one. Once ss. got the pronunciation for every verb, T. repeated the verbs but made Ss. to do a little action or mime for every verb.

T: Repeat: Run (She pretended running)

Ss: Run (Ss. pretended running)

T: Jump (She jumped)

Ss. Jump (Ss. jumped)

For some verbs that were more difficult to infer the meaning, she said brief explanations:

T: Eat

Ss: Eat

T: Let's imagine I have an apple (she held an imaginary apple in her hand), una manzana. ¿Ok? (she pretended to bite it) Mmmm. Repeat: eat (she pretended to bite something).

Ss: Eat (they pretended to bite something) Mmmmm.

T: Wash

Ss: Wash

T: Let's imagine I have a trapo (she raised her right hand) and here is my lavadero (showed her left hand) Wash (she pretended to wash the imaginary "trapo" in the imaginary "lavadero") Wash a trapo, or wash your clothes, wash your calzones… Wash (she did the action).

Ss: Wash (did the same action)

T. and Ss. kept practicing a little bit more the actions for every verb and finally she asked them to write the verbs in their notebooks and write what they thought they meant in Spanish based on how they acted. In total there were 10 verbs, T. assigned a number to every word, and if Ss. did not remember the action they could ask her to do the action again.

S8: Teacher ¿cómo se hacía esta? (pointed at a verb in his notebook)

T: What number? (She pointed at the board)

S8: (Whispering) one, two, three, four, five... (Out loud) Number six

T: (pretended to hold a glass of water and drink) ¿Yes?

S8: Ah, ya. Thank you, teacher.

(Reg. 1D; 02, 03, 2022)

T. asked Ss. to make a repetition of the verbs, only pronunciation, not the actions. First by lines, then individually. After that, T. divided the group in two teams, and gave them 5 minutes to share in teams what they had learnt in the last two classes, share notes and practice the actions of verbs. In order to respect social distance, T. asked them to study in pairs. Then, she noticed that in team number 1 a pair was not checking their notes or even talking, they were just sat down. T. went and gave them specific instructions of what to do and how to practice the verbs, so they started studying.

In the team number 2 there were two girls with a similar situation. T. asked them if they had doubts, but one of the girls said they knew what to do, that they had to study and practice the verbs. T. gave them instruction on how to practice the verbs, as well as with the other two boys

T: Ask her a verb (T. pointed at S2)

S1: Drink

S2: (Did the action)

T: Perfect. Ask her a verb (T. pointed at S1)

S2: Eat

S1 (Did the action)

T: Muy bien, así con todos los verbos.

T. walked away for a bit to check the work of the other pairs, but she realized that those two girls kept quiet and in silence. She decided to be by their side as the other students were working without problem. T. stood close to them until they finally started studying.

T. gave another five minutes to keep practicing. Once time was over she explained the pun that was inside the name of the game they were about to play. Ss. played and the team number 2 was the winner.

(Reg. 1D; 04, 03, 2022)

Analysis:

The first thing that called T. attention during this strategy application, was the girl who came late to the classroom. She immediately said “May I come In?” unlike other students that need T. to tell the question, so they can repeat it and come

into the classroom. She already gave those words a meaning and the importance it contains to be able to be in the class.

The idea of introducing Mimes and Sign Language for the Silent Movies theme, was to start from the cultural knowledge students have around the topic. Before entering to teach them how to describe, it was necessary to make students understand the background and all the cultural references and implication that is behind Silent Movies and also the ones that are related to it. “Culture and language are inseparable, therefore, English cannot be taught without its culture (or, given the geographical position of English, cultures)” (Sárdi, 2002, p.101). As it was mentioned before in the research, it is important to make students learn English, but it is also important they have something to talk about. It is not possible to know a language if you are not allowed to learn or share about your culture or the others.

Considering that, it was the Mexican Sign Language, so students can understand there are differences between people, but they can learn to coexist with them, noticing them, respecting and including them. “The notion of inclusion entails a transformed view of (language) teaching. It requires us to replace conventional conceptualizations of individual difference in the regular classroom” (Stadler-Heer, 2019, pg. 219). When T. decided to include the MSL presentation, she was thinking that it could be a useful activity for the class purpose, but also in the real use that students can give it in a future; when they meet a deaf person it would not be the same, they will be able to share something with her or him.

That was the reason T. used Mexican SL and not the American one, so it would be useful if Ss. already know in their context someone who uses it, or if they do in a future. When students were practicing the signs for presenting themselves they were very excited and interested in doing it well. Such was their interest that they were more concentrated in doing the correct signs that they did not even notice they were pronunciation very good and fluent in the presentation dialogue.

The use of miming and the “Guesstures” game facilitated the vocabulary and the drill activities, as well as it helped to internalize the meaning of the verbs. “The use them to elicit certain words and phrases from students. If you teach very young students, it is also common to associate gestures with words to help students remember vocabulary better (Artnsen, N.D, p.3). The success of this activity was reflected time later, when H.T was with Ss. and they usually appealed

to the actions for remembering verbs. For example, once H.T. presented Ss. a Comic Strip and the students that was reading the dialogues skipped one frame in which the character was cleaning a window, so she asked:

H.T: ¿Cómo leerías eso?

S1: Es que no dice nada

H.T ¿Y eso cómo lo va a saber el que te está escuchando? ¿Cómo lo leerías?

Then, the student pretended to clean the window, which was the action assigned to the verb “clean” and he said

S1: Clean

5.6 Cultural Fair

Grade: 1st / Cycle: 4

Class modality: Face to face (Full groups)

Time: 30 minutes per class

Unit: 9. Making a presentation.

Social practice of the language: Present information about cultural diversity.

Environment: Academic and Educational.

Expected learnings:

- To participate in conversations.
- To infer meaning from explicit information.
- To foster group interaction.

Communicative activity: Search, find and access information.

Materials: Media Room. Video “¿De dónde viene el Español?”. Video “¿De dónde viene el Inglés?”. Questions list. Map. Vocabulary list. Presentation example posters. Whiteboard. Markers. Participations.

Product: Culture Fair

Description:

This strategy was planned to be done in six classes. In the first one, Ss. are questioned by the teacher if they know how we get to speak Spanish and how Americans get to speak English. Then, the ss. take notes about some questions that T. dictates and she explains that the answers are in the videos they are about to watch. Ss. carry their notebook with them to the media room, they gather in teams. T. plays the first video (About the Spanish) and Ss. have to listen and pay

attention; the video is replayed for ss. to take notes on the answers. The same process happens with the video about English language. T. gives them some minutes to comment their answer by teams. Finally, Ss. go back to the Classroom, and once there, T. signs the activities, meanwhile she asks ss. to say did they like the most of the information.

In the second class, Ss. organize to play a game, “Fencing”. Every ss. has to stand up with their open dictionary, then the teacher writes a word and dictates it. Ss. look for the word and say “Found!” or “Me!” and the one who did it can sit down. T. writes the meaning in the board and gives +5 participations to the winner. The Ss. that keeps standing has to find a word to sit down. The students that sit down can keep participating for +1 participation. The last student standing, instead of losing the game, will receive +10 (as he/she was the one who learnt the most) Finally, Ss. copy all the words from the board and add them to their vocabulary lists. While they write, T. explains that they have to create a Cultural Fair, she makes teams and assigns them a country, Ss. have to look for basic information about the country.

For the third class, T. asks some students for the meaning of three words of the vocabulary from last class. “T: How Do you say Pais in Spanish? S: Country.” The ones who do it well, will win +5 participations. After that, T. writes: “We are Mexicans. We live in _____. We eat _____. We speak _____.” Ss. give the answer for the blanks. Then, they copy the information and help T. to fill the next Country: “We are Americans. We live in _____. We eat _____. We speak _____. ”. Finally by lines, Ss. choose a country and present themselves to the rest of the group.

The fourth class was dedicated to ss. to create their posters and materials for their presentations, and the last two classes were for the Ss. presentations.

Practice:

This was the first class T. had face to face with the whole group. T. took Ss. to the Media Classroom and started dictating the question for the two videos. Then, she played the first video. Ss, seemed very entertained at watching the video. When they listened to key words that were part of the questions they immediately tried to write down the answer, but only a few of them could write the entire answer.

At the end of the video, T. asked how many questions they answered; most of them had 2 from 6 questions. T. replayed the video and identified a girl who was taking notes on everything she could, not only the specific questions she was told to answer. Then, T. gave ss. some minutes to comment on their answers by teams, as the classroom has round tables, every table was a team. When the time was over, T. asked the teams to answer the questions. If one was incorrect, the other team could answer the questions (Annexe 24).

The same process happened for the second video, only that the time was not enough to play it twice, so it was played only once and then, T. and Ss. checked answers. The activity of the map was postponed for the next class.

(Reg. 1D; 11, 05, 2022)

T. asked Ss. to check the map she pasted on the board. Then, she introduced the words “From” and “To” and how they are useful to express something or someone has traveled or moved. Using the answers of their notebooks, Ss. described the countries that Spanish and English had to go to in order to get to Mexico and the United States of America.

T: ¿De dónde viene el Español?

S1: ¿España?

T: Yes, but actually no. ¿Recuerdan que en el video mencionan las lenguas Romances?

S2: El español viene del latín.

T: So ¿De dónde viene el latín?

S2: ¿Roma? ¿No? porque por eso eran Romances

T: Yes, but Rome is not a country, no es un país. ¿En qué país está Roma?

S3: Italiaaaa (He answered trying to imitate an Italian accent)

T: Excellent! So, Spanish traveled from Italy (she emphasized the words “from Italy”). Repeat: Spanish traveled from Italy

Ss: Spanish traveled from Italy

T: ¿Luego? ¿Se quedó en Italia?

S4: Se fue a México.

T: Really? ¿Luego luego? ¿De Italia se fue a México?

S5: España

T: Correct, Spain. Repeat: Spanish traveled from Italy to Spain (she emphasized the words “from” and “to”)

Students were constantly checking the answers in their notebooks. Once the Language’s travels were marked, students copied the information and drew a map in their notebook in which they had to identify the countries and mark with arrows the countries in which every language was.

When they finished, they took out their dictionary and played “Fencing”, but as Ss. took so much time by making the map, only half of the group obtained the tickets of participation wich was registered as part of the evaluation (Annexe 25).

(Reg. 1D; 12, 05, 2022)

T. presented Ss. a country: Mexico. She told them the characteristics of the country.

T: Repeat after me, we are Mexicans (She showed a poster with the Mexican flag)

Ss: We are Mexicans

T: We live in Mexico (She showed a poster with a map of Mexico)

Ss: We live in Mexico

T: We eat tacos, pozole and tamales (She showed a poster with images of food and people eating)

Ss: We eat tacos, pozole and tamales.

T: We speak Spanish, Nahuatl, Otomi, and so on (She showed a poster with people talking and the names of the Mexican Indigenous Languages)

Ss: We speak Spanish, Nahuatl, Otomi, and so on

Then, T. explained that they were going to present a cultural fair, chose a country and share the same characteristics T. said in English.

T: ¿Qué información voy a necesitar? (She showed the poster with the Mexican flag)

S1: ¿La bandera?

T: Ok, the flag and nationality (she wrote it on the board) ¿que mas? (she showed the poster with a map of Mexico)

S2: Un mapa.

T. Más que un mapa, el Nombre del país. El mapa esta bien, but I want the name of the country in English (she wrote it on the board). Repeat: Mexico

Ss: Mexico

T: Nice. Next? (She showed the poster with images of food and people eating)

S3: Food

T: Excellent! Food from the country (she wrote it in the board) Last one, la ultima (She showed the poster with people talking and the names of the Mexican Indigenous Languages)

S4: Idioms

T: Mmmm Idiom, no. Language (Ss. laugh of the girl that said “Idiom”) ¿Por qué se ríen? Idiom es una palabra en Inglés.

S4. ¿Y qué significa, teacher?

T: Mmmm, los Idioms son expresiones comunes para los que hablan inglés y que a lo mejor no tienen sentido para los que no lo hablamos. Es como cuando decimos “Rómpete una pierna”, no le estamos deseando mal a nadie, sino al contrario.

S5: Siii, es para que se luzca ¿No? Para que tenga suerte.

T: Yes, exactly. In English is the same, “Break a leg”, “Rompete una pierna”, “Break a leg” (Slower). Pero no todos se van a traducir y los vamos a poder entender. For example, this is my favorite (she wrote in the board: “Take heart”). ¿Qué significa eso? In Spanish? (Ss. look for the word “Take” in the dictionary)

S4: Toma corazón

S5: Tomar corazón

S6: ¿Cómo robárselos?

T: No, no, wait. Así, la traducción literal dice “Tomar corazón” ¿No?, pero esto significa como “Se valiente”, es como decir “Échale ganas”.

S7: Orales, que chistoso. Yo creía que eso nada más lo hacíamos los mexicanos.

Ss. copied the requirements for the presentation and helped them to choose a country per lines, then continued repeating with T. the characteristics of Mexico. After that, T. divided the board in two and started comparing Americans with Mexicans, when they memorized the characteristics by repeating and there was a bit of time yet, T. chose one Ss. per line to represent their “teams”

T: (to S1) Usted es American ¿ok? Y yo no se nada about American, please tell me your (she pointed at him) characteristics

S1: Yes, we are …

T: No no, your (she pointed at him), only your characteristics

S1: … ¿mias? Jaja

T: Yes

S1 (Whispering) mias… (Out loud) I…? (T. nodded her head) I are… (T. made a facial expression of being offended) ¡No! espereme… (He kept whispering some things to himself) I am, Si ¿no? (T. nodded her head and smiled) I am American… ¿En el otro tambien digo "I am"? No ¿verdad? ¿*Nomas'* I eat? (T. nodded her head)… I eat burgers… I live in U.S.A and I speak English.

T: Yeeeees, Excellent! Sit down. (to S2) He is American (T. pointed at S1) Yes or No?

S2: Yes teacher.

T: Pero ¿Que cree? Que no le entendí nada. Es que como he is american, he speaksss (T. over pronounced "S") very fast. Él habló muy rápido y no le entendí nada. ¿Me podría decir usted que fue lo que El dijo? (T. made emphasis in the Word "Él")

S2: He? (T. nodded her head) He is American… (T. nodded her head) He eat burgers… (S2 looked at T. with doubt)

T: He eatsssss (T. over pronounced "S")

S2: Yes, He eats burgers, He lives? (T. nodded her head) in U.S.A. He speaks? (T. nodded her head) English.

T: Excellent!

Finally, T. repeated the same activity with the other two ss. but with the information about Mexicans.

(Reg. 1D; 13, 05, 2022)

Ss. brought their materials to create their posters for the presentations. They gathered in teams and started reading their information, writing the titles of their posters and using their dictionaries. There was one boy that was alone, his whole line partners were absent and he had no materials to work with. As T. had observed during the years, he was a boy with limited resources, shy and quiet. When T. got close to him she asked him to give her a solution for the problem. He asked her if he could join another team and help them with the materials they already have. T. agreed, and the boy found easily a team to work with

(Reg. 1D; 18, 05, 2022)

H.T organized Ss. before they started their presentations and explained to them what to do and what not to do in a presentation. For practice, H.T. asked Ss. one by one to stand up in front of the class and say the next: “Good morning teachers and friends. My name is _____ and my topic is _____” Then, immediately after that: “Thank you, see you.” All the Ss. passed in front and practiced. Most of them tried to follow the structure H.T. gave them, but each of them said and expressed themselves in different ways, even when the sentences they had to express were very simple.

S1: Hello, Good morning Teacher Solar, Teacher Becky and classmates. My name is Andrea Juarez and today I am going to present Ukraine. Thanks for your attention, see you next class

S2: Hi everyone, my name is Ivan and my topic is Korea. Thank you, see you.

S3: Good morning, I am Samantha, my presentation is Spain. Thank you, bye.

S4: Good morning, my name is Leonardo Gael and I am going to present U.S.A.

In essence, all Ss. were saying the same, but with different words and depending on the vocabulary and the confidence they managed to express their ideas.

There was one boy who did not want to stand up when it was his turn. H.T. asked him to do it, as all his partners already did. It was very difficult to him not to look at the floor, to speak loud and clear and to maintain a correct posture; he only said:

S5: Good Morning, My name is Omar.

(Reg. 1D; 19, 05, 2022)

Analysis:

As this was planned to be last strategy with the group, there was applied a Cultural fair that allow Ss. to present and share information in an Oral presentation. The thematic about countries was selected as the next topic was named “Let’s travel”, but T. considered before talking about travel it was important to know about the places they would like to visit.

> The primary aim of language exercises of this type is usually not to introduce cultural information, but to introduce a particular grammatical construction. Thus the focus is on the syntax of the language example, rather than its semantic content. However, quite obviously, students are still affected by the cultural message contained in the semantic content of the language example. (The British Council, 1990, p. 127)

As their interest for knowing about other cultures was something real, was easier to manage this topic, look for information, select it and organize it to present it to their partners. During the classes the atmosphere in the classroom felt different, Ss. were asking by themselves more questions about the topic and interaction between them had grown. Now there were laughs and little exchanges go-between Ss. in Spanish; which made T. felt very satisfied that Ss. feel comfortable in the classroom and commented their ideas during the class.

That was the reason she did not stopped the conversations Ss. during the classes. Instead of that, she tried to redirect them to the class or to some other aspect to the English language, as it happened with the “Idioms”. Ss. were laughing about a “mistaken” answer that their partner said, but T. did not let this interaction to turn into something worthless, she contributed to this conversation another cultural topic and made other students to join in this exchange.

Something that impacted the results of this strategy was the implementation of Elicitation. This, “enables the teacher to get learners to provide information rather than giving it to them” (Estrada & Vasquez, 2017, p.13). Most of the information about the countries need to develop the classes for grammar were things that students did not know, so T. asked question in order they guessed the information.

T. realized Ss. did not overgeneralized the grammar rules this this time, as the practice allow her to notice that students remember the difference between “We” “I” and “He”, referring to the use of verb to be. This activity, even when it was not planned, allow also to ss. to realise their ability to express information and the ability to share and include what they learn in classes to share information.

This was also demonstrated in the other activity that H.T. proposed. In which Ss. demonstrated to possess different linguistic registers; as they were using different word, some used long sentences, some others used the same structure that H.T gave and some others said the same thing in a simpler way, but all had the communicative ability to express the same idea that was asked from the beginning. Talking about the shy child, the activity was no focused in his English knowledge, but in encourage him to develop his confidence in front of the group and manage to deal with the new emotions that are provoked by interact whit others.

6. Conclusions

Society and life as people used to know it changed completely since COVID-19 appeared along with the pandemic. There are a lot of thing that will never be the same and one of them is the perspective that the teacher in training has towards education, as well as her teaching practice. The period of time that students and teachers were at home, looking for strategies to keep going and push forward as much as possible the expected learnings left so many results. People learnt, but also disregard. For the Teacher in training it was enriching to be immersed in the scholar culture after three semesters of witnessing in an external role what students were dealing with in their classes as a result of this pandemic. During these months, she had the opportunity to understand the problems and difficulties as a participant, which also helped in her try to make an improvement.

Even when the teacher in training is focused on English Teaching, she realised by observing and knowing the learning process of the students that being a good teacher in not about making students know about your subject. There are more things involved in Education that theory; knowing Math, Science, History, and English, etc. is not exactly the main purpose of attending to school, but all the cognitive and interactional processes around it that allow students to be critical thinkers, to solve problems and appreciate others. For that reason, at observing that the lack of interaction in the chosen group was an obstacle for them to develop other aspects of their learning, it was established that the main objective of this research was to make students interact through strengthening their English oral production by the use Comprehensible Input.

At the time of implementing the strategies the teacher in training could observed an improvement in the understanding of the instructions and tasks during the classes by the use of CI, at that point that during the last sessions students were able to understand complete tasks in English. This helped them to improve her listening understanding, but could also be reflected in their spoken production by the implementation of the Audio-lingual Method. The fact of being familiarized with the pronunciation of words and being able to understand them made easier for students to use them to speak.

The integration of things they like and are used to see in their daily life helped them to understand and feel more motivated to express the information. Just as

it happened in Likes and Dislikes or My Crush strategies implementation, students had a picture, an object, a person or something else to relate the vocabulary, so there were not only empty unknown words floating in their notebook, it actually made sense for them. The recognition of cognates was also something that helped to create a link between what they knew and what they were learning to express, as it happened in the Impostor activity. Once students were able to understand and internalize meaning, the felt more confident to produce, even when they dealt with some difficulties with grammar and pronunciation at the beginning, as the time went by students were able to improve those aspects by CI itself.

The use of CI also fostered the creation of a learning environment in the classroom. This was noticed when students started using the target language in the simpler things as much as they could without asking them to do it. Since the class started everyone said “Good Morning, teacher” and it was like the switch that told them they were in the English class. During the class, they used “Yes, teacher”, “No, teacher”, “May I go out?”, “May I come in?” as well as the English word for some scholar supplies, numbers, colors and other words from basic vocabulary when they wanted to refer to something. Some students developed a wider vocabulary than others as it could be seen in the Cultural Fair activity, but students used what they knew and they felt proud of being able of doing it.

Things like that are also product of the impact that Turn-Taking activities had in the students’ interaction. Since the first class, teacher always asked simple questions in order that students could gave a short answers, even only a word. This created a habit in them to always answer something, it does not matter if it was “I don’t’ know” but answering the question. In most of the cases it was not necessary to say “I don’t’ know”, as the questions could always be answered by using the vocabulary of the class. Every class of every strategy contained a section in which the question-answer was practiced and the interaction student-student was more difficult for them that the student-teacher one.

Turn-Taking by the hand of Audio-lingual method helped students to develop confidence to communicate with others. As there was provided a communicative scenario which was molded by the teacher, students could repeated it, not for memorizing it, but practicing the sounds and intonation as well as breaking the

flat atmosphere that used to be at the beginning of the classes before they were ready to create their own sentences. This could be reflected in every strategy described above, but the most representative example for the Teacher in training was the Fair Culture, as all the vocabulary about the countries was not provided by her; students themselves look for the needed vocabulary to explain their country's characteristics following the example that her teacher gave them.
It would be needed more time to make students participate in genuine oral exchanges. What had been done during Teacher intervention demonstrated that despite of all the emergences, spontaneous situations and the changes of organization in the Secondary School that did not allow the Teacher in training to take her research as she planned from the beginning, there are seen many positive impacts in students participation and the group dynamic., which is also reflected in the way they collaborated in teams, worked in pairs or commented things of their interest in group during the English class.

This experience had made the teacher in training strengthen the competences and characteristics that the "Perfil de egreso" from the DGSuM (2018) asks her to develop before entering to the professional service. Especially talking about the Generic Competence: "Aprende de manera autónoma y muestra iniciativa para autorregularse y fortalecer su desarrollo personal", as here were several moments in which she had a lot of complications to keep implemmenig the activity, or that she did not felt supported or guided enough. Nevertheless, this motivated her to keep learning by herself in order not to delay her work.

One of the things that helped her the most to improve her teaching practice was the feedback provided by other teachers and partners. The tool used to register those observations was the "General Observation Format for Mentors" (Annexe 27) provided by the Normal School teacher in order to evaluate the Teacher in training performance in the classroom. In this case, the teachers that participated more in this formative process were the Head teacher of the English subject from the Secondary School and also the Service Learning teacher from the Normal School.

The profesional competence that was strengthen through this research was mainly: "Evalúa los procesos de enseñanza y aprendizaje desde un enfoque

formativo para analizar su práctica profesional". As the reflective cycle of every class was done, the teacher in training could identify her weaknesses and the things she was doing that may not be profitable for reaching the objectives. This also helped her understand that her failures are as important as her achievements, as they teach her more about the improvement of the practice.

Finally, by this research, the teacher in training understand many aspects that affects the development of the English class more than the language itself. As students were making improvements and relaxing themselves at the time of speaking and how this activities influenced the daily interaction of those children, not only at English; something got out to the light. The real goal of being a teacher, not only an English teacher is to make students learn how to live better, how to use the important thing they learnt to their real life, to give their learning a valuable, real use.

This was something she noticed in how shy students did not finished some activities; for example, the little boy who was afraid to pass in front and practice his presentation. He did not say the complete dialogue, and if the situation is approached since that perspective, it can be said that he did not learnt, or that he is a negligent student. But reality is different. The teacher in training was able to see in that child a brave boy who was able to confront his fear to speak in front of people, who decided to go out of his comfort zone and tried to accomplish the English task.

Learning is also an ambiguous word, which depends on what you want to focus in. After a long quarantine that shown us the value of life, relationships and fraternity; what teacher in training could learn from their students and what they could reach during her intervention whit them is that Education is not about numbers, letter or languages. It is about learning how to become a good person through it, share what you know, being able to recognize when you need help and ask for it, help others. It is not about giving the right answer, but doing the right action.

Even if the students would not have learnt a single word in English, this intervention would have been considered successful by the teacher in training as

she could observed how the strategies helped students to create relationships between themselves, fostered interaction and broke that social barrier that lockdown left in students; because there is no sense in knowing a lot but not being able to have a full and happy life. The major gain for her was to understand the real value and the impact that her profession could leave in others' life.

"Si alguien sabe menos que yo: ayudo, no perjudico".
-María Isabel Solar
Head Teacher of the English subject

References

Aizpuru Cruces, M. G. (2008, September 11). La Persona como Eje Fundamental del Paradigma Humanista. *Acta Universitaria*, *18*(1), 33-40. https://www.redalyc.org/pdf/416/41601804.pdf

Artnsen, S. (N.D). Busy Teacher. Recuperado el 20 de Mayo de 2022, de How to Teach Using Gestures and Mime: https://busyteacher.org/3780-how-to-teach-using-gestures-mime.html

Arif, Q. (2017, December). Humanistic Approach in Teaching Foreign Language (from the Teacher Perspective). *European Scientific Journal*, *13*(35), 194-205. https://core.ac.uk/download/pdf/328026146.pdf

Bani Abdo, I., & Al-Awabdeh, A.-H. (2017). Animated Videos Prove to be Beneficial in Teaching English Grammar as EFL. *Scientific Reserch Publishing*, 1415-1423.

Cámara de diputados del H. Congreso de la unión. (2019, Septiembre 30). *Ley General de Educación*. Secretaría de servicios parlamentarios. Retrieved Octubre 5, 2021, from http://www.diputados.gob.mx/LeyesBiblio/pdf/LGE_300919.pdf

CEPAL, Comision Economica para America Latina y el Caribe. (2020). *Naciones Unidas CEPAL*. (O. d. Unidas, Editor) Recuperado el 20 de Abril de 2022, de https://statistics.cepal.org/portal/cepalstat/perfil-nacional.html?theme=2&country=mex&lang=es

Cervantes Pérez, Rebeca S. (2021) Teacher's Anecdotal register. Number 1.

DGESuM, Dirección General de Educación Superior para el Magisterio. (2018). *Orientaciones Académicas para la Elaboración del Trabajo de Titulación. Planes de Estudio 2018.* México: SEP.

El financiero. (18 de Agosto de 2021). *El Financiero, Economia, Mercados y Negocios*. (A. Moreno, Editor) Recuperado el 20 de Abril de 2022, de Nacional: https://www.elfinanciero.com.mx/nacional/2021/08/18/1-de-cada-3-hogares-chilangos-padece-crisis-psicologica-por-covid/

Elizalde Hevia, A., Martí Vilar, M., & Martínez Salvá, F. A. (2006). Una revisión crítica del debate sobre las necesidades humanas desde el Enfoque Centrado en la. Polis, Revista de la Universidad Bolivariana, 5(15). Recuperado el 2022 de Mayo de 20

Estrada, B., & Vasquez, V. (2017). Elicitation Techniques Focusing on Participation in EFL. Pereira: Universidad Tecnologica de Pereira.

Fields, D. L. (2019). *101 Scaffolding Techniques for Language Teaching and Learning* (2nd ed.). Octaedro. https://octaedro.com/wp-content/uploads/2019/07/71007.pdf

García Aparicio, V., & Rodriguez Jimenez, M. (2014). La construccion de la identidad adolescente en internet. *International Journal of Developmental and Educational Psychology, 7*(1), 569-577.

Hancock, M. (N.D.). Pronuntiation as a Listening Skill. Hancock Mc Donald. English Language Teaching., 1-6. Recuperado el 20 de Mayo de 2022, de http://hancockmcdonald.com/sites/hancockmcdonald.com/files/file-downloads/PRONUNCIATION%20AS%20A%20LISTENING%20SKILL.pdf

Jones, R. H. (2018). *Discourse Analysis. A resource book for students.* UK: Routledge.

Krashen, S. D. (1982). *Principles and Practice in Second Language Acquisition.* Pergamon Press Inc.

Krashen, S. D., & Terrel, T. D. (1998). *The Natural Approach. Language Acquisition in the classroom.* (2nd ed.). Prentice Hall ELT Europe.

Kurt, S. (11 de July de 2020). Lev Vygotsky – Sociocultural Theory of Cognitive Development. Obtenido de Educational Technology: https://educationaltechnology.net/lev-vygotsky-sociocultural-theory-of-cognitive-development/

Lackman, K. (2010). *Teaching Speaking Sub-skills. Activities for Improving Speaking*. Ken Lackman & Associates Educational Consultants.

La Jornada. (2021, Agosto 19). *Entrevista/ Hay condiciones para el regreso a clases presenciales: Delfina Gómez*. YouTube. Retrieved 11 12, 2021, from https://www.youtube.com/watch?v=BNiYYZ-IxPI

Latorre, A. (2005). *La investigación-acción. Conocer y cambiar la práctica educativa.* España: Graó.

Lee, J. E., & Valdman, A. (2000). Five types of Input and the various relationships between Form and Meaning. In *Form and Meaning: Multiple Perspectives* (1st ed., pp. 25-42). Heinle & Heinle Thomson Learning.

Lorenza, I. (2018). *The use of Eclectic Method for improving Speaking skill of the students at Xaxonville course* (1st ed.). University of Sumatera Utara. https://repositori.usu.ac.id/bitstream/handle/123456789/7322/140705118.pdf?sequence=1&isAllowed=y

Luchetti, E. L., & Berlanda, O. G. (1998). *El Diagnóstico en el aula. Conceptos. Procedimientos. Actitudes y Dimensiones complementarias* (2da ed.). Magisterio del Río de la Plata.

Macías, M. A. (Agosto-Diciembre de 2002). Las multiples Inteligencias. Psicología desde el Caribe, 1(10), 27-38.

Maedeh, A., & Ehteramsadat, T. (2016). Audio Lingual Method. *3rd International Applied Research in Language Studies*, 1-5.

Mendiz, A., & De Aguilera, M. (October de 2003). Video Games and Education (Education in the Face of a “Parallel School”). ACM Computers in Entertainment, 1(1). Recuperado el 20 de Mayo de 2022

Mertler, C. A. (2009). *Action research: teachers as researchers in the classroom* (2nd ed.). SAGE Publications.

Mota de Cabrera, C., & Villalobos, J. (Septiembre de 2007). El aspecto socio-cultura del pensamiento y del lenguaje: visión Vygotskyana. *Educere, 11*(38). Recuperado el 26 de Abril de 2022, de http://ve.scielo.org/scielo.php?script=sci_arttext&pid=S1316-49102007000300005

Ochoa Fajardo, G. (2011). *THE AUDIOLINGUAL METHOD AND MEANINGFUL ACTIVITIES.* Cuenca, Ecuador: Universidad de Cuenca.

Piñeiro, J. L., & Flores, P. (Abril de 2018). Reflexión sobre un problema profesional en el contexto de formación de profesores. Contribuciones a la docencia. Educacion Matematica., 30(1), 237-251. doi:10.24844/EM3001.09

Puello, P., Fernández, D., & Cabarcas, A. (2014). Herramienta para la Detección de Estilos de Aprendizaje en Estudiantes utilizando la. *Formación Universitaria, 7*(4), 15-24.

Richards, J. C. (n.d.). *Principles of the Eclectic Approach*. Professor Jack C. Richards. The official website of educator and Arts Patron Jack C. Richards. Retrieved November 13, 2021, from

https://www.professorjackrichards.com/principles-of-the-eclectic-approach/

Richards, J. C., & Rodgers, T. S. (2001). Teaching, Approaches and Methods in Language. (C. U. Press, Ed.)

Rishabh, R., Singh, R., & Vidhi, K. (October de 2020). Joy of Learning Through Internet Memes. Symbiosis International.

Sárdi, C. (2002). On the Relationship between Culture and ELT. KALBŲ STUDIJOS, 3(3), 101-107. Recuperado el 20 de Mayo de 20222, de https://www.kalbos.lt/zurnalai/03_numeris/19.pdf

Secretaria de Educación Pública. (2011). *Programa Nacional de Ingles en Educación Básica. Segunda Lengua: Inglés* (1ra ed.). SEP.

Secretaria de Educación Pública. (2013). *Las estrategias y los instrumentos de evaluación desde el enfoque formativo* (2nd ed.). SEP. https://www.educacionespecial.sep.gob.mx/pdf/doctos/2Academicos/h_4_Estrategias_instrumentos_evaluacion.pdf

Secretaria de Educación Pública. (2017). *Aprendizajes Clave para la Educación Integral. Lengua Extranjera. Inglés. Educación básica* (1ra ed.). SEP.

Secretaria de Educación Pública. (2017). *Aprendizajes Clave para la Educación Integral. Plan y programas de estudio para la educación básica.* (1ra ed.). SEP.

Secretaria de Educación Publica & DGESuM. (2018). *Licenciatura en Enseñanza y Aprendizaje del Inglés en Educación Secundaria*. Planes 2018. Retrieved November 12, 2021, from https://www.cevie-dgesum.com/index.php/planes-de-estudios-2018/119

Srinivas, P. (2018, October 10). Eclectic approach in English Language Teaching: A comprehensive study. *ACADEMICIA. An International Multidisciplinary Research Journal*, *8*. 10.5958/2249-7137.2018.00055.1

Stadler-Heer, S. (April de 2019). Inclusion. ELT Journal, 23(2), 219–222. Recuperado el 20 de Mayo de 2022

Steingner, D. D., & Sciarcini, N. V. (2006). *An introduction to Psycholinguistics* (2nd ed.). Pearson. Longman.

The British Council. (1990). Culture and the Language Classroom. (B. Harrinson, Ed.) Hong Kong: Modern English Publication. Recuperado el 20 de Mayo de 2022, de

https://www.teachingenglish.org.uk/sites/teacheng/files/pub_F044%20ELT-31%20Culture%20and%20the%20Classroom_v3.pdf

Trilla, J. (2007). *El legado pedagógico del siglo XX para la escuela del siglo XXI.* Barcelona, España: Grao.

Toprak, T. E. (2019). The Natural Approach. In *Basics for ELT* (pp. 127-142). University of Hamburg. https://www.researchgate.net/publication/335466055_The_Natural_Approach

Turienzo, R. (2016). El pequeño libro de la motivacion. Barcelona, España: Alienta.

USICAMM. Unidad del Sistema para la Carrera de las Maestras y los Maestros. (2020). *Perfiles profesionales, criterios e indicadores para el personal docente, técnico docente, de asesoría técnica pedagógica, directivo y de supervisión escolar* (1ra ed.). SEP.

Vergara, C. (s.f.). *Actualidad en Psicologia*. Recuperado el 26 de Abril de 2022, de Vygotsky y la teoría sociocultural del desarrollo cognitivo: https://www.actualidadenpsicologia.com/vygotsky-teoria-sociocultural/

Villareal Puga, J. (Diciembre de 2013). La lingüística del significante y significado: una manera de comprender el mundo. Testimonio, 20. Recuperado el 20 de Mayo de 2022, de https://www.usfq.edu.ec/sites/default/files/2020-07/pea_008_0009.pdf

Annexes

Annexe 1

Entrevista semiestructurada

Preguntas guia para obtener información diagnóstica de primeros grados entre el primer periodo de intervención

Nivel socioeconómico

¿Cuántos alumnos hay inscritos?

¿Cuántos de ellos poseen un dispositivo propio para atender a clases?

¿Cuántos de ellos poseen más de un dispositivo?

¿Con qué frecuencia se conectan?

¿Cuál es la calidad de su video y audio?

¿Cuántos de ellos encienden la cámara de su dispositivo?

Los alumnos que encienden su cámara:

¿Desde qué lugar de casa toman clase?

¿Cómo es su espacio de trabajo?

¿Cuáles son las características generales de su hogar?

¿Hay algún familiar o tutor que lo acompañe entre clases?

¿Cuántas personas toman clase al mismo tiempo que los alumnos?

Annexe 2

Entrevista semiestructurada

Preguntas guia para obtener información diagnóstica de primeros grados entre el primer periodo de intervención

Perfil socioemocional

¿A qué diversidad familiar pertenecen?

¿Han pasado recientemente por alguna enfermedad o proceso quirúrgico?

¿Han pasado recientemente por una pérdida?

¿Con qué frecuencia participan los alumnos?

¿Prefieren participar de manera verbal o por chat?

¿Cómo es su tono de voz al hablar?

¿Los alumnos saben reconocer sus debilidades?

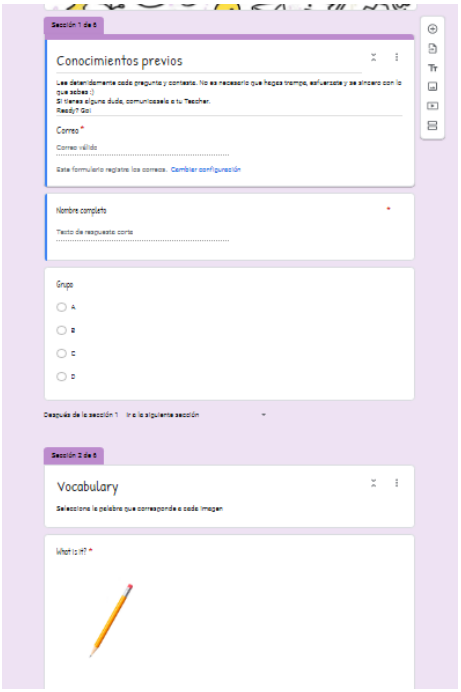
¿Los alumnos saben reconocer sus fortalezas?

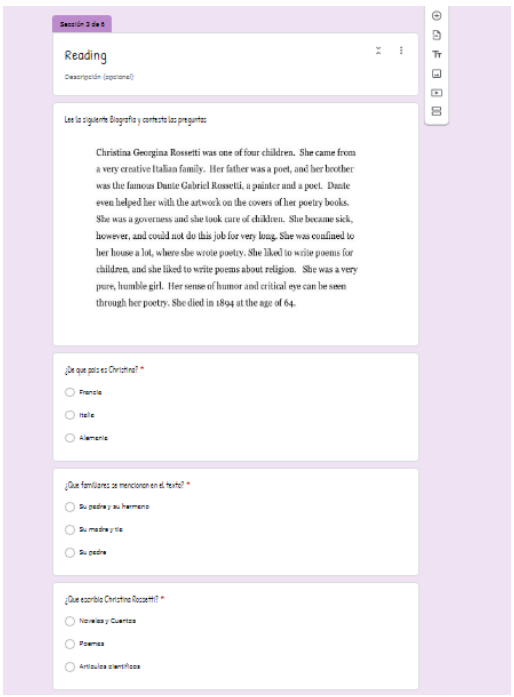
¿Cómo es la interacción entre compañeros de clase?

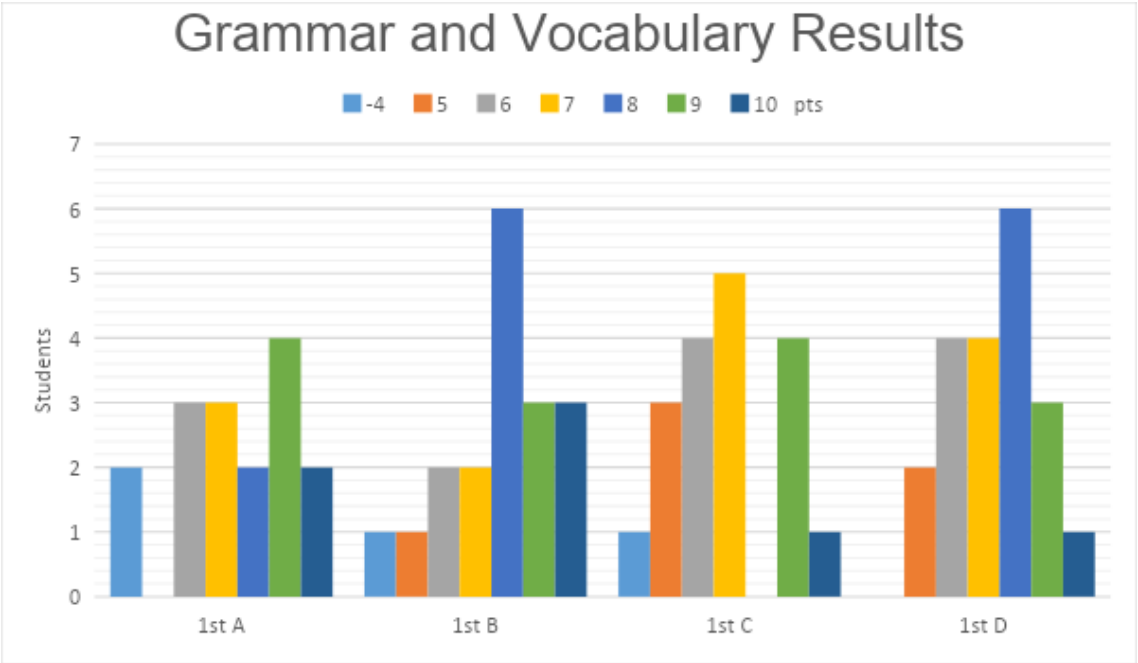
¿Cómo es la interacción con profesores?

¿Los alumnos tienen algún pasatiempo fuera de lo escolar?

Annexe 3


Sección 1 de 5
Conocimientos previos
Correo *
Nombre completo
Grupo
A
B
C
D
Después de la sección 1 Ir a la siguiente sección
Sección 2 de 5
Vocabulary
Selecciona la palabra que corresponde a cada imagen
What is it? *


Sección 3 de 5
Reading
Descripción (opcional)
Lee la siguiente Biografía y contesta las preguntas
Christina Georgina Rossetti was one of four children. She came from a very creative Italian family. Her father was a poet, and her brother was the famous Dante Gabriel Rossetti, a painter and a poet. Dante even helped her with the artwork on the covers of her poetry books. She was a governess and she took care of children. She became sick, however, and could not do this job for very long. She was confined to her house a lot, where she wrote poetry. She liked to write poems for children, and she liked to write poems about religion. She was a very pure, humble girl. Her sense of humor and critical eye can be seen through her poetry. She died in 1894 at the age of 64.
¿De que país es Christina? *
Francia
Italia
Alemania
¿Que familiares se mencionan en el texto? *
Su padre y su hermano
Su madre y tio
Su padre
¿Que escribio Christina Rossetti? *
Novelas y Cuentos
Poemas
Articulos cientificos


Grammar and Vocabulary Results
-4
5
6
7
8
9
10 pts
Students
0
1
2
3
4
5
6
7
1st A
1st B
1st C
1st D

Annexe 4

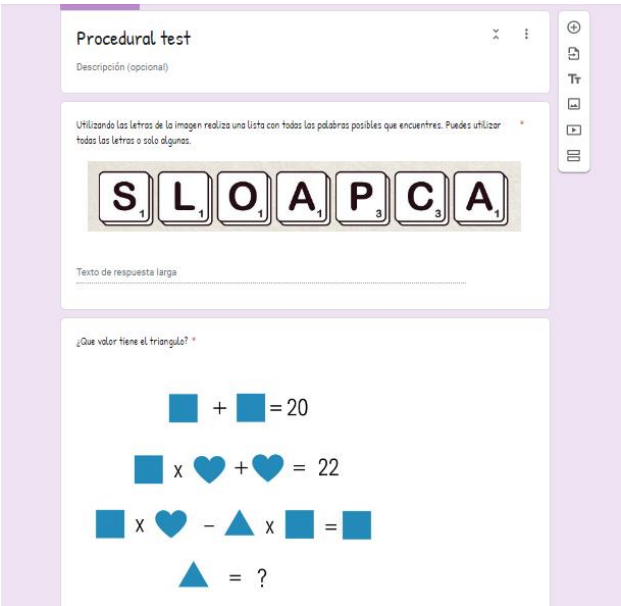
Entrevista semiestructurada

Preguntas guia para obtener información diagnóstica de primeros grados entre el primer periodo de intervención

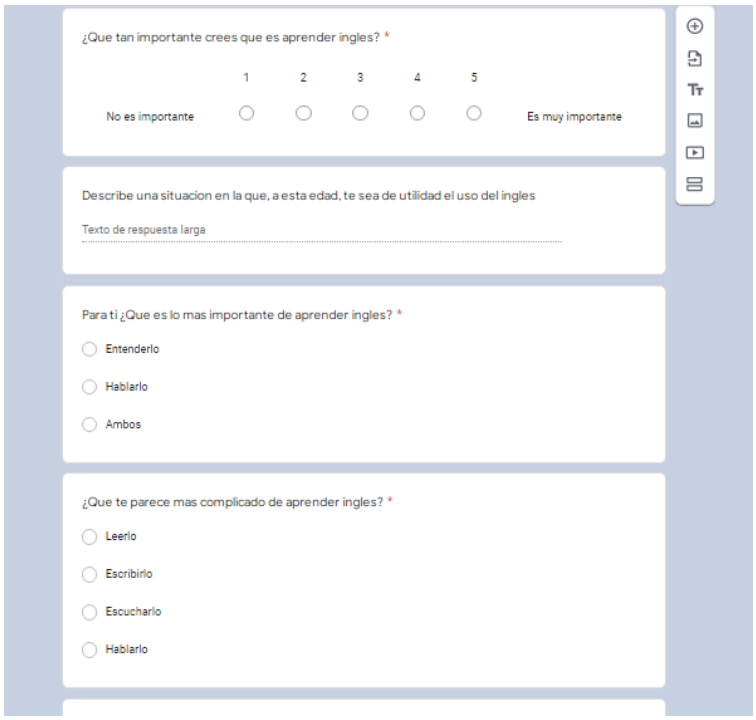
Conocimientos previos

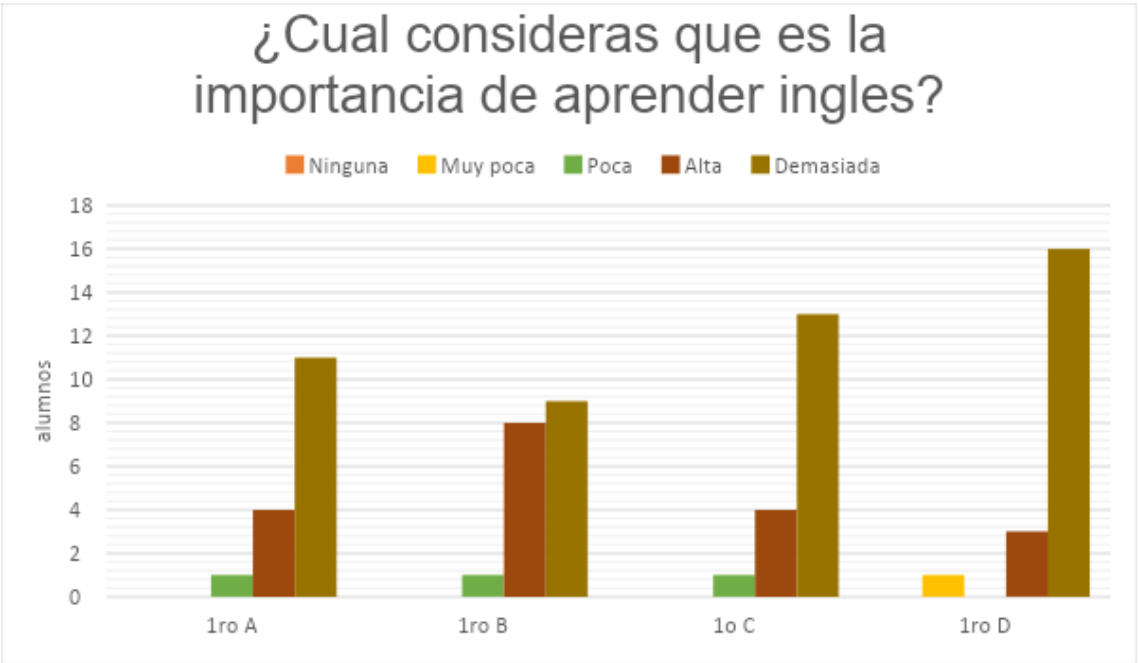
¿Los alumnos entienden un saludo en inglés?
¿Los alumnos pueden contestar el saludo?
¿Los alumnos conocen el abecedario en inglés?
¿Los alumnos pueden deletrear en inglés?
¿Los alumnos conocen los números?
¿Los alumnos pueden decir números de dos cifras o más?
¿Los alumnos reconocen y usan vocabulario escolar?
¿Los alumnos saben identificar las diferentes partes del discurso?
¿Los alumnos reconocen el verbo to be?
¿Los alumnos saben utilizar el verbo to be?
¿Los alumnos pueden decir información personal básica en inglés?

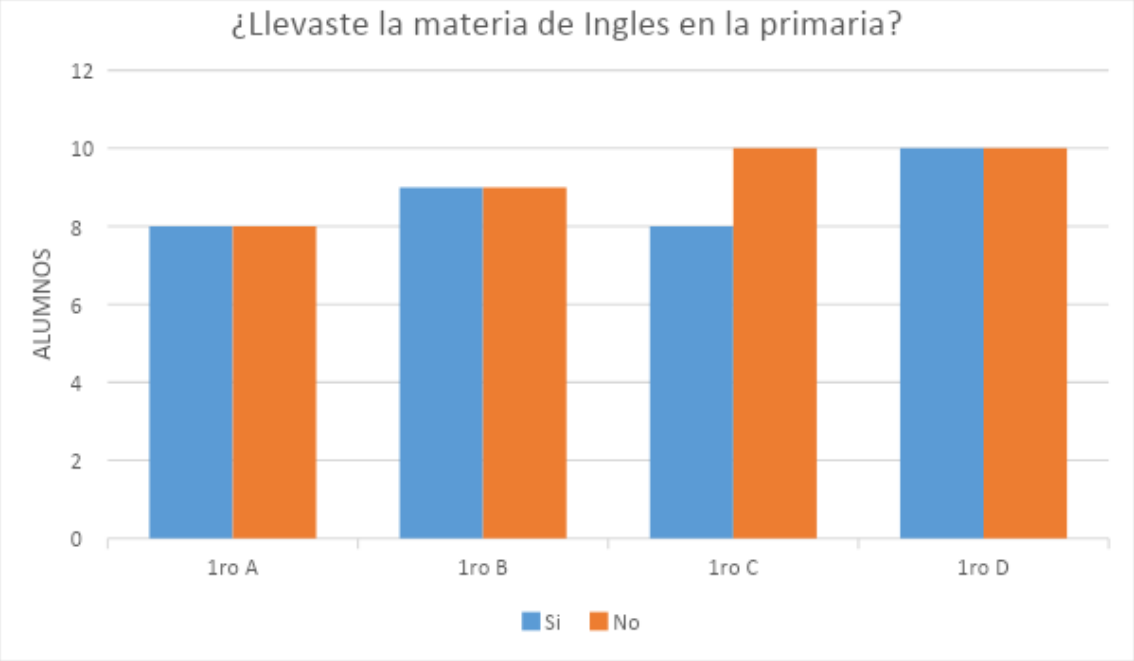
Annexe 5

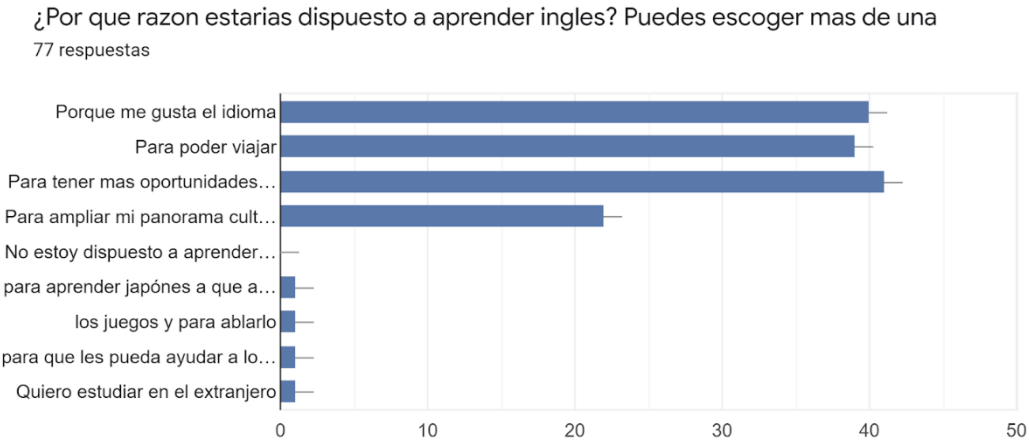


Annexe 6

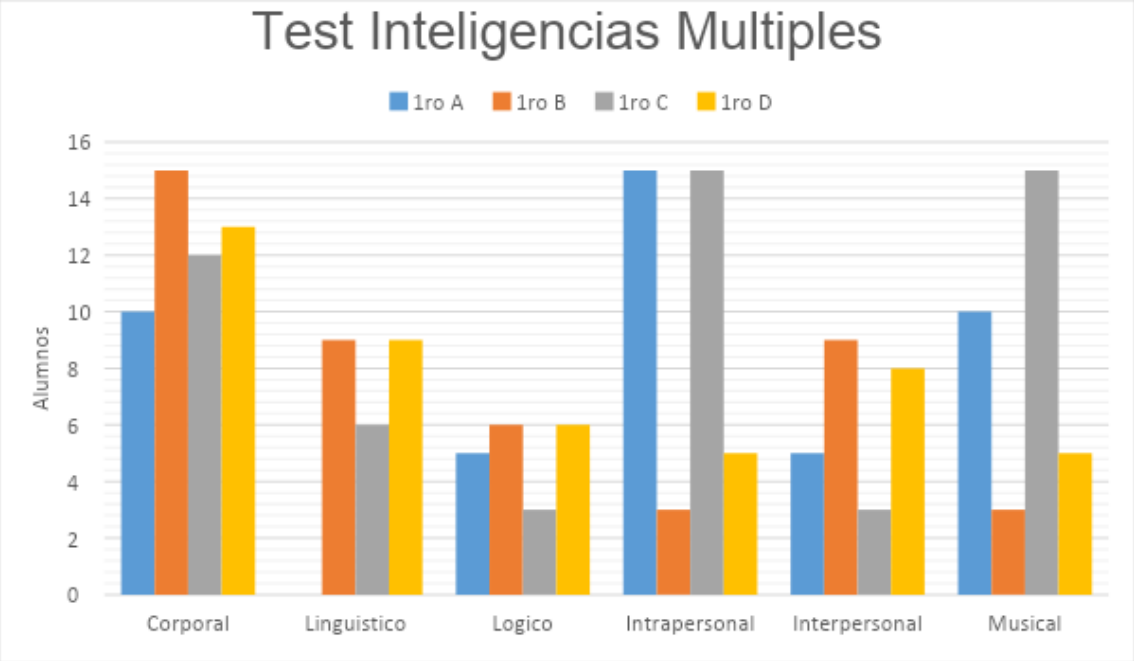

¿Que tan importante crees que es aprender ingles? *
1 2 3 4 5
No es importante
Es muy importante
Describe una situacion en la que, a esta edad, te sea de utilidad el uso del ingles
Texto de respuesta larga
Para ti ¿Que es lo mas importante de aprender ingles? *
Entenderlo
Hablarlo
Ambos
¿Que te parece mas complicado de aprender ingles? *
Leerlo
Escribirlo
Escucharlo
Hablarlo


¿Cual consideras que es la importancia de aprender ingles?
Ninguna
Muy poca
Poca
Alta
Demasiada
alumnos
18
16
14
12
10
8
6
4
2
0
1ro A
1ro B
1o C
1ro D

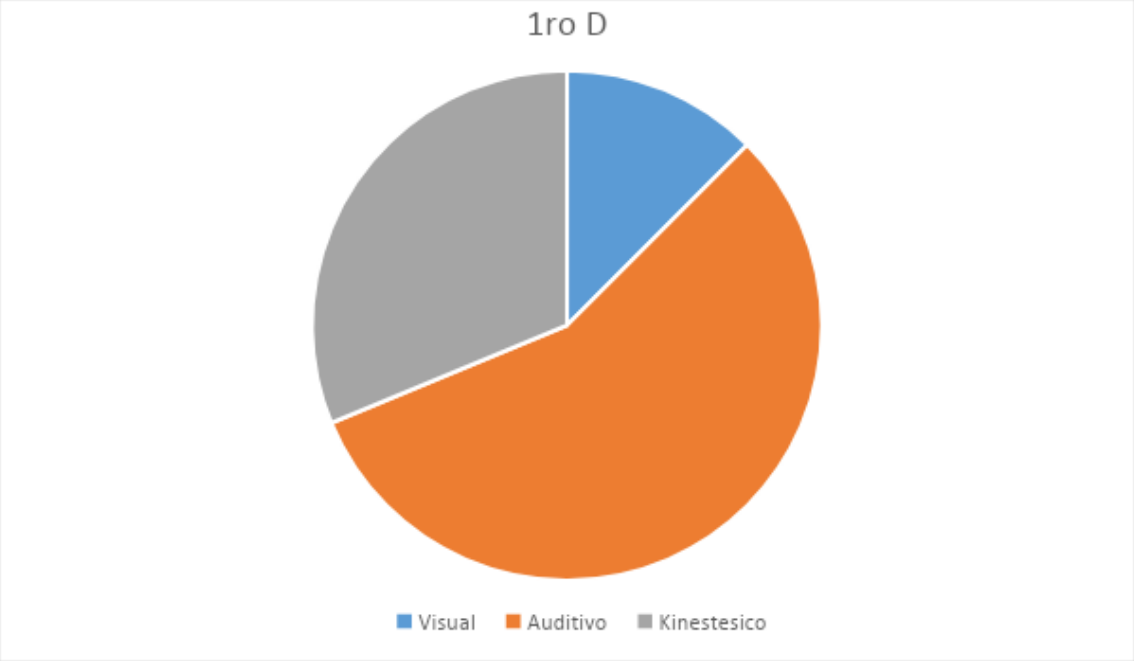

¿Llevaste la materia de Ingles en la primaria?
ALUMNOS
12
10
8
6
4
2
0
1ro A
1ro B
1ro C
1ro D
Si
No


¿Por que razon estarias dispuesto a aprender ingles? Puedes escoger mas de una
77 respuestas
Porque me gusta el idioma
Para poder viajar
Para tener mas oportunidades…
Para ampliar mi panorama cult…
No estoy dispuesto a aprender…
para aprender japónes a que a…
los juegos y para ablarlo
para que les pueda ayudar a lo…
Quiero estudiar en el extranjero
0
10
20
30
40
50

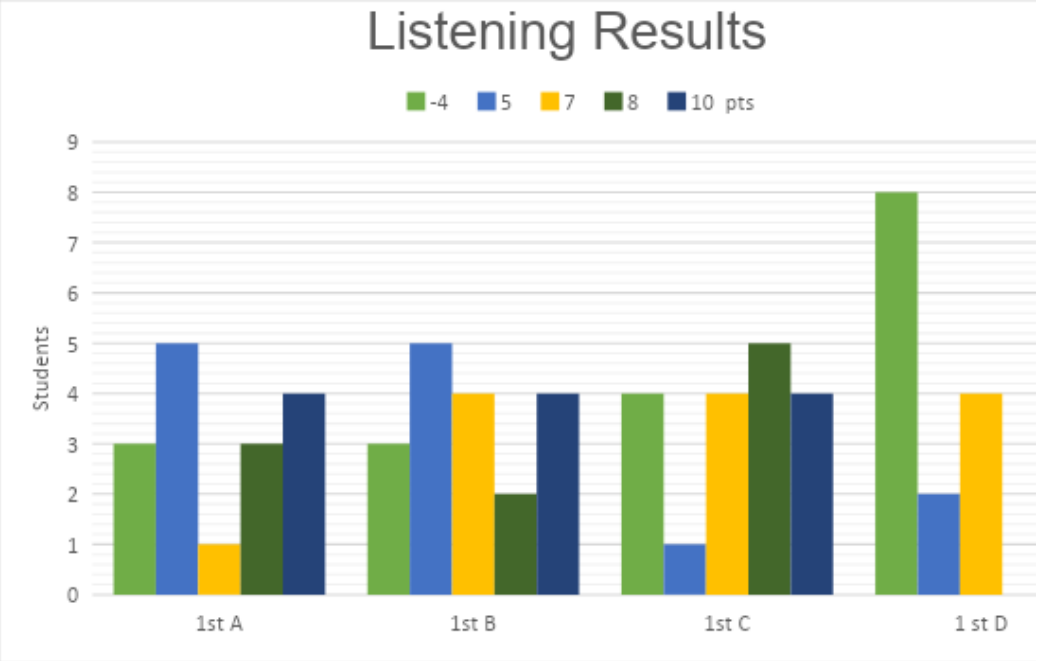
Annexe 7



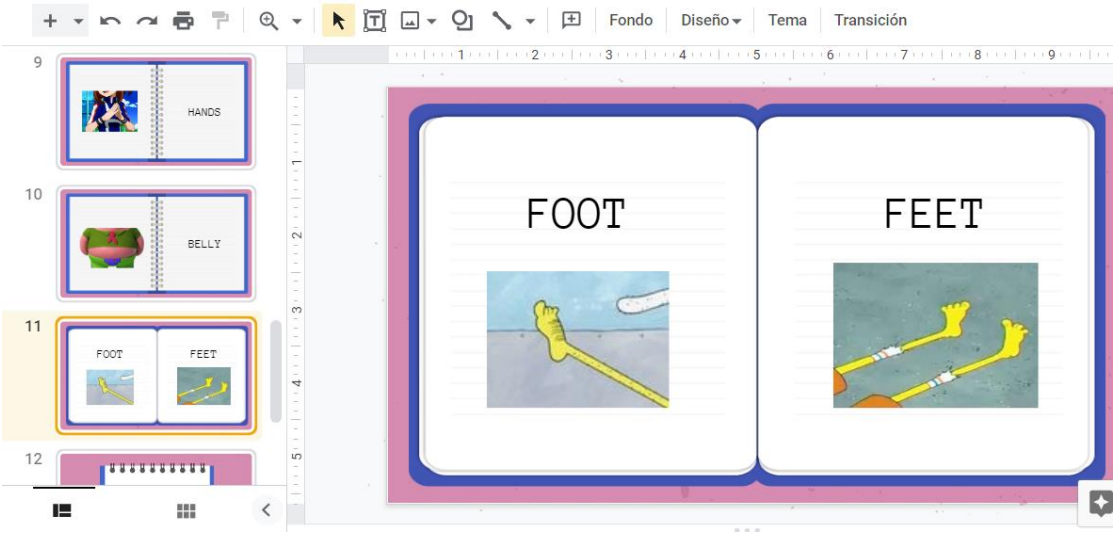
Annexe 8



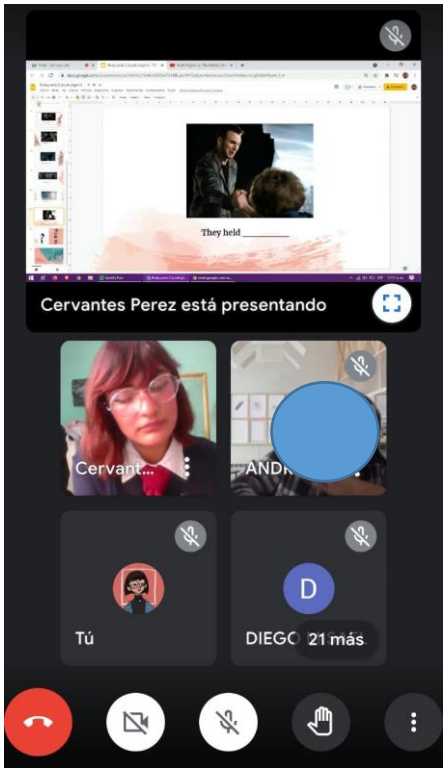
Annexe 9

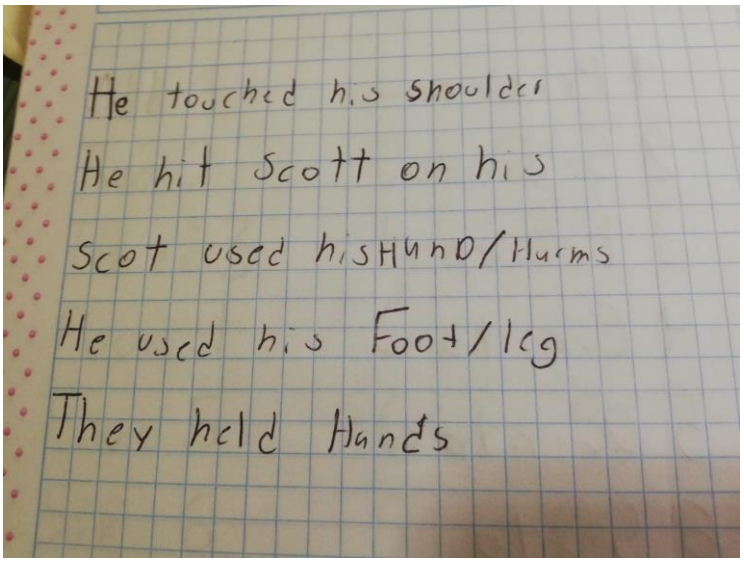


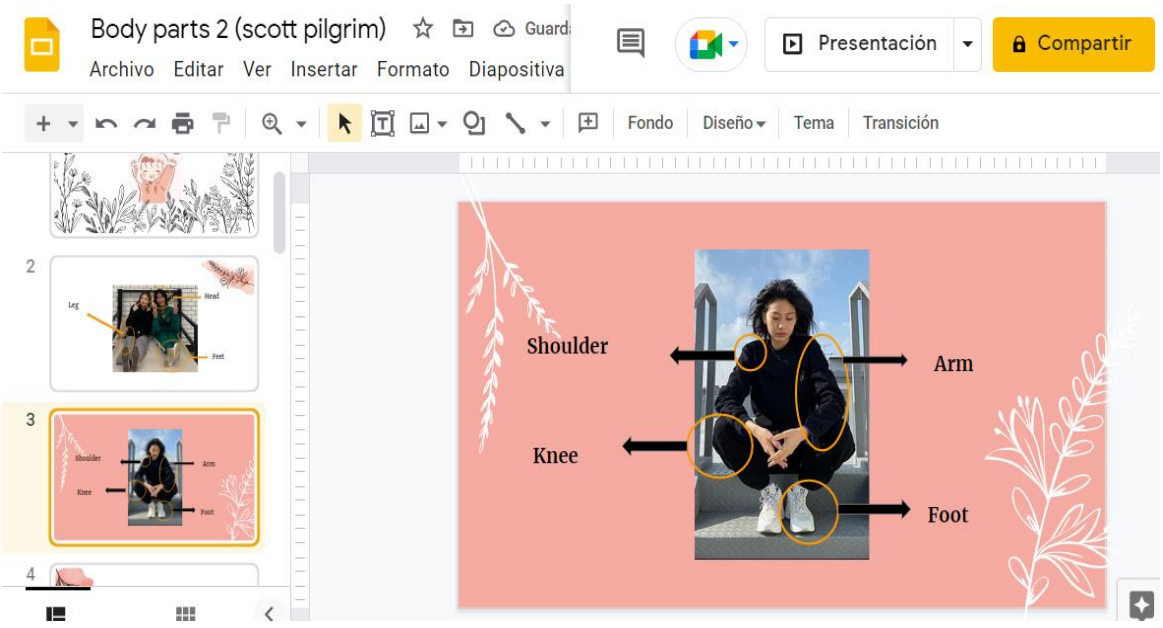
Annexe 10 Parts of the body



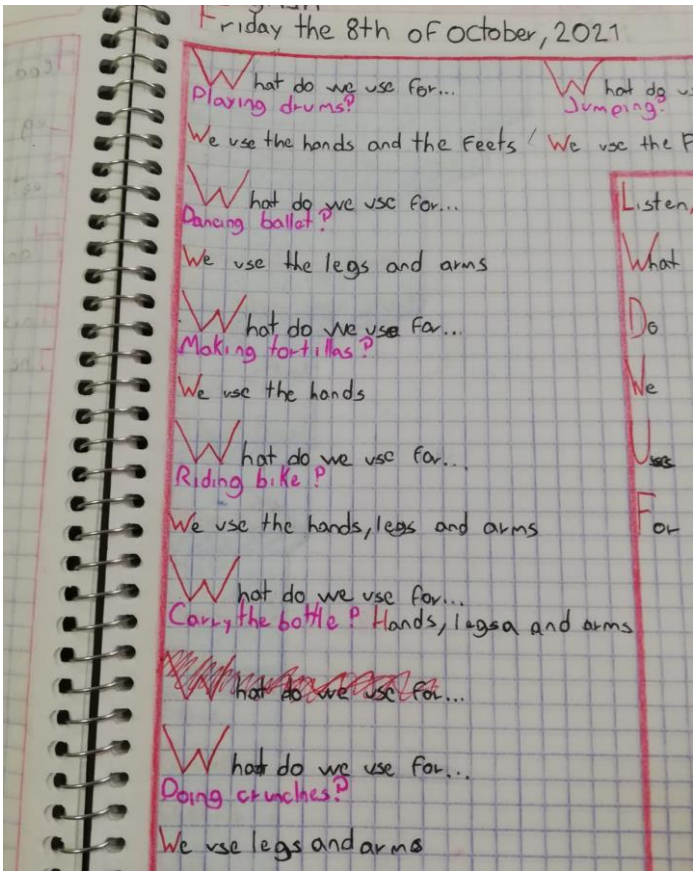
Annexe 11 Scott Pilgrim

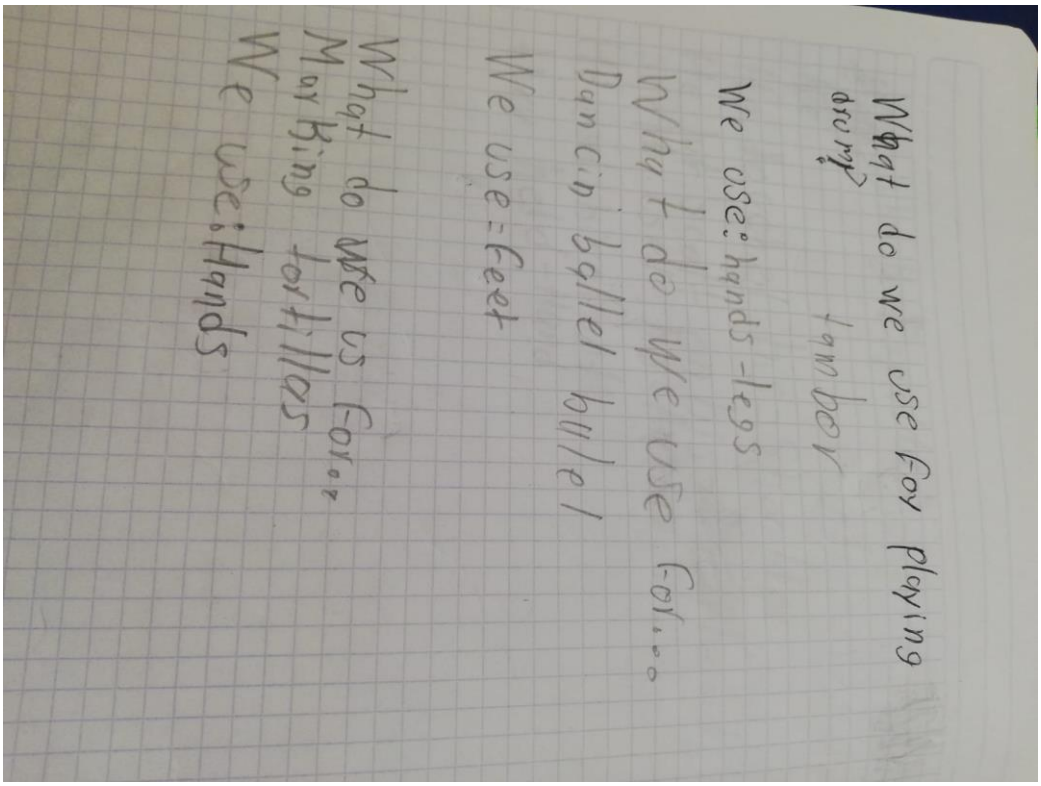




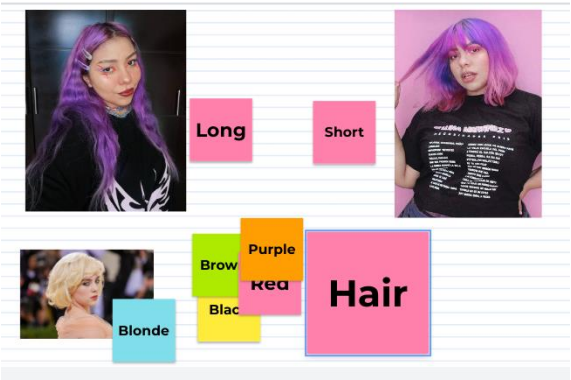


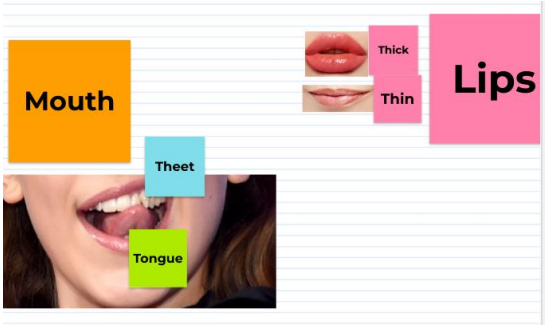
Annexe 12 What do we use for…?



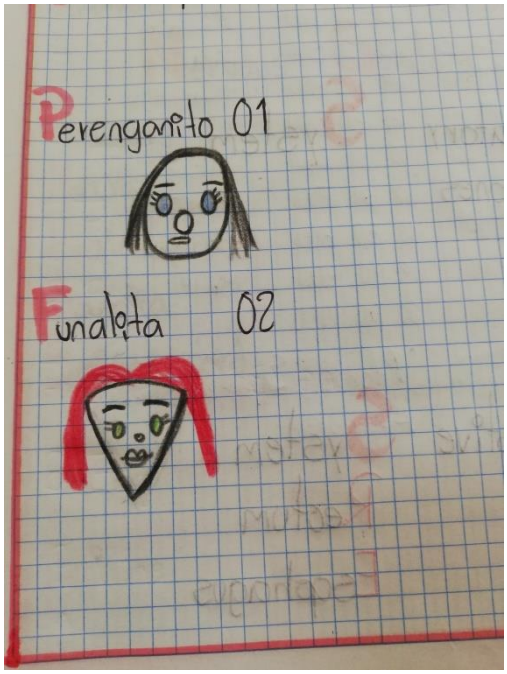


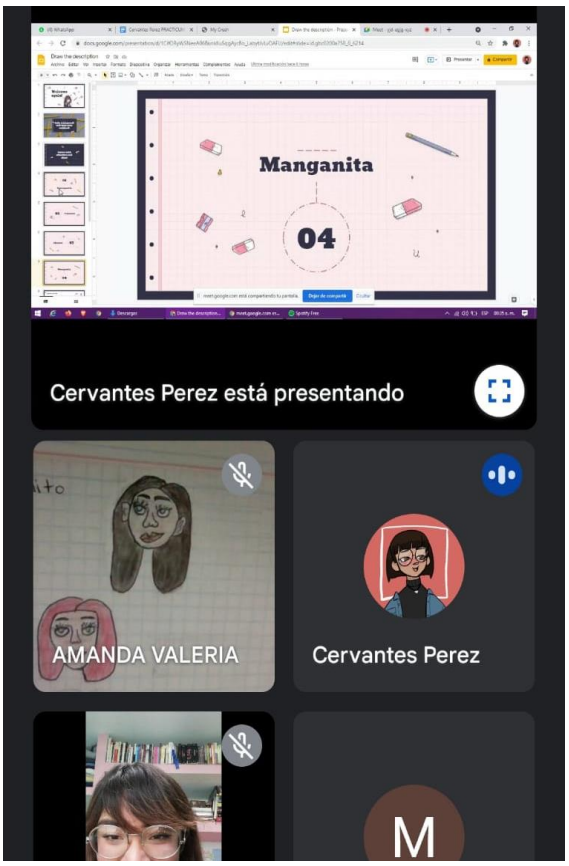
Annexe 13 Face vocabulary





Annexe 14 Listening activity



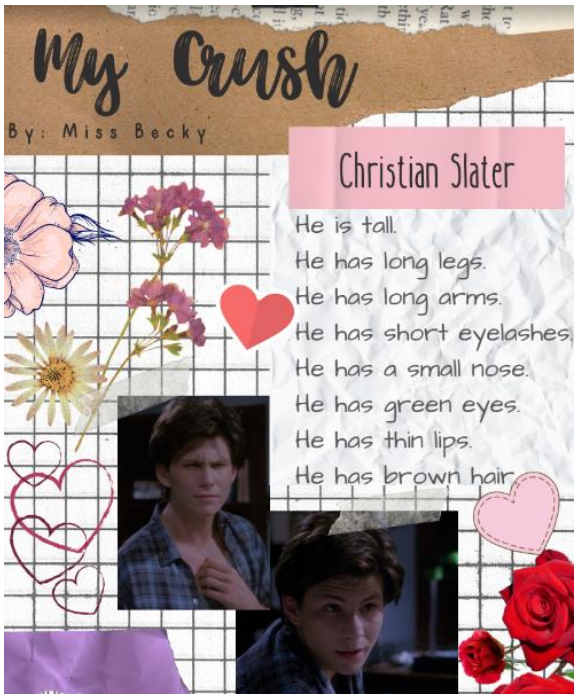


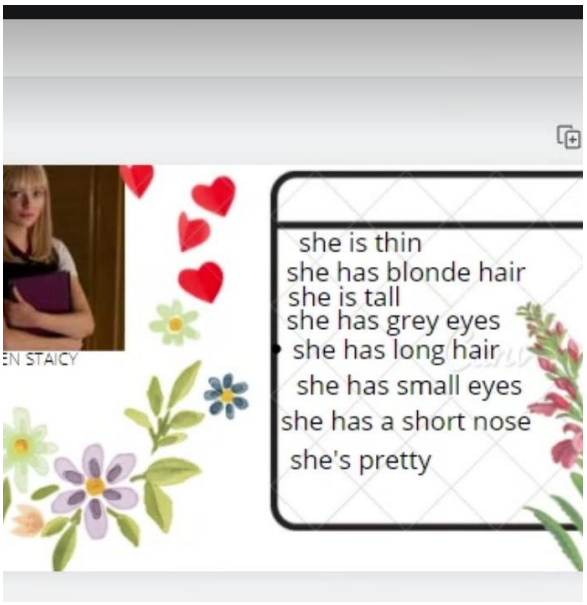
Annexe 15 Oral presentation Rubric and “My Crush” evidences

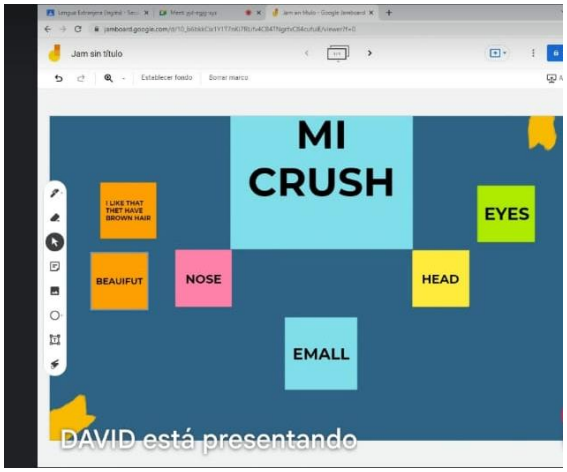
Rubrica para presentación Oral

Criterios de Evaluación	Puntuación			
	10	8	6	4
Tono de voz y lenguaje corporal El expositor modula correcta y apropiadamente su voz; se comunica con fluidez y naturalidad. Mantiene una postura relajada y mantiene contacto visual con su público.				
Dominio del contenido El expositor demuestra dominio del contenido. Usa el tiempo asignado y sin repetir ideas ni mostrarse vacilante.				
Organización y secuencia Se presenta la información de forma lógica, clara e interesante.				
Calidad del/los recurso/s El material utilizado es atractivo al público, fácil de leer y entender. Cumple con los requisitos de limpieza y presentación.				
Uso del/los recurso/s El material sirve de apoyo y guía para el el público y para el expositor				

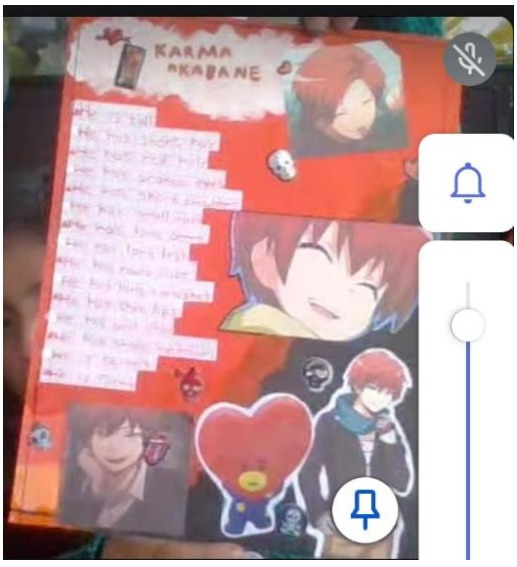
Total _____ x2 = _____ (Calificación final de la presentación)


My Crush
By: Miss Becky
Christian Slater
He is tall.
He has long legs.
He has long arms.
He has short eyelashes.
He has a small nose.
He has green eyes.
He has thin lips.
He has brown hair.

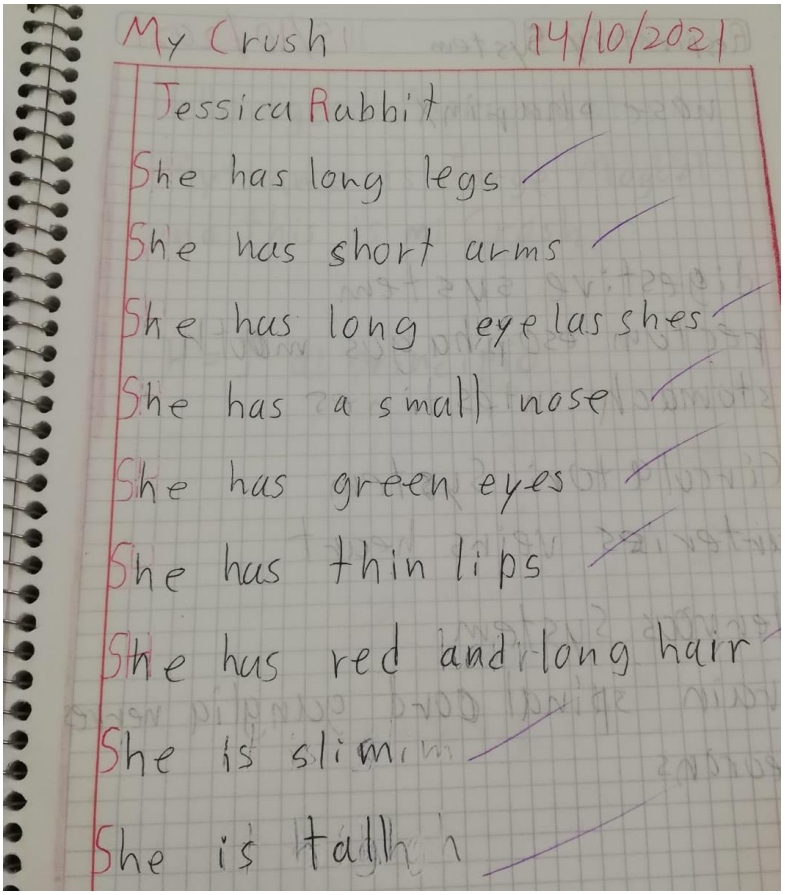

she is thin
she has blonde hair
she is tall
she has grey eyes
she has long hair
she has small eyes
she has a short nose
she's pretty


Jam sin título
MI CRUSH
I LIKE THAT THET HAVE BROWN HAIR
EYES
BEAUIFUT
NOSE
HEAD
EMALL
DAVID está presentando

My Crush
DESCRIPTION OF MY CRUSH


KARMA AKABANE

Zenitsu Agatsuma
Emma



My Crush 14/10/2021

Jessica Rabbit

She has long legs

She has short arms

She has long eyelashes

She has a small nose

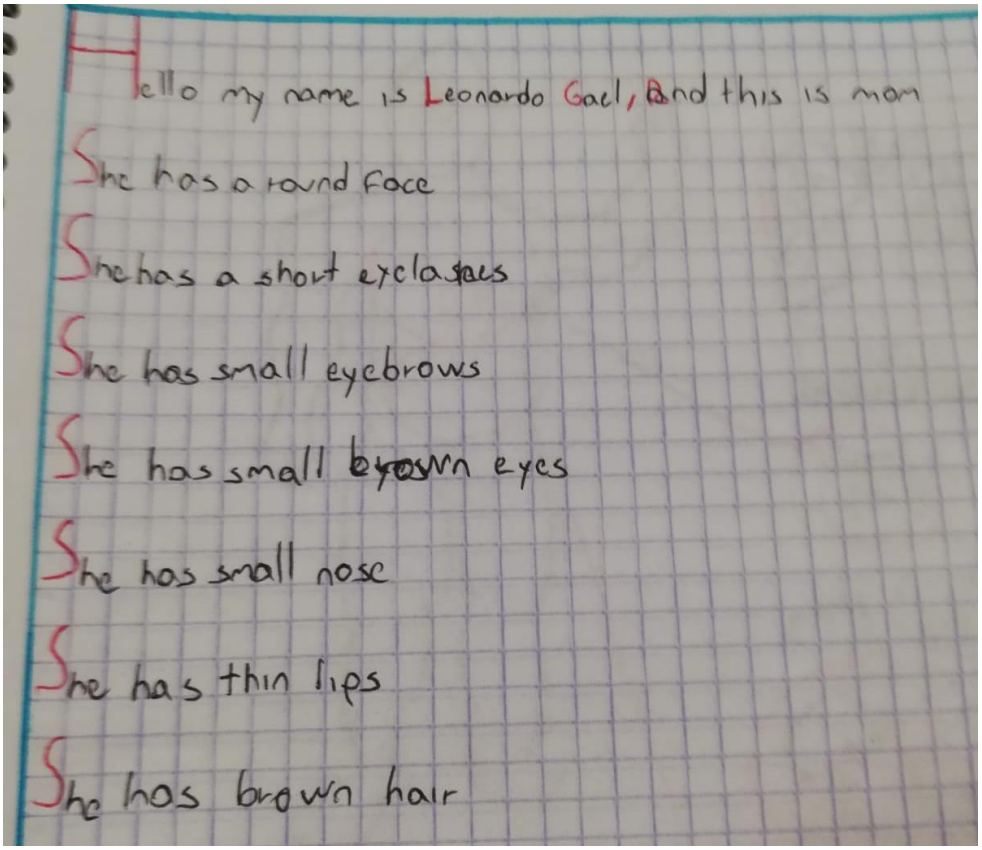
She has green eyes

She has thin lips

She has red and long hair

She is slim

She is tall



Hello my name is Leonardo Gael, And this is mom

She has a round face

She has a short eyelashes

She has small eyebrows

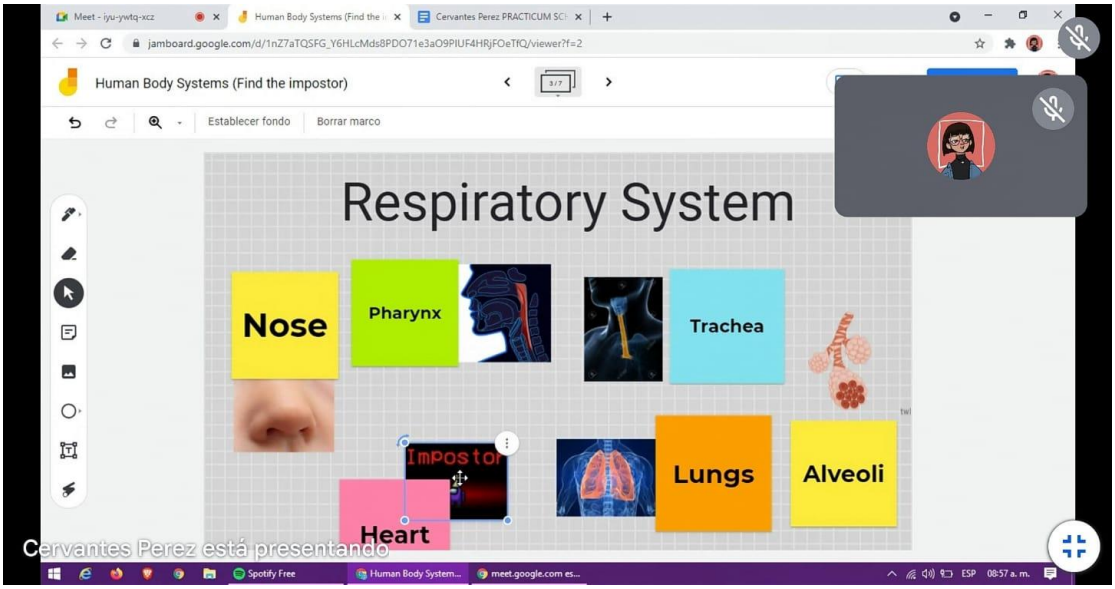
She has small ~~eyes~~brown eyes

She has small nose

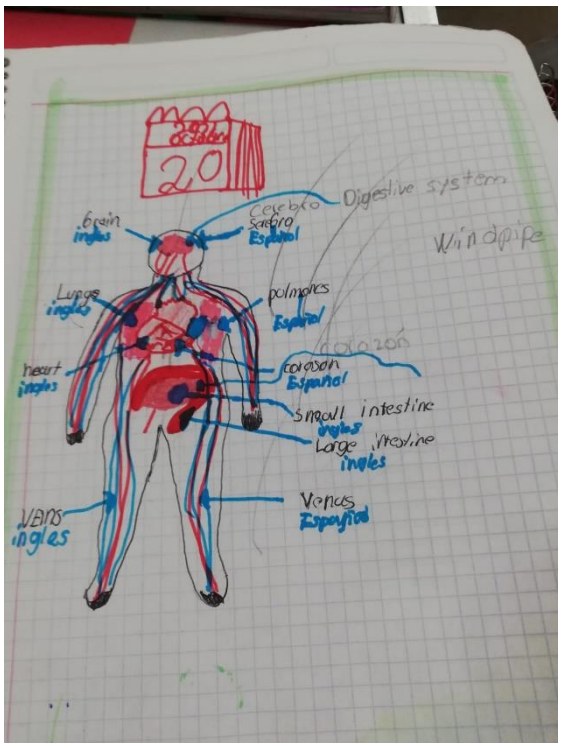
She has thin lips

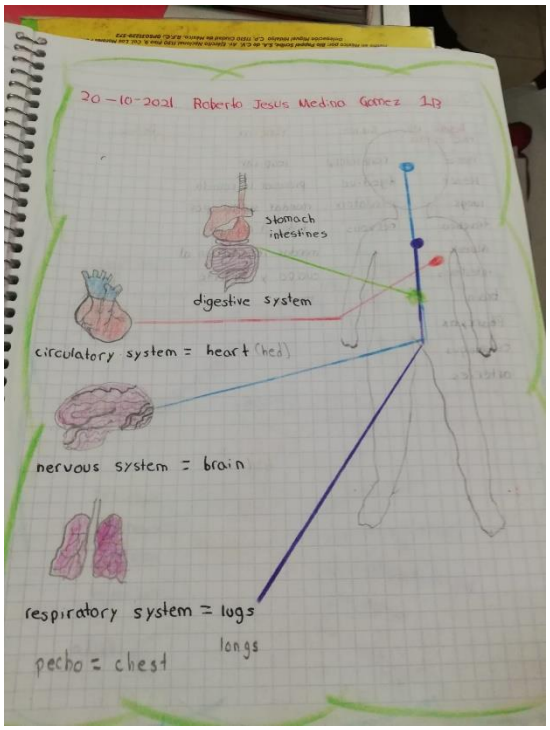
She has brown hair

Annexe 16 Find the impostor

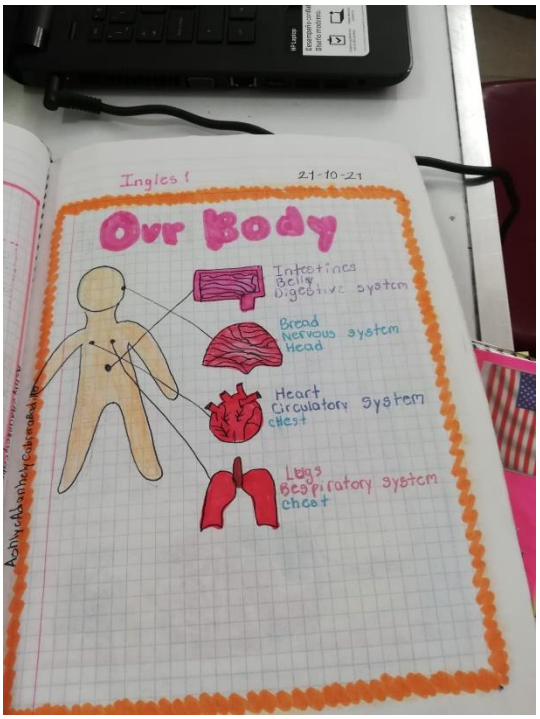


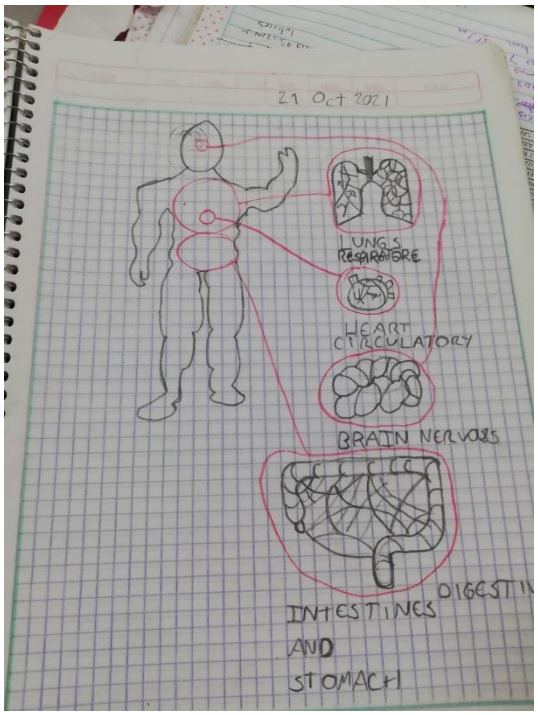
Annexe 17 Worksheet

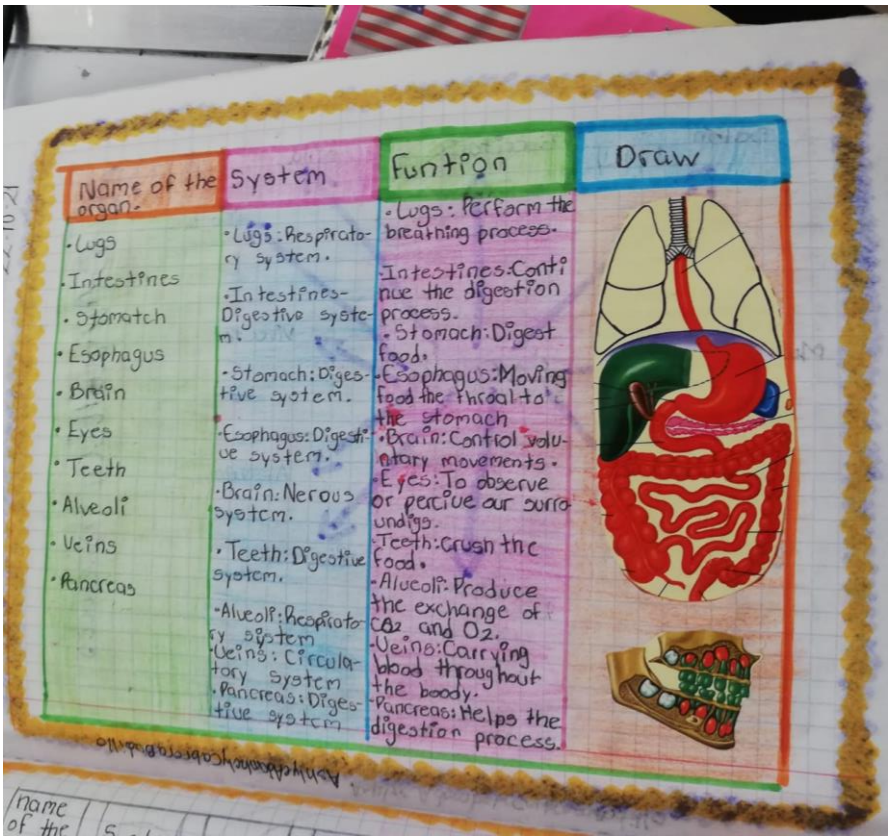




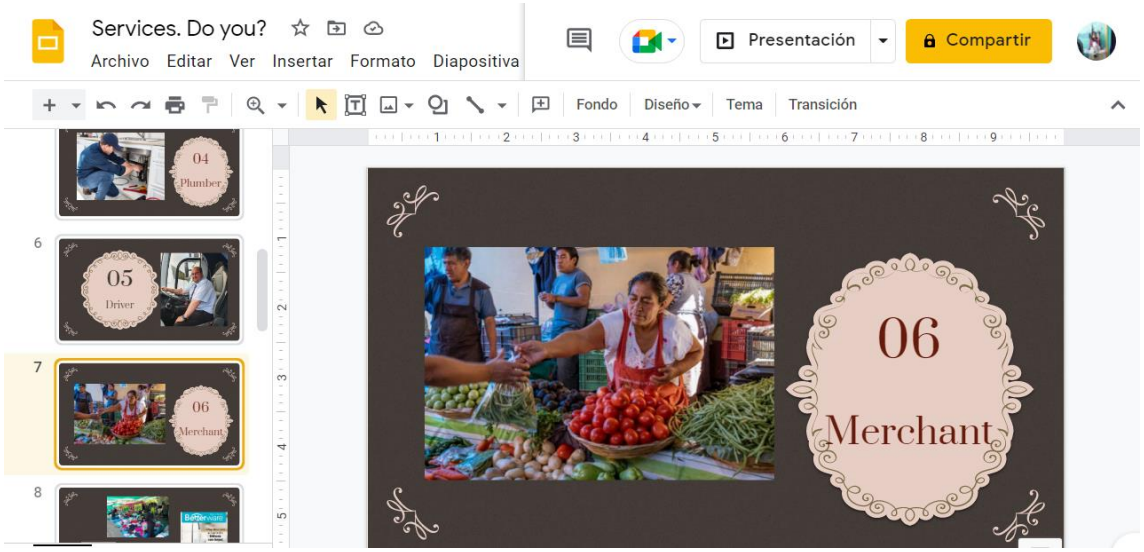
.


Ingles I
21-10-21
Our Body
Intestines
Belly
Digestive system
Bread
Nervous system
Head
Heart
Circulatory system
chest
Lugs
Respiratory system
chest

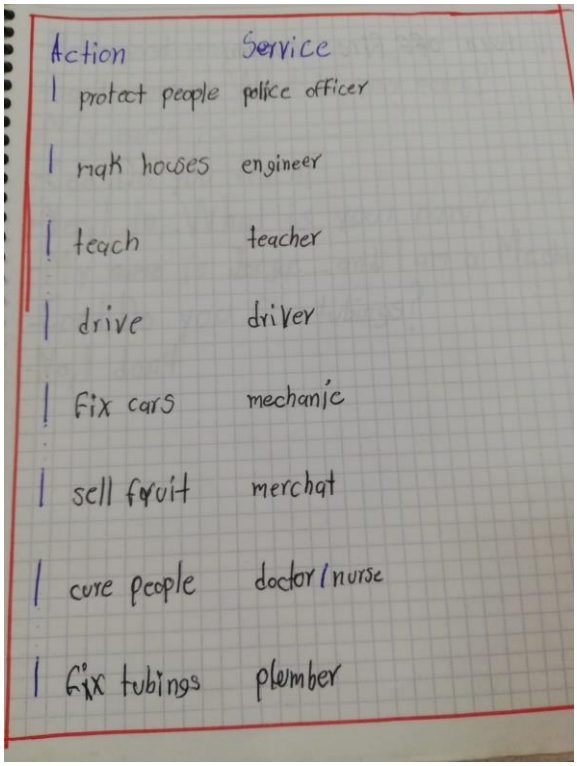

21 Oct 2021
LUNGS
RESPIRATORE
HEART
CIRCULATORY
BRAIN NERVES
INTESTINES
AND
STOMACH

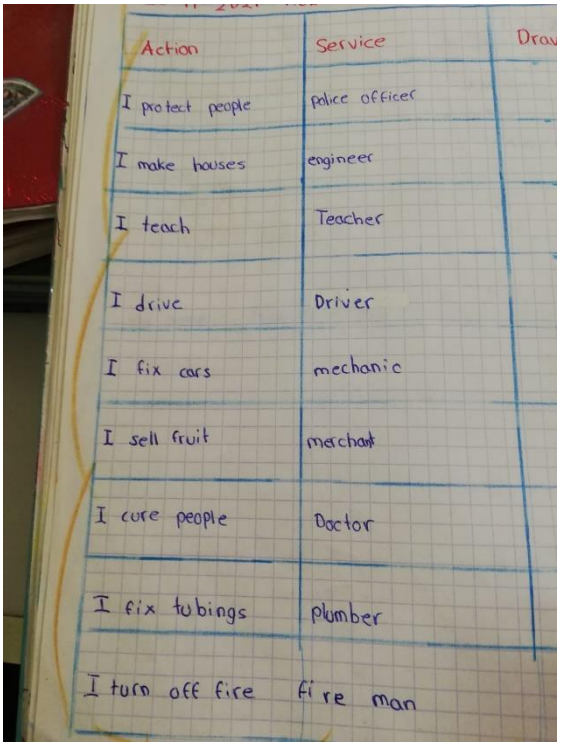

Name of the organ.
System
Funtion
Draw
•Lugs
•Intestines
•Stomatch
•Esophagus
•Brain
•Eyes
•Teeth
•Alveoli
•Veins
•Pancreas
•Lugs: Respiratory system.
•Intestines-Digestive system.
•Stomach: Digestive system.
•Esophagus: Digestive system.
•Brain: Nerous system.
•Teeth: Digestive system.
•Alveoli: Respiratory system
•Veins: Circulatory system
•Pancreas: Digestive system
•Lugs: Perform the breathing process.
•Intestines: Continue the digestion process.
•Stomach: Digest food.
•Esophagus: Moving food the throat to the stomach
•Brain: Control voluntary movements.
•Eyes: To observe or percive our surroundigs.
•Teeth: Crush the food.
•Alveoli: Produce the exchange of CO2 and O2.
•Veins: Carrying blood throughout the boody.
•Pancreas: Helps the digestion process.

Annexe 18 Do you…?

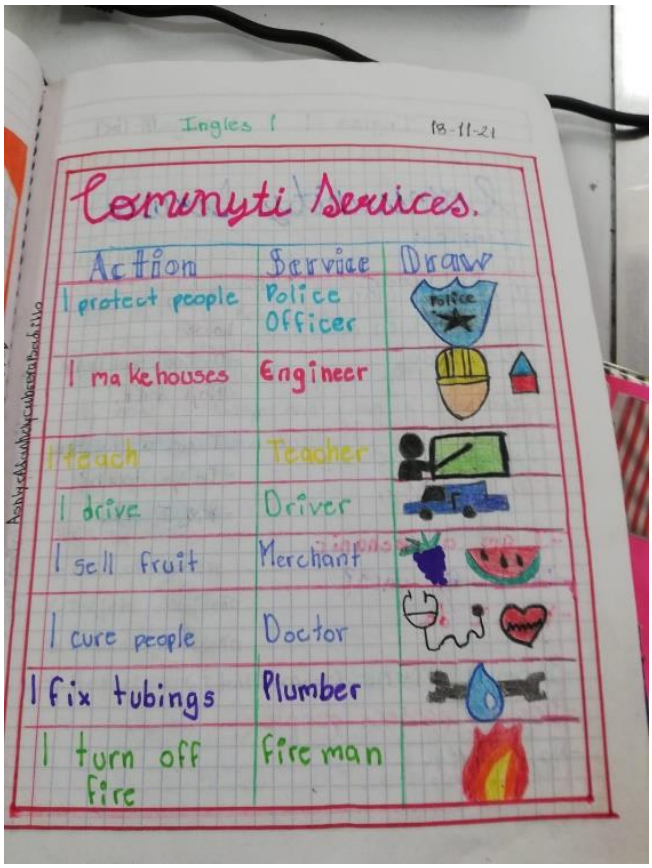


Annexe 19 Chart with actions



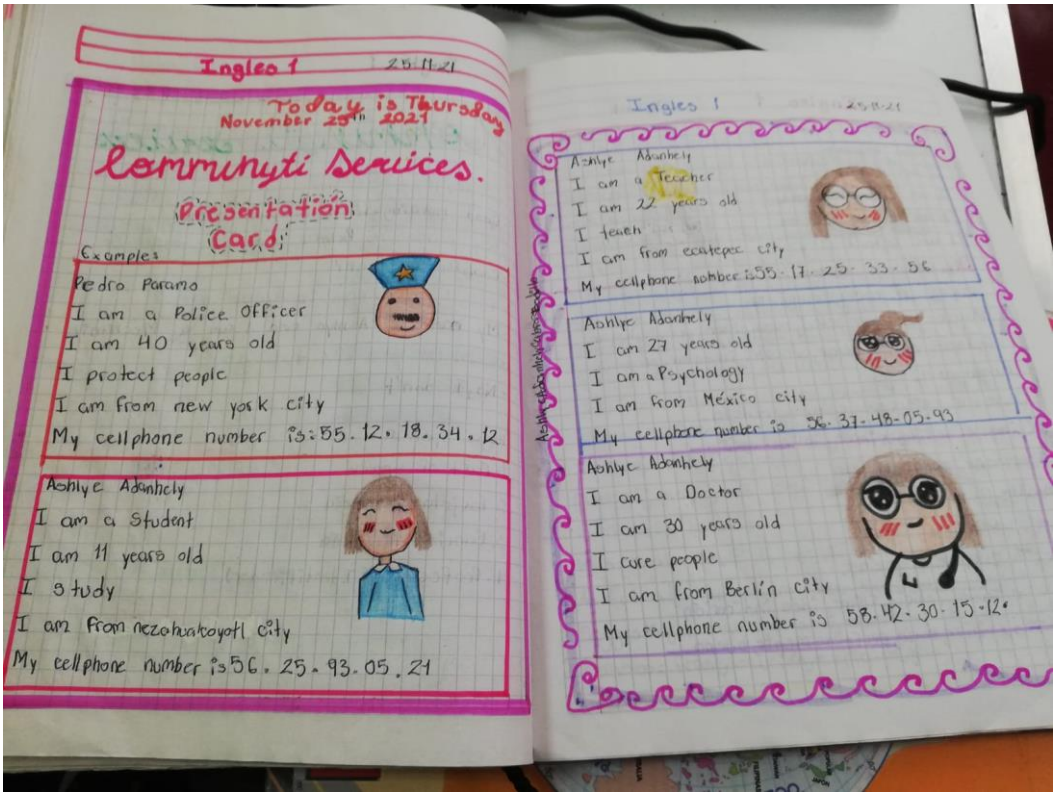


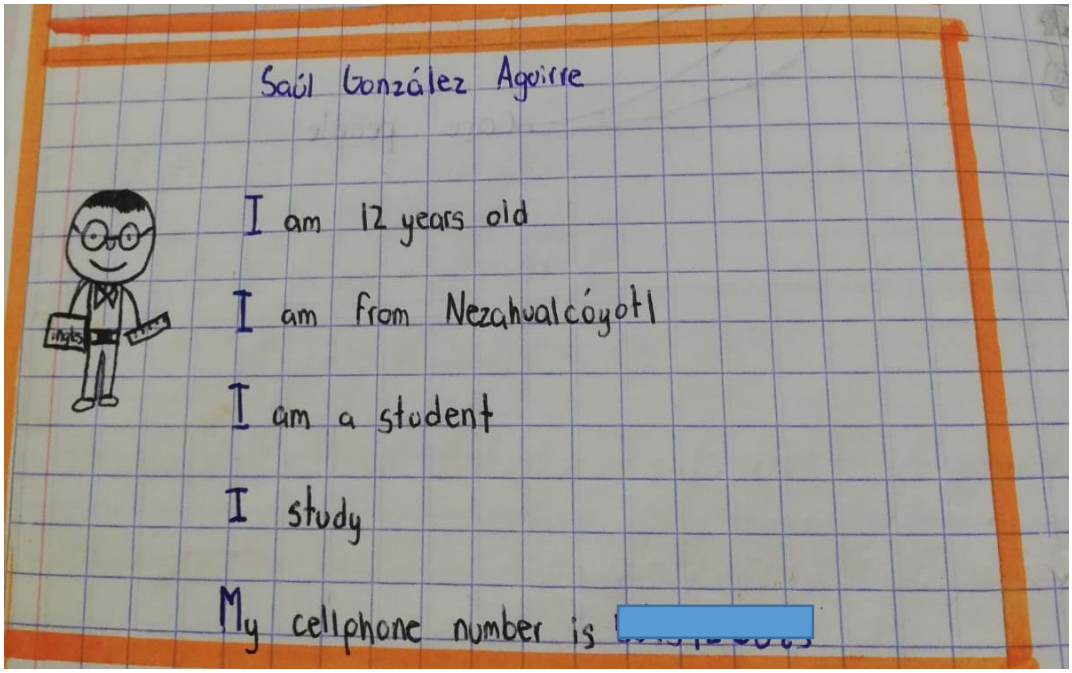
.


Ingles I
18-11-21
Comunyti Services.
Action
Service
Draw
I protect people
Police Officer
I make houses
Engineer
I teach
Teacher
I drive
Driver
I sell fruit
Merchant
I cure people
Doctor
I fix tubings
Plumber
I turn off fire
fire man

Nezahualcoyotl 19/11/2021, Karol Garcia Mejia 1ºA.
Actions
Services
Draw
I protect people
Police Officer
I Make houses
Engineer
I teach
Teacher
I drive
Drive
I sell fruit
Merchant
I cure people
Doctor
I fix tubing
Mechanic
I turn off fire
Fireman

Annexe 20 Presentation cards



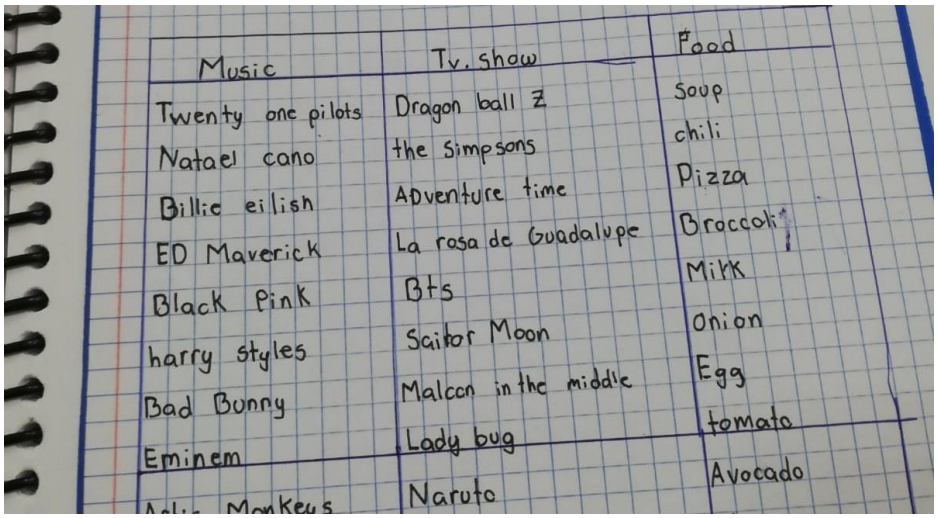


.

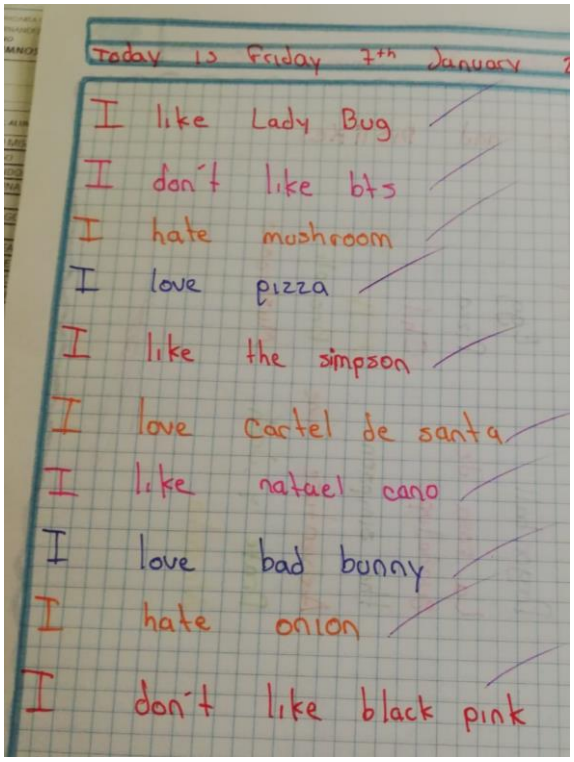
Annexe 21 Likes and dislikes

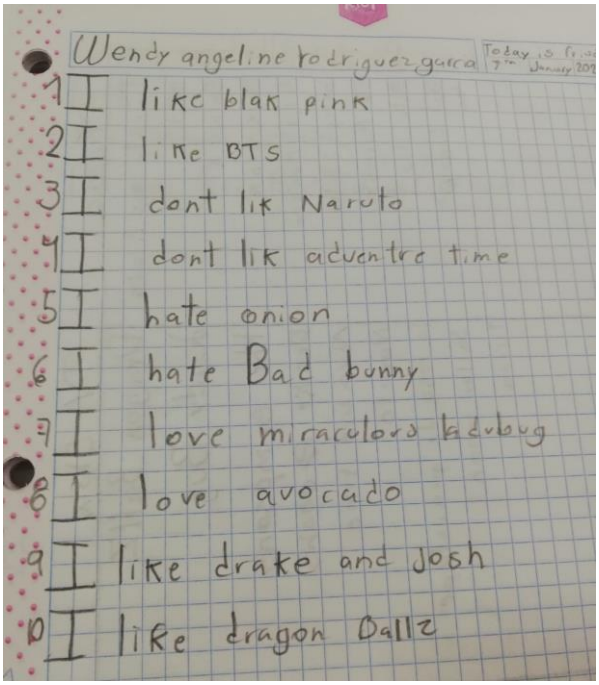
.

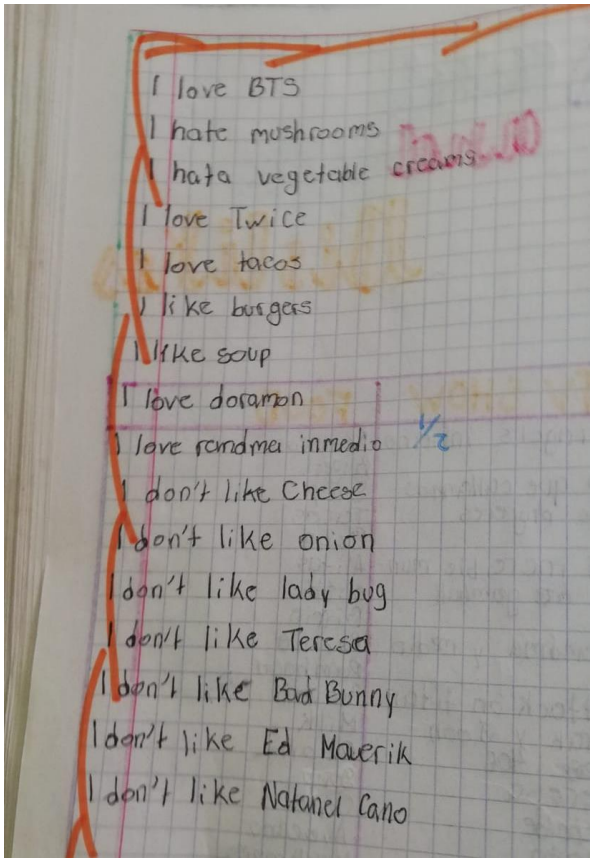
Annexe 22 Nouns organization

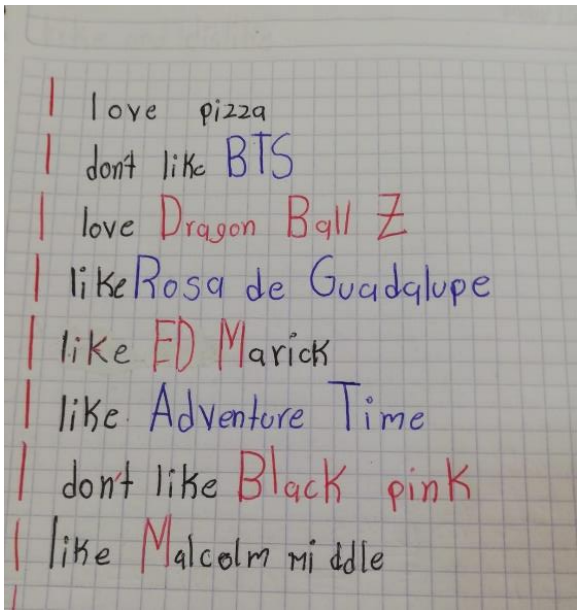


.Annexe 23 Sentences



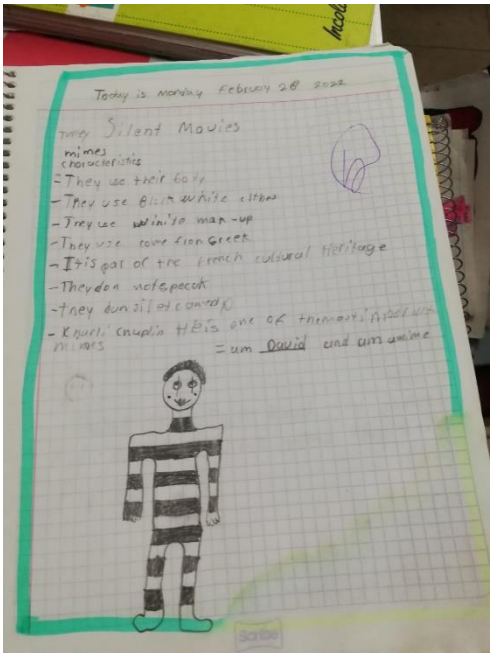


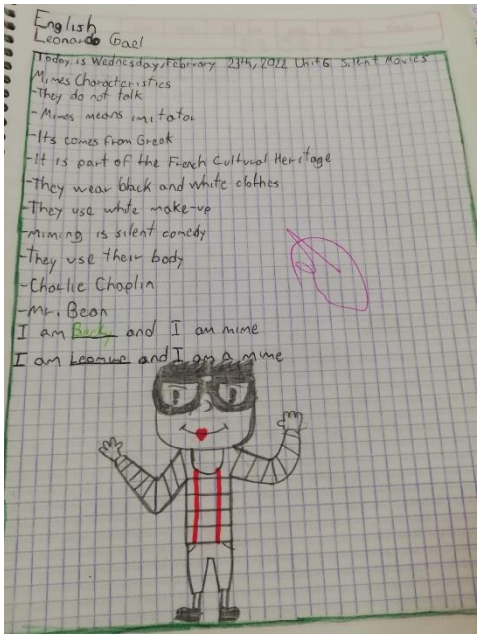


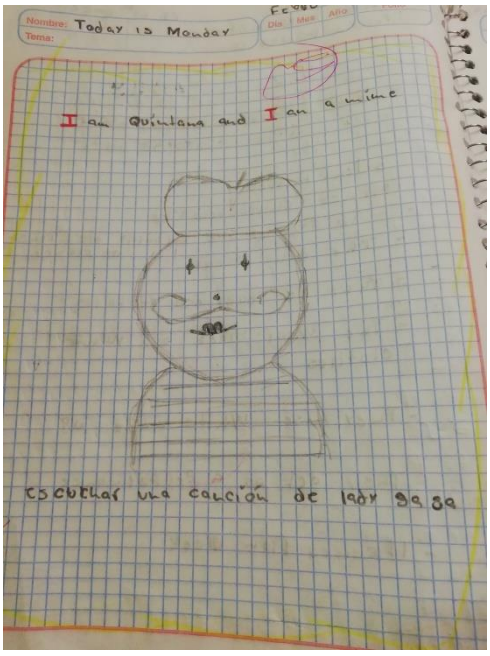


.

Annexe 23 Mime activity

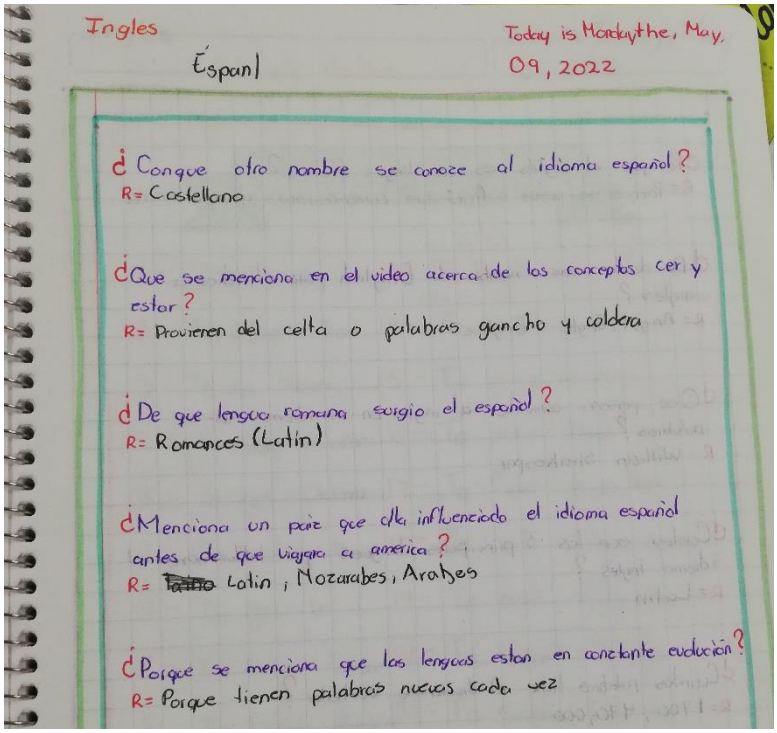






.

Annexe 24 Questions



Ingles

Espanl

Today is Mardaythe, May, 09, 2022

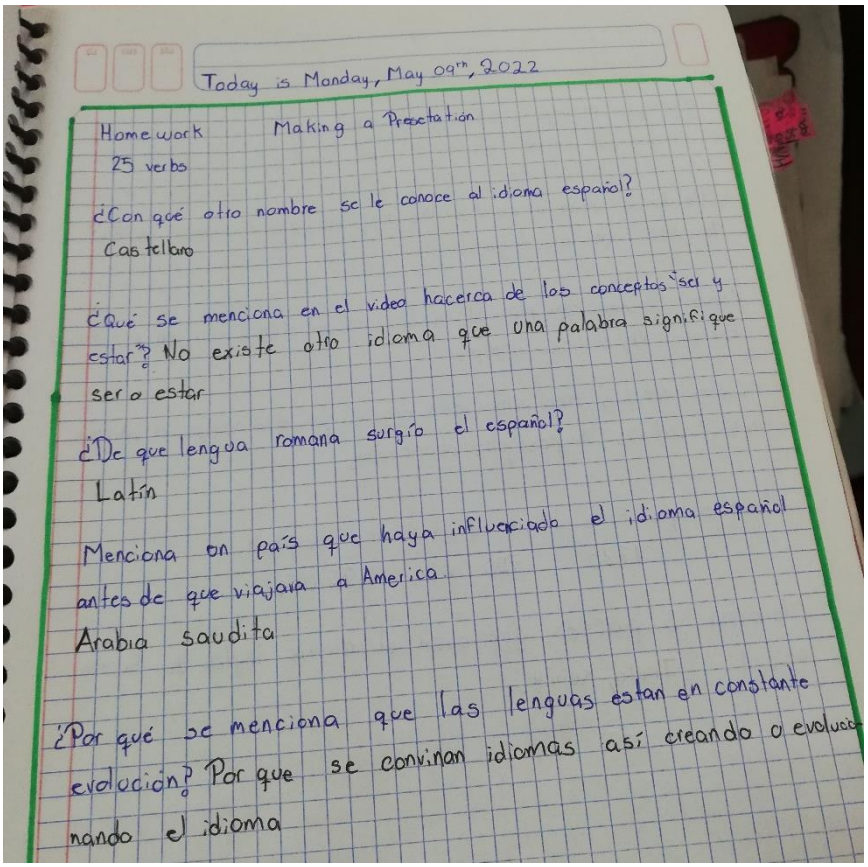
¿Conque otro nombre se conoce al idioma español?
R= Castellano

¿Que se menciona en el video acerca de los conceptos ser y estar?
R= Provienen del celta o palabras gancho y caldera

¿De que lengua romana surgio el español?
R= Romances (Latin)

¿Menciona un pais que aya influenciado el idioma español antes de que viajara a america?
R= ~~Latin~~ Latin, Mozarabes, Arabes

¿Porque se menciona que las lenguas estan en constante evolución?
R= Porque tienen palabras nuevas cada vez



Today is Monday, May 09th, 2022

Homework Making a Presentation
25 verbs

¿Con qué otro nombre se le conoce al idioma español?
Castellano

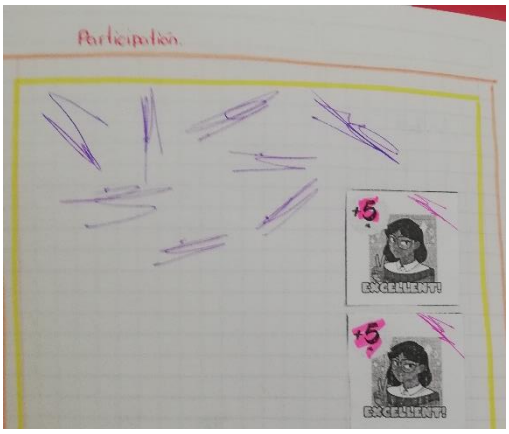
¿Qué se menciona en el video hacerca de los conceptos "ser y estar"? No existe otro idioma que una palabra signifique ser o estar

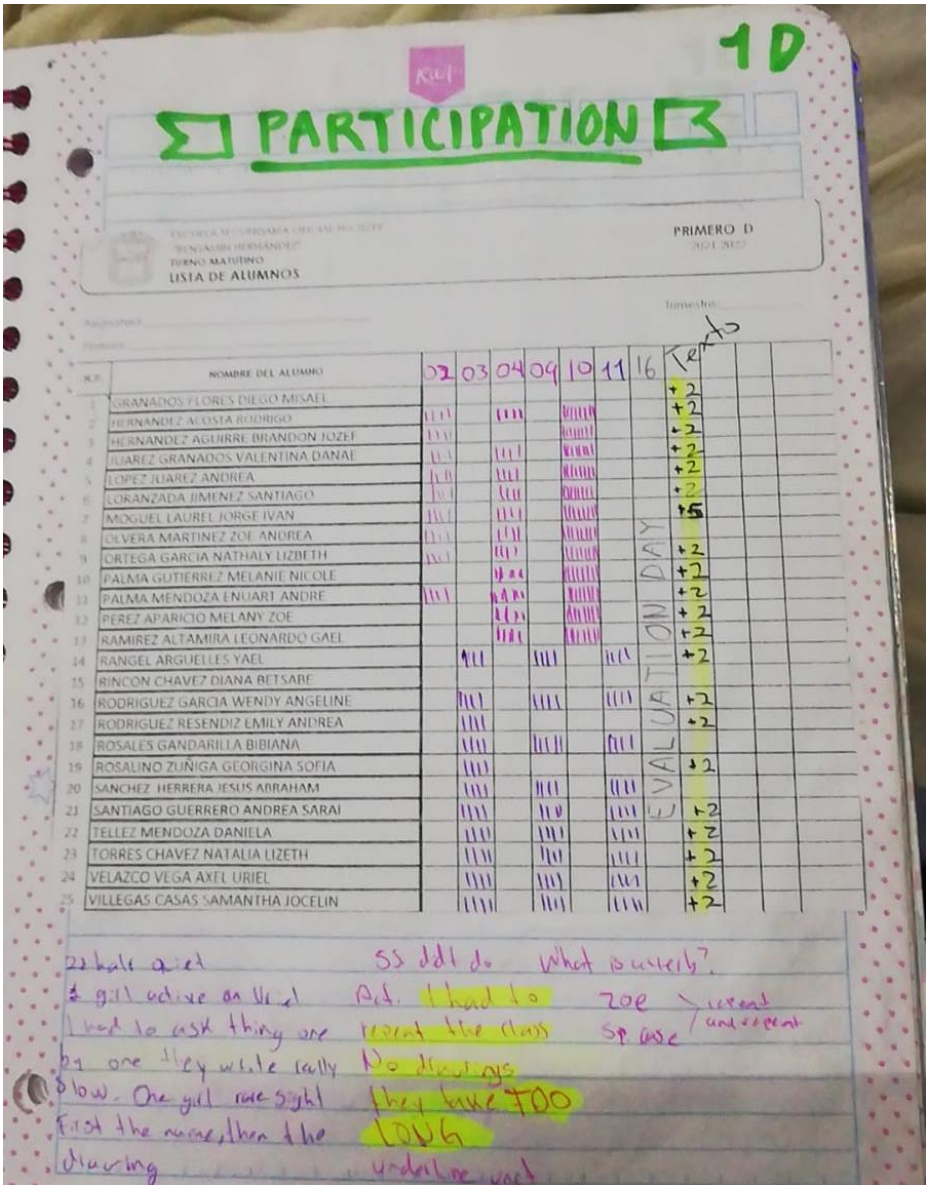
¿De que lengua romana surgió el español?
Latín

Menciona un país que haya influenciado el idioma español antes de que viajara a America
Arabia saudita

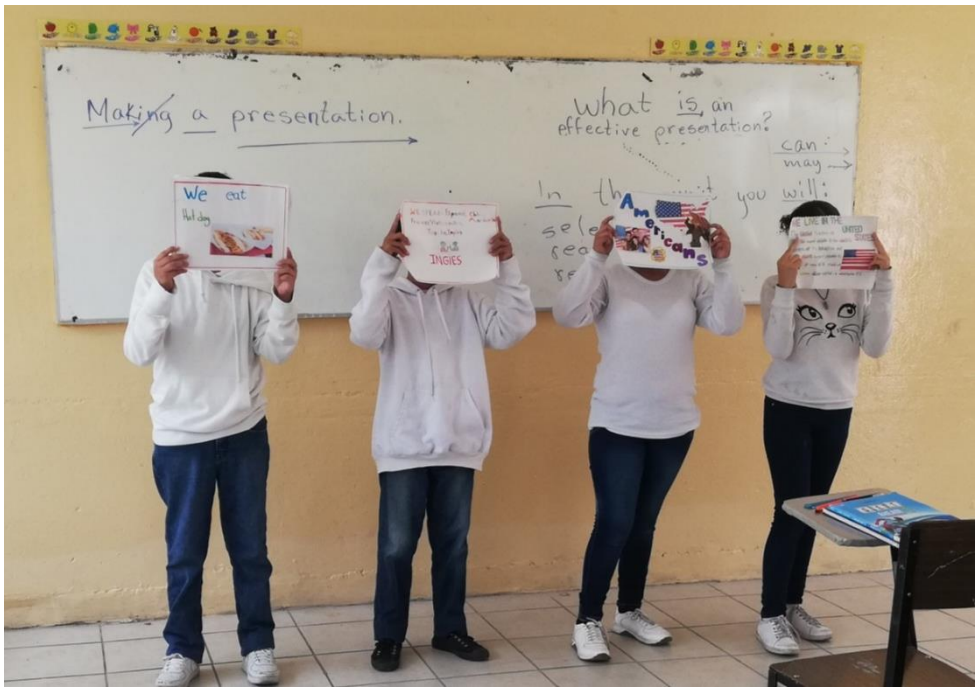
¿Por qué se menciona que las lenguas estan en constante evolución? Por que se convinan idiomas así creando o evolucionando el idioma

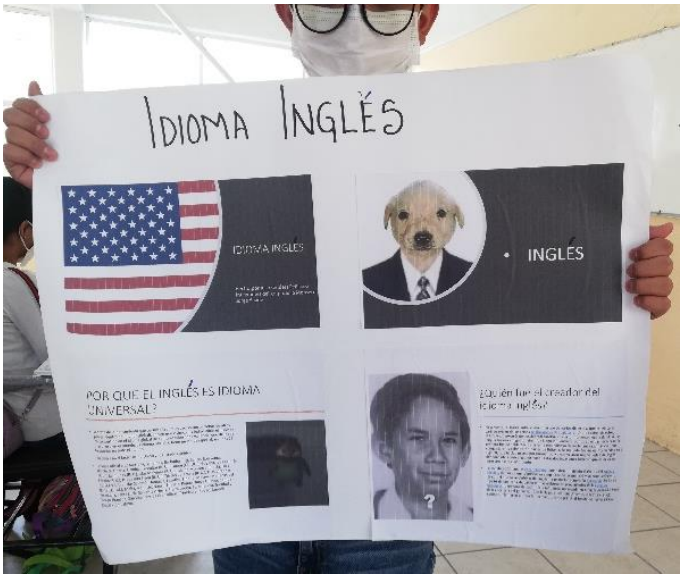
Annexe 25 Participations





Annexe 26 Cultural Fair Presentations

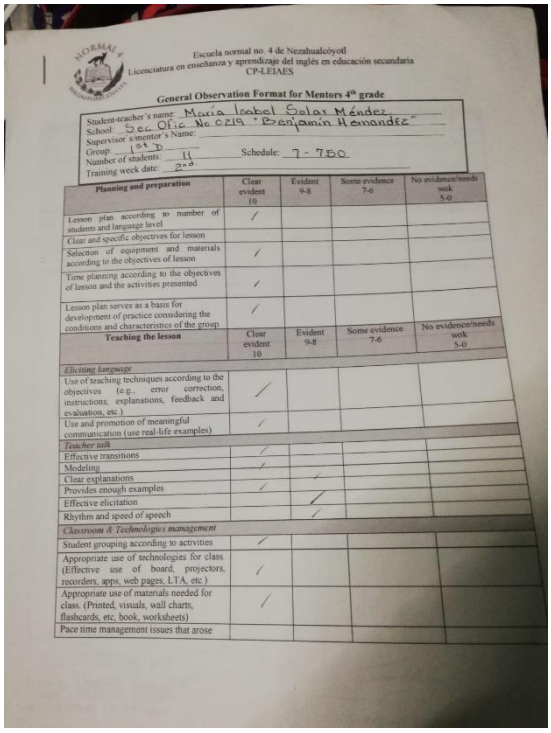



IDIOMA INGLÉS
IDIOMA INGLÉS
INGLÉS
POR QUE EL INGLÉS ES IDIOMA UNIVERSAL?
¿Quién fue el creador del idioma inglés?

We eat
CARTACCIO
LASAGNA
MACCHERONI
STACCIONA
GREMOLATA
PIZZA

WE EAT
Paamel Bacon
Calgary beet hash
Macaroni and cheese
Sandwich bacut
Poutine
Tourtiere
Fiddleheads
We Live In Canada
The Bears And Waries
English and French

Annexe 27 General Observation Format for Mentors

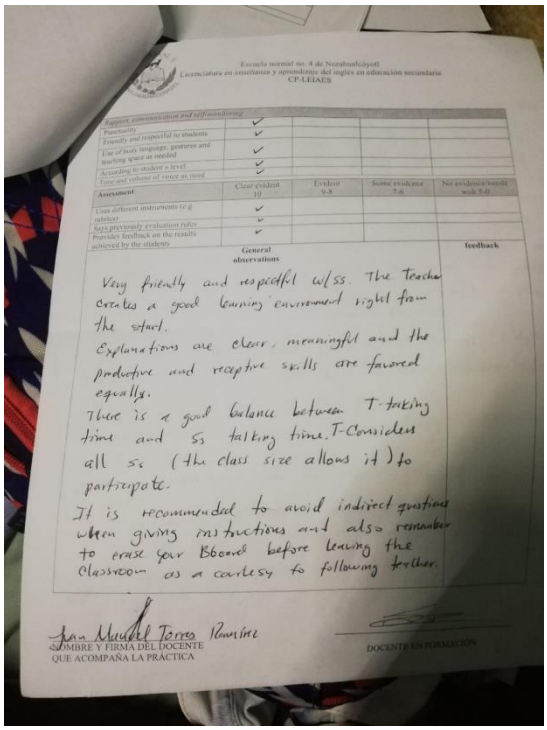


Escuela normal no. 4 de Nezahualcóyotl
Licenciatura en enseñanza y aprendizaje del inglés en educación secundaria
CP-LEIAES

General Observation Format for Mentors 4th grade

Student-teacher's name: María Isabel Solar Méndez
School: Sec. Ofic. No 0219 "Benjamín Hernández"
Supervisor's mentor's Name:
Group: 1st D
Number of students: 11 Schedule: 7 - 750
Training week date: 2nd

Planning and preparation	Clear evident 10	Evident 9-8	Some evidence 7-6	No evidence/needs work 5-0
Lesson plan according to number of students and language level	/			
Clear and specific objectives for lesson				
Selection of equipment and materials according to the objectives of lesson	/			
Time planning according to the objectives of lesson and the activities presented	/			
Lesson plan serves as a basis for development of practice considering the conditions and characteristics of the group	/			
Teaching the lesson	**Clear evident 10**	**Evident 9-8**	**Some evidence 7-6**	**No evidence/needs work 5-0**
Eliciting language				
Use of teaching techniques according to the objectives (e.g., error correction, instructions, explanations, feedback and evaluation, etc.)	/			
Use and promotion of meaningful communication (use real-life examples)	/			
Teacher talk				
Effective transitions	/			
Modeling	/			
Clear explanations		/		
Provides enough examples	/			
Effective elicitation		/		
Rhythm and speed of speech		/		
Classroom & Technologies management				
Student grouping according to activities	/			
Appropriate use of technologies for class. (Effective use of board, projectors, recorders, apps, web pages, LTA, etc.)	/			
Appropriate use of materials needed for class. (Printed, visuals, wall charts, flashcards, etc, book, worksheets)	/			
Pace time management issues that arose				



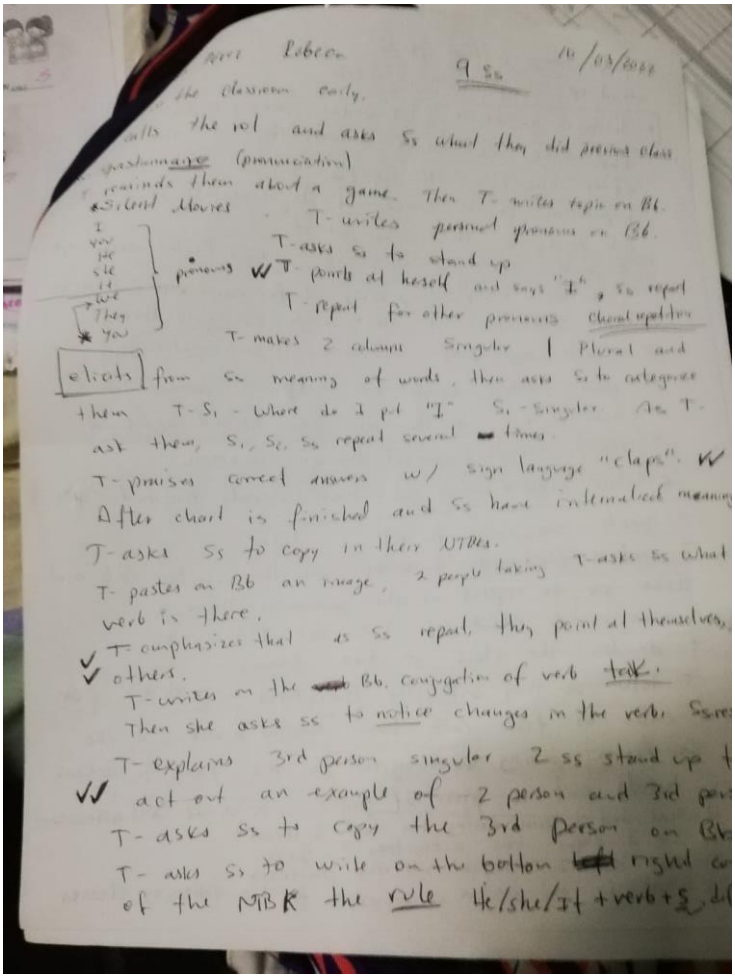
Escuela normal no. 4 de Nezahualcóyotl
Licenciatura en enseñanza y aprendizaje del inglés en educación secundaria
CP-LEIAES

Support, communication and self-monitoring				
Punctuality	✓			
Friendly and respectful to students	✓			
Use of body language, gestures and teaching space as needed	✓			
According to student's level	✓			
Time and volume of voice as need	✓			
Assessment	**Clear evident 10**	**Evident 9-8**	**Some evidence 7-6**	**No evidence/needs work 5-0**
Uses different instruments (e.g. rubrics)	✓			
Says previously evaluation rules	✓			
Provides feedback on the results achieved by the students	✓			
	General observations			**feedback**

Very friendly and respectful w/ss. The Teacher creates a good learning environment right from the start.
Explanations are clear, meaningful and the productive and receptive skills are favored equally.
There is a good balance between T-taking time and Ss talking time. T-Considers all Ss (the class size allows it) to participate.
It is recommended to avoid indirect questions when giving instructions and also remember to erase your Bboard before leaving the classroom as a courtesy to following teacher.

Juan Manuel Torres Ramírez
NOMBRE Y FIRMA DEL DOCENTE QUE ACOMPAÑA LA PRÁCTICA

DOCENTE EN FORMACIÓN



Pérez Rebeca 9 Ss 10/03/2022

the classroom early.
calls the rol and asks Ss what they did previous class
questionnaire (pronunciation)
reminds them about a game. Then T- writes topic on Bb.
Silent Movies
T- writes personal pronouns on Bb.
T- asks Ss to stand up
pronouns ✓✓ T- points at herself and says "I", Ss repeat
T- repeat for other pronouns Choral repetition
T- makes 2 columns Singular | Plural and
elicits from Ss meaning of words, then asks Ss to categorize them T- S1 - Where do I put "I" S1 - Singular. As T- ask them, S1, S2, Ss repeat several times.
T- praises correct answers w/ sign language "claps". ✓✓
After chart is finished and Ss have internalized meaning
T- asks Ss to copy in their NTBks.
T- pastes on Bb an image, 2 people taking T- asks Ss what verb is there.
✓ T- emphasizes that as Ss repeat, they point at themselves,
✓ others.
T- writes on the Bb. conjugation of verb talk.
Then she asks ss to notice changes in the verb. Ss re
T- explains 3rd person singular 2 ss stand up t
✓✓ act out an example of 2 person and 3rd per
T- asks Ss to copy the 3rd person on Bb
T- asks Ss to write on the bottom right co
of the NTBK the rule He/she/It + verb + S