**ESCUELA NORMAL No. 4 DE NEZAHUALCÓYOTL**

LICENCIATURA EN ENSEÑANZA Y APRENDIZAJE DEL INGLES EN EDUCACION SECUNDARIA

**TESIS DE INVESTIGACIÓN**

THE USE OF LEARNING ENVIRONMENTS TO ENCOURAGE PARTICIPATION

**PARA OBTENER EL TÍTULO DE**

LICENCIADA EN ENSEÑANZA Y APRENDIZAJE DEL INGLES EN EDUCACION SECUNDARIA

**PRESENTA**

BRISA AMAYRANI AVILA VALDIVIA

**DIRECTORA DE TRABAJO TERMINAL**

DOCTORA MARÍA DE LOURDES ARGUELLO FALCÓN

Cd. Nezahualcóyotl, Estado de México, Julio de 2022

# Index

# Introduction

This research work entitled "Learning environments to encourage participation" is derived from the thesis modality of the degree in teaching and learning English in secondary education. It is important to note that this topic was shrunk since learning environments are closely linked to interaction, so in a good learning environment a relationship of trust is established between students and teachers, with student-student and teacher-teacher relationships student. And that causes that there is participation between them. As well as the learning environment can be carried out in a virtual and physical way. Therefore, the 2 modalities were carried out, initially virtual due to the covid and later physically in the Official secondary school no. 231 "Jose Maria Liceaga". All possible tools were used in both modalities, there were interactive activities as well as other things that will be mentioned in the following chapters.

In the first chapter of this thesis, background on the subject is presented, such as the delimitation of the research problem, why this process is carried out, the delimitation of the object of study, the contexts and frames of reference (SEP) (UNESCO ) (AGENDA 2030), on the subjects and the social structure that surrounds them with an analysis of the learning conditions of the students in their environment, the diagnosis is also mentioned, which is a fundamental part of knowing the students and the reason for being from them their behaviours, the technical problem is that there is no participation in the second language. Derived from the specific questions and with them the objectives (specific and general) and as closing the justification of why the investigation was carried out.

In the second chapter is the conceptual approach where the teacher performs a search for information and shows or describes important findings that support the methodological basis. Some key pedagogical concepts for the development of the proposal, the state of the art. Some concepts of learning and participation environments reflecting on each of them.

Chapter three mentions the research methodology based on action research, mentioning the techniques and instruments to collect information on the operation of the work plan that is intended to be executed, such as interviews, the observation script and the teacher's diary. As well as the theories on which the research topic was based, such as the constructivism and sociocultural themes, and the methods that were implemented, such as the suggestopedia method.

Chapter fourth. This chapter presents, interprets and reflects on the results of the development of professional practice. This section is built in the form of prose, a whole narration about what happened during the professional practice, what was done, how it was done, the contents and purposes of the work sessions, the class plans are also exemplified with their respective evidence of work. This implies that a series of isolated sessions are described, summarized from a considerable number of hours in front of a group.

Chapter five focuses on the reflection and reconstruction of professional practice in this section prose is developed where the task as a teacher is analyzed, by obtaining records for it emphasis is placed on the everyday, the nature of the actions is addressed that are carried out, the modes and forms of teaching are presented, various professional and generic competences that, through the construction of the work, have been able to internalize more clearly.

Finally the conclusions where the 4 research questions are answered and each of them is analyzed or reflected upon to mention whether the issue learning environments worked or not, as well as if it helped the problem that was the participation, if there was interaction between the students as well as between the teacher and students.

# Chapther 1

## 1.1 Contexts and frames reference

### Contextualization

The importance of the teaching of English in Mexico. In September 2015, 193 Heads of State and Government met in the 70th Session of the United Nations General Assembly, in which the 2030 Agenda for Sustainable Development was approved. This Agenda contains 17 objectives and 169 targets of universal application which govern the efforts of the countries to achieve a sustainable world by the year 2030.

The 2030 Agenda for Sustainable Development is a roadmap to eradicate poverty, protect the planet and ensure prosperity for all without compromising resources for future generations. Built globally through a broad consultation process, the Agenda promotes the participatory inclusion of each of the sectors of society.

The SDGs are also a planning and monitoring tool for countries, both at the national and local levels. Thanks to their long-term vision, they will provide support for each country on its path towards sustainable, inclusive development in harmony with the environment, through public policies and budget instruments, monitoring and evaluation. The 2030 Agenda is a civilizing agenda, which puts people's dignity and equality at the center. Being ambitious and visionary, requires the participation of all sectors of society and the State for its implementation.

In this case we will base ourselves on objective number four "Garantizar una educación inclusiva y equitativa de calidad y promover oportunidades de aprendizaje permanente para todos" Having said the above, it can be seen that it focuses on education which contains 7 goals, the first one is said to be.

 "De aquí a 2030, asegurar que todas las niñas y todos los niños terminen la enseñanza primaria y secundaria, que ha de ser gratuita, equitativa y de calidad y producir resultados de aprendizaje pertinentes y efectivos". (ONU, p. 21) This goal is being achieved since basic education is compulsory. In addition, to achieving this goal, Mexico implemented some laws and reforms related to education. The second goal is to ensure that all girls and boys have access to early childhood care and

development services, such as preschool, so that they have quality education. Therefore, equal access for all men and women to quality technical, professional and superior training, as well as an increase in the number of young people and adults, particularly technical and professional ones, to access employment, decent work and entrepreneurship. A very important point is to eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for vulnerable people, including people with disabilities, indigenous peoples and children in vulnerable situations. It is necessary to have equity in the school which implies equalizing the conditions by providing all students with what they need to achieve success, as future teachers it is necessary to transmit that to students so that they respect each other.

In goal 6 it says that by 2030, ensure that all young people and a considerable proportion of adults, both men and women, are literate and have elementary notions of arithmetic, as well as in the last goal says that all students acquire the knowledge and skills necessary to promote sustainable development, including through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, world citizenship and the appreciation of cultural diversity and the contribution of culture to sustainable development (United Nations, p. 21-22). It can be analyzed that education changes according to national and international criteria.

As in UNESCO, it considers that education is a human right for everyone, throughout life, and that access to education must be accompanied by quality. UNESCO is the only United Nations organization with a mandate to cover all aspects of education. In fact, it was entrusted with the coordination of the 2030 World Education Agenda within the framework of Sustainable Development Goal 4. Education transforms lives and is at the very center of UNESCO's mission, consisting of consolidating peace and eradicating poverty. And promote sustainable development. UNESCO (2015)

UNESCO exercises global and regional leadership in education, strengthens education systems around the world and responds to global challenges through education, with gender equality as an underlying principle.

UNESCO helps countries develop and expand pedagogical activities that focus on sustainability issues such as: climate change, biodiversity, disaster risk reduction, water, cultural diversity, sustainable urban planning and styles sustainable living through ESD.

UNESCO monitors and evaluates the achievements of target 4.7.1 of the Sustainable Development Goals, which measures the level of integration of education for global citizenship and education for sustainable development in national education policies, plans of study, teacher training and student evaluation. To this end, it periodically examines the application of the 1974 Recommendation on Education for International Understanding, Cooperation and Peace and Education on Human Rights and Fundamental Freedoms, as well as complementary studies.

Mexico is a representative, democratic and federal Republic, made up of 31 states and a Federal District. The third article of the Political Constitution of the United Mexican States and the General Law of Education (1993) are the main legal instruments that regulate the educational system and establish the foundations of national education.

The third constitutional article establishes that every individual has the right to receive an education. The State -federation, states, Federal District and municipalities-, will provide preschool, primary and secondary education. Preschool, primary and secondary education make up compulsory basic education. The education provided by the State will tend to harmoniously develop all the faculties of the human being and will promote love for the Homeland and awareness of international solidarity. It is also established that all the education that the State imparts will be free and that it will promote and attend to all types and educational modalities, including higher education; It will support scientific and technological research and will encourage the strengthening and diffusion of the culture of Mexico. The education offered by the State must be secular, therefore alien to any religious doctrine, and will be guided by the results of scientific progress.

Education is also guided by the democratic principle, considering democracy not only as a legal structure and political regime, but as a way of life based on the constant economic, social and cultural improvement of people.

The General Education Law expands some of the principles established in the third constitutional article. This law indicates that all the inhabitants of the country have the same opportunities for ccess to the national educational system; that education is the fundamental means to acquire, transmit and enhance culture; and that it is a permanent process aimed at contributing to the development of the individual and the transformation of society. The educational process must ensure the active participation of the learner and stimulate their initiative and sense of responsibility.

When analyzing the legal framework under which my research project has been developed. As we all know, thanks to Article 3, every individual has the right to receive an education. Just as I can highlight that my research project was used, the Construye T Coexistence Agreements are specific attitudes and actions that the members of the school community agree to carry out in order to create a positive coexistence environment, suitable for learning. In this sense, Coexistence Agreements require the exercise of the socio-emotional skills of those who make up the school community, in order to enrich and make life more meaningful as a whole, so it goes hand in hand with humanistic education that favors educating their student´s socio-emotional skills that allow students to acquire and generate knowledge, strengthen the ability to learn to think, feel, act and develop as a member of a community at the same time that the development of the social practice of language is sought, the application of the knowledge learned to specific situations of their reality and develop their attitudes and skills for their participation in productive, democratic and community processes.

The Secretary of Public Education (SEP) is the government institution that takes everything that has to do with education in Mexico, study plans, the issuance of study certificates, the teaching staff, among others, it also has the purpose of creating the conditions that allow access to an education of excellence.

Education law of the state of México. The provisions of this Law are of public order, social interest and of general observance in the State of Mexico and are intended to regulate the education provided by the State, the municipalities, their decentralized bodies and individuals with authorization or with recognition of official validity. of studies, in terms of the provisions of Article 3 of the Political Constitution of the United Mexican States, the General Law of Education, the General Law of the Professional Teaching Service and the Law of the National Institute for the Evaluation of Education.

With this law we know that the State is obliged to provide quality educational services with a rights-based approach that guarantees the maximum achievement of student learning so that its population can attend preschool, primary, secondary and upper secondary education. These services will be provided within the framework of federalism and concurrence provided for in the Political Constitution of the United Mexican States and by the distribution of the educational social function established in the General Law and this Law, respecting and favoring the development of the population of the entity.

This writing will be developed in the state of Mexico in Nezahualcoyotl where the total population of Nezahualcóyotl in 2020 was 1,077,208 inhabitants, being 51.7% women and 48.3% men. The largest number of migrants who entered Nezahualcóyotl in the last 5 years came from the United States (1k people), Canada (173 people) and China (112 people). The main causes of migration to Nezahualcóyotl in recent years were family (524 people), housing (356 people) and work (290 people).The education in 2020, the main academic degrees of the population of Nezahualcóyotl were Preparatory or General Baccalaureate (229k people or 27.6% of the total), Secondary (224k people or 27% of the total) and Bachelor's (172k people or 20.7% of the total). (DataMexico 2020)

Secondary education has been compulsory since 1993 and is taught in the following services: general, for workers, telesecundaria, technical and for adults. The secondary is provided in three years to those who have completed primary education. Generally, it is directed to the population of 12 to 16 years of age. People

over 16 years of age can study in the workers' secondary school or in the adult modality. This level is preparatory, that is, necessary to start professional middle school or higher middle school studies. In accordance with the powers conferred by law, the SEP establishes the study plans and programs for secondary education and their observance is of a national and general nature for all establishments, public and private.

The essential purpose of the secondary school curriculum is to contribute to raising the quality of training for students who have completed primary education, by strengthening the contents that respond to the basic learning needs of the country's young population and that only the school can offer.

The languages that are taught in Mexico, currently the teaching of a foreign language is getting an important role in basic education. Teachers at these levels have to develop classes where students use the language in real situations to make it meaningful. In this way, they would achieve the curricular standards that the plans proposed. This situation has its basis in the search of educational quality in the basic education. It has intertwined action lines that come from preschool, primary and secondary school.

The English teaching in basic education (level in which Secondary school students are found), there is a book from 2011 named "Acuerdo número 592" by the Secretaria de Educacion Publica that expresses the purposes and advantages of teaching English as a second language in Primary and Secondary school in Mexico:

El inglés como segunda lengua en primaria y secundaria, (...), dota al alumno de la posibilidad de contar con una competencia vinculada a la vida y al trabajo. Al terminar la secundaria los alumnos obtienen los conocimientos necesarios para comprenderlo (el inglés) y utilizarlo vinculando ambientes que interrelacionan su vida familiar, comunitaria y académica.

Comprenden frases y expresiones de uso frecuente (...); saben comunicarse al momento de llevar a cabo tareas simples (...); saben describir aspectos de su

pasado y entorno, así como cuestiones relacionadas con sus necesidades inmediatas. (SEP, 2011, pg.40)

We are going to focus on what was established for Secondary school education in English learning. In 2011 was elaborated a plan to guarantee teaching and learning English of quality in basic education. Its name is Plan Nacional de Inglés para la Educación Básica and it was created with the purpose of "que los alumnos obtengan los conocimientos necesarios para participar en prácticas sociales del lenguaje, orales y escritas con hablantes nativos y no nativos del inglés" (SEP, 2011, pg. 20). It divides the basic education in four cycles, the one that covers secondary school is the fourth. It specifies that English must be taught beyond memorization of words or vocabulary, but the real use of it in common situations. "Que los alumnos de secundaria 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, pg. 20). This plan is applied to third year high school students

In 2017 the plans and programs for basic education were changed. This is because it was necessary to innovate the teaching methods and refresh the concept of "Integral education". This new educational model was named "Aprendizajes Clave para la Educación Integral" and it keeps being used until now. For the creation of these study plans it was needed to consider the socioemotional part of the students at the time they learn and foster their autonomy. In Aprendizajes Clave, teachers have to be committed to their work, because they are expected to keep updating their knowledge and teaching strategies.

What the SEP mentions as the main purpose of English classes is that they were able to keep conversations and interact with others (no matter where or in what situation) by using texts or spoken language. I says that students will "aprender inglés usando el inglés (aprender haciendo) en interacciones comunicativas reales o próximas a la realidad, en las que los estudiantes participen como usuarios de esta lengua (SEP, 2017.pg. 20) in other words, it is established that students reach the B1 dominance level of the language. This requirement is not an inference,

actually is something written in the document on its page 189, exposing that students in third grade must domain B1 according to the common European Framework of Reference.

## 1.2 School plots. The subjects and the social structure that surrounds the school

### 1.2.1 External Context

If we want to change a situation, or to make a difference on it, it is imperative to recognize one of the main conditions that our students are interacting with, as Sacristan (1991) says, that to comprehend the conditions leads to transform teaching.

The Secondary school No 0231 "José María Liceaga" is located in Nezahualcóyotl, which is one of the 125 municipalities of the State of Mexico. According to INEGI (2020), there were 1,077,208 inhabitants, making it the second most populated municipality, as we can see. So there are a high number of students inside the classrooms. It is a vulnerable municipality, talking about its economy. On the other hand, globalization and its effects can be seen in the daily dynamics of Nezahualcóyotl such as transportation, electronic communications, commerce and services, cultural and sports activities, among others. There are multiple and significant efforts to project Nezahualcóyotl outwards.

Nezahualcóyotl is seen as a more homogeneous municipality in its socio-territorial composition although with rhythms of life very similar to those of Mexico City. The socio-urban dynamics in which it grew have led to characterize it as one of the most problematic in the metropolitan area. However, it should be noted that the emblematic Nezahualcóyotl of the 21st century shows a social dynamic where extremes are present. Thus, the City Council promotes the most innovative programs of municipal management, such as the awareness of police to read classic works, to non-isolated cases of police corruption, where any administrative fault is solved with a bribe.

### 1.2.1.1 Geographic location

The Secondary school No 0231 "José María Liceaga" is located on Vergelito St. Benito Juarez Section, Nezahualcóyotl State of Mexico (See Appendix 1), Watkins and Wagner (2000) say that behavior within the classroom is linked to the context. That is why it is also important to know and to recognize the external factors,

because even the smallest aspect, can change how our students could respond inside the classroom.

### 1.2.1.2 Socio-Economic Background.

Nowadays the city has been growing up talking about economic activities. This city is well known for its innumerable business.

La tercerización de la economía es una actividad de larga historia en el municipio. Su propia estructura urbana y el carácter de su población fundadora hizo de este un pueblo de comerciantes que mantuvo un mercado más bien de carácter popular, pero incorporado cada vez más a la globalización desde finales del siglo XX. (Mario & Castillo, 2011, p. 22)

The school is next to Preschool "Nicolas Guillen" children from this school attend at 8 in the morning, so at that hour there is a lot of noise from the students running and screaming, and also from teachers and parents.

A wire mesh separates the secondary and the preschool, which allows the view of all students. Sometimes, this causes secondary students who are currently in the yard doing an activity, to get easily distracted. All through the day, there are lots of people outside the school.

There is a market on the left side of the school where you can find all kinds of business, which has a positive impact, since there are already people in the morning, and this can reduce crime in general.

Regarding public transport, there are many types, as well as combis, buses, trucks and motorcycle taxis that can serve students, without having to walk too much, since these transports leave them at the corner of the school. During my intervention, I was able to rescue that 98% of the students are left by their parents. In the back, there is a church and a dairy so it is an important point since the mothers are seen passing very early so there is different movement during the day.

A negative point is that in the corner there is a place where there are little machines that influences the distraction for students at dismissal time. On the street of the

school there is a billiards, thanks to this there are aspects such as drug addiction, gang activity, etc.

Last but no least, outside the street is full of stationaries. There are around different stationaries in front of the school, as well as many food stalls, which are placed before students enter, and stay there until the night, when students of the evening shift leave, which attracts crowds out of the school at any time.

## 1.2.2.Internal context

The secondary school No 0231 "José María Liceaga" has 6 buildings and 16 classrooms with enough chairs for each student. Every classrooms has a teacher's desk and chair, as well as two white boards. There are no curtains in the classrooms, which makes it easier to see from the outside in 12 classrooms that are used to having normal classes. The buildings where the classes are taught are two stories high. Each building has two stairs. One is located on the side and the other in the middle of the building. Each group is assigned a ladder, they did it for any emergency such as tremors, this also served in this case of the covid since everyone keeps their distance and does not make everyone pile up. As for the doors, they are very wide in the same way, which allows a good evacuation in case of any emergency.

In the case of the windows, they are very wide, and this allows a cool environment, which also favors students, since the lack of air can damage the oxygenation of the brain, producing sleep and fatigue in the students, and above all they are very useful, now that students must always wear the mask.

There is a building in front of the classrooms, this building has three offices, one for principals and secretaries, another for counselors and one more of supervision of area. Next to that building, there is a teacher's room, which is closed for students unless teachers instruct them to enter. The general organization inside the school is a little bit strict. Guidance counsellors are always attentive to students. If they see something anomalous with the group, or even with the teachers, they immediately assist the group.

On the other hand, a factor that is most impressive is that all classrooms have a large plasma screen, in which the teachers can project videos, slides or audios, in order to improve the classes, this is how he the director states it.

### 1.2.2.2 Facilities.

There is a laboratory, which is used for science classes; there are 9 tables which are used to take classes in teams. There is a library which has 1500 books and 23 of them are written in English. As we can notice, there are not enough English books at the library. That can influence the lack of interest in the subject. So is important to focus on this in order to reach PRONI (2011) objectives, the purpose of English language teaching for Cycle 4 in Basic Education (3rd grade of Secondary school) and aprendizajes clave (2017) cycle 4 in Basic Education (1st and 2nd grades of secondary school) is for students to consolidate their proficiency in English in basic communicative situations and develop specific competencies particular to social practices of the language within a range of communicative situations. There is only one desk. but there are many chairs in the library. This room is rarely used. Students just go there when someone presents important information, so students are not fond of going there to consult a book.

The functions that structure provides to educational organizations, and any type of organization. Eccles (1998) argues that organizations allow a formal distribution of labor; provide channels for participation and collaboration, give lines of communication and assign performance tasks. There are two cafeterias: which are not working due to covid, so each student brings their food to avoid contagion

There are two bathrooms, one for girls and another one for boys. Bathrooms are equipped, but there is no water in the school. For this reason, students do not go to the bathroom frequently. That is a very bad point and more in times of covid since it is recommended to wash your hands constantly. So, students can organize themselves to go to the bathroom during break the time  when bathrooms are clean. There are two back yards: one is used for civic ceremonies and physical education, the other is used for recreation. Unfortunately due to the covid it has not been seen that the students go to physical education and there are no ceremonies at the

moment. Both of them can be used for break time. Each grade has its own playground, the first-year and the third-year cannot be combined since each one must be at a distance

It is important to mention that the school has about 25 security cameras located in each classroom, outside the bathrooms, outside the school, etc. This source was established by the previous director in order to avoid incidents, as well as to take care of the activities of the students/teachers.

### 1.2.2.3 Staff.

The school is administered by three main people: principal. sub principal and an administrative assistant. The principal is in constant attention of teacher's developments. He practices an effective leadership, As Antúnez (1997) says. Sea cual fuere el enfoque organizativo predominante en un centro educativo, las personas que desarrollan tareas directivas en él y la forma de ejercerla tienen una importancia decisivo para el desarrollo de la institución (p. 2).

There are around 23 teachers, most of them teach more than one subject, most of them are maestros taxi, causing teachers are not so attentive to classes that are giving.

Se les conoce como maestros taxi a aquellos que tienen que desplazarse a dos escuelas durante su turno. Este tipo de desplazamiento tiene un efecto en el desempeño académico de los profesores y, en ocasiones en la reiterada inasistencia a cierta escuela. (Quiroz, 1992, p.30)

The school has 584 students, of which 324 are women and 260 are men, and it has 23 teachers. On business days, the school opens from 7:00 am to 12:00 pm, this schedule was established for the hybrid system back to school. The secondary school has a director. The teaching staff of the English subject is made up of two teachers. They also have teachers of cultural activities, such as dance and crafts. The director within the interview, mentions that all the teaching staff is trained to teach their subjects, and in the case of English teachers every 5 years they must

renew their certification. It is also mentioned that teachers are constantly taking courses for improving their job as teachers.

### 1.2.2.4 Interaction levels

| | |
|---|---|
| Directors-teachers and support staff | They are related in a collaborative and respectful manner, each one fulfils their administrative or formative function as appropriate and they perform coordinated work to meet school expectations. |
| Teachers-Teachers | They relate in a respectful, cordial and collaborative manner and share their experiences about students school demands and strategies to improve. |
| Teachers. Students | The students respect the teachers in general, however, this behaviour is regulated according to the teacher and the interaction that has been established with them from the beginning that is students tend to show more respect for some teachers than others according to their demands, forms of evaluation, appreciation for the teacher, their teaching strategies and by their attitudes and responses to the actions of students. |

## 1.3 Analysis of the learning conditions of students in relation to their social environment

Initially, reference should be made to learning environments, in the Colombia Aprende web portal it is defined as a space for students to interact, under favorable physical, human, social and cultural conditions and circumstances, to generate meaningful and meaningful learning experiences. These experiences are the result of activities and dynamics proposed, accompanied and guided by a teacher, complementing this definition can also be defined through which it contributes to improve the educational phenomenon, and hence to be able to intervene with greater relevance.

Communication provides the starting point for the creation of peaceful environments, however, it must be taken into account that the learning process includes several aspects. On this subject, the academic Robert Marzano, cited by Higor Rodríguez, "argues that for a student to acquire successful learning - meaningful, the classroom climate must be taken into account; That is to say, affective factors influence, such as being accepted by their peers, in addition to the space-infrastructure, they allow them to feel comfortable in the physical plant. They help to correctly plan the process of the same and the learning scenarios, without forgetting that today we can make use of the classroom, real, open spaces, generating new learning environments, in this way the existence of 4 fundamental spaces is considered, that as a whole promote the construction of the teaching-learning process. These spaces are: Information, Interaction, Production and Exhibition ", which are briefly described below

Information: it is the set of knowledge that the student requires to know, the knowledge that must be taken into account. Within this space there are also the indications that the teacher gives to the students to make the learning process more efficient, such as teamwork, pair work, individual, research, etc.

Interaction: means the relationship that is established between the stakeholders of the teaching-learning process, it can be teacher - student, student - student, student - specialists. This is a very important factor since the interaction is equivalent to participation, said that it can be highlighted that the problem is participation, so this will be a very important point.

Production: in this space the elaboration of the learning product that the student is going to carry out and which is the material sample of what has been learned is considered.

Exhibition: at this stage the product resulting from the process is made known, this can be given to classmates, inside the classroom, outside it or even outside the school. This procedure is constituted in the evaluation phase. And it facilitates sociocultural learning. Workspaces must become a welcoming place that enables an attitudinal change in both students and teachers and managers, places that allow

the child to reflect and build knowledge, learning and teaching based on solving the problems they face in their daily lives, by enjoying playful moments that strengthen communication, cooperation, problem- solving, coexistence and integration between them when it happens.

As a result, it is intended that students achieve a satisfied participation thanks to the learning environments that were used as a strategy. That there is a comfortable environment where the students feel comfortable in the space and environment that they are as previously said.

Students will strengthen participation and the creation of a learning environment not only in English but also in any subject. Participation both orally and in writing to develop more in English, to obtain a satisfied environment and learning.

This research will focus on the educational process, this will promote an appropriate integration among the students for a healthy coexistence, through the application of different didactic strategies and learning environments in different places of the school as alternatives that promote and guarantee participation, interaction and experience of affectionate relationships, the recognition of oneself and others, this will facilitate the possibility of enriching the teaching and learning environment through experiences that motivate participation within different environments

You can constantly generate solutions to problems that arise both in socializations, tasks, group activities, among others. As in daily life, children likewise improve their communication with their classmates, teachers and others; It is at the moment that they can address situations that arise outside the school context, without allowing themselves to be affected by circumstances. In this way, the moments to intervene are assumed in a healthy and responsible way; in turn this helps the relationship to be closer and there is more collaboration, participation and of course improves the interaction between students.

The English teacher in training carried out her observation and intervention practice in secondary school. The teacher collected information from her in her observation script (see appendix 2)

Information on the family context was also collected in the observation script. The teacher in training has the purpose of identifying the different levels of literacy in the family environment of the students. She asked the students a question about what levels of study do their parents or guardians have? this, to know how it influences their motivation for learning and current learning of students. The results that were shown are: 11 out of 41 students (their parents) reached the Bachelor's level, 9 students out of 41 (their parents) reached high school level, 16 students out of 41 (their parents) reached the secondary school level and 5 students out of 41 (their parents) reached the primary school level (see appendix 3).

Family context. The teacher also applied an item about the family context (see appendix 4). The results obtained about the school context are: regarding family function, 44% contained mild family dysfunction in the homes, 41% have a functional family, 14% have moderate family dysfunction and 0% severe family dysfunction (see appendix 5). Regarding family cohesion, 38% belong to the agglutinated family environment, 20% to the related family, 8% is semi-related and 7% of the family is unrelated, this is due to communication between members (see appendix 5.1).

Regarding family adaptability, 14% belong to a structured family, 41% to a rigid family, 36% to a flexible family and the other 8% to a chaotic family (see appendix 5.2). In terms of family strengths and weaknesses, 2% are at high risk because they must work hard to improve the protection of their family and ask for help and children are likely to have a difficult time or risky behavior, 20% have a medium risk because they need help and strengthen the positive points, 29% have a low risk because they are very close to achieving it, and 44% are with a protective family and that is good, it is recommended not to let your guard down (see appendix 5.3). These results are to know how it influences the learning of their students.

## 1.4 Psychopedagogical diagnostic

According to Luchetti (1998) The diagnosis is "a process through which we know the state or situation in which something or someone is found, with the purpose of intervening if necessary, to bring it closer to the ideal" And it is divided into three dimensions: Prior knowledge: focuses on the student's knowledge and the state of the same. Evolutionary level: it is based mainly on the evolutionary stages, their mental organization, intellectual structure, reasoning and learning and disposition to learn: This dimension is empirical and informal intuitive and values the student's desire to learn and their confidence in the possibility

### *Previous Knowledge diagnostic results*

It allows us to assess the knowledge that students must have in relation to the requirements established by the English plan and program. According to Luchetti and Berlanda (1998) they point out that the first dimension of the diagnosis is prior knowledge. Previous knowledge belongs to three areas: conceptual, procedural and attitudinal. The conceptual is the set of information that characterizes a discipline or field of knowledge. As for the procedural, they are "a set of ordered actions, aimed at achieving an objective", which increase the student's ability to act, for example: define, hypothesize, order, evaluate, solve problems, and so on.

And finally, the attitudinal ones, are the attitudes, values and norms. "Values are the basis for promoting certain attitudes, that is, a broader concept, so that a certain value can generate a more specific set of attitudes, which would be a concrete way of reacting to it. At the same time, values are instrumentalize in norms that will determine behavior patterns on how something should be done and what behavior should be followed (p. 39).

### Results of the exam applied to the students of the 1° B group

The diagnostic test consisted in the resolution of 46 multiple-choice items, the results obtained were evaluated according to the response successes compared to 100% of 39 students who took the exam: 19 obtained from 3 to 20 certain, of these 19 students; 11 solved from 3 to 14 items and 8 solved from 16 to 20 reagents correctly of the same 39 students; seven obtained results from 21 to 38, having a mode of 35

items correctly solved. In addition, of these 39 students; thirteen obtained results from 39 to 43 (see appendix 6)

### Results of the exam applied to the students of the 1° D study group

The diagnostic test consisted in the resolution of 46 multiple-choice items, the results obtained were evaluated according to the response successes compared to 100% of 41 students who took the exam: 21 obtained from 3 to 20 certain, of these 21 students; 12 solved from 3 to 14 items and 9 solved from 16 to 20 reagents correctly of the same 41 students; nine obtained results from 21 to 38. In addition, of these 41 students; eleven obtained results from 39 to 43 (see appendix 7)

These data indicate that although the students demonstrate to have basic knowledge, the majority have results guessed right below the awaited average. This indicates that the students have the necessary bases for learning of English according to their plan nevertheless need to fortify their knowledge through the practice not to turn it a forgotten knowledge.

### Results of the exam applied to the students of the 2nd grade A

The diagnostic test consisted in the resolution of 46 multiple-choice items  the results obtained were evaluated according to the response successes compared to 100%. Of 44 students who took the exam: 23 obtained from 3 to 20 certain, 2 did not solve any items correctly; 17 solved from 21 to 38 items and 2 solved from 39 to 46  items correctly (see appendix 8).

This reflects that students do not have the level of English required by "Aprendizajes clave" so it indicates that there is a possible lag in the students' linguistic level and therefore in the four English skills to carry out an adequate communicative and functional process inside and outside the school. Students do not have the basic knowledge of what is established by grade level in the school.

### Results of the exam applied to the students of the 2° B group

The diagnostic test consisted in the resolution of 46 multiple-choice items the results obtained were evaluated according to the response successes compared to 100%. Of 42 students who took the exam: 20 obtained from 3 to 20 certain, 3 did not solve

any items correctly; 15 solved from 21 to 38 items and 4 solved from 39 to 46 items correctly (see appendix 9).

These data indicate that although the students demonstrate to have basic knowledge, the majority has results guessed right below the awaited average. This indicates that the students have the necessary bases for the learning of English according to their plan nevertheless needs to fortify their knowledge through the practice not to turn it a forgotten knowledge.

*Conceptual diagnostic results*

In order to collect information on the conceptual contents of the students of groups 1 B, 1 D, 2 A and 2 B of the Jose Maria Liceaga secondary school, I carried out a small questionnaire of 7 questions, based on level A1 (see appendix 10), the items are to fill in the blanks and describe an image, still leaving the option of questions, this, in order to collect truthful information from the instrument and the results were as follows:

### The results of the applied conceptual diagnostic of the 1 B group
The results of the applied questionnaire show us that 43% of the students have prior knowledge about the topics "Verb to be, months, emotions, present simple, climate and past simple" but 43% of the students did not get the answers right, while 14% of the students did not answer the questions.

### The results of the applied conceptual diagnostic of the 1 D group
The results of the applied questionnaire show us that 30% of the students have prior knowledge about the topics "Verb to be, months, emotions, present simple, climate and past simple" but 50% of the students did not get the answers right, while 20% of the students did not answer the questions.

### The results of the applied conceptual diagnostic of the 2 A group
The results of the applied questionnaire show us that 45% of the students have prior knowledge about the topics "Verb to be, months, emotions, present simple, climate and past simple" but 45% of the students did not get the answers right, while 10% of the students did not answer the questions.

The results of the applied questionnaire show us that 42% of the students have prior knowledge about the topics "Verb to be, months, emotions, present simple, climate and past simple" but 45% of the students did not get the answers right, while 13% of the students did not answer the questions.

With these results, I can identify that support is required, since less than half are at the corresponding grade level, and this is also due to many factors, such as, for example, that the majority never had English classes in elementary school.

*Attitudinal diagnostic results*

This is the case of Luchetti and Berlanda (1998) who point out:

It depends on two aspects: I want to learn and confidence to learn.

These examples are a necessary and sufficient condition.

For example: if the student wants to learn a certain content but does not have the confidence to learn it (a necessary but not sufficient condition), she surely will not learn it. On the contrary, if you feel capable of learning a certain subject, but you are not interested, you will not learn it either.

Therefore, the results of the readiness to learn test were answered by a question "At what point in your life do you use English?"

In group 1 B it shows us that 50% of the students use English in their daily life, as well as in video games, music, series, or program their cell phones to the English language, this shows us that this percentage of students is willing to learn. , while the rest do not want to learn, since they do not take the language into account, here the opportunity area is identified, the activities could be designed according to ways that attract the student's attention and make learning more significant.

Of the 39 students who took the exam, 25 show a willingness to work collaboratively and participate positively and actively during the sessions to improve the environment and learning English. 12 of these students reflect little disposition according to their interests and 2 reflects not having a disposition to participate or

work during the sessions and for language learning.Information perception channels and Learning styles.

The results of group 1 D of the willingness to learn test.
In group 1 D it shows us that 40% of the students use English in their daily life, as well as in video games, music, series, or program their cell phones to the English language, this shows us that this percentage of students is willing to learn. , while the rest do not want to learn, since they do not take the language into account, here the opportunity area is identified, the activities could be designed according to ways that attract the student's attention and make learning more significant.

Of the 41 students who took the exam, 30 show a willingness to work collaboratively and participate positively and actively during the sessions to improve the environment and learn English. 10 of these students reflect little disposition according to their interests and 1 reflects not having a disposition to participate or work during the sessions and for language learning.Information perception channels and Learning styles

The results of group 2 A of the willingness to learn test.
In group 2 A it shows us that 70% of the students use English in their daily life, as well as in video games, music, series, or program their cell phones to the English language, this shows us that this percentage of students is willing to to learn. , while the rest do not want to learn, since they do not take the language into account, here the opportunity area is identified, the activities could be designed according to ways that attract the student's attention and make learning more significant.

Of the 44 students who took the exam, 38 show a willingness to work collaboratively and participate positively and actively during the sessions to improve the environment and learn English. 5 of these students reflect little disposition according to their interests and 1 reflects not having thedisposition to participate or work during the sessions and for language learning.Information perception channels and Learning styles

In group 2 B it shows us that 65% of the students use English in their daily life, as well as in video games, music, series, or program their cell phones to the English language, this shows us that this percentage of students is willing to to learn. , while the rest do not want to learn, since they do not take the language into account, here the opportunity area is identified, the activities could be designed according to ways that attract the student's attention and make learning more significant.

Of the 44 students who took the exam, 30 show a willingness to work collaboratively and participate positively and actively during the sessions to improve the environment and learning English. 10 of these students reflect little disposition according to their interests and 4 reflects not having a disposition to participate or work during the sessions and for language learning.Information perception channels and Learning styles

**VAK Model**

According to the Manual of learning styles (2004) are the cognitive, affective and physiological traits that serve as indicators of the perception and response of students before interactions and learning environments.  It is related to the way in which students structure content, form and use concepts, interpret information, solve problems, select means of representation, etc.

Visual: the subjects that perceive from this channel think about images and have the capacity to capture a lot of information with speed, they are also able to abstract and plan better than the following styles.  They learn through reading and presentations with images.

Auditory: subjects who use the auditory channel in a sequential and orderly manner learn best when they receive oral explanations and when they can speak and explain certain information to another person.  These students cannot forget a word because they do not know how prayer goes In addition it does not allow relating abstract concepts with the same ease as the visual.  This channel is fundamental in music studies and languages.

Kinaesthetic: they are subjects that learn through sensations and executing the movement of the body.  It is the slowest system in comparison to the previous ones, but its advantage is that it is deeper, once the body learns certain information it is very difficult to forget it; thus, these students need more time than others, which does not mean a deficit of comprehension, but only that their way of learning is different

In the case of parenting styles and ways of perception, the head teacher shared the results of her diagnoses with me, which she performed using the VAK and KOLB tests. The results obtained were that the majority of the group is in the visual and auditory perception channel, and in terms of intelligence, they are in spatial intelligence. According to these results, the creation of materials and classes adjusted to these results is sought.

By applying the VAK-based test the results obtained in the 1st grade, group B are:
Of 39 students; 15 reflect being visual, 15 auditive and 9 kinaesthetic.These data refer to the fact that most students learn by capturing images, videos or the interaction and contact with the knowledge or information itself.

By applying the VAK-based test the results obtained in the 1st grade, group D are:
Of 41 students; 18 reflect being visual, 13 auditive and 10 kinaesthetic.These data refer to the fact that most students learn by capturing images, videos or the interaction and contact with the knowledge or information itself.

By applying the VAK-based test the results obtained in the 2nd grade, group A are:
Of 44 students; 20 reflect being visual, 15 auditive and 9 kinaesthetic.These data refer to the fact that most students learn by capturing images, videos or the interaction and contact with the knowledge or information itself.

By applying the VAK-based test the results obtained in the 2nd grade, group B are:
Of 44 students; 16 reflect being visual, 21 auditive and 7 kinaesthetic.These data refer to the fact that most students learn by capturing images, videos or the interaction and contact with the knowledge or information itself..

## 1.5 Problem statement

During my observation practice, some problems were revealed, mainly the participation of the students and less than 40% of the students participated during the class because of what they experienced and because of what the head teacher comments that they are very little participatory and more in time of pandemic. So in the second intervention I tried to make the activities more interactive and motivating so that the students do not feel sorry for what they are going through in an adolescent process and they are afraid to participate

An important factor is the motivation that the teacher give provide his students more at present, since a global change has been generated in all economic, health, political and social factors, among others; the fact of being locked at home with a digital resource to study without having a face-to-face interaction either with classmates or teachers (social isolation).

A very important problem was the lack of participation of the students since the first day of intervention that had 22 students connected and there was participation with the microphone on 5 and 3 by means of message. In the second intervention, 9 women and 9 men were connected, 12 students participated in total since they had to present a work and 5 students voluntarily participated.

In the second intervention practice, we worked in a hybrid way and the importance of face-to-face interaction could be noted. So it was possible to work a little better but even so in group 1 "D" there was no participation in the students. So most of them did not know each other and there was a dense environment.

Having said the above, a research topic was thought about which learning environments were chosen as a strategy to encourage participation. Which has a lot to do with interaction and having a comfortable environment with activities that are not based on the traditional.

## 1.6 Specific questions

Why do learning environments benefit participation?

Who promotes learning environments?

What impact would a better learning environment have on the participation of the class?

How do learning environments help encourage participation?

## 1.7 Objetives

### General

Understand the importance of a learning environment as a strategy in the official secondary school No 0231 "José María Liceaga" with the owner Elsa Lopez in group 1 grade D to encourage participation among students.

### Specific

Reason for the need of improving in participation by enhancing the learning enviorement

Benefit participation with the use of a learning environment as a strategy

Recognizing how the classroom environment is shaped help to improve participation among students

## 1.8 Assumptions

Faced with a society that has evolved, basic education needs to be transformed to meet the expectations of a new society, in which changes arise day by day and that because of this becomes more complex and therefore, the teaching process-learning, must also progress according to the demands of society. The learning environments must provide the students of the "Jose Maria Liceaga" secondary school with the necessary conditions that allow them to discover, understand, motivate and assimilate situations or educational contents and daily life from their own perspectives so that they can have a good interaction this in order to promote interaction. Learning environments must provide students with essential elements that promote teaching that stimulates the development of valuable skills and competencies for life. In learning environments, it is not only about the infrastructure, materials or support resources, which are important in a certain way, but that in itself, the essence of this will depend on the initiative, creativity, capacity and interaction of the person who is at the forefront of the teaching-learning process that is the "master" facilitator.

## 1.9 Justification

This research aims to encourage learning environments through didactic strategies that involve the interest of improving participation and strengthening the peaceful resolution of conflicts in the classroom, both global and individual, in the official secondary school No 0231 "José María Liceaga" is located In Nezahualcóyotl specifically among the students of grade 1 "D", it is evident that in the English class the lack of participation in the students is manifested as well as the lack of trust and communication among the students for the pandemic is being suffered which affected many.

Faced with these situations, it is important to implement pedagogical alternatives such as learning environments through didactic strategies in order to encourage students to learn collaboration, communication, participation, respect, this was consolidated (to the extent possible) during the implementation of the pedagogical proposal presented in this research. In addition, it allows the student to learn in a correct way the different behaviors, terms and values that he will put in place when addressing other people and when solving problems, both at school and outside of it.

Since, without these basic principles taught from an early age, great changes can be generated in their daily life, being a difficulty to integrate and interact with others. This research will focus on the educational process, this will promote an appropriate integration among the students for a healthy coexistence, through the application of learning environments in different places of the school as alternatives that promote and guarantee participation, interaction and experience affectionate relationships, the recognition of oneself and of others, this will facilitate the possibility of enriching the teaching and learning environment through experiences that motivate participation within different environments.

## Chapter 2

### 2.1 State of the art

LEARNING ENVIRONMENT

Intimately in the learning environments, the different and varied disciplines are involved or related within this environment, also known as an educational environment, which in turn demands a detailed study about its contextualization, due to the spread of these environments that have been deployed today, which do not have a close relationship with it, coming to disturb its correct meaning.

A learning environment is the student's way of interacting under existing scenarios such as biological, social, cultural, among others; with the purpose of obtaining meaningful learning, fostered in the experience, which will be useful for the individual coexistence of each one in their daily life. (Loughlin and Suina, 2000, p. 91)

From what was stated by the aforementioned author, it is understood that Learning Environments are made up of several elements, which work in relation to each other, with the sole purpose of allowing the teaching-learning process to succeed, and thus fulfill the objective for the which are created. In this way, learning environments come to be constituted as a practical teaching method, which are guided by the teacher, who must emphasize that this learning can not only be used within the classroom but can be extended to new existing fields. Being these enduring throughout the life of each adolescent.

According to Mendoza, (2010). Learning environments have a significant impact on the initial education process, because it empowers children to develop abilities and skills in a significant way, as well as in initial education, I consider that also in basic education, since as an adolescent it is also important that they develop their skills and abilities.

He also mentions that families do not work at home by establishing physical spaces as playful learning corners, so parents are used to studying in a traditional way, some parents believe that being interactive cannot learn correctly or "they do not learn anything"

The use of learning environments within the education system I consider to be of great importance, since it stimulates students by arousing interest in the teaching process, which enables the enhancement of abilities and skills. But teachers in many educational institutions do not use them in lesson plans. In basic education, as well as at any other level, I consider that it is essential that students develop their skills and abilities in the 1D group, so it is a process through which students improve their learning to perform their functions and achieve the desired. results. In this case, the interaction is teacher-student or student-student. Social skills, which is a set of intrapersonal abilities and skills that allow us to relate to other people in an appropriate way, being able to express our feelings, opinions, desires, needs in different contexts or situations without experiencing tension. That they feel confident to be able to express themselves without shame.

Burgos, (2008). He mentions that for the researcher of the exposed topic, learning is developed in a better way through the use of learning environments since it is the use of these that allows the development of learning at a significant and real level in students without regardless of age or educational level. It is also mentioned that it is necessary to manage the environments in a defined way and directed to each area of development that is sought to be achieved in the students.

According to Raichvarg, (2000) the learning environment is "the relationship that the human being maintains with the physical or natural environment in which he actively develops, involuntarily involving pedagogy" (p. 22). From this definition it is understood that the person who makes use of the environment or the environment as a learning method, will be able to reflect on the management of himself and others, within this environment.

All those physical-sensory elements, such as light, color, sound, space, furniture, etc., that characterize the place where a student has to carry out their learning. This outline must be designed so that learning takes place effectively. (Husen and Postlethwaite, 1989, p. 55)

From the aforementioned opinion, any space that is used to develop the teaching-learning process, which is equipped with the necessary elements to be able to

execute the aforementioned process, is considered a learning environment. I also consider that the furniture, ventilation, space, etc., is very important since in a classroom they feel more comfortable to interact and develop, it is also important to note that there is excellent furniture such as benches, television, windows, etc

"The term environment refers to the whole of the physical site and the chronicles that are created between children and adults, between children and society as a whole)". (Iglesias, cited by Zabalza, 2001, p. 238). From the exposed opinion it is understood that the environments are the physical spaces, where relationships are established, whether they are learning, affection, social or cultural. In simple terms, they are all the places where the individual relates to others.

## 2.2 Key pedagogical concepts for the development of the proposal

### Learning envioronment

Before defining what a learning environment is, it is important to first determine what the environment is, understood as everything that surrounds the teaching-learning process, that is, the space that surrounds the student while he is participating in said process. Process constitutes it from material elements such as the infrastructure and facilities of the campus, as well as aspects that directly influence the student such as physical, affective, cultural, political, economic, social, family and even environmental factors. All these elements are combined and have a favorable or not so much effect on student learning.

The environment corresponds to the spaces in which the learning activities will be developed, it can be of three types: classroom, real and virtual. In the first, the teaching-learning activities take place in the classroom, the real environment can be a laboratory, a company, a clinic, a library, green areas; that is, real scenarios where the application of the knowledge and skills acquired can be verified, including also the practice of attitudes and values. Virtual environments are those that are created through the use of Information and Communication Technologies, in order to provide learners with resources that facilitate their learning process, within these ICTs the

computer, cannon, a classroom can be cited. Virtual, the use of the internet where they can have access to blogs, discussion forums, chat, specialized pages where young people find themselves with fun activities, such as solving crossword puzzles, puzzles, etc., which well used contribute enormously to the acquisition of learning by the student.

The learning climate is the interaction, the communication between those who are within the teaching-learning process, this must occur between the teacher and the students and vice versa, as well as student-student. Within this climate, harmony, trust, security, respect must prevail, so that students can freely express themselves, make known any concerns or doubts in favor of obtaining true learning, also within this space is considered the establishment of norms and rules that will help the good development of the Teaching-Learning Process.

The learning environment is a virtual, face-to-face or hybrid learning environment where a knowledge exchange experience is designed with a pedagogical approach defined according to the area or discipline of study. It is called hybrid when virtual activities are developed through technologies and face-to-face, that is, face-to-face meetings between the participants, according to Osorio (2010) "it allows a possibility of 'continuity' in the teaching-learning process since it can be seen as space-time expansion and continuity (face-to-face and non-face-to-face, synchronous and asynchronous) in the learning environment" (p. 1).

The following characteristics, in addition to allowing to identify a learning environment, constitute variables to determine types of environments: Differentiated place spatially and temporally. It has a geographical existence, which remains differentiated from other geographical spaces, during a time interval determined by the actors of education. The other is social scenario that offers conditions for different social relationships, in a bio-ecological perspective (Calderón & León, 2016).

The environment is a living, changing and dynamic concept, which supposes the presence of changes as an effect of the relationships and the transformations of the people who are immersed in it. It maintains an intentional didactic construction, the

result of complex planning to facilitate and promote learning in diverse populations (Calderón & León, 2016).

Device to allow the entry, establishment and development of forms of work and socio-cultural and discursive relationships, linked to learning experiences. It enables an experience based on accessible learning that, from a rights approach, takes into account a set of adaptations and adjustments necessary to guarantee the development of successful teaching-learning processes in the population, as stated in the Auto Sentence. 173 of 2014, (Vargas Silva, L. E, 2014).

Considers the different dimensions of development of the subject (affective, intellectual, social, physical) and can enhance such dimensions, according to the didactic and curricular purposes of the environment (Calderón & León, 2016).

Provides multiple representations of reality in its complexity It promotes critical reflection on experience for the reproduction of knowledge in context. Combine face-to-face and virtual scenarios, giving rise to what is called a hybrid environment, typical of educational scenarios. In this case, it was called a hybrid environment due to the pandemic. It is a dialogue scenario for the open expression of the diversity of thought. It is an innovative place, changing and transforming the dynamics around certain conceptual fields of interest.

In short, the environment is: place, living concept, result, and dynamic instrument, so that learning phenomena occur in a specific population. In other words, it allows the creation of conditions for the active and permanent participation of students from an interactive exercise for the co-construction of knowledge, which gives rise to the construction of networks of where the critical participation of people constitutes learning communities with common purposes and responsibilities that allow them to identify themselves as part of a collective.

As far as the role of the teacher is concerned, the main task is to promote the generation of learning environments that favor the acquisition of skills by students, hence we must establish the appropriate environment for the development of activities. of teaching-learning, taking into account the characteristics or resources

that these requirements for their effective development, it is also important to create an adequate learning climate so that learning is achieved, it is also necessary to take into account that this environment and learning climate must be formulated depending on the environment in which you want to generate this process, since depending on social, cultural, political, economic, family, infrastructure and of course environmental factors, among others, our purpose can be achieved.

Part of the success of learning in our students is mainly due to the appropriate choice of environments where the activities will take place.

Now our role changes as we also become mediators as we accompany our students in reaching the proposed objectives.

For this it is important to be a role model for young people, our behavior as teachers must be consistent with their expectations for the students in our groups. If there are rules that prohibit verbal or physical abuse and loud noises when interrupting the work of others, teachers must also follow them.

Another aspect that I consider important and that is reflected in a good learning environment is that we must first get to know our students. I believe that here lies the success of the teaching-learning process, and why meeting them? because they all have different abilities and learning styles, so work with them and not against them. By having young people, they present different situations such as anger, frustrations, fears in different situations, and it is there that teachers must respect these feelings, and at the same time help to solve the conflict. According to what Mr. Robert Marzano establishes in his work "the five dimensions of learning"; He mentions that the first dimension refers to the attitudes and perceptions of the student and what does it refer to? He states that for a student to acquire successful-significant learning, the classroom climate must be taken into account, that is, affective factors influence, such as being accepted by their peers, as well as space-infrastructure, referring to feeling comfortable in the physical plant.

What has already been mentioned will help us to correctly plan the teaching-learning process, to determine what the teaching-learning activities and learning scenarios

are, not forgetting that today we can make use of real and virtual classroom scenarios, this being last called as "new learning environments"

## Participation

The etymological root of participation comes from the Latin participation and pars, which means part or portion, as well as from the verb capere, which means to grab, take (Corominas, 1994), that is, to participate is to take or be part of something. According to Hart (1993, cited by Apud, 2001), participation is the ability to express decisions that have repercussions on one's own life and/or on the community in which one lives.

The participation of children and adolescents implies collaboration and cooperation for common progress, which generates self-confidence and allows them to have a voice through their own initiatives (Apud, 2001). Child participation positions children and adolescents as social subjects with the ability to express their opinions and decide on matters that are of interest to them (Van Dijk, Menéndez and Gómez, 2006).

De Puelles (2014) points out that participation is also a quality factor of democracies, therefore, all countries that are considered democratic must frame the issue of citizen education through active participation in their public policies. According to Novella and Trilla (2014), children's participation is a personal and collective experience that allows them to get involved in social projects, which favors psychoeducational development, the formation of values and the construction of active citizenship through committed action in social projects. Matters that children are interested in and feel like their own.

To find out to what extent children and adolescents carry out authentic participation, different authors have proposed a graduation by levels, taking into account the role of boys and girls, as well as the role that adults play in the process. For this work, the typology of Trilla and Novella (2011) is used, who propose four broad classes of participation:

Simple in which boys and girls are mere spectators or passive performers within the project; consultative: in which infants are asked their opinion regarding a specific

matter; projective: the NNA become active agents that intervene in the development of the entire project by designing, planning and executing it, and meta-participatory: in which the boys and girls themselves generate new spaces and mechanisms for participation.

That is why, in order to achieve genuine participation in the school environment, it is necessary to allow students to assume an active role in their own educational process. A methodology that allows developing of the above is Service-Learning (APS), which promotes student learning through active participation in experiences carried out in the community, through a structured and intentional project (Puig et al., 2007). For this reason, the APS becomes a strategy that unites learning with service, but with well-defined objectives, with structured activities and with a pedagogical intention oriented toward citizen training (Puig, 2009).

Vygotsky's theories try to explain that all learning originates in a social environment and takes place in a collaborative context, that is, we learn when we interact with other individuals. For Vygotsky, learning does not only consist of an accumulation of knowledge, but it is the learner himself, through his experience and interaction with others, who builds that knowledge and adapts it to what he already has. That is, it becomes meaningful learning.

The interaction is not only talking about student and student but also student-student, it is very important that they communicate with each other and that there is a comfortable environment so that students feel confident to interact without any problem as Vygotsky says that everything learning has its origin in a social environment, in this case in the classroom, and they are developed in a collaborative context, there must be a lot of collaboration so that they learn to interact with each other. The purpose of the teacher is that the students have learning and to reach that purpose there must necessarily be interaction.

# Chapther 3

## 3.1 Investigation methodology

The type of research considered for this project is action research, Elliott defines it as "the study of a social situation to try to improve the quality of the action in it." It is the medium that facilitates ideas led to understand a transformation process in the first grade group "D", individually and collectively, in this way to clearly understand the different learning environments in which the modification was treated. He went through a different learning process than usual, forged by learning environments based on interaction, collaboration and problem solving, accompanied by different didactic strategies.

According to the above in this work, the research - action allowed to give it an aspect of transformation from its process; analyze, understand and experience the different situations, taking in a different way the evidence that was collected, analyzed and the information was presented through techniques and instruments such as interviews, field diary and observation.

This type of research is more flexible, sensitive and reflective of the contexts of the conflict that were diagnosed from the beginning in the first-grade group "D", hence the proposal to start acting in the peaceful resolution of conflicts, due to the lack of communication, collaboration and lack of trust, which were evidenced during the course of the process, promoting coexistence among peers. A reality from which no educational institution is exempt was a participatory, collaborative, transformative practice, more in one person than in others, in the first grade students group "D" they gradually discovered and understood why the differences between them; in this way, it gave effective form to this investigation.

## 3.1.1. Data collection techniques and instruments.

Regarding the qualitative instruments that were investigated in the official secondary school "Jose Maria Liceaga" no.231 with the responsible head Elsa Carbajal Lopez in the 1st "D" with 42 students, data were collected from a qualitative approach, referring to what is sought in a qualitative study it is to obtain data (which will become

information) of people, living beings, communities, contexts or situations in depth; in the own "forms of expression" of each one of them.

Patton defines qualitative data as "detailed descriptions of situations, events, people, interactions, observed behaviors, and their manifestations." As the author points out, a delineation of everything that is observed is made, it is nourished by the information received through direct interaction with the environment where the events and the participants of said environment take place, that is, The situations that have occurred are monitored daily or frequently, which allows the problem situation to be characterized in a perceptive and analytical manner.

Having exposed the above, it is considered that the present investigation is developed under this perspective of a qualitative nature, for this reason, it will not be supported by statistical data as such, so what is sought is to place itself in context with the observed reality, diagnose the situation and proceed to expand the range of solutions that help improve the current scenario.

Among the techniques or methods used in the investigation are the following:

The first instrument was the semi-structured interview applied to the head of the group, which mentions how the students are affected by the times of the pandemic, how the students have a low level of English and how difficult it is for them to express themselves since there is a lack of interaction in general in the students and due to the pandemic they affect the students in their motivation and they are isolated from society.

Here are some interesting definitions that the authors have attributed to the concept of interview. To begin with, Corbetta (2007) believes that it is a conversation provoked by an interviewer with a considerable number of subjects chosen according to a specific plan with a cognitive purpose. It is always guided by the interviewer but will have a non-standard flexible scheme.

Nahoum (1985) believes that it is more of a private and cordial meeting, where one person addresses another and tells their story or gives the version of events, answering questions related to a specific problem.

Taylor and Bogan (1986) understand the interview as a set of repeated face-to-face encounters between the interviewer and his informants, directed towards understanding the perspectives that informants have regarding their lives, experiences or situations.

Alonso (1994) states that the interview is constructed as a discourse enunciated mainly by the interviewee but that includes the interventions of the interviewer, each one with a specific meaning, related to the so-called communication contract and based on a social context in which be found. The interview is a very useful technique in qualitative research to collect data; It is defined as a conversation that proposes a specific purpose other than the simple act of talking.

It is a technical instrument that takes the form of a colloquial dialogue. Canales defines it as "the interpersonal communication established between the researcher and the study subject, in order to obtain verbal answers to the questions posed about the proposed problem."

Heinemann proposes to complement it, with the use of other types of stimuli, for example, visual, to obtain useful information to solve the central question of the research. It is argued that the interview is more effective than the questionnaire because it obtains more complete and in-depth information, it also presents the possibility of clarifying doubts during the process, ensuring more useful answers.

The interview is very advantageous, mainly in descriptive studies and in the exploration phases, as well as to design data collection instruments (the interview in qualitative research, regardless of the model that is decided to use, is characterized by the following elements: it has the purpose of obtaining information in relation to a specific topic is to ensure that the information collected is as accurate as possible, it is intended to achieve the meanings that the informants attribute to the topics in question, the interviewer must maintain an active attitude during the development of the interview, in which the interpretation is continuous in order to obtain a deep understanding of the interviewee's speech). The interview is often complemented by other techniques according to the specific nature of the investigation.

The following recommendations to carry out semi-structured interviews are based on the proposal of Miguel Martínez p. 68:

Have an interview guide, with questions grouped by topic or category, based on the objectives of the study and the literature on the topic.

Choose a pleasant place that encourages a deep dialogue with the interviewee and without noise that interferes with the interview and the recording.

Explain to the interviewee the purposes of the interview and request authorization to record or videotape it.

Take the personal data that are considered appropriate for the purposes of the investigation.

The general attitude of the interviewer should be receptive and sensitive, not show disapproval in the testimonials.

Follow the question guide so that the interviewee speaks freely and spontaneously. If necessary, the order and content of the questions is modified according to the interview process.

Do not interrupt the course of the interviewee's thought and give freedom to deal with other topics that the interviewer perceives related to the questions.

Prudently and without pressure, invite the interviewee to explain, deepen or clarify relevant aspects for the purpose of the study.

Another way of calling a semi-structured interview is an ethnographic interview. It can be defined as a "friendly conversation" between the informant and the interviewer, the latter becoming a listener, someone who listens attentively, does not impose interpretations or answers, guiding the course of the interview towards the topics that interest him. Its purpose is to carry out fieldwork to understand the social and cultural life of various groups, through subjective interpretations to explain the group's behavior.

The second qualitative instrument, as mentioned above, is the observation script where it is the instrument that allows the observer to systematically locate himself in what is really the object of study for the investigation; It is also the means that conducts the collection and obtaining of data and information on a fact or phenomenon.

Tamayo (2004, p.172) defines the observation guide as:

A format in which data can be collected systematically and recorded in a uniform way, its usefulness is to offer a clear and objective review of the facts, it groups the data according to specific needs, it is done responding to the structure of the variables or elements of the problem.

The process to follow to carry out an observation guide is properly, to know what you want to know, focusing on the phenomenon or problem, without losing sight of the fact that the instrument must have validity and reliability. The observation script helped gather information from the students so I could identify the importance of motivation in times of pandemics. Whether for the economy, isolation, spirits, family, etc.

The observation as expressed by Hernández Sampieri, the researcher becomes the main research instrument within a qualitative research, because it is he who is in charge of capturing the information. The objective of the observation within this work was based on what was stated by Hernández Sampieri citing Grinell and Patton, to describe communities, contexts or environments; also the activities that take place in these, the people who participate in such activities and their meanings, as well as the understanding of the situations and circumstances, through which the identification of problems is expected.

As well as the physical environment in which the students and teachers develop, the educational infrastructure, physical conditions of the classrooms were also observed. In the same way, details were captured on whether communication between classmates and teachers is encouraged, it was of relevant importance to

engage each point or data on whether the classroom is a promoter of the generation of learning environments.

School journal According with Zabalza "son los documentos en los que los profesores y profesoras recogen sus impresiones sobre lo que sucede en sus clases" (Zabalza, 2011, pág. 15), the journal is a work material in which can be done important notes according with important facts that happen during the school day, in to the same can be write important information. In this case Porland say that "es el profesor, desde este punto de vista, el que diagnostica los problemas, formula hipótesis de trabajo, experimenta y evalúa dichas hipótesis, elige sus materiales diseña las actividades, relaciona conocimientos diversos. Es, en definitiva, un investigador en el aula" (Porlán, 200, pág. 20), through narrations made it by the teachers in training, generally most of the information comes from the classes, and can be about any topic, nevertheless the importance is focused on the fact of the solution proposal, give a following to the contents program, attend a student's situation, give an appropriate answer to the presented dilemmas. In the case of the practices made in the secondary school "Jose Maria Liceaga" it was made a classroom journal to different situations, as the strategies, make of decisions based on the results obtained, the lesson plans because as it is stablish by Porland this "es una guía para la reflexión sobre la práctica, favoreciendo la toma de conciencia del profesor sobre su proceso de evolución y sobre sus modelos de referencia… lo que permite una toma de decisiones fundamental" (Porlán, 200, pág. 23).

### 3.1.2. Theoretical framework
CONSTRUCTIVISM

Within the constructivist paradigm, the pedagogical system obtains a considerable change, because the main actor of learning is the student and not the educator. This model is a contribution to the educational system of the Swiss Psychopedagogue Jean Peaget, who has been joined by others such as Lev Vigostky and María Montessori.

"For the constructivist model, the teaching process is not assumed as a matter of transmitting information as if the learners were empty containers that need to be

filled, but rather requires a transformation of the educational process where the teacher is a mediator between knowledge and learning. student, where he makes use of various resources and strategies to allow students to build their own knowledge. (Pierre, 2000, p. 120).

In this pedagogical model, according to the opinion of the aforementioned author, the teaching-learning process is assumed as a support activity and not as a driving activity, where what is sought is that students build their own learning through the interrelation with the environment and the materials or resources that are immersed in its physical development space.

Within this theory, the constructivist pedagogical model is located, which is made up of a set of psychological and pedagogical theories, where the main objective of learning is the development of the individual being. According to (Orellana, 1996) "Learning thus becomes a psychological process subject to changes caused by development" from the opinion of the cited author, it is understood that learning is linked to the psychological environment of the individual, this is how the changes originated by the development process also subject to the educational process.

Constructivist pedagogical model.

"The participation of the student is observed throughout the teaching, assuming him as an autonomous of his own learning" (Pavlov, 2001, p. 146). The constructivist method takes the teacher and the student as necessary components in the teaching-learning process and not in a mere transmission of knowledge, where the teacher is the center of it. Here the learner is taken as the creator of his own learning with the guidance of the teacher.

Within this pedagogical model, significant learning is immersed, whose greatest exponent is the pedagogue David Ausubel, the same learning that is the object of investigation of this project, so it can be said that this research focuses on the constructivist pedagogical model. . Although there are strong critics of this pedagogical system, from authors of other models such as Jean-Jacques and Enkvist, who protest because they consider that this methodology gives too much

autonomy to the student and leaves the educator aside, by not giving him the leading role in the proces of teaching and learning.

A constructivist learning environment "is the one based on the fact that learners develop their own environment while learning a given topic, and as they solve a problem, that is, solving problems becomes a learning environment" (Jonassen, 1999, p.20). It is then understood as a constructivist learning environment the process where students create their own knowledge through the use of certain spaces, by solving problems that arise in daily life, understood as the construction of knowledge itself.

Sociocultural theory

Vygotsky's Sociocultural Theory emphasizes the proactive participation of minors in the environment that surrounds them, with cognitive development being the result of a collaborative process. Lev Vygotsky (Russia, 1896-1934) argued that children develop their learning through social interaction: they acquire new and better cognitive abilities as a logical process of their immersion in a way of life.

Those activities that are carried out in a shared way allow children to internalize the thought and behavioral structures of the society that surrounds them, appropriating them. It is very important to emphasize that according to the sociocultural theory he mentions that the activities carried out must be shared so that students can interact or participate, which is the purpose of this research.

Learning and "Zone of Proximal Development"

According to Vygotsky's Sociocultural Theory, the role of adults or more advanced peers is that of support, direction and organization of the minor's learning, in the previous step for him to be able to master these facets, having internalized the structures behavioral and cognitive that the activity requires. This orientation is more effective in offering help to children to cross the zone of proximal development (ZPD), which we could understand as the gap between what they are already capable of doing and what they still cannot achieve on their own.

This is where the teacher comes in as the most advanced students in English, support students who find English difficult, as a teacher it is important to convey that confidence that they ask you any questions as well as the students who have more knowledge of English the same support their other classmates, making them participate and interact in pairs.

Children who are in the ZPD for a specific task are close to being able to perform it autonomously, but they still need to integrate some thought key. However, with the proper support and guidance, they are able to perform the task successfully. To the extent that collaboration, supervision and responsibility for learning are covered, the child progresses adequately in the formation and consolidation of their new knowledge and learning. It is important that one, as a teacher, speaks or has mostly interaction in English so that the students become more familiar with the language and thus they can also interact in English.

### 3.1.3. Methods

Methods for creating learning environments. To create new or better learning environments, the teacher must focus on the progress of their students. According to Guardia's criteria, (2012) so that the learning environment is suitable for all those involved in its process and they can feel comfortable, he suggests the following methods to be used to improve those environments.

Take into consideration the needs not only academic but also socio-affective of each learner. The affective, cultural or social factors must be investigated to clarify what will be the probability of the functioning of learning since the deficit of any of them can cause the cognitive stagnation of the student. Once the needs and recurrent factors have been investigated, the new techniques or pedagogical models to be developed based on those must be traced. Look for equivalent experiences that demonstrate compatibility with the environment.Specify the research previously found to support the success of the environment. (p.141)

The task of creating an adequate environment so that students can acquire meaningful learning falls on the teacher, who must think about their own stability, so that the instruction does not move to another teaching, which increases little by little

but without any results, so the teacher must manage from a new perspective using the methods mentioned above so that the teaching-learning process is practical and adaptable both for the daily lives of their students and for the environment academic.

Suggestopedia

Suggestopedia is a teaching methodology that focuses on both the teaching content and the learning environment, which acquires a unique meaning by breaking with all ties to the traditional and facilitating the creation of a climate of suggestion for learning.

It emerged in 1978 as one of the most original methods of those that made up the didactic tide of those years of the 20th century. It was developed by the Bulgarian psychiatrist Georgi Lozanov, who developed different relaxation and suggestion techniques to awaken and maintain attention and thus achieve the best learning and memory results. Thus, for example, he took and modified his techniques from raja-yoga to alter states of consciousness and concentration, in addition to the use of rhythmic breathing. His method gives special importance to the learning environment, in which the furniture, decoration, lighting and the use of music as an organizing element and mediator of the process, contribute to creating the climate of suggestion necessary for learning. Music has several functions, on the one hand, to relax the learners and, on the other, to structure, organize and give rhythm to the presentation of the linguistic content. In the official secondary school no.231 "Jose Maria Liceaga" this method was used at all times and it is directed in the learning environment as it is said it is directed with the learning environment, an example the furniture that was used during the class that It was the television that was used during the classes, the lighting that was inside the classroom, the speaker or the music was also used during the emergent interventions, so when they had to cover an hour, they put songs to fill some dialogues.

G. Lozanov does not present a theory of language but rather suggests a vision of it in which the presentation of vocabulary and its translation take on more importance than the linguistic context. The emphasis is on memorization—through listening and repetition in the target language and the learner's mother tongue—of pairs of words

and dialogues created especially to practice certain structures and lexicon. In group 1D when they were given new vocabulary I asked them to repeat the new vocabulary with me. As well as they were asked to create a dialogue which they had to memorize in order to express it to everyone, so a small interaction arose among the students.

# Chapter 4

Discussion of results of the intervention process

During each practice period, the activities carried out were planned so that didactic planning is understood as the organization of a set of ideas and activities that allow the development of an educational process with meaning, meaning and continuity. It constitutes a model or pattern that allows teachers to face their practice in an orderly and consistent manner (SEP, 2009). Its elaboration implies analyzing and organizing the educational contents, determining the objectives, intentions and educational purposes to be achieved; in addition to establishing the sequence of activities in time and space. The planning was elaborated according to the diagnosis previously analyzed since it was possible to identify the main characteristics of the study group; but during the days of professional internships, it has been possible to observe a diversity of changes made both by the students and teachers as well as by the schedules, work modalities since the first internships were virtual, etc.

In the first weeks of interventions it was a hybrid way, a very important factor is that the classes were 35 minutes long. The purpose was to generate a virtual and face-to-face learning environment, so thanks to the teacher's diary and the planning, relevant information can be mentioned to analyze the intervention process.

First intervention unit with a social environment for family and community learning. The social practice of the language is to exchange opinions about community service and as expected learning is to listen and review dialogues about community services

As a first intervention, it began in a virtual way, projecting some emojis asking them how they felt today, in order to generate a comfortable environment, then the topic of the day was mentioned, giving them the vocabulary on virtual flash cards with a website called "study stack" virtual learning environments according to Diogo Romero (2020) mentions that a virtual learning environment "is the space that is created on the internet to promote the exchange of knowledge between students from platforms that favor interactions between them" for this reason it is They use various interactive internet pages to have a more satisfisfactions teaching and

learning. The flash cards that were given were about some professions, for example: doctor, teacher, firefighter, chef, police officer, etc. Where they had a small definition of what they did for each profession (see appendix 11), several games were made that came on the page as matching where you had to select the profession with the definition (see appendix 12), volunteers were asked to participate in each one of the activities, then we played another called snowman, it was a hangman type, so according to the definition that was shown they had to guess the word (see appendix 13). According to Amoretti, M (2014). The images or drawings reflected in the Flashcards used in the learning sessions, significantly help the learning of the vocabulary of the English language, they come to constitute an important factor to capture the attention of the students and thus contribute to the teaching process interactive, colors help visual perception and thus contribute to an effective communication language, it has also been shown that colors even influence the mood of students, the size in the development of Flashcards, plays an important role, since it facilitates an optimal visual field helping to obtain the attention and concentration of the students. I was able to notice that there was greater participation in the students since interactive activities were used that were not normal or traditional.

Second class face-to-face, quite a few were missing due to the pandemic, they were given a small sheet where they had to read and listen to each sentence so that they could choose the correct image (see appendix 14), I asked them for voluntary participation to help me read, I could see that They were very sorry to participate or received some comments such as "I can't read English" "I can't" "I'm sorry" etc. I encouraged them and told them that it didn't matter or that they should repeat after me, they became more confident and participated more. While the students were reading they told me the answer. Then the teacher asked the students what community service each profession belonged to, for example, The doctor-hospital, teacher-school, chef-restaurant, etc. They had to draw the community service (See appendix 15)

Third intervention, half of the group went face-to-face and the other half went virtual, so they had to repeat the classes and it was planned in the same way in both modalities. Virtual mode the teacher at very start of class the teacher asked them how they felt or how they were it is a very important factor to ask before starting each class how they feel since the students feel important, the teacher gave them the topic "prepositions" She presented some slides where she mentioned the preposition and gave examples relating community services with prepositions, for example, he hospital is next to fire station, the teacher underlined the preposition (see appendix 16), then the teacher showed another slide with the images and preposition and the students had to tell me how the sentence turned out, later they had to create 5 sentences with the images they appreciate (community services). In the face-to-face modality, the teacher carried flash cards and asked for participation so that they could prepare the sentences on their own. I was able to realize that the students participated more online than in person because the main teacher imposed on the students and that if they pronounced or said an incorrect answer, the teacher reacted by making faces at them or telling them that they were wrong, as well as to the practicing teacher since she corrected her from time to time, told her that she was wrong in front of the students or she started talking with the students in the back which made the students distracted.

The teacher in training began to speak more in Spanish than English for fear of making a mistake. This was also an erroneous factor, so at first the students were becoming more familiar with English than with Spanish, and later it was the opposite. As the classes passed, the teacher in training changed that and tried to focus only on her students.

For the next class, they were given a sheet where small conversations first came from the ways of greeting, the teacher said it and the students repeated it after goodbyes and other expressions (see appendix 17). The first activity was to relate the images with the greetings or farewells. I asked the students to participate randomly by list number (see appendix 18). Then it was to complete a small dialogue (see appendix 19) when it was completed, the teacher chose 2 people to dialogue

with the whole group, they asked me to have the students make teams or pairs because of the covid, but that did not impede for there to be interaction during the class, from their place they could talk without any problem. Most were embarrassed to say it but they did it without any problem since everyone was going to say the dialogue and there were no jokes, as well as motivating them or telling them that they had done well.

Last class on that unit they had to prepare the final product, it is important to note that the final product is to make a dialogue (written) and dialogue between the students (oral). So I started the class saying that they were going to elaborate a small dialogue like the one from the last class but saying or explaining where an address was found. The teacher gave them the example on the blackboard, I asked them if they had any questions and there were none. The teacher walked row by row to see if there was any doubt. When the teacher finished, I asked them to tell me in pairs some of the dialogues as we had already done, but saying an address about community services. (see appendix 20)

This unit at the beginning presented some difficulties, such as time, interruptions, the uncomfortable environment in the classroom, but at the end of the unit they tried to ignore that type of thing and rescued the purpose of the unit and a learning environment comfortable so that there would be participation or interaction between the students-teacher and students-students.

As mentioned, the study group is grade 1 group "D" made up of 41 students since February all students were incorporated in the face-to-face modality, with 50 minutes of class, it had a positive impact because I was certain that the activities given, the whole group learned them without any factor, but it was also negative since there was little socialization among them, so they were in a different environment than the virtual one, in addition to the fact that only half of the group knew each other in person.

Last face-to-face intervention with the whole group, the topic of silent movies was given, a brief definition was given of what silent movies were and the students were asked if anyone had seen a silent movie, the students answered no, then the teacher

reminded them of some movies silent as the pink panther, Mr. Bean, Charlie Champlin, etc. The students were able to remember that they had already seen the one with the pink panther. The teacher distributed a sheet with vocabulary about silent movies, and they had to relate the images to the words (see appendix 21) the whole group answered, the students already had a more comfortable environment since most of them already knew each other and we created a bond of trust between the students and the teacher, there was no longer that affective blockage that the student presented in the first Jordanians, so there was already a motivation and self-confidence. In the field diary I can rescue and analyze that even the teacher lacked the motivation and interaction with the students in English so that they had a satisfied interaction with the students.

After a very important resource was used that was in the school and that most of them did not use the screen, it helped me a lot to use the screen during these interventions since the students felt happy and motivated by what was going to be used a resource outside the usual. There was motivation and innovation during the class. A video was projected on the screen about a silent movie in which the teacher was trying to project the students were writing down 3 questions and some possible answers (see appendix 22). The video was projected and thanks to the video they were able to answer the questions previously given, the teacher asked those who had almost no participation, 12 people, since there were twelve responses.

Second intervention class The teacher gave them the topic of analyzing silent movies, the teacher gave them five images of different scenes about a silent movie, then the teacher put some messy descriptions on the blackboard where she asked for five participations to help them to read each of the descriptions and say that they understood. The teacher asked them to paste the images in order and to match it with the correct description that was on the blackboard (see appendix 23). While the students were answering, the teacher went to each one of her places to rate the previous classes. At the end, she asked the students for 5 participations so that they could order the descriptions correctly and read each one of them, the students who

read the teacher corrected them without them noticing, since the word they said wrong, the teacher said it correctly so that the student repeated.

Third class of intervention. To start the class, the teacher gave them the topic "feelings", she showed them some emojis and they had to guess according to the emoji they saw (see appendix 24), some emotions were said in Spanish and the teacher answered in English and asked them to repeat with her. While giving the emotions, the students made the emotion that appeared, example sad, everyone made a sad face. Then the teacher gave them a sheet where they had to see the different scenes and they had to make a table divided into 3 in the first column the scenario where the characters were in the second column and the last column the emotions according to the scenes ( see appendix 25), while she rated the previous activity they had to answer it. So that they finally answered on the board according to the correct answer. After the teacher gave them a sheet where they had to see the scenarios and underline the correct answer, the first point they had to underline the genre if it was comedy, horror, action or adventure then they had to underline according to the scenes that were shown in the images that theme would fit better, as a third point they had to underline the audience if it was for adolescents and adults, for children or all types of audience and finally they had to underline the purpose of that silent film if it was to entertain, teach something, etc. ( see appendix 26). It was noted that thanks to the images and the options they could answer more quickly, I asked the students who had less participation to participate.

Fourth intervention class, the teacher began by writing down a box on the blackboard where they had to write down the title of the silent movie, the characters, the genre, the purpose, what type of audience it was for, etc. (see appendix 27). To answer that box, the teacher projected on the screen 3 different videos about silent movies, they had to answer. In each video she emphasized what the title cards were, the music, the gestures they made exaggeratedly, who the audience was, etc. Absolutely everyone was entertained watching the videos and each one of the characteristics that a silent film contained was highlighted. They were able to answer easily since in previous classes each of the elements that they asked for in the table.

Fifth class of intervention the purpose of this unit was to elaborate a dialogue of a silent film, they became confused because in silent films they do not speak, but it was explained to the students that behind that silent film there was a dialogue so that the characters knew what to do during the performance so they were taught a dialogue between the whole room, that dialogue was answered and they were able to realize that in the dialogue between parentheses they wrote the emotions that the character had to do for example: (surprised) Oh , No! The ball is inside the abandoned house. (looking afraid) Mmm…it´s sacry. They had to complete the sentences together with the teacher, but for this they asked two students to interact as the two characters. I asked them to read according to the emotion that I mentioned to them (see appendix 28). Finally the teacher organized them into teams, the students wanted to make the teams by themselves so we decided on a rock paper scissors and the teacher won so she organized the teams randomly. She told them to choose one of the silent movie scenes seen earlier or to choose other movies or scenes if they wanted. They had to agree so that in the next class they would elaborate their dialogue. She reminded them that there are silent cards in silent movies and she showed them some title cards to give them an idea.

Sixth class of intervention the students began to organize themselves in teams and began to elaborate their dialogue, a previous class they were asked for their dictionary, to make it easier for them they did it first in Spanish and they were passing it little by little in English (see appendix 29), I was passing each team to see if they had any questions, I reminded them that in silent movies they had to carry title cards, because they were children, each one had their own creativity. Although in some teams they had difficulty choosing the scene or the movie since each one has different groups, I advised them so that they could choose one and pressed them with what they were going to elaborate their dialogue because they only had that day to do it and qualify it, so They rushed more. Unfortunately, his class was my last day of intervention so it was a month full of bridges and they did not have classes for several days. I would have loved to see them act but their final product and the learning expected from that unit were fulfilled because it was to develop a dialogue for a silent movie.

In my last intervention there was a great change in the participation and interaction in the students since it could be promoted thanks to the learning environments using different school resources, they had good ventilation in the room so I always took care that the windows were open Regarding the activities, it was about making them interactive and that there were dialogues so that the students could interact. There was self-confidence in the students and the teacher, which caused them to have interaction in English throughout the class or at least Spanish with English "Spanglish".

# Chapther 5

Carrying out a reflection and assessment of my teaching practice, I can mention that learning environments are understood as the physical, social and educational conditions in which learning situations are located; the type of facilities, equipment, strategies didactics, the context and climate of social relations. The learning environment is constituted by natural or typical conditions of the environment in which the student develops and by those that the educational institution plans and provides, and is managed, designed and recreated by the teacher, who completes the natural environment with resources and learning-oriented activities. A good choice of learning environments resulted in the development of creativity and participation that can be found in the environment where young people develop. It is considered then that an adequate learning environment is achieved when everyone in the classroom is comfortable, both the teacher and the students.

A learning environment is nothing more than promoting the conditions to favor student learning through assertive communication, planning, material design, professional identity, emotional relationships, recreational activities, among others. All these factors contribute within the classroom, if there is not a comfortable learning environment with all the factors mentioned above, there will be no satisfactory interaction or participation.

According to Rodríguez Higor, the environment corresponds to the spaces in which the learning activities will be developed, it can be of three types: classroom, real and virtual. In the first one, the teaching-learning activities take place in the classroom as they did during the whole practical day, the real environment can be a laboratory, a company, a clinic, a library, green areas; that is, real scenarios where the application of the knowledge and skills acquired can be verified, including also the practice of attitudes and values. In this case, the playground or the green areas of the school could be used, however, I asked and they would not allow me to take them out due to COVID. Virtual environments are those that are created through the use of Information and Communication Technologies, in order to provide learners with resources that facilitate their learning process, within these ICTs the computer, cannon and a classroom can be cited. Virtual, the use of the Internet where they can

have access to blogs, discussion forums, chat, specialized pages where young people find themselves with fun activities, such as solving crossword puzzles, puzzles, hangman, etc., which well used contribute enormously in the acquisition of learning by the student. In this case, at the beginning of the classes, a virtual learning environment was used, since in the first interventions the use of technologies and interactive learning pages were used. As well as at the end of the intervention since the screen and the internet were used to be able to project some videos.

It can be said that the main learning climate is interaction, communication, participation among those who are within the teaching-learning process, this must occur between the teacher and the students and vice versa, as well as student-student. Within this climate, harmony, trust, security and espect must prevail, so that students can freely express themselves, make known any concerns or doubts in favor of obtaining true learning, also within this space is considered the establishment of norms and rules that will help when they did not want to participate for fear of ridicule.

The greatest satisfaction of a teacher is not being told or created a good teacher or hearing someone say that he teaches well, the most important thing, in this case, is how much the students in our charge learn, I believe that to the extent that our students acquire true learning, the participation of the teacher in said process will be present. We must not forget that this is the main mission, to facilitate learning, in my very particular case the fact that I see that my students are entrepreneurs, that they make an effort to understand, to express themselves, when I see some change in favorable attitude I feel that They have already learned something and I don't need them to tell me that it was thanks to me that they learned, just by seeing that my students progress I am satisfied. That they feel confident in themselves and can interact or have a small conversation. Don't say they can't but try without shame and without ridicule. And I think it was useful for any subject, not only for the English subject, if not to try and participate, no matter how many times one makes a mistake, the important thing is to try because otherwise you will never learn. They see the

English language as very difficult but I think it is because we have it as a taboo and any subject can be difficult or easy depending on the teacher in front of you.

## Conclusions

Nowadays, within the schools in basic education, it is necessary to create learning environments that stimulate the integral formation in the students, making aware that in the present that we are living not only the new technological implements and the modern infrastructure are the tools of support for the best use and construction of knowledge. Reason, why it is necessary to recognize that there are situations that help, enrich the context of each event that originates within the environments that make up every educational institution, within the teaching-learning process and that they must be a permanent search that allows for improving the educational relationships and processes that must constitute not only the formation of basic education students but also the promotion and integral development of the human being.

Mainly in official high school no. 231 "Jose Maria Liceaga" several factors that the institution had were rescued, such as there were screens which was a very useful tool to create a learning environment, also the interactive activities that took place and the trust that was generated during the sessions in class. The self-confidence in students and teacher in training for what already in previous chapters it is mentioned that a factor that did not allow a learning environment was from the main teacher since she interrupted the teacher in training to tell her that she was wrong or to talk with the same students to the back of the class in order to disrupt the class. It was a very difficult factor since it started from the teacher in training who could not give the class comfortably and as mentioned in the following questions, the pillar of creating the learning environment is the teacher and the students.

The extent to which learning environments benefit, impact, and help foster engagement by answering the 3 research questions. The learning environments benefited and helped participation because by having a favorable learning environment, we as teachers achieve an atmosphere of affective communication with each one and thus make it possible to serve them in a personal and productive

way. If there is good management of the environment, both the teacher and the students can direct efforts to achieve learning. Therefore, the learning environment could define it with a set of factors that benefit or could also hinder social interaction in a space, whether physical or virtual, as the intervention began. Why do I say that it could also hinder interaction or participation? because, as mentioned at the beginning, there was not a good learning environment and consequently there was no interaction of any kind, neither between student-students or student-teacher. And so it does benefit because thanks to the tools, resources, communication, confidence, self-confidence, motivation, interactive activities, values, etc., it was possible to achieve satisfactory participation or interaction.

It implies a space and time where the participants build knowledge and develop skills, abilities and values. The learning environment is not limited to the material conditions necessary for the implementation of the curriculum or to the interpersonal relationships between the teacher and the students, the dynamics that constitute the educational processes are established and that imply the actions experiences and experiences of each student, attitudes, material and socio-affective conditions multiple relationships with the environment and the necessary infrastructure for the realization of the cultural purposes that are made explicit in all educational proposals. Thanks to the diagnosis that was carried out at the beginning of this investigation, the infrastructure was diagnosed, the incredible materials that the Official Secondary School No. 231 "Jose Maria Liceaga" has, all the tools that the institution offers us and we as teachers must take advantage of each one of the tools, to innovate learning since we are in times of technology and it is necessary to make the most of it.

Learning environments promote student participation since it is linked to interaction, being able to change learning environments at school implies modifying the modes of interaction of its protagonists, as mentioned in the next question; the physical environment with the resources and materials with which one works, also requires rethinking the educational projects that are developed in the school and in the classroom so that both become true open, flexible, dynamic systems that facilitate

the participation and articulation of students and teachers. Learning environments are fundamental in the pedagogical approach, schools must promote a more active self-regulated learning directed to goals, collaborative and that facilitates internal and intrapersonal processes of construction of meanings and knowledge.

I realized that the learning environments had an impact on participation since the students of 1D in the official secondary school no.231 "Jose Maria Liceaga" since the students participated voluntarily, there was an interaction between students-students and teacher-students. Almost all the possible resources that the school gave us were used. The activities were playful and intensive, which caused the students to be motivated to participate. During the sessions, there were several values such as respect, responsibility, fairness, etc.

Learning environments favor in students the awakening of curiosity, interest in learning and the emotion of knowledge, this means that learning will be relevant because when you learn with emotion you focus more in the long term on what you have learned and how to learn with emotion or motivation because thanks to the interaction, resources and activities. In addition, they promote a freer interaction where each student can ask questions without fear of feeling judged and creativity and participation are stimulated. On the other hand, when a teacher establishes a good learning environment, the personal differences that exist in the group will be taken into account to enhance the acquisition of knowledge.

Who promotes learning environments?

The learning environments in the official secondary school "Jose Maria Liceaga", allowed us to recognize the existing areas of opportunity that serve as instruments for the integral formation of the student, which lead us to implement changes within the teaching-learning process, where the active participants are the teacher and the student who develop within an environment where events and experiences take place that form an interactive space allowing to facilitate, limit and order the behavior of the subjects involved, such as motivating the student, decision making and

strategies such as the design and elaboration of didactic materials, prototypes and collaborative participation

Learning environments are environments created for the acquisition and enrichment of learning and the development of skills of individuals, all directed by a teacher. The learning environment is a set of logistical, social, cultural and human elements that intervene in the learning process. It is important to note that the person who promotes the learning environment is the teacher in training as well as the students. The teacher must interact with the students most of the time in English so that the student gets used to the language, here a very important point is that the teacher in training thanks to the teacher interrupting her every so often or making faces The teacher felt unconfident so she spoke 60% Spanish and only 40% English approximately. But thanks to the fact that little by little a more comfortable learning environment was generated during the sessions, so the teacher in training was able to carry out a more pleasant interaction with the teacher outside the class sessions thanks to several tips that she took from the advisor. Explain to the teacher before the session each point that she was going to take with the students and explain my topic of study, so it was said that it was necessary to do interactive activities highlighting several authors.

Regarding the students, they are also part of promoting learning environments because if the students do not cooperate in generating the learning environment, despite the fact that the teacher arrives with all the motivation and interaction possible, without the students it will not be possible. However, the interaction between the students and the teacher was very pleasant, there was respect, from the beginning the teacher motivated them to participate and told them that if they could, each class would remind them. She asked them after each activity if they had any questions. At first, out of shame and fear of faces, the students did not want to participate. It was achieved that he did not pay attention to the others and the pain was removed since absolutely everyone was going to participate. Also, one day the teacher talked to the class about respect, since there was some ridicule by one

student towards another and the teacher called their attention by talking to them about the importance of the values that each one should have.

As mentioned at the beginning, it was a bit difficult due to the barriers that could be found during the sessions, but it is always possible to overcome them. In the last sessions there was a more comfortable interaction between student-teacher, student-student and teacher-student thanks to the learning environments that were generated little by little thanks to the tools, attitudes, etc.

## References

ACUERDO número 592 por el que se establece la Articulación de la Educación Básica (2011). Recuperado de: https://www.sep.gob.mx/work/models/sep1/Resource/9721849d-666e-48b7-8433-0eec1247f1ab/a592.pdf

Amoretti, M. (2010). Los Materiales Educativos y su Relación con las Habilidades Cognitivas en el Aprendizaje del Idioma Ingles en los Alumnos del Segundo Grado de Educación Secundaria en la Institución Educativa PNP Teodosio Franco García de Ica. Universidad Nacional De Educación Enrique Guzmán y Valle,Lima-Perú. Recuperado el 24 de abril del 2015. Disponible en: http://upvv.clavijero.edu.mx/cursos/DesarrolloMaterialEducativo/program a/docu mentos/materiales_educativos_amoretti.pdf.

Antúnez, Serafín (1997), la educación escolar se desarrolla en el seno de una organización

Apud, Adriana (2001). "Participación infantil", Enrédate con Unicef, formación de profesorado, País Vasco: Unicef/Comité País Vasco (en línea). Disponible en: www.ciudadesamigas. org/doc_download.php?id=20

Alonso (1994). Los estilos de aprendizaje. Procedimientos de diagnostico y mejora.

Burgos Delgado Melany Aurora. (2008). "EL APRENDIZAJE INICIAL A TRAVÉS DEL USO DE AMBIENTES" .Universidad de Guayaquil

Calderón, D., & León, O. (2016). Elementos para una didáctica de las matemáticas en estudiantes sordos de niveles iniciales. Bogotá: Universidad Distrital Francisco José de Caldas.

Corbetta Piergiorgio (2007). Metodologias y técnicas de la investigación social.

Corominas, Joan (1994). Diccionario etimológico de la lengua castellana, Madrid: Gredos.

DataMexico (2020) Nezahualcoyotl Municipio Estado de mexico recuperado de: https://datamexico.org/es/profile/geo/nezahualcoyotl#educacion

Diogo Romero (2020) ambientes viruales de aprendizaje AVA.

Eccles, J. S. (1998). Parents' influence on children's achievement-related perceptions. Journal of Personality and Social Psychology, 74(2), 435–452. https://doi.org/10.1037/0022-3514.74.2.435

HERRERAS (2004). Esperanza Bausela. La docencia a través de la investigación–acción. Revista Iberoamericana de Educación. Recuperado de http://www. rieoei. org/deloslectores/682Bausela.

HUNSEN, T. y POSTLETHWAITE, N. (1989). Enciclopedia internacional de la educación. México: Ministerio de Educación y Ciencia.

IGLESIAS, Ma. L. (2001). Observación y evaluación del ambiente de aprendizaje en educación infantil: dimensiones y variables a considerar. Revista Iberoamericana de Educación.

Loughlin y Suina (2000). El ambiente de aprendizaje: diseño y organización.

Lozanov, G. (1978). Suggestology and Outlines of Suggestopedy. Nueva York: Gordon and Breach.

Luchetti. (1996) "El diagnóstico en el aula" Ed. Magisterio de rio de la Plata. Argentina.

Manual of learning styles (2014)

Mario y Catillo (2011) Construcción social del espacio urbano: Ecatepec y Nezahualcóyotl. Dos gigantes del oriente. Recuperado de: https://www.redalyc.org/pdf/726/72621412007.pdf

Matinez Miguel (2006). La investigación cualitativa (síntesis conceptual).

Mendoza Mendoza Solanda María, (2010) Universidad Central. "AMBIENTES DE APRENDIZAJES EN LA EDUCACIÓN INICIAL"

Nahoum (1985) la entrevista psipedagogica. Recuperado de: http://biblio3.url.edu.gt/Libros/2011/la_entrePsico.pdf

NEPBE (2011), Secretaría de Educación Pública. México: SEP Ed.

Novella, Ana y Trilla, Jaume (2014). "La participación infantil", en Novella, A.; Llena, A.; Noguera, E.; Gómez, M.; Morata, T.; Trilla, J. y Agud, I. (2014). Participación infantil y construcción de la ciudadanía, Barcelona: Graó, pp. 13-28.

Organización de las Naciones Unidas (1945) ONU

Osorio Gómez Luz Adriana. (2010) Características de los ambientes híbridos de aprendizaje: estudio de caso de un programa de posgrado de la Universidad de los Andes. Recuperado de: https://www.redalyc.org/pdf/780/78012953004.pdf

Porlán, M. (2004). El Diario Como Instrumento Para Detectar Problemas Y Hacer Explicitas Las Concepciones.

Political Constitution of the United Mexican States and General Law of Educaction (1993).

Puig, Josep (coord.) (2009). Aprendizaje servicio (ApS). Educación y compromiso cívico, Barcelona: Graó.

Puig, Josep; Batlle, Roser; Bosh, Carme y Palos, Josep (2007). Aprendizaje servicio. Educar para la ciudadanía, Barcelona: Octaedro/Ministerio de Educación y Ciencia-Centro de Investigación y Documentación Educativa.

Quiroz, rafael (1992), "el tiempo cotidiano en la escuela secundaria". Recuperado de: https://www.redalyc.org/pdf/159/15904207.pdf

Raichvarg (2000) ambientes de aprendizaje. Recuperado de: https://sites.google.com/site/ambientesdeaprendizajejaime/team-announcements/segundanielraichvarg

Sacristan (1991) Una reflexión sobre la practica. Tercera edición, Mexico.

SAMPIERI (1998). Roberto Hernández, et al. Metodología de la investigación. México: Mcgraw-hill, 1998.

Secretaria de Educacion Pública. (2009). Guía para la instrumentación didáctica de los programas de estudio para la formación y desarrollo de competencias profesionales. Recuperado de: http://www.itesca.edu.mx/

Secretaria de Educacion Pública (2011). Programa Nacional de Inglés en Educación
Básica. Segunda Lengua: Inglés. Fundamentos curriculares: Preescolar, primaria,
secundaria. México.

Secretaria de Educacion Pública (2012). Las estrategias y los instrumentos de evaluación
desde el enfoque formativo. México

Secretaria de Educacion Pública (2018) Aprendizajes clave para la enseñanza del Inglés

Secretaria de Educacion Pública (2018). Aprendizajes clave para la educación integral.
Plan y programa de estudio para la educación básica. México.

Secretaria de Educacion Pública (2018). DGESUM. Licenciatura en Enseñanza y
Aprendizaje del Inglés en Educación Secundaria. Retrieved from
https://www.cevie-dgesum.com/index.php/planes-de-estudios-2018/119

Secretaria de Educacion Pública (2018). Evaluar para aprender. La evaluación formativa
y su vínculo con la enseñanza y el aprendizaje. México.

Secretaria de Educacion Pública (2018). Orientaciones académicas para la elaboración
del trabajo de titulación. México.

TAMAYO, M. (2004). El proceso de la investigación científica. México: Limusa

Taylor, S. y Bogdan, R. (1987) Introducción a los métodos cualitativos de investigación: la
búsqueda de significados. Barcelona: Paidós.

UNESCO Construir la paz en la mente de los hombres y de las mujeres.  Recuperado de:
https://es.unesco.org/themes/education

UNESCO. (S.F.). UNESCO. Organización De Las Naciones Unidas Para La Educación,
La Ciencia Y La Cultura. Recuperado De: Http://Www.Unesco.Org/New/Es/Culture

United Nations (2018). The 2030 Agenda and the Sustainable Development Goals: An
opportunity for Latin America and the Caribbean. Santiago

Van Dijk, Silvia; Menéndez, María y Gómez, Alma (2006). Participación infantil, un marco
para pensar la noción de la formación, Ciudad de México: Save the Children.

VITE, Higor Rodríguez. Ambientes de aprendizaje. Universidad Autónoma del Estado de Hidalgo, 2012.

Watkins and Wagner (2000) Improving School Behaviour, London.

YUDY MARIN (2017)   Los Ambientes De Aprendizaje Como Estrategia Didáctica Para La Resolución Pacífica De Conflictos Con Niños Del Grado 503 Del Colegio Francisco José De Caldas Jornada Tarde. Universidad Libre De Colombia Facultad De Ciencias De La Educación

Zabalza, M. A. (2011). Diarios De Clase Instrumentos De Investigacion Desarrollo Profesional. Madrid: Narcea.

# Annexs
## Appendix 1
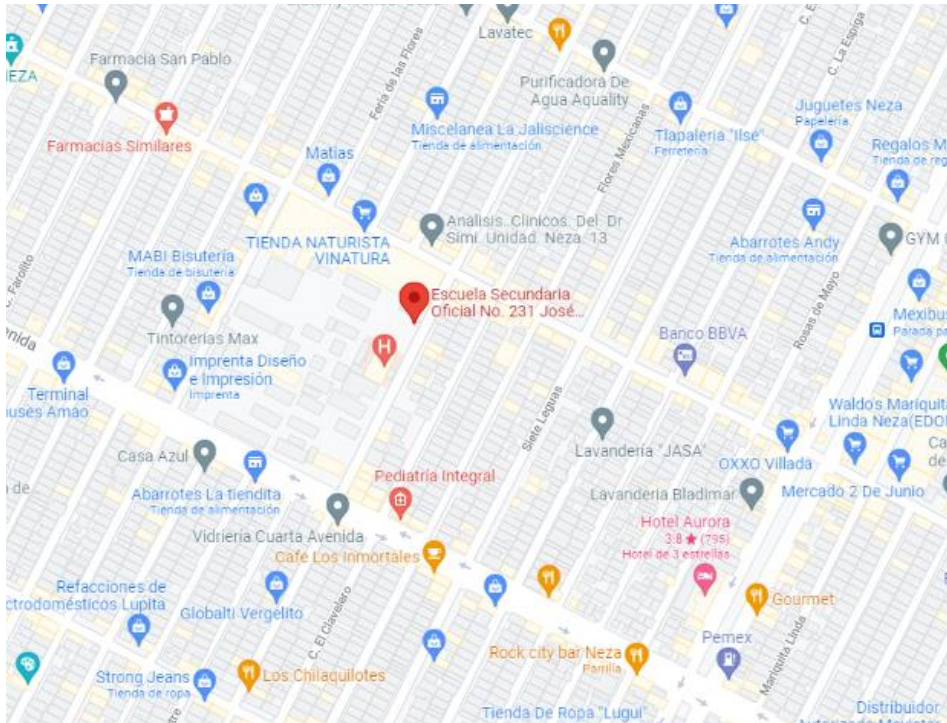


## Appendix 2

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

IV. Guion de Observación

**Jornada de Prácticas**

Curso: Estrategias de trabajo docente

*Parte I. Datos Generales*

| Nombre de la escuela: | |
|---|---|
| Director/a Escolar | |
| Turno | |
| C.C.T. | |
| Zona Escolar: | |
| Domicilio: | |
| Teléfono: | |
| Correo Electrónico: | |

*Parte II. Contexto Externo*

| Comunidad: | Vías de Transporte: | Comercio: | Religión: |
|---|---|---|---|
| | | | |

3

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

| | | | |
|---|---|---|---|
| Lugares aledaños: | Seguridad: | Ambiente Socioeconómico: | |
| | | | |

Appendix no. 3 Family Context, Literecy Levels results



Study levels of the students' parents

- Bachelor's level
- high school level
- secondary school level
- primary school level
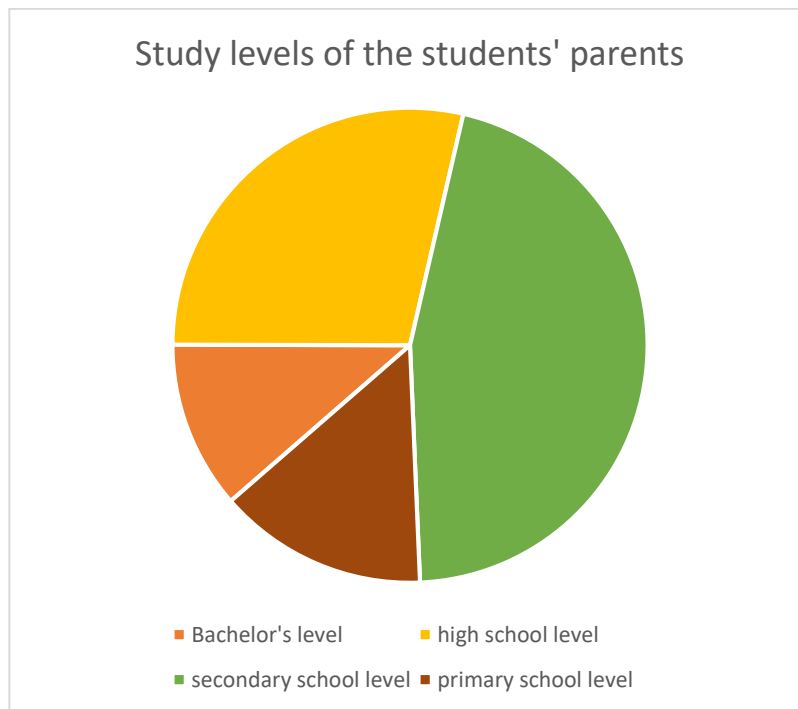
Appendix no. 4 Item family function

FUNCION FAMILIAR

Nombre del alumno_____

Grado_____ Grupo

Instrucciones: Coloca una X en la columna que mencione lo que es más frecuente que suceda ante las situaciones mencionadas

|  | | SITUACION | SI | AVECES | NO |
|---|---|---|---|---|---|
| | 1 | Me satisface la ayuda que recibo de mi familia cuando tengo algún problema y/o necesidad | | | |
| | 2 | Me satisface la participación que mi familia me brinda o me permite | | | |
| | 3 | Me satisface como mi familia acepta y apoya mis deseos de emprender nuevas actividades | | | |
| | 4 | Me satisface como mi familia expresa afectos y responde a mis emociones como rabia, tristeza, amor y otros. | | | |
| | 5 | Me satisface como compartimos en mi familia: tiempo, espacios y dinero para estar juntos. | | | |
| | 6 | Estoy satisfecho con el apoyo que recibo por parte de mi familia | | | |
| | 7 | Tienes algún familiar a quien puedas recurrir cuando tienes problemas | | | |

COHESION Y ADAPTIBILIDAD FAMILIAR

Instrucciones: Coloca una X en la columna que describa lo que generalmente ocurre en tu familia

| | Si su respuesta es: | Tacha el numero |
|---|---|---|
| o sí | Siempre | 5 |
| siempre | Casi | 4 |
| veces | Algunas | 3 |
| nunca | Casi | 2 |
| no | Nunca o | 1 |

| | | | | | | |
|---|---|---|---|---|---|---|
| 1 | Los miembros de nuestra familia se dan apoyo entre sí | | | | | |
| 2 | En nuestra familia se toman en cuenta las sugerencias de los hijos para resolver los problemas | | | | | |
| 3 | Aceptamos las amistades de los demás miembros de la familia | | | | | |
| 4 | Los hijos pueden opinar en cuanto a su disciplina | | | | | |
| 5 | Nos gusta convivir solamente los familiares más cercanos | | | | | |
| 6 | Cualquier miembro de la familia | | | | | |

| | | puede tomar la autoridad | | | | | |
|---|---|---|---|---|---|---|---|
| | 7 | Nos sentimos más unidos entre nosotros que con personas que no son de nuestra familia. | | | | | |
| | 8 | Nuestra familia cambia el modo de hacer sus cosas | | | | | |
| | 9 | Nos gusta pasar el tiempo libre en la familia | | | | | |
| 0 | 1 | Padres e hijos se ponen de acuerdo en relación con los castigos | | | | | |
| 1 | 1 | Nos sentimos muy unidos | | | | | |
| 2 | 1 | En nuestra familia los hijos toman las decisiones | | | | | |
| 3 | 1 | Cuando se toma una decisión importante toda la familia esta presente | | | | | |
| 4 | 1 | En nuestra familia las reglas cambian | | | | | |
| 5 | 1 | Con facilidad podemos planear actividades en familia. | | | | | |
| 6 | 1 | Intercambiamos los quehaceres del hogar entre nosotros | | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| 7 | 1 | Consultamos unos con otros para tomar decisiones | | | | |
| 8 | 1 | En nuestra familia es difícil identificar quien tiene la autoridad | | | | |
| 9 | 1 | La unión familiar es muy importante | | | | |
| 0 | 2 | Es difícil decir quién hace las labores del hogar. | | | | |

EVALUACION DE FORTALEZAS Y DEBILIDADES DE LA FAMILIA

INSTRUCCIONES: Para detectar las fortalezas y debilidades de su familia, tache la columna del número que mejor describa su respuesta.

| Si su respuesta es: | Tache |
|---|---|
| Siempre o sí | 4 |
| Casi siempre | 3 |
| Algunas veces | 2 |
| Casi nunca | 1 |
| Nunca o no | 0 |

| | | | | | |
|---|---|---|---|---|---|
| 1. Creemos que el tabaco, el alcohol y otras drogas dañan la salud de las personas y hablamos con nuestros hijos para evitar que las consuman. | | | | | |
| 2. No se consume alcohol o se consume sin abusar. | | | | | |
| 3. Sabemos lo que piensan nuestros hijos sobre el alcohol, el tabaco y otras drogas | | | | | |

77

| | | | | | |
|---|---|---|---|---|---|
| 4. Hablamos con nuestros hijos de sus intereses, de cómo van en la escuela y de lo que les preocupa, por lo menos una vez a la semana. | | | | | |
| 5. Demostramos a nuestros hijos que los queremos: se los decimos, les hacemos caricias y los besamos. | | | | | |
| 6. Cuidamos la salud, la alimentación, el descanso y la educación de nuestros hijos. | | | | | |
| 7. Hacemos cosas juntos para divertirnos y compartir, como ir de paseo o jugar. | | | | | |
| 8. Apoyamos a nuestros hijos para que en su tiempo libre hagan algo divertido y educativo. | | | | | |
| 9. Hablamos de sexualidad y los orientamos para que en el momento adecuado y de manera segura tengan relaciones sexuales. | | | | | |
| 10. Enseñamos a nuestros hijos a que tengan metas, que se esfuercen en cumplirlas y sean responsables. | | | | | |
| 11. Los apoyamos para que se quieran y confíen en ellos mismos. | | | | | |
| 12. Hablamos con la verdad a nuestros hijos, los escuchamos y entendemos lo que nos dicen aunque nos duela. | | | | | |
| 13. Evitamos el chantaje y las amenazas. No les decimos frases como "yo te di la vida", "te voy a dejar de querer" o "no valoras el esfuerzo que hago por ti". | | | | | |
| 14. Aunque esté desintegrada, papá, mamá y otros familiares apoyan a los hijos, los cuidan y los orientan. | | | | | |
| 15. Conocemos a los amigos de nuestros hijos. | | | | | |
| 16. Pensamos que la casa es un lugar agradable. | | | | | |
| 17. Tratamos a todos nuestros hijos con el mismo amor. | | | | | |
| 18. Cuando alguno de nuestros hijos se porta de manera rara o diferente, hablamos con él para saber qué le pasa. | | | | | |
| 19. Cuando alguno se equivoca, comete un error o algo le sale mal, lo ayudamos para que se sienta bien y aprenda de sus errores. | | | | | |
| 20. Si va mal en la escuela, lo ayudamos a mejorar y le damos ánimo. | | | | | |
| 21. Las normas en la casa son claras y las aplicamos a todos por igual. | | | | | |
| 22. Evitamos los castigos severos y los golpes. | | | | | |
| 23. Tenemos buena comunicación con los maestros de nuestros hijos. | | | | | |

| 24. | Colaboramos con la escuela para que sea más segura. | | | | | |
|---|---|---|---|---|---|---|

### EVALUACION DE FUNCION FAMILIAR

Asignar una puntuación de 3 a cada respuesta "SI", 2 a las respuestas "a veces" y 1 a los "no"

| PUNTAJE | INTERPRETACIÓN |
|---|---|
| 18-21 | Familia Funcional |
| 14-17 | Disfunción familiar leve |
| 10-13 | Disfunción familiar moderada |
| 7-9 | Disfunción familiar severa |

### EVALUACION DE COHESION Y ADAPTABILIDAD FAMILIAR

Sumar el puntaje de las respuestas nones y ver su interpretación, después sumar el puntaje de todas las repuestas pares y ver su interpretación.

| Cohesión Familiar (nones) | |
|---|---|
| 10-34 | Familia no relacionada |
| 35-40 | Familia semirrelacionada |
| 41-45 | Familia relacionada |
| 46-50 | Familia Aglutinada |
| Adaptabilidad (pares) | |
| 10-19 | Familia rígida |
| 20-24 | Familia estructurada |
| 25-28 | Familia Flexible |
| 29-50 | Familia Caótica |

### EVALUACION DE FORTALEZAS Y DEBILIDADES EN LA FAMILIA

De 0 a 25 Riesgo alto. Deben trabajar mucho para mejorar la protección en su familia y pedir ayuda. Es muy probable que sus hijos estén en un momento difícil o en una conducta de riesgo.

De 26 a 50 Riesgo medio: Necesita ayuda y fortalecer los puntos positivos.

De 51 a 75 Riesgo bajo: Está muy cerca de lograrlo. Ponga atención a los aspectos en los que calificó a su familia con 2 ó con 0. Pueden mejorar.

De 76 a 100 Familia protectora: Felicidades, no baje la guardia.

Appendix 5 (Regardin Family Function)

## Family function



| | f.f functional family | DLF Mild family dysfunction | DFM moderate family dysfuncion | DFS Severe family dysfunction |
|---|---|---|---|---|
| Family function | 14 | 15 | 5 | 0 |
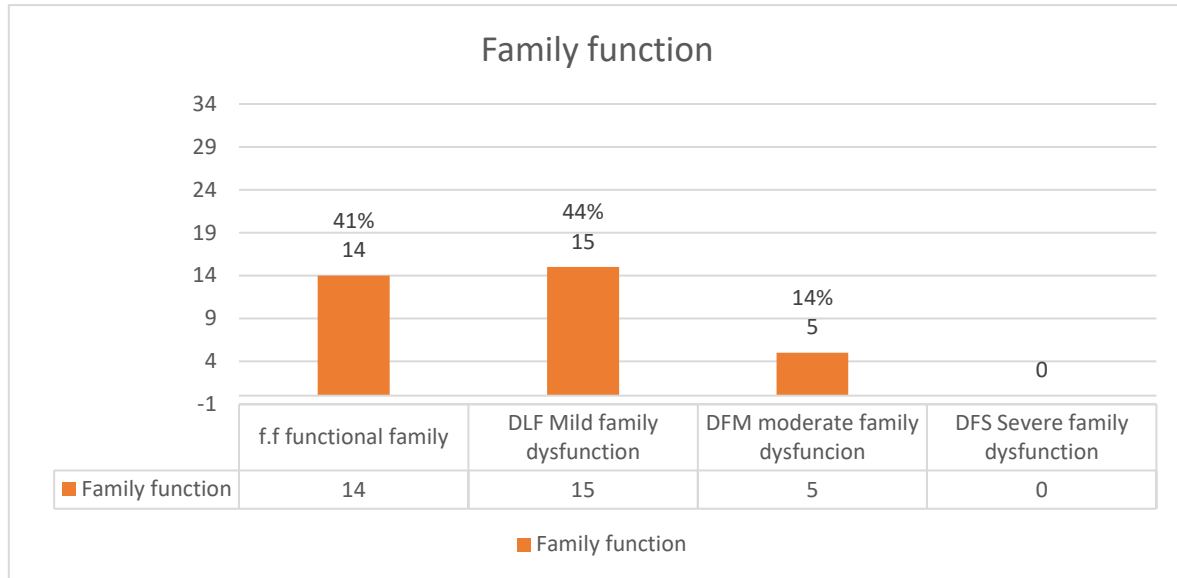
Appendix 5.1 (Regardin Family cohesion)

## Family cohesion



| | FA agglutinated | FR related family | FS semi- related family | FNR Unrelated family |
|---|---|---|---|---|
| Family cohesion | 13 | 7 | 3 | 11 |
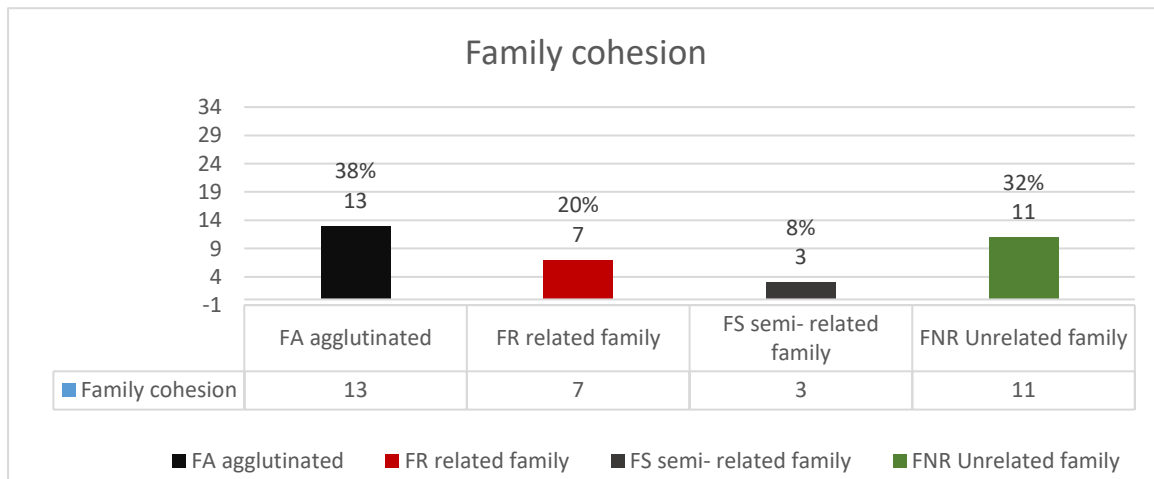
Appendix 5.2 (Regardin Family Adaptability)



**evaluating of stronghts and weaknesses in the family**

| | FP Protective family | RB Low risk | RM Medium risk | RA High risk |
|---|---|---|---|---|
| ■ evaluating of stronghts and weaknesses in the family | 15 | 10 | 7 | 2 |

Legend: ■ FP Protective family  ■ RB Low risk  ■ RM Medium risk  ■ RA High risk

Bar values: 44% 15 | 29% 10 | 20% 7 | 5% 2
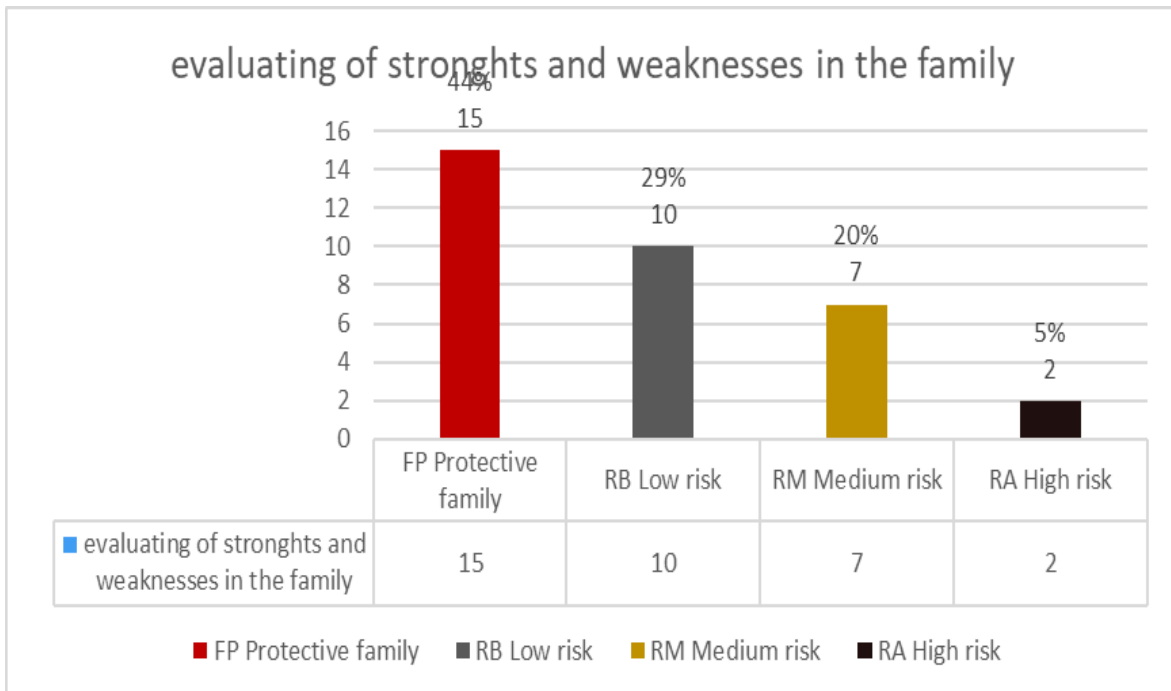
Appendix 5.3 (Regardin family Strengths and Weaknesses)



**Family adaptability**

| | FR Rigid family | FE Estructured family | FF Flexible family | FC Chaotic family |
|---|---|---|---|---|
| ■ Family adaptability | 14 | 5 | 12 | 3 |

Legend: ■ FR Rigid family  ■ FE Estructured family  ■ FF Flexible family  ■ FC Chaotic family

Bar values: 41% 14 | 14% 5 | 36% 12 | 8% 3

Appendix 6

**1° "B"**



Appendix 7

**1° "D"**

Appendix 8



2° "A"

Appendix 9



2° "B"
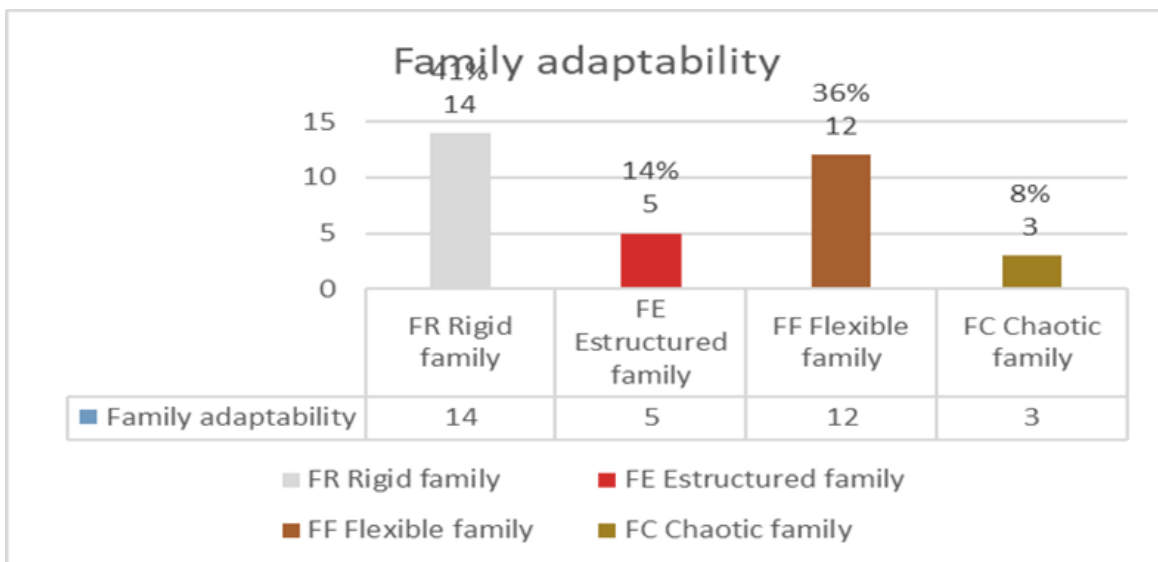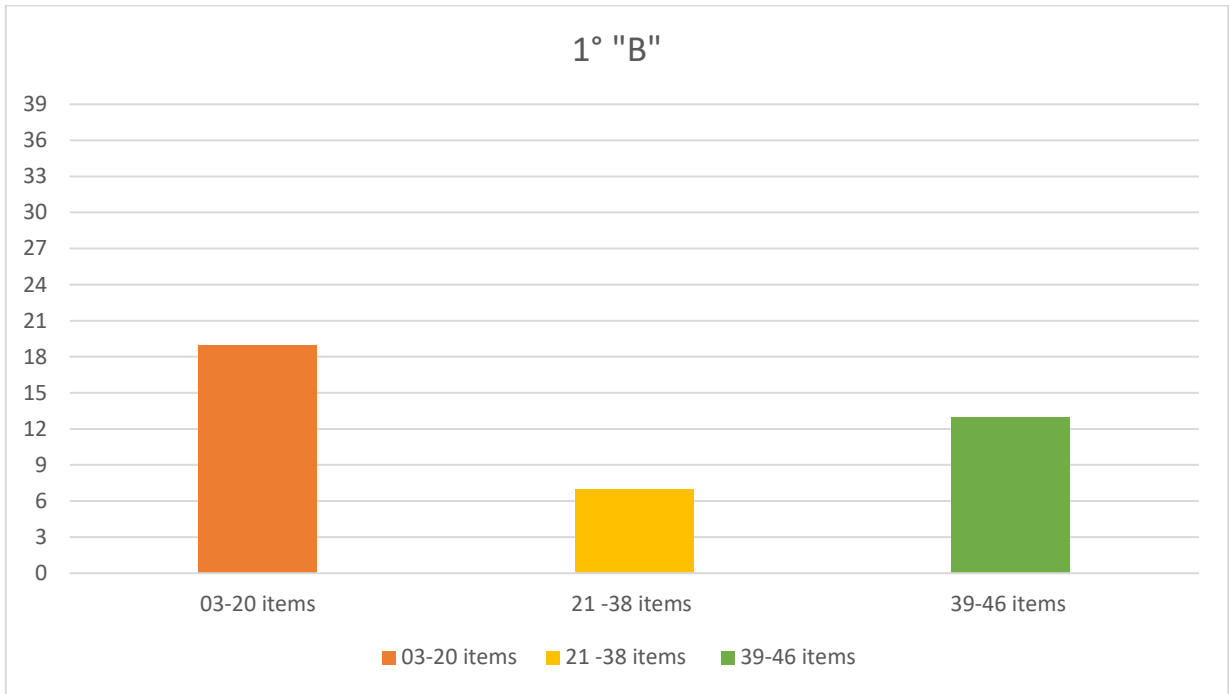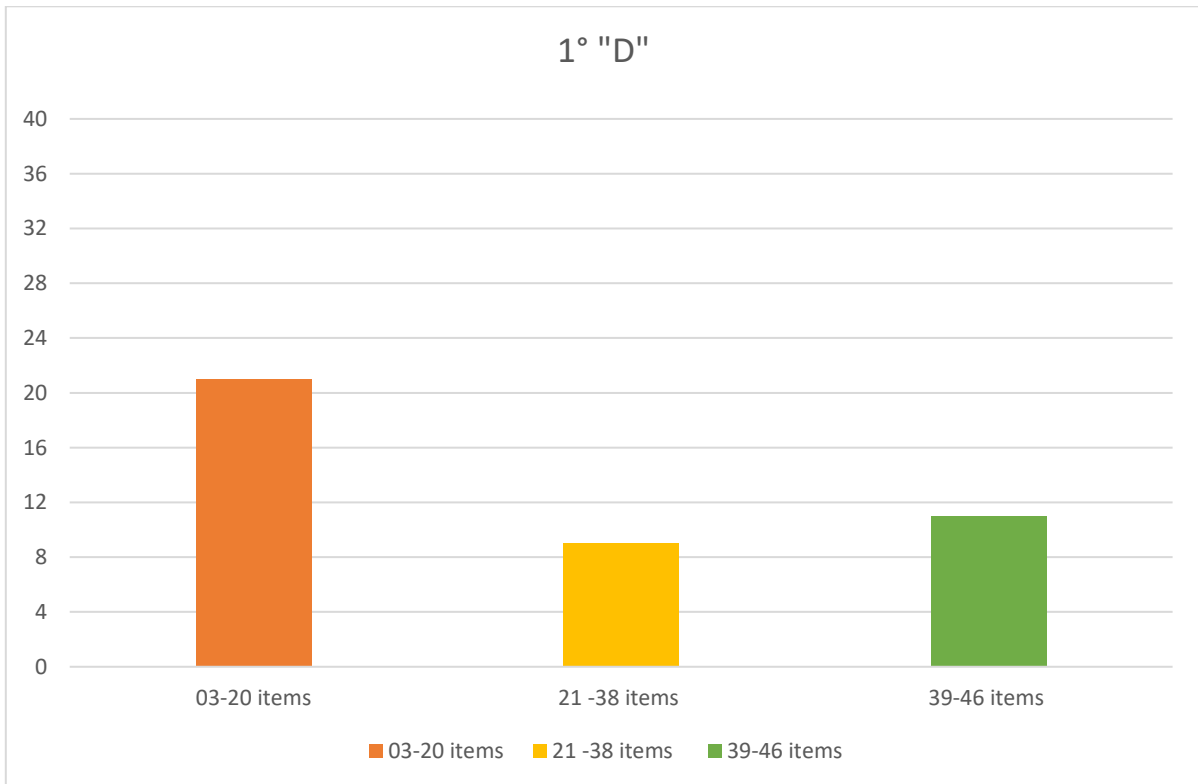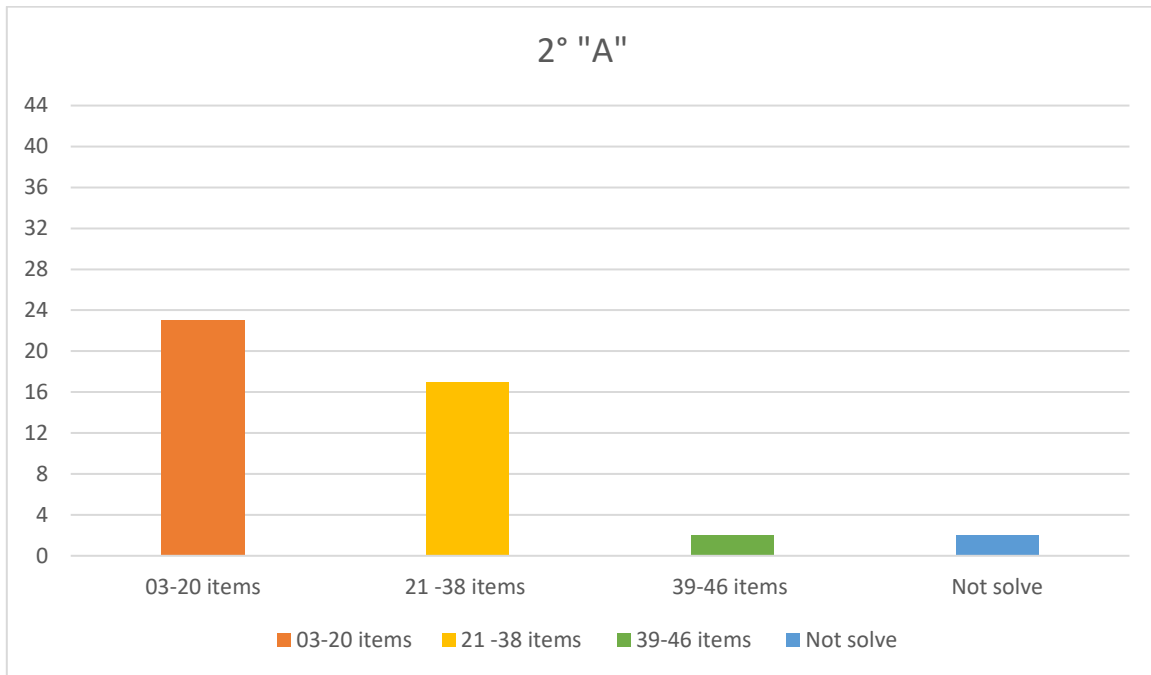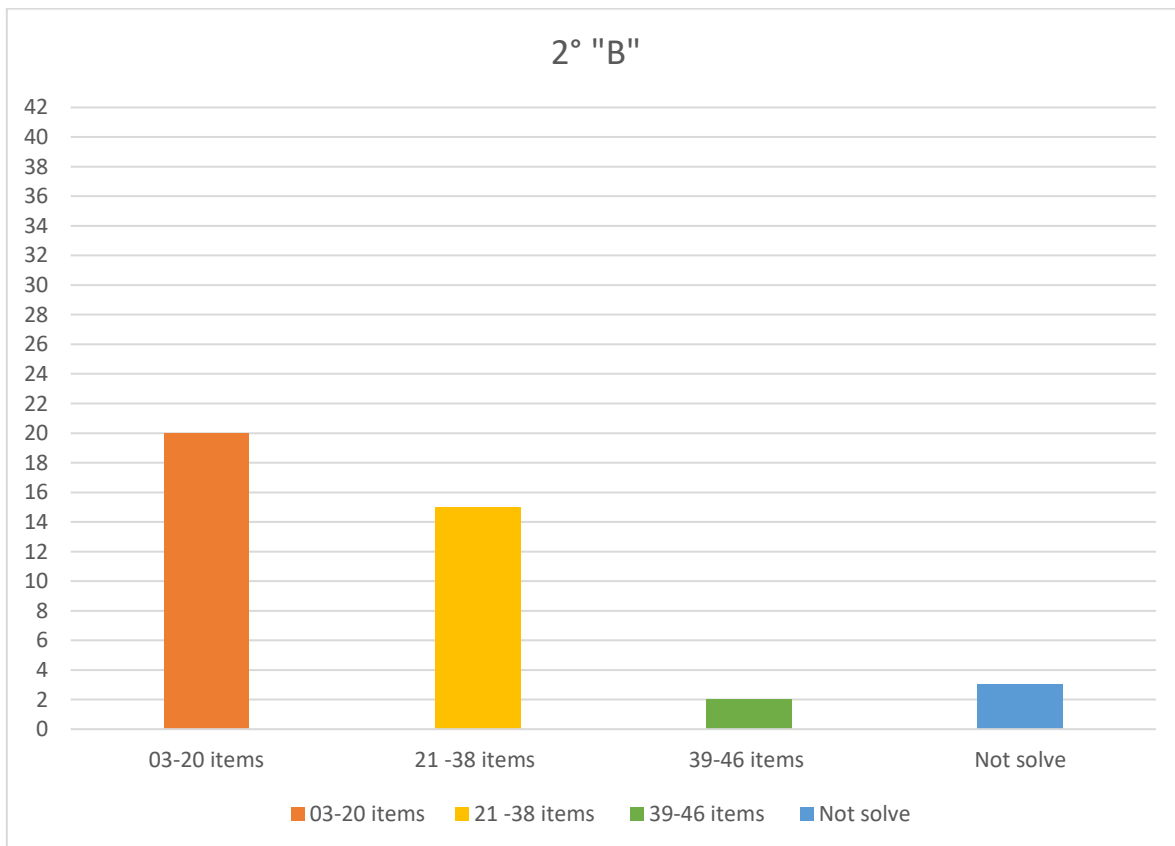
Appendix 10

Reading

Complete the following sentences according with the reading.

My Wonderful Familiy

**My Wonderful Family**

I live in a house near the mountains. I have two brothers and one sister, and I was born last. My father teaches mathematics, and my mother is a nurse at a big hospital. My brothers are very smart and work hard in school. My sister is a nervous girl, but she is very kind. My grandmother also lives with us. She came from Italy when I was two years old. She has grown old, but she is still very strong. She cooks the best food!

My family is very important to me. We do lots of things together. My brothers and I like to go on long walks in the mountains. My sister likes to cook with my grandmother. On the weekends we all play board games together. We laugh and always have a good time. I love my family very much.


My Family

My mother is a...

○ Nurse

○ Doctor

○ Writer

○ Waitress

My house is near the...

○ Monastery

○ City

○ Italy

○ Mountains

How old was I when my grandmother came?

○ Just born

○ Three years old

Listening

Listen the following audio and answer the questions.

https://drive.google.com/file/d/1XoJByjmBz4MiWDYm4fkKskIRQEg-P3Wfm/view?usp=sharing

☐ Click here if you can listen the audio

☐ Click here if you can't listen the audio

Where will Claire meet Alex?



A          B          C

Where will Claire meet Alex?

What time should the man telephone again?



A          B          C

What time should the man telephone again?

○ A
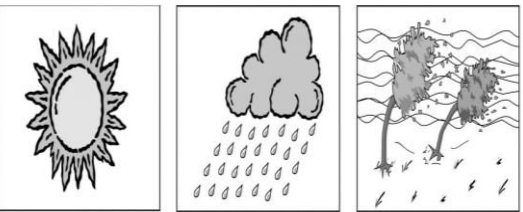
○ B

○ C

When are they going to have the party?

July 11     July 18     July 25

What was the weather like on the picnic?



A          B          C

How much are the shorts?



£5          £15         £20

A          B          C

Look at the picture and describe it.
Make 5 sentences.

Camping



Make 5 sentences.

Texto de respuesta larga

Appendix 11



Appendix 12



Appendix 13

Appendix 14



Appendix 15

Monday, October 11th 2021
Community service

Read and listen the sentences. Then, choose the correct picture.

He is a doctor.

She is a firefighter.

He is a teacher.
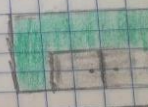
He is a chef.

She is a police officer.
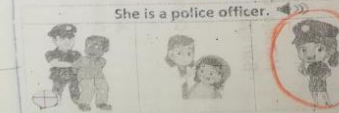
the hospital

station firefighter

the school

the cocine

the police station

He  is  a  doctor                  hospital
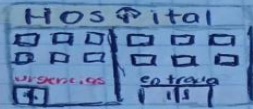
HOSPital

She  is  a  FireFigther          Fire  station

he  is  a  teacher                class room / school

School

he  is  a  chef                      restaurant

he  is  a  Police Oficer        Police  station
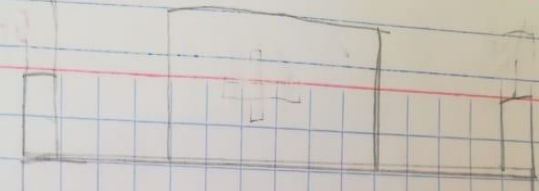
Police Station

He is a doctor

Appendix 16

Wednesday, october 13th 2021.

Topic preposition of places.

Where is ...?
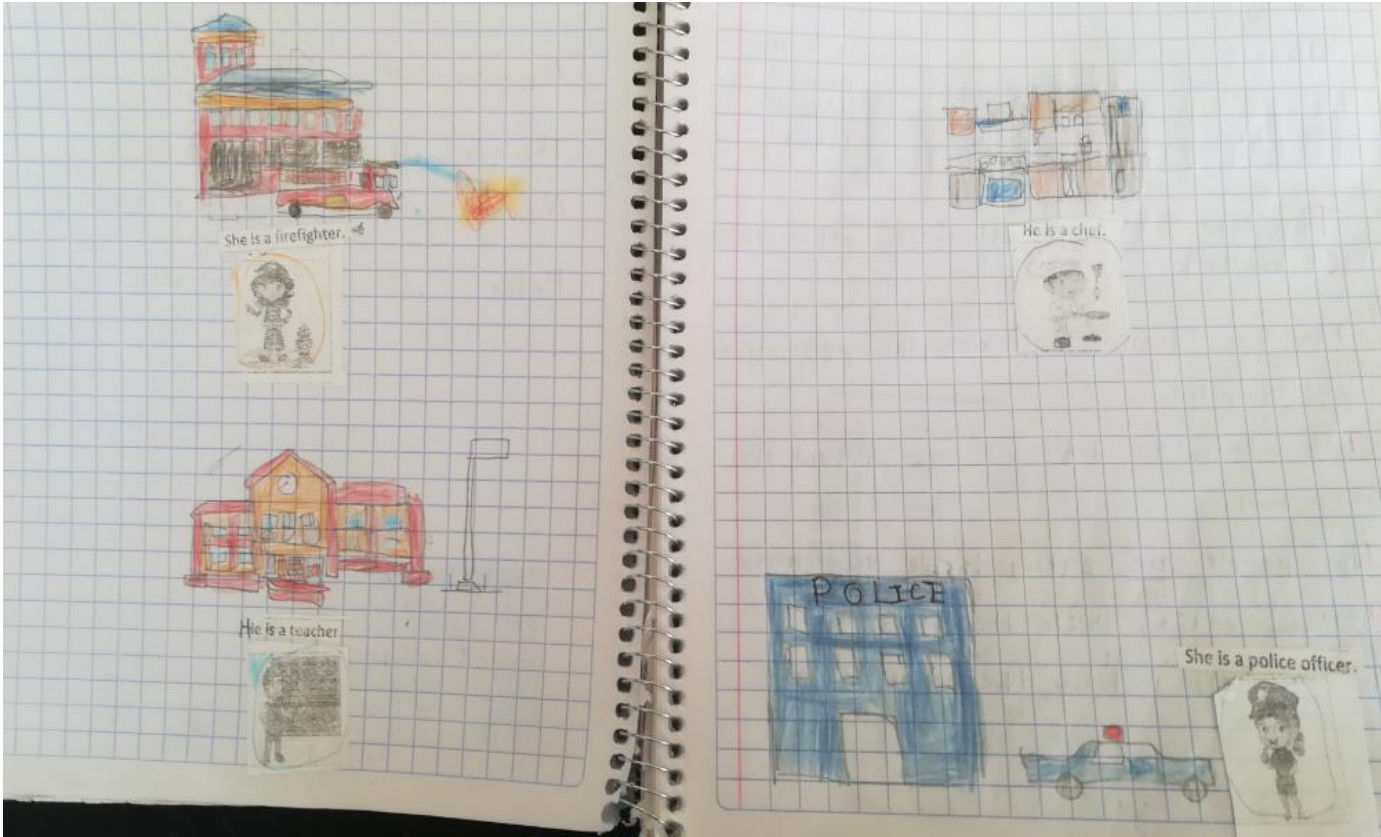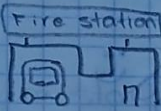


The hospital is next to fire station.
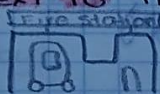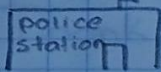


The hospital is between the police station and fire station.

The chairs and tables are around the restauran.

The hospital is behind the police station.

The people are inside the restaurant.

---

Diego Barragan Gutierrez

Wednesday, October-13 tH, 2021

Topic: prepostion of places
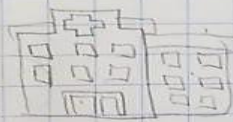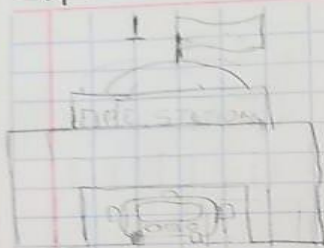


Where is .....?

Be teewn
aurrond
in/inside
Behind

The fire station is next to the police station
(o horpital)

The fire station is between the police staion
and hospital

The chairs and tables is are aurrond the
restaurant

The people are eating inside te restaurant

Diego is eating inside the restaurant

the hospital is behind the police station

Appendix 17



Appendix 18

Match the picture and the formal greetings and leave takings.

Good evening

Good-bye

Good afternoon

Good morning

Good night

Match the picture and the formal greetings and leave takings.

Good evening

Good-bye

Good afternoon

Good morning

Good night
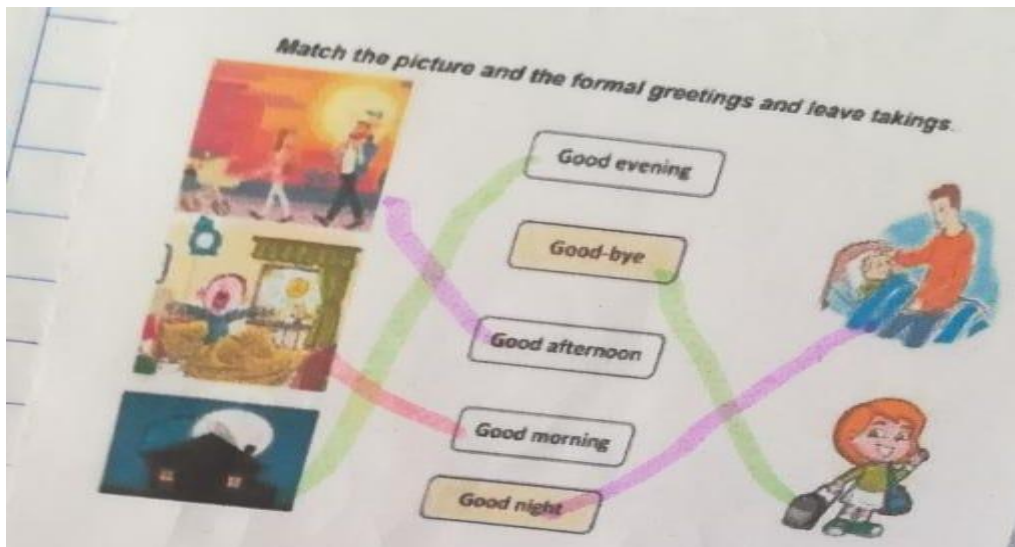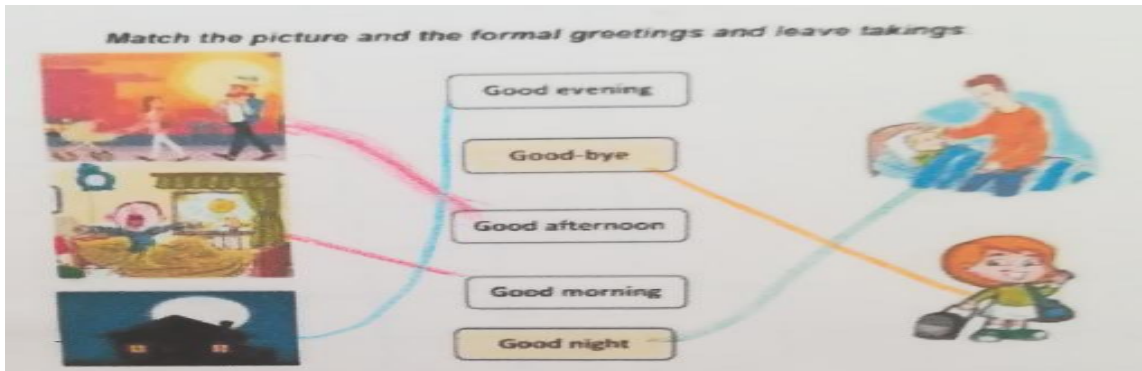
Appendix 19

Complete the dialogue:

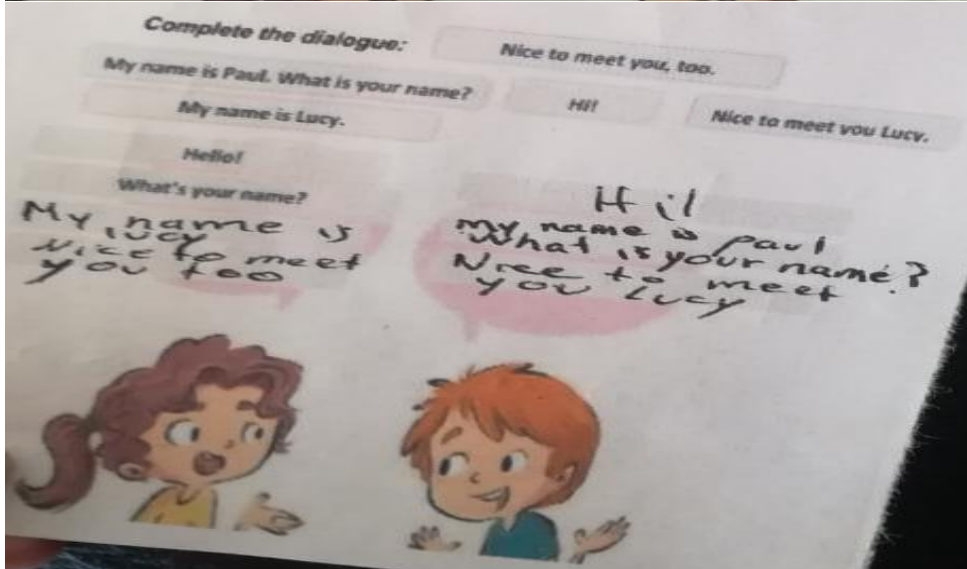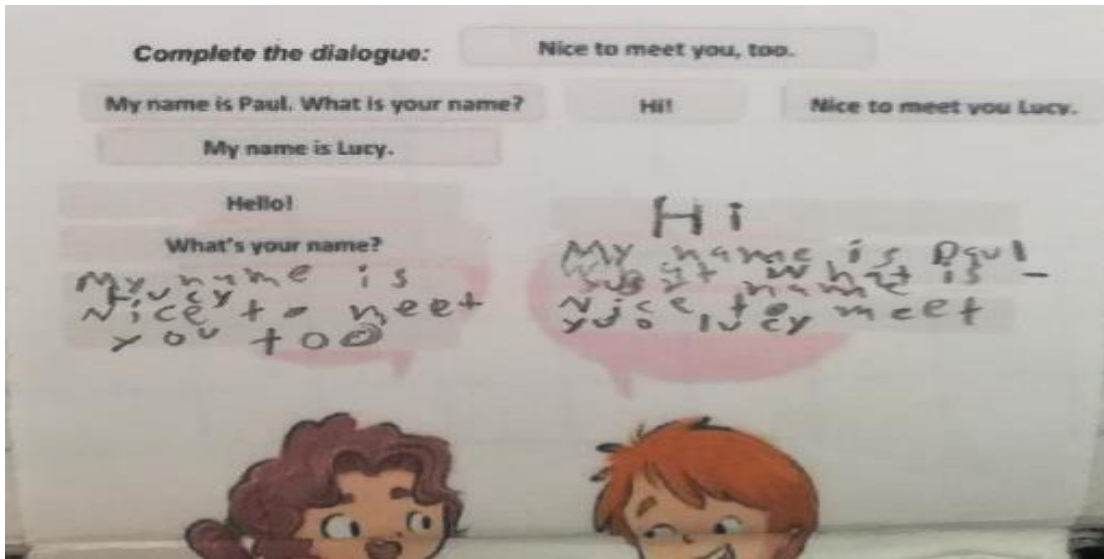Nice to meet you, too.

My name is Paul. What is your name?
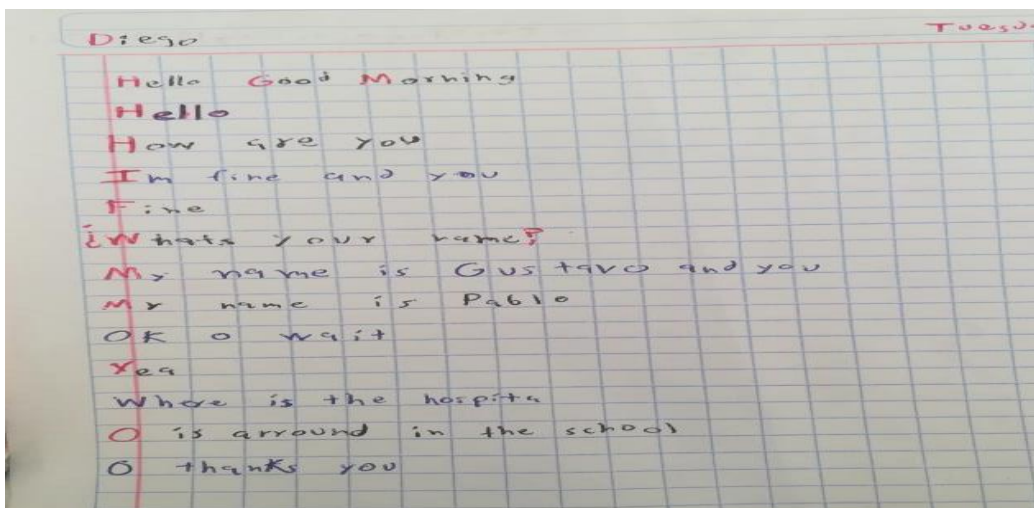
Hi!

Nice to meet you Lucy.

My name is Lucy.

Hello!

What's your name?

**Complete the dialogue:**

Nice to meet you, too.

My name is Paul. What is your name?     Hi!     Nice to meet you Lucy.

My name is Lucy.

Hello!

What's your name?

My name is Lucy Nice to meet you too

Hi My name is Paul what is Nice to meet you lucy



**Complete the dialogue:**

Nice to meet you, too.

My name is Paul. What is your name?     Hi!     Nice to meet you Lucy.

My name is Lucy.

Hello!

What's your name?

My name is lucy Nice to meet you too

Hi! my name is paul What is your name? Nree to meet you lucy

Appendix 20



Diego                                                                Tuesd

Hello Good Morning
Hello
How are you
I'm fine and you
Fine
¿What's your name?
My name is Gustavo and you
My name is Pablo
OK o wait
Yea
Where is the hospita
O is arround in the school
O thanks you

Friday, october 15th 2021.

Dialogue;

-Hello! good morning.
•Hello good morning.
-How are you?
•I'm fine thank you.
-What's four name?
•My name is Ximena.
•What's your name?
-My name is fernanda
•Nice to meet you fernanda.
-Nice to meet you too, ximena
- Excuse me, where is the hospital?
• The hospital is next to police station.
• Thank you.
• You're welcome.
• Godd bye
• Good bye.

Very good ☺

---
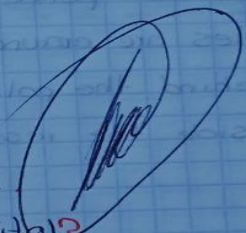
Dialogue                                    (Thursday october 21th 2021

(1) Hello    Good morning
(2) Hello    Good morning
(1) how    are You
(2) Fine    thanks and you
(1) Fine    thanks
(2) wats   Your name
(1) my   name   Is   dulce
(2) Nice   to   met   You   dulce
(1) Nice   To   met   you   to
(2) Excuse   me   where   is   The   hospital?
(1) The   hospital   is   beetwen   The   Fire   station   and   market.
(2) Thank   you!!   bye
(1) your   welcome!!
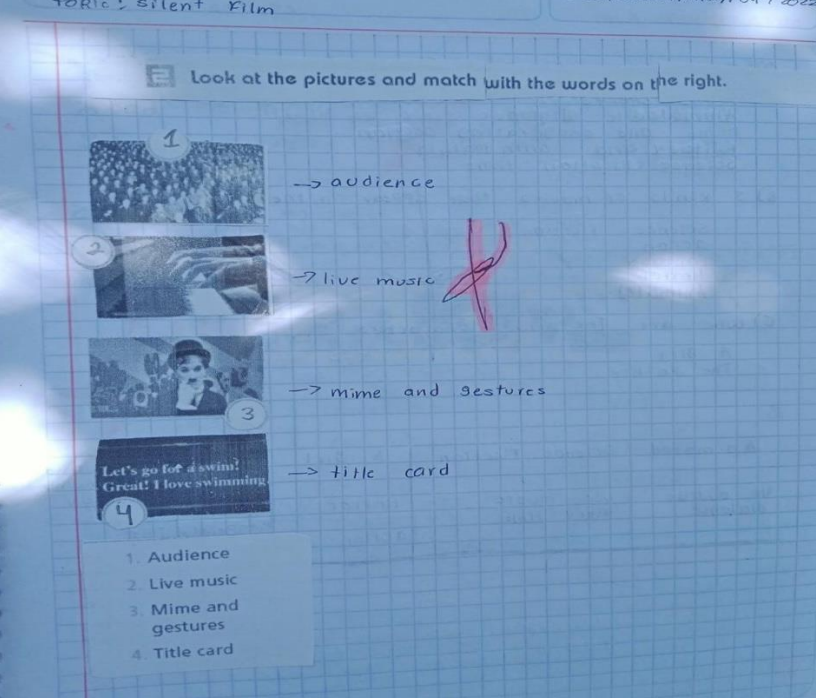
94
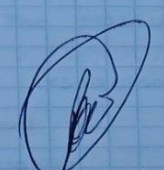
Appendix 21



**2** Look at the pictures and match with the words on the right.

1. Audience
2. Live music
3. Mime and gestures
4. Title card



toRic : silent Film                    wednesday/may/o4th/2022

Look at the pictures and match with the words on the right.
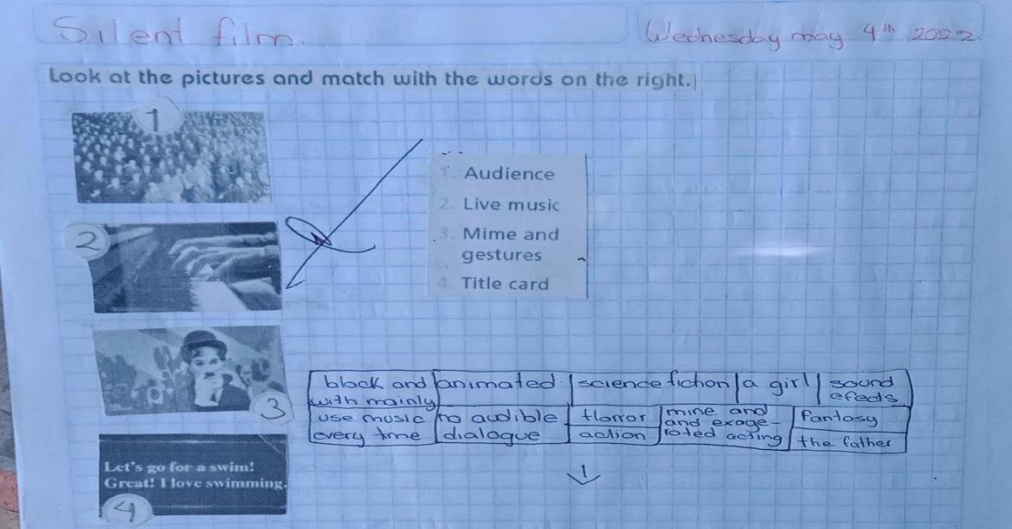
1
→ audience

2
→ live music

→ mime and gestures

3
→ title card

4

1. Audience
2. Live music
3. Mime and gestures
4. Title card



Silent film.                    Wednesday may 4th 2022

Look at the pictures and match with the words on the right.

1
1. Audience
2. Live music
3. Mime and gestures
4. Title card

| black and with mainly use music every time | animated to audible dialogue | science fiction horror action | a girl mine and and exage- toted acting | sound efects fantasy the father |
|---|---|---|---|---|

Appendix 22

1.- Mira el video sobre las peliculas mudas cuidadosamente y relaciona las respuestas con las preguntas:

a)  5 characteristics about a silent film

b)  5 kinds of movies that appear in the film

c)  Who are the main Characters?

| A GIRL | SCIENCE FICCTION | NO AUDIBLE DIALOGUE | USE MUSIC EVERYTIME |
|---|---|---|---|
| HORROR | SOUNDS EFFECTS | BLACK AND WITH MAINLY | THE FATHER |
| ANIMATED | ACTION | MIME AND EXAGERATED ACTING | FANTASY |

a) 5 characteristics about a silent film.

use music every time, black and with mainly, sound efects, no audible dialogue, mine and exagerated acting.

b) 5 kinds of movies that appear in the film.

horror, fantasy, acción, science fictión.

c) Who are the main characters?

. a girl and the father.

Appendix 23



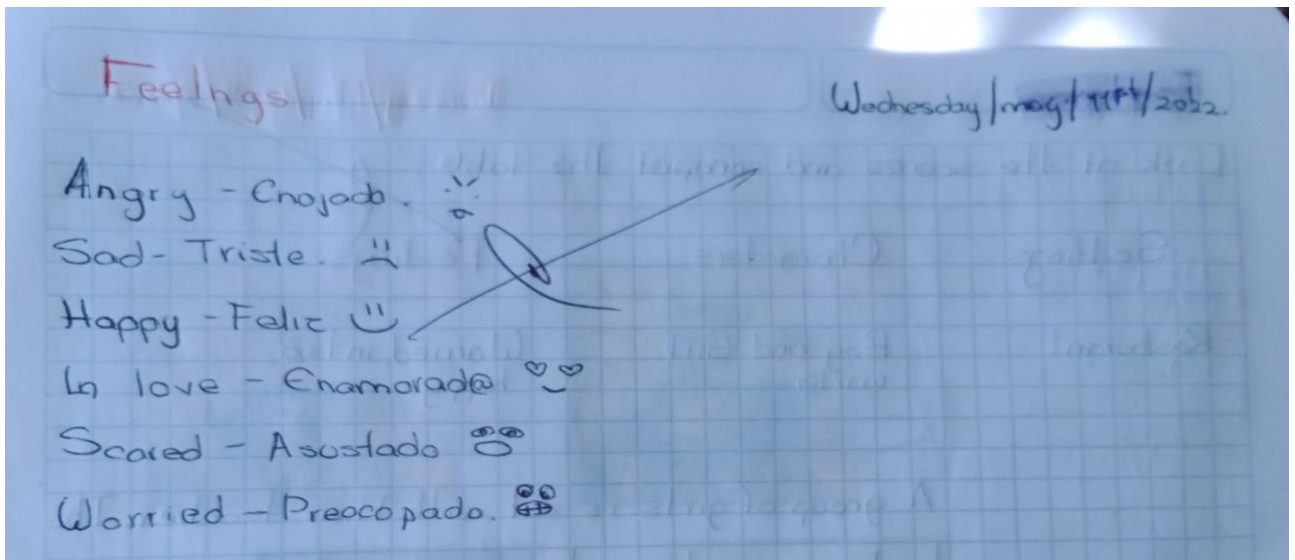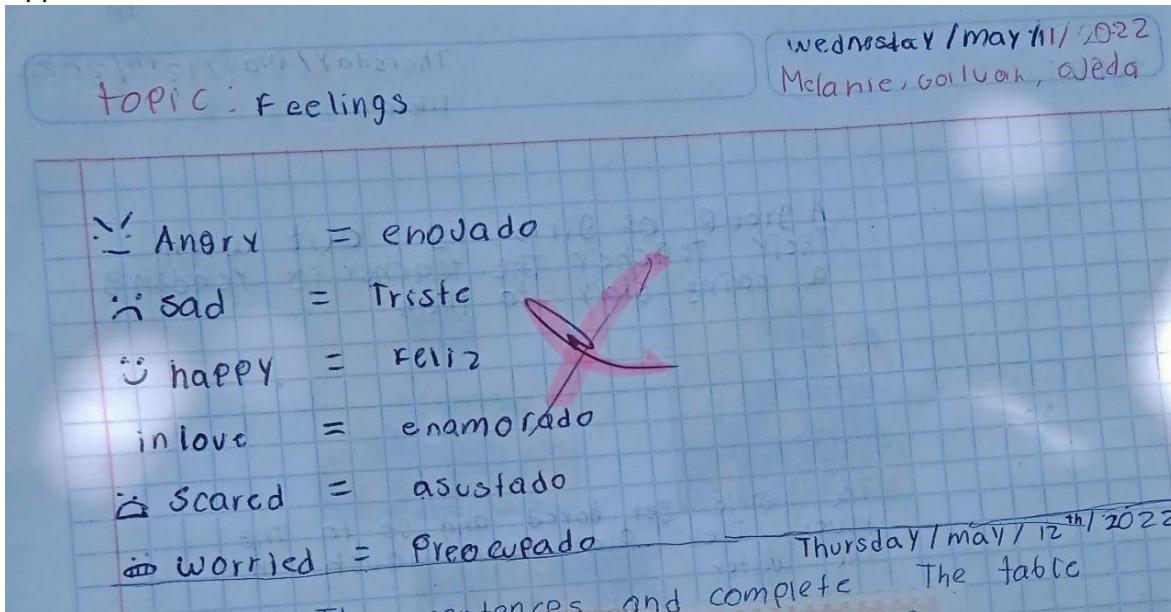A group of girls is out with their teacher. The teacher is reading a boring story to them.

The girls get bored and go to the river. They play and laugh in the water.

Suddenly, a girl steps on a crab and it pinches her toe. A young man runs to help.

The young man gets the crab off the girls toe. The girls are very grateful. He is they hero.
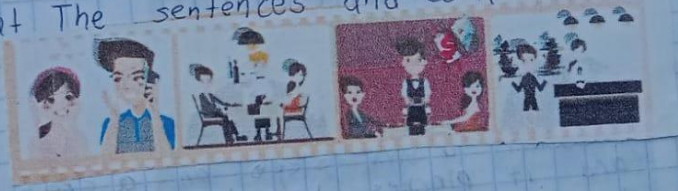
The teacher does not approve of him and choses him away.

Appendix 24



Topic: Feelings

Wednesday / may 11 / 2022
Melanie, Galvan, Ojeda

Angry = enojado
sad = Triste
happy = Feliz
in love = enamorado
scared = asustado
worried = Preocupado

Thursday / may / 12th / 2022
The table
...entences and complete



Feelings

Wednesday / mag / 11th / 2022

Angry - Enojado.
Sad - Triste.
Happy - Feliz
In love - Enamorad@
Scared - Asustado
Worried - Preocopado.

Appendix 25

worried = Preocupado

Thursday / may / 12th / 2022

look at The sentences and complete The table

| settings | characters | Felings |
|---|---|---|
| restaurant | The woman<br>The man<br>The waiter | in love<br>surprised<br>worried |

Appendix 26



Look at the scenes and underline the correct option.

* Film genre:
  - a) comedy
  - b) action
  - c) horror
  - d) adventure
* Topic:
  - a) two boys make a scary discovery in a basement.
  - b) two boys decide to explore the basement.
  - c) two brothers are alone at home.
* Audience:
  - a) adolescents and adults
  - b) small children
  - c) all audiences
* Purpose of the film:
  - a) teach something
  - b) entertain
  - c) inform about something

Appendix 27

| Tittle | Audience | Genre | Feelings |
|---|---|---|---|
| The pink panter in super marquet. pink | all audiences | comedy | Happy, with scared |
| ugly duckling | all audiences | cartoon | sad, happy, ternor |
| Charlie chaplin | all audiences | comedy | happy, laugh |

Silent movies. Wednesday/may/18th/2024

Appendix 28

Mark: Ready?

Jim: I'll catch the ball this time...you'll see.

Mark: (surprised) Oh, no! The ball is inside the abandoned house. __d__ Let's jump in and get it.

Jim: (looking afraid) Mm...it's scary. __b__

Mark: OK. You stay here. I'll go.

Jim: Go really quicklly, __e__

Jim: Mark! Where are you? Why do you take so long?

Mark: (whispering into his brother's ear) I saw something...The ball was under an old table and there was a bag on it. __a__ I looked inside and there was a lot of money! __c__

Jim: (surprised) Oh, what shall we do?

a) It was opened.
b) I sometimes hear noises from there.
c) They were all $100 bills.
d) It went through the window.
e) before Mom sees us

Appendix 29

The pink panter supermarket pink

Leonardo : La pantera rosa

Kevin : Cajero

Fernanda: Señora coulita

Joshua : Señor blanca

Angel : Guardia de seguridad

Melanie : Acomodadora

Ximena : Limpiadora

DIALOGO

- Leonardo sale de casa hacia el supermercado.

* Joshua: pone un platano en el piso haciendo que la pantera rosa se caiga

* Angel (furioso) se fijo del incidente y va hacia Joshua a reclamarle

- Leonardo (orgulloso) va al supermercado para hacer sus compras.

○ Fernanda (feliz) camina por los pasillos haciendo sus compras.

* Joshua (molesto) va hacia leonardo y haciendo tomates

● Ximena (sorprendida) va a limpiar el incidente que causaron Joshua y Leonardo.

▷ Mientras Melanie (tranquila) acomoda las latas

- Leonardo hace sus compras y se dirige al cajero (tranqu.)

+ Kevin registra las compras y cobra

- Leonardo se dirige a su casa (feliz)

F/N

101