ESCUELA NORMAL DE ATLACOMULCO
"PROFESORA EVANGELINA ALCÁNTARA DÍAZ"

The use of mobile e-learning as an auxiliary for writing in the English class.

ENSAYO

Que para sustentar examen profesional y obtener el Título de:

LICENCIADO EN EDUCACIÓN SECUNDARIA CON ESPECIALIDAD EN LENGUA EXTRANJERA (INGLÉS)

Presenta

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TELL ME AND I FORGET. TEACH ME AND I REMEMBER. INVOLVE ME AND I LEARN.

- Benjamin Franklin-

First of all, I am very grateful with all my heart to my parents for their valuable advice, continued support, and patience throughout my life and my emotional and professional development.

I thank my brothers for their advice and words of encouragement that they give me when I need it most, for always being with me in the most complex and happiest moments of my life.

For her unconditional support throughout my life, to my cousin Diana Laura, for sharing moments of joy, sadness, and for showing me that I will always count on her.

To all the teachers, their immense knowledge and abundant experience have encouraged me throughout my academic life.

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INTRODUCTION

Mobile devices can take an important place in teaching-learning processes; they can be collaborative and individual learning since it occurs in students and their interaction with technology. The teaching process goes beyond face-to-face class if we consider the large number of tools that provide the exchange of information, ideas, and personal contributions to elaborate group documents. The various social networks can also be leveraged for educational purposes as they provide us with a fast and efficient means of communication; so that students can plan, for example, the division of tasks within a project, and that this does not take long for them to meet somewhere to do so.

The current situation has led us to the use of new technologies and online classes to communicate through the Internet and different applications that allow communication between people due to the SARS COV2 pandemic, which has brought us many changes in the environment and life. A significant change was in terms of communication, which became online through technological devices. Schools have been closed, but work continues from home, where parents have become an essential part of teaching, just as teachers must create new activities adapted to the new needs of students.

Using mobile devices to learn a new language is of paramount importance as many applications allow the practice of language, as much as you can communicate with people from other countries, practice all the skills in a fun way since some mobile applications contain games and exercises that allow the entertainment of students this serves so that the activity is not so tedious. The skill in which pay more attention is writing because of the pandemic is the skill that I could most analyze in the tasks that students sent through the different platforms indicated to them, as well as analyze some of the most popular applications for reviewing English texts since it is with the technology with which we work today and it is vital to know how to use it and exploit it of the best possible way so that students do not fall behind in the development of their education.

The use of mobile devices has some advantages and disadvantages for developing works, such as reviewing texts with translators or with applications that allow you to review the writing you have made. It is essential to make this comparison to see if it is feasible to work in this new way and whether the applications that today the Internet provides us as helpers for learning a new language are feasible and reliable; these applications need to be able to be handled and used appropriately to get a good result.

In addition, some strategies were applied for the English language teaching process that was applied to students in the early grades as they are the ones who had the most accessibility to the Internet and are the ones who delivered the most evidence of work. Various strategies were applied so that they could write a text or sentences correctly and analyze the importance and impact of the use of technology and electronic devices with an Internet connection that allows the development of online classes. As well as the use of different academic platforms allows teacher-student interaction for classes and the delivery of jobs or assignments of qualifications.

RATIONALE

Today, mobile devices in education generate new learning and allow faster communication between teachers and students, of course, for educational purposes. On the other hand, they also serve as sources of information for the current-themed teacher, as the information is constantly changing, and with these tools we can be aware of the new trends. It is known that the new generations have changed, as the use of these devices that is why it is essential to mention the millennials who are the young people who were born between 1985-1994, "the first generation born in the age of the internet." This means that new young people are much more in contact with new technologies to find a balance between what they are passionate about in life and their work.

The new daily life is a situation in which it is a technological age. Everything is done through the mobile devices we have because all the work has to be done online; we have to keep communication digitally. Nowadays we have no choice because of the pandemic that we are facing, but we must use this situation to create new activities that allow us to exploit the resources with which we are facing our students.

It is important to note that this research has its central theme using mobile e-learning as an assistant to write in the English class. Because it is one of the topics that could be investigated and applied due to the distance and type of work that can be analyzed, and some activities were sought that students could request to improve their writing. It is known that writing for most people is a complicated process to perform because it is very different from what you talk, listen to, and read when you are faced with writing some text or some paragraphs.

As Saborit mentions in his research, "writing is one of four fundamental language skills in learning a foreign language. However, drafting errors are one of the most common causes affecting written communication in the English language, as writing well is a complex, difficult, and time-consuming process." (Hildo Saborit LeivaI, 2014). When you type, you have to know what you are going to write. You have to search for content, the organization of the content, what type of writing will be, if

formal or informal, for which public is directed, the choice of vocabulary, the correct writing, and spelling, as well as the use of punctuation marks to make the text clear and understandable to the other person. One tool that can help us write a text is mobile devices with a wide variety of applications so that students can translate either review which words are unknown to them or the applications used for the analysis of texts.

It is good to highlight this phrase by Paul Valery where he tells us, "The problem of our times is that the future is no longer what it was." I agree with the author due to the situation we face, and it is challenging to be in person in a classroom, so online classes have been chosen. Online classes sometimes cause frustration because some places do not have internet or sufficient resources to connect and send tasks through the different platforms that teachers work.

It is vital to instill a technological culture that achieves the proper use of these devices since most students own them. However, their mismanagement does not allow the exploitation of what each device contains. I had to take advantage of the situation we faced to create new strategies that would allow pupils to have meaningful learning. It is essential to be aware that this is a new reality, of the new normality, and even if we do not want it to, we have to resist and adapt to the new changes to overcome this pandemic together.

PART I. THE TOPIC OF STUDY

1.1 THE TOPIC AND THE CONTEXT

According to the people of Mexico website, it gives us the following information:

The Mesa de Chosto is in the Municipality Atlacomulco, State of Mexico, it has a total population of 1904 people, of which 934 are male and 970 females. Citizens are divided into 1033 minors and 871 adults, of whom 72 are over 60 years old.

The number of indigenous inhabitants is 498 people in La Mesa de Chosto; they live in indigenous households. The inhabitants who speak an indigenous language are 174 people in a range of more than five years.

As for the Economic Structure, In La Mesa de Chosto, there are 506 homes. Of these, 92.18% have electricity, 81.61% have piped water, 59.77% have toilets or toilets, 65.98% radio, 86.90% television, 39.08% refrigerator, 17.93% washing machine, 26.90% car.

School education in La Mesa de Chosto: There are 154 illiterate people 15 years and older; 24 of the young people between 6 and 14 years old do not attend school. Of the population from the age of 15, 148 have no schooling, 547 have incomplete schooling, 239 have primary schooling, and 83 have a post-basic education. Eighty-two of the generation of young people between the age of 15 and 24 have attended school; the median schooling among the population is six years.

30.09% of the population over the age of 12 is employed (43.16% of men and 17.17% of women). (Pueblos de México en Internet, 2017)

The high school OFIC. No. 0834 "PROFR. ROBERTO BARRIOS CASTRO" is located in Mesa de Chosto, Atlacomulco (See appendix 2). It is a full-time school where you work with teaching guidelines. It has the necessary services to be a quality institution such as seven classrooms for class; each teacher has their classroom. There is a room for English, and all the classrooms have what is necessary for students to learn. Besides, they have a computer lab where they can do their internships in the field of technologies, and there is the management, the library, and some green areas where students can be distracted in their breaks.

There is a school enrollment of 178 students, 93 men and 85 women in 12 to 16 years. The number of teachers working at this school is 15, most of them working on more than one subject. (See appendix #1)

The topic relates to this context because of the pandemic and the new daily life the work has been sent digitally, or all communication is done over the Internet. Different mobile or electronic devices that have internet connectivity are used, where teenagers can submit their work on platforms for teachers to review. Writing skills are one of the most important for communication in a second language. You must use many components to communicate with others for these different strategies that can be developed with students. Also, Writing is one of the skills that we can review despite the distance because students produce or do the writings from home and send them to the teacher to analyze the errors or weaknesses they have. It is essential for the community that students are overcome to acquire another language and manage technology. Since due to the situation today, most of the work is done online from home, pupils must learn new techniques and ways to use technology so that they can teach their families to make proper use of it so that they can have proper communication with others.

1.2 INFORMATION BACKGROUND

Writing has a unique position in language teaching since its acquisition involves a practice and knowledge of other three language skills, such as listening, reading, and speaking. Moreover, it requires mastering of other skills, such as metacognitive skills. Learners need to set an objective for their writing, plan it carefully, think over its layout and logical structure, revise it. In the process of writing, they have to use cognitive skills; they have to analyze their sources and then synthesize them in a compact piece of writing. Therefore, knowing how to write in L2 is an asset in foreign language communication. (Klimova, 2014)

The process approach to writing in contrast focuses on the development of language use: brainstorming, group discussion, re-writing. A comparison of both approaches is given below:

Process approach

- text as a resource for comparison.
- ideas as starting point, necessitating more than one draft.
- focus on purpose, theme, text type.
- the reader (audience) is emphasized.
- collaborative with other peers.
- emphasis on creativity.

Product approach

- imitate a model text.
- organization of ideas more important than ideas themselves.
- one draft.
- features highlighted including controlled practice of those features.
- individual.
- emphasis on end product.

(Steele, 2004).

According to Coulmas, he tells us "At least six meanings of 'writing' that can be distinguished: (1) a system of recording language employing visible or tactile marks; (2) the activity of putting such a system to use; (3) the result of such activity, a text; (4) the particular form of such a result, a script style such as block letter writing; (5) artistic composition; (6) a professional occupation." (Coulmas, 2002) They are perhaps very small concepts, but it has a great meaning to what Writing is, the number 1 meaning to me is with which I agree more because by writing symbols or marks allow us to understand a language.

It is important to know the writing process because it gives you an idea of how you should write correctly and what steps to develop when you are writing a text for that Scott McLean describes the following:

The Writing Process

In the writing process the first step is: Prewriting, where the writer generates ideas to write about and begins developing these ideas.

The next step is Outlining a structure of ideas. In this step, the writer determines the overall organizational structure of the writing and creates an outline to organize ideas.

In the step Writing a rough draft the writer uses the work completed in prewriting to develop a first draft. The draft covers the ideas the writer brainstormed and follows the organizational plan that was laid out in the first step.

Revising. In this step, the writer revisits the draft to review and, if necessary, reshape its content. This stage involves moderate and sometimes major changes: adding or deleting a paragraph, phrasing the main point differently, expanding on an important the idea, reorganizing content, and so forth.

The last step that is Editing, the writer reviews the draft to make additional changes. Editing involves making changes to improve style and adherence to standard writing conventions—for instance, replacing a vague word with a more precise one or fixing

errors in grammar and spelling. Once this stage is complete, the work is a finished piece and ready to share with others. (McLean, 2012)

To know how to work with the English writing skill we must know what approaches it contains such as those mentioned by Mohini Bachani:

Approaches to Writing:

There are various approaches to teaching writing that are presented by Raimes (1983) as follows:

1) The Controlled to Free Approach:

In the 1950s and early 1960, the audio-lingual method dominated second language learning which emphasized on speech and writing through mastering grammatical and syntactic forms.

Here, the students are given sentence exercises, then paragraphs to copy or manipulate grammatically, these controlled compositions then followed by correction of errors, so that it can lead to the free composition. Overall, this approach focuses on accuracy rather than fluency.

2) The Free Writing Approach:

This approach stresses writing quantity rather than quality. This focuses on fluency rather than accuracy. It is based on the principle that if once ideas are there, the organization follows.

3) The Paragraph Pattern Approach:

This approach focuses on the organization by copying the paragraphs or model passages. It is based on the principle that in different cultures or situations, people construct and organize communication with each other in different ways.

4) The Grammar-Syntax Organization Approach:

This approach stresses on simultaneous work on more than one composition feature. In a way, it is inclusive here that writing cannot be composed of separate skills that are learned sequentially. So, students must be trained to pay attention to the organization while they also work on the necessary grammar and syntax.

5) The Communicative Approach:

This approach focuses 'on the purpose of writing and the audience for it. They are given some tasks where they must behave as writers so that they can learn by doing it.

- Why am I writing this?

- Who will read it?

Thus, this approach is quite functional in nature, which can provide the experience to the learners.

6) The Process Approach:

This approach shows the shift from product to process which shows:

- How do I write this?

- How do I get started?

Here, the students are trained to generate ideas for writing, to think of purpose, audience, ways of communication, and so on.

In fact, it is a developmental process from generating ideas to expressing them, drafting, redrafting, organizing, and so on. This process of writing can have three stages: Prewriting, Writing, and Post-writing (Revising or Redrafting). (Bachani, 2011)

Ying Ling Cheung describes to us writing competence, which is necessary to know what purpose writing has in learning a new language:

Writing competence

Writing competence is about composing an effective piece of written work to fulfill a specific purpose. For example, when writing an entertaining and engaging story, students adopt a narrative style and rhetorical moves to fulfill the requirements of a specialized context (e.g., classroom practice, take-home assignment, or in-class examination).

Teachers should explicitly tell the purpose of writing a particular essay, which may be neglected by some novice teachers. After brainstorming some ideas on the essay topic, students will independently compose their own essays. When the first draft is completed, teachers may conduct in-class trained peer review sessions and teacher-student conferencing sessions outside of classroom hours. These sessions are important because teachers and peer reviewers will be able to provide constructive feedback and suggestions to the student writers. Teachers must provide training to pupils before they conduct the peer reviews, as trained peer review feedback can positively affect the quality of post-revision drafts and the student-writers' revision types (Min, 2006). (Cheung, 2016)

Materials and Tasks

Selecting Online Writing Websites and Tasks

The course instructor can make a list of useful English writing websites related to the writing skills to be covered in the course. He/she may assign weekly writing websites to be checked by the students.

Writing websites selected should focus on a single writing skill. The following is a summary of the writing skills to be targeted by the online tasks:

A. Sentence writing skills: Fragments and run-on sentences; simple, compound complex; periodic, loose, and balanced sentences; parallel structure improving sentence structure and others.

B. Paragraph writing skills: Writing topic sentences, supporting details, concluding sentence, types of paragraphs (introductory, concluding, descriptive, narrative, argumentative, comparecontrast, cause-effect…etc.), cohesion and coherence, and using transitional words and phrases.

C. Essay writing skills: Writing the thesis statement, introductory paragraph, concluding paragraph, writing descriptive, narrative, argumentative, compare-contrast, cause-effect, how to (process), and classification essays.

D. Writing Mechanics: Grammatical structures such as Parts of Speech, Subject-Verb Agreement, use of idioms, prepositions, articles, singular and plural forms; spelling rules, spelling changes and spelling variants; capitalization; punctuation; homophones, homonyms, and homographs.

E. Stages of writing: Developing the topic, identifying the writer's audience, organizing ideas with note cards, prewriting, drafting/writing, revising, and proofreading.

F. Standardized writing Test skills: Identifying sentence errors, choosing the better sentence, editing, and revising paragraphs, improving sentences, writing the SAT, TOEFL or IELTS essay.

Websites selected should provide definitions, explanations, examples, supplementary exercises for extra practice and instant feedback. When you post a website, check the website to see if it is appropriate for the writing skills under study, if it matches the proficiency level of the students and if it contains sufficient material and items. Post several websites that target a particular writing skill to accommodate different proficiency levels and different learning styles. Then the instructor can give a brief description of each website and give clear, specific, and detailed instructions on how a particular task should be performed.

The students can also search for writing websites on their own by enclosing the topic of interest such as "topic sentences", "organizing ideas", or "supporting details" in quotation marks in the Google search box and by connecting search terms with

"and". The teacher can use an online course, an online discussion forum, a blog, or a wiki to post the writing websites, post the tasks, provide practice, hold the discussion, and provide interaction and feedback.

When selecting and using online writing websites and tasks the following guidelines should be taken into consideration: They should teach the writing process explicitly, increase awareness and promote noticing, focus on metalanguage, contextualize writing instruction, use a task-based learning framework, provide guidance, provide answers with concise explanations, integrate exchanges between learners, and provide ongoing training and technical support.

Types of Online Writing Tasks

(i) Online self-assessment

Websites should provide pre- and post-instruction self-assessment, should include self-grading and interactive writing quizzes, should accommodate the different proficiency levels, and should help diagnose students' weaknesses, and enable them to assess their mastery of a specific writing skill.

The following is an example:

o http://www.world-english.org/writing.htm

(II) Websites that explain writing skills or provide definitions such as:

o http://www.time4writing.com/how-it-works/

(III) Single writing skill exercises and practice

o Topic sentences: http://www.stickyball.net/writing.html?id=511

o Topic sentences: http://www.time4writing.com/writing-paragraphs/topic-sentence/

o Topic Sentences (advanced): http://eslbee.com/topic_sentences2.htm

o Supporting details, concluding sentence, transitional words: http://www.time4writing.com/.

(IV) Error correction tasks

o http://www.world-english.org/correctingsentences.htm

(V) Remedial tasks

o Correcting Sentences: http://www.world-english.org/correctingsentences.htm

o Correct the Mistake: http://www.world-english.org/correct_mistakes.htm

o Correct Word Order: http://www.world-english.org/correct_word_order.htm

(VI) Production tasks such as:

o Combining reading and writing tasks such as reading a short story or an article and writing a summary of it. In writing about "natural remedies", each student might select an herb or a natural remedy of interest to them, search the internet for information about it, read it and then write a paragraph about it in their own words.

o Using story starters such as "I can't believe it...", "Tomorrow, I'm going on vacation to...", "I just saw a tragic movie about…"

o Using writing prompts:

☐ http://www.pearsonlongman.com/ae/marketing/sfesl/generaltopics.html

☐ http://www.esl-galaxy.com/writing.html

o Using exercises and worksheets:

☐ http://www.esl-galaxy.com/writing.html

☐ http://www.elcivics.com/worksheets/writing-worksheets.html

☐ Using Phrasal Verbs and other grammatical structures in Sentences.

(VII) Free writing tasks

o http://www.time4writing.com/learning-how-to-write/creative-writing-exercises/

(VIII) Leveling up tasks

Leveling up means practicing the language in an online language learning community. This can be done on websites like SharedTalk.com, which is a community of people from all over the world, dedicated to language exchange and language learning. According to SharedTalk.com, groups of two or more people exchange their knowledge of languages and help each other to practice a foreign language. They practice with a native speaker, discover other cultures, share hobbies and interests, learn slang and informal expressions, can ask their partners for explanations about vocabulary and grammar, and receive encouragement and support. Other websites for language exchange are Paltalk, Polyglotclub.com, Skype and Facebook.

Instructional Stages

Orientation

Instruction with online tasks can proceed in the following steps: (i) Introducing the students to the online course, blog or online discussion forum to be used for posting writing websites and performing online writing tasks; (ii) giving the students the URL and asking them to register and enroll themselves; (iii) posting a sample website or task and show the students what they are supposed to do, how and where to respond; (iv) telling the students what is expected of them; and (v) showing the students how they can search Google for writing websites targeting specific writing skills by selecting specific search terms, enclosing search terms in quotation marks and using Boolean operators (and, or, not).

Pre-task Phase

In the pre-task phase, the teacher checks the websites, exercises, quizzes to make sure that they match the writing skill under study, students' proficiency level, different learning styles, and the aim for which the students are using them, i.e., assessment, diagnosis, remediation, or practice. In this phase, the instructor sets goals for a particular task, and introduces the website and the writing skill it targets, posts written instructions on how to perform the task and tells the students what they need to do and focus on.

Task Phase

In this phase, the students perform the writing tasks on their own before or after a class session. Online writing tasks can be performed individually (each student works on the task on her own), in pairs (two students work on the task together) or in small groups (three or more students work on a single task together and produce one answer). They can be performed interactively (one student answers, another reacts, responds to or comments on the answer) or collaboratively (working together).

They can be performed synchronously (live or occurring at the same time) asynchronously (occurring at different times). The students check the websites and perform the tasks any time at their own convenience. They post their written output online. To help the students make the most of online tasks, they should do interactive exercises in which they take an active role. While doing the task, the students should be required to engage and participate in, respond to, and be actively involved in the task.

Post-task Phase

In this phase, the students discuss and comment on each other's paragraphs and essays. The teacher can clarify or help with problematic areas in students' writing. The students may keep a log of the topics and paragraphs they have written and subskills they have practiced and mastered. They can also perform post-instruction assessment tasks and those who need extra help can do remedial writing tasks.

Role of the Instructor

The instructor serves as a facilitator. His/her guidance is crucial in facilitating the use of online tasks to improve students' writing skills. He/she creates a positive and supportive online learning environment that is secure for making mistakes while writing. He/she praises good performance and encourages the inadequate one. He/she encourages the students to respond to and comment on each other's paragraphs or essays. He/she encourages error correction by peers. He/she

responds to students' needs, answers queries and provides technical support. To motivate students to perform the online tasks, the instructor can give credit or include online website content on tests. (Reima Al-Jarf, 2015)

Here are some tips for working at home with kids:

Give the kids attention first.

Before you switch your attention to work, meet your kids' needs first. By doing this, they are less likely to bother you while you are working.

Do your most focused work when the kids sleep.

Use the time while your kids sleep to get your most important tasks complete. If your kids do not nap, implement designated "quiet times" throughout the day to help you keep focused.

Switch between kids and work in time blocks. If your kids require more attention, block out a chunk of time to tend to their needs as opposed to trying to work and watch the kids at the same time. Focusing on one task at a time is much easier to handle.

Rotate childcare with your spouse.

Pair up with your spouse to rotate time looking after the kids. Switch roles after your designated work time is over.

Develop your kids' collection of games.

Take time to build your inventory of games and help your kids understand the rules so they can play independently while you work.

Assign a younger kid to an older kid.

Tasking your older kid(s) to look after younger kids is a great way to create time for work. For siblings that are very close in age, you can assign one to be the "sitter" for a time block then have them switch roles.

Rotate activities and keep some in reserve.

Having a rotation of toys can help alleviate boredom that kids experience when they do not have something new to play with. Rotating toys in and out of a storage area can help create excitement about playing with toys, especially if they have not seen the toys in a month or two.

Send the kids outside in all weather.

Rain or shine, sending your kids outside can provide much needed quiet time to get work done. Make sure they have the right gear for any kind of weather and send them on their way.

Start an activity with them, then leave.

Sometimes kids just need a little motivation or direction to start an activity. As soon as your kid is having a good time and self-directing play, you can leave and get started working.

Make your home conducive to self-directed play.

Creating play and hobby spaces for kids provides them with easy access to games and supplies for activities causing less distractions while trying to work.

Get your kids used to managing themselves.

Children who develop hobbies and skills that require their own independent work, interest and focus become used to managing themselves. Use the opportunity you have with them while at home to help your kids grow in self-reliance. (COVID-19: Working at Home, 2020)

The new normality that we face makes people look for new ways to stay connected and that is how schools have decided to work online, for this, it is important to highlight the opinion of some authors about the use of mobile devices and online classes:

Environments require students constant and independently active participation in their own learning. Students not only learn to think through their reading and writing . . . but to engage in reflective thinking over the writing of others". When you migrate your writing course online, students are writing to you and each other in virtually all of their course communications, expanding ideas of audience, purpose, and context each time they contribute to a message board, create a blog entry, or engage in an email-based peer review. In that way, I see the possibilities of a progressive step toward, perhaps, a "better" composition class, and I expand on this premise throughout the book.

She expanded on the ideas of Edward Fiske, who observed the synergy for children between the writing process approach and the use of technology when he noted, "Computers are the most important new technology for writing instruction since the invention of the pencil—maybe even more so. Learning to write is essentially self-editing. For little children, the biggest obstacle to learning to write is the physical act of moving the pencil across the paper, but computers make this unnecessary". (Warnock, 2009)

Mobile e-learning: in English, m-learning, to "a teaching and learning methodology using small and maneuverable mobile devices, such as mobile phones, cell phones, electronic agendas, tablets, pocket pc, I-pods and any handheld device that has some form of wireless connectivity".

Mariano (2008) considers "mobile learning to be a set of teaching and learning practices and methodologies through mobile technology, i.e. through mobile devices with wireless connectivity. (Guerrero, 2011)

A mobile device can be defined as a small device, with some processing capabilities, with permanent or intermittent connection to a network, with limited memory, which has been designed specifically for a function, but which can perform other more general functions.

A mobile app, or app, is a software or computer program, which is designed to work on smartphones, tablets, and other mobile devices. Although the applications were originally conceived as working tools and offered general information, such as email or calendar, there has been a rapid increase in their development and variability, due to the development of new technologies and, in part, because more and more percentage of the population has smartphones or other devices capable of supporting these applications. These apps can be paid or free. (Ismael San Mauro Martín, 2014)

Millennials, a millennial-derived name in English, are considered a generation that grew up with technology and popular culture developed between the 1980s and 2000s, so they are people familiar with the technology.

Virtual teaching or school is one where the student learns mainly online.1 An online school can bring together many of the benefits provided by a physical school (teaching materials, online exercises, live online classes, exams, forums, specialized tutor. etc.) but all done over the Internet. Besides, the interaction between students and teachers is possible, although it is not necessary. Virtual teaching allows pupils to participate in a digital environment and carry out their training in any subject.

Educational technology (TE) is the incorporation of Information and Communication Technologies (ICT) into education to support [learning processes] in different contexts of formal education and non-formal education. It refers to ICT-based educational technology (Information and Communications Technologies).

According to UNESCO, this is the systematic way of designing, implementing, and evaluating the set of teaching and learning processes, recognizing the technical and human resources and interactions between them.

Information and communication technology are a set of network and appliance services that aims to improve the quality of life of humans within an environment, information technology are those computational and computer tools that process, store, and retrieve information, can be a very useful tool for students.

Mobile e-learning, m-learning, is a form of learning that facilitates the construction of knowledge, problem-solving, and the development of diverse skills and skills autonomously and ubiquitously, thanks to the mediation of portable mobile devices such as mobile phones, PDA, tablets, Pocket PC, iPod, and any device that has some form of wireless connectivity. It is e-learning (education and training over the Internet) on mobile devices. (UNESCO, 2014)

Dolors Reig says the arrival of technology in classrooms is inevitable and necessary. Society has sought to bring with it access to simple, practical information and above all to go with people and not subject to physical spaces (Reig, 2012). These changes are observed daily not only in school but anywhere, this is the reality, institutions must not refuse these changes but take advantage of it to improve the learning processes of students, but while we know the actor who will achieve this is the teacher the main motivator of their work, which must edit and create new activities that involve the use of devices so that they do not have a distracted time with their cell phone in other things that are not of the class.

Based on this information from the new generations with which we work it is important to emphasize that better work can be done by exploiting these distinguished characteristics of new young people, they focus more on the technological aspect, since previously the use of technology was not seen much, now in classrooms, you can see that most students have some mobile or electronic device that allows browsing the Internet, which greatly facilitates the visual learning and interaction of the contents, the production of content in a shared way, allows the production of students this can be with the creation of videos, images, audios, conceptual maps, even the use of translators that allow us to know the meaning of words in English or the different applications used to practice all the skills necessary to learn a language.

1.3 THE TOPIC INTO THE THEMATIC LINE

According to the book, Orientaciones Académicas para la Elaboración del Documento Recepcional (SEP, Orientaciones Académicas para la Elaboración del Documento Recepcional, 2002) 3 thematic lines are proposed which are:

Thematic line adolescents and their learning processes: The sense of follow-up to adolescent work is to understand better a small group (two to four students) identified in the secondary education classrooms where the teaching work is carried out. These works will include the Analysis of the knowledge that trainee students manage to have of adolescents and explanations of how more significant knowledge of a small group of adolescents allows them to clarify ways of serving groups and planning teaching activities considering their characteristics.

Thematic line analysis of teaching experiences: A work in this line demands the trainee teacher to put into play the knowledge, initiative, and pedagogical imagination that he has managed to develop during the initial training, to design, apply and analyze teaching activities consistent with the purposes of secondary education and the subjects of the specialty. The Analysis will be based on evidence produced in the classroom (student papers, records, tutor observations, the work journal); this will allow the student to assess their achievements in developing their professional skills.

Thematic line school management and educational processes: The development of work analyzing school management and its relationship to educational processes implies that the trainee expands his knowledge about the complexity of the work that takes place in secondary schools, since each of these campuses shows different conceptions about what students must learn and, concerning them, educational priorities are set, specific ways of directing and guiding pedagogical work are defined, and explicit and implicit rules are established governing school life. To analyze the proposed elements, the student will select some of the experiences of teaching work related to the subject of study; that is, it will identify the teaching activities from which it will carry out its Analysis.

Considering the lines and according to the current situation, the work focuses on the second thematic line, Analysis of teaching experiences, for the following reasons:

First of all, it is because of the new normality due to the pandemic. There are no face-to-face classes; there is no physical contact with the students; it cannot be observed if, in truth, the students understood the topics, you cannot see so much the progress that students would have in applying some strategies to improve their work. Now the classes are online. Learning is from home, and virtual classes are used; work is sent through electronic platforms and WhatsApp. Just as communication is by video calls or messages, you can only see how students write in most papers. As they pronounce the words or vocabulary they are told, they should be simple activities that allow pupils to understand a bit of the topic they worked on.

Another reason would be the experience that is gained when giving the classes online or working in this new way; students have to learn how to make correct use of mobile devices and to exploit the resources that it has, to be able to write and send their work correctly without so many errors. Another reason is to create and innovate strategies to correctly write a paragraph or understand the steps to write a text correctly.

1.4 PURPOSES

1.4.1 GENERAL-PURPOSE

To analyze the influence of mobile devices as helpers in the English language writing process.

1.4.2 SPECIFIC PURPOSES

To apply strategies for teaching writing in an online environment.

To identify the process of teaching writing in an online environment

To compare the pros and cons of using apps to review English language writing.

To demonstrate the effectiveness of some strategies for English language.

1.5 QUESTIONS TO BE ANSWERED

What is the influence that mobile devices have on the English language writing process?

What are the pros and cons of using applications to review English language writing?

What are the most popular applications for reviewing English texts?

What are some teaching writing strategies?

How is teaching writing working in online classes?

1.6 METHODOLOGY

1.6.1 Qualitative Method

Authors Ronald L. Jackson II; Darlene K. Drummond; Sakile Camara give us some important concepts of Qualitative Methodologies:

Qualitative Methodologies

Methodologies suggest how inquiries should proceed by indicating what problems are worth investigating, how to frame a problem so it can be explored, how to develop appropriate data generation, and how to make the logical link between the problem, data generated, analysis, and conclusions=inferences drawn. Methodologies have a synergetic relationship with methods and are often defined differently based on the philosophical stance advocated by the researcher (Kaplan, 1964).

Content analysis is a generic name for a variety of ways for conducting systematic, objective, quantitative, and=or qualitative textual analysis that involves comparing, contrasting, and categorizing a set of data primarily to test hypotheses. This type of analysis usually relies on some statistical procedures for sampling and establishing inter-coder reliability (Krippendorf, 1980).

Conversation analysis is a form of textual analysis that arose out of the sociological approach of ethnomethodology based in part on the philosophical tradition of phenomenology. Ethnomethodology is interested in how people accomplish every day, taken-for-granted interactions like making promises and negotiating (Garfinkel, 1967). One method for exploring these interactions is through conversation analysis, as it is concerned with examining the linguistic organization of talk to show how speakers produce orderly social interaction (Silverman, 1998). Similarly, discourse analysis is a way for examining language as it is used in specific contexts; however, it is more strictly focused on the content of talk, highlighting the practices that comprise the ideologies, attitudes, ideas, and courses of action that

systematically constitute the subjects and objects of which people speak (Foucault, 1972).

"Method" refers to the tools, techniques, or procedures used to generate data (Kaplan, 1964). In conducting qualitative research, interviewing is a set of techniques for generating data from individuals and=or groups utilizing structured, semi structured, or unstructured questioning formats. Generally, semi-, or unstructured, open-ended, informal interviewing is preferred to allow for more flexibility and responsiveness to emerging themes for both the interviewer and respondent. The analysis of transcribed interviews is dependent on the specific methodological approach employed (e.g., the meticulous word-to-word transcription of conversation analysis to the more broad-based thematic analysis of ethnographic interviews; see Holstein & Gubrium, 1995). Often, interviewing is used in conjunction with other modes of data collection like focus groups, case studies, ethnography, and or participant observation.

Qualitative research is a form of social action that stresses on the way of people interpret and make sense of their experiences to understand the social reality of individuals. It makes the use of interviews, diaries, journals, classroom observations and immersions; and open-ended questionnaires to obtain, analyze, and interpret the data content analysis of visual and textual materials, and oral history [Zohrabi, 2013]. It is exploratory and seeks to explain 'how' and 'why' a particular social phenomenon, or program, operates as it does in a particular context. It tries to help us to understand the social world in which we live, and why things are the way they are [Polkinghorne, 2005].

In the content analysis, the research report has five sections [Williams, 2007]: i) the description of the materials studied, ii) the characteristics and qualities studied, iii) a description of the methodology, iv) the statistical analysis showing the frequency table, and v) drawing conclusions about the patterns, themes, or biases found in the human communications and data collection.

Natasha Constant and Liz Roberts have observed that narrative is rarely adopted as a form of evaluation in research area. They have conjectured that narrative as an evaluative approach for research projects with a core science communication element and offer several narrative methods to be trialed [Constant & Roberts, 2017]. Greenhill et al. [2016] used narrative methods to assess incidents of play, socialization, fun, and amusement to consider how social interactions relate to the gaming elements of citizen science platforms. (II, Drummond, & Camara, 2010)

The types of qualitative research were analyzed to choose what type of research he would implement, author Haradhan Kumar Mohajan mentions the following:

Qualitative Research Procedures

Qualitative research is difficult to define clearly. It has no theory or paradigm that is distinctively its own. Nor does qualitative research have a distinct set of methods or practices that are entirely its own [Denzin & Lincoln, 2011]. As like all kinds of research, qualitative research needs some research questions. Research questions encompass a range of topics, but most focus on participants' understanding of meanings and social life in a particular context. In qualitative research there is a close relation between the researcher's goals and the researcher's theoretical frames. The theoretical frames consist of all the previous research, findings, or theories; existing on the topics to be studied that are mobilized by the researcher. Methodological choices are another point to prepare a qualitative research paper. These depend on which cases are selected, how the information is collected, and how the data analysis is chosen [Crescentini & Mainardi, 2009]. The qualitative research data are descriptive, in the form of interview notes, observation records, and documents; and data are analyzed inductively. The study emphasizes on a holistic approach, and final outcomes. The sources of data are real-world situations, natural, non-manipulated settings. The researcher is immersed in the details specifies of settings.

Types of Qualitative Research

Narrative Research

It is a method that includes the analysis of the characteristics of the narrative text, and recently of the meaning of inter-human relations in social, historical, and cultural contexts [Hoshmand, 2005; Felton & Stickley, 2018]. It focuses on people's narratives either about themselves or a set of events. Instead of looking for themes that emerge from an account, it concentrates on the sequential unfolding of someone's story so there is an emphasis on characters. It is time consuming, and usually includes a very small number of cases [Hancock et al., 2009].

Phenomenological Research

The meaning of the phenomenon is conceptualized in the interior of the individual's awareness. Phenomenology is an approach to explore people's everyday life experience. It is used when the study is about the life experiences of a concept or phenomenon experienced by one or more individuals.

Action Research

Action research is an emergent inquiry process that integrates theory and action to couple scientific knowledge with existing organizational knowledge and to address real organizational problems together with the people of the system under inquiry [Coghlan, 2011]. It has a complex history, because it is not a single academic discipline; but an approach to research that has emerged over time from a broad range of fields [Brydon-Miller et al., 2003]. For example, a school and its resources, curricula and pedagogical practices all precede and pre-figure the day-to-day enactment of the practice of education in the school, having a life of their own. It is a type of qualitative research that seeks action to improve practice and study the effects of the action that was taken [Streubert & Carpenter, 2002]. For example, the

language conventions for communicating about human motivation are linked to certain activities, objects, and settings.

The type of qualitative research that is developed in this research is an action research because with this research analyze the plans and programs of secondary schools where different strategies were applied to improve writing in the English language, with the use of applications as translators and in turn applying different activities that allowed me to know the progress of the students. It is also important to analyze the relationship between their daily life and school and some strategies must be developed so that students can increase the writing capacity that influences the learnings they have gained in their lives, which is why this type of research was used to improve teaching practice and make the most of the current situation we face.

1.7 RESOURCES

1.7.1 LESSON PLAN

"A lesson plan is a teacher's plan for teaching a lesson. It can live in the teacher's mind, on the back of an envelope, or one or more beautifully formatted sheets of A4 paper. Its purpose is to outline the "programme" for a single lesson. That is why it is called a lesson plan. It helps the teacher in both planning and executing the lesson. And it helps the students, unbeknownst to them, by ensuring that they receive an actual lesson with a beginning, a middle and an end, that aims to help them learn some specific thing that they didn't know at the beginning of the lesson (or practice and make progress in that specific thing)." (EnglishClub, s.f.)

A lesson plan is a written description for this process. The materials, the method, the time, and the place of education, as well as methods for evaluating the students, are described in detail. Human beings have a limited learning capacity, and it is impossible to learn all different skills and sciences. Life is short, and forgetfulness makes the learning opportunities scarcer. On the other hand, many people do not have the required competencies to follow a self-learning program. (Nesari, 2014)

Particularly I use the plan to integrate activities into English writing, which will apply to students in the first grade of high school. This allowed me to analyze how writing strategies work and how mobile devices can be used for correct analysis of the use of apps such as translators or other pages that work for English writing analysis. The elements contained in the planning were: the delivery of two activities per week that were sent in images on Sunday afternoons so that students could see what they had to do and on Mondays the doubts were explained and clarified, it also contains the expected learnings, the dates of the planning, the activities to be carried out, the products that will be delivered in each of the activities, which will evaluate instruments such as rubrics and the use of videos or the explanation of the topics through images that are translated into English and Spanish.

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1.7.2 TECHNOLOGICAL DEVICES FOR ESL

"Learning through mobile devices has come to revolutionize the educational context. Use their cell phones or tablets because they consider it more comfortable and because they waste less time performing tasks or searching for one-off queries sent by teachers. In this sense, it can be said that the current generation has incorporated technological processes that the management of these resources has become essential." (Delgado, 2019)

Different technological resources were used, especially mobile devices, computers, the internet, and applications that allow us to analyze texts such as translators or applications to analyze and correct the texts in English. With mobile devices, you can download dictionaries that let you know the meaning of some words and the application called Grammarly, which lets you know what errors you have in each of the paragraphs that are being written. Just like this application can be some on your laptops or computers that students have and different applications to make graphic organizers that will allow the development of strategies to develop the writing skill correctly.

1.7.3 TEACHER'S JOURNAL

Journal writing can have many different applications based on the goals of the instructor and student. One everyday use of journal writing is to promote reflection and thought through one-on-one dialogue between the student and instructor. (Walker, 2006)

I use the journal to record and analyze the strategies to apply with students and write my experiences with work and work online and discuss students' attitudes about performance in their work. The journal allows analyzing each of the most common attitudes and problems pupils faced as well as record activities that allow better performance in them and the functionality of each of those. This allowed us to observe how to improve in each of them to take advantage of the new situation.

PART II. THE DEVELOPMENT OF THE TOPIC

2.1 THE GROUP OF STUDY

The secondary OFIC. No. 0834 "PROFR. EL ROBERTO BARRIOS CASTRO" is located in Mesa de Chosto, Atlacomulco. Because of the SARS COV2 pandemic we are facing the current work is done online, this means that there are no face-to-face classes and only jobs are sent and there are classes per video call with students or through messages via WhatsApp or different social networks. The time I have worked with the different grades and group allowed me to identify which pupils and which groups are the most working ones, the group that I have chosen as the best and in which I will apply the different strategies to be able to respond to my document is 1 "A" since it is a group of participatory students and is one of the groups that deliver more tasks than the other groups and are also the ones who more evidence delivered when grading.

The group has the number of 33 students, 17 men, and 16 women, of whom 85% have their own cell phone and 25% use their parents' cell phone to send the corresponding jobs each week. 60% of students have the internet at home and the other 40% use their cell phone data by recharging for sending and surfing the internet. Most parents work, but I have noticed that they still help their children fulfill the jobs they are told and also help them when they have any doubts about the job, which is very important since we need everyone's support to make education work properly.

Students have a basic level of English, they are not so bad as they understand some of the most commonly used concepts and phrases in English classes, students like English but prefer that classes be dynamic, with games and with innovative activities where they can create or innovate new things so that they can learn correctly, they like to listen to music, read books, watch movies and ride a bike in their spare time, these are some of the most practiced activities by students. As for the subjects that students like the most are English, Spanish, and arts because they are the subjects in which it becomes more dynamic and the teachers with more understanding with the students and explain well the topics that are addressed in each class. First-class

pupils require that the teacher in charge of each subject have a lot of patience and consideration regarding explanations and deliveries of work.

Teenagers use different social networks but the ones they use most often are Facebook and WhatsApp, for school first graders use classroom which allows them to upload their jobs and to do tasks.

According to the learning style tests (See appendix #3) that each of the students answered the following results were obtained: more than half of them obtained that they are kinesthetic which means that they learn by doing things, solving exercise, or copying what is being taught to them, they need to do these different activities so that they can learn each of the work that is done, 4 of the students have the style of auditory learning which means that they can only be listening to the class and understand what they should do just by listening, they do not need to copy from the screen the information that was given or explained to them, 2 of the students got the style of visual learning where the student has to see different images or what is being talked about the subject to learn, it is very good to observe with which learning styles each of them counts to create activities according to the needs of each of the students.

The test applied on multiple intelligences (See appendix #4) was very striking because 90% of students obtained the type of intrapersonal intelligence that Garner says refers to understanding and controlling the inner scope of oneself this means that you know how to regulate emotions, this intelligence also allows to delve into its introspection and understand the reasons why one is the way it is.

The other types of intelligence obtained by the students are: musical and linguistic since in the musical can compose and play some instrument in addition to composing songs, and in linguistics, the person who possesses it has the ability of oral and written communication, this intelligence were the most prevalent in the group, so it is very important to apply different strategies that allow the combination of each of the learning styles and each of the multiple intelligences so that students can learn each of the explanations that are given to them day by day.

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2.2 THE TEACHING INTERVENTION STRATEGY

2.2.1 Situation I: FILLING IN EMPTY SPACES

SOCIAL PRACTICE OF THE LANGUAGE: Write instructions for using a bilingual dictionary.

ACHIEVEMENTS:

- Select and review bilingual dictionaries.
- Understands the use of textual components of bilingual dictionaries.
- Write instructions.

This activity was chosen so that students would write each of the examples and phrases in their notebooks and place the empty spaces to observe how much they have learned about the subject and which mistakes are the most common that each of them makes. I chose this activity because it seems to be an easy instrument to perform, and it will meet the needs of the students. Besides, in the situation we are facing, it is important to do simple activities that allow you to observe what students write since it is complicated to observe the different skills in English.

The ABC newsmagazine gives us some important points about using complete space testing: Completement tests consist of presenting a series of phrases or sentences in which certain words or signs have been omitted so that the student completes them by filling in the blanks. Blanks that students must fill with the corresponding words or signs may appear at the beginning, in the middle or the end of the sentence. (noticias, 2007)

This activity was developed with students of 1 grade, group A because they are the ones who participate the most and the ones which fulfill the delivery of jobs. It was easy for me to exploit those characteristics of that group. The group consists of 33 students, of whom 95% of them give me complete jobs and on time; that is why I love this group. Students since entering the school year have shown a positive attitude towards work. Although we are facing the new situation, the jobs that are being sent are via WhatsApp.

The dynamic of work is that on Fridays, planning is sent to managers, reviewed and on Sundays, images are made where activities are specified clearly and simply in Spanish. Students tend not to read the instructions well. Most texts or materials that are sent to them have to be translated into English and Spanish to make it easier to understand what they should do, only the images are sent, and nothing is said or answered, we apply this strategy so that they can observe what activities will be done during the week, some of them begin to do them on Sunday, on Monday is when the doubts that pupils are having are answered so that they can perform the activities that are being asked.

I had never worked on or planned the use of bilingual dictionaries, so I do different activities and procedures to plan the sessions according to the expected learning. The first thing I did was look in my study program for the topic that I had touched on and read each of the expected learnings and describe what I had to do. After this, I investigated some activities on the subject, on the internet, and in some textbooks, since I did not know anything about the subject, when I found different ideas of what to teach, I kept it to have a better idea of what I had to do. So, as in any topic that is going to be worked on, students have to be contextualized or say that the topic will be discussed.

 I started with creating a handout where the different parts of a bilingual dictionary were explained, and which external parts were the ones that should be taught to students. However, this activity was not that good, so I decided to look for a video that was eye-catching and allowed students to look at the parts of a bilingual dictionary. I looked for more activities, and I found an example of a word defined in the dictionary, where the students had to identify its parts that were indicated.

 I did not find many activities on this topic, so I had to create my own worksheets so that pupils could understand what I wanted them to do; I made a text with words in colors and their respective definitions, and I was guided by an image of a dictionary that I found on the internet so that the students had a better understanding I decided to do it in English and Spanish, highlighting the colors that were in the image of the dictionary with those that I placed in the text. (See Appendix #5)

The strategy I applied in this group helped me analyze how attentive students are to what they copy from a text and what mistakes are the most common that pupils make. The strategy was implemented for two weeks of work since the activities that we had forced to apply were 2 per week to avoid the overwork; in the following points, I write the activities carried out to achieve the final product that was complete of empty spaces in a text. When I sent them the work via WhatsApp, some students asked me how they should carry out the activities I had sent them; the most frequent questions were: are the activities done in English or Spanish? Could you give us an example of the activity? What should we do? Until what day do, we must deliver it? Among others, I think that these types of questions were asked because it was one of the first weeks in which I started working with them, and that is why many doubts arose.

The students' first activity was to watch a video where they had to observe and copy the parts mentioned to them (See Appendix #6). The topic was about the use of bilingual dictionaries, and pupils had to observe that it was a bilingual dictionary, which parts contained each of the sections and how to find each of the words that were asked to them. The students showed a bit of confusion because they did not know what I was saying in English until they saw images and examples of the bilingual dictionary explanation. What students also did was that they did not know which part of the whole video had to copy, so I had to tell them what minute the video was and explain to them what they had to open to be well in their example.

Despite not understanding what the video was saying, students managed to understand it a little more with the images and examples shown in the video. It is essential to use images so that they understand English.

The second activity carried out was given a sheet on a dictionary where the concepts are separated and had to go in Spanish and English. The text was written according to an image that was given to them. The image contained several examples and concepts, classified with different colors and showing a clear example of each part of a dictionary.

For there to be a better understanding of the parts of the dictionary showed in the image, what I did was to make the examples on a separate sheet. I put the same concept in the image and the color; each part indicated that each concept in English had to be translated into Spanish. So that the students understood and became clearer each of the concepts handled in this text. I made the concepts as understandable as possible to understand a little more the words and concepts of each of them. When copying the examples, I realized that some had many spelling errors, even though it was only to copy the examples of the image that had been sent to them. Many of them made examples using the colors indicated in each of the concepts to help them quickly identify each of the concepts and examples that the image provided them.

The third activity was that students had to fill an exercise in empty spaces where they placed the concepts, they had already given them before. So that they could fill the empty spaces, in each of the concept's place two empty spaces; this allows students to develop their ability to correctly guess and write each of the answers in their corresponding place. (See appendix #7) The ABC newsmagazine gives us a concept about filling in empty spaces: "This activity is characterized by leaving an incomplete sentence or question for the student to write the corresponding answer, which consists of the contribution of a term, specific phrase, symbol, number, data, or other." (noticias, 2007)

This page also gives us some recommendations on how to do an exercise to empty sill spaces:

As a first point, it highlights that sentences must be written in a natural and specific way to make it easier to identify concepts in the text and so that there is not so much confusion with other words. It is essential to sort the spaces for responses of the same size to prevent differences in lengths from orienting over the correct answer.

The use of articles in front of blanks should be avoided, which can help determine the response.

Make sure that white space only claims an answer; this makes it easier for the student to think about the main words the topic is talking about to remember and place them in each of the spaces.

Make sure the required answer is as short as possible. It is recommended not to put too many blanks in each sentence or sentence so that students do not get confused about the order of the answers that go in the empty spaces.

Attention to this point: When the student uses synonyms or concepts like those required of the response, it should be considered valid; spelling errors should not subtract points unless that is the specific purpose of the test. The advantages of this type of exercise are:

* They are easy to craft, apply, and correct.

* Can be applied in almost all subjects.

*It is difficult for answers to be influenced by the lucky factor (noticias, 2007)

The activity allowed me to rate each aspect of writing in their English as spelling and punctuation and observe that students who do not understand what they read are often accustomed to everything being given solved to only copy without straining their brains.

The students corrected the shortest and most common answers because those simple and not as complicated answers were recorded as the page number, the entry word, the meaning in Spanish, and the word to be translated. They are the most superficial parts that can be learned: most of the students had those good answers; they had to reason and remember the concepts that had already been spoken to them to be able to remember them and relate them.

Now in the exercise, they were placed up to the concepts in the same color as in the one in the images. Students gave most of their papers showing that change letters when writing in English or confuse them with Spanish because they are not always in contact with the language.

This activity served well because it allowed me to know that both of what I had given to the students served them or that so much had been learned and which parts were the clearest when they answered the exercise. Also, this allows me to know if they are ready to do the following activity and be sure that they could already do it because they already had a prior explanation for their work.

They showed that the most straightforward thing is what you learn, although some concepts and the words mentioned have some confusion since some concepts looked away according to them.

The last activity performed was filling out an example about the parts of meaning in a dictionary. I placed a chart where each of the concepts that had already been seen and that had already been copied from the video came from. In addition to placing a definition of the dictionary, which contained many meanings, I explained to them how a dictionary is used and that it must be fixed on it. (See appendix #8)

Students had to answer each of the sections with information obtained from the definition given to them to prove that it was what they had understood. Spelling errors followed, but tell students that if they had any questions, they would look for them in the translator or dictionary to make it easier for them to understand the work.

The students were perplexed in identifying the parts indicated to them; the most common mistake that the students made was in the part of the speech section since I was not clear what this meant. Because the answers well with abbreviations and I did not understand what it meant so I decided to give them that answer because I lack a proper explanation. However, most of them submitted their work well and with the parts indicated to them in the end.

ANALYSIS

In this didactic situation that I applied, it seemed functional because it carries a process. The current problem we are facing is a simple activity in which it allows us to evaluate the knowledge acquired by the students. The activities carried out worked for me because it was evident in each of the exercises I asked for; it is

essential to carry out an order to apply a strategy to know what knowledge the students acquired. As I observed in my different activities, I should start with the information of the topic discussed during all the sessions, the activities that I did at first allowed me to enter the answer with the students. I noticed that the use of videos and images is essential for meaningful learning in students; for example, in the use of colors in both letters and pictures makes it faster for students to identify each of the parts described to them as much as they can determine what color the word was in and which section it was in the dictionary image, I gave them.

In exercising empty spaces, students showed that they are good at memorizing each of the words that went in those spaces, but I realized that they tend to have many spelling errors. Still, the answers are satisfactory, as in the qualitative research do that tells me that words that have misspellings must be taken as good unless that is the purpose of the exercise.

Students learn more when watching videos and doing exercises in their notebooks; that is why I performs the activities; it is essential to emphasize to students that they can use the internet to look for their doubts. In some cases, the students occupied translators, but I notice that they often do not write things well in Spanish, and the translator tends to give them the wrong answers, and the students copy it as it comes in the translator. But despite this, the students did a good job.

The activity in which I had the most significant problem was when it was up to them to classify the example in their different parts that it contains. I think this problem was given because it did not explain some sections well as it was part of the speech. I lack much to understand this point. Most students could not identify this part besides being confused in some other sections; I had to explain what examples I asked them. The strategy he took was to send them another example already answered to guide him and understand each of the parties and how to identify them.

Anyway, the strategy seemed good but not enough because students are used to everything being given to them so that they do not try so hard to think because it is how it is established in each of their schools. With the pandemic all change,

everything must be as simple as possible so that they can understand each of the activities they must perform.

These exercises have functionality, and it is necessary to explain each of the sections that were taken and practice words in different contexts so that students can do so without so many spelling errors when answering such an exercise, in addition to giving them more examples about the last activity that they performed to identify the indicated sections quickly.

REFLECTION

The current SARS COV2 pandemic had changed us too much in education since the classes are now very different from what they used to be. It was considered an unfortunate situation for each of us because nothing is the same as we used to do when this type of disease did not exist. We have shown that we are not ready to face such a situation. It is regrettable that despite all the damage that has arisen through this disease, people remain selfish and do not care for themselves.

If pandemic did not exist, I would have been able to do my last year of internships in person by helping each student and giving my best and not like now, that everything is behind a screen and only sending tasks by messages without knowing the face of each of the pupils or the behavior of each of them. If the pandemic did not exist, everything would be like those years when face-to-face classes were given without any contagion or any health problem. Now all change and I feel that it was a tough blow in terms of education since teenagers consider the school as a refuge to be able to protect themselves from the world, some of them have many problems in their homes and in school they can forget them and now everything is done from home.

If I had given face-to-face classes, my performance as a teacher would have improved since I still have deficiencies in the development of my classes. Still, well, if the strategy had been applied in person, I think I would have achieved better results since I could have explained clearly and accurately each of the exercises that were asked and would clarify each of the doubts.

In the new way that we are working, online; I consider that all students are just copying and delivering jobs, just by passing the subject since they do not pay enough attention to do each of the jobs they provide. Besides that, they must do different activities during their days in which they are at home, such as working, taking care of their siblings, doing their chores, and not paying the proper attention to each of their work.

If the pandemic did not exist, everything would be different, and my strategy would have worked much better because I could clear up each of those doubts that students have. If the parents supported me by putting pressure on them, I would have 100% in job delivery. The students would take more seriously the doing and delivery of jobs since parents are an essential pillar in developing activities from home, some of them have problems among their families. Some parents send the children to work or leave them taking care of their younger siblings because the parents go out to work. Even though they I called their attention, some do not care about their children's education except in this situation.

Another difficulty I noticed was that some parents do not know how to use the technological resources where their kids must send the jobs some do not know how to read and even write. Some children must learn autonomously without the help of an adult because they do not take the time to help them or must do different activities to bring a livelihood home.

There are too many factors that influence education today, both in each the students' education and life; I notice it in my activities and the strategy that I apply since teenagers ask their parents for help to respond correctly to the exercises and come to the same conclusion, they often do not know how to read the instructions.

To improve my teaching strategy, I think it is essential to be more evident in the instructions that I give to students; provide more examples of the exercises that were performed and try to clearly explain each one of the concepts analyzed in the topic. It is vital to create different activities using the different learning styles so that everyone can learn each of the activities that are being asked to them.

For the next time I teach this, I would explain the characteristics of filling empty spaces and some examples of how they should answer this type of exercise. It is also important to recommend that pupils know how to write in Spanish before placing their words in the translator to give them a correct translation of what they want to write.

Electronic devices in the current situation are beneficial, but students must know how to exploit them correctly and appropriately. For example, they worked with the Duolingo app, an application that allows them to learn an accessible language. Students are fascinated to use it, and it is also elementary to use it.

2.2.2 SITUATION II: Is the concept map an auxiliary in the writing process?

ACHIEVEMENT: Understand the general sense and the main ideas

I chose the conceptual mapping strategy because I find it an excellent alternative to observe the way students write with the help of the internet or some translators. Students have as their livelihood that they in the other subject have made different conceptual maps which serve them to organize the information to read in long texts and where they only identify the main ideas and then translate them on the conceptual map.

As I mentioned in the past strategy, I chose the group of 1 "A" because they are the students who work the most. I am essential to explore that aspect in the students, besides those students already have previous knowledge of how to make graphic organizers and that is what they need to do them. Author Lisa Miller mentions: "Concept mapping is a method of organizing thoughts in a manner which allows them to flow clearly and logically. Occasionally referred to as clusters or concept webs, concept maps include a central theme or topic and related branches showing how the ideas are connected." (Miller, 2021)

Students had to look for information on a topic of civic and ethical training, so the topic on which they were going to focus was on values. In past months we began to implement the strategy of working for projects in conjunction with other Spanish, Civic and Ethical Training 1, English, Computer Technology, and Communication. When the principal told us that we had to work on projects, she only had the idea that it was to work the way we usually did in English class, but these were no different. So, to plan the different activities and agree to carry out the project, we met a meeting with all the other subject's teachers. The first one we did was a comment and analyzed the participation of the group, the number of students who deliver the work, and the different problems they have.

The following topic we discussed was what subject matter we were starting from so that we could guide ourselves and do activities in common, looking for some expected learning to develop it and not get out of the subject. So, we decided to take

the topic of values since it is a topic all can work on in all the subjects involved. The teacher of civic and ethical training read us the different topics that she had to work on in her subsequent sessions; besides that, he gave us a brief explanation of what each of them was about. We started planning different activities according to the different expected learning that each of the teachers had. Each of the teachers began reading their expected learnings and giving activities that could be done in each of them. All of us share what kind of activities we could do not get lost and follow the same topic in all subjects.

With the use of our mobile devices, we maintained and have proper communication with the other teachers, despite the situation we are facing. It is essential to take advantage of each of the mobile devices available at home to achieve the objectives of each of the classes. As well as it can be observed in the organization and development of work with teachers of other subjects to be able to correctly develop the job requested, making a video call allowed to meet the secondary school work team, learn their opinions and ideas regarding work, learn about their organization and the different attitudes that each one shows towards work.

The cell phone and some other devices that allow internet connection is necessary since it would not be possible to be in constant communication. Strategies to work with the students could not be created. I believe that this use of mobile devices has been used correctly. In terms of what I observed with the high school work team, they show a broad interest in knowing and practicing different applications and strategies that students can use accurately and the use of the applications most used by teenagers.

The work was done as follows: the civic and ethical training teacher began by explaining that the subject was to be addressed, indicating that activities had to be carried out to begin the topic as well as analyzing different characters of peace, each teacher was given a week's work, the following week the computer technology and communication teacher worked where she applied as an activity that students had to take out some photos of how peace is practiced at home and a comparative

picture about how their parents used to practice peace at home and how they do today in their homes.

It is time to work with the Subject of English; the created activities were few and simple because only 2 to 3 activities are allowed per week. So, the first activity that the pupils did was to watch the video entitled strings, it is a video about a girl who helps a boy in wheelchairs to be in his new school, the boy could not move in any way; only saw what the other children did so Mary her companion, helped and accompanied him during the time he was at school. Using some ropes which tied up some limbs of his friend's body so that they could play the last the boy in a wheelchair dies. The girl is left alone and sad, but when she grew up, Maria became a teacher, and the memory she had of his friend was a piece of rope tied to his wrist from her hand.

Students had to watch the video to answer some questions according to the scenes that passed in each of the minutes elapsed, the questions I asked them, trying to highlight the essential points of the video, all the students corrected the questions they had to answer. However, as they used the online translator, some of them had errors in their writing. For example, the most common mistakes were using the subject where they omitted it or were confused. The repetition of words (child), they do not use the punctuation in their texts, the answers were generals not specific. (See appendix #9).

With the students' answers, I noticed that most of them had reflected on the video and identified the importance of respect and inclusion. I was able to know what feelings they had towards the video and what happened. This video and the questions served me to contextualize students to do the following activity: the conceptual map.

Lisa Miller tells us: "Writers often find concept mapping to be a powerful tool in generating and categorizing ideas in a logical, hierarchical fashion. Often the use of concept maps allows writers to work more quickly and efficiently." (Miller, 2021) Conceptual maps allow us to capture only the most important ideas of some text

which is very extensive or to remember which parts it encompasses and never reread everything.

So the second activity I applied with the students was that they had to make a conceptual map on the fundamental values; for this, I decided to make a text in which they first had to pass it on to their notebook or had to print it (See appendix #10), the first thing they had to do was translate the words that were in colors so that they could understand each of the concepts that I had given them (See appendix #11),

The second activity was the highlight of each of the concepts in the text. It was only to underline, but some students copied them separately. This activity served to help them identify the essential ideas to make their conceptual map. They correctly identified the main ideas, which surprised me because they thought they would underline everything they found in the text, but that was not the case; the students identified each of the main ideas. (See appendix #12)

The third activity doing the conceptual map where students only had to copy the main ideas they already had identified and pass them on to the conceptual map. The pupils did their work well, some more creative than others, but all were correct (See appendix #13). Only one student did his job irregularly because he wanted to deliver his work at the last minute to have a grade, and what he did was copy the title and place some standards that he had in his school. He had to respect and fulfill this that the delivery was not what I had asked him to do and concluded that he only did to deliver the work.

The most frequently asked questions that students asked me about the work were whether the concept map was in Spanish or English and what concepts I had to put on it. This conceptual map, I think, served to make it easier identify concepts and so that memorize concepts simply. I decided to do this activity because it allows me to observe how students write and what mistakes are the most common, they make.

According to author Jeff Fox, the advantages of making concept maps are as follows.

There are several benefits of using concept maps.

- Helps visual learners grasp the material (however all learners benefit from the activity)
- Helps students see relationships between ideas, concepts, or authors.
- Utilizes the full range of the left and right hemispheres of the brain.
- Helps memory recall.
- Helps to clarify and structure ideas.
- Aids in developing higher-level thinking skills (create, analyze, evaluate)
- Helps students synthesize and integrate information, ideas, and concepts.
- Encourages students to think creatively about the subject.
- Let us learners do self-evaluation of beliefs, values, socialization, etc.
- Helps students evaluate assumptions. (Fox, 2021)

According to these advantages, I realized that this type of activity is very relevant for all learners, since it facilitates the memorization of concepts for them, as well as it is a strategy to be able to observe which concepts are the most relevant for each of them.

ANALYSIS

The didactic situation that I presented to students was very functional because it allowed me to observe how good they are in search of main ideas of a text and how they create a conceptual map. It was also a simple activity in which I could observe aspects such as writing and creativity that students must have when designing graphic organizers. The activities I carried out served me well because, as we already know, prior knowledge is needed for students to understand the topic.

That is why I decided to do the activities, I liked the strategy since it is a relevant and simple topic to work on. In the activity where the students watched the video and had to answer the questions, I found it very interesting because they had to reflect and understand a little the situations others go through. The video explained with very few scenes the value of friendship, the inclusion, and love of the two young children, the innocence of each of them reflects the importance of helping people. I observe in my students' writings that they were able to reflect on the ones I wanted;

most of them wrote that at first, they were happy to watch the video. However, in the end, they felt sad that the child died.

The activity's objective was fulfilled since the students reflected and delayed into the topic regarding the values; note that when they commented on me in English and used translators. They tend to write separate sentences, not altogether. Spanish dramatically influences the use of translators since students often tend to have errors in Spanish that in the translator is thrown in other words, besides in personal pronouns are also wrong. When talking about him, they tend to use you and sometimes put them in place, among other mistakes; these were the mistakes that I most corrected in each of their works.

Our language errors are given by our Spanish because many times, we do not know how to write the words correctly, and a translator tends to do its function around what we write. When I observe these kinds of errors, I send a personal message to the students explaining why those mistakes.

The activity of the video served to be able to do the following actions was reading the text and underlining the main ideas; this activity was just practical and straightforward for students. Because they showed that if they know how to find the essential thing in a text, these central ideas will serve us to make faster the final product that was the conceptual map. While we know this allows us to save thoughts, it helps us reread the whole text and have the main ideas of it no longer.

With this type of activity, it can be observed that if mobile devices did not exist or were not used, students would not observe or analyze some actual examples to understand relevant issues such as the issue of values. As teachers, we must create activities that get our students' attention by guiding you in their preferences and trying to get into their feelings so that there is significant learning in each of them. One aspect that I liked about the video on YouTube was that even though the video's audio was in Spanish, it was possible to place subtitles in English. So, students were contextualized with the English subject and could answer each one correctly of the questions; they answered with the help of the video.

On the concept map, students are creative in doing so although some only do it to deliver and get a grade, most of the graphic organizers were fine; they wrote down all the most essential concepts and defined them according to the main ideas that they found in the text that I gave them in the beginning, this activity served me a lot because with it I realized that the students understood the meaning of each of the concepts relating to values. Most maps were built almost the same way, and students use boxes or circles to place concepts in addition to lines to join each of the concepts.

Author Joseph D. Novak mentions some important features of conceptual maps as it is: "Another characteristic of concept maps is that the concepts are represented in a hierarchical fashion with the most inclusive, most general concepts at the top of the map and the more specific, less general concepts arranged hierarchically below." (Novak, 2021) I agree with the author since the students placed the most important concepts at the beginning of the conceptual map to follow are the most important ideas of each of them.

I also chose the topic of values because you must have some question or topic from which you must do the conceptual map as Joseph D. Novak does mention: "Therefore, it is best to construct concept maps with reference to some particular question we seek to answer or some situation or event that we are trying to understand through the organization of knowledge in the form of a concept map." (Novak, 2021) I agree with the author because in carrying out my activity's students had to have a specific topic to create their conceptual map and to serve as support for other activities of the following subjects.

REFLECTION

The current challenges we are facing are too many. First, we are facing this disease, the SARS COV2. As I have already mentioned, the classes are now online and through the mobile and electronic devices that each of us counts on to keep education running. Another challenge I have faced is talking to people I do not know physically, for example, with my full teacher with all the students and teachers who

are part of the institution I am working at this last year of work in the teacher training school, I take it as a challenge because I only know some characteristics of the students, as well as teachers.

I had never imagined that my last year would be this way; I had to go home and work from here because of the disease that has attacked us. All the changes that all people have had have importantly influenced our daily lives because now we do different things and we leave a lot of things on one side, per far education does not work in the same way or maybe yes. I think it depends on the effort and dedication of each person. Just as I face different challenges in these applied strategies, such as recording my voice to explain some important points to students, even talking to parents when they make calls to my cell phone, to these and many other things that I never imagined facing because I thought my life would always be the same. It was not, but the important thing is that we are living in a new era that we must face with a good attitude and a good effort despite the challenges that life offers us.

The didactic situation that I apply seemed very functional since I was able to observe how students can identify and create their ideas on a conceptual map, as they make use of the translator and what capacity they have for search information on the internet and in the different media that they count. However, I feel that if many factors improved and the pandemic did not exist the results would be different for example:

If the SARS COV2 pandemic did not exist, I would have been able to apply my teaching situations with a better process. A higher result since, virtually, I cannot observe as many aspects as in person if I were in front of my group of student's lives would be much easier, I would answer each of my students' doubts, help them and support them in solving their problems in terms of work.

Besides, if I had classes through video calls, I think I could observe the characteristics of my study group as well as the attitudes they show towards the work that I give them, although, with the work and comments that the students propose to me, I can notice that for some of them if it is important to learn a second language

and put a commitment to each of their work which motivates me to continue perfecting my work, it would certainly be better to be in person in front them.

If I worked alone with my subject and did not have to work on projects together with other teachers, I would have been able to apply my most extensive strategies and could develop more in detail each of my strategies, the truth, in my opinion, the work that we are doing in our high school limits us to many things that we could do the subjects individually I know that this strategy was created so that students are not work overloaded. However, we are setting aside the most important subjects in each of the grades we are teaching, I feel that students are not learning what they should learn, they are only giving the jobs they are asked to get a good grade. We teachers are not properly developing the learnings to be taught to each grade and group. My strategies would have worked if I had more time to work with them guiding my learnings as I did in the beginning.

Another factor influencing is the participation and support we receive from students and parents; it is essential that they care about their education and put the most of their efforts into the delivery of their jobs as well as their parents' support in the resolution of doubts or motivating their children to follow in schools, as well as patience on their part, understand a little to the situation we are facing and have responsibility for the activities granted by the teachers.

Anyway, there are many situations I have faced, and many things would be different if there was more involvement on the part of the entire student community and even if the pandemic did not exist. Despite these implications, it is important to think about how to improve my strategy, so I think that my strategy would have worked better. If I had created more activities and explained better with more examples the topic we were working on, as well as working more weeks with students to show me that activities could improve or to further exploit the topic on which they were going to make their conceptual map.

Another activity that would be good to implement would be an evaluation to see that knowledge of the topic had been relevant to the students and what ideas were the

ones that were most clear to each of them, in addition to checking what the authors tell us in their writings, check the hypotheses that they make regarding the strategies that are implemented in each of the classrooms.

It is important to give more examples about different types of graphic organizers that students can use to organize the information. Not all the maps created in the different subjects are equal. This strategy helped me to relate the other subjects to English since the conceptual map can be used in any subject and can be developed in different ways depending on each of the goals to be met; I believe that this conceptual map served to help students understand the objective of the project and follow the other activities following those of English.

I found the project very interesting because it is a very flexible topic in terms of the integration of all the subjects to which the first-grade groups touched us; I liked working with this topic because I think it is of the utmost importance to try to rescue some of the most fundamental values of daily life, as well as to encourage students to apply them daily so that we can improve people and have a better quality of life.

The time I have been practicing in this last year has helped me to learn many things about overseeing a group, such as having the responsibility to do all the work that a real teacher does, to create new activities that allow us to meet each of the needs of our students as well as so that the learnings are achieved. Students can learn new things day by day, what has been very engraved with me is the importance of being as clear as I give directions and leaving jobs to understand what they should do.

Just as each of the doubts that students ask you must be answered so as not to lose their interest and continue to encourage them to improve every day and be positive in that the situation we are facing soon will end and we will continue with our normal life.

2.2.3 SITUATION III: DESCRIPTION OF IMAGES

Achievement: Know the prepositions of place.

I chose the image description strategy because I thought it was a good strategy for students to write sentences describing an image, they see daily either in their classrooms or in the different places where they identify things. Students have as their livelihood that vocabulary is known about objects they have in their homes or objects in a classroom, making it easier for me to do my activity. Besides that, it is an elementary activity that allowed me to know what it is really my student's knowledge, for example, the vocabulary they already knew, which sentence structures they already knew, and which sentences they could create according to the information that had already been given to them.

According to the American anthropology association, he tells us that: "Importantly, image descriptions are a type of visual description. Visual descriptions provide information about the visual appearance of spaces, objects, people, and more. The term "visual description" can explain when someone describes the visual context of a location, person, or space in real-time, and it may also be used about image and audio descriptions. (Association, 2019). I agree with those who tell us this association since the description of images allows us, in addition, to see how students write it also allows us to observe how they see the outside world and how capable they are to follow the details around them, which helps them to make a good description of what they can see and where it is located.

The activities that I did were elementary since learners continue to work on projects where different subjects come together to give a common theme; I had to adapt to the same topic, but from the same subject to create meaningful learning in the students.

My titular teacher and I decided to work with booklets, where they address general and straightforward topics that are used in daily life so that students learn to distinguish some of the more general points in English, as well as looking for things that help them learn and understand a little about what they are being talked about.

First graders understand the things they are told, and they also have imaginations about the delivery of their work and creativity.

The booklet is developed by projects and by subprojects in which different topics treat them; the theme set was the number 2, which is called the school: space of coexistence and the subproject is called school elements.

The activities that were performed were as follows: First, I sent them an image of prepositions of place where the students had to make a Pictionary like the one I had sent them, in their notebook, they could draw or make different images, some of the students only printed the Pictionary that I sent them and pasted it. (See appendix #14)

The second activity was to answer some sentences with empty spaces; in each sentence came an image of a cat in different places, below, side, and inside a table. All students had to add were some prepositions to complete the sentences. (See appendix #15)

The third activity was that students had to create images about a classroom, or it could be their bedroom, kitchen, room, or some other place where they wanted to identify each object using place prepositions. (See appendix #16).

According to author Melinda Rhodes, it says in her article the following:

"What is a Photo Description?

An image description gives a short, simple explanation of a photo. This is a handy way to elaborate on a picture or add depth to a piece of content. However, there are different types of descriptions with specific requirements. Here are the most common:

   Caption: A catchy description that elaborates on a photo but does not necessarily focus on the visual elements. Also known as a cutline.

Alt-Text: A concise description of important features in the picture, originally designed for readers who are unable to view or understand the image. It is often used for coding and SEO purposes.

Image Description: A more complex description for a photo, giving members of the blind and low vision community and other groups a textual explanation of the photo. " (Rhodes, 2021)

Use the image description because I was made a strategy and simple to be able to apply what I taught in that week of work. Just as the author makes a difference, it is important to know the differences between each of the activities, as well as the requirements of each of them.

It is important to know what the place prepositions are according to the Lebogang page gives us the definition and how the place prepositions are used: "Place prepositions are placed behind the main verb, which is usually the verb "to be" in any of the past, present or future times and in their both simple and composite forms. Prepositions of place are those that express the exact position in which an element is located (person, object, animal, etc.). " (Lewolang, 2013)

I think it is important for students to know these kinds of prepositions so that they can identify them in a real context and more use them when facing a situation in which they must use them to identify the things they want or want to have. Like the page does mention how these place prepositions are used: "How are prepositions of place used? Prepositions of place are always placed between the verb and the element that expresses where something or someone is." (Lewolang, 2013). It should be known where each of these prepositions goes so that at the time of writing the sentences there are no errors or mistakes when locating each of the objects.

The most frequently asked questions about the work were that if they had to write in Spanish or English, most of them do it in English and Spanish because this helps them understand more what they are writing in each of the sentences. At the time students had to make their drawings, I was reminded that thanks to Pictionary, they

were able to make their drawings without having errors according to the images that had already been shown to them.

ANALYSIS

The didactic situation I explained seemed functional to me, but I feel that I lack to develop it for longer so that students could exploit what they learned; besides that, it allowed them to observe some aspects of writing and demonstrated their creativity drawings they presented. The activities I did serve because it allowed students to carefully imagine and observe their surroundings so that they could create sentences where they could identify where and how they were said to be there.

The activity I liked most was when students had to draw and write their sentences for themselves because this allowed them to apply the previous knowledge that had already been given to them and allowed them to observe all the vocabulary and structures they had previously worked on, on some other topics. When I look at their images and their sentences they had created, I notice that some of them are very creative and some others are not.

I decided to do the activities referring to the subject of the school so that students could remember when they were in person in their classrooms, that they could remember even where their teachers put their books, markers or where they were in their classroom, it is important to motivate learners not to be discouraged in the face of this situation that we are presenting to in this difficult pandemic to which we are facing.

The goal of the didactic strategy was met by 70% since some learners did not make the drawings indicated to them but only did the sentences according to what they could observe around them. Students, when using technology, can fulfill many things such as the correct use of translators, as well as navigation to search for information. The mistakes students made the most were that the prepositions were not placed correctly. For example, in the images, they put the objects under or even sideways, and they said they were inside that larger or smaller object, like some spelling errors and some in word translation.

The first activity that was performed helped me so that students could identify with the help of images or with the help of objects how each of the English words is said, even though some students only printed the sheet that I sent them and did not do it again showed me that they learned because by qualifying their sentences that they had created for themselves they were fine and understood besides that in drawings they were able to correctly make and identify the objects they were referring to.

It is very functional to search for information and material to develop through the internet and mobile devices. In the internet world, we can find countless things that we can do with our students despite the distance and online work. In addition, it saves money because the material is already on the mobile device, and every time you want to use it, there it will be, of course, if you save it correctly and do not delete it.

At the time of doing the next activity that was to fill the empty spaces of sentences, I feel that thanks to the images that were marked in each of the examples were very useful because they could relate the location of the objects according to their Pictionary that he had already done before and besides that, it served as a practice for them to be able and have an example of how to make their sentences and how to make their final drawing to be able to deliver it and rate it.

In the description of the image, some students were very creative in making their drawings and sentences; I do not deny that some of them did not make sense, but perhaps so they had or has organized their spaces, most of the learners described their classroom, only one student described her bedroom, where she explained that she had in each of the spaces that she considered most important, but almost most wrote about his classroom.

I think most of them wrote about the classroom because it was the vocabulary they had recently been taught and for or will lose they decided to use it and exploit what they had already learned, even though some students cannot draw perfectly and worked to do so and were understood the message they wanted to give.

Author Alex Chen tells us: "How to write a good image description. Object-action-context. The object is the focus. The action describes what is happening, usually what the object is doing. The context describes the surrounding environment. I recommend this format because it keeps the description objective, concise, and descriptive." (Chen, 2020) It is important to know how to describe an image in detail to explain to someone else, the concepts and explanations that this author handles I find very interesting and useful when doing such an activity so that students can go more than usual and can explain the specifics of each of the objects that they can observe.

He also explains that: "It should be objective so that people using the description can form their own opinions about what the image means. It should be concise so that it does not take too long for people to absorb all the content, especially if there are multiple images. And it should be descriptive enough that it describes all the essential aspects of the image." (Chen, 2020). I agreed because it is important to explain the objects of the most essential aspects of an image so that you can understand clearly and quickly what you want to show to readers or those who are reviewing the work. Just as the fundamental objective of this activity is to save time when quickly observing an image or the most relevant aspects that you must observe when fulfilling the objective of the activity.

REFLECTION

As I have been discussing in most of this document, because of the SARS COV2 pandemic, we have lost so many things that we never imagined that would not be repeated for a while, such as face-to-face classes, where you could observe and support each of the students who required it or who needed it. The most difficult challenges I have faced are not knowing my students, not knowing them physically, only through text messages or calls that make me ask questions about the activities they are working with. Another challenge is the little response of some students who want to be helped, but they do not even answer your messages; they just ignore you and follow their lives.

A not-so-frequent challenge that I observed during the class period was that some students do not have internet or mobile devices, so they use that of their parents or siblings. This sometimes causes problems when grading their work; there is confusion between the work of the students who are siblings; in my case, I had to be attentive to qualify correctly. In addition, some students ran out of mobile data and sent me a message through their cell phone to tell me that they could not watch the videos that I sent them or the links in which I had to practice the topics that had been worked on. What I did with these students was to send the students either screenshots so that they could copy the most important of the videos and perform each of the exercises that they had to answer so that they would not be left behind and could follow and understand what that his companions had already done.

I have realized that many of the students have decided better to go to work and leave school because they think they are going to do better things by going to work with their parents or to support them; I have also faced cases where the parents spend their time working outside the house and leave their older children taking care of the little ones, that is why sometimes many learners decide to leave their studies and are dedicated to the care of their home or their younger siblings. In the classroom, some learners send me messages explaining to me the situation they are facing, and I have been tolerant and empathetic in that regard, allowing students to send me their jobs outside of school hours, as well as giving them more time so that they can give me everything they need.

It is important to motivate students to get on with their dreams and never give up because I know we are facing too difficult a situation, but I know that we will get out of it and improve as people. Despite all the challenges I have faced, I believe that I have done my best to support and solve the doubts of each of my students.

I found the teaching situation I am applying functional, but I know that I can do better and do new activities that will help me to reinforce the knowledge that I want students to acquire. Just as I notice how students watch around them that layered things identify and remember from their classroom. Today many factors influence the

development of online classes, but it is important to reflect on the different situations we are facing, such as:

If the SARS COV2 pandemic did not exist, I would have been able to apply my teaching situations with a better process and a higher result since I do not teach online I only dedicate myself to sending activities and receiving them to qualify them, in turn, to send feedback to each of the students about the mistakes they made, as well as if I could observe each of the students I could know how much what they have learned during this situation to which we have learned we are facing and could know them in a better way to be able to apply more activities according to their tastes and needs.

If my school had not accepted the option of working on projects, my strategies would have worked better because I could develop them longer and with more innovative activities so that students could learn more and get more evidence out of work done. I feel like working on projects is not working for us because students get looser and do not learn what is good for them. My strategies would have worked if I had had more time to work with the learners and if I had followed the work according to the curriculum.

Another factor influencing is the participation and support we receive from students and parents. Learners must care about their education and make the most of their efforts in the delivery of their jobs, as well as their parents' support in resolving doubts or motivating their children to follow in schools, as well as patience on your part, understand a little to the situation we face and have responsibility for the activities granted by the teachers.

It is important to think about how to improve my strategy, so I think my strategy would have worked better if I had given more vocabulary of objects from other places in the classroom so that students would have and could expand on that aspect and not just on a topic, as well as give more examples where learners can respond with the place prepositions so they can practice before delivering their final work.

Another activity that would be good to implement would be an evaluation to see that the knowledge of the topic had been relevant to the learners and what ideas were the clearest for each of them, in addition to verifying what the authors tell us in their writings, check the hypotheses they make regarding the strategies that are implemented in each of the classrooms.

Another strategy or activity to reinforce would be to give learners an image or different images so that they can describe them according to what they observe in each part of it. Another activity that I find interesting to explain is sending audio to students by mentioning sentences with objects that they must draw to know if they understood what they were taught and see the creativity they have when making different drawings.

One last activity I would implement would be to take a picture of a bedroom and decorate it as the room of your dreams or what you would like to have inside it; with this activity, you might know what tastes you have and what aspirations you have in the future.

The time I have worked with students, even though I do not know them and do not know where the school is located, I know that a lot of them appreciate the effort that we as teachers make day by day to do our best in our classes and in creating activities that are dynamic and innovative so that students do not always get bored of doing the same thing. I try to do my best in explaining something that students have not understood or correcting each job that the learners send; something that has become very clear to me is that you must answer all the messages that the students send you because that way, you do not lose communication with them and you can motivate them to follow despite the circumstances.

2.2.4 SITUATION IV: LET'S WASH OUR HANDS BROCHURE

SOCIAL PRACTICE OF THE LANGUAGE: Produces instructions to prepare for a situation of risk derived from a natural phenomenon.

ACHIEVEMENT:

• Select and review instructions.

• Read and understand instructions.

• Write instructions.

• Edit instructions.

The activity I did with the students was a brochure on how to wash our hands properly. I chose this activity because the pandemic we face is essential for students to know what preventive measures they must take to prevent contagion or become infected with SARS COV2. Also, consider it an important activity because students must show that they can write in English by creating simple instructions to create a booklet that allows us to observe how much they have learned about the situation we are facing.

The brochure that the students made, I think, was a simple activity, since all the information they had to put in it was already in the videos and in the different activities that I had already given them before performing or final product. It is essential to know the definition that it is a brochure:

Author James Freeman tells us: "A brochure is an informative paper document for advertising, which can be folded into a template, pamphlet, or leaflet. Brochures are promotional documents primarily used to introduce a company, organization, products, or services and inform potential customers or members of the public of the benefits. They are usually distributed inside newspapers, handed out personally, or placed in brochure racks in high traffic locations." (Freeman, 2021) I use it as a resource to report the proper steps on washing our hands and avoiding contagion and creating the habit of such necessary action.

Another thing that is important to know is the purpose of making a brochure, in his article James Freeman tells us that it is purpose of a brochure is: "The main purpose of a brochure is to extend the reader's knowledge on one specific topic in which the brochure centers around.

Catch the target audience's eyes at first sight with its astonishingly beautiful visual design.

Promote your products, agency, or service in an intuitive way.

Compared with advertising on TV or in newspapers, brochures seem to be more cost-effective.

After people get used to splendid online advertisements, a tangible, tactile, and delicate brochure becomes more precious." (Freeman, 2021)

Since my students had to focus on a single topic that kept the attention of the viewers, I chose the SARS COV2 theme to make this type of booklet useful to us. The characteristics of Good brochures according to the author George Slaughter are:

> "The first three characteristics could be described as what good brochures do.
>
> 1. They introduce.
>
> Chances are your reader has never heard of you, or your company, or your products or services, or how any of this stands out from your competitors. A well-written brochure can address these issues. When your reader finishes with your brochure, he will know what you are all about.
>
> 2. They inform.
>
> Brochures can and do serve the same purpose. Your reader has an issue. A well-written brochure can help your reader solve the problem. It may or may not overtly advertise your products and services, but it can help put your company in a better position for the reader's future business.

3. They persuade.

Like a sales pitch, brochures have a call to action—say what you want the reader to do. Perhaps you want the reader to complete and return the form for a free booklet or report. Perhaps you want the reader to attend your seminar, visit your web site, try your product or service, or visit your store." (Slaughter, 2017). According to these characteristics mentioned by the author, I found it of the utmost importance and very creative to carry out this activity with my students since it is a relevant topic that we are facing. In the following lines, I will explain the process to perform the activity.

When I was going to do this activity related to the SARS COV2 theme, I had to look for different simple activities for students to do. So, to contextualize the learners, I asked them as a first activity, they had to watch a video in which he mentioned some recommendations to prevent the spread of the SARS COV2 virus.

Students had to copy the five recommendations and the examples mentioned in each of the recommendations; the video shows in squares of different colors the recommendations and examples, which I liked and found easy so that learners could understand each of the recommendations. (See appendix #17)

The second activity was to answer a booklet page that the teacher and I searched for; we decided to look for the booklets to be guided to apply the activities according to order; in the 3 degrees, we did the same. We found many booklets of different levels, so we chose the simplest ones, for example, from elementary school, so that students could understand what they were doing. The exercise was that learners had to cut or draw a picture according to the health recommendations to avoid SARS COV2 infections. (See appendix #18)

The third activity was that students had to answer page 14 of their booklet entitled "Let us wash our hands," in which images with text in a chart, students had to relate the sentence to their image. (See appendix #19)

The fourth activity was that students had to watch a video that helped them complement what they had already related to in the previous activity, the video titled let us wash our hands.

After watching and analyzing the video of how their hands should be washed properly, students had to perform the last activity, which consisted of learners having to make their brochures (See appendix #20). I only had to have the indications and images of examples of how they should wash their hands; besides that, they had to be creative for their work to have a good rating.

This time, the instructions were evident as the students did not ask questions about the work they were supposed to do, which surprised me because they always ask; now they only dedicated themselves to do their work and sending them.

ANALYSIS

The didactic situation I did seemed functional because the learners could apply what they have learned during this pandemic to which we are facing each other. They show to understand what they observe when watching a video in English with the help of the images shown to them in each video. The activities I did, help understand each of the recommendations that the authorities recommend stopping the virus from spreading.

It is crucial to investigate how aware high school teens are when faced with this current situation; students showed that they are informed and know how to wash their hands. The activity that I liked the most on this occasion was the brochure since it was the final product; some students were very creative in designing each of their works. The videos I used seemed complete and straightforward for the level that the learners have.

I decided to create the activity with the theme of SARS COV2 because besides that it is a disease that we are facing, it is a topic of great relevance to students. No one in the world indeed imagined that a pandemic would ever come that deprived us of many things and changed our lives completely, just as we have all felt frustrated and

frightened to go out. Students feel bad; besides, learners are in a transitional stage at the high school level where they must experience too many things to know themselves and relate to the people in our environment.

The situation has led us to many changes, which we have been overcoming day by day, and we have learned to live with it; learners show that they have learned some of the most important preventive measures against the SARS COV2 virus.

I note that the activities came to most students' attention; I believe that is why there were no questions regarding the work they had to do as they have been in close contact with these recommendations either through social media or different media.

The goal of the activity was 90% achieved because most learners made a timely and delivery of each of the agreed activities; students are brilliant in using technology because they showed that they could understand and do many things using translators or applications that allow them to translate information.

Students copied and even colored each of the recommendations the video commented on; some learners copied only recommendations and examples did not. However, each student showed that they had understood what they had written.

When students did the following activity of cutout or drawing on each of the recommendations, most of them decided to draw each example to deliver the complete work. I was surprised that each of them understood excellent each of the recommendations mentioned in the tables. Some drawings were beautiful and colored when I see this type of work because it means that it is something that the student likes to do. It is a quality of each of them. I get excited every time I get an image with super neat and creative work, up to the simple line they make to a title or the designs that make all their notes I love.

In the activity of relating images with the sentences, there were some confusions in the two images since they looked alike; there was an error of the students who often do not observe in detail each of the images given in the examples, but they showed that they know how to identify what steps to take to wash their hands properly.

In making the final product that was the brochure, the students were creative, made their brochure, and placed each of the instructions to wash their hands correctly. In addition to adding eye-catching titles and images according to each of the steps indicated in the video, I liked this activity since I could observe the creativity of each of my students. Something that surprised me about a student is that he cannot print images to be able to paste them into his works, so what he does is edit and add images from his cell phone so that he can see his work more creative and presentable; this student surprised me because despite the circumstances I give an excellent to his work. These kinds of attitudes make me feel motivated and improve and learn every day from each of my learners.

A brochure must have diverse characteristics that draw attention to viewers, although at school, we have been taught to create them in different ways so that our work is excellent and presentable when making them public. It is important to create activities with current topics that draw attention to students and the people who observe our work. Such as the pandemic we are facing is a very relevant topic that serves to know and compare what actions take daily to protect themselves from the diseases we are facing.

REFLECTION

It has not been easy to overcome this pandemic we face, which has allowed us to be closer together as a family, but more separated at work, at school, and concerning people outside the family. We have lost relatives, have won family members, people you cannot even imagine that you would ever talk to, and reflected on what is going on. There are too many changes in all the aspects that we had to overcome each of the circumstances.

In addition, another essential aspect that was detonated based on this pandemic was the implementation of technology; I know that long ago we already had it in our world, but now is when we are exploiting it and learning to use it. In my opinion, it was good that each of the teachers faced this great challenge. However, we know that the years pass, and the new changes invade us; I know that there may be many

teachers around the world who did not even know how to use a computer but had to learn to continue teaching and helping their students.

I am so moved to watch videos on social media related to stories where teachers do their best to stay connected with students taking courses or ask their grandchildren or younger people for help in managing these new technologies. A good teacher is one who constantly learns, who does not like to get stuck in what he already knows, who researches and reflects on his teaching practice, is the one who helps and supports each of his students by treating them as his children; I am delighted as some students help their teachers to practice and learn to manage electronic devices.

I did not imagine that this era of technology would be lived so soon, even I remember when I studied my technical computer career where I did many practices that served me in case, I ever faced such a situation, I loved surfing the internet and achieving each of the practices that my teachers asked me to do. Now each of the things I learned in my previous studies served me for this future, to be able to help my students, to be able to learn with them, to exploit each of the tools that the internet offers us.

Everything would be very different if this pandemic didn't happen if I'd met my students, if the classes were face-to-face like before you got to the classroom like the new teacher in front of the group, those nerves that feel like you're coming to a new school, that immense desire to learn from your starting teacher, to meet your students, and to be able to relate to each of them, it's a feeling that does not feel the same now that you are working online. I only talk to my learners via WhatsApp, where only students send me their homework, jobs, or questions; I do not know them physically, just by photos which makes good communication difficult.

We could see what kind of interests each of students has since on WhatsApp some of them go up to their states where we can see what they think, what likes they have, and how sometimes each of them feels, this has an advantage because sometimes students go through situations outside the school.

Anyway, I continue to face the same challenges that I always faced from that first day when I started practicing with my students, as was communication with each of the learners, the delivery of jobs, the resolution of doubts, among other aspects. First graders used to be slow to submit their jobs; I feel like it was because we were starting classes, now what I was nodding was that the students let the days of the week pass and send me their jobs two or a day before the deadline for the delivery of jobs.

Because of the work that we carry most of the year, the students did not carry an order as to the topics given to each of the degrees and groups since they took many turns in the subjects. For example, one week, we talked about one topic. The other we changed it to a completely different one, this we did so to be able to relate all the subjects in a single project this in order that the learners did not have as much work to do with each of their subjects and were only devoted to one or two subjects per week. Note that this did not work because students in English have only learned basic and disorderly things; I liked to work as it should, according to a plan and follow-up of topics and activities so that there is an order in what is being taught.

The didactic situation I was doing seemed helpful because I was happy to do an activity regarding the new situation that we face; it is good to do activities with current topics; in what each of the people in the world is involved in to be able to observe how much students have learned during this pandemic.

And that recommendations are the ones that follow to prevent contagion, making a brochure and sharing it with their family members allows them to be informed about how to wash their hands as it is one of the most important things to avoid contagion; since everything you touch may contain, bacteria or some other agent that can infect us.

I need to improve more in this strategy because I needed more time to be able to develop it and go de more detailed on the topics that we are facing, but in addition to the activity was carried out to be able to incorporate us into the projects, I found a topic of great importance. For the better, the activity would propose making a

relationship or comparing what recommendations are in the different countries of the world. Each of them has effectively overcome this virus, compare what has been lacking in countries with high contagions in this pandemic.

In addition, more time needs to be worked on, and more activities need to be applied where students can reflect on what we are facing to raise awareness and create interest in each of the situations we face.

The strategies I implemented would have worked better if I had applied them in person; so that I could clarify each of the little doubts of each of my students as well as observe each of the attitudes towards the work done if the students maintained the enthusiasm and interest, they had at first to start the classes would all be very different now. However, I know that it has been challenging to deal with this situation; even I am still a student, there are days when I do not feel motivated to continue my work. However, every job I receive, and every excellent utensil received by my students motivates me to be a better person and put all my students' efforts despite each of the circumstances.

I have received some support from each parent because one strategy we applied was to send personal messages to each of the learners so that the parents realized that jobs had not yet delivered children; at the time of sending each message, most of the students who needed all the jobs would leave me in view, in nut words ignore me. However, it was not the students but the parents who asked me what jobs each of their children needed and made them give them to me in other phone numbers. As for this affection, if I have received support from some parents, I would like all parents to pay more attention to their children to help each other and overcome this situation.

Despite all these challenges I face, I still stand and give my best so that my students learn each of the most essential things on each of the topics and understand the work we are doing week after week.

PART III. CONCLUSIONS AND SUGGESTIONS

3.1 CONCLUSIONS

- Due to the SARS COV2 pandemic, writing strategies were observed and evaluated by students' images across different platforms.

- The instructions given to students should be clear and accurate in that they understand better what to do.

- The instructions given to students should be clear and accurate in that way they understand better what to do.

- Mobile devices are an essential tool in human life, and they have become a new need to have students maintain active communication.

- Applying writing strategies was functional in terms of the situation of the pandemic we are facing.

- The writing process could not be observed in the strategies applied because I did not have the possibility of having classes online, and the process was not detailed.

- One advantage of online classes is saving time since people do not leave home and do not use transportation to go to their schools.

- Some free courses or seminars serve to be better prepared and could improve without spending money and only using the internet from the comfort of your homes.

- Messages cannot give excellent feedback to each of the students.

- It is necessary to have online classes to explain and clarify the doubts that arise in each of the activities and topics that are developed.

- First graders are the most responsible and obedient in terms of job delivery.

- First graders understand instructions if you explain them in detail and with images of what they should do.

- Incorporating different activities, including all types of intelligence and learning, is very effective because each student proves that it is good.

- The students' attitude changed too much from the first day they entered school to the day they have spent a few months.

- Some students preferred to go out to work and no longer study because they did not understand anything in their activities.

- Students' activities must be carried out with topics of relevance and relate to the tastes that students now have today.

- Motivating students is one of the main activities that must be done to be an interest and fulfillment in the work that is done week after week.

- Making graphic organizers helps students synthesize information to study and understand faster and easier some extensive topics.

- Creating autonomous materials works better than those downloaded from websites since you can create what you want your students to learn.

- The development of activities has to be distributed for students to comply with everything and for there to be an order regarding the delivery of jobs.

- The activities involved in thinking to students sometimes turn out to be very eye-catching and entertaining for students.

- Implementing videos in each of the activities helps students stay tuned and serve as motivation to learn more about the topic being worked on.

- Mobile devices have too many advantages and applications to be able to create different activities for students to learn.

- Having a mobile device facilitates communication and the development of learning in a remote way through the different applications that it has.

- Mobile devices allow tasks to be carried out in a simpler, more interactive way and with quick results when practicing exercises are carried out.

- Using the Duolingo app allowed students to learn basic concepts and practice the language.

- The use of internet translators is very useful since you can express what you feel in different languages.

3.2 SUGGESTIONS

- Review each of the writing's students create to find mistakes and send feedback to them to improve and no longer make them.

- Use short videos to explain the topic's content so that students are contextualized and make no mistakes in delivering their tasks.

- More device activity needs to be implemented as language-practicing applications so that students are in constant practice.

- Applying writing strategies is essential, so you can observe through the image's students send the most common mistakes they make.

- It is necessary to have online classes to explain the topics to the students and clarify the doubts that each of them is having according to the topics being worked on.

- Time is an essential factor today, so it is necessary to have a correct distribution of times to fulfill all the required activities daily.

- Explore and take all the free online courses; these can help you raise your language to improve your level or be more prepared.

- Talking to students by video call or call will clarify doubts or explain the topic.

- Do the management to have classes online with the students so that their better communication and the expected learnings are developed correctly.

- Students need to be kept motivated, so they can make a correct delivery of jobs and convince them to keep studying so that they can go out to work or dedicate themselves to other things outside their home or school.

- Use activities where you incorporate all the learning and intelligence styles to exploit their abilities in each topic from which it is developing.

- Sending messages and making calls to students allows you to motivate students to continue studying.

- Create activities using the most relevant topics of the time and guide yourself with the preferences of your students so that the activities motivate and perform them with interest.

- Make your materials to correctly work each of the topics and order as to the activities you are carrying out.

- Researching on the internet, different interactive pages where your students can practice the topics you taught them to work to understand better.

- Taking advantage of the opportunity to meet your students through mobile devices allows you to see their preferences and opinions regarding work.

- Create strategies for those students who do not have enough mobile data to create the exercises differently and do not fall behind in their assignments.

- Applying exercises that allow you to rate the students' performance will enable you to observe what they learned about the subject you taught them.

- Using applications such as Duolingo is very efficient and entertaining for students since they learn independently and practice at the time they most prefer.

- Using internet translators allows students to express themselves. Still, you must explain the correct use of each of them so that there is no problem when using them.

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APPENDICES

APPENDIX #1, in this image, is the school where I do my social service**.**

APPENDIX #2, The image shows the exact location of secondary school: OFIC. No. 0834 "Profr. Roberto Barrios Castro" in the Mesa de Chosto, Atlacomulco.
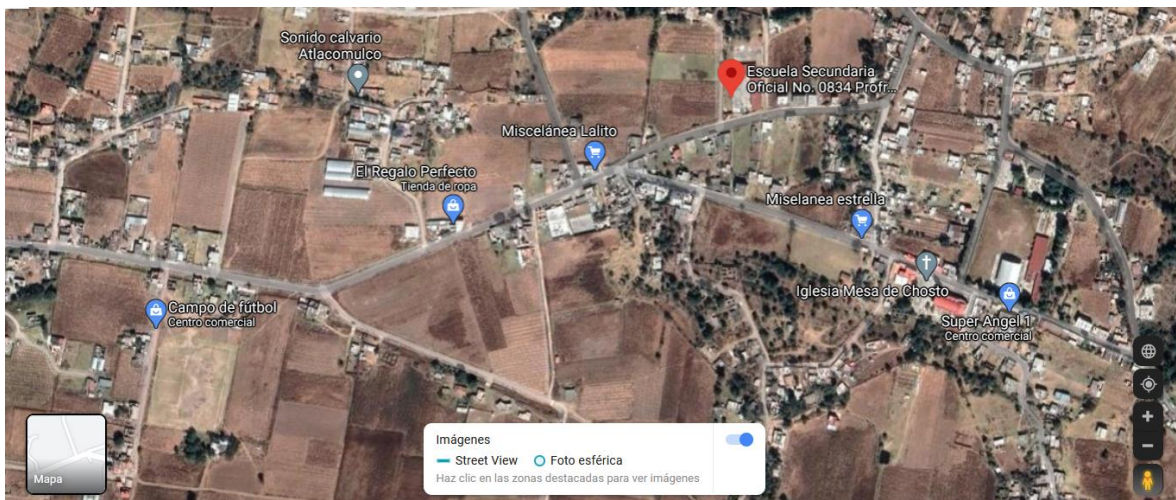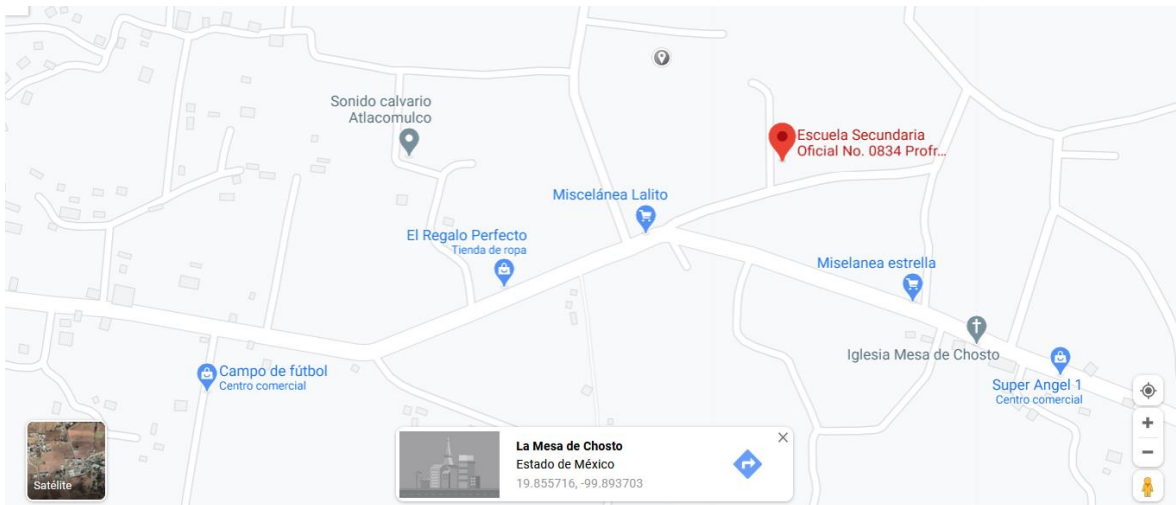
APPENDIX #3, The image shows some examples of student learning style tests.
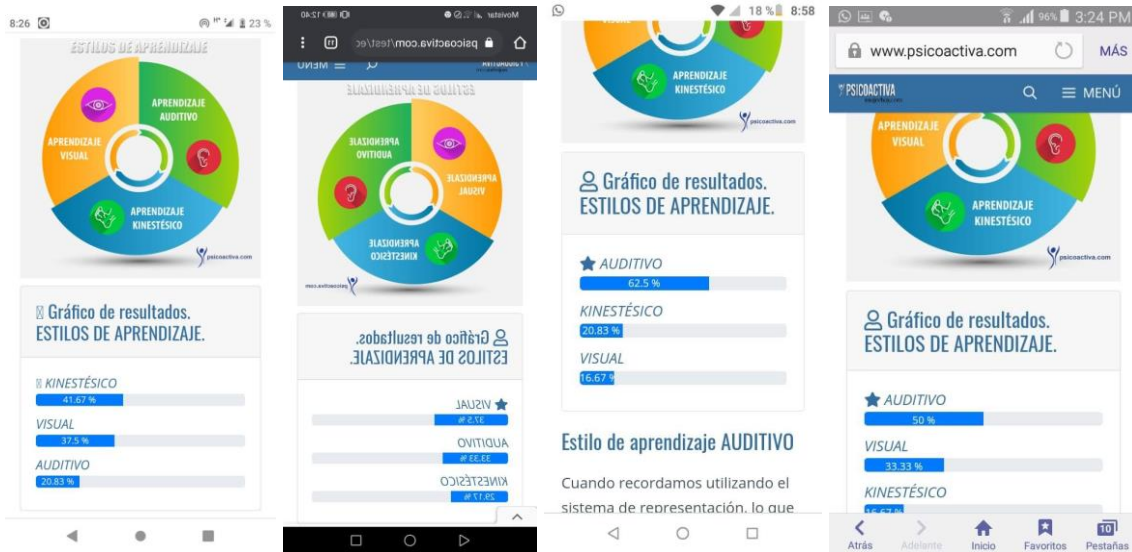
APPENDIX #4, The image shows some examples of the students' multiple intelligence tests.
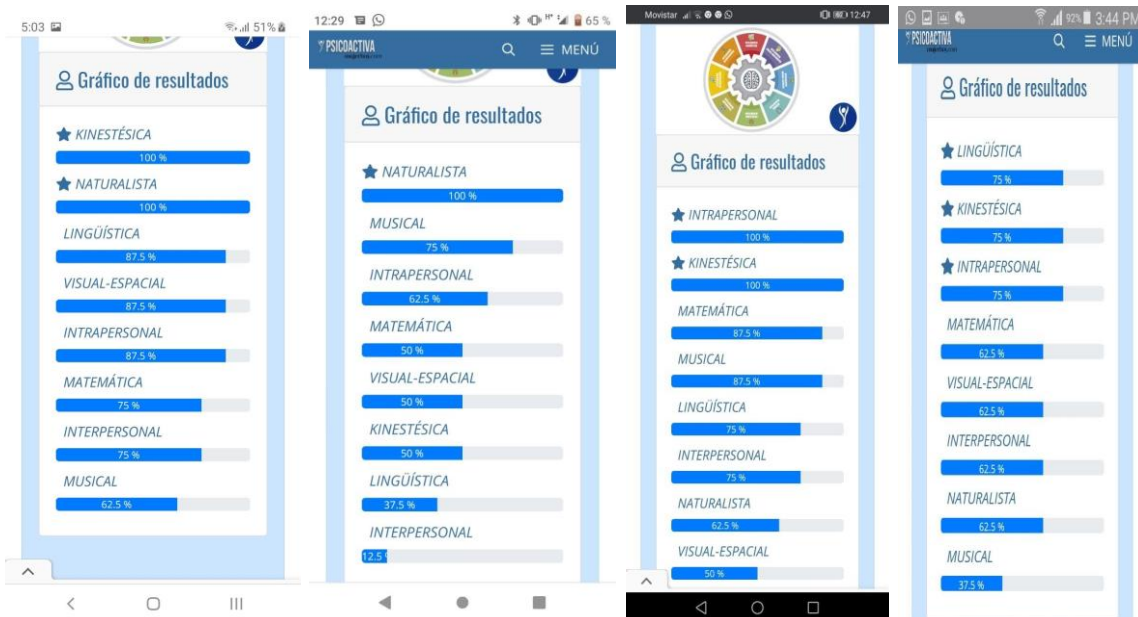
APPENDIX #5, Materials created to implement them in the activities.

APPENDIX #6, Vocabulary copied by students from a video that explains the parts of a bilingual dictionary

APPENDIX #7, Relation of concepts with descriptions.
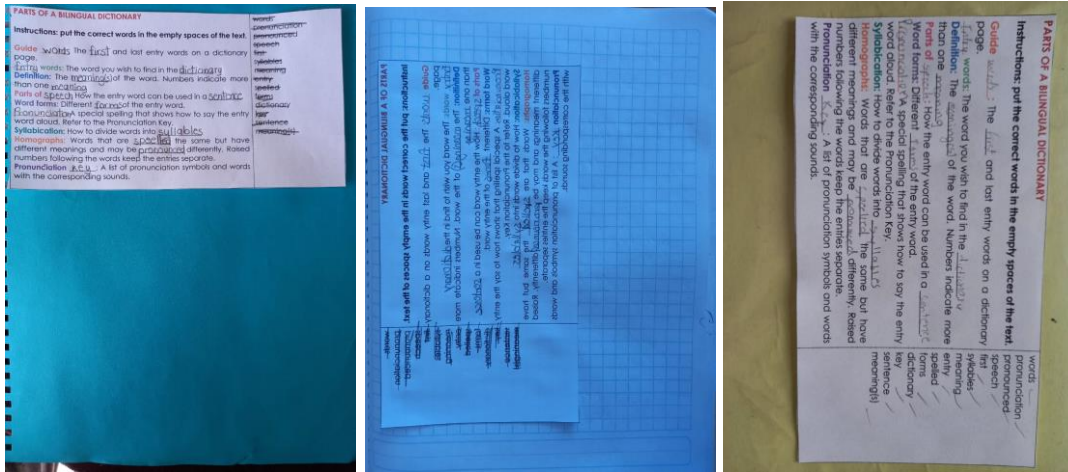
APPENDIX #8, In the images you can see the final product that the students made on the parts of a concept in English.
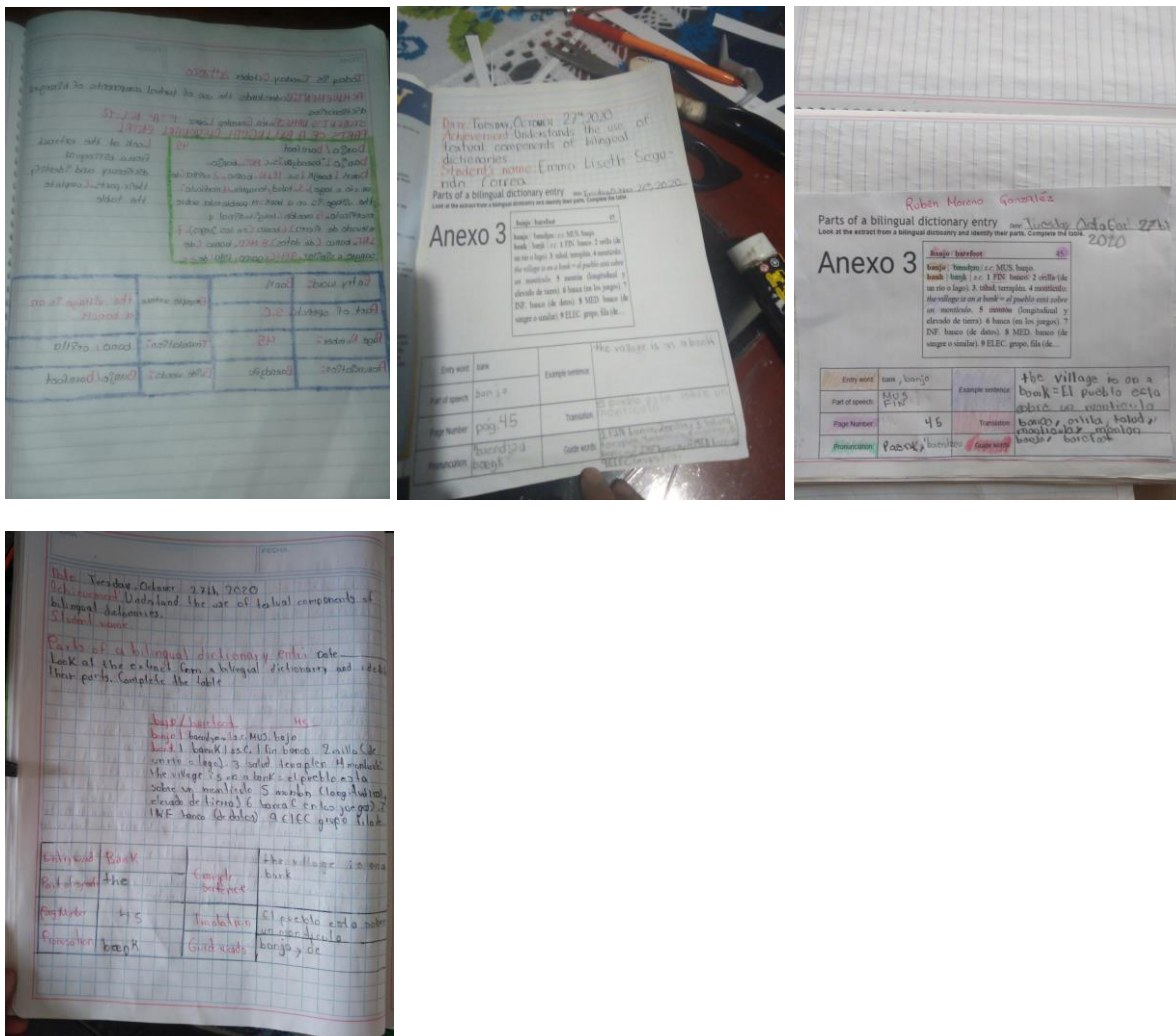
APPENDIX #9, In these images you can see how the students reflect when they see a video called "strings".
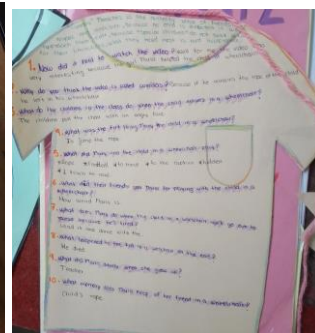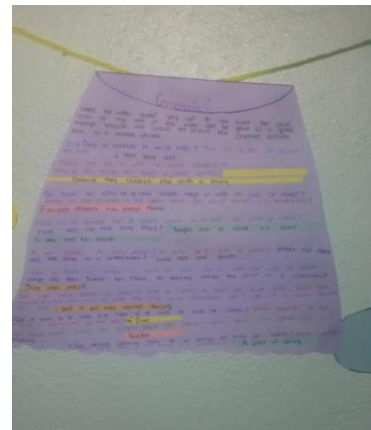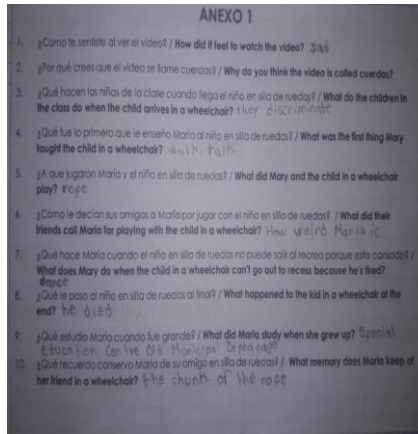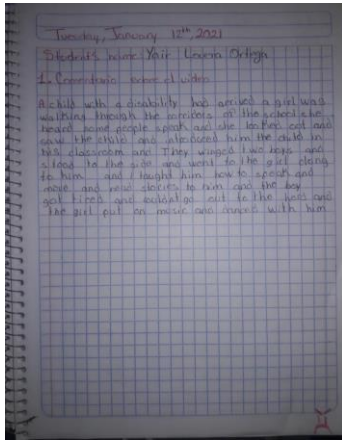
APPENDIX #10, Material created on the core values in life.
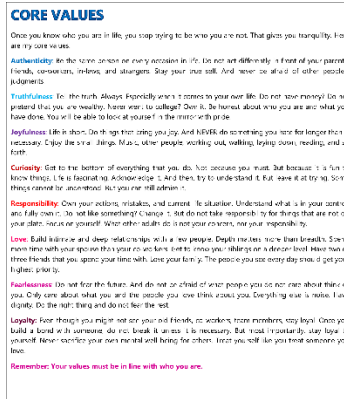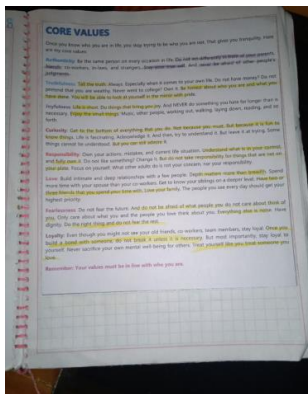
APPENDIX #11, Vocabulary copied from a video, where students had to repeat the vocabulary out loud.
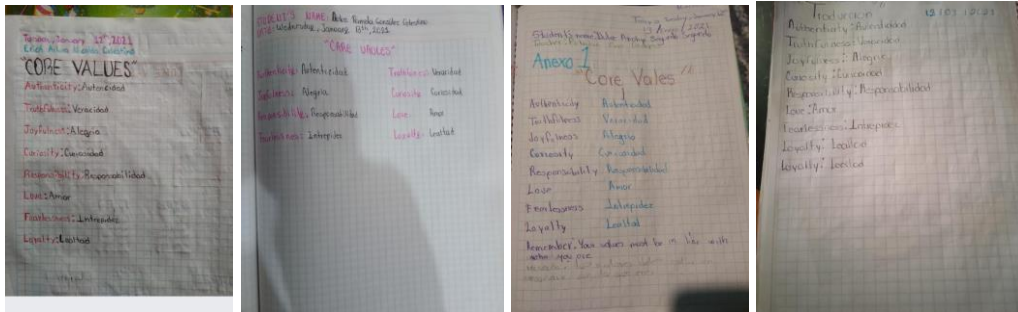
APPENDIX #12, Main ideas obtained from a text.
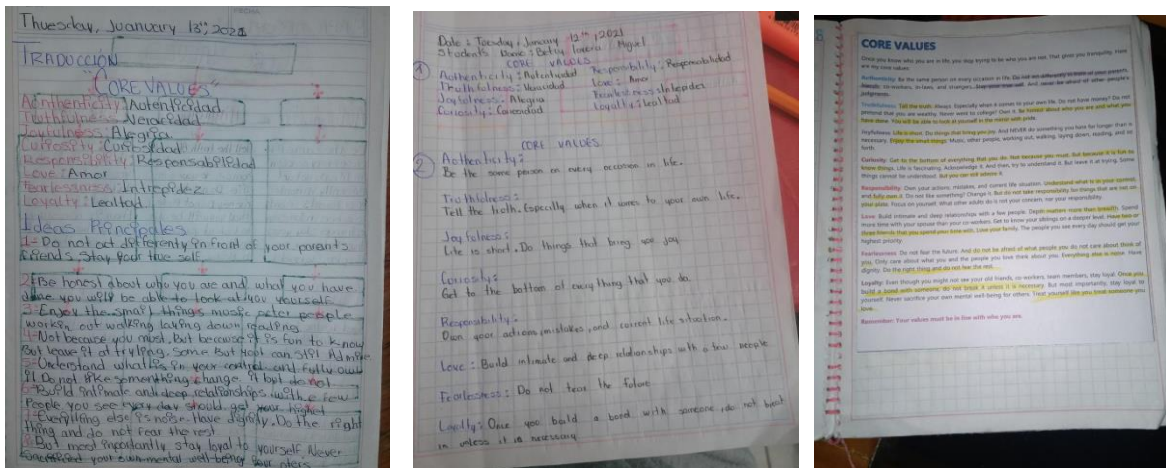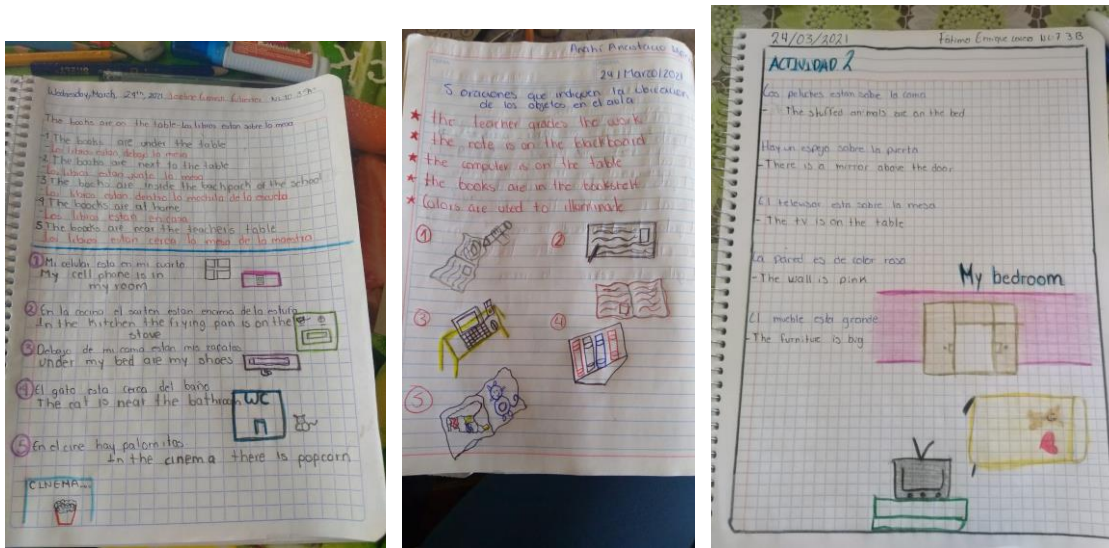
APPENDIX#13, Concept map of core values.
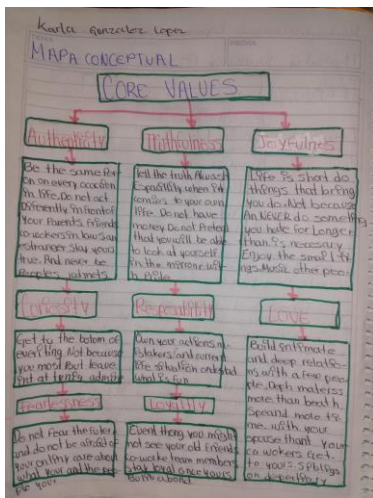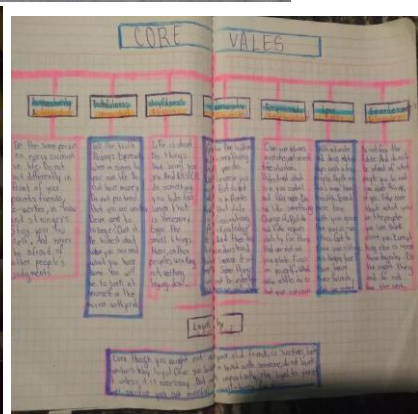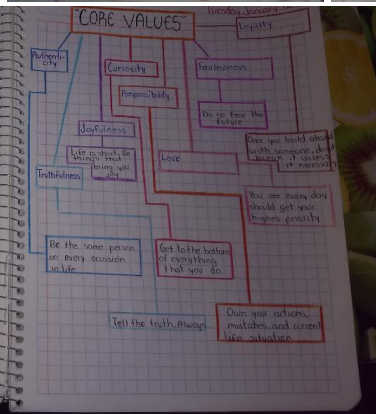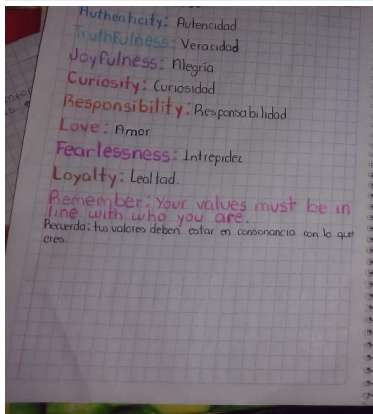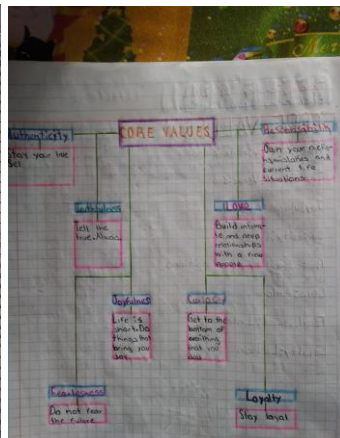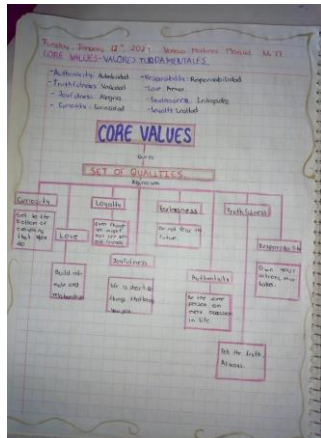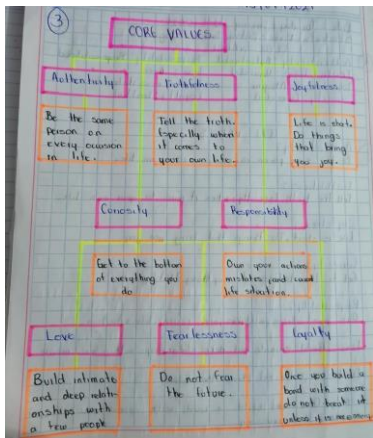
APPENDIX #14, Representation of prepositions of place using drawings with objects for correct identification.
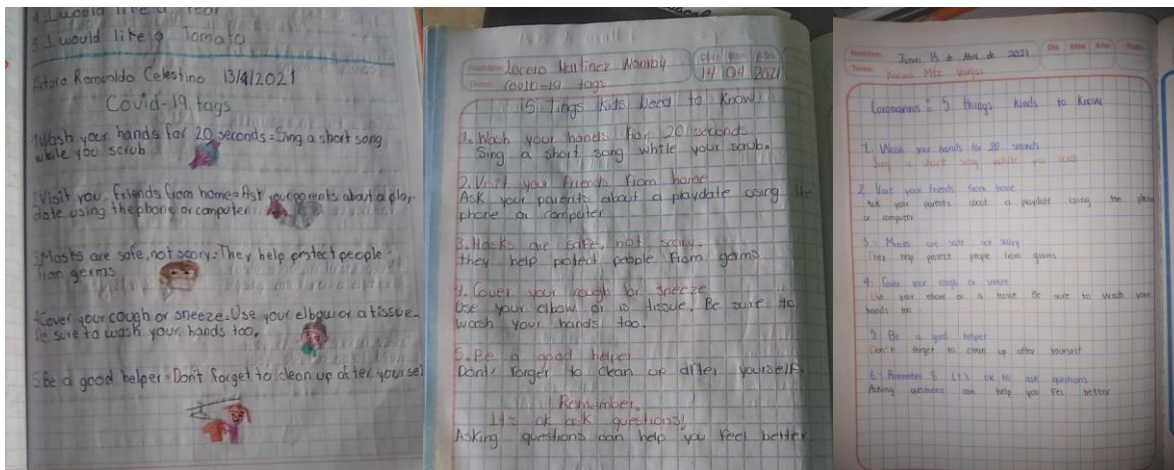

APPENDIX #15, In the images you can see the practice sentences that the students made.
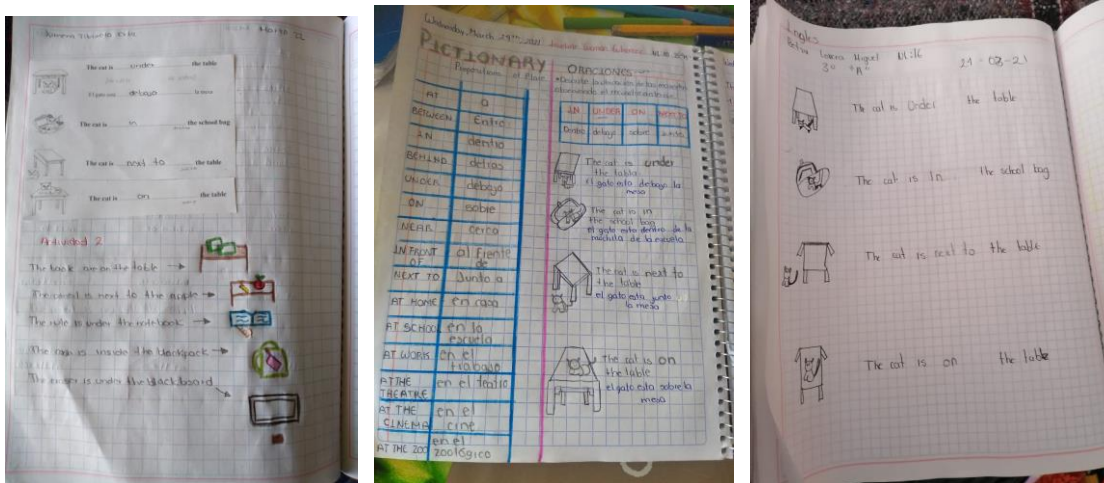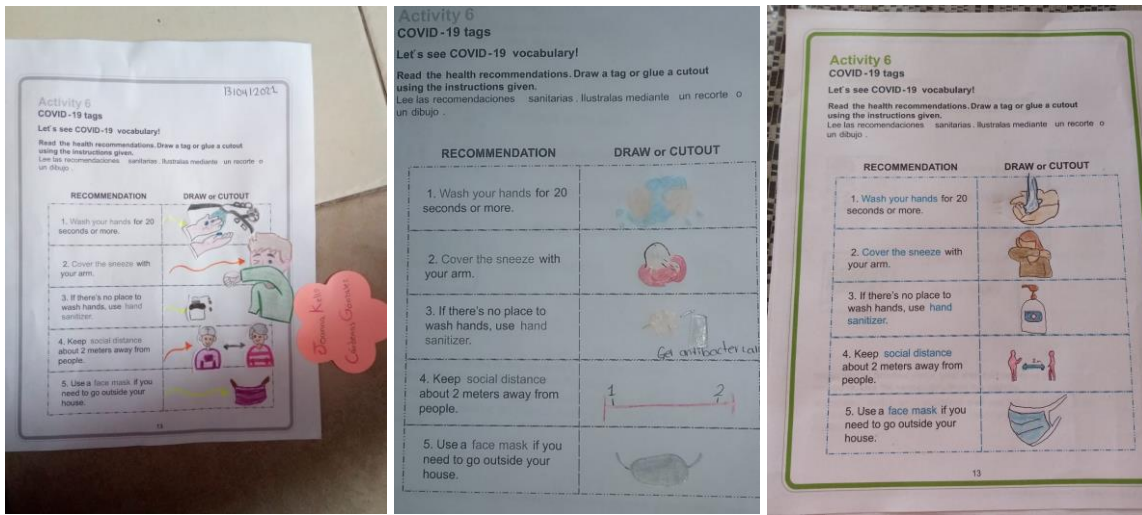
APPENDIX #16, The final product made by the students where they used places other than the school.
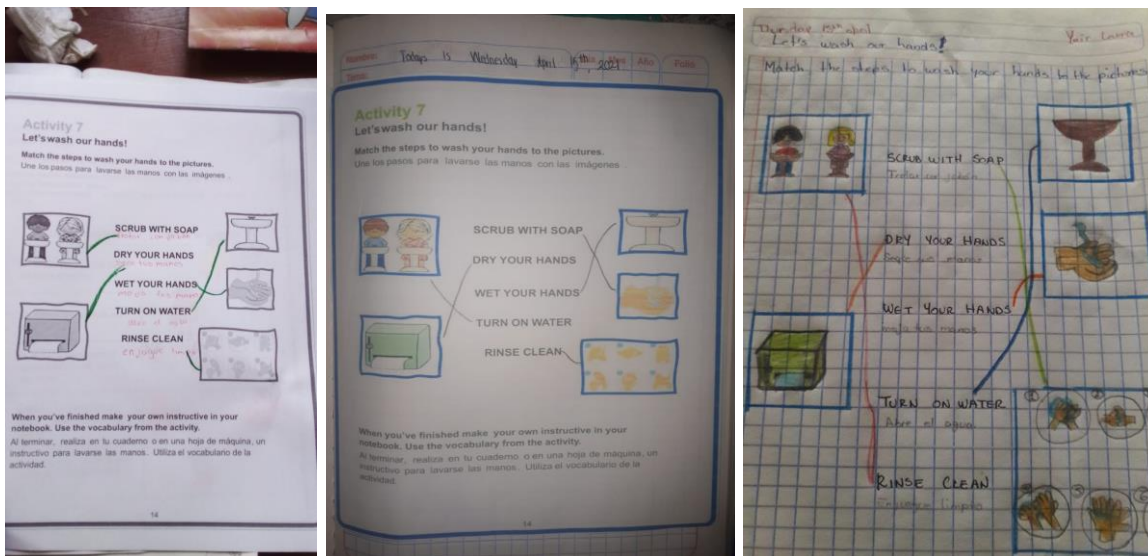

APPENDIX #17, Recommendations to avoid contagion of the SARS COV2 virus copied from a video.

APPENDIX #18, classification of recommendations to avoid contagion of SARS COV2 virus with its corresponding image.

APPENDIX #19, Order of the correct steps for hand washing.

APPENDIX #20, brochure on how to wash hands correctly made by the students as a final product

Atlacomulco, Méx., 1 de junio de 2021.

MTRO. JUAN JOSÉ SÁNCHEZ MIRANDA
PRESIDENTE DE LA COMISIÓN DE TITULACIÓN
P R E S E N T E

Quien suscribe **C. VIRIDIANA ZALDIVAR DE LA ROSA**, asume de manera total la responsabilidad de haber estructurado el trabajo conforme al REGLAMENTO DE EXÁMENES PROFESIONALES vigente y bajo la dirección del Asesor del Documento Recepcional titulado: **"The use of mobile e-learning as an auxiliary for writing in the English class."**

Así como haberlo adecuado conforme a los dictámenes hechos por los especialistas del área y finalmente defenderlo suficiente y argumentativamente ante el HONORABLE CUERPO DE SINODALES, de tal forma que demuestre mis saberes categóricamente ante ellos, a través del diálogo académico que tenga lugar durante el desarrollo del Examen Profesional.

Agradezco ampliamente el interés y el apoyo que siempre brinda a sus estudiantes y egresados.

A t e n t a m e n t e

Viridiana Zaldívar De la Rosa

Atlacomulco, México., a 1 de junio de 2021.

C. MTRO.
JUAN JOSÉ SÁNCHEZ MIRANDA
PRESIDENTE DE LA COMISIÓN DE TITULACIÓN
PRESENTE

El que suscribe **Dr. Rodrigo Zaldívar Pérez**, tiene a bien informarle a usted, que el Documento Recepcional titulado **"The use of mobile e-learning as an auxiliary for writing in the English class",** de la C. **Viridiana Zaldívar de la Rosa**, egresada de la Licenciatura en Educación Secundaria con Especialidad en Lengua Extranjera (Inglés), del cual se me nombró Asesor, ha sido concluido conforme a los criterios establecidos por la normatividad vigente.

Sin otro asunto que tratar, le reitera las muestras de su consideración.

ATENTAMENTE

Dr. Rodrigo Zaldívar Pérez