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TESIS DE INVESTIGACION

The Implementation of Online Platforms to Keep Learning EFL Based on Writing

QUE PARA OBTENER EL TITULO DE
LICENCIADO EN ENSEÑANZA Y APRENDIZAJE DEL INGLES EN
EDUCACION SECUNDARIA

PRESENTA

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Introduction

Introduction

As it is known the recent pandemic for COVID-19, the educational system confronted one of the most difficult challenges: promoting learning among students through distance. Then, one of the biggest effects of the pandemic was the new impetus given to long-distance teaching and learning strategies in general and for English as a Foreign Language (EFL).

Schooling in the secondary schools in México as well as all basic education (preschool, primary and secondary school) has traditionally been realized based on the official syllabus called Aprendizajes Clave Para La Educación Integral (SEP, 2017). The validity of this syllabus started in the school year 2018-2019 and it considers that students learn English language from the 3rd grade of preschool to the 3rd grade of secondary school.

However, the implementation of the ACEI syllabus has been affected by some aspects related to students as an example of this it is presented the disorganization in terms of the level that the program established stating that students should have at a certain level of their education and the actual level they have in their education. The majority of students who get to Technical Secondary School Ignacio Ramírez come only with basic informal knowledge of EFL, so it becomes necessary to implement additional strategies to help students to keep learning the EFL.

It is necessary to mention that the ACEI syllabus does not include online strategies to teach or to promote learning through the distance nor to recover the learnings that were not achieved by students during the pandemic. But the pandemic also left other effects as well as teachers to learn or develop other strategies and methodologies to promote on distance learning an example of one of these is flipped-classroom that intentionally moves lectures, content and asynchronous activities into an online and out-of-class learning environment.

Flipped classroom exists from the beginning of the present century, but it was until pandemic that its implementation was generalized among many educational systems including the Mexican. According to the University of Houston (2022), flipped classroom is based in the implementation of nine principles, some of which will be used as part of the proposal of this work.

During previous school years, teachers and entire schools use flipped-classroom methodology or some of its principles and at the same time a wide set of online and distance learning resources. Online-learning received an enormous impulse, and many teachers explored the benefits and limitations of it as well as other technologies that were not created or designed with educational purposes, but that some teachers adapted them with creativeness and critical meaning many of these technologies.

Additionally, the importance of English as a second language comes mainly from English as the widely spoken language in the world, and it is the official language of over 60 countries, it is the language of international business, science, technology, and entertainment. Therefore, it is essential for individuals to learn and improve their English language skills for academic, personal, and professional purposes. English language proficiency has become a prerequisite for admission to universities as well as for obtaining employment opportunities in many countries worldwide.

Non-native speakers face many challenges when learning English. Firstly, English is a complex language with a wide range of vocabulary, grammar rules, and pronunciation variations. Secondly, learners may feel Anxious or intimidated when speaking English, leading to a lack of confidence and reluctance to communicate. Thirdly, non-native speakers may face cultural barriers including differences in idiomatic expressions, humor, and social norms. Finally, access to quality language instructions may be limited, particularly in developing countries or remote areas.

This thesis aims to explore the effectiveness of online resources for learning English through writing-based activities. Essentially the study focuses on the implementation of online resources which can provide the learners with opportunities to practice their writing skills, the study examines the possibility that the implementation of online resources may help to improve students' autonomy as well as instill in them the desire to keep learning.

Recently the world has become increasingly globalized, which has created an ever-growing demand for English language proficiency. The importance and mandatory of learning English as a second language in many countries has become vital during the formal education and time has changed and improved many concepts and formal statements since the ability to communicate effectively in English is not only essential anymore for academic and professional success but also for social and cultural integrations.

Therefore, traditional methods of teaching English as a second language have often been criticized for their repeatability, limitations and particularities as well as the lack of providing personalized learning experiences for individual learners, in the same way, the implementation of online resources for learning English as a second language has gained popularity as a viable alternative to traditional methods.

However pandemic and lockdown finished, and face-to-face classes returned, so, why bringing back flipped classroom to the EFL teachers work? And why using on-line resources and tools again? The answer is simple, there are some principles of the flipped classroom methodology that can be used with on-line resources and tools to enhance EFL self-learning among secondary school students that only take EFL classes during three times a week and have a considerable period before they have another face-to-face class.

In the same way some principles of flipped classroom could be taken into account due to they offer opportunities such as providing the opportunity for

students to gain exposure prior to class, provide a clear connection between in-class and out-of-class activities, and provide technologies familiar and easy to access.

Writing is an essential aspect of language learning, and it is often neglected in traditional classrooms instruction. It is believed that this skill may provide learners with the opportunities to practice their language skills, improve their grammar, vocabulary, and syntax as well as to develop their critical thinking and analytical skills.

For that reason, the present research will be focus on know how to take advantage of using online resources such as Padlet, as well as some principles of flipped classroom to enhance EFL self-learning based on writing to promote that students keep learning EFL based on writing which could be an important issue to be revised by teachers, researchers, trainee teachers or just for knowledge.

The first chapter presents the problem definition as well as the questions objectives, goals, hypothesis and purpose that will guide the research. There will also be found the justification, that is the reason why the research is being conducted, including an explanation of the Action Research method employed in the research as well as the professional competences of the graduation profile that will be improved.

The second chapter outlines the theoretical background including the main concepts used such as self-learning, online learning, the principles of the flipped classroom that will be used, and others necessary.

The third chapter presents the Action Research Plan (ARP) proposed to be applied during the professional practice periods that will allow to prove the hypothesis previously written.

The fourth chapter shows the results of the application of the ARP, as well as the analysis of the information gathered around the objectives, goals, hypothesis and purposes of this research.

The conclusions and the bibliographic references will be in next section. Finally, in the last section there will be found Annexes with the most representative resources of the ARP that were put in practice and that are cited in chapter 5.

In conclusion this thesis contributes to the ongoing discussion on the effectiveness of online resources for enhancing keep learning as well as self-learning English a second language. This research provides evidence of the potential of online resources for improving writing skills in second language learners as well as to suggest that the resource or resources involved can provide more personalized and effective learning experiences for learners.

Chapter I

1. Problem Definition

The EFL teaching and learning in Mexico has been propelled for many reasons such as the insertion of our economy in the globalization, the scholar desertion, illiteracy and factor related to the school environment in which each student is able to develop for that reason, the government has included its teaching and learning from the 3rd grade of preschool to 3rd grade of secondary school.

The ACEI syllabus for compulsory education is aligned with the Common European Framework of Reference for languages (CEFR) which provides a scale for measuring the command of any language. In the case of the ACEI, it considers 4 command levels to be achieved in different stages: Pre-A1, A1, A2, and B1 when students end their secondary school.

To achieve this level, the learning process is divided in 4 cycles in which students have a stage of contact and familiarization with EFL, and gradually as they progress from preschool to primary school, they move into 3 stages that promote the domain and basic competence of EFL.

As it has been said, when students get to 3rd grade of secondary school, they are supposed to have a B1 level of domain, unfortunately this is not happening at any skill by factors which could be the “quality of educational syllabuses, teachers’ professionalization, corruption within the same system, lack of resources, lack of interest by the students for learning and the teachers for teaching... the failure of our students at the moment of learning English” (Narváez, n.d: 2). It is necessary to say that EFL classes at secondary schools theoretically last only 50 minutes three times a week and groups are comprised of at least 50 students. The development of writing skills among secondary school students evidently faces a difficult outlook.

Additionally, teachers report in the technical school councils, that the pandemic of COVID-19 left a huge consequence: low levels of learning not only in the English subject but generally in all the subjects. In the case of the academic field of language (Spanish as mother tongue), teachers explain that students have a very low level of development of reading, but the aspect that represents the highest concern is that students are not used to write, do not want to write, or commit a lot of mistakes in many aspects when they are asked to write since they did not practice it as other generations did it.

Thus, the learning of some central aspects of writing in their mother tongue but also in EFL such as; the description of daily routines and activities, writing of instructions to avoid a personal risk situation, the register of information to build a report, or even the gathering of information about a specific topic of students' interest, among other expected learnings that are part of the work that belong to the primary school, were not achieved or its development was not enough reached.

For all the above reasons, the promotion of learning in secondary school has increased its complexity. As it is known in the learning of a 2nd language and a Foreign Language, these are learned using in favor the cognitive structures and writing learning experiences of the mother tongue or 1st Language, as well as other cognitive, cultural and educative structures, but if students did not develop themselves or did it at a low level this can also obstruct the learning of EFL and any other subject.

Fortunately, through the diagnostic exercise realized during the beginning of the school year, it was found that 3rd grade students of group C said that they like learning with online resources and tasks based on internet. This diagnostic exercise was applied with the purpose of knowing the interests, motivations, and available resources that students have for their learning.

It is important to mention that, this investigation is taking place at Escuela Secundaria Técnica Número 0002 “Tierra y Libertad” located in Toluca, State of Mexico. The delimitation of the study was developed based on the number of students that answered a diagnostic exercise that was given by the trainee teacher, which was about knowing some learning strategies, skills, available resources, ways of learning and a questionnaire (annex 1) integrated within the same diagnostic exercise in order to know the students’ autonomy level, it must be mentioned that the questionnaire was adapted from a website to a google forms. (annex 2)

The selected group was 3rd grade group C with 38 students. A summary of the information gathered is presented next:

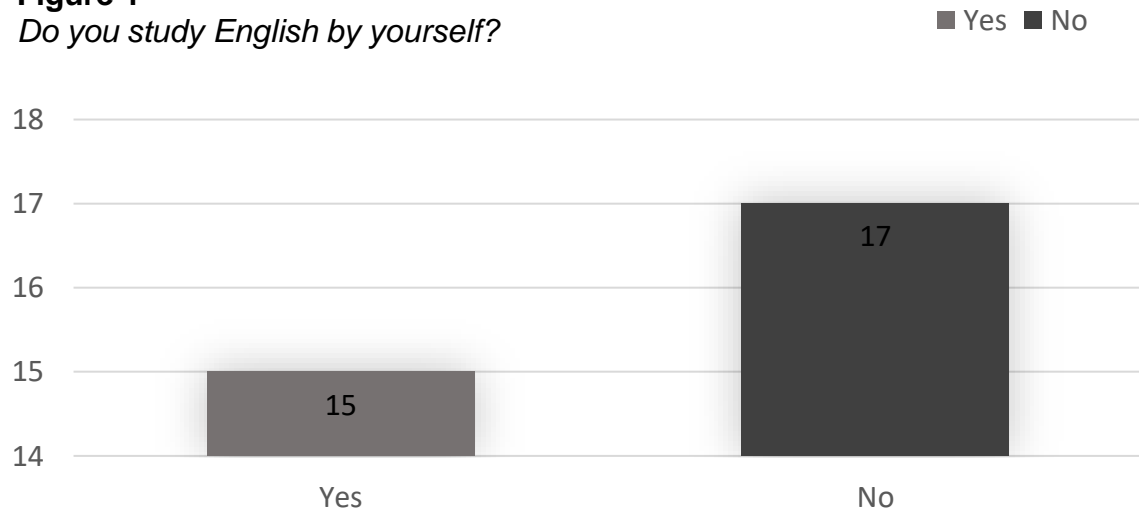
- There are not English Language native speakers,
- 15 students study English by themselves, the 46% of them.
- 71% of them have not a established an hour to study English,
- 5 of 32 students, the 15% of them studied or have been studying English in a private English academy,
- 1 of 32 students, 3% of them have an English certification,
- They manifest that prefer learning through visual resources and games,
- 32 students, 100% of them who attended the diagnostic exercise have access to internet at their homes, only one does not have internet access at home.
- 31 of 32 students, 96% of them who attended the diagnostic exercise have access to electronic devices to access to internet,
- 23 of 32 students, 72% of them who attended the diagnostic exercise have the possibility to have a place for studying without interruptions.

The next graphics are based on the diagnostic exercise applied to the study group, the third grade group C of the Escuela Secundaria No. 02 “Tierra y Libertad via Google Forms in order to get a wider idea of the context and the situation of

the students taking into account that the obtained data it is an interpretation of what could be the reality due to the diagnostic exercise can provide a deeper verification of the information it obtains.

Figure 1

Do you study English by yourself?

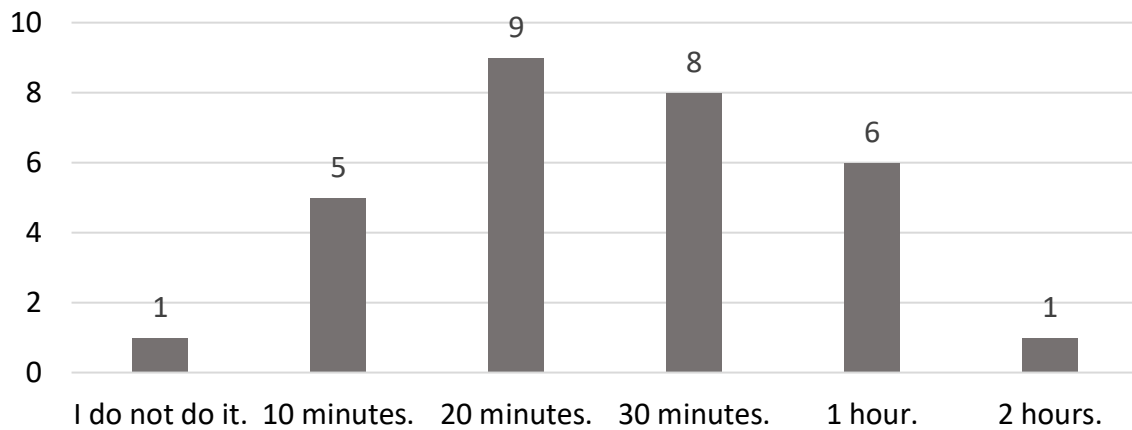


Note. Interpretation of the results from the diagnostic exercise applied to the students in order to know more about their independence for learning which shows that a significant part of the students of this group do not study English by themselves. Source: own elaboration.

Although the group is comprised of 38 students, as it has been said, only 32 answered the diagnostic exercise of which only 15 manifest that they like to study EFL, so it will have to work to convince and spread the interest in studying it as the 5th ACEI's pedagogic principles (SEP, 2017, p. 120) say that teachers have to stimulate the intrinsic motivation of the students.

Figure 2

How much time do you use to study English per day?

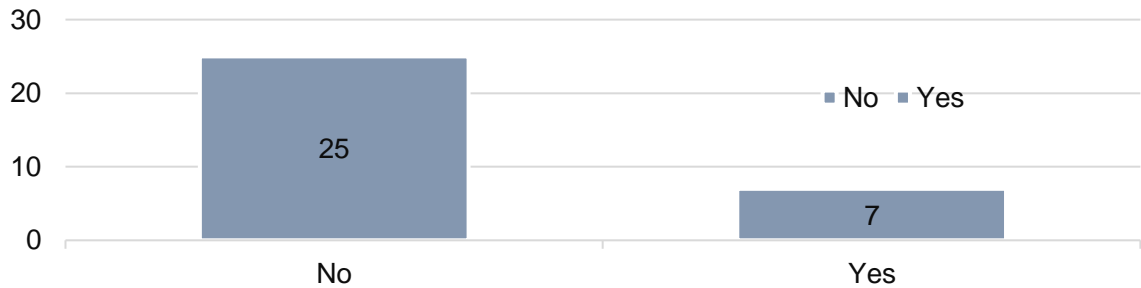


Note. Interpretation of the results from the diagnostic exercise applied to the students to know more about their independence for learning which shows the most of the students study English for 20 minutes per day. Source: own elaboration.

Generally, the time students state spending studying English may be associated with homework activities that do not necessarily result in learning, among other things because they do not motivate them to learn or retrieve information related to their learning styles and preferences.

Figure 3

Have you studied English language in a particular academy?

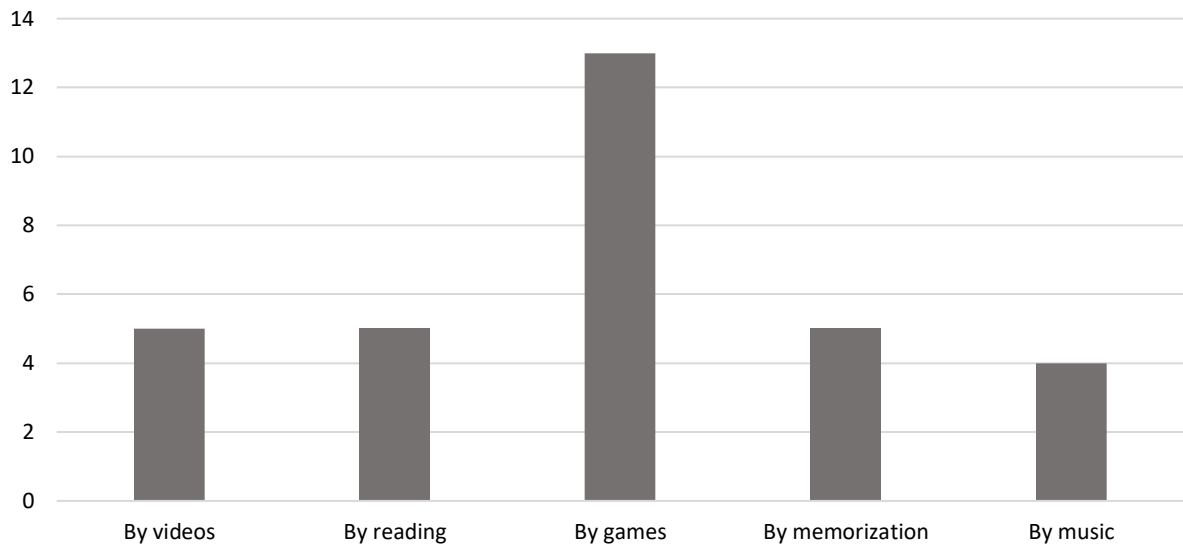


Note. Interpretation of the results from the diagnostic exercise applied to the students to know more about their independence for learning which states that most of the students have not studied English at a particular academy. Source: own elaboration.

Among other aspects that differentiate the students from other secondary schools in which the author of this research document has practiced is that there are a few students who study English in private academies, and it is confirmed that only one has a certification. Therefore, in general, the level of English has depended on what they have been taught from preschool to elementary school or on their informal learning (pedagogical principle 10) (SEP, 2017, 121) which have to be taken up again as part of the set of pedagogical principles to transform the practice of teachers.

Figure 4

How do you like to learn?



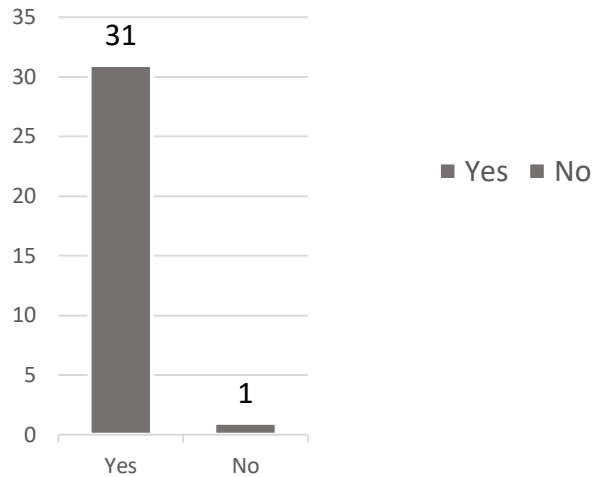
Note. Interpretation of the results from the diagnostic exercise applied to the students to know more about their independence for learning which presents that students like learning English by games. Source: own elaboration.

It is highlighted that due to the students' development stage, as well as the effects of the knowledge society, students in general, are accustomed to using technology and various tools or technologies such as videos available on internet, online games, as well as production of music, mainly through the use of online resources. On the other hand, it is to be assumed that the reading and memorization to which they allude, can be mediated by web technologies, as in the case of the game "Duolingo" which has been a free application that while promoting reading and listening to English phrases, also promoted the

memorization of vocabulary and phrases commonly used in English.

Figure 5

Do you have internet access at home?



Note. Interpretation of the results from the diagnostic exercise applied to the students to know more about their independence for learning that manifests that just one student has no internet access at home. Source: own elaboration.

This is relevant data due to the fact that it allows the author of this research document to know the possibilities that most of the students have to participate in the implementation of the proposal due to the number of students that have internet access at home.

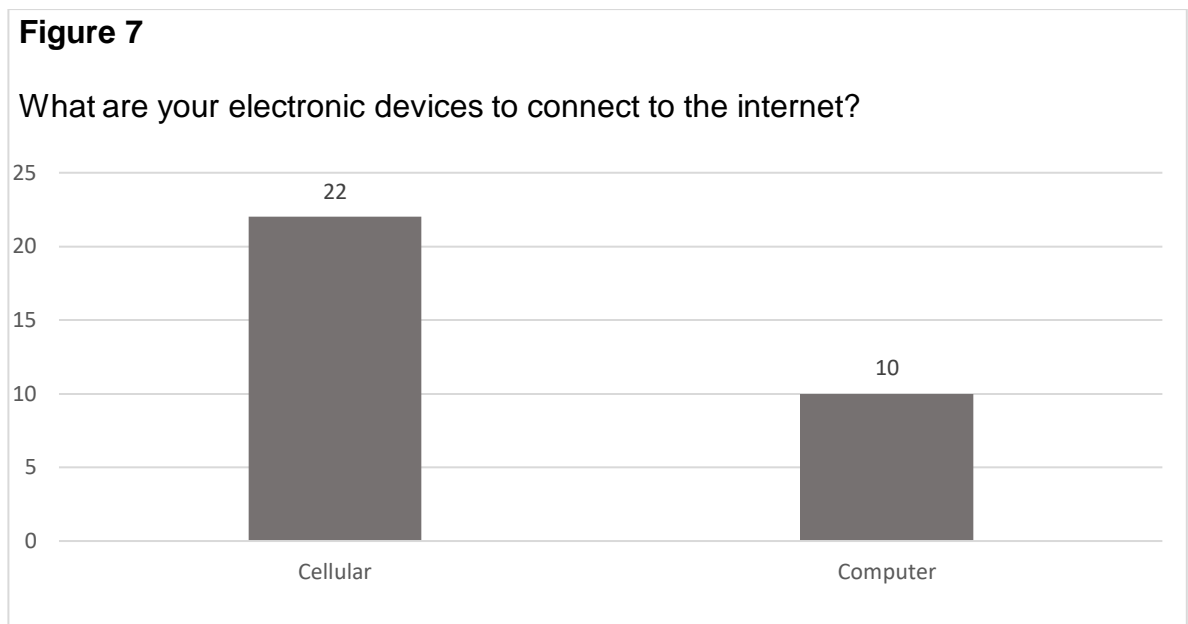
Figure 6

Do you have your own device to access internet online?



Note. Interpretation of the results from the diagnostic exercise applied to the students in order to know more about their independence for learning which expresses that just one student does not have its own device to access the internet. Source: own elaboration.

In this case, it is important to know if students could have an own device to access to internet.

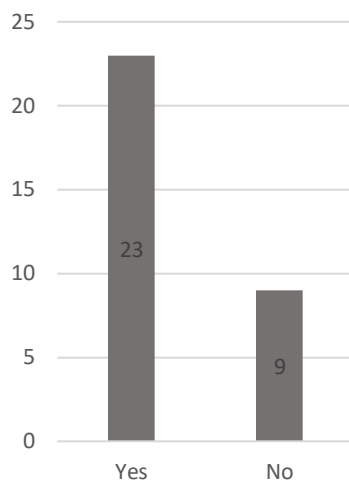


Note. Interpretation of the results from the diagnostic exercise applied to the students in order to know more about their independence for learning which informs that twenty-two of thirty-two students most often access internet through their cell phones. Source: own elaboration.

The fact that the most of the students have mobile phones and some others computer takes the author of this research document to anticipate or plan the type of resources to which they could have access to “keep learning EFL based on writing” (SEP, 2017, p. 24, 104); due to mobile phones and computers do not have the same possibilities to access some online resources.

Figure 8

Do you have your own space to study at home?



Note. Interpretation of the results from the diagnostic exercise applied to the students in order to know more about their independence for learning which outline that most of the students have a place of their own to study at home. Source: own elaboration.

It is important to highlight the importance of the environment for the academic development of the students as it increases students' attention and focus, promotes meaningful learning and encourage a higher level of students' performance.

The selected group to carry out this research might be divided into a 50% of learners who could be in an advanced process of developing the "capacity to keep learning" according to (SEP, 2017, p. 171)

In the other hand, it is known that this group has English classes on Tuesday, Wednesday, and Thursday which represents a problem for students to get a closer approach to English learning due the days that pass without contact with English from Thursday until Tuesday of the following week which gives way to the trainee teacher to apply his research and some principles of flipped-

classroom to create a bridge for the students of this group where they can continue to keep in touch with English and at the same time promote that they keep learning with the help of online resources.

The population involved is about 20 female students and 18 male students who are in an age range from 13 to 14 years old, in the 3rd grade of the group C of the aforementioned Secondary School.

According to what was observed during the first weeks of the school year, the EFL teaching has been based on memorization and repetition approaches which are about the repetition of the knowledge imposed by the teacher not giving the proper importance to the previous knowledge and at the same time not giving the students the chance of investigate and be creative by themselves.

The teaching practice it is not only meant to promote the memorization of disciplinary contents but the development of all what involves the competences, shown in the next table.

Table 1

Diagram that explains the competence approach.



Note. Taken from Aprendizajes Clave Para la Educación Integral. Of SEP. 2017. https://www.planypogramasdestudio.sep.gob.mx/descargables/bibliotecabasica-ingles/1LpM-Ingles_Digital.pdf

It is important to mention that the lack of initiative has proven to be a cause of the little initiative in the students to identify themselves with the English subject having probably the wrong idea that all the needed knowledge is giving in the scholar hours and it is not needed to carry out an investigation by themselves.

The evidence suggests that the lack of reinforcement after English language classes is an issue that affects its learning, namely it is crucial to mention that only three hours per week used to learn English not enough to develop the expected learnings.

Another issue related is a past event, the pandemic for Covid-19 which demonstrated that keep learning in the learning of English could not have been taken with due importance as it was mentioned in technical school councils of this institution, another example of this is the fact that the syllabus marks an English level which is supposed that students have to have at a certain grade of English in the secondary school and the reality is that they do not have it.

When students demonstrated a low level of response to the knowledge imparted to them during distance education that might not have worked in its entirety as well as it did in China were “different ways of promoting learner autonomy were employed such as giving the learner the freedom to monitor themselves, give themselves feedback and the well-known self-assessment” (TeachThought Staff, 2022).

It is important to emphasize that the work developed in secondary schools during the teaching of English involves “methodologies, learning strategies and different approaches applied for quality teaching, although it is not always possible to generate quality learning or even learning for different reasons such as what the student is ready to learn or not” (Banco Mundial, 2019).

It is already known that not all the students of the 3rd grade group C from the Escuela Secundaria Técnica Número 0002 “Tierra y Libertad” belong to the

urban context in which the schools is located but belong to the surroundings of the school in rural or semi-rural places and as previously mentioned the approach of self-learning will be supported by the e-learning process which as it is known is applicable in a face-to-face manner (Fainholc, 2008), in order not to leave any student out, on the other hand, it is considered optional not to take into account completely the scores obtained but the skills and development that each one presents.

In the same way, the involved instruments for the data recovery have been digital materials such as Google Forms where the trainee teacher could collect the data in order to know or deduce important information of students' needs.

An example of this is the Google Forms in which there is a section based in keep and self-learning questionnaire (annex 2) which can be found online, that section was applied in order to know the autonomy level they had at the moment of starting the period of classes with the trainee teacher

The questionnaire is based on a summative scale with points according to each one of the three possible answers giving as a result the autonomy level of each student.

The self-learning questionnaire proposes three ranges of autonomy according to the punctuation every student obtains based on the answers given to the questions.

Table 2

Source that shows the ranges of autonomy according to the questionnaire.

Score	Autonomous learning profile
68-46	High , Your level helps you study virtually, prefer and enjoy independent study.
45-28	Medium , requires information on new study techniques and technologies, may eventually evolve to autonomous learning.

27-1 **Low,** Problems with distance education and self-directed learning.

Note: Taken from humanidad y aprendizaje autonomo. Of Blogspot. 2020.
<http://humanidadyaprendizajeautonomo.blogspot.com/p/evalua-su-grado-de-auto-aprendizaje.html?m=1>

Table 3

Ranges of punctuation every student obtained on the questionnaire.

Student's name	Score obtained in the questionnaire
Student 1	59
Student 2	52
Student 3	66
Student 4	66
Student 5	58
Student 6	58
Student 7	66
Student 8	64
Student 9	66
Student 10	63
Student 11	66
Student 12	45
Student 13	67
Student 14	61
Student 15	65
Student 16	62
Student 17	66
Student 18	45
Student 19	50
Student 20	59
Student 21	61
Student 22	60
Student 23	45
Student 24	45
Student 25	60

Student 26	45
Student 27	61
Student 28	45
Student 29	66
Student 30	45
Student 31	45
Student 32	66

Note: This chart shows the measure of the progress done by each learner from the beginning of the intervention to the end of the intervention. Source: adapted from <http://humanidadyaprendizajeautonomo.blogspot.com/p/evalua-su-grado-de-auto-aprendizaje.html?m=1>

1.1 Questions of Research

Given the previous information and after reflecting on the students' needs and the possibilities to work with this group, it is possible to set the next questions that will guide the research.

- How can EFL learning based on writing be enhanced?
- How to promote that secondary learner can keep learning English?
- How to provide students with the opportunity to get exposure to the materials and subject matter prior to class?
- How to create a communication environment between in-class and out-of-class activities?
- How to provide adequate time for students to carry out their assignments?
- How to provide technologies familiar and easy to access for the assignments?
- How to promote that secondary learners can keep learning English?
- What methodology can be used to enhance EFL self-learning based on writing?
- How can online resources such as Padlet be useful to enhance EFL self-learning based on writing among 3rd grade secondary school students?

- How to develop learning strategies to enhance EFL self-learning based on writing among 3rd grade secondary school students?

1.2 Objectives and goals

Developing useful activities that are functional for generating English self-learning through online resources and technological resources, learning strategies to continue learning outside of school, on their own.

- To identify online resources that may enhance the EFL self-learning based on writing.
- To develop belonging sense, empathy, assertiveness, conflict solving, and communication.
- To develop physical and practical skills such as management of e-learning, online resources, platforms, etc.
- To significantly increase the autonomy of learners.
- To know, think, store-organize and transform information in new products.
- To provide opportunity to students to gain first exposure prior to class.
- To provide a clear connection between in-class and out-of-class activities.
- To provide adequate time for students to carry out their assignments.
- To provide technologies familiar and easy to access in order to enhance EFL self-learning based on writing.
- To develop a proposal of online activities based on some principles of flipped classroom that favors EFL self-learning based on writing.
- To construct scenarios and experiences of learning using a variety of methodological and technological resources to promote inclusive education.
- To chart progress in self-learning through online resources.

1.3 Hypothesis

It is possible to significantly increase the students' commitment to keep learning through the application of some principles of flipped classroom which promote learners' autonomy utilizing Padlet enhancing the construction and acquisition of collaborative learning based on writing.

1.4 Justification

Learning English has been changing constantly, with the recent disease COVID-19 which destructed the world and the way of interacting with the society affecting and transforming the manner of learning and teaching, basically most of teachers had to reorganize and involve new techniques focused on long-distance teaching, but it is known that it is not the only thing that promotes English learning of a foreign language.

Therefore, self-learning was one of the most required process during long-distance learning as it was much more before the beginning of the pandemic and the electronic learning. It is what could be one of the most difficult process to achieve in young learners however, the goal is to get a greater approach to this topic since the use of Padlet in order to promote self-learning in the foreign language English is generally consider as a great tool.

Nevertheless, it is generally recognized as one of the most important approaches due to the lack of subsequent reinforcement to achieve a successful language learning which is produced by the deficiency of hours spent per week teaching English.

Self-learning is commonly agreed to be a topic related to the students' development which has been taken more seriously since the pandemic which involved long-distance learning, it possible to define what self-learning is according to (Eranki & Moudgalya, Lima Santos & Faria, Magalhães, cited in

Freitas, Ribeiro, Brandão, Paulo Reis, Neri de Souza & Costa, 2017) who affirm that:

Self-learning presents itself increasingly as a competence to support learning in a proactive way. It is sustained by a great sense of responsibility and autonomy, in which the learner creates and self-regulates his own learning path and selects the learning contents he intends to acquire, managing his learning process. (100)

In any case, the lack of interest and support to this topic had been which was hardly ever put into practice until the beginning of the pandemic when its absence was noticeably reflected in the students and their grades. Self-learning it is generally taken as a great tool for students to enhance their learning experience, however it is considered that there could not be many techniques to promote this approach or they are not explained as it must be.

One of the most common techniques is to adapt a topic of interest for the students in order to make them learn about that topic just for fun. This approach is mostly about the freedom which is given to the students to further explore topics that they are interested in so that consequently they develop stronger study skills as a result of it.

One group of third grade has been chosen to take part of an attempt in order to prove how effective can Padlet be as a tool to promote self-learning based on writing of a second language due to the lack of hours involved in the learning of English per week in secondary education, therefore in this case the writer of this document is going to be the person in charge of having a sequence in the development of this idea.

As it can be stated and in relation with the learning of a language the proposal, contents and didactic considerations in this knowledge field, to focus in two directions that complement each other:

1. Contextualized production of language,
2. Learning of different modalities, study, write and interpret texts.

This same constitutes and goes with the notion of the social practices of the language (SEP, 2017, p. 158) which is focused on learning EFL at compulsory education.

The syllabus establishes that teachers must transform their teaching practices, so they propose 14 pedagogical principles which, independently of the field of knowledge, for example language, will help them to transform it.

Since it has been observed and analyzed the teaching practice before, now it is possible to see that it is needed to incorporate these pedagogical principles since, they were not presented in the practices before such as:

Favor culture of learning.

Teaching favors individual and collective learnings.

Promotes that students establish learning relationships, that communicates with others to keep learning and contributes of that way to the common purpose of construct learning and improve as individuals as collective achievements.

Opportunities to learn from errors, to reconsider and redo, foment the products development to intermediate products and create opportunities of feedback and peer correction.

It helps.

To children and teenagers to be aware of their learning. Teachers gives voice to the students in its process of learning and recognize its rights to get involved in it to promote their active participation and its capacity to know each other.

The students.

To learn to regulate their emotions, impulses and motivations in the learning process, to stablish personal goals and monitor them, to manage the time and the strategies of learning, and to interact to propitiate relevant learnings. It is intended to propitiate the autonomy of the learner (SEP 2017, pag 118)

Chapter II

2. Theoretical framework

It is precise to mention a significant event occurred on March 13th, 2017 when the educative model was presented and on March 29th of the same year the Aprendizajes Clave para la Educación Integral was published that it is the denomination for the new Aprendizajes Clave para Educación Basica in the official diary of the federation as an important issue to mention that its finality is that all students are able to develop themselves to their full potential and have the ability to continue learning even after completing their studies.

The current curriculum Aprendizajes Clave para la Educación Integral it is based on Aprendizajes Clave, it means, those that allow keep learning constantly and contribute to the integral students development, it is organized by in three components, the first one focused on the academic training, the second one it is oriented to the personal and social development of the students taking especial emphasis into their socioemotional abilities, and the third component grants schools an unprecedented margin of curricular autonomy.

As it is mentioned, in the current society it is required to dominate a great range of abilities, it is not only to achieve the academic success, but to develop the intellectual curiosity and other cognitive skills needed to learn in the scholar field and to keep learning out of it. "The field of academic learning training and communication for basic education develops learnings, attitudes and values that allows students keep learning" (SEP, 2017: 158).

2.1 Keep learning

It is intended that this concept could be considered as one of the most modern terms in education, which implies the lack of wide and useful information as it is presented in the Plan y Programas de Estudio para la Educación Basica (2017), Aprendizajes Clave para la Educación Integral, are intended to ensure that all students develop to their full potential and have the ability to "keep on

learning”, a definition of *keep learning* is proposed by the author of this research as a culture of learning acquired in the process of sharing information with classmates during out-of-school tasks mainly being supported by online resources at the same time of developing a strong will and awareness with oneself to keep acquiring new knowledge and skills even after finishing the school formally taking as a support what could be known as self-learning with what could be e-learning exploration.

However, SEP (2017) asserts that:

[...] los planes y programas de estudio han buscado que los alumnos desarrollen competencias para el estudio, para la vida y para continuar aprendiendo fuera de la escuela, de forma que lo aprendido en la escuela tenga relevancia para vivir exitosamente en la sociedad actual.

In fact, the Plan y programas de Estudio Aprendizajes Clave para la Educación Integral 2017 notes the importance of this term for a high quality education, it makes mention of it as a necessary fact for education. In the same way SEP (2017) establishes that:

La determinación del plan y programa de estudio en educación básica corresponde a la Secretaría de Educación pública, como marca la Ley General de Educación en sus artículos 120 fracción I, y 48°. Su carácter es obligatorio y de aplicación nacional. A partir de un enfoque humanista, con fundamento en los artículos 7° y 8° de la misma ley y teniendo en cuenta los avances de la investigación educativa, el nuevo currículo de la educación básica se centra en el desarrollo de aprendizajes clave, es decir, aquellos que permiten seguir aprendiendo constantemente y que contribuyen al desarrollo integral de los estudiantes. (17)

Additionally, it is necessary to mention the relevance this concept of keep learning provides, students are more focused on working and learning together through

the application of the previous concept as it was mentioned by SEP (2017) expressing that:

La enseñanza favorece los aprendizajes individuales y colectivos. Promueve que el estudiante estable relaciones de aprendizaje, que se comunique con otros para seguir aprendiendo y contribuya de ese modo al propósito común de construir conocimiento y mejorar los logros tanto individuales como colectivos. (122)

2.2 Self-learning.

As it has been mentioned before the implementation of self-learning in teaching has proven to be beneficial and important for the acquisition of different competences and elements for their life as Lunenberg, Loughran, Schildkamp, Beishuizen, Meirink, and Zwart (2007) established that:

Self-study emphasizes learning through questioning and investigating in ways designed to enhance the development of understanding. A starting point for this learning by practitioners is confronting the dilemmas of practice that are often too easily ignored or misunderstood by those not so cognizant of the problematic nature of, and demands in teaching. (414)

In this case the author of this investigation is proposing what could be some useful techniques to promote the students' autonomy in the case of provide them with the liberty of being the owners of this own learning through allow them do many researches in English about interesting topics for them, the way of allowing them find their own way of learning.

In the same way, self-learning has the purpose of creating a critical and discrimination thinking about the information obtained from all media as well as the creation of a special way of learning for each individual that allows him/her to investigate in his/her own and learn about topics that are of his/her personal interest being the previous mentioned what the author of this investigation wishes

to obtain with the implementation of technological resources and material supported by e-learning.

As it is well known self-learning involves a comprehension process of planning strategies and evaluating students' comprehension of academic learning requirements that emerge from prior knowledge, interactions with teachers and peers and other sources of information.

The instructional strategies support the use of self-learning in the behavior by facilitating comprehension of academic learning requirements guiding the development of plans promoting the formation of strategies and encouraging ongoing evaluation of efforts.

As it is known the self-regulated learning is a multidimensional construct that includes complex interactions among cognitive strategy use, motivation and metacognition (Butler & Winne, 1995; Perry, 2002; Schraw et al., 2002; Zimmerman, 2000). As well as Hattie, Biggs, and Purdie (1996) stated the field of educational psychology lacked empirical research exploring how motivation and metacognition influence students' use of study skills.

In the same way, the diagnostic exercise applied to the group of study demonstrated that only 23 of 32 students that attended the diagnostic exercise have a place at home to study which could also represent a problem for developing the tasks necessary for carrying out this research

The author of this research as well as William & Hellman (2004) believes that "the experiences of family related to self-regulated learning that is first generation tertiary students scored significantly lower compared to second generation tertiary student on conform levels in using self-regulated learning for online learning" Which is mainly an importance issue due to the importance that some parents give to their children's education when parents provide a place at home where these children can study peacefully without interruption.

It has been clearly identified that the author of this research has to make continually adaptations to lesson plans and in the practice generally but which could represent a problem of manage time but also a necessary change, an example of this is Kuhn (1970) who mentioned that "... the world does not change with a change of paradigm but the researcher afterward works in a different world" (p. 121).

The issue of the practice diary involves the sequence of the class as well as the feelings, important issues and problems presented during the different lessons, it also allows the teacher to know if what was developed helped or not their students to find new ways of learning or even if it was significant for them as in the same way Schön (1983) mentioned that

The teacher educators studying their teaching experiences can make explicit, and begin to better articulate, understanding of how different approaches to teaching about teaching can enhance students' learning about teaching as a consequence, a great focus on one's thinking and acting can help o reframe one's practice. (117)

The teaching cannot be all the time as all the learners expect it, many times they could like it and many others not "learning meaningfully or not is not a part of the individual's decision domain, once the relevant sub-summars and material that meets the relevant requirements of logical significance" (Ausubel, 2002)

In the same way Biggs, J. (1999) affirms so that "the learning-teaching process works it is needed to achieve that students get engaged with those activities, helping them to achieve the objectives of learning established, but the students who need more help to achieve this finality". Additionally, Biggs (1999) states that:

the knowledge of the professional practice changes so quick as in the last years, due to the increase of the scientific knowledge and technologic that impacts in the professional practice, it is needed to teach metacognitive skills in order to develop it and those skills are considered in real life, those that are really useful of them during working life, and from the development

of these skills, the best way to proceed towards competency-based education is sought. And it is then it makes more sense to take up again the current of self-directed learning. (57)

2.3 Online-learning

It is known that online-learning refers to the use of technology for educational content, it facilitates learning experiences remotely, provides accessibility, flexibility, diverse learning formats, and what could be considered as the most important which is life-long learning or keep learning being this the most important issue of this research due to it is “education in which instructions and content are delivered primarily over the internet” (Watson & Kalmon cited in INACOL, 2011: 7)

Online-learning also known as e-learning, refers to “any form of learning that is mediated by technology, where learners and instructors are separated by time or space” (Ally, 2004: 4) it typically involves the use of digital technologies such as the internet, multimedia materials, and online resources to facilitate learning.

The popularity of online-learning has raised quickly due to its facility to access to knowledge, as Bozkurt & Sharma (2018) established that “the use of technology to support teaching and learning processes that are mediated through digital or networked communication technologies”

2.4 Flipped classroom

As in the same way, it is thought to enhance the self-learning among students is the involvement of flipped classroom where students take more part in the way they learn by themselves “in which the learner carry out part of the learning process by him/herself inside and outside the classroom principally using technological resources so that he/she can give place through discussion and reflection the consolidation of learning” (SEP, 2017: 37).

As an important topic it is needed to point out is that its structure is about “inverting the traditional classroom such that those to take place inside the classroom take place outside the classroom and those that occurred out-of-class occur inside the classroom” (Lowell & Verleger cited in Andress, 2018: 4).

For that reason, “the flipped classroom label is assigned to learning that employs asynchronous web-based video lectures and closed-ended problems. These videos represent instructions that students get in traditional courses” (Lowell and Verleger, cited in Andress, 2018: 5)

Additionally, “flipped classroom can comprehensively be defined as an educational technique which consists interactive learning activities inside the classroom and direct-computed personal instruction outside the classroom” (Lowell and Verleger, cited in Adress, 2018: 5).

Therefore, according to University of Houston Downtown (2022) it is of importance to highlight that:

Inverting or flipping a class is a blended learning approach that intentionally moves lectures, content and asynchronous activities into an online and out-of-class learning environment. Instructors can face-to-face class time for active learning methods that increase students’ engagement, deepen understanding of concepts and advance mastery of skills. A successful flipped classroom follows the following principles:

1. Provide opportunity for students to gain first exposure prior to class
2. Provide an incentive for students to prepare for class
3. Provide a mechanism to assess student understanding
4. Provide clear connection between in-class and out-of-class activities
5. Provide clearly defined and well-structured flipped classroom activities

6. Provide adequate time for students to carry out their assignments
7. Provide facilitation and guidance that supports a learning community
8. Provide prompt and adaptive feedback on group and project work
9. Provide technologies familiar and easy to access.

2.5 Padlet

As it has been mentioned writing is the most important part of this research due to the entire research is based on it. It is involving during this process can be highlighted when students are asked by the teacher to develop the corresponding writing tasks. The author of this thesis strongly believes that Padlet could be the most useful online resource to carry out the writing tasks for his research considering its easy access to post their writing content, the accessibility for the teacher to organize, select the appropriate posts and revise the tasks students performed, the possibility of commenting over the work of their classmates within the platform, and the non-limit posts for the students.

Padlet contains similar features to a platform such as being available for it is operation online, allowing learners to create interactive virtual online dashboards, place and organize images, videos, and links on the virtual dashboard which makes it useful for collaborative work, organization and discussions as a group on virtual tasks. As an important point it is identifiable that “an online platform is a digital service that facilitates interaction between two or more distinct or independent sets of users (wether sets or individuals who interact through the service via online” (OECD, 2019: 21).

It is important to mention that the implementation of this platform is not going to be in the classroom, it is going to be applied in an asynchronous way due to “the options with Padlet are limitless and the platform allows both teachers and

students to use their imagination to find the most creative ways use a Padlet board” (Pieterse, 2021).

A great variety of online platforms involve the implementation of internet connection, access in different electronic devices, interaction, access different online resources and applications through the same platform, it is known that online platforms provides the users with an easy access through the same they can sign in and sign up, also they can adapt to the necessities of the users since they can offer some tools such as instant messaging, user profiles, content publishing, payment system, discussion forums, and comments, as it has been mentioned Padlet fulfills with the proper characteristics of a platform due to it has the capability to connect and bring together different users in a controlled online environment where they can post and share their content as well as to get comments on their tasks.

In the same way Maqfirah (2019) describes padlet as:

Padlet is an online free application that is best illustrated as an online whiteboard. The padlet can be used by students and teachers to send notes on the same page. Notes posted by teachers and students can contain links, videos, pictures, and document files. When you register with Padlet, you can create as many “walls” or boards online as you like. These walls can be set for private or public; with each wall having a separate privacy setting. (06)

Additionally, Maqfirah (2019) expresses the meaning of Padlet as:

A neutral device, because it works on all devices that support the internet, including: PCs, laptops, tablets, smartphones. This means it can work easily in any school that utilizes a variety of devices... there is no software or application that needs to be downloaded or installed, so it can be used directly by anyone who has internet access. Wall posts made on Padlet

can be exported in several ways including PDF or spreadsheets, or embedded on blogs, sites, or other pages. (06)

Working with Padlet means working with a platform that can lead to the opportunity of work collaboratively with classmates and even with teachers by an online resource, some of the characteristics and basic features are enlisted by Maqfirah, S. (2019) such as:

Basic features of Padlet: easy and intuitive, unlimited contributors, universal and inclusive, invite other to contribute, embed content anywhere, support every file type, attach links, scan Qr codes, take photos, upload files from your PC, beautiful and fun, private and secure, and excellent support.

In the same case and as it has been mentioned Padlet allows students to collaborate in a long distance way via online as well as a normal platform could do it, in that case “the rise in flexible working options makes collaboration features that allow you to work with others remotely and on mobile platforms important” (Hakoune, 2021).

As an important part, students can access Padlet through a link sent via electronic where students just need to go through the link, click in the plus button and start working and collaboration with their classmates. But this could not be considered as the most important, but what could be is that “it provides more information and data that the implementation of Padlet as media in teaching learning process of writing descriptive text can improve students’ writing achievements” (Maqfirah, 2019: 09).

2.6 E-learning

As an important part in all this research and what is believed by the author of this research where students could have an enhanced promotion of self-

learning through the implementation of technology for their learning as it is known “the delivery of training and education via networked interactivity and a range of other knowledge collection and distribution technologies” (Fry, 2000).

Additionally, the concept of e-learning shows that:

Es una modalidad de enseñanza-aprendizaje que consiste en el diseño, puesta en práctica y evaluación de un curso o plan formativo desarrollado a través de redes de ordenadores y puede definirse como una educación o formación ofrecida a individuos que están geográficamente dispersos o separados o que interactúan en tiempos diferidos del docente empleando los recursos informáticos y de telecomunicaciones. (02)

In the same way some other authors believe that according to Arkorful, V. & Abaidoo, N. (2015) the definition of e-learning is the subject of much debate in the education and technology communities.

As it has been mentioned the implementation of e-learning will help the author of this research to create a bridge between the days that students could pass without any contact with the English subject, it is necessary to mention that its implementation is going to play what could be one of the most important roles during this research, its function could vary depending on the usage an example of this is the application of the online resource Padlet to create that bridge, the “electronic learning or e-learning is used to offer instructional programs to distant learners” (Arkorful & Abaidoo, 2015 cited in Rawashdeh, Enaam, Rebhi, and Alara, 2021: 107)

Considering the previous mentioned the author of this research mention that e-learning is going to be applied being focused in the creation of writing products made by each of them or themselves as teams which means that “e-learning ensures that students are completely involved as learnings takes place together with texts, videos, sounds, collaborative sharing, and interactive

graphics” (Arkorful & Abaido, 2015 cited in Rawashdeh, Enaam, Rebhi, and Alara, 2021: 107)

2.7 Distance Learning

In the case of the way how education was obligated to change due to the pandemic for COVID-19 has been noticed the great importance and value given to the technological resources as the main tool to maintain contact with students and the way in which students and teacher interacted as well as Buselic, M. (2017) expresses that “distance learning can be summarized as teaching and learning involving implementation of various technological applications”. (p. 24) in the same way it is possible to mention what could be the implementation of flipped classroom.

As it was pointed out “the term Distance Learning (DL), appeared in the same context in which the technology-based learning approach relies on the availability of learning resources anytime and anywhere; a phenomenon that has imposed major changes in learning habits and scenarios” (Picciano, 2018).

During years of pandemic this practice have Most of the time it is highlighted as the reference of “a form of education where students are not physically present in a traditional classroom setting, but instead access educational content remotely, typically using online platforms and digital technologies” (Simonson, Smaldino, & Zvacek, 2019). become very popular due to the advanced digital devices.

2.8 Flipped classroom using online resources

As it has been mentioned before during the pandemic for COVID-19 the education faced a big challenge that involved the implementation of different techniques and approaches to lead students learn through a learning model which could be defined as

...a pedagogical approach in which the direct instruction is shifted from the group learning space to the individual learning space. As a result, the group learning space is transformed into a dynamic, interactive learning environment in which the teacher guides the students while they apply the concepts and get creatively involved in the subject. (Flipped Learning Network, 2014: 1)

2.9 Writing

Throughout this process and the implementation of different online resources so that students can write and learn different ways to carry out a good writing that lead them to find ways to express in a better and more advanced way their ideas as well as Nunan, D. (2003) outlined as “writing is the physical act of committing words or ideas to some medium, whether it is hieroglyphics inked onto parchment or an e-mail message typed into a computer” (p.88).

By the previous mentioned writing is an ability acquired to communicate and express ideas of oneself as well as Maqfirah, S. (2019) points out that:

Writing is the process of using symbols (letters of the alphabet, punctuation and spaces) to communicate thoughts and ideas in a readable form. Generally, writing using a pen or pencil (handwriting) or a keyboard (typing). With a pen or pencil it is usual to write on a surface such as paper or whiteboard. A keyboard is normally attached to typewriter, computer or mobile device. Voice recognition programs allow those who can't see or use their hands to have their thoughts transcribed. (04)

So far it is vital to mention that writing is the skill in which this document of research is based, also it is necessary to mention that Nunan (2003:88) cited in Maqfirah, S. (2019) establishes that:

Writing is an intellectual activity of finding the ideas and thinking about the way to express and arrange them into a statement and paragraph that is clear to be understood by the people. It indicated that the writers are demanded to show that thoughts and organize them into a good composition. In addition, writing presents the writer's concept in understanding an issue which is shown to the public. It requires the integration of idea systematically written. (04)

As well as Hassani (2005:2) cited in Maqfirah, S. (2019) stated that:

Writing skills are mechanistic skills. Writing skills cannot be mastered only through theory but carried out through regular practice and practice so as to produce well-structured writing. The clarity of writing organization depends on the way of thinking, the proper arrangement, and the structure of good sentences. (2)

Additionally, Nurgiyantoro (2001:296) cited in Maqfirah, S. (2019) mentions that:

Writing is an ability that is more difficult to master than the other three abilities of listening, speaking, and reading. These difficulties can be influenced by internal and external factors. The most associated with learning to write that aim to improve students' skills, namely the teacher and students' motivation to learn. It cannot be denied; teacher writing is a language activity that plays an important role in the dynamics of human civilization. By writing people can communicate, express ideas both from within and outside themselves, and are able to enrich their experiences. (02)

When students are asked to develop tasks that involve English skills as writing in different ways and techniques students tend to use the symbols and signs they are used to involve in their daily life as Nordquist, R. (2019) says that "writing is a system of graphic symbols than can be used to convey meaning".

2.10 Online writing

The implementation of online resources where students can freely develop their ideas through writing and expressing themselves in the way they want communicating just what they want to communicate as well as Nordquist, R. (2018) stated saying that

online writing refers to any text created with (and usually intended for viewing on) a computer, smartphone, or similar digital device. Also called digital writing. Online writing formats include texting, instant messaging, emailing, blogging, tweeting, and posting comments on social media sites such as Facebook.

As it was mentioned before online writing involved different ways of carrying out this expression as Gwaro, E. (2021) stated as “any text created on a computer. This includes formats such as blogging, tweeting, commenting, texting, instant messaging, and emailing. In short, any writing done on your smartphone computer or digital device connected to the internet is online writing”.

2.11 Writing using apps

It is well known that the implementation of online resources for learning can be carried out for many reasons an example of it could be flipped classroom where students need to get a reinforcement before the face to face class and as well as Jumbo, M. (2020) pointed out that “it is necessary to highlight the importance between social media and writing using apps, since virtual media can improve the development of knowledge and obtain the advantages in the acquisition and development of the foreign language”.

2.12 Information and communication Technology - ICTs

As it is mentioned constantly along this research the principal elements to use are based on the implementation of technology as the main tool to have a

support where the teacher and the learner can keep communication as well as UNESCO (2009) defines ICTs “as a diverse set of technological tools and resources used to transmit, store, create, share or exchange information. These technological tools and resources include computers, the internet (websites), live broadcasting technologies, recorded broadcasting technologies, and telephony”.

In the same way Agyemang, M. (2020) states that “ICT in education enhances student learning, provides education to students with no or limited access to education, aid in facilitating the training of teachers, and enhance the skilled workforce and promote social mobility.

2.13 Learning and Knowledge Technologies – LKTs

In any case, the implementation of technology for educational terms has lead the humanity to innovate the way in how everybody learns, it is the case of Vera, G. & Sobenis, D. (2017) who state that “learning and knowledge technologies are a challenge for education that facilitates learning through the use of technological tools, which requires greater training and commitment from educational actors”.

2.14 Collaborative learning

As it is intended, the base of this research is writing through an online resource where students can work together collaboratively making their contributions in an online controlled environment imposed by the teacher, students can work and divide their tasks by themselves creating what could be the learners’ autonomy. In this case Panitz (1999) proposed that:

Collaboration is a philosophy of interaction and personal lifestyle where individuals are responsible for their actions, including learning and respect the abilities and contributions of their peers. [...] It is a personal philosophy, not just a classroom technique. In all situations where people come

together in groups, it suggests a ways of dealing with people which respects and highlights individual group members' abilities and contributions. (3)

In the same way Laal and Laal (2012) proposed that:

Collaborative learning (CL) is an educational approach to teaching and learning that involves groups of learners working together to solve a problem, complete task, or create a product. This article seeks to present the basic concept of CL, enabling one to understand it while ensuring important elements are taking into account. The term CL refers to an instructional method in which learners at various performance levels work together in small groups toward a common goal. Five fundamental elements involved in CL, are: positive interdependence, individual and group accountability, interpersonal and small group skills, face-to-face promotive interaction, and group processing. (491)

Additionally, the implementation of the collaborative learning has lead this research to identify the real concept which this work is based on, students work together with the teacher's help as well as Leigh and MacGregor (1992) stated that:

Collaborative learning is an umbrella term for a variety of educational approaches involving joint intellectual effort by students, or students and teachers together. Usually, students are working in groups of two or more, mutually searching for understanding solutions or meanings, or creating a product. (9)

At this point the author of this research works to create an elaborated environment of collaborative work for the students where they can be free to express and communicate themselves with their classmates to complete

successfully the tasks assigned, for that reason as Leigh and MacGregor (1992) highlighted that:

Teachers who use collaborative learning approaches tend to think of themselves less as expert transmitters of knowledge to students, and more as expert designers of intellectual experiences for students-as coaches or mind-wives of a more emergent learning process. (9)

As it has initially stated the main idea of this research is to make students keeping learning even after finishing their formal education, the author of this investigation believes that collaborative learning could led students to develop skill for life such as knowledge for information, tolerance and respect for them and their mates, in that case “we use collaborative learning because we believe it helps students learn more effectively, many of us also place a high premium on teaching strategies that beyond mere mastery of content and ideas” (Leigh and MacGregor, 1992: 10).

2.15 Blended learning

Initially, and as it has been mentioned before, the implementation of strategical online resources in this research is a priority, therefore, it is needed to define the importance of all these strategies due to the author of this research involves them during the research taking advantage of techniques proposed by each strategy as well as Osguthorpe and Graham (2003) cited in Avazmatova (2020) stating that:

“blended learning links face-to-face to distance conveyance framework, however, it is more than demonstrating a page from a website on the screen... the ones who utilize blended learning environments are attempting to boost the advantages of both face-to-face and online techniques. (507)

The implementation of some principles of flipped classroom such as providing opportunity for students to gain first exposure prior to class and provide technologies familiar and easy to access are in some way related with what Avazmatova (2020) pointed out when she outlined that:

Now we are living gadget filled offices and houses, so it should be used positively. Instead of the rule “No smartphones in the lessons” as a teacher, we allow using “any tech devices in the lessons including, mobile phones and laptops”. (508)

“Most people agree that blended learning combines teaching and learning methods from both face-to-face, mobile and online learning and that it includes elements of both synchronous and asynchronous online learning options” (Watterston, 2012: 5). As it is mentioned commonly in flipped classroom with the implementation of both strategies where students are supposed to be provided with adequate time for students to carry out their assignments which implies tasks out-of-school.

2.16 Instructional design

When the trainee teacher has to take into account what he is going to teach for the next classes and additionally have to think about the implementation of material research thesis proposals which mention that “instructional design is analyzing what is to be taught/learned, determining how it is to be taught/learned, conducting tryout and revision, and assessing whether learners do learn” (Gustafson, 1996: 136) In that case Moore, Bates, and Grundling (2003) expressed that:

Instructional design refers to the systematic process of translating principles of learning and instruction into plans or specifications for

instructional materials or activities. These plans are based on principles that have been successful in the past, namely learning theories. Instructional designers design learning materials that are functional as well as attractive or appealing to the users of the product. (71)

Possible Solution

It is understood that self-learning is important and necessary in today's education since it is a fundamental part to promote collaborative learning by sharing one's own knowledge such as experiences, research and evidence of oneself (Edusan, 2019).

In addition of being considered a source of self-learning, it is a source of group learning due to the fact that each student with sufficient autonomy can be able to guide another or other in the discovery of the appropriate techniques that can best adapt to each of them depending on their capabilities, the conditions in which they find themselves and even their previous knowledge about independent study.

As it was mentioned before the self-learning has been a very requested tool to promote the English learning in different ways as enhance some competences as a very useful technique in the learning process of a foreign language additionally the author of this investigation wants to enhance self-learning in students of secondary education through the implementation of Padlet based on the English writing to carry out this investigation.

Another important fact is that as it was stated before the author of this research is going to try to enhance this approach using techniques of interest for the students and the way they learn or the way they want to learn actively in the classroom and out of it.

The evidence suggests that self-learning is an approach or ability capable of being developed with discipline and constancy, constantly mentioned in

education, it is the case of *Aprendizajes Clave Para la Educación Integral* that mentions its importance as an important factor for the creation of a more effective learning in the student creating a strong will when making decisions (Ruichang, C., Quanzhou, W., Jiangjun, X. & Longjun, Z., 2020), giving him the freedom to develop in his context with the topics of his interest and learn in the most appropriate way using materials that he/she finds in his environment such as books, the internet, and his previous knowledge.

Self-learning is a fundamental basis in the development of each individual as it promotes “a well-developed ethical behavior that will allow him/her to be a part of society and adapt to the principles of coexistence in general with the different groups in his/her environment” (Singaram, V., Naido, K. & Singh, S., 2021), Learning autonomy is considered a naturally acquired skill although it can also be enhanced with a scholar purpose since it contributes to the creation of knowledge in general that he/she obtains from the context in which he/she develops or from the people who are involved in his/her contexts.

On the other hand, and what was observed recently in the observation days, it is identified what could be a lack of motivation and lack of motivational strategies as well as the fact that students do not have the level of English indicated by the curriculum.

It is intended to develop student autonomy so that each one is able to support himself/herself and take the reins of their own learning with techniques designed by themselves, it is true that e-learning techniques will be implemented but they could not be carried out completely because not all students have the basic resources necessary for the application of the same although, as it is well known having does not imply having access to internet or electricity, especially in rural areas (Statista Research Department, 2022).

Chapter III

3. Methodological Background

3.1 Action Research

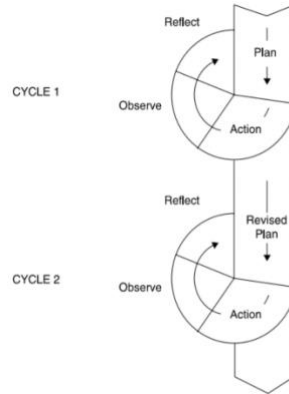
Action Research (AR) can be understood as a research methodology that in the case of teachers promotes the critical and systematic self-reflection of the practice with the purpose of exploring the educational contexts where the teacher performs and develops professional work (Burns, A., 2010).

Anne Burns (2010, p. 2) says that the concept “critical” is also known as problematization, but this is not as a negative aspect, however acts as a starting point of an identified area or aspect that the educator desires to improve through new ideas, alternatives and approaches, in this case The Implementation of Online Platforms to Keep Learning EFL Based On Writing, AR is the research methodology recommended by the academic orientations to elaborate the degree document, since it can:

- a) help to conduct a further analysis,
- b) be useful to maintain a systematic register of the action proposal,
- c) allow attributing a real significance to the research work.

Now, according to Kemmis and McTaggart (1998) AR involves four phases in what they call the research cycle that is like a spiral where once the first phase has been applied, the researcher (me) has to improve his teaching based on the results shown by the analysis and reflection. In next figure, the research cycles and its steps are shown:

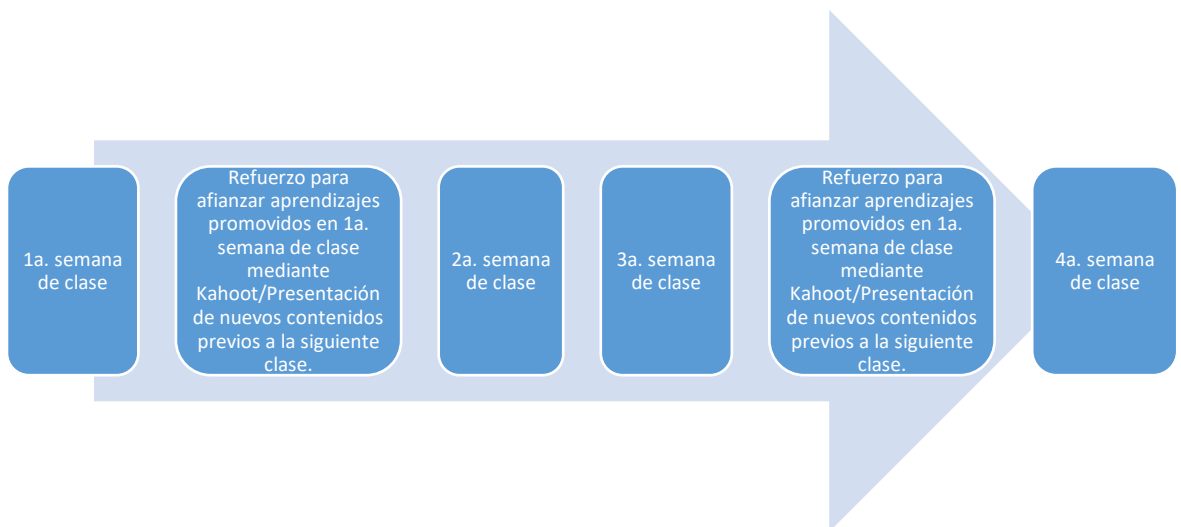
Cyclical AR model based on Kemmis and McTaggart (1988) Cited by Burns, A. (2010).



The Action Research Plan, consist of a three cycles in which it will be planned and designed the resources, and activities that will be implemented to transform tbe practice based on the pedagogical principles, as well as in the theoretical framework shown before.

Goal: students become familiar with phrases used in the construction of arguments to defend ideas and arguments through the use of Kahoot as a reinforcement.

Resource: Kahoot



Later, it will be put in practice the first proposal, that is the action, it is necessary to say that it will be needed to register the practice mainly with the teacher diary.

Then it will be observed in the lesson plans, the resources, the learning process and the learning results of the students to analyze and reflect about what worked and what did not.

Since recent pandemic caused by Covid-19 the implementation of online resources to keep learning mostly used in online classrooms such as Padlet involved during this period in an asynchronous way being this a tool to develop group work as well as expose and share the knowledge they achieved through the learning process to complete the tasks,

According to the google forms answered by the students it showed that they are not entirely in the disposition to carry out the tasks online due to the lack of own devices and the possibilities of the same devices. Students could be not as familiarized as it can be thought, students could need an introduction to the management of this online resource as well as the benefits it could show through the pandemic where was one of many platforms used for teaching during this period.

Once students get a previous introduction and practice in the main topic that has been developed during practice, it will be shared with them the corresponding link of Kahoot where they are asked to compete with their classmates to see who is the person that has achieved the greatest knowledge possible during the lessons, as the students get the link.

It will also be indicated them they have a regular period of three days to answer asynchronously what it is asked in the kahoot, the monitoring of the students will become easy for me due to as the times goes it will be possible to revise their answers one by one because of the facilities that the online resources

gives. The kahoot consist of the question, the answer, and three other possible answers.

The possible answers are strategically located in order to create a confusion in the student to force him/herself to think about the correct answer, in the case a student answers incorrectly the trainee teacher will be able to deduce if the student is in the stage of error of the learning process due to a similar answer to the correct answer or if it is something else that needs reinforcement.

Additionally, some questions of the kahoot are based on topics for the next classes such as genres of films in order to make them realize that there is something new they will discover. Subsequently, the same topics seen in the kahoot will be involved for the practice of the fourth week with the use of Padlet.

With the help of the content previously seen in the kahoot, as teams, students will be asked to identify and choose the genre they want to work with in the collection data of any film they like for the creation or a post in Padlet, the collection data for the post will involve the title of the film they chose, mainly the genre to which the film belongs, the register which the film or part they watched belongs to, and a short explanation of what they liked about it. Once students have sent their posts to the Padlet.

It will be possible to identify their opportunities for writing as well as the coherence of their answers with what was asked to do, it is possible to verify if the task was developed correctly due to the coherence in the post where students choose a genre and the film has to correspond to that genre specifically, in the same way it will be possible to identify if they understood that part as well as to check the grammar used in their redactions.

The implementation of this dynamic of two online resources in a period of four weeks of practice it is just an attempt to verify the viability of using two online resources.

Chapter IV

4. Implementation of Action Research Plan

4.1 First Cycle

Number of week	Description
First week	<p>Goal</p> <p>Introduction to ordinal numbers, language about experiments, and language about following instructions to be familiarized with the proper vocabulary to express and follow instructions in order to create the final product in the most successful way.</p> <p>Action steps</p> <p>Students to get an introduction to the proper vocabulary to create successfully the final product.</p> <p>Assistant to reach the objective</p> <p>Trainee teacher, students, and titular teacher.</p> <p>Resources</p> <p>Whiteboard and worksheets.</p> <p>How will the progress be measured?</p> <p>Progress measured by notebooks revision, oral participation, and peer correction.</p>
Second week	<p>Goal</p> <p>Students to practice, memorize, listen to instructions as well as to identify vocabulary related to it and information about sequence words.</p>

	<p>Action steps</p> <p>Students to be given with an introduction of how to interpret instructions and understand the correct order and use of sequence words.</p> <p>Students to be exposed to identify the instructions for different experiments that appear in a worksheet and match them.</p> <p>Students to identify sequence words in a worksheet so that they can see the correct order of them in a closer context like reading a map.</p> <p>Assistant to reach the objective</p> <p>Trainee teacher, students, and titular teacher.</p> <p>Resources</p> <p>Worksheets related to instructions and sequence words.</p> <p>How will the progress be measured?</p> <p>Peer correction, oral participation, and notebooks revision are the most implemented ways used to measure their knowledge through the answers given by themselves in the oral participation achieving completely the correct vocabulary for following instructions and using sequence words.</p>
Third week	<p>Goal</p> <p>Acquiring the ability of identifying additively sequence words, ordinal numbers and vocabulary related to experiments, all the vocabulary presented has been seen during the previous classes and it is being worked again as a reinforcement so that students can develop the final product successfully.</p>

	<p>Action Steps</p> <p>Students to be familiarized with the vocabulary through visual and oral presentation in context with a real experiment developed by the trainee teacher.</p> <p>Realia: students to be able to share their ideas while the trainee teacher develops the experiment in front of them with their help choosing and reading the correct instructions.</p> <p>Explanation to students in how they must develop the final product in Padlet based on writing, collaboratively.</p> <p>Assistant to reach the objective</p> <p>Trainee teacher, students, and titular teacher.</p> <p>Resources</p> <p>Worksheet about experiments, sequence words, ordinal numbers, and realia: recreation of an experiment in front of them with their instructions.</p> <p>Online resource Padlet.</p> <p>Devices to access the online resource.</p> <p>How will the progress be measured?</p> <p>Peer correction, teaching practice diary (annex 8), process monitoring through direct observation, the interactional patterns produced by the students during the oral participation by them, and a checklist (annex 9) to grade the work made by the students on Padlet.</p>
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Note: This table represents an organization of what was developed during the weeks of practice, the action steps to be followed and the implementations of the same. Source: own elaboration.

4.1.1 Plan

During that period of practice there were just three weeks to carry out the research. Therefore, it was decided to reduce the number of online resources to be used to just one which is Padlet that could allow me to implement the online instructional design and the creation of online environments of collaborative learning, where blended learning takes place during the first and the second week by the face-to-face contact.

During the last days of the final week the implementation of the online writing in an asynchronous way so that students can work together to divide their roles, acquire the necessary skills for working as teams and carry out the final product based on writing successfully leading them to get the necessary tools to keep learning even after finishing their formal education.

4.1.2 Action

Through the three weeks of teaching practice carried out from November 21st to December 09th 2022 the online resources were reduced to one, the online resource to be implemented is Padlet during the last week of practice.

Week	Description of the action developed
First week of the first period of teaching practice.	Students get an introduction to words for following of instructions in order to get a complete idea of how to use properly the ordinal numbers and a short introduction to vocabulary, and instructions for experiments.
Second week of the first period of teaching practice.	Students work in the learning of vocabulary and specific terminology for sequence words and how to

	used them when giving instructions as well as the ordinal numbers.
Third week of the first period of teaching practice.	Implementation of realia: presentation of an experiment where students give the teacher the instructions for carrying it out, reinforcement of the knowledge obtained in the previous week with worksheets involving their immediate context, the implementation of the online resource Padlet where students work together as a way of collaborative learning dividing their roles and producing the final product which is a writing task where they have to make a writing of an experiment or something they like but related to the following of instructions.

Note: This table represents a more focused organization of what was developed during the weeks of practice, the most important facts developed. Source: own elaboration.

Additionally, it is important to mention that the first and second week were taken as the introduction for the knowledge students were supposed to get to complete successfully the final product of the class in which the Padlet was going to be involved where students were going to be working in groups.

For the final product students were supposed to be organized in teams, choose the topic they liked related to instructions and the implementation of sequence words, ordinal numbers, writing of instructions, collaborative learning and blended learning, the implementation of this model was designed for students to show what they learned during the two weeks of introduction.

4.1.3 Observe

As it was mentioned before, the implementation of the practice diary played an important role for recollecting data related to the students' performance during the development of the final product, direct observation, as well as the checklist are also the items to be taken into account to measure the success of this task.

When the trainee teacher shared the link to access the online resource Padlet could notice that students did not presented doubts about how to access the platform or how to post the content on it, existed a noticeable change in the performance of the students to develop the task, all the teams formed to carry out the activity presented their final products in the Padlet, the trainee teacher strongly believes that this could be due to he mentioned he was going to give a great quantity of marks for completing the task and they were motivated by it.

There were no notifications by the teams for students who did not work, all students worked correctly as it was expected.

4.1.4 Reflection

During that period of teaching practice, the students' attitudes changed a lot, they were more distracted by their mobile devices during the classes with online applications such as WhatsApp, Free Fire, Instagram, Facebook, and YouTube, it was perceived an increment in the use of online translators such as Google Translator and Deepl Translator, the last one mentioned was recommended by the trainee teacher with the advice of using it for knowing the meaning of unknown words-

During this period of practice, the trainee teacher also has recognized that students tend to work faster in order to use their devices because they realized that when they finish doing what they are asked for in class and they use their mobile devices the trainee teacher says nothing about that.

There has been a significant improvement in the delivery of tasks made by the students on Padlet, the trainee teacher believes that, that increment was done by virtue of the incentive given by the trainee teacher when he offered a great amount of marks for developing the task in the way he asked them to do it.

In brief, it can be established that the goal was achieved, the students worked collaboratively to get done the work, they were provided with a source of easy access and the implementation of the face-to-face way as well as the synchronous way, an positive environment of work was created as mentioned in the instructional design, the students carried out the activity of writing on apps, their writing fulfilled with the previous guidelines established as well as the time of the delivery, students also shown that they could write freely about the topics and items they like without exceeding the limits of the work as it is proposed by concepts of self-learning as well as other in flipped classroom.

4.2 Second cycle

Number of week	Description
First week	<p>Goal</p> <p>Learning through the interaction to find ways to express themselves and become familiarized with the proper and specific vocabulary of genres as well as to reinforce what was learned through the online resource Kahoot (annex 3).</p> <p>Action steps</p> <p>Students to get into the link of kahoot asynchronously.</p> <p>Students to compete between them with resources relatives to previous to reinforce their learning.</p> <p>Assistant to reach the objective</p>

	<p>Trainee teacher, students, and titular teacher.</p> <p>Resources</p> <p>Kahoot, and devices to access the online resource.</p> <p>How will the progress be measured?</p> <p>Progress measured automatically through the online resource.</p> <p>Direct observation in the online platform, in the section of revision of question by question, and practice diary (annex 4).</p>
<p>Second week</p>	<p>Goal</p> <p>Students to practice, memorize, express emotions as well as to identify vocabulary related to genres of films as well as information, emotions generated by the films and definitions related to the topic.</p> <p>Action steps</p> <p>Students to be given with an introduction of how to express their feelings and their likes about genres of films.</p> <p>Students to be prompted to express their emotions and knowledge about genres and emotions.</p> <p>Students to be asked to share, interact and express to their classmates the knowledge they obtained through a guided interview.</p> <p>Assistant to reach the objective</p> <p>Trainee teacher, students, and titular teacher.</p> <p>Resources</p>

	<p>Worksheets related to genres of films.</p> <p>How will the progress be measured?</p> <p>Peer correction, oral participation and notebooks revision are the most implemented ways used to measure their knowledge through the answers given by themselves in the oral participation achieving completely the correct vocabulary and terminology of genres of films taught and previously introduced by the kahoot.</p>
<p>Third week</p>	<p>Goal</p> <p>Learning different and new ways to express themselves through interaction and oral participation as well as the visual and auditory identification of the previous knowledge in order to get a complete reinforcement.</p> <p>Action Steps</p> <p>Students to be familiarized with the emotions and register.</p> <p>Students to be able to share and expose emotions through phrases to express feelings.</p> <p>Students to be able to identify genres of films just by watching short videos of films and listening to them.</p> <p>Assistant to reach the objective</p> <p>Trainee teacher, students, and titular teacher.</p> <p>Resources</p> <p>Worksheet about register, and tablet with speaker to project videos.</p> <p>How will the progress be measured?</p>

	Peer correction, process monitoring, and the interactional patterns produced by the students during the oral participation.
Fourth week	<p>Goal</p> <p>Students to be able to enter in the online resource Padlet (annex 5) where they can be able to interact and share their works in an online environment of coexistence.</p> <p>Action steps</p> <p>Students to be provided with the online resource Padlet prior to class.</p> <p>Students to get into the link asynchronously.</p> <p>Students to find out how to express themselves about their feelings and genres of films.</p> <p>Students to share what they learned through the classes adapting it to something they like and exposing it.</p> <p>Assistant to reach the objective</p> <p>Trainee teacher, students, and titular teacher.</p> <p>Resources</p> <p>Padlet, and a device capable to access online resources such as Padlet.</p> <p>How will the progress be measured?</p> <p>Practice diary (annex 6) where the trainee teacher collects the emotions, reactions, and feelings of the students as well as to highlight where students are making mistakes.</p>

Note: This table represents an organization of what was developed during the weeks of practice, the action steps to be followed and the implementations of the same. Source: own elaboration.

4.2.1 Plan

During the next period of practices, the online resources to be involved are Padlet and Kahoot to create an online environment where students can share their ideas, interact with each other, reinforce their knowledge and sharing the knowledge they could get through the actions of research developed that in this case will help them to develop searching abilities which will allow them keep learning beyond the school and working in an asynchronous and successful way.

4.2.2 Action

Through the four weeks of teaching practice carried out from January 30th to February 24th 2023 an online resource based on writing will be implemented in the first and the fourth week of practice.

Week	Description of the action developed
First week of the first period of teaching practice.	Students developed a work of writing in the English class, afterwards they are asked to work asynchronously in an online game Kahoot about the topic seen in the class.
Second week of the first period of teaching practice.	Students work in the learning of vocabulary and specific terminology for genres of films and advanced ways to express their feelings.
Third week of the first period of teaching practice.	Implementation of digital resources where students can identify previous knowledge about the genres of films and express them through the oral participation.

Fourth week of the first period of teaching practice.	The implementation of a Padlet where students can share their works as teams at the moment of being able to interact with the work of their classmates giving comments and reading the posts.
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Note: This table represents a more focused organization of what was developed during the weeks of practice, the most important facts developed. Source: own elaboration.

It is necessary to mention that all the planned activities are intended to be a reinforcement of all what was seen in class, as a cycle of execution and practice for the creation of a final work as in the last week of this period where the most of the knowledge taught was accommodated specifically in a task of writing where students could show what they learned.

4.2.3 Observe

As it is well known, it will be implemented the teaching practice diary to recollect data about the actions, feelings and emotions shown by the students additionally as it was stated before, at the beginning of this document of research where at the end of the cycle of the research it is going to be applied again the same questionnaire applied at the beginning of the research.

In the same way the readers of this research can expect the use of the same online resources and at the end the application of the same questionnaire in order to measure the autonomy level of the students as well as the ability to keep learning.

Once the link to access the Kahoot was shared with the students it was noticeable that some of them answered in the moment they were asked to solve it, the rest of them could answer it between the three days they were given with a deadline, not all the students answered the Kahoot, there was a clear lack of commitment by 20 students.

There was no opportunity to remind them of answer it due to the task was given from Friday to Sunday, the titular teacher asked me not to send messages to the group on weekends, and the action of locate the task on Friday was in order to create a bridge of learning through the days they could not have contact with the English language. During the development of the post on Padlet.

Students were provided with an introduction since the Kahoot to the genres of films, the students were set into teams to speed up the work, the students were asked to choose a genre of film and search for a film they like corresponding to that genre as well as data related to it such as register, emotions and a short writing of something they liked, only two of four teams carried out the activity, this work was mainly imposed because it is believed by me that it is a task where they must search and find a way to express themselves in the way they want developing strategies and skills that will allow them keep learning.

4.2.4 Reflection

As it has been observed through the classes given to this group most of the students are in the possibility to access to internet and different online resources due to they have the contracting of internet or even the contracting of cellular data plans, some students make use of these tools to access commonly to online platforms such as You Tube, What's app, Messenger and Facebook, some other students have been seen playing videogames that can involve the use of internet such as Free Fire or even without internet such as games about racings and football soccer.

The real problem appears when not all the students attend the online activities asked by the trainee teacher, it is important to mention that the indications for developing the activities are in Spanish and explained with the help of the group, the intention is that the activity can be developed as a team so that they can share their ideas and doubts between them having confidence due to they chose who to work with. The time for the delivery of the tasks it agreed with

the students and that does not represent a problem. But it is believed that there is a lack of commitment from some students.

Generally, it can be stated that the goal was achieved, the students were provided with the online resource Padlet prior to class, and found out by themselves how to express what they wanted to express as well as be able to share the work developed, the interaction was not completely achieved as it was expected, there are guidelines to be established to create a more advanced space of coexistence as well as the fact that some students are not fulfilling with the work, the results of this proposal were partially achieved due to not all students attended the task asked by the trainee teacher.

4.3 Third cycle

During the teaching practice carried out from May 08th to June 02nd 2023 an online resource based on writing will be implemented during the last week of practice as part of the lesson for students to gain exposure prior to class.

Number of week	Description
First week	<p>Goal</p> <p>Introduction to specific and proper vocabulary for poems such as stanzas, rhymes, and verses in order to elaborate the final product with all the corresponding and exact features.</p> <p>Action steps</p> <p>Students to get into contact with the proper vocabulary to elaborate the final product with all the features needed.</p> <p>Assistant to reach the objective</p> <p>Trainee teacher, students, and titular teacher.</p>

	<p>Resources</p> <p>Padlet, and devices to access the online resource.</p> <p>How will the progress be measured?</p> <p>Progress measured by a checklist imposed by the trainee teacher to create the final product, direct observation in the online platform.</p>
<p>Second week</p>	<p>Goal</p> <p>Students to get into contact with poems and fill in the blanks including reflexive pronouns, comparative adjectives, and superlative adjectives.</p> <p>Action steps</p> <p>Students to be introduced to superlative adjectives as it is established in Aprendizajes Clave para la Educación Integral (2018)</p> <p>Students to be introduced to comparative adjectives.</p> <p>Students to practice superlative and comparative adjectives creating phrases by themselves with previous structures, identifying them audibly in worksheets with fill-in-the-blanks based on poems.</p> <p>Student to identify reflexive pronouns in poems as well as how to use them in contexts established by the trainee teacher.</p>

	<p>Assistant to reach the objective</p> <p>Trainee teacher, students, and titular teacher.</p> <p>Resources</p> <p>Worksheets related to poems, and whiteboard.</p> <p>How will the progress be measured?</p> <p>Peer correction, oral participation, and notebooks revision are the most common ways used for the trainee teacher to measure the students' knowledge through the answers given by them.</p>
Third week	<p>Goal</p> <p>Students to gain exposure prior to class through the platform Padlet in the last class of reinforcement and oral practice, afterwards, the elaboration of the final product where it is intended to demonstrate what was learned in a semi controlled task.</p> <p>Action Steps</p> <p>Students gain exposure prior to class through the platform Padlet identifying elements (annex 10) worked on in class since the first week in images related to their immediate context.</p> <p>Students to work on teams for collaborative working in the final product.</p>

	<p>Students to participate in the class after revising and identifying the concepts on the platform Padlet.</p> <p>Students to work collaboratively and elaborate the final product with all the elements seen during the previous weeks, presenting it and uploading it to Padlet (annex 13)</p> <p>Assistant to reach the objective</p> <p>Trainee teacher, students, and titular teacher.</p> <p>Resources</p> <p>Padlet, devices to access the online resource, and whiteboard.</p> <p>How will the progress be measured?</p> <p>Monitoring through the use of the teaching practice diary (annex 11) and (annex 12), notebooks revision, and a checklist to grade the final product.</p>
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Note: This table represents an organization of what was developed during the weeks of practice, the action steps to be followed and the implementations of the same. Source: own elaboration.

4.3.1 Plan

As it was mentioned before there were three weeks available to carry out the research. Therefore, there were just nine classes to apply the research. During this period the structures of the lesson plan was tried to be adapted to presentation, practice, and presentation.

During the first week the students are going to be introduced to the proper and specific vocabulary about poems in order to be able to comprehend and have sense of what is presented as well as the introduction to reflexive pronouns in the context of poems so that they can be contextualized with what they are working.

Consequently, throughout the next week the students get into contact with superlative and comparative adjectives, as well as reflexive pronouns, in this case the classes were more focused on practice giving students the rules for forming them, prompting them to create their own sentences using the adjectives seen as well as identifying them audibly in a worksheet of fill-in-the-blanks based on a poem, so that they could identify them and write them in the corresponding place.

The last three classes are mostly based on the elaboration of the final product, in the first day of the final week an activity prior to class to gain exposure was employed where the trainee teacher is going to send a link of the platform Padlet with images of “Acción Poética” in Toluca (the immediate context) in those images students will have to identify and make a list of the number of stanzas, verses, and rhymes so that in the next class on Wednesday they can participate and get one extra mark for every correct participation they have.

The intention of this is to motivate students to enter to the platform and realize how what they know can be organized and take it as a guide for future works, following of that is the formation of teams to elaborate the product.

Finally, the last day of practice students will elaborate the final product with the established guidelines.

4.3.2 Action

Through the three weeks of teaching practice carried out from May 08th to June 02nd there were just three weeks available to develop nine lessons.

Week	Description of the action developed
First week of the first period of teaching practice.	Students get an introduction to proper and specific vocabulary related to poems.

Second week of the first period of teaching practice.	Students work with comparative and superlative adjectives mainly based on practice and learn how to identify them.
Third week of the first period of teaching practice.	Implementation of a principle of flipped classroom: Students to gain exposure prior to class. Students get a link of the platform Padlet so that they analyze it to participate in the next class for getting extra marks with the purpose of engaging to revise the images of poems and realize the complete structure in their immediate context. Elaboration of the final product, a poster of a poem created and written by them on a craft paper, graded with a checklist imposed by the trainee teacher and uploaded to the platform Padlet.

Note: This table represents a more focused organization of what was developed during the weeks of practice, the most important facts developed. Source: own elaboration.

Additionally, it is necessary to highlight that the first week is supposed to be the introduction, the second week is about the practice and the third and final week where the platform Padlet is involved is about the production of the final product designed for students to show what they learned during the two weeks of introduction and be graded with a checklist proposed by the trainee teacher.

4.3.3 Observe

As it was mentioned before, the implementation of the practice diary played an important role for recollecting data related to the students' performance during the development of the final product, direct observation, as well as the checklist are also the items to be taken into account to measure the success of this task.

Students tend to respond in a more effective way when they are told that they are going to receive a great amount of marks for the task, also it is important to highlight that they work faster working in teams with the proper monitoring done by the teacher, students showed more commitment and enjoyment developing the task as teams.

As a final observation, students are getting used to upload they tasks to Padlet because they find it as an easy access platform “teacher, are we going to upload it to Padlet?” a student asked.

4.3.4 Reflection

Once again it has been a noticeable change in the students’ attitudes, they were more distracted by their mobile devices during the classes with online applications such as WhatsApp, Free Fire, Instagram, Facebook, and YouTube, the use of online translators such as Google Translator and Deepl Translator for developing the final task was completely present during the activity.

Although students participated in the activity of exposure prior to class the trainee teacher noticed that some students were revising the platform at the moment of participating in the next class which means that they did not followed the instructions as it was assigned in the previous class where they had to revise the platform and make the list at home.

There has been a significant improvement in the skills to work as teams when students divide their roles of work, it is also important to mention that the teams were formed by them in a specific time of 5 minutes for forming them, students showed that they can work more efficiently being in a team with the people they choose.

It can be stated that the goal of the lessons was achieved, the students worked collaboratively to get done the work on time as they were asked to, they

were provided with a source of easy access and the implementation of the face-to-face way as well as the synchronous way. The most of the students' work fulfilled with the guidelines established as well as the time of the delivery.

Chapter V

5. Conclusions

Finally, it can be stated that online resources such as Padlet with tasks mainly based on writing can be a very useful tool when it is necessary to implement blended learning which as it was mentioned can implement both methodologies face-to-face learning and e-learning being this previous mentioned what it is needed to create that bridge between the students and the lack of contact with the English subject they have from Thursday to Tuesday.

As it was possible to see throughout the development of the cycles of the actions research plan an improvement was noticeable regarding students access to the online resource, at the beginning with the first class students showed confusion and for that reason the trainee teacher had to elaborate a presentation for students with the instructions of how to access the platform and how to post their contents there.

During the consequent lessons where Padlet was involved students did not need anything else than the link where they had to post their contents, it exists a case where one team of students tried to post a presentation or something like it, they were unsuccessful but at least they showed autonomy and explored by themselves another alternative.

Generally, it can be stated that students have advanced in the delivery of their products, talking about their autonomy, it is possible to be sure they learned by themselves how to be more expressive throughout technology, e-learning provided them with the knowledge and adequate time for carrying out their products, as well as being provided with familiar technologies of easy access as it is stated in the previous flipped classroom principles mentioned to be used.

The students carried out tasks where they had to choose what they wanted to work on, as well as how to make it happen, students got stronger dependence

for their mobile devices and what it can offer for their learning as it was stated before they commonly use google translator even during class which in excess could represent a problem.

Based on what was shown during the intervention cycles and in terms of performance, it is possible to state that students showed great autonomy carrying out the work imposed on the Padlet platform (annex 5) where they not only used every day materials such as paper and pencils but also made use of online resources not proposed by the trainee teacher such as Canva to create more detailed posters (annex 7) where they were more creative as well as taking support of online translators.

The most important idea to state is that collaborative learning through the online resource Padlet based on writing has advantages in many cases but at the same time it has many limitations due to collaborative learning is based on the interaction and active participation of every participant and the real problem arises when it is identified that some students have a lower level of proficiency in the English language than others which is a limitation of productivity and participation in the progress of the activities. Additionally, collaborative learning limits the individual ideas due to English writing is based on the expression of oneself as well as the creation of their own voice, then it is possible to say that collaborative learning in an online resource focused on English writing is not the best way to enhance keep learning by virtue of some students could work much more than others.

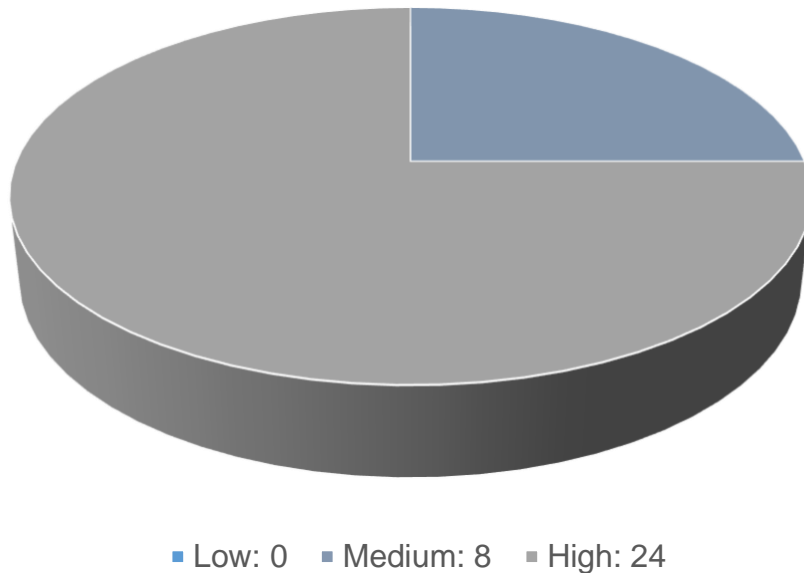
Learner's name	Score obtained in the questionnaire at the beginning of the cycle	Score obtained in the questionnaire at the end of the cycle	Improvement done by each learner (score)
Student 1	59	59	0
Student 2	52	58	6
Student 3	66	66	0
Student 4	66	68	2
Student 5	58	66	8
Student 6	58	66	8
Student 7	66	66	0
Student 8	64	66	2
Student 9	66	66	0
Student 10	63	63	0
Student 11	66	66	0
Student 12	45	52	7
Student 13	67	67	0
Student 14	61	66	5
Student 15	65	66	1
Student 16	62	62	0
Student 17	66	66	0
Student 18	45	64	19
Student 19	50	66	16
Student 20	59	66	7
Student 21	61	66	5
Student 22	60	66	6
Student 23	45	50	5
Student 24	45	45	0
Student 25	60	66	6
Student 26	45	60	15
Student 27	61	66	5
Student 28	45	67	22
Student 29	66	66	0
Student 30	45	66	21
Student 31	45	63	18
Student 32	66	66	0

Note: This chart shows the measure of the progress done by each learner from the beginning of the intervention to the end of the intervention. Source: adapted from <http://humanidadyaprendizajeautonomo.blogspot.com/p/evalue-su-grado-de-auto-aprendizaje.html?m=1>

Results of the questionnaire of autonomy at the beginning of the cycle

Figure 9

Levels of autonomy according to the autonomous learning profile proposed by the questionnaire.

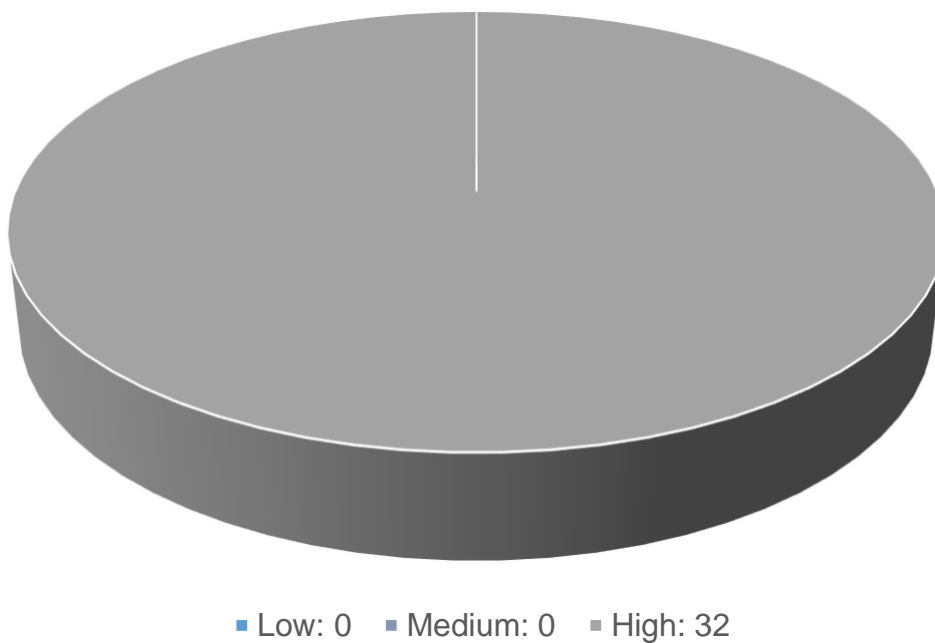


Note: in order to denote the starting point of the students this figure shows the autonomous learning profile proposed by the questionnaire of autonomy. Source: own elaboration.

Results of the questionnaire of autonomy at the end of the cycle

Figure 10

Levels of autonomy according to the autonomous learning profile proposed by the questionnaire.

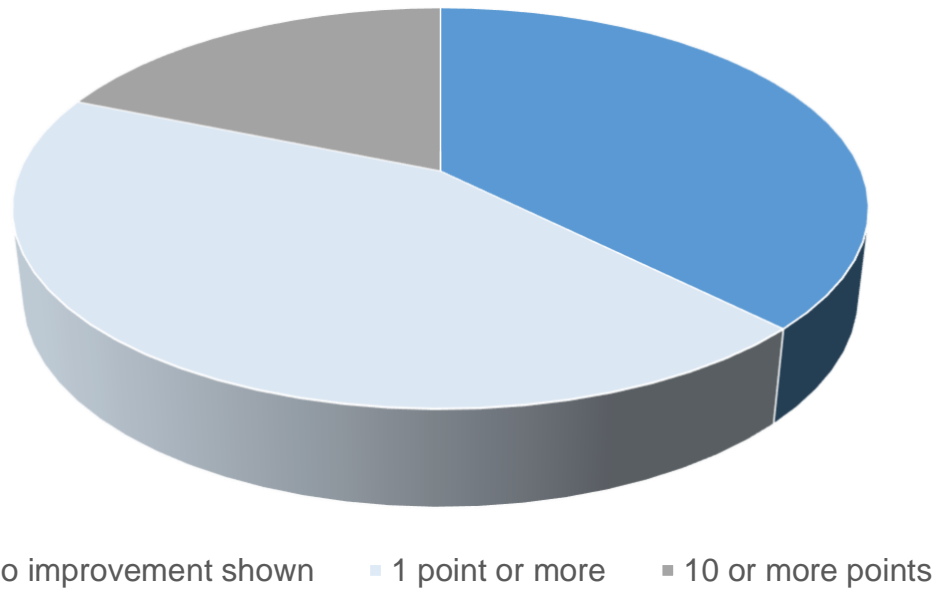


Note: This figure shows the point in which students ended up after all the interventions of practice. Source: own elaboration.

Improvements done by each learner

Figure 11

Levels of autonomy improved according to the autonomous learning profile proposed by the questionnaire.



Note: this figure represents the improvement students had during the interventions of practice. Source: own elaboration.

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Annexes

Annex 1. Revised on March 13th, 2023:

<http://humanidadyaprendizajeautonomo.blogspot.com/p/evalua-su-grado-de-auto-aprendizaje.html?m=1>

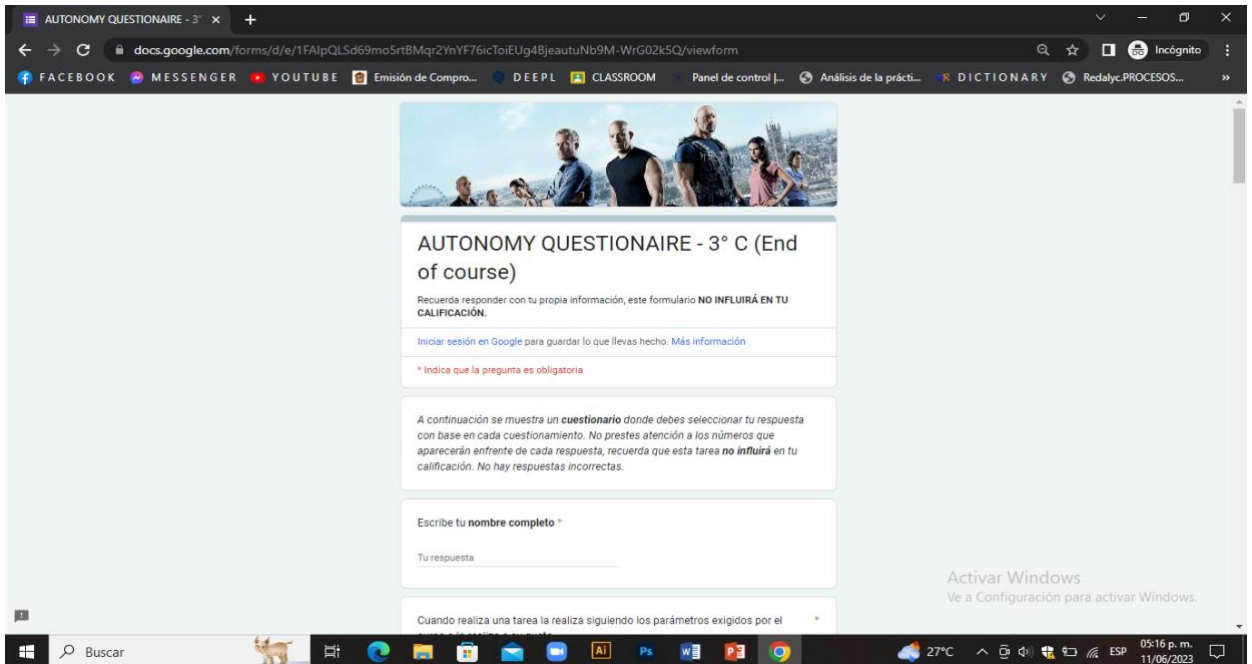
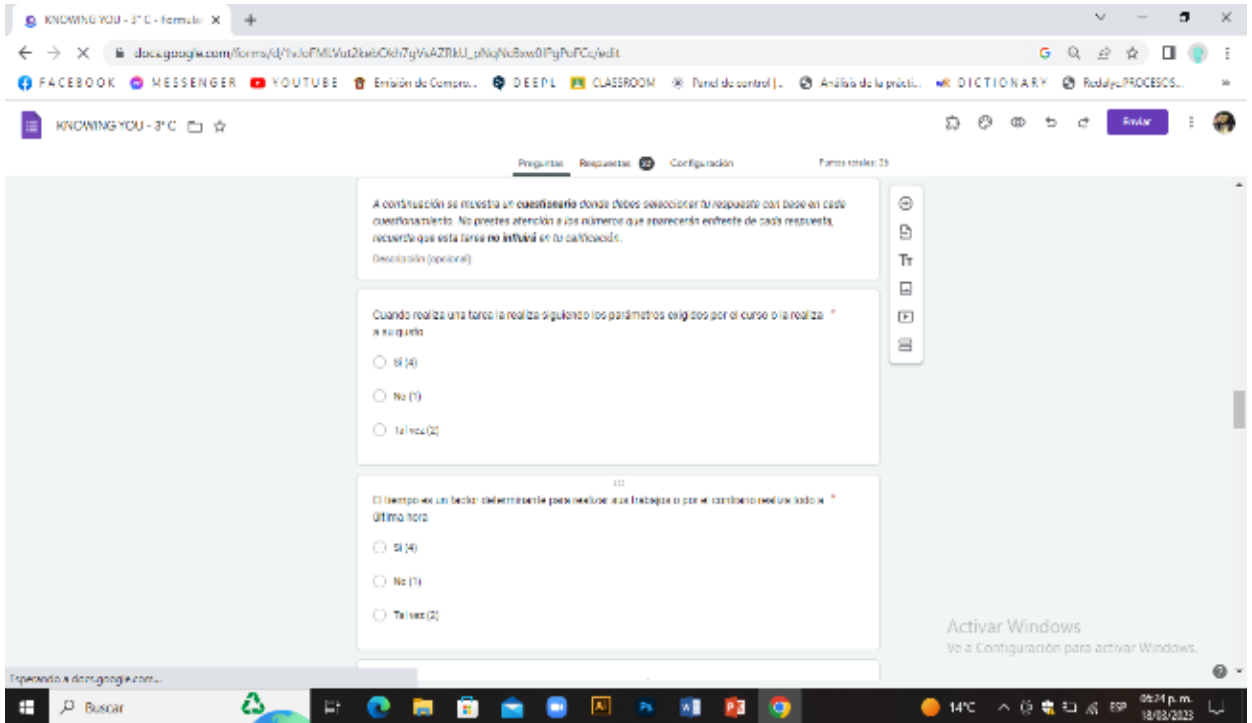
The image shows a screenshot of a website with a bookshelf background. The main heading is "APRENDIZAJE AUTÓNOMO Y EDUCACIÓN A DISTANCIA". Below it, there are navigation links: "Página principal", "¿Qué es Aprendizaje Autónomo?", "Características del Aprendizaje Autónomo", "Estrategias de Enseñanza y Aprendizaje", "Evalué su Grado de Auto-aprendizaje", and "Interacción".

The section "Evalué su Grado de Auto-aprendizaje" includes a "CUESTIONARIO" and two paragraphs of text. The first paragraph states: "La siguiente herramienta educativa, muestra de lo que debe recibir un aprendiz autónomo durante el proceso académico y a su vez, saber afrontar las adversidades que se le presentan durante la elaboración de un proyecto o trabajo." The second paragraph states: "Un aprendiz autónomo debe tener habilidades y destrezas, para su aprendizaje sin perder su parte humana." The third paragraph states: "Se presenta un cuestionario como instrumento de valoración para definir el perfil del estudiante autónomo, en los cuales se encuentran unas preguntas que se relacionan con este aprendizaje. Las valoraciones se establecen con un puntaje alto, medio y bajo, de acuerdo a las respuestas dadas por los estudiantes o personas, se realiza la sumatoria para definir los niveles, de esta manera se puede determinar si las características dadas contribuyen para que los estudiantes que toman la decisión de estudiar a distancia puedan tener éxito en su aprendizaje."

The second screenshot shows a table titled "CATEGORÍAS DEL APRENDIZ AUTÓNOMO".

CATEGORÍA	Indicadores/ ítems/ afirmaciones
	APRENDIZAJE AUTÓNOMO
CATEGORÍA 1	El individuo debe orientarse a la búsqueda de nuevos y diversos conocimientos.
CATEGORÍA 2	El aprendizaje autónomo es necesario para la vida laboral.
	ENRIQUECEDOR DEL TIEMPO
CATEGORÍA 3	Toda persona debe saber aprovechar el tiempo libre, para mejorar la calidad de vida.
	ESPÍRITU INVESTIGATIVO
CATEGORÍA 4	A través de la observación, la exploración y la generación de hipótesis y respuestas parciales, a sus preguntas, se cuestiona constantemente, mediante una mente abierta y se más allá de los verdades obvias.
	LA AUTONOMÍA
CATEGORÍA 5	Es la actitud que debe tener todo estudiante actual.
	AUTOCONTROL
CATEGORÍA 6	El sujeto maneja su propio aprendizaje.
	LA MOTIVACIÓN
CATEGORÍA 7	Es fundamental para tener cualquier actividad que se proponga.
	PENSAMIENTO, LENGUAJE Y MEMORIA
CATEGORÍA 8	El pensamiento es la capacidad de pensar, para saber tomar decisiones buenas o malas. La memoria importante en la producción de conocimientos. El lenguaje nos sirve para comunicarnos con nosotros mismo y

Annex 2. Source, adaptation from:
<http://humanidadyaprendizajeautonomo.blogspot.com/p/evalua-su-grado-de-auto-aprendizaje.html?m=1> source: own elaboration
<https://forms.gle/EBTmfJRGn5zCMn7K6>



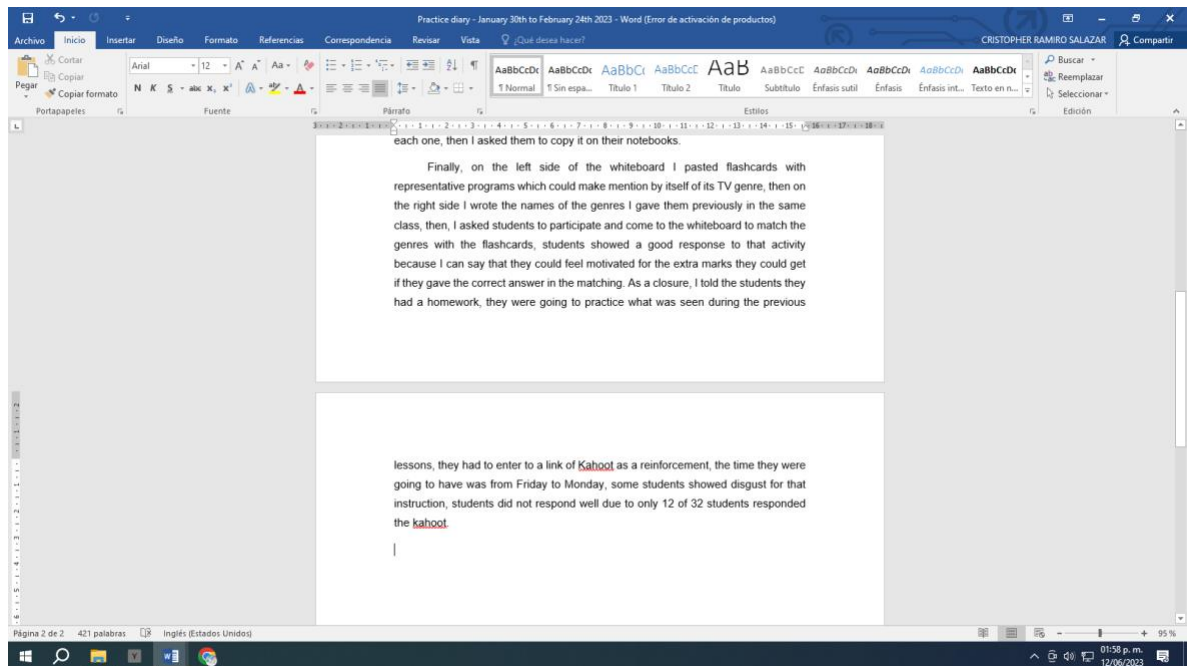
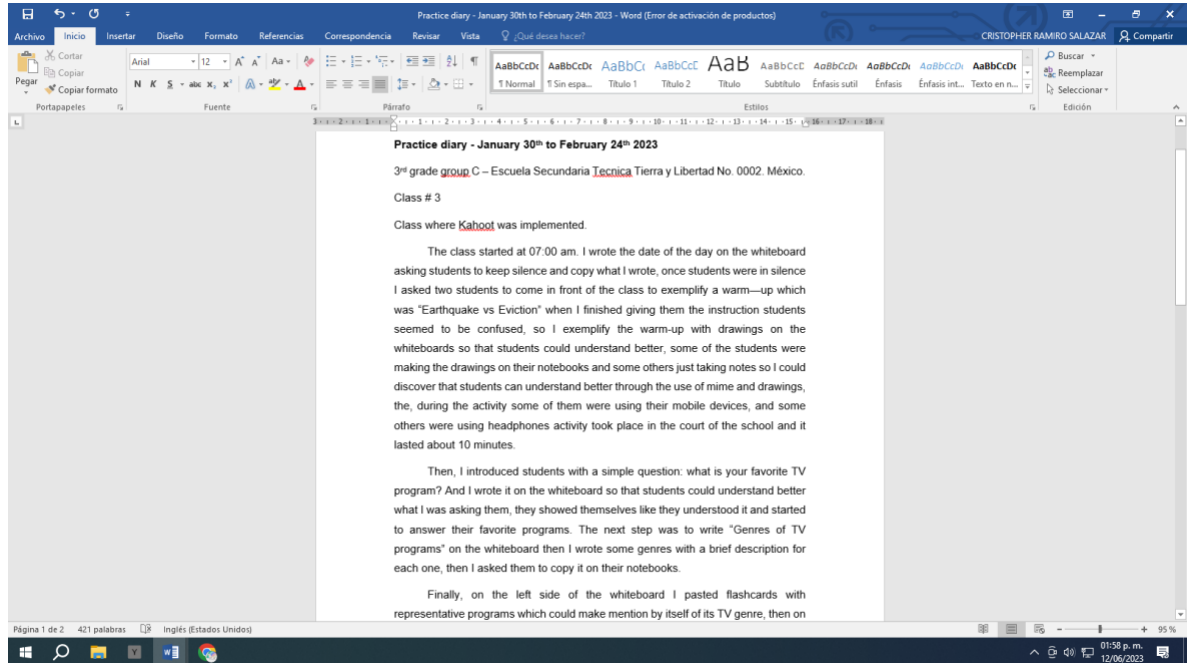
Annex 3. Kahoot implemented on 3rd grade group C. visited on: Jan, 2023.
Resource: <https://create.kahoot.it/user-reports/challenge/43d31201-e2f5-4814-a424-0ce956fbb740/084772bb-90a7-4152-83fb-3369c3e0a269/1674666827344/summary>

The screenshot shows a Kahoot! report page for a quiz titled "TV programs and Genres 3°C.". The page is in Spanish and displays the following information:

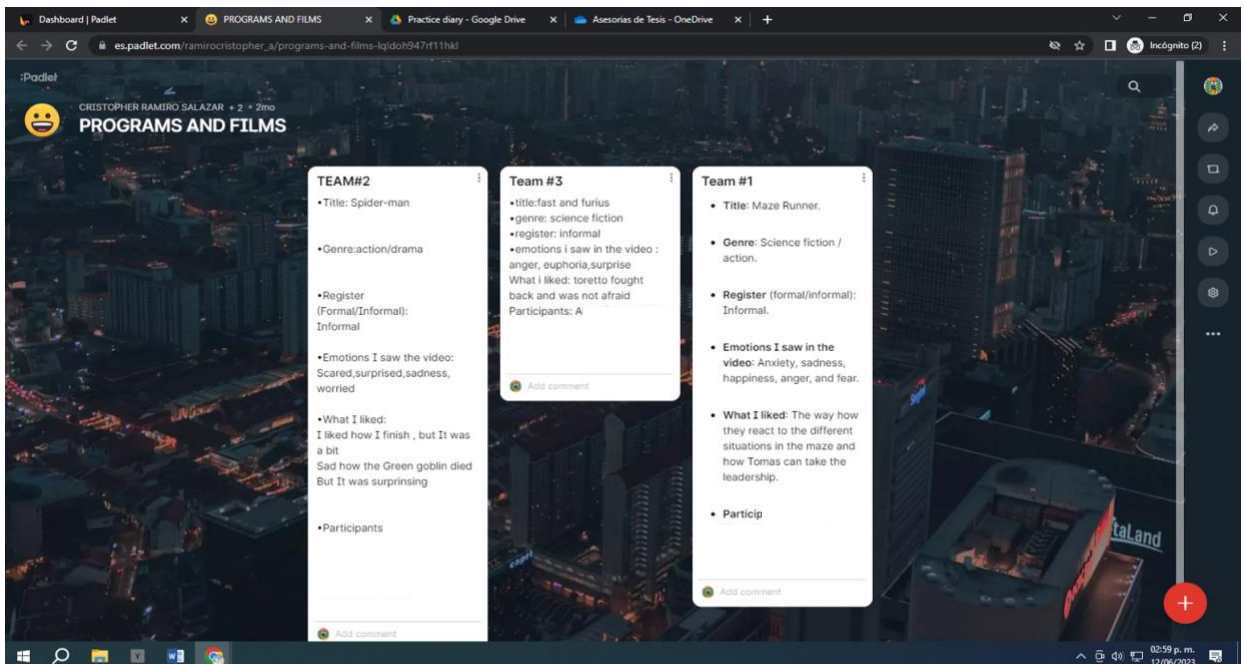
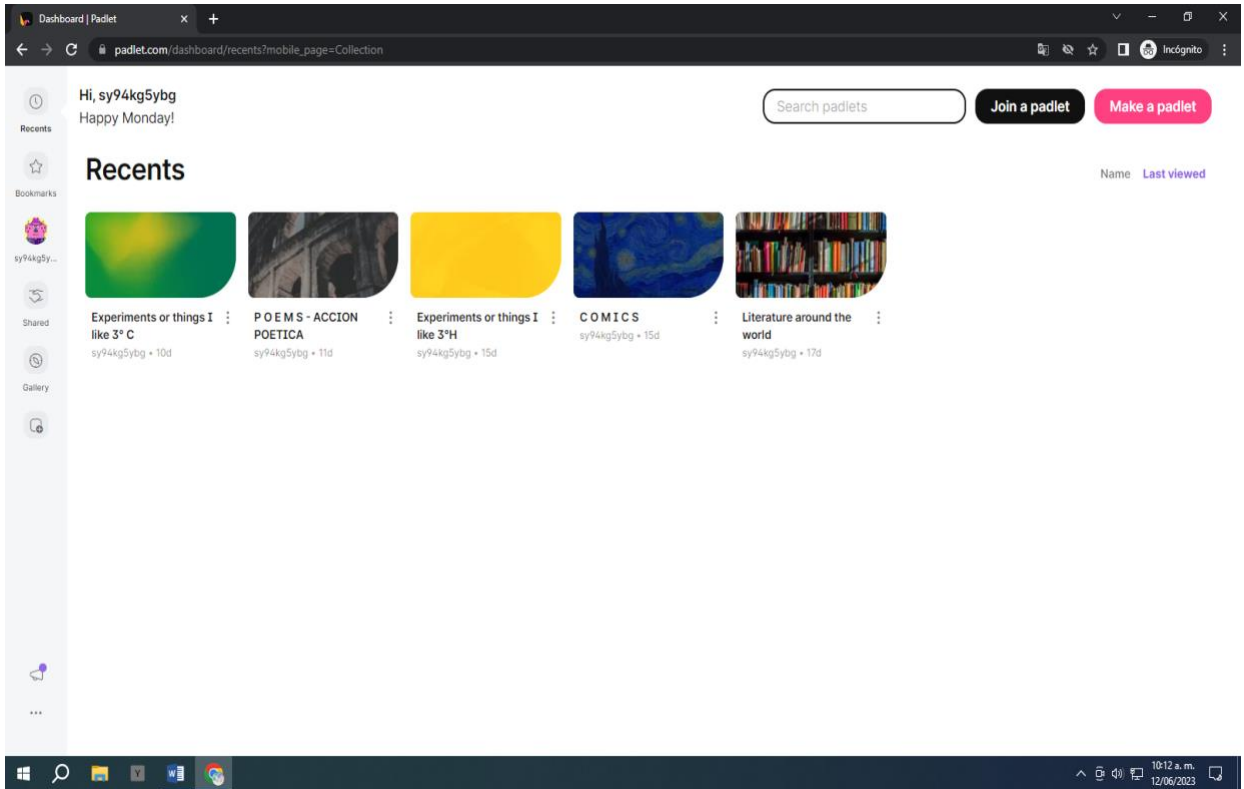
- Informe:** TV programs and Genres 3°C.
- Resumen:** 82% correcto. Juega de nuevo y deja que el mismo grupo mejore su puntuación o mira si los nuevos jugadores pueden superar este resultado. [Jugar de nuevo](#)
- Detalles del kahoot asignado:** Jugadores: 12, Preguntas: 7.
- Kahoot asignado:** Terminado. Fecha de inicio: 25 ene 2023, 11:13. Fecha de finalización: 21 feb 2023, 12:00. Presentado por cristophersixnine.
- Acciones:** [Ver podio](#), [Compartir podio](#). Consejo útil: Aumenta la motivación de los jugadores compartiendo el podio.
- Resumen de preguntas:** Preguntas difíciles (0), Necesito ayuda (0), No se terminó (2). One player, LR Andrea Gets2, is listed under "No se terminó (2)".

Annex 4. Practice diary. Resource: own elaboration.

<https://docs.google.com/document/d/1ld0nfezlaoShZjmma0GUdLsilkogEnou/edit?usp=sharing&oid=112994907774452381055&rtpof=true&sd=true>

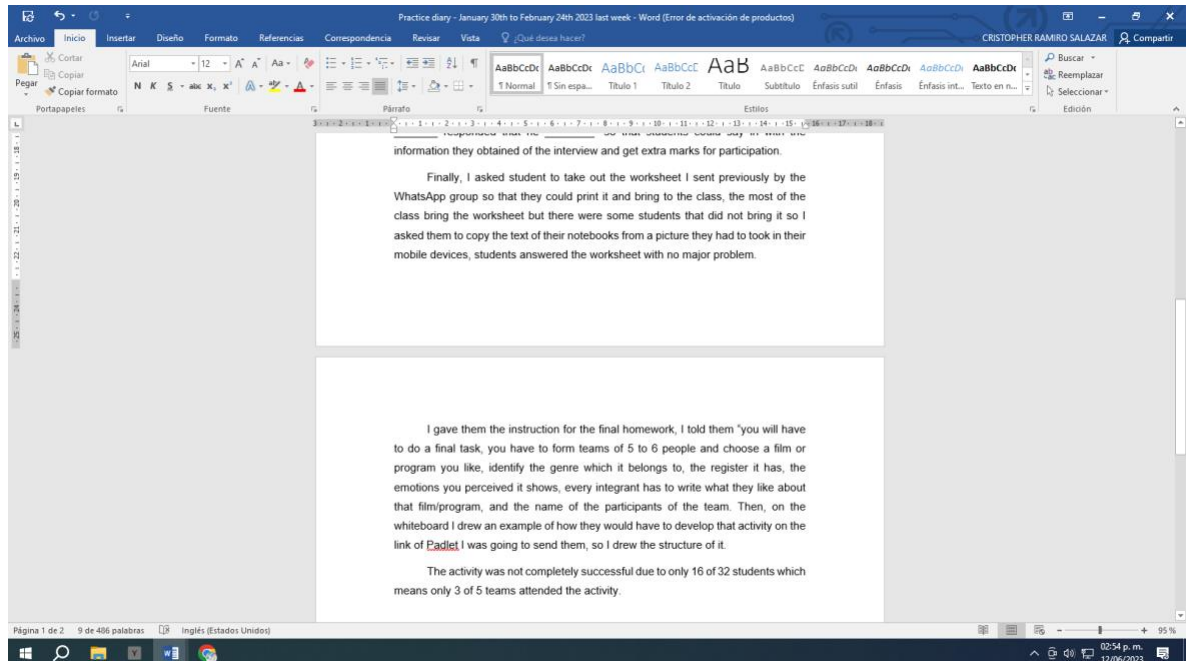
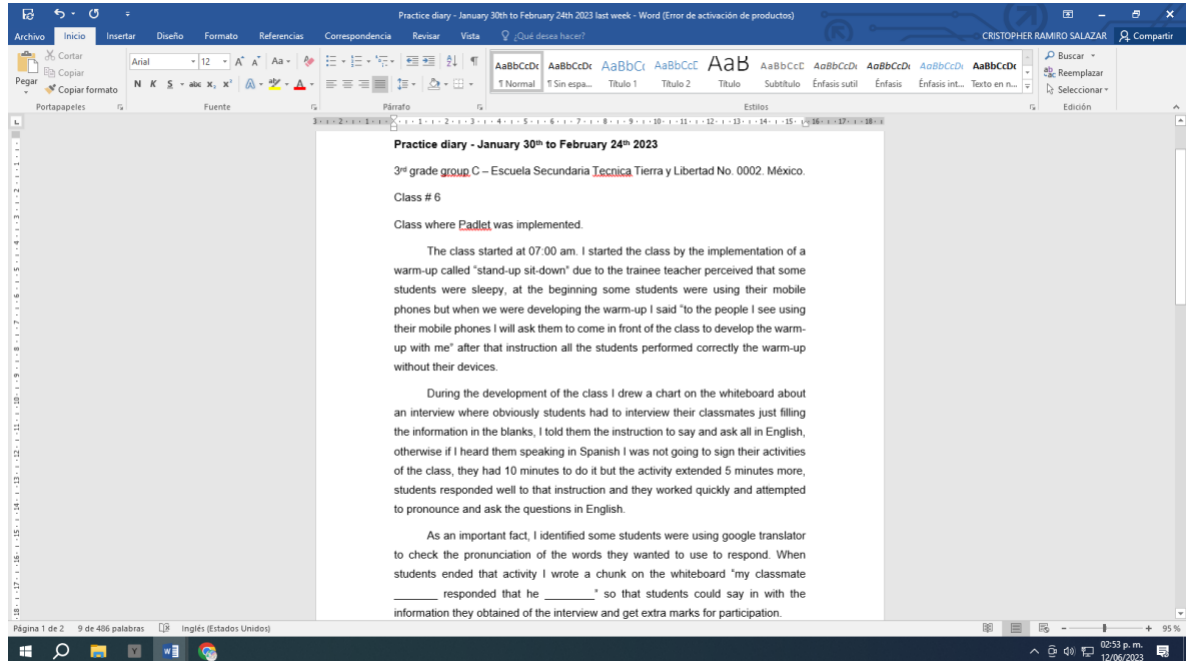


Annex 5. Revised since January, 2023. Evidence of the work developed in the last class. Padlet. <https://padlet.com/>



Annex 6. Practice diary. Resource: own elaboration.

<https://docs.google.com/document/d/1fvLxGGXOmK9xQ9PjUNz2AZD7zZLmJV/edit?usp=sharing&oid=112994907774452381055&rtpof=true&sd=true>



Experiments or things I like 3° C

Infographic related to processes that have instructions.

Pay Lemon

INGREDIENTS:
2 cans condensed milk
2 packages of cookie mix
1 lb of cream
1 / 2 cup water

METHOD OF PREPARATION:
1. In a recipe put a little lemon juice and half cup of water, place cookies to moisture slightly. Then in a blender place 2 cans of condensed milk and lemon juice, mixing until it becomes thick, then place the other can of condensed milk and add lemon juice, there have to be in the taste of the mixture in favor, if you need lemon juice, you get a little lemon first. Place the batter on a cookie reference and keep a thin layer of the mixture, so you can compare the package, the batter should be thick (enough cream) and granules with lemon juice, adapted cream and devices. You Remove the refrigerator covered. **WILL BE READY TO CUT After 1 hour in the fridge. GOOD NIGHT!**

delicias

1- first we open the chexeds on top
2- first add the vegetables that would be the garnish.

apendices chexeds, jamon, queso, tomate, cebolla, papas, tomate, carne, queso

HOW TO DRAW AN EYE STEP BY STEP

sketch
First, draw an almond shape forming the base of the eye.

PDF
how to draw an eye step by step

HANDMADE CORN TORTILLOS

1. After that the frits corn is planked

PDF
HANDMADE CORN

SUSHI

1. Wash the rice and drain it well.
2. Cook the rice in a pot with a little salt and water.
3. Mix the rice with the vinegar and sugar.
4. Spread the rice on a bamboo mat.
5. Add the fillings and roll it up.
6. Cut the sushi into pieces.



COFFEE

capuccino at home

apendices: leche, agua, cafe, leche y cafe

LEMONADE

Student: Emmanuel Bryan Garcia Espino.

Frits
Squeeze the lemons



conbread

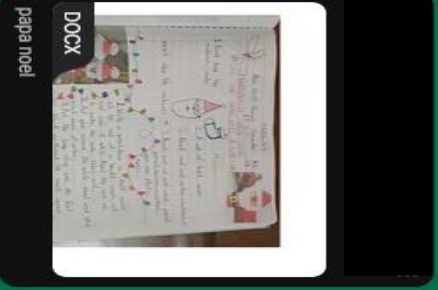
Infografía de Inglés

PDF
INGRAFIC. DMGH



papa noel

DOCX



FLAVOR JELLY

Recipe of CARMEN MARTINEZ ANDRADE 3° C

INGREDIENTS: 30ml. 8 personas Easy



Annex 8. Practice diary. Source: own elaboration.

<https://docs.google.com/document/d/1fHrTn76CIZKs0fgWeX5XM8T-5CQTNMaa/edit?usp=sharing&oid=112994907774452381055&rtpof=true&sd=true>

The screenshot shows a Google Docs document with the following text:

Practice diary - November 21st to December 09th 2022

3rd grade group C – Escuela Secundaria Tecnica Tierra y Libertad No. 0002, México.

Class # 9

Class where Padlet was implemented.

The class started at 07:00 am. I started the class by greeting students, then, I asked to students to come to the whiteboard with me to exemplify a warm-up, during that action I said all in English and students seemed not to understand what I was saying so I opted to say it in Spanish so that they could understand it better, while I was giving the instructions some students were using their mobile devices to send messages, I was able to realize that when I was going row by row keeping students in silence, so when I asked them to go to the court of the school to develop the activity students lasted 2-4 minutes going down so this activity consumed a lot of the time of my class.

While we were developing the warm-up the same situation took place, some students were using their mobile devices to send messages, after developing the warm up I asked students to go back to the classroom, that activity took about 15 minutes to be carried out.

In the development of the lesson I asked students to take out the material that previously I asked them to bring to develop the final product during the last class which was: Information about an experiment or process related to instructions that they like (2 pages at least). All the students attended the instruction implemented by me to gain exposure prior to class.

I revised what students brought to the class. So I gave to the students a

Activar Windows
Ve a Configuración para activar Windows.

Esperando a docs.google.com...

This screenshot shows a zoomed-in view of the Google Docs document. The text is as follows:

While we were developing the warm-up the same situation took place, some students were using their mobile devices to send messages, after developing the warm up I asked students to go back to the classroom, that activity took about 15 minutes to be carried out.

In the development of the lesson I asked students to take out the material that previously I asked them to bring to develop the final product during the last class which was: Information about an experiment or process related to instructions that they like (2 pages at least). All the students attended the instruction implemented by me to gain exposure prior to class.

I revised what students brought to the class. So I gave to the students a checklist to create an instructive of the process they presented me, I asked a student to read the checklist to clarify the meaning of the reactivities, the checklist contained title, use of sequence words, use of reliable information which means not invented, it is about instructions. Every reactive had a value of 2 signs, the rest of the class was dedicated to this activity when the activity started, some students

were caught using online translators to write long paragraphs, I only asked them to use it for words they did understand. When there were 5 minutes left I commented, them that if they wanted to improve their notes on the task they could re-make their instructive online and post it on the link of Padlet I was going to send them to which students agreed completely and showed themselves excited for that idea.

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Esperando a peoplestack-pa.clients6.google.com...

Annex 9. Checklist to create the instructive. Source: own elaboration.

Must in your task

Name: _____
Grade and group: _____

	Yes	No
Title	<input type="checkbox"/>	<input type="checkbox"/>
Use of sequence words (at least 3)	<input type="checkbox"/>	<input type="checkbox"/>
Use of ordinal numbers (at least 2)	<input type="checkbox"/>	<input type="checkbox"/>
Use of reliable information (not invented)	<input type="checkbox"/>	<input type="checkbox"/>
It is about instructions.	<input type="checkbox"/>	<input type="checkbox"/>

IMPORTANT NOTE: UPLOAD YOUR WORK TO THE PADLET (THE LINK THE TEACHER SENT VIA WHATSAPP, IF YOU WANT TO IMPROVE YOUR GRADE MAKE THE NECESSARY CHANGES BASED ON THIS CHART.

Must in your task

Name: _____
Grade and group: _____

	Yes	No
Title	<input type="checkbox"/>	<input type="checkbox"/>
Use of sequence words (at least 3)	<input type="checkbox"/>	<input type="checkbox"/>
Use of ordinal numbers (at least 2)	<input type="checkbox"/>	<input type="checkbox"/>
Use of reliable information (not invented)	<input type="checkbox"/>	<input type="checkbox"/>
It is about instructions.	<input type="checkbox"/>	<input type="checkbox"/>

IMPORTANT NOTE: UPLOAD YOUR WORK TO THE PADLET (THE LINK THE TEACHER SENT VIA WHATSAPP, IF YOU WANT TO IMPROVE YOUR GRADE MAKE THE NECESSARY CHANGES BASED ON THIS CHART.

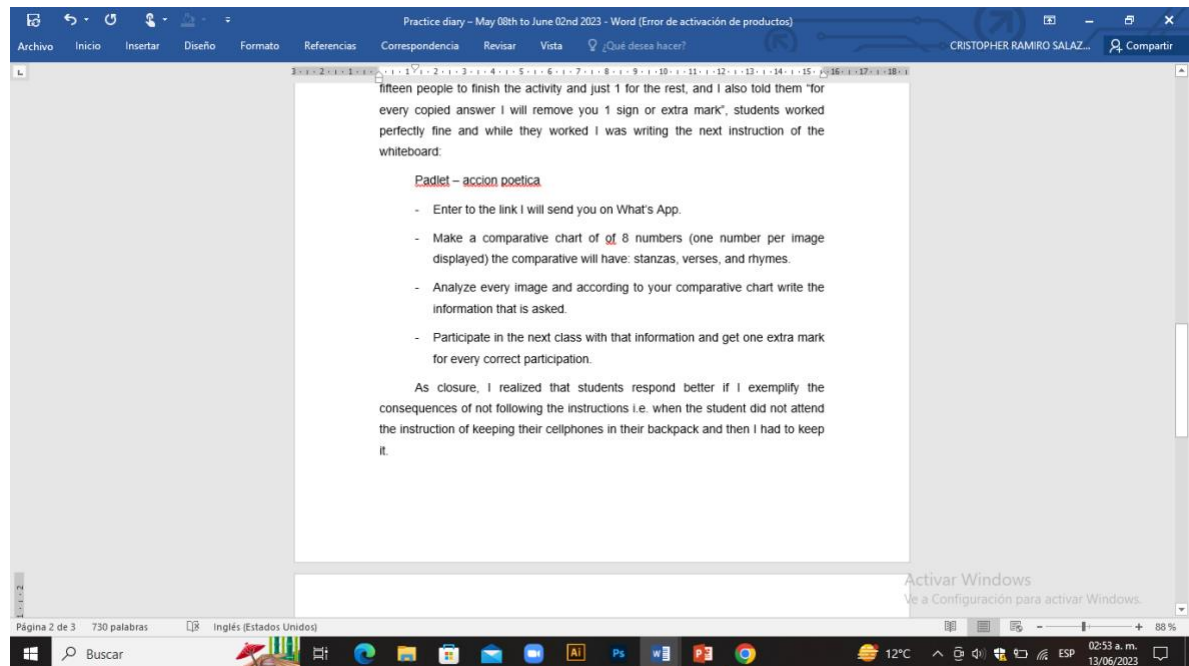
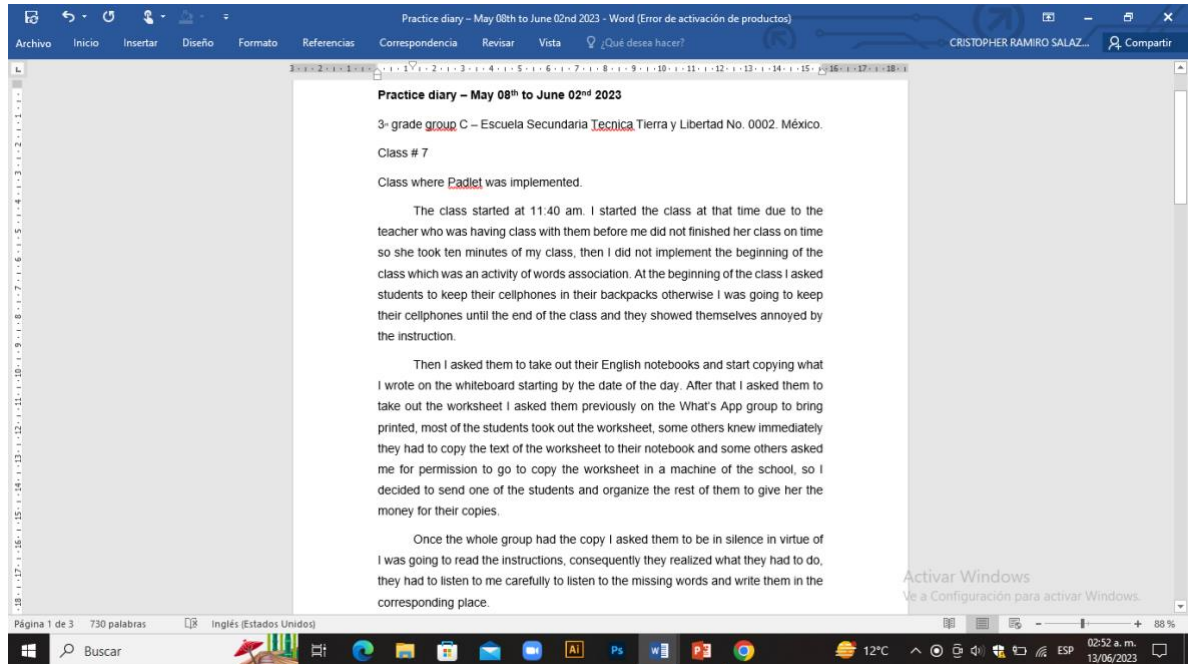
Annex 10. Padlet – prior to knowledge. Source: own elaboration.
<https://padlet.com/sy94kg5ybg/p-o-e-m-s-accion-poetica-ug389h72k0x35gj1>

The screenshot shows a Padlet board with the following content:

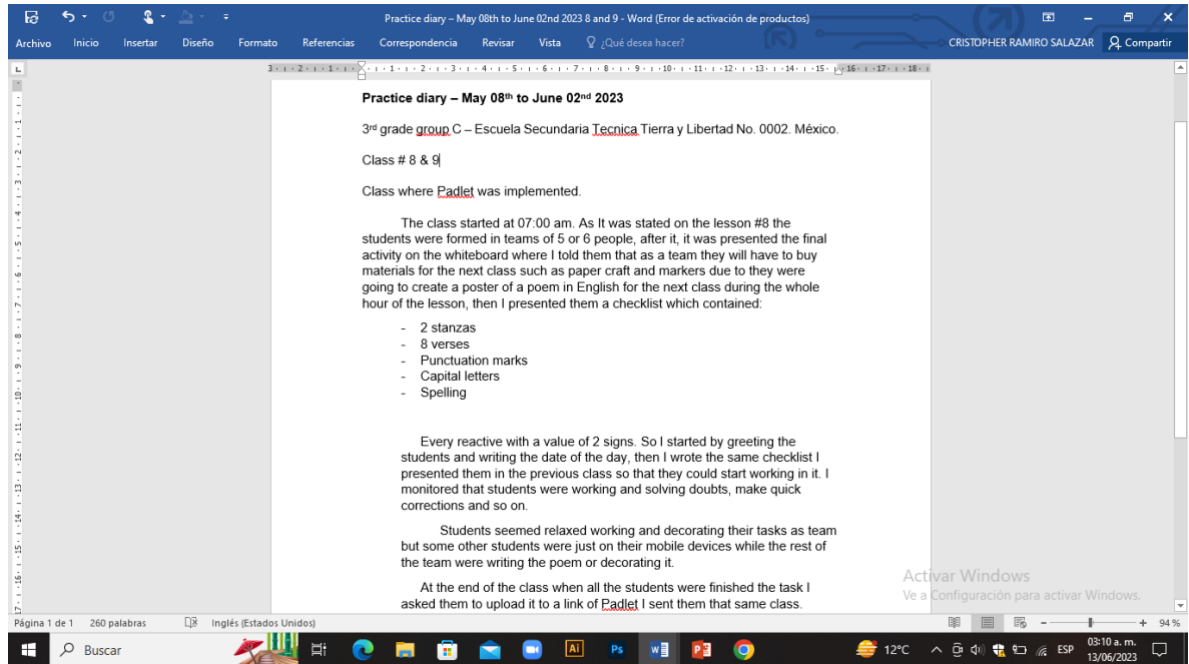
- Header:** sy94kg5ybg • 174
POEMS - ACCION POETICA
- Description:** This Padlet was made so that you can see different poems. You have to analyze each poem, in each one of them you have to take notes of stanzas, verses and analyze the words that rhyme in each one (if they exist) for your participation in the next class. The number of notes that you obtain.
- Card 1:** UN BUEN VERSO QUIZA SEA EL LADO VALIENTE DE UN COBARDE
- Card 2:** EL CORAZON ENVUELTO EN DOBLE TORTILLA YA QUE NO SE ROMPA
- Card 3:** SE EL LINDO TE DIERA COMO SI QUISIERA CERRAR LOS OJOS Y NO QUISIERA LA VERDAD
- Card 4:** BUNA EL BUNA BUNA SI Tienes talento para ser poeta como yo
- Card 5:** UNO ES DUEÑO DE LO QUE CALLA Y OTRO DE LO QUE HABLA
- Card 6:** LLEGUE A A MORTI ANDO QUE PIRAN ME LITE MAS EMPRECAI MENTE FEMOS
- Card 7:** ERES EL "OVAL TE VEA HOY" DE TODOS TRIS OMS
- Card 8:** ME FUI A SER FELIZ NO SE CUANDO VUELVO

The interface includes a search bar, navigation icons, and a Windows taskbar at the bottom with the date 13/06/2023 and time 12:06 a.m.

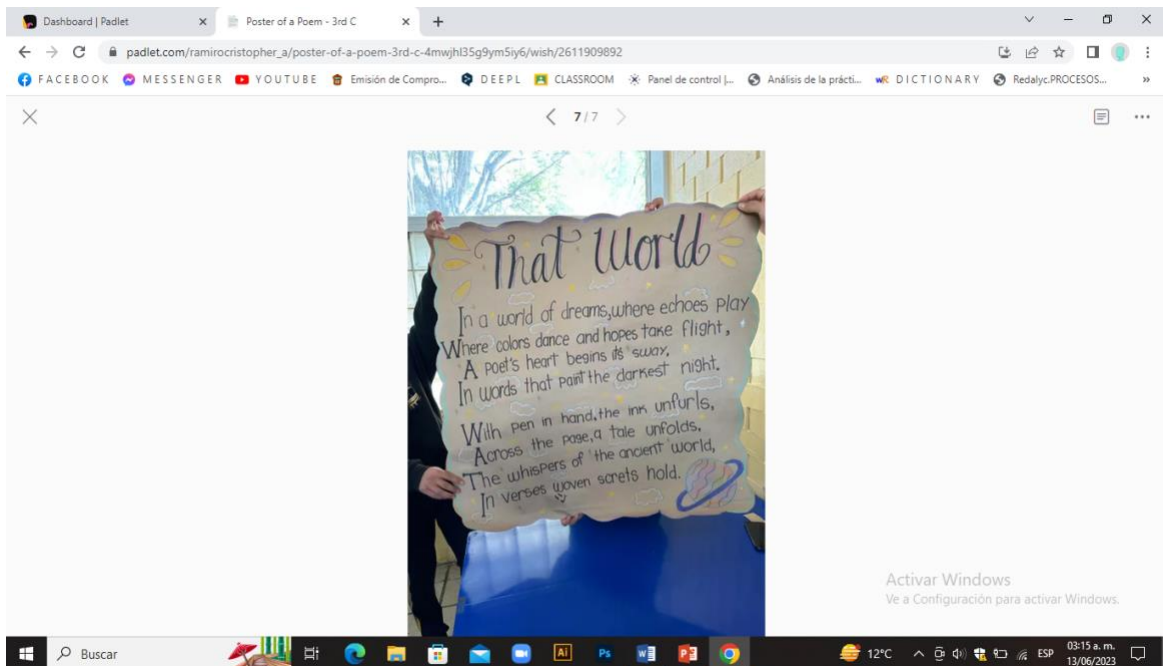
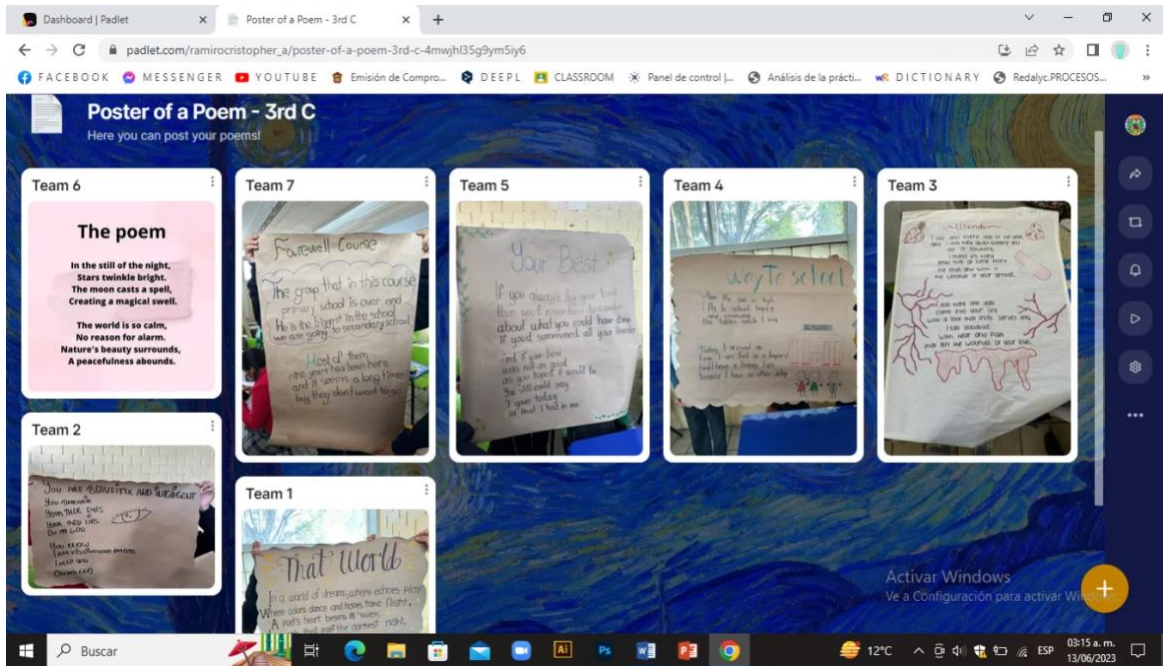
Annex 11. Practice diary. Source: own elaboration.
https://docs.google.com/document/d/14nhyLIN15w8xL6ubmkb788gBNI_HMCrE/edit?usp=sharing&oid=112994907774452381055&rtpof=true&sd=true



Annex 12. Practice Diary. Source: own elaboration.
https://docs.google.com/document/d/1h2qgfS25qarsJ0fcIE7Try_RK2A3HZ7o/ed?usp=sharing&oid=112994907774452381055&rtpof=true&sd=true



Annex 13. Padlet, presentation of the final product. Source: own elaboration.
https://padlet.com/ramirocristopher_a/poster-of-a-poem-3rd-c-4mwjhl35g9ym5iy6



Asunto: Se asume responsabilidad.

Toluca, Méx., 10 de julio de 2023

**H. CUERPO DE SINODALES
P R E S E N T E**

Quien suscribe C. CRISTOPHER RAMIRO SALAZAR, estudiante del octavo semestre de la Licenciatura en Enseñanza y Aprendizaje del Inglés en Educación Secundaria, por este conducto, asume de manera total la responsabilidad de haber estructurado y elaborado el documento titulado: The Implementation of Online Platforms to Keep Learning EFL Based on Writing, conforme a las Orientaciones Académicas para la Elaboración del Trabajo de Titulación. Con la supervisión del director de trabajo de titulación fue estructurado en la modalidad de: Tesis de investigación; así como de haberlo adecuado a las observaciones hechas por la Comisión de Titulación. Finalmente, defenderlo suficiente y de manera argumentada ante los 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.

Agradece ampliamente el interés y el apoyo que siempre se me brindó como estudiante.

ATENTAMENTE



C. CRISTOPHER RAMIRO SALAZAR

Toluca, México 12 de julio de 2023.

Dra. Ana Laura Cisneros Padilla
Secretaria de la Comisión de titulación
PRESENTE

El que suscribe MTRO. ALCIDES RAFAEL GUZMAN MARTINEZ Asesor del estudiante CRISTOPHER RAMIRO SALAZAR matrícula 191527230000 de 8° semestre de la Licenciatura en Enseñanza y Aprendizaje del Inglés en Educación Secundaria quien desarrolló el trabajo de titulación denominado The Implementation of Online Platforms to Keep Learning EFL Based on Writing en la modalidad de Tesis de investigación; se dirige a esta Comisión a su digno cargo para informar que este documento ha sido concluido satisfactoriamente de acuerdo con lo establecido en los documentos del Plan de Estudios 2018 rectores del proceso de titulación.

Sin otro particular, le envío un atento y cordial saludo.

ATENTAMENTE



MTRO. ALCIDES RAFAEL GUZMAN MARTINEZ
Asesor de Titulación

"2023. Año del Septuagésimo Aniversario del Reconocimiento del Derecho al Voto de las Mujeres en México".

Toluca, Méx., 30 de junio de 2023

**C. RAMIRO SALAZAR CRISTOPHER
ESTUDIANTE DEL OCTAVO SEMESTRE (LEAIES)
P R E S E N T E.**

La Dirección de esta casa de estudios, a través de la Comisión de Titulación de la Licenciatura en Enseñanza y Aprendizaje del Inglés en Educación Secundaria del Ciclo Escolar 2022–2023, comunica a usted que su Tesis de Investigación intitulado: **The Implementation of Online Platforms to Keep Learning EFL Based on Writing**, fue **Dictaminado Favorablemente**. Ello significa que a partir de la fecha podrá realizar los trámites correspondientes para sustentar su Examen Profesional.

Sabedor de su alto sentido de responsabilidad, le envío un cordial saludo.

ATENTAMENTE


**DRA. ANA LAURA CISNEROS PADILLA
SECRETARIA DE LA COMISIÓN DE
TITULACIÓN**



**SECRETARÍA DE EDUCACIÓN
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DIRECCIÓN GENERAL DE EDUCACIÓN NORMAL
SUBDIRECCIÓN DE ESCUELAS NORMALES
ESCUELA NORMAL No. 1 DE TOLUCA**