



BENEMÉRITA Y CENTENARIA ESCUELA NORMAL DEL ESTADO DE SAN LUIS POTOSÍ.

TITULO: “The use of affective learning to develop the writing skills of a group of second grade from the technical secondary school 66

AUTOR: Areli Martínez Pérez

FECHA: 12/01/2023

PALABRAS CLAVE:

Learning, Affective, Teaching, Writing, Sentences

Secretaria De Educación Del Gobierno Del Estado.

Sistema Educativo Estatal Regular.

Dirección De Educación

Inspección De Educación Normal.

Benemérita y Centenaria Escuela Normal del Estado de San Luis Potosí

Generación

2018



2022

**“THE USE OF AFFECTIVE LEARNING TO DEVELOP THE WRITING SKILLS
OF A GROUP OF SECOND GRADE FROM THE TECHNICAL SECONDARY
SCHOOL 66”**

Portafolio temático

PRESENTA:

C. Areli Martínez Pérez

Asesor (a):

Mtra. Fátima Guadalupe Fabián Vanegas

SAN LUIS POTOSÍ. S,L,P.

Noviembre 2023



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Areli Martínez Pérez

Nombre y Firma

AUTOR DUEÑO DE LOS DERECHOS PATRIMONIALES

Nicolás Zapata No. 200
Zona Centro, C.P. 78000
Tel y Fax: 01444 812-11-55
e-mail: cicyt@beceneslp.edu.mx
www.beceneslp.edu.mx



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AGRADECIMIENTOS

A mi mamá, por ser mi mayor inspiración día con día para ser una mejor maestra, por festejar cada triunfo. Por apoyarme en cada adversidad, por tu preocupación y, sobre todo, por tu amor incondicional, gracias por siempre confiar en mí y levantarme cuando te necesito y darme la fuerza que necesito para seguir adelante. Agradezco que estés conmigo y me acompañes en cada paso que doy. Gracias por estar al pendiente de mí. Sin ti esto no hubiera sido posible.

A mi papá, por darme el ejemplo del trabajo y la constancia, por su cariño y paciencia que me brinda en cada aspecto de mi vida. Gracias por apoyarme y estar cuando te necesito a pesar de todo. Agradezco tu compañía en las diferentes etapas de mi vida, Gracias por siempre estar dispuesto a apoyarme, aconsejarme y por darme lo necesario para que consiga mis metas.

A mi hermano, por estar al pendiente, por tu amor, por protegerme y cuidarme siempre, gracias por ser una guía y un ejemplo a seguir desde pequeña. Agradezco tu comprensión cuando yo no estaba de buen humor por esta investigación, gracias por tu empatía y paciencia que me has dado día con día.

A mi asesora, la maestra Fátima Fabián, por estar junto a mi desde el curso de inducción y nunca dejarme sola, aunque no fuera mi maestra o asesora, por nunca perder la esperanza en mí. Gracias por siempre entregarme todo de usted, incluso cuando no era su responsabilidad. En usted, encontré una guía, una consejera y una amiga. Gracias por ser un ejemplo a seguir como maestra y como persona.

Estoy completamente segura de que sin usted yo no lo hubiera logrado. Jamás me alcanzarán las palabras para agradecerle todo el tiempo y esfuerzo que puso en mí, pero todo eso lo llevaré siempre en el corazón.

A mis amigas Cristina y Esmeralda, por siempre estar para escucharme, comprenderme y aconsejarme, en ustedes encontré un refugio y una comprensión que no sentía con nadie más, ustedes hicieron que recuerde a la Normal como un lugar lleno de anécdotas, risas, abrazos y lágrimas. Gracias por la ayuda que me brindaron, por siempre darme claridad y por su amistad. Gracias por todas las enseñanzas, estoy convencida de que no lo habría logrado sin ustedes.

A mi novio, que, aunque no estuviste en todo el proceso, estuviste conmigo en los momentos más difíciles y de desesperación, gracias por siempre escucharme, por tu amor, abrazos y por todas las herramientas que me brindaste para que yo pudiera alcanzar con mis metas, gracias por escogerme todos los días como compañera, sé que en ti tendré siempre a una persona con quien desahogarme.

A mis abuelos, que, aunque no están de manera física conmigo sé que me cuidan, aman, guían y me dan la sabiduría para continuar sin ustedes.

A toda mi familia, por la preocupación, interés y amor que me han dado a lo largo de toda mi vida. Por siempre ver por mi bienestar y por tener confianza y fe en mí.

Gracias, gracias, gracias.

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Chapter I Introduction

This document presents the results of teaching practice experiences, obtained from July 2020 to June 2021; this research was carried out in the technical secondary school number 66, located in the Simón Díaz neighborhood, Antiguo Camino, a Guanajuato Street, the strategies applied for this document were applied to second graders of group C.

2021-2022 school year was a year of change for all education systems During the practices, the world suffered a pandemic that made us isolate ourselves in our homes, at the beginning there was a quarantine, but it extended to more than a year of isolation, where some classes were virtual, others through homework or projects and in the time where this research took place there were many changes in the technical secondary school number 66 that made it even more challenging to carry out the activities.

1.1 Approach to the Problem

In every language, there are four skills that we need to develop. These skills are reading, listening (these are the skills that the person receives from others, they are called 'Input' or 'receptive skills'), writing, and speaking (skills that the person produces on their own, they are called 'output' or 'productive skills'). Cassany, Luna, y Sanz (2011) mentioned that using the four skills is the only way to learn a new language. They also mentioned that the four skills were the tools that a user of a language must master to communicate effectively.

A few decades ago traditional teaching was the most used in Mexico, where the teacher only read, dictated or he/she was seen as the only one in the classroom, the classes were totally teacher-centered, the students could not interact much, silence was the predominant thing inside the classroom, and the activities were too controlled without many opportunities to make mistakes.

Now, things are different, attention is given to the needs of each student, they have the same value as the teacher, everyone has the same opportunity to speak and contribute to the class, as mentioned by Pease, M. A., Figallo, F., & Ysla, L. (Eds.). (2016). In their comparison of the teachers of a few decades ago, with those of today, it is said that a teacher who is dominant or repressive with their students achieves less learning in them compared to that teacher who accepts that the student learns more by making mistakes.

When a teacher uses the teaching of only transmitting knowledge by dictation or in classes where only the teacher speaks, it does not mean that the student will not learn, but in the same way Pease, M. A., Figallo, F., & Ysla, L. (Eds.) (2016) comment that the student learns significantly better when the teacher creates a pleasant environment for them.

Sometimes it is very difficult for teachers to take into account the emotions of our students, since, having a planning ready and with deadlines, sometimes it is difficult to take the time for that, but due to the particular situation that we were faced with in 2020, it is very difficult to ignore these important aspects, and as mentioned by Suárez-González, A., Rajagopalan, J., Livingston, G., & Alladi, S. (2021). "COVID-19 isolation measures have damaged the cognitive and mental health of

people with dementia across the world." We all suffer from that emotional change and disempowerment, so it was for me, as a teacher, to take this aspect into account in my classes.

Emotional, cognitive, and social aspects of a student's learning are important aspects in a learning environment. As Armstrong (2016) mentions, during adolescence, emotions reach the highest level of importance that is seen in a person, and that is why it was essential to take this aspect into account for the classroom activities.

For the classes and activities developed in this research, "Aprendizajes Clave" (Secretaría de Educación Pública, 2017) were taken into account. But in the first classes I noticed that students were unable to perform the activities as suggested by this book, because in Aprendizajes Clave the expected level for second grade students is "MCER B1 (B1.2)" for its acronym in Spanish "Marco Común Europeo de Referencia para las Lenguas" De Europa, C. (2002).

Which assumes that second graders should already use the second language in an informal way, in listening they understand clear dialogues, as long as the speaker uses the language clearly and slowly, in reading; they understand words of daily use, work or personal interest, in speaking the student should already be able to hold a conversation of interest or socialize with people in a second language and in writing, the student should already be able to write letters, mails or their ideas grammatically correct.

During the period of observations, I had the opportunity to see some notebooks and the students had a traditional learning where they had to memorize word by word and were not capable of creating sentences by themselves, this does not mean that they were grammatically incorrect, but students saw the emotions and instead of using them in a free and creative way to express their own opinions, they were asked to repeat that word, only changing the subject and verb to be, they had their notebook full of "I am happy, you are happy, they are happy". This showed that students did not have the skill of writing, not because they were not capable, nevertheless because they were not being motivated to use the skill of writing in a real and useful context.

On another occasion the students were asked to write the name of some numbers and although they had already been asked orally, when they wrote it they did it in a totally incorrect way, they had the knowledge of the numbers in English, but when they wrote it, they did it with the same sound of each letter in Spanish, for example "one" they wrote it "uan".

Because of situations like these it became very evident that the students had poor knowledge of the second language, but due to the COVID-19 there was a lot of absence of students and changes in the school routine so I decided to take a skill that could be done from home in order to find progress.

Taking into account the context of the school, the circumstances of the situation we are going through in general, it was impossible not to take into account

the emotions and thoughts of the students, and the affective learning strategies that can be applied in the teaching of a second language while taking care of the student, considering him as the main person in the classroom, taking care of his emotional state and improving the learning environment in which the student is involved.

This research was mainly based on affective learning to improve the student's written subskills, to be more specific, in Spelling, and sentence construction, which students could rely on to organize and be creative with their writings but in a controlled way, making clear the rules of each topic that was left. Considering that the students presented problems in these areas since the teacher knew how the words were heard but did not know how to write them correctly or how to organize their ideas so that all could understand them, this research had the purpose of helping students to produce coherent texts.

1.2 Description of the problem.

There have been years of change for everyone; this 2021-2022 school year was the first time everybody returned to school after one and a half years of working remotely. Of course, these situations affected the planning, projects, and interaction with the students. Learning to interact again was a problem because of so many justified absences. Focusing on such an emotional and social issue during the pandemic was a limitation because, in the beginning, it was not known if teamwork was allowed, which was part of the affective learning strategies. Some activities and games needed adaptations to be able to comply with the protocols of school safety.

During the first practice period, the group showed a lack of significant participation. Some could not communicate or express their ideas in an oral, applied manner.

When I arrived to class, I used to ask the students how they felt, they knew some basic emotions at the beginning but they did not know how to structure an answer, for example: when I said hello, how are you today Gerardo?, the child replied "happy", "hungry", etc..., as the days went by, we turned this activity into a daily activity and there were children that when I arrived to the classroom, they used to say hello, teacher, how are you today? I am hungry and happy, thank you without even having asked me something concrete.

The students had already seen with their head teacher the emotions but the only one they used or mastered was "Happy", little by little with the activity every morning of being interested in their emotions, they were taking it away. more because depending on the mood in general a warm up was done, if there were many who were sleepy, they did a standing activity, to move and clear their heads, if they were sad or with some negative emotion they were asked for the reason or if they wanted to talk after class.

When we introduced ourselves, we gave them a structure on the board so that they could organize their ideas. The students had to say their name, age, time, favorite food and favorite sport. Some of them knew their age and favorite sport, they were the ones who were the most advanced in English class, but others found it difficult since their age and needed help to introduce themselves.

The students did not have the vocabulary they should have at their age. In the diagnosis there was a cartoon of a routine, where they were asked to write the verb to be, some verbs of routines, and the students found it very complicated since they did not even know the pronouns and even which verb to be corresponded to each one of them.

Also, when giving them basic instructions to work, they did not know them, a lot of class time was spent giving them an instruction, because it was repeated slowly, with mimicry and body language.

As mentioned before, my first contact with the students was virtual due to COVID-19, there were students who could not join the video calls of the classes, some of them only took attendance and that was their only participation, of course there were exceptions in the classes, but they were very few and always the same student or if two students.

Later the modality changed and the students attended classes but they were divided, one week they went to class in person and the next week they worked at home through written work, so education in such an uncertain and changing way did not allow me to evaluate the four macro-skills, so I decided to work with the writing skill.

The lack of oral participation in online sessions was concerning for the learning context. However, at that moment, I was enhancing student's participation without having a context of the reality of the students that although some had

different problems generated by bad experiences, pupils had a delay in writing compared to other language skills.

During the practices I received comments from the students about their disinterest specifically in English class, some of the second year students were not interested in their grades, nor did they make the minimum effort, in addition to the fact that the school always gave them more than three opportunities to accredit a subject and move on to the next year, so the students believed that just by taking an exam they could forget about the whole year in projects and work. Doing this research has helped me to shed light on the students' learning, to question why they were reacting negatively, what was being done and what could have been done better to get them to approach the language before reacting impulsively.

The research also made it clear that the teacher's role and interactions with the learner directly affect the learner's behavior in the classroom. Therefore, it was established that the best path for this project was affective learning.

To manipulate affective learning to develop writing sub-skills such as spelling, and sentence construction of a group of eight grade from the technical secondary school 66.

To associate Affective learning with sub-skills of writing of students of eighth grade from the technical secondary school 66.

To design Affective learning strategies to improve the production of students
' Writing of students of eight grade from the technical secondary school 66.

“To experiment learning-in-context strategies to help students to assimilate grammar
and improve their writing skills of eight grade from the technical secondary school
66.

1.3 Competences to develop

The competencies expected to be developed in this document are from the
"2018 curriculum" were as follows:

Generic competence:

- *Solves problems, and makes decisions using critical, and creative thinking.*

Professional competence:

- *Uses knowledge of the English language, and its didactics to make transpositions according to the characteristics, and contexts of the students to address the curricular contents of the current study plans, and programs.*

Disciplinary competences:

- Diagnose stations, cognitive, affective, and psychosocial factors to intervene in a pertinent way in the teaching, and acquisition of a second language.

1.4 Document Organization

The modality chosen to obtain a degree was that of the thematic portfolio. This is made up of different sections, which provide pertinent information for the investigation. The sections that make up the portfolio are the following: external and internal context, the surrounding the school campus, its geographical location, some data that could influence students were collected.

In the external context, In the internal context in detail the infrastructure of the school work environment, teacher-parent relationship. Thematic context, In this third section, evidence that originates the problem are mentioned and presented. Methodology explains the process of building the thematic portfolio, this section also mentions the type of research that is carried out and how some authors describe it.

Analysis of the practice, it is the focus of the investigation, here in this section the experiences in the classroom are exposed from which the corresponding appendix were made and show the work done to answer the aforementioned research question, having a role essential to enrich the practice. In conclusion , a synthesis of the research is made, emphasizing the main findings related to the practice, students' work and the problem, if the researcher could solve it and how was the experience. And prospective vision. This section talks about how this document will help me later on, how I can use this already in the work environment.

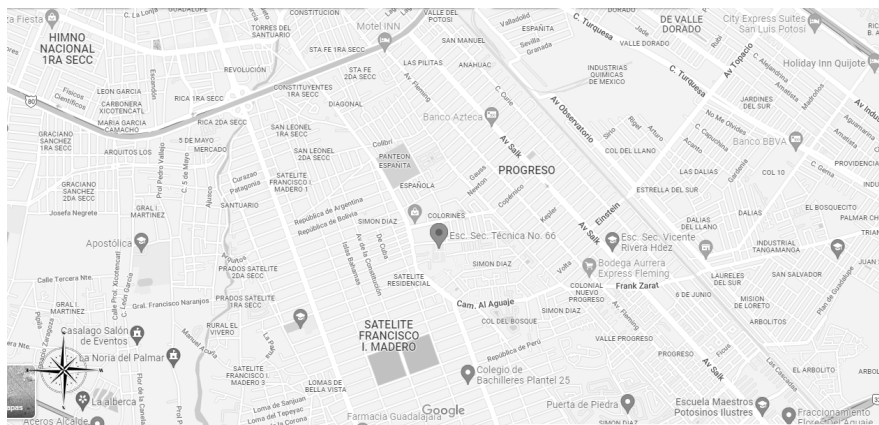
Chapter II. Internal and External Context

2.1 Physical context

This study was carried out in the technical secondary school number 66 from September 1 to September 10, 2021. The school is in the Simón Díaz neighborhood, in Antiguo Camino a Guanajuato Street, right before Bodega Aurrerá. Near Avenida Constitución, in San Luis Potosí, S.L.P. Behind the school is an elementary school and a kindergarten.

The neighborhood borders Satélite, and Prados, which are known for their high levels of insecurity, vandalism, and gang activity. Global Media Comunicaciones (2017) points out, the neighborhood to which the school belongs is one of the It is one of the places where more criminal acts are committed.(here include the period you are referring to, or be specific about that it was metioned at that point)

Figure 1. Map of the location of the school.



Google (s.f.). [technical secondary school number 66]

Therefore, different businesses are found located near the area. Close to the junior high school there are two other schooling institutions, which are an elementary school and a kindergarten. Most of the schoolboys who attend institutions are part of the families in the area, and many of the students from these centers of learning enter Technical 66 Junior High School.

Talking about this problem, during quarantine in 2020 was when a group of vandals looted the school facilities stealing all the computer equipment the school had, some of which had less than two years of use. This caused the school to lose a high percentage of the available technological resources, and consequently spaces destined for learning had to be closed. The computer lab is one of the cases, this was used by the teachers of different subjects to practice relevant skills in the student's development, such as didactic programs or audios for listening in the subject of English.

2.2 Interior context

There are six buildings which the institution is divided, including five adapted to teach classes. The school has a sports field, a dance rehearsal space, and two computer rooms. However, as mentioned before, one of the computer rooms was unusable due to looting of the school during the lockdown period. Likewise, the space destined to rehearse dance is unused, because the dance program was suspended due to the quarantine.

In fact, during the confinement period I had the opportunity to practice at the school in distance mode, this term underwent several changes due to the lack of organization in planning. When the face-to-face modality resumed, the lack of organization was still a problem, observing the constant changes in class schedules, and the implementation of sanitary rules.

Besides, among the health protocols implemented was the allocation of specific classrooms for each group, since previously, the students were the ones who moved between modules and the teachers had their classrooms. This was changed to reduce the risk of contagion, by limiting the number of people who entered each room. In the same way, the entrance, exit, and recess were modified to be taken in a staggered manner, with each grade having a specific time, separated by 10 minutes between each one.

During the observation and assistantship period, a little opportunity was presented to interact with the students because of the security protocols, as well as the dynamics of the school and organization of the schedules caused by the covid-19. It is important to say this pandemic took several months to get restructured. Thus, there were a couple of occasions when the teacher was required to cover classes in front of some of the groups while still in observation. These occasions were used to interact with students for the application of surveys and a diagnostic exam.

During the development of the study, the environment within the school was rushed due to the sudden return to classes and the little information on the protocols to follow the authorities had given. Therefore, during the practice period, some changes were made to optimize the students' stay within the institution. In addition,

communication was an aspect that needed improvement since some situations needed to be communicated on time to teachers to ensure the success of some teaching processes.

When the first period of practice started, the students had been back at school only one day, and they returned to continue with their face-to-face classes. After that, however, the pandemic changed our way of working. The school's different security measures were being taken, such as keeping a safe distance between students, dividing groups into sub-groups, and taking face-to-face classes only some days a week.

Something important to mention is that classrooms were small, and due to health measures, there could only be eight students and the teacher inside, but there was not much control, and sometimes there were days when there were 16 students per classroom. Due to this situation, the school divided the groups into two parts; one group had to go one week while the other worked from home with small activities, and the following week the groups would switch.

2.3 Context in the classroom

The head teacher of the groups was the same in second grade in the four groups already mentioned; the classes and activities were usually with the translation method, students did not practice communication in the second language, and they rarely used complete sentences in English classes. In the first

period of observations, Teachers in practices were not allowed to observe students' work closely or their activities.

However, in the second period of practice, the work with students started. It was possible to observe that in second-grade group C, in which there were 16 students between the ages of twelve and fourteen years old, there were some of them did not speak during their English class, and they did not speak with their classmates either; when the teacher arrived to the classroom, most students took a seat and were ready to receive indications. They spoke between them, but they did not participate in class.

A typical situation at reading activities was that students feared making mistakes because of bullying. However, it never happened. On the contrary, most of their peers respected them because they felt the same. In one of the two sub-groups, it can be observed that at least two students (out of the seven in the classroom) liked learning the language, asking questions, participating, and reading.

When the teacher talked to this group in English, it caused excitement in them and a little confusion, although they saw it as another game in which they liked to guess or understand what was being said; while the teacher was talking, different voices tried to translate, and explain what the teacher was saying. If there were funny or different words, students repeated them several times as a game and then asked for more vocabulary to say their ideas with that exact word. They were also always or almost always finishing all the activities within the classes.

Also, in this sub-group, some students just wanted to play. They ignored the class and did not give it importance despite participating. They asked each other for help, but most still needed to finish their activities in class. The purpose of learning a new language is always to communicate, and it was no exception within this project.

Therefore, this research's general objective was that students could communicate and share their ideas in a new language. Nevertheless, in addition to the general objective of this research, there was a more specific goal: to develop writing skills, especially spelling and sentence construction.

2.4 Diagnostic Assessment

The first practice period focused on getting to know students, and reinforcing the best possible relationship between them and the teacher, so pupils felt better during their classes. According to Armstrong (2016), good teaching involves positive emotion. It is not just a matter of knowing one's subject, being efficient, having the correct competencies, or learning all the proper techniques. However, it was also the process of acquiring new methodologies to improve teaching. It was essential to know how the students felt about the subject, to know where to start, and what to change to improve.

The instrument used for the diagnostic was a survey. A survey consisted of questions regarding one or more variables to be measured (Chateauneuf, 2009). Surveys could be used to obtain information such as to meet some needs to qualify a service or product (Fernández, Baptista & Hernández 2014). In surveys, there are

two types of questions; according to Fernández, Baptista, & Hernández (2014), they are open, and closed. Closed questions contain categories or response options that have been previously delimited; it is easier to quantify, and measure. On the other hand, open questions do not delimit the response alternatives in advance, so the number of response categories is very high.

In the applied survey (Appendix 2), most questions were closed. What was sought was to know how the students preferred to learn new vocabulary, so they realized they could express their opinion about their learning. Former middle school teacher Ronan (2015) recommends letting students select the words they would like to work on in spelling and decide how to study their vocabulary words. Although most of them said they preferred to learn through images, during the intervention, the use of images helped a lot with the explanation, but what they liked was the use of body language, they saw it as a game to guess the actions, and it was where more interaction between them, and the teacher was shown.

Also, in the survey they were asked which was the best way for them to work, most of them answered that they preferred to work collaboratively, and although due to the pandemic it was not possible to work in teams, during the development of the project, the students interacted with the people around them to reach agreement, and to exchange ideas, and answers.

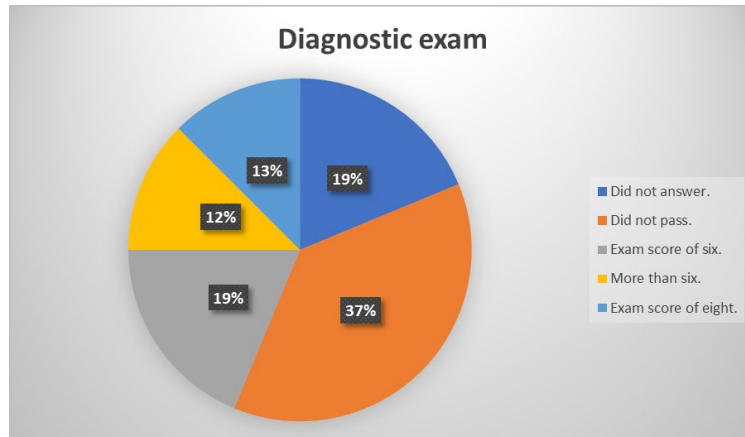
At the end of the survey, they were asked about their interests, such as type of music; during the activities, they were asked about their favorite movies, hobbies, and routines because, according to Armstrong (2016), teachers need to find out

more about the world in which they live to understand. Therefore, it could help teachers to create our material. Learning styles refer to learners' preferred strategies for learning (Gentry & Helgesen, 1999). Each person has his or her way of interpreting, and processing the new information given to him or her, which is why it was essential to know the predominant learning styles in our groups so that teachers could base trainers' materials on the students.

At the time the diagnosis was reviewed, I was able to observe that at least 60 percent of the students had no problems with the verb to be, but for the rest, it was evident that they only guessed the answer to complete the exercise, because the students gave almost the same answers in each of the questions or they did not reflect the previous sentence. During the practices in November, I had the opportunity to continue evaluating the students constantly and inferred that students might be exposed to English in their daily lives, and they try to speak it. However, they have problems in the moment of writing because English is not a phonetic language (not every sound corresponds to a single letter).

Therefore, the students write as they hear it. After analyzing the results, and comparing them with some authors, I was determined that the students needed to improve spelling; and after having obtained the correct vocabulary, we worked with "sentence construction" which according to Gower, Walters & Phillips (2005). refers to "the construction of sentences grammatically corrected".

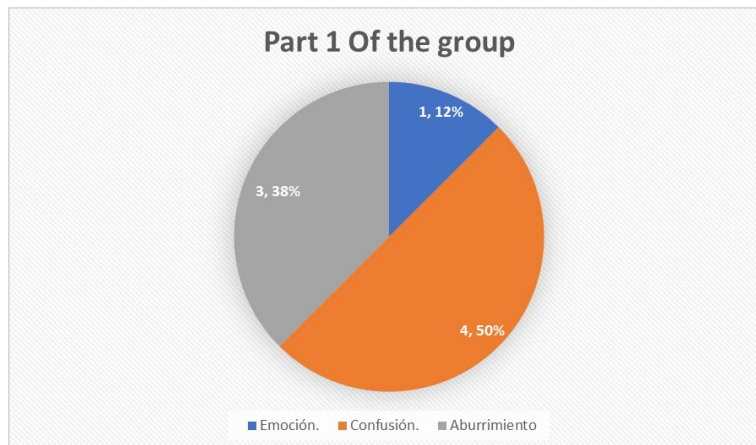
Figure 3. Graphic for the Diagnostic results



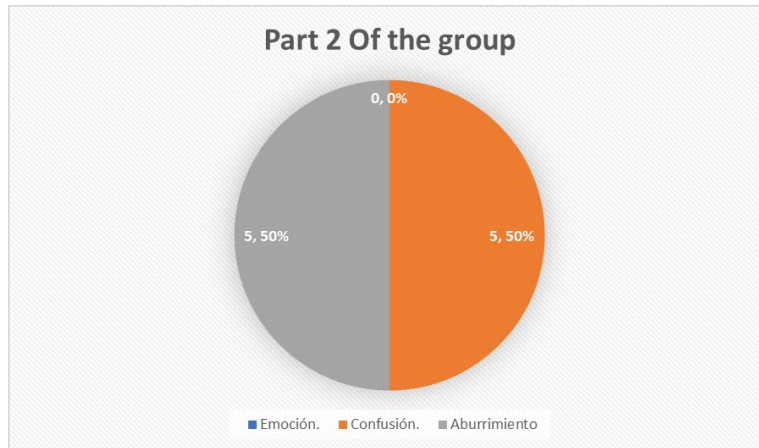
Personal construction.

After this conclusion, through observations, and applied diagnoses, teacher gave them the test that I mentioned to know what material they would be interested in working with, what is the position of students regarding the language, and as Armstrong (2016) suggests being more empathic with the emotions of students.

Figure 4. Graphic of how students feel with the English language.

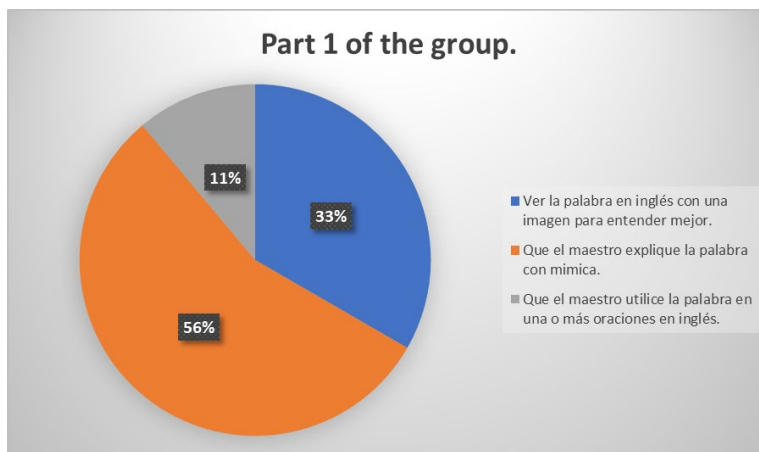


Personal construction.

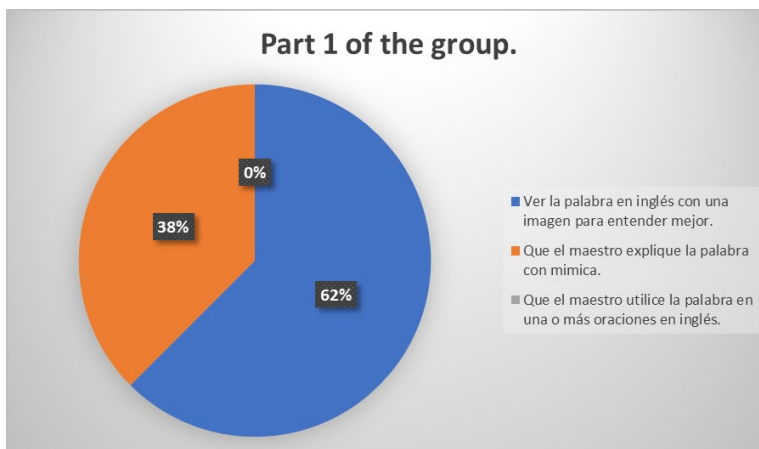


Personal construction.

Figure 5. Graphic of how students prefer to learn vocabulary.

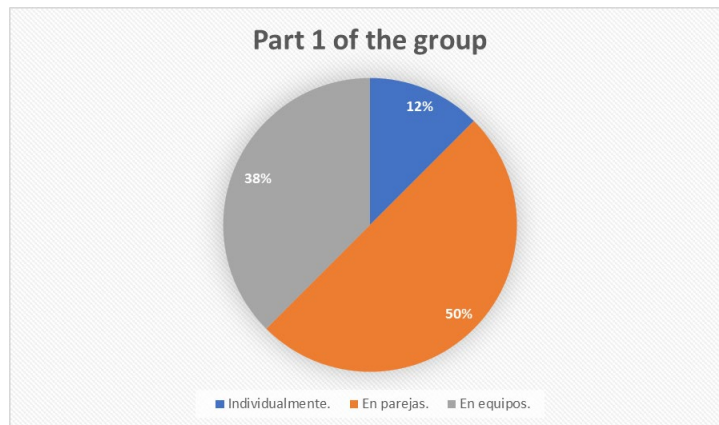


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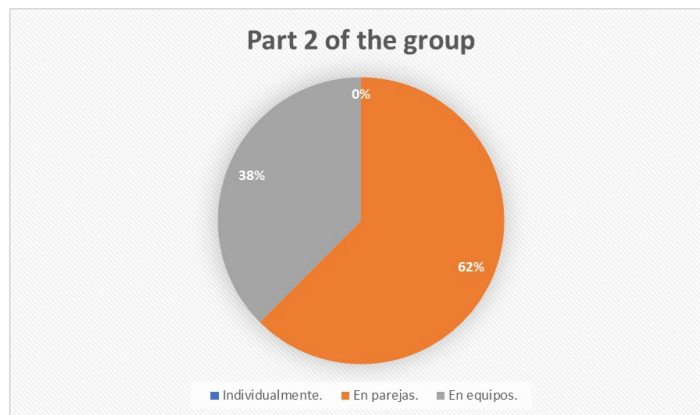


Personal construction.

Figure 6. How eight graders prefer to work



Personal construction.



Personal construction.

Chapter III. Theoretical review.

3.1 Communicative Language Skills

Language skills (listening, speaking, reading, and writing) are integrated into daily communication. For example, when having a conversation face to face, speaking, and listening are used; when communicating distantly, reading and writing sub-skills are used. In lessons, as in real life, people constantly use the four skills of language. Therefore, it is advantageous for teachers to use the four skills in their activities. Gower, Walters & Phillips (2005) wrote five reasons why it was helpful to integrate skills into the class:

1. Integrated skills lessons allow language practice in a way closer to the real world and assist in developing a full language answer.
2. Integrated lessons where one thing leads to the other are more satisfying.
3. A lesson that integrates many skills has more variety.
4. It allows a topic to be fully explored and a vocabulary connected to it to be practiced and recycled.
5. One context and text can be used for another activity; the teacher needs more time to set up something new.

To begin with the focus of this document, it was necessary to define the receptive skills and the input skills:

- Listening:

"Listening is the ability to identify and understand what others say or speak. This receptive skill involves understanding a speaker's accent or pronunciation, her/his grammar, and her/his vocabulary, and gauging the meaning. It is a language experience that operates in contexts ranging from simple conversation to academic debates' (Nagendra, English, Reddy, & College, 2014), cited by Listiyaningsih (2017).

Knowing this helps teachers because they can teach with different strategies such as songs, audio, conversations, or cartoons. Moreover, these activities, along with the material given to students, aid in finding tools to improve their pronunciation, give them vocabulary, and, most importantly, give them an authentic context to use the second language. As Listiyaningsih (2017) mentioned, "listening comprehension is regarded theoretically as an active process in which individuals concentrate on selected aspects of aural input, from meaning from passages, and associate what they hear with existing knowledge."

- Reading:

Reading is the other receptive skill; a class based around the comprehension of a reading text is similar in many ways to the listening activities, but Gower, Walters, & Phillips (2005) mentioned some advantages to using reading text instead of listening: a reading text is usually more obviously organized. Students could take their time, check back on details, and puzzle out meaning. There were also some disadvantages in reading texts, but as Gower, Walters & Phillips (2005) mentioned, not all students may be skilled in reading their language. However, when students

have the text in their hands, it was easier to connect with their mother tongue and increase their imagination.

The receptive skills help students to get new tools to produce something; it was expected that in the classroom, students did not use the second language as much as the first one because they felt exposed to their classmates. Most of the time, students refrain from using the new language, especially in speaking. Traditional classroom speaking practice usually involves drills, in which one person asks a question, and another gives an answer. The question and the answer are structured and predictable, and often there is only one correct, predetermined answer.

- Speaking.

Speaking is a challenge for teachers to develop for many reasons: the time, students' disposition, the lack of tools, and interest in students. Bahrani & Soltani (2012) mentioned that "if the problem is cultural, it is unusual for students to talk out loud in class, or if students feel shy about talking in front of other students; then one way to go about breaking this cultural barrier is to create and establish the classroom culture where speaking out loud in English is the norm."

- Writing.

The other productive skill is writing. Gower, Walters, & Phillips (2005) believed that writing is often not as crucial to many students as speaking; when students write, students had more time to think about the answers, and the ideas were not as spontaneous as speaking. For example, when the classroom teacher asked

something, most of the students answered with natural and short answers; most of the time, the grammar structure was not correct, but they could express an idea; when the teacher asked something in handwriting, students took more time for the answer, they had the idea of the vocabulary, but they were awful with the spelling.

Gower, Walters, & Phillips (2005) also mentioned that sometimes there needs to be more time to produce writing papers, but it was helpful to start by considering what types of writing our students may want or need to do to give them a purpose to produce writing. Instead of asking students to write three sentences in present simple, give them a context, and ask them to describe three routines that they do on the weekends. Harmer, J. (2007) said that it is crucial in foreign language teaching to decide what kind of teaching the author expects from students. If the teacher expects; a fairytale, play, biography, or another text teacher must give them tools.

Some students needed to be more confident and enthusiastic; they wrote in their first language but needed to practice writing skills. When students were asked to write something, they needed examples, context, extra information, and a specific format or structure because they believed they had nothing to say (Harmer, J. (2007). Propose different strategies to encourage students to write that were best explained in the writing strategies stage.

Writing

Writing is the ability to communicate our thoughts, and according to Ur, P. (1996), students are often exposed to English in video games and social networks, among other places; most of them even use expressions in the second language without realizing that they were doing it and that they had a general idea of what they were saying. However, as Lightbown & Spada, 1999 said, it is essential to help them to develop grammar, have more vocabulary, and know the alphabet.

On the other hand, also, Ur, P. (1996). (17a ed) mentioned that if the teacher puts an exciting topic for students, this process could be satisfying and enjoyable. Several subskills are essential for writing to get students to produce good texts. Harmer, J. (2007) Mentions spelling, punctuation, and handwriting as examples of these subskills.

However, the list varies between different research and authors. These skills are relevant in all the stages of writing texts, from the research stages to the introduction, working with ideas, planning, drafting, reviewing, and re-writing stages, which Gower, R., Walters, S., & Phillips, D. (2005) recognizes as guidelines for a process writing activity.

3.2 Stages Of Writing

In the first part, the introduction is where the teacher creates a situation where the student could create writing at the end through images, reading a text, posters, or songs. Then the students worked on their ideas, for example, through brainstorming, then the students collaboratively or individually developed their

ideas and finally put them in order. Then in stage three, Gower, R., Walters, S., & Phillips, D. (2005) mention that this was when the student received the precise structure or format of what the teacher expected in their final product.

Then in the fourth stage, they began their writing through a rough draft. In number five, after the teacher has given the student feedback, the student corrects the organization, or perhaps the style, to improve the writing. Finally, there were stages six and seven, where the student wrote his last draft, gave it to the reader, and received the last feedback; in number seven, the word-processing stage was an optional part where the student could transfer his work to the computer since Gower, R., Walters, S., & Phillips, D. (2005) considered that it can be motivating for the student's work.

3.2.1 Sub-skills

The writing process makes more sense than just producing a text for adolescents when it is focused on a specific sub-skill since students need to be given clear objectives to know what is expected of them. Gower, R., Walters, S., & Phillips, D. (2005) also mention the seven sub-skills of writing: handwriting, spelling, punctuation, sentence construction, organizing a text, text cohesion, and register style.

Handwriting: People use different styles for writing. It is personal; some students have difficulty writing some letters when their first language spelling is different. In these cases, teaching exactly how the letters are done is necessary.

Harmer, J. (2007) (4th edition). However, this does not apply when the first language is Spanish because the alphabet is almost the same as in English.

Spelling: When the student pays attention to spelling, it could help in different ways, for example, to see the patterns in language and understand how words are put together. In addition, when students pay attention to spelling, they can realize that the English language follows the rules, for example, the changes that the verbs have in different tenses, making it easier for them to comprehend the words when reading or writing.

Fox (2014) But in class, it was usual that students had difficulty with spelling, and one of the reasons that spelling was difficult for them was that although they had an idea of how to say the word, the sound did not correspond with the spelling. Harmer, J. (2007). This was noticed on the diagnostic exam (Diagnostic assessment), so spelling was the area to improve for students in this research.

When students wrote through social media to a friend, it was acceptable or comprehensible to find spelling mistakes, but in other areas, it was not—Harmer, J. (2007) (4th edition). There are different strategies to help students improve their writing, the most common is using flashcards, but also Harmer, J. (2007) (4th edition) mentioned further advice for spelling activities.

6. Have them do exercises on spelling rules.
7. When they listen to a recording, they may have a transcript that helps them notice how to write words correctly.

8. One of the best ways to improve spelling is through reading; for example, if they are going to write a tale, students could read short stories before their first draft, and at the end, they read their writing for auto feedback.
9. The teacher can analyze students' writings and explicitly explain their standard errors.

Punctuation: Punctuation in handwriting is personal because some people use many stops; on the other hand, many writers use more commas than stops. Also, there are rules in punctuation, such as using capitals in names, countries, and after stops. However, the main objective of punctuation is to be as straightforward as possible with the message the writer wants to transmit.

Sentence Construction: This sub-skill is about focusing on the grammar of a text, meaning that the words within are in their proper place in a sentence. Debate, P.K. (2013) This author comments that it is essential for students to know the language's grammar; in addition to helping them improve their writing, it allows them to see for themselves the mistakes they can sometimes make in writing. After this, grammar is essential for students to express themselves in an understandable way within their sentences.

Organizing a text, paragraphing, and Text cohesion: Then Organizing a text according to Gower, R., Walters, S., & Phillips, D. (2005), is knowing how to divide the paragraphs, when to stop, and start with a new one, while Text cohesion focuses on the connection a writer makes between phrases or words to order the text, and make it more understandable to the reader.

Register/Style: The register refers to the formality with which a text is written, that is, the contractions of the words, the use of different vocabulary, and everything depending on the audience to which it is directed, while the style is how the text is written. , the form is given to it depending on the context in which the writer plans to produce.

These aspects are essential in writing, but as was mentioned before (theoretical review), Giving students a specific kind of writing; play, letter, essay, or maybe a tale was helpful for students because it gave them the tools to organize their ideas, and their writing, to achieve that process it was essential as teachers to be clear about what we expected from our students, then showed them real examples, and after that gave to student strict genre rules. Harmer, J. (2007) (4th edition) Considering these ideas and the opinion of Ur, P. (1996). (17a ed) about if the teacher selects the correct context or content that could be easier for students to produce writing and could be enjoying the process, and at the end, students will want to be read.

3.3 Writing Strategies

After the last information about writing and the diagnosis exam was applied in the focus group, the investigation focused on only two aspects of writing: spelling and writing based on a specific context. Writing allowed students to think, rehearse, and make mistakes, which cannot be done when the person is speaking. However, one disadvantage of the writing process is that it takes much time, and There were

sessions when the teacher had 30 minutes or less time to work with students because of the strategies against the covid pandemic; for this reason, evaluating, and assessing writings was a better opportunity to give better feedback on production.

Writing involves two things: the process of writing and the product. Harmer, J. (2007) (4th edition) mentioned that if the teacher focuses on the product, the teacher is only engaging in the aim of the task. However, the writing process pays attention to different stages. Many authors mention some of the writing processes until achieving a final production; some that Harmer mentioned were the pre-writing, editing, redrafting, and the final version, but in some cases, the writer took more time and redrafted the same writer more than once, making the process a wheel of the process (figure 2).

Figure 2. wheel of process.



Harmer, J. (2007).

3.4 Affective learning

This document's focus was affective learning to improve writing skills. Escalante, Castillo & Mena (2011) state that affectivity is a part of human existence with biological and social impact, the human's behavior toward specific objectives. If these aspects are considered, we as teachers could focus this behavior on more specific objectives. An affective life is naturally associated with the emotions and feelings of people.

Emotions are essential in the classroom because teachers work with kids or teenagers rather than with machines that only receive and store information. The students' behavior changed when they felt an exemplary classroom environment when they felt exposed, or even if the class was monotonous.

Affectivity, then, helps people to have positive emotions, which determines the way of daily situations, and a positive attitude allows the person to overcome adversities. Escalante, Castillo, & Mena D (2011). In addition, affectivity in the classroom could help a better class environment. It was important because students were more open to sharing ideas, thinking only about their answers rather than how others would react.

Furthermore, getting involved in the emotional, cognitive, and physical aspects of the students gave the student more confidence to make mistakes in English class, take risks, and set achievable goals, and this also allowed them to do

more collaborative work, for example, group reflection, feedbacks, brainstorming, and even productions by teams.

After some observations, it could be deduced that in class, learning could be seen as a tedious process, students learn in other contexts or outside the school, but they do not link that acquisition of knowledge or new skills with "learning." For Aebli (2001), the learning process is a fun and motivating act where the individual learner can move on to new opportunities and possibilities; this process involved experiencing new adventures of discovery. Moreover, these good experiences and emotions are everywhere, and no exception in acquiring new knowledge; Stavelot (1991) and Vygotsky (1978) demonstrated that learning is linked to affection and that emotion cannot be excluded from teaching and learning.

3.4.1 Affective Learning Strategies

The primary tool used in this document was Affective learning; as already explained, affectivity involves emotions, class environment, and behavior. What was sought with the use of affective learning was that the student, with the teacher's guidance, would develop student writing sub-skills with creativity and interest. In each strategy applied in this document, the opinion of Villardón L., & Álvarez, C. (2006). Were considered they said that the affective use of clear and short instructions generates confidence and self-efficacy beliefs, that it is indispensable when the instructions are in a new language.

They also mentioned that the teacher is responsible for planning and monitoring all the affective strategies for the student. Of course, this responsibility is more precise and more accessible when the instructor applied diagnostics and surveys and observed constantly. The last aspect is Villardón L., & Álvarez, C. (2006). The affective learning strategies were about the material; the material in class should be objective, clear, well-developed, and enjoyable to encourage students to the class and to encourage them to do the products on their own.

If these suggestions are applied in the classroom could create an affective learning environment; even Armstrong (2016) suggests that being emotionally supportive with our students and more understanding is something that works in a good way with the pandemic situation; being empathetic with them can make a difference in the classroom, so they felt more comfortable in the class. Sometimes it could be complicated to be emotionally helpful to all students. However, in the same way, it could be done with more expressive words or expressions to encourage and support students. Some strategies to encourage affective learning that Armstrong, T. (2016) proposed are:

1. **The teacher was emotionally supportive of their students.** Horner et al. (2015) concluded in their study that students feel that teachers do not see them as emotional people, do not empathize with their emotions, and do not show interest in their lives, and that it is an important reason why teachers should carry out more about student's emotions. One of the dynamics in each class was that some students (the teacher chose students in an unexpected

way or students that had different expressions or behavior) were asked to describe how they felt that day, and some of them were asked to explain why.

2. **Teacher brings more emotional expression into the teaching style.** “It is more effective to teach with passion than from a place of emotional deadness” (Armstrong, 2016). It is more important to teach with pleasure, creativity, and passion, and it is not about knowing everything about a subject or having the correct competencies. It relates to the reality and feelings of students. Some of the comforting expressions used in the research were applied when a student achieved the goal of an activity to continue improving; some of the expressions that made the change were those like; excellent work, well done, the ending teacher gave to the story is creative or exciting.
3. **Teacher was integrating controversy into teachers' lessons**, carrying out controversial debates, and asking controversial questions. In one of the activities, students wrote a story where the teacher gave them some options to end the story, and students debated their choice.
4. **Teacher was engaging students' imaginations.** It could be brainstorming before the class, and pre-reading activities. One activity was that with the use of an image or questions, students guessed the story's development or maybe the alternative end of a tale, play, or fable.
5. **Teachers are becoming more aware of adolescent culture.** This is the most straightforward strategy because this comes from listening to our students' music. Observe our students interacting.

IV. Methodology

4.1 The research

Action research was the research approach for this portfolio, which implies the teacher, as researcher, is involved through the practice, and investigation; the actions were held with the support of instruments that provided information that helped to reflect, change, and adapt the content, and classes taught in the secondary school no. 66, specifically group C.

Throughout this research process, teacher built knowledge through experiences and data that were analyzed. According to this, educator projects what the author did; that is to say, one could make a metaphor with the scientific method through observation the teacher identified a problem, built teachers' hypotheses regarding strategies that teacher considered appropriate according to what has been observed, and the characteristics of the group, verifies (carries out the proposed strategy), reflected on the results obtained. If it is necessary to reconsider a hypothesis to obtain learning, the author did it, and repeated the process, which became a permanent training process.

The portfolio was a collection of different types of products selected for the relevance they had concerning the learning process, so they showed the main achievements, and aspects to improve in the development, and professional trajectory of the person who performs it SEP (2014, p. 19), i.e., it was not only inclined towards the improvement of the students of the group in which the professional practices are performed, but it started since the teacher reflected on his

practice of how the collected products demonstrate the progress he has had in his areas of opportunity, and arguing through the results of researchers' intervention.

This project took place in the 2021-2022 school year, specifically in the seventh semester of the major. However, the work began with the students in the sixth semester of their careers. Some observations of that intervention were considered to broaden the context in which the project was carried out. As mentioned in the introduction, the place of research was technical junior high school 66. Although the same activities were applied in groups A, B, C, and D, the focus group was second-grade group C.

This research directly affected students because pupils went through many changes in a single school year since it was their first year after two in isolation, and the activities were completely different from what they were used to in English class, with more interaction, and more attention about the students, and pupils' productive skills. What was done during the first day of the study was an introduction to get to know the students, and to try to build confidence so that later in the development of the project, they could achieve more in the new language.

After that, the same activities were applied to the students in two different weeks, but the activities were constantly adapted so that they understood better and were more interested in them. Class after class, their progress in writing was evaluated by analyzing the number of words they used, and the comprehension they showed.

4.2 Observation instruments

1. **Observation:** Sampieri, R. H. (2018) mentioned that it is a systematic, valid, and visual record. This process was helpful for the portfolio because it gave o the investigator the information to improve the activities with the focus group; for example, when students worked with audio, the teacher noticed that they took more time to understand the general idea, but when scripts were added with the audio's students understood faster. The teacher could see those patterns through researchers' constant observation in class. (Observation guide appendix 1).

The observation was used when students were in first grade, but the compilation of information was challenging because it was through video calls and messages. On the other hand, at the beginning of their second grade, the researcher Interacted with them; the author had the opportunity to analyze their behavior with the teacher and classmates. The interaction in the practices also allowed the researcher to reflect on which activities they enjoyed, liked, and disliked or notice the recurring distractions. And not only what they preferred but also what was suitable for them to improve their comprehension and development in class. Sampieri R.H. (2018) qualifies this tool as a systematic, valid, and observable record.

2. **Surveys:** A survey (Appendix 2) was used to collect more information, and closed questions were applied. Sampieri, R. H. (2018) said that these types of questions contain categories previously delimited, and present possible, and specific options for the participants 'answers. The surveys were used with

students at the beginning of the research process to comprehend adolescents' culture through their interest in planning engaging activities that engage students in class. Also, closed questions were helpful because they gave students the facility to focus and guided them through simplified answers to choose from other options.

3. **Journal of observations:** (Appendix 3) This helped the researcher to reflect on notes from the observations after the classes, and noticed specific areas of opportunities for the investigation, and the future practice period. The journal was a book with different formats to complete according to the development of the class; some formats of observations were chosen from Scrivener, J. (2005), for example, lists with specific categories that the teacher or the class needed to have. The observations were done in all the classes. However, on some occasions, the teacher in charge of the practices went to observe, as well as some classmates who had their research at the same school, which helped me to analyze the data from different points of view, and the research had more than just observations from one point of view.
4. After implementing the observation instruments, the author constructed the portfolio, a formative research tool, according to BECENE (2019) p. 6. "This type of research seeks to develop the research skills of the subject in training using devices that dynamize the teaching, and learning processes through a cyclical process of problematization, planning, experimentation, validation, new reflection, and reconstruction".

From September 2021 to March 2022, the work of this project was divided into two parts, the school where teacher did the practices, and the BECENE. In the former, the observations of students, the way they worked, and their behavior were considered. They were compared at the BECENE, and diagnostic evaluation instruments were created.

For the diagnostic test, the practice classes were considered, in which students' English level could be observed, as also Aprendizajes Clave. Lengua Extranjera. Inglés. (SEP, 2017) to know what students should know at the end of the first year of high school. The exam was concise, so it did not take much time when applying. After that, activities were planned according to the assigned contents.

Some comments from the head teacher were considered, such as how the educator perceived her students, and how her classes were with the teacher, wholly based on the method of grammar translation, and sentence completion. All this to also know what her way of working was. For the last exercise, the students had to write a text in response to a "Dm" or "Direct Message" on Instagram, where the student had no limits of words, the "Dm" served as an example for them to follow, and write their text because it was almost the same information that they were asked to include (Appendix 4).

4.3 Methodology

Fernández, Baptista & Hernández (2014) define *investigation* as “a set of systematic, critical, and empirical processes applied to the study of a phenomenon or problem.” Due to this document being designed in this approach, the researcher

inside it, living, and connecting with the environment surrounding the students. Therefore, the qualitative approach, and being more specific, Action Research was considered for this document after comparing what was planned with the characteristics given by Fernández Collado, Baptista & Hernández (2014).

One of the most important characteristics is Fernández Collado, Baptista & Hernández (2014) gives the role of the teacher "The researcher is the data collection instrument; the teacher is helped by various techniques that are developed during the study." Data collection does not start with pre-established instruments. However, the researcher begins to learn by observing, and describing the participants, and conceives ways to record the data refined as the research progresses.

Action research, is a form of investigation designed for use by teachers to attempt to solve problems and improve professional practices in their own classrooms. It involves systematic observations and data collection which can be then used by the practitioner-researcher in reflection, decisionmaking and the development of more effective classroom strategies. Parsons and Brown (2002).

Action Research, follows a cycle described in four main phases, according to Hernández Sampieri (2018), same that can be described as small cycles of data collection and reflection to improve the practice.

4.4 Phases of the Project

The first phase is the collection of data in order to create a diagnostic of the target group, this phase included the choice of possible topics to reflect on, and theoretical investigation (Hernandez Sampieri, 2018), then the school facilities and further characteristics were observed, like materials, context, interactions, and security measures. I also observed the students in English class; I worked with them with sample activities, and the analyzer observed some notes in the students' notebooks to understand a little more about their approach to English, as well.

In the second phase, a deeper literature review and the construction of a proposal was made (Hernandez Sampieri, 2018). In this phase it was analyzed in greater depth about affective learning, and how these can influence the productive skills of second-year students; later, it was possible to start with drafts or ideas of activities that helped the researcher achieve the objectives set from the beginning. The research activities took place in technical high school 66 from February 21 to April 1, where the activities were applied to the four groups of the second year, and then the following weeks to analyze the complete data to the end to conclude this research.

The third phase is the longer one, this one is about the appliance of the proposal, data collection, analysis and reconstruction of the first proposal according to students' results. As I mentioned previously, each phase can be seen as a cycle itself, since the analysis always starts new possibilities to apply the teaching strategies (Hernandez Sampieri, 2018).

In the third phase, after applying the designed activities, analysis and reflection was done, which was based on the reflective cycle of Smyth through its 4 phases, some with more detail, according to Villar (1995). The four phases of the Smyth cycle consist of: description, information, confrontation, and reconstruction. Teachers in the first stage (description) their knowledge, beliefs, and principles that characterize their teaching practice; this phase consists of "establishing pedagogical principles based on the rational action carried out" Villar (1995).

As Villar (1995) tells us, well, within this phase, the pedagogical principles are exposed since, as an author, begin to write your experience of the practice by being very thorough in the details because this will facilitate the reader's reading. In the second stage of reflection (information), As the researcher describes, analyzes, and establishes inferences about class facts, he creates his pedagogical principles; these subjective theories help them to give meaning to what happens in the class.

In this phase, as an author, the teacher became aware of her implicit theories after having captured them in writing since the researcher began to understand the reason for each action the author carried out. At the same time, the author made a self-assessment of intervention. In the third stage (confrontation), Teachers perceive that the mind symbolically constructs knowledge through social interaction with other teachers. As Villar (1995). In this step of the reflective cycle, interaction with other colleagues was essential, who contributed to researchers' professional improvement since they had a more objective view of what was done through constructive critical comments.

I had other feedback and had constant visits from different teachers from BECENE school, where the head teacher made comments. Constructive criticism to improve the classes, and gave the author some advice or new strategies for the activities carried out during the class when teacher trainees were not in practices, trainees had data collection, and reflection activities in the school, where in different reflective forums the teacher in charge of this investigation received comments, and suggestions from the career teachers who helped to the investigator with the reflection for this document, and the development of teachers' competencies.

The last phase of the reflection, is reconstruction. After having carried out a self-assessment, and having received warm, and cold comments from teachers in service, the researcher needed to plan for authors' future practice; that is to say, the person in charge already observed that the teacher needed to improve, and what they told to the researcher within the reflective forums, and in a personal way. All this with the purpose that all the effort, analysis, and work done is used on different occasions; this last phase can be found in more detail in "prospective vision".

Regarding the last phase of Action Research (Hernandez Sampieri, 2018), is the analysis and presentation of results, which concluded in this document with the elements written in the conclusions of this portfolio.

V. Practice analysis

Throughout the practice period, several stages were considered in which the students received the necessary tools to meet the objectives set for improving the written sub-skills. Scrivener (2005) mentions a "route," which was used as a guide in planning the classes.

Table 2. Pathway for helping students write.

1	Introduce the topic	Get students interested by reading a text (letter, postcard, email, et.), showing pictures, or discussing some key issues. In this stage, students realize what is expected from them in the final version.
2	Introduce and summarize the main writing task	Make sure students are clear about what they must do. They need to know the genre (letter, postcard, or email.), whom they are writing, and why. Avoid bland, genre-free text for no audience writing task.
3	Brainstorm ideas	Whole class: use the board to collect as many ideas as possible. Small groups: speak and take notes.
4	Fast-write	A perfect way to overcome 'blank-page terror and get ideas flowing is to 'fast-write.' The first draft, Ur, P. (1996). He is Suggested not to worry too much about spelling at the beginning.
5	Select and reject ideas	What's worth leaving out?

6	Sort and order ideas	Start to plan the structure of the text by arranging ideas.
7	Decide on specific requirements: style, information, layout, etc.	How is the text laid out, paragraphed, and organized? Are there any special rules (e.g., if it is a letter or an essay.) Are there things that must be included in a certain way?
8	Focus on useful models	Help students to study one or more examples of written text like the one they are writing. Focus on content, message, organization, grammar, and phrases.
9	Plan the text	Use notes, sketches, or cut-up cards to organize a possible text shape.
10	Get feedback	Students, other individual students, or groups can read, make helpful comments, and suggestions about a text at various points. This helps maybe with the content, message, the organization, and the language.

11	Prepare drafts	Students often benefit from preparing a draft version before the final one. This gives them a chance to get reader reactions, and corrections.
12	Edit	Students carefully review their text, checking if it says what they want it to, if it reads clearly, and smoothly, and if its language is correct.
13	Prepare final text	Based on feedback, students write a finished text.
14	Readers	Rather than simply 'mark' a text, it is great when students can respond to it in some more realistic ways.

The class is student-focused on these stages, and the teacher has different roles. Harmer, J. (2007) mentioned three of them, motivator, resource, and feedback provider. Each role that the teacher develops has specific purposes; for example, the motivator needs to encourage students to make as much effort as possible; this impacts students' writing because it generates the confidence to make mistakes, questions, or solve doubts and, as a result, the class environment gradually starts to improve.

As a role as a resource, teacher must provide fundamental life tools that can be adapted to the topic being held. In addition, teachers monitor, and constructively offer advice, and suggestions in written activities. Moreover, finally, teachers are feedback providers because they give students assessments but always looking for the best words, being objective, and taking care of their emotions so that they do not lose motivation and finish their writing with their ideas but with the correct grammar, the correct spelling, and the correct order according to the content.

5.1 February 22nd, 2022. 13:10 - 13:50

In the first week of practice number three of the 2021 - 2022 school year, the final objective was for the students to finish a play; the social context was previously assigned by the head teacher and taken from crucial learning.

Chart 3. *Pública, S. D. (2017). Aprendizajes Clave para la Educación Integral.*

Specific competency:	Literary expression.
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Book:	Sunburst, Unit 2.
Products:	Adaptation of the script a theater play, book, notes, vocabulary part
Expected achievements:	At the end of the week, Students will be able to identify/ comprehend, and use a model to write a brief theater play using the correct structure of a script.

To achieve the main objective, first, the students needed ~~the~~ specific tools; they needed to know about the theme, the structure of the script of a play, vocabulary, and examples. In the first class of the week, students learned the general structure of a play. The language focus they used to complete the final product of the week was present simple (Appendix 6 lesson plan). At the beginning of the class, the teacher arrived with new rules, and different strategies for the students after not seeing them for a long time. Some of them were commented on, as well as how they would be evaluated, and what would be considered, all with the purpose that students know when, and how to complete their work. The teacher uses a poster to take attendance, and to encourage students to participate (Appendix 7)

Teacher: Good afternoon!

(No response)

Teacher: Good Afternoon Santiago!

Student A: Good morning

Teacher: Afternoon.

Student A: Good afternoon

Teacher: How are you today?

Student A: Good?

Teacher: Good? excellent (Educator asks three more students the same question)

Teacher: Ok! first let's take attendance, please pick a circle, and paste in your name (educator gives an example)

Teacher: Ok, I am going to be working with you! and We have new rules.

Teacher B: Reglas

Teacher: Yes, thanks Juan Pablo, ok the first one. I am going to give you the evaluation criteria (emphasizes evaluation criteria).

Teacher: take out your notebook and write the evaluation criteria.

Teacher: OK, now on this occasion I am not alone, I brought my pet. He is Peter or “Pedro el perro”, and he is going to help me with the participations. I am going to throw away Pedro, and the student who catches it is going to participate

Teacher: Now let's see if you understood the rules, let's play hot potato to see if you paid attention. (They play hot potato with Peter)

Teacher: What is the vocabulary part?

Student C: Es donde escribimos lo que no sabemos.

Teacher: where do you write the vocabulary part? (Takes the notebook)

Student C: Al final.

(They play 4 rounds more)

After the little game, Students did a pre-reading to focus on the week's topic. The pre-reading activity consisted of looking at an image, creating, and imagining different things because, according to Armstrong (2016), it is one way to encourage students' imagination.

Teacher: Ok! take out your book on page 25. ok, look at the image, What's his name?

Student B: Shakespeare.

Teacher: Yes. Who was he? He was an actor? singer? writer? (Teacher does some movements to a better understanding)

Students: Escritor

Teacher: yes, a writer° excellent, today we are going to talk about plays. What is his full name?

Student D: William shakespeare

Teacher: Have you seen or read any of his plays? What are their most famous plays?

Student D: Romeo y Julieta.

Teacher: yes, Romeo, and Juliet! Look at the images, and read the titles, you have 1 minute to organize in the correct order

(They check the answers together, and analyze the images carefully)

Afterward, the students looked at some images of new vocabulary that they used to complete the reading about the structure of a play script; they read together as a group, using Peter, and throwing him to the classmate they wanted to participate. The students were giving answers little by little, and the teacher put some examples on the blackboard, and used the example of Romeo and Juliet. At the end of the reading, the teacher wrote four words on the board (title, author, list of characters, and dialogues).

After that, students needed to go, and organize in the correct order. Also, they added another word (stage directions) to indicate how to move or speak to the actor. Unfortunately, due to the pandemic, the students left ten minutes early, did not

finish the last stage of planning, and did not do homework because they needed to analyze in detail the planned work.

There were many things that the analyzer could have done better as a teacher, perhaps the evaluation criteria could be done later, send them the information by WhatsApp, taking the "Route" of Scrivener, J (2015) previously mentioned (Table 2. Route on helping students to write), within this first class it was expected to reach "fast write" But within the first class it was possible to complete some steps such as the instruction about plays, there was an introduction to what should be done.

Within this class, they were given examples of what was expected of them; the students were gradually guided to give the expected answers. After analyzing, there are different points to improve, such as having a better hierarchy of what the teacher wants to teach in a class, and its objective. The objective of the class was fulfilled at the end because the students could understand the structure of the script of a play. However, within the first class, the teacher had more participation than the student, and, despite that, it is not all wrong; it is sought that the student is the center of the class because, in the end, they are the ones who need to communicate in the second language.

Also, a good thing mentioned to the teacher was that the teacher called the students by name; it was a comment the researcher received from the practices' teacher. In addition to that, Armstrong (2016) mentions it in his suggestions for a class with affective learning strategies. Although the activities were not misapplied,

the researcher got some feedback from other teachers that could help to the author to save time with other classrooms where teacher applied the same activity; they are minor adjustments that could save much time, for example, instead of writing the parts of the script, teacher could make cards, and have the students put them in order, it could also have been that in a large script, the students identified each part. And the simplest that the person in charge of this document applied with other rooms was to occupy the work of Romeo and Juliet from the sunburst book, and that they write what corresponds to each space. For example:

Title: Romeo and Juliet

Author: William Shakespeare

Cast of characters: Romeo and Juliet

5.2 February 23th, 2022. 12:20 - 13:10

In the second class of week one, the objective was for the student to have the ability to understand the general meaning of a play; the expected learning was taken from Pública, S. D. (2017). Aprendizajes Clave para la Educación Integral. (Appendix 8. Lesson plan 2). At the beginning of the class, the students were divided into two teams to play the mimic game; the students divided without moving from place, then the blackboard was divided into two; each team chose a person to participate, and the teacher showed them a piece of paper with a verb, (students could search their vocabulary part), the first person to win could get the point for their team, and the team that collected five points first won.

In this class, there were modifications to the planning; After applying the second class with another group, the teacher decided to adjust. The reasons were the group lost time from the previous class, and adjustments had to be made, the audio was complicated for the students, the instructions in the book were confusing, and after making a hierarchy of objectives, teacher worked directly with the work that they were going to modify in the third class. T

The teacher, after the game, asked them to repeat the parts of a play script. (Title, author, characters, dialogues, and stage directions). Then she showed them two plays, both by the author Phillips J Perry but the teacher made some changes to understand better and achieve the week's primary goal. Finally, students decided which play they wanted to work on (Appendix 9.), the students did it by vote, and they have only given the characters to decide.

Teacher: Ok, now you are going to choose/ elegir between two readings

Teacher: ok? choose one theater play

Student A: ¡ah! que vamos a elegir una obra

Teacher, yes, thanks Oliver, you are going to choose One (emphasis in one)

(Teacher show the plays)

(Students start to scream "ese" "no, el de alla")

Teacher: clap clap (educator claps)

(Students are silent, and clap)

Teacher: clap clap

(Teacher, and students clap)

Teacher: Listen to me. Both readings have the same Author, he is Phillips J. Perry

Teacher: One is about a magic spell, and the other is about a Princess

Teacher: ok, raise your hand if you prefer the magic spell (educator raises her hand and repeat magic spell)

(The majority of students raise their hand)

Teacher: excellent, so we are going to work with magic spell reading. (The teacher hands out the worksheets)

According to Armstrong T (2016), it is essential to let students take part in the class, feel involved, and considered for the activities they will carry out. This decision was very controlled and did not allow her to move away from the objective of any class for the week, the variations were very few from one work to another, and the teacher was prepared for any of the options. Students read the entire work together with the teacher, and with the help of 'Peter,' the students read each dialogue, and stage directions, and the teacher acted it out or showed images of what was happening within it.

After the group reading, the students got together in pairs, and received some directions for the next activity; the teacher wrote the last script. Is there any way to

break the spell? Moreover, educators began to ask what ways to break the spell there were, the students answered, and the teacher wrote three examples. Next, the students began to discuss the ending in a group, and then in teams. The controversy was beneficial because everyone was interested and considering that Armstrong T (2016) also suggests that there be controversy in the classes, the teacher wrote down some response's educator heard from the students, such as "kill the witch," "kiss of the true love."

To conclude class two, the teacher asked for three possible ways to finish the play, in pairs, and with a drawing. Fulfilling another step on the path of Scrivener, J. (2005), where students brainstorm ideas for their future writing, and then do fast writing. Within this class, the students obtained more vocabulary thanks to the input of the day, which was reading using scanning, and seeing the information in the reading. In addition, the reading helped them better visualize what was from the previous class, which was from the structure of the script of a play.

Using Pedro for participation is very helpful because the students are the ones who choose who read. They must be attentive because it can touch everyone, and act little by little. It is fun for them because they are playing a guessing game. When someone has the correct answer, they comment, "Ya soy bilingue," "Ya me voy a estados unidos ."The students do not feel so exposed to participate because the teacher is not the one who chooses them, but their classmates, they do not take it personally, and some like to hold "Peter", and ask to participate by holding him in their hands for a few minutes.

Reading the work as a group was a good choice because all the students understood together, the answers were heard, and watched together, and it was just a matter of writing down the new vocabulary in the vocabulary part. So, they could improve some things, and not requiring the students to use English when they give the answers could improve because they only use it when they read it or give examples, and although it is okay, it is a point to improve.

5.3 February 25th, 2022. 10:40 - 11:30

The objective of the first week, as the author already mentioned, is for the students to finish a play considering the structure seen in class one, class vocabulary; they were informed that it was not a story but a script, that is, they dealt with dialogues, and stage directions. The planning of this class was changed entirely because the teacher noticed that there needed to be more time to write a play, and then present it because, according to the sunburst book, it would take weeks to finish the critical learning content. However, the teacher had to adjust all the topics in just one week, so the researcher clarified the goals, and simplified the activities. Some reasons to change the third lesson plan (Appendix 10.):

- In the exposition stage, the book asks to talk about gestures, tone, pronunciation, voice volume, or costume. The thing that cannot be addressed while students need to learn to present their ideas in writing.
- The exhibition of the play needs more time to rehearse and learn the dialogue.
- A shorter written production would have to be done to finish, revise, and expose it.

The last class of the week started with a little game Teacher said: "You are now people, animals, or objects. A jungle trip up the Amazon River, go!" Everyone (including the teacher) immediately began to improvise, each choosing a character, and an action related to the idea of the "place" (jungle trip up the Amazon River). For example, some students chose monkeys, crocodiles, birds, or other animals. Some chose tourists or the captain, and crew of the river boat. All characters talk and interact until the teacher sounds the sound effects instrument when all freezes.

They did not understand the activity initially, but later they liked it, and we made several examples. They were struck by the fact that the teacher did the activity with them, which motivated them more to play. In this last class, the students did the work by themselves; they already had what to work with, how to make the script of a play, vocabulary, and examples. The teacher explained the activity, and made it

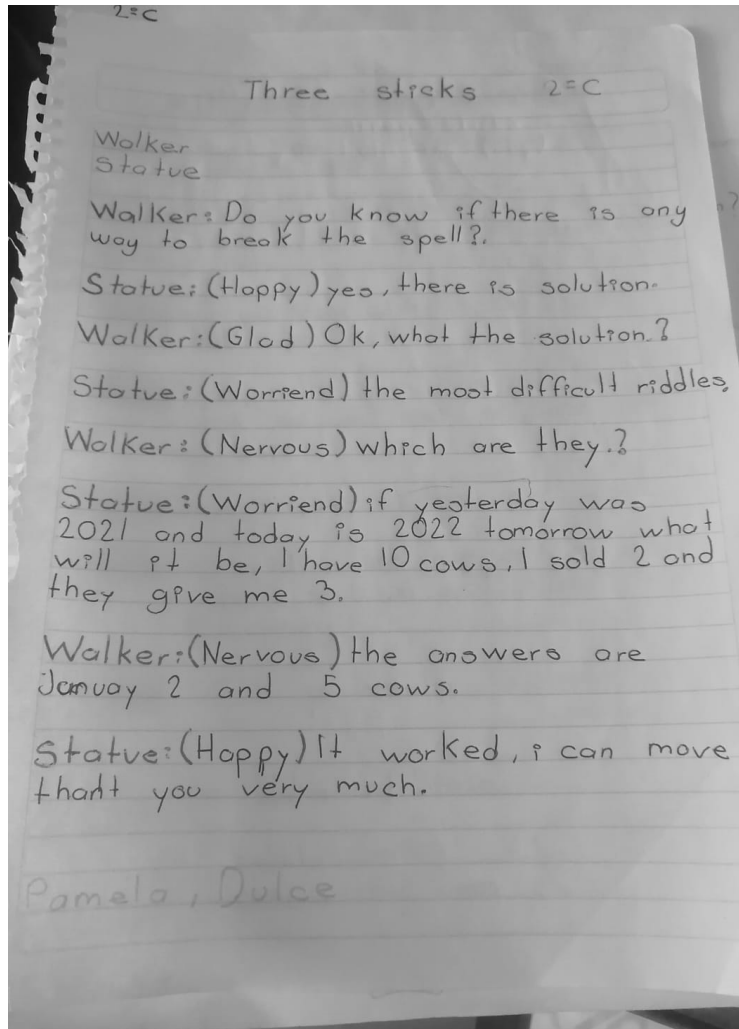
clear that they were the authors, what educator needed in the text, and that they were dialogues, not writing of events.

Within this last class, other steps were taken that Scrivener, J. (2005) mentioned helping students read; they selected their ending to break the magic spell and ordered their ideas to turn into dialogues. What was happening? They planned the text before writing it, and the teacher gave them feedback during monitoring to rewrite. The educator set a time limit. First, the teacher gave them fifteen minutes, and checked their progress, and depending on the average work, the teacher decided how much time the instructor gave. This strategy was beneficial because the students worked under pressure, and were distracted as little as possible. Having the whole class for a single task makes them more easily distracted.

In the first delivered product, they improved compared to the diagnostic work; the work in pairs was helpful for them because, in this way, those who perhaps the teacher knew had problems could be joined with others more advanced to be able to improve their writing. When students could do teamwork, they always decide to go with the same people; Armstrong (2016) suggests the use of teamwork to increase social interactions within the classroom, and organizing the pairs this strategy turned out positively because of the work delivered, all showed progress.

There was a noticeable improvement because all the students who turned in could do good work with a grade. Some works used a translator but not wholly, where they tried to answer by themselves (Students A, and B)

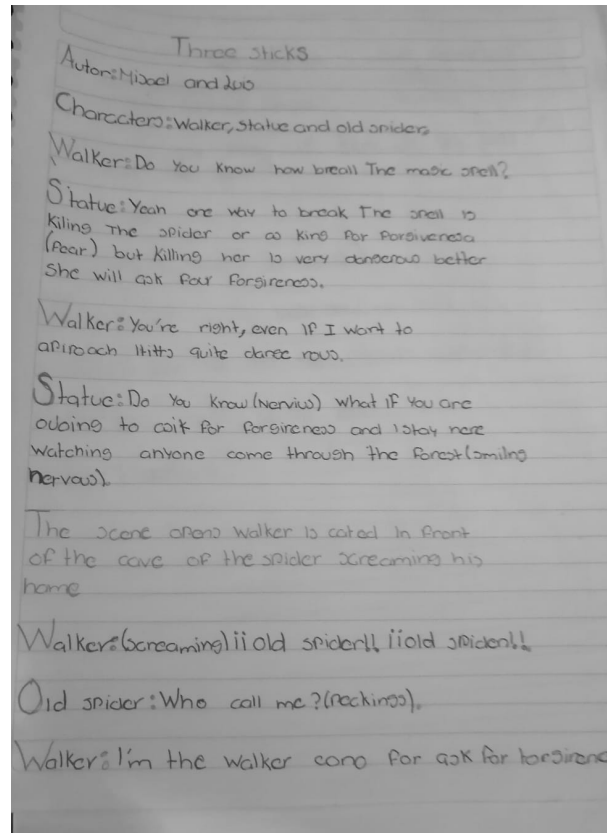
Figure 7. Students A, and B



students' work.

There were papers from the observations as a teacher, and the researcher knew that they could do some of the sentences but that others were completely translated because they used other, more complex tenses. (Students C, and D)

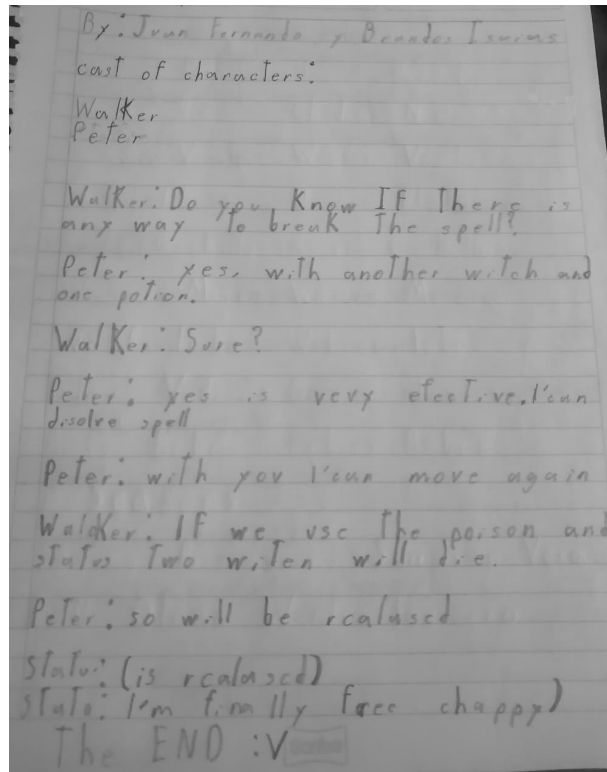
Figure 8. Students C, and D



students' work.

Finally, there were deliveries of works where the delivery was relatively straightforward. However, they make mistakes even in spelling, they are fewer, and fewer, and it shows that students did it by themselves because that is what learners were asked to do; of course, there is a small mark on each work that pupils did with a translator, but at least they make their sentences. (Students E, and F)

Figure 9. Students E, and F



students' work.

Although only ten people from second C were qualified with this last work because they were the ones who complied (more pieces of evidence in Appendix 12, and 13), an average of the progress that the room takes in general can be made, the work was elaborated in class time, they were given precise specifications, and it was constantly monitored for corrections, some works are translated because at school they were allowed to carry the cell phone. The students still maintain a group with the teacher where they can send some activities or materials for the classes; the students can take the cell phone for the dictionary, and check tables of verbs previously sent. Nevertheless, some students translate some parts of the work without monitoring.

VI. Conclusions

The use of affective learning to develop the writing sub-skills of spelling and sentence construction had advantages and disadvantages when putting the strategies into practice with the eighth-grade students, from the low level of interest in the class that they showed to the time that was very limited in the classes. On the other hand, there were also advantages and much learning; affective learning helped students lose their fear of the English language; pupils became more involved in the activities, and students came to propose games to repeat them. However, the general objective still needs to be fully met since, although satisfactory answers were received, some students could have improved their writing production or the established sub-skills.

For the review of the final product of week one, a rubric of five aspects was designed to give a grade (Appendix 11) which can be observed in the graph of delivered works (figure 6) that unlike the diagnostic test applied in the first day that took place in September 2021. The students, on average, fared better, and the students were able to obtain better results. Each student who presented passed the expected average for this work, where different aspects such as an average of allowed spelling errors and grammatically correct order of sentences, among other aspects such as clarity, the sequence with the original work, and the structure of the text—expressing students' ideas, playing with the language, making mistakes, and

approaching and asking about their doubts. As Serrano (2008) mentions, affective strategies allow learners.

Gradually, the students feel more comfortable exposing themselves to and applying the language they study. It is what the researcher just mentioned, and the students began to perform better in their use of English. Within this investigation, affective learning strategies were discussed, which were adapted to the writing process that was followed since, for example, an affective learning strategy was to integrate the imagination of the students into the classroom, which was It can be done with brainstorming, pre-reading or maybe with pictures which goes hand in hand with the first two steps of writing (Introduction and working with ideas).

Nevertheless, each activity was adapted so that students would focus on Spelling and Sentence construction. From the introduction, the students, when seeing a text, were inferring the grammatical structures, they were given positive feedback as suggested by affective learning, and they were constantly in contact with new vocabulary to be able to correct spelling. These were given through activities such as mime, which in turn integrates controversy in the classroom, and it was possible for them to understand the vocabulary better.

Some errors still must be worked on, but in terms of spelling, students handle a greater variety of these; they already handle other emotions beyond "happy" or "sad." For example, they experiment with "hungry" and "worried, "Although four or five of the students still do not have an interest in building complete sentences and only respond with emotions, an advance can be noticed in the construction of

sentences when it comes to basic sentences where they are using the pronouns, verb, and in Sometimes a complement to the idea, the students are already able not only to write the sentences but also to know the grammatical order and to be able to participate by saying what the correct order for an introductory sentence in a simple tense is.

However, the teacher modified the planning and activities according to the needs presented at the time using critical and creative thinking. In the passing of the days, thanks to the competence that the teacher developed, the investigator analyzed students' work. In addition to listening to their brainstorming stage, the teacher realized that even though sentences were different from the correct grammar structure, students could communicate their opinions and ideas better. Because of what pupils had discussed in pairs, they could write, with students' limitations, but they did, and as P. Ur (1996) said." The purpose of writing, in principle, is the expression of ideas, the conveying of a message to the reader; so, the ideas themselves should arguably be seen as the essential aspect of the writing."

Trying to close with this last reflection on the document, the author can say that students are in the process of learning; However, there are three students out of sixteen who excel in the second language, and there are still two who have difficulties writing in the second language, pupils know some words. However, speaking is more accessible for them than writing. One student found writing challenging, but he already has the comfort of approaching the teacher to ask questions and begins to have interest and a slow process of improving his English.

Six students were at a reasonable average which means that there were errors in the construction of sentences, such as omitting some words like "is" in sentences like "what the solution?" or some flaw in spelling like "whit" instead of "with" in the remaining four cases, students are students who have not been in class, which were possible dropouts who have not been informed to the teacher, who did not have a grade. Regarding effective learning strategies, there is nothing more to say than thanks to the delivery of assignments, availability to learn, participation in class, and the approach that most of the students of the 2° C group have had with the teacher. Therefore, it can be inferred that the context of the room where teenagers are now is a place where it is valid to make mistakes, laugh, have fun, and speak more freely.

VII. Prospective vision

Being a teacher implies being in constant innovation in constant change, which is why on some occasions, the teacher visualizes what instructor wants to become; teacher poses challenges to meet for the improvement of authors' professional practice or professional development, and from this, author commissions this section the Prospective Vision, to reflect about how the research started and how to start our permutation practice from this tool and from this transformation how new concerns arise to be resolved. Based on this, this research aroused my personal reflection; now, whenever I plan an activity, I wonder If the material is the most appropriate, the organization, and students' needs were what the best option? These are aspects that were already explained in chapter five, in being in that constant improvement.

Since I started at the school and began to see the emotional and behavioral issues, I wanted to investigate how the context in which the students are immersed can influence so much and in an unimaginable way. I will not deny that doing the document and the research was challenging. However, everything remains within teacher, and now even though the research had been already concluded, the instructor still worries about the strategies the author implemented in this research.

However, students know its meaning, and students can express at least the moment's emotions. Observing and trying to get closer to my students by putting into practice affective learning strategies made to the author the opportunity to see that a little word, paying attention to them, or simply taking the time to learn their names can mean a lot to the people the author lives with day by day.

After this complete experience where everything depended on me, the teacher committed herself to continue having fun with students and always seeing them as people with feelings, emotions, problems, worries, good days, and bad days. The researcher encourages curiosity in students by giving them the tools to build their learning. To build their learning, which implies not giving them the answers to the questions the teacher asks them, but rather that through this curiosity, pupils begin to investigate on their initiative because students want to learn, to question. Author commits herself to continue preparing, reading, improving the second language, strategies, and making the classes more interactive because, in addition to students enjoying it more, the researcher also prefers a class where students discuss, get angry, dialogue, raise their voices and say if something does not seem right to them.

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IX. Appendixes

Appendix 1.

Observation Guide.

OBJETIVO: Observar el entorno y las dinámicas de clase para rescatar los datos y elementos más llamativos o interesantes que sobresalgan a lo largo de la jornada de observación.

DENTRO DEL AULA

- Necesidades del maestro (materiales, espacio, etc.)
- Identificación de necesidades de los alumnos (materiales, espacio, mobiliario, etc.)
- Actividades en clases.
- Material didáctico de los maestros y cómo funcionan en clase
- Conductas de los alumnos en clase (expresiones, posturas, actitudes, respuesta a la clase y al profesor mismo, etc.) y qué solución les da el maestro.
- Cómo el maestro mantiene el control sobre el grupo.
- Relación maestro-alumno.
- Relación alumno-alumno
- De qué manera los maestros motivan a los alumnos.
- Cantidad de personas en el aula y cómo se dan las participaciones

FUERA DEL AULA

- Relaciones entre toda la población de la escuela (alumnos, personal administrativo, intendentes y maestros)
- Infraestructura de la escuela.
- Movilidad dentro de la institución (desplazamientos, ubicación, distancias...)

Appendix 2.

. Survey to find out the interests of the students to incorporate some things of interest in the activities because one of the suggestions of Armstrong T (2016) is to get involved in the culture of life preferences of the students.

1. ¿Te gusta la materia de Inglés?

- a) ~~Si~~
- b) No

2. ¿Cuáles son tus motivos de la anterior respuesta?

3. ¿El idioma Inglés qué te hace sentir?

- a) Emoción
- b) Confusión
- c) Aburrimiento
- d) porque: _____

4. ¿Con que frecuencia usas el Inglés del 1 al 10? Siendo 1 nunca y 10 siempre

5. ¿Con que frecuencia escuchas el Inglés del 1 al 10? Siendo 1 nunca y 10 siempre

A. Enumera con que actividad se te facilita aprender cosas nuevas en Inglés: el 1 sería lo más fácil, 2 más o ~~menos~~, y 3 lo más difícil

- a) Ver la palabra en inglés con una imagen para entender mejor
- a) Que el maestro explique la palabra con mimica
- b) Que el maestro utilice la palabra en una o más oraciones en inglés

6. Enumera con que actividad se te facilita aprender las palabras en Inglés: el 1 sería lo más fácil, 2 más o ~~menos~~, y 3 lo más difícil

- a) Escribirlas en la libreta para buscarlas cuando sea necesario
- b) Utilizarlas en oraciones
- c) Repetirlas en conjunto de mi grupo varias veces

7. ¿Cómo prefieres hacer tus actividades escritas?

- a) Individualmente
- b) En parejas
- c) En equipos

8. ¿Cómo prefieres realizar tus exposiciones?

- a) Individualmente

- b) En parejas
- c) En equipos

9. ¿Escuchas música mientras haces tu tarea?

- a) Sí
- b) No
- c) ~~A veces.~~

10. ¿Normalmente en que idioma escuchas música? (numera del 0 cuando nunca lo escuchas, 1 a veces y 2 al que casi siempre escuchas)

- a) Español
- b) ~~Galés.~~
- c) ~~Portugués.~~
- d) Otro:

11. ¿Cuál es tu género de música favorito?

- a) Pop
- b) Rock
- c) Hip hop
- d) Otra:

Appendix 3.

Comments by the practice teacher.

General Comments:

- Good job, Areli. You were able to maintain group control and your instructions were clear and specific.
- Monitoring helps you identify if it was clear and also to observe their progress and you know and applied it!
- It would be important to read the story before identifying, you took too much time in the Jams activity.
- There's some vocabulary that you mispronounced clock ~~spelling~~ before class.
↳ pronunciation
- You didn't follow your lesson plan.

Head teacher Signature: _____

This evaluation chart was chosen from Scrivener, J. (2005) considering the affective learning strategies.

Appendix 4.

The diagnostic test applied in September 2021 to evaluate students' level of English.

Verb to be: Simple Present. Complete this conversation with the appropriate word: is / are / am

A. Hi. My name is Terry Tyson.

B. Hello. I am Patricia Chavez. Nice to Meet you

A. Where are you from, Patricia?

B. I am from Toluca.

A. What is your Nationality?

B. I am Mexican.

Part "B" for the diagnostic exam, students completed the blanks with some verbs or an emotion.

Complete the story with the missing words.



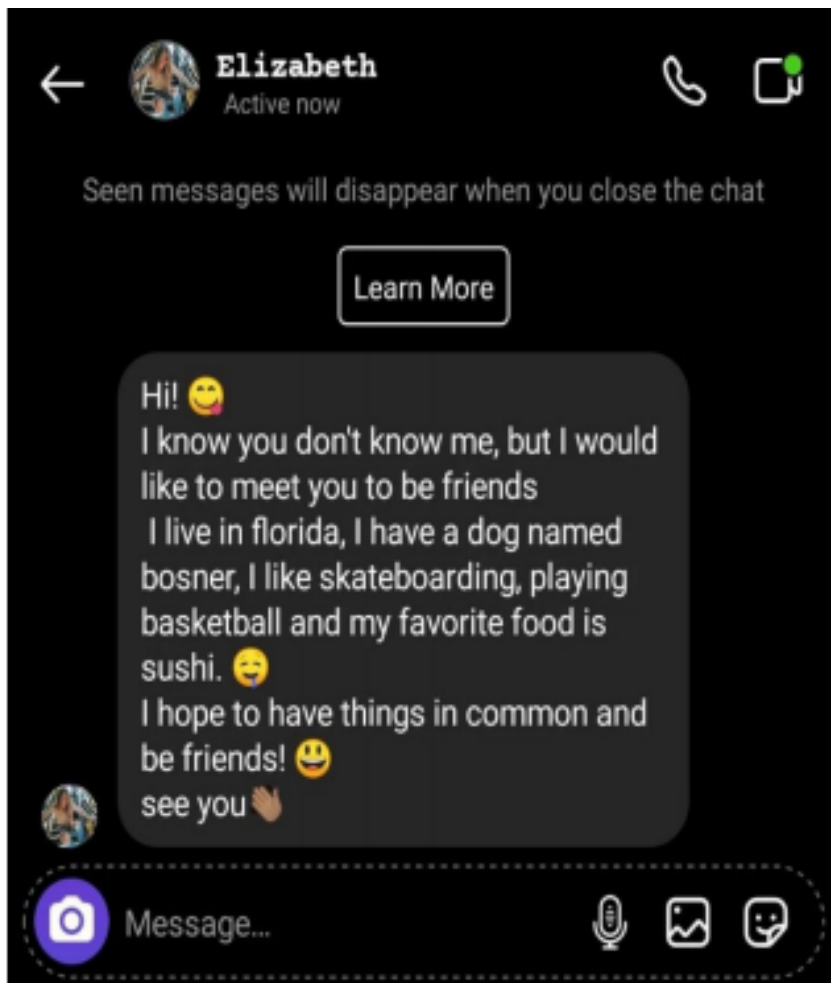
Fill in the blanks with "HIS" or "HER".

1. Elena is my Friends, _____ last name is Robles.
 - What's _____ address?
 - (It's) 71 Texas Ave.
 - What's _____ telephone Number?
 - (It's) 684-3279.
2. Alfred is my Friend. _____ Last name is Nigeria.
 - What's _____ nationality?
 - He is Cuban.
 - What's _____ Telephone Number?
 - (It's) 234-5678

For the last exercise the students will write a text in response to a "Dm" or "Direct message" in Instagram.

Appendix 5.

Tests to know the preferences of the students in the class works and the way in which students learn.



Write a Reply [Dm](#) for Elizabeth, talk about you, your name, likes, dislikes, family, pets, where you are from, etc.

Appendix 6.

Lesson plan class 1

Applied February 22th, 2022. 13:10 - 13:50

ESL/EFL Lesson Plan

Lesson Number: 01
 plays

Topic: Read theater

Objective/Aim: At the end of the class students will be able to read short theater plays in order to understand what a theater play is and what the elements are for it

Previous topics seen in class: Some verbs, vocabulary, present simple and something about theater plays

Stage & Timing	Activity/Procedure	Skill	Material, Equipment or Aids	Interaction Patterns	Purpose	Possible Problems and Solutions
Warm-Up 15 minutes	Students will learn new classrooms' rules, students will see the evaluation criteria also "peter" (teddy bear for participations) will be introduced to the class, and at the end of this stage students will understand that mistakes are okay and that no one is perfect also that they have to participate and they will be asked to have a	Listening – Speaking	paper List Phrases on paper sheets Markers	Teacher-Student	Better control of classes during the practices	Students may not understand • Use facial expressions and some images for the understanding of the examples

	<p>vocabulary part where they put in words they don't know.</p> <p>At the end of this stage students will play "hot potato" to see if students understood rules and evaluation criteria</p>					
<p>Presentations</p> <p>15 minutes</p>	<p>Students will take their own attendance, In the pre-reading, the students will look at picture of a famous writer and they will say some of his works, they will answer some questions to start the class activities for example;</p> <p>Do you know this writer? What is his name? Have you ever seen or read any of his plays?</p> <p>Do you like them? Why? after that they will connect some images with works without any reading before, then they will be asked what</p>	<p>Reading</p>	<p>Peter List Markers</p> <p>Book Page 25 (Appendix 1.)</p> <p>Book Page 26 (appendix 1.1)</p> <p>Flash cards (appendix 1.2)</p>	<p>Student-text</p> <p>Teacher-Student</p>	<p>Introduction of the topic and understand what are the elements for a play.</p>	<p>Students do not understand the indications</p> <ul style="list-style-type: none"> Use simple, short instructions and speak in a leisurely manner so that they understand better. Use facial expressions and some images for the understanding of the examples <p>Students may not participate</p> <ul style="list-style-type: none"> Take attendance at the beginning of class to ask for students' names. Use "peter" to throw it and

	<p>is needed To do a play, some vocabulary will be explained and with the help of flashcards and is expected that students will understand some of them in the reading exercise, all the group will read the text but students will answer on their own.</p>					<p>choose who will participate</p>
<p>Practic e 10 – 15 minute s</p>	<p>Students will listen and read twice the excerpt from Romeo and Juliet, then they will talk about what it makes them feel, if they like it or not and why. Then in their notebook they will answer some questions such as: what is the play about? What does it make you feel? do you like it? What is the problem of the story? What are the main characters?</p>	<p>Listening – Writing</p>	<p>Peter List Markers</p>	<p>Student- Audio and reading</p>	<p>Understand the general idea of a short play</p>	<p>Students may not understand the audio</p> <p>Play the audio twice and share the ideas in group</p> <p>Students may not know how to answer questions</p> <p>Give them examples</p>

<p>Production</p> <p>Homework</p>	<p>At this stage, the students will be asked to write 2 or 3 more dialogues of the continuation of the play they read in the previous stage, including actions in parentheses, exclamations and the two characters that are in the first fragment.</p>	<p>writing</p>	<p>Notebook</p>	<p>Student-Text</p>	<p>Write dialogues</p>	<p>It is not enough time</p> <p>Complete the activity in the house.</p>
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1 Work in teams. Share answers to the questions below.



- Do you know this writer?
- What is his full name?
- What is he famous for?
- Have you seen or read any of his plays?
- If so, do you like them? Why or why not?

Time to Shine!

- Mention some other drama writers.

2 Choose a title from the box for each of the following plays.

Hamlet A Midsummer Night's Dream Romeo and Juliet



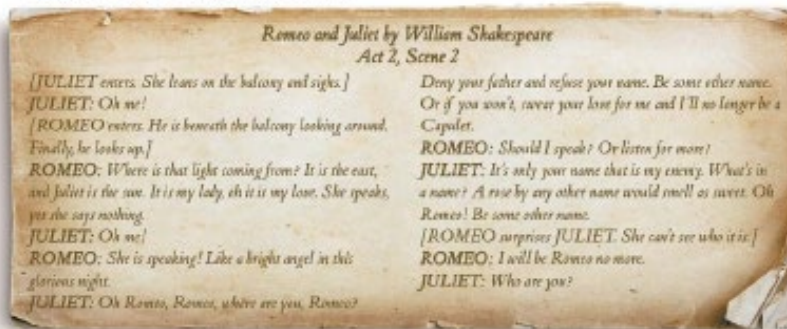
5 Work in pairs to fill in the blanks using the words from the box. Then, use those words to explain what a theater play is.

characters stage directions acts actors scenery
 dialogues playscript scenes props costumes

A play is always based on a written script which is called a _____. To understand its general sense, it is important to know each of its sections and the links between them.

A play is usually divided in different _____ or chapters; each act may have different _____ or places of action. _____ are the people in the playscript and they are enlisted after the title and author of the play. They often include a brief physical description and, in some cases, details of their _____ or clothes. At the beginning of each scene, you will find information about the _____ so that you know what the background looks like. _____ or objects needed for the scene are also mentioned there. Each scene will include _____ and _____ to tell _____ how to speak or move.

6 Read the adapted fragment and underline stage directions. Discuss with your classmates why they are important for this scene.

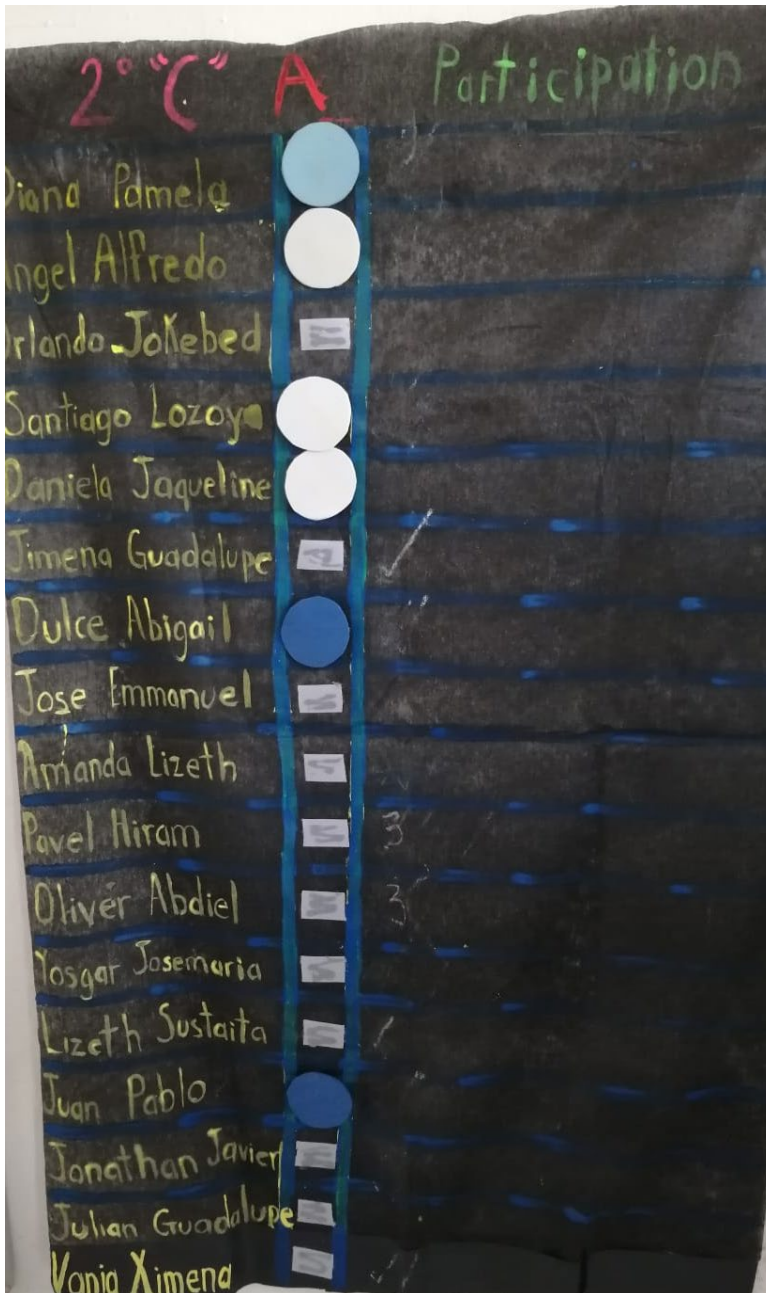


7 Work in teams. Listen to the scene and discuss.

- How did it make you feel?
- What do you think the purpose of the author is?

Appendix 7.

Example of the list to help students to take their own attendance, participation or the activities control.



Appendix 8.

Lesson Plan class 2.

February 23th, 2022. 12:20 - 13:10

ESL/EFL Lesson Plan

Lesson Number: 02
plays

Topic: Read theater

Objective/Aim: Read short theater plays and understand general sense, main ideas, and details.

Previous topics seen in class: Some verbs, vocabulary, present simple and something about theater plays

e ng	ity/Procedure		erial, pment or	action erns	ose	sible Problems and Solutions
arm-Up minutes	<p>Students will take attendance then the group will be divided in two parts, they will use 1 volunteer to pass in and mimic a verb, the first one that guesses the verb for example: swim, dance, played, etc. Will win the round, and they will have 5 seconds to win.</p>	<p>listening - speaking</p>	<p>s ters r</p>	<p>acher- tudent</p>	<p>them bulary that would use their uction</p>	<p>Students may not participate peter for participations</p>

<p>resentation n minutes</p>	<p>re playing the audio, students will look at the images in the book and analyze the title after some students' comments they will listen to a video to be able to order an exercise, they will listen to it 2 or 3 times, depending on each group. Then they will choreograph it as a group so that there are no doubts about what is happening, the students will explain the play or what they understood.</p>	<p>listening</p>	<p>Book Page Appendix</p>	<p>student-audio teacher-actors' student-act and understand the general idea.</p>	<p>Students do not understand the instructions</p> <ul style="list-style-type: none"> Use their first language to a better understanding Use simple, short instructions Speak in a leisurely manner so that they understand better. Use facial expressions and the images for the understanding of the examples <p>Students may not participate</p> <ul style="list-style-type: none"> Take attendance at the beginning of class to ask for students' names. Use "Peter" to throw it and choose who will participate
<p>practice minutes</p>	<p>Students will pay attention to the actions of the characters in the audio and after that they will compare the play of the class and the play that they listen in the class. They will answer some questions: what was your favorite? What is the genre of the play?</p>	<p>listening Writing</p>	<p>Book page 27 Appendix 2)</p>	<p>student-audio and reading</p>	<p>Students may not understand the audio Students may not know how to answer questions</p>

						them examples
roduction 15-20 minutes	ent will work with a er, each couple will have same play but without the the teacher will read the with a lot of expressions a better understanding, that student will create own end for the story, they will choose a acter from the play and tice the script because will present their play in text class.	reading writing	kers endix	teacher student udent- text	an nal end for play	ents may not have idea to the end of play for some solutions to statues' problem. them examples

A Midsummer Night's Dream by William Shakespeare
Act 3, Scene 1



[QUINCE and BOTTOM turn to the front; BOTTOM has now a donkey's head.] ← red
QUINCE: Oh monstrous! Oh strange! We are haunted. Help!
[QUINCE and the other three actors ran away, PUCK is laughing.] ← blue
BOTTOM: Why do they run away? They want to scare me. Well, I'm not afraid.



[The woods. We can see TITANIA, the Fairy Queen who is lying asleep; PUCK, a playful goblin, is jumping and playing around the trees. After a little while, QUINCE, the stage director, BOTTOM and another three actors enter.] ← green
BOTTOM: Are we all me?
QUINCE: Here's a convenient place for our rehearsal. Come, sit down, and rehearse your parts. Bottom, you begin.
[The actors haven't noticed PUCK'S presence; he speaks showing his head from behind a tree.]
PUCK: Who are these men here so near the cradle of the Fairy Queen?



[BOTTOM sings off-key and TITANIA wakes up.]
TITANIA: What angel wakes me from my flowery bed?



[BOTTOM and the three actors are in the front acting awkwardly. QUINCE looks very mad.]
BOTTOM: "Thisbe, the flowers of odious savours..."
QUINCE: Odours, odours!
[QUINCE and BOTTOM turn back; then, PUCK speaks from back stage.]
PUCK: A strange play and terrible actors; I'll play them a joke.

Reading of a play that guided students for the production activity.

Tree Sticks

By Phyllis J. Perry

CAST OF CHARACTERS

Walker
Statue

AT RISE: As the scene opens, one player stands mid-stage, still as a statue. Another player comes walking along a path through the woods.

WALKER

(Looks puzzled and walks slowly around the child who is standing very still.) Hi! What are you doing standing here in the middle of the woods?

STATUE

I'm so glad you've come along. I was afraid I might stand here alone for hours or maybe days. I have been put under a magic spell. I can see, and I can talk, but I can't move. I'm stuck here like a tree.

WALKER

Who put you under a magic spell?

STATUE

The Old Black Widow Spider.

WALKER

Why did she cast a spell on you?

STATUE

(whispering) I'm not sure, but maybe because I tore her spider web.

Walker

What? I couldn't hear you. *(She moves closer.)*

STATUE

(Speaking louder.) I tore up her spider web with a stick.

WALKER

No wonder she got angry. You ruined her beautiful web. Do you know if there is any way to break the spell?

THIS PLAY IS NOT OVER

Appendix 10.

Lesson plan class 3.

February 25th, 2022. 10:40 - 11:30

ESL/EFL Lesson Plan

Lesson Number: 03
plays

Topic: Read theater

Objective/Aim: Students at the end of the class will be able to dramatize a play that they complete on their own.

Previous topics seen in class: Some verbs, vocabulary, present simple and something about theater plays

Page	Activity/Procedure	Skill	Material, Equipment Aids	Interaction Patterns	Purpose	Possible Problems and Solutions
Warm-Up 7 minutes	<p>Teacher or students select a scene.</p> <p>Teacher says: "you are now in a jungle trip up the Amazon river... go!"</p> <p>Everyone (including the teacher) immediately begins to improvise, each choosing a character and an action related</p>	<p>Listening</p> <p>–</p> <p>Speaking</p> <p>g</p>	<p>Markers</p>	<p>Teacher-Student</p>	<p>Students check their work is correct</p>	<p>Students do not understand the indications</p> <ul style="list-style-type: none"> Use their first language to a better understanding <p>Use simple, short instructions and speak in a sure manner so that they understand better.</p> <p>Use facial expressions and some images for</p>

	<p>the idea of the "place" (jungle up the Amazon River).</p> <p>Example: some students will pose monkeys, crocodiles, birds or other animals. Some will pose tourists or the captain and crew of the river boat. All characters talk and interact until the teacher sounds the sound effects instrument, when all freeze.</p>					<p>the understanding of the examples</p>
<p>Presentation 10-15 minutes</p>	<p>Students will receive indications of the participations, they will check the aspects they should have in their play and their dramatization. Then Students will have some minutes to create their own costume using colored paper and read again their script and prepare their dramatization and order the teams</p>	<p>Reading - speaking</p>	<p>Markers Color paper Appendix</p>	<p>Student -text</p>	<p>Students have the opportunity to organize their play.</p>	<p>Students may not finish their play</p> <p>Give them some minutes to finish</p>
<p>Production 20-25 minutes</p>	<p>Students will dramatize their plays and give feedback to other teams</p>	<p>Listening - reading - speaking</p>	<p>Markers</p>	<p>Student -text Student - student</p>	<p>Students understand the general idea of short play and dramatize their own play</p>	<p>Students may not want to participate</p> <p>Ask for volunteers first.</p>

		ay pendix)				
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Appendix 11.

Evaluation rubric.

Aspects	1	2	3	4	5
The sentences are clear and in correct order					
There are less of 10 spelling mistakes					
The end has coherence with the play					
There are the 5 aspects of a theater play					

There are more than 5 clear dialogues and at least 3 stage directions.					
--	--	--	--	--	--