



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

TITULO: "The Use Of Audiovisual Media As Strategy For Learning English In  
Secondary Education"

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**“THE USE OF AUDIOVISUAL MEDIA AS STRATEGY FOR LEARNING  
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**QUE PARA OBTENER EL TÍTULO DE LICENCIADO EN ENSEÑANZA  
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**SAN LUIS POTOSÍ, S.L.P.**

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**POTOSÍ**  
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GOBIERNO DEL ESTADO 2021-2027

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## CONTENT

<b>INTRODUCTION .....</b>	<b>2</b>
<b>I. ACTION PLAN .....</b>	<b>10</b>
1. Problem.....	11
2. Diagnostic phase .....	12
3. Purposes .....	17
4. Theoretical framework.....	18
5. Action Plan Phases.....	26
<b>II. DEVELOPMENT, REFLECTION AND EVALUATION OF THE IMPROVEMENT PROPOSAL .....</b>	<b>30</b>
1st Phase: AVM Exposure .....	30
2nd Phase: Lessons Without AVM.....	34
3rd Phase: AVM Total Sessions .....	39
Action plan main results .....	44
<b>III. CONCLUSIONS AND RECOMMENDATIONS.....</b>	<b>51</b>
<b>IV.REFERENCES .....</b>	<b>57</b>
<b>APPENDIXES .....</b>	<b>59</b>

## INTRODUCTION

Over the years, the teaching and learning of English has acquired great importance in its study in different Latin American countries since it has a great impact on social and professional relationships as well as the particular interests of each individual interested in L2 (Second language) learning; for example, in the relationships the increase of empathy between different societies and cultures or even travel opportunities as a cultural exchange. On the other hand, on the professional side a clear example is effective communication in case of working in a multicultural environment and logically better employment opportunities; the global perspective and the cognitive extension, as well as the new forms of social approach.

In accordance with the social and health changes due to the recent COVID-19 virus pandemic, language teachers have been forced to develop new skills to optimize the learning environment in the classroom. That is why Information and Communication Technologies (ICT) have allowed language learners and teachers to adapt the use of strategies through audiovisual media as a didactic resource for learning and improving the level of English that is required by the current curriculum in Mexico. This has led to the learning of an L2 being carried out based on different strategies and autonomous skills in the face of audiovisual media in the classroom.

This research document is a report of a professional practice which focuses on the use of audiovisual media as an English learning strategy in two groups of the third year of high school at the Potosinos Ilustres High School in the state of San Luis Potosí, México in 2022-2023 school year. This paper describes a learning process of both secondary school groups and, at the same time, my own teacher training process in the school context and the teaching role in a continuous manner in a relative context, with unique experiences that nurture the skills that daily I have developed with the help of the actors involved in this trip: head teacher, teachers of subjects and practices and, of course, the students of each study group.

## School Context

Potosinos Ilustres high school is located in the Balcones del Valle neighborhood on Fuentes del Olimpo street, San Luis Potosí, S.L.P. México. The school has been in service for 40 years, so it was founded in 1979. Twenty years ago, the school was on the verge of losing students from the morning shift. Based on this problem the teachers created the "Captación de alumnos"<sup>1</sup> program, which consists of going to elementary schools and promoting the high school.

Currently, the school offers different services such as the food service and a dental office that is attended by an internal doctor and a teacher from the school; also there are some different sports (handball, basketball, soccer and volleyball) and cultural activities are also offered (Rondalla, choir and folk dance). The school has different technology laboratories: metallic structures, drawing, electronics and computer science.

The total students registered during the beginning of the 2022-2023 school year was around 1110 students in both shifts: in the morning: 18 groups, afternoon: 12 groups. In total there are 33 teachers, 4 lab technicians, 4 administrative staff, 5 cleaning staff and 5 school prefects for both shifts.

**Table 1**

*Students population per shift distribution*

<b>Morning shift</b>	<b>Afternoon shift</b>
1st year: 218	1st year: 145
2nd year: 202	2nd year: 124
3rd year: 283	3rd year: 138
Total 703 students (63%)	Total 407 students (37%)

*Note:* This table shows the student population of the school as a whole, based on grade level and shift.

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<sup>1</sup> Students Recruitment program.

The school has the USAER (Unidad de Servicios de Apoyo a la Educación Regular) this area is in charge of a teacher who diagnoses students who need special attention for the development of their learning. This diagnosis is made during the first week of classes for new students and they are followed up to higher grade students; although this report does not focus in this study on special needs, I would like to add that apart from working with third-year groups who did not present any need for this service, I also worked with a second-grade group where there was a student who special needs to learn. This is important because it was my first approach to this side of teaching and I would like to add it since it is important for me to recognize these cases as a teacher in training.

Finally, the English academy or department is made up of 3 teachers, two for first and second grade and one teacher for second and third year (who was my head teacher); they make plans together according to the key learnings and based on the results of diagnostic tests that they apply themselves at the beginning of school year in the morning shift.

### **Group Context**

For the purposes of this research, I will report the results obtained by working with two groups of 3rd grade students. The group 3A was made up of 44 students, 21 boys, and 23 girls; this group is characterized by different variables in this group, in other words, I was able to notice some unique characteristics of behavior in this group: the first factor is about availability that indicates to me that the students have a good disposition towards my intervention with them, they were an accessible group in many ways, they were patient and listeners and they were a bit quiet; it is important to say that this group was more "receptive", inclined more to the traditional focus<sup>2</sup>, with this I mean a student who follows a conventional educational model, based on more structured approach to teaching

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<sup>2</sup> I notice some aspects regarding with traditional class has the following characteristics: everything is teacher-centered, based on more structured approach to teaching and learning, in addition to following a more "formal" academic structure, appealing to behavior under the rules and regulations established by the educational institution. The teacher is the one who has the knowledge and therefore the one who imparts it and the ideas are not taken to the debate or to the collective construction. In this regard, Del Río (2011) understands the traditional method as: verticalism, which places the teacher in a superior hierarchical position with respect to the student, bringing with it relationships of dominance, subordination and competition. Dependence and submission become common in daily education, also presenting authoritarianism in a significant way.

and learning, in addition to following a more "formal" academic structure, appealing to behavior under the rules and regulations established by the educational institution in this group.

According to the above, this group served as a pilot to test the audiovisual strategies since their profile would allow me to work and obtain results that at the time I considered suitable and "easy to achieve" along with encouraging their participation, both individually and in groups, and their involvement in English lessons.

As regards group 3rd "B", it is composed of 42 students, 19 boys, and 23 girls. This group is a bit of the "nemesi" of the previously mentioned, they are characterized by being louder and a bit talkative, in the same way, like with group "A" I was able to notice some characteristics based on the same factors which is availability and attention. Now talking about availability, it is a slightly more difficult group to work with due to the way in which the group develops, in other words, the behavior was another main factor to take into account.

The other factor that is important to take into account was attention: this factor is key to the development of the group, since they lose attention easily in a 1-hour session, whatever the subject they are working on, I know this because in the observation period I not only observed the English lessons, but also the other subjects, such as Spanish, mathematics, history, among others; they were easily distracted, which causes an obstacle in individual and collaborative participation, the delivery of tasks, projects and activities. So this group gave me a great area of opportunity to work on the aforementioned audiovisual strategies and at the same time correct patterns of behavior and academic habits.

It is important to note that most of the students began their first approach to English lessons in high school, but it must not be forgotten that the first year of high school they took classes remotely due to the pandemic, which affected the quality of their learning. In line with the above, only 2 girl students from the 3rd "A" had English classes in primary school, and some of them (3 students from 3rd "A" and 2 from 3rd "B") had additional English lessons in their school life; I know this from some questions that I asked directly to the students during the observation period at the beginning of the school

year. On balance, 5 students out of 86 in total had extra English classes, which although it is not much, this gave me the opportunity not to start completely at zero.

### **Problem**

It is important to consider the problems and Mexican educational context when using audiovisual media in learning English. Some challenges may include the availability of technological equipment in schools, the quality and speed of the Internet connection, which forces me to prevent having to rely on my own resources, and the training of teachers in the effective incorporation of audiovisual media in their educational practices. In addition, to select and adapt relevant and appropriate content for the students, to ensure that it adjusts to the educational objectives and cultural values of the Mexican context and the current curriculum.

Taking into account the previous causes, based on the observation and diagnosis that I raised at the beginning of this research, I could be able to observe the main problem is a low English level according to their performance that is also affected by the lack of interest in learning English. This is reflected in their school habits. Returning to my observation this may be due to the lack of exposure to audiovisual media and strategies that motivate and nourish the cognitive process in both groups. Therefore, the main question is the following: How can didactic strategies with audiovisual media help improve English level and involve students more in the learning process in Secondary Education?

### **Aims**

The main aim of this action plan is to describe the effect of audiovisual media as a didactic strategy to help students improve their English level and involve them more in the learning process in Secondary Education.

### ***Subsidiary Aims***

- Identify which skills are the most developed using audiovisual media in the English learning process.
- Compare the effect of audiovisual media strategy in two groups of third grade of secondary education.

## **Skills Development During the Practices Process**

### ***Generic skills***

The teacher trainee applies language and communication skills in various contexts.

### ***Professional skills***

The teacher trainee designs and/or uses learning objects, resources, didactic and technological means in the generation of learning English.

### ***Disciplinary skills***

The teacher trainee develops projects of the English subject supported by technology to promote interaction with, and for second language learning.

## **Justification**

According to Larrañaga, the world is transforming but the educational system has not changed since the 19th century (2012, p.8). In an interview conducted by Kindsein in 2007, Schank describes that the educational system that we have today and that has remained unchanged for years can be summed up as follows: a teacher enters the class and speaks. The students, at most, take notes and since they cannot remember what they were told, they take tests (quoted in Larrañaga 2012, p. 8).

The quotes from Larrañaga and Schank are very thought-provoking. It's true that the traditional model of education, where a teacher lectures and students take notes, hasn't changed much in the last few centuries. Schank notes, this model doesn't always promote deep learning or long-term retention of information. Which I consider the implementation of different strategies the way we approach education could change, using modern technologies engage students and encourage them to think critically.

On the other hand, paraphrasing Gerver if we continue educating our children as we were educated us, they will never found the solution to global problems, because the world has changed a lot and now our children learn much more by themselves, with social networks, with other peers, before in the classroom: The role of teachers should be to prepare students for the future, so that they discover their talent (2010, p. 17). It's interesting to consider Gerver's perspective, that teachers need to prepare students for the

future by allowing them to discover their own talents and learn through from other outside sources, rather than relying solely on the classroom. These ideas challenge the traditional education model, and raise some defiances of the role of teachers and how students can best learn in the modern world.

It is also important to mention the relevance that audiovisual strategies have taken over the years, according to Echegaray Audiovisual media helps to present concepts in an objective, clear and accessible way. In addition to providing different media learning, stimulate interest and student motivation, renew attention span and help to retain ideas for longer (Universidad Continental, n.d, para. 3).

In addition to the above, it is worth noting the effects of the most recent global pandemic that shook the world at the beginning of 2020, according to Chavez and Hualpa before the sudden appearance of the COVID-19 pandemic, it did not allow the development in time of strategies for the training and updating of teachers and students in the management of virtual environments and technological tools for pedagogical purposes (2021, p. 2). At this point, it is clear that the COVID-19 pandemic has had a significant impact on education, and it has forced teachers and students to adapt to different learning environments; and as Chavez and Hualpa mention, it is being a challenge for many teachers and students to quickly adjust to this new reality.

### ***Personal Interest and Involvement***

It's also worth noting that I consider the benefits of audiovisual learning that Echegaray mentions despite the challenges of the pandemic, audiovisual learning has the potential to provide new and engaging ways for students to learn, as well as to increase language level. I have always considered myself a person who learns in a visual and auditory way. Since I was a child, I have always liked to watch videos as educational support, images that could be used as a guide or even audios and podcasts that serve as sources of research and information, I have also had a great interest in cinematography/acting medium, this medium has helped me and facilitated my language learning process. When I watch movies or series in English and activated subtitles and that helps me visually and auditorily this strategy helps to associate words with sound, it helps with my pronunciation skills, vocabulary and even grammar sense.

In the practice period of the fifth semester of this major, I tried to use different strategies, materials and/or means that were useful in the development of my professional teaching practice, as every process carries a stage of selection - testing and verification. However, note that when students were more exposed to content and audiovisual media, their attention and retention of knowledge was remarkable compared to others, for example the use of vocabulary without images, or listening practices without visual support or even extensive reading without graphic organizers.

This not only increased my interest in the subject but also encouraged me to continue testing what types of media students of this generation like. I would like not only to consider my perspective as a teacher, but also to know that of my students. Considering the previous factors, I came to the conclusion that the use of these audiovisual media as a strategy for learning a second language may be very useful in high school students who are more exposed in their daily life to these resources.

### **Document Content**

This paper consists of four main sections, which are: Introduction, Chapter I Action Plan, Chapter II Development, reflection and evaluation of the improvement proposal and conclusion, and Chapter III Conclusions and recommendations. In the Introduction, you will find important information about the school context, the description of each group, main objectives and skills to develop in my teaching practice. Chapter I proposes the action plan to be developed in which we will see different research tools such as observation guides, diagnostic tests, interviews and evaluation tools, all this together with the work proposal divided into three interventions with each group in different time periods. supported by dosed activities in class lessons carefully chosen for the development of the topics. Also, the theoretical support of what is already known about the topic of study. Chapter II proposes the reflection stage of each intervention in a general way focused as a didactic sequence and the proposal for improvement in each conclusion. Finally, in the last section, you will find the final conclusions and some recommendations that were reached during and at the end of the reflection process of this paper.

## I. ACTION PLAN

An action plan in education is a detailed plan for how a teacher or school will implement a new initiative or program in the classroom or school. The plan should include the goals of the initiative, the steps needed to achieve those goals, the resources needed, and the timeline for implementation.

There are many different researchers and experts who discuss the importance of an action plan in education. For example, John Hattie's work on "Visible Learning" emphasizes the need for clear goals and a plan for achieving them in the classroom (2018). Also, educational researcher Robert Marzano's research suggests that action plans are most effective when they are specific, measurable, achievable, relevant, and time-bound (2010). Marzano also emphasizes the importance of monitoring student progress and adjusting the action plan as needed to ensure that students are making progress.

In general terms, taking into account the above, I understand an action plan as a strategy designed to address and solve a specific problem in the educational context. It is a set of steps and activities organized in a sequential and systematic way to achieve a desired educational objective.

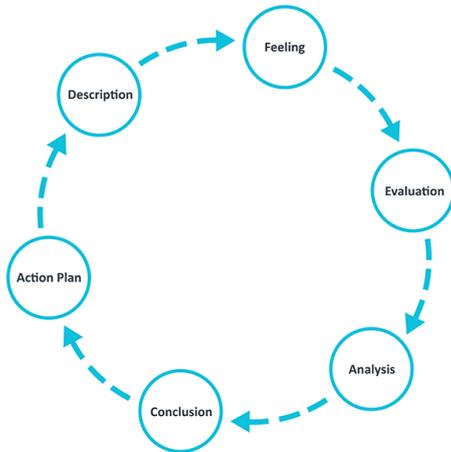
Gibbs' Reflective Cycle is a model developed by Graham Gibbs in 1988 to help people learn from their experiences. It is a cyclical model, meaning it can be repeated as often as necessary. The cycle has six steps: description, feelings, evaluation, analysis, conclusions, and action plan. First, you describe the experience. Next, you identify the feelings associated with the experience. Then, you evaluate the experience and identify what went well and what didn't. After that, you analyze the experience to determine the reasons for what went well and what didn't. Finally, you create an action plan for future experiences based on what you want to achieve (2015, p 54).

- **Description** of the experience
- **Feelings** and thoughts about the experience
- **Evaluation** of the experience, both good and bad
- **Analysis** to make sense of the situation
- **Conclusion** about what you learned and what you could have done differently

- **Action plan** for how you would deal with similar situations in the future, or general changes you might find appropriate.

**Figure 2**

*Gibbs Reflective Cycle Model*



*Note.* Image taken from Gibbs' Reflective Cycle, 2020, by The University of Edinburgh Retrieved from [https://www.ed.ac.uk/sites/default/files/styles/landscape\\_breakpoints\\_theme\\_uoe\\_tv\\_1x/public/umbnails/image/gibbs\\_cycle\\_600x600.png?itok=l6NuR551](https://www.ed.ac.uk/sites/default/files/styles/landscape_breakpoints_theme_uoe_tv_1x/public/umbnails/image/gibbs_cycle_600x600.png?itok=l6NuR551)

## 1. Problem

Proficiency in the English language has become a fundamental skill for academic and professional success. However, during the first approach I had with the study groups, I realized the students had a bad attitude in class that could negatively affect their academic performance, for example, when I was observing many students from group B was distracted easily, or even they were drawing in their notebooks while the teacher was giving the lesson. On the other hand, group A was very quiet, and most of them didn't participate and also it seemed that they did not pay attention or were in another place, this despite being silent. In addition to the bad attitude towards learning English, in the second week of this first approach, a diagnostic test was applied, which made it possible to detect that both groups had a low level of English. This problem raised the need to design didactic strategies to strengthen language skills that also engaged students in the English learning process.

## **2. Diagnostic phase**

In this section I will describe in greater detail the observation and diagnosis process carried out in this first stage of field work, carried out from August 22nd to September 3rd, 2022. This stage was supported by three research tools that helped me obtain extremely important data to continue with the development and research of this topic:

1. Observation guides taken and adapted from the ICELT course (*Syllabus and Assessment Guidelines 2015*)

2. Diagnostic exam "A1 Young Learners" taken and adapted from the Cambridge Assessment (*Test Your English*, n.d.) platform to know more precisely the level of language of the students and on this design the work plan based on the contents that were assigned to me (appendix H).

3. Interviews with different students and the head teacher to know subjective opinions about English classes.

### ***Observation***

To get to know the group better, I took it upon myself to observe it more closely during the first week of the school year; I did a non-participant observation using a simple observation guide that I took from my booklet for the subject; Professional Practice and School Life: Service Learning the observation guide was focused on the student and the surrounding environment (usual sitting arrangement, course book, number of students, history with the language, etc.) (see Table 2, Appendix F)..

The observation results show that these groups are almost equal or in balance about size (number of students per group), the predominant age, and, above all, the genders that, in this matter, are somewhat equal or even similar; which in my point of view makes it even more relevant that despite the similarity of age, gender arrangement and the same context, the group profile that was described at the beginning is quite different from each other.

In addition to the lack of interest of both groups in the classroom, the most relevant findings about group 3<sup>rd</sup> "A" were that most of the group still does not know basic information such as numbers, even from 1 to 10, however they have basic vocabulary

such as colors, food, animals, body parts, etc. They also know partially how to express their likes and dislikes, they also know how to introduce themselves and give basic information about themselves. Regarding group 3<sup>rd</sup> "B", I noticed that the group knows basic information such as numbers, however they have basic vocabulary such as colors, food, animals, body parts, etc. They also know how to express their likes and dislikes, they also know how to introduce themselves and give basic information about themselves.

### ***Diagnostic exam***

As I said before, I immersed myself in the daily school context for 2 weeks to learn more about the situation that I described above; based on the information collected, I adapted a diagnostic test that would help to corroborate my assumptions at the time of my first approach to the educational field. I decided to apply the diagnostic exam "A1 Young Learners" adapted from the Cambridge Assessment platform to determine the language level of the students and then design the action plan taking into account the contents that head teacher assigned to me. The diagnostic test (appendix F) was applied during the first week of classes of the 2022-2023 school year for both groups (September 2022), see the general information of the diagnostic in tables 3 and 4 in appendix G

The results of the diagnosis (results section) showed that both groups are at level A1 "Beginners", while the basic education curriculum (SEP, 2018) establishes that they should be at level 2 "Intermediate". This confirms the low level of English observed during the week prior to said exam.

### ***Interviews***

Interview is a very useful qualitative research technique. It helped to inquire students about their opinions, activity preferences and taste for learning English, taking into account the profile of the group and also the individual characteristics. The interview with the head teacher was very useful to know his opinion about the use audiovisual media, in addition to knowing his perspective about the learning process of the groups under his critical and reflective opinion.

Interviews were applied to 4 students (2 women and 2 men), 2 students from each group and another to the head teacher (see scripts in appendixes I and J), and were audio recorded with prior consent, on my cell phone. The selection criteria of the participants

of these interviews were based on my observation, the attitude in the classroom was of vital importance.

To select students for an interview based on their attitude in the classroom, language proficiency, and personality, I proposed the following criteria. *Attitude*: the student should show enthusiasm for learning, a willingness to participate in class. *Language proficiency*: The student should have at least some characteristics of the language being studied, including speaking, reading, and writing skills. *Personality*: The student should have an approachable demeanor, and should be open to communicating and collaborating with others. Based on these criteria, I selected four students who demonstrated a combination of attitude, language proficiency and personality.

### **Students.**

The results of the interviews conducted with the students are shown below.

**Table 5**

*Interview students answers from both groups*

<b>Student</b>	<b>G</b>	<b>Receptive/Productive</b>	<b>Didactic Material</b>	<b>Activities</b>
1 3rd A	M	Receptive	Presentations, videos	Online games, screen presentations
2 3rd A	F	Productive	Videos, music	Participate, read, play
3 3rd B	M	Productive	Presentations, music	Reading, participate
4 3rd B	F	Receptive	Worksheets, book	Worksheets

*Note*: This table shows general information of the students' answer from the interview script.

The results of this data analysis made me think and reflect on the activities and strategies for the action plan. It is important to consider these answers that, although they are not from the total population of the groups, they were very helpful to me in order to know what type of activities and strategies could positively involve them, taking into account the design and choice of content that did not depend on me, but the level of the language with which it would work can be adapted with the help of the AVM strategies and, in this way, not lose and/or ensure the interest of the students in the lessons.

### **Head Teacher.**

Among the most relevant comments for this work, the point of view shared by the Head Teacher (HT) of the different categories presented below.

***AVM and English learning.*** “Well, when used well, audiovisual media are a very important tool that teachers can rely on to facilitate learning, to arouse the interest of children and make classes more entertaining for children, it is out of the traditional, out of the ordinary, classic, these tools offer many possibilities for the different learning styles of the children” (HT).

***Advantages of using AVM.*** “Of course there are many benefits because using the appropriate audiovisual material helps children, for example, if they are visual or auditory to learn better, then they are channels that teachers sometimes forget in our practice and that should always be made available to the students to offer them greater possibilities of learning the language, I think they should be diversified for all levels of English language proficiency, because although they are really homogeneous groups, if there is a difference between those who learn faster or slower, then audiovisual aids should be in that sense directed to all levels” (HT).

***Academic performance differences between groups***”. “What I was able to observe, when these strategies were applied in these groups, was that in one of them in 3rd A the students responded more actively, they were very interested in it, although the students also need preparation, that is, previous knowledge to address these materials, although they are very helpful, the student always requires help and the teacher should not take it for granted, should not ignore anything, he always has to make sure that the students will understand the subject.

In the case of 3rd B, which was a much more passive group in its learning, more visual, it was a bit more difficult to see if the students were learning, because most of that group are very passive, they don't like to participate, they don't know one if they are understanding, if they are paying attention or if they are thinking about something else, then intermediate techniques can be applied there, for example, stopping the video, the audio and starting at one point to ask, what is the topic about? What is he talking about? To make sure that everything that has been prepared for them is being understood” (HT).

Thinking and reflection about the Head teacher's comments, he highlighted potential benefits of using AVM media in the classroom. By making learning more interactive and entertaining, audiovisual media can help to engage students and make learning more enjoyable. This is especially important for young children, who often have

short attention spans and need to be engaged in order to learn effectively. He also emphasized the importance of considering different learning styles and using this media to identify those different styles. Overall, the head teacher's comments in the first category is advocating for a more engaging and child-centered approach to education, in which I'm agree with his point of view, and suggesting that audiovisual media can be a valuable tool in achieving that goal.

Also he mentioned that using audiovisual materials in the classroom in the second category can be good idea for students who are visual or auditory learners. The Head teacher emphasized the importance of diversifying audiovisual materials to all levels of English proficiency, as even in a homogeneous group of students there may be differences in learning pace. This made me thinks that his advocating for the use of a variety of audiovisual materials to reach all learners and support them in their language acquisition process in which agreed with my action plan statements and this can be very helpful, even maybe during the lesson plans, ideas and so on.

One of the most relevant information we can find in the last category is that in 3rd A group the students responded more actively and showed more interest in the materials (AVM), but the teacher also noted that the students need preparation and prior knowledge to use these materials effectively, this comment made me aware about the importance of put students in context, using relevant information for them. He emphasized that teachers should not assume that students will understand, and should take the time to make sure that students are comprehending, also making reference about the teacher role as a facilitator. This point of view was very important to take into account specifically during the design of lesson plans and material. Also, the comment from 3rd B made me aware the challenges of using AVM materials with a group who were more passive and visual learners (from his point of view). Teacher noted that it was more difficult to assess whether these students are learning and comprehending the material, as they may not be engaged or paying attention. To address this issue, he suggested using intermediate techniques (questions during videos, readings or listening activities, etc.), that honestly I have already thought as a prevention to that issue (lack of attention), but the comment served me to internalize and do not forget it.

### 3. Purposes

Based on the previous diagnosis, the main purpose of this action plan is to raise/improve the level of English in two groups of the third year of secondary school through the implementation of didactic strategies that incorporate audiovisual media, to promote the development of the four language skills: receptive (reading and listening) and productive (speaking and writing). At the same time, it is expected to influence the motivation and involvement of students to enhance the learning process.

Also, as I said before, I pretend to develop at the same time, my own teacher training process in the school context and the teaching role in a continuous manner in a relative context, with unique experiences that nurture the skills that daily I have developed with the help of the actors involved in this trip: head teacher, teachers of subjects and practices and, of course, the students of each study group.

In addition to the above, this work seeks to provide practical knowledge consider the reality of Mexican educational context/infrastructure and tools where using audiovisual media in learning can be challenger including the availability of technological equipment in schools, the quality and speed of the Internet connection, which forces to prevent having to rely on external resources, and the training of teachers in the effective incorporation of audiovisual media in their educational practices.

The schedule of the proposed action plan to meet the objectives of this research is shown below:

**Figure 1**

*Action plan schedule*

PHASES	DATES	DESCRIPTION	MATERIAL
PHASE 1. DIAGNOSTIC	Aug 22th to Sep 3rd 2022	The exploratory stage and first immersion to the educational field	Diagnostic tools: obseration guide, diagnostic exam and interviews
PHASE 2. TEST SESSION AVM EXPOSURE	Nov 21st to Dec 9th 2022	This stage aims to exposure students to a AVM lesson and see how they react	PowerPoint presentations, Youtube videos, tutorials, digital platforms
PHASE 3. LESSONS WITHOUT AVM	Feb 13th to Mar 3rd 2023	This stage takes a traditional method without using AVM and compare the difference	Reading excersices, worksheets, listening audios
PHASE 4. AVM TOTAL EXPOSURE	May 2nd to 19th 2023	Total immersion with AVM strategies and identify how they work better	Youtube videos, music videoclip and presentations

#### **4. Theoretical framework**

The following section presents different relevant theories, concepts, models and principles that are related to this practice report. These ideas and theoretical approaches have been selected and organized in a logical and coherent manner to provide a conceptual guide to help contextualize and focus the purpose of this report.

##### ***Educational Background***

##### **Mexican Education According to Plans and Programs, Objective, Curriculum and Approach.**

Education in Mexico is governed by the plans and programs established by the SEP (Secretaría de Educación Pública). These plans and programs aim to provide quality education that promotes the comprehensive development of students and provides them with the necessary tools to face the challenges of the 21st century. The educational curriculum in Mexico is structured in different levels and modalities, from initial education to higher education. At the compulsory levels of basic education (preschool, primary and secondary), the contents and skills that students must acquire in the different areas of knowledge, such as mathematics, language, social and natural sciences, among others, are established. The focus of Mexican education seeks to promote the integral formation of learners, developing cognitive, socio-emotional and ethical skills. It seeks to encourage critical thinking, creativity, collaboration and teamwork.

In addition, emphasis is placed on inclusive education, which seeks to meet the educational needs of all students, promoting equity and equal opportunities. In addition to academic content, education in Mexico also seeks to promote values, national identity, respect for human rights, and active citizenship. Student participation in civic, cultural and sports activities is encouraged, as well as the promotion of peaceful coexistence and respect for diversity. It is important to mention that the implementation of educational plans and programs may vary in some educational institutions, since there is some flexibility in their application to adapt to the needs and characteristics of each school community. However, the general guidelines established by the SEP serve as a reference and guide for education in Mexico.

### ***Mexican Education in the Subject of English in Basic Education, Third Grade of High School***

Education in Mexico, in the field of English, focuses on the development of basic communication skills in this language. Now, I will provide an overview of the objectives and common contents in the teaching of English at that educational, with information taken from the Aprendizajes Clave from SEP (2017):

**Listening comprehension.** Learners must be able to understand and follow instructions in English, as well as understand dialogues and simple conversations related to topics of interest to them.

**Oral expression.** Students are expected to acquire the ability to communicate in everyday situations using basic phrases and expressions in English. This involves practicing pronunciation, intonation, and fluency.

**Reading.** Learners must develop the ability to understand short, simple texts in English, identify specific information, and extract general meaning from the text. In addition, the reading of authentic material in English, such as short stories or articles, is encouraged.

**Writing.** Students are expected to be able to write short texts in English using basic vocabulary and grammatical structures. This includes writing simple sentences, descriptive paragraphs, and short messages.

**Grammar and Vocabulary.** Learners will learn basic aspects of English grammar, such as tenses, pronouns, adjectives, and adverbs. Their vocabulary will also expand to include words and phrases related to everyday topics, such as family, school, food, hobbies, among others.

**Culture and Civilization.** The aim is to familiarize students with the culture of English-speaking countries, such as their customs, traditions, festivities and some relevant historical aspects.

It is important to keep in mind that these are only general aspects and that the study programs may vary between different educational institutions and states of Mexico.

In addition, pedagogical approaches can change over time, so it is always advisable to consult the current plans and programs in your place of residence.

### ***Language skills***

In learning and speaking languages we have different abilities that we know as macro skills: reading, listening, writing and speaking. At present, Harmer states that “educated individuals who speak a language possess certain capabilities such as speaking on the phone, writing letters, listening to the radio and reading books, which indicate that they have essential skills of reading, listening, writing and speaking” (1991, pp. 266-267).

Also, the Common European Framework of Reference for Languages (CEFR) establishes that the skills needed to learn a language are the following: **listening, reading, speaking, and writing** (European Union, n.d.). The CEFR enables you to estimate your present **language level: A1, A2, B1, B2, C1, C2**. The CEFR establishes that at these levels the ability and development of the student is determined according to their learning process of a L2. In this sense, and based on information from the European Union (n.d.), a summary is presented below with the specifications corresponding to the indicators of each language level, for practical purposes I will only focus on those that my students will find, which are A1 and A2 and also B1/B2, which is where they should be found according to what is established by the SEP.

#### **A1.**

*Listening.* Students (Ss) can understand familiar words and phrases provided it is spoken slowly and clearly.

*Reading.* Ss can understand familiar names, words, and simple phrases on notices, posters etc.

*Speaking.* Ss can interact in a simple way. Learners can introduce themselves and others and answer questions about personal details.

*Writing.* Ss can write a short postcard. Ss can fill in forms with personal details like name, address, and nationality.

## **A2.**

**Listening:** Ss can understand simple information about areas of most immediate relevance (family, employment, shopping). They can understand the main points of simple notifications and announcements.

**Reading:** Ss can find specific information in simple everyday material (time table, menu etc.). Ss can understand short simple personal letters.

**Speaking:** Ss can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters.

**Writing:** Ss can write short simple notes and messages. Learners can write a very simple personal letter.

## **B1.**

*Listening.* Ss can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. They can understand the main point of many radio or TV programs on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.

*Reading.* Ss can understand texts that consist mainly of high frequency every day or job-related language. Ss can understand the description of events, feelings and wishes in personal letters.

*Speaking.* Ss can deal with most situations likely to arise whilst travelling in an area where the language is spoken. They can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).

*Writing.* Ss can write simple connected text on topics which are familiar or of personal interest. Learners can write personal letters describing experiences and impressions.

## **B2.**

*Listening.* Ss can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. They can understand most TV news and current affairs programs. Ss can understand the majority of films in standard dialect.

*Reading.* Ss can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. Learners can understand contemporary literary prose.

*Speaking.* Ss can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. They can take an active part in discussion in familiar contexts, accounting for and sustaining their views.

*Writing.* Ss can write clear, detailed text on a wide range of subjects related to their interests. Learners can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. They can write letters highlighting the personal significance of events and experiences.

### ***Methods for Learning English***

Although there are several methodological options for teaching English, below I describe the two methods used in the intervention/action plan process. It should be noted that the selection of such methods obeyed the following criteria. The PPP being the method that I used the most during my practice journal, this method offers a more guided class and is adaptable with different group profiles; TBL, on the other hand, is a more open approach that offers student and teacher homework practice and analysis as the main starting point and during a lesson.

### **PPP Method.**

Throughout my stay at the Benemérita y Centenaria Escuela Normal del Estado in the Teaching and Learning English Major, I have been trained and taught different effective teaching methods in learning L2, so I had the opportunity to work with some of them;

however, the most important and useful for me was the Presentation, Practice and Production (PPP) method.

This method allowed me to work in a more controlled way since its stages are designed in such a way that teaching and learning is focused on T-S interactions more commonly.

According to the British Council article (Frost, n.d.) “The teacher **presents** an item of language in a clear context to get across its meaning. This could be done in a variety of ways: through a text, a situation build, a dialogue etc.

Students are then asked to complete a controlled **practice** stage, where they may have to repeat target items through choral and individual drilling, fill gaps or match halves of sentences. All of this practice demands that the student uses the language correctly and helps them to become more comfortable with it. Finally, they move on to the **production** stage, sometimes called the 'free practice' stage. Students are given a communication task such as a role play and are expected to produce the target language and use any other language that has already been learnt and is suitable for completing it”.

Of course, as all this method has deficiencies that could arise during the development of a lesson in the classroom, this type of situation or disadvantages had to be anticipated when designing my lesson plans, continuing with the same article, some problems are presented below. that the PPP method and the teacher face:

### ***The problems with PPP.***

- Students can give the impression that they are comfortable with the new language as they are producing it accurately in the class. Often though a few lessons later, students will either not be able to produce the language correctly or even won't produce it at all.
- Students will often produce the language but overuse the target structure so that it sounds completely unnatural.
- Students may not produce the target language during the free practice stage because they find they are able to use existing language resources to complete the task.

Continuing to investigate the aspect of teaching practice, it is important to mention that not all the sessions that I implemented in this research document were totally based on the PPP method, although most of them focused on it, it was quite useful for me to know and investigate. different approach as was TBL.

### **TBL Approach.**

Unlike the method, this approach focuses on the purpose of task-based learning, hence its acronym, TBL. According to the article focused on this approach and its differences with the PPP method, Frost (Frost, n.d.) explains that “Task -based learning offers an alternative for language teachers. In a task-based lesson the teacher doesn't pre-determine what language will be studied, the lesson is based around the completion of a central task and the language studied is determined by what happens as the students complete it. The lesson follows certain stages”.

*Pre-task:* The teacher introduces the topic and gives the students clear instructions on what they will have to do at the task stage and might help the students to recall some language that may be useful for the task. The pre-task stage can also often include playing a recording of people doing the task. This gives the students a clear model of what will be expected of them. The students can take notes and spend time preparing for the task.

*Task:* The students complete a task in pairs or groups using the language resources that they have as the teacher monitors and offers encouragement.

*Planning:* Students prepare a short oral or written report to tell the class what happened during their task. They then practice what they are going to say in their groups. Meanwhile the teacher is available for the students to ask for advice to clear up any language questions they may have.

*Report:* Students then report back to the class orally or read the written report. The teacher chooses the order of when students will present their reports and may give the students some quick feedback on the content. At this stage the teacher may also play a recording of others doing the same task for the students to compare.

*Analysis:* The teacher then highlights relevant parts from the text of the recording for the students to analyze. They may ask students to notice interesting features within

this text. The teacher can also highlight the language that the students used during the report phase for analysis.

*Practice:* Finally, the teacher selects language areas to practice based upon the needs of the students and what emerged from the task and report phases. The students then do practice activities to increase their confidence and make a note of useful language.

### ***Audiovisual Media***

Audiovisual media are recognized as those means of social communication that have to do directly with the image such as photography and audio. They refer to didactic media that, with images and recordings, serve to communicate specific messages. In turn, the audiovisual medium is a valuable teaching resource that uses multiple senses, including sight, hearing, and perception, to engage students and create a more immersive learning experience. Through the use of images, words, and sounds, audiovisual materials can recreate experiences that are not possible in a traditional classroom setting. These materials can be presented in a variety of formats, such as print, film, radio, television, and comics. By using audiovisual materials, teachers can make learning more dynamic and help students to better understand and retain information (Barros Bastida & Barros Morales, 2015).

### **Audiovisual Media as a Strategy for English learning**

According to Kathirvel & Hashim (2020), audio-visual materials are suitable techniques for developing students' language skills. For example, in the case of speaking, Harmer (2007) states that audio-visual materials can help students improve their pronunciation and intonation. He also suggests that seeing and hearing someone else pronounce a word correctly can help students learn to speak more fluently.

Some of the findings identified in recent studies related to the use of AVM for learning English (Arango & Montes, 2018) are the following.

- Movies, music videos, and TV series are the most popular audiovisual media used by students to learn English.
- Also found that students' use of audiovisual media improves their pragmatic, linguistic, and sociolinguistic skills.

- Linguistic skills such as oral comprehension and production are the main skills improved by the use of audiovisual media.

According with Ramos & Moreno (2020) AVM strategies can influence in the autonomous learning in this way:

- The rapid advancement of technology means that society is constantly facing new challenges.
- Autonomous learning is more important than ever before, as it allows people to adapt to new learning environment throughout their lives.
- The use of audiovisual content in the classroom can be an effective way to help students understand concepts and become more independent learners.
- The ability to learn independently will help students to be successful in their future careers.

Finally, Jiménez (2020) discusses the complex process of implementing educational proposals that use audiovisual media, as well as the conditions for their success. It also highlights the importance of reflecting on and analyzing the bibliographic, disciplinary, and systemic dimensions of audiovisual media in education. The intention is to conceive the best educational practices supported by the use of audiovisual media, to have a greater impact on the educational community, and to provide strategies for mutual understanding and the sustainability of audiovisual media production.

## **5. Action Plan Phases**

Below I will show a brief description of the lessons selected for the implementation of the Action Plan by phase, having four categories as a reference: strategy, lesson activities, purpose of the proposed activities and resources/material. In the appendixes E to P, you can find the AVM planning and strategies in greater detail.

### ***1st phase: Test session, AVM Exposure***

***Purpose.*** Use audiovisual media to learn and identify how to follow basic instructions for a school experiment.

**Strategy.** The strategy was an audiovisual project that was carried out in four classes and consisted of the following:

1. Check vocabulary about how to conduct experiments.
2. Review videos about school experiments.
3. Play Bingo! (experiments).
4. Produce a video where students conduct a school experiment.

**Activities.**

1. To put students into a real context about some school experiments.
2. To watch examples of different types of school experiments and work into school Lab with help of the videos and materials.
3. With help of the previous activity, students have to play a Bingo game in order to differentiate positive and negative imperatives of instructions to conduct an experiment.
4. Students have to put into practice everything previously learned and make a presentation using ICTs.

**Resources/Material**

1. PowerPoint presentation
2. Experiment tutorials from the YouTube videos
3. Listening audios
4. Videos/tiktok videos/canva videos or any digital platform that produces audiovisual content.

## ***2st phase: Lessons Without AVM Strategies***

### ***Purposes.***

1. That students be able to understand when use WAS and WERE in simple past.
2. That students be able to understand WAS and WERE and regular and irregular verbs through reading and personal experiences of an actor.
3. That students be able to identify key points in an anecdote: time, place, manner (when, where and how) and regular and irregular verbs in the simple past, by reading and completing a graphic organizer to consolidate learning.

***Strategy.*** Produce a timeline where students incorporate everything they learned during the intervention (use of WAS and WERE, regular and irregular verbs in the simple past) that they are able to talk about themselves and their experiences or some anecdotes. through lessons without AVM and using traditional methods. This strategy took four lessons and consisted of the following:

### ***Activities.***

1. Present students with a reading and one audio in the past tense about fictional characters from the Harry Potter saga.
2. Reading activity with an audio about the experience of an actor, complete a graphic organizer with the information from the reading/audio and answer questions.
3. Reading activity about a personal anecdote, identify key points of an anecdote: time, place, manner (when, where and how) regular and irregular verbs in the past simple.
4. Final product: Timeline, make a “timeline” (use of WAS and WERE, regular and irregular verbs in the simple past) learners will talk about themselves and their experiences or some anecdotes.

### ***Resources/Material.***

1. Worksheet (reading exercises).
2. Worksheet (reading, charts and questionnaires).

3. Material or "format" chosen by the students: PowerPoint presentation, YouTube or tiktok videos, cardboard or colored sheets.

### ***3rd phase: AVM Total Exposure***

***Purposes.*** In this lesson's activity the main goal was learners recognize and identify the different traditions around the world and they can write about their traditions with their family in Christmas. For this lesson the main aim was for learners to watch and listen about the Sushi's story and with this information they write about their ideal sushi using adjectives for descriptions. Finally, this last lesson has as an objective that learners identify different music according to the country of precedence and to write about their opinions using simple phrases and adjectives to express it.

***Strategy.*** Prepare a presentation project as evidence of the intercultural learning obtained at this stage, through the use of Total exposure to AVM resources. This strategy took three lessons and consisted of the following:

#### **Activities.**

1. How is Christmas different around the world? Describe in simple sentences how they celebrate Christmas.

2. Famous traditional dish of Japan: Sushi time! Using adjectives, students have to describe different food around the world.

3. Different music around the world. Using word to express opinions, likes and dislikes and adjectives.

#### **Resources/Material.**

1. YouTube videos.
2. Canva presentation.
3. Artist's music video clips.

Considering the Mexican educational context and the background references of the use of AVM and its influence on the learning of L2, the following chapter describes the intervention process corresponding to the proposed action plan at length.

## **II. DEVELOPMENT, REFLECTION AND EVALUATION OF THE IMPROVEMENT PROPOSAL**

### **1st Phase: AVM Exposure**

This first phase of intervention with both groups allowed me to be aware of different variables and situations that I did not contemplate at the beginning, these variables are closely related to the personality of the group and my work method; as previously shown, this first phase of the intervention consisted of exposing the students to AVM. The reaction and reception of these strategies were notoriously different in each group than I had planned.

For this reflection, the retrospective under the gaze of the **Gibbs Reflective Cycle** was useful for me in order to analyze the description, thoughts and feeling, reflection, preliminary conclusion and consider a situation evaluation.

### ***Description***

The aforementioned groups, 3rd A and 3rd B, underwent this first phase of intervention and exposure to AVM, which took place in the practice school during the second week of the practice session (3 days) and at the beginning of the third week (1 day), during this week the students worked under these strategies and the activities already proposed in the action plan section.

The work area was mainly the HDT media room, which is equipped with different useful tools to carry out these actions, for example, a computer with Internet access, a projector, a blackboard, speakers, work tables, and chairs, although not enough for the number of students in each group.

All the activities carried out under this strategy (AVM) take place in this area during the hour that a normal session lasts, however, my work began minutes before which consisted of preparing all the classroom equipment in time to prevent any type of inconvenience and setting aside the workplace.

### **Feelings**

For this step I used the following three trigger questions to support my reflection:

*a) What did you feel before this situation occurred?*

Before the week of application, I felt that I reached a "vicious circle" with both groups and I would even dare to call it monotonous, honestly I felt pressured and impatient to try my activities and strategies as soon as possible; however, a part of me also felt calm and secure from the lessons and activities of the diagnosis week, since both groups were still in their comfort zone and that gave me security, I did not dimension the change that I was going to experience as a teacher or them as students.

*b) How did you feel while this situation occurred?*

Unexpected situations:

The use of these strategies is not new to me, I like them, I know them and I know how to work with them in favor of something or the situation, during this first phase I felt like a "fish in water" in the sense that I already knew what to do and somehow what to expect from each group, however, the situation took an unexpected turn for me that I did not take into account, these are the variables that are expressed at the beginning of this reflection; during the week that I tested the strategies and the total exposure to AVM, it was necessary to have all the necessary resources to be able to reach the expected objective. However, during this intervention, some inconveniences arose that, although they were not entirely planned, were also out of my reach and this affected the execution of this phase in a certain way.

While these unexpected or inconvenient situations occurred, such as the lack of availability of the HDT classroom or other classrooms, intermittent internet connection, etc., it gave me time to reflect, anticipate or prepare solutions, the feelings that overwhelmed me were frustrations, sometimes anger, displeasure or rejection of situations.

Group response:

Talking about of the reaction of the groups in response to the strategies, it was different from what I expected, due to the experience I obtained in the diagnosis, for me it was "obvious" what to expect from each group, thanks to the observation and the profile of group I had certain expectations, for example:

With group "A" I expected positive responses to this intervention due to the reading that I had of their group profile and the more "passive" personality, thanks to the

background I expected participation and positive reciprocity in the face of it, which did not happen quite as I thought, this group was more reluctant to this type of work.

On the other hand, group "B" from whom I expected the opposite of group "A", showed me acceptance of the strategies and activities implemented and good performance towards it. As can be seen from both groups, I received the complete opposite of what I expected and this made me feel confused and aroused more doubt in me.

*c) What can other people feel during this situation?*

unexpected situations

In this question, referring to other people refers mainly to the other actors that make up this context, which is the main teacher and mainly the study groups, that is, the students. I consider that their reaction and feelings to the situations presented above were notorious and obvious since they did not expect it either. On the one hand, I was able to notice in the students some confusion and bewilderment about what was happening; on the other hand, the head teacher was confident and relaxed in situations that were challenging for me, this was due to his experience, however, at no time were there any negative feelings about this, I even got help and advice from the head teacher, which they helped me face and know how to react and resolve these events.

Response of the groups:

Both the head teacher and I were surprised to see this variable since the expectations we had of each group were obvious. It was disconcerting and curious to see these results and their response, taking into account that the strategies and activities were the same for each group.

*d) What do you think about the situation now? How do you think other people feel after the situation?*

This phase helped me to gain more confidence in the use of more "free" activities, the exposure to AVM and to realize the skills that students develop and strengthen thanks to them, the effect they have on each group, and what skills they need be trained and

which ones are already being developed; It was a good opportunity to see the impact of this first phase in the real context and how things work or not depending on each different variable or situation.

### ***Evaluation***

This specific experience helped me to be aware and to know the progress of each group reacting to the AVM exposure. Seeing the results of the activities at the end of the first intervention phase is a motivating factor to continue using these sequences and similar strategies adapted to each group's personality.

Take into account all the needs such as the lack of exposure to these ICTs and how things work in the absence of audiovisual media and the impact it generates. The skills they have already discovered and what others are doing. Somehow the groups and I achieved the desired objective of each session which is of vital importance to reach the general objective of this intervention phase. Your listening skills have improved and this is due to the AVM exposure that was implemented as a test during the previous lessons and daily practice; at the same time that I was checking this point with each interaction between the groups and me (T-S, S-S). In addition, the good attitude and behavior of each group were a factor in the results and of each variable present in both groups.

### ***Conclusion***

According to the above, the first intervention phase went well, although not as expected; I think it is good to know how to recognize the achievements (product of each lesson) that we have with each group. The important thing in this type of group with totally different work personalities and different lessons is that I can see the development and improvement more noticeably, comparing the operation of each strategy and activity using AVM and thus knowing what will be the next step to improve and work on it.

Now it is perceptible that group "A", being calmer and more passive, is used to a more "traditional" type of work waiting for the teacher's instructions, and that they still need to develop that "spark" of creativity and taste for the media. different and independent learning

On the contrary, group "B" being more liberal and dominant, it is notable that this exposure to AVMs for them means a way or a means of exploiting their freedom and independence as students.

### ***Action***

Taking into account the design of the work plan of this first phase and based on the continuous use of audiovisual media, it will be easier to reach an achievement or to meet a different objective with each group since; As a first point, the pros and cons of the environment or context (school and its facilities) have been identified. With help of the SWOT tool (strengths, weaknesses, opportunities, and threats) will be a useful resource to self-evaluate and put into practice the plan and design of strategies for the next two intervention phases for the following practices, continue to link this research and put it into practice. Practice knowing how to apply skill development with students. The understanding and my preparation depend a lot on the success of the professional teaching practice and the objectives that were proposed at the beginning and the end of each phase.

### **2nd Phase: Lessons Without AVM**

Just like the first phase of intervention, this second stage was based on content provided by the subject teacher and based on the APRENDIZAJES CLAVE plans and programs of basic education; the period took place during the last weeks of February and the first week of March. The language focus was past simple in the context of "Telling personal experiences and anecdotes"

In accordance with the nature of this second phase, the intention is to change the audiovisual strategy to the traditional one without using a AVM strategy, (see the lesson plan in appendixes O, P, R, S) for the final project, the groups should make a timeline and present it to their colleagues and to me. As in the first phase of the intervention with both groups, this second reflection will be assessed from a personal point of view and as a sequence in its entirety.

These sequences of the second phase allowed me to become aware of new variables and situations that I did not contemplate and others that you may notice as constant with respect to the first phase; These variables are closely related to the groups

and my work method. Unlike the work I did before, this second phase of the intervention consisted of exposing students to a more "traditional" method. The reaction and reception of these strategies was markedly different in each group from what they had planned and contemplated.

As was customary in the first phase, the retrospective under the gaze of the Gibbs Reflective Cycle was useful for this reflection, taking into account that this tool is useful under experience and situations that do not turn out as planned; besides being useful in the first stage of reflection. The following section consists of different steps to reach a second conclusion and thus have comparative material to reach the third phase with a final conclusion.

### ***Description***

The aforementioned groups, 3rd A and 3rd B, went through this second phase of intervention that consisted of changing the method to a traditional one, which took place at the practice school during the second week of the practice session (3 days) and at the beginning of the third week (1 day), during this week the students worked under these strategies and the activities already proposed previously.

The work area was mainly the classroom, which is equipped with what is traditional for a common classroom: a blackboard, work tables, chairs for the students and a desk for the teacher.

All the activities that are carried out under this strategy (traditional method) are developed in this area during the hour that a normal session lasts.

### ***Feelings***

For this step, I used the same three trigger questions to support my reflection:

*a) What did you feel before this situation occurred?*

Before the application week, I felt confident because I came from a way of working where the students and I already had a concrete way of working and even the groups were used to it and I liked it. AVMs were already a vital part of my interventions, so I was anxious to know how the reaction of each group would be. However, a part of

me also felt calm and secure about the lessons and activities of the week, since although the proposed activities were not with the strategies that AVM offers, they were not lessons that I had never worked on before, however I did not dimension the change I was going to experience as a teacher or they as students.

*b) How did you feel while this situation occurred?*

Unexpected situations:

The use of these strategies is not new to me, as I said before, they are traditional activities that do not imply anything different from what is already known, I like them, I know them and I know how to work with them in favor of something or the situation, during this second phase I felt a bit calm in the sense that I already knew what to do and somehow what to expect from each group, however,

the situation took an unexpected turn for me that I did not take into account, these are the new variables that I mentioned at the beginning of this reflection, during the week that I tried these strategies and the return to traditional work, it was necessary to have all the necessary resources to be able to reach the objective wait I noticed the different reactions of each group.

During this intervention, some changes emerged associated with the reception of each group regarding the way of working and its development during this stage, to name some feelings, emotions and behaviors that I could identify: Indifference mainly on the part of group "A" and boredom, disinterest, apathy on the part of group "B".

After each session, I had time to reflect, anticipate or prepare solutions to each reaction. The feelings that overwhelmed me were mainly frustration, displeasure or rejection of situations.

Group response:

Talking about the reaction of the groups in response to the strategies, it was different from what I expected, as I mentioned before due to the experience I obtained in the diagnosis and in the first phase of intervention, for me it was "obvious" what to expect from each group. With this "exchange of letters", thanks to the observation, the profile of the group

and the experience that I obtained from the first stage, I had certain expectations of each one, for example:

With group "A" I expected positive responses to this intervention due to the reading I had of their group profile and the more "passive" personality, thanks to the background I expected participation and perhaps positive reciprocity towards it, which if it happened moderately as I thought since this group was more akin to this type of work. However, I could notice a type of indifference to the activities, I can almost describe their reaction as automatic as "programmed robots" to fulfill the activities and objectives of the class.

On the other hand, group "B" from whom I expected the opposite of group "A", showed me exactly what I was expecting from the strategies and activities implemented and in front of it. They expected "entertaining" activities that would fill their visual and auditory side with videos and presentations as they were beginning to get used to, but by not getting that, I could notice the apathy and displeasure towards the new activities implemented.

*c) What might other people feel during this situation?*

unexpected situations

After having reflected on the feelings of the experiences and having compared them with this intervention; I consider that the "reaction" of the participants, that is: the lead teacher and students in the situations presented above, were notorious and evident, as was intervention 1. I was able to notice in the students of both groups a certain apathy for what was happening during all the sequences; on the other hand, the head teacher was confident and relaxed as always he showed his empathic and support in situations that I found challenging, this was due to his experience, however, at no time were there any negative feelings or even comments about it, I even received Help and advice from the head teacher who helped me face and know how to react and resolve these events.

Group response:

I was surprised to see this behavior variable during those weeks, since the expectations we (the head teacher and me) had of each group were obvious. It was

interesting to see these results and the different response from each group, taking into account that the strategies and activities were the same for each group as in the previous intervention.

### ***Evaluation***

This second experience helped me to become aware and know the progress of each group reacting to the lack of exposure to AVM after several weeks of using them. Although I am aware that it is not essential to depend on these strategies or materials, the fact that students get used to a working method can be counterproductive when we change the subject or strategy.

Like intervention 1, it is important to take into account all the needs, such as the lack of exposure to these ICTs, either due to resource dependency in a classroom or even in the whole school, to see how T-S interactions work within the classroom in the absence of audiovisual media and the impact it generates was a great revealing impact for me and my progress as a teacher. Something that I was also able to notice was that the skills that they have already discovered and continue to develop have been useful for their formative progress, skills such as reading and their sub-skills have been improved from the continuous practice of reading through other materials such as worksheets. and readings in presentations.

The vast majority of group A and I achieved the desired goal of the weekly sequence, sessions that are important to achieve the overall goal of this phase of intervention.

However, with group B it was more difficult to achieve "success", however I could notice an improvement in their reading and listening skills, their listening skills have improved and this is due to the continuous exposure of my voice in the language, give instructions, comment etc, which was implemented as a test during the previous lessons and daily practice.

## ***Conclusion***

Looking back, this experience worked as a great comparative example between what we call "group profiles", that is, the way of being, the disposition that different groups have before different dynamics.

As previously mentioned, both groups have different qualities and "personalities" that in this intervention came to light more notably, it is very important to take into account what kind of activities work with the different groups and which ones do not in order to design a suitable lesson plan. However, at this point I stop to reflect on the importance of learning by passive method and the consequences that this could trigger in the students and it makes me think about the following questions:

Do I want my students to be critical or passive? How much are they actively or passively learning the language with AVM strategies? Is reading really dependent on listening?

### **3rd Phase: AVM Total Sessions**

Just like the first phase of intervention, this third and final stage of this research was based on content provided by the subject teacher and based on the APRENDIZAJES CLAVE plans and programs of basic education; the period took place during the last weeks of April. The language focus was simply present in the context of "Cultural Habits".

According to the planning of the action plan, the intention was to expose learners to total audiovisual lessons (see lesson plan in appendixes T, U, V).

At the beginning of this last intervention, my expectation was balanced with the reality of what I had already experienced before, I already knew what to expect both "technically" and from the study groups; However, having experienced both ways of working put me in constant doubt about how to work with each group according to the variables that I obtained in intervention 2.

Constantly using AVM as a strategy allowed me more fluid dynamics and sequences and even more interesting from the perspective of the students.

### *Description*

This last phase was carried out the last week of April, with a short implementation time (one week) that instead of completing 5 days of regular lessons, there were 4 due to the suspension due to the CTE (Consejo Técnico Escolar)

Therefore, I had to plan and divide well from the design of activities and lessons so that these suspensions did not affect the intervention partially or in its entirety.

Most of these lessons were carried out in the classroom of each group, however, the last lesson (Different music around the world) was carried out in the school library, this change was because I was personally looking for better aesthetics and acoustics for the songs selected within the didactic material for the lesson, in the same way use the PPP method (you can see the lesson plan in the appendices).

#### *Lesson 1 (How is Christmas different around the world?):*

It was carried out on two different days for each group respectively, Monday for group A and Tuesday for group B; both classrooms have a projector, in this way it was possible to present the videos and interact with the blackboard each time they wrote examples, etc. However, I had to use my own cables to link my personal computer to the projectors and lost quite a bit of time with this.

The presentation of this lesson began with the question: How do you celebrate Christmas? The students answered things like: "¡Con mi familia Teacher! or ¡me voy de viaje!, ¡con un pozole! etc" these answers in Spanish caused me my first doubt:

Why do they go back to L1, if they already know what language they should use? (first language) quickly I answered the same thing but in English so that the students noticed that we had to answer in the target language, it was curious that this happened with both groups. Practice and production was totally based on the video that I had prepared for them and on the example with the questions that I established at the beginning of the Presentation, both groups reacted according to my assumptions.

*Lesson 2 (Sushi Time!):*

Just like lessons 1 were carried out in the classroom and they also totally depended on the video and the presentations that I had prepared for them, the PPP method was very useful since in the Practice the students of both groups had to draw and write about their "ideal Sushi" which did not work very well with the students of group B, however, their responses and interactions, unlike group A, were more active, which aroused my second question. What was less interesting: the video or the writing/drawing activity?

Lesson 3 (Different music around the world)

Unlike the previous lessons, this was the only lesson that took place in the school Library, which allowed a wider projection of my presentation and the video clips I chose for the activities; This was the class that was noticeably more different between the groups since due to the nature of the lesson this activity included more closely the feelings and tastes of the students themselves and with group B it was more difficult to maintain control and attention towards the purpose of the lesson, they changed the subject with other artists and expressed their opinion constantly, this helped me to land the main objective and take advantage of their opinions for the final purpose of the production.

***Feelings***

As was customary throughout this document, use the three trigger questions from the Gibbs Reflective Cycle.

*a) How did you feel before the situation occurred?*

Based on the personal situation of each lesson, I can currently assure that before each lesson, including these last three, I feel quite confident in myself since throughout this long journey I have acquired different capacities and aptitudes to overcome any possible problem or setback.

In lesson 1 this was no exception, knowing that I had all the tools and the appropriate material, it was not difficult for me to start or finish the lesson in each group.

In lesson two something similar to lesson one happened, there was no problem or an emergent situation that made me feel out of control or something similar, on the contrary, I felt very calm to any situation that could happen at the time.

Finally, in lesson 3 it was a little different since the fact that both groups had different experiences in lessons one and two and the fact that the lesson took place in a place other than the classroom made me a little nervous. the behavior that the groups could have with respect to the activity or the physical work space.

*b) How did you feel while the situation occurred?*

Unexpected situations: The fact of returning to the total and continuous exposure of the AVMs was something that moved me personally, during each class I felt very confident in front of the groups, however this did not continue like this during the process; The situations that I did not expect as such were the two questions that I raised in the description stage. Why did the students return to L1 in the first class? And what activity did not work in lesson 2 with group B?

This caused me confusion in my practice, the main confusion was because I believed that what we had previously achieved did not last in the learning of the groups during the first interventions.

*c) How might other people feel during this situation?*

It is very rare that I have noticed any "negative" feeling during each intervention, this is due to two reasons: the first is that more than negative feelings, I consider them totally normal reactions to any uncomfortable situation or that takes you out of the comfort zone to someone, this is expressed mainly by the students of group B; The second is that after any "dissatisfaction" there is always something that I call "negotiation" which consists of both parties T-S going back to the lesson base (Presentation, examples etc) to review the point where some part has not been clear of the subject or activity where they felt uncomfortable mainly because they did not understand.

This is easy for me to notice when I receive comments like "¡Ay Teacher no entiendo! or No entiendo Ingles" or refusals to participate or carry out any activity.

## *Evaluation*

This last experience helped me to become aware and know the progress of each group by reacting to the questions that I asked myself during the first two lessons; Why did students return to L1 when asking a question? and what kind of activities did not work in lesson 2 with group B?

Considering and rethinking my lesson plans I realized the following: first the question is very ambiguous, what would happen if I ask something different or challenging? At this point I know that my students have the ability to listen to my questions and instructions and understand the language; However, choosing to ask something so ambiguous makes students automatically think in L1 and not make an effort.

Regarding the second question, throughout the interventions, the lessons, etc., it gave me enough experience to notice when an activity is not working as planned and this can be for two reasons: 1, that the presentation is wrong or 2, that the activity is not relevant to the students. The results of this is the reconsideration of the activities and the presentation plan with appropriate examples to the context and activities of that same lesson.

Also in this intervention, looking back on the previous one, it is time to evaluate the positive and negative aspects of the intervention. Starting with positive aspects, it is pertinent to mention the positive relevance that the strategies with AVM had and their impact on the abilities of the groups, placing more emphasis on the receptive ones but opening the way to writing and communication (productive), in addition to the increase in participation and interest regarding phase two.

Making way for the not so satisfactory aspects or negative aspects in general terms, was the effectiveness of lesson 2 "sushi time!" in group B that although it was not bad, it is important to highlight that it was not effective with the group, it did not capture their interest and it was the most noticeable situation compared to all the previous activities of interventions 1 and 2.

## ***Conclusion***

Having reflected on this stage of intervention, for me it is important to determine what were the achievements and points to improve, especially as the last stage of the investigation of this document; It is worth mentioning that the main findings are the interest of both groups regarding the design of the activities. This finding continues to be very noticeable from past interventions and increasingly strengthens my assumption towards learning interests or preferences according to the profile of the groups.

Another important point to rescue is the favorable development of the main objectives, which is the development of receptive skills in students. From my point of view as a teacher in training, it is easy to notice these findings, but when the previous stages are analyzed together, the results and comments of the other actors involved, such as the head teacher and supported by my research tools, are satisfactory. see the progress and own learning in the design of AVM strategies suitable for each group according to the needs of each one.

Finally, allow me to emphasize my continuous learning and development in the school context as a teacher in training and my role in the classroom as a facilitator, monitor and guide in the learning process of the groups.

## **Action plan main results**

This section will focus mainly on showing, describing and analyzing the results obtained during the action plan process. It is important to clarify that this investigation consisted of two important stages, which were the *diagnosis* and the *post-diagnosis*, which were applied at the beginning of the 2022-2023 school year and at the end of April respectively, these instruments were taken from the virtual platform of Cambridge "test your English" and that they were also exactly the same in the two evaluations. It should also be noted that each stage was supported by three stages of intervention during different periods of time (Nov-Dec, Mar-Apr and May) which were explained above.

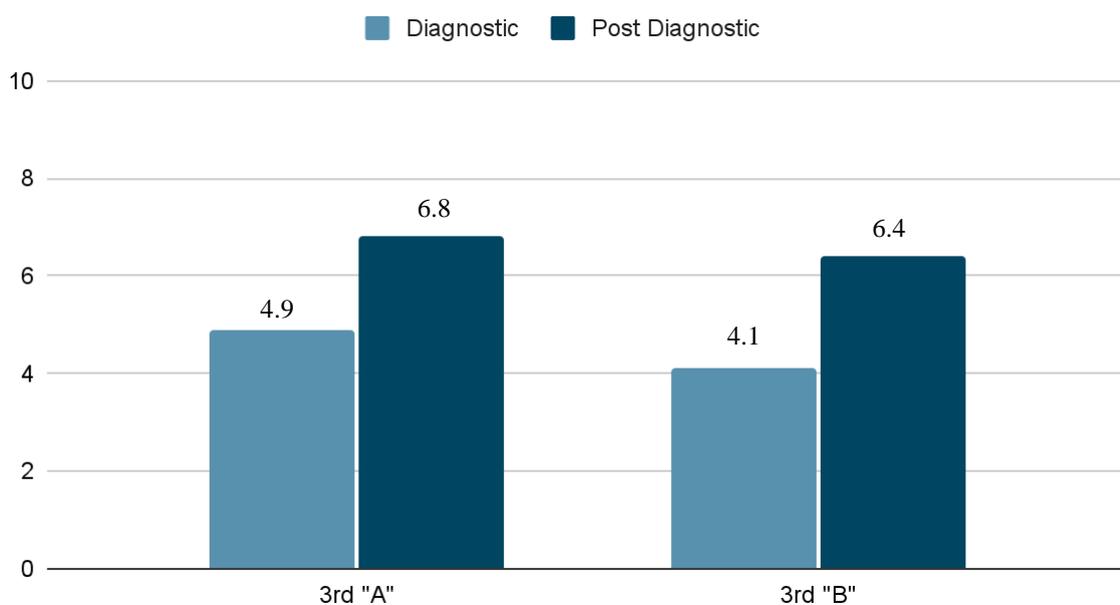
Regarding the exam, something remarkably positive to me was the progress that there was in both groups, regardless of the fact that it was a qualification based on the same exam, it was very satisfying to notice the progress in the receptive skills: progress

that has been obtained thanks to the hard work by head teacher during the school year and in part for the strategies that I proposed that helped to reach these results, however it is necessary to add that these results were obtained during teacher training intervention, planned to achieve proposed objectives in this action plan, within which the main one was to increase the English language level along with the students involvement to solve the lack of interest with the help of AVM strategies.

Seeing and analyzing the data from both exams, it was encouraging for me, since although in both groups there is not an overall rating that rises above 7, it is personally quite gratifying to see the increase of 39% (1.9 pts) in 3rd A and surprisingly 56% (2.3 pts) in 3rd B, taking into account that the first exam was done in August and the second in April. It took six months of work by head teacher and me to achieve this change in both groups, which is positive considering the periods of time, the strategies and didactic material that I used and some situation, for example, that the students did not have classes with me all the six months or the days off.

**Figure 3**

*Diagnostic and Post diagnostic Results*



*Note:* This graphic shows the results from diagnostic and post diagnostic test and compare both groups

## **First Intervention**

This intervention consisted of 4 activities/lessons and 1 project that can be summarized in general terms as the use of imperatives to give instructions on how to carry out a school experiment in which both groups at the end of the day had to deliver a video in teams - tutorial of some laboratory experiment.

In this first phase it was very surprising for me to see the work of the students in each group since the expectations in both were varied taking into account each group profile; for example, in group A, I expected to obtain the majority of deliveries of videos of which it was surprising that I did not receive as I expected. Looking back and analyzing each delivery, it is clear that the team activity is not yet their strength and that now I consider that it was a complex activity for them.

However, by analyzing and evaluating the evidence, I was able to rescue a video (appendix I: image 9) of some 3rd “A” students who, based on the evaluation rubric (appendix Q) I was able to notice certain criteria that make this example very valuable, aspects such as the technical design of the video, the teamwork shown by the students and the command of the language in basic matters such as narrative of steps, materials, vocabulary, etc. In addition to the setting on camera and the presentation emulating a YouTube video tutorial, it was these results that caught my attention, that why I considered to evaluate in “quite good” item according the rubric.

On the other hand, the interactions in each class and the daily activities made more "weight" in the academic performance, which makes me reflect that the strategies, although they did not work as expected, did provide great didactic support during the process of this intervention.

From the 3rd B group, I rescue two videos (appendix I: images 10 and 11) that based on the evaluation rubric (Appendix Q) I was able to notice certain criteria in both videos that make these examples very valuable. In the case of the image 2, aspects such as technical design, creativity, good use of materials and, in addition to the presentation in the style of a TikTok video, these results were what caught my attention and I consider it valuable in this installment. In the case of image 3, despite being a simpler video, that is not why it is less special to the others since it meets the requirements in the technical

design section and especially in the use of language, the effort of the students and the progress in skills such as pronunciation and fluency, that is why I consider both videos and rate them in the "Quite Good" section of the evaluation rubric.

### **Second Intervention**

This second phase that took place between the months of March and April consisted of several lesson activities and a project. As mentioned in the action plan stage, this project was a timeline about themselves that the groups were to complete individually and present to the class.

This intervention was characterized by the absence of the AVM, which I consider to be a vitally important factor at the end of this stage, since I consider that it guided the students to make different, more classic deliveries; for example, the choice of materials like cardboard, colored sheets and handwriting, few did their work with digital materials such as presentations or images. It is also important to mention the effort of both groups in the oral presentation of each one of their timelines. Like everything, there was feedback, personal corrections, but this activity was a watershed to increase their speaking skills and their confidence, which It added the factor of interest since I involve them in thinking about their past, their tastes, their hobbies when they were younger, etc.

As in the 1st intervention, I rescued two timelines, this time digitally and the physical ones can be seen in the appendixes M (image 17), these two time lines belong to group A (appendix M: image 15) and group B (appendix M: image 16) respectively. I chose these two examples since I could notice two differences, from the presentation that based on the evaluation rubric (appendix Q, Table 8) both are correct, however it is curious to see differences such as creativity, the use of colors, shapes and even images that although all these aspects belong to the style and organization section, something that caught my attention is a strong example of how both styles are different from each other. In the case of A, it is simpler but that is not why it is incorrect, on the contrary, it meets the main objective, which is the practice of the language. On the other hand, the example of group B is more visually attractive. It is worth mentioning a fact that seemed relevant to me, both time lines were made by two girls, one of them (from group A) who is one of the students who received additional English classes, that is why she had a more efficient oral presentation; on the other hand, the other student did not, but she showed a level of

detail and care in the presentation and visual appeal, it feels more personal and also meets the requirements regarding the use of the language, which is why both obtained ratings in the item "Quite good".

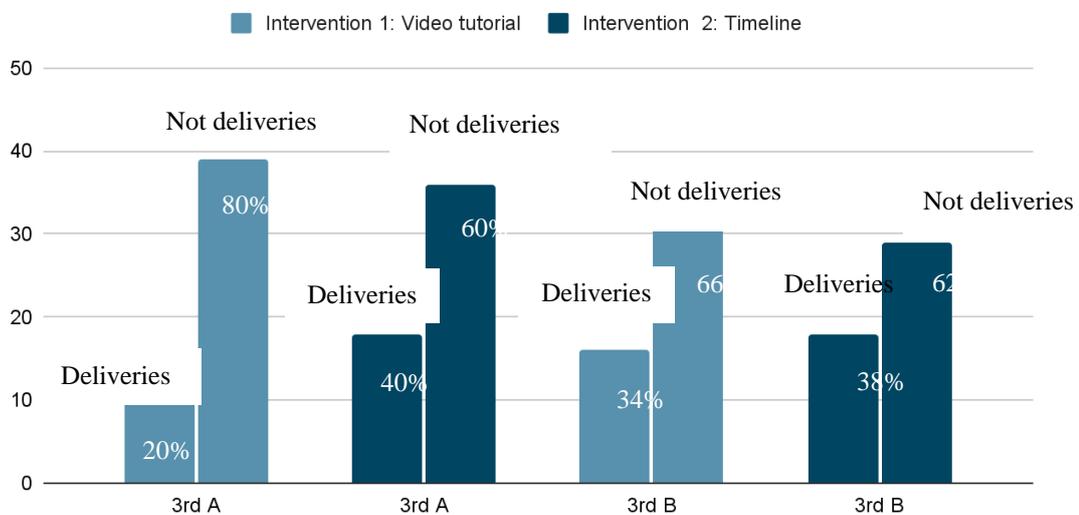
**(No) Culture of effort: new problem detected**

As mentioned above, a surprising and adverse situation for the teaching process that I found was the biggest problem in the academic performance, making specific reference to the total number of students who did not delivered activities in each project per intervention. It is notorious to see that from 93 students (both groups) 70 students (75%) did not deliver work in the first intervention. In the second intervention, the total rate of non-delivery was 70% (65 students). This situation is alarming considering that they are about to finish their high school studies, which makes me deduce that the activities are effective (considering the results of the postdiagnosis) but the endeavor habit is not competently developed in both groups. This can also be due to a lack of interest and "no effort culture" in certain activities regardless of the strategies and method used.

The figure 4 shows the numerical result of students who did not hand in 1<sup>st</sup> and 2<sup>nd</sup> interventions in contrast to those who handed in the activities of these interventions.

**Figure 4**

*Intervention projects deliveries for both groups*



*Note:* These graphics shows the results from both groups: the light blue one for video deliveries and the dark blue one for timeline.

This generalized and constant behavior in both groups leads us to reflect on the importance of the culture of school effort in the academic and personal development of students. The culture of effort refers to the attitude that encourages dedication and discipline in the educational field. When students internalize this culture, they understand that success is not the result of chance, but of hard work and perseverance.

However, speaking of no school effort and its impact on teaching, it is evident that the culture of effort in these groups is not always adequately present according to the results. Immediacy and instant gratification for little or sometimes even no effort have become habitual, leading to a get-quick-get mentality and work avoidance, lack of interest in achieving academic goals, and reluctance to face challenges limited the scholastic growth of the students.

As a reflection I have come to the conclusion that the culture of no effort can also have an impact on the quality of education as a whole. I believe that there may be different factors, for example, if students do not make an effort to learn and teachers do not feel supported in their work due to the requirements of each school, there could be a risk of establishing a cycle of mediocrity affecting the whole educational system. This can have negative effects on the development of the skills and knowledge necessary to face the challenges of today's world.

As a conclusion to this chapter, it can be stated that the analysis of each result is a very important phase at the end of each intervention, for me it was of great importance to be aware of each achievement that was reached during each of the activities or projects in each of the interventions. Taking into account that periods have elapsed between each intervention, I am aware of the change, whether positive or negative, due to time. However, at this point I consider that the greatest results cannot be valued numerically or graphically since the process has more personal value in my point of view, seeing each daily effort, each respective task for each intervention and above all comparing it with the way of working of both groups with the help of AVM strategies that despite the different profile of both and the expectations at the end of the day both gave unexpected and different results.

If we talk about the skills, it is quite noticeable that the Listening skill remained the first to have the most development and its maintenance between both exams or periods of time with both groups; on the other hand, the Reading skill also had a significant increase, more in group B which for me is surprising since the type of activities that involved reading comprehension etc. specifically in the second intervention was very difficult to work with this group. With group A it was curious to see a fairly even standard between the development of each skill. If we talk as a group, this is a group that is more adaptable to changes in the pace of work, which was not difficult for me to adapt to changes either. that we get to spend between each intervention.

Finally, although it is part of an activity after the action plan described, it seems relevant to me to share some comments that students from both groups made me at the end of my intervention. The activity was entitled: "Two stars, one wish" which consisted of writing on a piece of paper two things (two stars) that they liked about the lessons with me and one (one wish) that they would have liked to do.

This activity was symbolic since it had no value in the grades, it was more attached to the "emotional" side of my farewell with both groups, therefore it was voluntary and free to be written in both languages (English and Spanish). However, it was gratifying to receive 70% (32 students) of the sheets from group A and 55% (26 students) from group B, of which 8 (25%) from group A and 7 (26%) from group B were in English. This comforts me since again it makes clear the progress and the taste acquired by the language in these students of both groups and, in turn, notice that the students in general enjoyed the activities proposed in the action plan.

Summarizing, regarding to what they liked the most ("two stars"), in general, activities carried out in other spaces (laboratory, library, HDT room) arose more frequently, as well as the use of videos, in particular fiction shorts. On the other hand, what they would like ("one wish"), in general, the comments from both groups emphasized their desire to increase playfulness and activities in open spaces. You can see the examples in appendix R (images 22 and 23) of both groups and in both languages.

### III. CONCLUSIONS AND RECOMMENDATIONS

During the process of this journal and the time of application of the strategies in the action plan in these interventions and as such in the whole process and my development as a teacher in training, I was able to reflect and analyze the learning process of a second language focusing on students' language skills; the strategies already proposed before, which was the use of audiovisual media, were of great help and a main aspect in the development of this research document.

In this way, I would like to conclude by making comments from my perspective on several points that were established in this research document. From my point of view, I used to think that learning English is usually a "lineal" path and although this point of view from other perspectives may be quite true, the use of audiovisuals and even the lack of them showed me as a teacher in training that there are more "alternate routes" and different reactions or paths to the learning process depending on its implementation.

For me, it was very important to focus on developing the skills of the students, noticing and comparing which of these were the most affected (positively) in their learning. Being immersed in the school context daily, you may be able to observe a positive change under certain aspects or situations, for example, in the diagnostic observation, I was able to notice that the students had a certain notion of the language, they handled basic vocabulary, such as numbers, colors, etc. Now, students are able to write complete sentences, expressing likes, dislikes, complaints, giving instructions, recommendations, temporal expressions.

The problem identified from the beginning was the low language level language and the lack of interest of the students and with this comes my concern as teacher to look for alternative ways for learning. My own way of learning English alongside the social changes (the pandemic, the use of social networks, streaming platforms, artificial intelligence emergence, videogames, home office, etc.) that we are currently experiencing reinforced my interest in including audiovisual media to develop English language learning focusing on language skills. I was also interested in comparing which audiovisual media works best according to the contents and different students' profile. Finally, the action plan carried out helped me to develop the competencies that I focused on the beginning of this research and practice journey.

It is important to mention that the reflection process was quite extensive considering the time, the results, and all the variables that I experienced during this last school cycle of work. As point number one, the addition of one more group to the investigation. At the beginning I thought that working with a group was going to give me the necessary tools to enrich the content of this research, however, having included another group allowed me to be able to observe, reflect, compare and analyze the differences between each group. It is incredible to see the differences that can exist between two groups even in the same context, the same school, shift, and the similarity between the groups (speaking of temporal and spatial contemporaneity).

Although each group is notably different, my greatest finding was not how I thought the use of AVMs would be. My greatest finding and what I believe today was worth more was the reception of these strategies according to the groups, the differences between them were what made this research more significant and interesting. On the one hand, we have group A, which, as mentioned throughout this document, has characteristics typical of the group that is stereotypically considered the "calm" group, orderly or even easy to work with, with whom it would be comfortable and satisfying to see positive results; and on the other hand, we have group B that, following the stereotypical archetype at first glance, is considered the "rebel group", the messy one, the noises, etc.

While these characteristics are true at first glance, I would like to include my experience working with both groups. It was very interesting to see how, at the beginning, an English class supported by audiovisual strategies became a process of deeper reflection taking into account interest, needs and obviously the profile of the group in each planned activity but without neglecting the learning process from L2.

Working with more than one group allowed me to identify my pros and cons as a trainee teacher, what my skills and strengths are. But above all in my areas to improve, which although it is considered a method that is perhaps a bit "comfortable", it is necessary to emphasize the great progress and the process that led me to these conclusions, including the adaptation of materials, the implementation of resources and different strategies for the groups.

Speaking specifically of the linguistic skills that both groups developed, it is pertinent to point out that each of the activities was planned in such way that students could feel attracted both visually and taking into account the contents assigned for each practice day. Without a doubt, the interventions given due to their nature, they were of vital importance in the development of this conclusion and the reflections in general, since they allowed us to see the process from totally different points.

As I mentioned at the beginning, when I started this document, I had the perhaps mistaken idea of a rejection not accepted by "a traditional class" and how noticeable it was for me to observe it in the groups; however, as of the day this document is being written, I can state with certainty that what I mistakenly believed and my prejudices and my judgment towards this type of lesson have completely changed my point of view.

The above explained is due to the following reason: the results and analysis of the delivery of work considering the academic performance and evaluations, that is, throughout the interventions, every time I had to deliver results to the head teacher, it was somewhat disappointing to see that many tasks were not delivered in contrast to the daily activities of the classroom, which told me (metaphorically speaking) that my didactic strategies were not being adequate for the students.

This variable was more noticeable in the second intervention, which was characterized mainly by the change to the "traditional" lessons, which consisted of more than brief readings on worksheets, use of some writing resources such as worksheets with reading, comparative tables, concept maps, mind maps, etc. All of the above without exposing the students to any type of AVM, from which arose comments from students, particularly from group B, who said: "Teacher, ¿esta vez no va a usar el proyector?", "¿otra vez vamos a leer?" (in an mood of disgust), "¿no vamos a usar la bocina hoy?" or even "profe, mejor pongamos lo mismo pero en videos como antes". The previous comments from group B with the results I obtained in each intervention made me reflect on the importance of training critical and not passive students.

The previous situation compared with group A, which, unlike group B, did not have any kind of disagreement reaction to this main change in intervention 2, which takes me back to the group profiles that leads me to the following conclusion: the group A since they are more receptive, they have no problem adapting to what the teacher dictates or

marks. Their behavior during class indicates to me that they are a group that is more adaptable to different situations and changes, whether in this case more traditional without having any problem. On the other hand, group B is more active in their behavior; it causes them to prefer more interactive activities that involve more relatable material for them, be it presentations, videos, images, etc.

To finish, I would like to comment that, at the end of the day, my main reflection did not focus on positive results, not even on negative ones, but on the learning process, the search for strategies that cover the required content and the objectives as they were on this occasion. the development of receptive skills in English, but especially in the reception of content from each group. Each process is different, what for someone may be "boring or traditional" for others may be interesting, and activities such as active reading make students more critical, patient and active thinking and this type of activities, although they are not new at all, today I recognize their importance in the learning process of any kind, reading, listening, and writing is a vital part of communication and must to be developed in the most convenient method and strategies according to the needs and profile of the group.

On the other hand, the design of AVM as a learning strategy allowed me as a teacher in training to be aware that these resources and materials cannot always be counted on, however, an AVM is not always about a video, film, etc. According to Moore, AVM resources are “part of the didactic resources called multisensory, it seeks to bring teaching closer to direct experience using perception, hearing and view as pathways. In this way, the audiovisual medium recreates images, words and sounds” (quoted in Barros Bastida et al., 2015, p. 28). These can be even composed of any means that captures the visual and auditory attention together or separately, the design of graphic organizers, etc.

### **Recommendations**

Regarding the learning that I have acquired throughout this formative and research journey for this document, I would like to make the following suggestions for those who in the future are interested in following the same line of investigation that I am in developing this document. Taking into account the *social and educational changes* that we have recently faced caused by the covid 19 pandemic. It is important to take into account the different resources and strategies that we can count on. The use of audiovisual

media as a learning strategy has many benefits and individual characteristics that I would like to highlight:

1. They combine auditory and visual elements, which allows students to process information through both channels simultaneously, that is, the use of a wide variety of didactic and technological materials.

2. Multiple learning: students have different learning styles, such as visual, auditory, or kinesthetic. Audiovisual media accommodate multiple learning styles by presenting information in various formats.

3. Visual and auditory elements capture students' attention and make the learning experience more engaging or meaningful. By incorporating video, animation, graphics, or even sound effects, audiovisual media can make complex concepts more accessible and relatable.

Audiovisual media can be a highly effective strategy for learning English due to its ability to *provide authentic language input*, visual context, and engaging content. In learning a second language it is important to take into account the representation of the content in a more meaningful and relatable way for the students, for example, the vocabulary represented by different images, pronunciation through videos or audios of native speakers, the cultural relationship with material from multiple places where English is spoken, etc.

However, while audiovisual media has numerous advantages as a learning strategy, there are also some potential *disadvantages* to consider that I noticed during my experience:

*Distractions:* The visual and auditory stimulation provided by audiovisual media can sometimes lead to distractions. Learners may get sidetracked by flashy visuals, background music, or other elements unrelated to the learning content, impacting their focus and comprehension.

*Language complexity:* Audiovisual media, especially movies, TV shows, or documentaries, often use complex language structures, idiomatic expressions, and specialized vocabulary. This could pose a challenge for learners, especially those at lower

proficiency levels, who might struggle to fully grasp the content without additional support or guidance.

*Lack of interactivity:* Learners may not have opportunities to actively engage with the content, ask questions, or receive immediate feedback, which can limit their ability to deepen their understanding and apply the knowledge actively.

*Inaccurate or outdated information:* Depending on the source or the age of the audiovisual material, there is a risk of encountering inaccurate or outdated information. It's essential to critically evaluate the credibility and relevance of the content to ensure that learners are receiving accurate and up-to-date information.

*Language variation and accents:* Audiovisual media featuring different speakers may expose learners to a variety of accents, dialects, and language variations. While this can be beneficial for developing listening skills, it can also pose a challenge for learners who are not accustomed to different accents or struggle to understand variations in pronunciation and vocabulary.

*Technical limitations and access:* In my case, I think this was the biggest issue that I have to confront during this research. The access to audiovisual media may be limited by technical constraints, such as a lack of internet connectivity or access to appropriate devices. Learners in areas with limited resources may face difficulties in utilizing audiovisual materials effectively for learning purposes, which in my case sometimes was the main problem using these strategies

To anticipate these disadvantages, it's important to carefully select audiovisual material that works with the learning objectives and the learners' proficiency levels. Supplementing audiovisual materials with other interactive learning activities or traditional activities, providing additional support or guidance, and encouraging active engagement can help to bring benefits while minimizing the potential drawbacks.

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## **APPENDIXES**

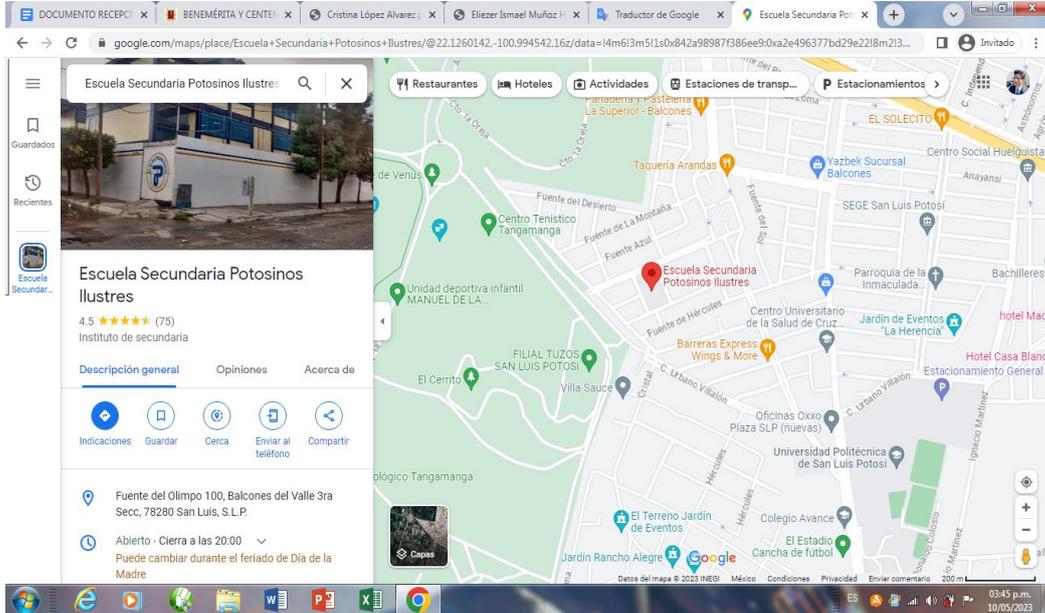
### Appendix A. Schedule of activities

<b>ACTIVIDAD</b>	<b>RESPONSABLE</b>	<b>AGOSTO</b>	<b>SEPTIEMBRE</b>	<b>OCTUBRE</b>	<b>NOVIEMBRE</b>	<b>DICIEMBRE</b>
Definición de tema	Docente en formación	X				
Recuperación de datos	Docente en formación	X	X			
Elaboración de contexto	Docente en formación	X	X			
Elaboración de diagnóstico	Docente en formación	X	X			
Elaboración del propósito y objetivos	Docente en formación y asesora	X				
Revisión del marco teórico	Docente en formación y asesora			X		
Elaboración del plan de acción	Docente en formación y asesora				X	
Entrega de documento a revisión	Docente en formación					X
<b>ACTIVIDAD</b>	<b>RESPONSABLE</b>	<b>ENERO</b>	<b>FEBRERO</b>	<b>MARZO</b>	<b>ABRIL</b>	<b>MAYO</b>
Revisar el diseño del plan de acción	Docente en formación y asesora	X				
Aplicación de las actividades	Docente en formación		X	X		
Análisis de las actividades	Docente en formación			X	X	
Revisión de aplicación y análisis del plan	Docente en formación y asesora					
Correcciones	Asesora					
Elaboración de conclusiones, referencias y anexos	Docente en formación y asesora					X
Engargolado	Docente en formación					
Entrega al departamento de titulación	Docente en formación					

## Appendix B. School Context

### Image 1

*Location of the school, geographical map*



Note: taken from Google Maps <https://goo.gl/maps/pBUykJPF6zrVSSdC8>

### Image 2.

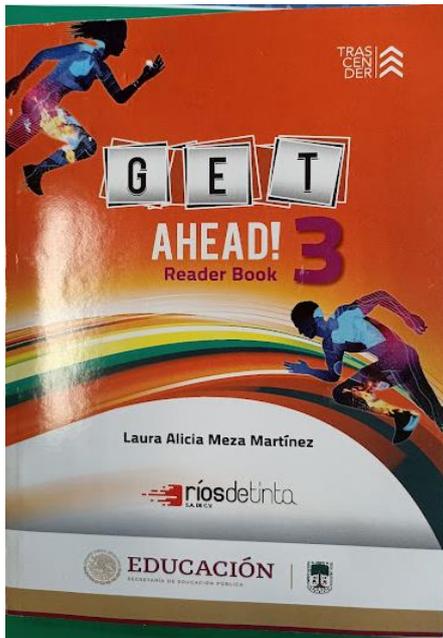
*Facade and physical spaces*



Note: taken from Google Maps <https://goo.gl/maps/pBUykJPF6zrVSSdC8>

**Image 3.**

*Students textbook*



## Appendix C. Diagnosis phase

**Table 2**

*High School “Potosinos Ilustres” study group observation guide*

Observations	3rd "A"	3rd "B"
<b>Head teacher</b>	Carlos Flores Gamez	Carlos Flores Gamez
<b>Class</b>	English III	English III
<b>Number of students</b>	44 students 21 boys, 23 girls	42 students 19 boys, 23 girls
<b>Age of students</b>	14/15 years old	14/15 years old
<b>When did they start learning English?</b>	Most of them started to learn English during 1st year of high school during pandemic online lessons (1st and 2nd years with other English teachers). Only 2 of them had English lessons in elementary school in 4th and 6th year.	Most of them started to learn English during 1st year of high school during pandemic online lessons (1st year with other English teachers). Some of them had English lessons in elementary school with only one or two courses.
<b>Language level</b>	A1 beginners	A1 beginners
<b>Number of English lessons per week</b>	3 lessons per week	3 lessons per week
<b>Number of teachers they have had so far</b>	2 o 3 teachers average	2 o 3 teachers average
<b>Coursebook</b>	Get Ahead! 3	Get Ahead 3!
<b>Coursebooks they have used so far</b>	2 books	2 books
<b>Supplementary materials used concurrently with the textbook</b>	Get Ahead! 3: Reader book	Get Ahead! 3: Reader book

<b>Is the classroom a room set aside for English lessons?</b>	Yes, it is, the classroom has basic material and furniture in order to work, there are student chairs, 2 whiteboards, teacher's desk projector but it doesn't work	Yes, it is, I mean, it is a traditional classroom; it has basic material and furniture in order to work, there are student chairs, 2 whiteboards, teacher's desk and an locker, projector and speakers but it doesn't work
<b>Usual seating arrangement</b>	Figure N1	Figure N2
<b>Any Other relevant information</b>	Most of the group still does not know basic information such as numbers, even from 1 to 10, however they have basic vocabulary such as colors, food, animals, body parts, etc; they also know partially how to express their likes and dislikes, they also know how to introduce themselves and give basic information about themselves.	The group knows basic information such as numbers, however they have basic vocabulary such as colors, food, animals, body parts, etc; they also know how to express their likes and dislikes, they also know how to introduce themselves and give basic information about themselves

*Note:* This table shows general information about the study groups

**Table 3**

*General information on the diagnostic test; group 3<sup>rd</sup> "A"*

<b>Average grade:</b>	<b>4.9 = A1</b>
<b>Num. of items and rubric of results:</b>	3 items that are worth different each one, so each sub item (per skill) is worth different depending of skill, READING: 0.8, WRITING: 1.1, LISTENING: 3.5, which gives a result of 10 6-10 correct: A2 1-5 correct: A1
<b>Number of items per skill or subskill, and types of items:</b>	<b>TOTAL ITEMS/SUB ITEMS: 8</b> <b>Reading items</b> = 1 (4 subitems: 0.8 each one) "fill in the gap item" <b>Writing items</b> = 3 (3 subitems: 1.1 each one) "open question item" <b>Listening item</b> = 1 (1 subitem: 3.5) "multiple choice item"
<b>Aspects you are assessing:</b>	<ul style="list-style-type: none"> <li>• Reading comprehension and ability to decipher missing words in a text.</li> <li>• Ability to describe a specific situation.</li> <li>• Listen and understand general information in an audio.</li> </ul>

*Note:* This table shows general information of the diagnostic test, number and value of items per ability, description, etc.

**Table 4***General information on the diagnostic test; group 3<sup>rd</sup> “B”*

<b>Average grade:</b>	<b>4.1 = A1</b>
<b>num. of items and rubric of results:</b>	3 items that are worth different each one, so each sub item (per skill) is worth different depending of skill, READING: 0.8, WRITING: 1.1, LISTENING: 3.5, which gives a result of 10 6-10 correct: A2 1-5 correct: A1
<b>number of items per skill or subskill, and types of items:</b>	<b>TOTAL ITEMS/SUB ITEMS: 8</b> <b>Reading items</b> = 1 (4 subitems: 0.8 each one) “fill in the gap item” <b>Writing items</b> = 3 (3 subitems: 1.1 each one) “open question item” <b>Listening item</b> = 1 (1 subitem: 3.5) “multiple choice item” Listening item = 1 (1 subitem) “multiple choice item”
<b>aspects you are assessing:</b>	<ul style="list-style-type: none"> <li>• Reading comprehension and ability to decipher missing words in a text.</li> <li>• Ability to describe a specific situation.</li> <li>• Listen and understand general information in an audio.</li> </ul>

*Note:* This table shows general information of the diagnostic test, number and value of items per ability, description, etc.

**Image 4.**  
*Diagnostic Test*



BENEMÉRITA Y CENTENARIA ESCUELA NORMAL DEL ESTADO  
LICENCIATURA EN APRENDIZAJE Y ENSEÑANZA DEL INGLÉS  
EN SECUNDARIA.



Teacher trainee: Kenneth Antonio López Flores

3rd year: Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. Read and complete the following text; use the words in the chart:

of	that	taken	are
----	------	-------	-----



Look up at the sky when it's dark. If there \_\_\_\_\_ no clouds, you will see the moon. There is no sound, air, wind or other kinds \_\_\_\_\_ weather on the moon. Tourists can't visit the moon yet, but rockets have \_\_\_\_\_ astronauts there. The first person \_\_\_\_\_ walked on the moon was Neil Armstrong in 1969.

2.- Look the picture and describe, write your ideas

Example:

" They're at a picnic, they're a family...etc."



3. Listen and choose the best answer:

What's the girl's favorite birthday present?



A

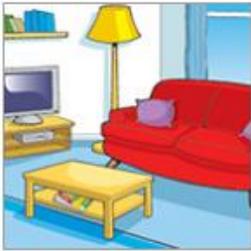


B



C

**Where 's Dad now?**



A



B



C

**What's Ellie doing now?**



A



B



C

## Appendix D. Interviews to headteacher and Students



BENEMÉRITA Y CENTENARIA ESCUELA NORMAL DEL ESTADO  
LICENCIATURA EN APRENDIZAJE Y ENSEÑANZA DEL INGLÉS  
EN SECUNDARIA.



### INTERVIEW WITH THE HEAD TEACHER - SCRIPT

1. What do you consider as traditional teaching?
2. What do you consider as audiovisual materials?
3. What do you think about the use of audiovisual media for teaching a second language?
4. Do you think there is any benefit of these media in the teaching and learning of L2?
5. What is your perspective on the use of audiovisual media as a strategy in the classroom?
6. What is your opinion about the development of these strategies in the third-year groups "A" and "B"?
7. Do you consider that there has been progress in the reception and learning of the groups? why?
8. What skill do you think has had the most development in group learning?

### STUDENT INTERVIEW - SCRIPT

1. Do you prefer reading and listening or writing and speaking?
2. Would you rather learn with presentations, videos, music, or with activity sheets, readings, and/or your textbook?
3. What are your favorite activities in English class?

*Interviews to head teacher and Students: Spanish version (the one that was applied)*



BENEMÉRITA Y CENTENARIA ESCUELA NORMAL DEL ESTADO  
LICENCIATURA EN APRENDIZAJE Y ENSEÑANZA DEL INGLÉS  
EN SECUNDARIA.



**AL MAESTRO TITULAR**

- ¿Qué opina sobre el uso de medios audiovisuales para la enseñanza de un segundo idioma?
- ¿Creé que haya algún beneficio de estos medios en la enseñanza y aprendizaje de L2?
- ¿Cuál es su perspectiva acerca del uso de medios audiovisuales cómo estrategia en el aula?
- ¿Cuál es su opinión acerca del desarrollo de estas estrategias en los grupos de tercero "A" y "B"?
- ¿Considera que ha habido un avance en la recepción y aprendizaje de los grupos? Sí, no ¿por qué?
- ¿Qué habilidad considera que ha tenido más desarrollo en el aprendizaje de los grupos?

**ENTREVISTA AL ALUMNO**

- ¿Prefieres leer y escuchar o escribir y hablar?
- ¿Prefieres aprender con presentaciones, videos, música o con hojas de actividades, lecturas y/o tu libro de texto?
- ¿Cuáles son tus actividades favoritas en la clase de inglés?
- ¿Consideras que tu aprendizaje del idioma inglés ha mejorado durante los últimos 6 meses? ¿Por qué?

**STUDENT'S ANSWERS RECORDINGS:**

[https://drive.google.com/drive/folders/1VR8fFnC2SBic8dEbxgviNf-C\\_GfG84xG?usp=sharing](https://drive.google.com/drive/folders/1VR8fFnC2SBic8dEbxgviNf-C_GfG84xG?usp=sharing)

## Appendix E. Lesson Plan 1 “Instructions for a school experiment”: 1st intervention

<b>Teacher Trainee:</b>	Kenneth Antonio López Flores		
<b>Scholar year</b> 4th Grade	<b>Semester:</b> VII	<b>Group</b> “A”	<b>Subject:</b> PROFESSIONAL PRACTICE AND SCHOOL LIFE

### School’s information

<b>School:</b>	Potosinos Ilustres	<b>Head Teacher</b>	Carlos Flores Gámez
<b>Address:</b>	Fuente del Olimpo 100, Balcones del Valle 3ra Secc, 78280 San Luis, S.L.P.		

### Class Information

<b>Junior high school teacher:</b>	Carlos Flores Gámez				
<b>Subject:</b>	English	<b>Grade:</b>	3°	<b>Group:</b>	“A” and “B”
<b>Student’s average age:</b>	14/15 years old	<b>Total student’s number:</b>	“A”: 44 “B”: 42	<b>Session</b>	3/9

**Class Profile:** Both are large groups of more than 40 students in group "A" there are Boys: 21 Girls: 23 and in group "B" there are Boys: 19 Girls: 23. Also most of them started to learn English during 1st year of high school during pandemic online lessons (1st year with other English teachers). Some of them had English lessons in elementary school with only one or two courses.

<b>Topic:</b>	Instructions for an school experiment
<b>Main Aim of the lesson:</b>	By the end of the lessons students will be able to analyze instructions and its importance to conduct an experiment
<b>Assumptions:</b>	Students already know vocabulary and structure for a school experiment.

STAGE/TIME/AI M	DESCRIPTION	MATERIAL	SKILLS TO BE	POSSIBLE PROBLEMS AND
-----------------	-------------	----------	--------------	-----------------------

			PRACTICE D	SOLUTIONS .
<b>Presentation 20 minutes</b>	<p><b>Pre reading:</b> T asks Ss if they remember the structure of an experiment and if they can give an example; Ss answer</p> <p><b>While reading:</b> T presents an experiment in the projector, then (if the projector doesn't work or the DHT classroom isn't available we going to use flashcard) Ss going to read and analyze another experiment example</p> <p><b>Post reading:</b> Finally, after once they have read they should identify and put in order the instructions.</p>	<p>Powerpoint presentation</p> <p>Flashcards</p>	SKIMMING	Maybe Ss don't know the meaning of some word for this T going to gives the correct vocabulary for better understanding, technical problems are already probably solved
<b>Practice 15 minutes</b>	<p>With help of visual material (slides or flashcards) T going to present the equipment of the previous experiment; then Ss have to analyze and match the instructions (given in the previous stage) to the correct picture.</p>	Slides/Flashcards	EDITING SCANNING	It is probably that some pictures will be confused, for this T going to helps them to difference each one just in case if there will are some trouble for Ss
<b>Production 15 minutes</b>	<p>Finally, T asks Ss to join in small groups at least 3 or 4 and discuss the following questions:</p> <ul style="list-style-type: none"> <li>• Which materials do we need for the previous experiment ?</li> </ul>	Ss notebook	EDITING	Mayve Ss need to review their previous notes or check their dictionary to know the meaning of some unknown words

	<ul style="list-style-type: none"> <li>What is the purpose of these illustrations ? Are they useful? why? why not?</li> </ul>			
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**Image 5**

*Material Presentation slides screen shoot*

**Instructions for an school experiment**

Match the instructions to the correct picture.

- Put the sand on the dish and push a depression in the center.
- Mix the sugar and baking soda
- Pour the mixture in the depression.
- Dampen the mixture and sand with the alcohol.
- Light the alcohol on fire and watch the results.

**Instructions for an school experiment**

7. Match the words from the instructions to their meaning.

put mix pour dampen light

a combine	_____	d set on fire	_____
b make wet	_____	e transfer (liquid)	_____
c place	_____		

## Appendix F. Lesson Plan 2 “Giving instructions! Play Bingo”

Topic:	Giving instructions! Play Bingo!
Main Aim of the lesson:	By the end of the lessons students will be able to recognize and write about instructions to conduct an experiment using affirmative and negative imperatives
Assumptions:	Students already know previous vocabulary of words like: do/don't

STAGE/TIME/AIM	DESCRIPTION	MATERIAL	SKILLS TO BE PRACTICED	POSSIBLE PROBLEMS AND SOLUTIONS
<b>Presentation 20 minutes</b>	<p>In this stage T writes on the board “Instructions” and asks Ss if they know the word, then T explains what it is about and when we use it to conduct an experiment and how we use it to give instructions or requests.</p> <ul style="list-style-type: none"> <li>• affirmative imperatives</li> <li>• negative imperatives</li> </ul>	<ul style="list-style-type: none"> <li>• AS USUAL</li> </ul>	LISTENING FOR DETAILS	Maybe T needs to explain twice for a better comprehension of Ss, T needs to give easy examples
<b>Practice 10 minutes</b>	<p>In this stage, T shows a chart in the projector about experiments instructions as a Bingo! game, Ss and T play while they listen to an audio that talks about instructions to conduct experiments “why should we do or don't?” They have to complete it and the first one that ends the game has to say “bingo!” to win</p>	<ul style="list-style-type: none"> <li>• Bingo chart</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	Maybe Ss need to know how they can say some phrases or words in the language, T have to give easy examples of it and provide vocabulary during this stage

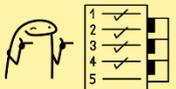
<b>Production</b> <b>20 minutes</b>	Finally Ss join in pairs and then they has to write 1 sentence that completes the previous chart of imperatives in order to have total of 6 sentences (affirmative and negative imperatives)	•	<b>EDITING</b>	Perhaps Ss need an example to guide them before to start the activity, T have to provide it and monitoring each pair during the activity
--	--	---	----------------	--

## Image 6

*Material Presentation slides screen shoot*

**POSITIVE / NEGATIVE "IMPERATIVES"**

The imperative is a very common tense.  
**Example: open the door, don't run, etc. It is used to give an indication, an order or instructions**



**BINGO!**

EXPERIMENT	DO	DON'T
HOW TO MAKE SLIME	Make the ___ with correct ___	___ let the water mix for too long time
BLACK SNAKE	___ the sand on the dish	Don't use too much ___
COKE VOLCANO	Use protective ___	Don't ___ candies

### Appendix G. Lesson Plan 3: Lets go to the Lab!

Topic:	Let's go to the Lab!
Main Aim of the lesson:	By the end of the lessons students will be able to listen and follow instructions and write a conclusion about to conduct an experiment using what was previously seen
Assumptions:	Students already know instruction, the structure of an experiment, what the materials are? etc.

STAGE/TIME/AIM	DESCRIPTION	MATERIAL	SKILLS TO BE PRACTICED	POSSIBLE PROBLEMS AND SOLUTIONS
<b>Presentation 20 minutes</b>	For this stage T asks Ss if they can move to the Lab classroom, once there, T going to present in the projector a set of material that they are going to use. Ss have to read all of them and have to identify with the real materials experiment.	Experiment materials Youtube video	LISTENING FOR DETAILS	Maybe T have to fit the time of the video in case that Ss need to listen and watching a slowly version for better comprehension
<b>Practice 10 minutes</b>	In this part Ss and T going to watch the video and while they are watching they also have to follow the instructions and carry out the experiment. Students have to write the steps in their notebooks using their previous knowledge. <ul style="list-style-type: none"> <li>• Instructions imperatives</li> <li>• use of first conditional</li> <li>• adverbs</li> </ul>	-	LISTENING FOR DETAILS EDITING	Maybe Ss have some doubts about the materials or troubles to follow the steps, for this T going to repeat in case of missing parts of the video
<b>Production 20 minutes</b>	Finally, Ss have to finish the experiment and write their conclusion about it <ul style="list-style-type: none"> <li>• What was the achievement?</li> </ul>	-	EDITING	Maybe Ss need to check their previous note in order to write a complete conclusion or to

	<ul style="list-style-type: none"> <li>• Do you have any problems while you are doing the experiment?</li> <li>• Are the instructions useful?</li> </ul>			<p>obtain vocabulary T works as a monitor to guide them in their conclusion</p>
--	--	--	--	---

**Material:** <https://www.youtube.com/watch?v=xsgcYqQL1QQ&t=73s>

**Image 7**

*Screenshot YouTube material*



Easy How To Make Slime Tutorial For Beginners

*Note.* Taken from <https://www.youtube.com/watch?v=xsgcYqQL1QQ&t=73s>

### Appendix H. Lesson Plan 4: “Let's do it!”

<b>Topic:</b>	Let's do it!
<b>Main Aim of the lesson:</b>	By the end of the lessons students will be able to make and follow instructions and write a conclusion about to conduct an experiment using what was previously seen
<b>Assumptions:</b>	Students already know instruction, the structure of an experiment, what the materials are? etc.

STAGE/TIME/AIM	DESCRIPTION	MATERIAL	SKILLS TO BE PRACTICED	POSSIBLE PROBLEMS AND SOLUTIONS.
<b>Pre-task 5 minutes</b>	For this stage, T will show the first example of the final product, which will be a team presentation; T will give instructions on how the class will be carried out, if it is necessary for the students to retrieve information from previous classes; they should take notes if necessary or make examples for the homework stage.	Presentation example	LISTENING FOR GIST SCANNING	Perhaps the students need to see the example carefully and solve their first general doubts, the teacher will take the example and present it on the projector so that everyone can see it
<b>Task 15 minutes</b>	In this stage, the students will make a presentation in teams so that they can share ideas among themselves, the presentation will be about a set of instructions to conduct an experiment that they like and present it with their classmates, while T monitors and gives feedback if necessary.	Students material	EDITING	At this stage doubts may arise, for this the teacher will be monitoring each couple and teams, helping to resolve doubts, also if necessary, he will explain again.
<b>Planning 5 minutes</b>	Ss preparing will take a short break (if they are not done yet) to tell the class what	.	ACCURACY FLUENCY	As students prepare for the report stage, they may have trouble knowing

	<p>happened during their presentation. They then practice among team members what they are going to share with their peers. Meanwhile, T is available for Ss to ask for advice to clarify any doubts they may have about the language.</p>			<p>what to say and how to say it, the teacher will be monitoring and helping students prepare their report presentation.</p>
<p><b>Practice 5 minutes</b></p>	<p>Finally, T reinforces the content of the presentation using the example of the students' product:</p> <ul style="list-style-type: none"> <li>• Name of the experiment</li> <li>• The purpose</li> <li>• Materials</li> <li>• Instructions (affirmative/negative Imperatives, 1st conditional, adverbs)</li> <li>• Conclusion</li> </ul> <p>To practice if it is still necessary and according to the needs of Ss based on what happened in the different phases of the class. This is done by T supported by the products of the students' experiment, in this way the students reinforce and practice what they have learned once again.</p>	<p>Students' presentation</p>	<p>EDITING</p>	<p>Based on the final product, if there are still doubts or if the teacher noticed that something was not clear; It will be time to re-practice and reinforce learning, the teacher will use the students' presentations as examples to reinforce learning and resolve student doubts.</p>

**Image 8**

*Material / Ss experiment evidences*



### Appendix I. Lesson Plan 4: “Time to experiment!”

<b>Topic:</b>	Time to experiment!
<b>Main Aim of the lesson:</b>	By the end of the lessons students will be able to show and talking about how to follow instructions to conduct an experiment and present it
<b>Assumptions:</b>	Student don't have any problem with the use of language at this time

STAGE/TIME/AIM	DESCRIPTION	MATERIAL	SKILLS TO BE PRACTICED	POSSIBLE PROBLEMS AND SOLUTIONS.
<b>Presentation 20 minutes</b>	Students will have 5 minutes to be prepare and have in common for the presentations about presenting an experiment	S's material	FLUENCY ACCURACY	-
<b>Practice 10 minutes</b>	They will have to go in front to the board in order present their experiment	S's material	FLUENCY ACCURACY	Maybe the time is not enough, for this Ss should send one video of the project by email
<b>Production 20 minutes</b>	They receive feedback about each presentation.	S's material	FLUENCY ACCURACY	

**Ss Evidences (link to their videos):**

[https://drive.google.com/drive/folders/1SNnYap88aGzTb4TtGuP9wfevaVwtauvo?usp=share\\_link](https://drive.google.com/drive/folders/1SNnYap88aGzTb4TtGuP9wfevaVwtauvo?usp=share_link)

**Image 9**

*Students evidence “Newtonian fluid”*



*Note: This picture is a screen shot from student’s video 3<sup>rd</sup> A*

**Image 10**

*Students evidence “Volcano”*



*Note: This picture is a screen shot from student’s video 3<sup>rd</sup> B*

**Image 11**

*Students evidence “Lava Lamp”*



*Note: This picture is a screen shot from student’s video 3<sup>rd</sup> B*

**Appendix J. Lesson Plan 1 “Harry Potter - Past tense” 2nd Intervention**

TEACHER TRAINEE INFORMATION				
<b>Teacher Trainee</b>	Kenneth Antoio Lopez Flores			
<b>School year</b> 4th Grade	<b>Semester</b> VII	<b>Group</b> A	<b>Subject:</b> PROFESIONAL PRACTICE AND SCHOOL LIFE	
SCHOOL INFORMATION				
<b>School:</b> Escuela secundaria General Potosinos Ilustres		<b>Head Teacher:</b> Carlos Flores Gámez		
<b>Address:</b> Fuente del Olimpo 100, Balcones del Valle 3ra Secc, 78280 San Luis, S.L.P.				
CLASS INFORMATION				
<b>Junior High School Teacher</b>		Carlos Flores Gámez		
<b>Subject:</b> English	<b>Grade:</b> 3rd		<b>Groups:</b> “A and B”	
<b>Student’s average age:</b> 14/15 years old	<b>Total number students:</b> A:44 students B: 42 students		<b>Session:</b> 4/18	
<b>Class Profiles:</b> Both are large groups of more than 40 students in group "A" there are Boys: 21 Girls: 23 and in group "B" there are Boys: 19 Girls: 23. Also most of them started to learn English during 1st year of high school during pandemic online lessons (1st year with other English teachers) . Some of them had English lessons in elementary school with only one or two courses.				
<b>Topic:</b> Harry Potter - Past tense		<b>Main aim of the lesson:</b> By the end of the lesson, Ss will be able to understand the difference between WAS-WERE and when it uses		

STAGE	DESCRIPTION	MATERIAL	SKILLS TO BE PRACTICE	POSSIBLE PROBLEM AND SOLUTIONS

<p><b>PRESENTATION 20 minutes</b></p>	<p>At the beginning of class, the teacher writes at the top of the blackboard: Harry Potter and asks the students if they recognize this character.</p> <p>1.- Do you know Harry Potter?</p> <p>The students will answer yes or no; the students will listen to an audio with a very brief description of the character</p> <p><b>1.- READ AND LISTEN CAREFULLY</b></p> <p>Based on the above, the students will give all the possible information or characteristics to the teacher about Harry Potter, the teacher will introduce with the initial sentence, for example : - He <b>WAS</b> a wizard student -His friends <b>WERE</b> Ron and Hermione.</p> <p>while the teacher writes on the board and highlights was/were, the students should take notes</p>	<p>Speaker with listening Markets</p>	<p>LISTENING FOR A GIST ACCURACY</p>	<p>Possibly some students do not know Harry Potter and need to listen to the audio more than once, for this the teacher will repeat the audio if necessary and help with the difficult or confusing words for the students.</p>
<p><b>PRACTICE 10 minutes</b></p>	<p>In this part, the students will have to complete a worksheet with different information about different characters of the</p>	<p>Worksheet</p>	<p>SKIMMING</p>	<p>Perhaps the students need the teacher to help them with the meaning of specific words in the reading, for this,</p>

	<p>Harry Potter saga, the worksheet contains information similar to what was reviewed in the presentation stage that describes the characters of the saga .</p> <p>2.- READ THE DESCRIPTIONS AND FILL THE GAPS</p> <p>Students must complete the information of the characters using was/were in the necessary cases.</p>			<p>every time the students have a problem with a word, the teacher will write it on the blackboard so that at the end of the class the students have a kind of "glossary"</p>
<p><b>PRODUCTION 20 minutes</b></p>	<p>At the end of the class, students must write a COMPLETE description similar to the previous examples about other Harry Potter's characters. If they don't know Harry Potter's characters they can use another's. The description must contain the was/were language focus</p>	<ul style="list-style-type: none"> <li>•</li> </ul>	<p>EDITING</p>	<p>Perhaps the students will have difficulties to connect and write their ideas, for this the teacher will help if necessary with different examples or highlighting the previous examples already seen.</p>

## Image 12

### Worksheet "Harry Potter activity"



BENEMERITA Y CENTENARIA ESCUELA NORMAL DEL ESTADO  
LICENCIATURA EN APRENDIZAJE Y ENSEÑANZA DEL INGLÉS  
EN SECUNDARIA  
ESC. SEC. POTOSINOS ILUSTRES





### 1. READ AND LISTEN CAREFULLY

Harry Potter WAS a very special boy. He WAS a young wizard. His hair WAS black and his eyes WERE green. He has a scar on his forehead. He WAS at Hogwarts School of Witchcraft and Wizardry. He WAS a new student there!! He went to school for the first time. There he met his new friends, they WERE: Ron Weasley and Hermione Granger. Harry, Ron and Hermione went to Gryffindor House. They WERE very happy!



### 2. READ THE DESCRIPTIONS AND FILL THE GAPS



1. Albus Dumbledore \_\_\_\_\_ the headmaster of the Hogwarts school of magic, he \_\_\_\_\_ one of the best wizards ever in his time, also, Dumbledore \_\_\_\_\_ the founder of Phoenix Order and he \_\_\_\_\_ member of Merlin Orde



2. Hermione Granger \_\_\_\_\_ a Gryffindor student, she \_\_\_\_\_ the best friend of Harry Potter and Ron Weasley, she \_\_\_\_\_ the best witch of her age, she \_\_\_\_\_ very intelligent but smug, she \_\_\_\_\_ the best of her class.



3. The Death Eaters \_\_\_\_\_ the followers of Lord Voldemort. The group \_\_\_\_\_ mainly made up of wizards and witches who \_\_\_\_\_ pure bloods, they \_\_\_\_\_ the ones assigned to find and fight Harry Potter.



Audio: [https://drive.google.com/file/d/1QVsFdi-jNMJp3-sVLG2ropnJcavVm-L/view?usp=share\\_link](https://drive.google.com/file/d/1QVsFdi-jNMJp3-sVLG2ropnJcavVm-L/view?usp=share_link)

### Appendix K. Lesson Plan 2: “Tom’s experience”

<b>Topic:</b> Tom’s Experience	<b>Main aim of the lesson:</b> By the end of the lesson Ss will be able to listen and comprehend the structure of an anecdote take into account the past tense
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STAGE	DESCRIPTION	MATERIAL	SKILLS TO BE PRACTICE	POSSIBLE PROBLEM AND SOLUTIONS
<b>PRESENTATION 20 minutes</b>	T starts the class presenting an anecdote of a famous person (actor), T gives to students a worksheet with the dialogue of the anecdote, while the students read the dialogo they also listen to the speech to guide the reading.	Worksheet 2 Audio 1	LISTENING FOR GIST SKIMMING	Maybe the students don't understand the audio or the reading at the first time, for this, T replay the audio
<b>PRACTICE 10 minutes</b>	After that, using the same worksheet, the students have to listen again; students have to find and highlight the simple past form and answers some question; for example: <ul style="list-style-type: none"> <li>• How was his experience?</li> <li>• Where?</li> <li>• What did the teacher ask Tom to do on the blackboard?</li> </ul>	Worksheet 2	LISTENING FOR DETAIL SCANNING ACCURACY	Maybe some students do not understand the exercise, for this T helps by explaining them individually as much as possible during the practice stage.
<b>PRODUCTION 20 minutes</b>	To conclude the class the students have to re-read the lecture and recognize the events that happen, and, with the same worksheet the students have to clarify the sequence of events in a chart.	Worksheet 2	SCANNING WRITING	Maybe some students don't understand or don't know how to start to write or organize the events that happen, for this T helps by explaining them individually as



### Appendix L Lesson Plan 3 “Anecdote”

<b>Topic:</b> The Anecdote	<b>Main aim of the lesson:</b> By the end of the lesson Ss will be able to recognize and apply the anecdote structure: Time/Way/Place by reading anecdote
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STAGE	DESCRIPTION	MATERIAL	SKILLS TO BE PRACTICE	POSSIBLE PROBLEM AND SOLUTIONS
<b>PRESENTATION 20 minutes</b>	To start the class, T shows students “autobiographical anecdote” example in a worksheet, the students have to read to complete the following activities	WORKSHEET 3	SCANNING	Maybe the students do not understand the reading at the first time and maybe they need to re-read for a better comprehension.
<b>PRACTICE 10 minutes</b>	In this part the students with T’s help have to analyze and organize the anecdote in the following chart:  <b>Time</b> (specific time) <b>Place</b> (specific place that happens the event) and <b>Way</b> (the way in which the events occurred)	WORKSHEET 3	EDITING	For this part, it is possible that the students need help to identify the time, place and way, for this T will help them to carry out this activity as a group or individually as much as possible to fit with the time of the session..
<b>PRODUCTION 20 minutes</b>	To conclude the class, the students have to write a brief autobiographical anecdote using the simple past that they already learned during the week, finally they have to share with the rest of the group their anecdote.	PIECE OF PAPER	EDITING ACCURACY	Finally, maybe the students do not how to start to write their anecdote, maybe they have some doubts or any grammatical problem, so, for this, T helps them solving their doubts individually as much as possible to fit with the time of the session and they can listen the anecdotes

				of the rest of the group.
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## Image 14

### Worksheet “Anecdote”

	BENEMERITA Y CENTENARIA ESCUELA NORMAL DEL ESTADO LICENCIATURA EN APRENDIZAJE Y ENSEÑANZA DEL INGLÉS EN SECUNDARIA. ESC. SEC. POTOSINOS ILUSTRES	
Name:	Date:	
Grade and Group:	Score:	



### WHAT KIND OF EXPERIENCES DO YOU LIKE TO SHARE?

**1. Read the autobiographical anecdote.**

Charly:

The last friday , I **was** dancing with friends in a party, Maria felt down because she **was** really drunken and it **was** only the begining of the party , after minutes mom called me, saying that my brother **was** arriving to the bus station , and that I have to took him to home, then I protest because I **was** having a lot of fun, we **were** fighting on the phone, after i decided to take home my brother.



**2. Organize the anecdote in the following chart; Time (specific time) Place (specific place that happens the event) and Way (the way in which the events occurred):**

Time	Place	Way

**Appendix M. Lesson 4: “Tell me your life story!”**

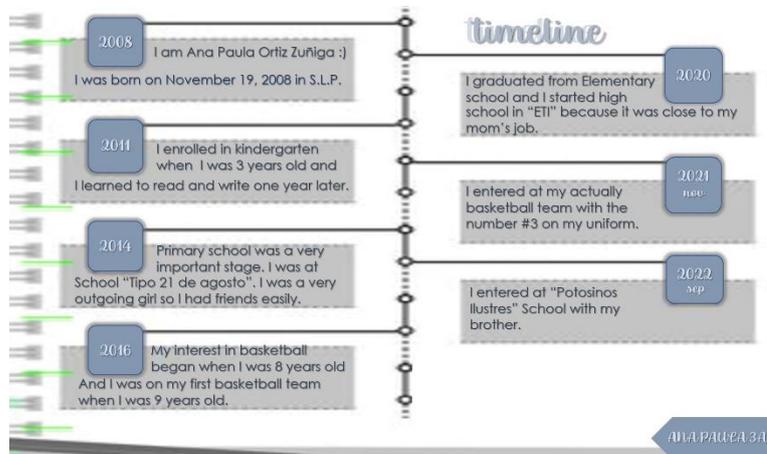
<b>Topic: Tell me your story!</b>	<b>Main aim of the lesson: By the end of the lesson Ss will be able to understand, recognize and apply the simple past tense by designing a timeline about themselves</b>
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<b>STAGE</b>	<b>DESCRIPTION</b>	<b>MATERIAL</b>	<b>SKILLS TO BE PRACTICE</b>	<b>POSSIBLE PROBLEM AND SOLUTIONS</b>
<b>Pre-task 5 minutes</b>	For this stage the teacher will show the first example of the final product which will be a timeline; if it is necessary for students to retrieve information from previous classes; they should take notes if necessary or do examples for the task stage.	Timeline example	LISTENING FOR GENERAL INFORMATION SCANNING	Perhaps the students need to see the example carefully and solve their first general doubts, the teacher will take the physical example and also present it on the projector so that everyone can see it
<b>Task 15 minutes</b>	In this stage, the students will make the timeline in teams and pairs so that they can share ideas among themselves, while the teacher monitors and gives feedback if necessary.	Students material	EDITING	At this stage doubts may arise, for this the teacher will be monitoring each couple and teams, helping to resolve doubts, also if necessary, he will explain again.
<b>Planning 5 minutes</b>	Students preparing will pause briefly (if they are not done yet) to tell the class what happened during the creation of their timeline. Then they practice what they are going to share with their classmates. Meanwhile, the teacher is available for students to ask for advice to clarify any doubts they may have about the language.	.	ACCURACY FLUENCY	As students prepare for the report stage, they may have trouble knowing what to say and how to say it, the teacher will be monitoring and helping students prepare their report presentation.
<b>Report 10 minutes</b>	Students report and share their timeline to the class. The teacher chooses the	Student's material Timeline	ACCURACY FLUENCY	In this part, the students may have problems presenting their timelines, the

	<p>order in which the students will present their timelines and can give them quick feedback on the content. At this stage, the teacher asks students to look at each other's timelines for students to compare.</p>			<p>teacher will help them with any doubts about the language that the students have, the teacher will take the necessary time for each presentation and to give individual or general feedback.</p>
<p><b>Analysis 10 minutes</b></p>	<p>The teacher then highlights relevant parts from the timeline activity/task for the students to analyze and communicate among themselves about:</p> <ul style="list-style-type: none"> <li>- Teacher asks students to notice interesting features within this timeline.</li> <li>- What things do they have in common with their timelines?</li> </ul>	<p>Student's material Timeline</p>	<p>ACCURACY FLUENCY EDITING</p>	<p>Perhaps the students need feedback from different points of view about their product, for this reason the teacher will ask what common things each one shares, and in this way be able to see the general needs and work based on it.</p>
<p><b>Practice 5 minutos</b></p>	<p>Finally, the teacher reinforces the language focus (was/were) to practice if it is still necessary and according to the needs of the students based on what happened in the different phases of the class. This is done by the teacher supported by the products of the students' timeline, in this way the students reinforce and practice what they have learned once again.</p>	<p>Student's material Timeline</p>	<p>EDITING</p>	<p>Based on the final product, if there are still doubts or if the teacher noticed that something was not clear; It will be time to re-practice and reinforce learning, the teacher will use the students' timelines as examples to reinforce learning and resolve student doubts</p>

### Image 15

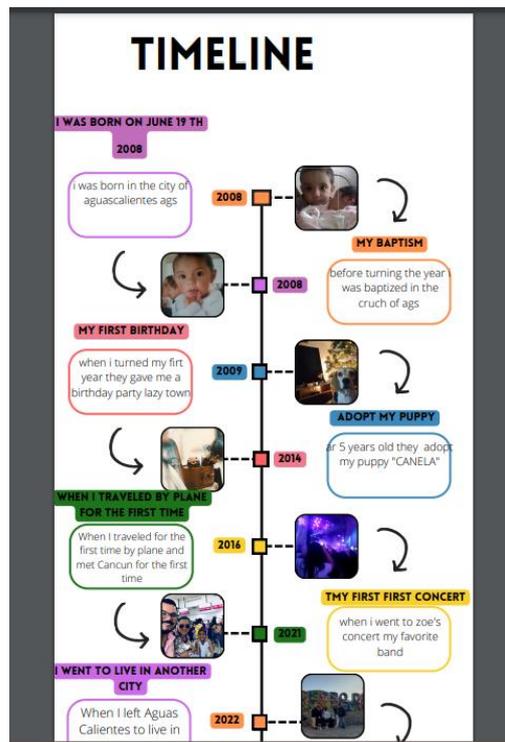
#### Student timeline digital evidence



Note. This image belongs to a 3rd A student

### Image 16

#### Student timeline digital evidence



*Note.* This image belongs to a 3rd B student

### **Image 17**

*Some Ss timeline evidences*



### Appendix N. Lesson Plan1 “Merry Christmas” 3rd Intervention

TEACHER TRAINEE INFORMATION				
<b>Teacher Trainee</b>	Kenneth Antoio Lopez Flores			
<b>School year</b> 4th Grade	<b>Semester</b> VII	<b>Group</b> A	<b>Subject:</b> PROFESIONAL PRACTICE AND SCHOOL LIFE	
SCHOOL INFORMATION				
<b>School:</b> Escuela secundaria General Potosinos Ilustres		<b>Head Teacher:</b> Carlos Flores Gámez		
<b>Address:</b> Fuente del Olimpo 100, Balcones del Valle 3ra Secc, 78280 San Luis, S.L.P.				
CLASS INFORMATION				
<b>Junior High School Teacher</b>		Carlos Flores Gámez		
<b>Subject:</b> English	<b>Grade:</b> 3rd		<b>Groups:</b> “A and B”	
<b>Student’s average age:</b> 14/15 years old	<b>Total number students:</b> A:44 students B: 42 students		<b>Session:</b> 3/30	
<b>Class Profiles:</b> Both are large groups of more than 40 students in group "A" there are Boys: 21 Girls: 23 and in group "B" there are Boys: 19 Girls: 23. Also most of them started to learn English during 1st year of high school during pandemic online lessons (1st year with other English teachers). Some of them had English lessons in elementary school with only one or two curses.				
<b>Topic:</b> Merry Christmas!		<b>Main aim of the lesson:</b> By the end of the lesson, Ss be able to write about different celebrations customs that people do in different countries		

STAGE	DESCRIPTION	MATERIAL	SKILLS TO BE PRACTICE	POSSIBLE PROBLEM AND SOLUTIONS

<p><b>PRESENTATION</b> <b>20 minutes</b></p>	<p>In this lessons T starts the lesson with some questions:</p> <ul style="list-style-type: none"> <li>• Do You Like Christmas?</li> <li>• What do you think about Christmas?</li> <li>• What do we do on Christmas?</li> </ul> <p>Ss answer and T listens their ideas, (time to share ideas and discussion)</p> <p>Then T shows Ss a brief video about how is different Christmas celebrations in different countries</p> <p>Ss take notes</p>	<p>YouTube video</p>	<p>Listening for gist</p>	
<p><b>PRACTICE</b> <b>10 minutes</b></p>	<p>Then T hands out a worksheet with some pictures about Christmas and asks Ss to complete the following half-sentences:</p> <p>People eat _____.</p> <p>People drink _____.</p> <p>People give _____.</p> <p>People visit _____.</p> <p>People buy _____.</p> <p>People sing _____.</p> <p>People go _____.</p> <p>Ss share their answers</p>	<p>Worksheet</p>	<p>EDITING</p>	
<p><b>PRODUCTION</b> <b>20 minutes</b></p>	<p>Finally, Ss must to write a brief paragraph about how they celebrate Christmas with their family</p> <p>*T shows an example*</p>	<p>Ss notebook</p>	<p>EDITING WRITE IDEAS</p>	

## Image 18

Slides Presentation "Merry Christmas" activity



Note. Video taken from <https://youtu.be/DdAeYRh83nI>

## Appendix O. Lesson Plan 2 “Sushi time!”

<b>Topic:</b> How is food different? Sushi time!	<b>Main aim of the lesson:</b> To describe traditional food using adjectives
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STAGE	DESCRIPTION	MATERIAL	SKILLS TO BE PRACTICE	POSSIBLE PROBLEM AND SOLUTIONS
<b>PRESENTATION</b> <b>20 minutes</b>	<p>To starts the lesson T makes a question:</p> <ul style="list-style-type: none"> <li>• What do you think when I say: Japanese Food?</li> </ul> <p>Ss answer and T procedure to the next step:</p> <p>Ss have an “adjective contest”. T shows a picture of a Japanese dish (sushi) and gives Ss one minute to write as many adjectives as possible describing it.</p> <p><b>List of adjectives to describe sushi:</b> cooked, cold, cheap, delicious, expensive, famous, fresh, hot, Japanese, rolled, small, spicy, steamed, tasty, and traditional.</p> <p>Ss share their ideas with the rest of their classmates</p> <p>Then T presents a video about the Sushi’s story, Ss watch the video an answers some questions:</p> <ol style="list-style-type: none"> <li>1. <b>Where Sushi come from?</b></li> <li>2. <b>Where does the idea originally come from?</b></li> <li>3. <b>What are the two most famous sushi presentations?</b></li> </ol>	Adjectives slides Youtube Video	Listening for gist Listening for general information	

<p><b>PRACTICE</b> <b>10 minutes</b></p>	<p>Now, T asks Ss if can get make the next activity:</p> <p>T presents some slides, about sushi, Ss have to draw in their notebook their "ideal" sushi dish T invites volunteers to share their ideas with the class.</p> <p>Ss complete their draw and use the correct adjectives and ingredients about it. T checks Ss' answers and provides feedback.</p>	<p>Canva Presentation</p>	<p>EDITING SCANNING</p>	
<p><b>PRODUCTION</b> <b>20 minutes</b></p>	<p>Finally with the adjective that Ss saw in the Presentation stage they have to describe their Ideal sushi. T shows an example*</p>	<p>Students notebook</p>	<p>EDITING WRITE IDEAS</p>	

**Image 19**

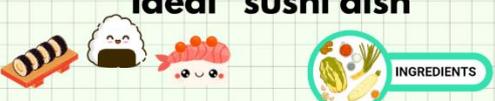
*Material* "Sushi time!"

**ADJECTIVES**



COOKED	FAMOUS
COLD / HOT	FRESH
CHEAP / EXPENSIVE	TASTY / SWEET / SPICY
DELICIOUS	ROLLED
TRADITIONAL	STEAMED

**Draw in your notebook your "Ideal" sushi dish**



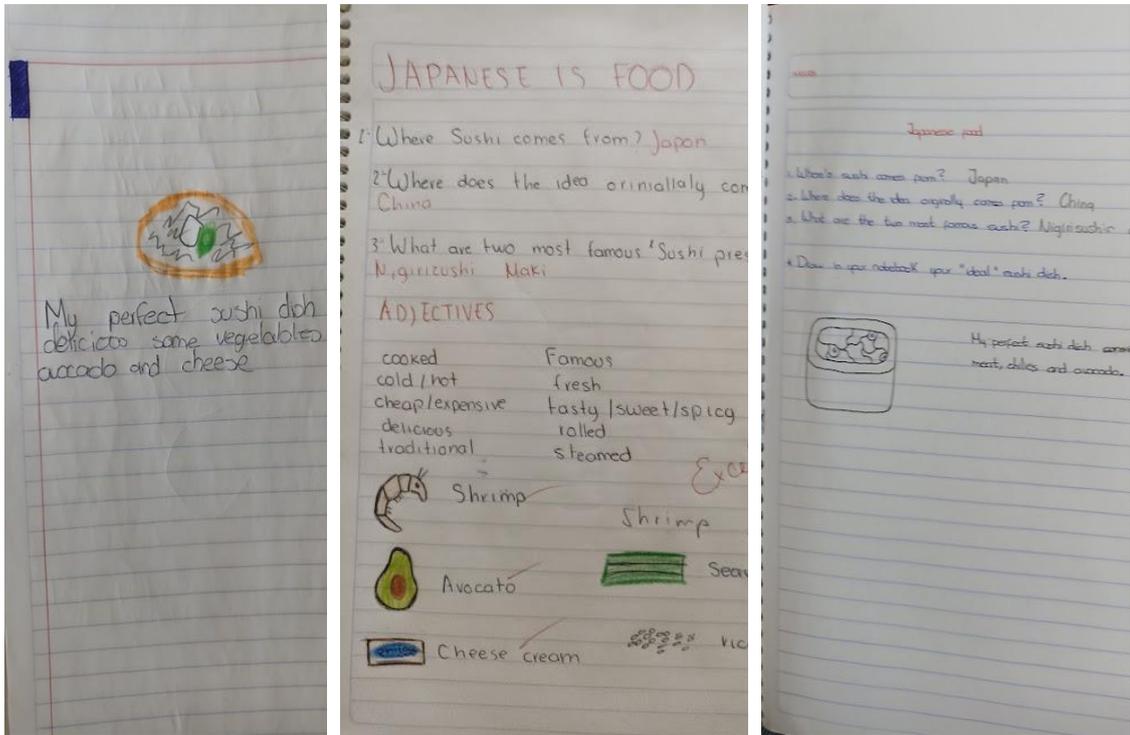
Example:  
My pefect sushi dish **would be deliciuos**, it consist with **rice**, some vegetables like **carrot**....

INGREDIENTS

DESCRIBE IT

## Image 20

### Students' evidence



### Appendix P. Lesson Plan 3 “How is music different around the world”

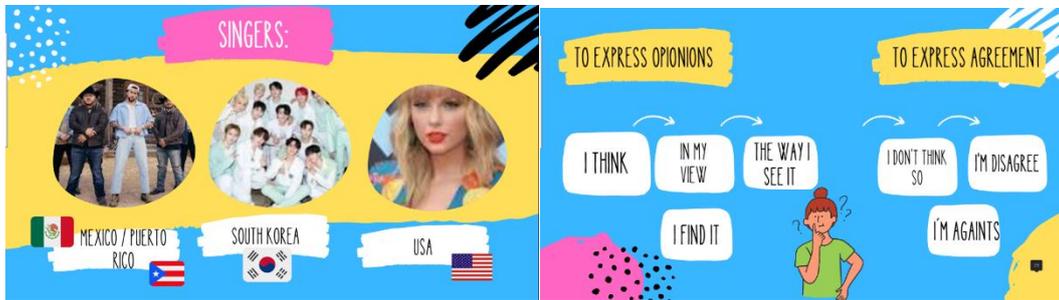
<b>Topic:</b> How is music different around the world?	<b>Main aim of the lesson:</b> By the end of the lesson Ss will be able to use adjectives and express their opinions by listen to different music
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STAGE	DESCRIPTION	MATERIAL	SKILLS TO BE PRACTIC E	POSSIBLE PROBLEM AND SOLUTIONS
<b>PRESENTATION 20 minutes</b>	<p>To starts the lesson T makes some questions:</p> <ul style="list-style-type: none"> <li>• Okay guys Tell me an artist/singer from Uk?</li> <li>• Tell me one from Colombia, Mexico, Korea Etc</li> </ul> <p>Ss answer and T procedure to the next step: Okay guys today we’re gonna talk about different music according to the country. T asks Ss for their opinions about some artists:</p> <ul style="list-style-type: none"> <li>• Grupo Frontera and Bad Bunny</li> <li>• SEVENTEEN</li> <li>• Taylor Swift</li> </ul> <p>Ss share their opinions with the rest of their classmates and T</p> <p>Then T presents some fragments of the video clips and after each song T asks again for their opinion in a brainstorming. Then T explain Ss different forms to express opinions</p>	Youtube Video Clips	Listening for gist Listening for general information	
<b>PRACTICE 10 minutes</b>	Now, T plays a new song and with the Ss, together complete some	Canva Presentation VideoClips	EDITING	

	<p>sentences about the song</p> <p><b>Ex:</b></p> <ul style="list-style-type: none"> <li>• <b>In my point of view</b>, Luis Miguel's songs are <b>romantic</b> and makes me feel <b>happy</b></li> </ul>			
<b>PRODUCTION 20 minutes</b>	<p>Finally with the phrases to express opinion and adjectives that Ss saw in the Presentation stage they have to write their opinions about one artist from different countries</p>	Students notebook	EDITING WRITE IDEAS	

### Image 21

Slides from "How is music different around the world"



## Appendix Q. Evaluation Tools:

**Table 6**  
*Checklist (Phase 1)*

Participation Criteria	0	1	2	3	4	5
1. Ss is interested in the discussion in class.						
2. Participate frequently in the target language.						
3. The arguments from them are relevant and substantiated.						
4. Ask the right questions to the topic.						
5. Ss studied and prepared for the class.						
6. Provide additional information						
7. Ss are open to the opinions and arguments of their classmates.						
8. Shows initiative and creativity during class.						
9. Answer the questions of his teacher and his classmates in the target language.						

Note: This tool I will keep a record of the participations the students produce during the practice day, taking into account different criteria

**Table 7**  
*Rubric for assessment video tutorial*

<b>ASSESSMENT RUBRIC VIDEO TUTORIAL</b>				
<b>ITEMS</b>	<b>5 Excellent</b>	<b>3-4 (Quite) good</b>	<b>2 Need improvement</b>	<b>1 Low performance</b>
<b>PLANNING</b>	Write a good storyboard and give a presentation with a coherent structure. allot roles in the group and practice vocabulary relevant to the topic.	Need help to plan their storyboard for the video. All roles in the group and practice vocabulary and grammar structures relevant to the topic.	Need help to plan a storyboard. Some ss in the group don't understand what they have to do. Some ss don't practice vocabulary and don't master the grammar structures relevant to the topic.	Need help to plan a storyboard for the video. Some ss don't do their tasks
<b>LANGUAGE &amp; CONTENT</b>	The language used in the video reflects totally what ss have learnt throughout the project. Present relevant information in a very clear and concise way.	The language used in the video reflects mostly what ss have learnt throughout the project. Present relevant information rather clearly and concisely.	The language used in the video reflects partially what ss have learnt throughout the project. The information is not presented in a clear and concise way.	Grammar structures and vocabulary studied throughout the project are hardly used. Missing relevant information. The information presented is not clear.
<b>DESIGN &amp; TECHNICAL ASPECTS</b>	Use attractive images, text headings for each section, animations and credits. High quality sound. It is a very creative video.	Images are quite original. Use text headings to help understand information. High quality sound No animations included.	Images are quite original. Hardly use text headings to help understand information. Low quality sound No animations included.	Images are not meaningful to the topic of the video. No headings to help understand information. Low quality sound. No animations included.
<b>TEAMWORK</b>	Work really hard and well organized. Always respect partners' opinions.	Work hard and well organized. Often respect partners' opinions.	Don't work hard and help is needed in organization. Sometimes I respect partners' opinions.	Don't work hard and are badly organized. Don't respect partners' opinions.

Taken from: National center for curriculum development (*Rubric for Assessing a Video | Cedec, n.d.*)  
 Note: This tool I will evaluate the final project in both groups taking into account different criteria.

**Table 8**  
*Rubric for assessment a timeline*

<b>ASSESSMENT RUBRIC FOR A TIMELINE</b>				
<b>ITEMS</b>	<b>5</b> <b>Excellent</b>	<b>3-4</b> <b>(Quite) good</b>	<b>2</b> <b>Need</b> <b>improvement</b>	<b>1</b> <b>Low</b> <b>performance</b>
<b>DOCUMENTATION OF EVENTS</b>	The timeline contains all 10 significant events. This includes date, description and picture	The timeline contains at least 8-9 significant events. This includes date, description and picture	The timeline contains at least 6-7 significant events. This includes date, description and picture	The timeline contains less than 5 significant events. This includes date, description and picture
<b>CONTENT / FACTS</b>	Facts were accurate for all events reported on the timeline.	Facts were accurate for almost all events reported on the timeline.	Facts were accurate for most (75%) of the events reported on the timeline.	Facts were often inaccurate for the events that were reported on the timeline
<b>ACCURACY</b>	All dates indicated on timeline are correct and are sequenced in the proper order	At least 8-9 of the dates are accurate or sequences are in the proper order.	At least 6-7 of the dates are accurate or sequences are in the proper order.	Less than 5 of the dates are accurate or sequences are in the proper order.
<b>SENTENCE FLUENCY</b>	Events are clearly described using accurate and vivid language	Events are described well, but language is sometimes vague or inaccurate.	Events are not described well and language is often vague or inaccurate	Events are described using vague language or inaccurate information

<b>STYLE AND ORGANIZATION</b>	The timeline was set up to cover the relevant time period. It contains appropriate yearly gradations of set intervals	The timeline was set up to cover the relevant time period. It contains yearly gradations, but not at set intervals	The timeline was set up to cover most of the relevant time period. It contains appropriate yearly gradations.	The time period covered was appropriate. Yearly divisions were not uniform
<b>MECHANICS</b>	Punctuation, spelling, and capitalization were checked and are correct throughout.	Punctuation, spelling, and capitalization were checked and are mostly correct.	Punctuation, spelling, and capitalization are somewhat correct and may or may not have been checked.	There are many punctuation, spelling, and capitalization errors.

Taken from: National center for curriculum development (*Rúbrica Para Evaluar Una Línea De Tiempo / Assessment Rubric for a Timeline | Cedec, n.d.*)

## Appendix R. "Two stars, One wish" activity

Image 22

Comments from two students of 3<sup>rd</sup> A

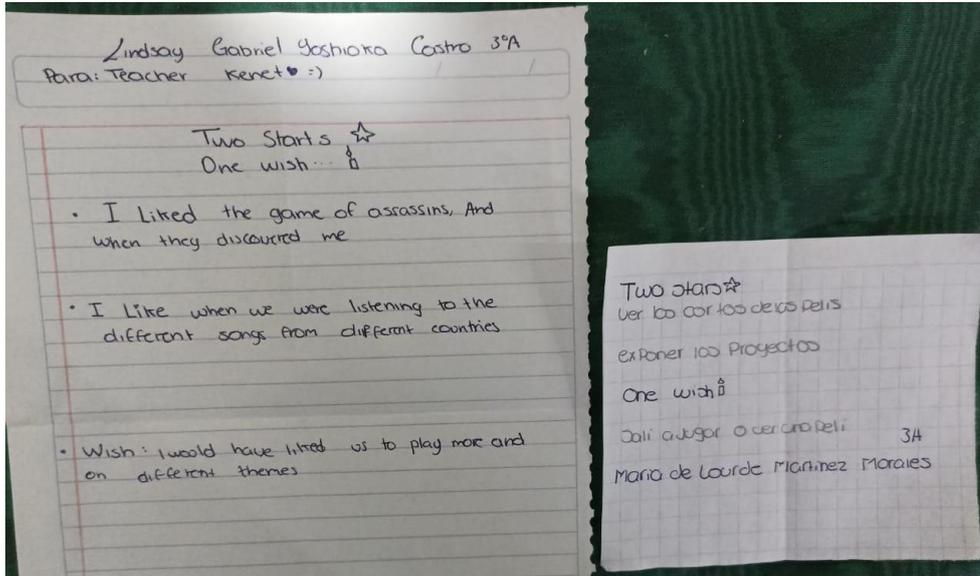


Image 23

Comments from two students of 3<sup>rd</sup> B

