



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

TITULO: The effectiveness of audio-visual resources for teaching english as a foreign language

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ENGLISH AS A FOREIGN LANGUAGE”**

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QUE PARA OBTENER EL TÍTULO DE LICENCIADO EN ENSEÑANZA Y
APRENDIZAJE DEL INGLÉS EN EDUCACIÓN SECUNDARIA**

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CHAPTER I. INTRODUCTION

This document was carried out from October 2023 to May 2024 with a second grade group of secondary school of level A1. The purpose of this document is to find out how effective the Audio-visual resources can help the students to learn English as a second language taking into account some aspects such as the confidence of the students to achieve or improve it.

1.1 General description of the context

The “Escuela Secundaria Tecnica No. 83” is a public school, of secondary education level and morning shift, located in Clara Córdoba Morán SN, 6 de junio, 78370 San Luis Potosí, S.L.P ... The school has a population of approximately 570 students and 40 employees, some of whom perform the role of teacher, directives and administrators. This educational institution has three classroom buildings, each designated for all the groups. The classrooms were equipped with whiteboard, tables, chairs, a desk and a projector. For my part, I brought my own laptop and speaker as part of the materials to use for presenting my classes. During my practice period, I worked only with second grade groups, all of which were under the guidance of the same head teacher.

I analyzed the way the head teacher works and how she interacts with the group in the activities with them. As part of my teaching practice at this school, the first introduction class where I carried out the observation of each group and their way of working, previously the work of the students was done by using a workbook and a reading book that students had. Usually, the class is conducted in a way that encourages the student interaction between them and the head teacher during participation, as they are randomly selected to read a paragraph or answer a question previously asked by the head teacher and new vocabulary is presented with its corresponding translation. A new challenge presented during my stay at the school was the introduction of NEM (La Nueva Escuela Mexicana) aimed to provide teaching quality by developing students' skills, enhancing the students to have critical thinking and be an active participant in the society. This new implementation contains challenges for the teachers in creating effective contents that need to be related with the real world issues that the student can face in the future. All the meetings in CTE (Consejo Técnico Escolar) were used to

discuss the contents and collaborate with other subjects and elaborate projects to check results on the progress of the students. with the head teacher and the contents according to the NEM was a new challenge for the school teachers and directives in the aspect of how to apply it following the agreements.

1.2 Rational

The topic I chose for this document is the use of audiovisual resources and how they can benefit learning of English as a foreign language. I believe it is necessary for teachers to update themselves with the technology that is currently being used in recent years. According to Mayer (2009) This technology provides us with more tools that can be useful and beneficial when we are teaching the students a topic that may have been difficult to explain. As teachers, the use of these tools can help us to save time in creating the necessary materials for the explanation and development of the topic we want to present to the students and although they are beneficial for teaching but also it can have its own cons, that is why this topic was chosen to evaluate how effective the use of these resources can be in the teaching process for students.

According to Segura (2015) Audio-visual resources are instruments that support and promote the increase of attention and concentration. In recent years, education had to change, students experienced a global event that changed their way of learning and took classes in school. The arrival of COVID-19 pandemic in the year 2020 was an event in which the entire country had to pause activities for a while. Students couldn't attend school and education remained inactive for a short period of time. This situation consequently brought the implementation of new tools that were applied to still educating the students while they were in home to keep learning, tools and apps such as Zoom, Jamboard, Kahoot, Google Classroom were the most important for the past 4 years, as indicated by a previous interview realized to 89 teachers in Mexico about which platforms and apps they used more to get in communication and work with their students (Mendoza, 2022).

Nevertheless, with the implementation of the NEM (Nueva Escuela Mexicana) This new initiative aims to face the students to more learning challenges in the

classroom, this new program forms the students in a peace culture that enables constructive dialogue, solidarity and the search of agreements to allow a nonviolent solution of conflicts and cohabitation in a framework of respect (SEP, 2019). Furthermore, these types of conflicts were implemented according to the meetings in CTE "Consejo Tecnico Escolar " where the teachers worked according their type of formative fields and interacted to design a new project using one of the conflicts previously discussed and I started to search content related to that conflict. Adapting to these changes not only helps the students with certain challenges, it also prepares them to be more engaged and responsible as citizens in the society and the role they may assume in the future.

Finally, the new program and the use of such resources can present a benefit to the English language teaching by providing students a new perspective of the context. Encouraging them to immerse in the real-world context where the students could develop a role of an active participant of the society. Moreover, the function of the audiovisual serves as the introduction of this program, presenting new topics to the students that were unknown for the students but can be familiar because of the pandemic situation they faced from elementary school until recent years. Ultimately, thanks to the program and resources the students developed skills like working collaboratively or individually, solving conflicts and making them more responsible.

1.3 Personal interest in the topic

My personal interest in the topic began in the student's lack of interest in learning, I consider this topic relevant for my professional formation as a teacher since I was able to teach students with new strategies and some technological resources, I like the connection that students may have with this type of resources and technology since they worked previously with some of them during the Pandemic situation and push them to learn with the use of more methods and tools to practice their L2 into an entertaining form and helped them avoiding all complex situations or boring forms of working they may have been used to work before the pandemic situation.

Based on Pun (2013) I inferred that the implementation of new material in the classroom with teaching purposes could be useful as a benefit for education and

attractive for them by providing new tools allowing the student to feel more active and engaged in the class, rather than just use the workbook and answer some exercises. Why don't try to adapt and design material related to their needs and more interesting for them? The learning process is an important part of the education, the student needs to feel comfortable and have access to new strategies and methods to learn, even if it's a second language acquisition, something that students may see as "Impossible" to learn.

During all my school years, I remember that only the classes I received in Secondary school when I was a student made use for a short time of Audio-visual resources to make the class more entertaining and explain a topic in a form that me and my classmates could comprehend. Once I continued with my career in high school my English classes only focused on the use of the book and answering some exercises, nothing else. I always considered myself as someone who likes the classes with a more dynamic and entertaining style. I got more comfortable because I was learning in a visual and auditory way, it helped me a lot to understand the situation and objects from the vocabulary.

1.4 Context of the problem

This issue emerged during my final practice periods at the different schools where I observed the head teachers' classes and compared them with the classes of some teachers during my time at BECENE. I came to the conclusion that the way these teachers teach to the students is different and each teacher maintains a unique style. Every teacher has their own way of teaching that sets them apart. Additionally, during my stay in practice period in the school, there were limited occasions when I witnessed a teacher making use of audiovisual resources, as they usually depended exclusively on the textbook and didn't use another tool to work on all their skills, focusing only in Reading and a little bit of Speaking.

This situation was noticeable because students needed help when receiving instructions from the head teacher. The Spanish language was used to help them to understand what they are supposed to do and how to do it. All these things led me to

think that they are not acquiring all the knowledge they could be acquiring in their learning process.

I considered that it is extremely important for students to be able to understand what is being practiced with them, because if they don't understand simple instructions or indications they will quickly get lost. The problem was even more challenging with my students from the group I chose because they presented difficulties for understanding many of the English words, and they struggled to pronounce and comprehend the vocabulary they were supposed to be learning. That's when I wanted to implement these resources to help them by understanding better and provide them with a better experience. Since they had lived through the pandemic, they already got used to learning through audiovisual resources such as presentations, videos and pictures.

Of course, such resources cannot be used without a specific topic or context to work with. Once the topics were selected through the CTE (Consejo Técnico Escolar) meetings and based on the PDAs (Procesos de Desarrollo de Aprendizaje), I began searching for the content and materials related to the topic that could be used to help students acquire new vocabulary and practice their language skills without forgetting the evaluation of such resources and tools to reflect on what went well and what didn't.

1.5 Main and Subsidiary aims

Main aim: To analyze the effectiveness of the audio-visual resources in Secondary school to develop a foreign language.

Subsidiary aims

- To Adapt the Audio-visual resources according to learning needs of EFL in Secondary school
- To design material for the development of language skills
- To Identify positive and negative results obtained from the appliance of different audio-visual resources in activities

1.6 Competences to develop

According to the 2018 study plan of the “Secretaría de Educación Pública”, through the “Normas generales de dirección de educación”.

All graduate students from this major must reach a professional profile that implies knowledge, skills and values to develop a job as a future teacher. These competences allow me to approach research problems with creativity and to communicate my findings and experiences in an effective way.

- Generic competences

Use information technologies and communication with critical purposes

- Professional competences

Use Information and Communication Technologies, Learning and Knowledge Technologies and empowering and participation Technologies as construction tools to foster the meaning of the learning and teaching processes.

- Disciplinary competence.

Elaborates own English subject projects with technology support to improve interaction with, since and for second language

1.7 General description of the Document

This document is developed in three chapters that will explain all the process that was carried out. The first chapter describes the context of the school and my main interest to comprehend the situation that students have in the classroom and how those resources can impact and improve their learning process. This first chapter addresses the objective, aims and the competences.

The second chapter includes the context of the group I chose, as well as the main problem that I decided to focus on in this document. This document also includes a literature review of the Audio-visual resources, Audiovisual education, origins, classification, advantages and disadvantages of the use of these. the four language skills

and tools used during the practice period, and the development of the problem in the class sequences.

The third chapter includes the reflection I obtained in the teaching process in the classroom and explains how I can improve more for these tools in the future and apply new changes according to students' needs.

Finally, the fourth chapter contains the conclusion of the process and my final comments about my experience in the teaching process using such audio visual sources.

CHAPTER II. ACTION PLAN

2.1 Context Educative Situation.

The “Escuela Secundaria Tecnica No. 83” is located in Clara Cordova Col. 6 de junio located in San Luis Potosi city, SLP, México. Most of the students lives near the zone and arrives at school with company of their parents, not all parents are able to pick them or take them, only few students take the bus to arrive and leave the school. The secondary school has only one shift and shares the building with an elementary school in the afternoon shift, the schedule of the morning shift is from 7:20 hrs to 13:30 hrs, the break that students have are twenty minutes and the classes have a duration of fifty minutes each, students also have hours for counseling with the tutor and workshop class.

The school's infrastructure has three buildings, one for each grade. The school has sixteen classrooms, a library. teachers' room, telematic area, four bathrooms, two for each students' gender, principal's office with other two rooms for coordinators' and a bathroom, and one place to buy lunch during break time. It has a storage with sport objects, chemistry lab and three more rooms for counselors per grade.

In the school, in the administration part, there is a principal, two prefects, one coordinator, two secretaries. Each group has a tutor and 10 to 15 teachers, sometimes teachers leave the classroom or arrive late, presenting problems of disorder in the

classroom from part of the students. Prefects participate to take care of the classroom but sometimes they can't so they recur to teacher trainees or administration groups.

I decided to work with second grade group E, because it's the group with more problems, such as their collaboration and participation in the classroom. These students need to work more actively with and engage with the class, the domain of their English is an A1, they still need more improvement in the activities. Most of the activities that I implemented with them had a positive response from the group and the environment they produce is one of the most healthier than the other groups I observed.

The educational context in Mexico experienced a new change to enhance more quality in the education in the last year, the implementation of "NEM" or Nueva Escuela Mexicana promoted the transformation of the society to the population from 0 to 23 years under the concept of "learn to learn" with continuous updates, adaptation of new changes and a permanent learning. The previous shot of apply an educative model giving the role of the teacher as the guilty of the deficiency with irrelevant contents for education was a failure, they opted to do a research by opening forums where teachers, students, directive personal, parents and specialists presented the new ideas that lead to the creation of the NEM.

According to Barbosa (2023), "La Nueva Escuela Mexicana" is a proposition to give quality in teaching to develop the knowledge and skills of students in fundamental areas such as communication, math and Science with the purpose of educate critic people, actively participants through analysis, reflection, dialogue, historic conscious, humanism and argumentation to promote the transformation of the society to reach the higher knowledge with methods and technological advance to innovate and transform the reality

With the implementation of the "Nueva Escuela Mexicana", some contents were affected in the elaboration of such lesson plans, this is something new for teachers and teacher trainees. All the contents need to be related to the problematic situations, this is where I found the first difficulty, so I started the search for material such as worksheets, reading texts, videos and audios according to the contents I received indications previously and related to the problematic the teachers choose in the Consejo Escolar

Tecnico, for this time the problematic to work with was the lower grades that students can reach and the low reading comprehension level according to the previous observations from the last school year, also I found some help with the use of Artificial Intelligence (AI) to design some worksheets, material and pictures referring to the content.

Every CTE (Consejo Tecnico Escolar) meetings were used to discuss and decide which problem the teachers found according to the students difficulties in the educational context and implement to start working in the lesson plan and contents, the teachers reunite according to the educative field (Spanish, English and Arts subjects together) to elaborate a project in conjunction and related to the problem that students face, this is where English it's just seen as "Translation" and nothing else.

2.1.1 Group Profile

The second grade group "E" is formed by thirty-eight students, twelve girls and twenty-six boys with ages from twelve to thirteen years old. Most of the students started to learn the language last year, since their first year of high school. There are just three students who have attended English classes in language schools since elementary school.

The students reaction to the use of presentations and videos caught immediately their attention, the use of images help them to relate more the vocabulary and videos help them to get an Idea about what was the topic and important information, unfortunately for the application of some audios to work with the listening skill was frustrating to them, this happen by two reasons: the volume of the speaker was affected with the noise from certain students and it was difficult to understand some complex words, but they were capable to identify vocabulary they already know and the satisfactory part was that they deduce sometimes what was the meaning of the word or a similar translation.

At the beginning of the first months of the practice period in the application of some activities like the design of the project related to the solar system, I made the decision to reunite groups of six students per team, giving specific roles and they agree to bring specific material to collaborate and design the project, in my observations I

realized that some students didn't bring the material and sometimes the students not always assisted to the school for personal reasons, all this problems extended the days to deliver the final product but fortunately it was ready one week before the science fair began. This kind of situations help me to clear my mind and started to work with four students per team and sometimes reduce them to pairs in the upcoming activities to have more control in the classroom but the second problem was always there, students continued missing school or they were removed to the original group and moved to another (only the most problematic students with lower grades)

About the hardest part of working with the students I consider that the last months of the scholar year they were more adapted to the dynamics and able to attend them, I only had problems with students that didn't want to attend the class, this of course affect them in the final revisions I made to provide the final grades, in the starting months the students created a frustrating environment and only few students worked and attended all the indications, this was more present in the basic instructions I gave them, they understand it more by listening, the reading was the most difficult aspect and this is more related with the instructions of certain tests I made to the students so I have to use more basic vocabulary and sometimes add the first language, this was not only exclusive in the tests, even in the indications of the activities, even some students get lost or didn't understand because they were talking with their friends and had a lack of interest.

About the supplementary materials students use material brought by me such as presentations, videos, worksheets and audios as a substitution of the textbook, students doesn't have a current textbook for learning, only one reading book that they don't use anymore because is not related to the problematics of the school to work with them.

Is the classroom a room set aside for English lessons? Not specifically, each teacher from each subject has their own classroom in a different building (A, B and C), students move from building to another building to attend class, wasting time in the process. Each classroom has a desk, OHP and blackboard; there's no special classroom designed for English classes or material such as a speaker or computer in each classroom.

Usual seating arrangement: There's no specific order to sit in the chairs, sometimes the Head teacher arranged the seats by ordering the students by names and sitting with girl-boy-girl-boy pattern or I move the students that always have lack of interest or participation at the front of the class, avoiding every type of distraction to their classmates and allowing the students to learn more.

Finally, there were some modifications in the second grade groups I was attending, some students in the practice periods were removed from school and other ones left school, there's no more information about it. Only two students in the group were more capable of attending English level and had more knowledge in the language than their classmates, they functioned as a support for their classmates when they have some doubts.

2.2 Description of the chosen issue.

I realized that the main problem emerges from elementary school where students faced difficulties learning a new language because the subject wasn't part of the study program and none of them already had the introduction of basic topics or grammar structures or students haven't been taught well due to a lack of academic formation by some of the teachers, this information was provided by the students once I asked them about their previous knowledge in English language.

From the observations I made in my practice period and previous comments from the head teacher the students presented a lack of vocabulary and they haven't improved most of their language skills of ESL previously, so they just limit themselves to pronouncing a word or some of them don't participate due to lack of trust. The new material had to be adapted according to the problems in the context of the school, the new study program is determined about the common problems the school has. Students also see English as a waste of time because they find it difficult to speak, they don't have enough resources to take particular classes or in other cases they just find it boring to learn.

With the previous knowledge and tools that some teachers used in the classes they gave me in my educational career, I got a fascination with the technology and

imagine all the tools that technology can give us in the modern days, due to resources that some practice school provided to the classroom such as projector and computer I started to implement the classes with the use of such resources, all this to make more easier the comprehension of topics and providing the students a different perspective that they already get used to work with due to pandemic situation, it wasn't something new for them, but some of them can get more familiarized than other classmates.

2.3 Action plan

This chapter is intended to explain the process of the action plan divided into stages, according to Sampieri (2018), the following chapters are structured into cycles in the “Metodología de la investigación, las rutas cuantitativa, cualitativa y mixta” each cycle has a sequence to follow and explain the entire process that led me to develop this document. The four cycles are:

1. Identify the problematic
2. Elaboration of the plan
3. Implementing and evaluating the plan
4. Feedback

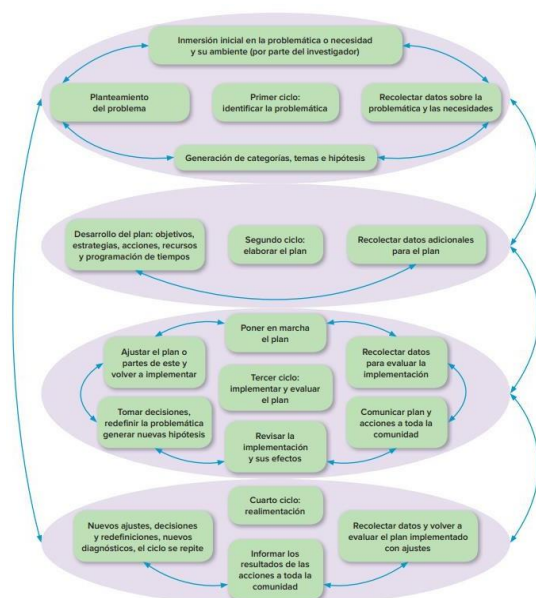


Figure (1) Main actions to display action-research, Sampieri (2018)

With help of the four cycles, My intention was to elaborate a plan that could help me in the evaluation of the resources applied during the class and also observe the behavior, difficulties, progress in their knowledge to search and find possible solutions that I can improve and modify to help them in their comprehension and learning process and once I have the results I can reflect about what went well and what went wrong just to still improving.

First cycle: Identify the problematic

The first cycle involves the total immersion in the problematic/situation and its nature by making use of the problem approach, collecting data about the problem and the generation of categories, topics and hypotheses.

During this first cycle in order to identify the problem, I carried out an observation to recognize and analyze the students' behavior, how they engage in class, how they interact with their classmates, the interaction between student and teacher, how is the manner of the student and how they react when they have to work in an activity that could result difficult for them. The head teacher provided me the last results of a diagnostic test that she made with the purpose of understand how well students retained knowledge from their previous school year, this results can be found in the Appendix (A)

Observation:

Elliot (1993) emphasizes the importance of observation as a key tool in the action research process. He argues that observation enables teachers to gain a deep understanding of problematic situations in their educational practice, facilitating the reflection and diagnosis needed to implement effective changes.

In the benefits that Elliot (1993) found and wrote in his book “La investigación-acción en educación” we can find the following:

- It enables teachers to reflect more accurately on their actions, decisions and interactions with students
- Helps teachers to gather contextual information about what actually happens in the classroom

- Can uncover patterns of behavior, classroom dynamics or problems in daily routines

Second cycle: Elaboration of the plan

The Second cycle according to Sampieri (2020) consists in the elaboration of the plan, here the researcher has to look for every information available to understand the topic and start to design the plan according to the acquired information.

In this cycle, the elaboration of the plan was a process in which I began to research more about the resources in the educational field and how some of them are applied, in order to understand how students can become more active when a new topic is introduced. I focused the research on identifying what elements are necessary to wake their interest and prevent them from a lack of interest and sensation of boredom during the class. Reading about some other authors, as well reviewing their conclusions helped me to clarify my ideas and understand how I could adapt and modify them to align with the PDAs and the required content in the class to perform a final project for each period.

Third cycle: Implementing and evaluating the plan

The third cycle is the implementation and evaluation of the plan, it consists of multiple things to consider, starting with evaluating the effectiveness of the implementation of the plan, the effects, modifications that could be needed and the taking of decisions to generate new hypotheses according to Sampieri (2020). It is also required to reflect on the obtained results with the purpose of starting the redesign of the action plan to get a different point of view and implement more reflections.

According to Bhat (2018), surveys allow for the quick collection of information, it can be adapted depending on the needs of the study and encourage more honest answers since it presents anonymity.

A survey was conducted to collect data from the students regarding how effective they perceived the use of these resources in the class, and whether they felt it helpful for a better understanding and comprehension of the topic, if they get a clear

idea about the explanation I gave them and the instructions for the realization of certain activities during the class.

Fourth Cycle: Feedback

The Fourth Cycle is the last one, according to Smapieri (2020) it explains and informs the results and data obtained from the actions applied in the previous chapter and the plan is evaluated again with the newest adjustments; final conclusions and suggestions appear in this section of the document.

Once the previous cycles were implemented, the compiled information and results along with the observations I made in the classroom led me to draw my conclusions about how effective these resources were. I reflected on the advantages and disadvantages I found during the application of these resources, whether they actually worked for the students, whether they were well integrated into the class process, or if I missed any important aspects or key points during their application.

Evaluating these resources provided me a greater insight and I recovered some valuable data which I was able to analyze, allowing me to reflect and conclude on what worked well, what didn't, what still need improvement, what changes I could implement in the future to avoid repeating the same issues in the students' learning process and most importantly, how effective these resources were in helping students to have a better comprehension and understanding of the topic.

2.4 Literature review.

The purpose of this literature review is to establish the theoretical bases to indicate the current state of knowledge, highlight gaps or inconsistencies in existing research, and propose relevant concepts for future investigation.

2.4.1 Audiovisual Education

Barros and Barros (2015) expose that the Audiovisual education born in 1920, due to advances in cinematography, professors and educators started to use them as a support

for teaching more abstract and complex. During the II World War they used them to teach lots of people in short time periods, making this teaching method a source of instruction with big possibilities for the teaching education.

According to Moore (1996) the Audiovisual is a part of the didactic resources known as multisensory, leading the teaching into a direct experience using the perception pathways of the hearing and sight taking the audiovisual media to create images, words and sounds using printed support and electronic: photography, cinema, radio, tv, comics.

2.4.2 Classification of Didactic Resources

The teacher has an extensive variety of didactic resources to develop their activities such as the blackboard, workbooks and sometimes as an additional: the projector and a computer, just to lead the students and base activities that could fit well according to students needs working as a great tool for the knowledge.

A natural classification about resources according to Repetto (2003) is established in the following structure:

- Printed Material: Books, Dictionary, Magazines, Newspapers
- Audiovisual material: Blackboard, Presentations, Projector, Computer, Videos, Audios

There were some other types of resources such as special material and organizational but I only focused on what is considered as audiovisual material because this material was the one I used during my practice period at the school, since the institution had the spaces and resources needed to facilitate its application. Of course, the only things I had to bring myself were my laptop, a drive and a speaker with the necessary content to present it through the projector.

2.4.3 Audio-Visual Resources

James (1950) defines the Audio Visual Aids as any device which can be used to make the learning experience more concrete, more realistic and more dynamic. Main benefits of Audio Visual Aids:

- Helps students to understand the topic more easily.
- Increase interest in students
- Easy modification in the material presented
- Develop different language skills

Between the most important resources, the video is defined as the selection and sequence of messages in an audiovisual context, the documentaries. The exploitation of documentaries in teaching is not something new, since educators have been using these materials as a complementary tool for their lessons since many years ago (James, 1950).

A resource can be any object or action that can be used to facilitate student learning and professional development for teachers. Therefore, the teachers can adopt a broad perspective and say that educational resources "are the material, human, and organizational means that teachers can use to plan and develop teaching and learning activities" (Repetto, 1999)

Finally, most recent research mentions that Audio-visual resources are non-print instructional materials that command the attention of dual sense organs to promote effectiveness in teaching and learning process. They are the product of advanced technology, some of which usually require special equipment to operate, (Adebowale, and Adekanye, 2013).

Advantages and disadvantages about Audiovisual resources

Audiovisual resources according to Dike (1989) do not only increase the motivation of the teachers and learners; they add clarity to the topic taught and make learning more interesting. A visual instruction encourages the use of audiovisual resources to make abstract ideas more concrete to the learners. The teacher's role in the classroom is to make the learning procedure more interesting and entertaining to catch the students attention. This can be done effectively by employing the use of audiovisual resources in teaching and learning to impart knowledge to students.

Advantages

According to Anderson (2019) the audio-visual resources provided intrinsic motivation to students by peaking their curiosity and stimulating their interests in the subjects

- Helpful in capturing the attention of the students
- Provides near realistic experience
- Useful in education of masses
- Save energy and time for teacher and students
- Interest and motivates student to learn

Disadvantages

According to Berk (2009) the most common disadvantages by applying technology in teaching and learning

- Students may become distracted by multimedia elements
- Difficulties in the use of software or connectivity may present technical issues disrupting lessons
- Implementation of these resources could present an expensive cost in case the school doesn't have such resources to provide in the classroom.

The knowledge for the use of these resources and the proactivity of the students are essential to work on the competence of Learning to Learn through audiovisual resources. The activity was not just a response or reflection for Vygotsky (1989), "but it implied a component of transforming the environment with the help of instruments"

2.4.4 Presentations

According to Anderson (2019) In the digital age, a slide commonly refers to a single page developed using presentation programmes such as Microsoft Powerpoint, Apple Keynote and thanks to the software we can create presentations with many other softwares such as Prezi, Clearslide, Powtoon, SlideShare, Canva.

For my part, I decided to focus on using canva as the software for presentations, which I consider is one of the easiest and the most used currently. It offers multiple tools and templates created by other users. These presentations included vocabulary content that was necessary for students to learn and new words for their repertory, presentations were accompanied by images related to the vocabulary, text to explain certain points to the students, worksheets and activities in case some students didn't bring their sheets they just copied in their notebooks.

2.4.5 Audio

Audio materials help the students to have ideas about the correct pronunciation of the target language and improve their listening skill. Using videos in different classes as listening materials, learners can know about the non-linguistics features as well which is very important in learning a new language. Even the modern ELT teachers are trained in this way so that they can learn how to incorporate audio-visual aids in language teaching (Ozkan, 2002, p. 39). With different technology in language teaching, teachers can make learners get used to the native speakers' accent. Different audios, videos, podcasts etc. have made the task easier for the language teachers. Teachers can download a variety of listening materials from the internet according to the level they want to put in the students' listening skills.

While the videos contain the necessary audio for the practice, there were also activities where only audio recordings were played, and students had to listen carefully in order to complete the task. This also helped them understand pronunciation of certain words, which was vital for them, as they had been struggling with the pronunciation of some words since the beginning of the observation period.

2.4.6 Skills that works with audiovisual resources

The four main language skills are speaking, listening, reading, and writing. However, according to Baker (2001), a person may still be using language even when they are not actively using any of these four skills.

Xuvani (2015) mentioned that for the teaching of English to be successful, the four language skills (listening, speaking, reading, and writing) must be integrated in an

effective manner and teachers should aim to support students in meeting set standards and developing their communicative competence.

The four language skills of listening, speaking, reading, and writing are commonly referred to as "macro-skills", whereas skills like grammar, vocabulary, pronunciation, and spelling are known as "micro-skills" (Aydoğan & Akbarov, 2014).

They also mentioned that the four macro-skills are essential for effective communication, while the micro-skills help support the development of the macro-skills. Finally, it is mentioned that listening and speaking are closely linked and work together in real-life situations. Therefore, the integration of the two aims to promote effective oral communication. This integration will result in authentic and meaningful communication. Similarly, reading and writing are interconnected skills that are important for effective written communication (Xhuvani, 2015).

However, according to Mayer (2009) Multimodal input such as audiovisual materials can significantly enhance comprehension by providing visual cues that support language processing, that's why I decided to focus more on the receptive skills: Listening and Writing since the material and resources such as: worksheets, reading texts, videos, audios and presentations were more focused on the use of these skills.

2.4.6.1 Receptive skills

According to Harmer (2007, p. 265), the four language skills are divided into two categories: receptive skills (i.e., reading and listening) and productive skills (i.e., speaking and writing). The Receptive skills involve the extraction of meaning from language, while productive skills involve only the production of the language.

Al-Jawi (2010) explained that receptive skills refer to the ways that people understand and make meaning from what they read and hear. In general, there are similarities between how reading and listening are processed, but there are also significant differences between the two skills, which can affect how they are taught in the classroom. Al-Jawi added that extensive experience with receptive skills leads to improved productive skills.

2.4.6.2 Listening

Listening is a skill that could be perfectly worked with Audio-Visual resources, because students could work with media that students can improve and practice this skill. The media such as the use of audios can be used from the internet or can be created by the teacher with the use of tools like Narakeet. When I am talking about media it could be interviews taken from news programs, podcasts, dialogues from movies, examples of conversations or songs that have a relation with the main topic and students can easily use for the context of their daily life. I applied to the students some audios made by me with the use of the previous tool (Narakeet). This tool transforms the transcription or anything you write into an audio and there are a lot of voices from different genres and ages that can be used.

Subskills

Listening for gist

According to Field (2008, p.129), listening for gist involves grasping the overall meaning of a spoken text without focusing on details. Audiovisual resources, especially videos and podcasts, are perfect for this as students can watch or listen to entire segments to understand the general message.

Listening for specific info

This sub skill involves focusing attention on particular facts like names, dates, or numbers. Field (2008, p.131) describes this as selective listening. We can use audiovisual materials like news clips or instructional videos, students can practice extracting precise information while also benefiting from visual context clues.

2.4.6.3 Reading

Reading is a skill that according to Urquhart and William Grabe stated that Reading is the process of receiving interpreting information in language from via the medium of print. (Grabe, 2009). Audiovisual resources can play a supportive role in the development of these skills by combining texts with images or videos, enriching comprehension and engagement in the topic.

Subskills

Skimming

According to Grabe (2011), This involves quickly scanning a text to grasp the main idea, focusing on titles, headings, and keywords. Students can practice skimming on captions or written summaries accompanying audiovisual content to get a quick overview before watching or listening

Scanning

Reading rapidly to find specific details, like a name or date, can be practiced by locating information in video transcripts or subtitles, helping students combine reading with auditory input.

2.4.7 Evaluation of the four skills

The Common European Framework of Reference for Languages (CEFR) serves as a worldwide benchmark for assessing language proficiency. The CEFR employs a six-point scale, ranging from A1 for novice learners to C2 for individuals who have achieved fluency in a language. This framework facilitates the evaluation of various qualifications by educators and learners engaged in language instruction and assessment

2.4.8 A1 English level

A1 is known as the first level of the English language and according to the Common European Framework someone at the A1 level in English:

1. Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type.
2. Can introduce themselves and others and can ask and answer questions about personal details such as where they live, people they know, and things they have.
3. Can interact with other people in a simple way provided the other person talks slowly and clearly and is prepared to help.

I decided to focus on A1 level of the students since this level is the starting point to any person who is learning a new language regarding their age. Second grade students have not had contact with the English language previously in their elementary school or from a particular language school and have expressed on several occasions that it is difficult for them to comprehend certain words and use it to complete activities or communicate in a basic way as well as the results of several activities applied during the practices shown the lack of knowledge and experience of the students with second language which is why strategies are a good complement and sought to help students to develop a level appropriate from A1 and use it in real life context.

2.4.9 PPP Method

The Presentation, Practice, and Production (PPP) Method is an approach in teaching structures (e.g., grammar or vocabulary) in a foreign language (Harmer, 2015).

The three stages of PPP method must take place and transition smoothly from one to the next. In summary, the stages for applying the PPP approach are as follows (Bukhara 2023):

1. Presentation

This is the first step in the language acquisition process, so it typically has a big impact on the next steps, figuring out if those stages succeed or not. Presentation involves establishing conditions under which the new language is required to be used naturally and effectively. When students acknowledge and understand a "situation," they immediately build a conceptual grasp of the fundamental meaning of what they have just learned and why it is important and helpful to them. This approach allows students to practice while performing useful tasks and attain them spontaneously, preferably without help.

2. Practice

This stage is effectively designed and seems "attractive" to students and frequently enhances motivation. Students often need to move forward from the individual practice stage to pair work (chain pair work, closed pair work, open pair work) to accomplish an easy transition from presentation to practice. Language practice leads the way towards the production stages.

3. Production

In general, production involves creating situations that require the use of language during the presentation stage. The production is primarily based on the practice stage. One of the most important things to take into consideration is that the creative process is not supposed to "tell" the student what they should say.

I find this method useful because it helped me to develop the material I applied in every class and follow a sequence that guided students to apply all the knowledge they acquired and finally give a product such as the Infographic (Appendix F3), I decided to work with this method rather than PBL since the Project Based Learning requires a higher level on language according to Stoller (2006) where he stated that Project work is effective with learners who already have some degree of language proficiency, as it requires sustained communication, decision making, and self-direction.

2.5 Description of the proposal

During the interventions with the selected group, I planned to apply some of the audio-visual resources to evaluate how did it go with all of them, what kind of resources are more effective in certain situations and which ones can help the student in the learning process and involvement of the student in the class, it was important for me to use in different days some of the resources to keep the student more present and avoid a lack of interest that they might have during the class. I expect to change the applied material and adapt it to the students' needs as a future reference in my career as a teacher, that's why I needed to apply these resources in the practice period I had.

Mayer (2009) wrote an article named: "multimedia learning" he mentioned that learning improves significantly when words and images are used together, as the brain processes information through both visual and auditory channels. Besides, he recommends removing irrelevant material and maintaining the coherence to avoid overloading working memory. Mayer also has a contribution named: theory of multimedia learning where he talks about how the use of text, images, videos and audio can develop comprehension when certain principles are applied.

Of course some of this content was implemented in my practice period but sometimes it needed to be adapted or modified according to the PDAs and the topic previously discussed in the CTE but also it required to follow some of the principles that Mayer mentioned in his article and based on some of the students' needs.

2.6 Sequences applied

In the time I practiced in the School and based on the contents previously chosen according to CTE, the main problems that school students faced were:

- Lower grades and weak strengths in reading comprehension
- Violence involvement of students and consequences of joining a gang
- Lack of interest and actions in the preservation and care of the environment

I decided to work with general videos and visual contents such as images/pictures related to the topics to give students an idea about the work they will have to learn. We also work with reading, writing and listening activities. The objective of this sequence in the practice period was taking students to work with vocabulary and their language skills.

Practice Period

According to CTE and the PDA (Procesos del Desarrollo del Aprendizaje) of this period: The main product to work with was the science fair related to the solar system, each subject will have a determined planet to work with their groups, for the case of 2nd graders, they will work with planet Mercury.

First sequence

(Appendix B, Lesson Plan)

Objective: By the end of the class students will be able to identify new vocabulary related to solar system

At the beginning of the class, I presented a video (Appendix B1) for the students as part of the introduction topic: the solar system and work as Primary Sub-skill: Listening for Gist (understanding the main idea, overall theme, or general content of the video) and

the Secondary Sub-skill: Listening for Specific Information (identifying key vocabulary like planet names or significant entities like "the sun" or "the name of the galaxy").

Students were asked to improve listening for specific information for the first question by recognizing key terms:

T: What planets do you know?

SS: Mercury, Venus, Earth!

T: What can you tell me about the video, what did you find interesting?

SS: The name of the galaxy, the sun

After answering the questions, I asked the students about how much they understood about the video. Three students started answering about the information they remembered.

Vocabulary was provided to them with certain pictures presented thanks to the projector, Once students finished to writing, the activity they realized was a match activity about some definitions they previously saw and started to relate each one with their meaning (Appendix B2)

Finally I gave the students the last activity where they needed to choose a planet and started to complete the requested information and pictures they previously saw in the presentation of the topic. Once the students finished the activity they continued with the next activity (Appendix B3) that consisted in selecting their favorite planet and answering the questions related to the planet they chose.

The results of the correct answers that students obtained in the worksheet are the following:

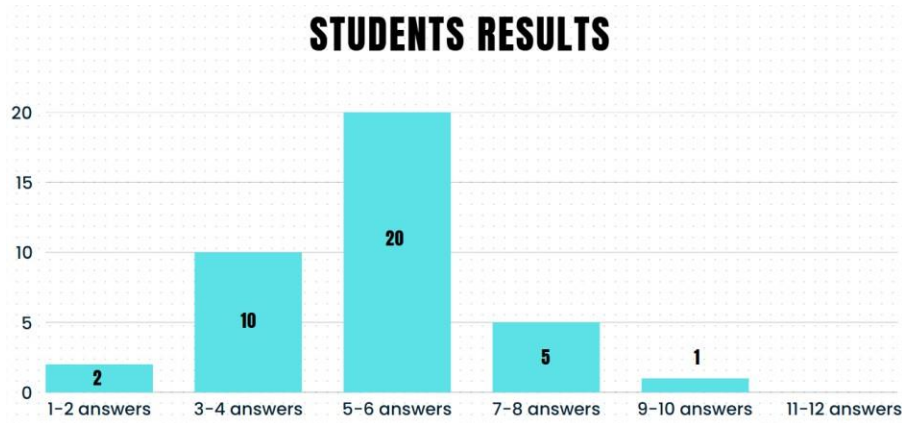


Figure (2) Results from students' activities of the class

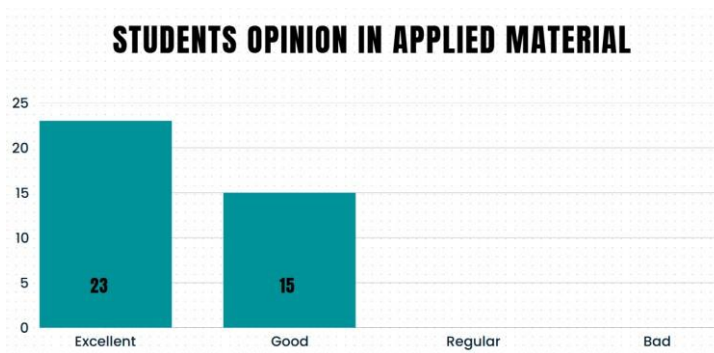


Figure (3) Results from students opinion in applied material

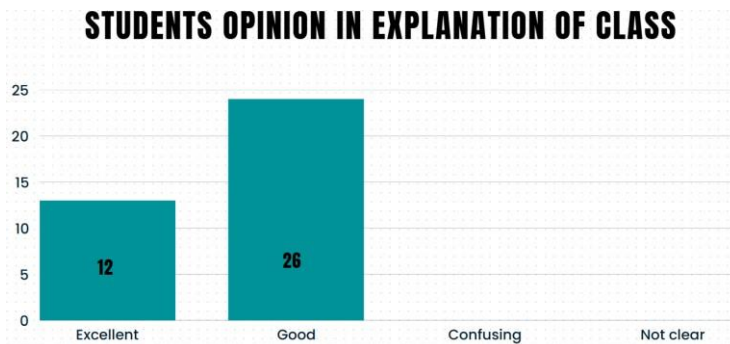


Figure (4) Results from students opinion in explanation of the class

I believe that the results obtained from the surveys (Figures 3 and 4) given to the students regarding the material and explanation were positive. However, based on the results from the number of correct answers that students obtained, it can be seen that half of the group remained in an average range of five to six correct answers, with a higher concentration at that point. Given that the maximum number of correct

answers was twelve, we can also note that only one student managed to reach between nine and ten correct answers. Therefore, the results were lower than expected. I could consider this as critical, but it is something understandable knowing the context of this group and their current level of knowledge in the subject.

I noticed that the students showed greater focus and interest during the video presentation of the solar system, there were no students making noises or trying to distract their classmates, all of them were paying attention. When I asked them about what they saw in the video, there were some students willing to participate. I feel that when we move to the productive part of the class, that's when classroom management declined and some students began chatting and distracting others. I believe this could have been a factor that affected their ability to concentrate, read the instructions carefully or respond to the activity properly.

The lesson of this sequence included a vocabulary-matching activity (Appendix B2) and a guided written task where students chose a planet, drew it, and filled simple sentences according to the planet information (Appendix B3). These activities were supported by an audiovisual resource that presented key vocabulary and basic facts about the planets in an engaging and visual way.

Some students became distracted or began chatting with classmates. I believe this may have been due to a lack of full comprehension of the task or insecurity in producing language on their own. This behavior often emerges when students are unsure how to use the vocabulary or structure their ideas, especially in a second language.

However, the audiovisual material helped scaffold the activity by providing clear, visual representations of the planets, their features, and the related vocabulary. It reinforced the use of descriptive adjectives and key facts, which students were later asked to recall and apply.

Although not all students remained fully on task, those who engaged with the video seemed to complete the worksheet. This suggests that the audiovisual tool was effective in making the input more accessible and helping students express basic ideas

in English According to Mayer's (2009), combining visual and verbal input helps learners process and retain information more effectively, especially in language learning contexts.

When I asked the head teacher if they previously had class with the use of audiovisual resources such as the projector, speaker or videos, she said that the projector is rarely used to teach a lesson. It has only been used for activities such as showing movies as part of a celebration for student's day or for fundraising events organizing movie days in the classroom.

Second sequence

(Appendix C, Lesson Plan)

Objective: By the end of the class students will be able to comprehend information about solar system

The class began with a text shared to the students about the solar system, the planets, moons and stars, all the class started to read and I asked to the students:

T: What is the text about it?

SS: Planets, Solar system

T: Take a look of the information, you will have to find detailed information to answer the following questions

Students started to search for detailed information to answer the questions, most of the students started to answer correctly the activity while few students weren't paying the correct attention to the indications and didn't want to work because they already got lost and started to distract their classmates supposedly for the indications of the activity.

In the same worksheet there was another activity with a fill in the blanks section with the missing words they will have to use in a chart, the answers were there already and some of them started to have doubts and ask about those words in the chart and their purpose.

Finally I asked the students to form pairs and write some questions I presented in the blackboard, once they finished to write the questions I asked to use them with their classmate and presented again the solar system, they pick a planet they wanted and started to ask the questions to the other classmate, once they finished the classmate that answered the questions will now make the same questions to the students who asked previously. The students took too many minutes to write the questions and started asking their classmates, this waste of minutes could be something that I can avoid if I added the questions to the worksheet I gave them.

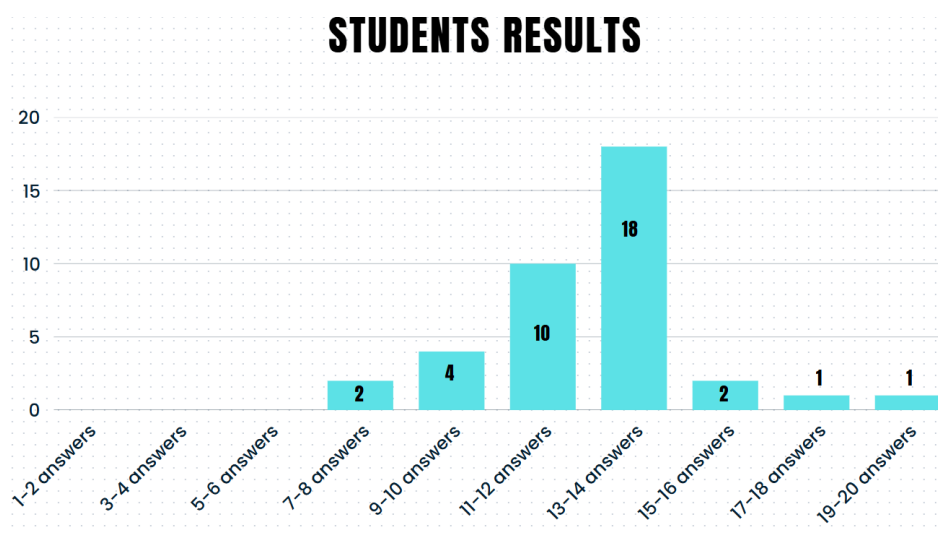


Figure (5) Results from students' activities of the class

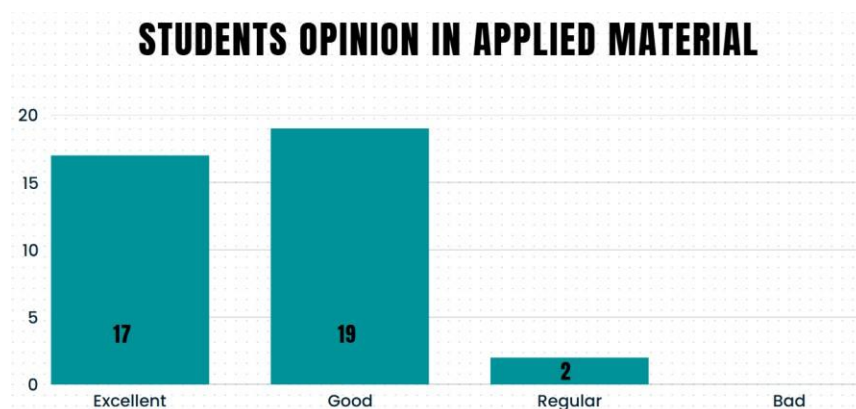


Figure (6) Results from students opinion in applied material

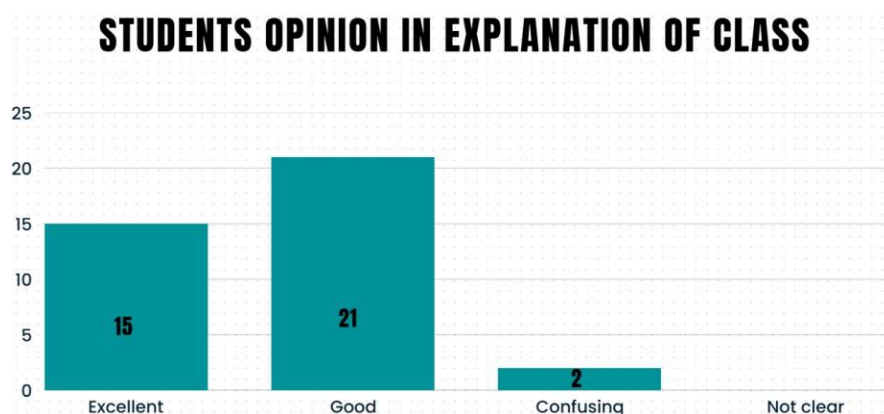


Figure (7) Results from students opinion in explanation of the class

During the implementation of this lesson, I tried to work with reading for specific information and scanning as the sub skills to improve in students, the first activity had a multiple-choice questions section where students would need to scan with help of the provided text and then read for specific information to select the correct answers and also realize the second activity of fill in the gap by scanning the clues and then read for specific information to determine which word best fits each blank based on the information presented in the text.

I noticed that giving long readings that contain a lot of information to the students can cause a lack of interest almost immediately and this was something I observed thanks to some students' reactions when they receive the sheet with the text, creating a sense of boredom for some of them.

Likewise, we can observe that the results obtained by the students in the worksheets they answered according to the explanation and resources applied in classroom (Figure 5) showed and increase in the average number of students with correct answers, they achieved better results if we compare it to the previous sequence, with more than half of the answers being correct and only six students had lower grades from eleven to twelve correct answers.

Regarding the results in Figures 6 and 7, I noticed that the average remained the same; however, there was a small number of students who perceived the material and the explanation as somewhat unclear and confusing. As I mentioned in the beginning, this is likely due to the presentation of a reading text that contained too much

information for them, if a text is too complex for students they can't effectively practice reading sub skills such as skimming or scanning. "One way of making a difficult text manageable is by adjusting the task rather than the text. If the learners only need to understand part of the text to do the task, they are more likely to succeed." (Nuttall, 2005, p. 132)

Third Sequence

(Appendix D, Lesson Plan)

Objective: By the end of the class students will be able to identify relevant information in short texts

Without any Introduction of the class I presented some pictures of the planets and started to ask the students:

T: Which of these planets is big?

SS: Jupiter, Saturn

T: Check it again

SS: It's Jupiter

T: Good, now someone tell me which planet is the smallest?

SS: Mercury and Pluto

T: Good but let's remember that Pluto is not actually considered as a planet

SS: It's mercury then

T: What you already said was a comparison between planets, specifically in sizes, but we are not enter in more details until next class, so keep this adjectives present

I started the presentation of the class by giving the students a short text with missing words (Appendix D1), I wanted that students worked with listening and reading sub skills, focusing in Listening for gist for understanding the general idea of the text where I asked the students to listen once without reading the text and asked

them about the main idea of the audio, they started to get confusing until I ask them to read the text and I gave them the indications of the activity, with the use of a Speaker I played an audio, this audio was a person reading the text I presented previously, I replayed the audio like two or three times, because there was a lot of noise outside the classroom and unfortunately the school is located near train tracks so at certain time of the day the train passes making noise, we lost around four minutes until the train finished his pass near the school.

Once students finished the activity I presented the full text with the correct answers and they started to compare it with the answers they wrote, here is where I applied reading for specific information as the other sub skills to improve, so I started by asking to the students about the audio and some of them told me that was complicated and some other that couldn't hear well because of their classmates that were making noises during the activity, they started to read the full text and answer the quiz based on the text they previously read, they already had 3 options to answer each question but not all the students were paying attention and started to answer randomly.

The final activity (Appendix D2) before end up the class was that students were going to create their own planet and give it a name and some characteristics by answering the questions that appeared in the worksheet, they spend more time drawing the planet than answering the questions, some of them answered quickly just to leave the classroom and move to their next class in the other building and this can be shown in the results from Figure 8.

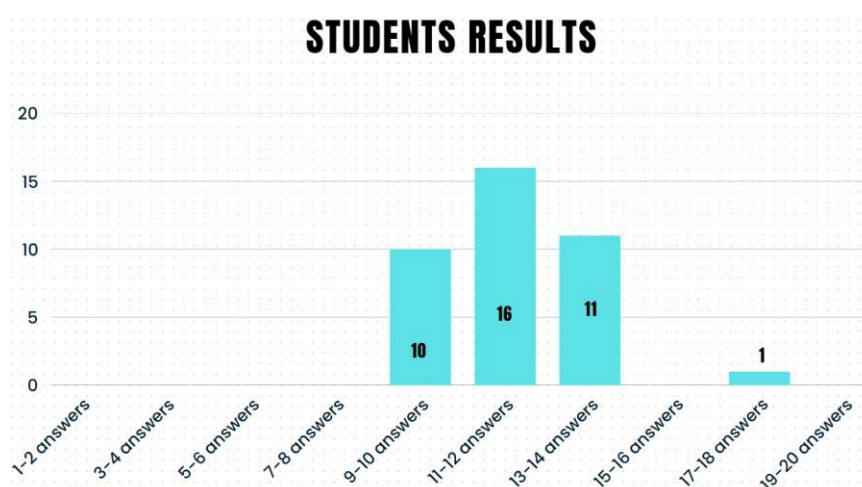


Figure (8) Results from students' activities of the class

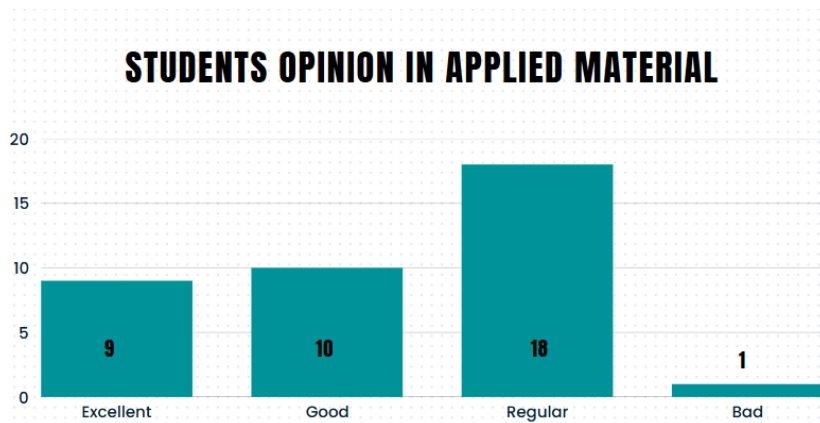


Figure (9) Results from students opinion in applied material

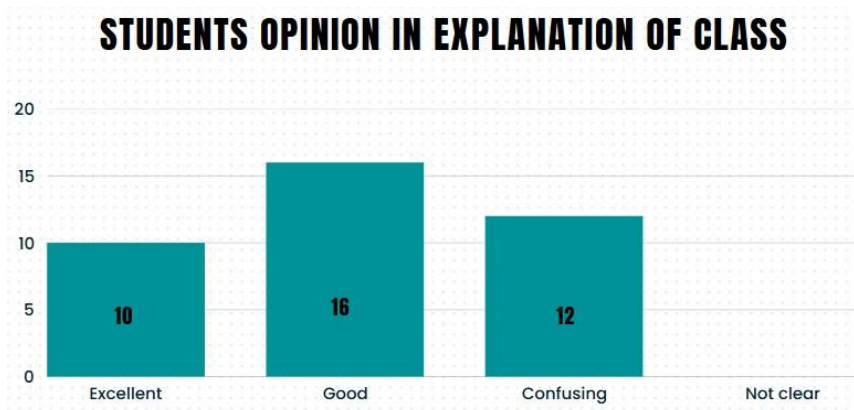


Figure (10) Results from students opinion in explanation of the class

In this sequence, unfortunately, no improvement was observed in the results obtained, as many internal and external factors arose that prevented the class from being carried out in the best possible way. Even though most students scored above half of the correct answers (Figure 8) it wasn't from the audio exercise, they faced difficulties during the listening activity, in which a speaker I brought was used to play an audio they had to listen to. The main issue was that the speaker's maximum volume couldn't reach the back of the classroom, making it difficult for the students sitting in that area to hear clearly. On top of that, the passing of the train at that time of the class and the loud noise that generated a pause in the class for a few minutes until the train had passed.

The results shown in Figures 9 and 10 reflect that both the use of materials and the class explanation were perceived as confusing and regular for students leading to higher numbers in those categories. The issue with the activity was that students were required to write down a lot of text that the narrator said in the audio, which caused students to leave the first part of the activity incomplete with blank spaces and some others that realized the activity didn't add all the missing words. I believe a better option would have been to provide them with the possible answers in a chart like the activity from the previous sequence (Appendix C1) so they could choose the correct ones based on what they heard in the audio. I think that would have been a better alternative, or at least reducing the number of blanks and including some words that were a bit easier to recognize during the listening activity.

Fourth sequence

(Appendix E, Lesson plan and material)

Objective: By the end of the class students will be able to describe and compare planets

T: Take a look at this chart, what do you see?

SS: Characteristics

T: Good, but take another look, do you know what is faster and bigger?

SS: No

T: What if I said Fast and Big? as we previously saw the last class we are making comparisons between planets, the characteristic of each planet could be the number of moons, size and distance as you can see in the example, now let me explain the topic of comparatives and superlatives

Once I gave the explanation to the students about comparatives and superlatives I applied the practice part with the use of a worksheet (Appendix E1) and I projected a picture of the solar system so they can use it as a reference in the size and distance, the activity in the worksheet consisted in choosing the correct form of the adjective, they only had two options to choose and the students need to improve the reading for

specific information sub skill where students' took a look to complete each sentence with the correct grammatical form based on the information provided.

Finally in the last section of the worksheet (Appendix E2) they started to have some difficulties so we had to go back to the explanation, the activity consisted in make use of comparatives and superlatives to create three sentences per each one, they even had some options in a circle filled with some adjectives next to the information chart of the planes, at the end of the class only more than the half of the students make the sentences correctly and the rest had problems because they wasn't paying enough attention, so they didn't finish on time and didn't produce all the sentences. Before students leave the classroom I gave them indications about next class and material they were going to use to produce an infographic, they started to make teams and they organize themselves to assign each one of them about what material they need to brought (bad idea), since there are thirty eight students I make five teams of 5 students and only two teams with four students. The students results are the following:

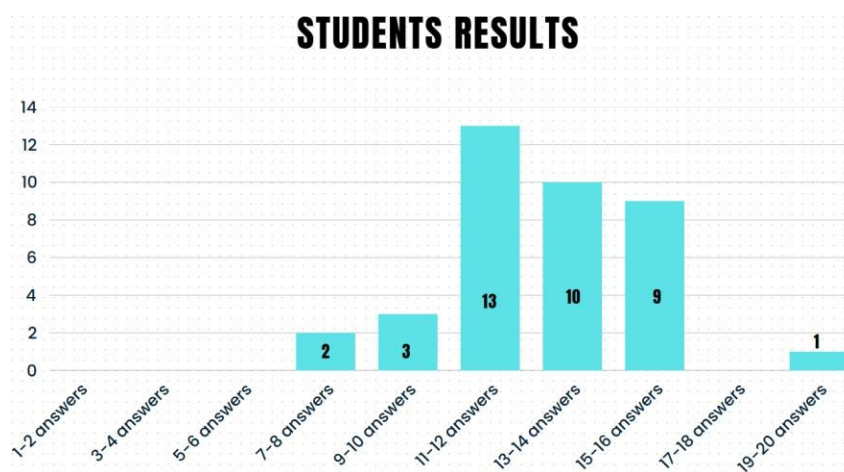


Figure (11) Results from students' activities of the class

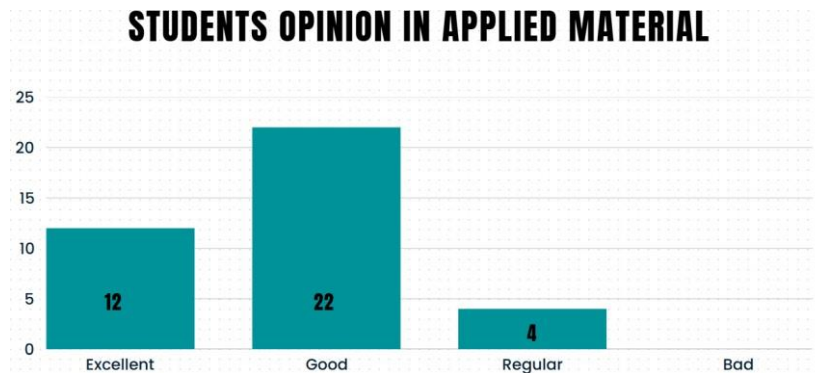


Figure (12) Results from students opinion in applied material

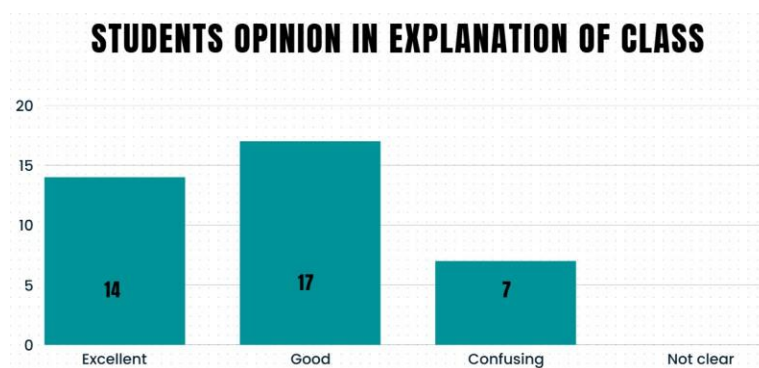


Figure (13) Results from students opinion in explanation of the class

For this sequence, I didn't observe any improvement in the results shown in the figure. However, despite the difficulty and the results obtained from the previous activity (Figure 8), it can be noted that the outcomes neither decreased nor increased, they remained within the same range. Regarding the survey results evaluated by the students, as shown in Figures 12 and 13, it is noticeable that their perception of the applied material changed from rating it as "regular" to seeing it as "good" and they improved the knowledge they acquired in the class presenting the results that appear in Figure 11. Although the number of students who considered the class explanation confusing did decrease, the change wasn't drastic because only a few students didn't experience difficulty with the class.

As for the activity itself, I feel it didn't go entirely well. Originally, this class was supposed to be divided into two sessions: one for comparatives and another for

superlatives. Having to cover both in a single session may have led to even more confusion between students due to the similarity of the topics. However, we were asked to move the lessons ahead as much as possible so that the students could begin working on their infographic project about the planet Mercury. This created another issue, as it would have been more effective to assign a different planet to each team and avoid the overload of everyone talking about Mercury. Unfortunately, this could not be changed due to the instructions given during the CTE meetings.

Fifth sequence: Elaboration of the infographic

(Appendix F, Lesson plan)

Objective: By the end of the class students will be able to interpret relevant information about planet Mercury and organize it into an infographic

For this class students brought more information about the planet mercury such as data, some of them brought the necessary material (information, pencils, scissors, pictures, markers, etc) Previously I gave them the opportunity to form the teams according to the number of members per team, one of the main problems were that there wasn't enough team members because some of them didn't assist to the class , in part this was the first problem because it took this class and the following to deliver the infographic because of the lack of material that students who supposedly were going to bring didn't assist, another problem was that the information they bring was already searched in Spanish, there wasn't other option than start translating with help of the dictionary, but this affected because they search word by word without making a good structure of the sentences of information, at the end some teams applied comparatives and the superlatives according to the example I presented to them (Appendix F2), but they only added one or two sentences using them and they just copied the examples I gave them and focused only in the design of the infographic and students were more overshadowed by addind lots of information they printed.

To evaluate their infographic I used a rubric (Appendix F1) to evaluate some aspects about the infographic such as the design and visual aspects, the information they added, if they used comparatives and superlatives to compare the planet with other

planets and participation of students in the team, the points were structured in the following format:

- Excellent 4 points
- Good 3 points
- Need Improvement 2 points
- Incomplete 1 point

The total of points that each team can get in case they covered all the aspects from the rubric are 16 points and also I invited the students to check which of their classmates in the team were participating and collaborating in the elaboration of the infographic, some students in the procedure approached to me and started explaining about some issues they had with their classmates. The infographic results per team are the following:

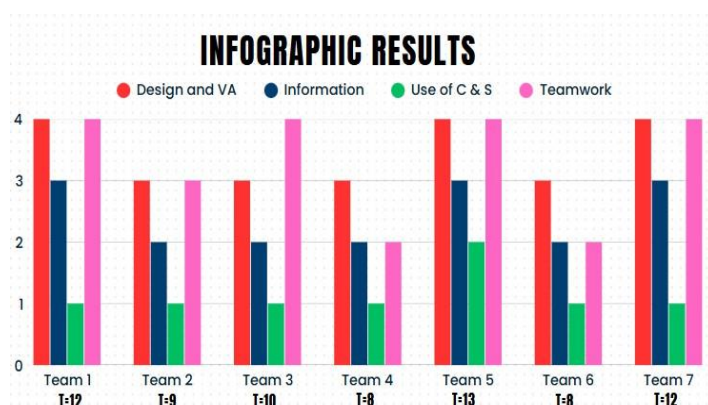


Figure (14) Teams Infographic results

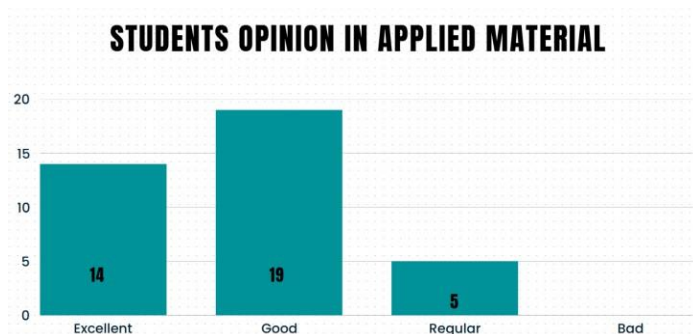


Figure (15) Results from students opinion in applied material

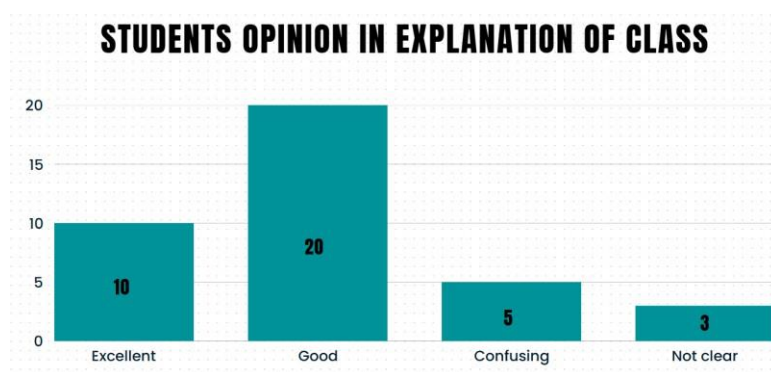


Figure (16) Results from students opinion in explanation of the class

This was the last session of the didactic sequence. In this sequence, I did encounter some problems in the classroom development. The first issue was the poor management among students when forming teams, as each student was assigned to bring specific materials. This caused some setbacks because several students who were responsible for bringing important items such as the information for the infographic didn't assist the class that day. Although the students already had an idea of what they were supposed to do for the infographic, they did not apply it effectively. Some teams focused more on the visual aspects than on the content, simply pasting the printed information they had brought.

In addition to this, I want to highlight that regarding the use of comparatives and superlatives, only a few teams included at least some sentences using them, which is reflected in Figure 14. As for the results shown in Figure 15, based on students' opinions about the material presented to them like the example of the infographic (Appendix F2), I don't believe the use of comparative and superlative sentences were clear to them. As I mentioned earlier, only a few students included such sentences, as can be seen in Appendix F3. The results shown in Figure 16 regarding the class explanation were mostly positive, as students worked more collaboratively and showed better organization as a team. Another issue that arose was the amount of time needed to complete the activity that took them two sessions due to delays caused by the teams that didn't bring the material on time.

Conclusion Practice Period

There's no a perfect class, only things to improve more in the future, in this practice period I had the opportunity to make observations about the students progress and also know how students work with classmates, how they get involved in team decisions and which ones felt lost in the indications, this practice period was the first I worked with students, I consider that more things could been teach instead of working only with one planet, because more information could be exposed to them and more vocabulary to work with, one of the first assumptions was that students had basic English vocabulary, of course they had basic vocabulary but the punctuation wasn't well written

Referring to Audio-visual resources I think that were good according to Mayer (2009) in the Cognitive Theory of Multimedia Learning, he suggests that learners understand and retain more information when it is presented through both visual and verbal channels. Based on results from the survey that students answered but I consider that some other things could been exposed or presented if we had enough time, the application of videos as part of presentation to introduce the topic were applied based on Malakul (2023) findings, he found that subtitles significantly improved students' understanding of video content, particularly for those students with lower language proficiency. The study supports the idea that combining visual and textual information can enhance learning outcomes. The intention of the video was to present the introductory topic. The students saw the video with English audio at the beginning, just to see only visual things such as the planets, then the video is played again with subtitles, where students now can read information and start to get an idea about the video.

About the advantages I found in this practice period, the comprehension was good from part of the students. Only few students present difficulties in the explanation sometimes but that's because they weren't paying attention because of some factors that distract the student. The use of videos and presentations saved more time in the execution of the activities, providing short and concrete material such as worksheets and images made the classes more easier and flexible.

In the case of the disadvantages I found about the application of such resources were that sometimes the time that it takes minutes to connect the devices and start the presentation of the topic it depended on the fastness of the equipment and tools that the school had, also sometimes the speakers weren't working in the proper way but it's related to the quality of some Audios and Videos. I recommend applying for some tests before the class begins so everything can be ready with anticipation to start the class without experiencing technical problems.

For the results they presented but many of the information was repeated, some classes were lost due to the time they used to elaborate their infographic, even some students didn't bring the material and affects the progress of their other classmates, at the end they expose the infographic in the science fair but as I already told, lots of information was repeated and the use of comparatives and superlatives wasn't applied at all.

CHAPTER III. EVALUATION AND REFLECTION OF THE PROCESS.

3.1 Proposal consistency.

Audiovisual resources are not something new in the educational field. The purpose of implementing and evaluating their effectiveness in the classroom depends on how well they are applied. It's worth mentioning that during my practice period at the school I made some mistakes when using these resources. One example of this was the way I explained the topic to the students on some occasions, there was a lot of confusion among them referring to what they were supposed to do.

I believe the resources and activities I implemented were appropriate for the students' level of English, although the only real issue emerged with the listening exercise I applied. I should have removed more words from the text and eliminated some of the words that were clearly mentioned in the audio, as the students got too caught up trying to understand what the narrator said. That was the main situation, and as a result of this listening activity, some students didn't even attempt to complete the activity and left some blanks in the text. I would have liked to modify that activity to make it more understandable and easy to be comprehended by the students. Another

limitation I encountered during the application of this activity was that the speaker volume was high but the sound didn't reach to the back of the classroom very well, having as a consequence that some students had to move closer in order to listen to the audio.

I noticed that the application of the videos about solar system and mercury caught the students' attention and they started to interpret and tried to comprehend the video with help of some words that appeared in the video and using their. However, it's important to consider that the audio should have had a more understandable voice, the narrator should not speak fast and use a more complex vocabulary because student may got lost too easily, it's is recommended to search the best video option with a simple vocabulary, the use of subtitles in this class was necessary: even though they were in English, the students were able to identify some familiar words from their vocabulary. The video was first shown entirely in English and students were asked about what they had understood to get some feedback on what they say from the video and how much they understand about it. Finally the video was played again but this time with English subtitles to help them understand even more.

3.2 Curriculum approach and proposal improvements.

According to the Secretaria de Educacion Publica, the analytical program of "Nueva escuela mexicana" is a set of knowledge, practices, skills, attitudes and fundamental values that contributes to form the students with an integral vision about

- 1) Know, care and value themselves
- 2) Learn about how to think and not in what to think
- 3) Promote the dialogue as a base of relate and coexist with other people
- 4) Acquire ethical and democratic values
- 5) Collaborate and integrate in a community to reach social transformation.

Promoting a new pedagogical approach where the students are not learning anymore theoretical contents out of their reality and they will not use the problems or projects to learn theoretical concepts predefined by the teachers.

After analyzing the PDA (Procesos de Desarrollo de Aprendizaje) suggested for formative group, I realized that the level of the students was not suitable to develop some activities requested were the formative group only wanted that English subject only realize the projects using translation to achieve the objectives, the adaptation of such activities to make them more proper to only translate, I adapted the problem and tried to go back to previous contents and relate it with the situation that students were facing as the main problematic pushing the student to apply their knowledge and adapting the material to make it more related to the daily life situations, generating another product to take into account their progress of the acquisition of their second language.

3.3 Developed competences through the process.

The competences that were established in the elaboration of this document were:

Generic: “Use information technologies and communication with critic purposes”.

I think this competence was achieved because it was the main purpose of the research and is more related to the evaluation of such resources, the use of information technologies and communication with critic purposes, how the appliance of this tools helped me in the teaching and learning process of the students, I consider that it was difficult from the beginning but thanks to the observations previously made, I found the strengths of the students and their basic needs to understand the language and how to push them to work individually and collaboratively.

Professional: “Use Information and Communication Technologies, Learning and Knowledge Technologies and empowering and participation Technologies as construction tools to flatter the meaning of the learning and teaching processes.”

With this competence I expected that students will feel more capable of increase their learning through the use of information and communication technologies, at the beginning it was difficult for me but thanks to the next practice periods I finally found the best way to teach students with tools to help them in their learning process, It really help students in their comprehension of certain information, I take students to produce something in the second language.

Disciplinary: “Elaborates own english subject projects with technology support to improve interaction with, since and for second language”

The elaboration of English projects with technological support such as the audiovisual resources to improve interaction with, since and for second language, the application of technology tools for each stage in the practice period helped students to get more visual ideas about what was expected for them to do, taking into account the difficulties that students had previously and based on their needs to have a better comprehension of the topic and indications.

3.4 Applied resources.

During the application of the resources such as Presentations, Videos, Audios to support the activities. I think that it is important to use visual material so students can feel more engaged in the class, they can comprehend some concepts and complex information previously explained.

Presentations and videos helped students as a support and complement of the topic they were learning, with the implementation of certain pictures, images and videos in the presentation they had more comprehension rather than giving only indications and work with the book, also the presentations of examples about what was expected for them to do like the infographic help students as a visual form to understand what it was expected for them to do in the class.

I used the worksheets to put in practice the students knowledge previously acquired in the presentation and explanation of the topic, to check if they really get engaged and were capable to understand the topic, I tried to use simple worksheets and

related to the topic so they can't easily get lost or present difficulties during the application of these worksheets.

I used one rubric just to evaluate the infographic that students made in teams to evaluate different aspects like the way that all teams worked collaboratively since it was the main project for them, the content they presented and the visual aspects.

The use of surveys appeared at the end of each class in the last part of some worksheets, it helped me to see how the students felt with the application of material such as the audiovisual resources and the explanation I gave them about the topic, if they consider that the material was good or bad or if they got confused about the class, indications, material, since students were the persons to evaluate such resources and helped me to realize and adapt some modifications for the next classes or if something was missing in the presentation.

3.5 Tracking of results and ongoing improvements.

Diagnostic exam

The Diagnostic exam was an essential part, it was the starting point, with the results and answers that students write in the exam I can check their vocabulary and if they find coherence in the instructions to follow before answering the diagnostic exam, with help of the head teacher and previous comments, they started to apply some modifications and strategies to help students in some difficult parts in the projects for the scholar year.

Advantages

- It helps to identify the level of knowledge and skills that students can have on the English level, helping me to implement new strategies based on the students' needs or to review a specific topic where students had more difficulties.
- The diagnostic exam helps to evaluate specific things such as vocabulary, grammar or skills, and can be adapted with familiarized or real-life situations to the students, so it can catch their attention and help them to recognize what is intended to do in the exercise

- The motivation can take a role in this situation, because you can motivate the student by checking their previous progress with the latest progress, and the student can realize his progress since the starting point and what points he need to reinforce more or improve his skills

Disadvantages

- I would consider applying in a certain period of time the diagnostic exams in the classroom, the diagnostic exam was applied via online, so students can make use of the internet to find the answers and results couldn't be more accurate. All this to avoid that the students' performance can be fake because they are not answering with their knowledge or skills.
- Sometimes it was difficult for the students because they can't understand some of the indications and they answer by the things he knows, some of the answers were incorrect or with no-sense at all.
- I monitored the classroom in the application of the diagnostic exams and the students sometimes started talking with their classmates or saying the answers like if they didn't learn something, all these problems were most common in the students that created a disorder in the class or lack of attention.

Video

The use of videos help me to catch the students attention from the beginning, I used some videos to explain certain topics and it helps me as a tool to questioning the students about what they already saw and vinculated with the main topic, also students share thoughts and ideas, creating a dynamic environment in the class, not always the student pay the correct attention, sometimes they just present a lack of interest, this can be due to the duration of the videos and they can easily get lost if it doesn't catch their interest, thanks to the solving-problem system of looking the most common problems in the learning of the student that the school elaborated in the CTE, videos were adjusted to face the problematic and give the students a real context, an example could be the "involvement of the students in certain gangs", with the use of videos I share to the students a different perspective about the risks and all the big problems that students can have if they get involved in such gangs, another example could be the topic of the

reforestation, I showed them a video about activities around the world that schools are implementing to help the environment and keep it green, recycling and developing new tools or strategies.

Advantages

- It helps to engage the interest of the students with the combination of audio and visual elements, of course the video needs to be related to the topic and can be analyzed so students can share their ideas or thoughts about the video
- The content of the videos can be well adapted to real life situations or scenarios where the student can easily familiarize and helps him to learn more information about the context of the video
- Selecting the best videos with the greatest content and simple explanations can be easily interpreted by the students, giving them clear explanations and ideas, this videos can also being paused or rewatched to still analyzing them and find more interesting things

Disadvantages

- The presentation of the videos with longer extension of minutes can affect the learning of the students, presenting multiple images or informations can take place of a infoxication were the students need to pay full attention to the video or they can easily get lost
- Videos can lack of interactive things, this can limit the learning of the student and only base on skills such as listening, that's why I recommend to apply activities such as a quiz, true/false activities where the student will make use of the previous knowledge acquired to answer
- Not all videos cover sometimes the content we need to teach the students or the topics are not updated and gave complex explanations, it is recommended to use it as a tool for some meanings, concepts, new vocabulary and not as the whole explanation of the topic

Presentation/Slides

With the implementation of the presentations I projected to the students the reception was good, the only difficulties I found were the electricity situation that sometimes wasn't working due to the weather or sometimes we were moved to other classrooms where sometimes the cables to connect the laptop to the project weren't working properly. I also have some difficulties with the size font and the color of the font because the students from the end of the column weren't able to watch them correctly, but I was changing the colors and size to be more readable to the students.

Advantages

- Students can retain important information such as main ideas or key words and related them with images previously presented, making the content more easier to understand and have the students more engaged to the presentation
- It allowed me to highlight concepts of vocabulary that students needed to learn to have a better comprehension in the next classes, so at the beginning of a project I provided vocabulary related to the topic so students can get more familiarized
- The interaction with the students can be entertaining by applying certain questions or discussions in teams to share ideas or thoughts encouraging their participation.

Disadvantages

- If you present a lot of text where students need to write the main ideas or information they can find it interest, time can be wasted in the writing of such ideas/information, that's why it is recommended to give them additional information in papers, so students can get information they can use as future reference and have them glued in their notebooks
- Use of certain images, colors and size of the text can't be attractive for some students and they can't lack of interest in the topic, this also applies for technical issues from the Projector that sometimes lack of good illumination and daylight

can affect the colors, also if there's a lot of information with a small font size can affect the view of the students from the latest columns.

- Presentations needs to be dynamic where the student pass from a passive audience into an interactive one, formulating questions to the students maintain them more engaged to the topic and alert

Audio

Material such as the implementation of Audios in certain activities was a bitter experience because I had to bring my own speaker (with a dying battery at anytime) and this was a chaos because the speaker has a great and excellent volume level but sometimes it turn off due to the battery problems, I bought a cheapest and new one only for the laptop and the problem was the volume level, so it needed an environment with no noises from anywhere and all the students keeping silence, fortunately students in the majority of the audios were able to hear words they already know because of their vocabulary and interpret what was the audio referring to.

Advantages

- I was able to access to certain activities in websites dedicated to English learning that provide multiple listening worksheets and the Audio to hear conversations to answer such worksheets, website provide activities based on certain topics
- In case there's no specific topics or contents I have access to certain tools in the internet to create audios with multiple voices from different ages or nationalities, of course I needed to being more specific and write dialogues with caution, as a result this Audios were good in the quality with a great pronunciation.
- For a better comprehension of the Audio the students sometimes written in their notebooks words they already know and tried to guess, I also provided after listening two or three times the audio the text description or dialogues so students can get a more clear idea and identify key words

Disadvantages

- Not all the content or specific topics are available on the internet, so the research for detailed and specific activities can be difficult, the implementation of the contents in the CTE requires a topic or thematic, for example the reforestation, solar system, gangs, etc.
- The speaker or audio player takes an important role for the listening of the audio because it need a good quality and volume level that all the classroom can be able to hear without any problem
- The environment also plays an important role, if there's a lack of control in the class or students get distracted, the environment will not help in the listening of the audio, creating confusion in the comprehension of certain words and an impact in their attention that sometimes takes the audio to being played again.

Worksheets

The worksheets applied in the scholar year were essential because in combination with the presentations or videos, the students get a more clear idea and related them to the topic that is been taught to them.

Advantages

- Applying these worksheets are helpful because I can lead the students to practice with certain skills such as vocabulary, reading comprehension and writing related to the topic
- The feedback provided to the students was immediately in conjunction with support, students also can compare their answers, that's a great point because in case something is wrong it can be clarified and provide more explanations to the students so they can get an easier comprehension of what they need to realize.
- Worksheets can apply different activities having a major variety such as fill-in-the-blanks, true-false, matching or multiple choice, creating a more dynamic class instead of work with the same activities.

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Disadvantages

- Being clear with the indications in the worksheet it's important, because students usually present difficulties in the comprehension of the activity and the indications, they started to answer in the incorrect form, presenting answers with no coherence or with nonsense, of course this also implies some other aspects, for example the lack of attention of the student
- Same case as the audio, not all the worksheets are based on specific contents or topics so it needs to be well adapted or design my own activities related to the topic, this can consume more time by finding or creating the activities.

Finally, after several weeks of work with the students in the practice period, students started to apply more of their previously acquired knowledge and it was not difficult for them once you provided to them examples about what is expected to do.

The most important details of the process were evaluated and compared to the results, activities were adapted and applied according to the students' needs. At the end students were able to produce the activities by using the L2 even if they can present some mistakes, but at least they tried and with the proper feedback and monitoring through the process, they made the corrections for each product and activities, it was a great advance with the group.

About the personal development as a teacher by working with such resources helped with the innovation of applying and adapting material according to the problematic previously chosen in the CTE, the use of new technologies enables to work with more tools and helps in the complex explanation of some topics that could be difficult to the students, the development was strengthened when working with these resources since it was a process that both students and teacher adapted with this new way of working.

3.6 Proposal evaluation.

During the practice period and the implementation of these resources, I have been able to observe that not all classes can be carried out under the best possible circumstances. There are many times when, even though the class dynamic is having results, there is

no guarantee that everything will go well. Many factors and especially the external ones can change the way a class unfolds and affect the students' learning process.

One notable situation that often interrupted the class for a few minutes was the arrival of the train, whose rails are located behind the school. This train typically generates loud noises that can be heard and cause a few minutes pause in the classroom causing problems in the progress- However, students get distracted very easily. Distraction is frequent between students, not only due to external noise, but also because of the students behavior. Sometimes when they get bored they start to bother their classmates, chatting with others and most commonly, asking for permission to go to the restroom and then “disappearing”. In the end the students can be found at the school store or talking with students from other groups. It was necessary to implement more control in the group and reduce the frequency of leaving the classroom but sometimes they just gave excuses like “no tuve tiempo para comer en receso” or “le juro que solo iré al baño, déjeme ir”.

The topics presented to them were simple, something they were already familiar with and they had basic knowledge of the topic. However, introducing this topic in a language they had no prior exposure to or had never interacted with before was something new for them. Additionally, some students never had any real contact with the English language in their educational journey, which made the generation of doubts, questions, mistakes and issues with pronunciation or spelling even more frequent.

Carrying out the infographic project was something that was intended to be structured from the beginning, the main problem emerged from CTE meetings, each educational field selected one planet, giving us Mercury for English subject, we could have an extensive variety of planets but sadly they assigned mercury for all 2nd grade groups for english subject. I gave a sequence to the classes before arrival to the production of this project, teaching the necessary before start. The main problem was that students got very confused with the topic of comparatives and superlatives. Since they had to handle both at the same time, it caused confusion. It would have been a better idea to cover each topic in a separate class. However, due to activities scheduled at the school during those dates, the lesson plans had to be modified. Once the topic

was explained to the students and we reached the practical part, there wasn't much complication. The real difficulty came in the production stage, where students struggled to form sentences. It was necessary to explain everything again, but by that point, time was limited. Those who understood the topic completed the task in time, but others rushed through it or left some parts of the activity incomplete.

This became even more evident during the creation of the infographic. When they were asked to gather information, the purpose was for them to write sentences using comparatives and superlatives. However, some groups ignored this instruction, and others simply passed the information they brought printed. Very few teams actually did what was asked (Appendix F2) and tried to add creativity using the few materials they had. This was another issue: when they organized their teams, they assigned materials themselves, but when class time came, many had not brought the materials. They wasted time trying to find materials and print pictures and information, the completion of this activity took two sessions.

Lastly, the section in the rubric that was implemented to evaluate the infographic (Appendix F1) included a teamwork and participation section. In this regard, some team members approached me to report that certain classmates weren't contributing or working and were simply observing their classmates without helping, also they started to get their students from other teams distracted and bothering or playing around the classrooms. This is where the classroom management had to be applied and students who weren't participating were sanctioned with sub principal.

3.7 Proposal redesign.

Redesigning the teaching proposal is important in daily practice because it ensures that both tools and strategies are applied as effectively as possible. It's essential to continue observing students' behavior in class when using any tool, how they carry it out, how they express themselves and how they interact with their classmates. This is valuable data for continuing to adapt and modify the approach to help students in having a better comprehension of the topic. Getting closer to students and asking them questions about the material or explanation help us develop a more critical perspective and understand their needs, so they can participate more actively in the activities.

Proper time management and administration are also important, because if this is not applied well, a single stage such as the practice phase can take longer than expected. This could result in the rest of the planned activities either not being applied at all or being rushed, which in turn can lead to issues like incomplete work.

After working with the group for a year, I was able to have a better observation on how they understand the topic, and how complex and frustrating it can be for them when they don't understand a new word or its pronunciation. A more effective way to help them comprehend is by taking that word into practice, using it in activities, adding examples and presenting it to the students and applying it in worksheets. This can help students to maximize their learning and keeps moving it into the productive stage.

As for the visual material used in presentations, I highly recommend using more colors instead of typical black and white. Of course, this can sometimes be an issue due to the lack of management and calibration of the projector in the classroom, but it's something to consider for the future. I also suggest using larger font sizes, a more simple text and avoid using large paragraphs. When there's too much content to present, it can be frustrating to the students because they have to read something they don't fully understand, and seeing too many words can lead them to stress and getting lost while trying to follow the activity.

CHAPTER IV. CONCLUSIONS

This document included all the processes I carried out in order to evaluate the effectiveness of the Audio-visual resources regarding all the processes that involved relevant points applied during the practices and show the tools that were used for each lesson in different periods of practice with second graders (the group of study chosen) group E in the 2023-2024 school year, because the students did not feel engaged to the class since they had no interest because they saw the acquisition of a language very difficult.

With the implementation of certain tools such as the Audio-visual resources it was discovered that the group works very well in the individual and collaborative form as long as the assigned groups remain small (pairs or groups of three). It was also discovered that students felt more engaged in the class and attended the indications and

had a better attitude during the practice period, even some students that never participated started to participate in many different activities such as collaborative and individual form.

During the preparation of this document I became aware of many things to do with the English language teaching. First, the challenge of searching and designing material according to the students needs and related to the problematic situations that students face in their environment (according to the CTE meetings). Secondly, the implementation of audiovisual resources was carried out to analyze and test their effectiveness in the development of the class and knowledge of students. This was evaluated anonymously by the students, who rated both the materials used and the explanation of the lesson.

During the process, the receptive skills (Listening and Reading) were involved, at the beginning of each class the students learned new vocabulary related to the topic that was taught and they were carried out to work with them thanks to the PPP method, were these activities that were implemented in the development of the class put in practice the knowledge that students previously acquired making use of questions based on reading comprehension, listening activities, fill in the gap or match sentences.

The obtained results from all the classes in the practice period helped me to know what went wrong and what went well in the class. These results showed both how much knowledge the students acquired and how the use of audiovisual resources supported the development of the class and the completion of worksheet activities.

This does not mean that students fully acquired a high level of knowledge or were always able to apply it successfully in the activities. Of course, they faced difficulties throughout the practice period ranging from basic sentence structure and grammar mistakes to challenges in understanding what they were reading or listening to. Although the results of the activities did not show full comprehension, there was clear, continuous progress, indicating that they were indeed improving in their learning.

With those results in mind, I decided to apply new materials, avoiding the use of words that might be too difficult for them in the activity instructions or texts. I also

made sure to provide more examples so they could have a better comprehension about some words from vocabulary and their meaning, making it easy to understand the texts and indications from the activities they were reading before answering.

Their performance was rising, not making them more capable of writing texts and speaking, but they started to feel more engaged, to understand more concepts and words, of course the presented topics were something new for them but didn't limit the students' motivation to feel more familiar and capable to share their expressions and ideas about the topic.

I consider that the Audio-visual resources are more related to our daily life, currently the students make use of the technology to communicate with other people, all the media, pictures, videos, information is available for them, they socialize everyday and exchange information, when I was in the elementary school having a computer on a school was something new, but in that time, the tools more used was PowerPoint and Paint.

Students now have unlimited access to lots of information and they previously faced a pandemic situation where education was adapted for long distance, where some new tools arrived.

This is where teachers may see a disadvantage in this technology, as it can be harmful to students due to the fake information they may find on the web. However, there are also some teachers who see potential in using these tools to teach and, in a way, to make classes more dynamic and engaging.

Based on the experience gained during this practice period and the creation of this document, I have come to realize several things. The main one is that this new form of teaching was a challenge because students and teachers faced the implementation of the NEM, something we had no previous knowledge of. We had to work and adapt it in a way that allowed students to acquire knowledge in a real context and relate it to their daily lives.

The use of Audio-Visual resources was well received by the students, making them more interested and entertained. However, there were other external factors that

interfered with the class on more than one occasion such as interruptions, unclear audio due to noise both inside and outside the classroom, some issues with the projector during the presentation and the scheduling of extracurricular activities during class time. These interruptions left some sessions unfinished in the practice period and negatively affected the evaluation of these resources and elaboration of this document.

I believe this is only the beginning of a long journey in my teaching career. I still have many things to improve and new experiences to gain. I would like to continue using these resources in order to keep refining and adapting them to the students' needs so they can learn in a more effective way. Not to mention that the arrival of new technologies is imminent and I hope that will innovate education experience to the point where we may soon take another step forward with all the new possibilities that technology has to offer us in education.

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Appendix

Appendix (A) Diagnostic Exam

CHOOSE FIVE PIECES OF DRESS THAT YOU WOULD USE TO TRAVEL *

- ☐ TOOTH BRUSH, CREAM, SHAMPOO, LUGGAGE, RAZOR, SUNGLASSES
- ☐ PASSPORT, TICKET, MONEY, PHONE, MAP, CREDIT CARD, CAMERA
- ☐ FLIP FLOP, CARGO, SWIMSUIT, SNEAKERS, T-SHIRT, CAP, SHORT, SWEATSHIRT

WHAT DOCUMENT WILL YOU NEED TO TRAVEL TO ANOTHER COUNTRY? *

- ☐ ID
- ☐ DRIVING LICENSE
- ☐ PASSPORT

CHOOSE FIVE TOILETRIES *

- ☐ PASSPORT, TICKET, MONEY, PHONE, MAP, CREDIT CARD, CAMERA
- ☐ TOOTH BRUSH, CREAM, SHAMPOO, LUGGAGE, RAZOR, SUNGLASSES
- ☐ FLIP FLOP, CARGO, SWIMSUIT, SNEAKERS, T-SHIRT, CAP, SHORT, SWEATSHIRT

WHICH ARTICLE IS CORRECT? CRISTIANO WILL WEAR ____ PAIR OF NIKE SNEAKERS. *

- ☐ AN
- ☐ A

CORRECTLY MATCH THE FRUITS WITH THEIR NAMES.

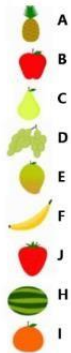
THESE ARE THE ANIMALS THAT LIVE ON SAM'S FARM.

- ☐ HORSE, SHEEP, SKUNK, WHALE, SHRIMP, BIRD, ROOSTER, CAT AND DOG
- ☐ HORSE, COW, RABBIT, CHICKEN, HEN, PIG, SHEEP AND DOG.

WRITE... WHICH FRUIT DO YOU LIKE? EXAMPLE: I LIKE MANGO.

Texto de respuesta corta

1	apple
2	banana
3	strawberry
4	pineapple
5	watermelon
6	pear
7	mango
8	grapes
9	orange



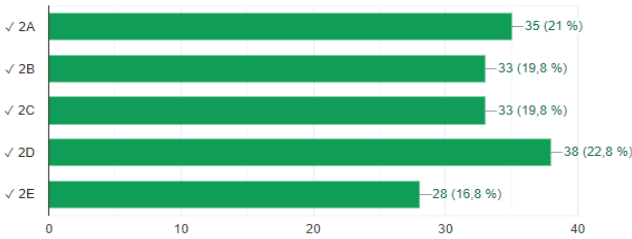
Appendix (A1) Students Results

30/08/2023 15:31:39	10 / 18
30/08/2023 16:26:02	13 / 18
30/08/2023 16:29:23	6 / 18
30/08/2023 16:29:54	8 / 18
30/08/2023 16:30:15	8 / 18
30/08/2023 16:30:47	10 / 18
30/08/2023 16:34:10	12 / 18
30/08/2023 16:36:31	8 / 18
30/08/2023 16:36:57	13 / 18
30/08/2023 16:37:27	12 / 18
30/08/2023 16:37:53	10 / 18
30/08/2023 16:39:06	11 / 18
30/08/2023 16:39:59	8 / 18
30/08/2023 16:40:00	10 / 18
30/08/2023 16:42:52	8 / 18
30/08/2023 16:43:07	9 / 18
30/08/2023 16:45:55	14 / 18
30/08/2023 16:49:04	9 / 18
30/08/2023 16:51:15	12 / 18
30/08/2023 16:51:58	10 / 18
30/08/2023 16:55:25	11 / 18
30/08/2023 17:07:06	9 / 18

SEGUNDO GRADO GRUPO:

Copiar

0 de 167 respuestas correctas



Appendix B Lesson Plan and material 1st Sequence

AIM OF THE CLASS:	By the end of the class students will be able to identify new vocabulary related to solar system	
Class 1	Presentation : The teacher will present to SS a short video about solar system only to clarify what they already learn on previous classes and then a picture of the solar system will be presented to SS The teacher will provide new vocabulary for SS from the canva presentation Practice : SS will answer a match activity (A1) related to the topic Production: The teacher will provide to SS a worksheet (A1.1) with incomplete phrases to elaborate a small presentation where SS are going to talk about their favorite planet from solar system Phrases that SS will complete are the following: - My favorite planet is _____ - It is big/small - It is hot/cold - It is number ____ from sun - The color of the planet is _____	PROJECTOR BLACKBOARD NOTEBOOK CANVA PP VIDEO ACTIVITY 1 ACTIVITY 1.1

Appendix (B1) Video about the solar system



Appendix B2, Worksheet

Name: _____ Grade: _____ Group: _____

Match the words with the definitions.

- | | |
|-----------------|---|
| a solar system | a natural object which travels around a planet |
| a planet | to travel around a star or a planet |
| a moon | a star and the natural objects that move around it |
| an asteroid | a journey into space, to do a special job |
| a comet | a big piece of rock that travels around a star |
| to orbit | not a solid or a liquid |
| gas | a small frozen ball which sometimes has a bright tail |
| a space mission | a very big round object that travels around a star |

Choose a planet, draw it and complete the following information:

My favorite planet is _____

It is big/small: _____

It is hot/cold: _____

It is number ____ from sun

The color of the planet is _____



RATE THE MATERIAL I USED				RATE MY EXPLANATION			
★★★★★	★★★★	★★★	★	★★★★★	★★★★	★★★	★
EXCELLENT	GOOD	REGULAR	BAD	EXCELLENT	GOOD	CONFUSING	NOT CLEAR
☐	☐	☐	☐	☐	☐	☐	☐

Appendix B3, Students' work

Name: Raul Grade: 2 Group: E

Match the words with the definitions.

a solar system	a natural object which travels around a planet
a planet	to travel around a star or a planet
a moon	a star and the natural objects that move around it
an asteroid	a journey into space, to do a special job
a comet	a big piece of rock that travels around a star
to orbit	not a solid or a liquid
gas	a small frozen ball which sometimes has a bright tail
a space mission	a very big round object that travels around a star

Choose a planet, draw it and complete the following information:

My favorite planet is earth

It is big/small: small

It is hot/cold: hot

It is number 3 from sun

The color of the planet is blue



RATE THE MATERIAL I USED				RATE MY EXPLANATION			
★★★★★	★★★★	★★★	★	★★★★★	★★★★	★★★	★
EXCELLENT	GOOD	REGULAR	BAD	EXCELLENT	GOOD	CONFUSING	NOT CLEAR
☒	☐	☐	☐	☒	☐	☐	☐

Appendix C, Lesson Plan

AIM OF THE CLASS:	By the end of the class students will be able to comprehend information and answer certain questions	
Class 2	Presentation: The teacher with use of the canva presentation will provide a text (A2) for students to read it to complement their information and will be reviewed by the class Practice : The teacher will provide to SS a quizz (A2.1) based on the text SS will answer then a complete sentences activity (A2.2) based on space information Production: SS are going to form pairs, one will ask questions and the other student will answer, once they finish with questions are going to change, they will receive 5 questions 1. What is the ____? 2. How many planets are in the solar system? 3. Is the planet ____ big or small? 4. Is planet ____ hot or cold? 5. The planet ____ has rings?	PROJECTOR BLACKBOARD NOTEBOOK CANVA PP APPENDIX ACTIVITY 2 ACTIVITY 2.1 ACTIVITY 2.2

Appendix C1, Worksheet

Name: _____ Grade: _____ Group: _____

1. Choose the answer!

Read the question. Circle the correct answer.

- How many years ago was the solar system formed? 4.5 million / 4.5 billion / 45 billion
- What are Mercury, Venus, Earth and Mars? terrestrial planets / gas giants / moons
- Which planet's the smallest? Venus / Mercury / Earth
- Which planet's the hottest? Mars / Saturn / Venus
- How many moons are there in the solar system? at least 50 / at least 100 / at least 150
- Which planets have no moons? Mercury and Venus / Saturn and Uranus / Mars and Neptune
- Who was the first human to travel in space? Yuri Gagarin / Neil Armstrong / Buzz Aldrin
- In what year did Neil Armstrong and Buzz Aldrin land on the moon? 1961 / 1969 / 1989

2. Fill it in!

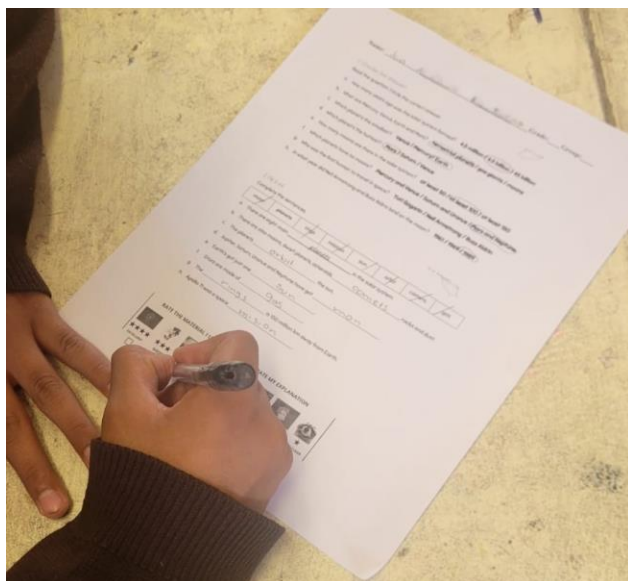
Complete the sentences.

moon	planets	rings	mission	sun	orbit	comets	gas
------	---------	-------	---------	-----	-------	--------	-----

- There are eight main planets in the solar system.
- There are also moons, dwarf planets, asteroids, _____, rocks and dust.
- The planets _____ the sun.
- Jupiter, Saturn, Uranus and Neptune have got _____.
- Earth's got just one _____.
- Stars are made of _____.
- The _____ is 150 million km away from Earth.
- Apollo 11 was a space _____.

RATE THE MATERIAL I USED				RATE MY EXPLANATION			
							
★★★★	★★★	★★	★	★★★★	★★★	★★	★
EXCELLENT	GOOD	REGULAR	BAD	EXCELLENT	GOOD	CONFUSING	NOT CLEAR
☐	☐	☐	☐	☐	☐	☐	☐

Appendix C2, Students work



Appendix D Lesson Plan

AIM OF THE CLASS:	By the end of the class students will be able to identify relevant information in short texts	
Class 3	Presentation: The teacher will present to SS a text (A3.1) with missing words and ask the SS to guess the context based on words they recognize The teacher will play an audio that talks about information that SS will need to hear to complete the text with the missing words Practice: SS with help of the audio and text are going to answer a quiz (A3.2) based on the text, questions are going to be the next ones: Notes: Multiple choice answers appear in appendix 1. What is the author's opinion about our planet? 2. What are the colors of planet Earth? 3. How many planets are there in our solar system now? 4. What did the author learn about Pluto at school? 5. What is Mercury like? Production: SS are going to create their own planet, they are going to draw it and give it a name, SS are going to answer following questions to give characteristics about their planet: 1. What color is it? 2. Is it big or small? 3. Is it hot or cold? 4. Does it have life? Rivers, mountains, rings, moons? 5. What is the sky and weather on your planet?	PROJECTOR NOTEBOOK CANVA PP VIDEO AUDIO ACTIVITY 3.1 ACTIVITY 3.2

Appendix D1, worksheet

Name: _____ Grade: _____ Group: _____

1. Listen to the Audio and complete the missing words

How _____ get there? How is it only our planet has life?
Will we ever travel to other planets? These are _____
about. I think our planet is the best. It looks so beautiful from space
_____ blue and green. The other planets
_____ me. Mercury is just a red, hot ball, pretty much the
same as Mars. Saturn looks like a real planet. _____
extra-special look. The other planets don't look that interesting. I don't really
know much about Venus, Neptune, Uranus and Jupiter. When I was at school,
_____ was a planet. But now it isn't. Scientists have
decided there are _____ in our solar system and not nine.
I wonder why _____.

2. Read the text again and answer the following questions

1. What is the author's opinion about our planet?

- a) It is not interesting.
- b) It is the best.
- c) It is not important.

2. What are the colors of planet Earth?

- a) Red and yellow
- b) Blue and green
- c) Orange and brown

3. How many planets are there in our solar system now?

- a) Nine
- b) Seven
- c) Eight

4. What did the author learn about Pluto at school?

- a) It was the biggest planet.
- b) It was not a planet.
- c) It was a planet.

5. What is Mercury like?

- a) It is a red, hot ball.
- b) It has big rings.
- c) It is blue and green.

3. Create your own planet and complete the information with your characteristics

Name of your planet: _____

-Is it hot or cold?

-Does it have rivers, mountains, rings, moons?

-What is the sky?

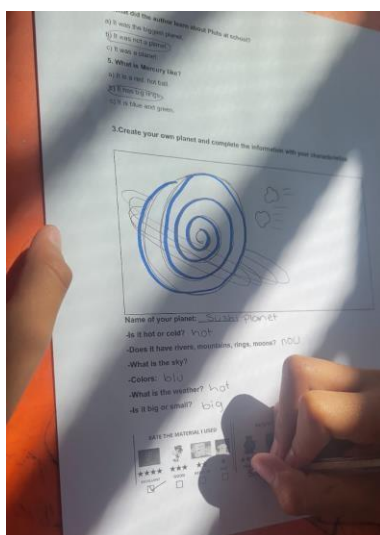
-Colors:

-What is the weather?

-Is it big or small?

RATE THE MATERIAL I USED				RATE MY EXPLANATION			
★★★★	★★★	★★	★	★★★★	★★★	★★	★
EXCELLENT	GOOD	REGULAR	BAD	EXCELLENT	GOOD	CONFUSING	NOT CLEAR
☐	☐	☐	☐	☐	☐	☐	☐

Appendix D2, Students work



Appendix E Lesson Plan

AIM OF THE CLASS:	By the end of the class students will be able to describe and compare planets	
Class 4	Presentation: The teacher will present to the students the topic of comparatives and superlatives with help of the Canva PP Practice: SS are going to answer a worksheet (A4) about comparatives and superlatives related to planets information Product: SS in the same worksheet are going to create 6 sentences using comparatives and superlatives (3 sentences for each) The teacher will use the final minutes of the class to explain the project that SS must elaborate for next class, SS are going to elaborate an infographic about planet mercury, teacher will show them an example in the presentation, SS must bring material such as: pictures, pencils, information to work collaboratively	PROJECTOR BLACKBOARD NOTEBOOK CANVA PP ACTIVITY 4

Appendix E1, Worksheet

Name: _____ Grade: _____ Group: _____

SOLAR SYSTEM COMPARATIVE SUPERLATIVE

Read the sentences choose the correct form of the adjective.

1. Mercury is **closer than** / **the closest** planet to the Sun.
2. The Earth is **larger than** / **the largest** Mars.
3. Uranus is **colder than** / **the coldest** planet in the Solar System.
4. Neptune is **farther than** / **the farthest** planet from the Sun.
5. Venus is **hotter than** / **the hottest** the planet Uranus.
6. The Moon is **smaller than** / **the smallest** Earth.
7. Is Venus **more beautiful than** / **the most beautiful** Mercury?
8. Saturn is **farther than** / **the farthest** Mars to the Sun.
9. Mercury is **smaller than** / **the smallest** planet in the Solar System.
10. I think Jupiter is **more interesting than** / **the most interesting** planet in the Solar System.
11. Neptune has **longer than** / **the longest** orbit in the Solar System.
12. Saturn has **more** / **the most** moons than the Earth.
13. Venus is **brighter than** / **the brightest** planet.
14. Jupiter is **heavier than** / **the heaviest** planet in the Solar System.

Planet	Diameter	Distance from sun (x10 ⁶ km)	Surface Temperature (°C)
Sun	1,392,000	—	5800
Mercury	4880	58	260
Venus	12,100	108	480
Earth	12,750	150	15
Mars	6,800	228	-60
Jupiter	143,000	778	-150
Saturn	121,000	1427	-170
Uranus	52,800	2869	-200
Neptune	49,500	4408	-210

small, large, hot,
cold, warm,
big, near, close, far

Comparatives

- 1.
- 2.
- 3.

Superlatives

- 1.
- 2.
- 3.

RATE THE MATERIAL I USED






★★★★

★★★

★★

★

EXCELLENT

GOOD

REGULAR

BAD

RATE MY EXPLANATION






★★★★

★★★

★★

★

EXCELLENT

GOOD

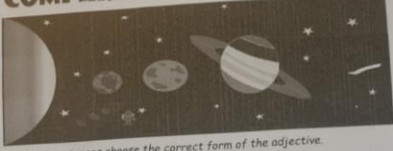
CONFUSING

NOT CLEAR

Appendix E2, Students work

Name: Gustavo Grade: Group:

SOLAR SYSTEM COMPARATIVE SUPERLATIVE



Read the sentences choose the correct form of the adjective.

- Mercury is closer than / the closest planet to the Sun.
- The Earth is larger than / the largest Mars.
- Uranus is colder than / the coldest planet in the Solar System.
- Neptune is farther than / the farthest planet from the Sun.
- Venus is hotter than / the hottest the planet Uranus.
- The Moon is smaller than / the smallest Earth.
- Is Venus more beautiful than / the most beautiful Mercury?
- Saturn is farther than / the farthest Mars to the Sun.
- Mercury is smaller than / the smallest planet in the Solar System.
- I think Jupiter is more interesting than / the most interesting planet in the Solar System.
- Neptune has longer than / the longest orbit in the Solar System.
- Saturn has more / the most moons than the Earth.
- Venus is brighter than / the brightest planet.
- Jupiter is heavier than / the heaviest planet in the Solar System.

2. Look at the planets information in the next chart and create 3 comparative sentences and 3 superlative sentences, use the adjectives from the circle

Planet	Diameter (km)	Distance from Sun (x10 ⁸ km)	Surface Temperature (°C)
Sun	1,392,000	0	5800
Mercury	4880	58	260
Venus	12,100	108	480
Earth	12,756	150	15
Mars	6,800	228	-65
Jupiter	143,000	778	-150
Saturn	121,000	1427	-170
Uranus	52,000	2869	-200
Neptune	49,500	4495	-210

small, large, hot, cold, warm, big, near, close, far

Comparatives

- Mercury is hotter
- Earth is smaller than Neptune
-

Superlatives

-
-
-

RATE THE MATERIAL I USED

★★★★ EXCELLENT ☐ ★★★ GOOD ☒ ★★ REGULAR ☐ ★ BAD ☐

RATE MY EXPLANATION

★★★★ EXCELLENT ☐ ★★★ GOOD ☐ ★★ CONFUSING ☒ ★ NOT CLEAR ☐

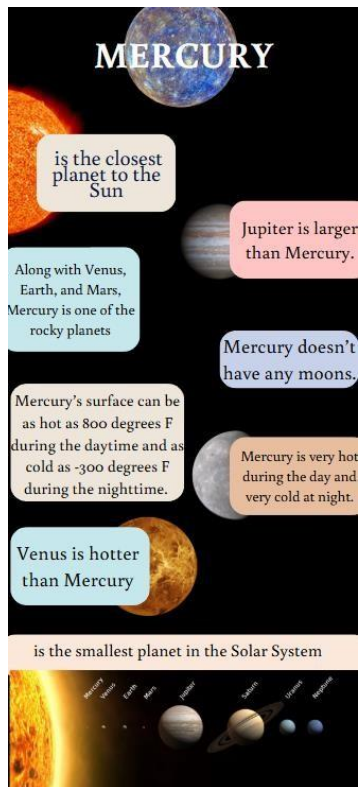
Appendix F Lesson Plan

AIM OF THE CLASS:	By the end of the class students will be able to interpret relevant information about planet Mercury and organize it into an infographic	
Class 5	Presentation: The teacher will present to SS a new video about planet Mercury and will ask to SS about the characteristics they found about SS are going to form 5 teams of 5 students and 2 teams of 4 to work with the infographic Production : With the material that SS brought they must use their previous knowledge acquired from the recent classes and work with the information they brought and start working with the infographic making use of comparatives and superlatives	PROJECTOR BLACKBOARD NOTEBOOK

Appendix F1 Rubric

Evaluation Rubric				
CRITERIA	EXCELLENT (4 PTS)	GOOD (3 PTS)	NEEDS IMPROVEMENT (2 PTS)	INCOMPLETE (1 PT)
DESIGN AND VISUAL ASPECT	The infographic is very well-organized, colorful, and easy to read. Images support the content.	The infographic is organized and visually clear with some color and images.	The design is basic, with little organization or few visual elements.	The infographic lacks organization and visuals.
RELEVANT INFORMATION	Information is short, clear, and directly related to planet Mercury.	Information is mostly clear and relevant, with some extra or unclear parts.	Information is too long or includes irrelevant details.	Information is missing.
USE OF COMPARATIVES AND SUPERLATIVES	At least 3 correct examples are used (e.g., Mercury is smaller than Earth).	2 correct examples are used.	1 correct example is used or examples are incorrect.	No examples are used.
TEAMWORK AND PARTICIPATION	All team members contributed and collaborated actively.	Most team members participated.	Only some members participated.	Very limited participation from the team.

Appendix F2 Infographic example



Appendix F3 Infographic Evidence

