



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

TITULO: The use of visual aids to improve motivation and
interest in EFL students of secondary school

AUTOR: Judith Guadalupe Ortega Bernal

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EFL STUDENTS OF SECONDARY SCHOOL”**

ENSAYO PEDAGOGICO

**QUE PARA OBTENER EL TÍTULO DE LICENCIADA EN EDUCACIÓN
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PRESENTA:

JUDITH GUADALUPE ORTEGA BERNAL

ASESOR:

JONATHAN ENRIQUE BORGES HUERTA

SAN LUIS POTOSÍ, S.L.P.

JULIO DEL 2021



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DR. JESÚS ALBERTO LEYVA ORTIZ

JEFA DEL DEPARTAMENTO DE TITULACIÓN

ASESOR DEL DOCUMENTO RECEPCIONAL

MTRA. MARTHA IBÁÑEZ CRUZ

LIC. JONATHAN ENRIQUE BORGES HUERTA

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***“ Tantas veces lo esperaste
y ahora que está en tus manos,
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INTRODUCTION

INTRODUCTION.

This pedagogical essay is titled "**The use of visual aids to improve motivation and interest in EFL students of secondary school**". The purpose of this essay is that the students feel interested and motivated with the English foreign language within the online sessions and elaboration of their tasks, through the strategy of the use of visual aids. This strategy makes reference to different elements where the student will be able to get involved in the activities, feel attracted, interested, and motivated.

The development of this pedagogic essay was carried out in Escuela Secundaria Tecnica #67, located in San Luis Potosi. The research and development of this topic were with the 2 ° F group. The group has a total of 24 students, 10 girls and 14 boys. Which, through the application of the diagnostic test and interview, the results were obtained that the students, that the modality of remote work at home, due to the Covid-19 pandemic, felt disinterested and unmotivated when working with the subject of English. The strategy of using visual aids was chosen, which were applied within their activities to elaborate at home and the sessions that were given online.

The reason for choosing this topic was that throughout my teaching training within my school, I had made use of some visual elements in physical material within the classroom, which could allow the student to identify elements that facilitate the understanding and exemplification to be able to develop their activities, also that the student felt attracted and interested at the moment of having visual material such as: flashcards, posters, videos, etc. All this was reflected in face-to-face classes before the Covid-19 pandemic.

According to the modality established by the SEP "Aprende en casa" (2020), it seemed appropriate and interesting to continue with the use of visual elements as a strategy, which previously was functional for me. It seemed to me that before this modality, the strategy could be more functional and more practical to apply, since the use of electronic documents, use of electronic applications, etc.

The purpose of this research is that students feel motivated and interested in carrying out their assigned activities as homework and in the sessions that are taught. With the help of the visual aids strategy, students will feel attracted and interested in carrying out activities, this favors their motivation with this modality of work and enrichment of the English language.

The sequence for this investigation had a duration of 4 weeks, dated: Monday, March 1 to Friday, March 26, of the 2020-2021 school year. The subject of the students' work was: Machines. Students worked with weekly homework activities and online sessions that were held on Wednesdays of each week. The activities were designed according to the needs of the students, the type of machine that was worked each week and the objective. The visual aids that were applied were diverse. Within the homework activities: images, videos, graphic organizers, timelines, charts. In the online sessions, PowerPoint was used, considered as a visual aid. Within the presentation, visual elements were applied: Transitions, figures, colors, charts, different fonts, images, infographics.

My group had a total of 24 students, 10 girls and 14 boys. Before the teaching practice day began, they were given a multiple-choice diagnostic test with a total of 15 questions, which was designed according to the topics that students should see in the previous year of high school. An interview was also applied, with the purpose of knowing information about general aspects of the virtual distance modality and the interest on the subject of English. The diagnostic test yielded his notion about

the language, which was low. Their answers were incorrect, in other cases they confused words, expressions, and grammatical structure. The interview had a total of 11 questions, which were open and multiple choice. Various information was released such as their general tastes, way of having contact with the school and receiving assignments / classes online, also the lack of motivation when working from home.

Based on the results obtained with the diagnostic test and interview, I was able to identify the problems that existed within my group, I was able to choose the strategy that I would be using within the activities and online sessions, which is visual aids; That would allow them to feel interested in the subject to work on in the corresponding practice session, interested and motivated in the online sessions and homework activities, enriching the foreign language of English. Also, consider different aspects to evaluate and tools to obtain results that allow me to know if the student is interested and motivated with the use of visual aids within the online sessions and weekly work activities. The tools were: evidence of student work, surveys, test, and checklists.

Throughout this research there were different problems and difficulties, such as: low attendance of students in the online session, students absent from the school year, low registration of homework activities, students using Spanish in their activities, little communication between teacher - student. Due to the pandemic situation (Covid-19), it was impossible to carry out the classes in person with the students in the classrooms. There were some situations that arose: some students did not report during the school year, others had little communication with their teachers, few students entered the online sessions, because they are not mandatory, and some have problems connecting.

The study strategy allowed me to know which elements and visual aids were more interesting, more attractive, and useful for the students. Also, to recognize my mistakes, learn from them and try to give greater strength to the strategy, so that the student could be involved and interested in the activities, learn, and feel motivated. With this online modality, I learned how to design and deliver an online session, which was a new experience, since it is very different from being in a classroom and having all the elements that that entails. It allowed me to enrich my experience as teacher.

CHAPTER I

NUCLEUS.

This pedagogical essay is based on one of the 3 topic lines seen in one of the classes into the general course, which the nucleus is: The didactic competence of the normalista student for the teaching of English. This nucleus is divided in four points: Purposes of the specialty and its relationship with secondary education; Skills development and value training of the specialty: Design, organization, and application of didactic activities; Application of basic strategies and forms of learning evaluation.

Taking this into account, it is important to mention that through this nucleus, purposes and objectives can also be established, as well as the application of strategies within the classes and assigned tasks, the design and application of activities designed according to the study plan and the level of the students. Students will develop skills within this specialty, focused on the English language.

The strategy chosen for this pedagogical essay was the use of visual aids, to improve the student's learning during the days of school practice.

TOPIC LINE.

Within the topic lines, three are established which are: Analysis of the teaching practice; analysis of the common problematic cases in school practices; the experimentation of a didactic proposal. The thematic line of this document focuses on: The experimentation of a didactic proposal. It will be implemented as the problems of the selected group have been obtained.

My topic of study is based on and oriented to a new distance teaching modality since there are no face-to-face classes within the 2020-2021 school year. Students work virtually, that is why during the weekly activities to do at home, they have a bit more complexity than working in a classroom.

Likewise, it is a bit more difficult to hook students to learning. Students must have elements and tools so that they can learn while doing their activities, that is why the support of visual material is very important as an aid to understanding various elements within the development of skills.

Description of the case being studied.

During this school year 2020 - 2021, a pandemic situation occurred within the country and worldwide. During this school year, measures and restrictions had to be taken to impart the sessions to each group. For this reason, strategies and measures were implemented for the continuation of classes and activities while staying at home. "Aprende en casa" (2020) is the government program implemented by the SEP to resolve the inability of students and teachers to return to face-to-face classes due to distancing measures that aim to prevent the spread of Covid-19 among the student and teacher population, strategies and prevention measures against the virus. Each school in the public and private sector of basic education established its own modality of work.

In the school assigned to carry out practices, Escuela Secundaria Tecnica #67 in San Luis Potosi, we are working with a virtual modality, online sessions are taught, making use of the zoom application, with a duration of 40 minutes and assigning weekly activities to each of the groups. The teacher will have contact to the students using the WhatsApp group and via email.

During the school year, was assigned four groups with whom we will be working this school year, which are: 1st D, with a total of 22 students. 1st E, with a total of 24 students. 1st F, with a total of 25 students. 2nd with a total of students of 24. Having a total of 94 of these four groups.

According to the observations of the online classes and the interaction with the students through the applications, the students show different attitudes and participation.

The 1st D group has a total of 22 students, most of them send their homework weekly. Within the online classes, they are participatory, showing security at the moment in which they are granted participation. Also, within the WhatsApp group they interact by sending messages when they have questions or confirm that they are aware of the instructions from the teachers.

The 1st E group has a total of 24 students, is the group that most participates in terms of delivery of weekly jobs by email and participation within the WhatsApp group. Students always send their work in a timely manner. In online classes, they are participatory and confident, they show interest in the class and they also interact within the chat session.

The 1st E group has a total of 25 students, most of the students send their weekly activities, some of them out of time. Parents and students interact within the WhatsApp group, asking questions about the homework activities and confirming that they are aware of the directions and instructions. In online classes, they show a positive attitude, that is, they show interest and attention. They like the participation a lot.

The 2nd F has a total of 24 students. Is the group with which this document investigation will work. The students send their activities in a timely manner. Within the WhatsApp group, the interaction practically doesn't exist, since no parent or student sends messages, however, all receive the messages of instructions or homework sent by the teachers. In online sessions, little attendance is registered, since only 13 of them are those that connect.

However, most of them show a positive attitude, connecting on time, having cameras on and the students like to participate. When they are granted participation, they express themselves with confidence.

Teacher Karla is my head teacher, she is responsible for the mentioned groups. She has been working in high school for a long time. I previously worked with the 2^o F group. My head teacher was the one who assigned me the groups with which I would be working, mentioning to me what was the modality with which she works with these groups.

At the beginning of the school year, the head teacher Karla Govea, gave indications of the work and modality that is carried out with the groups that were assigned to me. Students receive the corresponding activities per week through the WhatsApp application. Students send their completed work by email to the teacher. Learning by distance with my groups is useful to use the technological aids. The lessons will be working at home, students must complete the different exercises for 4 weeks. The virtual lessons will be in zoom, this with a duration about 40 minutes.

The pdf with the instructions for each activity is sent to the students and parents, with a delivery limit on Friday at 9pm via email. That same day, the activities that were sent are recorded and each email is responded to confirm receipt, making a small feedback to each student regarding their activities and work sent. The students receive the received message, given positive comments about their homework, if necessary, they are mentioned if they have mistakes in the activities and they are explained how to correct them. Students must resubmit their corrected activity to have the total score for the activity. Also, it was mentioned to me that in each group the content was followed considering the curriculum. Online classes were only held if my head teacher felt it was necessary.

Considering all the points that my head teacher mentioned to me, he assigned me a group with which I could practice, which in this case was the 2 ° F group. Their weekly work is sent to them every Monday and they are sent out on Friday.

My group was assigned to me, during the first week of practices I take an exam and an interview with the students. Results were thrown where students are not very interested in the subject of English (Appendix 1.1). Likewise, there was a result that when working from home, they felt little interested and unmotivated. Due to the modality in which my head teacher works, I considered that it was important that the students were more interested and motivated working from home. Students will always have doubts or questions in each activity, that is why it is important to consider using visual aids in online sessions and work at home, in this way, each activity will have examples and students will easily remember.

General purposes

My topic is called “The use of visual aids to improve motivation and interest in EFL students of secondary school”. The purpose is that students have visual support as an example, to carry out their activities during the practice weeks that are carried out by distance sending work and activities using applications or social networks.

The weekly online classes are taught to the 2nd F group. One class is given per week on Wednesdays from 12:20 pm to 1:10 pm, using the zoom application to give the content. In these classes, I focused to cover the more complicated concepts regarding the subject that is being worked on that week, as are the vocabulary and grammar. Students take class notes. They are constantly told if they have any doubts or questions about the content or the activity.

Based on the class observations, only 13 students enter the class each Wednesday, their attendance and participation are taken, considering that they must

turn on their cameras and appear in uniform as well as having their hair properly. In all the online classes, the head teacher Karla, attends.

Taking into account that there is no personal contact with the students, but rather that they work by distance, it is important to design activities according to the study program and level of the students, also to adapt material for each topic and activity.

That is why it has been very important to take into account visual support in the weekly activities and the online session every Wednesday. Taking into account aids such as: images, videos, power point presentations. This will facilitate that students can be guided by visual examples and in this way, they can become more easily familiar with words, vocabulary, etc., since they will have the image in mind, and they will be able to remember.

The purpose is that the students can work always having visual aids in the different assigned activities, in this way, the students will be able to guide themselves to solve and learn having as a references and guides as help that allows them to obtain learning, them able to produce and communicate with others.

School context and geographical location.

During the school year 2020 – 2021, the school where I am doing my last year of practices, is in the “Escuela Secundaria Tecnica #67” and which is directed by Prof Jesus T Rubio Hernandez. The address is Avenida Topacio #600 with the code 24DST0074J, located in San Luis Potosi.

The school is located in an urban area and is busy day and night, since it is very close to the industrial zone of the state. The school is surrounded by houses, stationery stores, pharmacies, auto dealers, oxxo, stalls and food stores. The school,

being in this current area, the avenue has traffic lights, signs for the crossing of people, stops for cars and sometimes police traffic.

The area in which the school is located is widely used by the entire population, since near it, there is Highway 57, being one of the most used roads in the city, since it allows the circulation of many cars that they want to go to various places. This road tends to have a lot of traffic, since it is the main road that leads to the industrial zone, where much of the population works there day and night.

Also, near the school is the "Boulevard Rio Española", it allows other vehicles to be transported to nearby areas of the industrial zone without wanting to get into traffic. This is one of the most viable accesses to enter the secondary school using a vehicle, also taking Topacio avenue as a path, which is where the secondary school is located. It is important to mention that these roads are used day and night, due to the large number that go to work in the industrial zone.

Outside of the school, there are locals and small businesses of various kinds. Some examples of these are: food stores, bakeries, stationery stores, grocery stores, cybers. Students, parents or people who travel near the area, in person, are those who consume and make use of these various facilities and meet various needs.

Students, minutes before entering the school, go to these establishments for different reasons. In the stationery stores, they buy any item that they need in the classroom when taking their different subjects. Also, they go to cybers to print different documents, consult web pages, etc.

At the end of classes, parents and students make use of establishments such as food stores and go to small mobile businesses depending on what the students need or want. In this case, the students are also consumers of stalls such as ice cream, raspados, popsicles, candy stalls, dessert stalls, fruit stalls, freshwater stalls.

Unfortunately, these premises and commercial establishments have been affected by the pandemic situation within our country. premises and commercial establishments have not had the opportunity to continue their sales since the students do not attend their face-to-face classes at school. Students and parents play an important role by being consumers of these merchants every day.

Current Physical Condition of the School.

The school has a large space, it occupies a large part within the neighborhood, that is, approximately one complete block. It means that within it there are many buildings, courts, offices. The school has a large space to provide teaching service to a large number of students, in this way, they will have facilities and comforts when making use of this institution.

The school has ample spaces for the diverse use of classrooms and courts. Within the field of students, the school has a large number of classrooms where classes are taught, student bathrooms for women and men, a computer rooms, library, classrooms for the different workshops that are taught. Within the teaching and administrative field, there is a teachers' room, offices, cubicles, direction, coordination, men's and women's bathrooms, private parking. These areas and classrooms are distributed in different buildings for different grades and groups.

At the front of the school, the entrance has three areas and a filter to enter. This is done in order to have control of the personnel entering the institution.

The first filter is the wide porch where only students can enter, since it is a specific space of the school and it is where they wait to enter to the school. Within this, the students of the morning shift stay while the school opens and usually meet with friends to talk and wait for the time to arrive. Within this space, the person

responsible for caring can be a teacher or a guard, observing that everything is in order and that the discipline of the students is not out of control.

The second filter, the teaching staff checks that only the students of the institution are admitted, checking that they wear the correct uniform depending on the day, that they are combed, that their nails are not painted. Also, in case a parent needs to enter, the teaching staff is in charge of granting access or not depending on the situation in which the parent is there.

The third filter is for the teaching staff to check that the students are entering order and do not cause any traffic and that the entrance of the students flows. In the case of the visit of the parents, the teaching staff indicates where it should be directed, either to the address, administrative office or classroom with a teacher.

The entrance and access to the school is a very important factor since only within it must be found the staff that works within it and the students. Access to outsiders must be very careful so that no negative or uncontrolled situation should be generated within the school.

The students in person make use of the classrooms and areas within the school every day. The students remain in their classroom, the teacher arrives to teach their subject at the corresponding time. At the time of their recess, the students use the fields and green areas to have breakfast, relax and spend time with their students.

It is important to mention that due to remote work, it was not possible to fully observe the facilities and spaces of the school, the access to the place is controlled with a certain number of people, just as the teachers were not required to attend and give their classes.

Relevant social and academic characteristics

At the beginning of the year, a pandemic situation arose, which made it difficult to continue with face-to-face classes at different academic levels. For the pandemic situation, it was decided to continue with the "Learn at home" modality, in which teachers and students maintained academic contact using different means of learning as: online work, platform work, informative videos, television programs. Within my school "Technical High School 67", the teachers are in communication with the students using means such as WhatsApp, platform, email.

To start with the development of the topic, the second week of work the students were given two exams; a diagnostic test and an interview to collect personal information from students. Within the diagnostic test (Appendix 1.2), there were results with deficiencies in reading comprehension and basic vocabulary. Within the interview, it was found that they did not like the online mode and the deficiency of computer equipment. Thanks to this, it seemed appropriate to focus on the material that they will be using to develop their activities, being specific in the use of visual material for support as well as how this can improve interest and motivation to develop their activities and work.

WHAT IS KNOWN ABOUT THE TOPIC?

Through the results of the diagnostic test in the 2nd F group (Appendix 1.2) and observations made during the online sessions, the lack of interest and motivation due to the online work modality could be rescued. In this way, based on the diagnostic test, it was found that the students were made easier to work if it was accompanied by visual support.

As mentioned in the name of the pedagogical essay, it is intended to use visual aids as a tool to raise the motivation and interest of students when working at a distance.

Students have previously been using visual elements in their books and in each weekly activity that is sent as work, in this way they have better exemplified what they should do in each activity, it is important because we are not in direct contact to be able to solve their doubts or questions, if necessary, can be contacted.

Consequently, the activities to be applied will be adapted to the level of the students and the process of each session and class work, have a sequence and rhythm. That is why the methodology to work that was selected is Presentation, Practice and Production (PPP).

Audio Visual Aids

The audio-visual aids are tools to improve skills that are use for several times and more than others. Audio-visual aids can clarify the material more easily in the teaching learning process. Audio visual aids are only effective if they are appropriate to the situation and are used properly by the agent. (Madhuri, 2013).

Taking into account these aspects, I consider that the audio visual aid is very important within the class sessions, in this way they will have various aspects exemplified, since it is based on the diagnostic test, the students are not interested in English language. Canning C. (2000) mentions: considerable confidence is placed in the value of audiovisual aids to improve foreign language learning. Therefore, visual aids are of importance for the improvement of the language learning process.

Students and people often remember specific things through images, songs, videos. In this way, students will have specific references within the content, in this way, they will be able to remember definitions, vocabulary, etc.

- Types of visual aids:

Richard Mayer, author of *Multimedia Learning*, offers several guiding principles for utilizing multimedia. Here are a few of his principles.

- Use words and pictures, not just words. (Multimedia principle)
- Present words and images at the same time, not successively (Temporal contiguity principle)
- Place words and pictures near each other, not spaced far apart. (Spatial contiguity principle)
- Simpler is better. Learning increases when we simplify the content, removing all extraneous material (Coherence principle)

Images and Videos as Teaching Aids.

Visual aids allow people to remember a word, situation, examples or scenarios more easily. The images within activities such as homework and within online classes, allow the student to identify keywords and vocabulary, having as reference an image that allows him to exemplify. Used appropriately and sequentially, the images, in addition to illustrating in a general way, allow the student to have a needs-based experience when working remotely, taking advantage of assigned activities such as reading, grammar, vocabulary.

The use of videos within online classes and the tasks assigned to the student are a very useful tool, since in this way the student will have developed in a more specific way what is intended.

According to Rastislav Metruk. (2018), Watching English videos can be considered as a powerful and popular tool with regard to learning English as a

foreign language, and ought to be devoted serious attention by teachers and researchers.

The virtual environment allows the use of this tool, since we can create the specific content of the video or we can search and use one that is found in some medium, as long as it is useful, contains the content and that the students enjoy watching it. It is important that when using this tool, students can take notes and thus quickly capture what is important or relevant.

“Used appropriately and sequentially, pictures can not only illustrate a topic but also can provide the experience base children require in order to profit from reading and writing and from numerous other learning experiences, including those associated with art programming”. R. Lloyd Ryan (1993)

According to assigned tasks and online classes, students show greater interest in having a visual aid, since by means of this modality, teachers allow us to have greater control of these aids and make use of them. The students in the same way, have shown greater interest in carrying out their activities. The result is reflected in the record that is kept week after week. Students are attracted by the images and videos implemented in the activities.

What is motivation?

According to Edwin a. Locke and Gary P. Latham (2004) The concept of motivation refers to internal factors that impel action and to external factors that can act as inducements to action. The three aspects of action that motivation can affect are direction (choice), intensity (effort), and duration (persistence).

'Homework is a unique academic task in that it is administered at school but is conducted at home. Yet, relatively few studies have investigated the role of the home environment in students' motivation for homework. In the present study, we evaluated the role of parents in the type of motivation that students adopt for homework. More specifically, we tested a theoretical model that suggests that parents' characteristics are related to their behavior when interacting with their children around homework, which in turn, is related to their children's motivation for doing homework.'" Avi Kaplan (2011)

- What is intrinsic motivation?

Intrinsic motivation is doing something for the sake of personal satisfaction. The primary motivator is internal. For example, you are intrinsically motivated when you do something simply because it makes you feel good, is personally challenging, and/or leads to a sense of accomplishment. For example, a student may be intrinsically motivated to read because it satisfies their curiosity about the world and brings them a sense of calm. Intrinsic motivation is doing something "just because."

- What is extrinsic motivation?

Extrinsic motivation is doing something to earn a reward or to avoid a punishment. The primary motivator is external (i.e. you expect to get something for completing a certain task, or you want to avoid a consequence for not doing something). For example, a student studies for a test because they want to earn a good grade. Or they mind their behavior because they don't want to lose their recess. Students choose behaviors not because they enjoy them or find them satisfying, but in order to get something in return or avoid an adverse outcome.

What is extrinsic motivation in teaching?

Extrinsic motivation is doing something to earn a reward or to avoid a punishment. The primary motivator is external (i.e. you expect to get something for completing a certain task, or you want to avoid a consequence for not doing something).

For example, a student studies for a test because they want to earn a good grade. Or they mind their behavior because they don't want to lose their recess. Students choose behaviors not because they enjoy them or find them satisfying, but in order to get something in return or avoid an adverse outcome.

The students weekly send their corresponding homework, sending it via email. Their activities are reviewed, each email is answered giving them a little feedback, what they did well, where are the areas of opportunity, what is lacking in their work, etc. At the end of the term within high school, the evaluation is carried out, having a total qualification as a result, that is why, when making a comment, the students will obtain their corresponding considering their work, the students take into account each comment as motivation to keep improving and doing their activities.

What is interest?

According to Judith M. Harackiewicz (2016) Interest is a powerful motivational process that energizes learning, guides academic and career trajectories, and is essential to academic success. Interest is both a psychological state of attention and affect toward a particular object or topic, and an enduring predisposition to reengage over time. Integrating these two definitions, the four-phase model of interest development guides interventions that promote interest and capitalize on existing interests. Promoting interest can contribute to a more engaged, motivated, learning experience for students.

They like work activities that assist others and promote learning and personal development. They like to communicate with others: to teach, give advice, help, or otherwise be of service to others.

Homework is a unique academic task in that it is administered at school but is conducted at home. Yet, relatively few studies have investigated the role of the home environment in students' motivation for homework.

Visual aids to arise interest.

Different types of visual aids mentioned above can be used in different settings with different level of learners. For instance, 'videos' can be used with beginners and intermediate level.

Kubra Fidanboyly (2014) suggest that the elements that should be taken into consideration while using visual aids are that:

- (a) the content should be related to the lesson and must not differ from what the students are currently learning.
- (b) the aid must be age and level appropriate; it should attract the attention of the targeted audience.
- (c) it must be fun, exciting and engaging, it should not be boring and dull. In addition, visual aids are generally used interchangeably, meaning that one aid will aid the other and so forth: 'forming a unified learning experience'.

PPP Methodology.

The methodology that was chosen for the design of activities was PPP, since objectives were obtained for each session. The reason for choosing the methodology was that previously during teacher training, it is the one that has been worked on for two years.

Likewise, the level of the students was taken into account through the diagnostic test, so that a process is followed that allows them to develop and learn. It is important to mention that in each stage the strategy for the use of audiovisual aids will be established. "PPP, which stands for presentation, practice, and production. This grew out of structural-situational teaching whose main departure from Audiolingualism was to place the language in clear situational contexts" (Harmer, 1983)

The methodology consists of 3 stages. In each one a purpose and the process to reach the development.

- **Presentation:** The purpose of this stage is to introduce the student to content, where the activities will raise the student's interest. Within this stage, it is important to work with an input (Audio, Reading) as well as the related vocabulary. The students will have the use of audiovisual aids to become familiar and have examples of the subject.
- **Practice:** The purpose of this stage is to focus on form. The teacher allows the students to practice in a controlled way, taking into account the previous stage in order to work. This will allow students to become familiar with the content.
- **Production:** The purpose of this scenario is that the students can produce something for themselves using the second language, in this case an output (Writing, Speaking). The students, with the help of the previous stages, will be able to carry out this stage. Students at this point should communicate.

According to Jeremy Harmer (2009), the methodology is used for teaching students with a low level of English. Harmer also adds that there is a general consensus that PPP is just one method among many, not taking into consideration other ways of learning.

Learning has a lot to do with it, as well as taking into account the skills that students develop session after session having this sequence. The students may have as an example and reference, the visual aids, which allow them to achieve the objective in each stage.

Students at the end must achieve the established objective, making production with the English language in a meaningful way, this means, that the applied methodology was efficient and successful, then when we in the role of teachers we will see the learning reflected and that it has a place in the students.

KEY QUESTIONS.

Through the development of the topic established for this document, the use of visual aids to generate motivation and interest in students of English as a foreign language, a series of questions were formulated and established as an analysis and development of the objective that was expected to be achieved.

The results will be obtained through class observation, homework evidence, student surveys and an interview with the head teacher.

How is motivation and interest improved using visual aids with the students in the online sessions?

With the question: **How can motivation and interest be improved with visual aids?**, it is intended to find the way in which visual aids can improve motivation and interest, applying them within the activities that students carry out at home, as well as in the online sessions.

With the question: **How can visual aids be applied in online sessions?**, it was ever intended how and in what way the visual aids were selected, applied and which were the ones that worked and which did not, which were more efficient and which did not.

With the question: **How is visual aids reflected in student activities?** it is intended to ever be how and in what way the visual aids were applied within the online activities and weekly activities that they elaborate at home.

CHAPTER II

CHAPTER II.

The questions that were established to guide this pedagogical essay were given on the basis of the lack of interest and motivation of the student within the subject of English, since with the virtual modality according to SEP "Aprende en casa" (2020), and with the result about the interview applied at the beginning of the school year. (Appendix 1.1). With this online modality, established criteria agreed by Technical High School # 67 and head teacher Karla were followed. The work was divided into two parts: activities that are carried out at home and the online session. Students are not interested or not motivated to work in that way. With this, an improvement strategy was also established, to involve students in their improvement of vocabulary, grammar, execution of activities.

The sequence of activities were applied in the third period of teaching work from March 1st to 26th, 2021. The sequence of activities was applied to the 2º F group, with a total of 24 students. The sequence was carried out within the weekly activities that they elaborate at home and in the same way, in the online session.

The work modality during this period was divided in two, working at home and having one online session per week. The weekly activities are sent on Mondays through the WhatsApp group, approximately at 12pm on the day. Also, at that same moment the list of students who delivered the activities of the previous week of activities are sent. In the group are students and parents, who at the same moment respond that they are aware or make any comments, questions, or doubts. Students have a deadline to submit their activities. "When teachers give instructions, they need to check that the students have understood what they are being asked to do" (Harmer, 1998, p. 4.).

They must be started at the end of the week, on Friday, before 6 pm. Some students send their work before the date established during the week, and the rest on the day of the due date. Activities were reviewed and feedback was given.

The other part of the weekly work was in the online class. The online session was taught for 4 weeks, only on Wednesdays from 12:20 pm to 1:05 pm. The students had previously reviewed the homework and activities were submitted, so they are already familiar with the topic to see during this class. 10 minutes before class time, the link is sent to the students through the WhatsApp group. According to the indications by the coordination of the Escuela Secundaria Tecnica # 67.

Students in case of having online classes with any subject, must follow indications: enter with their hair straightened, wearing the school uniform and with their camera on. The online sessions were given one day a week with a duration of 45 minutes. There is a reinforcement and complementation of the respective topic a week. The planning sessions was designed using the PPP format. "PPP is extremely effective for teaching simple language at lower levels. It becomes less appropriate when students already know a lot of language and therefore do not need the same kind of marked presentation" (Harmer, 2008. P. 30).

The topic that was seen was: Function of machines. Assigned by the head teacher Karla. The topic had an approach that the students knew the operation of machines, which they were familiar with and that were of daily use, as well as the parts of some examples, the operation process. "A person's background knowledge, often called prior knowledge, is a collection of "abstracted residue" (Schallert, 2002, p. 557).

The description and reflection of the sequences applied during the four weeks is given below. The answers to each research question will be answered at the end of each description and reflection of the four weeks. The answers will be based on the sequence of the four weeks of practice.

SEQUENCE NUMBER 1. MARCH 1ST TO 5TH, 2021

The first week of practices had a duration of 7 days, during the date of March 1st to 5th. During this week the first sequence began with the topic of machines.

The objective of this week was that the students will be introduced to the topic, knowing different types of machines, which they use commonly and daily, knowing examples, parts of the machines and classifying information.

The work material was designed according to the pedagogical study strategy and the corresponding content. Each activity was designed according to the student's level of English, through the results in the diagnostic test. (Appendix 1.2)

Both activities and sessions are accompanied, since the student must be introduced with the activity and in the online class, reinforce the fear, solve doubts, and cover the topic with more analysis.

Asynchronous class.

Dynamic.

The asynchronous class takes place on Monday March 1st, 2021, at the beginning of each week using the WhatsApp group. A general greeting is made to the group.

Then, they are given the weekly instruction according to work and delivery dynamics. The teacher mentioned that the work document will be sent, the deadline for sending it and the mail in which it will be sent. The document is sent in pdf format, which is named the topic and the delivery date and the planning for teacher Karla (Appendix 2.1) Students and parents respond at that time, letting it be known that they are already aware of the instructions, also at that time, general doubts are resolved. During the week the students send their activities via email.

Some students send the activities by WhatsApp to my number. During the week, doubts in particular that the students have are also resolved according to the assigned activities. The rest of the students send their activities on the deadline, which is Friday before 6pm.

Once the student's activities are received, her message is responded to. The message begins with a greeting, then letting you know that it is received. A small text is written where a general feedback is given, also indicating if something is correctly elaborated or if the student must correct something in specific. Students have the opportunity to correct some things in the activity and send corrections, this in order not to prejudice her rating. (Instruction assigned by the head Teacher Karla). Congratulations are mentioned for sending her activity in a timely manner, if not, is told that it is important to continue with the instructions that are already assigned.

Finally, it is the record of the corresponding activities that the student sent. On Monday of next week, the dosage is sent to the head teacher Karla, who is responsible for keeping track of the students.

Activities.

The activities sent were three, within the pdf document. The students must print or copy the activities, these must be attached in their notebook. Students take pictures or scan their activities to send to the mail. (Appendix 2.1).

Activity number # 1: Students open the YouTube link, where he talks about brief descriptions of the laptop and the desktop computer, advantages, and disadvantages, it had subtitles. Students were identified the differences between a laptop and a desktop computer. Subsequently, the students answered multiple choice questions according to the video, where they made a choice of the correct answer. (Appendix 2.2).

Activity number # 2: The students, according to what was mentioned in the video, they completed an image with the corresponding parts of a desktop computer. The students identified a box of words that contained the names of the parts and also, they looked at the image of the computer, which had blank spaces. The students wrote each word in the corresponding space. (Appendix 2.3).

Activity number 3: According to the previous information from the video, the parts of a computer and their experience, the students wrote in a table, the advantages and disadvantages of using a laptop. (Appendix 2.4).

Synchronous class

Dynamic.

On Wednesday March 3rd, 2021, of the corresponding to the first practice week at 8:00 am, students are reminded by the WhatsApp group, that this day there will have online class through the use of the zoom application. The teacher mentioned

that the class will be at 12:20 pm, as well as instructions that they must follow enter with the camera on, adequate hairstyles, wear the uniform and have their notebook and school supplies that they consider important.

Finally, they are made aware that the class link will be sent approximately 5 minutes before the class. The class and the topic were presented using PowerPoint Presentations. Ozaslan & Maden (2013) concluded in their study that students learned better if the course material was presented through some visual tools. They, also, reported that teachers believed that PowerPoint presentations made the content more appealing; therefore, they helped them to take students' attention.

Class description.

Class begins at 12:20 pm having some students already in the waiting room of the application making their request at the entrance of the session. Students are admitted, greeting them as they enter the session. It is given 5 minutes of tolerance, so that the rest of the students could enter. There was an attendance of 10 students in total. The objective of this class was that Students will review vocabulary about different machines, categorize them and identify their general function. (Appendix 2.5)

Warm Up: An introductory activity and reinforcement of the vocabulary of the activities to make at home were carried out. It was mentioned to them that the words were according to their task, which they will try to remember. The activity was a "Hangman", which was designed on a website. The students mentioned letters in order to find the word. Most of the words were guessed when you had a large number of letters. Finally, each vocabulary word was reviewed so that they could identify it again, in case they have not yet completed the task. (Appendix 2.6)

Presentation: The teacher presented a series of vocabulary words about different types of everyday machines that the students are familiar with, accompanied by a picture as an example. During this activity, the students activated their microphone, as the pronunciation of each word was emphasized, and the students practiced it. The students, in their notebook, wrote each word with its meaning. (Appendix 2.7)

Practice: The students, with the previous vocabulary, classified each word in a table, which was divided into 3 categories: Home, electronic, kitchen. The students made a small table in their notebook and wrote each vocabulary word that corresponded to each space. Afterwards, the students were asked to mention their answers. (Appendix 2.8)

Production: The teacher presented a video, in which the function of some machines that had already been seen in the previous vocabulary was discussed and described. The students watched the video and subsequently answered questions. The students were guided by the subtitles of the video, this was presented a couple of times. Students were asked to mention their answers. Finally, the responses were presented, and the students reviewed / corrected. (Appendix 2.9)

Wrap Up: The class ended by giving them general feedback, doubts were resolved, and general notices were given. The class ended at 1:05 pm.

Reflection.

The activities that were carried out in such a way that the students did at home had a response of 15 students in total who sent their activities. A comparison of the beginning of the school year this week obtained a greater response from the

students During this week I had only a few people who asked me questions about the activities or mentioned some doubts in general. "As grade level increases, students ask fewer 'on-task attention' questions" (Good, Slavings, Harel, & Emerson, 1987, p.186).

The number of activities was adequate according to the theme that this work, that is, the students had activities designed in a timely manner and correctly broken down these variants since not all had the same purpose and were not designed in the same way.

During the week the students sent their activities and the rest sent these activities at the end of the week as the deadline for submission. This made me feel that the activities were prepared correctly since few students were those who delivered their activities out of time and elaborated incorrectly. Besides that, these activities had a correct sequence since at the beginning they are asked to watch a video after ordering parts according to the video and finally organizing ideas from the video, always following and using the same information. I feel good since there is a rhythm of students who deliver activities, each time you see more response of interaction with them.

The session felt very positive thanks to the participation and response of the students, in addition to the fact that I made an effort to carry it out in a positive way. The good thing about this session was that the strategy that is indicated as the subject of the reception document was added. This happened that the students showed interest during the whole session. The activities had a good rhythm, the students worked in a dynamic way, guided by each example in activities with the visual aids. The students also sent me their activities via email, registering them and assigning their percent. What did not go so well within this session was that there was little entry of students to the class, since these are not mandatory within the

school modality. Something that also failed, was that the audio of the video was not heard. So, an external microphone was used so that the students could listen to the audio and could solve the activity.

The topic of the operation of the machine sounds and tends to be unattractive, that is why the machine that was worked on in that week and class session was the computer, since it is a tool with which they are very familiar and this usually uses it frequently. What went well in that class session was that the class was very dynamic, since the times were divided in each activity, so the students answered their activities with specific time. Their participation was many times voluntary, in which they were not, someone in specific was asked directly and they participated.

The application of the strategy worked so that the students could be guided with the activity and also, that they had examples. What did not turn out so well was the technical failures of the video, since it was not heard. Fortunately, the video had subtitles, of which the student could help to carry out the activity, a microphone from another device was also used so as not to lose the audio. What I want to improve is to make the visual aid strategy even more attractive.

My final reflection of this practice is to improve the selection and application of the strategy as the main theme, they were not bad, but they should be even more attractive to attract the attention of the student, making use of transitions, animations, use of typography, add more image elements and keep making use of the videos. The study by Yunus, Salehi & John (2013) mentioned: the use of visual aids helps the students to learn as it raises their curiosity and motivate them to comprehend the lesson.

Also, point out to the students in the feedback the good things that they developed in the session, in this way, the students will feel motivated and will continue to show their participation and positive attitude during the class sessions. The class was carried out in a dynamic way, the students worked, visual elements were applied.

SEQUENCE NUMBER 2. MARCH 8TH TO 12TH, 2021.

The second week of practices had a duration of 7 days, during the date of March 8th to 12th. During this week the second sequence was continued on the topic of machines.

The objective of this week was that the students will know the process of a cellphone by a timeline, the general function and the use, the function and the parts of the cellphone.

The work material was designed according to the pedagogical study strategy and the corresponding content. Each activity was designed according to the student's level of English, through the results in the diagnostic test. (Appendix 1.2).

Both activities and sessions are accompanied, since the student must be introduced with the activities to elaborate at home and in the online class, reinforce the topic, solve doubts and cover the topic with more analysis.

Asynchronous class

Dynamic.

The asynchronous class started on Monday March 8th, 2021 at the beginning of the week using the WhatsApp group. A general greeting is made to the group, greeting to the parents and students. After the greeting, the teacher gave the weekly instruction according to work and delivery dynamics. The teacher mentioned that the work document will be sent, the deadline for sending the activities and the mail in which it will be sent.

The pdf of the activities is sent which is named with the topic and the delivery date. and the planning for the head teacher Karla. (Appendix 2.10). Students or parents respond with a message at that time, letting it be known that they are already aware of the instructions, also at this moment, general doubts of the activities or another thing, are resolved. Also, the list of students who sent the activities of the corresponding last week is sent. (Appendix 2.11). If the students or parents have doubts, at that moment the contact is made and if required, some correction. "Parental involvement may occur at different levels, ranging from simplistic tasks such as motivating children, being positive about school, or assisting children with their homework to more complicated and skill demanding tasks such as assisting educators or the official management of schools, which demands higher skill levels" (Khan, 1996).

During all the week the students send their activities via email and via WhatsApp. During the week, students let know to the teacher of they have a doubt in specific. The rest of the students send their activities on the deadline, which is Friday before 6pm.

Once the student's activities are received, her message is responded to. The message begins with a greeting, then letting you know that it is received. A small text is written where a general feedback is given, also indicating if something is correctly elaborated or if the student must correct something in specific. Students have the opportunity to correct some things in the activity and send corrections, this in order not to prejudice her rating. (Instruction assigned by the head Teacher Karla). Congratulations are mentioned for sending her activity in a timely manner, if not, is told that it is important to continue with the instructions that are already assigned.

Finally, it is the record of the corresponding activities that the student sent. On Monday of next week, the dosage will sent to the head teacher Karla, who is responsible for keeping track of the students.

Activities.

The activities sent were two, in the pdf document. The students are able to print or copy the activities, but these must be attached in their notebook. Students take pictures or scan their activities to send to the mail. (Appendix 2.12)

Activity number # 1: The students observe the different images of telephone, read information about the evolution of the telephone on a timeline. Each year it contained an allusive image to the corresponding telephone number and a brief description of it. Once the students observed, they answered 5 questions, according to the timeline and the data. (Appendix 2.13)

Activity number # 2: The students read a telephone conversation between two people. After having read it, the students related keywords and sentences, according to what was mentioned in the conversation. (Appendix 2.14)

Synchronous class.

Dynamic.

On Wednesday March 10th, 2021 of the second corresponding week of practices, at approximately 8:30 a.m., a message was sent via WhatsApp to the group, reminding them that the online class would be held that day with a schedule of 12:20 pm. In the same way and again, the teacher letting know the general instructions to enter to the online session they must follow: enter with the camera on, adequate hairstyles, wear the uniform and have their notebook and school supplies that they consider important.

"Instructions are defined as the directions given to the learners which aim to "result later in students' behavior, responses, actions, products, and ultimately learning outcomes" (Ha & Wanphet, 2016, p. 138). Finally, the teacher send the link of the zoom session to the group, approximately 3 minutes before the hour. The class and the topic were presented using PowerPoint Presentations. (Appendix 2.15)

Class description.

The class began punctually, at 12:20 pm, with some students already in the waiting room requesting access to the session. Students were given access, as they entered, they were given a small greeting. The tolerance time was 5 minutes, so that the rest of the students could enter and start the class. There was an attendance of 11 students in total. The objective of this online session was that Students will identify information of a cellphone with an infographic, recognize their parts, write about personal information.

Warm Up: The class began with a series of questions in which the students recalled some examples of machines seen in the previous class,

these questions were multiple choice, so that the students could quickly identify and return to the topic, examples and functions on the machines. The questions were applied in general way, all of the students answered. (Appendix 2.16).

Presentation: The teacher presented an infographic about the use of the general in different areas of life. In a group, the descriptions were read and the images that belonged to each description were observed, the students mentioned what each description was about. Afterwards, comprehension questions about the infographic were presented, the students wrote them in their notebooks. Once written, the students identified the idea of the question and the answer that was sought. We went back to the infographic again and the students answered the questions. The students in a group, shared their answers and later, they were reviewed in the presentation, the students reviewed their answers and if necessary, corrected. (Appendix 2.17)

Practice: Teacher presented some parts of the cell phone as vocabulary, in written form accompanied by an image as an example. The students turned on their microphone to be able to practice the pronunciation of each word and also wrote the vocabulary with its meaning in their notebook. Teacher presented an example of a screen, where the students briefly made one in their notebook and wrote the parts corresponding to each part indicated in the example. The students in a group, shared their answers and later, they were reviewed. (Appendix 2.18)

Production: The teacher presented an example of a cell phone screen of a personal information form. The students copied the example in their

notebook, filling in the form that was presented as an example. (Appendix 2.19).

Wrap up: The teacher presented an example of a cell phone screen of a personal information form. The students copied the example in their notebook, filling in the form that was presented as an example. Finally, the students shared their information with their classmates. (Appendix 2.20)

Reflection.

The work and activities that were carried out by the students at home, had a lower response since only 14 students did their homework. That made me feel a bit demotivated since the students increased their homework as the weeks progressed. However, this week there was not as much response as expected. It was probably due to the number of activities since the students were asked to work on their cover page and separator for the quarter, so they consider that it is a lot of homework or many activities that they have to solve.

Parents during the school year have mentioned that the large number of activities does not allow them to follow the rhythm of the subjects since they have other jobs and activities to do, and in this situation at a distance, it is a bit difficult for them to have a great number of activities, Despite not being complicated activities and activities that are not involved with the theme of "Machines". However, the activities they carried out were resolved correctly and that only a few students were pointed out an activity that they had to correct. It is important to mention that few students had contact with me during the week, that is, they had no doubts or questions about the activities or the online class.

The students felt sending their activities throughout the week and the rest sent their activities on the deadline to do so. I felt a bit confused, since the students send me your activities and it increased as the weeks passed, however during this week there was less response.

The virtual class was given in a very dynamic way by the teacher and it was very efficient and active on the part of the student since she was constantly asked for her participation and a specific control was carried out in each activity to maintain the rhythm of the class. I think the good thing about this session was the pace of the class and the dynamics. "Pacing can be defined as " the rhythm and timing of classroom activities or units, which includes the way time is allocated to each classroom component and the process of how one decides that it is the right moment to change to another activity, sub-activity, or sub-sub activity" (Goldsmith, 2009, p.33).

The activities were also better designed so that the students could work concretely in their notebooks but in the same way so that they were attracted. The students also submitted their weekly and class activities in a timely manner. The visual aids allowed for examples and helped to attract the student's attention, as the breakdown of each activity was better designed for their interest. What I did not like about this class was that again there was little entry of students to the session. It is important to mention that online sessions within this institution are not obligatory, so students do not take this session 100% seriously.

The good within the session and the activities was that were designed in a different way to make the subject of machines a little more attractive. In this case, the cell phone was selected as the machine to work with since the students are more familiar and know a little more about how it works. In this way the students were more attracted to the activities.

Activities were designed to be determined in some way by a cell phone, so the students felt more attracted and participated efficiently. What I did well was that I used Spanish very little, always using keywords and expressions in English so that the students could understand what they were being told. I also believe that the class had a good rhythm and that is why the students worked actively on each activity. What I do not know as well or percent that can improve is that students make greater use of English, this as long as they are given the tools so that they can express or write their ideas and later participate and carry out their activities. Also, what was not only also was that not all students entered the class session. I believe that the strategy can also be better implemented, since it can become a little more colorful, the typography can be changed to draw the student's attention as well as the different applications of images and videos, animations and transitions within the presentation.

The visual aids were a great support so that the students could have examples I know if they are attracted and that these could bring their interest and that they work in a more efficient way and felt motivated.

SEQUENCE NUMBER 3. MARCH 15TH TO 19TH.

The third week of practices had a duration of 7 days, during the date of March 15th to 19th. During this week the third sequence continue with the topic of machines.

The objective of this week was that the students will know the parts of the bicycle, their function and will make brief descriptions about it.

The work material was designed according to the pedagogical study strategy and the corresponding content. Each activity was designed according to the student's level of English, through the results in the diagnostic test. (Appendix 1.1).

Both activities and sessions are accompanied, since the student must be continued with the topic, reinforce the fear, solve doubts, and cover the topic with more analysis.

Asynchronous class

Dynamic.

The asynchronous class started again on Monday March 15th, 2021, at the beginning of the third week of practice using the WhatsApp group. Parents and students who are in the group were greeted in a general way. Once the greeting was said, the indications and general instructions were made according to the weekly work and the delivery dynamics.

The PDF activities document was sent, which always bears the name of the topic that is being worked on and the delivery date. Also, the planning is sent to the head teacher Karla. (Appendix 2.21). Some students responded that they are aware of the instructions and received the document, also if necessary, they ask a question according to their specific doubts. At that same moment, the list of students who sent the activities of the previous week was also sent (Appendix 2.22). In case there are corrections or doubts about the list, the student or parent gets in touch, to resolve.

During the week some students send their activities via email and also via WhatsApp. During the week, some students let me know if they have any questions

or doubts about the week's activities. The rest of the students send their activities on the deadline, which is Friday before 9 pm.

Once the student's activities are received, her message is responded to. The message begins with a greeting, then letting you know that it is received. A small text is written where a general feedback is given, also indicating if something is correctly elaborated or if the student must correct something in specific.

Students have the opportunity to correct some things in the activity and send corrections, this in order not to prejudice her rating. (Instruction assigned by the head Teacher Karla). Congratulations are mentioned, for sending her activity in a timely manner, if not, is told that it is important to continue with the instructions that are already assigned about the dynamic to send their homework. Finally, it is the record of the corresponding activities that the student sent. On Monday of next week, the dosage is sent to the head teacher Karla, who is responsible for keeping track of the students.

Activities.

The activities sent were two, within the pdf document (Appendix 2.23). The students are able to print or copy the activities, these must be attached in their notebook. Students take pictures or scan their activities to send to the mail or WhatsApp.

Activity number # 1: The students opened a YouTube link (Appendix 2.24), where the parts of the Bicycle are shown. Students would identify different parts of the Bicycle. Once the students wrote the parts of the bicycle on an image that contained blank spaces. The students had the opportunity to watch the video as many times as necessary to be able to identify each part. "Introducing vocabulary through a

visual/oral context is very effective, especially with lower-level students” (Gower, Phillips & Walter, 1983, p. 146).

Activity number # 2: Students read three descriptions of three different types of bicycles, which mentioned their function and characteristics. Afterwards, they read different questions and descriptions that talked about the 3 bicycles. The students chose the bicycle corresponding to each sentence. (Appendix 2.25)

Synchronous class.

Class description.

The dynamic began at 9 am on Wednesday March 17th, 2021. The students were reminded via WhatsApp by the teacher, mentioning that that day we would have an online class. Mention was made of general instructions and alignments that students must follow in order to enter to the session: enter to the online session they must follow: enter with the camera on, adequate hairstyles, wear the uniform and have their notebook and school supplies that they consider important. Finally, the teacher send the link of the zoom session to the group, approximately 5 minutes before the hour. The class was presented through PowerPoint Presentation. (Appendix 2.26)

Warm Up: The class started with a couple of riddles, which were taught by the students. The riddles were according to the vocabulary seen in previous classes. The students tried to guess the word or object that corresponded to each one. (Appendix 2.27)

Presentation: The teacher presented a series of vocabulary words for some specific parts of the bicycle. The words were written, accompanied by an example image. The students turned on their microphone so that they

could practice the pronunciation of the words. The vocabulary was being presented and the students wrote each word in their notebook, along with its meaning. (Appendix 2.28)

Practice: Once the different parts of the bicycle were seen, focus was given to the operation of each one of them. Teacher presented a chart, which presented the vocabulary words and at the other extreme, the definition of the parts of the bicycle in a messy way. The students wrote the parts of the bicycle in their notebooks, choosing the sentence of the definition that corresponded to each one. Students shared their responses with their classmates. Afterwards, the answers were presented, and the students made revisions, if necessary, made corrections. (Appendix 2.29)

Production: The teacher presented an infographic, Students check the information and then, they answered questions. The teacher presented description about a bicycle, which mentioned characteristics of color, size, and a verb. The teacher read the description so that the students could contextualize the activity. Once presented, the teacher presented the description again, accompanied by a table, which contained different examples of colors, sizes and verbs. The students made their description of the bicycle, modifying the color, size and verb. The students could follow the examples in the chart or write some other word that they preferred and knew. (Appendix 2.30)

Wrap Up: Once their description was written, they read it, sharing it with their classmates and the teacher. Finally, the class ended by giving brief feedback and mentioning general prompts. The students said goodbye and left the session.

Reflection.

The work and activities that were carried out this third week of work had a response from 15 students, who did send their assignments through the WhatsApp application and via e-mail. Again, there was little response from the students on this occasion there was one more student who sent their activities. It is important to mention that the activities were not highly complex, however the activity contained a video in which the parent or the student had to enter in order to carry out these activities.

It is known that through this online modality it is a bit complicated for students to have access to these web pages, so it is likely that some students did not have the opportunity or resources to enter this video, since some are complicated others they have no chance or there is simply no way to do it.

Again, as the week progressed, I received activities from the students and most were received on the Friday deadline, giving feedback to each one. I feel good but not satisfied since the students have had a greater response in previous weeks, only that regarding the comments and family situations of the students they sometimes have complications and cannot send their activities. This is known thanks to the fact that the head teacher Karla contacts the parents, week after week through school control.

The class was carried out with a good rhythm and the student's participation and comprehension. Consider that the activities had a good breakdown and a sequence was carried out as well as the visual aids were very useful within each activity because they had a better design and the images, infographics, transitions, colors, and typography were better implemented. Considering good about this experience was that both of us participated much more than in previous classes. Also consider

that the rhythm and dynamics of this session were good since each activity always works with certain times.

The activities had a better design, they were more attractive, and the visual aids were better implemented in each of them. The class was better organized within the PowerPoint presentation and a machine of interest and daily use of the students was worked on. This class was that again there was little response from student entry. This continues to be very similar since within this institution online classes are not compulsory, which is why students who have the possibility to do so, enter the class session.

The good in this session was that the activities were better broken down, a sequence was carried out so that in the end a product could be obtained and those were also designed in a more attractive way since a machine was chosen for the student's daily use. In this case, the machine that was chosen with the bicycle since they are very familiar with it and have used it at least on occasion, in the same way they had notion of how a bicycle worked, so the students could also talk and describe their bicycle or they could create a bicycle that was to their liking or dream.

What was well was that established time for each activity since the time on this platform is limited but this was effective since the students must be working dynamically with these activities. Also consider that made little use of Spanish and how each class always tries to use the similar expressions so that the students can understand and become familiar with them.

Consider that what came out well from this session was that the visual aids were better applied and implemented in each activity, a lot of use was also made of different colors, different fonts, elements such as transitions and movement within

the presentation. According to Pateşan, Balagiu, Alibec, (2018) "The visual aids help English-language learners build their vocabulary, speaking, listening as well as the writing skills, making them more creative and develop their deep thinking. Effective use of visuals can be beneficial and can lead to permanent learning as well as help the content delivery". What did not turn out as well as expected was that there was little response from the students and in this way, the vast majority are left without that session that is to reinforce the weekly activities that are taught to them. Students participate using Spanish. Some students were distracted within the session but each one of them was always being attentive to it.

Have considered recommendations and comments that have been made to me regarding my actions and have tried to implement and apply them. The activities were carried out with good time, rhythm and were very well broken down, a sequence was maintained within the activities, the visual aids were better applied, less language was used in Spanish. With this experience it is important to continue working in this way applying the strategy so that the desired objective can be met and see an improvement within my students and also in their activities and obviously awaken their interest and with it their motivation.

SEQUENCE NUMBER 4. MARCH 22ND TO 26TH.

The fourth week of practices had a duration of 7 days, during the date of March 22nd to 26th. During this week, there was a small change in the topic that was worked on. The theme remained the same, adding the theme of "Vacations", as it was an upcoming period for the students. The focus was on the use of machines that are used during the vacation period.

The objective of this week was that the students will know vocabulary about vacations, read text about experiences and check machines in vacations.

The work material was designed according to the pedagogical study strategy and the corresponding content. Each activity was designed according to the student's level of English, through the results in the diagnostic test. (Appendix 1.2)

Both activities and sessions are accompanied, since the student must be continued with the topic, reinforce the topic, solve doubts and cover the topic with more analysis.

Asynchronous class.

Dynamic.

The asynchronous class started again on Monday March 22nd, 2021, approximately at 12:00 pm, at the beginning of the fourth week of practice using the WhatsApp application. Parents and students who are in the group were greeted in a general way. Once the greeting was said, the indications and general instructions were made according to the weekly work and the delivery dynamics.

The PDF activities document was sent (Appendix 2.31), which always is with the name of the topic that is being worked on and the delivery date and also is sent the planning to the head teacher Karla (Appendix 2.32). Some students responded that they are aware of the instructions and received the document, also if necessary, they ask a question according to their specific doubts. At that same moment, the list of students who sent the activities of the previous week was also sent (Appendix 2.33). In case there are corrections or doubts about the list, the student or parent gets in touch, to resolve.

During the week some students send their activities via email and also via WhatsApp. During the week, some students let me know if they have any questions or doubts about the week's activities. The rest of the students send their activities on the deadline, which is Friday before 6pm.

Once the student's activities are received, her message is responded to. The message begins with a greeting, then letting you know that it is received. A small text is written where a general feedback is given, also indicating if something is correctly elaborated or if the student must correct something in specific. Students have the opportunity to correct some things in the activity and send corrections, this in order not to prejudice her rating. (Instruction assigned by the head Teacher Karla). Congratulations are mentioned, for sending her activity in a timely manner, if not, is told that it is important to continue with the instructions that are already assigned about the dynamic to send their homework.

Finally, it is the record of the corresponding activities that the student sent. On Monday of next week, the dosage is sent to the head teacher Karla, who is responsible for keeping track of the students.

Activities.

The activities sent were three, within the pdf document (Appendix 2.31). The students are able to print or copy the activities, these must be attached in their notebook. Students take pictures or scan their activities to send to the mail or WhatsApp.

Activity number # 1: The teacher sent an audio where different vocabulary words from the holidays were mentioned. The activity corresponded to choosing the correct word in a series of 3 images. The students listened to the word emphasizing in the

pronunciation and then, choosing an image. “Introducing vocabulary through a visual/oral context is very effective, especially with lower-level students” (Gower, Phillips & Walter, 1983, p. 146). (Appendix 2.34)

Activity number #2: The students read a series of descriptions, which were referring to different machines that are used during the vacation period (Bus, Jet ski, Boat). They identified its function and its main characteristics. (Appendix 2.35)

Activity number #3: According to the descriptions of each machine, the students had to match each description with the image alluding to the corresponding machine. The students wrote the number of each description on the image. (Appendix 2.35)

Synchronous class.

Class description.

A message was sent to the WhatsApp group to the students, making a reminder and indication that there would be an online class that day. Mention general instructions and alignments that students must follow in order to enter to the session: enter to the online session they must follow: enter with the camera on, adequate hairstyles, wear the uniform and have their notebook and school supplies that they consider important.

Finally, the teacher send the link of the zoom session to the group, approximately 6 minutes before the hour. On this occasion, colleagues from the degree accompanied us in the session. On this occasion, due to time, it was only possible to carry out the practice part. The topic was presented using PowerPoint Presentation. (Appendix 2.36)

Warm Up: The class started with a tongue twister that made reference to the holidays. The teacher read the tongue twister, giving the pronunciation reference so that the students could identify it. Voluntarily, the students began the activity asking for participation. All the students participated and practiced their pronunciation. (Appendix 2.37)

Presentation: The teacher presented a series of vocabulary words, corresponding about vacations. The same series of words was presented that was assigned in the task, activity number one. During this part, the students turned on their microphones to practice the pronunciation of each word, as well as they wrote the vocabulary in their notebooks, along with the corresponding meaning. Once they had seen the vocabulary, the students classified each one of them in a table divided into two parts: country vacation vocabulary and beach vacation vocabulary. (Appendix 2.8) The students wrote each word in the corresponding space. The students participated by mentioning the answers they had. Subsequently, a chart was presented with the answers, for the students to review and in some cases, correct if necessary. (Appendix 2.39)

Practice: The teacher presented a reading. The text referred to the narration of an anecdote of father and daughter living an experience on a Jet Ski. The teacher selected some students to read the text. Later, the teacher asked the students what the reading was about, some students gave an answer using their first language, Spanish. After a series of comprehension questions were presented according to the text, the students copied each one in their notebooks. Se les asigno un tiempo determinado para que pudieran responder las preguntas. Finally, the students shared their answers.

Afterwards, the correct answers were presented, the students verified and, if necessary, corrected. (Appendix 2.40)

Wrap Up: The class ended with a small thank you from the teacher. mentioning that the students made a great effort each week. Also, some information and warnings were mentioned by the head teacher Karla. The students said goodbye and left the online session.

Reflection.

The work and activities that were carried out during week four of the teaching practice day had an increase in response from the student, having a total of 19 registered jobs, these activities were received throughout the week and at the end of it since the students do most of their shipping on the deadline day, which is Friday. On that occasion there was an increase of four students who sent you their work.

The students demonstrated that there was greater understanding in their activities within each review of them, since the visual aids have allowed them to understand, exemplify and be able to carry out their activities more efficiently. I also consider that the subject was a little more in the student's interest since it was complemented with the subject of vacations, referring to the same subject as machines. Finally, I felt satisfied and happy with the four weeks of work since all the design of activities and the online sessions that were taught were carried out with a lot of effort, time, attitude, and dedication.

Before class started, feeling was a bit stressed because prior to this had to go to do some activities in the high school of practices that was involved and that caused me a bit of despair and concern. At that moment maybe the feeling was going to cause a little lack of control within me and that this could be reflected in the class. When the class began, the students enter to the Zoom platform and many students

entered on time and this time there was an increase in attendance, that raised my motivation a lot.

The students were working on the activities in a dynamic way although the time went by very quickly and unfortunately the students were not able to carry out the production part. The result of the class was good because it continues to work in the dynamic way with which it was working previously, the students paid a lot of attention and participated, but there was a pending activity. Mention that students participate more in the English language.

The result of the class since the students constantly participated and paid attention, there was an increase in the number of students attending the class and the session also had very good dynamics. I think that the participation and attitude of the students was my greatest motivation since I felt emotionally worried and stressed, but as the activity progressed, the confidence increased. The activities had a very adequate breakdown since the students were able to develop each activity and interest in each one of them.

The strategy of visual aids was also applied, this allowed the students to have an exemplification, they could feel interested and motivated when carrying out their activities. Elements such as images, bright colors, transitions, tables, and typography were considered within the PowerPoint presentation.

The experience were carried out efficiently because the students participated constantly in their activities and in the class, although there was a pending activity in which the students were going to produce their activity and later they were going to share it with the class. What went well was the rhythm that was maintained throughout the class session, the participation of the students and the application of the strategy as a visual aid. What did not come out was also that there was no time

to finish all the activities and that half of the entire group still has not entered the session since online classes are not compulsory within this institution.

What went well within this class was that the students felt very interested in the class since for them the theme of the holidays is of interest to them, I also consider that the activities caught their attention so that they effectively and participation within each one. I also consider that the visual aids were applied in a positive and effective way and that within this topic it was a little easier to highlight many elements such as images, colors, transitions, icons, tables.

Also, as time progresses, trust is reflected in the communication of the teacher and student, so I consider that this also improved and was more reflected. What did not turn out so well was that thanks to the increase in the number of students, the time was insufficient since we could not get to the production part where the students were going to describe their vacations. More than half of the students entering the session are also still missing. Online classes are not mandatory within this institution.

What it is necessary to consider applying again would be the modality in which the activities were worked referring to the times, since in this way the student is in constant active work and the class becomes more dynamic.

Consider that the visual aids are good and these others in the attention, interest and in the exemplification of each element or activity, that is why is consider that these should have more elements to attract the attention of the student and that the objective is fulfilled. Also, on this occasion the visual aid was very helpful for the students, that is why it is always necessary to work on improving the strategy to achieve the desired objective within the pedagogical essay.

ANSWERS TO KEY QUESTIONS.

In this section, answer will be given to the research questions, according to the application of the 4 sequences during the period from March 1 to 26, of the 2020-2021 school year.

How can motivation and interest be improved with visual aids?

The visual aid allowed the student to get involved in each activity, concentrate on the development of the activity and the understanding of the topic.

As the activities were applied, the students immediately began to pay attention, the students became much more interested in each activity, since it allowed them to pay attention. It could be reflected that the students voluntarily participated in the activities, doing efficiently, and showing interest, attitude, and motivation. Some others were asked to participate specifically, however they also did it efficiently, showing interest. Specific time was established in each applied activity, in order to have a dynamic, this allowed the student to know the class rhythm and also have the guide of the visual aid in each activity so that it could be developed properly.

Motivation was reflected in the activities of the students who delivered week after week. The students were delivering their activities before the estimated date, in addition to the fact that they also delivered their activities in an elaborate time and manner, correctly. That means that the students were interested in the topic and the application of the strategy helped to resolve many doubts, allowed exemplification and being able to develop and learn about each activity on the topic.

The interest was reflected in the participation within the classes with the response from the students. As he had already mentioned, this was not a topic of interest to him, however the development of each activity, in accompaniment of visual aids with different elements, the student could feel interested.

Within the class assignments, the interest was reflected in that many of the students who previously did not turn in their homework, sent it. Many of them printed their activities in a color format, which also allowed them to pay more attention and feel interested in the design of the activities, and thus, be able to develop each one of them.

A brief survey was applied in which the students answered if they feel motivated or not by the activities where the visual aids are applied, in which there was a 62% percentage in which the students feel motivated. Likewise, a survey was applied to the students during the last week of practice, in order to know if they felt motivated using the visual aids as well as in the online classes.

The survey was carried out in Spanish language, so that the students would not have any problem understanding and answering each question. Only 15 students answered the survey having a total 24 students. (Appendix 2.41)

- Question 1: Presté atención durante clases en línea. 86.7% of students answered Yes.
- Question 2: Las ayuda visuales (Imágenes / Videos) te permitieron sentirte más interesado en las actividades. 100% of students answered Yes.
- Question 3: Las ayudas visuales (Imágenes / Videos) te permitieron sentirte motivado al realizar las actividades. 93.3% of students answered Yes.

- Question 4: Me sentí motivado al realizar mis actividades en casa. 80% of students answered Yes.
- Question 5: Me sentí motivado durante las clases en línea. 73.3% students answered Yes.

With this valuation instrument, it allowed me to know the opinion of the student regarding the application of the strategy. As a conclusion I realize that the strategy had a very considerable percentage in each of the activities both applied as homework and in online sessions.

How can visual aids be applied in online sessions?

The students were going to retain the information that was required easier. And this also that the visual aid could capture the attention and interest of the student. According to Gower et al. (2005, p.129) “visuals are used to illustrate a new language item, often a vocabulary item... and create a need for new language which the teacher then satisfies”. During the four weeks of sequence, elements that attracted the student's attention in terms of the design of each activity (figures, lines, typeface) were applied differently in each activity, as well as the application of specific elements in the activities depending on each stage (Videos, Images, Infographics, Graphic Organizers, Charts, Flashcards).

First, the dosage of the subject was taken per week and thus, the objective was established within the planning. With this, the knowledge and consideration of the different visual aids was applied in each activity and with what objective it would be within each one of them.

In the online sessions, PowerPoint presentations were mainly used in which each of the classes applied in the sequence was designed.

Visual aids were applied depending on each stage of activity. In most of the applied online classes, it began mainly with the vocabulary that would be important and used during the week, since each of them worked with a specific tool or machine. Carpenter and Olson (2012) explored the effect of teaching new words in a foreign language through pictures. Their results indicated that pictures could facilitate learning of foreign language vocabulary.

In this case, an image with its name was applied to each slide. The students would immediately observe the image and in that way they would know the example and the name of each word in English. It is important to mention that in each applied image the students practiced their pronunciation of each vocabulary word.

On the other hand, giving continuity to the session, readings were applied which had an image that represented the situation in which it was being described or spoken, so that students could link the description together with the image and know the main idea of it.

Another example was the application of infographics, which showed specific information about some machines that were worked and thus the students could better identify the information accompanied by an image that allowed them to feel attracted and also that they could exemplify.

The students made different descriptions and text as products. The students were guided by different examples depending on the week. An example is where students fill in specific information on a cell phone screen. Another one was that they made a description of a bicycle. Each of these activities were accompanied by elements such as figures, charts, lines, boxes that allow the student to identify each element that they would use within the activity, also that students could feel attracted by the

design of the activity since these contained a lot of font color and examples that were located inside tables.

The activities in addition to the online aids, allowed the student to feel more interested in the subject because the development of each activity contained elements that allowed him to develop each activity efficiently. The visual elements worked to exemplify and develop each activity, the students had little margin for error in their activities and these were also delivered in a timely manner.

In general, the visual aids were applied using colors, tables, graphs, infographics, organizers, transitions. The images allowed to exemplify situations, objects, words. The tables worked for the organization of each activity and that the students could recognize the organization and process of each activity, the videos served so that the student could have an interaction with moving elements and the development of the size. The graphic organizers allowed the student to organize specific information, the infographics allowed the student to recognize and identify information accompanied by elements of images, figures, etc. The fonts allowed the student to feel a better design according to the activities. The colors allowed the student to get involved in each activity, feel interested and attracted.

The activities in addition to the online aids, allowed the student to feel more interested in the subject because the development of each activity contained elements that allowed him to develop each activity efficiently. The visual elements worked to exemplify and develop each activity, the students had little margin for error in their activities and these were also delivered in a timely manner.

How are visual aids reflected in student activities?

They are reflected in the student's learning. As the week progressed, different machines were checked. The students send their homework tests and the evidence of the class work, in this way with the application of the strategy, the student could get involved in the activity, understand the topic, carry out each activity, take an interest in it, focus on the development and learn about the topic.

Each week the students sent their activities, each one of them was reviewed and then they were given feedback in Spanish, this, with the purpose that the students could understand and that they do not suggest doubts about the message and avoid misunderstandings. (Appendix 2.42) Most of the students delivered their activities on time, as well as their activities duly carried out with little margin for error. If necessary, they were told to make specific corrections, which in their case were very few.

On the other hand, within the activities carried out online, the students worked efficiently in each class session. In each applied activity, the participation and opinion of the student was always considered, in order to get involved in the class. From the beginning of the class, the student was asked to participate depending on the activity. In other activities, students turned on their microphone so that they could practice pronouncing specific words. The students shared the answers of some activities that were questionnaires. And at the end, the students orally shared their class product.

As a result, there is some student's evidences of the activities carried out, which allow to know the student's learning, with the use and application of the strategy. (Appendix 2.43)

At the end of the sequence, another instrument was applied that allowed to know the progress and learning of the student. A diagnostic test was applied according to the topic seen (Machines), in order to know if the students understood the topic seen in online sessions and homework. (Appendix 2.44)

The exam was applied with a total of 8 questions, 6 of them open where the students wrote their answers freely and 2 of them, multiple choice where the students would choose an established option.

- Average of the answer to question #1: Stove
- Average of the answer to question #2: Wash our clothes
- Average of the answer to question #3: Keyboard, Mouse, Monitor
- Average of the answer to question #4: Battery, Screen
- Average of the answer to question #5: Pedal, Seat, Chain
- Average of the answer to question #6: You sit on it
- Average of the answer to question #7: Black, Blue
- Average of the answer to question #8: Sand, Sunglasses.

As a result of the exam, it was obtained that the students understood the topic about machines. Most of the students wrote the answers correctly, answering differently but having the same idea. It is important to mention that the majority of the students (20 students) responded to the exam, and this allows us to rectify that the subject had an efficient development, since positive answers were obtained, mostly, in the exam.

At the end of the sequence, to know the achievement of the strategy used, a checklist was made to confirm that the objective was achieved and criteria could be established not only to improve interest and motivation, but also to know how the strategy was useful in other aspects covered in online sessions and homework.

	Yes	No	Not observable
The students developed their activities correctly with the help of the visual aids	x		
Increased the number of students who submitted homework		x	
The visual aids allowed the student to develop each activity in a better way	x		
Visual aids allowed to increase student participation	x		
The visual aids made it possible to catch the attention and interest of the student in class	x		
The visual aids were useful to resolve student doubts in each activity	x		
The visual aids allowed to exemplify situations in each activity	x		
The visual aids allowed the student a greater understanding of the topic seen. (Machines)	x		

The result of the checklist, it can be recognized that the visual aid was of great help for different aspects in the class and homework, since in addition to improving interest, motivation and knowledge within the subject, it attracted the student's attention, resolved Doubts to solve the activities, I exemplify situations, increased participation, they solved activities correctly.

On the other hand, the number of evidences by the students did not increase, this depended on the specific situation of each student, since throughout the school year, there were communication complications with the students or various specific difficulties, since many, from the beginning of the school year, presented themselves and to date, there are still complications.

CONCLUSIONS

CONCLUSIONS.

During the 2020-2021 school year, I did my teaching practicing at “Escuela Secundaria Tecnica #67” with the 2nd F group. Through the pandemic situation (Covid-19), the work topic of the pedagogical essay is the use of visual aids to improve motivation and interest was established based on the interview applied at the begging of the school year (Appendix 1.1), since the work modality during the school year was carried out remotely, working from home. The students did not feel motivated working in this way, that is why through the weekly activities and sessions given online, activities were designed according to the topic that corresponded to each practice period, adding visual elements such as images, charts, figures, graphs, diagrams, videos, colors and text fonts, so that the student felt interested in carrying out their activities, could exemplify each activity, be guided and feel motivated.

3 research questions were established which were answered through the applied sequence, which were:

- How can motivation and interest be improved with visual aids?
- How can visual aids be applied in online sessions?
- How is visual aids reflected in student activities?

The students, not having contact with me face to face, it was a little more complicated to resolve doubts about the subject that was worked on each week, that is why the weekly activities contained visual elements in order for the student to feel interested in each activity, just as doubts arose or the student felt confused or unmotivated with each activity. The students considered that the videos and images were more helpful to be able to understand each activity and feel interested, within their tasks and in the online session. It was not difficult to incorporate visual aids into

their tasks and online sessions, the difficulty was to choose the type of examples that were handled within the topic (Machines), because some visual aids could be applied in online sessions and some others in online activities, since in both environments, it was different to apply, since the students feel more interested in knowing the function of certain machines than others.

The visual aids that were applied were diverse. Within the homework activities: images, videos, graphic organizers, timelines, charts. In the online sessions, PowerPoint was used, considered as a visual aid. Within the presentation, visual elements were applied such as: Transitions, figures, colors, charts, different fonts, images, infographics. In this case, different examples were selected, such as: Washing machine, Cell phone, Bicycle, Machines within the vacation area (Boat, jet ski). This in order that the student could be familiar with each one, since they are articles that are commonly used day by day.

Students turned in their activities before the estimated delivery date, this having few margins of error in each activity. Also, the number of students increased compared to the total number of students who made deliveries at the beginning of the school year.

The classes and activities were designed with the established time of 45 minutes, which were sufficient within the first 3 classes, since the rhythm of the class was very dynamic, since time limits were established to be able to carry out each work.

The activities were applied and realized efficiently, since each one contained visual elements and structures which, the student could carry out their activities efficiently in the determined time. In the last online class, the time was short since the students could only get to the practice part since the previous activities took more

time than was established. These class sessions were taught with the use of PowerPoint presentations, which allowed me to make use of many elements to apply the visual aids. The elements that were applied were: the use of colors, transitions, figures, tables, images, infographics, which allowed the student to develop each activity with a set time, since each slide contained the necessary elements to perform them with satisfaction. At the end of each activity, the students shared their answers and they were later reviewed as a group.

I consider that throughout my internship in the seventh and eighth semester, by establishing my strategy, I was able to improve the selection of visual aids within homework and online activities, since it not only consists of placing them, according to this, since they allow the student to be able to work with the subject more efficiently, work in a positive way, feel motivated and learn the foreign language of English, in addition, it is important to consider the thoughts and feelings of the student, in the face of this pandemic situation where they have to work from home, outside the classroom, which is where they were used to receiving their class.

The way in which the students developed their weekly homework activities and online work was enriching since the online session the students covered the subject in more depth, complemented the information on their homework, solving doubts. The students showed interest during the online sessions, doing their activities, paying attention, participating. The students were guided through the strategy, the visual aids allowed them to exemplify activities, get involved in them, develop the activity with motivation and understand.

Working through online sessions was a challenge for me and for students, because the students never had an online session or contact with the teacher by distance, and for the learning and taught through apps before, which was not familiar and this made me feel a little nervous and worried, as it is obviously not the same

as giving a face-to-face session in the classroom. However, through practice, I felt more like it as I unfolded and took a rhythm that favored the student and myself.

Once the results of the diagnostic test were obtained, applied to the students according to the subject (Machines) at the end of the sequence, the subject was understood and the student's learning was efficient, since correct answers were obtained. These responses were obtained according to what was worked within the online activities and the task, during the four weeks. With this, the visual aids allowed the student to identify more elements, concepts and examples that made the student's learning noticeable, considering their evidence, participation, and the exam.

The use of visual aids, within the scope and application of activities through homework, was very favored since in this way, the students received all the elements to learn and the activities designed in a virtual way, in which the visual elements were applied.

The instrument applied to evaluate the strategy (checklist), allowed me to know if other objectives related to the use of visual aids were achieved. It was possible to recognize that the visual aids influenced more aspects within the student's learning, not only interest and motivation, but also allowed the student to participate more in class, the strategy helped to solve doubts in the activities and with it, the students They solved them efficiently, the students allowed to be able to exemplify concepts within the activities and also, they attracted the student's attention.

At the end of this essay, new questions arose as a result of what was applied, which allow me to investigate, which are:

The first question was: How could visual aid be applied to a specific skill?. It would be interesting to focus on the strategy with a specific objective in some skill, since it can be applied in different ways depending on the deficiencies of the student and the objective that can be established.

The second question was: What would be applying the strategy in a face to face class?. It is known that the application of the strategy was applied virtually by sending activities and taking classes online. It would be interesting to see how it would be applied and how the format would be for each visual aid applied within a classroom.

And the last question was: What other strategies can be complemented with visual aids to improve student interest and motivation?. Since, it would be interesting to know more strategies with the same objective to know if similar results are obtained or not.

I consider to continue with the application with the visual aids in my future classes, since it is very important that in these situations, the student can feel interested and motivated to work from home, receiving homework and taking classes online. Visual aids are very helpful as they are attractive. I would like to continue to implement this strategy in my future job environment and see if the strategy works with any high school grade or not. Also, it would be interesting to apply the strategy in face-to-face classes, as it would also be a challenge, as this can be a little more complicated, since it involves the use of much more physical material.

Finally and to conclude, this school year left me with great learning and experience, since before this modality of distance work, I faced new challenges such as: teaching an online session, selecting visual elements, knowing how the student feels when learning English in distance modality.

It is important to adapt activities according to the needs of the students. I feel very proud to have been part of the students' learning, to help them improve their knowledge of the English foreign language during an online school year. I admit that it was not easy, adapted to a modality which we were not used to performing with. With this experience, I took great learning from my students and from my work as a teacher. I learned, designed, used strategies and this will allow me to grow and improve as a teacher, that this will continue to improve as time passes and I can have more experiences. I am grateful for the great work my students did for almost a year; I am very proud of them.

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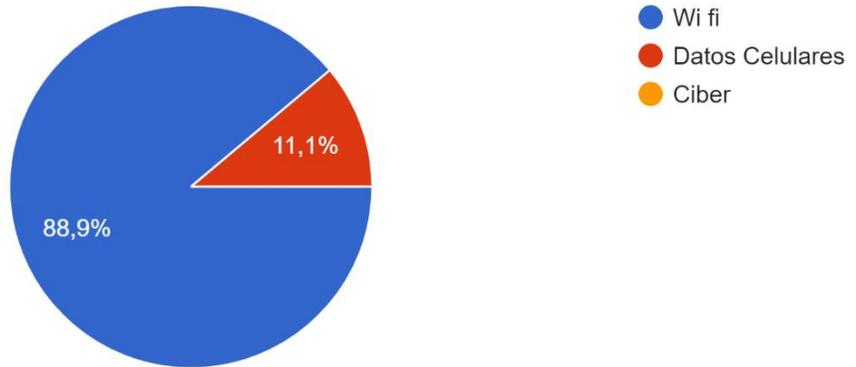
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APPENDIX

Appendix 1.1

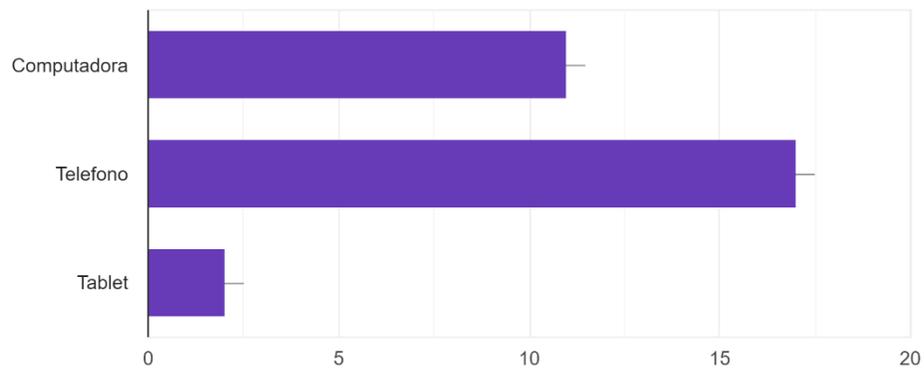
¿De que manera te conectas a internet?

18 respuestas



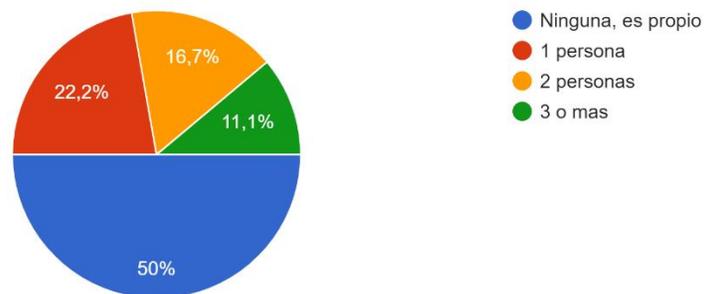
¿Cuáles son los dispositivos con los que cuentas con fines escolares?

18 respuestas



¿Con cuantas personas más compartes tus dispositivos?

18 respuestas

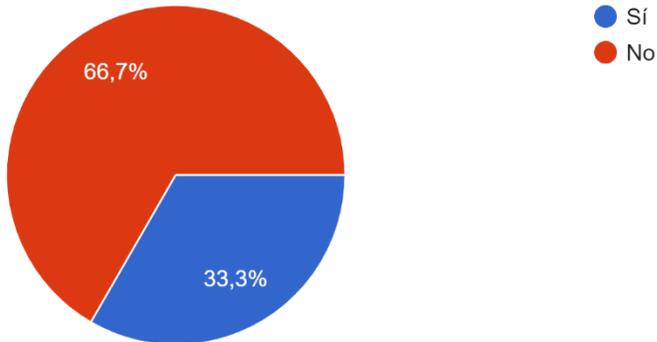


Questions and answers of the applied student's interview.

Appendix 1.1

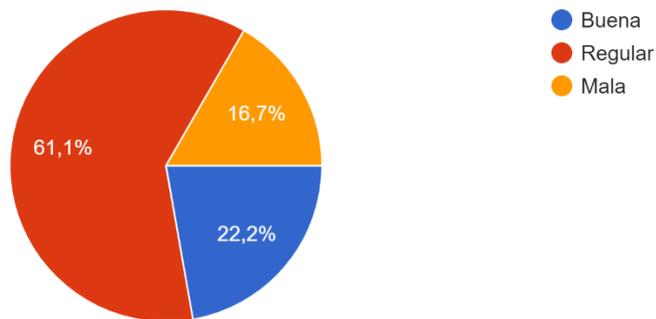
¿Te sientes motivado trabajando desde casa / en línea?

18 respuestas



En tu experiencia, ¿Cómo consideras que ha sido la escuela en modalidad virtual?

18 respuestas



Menciona que es lo que mas te gusta de trabajar a distancia / en casa

18 respuestas

Que puedo escuchar musica	Nada
Que no me tengo que levantar temprano	Que puedo contar con la ayuda de mi mamá
Estar en casa segura y no contagiarme.	puedo convivir más con mi familia
La comodidad	Nada.
Que me dan más tiempo para poder mandar las tareas	Que estoy desde la comodidad de mi casa
Tengo tiempo para las tareas.	Evito contagiarme y me organizo mejor
Tengo más oportunidades para tener buena calificación	Nada no me gusta trabajar en línea
poder convivir mas con la familia y poder responder preguntas con mas contenido	Que estoy con mi familia
Me organizo más porque mi mamá me dice como	

Questions and answers of the applied student's interview.

Appendix 1.1

Menciona que es lo que menos te gusta de trabajar a distancia / en casa

18 respuestas

Las distancias
No convivir con mis amigas
No poder ver a mis amigos
El entender
Me estreso por las tareas y a veces no la puedo entregar por lo mismo
No tener maestro y compañeros.
Que a veces se me va el internet
no ver a mis amigo y maestros y no poder salir y no entender mejor los temas
Pues no veo a mis maestros no los conozco

Que pues no me adapto a hacer los trabajos todavía

Que no veo a mis maestros

es más difícil comunicarse con maestros, alumnos,etc.

Que prácticamente no se aprende nada.

Que no puedo ver a mis compañeros

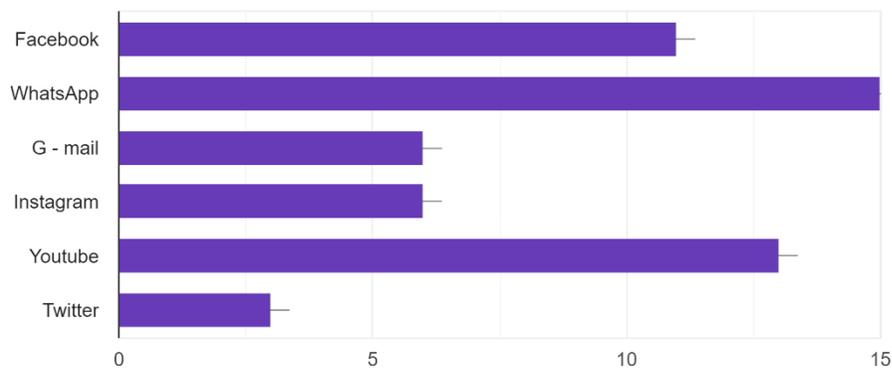
Que a veces se traban las clases en línea

El que los maestros no te pueda explicar bien

Que no me enfoco bien

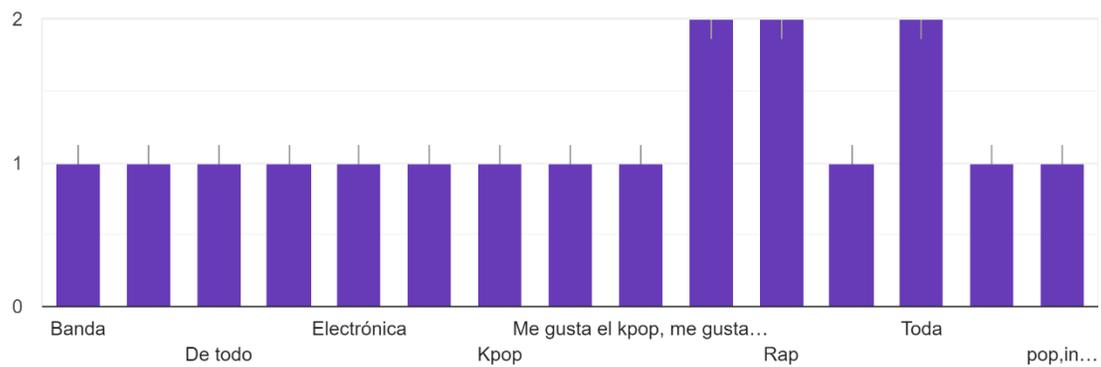
Selecciona las redes sociales que utilizas con mayor frecuencia

18 respuestas



¿Qué genero de música te gusta?

18 respuestas

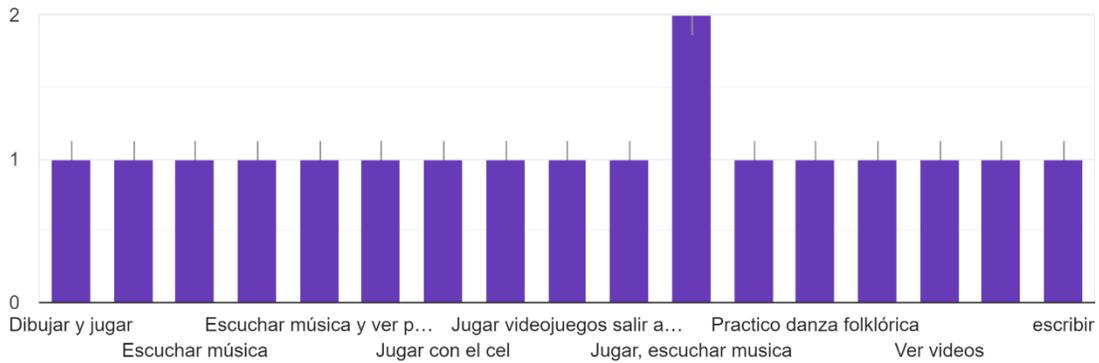


Questions and answers of the applied student's interview.

Appendix 1.1

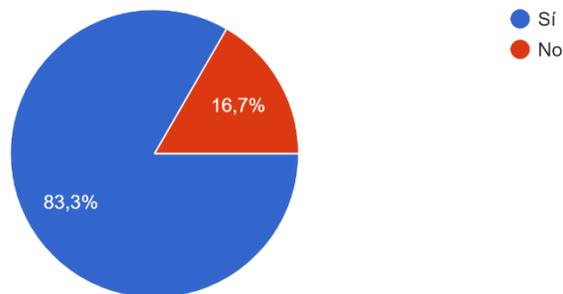
¿Cuáles son tus hobbies? (pasatiempos)

18 respuestas



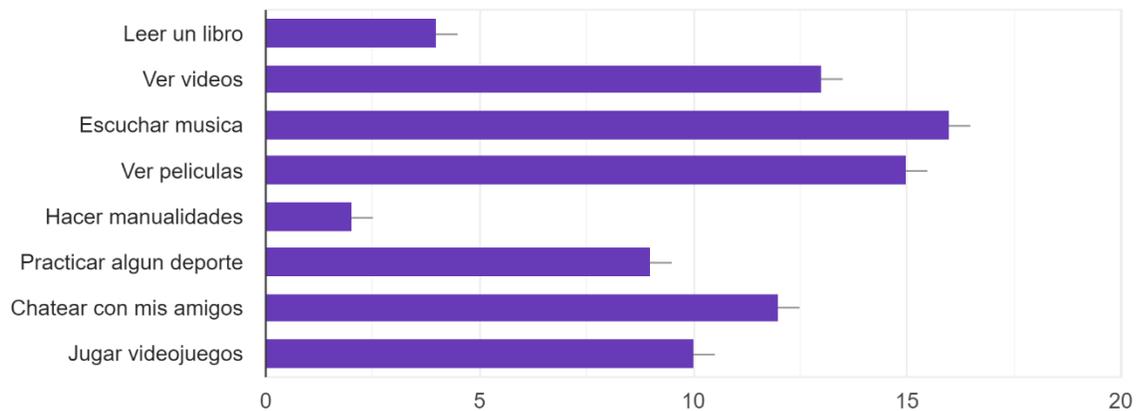
¿te sientes interesado sobre la materia de ingles trabajando a distancia / en casa?

18 respuestas



¿Cuál de las siguientes actividades te gustan mas? Selecciona 4

18 respuestas

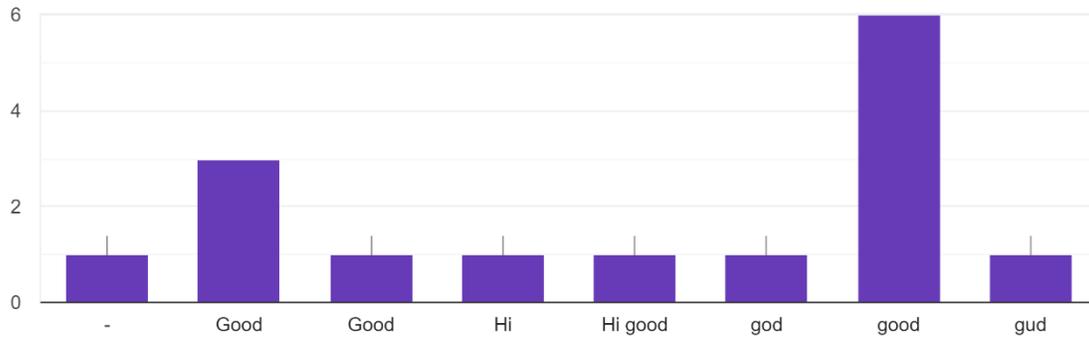


Questions and answers of the applied student's interview.

Appendix 1.2

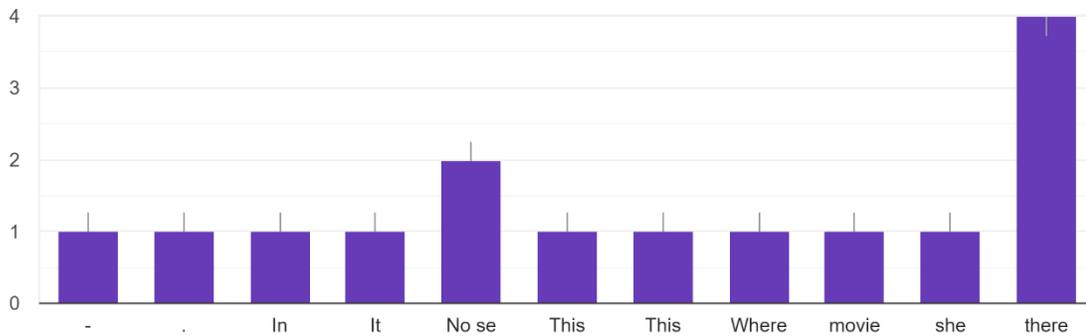
Completa la expresión: _____ morning.!

15 respuestas



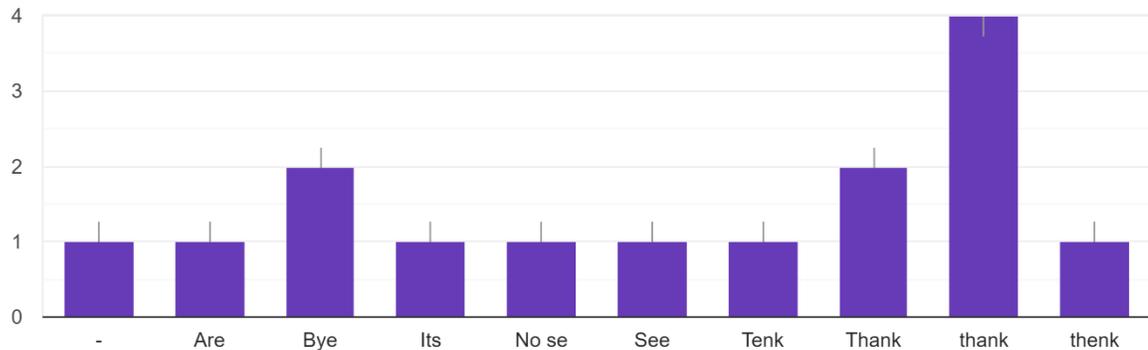
Completa la expresión: _____ is the thriller section?

15 respuestas



Completa la expresión: That's all. _____ you.

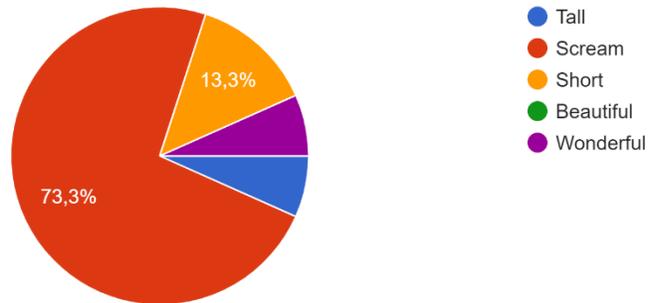
15 respuestas



Appendix 1.2

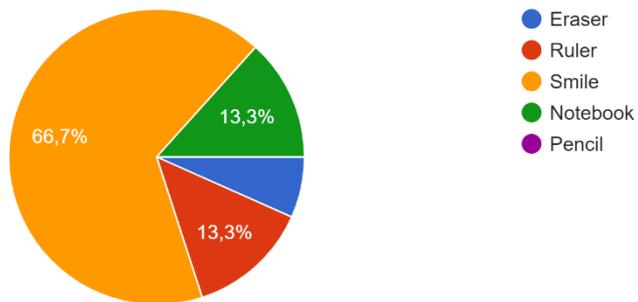
Selecciona la palabra que NO pertenece al grupo.

15 respuestas



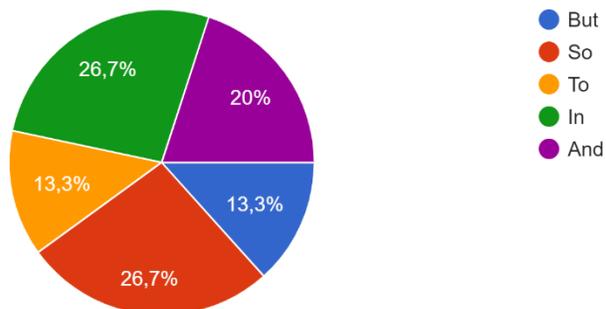
Selecciona la palabra que NO pertenece al grupo.

15 respuestas



Selecciona la palabra que NO pertenece al grupo.

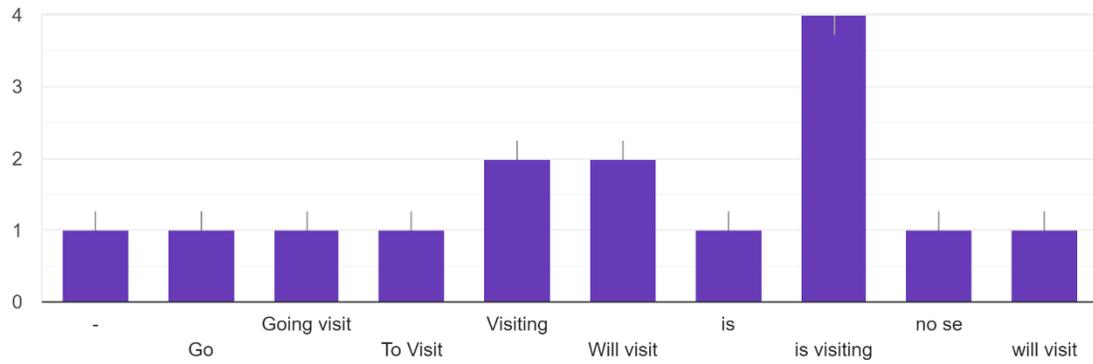
15 respuestas



Appendix 1.2

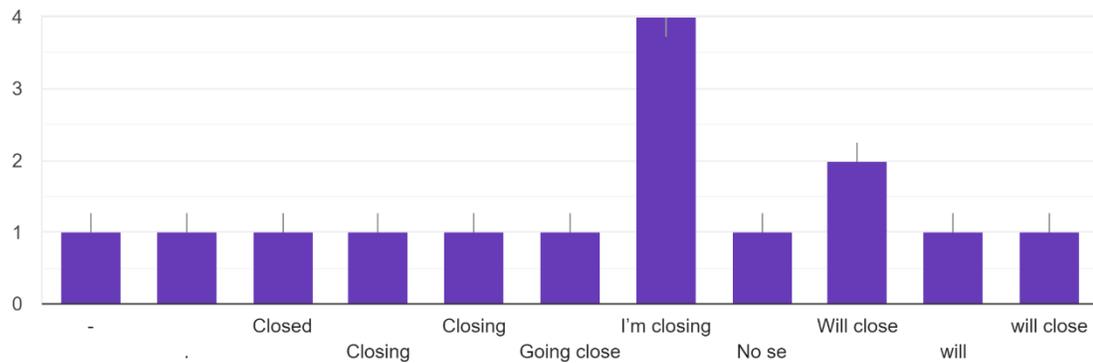
Completa con tiempo futuro: She _____ (visit) New York next week.

15 respuestas



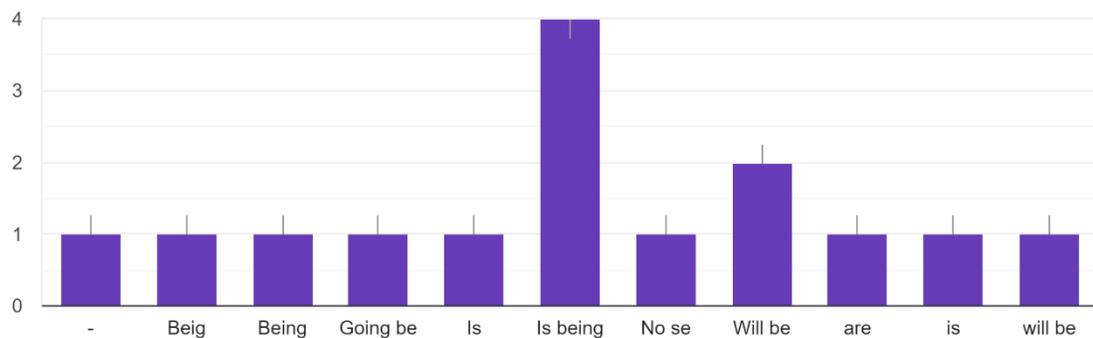
Completa con tiempo futuro: It's cold here, I ____ (close) the windows.

15 respuestas



Completa con tiempo futuro: He _____ (be) a good doctor.

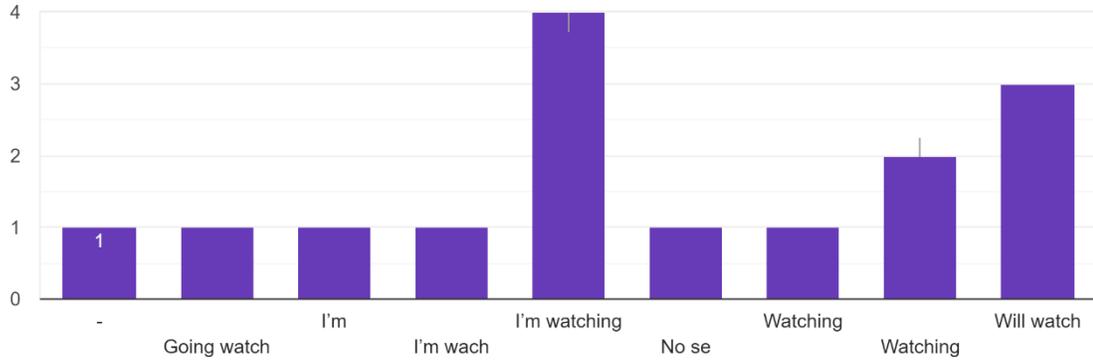
15 respuestas



Appendix 1.2

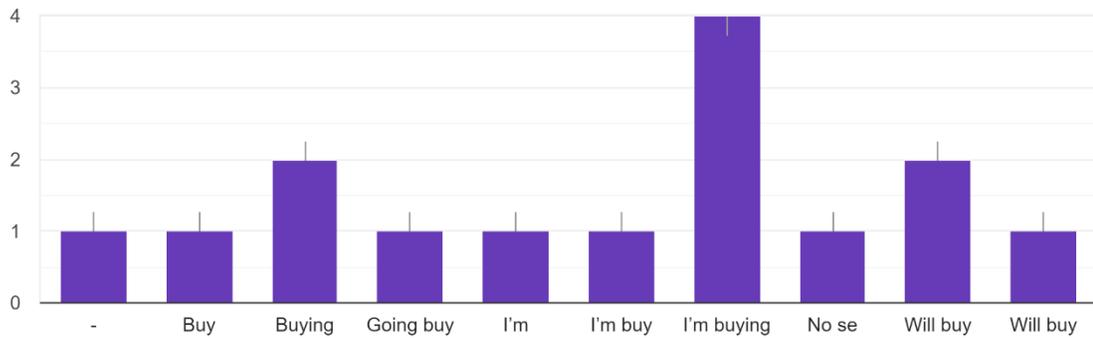
Completa con tiempo futuro: Do you have plans for the weekend? Yes, I ____ (watch) that movie.

15 respuestas



Completa con tiempo futuro: I ____ (buy) a car when I finished my career.

15 respuestas



Appendix 2.1

ESL/EFL Lesson Plan

Lesson Number: 1 (Home activities)

Topic: Function of machines

Objective/Aim: Students will discover the function of a laptop, review the parts of a computer and write advantages and disadvantages about both machines

Previous topics seen in class: N/A

Stage	Activity/Procedure	Skill	Material, Equipment or Aids	Purpose	Possible Problems and Solutions
Presentation	<p>Students will watch a video about the function about a Laptop. Students will read questions. Students will answer the questions.</p> <ol style="list-style-type: none"> 1. Students will watch the video 2. Students will read the questions 3. Students will answer questions <p>https://www.youtube.com/watch?v=6Llv2ocJXRk</p>	Reading	Ap. 1.1	Students will discover the function of the Laptop	<p>P: Students will probably have doubts about some words</p> <p>S: Students can use their dictionaries to check the definition</p>
Practice	<p>Students will look at the image of a Computer. Students will read the words in the box and then, students will write the correct word to the correct part of the computer.</p> <ol style="list-style-type: none"> 1. Students will look at the image 2. Students will read words in the box 3. Students will identify the correct for each space 4. Students will write the correct word 	Reading	Ap. 1.2	Students will distinguish and relate the parts of a computer	<p>P: Students probably don't remember words about the computer</p> <p>S: Students can relate the words with the parts of a laptop</p>
Production	<p>Students will write in a chart advantages and disadvantages about the use of a laptop.</p> <ol style="list-style-type: none"> 1. Students will remember the ideas about the function of a Laptop 	Writing	Ap. 1.3	Students will catalog information in a table, about the use of a Laptop	<p>P: Students probably don't remember the information about the function of the Laptop</p> <p>S: Students can check first reading</p>
	<ol style="list-style-type: none"> 2. Students will classify the information 3. Students will write the information in the chart 				

Lesson plan applied for homework (Home activities).

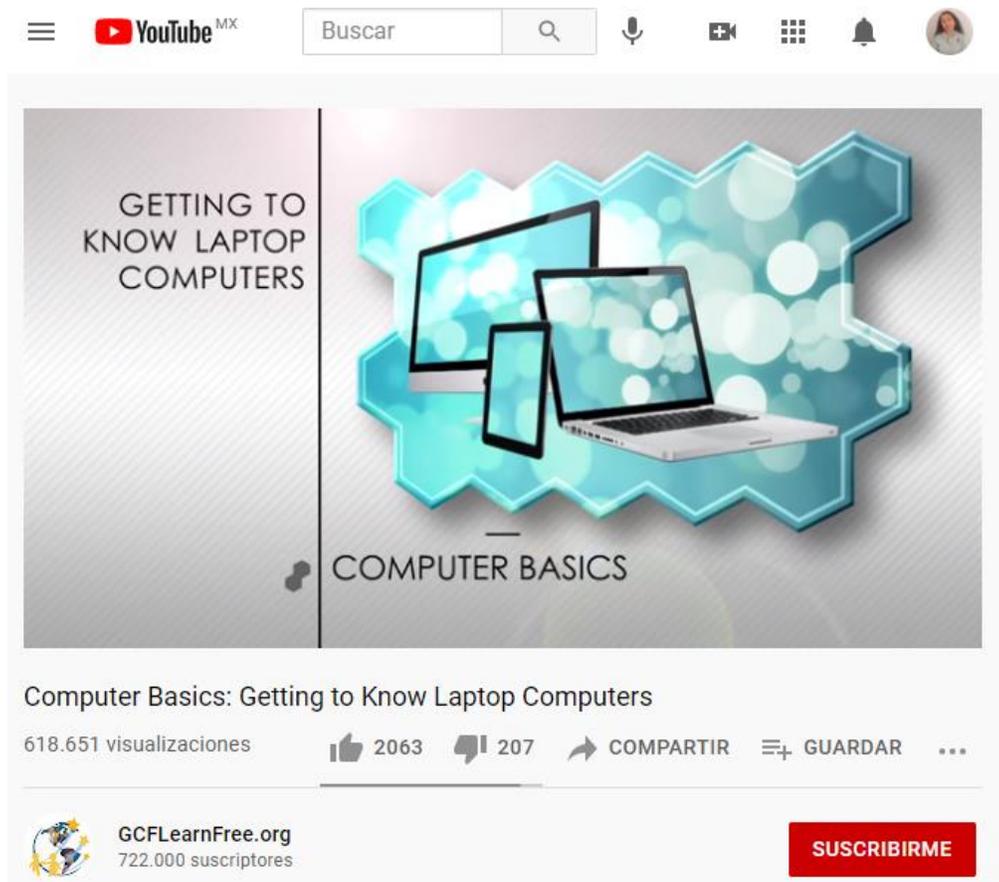
Date: March 1 to 5, 2021.

Appendix 2.2

Watch the video "Computer Basics: Laptop". Then, read the questions and choose the correct answer.

Liga: <https://www.youtube.com/watch?v=6Llv2ocJXRk> (El video también se encuentra en el grupo de WhatsApp)

3. Laptops usually are...
 - a) Small
 - b) Big
 - c) Tall
4. The battery is use for....
 - a) Have electricity
 - b) To provide power
 - c) To function
1. It is to use the pointer on the screen...
 - a) Battery
 - b) Touchpad
 - c) Mouse
2. An advantage to use a laptop is...
 - a) Is portable
 - b) Is not portable
 - c) Very big



The image shows a YouTube video player interface. At the top, there is a search bar with the text "Buscar" and a magnifying glass icon. To the right of the search bar are icons for a microphone, a video camera, a grid, a bell, and a profile picture. The video player itself features a large graphic with the text "GETTING TO KNOW LAPTOP COMPUTERS" on the left and "COMPUTER BASICS" at the bottom. The graphic depicts a laptop, a tablet, and a smartphone arranged within a large, glowing blue gear shape. Below the video player, the video title "Computer Basics: Getting to Know Laptop Computers" is displayed, followed by the view count "618.651 visualizaciones", the number of likes "2063", and the number of comments "207". There are also icons for "COMPARTIR" (share), "GUARDAR" (save), and a menu icon. At the bottom left, the channel name "GCFLearnFree.org" is shown with "722.000 suscriptores". A red "SUSCRIBIRME" (subscribe) button is located at the bottom right.

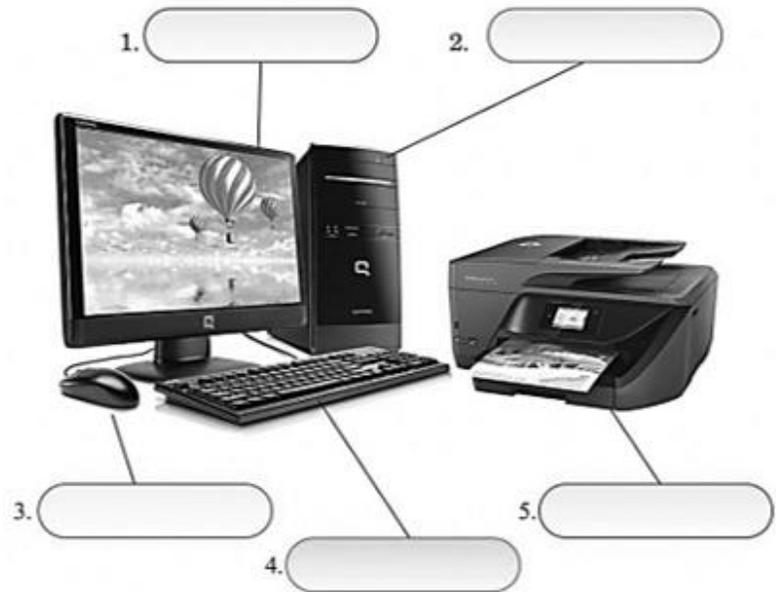
Activity #1. Home activities from March 1 to 5, 2021.

Appendix 2.3

Activity #2.

Write the correct word with the images.
Use the words in the box.

CPU	MOUSE	PRINTER
MONITOR	KEYBOARD	



Appendix 2.4

Activity #3.

Watch the video of activity #1. In the chart, write the **ADVANTAGES AND DISADVANTAGES** of a lap top **LAPTOP**.

ADVANTAGES 😊	DISADVANTAGES 😞
-	-
-	-
-	-
-	-
-	-

Appendix 2.5

Lesson Number: 2 (Online session)

Topic: Function of machines

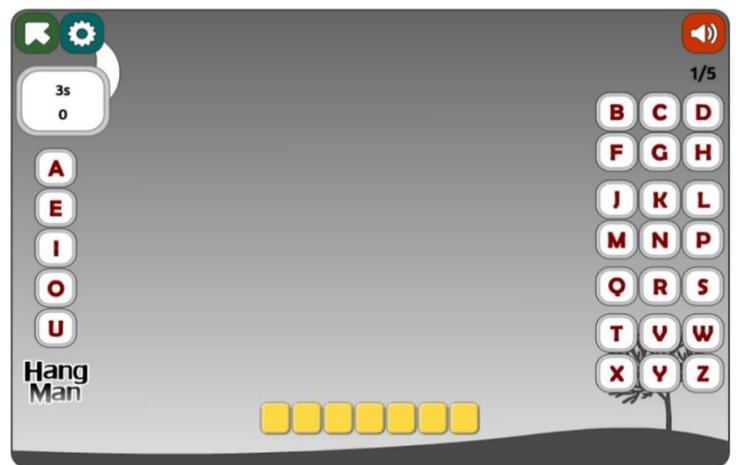
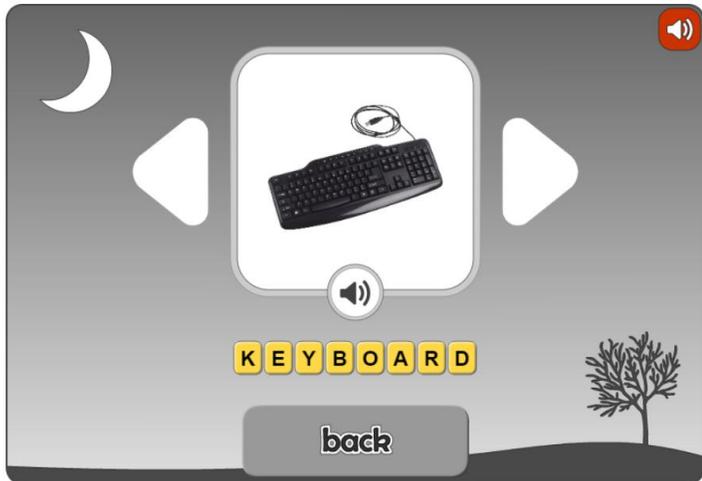
Objective/Aim: Students will review vocabulary about different machines, categorize them and identify their general function

Previous topics seen in class: Parts of the computer, function of a laptop and their advantages and disadvantages

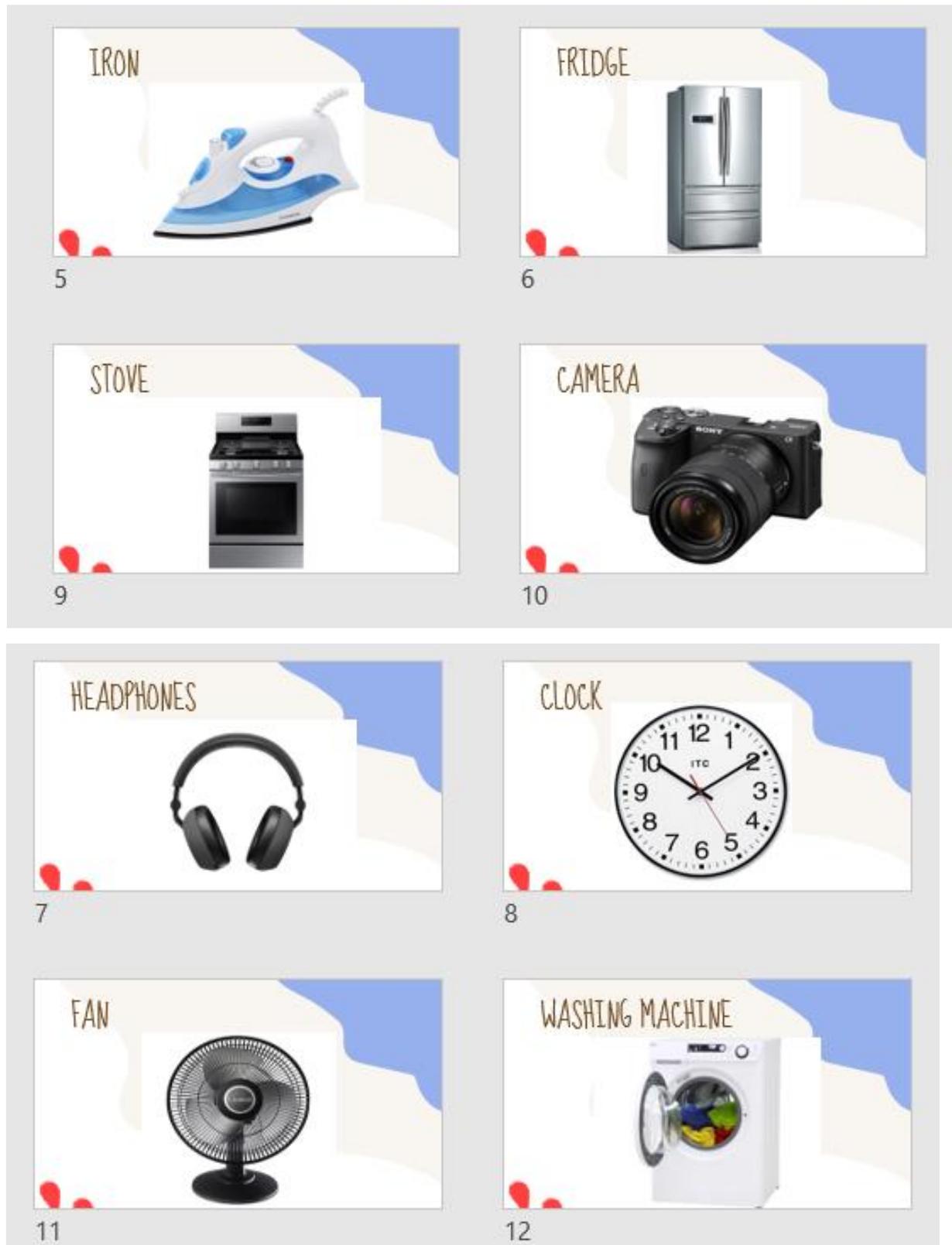
Stage	Activity/Procedure	Skill	Material, Equipment or Aids	Purpose	Possible Problems and Solutions
Warm Up 5 minutes	Students will play Hang Man to practice the vocabulary about the computer. Students will say different letters and guess the correct word	Vocabulary	Web Site	Students will remember the previous vocabulary	P: Students probably don't remember the vocabulary S: Teacher will exemplify the vocabulary
Presentation 10 minutes	Teacher will present a vocabulary about different types of machines. Students will write the words in their notebooks. <ol style="list-style-type: none"> 1. Students will check the images 2. Students will read the word 3. Students will practice the pronunciation of the word 4. Students will write the vocabulary in their notebooks 	Vocabulary	Ap. 2.1	Students will recognize different types of machines	P: Students probably have problems with the pronunciation S: Teacher will practice the pronunciation with the students
Practice 5 minutes	Students will classify the previous words in a chart. Teacher will present the chart with different categories. Students will write the correct word to each space. <ol style="list-style-type: none"> 1. Students will check the chart of the categories 2. Students will remember the vocabulary words 	Writing	Ap. 2.2	Students are going to classify the machines in the correct category.	P: Students probably have problems with the categories S: Teacher can guide describing the categories
	<ol style="list-style-type: none"> 3. Students will write the vocabulary word in the correct category 				
Production 10 minutes	Teacher will present a video about the function of the machines. Teacher will present general questions about the video. Students can write specific ideas of the video. Students will answer the questions. <ol style="list-style-type: none"> 1. Students will write the questions 2. Students will watch the video 3. Students will try to answer the questions 4. Teacher and students will answer the questions 5. Teacher and students will check the questions <p>https://www.youtube.com/watch?v=OWwJsmqCMfc&list=LL&index=9</p>	Listening	Ap. 2.3	Students answer questions based on a video	P: Students will have problems with the questions S: Teacher will ask to the students to guide based on the WH questions.
Warm up 4 minutes	The teacher will give general feedback to the students and general indications.				

Appendix 2.6

<https://www.gamestolearnenglish.com/hangman/#user/fg/12/tjudithortegab/vocabulary>



Appendix 2.7



Appendix 2.8



Activity #1

With the vocabulary, classify them in the correct category.

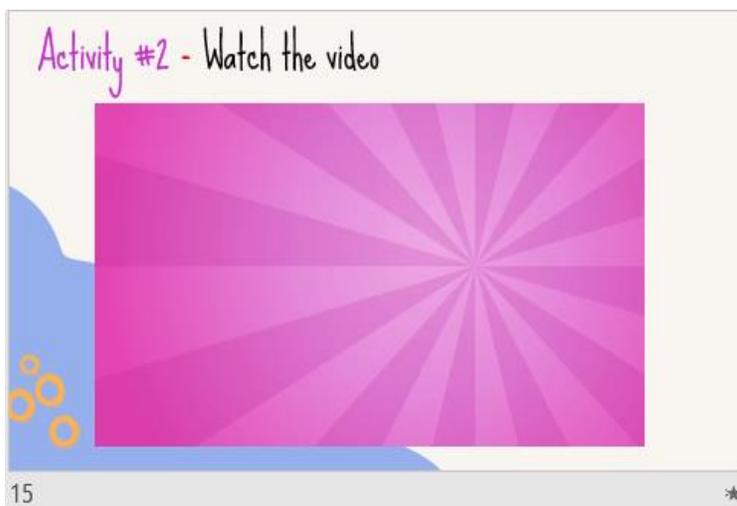
1. Copy the chart in your notebook
2. Check the previous vocabulary
3. Write the correct word in the correct category.

KITCHEN	DIGITAL	DOMESTIC

The slide features a decorative background with orange and blue abstract shapes and pink circles. A red-bordered table is positioned on the right side, with three columns labeled 'KITCHEN', 'DIGITAL', and 'DOMESTIC' in orange text. The table body is currently empty.

Activity for the practice stage. Date: Wednesday, March 3rd, 2021.

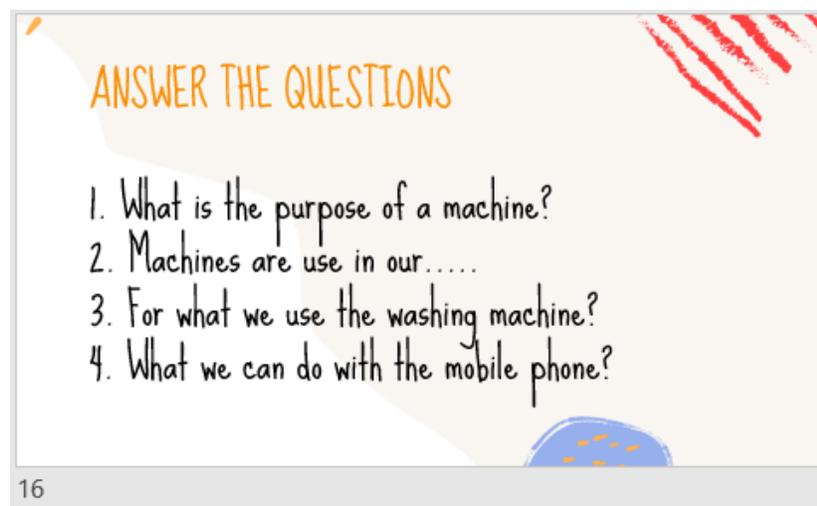
Appendix 2.9



Activity #2 - Watch the video

15

The slide shows a video player interface with a purple and pink sunburst pattern. The number '15' is in the bottom left corner, and a small star icon is in the bottom right corner.



ANSWER THE QUESTIONS

1. What is the purpose of a machine?
2. Machines are use in our.....
3. For what we use the washing machine?
4. What we can do with the mobile phone?

16

The slide has a white background with red scribbles in the top right and a blue shape in the bottom right. The number '16' is in the bottom left corner.

Activity for the production part. Date: Wednesday, March 3rd, 2021.

Appendix 2.10

ESL/EFL Lesson Plan

Lesson Number: 1 (Home activities)

Topic: Function of machines

Objective/Aim: Students will identify information in a timeline of the cellphone, match information using a conversation

Previous topics seen in class: Machines parts and their general function

Stage	Activity/Procedure	Skill	Material, Equipment or Aids	Purpose	Possible Problems and Solutions
Presentation	<p>Students will revise a timeline about the history of the cellphone. Students skimming the information.</p> <ol style="list-style-type: none"> 1. Students will look at the timeline 2. Students will skimming the information 	Reading	Ap. 1.1	Students will check the timeline about the cellphone	<p>P: Students will probably have doubts about some words S: Students can use their dictionaries to check the definition</p>
Practice	<p>Students will answer questions based on the previous timeline</p> <ol style="list-style-type: none"> 1. Students will read the questions 2. Students will scanning the information of the timeline 3. Students will answer the questions 	Reading	Ap. 1.2	Students will distinguish information about the cellphone	<p>P: Students probably don't remember words about the cellphone S: Students can relate the words using the timeline</p>
Production	<p>Students will read a brief conversation between 2 people calling. Students will identify the keywords. Students will match information about the conversation.</p> <ol style="list-style-type: none"> 1. Student will read the conversation 2. Students will identify the keywords 3. Students will check the information to match 4. Students will match the information. 	Reading	Ap. 1.3	Students will identify information basing on a conversation	<p>P: Students probably have problems with the keywords S: Students can contextualize it with the sentences in the conversation</p>

Lesson plan applied for home activities (Homework). Date: March 8 to 12, 2021.

Appendix 2.11

2° F					
			Actividad #1	Actividad #2	Actividad #3
1	A		recibido	recibido	recibido
2	C	ANIS	recibido	recibido	recibido
3	C		recibido	recibido	recibido
4	C				
5	C		recibido	recibido	recibido
6	C	RA			
7	C	XIS			
8	C		recibido	recibido	recibido
9	E		recibido	recibido	recibido
10	C				
11	C		recibido	recibido	recibido
12	C		recibido	recibido	recibido
13	F	NDER	recibido	recibido	recibido
14	F		recibido	recibido	recibido
15	J				
16	L		recibido	recibido	recibido
17	L				
18	L		recibido	recibido	recibido
19	M		recibido	recibido	recibido
20	F				
21	F				
22	F		recibido	recibido	recibido
23	E	PE			
24	E	T	recibido	recibido	recibido

List of students who sent activities (homework) from March 1 to 5, 2021.

Appendix 2.12

TEACHER JUDITH ORTEGA – TRABAJO SEMANAL

Trabajos para entregar VIERNES 12 DE MARZO 2021 antes de las 9pm. Enviar evidencias al correo: tjudithortegab@gmail.com . Es importante poner tu nombre completo para poder registrar el trabajo.

Activity #1.

Read the information in the next timeline and answer the questions.

Evolution of the telephone.

1984	1989	1992	2002	2010
First cellphone offered commercially. Cost: \$3,995.	Early example of a flip phone.	First digital handled phone. Nokia's bestselling phone.	Cellphone with organizer functions and keyboard.	First mobile phone to meet 4G standards.
				

- 1- Year of the first 4G phone: _____
- 2- Best-selling brand in 1992: _____
- 3- Cost of the telephone in 1984: _____
- 4- Characteristics of the telephone in 2002: _____
- 5- Year of the first flip sets: _____

Activity #2.

Read the conversation and answer the questions.

Mary: Hello
Kelly: Hi, Mary. I'm Kelly.
Mary: Hi! Where are you? I haven't seen you for a long time.
Kelly: I'm calling from Rio de Janeiro. I'm on vacation with my family.
Mary: That sounds great! How is the weather?
Kelly: It's cold and raining. We are having a terrible time.
Mary: Oh! What a shame!
Kelly: Certainly, it is. We are going to return tomorrow, and I was thinking to visit you.
Mary: Of course. I will be waiting for you.
Kelly: Bye.
Mary: Bye Kelly.



Calling from	Visit you.
Where are you?	tomorrow
It's cold	I haven't seen you for a long time.
What	Rio de Janeiro
We are going to return	a shame!

Appendix 2.13

Activity #1.

Read the information in the next timeline and answer the questions.

Evolution of the telephone.

1984	1989	1992	2002	2010
First cellphone offered commercially. Cost: \$3,995.	Early example of a flip phone.	First digital handled phone. Nokia's bestselling phone.	Cellphone with organizer functions and keyboard,	First mobile phone to meet 4G standards.
				

- 1- Year of the first 4G phone: _____
- 2- Best-selling brand in 1992: _____
- 3- Cost of the telephone in 1984: _____
- 4- Characteristics of the telephone in 2002: _____
- 5- Year of the first flip sets: _____

Activity #1 for home activities. Date March 8 to 12, 2021.

Appendix 2.14

Activity #2.

Read the conversation and answer the questions.

Mary: Hello

Kelly: Hi, Mary. I'm Kelly.

Mary: Hi! Where are you? I haven't seen you for a long time.

Kelly: I'm calling from Rio de Janeiro. I'm on vacation with my family.

Mary: That sounds great! How is the weather?

Kelly: It's cold and raining. We are having a terrible time.

Mary: Oh! What a shame!

Kelly: Certainly, it is. We are going to return tomorrow, and I was thinking to visit you.

Mary: Of course. I will be waiting for you.

Kelly: Bye.

Mary: Bye Kelly.



Calling from

Visit you.

Where are you?

tomorrow

It's cold

I haven't seen you for a long time.

What

Rio de Janeiro

We are going to return

a shame!

Thinking to

and raining

Activity #2 for home activities. Date March 8 to 12, 2021.

Appendix 2.15

Lesson Number: 2 (Online session)

Topic: Function of machines

Objective/Aim: Students will identify information of a cellphone with an infographic, recognize their parts, sketch personal information

Previous topics seen in class: The information about a cellphone



Stage	Activity/Procedure	Skill	Material, Equipment or Aids	Purpose	Possible Problems and Solutions
Warm Up 7 minutes	Teacher will start the class making the following questions to students: <ul style="list-style-type: none"> - What type of machines do you remember? - Do you remember their function? - What kind machine do you think we will see today? 	Speaking	PowerPoint Presentation Ap. 2.1	Students will remember and introduce the topic	P: Students probably don't want to say the information in English S: Teacher will say they can use keywords
Presentation 10 minutes	Teacher will present an infographic about general information about the use of the cellphone. Students will answer questions based on the infographic. <ol style="list-style-type: none"> 1. Students will check the image of the infographic 2. Students will be skimming the information 3. Students will read the questions 4. Students will be scanning the information 5. Students will answer the questions 	Reading	PowerPoint Presentation Ap. 2.2	Students will recognize information about the cellphone in an infographic	P: Students probably have problems with the meaning of some words S: Teacher exemplify and describing the words
Practice 7 minutes	Teacher will present vocabulary about the parts of the cellphone. Students will catch the meaning of each one. Students will match the word in the correct space in an image. <ol style="list-style-type: none"> 1. Teacher will present the vocabulary words 2. Students will recognize the definition 	Vocabulary	PowerPoint Presentation Ap. 2.3	Students are going to match vocabulary words in an image	P: Students probably have problems with the pronunciation S: Teacher will emphasize the pronunciation and practice with students
	<ol style="list-style-type: none"> 3. Students will practice the pronunciation of the words 4. Students will write the correct words in an image 				
Production 10 minutes	Students will create a screen of a cellphone. They will complete specific information in their notebook. Name, Age, Birthday, Cell Number, Favorite app.		PowerPoint Presentation Ap. 2.4	Students will sketch information using a telephone	P: Students probably have problems writing the information S: Teacher will present an example.
Warm Up 7 minutes	Students will present their information with the previous activity. All the students must to participate.		PowerPoint Presentation Ap. 2.5	Students will explain information	P: Students will have problems with the pronunciation. S: At the end, teacher will empathize with the pronunciation

Lesson plan applied for the online session. Date: Wednesday, March 10th, 2021.

Appendix 2.16

LET'S START - Questions

What types of machines have we seen in class?

1. Bicycle and phone
2. Motorcycle and car
3. Washing machine and Computer

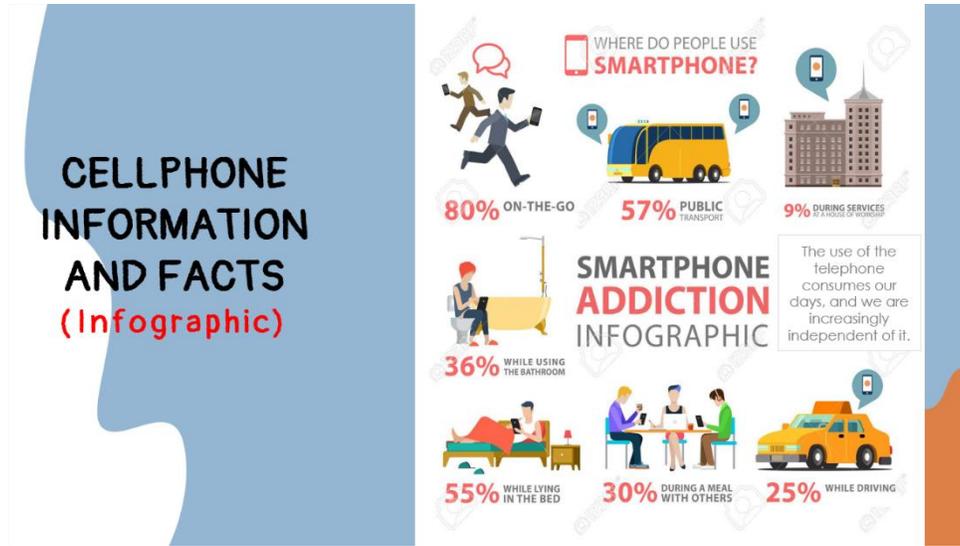
2

What is the purpose of Washing machine?

1. Provide energy
2. Clean our clothes
3. Send messages

Which machine do you think we will see today?

Appendix 2.17



Complete the chart with the previous information.

80%	
	Public Transport
	During services
36%	
25%	
30%	

Answers

80%	On the go
57%	Public Transport
9%	During services
36%	Using the bathroom
25%	While driving
30%	During a meal with others

Appendix 2.18

VOCABULARY!
Open your notebooks
and take notes



10

SCREEN



11

BATTERY



12

FRONTAL CAMERA



13

MAIN BUTTON



14

APPS



15

SPEAKER



16

CHARGER



17

PHONE CASE



18

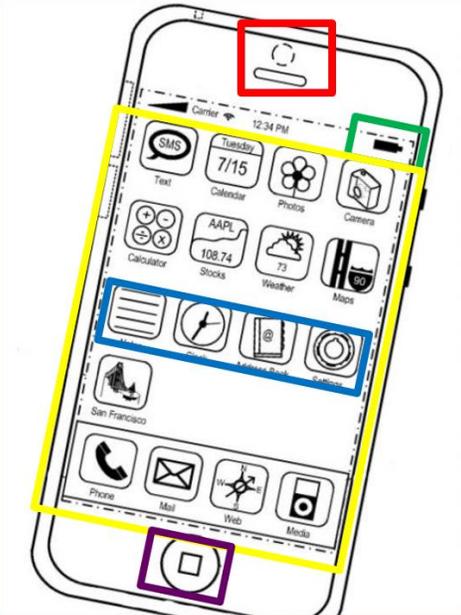
Vocabulary used in presentation stage. Date: Wednesday, March 10th, 2021.

Appendix 2.19

- Write the correct name to the parts of the cellphone.

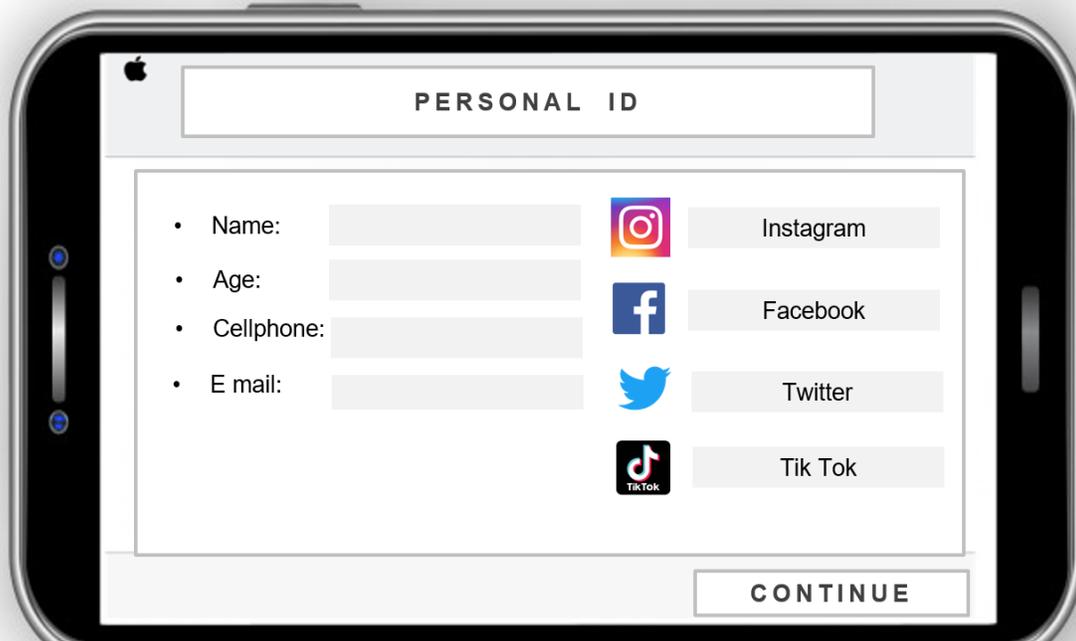
Follow the colors.

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____



Activity applied for the presentation stage. Date Wednesday, March 10th, 2021.

Appendix 2.20



PERSONAL ID

- Name:
- Age:
- Cellphone:
- E mail:

Instagram

Facebook

Twitter

Tik Tok

CONTINUE

Activity applied for the production stage. Date Wednesday, March 10th, 2021.

Appendix 2.21

ESL/EFL Lesson Plan

Lesson Number: 1 (Home activities)

Topic: Function of machines

Objective/Aim: Students will identify the function of the bicycle and will comprehend information

Previous topics seen in class: General information about the cell phone

Stage	Activity/Procedure	Skill	Material, Equipment or Aids	Purpose	Possible Problems and Solutions
Presentation	<p>Students will watch a video about the parts of the bicycle.</p> <ol style="list-style-type: none"> 1. Students will open the link 2. Students will watch the video 3. Students will revise information of the parts of bicycle <p>https://www.youtube.com/watch?v=_nQdWHEi9H0&list=LL&index=4</p>	Listening	Ap. 1.1	Students will check information of the bicycle parts	<p>P: Students will probably have doubts about some words</p> <p>S: Students use the English subtitles to understand</p>
Practice	<p>Students will write the corrects parts of bicycle in an image. Students can check the video again.</p> <ol style="list-style-type: none"> 1. Students will read the questions 2. Students will scanning the information in the video 3. Students will write the words in spaces 4. <p>https://www.youtube.com/watch?v=_nQdWHEi9H0&list=LL&index=4</p>	Listening	Ap. 1.2	Students will distinguish information about the bicycle	<p>P: Students have problems to remember the information</p> <p>S: Students can check the video as many times as they want</p>
Production	<p>Students will read a brief description about different bicycles. Students will answer questions based on the descriptions.</p> <ol style="list-style-type: none"> 1. Students will read the descriptions 2. Students will skimming the information 	Reading	Ap. 1.3	Students will identify information basing descriptions	
	<ol style="list-style-type: none"> 3. Students will read the questions 4. Students will scanning the information 5. Students will answer the questions 				

Lesson plan applied for home activities (Homework). Date: March 15 to 19, 2021.

Appendix 2.22

2° F						
		Actividad #1	Actividad #2	Portada	Separador	Actividad Clase
1		recibido	recibido			
2	NIS				recibido	recibido
3						
4						
5		recibido	recibido	recibido	recibido	
6	A					
7	NIS					
8						
9		recibido	recibido			
10						
11		recibido	recibido			
12				recibido		
13	NDER	recibido	recibido			
14		a destiempo	a detiempo	a destiempo	a destiempo	a destiempo
15		recibido	recibido	recibido	recibido	recibido
16						
17		recibido	recibido	recibido	recibido	recibido
18		recibido	recibido	recibido	recibido	recibido
19		recibido	recibido	recibido	recibido	recibido
20						
21						
22		recibido	recibido	recibido		
23	PE					
24		recibido	recibido	recibido	recibido	recibido

List of students who sent activities from March 8 to 12, 2021.

Appendix 2.23

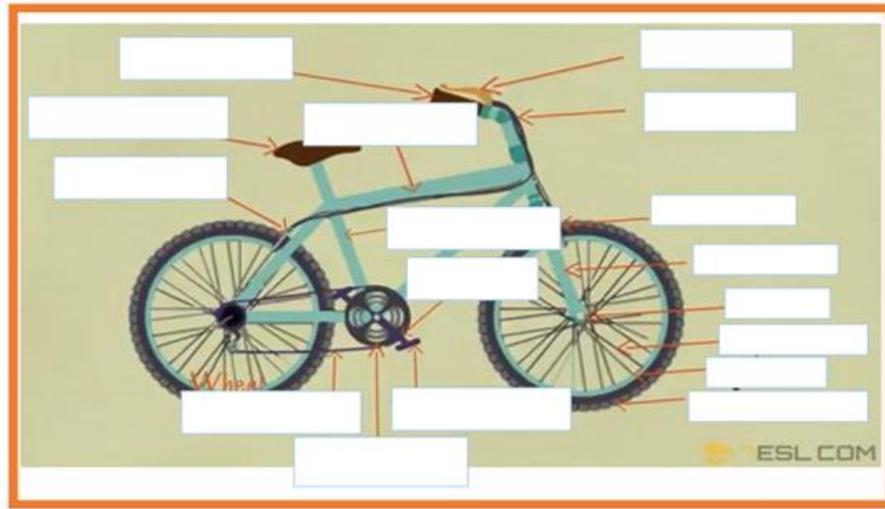
TEACHER JUDITH ORTEGA – TRABAJO SEMANAL

Trabajos para entregar VIERNES 19 DE MARZO 2021 antes de las 9pm. Enviar evidencias al correo: tjudithortegab@gmail.com . Es importante poner tu nombre completo para poder registrar el trabajo.

Activity #1.

Watch the video "Bike parts" and write the correct word in the blank spaces.

Liga: <https://www.youtube.com/watch?v=nQdWHEi9H0&list=LL&index=6> (El video también se encuentra en el grupo de WhatsApp)



Activity #2.

Read the 3 descriptions. Then, choose with an "X" the correct bicycle in the chart.

BIKES FOR THE FAMILY

This is perfect bike for a girl aged 5 – 7. It is pink and purple. It's got two seats – one for a girl and a seat behind for a doll. This bike is fast and fun.



This bike is black and orange, it has got big wheels. It's a good bike for children aged 7 – 10. You can ride this bike on grass, so you can use it in a park.



This bike is perfect for very young children aged 2-4. It got three wheels, one big and two smalls. It's red, yellow, and green.



1	This bike has got two seats			
2	This bike has got three wheels			
3	You can ride this bike at the grass			
4	You can ride this bike with a doll			
5	This bike is for little children			
6	This bike is orange and black			

Appendix 2.24

☰ YouTube^{MX}



Parts of a Bicycle

Bike Parts: Useful Parts of a Bicycle in English with Pictures

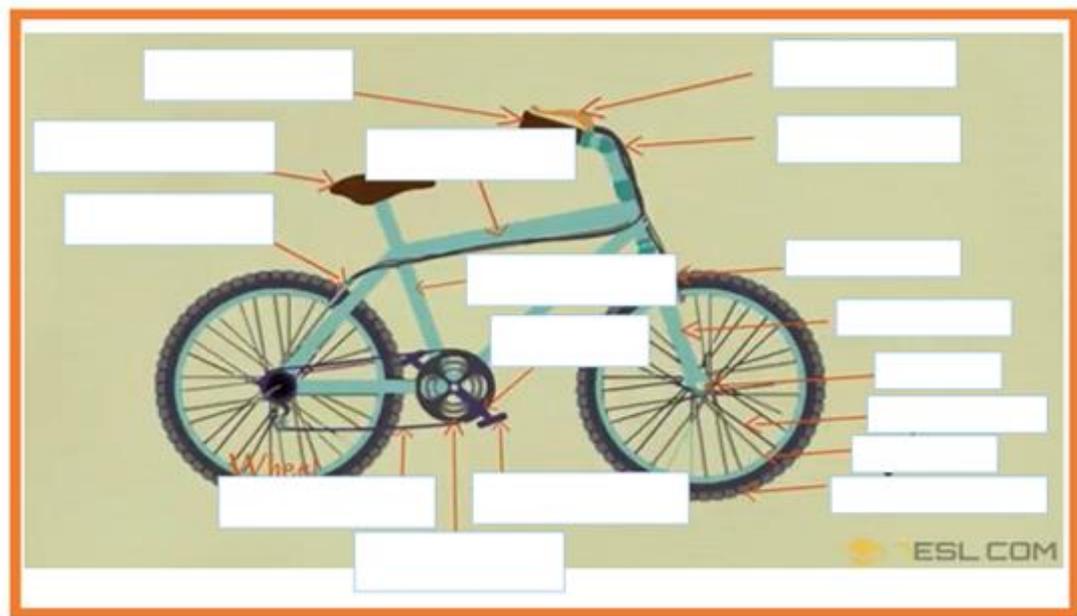
171.881 visualizaciones 👍 1343 💬 181 ➦ COMPARTIR 📌 GUARDAR ...

 **7ESL Learning English**
1,68 M de suscriptores SUSCRIBIRME

Activity #1.

Watch the video "Bike parts" and write the correct word in the blank spaces.

Liga: https://www.youtube.com/watch?v=_nQdWHEi9H0&list=LL&index=6 (El video también se encuentra en el grupo de WhatsApp)



Activity #1 applied for home activities (Homework). Date: March 15 to 19, 2021

Appendix 2.25

Activity #2.

Read the 3 descriptions. Then, choose with an "X" the correct bicycle in the chart.

BIKES FOR THE FAMILY

This is perfect bike for a girl aged 5 – 7. It is pink and purple. It's got two seats – one for a girl and a seat behind for a doll. This bike is fast and fun.



This bike is black and orange, it has got big wheels. It's a good bike for children aged 7 – 10. You can ride this bike on grass, so you can use it in a park.



This bike is perfect for very young children aged 2-4. It got three wheels, one big and two smalls. It's red, yellow, and green.



1	This bike has got two seats			
2	This bike has got three wheels			
3	You can ride this bike at the grass			
4	You can ride this bike with a doll			
5	This bike is for little children			
6	This bike is orange and black			

Appendix 2.26

Lesson Number: 2 (Online session)

Topic: Function of machines

Objective/Aim: Students will identify information of a bicycle with an infographic, recognize their parts, write a description

Previous topics seen in class: The information about a bicycle

Stage	Activity/Procedure	Skill	Material, Equipment or Aids	Purpose	Possible Problems and Solutions
Warm Up 5 minutes	<p>Teacher will start the class making the riddle to the students. Students will guess.</p> <ul style="list-style-type: none"> • I am indispensable in your life; you can do many things with me just with a click with your finger. • Two pedals I have to turn and turn, and it takes you everywhere without stopping. Who I am? 	Speaking	PowerPoint Presentation Ap. 2.1	Students will remember and introduce the topic	P: Students probably don't want to say the information in English S: Teacher will say they can use keywords
Presentation 10 minutes	<p>Teacher will present vocabulary about the different parts of the bicycle. Students will practice the pronunciation of words. Seat, Handlebars, Pedals, Wheel, Chain, Tire, Rim, Spokes.</p> <ol style="list-style-type: none"> 1. Teacher will present the vocabulary words 2. Students will recognize the definition 3. Students will practice the pronunciation of the words 	Vocabulary	PowerPoint Presentation Ap. 2.2	Students will remember the parts of the bicycle and practice the pronunciation.	P: Students probably have problems with the meaning of some words S: Teacher exemplify and describing the words
Production 10 minutes	<p>Students match the parts of the bicycle with the correct function.</p> <ol style="list-style-type: none"> 1. Students will read the words 2. Students will match the parts with the function 	Writing Reading	PowerPoint Presentation Ap. 2.3	Students identify the function about parts of the bicycle	P: Students probably have problems writing the information S: Teacher can explain with examples of body language
Production 10 minutes	<p>Teacher will present an infographic about general information about the function of the bicycle. Students will complete a chart base on the information. When wheels make the rotation? What provides stability? What generates the pedals?</p> <ol style="list-style-type: none"> 1. Students will check the image of the infographic 2. Students will be skimming the information 3. Students will read the questions 4. Students will be scanning the information 5. Students will answer the questions <p>Students will create a brief description of his bike following the sentences. Teacher will present an example and the words they can use.</p> <p>The color of my bicycle is _____, it is very _____ and its size is _____. I like it because I can _____ with it.</p>	Reading Writing	PowerPoint Presentation Ap. 2.4 Power Point Presentation Ap. 2.5	Students will recognize information about the bicycle in an infographic Students will adapt information about a description of a bicycle	P: Students probably have problems with the meaning of some words S: Teacher exemplify and describing the words P: Students probably don't know how to describe the bicycle S: Teacher will present an example
Warm Up 5 minutes	Teacher will give feedback to the students and answer questions and doubts if it's necessary	Listening			

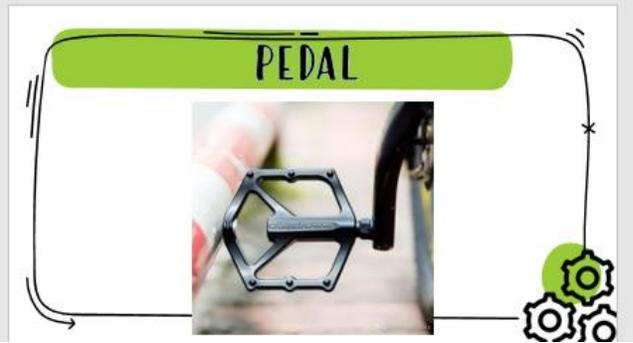
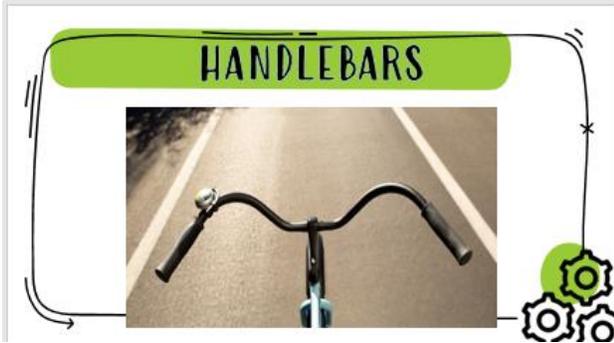
Appendix 2.27

<p>I AM INDISPENSABLE IN YOUR LIFE; YOU CAN DO MANY THINGS WITH ME JUST WITH A CLICK WITH YOUR FINGER.</p> <p><u>WHAT AM I?</u></p>	<p>RIDDLE #1</p>	<p><u>CELL PHONE</u></p> 	
3	*	4	*

<p>TWO PEDALS I HAVE TO TURN AND TURN, AND IT TAKES YOU EVERYWHERE WITHOUT STOPPING.</p> <p><u>WHAT AM I?</u></p>	<p>RIDDLE #2</p>	<p><u>BICYCLE</u></p> 	
3	*	4	*

Warm up activity for the online session. Date Wednesday March 17, 2021.

Appendix 2.28



Appendix 2.29

VOCABULARY ACTIVITY

1. MATCH THE PARTS OF THE BICYCLE WITH THEIR FUNCTION

- | | |
|---------------|-------------------------------------|
| 1. SEAT | ALLOWS TO MOVE WITH PEDAL AND WHEEL |
| 2. HANDLEBARS | YOU SIT ON IT |
| 3. PEDAL | USE IT TO DRIVE WITH YOUR HANDS |
| 4. WHEEL | TURNS TO MOVE |
| 5. CHAIN | YOU PUT YOUR FEET TO ACCELERATE |



18

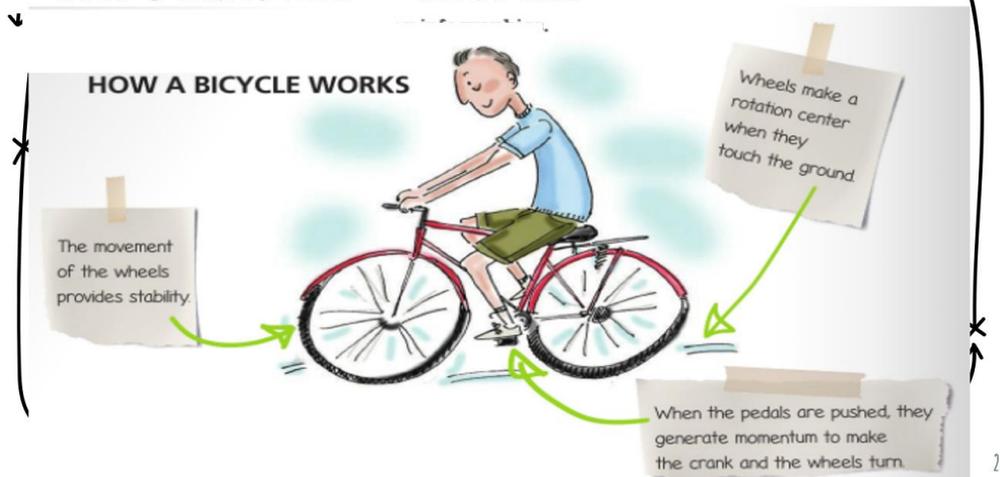
ANSWERS

- | | |
|---------------|-------------------------------------|
| 1. SEAT | ALLOWS TO MOVE WITH PEDAL AND WHEEL |
| 2. HANDLEBARS | YOU SIT ON IT |
| 3. PEDAL | USE IT TO DRIVE WITH YOUR HANDS |
| 4. WHEEL | TURNS TO MOVE |
| 5. CHAIN | YOU PUT YOUR FEET TO ACCELERATE |



19

INFOGRAPHIC - BICYCLE



COMPLETE THE CHART WITH THE PREVIOUS INFORMATION

QUESTION	ANSWER
WHEN WHEELS MAKE THE ROTATION?	
WHAT PROVIDES STABILITY?	
WHAT GENERATES THE PEDALS?	

ANSWERS

QUESTION	ANSWER
WHEN WHEELS MAKE THE ROTATION?	WHEN THEY TOUCH GROUND
WHAT PROVIDES STABILITY?	THE MOVEMENT OF THE WHEELS
WHAT GENERATES THE PEDALS?	MOMENTUM TO MAKE THE CRANK

THIS IS MY DREAM BIKE...

The color of my bicycle is
a) purple, it is very
 comfortable, and its size is
b) medium. I like it because
 I can c) have fun with it.



Examples.

A) COLORS	B) SIZES	C) VERB
YELLOW, ORANGE, BLUE, PINK, BLACK, RED	SMALL, MEDIUM, BIG	HAVE FUN, TRANSPORT, SPEND TIME

The color of my bicycle is
a) purple, it is very
 comfortable, and its size is
b) medium. I like it because
 I can c) have fun with it.

Appendix 2.31

TEACHER JUDITH ORTEGA – TRABAJO SEMANAL

Actividades para entregar VIERNES 26 DE MARZO 2021 antes de las 6 pm. Enviar evidencias al correo: tjudithortegab@gmail.com. Es importante poner tu nombre completo para poder registrar el trabajo.

Look at the images about the vocabulary of machines. Listen the audio (WhatsApp) and choose the correct image.



Read the descriptions and choose the correct image below.

1

JET SKI.

Medium that allows you to move on the water. It uses a motor so that it can work, it has speeds, it is very heavy. You can find them on the beach to spend an unforgettable moment.

2

BUS.

Medium of transport with large capacity for passengers. It allows people to move from one place to another. You can find them in urban, rural and tourist areas.

3

BOAT.

Medium of transport that allows you to move on the water. It is usually of a large or small size depending on its function. They can be found at sea for tourism or commercial transport.



Appendix 2.32

ESL/EFL Lesson Plan

Lesson Number: 1 (Home activities)

Topic: Function of machines

Objective/Aim: Students will know the function of machines in vacations

Previous topics seen in class: General information about the bicycle

Stage	Activity/Procedure	Skill	Material, Equipment or Aids	Purpose	Possible Problems and Solutions
Production	<p>Students will listen an audio about vocabulary of vacations. Students will choose the correct image to the correct word mention in the audio.</p> <ol style="list-style-type: none"> 1. Students will listen the audio 2. Students will recognize the word 3. Students will choose the correct image 	Listening	Ap. 1.3	Students will identify words in a listening	<p>P: Students probably have problems with the audio S: Students can listen the audio as many times as they want</p>
Presentation	<p>Students read different descriptions about different machines that are using in vacations.</p> <ol style="list-style-type: none"> 1. Students will read the descriptions 2. Students will skimming the information 3. Students will recognize the information in descriptions 	Reading	Ap. 1.1	Students will check information of vacation machines	<p>P: Students will probably have doubts about some words S: Students can guide with the underlined words</p>
Practice	<p>Students will choose the correct image to each description. Students will read again and write the correct number to each machine.</p> <ol style="list-style-type: none"> 1. Students will check the images of machines 2. Students will read again the descriptions 3. Students will write the correct number in the correct image 	Reading	Ap. 1.2	Students will choose information	<p>P: Students have problems to remember the information S: Students can read the description again</p>

Lesson plan applied for home activities (Homework). Date: March 22 to 16, 2021

Appendix 2.33

2° F					
			Actividad #1	Actividad #2	Actividad Clase
1	V		recibido	recibido	recibido
2	C	IIS	recibido	recibido	
3	C		recibido	recibido	
4	C				
5	C		a destiempo	a destiempo	
6	C				
7	C	S			
8	C		recibido	recibido	
9	E				
10	C		recibido	recibido	
11	C		recibido	recibido	
12	C		recibido	recibido	
13	F	DER	recibido	recibido	
14	F		a destiempo	a destiempo	
15	V		recibido	recibido	
16	L		recibido	recibido	recibido
17	L		recibido	recibido	recibido
18	L		recibido	recibido	recibido
19	F				
20	F				
21	F				
22	F		recibido	recibido	
23	S	E			
24	S		recibido	recibido	

List of students who sent activities from March 15 to 19, 2021.

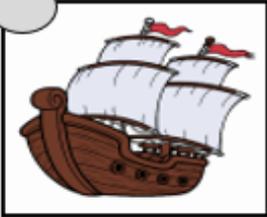
Appendix 2.34

Look at the images about the vocabulary of machines. Listen the audio (WhatsApp) and choose the correct image.



Activity #1 applied for home activities (Homework). Date March 22 to 26, 2021

Appendix 2.35

<p>1</p> <p>JET SKI.</p> <p>Medium that allows you to move on the water. It uses a <u>motor</u> so that it can work, it has speeds, it is very heavy. You can find them on the <u>beach</u> to spend an unforgettable moment.</p>	<p>2</p> <p>BUS.</p> <p>Medium of transport with large capacity for <u>passengers</u>. It allows people to move from one place to another. You can find them in urban, rural and <u>tourist areas</u>.</p>	
<p>3</p> <p>BOAT.</p> <p>Medium of transport that allows you to move on the water. It is usually of a large or small size depending on its function. They can be found at <u>sea</u> for tourism or commercial transport.</p>		
		

Activity #2 applied for home activities (Homework). Date March 22 to 26, 2021

Appendix 2.36

Lesson Number: 2 (Online session)

Topic: Function of machines

Objective/Aim: Students will know vocabulary, recognize information and talk about their vacations

Previous topics seen in class: Information about machines and vocabulary of vacations

Stage	Activity/Procedure	Skill	Material, Equipment or Aids	Purpose	Possible Problems and Solutions
Warm Up 5 minutes	Teacher put a tongue twister related to the topic. All the students will participate to practice their pronunciation. She sells seashells by the seashore	Speaking	PowerPoint Presentation Ap. 2.1	Teacher will introduce to the topic	
Presentation 10 minutes	Teacher will present vocabulary about the vacations: Sand, Flashlight, Sunscreen, Tent, Swimsuit, Sleeping bag, sunglasses, rope, palm tree, backpack, jet ski Students will write the words in their notebooks and practice the pronunciation with the teacher. Teacher will present a chart, with two categories: Beach, Camp . Students will write the vocabulary in the correct category.	Vocabulary	PowerPoint Presentation Ap. 2.2	Students will recognize and organize vocabulary	P: Students probably have problems with the meaning of some words S: Students can guide with the pictures
Production 7 minutes	Students will read a description based in a experience in a jet ski. Then, students will answer questions. <ol style="list-style-type: none"> 1. Students will read the text 2. Students will read the questions 3. Students will skimming information 4. Students will scanning information 5. Students will answer the questions. 	Reading	PowerPoint Presentation Ap. 2.3	Students will identify information in a reading	P: Students probably have problems with the vocabulary or words S: Teacher can answer the doubts and exemplify
Production 10 minutes	Teacher will present a vacation planner. Students will complete the chart answer the following information: 3 things I would like to do I want to play I want to learn I will spend time with Me on vacations (draw) Teacher will present an example and the possible answers or options that the students can use, for guide them.	Writing	PowerPoint Presentation Ap. 2.4	Students will write information using a planner	P: Students probably have problems with the answers or information S: Students can guide with the example of the teacher
Warm Up 7 minutes	Students will share their information with the class. Teacher will answer the questions or doubts of the students. Teacher will thanking them.	Speaking			

Appendix 2.37



Tongue twister

**SHE SELLS SEASHELLS
BY THE SEASHORE.**



Warm up activity for the online session. Date: Wednesday, March 24, 2021.

Appendix 2.38

<p>SAND</p> 	<p>FLASHLIGHT</p> 	<p>SLEEPING BAG</p> 
<p>TENT</p> 	<p>SWIMSUIT</p> 	<p>SUNGLASSES</p> 
<p>BACKPACK</p> 	<p>JET SKI</p> 	<p>PALM TREE</p> 

Presentation activity for the online session. Date: Wednesday, March 24, 2021.

Appendix 2.39

VOCABULARY ACTIVITY

Classify the previous vocabulary in the two categories

BEACH	CAMP
	

3 Minutes

ANSWERS

BEACH	CAMP
SAND SWIMSUIT SUNGLASSES JET SKI PALM TREE 	FLASHLIGHT TENT SLEEPING BAG ROPE BACKPACK 

Practice activity applied for the online session. Date Wednesday, March 24, 2021

Appendix 2.40

A YEAR AGO, AT THE BEACH, ANA GOT ON A JET SKI WITH HER DAD. THEY WERE BOTH FEEL AFRAID OF THE NEW EXPERIENCE, AS THEY DID NOT KNOW HOW TO HANDLE IT. THEY HAD FUN WHILE THEY SAW THE BLUE COLOR OF THE SEA. ANA AND HER DAD HAD A WONDERFUL MOMENT THAT BECAME ONE OF HER FAVORITE ACTIVITIES ON THE BEACH. NO DOUBT, THEY WILL GET BACK ON A JET SKI.

JET SKI MOMENT



1. Where did this experience happen?
2. Who else got on the jet ski?
3. How did they feel about this new experience?
4. How did Ana and her Dad consider the moment?

A YEAR AGO, AT THE BEACH, ANA GOT ON A JET SKI WITH HER DAD. THEY WERE BOTH FEEL AFRAID OF THE NEW EXPERIENCE, AS THEY DID NOT KNOW HOW TO HANDLE IT. THEY HAD FUN WHILE THEY SAW THE BLUE COLOR OF THE SEA. ANA AND HER DAD HAD A WONDERFUL MOMENT THAT BECAME ONE OF HER FAVORITE ACTIVITIES ON THE BEACH. NO DOUBT, THEY WILL GET BACK ON A JET SKI.

Answers

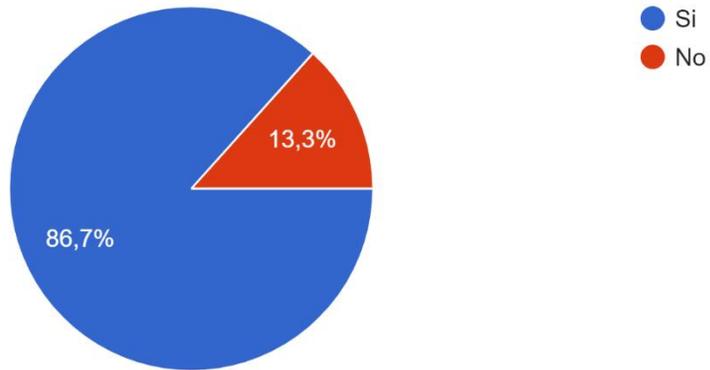
- Where did this experience happen?
At the Beach
- Who else got on the jet ski?
Her Dad
- How did they feel about this new experience?
Afraid
- How did Ana and her Dad consider the moment?
Wonderful

1 minute to check

Appendix 2.41

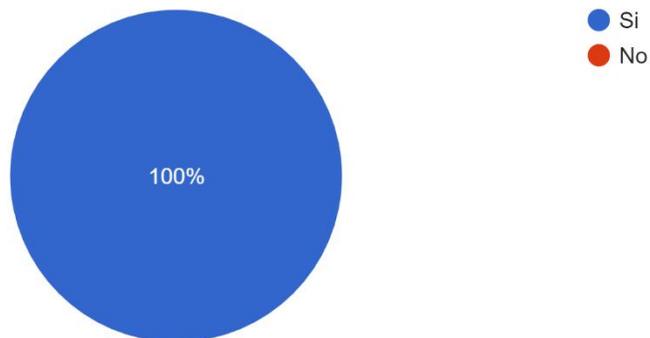
Presté atención durante clases en línea

15 respuestas



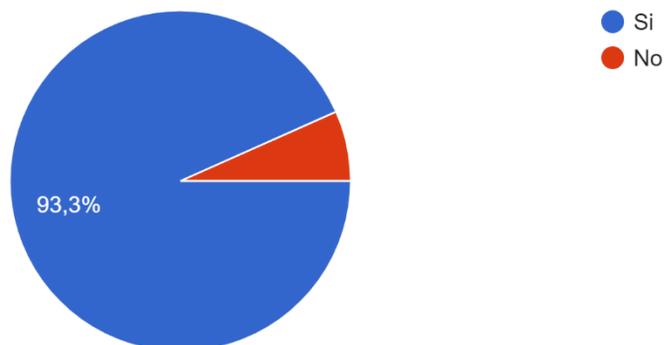
Las ayuda visuales (Imágenes / Videos) te permitieron sentirte mas interesado en las actividades

15 respuestas



Las ayuda visuales (Imágenes / Videos) te permitieron sentirte motivado al realizar las actividades

15 respuestas

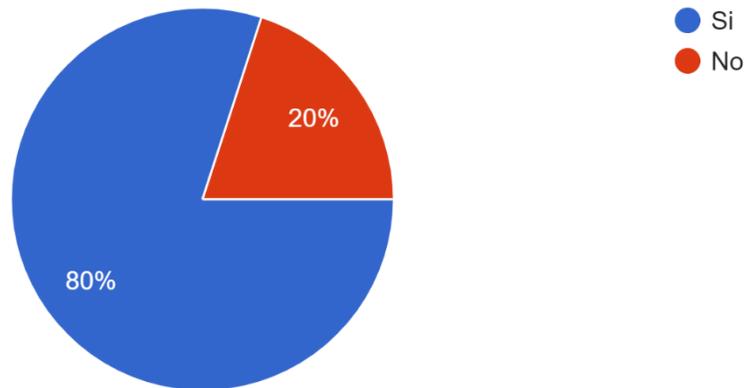


Survey applied for the students to collect information about the sequence.
(Results of strategy applied, motivation and interest). Date March 26, 2021.

Appendix 2.41

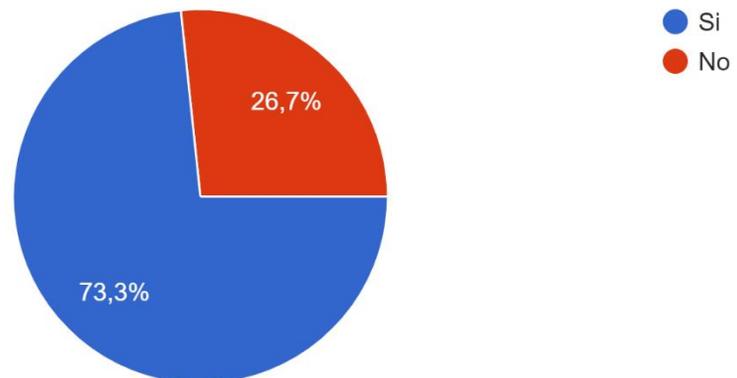
Me sentí motivado al realizar mis actividades en casa

15 respuestas



Me sentí motivado durante las clases en línea

15 respuestas

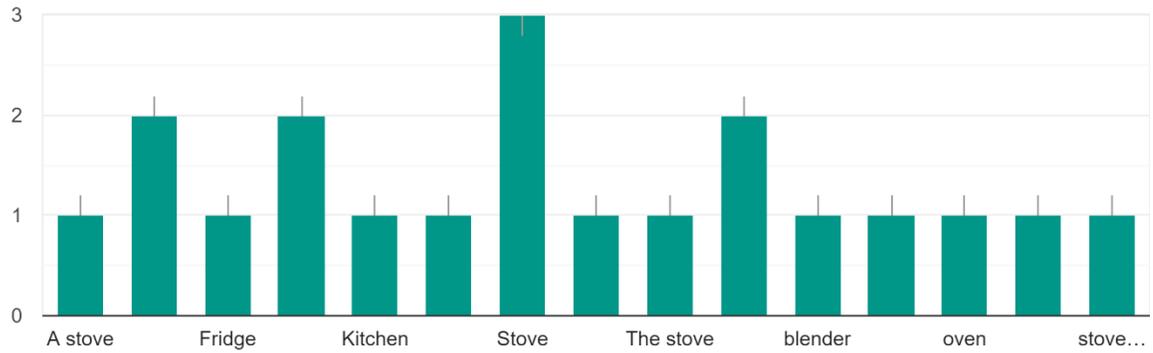


Survey applied for the students to collect information about the sequence.
(Results of strategy applied, motivation and interest). Date March 26, 2021.

Appendix 2.44

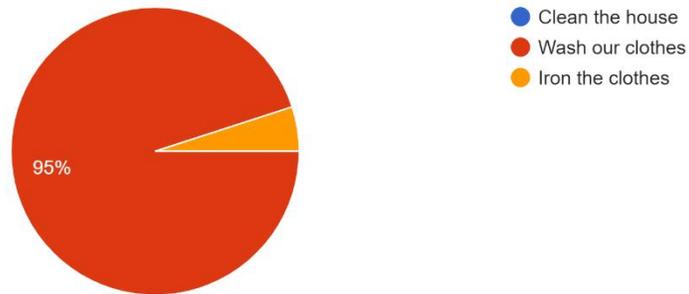
Write a machine that you use in the " kitchen "

20 respuestas



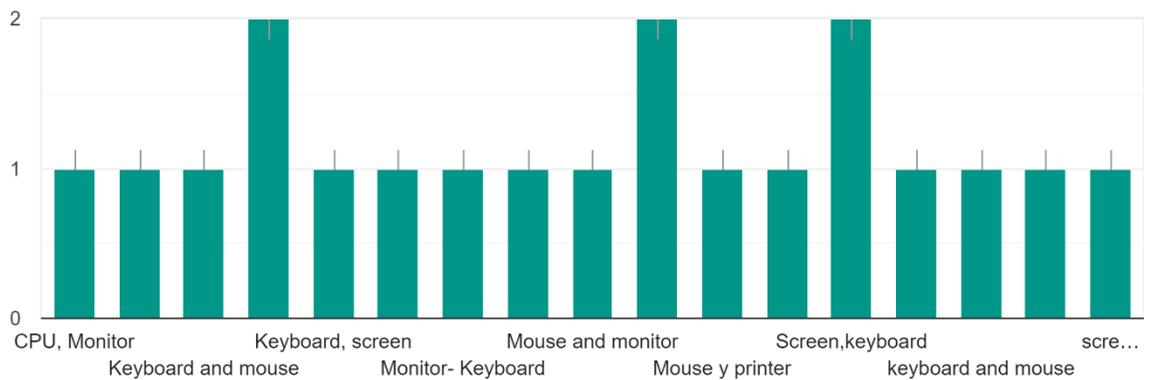
What is the purpose of a "Washing machine"?

20 respuestas



Write 2 parts of the computer.

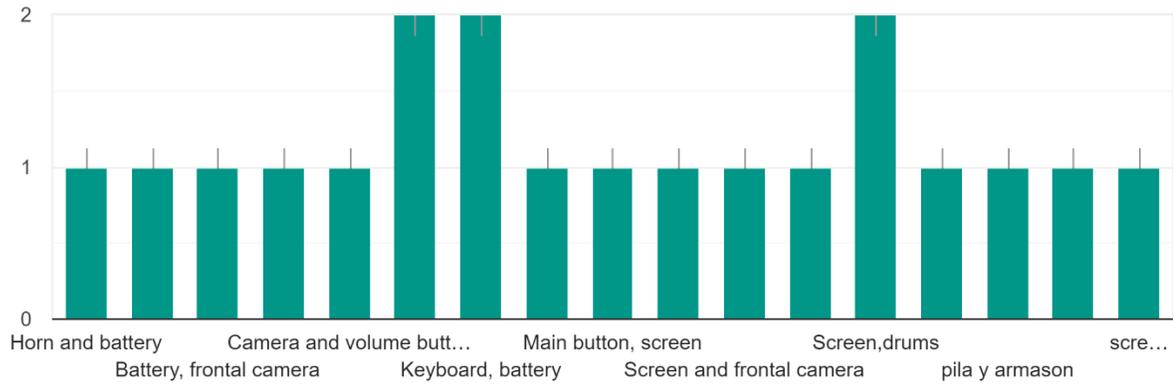
20 respuestas



Appendix 2.44

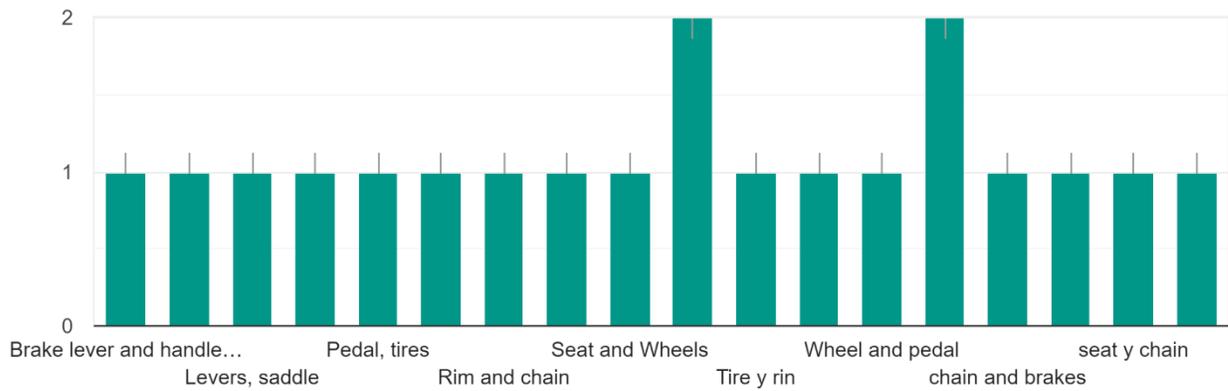
Write 2 parts of the cellphone

20 respuestas



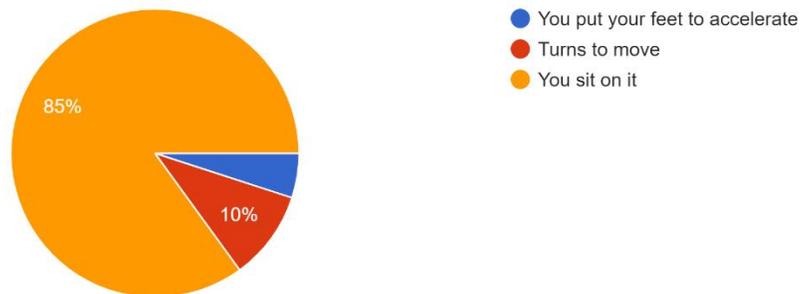
Write 2 parts of the bicycle

20 respuestas



What is the function of the "seat"? (Bicycle)

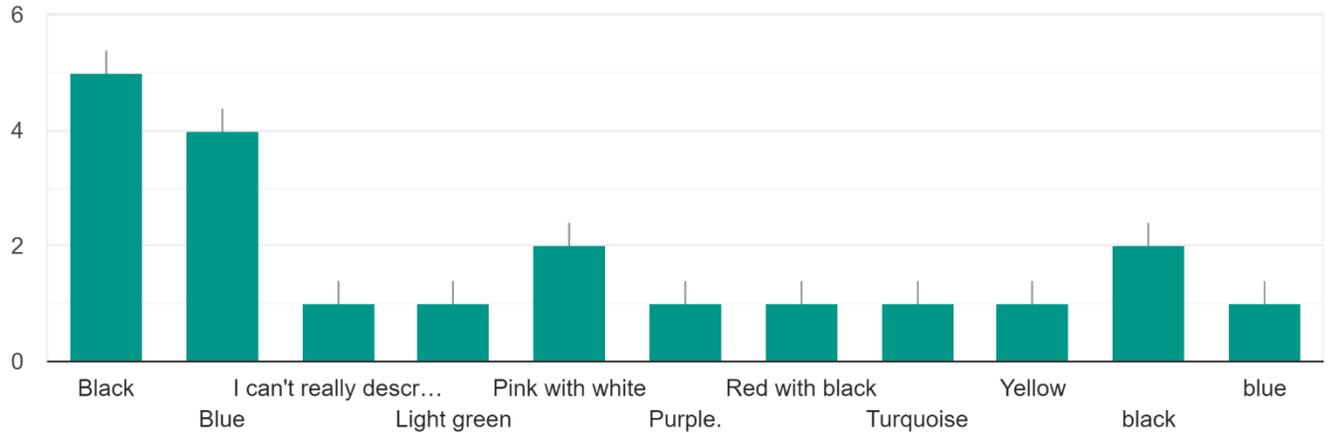
20 respuestas



Appendix 2.44

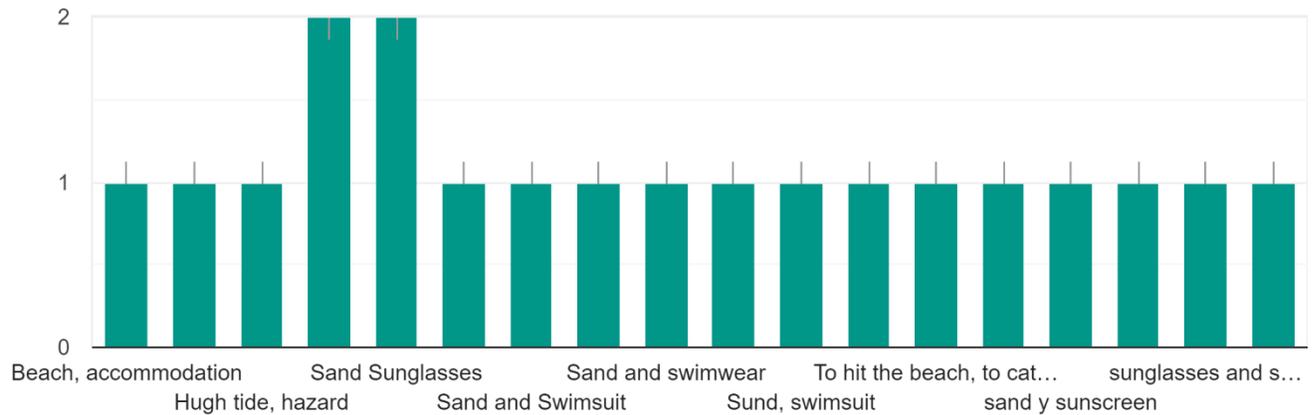
Write the color of your " dream bike "

20 respuestas



Write 2 words from the vocabulary about the "Beach" (Vacations)

20 respuestas



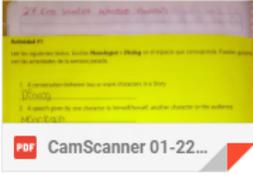
Diagnostic exam of the topic seen in the sequence. (Machines) Date: March 23, 2021

Appendix 2.42

good morning teacher Judith, I' jobs for the week Recibidos x

iz from 2-F here are my

Emi para mí 1:18



CamScanner 01-22...

Teacher Judith Ortega <tjudithortegab@gmail.com> para Ema

Good night :D

Tarea recibida y registrada. ¡Muy bien hecho!, Te felicito por entregar todas las actividades contestadas de forma correcta, trabajar en la libreta y con limpieza. Continúa trabajando así.

Have an excellent weekend 🌟

Tareas 2 F Recibidos x

para mí

4 archivos adjuntos



DAYS	MATH	SCIENCE	ART
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			
Sunday			

Teacher Judith Ortega <tjudithortegab@gmail.com> para

Good afternoon :D

Tarea recibida y registrada. Very good! Felicidades por las actividades y la participación en clase, continúa trabajando de esta manera.

Have an excellent weekend 🌟

Feedback of the activities sent by the students. (March 2021.)

Appendix 2.43

Evolution of the telephone.

1984	1989	1992	2002	2010
First cellphone offered commercially. Cost: \$3,995.	Early example of a flip phone.	First digital handled phone. Nokia's bestselling phone.	Cellphone with organizer functions and keyboard,	First mobile phone to meet 4G standards.
				

- 1- Year of the first 4G phone: 2010
- 2- Best-selling brand in 1992: Nokia's
- 3- Cost of the telephone in 1984: \$3,995
- 4- Characteristics of the telephone in 2002: organizer functions and keyboard
- 5- Year of the first flip sets: 1989

Mary: Hello

Kelly: Hi, Mary. I'm Kelly.

Mary: Hi! Where are you? I haven't seen you for a long time.

Kelly: I'm calling from Rio de Janeiro. I'm on vacation with my family.

Mary: That sounds great! How is the weather?

Kelly: It's cold and raining. We are having a terrible time.

Mary: Oh! What a shame!

Kelly: Certainly, it is. We are going to return tomorrow, and I was thinking to visit you.

Mary: Of course. I will be waiting for you.

Kelly: Bye.

Mary: Bye Kelly.



Calling from

Where are you?

It's cold

What

We are going to return

Thinking to

and

Visit you.

tomorrow

I haven't seen you for a long time.

Rio de Janeiro

a shame!

and raining

Student's evidences.

Appendix 2.43

BIKES FOR THE FAMILY

This is perfect bike for a girl aged 5 – 7. It is pink and purple. It's got two seats – one for a girl and a seat behind for a doll. This bike is fast and fun.

This bike is black and orange, it has got big wheels. It's a good bike for children aged 7 – 10. You can ride this bike on grass, so you can use it in a park

This bike is perfect for very young children aged 2-4. It got three wheels, one big and two smalls. It's red, yellow, and green.







1	This bike has got two seats	X		
2	This bike has got three wheels			X
3	You can ride this bike at the grass		X	
4	You can ride this bike with a doll	X		
5	This bike is for little children			X
6	This bike is orange and black		X	

1 **JET SKI.**

Medium that allows you to move on the water. It uses a motor so that it can work, it has speeds, it is very heavy. You can find them on the beach to spend an unforgettable moment.

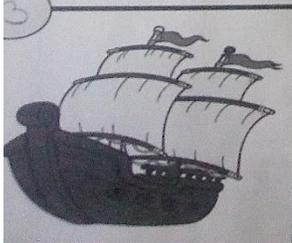
2 **BUS.**

Medium of transport with large capacity for passengers. It allows people to move from one place to another. You can find them in urban, rural and tourist areas.

3 **BOAT.**

Medium of transport that allows you to move on the water. It is usually of a large or small size depending on its function. They can be found at sea for tourism or commercial transport.

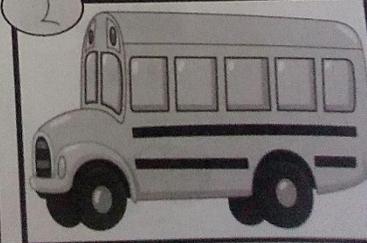
3



7

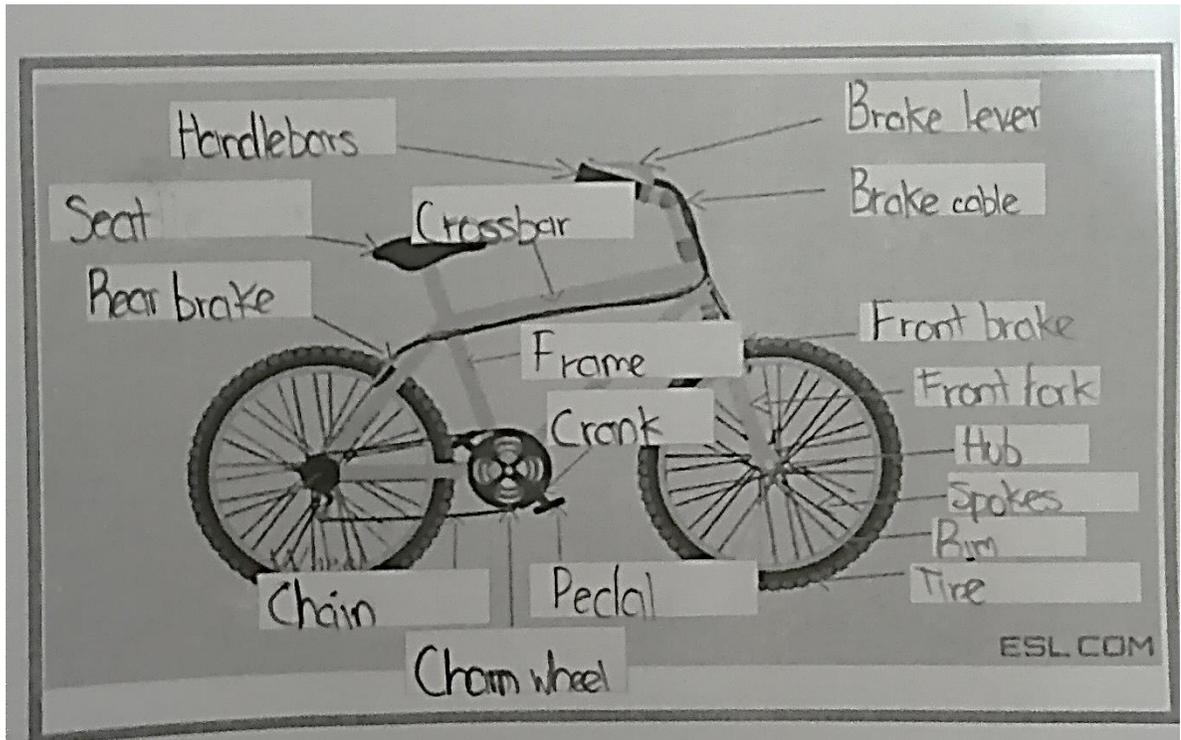


2



Student's evidences.

Appendix 2.43



Student's evidences.