



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

TITULO: "The use of authentic and adapted material to improve listening skills with the students of first grade in the virtual environment"

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**“THE USE OF AUTHENTIC AND ADAPTED MATERIAL TO IMPROVE
LISTENING SKILLS WITH THE STUDENTS OF FIRST GRADE IN THE
VIRTUAL ENVIRONMENT”**

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PRESENTA:

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I. INTRODUCTION

The topic of this pedagogical essay **“The use of authentic and adapted material to improve listening skills”** was applied during the first and the second practice period of the 8th semester in the group of 1° ”A” of the “ Moises S. Jimenez Jr high school” this study incorporates my observations, evidence and results of the strategy used.

The main personal purpose was to design authentic and adapted material based on students’ characteristics in order to improve listening skills. Many of the students have not taken English classes in previous years, the rest have been taken in their elementary schools or in a private languages school. It was useful for me as a teacher because I could realize during the first weeks of practice that it was not as hard as I expected for them to understand many of the instructions in the classroom. I thought this would be difficult because we were taking the classes online.

It was totally different than the previous years. Based on the use of authentic and adapted material students I intend to use real-world activities to improve listening skills to communicate in a more effective way. I want my students to achieve these purposes to see their progress in listening skills. I choose this topic and this skill because I think it is the most important in order to learn about the other skills such as speaking, writing, and reading. I am interested in this type of material because it is a better way for us as learners to understand the main ideas of the activities because those activities are linked with real-world situations.

The purpose of the study is to improve listening skills by the use of authentic and adapted material. During the search for the material, several aspects such as students' English level, their interests, and their needs were considered to create the material. The use of this material provided data in order to show how authentic and adapted material works in a virtual environment using listening skills.

This was applied to the group of 1st middle school grade during the COVID pandemic within the English workshop. The students of the study group selected are the main aspect of this case of study. The strategy which was authentic and adapted material to improve listening skills was made for them to understand the class content better using real-life material and different strategies to adapt the material to the level of the students. 2 sequences of the 2 periods of practice were developed in the 8th semester. During this period of practice, the material was authentic and adapted based on the contents that the headteacher provided to create the material and the presentation.

During the investigation of the strategy applied several steps were developed. The first one was the observation of the group which was 1 week before the first period of practice that allowed me to see some particular characteristics such as the interest of the students, the way that they like to work, their expressions, and the way that they communicate when they do not understand the activities, vocabulary and grammar rules. The second step was a diagnostic exam that was applied in the same week of observation to see the student's level of knowledge. The third step was the selection of the strategy which was authentic and adapted material so they could improve their listening skills to investigate activities linked to the class contents.

The difficulties faced during the process of this were internal and external factors such as the internet connection, the attitude of the students, the material, and the lack of responsibility. The internal aspects were the motivation of the students, the interest in the subject, and the responsibility to do the activities out of the class. The external aspects were the internet connection, the use of the app (Google Meet Classroom), the device where they had the online class, and the interference of the audio. The aspects mentioned before were difficult during the elaboration of the material and the activities.

Some students did not have a commitment with the class because it is an English workshop, not the official English class. Different strategies were used to catch the attention of the students during the classes, using different types of presentations, audio, images, and flashcards. The application of the diagnostic exam and the interview were helpful in order to see the students' level.

The personal results were three: the first one was the way that the material worked in the virtual environment, and the use of English used was enough for the students to understand the main idea of the topic. The second one was the way that the authentic and adapted material helped the students to improve their listening skills. This second aspect helped me to identify if my strategy was working as I expected according to the lesson plan. The third one was the elaboration of authentic and adapted material for the students. These aspects worked for the students as well as for me as a teacher trainee based on all the analysis and the evidence of the students. It was difficult sometimes to have motivation and compromise because of the pandemic situation and the aspects that are involved in the virtual environment.

The investigation of this case impacted me in a professional aspect positively. The principal aspect of the study was "The design of authentic and adapted material to improve listening skills". It allowed me to develop some important steps such as the design of the authentic and adapted material, the use of the listening skill, and how the authentic and adapted material helped in the virtual environment these steps were important to achieve the final purpose, and these steps were used to get the evidence and the results for this topic of study, it was fundamental to demonstrate the investigation about the elaboration of the material in a virtual environment because of the pandemic situation during this period of practice. The application of different materials to improve the listening skills was a key factor to consider for the use of L2 and the language comprehension in the future work and continue providing different material and strategies that could improve the listening skills.

CHAPTER I

Nucleus and topic line

1. Nucleus topic:

The development of this strategy has the purpose of making an analysis of all the aspects reflected in the 7th and 8th semesters as a teacher trainee at the Benemerita y Centenaria Escuela Normal del Estado de San Luis Potosí. The use of design, organization and application of didactic activities such as authentic and adapted material will be applied to the students of first grade to improve their listening skills in the online classes.

The selected topic belongs to the nucleus “The didactic competence in teaching the English speciality” and the topic line that this essay refers to is the “experimentation of a didactic proposal” The purpose of this is giving material to the students in order to learn by the use of authentic and adapted activities that allow them to have contact with the language using real life situations and improve skills such as listening so the students can use it in different contexts of the activities that will be applied.

During the practices I identified that the students had problems with their listening skills, I propose to use authentic and adapted material to improve listening skills in the virtual environment.

The use of Authentic and Adapted material to improve listening skills is going to focus on the didactic competence of the adolescents in the first grade of the school Moises S. Jimenez.

This type of material will help the students to understand better the main idea in listening, it will be easier for them to identify vocabulary and main ideas. This will help students to use the language in real-life situations such as restaurants, malls, stores, etc. The use of authentic material can represent the real language use of native speakers, playing a role in making the connection between classroom activities and real-world situations.

To maintain the students' motivation in the language, use real-life situations that make

them get more interested in the topic. The instructions have to be clear and conscious, to help them to understand the activity and have in mind what they have to do while they are working.

2. Description of the case of study

The group of 1st-grade students of the school Moises S. Jimenez is between 12 and 13 years old. This group has a good level of English based on the observation during the classes and the diagnostic exam. The design of the diagnostic exam was based on the Purpose of English language teaching for cycle 3. The purpose of English language teaching for Cycle 3 in basic education (5th and 6th grades Elementary school) is for students to develop specific competences particular to social practices of the language that enable them, through the interaction with oral and written texts, to understand and use English to carry out simple, everyday communicative activities about familiar topics or situations pertaining to the Familiar and community, Literary and ludic, and Academic and educational environments.

At the end of this cycle, students are expected to:

- Understand and produce everyday or routine information and its general meaning.
- Begin or participate in conversations or transactions using verbal and non-verbal strategies.
- Recognize similarities and differences in form and social use between their mother tongue and English.
- Use strategies to present information, understand academic texts and solve specific everyday problems.
- Express opinions and provide short descriptions.
- Produce comprehensible messages by adapting linguistic forms and pronunciation.
- Use strategies to recognize the form and understand content in a variety of simple

literary texts. • Interact with and use oral and written texts for specific purposes.

- Socialize using common expressions.

the vocabulary that they might know and the use of different basic grammar rules for first grade. (PNIEBC3,2010,p.85)

According to this, The diagnostic exam took into account these aspects to formulate questions that were suitable for the students to answer, to see their level of L2. It started with simple phrases and expressions like “My name is Mario”, In some questions, they had to put the verb to be, and in other questions, they had to select which one of the options was a color, food, put the correct pronoun. The results were nice. I identified that many of them had problems with the verb to be, vocabulary, some grammar rules. (APPENDIX B)

One aspect that was identified was to work more on the way that they use with the language to increase their skills in the class. The headteacher does not speak English to the students in the class.

It is going to focus on one skill which is listening. This skill is one of the most important while we are learning English because we learn by hearing many expressions, vocabulary, music, movies, and even video games. That is why I focused on this. They have problems when they are listening to something. I identified this during the observation and some activities that the headteacher asks them to do. The authentic and adapted material will help the students to adapt and adjust the material according to their level of the students in the first grade.

I focused on my first grade of secondary school, they are adolescents. I need to observe their general characteristics, social and academic characteristics, interests, previous knowledge, intellectual activities, and the aspects that they are usually involved in the school, how they like to work, their interests in class, and how can I develop my strategies in the online classes how can I adapt my teaching strategies and my material, also it is important what kind of material they like to use.

I investigated all these important aspects such as their needs, their level of English, their characteristics as a group, and also if they are progressing in a way that we could use less Spanish in the classes. We are in another type of context because they are having online classes and I checked and analyzed all the aspects that I considered necessary for them to improve their listening skills using authentic and adapted material.

Because of COVID-19, we are attending the classes online so students it was a little bit complicated the first time to understand how to use the apps in which they will have their online classes and to send the homework, do the activities in a platform but then they told me that they were more comfortable working online.

One issue is that I am not practicing in face to face English classes because they were taking the classes online with the program of “aprende en casa” which provides material to complement the education of students, such as review cards, recreational activities, videos, challenges,

readings, reinforcement of knowledge, video games, free books, and physical activation, all activities are according to the school level: initial education, preschool, primary, secondary, special education, and adult education.

I practiced in the workshop. The workshop is conformed by students of different grades but in my case I had all the group of first grade A in the workshop, so for them, this classes are the second contact with the subject which is English, The way that the teacher works is by presentations and activities in the classes, The head teacher says that he doesn't like to give them homework because they don't care at all about the workshop so he takes the activities that they do in the class, he also told me that many of them don't got into the class because of many reasons like, many of them don't have internet connection or a device in which they could take their classes.

Fortunately, all of them got into the classes when I started to practice, so that is an advantage and a disadvantage too because I think they do not care at all about the workshop class because sometimes they saw the topics and they got bored when we saw that topic again

or it is good for them to have a feedback about the topic that they already saw, so I am trying to put dynamic activities.

I worked with different apps and also I am trying to do my presentations as visual as possible because I noticed that they were visual, they like colors, banners, and different types of fonts to catch their attention during the class and to organize better the structure of a grammar rule or separate the questions for the answers, the examples, etc.

Normally we have 2 classes per week because in their schedules they have classes on Tuesday for 1 hour and on Thursday for 2 hours one followed by another one. So the headteacher told me to just give them 1 hour of class on Thursday for them to not get bored or get tired because of the light of the computers. I normally got into the link class 15 minutes before the class starts to prepare the presentation and all the material that I applied for them, then I give them 5 minutes to get into the class, sometimes they were restless, and sometimes they were just peaceful and working in each activity, I asked them to send me the evidence of the activities that we do in the class the same day of class to my mail and I gave them until 10 pm to send it.

When I give homework I give them 2 days to send the homework in the app of the classroom. I don't like to give them homework because sometimes they forget about it or they just don't do it. I also take their participation in the class because some of them always want to participate and I show them that I put their participation on my list for them to participate more.

I applied an interview (APPENDIX C) with some questions about how they are taking their online classes. I ask them if they have an internet connection, If they have a device to take the classes, If they shared the device with other people in their houses etc.

Also, I asked them how much time they dedicate to English and if they were taking classes in other schools of languages or just in the school classes. In which ability they are better and how they like classes. The 91.3% answered that they had internet connection in their homes, and the 8,7% answered that they connected with cellular data; this is a problem because 8.7% sometimes did not have the opportunity to get into the classes and they had a delay in their activities or homework in every subject. I also ask them in the interview why it is easier for them to communicate with their teacher for homework, activities, and other things related to the class. Many of them answer that they like to communicate by Whatsapp.

According to scrivener (2012) “with low-level classes, gestures and expressions add crucial elements to instructions and explanations” (p.56)

Students understand better if I use body language even if we were taking online classes. I just told them the instructions. For example, open your notebooks, and while I am giving the instruction I opened a notebook in front of the camera for them to see and understand what I was saying. The use of authentic and adapted material is for them to improve and understand as many ideas as possible in listening activities. I realized that many of them had issues while they were listening to a video or audio so I wanted to teach them some strategies and with some material to know how they had to listen and how they had to identify the main ideas in listening.

How would they communicate with short English phrases? I used short phrases for example: “I don´t understand” “can you repeat, please” “What does it mean” “How can I say this in English” “I finished” etc. These phrases will help us to use less Spanish in the classes and so they can habituate to use these expressions in all the English classes.

3. Geographical location and school context

The secondary school Moises S. Jimenez is located in the Prolongacion Coronel

Romero in Independencia neighborhood with a postal code 78000 in the city of San Luis Potosi; (APPENDIX A) it is located around houses and other schools and some stores which are open from 7:00 am to students buy snacks or material that they need for their classes. In addition, the school is located on Coronel Romero Avenue, where there are many stores that sell food like sandwiches, coffee, fruit, and juices. There is an English school in front of the school which is a program of the inpojuve that gives scholarships to everyone who wants to learn a second language. This was a good opportunity for them because the school is near to their secondary school so they have the opportunity to get into the scholarship. There are stores that sell food like tacos and junk food, among other public services.

The secondary school Moises S. Jimenez is an institution of basic middle education that belongs to S.E.E.R. was funded in the month of September 1977. It has all urban services such as lighting, water, drainage, paving, and internet, likewise, due to its good location, no less than 5 urban transport lines provide their services in that area where it is located.

In the last century, these properties were used to carry out the most popular festival in the city: the Potosina National Fair (FENAPO) that takes place in August and coincides with the anniversary of the city's patron saint: San Luis Rey of France, on the 25th of the same year. This area was practically the southern limit of the city, there was no urbanization. From the second half of the 70's began a dizzying growth; several colonies and subdivisions were built such as the Himno Nacional (primera y segunda sección), Jardines del Estado, Del Real, Balcones del Valle, etc.

The area became more populated and a large number of businesses and institutions of the most diverse nature were established there. La Unidad Deportiva “Adolfo López Mateos” with the office of Instituto Potosino del Deporte INPODE, the stadium “ Plan de San Luis”. Which underwent a series of modifications to turn it into the Centro de Alto

Rendimiento and where the soccer teams played. The San Luis 400 Market is also located, There are different stores which sell flowers, food, fruit, vegetables, clothes, backpacks and many things which were inaugurated precisely to celebrate the 400 years of the founding of the city, the objective was to provide a workspace for many of the city's street vendors, unfortunately, today more than half of the premises are unoccupied. Also located on one side, the state headquarters of the PRI and the facilities of CECATI 121.

Finally, in its vicinity but to the east, there is plaza fiesta where the people went to buy things or hang out on Sundays because there are games for children and many stores of clothes, shoes, glasses, gifts and many other things and the "Soriana" supermarket, a branch of BANORTE and many other shops and businesses.

Regarding educational institutions, the Moises S Jimenez secondary school is a neighbor and competitor of the federal secondary Tecnica 1 and the Jose Ciriaco Cruz of the state government, the Jesus Silva Herzog and Javier Barros Sierra elementary schools are also nearby, August 21 elementary school and CEDIE No ° 1.

3.1 Relevant Social and Academic Characteristics

Most teachers and people who live near the school mention that the school is not located in a peaceful neighborhood because there are people that stolen things for the kids who go to the school in the morning or even in the afternoon. There are some aspects that worry most of the students' parents because there are people that sell drugs in the school or there are people who are bullied by other students. Some students mention that there are students who always bother other kids and even hit those students.

Most of the students arrive at school walking accompanied by their parents and others arrive by car. There are students that may arrive late sometimes because of the traffic. At the end of the classes, students go home by car but many of them walk home with their group of friends.

We were in a completely new way to work because of COVID-19 we all are taking our classes and working from home. There are many things that are difficult for all of us, but we are trying to give the best of ourselves to the students. For many students, it is difficult to take classes by internet connection. The principal of the school let some students take the classes at school in different classrooms so they did not have contact with other students.

Most of the students used computers for their online classes but the problem with that was that they have brothers and sisters who used the computer too so it's a problem when they had class at the same time, also they mentioned that more than 5 people used the internet connection during the day that is why they had a bad or slow connection to take the online classes, some of the students had a space in their bedrooms to take the online classes but others don't have a particular space where they could take the online classes in a quiet place or in a comfortable place. Some of them had someone who helped them to do their homework or explain something to them but the others did not have the opportunity to ask someone because their parents needed to work or their brothers were busy too so it was difficult for some of them to use the laptop or fix something about the internet connection.

Based on the Interview (APPENDIX C) that was applied during the first week of practice. I could identify that some of them had internet connections in their homes but many of them used cellular data to take the online classes which was more difficult because it ended fast because you were using most of the cellular data connection. I asked them If they have a good, bad, or regular connection and 45.7% answered that they had a regular connection and the other 54.3% answered that they had a good connection, but it depended on many factors like weather, the company of the internet and other things.

I considered that it was important to ask them if they shared the device that they used for the online classes with their brothers or parents, and 39.1% answered that they shared the

device with other 4 people in their homes. 19.6% answered that just 2 people use the device, so I conclude that there are many reasons why they did not get into the class sometimes because they had to share the device at the same hour as our class so it was difficult to find out what is the cause why they were not getting into the classes and that was why we needed to consider many things before judge their decisions.

4. What is known about the topic?

After delimiting the social characteristics of the school, I will proceed to describe the concepts of the strategy. Inside these, I will explain some concepts that will help me describe better what is authentic and adapted material.

4.1 Authentic material.

I would start with authentic material, some teachers use videos, television programs, movies, songs, and any other source of language that might help stimulate language use. The University of Michigan defines authentic materials as those created for some real-world purpose other than language learning, and often, but not always, provided by native speakers for native speakers.

This type of material is helpful in the way that the students can get more enthusiasm when we are learning in a context that we already know or are interested in. This type of material also brings creativity to the classroom and help the student's relationship with the language and exposes them to real-world situations.

4.1.1 Advantages of Authentic Materials.

Martinez (2002) mentions that using authentic materials in language learning environments has these important advantages like:

1. The material engages both the learners and teachers attention in the language being taught.

This is really important because while we are teaching any topic with a context that

involves us we can better explain, give examples and also give the students more vocabulary and tips to involve them so they are more interested in learning more about the topic that we are teaching.

2. Learners have a high-interest value because of their relevance to the real world keeping the students informed about what is happening in the world they live.

According to this, It is important to point out that this type of material helps us to understand better the context of the activities because we could connect a real-world situation with an activity. The students could get more ideas and they could be more interested in the activity because we were using Authentic material to teach a topic that maybe could be tedious or boring for them.

3. When used in class students get the chance to read, rehearse, listen to, practice, use and learn the language via the materials that they can see, examine, touch, and listen to.

According to this advantage, they can get more interested in the topic if we use something that they like for example their favorite cartoon, the lyrics of a song, or viewing the photographs of famous places in their city which is something that I used to make the material authentic, I used some photos like the cinema that we have here in our city which is cinopolis, I used an image that is from a famous bakery which is la cardona and different types of photos from our city that help the students to understand the vocabulary about places. (p.330-331).

So it can be said that they have an intrinsic educational value (Martinez, 2002).

4.1.2 Disadvantages of Authentic Materials.

1. Martinez (2002) states that It is difficult to find this variety in conventional teaching materials, particularly in textbooks that include only the proper and fluent language.

I agree with the author Martinez because if we are following the structure of the textbook always it can be boring and tedious for the students to do the activities and also it is something that they will forget in 2 or 3 days because they are not interested in it or they could not find something relevant in the topic.

2. Spelleri (2002) *states If the material is too complex for the learners rather than increasing motivation, awareness, curiosity to learn, development and so on they can work the other way.*

We have to take into account that the material has to be appropriate for the learners the author mentioned an example which is if a text about the parts of a car is given to young learners, it will not be appropriate not only for the learners age or interest but also for their language level because that kind of text would include terms that the learners would most probably be unfamiliar with. That is why the materials have to be adapted to their level of English goals and interests so they help their language development.

If learning activities are authentic, students understand the importance of what they are learning as critically and creatively, analyze information, express ideas, come up with logical conclusions and solutions and interact with their classmates when trying to explore, discover, discuss and construct concepts doing the authentic activities. It can be said that authentic activities prepare students to be lifelong learners (Taylor et al.,2004)

According to this, it is important to encourage the students to analyze the information that we are giving them so they can participate, and give more ideas or examples about the topic. It is also important that if the students are interested in the topic they can tell stories about their experiences, they can use the vocabulary in different situations such as when they ask or give a direction to someone, they listen maybe a word in a song and this words help them to understand the context of the song or while they are watching a movie they can listen and understand the pronunciation of different words.

Some experts highlight the advantages of exposing learners to authentic materials. Results of the study conducted by Kim (2000) indicate that listening comprehension in

language students improves with increased exposure to authentic speech.

When we create our activities we need to have in mind the needs of our students and also the way that they like to work in the class, it would be easy to work with an app or with some internet pages, but this was not easy as I thought because any of these apps have something that I could relate with the needs of my students. I would use some strategies to make authentic and adapted material for my students so they can understand better and improve their abilities in this listening skill. Canva, Youtube, Kahoot, Mentimeter, and Google Forms are the apps that were used to develop this type of material according to the students' needs that were mentioned before.

According to the authors and based on my experience in the practice we have to plan the material with the aim and know the objectives of the lesson, we have to take into account their age, language level, needs, interest expectations, and goals so the class can be effective and meaningful for the students. Also, it is crucial to have a pre-activity like a vocabulary about the topic and the context that we are going to see in the class so they can understand better and prevent discouragement and nervousness during the class. All the material should be accessible to learners and should be suitable for the students. It must be well structured so we can follow the Lesson plan and have control of each activity and the stages of the activity.

4.2 Adapted material

Adapted material is the strategy that I used to make the materials effective and also flexible for my students. We can make a list of the things that we can add to the activity so the students can understand better with this extra information, while we are checking the activity we can also delete or omit the vocabulary or the material that we consider difficult for the learners, modify the task to have better control of the activities according to our methodology which is PPP (Presentation, Practice, Production) to check the time per activity

and the way that the student works with each activity in the class so we can create a checklist or other instrument to re-ordering all the information that we have to finally have the sources to adapt our activity.

“Good teachers are always adapting the materials they are using to meet the needs of the students, the context, the teaching objectives, and the methodology” (Nation,2009).

Nation mentions that the process of changing or adjusting different parts of activities is closely related to the reality of dealing with learners in the dynamic environment of the online classroom (Nation, 2009).

I totally agree with this. We as teachers need to develop different skills and the way that we teach our students to get better results in our classes with our students. One of the famous experts, McGrath (2002) defined three types of adapting material: extemporization, extension, and exploitation.

1. **Extemporization:** refers to a teacher's spontaneous response to a problem, for example changing a difficult word in a text or in a sentence to help learners to understand better.
2. **Extension:** involves students giving explanations by giving them examples to help them to understand the main idea.
3. **Exploitation:** is the way that teachers create their material in a creative way, designing a set of tasks based on any published material to serve different purposes.

Meaningful learning

Another concept that I considered for Authentic and Adapted material is Meaningful learning because of the pandemic situation the material will be online so I need to provide it to the students with knowledge and material that would be meaningful for them, that is why I am using meaningful learning. The author David Ausubel mentions that learners learn through a meaningful process of relating new events to already existing concepts. Ausubel, D. P.(1968).

We as teachers have to take into account the motivation, and the level of language that the students have and be conscious about the material that we are going to use so we can adapt for the classes to have meaningful learning in each class. Even if it is just the vocabulary, they can remember it because of the flashcards or any other instrument that we use in each activity.

That is why it is really important to prioritize the learning of our students using adapted materials so they can have meaningful learning. It can be difficult for them to learn a lot of information in each class that's why we can use different activities so they can remember the context of the activity and use it in different real-life situations.

4.3 Listening

Listening is the key to developing our speaking skills, when we listen we learn new vocabulary we learn how to pronounce, we need to listen to learn everything, that is why is one of the most important skills, when we are children we listen to our mom or dad talking about anything and we learn how to say some words, In this case when we are learning a new language is the same we begin again to learn how to pronounce, how to talk, how to use the words in different contexts, we need to find some strategies that could help us when we are learning English to understand better and help us to learn more easily.

Author Joseph DeVito (2000) has divided the listening process into five stages: receiving, understanding, remembering, evaluating, and responding.

Receiving: The way that the students hear the information through the ear because it is the primary tool in this stage. They can listen and focus on the information that they read before listening to listen to the information that they have to take to answer.

Understanding: In this stage can be difficult because once we listen maybe we listen to something different because of the pronunciation. The primary tool is the brain. Even when we have understood the words in a message, because of the differences in our backgrounds and experience, we sometimes make the mistake of attaching our own meanings to the words of others.

Remembering: If we can not remember something about what we just hear we might not have been listening effectively. If something distracts your attention even for a moment, you could miss out on information that explains other new concepts you hear when you begin to listen fully again.

Evaluating: We might think that we answer with the correct information because we listened to a word that maybe was related to the information that we were listening for but sometimes we can get confused by the pronunciation of some words.

Responding: This one is related to the feedback. Normally we check the options and make feedback to the students about why is the correct option and why is not the correct option.

The stages mentioned before helped me to make an analysis about how the students get involved in the activities of listening. And also to see if these stages and the strategy are helping them to improve their listening skills.

Here are some strategies that I would like to use with my students according to Rebecca's Palmer article in *Tesol connections* (2014).

4.3.1. Connect

Help yourself better understand a listening assignment by thinking of things you already know about a topic. This helps your mind build connections between what you know and new information you will hear.

4.3.2. Predict

Make guesses about what you may learn as you listen. Guessing helps your brain focus on the assignment.

4.3.3. Talk About New Words

If there is a list of preselected vocabulary words from the assignment, go through the list and think about what you know about them. If you don't know the words, talk about them with a friend or use a free audio dictionary.

4.3.4. Listen for Answers

As you listen, be listening for answers to questions you have. To identify questions to ask, preview activities you need to complete after you listen or turn the title of an assignment into a question.

4.3.5. Take Notes

Write notes that help you remember ideas. Outlining and layering information is always a good idea, but try other imaginative ways of taking notes: Use connected circles and shapes, create a chart, or draw a map. Use abbreviations

and symbols that help you keep up with the speaker's rate of speech.

4.3.6. Re-listen/Find a Fix

When you get bored or when ideas are hard, you need to find a way to get back on track. The best way to fix things is to re-listen. You don't have to wait until the end to re-listen.

Some of my students have a good level of English, they help me a lot during this pandemic situation because when someone does not understand what I said they just say it to their partners, they help their partners when someone has problems with the connection or with the app (meet) I think I could develop my topic in this group because they like dynamic activities and they are always in a good mood to work with any activity, so I think I could use that to develop my authentic and adapted material to improve the listening skills.

An editing task that involves listening involves the student receiving reading material. The student reviews the reading material and then listens to a recording of someone reading aloud the same material.

"Listening is a form of comprehension where the listener is trying to get some meaning from the language" Buck, (2000). This statement really made me wonder about the procedures they were carrying out in the English language classroom and the real purpose the development of this skill had for learners.

According to Allen (1966) "The goal of the listening skill is to enable the learner to perceive the second language in the way native speakers perceive it".

When we are trying to reach our goal or our main objective in the classroom there

are many things that don't let us reach that goal such as the time, the internet connection in this case because we are working in an online context, the interference of the audio, the vocabulary that maybe we don't realize that is difficult for our students until we are in the activity, that is why I choose to work with Authentic and Adapted material to have in mind the needs of my students.

Pinner (2015) and others highlight that authentic materials are more difficult because of the originality of the language and they have to be adapted for the learners without changing their nature. Due to the authentic materials not originally created for foreign language learners, they may be difficult and ambiguous for students who are in lower-level classes.

Some aspects that I should have in mind while adapting material for my students are the following according to the authors Akintunde & Famogbiyele (2018).

1. Facilitate instructions.

This helps me to introduce the topic in a better way, by steps or by short instructions, so the students can understand better and they understand what I am saying as well as me. Instructions are so important in the classroom they have to be clear and concise for the activity. This helps me to improve their listening skills as well because they will link the instruction with the activity if I say a word related to the activity.

2. Encourage learning:

I think the material is the key to encouraging the students, I notice that my students are more visual and that helps me because I am trying to make my presentations in a visual way for them to catch their attention during the activities. Also, I like to tell them good jobs! excellent! to encourage them to participate in the class. I think I have a good relationship with my students. Some of them participate a lot. I just need

more strategies to work with the other students.

3 . Focus on learners:

I think sometimes we focus on other things like material, like the time that is important but the most important in the class are our students. I need to adapt the material according to their needs so they can understand the activities better.

4. Adaptation in terms of motivation:

Adapt the material to motivate the students to know more about the topic, the authentic material helps the student to understand the topic better using real-life aspects so they can have an idea about what they are learning.

When we listen, we use a variety of strategies to pick up the message. Some of these are connected with understanding the 'big picture, e.g. gaining an overview of the structure of the whole text, and getting the gist. Listening in this way is sometimes termed. When we are working with listening in the classroom, it makes more sense to start with work on the 'small pieces' (e.g. sounds and words and details) or on 'big pieces' (e.g. background topics, the overall structure, and organization of a text, the general meaning, etc.).

One thing that was useful for me is that if you are going to answer questions after you listen to the audio, first I read the sentences or the questions and then I listen to the audio because sometimes you get the idea about what are you talking about and you can link that with the vocabulary in the listening or the pronunciation, sometimes we get confused when we are listening because of the sounds of the vocabulary or the accent.

Authentic and adapted material for me is an excellent strategy to learn a second language. We learn about things that we do every day and some other things that we are exposed to every day. such as real-life situations in which we learn vocabulary, pronunciation, and general information about that situation.

Some experts highlight the advantages of exposing learners to authentic materials. Kim (2000) indicates that listening comprehension in language students improves with increased exposure to authentic speech.

I totally agree with this while I was investigating the use of authentic and adapted material I realized that there are many cases in which students are more exposed to the language in real-life situations an example could be that we may have students who sometimes travel to the United States of America or we have other students who have been learning English since they were kids, unfortunately, there are many others that don't have the opportunity to learn a second language for many reasons.

Rost (2002) argues that authentic materials can represent the real language use of native speakers, thus playing a role in making the connection between classroom activities and real-world situations. Authentic language is also considered to be pedagogically appropriate, interesting, and motivating especially for advanced learners (Guariento & Morley, 2001; Mishan, 2004).

When I was 13 years, I started to study English in a private school. Since I was a kid I liked English but I just knew the basic things but that was not enough to pass the English class in secondary school, now I realized that if you are interested in learning a second language you can learn more and more by yourself for example with the music and with the movies those are also a good way of learning expressions and vocabulary and how to use that vocabulary in that contexts. In one class I asked them to tell me if they like English when they started to learn English and if they want to know more about English vocabulary and grammar structures; The majority of them answer that they like to listen to music in English and they wanted to know what the lyrics mean and that catch their attention.

Tomlinson (2007) emphasized the advantage of utilizing authentic materials in listening comprehension classes by arguing that the genuine language input may represent the characteristics that the specially-devised pedagogical materials fail to capture, such as the phonological characteristics of natural speech. In contrast, some scholars are concerned about the feasibility of using authentic materials in language classrooms for they might be too difficult for learners to handle or impossible for teachers to provide.

Authentic and Adapted Listening

I consider the audios that I used in the classes to be authentic based on the concepts that I mentioned before in the listening subtitle where the author Joseph DeVito (2000) divided the listening process in five stages. *Receiving, understanding, remembering, evaluating, and responding.*

These five stages helped me to create the audio taking into account the students' level, the vocabulary, and the context the process of making the audio was not difficult I follow these five stages and also the strategies that Rebecca Palmer wrote in her article on Tesol connections (2014) which are *connect, predict, talk about new words, listen for answers, take notes, Re-listen and fix.*

Those 6 strategies helped the students to understand better what they were listening it was a bit difficult to evaluate them because as I mentioned before we were in a virtual environment but I could see through their cameras and by asking them questions such as “What do you think the listening is about?” “We are going to read the questions before we listen” “What words did you not understand?” following the 6 strategies and check in the charts that I made based on this strategies to see if the audio worked. (APPENDIX E)

Authentic Listening comes from the Authentic and Adapted material according to the concepts that were mentioned in the Authentic and Adapted material. I made the audios according to the student's level, the context of the class, and the expectations of the students to be effective and meaningful.

4.4 PPP Methodology

Method: a method is the practical realization of an approach. The originators of a method have arrived at decisions about types of activities, roles of teachers and learners, the kinds of material which will be helpful, and some models of syllabus organizations. Methods include various procedures and techniques as part of their standard fare. When methods have fixed procedures and techniques as part of their articulated approach, they are easy to describe. (Harmer,2007)

Following a methodology is good to organize our activities, having a solution about the things that might happen in the classroom, having clear objectives, and making it easy to follow the order of each one of the activities that we are going to present to the students, to set the time, and also the warm-up and the wrap up that are necessary to achieve our goal for the class.

Otherwise, the procedure is also important because it is linked with the goal which guides and it is focused on the language that we use in the class.

PPP (Presentation, Practice, Production)

According to Harmer (2007) In this procedure the teacher introduces a situation that contextualizes the language to be taught. The language, too, is then presented. The students now practice the language using accurate reproduction techniques such as choral repetition (where the students repeat a word, phrase, or sentence all together with the teacher “conducting”), individual repetition (where individual students repeat a word, phrase or sentence at the teacher’s urging), and cue-response drills (where the teacher gives a cue such

as cinema, nominates a student by name or by looking or pointing, and the student makes the desired response, e.g. Would You like to come to the cinema Audio lingual drill we saw above, but because they are contextualized by the situation that has been presented, they carry more meaning than a simple substitution drill. Later, the students, using the new language, make sentences of their own, and this is referred to as production.

This method is suitable to follow because is divided into 3 stages presentation, practice, and production these stages supported the strategies, the material, and other types of activities like worksheets, flashcards, illustrations, and the use of different skills and it is helpful for the teacher and for the students as well because we can have control of each activity that we apply in the class, in this case, we are having online classes so is helpful to organize the activities in their notebooks and in our platform which is Classroom.

In addition, these 3 stages have specific purposes and we use the stages to contextualize and give examples for the students to better understand the topic and the main goal. I have been using this methodology since we started to practice and it is really helpful for me as a teacher trainee to have better control of the activities and have more control of the participation, their opinions, and their doubts about the class. as well as the material and the time for each activity.

5. Key questions

Based on all the aspects seen before I formulated these 3 questions that will be used to follow this case study.

- How useful are authentic and adapted materials to improve the listening skill of the students in the virtual environment?
- How do Authentic and adapted material help students in the virtual environment?
- How do Authentic and adapted material improve listening skill?

Main question: *How useful are authentic and adapted material to improve the listening skill of the students in the virtual environment.*

The main question will help me to see if the strategy that I applied to the students worked as I expected if the strategy helped the students to improve their listening skills and how these three concepts worked in the virtual environment. This question will be answered in the general conclusion of this case study.

There are 3 principal concepts that help me to find out an answer to the aspects of this question.

- **visual material:**

This kind of material will be useful for my students to introduce the vocabulary, listening, and the language to the students learning in the virtual environment. I believe that it is important to encourage them through the material because it is a key concept to achieving our main objective for the class.

- **Motivation:**

This is the second key concept because we are working in another type of context which is online, I believe is very important to do this each class, to motivate them to learn more about the topic that I present each day, my students of 1st grade are so participative, they like dynamic activities, they like play challenging games and I use this to motivate them in some classes. It is difficult for the students and for me as well because we have never been in this type of situation but I see that every day they are in a good mood to learn something new in the class and that is what motivates me.

- **Teaching strategies (virtual environment):**

This third concept is important as the previous ones because this kind of strategy will help the students and help me to have better control of each class, as well as they, have

feedback about the learning objectives, also another type of strategies to engage students with the language and with the skill which is listening.

The design of the online activities according to the virtual environment. Set rules for the class in order to be familiarized with virtual teaching as a teacher and the students. Having a backup plan for the classes is also important because sometimes we will have problems with some resources for the class, so it is important to have other activities or other content for the class.

5.1 Sub question 1: How Authentic and Adapted material help students in the virtual environment?

The second question will help me to see if it is difficult for them to understand some aspects of the material because we are in a different type of context, we are in a pandemic situation so we are working in a virtual environment that is why this aspect is really important for me to guide them to improve their listening skill.

5.2 Sub question 2: How Authentic and adapted material improves listening skill?

The third question will help me to see how the material will help the listening skill, what aspects should I take more into the account, and what aspects I should change about the authentic and adapted material according to the level of the students.

CHAPTER II

6. Topic development

These are the first and second sequences that will give the answer to the sub-questions 1 and 2 of this case of study. It is about the first and the second period of practices of the 8th semester at the school Moises S. Jimenez 1st to 26th of March 2021 and 26th April to 14th May 2021 with the group of first grade. I had 14 classes in total with my students in first grade during the two periods of practice. I took the reflection of 12 classes of this period of practice to give answers to the sub-question 1 and 2. Through this period of practice, I described each class and made an analysis about each class as well.

During the first period of practice of the 8th semester, I applied the strategies of Authentic and adapted material and observed and analyze what are my students needs and how to adapt the strategies for them to understand better the language using authentic and adapted material as well as I observed that they had problems with the listening skill that is why I choose to focus on this skill to give them more strategies and adapt the material according to their level of English and their needs.

7. Sequence number 1. March 2nd to 25, 2021

Sub question 1. How authentic and adapted material helps students in the virtual environment?

7.1 Description of the 1st online class sequence 1 on Tuesday, March 2nd, 2021.

Objective/Aim: Students will be able to write in the chart their daily routine using simple present tense.

I got into the class 15 minutes before the class started to prepare everything because

the internet connection was weak. The students started to get in 5 minutes before the class, I saw some of them with their cameras on, sometimes they are eating something or they are preparing the things that they will use for the class like their computers, their notebooks, their pencil case, and the space where they are going to have the class, their desks or a table in their living room.

Sometimes we talk about how their day is if they feel happy or sad and the teacher tries to talk with them during that 5 minutes. And only 11 students of 22 get into the class, we have a group on WhatsApp and I told them one day before that we were going to have class today, so I started the class by asking them how they were and they told me that everything was fine so I asked them if they remembered the last topic that we saw on January; it was present simple, they told me that they remembered. The teacher started to ask them if they knew what a daily routine was and they were giving different answers like “yes, it's something that we do every day” and “ Yes, what we always do in the morning, afternoon and at night” some of them speak by their microphones and some other were participating writing their answers in the chat.

Then the schedule of the teacher was presented for them using the different vocabulary of daily routines like get up, go to sleep, wash my face, make my bed, take online classes, etc. So they had an idea about what a schedule was. (APPENDIX D)

I think this activity was too much information for them but they understood well the main idea which was that they could tell me what they do every day. The teacher elicited them with a few questions like: What do you do on Monday at 9:00? Then they answer: at 9:00 am I have a Spanish class. Most of the students answered in English because they listened to the example in English so they had an idea about how to give the answer in English.

At what time do you have an English class? They answered: I have an English class

on Tuesday at 12:50. They identified and thought about the things that they do during the day. Then the teacher showed them the grammar rules for presenting simple and in this class, we just focused on 1st person subjects using affirmative and negative sentences.(APPENDIX D)

The teacher explained to them the structure of the present simple and the rules of it. The teacher started to present the slide with the information about the structure The slide was divided by positive and negative then I explained the subjects I, You, We, and They and how to do the sentence positively, and then it was the same explanation but now putting the sentence in negative using do not or the contraction don't. (APPENDIX D)

They understood the majority of the explanation so we went to the other activity which was 5 questions where they had to put in the correct order and answer with their information (APPENDIX D) in this exercise they got confused because I didn't show them how was the structure of the question, The teacher give them an example but they got confused in the other questions. Then we checked and I explained to them how the structure of the question was.

The product for the class was a schedule where they have to put what they do on Monday to Friday at different hours.(APPENDIX D) We didn't have enough time to check it but they sent the activity, only 8 of 11 students that were in the class sent me the activity. Normally I do not like to give them homework for many reasons, sometimes they have a lot of homework for other subjects so maybe some of them put more effort in the other classes because we are working at a workshop. Another reason is that they don't know how to use the classroom app and they just forgot to send the activities via email or WhatsApp. I prefer them to send me the activities that we did in the class on the same day or at the end of the week.

The lesson plan (APPENDIX D) and the material that was applied on Tuesday, March 2 in the online session 1. The use of authentic and adapted material and visual material was useful for them. They were participating and gave their opinions about the vocabulary. They had their first contact with this topic which is simply present in the period of practices of January so they had an idea about what we had to do and the vocabulary was suitable because it was simple things that we do in our daily routine so it was positive students do not have problems with the vocabulary.

The strategy was separated. I used *Authentic* in the presentation which was my schedule as an example for the students and *Adapted* with the production, which was the schedule of the students they had to make as the example of the teacher but according to their daily routine. The use of the strategy worked for the students to understand better the activities, vocabulary, and instructions as well. They have to see an example before the activity to understand better and to do the activity as the instruction says.

One strategy that worked for the students is to see an example before doing the activity and then answer. This strategy helped the students to relate the information that they heard to the activity.

Strategy is a plan, a “how”, a means of getting from here to there” (Mintzberg, 1994), in this case, I started from the material to get to the main goal, and this is how they get there because the teacher gives them a plan to better understand the idea about the topic. It works well for the students to start with the material, the presentation and also knowing the way that they work.

In this class, the material worked for the students. First In the presentation of the schedule, they got confused because it was a lot of information but this was an authentic

material because they could identify the daily routine of the teacher that maybe some students do the same as the teacher every day in a specific hour so I wanted that they reflect on that, so they can understand better the idea of the activity as well as the adapted material helped the students to put their daily routines in the schedule, this is something that they know because it is their schedule for every day.

What they do on Monday to Friday at different hours they know and they think about what they do every day as a schedule. This showed that they really understood the main idea of the topic to identify the things that they do every day at different hours as a daily routine. I identify who did the activities because they sent me the evidence to my email or my WhatsApp and also I identify in the class who always participates and who is paying attention while we are in the online class. Fortunately, 5 of the students participated, which means 15% of the students participate in every class.

7.2 Description of the 2nd online class, sequence 1 on Thursday, 4th March 2021.

Objective/Aim: By the end of the lesson students should be able to write about the daily routines in third person with the information of a listening.

I got into the class 15 minutes before the class started to prepare the audio and the presentation for the class. The students will get into the class 5 minutes before some of them have their cameras on and some others do not have their cameras on, they always get into the class and ask me “how are you teacher”, or “good morning”, “good afternoon” and I ask them the same. In this class 22 students of 22 got into the class, that was because I told them that I was going to evaluate them. I started the class with the question: do you remember what we saw last class? This question helps students to make quick feedback about the previous topic to link it with the material that we are going to see in this class.

The presentation of the class was listening to audio about a girl named Jessica and the things that she does in the morning like at what time she wakes up,(APPENDIX E) where she takes her online classes and where she takes lunch. I was worried about the listening because my internet connection was weak and when I played the audio for the first time they could hear but then they told me that they would need me to play it again and then they couldn't hear because the internet connection was weak. I sent the audio to the group so they could listen individually and understand the audio better. Then they had to answer some questions about the audio for example: (APPENDIX E)

At what time does she wake up?

Does she wash her face in the morning?

I tried to do simple questions about the listening so they could answer it. In this activity, they understood the vocabulary and the information that the audio gave to answer the questions because they were participating and giving the correct answers for the questions. It was an advantage to send to the WhatsApp group the audios when the internet connection is weak because they could hear better and also listen more than two times as we do in the class.

The teacher explained the grammar rules of the simple present but this time using 3rd person. I started to present the slide with the subjects that are 3rd person and then an example with a sentence and the verb that we add -s, es, ies in some cases.

I explain to them what verbs change their form and then the negative which it does not then I put the example: "She washes her face every morning" indicating the subject, verb, and the complement. (APPENDIX E)

They were seeing this topic in their English class of English so it was easy for them to understand the structure of the sentences. Then they have to do an activity where they have to ask a classmate by WhatsApp or by chat.(APPENDIX E) It was a good activity. I thought that maybe it would be difficult for them to communicate with a classmate but they did it well. We did not have enough time to check the last activity but 2 students participated, telling us their answers to their questions and they did it well. One student was asking and the other was answering the questions of the exercise.

The class was expected according to my lesson plan (APPENDIX E) because I applied the strategy which was authentic and adapted material to improve listening skills. In this class, I used an audio about daily routines using present simple with 3rd person. The audio that I used was made for myself to adapt it to the level of the students. Doing the audios by myself was really useful because the students could understand the vocabulary, pronunciation, and the topic better. I could adapt some important aspects for the students such as the vocabulary, the pronunciation, and the background to make the audio more interesting to understand and catch the information to answer the activity which is related to the listening.

According to Rebecca's palmer article in Tesol connections (2014).

I used the 6 strategies to see if the audio worked as I expected. First, they **connect** by reading first the questions that they had to answer. Secondly, they **predict** I asked them to guess what the audio was about and they told me that it was about daily routines. The third one was **talk about new words**, they listen one time, and then I asked them if there was a word that they did not understand. The fourth one was **listen for answers** and I ask them to focus on keywords that they had in the questions for example "wakes up", "washes her face" so they could catch the answers.

The purpose of the listening activity is that the students are able to do the instruction or to gain information from different kinds of listening texts or genres. Moreover, they are able to complete the information and respond to questions.(APPENDIX E)

To reach the goals, the teacher should consider several things, such as students' motivation, interests, and learning style. (Djodi Etman & Nur Zaida, 2009)

It's important to give them some vocabulary about the listening for them to find the answer while they are listening, also is important to motivate them, this is kind of difficult because this skill is one of the most difficult but once that they listen they can find some of the vocabularies and they are able to link with the question so they feel that they could answer the questions with no problem.

7.3 Description of the 3rd online class sequence 1 on Tuesday, 9 March 2021.

Objective/ Aim: Students will be able to understand and use the present progressive with daily routines.

I got into the class 15 minutes before the class started to prepare the video that they were going to watch to do the activity, and the presentation and I like to make notes about what are the instructions that I have to say to make everything as clear as possible. The students were 10 minutes late because of the previous class they had. I elicit them about the topic that we saw in the last class which was present simple using the 3rd person subjects.

They were participating, telling me that we saw the use of the do and the does and what happened to the verb when it is in the third person and that we listened to an audio about the daily routine of a girl. We started with the first activity which was a video about present progressive, the objective of the video was that they identify the structure of the present continuous, (APPENDIX F)The video was easy to understand, It was about some kids and a

dog that was at a park doing different activities in a sunny day like drawing, dancing, and camping at night the dialogue was easy for them to understand they identify that the verbs had Ing because once that they listen the audio.

I elicit them about what they saw in the video and the audio as well and they told me that the verbs had different endings as in the previous activities that we did. The video was played two times for them to catch all the information that was expected to be understood by them. Some of them were confused because of the structure and some others understood and identified the verb had -ing. This material was authentic, the video was about activities that a kid normally do when they are at the park or at camping, the characters were asking each other for example:

What are you doing jinsu? I'm drawing trees.

What are you doing sally? I'm jumping. Wow! you are jumping high

After the video they had to answer 5 questions about what the characters of the video were doing. The question was: (APPENDIX F)

What is jinsu doing? Jinsu is drawing trees.

Where are they? They are at the park.

I give them 5 minutes to complete the questions and then I tell them to put in the chat who wants to participate to have more control of the participation, normally 7 students out of 22 participate in the class, these students are so active they always answer when I ask them if they have doubts or if they understood what are they going to do. They answered well but

I told them that they have to give me the complete answer because they were just saying drawing trees instead of jinsu is drawing trees.

We checked the 5 questions and then we moved to the next activity. was presented to them with the structure of the tense. (APPENDIX F) I explained to them the structure by presenting a slide that has the subjects and the pronouns that we use with each subject and the verb with -ing I showed them some examples like a sentence and put the words in different colors so they could identify better which was the subject, the auxiliary verbs which were been, is and are, the verb and the complement. They answered the next exercise where they have to answer questions about a day and an hour in specific using present continuous for example: (APPENDIX F)

It's Saturday evening at 4:00 pm. What are you doing? I'm eating with my family in my home.

This was adapted material because I adapted it according to the level of the students so they could understand better the vocabulary and what they have to answer also because it was about them, they had to answer with their own information. They got confused in some sentences but I tried to give an example and explained that the questions were asking what they are doing on a specific day and hour for them. The last activity was to answer questions about what their family members were doing at the moment.(APPENDIX F) for example.

What is your mom doing right now? My mom is cooking.

What is your pet doing right now? My cat is sleeping.

In this exercise some of the questions were not answered by some students because some of them told me that they don't have a brother or sister, they don't have a pet, or they don't live with their Mom and Dad because they were separated and lived in different houses or they don't live here in the city of San Luis Potosi because of their jobs. I asked them to not answer the questions if they don't have the information.

In this class some students really like this kind of material (APPENDIX F) some of them don't have their cameras on but I could hear them when they participate because of their tone of voice and the way that they participate. The strategy of authentic and adapted material was suitable for them as well as the listening, they could get the information and answer the activity with that information.(APPENDIX F)

The use of Authentic material was presented in the video, based on the 3 advantages that Martinez (2002) mentioned. The material **engaged the learners and had a high-interest value**: it was interesting for them those activities are the ones that we do normally when we are camping or in a park. They could listen to and read the subtitles of the audio so that was the third advantage where **the students had the chance to read and listen** to the video to answer the questions. They could understand the vocabulary and the things that the characters of the video were saying, the images that caught their attention, and also the activities that the characters were doing at the park.

The Adapted material was suitable for them as McGrath (2002) mentioned the **extemporization**: they were answering about specific activities that they normally do so it was not difficult for them to understand the words. **Extension**: This helped them to brainstorm about the things that they could be doing on that day and at that time. **Exploitation**: The questions of the production were adapted as well but some of them could not put the answer to some questions because of the reasons that I explained before.

7.4 Description of the 4th online class sequence 1 on Thursday, 11 March 2021.

Objective/Aim: By the end of the lesson students should be able to use the structure of present progressive.

I got into the class 15 minutes before the class started to prepare the presentation and everything for the class. The students got into the class 5 minutes before some of them and in this class, all of the students 22 were there. I put 2 pictures about the video that we saw last class about the kids that were at a park as a warm-up for them to ask the class what they were doing, they remembered the phrases from the video but they told me what they were doing in Spanish at the beginning so I told them to do in English I helped them to tell the sentence in English and then they understood and they told me what they were doing in English.(APPENDIX G)

In the next activity, I mixed the two tenses present simple and present continuous so they have to put the verbs in parenthesis in the correct form of the verb. For example (APPENDIX G)

Mrs. White's son Arnold doesn't like (not like) shopping, but he loves (love) hanging out with friends. Today, Arnold is not playing (not play) football or basketball; he is skateboarding (skateboard).

They got confused in this exercise because I should tell them how we can identify when we are talking about present simple and present continuous so I tried to explain to them when they have to put the verb in present simple and then in present progressive. It was hard for them to understand but after a few minutes, they did it. The Next activity was about mixed

sentences. I showed them the keywords like usually, now, and never; that could help them to know when to put the right tense and they understood better.

for example: (APPENDIX G)

Richard usually goes (go) to school by bus.

Betty is not talking (not talk) on the phone now.

The last activity was a Kahoot (APPENDIX G) as a review of the two tenses that we saw during the two weeks. The questions were about some sentences where they have to put the correct form of the verb and others were about to select true or false to a sentence about present simple present continuous. Finally, as a wrap up I ask them to send me a screenshot of their favorite comic because of the class next week.

In this class the material was difficult for them,(APPENDIX G) In the first activity, 2 tenses were mixed. Present simple, present continuous so maybe we had to practice a bit more with the structure of the sentences also I could give them keywords in the same sentence so they could understand when they have to put the correct tenses. In the practice activity, there were 4 sentences (APPENDIX G) where they have the keywords in blue but I did not explain to them why those words were in blue. I did at the end of the activity but I had to help them in this activity.

They were confused and I got confused too because they were not understanding me and that made me feel nervous. At the activity of Kahoot, some of them were selecting the correct answers but the others were wrong with the answers which made me do an analysis of the things and the way that I presented to them the tenses. We had to practice this kind of information like the tenses because we learn this through the practice.

7.5 Description of the 5th online class sequence 1 on Tuesday, 16 March 2021

Objective/ Aim: Students will be able to understand the concept of a comic and how to start doing it.

I got into the class 10 minutes before the class started to prepare the presentation and everything that I was going to use at the online class. The students got into the class 5 minutes before the class started; only 14 students of 22 students got into the class. While these 5 minutes they were telling me what was their favorite comic thought that it will be easy for them to just take a screenshot of their favorite comic because the majority of the kids like comics but it was not like some of them don't even know what a comic was so I told them some examples about comics and then I told them that we were going to see at the class more information about the comic.

They got in Mentimeter as a warm-up to make a brainstorm. (APPENDIX H) They have to describe comics with an adjective like funny, interesting, and colorful. Then a description of what is a comic was presented (APPENDIX H) with some important points; Are used to express ideas with images, combined text, and other visual information, It has a sequence of panels and images and different illustrations. The vocabulary about some characteristics of a comic was presented with images such as panels, captions, gutters, speech bubbles, and characters (APPENDIX H). The vocabulary was a bit difficult for them but they practiced the vocabulary in the next activity which was a 4 panel comic with all of the vocabulary that they had seen before. (APPENDIX H) They have to write the names in the letters. For example, an arrow was pointing out a panel and they had to put the name of the one pointing out.

This activity was confusing for them because I did not put the arrows well so they got confused in some of the arrows pointing out the panels. The production was a google form where they have to put their name and the name of their comic, their principal characters,

and what was about their comic, only 9 students answer it. I asked the students that did not answer the google form (APPENDIX H) to do it, I sent the link to our WhatsApp group for them to answer it but no one answered it this was the first advance and I registered my list of people who did it.

The material was suitable according to the lesson plan (APPENDIX H) for them but I could be more careful with the activity where they have to write the name of the vocabulary for them to not get confused at the time that they were doing the activity. This was the first class doing the project I could give them a set of rules for example if you don't send me the first progress of the comic you are not going to be able to send me the next progress of the comic, maybe that sounds rude but I wanted them to really have the compromise to send the project because it was for their grade of March. Also, the way that I presented the material was weak.

I could use a dynamic activity to present the vocabulary through a video or gifts so they could memorize maybe the image or the vocabulary. The use of a Mentimeter as a warm-up was interesting for them this **engages the students** at the beginning of the class and we could brainstorm about what a comic was for each one as the advantages of authentic material that Martinez (2002) mentioned. At first, they were paying attention and interested in the topic but in the presentation of the vocabulary I lost the attention of many of them. **They listen and practice** with me the vocabulary I asked them to repeat the vocabulary after me.

The link of google forms was for them to put specific information there and some of them did not know yet what they wanted for their comic. I asked them to send it during the day but they did not do that. Just 9 students did it in the class.

7.6 Description of the 6th online class sequence 1 on Thursday, 19 March 2021

Objective/Aim: By the end of the lesson students should be able to understand and do different speech bubbles.

I got into the class 10 minutes before the class started to prepare the presentation and the things that I was going to use for the class. The students got into the class 5 minutes before the class started. Just 15 of 22 students got in. While we were waiting for the others to get into the class we were talking about how their day was, if they had a lot of homework and different things about the school. 3 steps of how to make a comic were presented so they could have an idea about how to do a comic (APPENDIX I). The vocabulary about the characteristics of a comic was presented like Suspension of disbelief which is the fiction in the comic; if the character flies or has superpowers that kind of imaginary things(APPENDIX I).

I presented to them some information about sound effects like onomatopoeia (APPENDIX I). Thought bubbles are 6 different kinds of bubbles that they have to put when the character is whispering, thought, speech, radio, telepathic, bursting and the composition which is the composition of the panels, the sequence that they have to put in order for the spectator to understand the plot and the sequence of the comic.

We learned about the sound effects which was an important part of the comic because they have to put this different kinds of bubbles with just an expression such as POW! ZAP! CRASH! (APPENDIX I)

Then I ask them what they have to do for the class advance. They have to make a script and according to that, they have to select different comic bubbles and make the panels of the comic. While they were doing this I played a song and I was helping them to do the

advance. some of them did not have the imagination at that time but I told them to finish at their home because of the time.

For homework they have to upload the script and the different bubbles in the panels to the classroom, they told me that they would like to send it by WhatsApp. It was easier for them to send the activities and the progress there. It is complicated sometimes because I don't register the numbers on my cellphone but they always put their names when they send me the activities.

In this class, only 7 students sent me that evidence on my WhatsApp and I gave them more time to send it to me but they did not send me the advance so I just registered the ones who did it. I had to be more strict with the advances of the comic but I had to do that since the first class. I was expecting that all of the students would send me the evidence of the comics.

According to the lesson plan (APPENDIX I), the presentation of the class was 3 steps to create a comic. It was basic information like picking a character, making a sketch of the character, and thinking of a plot I tried to do an **extemporization** to change difficult words for them. **Extension** was applied when I asked them to brainstorm about different topics that we could use to create the comic but I thought that maybe some students will feel like someone stole the topic of their comics so I just gave them time to think about it and I saw some of the writing on their notebooks through their cameras. In the presentation of the material, I tried to put some specific images so they could understand better what the vocabulary was.

I elicit them about the sound effects. If they knew some of these sound effects I asked them “ have you ever seen the sound effects in movies or in comics? and they answered that

yes while I was asking them this they were interested in this but then I asked them to make the script and select different comic bubbles I should ask them to do the captions before the thought bubbles because the thought bubbles were for different types of captions, and also make the panels so they could choose the composition of their comic.

I asked them to upload the work to the classroom but they did not do it because they told me that they did not know how to use the classroom app. I asked them to send me an email or WhatsApp but no one of the students did it.

7.7 Description of the 7 online class sequence 1 on Tuesday, 23 March 2021

Objective/ Aim: Students should be able to write their captions in present simple progressive with short phrases.

I got into the class 15 minutes before the class started to prepare everything. This was the third class seeing the topic of comics. This class had just 8 of 22 students, this made me feel uncomfortable because this class was the one before they presented their comic in the online class. So my thoughts were that they didn't care about the comic and the progress that we had been doing since the last week but then I just began the class taking attendance and I ask them to show me the progress of their comics and that was okay at that time they had the sketch of the comic so I just continued the class, we saw different types of thought bubbles (APPENDIX J) and how can we put our captions in order to not fill all the speech bubble, we saw some expressions that we could use in some scenes of their comics.

I show them a website where they can find some tips to do the captions to put less text in the speech bubbles (APPENDIX J). Then I ask them how we can do the composition of our comic. I show a comic that I had in front of me and I give them some ideas to do the panels in different ways so they could see more interesting things for the spectators.

Finally, I ask them to try to do the captions using simple and present continuous, I helped them to structure a small sentence in these different tenses (**Extemporization**). At the beginning of the class, I was so excited to see the progress of their comic because I saw in the last week of class that they were doing the progress of the comic so I thought they would present it when the next class finished. But just 8 students got into the class and 7 of them had progressed in their comics, so I felt a bit stressed but then I worked great with them in the class.

I presented a slide about how was going to be the presentation of the comic with some questions (APPENDIX J).

This class was the first online class of the 4th week of practice. I asked them why they did not send me the activity of the last class and they told me many excuses such as they couldn't finish because they had a lot of homework and other projects and others told me that they did not know how to use the classroom app to upload it. I told the headteacher about this situation and he just told me that they always do the same when they are in finals because they give more importance to the other subjects that are not a workshop.

I tried to encourage them with the presentation about what they had to do but it was not enough and also because I asked them to do it by hand. I should have tried to put a video about how to make a simple comic and how to put and create the plot to make it more interesting.

In virtual environments, learners tend to feel more confident, open, participatory, creative, and understanding and seem to participate in training sessions because they are indeed interested in learning. (Loureiro & Bettencourt, 2014)

We can take a lot of advantage of this virtual environment because we can do more dynamic activities using different types of presentations, and different types of apps for our activities and is useful for the students as well as for the teachers because that way I as a teacher trainee can catch their attention. They are learning at the same time that they are playing or doing a dynamic activity.

This virtual environment has some disadvantages too such as internet connection, not all the students have the possibility to have a device or internet connection, and also while we are in class, It could be more difficult for some students to understand the way of work of an app.

7.8 Description of the 8th online class sequence 1 on Thursday, 25 March 2021

I got into the class 15 minutes before the class started to prepare the audio and tell the students the rules to present the comic in the class. for the class. Only 12 students of 22 got into the class. At this time I knew that just some of the students would get into the class because this class was the one in which they had to present the comic. (APPENDIX K)

I was taking the attendance and I asked them to tell me if they have the comic finished and just one student has the comic finished. I asked them that because I thought that there will be no problem with the comic because we already have the sketch. They just have to finish and put in the sheets that they will present but I told them that we can't have class because we were supposed to see the comic of each classmate. I gave them until 2 pm to finish it and send it to my email or WhatsApp. Just 5 students did it. (APPENDIX K)

This class was not as expected for the planning. I gave them the tools I tried to adapt the information that we had for them to understand the way and the characteristics that a comic has. I gave them different pages with different and concise information about how they can make a comic but maybe I did not be clear about what I wanted them to do or I

could ask them since the first class of the comic to follow established rules so they could put more effort in this because that would be their final grade of the month of march.

I could be more organized and show them the list where I was putting who did the advance of the comic each class. I saw the progress of some students so I thought that there would be at least 8 people with their comic finished. I feel disappointed about the class because I really wanted them to show their abilities to make this kind of material. I really wanted to see their ability to make the draws, the colors, and the dialogs, and I thought that they would enjoy it.

I should not have asked them to present it at the online class because I asked them to do it by hand, I should have told them to do it in an app or by hand but not to present it at the class just to send me the evidence to WhatsApp or in classroom Maybe some of them felt embarrassed because I asked them to present at the class that is why they did no do it.

I think this project would be better. I should ask them to do it in an app to see the progress of each class. I think it did not succeed because I could use apps or different types of applications to evaluate and had more control of the class. I was very disappointed at this time because I tried to give them all the tools and examples about how they could do the activity. I thought they were excited about the idea of making a comic but that was not true.

The material was Authentic in the way that each student made their captions and some of them were interested in making the comic with their own imagination and their own creativity. According to 1 of the 3 advantages of authentic materials that Martinez (2002) mentioned “When used in class students get the chance to read, rehearse, listen to, practice, use and learn the language via materials that they can see, examine, touch and listen.” Based

on this advantage students choose their own material, they could do it by themselves using the vocabulary and the context that they create.

8. Answer to the sub-question 1.

Giving an answer to the first sub-question: ***How authentic and adapted material help students in the virtual environment?***

The Authentic and adapted material helped the students in the virtual environment according to the activities that were applied in each session using authentic adapted material in different activities. The strategy helped in the way that the activities were about real-life situations in which they were able to analyze these situations. The material was useful in the virtual environment according to the way that the material was presented in each class by presentations using different platforms such as Canva, google presentations, and google forms.

This platform helped the students to get a better idea about the topics because of the strategies that were applied in each class such as vocabulary, pronunciation, videos on youtube, and images related to the topic.

It was hard at the beginning for the students to work with these platforms because they were not familiarized with the apps such as Canva, Piktochart, Google forms, Mentimeter, and also meet. The strategy helped the students to use this kind of material during the periods of practice. I helped the students during this process to use these types of apps to make projects, homework, and activities that they had to do during and out of the online class. The strategy let the students link the activities with the real-life situations that were presented.

The virtual class had to be adapted constantly so they could get the majority of the information by using different apps and platforms as I mentioned before.

The strategy caught the attention of the students. It was helpful to learn about different topics using real-life situations such as daily routines and different activities that we do every day. I identify that they liked the activities, the presentation, and the way of work based on the activities that we do in each class and also the way that they participated.

I identify in every class that the material worked and in other classes, it did not work based on the way that the students responded to the activities and the evidence that they sent me about the activities. It was easy to find material for the students of first grade because they like dynamic activities and colorful presentations such as Kahoot, Mentimeter, and Canva I could use some material that may be for students of primary school. This kind of material helped the students in the virtual environment.

This material would be difficult to use in a face to face class because sometimes the classrooms do not have a projector to use this type of material, It worked for the students in the way that they could see through the screen the activities and the audio sometimes I had to send it to the WhatsApp group because the internet connections were making interference so it was useful to use this kind of apps to interact with the students and they could get access to each platform or app by using their cell phones or the computer.

The advantages of the strategy were real-life situations, the activities were designed with colorful presentations because they are so visual and also they like activities that are challenging for example they liked to play Kahoot a lot so I used this as a strategy to encourage them to participate and studied about the topic that the Kahoot was about so they could be in the podium of one of the 3 places to give them extra points them and other times it was difficult because I did not find materials that were suitable and adapted according to

the level and the interest for the students. I did my own material sometimes, I did some audios by myself according to the students level and also according to each topic.

Top-down means using our prior knowledge and experiences; we know certain things about certain topics and situations and use that information to understand. *Bottom-up* processing means using the information we have about sounds, word meanings, and discourse markers first, then and after that to assemble our understanding of what we read or hear one step at a time. Brown Steven (2006).

According to that, The use of authentic material that I use was about real-life situations, something that the students know because it is something that they do every day, they have experienced or they listen to some words in movies, songs, or videos on youtube. This is top-down. On the other hand, Bottom-up was used by students when they listen and familiarize themselves with different words, in this case, like get up, park, dance, wash, and breakfast. those words that are easy for them to understand because they already know those words or they listen to the pronunciation in different places.

This strategy worked in some classes and in the other classes did not work, first, there are external aspects such as the internet connection: some students do not have the possibility to have a device such as a laptop or a cellphone to take online classes, some of them share their devices with their brothers and sisters. Also, the space where they have their classes is really important because they have a lot of distraction around them and because of different issues they can't turn on their cameras to see what each other are doing at the time that the teacher is giving the class.

The internal aspects are the motivation of the students, the way that the students work, their compromise with the subject, their attitude of the student. Those are the principal ones.

Some of the advantages are that we can make our students more interested in the classes by using different types of apps or presentations. I had to learn and adapt these kinds of apps and presentations for my students. It was a process for the students and for me. We learned something new together in each class which is amazing that we connect our interests to the students interests and needs.

A virtual learning environment (VLE) has specific characteristics such as the fact that they are information and socialization place, and where students are not only active but also actors, are not restricted to distance education and integrate multiple tools, complements the physical space of the classroom and are represented explicitly. A VLE is then "a set of teaching and learning tools designed to enhance a student's learning experience by including computers and the Internet in the learning process". Laureiro & Bettencourt, (2014).

Based on what the authors said students are exposed to in this virtual environment. I noticed that some of the students do not have a quiet space to take their online classes, some of them are taking classes in the kitchen with their families, others are at work with their moms and others are in their bedrooms. This is a disadvantage of the virtual environment because they got distracted easily, normally when we are at school in the classroom they could get distracted by speaking with their classmates that are next to the students or maybe because someone walked outside the classroom and they saw by the window and this kind of distractions are more controlled when we are in a face to face class.

The strategy helped students in the virtual environment based on all the things explained before.

9. Sequence number 2. 26 April to 14th of May

Sub question 2: How authentic and adapted material improves the listening skill?

This is the second sequence that will give the answer to the second sub-question of this case of study. It is about the second period of practices of the 8th semester at the school Moises S. Jimenez 26 April to 14th of May 2021 with the group of first-grade students. I had 6 classes in total with my students in first grade. I took the reflection of 4 classes of this period of practice to give answers to the sub-question 2, through this period of practice I described each class and made an analysis about each class as well.

9.1 Description of the 1st online class sequence 2 on Tuesday, 27 April 2021

I got into the class 15 minutes before the class started to prepare the presentation, the audio and all the things that I had to do with my students. Only 14 of 22 students got into the class. This happened usually when I went back to give them class. We started with the first activity which was to learn vocabulary about places like the supermarket, cinopolis, police station, church, post office, bakery, fire station, school, bus stop, bank, and hospital that we can find in the city, I tried to do the authentic material using the pictures of the places that are here in our city San Luis Potosí, the activity was interesting and suitable for them they were participating and telling me the names of each place, I did not put the name of the place in the slide with the picture I wanted them to tell me the name in English, and this activity worked as I expected they understood and learn the vocabulary about different places as I planned in my lesson plan. (APPENDIX L)

After the vocabulary, I presented them with a picture with 6 images about the places. Hospital, bank, post office and below those pictures were other 3 pictures. post office, fire

station, supermarket. The next activity was listening to true and false statements, for example: (APPENDIX L)

The hospital is next to the bank T/F.

The post office is next to the bank T/F

They had the script of the audio in the next slide. (APPENDIX L) The audio has different prepositions like next to, and between we saw this topic during the first period of practice in 2020 so it was easy for them to understand and to make a little feedback about the prepositions. I tried this to see if they could catch the information and if it was easier for them to understand the activity. I asked them to first read the statements and then I was going to play the audio and put the images so they could answer T for true and F for false. I adapt the audio to the level of my students. I tried to be as clear as possible in the listening and also give them the correct pronunciation of the words.

The production was about to answer 5 five questions with their own information, the sentences were about places and also using the word near that we saw this word in the vocabulary of prepositions too, I elicit them to tell me if they remembered this word and some of them did and some of the others don't because they were answered in the chat and some others speaking on their microphones. the questions were like this: (APPENDIX L)

Is there a bakery near your house?

Yes, there is a bakery near my house.

They had to answer with their own information and with the whole answer like yes, there is a bakery near my house or no, there is not a bakery near my house. The activity was

as I expected according to my lesson plan (APPENDIX L) and my expectations because they liked the material and also they could better remember the vocabulary with the images that I presented to them of places that are here in San Luis Potosi. The listening worked because I could identify that they were answering in the correct way. In the last activity, they write the whole answer using there is and there is not.

The authentic material was presented as images of the places that we can find here in San Luis Potosi. I asked the students “ Do you know what place it is?” They were telling me the name in English and some others in Spanish the purpose of this vocabulary was to identify by the images the names of different places that we see every day in our city.

The listening activity was suitable in the way that the students could catch the information to answer T for true and F for false, they had the script of the audio I did this activity like this to see if they could identify the information by seeing the script first and then listen the audio to finally answer and it worked as I expected according to my lesson plan.

The questions that I applied in the production were adapted material for the students in order to answer with their own information and to identify and remember if these places were around their homes. (APPENDIX L)

9.2 Description of the 2nd online class sequence 2 on Tuesday, 29 April 2021

I got into the class 15 minutes before the class started to prepare the presentation, and the material that I was going to use with my students 17 of 22 students got into the class. I started the class by asking the following question: Do you remember what we saw last class? so they could make quick feedback about the last activities, in this case, we were seeing ask

and give directions. They were saying different things that we saw last class like the vocabulary, the questions, and the listening.

We started to see new vocabulary about directions like turn left, turn right, turn back, go straight, go along, in front of, and opposite.(APPENDIX M) I put the vocabulary in English and in Spanish between this I put an image so they could understand the transit signs. They understood the vocabulary and the use of them. After vocabulary, the next activity was a map with different places like supermarket, fire station, bus station, police station, hospital, museum, school, bank, post office, park, cinema, pharmacy, hotel, gas station, stadium, cafe, and theatre.(APPENDIX M) and the names of the streets, I indicated on the map “you are here” so they could be part of this point. First I told them to look at the map and the places and the names of the streets. We looked at it and I asked them about the names of the places. They were telling me the places and if they didn't understand some vocabulary they asked me.

Then we moved to the other activity where they had to answer with the direction of the map for example: (APPENDIX M)

Excuse me, where is the hotel? Go along the central avenue and take the first turn on the right. It's on your left opposite the cafe.

In this activity they got confused about the vocabulary that was in the sentence, they had to write the direction for a place, but they did not understand what they had to do, and they got a bit confused with the vocabulary, I had to make the activity with them, I read the question and then I asked them to help me to complete the answer and once that they understood I let them do the last direction. Some of them did it in the correct way and some others had problems with the vocabulary. I went back to the vocabulary that was presented at the beginning and explained it to them again. The production was about to guess 3 directions. for example:(APPENDIX M)

Take the first turning on the left into hill street. It's opposite the bus station. (school)

At first, they understood but they still had problems with the vocabulary. I helped them to put the vocabulary, some of them asked for help and some others did the activity with the correct answer. Then we checked the activity, I asked them to put in the chat when they wanted to participate to have better control of the participation. When a student was wrong with the answer the other students told the student that it was not the correct answer we went back to the map and followed the directions to show the way to the place that the instructions said.

In this class, the material was adapted according to the level of the students but it did not work. (APPENDIX M) they got confused at the time that they had to give the direction for a place. I tried to put the directions as clear as possible but in this class, they had a lot of problems with that. Maybe I should give them more examples about the directions and explain step by step how to give a direction. I tried to do all the classes in English but sometimes I felt desperate because they were not understanding the activity and I just spoke in Spanish. (APPENDIX M)

I could practice the vocabulary with them by asking them to repeat after me the pronunciation and also the meaning. In the activity of the map I had to help them to make the directions because they got confused at first, then they could do it but with some mistakes, I asked them to tell me the directions while I was writing the answers in the chat.

In the last activity, some of the students didn't have problems and some others were asking me if they were correct. We checked and I was following the route with a point while a student was reading the direction so they could see better what place it was.

9.3 Description of the 3rd online class sequence 2 Tuesday, 4 May 2021

I got into the class 15 minutes before the class started to see if the audio and the listening worked. 18 students out of 22 got into the class. The headteacher got into the class because he had to tell them important information about the subject to make an exam. He took 10 minutes of the session so I couldn't finish the last activity which was the production. We started with the presentation which was 7 questions that they could use to ask for directions (APPENDIX N). I elicited them about the vocabulary of the sentences and they knew the meaning because they knew most of the vocabulary of the sentences. The practice was about completing a dialogue with listening for example: (APPENDIX N)

Where is the cafeteria?

It's next to the flower shop.

I ask them to read the dialogue before we listen to the audio to see what words they had to put in the blanks. I played the audio one time but I had problems with the audio because of my internet connection. I sent the audio to the WhatsApp group so they could listen better. I waited 5 minutes until they could finish the activity. Then the production was about to answer 5 questions about a map. I presented my screen with a map of their school where we could see the INPODE, a bakery, the SEER, The Auditorio Miguel Barragan, and the raspas. The questions were like the following one: (APPENDIX N)

How do I get to the INPODE? Go straight on coronel Romero, cross the Himno Nacional avenue and it will be on your right.

I asked them to observe what we can find around their school. I give them 7 minutes to answer the questions after I show an example of how to do it. I like to play a song to take the time so they can do the activities in a more dynamic way. They like music. I saw some of them in their cameras dancing. We checked the activity and I asked them to participate by putting in the chat who wants to read numbers one, two, three, four, and five. They started to give me the answers and they did it with the correct answer.

I identify that they understood how to give the instruction. We just saw 2 answers because of the time as I explained before. The teacher took 10 minutes at the beginning of the class so we couldn't finish. I just asked them to bring a screenshot of their favorite place to eat here in San Luis Potosi. We did not have time to explain to them how they could take a screenshot on the maps with their computers so I just asked them to bring it as they could.

The material was suitable for them. (APPENDIX N) I used authentic material in the map because it was about their school and adapted the questions so they could answer it with the information about the map. I wanted to show them this map of their school because they don't know their school because of the pandemic situation. They just get into secondary school online and this could help them to know what was around their school and to know some places as well. The listening was adapted for them. It has the vocabulary that we saw in the previous class and also some prepositions of place. (APPENDIX N)

9.4 Description of the 4th online class sequence 2 Thursday, 6 May 2021

I got into the class 15 minutes before the class started to prepare the listening and the presentation for the class. 17 students out of 22 got into the class and all of them got in late because of the previous class. I asked them if they had their homework and some of them did it so I showed them how to search it on google maps I presented my screen so they could be

following the instructions about how to use the google maps I wait until all of them has the screenshot of their favorite place to eat here in San Luis Potosi to start the class.

(APPENDIX O)

I asked to look at what was around that place. We started with a presentation that was about 5 questions about their favorite place for example: (APPENDIX O)

What is your favorite place to eat in San Luis Potosi? Carl's Jr Morales

Where is it located? En Avenida Venustiano Carranza 2455, Lomas los filtros San Luis Potosí.

Why is this place your favorite? Because I like big hamburgers

I asked them “who wants to participate” and they were so active and participated in this activity they liked because it was something that they like and it was of their interest to share. They were participating and gave their answers. I identified that they were enjoying doing this. They were asking each other things like: “oh that is my favorite place too” or “ I like that place but this is my favorite”. The production was about to complete a dialogue but this time I put the words in a box so they could put in the blanks. The audio was about directions, 4 kids had to get to the science museum because they had homework about science so they walked and walked but they got lost. One kid asked a woman about the science museum. this is the example: (APPENDIX O)

I have science homework. Me too.

Let's go to the science museum. Good idea!

Where is it? I don't know.

I could play the audio with no problem, I gave them 5 minutes to complete and I played the audio two times and then we checked the exercise. I asked them to participate by putting their names in the chat so I can see who is the first, the second, and the third one to participate.

While they were giving me the answers I was filling the gaps in the presentation so they could correct their mistakes. (APPENDIX O).

10. Answer to the subquestion 2

Giving answer to the second sub-question: ***How authentic and adapted material improves the listening skill?***

Based on all the aspects and analysis of sequence 2 The authentic and adapted material improved the listening skill using different tools and strategies such as the real-life situations, vocabulary, and the way that the activities were presented. The first tool that helped to improve the listening skill was the material which was authentic and adapted according to the topic of each class. In this case, ask and give directions. I apply different materials such as images, vocabulary, and audios of real-life situations for the students to better understand the activities and to improve the way that they listen to the information.

To guide the students to achieve the process of listening I used vocabulary and images for the students to *receive* the information. The use of examples and the use of real-life situations to *understand* the activity. The audios were played two times for the students to catch all the information to *remember* the information to answer the activity and sometimes I sent the audios by WhatsApp. To *evaluate* the listening I asked them to participate and give me the correct or incorrect answer then we made feedback after each exercise for them to understand why that answer was right or wrong.

According to these stages, I identify that the strategy worked to improve the way that the students listen to the information in audio, following the sequence of the stages I apply the authentic and adapted material for them to achieve these 4 stages to see the progress and the way that they get involved in the activity.

The use of the speaking and reading skills helped the students to better understand the idea of the activity. In some activities, they had the script of the audio which helped the students to listen while they were reading at the same time. The speaking was useful too when the students participated when we checked the activities and also with the pronunciation of vocabulary. These strategies were good for the students to interact more in the classroom by reading the instructions, answering the questions, or repeating the vocabulary.

The listening audios were made for the students to pronounce in the correct form the vocabulary, they listened and then they spoke and used the same pronunciation as the audio.

The active part of this strategy was the use of the speaking by the participation of the students, the pronunciation of the vocabulary, and the doubts that they had during the class. The passive part was the reading which was applied in some activities as a script of an audio or as dialogues were the students had to complete with the listening. These skills helped during this sequence to get to the goal which was to improve the listening skill.

The authentic and adapted material helped the students to better identify the information that the audio has with the previous information of the topic, as I mentioned before I gave them a pre-listening so they could better catch the information of the audio.

The listening audios were made by myself except one that I used from a video on youtube. This was because I wanted to adapt important aspects in the listening audio such as the pronunciation, the vocabulary that they knew about the topic and also because it was difficult to find audios that were suitable for the students according to their level of English and the pronunciation or the time.

It was helpful for the students to listen to this kind of audio adapted to their level of English I tried to put enough information so they could answer fast and catch the ideas while they were listening. One strategy that I used was that I asked them to read the activity before listening to the audio so they could identify what information they had to put at the activity.

One aspect that I identify about the students is that they found really difficult to listen the audios at the beginning based on the aspects that I observed during the class, some of the students always had their cameras on during the online class, I could identify that they were worried and their expressions were about worry and desperation. This was before I asked them to read the activity that I wanted them to answer. I had to apply this strategy so they could understand the information better.

Reading a text before listening

Students can be asked to read a text before listening and then to check certain facts while listening. This type of activity is popular with students who feel more secure when they have printed texts in front of them. Djodi & Nur. (2009)

There were different activities where the students had to complete dialogue and others where they had the script of the audio, as the quote said they feel more secure when they had the information in front of them it was not printed because we were in an online class but it

helps the students to identify the words that they have to fill in the blanks with the information about the listening audio.

A True False activity was applied in one class, using the script of the audio and the information given before the listening audio. This helped the students to understand better the idea of the activity using an image as a reference to answer T for true and F false. The script was helpful for the students in the way that I asked them to first listen to the audio reading the true and false statements and then I played the audio presenting the image as a reference.

Based on all the aspects mentioned before and the analysis of each class, the authentic and adapted material was useful to improve the listening skill. I identify that the students made progress in their listening skill through the application of the real-life situations which was authentic and adapted material and with the help of the stages of listening which were received, understood, remembered, and evaluated.

CONCLUSIONS

11. Conclusions

To give an answer to the main question: ***How useful are authentic and adapted material to improve the listening skill of the students in the virtual environment?***

Based on sequences 1 and 2, the analysis and the aspects seen before the authentic and adapted material was useful to improve the listening skill of the students in the virtual environment in some aspects. The aspects that were applied in the sessions of authentic and adapted material are the vocabulary, real-life situations, the level of the students, and the virtual environment.

First, the Authentic aspects are the vocabulary and the real-life situations that helped to improve the listening skill in the virtual environment through the material and the activities that were presented in the sessions of the 2 sequences. The vocabulary was made about real-life situations such as places, and how to ask and give directions. I used images and maps of some places in the city so they could understand the idea of the activity.

On the other hand, the aspects of the adapted material were the level of English that the students had which was crucial to understanding better the instructions, activities, vocabulary, and to listen to the information. The other aspect was the virtual environment. The way that the activities worked in the virtual context impacted me in a good way because it was not as I expected.

The virtual environment has advantages and disadvantages. One of the advantages was that the students could use apps, presentations, and links to link the information of the activities to the listening process. It was useful to use authentic and adapted material in this

virtual context. According to the results, the students were getting a better understanding in the listening process through the authentic and adapted material.

Fortunately, I had a group of practice that helped a lot doing the analysis of this case of study. They were A level of English where they helped each other during the class. Something that encouraged me to apply this strategy with the students was that I had problems with the listening too and I wanted to learn as well as the students the things that we could use to improve this listening skill.

The authentic and Adapted material was suitable for the students based on the way that the material was presented. Sometimes I separated the strategy in the lesson plan to use Authentic in the presentation of the class and Adapted in the practice or the production. This helped the students to identify better the information given.

Giving directions as well as asking for directions are so important to know even if the students said "I am not going to use this because I will never go to the united states" this is just an excuse because nowadays there are a lot of American people who live here in our city, and maybe one day one person ask them " excuse me, do you speak English? Can you help me? That is where they are going to use it, this is something that is really helpful. Maybe you will never find a person who asks this but you will be prepared to answer because you already learned how to give and ask for directions.

The use of listening skills in the virtual environment was suitable during the 2 periods of practice, I identify that at first the students did not like the listening activities so I tried to do the activities as easy as possible and sometimes at a difficult level so they could see that they can do it even when they were saying at first "I can't".

An analysis was made according to the strategies and the stages of listening that I mentioned in the Authentic listening subtitle, this was really helpful in each listening session because it helped the students to understand better the main idea of the listening, the vocabulary, the pronunciation, and also it helped them to connect the information that they were hearing with the activities applied.

As I described in each class sometimes they responded well to the activities and sometimes there were some doubts about vocabulary, and the audio sometimes we lost the connection so it was a bit difficult to hear for them. Despite all of these aspects I conclude that the authentic listening worked in the way that the students understand the main idea of the listening, the group was really interested in the activities that I presented and that is a fundamental part of this case of study. It worked as the strategies mentioned and the Authentic listening helped the students to be more motivated and more interested in the activities.

Based on what I observed in each class, I could say that the students understood, connect, remember, and evaluate the audio in different ways sometimes they just connect the information and listen for the answers, sometimes they were listening for new words, and sometimes they predict about what was the audio about so I am really surprised that the strategy worked in these different ways.

I could use some strategies that helped me to investigate this case of study in the virtual environment such as the material, the apps you can use to apply dynamic activities, and also the motivation using different types of presentations, slides, videos, and articles to complement the information of the topics.

An analysis was made based on the observation and the results obtained from this case of study to identify how it worked and in what way we could identify what is authentic and adapted material, and how it worked in the virtual environment to improve the listening skill.

The analysis was made for each class based on the activities that the students did in the online class, analyzing the way that the students worked if they responded as expected to the activities according to the lesson plan, and how the external and internal aspects were solved in the class or what had to be changed for the next class as an action plan.

The results of this case study impacted me positively because I thought it would be difficult to apply the listening skill in some classes, but it worked for the students helped by the authentic and adapted material which was an excellent strategy to use the listening skill. There were 3 questions that surged during the development of this case study.

1. In what way does authentic and adapted material help the students to use more L2?

The way that the students noticed that this material is about something that they have experienced or will have the experience. They can use this information to express their ideas in different contexts.

2. Was the authentic and adapted material a strategy to help students to improve the other skills in the class?

The material can help to improve the other skills at the time that we are just focused on one because we start with a skill that helps us to introduce the topic and another skill to understand better the activity and another skill to evaluate or make feedback about the

activity so I think the authentic and adapted material is useful in many ways using it according to the contents.

3. How does authentic and adapted material work in a face-to-face class?

It will be totally different. We have less material to present in face-to-face class because the schools do not have the materials like computers, projectors, and other materials to use this authentic and adapted material. However, we can adapt this kind of material to the things that we had, maybe using flashcards, platforms as homework, or apps as homework too.

The results of this case study impacted positively me as a teacher trainee. During the time that I was making the lesson plan, it was difficult for me to plan the activities according to the content and the use of my strategy to improve my listening skills. I felt really nice when I achieved the goal of my class and when I did not achieve too because this was a learning process and I was constantly doing my best to formulate new strategies for the students to understand better the activities, to help them improve their listening skill and the other skills as well.

During the investigation of this case study, I realized that we had a lot of advantages and disadvantages in the virtual environment. This helped me to grow in some aspects such as the motivation, the confidence that I had in myself, and the way that I teach. It was a difficult process but I learned a lot of interesting things during the elaboration of this case of study like how to use some apps and platforms that facilitates the work for the students and also to do more dynamic activities using different types of strategies.

I would definitely apply this type of strategy in the future with my students. I see this as an opportunity area in which the students can learn from situations that they are exposed to every day. Now that I have practiced in a virtual context I see that it is not difficult to teach but it has its disadvantages too. We need to adapt ourselves to the conditions in which we are working. I would say that at the beginning it was difficult because as a teacher trainee and as a student it was really difficult to learn and do the things that I did when we were at school in a classroom so I could identify that this was for the students too. We grew together and learned new things and how to adapt ourselves to this virtual context.

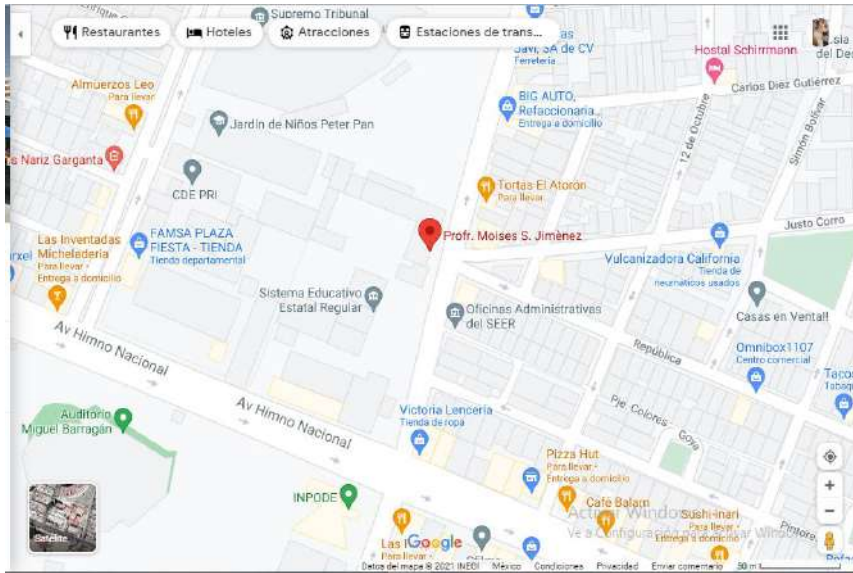
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APPENDIX

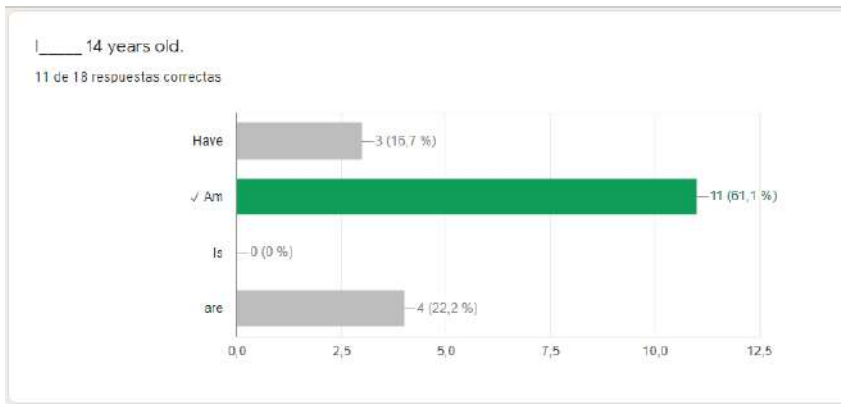


Appendix A. School location source: Google maps (2019)

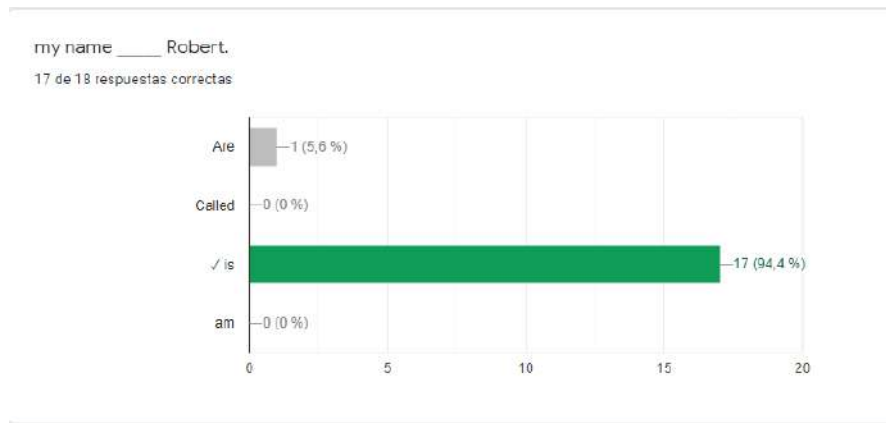
Preguntas en las que se suele fallar con frecuencia ?

Pregunta	Respuestas correctas
what are those? ____ my colors	5/18
that is ____ classroom	8/18
They ____ like golf.	7/18
what time is it? It's five ____.	6/18
My sister ____ to eat bananas.	2/18

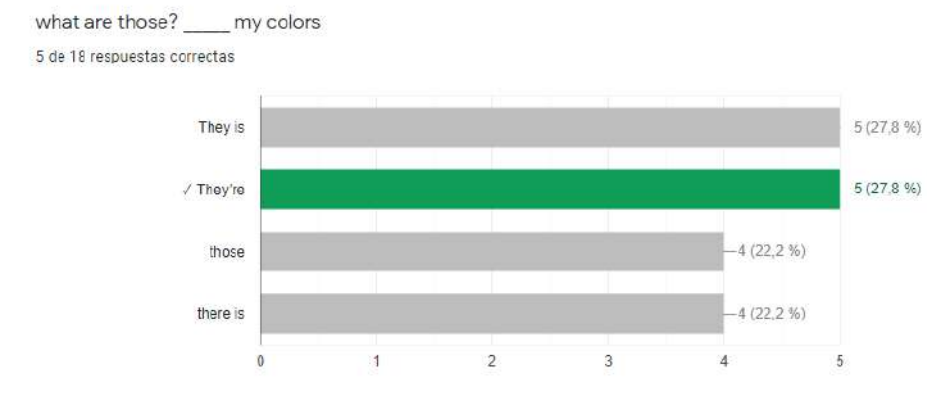
Appendix B: Diagnostic exam



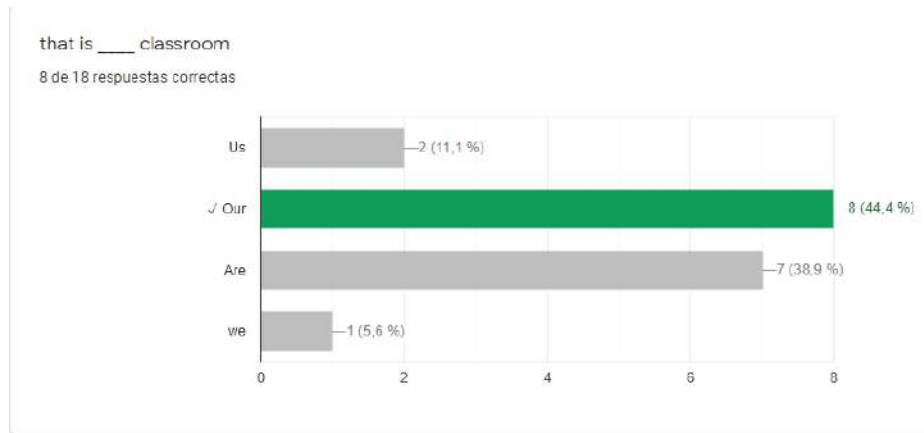
Appendix B Diagnostic exam questions.



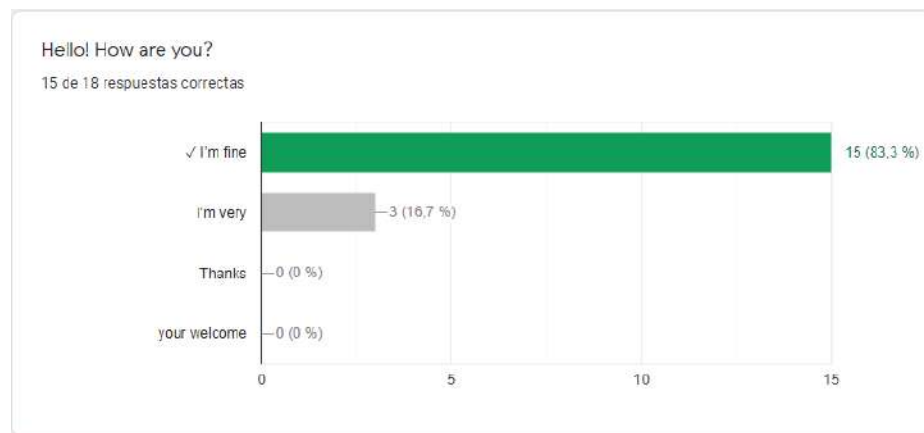
Appendix B Diagnostic exam questions



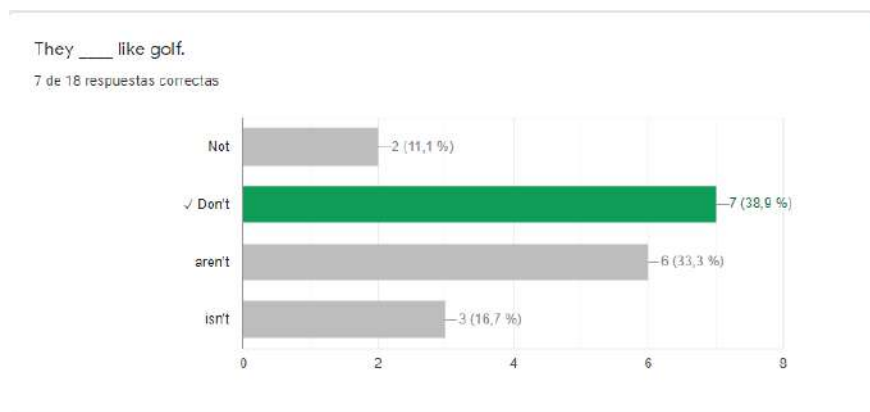
Appendix B Diagnostic exam questions



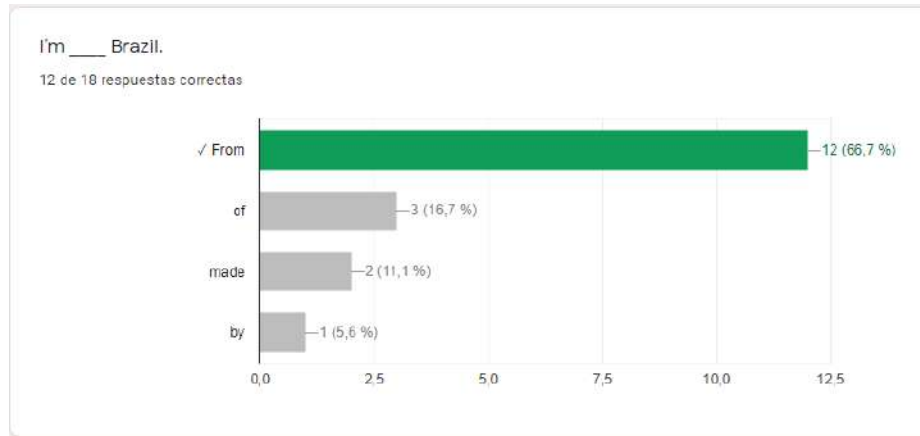
Appendix B Diagnostic exam questions



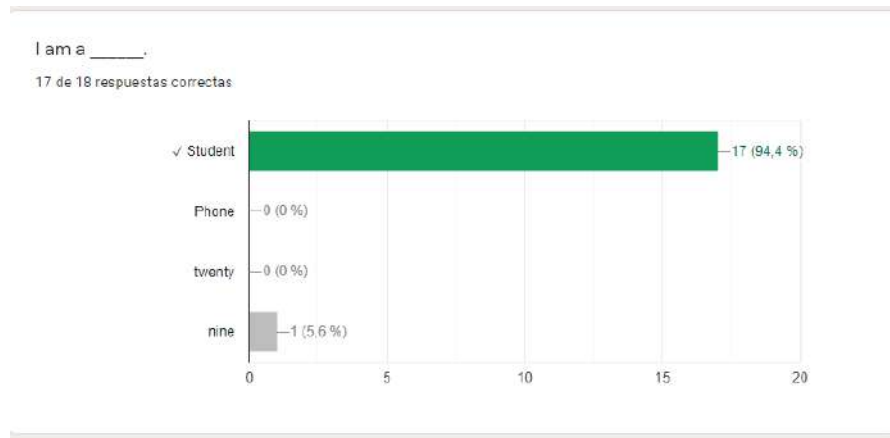
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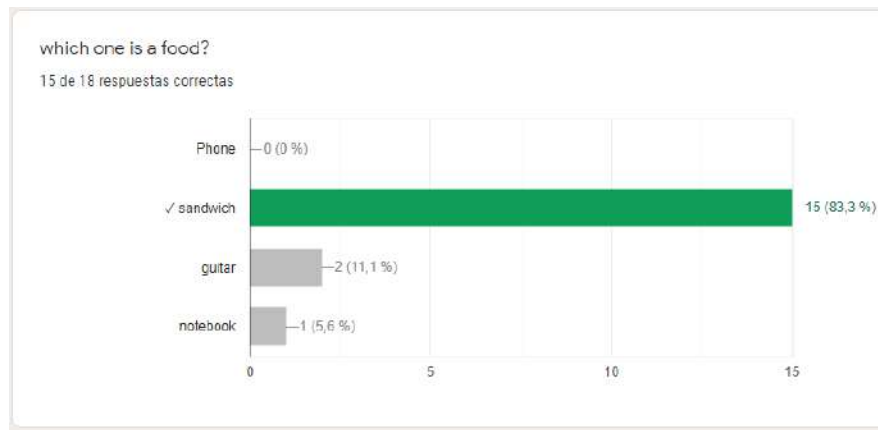
Appendix B Diagnostic exam questions



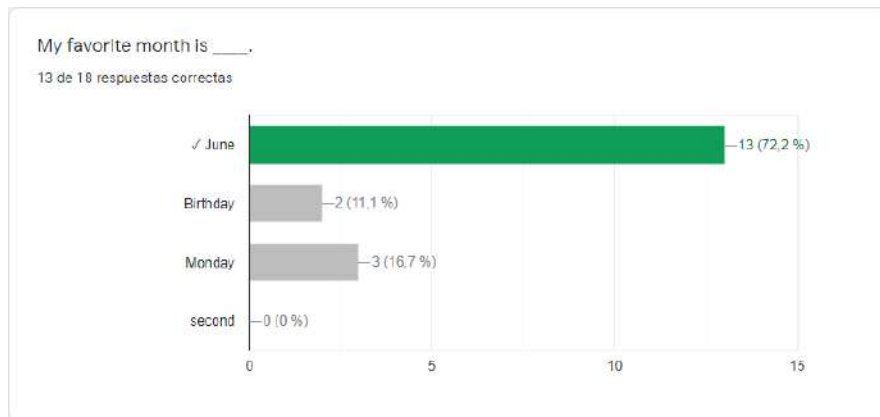
Appendix B Diagnostic exam questions



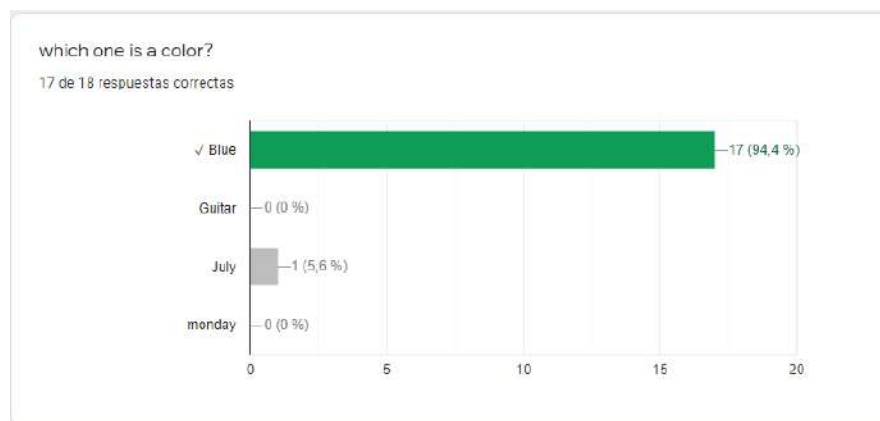
Appendix B Diagnostic exam questions



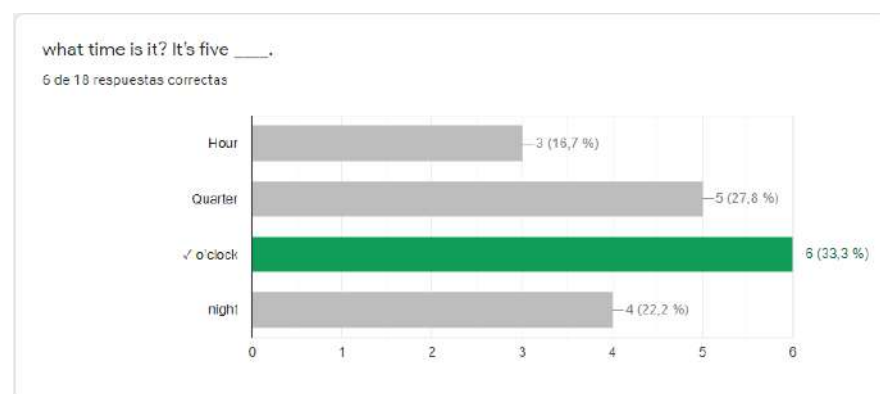
Appendix B Diagnostic exam questions



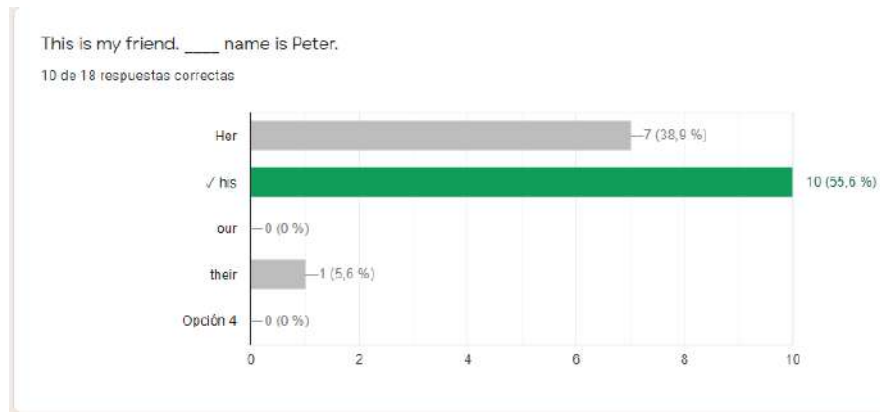
Appendix B Diagnostic exam questions



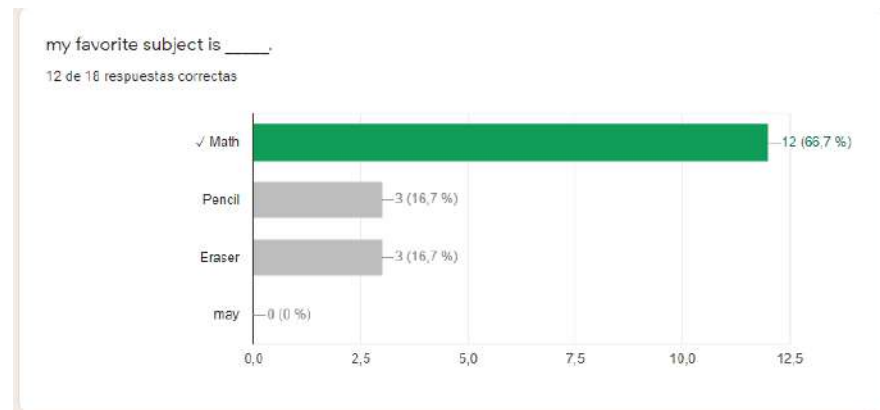
Appendix B Diagnostic exam questions



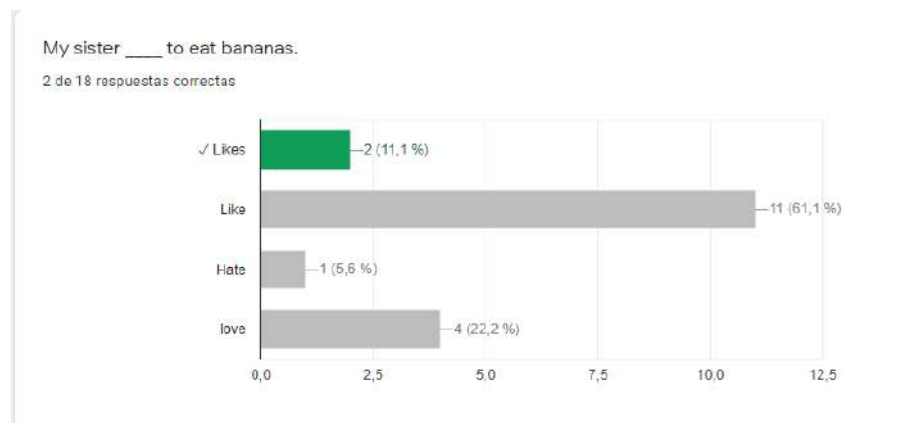
Appendix B, Diagnostic exam questions



Appendix B, Diagnostic exam questions



Appendix B, Diagnostic exam questions



Appendix B, Diagnostic exam questions

Grado que cursas *

- primer año
- segundo año
- tercer año

Appendix C. Interview questions first grade

como ingresas a internet? *

- wifi en casa
- datos celulares
- ciber
- otro

Appendix C Interview questions first grade

como es la calidad de la conexión? *

- buena
- regular
- mala

Appendix C Interview questions

Que dispositivo utilizas para tus clases en linea? *

- computadora
- celular
- tablet

Appendix C Interview questions

cuantas personas se conectan a internet dentro de tu casa? *

- solo yo
- 1
- 2
- 3
- 4 o más

Appendix C Interview questions

Que dispositivo usas para tu uso académico? *

- computadora
- celular
- tablet
- otro

Ac
Ve a

Appendix C Interview questions

tomas tus clases en un lugar donde puedas concentrarte? *

- si
- no

Appendix C interview questions

por que medio se te facilita mas comunicarte con tu maestro para tareas, trabajos etc? *

- whatsapp
- correo
- classroom
- otro

Appendix C Interview questions

cuanto tiempo le dedicas a la materia de inglés? *

- cada tercer dia
- 1 vez a la semana
- todos los días

Appendix C Interview questions

quien te ayuda hacer tus tareas de ingles? *

- papá
- mamá
- hermanos
- tutor

Appendix C Interview questions

con que material te apoyas para tus clases de inglés? *

- libro de inglés
- diccionario
- traductor

Appendix C Interview questions

Que te gusta que el maestro haga en sus clases? *

Dinámicas

Appendix C Interview questions

como consideras de aprendes mejor inglés? *

- viendo peliculas
- escuchando musica
- leer libros o textos en inglés

Ac
Ve :

Appendix C Interview questions

En que habilidad consideras que eres mas bueno? *

- speaking (hablar)
- writing (escribir)
- reading(leer)
- listening (escuchar)

Appendix C Interview questions

My daily Routine

Hour	Monday	Tuesday	Wednesday	Thursday	Friday
7:00	Get up	Get up	Get up	Get up	Get up
7:10	make my bed	make my bed	make my bed	make my bed	make my bed
7:20	wash my face	wash my face	wash my face	wash my face	wash my face
7:30	feed my cats	feed my cats	take out my dogs	feed my cats	have breakfast
8:00	exercise	Take a shower	exercise	have breakfast	clean my house
8:30	Take a shower	have breakfast	have breakfast	Take a shower	take a shower
9:10	Have breakfast	Do the laundry	take a shower	listen music	get dressed
9:30	Take online classes	Take online classes	Take online classes	take online classes	Take online classes
1:00	Watch Tv	watch tv	watch Tv	Visit my grandmother	Visit my grandmother
2:00	Prepare lunch	prepare lunch	prepare lunch	prepare lunch	prepare lunch
3:00	eat with my family	eat with my family	eat with my family	eat with my family	eat with my family
4:00	Do my homework	take online class	Do my homework	Do my homework	take online classes

Appendix D: Presentation of the online class 2nd March 2021 sequence 1

simple present

1st form of verb

<p>Positive</p> <p>I you we they</p> <p style="text-align: center;">+</p> <p>get up</p> <p>Example: They get up at 7:00</p>		<p>Negative</p> <p>I you we they</p> <p style="text-align: center;">+</p> <p>do not don't</p> <p style="text-align: center;">+</p> <p>get up</p> <p>Example: They don't get up at 7:00</p>
---	--	--

Appendix D: Grammar rules present simple 2nd March 2021 sequence 1

Put the questions in the correct order and answer

1. what / get up ? / time / At / do / you
2. do / exercise / you / every day ? / Do
3. take / you / Do / online classes / on Saturday?
4. Do / wash your face / you / always / morning ? / in / the
5. you / take a shower / breakfast ? / every day / after / Do

Appendix D: Practice questions 2nd arch 2021 sequence 1

Our product for today's class

Hour	Monday	Tuesday	Wednesday	Thursday	Friday
8:00					
9:30					
10:00					
12:00					
1:00					
4:00					
5:00					
6:00					
8:00					
10:00					

Appendix D: Production of the class 2nd March 2021 sequence 1

Activity 2:
Our products for today's class

Hour	Monday	Tuesday	Wednesday	Thursday	Friday
8:00	Class Spanish	Class Spanish	Class biology	Class Spanish	Class Biology
9:30	Class Math	Do my homework	Class Geography	Class Math	Class geography
10:00	Class Geography	Class P.E	Class Math	Free time	Free time
12:00	Class Arts	Class English	Class History	Class English	Free time
1:00	Class English	Class English	Do my homework	P.E. Class	Do my homework
4:00	Lunch	Lunch	Lunch	Lunch	Class workshop
5:00	I go to the gym	I go to the gym	I go to the gym	I go to the gym	Class workshop
6:00	I go to the gym	I go to the gym	I go to the gym	I go to the gym	I go to the gym
8:00	Do my homework	Do my homework	Do my homework	Do my homework	I go to the gym
10:00	I take a shower	I take a shower	I take a shower	I take a shower	I take a shower

Appendix D: Evidence of a student of the production 2nd March 2021 sequence 1


ESL/EFL Lesson Plan
 Lesson Number: 1 Online Topic: My daily routine
 Objective/Aim: students will be able to share their daily routines using simple present.

Stage & Timing	Activity/Procedure	Skill	Material, Equipment or Aids	Interaction Patterns	Purpose	Possible Problems and Solutions
Warm-Up 5 min	The teacher will tell the students the way of work during the 4 weeks.			T-S	Review the previous topic that they saw.	
Presentation 15 min	The teacher will present her daily routine schedule to the students and different vocabulary about daily routines.	writing	presentation	T-S	To understand vocabulary about daily routines	Maybe some students will get confused with some of the words of the audio, the teacher will play it 2 times.
Practice 15 min	Students will learn about the structure of simple present and then they are going to put 5 questions in the correct order and answer the questions with their own information.	Writing	notebooks presentation	T-S	Students will practice with the structure and vocabulary	Maybe they get confuse with the structure/ The teacher will provide another example
Production 15 min.	Students will make their daily routine schedule about the hours given in the chart.	writing	presentation- notebooks	T-S	Students can give personal information about their daily routines	Maybe some students taking too much time to do the activity the teacher will take the time to have a better control of the time.


Appendix D: Lesson plan 2nd March 2021



Appendix E. Presentation of the online class 4th March 2021.



1. At what time does she wakes up?
2. Does she washes her face in the morning?
3. Where does she have lunch?
4. Does she likes online classes?
5. Does she has a brother?



Appendix E: Practice of the online class 4th March 2021

Simple Present
3rd person

<p>Positive</p> <p>He She It</p> <p style="text-align: center;">⊕</p> <p>washes (-s, -es, -ies)</p>	<p>Negative</p> <p>He She It</p> <p style="text-align: center;">⊕</p> <p>does not doesn't</p> <p style="text-align: center;">⊕</p> <p>wash</p>
--	---


Example:
She washes her face every morning

Example:
She doesn't wash her face every morning

Appendix E: grammar rules online class 4th March 2021

You are going to ask one of your classmates the following questions.

1. At what time does she/he gets up?
2. Does he/she have breakfast after the online classes?
3. Does she/he do exercise during the day?
4. At what time does she/he does her/his homework?
5. Does he/she takes a shower before the online classes?

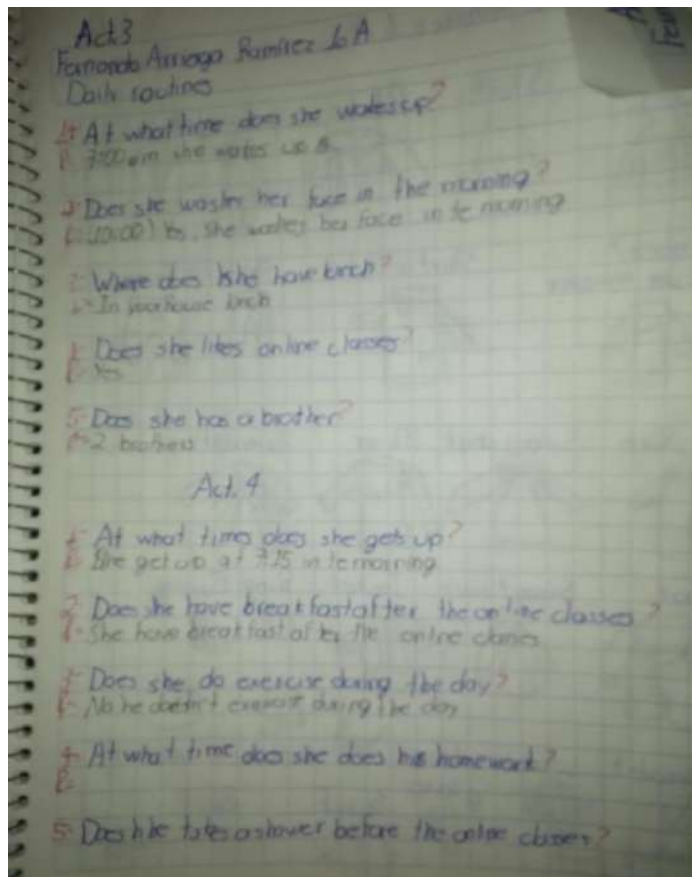


Appendix E: production of the online class 4th March 2021

Lesson Number: 2 online class **Topic:** What do you do at ...
Objective/Aim: By the end of the lesson students should be able to write about the daily routines in third person
Previous topics seen in class: My daily routine

Stage & Timing	Activity/Procedure	Skill	Material, Equipment or Aids	Interaction Patterns	Purpose	Possible Problems and Solutions
Warm-Up minutes	The teacher will elicit the students about the previous topic that we saw in class	listening	presentation	T-S		
Presentation 15 min	The students will listen to an audio about the daily routine about jessica. The teacher will elicit what information they heard about in the listening.	listening	Audio	T-S	They will listen and answer with that information	Maybe they don't understand some vocabulary/The teacher will explain the vocabulary.
Practice 15 min	The students will answer the questions with the information about jessica.	writing	Audio	T-S	Students will listen again and analyze the information to answer	Maybe they need to listen the audio again/ The teacher will collect the information about the listening
Production 15 min	Students will ask a classmate what they like, dislike, love, and hate. They are going to make a chart where they have to write something with the information about their partners. They are going to ask by the chat or whatsapp.	Writing	notebooks.	T-S	Students will use prepositions with their own information.	Maybe they will get confused in this activity, so the teacher will make an example with one of the students.

Appendix E: Lesson plan of the online class



Appendix E: Evidence of a student activity of the online class 4th March 2021

Listening 1: Thursday, 4 March 2021 Session 1	YES	NO	Comments
EL ALUMNO RELACIONA EL CONTENIDO DEL AUDIO CON LAS PREGUNTAS (CONNECT)	35% of 22 students		Some students did not pay attention to the audio
IDENTIFICA LA IDEA PRINCIPAL DEL AUDIO (PREDICT)	35 % of 22 students		Some students got did not understand the vocabulary of the audio
ESTABLECE DIFERENCIAS ENTRE LAS PREGUNTAS (LISTEN FOR ANSWERS)	35 % of 22 students		Some students linked the vocabulary with the questions
ESCRIBE CORRECTAMENTE LA RESPUESTA (RE- LISTEN AND FIX)	35% of 22 students		Some students were answering the wrong information.

Appendix E: Results of the listening activity of the online class 4th March 2021

Answer with the information about the video

- 1.What is Jinsu doing?
- 2.What is sally doing?
- 3.where are they?
- 4.Does the dog like to dance?
- 5.What are they doing in the fire?



Appendix F. Presentation of the online class 9 March 2021




Appendix F: Presentation of the online class 9 March 2021

Present continuous


I	+	am	+	working
He		am not	+	working
She		is		
It	+	isn't	+	working
You				
We	+	are	+	working
They		aren't	+	working

He is working from home

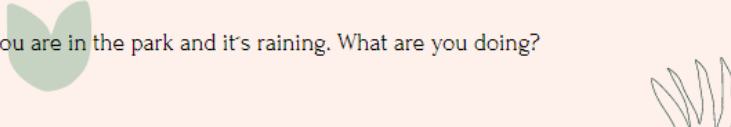
Example: subject + is/am/are + verb with ing



Appendix F: Presentation of the online class 9 March 2021




1. It's Saturday evening at 4:00 pm. What are you doing?
2. It's Monday morning at 9:00. What are you doing?
3. It's 2 am in the morning on Wednesday. What are you doing?
4. It's summertime and you are at the beach. What are you doing?
5. You are in the park and it's raining. What are you doing?




Appendix F: Practice of the online class 9 March 2021

Answer with your own information



1. What is your mom doing right now?
2. What is your brother/sister doing right now?
3. What is your Dad doing?
4. What is your pet doing right now?
5. What are you doing right now?

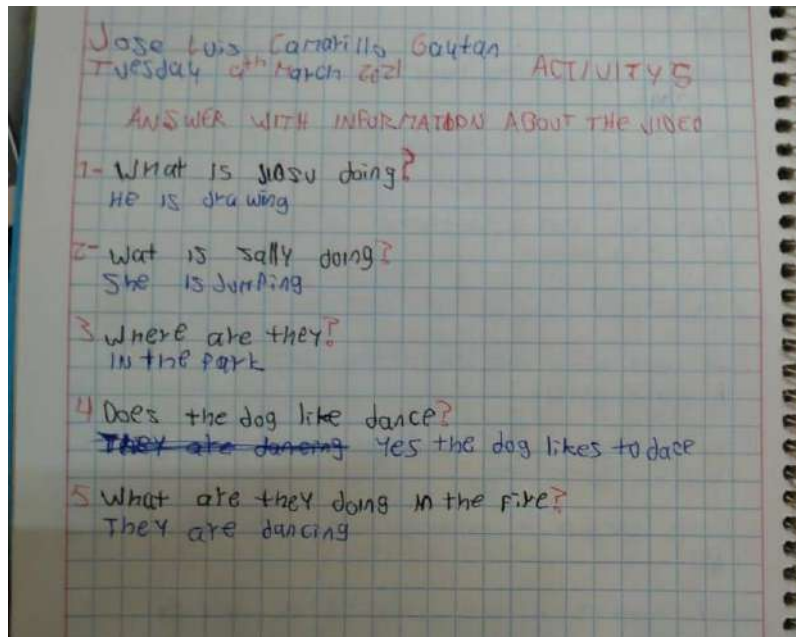


Appendix F: Production of the online class 9 March 2021

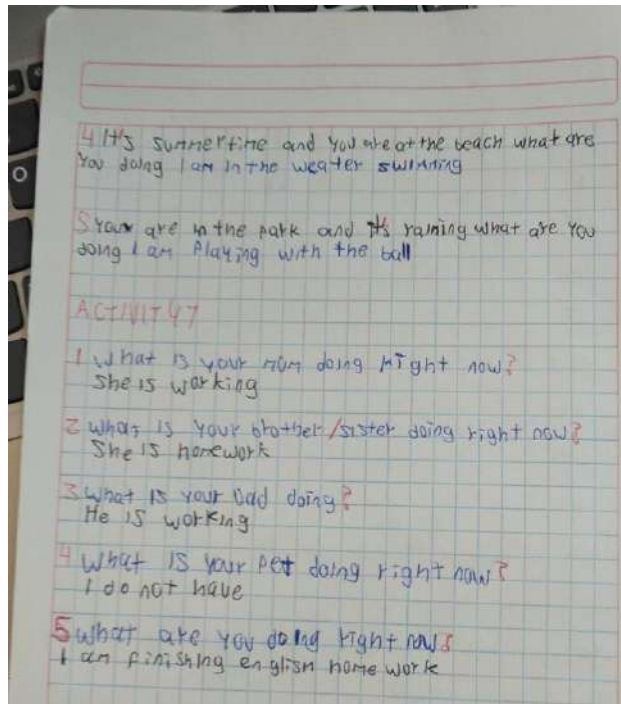
ESL/EFL Lesson Plan
 Lesson Number: 1 Online Topic: What are you doing right now?
 Objective/Aim: students will be able to understand and use the present progressive with daily routines.

Stage & Timing	Activity/Procedure	Skill	Material, Equipment or Aids	Interaction Patterns	Purpose	Possible Problems and Solutions
Warm-Up 5 min	The teacher will elicit the students about what we saw last class.			T-S	Review the previous topic that they saw.	
Presentation 15 min	The teacher will present a video about the present progressive, they will see some vocabulary and the form of the verb with ing. and then she will explain the structure of the present progressive.	listening	video	T-S	To understand vocabulary about daily routine in present progressive	Maybe students will get confused with some of the vocabulary/ The teacher will help them to understand.
Practice 15 min	Students will answer some questions about a day in specific and what they do on that day using the present continuous.	Writing	notebooks presentation	T-S	Students will practice with the structure and vocabulary.	Maybe they get confuse with the structure/ The teacher will provide another example.
Production 15 min.	Students will answer 5 questions about what their families are doing right now. They will answer with the present progressive.	writing	presentation- notebooks	T-S	Students can practice with the structure of the present progressive.	Maybe some students taking too much time to do the activity the teacher will take the time to have a better control of the time.

Appendix F: Lesson plan of the online class 9 March 2021



Appendix F: Evidence of a student activity of the online class 9 March 2021



Appendix F: Evidence of a student activity of the online class 9 March 2021

Listening 2: Tuesday, 9 March 2021	YES	NO	Comments
RELACIONA LAS IMÁGENES CON EL AUDIO (CONNECT)	70 % of 22 students		Some students got lost in the audio because of the images
RELACIONA LA INFORMACIÓN DEL AUDIO CON LAS PREGUNTAS (PREDICT)	70% of 22 students		some students related the information with the questions by the vocabulary
IDENTIFICA LOS PERSONAJES PARA RESPONDER LAS PREGUNTAS (LISTEN FOR ANSWERS)	80% of 22 students		Some students did not identify the characters
ESCRIBE LA RESPUESTA CORRECTA (RE-LISTEN AND FIX)	80% of 22 students		Most of the students answered in the correct way.

Appendix F: Results of the listening activity of the online class 9 March 2021



Appendix G. Warm up of the online class 11 March 2021

Put the verbs in parenthesis in the correct order

Mrs White's son Arnold _____ (not like) shopping, but he _____ (love) hanging out with friends.

They usually _____ (go) to the local park where they _____ (play) football or basketball.

Today, Arnold _____ (not play) football or basketball; he _____ (skateboard)

Appendix G: Presentation of the online class 11 March 2021

1. Richard **usually** _____ (go) to school by bus.
2. shhh! Please be quiet! The baby _____ (sleep) in his bedroom **now!**
3. My best friend **never** _____ (eat) in fast food restaurant.
4. Betty _____ (not talk) on the phone **now**, she _____ (do) her homework.

Appendix G: Practice of the online class 11 March 2021

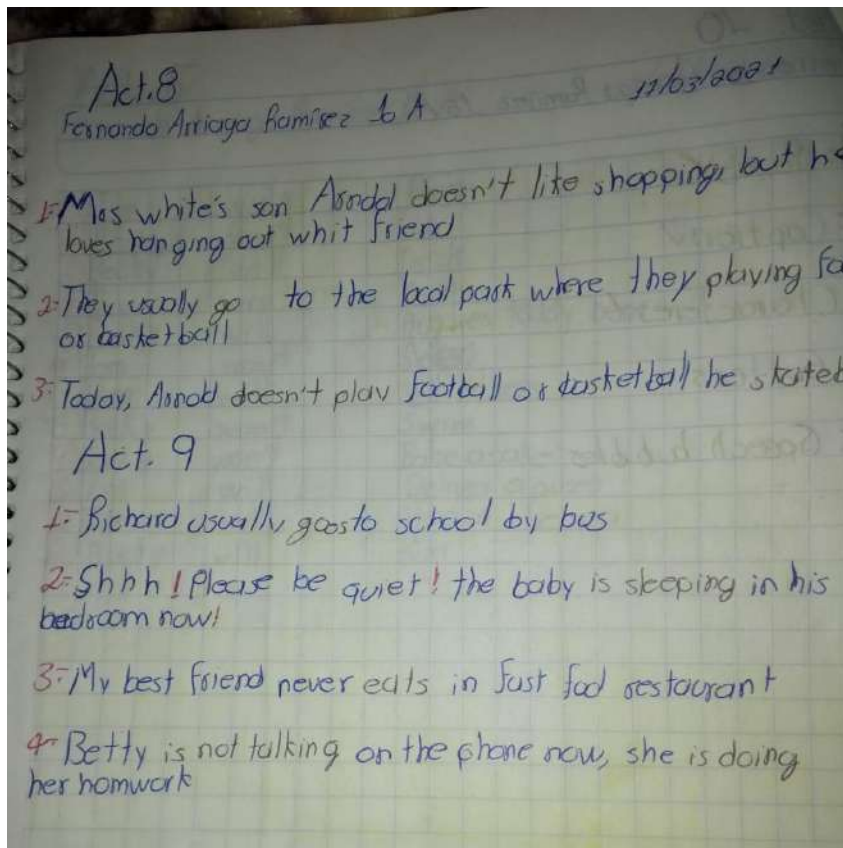


Appendix G: Production of the online class (KAHOOT!) 11 March 2021

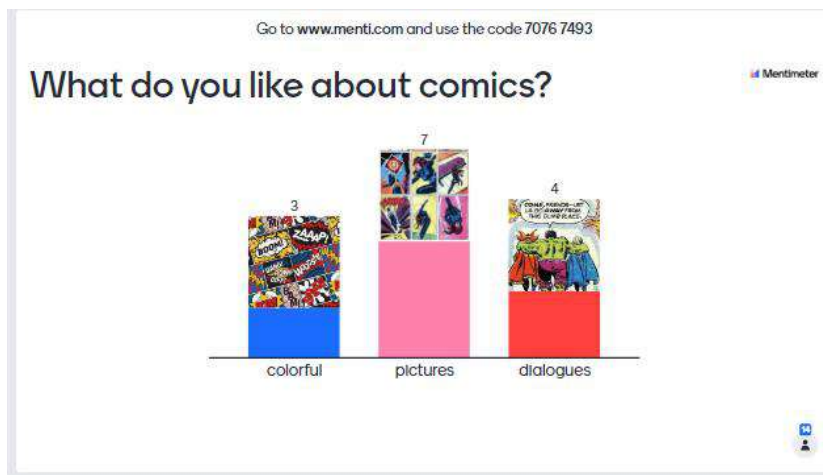
Lesson Number: 2 online class **Topic:** What are you doing right now?
Objective/Aim: By the end of the lesson students should be able to use the structure of present progressive.
Previous topics seen in class: What are you doing right now?

Stage & Timing	Activity/Procedure	Skill	Material, Equipment or Aids	Interaction Patterns	Purpose	Possible Problems and Solutions
Warm-Up minutes	The teacher will elicit the students about the previous topic that we saw in class	listening	presentation	T-S		
Presentation 15 min	Students will put the verbs in present progressive.	listening	Audio	T-S	They will familiarize with the form of the verb	Maybe they don't understand some vocabulary/The teacher will explain the vocabulary.
Practice 15 min	Students will answer a text with the present progressive structure. they have to read and then answer with the verb in ing.	writing	Audio	T-S	Students will use the present progressive in different sentences	Maybe the students don't understand some of the vocabulary of the text. The teacher will read it with them.
Production 15 min	Students will play kahoot, about the two topics that we saw during the two weeks. to make feedback about the present simple and present progressive.	Writing	notebooks.	T-S	Students will use prepositions with their own information.	Maybe students don't get the access to the kahoot the teacher will present on the screen.

Appendix G: Lesson plan of the online class 11 March 2021



Appendix G: Evidence of a student activity in the online class 11 March 2021



Appendix H. Warm up of the online class 16 March 2021

Go to www.menti.com and use the code 7076 7493

How would you describe a comic?

interesante
funny and action
entertaining
funny and entertaining
x su tipo de imagen y el
un libro con letras
my comic amagazine
interesting
striking
funny
divertido
comedy

Press S to show image



Appendix H: Warm up of the online class 16 March 2021

WHAT IS A COMIC?

- Are used to express ideas with images.
- combined with text or other visual information.
- It typically takes the form of a sequence of panels of images.
- Cartooning and other forms of illustration are the most common.



Appendix H: Presentation of the online class 16 March 2021

VOCABULARY

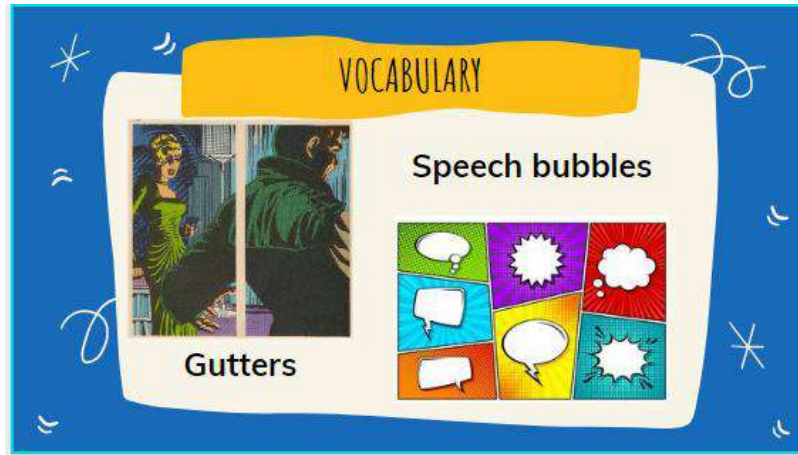


Panels

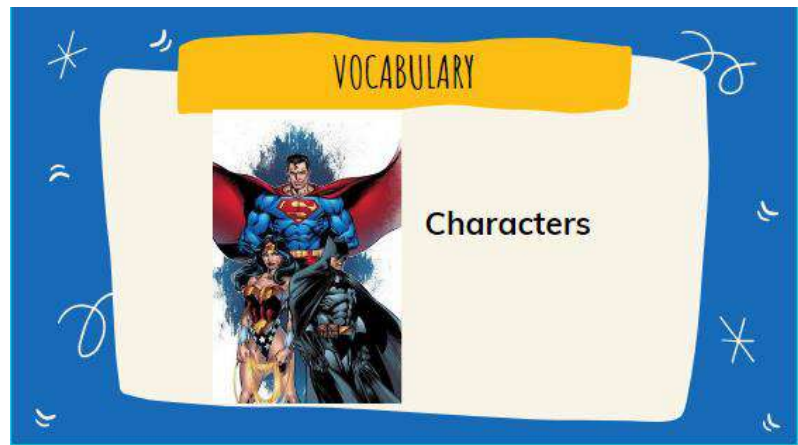


Captions

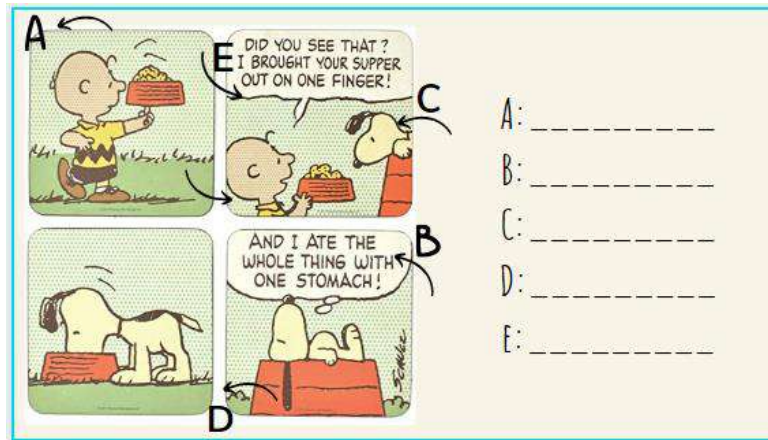
Appendix H: Presentation of the online class 16 March 2021



Appendix H: of the online class 16 March 2021



Appendix H: Presentation of the online class 16 March 2021



Appendix H: Practice of the online class 16 March 2021

Comic name
9 respuestas

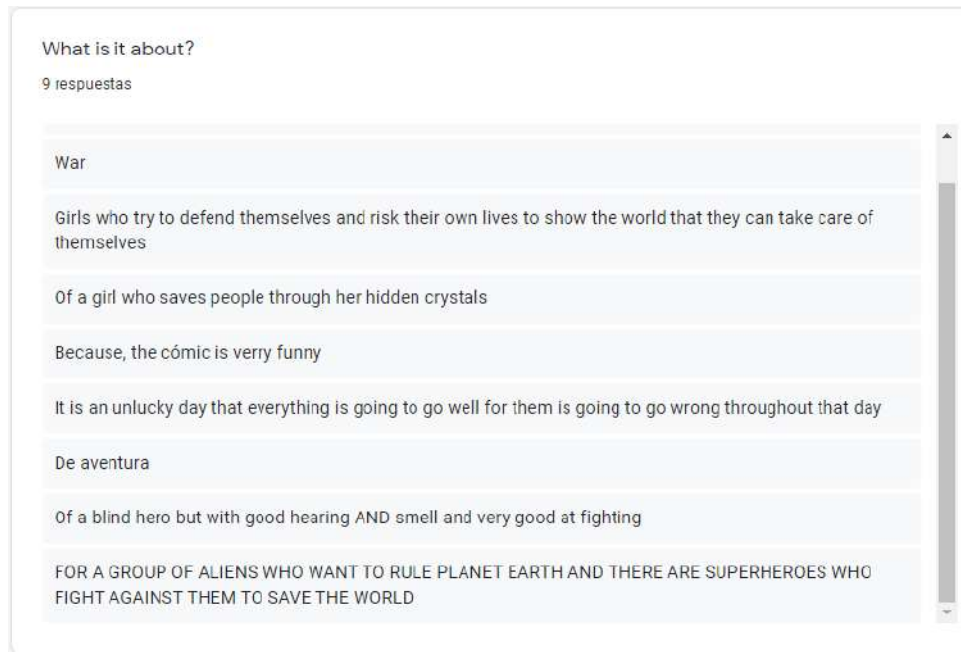
Amy's life
The WarZone
Girls can
The girl with the crystals
Marvel Super heroes secret wars
bad luck day
Puchamon
Daredevil
THE EAGLE MAN

Appendix H: Production of the online class (Google form) 16 March 2021

Principal characters
9 respuestas

Amy
Jhon
Two girls, a teacher and a mother
The girl with the crystals
Hulk spiderman capitán america
Mom (Jina) dad (Luis) kids (Juan and Estella)
Animales
Daredevil, Luke Cage, Maya López,
EAGLE, SOLDIER, ALIEN, MUTANT

Appendix H: Production of the online class (Google form) March 16 2021



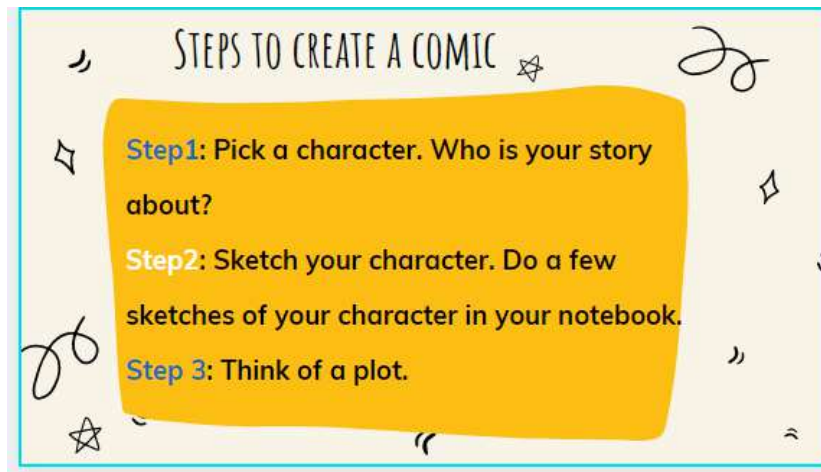
Appendix H: Production of the online class (Google form) March 16 2021

ESL/EFL Lesson Plan
Lesson Number: 1 online
Objective/Aim: students will be able to understand the concept of a comic and how to start doing it.

Topic: What is a comic?

Stage & Timing	Activity/Procedure	Skill	Material, Equipment or Aids	Interaction Patterns	Purpose	Possible Problems and Solutions
Warm-Up 5 minutes	The teacher will provide a link by the chat for the students to get to mentimeter. There will be two slides with the next questions: 1.What do you like about a comic? colorful/pictures/dialogues 2.How would you describe a comic? Students have to answer with an adjective in this question for example. funny, interesting or colorful.	writing	Mentimeter presentation	T-S	Students could get an idea about what a comic is.	Maybe some students could not get into the link, the teacher will present the screen for them so they can see what the others are doing and they can participate in the chat.
Presentation 15min	The teacher will present vocabulary about the characteristics of a comic such as panels, captions, gutters, speech bubbles, characters.	observe	Presentation vocabulary	T-S	Students will learn about the characteristics of a comic.	The teacher will show a comic as an example of the vocabulary.
Practice 15 min	The teacher will present an image of a comic where they have to put the names of the vocabulary that is pointed out in the letters. for example: A: panels	observe writing	Presentation vocabulary	T-S	Practice with the vocabulary seen before.	Maybe they will get confused by the vocabulary, the teacher will provide an example.

Appendix H: Lesson plan of the online class March 16 2021



Appendix I. Presentation of the online class March 19 2021



Appendix I. Presentation of the online class March 19 2021

SOUND EFFECTS

Sound effects or onomatopoeia are words without bubbles that mimic sounds. They are non-vocal sound images, from the subtle to the forceful, such as 'ding-ding' for a bell, to "WHAM" for an impact.



Appendix I: material of the online class March 19 2021

Comic Bubbles



- Make a script
- You are going to select different comic bubbles according to your comic.
- Make the panels for the comic.

Appendix I: Production of the online class March 19 2021

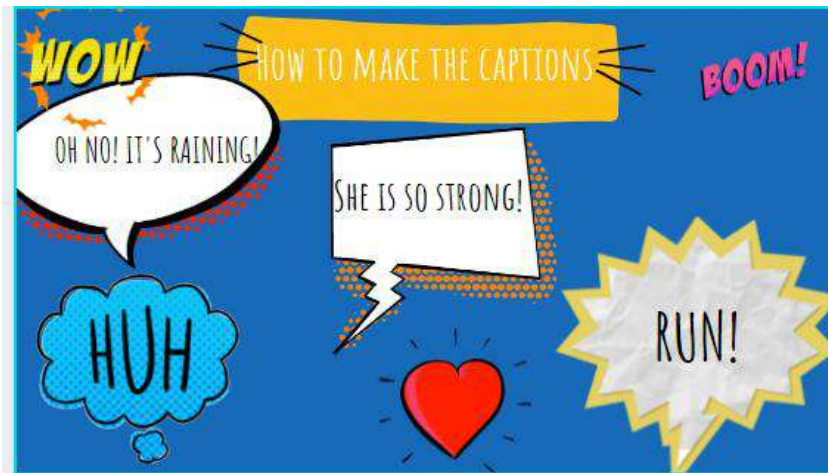
Lesson Number: 2 online class

Topic: What are speech bubbles? Objective/Aim: By the end of the lesson students should be able to understand and do different speech bubbles for their comic.

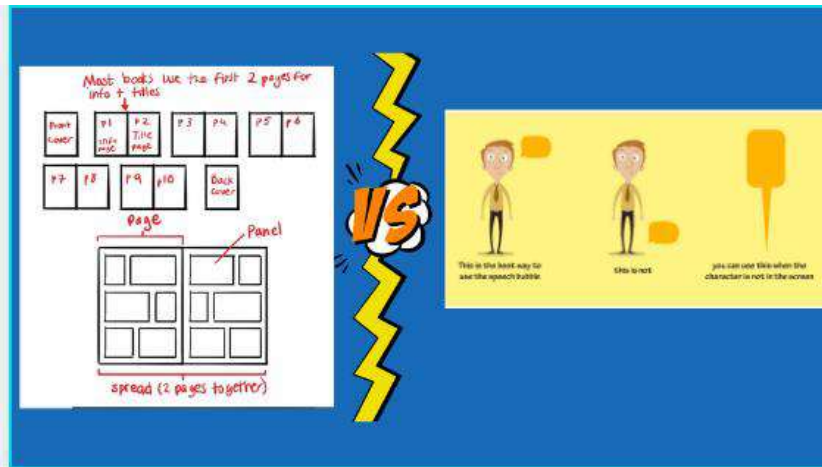
Previous topics seen in class: What is a comic?

Stage & Timing	Activity/Procedure	Skill	Material, Equipment or Aids	Interaction Patterns	Purpose	Possible Problems and Solutions
Warm-Up minutes	The teacher will elicit the students about the progress of the comic.			T-S S-T	Students can make a feedback about what are the advance of the comic	Maybe some students don't get into the class early. The teacher will give feedback at the end.
Presentation 15 min	The teacher will present vocabulary about other parts of the comic and the teacher will show the students an example with a picture	observe	presentation vocabulary	T-S	Learn more vocabulary about a comic	Maybe some students don't understand some vocabulary. The teacher will provide an example.
Practice 15 min	The teacher will explain what is suspension of disbelief and how they can do the phrases of the comic. Also we are going to talk about the thought bubbles that they have to include in their comics.	observe	Presentation vocabulary	T-S	Learn about the thought bubbles and how can we use that in the comic	The teacher will explain with an example in a comic what is suspension of disbelief.
Production 15 min	Students will make a sketch about the bubbles and some phrases for the comic. the teacher will help them during the class. the teacher will tell them that they have to upload their progress to classroom.	writing	Presentation Vocabulary Notebooks	S-T	make an advance of the comic, make the production with the vocabulary seen previously.	Maybe some students don't finish at the class. the teacher will ask them to upload to the classroom.

Appendix I: Lesson plan of the online class March 19 2021



Appendix J . Presentation of the online class 23 March 2021



Appendix J: Practice of the online class 23 March 2021

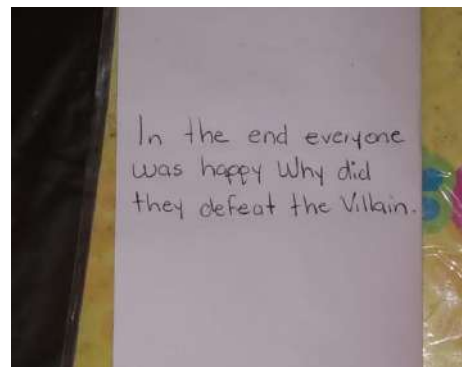
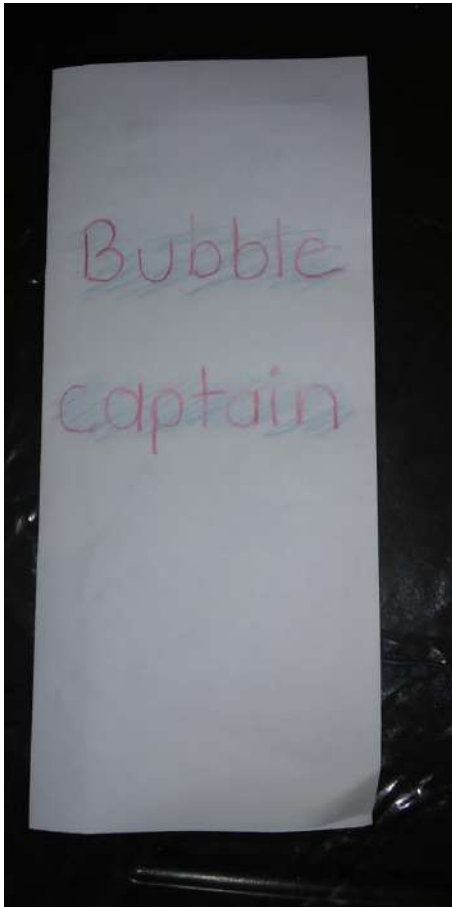
HOW AM I GOING TO PRESENT MY COMIC?

- WHAT IS THE TITLE OF YOUR STORY? THE TITLE OF MY STORY IS...
- WHAT IS YOUR STORY ABOUT? MY STORY IS ABOUT...
- WHO IS THE PRINCIPAL CHARACTER? MY PRINCIPAL CHARACTER IS...
- WHY DID YOU CHOOSE THIS TITLE FOR YOUR COMIC? I CHOOSE THIS TITLE BECAUSE

Appendix J: material of the online class 23 March 2021



Appendix K: Presentation of the comic in online class 25 March 2021



Appendix K: Evidence of a student comic March 25 2021

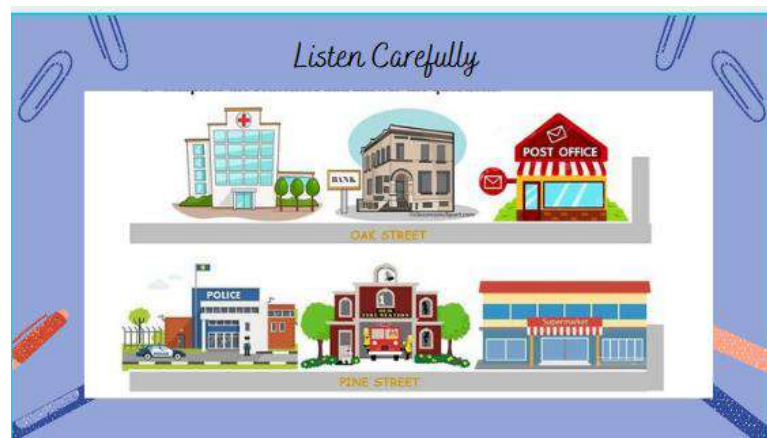
APPENDIX SEQUENCE 2



Appendix L. Presentation of the online class 27April 2021



Appendix L: Presentation vocabulary of the online class 27 April 2021



Appendix L: Practice of the online class 27 April 2021

Listen again and answer True or False

1. The hospital is next to the bank. T/F
2. The police station is between the supermarket and the fire station. T/F
3. The post office is next to the bank. T/F
4. The fire station is between the hospital and the post office. T/F
5. The supermarket is next to the fire station. T/F

Appendix L: Practice (listening) of the online class 27 April 2021

Answer with your own information

1. Is there a bakery near to your house?
Yes, there is a bakery near my home
2. Is there a hospital near to your grandparent's house?
3. Your school is near to your house?
4. Is there a bank near to your school?
5. Is there a church near to your house?

Appendix L Production of the online class 27 April 2021

ESL/EFL Lesson Plan

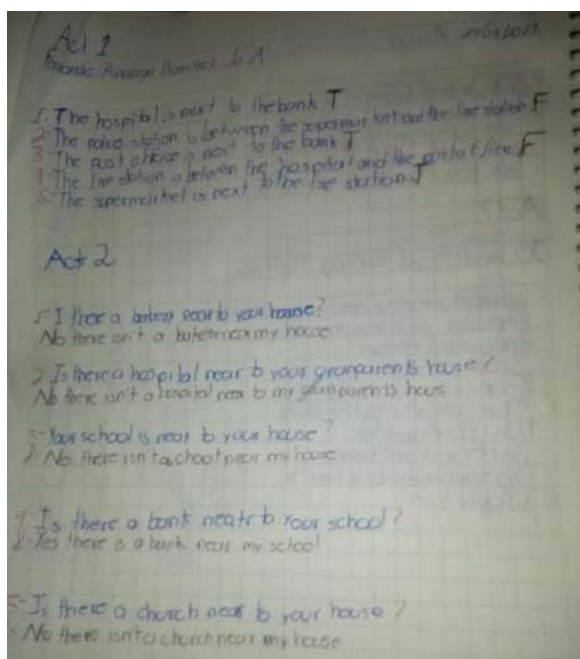
Lesson Number: 1 Online

Topic: Places

Objective/Aim: students will be able to learn and practice with vocabulary about different places.

Stage & Timing	Activity/Procedure	Skill	Material, Equipment or Aids	Interaction Patterns	Purpose	Possible Problems and Solutions
Warm-Up 5 min	The teacher will introduce the way that we are going to work during the 3 weeks and some rules for the class.	Listening	presentation	T-S	Students understand the way of work.	Maybe not all the students get into the class early. The teacher will tell them at the end of the class.
Presentation 15 min	The teacher will present vocabulary about different places, the teacher will elicit the students to tell her what is the name of the picture.	Observe	Flashcards	S-T	Learn Vocabulary about different places in the city.	Maybe some students Don't know the meaning of the image. The teacher will help them with a clue.
Practice 15 min	Students will observe the 6 images that are in the picture, then they are going to listen carefully to the sentences and answer T for True and F for False.	Listening	Flashcards	T-S	Students will practice with the information given.	Maybe some students can't listen to the audio. The teacher will play it twice and read the sentences with them.
Production 15 min.	Students will answer 5 questions with their own information about what places are near their houses.	writing	Notebooks	T-S	Students can give feedback about the topic of the class.	Maybe some students don't put all the answers. The teacher will provide an

Appendix L Lesson plan



Appendix L Evidence of a student activity 27 April 2021

Listening 3: Tuesday, 27 April 2021 Sequence 2	YES	NO	Comments
ESCUCHA EL TEXTO Y RELACIONA EL CONTENIDO DEL AUDIO CON LAS ORACIONES (CONNECT)	80 % of 22 students		The script of the audio helped the students to understand better the activity
RELACIONA EL AUDIO CON LAS ORACIONES (PREDICT)	80% of 22 students		Some students got confused with the prepositions
ES CAPAZ DE DIFERENCIAR SI LA ORACIÓN ES VERDADERA O FALSA (LISTEN FOR ANSWERS)	80 % of 22 students		The students could identify if the sentences were true or false easily
SELECCIONA LA RESPUESTA CORRECTA (RE-LISTEN AND FIX)	80 % of 22 students		Students did not had problems

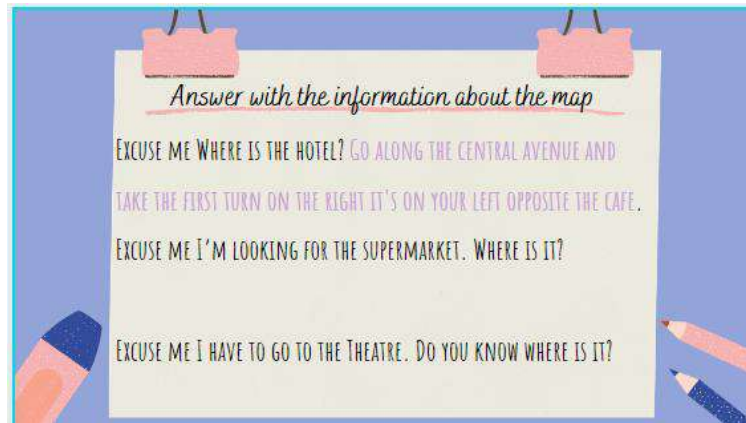
Appendix L Results of the listening audio activity 27 April 2021



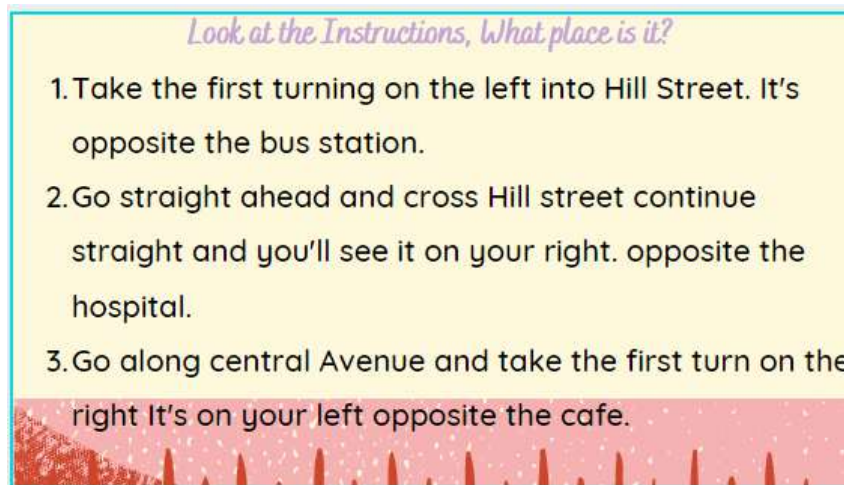
Appendix M. Presentation of the online class 29 April 2021



Appendix M Practice of the online class 29 April 2021



Appendix M Practice of the online class 29 April 2021



Appendix M Production of the online class 29 April 2021

Lesson Number: 2 online class
where is the...

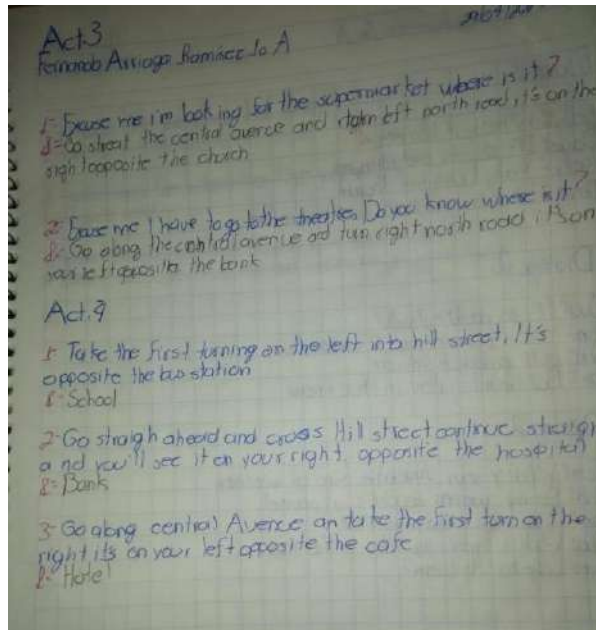
Topic: Do you know

Objective/Aim: By the end of the lesson students should be able to learn vocabulary about how to give directions.

Previous topics seen in class: Places

Stage & Timing	Activity/Procedure	Skill	Material, Equipment or Aids	Interaction Patterns	Purpose	Possible Problems and Solutions
Warm-Up minutes	The teacher will elicit the students with the vocabulary that they saw last class.	Listening	presentation	T-S		Maybe some students don't get into the class early.
Presentation 15 min	The teacher will present vocabulary about how to give directions, The teacher will elicit them if they know what these words mean.	observe	Presentation vocabulary notebooks	T-S	Read about different personal information.	Maybe the students don't understand some vocabulary / the teacher will help them with an example.
Practice 15 min	The teacher will present a picture of a map with different places and different names of streets, first they will observe all the maps and the places that are there and the names of the streets. After that they are going to give directions to find two places. The teacher will provide an example.	observe	presentation notebooks map	T-S	Learn about the vocabulary to give directions	Maybe It's difficult for the students to write the directions the teacher will try to guide them and give examples about the directions.
Production 15 min	Students will read 2 directions and they have to follow the directions on the map to arrive at the place and they have to write the place.	Writing	presentation notebooks map	S-T	practice with the information given	Maybe some students will get confused with the directions, the teacher will ask them to look at the names of the streets and to read the key words

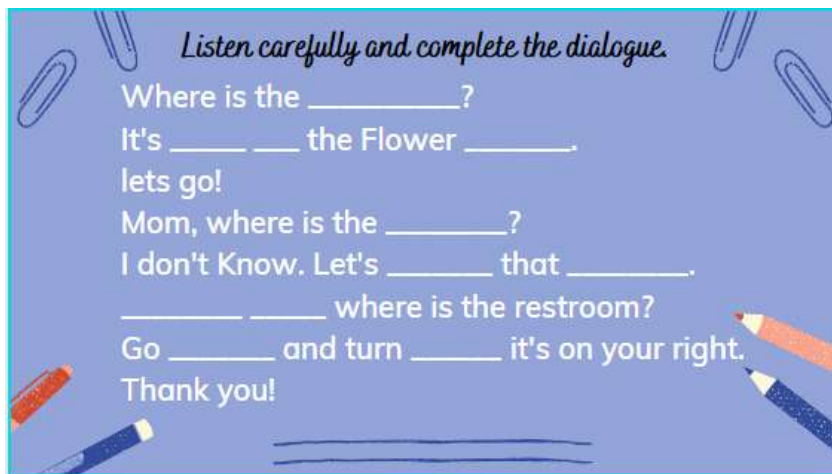
Appendix M Lesson plan of the online class 29 April 2021



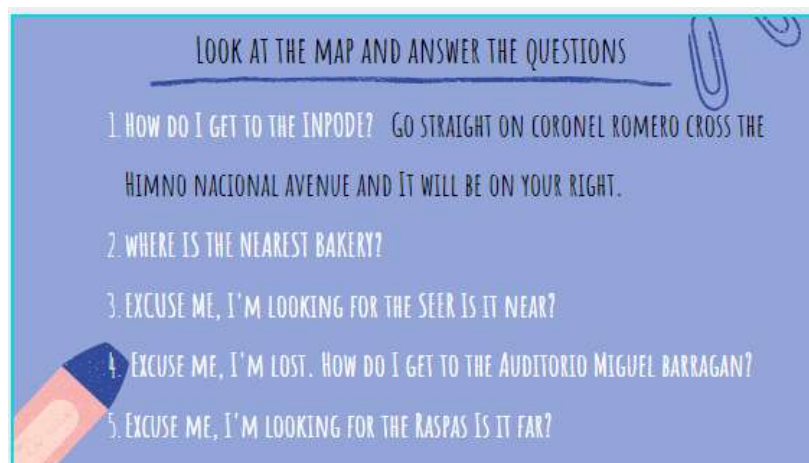
Appendix M Evidence of a student activity online class 29 April 2021



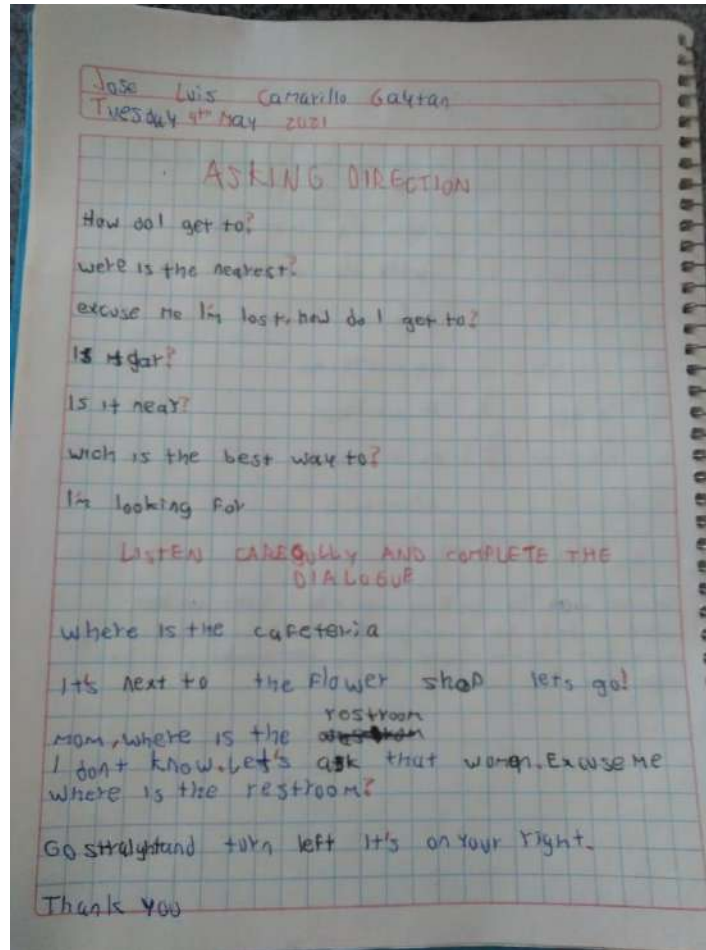
Appendix N . Presentation of the online class 4 May 2021



Appendix N: Practice of the online class (listening) 4 May 2021



Appendix N: Production of the online class 4 May 2021



Appendix N: Evidence of student activity online class 4 May 2021

ESL/EFL Lesson Plan						
Lesson Number: 1 Online			Topic: asking directions			
Objective/Aim: students will be able to learn and practice with vocabulary about different places.						
Stage & Timing	Activity/Procedure	Skill	Material, Equipment or Aids	Interaction Patterns	Purpose	Possible Problems and Solutions
Warm-Up 5 min	The teacher will elicit the students about what we saw last class. because the topic is related to the one that we are going to see.	Listening	presentation	T-S	Students understand the way of work.	Maybe not all the students get into the class early. The teacher will tell them at the end of the class.
Presentation 15 min	The teacher will present some phrases to students to identify when someone is asking for a direction, the teacher will read it and then she will elicit about some word that the phrase has.	Observe	Flashcards	S-T	Learn Vocabulary about different places in the city.	Maybe some students Don't know the meaning of the image. The teacher will help them with a clue.
Practice 15 min	The students are going to listen to an audio to complete the dialogue that is in the slide, the teacher will play two times the audio for the students to get the information. Then we will check the answers. Normally I ask them to type in the chat to participate.	Listening	Flashcards	T-S	Students will practice with the information given.	Maybe some students can't listen to the audio. The teacher will play it twice and read the sentences with them.
Production 15 min.	Students will see a map about their school, what is around the school and they have to answer 5 questions. These questions are asked with the ones that we saw in the presentation.	writing	Notebooks	T-S	Students can give feedback about the topic of the class.	Maybe some students don't put all the answers. The teacher will provide an example for them to understand how they have to answer.

Appendix N: Lesson plan of the online class 4 May 2021

Listening 4: Tuesday, 4 May 2021	YES	NO	Comments
EL ALUMNO ES CAPAZ DE IDENTIFICAR EL VOCABULARIO AL MOMENTO DE ESCUCHARLO (CONNECT)	90% of 22 students		Students could identify the vocabulary in the listening
RELACIONA LA INFORMACIÓN DEL AUDIO CON EL DIÁLOGO (PREDICT)	90% of 22 students		Students link the information with the vocabulary and the context
ESCRIBE CORRECTAMENTE LAS PALABRAS QUE FALTAN EN LOS ESPACIOS (LISTEN FOR ANSWERS)	90% of 22 students		Students did not have problems listening and answering the correct option.

Appendix N Results of the listening activity of the online class 4 May 2021

**TAKE A SCREENSHOT OF YOUR FAVORITE PLACE TO EAT
HERE IN SAN LUIS POTOSI, BRING IT THE NEXT CLASS.**



Appendix O. Presentation of the online class 6 May 2021



Appendix O Practice of the online class 6 May 2021

Listen carefully and complete the dialogue

I have science _____.

Me, _____. Let's _____ to the science _____.

_____ Good idea!

_____ is it? I don't _____.

Excuse me _____ is the _____ museum?

Go _____ and turn right at the _____.

Than you _____ much.

You're welcome!

go
bank
straight
where x2
too
very
know
museum
homework
science

Appendix O production of the online class (listening) 6 May 2021

Lesson Number: 2 online class **Topic: Where is your favorite place to eat here in San Luis Potosi.**

Objective/Aim: By the end of the lesson students should be able to learn vocabulary about how to give directions.

Previous topics seen in class: Places

Stage & Timing	Activity/Procedure	Skill	Material, Equipment or Aids	Interaction Patterns	Purpose	Possible Problems and Solutions
Warm-Up minutes	The teacher will ask the students to look at maps of their favorite place to eat here in san luis potosi. The teacher will guide the students about how they can look for it in maps.	Listening	presentation	T-S		Maybe some students don't get into the class early.
Presentation 15 min	The students are going to answer 5 questions about their favorite place to eat for example: Is it near your house? Where is it located? and then the teacher will ask them to participate.	observe	Presentation vocabulary notebooks	T-S	Read about different personal information.	Maybe the students don't understand some vocabulary / the teacher will help them with an example.
Practice 15 min	Students will listen to audio about giving directions, they have a bow with the words to fill in the blanks. The teacher will play the audio two times for them to catch the information.	observe	presentation notebooks map	T-S	Learn about the vocabulary to give directions	Maybe It's difficult for the students to write the directions. The teacher will try to guide them and give examples about the directions.

Appendix O: Lesson plan of the online class 6 May 2021

Gerardo Asriaga Ramirez Jo A

1: What is your favorite place to eat in San Luis Potosi?
P: Restaurant Brazza y Fogo

2: Is it near your house?
P: No 😞 😞 😞 😞 😞 😞 😞

3: Where is located?
P: Carral Carrasco, San Luis Potosi / Mexico via Central
78080 San Luis, SLP

4: Why is this place your favorite?
P: Why I love Brazil and the food is very good and has a touch of Brazil

5: It is far from the centro historico?
P: ~~No~~ Yes

Act. 8

I have science homework
Me too let's go to the
science museum good idea!
Where is it? I don't know
Excuse me where is the
science museum?
Go straight and turn right at the
lights. Thank you very much
You're welcome

Appendix O Evidence of student activity of the online class 6 May 2021