



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

TITULO: The Use of Graphic Organizers to Improve
Reading Comprehension in an EFL Classroom of a Junior
High School

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COMPREHENSION IN AN EFL CLASSROOM OF A JUNIOR HIGH SCHOOL”**

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“The dream begins, most of the time, with a teacher who believes in you, who tugs and pushes and leads you on to the next plateau, sometimes poking you with a sharp stick called truth.” -Dan Rather

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1. INTRODUCTION

The investigation exercise in this document is titled “The use of graphic organizers to improve reading comprehension in an EFL classroom of a junior high school”. It was developed in the school “Francisco Gonzalez Bocanegra” with two groups; at the beginning with second grade (group A) and in the middle of the practices with third grade (group D), working on a distance education modality because of COVID-19 pandemic. The two groups presented contrasting factors on developing the English subject.

For instance, in second grade the interaction was asynchronous at all time. The class dynamic was only sending activities, material and students’ evidences through the messenger service “WhatsApp”. While in third grade, the sessions were synchronous using the video chatting service “Google Meet” this strengthen communication between teacher-student, moreover, the material and students’ evidence was delivered back and forward through “WhatsApp”.

The following document is structured in two chapters. The first chapter provides the context of the investigation with information gathered in surveys, reading comprehension tests, English diagnostic exam and documented resources. Then, in chapter two the four key investigation questions are answered by analyzing the teaching experiences with the focus groups during the investigation exercise. For instance, the first question is about finding a suitable methodology to attend the focus groups context; the second question provides the selection of graphic organizers with the intervention proposal. While in third question the students’ reaction towards the tasks using graphic organizers is provided; finally in fourth question the results obtained are presented.

Furthermore, there were academic and personal reasons to select this topic; the main academic reason was that during the teaching practices, it was observed a lack of students’ understanding while reading. On the other hand, the main personal reason was that, the

graphic organizers impacted in my learning process during the basic education, helping me to comprehend and organize what I read.

The purpose of this investigation was to improve students' reading comprehension through the three stages of reading (pre, while and post reading) with the use of graphic organizers as a tool to improve comprehension by organizing the information. As IRIS Center (2020) claimed "Graphic organizers can also enhance reading comprehension by helping students to categorize information and to show the relationships among important concepts."

In addition, another purpose was the improvement of my teaching competences by doing information research to learn about the use of reading and graphic organizers; problem solving when looking for alternatives within the online sessions; the understanding better the teaching-learning process, the evaluation of each product made by the student and the communication between teacher-students using personalized feedback in each of the proposed activities, finally, the search for new tools used looking to the increase of students' participation.

This study took a cyclic process, in which the information research in documented sources and the teaching practices were essential to develop the topic. This process was done in a sequence way. First, to determine the context of this investigation several aspects had to be considered as the elaboration of an English diagnostic exam to carry out the English lessons knowing students' level, the application of tests to know students' reading comprehension in both languages (Spanish and English), the application of three interviews to know characteristics, interests, and information about the school and students, finally, the information gathered in documented resources to support "what is known about the topic?".

Then, the development of chapter two considered different steps as investigation to have a theoretical part and the answer to the four investigation questions, the design and application of activities to achieve my strategy using graphic organizers taking into account the context with the focus groups, finally, the observation of the sessions over the teaching practices by the students' reaction and activities done, allowing the analysis and reflection to

identify problems and make decisions in the sessions of the following practice period where this study took place.

During this investigation process, several difficulties were presented since I had to adapt the way of working with two different groups due to how the English lessons were carried out in both grades. For instance, I had to adapt my work considering the opportunities that students presented during the COVID-19 pandemic. Moreover, I had to be flexible with those students who handed in their evidences out of time for unknown situations. Also, I had to find a way to increase the participation of third-graders students in the synchronous sessions since the students did not participate so, I had to involve them with activities such as games or asking questions using tools as the “Lucky Roulette” that during this document development is mentioned.

This investigation exercise helped me to improve my teaching practice, since the theoretical part strengthen my knowledge about the topic linking it with the practical role that combined allow me to analyze and reflect on my work as a teacher with students for continuous improvement. In addition, I learn about the technology tools that allowed me to have the opportunity to link it within my English lessons.

2. CHAPTER ONE: TOPIC OF STUDY

This chapter is about the information gathered about the context of the investigation exercise. Also, it provides the first approach of the theoretical bases in what is known about the topic considering documented resources that supported the use of the strategies.

2.1 Nucleus and Topic Line

The topic of the study “The use of graphic organizers to improve reading comprehension in an EFL classroom of a junior high school” was developed through the stimulation in one of the four language skills “*reading*”, including the students’ attitudes and feelings towards the English subject and according to Secretaria de Educación Pública (2002) this topic is focusing on the nucleus “the adolescents”.

On the other hand, in the document named “Orientaciones Académicas para la Elaboración del Documento Recepcional” by Secretaria de Educación Pública (2002) is mentioned the three topic lines to consider at the moment to do the document: “the analysis of teaching experiences”, “the analysis of common problems of the scholar practice and school working” and “the experiment of a didactic proposal”. Thus, it was selected for this document “the analysis of teaching experiences” reflecting on the application of graphic organizers that could help to support the students’ reading comprehension, working with second and third grade. Also, it consisted in the usage of some readings according to students’ English level, opportunities that they had within the COVID-19 pandemic, and the contents and objectives of the lessons in what Secretaria de Educación Pública (2017) stated in “Aprendizajes Clave”.

2.2 School Context and Graphical Location

The development of this study took place at the general junior high school “Francisco Gonzalez Bocanegra”. It is located in San Luis Potosi, S.L.P., at the north area of the city, in the neighborhood “Rural Atlas” at “Jupiter” private road near “Valle de Los Cedros”

cemetery and near the principal avenue named “Morales Saucito” (see appendix A). The school code is 24DES0026H.

However, due to the situation of the COVID-19 pandemic, there was no opportunity to visit the school and obtain information about it. Thus, in December 2020, the psychologist Maria Luisa D. and the second-grade English teacher Ana Maria V. of the school were interviewed through a videoconference. The interview was referred about information from the virtual school context, students’ behavior, the school environment, students’ needs and opportunities, the staff and infrastructure of the institution (see appendix B).

Therefore, according to the teachers Velázquez & Delgado (2020) in the interview, the school context (economically and socially) was always active because, there were several stores and institutions around the school. Moreover, on the normal circumstances most of the parents used to work to support their families having as consequence to get students distracted. Also, some families were more affected because of the COVID-19 pandemic so, students had to work and to get extra money as a result they did not attend their classes.

Teachers also mentioned that the school’s mission was to educate students awareness as a human being with values, giving the example by all the institution staff. Moreover, their principal approach that was to educate good students in the social and academic environment, doing an emphasis in the humanistic approach, trying to have a good behavior from students, taking into consideration their context, where most of them lived. Being emphatic with them and their parents. Finally, teachers said that the school’s vision was to be known as an educative center that educates with values.

Following what Buj (2016) says, the context of a school is really important for students’ learning and development, where each participant at school has to create a good environment, facilitating the students’ physical and intellectual capacity, promoting cultural identity in the growth of the mother tongue, and propitiating understanding, peace, tolerance, and equality. So, if the school wants to achieve these purposes, it must contrast and coordinate diverse factors and eliminate harmful ones coming from other contexts.

Furthermore, years ago the school was named as an inclusive school, this means it had to accept all the students who wanted to study there. For that, the institutional staff have to apply different methods to promote reflective thinking, always being the example for students. This inclusive education had helped the school to allow students to finish their education and to follow their studies in higher educational levels.

Following what Inclusive Education Canada (2020) “Inclusive education is about ensuring access to quality education for all students by effectively meeting their diverse needs in a way that is responsive, accepting, respectful and supportive. Students participate in the education program in a common learning environment with support to diminish and remove barriers and obstacles that may lead to exclusion”, the school “Francisco Gonzalez Bocanegra” had considered the needs and characteristics of the students to carry out their education achieving their goals as an inclusive school.

2.2.1 School History

As mentioned before, the lack of contact with the physical context, did not allow to define the impact of the school in the community so, the interview applied to teachers helped to know about the school’s beginnings.

The school founder was teacher Juan Martinez in September 1977, with only morning shift, and with a short staff, they started with big groups because, it was a rural context. Having students arrived from adjoining rural communities from “Mexquitic de Carmona”. Years later, the school started to have an afternoon shift. Besides, in the beginning, the school had no electricity, drainage system, pavement, and the opportunity to arrive by car or bus. Little by little, the context was urbanizing but, the school population was lowing because other schools started appearing near it, especially private schools.

However, the school had changed for its context and the different changes that were made over the years. As Sandoval (2000) mentions that the existence of the secondary school has

gone over several processes that were influenced by important political moments and by the population that the education acquired over the time.

2.2.2 Current Physical Condition of the School

This school had a specific infrastructure that the teachers Velázquez & Delgado (2020) mentioned in the interview applied. However, it was not an influence because of the COVID-19 pandemic and the virtual context where the classes were carried out.

There were six hundred students distributed in eighteen groups in the morning shift. Each of the students were organized in one of the workshops; tourism, design, mechanics, electronic, dressing design, office duties, and handmade workshop. Also, the school had different areas where the students took their classes and their activities before the COVID-19 pandemic, some of those places are the follow:

- Two laboratories
- Three prefecture rooms
- One audiovisual room
- One English laboratory
- One library
- One music room
- One field
- Two restrooms, one for men and one for women for morning shift
- Two restrooms, one for men and one for women for afternoon shift
- One store
- Classrooms for each workshop
- USAER room (especial education)
- Workshop room for the Consejo Tecnico Escolar (CTE)

As CAF (2016) mentions “Having classrooms and learning spaces in good condition is a determining factor in ensuring that students achieve the expected academic results. In other

words, the condition of schools has a direct impact on student performance”, so, according to what the teachers Velazquez & Delgado (2020) mentioned in the interview, this school provides the necessary spaces for students to have a good learning process.

2.2.3 School Staff

Just as the infrastructure of the school is important for students, the institutional staff is too. Based on the information gathered in the interview, the teachers Velazquez & Delgado (2020), the school staff is about sixty people, with different positions, starting with the school principal, as the next list shows:

- A principal
- A sub-principal per shift
- Administrative staff: 5 people
- Administrative office: 3 people per shift
- Educative assistance: 1 social worker
- Psychological orientation: 1 psychologist
- Team USAER (especial education): 5 teachers
- Spanish class: 4 teachers
- English class: 5 teachers
- Math class: 4 teachers
- Biology class: 1 teacher
- History class: 6 teachers
- Geography class: 2 teachers
- Ethics class: 6 teachers
- Arts class: 4 teachers
- Sport class: 3 teachers
- Technology class (workshops): 9 teachers

As Sandoval (2000) claimed "In secondary education, compared to the other levels that conform basic education, there is a more complex organizational structure that indicates the

content and purpose of the activities that are assigned to each of the different groupings that integrate it". Linking with the mentioned before and based on Velazquez & Delgado (2020) in the interview, the interaction between teachers was complex because some of them attends a specific schedule in the school, therefore, sometimes the Consejo Tecnico Escolar (CTE) is the only moment where teachers could interact.

2.2.4 Virtual Context

As mentioned before, this investigation was developed under a virtual context for the disease COVID-19 that appeared in 2019. According to Gobierno de Mexico (2020) "It is the SARS-COV2 coronavirus. It appeared in China last December and causes a disease called COVID-19, which has spread around the world and was declared a global pandemic by the World Health Organization", this pandemic changed the way we lived and was a difficult era for most people, on the other hand, was a request for teachers to incorporate technology into education.

Based on Velazquez & Delgado (2020), not all students were in contact with the teachers, as consequence, they were not taking classes. One of the reasons expressed was that students did not have a cellphone or a computer to take their lessons. In response, most of the teachers worked through messenger services like "WhatsApp" and "Gmail" or platforms like "Google Classroom" sending activities and material. On the other hand, the students who were able to take synchronous sessions had them through video chatting service "Google Meet" or "Zoom".

Moreover, "Secretaria de Educación Pública" implemented a distance education program through TV called "Aprende en Casa" where the students in basic education took their classes. The English classes for junior high school were according to "Dizzy Dean" program, for the three grades, one day per week in the mornings. Also, "Aprende en Casa" was reinforce through the "YouTube" platform.

In agreement with Yáñez (2020) “the children miss school, but not the building or the routine, but the classmates, the socializing and the break during their schedule. There are children who ask not to finish the school year because they want to go back to school and study again with their teachers”. Thus, linking it with the situation in this school and students’ comments, they preferred to take face to face classes than online sessions because they liked to interact with their classmates and teachers.

2.2.5 English Academy

The English academy in “Francisco Gonzalez Bocanegra” school was integrated by five teachers with an academy principal, the English teacher Estefania, selected for the 2020-2021 scholar year. She and the other English teachers had to report the students’ problems and possible solutions towards their learning process in the Consejo Tecnico Escolar (CTE).

Before the COVID-19 pandemic, the teachers taught in their corresponding classrooms, furthermore, there was an English laboratory that teachers and students could use to support what had been stated in the English academy. The pandemic affected the way to carry out the English lessons since the classes were online and teachers taught at home and working with the activities that SEP requested to do.

This academy helped to teachers to know about the students’ progress in the subject. For this, in the interview the teachers Velazquez & Delgado (2020) said that most of the students did not have a good English level. Students arrived at school without an approach to the language. Thus, the English teachers tried to adequate the program that “Secretaria de Educación Pública” asks to use applying activities according to their needs and opportunities. On the other hand, the few students that had a good English level help their classmates with the activities being a support for the teachers.

In addition, due to the COVID-19 pandemic, the English academy and communication between teachers was affected since there were online meetings outside of school hours to

attend the English subject and many times it was difficult due to the schedule since teachers worked at other institutions and had other academic activities.

2.3 Relevant Social and Academic Characteristics

Based on my experiences over the practices, knowing our students is an important aspect for us as teachers. If we know the students' characteristics, needs, and interests we can implement activities according to their information. The students know when we consider them into the classes, feeling motivated to do the tasks, participating, and enjoying the class.

To determine the social situations that students lived it was applied a survey to second-grade groups to know and to consider their needs and opportunities for the English lessons towards the distance education for the COVID-19 pandemic (see appendix C). Thus, in October 2020, the survey was sent to them through "WhatsApp". It has to be sent by photos as a request by headteacher because not all students were able to download the document on a cellphone or answer it on some platform.

Based on the results, only fifty-six students sent the survey, and not all the questions were answered (see appendix D). The information gathered was interesting because it noticed how to work with those students who had internet and cellphone at home and who were able to do the English activities (see appendix E). In my point of view, those results told me that there were not conditions to have online sessions with the majority of students, moreover, it could be an online session with those students who had the opportunity, mixing the groups. Despite of this, headteacher requested not to have synchronous sessions because of her way to work with them.

At the beginning of the practice period where this investigation took place, the teaching practice was with four groups of second grade (A, B, C, and D) and in the middle of the period (eight semester) with one third grade group (D). The following list shows the number of students per group:

- 2°A: thirty-eight students
- 2°B: thirty-nine students
- 2°C: thirty-eight students
- 2°D: forty students
- 3°D: thirty-eight students

2.3.1 Group Description

According to the results in the survey and the observations in the previous students' activities, it was selected the second grade "A" group as one of the participants for this investigation. Also, according to the headteacher comments and the survey results, it was known that there were not students in contact because they did not have internet connection or devices to receive the English activities. However, the students who were in contact, took the English lessons by asynchronous way sending the activities to the headteacher by the messenger services "WhatsApp" and "Gmail".

At the beginning of the practice, the headteacher mentioned some recommendations for working with the students, such as: send one worksheet per week, not to load them with too many activities, and that the only communication with them would be through the "WhatsApp" group, not in an individual chat. So, based on the observation in the students' activities, it was identified that the "A" group was not participative and sent their evidences out of time, moreover, they used to write in L1.

Another participant for this investigation was the third grade "D" group because, I wanted to have the experience of having synchronous sessions, thus, my assessor assigned me this group. The group was in charge of a classmate, so it was necessary to talk with her and observe her synchronous sessions. Based on this observation, it was identified half of the group could take their English sessions one day per week. The sessions were via "Google Meet", and sending the material through the messenger service "WhatsApp". Since the practices were carried out in the middle of the period, the observation, the constant

communication and the work in the sessions with the students were essential tools to get to know them.

According to the observations, it was identified that the students who could connect to the online sessions through “Google Meet” needed to be elicited by teacher using games or semi-controlled activities to participate. Moreover, there were students who did not connect to the online sessions so, they only sent the homework via “WhatsApp”, on the other hand, there were students that did not connect in “Google Meet” nor “WhatsApp”, having any information about them.

2.3.2 Linguistic Needs

After knowing the students’ needs and characteristics towards the distance education, in October 2020 an English diagnostic exam was applied to second grade “A” group to know about their English level, the pictures of the exam and the delivery instructions were sent via the “WhatsApp” group. Then, they sent the exam answered to the headteacher through “WhatsApp” or “Gmail”.

This exam was elaborated based on an A1 English level according to the European Framework (see appendix F). According to British Council (2021), the A1 level is the first level of basic speakers and users of the English language they can communicate in everyday situations with common expressions and using elemental vocabulary. To get an A1 English level, the exam was elaborated with activities with the following characteristics:

- Comprehend and use everyday expressions. Simple phrases to immediate needs.
- Present herself/himself and to other people. Ask and give basic personal information.
- Speak slowly and clearly with others.

There were only twenty-five students that reached the score between forty-one and forty-five points (see appendix G). Not all students sent the exam for unknown situations, on the

other hand, some students sent their exam answered incompletely but, the information obtained helped to know the level and the approach towards the English language of second-grade students. Based in those results, I could realize about there were few students who answered correctly in parts of the English language as identify: information about themselves, articles a/an, clothes, colors, numbers, verbs and the clock. Also, headteacher said that some students used translator or received help by somebody so, the results were not reliable as was expected.

2.3.3 Likes and Interests

Based on Ruiz (2016) “The fact of knowing their ambitions and expectations means that the involvement in the teaching-learning process during the time they are training with us is linked to the need and interest in stimulating their abilities, helping them to grow as professionals and also as people”, it is important to know the students when teaching, lamentably the COVID-19 pandemic did not allow to know the students at all since there were not face to face classes. So, as teacher I had to send questionnaires and know them through the way in how they did their English activities.

The purpose to had applied the questionnaire was to know more about the students’ likes, interests, and interaction (see appendix H). So, according to the answers, most of the students lived near the school and before the pandemic, some of them were accompanied by their parents, other students arrived alone at school. Besides, other results were:

- They have a good relationship between their classmates and teachers.
- Most of students wanted to study a profession.
- Most of students did not like to watch TV, some of them said “it is boring”.
- Students preferred to read comics, newspapers, magazines and interesting books.
- Students liked to listen to music.

- In their free time, they: cleaned the bedroom, helped parents to clean the house, listened to music, played videogames, watched a movie, drew something or went out with friends.

At the end of the questionnaire, there was a question about how they felt studying at home with the COVID-19 pandemic. They answered that they felt bored and tired of distance education. They wanted to come back because their virtual education was not the same as taking presential classes, and it did not help too much to their learning. Finally, they wanted to spend time with their friends and do things they commonly used to do at school.

This questionnaire helped me because I could know their likes, interests and thoughts towards the COVID-19 situation. Despite not having met my students, with the answers in the questions I could realize that they were people who liked to read and spend time doing something, not just watching TV or going out of the house. Also, in the answers of the last question, I could notice that not all of them enjoyed taking their classes online since they did not have much communication with their teachers and classmates. Thus, face-to-face interaction is essential for their learning and motivation to do the activities

2.3.4 Spanish Reading Comprehension Test

Then, in January 2021, were applied two Spanish reading comprehension tests. The purpose was to know the approximate level of reading comprehension in the second grade “A” group. The tests consisted of short readings with seven questions (see appendix I) taken from a book named “Fortalecimiento de la Comprension Lectora, 2do Grado de Secundaria” (2011).

The test was sent by photos as a request of the headteacher. The dynamic of the activity was that the students should choose one of the readings sent, read it and answer the questions. Then, they should send their test to the headteacher through “WhatsApp” or “Gmail”. finally, the headteacher re-sent me the evidences.

According to the results, not all students sent their test. Only eighteen of thirty-eight students sent it but, twenty tests were received because two students answered both tests. The checking of each evidence was with an answer sheet taken from the book “Fortalecimiento de la Comprension Lectora, 2do Grado de Secundaria” (2011) (see appendix J).

Thus, as we can see in the graphics of appendix K, most of the students chose the reading named “Creando un Huerto Escolar”. Moreover, checking the results, in this reading only one student obtained seven points in the test, on the other hand, most of the students reached only four points (see appendix L). While in the reading named “El Español y las Lenguas Indigenas Hoy” most of the students reached only three points (see appendix M).

The information obtained with this test helped me to know the approximate level in reading comprehension of second-grade students in their mother tongue (Spanish). I identified that few students had a low level of comprehension because of their points obtained in the tests, moreover, despite of the readings were selected for second-grade students, it was difficult for some of them to read a text.

2.3.5 English Reading Comprehension Test

Besides answering the Spanish reading comprehension test, it was sent the photo of another test. Its purpose was to know about the English reading comprehension in second-grade students. It was a short text with four questions that students had to answer after reading it (see appendix N). This test was a request by the headteacher.

According to the results, only seventeen of thirty-eight students sent the test answered. Also, checking the students’ answers, it was identified that only nine students answered the four questions correctly, and there was only one student who got a zero because his/her answers were in Spanish language, so the instructions were not followed (see appendix O).

The information obtained showed most of the students comprehended the reading and understood the questions, moreover, I identified that students reached more points in the

English test than in the Spanish test. However, the COVID-19 situation did not give us a panorama to see reliable results because some students had the opportunity to use a translator or asked for help from somebody to answer the activity.

2.4 Description of the Case Being Study

The topic of study “The use of graphic organizers to improve reading comprehension in an EFL classroom of a junior high school” was elaborated through a process of different activities focused on getting to know the context of the school and the students with which the work was carried out during the practice periods.

These activities consisted on; the investigation in documented sources looking for theoretical support to develop the topic, observing the students during the classes that were carried out within the teaching practice; analyzing the facts and problems that were faced throughout the practice periods, looking for solutions for the improvement of students learning process, as well as, my own learning towards the teaching practice, designing activities to apply the strategy using graphic organizers as a tool for reading comprehension; finally, analyzing the results to know the strategy efficacy.

Unfortunately, the COVID-19 pandemic did not allow us to carry out some activities but, it was an opportunity to improve the teaching practice, furthermore, to incorporate resources that the technology gave. Thus, according to a new investigation of American University (2020), the effective use of digital learning tools in the classroom can increase the students’ engagement, help teachers to improve the lesson plans, and facilitate personalized learning, moreover, help build the students’ essential 21st-century skills. So, the situation allowed us as teachers to know more about technology, and applied into the classes to strength the students’ skills towards the media.

2.4.1 Investigation Purposes

This investigation has two principal purposes; the first one is to improve the reading comprehension in second and third-grade students since my personal experience using them to my comprehension, moreover, through the investigation I found information that allowed me to know about the international reading assessment “PISA”. It tells us that the reading comprehension has been a problem because of the students’ comprehension level that they had.

Another purpose is to improve my teaching practice because I know that the practice periods had helped me to realize about the implication that the activities made by teacher for the students’ learning had. For instance: the students’ evaluation, the motivation to be in class, to participate and to do the activities.

2.4.2 Investigation Methodology

The investigation methodology that I followed to approach this investigation exercise over the COVID-19 pandemic was through an investigation research, observation, analysis, activities design, activities application, moreover, the application of surveys to know the students’ characteristics, and adequate the activities planned to carry out the strategy using graphic organizers as a tool to improve reading comprehension.

The process was through the analysis of the experience over the practice as an English teacher trainee with students of junior high school; the reflection on the teaching experience; the improvement of the teaching practice designing, organizing and applying activities considering the students’ characteristics; the design of activities where reading looked interesting; and, think about some solutions towards the problems presented.

Therefore, all these activities were done through a cyclic process; starting with a bibliographic research that allowed to support the knowledge of the topic; then, observing the context identifying the problem in the analysis of the PISA assessment applied to several countries around the world. So, focusing on the Mexican country, the results show us a

worrying problem, the Mexican students have not arrived at a high level in reading comprehension in their mother tongue.

Thus, observing the results, tests were applied to assess and analyze reading comprehension in English as a second language. For this reason, the strategy was applied with some of the graphic organizers and readings selected according to the program “Aprendizajes Clave” by “Secretaria de Educacion Publica”. The strategy was design to accomplish a different way to make students read, because they used to read and not focus on the text, moreover, based on my experiences, some of the teachers used to give them texts and no help them to organize and to make an analysis.

After designing the activities, I had to applied them to the students to obtain information that allowed me to analyze the problems confronted and the possible solutions to the following sessions. Finally, I could obtain the information to conclude the strategy effectiveness according to the students’ activities, reaction and participation.

This proposal was interesting because it helped to the learning and teaching practice taking into account the problems confronted over the practice periods. And I realized that the strategy could be used not only in a junior high school in the English subject but also in other educative levels.

2.5 What is Known About the Topic?

To accomplish this pedagogical essay was necessary to reinforce the topic of study “The Use of Graphic Organizers to Improve Reading Comprehension in an EFL Classroom of a Junior High School” with a theoretical base. The topics are in a hierarchical way, having “Reading skill” as the first topic, and, at the end the topic “EFL classroom”.

2.5.1 Reading Skill

Through my experiences in the teaching practice, I realized that reading has been an important skill because the students acquired knowledge about some topic, moreover, they get new vocabulary. As Harmer (2010) says, reading is useful to acquire language. Also, it helps students to get knowledge about vocabulary, spelling, and writing. Thus, I consider that it is important for the language learning, it has benefits for our students, even if some teachers and students consider it as a boring activity.

According to Ur (1996) “reading means “reading and understanding”. A foreign language learner who says “I can read the words but I don’t know what they mean” is not reading. In this sense, he or she is merely decoding or translating written symbols into corresponding sounds”. I agree with what the author mentions about the reader who begins to read in English. Based on experiences with students, it has been observed that they only read but do not understand what they read, just recognize the symbols and words.

Furthermore, Essberger (2020) says that reading is the process to look at series of written symbols and get meaning from them. When we read, we use our eyes to get written symbols like letters or punctuation marks but, when we convert those written symbols to words, sentences, and paragraphs to communicate something we use our brain. Also, the author claims that reading is a receptive skill, with which we receive information. During my work as teacher trainee, I could realize that sometimes we ask to students to read but, we forget an important aspect to consider when reading, ask about what the text was about helping to students to use their brain. For this reason, through the practice periods, I decided to read step by step with the students to understand the texts.

2.5.1.1 Reading Sub-skills

Reading has sub-skills and Harmer (2010) divided them on three things that students need to be able to do when reading is required:

- Scan. When students read for particular information, searching for something.
- Skim. Students read to get a general idea about the text,

- Read for detailed comprehension. Know what is behind the words.

However, for Scrivener (2005) there are only two ideas or ways to read:

- Skimming. To read quickly (not a complete reading) and get principal ideas.
- Scanning. To read quickly (not a complete reading) and find specific information.

Thus, considering what the authors mentioned, in my reading strategy we used the subskill “scan”, called “scanning” too. It was selected because the use of graphic organizers asks to find a specific information after reading the text, moreover, to organize the information to a better comprehension of what was read.

2.5.1.2 Types of Reading: Extensive and Intensive

There are types of reading and Harmer (2010) says that there are two:

- Extensive reading. That is when students read outside the classroom: novels, web pages, newspapers, magazines, etc. It is a reading for pleasure.
- Intensive reading. Happens inside the classroom, when teacher asks them to work on specific kind of text accompanied by activities of study, also asking them to look for specific grammar or vocabulary and then use that information in some learning activity

Also, Vocal Media (2018) claims that extensive reading refers to read for joy. The reader will be exposed to an extensive range of vocabulary and grammatical structures. Also, intensive reading follows a shorter text, doing activities, and learning in detail helping students to understand the grammar and syntax of the language. For foreign language learners, reading a short paragraph and then answer questions about that text or another activity related to the learning purpose.

Maria (2020) stated that intensive reading is when the principal focus is on testing, evaluating, and increasing knowledge. Reading intensively includes note-taking and pay attention detailly. While, extensive reading is reading for fun, there is anything necessary like fluency or total comprehension to read something extensively. Also, she said that “it’s not vital to understand every single word in order to get the general idea of a particular passage” when the reader read in an extensive way. One of the ideas of extensive reading is to make stronger the language skills.

Considering what the authors says about the types of reading, in the activities done over the practice periods, we can find that intensive reading was used despite of asking students what they liked to read so, the characteristics of the graphic organizers and the purposes stated in “Aprendizajes Clave” (2017) within the English lessons influenced in the selection of texts.

2.5.1.3 Reading Stages

Reading stages was considered one of the important topics in this investigation because my reading strategy consisted to read step by step according to the stages that Campos (2020) mention. These stages can help to carry out a reading lesson, moreover, it helps to students to familiarize with the text. The following are the three stages:

- **Pre-reading:** teacher establishes activities that should help students think about what they know about the topic or predict what they will read, the purpose of this stage is to determine a purpose for reading, to improve the students’ vocabulary and to predict what they are going to read. Some of the activities that could be used for the first stage are: KWL charts, True False questions or videos.
- **While-reading:** where teacher defines activities that help students to focus on aspects inside the text and to understand it better. Some of the activities that could be applied are: identify topic sentences, distinguish between general and specific ideas, identify connectors or coding text.

- **Post-reading:** this stage helps students understand the text, through critically analyzing what they have read. The activities that could be useful for this stage are: discussions or quizzes.

The three stages helped a lot to the third-grade students over the practice periods to read the texts. Considering what the author mentioned before, in the pre-reading the students predicted what they read answering questions to state what the text was about, then, in while-reading the students identified specific information like the language focus, finally, in post-reading the students answered the graphic organizer that I presented to them.

2.5.1.4 Reading Comprehension

As mentioned before reading is not only to decode symbols and to translate. Reading implies to understand and to comprehend what is written. So, Friedman (2019) stated that reading comprehension is the skill to make meaning from whatever text read. Is when the reader knows what words have been reading with the ability to look at the words and figure their meaning. Also, comprehend what is being read includes the ability to understand the meaning on each context presented.

Moreover, in the website K12 Reader (2014), was stated that reading comprehension is an intentional, active, and interactive process occurring before, during and after people read a specific writing. Also, when people read, they engage a variety of cognitive processes because they are understanding phonemes, phonics, and constructing meaning from the text. There are two elements in the process of reading comprehension: vocabulary knowledge and text comprehension.

Considering what the authors said, reading comprehension is an ability that has to be stimulated. For this reason, in the case of third-grade students, I decided to use several tools that helped to students to comprehend the texts used in class, like vocabulary lists, verbs list, questionnaires and graphic organizers. On the other hand, with second-grade students the stages could not be used for the asynchronous sessions.

2.5.1.5 Reading Comprehension Levels

Reading comprehension has their levels, there are three levels of understanding in reading comprehension according to Roundy & Danahy (2016):

- **Literal meaning:** what the text says. It is an important level of understanding because it provides the foundation for the other levels of comprehension, more advanced. The type of information that could be identified as literal meaning is: the main idea, stated facts, sequence of events and characters in the story.
- **Inferential meaning:** this level involves determining what the text means. Determining inferential meaning requires to think about the text and draw a conclusion. The information that could be identified is: generalizations, cause and effect relationships, future predictions and unstated main idea.
- **Evaluative meaning:** is what the text is telling us about the world outside the story. The reader should analyze what they have read and then, form an opinion based on the information read.

Over the practice periods, the literal meaning level was considered for the focus groups because of the results obtained in the reading comprehension tests and the results in the PISA assessment. Based on what the authors mentioned, this level means that the students understand the main idea of the text, being the base to the advanced levels, inferential and evaluative.

2.5.1.6 Barret Taxonomy

Following the topic of reading comprehension levels, Solé (2004) tells us that evaluating is a fact that implies know a deep procedure from a diagnostic, applying a rubric and analyzing the results. For this, some specialists incorporated a taxonomy into the reading comprehension, it was called “Barret taxonomy”. The author stated that a taxonomy

evaluation conceives the reading as a group of periods characterized by specific skills, like: know the meaning of the words, formulate inferences, get the author's purpose, etc.

This taxonomy has two dimensions: cognoscitive and affective. Both areas allow a development of the critical and creative thinking. These dimensions stimulated by three categories: literal comprehension, reorganization, and critical reading to finish with the appreciation of the reading. The cognoscitive dimension goes to the logical-meaning processes, that is, the literal comprehension and the reorganization, both should have the control of specific comprehension skills: draft, synthesis and summary.

The purpose to had found a taxonomy to evaluate reading comprehension was to classify the students in a level before applying the reading strategy in my activities to know their abilities towards reading texts. Considering what the author said, I identified that the second and third-grade students were in the "literal comprehension" because they only identified and understood the main idea of a text.

2.5.1.7 PISA Assessment

OECD (2019) recognizes that reading is a daily activity for most of people and each education system needs to prepare students to read and to be able to adapt to the different scenarios in what they will need to read while they are growing up. The information that I found about PISA assessment was one of my references to start with my investigation because I identified a problem not only in other countries but also in our Mexican country.

PISA is the name of the reading comprehension assessment applied in 2018 to 15-year-old students around the world. It looked interesting for me since there is information that notices the process of the assessment and shows the results obtained in each country where it was applied. The PISA's framework identifies three processes, it includes:

- Locating information, as the first cognitive process where the readers only search for a specific information, they only scanned, located, searched and selected the relevant information from a text
- Understanding, where the readers should be involved in a mental representation of the content in a text, they should represent literal meaning, integrate and generate inference in a text.
- Evaluating and reflecting, with three specific cognitive process: assessing quality and credibility, reflecting on content and form and corroborating and handling conflict.

Moreover, OECD (2019) mentions the PISA results after assessing reading. They divided eight levels in which are presented what students can do when reading, starting with the difficult level (level 6: the reader can reflect deeply in relation to the text content) and ending with the basic level (1c: the reader can understand and affirm simple sentences on a literal level).

The results say that only 77% of students on average across OECD countries reached at least the level 2 proficiency in reading. This level refers to they were able to identify the main idea in a text, they could reflect on the overall purpose, and compare claims. Also, around 8.7% of students on average across OECD countries were in a high level 5-6. It means that students were able to comprehend long texts, deal with concepts, and distinguish between fact and opinion. So, in most of the countries, the students achieved the level 2 that is considerable as the “minimum level of proficiency” that students should acquire by the end of their secondary education. Therefore, these results allowed me to identify what students can do when reading, linking it with the results that students obtained in the reading comprehension tests applied, I identified that they were in the basic comprehension level that is “literal meaning” for Roundy & Danahy (2016), and “logical-meaning” for Solé (2004) in the Barret taxonomy.

2.5.2 Graphic Organizers

In addition to talk about reading and the several aspects that should be considered when teaching reading, is the opportunity to talk about graphic organizers, that was the tool used in my investigation for reading comprehension. The website Jodi Durgin (2020) state “A graphic organizer is a visual display that organizes ideas and shows the relationships between concepts or information. Graphic organizers guide children’s thinking and help them to comprehend what they read”. Also, Hossfeld (2014) says that a graphic organizer is just a tool, it can be in a digital form or in a worksheet providing to register information communicating it through pictures, diagrams, charts or whatever visual aids.

While ICT-Education Consultants (2007) mentions that there are different techniques to determine a relevant idea in a text, and the graphic organizers allow us to organize the information in a visual and hierarchical way. It is important to say that the use of a graphic organizer will depend on the information that requires to extract. Also, is mentioned that the mind maps are one of the tools with a high potential in an educative area as in general areas outside education.

According to Teran & Apolo (2015), the purpose in an educative environment has been the potential of students’ learning using the different types of graphic organizers that exist, being the representation of the knowledge in a visual way. This is part of a teaching strategy for teachers to help students to comprehend concepts in a text, there are graphics that their use would depend on the objective to achieve.

Also, the authors mention that the objective of a graphic organizer is to make easier the comprehension about a specific topic that sometimes could be difficult. We could develop our abilities with this method, because if we use them constantly, we would be accustomed to organize our information. There are benefits to use a graphic organizer as a learning strategy:

- Clarify our thinking.
- Reinforce of comprehension.
- Integrate a new knowledge.

- Remember new information.
- Identify wrong concepts.
- Evaluate.
- Develop high thinking abilities.

Benard (2012) says that the use of graphic organizers had impacted on the education, many teachers have used a diagram as a learning strategy to improve reading comprehension. Also, a graphic organizer stimulates on the students learning styles:

- Visual: that helps students to create mental images to retain information. Visual learners learn better with this method, using diagrams or charts.
- Logical-mathematical: helping students to use logic organizing, classifying and categorizing information.
- Verbal-linguistic: helps to students organize words to make sense.

So, considering what the authors says, I decided to use graphic organizers because of their effectiveness in the education for a better reading comprehension, moreover, the organization of the information in what is read.

2.5.2.1 Types of Graphic Organizers

There are many types of graphic organizers but in the investigation of Teran & Apolo (2015), we can find some of the graphic organizers that could help to comprehend what students read:

- **Synoptic chart.** There is a chart that has been used years ago to show information in a visual way, it can be organized with lines, keys or symbols to show a hierarchical information, always going into the general to the particular, from left to right.
- **Venn diagram.** The creator of this type of graphic organizer was the British mathematician and philosopher John Venn, who tried to show graphically the

mathematical or logical relationship that exists between different groups of elements.

- **Flow chart.** They are graphical representations of the sequences of instructions of an algorithm or the steps to be followed in a given process. They are used in the areas of programming, economics, industrial processes, psychology, etc.
- **Organization chart.** They are used to graphically represent the structure of a company or of one of its areas or administrative units, showing the relationships (vertical and horizontal) between the parts that make it up.
- **Cause-effect diagram.** This graphic organizer is part of visual learning and is very useful for students to take into consideration all the real and possible causes of a given event.
- **Timeline.** A timeline helps to order a series of events about a specific topic. The information should be in order to comprehend the periods.
- **Infographic.** Is the way to present in a graphic way an idea or concept about specific topic, doing it as a poster with relevant information.
- **Min map.** It helps to show in a graphic way a concept of an idea or a general topic, it has to be organized and its structure is circular. It is effective and practical to extract and to process the information.
- **Concept map.** There is not more than a graphic representation of a topic with its concepts, it could be represented by symbols and information taking account a hierarchical organization and forming information with connectors.

Rubio (2021) says that also exist:

- **Comparative chart.** Consists in charts where it pretends to notice the principal differences and similarities between two or more elements. There are useful to indicate advantages and disadvantages too.
- **Circle of characteristics.** Drawing a circle with the topic in the middle and around of the circle writing the principal characteristics of the topic. This graphic organizer is useful on the educative area, sometimes it could be a motivation for students to only fill the circles given.

Tuesta (2020) says that exists the **double entry chart** as a graphic organizer used to systematize information. It allows contrasting the elements of a topic. It is formed by variable number of columns in which the information is read vertically and the comparison between the elements of the columns is established.

According to National Behaviour Support Service (2020) we have a graphic organizer named **KWL chart** (Know, Want and Learn) that is a strategy that provides a structure to activate and build prior knowledge, establishing a purpose for reading and summarizing what was learned. This strategy can help students to reflect and to evaluate their learning, and could be useful assessment tool for teachers.

Reading Rockets (2020) talks about another helpful graphic organizer to use in the classroom, **the story map**, a strategy to help students learn the elements of a book or story identifying story characters, plot, setting, problem and solution. With this, students should read carefully to learn the details of the story. There are three reasons to use story maps:

- Improve students' comprehension.
- Provide students with a framework for identifying the elements of a story.
- Help students of varying abilities organize information and ideas efficiently.

Therefore, the graphic organizers were the principal aspect to consider in my investigation since I decide to used them for reading comprehension. Considering the several types of graphic organizers that the authors mention, I identified that I could not use all the graphics because of its characteristics, moreover, the purposes that the program “Aprendizajes Clave” (2017) stated.

2.5.3 Teaching-Learning Methodologies

As INTESOL (2014) claims “Throughout the history of teaching languages, a number of different teaching approaches and methodologies have been tried and tested with some being

more popular and effective than others”. Based on my experiences, the English language had been taught through different methodologies, some of them had been successful but, its effectiveness depends on the purpose of teaching and the experiences that we have as teachers.

Fortea (2019) says that a methodology is the answer of the question how to teach, methodology is the teacher and student performance during the teaching-learning process. A methodology implies to take into account some factors for its effectiveness as:

- Objectives
- Students’ characteristics (previous knowledge, motivation, learning styles, etc.)
- Teacher characteristics (teaching style, personality, etc.)
- Subject characteristics (area, level, theory or practical character, etc.)
- Material and physical conditions (students’ number, classroom characteristics, available resources, time, etc.)

Thus, in my investigation, I had to find a methodology that accomplished my purposes considering the virtual context and students’ characteristics taking into account the advantages and disadvantages of the methodologies and my objectives as a teacher. I found several methodologies to teach English as “PPP”, “TBL”, “flipped classroom”, “direct method”, “grammar translation”, “total physical response”, “communicative language teaching”, “silent way method”, “lexical approach” and “project-based learning”.

2.5.3.1 PPP Method

According to Weller (2019) PPP methodology is a lesson structure, a way to order activities in teachers’ lessons. Although is quite old, since 1960’s, PPP is the probably most common used in Teaching English as a Foreign Language (TEFL). It is also still popularly taught to new teachers. There are three stages to this lesson structure:

- Presentation stage. On this stage the language is introduced to the students. The aim is to make sure that the students are understanding the context.
- Practice stage. Here is when students will use the language in a controlled way. The aim is accuracy, and the error correction immediately is important while teacher is monitoring.
- Production stage. When students will use the language in a more open way. Here the focus is using the language as fluently and naturally as possible.

According to Weller (2019), there are some of the advantages and disadvantages of using PPP method inside English classroom.

Advantages:

- It is easy to learn for new teachers
- It is very flexible
- It is easy to plan for, and has a logical progression
- It works for most types of class, including larger classes
- Most course book use this, or similar, method to structure their lessons and chapters

Disadvantages:

- Research shows that it may not be the best way to teach or learn a language
- Weaker learners may overuse the target language from the practice sessions
- Learners may not be sure how to use target language in different contexts
- It can be boring if is used repeatedly for higher level students

2.5.3.2 Task Based Learning Method

As PPP method, Task Based Learning (TBL) is a lesson structure. Weller (2019), says that TBL is a good way to get students engaged and using English, this builds confidence with language and social situations. It is known with how students actually learn a language.

Weller (2019) mentions that a task requires to create something, could be a presentation, piece of text or a recorded dialogue. It involves meaningful communication, a gap between what students know to prompt communication. The students can choose how to complete the task and which language they use to do. This task could be working on the solution to a practical problem, planning a complex journey or deducing missing information. Also, the task could be supporting an opinion, like arguing for a favorite competitor in a TV show.

TBL has three stages:

- Pre-task. Teacher introduces the task to students and try to engage them, to motivate students, teacher could show students an example of the completed task. The focus of this stage is to engage, set expectations and give instructions.
- The task. Small groups or pairs are good. There are some ways to go about designing a task, but usually it should involve a gap. Here, the focus is fluency, using the language to communicate without falling into L1 unless really needed.
- A review. When students have completed the task, it is time for a review. Peer reviews are preferable, or during a monitoring the correction is useful. This stage focuses on accuracy, reflecting and analyzing on their completed work.

Weller (2019) also mentions some of the advantages and disadvantages using TBL.

The advantages are:

- Student interaction is built, as they need to communicate to complete their task
- Students' communication skills improve
- Students' confidence can improve
- Students' motivation can improve
- Students' understanding of language can be deeper, as it is used in real contexts

The disadvantages are the following:

- Tasks have to be carefully planned to meet the correct criterion
- It can take longer to plan
- It is also time-consuming adapting PPP-style course book lessons
- Students can avoid to use the target language to complete the task

Also, the author mentions three reasons why TBL sessions go badly and some recommendations:

- If tasks are not well designed, because there is no gap in the task. Recommendation: design the task with one of the communicative gaps.
- If students are bored, because the topic is not interesting for them or the topic was not presented clearly. Recommendation: choose interesting topics, context and material for students.
- If students are too excited, because they already want to complete the task. Recommendation: be clear about the minimum criterion. If it is possible, quantify it.

2.5.3.3 Flipped Classroom Method

Another important method is flipped classroom and according to Michigan State University (2021) flipped classroom is a pedagogical approach in which direct instruction moves from the group learning space to the individual learning space, and the resulting group space is transformed into a dynamic, interactive learning environment where the teacher guides students as they apply concepts and engage creatively in the subject matter.

Dunn (2014) claims that there are six easy steps to implement a flipped classroom:

- Plan. Figure out which lesson in particular you want to flip. Outline the key learning outcomes and a lesson plan.
- Record. Instead of teaching lesson in-person, make a video. A screencast works. Make sure it contains all the keys elements.
- Share. Send the video to students. Make it engaging and clear. Explain that the video's content will be fully discussed in class.
- Change. An effective way to discuss the topic is to separate into groups where students are given a task to perform. Write a poem, a play, make a video, etc.
- Regroup. Get the class together to share the individual group's work with everyone. Ask questions, dive deeper than ever before.

2.5.3.4 Direct Method

INTESOL (2014) says this method only uses the target language that students are trying to learn. The main focus is oral skill and it is taught via repetitive drilling. Grammar is taught using an inductive way and students need to try and guess the rules through the teacher's oral presentation.

2.5.3.5 Grammar Translation Method

In the same investigation of INTESOL (2014) mentioned that this method of teaching English is grammar heavy and depends a lot on translation. It is commonly used to learn a language in a traditional way. Some countries prefer this style of teaching because the main idea is that students learn grammar rules and at the same time, they are able to translate sentences. This method is common for students who want to study literature in a deeper level.

2.5.3.6 Total Physical Response Method

Rowland (2021) states that this is a method of teaching language or vocabulary concepts using physical movement to react to the verbal input, the process mimics that student learn

their first language and it reduces students' stress. The purpose of this method is to create a brain link between speech and action to encourage language and vocabulary learning.

When do we have to use it? Rowland (2021) says that this method works best when teaching vocabulary connected with action. It is an effective strategy to use in the English language students also, with native speakers when is time to learn new words.

2.5.3.7 Communicative Language Teaching Method

Rhalmi (2009) stated that as the language teaching has been changing and was questioned by some linguistics like Chomsky, this method appeared, CLT is an approach that emphasizes interaction. This method focusses on these variables:

- Communication: activities that involve real communication promote learning.
- Tasks: activities in which language is used to carry out meaningful tasks supports learning process.
- Meaning: language that is meaningful and authentic to the learner boosts learning.

2.5.3.8 Silent Way Method

According to British Council (2021) the silent way is a methodology of teaching language based on the idea that teachers should be as silent as possible during the class, but learners should be encouraged to speak as much as possible. These are three principles:

- The learner needs to discover or create.
- Learning is made easier by the use of physical objects.
- Learning is made easier by problem-solving using the target language

2.5.3.9 Lexical Approach

We can find the lexical approach being a way of teaching language based on the idea that is made up of lexical units rather than grammatical structures. The units are words, chunks formed by collocations and fixed phrases (British Council, 2021). Besides, Ramírez (2012) says that the lexical approach identifies lexis as the basis of language and focuses on the principle that language consists of grammaticalized lexis. The lexical approach consists of the capacity to understand and to produce lexical phrases as non-analyzed entities.

Considering what Nordquist (2019) says, we can find that the term lexical approach was introduced in 1993 by Michael Lewis who observed that the language consists of grammaticalized lexis, not lexicalized. The idea of this method is that rather than have students memorize lists of vocabulary, the students would learn using phrases, word combinations, as chunks.

2.5.3.10 Project Based Learning Method

Schuetz (2018) says that this method exists as an instructional approach designed to give students the opportunity to develop knowledge and skills through engaging projects around challenges and problems that may face in the real world, the PBL model consists of seven characteristics:

- Focuses the student on a big open-ended question, challenge, or problem to search and respond to and solve.
- Brings what students should academically know, understand, and able to do into the equation.
- Is inquiry-based.
- Uses 21st century skills such as critical thinking, communication, collaboration and creativity.
- Builds student choice into the process.
- Provides opportunities for feedback and revision of the plan and project.
- Requires students to present their problems, research process, methods and results.

On the other hand, despite having several methodologies to teach English I did not identify a methodology that fit my English lessons and my purposes within the virtual context and the students' opportunities. So, I decided to find the way to incorporate some aspects of the methodologies that I had experience with and create a hybrid, this hybrid is mentioned in chapter two.

2.5.4 Online Teaching

The COVID-19 pandemic allowed me to have experiences working online with the students. It also allowed me to enhance my technology knowledge and to find the best way to carry out the lessons in asynchronous and synchronous sessions. Law (2021) mentions that online teaching is the process of educating others via internet. Different methods can be used as one-on-one video calls, group video calls and webinars. Virtually any topic or skill can be taught online.

Therefore, a teacher who works online needs to be comfortable with computers and internet. Because interactions with students will take place on messaging platforms, email and video calls. Many teachers need to create digital resources to share with students, as "PowerPoint" presentations, videos, audio lectures and pdf guides (Law, 2021).

Considering what the author mentions, I decided to use PowerPoint presentations in my synchronous sessions to carry out the English lessons in "Google Meet". The presentation consisted on; show to students the text to read, answer the graphic organizer according to the instructions, and the brief explanation of the language focus. Also, I tried to make striking the presentations to students feel comfortable with the material. The PowerPoint presentation helped me to do the class step by step and to have the students' attention.

2.5.5 Online Learning

As mentioned before, students had to take classes online through the COVID-19 pandemic. Fundación Auna (2020) shows some advantages and disadvantages of online learning:

Advantages:

- Time savings.
- Affordable.
- Quality.

Disadvantages:

- Sometimes there is not a feedback.
- A lot of time in front a computer.
- Irresponsibility, do not have pressure to go to school and do homework at time.

Over the practice periods, I had several problems confronted because the second-grade students took asynchronous English lessons. For this reason, I identified a lack of communication that did not allow to expose doubts about the activities. Moreover, the situation did not allow me to sent feedback to the students about their activities. So, I consider that their learning was not successful. It was difficult because as mentioned at the beginning of this document, some of the students did not have internet or a device.

2.5.6 EFL Classroom

This investigation was carried out inside an EFL classroom because as Oxford University Press ELT (2011) says, an EFL classroom is in a country where English language is not dominant. The students share the same culture and also there are few opportunities to use the English. In an EFL classroom, students need:

- Practice a lot, using the language, especially orally. Try to get them speaking inside the classroom and teach them where to practice speaking English outside the classroom.
- Exposure to living English.

- Reasons to learn English and motivation to stick with it. Find about students' passions and attached English into them.

I have to say that the opportunities for the COVID-19 pandemic and the focus groups characteristics did not allow to practice the language since the students did not want to participate in the synchronous sessions and the instructions were not followed in the asynchronous sessions.

2.6 Key Questions this Case will Attend

Finally, after supporting the topic with a theoretical base and considering the context and students characteristics, I decided to carry out the following four key investigation questions during my investigation. They were answered in chapter two according to the analysis in the teaching experiences and the students' results.

- What methodology of teaching-learning attends the virtual context of the focus groups?
- How can graphic organizers support reading comprehension in the focus groups?
- What would be the students' reaction to graphic organizers?
- How did graphic organizers improve reading comprehension in the focus groups?

3. CHAPTER TWO: TOPIC DEVELOPMENT

This chapter is about the answers to the four key questions of the topic of study “The use of graphic organizers to improve reading comprehension in an EFL classroom of a junior high school” reflecting on the teaching practice and showing the results obtained over the investigation exercise.

3.1 What Methodology of Teaching-Learning Attends the Virtual Context of the Focus Groups?

As Hernandez (2021) claims “It is important to state that a didactic methodology implies a concrete way of teaching, a method implies a way and a concrete tool that we use to transmit the contents, procedures and principles to the students and accomplish the learning objectives proposed by the teacher”, in this investigation question I analyzed three of the methodologies mentioned in chapter one to create a hybrid methodology that attended the focus groups context.

Also, Hernandez (2021) says that there are some factors that we have to consider if we want to select a methodology for our classes, are the following:

- Previous experience as teacher.
- Own ideas about what we want to teach and what we want our students learn.
- To have connection between methodology and teaching objectives.
- Students’ age and level.
- Contents, topics to teach.

Thus, I decided to consider the aspects that the author mentions taking into consideration my experience as an English teacher trainee, my ideas of what I wanted to teach. So, I created the hybrid methodology extracting the stages of two methodologies connecting them to my

objectives, students' characteristics and the contents in the English lessons stated in "Aprendizajes Clave" (2017).

3.1.1 Creation of a Hybrid Methodology

The creation of the hybrid methodology started doing a subjective assessment on the three methodologies selected ("PPP", "TBL" and "Flipped classroom") using the "Likert Scale". According to Muguira (2020), the "Likert Scale" is one of the types of measurement scales used in market research to understand the opinions and attitudes of the consumer towards a brand, product, or target market. This scale has been using to measure and learn about the degree of conformity by a person. I considered to use this scale for its characteristics and its facility to use.

The author also mentions that the responses can be offered at different levels of measurements, allowing for scales of 5, 7, and 9 pre-configured items. They should always be a neutral item for those users who neither agree nor disagree. The scale that I used to analyze the three methodologies was modified following the "Likert Scale" characteristics:

0	1	2	3	4	5	6	7	8	9	10
No useful	Rarely useful		Sometimes useful		Useful			Very useful		

The following chart refers to the analysis of TBL methodology. As we can see this methodology could be used with third-grade students. On the other hand, it could not be used in second grade.

<i>TBL method</i>		
<i>Stages to consider in this method</i>	<i>Assessment 0-10 (Third-grade)</i>	<i>Assessment 0-10 (Second-grade)</i>
<i>Pre task to introduce, engage students.</i>	8	0
<i>Main task to use the language.</i>	8	5
<i>Review reflecting, analyzing, to give feedback.</i>	8	0

The next chart analyzes the PPP methodology. As the chart shows, I could use PPP method with third-grade students selecting some of the stages (warm-up, practice and production), while with second grade, I could use only the practice stage.

<i>PPP method</i>		
<i>Stages to consider in this method</i>	<i>Assessment 0-10 (Third-grade)</i>	<i>Assessment 0-10 (Second-grade)</i>
1. Warm up to get students alert and relaxed.	10	0
2. Presentation introduction to the topic.	7	0
3. Practice to practice with the language with controlled activities.	8	8
4. Production to produce something with the language, semi-controlled activities.	8	2
5. Wrap up to check for understanding.	7	0

Finally, I assessed the flipped classroom method. I identified that this method could not be used with second grade because of their asynchronous sessions. On the other hand, I could use it with third grade but, based on the experiences they did not watch the videos that I sent to them.

Flipped classroom method		
Stages to consider in this method	Scale 0-10 (Third-grade)	Scale 0-10 (Second-grade)
1. Record a video explaining a unit.	9	0
2. Send to students the video and focus on it.	7	0
3. Discuss the topic or doing a task.	8	0
4. Review the task asking questions.	7	0

Therefore, according to the assessment and analysis of PPP, TBL, and Flipped classroom methodologies, I decided to mix PPP and TBL methodologies taking stages of each one. However, with second grade there was a hybrid methodology completely different since the students were working in asynchronous way. The following chart shows the methodology proposal:

Methodology proposal for 2A group
<i>Stage taken from PPP method</i>
Practice and production Sending to students controlled and semi-controlled activities in worksheets on the WhatsApp group.
Evaluation Checking the product of the week with a checklist and sending feedback to students.

While with third grade, I decided to create the following methodology proposal:

Methodology proposal for 3D group	
<i>Stages taken from PPP method</i>	<i>Stage taken from TBL method</i>
	<p>Pre task</p> <p>Sending to students an input as reading and sometimes a video too, to introduce the topic and engage students.</p>
<p>Warm Up</p> <p>Doing activities or games to get students alert and relaxed in the online session on Google Meet, it could be a free topic or related to academic topics.</p>	
<p>Practice</p> <p>In the online session on Google Meet doing some tasks to practice with the language with controlled activities, they could be oral (by the microphone) or written activities (by the online chat).</p>	
<p>Production</p> <p>Giving to students a task taking account the reading sent and the graphic organizer planned to do for this investigation.</p>	
<p>Evaluation</p> <p>Checking the product of the week with a checklist and sending feedback to students.</p>	

3.2 How can Graphic Organizers Support Reading Comprehension in the Focus Groups?

The purpose of this second investigation question was to analyze the several graphic organizers mentioned in chapter one, and choose those that attended the objectives of the English lessons over the practice periods with second and third grade. Moreover, to notice about the activities planned into the hybrid methodology.

3.2.1 Analysis of Graphic Organizers

First, I used the same “Likert Scale” to assess each of the graphic organizers:

0	1	2	3	4	5	6	7	8	9	10
No useful	Rarely useful		Sometimes useful		Useful			Very useful		

Then, I considered the characteristics of each graphic organizer mentioned by the authors in chapter one to assess them, the following chart shows the analysis:

Graphic organizer	Use	Scale 0-10
Synoptic chart	To show information in an organized way about a specific topic.	7
Venn diagram	To show graphically the mathematical or logical relationship that exists between different groups of elements.	0
Flow chart	To show the sequences of instructions of an algorithm or the steps to be followed in a given process.	0
Organization chart	To represent the structure of a company.	0
Cause-effect diagram	To take into consideration all the real and possible causes of a given event.	10
Time line	To order a series of events about a specific topic.	7
Infographic	To present an idea or concept about specific topic, doing it as a poster with relevant information.	9
Mind map	To show a concept of an idea or a general topic in an organized way.	10

Concept map	To show a topic with its concepts, represented by symbols and information taking account a hierarchical organization.	9
Comparative chart	To indicate advantages and disadvantages or things in common between two or more ideas.	10
Circle of characteristics	To write some principal characteristics of a specific topic.	9
Double entry chart	To systematize information and to contrast the elements of a subject.	10
KWL chart	To activate or to build prior knowledge by students and assessment tool for teachers.	8
Story Map	To help students learn the elements of a book or story identifying story characters, plot, setting, problem and solution.	9

After doing the assessment of each graphic organizer, I chose the possible ones that I used according to my objective in each lesson over the practice period. Not all the graphics were used because of the contents carried out stated in the “Aprendizajes Clave” (2017). The following chart shows this selection:

Graphic organizer	Use
<i>Synoptic chart</i>	To show information in an organized way about a specific topic.
<i>Cause-effect diagram</i>	To take into consideration all the real and possible causes of a given event.
<i>Infographic</i>	To present an idea or concept about specific topic, doing it as a poster with relevant information.
<i>Mind map</i>	To show a concept of an idea or a general topic in an organized way.

<i>Concept map</i>	To show a topic with its concepts, represented by symbols and information taking account a hierarchical organization.
<i>Time line</i>	To order a series of events about a specific topic.
<i>Comparative chart</i>	To indicate advantages and disadvantages or things in common between two or more ideas.
<i>Circle of characteristics</i>	To write some principal characteristics of a specific topic.
<i>Double entry chart</i>	To systematize information and to contrast the elements of a subject.
<i>KWL chart</i>	To activate or to build prior knowledge by students and assessment tool for teachers.
<i>Story Map</i>	To help students learn the elements of a book or story identifying story characters, plot, setting, problem and solution.

Thus, the activities stated in the lesson plan of second grade were carried out in the same way for all sessions with controlled and semi-controlled activities requested for the headteacher (see appendix P). As Jhonson (2012) states, a controlled activity is when the student has no freedom in the response, all the responses are controlled by teacher and there is one correct response, the focus is on form rather than meaning. While, the semi-controlled activities focus on form and meaning. The teacher has some control and students have some freedom to express something themselves. Also, there is not one possible answer.

The following description is about the sample of the sequence used for the lessons:

- **Practice and production.** Controlled and semi-controlled activities in a worksheet. Teacher trainee will send to students the worksheet to the “WhatsApp” group and students should read the text and do the graphic organizer that is requested in the instructions.

- **Evaluation.** Teacher trainee will evaluate the worksheet of each student with different criteria in a checklist.

The following chart shows the lesson topic, the objectives, the material, and the graphic organizer that I used with second grade:

	Session 1	Session 2	Session 3	Session 4
Topic lesson:	How can we be prepared for and environmental emergency?			
Main aim of the lesson:	Students should be able to recognize some of natural disasters.	Students should be able to recognize and to use the imperative form to talk about instructions and advices.	Students should be able to use the imperative form and to recognize sequence adverbs to talk about instructions.	Students should be able to use the imperative form and sequence adverbs to make and infographic about what to do in case if a natural disaster.
Material:	Worksheets			
Graphic organizer used:	Mind map	Double entry chart	Double entry chart	Infographic

While with third grade, I carried out each session with a “PowerPoint” presentation and different material depending on the lesson purpose. The topic of the two first weeks was “What might have happened?”. In session one, the main aim was to make predictions using conditional type 1 in an affirmative way. Then use a double-entry chart to locate the causes and effects that were in the reading sent. According to the lesson plan (see appendix Q):

- **Pre-task:** “teacher will send to the “WhatsApp” group a video about the grammar structure “conditional type 1” in affirmative way, the student should watch it, and in the synchronous session review the topic. Also, teacher will send a reading named “What’s up with COVID-19?”. The student should read, and talk about it in the synchronous session”.
- **Warm up:** “teacher will ask each student to hold up the nearest thing to the left of them that they can, a remote, bag of chips, drink or sock. And then, teacher will ask to some students to describe the object and show it to the camera”.
- **Practice:** “in the synchronous session, teacher will ask to students form an orally affirmative sentence according to the context showed by teacher, for example: teacher shows a picture of a cause: “a graduated girl”. The students should say: “if she passes her exams, she will finish her university”.”
- **Production:** “teacher will send to students a chart to complete with affirmative causes and effects according to the text “What’s up with COVID-19?” read.
- **Evaluation:** “at the end of the class, students could ask for some questions if they did not understand something. When students send their evidence of the chart, teacher will assess with a checklist”.

For session two, the main aim was to comprehend a text and recognize cause and effect with the conditional type 1 in affirmative and negative way using a double entry chart. The sequence (see appendix R) was:

- **Pre-task:** “teacher will send to the “WhatsApp” group a video about the grammar structure “conditional type 1” in negative way, the student should watch it. Then in the synchronous class review the topic. Also, teacher will send a reading named “See you next vacation Canada”, the student should read, and talk about it in the synchronous session”.
- **Warm up:** “students will build a story one sentence at a time. The teacher will begin by giving the opening line. Each student adds another line to the story. The rules are that the next line has to make sense”.

- **Practice:** “Teacher and students will review the video sent days before about the conditional type 1 (-). Teacher will present a reading named “See you next vacation Canada” and read it step by step:
 1. Pre-reading
Ask to students: What is the topic? What do you think the text is about?
 2. While reading
Teacher will present a roulette where it will say the name of student that should participate reading a paragraph of the text.
 3. Post reading
Teacher and students will recognize cause and effect in the text using a double entry chart.
Finally, in the synchronous session using “Jamboard” teacher will ask to students to form affirmative or negative sentences depending on the sentence wrote by teacher”.
- **Evaluation:** “at the end of the class, students could ask for some questions if they did not understand something. When students send their evidence of the chart, teacher will assess with a checklist”.

Besides, we have sessions number three and four with the topic “What makes art, art?”. The main aim of the third session was to comprehend a text and recognize emotions mentioned in the text using a mind map (see appendix S). The sequence was:

- **Pre-task:** “teacher will send a feelings list and a text named “Feeling Artsy? Here's How Making Art Helps Your Brain”, the student should read. Then, talk about it in the synchronous session.”.
- **Warm up:** “teacher and students should show a picture of their favorite place, classmates should guess what place is, but the student that is showing the picture should give clues to guess”.
- **Practice:** “in the synchronous session, teacher will show to students a video clip named “What is art?” and then in a “PowerPoint” presentation will be some art pictures and students should answer how they feel depending on each picture.

Finishing that, students should show their pictures (homework of the last class) and say how they feel about it”.

- **Production:** “after that, students should make a mind map of the feelings that the author mentions about the art in the text read at the beginning. They should illustrate it”.
- **Evaluation:** “at the end of the class, students could ask for some questions if they did not understand something. When students send their evidence of the chart, teacher will assess with a checklist”.

In session four, the main aim was to comprehend a text and describe two artworks in a comparative chart. The activities were (see appendix T):

- **Pre-task:** “teacher should send to students a list of qualifying adjectives that will be required to use for the next activities.”
- **Warm up:** “teacher will present a “Kahoot” about questions of TV series, TV shows, Movies, Singers or topics that they may know. Students should login to the app and start playing the game”.
- **Practice:** In the synchronous class, teacher should present a reading about “Mona Lisa” and “Liberty statue”, the student should read participating according to the roulette. Then, using pictures in a “PowerPoint” presentation, teacher will model how to describe things using qualifying adjectives. After that, students should describe their artwork (the homework of class 3) with their cameras on, using the qualifying adjectives and emotions.
- **Production:** “students should do a comparative chart about the text read at the beginning”.
- **Evaluation:** “at the end of the class, students could ask for some questions if they did not understand something. When students send their evidence of the chart, teacher will assess with a checklist”.

In session five about body systems, the main aim was to comprehend a text doing a mind map identifying body systems. The sequence was the following (see appendix U):

- **Pre task:** “teacher will send to the “WhatsApp” group a video about the body systems; students should watch it and answer some questions that teacher will send too. <https://www.youtube.com/watch?v=9eu1bbOy5xw>”.

Questions:

1. How many systems do we have in our body?
2. The _____ system protect our organs from thing that could hurt us.
3. What is the system that send neural signs?
4. Integumentary means _____, _____ and _____ from our _____ to our _____.

- **Warm up:** “teacher and students will play a random “Kahoot”.”.
- **Practice:** “in the synchronous session teacher will use a roulette to ask participation according to what name appears. Students should read the text presented in the slide.

1. Pre-reading

What the text is about? Put the name of each body system according to the paragraph.

What is the correct image for each system?

2. While reading

Pay attention to the elements of each system

3. Post reading

Teacher will send to students the links of two games about the body systems. They should play and send screenshot of the score. <https://happylearning.tv/en/word-search-respiratoy-system/> and https://www.abcya.com/games/skeletal_system.

- **Production:** “teacher will explain the product of the week: “do a mind map about the body systems that the text mentions”. This activity will be as homework; students should send it on Friday”.
- **Evaluation:** “at the end of the class, students could ask for some questions if they did not understand something. When students send their evidence of the chart, teacher will assess with a checklist”.

In session six, the topic was “Clothes and colors”. The main aim was to comprehend a text by doing a chart identifying clothes and colors. The activities were (see appendix V):

- **Pre task:** “teacher will send to the “WhatsApp” group a video about clothes and colors. Students should watch it and do the activity identifying the clothes and colors according to the picture. <https://www.youtube.com/watch?v=MEtIGQro12Y>”
- **Warm up:** “teacher will ask to students turn on their cameras to show clothes or objects with the color that she says. Example: “Show us white socks” “Show us something with color green”.”
- **Practice:** “in the synchronous session, teacher will use a roulette to ask participation according to what name appears. Students should read the text presented in the slide”.
 1. Pre-reading
What the text is about?
 2. While reading
Pay attention to the clothes and colors mentioned
 3. Post reading
Teacher and students will answer a chart about the text, identifying clothes, objects and colors mentioned there.
- **Production:** “teacher will dictate some instructions and students should draw what they heard about clothes and colors”.
- **Evaluation:** “at the end of the class, students could ask for some questions if they did not understand something. When students send their evidence of the chart, teacher will assess with a checklist”.

3.2.2 Graphic Organizer Checking

Despite the application of activities, at the end of the week, I checked the product of each student. However, I realized that exists two different terms to check the students’ evidences, “evaluating” and “assessing”. According to Easy LMS (2020) assessment is the process of documenting and using empirical data to measure knowledge, skills, attitudes, and beliefs. Teachers try to improve the students’ path towards learning. On the other hand, evaluation is judgmental and focuses on grades. It can be used as a final review to gauge the quality of instruction. It is product-oriented, which means “What has been learned?”.

Therefore, I decided to use the evaluation to check the products of each student using checklists with different aspects that students had to accomplish according to the main aim of the lesson and considering the graphic organizer proposed (see appendix W). This idea helped me to evaluate the students' activities and give feedback to the third-grade students.

3.3 What Would be the Students' Reaction to Graphic Organizers?

The purpose of the third investigation question was to know the students' reaction towards the activities done over the practice periods. With second grade group, I considered the observation of the students' activities. While with third grade group, I considered the participation and the students' evidences of the graphic organizer used in the sessions.

3.3.1 Second-grade Students

In the case of second grade, I did not send the activity in week one because of the indications by the headteacher since the students should finish their pending activities in the English and other subjects. While, sessions two, three, and four were carried out sending through the "WhatsApp" group the worksheets on its corresponding week with the delivery instructions.

Thus, I identified that most of the students did not read the instructions of the worksheets, (also written on the "WhatsApp" messages) because they should read the texts and answer the activities according to the information that was there but, some of the students answered with different information that was not in the text. Besides, they sent another graphic organizer that I did not asked to do. For example, in the fourth week the product was to do an infographic, and most of the students sent a mind map or a concept map.

Moreover, I identified that the students did not react well to the activities because some of them sent their evidence out of time. They did not follow the instructions. Also, I identified that they used L1 to answer the activities, and I consider that it was not necessary because the information that they should write on the activities was in the text. I realized that the

students did not have the disposition to do the activities since there were students who only read the messages and did not do any activity.

3.3.2 Third-grade Students

With third grade, in the first session I identified that they did not like to have their cameras turned on. It was not a problem; the interaction was the same because they preferred to use the microphone or the chat. In the practice stage, the students were quiet because they did not participate when I asked to do. Furthermore, in the session, I realized that the students did not watch the video sent to the “WhatsApp” group, so I decided to present it in class but, it was freezing for the internet connection and cut off the time of the session. Also, it allowed me to take the decision not to send a grammar video. I felt that this kind of videos were boring and they prefer I explain the topic.

I have to mention that during the week, there were no messages with questions about the homework (answer the double-entry chart). But, at the moment to evaluate the students’ activities was necessary to send feedback to each one to correct their mistakes because the double-entry chart was not answered as I asked to do. There were few common mistakes; one of them was the confusion between the cause and the effect in the chart columns; the other was the information not related to the text.

Due to the experience in session one, was necessary to do some changes in the session two. The principal change that I did was the place of the tasks on the stages. I decided to use the text within the online session, read it together, and answer the graphic organizer. Also, explain better in the session for the students try to send their product according to the instructions. For then, at the end of the week send feedback according to the results obtained in the evaluation with the corresponding checklist to notice their mistakes.

In session two, I did not apply the pre-task since students did not watch the video so, I decided to explain the grammar structure. When was time to read, I identified that the students understood the text and the activities for their active participation, and for the

“Lucky Roulette” used (see appendix X). The idea to use the roulette started for the situation happened in the session one because I observed that students needed to be elicited to participate. Thus, the level of participation increased.

The product of the week was a double-entry chart as in the first session because of the main aim was the same. In this occasion, the graphic organizer was done in class, and everyone worked as a team. They did it well because they identified the causes and effects in affirmative and negative way, writing them in the corresponding columns of the chart. Furthermore, I sent feedback to the students because some of them were not in the online session and decided to send the activity. There were some mistakes in those evidences.

In session three, the students participated more than in the other classes because I used the “Lucky Roulette” but, sometimes the students’ participation took too much time. Also, I identified that little by little students were understanding the purpose of the activities because they were participating more. When they were participating, I observed that they felt worried for their English pronunciation, so they preferred not to use the microphone and use the chat when I asked something.

When was time to read, it was easy for students to understand the text because in the pre-task the students received flashcards about feelings. It also helped them in the elaboration of the week product that was to do a mind map about the feelings mentioned in the text. According to the evaluation by the checklist, I identified that some students needed to correct their mind map because they sent information no related to the text, moreover, some activities were incomplete.

In the fourth session, the participation increased a little bit. When a student was named by me, the student tried to read but, other students did not answer when was their turn. I forgot to use the “Lucky Roulette” so, it was difficult to get participation without it. Despite of the session was around one hour with thirty minutes; the students were still paying attention and participating. Some of them participated orally, the rest of students did it in the “Google Meet” chat.

At the end of the session, the presentation about their artworks was not as I expected because the task was to create a drawing or a handicraft but, some of them showed a bought artwork. Despite of that, they tried to explain and talk with the sentences presented on the slide. On the other hand, the worrying situation was on the activity's delivery because only one student sent it. The product of the week was a comparative chart about the text read in class. So, I evaluated only one student. She sent it correctly without any mistake according to the checklist used.

Session five started playing “Kahoot” about the body systems with the second-grade students. My classmate and I decided to do this kind of activity because we wanted to elicit our students to participate. The results in this activity were good because most of the students participated and they seemed enjoying the game.

When the second-grade students left the class, I started the session with third grade. I asked them to read the text about four body systems but, in this occasion, the “Lucky Roulette” was not used for problems with the internet connection. So, I had to name the students who had to participate. The participation was good since they answered the questions and the activities done over the reading stages.

After reading, two links were sent to play online games. When students finished playing them, I asked to students to send screenshots of their scores to the “WhatsApp” group and consider the messages as one of the evidences of the week. I identified that most of the students participated and enjoyed the game because when the skeletal system game did not let them play, they were worried because they wanted to play but, the website was not working well.

The product of the week was to send a mind map about the four body systems mentioned in the text. According to the evaluation of the students' activities, there were students that sent it out of time, moreover, they sent another type of graphic organizer but, it is important

to mention that most of them sent it with information related to the text as I asked to do so, the instructions were followed but, the delivery time did not help them to have a good grade.

The session six started with the warm-up, where few students turned on their cameras to show clothes according to what I said. They understood the instructions, and they enjoyed the activity because they participated well. However, any student did not watch the video and answer the task sent previously in the “WhatsApp” group. I decided to send another kind of video. I thought it was attractive for them to watch it and do the activities but, it was not as I expected. Thus, in the session, only few students participated answering the questions that I asked to them related to the topic because of their previous knowledge.

At the moment to read, I asked them to choose between using the “Lucky Roulette” or using the number list and name the participant. Most of the students decided to use the roulette. Students participated according to their names appeared on the “Lucky Roulette”. There were few students participating using the microphone and others using the “Google Meet” chat. According to the students’ comments and reaction towards the roulette, I identified that it was striking for them.

The product of the week was a double-entry chart about clothes and colors mentioned in the text. Working as a team, the text was comprehended paragraph by paragraph and I explained those words or phrases that the students did not understand. Also, at the moment to answer the chart, only four students participated, and the activity took approximately 30 minutes because, they were asking the meaning of some words. The results of the activity evaluation according to the checklist were good because most of the students sent it as I asked them to do.

Over these six classes mentioned before, I identified that the use of the “Lucky Roulette” was a helpful tool in the practices because the students were named and they knew that they had to participate. Also, the activities’ delivery increased over the weeks. I considered that the feedback was helpful to increase the delivery level because of the constant communication with the students.

On the other hand, at the end of the weeks, I sent to students two links to answer an interview on “Google Forms”. The first interview had the purpose to know about students’ comments towards the online English sessions. The questionnaire had fifteen questions related to the classes; what they thought about the activities; what they thought about the sessions on “Google Meet”; what they liked about the online English sessions; feelings towards participating in class; what they wanted to change about the session; and, general comments. The results were successful because they helped me to improve the following sessions (see appendix Y).

Another interview had the purpose to know about their opinions in the English activities done through the weeks. It had thirteen questions asking how were the activities where they should answer “difficult” or “easy”, for then, they should write the reasons to justify their answer. According to the results I identified that most of the students answered that the activities were easy, and each of them wrote the reasons (see appendix Z). This interview helped me to know the students’ opinions and linked it with their reaction to the activities done over the practices.

Taking into account the work on each session carried out, I consider that the students reacted well to the activities and the graphic organizers. I identified that they understood the tasks and followed the instructions; also, they enjoyed the sessions because they commented that they liked the class and they made other positive comments when the sessions finished.

3.4 How did Graphic Organizers Improve Reading Comprehension in the Focus Groups?

The purpose of the fourth investigation question was to know the impact of the graphic organizers towards reading comprehension. For this, I considered the results obtained over the practice periods with the focus groups and the evaluation of the activities with the checklists that I used.

3.4.1 Second-grade Group

With second-grade students, the results were varied over the practice weeks since few students sent their activities. The delivery level increased until the fourth week. Where they did an infographic about a natural disaster (see appendix AA). Sixteen activities were received and based on the checklist used to evaluate the graphic organizer, few evidences were sent as I expected with the corresponding instructions. Moreover, it is important to mention that, few students sent another graphic organizer (see appendix AA). They sent mind maps, concept maps or the transcription of the text. I identified that the students did not read the instructions and I decided to write them clearer.

In week two only five students sent their product of semi-controlled activities in the worksheet. The graphic organizer and the other activities were not as I asked to do because some of them answer it with information no related to the text. Also, was identified that students did not read the instructions because of their answers (see appendix AB). Finally, in week three happened the same situation as in week two. Only five students sent the activity, and some of them with mistakes (see appendix AC).

The score of each activity was assigned by the headteacher. In week two the activity was equal to 25 points. Only one student reached them, while two students reached less than 20 points. In week 3 the activity was equal to 25 points too. Only one student reached them, and four students reached less than 20 points. Finally, in week four the activity was equal to 30 points. Only three students reached them, and eleven students reached between 18-24 points (see appendix AD). Considering those results, I identified that most of the students participated more and had disposition to do the activity in the fourth week with a total of sixteen evidences received. Furthermore, the results allowed me to have information about the students' development on each activity, and I identified that activities like projects were more attractive for them than the activities of the worksheets answering questions or answering a chart after reading a text (see appendix AE).

Therefore, I considered that the second-grade students did not reach the goal for several reasons. The principal reason was that they did not follow the instructions of the activities, moreover, at the moment to evaluate their evidences with the checklists I realized that they did not understand the text, they answered the graphics with information not related to it.

3.4.2 Third-grade Group

In the synchronous sessions with third grade, the attendance, participation, and evidences were taken into account to analyze the result over the practice weeks. So, in the first session there were ten students connected in “Google Meet” and only five students participated in the activities. Then, as mentioned before, the product of this week was answering a double-entry chart so, based on the evaluation results with the checklist, nine students had to correct their activity but, only seven students did it. This activity had a value of 25 points, only five students reached between 24-25 points because they did the chart according to the instructions and the delivery time (see appendix AF). In this session, I identified that despite of few the students were not in the online session, they decided to sent the activity because they did not have the opportunity to connect.

In session two, twelve students were connected in the synchronous session, six students participated in the activities, and eighteen students sent the product of the week. Based on the checklist results and feedback sent to each student, only two of five students corrected their mistakes. Taking into account the points of the activity (25 points), thirteen students reached between 24-25 points on the activity and only three students reached nineteen or less for the delivery time or for mistakes (see appendix AG). In this session, the level of comprehension increased because I decided to read and answer the chart within the online session since the results of the session one.

In session three, thirteen students were connected in the session, ten students participated in the activities, and fourteen students sent their evidences. So, according to the evaluation with the checklist, seven students reached between 24-25 points, six students reached between 20-21 points, and only one student reached less than 19 points (see appendix AH).

In this session, I identified that the students understood the text because most of them answered the graphic organizer as it was requested. Despite of answering the mind map as a homework, they tried to do it clear. Moreover, some students had the disposition to correct their mistakes according to the feedback sent.

In session four, fourteen students were connected in the synchronous session, and eight students participated. The results of this week were lower than in the other weeks. The activity received was only by one student. She sent the comparative chart according to the text sent, reaching 25 points in the activity. Thus, it means that the task was correctly done (see appendix AI). In this session, the results were not favorable because despite of participating a lot and asking questions in class, only one student had the disposition to do the comparative chart. This situation allowed me to elicit the students talking with them in each session and asking them to do the activities to have a good final grade.

In session five, twelve students were connected, eleven students participated, and nine students sent the activity of the week that was a mind map according to the text read in the session. Thus, the results of this activity were low because only five students reached between 20-25 points, and two students reached less than 19 points. On the other hand, two students got zero points because they did another graphic organizer, not a mind map so, I identified that those students did not read and paid attention to the instructions (see appendix AJ). Moreover, within the online session, I identified that the reading comprehension was good because the students understood the main ideas of the text and matched each paragraph subtopic. I think the structure, the pictures and the previous activities helped to them to understand the text.

In session six, fifteen students were connected in class, eight students participated, and eighteen students sent the activity. I identified that the level of the delivery activities increased, and the results were successful because most of the students reached between 20-25 points. The twelve students who got 20 points, sent the activity out of time but with the characteristics requested. Also, the rest of students did the task without any mistakes getting 25 points. It is important to mention that the activity was done by all the group in the session,

and it was helpful for a better understanding of the text (see appendix AK). I identified an improvement in the disposition to do the activities and the reading comprehension.

At the end of the weeks was done an analysis to identify the participation, attendance, and activities delivered weekly by students. Thus, based on the results, the attendance in weeks four and five was higher than in the other weeks. Then, the participation by students towards the activities in three and five sessions was higher due to the “Lucky Roulette” used. Finally, the results about the activities sent over the weeks, sessions two and six were the sessions with high results (see appendix AL).

I conclude that the results obtained in the focus groups were completely different because of the way to carry out the English lessons. Based on the results, I identified that the goal was not reached with second grade because they did not read and answered the activities with information no related to the text. While with third grade, the goal was reached because of the way to work with them in synchronous sessions and the opportunity to interact with their classmates doing the activities together.

4. CONCLUSION

This investigation exercise using graphic organizers to support students' reading comprehension took a cyclic process where I considered several aspects to show the impact of the reading strategy. It allowed me to put into practice my teaching learning analyzing and reflecting the results obtained in the process. Moreover, the COVID-19 pandemic allowed me to realize about the teaching work within asynchronous and synchronous sessions because I had to incorporate my classes looking for new strategies and searching for several tools to elicit the students' participation.

As I worked with two groups with different characteristics, I had to adequate the English lessons because as mentioned over this investigation, the situation of the second-grade students was difficult and worrying because not all of them had the opportunity to take their classes. Despite of I asked to have synchronous sessions with those students who had the opportunity to connect, the headteacher did not allow me for her way to work so, I had to respect that decision. On the other hand, in the case of third grade, I felt worried at the beginning because I had never practiced in front of a computer but, thanks to the observations I realized about how to give a synchronous session.

Over this investigation, the practices allowed me to learn about the impact that feedback had towards the third-grade students in order to have communication between teacher-student, and to know about their progress in each activity done. Also, the investigation let me know about the reading comprehension improvement in my English lessons. I identified that little by little, the students were understanding the activities because of their disposition to do them and attend my indications. On the other hand, the experience with the second-grade group allowed me to be flexible with the students who had different opportunities, moreover, the disposition to do the activities despite of having a lack of communication with me.

Furthermore, the four investigation questions helped me to analyze about the effectiveness of my reading strategy using graphic organizers. They guided me to know how to work

considering the theoretical base, activities design, evaluation tools and problems confronted. The results obtained allowed me to find a conclusion about the impact of graphic organizers towards reading comprehension. So, I identified that the second-grade students did not reached the purpose of this investigation because of their disposition to do the activities and their results obtained in the evidences evaluation. On the other hand, with the third-grade students I identified that having synchronous sessions allowed us to have more interaction and to have more results towards my strategy for reading comprehension.

According to what Secretaria de Educación Pública (2010) established in the “1999 study plan” the aspects of the graduating profile, there are specific competences expected for the new teacher graduated from a bachelor’s degree in junior high education. The competences are placed in five fields which are specific intellectual abilities, knowledge of junior high school purposes and contents, didactic competences, professional and ethics identity and the ability to perceive and respond to social conditions of the school environment.

Thus, along the experiences practicing in the different junior high schools and my learning over my education at Benemerita y Centenaria Escuela Normal del Estado de San Luis Potosi I could realize about my abilities as teacher. Considering what Secretaria de Educación Pública (2010), in the field of specific intellectual abilities, I was able to set out, analyze and solve problems towards my teaching learning and practice since my experiences and observing my classes I identified that I tried to look for other options to teach English using games or striking topics to students considering the students’ needs and characteristics. Also, if something was considered wrong, I tried to change it for next classes doing it easier for me and students.

Then, in the knowledge of junior high purposes and contents, I know the sufficient information about the purposes, contents and approach of the English subject in the junior high. Over the practices was identified that each lesson has its purpose and at the end, the students should reach it to finish their secondary education and as teachers is our commitment to leave a piece of knowledge of the subject to them. Besides, in the didactic competences

field the way to organize the work, activities, lesson plans and time, imparting the English lessons were helpful to do this investigation exercise.

In the professional and ethics identity, based on the experiences and results over my teaching practice, I consider that my work as English teacher trainee was always with respect towards teachers, students and parents. I recognize that being a teacher is a kind profession and everything I did with the students is for their growing as a human being.

About the ability to perceive and respond to social conditions of the school environment, the COVID-19 situation let me a learning and the opportunity to take decisions towards the problems that happened in the distance education modality like the internet connection, the no communication with some students, the delivery way of evidences, the use of different tools or websites to complement the classes, etc.

Finally, this investigation exercise “The Use of Graphic Organizers to Improve Reading Comprehension in an EFL Classroom of a Junior High School” and all its process, allowed me to have experiences and to learn about the teaching practice. Also, during the development of this investigation, I find some aspects in which my strategy of using graphic organizers to support reading comprehension can go for a better the students’ learning, which are:

- Promoting the interaction between teacher and students using graphic organizers.
- Using games to engage students’ participation in the English lessons.
- Using feedback to increase the communication between teacher and students.

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6. APPENDICES

Appendix A. Geographical location and front of the school.



Image 1. Geographical location of the school. Retrieved from: Google Maps (2021)



Image 2. Front of school. Retrieved from: Google Maps (2021)

Appendix B. Interview for school information.



Benemérita y Centenaria Escuela Normal del Estado de San Luis
Potosí



Licenciatura en Educación Secundaria con Especialidad en Lengua
Extranjera: Inglés

Entrevista para obtener información sobre escuela de práctica
Escuela Secundaria General Francisco Gonzalez Bocanegra

Maestras practicantes:

Bertha Irene Martínez Pérez

Luz Elena Montalvo Jasso


Zayra América Rendón Mañá

- 1) ¿En qué fecha se inauguró la escuela secundaria general Francisco Gonzalez Bocanegra? ¿En qué fecha se sumó al personal de esta escuela?
- 2) ¿Cuál es la historia de la escuela secundaria?
- 3) ¿Dónde está ubicada la escuela secundaria general Francisco Gonzalez Bocanegra?
- 4) ¿Cómo describiría el contexto de la escuela? (dentro y fuera)
- 5) ¿Con qué personal docente y administrativo cuenta la escuela?
- 6) ¿Qué tipo de infraestructura tiene la escuela? ¿Con cuántos de la infraestructura cuenta la institución? (aulas, patios, laboratorios, canchas, baños, etc)
- 7) ¿Cómo considera el contexto virtual que se está llevando a cabo? (nueva modalidad por pandemia COVID-19)
- 8) ¿Cuántos grupos y alumnos hay en la escuela, y cuáles son sus características generales?
- 9) ¿Tiene esta escuela algún punto de vista o algún tipo de ideas o valores educativos o una misión que sean particulares de la escuela?
- 10) ¿Cuál es el enfoque y los métodos que se usan en esta escuela para la disciplina y la seguridad?
- 11) ¿Cómo anima y controla esta escuela el progreso de los estudiantes para cumplir con los requisitos?
- 12) ¿Qué tipo de biblioteca y de otros recursos hay para los estudiantes?
- 13) ¿Cómo se usa la tecnología en esta escuela para apoyar a la enseñanza y el aprendizaje?


- 14) ¿Hay un coro, una banda o una orquesta?
- 15) ¿Cuáles actividades extraescolares hay para los estudiantes (deportes, clubes, servicio comunitario, competencias)?
- 16) ¿Cómo llegan los estudiantes a la escuela? (solos, acompañados...autobús, caminando, automóvil)
- 17) ¿Cómo apoya esta escuela a los estudiantes con dificultades académicas, sociales o emocionales?
- 18) ¿Cómo enseñan a los estudiantes que no hablan el inglés?
- 19) ¿Qué oportunidades de desarrollo profesional tienen los maestros? ¿Cómo colaboran los maestros para aprender?
- 20) ¿Qué obra ha realizado esta escuela recientemente? ¿Cuáles son algunos de los obstáculos más grandes que tiene esta escuela?
- 21) ¿Qué porcentaje de los estudiantes que empiezan en el primer grado se quedan hasta la graduación?

Image 3. Interview for school information. Retrieved from: Own elaboration (2020)

Appendix C. Survey “opportunities and needs” studying at home.



Benemérita y Centenaria Escuela Normal del Estado de San Luis Potosí
Lic. Educación Secundaria con Especialidad en Inglés
Maestra practicante: Rendón Mañá Zavra América






Nombre completo: _____





1. APRENDIENDO EN CASA.
Marca con una "X" en cada recuadro según lo que tengas en casa para tomar tus clases hoy en día.

En casa cuento con...	Sí	No
Internet		
TV		
Computadora		
Celular		
Tablet		

2. Hoy en día, ¿cómo es que cursas tu materia de inglés?
Marca con una "X" la aplicación en la que envías tus evidencias.

Entrego mis evidencias en...	
 WhatsApp	
 Facebook	
 Correo	

3. ¿Tienes la posibilidad de entrar a las siguientes plataformas en línea?
Marca con una "X"

 Zoom	Para clases virtuales	SI	NO
 Google "Meet"		SI	NO
 Buscador de Google	Para realizar investigaciones	SI	NO
 YouTube	Para ver videos	SI	NO

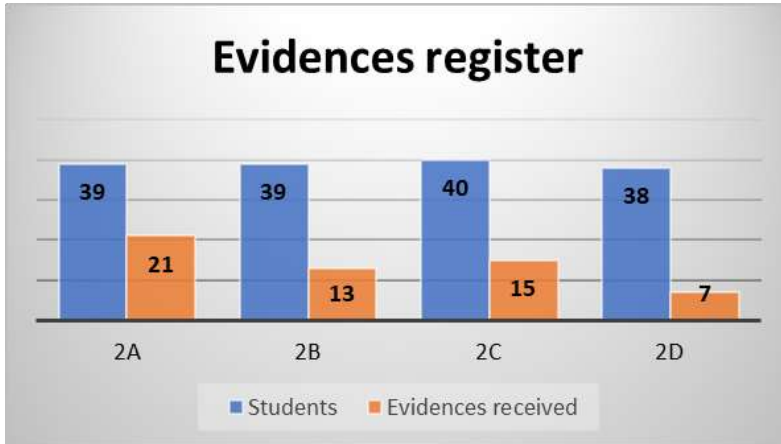
4. ¿Tienes acceso a...?
Marca con una "X"

Libro de texto "Sunburst 2"	SI	NO
Libro de lecturas "Sunburst 2"	SI	NO
CD "Sunburst 2"	SI	NO

5. Comentarios y/o dudas, escribe en el siguiente espacio:

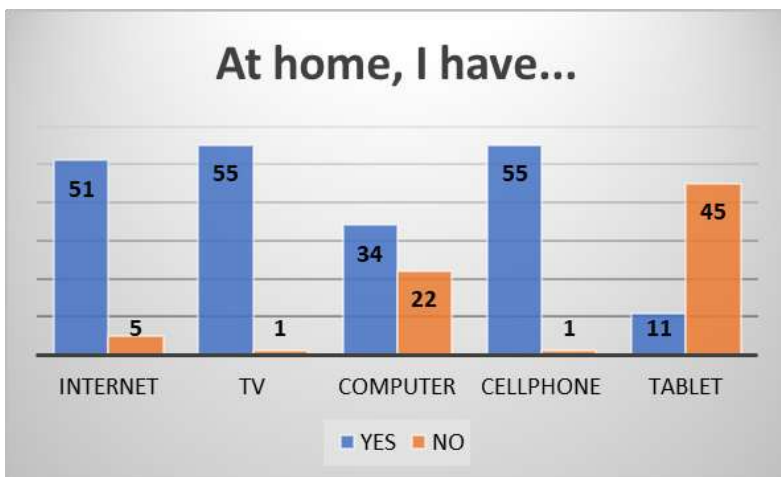
Image 4. Survey “opportunities and needs” studying at home. Retrieved from: Own elaboration (2020)

Appendix D. Evidences of the survey received per group.

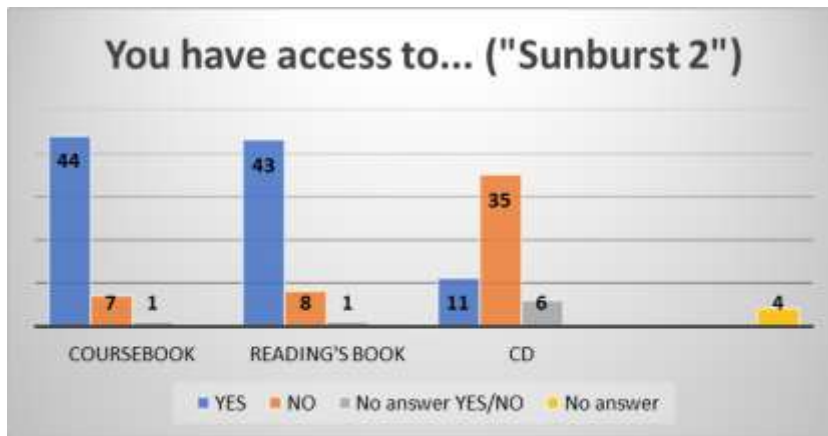


Graphic 1. Evidences of the survey received per group. Retrieved from: Own elaboration (2020)

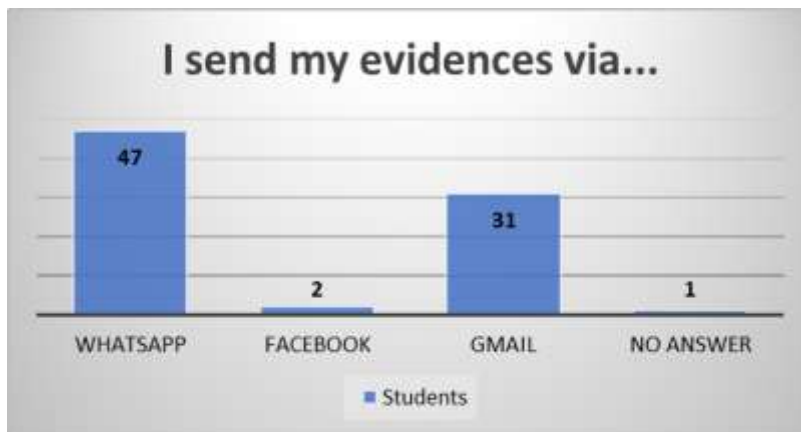
Appendix E. Graphics showing the results of the survey.



Graphic 2. The fifty-six students answered the question 1, so, most of the students have internet, TV and Cellphone at home, it is really important to know it, because this pandemic request to teachers and students work with the technology. Retrieved from: Own elaboration (2020)



Graphic 3. Only fifty-five students answered this question and most of the students are sending their evidences on “WhatsApp” group to head teacher. Retrieved from: Own elaboration (2020)



Graphic 4. Only fifty-five students answered the question, most of the students could login to Google Meet, Google Search and “YouTube”. Retrieved from: Own elaboration (2020)



Graphic 5. Only fifty-two answered the question number four, so the most of the students have access to the coursebook and only four students did not answer the question. Retrieved from: Own elaboration (2020)

Appendix F. English diagnostic exam.



Benemérita y Centenaria Escuela Normal del Estado de San Luis Potosí
Lic. Educación Secundaria con Especialidad en Inglés
Maestra practicante: Rendón Mañá Zayra América



English Diagnostic Exam



READ THE INSTRUCTIONS CAREFULLY.

1. Answer.

My complete name is: _____

I am _____ years old.

The name of my school is: _____

I am in _____ grade, group _____

2. Match the pictures with the correct verb.



LISTEN



READ



WRITE



WATCH



SPEAK

3. Fill in the blanks the next sentences with "a" or "an".

a) Adan is ___ engineer.

d) I am ___ student.

b) My father is ___ police officer.

e) Today is ___ excellent day!

c) Denise is ___ teacher.

f) This is ___ apple

4. Match the questions with the answers.

What is your name?

I am 12 years old

What is your e-mail address?

I am from Japan

Where are you from?

It is valeriaje@gmail.com

How old are you?

My name is Valeria



5. Write the numbers in the correct box.

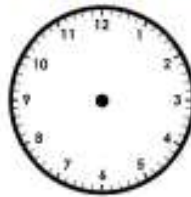
CARDINAL NUMBERS		ORDINAL NUMBERS
14 fourteen	forty twenty third ninety five twenty three eighty one ninety fifth fortieth eighty first	14 th fourteenth
23		23 rd
40		40 th
81		81 st
95		95 th

6. Draw the hands on the clock faces to tell the time.

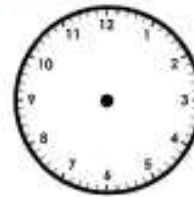
It's five o'clock



It's half past seven



It's a quarter past eleven



7. Write the words from the box in the correct category.

daughter sweater white tall sister beautiful pink skirt
 green old belt father thin blue socks uncle

Physical description	Colors	Family	Clothes

8. Underline the correct option.

Japan, England, Italy, Germany are...

a) Countries b) Nationalities c) Languages

Eyes, hands, arms, fingers are...

a) Parts of the house b) Parts of the universe c) Parts of the body

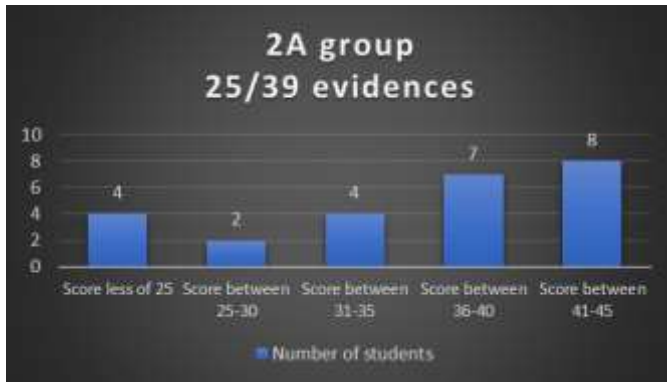
Doctor, teacher, engineer are...

a) Professions b) Sports c) Nationalities

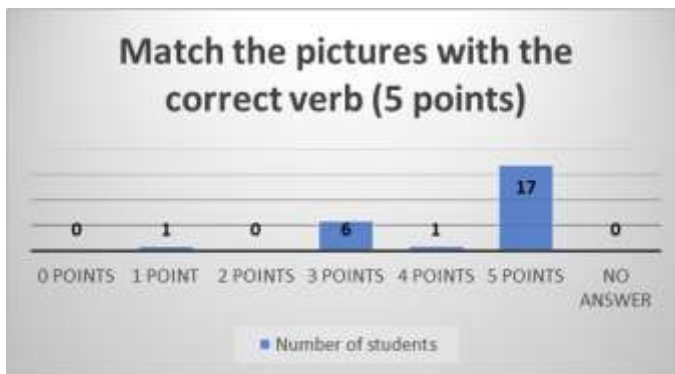
Thanks for your time and attention. 😊

Image 5. English diagnostic exam. Retrieved from: Own elaboration (2020)

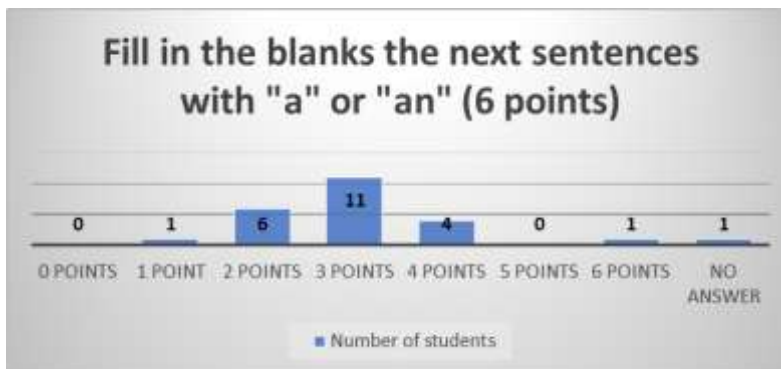
Appendix G. Results of English diagnostic exam.



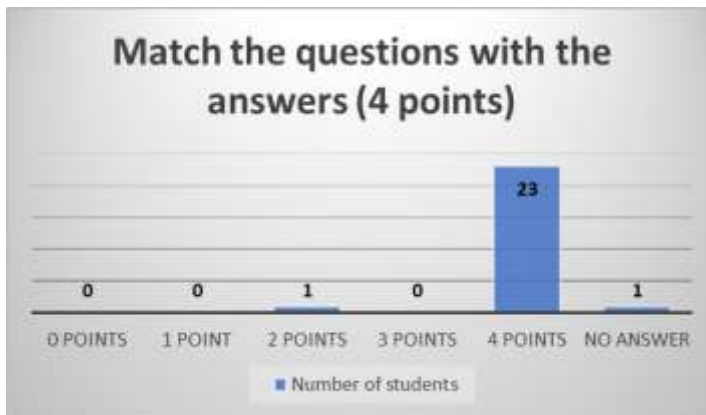
Graphic 6. The graphic shows the scores obtained in 2A group in the English diagnostic exam. Retrieved from: Own elaboration (2020)



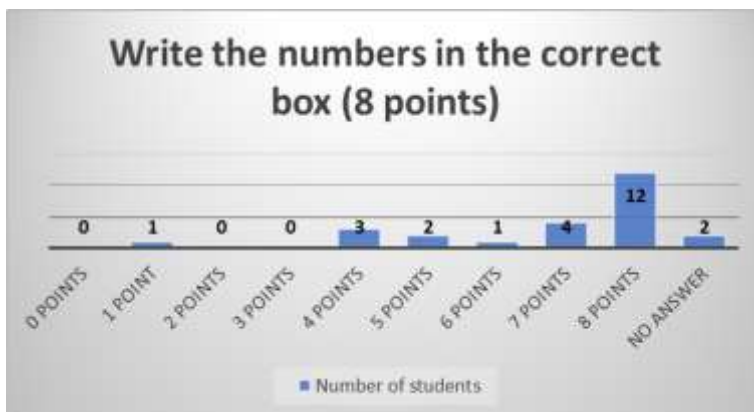
Graphic 7. The question one is equal to five points and only seventeen students reached the score. Retrieved from: Own elaboration (2020)



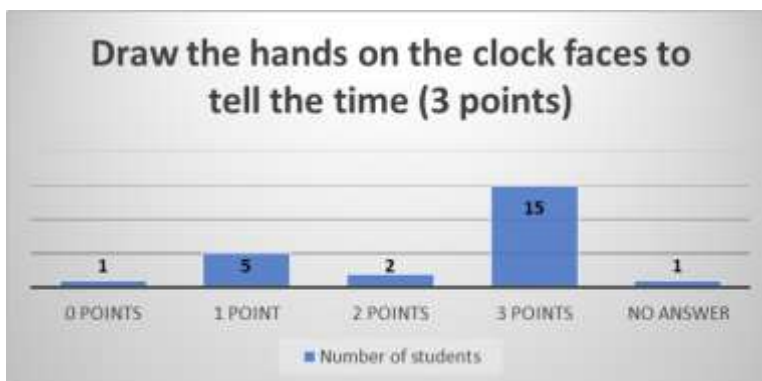
Graphic 8. The question consists of six points, and only one student reached the six points and one student did not answer it. Retrieved from: Own elaboration (2020)



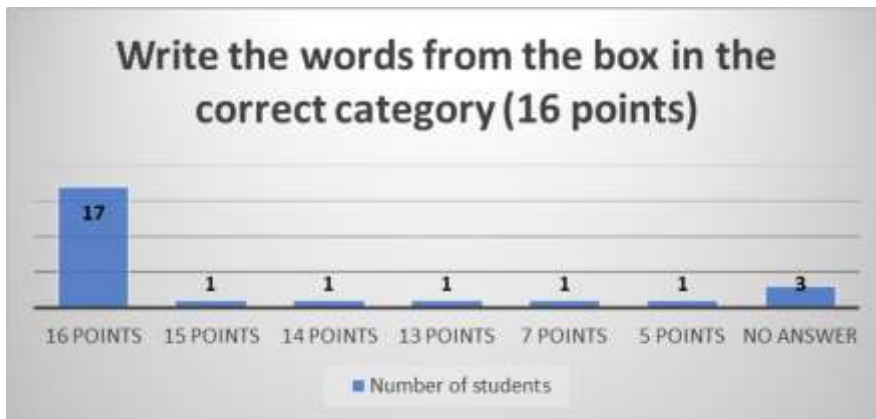
Graphic 9. Most of the students reached the score with the four points. Retrieved from: Own elaboration (2020)



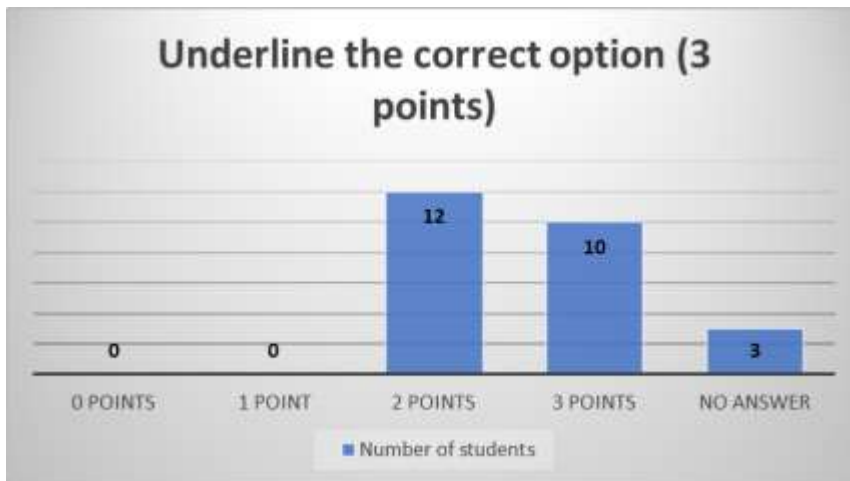
Graphic 10. Most of the students reached the score of eight points and two students did not answer the question. Retrieved from: Own elaboration (2020)



Graphic 11. Most of the students (fifteen students) reached the score of three points. Retrieved from: Own elaboration (2020)



Graphic 12. Seventeen students reached the score of sixteen points in this question and three students did not answer it. Retrieved from: Own elaboration (2020)



Graphic 13. As we can see most of the students reached the score of two points and three students did not answer the question. Retrieved from: Own elaboration (2020)

Appendix H. Questionnaire of likes, interests and scholar interaction.



Benemérita y Centenaria Escuela Normal del Estado de San Luis Potosí
Licenciatura en Educación Secundaria con Especialidad en Lengua
Extranjera: inglés
Maestra practicante: Rendón Mañá Zayra América



Cuestionario para conocer gustos, intereses e interacción escolar de los
alumnos de segundo grado en la escuela secundaria.

Nombre: _____

Escuela: _____ Edad: _____ Grado/grupo: _____

1. Además de asistir a la escuela, ¿realizas alguna otra actividad? ¿Cuál?
2. ¿Qué realizas en tu tiempo libre?
3. ¿Qué tipo de música te gusta? ¿Quién es tu cantante favorito?
4. ¿Qué programa de TV te gusta? ¿Por qué?
5. ¿Te gusta leer? ¿Qué tipo de lectura: libros, revistas, comics, periódicos...?
6. ¿Te gusta asistir a la escuela secundaria? ¿Por qué?
7. ¿Qué materia te gusta? ¿Por qué?
8. ¿Te gusta trabajar en equipo o en parejas? ¿Por qué?
9. ¿Cómo te gustaría una clase de inglés?
10. ¿Cómo te llevas con tus profesores?
11. ¿Qué tipo de problemas has tenido con tus profesores?
12. ¿Cómo te llevas con tus compañeros?
13. ¿Qué tipo de problemas has tenido con tus compañeros?
14. ¿Qué realizas en el receso?
15. ¿Vives lejos o cerca de tu escuela?
16. ¿Quién te acompaña a la escuela a la entrada? ¿Quién a la salida?
17. ¿Te gustaría seguir estudiando? ¿Qué te gustaría estudiar a nivel profesional?
18. ¿Cómo te sientes tomando clases desde tu casa por la pandemia COVID-19?

Image 7. Questionnaire of likes, interests and scholar interaction. Retrieved from: Own elaboration (2020)

Appendix I. Spanish reading comprehension tests.

ESPAÑOL – SEGUNDO DE SECUNDARIA

Lee el texto y responde las preguntas, reflexionando con Mitz el artículo que corresponde a la respuesta correcta.

El español y las lenguas indígenas hoy
Gullermina Herrera Peña
(Fragmento)

El español sigue siendo la lengua de uso predominante en los espacios públicos, formales e informales, y también ha tomado el rol de lengua franca, no sólo entre los ciudadanos de los distintos países del continente, sino también entre las comunidades lingüísticas distintas que conviven en cada uno de los países.

Así mismo la situación tiene un papel importantísimo por la urgencia de desarrollar programas más efectivos de formación lingüística en español. En este sentido nos enfocó en la situación general de Hispanoamérica, ya no en sus particularidades lingüísticas al interior de cada país, sino hacia las corrientes extrajerañas.

Al alcanzar total hispanización en el ámbito completo del español se logra la comunicación de las relaciones sociales entre nuestros países y se podrá comprender con mayor profundidad otros fenómenos regulatorios que vienen a afectar nuestra particular situación lingüística y especialmente nuestros valores culturales identificados como grupos culturales más amplios, en este caso a nivel hemisférico.

Un ejemplo relevante del efecto colectivo del idioma español para hacer naciones, es la acción de los inmigrantes hispanos en los Estados Unidos, quienes no limitando su procedencia específica, se identifican como grupo social cuyo rasgo identificador viene a ser el español. Claramente, en ese sentido se dan fenómenos lingüísticos de cohesión social más abundantes a lenguas originarias particulares, como es el caso de la comunidad de hablantes Naya O'rajob'oles en California.

Este ejemplo trae a colación uno de los temas de más actualidad en nuestros países, que es el de la creciente migración de Hispanoamericanos a los Estados Unidos de América, a España y a otros países. Estas migraciones se producen debido a las precarias situaciones económicas, de desigualdad y de desigualdad política y así que la población se enfrenta en la actualidad, pero también a que las personas buscan las mejores de vida extranjero que reciben por los medios rápidos de comunicación que permiten en cada uno de los lugares, sean indígenas o no.

Las reflexiones y los estudios desde el punto de vista lingüístico que se pueden hacer sobre este aspecto son innumerables, pero solamente dire que este tipo de influencias extranjeras contribuye a ampliar los procesos de pérdida de las lenguas indígenas y, por qué no decirlo, del español estándar internacional que permite las comunicaciones que se dan en el mundo hispanohablante. Hemos observado cómo las variantes dialectales del español de cada uno de los continentes presentan fenómenos lingüísticos por el influjo del inglés y ya no solamente por los fenómenos de contacto con las lenguas particulares de cada lugar.

La sociedad humana en poco producida en nuestros tiempos por los altos índices de movilidad generados tanto por problemáticas económicas como por las guerras internas. Un ejemplo claro reciente es Guatemala, es el éxodo masivo de grupos étnicos indígenas hacia los campos de refugiados en México. En su caso, se crearon grupos de hablantes de hasta diez idiomas étnicos y aprendieron a comunicarse en el idioma español como lengua franca para garantizar sus necesidades y seguir sus derechos comunes. Imaginen la complejidad de una planificación lingüística y educativa en estos contextos multilingües.

Publicado el 6 de febrero de 2011, en http://www.ortografiaonline.com/ortografia/ortografia_paises.html

1. Uno de los beneficios para la población Hispanoamericana al estar con el completo dominio del español, sería:
 - A) el uso efectivo de la migración.
 - B) fortalecer las raíces culturales que los hispanos como un grupo cultural más amplio.
 - C) la identificación de modelos de vida extranjeros.
2. El texto habla del efecto colectivo del idioma español porque:
 - A) contribuye a la unión entre países hispanoamericanos y Estados Unidos de Norteamérica.
 - B) actúa como mediador en la resolución de conflictos entre Estados Unidos de Norteamérica y España.
 - C) es la única que conviven en la formación de grupos sociales.
3. Uno de los factores que aceleró los procesos de pérdida de las lenguas indígenas es:
 - A) las invasiones entre países hispanoamericanos por sus propios indígenas.
 - B) las actitudes dispuestas entre indígenas y españoles.
 - C) las influencias extranjeras.
4. La creciente migración de Hispanoamericanos a los Estados Unidos de Norteamérica, España y otros países es provocada por:
 - A) la pérdida de las lenguas indígenas.
 - B) las problemáticas económicas y las guerras internas en los países hispanoamericanos.
 - C) el calentamiento global.
5. Los motivos de vida extranjero que reciben por los medios rápidos de comunicación de los hispanos, sean indígenas o no, igualizan al fenómeno de:
 - A) la migración.
 - B) el aprendizaje acelerado del idioma español.
 - C) la lucha entre diferentes grupos indígenas.
6. El caso de la comunidad de hablantes Naya O'rajob'oles en California, es un ejemplo de:
 - A) las precarias situaciones económicas, de desigualdad y de desigualdad política que viven los pobladores de los Estados Unidos de Norteamérica.
 - B) el efecto colectivo social que han originado las lenguas originarias particulares.
 - C) cómo las lenguas indígenas alteran con la desaparición del español.
7. De acuerdo con el contenido de la lectura, el fenómeno lingüístico francés hace referencia a:
 - A) un idioma que permite que los grupos migrantes puedan comunicarse efectivamente.
 - B) un idioma adaptado para un entendimiento común entre personas que no tienen la misma lengua materna.
 - C) un idioma cuya estructura ha sido influenciada extranjera.

ESPAÑOL – SEGUNDO DE SECUNDARIA

Lee el texto y responde las preguntas, reflexionando con Mitz el artículo que corresponde a la respuesta correcta.

Creando un huerto escolar

En clase de biología el profesor hizo asignar y nos asignó temas para investigar y saber qué necesitamos para la construcción de un huerto escolar, ya que la escuela cuenta con un espacio disponible para su creación.

En el huerto escolar pueden cultivarse plantas o por semillas, raíces, hojas o tubos son comestibles, también algunas frutas como fresas y manzanas.

Para sembrar semillas y tubérculos tales como cebolla, tomate, pepinillo, o rábanos, se necesitan labores sencillas, para después trasladarlos a un lugar definitivo. Para poder comprender adecuadamente cómo germinan las semillas y para conocer qué es un germinador, el profesor pidió que observáramos a un ingeniero agrónomo.

Por suerte el país de nuestro compañero Pablo es agrónomo, así que por la tarde fuimos a su casa. Después de un rato, nos acompañó hasta algunas preguntas para un proyecto de ciencias.

-¿Con cuánto gusto, señor Pablo, ¿cómo está el señor Alberto?

-¿Cuál es un germinador?

-Es un dispositivo que favorece el proceso de germinación. Sirve para producir semillas o germinar de las semillas, resultado de este un producto que posee propiedades nutritivas con altas cantidades nutritivas.

-¿Cómo se logra eso?

-A partir de recibir las semillas artificialmente para conseguir las condiciones e hidratación necesaria para que se produzca la germinación.

-¿Y para qué se deben recibir las semillas?

-Con el tiempo se consigue que se atienda la capa externa de la semilla y, al mismo tiempo, se disuelve y se eliminan una serie de sustancias que inhiben el proceso de germinación.

-¿Y entonces, ¿cómo germinan las semillas en el medio ambiente?

-En la naturaleza las semillas germinan espontáneamente, cuando se hidratan con la humedad del suelo y cuando las condiciones ambientales de luz y calor son adecuadas.

-¿Cuál sería el beneficio de utilizar un germinador en la creación de un huerto escolar?

-Consiguiendo un mayor número de semillas y que éstas puedan germinar con mayor rapidez, para trasladarlas al lugar en el que se creará definitivamente.

-¿Cuáles tipos de germinadores existen?

-Hay los caseros y los industriales. Un germinador casero se puede realizar de una manera muy sencilla y así, así, se necesita un frasco de vidrio, una gema, una tapa, agua y las semillas de la siembra.

-¿Qué semillas se pueden utilizar?

-Pueden utilizarse semillas de alfalfa, maíz, lenteja, trigo, arroz, etcétera, para siempre y cuando sean semillas frescas y saludables, con vida y capaces. Conviene decir que no hay que usar semillas muy viejas, si se usan al calor, ya que esto podría provocar que el proceso de germinación no se dé con las mejores condiciones.

-¿Hay algo más que se debe hacer con el señor Alberto?

-Muchas gracias por su tiempo señor Alberto.

-De nada señor, suerte con su huerto escolar.

Información extraída en agosto de 4 de mayo de 2011, de <http://www.ortografiaonline.com>

1. ¿Cuál es el objetivo de la entrevista que los alumnos hicieron?
 - A) Realizar una tarea en equipo, relacionada con la elaboración de un huerto escolar.
 - B) Conocer las anécdotas del país de Pablo cuando era estudiante.
 - C) Investigar cuáles y cómo funciona un germinador y sus ventajas en un huerto escolar.
2. Las siguientes actividades forman parte de la realización de una entrevista. ¿Cuál de ellas corresponde a la etapa de planeación de la entrevista?
 - [1] Elegir la persona a la que se entrevistará.
 - [2] Prepararse con el entrevistado.
 - [3] Definir el propósito de la entrevista.
 - [4] Formular las preguntas relacionadas en el guión de la entrevista.
 - [5] Revisar el formulario sobre el tema y la persona a entrevistar.
 - [6] Preparar el guión de la entrevista.
 - [7] Crear la entrevista.
 - [8] Tomar nota de las respuestas más importantes.
3. Por sus características, ¿cuál es la clasificación correspondiente a esta entrevista?
 - A) De trabajo.
 - B) De investigación.
 - C) De personalidad.
4. ¿Cuál de las siguientes opciones no corresponde a una ventaja que ofrece el empleo de las semillas?
 - A) La conservación de un mayor número de semillas.
 - B) El adelantamiento de la capa externa de la semilla.
 - C) La eliminación de sustancias que inhiben el proceso de germinación.
5. La respuesta que al señor Alberto da a la pregunta ¿Cuál es un germinador?, sería:
 - A) una opción sobre lo que es un germinador.
 - B) una explicación sobre lo que es un germinador.
 - C) un ejemplo de un germinador.
6. Según el texto, ¿cuáles son los dos tipos de germinadores que existen?
 - A) Los caseros y los industriales.
 - B) Los caseros y los de jardinería.
 - C) Los caseros y de agricultura.
7. ¿Cuál de las siguientes fuentes no permitiría ampliar la información sobre el tema tratado en la entrevista?
 - A) <http://www.ortografiaonline.com/germinador.html>
 - B) <http://www.educacion.com/ortografia/germinador-casero-de-ortografia.html>
 - C) <http://es.wikipedia.org/wiki/Germinador>

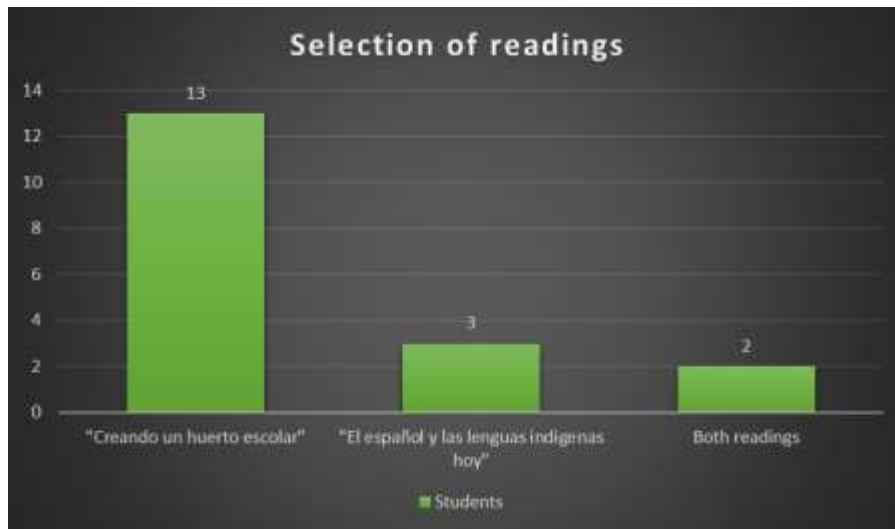
Image 8. Spanish reading comprehension tests. Retrieved from: “Fortalecimiento de la comprensión lectora, 2do grado de secundaria” (2011)

Appendix J. Answer sheet.

SECCIÓN DE RESPUESTAS	
Texto 1. Animales vertebrados e invertebrados. 1. C 2. B 3. C 4. A 5. B 6. C 7. A 8. A	6. A 7. B 8. C 9. C
Texto 2. En nombre de Bobby. 1. C 2. B 3. B 4. B 5. C 6. C 7. A 8. B 9. A	Texto 7. El príncipe Feliz. 1. A 2. B 3. B 4. C 5. B 6. B 7. B 8. B 9. C
Texto 3. Declaración Universal de los Derechos Humanos. 1. C 2. A 3. A 4. C 5. B 6. B 7. A	Texto 8. El español y las lenguas indígenas hoy. 1. B 2. C 3. C 4. B 5. A 6. B 7. B
Texto 4. El gato negro. 1. B 2. A 3. C 4. C 5. B 6. C 7. A 8. B	Texto 9. La Hojarasca. 1. B 2. A 3. C 4. B 5. A 6. A 7. A 8. A 9. A
Texto 5. Creando un huerto escolar. 1. C 2. A 3. B 4. A 5. B 6. A 7. B	Texto 10. Romeo y Julieta. 1. C 2. B 3. C 4. C 5. B 6. C 7. A 8. B
Texto 6. Biografía de Sor Juana Inés de la Cruz. 1. A 2. A 3. C 4. A 5. B	

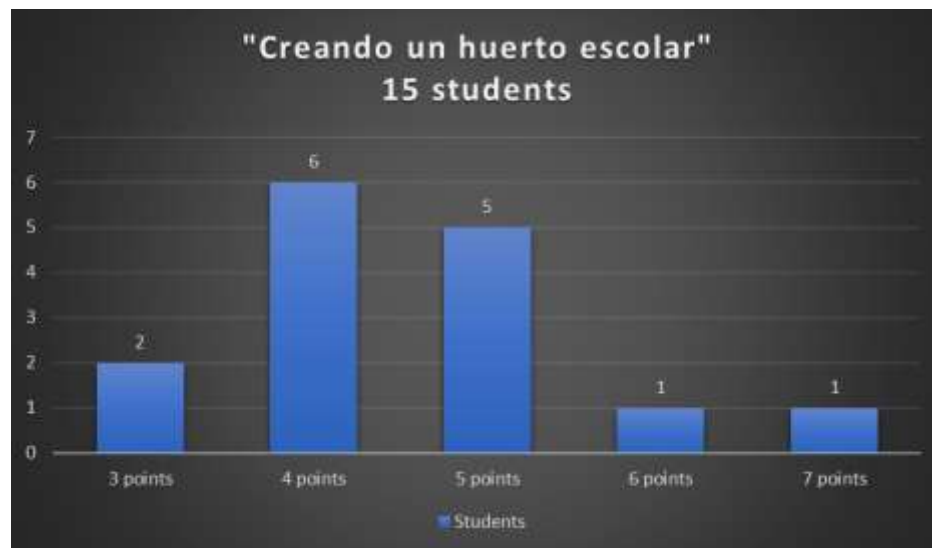
Image 9. Answer sheet. Retrieved from: "Fortalecimiento de la comprensión lectora, 2do grado de secundaria" (2011).

Appendix K. Results of reading chosen by students.



Graphic 14. Results of reading chosen by students. Retrieved from: Own elaboration (2020)

Appendix L. Results of reading "Creando un huerto escolar" and evidence by one student.



Graphic 15. Results of reading "Creando un huerto escolar". Retrieved from: Own elaboration (2020)

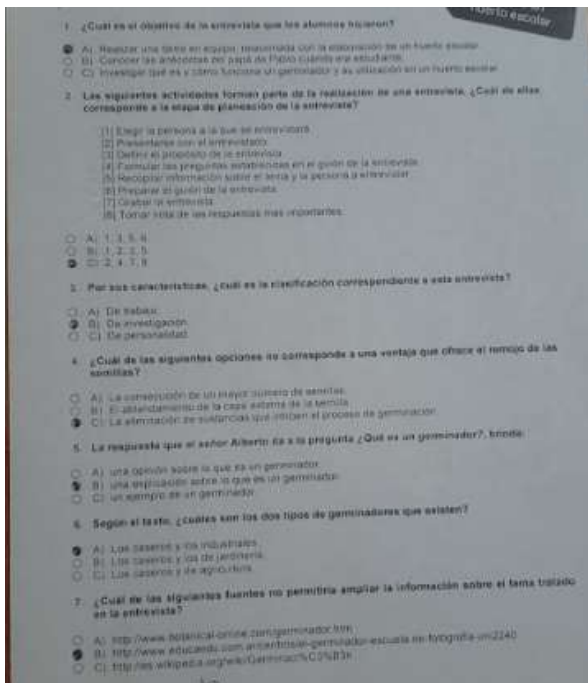
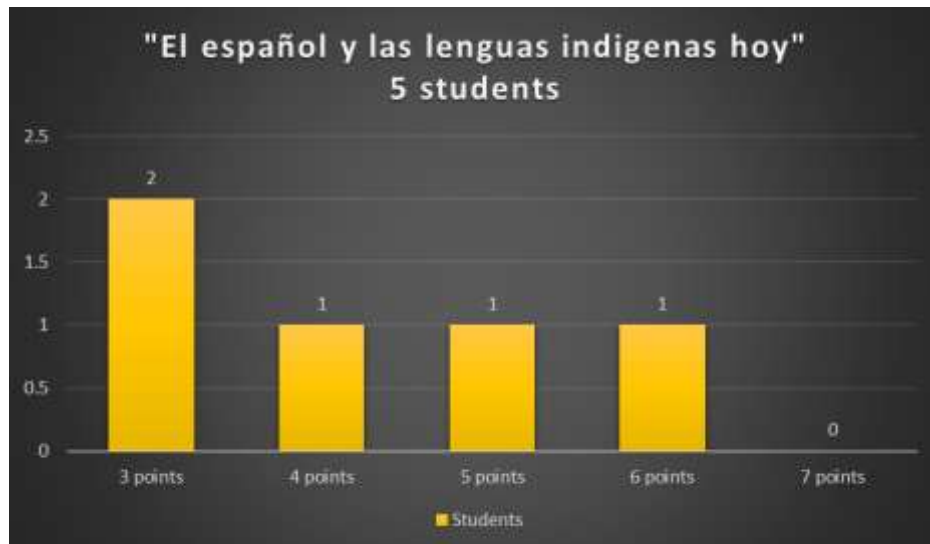


Image 10. Evidence of reading comprehension test answered. Retrieved from: Student evidence (2020)

Appendix M. Results of reading “El español y las lenguas indígenas hoy” and evidence by one student.




Graphic 16. Results of reading “El español y las lenguas indígenas hoy”. Retrieved from: Own elaboration (2020)

El español y las lenguas indígenas hoy


- Uno de los beneficios para la población hispanoamericana al contar con el completo dominio del español, sería:
 - A) el cese definitivo de la migración.
 - B) fortalecer los valores culturales que los identifican como un grupo cultural más amplio.
 - C) la idealización de modos de vida extranjeros.
- El texto habla del efecto cohesivo del idioma español porque:
 - A) contribuye a la unión entre países hispanoamericanos y Estados Unidos de Norteamérica.
 - B) actúa como mediador en la resolución de conflictos entre Estados Unidos de Norteamérica y España.
 - C) se ha visto que interviene en la formación de grupos sociales.
- Uno de los factores que acelera los procesos de pérdida de los idiomas indígenas es:
 - A) las invasiones entre países hispanoamericanos por sus propios indígenas.
 - B) las actuales disputas entre indígenas y españoles.
 - C) las influencias extranjeras.
- La constante migración de hispanoamericanos a los Estados Unidos de Norteamérica, España y otros países es provocada por:
 - A) la pérdida de los idiomas indígenas.
 - B) las problemáticas económicas y las guerras internas en los países hispanoamericanos.
 - C) el calentamiento global.
- Los modelos de vida extranjeros que reciben por los medios masivos de comunicación los hogares, sean indígenas o no, agudizan el fenómeno de:
 - A) la migración.
 - B) el esparcimiento acelerado del idioma español.
 - C) la lucha entre diferentes grupos indígenas.
- El caso de la comunidad de hablantes Maya Q'anjob'ales en California, es un ejemplo de :
 - A) las precarias situaciones económicas, de inseguridad y de inestabilidad política que viven los pobladores de los Estados Unidos de Norteamérica.
 - B) el efecto cohesivo social que han originado las lenguas originarias particulares.
 - C) cómo los idiomas indígenas atentan con la desaparición del español.
- De acuerdo con el contexto de la lectura, el término *lengua franca* hace referencia a:
 - A) un idioma que permite que los grupos migrantes puedan comunicarse efectivamente.
 - B) un idioma adoptado para un entendimiento común entre personas que no tienen la misma lengua materna.
 - C) un idioma cuya estructura no contiene influencias extranjeras.

Image 11. Evidence of reading comprehension test answered. Retrieved from: Student evidence (2020)

Appendix N. English reading comprehension test “Rabbits”.



Read the following passage and answer the questions :



These are rabbits. They like to hop and dig. They live in fields and forests. They dig holes to live in called burrows. They like to eat grass and vegetables. They are small.

Questions

- 1 - What do rabbits like to do ?

- 2 - What do they like to eat ?

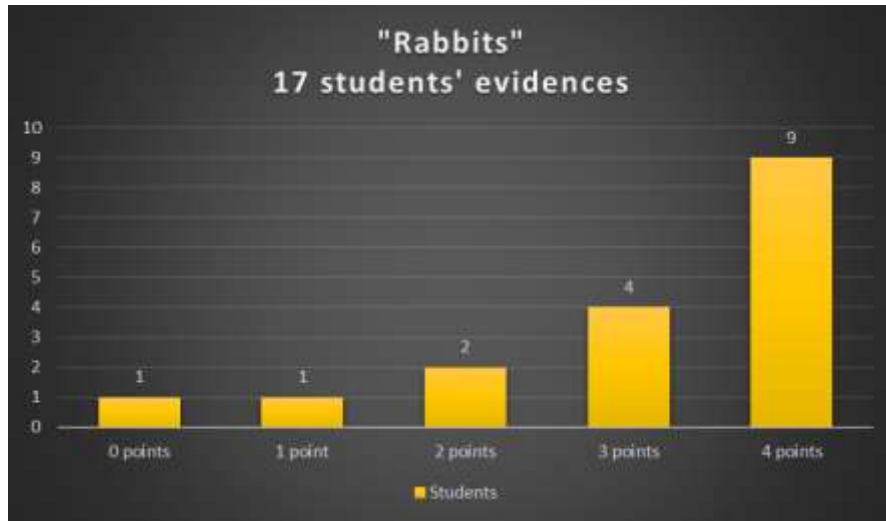
- 3 - Where do they live ?

- 4 - Are rabbits big or small ?

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Image 12. English reading comprehension test “Rabbits”. Retrieved from: English Created Resources (2020)

Appendix O. Spanish reading comprehension results and evidence by one student.



Graphic 17. Spanish reading comprehension results. Retrieved from: Own elaboration (2020)

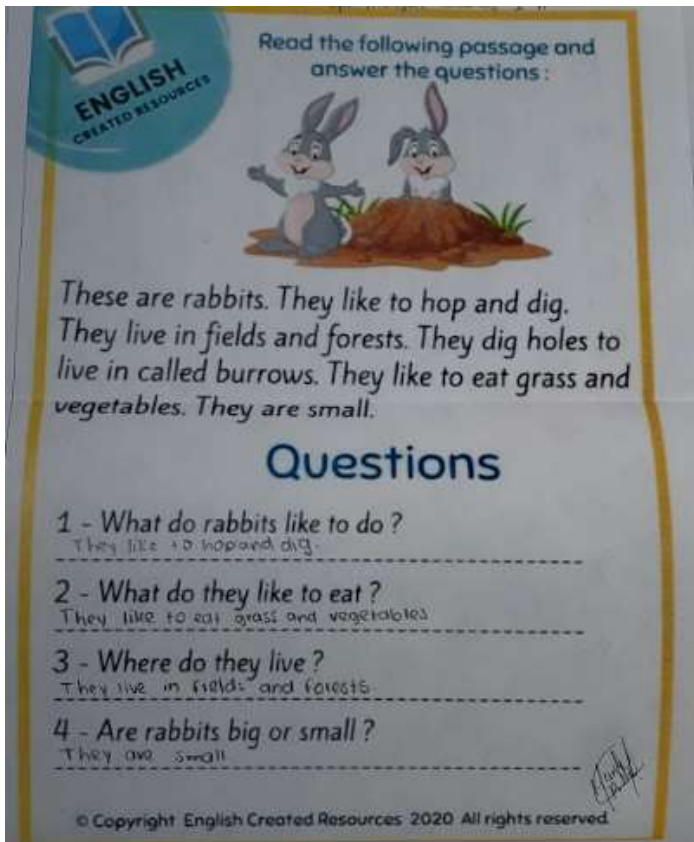


Image 13. Evidence of reading comprehension test answered. Retrieved from: student (2020).

Appendix P. Lesson plan and material used for second grade.

ESL/EFL Lesson Plan

Lesson Number: 1|4

Topic: How Can We Be Prepared for An
Environmental Emergency?

Objective/Aim: students should be able to recognize some of natural disasters.

Stage & timing	Activity and procedure	Skill	Material, equipment or aids	Purpose	Possible problems and solutions
Practice and production Send to students the activity and material on Thursday at 10:00am on WhatsApp group. Receive activities by students on Friday.	Teacher will send to students the worksheet "Natural Disasters" and students should read the text and do a mind map about the natural disasters that the text mentions.	Reading Writing	1.1 Worksheet "Natural Disasters"	To recognize common natural disasters.	If students do not understand the activity, teacher should explain on the WhatsApp group with examples.
Evaluation	Teacher will evaluate the worksheet of each student with different criterions in a checklist.	-	Checklist	To evaluate the work of the student per session.	-

Table 1. Lesson plan of session 1. Retrieved from: Own elaboration (2021)


Complete name: _____ Grade/Group: _____

1. READ carefully the text and UNDERLINE the different natural disasters.

Natural Disasters


Hi! I am teacher America and today I am going to tell you about natural disasters. Firstly, a disaster is an event that could hurt people and cause damages in the earth, there are many natural disasters that may you know, if not, now it is time to learn about it.

Let's start with tornadoes, a tornado is a violent wind movement, they are also called cyclones. They occur more frequently in the spring and summer months. The greatest killer tornado in the United States occurred during the year 1925 in Indiana, Illinois, and Missouri.



What about Tsunami? Do you know it? A tsunami is a large sea wave caused by a submarine earthquake or volcanic explosion. When the ocean floor is tilted or offset during an earthquake, a set of waves is created. Tsunamis have incredible energy because of the great volume of water affected. Also, we have as a natural disaster, the earthquake, that is a shaking of the ground caused by the sudden dislocation of material within the earth's outer layer. The earthquakes can be caused by volcanoes.

Have you heard about wildfires? They are really dangerous for all people and animals living near woodlands. Some of wildfires are caused by careless campers who did not extinguish their campfire or by walkers who threw their cigarettes in the woods.



English Teacher: Randan Maiba Zayra America



Image 14. Worksheet session 1. Retrieved from: Own elaboration (2021)

ESL/EFL Lesson Plan

Lesson Number: 2/4

Topic: How Can We Be Prepared for An Environmental Emergency?

Objective/Aim: students should be able to recognize and to use the imperative form to talk about instructions and advices.

Stage & timing	Activity and procedure	Skill	Material, equipment or aids	Purpose	Possible problems and solutions
<p>Practice and production</p> <p>Send to students the activity and material on Thursday at 10:00am on WhatsApp group Receive activities by students on Friday.</p>	<p>Teacher will send to students the worksheet "imperative form" and students should read the text, answer the chart according the text and answer each exercise according to the instructions.</p>	<p>Reading Writing</p>	<p>2.1 Worksheet "imperative form"</p>	<p>To recognize and to use the imperative form to talk about instructions and advices.</p>	<p>If students do not understand the activity, teacher should explain on the WhatsApp group with examples.</p>
<p>Evaluation</p>	<p>Teacher will evaluate the worksheet of each student with different criterions in a checklist.</p>	<p>-</p>	<p>Checklist</p>	<p>To evaluate the work of the student per session.</p>	<p>-</p>

Table 2. Lesson plan of session 2. Retrieved from: Own elaboration (2021)

Complete name: _____ Grade/group: _____

1. **READ** the next information about imperative form.

La forma imperativa (imperativo, 命令) del verbo se utiliza para dar indicaciones, invitaciones, ordenes o advertencias. En su forma afirmativa, se crea con el verbo base sin la palabra "TO", por ejemplo:

- **STAY** at home
- **WEAR** 口罩.
- **WASH** 你的手.

También se pueden utilizar en forma negativa:

- **DO NOT OPEN** the door / **DON'T OPEN** the door
- **DO NOT TURN ON** the lights / **DON'T TURN ON** the lights
- **DO NOT READ** your answers / **DON'T READ** your answers

2. **READ** carefully and **UNDERLINE** the instructions that are mentioned.

Hello! My mother needed to go to Guadalajara because my brother has to get his English certification there. Before she left, she gave me a paper with the next instructions:

"Denise, I have to go to Guadalajara, please pay attention on this, do not open the door to anybody, please! Do not watch TV until late. Do not accept candies from strangers. Do not invite any people to our house. Do not forget to brush your teeth. Do your homework. When you go to school, please wear your mask. When you arrive home, wash your hands. Use antibacterial gel! I promise you stay at home tomorrow at the evening."

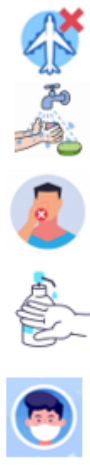


English Teacher: Rendon Maile Zayra America

3. **WRITE** on the chart the instructions in negative and affirmative way, according to the text.

NEGATIVE FORM	AFFIRMATIVE FORM

4. Match the picture with the correct sentence about recommendations for COVID-19.



- Wash your hands
- Don't touch your face
- Use mask
- Don't travel
- Use antibacterial gel

English Teacher: Rendon Maile Zayra America



Image 15. Worksheet session 2. Retrieved from: Own elaboration (2021)

ESL/EFL Lesson Plan

Lesson Number: 3|4

Topic: How Can We Be Prepared for An Environmental Emergency?

Objective/Aim: students should be able to use the imperative form and to recognize sequence adverbs to talk about instructions.

Stage & timing	Activity and procedure	Skill	Material, equipment or aids	Purpose	Possible problems and solutions
<p>Practice and production</p> <p>Send to students the activity and material on Thursday at 10:00am on WhatsApp group. Receive activities by students on Friday.</p>	<p>Teacher will send to students the worksheet "Sequence adverbs" and students should read the text, answer the chart according the text and answer each exercise according to the instructions.</p>	<p>Reading Writing</p>	<p>3.1 Worksheet "Sequence adverbs"</p>	<p>To use the imperative form and to recognize sequence adverbs to talk about instructions.</p>	<p>If students do not understand the activity, teacher should explain on the WhatsApp group with examples.</p>
<p>Evaluation</p>	<p>Teacher will evaluate the worksheet of each student with different criterions in a checklist.</p>	<p>-</p>	<p>Checklist</p>	<p>To evaluate the work of the student per session.</p>	<p>-</p>

Table 3. Lesson plan of session 3. Retrieved from: Own elaboration (2021)

Complete name: _____ Grade/Group: _____

1. READ the text and UNDERLINE the recommendations for each natural disaster, look at the example.



What to do in case of a tornado? According to the National Oceanic and Atmospheric Agency (NOAA) there is no guaranteed safety during a tornado. Even the possibility of a tornado must be taken seriously. Most tornadoes are much weaker. You can survive a tornado if you follow safety precautions. To stay safe during a tornado, prepare a plan and an emergency kit, stay aware of weather conditions during thunderstorms, know the best places to shelter both indoors and outdoors, protect your head and if you are in a car park your vehicle in safe place.

What about hurricane safety? If you live in a hurricane prone area, make sure you know where all of the evacuation routes are. Always listen to the radio and television for the latest information and instructions for your area. Before a hurricane, please: know where all the evacuation routes are, prepare a disaster supplies kit for your home and car and have enough food and water for at least three days. During the hurricane, please: stay away from low-lying and flood prone areas. After the hurricane, please: check for injured people, do not attempt to drive in flooding water, stay away from standing water and do not drink tap water until officials say it is safe to do so.



2. READ the next information about sequence adverbs.

Usamos adverbios de secuencia (sequence adverbs) para decir el orden de alguna acción y son muy comunes cuando queremos dar instrucciones. A continuación, se muestra el orden en el que van:



A continuación, un ejemplo:

English Teacher: Rendon Maña Zayra America

WHAT TO DO IN CASE OF A FLOOD?

- FIRST**, stay calm 
- NEXT**, stay away from electronics 
- THEN**, go to higher grounds 
- AFTER THAT**, do not go swimming or boating in swollen rivers 
- FINALLY**, check structural damages 

3. Go to the first activity again, look your underlined sentences and ANSWER the following chart with the recommendations of tornado and hurricane. Remember to use sequence adverbs (first, next, then, after that and finally) follow the example:

WHAT TO DO IN CASE OF A TORNADO?	WHAT TO DO IN CASE OF A HURRICANE?
<i>First, prepare a plan and an emergency kit.</i>	
	<i>Then, stay away from low-lying and flood prone areas.</i>

English Teacher: Rendon Maña Zayra America

Image 16. Worksheet session 3. Retrieved from: Own elaboration (2021)

ESL/EFL Lesson Plan

Lesson Number: 4/4

Topic: How Can We Be Prepared for An Environmental Emergency?

Objective/Aim: students should be able to use the imperative form and sequence adverbs to make an infographic about what to do in case of a natural disaster.

Stage & timing	Activity and procedure	Skill	Material, equipment or aids	Purpose	Possible problems and solutions
Practice and production Send to students the activity and material on Thursday at 10:00am on WhatsApp group. Receive activities by students on Friday.	Teacher will send to students the reading "Flood" and students should read it, then do an infographic according to the natural disaster mentioned in the reading "Flood". Also, teacher should send to students an example of an infographic.	Reading Writing	4.1 Reading "Flood"	To use the imperative form and sequence adverbs to make an infographic about what to do in case of a natural disaster.	If students do not understand the activity, teacher should explain on the WhatsApp group with examples.
Evaluation	Teacher will evaluate the worksheet of each student with different criterions in a checklist.	-	Checklist	To evaluate the work of the student per session.	-

Table 4. Lesson plan of session 4. Retrieved from: Own elaboration (2021)

1. READ carefully the following text.

Flood safety tips

Flash flooding is the most hazardous weather disaster in the United States. Floods cause power outages, damage infrastructure, trigger landslides, and can be deadly. Heavy rainfall in a short period of time causes water to rise rapidly, elevating the risk of flooding. Flash floods occur with little warning, but flooding can also develop slowly after rain ceases.



Though most people associate hurricanes with wind damage, flooding poses one of the biggest threats from the storms. Hurricane Harvey in 2017 dropped 60 inches of rain in some parts of Texas, creating massive flooding hazards. In 2005, flooding from Hurricane Katrina caused a majority of the damage when old levees failed during the storm. But, what can we do in case of a flood?

BEFORE A FLOOD

Avoid building on a floodplain, construct barriers (levees, beams, floodwalls) to stop floodwater from entering your home, pay attention to weather forecasts, charge cell phone batteries and any reusable batteries for flashlights, bring in outdoor furniture and move important items to an upper floor and disconnect electrical appliances.



DURING THE FLOOD

Avoid low spots, like ditches, basements, or underpasses, do not walk through flooded areas, do not drive into flooded areas and do not touch electrical equipment if you are wet or standing in water.

AFTER A FLOOD

Avoid floodwaters, still avoid moving water, be aware of areas where floodwaters have receded, stay out of any building if it is surrounded by floodwaters and clean and disinfect everything that was stuck in flooded water.

<https://www.nationalgeographic.com/environment/article/flood-safety-tips>

English Teacher: Reinder Alkirk Torres America

Image 17. Worksheet session 4. Retrieved from: Own elaboration (2021)

Appendix Q. Lesson plan session 1 and material used with 3D group.

ESL/EFL Lesson Plan

Lesson Number: 1|6

Topic: What Might Have Happened?

Objective/Aim: students should be able to make predictions using conditional type 1 in affirmative way.

Stage & timing	Activity and procedure	Skill	Material, equipment or aids	Purpose	Possible problems and solutions
Pre-task Days before the online sessions.	Teacher will send to the “WhatsApp” group a video about the grammar structure “conditional type 1” in affirmative way, the student should watch it, and in the synchronous session review the topic. Also, teacher will send a reading named “What’s up with COVID-19?”. The student should read, and talk about it in the synchronous session.	Listening Reading	Video “Conditional type 1 (+)” taken from “YouTube” 1.1 Reading “What’s up with COVID-19?”	To engage students with the topic and to realize about cause and effect with conditional type 1 in affirmative way.	If some students do not read the text, teacher will do a review in the online session.
Warm Up Beginning of Thursdays sessions on “Google Meet”.	Teacher will ask each student to hold up the nearest thing to the left of them that they can, a remote, bag of chips, drink or sock. And then, teacher will ask to some students to describe the object and show it to the camera.	Speaking	-	To get students alert and relaxed.	
Practice Online sessions on	In the synchronous session, teacher will ask to students form an orally affirmative	Speaking Writing	1.2 “PowerPoint”	To practice with the conditional	If students do not understand

Thursdays at 12:00pm on "Google Meet".	sentence according to the context showed by teacher, for example: teacher shows a picture of a cause: "a graduated girl". The students should say: "if she passes her exams, she will finish her university".		presentation "Class 1"	type 1 making sentences.	the conditional type 1, teacher will explain or will show the video again.
Production Online session on Thursdays at 12:00pm on "Google Meet".	Teacher will send to students a chart to complete with affirmative causes and effects according to the text "What's up with COVID-19?" read.	Reading Writing	Notebook	To comprehend and to produce their causes and effects depending on the text given.	
Evaluation At the end of Thursdays sessions and when students send their evidence.	At the end of the class, students could ask for some questions if they did not understand something. When students send their evidence of the chart, teacher will assess with a checklist.	-	Checklist	To give feedback to students and correct mistakes in the activities.	

Table 5. Lesson plan of session 1. Retrieved from: Own elaboration (2021)



Image 19. Reading session 1. Retrieved from: Own elaboration (2020)

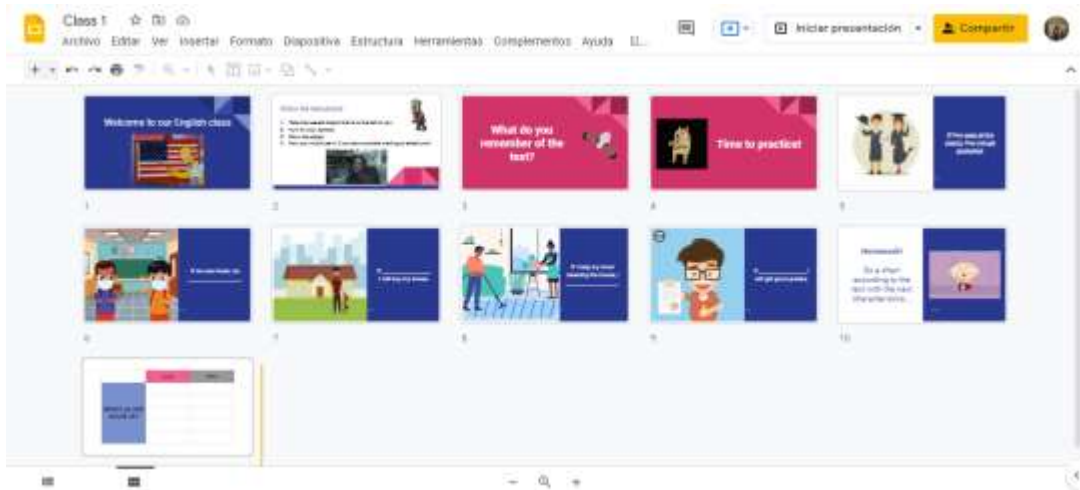


Image 20. "PowerPoint" presentation class 1. Retrieved from: Own elaboration (2021)

Appendix R. Lesson plan session 2 and material used with 3D group.

ESL/EFL Lesson Plan

Lesson Number: 2|6

Topic: What Might Have Happened?

Objective/Aim: students should be able to comprehend a reading and to recognize cause and effect with the conditional type 1 in affirmative and negative way using a double entry chart.

Stage & timing	Activity and procedure	Skill	Material, equipment or aids	Purpose	Possible problems and solutions
Pre-task Days before the online sessions.	Teacher will send to the “WhatsApp” group a video about the grammar structure “conditional type 1” in negative way, the student should watch it. Then in the synchronous class review the topic.	Listening Reading	Video “Conditional type 1 (-)” taken from “YouTube”	To engage students with the topic.	If some students do not watch the video, teacher will do a review in the online session.
Warm Up Beginning of Thursdays sessions on “Google Meet”.	Students will build a story one sentence at a time. The teacher will begin by giving the opening line. Each student adds another line to the story. The rules are that the next line has to make sense.	Writing	<i>The chat on “Google Meet” will be used for this activity.</i>	To get students alert and relaxed.	
Practice Online sessions on Thursdays at 12:00pm on “Google Meet”.	Teacher and students will review the video sent days before about the conditional type 1 (-). Teacher will present a reading named “See	Reading Speaking Writing	2.1 Reading “See you next vacation Canada” 2.2 Double entry chart 2.3 “Jamboard”	To comprehend a text and to practice the use of conditional type 1 in	If some students cannot login to the “Jamboard”, students could participate in an orally or

	<p>you next vacation Canada” and read it step by step:</p> <p><i>Pre-reading</i></p> <p>Ask to students: What is the topic? What do you think the text is about?</p> <p><i>While reading</i></p> <p>Teacher will present a roulette where it will say the name of student that should participate reading a paragraph of the text.</p> <p><i>Post reading</i></p> <p>Teacher and students will recognize cause and effect in the text using a double entry chart.</p> <p>Finally, using the app “Jamboard” teacher will ask to students to form a writing affirmative or negative sentence depending on the sentence wrote by teacher.</p>		<p>2.4 “PowerPoint” presentation “Class 2”</p>	<p>affirmative and negative way.</p>	<p>written way in the session.</p>
<p>Evaluation At the end of Thursdays sessions and when students</p>	<p>At the end of the class, students could ask for some questions if they did not understand something. When students send their evidence of the chart,</p>	<p>-</p>	<p>Checklist</p>	<p>To give feedback to students and correct mistakes in the activities.</p>	

send their evidence.	teacher will assess with a checklist.				
Homework: picture of an artwork they know and like.					

Table 6. Lesson plan of session 2. Retrieved from: Own elaboration (2021)

See you next vacation Canada

Shanon is a young girl who spent three years working in Montreal, Canada. Now she is working in Mexico again. Some friends ask her to talk about the differences between Mexico and Canada because they want to go. She says that one of the main differences is the weather, in Mexico we do not have an extreme cold in winter. People in Canada are used to it, because houses, stores, restaurants and more places have heating. If people want to go out, they will wear proper clothes for the cold, like thick jackets, special boots over the shoes, winter hats and scarfs.

If you go to the bus stop, you will not have to protect yourself from snow, because it is airproof. If you want to wait for a bus, you will not wait for a long time, they are always on time. If you take a taxi, you will pay more money and you need to call it before.

If you want to save money, you will not want to buy something in a store, because you will pay 15% of the price. Also, if you want to buy fruits and vegetables, you will pay a lot because they are not produced in Canada.

In Mexico, if people have holidays, they will not prefer to go to Canada because it is expensive, if people have the opportunity to travel, they will go to the beach. likewise, if you go to Canada, you will have fun, because you can do a lot of things there. If you take a trip through the woods with sled dogs, you will see amazing winter landscapes. It is an unforgettable experience. If you go to Canada, you will not regret it!





Image 21. Reading session 2. Retrieved from: Own elaboration (2021)

	CAUSE	EFFECT
<p>“See you next vacation Canada”</p>		

Image 22. Graphic organizer session 1. Retrieved from: Own elaboration (2021)

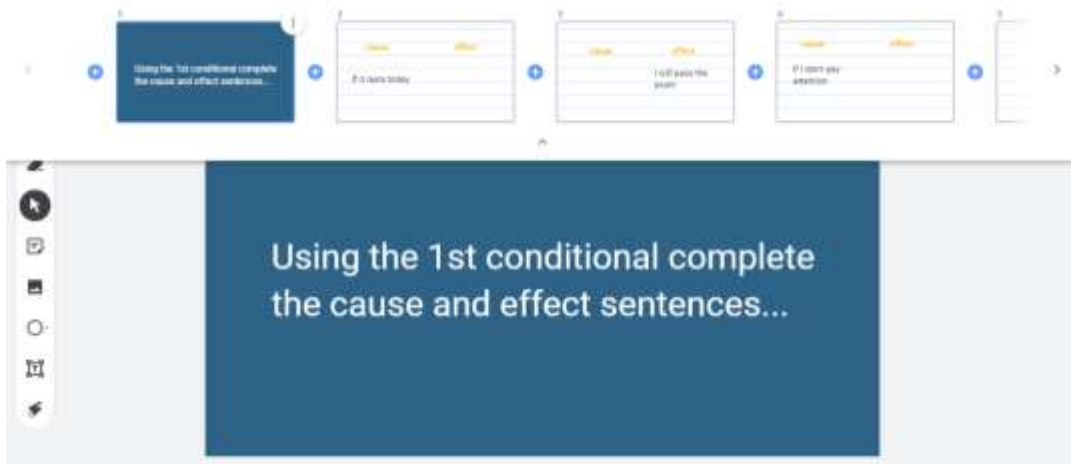


Image 23. Activity on “Jamboard”. Retrieved from: Own elaboration (2021)

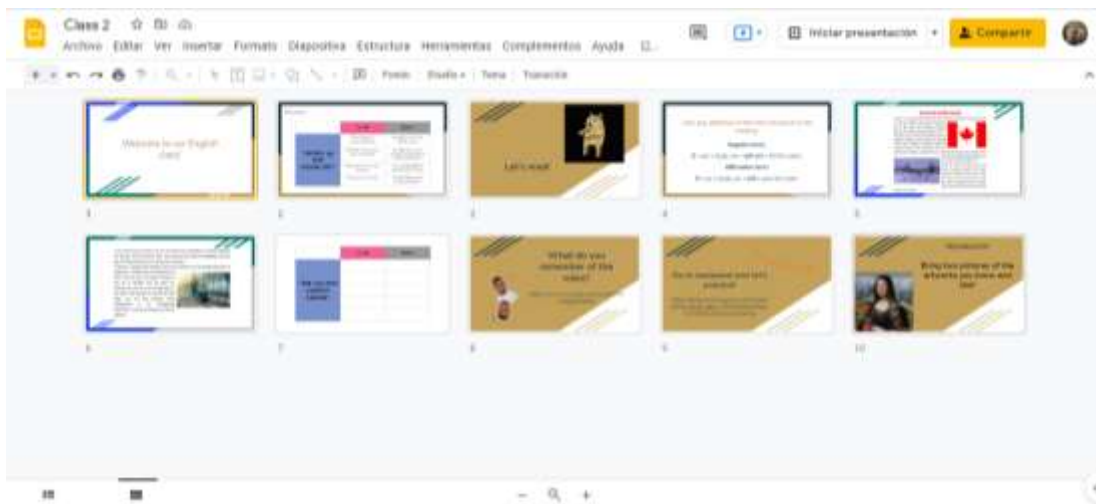


Image 24. “PowerPoint” presentation class 2. Retrieved from: Own elaboration (2021)

Appendix S. Session 3 and material used with 3D group.

ESL/EFL Lesson Plan

Lesson Number: 3|6

Topic: What Makes Art, Art?

Objective/Aim: Students should be able to comprehend a reading and to recognize emotions mentioned in the text using a mind map.

Stage & timing	Activity and procedure	Skill	Material, equipment or aids	Purpose	Possible problems and solutions
<p>Pre-task Days before the online session</p>	<p>Teacher will send a feelings list and a text named “Feeling Artsy? Here's How Making Art Helps Your Brain”, the student should read. Then, talk about it in the synchronous session.</p>	<p>Reading</p>	<p>3.1 Feelings list 3.3 Reading “Feeling Artsy? Here's How Making Art Helps Your Brain”</p>	<p>To engage students with the topic.</p>	
<p>Warm Up Beginning of Thursdays sessions on “Google Meet”.</p>	<p>Teacher and students should show a picture of their favorite place... Send to your teacher’s WhatsApp a picture of your favorite place with your name. The roulette will say your name to participate. Your teacher will show the picture you sent in the cam. Then, you are going to describe that please and answer: Why do you like this place? How do you feel when you see the picture?</p>	<p>Speaking</p>	<p>-</p>	<p>To get students alert and relaxed.</p>	

<p>Practice</p> <p>Online sessions on Thursdays at 12:00pm on “Google Meet”.</p>	<p>In the synchronous class, teacher will show to students a video clip named “What is art?”, then students should read the text that teacher will present, they should participate depending on what roulette says and finally in a “PowerPoint” presentation some art pictures and students should answer how they feel depending on each picture, following the sentence that teacher presents.</p> <p>Finishing that, students should show their pictures as homework of the last class and say how they feel about it.</p>	<p>Reading Speaking</p>	<p>3.2 Video clip “What is art?”</p> <p>3.3 Reading “Feeling Artsy? Here's How Making Art Helps Your Brain”</p> <p>3.4 “PowerPoint” presentation “Class 3”</p>	<p>To express how they feel about art.</p>	<p>If students do not have cameras on, they should answer only with the mic.</p>
<p>Production</p> <p><i>Homework</i></p>	<p>After that, students should make a mind map of the feelings that the author mentions about the art in the text read in the class, they should illustrate it.</p>	<p>Reading Writing</p>	<p>Notebook</p>	<p>To comprehend the both texts read.</p>	
<p>Evaluation</p> <p>At the end of Thursdays sessions and when students</p>	<p>At the end of the class, students could ask for some questions if they did not understand something. When students send their evidence of the chart,</p>	<p>-</p>	<p>Checklist</p>	<p>To give feedback to students and correct mistakes in the activities.</p>	

send their evidence.	teacher will assess with a checklist.				
At the end of the synchronous session, talk about the final project, an artwork.					

Table 7. Lesson plan of session 3. Retrieved from: Own elaboration (2021)



Image 25. List of emotions. Retrieved from: Pinterest website (2019)

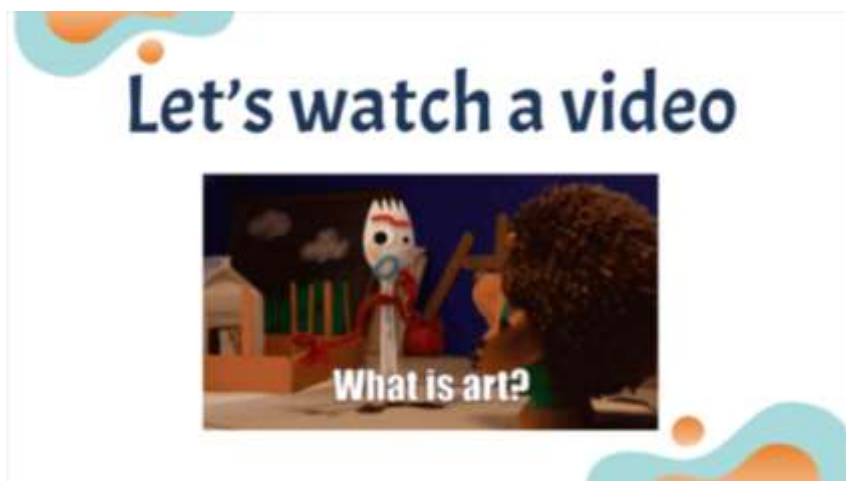


Image 26. Video. Retrieved from: Disney + platform (2020)

Feeling Artsy? Here's How Making Art Helps Your Brain

January 11, 2020 MALAKA GHARIB



A lot of my free time is spent doodling. I'm a journalist on NPR's science desk by day. But all the time in between, I am an artist — specifically, a cartoonist. I draw in between tasks. I sketch at the coffee shop before work.

I do these things partly because **it makes me feel happy and content**. But I suspect there's something deeper going on. Because when I create, I feel *cool*, it clears my head. It helps me make sense of my emotions. And it somehow, **it makes me feel in love**.

That made me wonder: What is going on in my brain when I draw? Why does it feel so nice? And how can I get other people — even if they don't consider themselves artists — on the creativity train? It turns out there's a lot happening in our minds and bodies when we make art.

Strange as it may sound, **I generally feel exhausted**. Whenever I look at someone else's art, it makes me want to do my own. I feel like I should be doing rather than looking. I tend to be almost jittery when I go to art museums or gallery openings. I don't really know anyone else who feels that way, but **I feel either excited by the art that I didn't do it**.

I sometimes think it's a bit more of the latter than the former because I tend to be very analytical (not critical in the negative sense) of the artwork. I start to look at the structure and, if I can get close enough to it, the brushstrokes or movements of a pen or pencil on the paper that actually form the piece. I then think of all the things I should be doing artistically. I think that is why communities of artists flourish—they feed off of each other in a symbiotic way.



Well, finally, if people criticize the art of my friends **I feel angry, annoyed and grumpy**, I can't explain why.

Image 27. Reading class 3. Retrieved from: NPR website (2020)

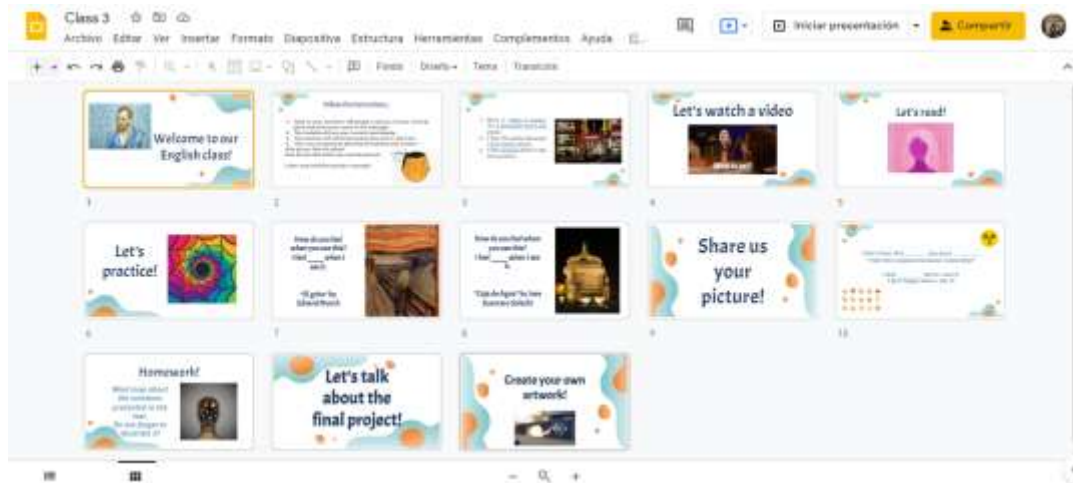


Image 28. "PowerPoint" presentation class 3. Retrieved from: Own elaboration (2021)

Appendix T. Session 4 and material used with 3D group.

ESL/EFL Lesson Plan

Lesson Number: 4|6

Topic: What Makes Art, Art?

Objective/Aim: Students should be able to comprehend a reading and to describe two artworks using a comparative chart.

Stage & timing	Activity and procedure	Skill	Material, equipment or aids	Purpose	Possible problems and solutions
Pre-task Days before the online session.	Teacher should send to students a list of qualifying adjectives that will be required to use for the next activities.	-	List of qualifying adjectives	To engage students with the topic.	
Warm Up Online sessions on Thursdays at 12:00pm on “Google Meet”.	Teacher will present a “Kahoot” about questions of TV series, TV shows, Movies, Singers or topics that they may know. Students should login to the app and start playing the game.	-	-	To get students alert and relaxed.	
Practice Online sessions on Thursdays at 12:00pm on “Google Meet”.	In the synchronous class, teacher should present a reading about “Mona Lisa” and “Liberty statue”, the student should read participating according to the roulette. Then, using pictures in a “PowerPoint” presentation, teacher will model how to describe things using qualifying adjectives. After that, students should describe their artwork (the	Reading Speaking	4.1 Reading “Mona Lisa” and “Statue of liberty” 4.2 “PowerPoint” presentation “class 4” Students’ artwork	To practice the use of qualifying adjectives.	If some students do not make their artwork, they should describe another artwork, one famous artwork

	homework of class 3) with their cameras on, using the qualifying adjectives and emotions.				that they know.
Production <i>Homework</i>	Students should do a comparative chart about the text read at the beginning.	Reading Writing	Notebook	To comprehend the texts read.	
Evaluation At the end of Thursdays sessions and when students send their evidence.	At the end of the class, students could ask for some questions if they did not understand something. When students send their evidence of the chart, teacher will assess with a checklist.	-	Checklists	To give feedback to students and correct mistakes in the activities.	

Table 8. Lesson plan of session 4. Retrieved from: Own elaboration (2021)

Type	Examples
Opinion	beautiful, expensive, informative, cute
Size	small, big, tall, enormous, massive
Age	old, young, youthful, ancient, new
Shape	round, rectangular, square
Colour	red, yellow, blue, green
Origin	Singaporean, Japanese, American
Material	metal, wood, plastic, rubber, glass, silk

Image 28. List of qualifying adjectives. Retrieved from: Own elaboration (2021)

LET'S READ!



The **Statue of Liberty**, officially named the Statue of Liberty Enlightening the World, sits on the 12-acre Liberty Island in New York Harbor. This national monument, along with Ellis Island, has represented freedom from tyranny, financial hardship and suffering for many immigrants since the late 1800s.

The Statue of Liberty appears tiny when viewed from the Brooklyn Bridge; however, at close range, it's an impressive figure in the New York Harbor. From pedestal to tip, the 225-ton (450,000-pound) statue is 305 feet, 6 inches, with the face measuring more than 6 feet tall. There are 154 steps from the pedestal to the head, and the figure has

a 26-foot waistline.

The physical features of the Statue of Liberty carry significant meaning. The broken shackles at Liberty's feet signify a breaking away from tyranny and oppression. The seven rays on her crown stand for the seven continents, each 9 feet long and weighing as much as 150 pounds. The National Park Service states that the 24 windows in her crown represent gemstones found on the Earth and heaven's rays shining over the world. Her torch is easily understood to be lighting the path to freedom; it reflects the sun during the day and is illuminated by 16 floodlights at night.

The **Mona Lisa** is an oil painting by Italian artist, inventor, and writer Leonardo da Vinci. Likely completed in 1506, the piece features a portrait of a seated woman set against an imaginary landscape.

In addition to being one of the most famous works of art, it is also the most valuable. Permanently located in the Louvre Museum, it is estimated to be worth an impressive \$900 million today. Valued in excess of \$1 billion, the *Mona Lisa*, perhaps the greatest treasure of Renaissance Art, is one of many masterpieces of High Renaissance painting housed in the Louvre.



The painting presents a woman in half-body portrait, which has as a backdrop a distant landscape. Yet this simple description of a seemingly standard composition gives little sense of Leonardo's achievement. The three-quarter view, in which the sitter's position mostly turns toward the viewer, broke from the standard profile pose used in Italian art and quickly became the convention for all portraits, one used well into the 21st century.

Image 28. Reading session 4. Retrieved from: Travel Tips US Today website (2018) and My Modern Met website (2019)

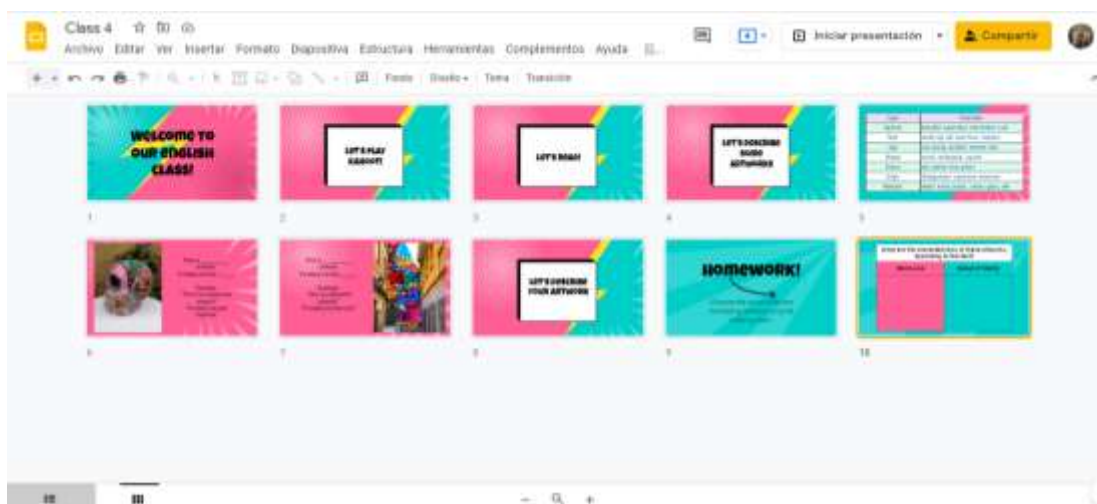


Image 29. "PowerPoint" presentation class 4. Retrieved from: Own elaboration (2021)

Appendix U. Session 5 and material used with 3D group.

ESL/EFL Lesson Plan

Lesson Number: 5|6

Topic: Body Systems

Objective/Aim: the students should be able to comprehend a reading doing a mind map identifying body systems.

Stage & timing	Activity and procedure	Skill	Material, equipment or aids	Purpose	Possible problems and solutions
<p>Pre-task Days before the online sessions.</p>	<p>Teacher will send to the WhatsApp group a video about the body systems; students should watch it and answer some questions that teacher will send too. https://www.youtube.com/watch?v=9eu1bbOy5xw Questions: How many systems do we have in our body? The _____ system protect our organs from thing that could hurt us. What is the system that send neural signs? Integumentary means _____, _____ and _____ from our _____ to our _____.</p>	<p>Listening Writing</p>	<p>1.1 Video “twelve body systems song” taken from “YouTube”. 1.2 Questions’ sheet</p>	<p>To engage students with the topic.</p>	

<p>Warm Up Beginning of Thursdays sessions on “Google Meet”.</p>	<p>Teacher and students will play a random “Kahoot”.</p>	<p>-</p>	<p>-</p>	<p>To get students relaxed.</p>	
<p>Practice Online sessions on Thursdays at 12:00pm on “Google Meet”.</p>	<p>In the synchronous class, teacher will use a roulette to ask participation according to what name appears. Students should read the text presented in the slide. <i>Pre-reading</i> What the text is about? Put the name of each body system according to the paragraph. What is the correct image for each system? <i>While reading</i> Pay attention to the elements of each system <i>Post reading</i> Teacher will send to students the link of two games about the body systems; students should play and send screenshot of the score to the “WhatsApp”. https://happylearning.tv/en/word-search-respiratoy-system/ https://www.abcya.com/games/skeletal_system</p>	<p>Reading Writing</p>	<p>1.3 “PowerPoint” presentation “Class 1” 1.4 Reading “Body systems” 1.5 Games taken from websites</p>	<p>To read about some body systems.</p>	<p>Teacher will help students if they do not understand a word in the text.</p>

<p>Production</p> <p><i>Homework</i></p>	<p>Teacher will explain the product of the week: “Do a mind map about the body systems that the text mentions”</p> <p>This activity will be as homework, students should send it on Friday.</p>	<p>Reading Writing</p>	<p>1.4 Reading “Body systems”</p> <p>Notebook</p>	<p>To comprehend a reading doing a mind map.</p>	<p>If some students do not send the activity as teacher said, teacher will send feedback.</p>
<p>Evaluation</p> <p>When students send their evidence.</p>	<p>At the end of the class, students could ask for some questions if they did not understand something. When students send their evidence of the chart, teacher will assess with a checklist.</p>	<p>-</p>	<p>Checklist</p>	<p>To give feedback to students and correct mistakes in the activities.</p>	

Table 9. Lesson plan of session 5. Retrieved from: Own elaboration (2021)



Image 30. Video. Retrieved from: “YouTube” <https://www.youtube.com/watch?v=9eu1bbOy5xw> (2021)

Complete name.
After watching the video "twelve body systems song", answer the next questions:
How many systems do we have in our body? _____
The _____ system protect our organs from thing that could hurt us.
What is the system that send neural signs? _____
Integumentary means _____, _____ and _____ from our _____ to our _____.

Image 31. Questions' sheet. Retrieved from: Own elaboration (2021)

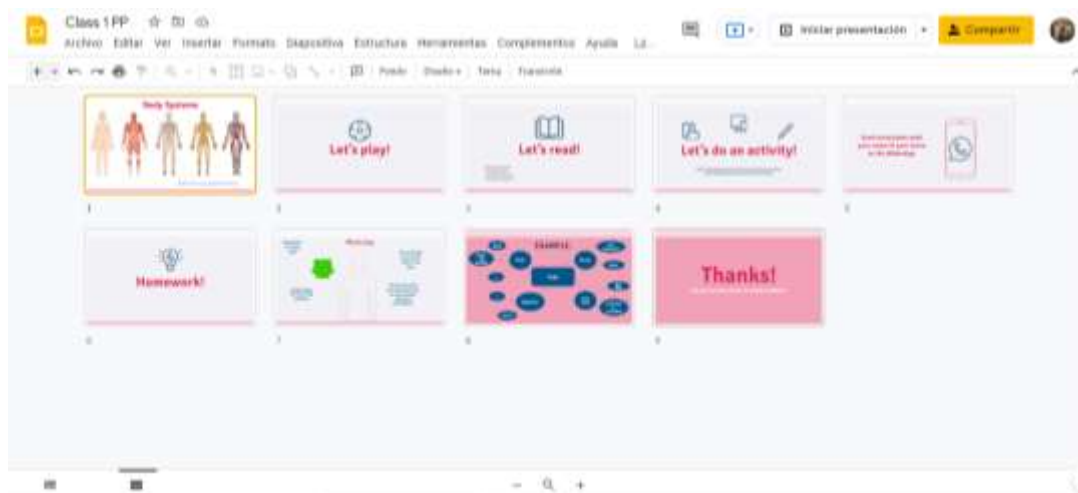


Image 32. "PowerPoint" presentation class 5. Retrieved from: Own elaboration (2021)

Body Systems

Do you know the body systems? Let's read information about some of them to know more about our body.

The center of the system is your heart. It has a big job to do because it pumps blood to every cell in your body. Your heart never stops beating. First, the heart pumps blood to the lungs to get oxygen. This system is made up of blood vessels that carry blood away from and towards the heart. Arteries carry blood away from the heart and veins carry blood back to the heart.



We have 206 bones in our body. Each bone has a function. Some bones offer protection to softer more fragile parts of the body. For example, the skull protects the brain and the rib cage protects our heart and lungs. Other bones, like bones in our legs and arms, help us to move around by providing support for our muscles. The system also includes tendons, ligaments, and cartilage.

Muscles are how we move and how all movement in the body is controlled by muscles. There are over 650 muscles in the human body. They are under our skin and cover our bones. Muscles often work together to help us move.

is the group of tissues and organs in your body that allow you to breathe. This system includes your arteries, your lungs, and the blood vessels and muscles attached to them that work together so you can breathe.

Now, you know how our body works with these four systems. Can you imagine if some system does not exist?

What image corresponds to each system?






Image 33. Reading session 5. Retrieved from: Own elaboration (2021)

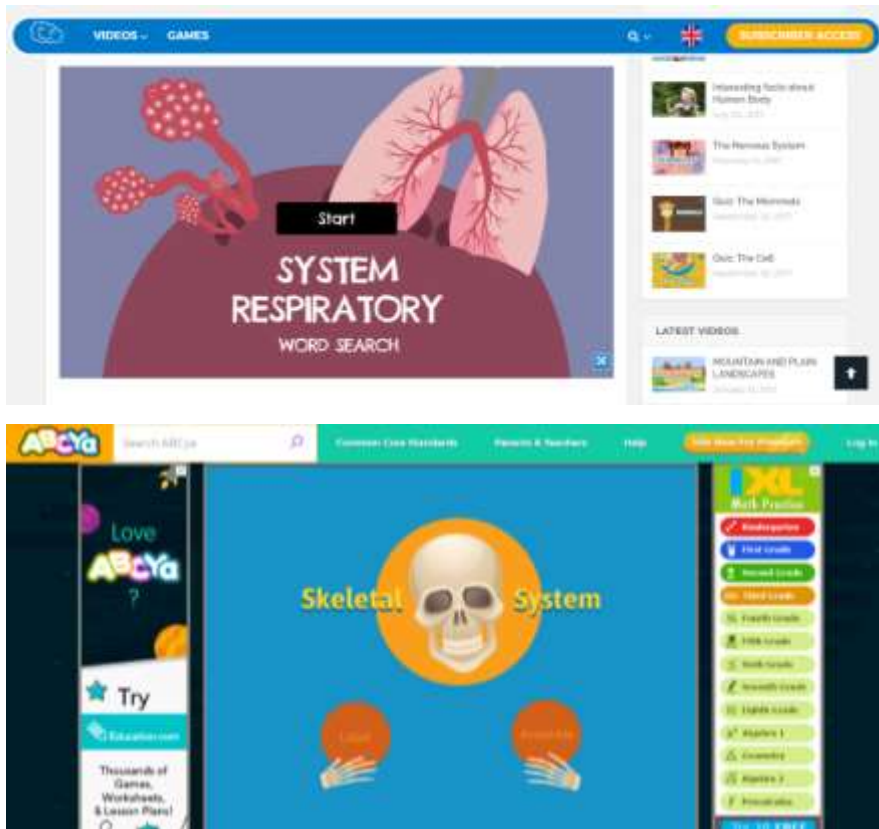


Image 34. Online games. Retrieved from: Happy Learning and ABCYA websites (2021)

Appendix V. Session 5 and material used with 3D group.

ESL/EFL Lesson Plan

Lesson Number: 6|6

Topic: clothes and colors

Objective/Aim: the students should be able to comprehend a reading doing a chart identifying clothes and colors.

Stage & timing	Activity and procedure	Skill	Material, equipment or aids	Purpose	Possible problems and solutions
Pre-task	Teacher will send to the WhatsApp group a video about clothes and colors;	Listening Writing	2.1 Video “clothes and colors” taken	To engage students with the topic.	

Days before the online sessions.	students should watch it and do the activity identifying the clothes and colors according to the picture. https://www.youtube.com/watch?v=MEtIGQro12Y		from “YouTube” 2.2 Activity 1		
Warm Up Beginning of Thursdays sessions on “Google Meet”.	Teacher will ask to students turn on their cameras to show clothes or objects with the color that she says. Example: “Show us white socks” “Show us something with color green”	Listening	-	To get students relaxed.	
Practice Online sessions on Thursdays at 12:00pm on “Google Meet”.	In the synchronous class, teacher will use a roulette to ask participation according to what name appears. Students should read the text presented in the slide. <i>Pre-reading</i> What the text is about? <i>While reading</i> Pay attention to the clothes and colors mentioned. <i>Post reading</i> Teacher and students will answer a chart about the text, identifying clothes, objects and colors mentioned there.	Reading Writing	2.3 “PowerPoint” presentation “Class 2” 2.4 Reading “What are people wearing?” 2.5 Chart “clothes and colors”	To read about some body systems.	Teacher will help students if they do not understand a word in the text.

<p>Production</p> <p>Online sessions on Thursdays at 12:00pm on “Google Meet”.</p>	<p>Teacher will dictate some instructions and students should draw what they heard about clothes and colors.</p>	<p>Listening</p>	<p>2.3 “PowerPoint” presentation “Class 2”</p>	<p>To follow instructions related to the topic.</p>	<p>If students do not understand the instruction, teacher will show a picture of the object.</p>
<p>Evaluation</p> <p>When students send their evidence.</p>	<p>At the end of the class, students could ask for some questions if they did not understand something. When students send their evidence of the chart, teacher will assess with a checklist.</p>	<p>-</p>	<p>Checklist</p>	<p>To give feedback to students and correct mistakes in the activities.</p>	

Table 10. Lesson plan of session 6. Retrieved from: Own elaboration (2021)



Image 35. Video. Retrieved from: “YouTube” <https://www.youtube.com/watch?v=MEtIGQro12Y> (2020)





Complete name:		Complete the next sentences.	
		Gloria Trevi is wearing a _____ jacket.	<ul style="list-style-type: none"> a) Yellow b) Green c) Black
		Bad bunny is wearing a yellow _____.	<ul style="list-style-type: none"> a) Shirt b) T-shirt c) Pants
		Billy Eilish is wearing a _____ shirt.	<ul style="list-style-type: none"> a) Green b) Brown c) Gray
		Messi is wearing blue _____.	<ul style="list-style-type: none"> a) Shoes b) Shorts c) Jacket

Image 36. Activity class 6. Retrieved from: Own elaboration (2021)

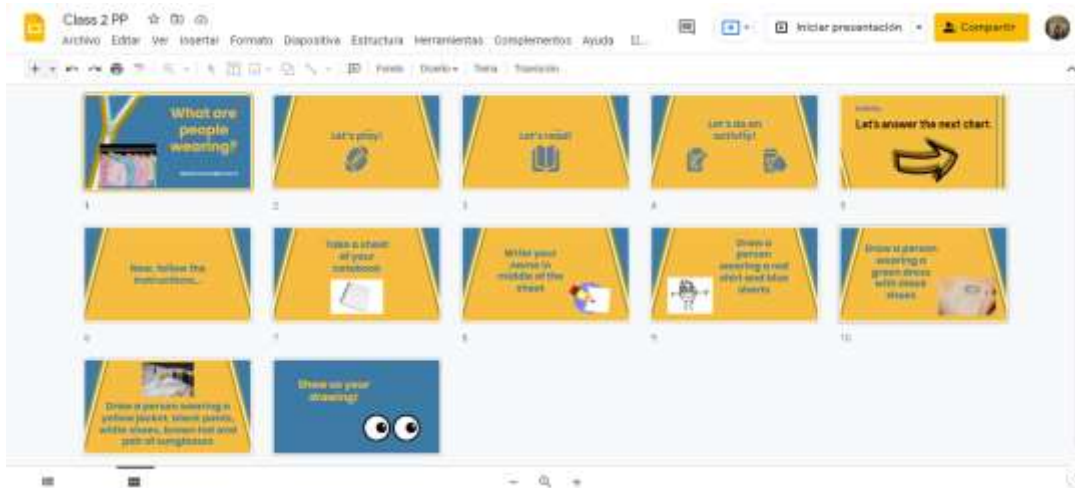


Image 37. "PowerPoint" presentation class 6. Retrieved from: Own elaboration (2020)

Appendix W. Checklists used to evaluate students' activities.

Topic: "How can we be prepared for an environmental emergency?"				
LESSON #1	2 nd grade	Student name:		
Main aim: at the of the lesson students should be able to recognize some of natural disasters.				
Criterion	Reached	No reached	Points	Observations
<i>The student writes in English language</i>			5	
<i>The student sent their evidence on time</i>			5	
<i>The student uses drawings and words to identify the different natural disasters</i>			5	
<i>The mind map is clear and contains the six natural disasters that are in the text</i>			5	
Total of points			20	

Table 11. Checklist used in second grade, session 1. Retrieved from: Own elaboration (2021)

Topic: "How can we be prepared for an environmental emergency?"				
LESSON #2	2 nd grade	Student name:		
Main aim: at the of the lesson students should be able to use the imperative form to talk about instructions and advices.				
Criterion	Reached	No reached	Points	Observations
<i>The student writes in English language</i>			5	
<i>The student sent their evidence on time</i>			5	
<i>The student distinguishes between negative and affirmative form in the chart (exercise #3)</i>			5	
<i>The student recognizes pictures with the imperative form (exercise #4)</i>			5	
<i>The student uses correctly the imperative form according to the pictures (exercise #5)</i>			5	
Total of points			25	

Table 12. Checklist used in second grade, session 2. Retrieved from: Own elaboration (2021)

Topic: "How can we be prepared for an environmental emergency?"					
LESSON #3		2 nd grade	Student name:		
Main aim: at the of the lesson students should be able to use the imperative form and sequence adverbs to talk about instructions.					
Criterion	Reached	No reached	Points		Observations
The student writes in English language				8	
The student sent their evidence on time				5	
The student underlines and distinguishes the recommendations given in the text				6	
The student completes the chart with the information given in the text and uses the sequence adverbs given				6	
Total of points				25	

Table 13. Checklist used in second grade, session 3. Retrieved from: Own elaboration (2021)

Topic: "How can we be prepared for an environmental emergency?"					
LESSON #4		2 nd grade	Student name:		
Main aim: at the of the lesson students should be able to use the imperative form and sequence adverbs to make an infographic about what to do in case of a natural disaster.					
Criterion	Reached	No reached	Points		Observations
The student writes in English language				6	
The student sent their evidence on time				6	
The student adds information about the natural disaster of the reading given				6	
The student uses imperative form and sequence adverbs				6	
The student adds drawings to the infographic				6	
Total of points				30	

Table 14. Checklist used in second grade, session 4. Retrieved from: Own elaboration (2021)

Topic: "What might have happened?"				
LESSON #1	3 rd grade	Student name:		
Main aim: students should be able to make predictions using conditional type 1 in affirmative way (if + simple present + simple future)				
Criterion	Reached	No reached	Points	Observations
<i>The student sent on time the evidence.</i>			4	
<i>The chart is in the English language.</i>			5	
<i>The chart has 2 spaces, one for cause and the other for effect, and are identified.</i>			4	
<i>The student uses conditional type 1 in the sentences.</i>			4	
<i>The student uses conditional type 1 in an affirmative way.</i>			4	
<i>Sentences are about the text given and have coherence.</i>			4	
Total of points			25	

Table 15. Checklist used in third grade, session 1. Retrieved from: Own elaboration (2021)

Topic: "What might have happened?"				
LESSON #2	3 rd grade	Student name: Ramirez Rdz Joselyn		
Main aim: students should be able to comprehend a reading and to recognize cause and effect with the conditional type 1 in affirmative and negative way using a double entry chart.				
Criterion	Reached	No reached	Points	Observations
<i>The student sent on time the evidence.</i>			4	
<i>The chart is in the English language.</i>			5	
<i>The chart has 2 spaces, one for cause and the other for effect and are identified.</i>			4	
<i>The student uses conditional type 1 in the sentences.</i>			4	
<i>The student uses conditional type 1 in an affirmative and negative way.</i>			4	
<i>Sentences are about the text given and have coherence.</i>			4	
Total of points			25	

Table 16. Checklist used in third grade, session 2. Retrieved from: Own elaboration (2021)

Topic: "What might have happened?"				
LESSON #3	3 rd grade	Student name:		
Main aim: students should be able to comprehend a reading and to recognize emotions mentioned in the text using a mind map.				
Criterion	Reached	No reached	Points	Observations
<i>The student sent on time the evidence.</i>			4	
<i>The mind map is in the English language.</i>			4	
<i>The mind map has the title in the center.</i>			4	
<i>The mind map has colors and images/draws.</i>			4	
<i>In the mind map are the nine expressions about how the author feels about art.</i>			5	
<i>The mind map is easy to understand.</i>			4	
Total of points			25	

Table 17. Checklist used in third grade, session 3. Retrieved from: Own elaboration (2021)

Topic: "What Makes Art, Art?"				
LESSON #4	3 rd grade	Student name:		
Main aim: students should be able to comprehend a reading and to describe two artworks using a comparative chart.				
Criterion	Reached	No reached	Points	Observations
<i>The chart is in the English language.</i>			6	
<i>The student sent the evidence on time</i>			6	
<i>The chart has 2 spaces, differentiating between the two artworks.</i>			6	
<i>The information in the chart is from the text given.</i>			7	
Total of points			25	

Topic: "What Makes Art, Art?"				
LESSON #4	3 rd grade	Student name:		
Main aim: students should be able to create their own artwork and to describe it.				
Criterion	Reached	No reached	Points	Observations
<i>The student explains the elaboration of his/her artwork, describe it and express emotions.</i>			15	
<i>The artwork was made for the student.</i>			10	
Total of points			25	

Table 18. Checklists used in third grade, session 4. Retrieved from: Own elaboration (2021)

Topic: Body systems				
LESSON #5	3 rd grade	Student name:		
Main aim: students should be able to comprehend a reading doing a mind map identifying body systems.				
Criterion	Reached	No reached	Points	Observations
<i>The student sent on time the evidence.</i>			5	
<i>The mind map is in the English language.</i>			5	
<i>The mind map contains info about the four body systems and the title.</i>			5	
<i>The mind map contains relevant info of each body system (characteristics)</i>			5	
<i>The information is about the text given.</i>			5	
Total of points			25	

Table 19. Checklist used in third grade, session 5. Retrieved from: Own elaboration (2021)

Topic: Clothes and colors				
LESSON #6	3 rd grade	Student name:		
Main aim: students should be able to comprehend a reading doing a chart identifying clothes and colors.				
Criterion	Reached	No reached	Points	Observations
<i>The student sent on time the evidence.</i>			5	
<i>The chart is in the English language.</i>			5	
<i>The chart has 2 spaces, one for clothes and one for colors.</i>			5	
<i>The information is about the text given.</i>			5	
<i>The student participate in class to answer the chart.</i>			5	
Total of points			25	

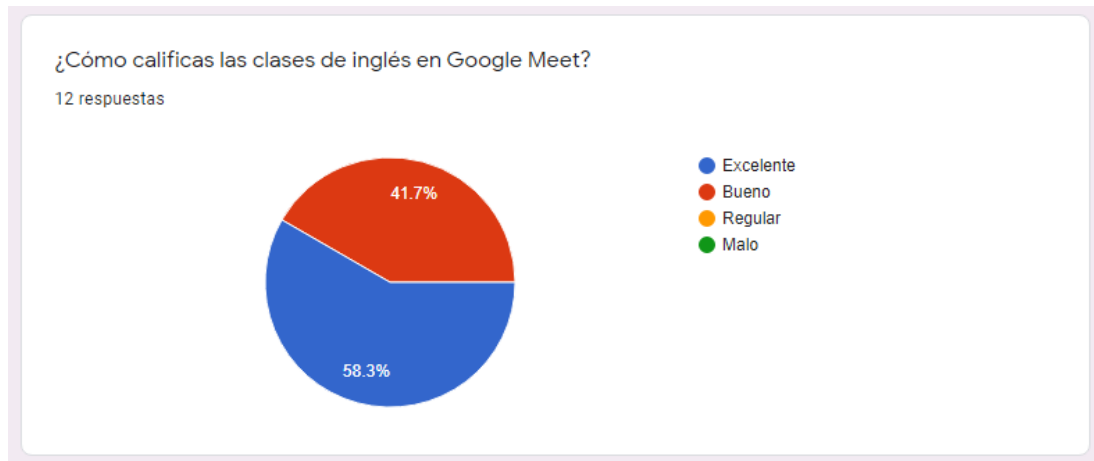
Table 20. Checklist used in third grade, session 6. Retrieved from: Own elaboration (2021)

Appendix X. “Lucky Roulette”



Image 40. “Lucky Roulette”. Retrieved from: <https://app-sorteos.com/>

Appendix Y. Results of third-grade students’ survey 1.



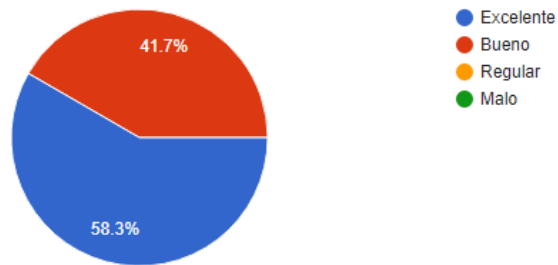
¿Porqué?

12 respuestas

- Porque son más entendibles
- Pues siempre sacan tema nuevos y me gustan mucho
- Por que me gusta
- Por que no se me traba
- Aunque yo no he entrado pienso que son clases excelentes
- Es muy buena la clase
- Me acomodo más y entiendo más
- porque se puede comprender mejor los trabajos
- Porque la maestra está atenta a cualquier duda

¿Cómo calificas las actividades realizadas durante la sesión?

12 respuestas



¿Porqué?

12 respuestas

Pues me entretienen mucho y me hacen reír y me divierto mucho

Por que aprendo

Por que me gustan las clases

Por que son buenas las actividades que realizan

Son muy creativas

Creo que son muy buenas y aprendo palabras nuevas

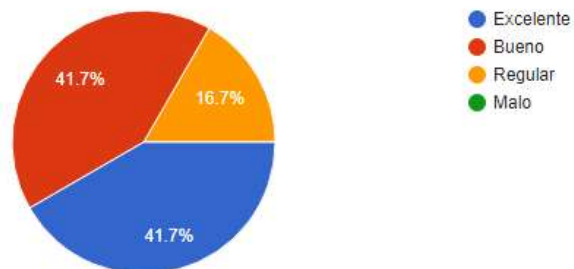
hace mas divertida la clase

Porque las actividades que hay durante la clase de verdad nos ayudan a comprender él tema

Son buenos los juegos y las actividades

¿Cómo calificas las actividades realizadas fuera de clase? (tarea)

12 respuestas



¿Porqué?

12 respuestas

Ayudan a entender mejor la clase

Porque aveces hay dudas

Pues porque casi no estoy en clases y pues les tengo que estar pidiendo a mis compañeros que me expliquen y cosas haci pero por lo demás bien :)

Por que a veces no entiendo

Por que las entiendo

Por que son fácil de entender y son muy claras

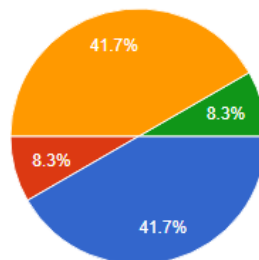
Algunas se me dificultan

Me gusta que tienen que ver con textos

refuerzan de lo que trato el tema de la clase

¿Qué actividad fue la más difícil de realizar?

12 respuestas



- Act 1. What's up with COVID-19? (cuadro doble)
- Act 2. See you next vacation Canada (cuadro doble)
- Act 3. Feeling Artsy? (mapa mental)
- Act 4. Statue of Liberty & Mona Lisa (cuadro comparativo)

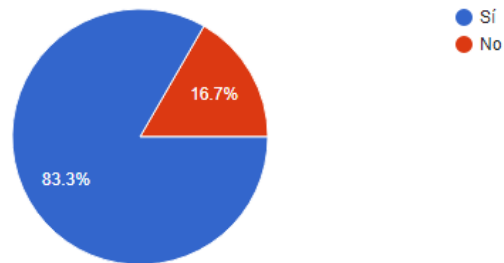
¿Porqué?

12 respuestas

- Jsjsjs no se casi no le entendí
- Por que no entendía que hacer
- Por que tienes que leer bien para completar el mapa
- Por que fue un poco difcil entender
- Se me dificultó poco
- Hasta ahora ninguna se me ah hecho difcil
- no comprendí el tema ya que no puede entra a la clase ese día
- Era un mapa mental de los 4 sistema
- Por qué no identifique los pronombres

¿Te sientes cómodo (a) participando en clase?

12 respuestas



¿Porqué?

12 respuestas

Porque puedo preguntar si no entiendo

Pues no se nadie me interrumpe y so estoy bien o mal me felicitan y me explican el porqué

Por que aprendo

Por que se de lo que hablan y me gusta participar de hecho casi no participaba y ahora ya participo mas y eso me agrada

Por que así puedo expresar lo que pienso

Al principio me daba pena pero fui teniendo más confianza en mi misma

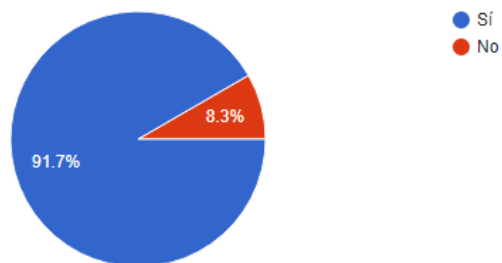
asi se puede saber si estamos bien

Por la maestra nos da ayuda si no sabemos del tema

Me siento en confianza con mis maestros y compañeros

¿Te sientes con confianza de decir tus dudas a la profesora?

12 respuestas



Si tu respuesta fue NO, ¿Porqué?

2 respuestas

Por que me da pena expresarme

Porque me daría pena

¿Qué es lo que más te gusta de las clases de inglés? y ¿porqué?

12 respuestas

Un juego que ponen

cuando jugamos kat hood, porque es divertido y al mismo tiempo aprendes

Pues resolver las actividades y participar

Los videos

Que todos participamos

Los juegos y las lecturas me ayudan a aprender más

MMM la verdad no se jsjsjsjs

Las actividades por que nos ayudan

Que aprendo palabras nuevas

¿Qué cambiarías de tus clases de inglés? y ¿porqué?

12 respuestas

Nada

pues realmente nada, esta bien como esta

Pues no cambio nada por que me gustan así como están

Menos tarea por que tenemos mucha

No cambiaría nada

Nada jsjsjs nada

Nada.

Que participarán más mis compañeros

Nada por que todo es bueno

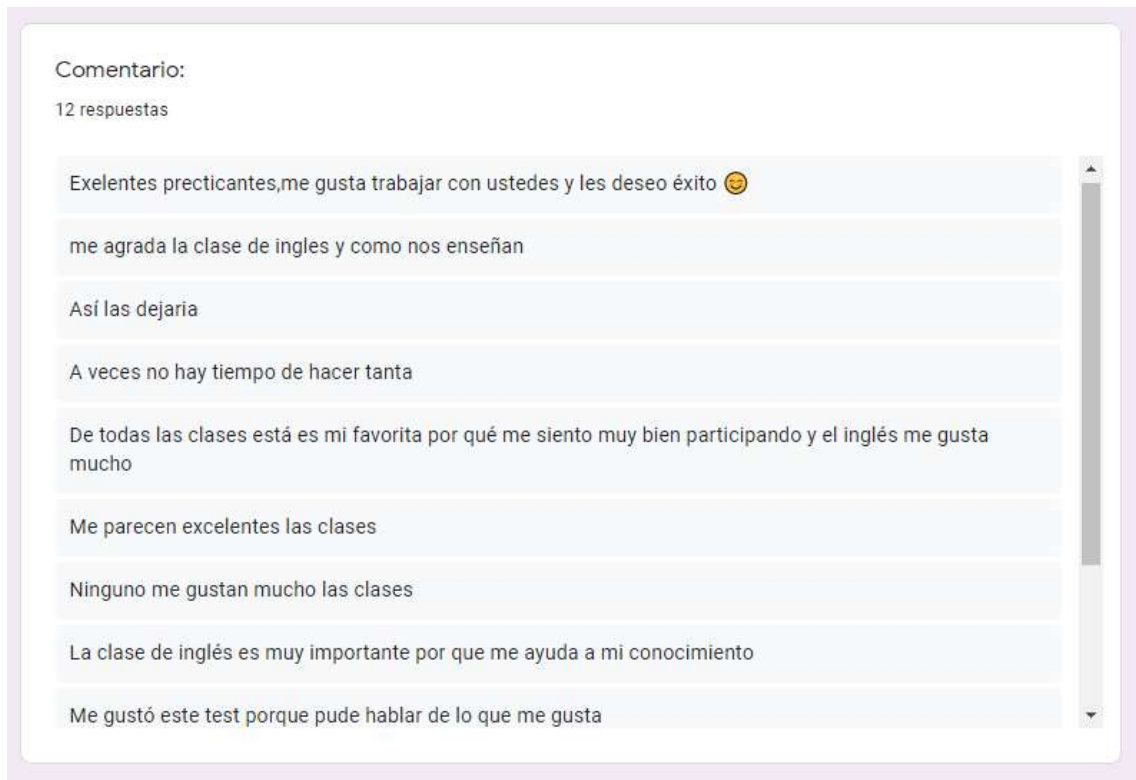
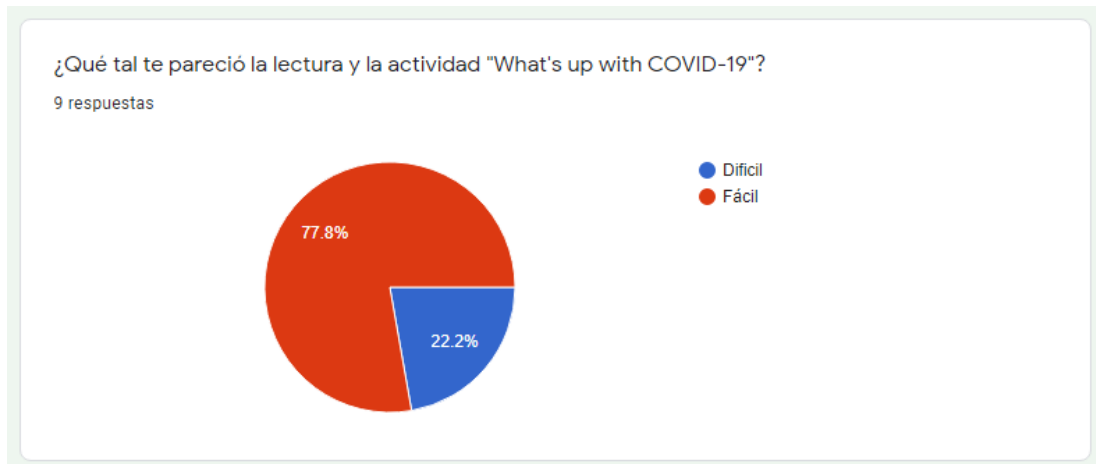


Image 41. Results of students' survey. Retrieved from: Own elaboration in Google Forms (2021)

Appendix Z. Results of survey 2



¿Por qué?

9 respuestas

No se inglés

Le entendí muy bien

en la misma lectura, se comprendía que se debería de realizar.

Pq era fácil de entender y responder

Nos habla de como fue el covid

Era muy fácil la actividad

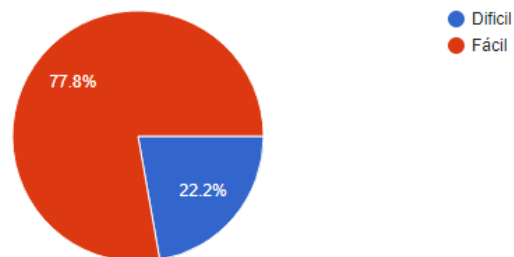
porqué la actividad esta muy interesante e investigamos sobre el actual covid 19

Te explicaba el virus y algunas prevenciones

Por que fue un poco difcil identificar varias cosas

¿Qué tal te pareció la lectura y la actividad "See you next vacation Canada"?

9 respuestas



¿Por qué?

9 respuestas

No se muchas palabras en inglés

Le entendí muy bien

al mismo de leer en grupo la lectura, las respuesta estaban notables.

Pa no estaba tan complicada

En el proceso de las vacaciones

Estaba muy sencilla.

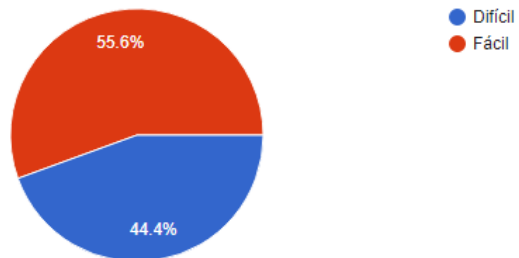
porque la actividad muestra sobre las causas y los efectos sobre las vacaciones en Canadá y se me hizo fácil

Te contaba una historia

Por que fui sencillo distinguir los puntos de la lectura

¿Qué tal te pareció la lectura y la actividad "Feeling Artsy? Here's how making art helps your brain"?

9 respuestas



¿Por qué?

9 respuestas

No se el significado de las palabras

No le entendí

en la misma clase, la explicaron como hacer.

No le entendía tanto

Es una forma de expresar atraves del arte

La actividad era muy entendible

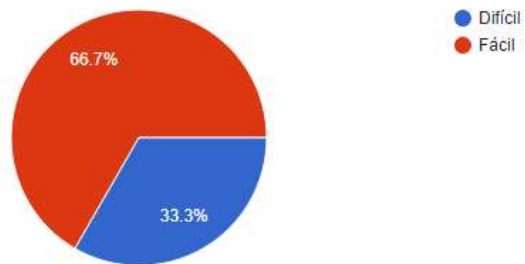
porque nos habla sobre lo que nos hace bien hacer arte a nuestro cerebro y me gusto mucho la lectura

Te contaba sobre el arte

Por que estuvo un poco confuso entender

¿Qué tal te pareció la lectura y la actividad "The Statue of Liberty and Mona Lisa"?

9 respuestas



¿Por qué?

9 respuestas

No se mucho inglés

Le entendí muy bien

en mismo formato que nos presenta, se desglosa la informacion.

Eran respuestas fáciles

Era decir las características de las dos obras de arte más famosas

Casi no le entendí a la actividad

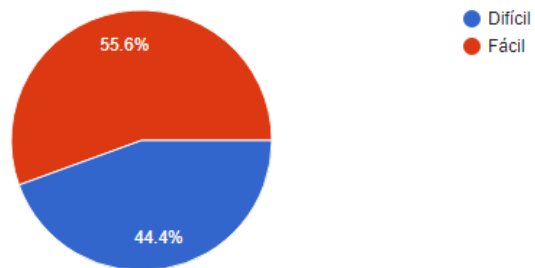
porque habla sobre la estatua de la libertad y la pintura de la mona lisa y no tuve ningún problema al respecto

Porque no sabía nada de el tema

Por que fui sencillo hayar de lo que trataba

¿Qué tal te pareció la lectura y la actividad "Body Systems"?

9 respuestas



¿Por qué?

9 respuestas

No me lo sabia en español y en inglés

Le entendí muy bien

se me complico ya que ese día no entre a la clase, no la comprendí .

Estaba fácil xd

Se me complicó entender

El mapa se me dificultó

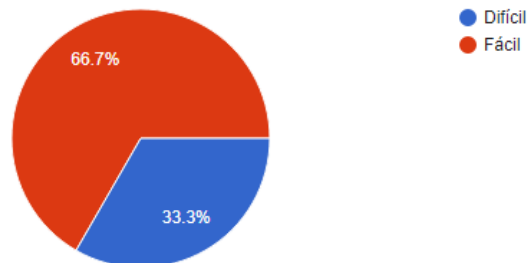
me pareció muy interesante porque nos habla sobre los diferentes órganos del cuerpo humano

Explicaba cada uno de los sistemas

Por que estaban bien indicados los puntos

¿Qué tal te pareció la lectura y la actividad "What are people wearing"?

9 respuestas



¿Por qué?

9 respuestas

Igual que en todo use traductor.

Le entendí muy bien

la resolvieron entre todos de la clase.

Pq hubo unas palabras que no entendía

Era de que cosas podrían llevar la gente en sus bolsas

La actividad era muy sencilla

porque la actividad nos indica sobre los objetos de ropa que utilizamos la gente y no tuve ninguna duda sobre la actividad

Solo te explicaba una historia

Por que estuvo complicado hayar como se iba desarrollando la lectura

Comentario:

9 respuestas

Pronto entraré a clases de inglés para mejorar en mis clases de escuela.

Ninguno

me gustan como nos enseñan y las actividades que realizamos.

Me gusta mucho su clase

Algunas actividades se me complicaron porque no le podía entender

Las actividades son muy entendibles y entretenidas

gracias a este cuestionario aprendemos mas sobre los temas en las clases de ingles en linea

Las lecturas nos ayudan a comprender mejor un tema

Ninguna

Image 42. Results of students' survey. Retrieved from: Own elaboration in Google Forms (2021)

Appendix AA. Some second-grade students' evidences week 4.

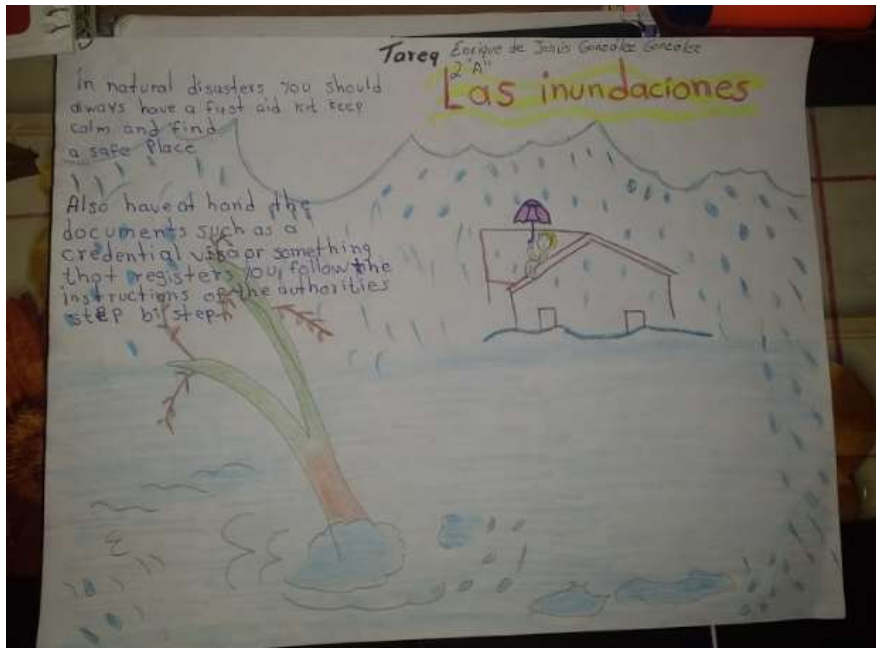
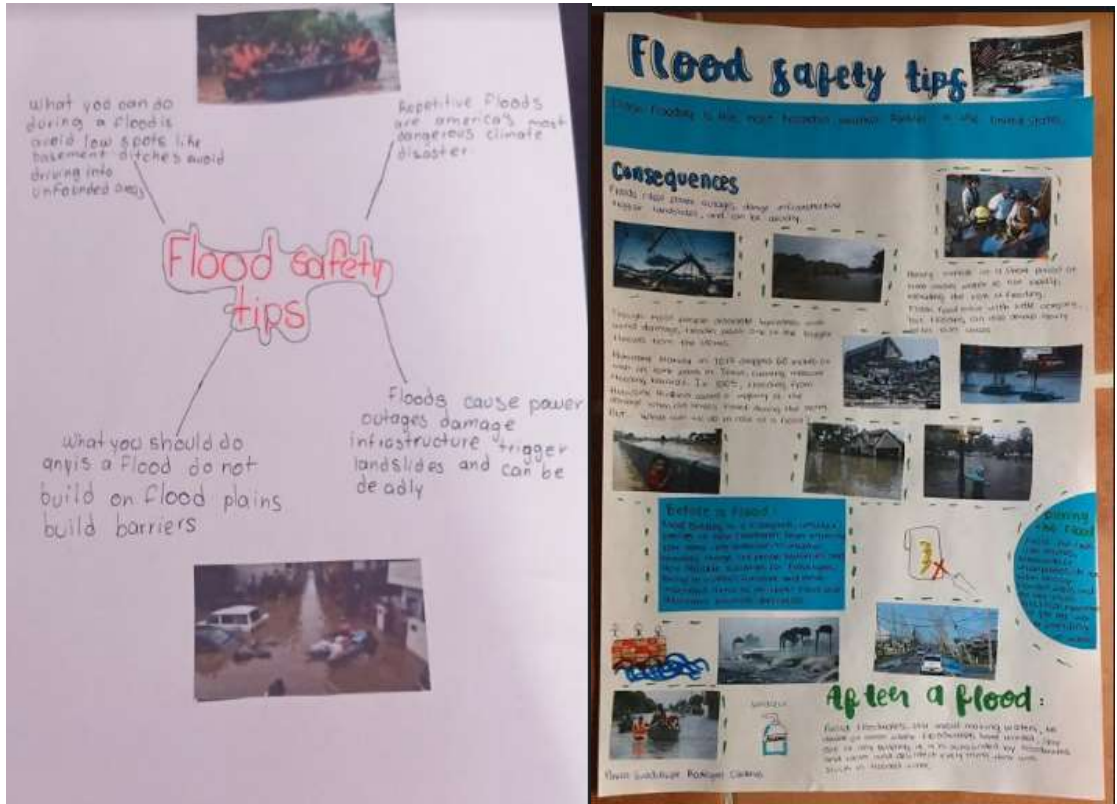


Image 43. Students' evidences session 4. Retrieved from: Students' evidence (2021)

Appendix AB. Some second-grade students' evidences week 2.

Complete name: Fraida Guadalupe Pedraza Cordero Gradelgroup: 2-2

1. READ the next information about imperative form.

La forma imperativa (imperative form) del verbo se utiliza para dar instrucciones, instrucciones, referencias o advertencias. En su forma afirmativa, se crea con el verbo base de la palabra "TO", por ejemplo:

- STAY at home.
- WEAR mask.
- WASH your hands.



También se pueden utilizar en forma negativa:

- DO NOT OPEN the door / DON'T OPEN the door
- DO NOT TURN ON the lights / DON'T TURN ON the lights
- DO NOT READ your answers / DON'T READ your answers

2. READ carefully and UNDERLINE the instructions that are mentioned.

Hi! My teacher needed to go to Guadalajara because my teacher has to get his English certification there. Before she left, she gave me a paper with the next instructions:

"Don't. I have to go to Guadalajara, please pay attention to this: do not open the door to anybody please! Do not watch TV until late. Do not accept candies from strangers. Do not invite any people to my house. Do not forget to brush your teeth. Do your homework. When you go to school, please wear your seat. When you arrive home, wash your hands. Use antibacterial gel! I promise you stay at home sometime at the evening."




English Teacher: Rendón Mely Zeyra Arreola

Frída Guadalupe Pedraza Cordero 2-2

3. WRITE on the chart the instructions in negative and affirmative way, according to the text.

NEGATIVE FORM	AFFIRMATIVE FORM
Do not watch TV until late.	Watch your TV until late.
Do not accept candies from strangers.	Accept your candies from strangers.
Do not invite any people to my house.	Invite any people to my house.
Do not forget to brush your teeth.	Brush your teeth.
Do not open the door to anybody.	Open anybody's door.

4. Match the picture with the correct sentence about recommendations for COVID-19.



Wash your hands

Don't touch your face

Use mask

Don't travel

Use antibacterial gel

English Teacher: Rendón Mely Zeyra Arreola

Frída Guadalupe Pedraza Cordero 2-2 A

5. WRITE the imperative form of each picture.



Do not use cellphone

Do not smoke

Do not take photos

Put the trash on trash can

Raise your hand to participate

Stop here

English Teacher: Rendón Mely Zeyra Arreola

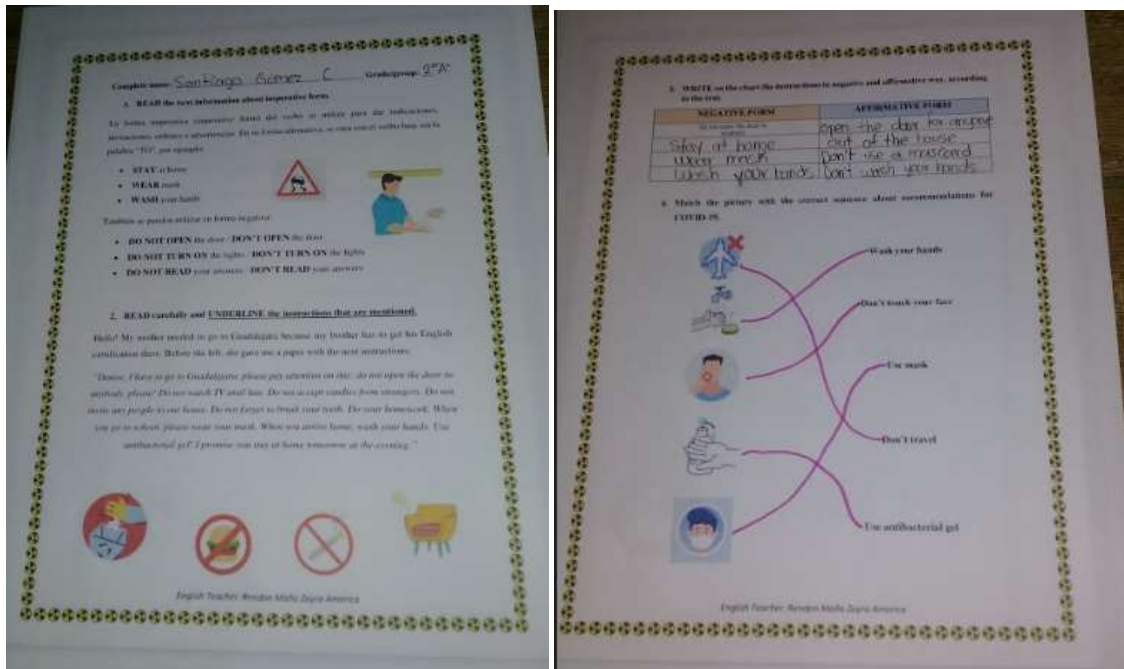


Image 44. Students' evidences session 2. Retrieved from: Students' evidence (2021)

Appendix AC. Some second-grade students' evidences week 3.

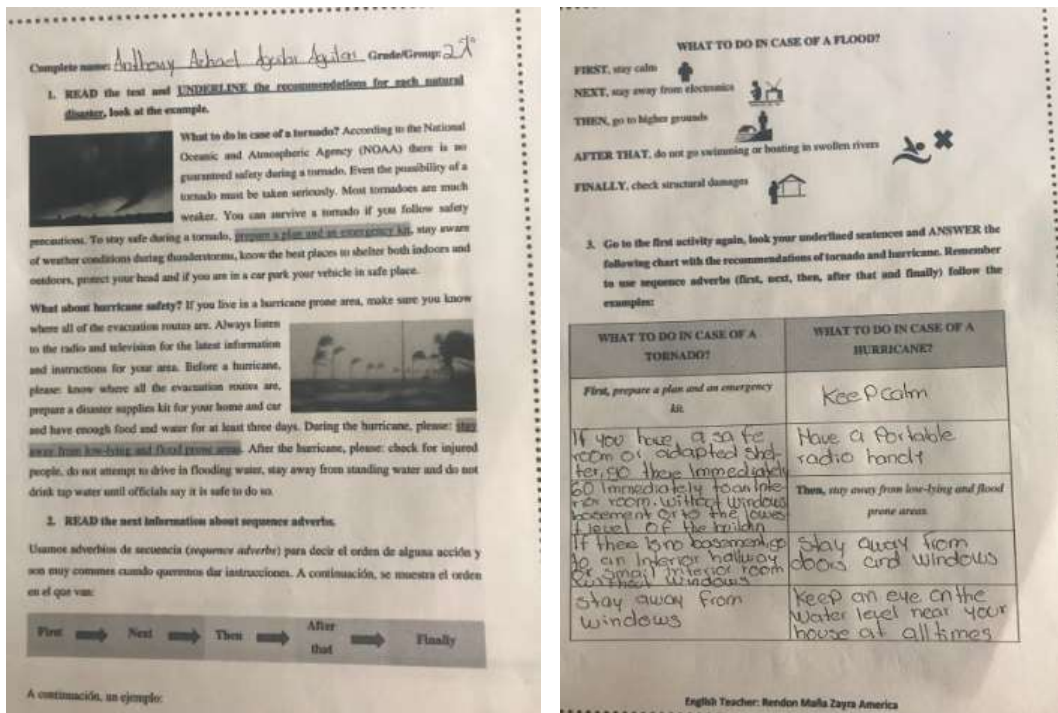
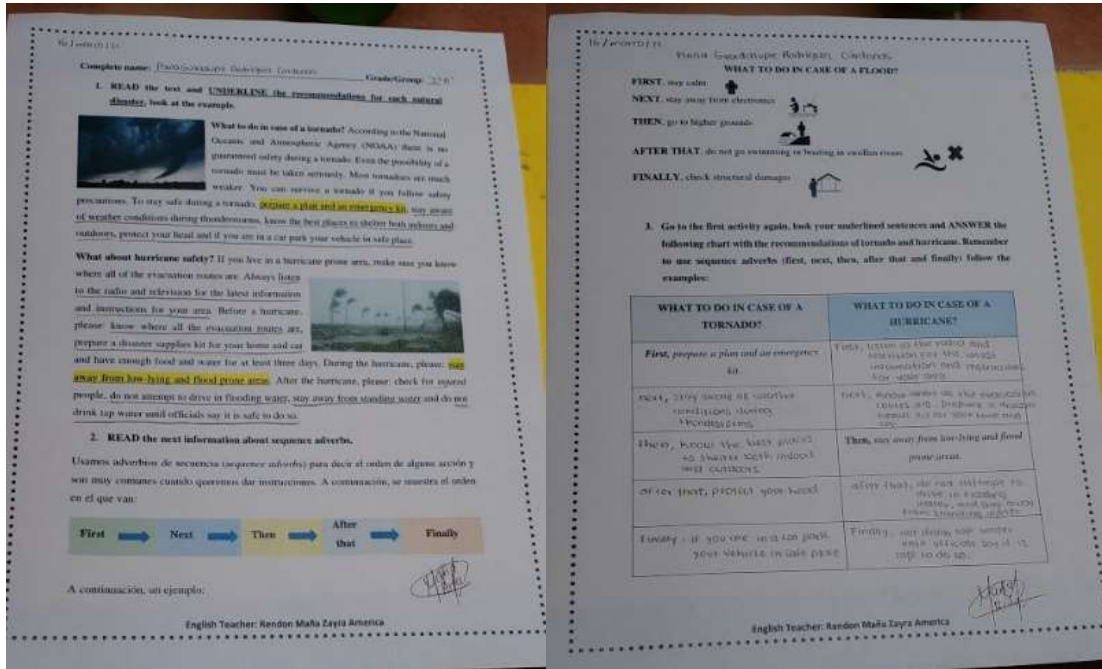
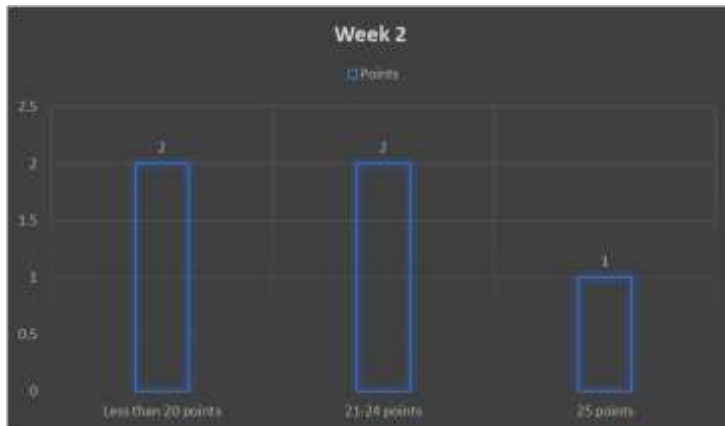
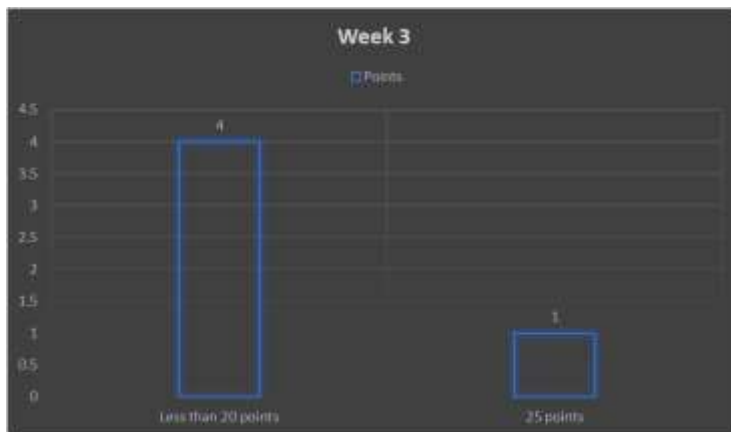


Image 45. Students' evidences session 3. Retrieved from: Students' evidence (2021)

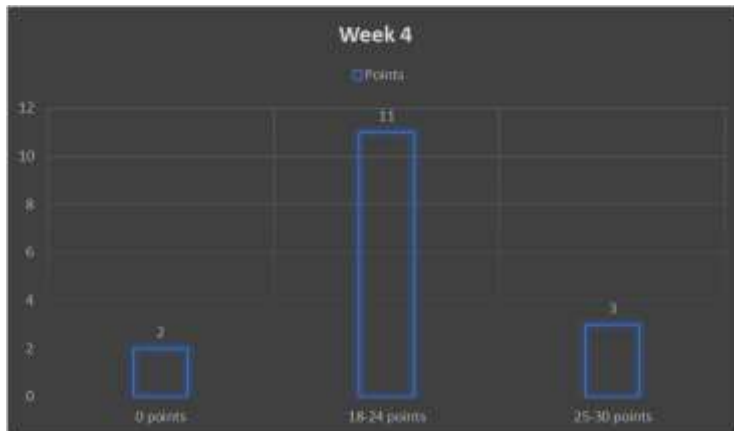
Appendix AD. Second-grade students' activities result.



Graphic 18. Points reached by students' week 2. Retrieved from: Own elaboration (2021)



Graphic 19. Points reached by students' week 3. Retrieved from: Own elaboration (2021)



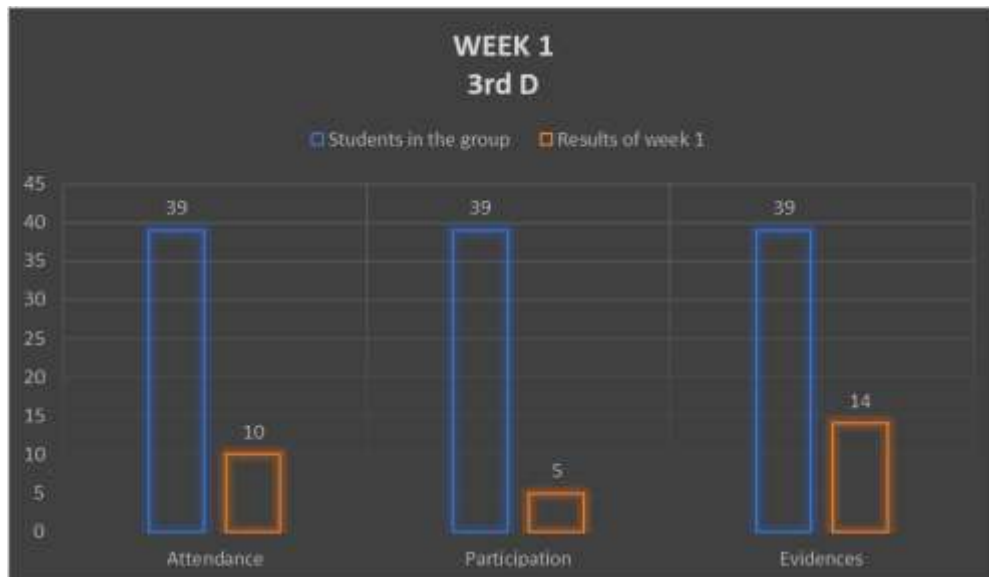
Graphic 20. Points reached by students' week 4. Retrieved from: Own elaboration (2021)

Appendix AE. Delivery of evidences weekly.

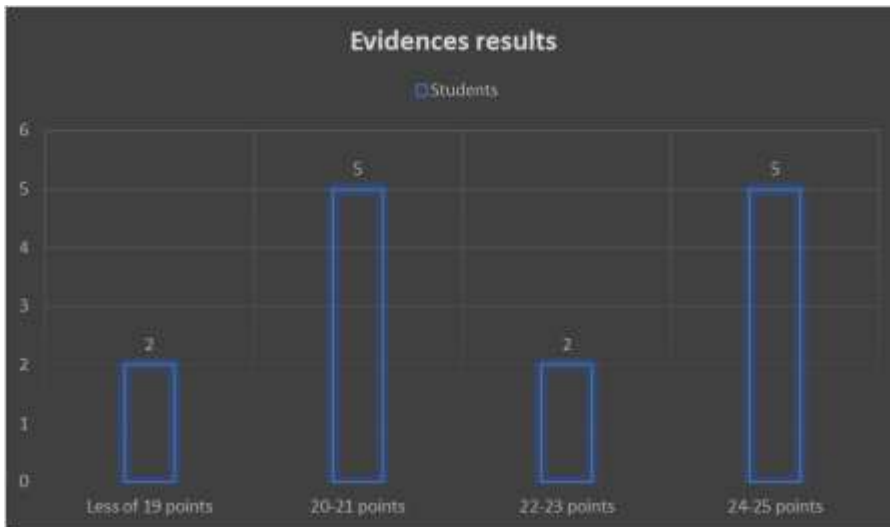


Graphic 21. Total of evidences received over the four weeks. Retrieved from: Own elaboration (2021)

Appendix AF. Third-grade students' results of session 1.



Graphic 22. Attendance, participation and evidences results week 1. Retrieved from: Own elaboration (2021)



Graphic 23. Evidences' results week 1. Retrieved from: Own elaboration (2021)

	CAUSE	EFFECT
What's up with COVID-19	If I don't wear a mask	I'll catch it
	If I don't cover my face when I cough	I will infect others
	If I don't wash my hands	I'll get infected
	If I don't use hand sanitizer	I will get infected
Fast Review No. - 10/10/21 370 10/10/21	If I take care of myself and others	I will be healthy
	Source: G. & M. 2020	

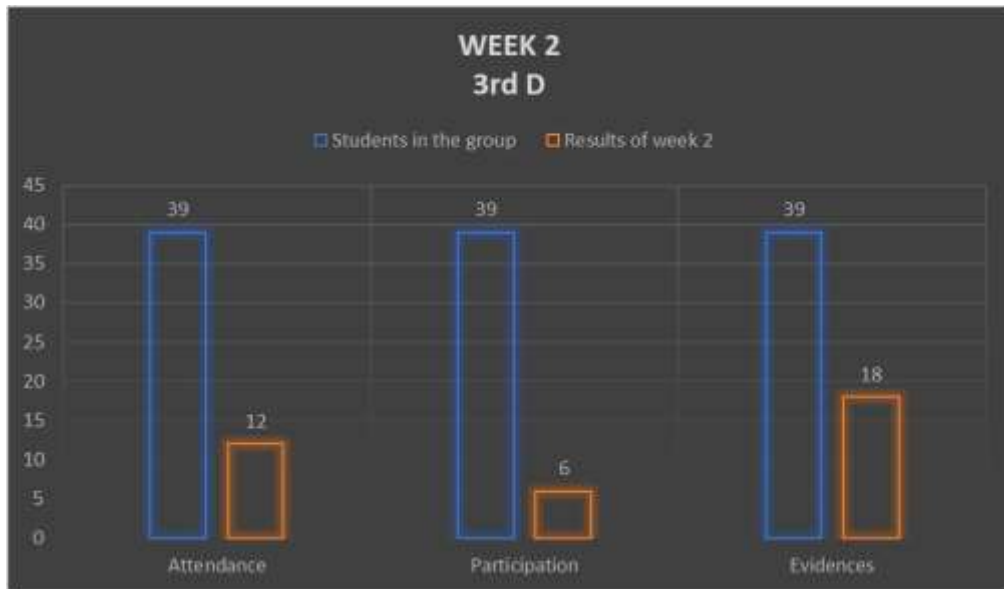
Name: Keena Guadalupe Galindo
3.D. 05-03-21

Cause	Effect
If we want to be safe	We will follow all the recommendations
If we follow the recommendations	We will be out of this infection soon
If COVID-19 spreads in your community	You will take care of yourself by taking some simple measures
If you don't use a mask properly, you probably	will get infected with the virus

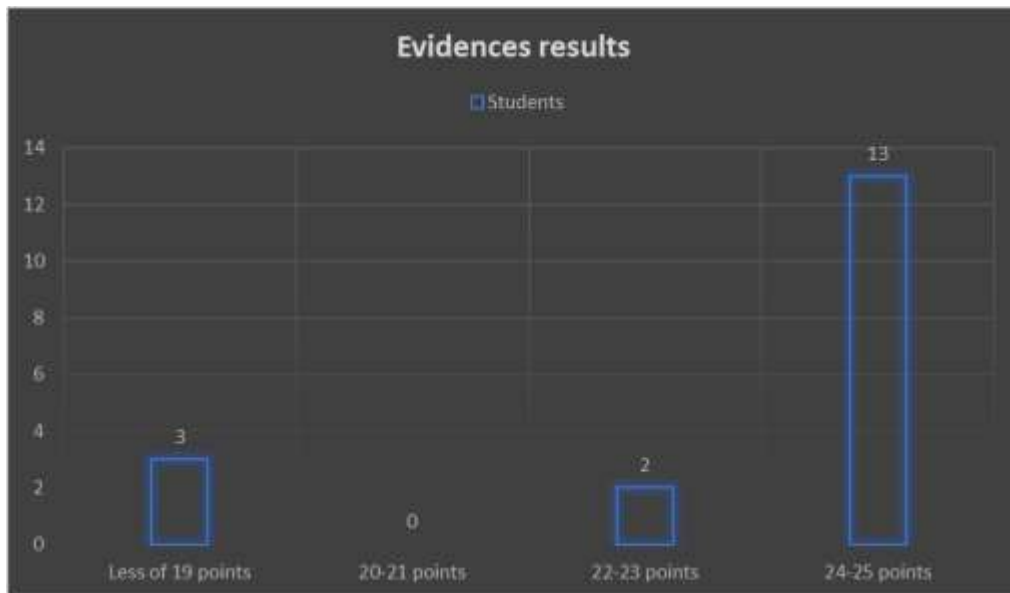
What's up with COVID-19?

Image 45. Students' evidences session 1. Retrieved from: Students' evidence (2021)

Appendix AG. Third-grade students' results of session 2.



Graphic 24. Attendance, participation and evidences results week 2. Retrieved from: Own elaboration (2021)



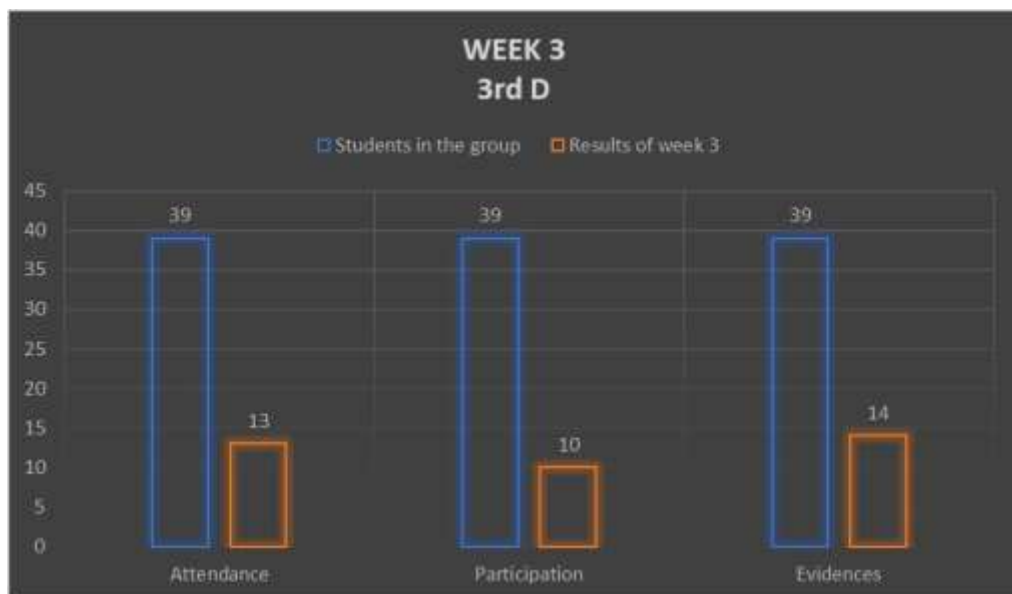
Graphic 25. Evidences' results week 2. Retrieved from: Own elaboration (2021)

	Cause (if)	Effect (will/will not)
See you next vacation Canada	If people want to go out	they will wear proper clothes for the cold
	If you go to the bus stop,	you will not have to protect yourself from snow, because it is airproof.
	If you want to wait for a bus,	you will not wait for a long time
	If you take a taxi,	you will pay more money and you need to call it before.
	If you buy fruits,	no fruits + vegetables
	If you buy fruits and vegetables,	not because it is winter
	If you get your driver's license,	no snow + winter
	If you stay in winter,	you can warm up
	If you go to a store,	no snow + winter
	If you can buy something,	no snow + winter

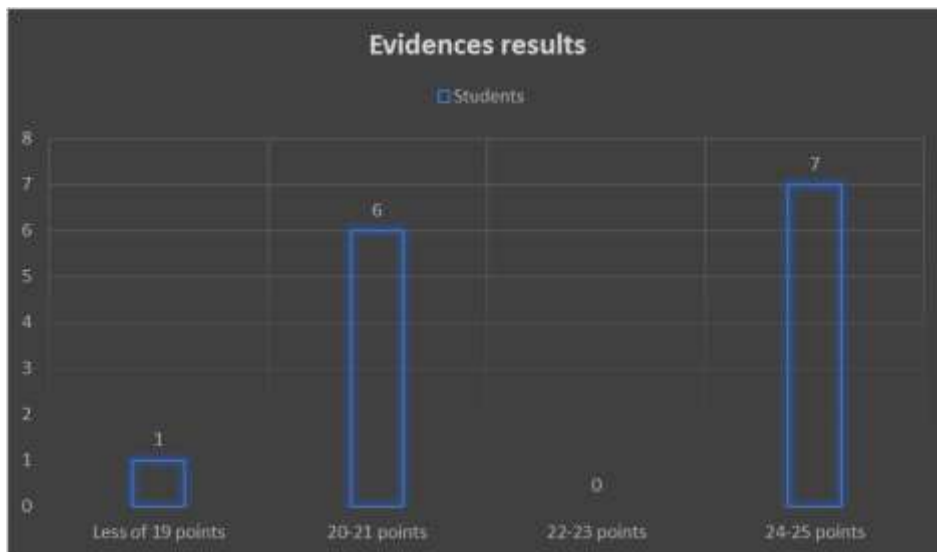
	Cause (if)	Effect (will/will not)
See you next vacations Canada	If people want to go out	they will wear proper clothes for the cold
	If you go to the bus stop,	you will not have to protect yourself from snow, because it is airproof.
	If you want to wait for a bus,	you will not wait for a long time
	If you take a taxi,	you will pay more money and you need to call it before.
	If you want to save money,	you will not want to buy something in a store, because you will pay 15% of the price
	Also if you want to buy fruits and vegetables,	you will pay a lot because they are not produced in Canada.
	In Mexico if people have holidays,	they will not prefer to go to Canada because it is expensive
	If people have the opportunity to travel,	they will go to the beach.

Image 46. Students' evidences session 2. Retrieved from: Students' evidence (2021)

Appendix AH. Third-grade students' results of session 3.



Graphic 26. Attendance, participation and evidences results week 3. Retrieved from: Own elaboration (2021)



Graphic 27. Evidences' results week 3. Retrieved from: Own elaboration (2021)

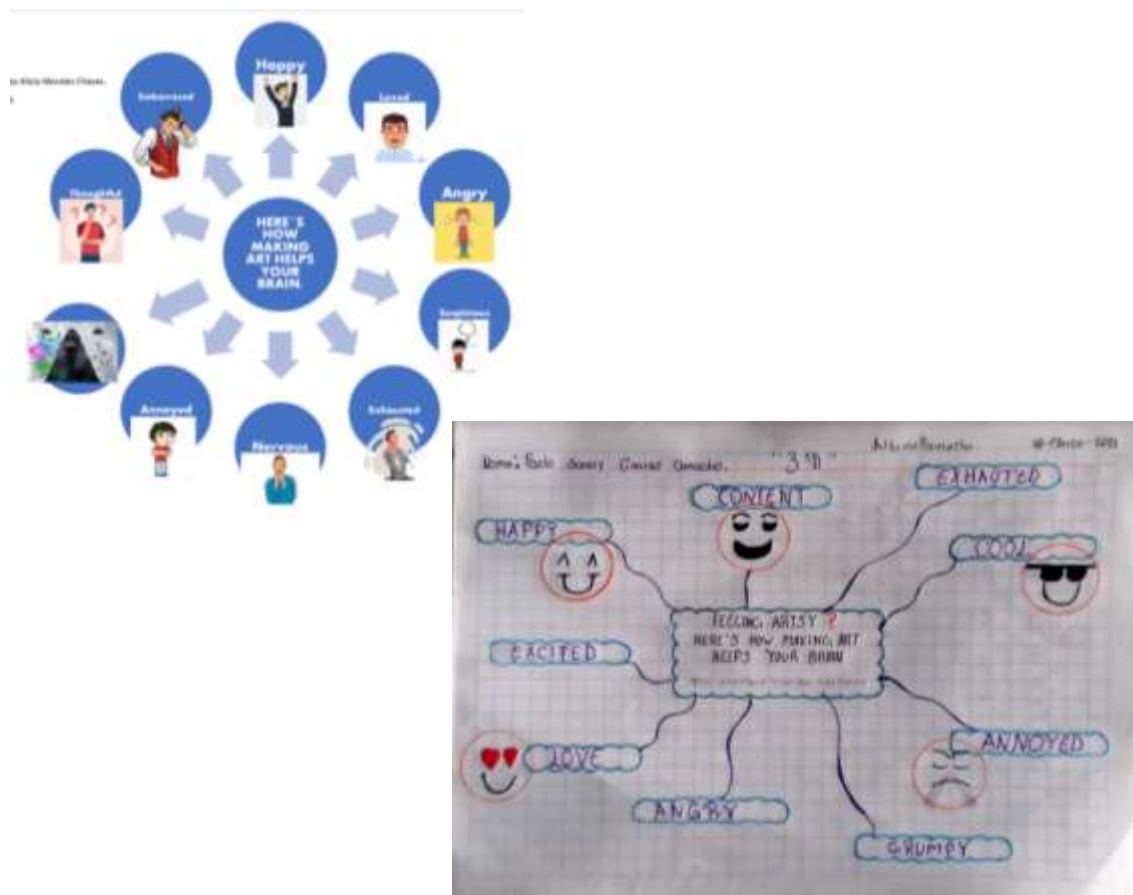
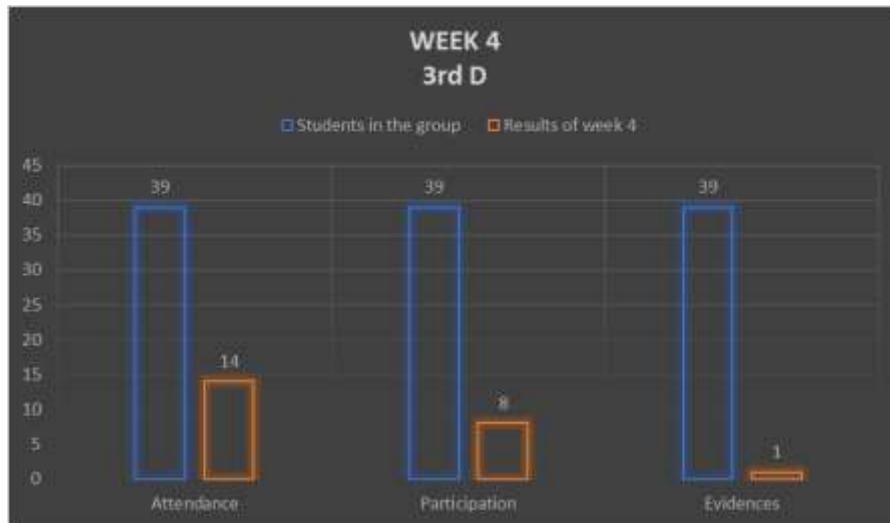


Image 47. Students' evidences session 3. Retrieved from: Students' evidence (2021)

Appendix AI. Third-grade students' results of session 4.



Graphic 28. Attendance, participation and evidences results week 4. Retrieved from: Own elaboration (2021)

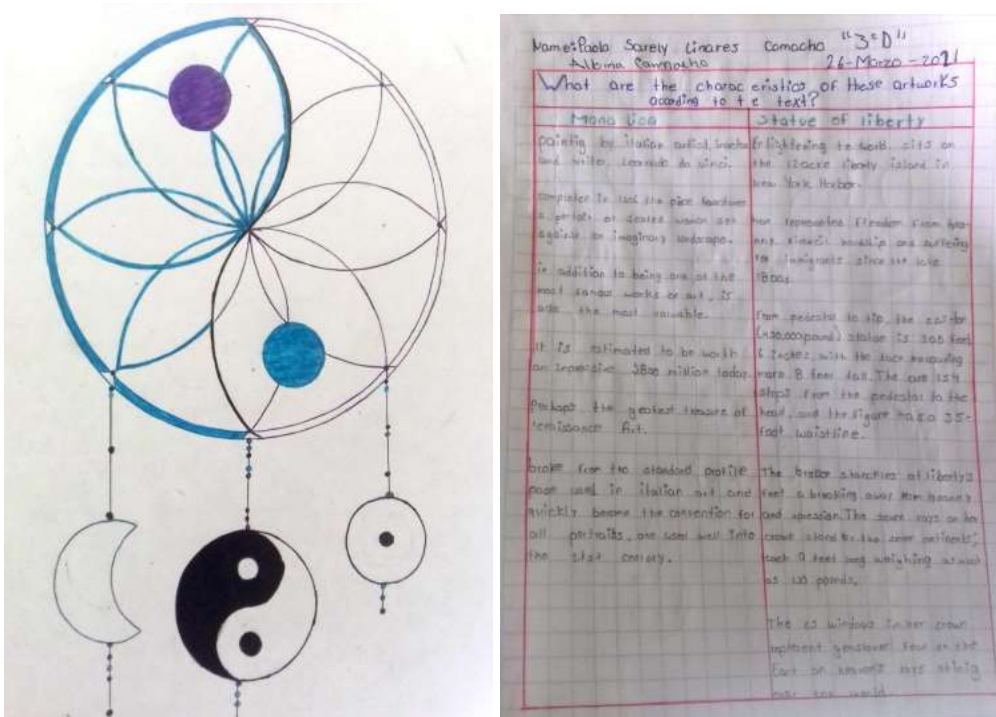
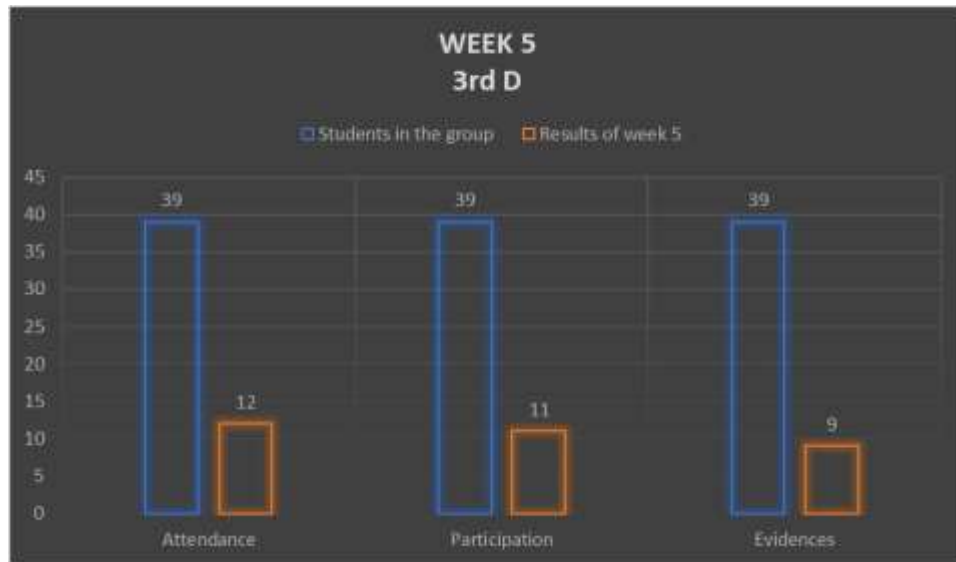
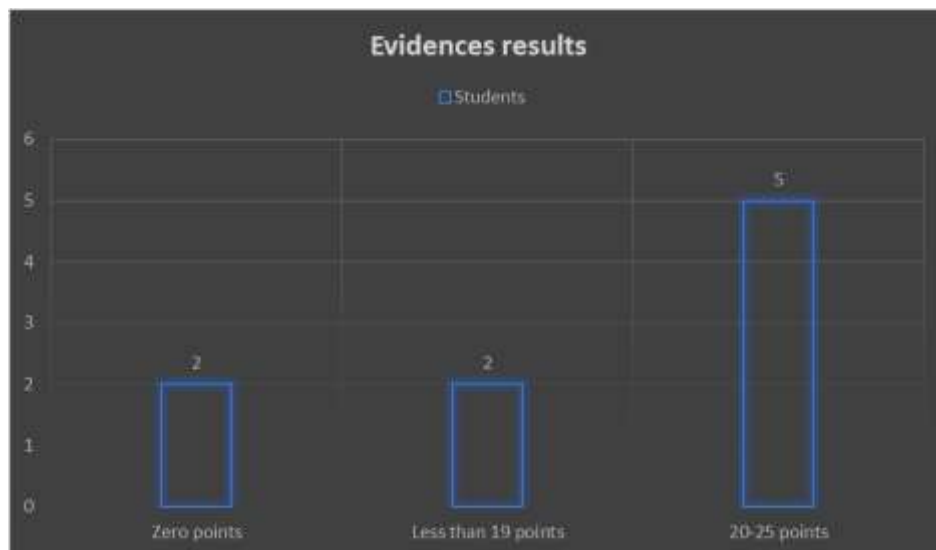


Image 48. Students' evidences session 4. Retrieved from: Students' evidence (2021)

Appendix AJ. Third-grade students' results of session 5.



Graphic 29. Attendance, participation and evidences results week 5. Retrieved from: Own elaboration (2021)



Graphic 30. Evidences' results week 5. Retrieved from: Own elaboration (2021)

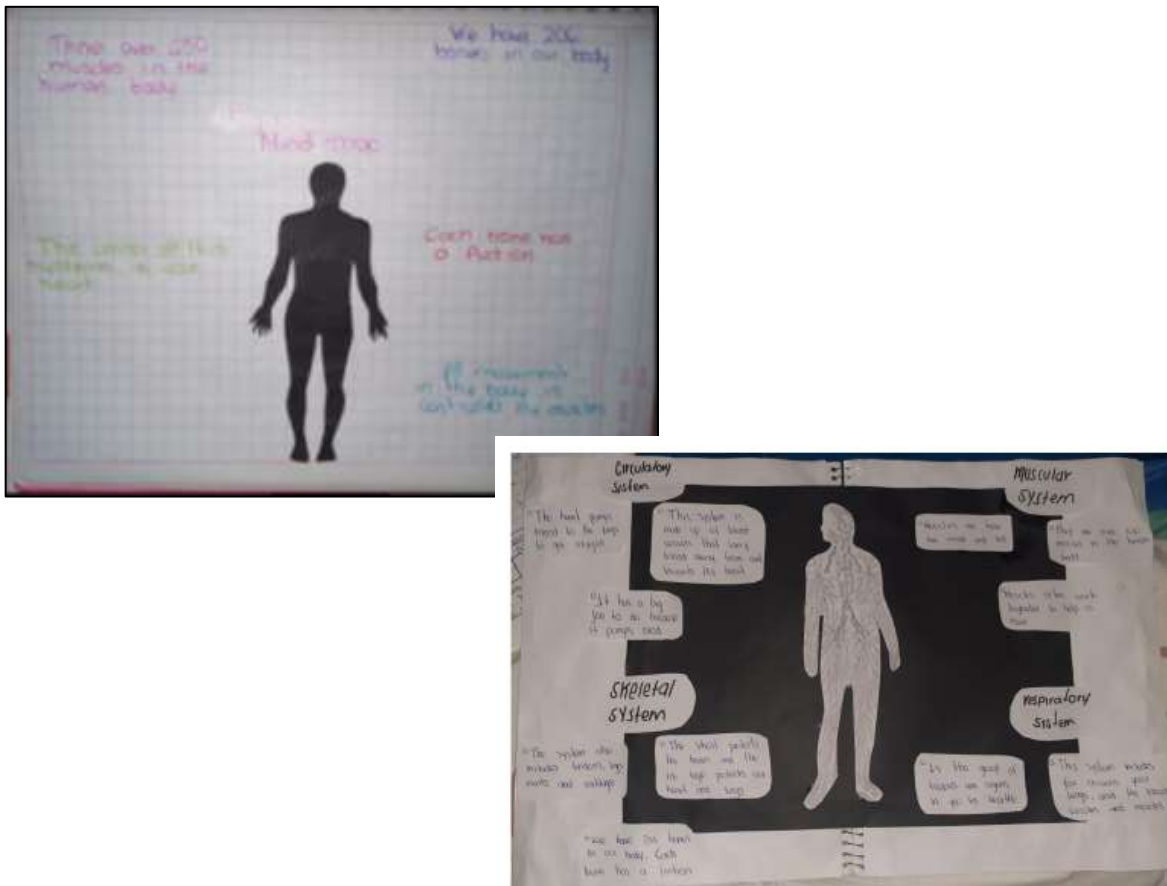
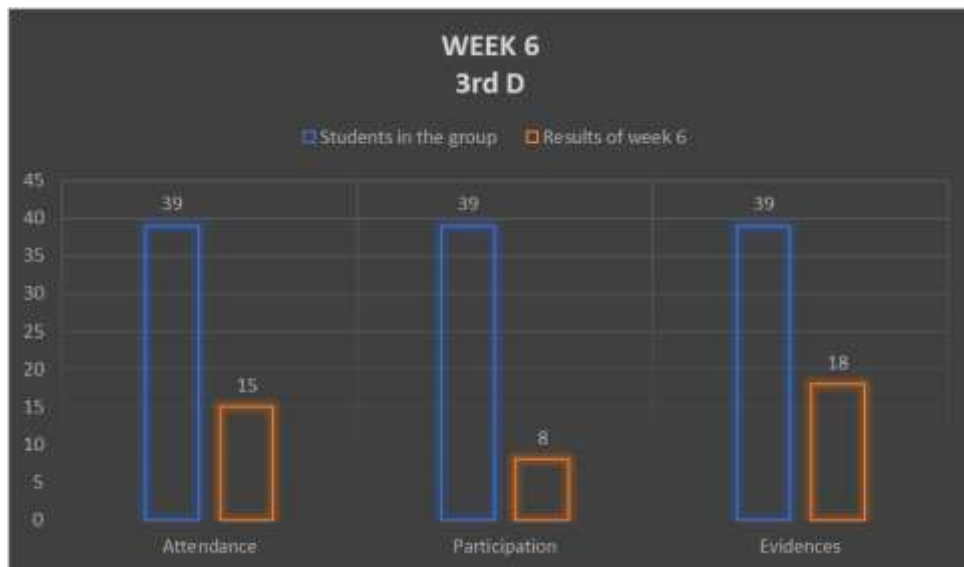
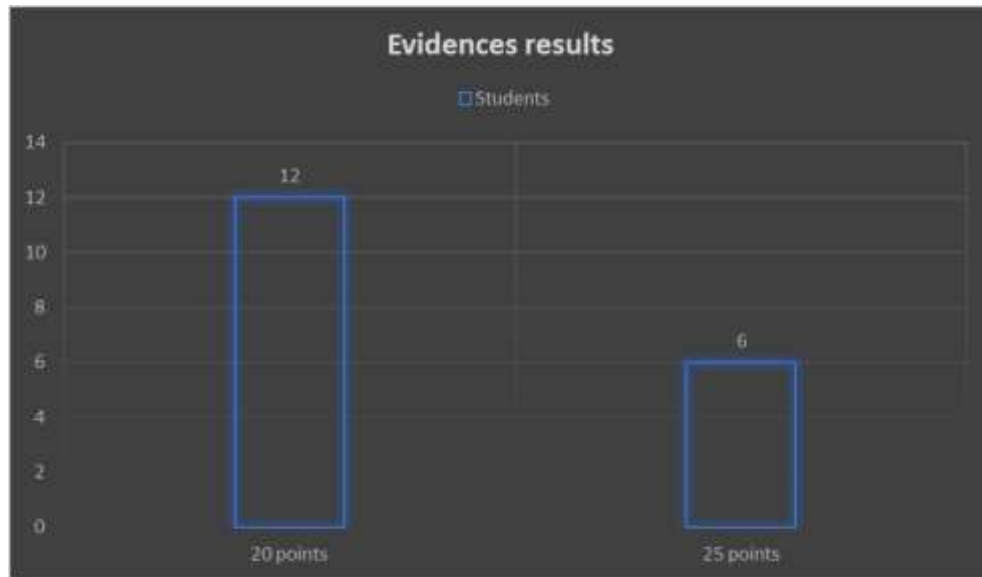


Image 49. Students' evidences session 5. Retrieved from: Students' evidence (2021)

Appendix AK. Third-grade students' results of session 6.



Graphic 31. Attendance, participation and evidences results week 6. Retrieved from: Own elaboration (2021)



Graphic 32. Evidences' results week 6. Retrieved from: Own elaboration (2021)

3^oD
22/06/2021

Ma de la Wc 6.11

AFTER READING THE TEXT, CLASSIFY WHAT ARE PEOPLE WEARING.

WHAT ARE PEOPLE WEARING?	
CLOTHES/OBJECTS	COLOR
T SHIRT	YELLOW
DENIM SHORTS	BLUE
EARRINGS	GOLDEN
SOCKS	WHITE
SNICKERS	YELLOW
HAT	BLACK
PANTS	BROWN
TIE	WHITE
PLAID SHIRT	GREEN
SHOES	BLUE
SHIRT	WHITE
PANTS	BLACK
VEST	GRAY
SHOES	GRAY
PAIR OF GLASSES	SILVER
BOW TIE	BLACK

What Are People Wearing?

Clothes / Objects	Color
T-shirt	Yellow
Denim shorts	Blue
Earrings	Golden
socks	White
snickers	Yellow
Hat	Black
Pants	Brown
Tie	White
Plaid shirt	Green
Shoes	Blue
Shirt	White
Pants	Black
Vest	Gray
Shoes	Gray
Pair of glasses	Silver
Bow Tie	Black

Image 50. Students' evidences session 6. Retrieved from: Students' evidence (2021)

Appendix AL. Weekly results



Graphic 33. Attendance over the six weeks. Retrieved from: Own elaboration (2021)



Graphic 34. Participation over the six weeks. Retrieved from: Own elaboration (2021)



Graphic 35. Evidences' delivery over the six weeks. Retrieved from: Own elaboration (2021)