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

TITULO: Incorporating Flashcards Within The Writing Process In A Middle School EFL Class

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GENERACIÓN

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"INCORPORATING FLASHCARDS WITHIN THE WRITING PROCESS IN A

MIDDLE SCHOOL EFL CLASS."

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PRESENTA:

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SAN LUIS POTOSÍ, S.L.P.   **NOVIEMBRE DEL 2021**

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Luis Daniel Velazquez Guerrero
Nombre y Firma
AUTOR DUEÑO DE LOS DERECHOS PATRIMONIALES

**BENEMÉRITA Y CENTENARIA
ESCUELA NORMAL DEL ESTADO
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Por medio de los diferentes maestros me llevo un aprendizaje, un recuerdo y un inmenso cariño por cada uno de ellos porque no sería el profesor que estoy por ser sin cada una de sus palabras de aliento cuando en mi vida estaba decidido por hacer un cambio de carrera. Extrañaré las aulas y sus voces emblemáticas, cada frase y característica será siempre recordada con tristeza y alegría pero jamás podría cambiar lo vivido.

Por último pero no menos importante agradezco a mis compañeros de la generación 2017 – 2021 con quiénes compartí no solo risas, viajes y experiencias académicas sino que formé una pequeña familia de maestros únicos que me ayudaron cuando realmente lo necesitaba, esto y más merecen todos ustedes… ¡GRACIAS!

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Introduction

The topic chosen for this document is named: "Incorporating Flashcards within the Writing Process in a Middle School EFL Class". Specifically the use of visual media within the classroom seemed to me a good idea to work with students in the writing process. Considering that the group is first grade for most is their first approach to language or the first time having an English class.

For this reason, illustrative vocabulary was a start they might enjoy in order to complete sentences and activities according to their level. Throughout the school year they worked on improving their grammar, comprehension and syntax.

Having implemented in previous practices the handling of these visuals only worked to illustrate the vocabulary seen in one of the 3 classes that was held per week, by doing so I intended to evaluate their level of complexity in writing process that this research required. Several authors handle steps to take for the development of this skill, including peer evaluation to do so more confidently; but what is not taken into account among the various readings is how to work it virtually, this was an aspect I had to incorporate.

It was complicated to do this and to see the evolution of the work that was available to students. Being through a computer and doing so through various school platforms ensures little learning or acquiring new knowledge. I had to look for current methodologies in which the use of technology is an instrument we will be able to use in order to achieve expected results. Considering each lesson plan designed and the study objective.

Had it not been for this pandemic, the use of flashcards and visual material implies students' interest would be used to instill in them an enthusiasm for the English language, which is known to be one of their least favorite subjects. At first I tried to stimulate a face to face class, but integrating student's preferences into the daily vocabulary seen in the lesson which would be used to contextualize and land it with the world around them.

Seeking to improve traditional teaching, with the use of flashcards for the development of the writing process, I hoped students would put aside the apathy in which they had in the class in which they only worked with complicated audios, dictionaries, strange words and textbooks with complicated activities. My variable on the subject of the use of visual aids, was to integrate virtual flashcards. By this I mean that they would be added in their weekly videos either in exemplifications or by giving more color to the slides to capture their attention in what they were learning.

In this case I worked with a didactic proposal, saw the results, analyzed and reflected on my didactic proposal in order to identify if it had been successful or not with the study group selected. Taking into account all the factors that could influence student's teaching, I adapted my activities so that all the students carried out the tasks without needing to demand more than they can but not demand the least of them in each task, therefore the data obtained before the weeks of practice and between each week served to improve more and more the class focus.

The difficulties presented during the work of this specific topic was students Level of English which was lower than that stipulated for students who completed 6th grade of primary school. This was verified from the diagnostic exam presented before working with them. Based on these results obtained I intended to work with appropriate activities that allowed them to become familiarized with information and vocabulary.

The use of technologies was one of the problems because it was not known how accessible the internet signal or mobile data was to all students to present the same in virtual classes and send their weekly evidence. For this reason, it was accessible in the form and state of delivery that they present, motivating them to continue to do so in the best possible way and send it once they have the possibility, this to avoid dissertation and integrate each of our students despite social distance.

When referencing the technologies it is not only by the students but by the teacher in charge, at the time virtual classes came to arise failures in the devices, lack of internet and

the use of mobile data to communicate through WhatsApp groups informing the reason for the suspension of the session. Working with new platforms such as Kahoot! Caused confusion at first because it was something they were not used to working with but that was to their liking and would be implemented in future practice weeks.

Among the variety of activities applied by the students, the lack of understanding of the information was very noticeable because there was no attention to the instructions that was handled in the video explaining the weekly topic and what was requested to reinforce. It is thought that they only read the information that was sent by WhatsApp groups but video playback was set aside and it wasn't known how to respond to complete the evidence as expected.

Virtual classes had low attendance as their minor satisfaction of evidence delivery through WhatsApp and Gmail, from the beginning of classes few performed the activities and sent them by any means but as time went on it increased and decreased considerably for no apparent reason. They were motivated to present themselves to the virtual class through various activities such as worksheets, Kahoot!, Christmas karaoke, etc. that being different would catch their attention in each session.

Finally, through every experience and circumstance that occurred in the weeks of practice I have learned a lot to improve in my virtual teaching and for the management of new technologies with my students. If the contingency continues, this form of distance work would give me the tools to improve all those activities that at some point were not satisfactory and do the opposite.

COVID-19 changed the way we worked, it made us experts in certain things but we are constantly learning and implementing new forms of distance learning, teachers went from having the management of a classroom to a Meet session and the markers and blackboard to Google Drive templates. Appreciating every moment in front of the group helps us to consider how much of what we do significantly affects students, everything depends on how

we present the information and behave during each virtual class, so it is never bad to change attitudes, methodologies, activities seeking equitable and substantial learning.

CHAPTER I

This first chapter covers the introduction and development of my topic of study, using references from various bibliographies to support the content also describing internal and external school aspects that affect students in their learning of a second language, an environment of physical development that was not possible to come in contact due to the global pandemic and staff working in the facilities.

In this way it also includes a research reference based on various authors for the way of work that would be handled in a virtual way complying with the established seeking that in this way the students through various activities achieve better knowledge in the English language. I conclude providing the key questions that study focuses on, these questions give the grounds for analysis and support my practices carried out in this school year.

1.1 Nucleus and Topic Line

The Cambridge Dictionary defines visual aids "as something that you are shown, such as a picture, film, or map, in order to help you understand or remember information." (Cambridge University Press)

My topic is part of visual aids that the student could use during class to learn new vocabulary for the development of a new skill in a second language, which is writing. It should be considered before applying any methodology or teaching method because by using visual material the class becomes more effective and efficient by taking its visual attention as part of a proper teaching to a new knowledge of a whole world of words, phrases and texts.

Seeking to improve traditional teaching, with the use of flashcards for the development of the writing process, I hope students would put aside the apathy in which they think that English class in which they only work with complicated audios, dictionaries, strange words and textbooks with complicated activities.

The use of authentic and didactic material allows the student a real communication in teaching, they are not the typical materials designed for an English class because we are

creating material using the context in which we are going to work. Therefore students see English as theirs when you see examples and images that you normally see when crossing the street, when watching on television and even when being on social networks, in order for the teaching and learning process to become interesting and enjoyable.

The goal of using flashcards in the weekly videos designed for a virtual student / teacher interaction is to make learning English fun and entertaining. Taking into account that normal teaching focuses more on vocabulary sheets, I wanted to focus on new vocabulary appropriate to the class that is the most important of the session so that each week they learn new words and stimulate their curiosity to learn without appearing forced.

My variable on the subject of the use of visual aids, is to integrate virtual flashcards, by this I mean that I added in their weekly videos either in exemplifications or to give more color to the slides to better capture students attention in what they are learning. With this change, I hoped to make this new vocabulary useful to students when creating simple sentences that help improve their performance in the writing process gradually.

The thematic nucleus which is addressed in this current essay, is "the didactic competence for teaching the specialty" because I wanted to improve different strategies with my students to develop the writing process using something that it could for attractive and unusual of the typical English classes.

The topic line which governs this work is "Design, organization and application of didactic activities." In this case I worked with a didactic proposal, saw the results; analyzed and reflected on my didactic proposal in order to identify if it was successful or not with the study group selected. Taking into account all the factors that can influence the student's teaching, I adapted my activities so that all the students carry out the tasks without needing to demand more than they can but not demand the least of them in each task, therefore the data obtained before the weeks of practice and between each week would serve to improve more and more what we are working on.

It may be that the use of flashcards is very common in an English class, because we have worked on them since we began to have an approach with the students and thus get their attention using common vocabulary, but in this new virtual mode it makes the explanations in each video is less tedious for them, leaving aside the fact that it is a lot of text and using the images in our favor to exemplify what we sometimes want to make known with many words.

1.2 School Context and Geographical Location

Escuela Secundaria General No.7 "Antonio Díaz Soto y Gama";   School   Code: 24DES0072T; located in Eusebio Kino St. #6, S.L.P, S.L.P have favorable conditions for students, they have the necessary equipment for laboratories, library and classrooms.

All the equipment in the classrooms (desks, blackboards, electricity connections, electricity) are renewed year after year to give the best to the students, in the same way there is security in the windows and curtains that protect the classrooms from the sun since at a certain time of day it is very annoying for them.

There are 14 classrooms available for each grade and group with the exception of 3 ° E, which is the group that shares a classroom with 2 ° C as there is not a classroom available for this grade, outside of this, the office of the Comptroller and Internal School Services have their office of job.

There is a media room, which is used for projections, virtual work, has a didactic and functional blackboard for the students and teachers to function. The workshops available are electricity and dressmaking, both have work tables and material available depending on the workshop, all of this suitable for students.

There are bathrooms destined for teachers and students, in the same way, teachers have a personal parking lot and teachers' room with the appropriate amenities for them, including living room, microwave and lockers where they can store their things during the

day. The students have a covered and uncovered court, a covered place to eat and a scholar store where they can buy food, candies and drinks.

The school personnel in charge of direction and assistant direction and teachers who work in the subject of English are named, the rest of the personnel is listed by subject and the number of teachers who teach it:

Principal: Prof. Francisco Gonzáles Mendoza; Vice-principal: María Alberta Salas Luna ; Spanish teachers: Three ; English teachers: Alexandra Sukei Delgado Alemán (1°A – D) Tutoring and Socio-emotional Education (2°B & D) Healthy Life (3°A), David Andrés Lopez Juarez (1°E), Karla Lucia Morales Rodríguez (2°A – D), Claudia del Rocío Loredo Castillo (2°E; 3°A – D) Tutoring and Socioemotional Education (2°A; 3°A) Healthy Life (1°A, D, E; 2°D; 3°B – D); Math teachers: Three; Science and Technology teachers (Biology, Chemistry, Physics): Three.

Geography teachers: Two; History teachers: Four; Civic and Ethical Formation teacher: One; Arts teachers (I, II, III): Three; Tutoring and socio-emotional education teachers: 14; Physical Education: Two.

All the teaching staff at the secondary school are in charge of two or three more subjects, including the English teachers. Among the subjects that most teachers share is the subject of healthy living and the subject of tutoring and social-emotional education.

Among the personnel that works within the institution are people in charge of the library, laboratories, the HDT classroom, as well as those in charge of the prefecture of the three grades, personnel for the Service and Support Unit for Regular Education (SSURE or USAER en its acronym in Spanish) and administrative staff in charge of directive affairs and each grade.

Due to the global contingency, the Antonio Diaz Soto y Gama Secondary School has changed its way of teaching to a virtual modality, this since the month of March. There are teachers who use the Learn at Home II programs, some others send weekly videos giving their class and leaving activities through WhatsApp or Facebook and receiving evidence through email.

Something implemented months ago was to allocate one day a week per subject to have virtual classes with students, but each teacher dedicates those 50 min to answering questions, clarifying what was not understood about the week's work, introducing or closing the topic of the week or various purposes depending on the teacher.

1.2.1 English Academy

The English Academy creates pedagogical actions for the benefit of the students according to the goals set in the School Improvement Program, with this and with the support of the opinions of parents, students and educational assistance, a benefit of the process of teaching and learning according to the priorities of the SIP.

The English Academy in turn improves learning, encourages reading and writing and mathematical logical development, having the appropriate versatility according to the students' English levels. Together, they work to improve didactic proposals to avoid educational lag and pay special attention to school dropouts. The necessary support is given by implementing a school coexistence on important dates, creating activities that promote healthy coexistence among students.

To achieve the purposes of the English Academy, strengths must be taken into account, where significant achievements observed and the groups' areas of opportunity should be identified and thus create new strategies for the activities to be implemented, seeking to be effective and optimize time for the benefit of students' teaching practices.

The general secondary school number 7 "Antonio Diaz Soto y Gama" has a total of 536 students in 14 groups broken down into 5 groups from grade A to D in the 3 groups of the entire school.

1.3 Relevant social and academic characteristics

The first A group has a total of 35 students, among whom 19 are women and 16 are men; they had been one that has had the best response in terms of work during this first internship season, despite several cases in which students deliver their activities incomplete and of the four groups whom I am in charge are those who have the highest rate of students with homework out of time.

On the other hand, the group is the one with the highest number of students who took their virtual class on Fridays, in addition there is a lot of participation on their part when required and they speak highly of them because in some last sessions they spoke mostly of the class in English. There were students who answered what was asked by giving me input about their level of English.

This particular group has the habit of posting messages like: "If there is something missing in my work, tell me to do it." "I hope my answers are correct." "I didn't understand very well but I did what I understood best from the video." Messages like prior are place as evidence every week, which drew my attention a lot because there is an interest in the subject and in the work they did to understand the activities required.

By working on Fridays in virtual class with my groups, I have the opportunity to take the attendance of groups 1 ° A and B, which show good participation when required and their attention is good. The problem detected during the sessions that had been was that only half of the students in each group are integrated, having a total of 30 students or less in each session. The activity that is carried out in addition to being explained in live for those who attend the class, is sent in a general way so that all students do the same activity.

Despite this, both groups showed respect and there was involvement during the class, which is important to be able to develop the activity. Their participation began to be taken at random by naming the students who attended the session and allowing them to respond the way that they managed to do so. This was in the first lessons I had with them. Subsequently, noticing that there was improvement in their attitude during the session, voluntary participation was requested, making the majority of the students in the class want to do it and thus achieving the objective of the activity.

1.3.1 Group grade average, needs and likes

The age of the students varied between 11 and 12 years, this being the first year of secondary school. In a survey made to students to find out information about internet connections, ways of working, preferences in music, opinion about their favorite subjects and English. The 1°A group had 24.1% presence of a total of 58 students who responded to the survey made in Google Docs.

Generally speaking, since the data of each group in the open responses cannot be obtained with certainty, the students have access to the internet but the signal they receive is regular, so it is one of the problems in terms of lack of delivery, of work, work sent at the wrong time, absence in virtual classes, among other aspects.

The means by which they receive all the information is through a cell phone, which is usually handled by mom or dad in charge of the student. There are cases in which you do not have access to the same cell phone for the reason that the parent works most of the day.

On the other hand, those who have a computer have better opportunities to be in contact, for this reason and to make a general balance, the works are carried out in the notebook and only those who have access to a printer are asked to do it and paste it in their notebook without being demanding in a single form of work that may not be accessed by most.

They prefer to work through email or via WhatsApp, which is why messages are generally sent every day remembering the activity that takes place during the week on WhatsApp and some exceptions of students who do not have email or have limited data send evidence by this same means. The rest of the students send their evidence by email designed to be exclusively used for the subject of English.

During their free time in this quarantine they prefer to play, help at home, practice sports, or there are those who only do the daily homework that the teachers send. Their hobbies range from playing video games, cell phone games, drawing, going out to play with his neighbors, sports, crafts, etc.

Their preferences in music vary a lot but among the most repeated are the following: Pop, K-Pop, Rap, Electronic, Reggaeton and Rock. The artists who listen in their free time are those artists who come on the radio such as Blackpink, BTS, Bad Bunny, J Balvin, Maluma and artists in English such as One Direction, Bruno Mars, Imagine Dragons, Taylor Swift, etc.

1.3.2 Linguistic Needs

The diagnostic test designed for groups 1 ° C and D, was through Google Forms after having had problems with the Socrative platform when entering and technical problems. This exam consisted of 20 questions that involved listening, reading and writing, the questions involved paying attention to an audio, to the image to respond to sentences using true or false, reasoning sentences (riddles) in which the correct answer had to be chosen and reading where the correct word had to be written in the blank spaces.

The results of the 1st D group varied with the following percentages, taking with the lowest 15% and the highest with 60%, of the total of 34 students only 25 did it and 9 did not. There were some students who performed the diagnostic test 2 or 3 times, the results obtained in their attempts were taken into account, and there were those who increased their percentage and those who remained on.

With the results obtained from this exam, the groups obtained a level of Pre A1 Beginners, a level lower than desired and stipulated in the Key Learning for a student who graduated from the primary level, which is A2. Being this a very basic level, the way of working had to be modified involving visual and auditory methods according to their level so as not to demand more than what they know but taking into account what they knew to design the activities that are currently being worked on.

1.4 Description of the case being study

Incorporating flashcards into my way of working with students was a decision to make attractive and illustrative the topics to be handled during this school year. As they were not directly in face-to-face classes, first grade students should be interested to the subject of English with illustrations that catch their attention when acquiring new information and for me one way to do this is to use flashcards that illustrate casual vocabulary for each topic.

Maybe it is the friendly pictures and boldly printed words on each flashcard, whatever that made them so attractive, flashcards were a way to help my students absorb the basics of a new ESL topic. Flashcards also could help my students to learn simple words, learn descriptive vocabulary, verb forms, and much more in each activity of the week, by challenging them to match the right pictures with the descriptions, sentences, tenses or sounds.

By using this audiovisual material I worked with essential information or that was more relevant among the whole topic that would be working, in the same way they stimulate their visual capacity and help them to be focus and interested in the topic.

Flashcards are not only used for visual people, in this new modality I worked with audios and images through videos, so that while they saw the image and its name they would immediately know what it belonged to, if we added the image to a sentence we could help students know how to make sense of the vocabulary and make associations with the form of writing that is the goal of this present document.

1.4.1 Purpose (Personal, Academic)

Flashcards can be a great way to add animated elements that attract the attention of students by being able to use as a reference to characters, such as singers, artists, cartoons, performing various actions contextualized to the work topic. The ways of using them in this modality are endless, as long as we are clear about the focus of our lesson plan, as in my case in which the acquired vocabulary would serve the student for the writing process.

Flashcards can be used to teach grammar, which for children is very attractive because of so many cartoons with which we can refer but you have to know how to introduce them with high school students so that they not only see it as a piece of paper with vocabulary but also important information for the development of the subject of week.

1.4.2 Action Plan

During my stay at the Benemérita y Centenaria Escuela Normal del Estado and the practice week that began from the second year of the undergraduate degree, we had been told that the use of material for the subject of English is within our reach and anywhere. In addition to the commonly related textbooks and complicated English audios from the internet, as students we could use what we thought was appropriate for students in order to help them learn a new language.

The use of flashcards is common but relevant if you don't know how to work because with the vocabulary that we show them in a single image, students would be able to use it in properly designed sentences or activities that group complicated information into just one word and image. Authors refer to flashcards as audiovisual material to teach vocabulary or exemplifications. In this study I would use flashcards in virtual videos that provide support for students to learn through images to motivate the writing process in first grade secondary school students.

For this reason the flashcards or illustrative images must be present in each activity or video that I present to the students. I would be able to realize how well the students learn what I am implying through a video. These flashcards have to be related to the vocabulary of the topic and appropriate to the level of the students to make them understandable without the use of words. For example if you want to describe a person selling fruit, the related flashcards to create sentences would be a market, a person selling and fruit so that students can write: "Martha sells fruits in the market."

Scrivener (2005, p. 333) mentions typical uses of flashcards in classroom like: quickly show of a lexical item, to illustrate presentations of language, to tell a story, as seeds for student-based storytelling activities, but I can use them virtually in Power Point Presentations or in videos explaining examples, the topic of the week and worksheets using this alternative during the pandemic when we are not ready to stay in contact with students and it is not possible show flashcards during synchronic lessons per week.

Including worksheets to complete blank spaces it could be a good activity for my students using the music that they like and most listened artists in activities like recommended by Scrivener (2005, p. 338), he says that songs can be used in many ways with interesting lyrics and clarity of vocals because this could help students to comprehend better grammar or the topic within lyrical activities where teacher and student sings aloud and practice the language.

Due to the worldwide pandemic experienced up to these days, the general middle school No. 7 "Antonio Díaz Soto y Gama" works with the subject of English on Fridays during class hours as a virtual approach between students and their teacher through from Google Meet. In these sessions, doubts of the students about the activities of the week or about any problem that they might have in English subjects are resolved, clarifying them.

Taking into account that not all the students get to enter the session needs to be considered as additional participation and not as compulsory attendance. In addition to the virtual classes held on Fridays, work is done on the basis of planning and videos to use as support material for students, applying them in the weeks of practice and carrying out the

corresponding activities, hoping that with the visual explanation provided by the videos, students could understand the topic.

The evidence was part of my assessment instrument taking into account various aspects to correct the writing process of the students and in the same way the evidence collected served as support to know if the purposes of each activity was achieved and improved by implementing new material, adapting the videos.

1.5 What is known about the topic

E. Malyuga, A. Litvinov, E. Panicheva (2016, p. 1968):

> Written communication is a type of speech activity aimed at constructing a message in written form (articles, essays, resumes, abstracts, business or personal letters, summaries, etc.) in accordance with the communicative goal and linguistic standards.

The primary objective of teaching writing is to develop linguistic, communicative and linguo-cultural competences. Students required to construct written texts and express views and attitudes in written form. Furthermore, students need to learn intercultural peculiarities of written communication reflected in the context of various scenarios of communication.

1.5.1 The Writing Process

According to Cameron, S. (October 25th, 2018). *"It's writing that makes one feel confident in the deal as if they're protected because everything is clearly expressed."* For this reason, students would be taught to develop their writing skills through the use of flashcards and the writing process, with vocabulary that would motivate the student through images and simple words.

The beginning writer would often use a variety of approaches when writing from illustrations, wiggles, invented spellings, or other representations of words. For this reason, the use of illustrations (flashcards) would be taken into account to help develop this skill, which despite being complicated, can be worked on in each class, perfecting details daily.

Scrivener, J. (n.d.) states that to begin the writing process, the following order should be followed:

- Using a model
- Drafting
- Peer evaluation
- Re-drafting

Uses of writing process in virtual classroom: Using a model, showing in videos examples of the activity to do as homework incorporating different contexts to make it comprehensible for students; drafting, students do their homework using sentences or similar information to create new ones with different information of the main goal of the week; peer evaluation, students through email receive feedback previously checked and ticked with marks grammar mistakes and errors; re-drafting, student resend the activity with corrections and teacher send feedback to them approving the final version, these aspects are considered previous the application of the sequences.

The process can be worked quickly or step by step if you want to obtain results of the progress that the student is making in the development of their writing skills in a second language. The use of flashcards and their respective vocabulary would be part of this process, since using images the students are expected to relate the vocabulary corresponding to each class with the writing examples developed according to the planning in PPP format (Presentation, Practice, and Production).

Using their notebook and sometimes worksheets, the vocabulary seen in class and explained with the use of flashcards would be tested. Exercises rescued from pages such as Cambridge English for Kids would be put in, which in addition to serving as evidence for the teacher would support the student to complete activities according to their level of English that would increase in difficulty throughout the school year. The teacher would begin by introducing the writing topic in their traditional teaching method according to the level of the students and the context in which they would be working.

Based on comments from the head teacher Sukei Alexandra Delgado from Antonio Díaz Soto y Gama Junior High School, this school context is like that of all high schools in the state. Students have a very basic or even no level of English, for most it is their first approach to the language and for that reason we have to work as if they were young children using materials that catch their attention in order to instill in them a taste for learning a second language.

1.5.2 The Writing Process.

Step One: Modeling. That's the way teachers show students how to apply a particular writing skill or craft by actively writing their own example in front of the students. It helps to ensure that the students grasp the assignment. The student may only know one of the letters of a word or may not know the work at all. In these beginning stories, grammar and syntax may not always be perfect. Accepting the language a student uses at the time is very important.

One of the ways in which modeling is implemented is through stories in which using images related to the event in the story, later asking that with the same images they create their own written stories using their list of verbs and the help of the teacher. Assessment of modeling step: students watch the videos, see the development of the topic with illustrative examples and activities to do their final product of the week using information with grammar

and similar examples in evidence of their understanding and trying to comprehend the main goal of the lesson.

Step 2: Drafting. When someone is drafting a text they are writing a text for the first time. It is not yet a final version. If a text is a draft, this means that the writer intends to go back to it to revise it or correct it, with the intention of improving it. A first draft may be very different from a final text.

The key to the draft step is getting the ideas written in a way that is organized and transitions well between sentences and paragraphs. A draft doesn't need to be perfect; it'll make revisions and corrections in the subsequent writing process steps. Assessment of drafting step: students practice in homework and different activities the use of the language writing sentences and completing with grammar of the week (past simple, use of will, past participle, etc…) the worksheets, for future practices students will try to write texts using their own ideas mixed with the main topic to describe or tell a story.

Step 3: Peer Evaluation. They would use evaluation rubrics that would be previously approved by the group tutor, carried out according to the objective of each activity of the day.

Another useful way to get feedback on a text is to give it to another person to read and comment on it, in this case and being their first approach to the language, the comments would be said in Spanish but the student would have the obligation to correct their text in the English language according to your partner's comments.

This is known as peer evaluation. In a classroom, a student may show their first draft of a text (summary, abstract, story) to another student in order to hear that person's views on

the structure of the text, whether it is clear and easy to understand, if there are any mistakes and so on.

Finally, after receiving feedback on their work, the student would be able to work on those details, not mistakes, in order to improve their writing. In this step, the student would decide to go back to write a new improved version of their text or simply correct where the emphasis was placed in the peer evaluation. The improvement of a text is called re-drafting.

Taking into account the case of Mexico in which we are living in which the classes would be virtual with the students, the peer evaluation would be between teacher - student, with the teacher having the job of dedicating time to review in detail each written work of the students to give adequate feedback.

Step 4: Re-Drafting. If a text is a re-draft, the student is not just making minor changes or correcting a few small errors, but is making some more substantial improvements to the writing, for example improving its organization and coherence. In this way, the student has the decision to redraft his text as many times as necessary before writing their final version.

Students after sending their evidence of the week are going to receive a feedback with the errors or grammar mistakes that they need to improve for the next time to obtain the complete score of the activity, if they don't pay attention to this feedback the score would be as: incomplete activity, considering how many of them attend or if these mistakes are minimal.

Once the steps for the writing process have been followed, we can evaluate the students' work. But why evaluate if they are still in the process of teaching writing in a second language? Well, this helps us teachers to know what they have learned or not, it also gives us

a clear direction with which to work in case more than one student is detected with the same problem when writing, in the same way and not less important, provides the teacher with information to modify the work strategies used to improve or change and that is beneficial to the students.

Teachers should ensure that a variety of assessment methods are used and cater for diverse abilities and cultures. Some ways that we could assess student development and achievement in writing are as follows:

1.5.3 Bloom's Taxonomy:

Shabatura, J. (Sept 23, 2017) states that: "Bloom's Taxonomy is a classification of the different objectives and skills that educators set for their students (learning objectives)." The taxonomy was proposed in 1956 by Benjamin Bloom, an educational psychologist at the University of Chicago. The terminology has been recently updated to include the following six levels of learning.

Teachers can use Bloom's Taxonomy to encourage different degrees of assessment:

- Knowledge (Evaluation test)
- Comprehension (Use of realia)
- Application (Role play)
- Analysis (Written texts as: summary, biographies, short stories, sentences, etc)
- Synthesis (Graphics: Mind maps, conceptual maps, etc)
- Evaluation (Peer evaluation)

Knowledge: Once the practice weeks with the students begin, a diagnostic test would be carried out to assess their knowledge of the level of English and be able to start from those results to be able to develop the plans and activities that are according to their level.

Comprehension: Subsequently use examples appropriate to the date in which you are working, the context of the students, their way of learning in recent months and the use of examples that they carry out daily to use them virtually as realia.

Application: In classes where you have the possibility of having via zoom or meet, practice simple role-plays using information seen during the week to practice what you have learned and do not forget so easily.

Analysis: Through the evidence sent by the students through email, review their way of writing simple sentences and gradually increase the difficulty by adding more elements so that they continue writing progressively.

Synthesis: At the end of the 4 weeks ask them to make a conceptual or mental map in which they capture the information learned on the subject to see how much information they know and it was recorded in their memory.

Evaluation: By e-mail and checking that your answers are correct, do not do it in a very obvious way by putting cross marks so that they have the opportunity to modify their answer.

1.5.4 Observations:

Hobart, C., and Frankel, J. (1994) states that:

> Observation and assessment are the essential tools of watching and learning by which we can both establish the progress that has already been made and explore the future – the learning that is still embryonic.

Observations of children and how they carry out the writing process allow teachers to gain insight to the ideas of the child and how they are being portrayed through their text. It gives children who find getting their ideas on paper a chance to prove that they are capable learners.

1.5.5 Checklist/Rubrics:

Google/Oxford defines a checklist this way: *"A list of items required, things to be done, or points to be considered, used as a reminder."* This list of required items is similar to criteria on a rubric. A checklist is the foundation of an assessment sheet and a rubric.

A rubric uses all three of our components: 1) criteria, 2) performance rating scale, and 3) performance rating descriptions. It's the performance rating descriptions that separates Rubrics from an Assessment Sheet.

1.5.6 Word - Sentence - Paragraph Construction

You would be learning some simple grammar as the first lesson when you start learning English. Grammar is a language's structure and tone. Native English speakers can understand grammar, and they can use grammatically correct sentences.

When thinking of grammar, many people that have studied english probably first picture a book full of explanations and rules that tell 'em which verbs have what endings, how to use adverbs, how to write correctly a text, how to start a sentence in any form, etc. Maybe it could be a type of grammar but:

Ur, Penny (1991) states that:

> Grammar is sometimes defined as 'the way words are put together to make correct sentences. Thus in English I am a teacher is grammatical, * I a teacher, and I are a teacher are not.

A brief phrase said or written on its own can be grammatically acceptable or unacceptable in its own right; words may actually change their spelling and pronunciation in certain grammatical contexts.

How can our students grammar better? Our students probably have to do a number of things to be able to write a text or create sentences correctly and make any new grammar item part of their personal stock of language.

To put in practice grammar with our students we can follow the tips that Scrivener (2005) give us:

> They probably need to have exposure to the language; need to notice and understand items being used; need to try using language themselves in "safe" practice ways and in more demanding contexts.

Before looking for our students to have good use of grammar when writing, they themselves would have some errors, among the most common are:

- Incorrect use of articles (A, An, The)
- Confusion in the use of 'to' as a preposition or as an infinitive.
- Contraction errors (You and Your)
- No understanding between the subject and the verb

As a teacher, I'll have to correct my students when they make errors and mistakes. Correction is really important and can't be ignored. A teacher who fails to do so risks being thought of as unprofessional and lazy. Students know they need help in order to learn; teachers have to get to know their students and not be too heavy handed when it comes to individual mistakes.

To avoid being too obvious when correcting students, the most advisable thing is to do it personally and individually, which I can work better in this pandemic because by being in contact with students with the use of social networks we would be personally saying where requires attention or clarifying where the errors are in the written works.

Ur, Penny (1991) says that usually, language teachers perceive a mistake intuitively: something sounds or looks 'wrong'. It may actually interfere with successful communication, or simply 'jar' - produce a slight feeling of discomfort in the reader or hearer. When we are correcting written work, it's better to focus on major mistakes first, in this case the grammar in sentences. It's necessary to give full explanations and corrected versions, so the students know and understand where they went wrong.

If someone's work has poor grammar and spelling, correct the grammar first and don't make a big issue out of an odd letter misplaced here and there. Ur, Penny (1991), mentioned that mistakes may be seen as an integral and natural part of learning: a symptom of the learner's progress through an 'interlanguage' towards a closer and closer approximation to the target language.

The word vocabulary can be defined according to Ur, Penny (1991) as the words we teach in the foreign language. However, a new item of vocabulary may be more than a single word. Vocabulary is necessary for teaching and learning a foreign language, it is the basis for the development of all the other skills: reading comprehension, listening comprehension, speaking, writing, spelling and pronunciation.

Good vocabulary does not mean you know many long or difficult words. Instead, it means that you know how to express yourself so that the reader understand your material. At the end of the practice weeks I would ask the students to make a concept map, in this way they would capture all the information seen in my classes using vocabulary such as diminutives, alphabetical order, bold, italic, infinitive verbs, parts of speech, etc.

Wilkins, D.A. (1973) states that:

> People need to use words in order to express themselves in any language. Most learners, too, acknowledge the importance of vocabulary acquisition. The teacher has an essential role in helping students to improve their vocabulary.

Practising vocabulary is strongly connected to applying vocabulary to students' real life events. Learners would acquire vocabulary easily if they practise it by associating words with events from their daily life. I would consider it in the Parts of Speech topic, once the students know what function each one has, they would make sentences using all the elements seen looking for the most appropriate adjective joining it with a conjunction and adverb to describe actions.

Seifert, Deena. (29th June, 2016) says that having a good vocabulary to draw from can help you write more effectively. Students need to use a more formal tone when writing – not conversational language – and to do that, they need a richer vocabulary to tap into those words we don't use when we speak.

Ur, Penny (1991) recommend to focus on Form, Grammar and Word Information to know that to teach using vocabulary. Each aspect would be described in the following paragraphs:

The learner has to know what a word sounds like (its pronunciation) and what it looks like (its spelling). For this reason, the videos recorded for each week of class are spoken in English and with Spanish subtitles so that the student gains knowledge of the pronunciation and writing of the new vocabulary that would be learned.

The grammar of a new item would need to be taught if this is not obviously covered by general grammatical rules. When teaching a new verb, for example, we might also give its past form, if this is irregular (think, thought), and we might note if it is transitive or intransitive. The way in which the verbs are taught in each video would be in the present tense, but during the activities carried out for each week they would be able to find those same verbs or vocabulary in different tenses that would integrate a good form of grammar for the students.

Vocabulary items, whether one-word or multi-word, can often be broken down into their component 'bits'. Exactly how these bits are put together is another piece of useful information - perhaps mainly for more advanced learners. Penny Ur, shows us the following Figure 1 with the various ways in which the teacher can introduce or present the new vocabulary to the students.

Table 1.

Ways of presenting the meaning of new items.

BOX 5.1: WAYS OF PRESENTING THE MEANING OF NEW ITEMS

- Concise definition (as in a dictionary: often a superordinate with qualifications: for example, a cat is an animal which…)
- Detailed description (of appearance, qualities…)
- Examples (hyponyms)
- Illustration (picture, object)
- Demonstration (acting, mime)
- Context (story or sentence in which the item occurs)
- Synonyms
- Opposite (s) (antonyms)
- Translation
- Associated ideas, collocations

c. Cambridge University Press 1996

Note. The table was taken from "A Course in Language Teaching" by Ur, P. Cambridge University Press (Ed), Module 5: Teaching Vocabulary / Unit 2: Presenting new vocabulary (p. 63), 1996.

Our students won't need to produce every word they learn, some they would just need to recognize. Selecting what to teach, based on frequency and usefulness to the needs of your particular students is therefore essential. Once you have chosen what to teach, the next important steps are to consider what students need to know about the items, and how you can teach them.

Barr, R., Blachowicz, C. L. Z., Katz, C., & Kaufman, B. (2001). *"Assessment is the gathering of information to answer specific questions."* One way to know what students have

learned about a broad range of words is to use and analyze pre- and post instruction graphic organizers that ask students to work with sets of related words.

Sometimes, rather than assessing breadth of knowledge, teachers want to analyze how deeply students understand central terms. Creating a word map for a central word or concept can reveal depth. Like other word mapping strategies, all concept of definition maps require that students look for a class, characteristics, and examples.

To incorporate assessing usage we can do ask students to incorporate particular words in their responses to questions and in their summaries and retellings. More specific ways to look at vocabulary might be to use an observation guide to record vocabulary learning in any facet of classwork.

Observing students' uses of words in discussion, in lessons, and in writing is a means of evaluating their vocabulary usage in the most authentic way. Many teachers compose their own "rubrics," or structured ways of looking at vocabulary and rating usage like the Table 2.

Table 2.

Use of vocabulary in the classroom.

Discussion	
Demonstrates background knowledge	Indicate Date, Relevant Vocabulary and Comments
Uses vocabulary to predict logically	
Adds to knowledge of a word	
Uses vocabulary to discuss selection elements in summary, retelling, questions, and responses	

In General	
Offers reasonable word associations and word choices in writing	
Can classify words	
Can define words appropriately	
Can infer word meaning from context	
Uses appropriate vocabulary to clearly state ideas	

Note. The previous table was taken from "Thinking Through Stories" by Rothstein, V and Goldberg, R.Z, East Moline, IL: LinguiSystems, Inc., 1993, p. 64.

Students can keep lists of words that interest them and that they encounter in reading and use in writing in a journal that calls on them to tell about how the author used a word and how they might use it. For example:

Shifty:

These shifty guys take advantage of many retired and elderly people.

What it means: Not being honest; constantly changing.

My use: In my story about the kids who took my basketball when I was 7. The boy who asked to borrow my ball has a shifty look. I shouldn't have let him have it.

1.5.6 Didactic Material

Students can learn English in many different ways since professors have access to new and more innovative technologies. Most language teaching classes probably need supplementing to some extent, if only in order to tailor them to the needs of a particular class

or to offer richer options. Materials development was merely the production accompanying a wide range of learning resources to illustrate methods.

For instance, teachers are not more stick to black boards for teaching and presenting the subject matter to the learners because they can use new technological resources, such as video projector and PowerPoint presentations. In fact, teachers can show the topic in very catching and interesting ways to the learners.

The main problem that teachers have to face is the lack of technology in most of the national educational centers. As a result, good teachers have to be prepared to teach using technological resources, but also to teach without them. Acknowledging that students learn at particular speeds and succeed in different manners, teachers should consider this diversity when teaching the target language and when developing their materials trying, at the same time, to keep a balance among students' language learning needs, preferences, motivations and expectations.

"There are tools to help teachers in whatever approaches and techniques that teachers have chosen to use and offer students an amazing variety of routes for learning and discovery." (Harmer, 2001)

Language learning materials constitute a key factor in creating effective teaching and learning environments. These materials could be considered effective if they facilitate the learning of a language by increasing learners' knowledge, experience and understanding of it and, simultaneously, helping learners learn what they want and need to learn. (Tomlinson, 1998)

The effectiveness of materials used for language teaching depends largely on how meaningful, relevant and motivating they are to the learners. Where the material raises

awareness of teaching and learning process, then fosters teacher' development and finally allows teachers to act as agents of innovation.

For teachers, textbooks have many advantages. In the first place, we have a consistent syllabus and vocabulary would have been chosen with care. Good textbooks have a range of reading and listening material and workboos, for example, to back them up. As teachers we have dependable teaching sequences and, at very least, textbooks offer teachers something to fall back on when they run out of ideas of their own.

Jeremy Harmer (2001) gives 4 recommendations to know how to choose a textbook and be able to work it properly with the students, it can be seen in Table 3:

Table 3.

Four stage procedure.

Analysis: the teacher can look through the various books on and analyzing each for answers to the questions on the next page. It helps to have a chart to write down the answers for this so that the information clearly displayed.
Piloting: by far the best way to find a book's strengths and weaknesses to try it out with a class, seeing which lessons work and which don't, teachers are teaching more than one group at the same level, they may to teach two different books to compare them.
Consultation: before choosing a book, teachers should try and find with any of their colleagues if they have used the book before and how well they go with it. Through discussions, they can get an idea about whether or not this books is likely to be right for them.
Gathering opinions: anyone who might have an opinion on the books worth speaking to, from the publisher and bookshop owners, to colleagues and friends. It is also a good idea

to let students look through the book and see how they react to a first sight of it. If they express a preference why you agree with, they are likely to be more committed to the textbook.

Although choosing a textbook is an important step, it is what a teacher does with such a book once it has been selected that really matters. In my experience with textbooks, I can say that some that I have worked with in past practices are easy to work with and have many images that illustrate exercises or texts which attract the attention of students and they can better understand what they read or They do, an example of books that work in this way is Yes, We Can.

On the other hand, I have found books that handle vocabulary that is difficult to work with, as the students do not understand it well, so the simplest instructions are written on the board or personal support is given to each one when they raise their hands.

Most of the time I used worksheets that complemented the production stage, since reviewing the book beforehand to prepare my lesson plans, I noticed that that specific stage in the book required more class time to prepare it or according to the level that the students had, it was going to be difficult to work it in just 30 min, which were destined for the production stage.

Even with an excellent coursebook and a wide variety of other materials available, there comes a point at which many teachers find they have to make their own occasional supplementary work cards or worksheets: because they can find what they need nowhere else, because they want to provide for the needs of a specific class, or simply for the sake of variety. Good teacher-made materials are arguably the best there are: relevant and personalized, answering the needs of the learners in a way no other materials can.

A worksheet is a page (or two) of tasks, distributed to each student to do either in class or at home, intended to be written on, and usually taken in by the teacher to be checked. Teacher-made tests can be seen as a specific kind of worksheet. (Ur, Penny. 1991) Worksheets need to follow some guidelines as it shows in Table 4.

Table 4.

Guidelines for Teacher – made materials.

BOX 13.5: GUIDELINES FOR TEACHER-MADE MATERIALS
Worksheets and workcards should: - Be neat; clean, with level lines of neat writing, clear margins, different components well-spaced;   - Begin with short and clear instructions (if appropriate, in learners' mother tongue), usually including an example;   - Be clear and attractive to look that: have a balanced and varied layout; using underlining and other forms of emphasis to draw attention to significant items; possibly using color and graphic illustration;   - Be clearly do-able by the learners on their own;   - (optionally) include a self-check facility   Cambridge University Press 1996

Note: The information of the table was taken from "A Course in Language Teaching" by Ur, P, Cambridge University Press (Ed), 1996, Module 13: Materials / Unite five: Teacher-made worksheets and workcards, p. 193.

You must be clear with the instructions when giving the students a worksheet in class, otherwise they would wait for their classmates to finish and be able to copy their answer or for everyone to share their answers collaboratively.

I have had good and bad experiences working with worksheets, which has helped me to do or stop doing certain things, among which are saying immediately after giving it to the students who paste it in their notebook and put their name, well In my first experiences teaching, at the end of the class I saw many of them in the garbage or without names under their tables. For this reason the students had a lower evaluation when I gave results to their head teacher.

Posters are invaluable particularly for younger learners, and teachers of children find that they constantly use them. However, if you have time, this type of material can be largely home-made: glossy magazines in particular are an excellent source of pictures. (Ur, Penny. 1991)

A poster is an ancient rarity that depicts visible recognition, such as, a photo or a picture with two dimensions, which shows comparable appearance to some subject-ordinary physical question or a man, along these lines giving design for it. Posters can be defined as an instrument that relates to the use of visual aids inside the classroom to support students' learning. Alsalihi, H.D. (2020)

Posters have a few capacities in the teaching and learning process. In the first place, posters can make an interpretation of unique thoughts into more sensible structures. Second, posters are effortlessly acquired, e.g. from textbooks, daily papers, and magazines. Third, posters are usable in various types of scholarly levels.

A visual aid makes it conceivable to assimilate a lot of information quickly. Poster presentations score a significantly higher value compared to standard presentations (Lane, 2001). Even if posters were used in lessons as the main point, they might be used only as a "motivation for writing and discussion, as a clarification of something being read or talked about, as background to a topic and so on" (Hill, 1990)

Games should not be seen as a marginal activity, but as a central point to the teaching programmes. Since games provide a context to the use of language, they should be considered as an opportunity to practice what students have learnt in an intense and meaningful way.

Games and activities are an important part of almost every EFL classroom, their related activities create situations where students can use the target language of the lesson in a playful situation or in presentation or production exercises. Games and activities allow opportunities to use language repeatedly and to build a habit from the structures provided. Structured activities would be provided to students during the practice and production stages of the lesson as well and if time allows, a short language game may also be used at the end of the class.

For young children, moreover, writing is slow and laborious, if they can write at all. Nevertheless in many types of games writing can, for instance, help with the preparation of oral questions and vocabulary games can have a written accompaniment. (Lee, W. R.1986)

Games for writing are convenient, unless learners are very young and have not begun to write in this second language or fing writing very laborious indeed, for writing in the foreign language to begin soon after reading. Writing is a sort of reading too, unless it is wholly mechanical copying, but in writing the learners are worried with letters from the start. They have to write them and join them together into written words, and doing this means looking at them closely. (Lee, W. R.1986)

Flashcards is ELT jargon for pictures (or diagrams, words, etc) that you can show to students, typically something you can hold up when standing in front of the whole class. They are also useful for handing out as part of various activities. They are very useful teaching aids especially in your earlier years of teaching.

Generally, choose larger pictures that would be clearly visible even from the back of the classroom. (Scrivener, Jim. 2001), uses: to quickly show the meaning of a lexical item; to illustrate presentations of language; as prompts to remind them of a specific grammar point to typical error; as seeds for student - based storytelling activities; as prompts for guessing games, definition games, description games, etc.

Teachers always use pictures or graphics to facilitate learning. Pictures of all kinds can be used in a multiplicity of ways, as the following examples show:

Drills: with lower - level students, an appropriate use for pictures - especially flashcards - is in cue response drills. We hold up a flashcard (the cue) before nominating a student and getting a response. Then we hold up another one, nominate a different student, and so on. Flashcards are particularly useful for drilling grammar items, for cueing different sentences and practicing vocabulary.

In this case in which I would be working online with the students, the drills can be worked on by showing through the video of the class 5 different images with their sentences corresponding to the topic being viewed. Later, as work for the day, they would be asked to create their own sentences with the information provided in the images.

(Communication) games: pictures are extremely useful for a variety of communication activities, especially where these have a game like - feel, such as "describe and draw" activities, where one student describes a picture (which we have given them) and the student has to draw the same picture without looking at the original.

"Sometimes flashcards can be used for creative writing to create or invent a story using at least 3 of the images that we show them." (Harmer, J. 2001) By using flashcards, children would be easier to increase the ability they wrote. In addition, children would understand the concept that writing can be used as a medium to communicate.

1.5.7 Teaching Learning Process

Mary Holz-Clause, Dileepkumar Guntuku, Vikram Koundinya, Reginald Clause and Kanika Singh (2015):

> Combined processes where an educator assesses learning needs, establishes specific learning objectives, develops teaching and learning strategies, implements plan of work and evaluates the outcomes of the instruction.

There are many advantages to learner-centered teaching and online learning. People learn the best when actively involved in a topic, and would be motivated to seek and construct knowledge and skills. The topic to work on the first day of practice is somewhat outdated if we consider it as the students live and the opportunity they have to enter social networks and technology, the use of the dictionary could seem tedious to work.

For this reason, the resource used as a virtual explanation for students are eyecatching videos that contain not only the explanation of the use, but the correct ways to search for a word adding common examples that they usually use.

What is sought is that students can use this video as a session resource that they can see as many times as they want to understand what is intended to be taught in person, that is their visual support from a distance and in a personal way since all students would have the same video.

Memorization, in the most general sense, refers to a method of learning in which the individual recalls information. From a broader perspective, memorization can be defined as a strategy that focuses on the storage and retrieval of language. Though strategies such as drill and repetition might be considered the same as memorization strategies, the storage and retrieval process are the focus of attention in the case of memorization (Wenden & Rubin, 1987, p.22).

> The ability to understand spoken and written language, and to produce it in speaking and writing depends on the ability to recognize and retrieve information stored in memory. (Wenden & Rubin, 1987)

The information that students are given in class is something that they already know in their Spanish language, therefore deciphering it and understanding it is not that complicated once they see the relationship between these topics and those they have previously seen in their elementary-level classes.

This memorization that they have and the ability to remember a previously seen topic serves as support to contextualize them about what they are going to work on, what becomes difficult for students is to express it in a language that they consider complicated and difficult, without taking into account that they use it daily in video games, social networks, advertising and in countless ways in which English is used in society.

Cook (1994) repetition and learning can help language learners set valuable goals as they would be involved in the authentic and communicative use language. So it is not bad that in their English classes or in courses they take to learn it, they acquire it over and over again, because even when we believe that we already know something about a subject there always be something that fails us to fully master it.

1.5.8 Learning Styles

Learning styles group common ways that people learn. Everyone has a mix of learning styles. Some people may find that they have a dominant style of learning, with far less use of the other styles. Others may find that they use different styles in different circumstances. There is no right mix. Students can develop ability in less dominant styles, as well as further develop styles that you already use well.

I could use techniques that are better suited for me, in this way I knew what the dominant way of learning in my students is but not just use this way, explore with the different styles to use different platforms and activities in different topics that I'll work during this scholar year. Learning styles and preferences take on a variety of forms—and not all people fit neatly into one category.

How to recognize visual learners in your class: Someone with a preference for visual learning is partial to seeing and observing things, including pictures, diagrams, written directions and more. This is also referred to as the "spatial" learning style. Students who learn through sight understand information better when it's presented in a visual way. These are your doodling students, your list makers and your students who take notes.

How to cater to visual learners: The whiteboard or smartboard is your best friend when teaching these types of learners. Give students opportunities to draw pictures and diagrams on the board, or ask students to doodle examples based on the topic they're learning. Teachers catering to visual learners should regularly make handouts and use presentations. Visual learners may also need more time to process material, as they observe the visual cues before them. So be sure to give students a little time and space to absorb the information.

How to recognize auditory learners in your class: Auditory learners tend to learn better when the subject matter is reinforced by sound. These students would much rather listen to a lecture than read written notes, and they often use their own voices to reinforce new concepts and ideas. These types of learners prefer reading out loud to themselves. They aren't afraid

to speak up in class and are great at verbally explaining things. Additionally, they may be slower at reading and may often repeat things a teacher tells them.

How to cater to auditory learners: Since these students generally find it hard to stay quiet for long periods of time, get your auditory learners involved in the lecture by asking them to repeat new concepts back to you. Ask questions and let them answer. Invoke group discussions so your auditory and verbal processors can properly take in and understand the information they're being presented with. Watching videos and using music or audiotapes are also helpful ways of learning for this group.

How to recognize kinesthetic learners in your class: Kinesthetic learners, sometimes called tactile learners, learn through experiencing or doing things. They like to get involved by acting out events or using their hands to touch and handle in order to understand concepts. These types of learners might struggle to sit still and often excel at sports or like to dance. They may need to take more frequent breaks when studying.

How to cater to kinesthetic learners: The best way teachers can help these students learn is by getting them moving. Instruct students to act out a certain scene from a book or a lesson you're teaching. Also try encouraging these students by incorporating movement into lessons: pacing to help memorize, learning games that involve moving around the classroom or having students write on the whiteboard as part of an activity. Once kinesthetic learners can physically sense what they're studying, abstract ideas and difficult concepts become easier to understand.

How to recognize reading/writing learners in your class: According to the VARK Modalities theory developed by Fleming and Mills in 1992, reading/writing learners prefer to learn through written words. While there is some overlap with visual learning, these types of learners are drawn to expression through writing, reading articles or books, writing in diaries, looking up words in the dictionary and searching the internet for just about everything.

How to cater to reading/writing learners: Of the four learning styles, this is probably the easiest to cater to since much of the traditional educational system tends to center on writing essays, doing research and reading books. Be mindful about allowing plenty of time for these students to absorb information through the written word, and give them opportunities to get their ideas out on paper as well. Retrived from 4 Types of Learning Styles: How to Accommodate a Diverse Group of Students by Malvik, Callie on 08/17/2020

During these weeks of practice I worked remotely with the students, so the 4 types of learning styles would be worked on in one way or another. This is clear since through the classes given on video, the visual style is promoted by showing images, little text so as not to overwhelm each slide with information, and attractive designs so as not to lose the students' attention. The auditory style is worked on in the form of explanation of the video in which my voice is used to explain the topic and activities designed for the students.

The reading / writing style is worked on the development of the activities where you have to read the instructions that are requested to complete, write or draw what is requested, the writing although it is not complex at the beginning is demonstrated by creating sentences based on examples.

1.5.9 Creativity

Naiman (1998) states that creativity is the process of turning imaginative ideas into reality. For this author, creativity involves two processes: thinking, then producing; and adds that innovation is the production or implementation of an idea. If teachers have ideas, but do not act on them, they are imaginative but not creative.

My intention is that with the activities that I present to them to work, the students would see that their needs in terms of vocabulary or learning of the English language are met, in this way they would be more involved in the class and would learn to express it through their activities, putting details in their worksheets, using various inks of pens, colors, etc. showing that they are liking what they do.

I think that when we are done producing we have to be thinking again to see what worked and what did not work to realize what needs to be changed. When we are in a classroom, we become aware of our previous knowledge and use it with our new knowledge, creating and innovating based on what we observe, develop, and reflect upon.

Avila, Hernán A, (2015) suggests creative writing as a research tool to improve students' feelings towards writing. Pardlow's (2003) states that with the specialized techniques of creative writing, it was easier to teach the writing process and the students did not experience any writer's block when the writing was creative. Creative teaching is the process leading to creative learning through the implementation of new methods, tools and content which stimulate learner's creative potential.

1.5.10 Error Correction / Assessment

In literature on education, a distinction is sometimes made between assessment (of learner performance), evaluation (of innovation or change in, for example, school organization or a course syllabus) and appraisal (of teacher performance).

Most of the feedback we give our learners is ongoing correction and assessment, directed at specific bits of learner-produced language with the aim of bringing about improvement; the type of evaluation involved here is sometimes called 'formative', since its main purpose is to 'form': to enhance, not conclude, a process.

The most common way of gathering information for assessment is through tests; the usual criterion is an arbitrary level which the learner is expected to have reached; and the result is generally expressed through percentages. (Ur, Penny 1991)

This would be a good evaluation option at each end of practice with a simple test in which topics seen in the videos designed for the students are put, in this way I would know

how much information they acquired and if they are not favorable results, look for new ways of presenting the information to students.

Teacher's assessment / Assessment grades. The teacher gives a subjective estimate of the learner's overall performance. Letters, words or phrases: 'A or 'B'; 'Good', 'Excellent'. These look a little less impersonal, less definitive than percentages; but in fact learners often 'read them as definitive number-type grades, exactly as they read percentages.

This is the way in which I am currently working with my students, I review the evidence that they send me by email and I check that it has the elements that I ask for in the frame as well as that the activity is complete and is delivered in the time that is asked from the beginning of the week.

The messages with which I forward the evidence are as follows:
    -Correct the answers that are not checked
    -Send your work again adding the missing questions
    -Complete the activities and resubmit your evidence

The final grade is some kind of combination of the grades the learner received for various assignments during the course, this is the type of assessment called continuous. A value is being given to each work considering the aspects of delivery on time and complete activity, according to these aspects a score is given based on two taking 2 as complete and delivery on time, 1.5 work incomplete, 1 out of time.

1.5.11 Aprendizajes Clave

The study plans and programs have sought that students develop competencies for study, for life and to continue learning outside of school, so that what they have learned in school is relevant to living successfully in today's society.

In this Plan, the curricular approach is based on the construction of knowledge and the development of skills, attitudes and values. In this sense, its approach is competence, but the competences are not the starting point of the Plan, but the arrival point, the final goal, the result of acquiring knowledge, developing skills, adopting attitudes and having values.

The competency approach is an educational model based on the teaching of knowledge in such a way that it is placed in the specific context for which it is useful. In this way, what has been learned is understood as useful and necessary, since it is designed to help students cope with real-world situations. Rodríguez Puerta (2018)

This method, compared to the traditional one, focuses on making the student more dynamic through experimentation and practice, which gives us to understand that through conversations, interactive and contextualized activities, it is possible to work with the skill of speaking between students integrating them to a country in which large companies require a worker with knowledge of the English language to improve not only their quality of life but also their job training by supporting them in meetings with international businesses.

To achieve that these objectives are carried out in a competency method, there must be functionality and significance of the learning acquired by the student, therefore, while the teacher transmits his knowledge, his values, abilities and skills are worked on.

Compared to an evaluation with the use of exams or tests to measure the student's evaluation, what is sought in this modality is for the student to express what they have acquired in different ways, either by writing a text, speaking in conversation and even understanding what that an English text informs or gives you in various ways as meaningful learning.

This way of verifying the acquisition of knowledge is possible because in the competency approach the learning units are smaller and more specific. Learning is acquired

little by little and gradually in such a way that the student has the opportunity to experiment and make use of the language as their own at their level.

In the case of the English language, it is the process that begins with the teaching of vocabulary, depending on the level the students are at, it can be the alphabet, names of colors, verbs in simple present, names of objects, parts of the house etc, which would help the student to know the name of what he sees around him with a new meaning. Later she would continue with the conjugation of verbs to express emotions, daily activities that she would be able to capture in a written and comprehensive way through readings.

Finally, complex sentences using various verb tenses and conjugations that would express not only emotions or activities, but also give meaning to a conversation or a complete text when reading a complete book.

In this way, throughout the school year, various topics are worked on, each one with a higher level of complexity, testing the ability of students to understand the information by linking it with the new topic that would be seen in class, this is how there is a relationship between all English topics because if at the beginning you talk about ways of presenting yourself, in 3 or 4 topics later, personal information would be integrated by adding topics such as family, explanation of their likes, forms of entertainment, etc.

Due to the greater division between the different parts of learning, the student can focus on practicing only those components of it that they have not yet mastered. Therefore, in the competence approach, learning is faster. By detecting what their areas for improvement are, the student can focus on improving them, in such a way that their attention and effort would bring them many more benefits. Rodríguez Puente (2018)

Thanks to the skills that the student would develop by using, being and practicing with the language, they would have the opportunity to find their mistakes to improve them more and more by being a competent student.

It is hoped that with the help of the teacher as a facilitator of information, the student would have confidence to speak to seek continuous improvements in their daily learning, using the comments not as ways to highlight their mistakes but as tips that would help them to use them to their advantage, and as a recommendation for future occasions.

The graduation profile of a school level defines the educational achievement that a student must achieve at the end of that level and expresses it in "desirable traits". This achievement is not the result of the student's work at the end of the journey, but the result of their progressive learning throughout the previous educational levels. At the end of the basic level, the secondary school student communicates effectively and confidently, describing experiences, events, wishes, aspirations and opinions in English.

The general purpose of the subject Foreign Language. English is that students develop skills, knowledge, attitudes and strategies of learning to participate and interact in social practices of the language, oral and written, typical of different routine, habitual and known communicative and cultural contexts, with native and non-native speakers of English. The purpose of the fourth cycle is for students to have interactions and adapt their performance through various oral and written texts in a variety of communication situations.

Therefore, students are expected to:

1. Analyze some aspects that allow improving intercultural understanding.
2. Apply some strategies to overcome personal and collective challenges in learning a foreign language.
3. Transfer strategies to consolidate performance in foreign language learning situations.
4. Employ a simple but broad linguistic repertoire in a variety of known and current situations.
5. Exchange information of current interest.
6. Undertake with a neutral record in social exchanges within a varied range of situations.

At the end of the primary course (6th year) the student would have the following skills according to an A2 level:

Is able to understand frequently used phrases and expressions related to areas of expertise that are especially relevant to you (basic information about himself and his family, shopping, places of interest, occupations, etc.). Knows to communicate when carrying out simple, everyday tasks that do not require more than simple and direct exchanges of information on issues that are known or habitual. Can describe in simple terms aspects of his past and your environment, as well as issues related to your immediate needs.

At the end of the 3rd year of secondary school, the student would have a command of the level of English and competence according to the common European framework of reference assigned to a B1 level that consists of the following:

Is able to understand the main points of clear texts and in standard language if they deal with issues that are familiar to you, whether in work situations, study or free time. Knows how to handle most of the situations that they can arise during a trip through areas where the language is used. He is able to produce simple and coherent texts on topics that are familiar to you or in which has a personal interest. Can describe experiences, events, wishes, and aspirations, as well as briefly justify your opinions or explain your plans.

Unfortunately, the case that we are living in San Luis Potosí in the school environment is that most public schools do not have the subject of English for various reasons such as lack of personnel, lack of school resources or are far from the main communities in order to receive the deserved support for each school institute.

Therefore, the A2 level that is expected at the end of primary level, not many meet it for these reasons mentioned above, which modifies the way of working of the teacher working more with those students who have their first approach to the English language and trying that it is not one more subject to which they take less relevance for being little understandable for them.

Our job is to create a subject and an environment that is suitable for learning in which the student feels comfortable learning and acquiring new information from the teacher. Encourage those who had the opportunity to have English classes previously and work with students who master the language by having the level required by having lived in the United States or having taken courses by parents.

In other words, it's about learning English using English (learn doing) in real communicative interactions or close to reality, in that students participate as users of this language and are interested in learning how communication takes place interacting with others.

1.5.12 Writing Practice 1st Grade

Identify and understand the general meaning and main ideas of various simple, short, clear oral and written texts in language standard when dealing with familiar issues (study, work, free time, etc.). Knows how to act in a very basic way in some of the situations that happen in the community and in which they can arise during a trip through areas where the language is used. Interpret, describe and share information.

Describe and justify in a very basic and brief way some experiences, events, wishes and aspirations, as well as understand and express some caveats. Understand some cultural aspects through recreational and literary activities.

Activities of Writing for 1st Grade, retrieved from: Aprendizajes Clave para la educación integral, SEP, 2017.

- Exchange opinions about a community service.

- Exchange compliments likes and dislikes in an interview. (Exhibit compliments, likes, and dislikes in written dialogue.)

- Agree with others on a travel itinerary. (Build arguments to defend ideas and proposals)
- Read classic stories. (Compare variants in pronunciation and writing; Rewrite key events)
- Produce constructive predictions about others. (Ask and answer questions to understand predictions; Write sentences that express the future to compose predictions)
- Read comic strips to discuss cultural expressions. (Exchange opinions about cultural expressions in a discussion.)
- Write instructions for using a bilingual dictionary. (Write instructions; Edit instructions)
- Write notes to make schematics of human body apparatus. (Proposes and answers questions about devices of the human body; Write notes to describe schematics.)

1.5.13 Writing Practice 2nd Grade

Understand and exchange opinions about the general meaning and main ideas of various short, clear oral and written texts in standard language when they deal with familiar and current issues (work, study, free time, etc.). Knows how to function in a basic way in several of the situations that happen in the community and in those that may arise during a trip through areas where the language is used.

Describe and justify in a basic and brief way some experiences, events, wishes and aspirations, understand and express directions, and briefly explain their plans. Contrast cultural aspects by recreational and literary activities.

Activities of writing for 2nd grade, retrieved from Aprendizajes Clave para la educación integral, SEP, 2017.

- Read short literary essays to contrast cultural aspects. (Describe and compare cultural aspects.)

- Produces instructions to prepare for a risk situation derived from a natural phenomenon. (Write instructions; Edit instructions)
- Paraphrase information to explain how a machine works. (Write information; Edit texts)

1.5.14 Writing Practice 3rd Grade

Understand and exchange opinions on the general meaning, main ideas and some details of various oral and written texts in clear and standard language when they deal with familiar and current issues (work, study, free time, etc.)

Knows how to interpret and act in many of the situations that happen in the community, in which they may arise during a trip through areas where the language is used and even in some unexpected situations. Describes and justifies in a basic way experiences, events, wishes and aspirations, as well as understands and expresses directions, and briefly explains their plans and points of view. Develops empathy for other cultures through playful and literary activities.

Activities of writing for 3rd grade, retrieved from: Aprendizajes Clave para la educación integral, SEP, 2017.

- Talk about cultural habits of different countries. (Ask and answer questions to deepen a conversation.)
- Exchange emotions and reactions caused by a television program. (Write notes on emotions and reactions to participate in an exchange of impressions.)
- Interpret and offer descriptions of unexpected situations in conversation. (Describe unexpected events.)
- Read poems. (Describe moods; Write sentences from words and sentences that express moods)
- Guess and hypothesize about past events. (Describe enigmatic facts.)

- Read fantasy or suspense literature to assess cultural differences. (Describe characters; Complete and write sentences based on actions and character characteristics)

- Interpret and write instructions to do a simple experiment. (Write instructions; Edit instructions)

- Write a short report about a historical event. (Write short reports; Edit reports)

- Write agreements or disagreements to intervene in a debate about one of the fine arts.

1.6 Key Questions

1. How were flashcards used in the development of my EFL class? As an evolutionary part of the use of virtual flashcards in videos, worksheets and activities for students there were several unexpected situations in each practice week that made the difference in the results at the end of each period. There were variables in the understanding, development and in virtual classes in which they were used, for this reason the development of this question is to clarify and describe the sessions in which they were put into practice with the description of the results obtained by each students.

2. How was the writing process affected by the use of flashcards within my study group? The way of working and continuous evaluation that was affected by the pandemic, the writing process that was expected to work constantly seeing the evolution of students in this skill could not be properly corroborated. The following question describes the sessions in which the writing process was incorporated, activities in which was implemented and final results after the delivery of evidence for the week.

CHAPTER II

The next chapter refers to key questions regarding the use of flashcards virtually in practice weeks and student progress with writing skills. Each reflection explains how to work with students from the beginning of the school year and how new modalities of work were implemented as it is through Meet as part of a feedback of the topic of the week.

Within the text, I talk about the activities implemented for each week, form of evaluation and delivery, problems in each one and how we worked, the students and me as a head teacher, to solve it avoiding in this way that something similar happened in future practice weeks.

To contrast and evolution of their learning of the first graders of the secondary school "Antonio Díaz Soto y Gama", the first two reflections emphasize the first teaching work that was had in a virtual way that began in the month of October and the two subsequent reflections refer to the weeks of work of the month of March where there was a greater approach with the students with whom there was no contact in the first quarter of the school year.

The appendixes show the lesson plans prepared in advance, information taken from virtual books to quote important information about what is being talked about and evidence of the work of the students using those that comply with the established and those who had problems at the time of the activity.

2.1 Key Question: How were flashcards used in the development of my EFL class?

As a way to introduce new vocabulary to students, I worked with the use of virtual flashcards that unlike the physical form in which cards of a visible size are presented to them were now integrated into the weekly videos designed to explain the topic, activities and evidence of the week that they had to send by email. These visuals were included in worksheets and presentations used in Power Point presentations to handle vocabulary and exemplifications within the virtual class.

The authors mention that a visual aid makes it conceivable to assimilate a lot of information quickly. By using flashcards, children would be easier to increase the ability they wrote. In addition, children would understand the concept that writing can be used as a medium to communicate.

After receiving evidence from the students of the activity of the first lesson plan, the results were varied in terms of understanding through images. It was expected that it would be easy to relate name to corresponding image but it was difficult for them because of the watermark coming from the application with which they worked on the edition, it caused some words to have no clarity, images were covered with a dark line and through WhatsApp questions were asked by parents.

The solution given to this editing problem was to send screenshots of the pre-recording format in which there were no image errors and that was how the students worked the rest of the week, clarifying doubts personally to those who required it. External factors that would be taken into account from this first video would be to look for different editing options to avoid watermarks, preparation of PowerPoint presentations to send to students in case of audio /image failures with the YouTube link and better handling of personal doubts of the students.

Internal factors is the partial or total understanding of the information provided by the video because the students are experiencing for the first time a virtual English class at the Middle School level, this would cause a conflict of use of L1/L2 in the answers to the activity and many doubts about the vocabulary of instructions.

The inclusion of flashcards or visuals in worksheets tried to follow the guidelines suggested by Penny Ur using clear and short instructions, attractive details that draw the attention of the student and emphasize what is being worked on in the activities as well as that it is understandable so that the student is able to do it for themselves. For each sentence, example, image to be used instead of written vocabulary was sought to integrate striking or animated images so that they served better and by intuition knew what to do.

Expecting for it to happen by giving them the facilities of comprehension and using simple vocabulary in the instructions was not favorable for this activity because the students had complications to do the activity in the worksheet. They wrote the meaning in the blank spaces where they had to create sentences with the images of the vocabulary about "Parts of Speech", they made sentences with words that had not been seen, or they left them unanswered.

This lesson number 1 (appendix A) was the first week of virtual practice with the students of the "Antonio Díaz Soto y Gama" Secondary School, in the week of October 26 to 30, 2020. The main topic of the 4 weeks was "The use of the dictionary" and the resources and materials that I used for this week were video recordings for the class, groups of WhatsApp and my academic email to check their evidence.

In this first sequence, I worked with Halloween vocabulary implemented due to the North American and Mexican holidays that are Halloween and Day of the Dead. The goal of the week's work consisted on relating the image alluding to Halloween with its name first using their knowledge of the vocabulary using their dictionary as support to colaborate how many of those words and their respective image were correct.

The images or virtual flashcards were essential for this weekly activity because it helped to understand, although not all the activity, what I was trying to refer to, explaining why the dictionary should be used and how. For this reason the flashcards or illustrative images were presented in the activity and the video that I presented to the students. These had to be related to the vocabulary of the topic and appropriate to make them understandable without the use of words.

As Scrivener (2001) mentions, choosing images should be visibly clear to students, as they do not have the ability to display them appropriately because of the pandemic they were integrated into the explanation videos to students to evade text saturation and better understand by using images related to the topic.

Its uses varied among which are: To quickly show the meaning of a lexical item; To illustrate presentations of language; As seeds for student-based storytelling activities; As prompts for definitions.

They exemplified the key points of the video as it was differentiating between the ways in which they could find the verbs and in which they could not, it were also very useful for the activity because they had to use them to be able to connect them with their name even if they did not know it in English. Images were useful because they had the option to draw the same flashcards used to exemplify vocabulary, print similar to those chosen for the video, or take capture to crop and paste them into their notebook to do the activity for the week.

This was the first virtual contact that I had with the first grade groups (A – D) by providing activities for the class and for me it was something new in this contingency. I did not know what to expect from their work and the understanding that they would have of my video designed for that week's class.

Previously, I applied virtual exams using Google Docs and Socrative to find out their English level after finishing their studies in primary school, from which I began to design the activities looking for them to be appropriate and without too much text in my videos with so much information to prevent them from being boring or incomprehensible.

The interaction with the students to inform them about the activities and any school notice would be through WhatsApp groups, the way in which they would be working due to the contingency. Each week a selection framing was sent to the students writing the date of the day, the week's topic, link to the class video, description of the activity and form of delivery of their evidence.

The first video sent to the students presented the topic "How to use the dictionary?" (Appendix B) explaining the uses, ways to look up words in the bilingual dictionary and what information they could find after each word (Phonetics, abbreviation, grammatical category).

For the activity, the students used their knowledge of the Halloween vocabulary to match it with its corresponding name, after doing so with the help of their dictionary, they looked up the word in English and checked for themselves if they correctly or incorrectly related the vocabulary. Their activity finished by answering the questions:

1. Were you able to match the image with its name?
2. How many did you get right?
3. How many did you get wrong?

The first week, there were many problems with the activity, some caused by my video, the reason was that the application used to edit the videos created a watermark at the end that prevented part of the vocabulary and questions from being seen completely. For this reason there was disagreement on the part of the students when they could not see or did not have the incomplete activity due to lack of visibility in the questions.

Students used self-evaluation defined by Ur (1991) as: "Way to evaluate their own performance, using clear criteria" in their activity of the week, checking how many of the vocabulary words could relate without and with the help of their dictionary, answered the questions:

1. Were you able to match the image with its name?
2. How many did you get right?
3. How many did you get wrong?

The previous questions were added so that the students would evaluate their knowledge of vocabulary with the support of flashcards allusive to Halloween. This way depending on how much knowledge they had they would have a variation in the number of correct and incorrect answers allowing me to know what I should work with the design of the following class videos that were given to students week after week.

The use of the dictionary or the Word Reference page (Appendix C) for those who did not have a physical bilingual dictionary worked as expected so that the students used it to learn new vocabulary. Its use helped them carry out the weekly activity using new resources in their favor, preventing the translator from serving as general support. Although, in reality there was no way to know with certainty if this happened or not.

The instruments to evaluate the activities were obtained from the virtual observation of the evidence received. For this week there were a total of 52 students who sent their homework, out of the total of 123 by the 4 groups A, B, C and D. The observation was made in this way by not having the opportunity to give online class and to be able to give more information with the way of students were working, it was virtually as evidence was reviewed as they were sent to the mail created for them and each email provided recommendations and corrections to their activity of the week.

Of the 52 evidence (appendix D) registered in the attendance list, half demonstrated understanding of the activity by developing it in the correct way, relating the vocabulary with the corresponding image and answering the previously written questions to show how many of them were correct or incorrect.

Meanwhile, the other half, according to their evidence in production stage, showed a problem understanding the instructions and for this reason they did not comply with the activity in the indicated way. This left the resolution in half or just writing the questions in the notebook without knowing if it was true or not if they were correct.

Part of the lack of understanding of the activity was caused by the watermark in the video that made it impossible to see clearly all the information explaining the use of the dictionary. Using the diagnostic exam and a survey that asked about English classes outside school hours, it was possible to know that for most of the students who responded, it is their first approach to the language in middle school and also outside of school hour in online English classes for some of them.

Most of the students had their first approach to the English language in this first week that we were working in such a way that there was no information in Spanish and that made it difficult for them to understand what to do for the activity.

There were many questions from the students in the English groups referring to what other material they could substitute the use of the bilingual dictionary that they did not have at home, clarifying and giving answers that they could only use the Word Reference page as support but not the translator to make students work easier.

The solution for students who did not have dictionary at home was to ask them to enter the Word Reference that provides in addition to the meaning of various examples in different contexts so that students know how to use it correctly. It would not take much mobile data to find the meaning of the vocabulary that was requested and the page is accessible to all students, as an alternative to a physical dictionary.

Authors refer to flashcards as audiovisual material to teach vocabulary or exemplifications. In this week's video I used flashcards that provided support for students to learn through images and also the images serve as guide to match with the Halloween vocabulary of the week. It served as support because for this activity they had to relate the correct English name of the allusive images to the Halloween topic, even though it was simple for their level many of the students did not complete the activity or incorrectly relate doing so at random.

The way of implementing them was designed so that the students did not immediately associate a lot of vocabulary with the topic that they were going to be working on, but rather with something that they knew or caught their attention and thus they would remember it better on future occasions.

To conclude this week, there was communication with the head teacher to find out what to do in these new cases in the online mode and they worked when they had to respond personally with the parents and students. The problems with the watermarks in the videos

will be resolved by looking for new ways to give the information in a virtual way, doubts with the language due to not being used to having complete or partial information in English will be solved by attending the comments of the students.

2.1.1   Class #1 "Use of dictionary for Halloween vocabulary."

The comments that provide personally or in general will be taken into account to improve the way you educate your children in this new modality, teaching what is necessary each week in the right way for them.

Main Goal: At the end of the week students will be able to use the dictionary and find the meaning of Halloween vocabulary that they don't know.

As a final product of the week, the results obtained through its evidence were partially satisfactory. Students encountered the disadvantage of the watermark by the application that prevented the visibility of vocabulary or questions, part of the reflection of the activity and caused their first activity to be incomplete. For those students who asked about the vocabulary they did not see clearly it was mentioned in the daily message via WhatsApp what it was and similarly the questions that were not visible were written.

The lesson plan number 2 (appendix E) was worked virtually in the week of November 9th to November 13th of 2020. This week and the following one we worked with the main topic "The use of Dictionary" and the sub-topic "Parts of Speech". As every week since we started to work in this new modality, I sent them through the groups of WhatsApp all the information to work during the week.

The information that I daily sent was the date of the day, that was changed every day in the message, the topic of the week, how and when I would receive their evidence, an explanation of the activity and the link of the video which explained the topic "Parts of Speech p.1". In the video of that week I explained the 8 different POS using sentences where the adjective, verb or noun was represented using virtual flashcards.

The explanation of each part had their meaning, e.g.: "Noun. A word (or group of words) that is the name of a person, a place, a thing or activity or a quality idea." Harmer, J. (1998) and then some examples highlighting with another color the noun depending the sentence like in the following example: "Peacock" is dancing in the "rain". The students were expected to use the information of the video and the notes that they wrote in their notebook to give answer to the activity of the week.

For the activity of this week students downloaded a worksheet, where using the Parts of Speech of the box they would write in the blank space the name that it corresponded according to the word in bold, e.g.: "She accidentally _____ hit the car" (appendix F). The second part of the activity consisted on writing with the help of the POS illustrated with flashcards that appeared in the worksheet to create 3 sentences using prepositions, pronouns, verbs and adjectives.

The flashcards used for the video of the week were sought to illustrate the corresponding Parts of Speech by informing students what each gave its name, if the case was the definition of a verb images of various actions such as running, walking, cooking, flying were chosen.

Examples using each in different sentences also had images in reference to what the sentence said using short sentences and a larger image as an illustration, the same was sought to do in the worksheet, use only images of adjectives, pronouns, verbs for students to write sentences with one in 3 options they had, and express various situations. In this way they would use images of a vocabulary corresponding to each of the 8 Parts of Speech to write sentences and without having to give them the word "cook" so that they knew that the image of a chef refers to cooking and they had to write a sentence with the verb "cook".

This third week of practice was the first virtually approach through Meet with students working on an activity related to the same topic as its weekly activity to reinforce the knowledge acquired through the videos about Parts of Speech. Being the first approach

in virtual mode was a new experience in which students would begin to enter with me in front of group teaching them English.

The activity developed involved the use of its dictionary or the Word Reference website to search for meaning in Spanish and part of speech to which the word belonged within the chart (appendix G) to be completed.

Students worked with an activity presented through Meet, which I considered so that they could see it all in their screen. Although I didn't take into account that the internet during the class would be failing and that delayed the presentation, the participations were heard out of time and caused the 50 minutes of class to be interrupted mostly by problems beyond my reach as were the total or partial pause of the presentation of the Word document with the activity of the virtual class due to signal failure, which baffled the students who began to send message by WhatsApp commenting that my screen looked strange or did not see the activity.

The interaction during the 50 minutes was more on my part than the students, nervous even to participate. Considering that, I began to let students write in the chat the answer so that their peers would have an opinion of whether or not it was correct and why.

By the end of class, once the internet improved, the date and time of delivery of class activity was discussed before asking questions about the activity we could be resolved before I logged in with the groups in the next class. The questions students asked were in relation to the choice they wrote, the meaning of the words even when they had the resources like their dictionary or Word Reference website.

For the review of the activity it was requested that the activity be complete, pasted or written in their notebook and with the signature of dad or mom. Subsequently reviewing using Paint the images sent through my email would use bookmarks to check that their answers were correct.

Through the evidence (appendix H) received after class, there was a greater understanding of the activity by the students who were present. Students who were not present for different reasons had doubts about how to respond due to not having a dictionary, not knowing which answers were correct and having no knowledge of the English language.

On the other hand, the review of the activity for those who were present in the session was verifying column by column that all the students had the same answer and the reason why it was correct. If there were different opinions, I asked those who gave the answer the reason why they chose or believed that they were correct, before arriving at the same and general answer for all.

Before starting virtual classes with the second group, I took into consideration the problems that existed in the previous class, so I decided to send the projected chart to the groups so that they could see it without problem. That made the activity easier, the students were writing the answers in the notebook using the resources required for the class and we worked the activity more quickly.

I made the decision at the last minute not to go through the same problems as with the previous group and it was an action to improve in the aspects that came to complicate the class. The results at the end of both classes were very remarkable, one of them helped me learn not to make the same mistakes as in the first session.

From that first experience in virtual class and the problems that existed, in the next sessions I would look for a previous solution so that it would have the duration to carry out the activity and solve the pertinent doubts to give them a solution as if it were a face-to-face class.

The virtual way of working is not a new experience but it is being in my role as a teacher, considering that it is my first time teaching through a screen. Working online can be satisfactory or a problem since we do not know if we will have problems with the internet signal, electricity, technical difficulties, etc.

Through them we can continue looking for new solutions so that in our session we can reinforce knowledge, clarify doubts about the activities or be the guides for better learning. The comments about my class in each feedback, help me to grow as a student and as a teacher to improve in many aspects and be able to handle new adversities.

2.1.2 Class #2 "Parts of Speech."

Main Goal: At the end of the week students will be able to use "Parts of Speech" to create new sentences.

The activity was successfully performed in compliance with the aspects requested in this week's topic worksheet, few students had errors in the answers. Those who had errors confused adverbs and interjections in the first part of the activity or only wrote sentences without paying attention to the verb or adjective referenced to create new sentences.

When a Word document was sent with the activity instructions, students confused this document with the worksheet so they performed the activity on the wrong sheet, this was mentioned in the email feedback given after receiving their evidence.

2.2 Key Question: How was the writing process affected by the use of flashcards within my study group?

Working virtually the writing process with first graders of high school was not easy, unlike a job in face-to-face classes where you can see how they improve with each synchronous class, receiving their work via email does not show how much they have learned using the videos prepared weekly for an approach to the students. The use of flashy templates and flashcards adapted to each weekly topic was expected to be attractive to students to understand what it was about to work on each activity, the reality was different.

Taking as a reference the steps of the writing process recommended by Scriver which are as follows: Using a model, Drafting, Peer evaluation and Re Drafting did not work as expected because their evidence remained in 3/4 of the final process. For the beginning, examples and a general explanation of the use of grammar were shown so that students knew the reason for the integration of readings and written activities that better developed the skill in each practice period.

Later in the evidence expected for the week the students sent their homework, doing what the video and explanation through WhatsApp requested for each activity using the examples to create new sentences according to the information previously explained; in each one the lack of understanding of information was noticed by the answers, what made write in the feedback those spelling errors of the words and clarify the reading carefully to respond correctly. For this step of the process, they stayed until the moment when they received feedback through email because they did not send corrections making them to improve their writing.

The evidence that remained with corrections were not sent again, for that reason it was in the step of Peer Evaluation without getting to complete it to Re Drafting in which a second feedback was given to the students in case they have corrected or even had errors to improve.

This gives to denote the little interest that the students have for the subject of English to which they see only as the one to which they have to send evidences without receiving any punishment if the activities are not fulfilled. It was insisted on each occasion that they did not ignore the feedback they received in the email because they would help them in their writing process that was being worked on in the following reflections.

This lesson number 3 (appendix I) was worked virtually in the week of March 1st to March 5th, 2021. The topic worked on this week was "First Conditional" continuing with predictions and the use of the auxiliary "Will" and "Won't" in sentences about future actions

in life. As every week since we started to work in this new modality, I sent them through the groups of WhatsApp all the information to work during the week

The video prepared for students exemplified with the use of virtual flashcards (appendix O) cause vs consequent actions, where "If + simple present" was used to write the cause and with the use of the auxiliar will students would write the consequence to that action. The examples used were related to the pandemic, seeking students to write solutions if we attended to health measures to combat COVID-19.

Similarly, and taking up the topic of predictions, illustrated examples were given such as "If I buy car..." and the image of a person with a new car where they would write in response what would happen if in the future they bought a car, answers like "I'll go faster to my job" "I will take my family for a walk" are some they wrote in their evidence. For this section of the video I used the step of the writing process called Modeling, which shows students how to apply the writing skill so that they can use it as a guide and write their own examples.

The student in their notebook, may only know one of the letters of a word or may not know the work at all. Both activities would be part of developing the writing skill, where they would write that would happen if we respected the health rules and completed future predictions were part of the activity related to the video, on the other hand their activity of the week was different and involved the use of technologies that they use.

For this activity they would record with the help of TikTok, Instagram, Kwai or simply the cell phone camera a video of maximum one minute in which they will express at least 5 predictions that they had for their life in two years. They would use these applications because it allowed the student to use tools that they are used to dealing with in their daily life but applying them for academic work, for this they would use gifs, background music, editable texts or photographs that appeared in the video illustrating their predictions.

Referencing Scrivener (2005), he mentions that when we select activities for students, they should be clear about whether it is a useful practice, this time it is because the student is expected to complete sentences using the auxiliar Will, for predictions or future expressions that might happen in his or her life. As mentioned in his book "Learning Teaching" page 193, "Copying" and "Doing exercises" are ways to help students learn about something else by writing correctly and with the right grammar without making "writers" better for students.

I took as a reference the following table 5 showing the use of "Copying" and "Doing exercises" for written activities:

Table 5.

Copying and Doing Exercises.

COPYING	Students practice forming letter shapes in a handwriting book, note down substitution tables from the board, copy examples from a textbook, etc.
DOING EXERCISES	Students write single words phrases, sentences, etc. in response to very tightly focused tasks with limited options and limited opportunities for creativity or getting things wrong.

Note: The information that appears in the table was taken from "Learning Teaching" by Scrivener, J, Macmillan Publishers Limited (Ed), 2005, Chapter 9: Writing / Writing in the classroom, p. 193.

Sentences with the first conditional were exemplified with different examples and images, so students would know how to respond to those they would do as a task following the way they appeared in the video but responding according to what was requested in each of them.

"Copying" was used as follows, the video gave examples for students to complete with a consequence using "Will", which were related to the pandemic being lived and health rules, for example: "If we stay in each and obey the health rules..." each student would then

have a different perspective, among the answers they wrote in their evidence were, "We will protect our family from Covid-19" "We will study at home to return to class in the future"

Doing exercises, was practiced at the time the student writes in his notebook an answer to what the teacher asks in the video continuing with causes and consequences of various real situations with the use of the first conditional + simple present and the auxiliar Will.

This first week of March, we worked in a new virtual way with freshman students, where for the first time I would work with my 4 groups in the same session. This seemed like a challenge because I didn't know how many students would have this opportunity or if any external failure would come and cause the class to be delayed.

The activity was the next worksheet (appendix K) that would be as a reinforcement, this week being the last to work with the topic before continuing with the final product. The 8 sentences that must be completed with the affirmative or negative use of the auxiliary "Will" depending on the student and what he believes will happen in the future.

During class, students were asked to respond to blanks or to read sentences, which each one made comments motivating students to integrate to participate more. Among the topics that arose within the activity was the evolution that would be in the way we transport ourselves, which would be similar to how they present it in the cartoon "The Jetsons", how advanced would be the technology that we would have robots at our service, etc.

It was nice to hear the opinions about a future life because of the comments that the students made, the topic gave a lot of information and that is why their opinions on it would be diverse but all in order to share their views on the same topic. At the end of the session, students were asked to draw something representative of each sentence, for example: "When I grow up, I Will be famous" in this case they would draw a movie star, cameras, a version of them being famous, etc.

The reason for choosing an activity as simple as that developed in the virtual class was not only to reinforce the use of Will and won't in sentences expressing future situations, for the support of the group's head teacher had worked similarly with her. Worksheets with difficulty appropriate to level A2 or lower because virtually they still have trouble learning a new language and advanced or non-fully understood activities are not delivered or fail yet explained by the activity during the virtual session.

The way to evaluate the activities was as follows, for the week's activity, students had to send as evidence the 6 sentences shown as the cause of a situation they would complete using the auxiliary "Will" and the maximum one-minute video in which they would express 5 predictions for a future in two years, these predictions would also be reviewed written in their notebook.

For the activity of the week they worked with the writing and speaking skill, being the subject of study the writing was asked that the sentences presented in their video or audio were also written in the notebook so that I could review their writing that was correct and using the grammar of the topic of the week. While speaking, students would practice their pronunciation by reading their predictions during the video but it was only a plus of the activity to integrate the technological tools that students are familiar with.

Each response message via Gmail wrote the corrections that should be made to the sentences presented in the evidence, such as: "No "verb to be" used in First Conditional" "Verbs are not written with -ing ending if we are speaking in simple present" "Check WhatsApp group to review activity instructions" There were very few students who forwarded their corrected evidence through Gmail or WhatsApp, so if the activity showed many errors to be corrected it would be taken into account as "Incomplete" and the value would decrease, same case to students who lacked sentences or did not deliver their video in the evidence.

The errors presented in the evidence they sent were the lack of understanding of the sentences that's why they only transcribed with what appeared in the video and did not

respond as expected. While in their video/audio there were those who sent their video but did so explaining the subject again, their prayers were using "going to" or mixing the use of the verb to be and the assistant Will, e.g.: "I'm Will live in the state of Texas in United States"

Their virtual activity was evaluated and registered during the session. Students who had the opportunity to have camera and microphone turned on had to show their full or advanced work prior to sending it to my email, students who did not have their camera or microphone available would take into account the activity with the same value writing in the delivery message they attended the class of the day.

The good and rescuable thing about this session was the good participation and the way in which their comments were opening the opportunity for his peers to talk about the same topic that was coming out between each revised prayer. In confidence they did so in Spanish but in responding to the activity they did so duly in English, an interference between L1 and L2 that developed in each class with the students.

Ur (1991) mentions Girard (1977) p. 277 who emphasizes the importance of students' motivation by the teacher who is an important part of the class. By wanting to express their comments it is indicative of an extrinsic motivation, by the desire to want to express yourself and be part of a conversation to comment on your liking on the same subject and lose the fear of participation.

In other words, by referencing Ur (1991) students who feel motivated have a greater opportunity to do so again and more easily in later classes, with greater confidence in their responses, and with perseverance to be heard to receive a word that helps them continue to join virtual classes.

During the week there were many questions about the activity as they did not know what sentences I was referring to, how they could send their video if it was too heavy to attach, that another form was of delivery if it was not possible by video. Considering the situation and doubts about the activity I decided to be more accessible to students by

providing in the daily message to the groups screenshots of the sentences to which I referred to.

Related to the video and that not everyone had the possibility to record having a single cell phone in the family, they could record it by audio being the same dynamic of sending their predictions written in the notebook. The form of delivery was also through WhatsApp for those students who had trouble attaching it in the e-mail and thus only wrote in the email that they sent evidence (appendix R) of the notebook but by WhatsApp received their video or audio.

After the virtual class, only half of the students submitted their evidence, wrong not telling them that even though they were shown before the end of the session they had to send it as we had done before. In consideration of this situation, for my next virtual class I would ask students to submit their evidence even though it has been reviewed to be taken into account as complete and delivered.

For those students who sent it via WhatsApp, there was delay in responding to their work because it was not easy to give the same feedback as I usually do by email, the solution was to send a sticker of "received" immediately that sent their evidence and subsequently gave corrections. A lower-than-expected percentage forwarded their corrected evidence according to the corrections sent, but the rest of the students only left the message "seen" after the sticker and feedback.

Perhaps there were students who had misunderstood with the activity of the week for not attending to the instructions of the WhatsApp video/group but it is comforting to know that the topic of predictions and the use of the auxiliar for future expressions was carried out in the right way to be able to continue with the final product.

Despite the grammatical problems and the confusion between "going to" with "Will" with the feedback in each email they sent me it will be clear to them that is used for future situations in a long time, while "going to" is used for short-term situations. Every feedback

and evaluation of your work is a new opportunity for them to correct their mistakes, that's why I lock them up or underline them with another color so they know where in their sentence the problem is.

2.2.1 Class #3 "Use of auxiliary Will to express predictions."

Main goal: At the end of the week students will be able to use "first conditional" + "Will" to express future predictions.

The topic of "Conditional First" caused confusion in students even though similar activities had been worked on with the starting teacher weeks earlier. The result of the evidence received was unsatisfactory showing the lack of understanding in performing the activity because they only performed part of the assigned activity and left blank what they did not understand.

Those students who understood the activity were motivated through feedback by congratulating them and encouraging them to continue working in the same way they were doing, on the other hand, those who had errors were marked with different color by mentioning how they should be using different examples than their activity.

Their video/audio part of the week's evidence had complications by not being able to be attached in the email, another problem encountered was the use of "verb to be" + -ing form + will on more than one occasion, even though it was referred that the use of the auxiliary will is used for future predictions, in this case to a 2-year future.

The following lesson number 4 (appendix L) it was worked during the second week of practice in April corresponding to the 8th to the 12th. The topic was related with the use of auxiliary "Will" to write future expressions that had been worked on weeks ago starting with the group's head teacher.

For this week we worked with the final product of the topic, for which students were asked to prepare a poster in which they followed the presentation example (appendix M).

They could use any material to work such as colored sheets, cardboard, markers, colors to illustrate or printed images. Students would write the same format as appeared in the video to talk about their predictions in the future in one paragraph talking about their job, how would be their life and even if they would like to live here or in another country.

With the activity I tried to make their predictions the biggest point of attention of their poster to serve as a support for me in the same way, with this I mean that their poster was more striking by the images and the text was a plus. For them the use of visual media seems attractive and drawing their ideas is something that they liked it very much, using this ability in favor I mix the use of writing with the possibility of use different ways to illustrate to create their final product.

Taking as a reference Jeremy Harmer (1998) the activity was partially related to his example of "Alteration of Dictations" in which the teacher dictates sentences and students must modify them to suit their preferences and priorities. Contrasting it with the activity of the final product, here students would use the example of the video to create sentences or similar text expressing their future in 10 years.

Using the example which I referred previously, the students just changed their age and information about what would be their profession after finishing their studies at University but the format would be a guide to write the same with another words depending on their predictions.

In addition to the text they could use as a guide, students would rely on visual media in this case of images illustrating their examples. This way, if they did not write text, they would use the images on the poster to expose it orally knowing what each of the images they would present refers to. Harmer, J (1998) cites the following: "Students often find it useful to write sentences using new language shortly after they have studied it." (p. 79)

It also mentions the following related to the use of visual media and writing: "The visual demonstration of language construction is invaluable for both our understanding of how it all fits together and as an aid to committing the new language to memory." (p.79)

The students elaborate their poster following the steps of writing process to create their final product, starting with Modeling where the students use a model or in this case a format with the information that they would write changing the information with their own priorities and future predictions. The use of "will" would be present in examples like: "I will live in Puerto Vallarta with my mom, wife, etc" and with the information that they present in the poster I might know if they understand the topic worked for almost a month with the head teacher and with me.

Next step is Drafting/Final version, when the students write their own product and with this text they intend to explain the same with their priorities and examples that they like with the use of the elements worked in previous classes to talk about predictions. Working virtually avoid me the step of drafting more than one time to check spelling mistakes, correct them and after a week present a good final product within minor mistakes or any mistakes in their writing text, that's why I checked once the evidence and wrote the feedback by e-mail.

By suspending work I could not have an interaction with the students, but if I had had our virtual class I would have worked the presentation of their poster. Students would have the opportunity to show up with their classmates from other groups and show them their activity of the week. Here is where the final step of writing process is worked, because in Peer Evaluation I chose a checklist to evaluate the elements that would be necessary to present in the final product to obtain the final grade of 1 point for this activity.

The activity would have allowed not only the interaction between students but the opportunity to know the predictions each had, it would also serve as feedback for their own work because they would see how the sentences should be written and for themselves correct once they submit their evidence.

The way students would be chosen through those students who had their camera on, so they would all participate without exception during the hour and a half allowed for class. The audience, their classmates, would pay attention to their presentations and give the opportunity to ask questions or comments about their poster to make them feel as if we were in face-to-face classes.

The evaluation of the final product was through the following checklist (appendix N) describing the aspects to be evaluated of their poster evidence (appendix O) that students should consider when doing their activity.

Due to the situation of suspension of work, the rubric was sent personally to the students in each reply email showing them how many of the aspects had been considered and the value according to the points obtained. According to the points obtained this was the value:

1. 1 – 2 points: .50 pts
2. 3 – 4 points: .75 pts
3. 5 – 6 points: 1 point

The grammar was not set aside, it was also reviewed by writing in the mail as follows for the student to pay attention to the error:

Corrections:
• I'm will live in the state of Phoenix, in United States / I will live in Phoenix, United States.

For those students who only wrote the format of the text, their evidence was received but adding in the mail that he needed to integrate more illustrations into their activities for future occasions.

There were problems doing the activity, with most of students I was in contact personally through WhatsApp in which students communicated that if there was another way

to perform the activity without the use of cardboard for lack of resources. The solution from this was to send all the information through the group that they could elaborate their work by joining 4 colored or white sheets and in this way they would have the space to write and capture their ideas.

This solution was sought not to prevent students from giving up their work just because it was necessary to do so on cardboard, students had to do it in their notebook it would be taken with the same value as any other student. Their evidence of those who delivered via mail or via WhatsApp showed that the activity was of interest to them and allowed me to know better their lives through their posters describing their professions that they wanted to practice in 10 years or what their life would be like.

From this experience where students did not have the necessary during the pandemic, the way of delivery and manner of doing the activities would be more flexible and accessible to all. Activities would be provided by any means and in case the activities were printed they could be performed by copying only the information to respond in their notebook.

This occasion was the first time I had to work with a final product and see how the feedback on topics seen with the head teacher and the new information I provide them is complemented to reach a common end. Working with the writing process virtually it was completely different than practice weeks in previous semesters, because now I didn't have the opportunity to check their progress and help them when they got confused, the students tried to do the best in their evidence but there are things that I prefer to work face to face.

Although students who are just beginning to submit their evidence had problems with the structure of their sentences, I hope that through continuous communication there would be the confidence to ask me any questions that arise about the activity or even before sending their evidence that there is review to deliver a job well done.

Experimenting with the use of teaching material that we can all access allows the student to expand the way they express themselves using colors, decorated sheets, markers and also shows how well or poorly they have understood what is taught in a virtual way. In case there is a lack of understanding and there are weeks when the work has been done you

will see how to reinforce the same topic by explaining it in various ways to better understand all students.

2.2.2 Class #4 "Poster using auxiliary Will"

Main Goal: At the end of the week students will be able to use auxiliar Will to talk about predictions creating a poster.

The development of the activity met what was expected, students at the end of the week would be able to write a poster using the auxiliary "will" to express predictions for a future to 10 years.

Using an example format as a guide, students followed the same lines with the difference in their preferences and predictions, showed an understanding of the topic very well, and their results demonstrate this.

Conclusions

During this school year I worked with students with the use of flashcards within my EFL class, where through images and illustrations allusive to readings or vocabulary in relation to the topics worked in each intensive practice week.

The way to work with this modality was to include images that were appropriate to vocabulary, as in the case of the theme "Body Systems" where different visuals were used exemplifying diseases or accidents that affected the systems, they were also used in readings to better capture student's attention in the text and to identify what was referenced by the illustrations.

Another way to use them and continue with the use of Flashcards was in the elaboration of Worksheets where in addition to being part of the activity they were also part of the decoration, all in relation to the theme that was being worked on. By implementing only an image and not the vocabulary word to be integrated into the text, it made what was referencing predictable, such as using a chef cooking for the "cooking" action so that the student would use the verb within a sentence, as part of the "Parts of Speech" theme.

Even though it was an appropriate way to work for being more eye-catching in student videos, it was sometimes unsatisfactory. The way the information was to be transmitted to students was through images that were related to the action being spoken or the different texts, but being their first interaction with the English language they found it difficult to predict what the text meant by relying on flashcards without the word aside or below, as we are used to working in face to face classes.

At first it worked this way by using the image for the vocabulary to be applied in the activities, but after observing in their evidence that having the expected or desired result the activity was carried out differently where the image and the word of the vocabulary to which it was referenced to be shown.

The writing process was affected by the use of flash cards initially worked by writing sentences integrating the vocabulary of the session, taking into account the level of students who obtained from the results of their diagnostic exam was lower than expected. Colorful videos were made with flashcards of the same theme so that without much information students would understand what it was about explaining in Reading and the week's activities.

Subsequently considering students' likes, using materials such as markers, colors, etc. it was integrated that in their products/evidence there was an opportunity to illustrate their sentences or the text of the activities and in this way they also applied their flashcards manually.

The way it affected the process was not much help, because I believed that the vocabulary provided in each class video would be helpful for future occasions when students had to write some essay or long texts, for this they only used the process proposed by Scrivener, where at first a model of the text they are going to do is shown and from that text rewrite it with their preferences or what requested in the activity.

After this first step, students only wrote the text once to deliver as evidence without having had the opportunity to do so more than one occasion, heeding the teacher's recommendations. This is because only per week the activity is given to students with the corresponding topic video but there is no interaction beyond this, therefore the student only does his activity waiting for feedback but stays in this process only.

It is a difficulty that was worked on virtually, because in face-to-face classes the teacher would have the opportunity in one of the three classes to observe the evolution and understanding of what is written through the corrections that were made daily, but in doing so all through a cell phone or computer we only expect a final result of a product that we do not know if it was understood in whole or in part by the student.

I could honestly say that this pandemic has changed the teacher's pace of work this year, in which even though students are given personal attention through different social

media, it is not reached to the goal of each class as expected in each lesson plan. While in person we can see and clarify any doubts regarding the subject that is seen, even giving motivation to those who require it to make the subject of English as important as other subjects.

This way of working for teachers in training is entirely new and no author we have talked about in the document can give us a solution because it is something that is implemented and corrected every day, it is a daily trial and error that we live and learn after every practice we have with students.

After weeks of deliveries, videos prepared for students, activities designed with various strategies and applications it is the result that students still require attention in various activities, which you can work with those who are first grade because in different way the same topics are worked but with a higher level of complexity, but this does not avoid resuming the same information to clarify any doubts and append it in the new information that go to acquire.

In conclusion, I am a better teacher adapted to each adversity presented from the beginning because I have learned from the mistakes presented on different occasions. Using formats, new apps, even pages to create presentations that are eye-catching for my students is something I never imagined working on in my last year, but that I have gradually developed so that the information I provide them in each week of practice is useful and each activity supports them with the best to understand the English with which they deal daily in the applications, videos, games, everything.

The aspects of the graduate profile of the bachelor's degree in secondary education that I have developed over the age of 4 have been the ability to understand written texts and a better reading habit, this for an analysis of information and research that require it. This past year of pandemic developed the approach and problem analysis because no teacher expected the way students to educate students will change drastically, thus improving each problem encountered and implementing new teaching strategies.

The location of information was expanded because it was no longer only sought in the reserving of revised readings in various subjects now with the help of various pages such as Emerald, there is a better way to find eBooks that contain information necessary for our research. In relation to the design of teaching proposals to work with students, updated ways of carrying out the contents were implemented to be to the liking and understanding according to their level.

Despite the distance, students were known through classes in Meet that allowed to observe their interest in the classes and the forms of work they preferred and saw interesting through their participation, in each evidence received was remarkable the total or partial understanding of the topic of the week that gave way to improve aspects of each session.

Among the areas of opportunity that I must work on even when I finish my studies, are the expression and oral written during class because in spite of everything there are still grammatical and fluency errors by shyness that affect the teaching process to students by the confusion between the use of L1 and L2. Virtual guidance to students can be more complicated than it seems and there is no same disposition in face-to-face classes, up to this point a specialized connection between students-parents-teacher is needed to prevent school dropout by the pandemic.

This experience was a big impact on my life because I wasn't used to working through platforms like Zoom or Meet, it also helped my confidence to be in front of a camera by recording videos explaining a topic and activities as well as losing the fear of practicing my English in virtual classes.

Through the various virtual workshops I understood that my attitude affects my students and the way they see me, for this reason now with them I am a different person always open to listen to them and listen to their participations experiencing this feeling that over these 4 years in the career I have appreciated.

Working using flashcards to improve the writing process in my students was a difficult topic to perform but from that it gave me ideas to implement in case we can return to face-to-face classes. That's why I wouldn't work this same topic using flashcards, a better way I wanted to develop it is by using graphics like mind maps, conceptual maps, posters, ways in which they express information in writing with the use of visuals that help the understanding of information.

Of course, discarding them in my classes is not essential because flashcards will be able to help students acquire greater vocabulary but I will need to look for new ways to integrate this vocabulary into their daily activities. The writing process would be broader to work because there would be the possibility to review your grammatical errors, improve the details written from the general doubts you have to make your writing ability improve at the end of the school year.

Further research questions for future investigation:
1) Was the use of Flashcards useful for a better understanding of the information in the videos sent weekly?
2) Was there progress in the student writing process at the end of the school year?

The reason for considering these couple of questions for future continuation of this research process is because they were not consistently covered during the practice periods this school year. The use of flashcards would have been taken into account more thoroughly if you had been in face-to-face classes to be able to notice if it is understandable for the students and for the development of synchronous sessions per week, but when working through videos in which the video appears explaining the topic and activities to be developed with illustrative images is an unknown, because not everyone learns visually or by listening which would complicate the way to carry out daily tasks.

The school year ended for the students earlier than expected so it was not possible to obtain a concrete final result of the evolution of writing, which in these days has a wide variety of applications that facilitate student life and could be a great example for a successful

homework for having used translators. But a teacher who constantly works with his group realizes who use own knowledge for advantage and meaningful learning and who to support classmates to facilitate their work. For this reason, the progress of writing is remarkable not in the students who constantly send their evidence but in those who can use it without problems in virtual class which is a current way of working in which you can see who requires support and who works it innately.

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Appendixes

LESSON PLAN
General Information Benemérita y Centenaria Escuela Normal del Estado Licenciatura en Educación Secundaria con Especialidad en Lengua Extranjera   School of Practice: Antonio Diaz Soto y Gama Head Teacher: Alexandra Sukei Delgado Alemán Teacher Trainee: Luis Daniel Velázquez Guerrero Period of Practice: October 26th to October 30th of 2020 WEEK #1: SYNCHRONIC LESSON

Social Practice: Know the correct use of a dictionary.	Environment: Formative	Specific Competence: Identify the components of the language in the bilingual dictionary and perform specific examples.
Expected learning: • Select and review bilingual dictionaries. • Understand the use of the textual components of bilingual dictionaries.		Evaluation aspects: • Tasks delivered by email and / or via WhatsApp. • Monthly test • Punctuality in the delivery of work.
PROCEDURE		
Presentation: 1. Watch the following video: https://youtu.be/EBwZmZlW4SM	Practice: 1. Students must observe the flashcards allusive to Halloween presented in the video. 2. In their notebook they will draw and write	Production/Assessment 1. Upload evidence to email and / or via WhatsApp. 2. Individual feedback will be provided to each student and

2. Students should answer the following questions about the video without looking at the video again. ¿Para que se utiliza el diccionario? ¿Qué letra del alfabeto no existe en el idioma inglés? ¿Qué palabras no se encuentran en un diccionario bilingüe?	the list of names. At the end, they will match the image to concept without seeing the meaning in their dictionary. 3. When they have finished they will check their dictionary to see if they related correctly and they will answer the following questions: ¿Pudiste relacionar las imágenes con su nombre? ¿Cuántas palabras acertaste? ¿Cuántas sacaste mal?	work will be registered.
Material: • Video "How to use a dictionary?" • Email Material that students will use: • Video • Notebook • Bilingual Dictionary		

Appendix A. Lesson number 1, topic: "How to use the dictionary?" for week of October 24th to 28th, 2020 elaborated by Luis Daniel Velázquez Guerrero.

Appendix B. Video of the week for topic: "Why should I use the dictionary?" elaborated and uploaded on Youtube by Luis Daniel Velázquez Guerrero.

Appendix C. WordReference, page used for research instead of physical dictionary for those students who doesn't have one in home.

Appendix D. Evidence of students for their homework of the week about the topic "How to use the dictionary?"

Social Practice: Know the correct use of a dictionary.	Environment: Formative	Specific Competence: Identify the components of the language in the bilingual dictionary and perform specific examples.
Expected learning: ● Select and review bilingual dictionaries. ● Understand the use of the textual components of bilingual dictionaries.	Evaluation aspects: ● Tasks delivered by email and / or via WhatsApp. ● Monthly test ● Punctuality in the delivery of work.	

PROCEDURE		
Presentation: a) To explain the topic Parts of speech, students should watch the following video: https://www.youtube.co m/watch?v=yNdpfnV-W QU b) Without watching the video again, the students have to give 3 examples of Part of Speech that were seen during the video with their corresponding illustration.	Practice: a) After watching the video, they will write or print the following Parts of Speech worksheet. The first 4 sentences consist of writing in the parenthesis which part of speech corresponds to the word in bold in the sentence, for example: It is not **your** pen. (_____) Answer: Pronoun.	Production/Assessment a) Upload evidence to email and / or via WhatsApp. b) Individual feedback will be provided to each student and work will be registered.

	b) These examples will help the students in the second part of the exercises to elaborate 3 sentences using the corresponding parts of speech.	
	VERBS	
	Run --- Speak --- Dance --- Sing	
	Sentences: 1) I sing in the shower.	

Material:

● Video "Parts of Speech": https://www.youtube.com/watch?v=yNdpfnV-WQ   U ● Worksheet

Material that students will use:

● Video

● Notebook

Appendix E. Lesson number 2, topic "Parts of Speech" worked on week 9th to 13th November, 2021, elaborated by Luis Daniel Velázquez Guerrero.

Name: _____ Grade & Group: _____

Today is: _____ of 2020
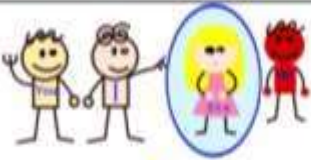
A) *Write to which part of speech the word corresponds in bold.*

Options: *Interjection - - - Adverb - - - Noun - - - Conjunction*

1) He went to the market **but** _____ didn't buy anything.

2) A **baker** _____ bakes yummy cakes.

3) "She is clever." **Really?!** _____ Are you sure?

4) She **accidentally** _____ hit the car.

B) *Create 3 sentences using the Parts of Speech that are requested.*

C) *Use the sentences from the previous exercise as an example to create yours.*

PRONOUNS
she   We   They
1.-
2.-
3.-

VERBS

WALK   Sing

1.-

2.-

3.-

ADJECTIVES

Handsome   Big   NEW

1.-

2.-

3.-

Appendix F. Worksheet elaborated for topic "Parts of Speech" and for evidence of the week of students by Luis Daniel Velázquez Guerrero.

ENGLISH	SPANISH	PART OF SPEECH
Comfortable	Cómodo	Adjective
	Prisma	
Theirs		
Ouch!	Ouch!	
Pencil case		
	Manejar	
Easily		

TODAY IS FRIDAY, 6TH NOVEMBER, 2020

Appendix G. Chart elaborated for virtual class for topic "Parts of Speech" by Luis Daniel Velázquez Guerrero

English	Spanish	Part of speech
confortable	Cómodo	Adjective.
Prism	Prisma	noun
theirs	suyo	Pronoon
Ouch!	ouch!	Interjecion
Pencil case	lapicera	noun
drive	manejar	verb
Easily	facilmente	Adverb

English	SPanish	Part of speech
Comfortable	Cómodo	Adjetive
Prism	Prisma	Object
Theirs	Suyo	verb to be
Ouch!	Ouch!	expresión
Pencil case	estuche	Object
drive	manejar	verb
Easily	facilmente	Adjetive

Appendix H. Evidence of virtual class, chart elaborated by the students of 1st Grade.

LESSON PLAN		
General Information Benemérita y Centenaria Escuela Normal del Estado Licenciatura en Educación Secundaria con Especialidad en Lengua Extranjera School of Practice: Antonio Diaz Soto y Gama Head Teacher: Alexandra Sukei Delgado Alemán Teacher Trainee: Luis Daniel Velázquez Guerrero Period of Practice: March 1st to 5th, 2021 WEEK #1: SYNCHRONIC LESSON		
Social Practice: Produce constructive predictions.	Environment: Ludic and Literary	Specific Competence: Identify when to use the first conditional
Expected learning: ▢ Talk about future predictions of your life using the first conditional Will.	Evaluation aspects: • Tasks delivered by email and / or via WhatsApp. • Monthly test • Punctuality in the delivery of work.	
PROCEDURE		
Before the video: What if ...? We stay at home and obey the sanitary rules We do our weekly homework s We are present in virtual classes	During the video: When they finish watching the video, the students will write answers to the predictions they wrote in their notebooks using the auxiliar WILL.	Production/Assessment What will predict for you in 2 years? In a 1 minute video tell me about 5 predictions that can happen in 2 years. You can record your video on tiktok, insta storie, Facebook sto rie.

Let's learn how to use the auxiliar will to express predictions.		Add special effects and images or use drawings during your video to illustrate your predictions. * It is necessary to send the evidence of the sentences written in the notebook to check gramar.

Material:
- Video of the week
- PPT that I use as guide for my videos

Appendix I. Lesson number 3, elaborated for week of 1st to 5th March, 2021, topic: "First Conditional" by Luis Daniel Velázquez Guerrero.

Appendix J. Virtual Flashcards used in video of the week for topic "First Conditional" elaborated and uploaded on Youtube by Luis Daniel Velázquez Guerrero

> We can use 'will' or 'll' to talk about the future and make future predictions. For the negative, we can say 'will not' or 'won't'.
> I'll live in a big house when I'm older. I won't go to school.

2. Fill it in!

What do you think? Write 'will' or 'won't' in the sentences to make predictions.

a. Children _____*won't*_____ go to school in the future.

b. I _____ go to university.

c. In the future, people _____ grow and make all their own food.

d. I _____ live in a different country one day.

e. We _____ have a robot to do all the household jobs in the future.

f. I _____ have the same friends in 10 years' time.

g. In the future, computer games _____ be downloaded into our heads!

h. When I grow up, I _____ be famous.

www.britishcouncil.org/learnenglishkids

Appendix K. Worksheet retrieved from www.britishcouncil.org/learnenglishkids for virtual class, feedback of the topic of the week "First Conditional"

Topic: First Conditional.

Today is Thuersday, March 4th 2021

1.- We stay at home and obey the sanitary rules.... We will take care of ourseleves and protect ourselves ✓

2.- We do our weekly homework.... We will have very good grades ✓

3.- We are present in virtual classes.... We will ~~understand~~ the task ~~more~~ **BETTER**

4.- If I work hard... I will buy a house ✓

5.- If I buy a car... I will go visit my family ✓

TO

6.- If i well-behaved... I will go out and play more time with my friends ✓

Five Predictions

I will be about to graduate

I will go on a trip with my cousin ✓

I will be fifteen years old ✓

I will finish study ~~—~~ English ✓

I will go out with my friends ~~at~~ parties ✓

scrase **TO**

First Conditional

IF + SIMPLE PRESENT
(Future simple)

Examples:

If I study hard, I will pass the exam.

If She invite us, we will go to the party.

If I Save money, I will buy a laptop.

If the weather is nice, we will go to swim.

ACTIVITY 1

- If I work hard, I will achieve my goals.
- If I buy a car, I will go to diffent places
- If I well-behaved, I will be a good person.

Appendix L. Evidence of students showing the homework that they sent by email.

LESSON PLAN

General Information
Benemérita y Centenaria Escuela Normal del Estado
Licenciatura en Educación Secundaria con Especialidad en Lengua Extranjera

School of Practice: Antonio Diaz Soto y Gama
Head Teacher: Alexandra Sukei Delgado Alemán
Teacher Trainee: Luis Daniel Velázquez Guerrero
Period of Practice: March 8th to 12th, 2021

WEEK #2: SYNCHRONIC LESSON

Social Practice: Produce constructive predictions.	Environment: Ludic and Literary	Specific Competence: Express and share predictions about him/herself in the future
Expected learning: ☐ Use of conditional Will to talk about predictions		Evaluation aspects: • Tasks delivered by email and / or via WhatsApp. ☐ Monthly test • Punctuality in the delivery of work.

FINAL PRODUCT		
Using the information to express the future with the conditional will, students will create their final product. The topic will be called "What will my future be like?" For their final activity, students will think about their adult life describing their future plans such as their dream job, where they will live, what they will do with their money, etc.	On a cardboard they will glue, draw or use images to illustrate their predictions poster, taking into account the following aspects: * Include all your ideas * Classify your ideas. For example: school / house / personal life / job * Use different colors and images For your script: * Use sentences with will y won't * Use a period at the end of the sentences * Use commas	In the virtual class, different names will be chosen at random to present their poster to their classmates from the other groups. The evaluation of the activity will consist of the sentences written in your notebook that will serve as script in your presentation, your poster and the timely delivery of both in the email. Those students who present in the virtual class will have an extra

		half point for consideration in the subject of English.
Material: • Video of the week • PPT that I use as guide for my videos		

Appendix M. Lesson number 4, worked on week 8th to 12th April, 2021, topic: "Final Product: Poster" elaborated by Luis Daniel Velázquez Guerrero.
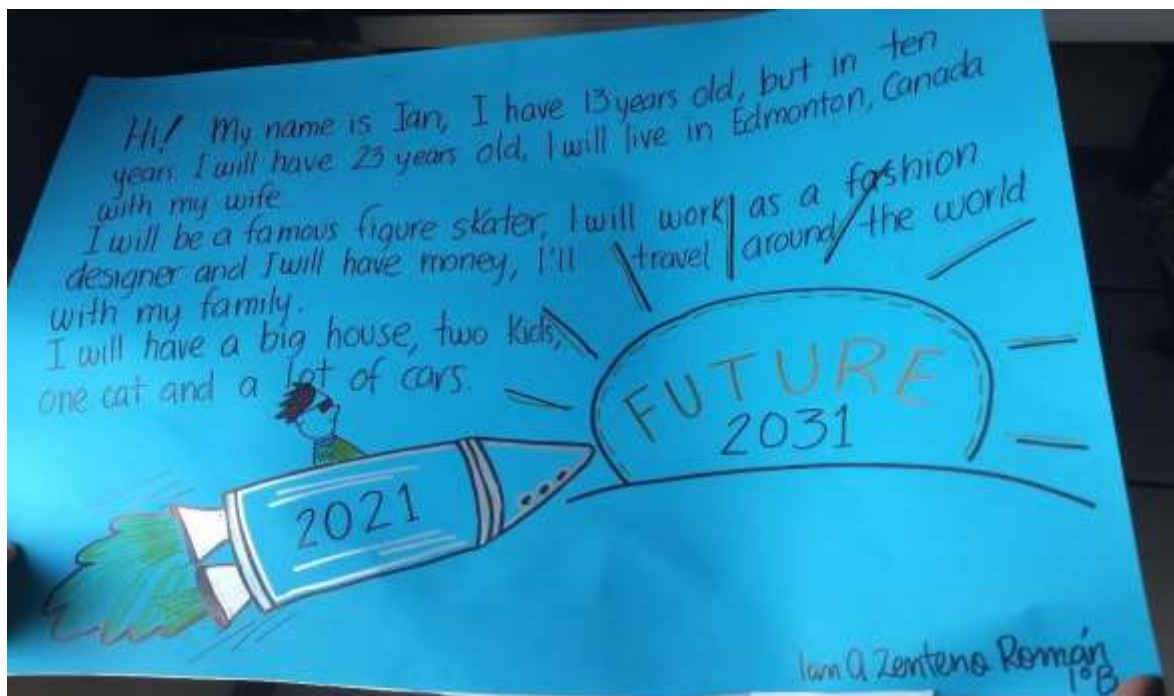

Appendix N. Presentation Example that appeared on the video of the week as similar format that students create for their evidence and final product, uploaded and elaborated by Luis Daniel Velázquez Guerero.
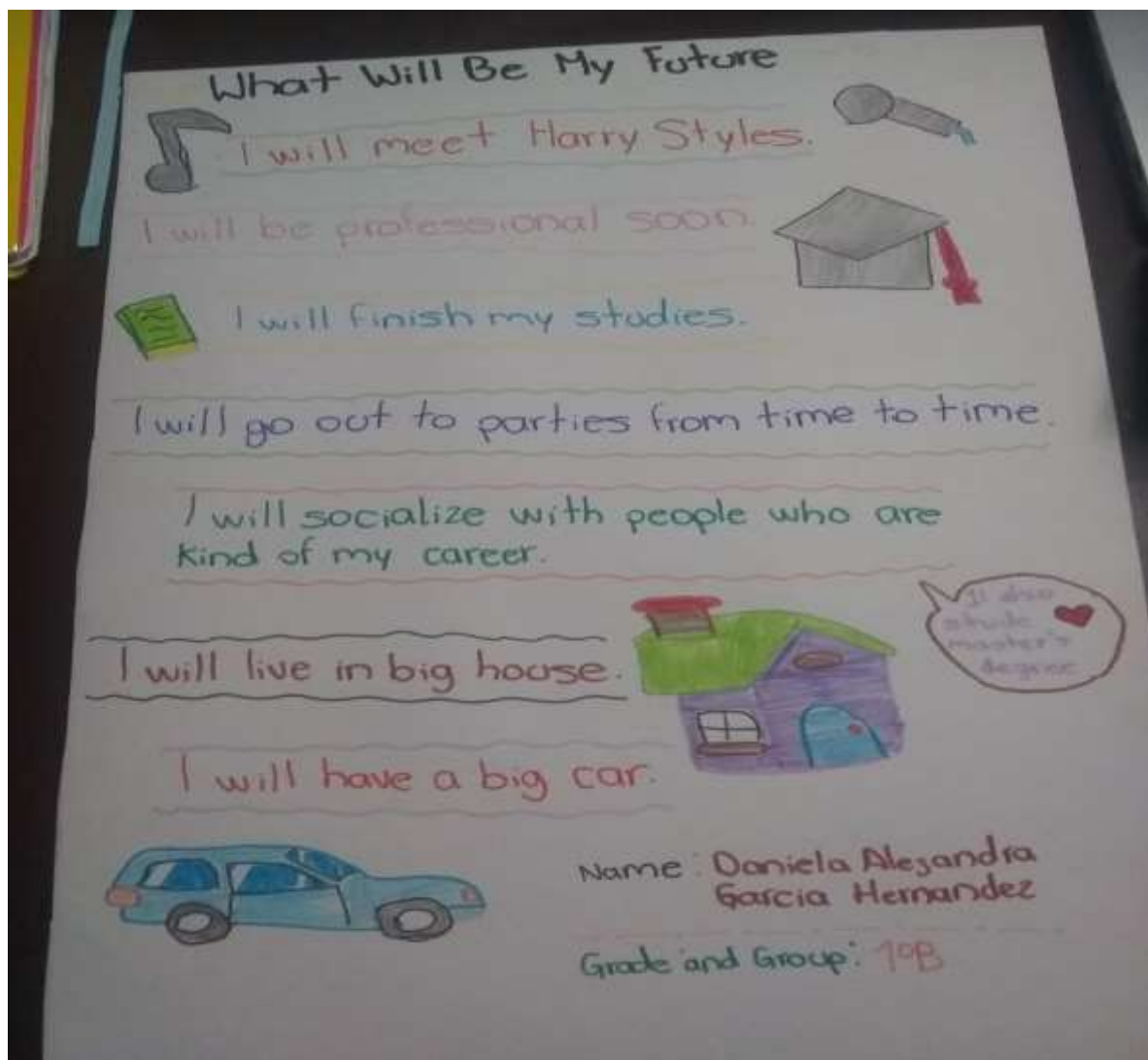
Appendix O. Checklist for the final product, elaborated by head teacher Alexandra Sukei Delgado Alemán.

Appendix P. Evidence of posters made it by students of 1st grade, group B.