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# Journal of University Policies

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The works must be unpublished and refer to topics of University educational planning, philosophy from the university educational point, social participation in the benefit of university education, equity and university educational coverage and other topics related to Social Sciences.

## Presentation of Content

In a fist article we present, *Discourse analysis as a tool for initial teacher education from a reflective perspective* by ORDÓÑEZ-SUÁREZ, Teresa, MOLINA-VÁZQUEZ, Gabriel and MENDOZA-GONZÁLEZ, Nancy, with asdcription in Escuela Normal de Atlacomulco "Profesora Evangelina alcántara Díaz", as the next article we present, *The relationship of sport with academic performance of higher education students* by SÁNCHEZ-RIVERA, Lilia, ESPERICUETA-MEDINA, Marta Nieves, VILLARREAL-SOTO, Blanca and SÁNCHEZ-CASAS, Fabiola, with asdcription in Universidad Autónoma de Coahuila, as the next article we present, *The deconstruction of previous concepts in a virtual environment* by FLORES-GONZÁLEZ, Efigenia, with asdcription in Benemérita Universidad Autónoma de Puebla, as the last article we present, *Teaching practice based on philosophy: Self-reflection as axiology in the classroom* by VEGA-RAMÍREZ, Luis Ramon & FUENTES-FAVILA, Luis Macario, with asdcription in Escuela Normal de Atlacomulco "Profesora Evangelina alcántara Díaz".

## Content

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# Discourse analysis as a tool for initial teacher education from a reflective perspective

# Análisis del discurso como herammienta de la formación inicial docente desde una perspectiva reflexiva

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**Abstract**

Reflective practice becomes an essential tool to improve teacher training processes, classroom discourse analysis is an elementary methodological tool to generate spaces for reflection and improve teaching and learning processes, the results warn that the teaching of English needs be focused on the four skills as well as indicate the handling of the instructional elements in each activity. The categories that are enunciated in the present investigation focus on the characteristics of the learner, as well as the skills that the teacher possesses

**Discourse analysis, Teaching English, Trainee**

**Resumen**

La practica reflexiva se convierte en una herramienta esencial para mejorar los procesos de formación docnete, el análisis del discurso aúlico es una herramienta metodológica elemental para generar espacios de reflexión y mejorar los procesos de enseñanza y aprendizaje, los resultados advierten que la enseñanza de inglés necesita estar enfocada en las cuatro habilidades así como indicar el manejo de los elementos de instrucción en cada actividad. Las categorias que se enuncian en la presente investigación se enfocan a las características del aprendiente, así como las habilidades que posee el docente

**Analisis del discurso, Enseñanza ingles, Reflexión de la práctica, Docente en formación**

**Citation:** ORDÓÑEZ-SUÁREZ, Teresa, MOLINA-VÁZQUEZ, Gabriel and MENDOZA-GONZÁLEZ, Nancy. Discourse analysis as a tool for initial teacher education from a reflective perspective. Journal of University Policies. 2022. 6-15: 1-11

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## Introduction

The purpose of this paper is to show an analysis of some discursive events for the teacher relfection of teacher trainer of trainers, then, the essential characteristics of the context in which the discourse analysis was carried out are mentioned. The data presented here are the result of a recorded observation carried out at the beginning of November of this year, in a basic education school with a trainee teacher in the municipality of Atlacomulco, State of Mexico.

The first section describes in a concrete manner the importance of the axes of analysis based on theoretical arguments that will allow the analysis of the present class session. From the discursive point of view, the analysis will focus on important aspects such as the role of the student, and the way of giving feedback on exercises, doubts or errors. To better understand the importance of the student's role, reference will be made to the definition of Calsamiglia and Tusón, 2007, p.27) who define student interventions as the academic discursive practices established by a student and a teacher in a class, oral exam or in the defense of a thesis. For the purposes of this paper, only the student-teacher and student-student mode of interaction are considered.

## Development

The teacher's discourse in the classroom becomes an essential tool in the process of being a teacher, for Mckay (2006) young learners, especially children, depend on the environment that their teacher provides so that they can interact or so that they can respond appropriately, that is, the teacher plays a fundamental role in the role that the student plays in the classroom. For this author, it is very common for children to respond to sentences addressed exclusively to them, as this will allow them to practice a target language. In terms of discourse analysis, the teacher determines a traditional teacher-centered or student-centered interaction model (Mc Carthy (1992, p.13).

Taking into account that the learner's role is a central aspect in the classroom dynamics, the analysis contemplates an analysis model referred to by Sinclair and Clouthard (in Mc Carthy (1992) called TPT, that is, elocutions based on teacher question, learner response, teacher feedback or commentary, again learner participation and so on.

In addition to this model, speech is also considered a social activity, since in the classroom it is very unlikely that turn-taking will occur as it does outside the classroom. Sinclair and Clouthard (in Mc Carthy (1992, p. 24) call the structural change model one of *initiation, response and follow up. Within the classroom, the dynamics are expected to be orderly and to generate cohesion at the moment of being listened to. It should be mentioned that in order to understand this model there are discursive markers that will allow us to identify the limits of speech acts.*

The next aspect that is considered in the analysis of both the role of the student and the feedback is the principle of cooperation grounded in the four maxims of Grice cited by Hatch (1992) the first is of quantity (the relationship of quantifiable information and its contribution to the interaction), the second called maxim of quality (refers to the truth of the contribution, that what is said is not false, and that something is not said for which there is insufficient evidence), the third maxim of relation or relevance (precise and concrete information on the subject and not to deviate, be relevant) and finally the maxim of modality or manner (whose intention is to be clear, avoid ambiguity, be brief and orderly).

Another of the arguments that are present in this analysis are the restrictions of the communication system that Hatch (1992: 8) identifies which are: opening, closing, backchanner signals, turn-taking signals, acoustic adequacy to interpret messages, parenthetical signals, non-participant restrictions and preference signals. Each of these constraints influences the development of a conversation or speech act, so only some of them are analyzed in the present research.

Finally, as part of this section, some aspects of interpersonal relationships and politeness as a mode of indirect speech act are included, understanding politeness as a set of social norms that regulate the appropriate behavior of its members by prohibiting some forms of behavior Escandell (1993, in Calsamiglia and Tusón, 2007).

The second section briefly describes the context of the institution where the research was carried out.

ISSN 2523-2487

The institution has a small number of students, the learners have two hours of English per day, they are located by level of English, the group where the recording was carried out belongs to the flyers level, there are eight students in total, a student does not attend, the one who carries out the recording is the one who coordinates the activities of the English area.

## Methodology

The methodology used for the analysis of the classroom discourse is ethnographic (Stubbs, 1983) in order to ensure that the participants were able to interact naturally in the classroom, the amount of time transcribed is 15 minutes, time that allows us to analyze it in detail and take a look at what happened during the session.

The group is made up of six girls between 12 and 13 years old. The time they have been studying English ranges between three years, the exposure time is at least 5 hours a week, some of the students take extra classes. According to the Common European Framework of Reference for Languages (2002) the children are studying at Flyers level which is equivalent to A2 level.

The type of activity they carried out during the class session was feedback on a topic in a supplementary book. The topic of the class was the *use of have* to to establish rules in the context of the classroom and at home. The work was focused on completing an exercise from the book and coming up with a set of rules for them to follow at home and at school.

The transcript appears as complementary material because some fragments of the transcript are used in the analysis; the codes (appendix 2) with which the transcript could be elaborated are also attached. The Vienna Convention Oxford International Corpus of English (VOICE)

## Results

As can be seen, the speech acts that occur in the classroom will be analyzed briefly under two axes: the role of the student and the verbal feedback in the English exercises. The third section covers the analysis making use of the theoretical material linking it with the speech acts that took place in the class directed to school-age students between nine and 12 years of age.

From the perspective of Mc Carthy (1992, p. 12), he establishes that the participants involved in the classroom are very likely to have a teacher-centered model, where students respond to each teacher's elocution and the pattern is question, answer, comment.

One way to exemplify this traditional model that the author argues can be seen in the recording of the class in acts 10, 13, 15 or 17, to name a few, where the teacher asks the speakers to answer the exercise they are carrying out. In act number seventeen, for example, she asks speaker number seven to answer a statement, the student answers, once she answers she congratulates her and verifies that the other students are in the same part of the exercise, thus fulfilling the TPT pattern.

| | | |
|---|---|---|
| 17 | T | number five [S6] (2) please |
| | 1 | the teacher has to (2) |
| | S | wear a hat? |
| | 6 | has <L1sp> es:te <L1sp> **(1)** doesn't |
| | T | have |
| | 1 | ok thank you doesn't have to wear a |
| | S | hat |
| | 6 | |
| | T | |
| | 1 | |

Speech act number 17

This is an example where you can clearly see that the teacher asks a student directly, the student answers, the teacher gives a corrective comment, thanks the student, and repeats the correct answer. This type of pattern in the classroom turn-taking in this session was observed only in a few minutes because the teacher focused on giving feedback to the students. It can be said then that for this type of TPT pattern to be observed, it is necessary for the speakers to be focused on teacher-directed activities.

Another way to exemplify the type of interaction they play within the class that was recorded is the type of exchanges such as the initiation, *response and follow up model* Mc Carthy (1992, p. 16), the exchanges that occur under this model highlight the importance of each movement within the dynamics of the class. In speech act number 17, as already mentioned, the teacher asks the student to complete the sentence, the student answers slowly but correctly, thanks her and continues with the activity.

ISSN 2523-2487

However, it is observed that there are moments or interactions where this model cannot be followed, such is the case of act number 22 or 23 where the teacher only waits for the students to answer correctly and does not thank them verbally; surely she uses other types of non-verbal resources to make the *follow up* movement.

| | | |
|---|---|---|
| | T | [S1] something that you (2) you |
| | 1 | don't have to do (1) at home |
| | S | mm <14> mm </14> (5) |
| | 1 | <L1sp> <14> < eso que lo hace todo |
| | S | el tiempo xx la xx <14> <L1sp> |
| | 6 | what? you don't do |
| | T | <L1sp> no se. <L1sp> (3) |
| | 1 | example in my case I: don't have to |
| | S | <@> do </@> (2) i don't have to: (1) |
| | 1 | to wash my clothes (2) i don't have to |
| | T | wash my clothes |
| | 1 | i don't have to (2) (watch my room.) again |
| 22 | S | i don't have to wach |
| | 1 | my what |
| | T | I don't have to wash my (room) |
| | 1 | wash my? |
| | S | wash my clothes |
| | 1 | |
| | T | |
| | 1 | |
| | S | |
| | 1 | |
| | T | |
| | 1 | |
| | S | |
| | 1 | |

Speech act number 22

It is expected in this model that the teacher follows the process of start, question, answer, thank you, however, it is not observed that the teacher continues the pattern, she only asks the student to answer, gives feedback, helps until the student answers adequately and once she does so, she resumes the exercise with another student.

The importance of thanking or closing a speech act allows the student to focus on the activities, in the case of the student who participates to answer this exercise she participated only twice during the observation, the student was distracted with one of her classmates and they were talking about other topics. The influence of following this model of interaction is important for the age of the students with whom we are working.

Another need to thank or make a comment of appreciation in young learners is because the instructional moment they are in will allow them to be kind and cordial.

Within the conversations that occur in the dynamics of the class occur that of unrestricted codes, where participants do not have an order of participation as occurs in activities within a classroom, in the recording it was observed that there were moments where students began to have individual movements in a natural way as when the teacher is not present, The way of witnessing this type of events is observed in the acts 48 where the students together with the teacher who observes begin to make comments related to modifying their class schedule because they do not want to be in the classroom because it is difficult for them and they begin to joke about their arrival at school.

| | | |
|---|---|---|
| | S | <to S1> holis (1) |
| | 7 | adios <to S1> |
| | S | holis crayolis |
| | 1 | holis |
| | | <to S7> <ipa> |
| 48 | S | <ono> [ 'ki ɣis ] |
| | 1 | <ono> <ipa> <to |
| | | S7> (5) |
| | | |
| | | quita tus piernas |

Speech act number 48

This type of event regularly reminds us that the limits of exchanges between speakers depend on turn taking Mc Carthy (1992: 22) as Sinclair puts it that a speech act proposes that it can be a transaction, an exchange that belongs to speech as a social activity, although in the classroom the activity has another function.

There were times when the students expressed themselves as part of their social speech and where they did not interact with the teacher but followed her talk. One of the disadvantages of this type of social speech acts had a negative impact on the development of the class, the students who focused more on personal talk had greater difficulties to answer, it can be seen in speech act 48 as mentioned above or as in act number 56 where participants one and seven focus on asking to be moved to a different classroom, without the arguments being validated by one of the interlocutors (teacher two), by the tone and laughter they express when speaking.

ISSN 2523-2487

Another feature of the student's role is linked to the limitations of the communication system in a conversational analysis; among these examples are the restrictions in the rituals, that is, those components involved in social interaction: opening and closing. One of the elements that limit openness in a conversation is the lack of signals to initiate or close a conversation according to Goffman (in Hatch, 1992: 8); due to the lack of guidelines between speakers can generate a confusing or little understandable sequence in a conversation as can be observed in the class being analyzed, at different moments of the recording it can be observed how there are overlaps that make it difficult to understand where an act begins and where they end, identifying the acts in this fragment of the class is a clear example of the limitations in the opening and closing, as a sample it will be necessary to reread the following speech act number eight.

T <teacher demonstrates the meaning of
1 the verb sweep moving her hands to
S left and right> <fast> sweep sweep
2 <5> sweep sweep < /5> </fast>
S <L1sp> <5> barrer: barrer: barrer: <
6 /5> <L1sp>
{parallel conversation between S1, S2
8 S and S5 finish}
4 <L1sp>Estirar jugar < 5> deslizar <
S /5> barrer (2) gracias <L1sp>
5 <L1sp> < 5> hay que jugar caras y
S gestos < /5><L1sp>
7 = <L1sp> Cuanto tiempo barrio lo dijo
S1 y no le dijo nada xxxx porque
estaba muy dificil<L1sp>

Speech act number 8

It can be identified that the teacher is focused on explaining a word that a student referred to earlier and that some students prefer to be focused on a separate conversation without staying in the central activity led by the teacher, it seems that none of the participants gives the teacher or a student the opportunity to close the speech act in a more concrete way. One of the deficiencies in the communication system within this class excerpt is that at times the teacher does not delimit who directs the activity, the limits of opening and closing are not clearly noticed, especially in the second part of the observation the teacher gives the students the opportunity to express themselves by focusing on individual feedback.

The opening given by the teacher caused at least 28 overlaps to occur, the repercussion of the overlaps in the sequence makes the transcription process difficult, because there are circumstances where at least two or three speech acts occur in parallel and the elocutions of the speakers cannot be heard clearly, In order to have a greater openness to the process of less restrictions in the transcription, some modes of expression were included to be able to describe what happens inside the class, an important factor is that the students are under 12 years old, a situation that causes a spontaneous and less conditioned speech.

To explain this phenomenon Hatch (1992) mentions the lack of adequacy of the interpretation of the messages, that is, that both the researcher is prepared to make adjustments and interpret the messages; in a specific way there was greater difficulty in the last minutes where it was not heard with whom the teacher was talking, which elocutions belonged to some parallel conversations. Observe act 63.

S <L1sp>teacher no nos puede
7 separar a las 3 <L1sp> <@> best
S friends forever <@>
4 <toT2> teacher how do you say
S <L1sp>
3 <L1sp> compañeros <L1sp>
S como se dice cuando: <L1sp> este:
4 (2) <L1sp> cuando: <un> xx </un>
alguien (1) alguien alguien.
T <L1sp><toT2>
2 <29> someone </29> soomebody
**{** parallel conversation between
S S1,S6 and S7 start}
63 6 <L1sp> </29> entonces </29> por
S que <un> xx </un> <L1sp>
1 <to S1 > </29> [S7] </29>
S entonces porque <L1xx> x x xxxx
7 <L1xx> <to S1 >
T <to S7 > <L1sp></S7 seguimos
2 hablando todo el dia <L1sp> <to S7
>
<to S6 > <L1xx> es que x x xxxx
<L1xx>
<spel> s.o.m.e (3) b </spel> <ipa>
<ono> [ a 'xa a ] <ono> </ipa>

Speech act number 63

ISSN 2523-2487

The example just cited illustrates the acoustic difficulties, the lack of clarity in turn-taking, the overlaps, the restrictions on interruptions between interlocutors. Ideally, the teacher would have focused her practice on a more controlled activity, but when she did so, the participants' speech was directed and not very spontaneous. The role played by the students depends on the design of the activities and the way in which the teacher enables student-centered activities.

Going further in the analysis of the student's role, it is possible to study it from two of Grice's maxims alluded to by Hatch (1992: 62) the students violate the maxim of quantity, especially students six and seven, they constantly interrupt, they talk more than the students; on the other hand student six was the person who intervened at least 40 times throughout the class, this student participated by integrating himself to the activities, there were moments when he seemed to talk nonsense but in general he answered the tasks given and expressed elocutions that were outside the subject, as can be observed in the fragment of the speech act10

| | | |
|---|---|---|
| | T | ok number one please {teacher |
| | 1 | points to S6 } < 6> S6? < /6>< (2) |
| | | number one S6 number 1 |
| | S | {parallel conversation between S1 |
| | 6 | and S7 finish} |
| | | <L1sp> <fast> < 6> <ipa> [ 'yo |
| 10 | T | βis 'yo βis 'yo βis 'yo βis ] <ipa> < |
| | 1 | /6> </fast> <L1sp> I have to |
| | | <fast> arrive to school on time |
| | | </fast> |
| | | ok < 7> i have< /7> i have to arrive |
| | | to school on time write it please you |
| | | have to </un> xxx </un> |

Speech act number 10

From this same example it can be considered to analyze how the student violates the maxim of relevance, where he apparently goes off topic but is connected, on the other hand students one and seven remain focused on their topic of wanting to change classrooms. Unquestionably, students play a determining role in the dynamics of the class, it seems that the student who spoke more was the one who was more attentive to the comments of the teacher and his classmates, probably the expressions he makes do not make him look like a mature child.

However, his age allows him to express himself spontaneously without fear of being wrong, a situation that benefits him in his learning process.

It is necessary to add within the student's role, the topics that arise within the different interactions as Mc Carthy (1992) emphasizes that among the type of spontaneous speech, stories, anecdotes and jokes arise. The ability to make a joke depends on the use of statements that are made to tell the speaker that he/she will hear something funny, in the fragment of the class it can be observed how the teacher who observes (T2) makes a mistake by using an inappropriate phrase, then the speech act number 56 is quoted where the students insist on being moved from the classroom

| | | |
|---|---|---|
| | | **{**parallel conversation between T2, S1 and S7 start} |
| | S7 | |
| | T2 | =<to T2> **necesitamos discutir** |
| | S1 | **nuestro nuevo horario de** |
| | T1 | <@>**inglés** <@> <to T2>(3) |
| | S3 | mmm @ **santa claus is not** |
| | S7 | **coming to**: <26> <un> xxx</un> |
| | S4 | </26> |
| | T1 | @@@ (10) |
| | S7 | **{** T1 writes the date on the |
| | S1 | whiteboard} <26> november |
| | S2 | thirth </26> november thirth 2016 |
| | S3 | don't talk whe they (2) |
| 56 | | = <to T2> **you are my santa claus miss** <to T2> |
| | | when the: (1) when the: (1) <27> the:</27> |
| | | </27> ah but </27> you have to fnish |
| | | <L1sp> **me cumple** <L1sp> |
| | | <@> <L1sp> **mi deseo** > (2) |
| | | bájeme a movers <L1sp> <@> |
| | | <@><L1sp> a mi también <L1sp> |
| | | please <@> |
| | | we have <28> to<2/8> |
| | | <to S1 and s7> <28> make: </28> |
| | | an extra effort <to S1 and s7> |
| | | **{**parallel conversation between T2, S1 and S7 finish} |

Speech act number 56

In this sense, the phrase used by the teacher of *Santa Claus is not coming...* the students used it as an abstract (Mc Carthy, 1992: 138), which are short sentences that serve to introduce a narrative of a humorous or anecdotal type.

ISSN 2523-2487

The students took this phrase as an introductory part of a joke, the students in continuous occasions ask the teacher who observes (T2) to fulfill their desire to be in another classroom, the type of elocutions that the students produce serve to validate that only the teacher can do what they ask for, this turns the expression *of fulfill my wish* into part of an inappropriate joke, besides seeing it as a declarative speech act where it is only made to people who can change the status from the fulfillment of certain words.

In a special way this type of elocution seems harmless or unimportant, but after having pronounced the words of Santa Claus, the students turned them into an orientation to joke among themselves and to determine who has the power or to whom they have to address in order to change their status, at the end of the recording the students insist that they change them and use an elocution of expressive type saying S7: *you are my best teacher*... (speech act 64), surely the student thought that by pronouncing the words the observing teacher was going to give guidelines to do what they asked for, and the way in which they expressed it did not have a positive connotation either, but rather words that alluded to a joke.

The advantages of this type of expressions is that they reveal that the type of speech in the classroom can be spontaneous, which is what is sought in this type of research according to Stubbs (1983). Thus, the analysis of the student's role can focus on some issues already addressed such as the type of interaction, turn-taking, interruptions (which later will also be addressed from the perspective of feedback), from two of Grice's maxims and from the topics that are addressed (jokes).

In the second instance, the axis linked to the topic of feedback seen from the point of view of López (2010, in Osorio and López, 2014) the author defines the process as immediate, continuous and relevant due to the fact that feedback generates skills or difficulties according to the approach that the teacher has to teach and propitiate student learning. Under this premise, it is observed that during the period when the session is recorded, the teacher focuses on the feedback process as an essential part of the learning activities; from the beginning of the transcription, the teacher tries to guide the activities to ensure that the students have understood the topic.

To illustrate this aspect, some speech acts are added in order to analyze and understand what happens with the feedback.

| | | |
|---|---|---|
| 4 | T | = PAGE 13 please. [S5]: |
| | 1 | They say ha:ve to and will (.2) yes? [sas] Ehh (2) {points at S5} [S5] please read the instructions complete |
| | S | (.1) |
| | 5 | Complete the sentences about your about school with these words |

| | | |
|---|---|---|
| 5 | T | =OK have to? (.2) Do you |
| | 1 | remember how (.1) how can we use |
| | S | ha:ve to? |
| | S | = Yes |
| | S | Y:es |
| | 4 | |

Speech acts 5 and 6

The above shows that the teacher asks questions to promote the search for answers, students activate their previous knowledge, expand their vocabulary, correct their mistakes or errors and integrate modeling as part of their learning. In terms of discourse analysis it can be related to what happens in interaction patterns or in what Mc Carthy (1992:120) calls adjacent pairs where participants answer what the listener expects to hear, although it is not a greeting the teacher requests the participation of the student so that she does what she asks and gives feedback based on what the student answers, the teacher does not thank the participation verbally but asks to make sure that the students understand the activity they are going to perform.

In the peer adjacency process it is argued that in some speech acts people are not required to be polite and courteous, as in the case of the teacher she does not thank. Probably within the theory of politeness (Calsamiglia and Tusón, 2007) it is established that within the strategies it depends on the power relationship and in this sense the distance between the students and the teacher is marked by the type of expressions she uses throughout the class.

In some way, when the teacher stops thanking the students at the end of their participation, she does it to indirectly indicate a type of negative courtesy so that the students maintain a social distance.

ISSN 2523-2487

In this sense, the same did not occur with teacher [T1] because she uses other modes of feedback and the students do not mark that social or power distance by commenting the following to teacher [T2] in speech act 63 and 65,

| | | |
|---|---|---|
| | T | <to S1 ans S7 > maybe maybe your |
| | 2 | teacher is not [T1] <to S1 ans S7 > |
| | S | <L1sp> porque nos va a bajar a |
| | 7 | movers<L1sp> |
| | T | ay [ a xa 'a ] |
| | 2 | you are my best teacher |
| | S | no no no no that's not fair be honest |
| 65 | 7 | (5) |
| | T | **{**T1 continue checking exercise to |
| | 2 | S3's place} |
| | | <L1sp> Es que esta muy difícil aquí |
| | S | <L1sp> teacher |
| | 1 | It is indeed: it is inded. |
| | T | |
| | 2 | |

Speech act 65

It should also be noted that in feedback different mechanisms can be used, in the one just reviewed only the participation of teacher-student was seen, the turn taking was classic student, teacher, student teacher, that is, comment, answer, comment, answer which results in an act of irony as a mode of indirect speech by the interlocutors, the teacher when mentioning that perhaps his best teacher was not [T1], the young students responded that their best teacher was [T2].

Considering that the nuance of this speech act was not precisely feedback directly, it is observed that a well-crafted feedback act can be conducive to low politeness speech acts through indirect speech acts.

Continuing with the analysis of feedback from the perspective of immediacy, continuity and relevance throughout the recording, it can be mentioned how the teacher uses immediate feedback as in act number 43 where a student asks for instructions and the teacher answers quickly.

| | | |
|---|---|---|
| | S | COMO van a ser las tareas |
| | 5 | whatever you want Ima:gine? |
| | T | <L1sp> INVENTEN:LAS <L1sp> |
| | 1 | iMAgine you can do whatever you |
| | | <21> want <21> |
| | S | <21> como van a ser las </21> five |
| | 3 | you <22> too</22> |
| | T | <22>don't be preferences</22> |
| 43 | 1 | <22> <L1sp> NI SIQUIERA </22> |
| | S | me dejo terminar:: <L1sp> |
| | 6 | yes: |
| | S | |
| | 3 | |
| | T | |
| | 1 | |

Speech act 43

Unquestionably, the example cited reiterates the interaction model of the teacher based on indirect acts to encourage students to be more autonomous in answering the exercises, she was distant and incurred in impolite speech acts, as expressed by speaker three when she answered ...she did not even let me finish..., of course the teacher tries to use a polite expression stating that she did listen to her, even when the teacher was not assertive she ratifies the social distance between student-teacher.

From this same example we can rescue that the status she wants to maintain with the students to have an adequate level of response when she lets the students carry out semi-controlled to free activities, hence the importance of a controlled or free activity in the feedback process, we can notice that by letting them elaborate five rules or norms, the students are still not completely sure what to do the activity alone so they express questions doubting what they will do. The teacher's intention is to strengthen the process of autonomy, but throughout the class she has not shown a model that emphasizes the gradual passage from controlled activities to free production activities.

Another element of analysis in the feedback axis is the participation of peers, the type of speech they use are direct elocutions and in a very spontaneous way, which implies that although the teacher tries to promote an orderly participation, students collaborate when any of their peers has any doubt, they are competitive and at the same time their collaboration allows that the activities are not totally centered on the teacher's conduction.

ISSN 2523-2487

Because of this phenomenon, students are confident because of the comments of their peers. As an example, speech act number 24, which is attached below, shows that the teacher asks the student to express some duty at home, the student understands the task, but does not have the vocabulary, so she tries to guess with the lexical resources she has, without asking her classmates begin to help her to complete the sentence she was asked for.

| | | |
|---|---|---|
| | T | ok [S4] something that you have to |
| | 1 | do at home |
| | S | ehmm i have to: (2) eat in </14> |
| | 4 | the: </14> (3) |
| | S | <un> </14> xx</14> </un> sleep |
| | 6 | table, kitchen (teacher tries to guess |
| | T | the meaning) |
| | 1 | in the <L1sp> comedor<L1sp> |
| | S | in the in the |
| 24 | 4 | in the in the [ 'din ] |
| | S | dinning food |
| | 6 | =dinning room |
| | T | dinning room ok [S3] |
| | 1 | |
| | S | |
| | 4 | |
| | S | |
| | 6 | |
| | T | |
| | 1 | |

The fragment of the recording just quoted corresponds to what the use of feedback enhancing resources handled by Salazar and Marqués (2012) when referring that feedback comments improve students' performance, as well as propitiate an accompaniment among peers. On the other hand, this phenomenon can be explained from Grice's maxims since he formulates the theory of the cooperative principle where the participants contribute or adhere information, this example rests by fulfilling one of the maxims which is that of relevance, since the speaker six provides the correct answer, while the student tries to lexically repair her fault by failing and violating the maxim of quality by inventing words that try to give meaning to the concept of *dinning room*. Such examples confirm that peer support and collaboration can improve the learning environment.

Continuing with the analysis of feedback from the perspective of Grice's principle of cooperation, speech act number six is added to exemplify how a student violates the maxim of relevance by answering *school surprise* instead of school surprise, the information she gives is not adequate and does not comply with the maxim of quality because it is not true what she says, she makes this comment to generate a little laughter.

| | | |
|---|---|---|
| | T | example you have to bring your |
| | 1 | school supplies ok {teacher writes the |
| | | sentence on the whiteboard} (2) |
| | S | =you have to bring you yo:r school |
| | 3 | surPRISE <@> u hu hu</@> |
| 6 | S | @@@@ |
| | S | sur:prise:? @ or: <4>supplies</4> |
| | T | <4>teacher</4> <L1sp>que es [ 'e |
| | 1 | swip ] sweep <L1sp> |
| | S | |
| | 4 | |

Speech act 6

It should be added to the analysis of this speech act that the laughter provoked by the elocution of speaker three is also explained from the topic of jokes or anecdotes, the student changes the final part of a word to generate some laughter in her other classmates, this event is linked to what Cutting (2008) about the situational context, even when the joke of participant three is understandable, it is understandable how the student indirectly responds to the teacher's question, she does not do it accurately, but the background between the teacher and the students allows for laughter and acceptance of the comment favorably.

Taking into account that feedback is part of the context, because the teacher uses repetition so that the students participate and answer correctly, an example of this is in speech acts 40 and 41, the teacher needs to repeat the instruction on several occasions, probably because the attention is scattered and needs to capture the attention of the students, she emphasizes some words but still only students three, five and six are the ones who regularly finish the activities.

ISSN 2523-2487

| | | |
|---|---|---|
| | T | in your in your double line notebook |
| | 1 | you are going to make a (3) |
| | S | =sentence…. |
| | 6 | IN PAIRS in pairs you are going to |
| 40 | T | <20> write?</20> mmmm (.2) |
| | 1 | <20> teacher </20> where: what |
| | S | notebook double line notebook |
| | 3 | |
| | T | in pairs you're going to write in your |
| | 1 | double line notebook you are going to write fi:ve new rules |
| | S | = no: |
| | 3 | {teacher writes the instruction onthe |
| 41 | S | whiteboard} |
| | 5 | <L1sp> que es eso <L1sp> |
| | S | xxxxxxx [S7] |
| | 7 | FI:VE rules (2) in the:? (2) |
| | T | classroom |
| | 1 | |

Speech acts 40 and 41 show the teacher's need to give enough input (Mckay, 2006) to focus only on the correction of errors, but she has to repeat the instructions because she notices that the way of interacting with the peers causes attention to be dispersed. One of the advantages of working with peers is that an academic purpose can be fulfilled because the participants ask each other questions, answer them, explain what they do not understand, and it can be seen continuously that the students collaborate with some doubt.

As a result of the analysis of the variables related to the student's role in the analysis of classroom discourse, it can be concluded that the students take turns depending on the design of the activities that the teacher schedules, an example of contrast is shown in speech acts 6, 10, 12, 14, 15, 16 and 17, just to mention a few. In these events it can be observed that the teacher is the one who directs the activities and depending on the questions, requests or explanations the students answer.

In the fragment of the class observed, it can be noted that the pattern that continues to be used in activities centered on questions is the TPT, but when there is a change in the model of student participation, the model that Sinclair and Clouthard call initiation, response and follow up is not followed, because inevitably the teacher is the one who cannot complete the model, it is the teacher who eliminates some expressions or verbal discourse markers to close a speech act.

Another element that was analyzed was the importance of the overlaps in the role of the students, the students speak at the same time for several reasons, one because the activity is free or because the teacher allows them to express themselves freely, this generates that the students begin to have a social speech, during these lapses the students take the opportunity to joke and have a dispersed attention.

In terms of the restriction of communication systems the most common elements were the opening, closing, interferences between several conversations, the teacher did not use specific discursive markers to close some speech acts. Among the restrictions, the lack of clarity in some parts of the recording does not allow to identify if the message or the intention of the participants generates a dispersed dynamic.

On the other hand, some comments generated a strategy of negative courtesy through omissions or unclear elocutions on the part of the teacher and sometimes on the part of the students it is observed that among them they have codes not to express themselves with little courtesy, although they interrupted each other there were no expressions of complaint or annoyance. They continuously collaborate with each other to solve doubts or to explain some indications that they do not understand.

We also found elocutions that violated the principle of cooperation in some of Grice's maxims, the maxim that was most often transgressed was that of quantity on the part of speaker three, and that of pertinence on the part of speakers one and seven. It was very common for the participants to go off topic or for their contributions to be focused on their own talk, in fact, they were the ones who spoke the most in their mother tongue.

On the other hand, of the maxims that most contributed to the principle of collaboration was the maxim of relevance, who leads the assertive participation is speaker number six, he is the youngest learner, who makes about 40 interventions but mostly is attentive and when someone has a doubt he expresses the correct answer, he is a student who is located in the context of positive learning, however, he also incurs or violates the maxim of quality when he wants to attract attention and relevance, when he makes elocutions without an apparent meaning.

ISSN 2523-2487

With respect to feedback, it can be said that in most of the activity the teacher focused on giving verbal and written feedback to each of the learners, but she needed to include a greater number of times the participants who were dispersed, she asked them only a few times and only included the participants who made comments related to the exercises.

Feedback is an essential element in the process of young learners because having solid knowledge will allow them to use the target language. One of the phenomena found was the use of repetition by the teacher, her insistence on avoiding mistakes and clarifying doubts was evident.

Within the feedback process, it was found that the type of activities designed by the teacher could allow peer feedback or feedback through graphic resources. There were some omissions on the part of the teacher, which caused that at the end of the recording it was not understood that it was a free activity, since in the controlled activities it can be understood how the teacher gives the feedback process, even the more orderly participation of the speakers can be perceived.

It can be said then that the analysis of classroom discourse reveals the conditions in which a teacher approaches his or her activities and how, by not being involved in a process of analysis, he or she may incur in methodological and linguistic omissions.

Given the importance of this topic, the repercussions that speech acts have on a student's learning encompass knowledge, repetition and reference with respect to the learning context. Awareness of the use of language reflects respect and appreciation for the communication process in the classroom.

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# The relationship of sport with academic performance of higher education students

# La relación del deporte con el rendimiento académico de los estudiantes de educación superior

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**Abstract**

The general objective of the article was to relate the sport with the academic performance of the students of the Bachelor of Science, Education and Humanities and of the Faculty of Engineering of the Autonomous University of Coahuila. It was a quantitative, cross-sectional and correlational study. 80 subjects answered the survey, by means of a non-probabilistic sample for convenience. The central hypothesis was: There is a relationship between sport and academic performance. The working hypotheses: $H_1$. There are significant differences between gender and the variables to be contrasted. $H_2$. There are significant differences between the faculties and the variables to be contrasted. Statistical analyzes were performed: frequencies and percentages, comparative, correlation and exploratory factorial. The contribution of the study lies in the fact that when the student body practices sports, it increases their concentration, it makes it easier for them to integrate with their peers, improves their academic performance, their studies, allows them to prioritize their classes, which generates good evaluations. It can be said that, to the extent that the student community performs physical training, they improve their academic results and face situations positively as well as their emotions.

**Sport, academic performance, Higher education**

**Resumen**

El objetivo general del articulo fue relacionar el deporte con el rendimiento académico de los estudiantes de la Licenciatura de Ciencia, Educación y Humanidades y de la Facultad de Ingeniería de la Universidad Autónoma de Coahuila. Fue un estudio cuantitativo, transversal y correlacional. Contestaron la encuesta 80 sujetos, por medio de un muestro no probabilístico por conveniencia. La hipótesis central fue: Existe relación entre el deporte y el rendimiento académico. Las hipótesis de trabajo: $H_1$.Existen diferencias significativas entre el género y las variables a contrastar. $H_2$. Existen diferencias significativas entre las facultades y las variables a contrastar. Se realizaron los análisis estadísticos: frecuencias y porcentajes, comparativo, correlación y factorial exploratorio La contribución del estudio radica en que cuando el estudiantado práctica deporte aumenta su concentración, se les facilita integrarse con sus compañeros, mejora su rendimiento académico, sus estudios, les permite priorizar su clases lo que genera que tengan buenas evaluaciones. Se puede decir que, en la medida que la comunidad estudiantil realice entrenamiento físico, mejoran sus resultados académicos y afrontan las situaciones de manera positiva al igual que sus emociones.

**Deporte, rendimiento académico, Educación Superior**

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## Introduction

Studying and playing sport represent for many a very important part of their daily lives; both activities require a level of complexity, effort and attention. Sport should be a complement to school activities for the benefit of academic performance. In this way (Raga and Rodríguez, 2001) comment that academic performance has been a controversial issue in the field of sport, on the one hand, there are opinions that indicate that sport does not have a positive relationship with studies and therefore academic performance is affected.

However, there are authors who, based on the approach of the benefits of physical activity, positively associate sport with academic performance (Ramírez *et al*, 2004), (Kremer *et al*., 2014) where it is highlighted that sport has an effective impact in terms of socialisation processes, mental processes, school performance and quality of life. In addition to the above, Kovacs *et al*, (2008) in their research on the relationship between lifestyle habits and school grades in adolescents, in which they work with 44 schools in Mallorca with students aged 13 to 15 years, parents and guardians, obtaining a total sample of 16,357 participants (7,048 students and 9,309 parents) and with the aim of examining the association between various daily activities and school performance of adolescents, reveal that the school performance of adolescents is closely linked to smoking, drinking and watching television, while the practice of sports more than 2 times a week is related to better school grades.

In this sense, during a person's life it is important to take up good habits in order to acquire good mental and physical health; the benefits of sport as a source of well-being for people are an indisputable fact. Not only because of the physical improvements that exercising the body brings, it helps to have vitality and has a positive impact on our brain and, consequently, on our daily and school activities.

In addition, some research has concluded, in general, that athletes are characterised by higher values of happiness, stress tolerance, self-perception, concentration, sociability and extraversion, among others.

They also show lower values of depression and anxiety than non-athletes (Aries et al., 2004; Bostani and Saiiari, 2011; Brand, et al., 2010; Buceta, 2004; Ghooshchy et al., Kameli and Jahromi, 2011; Mandado and Díaz, 2004; Shariati and Bakhtiari, 2011; cited by Capdevila 2015).

In the same vein, practising sport generates advantages for students' health, as it reduces stress levels and anxiety; likewise, on a personal level, it helps their level of confidence and improves their quality of life (Alonso *et al.*, 2020).

Mejía Henao (2015) states that sport as a competition in educational activities is considered as a social moderator, and deduces that doing it positively modifies the school fabric.

Katty-glenda and Zea-barahona (2019) mention that physical activity favours the student sports community; it impacts on their learning in a relevant way, in addition, it improves socialisation and generates motivational routes for their training and fulfilment of goals.

According to the study by Kulinna *et al*. (2012), it is proposed that, from a cognitive point of view, it is necessary to create mental schemes of the different motor skills involved, internalising the logical principles common to the blocks of sports, understanding the basic regulations and recognising the specific technical elements of each sport. By way of reflection, sport has an impact on the students in different aspects, and, by focusing on the study of the cognitive area, it benefits them. According to the development of the authors, sport has a greater positive than negative impact on interpersonal skills, the management of tolerance, cognitive skills, concentration and even the management of emotions, among others.

## Methodology to be developed

The approach of the present investigation is quantitative, since:

It starts from an idea that is being delimited and, once delimited, objectives and research questions are derived, the literature is reviewed and a framework or theoretical perspective is constructed.

ISSN 2523-2487

From the questions, hypotheses are established and variables are determined; a plan is drawn up to test them (design), the variables are measured in a certain context; the measurements obtained are analysed using statistical methods, and a series of conclusions are drawn with respect to the hypothesis or hypotheses. (Hernández, Fernández and Baptista, 2014, p. 4-5).

It is a cross-sectional or transversal design, as it is a research study that collects data at a single point in time. Its purpose is to describe variables and analyse their incidence and interrelation at a given time (Hernández, Fernández & Baptista, 2014, p. 154).

It has a descriptive and correlational scope.

The survey was applied to 80 students, 40 from the Faculty of Science, Education and Humanities and 40 from the Faculty of Engineering; the sampling was non-probabilistic by convenience.

The statistical levels observed are frequencies and percentages, correlation and exploratory factorial.

The meaning of the variables is given in linear wording and it is important to compare the criteria used.

## Results

– Frequencies and percentages

Next, the analysis of frequencies and percentages of the general data that conform the phenomenon of study of this investigation are presented, being age, gender, school to which you belong, you have sport scholarship.

The sample is characterised by 80 subjects, 40 from the Faculty of Science, Education and Humanities and 40 from the Faculty of Engineering, the ages range from 18 to 33 years, with the most significant ages being between 22 and 25 years with 63.8%; the lowest representation of the sample is the male gender with a percentage of 45% and the representation of the female gender stands out with 55%.

Students who have a scholarship represent 35% of the sample and those who do not represent 65%.

– Correlation Analysis

The following are the readings of the Pearson Product Moment correlation, which were significant for the phenomenon, taking into account a probability (p=0.000001) and with a correlation level of ($r \geq 0.52$).

– Correlation of the variable sport practice

The variable sport practice correlates with concentration (r=0.82), integration with peers (r=0.77), performance (r=0.76), study (r=0.63), prioritising (r=0.59), classes (r=0.76) and good evaluation (r=0.82).

It is observed that when students practice sport, their concentration increases, it makes it easier for them to integrate with their classmates, improves their academic performance, their studies, and allows them to prioritise their classes, which leads to good evaluations.

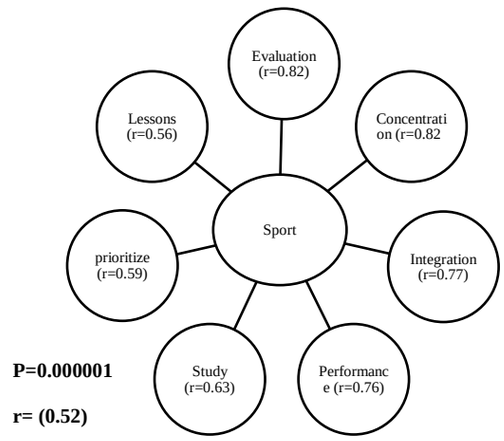


**Figure 1** Correlation between sport practice

– Correlation of the concentration variable

The concentration variable is correlated with academic performance (r=0.86), evaluation (r=0.91), classes (r=0.71), study (r=0.59), prioritizes (r=0.61), learning (r=0.82), and integration (r=0.87).
It is read that when the student body concentrates, they have a higher academic performance, improve evaluations, prioritize their classes, and also have an impact on their studies and learning and integration with their peers.

ISSN 2523-2487

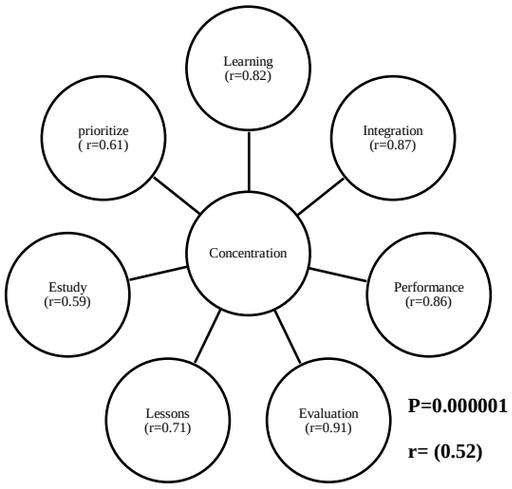


**Figure 2** Concentration correlation

– Correlation of the training variable

The training variable correlates with support (r=0.60), positive coping (r=0.59), good results (r=0.56) and emotions (r=0.54).

It can be said that, to the extent that the student community performs physical training, support from their coaches increases, their academic results improve and they cope with situations in a positive way as well as their emotions.

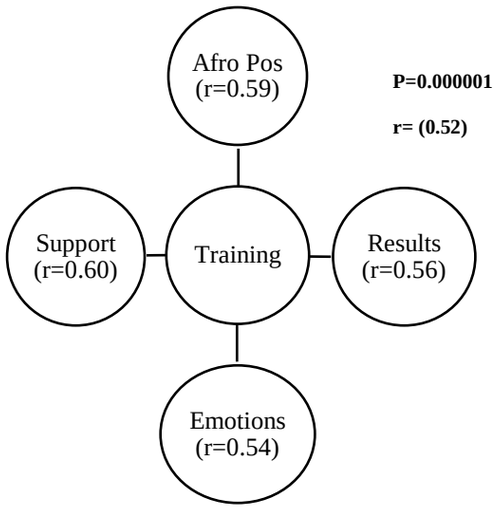


**Figure 3** Correlation training

## Comparative analysis

A comparative analysis is carried out by means of Student's t-test for independent samples Independent samples with a p 0.05 and Levene's test with a p 0.05.

– Gender contrast

In the physical condition variable, the female gender has an arithmetic mean of (Ẋ=6.52) and the male gender registered an arithmetic mean of (Ẋ=8.33).

In other words, the female gender considered to be less physically fit compared to the male gender.

– Faculty contrast

It can be observed in the table above that there are important differences in the distance variable, which shows that the Faculty of Engineering showed a (Ẋ=8.10) and the Faculty of Science, Education and Humanities showed a (Ẋ=6.57).

It can be mentioned that the students of the Faculty of Engineering attend the physical training regardless of the distances unlike the students of the Faculty of Science, Education and Humanities.

## Exploratory factor analysis

In the following section, the exploratory factor analysis is presented, using the method $R^2$= Multiple commonalities with a normalised varimax rotation at a P level of 0.05, an eigenvalue= 1.000 and an r 0.52.

For the present article we show the results of factor two, which integrates important variables that make up the study.

In factor 2. Academic and sports balance (Explained = 0.73%)

The students who tend to prioritise the balance between their academic and sporting performance, examine their learning (Exp= 0.79) and what concerns them most are subjects who concentrate (Exp=0.86), who seek to integrate with their classmates (Exp= 0.80), and who have good academic and sporting performance (Exp= 0.73%). 80), and that they have a good performance (Exp= 0.80) and evaluation (Exp= 0.84); they observe if the study (Exp= 0.63) and the classes (Exp= 0.71) that are being taught are useful, and they also see the ability (Exp= 0.59) of each classmate.

ISSN 2523-2487

They consider that sometimes the activities are overlapped (Exp= 0.52) and they always look for a justification (Exp= 0.61) and they also perceive mistreatment (Exp= 0.54).

## Conclusions

The general objective of the article and the working hypotheses are answered:

To relate sport with the academic performance of the students of the Bachelor of Science, Education and Humanities and the Faculty of Engineering of the Autonomous University of Coahuila.

In response to the above, it is concluded that when the student community practices sport it has an impact on different skills such as interpersonal and cognitive.

Now, the hypotheses:

– H1.There are significant differences between gender and the variables to be contrasted.

It is affirmed that there are significant differences between gender and the variables contrasted, in that the male gender considers to have better physical condition than the female gender.

– H2. There are significant differences between the faculties and the variables to be contrasted.

It can be seen that the students of the Faculty of Science, Education and Humanities find it difficult to attend the physical training sessions due to the distance.

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# The deconstruction of previous concepts in a virtual environment

# La deconstrucción de conceptos previos en un entorno virtual

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**Abstract**

The incorporation of technology in the educational field has provided new scenarios for learning, this has led educational actors to rethink the role of facilitators in order to generate new organizational and pedagogical strategies that contribute to the formation of suitable spaces for the deconstruction of knowledge (Pineda, 2015). The objective of this research is to design a techno-pedagogical model based on technology-mediated strategies that promote the learning of biological evolution at the Higher Secondary Level. To meet this objective, a quantitative research is presented, focused on the design and implementation of an educational intervention mediated by technology, to promote the deconstruction of prior knowledge from the implementation of cognitive, metacognitive and self-regulation strategies. . We worked with fourth semester students, specifically with a focus group made up of 46 students. The results show that the design of an educational intervention based on learning strategies housed in a virtual environment is a pedagogical option for the deconstruction of previous ideas and the learning of Biology or as a complementary didactic strategy to face-to-face teaching strategies.

**Teaching of Biology, Learning strategies, Technology**

**Resumen**

La incorporación de la tecnología en el ámbito educativo ha brindado nuevos escenarios para el aprendizaje, esto nos ha llevado a los actores educativos a replantear el papel de los facilitadores con la finalidad de generar nuevas estrategias organizativas y pedagógicas que contribuyan a formación de espacios idóneos para la deconstrucción y apropiación de conocimientos (Flores-González, 2021; Pineda, 2015). El objetivo de la presente investigación es diseñar un modelo tecno-pedagógico basado en estrategias mediadas por tecnología que promuevan el aprendizaje de la evolución biológica en el Nivel Medio Superior. Para cumplir dicho objetivo, se presenta una investigación de corte cuantitativa, centrada en el diseño y la implementación de una intervención educativa mediada por tecnología, para promover la deconstrucción de conocimientos previos a partir de la implementación de estrategias cognitivas, meta-cognitivas y de autorregulación. Se trabajó con estudiantes de cuarto semestre, específicamente con un grupo focal conformado por 46 estudiantes. Los resultados muestran que el diseño de una intervención educativa basada en estregias de aprendizaje albergadas en un entorno virtual es una opción pedagógica para la deconstrucción de ideas previas y el aprendizaje de la Biología o bien como estrategia didáctica complementaria a las estrategias de enseñanza presenciales.

**Enseñanza de la Biología, Estrategias de aprendizaje, Tecnología**

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## Introduction

Currently, according to research by Núñez, *et al*. (2006) and Rosario, *et al*. (2007), students have difficulties in organising activities related to their studies and in using strategies that contribute to their learning process. Therefore, as teachers we have the task of creating spaces that allow students to learn with suitable strategies to achieve the learning objectives set out in a programme of study. This implies taking into account the characteristics of the activities, the needs of the environment, the technological resources and the limitations available. Furthermore, it should be taken into account that the permanent construction of learning requires students to be active managers of their own knowledge, strategies and resources, which is why we cannot leave aside the use of cognitive, meta-cognitive and self-regulation strategies that contribute to effective learning (Arias, *et al*., 2009).

In the subject of Biology II, over the years it has been identified that students have misconceptions regarding the subject of biological evolution, which hinders the appropriation of new knowledge, therefore the objective of this study is to design a techno-pedagogical model based on strategies that promote learning about biological evolution, then implement it and describe the process. In order to meet this objective, it is relevant to address the following thematic nuclei.

## Biology teaching

For Cuevas, *et al*. (2016), science teaching stimulates early scientific thinking, which strengthens critical thinking as a fundamental principle for taking a position and solving problems.

According to Sala and Papel (2010), a problem that science education has faced is the conception of alternative and ingrained ideas, generated by their socio-cultural environment, which is sometimes very difficult to eradicate, so they are often present throughout their academic training.

According to Pantoja and Covarrubias (2013), in most educational spaces it has not been possible to displace the traditional teaching of science, even though technology has been inserted in all contexts.

Given this scenario, it is pertinent to develop a didactic intervention proposal that favours science learning and meets the technological and content needs demanded by students.

## Technology-mediated learning strategies

Learning strategies are tasks or actions that the student chooses and uses consciously and intentionally to achieve set objectives. For Goulao and Cerezo (2015), nowadays such strategies hosted on educational platforms promote an active role for students, specifically in the construction of their own learning. This is because it offers students resources and materials according to their learning needs, as it includes tools and calendars for planning and managing the time allocated to attend activities, allows comments, feedback, facilitates synchronous and asynchronous communication, allows the monitoring of progress by the student, in addition to carrying out an evaluation according to the criteria previously established in an evaluation instrument (Maldonado, *et al*, 2018).

For Litwin (2000), learning is a process that takes place internally, involving a permanent construction and reconstruction of previous knowledge. Thus, learning is mutually constructed with the context in which the student develops in such a way that knowledge is the product of the interaction between new information and previous knowledge, while learning is generating a model to interpret the information received (Pozo, 2008).

This learning process demands the use of cognitive learning strategies. Meta-cognitive and self-regulation strategies. Cognitive strategies motivate students to develop deconstructions of their previous knowledge by contrasting new information with their cognitive structure (Dieser, 2019). A student who employs cognitive strategies develops the ability to assimilate and process the information he or she receives in different ways either through beliefs, perceptions or experience and has the capacity to transform it into knowledge (Flores-González, 2019).

ISSN 2523-2487

For Zimmerman (2002), a student who employs self-regulation strategies is characterised by an active participation in their cognitive, motivational and behavioural learning process, as well as being proactively involved in learning activities.

Martin (2012), considers that a self-regulated student knows their skills, attitudes and knowledge and can apply them to the development of activities, as they know the importance of using learning strategies to enhance academic success.

In addition to the above, according to Dieser (2019), a self-regulated student uses processes that involve meta-cognition strategies, as they plan, establish short-, medium- and long-term objectives, organise, monitor and self-evaluate their learning process at all times.

## Methodology

In this study, a quantitative methodology was implemented based on the analysis of qualitative data. In order to understand the learning process of biology, a questionnaire consisting of 5 items was elaborated, which allowed us to collect the students' previous knowledge of evolutionary theories.

Subsequently, a didactic intervention was developed based on technology-mediated learning strategies which, according to Ortuño (2017), includes a sequence of activities that favours the planning, development and evaluation of intentional processes for the appropriation of new knowledge.

The intervention consisted of 6 sessions hosted on the Moodle educational platform, each session is structured with the following elements: Topic, strategy to be developed, time distribution at the beginning, development and closing, resources used, expected products and the evaluation instruments for these products, such as rubrics and checklists.

The integration of the didactic proposal is presented below:

| Session | Objective | Product | Evaluation instrument |
|---|---|---|---|
| 0 Mixed | Identification of prior knowledge | Questionnaire | |
| 1 Mixed | Identification of the main evolutionary theories | Leaderboard (forum) | Checklist |
| 2 Asynchronous | Representation of evolutionary preconceptions | Graphic organiser | Rubric |
| 3 Mixed | Differences between evolutionary theories | Forum | |
| 4 Mixed | Argue the evolutionary trend | Evolutionary processes activity | Checklist |
| 5 Asynchronous | Compare different evolutionary theories | Comparative table | Rubric |
| 6 Asynchronous | Understand the mechanisms of variability | Case study | Rubric |

**Table 1** Integration of the didactic proposal
*Own Elaboration*

The target population was a focus group of 46 upper secondary school students studying Biology II, aged between 16 and 17 years old.

## Analysis of results

Diagnosis of prior knowledge

The diagnosis of prior knowledge was carried out on the basis of a questionnaire made up of 5 questions that compile the students' conceptions of the subject of biological evolution. This instrument was applied to the 46 students who made up the focus group.

Considering evolution as a fundamental theoretical construction in the subject of Biology, it is relevant to analyse the question "Did they ever talk to you about evolution at school?

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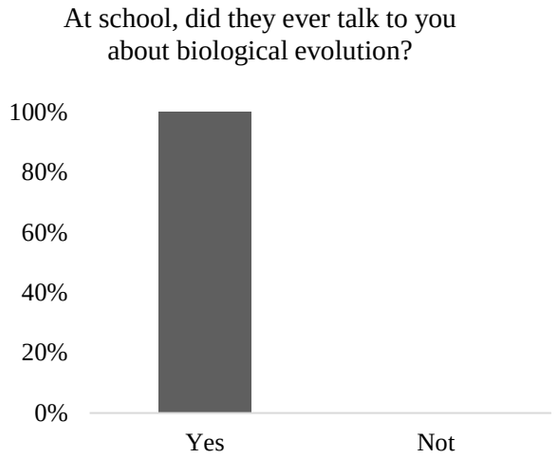
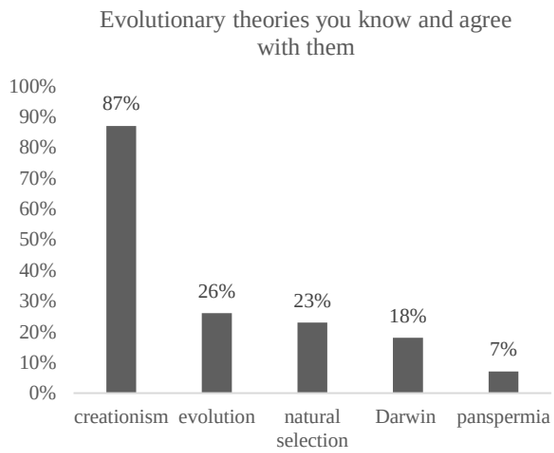



**Graph 1** Did they ever talk to you about biological evolution
*Own Elaboration*

Graph No. 1 shows that 100% of the study subjects claim to have dealt with the topic of evolution in the classroom. This result is important because there are two main factors why teaching the topic of biological evolution is mandatory for science education. Firstly, it is the unifying theory that underlies all life sciences, has been and continues to be grounded in active research. This has led researchers in professional biology to universally accept evolution. Second, evolution is a central and structuring content in the teaching of biology at the upper secondary level, as it is fundamental to the understanding of other topics and concepts that structure biology (Chávez, 2021).

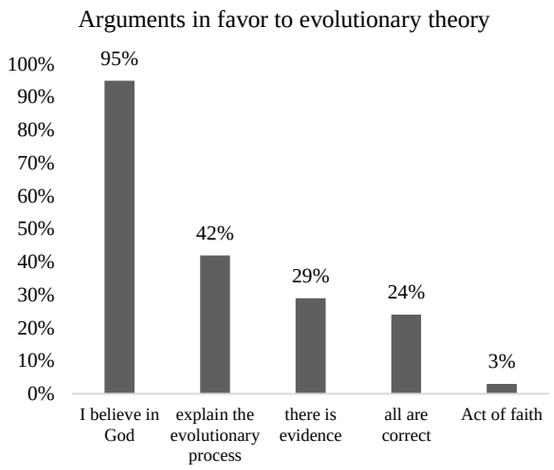
Based on the students' affirmation and with the aim of having an approach to the evolutionary theories they know, a second question was generated: Which evolutionary theories do you agree with?




**Graph 2** Evolutionary theories that students know and agree with
*Own Elaboration*

The results show creationism to be the most representative, followed by evolution, natural selection, Darwin and, to a very low percentage, panspermia. The different positions show a lack of knowledge of Neo-Darwinism or the synthetic theory of evolution, quite the opposite to the cultural beliefs that undoubtedly govern their conception of the variability of species, which are very deeply rooted.

Here are the reasons for their agreement.




**Graph 3** Arguments for why they agree with evolutionary theory
*Own Elaboration*

Graph 3 shows a justification that shows deep-rooted conceptions, since 95% of the students are decisive in arguing that they believe in God, followed by explaining the evolutionary process, because there is evidence and by an act of faith. 24% of the students consider that all evolutionary theories are correct, which is evidence of a lack of knowledge of the scientific theoretical bases of each of them. Given these results, it is common to find alternative ideas, where God gives rise to all species and man is positioned as dominant, a creationist thought. It is also observed that 42% of the students consider evolution as a process that explains the changes in species and variability from a common ancestor.

The rest of the arguments provide relevant data, as they show a lack of knowledge of the subject and are ideas that can be transformed through didactic intervention mediated by technology. Up to this point, erroneous concepts of evolution have been identified, even though in the following graph 97% of the students consider that mankind has evolved.

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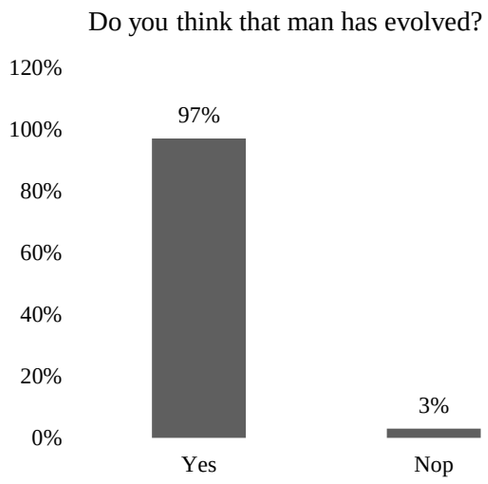
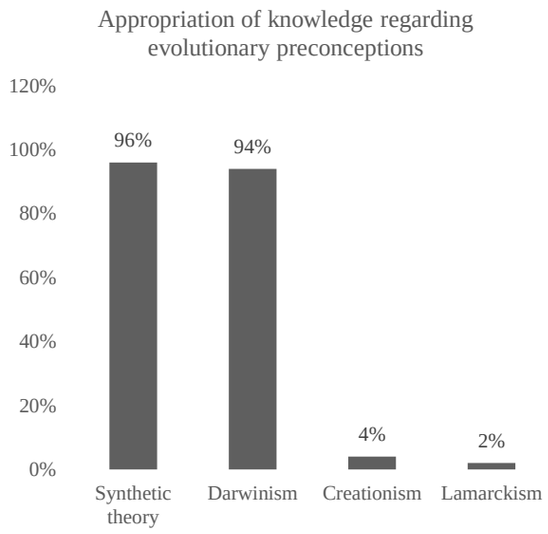



**Graph 4** Do you think that man has evolved?
*Own Elaboration*

Evolutionary conceptions make it possible to understand the process in which man has evolved. Although 97% of the students know that man has evolved, there is no congruence between their prior knowledge of evolution and the scientific arguments they provide.

**Results of the educational intervention**

Once the prior knowledge had been explored, the following results were obtained from the implementation of the technology-mediated teaching intervention:




**Graph 5** Appropriation of knowledge regarding evolutionary preconceptions
*Own Elaboration*

Based on the representation of the evolutionary pre-conceptions of different authors housed in a virtual space, the students reviewed the material and produced a graphic organiser.

In this activity, the strategies implemented as a guide for the development of the graphic organiser were cognitive, meta-cognitive and self-regulation strategies, and the product was assessed by means of a rubric with performance indicators in line with the development of generic competences.

The results show that the implementation of the strategies enabled the students to identify the evolutionary theories accepted by the scientific community. 96% chose the synthetic theory of evolution as one of the theories that explain the variability of species, followed by Darwinism with 94%. These results show the deconstruction of their preconceptions through strategies that motivate, guide, evaluate and regulate their learning process.

With a very distant percentage is creationism as a preconception rooted in the beliefs they hold and also shows a misconception in this case Lamarckism. This corroborates the findings of Mayer's study (2004), who points out that cognitive strategies favour meaningful learning and conceptual change, as they promote the selection, understanding and integration of new knowledge.

On the other hand, the implementation of meta-cognitive strategies allowed the subjects to reflect on and evaluate their learning process in order to achieve the indicators required by the evaluation rubric.

At the same time, students used self-regulation strategies to organise and determine the time allocated to the activities, to interact with the materials hosted on the educational platform and to attend to the facilitator's indications in a synchronous and asynchronous manner.

Núñez, *et al*., (2006), point out that self-regulation strategies are decisive in achieving success in a virtual environment, as they provide guidelines for managing asynchronous and synchronous interaction, as well as allowing the control of cognitive strategies to achieve meaningful learning.

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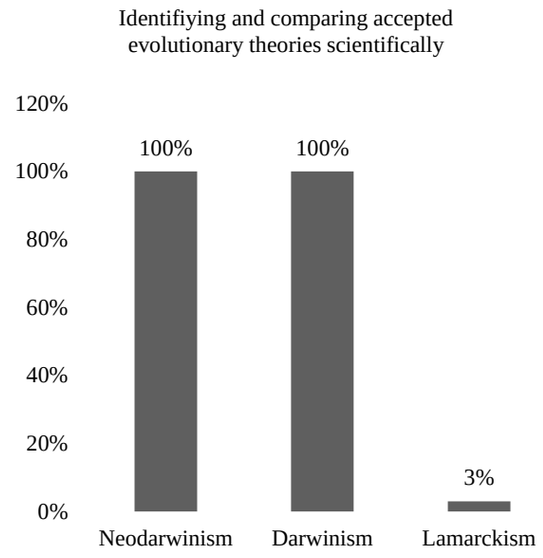
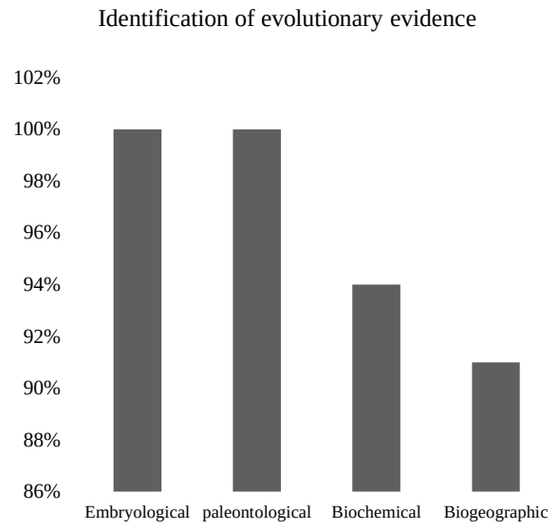



**Graph 6** identifies and compares scientifically accepted evolutionary theories
*Own Elaboration*

The second activity aimed to compare evolutionary theories by creating a table for students to reflect on and identify evolution as a scientifically accepted fact, even though the resources hosted on the platform presented anti-evolutionists who generate arguments against it. During this activity, cognitive, meta-cognitive and self-regulatory strategies were again employed to enable students to select and argue their position.

As can be seen in the graph, 100% of the sample evidenced a conceptual change in identifying Neo-Darwinism and Darwinism as scientifically accepted evolutionary theories. In fact, in the comparative table, the students identified the authors, the central elements of each theory, the principles and gave valid arguments as to why they considered each theory to be accepted. The 3% chose the wrong idea and failed to make a valid argument, focusing on repeating statements that showed evidence of rote learning. However, it is easy to deduce the presence of this concept, as it is a theory that is currently used as a finding that allowed the construction of current theories. It is also evident that students employed self-regulation strategies to control cognitive strategies in favour of meaningful learning with constant reflection and evaluation. According to Holstermann, Grube and Bogeholz (2010), meaningful learning is promoted by designing learning that is engaging for students and motivates them to take an active role, with clear applications and instructions, in this case the design of a technology-mediated environment.

According to Flores-González (2020), assessment as part of the self-regulation strategy motivates students by triggering reflection on what they do, arguing whether it is correct or whether they should change the strategy.




**Graph 7** Identification of evolutionary evidence
*Own Elaboration*

This graph shows the results of activity 3, which consisted of a case study where students had to identify the evolutionary evidence for species variability. This activity was assessed with a rubric to guide their learning process.

It is evident that a high percentage of students identified embryological, palaeontological, biochemical and biogeographical evidence, as well as enriching their arguments to support the evolutionary process in the case study. This again indicates that cognitive, meta-cognitive and self-regulatory strategies favour conceptual change and the learning process.

The students showed mastery of the evolutionary evidence, contributed ideas and information and incorporated external sources to those reviewed in the synchronous and asynchronous sessions. According to Pozo and Mateos (2009), this can only be achieved by employing cognition strategies that allow selection, comprehension, integration and cognitive monitoring, meta-cognition strategies that favour reflection and evaluation, and self-regulation strategies that allow the management and control of resources, time and space.

After the didactic intervention, the post-diagnosis was applied and the following results were obtained.

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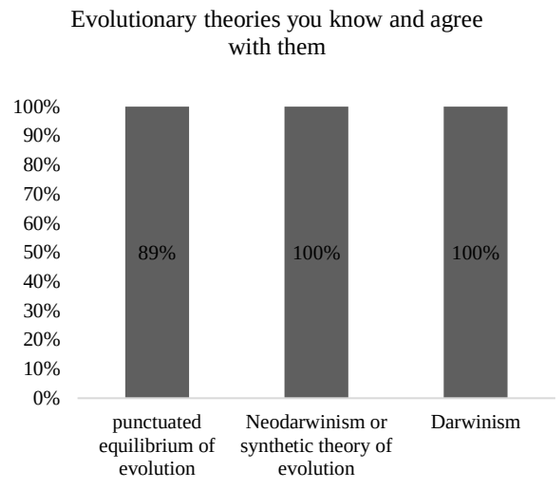
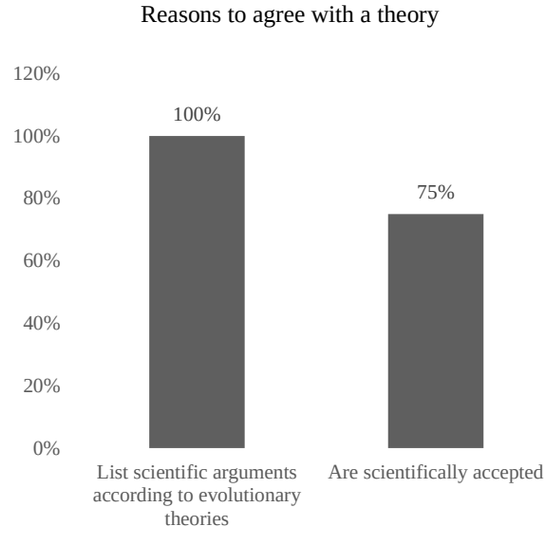
As in the pre-diagnosis, 100% of the students stated that they had ever been told about biological evolution in the classroom.




**Graph 8** Evolutionary theories you know and agree with
*Own Elaboration*

The graph shows a positive change as a result of the intervention, as they identify punctuated equilibrium, synthetic theory or neo-Darwinism and Darwinism as the main evolutionary theories, while in the pre-diagnosis they highlighted entrenched cultural conceptions, such as the presence of creationism. The results obtained show that the educational intervention based on cognitive, meta-cognitive and self-regulation strategies promoted the active participation of students in the monitoring and self-evaluation of their learning.




**Graph 9** Reasons why they agree with the theory
*Own Elaboration*

Graph 9 shows a positive result, as the students provide a list of arguments that support a scientifically accepted evolutionary position, showing a clear knowledge of the main theories, results that were not observed in the pre-test.

Finally, 100% of the students, as in the pre-test, affirmed that man has evolved, the difference lies in the scientific argumentation provided by the students based on the main evolutionary theories.

## Conclusions

The students have prior knowledge that can be transformed through the implementation of a techno-pedagogical model based on technology-mediated strategies to achieve significant learning on the subject of biological evolution.

The design of a techno-pedagogical model based on the use of cognitive, meta-cognitive and self-regulation strategies is plausible in the process of meaningful learning, to trigger the deconstruction of an erroneous concept, such as markism, fixism, etc.

It is also concluded that the prior ideas that students possess are constructs that they develop to meet the need to explain, describe and interpret a phenomenon and for this they require strategies that facilitate the process of deconstruction.

When they use these strategies, students have the ability to self-regulate their learning in technology-mediated educational environments, as well as to assess their effectiveness in fulfilling the established academic purposes.

In this way, a contribution is made to the design and evaluation of learning strategies hosted on an educational platform that promote meaningful learning.

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# Teaching practice based on philosophy: Self-reflection as axiology in the classroom

# La práctica docente fundamentada en la filosofía: La autorreflexión como axiología dentro del aula

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**Abstract**

The actual text is the result of the application, analysis and gathering of data from an investigation work in master's degree in teaching intervention with the objective of taking an introspective look at educational work itself aiming at its own progressive improvement. It introduces the first planned intervention step, as well as the analysis of the work and intervention and the possible areas of improvement. In addition, it sustains and presents a philosophical analysis, while it develops as a steady reflexive work, put on the level with and based on an assertion and philosophical ultimate universally known, summed up, in Socrates pronounced quote, as it follows; "Know yourself". It is thus stated that, through a teaching practice based on philosophy, it is possible to nourish individual values, but also with a relevant impact on the other, namely, the student.

**Axiology, Debate, Metacognition, Teaching, Reflection, Reflexive, Assertion, Analysis, Intervention, Objective, Introspective, Progressive, Sustains, Philosophical, Universally, Investigation, Presents, Develops, Philosophy, Relevant, Nourish, Application**

**Resumen**

El presente texto es el resultado de la aplicación, análisis y recogida de datos de una investigación producto del trabajo de la maestría en intervención docente, con la finalidad de llevar a cabo una mirada introspectiva del quehacer educativo propio en miras de la mejora constante de la misma. Se presenta el primer momento de intervención planteado, así como el análisis del trabajo de intervención y los posibles campos de mejora. A demás se sostiene y presenta como un análisis filosófico, en tanto que se desarrolla como un trabajo reflexivo constante, equiparado y basado en una afirmación y máxima filosófica universalmente conocida, resumida, en la frase pronunciada por Sócrates, siguiente: "Conócete a ti mismo". Se afirma pues que, por medio de una práctica docente fundamentada en la filosofía, es posible sustentar valores individuales, pero también con un impacto trascendente en el otro, a saber, el alumno.

**Axiología, Debate, Metacognición, Docencia, Reflexión, Reflexivo, Afirmación, Análisis, Intervención, Objetivo, Introspectivo, Progresivo, Sustento, Filosófico, Universal, Investigación, Presenta, Desarrolla, Filosofía, Relevante, Pronunciado, Nutrir, Aplicación**

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## Introduction

The present research work shows a fusion between methodology and reflection, namely, it is asserted that in this product there will be found, to a greater or lesser extent, an effort for the implementation of pedagogical work and, at the same time, a philosophical effort that accounts for the pedagogical reality of the teacher on duty. Therefore, there is a search, application and results in this respect fused together, with a view to an ultimate goal: to improve the teacher's educational practice, i.e. his or her own.

In other words, the present document is an applied and practical search, by means of a pedagogical methodology focused on the improvement of the teaching practice in the classroom, all this by means of a reflexive subjective analysis of it.

The research work is based on questioning, on the question, directed not towards the outside or towards the world, but on the contrary, just as a Cartesian work is born and focuses on the subjectivity of the teacher, exploring it, analysing it and reflecting on it, to allow the identification of shortcomings in itself, however, it does not stop there, but seeks to impact outside itself, namely in the development of the student in the classroom and in obtaining the expected knowledge.

This research work is presented as philosophical, in terms of the aforementioned premise and, at the same time, it is identified as human work, due to the individual effort made by the teacher in applying the methodologies, reflecting, correcting and rethinking, but also due to the impact that is considered to have been satisfactorily achieved in the students.

It is asserted that every human being seeks to have an impact in their professional work (usually always positive, although not in all cases); the doctor seeks to cure, the engineer to repair and optimise, the marketer to sell and the lawyer to pursue justice. What impact does a philosopher seek to have? What impact does a teacher seek to have? This research paper answers these questions in a clear-cut way: the former seeks to have a significant impact on human life through human knowledge, while the latter seeks to have an impact on human life through his or her educational practice.

Both contain a fixed asset, which is human life. By bringing them together, this philosophical and pedagogical work does not lose this constant, but rather expands it. By merging philosophy with pedagogy, reflection is obtained as a central and fundamental axis to tend towards the improvement of educational practice, having an impact on human life, the teacher, the student and the environment that surrounds them.

This work is based on their knowledge, on concepts learned and investigated during the development of the master's degree in teaching intervention at the Escuela Normal de Atlacomulco, but please do not read it only as an academic or useful text to obtain a degree, but understand it also as a work of courage, guts, concern, intention and love, in other words, as a human work in search and promotion of the human. Read and understand it as a journey undertaken by the teacher, a journey like that of Jason and the Argonauts, like that of Odysseus seeking to return home, that is, as a collective and group work, but at the same time read it as an individual feat, like that of Achilles fighting for the Achaeans, but in search of his own glory. Arriving on the ship and sailing this sea of knowledge is, in a general and poetic way, the composition of this research work. As we entered, the adventure consisted of developing three moments of intervention in which we identified, by means of various instruments, probable fields of improvement within teaching practice. In them, there is a different philosophical influence, but which has a common sense, the human, peaceful and friendly coexistence in search of knowledge
.

The reader will find in this journey a desire that is summarised in the following quote, which reflects the ultimate intention of every teacher, to be a perpetual participant in the life of the student, not as a perpetual agent who physically accompanies the pupil, but as an entity that marks, incites and allows the exaltation of the human spirit: "There will probably have been no teacher so beloved and revered by his disciples as Epicurus; so great was the intimacy of their living together, that they conceived the purpose of pooling their possessions in order to continue to live in permanent community, as in a sort of Pythagorean league" (Hegel, 2002).

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Finally, this research work is presented as an invitation to unify strategies and disciplines in order to enrich education, knowing that this is the most loyal path to life.

**Methodology**

This intervention proposal is based on the five moments of action research of the Navarrete-Farfán model, regarding the application of action research to the educational field, in which we find the specific methodological foundation that was used for the implementation and application of this intervention work, which stands out for the qualitative research methodology "comprises a series of interpretative techniques that aim to describe, decode, translate and systematise by analysing meanings, not the frequency of events that occur in the social world" (Navarrete et al, 2016). In this research and methodology, a diversity of techniques is understood and used in order to discern in a clear and precise way how, through the conscious and applied exercise of reflection, educational practice in the field of social sciences, humanities and the spirit can be improved.

The intention of the application of this methodology lies in the improvement of the educational practice itself and, in addition, it intends to become a viable alternative for the various colleagues, practitioners and teachers of this discipline, in other words "it is inserted into the framework of educational practice, promotes the provision of information to guide decision-making and change processes for the improvement of practice, therefore, it is carried out by the people involved in the practice being investigated" (Navarrete et al, 2016).

The structure developed to carry out this research is what is determined and called "action-research" since the main intention of this work is not only to reflect on one's own pedagogical work, but to apply it, experiment and act with respect to what is observed and proposed during the development of this. It is not only about knowing and identifying and framing a problem, but also about solving it in an adequate, relevant and contextualised way in order to solve it and to account for, raise awareness and act on it. This in view and with the intention of transforming and modifying our practice as teachers.

The application of this methodology is to point out the diversification of possibilities of action for the improvement of applied teaching, always in favour of the improvement of educational practice. The aim is to raise awareness of one's own practice, as well as to channel and develop the problems observed into a possible solution.

On this type of research there are various positions, definitions and mentions that should be taken into account, among them those of Elliot, Latorre, Navarrete and Farfán, etc., based on authors of great weight and trajectory such as Dewey, Edgar Morín and Schon. Fortunately, the methodological support of these greats of education is available. The intention of "leaning on the shoulders of these giants" lies in the diversity of applications and conceptual conceptions that we find in them regarding the concept of "action research", thus expanding and complementing this same field without neglecting the context and limits, which, by nature, it faces throughout this research. Firstly, Elliot's position and definition is mentioned, which indicates that action research "refines practice by developing capacities for discrimination and professional judgement in concrete, complex and human situations. It unifies research, practice improvement and the development of people in their professional practice" (Navarrete et al, 2016).

Secondly, Latorre defines action research as: "used to write a family of activities that teachers carry out in their own classrooms for purposes such as adaptation, professional self-development, improvement of educational programmes, planning systems or policy development" (Navarrete et al, 2016).

**Objectives**

**General objective:**

To learn the metacognitive methodology for the teaching of social sciences and the spirit that propitiate didactic strategies tending to form discipline and philosophical attitude in upper secondary education.

**Specific objectives:**

– To know the methodological scheme for the teaching of social sciences and the spirit in upper secondary education.

– To design didactic strategies for the development of the programmatic content of social sciences and the spirit, with the intention of fostering discipline and philosophical attitude.

– Apply instructional designs for the development of the history sessions, with the intention of reorienting the actions to self-knowledge and actions to self-knowledge and self-exploration from our context, by means of philosophical discipline (reflection, decision making, analysis of situations and circumstances, etc.) that allows a deeper socialisation between teacher and student that is reflected in the development of human values.

## Planning the moments

| Stages of action | Activities | Moments of the research | Products |
|---|---|---|---|
| Diagnosis | Investigate conceptual categories with regard to the methodological application of the social and human sciences or sciences of the mind.<br>Investigate conceptual categories of the social and human sciences or sciences of the mind.<br>Diagnose how students relate to the main concepts of the human sciences and/or the humanities.<br>Review of the educational model under which the teaching work in the second semester high school group is specified.. | Moment One: (April to June 2021) | Knowledge of the state of the art of the object of research.<br>Knowledge of teaching strategies. |
| **Designing the change phase** | Identify the methodological proposal that effectively fits the teaching intervention scheme.<br>Design of strategies, didactic methodology using the inverted classroom in the subject of Universal History. | Moment one (April to June 2021) | |
| **Implementation of the proposal** | Apply the proposals designed and derived from the workshop on the didactic use of the inverted classroom. | Moment one (April to June 2021) | Data collection instruments |
| **Evaluation** | Observe and reflect on the results obtained from the application of the didactic proposal in order to determine and evaluate its usefulness. | Moment one (April to June 2021) | Validation matrix of the results obtained. In which it is defined what worked and what did not work. |
| **Diagnosis** | Analysis of the didactic and teaching practice applied.<br>Research on which activities worked and which did not. | Moment two: (August to November 2021) | Analytical scheme to elucidate and observe which activities are functional and which are not. |
| **Designing a proposal for change** | Restructuring and redesigning strategies for modified and optimised implementation | Moment two: (August to November 2021) | Teaching planning with the inclusion of the designed proposals. |
| **Implementation of the proposal** | Implement the designed and restructured proposals, with appropriate adjustments. | Moment two: (August to November 2021) | Data collection instruments or, alternatively, a new collection of results. |
| **Evaluation** | Reflect on the results obtained in the implementation of the didactic proposal and its functionality. | Moment two: (August to November 2021) | Validation matrix of results obtained. |
| **Reflection on results** | Comprehensive analysis of the intervention and didactic proposal, its implementation and efficient operationalisation and achievements. | Moment Three: (December 2021 to March 2022) | Integrated thesis document. |

**Table 1** Time planning

## Results

The class of the first moment of intervention was carried out on September 15, 2021, in the virtual modality, through the platform "Zoom", in a schedule of 10:50-11:40 am, which was attended by a total of six students, of which four were women and two men, with the participation of the "critical friend".

In the implementation of this first stage of the research, the teacher used three basic instruments for data collection and analysis of his educational practice: the interview, the observation of the critical friend and the teacher's diary. The first instrument (interview) was carried out with three students, two women and one man, chosen strategically based on the observations made by the teacher during the application of the moment and the development of the session.

These observations were based on the performance of the students and how they were involved with the subject matter, according to their participation and corporal expression, but at the same time, the inattention and dispersion captured by the teacher and the critical friend, who in his report in the section of Notes and behaviours and the annex of the critical friend (annex number) indicated the following:

"It is recommended to conduct data collection interviews with the following pupils: pupil 1, pupil 2 and pupil 3. Pupil 1 showed a deep interest in the subject matter and was participative. Pupil 2, having a quiet and introspective personality, was always attentive to the session and pupil 3 was sometimes scattered and turned off her camera" (Critical Friend, p.1). (Critical Friend, p.1).

As a result of this observation and suggestion by the critical friend, the value of this instrument for conducting data collection becomes apparent, which serves to reaffirm what the teacher notes in the teacher's diary:

"In the course of the explanation there were moments of dispersion on the part of Student 1, who on one occasion switched off his camera and when asked a question regarding his opinion on the subject being developed asked for the question to be repeated, which indicates that his attention was not entirely on the class. The teacher tried to reintegrate her by formulating other questions and the dynamic of the session was resumed". (Teacher's diary, p.1).

The main theme of the class was "Universal human rights" as interviewee 1 reaffirms: "Today we are talking about universal human rights, how they came about, when they came about and what they are" (interviewee 1, p. 1), where the main objective of the class was to teach the students about universal human rights. 1), where the main objective of the class was to implement by means of the philosophical discipline (reflection, decision making, analysis of situations and circumstances, etc.) a dynamism and didactics that allow a deeper socialisation between teacher and student that is reflected in the development of human values, which was presented in three moments.

In this way we assert as does Burga Montenegro that there is a: "Need to strengthen that the level of reflections obtained by the teacher can be regulated by internal and external factors, the conditions under which training and the proposed opportunity to develop reflective skills in depth this training, opening the prospects for future studies" (Burga Montenegro, 2022). (Burga Montenegro, 2022, p. 43).

The class began with an exchange of ideas through reflection on terms and concepts such as: universal rights, obligations, historicity of rights, opinions on the importance of rights, and then the teacher asked the following questions: "Do we all have the same rights? and "How can we ensure that we all enjoy and know our rights? The teacher considers conversation and dialogue as fundamental elements in the implementation of reflection on issues in the classroom to be of the utmost importance, since, as Maturana points out:

"In conversation we construct our reality with the other. It is not an abstract thing. Talking is a particular way of living together in coordination of action and emotion. That is why conversation is a builder of realities. Operating in language changes our physiology. That is why we can hurt or caress each other with words" (Maturana1996, p.p. 22-23).

The students were analytical, reflective and intrigued with regard to the questions that were posed, and there were even moments in which the session had small silences and the effort of the students to formulate answers to these questions was noticeable. This situation caused the teacher to feel nervous about the next part of the class. However, the interview with some of the students shows positive data with respect to this methodology of relationship and interaction between teacher and student, as stated by interviewee 2 in the following way: "Yes, by contextualising us and asking us what we knew about the subject." (Interviewee 2, p. 5).

The development of the class was carried out with a certain dynamism, however, the teacher considers that all the students understood and liked the subject, as the interviewee's contribution below shows.

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"Quite a lot. It leaves me satisfied because it is a subject that I like and it could be difficult if the teacher did not know how to explain it or did not know how to teach the class, as he does it in an attractive way. I find his class attractive, not boring, an interactive class. A class that I like very much. (interviewee 1, p. 2).

**Figure 1** Photograph taken by the author

During the session, with the help and support of a PowerPoint presentation, the topic of "universal human rights" was explained to the students, beginning with a contextualisation of the importance of these rights in the development of our lives and the impact they have on the existence of human beings. The students were attentive and showed interest in the development of the subject, however, at one point, a male student, who will be called Student 2, lost attention in the development of the class, which was later evidenced in his evaluation by obtaining a low percentage, with a total of 8.0.

The teacher did not realise this situation at the time, as the class was taught virtually, which limits the teacher's vision; however, it is a field of opportunity for the teacher to be able to improve his educational practice in the virtual classroom.

The session continued with the development and explanation of the concept of human rights, giving the main historical facts that led to their genesis. This part of the class provoked curiosity in the students, as it contextualised them in a much more general way and they were able to situate the concept and subject matter in a specific spatio-temporal way:

"The use of spaces and time; how different ways of teaching are concretised in the use of a more or less rigid space and where time is untouchable or which allows an adaptable use to different educational needs.". (Zabala, 2000, p. 19).

Subsequently, the importance and need for human beings to create human rights became evident, but at the same time the importance of these rights being backed by an institution that provides them with support, validity, reality and applicability in people's lives, which is why the birth of the United Nations Organisation (UNO) and its importance in the world was explained. The teacher noted that all six students had prior knowledge of this institution, which made the class flow much faster on this specific point. The date of birth of the institution, its importance and its impact on the development of human life was discussed.

The teacher implemented within the presentation of the slides some images that exemplified the concepts that were being developed, an example of this was the image of the UN flag, which was explained through the symbols it contains (the continents, the circumference that simulates the planet earth and the laurel that surrounds both as a symbol of peace), however, here is another field of development, thanks to the "critical friend", the teacher noticed and became aware that the presentation used for the explanation of the topic lacked visual elements that would attract the attention of the students, so the teacher deduced that the student with the lowest marks as a result of the evaluation, could generate his lack of attention and therefore his low mark to this missing visual element.

This is a field of development for the teacher as it will allow him/her to implement new methodological forms focused on visual learning that will attract the attention and interest of the student. In this way, we agree with Antoni Zaballa's definition of the teacher's role when faced with a problem in his educational practice:

"[...] teachers, regardless of the level at which they work, are professionals who must diagnose the work context, make decisions, act and evaluate the relevance of the actions, in order to redirect them in the right direction" (Zaballa, 2000, p. 1). (Zaballa, 2000, p. 7).

It is worth mentioning that throughout the session, the teacher constantly questioned the students if they had any doubts or comments regarding the topic being developed, which generated confidence, security and freedom to express their ideas and promote an exchange of knowledge and opinions, based on the development of a topic within the classroom, as mentioned by interviewee 3 when asked "What would you not change about the class for any reason?" to which he replied: "How he explains the topics and he always asks us if we have any doubts about what we are developing. (Interviewee 3, p. 7).

The dynamics within the development of the class, according to one of the intervention instruments applied by the teacher (interview), yields positive data, since interviewee 3 comments: "Yes, because the different activities that are left are done using the computer or questions or when we carry out debates. (Interviewee 3, p. 8).

Finally, the teacher made clear the importance of developing values that allow us as human beings to improve coexistence among ourselves, based on human rights, with the aim of provoking reflection and constructive criticism in the students regarding their actions. This reflection is supported and well achieved on the basis, once again, of the interview as an applied instrument, where we find fragments that contribute a great deal in this respect, such as that of interviewee one who responds to the question "What do you consider to be the most important AXIOLOGICAL contribution (study of values) of this class and why?" with the following answer: "It gives us empathy, freedom, because it allows us to speak freely, to observe the shortcomings as humanity to know what the needs of each one are and to learn to respect". (Interviewee 1, p. 3).

The closing of the session was framed by two main activities, in the first, albeit brief, the teacher enacted and emphasised student participation, in other words, he sought to put aside the leading role he had adopted in the development of the class through the explanation and passed the baton to the student.

The student, through a final reflection and based on the knowledge acquired in the course of the class, shared with the class members a conclusion regarding the importance of human rights for human beings and how they promote and ensure the development of "peace" in the world. According to the "Critical friend", the teacher promotes the participation of students as he/she finishes sharing a main idea" and enacts a "pleasant atmosphere and provides safety for participation" (Critical friend. p. 1).

The second activity was the evaluation, which consisted of answering a short questionnaire on the topic seen and developed in class, which consisted of five general questions that highlighted the most important points of the subject.

The final and essential meaning of the evaluation yields two different types of results that emphasise, firstly, the student's performance and, secondly, the teacher's performance:

"Why evaluate? The improvement of educational practice is the basic objective of every teacher. And this improvement is understood as a means for all students to achieve the highest level of competences according to their real possibilities. The achievement of the objectives by each student is a milestone that requires knowing the results and the learning processes that the students follow". (Zaballa, 2000, p. 209).

Both types of results are of interest to us as they have a direct effect on educational practice. That is the primary meaning of evaluation, the improvement of educational practice, where the impact is in two distinct but connected ports: the learner and the teacher. When the results of evaluation are observed and, moreover, analysed, studied and reflected upon, educational practice on the part of the teacher is bound to be improved. As Antoni Zaballa asserts in a lapidary question that he himself answers:

"And in order to improve the quality of teaching, it is necessary to know and be able to evaluate the pedagogical intervention of the teaching staff, so that the evaluative action contemplates both individual and group processes.

We refer to both learning and teaching processes, since from a professional perspective, knowledge of how boys and girls learn is, firstly, a means to help them in their growth and, secondly, it is the instrument that allows us to improve our performance in the classroom". (Zaballa, 2000, p. 209).

The educational practice of teaching develops ethical values in this sense. The professional, investigative and reflective teacher is a reflection of an axiological pedagogical practice, that is, a praxis within the Paideia, which generates values in the student, but also in himself, which ratifies part of the objective of this research, in other words, the implementation of a philosophical attitude, or rather, reflective, in the educational practice of the teacher. Therefore, it is assumed that the educational practice of teachers, by developing axiologically, is professionalised and becomes reflexive, as Frida Díaz Barriga writes:

"[…]a profession constitutes a culture or community of practitioners or professionals in a particular field, who share not only scientific, methodological or technical knowledge, but also beliefs, languages, attitudes, values, practical or artisanal ways of doing things and, of course, specific professional interests. Transferring the above to the field of the teaching profession, we can say that an expert teacher is not only someone who knows a lot about his or her discipline or has studied the educational or instructional theories in vogue, or has been trained in educational technology". (Barriga, 2002, p. 15).

For the evaluation, the teacher dictated five questions, the students wrote them in their notebook and had five minutes to answer the total number of questions and then attached an image of their questionnaire answered in the virtual platform Classroom. Despite the short time to answer the questions, it is of utmost importance to highlight how meaningful the evaluation is, as Zaballa mentions:

"The meaning and role of assessment, understood both in the narrower sense of control of the learning results achieved, and from a global conception of the teaching/learning process. Whichever sense is adopted, assessment always has an impact on learning and, consequently, is a key element in determining the characteristics of any methodology". (Zaballa, 2000, p. 19).

Four of the six students obtained a total mark of ten. One student scored nine and finally the last student scored eight. In spite of the fact that the last student obtained a relatively low grade, compared to the other students, during the development of the session he was participative and developed himself in each of the questions posed by the teacher; however, the teacher will try to implement a much stronger visual methodology so that this student has a better grasp of the contents and expected learning. The implementation of this first stage of intervention in the subject of Anthropology yields satisfactory results in terms of the teacher's educational practice. Notes such as the feelings that the class and the teacher stimulate and provoke in the students promote the continuation of the effort to develop, implement and constantly restructure the teacher's own pedagogical work. However, the teacher considers and visualises multiple probable fields of action for the second moment of intervention.

Based on the reflection on the teacher's own educational practice, the teacher observes that, at the beginning, development and closing of the class, there are fields of opportunity that can enhance the intervention in a much more meaningful and enriching way. At the beginning of the intervention, it is considered important to capture the students' attention not only visually but also aurally, so in the second moment of intervention, an attempt will be made to implement a different dynamic in which music is involved as an emotion-producing element that allows the student to focus their attention on the class, since, as the German philosopher Friedrich Nietzsche states: "Life without music would be an error".

In the development of this first moment, it was proposed as a "traditional" class, that is, through an explanation by the teacher, supported by slides of a Power Point presentation, the subject of "Universal human rights" was explained - what could be more traditional than this in the educational practice of a teacher? - Therefore, the teacher sees an important field of action in this part of the class. Modifying a traditional teaching practice is a duty that every reflective teaching professional must assume, so the intervention proposal for the second moment will consist of reducing the image of the traditional teacher by means of an activity in which the students, using reflection and criticism, approach the expected knowledge.

All of this will be based on a debate which will allow, at the same time, the development of values such as respect, order, solidarity, understanding and fairness.

At the end of the session, the teacher observed that the dynamic was functional, as each student was able to identify and formulate a conclusion on the subject. However, it is considered important to capture these thoughts, feelings and personal knowledge on the part of the students in some way, so the area for improvement that the teacher observes lies in the application of a closing activity in which the students can capture their own thoughts and feelings about the class, so it is proposed for the second moment the search for an image that is related to the topic discussed and that encompasses the theme, as stated by Jairo Tumbaqui:

"In a broad aspect the task of an institution is not only to teach the student a quantity of intellectual knowledge in the different branches of knowledge, but above all, to ensure that the student is capable of acquiring intellectual freedom." (Tumbaqui Erira, 2018, p. 39).

Finally, an express dictated questionnaire was implemented in the evaluation carried out. The teacher considers that "polishing" the elements that were used in this assessment is necessary and an obvious area for improvement, all this by means of virtual tools such as Google Forms, in which a more formal record is kept of the knowledge acquired by the students.

As a conclusion regarding this first moment and intervention exercise, the teacher observed multiple possibilities for improvement within the intervention. Starting with the teaching exercise itself in the organisation of the application and execution of data collection instruments, mainly in the instrument called the teacher's diary, where the teacher considers that a better format could be applied for its elaboration, and that it could be a much more specific source of information through the annotations that the teacher makes.

In other words, the teacher's diary used in this first moment served as an effective tool that provided information regarding the teaching intervention, however, it can be an instrument that enhances data collection and specifically improves the analysis of the next moment since the diary, as Porlán says: "[...] it has to propitiate, in this first moment, the development of a deeper level of description of the classroom dynamics through the systematic and detailed account of the different daily events and situations. " (PORLÁN, 2000, p. 73).

On the other hand, within the teaching practice and through the intervention carried out in this first moment, the teacher became aware of the importance of contextualising the student at the beginning of each session. Many times the teacher takes for granted that the student understands the context and therefore the development of each of the sessions, however, the teacher must be aware in each of the classes he/she teaches, of the importance of contextualising the student, "involving him/her", "soaking him/her" and making him/her participate in the educational practice in order to obtain a better performance from the student.

Finally, the teacher, thanks to this intervention exercise, assumes a professional and ethical commitment with his professional work, which will have to be reflected in the second moment of intervention.

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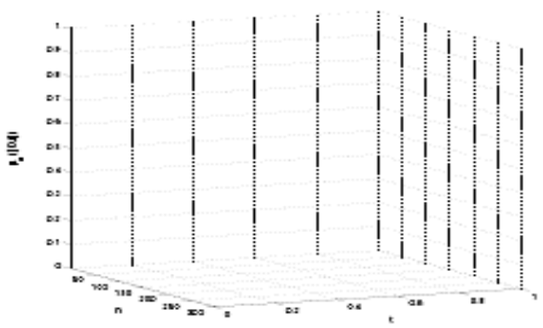

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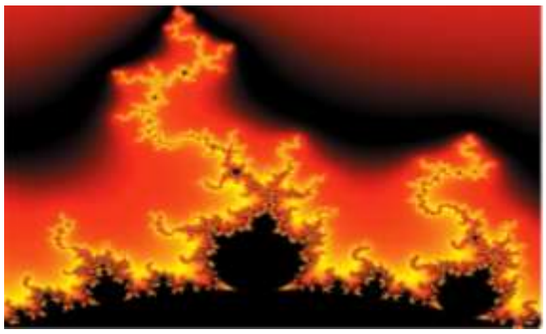

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