

THE ORBIT MODEL: A NEW STRATEGY FOR TEACHING ENGLISH IN BASIC EDUCATION

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ABSTRACT

In an increasingly globalized world, learning English has become an indispensable skill. However, the teaching of this foreign language faces multiple challenges, especially in basic education. English, as a lingua franca, facilitates global communication and opens doors to opportunities in an interconnected world. However, in the classroom, traditional methods, which are often based on following programs and textbooks to the letter, have shown limitations. Inspired by the post-method, the Orbit Model challenges the rigid and standardized teaching of English. Rather than focusing solely on an instrumental approach, this model encourages dynamic teaching that invites teachers to develop their creativity and adapt to the characteristics of each group of students. The central idea is that the teacher stops being just a transmitter of knowledge and becomes a facilitator of learning, thus promoting a more meaningful and relevant educational experience for students.

Keywords: Orbit Model, English Teaching, Basic Education, Self-Regulation, Social Consideration, Concentration, Self-regulation, Postmethod, Socio-emotional Skills, Pedagogical Strategy, Educational Transformation.

1.0 INTRODUCTION

This research seeks to provide different points of discussion regarding the development of a vision of teaching for English, positioning the figure of the teacher as an agent of transformation of educational realities. The research establishes descriptive conclusions, in which, through the construction of a case study, it is sought to analyze not only an educational problem, but also the contribution of different points of discussion around the teaching of the foreign language, through the design, conformation, postulation and review of results of a teaching model called "Model of Orbits" as a pedagogical tool that focuses the teaching of English on three fundamental elements derived from the analysis of data obtained by the interpretation of results issued by a hermeneutical exercise by the Atlas IT software tool. That there, the derivation of three key axes, "orbits" that are: self-regulation, social consideration and concentration. Each of these orbits allows students and teachers to work on essential aspects for learning and acquiring a foreign language.

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1.1 How did the orbit model come about?

Reflecting on the experience acquired by teachers within their teaching practice and how they face the various educational phenomena that influence their teaching is a fundamental duty today. This is relevant in the context of professionalization, where teachers are expected to be responsible for achieving positive outcomes in the educational field.

Throughout the teaching journey experienced by the foreign language teacher in basic education, based on the analysis of his or her performance, the feeling arises of experiencing the need to "become aware" of his or her own practice, since it becomes increasingly complex. Therefore, this process of reflection tends to consider greater elements around the teaching process.

However, within the process of reflection on the teaching of a foreign language by some teachers, the analytical vision focuses on a procedural and instrumental perspective, formed from the consideration of a study program, or failing that, of complementary resources, such as the textbook, manual of didactic activities, among others. That is, in the natural process of transposition, the teacher begins by asking himself about the adequate organization of the didactic process, alluding to the period of sequencing, adaptation, use of resources, and above all to materialize the specific ideas for it, all from a logic based on methodological agreement to what has already been established.

Therefore, by considering study programs as a guiding and prescriptive foundation for the teaching of the foreign language, without exploring evaluative adaptations that promote a revision through a critical or reflective sense, the presence of creativity and strategic diversity within the practice of foreign language teachers is omitted. That they contemplate in their pedagogical vision; the needs, socio-cultural context, interests and abilities of their students.

On the other hand, within the analysis of theoretical perspectives, approach or methodologies (current or historical in their absence), it allows questioning the theme to be developed within the classrooms, it is also suggested, among other assumptions of criteria, to establish to a certain extent, an analytical position for the teaching of the foreign language in basic education.

In order to verify what has been done, an exploratory diagnostic instrument, based on a Likert-type scale, was applied to 24 teachers of English in basic education in a refresher meeting, convened at the time by the Ministry of Public Education (SEP), through school supervisions, of Zones 10, 8 and 1. of technical secondary education. With the intention of obtaining a first approach in reference to the position of teachers towards the acceptance and use of preconceived ideas about teaching. It was asked: How often do you take into consideration the methodological suggestions, presented in the teacher's book or indicative study program?, yielding the following results:

Table 1. Methodological suggestions

	Teachers	(%)
Always	15	62
Almost always	5	21
Sometimes	3	13

Almost never	1	4
Never	0	0.0
	24	100%

According to the results shown in Table 1, 62% of the teachers surveyed responded that, —Always‖ they consider the methodological suggestions of their study program or the teacher's book in the development of their classes.

On the other hand, the remaining 38% said they do it —always‖, —sometimes‖, or —almost never‖. That is, 15 out of 24 teachers find it daily to base their strategies according to the determined methodological proposal, without considering the contextualization or the needs of the students. This leads to questioning the professional actions of teachers teaching a foreign language, English; from an imposed didactic-methodological ideal.

That is why this problem is addressed through the perception of —preparation‖ for teaching performance in basic education, for a foreign language such as English. The teachers' own self-perception of their ability to perform was carried out through the following question, How prepared do you feel to perform your role? The following results were obtained:

Appreciation	Teachers	Percentages (%)
Highly prepared	2	8.30%
Ready	17	70.80%
Not very prepared	4	16.70%
With limitations	1	4.20%
Total	24	100%

According to Table 2, 70.80% of the respondents responded that they felt "prepared to perform their teaching function." That is, more than half consider themselves capable of doing so, subtracting about 8.30% of those who consider themselves to be —very prepared to carry out their professional teaching practice.

However, the fact that the teacher perceives himself as "prepared and very prepared" in his or her actions refers to the idea of considering within his or her teaching, elements that make up the vision of an avant-garde process, concerning the space-time in which it is developed, taking into consideration the context itself, the current theoretical and methodological proposals, the attention needs of the students, among other aspects. However, in some cases, within the practice of teachers, there is a lack of discussion regarding the diversity of methodologies, approaches and/or considerations proposed by other sources for use in the classroom.

1.2 Problems detected

Based on the initial diagnosis carried out on a total of 7 teachers of English as a foreign language in basic education who would carry out "the orientation workshop" (intervention project) to apply the orbit model, four main problems in the teaching of English were identified:

Emulation of teaching practice: Teachers tend to reproduce materials and strategies mechanically, without adapting them to their contexts or to the needs of the students.

Lack of attention to diversity: Although teachers recognize the importance of diversity in the classroom, their strategies are anecdotal and not reflective.

Limited ideological stance: Teaching is constrained by predefined methods that do not promote autonomy or critical thinking in teachers or students.

Predefined teaching: The methods and approaches used come from rigid institutional guidelines, without contextual adaptations or attention to the real needs of the classroom.

1.2 How was the orbit model for the teaching of English in basic education formed?

In this sense, and with the intention of attending to the preconceived form of instrumentalized teaching, an intervention project called "Model of Orbits" was developed, whose name was based on the nature of circular or oval trajectories of a planet that is centered around the Sun, and in this case metaphorically speaking, the Sun, being represented by the student, and the figure of the teacher to the astronomer who discovers more stars, stars, among other elements around him.

The model is based on contemporary educational theories such as Kumaravadivelu's (2003) post-pedagogical method and Brown's (2002) principled teaching. The aim is to transform teaching practice through reflective, innovative strategies that focus on the needs of students.

The postmethod, as a proposal for teaching allowed as a theoretical proposal, of the postmethod is made up of three parameters: particularity, practicality and possibility, —Each parameter is modeled and formed by the others. They intertwine and interact with each other, in a synergistic relationship where the whole is much more than the sum of its parts— (Kumaravadivelu, B. 2006 p.14).

The characteristics of each of the parameters that characterize the post-method are briefly presented below, which are intertwined and interact with each other. This vision is known as the Pedagogical Wheel (for more details, see Kumaravadivelu, 2001).

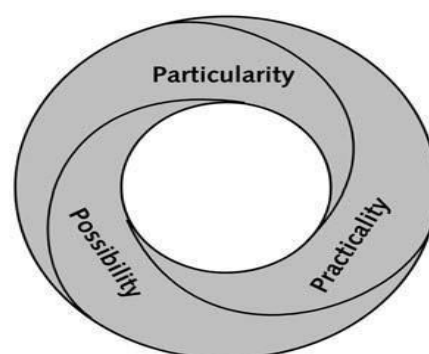


Figure 1. Post-method parameters (cited in Kumaravadivelu, 2003)

Figure 1 shows the pedagogical parameters (particularity, practicality and possibility) that constitute the orientations of the English language based on the characteristics of the context (particularity), the form of organization (practicality) and the possibilities of achievement close to their realities (possibility).

The representative form of the circle on the conformation of pedagogy in the post-method era stages the guiding parameters that could define the macro strategies of an interdependent integrative cycle, which allows defining the function of pedagogy as a lever of movement and all of them under the principle of learning to teach.

1.3 The design of the project

The intervention project was carried out in 10 face-to-face sessions and was structured in three stages: beginning, development and closing. 8 English teachers working in rural, urban and suburban contexts participated, as well as 123 students from 4th to 6th grade.

The model is based on three main orbits: Self-regulation, Social Consideration and Concentration. These elements constitute the teaching practice, focusing first on the identification and development of the cognitive potentialities of teachers and, later, on those of students.

Its implementation is organized in three stages: pre-implementation, development and closure. The previous stage includes a diagnosis to analyse the predominant cognitive conditions and resources of the students, which allows an initial exploratory inventory to be drawn up.

For the intervention project, the theories of the post-method are taken up, and principle-based teaching as a basis in order to develop and implement it within the research process, which begins with the action route (action plan) and seeks to establish the different attention needs obtained by teachers in teaching. Subsequently, through attention to the needs detected (action), forms of intervention were established that were directly related through the action of identification, and then reflected on the progress and limitations within the process of analyzing results (reflection). However, the concept of action research on which this interventionist project is focused is based on Kemis (cited in Latorre, 2005)

A form of self-reflexive inquiry carried out by those who participate (teachers, students, or management, for example) in social situations (including educational ones) to improve the rationality and justice of: a) their own social or educational practices; b) their understanding of them; and c) the situations and institutions in which these practices are carried out (Kemins, cited in Latorre, 2005, p.24)

Based on the self-exploration position, the intervention proposal was formulated, with the intention of identifying reorienting elements of teaching and the use of cognitive resources based on potentialities. The development of the design was implemented through the systematization of experiences and it was possible to record the progress and difficulties experienced in the process.

Purposes:

- Transform teachers into reflective practitioners capable of designing innovative and personalized strategies.
- To promote autonomy and self-discovery in teachers and students.
- Adapt the teaching of English to the specific needs and characteristics of the students, overcoming the limitations of predefined methods.

Beneficiaries:

Teachers: Eight English teachers aged between 20 and 50 years, from diverse backgrounds (rural, urban and suburban).

Students: 123 primary school children (grades 4-6) from eight participating schools.

The intervention included the following strategies:

- Pedagogical diary: The teachers recorded their reflections and analyses during the sessions.
- Questionnaires: These were applied to explore students' and teachers' perceptions of learning and teaching.
- Multiple intelligence analysis: The predominant skills in the students were identified to personalize teaching strategies.
- Theoretical references: Key texts such as Kumaravadivelu's *Toward a Postmethod Pedagogy* and Richards and Rodgers' *Approaches and Methods in Language Teaching* were used.

2.0 RESEARCH METHODOLOGY

On the other hand, within the methodological proposal of the action research used for the intervention project, it was based on what was proposed by Kemmis (cited in Latorre, 2005) where the methodological realization process is organized on two axes: a strategic one, constituted by action and reflection; and an organizational one.

The research is based on a qualitative approach and a case study applied to a group of teachers and English learners at the basic level. Through surveys, interviews, and analysis of classroom activities, the author analyzes how teachers tend to rely on traditional methods without considering the specific characteristics of their students. The implementation of the Orbit Model seeks precisely to counteract this trend and offer a more reflective and adapted approach to students.

The methodological process is made up of four interrelated phases or moments: planning, action, observation and reflection. Each of the moments implies a retrospective look, and a prospective intention that together form a self-reflexive spiral of knowledge and action (Latorre, 2005).

The proposal of the orientation workshop was established within the organizing axis, according to the model of Kemmis (1989), the planning section and this is addressed from the conception of the workshop itself, to address the problems raised in advance with regard to what is established by the implementation stages defined in the methodological route (see Appendix A, p.207), the accompaniment in review was accentuated, without neglecting to implicitly attend to the relationship that the member professor develops on his part, significantly attending to the process in accompaniment of the research in this (organizational) axis.

Taking into account that the case studies seek to collect data that serve as a description and that are not numerical, data related to interviews with English teachers were used. This technique

allowed the collection of data expected in the case study: direct quotes from people about their experiences, opinions, feelings and knowledge, detailed descriptions of people's activities, behaviors and actions, passages and quotes. On the other hand, observations were made as a research tool.

This research was carried out through three guiding stages constituted within the so-called methodological action route; Diagnosis, Development and Closure.

a) Diagnosis

During diagnosis, initiation and examination were carried out.

Beginning. Surveys were carried out to identify whether teachers tended to reproduce pre-established methodological actions for teaching. In the analysis of data within the application of the survey, the management of classes and the preparation of didactic materials were two of the priority aspects that, according to the professors, represent the greatest specific needs for the development of the exercise of their teaching. Finally, with regard to the initial approach, it was detected that among teachers a vision of teaching based on methodological reproduction prevails established by their consideration of resources proposed by the study programs, and guide books for the teacher, under a self-perception mostly of considering themselves prepared to perform their teaching function.

Exploration. During the exploration stage, the selection of the subjects who participated in the conformation of the object of study was carried out, it was taken into consideration; the field of training and the educational level at which they are performing their role as teachers of basic education in the subject of foreign language. It was limited to the number of teachers who could be present at organizational meetings by the English coordination by the supervision in the National English Program (PRONI) and that it was also possible to analyze according to the characteristics of the data to be collected for interpretation in the case.

(b) Development

The development of the intervention model, its implementation and management was carried out. Development of the strategic orbit model: This stage allowed the design of the Orbit Model, which gave meaning, direction and success to the intervention project and where the following elements are rescued:

- Analysis of the responses to what was indicated by the research subjects who made up the case, using questionnaire-type instruments that sought to deepen, due to their interventionist condition.
- Situate the context and attention needs within teaching, this being possible from the review of the literature that suggests conceiving the faculties – abilities of the human being as these are considered as cognitive and sociocognitive resources.
- Theoretical bases of the post-method and principle-based teaching.

Implementation. During the implementation of the intervention model, it was necessary to have the participation of 8 foreign language teachers, who voluntarily formed the core of application and the participants were made aware of the origin and objectives that make it up. The

implementation took place at the facilities of the Pedagogical University of the state of Sinaloa, from September 14 to October 3, 2017, covering a total of 40 hours.

Management. The intervention project The Orbit Model as a strategy for the teaching of a foreign language, basic education English, was developed in three main moments: Orientation, Application, and Evaluation, it was composed of 10 sessions with a total of 26 activities, among the moments that made it up were the presentation of the proposal to the analysis of results and conclusion of the results obtained.

The first moment, called orientation, was developed with the intention of carrying out a theoretical-methodological review of the literature that makes up the conception of teaching from its beginnings, to the main current issues, in addition to the contrasting analysis of the ideological parameters and postulates (parameters, and macro-strategies), [pedagogical wheel] of the post-method. Within the theoretical-ideological review, a comparative analysis was carried out between the different roles that define the teacher in the different conceptions of foreign language teaching, and what was manifested in the post-method era, such as: teaching technician, reflective professional, and intellectual transformer (Kumaravalibelu, 1994, 2002, 2003, 2011).

In the same way, the revision of the Orbit Model was carried out, from which the intervention project is formed, and from which self-regulation, social consideration, and concentration are rescued, these linked in the idea of favoring the teaching of the foreign language.

In the second phase, called application, it consisted of the elaboration of an exploratory diagnosis, which made it possible to analyze the data of the students of the respective teachers, who were part of the intervention project. They were duly established in their registration in a gradual, periodic and systematic manner in the application and monitoring of the instruments (questionnaires, suggested didactic materials), so that the teacher himself could develop an orientation workshop based on the Orbit Model as a strategy for the teaching of a foreign language, English of basic education, in his workplace, with his own students. This made it possible to know in detail the needs of the teachers and the students themselves.

During the interpretation of the data obtained during the application of the pedagogical intervention model from the intervention project, the predominant cognitive potentials (intelligences) (Gardner, 2005) of the teachers were rescued and a basis was established to coincide through a questionnaire the indicators that the students possessed of the same nature. In addition, in the same orbit of self-knowledge, it was possible to know the feelings of the students regarding the foreign language classes, and of their teachers.

In this stage, training was provided on the recording of progress and limitations in the process of implementing the model through a pedagogical diary, which allowed teachers to record their reflections in the process, and thus highlight the advantages of keeping such records with dates and actions carried out during the follow-up period established within the workshop-counselor based on the requirements proposed through a schedule of activities. It should be noted that the teachers who are members of the application nucleus made narrative records of the phenomena throughout the intervention project, using techniques such as a pedagogical diary, which made it possible to unveil an existing reality based on the implementation of strategies for the teaching of a foreign language through the performance of activities concerning the evaluation

and monitoring of the progress established within the proposed schedule of activities (see appendix B, p.208-210).

c) Closure

Evaluation and interpretation of results, the referrals obtained through the pedagogical journals, the progress they registered with respect to the topics that were discussed and the barriers to this were reviewed.

It is highlighted that the implementation and evaluation process took place simultaneously, since from the orientation of the orbits that make up the strategic model for the teaching of the foreign language, English, in basic education, the actions that took place during the analysis of the results obtained by the groups, allowed a design oriented to the teaching of the foreign language. according to the pedagogical improvement developed by the teacher, being able to make adjustments to the context in a reflexive way, taking into consideration its possibilities of achievement, under the indicators that govern it: the possibility, particularity, practicality, as well as the macro-strategies that make it up, as part of the review of the data obtained during the application to their groups by the teachers.

3.0 MATERIALS REVIEWED

The materials used include well-known works in the field of foreign language teaching:

Approaches and Methods in English Language Teaching by Richards and Rodgers (1st, 2nd and 3rd editions).

Toward a Postmethod Pedagogy and Beyond Methods: Macrostrategies for Language Teaching, both by Kumaravadivelu (2003).

Instruments used

For the development of the orientation workshop, various evaluation and analysis instruments were used, including:

Census questionnaires: Applied to students to find out their perceptions of English classes. These questionnaires, composed of four questions, showed that students rarely felt taken into account, used their ability to concentrate or discussed topics related to their contexts.

Multiple intelligences questionnaire: Based on Armstrong's (2006) proposal, it allowed the identification of the different cognitive potentials of the students, highlighting the predominant abilities and highlighting those that were not attended. This instrument was essential to design more inclusive pedagogical strategies.

Pedagogical diary: It was a key tool for teachers during the project. It was structured in three moments:

1. Descriptive: Record of observations about the context.
2. Interpretive: Reflection on feelings and judgments derived from practice.
3. Propositional: Development of action plans or theories to improve teaching.

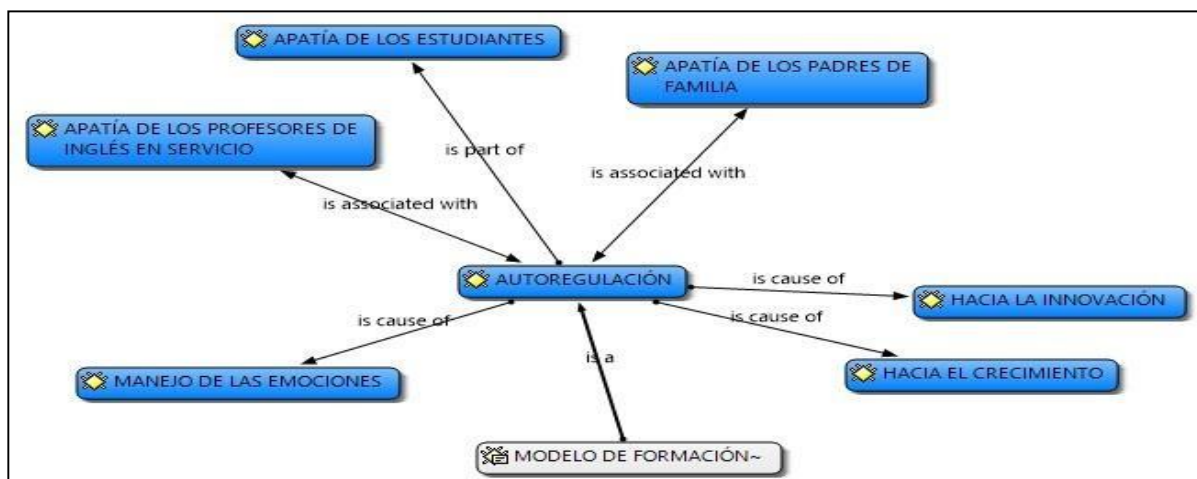
In addition, complementary questionnaires were applied to assess the cognitive potentials of the students and the groups of teachers involved. This made it possible to design specific pedagogical actions that considered both the available resources and the particular context of each group. The elements of allusive orbits are established within the post-method (Kumaravadivelu, 2003) under the premise of learning by doing, knowing and experimenting, in addition to the postulates proposed by teaching based on the principled approach (Brown, 2002). It seeks within its components to achieve the confabulation of the person's capacities towards learning, under the rational idea and social conscience, as a process of cognitive awareness.

3.1 Orbits that make up the teaching model:

1. Self-regulation

It is the first component that makes up the Orbit Model, (Figure 13), the blue color represents prudence, which is understood under an incentive to self-regulation, to develop through awareness, in the management of emotions aroused within the classrooms.

That is why, based on what is established by the parameter of particularity by the theory of the postmethod, the ability to be sensitive to the reflection of teaching institutional and social contexts, from the individual or collective form, starts in its absence from the distinctive needs and particularities of a group of people, between teachers, students, and the community of a particular context.



Source: Authors. Figure 2. Self-regulating orbit.

Therefore, according to the analysis of empirical data carried out by the research subjects, as shown in Figure 10, the element of self-regulation is necessary for the formation of a personal understanding based on what is established by the parameter of particularity (Kumaravadibelu, 2003), placing the teacher of a foreign language, English of basic education, within a conscious reflective exercise of their own practice, in addition to their own understanding and what happens in their environment. It is also contemplated by what is proposed by the macro-strategy Maximize learning opportunities; where it is pointed out that teaching is established through a process of creation and use of learning opportunities.

Thus, being aware of their obstacles, and as reflected in the so-called mental fatigue, will allow the teacher the possibility of focusing on the knowledge of their own potentialities, and this will be the sufficient trigger to be able to establish their own objectives of improvement, (outside of extrinsic aspects) (Brown, 2002) and in turn draw new perspectives of search and approaches.

2. Social consideration

As a second component, within Figure 7 (Social consideration) that constitutes the proposal of the Orbit Model as a strategy for the teaching of the foreign language, English in basic education, social consideration is proposed, represented by the color green, granting a posture that refers to calm and peace in the environments, social and cultural.

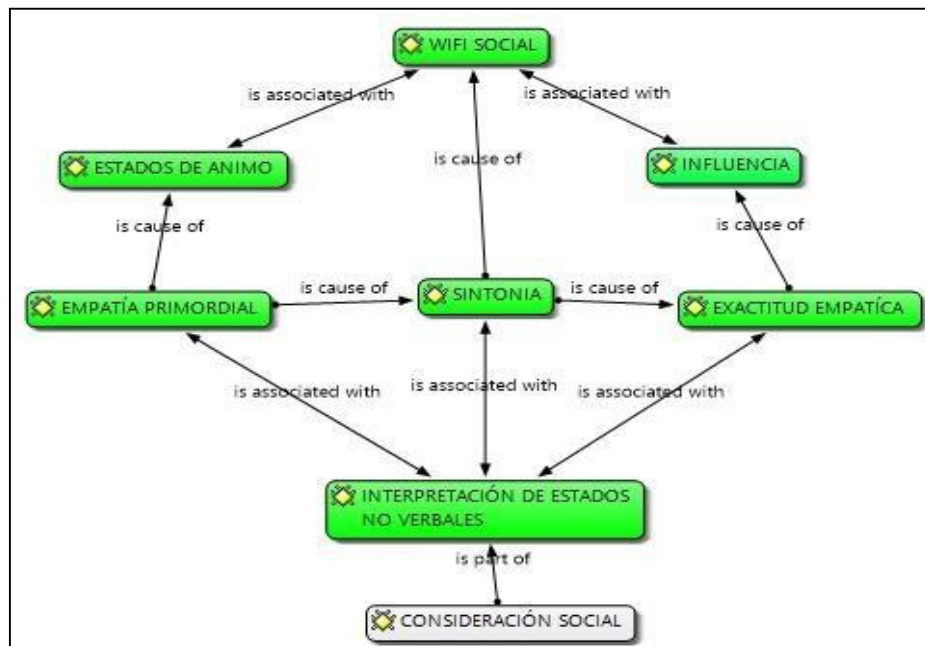
As a theoretical reference to consider, Brown (2002) is mentioned within the principle of the language-culture connection, who establishes that language and culture are intricately intertwined, every time a foreign language is successfully learned, something of the culture of the speakers of that language is also learned within the linguistic field. When a language is taught, a complex system of cultural customs, values, and ways of thinking, feeling, and acting is also taught (Brown, 2002).

Positively or negatively influencing the emotional state of another person is something natural, it happens daily, recognizing the emotions of others, it is a consideration of sociocognitive resource. As established by the parameter of possibility within the postmethod, (Kumaravadibelu, 2003) by recognizing the role of students and teachers in their cultural particularities and being sensitive to the differences in it, through the distinction and recognition of the individual's own identity. Since through language, participants are provided with challenges and opportunities for a continuous empathic search for subjectivity and self-identity

Within the orbit of social consideration, it seeks to address emotional and attitudinal conflicts in students, proposals based on the self-search of the self, on how to deal with, inspire, promote changes, and communicate elements of persuasion for those who are in charge of generating positive conditions in students, and in themselves.

Promoting empathy for those who are in contact with a foreign language for the first time, and the implementation of different linguistic, economic, political, and social limitations, towards the restraint of empathy and social connection, position the possibility of learning achievement, exploiting this sociocognitive potential, such as social consideration.

Therefore, according to what is established by the post-method, (Kumaravadibelu, 2001) teachers do not adapt the methods, but rather, focus on the educational, sociocultural, political and economic aspects, within the context where the foreign language is taught. Within the orbit of social consideration, teachers are based on the awareness of their exposed resources through the reflection of their practice, by the sociocultural environment in which they find themselves, within the continuous search to theorize their teaching.



Source: Authors. Figure 3. Orbit of social consideration.

Talking about how to be a transformer rewards the will to perform as such, to manage dimensions, approaches, methods, learning techniques, (Kumaravadibelu, 2003) needs to focus on the idea of strengthening social, empathetic, and reciprocal harmony, and thus be able to socially link foreign language teachers with their context.

Enhancing the teacher's ability to relate allows not only to know what others think of him, but also to be empathetic with his environment, favoring the way he uses himself as a social transformer in the future. It will also facilitate in theory the management of emotions, contextualize in a humanized and fraternal way with their environment.

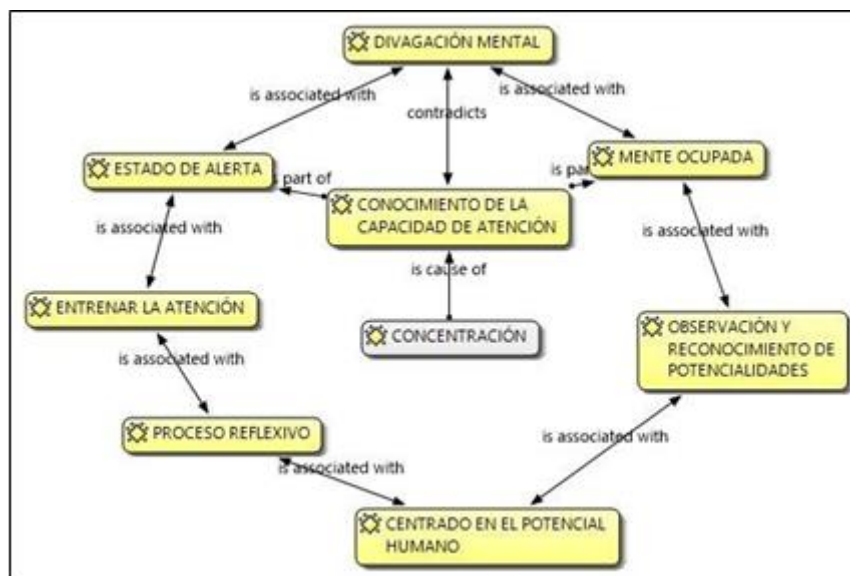
3. Concentration

The third and last component is located in Figure 8 (Concentration orbit graph), it is formed under the yellow color, which is established as a state of alert. For example; It is said that the mind wanders, when performing activities, such as driving, writing, reading, or even fastening the shoelaces, activities that during the process the mind generates an approximate of 70,000 thoughts in the day (Discovermagazine, 2012), and well, the fact of maintaining that mental balance, and concentration is how teachers are allowed, observe, know, read activities in the body and social collective, between their practice and their respective dimensions that make it up.

It is sought that concentration through reflective practice favors the detection of recreational moments of usefulness in the analysis of the teaching experience. As proposed by the parameter of possibility in the post-method (Kumaravadivelu, 2003), since, for the teacher, through the exercise of this work of concentration, he seeks to develop the ability to read words and texts more quickly, to have a better hearing capacity, and thus to be able to expand the understanding

of visual messages as cognitive resources. Mathematicians, and linguists that occur within the classroom.

In addition, for Brown (2002), according to the provisions of cognitive principles, strategic research aims to obtain successful mastery of a foreign language, through the student's personal investment in time, effort and attention on how to use an individualized battery of strategies to understand and produce the foreign language. To do this, it is necessary to use concentration and thus be able to concoct a multiplicity of strategies to send and receive the foreign language in its natural interaction in the classroom and during the teaching processes.



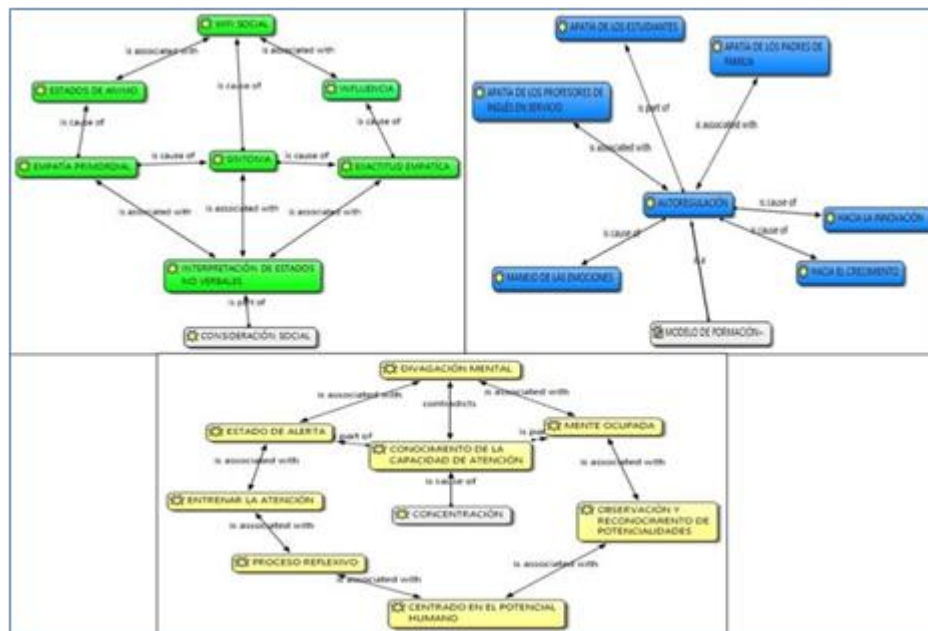
Source: Authors. Figure 4. Orbit of concentration.

According to the analysis obtained through the reviewed aspects of the needs that make up the development of teaching by teachers, observation and mental wandering are established as obstacles and distractions from the practice analysis exercise. Therefore, through the process of reflection, through the constant search for improvement, the capacity for recognition and self-recognition of cognitive potentialities is established. Therefore, concentration is validated in the way of being sensitive to the progress that would lead to focusing attention on the needs and obstacles raised through the reflective action of their practice (Kumaravadibelu, 2003).

All these orbits described above that make up the model; Self-regulation, social consideration, and concentration are oriented towards teaching based on self-discovery on the part of teachers. That is, through the self-knowledge that teachers develop about their own potentialities, it will be possible for them to develop them in their students. Indeed, it may be the case that some teachers may have a greater tendency in some of the orbits than in others, but there will be those who are still in the process of consolidating and strengthening and even discovering their feats as resources for teaching.

Faced with the challenges of their needs, the teacher's vision proposed from the Orbit Model, seeks to position the elements that promote a theorizing posture, favoring self-discovery in an autonomous way and with greater meaning to the recognition of their learning, and therefore

this makes them a more conscious person, and thus being more likely to be an ideal candidate to acquire learning (Richards, and Rorgers, 2016).



Fountain. Own elaboration. Figure 11. Analytical table of orbits.

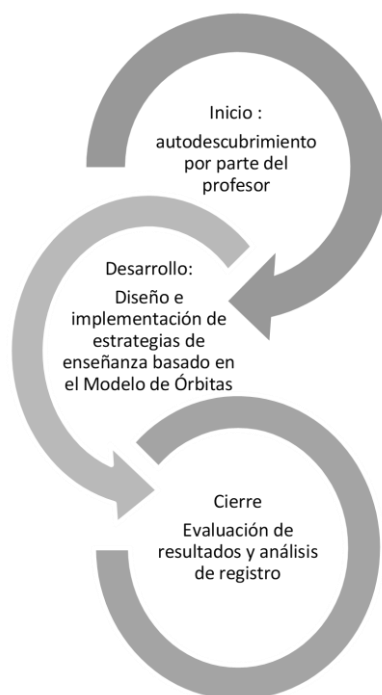
The Orbit Model is based on the theory proposed by the post-method (Kumaravadibleu, 2003) and on the principle-based teaching approach (Brown, 2002) where the idea of considering one's own learning potentialities established by the parameters and macro-strategies that establish the post-method is positioned.

Understanding as parameters what is established as guiding aspects for teaching: the possibility, practicality, and particularity existing, through these parameters, the confabulation of other elements such as macro-strategies is modeled and formed, and based on what is obtained by the teachers themselves in the analysis of the needs of their practice, the proposed principles are incorporated, by Brown (2002), intertwining and acting with each other in a synergistic relationship where the whole is much more than the sum of its parts (Kumaravadivelu, 2003).

3.2 Organization of the intervention project

Before starting this section on organization, it is necessary to define the concept given to the orbit model in this research, giving rise to the following: The orbit model for the teaching of the foreign language, English in basic education is defined as; A didactic-strategic model that promotes through the self-discovery of biopotentialities, the cognitive resources that favor the acquisition and learning of a foreign language. It is based on the person-centered approach, through the theory of the post-method, and the teaching of the foreign language, English based on principles, through the formation of orientative orbits, which within a diagram of Ven, between links the core elements that promote self-knowledge between teachers and students, through the continuous process of self-discovery granted through the reflection of practice.

Now, to begin the explanation of the organization of the implementation of the Orbit Model as a strategy for the teaching of the foreign language, English in basic education, at first, it begins by promoting self-discovery on the part of the teacher, based on self-reflection and internal self-knowledge about the potentialities and allusive capacities as cognitive resources available for teaching. as shown at the beginning in the following representative figure.



Source: Authors. Figure 12. Process of implementation of the Orbit Model as a strategy for the teaching of the foreign language, English.

In a second moment, it is based on the development of the components that make up the Orbit Model according to the realization according to the results obtained through the search for potentialities, and the awareness of its own resources, the strategic implementation of each of the orbits according to its priority order of attention based on the initial diagnosis sensitive to the needs of the context itself.

As a third and final moment within the Orbit Model as strategic, it refers to the evaluation and consideration of experiences that occurred within the results obtained through the allusive actions through the consideration of the orbits used, by teachers in the development of their practice. Below, as a synthesis, the theoretical foundation of the sections that are established for the design of the Orbit Model as a strategy for teaching the foreign language, English, is presented.

3.3 The Self-Discovery of Potentialities in "The Model of Orbits"

This section clarifies the priority that was within the Orbit Model as a strategy for the teaching of the foreign language, English, in the recognition of the potentialities (intelligences) among

the subjects members of the core of application, by the activity defined as intelligence assessment.

This process allowed in its initial stage, the application of the theory of multiple intelligences, which was carried out from the conception of a human cognition approach that is subjected to empirical contrast (Gardner, 1993) with the intention of providing references for the application of the Orbit Model as a strategy for the teaching of English as a foreign language. Focused on learning potentialities.

For the implementation of the Orbit Model as a strategy for teaching the foreign language, English, it was necessary to clarify the following: How to identify the predominant intelligence in people?

The means of evaluation that we advocate should fundamentally be able to investigate the capacities of individuals to solve problems or to elaborate them, through a whole series of materials. That is why it is necessary to "align a set of functions that would be assumed in the context of the school or school system" (Gardner, 2010 p.78)

One of the contributions of the theory of multiple intelligences to the educational task is that referred to the observation and evaluation of the 8 intelligences, postulated as cognitive potentials. Knowledge about these potentialities is achieved through what is being transmitted within the process of self-discovery, from a perspective of self-search with regard to the analysis of the strengths and weaknesses of teachers (in the lack of knowledge of possible potentialities) and in students (development of them).

Table 11 (comparative statistical table) of the foreign language teachers who are members of the application nucleus shows their result in the search and discovery of their predominant intelligences. To this end, a test based on an exploratory study of intelligences taken from Armstrong (2006) (see annex 1 p.238) was applied, which includes what has been stated about the relevance of the detection of these potentialities and an established reference (Armstrong, 2006) was used, which yielded the following data.

Statistical table. Graphical representation of the percentages detected in the predominant intelligences in the core of teachers, for the application of the Orbit Model as a strategy for the teaching of the foreign language, English in basic education.

Teacher (Core Member)	Verbal/ Linguistics	Logic Mathematics	Interpersonal	Musical	Natural	Corporal Kinesthetic	Interpersonal
A	18	26	25	28	26	35	38
B	26	29	25	28	32	24	27
C	23	23	26	19	16	22	20
D	23	25	23	20	29	29	29
And	25	26	22	19	30	23	29
F	32	31	37	24	18	20	37
G	25	25	20	17	32	25	30
H	26	20	24	30	30	34	33

Statistical table. Graphical representation of the percentages detected in the predominant intelligences in the core of teachers, for the application of the Orbit Model as a strategy for the teaching of the foreign language, English in basic education

According to what was shown in Table 15, the teachers obtained mostly as predominant intelligences: visual spatial (1) interpersonal (2), naturalistic (3), kinesthetic, (1) interpersonal (2). There were cases where the study showed where teachers showed that they had two or more predominant intelligences.

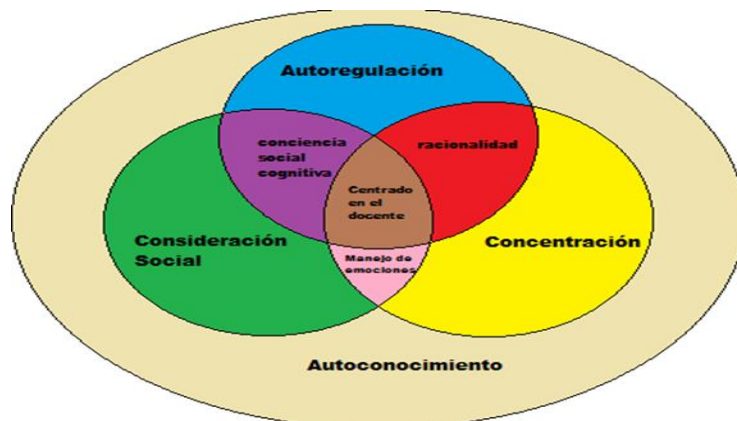
The study as a diagnosis applied according to Armstrong (2006) contrasting the postulation of intelligences established at that time, the review with respect to 8 intelligences, within the core of application of the Orbit Model.

According to what is shown in Table 16, there is a considerable percentage within each variation of intelligences in the diagnosis, that is, it is manifested with a 37% coincidence between spatial intelligence and interpersonal intelligence in 38%, both of which are more present among teachers. All these cognitive resources were manifested as a potentiality for learning and teaching, established as cognitive resources towards the implementation of the Orbit Model as a strategy for teaching a foreign language.

Through the recognition of resources, based in this case on the provisions of the Orbit Model, it sought to narrow the gap towards acquisition and learning in the field. Therefore, being able to develop an evaluation of a certain intelligence (or set of intelligences) starts with the use of the appropriate materials for that intelligence.

The evaluation of intelligences (potentialities), during the orientation workshop, was a strategy contemplated within the Orbit Model called; self-discovery, which —consists of exposing the individual to a situation complex enough to stimulate several intelligences (Gardner, 1993 p. 113), according to the proportion of a set of materials from various intelligences, to the extent of deepening the self-discovery of existing resources, by the teachers who are members of the application nucleus.

The Orbit Model provides teachers with tools to reflect on and improve their practice, promoting meaningful English learning. This approach has a positive impact both on teachers, who develop a critical and transformative vision of their work, and on students, who obtain more personalized and effective learning.



Source: Authors. Figure 7. Orbit Model for the Teaching of the Foreign Language English in Basic Education.

The orbits are not independent, but are interconnected and act synergistically. That is, the development of one orbit enhances the development of the others.

Each orbit is associated with a symbolic color:

- Blue for self-regulation (prudence and control).
- Green for social consideration (calm and empathy).
- Yellow for concentration (alertness and attention).
- Methodology and materials

This model is inspired by the post-method approach that questions the idea of a single teaching method, advocating instead for the flexibility and adaptability of the teacher according to the environment and the particularities of the students. The Orbit Model was designed to reorient the teaching of English towards a more personalized and dynamic process, in which the teacher becomes a facilitator of learning and not just a transmitter of knowledge.

Therefore, it is established that, through the action of systematic reflection of the analysis of practice, and personal self-determination on the part of teachers, the reorientation process is a reality, for this reason the following taxonomic order of reorienting elements is presented:

According to the order of ideas of a reorientative type by the Orbit Model, where it is sought to determine the bases in the way of developing the teaching of the foreign language, it positions the teacher as a co-participant in the feasible reality of change.

Exploring means diverting attention to seek new possibilities, which makes flexibility, discovery, and innovation possible. According to what was stated by the teacher in the propositional moment of his pedagogical diary, he narrates according to Fragment 6, an indispensable element in his process of his professional development, which was detected as theoretical consciousness, which according to Kumaravadivelu, (2003) makes the teacher, a reflective practitioner, aware of his process of internalization, which grants sufficient powers for their attention within their professional practice.

However, coincidentally within the vision of the principle-based approach to teaching (Brown, 2002), teachers base themselves on a rational choice within the principles established by this conception, favoring in advance the connections between practice (choices made in the classroom) and theory (principles derived from their research), which allows them to be better able to choose a certain classroom technique (or set of techniques) to carry out their work. carried out with confidence, and evaluate its usefulness after the fact. (Brown, 2002 p.54)

The way to form a theorizing, rational analytical, precise mind requires knowledge of the facts to show a clear intention about the decisions that that event or occurrence represents, and if to that faculty of teaching, it is added to the idea of focusing its potentialization of concentration, thus becoming connections for the successful involvement of its performance, foreseeing maximum achievements, as well as possible achievements in the short term.

Table 2. Description of orbits

<i>Orbits</i>	<i>Orbit Description</i>	<i>Results</i>
<i>Self-regulation:</i>	It encourages teachers to reflect on their practice, manage their emotions and develop a deep understanding of their own abilities. It helps identify obstacles such as mental fatigue and promotes strategies to overcome these challenges.	Students learned to identify and manage their own goals and learning processes, developing independence in their English learning.
<i>Social consideration:</i>	It incorporates an empathetic and culturally sensitive vision, where teachers recognize the differences and needs of their students. It seeks to strengthen the connection between language learning and cultural customs, promoting a positive learning environment.	It fostered empathy and collaboration in the classroom, allowing students to work in an environment of respect and mutual help.
<i>Concentration:</i>	It focuses the attention of teachers and students on learning, improving cognitive skills such as active listening, analysis and comprehension. Promotes the use of strategies to optimize English teaching and learning	She highlighted the importance of mindfulness in class activities, which allows for more effective and conscious learning of the language.

3.4 Why use a teaching model for the foreign language English in basic education?

The significance of this research problem represents the fact of conceiving teaching from the promotion of innovation by the foreign language teacher, in his search for better results through the inclusion of new elements to be considered, such as the construction of knowledge from the reflection of his practice and the attention to the particularities of the context, individual and collective of their students, these being key elements within the process under a strategic and transformative vision of their teaching.

This research seeks to establish teachers with reflexive intentionality in terms of professional development within a leading and transformative role in education by being more aware and creative with their practice, and thereby changing the conception by designers of content and study programs, of being seen as more than simple "receivers of procedural knowledge, instrumental and technical", to be able to change the status of their role towards strategic, inclusive, creative and transformative teaching.

To migrate from the teacher's idea of promoting a reproductionist and transmissionist teaching, to a practice that generates creative perspectives, based on theoretical positions oriented to the understanding and discovery of new elements that conform, exist, and recognize within their practice taking into consideration their own potentialities, based on the self-knowledge of themselves and their own students, in addition to other elements such as the social and cultural environment of the context that surrounds them.

4.0 LIMITATIONS AND FUTURE PROPOSALS OF THE INTERVENTION PROJECT

Within the explanations that arise from the events experienced within the process of application of the intervention project, they are reflected in several ways; some critical, others relevant so that it can be considered that there was a change in the vision within the conception of the teaching of the

Professors who are members of the nucleus. Being able to accept new perspectives within the way of carrying out their teaching, in addition to the fact that they themselves could contrast the effects after their application, were considered significant and relevant results. It was possible to verify in the case, of some of them, the action of managing a theorizing consciousness within their actions registered in the development of their practice.

Another aspect occurred during the monitoring and systematization of experiences by the teachers, due to the fact that on more than two occasions the deadlines were not met and they did not have sufficient data, or evidence in the filling out of the document, which is why the capacity proposed by Fernández (2009) with respect to pedagogical improvement is located and how this is circumscribed as a base component for all professionals in teaching.

Undoubtedly, the ability to carry out contextualized teaching and position the teacher as the creator of the theory of his teaching is not an easy task, and this requires a series of sufficient reconsiderations from his training and the way to develop in-service training specifically in the area of foreign languages. Therefore, it is proposed to continue exploring even more the possibilities of generating propositional activities in what is proposed by the model of works as a strategy for the teaching of the foreign language, English for basic education, as an incentive in the process of consolidation of the foreign language at this level of training and aspirations for English.

5.0 CONCLUSION

The Orbit Model represents a significant advance in the teaching of English for basic levels, offering teachers a tool to become "agents of change" in the classroom. This model allows students to develop essential skills, not only in learning English, but also in competencies such as self-regulation and teamwork, essential skills for the 21st century. The Orbit Model responds to a need for change in language education, moving away from traditional methods and adopting a flexible and adaptable approach. By implementing a system where teachers can guide their practice based on the principles of the "post-method" (a principle-based and adaptive approach), a more humane and meaningful teaching for students is promoted. Leading the teaching of the foreign language, English in basic education, towards a reorientation, took place through the awareness of the ideas that make it up, through updating and professional preparation, and was possible thanks to the proposed study in the theoretical field (approach, method, and techniques), the reconsideration of ideological positions proposed by global guidelines, and the dissident perspective. The direction sought throughout the research was towards the development of cognitive biopotentialities, based on the appropriation first by the teacher, towards the capacity for development in his students.

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