



**ESCUELA NORMAL No. 4 DE NEZAHUALC6YOTL**

**LICENCIATURA EN ENSEÑANZA Y APRENDIZAJE DEL INGLÉS EN  
EDUCACIÓN SECUNDARIA**

**INFORME DE PRÁCTICAS PROFESIONALES**

**PRESENTATION PRACTICE AND PRODUCTION APPROACH TO DEVELOP  
THE SOCIAL PRACTICES OF LANGUAGE IN FIRST GRADE SECONDARY  
SCHOOL STUDENTS**

**PARA OBTENER EL TÍTULO DE  
LICENCIADA EN ENSEÑANZA Y APRENDIZAJE DEL INGLÉS EN EDUCACIÓN  
SECUNDARIA**

**PRESENTA**

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Sometimes the bad things that happen in our lives put us directly on the path to the best things that will ever happen to us.

## **Acknowledgment**

My family...

I want to thank my family for giving me the support to keep studying and overcome this important part of my life. Thanks for your comprehension, time and love because this couldn't be real without you. You have taught me many things about life and the resilience to learn from my mistakes and don't give up.

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## Introduction

Talking about the languages that are taught in Mexico, currently, the teaching of a foreign language is getting an important role in basic education. Teachers at these levels have to develop classes where students use the language in real situations to make it meaningful. In this way, they would achieve the curricular standards that the plans propose. This situation has its basis in the search of educational quality in basic education. It has intertwined action lines that come from preschool, primary and secondary school.

Thus, the organization in charge of the education in Mexico Secretaría de Educación Pública (SEP) developed in 2017 the study plan and programs that would enhance the educational quality and that is currently used by teachers and educators around the country. These plans and programs are in the book *Aprendizajes clave para la educación integral* where teachers can observe the different didactic orientations of each subject per grade and some suggestions for the assessment.

The English language is part of the academic training field of Language and Communication and it is taught with the name of Foreign Language, English. The secondary level is part of the cycle 4 (first, second and third grade) and its purpose is to allow students to hold interactions and adapt their acting through oral and written texts in a variety of situations of communication (SEP, 2018).

Currently, education in Mexico has become a meaningful and essential topic. The scientific and technological changes have changed society around the world. It is known that all the countries around the world are under the laws of their governments and worldwide interests. For instance, the countries that are part of the United Nations agreed in September of 2015 in the General Assembly entitled “Transforming our world: the 2030 Agenda for Sustainable Development” a roadmap for the development of different aspects in Latin America and the Caribe. This roadmap establishes a transformative vision towards the economic, social and environmental sustainability of its 193 Member States.

According to this agenda, economic world development, social inequalities and environmental degradation are part of the new reality and they represent challenges for the international community. Thus, it is necessary to create a new paradigm of

sustainable, inclusive and long-term development. The agenda treats topics such as poverty, inequity, economy and education among others. In this way, the objective number four of the document states to “Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all” (UN, 2018, p. 27). This objective says that quality education is the base of the improvement of life and sustainable development.

Currently, 263 million children and young people do not have schooling. In addition to this, millions of young people and adults have minimal levels of literacy. There are deep inequalities in education around the world. Rich boys and girls are 5 times more likely to go to school than the poor and only 25% of the countries have achieved gender parity in secondary education (UNESCO Etxea, 2018).

This objective also contains seven goals with issues like the purpose of allowing all the children to finish primary and secondary school. It must be free, fair and of quality to produce good results. The second goal is to allow children access to attention and development services in the first infancy and preschool. Following, an egalitarian access for women and men to technical, professional and superior quality training. Then, to increase the number of young people and adults that have the necessary competencies to get employment, decent jobs and entrepreneurship.

Afterwards, to delete the gender disparities in education and ensure equal access to all the education levels. It includes people with disabilities, indigenous people and children. After that, all the youth and a percentage of adulthood will be literate and have elemental notions of arithmetic. Finally, to ensure all the students acquire theoretical and practical knowledge to promote sustainable development. It is important to mention that Mexico is one of the countries that are taking part in this international agenda and follows its purposes.

Thus, education changes according to the national and international criteria because the new generations need to have the competencies for the current society. The education systems of each country determine the languages that are taught and learned. So, the culture and political changes affect the languages in the institutions. This is also caused by globalization around the world. It can be said that “World economies and cultures are becoming increasingly interconnected and

interdependent, politically, socially and technologically.” (Graddol, 1997, p. 32). A good example of this is when countries tend to adopt the English language as a lingua franca for economic development. Another important fact is that technology is closely associated with the English language.

Then, there have been two main historical mechanisms for the spread of the English language in history: the colonial expansion of Britain and the role of the United States in scientific and technological knowledge. Everyday more countries are open to global flows of finance, goods, knowledge and culture. Consequently, the languages expand and reconstruct according to the place and create identity.

According to the previous practicum experiences, there is a lack of English level at secondary schools in Mexico. According to the book *Aprendizajes clave para la educación integral* (SEP, 2018), students at this level must have a B1 level from the Common European Framework of Reference for Languages at the end of this cycle (p.169). Nevertheless, a known problem that happens in secondary schools where teachers-in-training of the Escuela Normal No. 4 de Nezahualcóyotl do their practices of teaching English is the lack of students' time to speak and absence of interactions among them.

This fact has a negative effect since it may cause future problems in learners' development. It is known that most of the degrees and jobs look for people who speak a second language at least and one of the most common is English. There is no doubt that there are many factors that influence English level at this point. It is necessary to know their level from the beginning; it means if they had prepared teachers in primary school, if they had English classes outside the school, their interests, their context, and so on.

It is essential to set an intention considering the different aspects that the professional practice involves. It is known that teaching practice is a continuous process of improvement where teachers try to attend to the problems or phenomenon of their practice through the scientific method. According to Perrenoud (2004), there are professional competencies to teach that involve aspects such as a reflective practice, team work, treatment of diversity, the use of devices, learning situations, etc. So, the professional practice report is one of the tools to do this and

value the generic and professional competencies of the teachers-in-training. It can be described as a “documento analítico reflexivo del proceso de intervención que realizó el estudiante en su periodo de práctica profesional” (SEP, 2018). It describes the actions, strategies, methods, and procedures used to improve, transform or strengthen the aspects of professional practice. Thus, the improvement of our practice represents one of the main goals of the current plan and programs creating humanistic education of excellence.

In this work, it is used the action research methodology. In general terms, this kind of research refers to a large set of strategies done to improve the educational and social system. Some characteristics of this kind of research are that it is a small-scale intervention to solve a problem which uses the scientific method to find rational and adequate solutions (Cohen & Manion, 1989, quoted by Latorre, 2003). Action research looks for the improvement and conscious teaching practice where educators solve their own specific problems based on the analysis and reflection of their practice.

The next part after identifying the problem in the school based on the diagnosis is the design of an action plan. In this way, it can be described as “una acción estratégica que se diseña para ponerla en marcha y observar sus efectos sobre la práctica.” (Latorre, 2003, p. 45). The development of strategies to allow students to participate in social practices of the language is essential because it is the current purpose of the subject Foreign Language: English.

According to the plan and curriculum, it is necessary to develop learning environments where students can get the necessary knowledge and then participate in these social practices. Thus, students will use the language for real purposes considering culture. This topic is important because the main purpose of the subject has not been developed through the current English classes.

The knowledge of the students, their opportunity areas and strengths are essential in the improvement of the professional practice. A good teacher will know how to design adequate teaching strategies for their classes, developing the students' abilities and knowledge. The teaching job involves further planning and assessing. The teaching practice involves changing minds and advancing for a change.

Schools are complex and dynamic systems that influence students' learning in different aspects such as the affective, social, and behavioral. This idea is complemented by the contributions of Vigotsky (1920) quoted by Hernández (1998), who considered the learning process as the reconstruction produced in the interaction between the personal experience of the student and their social context (p. 211). In the school, the society has an important role. It is important to analyze the environment of the different contexts where the teaching and learning process is developed. It is known that the teachers' work includes the relations among people such as students, other teachers, parents and tutors, authorities, the community, and other aspects such as the knowledge, the institution, the society, and set of personal and institutional values (Fierro, Fortoul & Rosas, 1999, p.23).

One of the characteristics of the teacher is to know and research his working space (institutions). As a research process, it is necessary to keep in mind the context. The teacher and the society answer to the educational needs. It means that the teacher must analyze, reflect, inquire, comprehend and answer to what the society needs and take it to potentiate the knowledge.

“Cuando el etnógrafo educativo solo utiliza estos insumos e ingredientes para dar cuenta de la gramática cultural, pero no transita por los niveles de reconstrucción epistemológica aludido y se abstiene de tomar una posición al trasfondo ideológico de lo que se observa y se escucha puede estar olvidando uno de los compromisos básicos: contribuir a la creación de nuevos consensos políticos que modifiquen las versiones hegemónicas acerca de la cultura escolar” (Bertely, 2000, p.35).

In this way, the intervention must be done considering several factors such as the kind of school, services, resources, organization, infrastructure, parents and tutors, socioeconomic level, location of the institution, social problems, services, security, and so on to make the teaching process focused on the students' needs. It allows through the observation process to detect and recognize the elements that intervene for or against learning to design an appropriate didactic sequence for my students, considering the methodology and evaluation to propose changes in our students from relevance, efficiency and effectiveness.

Thus, in the next part will be described the environment and analysis of the research process derived from the professional practice. The Escuela Secundaria No. 261



Ricardo Bell has the C.C.T. 15EES0478, located in Caballo Bayo street number 320, Benito Juárez colony, Netzahualcoyotl City, State of Mexico, postal code 57000, and morning and evening shift. The institution has all public services such as: water, electricity, drainage, lighting, paved streets, transportation, etc.

The importance of knowing the external context of the school is because the behavior in the classroom is linked to the context of the community where students carry out their learning process. This context may help or harm the learner and consists of some aspects such as the parents' role in their children's learning, socioeconomic level, religious freedom, linguistic freedom, geographic location, social problems (violence, drug addiction, alcoholism, gangs, etc.), health services, communication services (telephone and internet), services (electricity, water, drainage, transportation, etc.), recreational spaces (public court, park, etc.) and security (Zenteno, 2020).

The inquiry process to collect information about the main characteristics of the zone where Secondary School 261 Ricardo Bell started with an observation guideline (Appendix 1) and a semi-structured interview (Appendix 2). The observation guide was based on the infrastructure and cultural aspects to observe during the sessions. On the other hand, the semi-structured interview contained questions related to the students, school organization, resources, school culture and traditions, etc. The results demonstrated that the institution is located in a zone with distractors such as a market, informal stands, a primary school, and an ESTIC school next to. This causes problems at the entrance and exit of the students because there are a lot of people trying to get in and out at different moments of the day and the street is full of stands. Based on the comments of the head teacher, the secondary school has had to take actions such as changing the schedules to make the exit of the students easier.

The head teacher mentioned that these factors affect students' learning and they get distracted easily, especially on Mondays when there is a noisy fly market and from 7 to 9 in the morning every day when there are some Zumba classes and learners can hear the music. As it was mentioned before, the zone is mostly of trade and the school is in the middle of two streets so students have to walk if they need to take

some kind of public transport. There were also mentioned zones where students could spend their time after classes such as the median in Sor Juana Avenue and “Las fuentes” in Bordo Avenue with activities like playing football.

Talking about the face-to-face classes in the institution. The principal decided to work with half groups to keep the same distance and the security protocols. The school follows all the rules and tries to avoid infections. According to figures of the INEGI (2021)

33.6 millones de personas entre los 3 y 29 años estuvieron inscritas en el ciclo escolar 2019-2020 (62.0% del total). De ellas, 740 mil (2.2%) no concluyeron el ciclo escolar: 58.9% por alguna razón asociada a la COVID-19 y 8.9% por falta de dinero o recursos (p.1).

The secondary school did a diagnosis through interviews and questionnaires to know the students’ conditions at the beginning of the pandemic and carried out a continuous assessment of the students’ state during the quarantine that lasted about two years. For example, students in first grade did not even know the school physically at the beginning of the school cycle. They came from the primary level with online classes. This made students get used to the way of working. Students at this point knew how to use tools and platforms such as Classroom and Meet.

The entrance to the school has been changing according to the school instructions after the pandemic. The institution started with face-to-face classes at nine, after this at eight thirty, then at eight, and it kept changing depending on the pandemic. The students were punctual in the morning and assessors were in charge of calling the role as the first thing in the morning. At the end of the classes, students go out of the classrooms according to the teachers orders and parents or tutors wait for them outside the school. The school is located in economic middle to high level, this tends to generate some actions of prevention in the social scope outside the school, since the family parents tend to protect to their children taking them to the school and gathering them.

The institution in charge of the education in Mexico (SEP) and the Secretaría de Salud (2021) proposed a protocol for the back to school in basic education based on the contributions of the national and international organizations. Some of the key principles for the reopening of the schools are: integrated approach, inclusive

participation, gender, inclusion and accessibility, complete school community, support in existing structures and work teams, strength and non-discrimination (p. 9 -11).

According to the informal conversations and activities done in the interventions, most of the students live near the school. Just a few cases come from other municipalities such as Chimalhuacán, but in general terms students live from 10 to 30 minutes away from the school. The school is also considered as one of the best in the municipality according to the tutors and parents.

S1: Yo vivo en Chimalhuacán, maestra.

(The students started saying where they lived orally and, on the chat, because it was a virtual class).

S2: Yo vivo bien cerca de la escuela.

S3: Yo vivo como a 10 minutos, pero no conozco la escuela. (TJI, October 12<sup>th</sup>, 2021, appendix 3).

In order to identify the different levels of literacy in the students' familiar environment, a semi-structured interview with a head teacher and the principal was conducted (Appendix 1) and the results showed that from 50 to 60% of the parents and tutors are committed to the learning process of their sons and daughters. According to the head teacher of third and first graders, some parents even linked their accounts with the teenagers' classes in Classroom to follow their performance in the sessions. This statement can be confirmed with comments from the head teacher who asked us not to do more diagnostic tests because the parents wanted the teachers to start with the real classes and make the students learn.

To give an example of this, one day I was in class with the group 3<sup>o</sup>B and the head teacher interrupted me to give students some information. A parent wanted to talk with the head teacher:

Parent/tutor: Me gustaría hablar con usted, maestra. Quiero saber si mi hijo tiene sus trabajos.

Head teacher: Dejeme checar, señor. Le hacen falta algunos, pero ya habíamos acordado que me los iba a mandar y valen la mitad.

Parent/tutor: Gracias, maestra. Es que si tengo mi cuenta ligada pero luego

me dice que ya hizo su tarea, pero no es cierto. (TJI, September 28<sup>th</sup>, 2021, appendix 4).

There is also a good relation and communication between the parents and assessors. Whenever there is a problem such as not delivering evidence or bad behavior, assessors and teachers communicate with tutors or parents immediately and look for agreements. If the problem cannot be solved then the principal has to talk to the tutors. Next, the head teacher commented that the lack of delivery in Classroom is not because of the lack of devices or internet connection, it is mostly because students do not want to send it.

Then, to identify the different aspects related to the socioeconomic conditions that students are involved in, semi-structured interviews with the head teachers and the principal were conducted and the results showed that the institution is located in a “tranquil and normal” area of Netzahualcoyotl. According to the head teacher, most of the students do not work. Just some specific cases in previous years. Thus, only about 5% of the school population have to work because they need to, most of the parents try to give the students the conditions to continue and focus on their studies.

Teacher in training: ¿Hay estudiantes que tengan algún empleo? O que tengan la necesidad de trabajar y estudiar.

Head teacher: No, para nada. La mayoría de los alumnos sólo estudian. Los orientadores se hacen cargo de investigar todo eso. (TJI, October 13<sup>th</sup>, 2021).

In addition to this, the assessors did a probe the last year (2020) at the beginning of the pandemic caused by the virus Sars-Cov-2 and 90% of the students had an internet connection and worked with personal devices (cellphone, tablet, laptop or computer). It can also be observed during the delivery of products and performance in the sessions. Some students have more than one device such as tablets, computers, and cell phones.

According to Gallegos (2021) one of the biggest challenges of Mexico during the pandemic was the online classes because there are 34 million of students in the country and they represent 30% of the population. All the countries have to master and renovate their programs and teachers’ knowledge about the use of the technologies (p.6).

The computer and the Internet have gained importance because they allow us to access different information. The Information and Communication Technology (ICT) allows access to the information and enhances new communication channels for electronic trade, educational services, electronic government, public consult, and scientific research. At the beginning, it was thought that this technology would reduce inequality. Nevertheless, the current conditions have shown how the "digital divide" can increase social inequality (Manzanilla & Rojas, 2014, p.24).

Teacher in training: ¿Los alumnos cuentan con conexión a internet y dispositivos como celular o computadora para conectarse?

Head teacher: Sí, casi todos los alumnos tienen su propio celular. Incluso cuando entregan trabajos luego uno puede ver que mandan desde iPhone o Tablet. Raros son los casos que los papás les tienen que prestar el celular para conectarse. (TJI, October 13<sup>th</sup>, 2021).

Nevertheless, there is a low percentage of students who work and do not have a cell phone to connect in the classes so they have to use their parents' devices. We carried out these interviews in order to know our students better since we only had approached them virtually. Then, the assessors are in charge of the gathering of all this kind of information. The interviews were done to the head teachers, one of them was formal with a semi-structured interview and the other was informal because of the lack of time.

These interviews allowed teachers in training to know the school culture and way of working better because it was completely online. There was also a formal interview with the principal in the face-to-face modality. All these conversations helped to build the diagnostic report and know how to intervene. This information was also gathered through informal conversations during the sessions relating to the topic of the class. There were some groups where students shared openly their conditions and wanted to talk about their issues, most of them first graders.

For instance, we were talking about jobs and professions and the students of first grade group A always want to share their opinion and experiences:

Teacher in training: Vamos a ver Jobs and professions, por ejemplo, el trabajo de sus papás.

S1: ¡Ay, maestra! Yo he trabajado en muchas cosas, ando de cargador, recogiendo basura. A mí no me importa ensuciarme las manos (TJI, October 11<sup>th</sup>, 2021, appendix 5).

Then, conforming to the interview done to the principal of the institution the school is located in a place with medium to low economic development where most of the parents are engaged in trade. He even added that the economic development of the society there has not grown during the last 30 years.

In order to identify the different aspects related to the socioemotional issues that characterize students, semi-structured interviews with the head teachers were conducted and the results show that there are specific cases in each group that could affect students' performance during the sessions. For instance, the pandemic caused losses in the families and this affected students emotionally because they could not connect nor send their evidence. Nevertheless, teachers and assessors work together to canalize learners and treat those cases.

Another important feature is the personal problems of the students such as family violence, lack of attention from the parents or tutors, lack of commitment in the delivery of the products, and a low percentage of the students that need to work. According to Fierro (1999), the professional practice involves relations among the people that participate in the educational process (students, teachers, principals, parents and tutors). So, there are many aspects to consider when the teachers intervene (p.31).

There is a specific case in the group 1°A where the student has violence in his home. According to the assessor, she could hear and record when the grandparent was shouting to the student's mother. So, the student during the virtual classes tries to catch his partners' attention by interrupting the class and being rude.

S1: Mire maestra, mi tía también sabe hablar inglés (The student used Google Translator).

S2: Eso es una falta de respeto para la maestra, X (name of the student). (TJI, October 18<sup>th</sup>, 2021).

After this situation, the assessor, the head teacher and me were in a video call with the student to talk to him. The student agreed to change his behavior and we would

help him by making him participate in every activity and support him.

There is a low percentage of the population of the school that have these problems and according to the teachers they try to help students in these situations. Most of the problems and issues that cannot be treated by the teachers are treated by the assessors and the principal.

In order to collect information about the facilities and buildings within the Secondary School 261 Ricardo Bell, an observation guideline was designed. It could not be applied as we wished because we were in the online mode. It was designed to gather information related to the different aspects of the infrastructure, interactions among the participants and resources to consider for the future interventions. So, we gather this information through the teachers' and students' perceptions about the school and its infrastructure. There were aspects such as the students' attendance, students' participation, modes of expression, material used in classes, interactions inside the classroom, number of classrooms, workshops, laboratories, libraries, administrative spaces, fields, bathrooms, etc.

The results showed that the school counts with spaces such as 14 salons, 12 classrooms, an audience, a library, a computer lab with 40 computers, a chemistry lab, a stationery shop, two cooperatives (one of food and the other of junk food), offices for the assessors and the principal, two basketball courts, planters, and places to sit while students eat. It also counts with 16 laptops, projectors, speakers, cameras with audio in each classroom, enough chairs for the students, whiteboards, and desks with chairs for the teachers.

La dimensión institucional reconoce, en suma, que las decisiones y las prácticas de cada maestro están tamizadas por esta experiencia de pertenecer institucional y, a su vez, que la escuela ofrece las coordenadas materiales, normativas y profesionales del puesto del trabajo, frente a las cuales cada maestro toma sus propias decisiones como individuo. (Fierro, 1999, p.30).

The classrooms are divided and organized into grades (1°, 2°, and 3°). Each classroom has enough chairs with tables for the 40 students, a desk with a chair for the teacher, a projector, a speaker, and a laptop. In the beginning, the institution tried to teach in a hybrid modality after the quarantine by teaching face-to-face with half the group and through a video call with the other half. However, this did not work

because there were many technical problems and the teachers did not believe it would work because the classes were of 30 minutes. Then, teachers decided to teach only with the half of the group and use this technology to present videos, audios, etc.

The structure of the building is divided into two main buildings: the first one is for the four first grades in the first floor and one second grade in the second floor next to the computer lab. There is also one cubicle for the assessor for each floor. The second building has four third groups, three second groups, and the auditorium on the second floor. This organization is because the assessors need to be near their groups.

The classroom of the study group does not have didactic material, it means that each teacher of the different subject needs to bring theirs or use the projector and computer for their classes. At the beginning this group in specific did not have a projector and it caused some difficulties in the planned strategies, but now it has. It is also important to mention that it does not have the decoration of any other distractor. The place does not allow some activities due to the number of students. Currently, the institution is working with half groups because of the pandemic, which implies 20 students per day.

Relating to the current situation, there have been several attempts to measure the English level in Mexico, but they are not official and they come from unreliable methodologies. Nonetheless, according to the English Proficiency Index of Education First,

Mexico has a low level of language proficiency. In 2014 it was ranked 39<sup>th</sup> out of 63 countries evaluated and sixth in Latin America after Argentina, Peru and Brazil. Mexico, despite its geographic, commercial, and economic proximity to the United States, has low levels of English compared to other competing countries in the region. This lack of linguistic competence can affect Mexican competitiveness (IMCO, 2015, p. 17).

It means that this deficiency is not only a problem at basic education if not a phenomenon that affects all the development of the country. On account of the current conditions caused by the pandemic of virus COVID-19, the students were studying in the online modality for almost two years. This has affected students'



development and possibilities since not all of them had the access and resources to study.

As stated by Fierro, Fortoul and Rosas (1999), the teaching practice is “una praxis social, objetiva e internacional en la que intervienen los significados, las percepciones y acciones de los agentes implicados en el proceso –maestros, alumnos, autoridades educativas y padres de familia-” (p.21). A teacher must be in continuous training not only talking about the current study programmes and plans instead with his attitude of research and innovation of his own practice.

Giving a brief look to the past study plans and programmes in Mexico, the first one was in 1982 called Programa de Estudio de Enseñanza de inglés. The main objective was the formal knowledge of the language. This program was based on the Grammar Translation Method. It includes reading literature, memorizing grammatical rules and vocabulary. Then, the Programa de Estudio de Inglés in the Acuerdo Nacional para la Modernización de la Educación Básica (ANMEB) in 1993 had a communicative approach (Communicative Language Teaching) and it looked for students to develop the communicative competence through their participation in communicative situations.

Next, the Reforma Integral a la Educación Secundaria (RIES) in 2006 had the Content-Based and Task-Based Approaches in teaching. They had the purpose of the students to participate in social practices of the language and develop communication in any scope. Consequently, the National English Program in Basic Education (NEPBE) was according to the national and international standards. It also had the Content-Based and Task-Based approaches. According to this programme the purpose of teaching English in cycle 4 in basic education (1°, 2°, and 3° grade of secondary education) is that students to consolidate their mastery of English in basic communicative situations and develop specific competencies (Moreno, 2019). Currently, the programme that guides the teaching in basic education is the Aprendizajes Clave para la Educación Integral developed in 2017 by the SEP.

It is important to mention that the pedagogical approach of the current education in Mexico is based on the development of competencies. It implies the set of

knowledge, abilities, attitudes and values that students need at the end of their scholar formation to face situations related to their environment. According to Díaz (2006), a competency “requiere el dominio de información específica, el desarrollo de una habilidad o habilidades derivadas de los procesos de información” (p.20). This model tries to overcome the deficiencies of the traditional teaching which was teacher centered. It tries to focus on the learning and give students responsibility for their individual formation.

Currently, the programme that guides the teaching in basic education is the Aprendizajes Clave para la Educación Integral developed in 2017 by the SEP. The lack of English level in the secondary schools is a known problem that affects the development of the society. In this way, the application of didactic sequences where students are the center of the teaching and learning process is part of this proposal to enhance the practice of the teachers in training of the Escuela Normal No. 4 de Nezahualcóyotl.

As the second pedagogical principle mentions (SEP, 2017) it is necessary that the teacher keeps in mind the students' previous knowledge. It implies that the learner needs to connect new knowledge with what he knows to make it meaningful and it would become learning. In this way, the abilities, attitudes and values of the students are used as a starting point to design the classes (p.87).

According to Mayorga, Godoy, Sandoval, Ketterer and Gálvez (2016), the teachers' role in the formation of the teenagers is important because the school implies a context where the teachers develop their work. Sometimes the work conditions are obstacles and every proposal to improve the education quality has to be thought through in the real learning and teaching conditions.

According to constructivism the learning process is produced when there is an imbalance or cognitive conflict between what the student knows and the new knowledge to create a rebalancing (Luchetti, 1998, p. 23). This conception also considers three basic elements that determine the initial state of the students (diagnostic). They are also called dimensions: previous knowledge, evolutionary level, and disposition to learning.

Para una partida eficaz, el docente debe identificar las condiciones educacionales

en que se encuentran los alumnos, si la educación es un proceso sistemático, las etapas que lo integran entre ellas, claro está, los diagnósticos también estarán influidas por esta característica. (Luchetti, 1998, p.13).

The internal context is “everything that the school can offer the student to encourage or hinder him around his learning” (Zenteno, 2020). These characteristics are the type of school, services available such as electricity, water, telephone, internet, transport, etc., resources offered, school organization, infrastructure, psycho pedagogical support, nursing, library, computer centers, sports area, dining area, audience, green areas, number of students and scholarships. It was used an observation guide to narrow the aspects to observe during the video calls. It is important to mention that all the participant observations have been in the online modality.

In order to collect information about the previous knowledge of the students in group 1<sup>st</sup> A at Secondary School 261 Ricardo Bell, it was constructed as an instrument (Appendix 6). It focuses on the students’ knowledge and the state of the same. This dimension is related to the students’ ability to appropriate new knowledge, evoking their previous knowledge and selecting, organizing, and relating information. It is necessary to clarify that this dimension does not try to value the knowledge of the students, instead of its state.

The previous information of the subject is related to the experiences that he already has as knowledge. This idea has the basis in the meaningful learning purposed by David Ausubel. According to this author “Al proceso mediante el cual se construyen las representaciones personales significativas y que poseen sentido de un objeto, situación o representación de la realidad, se le conoce como aprendizaje.” (Rivera, 2004, p.47).

The diagnosis process developed to gather information about this dimension Consisted of 5 questions based on the previous learning achievements. For instance, in first grade, it was used the grammar and vocabulary of the learnings of sixth grade. The questions were opened, students had to write on their own, put in order some sentences, and write down the vocabulary through visual aims. So, students had to demonstrate their knowledge schemes.

Then, the information gathered in the 5 questions demonstrated that most of the students do not have the basic grammatical structures that are expected at this level. 4 out of 5 of them got the wrong answer. Nevertheless, they demonstrate a good range of vocabulary that they should have studied in the previous cycle. The answers showed some notions of the language, but from the representative sample of 5 students taken randomly from the group, one out of five had the structure of a question in simple present correct. For instance, in the question: He \_\_\_\_\_ (speak) English and Spanish. It could also be observed they do not know how to conjugate verbs for the third person for present simple or simple past (Appendix 7). During the previous and current classes, it could be observed students are used to working with exercises of grammar with their headteacher and most of them do not deliver their activities complete nor on time. In addition to this, when they have to use the language for real purposes they do not know and do not like to try. They prefer to speak in Spanish and translate most of the chunks of the language they study. It means they need continuous guidance from the teacher and do not interact during the video calls and face-to-face classes, they are more interested in having their notes complete to get a good grade than learning.

S1: ¿Por qué es tan difícil aprender inglés?

HT: Es un proceso de mucha repetición y práctica, no se desesperen (TJI, September 28<sup>th</sup>, 2021, appendix 8).

Then, the evolutionary level is based mainly on the evolutionary stages, mental organization, intellectual structure, reasoning, and learning. The age of the students is between 11 and 12. According to Piaget (1988) quoted by Cattaneo (2005) students are in the fourth stage of formal operations. This stage coincides with the beginning of insertion into adulthood. These stages are the ways of mental organization, intellectual structure that is translated into determinate possibilities of reasoning and learning. It includes theoretical, hypothetical, and counterfactual thinking. Furthermore, abstract logic and reasoning.

Thus, the activities may include problems and hypothetical situations that allow students to think of possibilities for resolution and sequences. In order to collect information about the level of evolutionary development of the students in group 1<sup>st</sup>

A at Secondary School 261 Ricardo Bell, an instrument was constructed (Annexed 9). It was used a problem in Google Forms because we were working in the online modality. In this problem students had to solve it explaining their answer, it means the procedure they carried out to get the result. In this part of the diagnosis, it is not necessary to be correct instead to justify the answer.

Most of the students solved the problem and explained their answers showing how they developed the mental process to get an answer. As it is shown in the graphic (Annexed 10), 24 out of 40 solved the problem and explained their answers. 6 of them did not try and the rest of the group (10 students) didn't answer. This means students have enough procedural content to achieve a solution and look for strategies when they study. As not all the students answered the Google Forms, the majority of the answers were based on the diagnosis report.

The next dimension is the willingness to learn and it is empirical and informal. It values the students' desire to learn and their confidence in the possibility. This dimension of the diagnostic seeks to detect the disposition of the student taking into account two main axes: the desire to learn and the confidence in one's abilities (Luchetti & Berlanda, 1998, p.24). In order to make the student learn, it is necessary to have the willingness or favorable attitude towards the learning. Then, it is essential the willingness and other factors such as the learning strategies, motivation, knowledge and cognitive processes.

For the development of this instrument, four questions were used related to the students' desire to learn in Google Forms (Appendix 11). According to the students' answers in the Forms and through informal interviews during the video calls most of them are willing to learn a second language such as English. Some of them mentioned they wanted to learn even other languages and one of them wants to be a polyglot. Their answers affirmed it would be useful and helpful to travel to other countries.

S1: A mí me gustaría ser políglota.

S2: Yo sé hablar japonés.

S3: Mi abuelo sabe hablar inglés.

S4: Me gustaría aprender para viajar por el mundo (TJI, October 4<sup>th</sup>, 2021).

From the representative sample of 5 students, 4 of them answered in the question about the use of language in their daily life: listening to and understanding music in the language, describe and name objects, ask things, and participate in the English classes of the school. After this, learners consider the use of the language for the future as essential to travel, communicate, and study (Appendix 12).

However, there have been negative comments related to the learning process. During the participative observations done in the head teacher classes, some students consider the learning process as boring and tedious. Students seem bored and fed up when the head teacher teaches grammar. The teacher is used to teaching with the traditional methods such as grammar translation and audiolingual method. Students did not seem attracted to this kind of classes, they preferred activities where they could use the language for real purposes. For instance, when they were studying the date, students had to tell their birthday.

It is also important to mention that 18 students had English classes before and 16 didn't have, there were just a few cases who study with particular teachers or courses.

Talking about the learning styles, it was until 1937 when Allport established the concept of referring to a behavior or the usual way of receiving the information, remember it, think and solve problems of each subject. There exist several classifications and questionnaires to determine them. According to the Manual of learning styles (2004) are the cognitive, affective and physiological traits that serve as indicators of the perception and response of students before interactions and learning environments. It is related to the way in which students structure content, form and use concepts, interpret information, solve problems, select means of representation, etc. According to Kolb (1984), learning styles are "the characteristic ways by which an individual processes information, feels and behaves in learning situations" (p. 512).

Some characteristics of the visual people are:

Entiende el mundo tal como lo ve; el aspecto de las cosas es lo más importante. Cuando recuerda algo lo hace en forma de imágenes; transforma las palabras en imágenes y cuando imagina algo del futuro lo visualiza. Son

muy organizados, les encanta ver el mundo ordenado y limpio, siempre están controlando las cosas para asegurarse de que están bien ubicadas. La gente visual suele ser esbelta. Su postura es algo rígida, con la cabeza inclinada hacia delante y los hombros en alto. Se presenta bien vestida y siempre se le ve arreglada y limpia. La apariencia le es muy importante, combina bien su ropa y la elige con cuidado (Manual of learning styles, 2004, p.32).

The characteristics of the auditory people are:

Tiende a ser más sedentaria que la visual. Es más cerebral que otros y tiene mucha vida interior. Estará muy interesado en escuchar. La persona auditiva es excelente conversadora. Tiene una gran capacidad de organizar mentalmente sus ideas. A veces parece estar de mal humor debido a su sensibilidad a ciertos tipos de ruidos. Normalmente son muy serios y no sonríen mucho. Su forma de vestir nunca va a ser tan importante como sus ideas. Su estilo tiende a ser conservador y elegante (Manual of learning styles, 2004, p.32).

Some characteristics of the kinesthetic people are:

Es muy sentimental, sensitiva y emocional. Lleva el “corazón a flor de piel”. Demuestran su sensibilidad y expresan espontáneamente sus sentimientos. Se relacionan muy fácilmente con otras personas. La apariencia no les interesa mucho, algunas veces su forma de vestir tiende a ser descuidada y puede no combinar. Lo que a ellos les importa es sentirse cómodos. Se mueven mucho, pero con soltura y facilidad. Sus posturas son muy relajadas, con los hombros bajos y caídos. Sus movimientos son lentos y calmados. Gesticulan mucho, se tocan y tocan constantemente a los demás (Manual of learning styles, 2004, p.33).

The learning styles are the mix between the channels of perception and the multiple intelligences. According to the model of the multiple intelligences of Howard Gardner all the people are able to know the world in seven different ways: visual-spatial, linguistic-verbal, interpersonal, intrapersonal, logical-mathematical, musical, bodily-kinesthetic, and naturalistic. The difference between the subjects is the intensity of these intelligences and the ways we recur and mix them to develop different chores

and solve problems (Manual of learning styles, 2004, p. 39). The channels of perception started in the forties in the educational framework and it was a concept to recognize the individual learning differences of students (Butter, 1987 quoted by Gamboa, Briceño & Camacho, 2015).

In order to collect information about the learning strategies of the students in group 1<sup>st</sup> A at the Escuela Secundaria No. 261 Ricardo Bell, a series of instruments were constructed. The first one was based on the VAK model (Visual, Auditory and Kinesthetic) (Appendix 13) and the second was based on the ideas of Howard Gardner with his multiple intelligences test (Annexed 14). The results demonstrate that most of the students are kinesthetic and visual. There are 13 kinesthetic, 10 visual, 3 auditory, 2 auditory-kinesthetic, and 2 kinesthetic visual (Appendix 15). They also showed linguistic and naturalistic intelligences. From the representative sample of 5, 2 were predominantly linguistic and 2 were predominantly naturalistic. The document is mainly divided in three sections: the action plan, the development, reflection and evaluation of the improvement proposal, and the conclusions and recommendations. The first one includes the description and problem targeting, the set of purposes, the theoretical review, the actions, procedures and strategies that were defined and used to solve the problem detected, and the analysis of the context in which the improvement was made (the description of the practices of interaction in the classroom, situations related to learning, with the curriculum, with the evaluation and results).

Consequently, the development, reflection and evaluation of the proposal had the description-analysis of the execution process of the action plan, the assessment and explanation of the consistency of the proposals, and the explanation of moments of rethinking in the intervention proposals based on the analysis of curricular and theoretical references (skills, approaches) and contexts.

Finally, the conclusions and recommendations include the analysis and reflection of the action plan, it raises the identification of aspects that were improved. Identification of aspects that still need to be improved, the explanation of the competencies that were developed, the explanation of the scope and limitations of the proposal, depending on the subjects, context, approaches, material conditions,



etc.

In the reform of the Normal schools in 1996, it was stated that the last year of the bachelor degree the teachers in training had to stay at the practice school in charge of the group two thirds of the school year and the rest of the time students had to go to the normal to analyze the experience and do academic work related to this (Sandoval, 2009, p.185). It means that at the beginning of the degree students start with observation practice and increase progressively until the fourth year in real conditions of teaching.

The study plan of the bachelor in English Teaching and Learning in Secondary Education is made up of a curriculum which articulates knowledge, purposes, methodologies and practices. Each one of the five training courses made of the courses during each semester of the bachelor guides the teacher with the theory and practice. The professional practice is part of a process which tests the generic and professional competencies. It is necessary to make teachers reflect about their professional practice and think if it affects students positively. In addition to this, to wonder about the students' interests and needs to create learning environments to propitiate their development.

The curriculum of the bachelor is “un conjunto de espacios integrados por distintos componentes disciplinares que aportan sus teorías, conceptos, métodos, procedimientos y técnicas alrededor de un propósito definido para contribuir a la preparación profesional de los estudiantes” (SEP, DGESuM, 2018). The first formative trajectory called *Theoretical and methodological bases for teaching* has 12 courses and offers the theoretical-methodological foundations and knowledge. It focuses its attention on learning and teaching processes that allow the enhancement of cognitive, socio-emotional and affective skills and abilities that contribute to adequately face the global challenges of the knowledge society.

This formative trajectory has subjects such as “Desarrollo en la adolescencia”, “Teorías y modelos de aprendizaje”, “Planeación y evaluación”, Neurociencias en la adolescencia”, etc. These subjects are essential and help teachers in training to know students at this level (secondary school) and be aware of the national context and its relation to the educational process.

The next one is *Training for teaching and learning* and consists of 21 courses. It includes the formation in the profession, disciplinary knowledge, conceptual and instrumental domain of the discipline. Afterward, *Professional practice* has 8 courses and has the purpose of developing and strengthening the professional performance of the future teachers through approaches in the practice.

These subjects are focused on the English language and include “Morfología y sintaxis”, “Semántica”, “Pragmática”, “Fonética y Fonología”, “Psicolinguística”, “Sociolingüística”, etc. They are necessary for proper teaching. They have the notions of a good and proper language.

Finally, 5 *Electives* courses that complement the curriculum. It allows “orientar su formación hacia un área general o específica de la práctica docente, conocer o profundizar en diversos enfoques, o bien, en algún aspecto particular del campo de trabajo profesional, adaptándose de manera flexible a sus requerimientos y posibilidades” (SEP, DGESuM, 2018).

It is important to mention that this plan is based on competencies. The generic competencies that this document has enhanced are to solve problems and make decisions using critical and creative thinking, to collaborate with several actors to generate innovative projects with social and educational impact, to use the information and communication technologies critically, and to apply the linguistic and communicative skills in various contexts.

The next types of competencies are the professional and they describe the knowledge, abilities, attitudes and values to work in the different educational levels. The competencies that this project has developed are: to use knowledge of the English language and its didactics to make transpositions according to the characteristics and contexts of the students in order to address the curricular contents of the current study plans and programs, to design the teaching and learning processes by current approaches to the English language, considering the context and the characteristics of the students in order to achieve significant learning and to evaluate the teaching and learning processes from a training approach to analyze their professional practice, and to evaluate the teaching and learning processes from a training approach to analyze their professional practice.

Finally, the disciplinary competencies demonstrate the knowledge in the subject to treat the contents of the curriculum. The competencies developed with this document are to use linguistic elements to describe, to express points of view, to communicate and build arguments in English, to use discourse norms flexibly and effectively for social, academic, and professional purposes, to argue your school, academic and research projects designed in English to strengthen your teaching and activities for social, academic and professional purposes, diagnoses age, cognitive, affective and psychosocial factors to intervene appropriately in the teaching and acquisition of a second language, and to apply the second language teaching approach for the design and evaluation of learning situations at the various levels of the national education system.

During the diagnosis process carried out during the last semesters there were applied techniques and instruments to gather information related to the students' environment and characteristics. The main difficulties related to this were that at the beginning of the seventh semester, the institution was working in the online modality and there were problems such as the lack of students' attendance, students did not answer during the vide calls, the relation between head teachers and teachers in training were just through video calls depending on the teachers' schedule, students did not answer the different instruments of the diagnosis, and students' lack of interest.

Thus, it was necessary to look for strategies to obtain information. A representative sample of 5 students was chosen randomly to answer the multiple intelligence test since the head teacher did not want a more diagnostic test. There were also developed semi structured interviews with the head teachers and the principal to get qualitative data. I also used informal conversations during the interventions to know more about the students and their interests.

### **Action plan**

Based on the previous experiences in the different schools in the Nezahualc6yotl municipality, in the State of Mexico, there exists a lack of English level in the secondary institutions in the country. As explained by the SEP (2018) in their book *Aprendizajes clave para la educaci6n integral*, the students of secondary school at

the end of this level (cycle 4) should have a B1 level from the CEFRL.

The English teaching in Mexico has gained importance during the current years from its implementation in the Plan de Estudios 1993 as a curricular subject for students of secondary education. Then, its strength in the Plan de Estudios 2011, in this plan it was compulsory from third grade or kindergarten and it finished until the end of the secondary level. Finally, the Estrategia Nacional para la Mejora Educativa and the Nuevo Modelo Educativo in 2018 and 2019 (Ramírez, 2020, p.20).

Currently, the purpose of teaching English in basic education is to allow students to participate in social practices of the language through the production of oral and written texts. At the end of secondary school, this purpose must be consolidated through interactions where students do basic interchanges to share information (Aquino, Núñez & Corona, 2017, p. 2). So, it is necessary to allow students to express their ideas through real uses of language. Students will have to interact with their classmates and teacher to carry out this communicative process. Consequently, the English teaching is a way of making the students plurilingual and pluricultural beings that are able to face the communicative challenges of the globalized world.

Notwithstanding, it has been observed during the periods of practicum that learners and teachers are used to the traditional ways of teaching, creating routines, and forgetting the main goal of learning a language: communication. The lack of students' time to speak and absence of meaningful interactions among them make the learning process useless and repetitive. This problem has a negative effect on the students' development and creates future issues such as a low English level and low grades.

The lack of activities where students can communicate and participate in the social practices of the language have created a low level of communicative skills at the secondary level. There are many possible causes, different aspects observed during the practicum, but based on the analysis done during the periods of observation and intervention practice done in the online modality and then in face-to-face, it can be concluded that students are used to the traditional ways of teaching of the English language.

In addition to this, there are studies as in Aquino et al. (2017) which show this national phenomenon in the real context of Nezahualcóyotl, State of Mexico. In this paper, it was described how students did not have the level planned in the syllabus and how this problem may concern English teachers and other subjects interested in teaching to make changes in their practicum. This research took 629 students of 19 secondary schools in the mentioned location, and used instruments such as PET and KET tests to grade students' English level.

Head teachers usually focus on teaching grammar isolated; the delivery of products is more important than the development of the language skills, and they do not allow students to use the language further. It was observed that students do not learn because the lessons are not meaningful for them. Days after the lesson students tend to forget most of the language. They can repeat or answer at the moment, but they do not use the language for real purposes. It was also observed how the material is not interesting for them because it is mostly from different resources and without a good sequence of activities. Nevertheless, students affirmed to enjoy and like their English classes. They have the will to learn and have several goals for the future with this language.

The problem affects both actors of the teaching and learning process: teachers and students of the secondary school. Students do not develop the communicative competencies that are expected at this level. The problem affects students because they do not use the language and the input stays in the short-term memory, learners do not develop the process of meaningful learning and forget the language. This lack of level was observed in both first and third grade of the secondary school.

This can affect students' development in the future where they will have to learn the language outside school. It is known that English is a foreign language in the country and has gained more importance due to globalization. On the other hand, head teachers have affirmed students are not good at the language, they find it difficult and boring, and that they need to check once and again the topics. So, it can be concluded that traditional ways of teaching don't work in this institution, specifically on group 1°A of the morning shift of the Official Secondary School "Ricardo Bell".

It is also important to mention that the social and economic crisis caused by the

pandemic of the virus Covid-19 showed the fragility and interdependence of the world. It affected each country, community and family. According to UNESCO during the peak of the pandemic the schools, universities and other learning institutions closed in more than 190 countries and it interrupted the education of 1.600 million of students. In this way, the world centered its attention to public health, economy and social wellness, letting education aside and demonstrating the gap for the most disadvantaged (UNESCO, 2020).

The general objective of this document is to explain to what extent the strategies based on the Presentation, Practice and Production (PPP) approach improves the development of social practices of the language in students of first grade of secondary education. Consequently, the specific objectives are to design through an action plan, strategies based on the P.P.P. approach to encourage the participation of students in the social practices of the language in students of first grade of secondary education. Then, to apply the strategies based on the P.P.P. approach for the development of the social practices of the language. Finally, to analyze through the teacher's journal and the reflective professional proposal the effect of the P.P.P. approach in the development of social practices of the language in first grade high school students. The research question is "What extent does the strategies based on the Presentation, Practice and Production (PPP) approach improves the development of social practices of the language in students of first grade of secondary education?".

The teaching practice is a continuous search for valid knowledge. Each research must be based on the existing knowledge. In this way, every research must be done in a framework or previous knowledge of the topic. It means that it is necessary to set and base it on a theory, approach, principle or school.

Rockwell (1997) mentions that the school is a space where students and teachers learn through the experience. This process includes historical and pedagogical traditions, regional variations, and institutional regulations that construct teaching practices, relations and ways of organization in an institution (quoted by Sandoval, 2009, p.188).

The present practice report has its basis in some official documents that talk about

education and the current conditions in the country. Firstly, the Third Article of the Political Constitution of the United Mexican States has a first premise: the idea that all the people have the right of education. It affirms that the State will impart, guarantee and raise awareness about education. Understanding the state to the federation, the member states of the republic, the municipalities and therefore the city of Mexico. This covers basic education from initial, pre-school, primary and secondary, as well as upper and upper secondary, the first and second being compulsory. This article describes six characteristics of education: it is compulsory, universal, inclusive, public, free and secular.

Education is based on the dignity of people, from a human rights and substantive equality approach. Therefore, it understands the faculties of the human being, including love of the country, the promotion of rights and freedoms, promoting the culture of peace, ensuring independence, justice and honesty, as well as other values. Therefore, it seeks the best continuity of the teaching-learning process of the students. The same third article indicates that the access, permanence and participation of the educational system should be promoted, with the main interest of boys, girls and adolescents, but it also recognizes teachers as transforming agents of the educational process. Social changes that are to say that affect the level of life of the student.

The General Law of Education (2019) consists of 181 articles and 11 titles but it will be analyzed just some parts of it. Title First about the right of education, chapter I called general dispositions, Article 3 describes how the State must foster the active participation of the different actors of the educational process, including students, tutors, parents, teachers and the National Educational System. In this way, it would contribute to the economic, social and cultural development of the country. The same chapter contains Article 4 which states the responsibility of the compliance of the present Law. Thus, they are the educational authorities of the States, of Mexico City and of the municipalities (p. 1-2).

Thus, the organization in charge of the education in Mexico SEP (Secretaría de Educación Pública) developed in 2017 the study plan and programs that would enhance the educational quality and that is currently used by teachers and educators

around the country. These plans and programs are in the book *Aprendizajes clave para la educación integral* where teachers can observe the different didactic orientations of each subject per grade and some suggestions for the assessment. The English language is part of the academic training field of Language and Communication and it is taught under the name the name of Foreign Language, English. The secondary level is part of the cycle 4 (first, second and third grade) and the purpose of this cycle is to allow students to hold interactions and adapt their acting through oral and written texts in a variety of situations of communication (SEP, 2018, p. 167).

In order to achieve the learning goals proposed in the plan and programs, teachers in training have to develop intervention projects. In the case of the students of eight semesters of the bachelor degree in Teaching and Learning English in Secondary School, students plan the teaching strategies to tackle a problem they found in their schools through a diagnosis process.

It is intended to use the action research as a methodology to intervene in the future practices. This kind of research can be defined as "a reflective process that dynamically links research, action and training, carried out by social science professionals, about their own practice. It is carried out as a team, with or without the help of a facilitator outside the group" (Bartolomé, 1986, p.124, quoted by Latorre, 2003). It has characteristics such as being participative, collaborative, systematic, critical, progressive, and it implies the register, the collect and analysis of information. It has as its purpose to improve and comprehend its own practice. The teacher is the protagonist of the process, so it is near reality. It also tries to articulate research, action and formation. It can be described as an instrument to reconstruct the practice through analysis and reflection.

The intervention strategies proposed to overcome this problem are based on the PPP approach which involves techniques such as the presentation of the language with activities such as telling or acting stories and anecdotes, playing short audio clips, presenting movies or TV show clips, showing objects, etc. Consequently, the practice stage uses techniques such as drill sentences, substitution drill in pairs, sentence matching activities, fill-in-the-gaps activities, and pair work asking and



answering questions. Finally, in the production stage students develop freer activities like role-plays, communication tasks, collaborative tasks and discussion activities.

Based on the fact that students are participative and have the willingness to learn, but do not use the language until it is really necessary, it is proposed to use a teaching approach where students have more time to use the language in a controlled way and make it meaningful through interesting material. It was observed that learners like their English classes and are interested in most of the topics because they can use the language. Then, a way of increasing their time to express is through this approach that divides the session into parts.

The Presentation, Practice and Production approach is ideal for low-level classes, it is very flexible, easy to plan because it follows a logical progression, it can be used with every topic, applied in large classes, it creates a kind of routine but without making it boring, and it accepts a range of methods and activities to reach the goals of the class.

It can be defined as “an approach to teaching language items which follows a sequence of presentation of the item, the practice of the item and then production or use of the item” (Tomlinson, 1998, quoted by Criado, 2008, p.64). Some characteristics of this approach are that it keeps Teacher Talk Time (TTT) to a minimum, promotes Students Talk Time (STT), demonstrates how to use the language, reduces and simplifies the language, breaks the session into steps, and encourages independence during the production stage.

Time ago grammar lessons were designed in two parts: grammar explanation and exercises, this structure can be seen as presentation and practice. Later, it was recognized that practice is not enough to master a language because it only stays at the accuracy. So, the production was proposed with the aim of fluency. This kind of organization makes sense because it reflects the way that other skills are learned. The basic explanation of this is that knowledge becomes a skill through successive stages of practice (Thornbury, 1999, p. 128). This organization helps teachers because it has a convenient template that allows a variety of lessons and topics.

This approach ordering the activities in a lesson is quite old because it started in the

1960s. It has been criticized since academics who study second language acquisition consider that this approach does not allow students to learn naturally. Nonetheless, the school has shown what most institutions do. Students are used to a complete guidance of the teacher and they have to do small tasks in order to keep their attention. Furthermore, according to Harmer (2012), Presentation, Practice, and Production is a variation of audiolingualism and traditional methods of teaching. This approach can be explained with authors such as Krashen (1982) quoted by Ipek (2009). In the presentation stage, language is presented through different materials. This author could explain this stage with his input hypothesis when he tried to explain the language acquisition. The hypothesis describes how the learner receives the information also called input and consequently he acquires the language. The input must be comprehensible and slightly above the level of the language learner. This is exactly what is intended to do at the beginning of the sessions with interesting and meaningful material for the students.

Then, the practice stage is made up of activities that model language such as drills and its variations. Drills are essential and representative of the audiolingual method. This method has its basis on linguistics and psychology, specifically on behaviorism because it helps learners to respond correctly to stimuli through shaping and reinforcement. It uses actions, pictures and realia to shape students' output. There are different kinds of drills such as backward build-up drill, single-slot substitution drill, split drill, etc. (Larsen-Freeman, 2000, p.35). Finally, the production stage allows students to use the language in a freer way. This part is important because it will demonstrate if the learner can use the structure studied. For this action plan, it is intended to use more communicative activities. It is planned activities such as role-plays, communicative tasks, collaboration tasks, and discussion activities to make the language more meaningful when students use it.

In this way, it is proposed to use the PPP approach to allow students to practice the language and then make it more accurate. According to Harmer (2012) this approach is commonly used to introduce simple language at elementary and intermediate levels. In general terms, the professor presents the form, also known as the construction phase. Then, the meaning and use of the new language often uses

drilling and controlled practice. And finally, the practice phase where the teacher asks students to produce their sentences or phrases using what they have just learned (p.102).

So, the main problem found in the practice was the lack of students' time to talk. How can this issue be tackled? According to the book *Aprendizajes Clave para la Educación Integral* (2018), the purpose of teaching English is to allow students to develop abilities, knowledge, attitudes, and strategies of learning to participate and interact in social practices of the language in the spoken or written form (p.165). Thus, according to the way of teaching that they are used to, PPP is ideal to develop classes where students observe the language in real use, practice through exercises, and finally the use of the language in a freer way.

The PPP approach was chosen because some research findings have shown good results by using it. The first research was conducted by Gulo, Prima y Pangaribuan (2018), their research finding demonstrated that students' speaking skills improved after the patterns of the PPP method were applied. In addition to this, above 80% of the students were interested, motivated, and understood the lesson with the structure.

Another study made by Yusuf (w.d.) explains the implications of the use of this method in the improvement of the speaking skill. It mentions that learners are intelligent, creative, smart, and this method provides time to allow students to show their best performance.

The document will have a critical paradigm because there is qualitative and quantitative data. The action research will be the method of the research. The techniques to recollect data will be observation and performance analysis techniques. In the observation techniques will be the participative observation and the teacher's journal while the performance analysis will use checklists and rubrics to assess under the formative assessment approach. There will be instruments such as the teacher's journal to take notes of the development of the classes. These techniques were chosen because they allow the teacher to get information during the process of the students' performance considering their strengths and weaknesses, and based on that make decisions for the future (SEP, 2012).

As in Scrivener (1994), the Presentation, Practice, and Production approach is described with the following kind of activities: in the Presentation stage, there will be an authentic exposure of the language through videos, images, short audios, objects, anecdotes, and so on. These kinds of activities are planned to promote "noticing" and "preparation". After that, the Practice stage will have activities that promote guided discovery, also called "reflection". These activities will be controlled exercises where students will be able to change parts of the structure, fill-in-the-gaps exercises, drill sentences, substitution drill, and sentence matching activities. Finally, the Practice stage allows "restricted output" where students will use the language that they have just learnt in a meaningful way through role-plays, communication tasks, collaborative tasks, and discussion activities (p.117).

Palmar (2015), quoted by Moreno (2019), gives an example of the moments of the approach in a lesson. The first part, the "Presentation" can be carried out with controlled activities done by the teacher. It could be used in texts, audios, or visual material (flashcards) to show and introduce the topic or content. Afterwards, the "Practice" are still guided activities by the teacher. They can be oral or written; multiple-choice, fill-in-the-gaps, guessing or transformation exercises. The purpose of this stage is to give feedback to the students to correct mistakes. The last stage "Production" tries to produce the acquired contents. Some activities proposed are dialogues, oral presentations, production of texts, or any communicative activity that allow students to develop the competencies and demonstrate the learning achievement.

As it was mentioned before, the presentation stage allows a wide range of didactic material to present the language. It is planned to use stories, anecdotes, audios, posters, flashcards, movie and TV show clips, and objects (realia) to make students feel attracted to the language from the beginning of the class. Based on the previous experiences in other schools and current practices, students feel more comfortable with material that is based on their likes. Next, the practice stage will use activities with exercises of the expected language. For instance, worksheets, exercises on the board, and fill-in-the-gaps activities. At the end, the production stage uses images to describe communicative tasks, it could be brief situations or problems where

students have to use their skills to put into practice the language.

It is intended to improve the participation of the students in the social practices of the language through the use of the PPP approach in the group 1°A of the Official Secondary School 0261 “Ricardo Bell”. It will use methods, techniques and instruments to develop the intervention in the current semester. There have been several interventions during the last semesters, some of them were in the online modality and other in face-to-face. The general strategy to tackle the problem found is to design through an action plan teaching strategy based on the P.P.P. approach to allow students participate in the social practices of the language that the plan and program purposes.

In this way, the presentation stage is where the teacher presents the new language in a meaningful context. This can be building up stories on the board, using flashcards, realia and miming. Then, in the practice part can be activities such as fill-in-the-gaps exercises, substitution drills (single-slot or multiple-slot), backward build-up drills, repetition or choral drills, chain drills, transformation drills, question-and-answer drills, sentence transformations, split sentences, picture dictations, class questionnaires, reordering sentences and matching sentences to pictures. And finally, in the production stage are activities like information gaps, role plays, interviews, simulations, find someone who, spot the differences between two pictures, picture cues, problem solving, personalization activities and board games that are meaningful for the students and give them the opportunity to practice the language freely (Cotter, n.d.).

The first period of practice of the seventh semester was just for observation and it was the first approach to the school. It was from August 30th to September 10th in 2021 and it was in the online modality. Then, the first period of practice to intervene was from September 27th to October 22nd of the same year. There were just three weeks of intervention and the didactic sequences will be described in the following paragraphs ordered in weeks with three classes of 50 minutes with a schedule from 7:00 a.m. to 1:10 p.m.

The first didactic sequence where the Presentation, Practice and Production approach was applied in the online modality was with the social practice of the

language “to describe and compare the appearance and abilities of people of different ages” from October 4th to 8th, 2021. It is important to mention that the institution was not working with the expected learning of cycle four that corresponds to the secondary education, instead they use the most basic grammatical topics and look for an expected learning similar that treats this topic. In this way, the topic of class was “Describing people (adjectives)”. Then, the recommended product was: a collection of words and expressions or brief oral description about someone. The first expected learning was to “Listen to and explore descriptions of the physical appearance of people you know”.

There will be described one session per week as an example of this approach. In this part there will be only the description of the classes and in the assessment of the proposal will be the description based on the teacher’s journal, the pros and cons, annexes of the evidences, and lesson plan. In this way, the didactic sequence began with the presentation of the language in sentences. Students had to brainstorm with adjectives to activate schemata about their previous knowledge about adjectives or how to describe people.

Then, the presentation of short sentences that described cartoon characters with the structure of the simple present. For instance, “She is beautiful”, “He is handsome”, etc. This part allowed students to have comprehensible input related to this. In the practice stage, there were activities to practice the structures with drills. However, due to the online modality not all the students could open their microphones or wanted to do it. There were also activities of fill-in-the-gaps to make learners realize the way we use the adjectives in sentences. Finally, in the closure (production stage) students chose a person from the options that the teacher in training gave and described them with the structure studied.

Another example of didactic sequence that were applied in this modality was with the social practice of the language “Describes and interprets information about people in the community and their activities” on October 11<sup>th</sup> to 15<sup>th</sup> in 2021. The expected achievement was “Explores illustrated materials with information about jobs and professions”. The recommended product was a text with names and illustrations of jobs and professions. The topic of the class was “Jobs and

professions”.

Thus, in the presentation stage of the class it was presented a collage with illustrations of different jobs and professions to make students participate with ideas of professions. Most of the students said the words in Spanish. In the same part, there were used flashcards of professions with a brief explanation of what they do, for example: The doctor takes care of sick people. Then, in the practice part students did controlled exercises with grammar sentences where they had to add the -s to the third person. Finally, in the production stage the teacher in training had to tell the name of the job and students had to answer with the activity that the profession does. The following didactic sequence applied in the online modality in the first-grade group A was with the social practice of the language: “To exchange information about personal data”, the communicative activity “Exchanges associated with the environment”, and the expected learning: “To check the writing of personal data and hobbies” on October 18<sup>th</sup> to 22<sup>nd</sup>, 2021. There were only two sessions of 50 minutes with the group. So, the language was introduced in the presentation stage with a video on YouTube about daily activities. Students observed the different activities and took notes of them.

Students were asked to put in order the activities of a worksheet and then set the hour when they do each activity in their daily life. For instance, “I wake up at 6:30”. It was used repetition drills to practice the pronunciation of the expressions, but not all the students could or wanted to participate. There was also used cartoon characters to make the explanation more attractive for the students. The final product of the sequence was the expressions of daily routine illustrated and the students’ routine with the hour.

The second period of practice of the seventh semester was from November 15<sup>th</sup> to December 3<sup>rd</sup> in 2021 in the face-to-face modality. There were three weeks of intervention and the didactic sequences will be described in the following paragraphs ordered in weeks of three classes of 30 minutes and with a schedule from 8:00 a.m. to 12:00 p.m. and on Mondays the institution worked in the online modality sending tasks or material through Classroom.

The second period of practicum was face-to-face and it changed the way of working in different aspects because the classes were with half groups (from number 1 of the list to 20, and then from 21 to 40), and with a duration of 30 minutes. This made the classes shorter and sometimes the sessions were not concluded because of this. The main idea of the institution was to broadcast the sessions through Meet with the half of the group while the other was in the school. Nevertheless, this could not be possible since there were many technical problems with the projector, laptop, speaker, camera, etc.

It started from November 15th to 19th in 2021. The topic was "Simple present", the learning purpose was "to understand questions about personal data and hobbies", and the social practice of the language was "to exchange information about personal data". To start with the session, students and teacher made a brainstorming with examples of verbs. It was used a semantic net to present these examples on the board and allow students to copy them. The teacher in training used flashcards as visual aims to build sentences in simple present and make students realize the structure of this tense.

Then, the teacher presented a poster of people doing different activities and students were asked to participate by trying to say the sentences. Most of the students participated in Spanish and the teacher wrote the examples in English. The practice stage was with repetition drills. The production part was planned to be freer, but students did not have enough vocabulary to make the sentences. The activity consisted on asking "What does he/she do?" and the other students would answer with the sentence. However, students did not have time for this and it was necessary for more classes to practice this tense.

One more example of didactic sequence with the study group is the next applied from November 22<sup>nd</sup> to 26<sup>th</sup> in 2021. The learning achievement was "to understand questions about personal data and hobbies", the social practice of the language was "to exchange information about personal data" and the grammatical topic was "simple past". The classes had to repeat the didactic sequences due to this modality



and students had to have their three sessions to complete the topic.

The session started by pasting a poster on the board, it was a picture of a classroom with students doing different activities. Students were asked to observe and say the actions they could watch. Only one student participated in English and the others gave their ideas in Spanish. It was written the students' examples on the board in English. The head teacher helped by pasting flashcards of verbs on the board and students had to say the name of the action. After doing sentences with the verbs on the board it was checked the pronunciation of the sentences with repetition drills. The production stage could not be achieved because the time was up and the head teacher had to check some homework from the previous classes.

Students participated actively, but they were also ashamed of speaking in English and commented things like:

S1: Yo no sé inglés, maestra.

S2: No puedo hablar en inglés (TJI, December 2nd, 2021).

Most of the classes were not concluded due to different situations such as suspension of classes, delivery of grades, the lack of time, and other particular problems.

The third week of practicum of the second period of practice was from November 29th to December 3rd in 2021. The classes were still of 30 minutes and with half groups. The learning purpose was "to understand questions about personal data and hobbies", and the social practice of the language was "to exchange information about personal data". The activities of the lesson plan had to be changed in some parts because there was not projector. So, to start with the didactic sequence students were asked to participate with names of things, objects, places they could observe on the screen. There were also presented in the practice stage images of nouns and students had to choose if it was a person, place, or thing. Teacher explained the difference between common and proper nouns and with help of the

students wrote on the board real examples. This topic was quite confusing for the students. This sequence was not completed because of the lack of time and there were just a few classes with the study group.

The third period of practice of the seventh semester was from January 3rd to 14th in 2021 in the face-to-face modality. There were just two weeks of intervention and the didactic sequences will be described in the following paragraphs ordered in weeks of three classes of 40 minutes and with a schedule from 7:30 a.m. to 12:30 p.m. and on Monday the school worked in the online modality sending tasks through Classroom.

It is important to mention that there was just one week of intervention due to health issues of the teacher in training. The topic of this didactic sequence was "Prepositions of time and place", the social practice of the language was "to exchange information about personal data". It was used slideshows for the class. To start with the session, it was presented simple sentences with examples of prepositions of time. Students were asked to underline these prepositions on their notebooks. The teacher read the examples and students practiced the pronunciation with repetition drills. It was presented by fill-in-the-gaps exercises and students were divided in two teams. Students had to compete to say the correct preposition based on the examples and previous explanations of when to use each one of them. Finally, in the production stage students had to work in pairs and do three examples with their personal information using the prepositions of time.

The first period of practice of the eighth semester was from February 21st to March 18th in 2022 in the face-to-face modality. There were four weeks of intervention and the didactic sequences will be described in the following paragraphs ordered in weeks of three classes of 50 minutes and with a schedule from 7:00 a.m. to 1:10 p.m.

The first topic to intervene was "Quantifiers and food containers" and was developed in two weeks (from February 21st to March 4<sup>th</sup>, 2022). The language learning purpose was the "comprehension and use of structures to talk about quantity of

food”, the social practice of the language was to “exchange suggestions to buy or sell a product”. The first part of the class was to present examples of sentences using the quantifiers in a recipe. The development was to practice the language with repetition drills. After this, the use of the questions “How much/How many” presenting flashcards of food. Students were asked to answer some exercises of fill-in-the-gaps with another recipe. Finally, the teacher presented 3 examples of dishes and students had to write the recipe with the quantifiers in pairs.

The second topic was also developed in two weeks and was the "verb to be in past (was/were). This didactic sequence was from March 7<sup>th</sup> to 18<sup>th</sup> in 2022 and the classes were already of 50 minutes. The social practice of the language was to “tell short interesting stories”, and the expected achievement was to “orally express a personal anecdote”. To start with the didactic sequence of three classes, the teacher in training presented a short story that included the verb to be in simple past to allow students realize about the use of this tense. After telling the story there were some comprehension questions about the reading. The next part was a matching pairs activity where students had to join the sentences in simple present with the simple past. This was a kind of competency and made students wanted to participate. Then, there was a chart with the structure of the simple past in the three forms (positive, negative, and interrogative). Students were asked to work in pairs to complete the chart.

The second period of practice of the eighth semester was from April 4<sup>th</sup> to 8<sup>th</sup> in 2022 in the face-to-face modality. There were four weeks of intervention, but it will be taken just one week due to the time to assess the intervention proposal. The institution was working with half groups and a schedule from 7:00 a.m. to 1:10 p.m. The first topic to intervene was "Question words and shops". This topic was to prepare students for the final project of the period. It consisted on making students practice several conversations to sell and buy different products. The social practice of the language was “to exchange suggestions to buy or sell a product”, the learning achievement was “to understand expressions used by interlocutors”, and the expected product was “a dialogue with expressions to sell and buy a product.

The first class of the didactic sequence started with the explanation of the question

words to use them in the future dialogues. The teacher presented some examples of each question word to practice pronunciation with drills. Then, there were fill-in-the-gaps exercises and students had to participate with the answers. The second class began with the presentation of pictures of shops to introduce the topic, students participated with the ones they knew. In the practice stage, the teacher showed pictures of objects and students had to choose in which store of the worksheet they would purchase them. The final activity was a worksheet with shops and students had to match the objects with the stores.

The third class started with the game Pictionary on the board. The teacher gave a piece of cloth and the student had to draw it on the board to make the others guess. There was pronunciation practice with choral drills. Students had to bring a sheet of paper, divide it in two parts, draw a cloth, set a price, and choose the color. The teacher wrote a brief dialogue on the board, students were asked to write it down and practice with a classmate. The production stage was to pass in front of the class and act the conversation.

During the first periods of practice in this institution in 2021 the classes were in the online mode and it made the teacher in training to observe many aspects related to the way of working, attitudes and behavior of the students. In this kind of sessions, most of the students had attendance and participated actively. The classes were of 50 minutes from 7 a.m. to 1 p.m., teachers had to manage their activities in Classroom, and the synchronous sessions through Meet. I had the opportunity to watch how the head teacher and students met for the first time and observe how they created routines and their way of working because they came from the primary school and did not know each other. However, some of the students had problems with the internet connection and other personal issues caused by illness. In the participate observations done with the head teacher of the study group (1°A), students said comments about the class such as:

S1: Que divertido es aprender inglés.

HT: Ya ve, maestra, son este tipo de comentarios los que nos hacen trabajar con gusto. Qué bueno que les guste su clase (TJI, September 27th, 2021).

It is important to mention that students did not interact too much in these classes

because it was mostly directed by the head teacher and the activities were mostly about asking and answering between teacher and students. So, there were only a few interactions among them and they did not even know each other personally. In this group there is a specific issue of violence with a student. According to the assessor and head teacher he has family problems and violence in their context. In this way, they recommended me to include him in every activity and make him help me with the class to keep him interested and avoid problems.

Then, in the face-to-face classes the interactions in the group changed. This group is well-known to have behavioral problems and be noisy. I realized that men were more talkative and participative than women. Boys were always trying to express their ideas and likes, just some girls do the same and the others were afraid of the English class because they did not understand almost any word. The interactions among them were not respectful, students were seated by list number, but they got distracted easily. The assessor had implemented activities during her classes to make students more tolerant and respectful of the teachers and among them. Nevertheless, there were still behavioral issues where students even fought.

The institution was working with half groups during the week (from 1-20 of the lists one day and from 21 to 40 the next one). This has also made students only coexist with their part of the group, they had never met the other classmates. In the activities where I asked students to work in pairs, learners seemed to have problems and some of them prefer to do it by themselves. It seemed to me that students were afraid of not knowing and some students understood the language better than others. Nonetheless, there is partnership because they have created good relations among them since the virtual classes. For instance:

S1: Hoy es el cumpleaños de X. Hay que cantarle las mañanitas en inglés.

Ss: ¡Si, si, si!

S2: Gracias. (TJI, October 19<sup>th</sup>, 2021).

The interactions observed among students were about video games, music and personal experiences. The group always tried to express their ideas and anecdotes. It was intended to create interactions using the English language, but students were very used to translating almost everything due to their way of working with the head

teacher.

According to the previous participative observations and my own interventions, students like routines. Learners are used to their head teacher and the way she teaches. It was observed she teaches mostly grammar, uses worksheets, and changes the topics quickly. This could made students forget the topics fast and the information was not meaningful for them. Nevertheless, students liked the new activities I proposed because they were not about grammar. I noticed a big difference when I tried to teach grammar as the head teacher asked me than when I used more free practice of the language. Students like games and competencies in the activities. They preferred easy activities with concrete instructions and teamwork. Students were afraid of speaking English and tell me comments such as:

“Es que el inglés es muy difícil, maestra”

“Es que no se hablar inglés”

“¿Por qué debemos aprender inglés si en México se habla español?”

“¿Cómo podemos aprender más rápido inglés? (TJI, November 23<sup>rd</sup>, 2021).

It is necessary to clarify that the school is not working with the social practices of the language of this cycle because the head teachers and principal decided to study the most basic topics due to the school lag after the pandemic. Thus, head teachers gave us the grammatical topics such as “verb to be”, “simple past”, “quantifiers”, etc. and we had to adapt them to the plan and program of previous cycles.

During the sessions, I have observed how students react to my explanations and questions. This group is mostly participative because the majority have the confidence to do it, but some others (the ones that do not know almost anything of the language) do not participate even when I ask them individually. I tried to give specific and concrete instructions because students do not attend when the activity is too free. I realized they do not know what to do and prefer to wait until I explain again. Another important fact is that they are used to writing everything I write on the board and try to make the activities just to deliver something as they do with the head teacher.

Talking about the assessment, learners are used to the common ways of evaluation such as notes of what the teacher writes on the board, homework in Classroom,

worksheets about the topic and few more elaborated products such as singing a song in English. From my observations I can determine students do not deliver most of their homework. So, I would suggest more classroom activities and just some homework when it is necessary to practice. The head teacher assessed them with participation, products, and homework.

### **Development, reflection and evaluation of the improvement proposal**

As it was mentioned before, the action plan describes the procedures and actions carried out based on the theory and the problem found in order to improve or solve the same. Thus, the process started with an approach to the Escuela Secundaria No. 261 "Ricardo Bell" in August 2021. Teachers in training met the principal, the head teachers, assessors, and other teachers of the institution in the Consejo Técnico Escolar. After this, there was an observation period where the teachers could observe the classes in the online modality to meet the groups, the way of working, and the head teachers better. All this first period of observation and practicum was in the online modality through platforms such as Meet and Classroom. There were applied instruments to build the diagnostic of the four groups assigned (1°A, 1°B, 3°B and 3°D) of the morning shift. These instruments were sent to Classroom and a low percentage of the students sent them back. Most of the delivery of these instruments were out of time and in some parts, it was taken a representative sample of the groups. Based on the analysis of the information, the group 1°A was chosen due to the lag in the English level, the way of working, and some general characteristics of the students.

Giving a brief description of the characteristics of the students, the data gathered was presented in a diagnostic report. This information was based on two main parts: the group profile and the educative panorama that Luchetti and Berlanda (1998) mentioned. Thus, the group is made of 40 students, 23 women and 17 men between the ages of 11 and 12. They are considered adolescents and are in the formal operations of the Piaget's stages of cognitive development. Talking about the learning styles, this aspect of the diagnosis includes the channels of perception and the multiple intelligences. According to the VAK model for channels of perception,

students are mostly kinesthetic and visual. In addition to this, based on the test of multiple intelligences of Howard Gardner, the group is predominantly linguistic and naturalistic.

This group has two specific cases of bad behavior according to the assessors and observations. In spite of the fact that the school do not accept low academic performance students, this group has problems in the relations among students. Students do not respect each other and the environment of the classroom is hostile most of the time. Based on an informal conversation with the student that has problems with almost all the teachers:

T: ¿Por qué no entras al salón? Está hablando la orientadora.

S: Porque no debo entrar. Están hablando de mí porque otra vez me metí en problemas.

T: ¿Enserio? ¿Qué hiciste?

S: Son muchas cosas, maestra. ¿Conoce a X? Pues lo agarre a golpes porque se le acerco mucho a mi novia.

T: No sabía que tenías novia. ¿La conozco?

S: Es Y del 1°B. Y el otro día X la jalo de aquí y lo tire y lo pateo (TJI, May 10th, 2022).

This was just a brief example of why the group has problems among them, but there have been many issues like this where the students do not want even to work together because are afraid of being hit.

In the first period of practice, from September 27<sup>th</sup> to October 22<sup>nd</sup> in 2021, there were applied didactic sequences based on the PPP approach and grammar topics due to the organization of the institution. The head teachers agreed to work in this way and not with the topics of the cycle 4 because students have a lag, specifically with this subject (English). So, the teachers planned based on *Aprende en casa* and the program 2017. The classes were in the online modality and most of the students of first-grade group A connected and participated actively in the sessions. The group did not respect each other, spoke all of them at the same time, and sent rude messages on the chat and in Classroom. There was also a low percentage of delivery of products. For instance, in the delivery of evidence on October 4<sup>th</sup> in 2021



less than 30 students out of 40 sent the homework, most of them out of time and incomplete.

The activities done during this first period included the presentation of pictures, videos, and songs in the presentation stage. Then, in the practice part it was used different types of drills, fill-in-the-gaps activities, and sentence match. For the production stage, most of the time there was not enough time to get concrete evidence. However, there were brief sentences that students structured. It is important to mention that in this practicum period, most of the time the products were written and there were not too many interactions because of the platform used.

The problem of lack of delivery in the evidences was not treated because the headteacher was permissive and allowed students send their work whenever they wanted. Then, the lack of respect was tackled talking with the students and with help of the assessor to achieve agreements.

After this, the second period was in the face-to-face modality with a schedule of 8:00 to 12:00 from November 15<sup>th</sup> to December 3<sup>rd</sup> in 2021. So, the classes were of 30 minutes and with half groups, it means of twenty students per day approximately. This was the first time that students met and could interact better. The sessions were also organized with the PPP approach and a formative assessment. Finally, the third period of practice from January 3<sup>rd</sup> to 14<sup>th</sup> in 2022 lasted just one week due to healthy problems of the teachers in training. At this moment of the interventions students already had an organization in the group and knew each other better. This were the three periods of practicum of the seventh semester.

It was considered just the first period of practice and part of the second of the eighth semester due to the time for the assessment of the intervention proposal. In this way, the first period was from February 21<sup>st</sup> to March 18<sup>th</sup> in 2022 and the second from April 4<sup>th</sup> to 29<sup>th</sup>, considering that there were holidays from April 11<sup>th</sup> to 22<sup>nd</sup>. The didactic sequences at this moment were more complete because the students were used to the way of working, the classes were of 50 minutes because of the complete schedule. Nevertheless, it was until the week of April 25<sup>th</sup> to 29<sup>th</sup> that the institution began working with complete groups.

The curricular proposal of the English subject has an approach focused on the social

practices of the language. They are orientated to the process where students have opportunities to participate in communicative interchanges which implies knowledge, abilities, attitudes and strategies to reflect about the language and culture.

According to the National English Program in Basic Education (2011), the social practices of the language are

...patterns or ways of interaction, which, in addition to the production and interpretation of spoken and written texts, include several activities linked to them.

Each practice has a specific communicative purpose and a history linked to a particular cultural situation (p.73).

In this way, the ability to reflect on the language is linked to the uses of the social practices of the language with the purpose of analyzing, developing and improving the communicative competency in the English language in the students of basic education. In other words, it is intended to learn English by using it (learning by doing) in communicative interactions that are real or close to reality (SEP, 2017, p. 270).

The current plan and program try to develop competencies of the English language, identity, mobilization of knowledge and cultural experiences in national and international contexts in the students. According to the NEPBE (2011), the purpose of the English subject in Basic Education is to allow students “get knowledge to engage in social practices with written and oral language to interact with native and non-native English speakers by means of specific competencies with the language” (p.102).

A competency can be described as:

Una combinación dinámica de atributos, en relación a procedimientos, habilidades, actitudes y responsabilidades, que describen los encargados del aprendizaje de un programa educativo o lo que los alumnos son capaces de demostrar al final de un proceso educativo (Bravo, 2007).

According to the NEPBE (2011), a language is "a communicative, cognitive, and reflective activity thought which we express, exchange, and defend our ideas". There are three specific competencies of the social practices of the language that the program mentions and are necessary for the teaching. "Doing with the language" implies the communicative actions in interactive situations, it means learning by

doing. Secondly, "knowing about the language" includes aspects, concepts, topics, gestures, characteristics, and elements of lang. Finally, "being through the language" is about the role of the culture, functions, attitudes, and values.

According to Díaz (2013) a didactic sequence is "el resultado de establecer una serie de actividades de aprendizaje que tengan un orden interno entre sí" (p.4). The purpose of the teacher is to retrieve previous knowledge of the students and link with problematic situations of the real contexts. This has the purpose of being meaningful and being part of the learning process. The sequence implies that the learner does things, actions that link the previous knowledge and experiences with a real query. The structure of a didactic sequence integrates two elements that are done parallel: the sequence of activities and the assessment for the learning. The teacher has to consider three phases or moments: beginning, development, and closure. The first stage integrates activities that allow the teacher to create ideal learning environments to make students get the expected achievements. Then, stage two includes activities to administrate the new knowledge to the students and do activities of controlled practice. Finally, the closure integrates activities where the teacher identifies the students' achievements in relation to the objective through a freer practice.

The didactic sequences applied in along the intervention were based on the PPP approach and it consists on the presentation of the item, the practice of it and finally the production of the language with what students have learnt.

The resources used in the development of the action plan started with diagnosis instruments to gather information such as semi-structured interviews with head teachers and the principal, an observation guide for the internal and external context, and questionnaires for the students to build the group profile. After this, there was designed a workplan with didactic sequences to apply in the study group. These didactic sequences contained strategies, methods, techniques and activities to tackle the problem found specifically in the study group 1°A of the morning shift.

During the virtual classes at the beginning of the year, there were used resources such as Power Point presentations, questionnaires in Classroom, games in Quizizz and WordWall, flashcards, worksheets in Liveworksheets, and songs in YouTube.

Talking about the material resources used during the interventions, the institution has computer, projector, and speaker in each classroom. However, the group study always had technical problems with these devices. Thus, the teacher in training used more common and traditional resources such as flashcards, posters, images, sheets of paper, and worksheets as didactic material. There were a few times where it was used Power Point presentations in the face-to-face classes in the classroom and the audience.

The study object most difficult to assess is the development of the human being because there is a continuous learning process throughout the life. According to the book number 1 “El enfoque formativo de la evaluación” of the SEP (2013), assessment is:

un proceso integral y sistemático a través del cual se recopila información de manera metódica y rigurosa, para conocer, analizar y juzgar el valor de un objeto educativo determinado con base en lineamientos definidos que fundamentan la toma de decisiones orientadas a ayudar, mejorar y ajustar la acción educativa (p. 19).

The assessment strategies were based on the formative approach that proposes the current plan and program. This kind of assessment tries to learn better and improve the students’ performance more than grade or classify. There were used observation techniques such as the observation guide and the teacher’s journal to take notes of what was observed. There were also performance techniques such as the students’ notebooks and performance analysis techniques like rubrics and checklists to assess the students’ evidences.

The assessment of the improvement proposal was based on Donald Schon (1992) and his model of reflective practice. This author proposes the practical thinking in the teaching labor. This model explains how the teaching practice is complex, unstable, singular and has conflicting values. So, the job implies a reflective, artistic and continuous activity. Then, the success in the practice will depend on the teachers’ ability to manage with this complexity and solve practical problems in the classroom.

The process of this model is called “Reflection in the action” where the teacher put

into practice their intellectual resources to the service of the situation and look for a strategy or solution. The practical thinking of Schon has 3 concepts or phases: the knowledge in action, reflection in and during the action, and reflection on action and on reflection in action. In other words, it is necessary to integrate the theory in a meaningful way to make use of it in the classroom. In this way, the assessment of the activities will follow the next procedure: to describe the activity done, justify it with evidences and products, sustain the activities based on authors and theories, make a kind of discussion of the advantages, disadvantages, experiences and so on. Finally, the reflection of the whole activity, describing the possible changes or future uses.

During the first period of practicum the teaching and learning process was completely online. This made teachers in training to look for strategies to know and gather information in this modality. The classes in this moment were through Meet and the delivery of products on Classroom. The schedule was complete from 7 a.m. to 1 p.m. with classes of 50 minutes. Most of the time students connected on time and participated, they did not know each other because they came from the primary school. There were two classes per week and the teacher in training had to adapt to the different requirements of the head teachers.

Students was used to write everything that was presented on the screen. Another important fact is that they translated everything and used the translator of the computer. The contents were based on grammatical topics such as “Adjectives”, “Simple present”, “Jobs and professions”, and so on because the head teachers realized students did not have English classes previously.

The classes with this group were noisy most of the time because students did not respect the others’ time to speak and the head teacher were in charge of muting the students, but she did not do it. Students also wrote on the chat some rude comments until the head teacher closed the chat.

The teaching approach used throughout the periods of practice was the Presentation, Practice and Production approach that consists on presenting the language in real contexts such as authentic material, videos, audios, images, telling or act a story, movies or TV clips, showing objects (realia), etc. Then, the practice of

the language with controlled exercises such as drills, sentence match activities, fill-in-the-gaps exercises, pair work asking and answering, and so on. Finally, the production stage is the freer and authentic use of the language with activities like communicative tasks, collaborative tasks, discussions, and role-plays.

Thus, the first part of the approach can be based on the ideas of Krashen (quoted by Ipek, 2009) and his comprehensible input. According to this theory, the author mentions that the learning process occurs when the unknown elements are a little further from the current level of the learner. He proposes a formula to express this idea of the “Comprehensible input”. The current level of competency of the learner is called “i”, and the next level would be  $i+1$  (p.157). Thus, in the proposed approach for this project, the presentation of the language must be with real language that is a little higher than the level of the students.

The second stage called practice uses more traditional teaching methods such as Audiolingualism. This teaching method has its basis on the Behaviorism. This theory also has three crucial elements in learning: “a stimulus, which serves to elicit behavior; a response triggered by a stimulus; and reinforcement, which serves to mark the response as being appropriate and encourages the repetition of the response in the future” (Richards & Rodgers, 1986, p.63). In the case of the P.P.P. approach, the Audiolingualism helps in the controlled practice of the students of low levels with techniques such as drills.

Another important method used is the Grammar Translation method. This is also called the Classical Method and was used to teach classical languages. The main purpose of this method was to read and appreciate foreign language literature. There were used techniques such as fill-in-the-blanks. It is a technique of the grammar-translation method where students are given a series of sentences with words missing. They have to fill them with the new vocabulary or items of a particular topic. (Larsen-Freeman, 2000, p. 20). This kind of activities are easy and used usually for new learners and with low levels of English. In addition to this, the use of words in sentences is a technique where students use the new vocabulary item to make up sentences in which they use the new words (Larsen-Freeman, 2000, p. 20).

The last part, the production phase implies the use of the language learnt in more

real situations. This can be based on the Communicative Language Teaching that is the one that guides the current plan and program in basic education. This method is based on the Communicative Approach that affirms communication is necessary (Larsen, 2000, p.121). It means that more than a linguistic competence, there must be a communicative competency. In this way, these statements are taken to create learning environment where the students are communicatively competent and are able to express their ideas with the studied previously in the class.

As it was mentioned before, the first didactic sequence from October 4<sup>th</sup> to 8<sup>th</sup> in 2021 had as expected achievement to “Listen to and explore descriptions of the physical appearance of people you know” (Appendix 16). Thus, the first class allowed teachers in training to know the students and their way of working. As first activity of the class, the teacher did a brainstorm with the adjectives that students knew to activate schemata. This brief activity was a warm up to make students realize they were in the English class and allow them guess what the class would be about. After this, the presentation stage of the Presentation, Practice, and Production approach started by showing sentences with slideshows with the description of some cartoon characters. There were also singers and characters of video games. This seemed to work well because students knew most of them and they were motivated to participate.

These activities are based on the comprehensible input of Krashen (quoted by Ipek, 2009). This theory explains that learners need to read and listen the language first to have a range of vocabulary and structures and then produce the language. An example of comprehensible input used in the class is showed in Annexed 17. This activity had pros and cons yet students were interested and participative. However, some students (specifically men) were excited with the characters of videogames and made them talk about this instead of paying attention to the class. The next part of the session was the practice of the language. For this stage students had to answer controlled exercises using the adjectives studied.

The didactic material was also about cartoon characters and videogames. The fill-in-the-blanks is a technique of the grammar-translation method where students are given a series of sentences with words missing. They have to fill them with the new

vocabulary or items of a particular topic (Larsen-Freeman, 2000, p. 20). The advantages of this activity were that it was easy since students knew some of the vocabulary of adjectives and were used to writing everything that the teacher wrote or presented. On the other hand, students had the common mistakes with the structure of the verb to be. For instance, “She are nice”, “They is big”, etc.

Lastly, the production stage consisted on choosing a character, singer, or parent to describe by using the structure and adjectives studied. This evidence was sent through Classroom and was only written (Appendix 18). Some of the disadvantages of this modality were that as teachers we do not know if students are paying attention, if they are working in that moment, if they understood the topic, and the practice of the language was quite difficult since there were about 40 students in the video call and the audio was stalled.

Nevertheless, students seemed to understand and liked the activities because the language was taught in chunks (sentences) instead of grammatically. This session would be improved with the use of another platform such as Zoom to make students interact among them. For future teaching practices of this topic, it would be better to check better the vocabulary taught because the adjectives were quite complicated for the students and there were some of them missing to describe the clothes, and more detailed physical appearance. This would be also due to the lack of time for the classes.

The didactic sequence applied from October 11<sup>th</sup> to 15<sup>th</sup> in 2021 had the social practice of the language “Describes and interprets information about people in the community and their activities”. This topic used mostly the simple present to describe what each profession does (Appendix 19). The warm up of this class was a collage of professions to make students participate by saying their ideas and bringing to their mind these words if they knew them. Students participated in Spanish and the teacher said the vocabulary in English. It was used the direct method in this class because the vocabulary was presented in short sentences such as “A doctor takes care of people’s health”. In this way, students copied these sentences on their notebooks.

Talking about the pros of this activity, students could observe the vocabulary of jobs



in real sentences, but the structure was still quite difficult for them because most of them did not have English classes before and tried to translate everything. Now, the cons would be that students want to translate each word and were ashamed of speaking in the videocall. The practice of the language was through choral drills. The drills are from the Audiolingual method which has its basis on the behaviorism where students had to repeat to create habits and consequently, they would learn. In the choral drill, students are asked to repeat after the teacher as accurately and quickly as possible (Larsen-Freeman, 2000, p. 48).

After this activity, students were asked to answer short exercises of fill-in-the-gaps with the simple present by adding “-es” or “-s” to the verbs. These exercises were different from the others because the head teacher asked to teach grammar. It could be observed that students were bored and most of them did not understand the topic because of the evidences sent in Classroom. Fill-in-the-blanks is a technique of the grammar-translation method where students are given a series of sentences with words missing. They have to fill them with the new vocabulary or items of a particular topic. (Larsen-Freeman, 2000, p. 20).

In the production stage the teacher said the name of the profession and students had to answer with the activity that job does. This activity was not completed due to the online modality and lack of time. Hence, as final evidence students had to illustrate the sentences studied in their notebooks (Annexed 20). As reflection to this class, the session could have been better by making students participate in more communicative activities. For example, by making students choose a profession and express what they do, and ask them to record themselves explaining it, acting or wearing costumes. On the other hand, the language was taught inductively and students had the necessary presentation of the language in sentences.

The third didactic sequence applied in the group was from October 18<sup>th</sup> to 22<sup>nd</sup> in 2021 with the social practice of the language “To exchange information about personal data” (Appendix 21). The first activity was an introduction to the topic with a video on YouTube about daily activities. Students could copy the sentences in the simple present of the video on their notebooks. For example, “I wake up”, “I take a shower”, etc. As Scrivener (1994) mentions, the presentation of the language can

be through videos, short clips, audios, TV clips, etc. The practice stage was through a worksheet where students had to order the sentences according to what they do every day and the hour. It was used by SpongeBob to present the daily activities of a routine to make the material more attractive. Students mentioned that their daily activities were not too many because of the online modality. There were also doubts about how to say the hour in spite of the fact that the head teacher had just studied the topic with them.

There was also pronunciation practice with repetition drills, but not all the students participated because they did not want, their internet connection, or being shy. In the repetition drill, students are asked to repeat after the teacher as accurately and quickly as possible (Larsen-Freeman, 2000, p.43). This part of the practice stage is necessary to make students exercise the correct pronunciation of the language and prepare them for the last stage. The final evidence of this didactic sequence was the set of expressions studied illustrated and ordered with the hour students do each activity (Appendix 22).

The pros of this class would be the didactic material which was authentic, it was created by the teacher in training, and was attractive for the students. Nonetheless, students could not reinforce the expressions too much on account of the lack of time. These activities could be improved by using the language in real interactions among students. For instance, one student asks "What do you do at ...?", and the other has to answer with the sentence complete in simple present "I take a shower at 9:00 a.m."

The second period of practicum of the seventh semester was from November 15th to 19th in 2021 in the face-to-face modality and with half groups. It means that students went every other day. This was the first time that students met. The organization and interactions among students changed in different ways that will be described in the following paragraphs. The topic of this week was "simple present" and the social practice of the language was "to exchange information about personal data" (Appendix 23). The class started with a warm up where students had to brainstorming by telling different verbs. Students participated with the verbs in

Spanish and the teacher in training wrote them in English on the board.

Then, a poster was presented and pasted on the board. Students participated telling what activities they could observe. Students did it in Spanish and the teacher wrote sentences with those verbs. In the practice stage the students repeated after the teacher with backward build up drills. The backward build-up drill is a technique of the Rassias method where the teacher starts from the end of the sentences or dialogue to forwards and at the end, they say the entire line (Dartmouth College's Rassias Center, n.d., p. 5). In this activity students did not want to participate; it seems to be bored for them and quite repetitive.

Afterwards, the production stage of the sequence was planned to be freer. Although students did not have enough vocabulary to form complete basic sentences. The activity was to practice asking and answering "What does he/she do?". These activities are part of the production stage of the approach proposed and allow the teacher to observe if students understood and can use the structure. The evidence of the class is shown in the annexes (Appendix 24). To summarize, it is necessary to know the students' previous knowledge and provide them with enough comprehensible input. The head teacher mentioned that students already knew the verbs and that it was not necessary to review them.

Students did not have the willingness to study and participate in this session, it may be because of the way of working and they were not used to working alone. As it was mentioned before, students prefer copying from the board, more controlled practice, and do not make an effort to use the language. The activities can be improved by using different didactic material, more attractive for the students to make them realize the language can be used for real purposes. It was also necessary more classes to practice the verbs because students did not know the meaning of most of them.

The didactic sequence developed from November 22<sup>nd</sup> to 26<sup>th</sup> in 2021 had the grammatical topic of simple past and the social practice of the language "to exchange information about personal data". The session began with another poster of people doing several activities (Appendix 25). This sequence was similar to the previous one of the "Simple present". Students had to observe the poster and

participate in the actions (verbs). However, this time the teacher in training form sentences in simple past as part of the presentation stage. The use of objects (realia and pictures) helps students understand the meaning in the classroom environment (Larsen-Freeman, 2000, p.50). For instance, the flashcards and poster are visual aids that allow students to deduce the meaning of words and new vocabulary without translating. It also gives the vocabulary necessary to do the activities.

The sentences were written on the board and were related with the activities that students did the day before. For example, X played football yesterday. There were pasted flashcards of verbs on the board and students were asked to say the verbs. As usual students said the words in Spanish. After this, in the practice stage students practiced vocabulary with repetition drills. As it was mentioned before, the repetition drills aim students to use the language in a controlled way. Most of the drills were chorally because students were afraid of speaking alone. The production stage was not achieved yet the head teacher had to check previous work and other issues. Then, the evidence of the class were the sentences done with the complete group about the activities that students did the day before (Appendix 26).

To sum up, this didactic sequence had weaknesses such as not considering the students' previous knowledge. In spite of knowing the low level of English, this approach considers the learning of a language as a set of steps. The language is presented in a real context, the item is practiced in a controlled way, and the production stage consists of using the language for real purposes. In this way, the pros of this sequence could be that it demonstrated how students prefer to work in the classroom, the abilities that students have, the previous knowledge, and the importance of explaining the activities clearly. Some of the cons would be the lack of students' motivation in the class, these attitudes could be due to the hostile environment of the class. Students do not respect and attack each other during the participations. This behavior had made students do not feel comfortable sharing their opinion and participating. So, the session was most of the time traditional.

The next didactic sequence of this period of practicum was from November 29th to

December 3rd in 2021. The social practice of the language was "to exchange information about personal data" and the grammatical topic was "Nouns" (Appendix 27). This topic was given by the head teacher who wanted me to teach each part of the speech separately. So, the class began with the presentation of a collage with several things, students were asked to participate with ideas of what they could observe. This was a warm up to make students know they were in the English class and bring to their mind words related. Next, students had to choose if the noun presented was a person, thing, or place. This was the presentation of the language through slideshows on Power Point.

After explaining what a noun was, students and teacher wrote examples of common and proper nouns. For example, a common noun would be "school" and a proper noun "Secondary School Ricardo Bell". Students seemed to understand and liked the activity because they created their examples with help of the teacher. This evidence of the class was embodied on a comparative chart (Appendix 28). This class was mostly based on the grammar translation method because there was not a real communicative activity at the end. It could be observed that students were not interested on grammatical topics and those kinds of explanations. As an example of comments of this class:

(The session was over and it was the last class of the day)

S1: Vamonos a nuestra casa a ser felices.

S2: Si, ya vamonos.

The third period of practice of the seventh semester lasted just one week (from January 3th to 7th in 2022) due to health problems of the teachers in training. The grammar topic of this week was "Prepositions of time and place" and the social practice of the language was "to exchange information about personal data" (Appendix 29). The class began with the presentation of sentences that included prepositions of time such as "in", "on", and "at". Students were asked to copy these examples into their notebooks as part of the presentation part. These sentences

seemed to like students because it was used references such as Spiderman and other trendy topics for the examples. The use of objects (realia and pictures) helps students understand the meaning in the classroom environment (Larsen-Freeman, 2000, p.50).

There was pronunciation practice with repetition drills. This kind of exercises were kind of boring for the students because they do not like to repeat. However, when the teacher asked them to read aloud or pronounce some words they do not know and mispronounced. The teacher asked students to read aloud the sentences of the examples to get a participation. This made students wanted to participate, but not all of the class. The reading aloud technique comes from the direct method and consists on "...taking turns reading sections of a passage, play, or dialog out loud." (Larsen-Freeman, 2000, p.30). There were also fill-in-the-gaps exercises to make students realize the position of the prepositions in a sentence. As final step or production, students had to write three sentences with their personal information using these prepositions. However, there were not enough time and the class over before the practice stage (Appendix 30).

The eighth semester had three periods of practicum of four weeks each one. The first period was from February 21<sup>st</sup> to March 18<sup>th</sup> in 2022. It is necessary to mention that the lesson plan was repeated because the institution was still working with half groups. Thus, the topic of the first two weeks was "Quantifiers and food containers". It was taken the vocabulary of food to teach this topic. The social practice of the language was "to exchange suggestions to buy or sell a product" (Appendix 31).

First, there were presented examples of quantifiers such as "some", "any", "a lot of", "a few", and "a little in sentences in a recipe. The use of recipes would be more meaningful if the dishes were more common for the students. It was used a smoothie as example and students did not know what it was. The presentation of the recipe was through slideshows on Power Point. Students copied the sentences on their notebooks.

The practice stage included choral drills with the sentences and the questions "how much" and "how many" to allow students observe when to use each one. Students did not know the difference between countable and uncountable nouns to use these

structures and the implementation of this activity was quite difficult since students wanted to translate everything. In the same stage were fill-in-the-gaps exercises with another recipe. In this case, students had to complete the recipe for a chocolate cake in pairs. The pair work has as a base the Communicative Language Teaching where it is important to collaborate to create meaning. Students would try and experiment with different ways of saying things. In this case, pair work allows students to feel more confident and compare with their classmates (Richards & Rodgers, 1986, p. 91).

Before, in the production stage students were asked to choose a dish and write a recipe using the quantifiers and the structure “You need...”. For example, you need some sugar, you need a little flour, etc. The evidence of the class is shown in the annexes (Appendix 32). Analyzing the class, it can be said that students comprehend the use of the vocabulary of food in sentences. Most of the words were known, but students did not know how to write them. The session could have been better if there were used first games to introduce the vocabulary and then the structures to use this lexical sets. Some problems were that students used recipes such as lemon water or Maruchan soup, and wanted to write not only the ingredients instead of the instruments such as the squeezer. In this way, in the future interventions, it is planned to give students the dishes and they would have to choose one. Another important fact would be to check if students know what is necessary for the class like how to identify the countable and uncountable nouns.

The week third and fourth of the first period of practice was from March 7<sup>th</sup> to 18<sup>th</sup> in 2022 and with the topic of “Verb to be in past (was/were)”. The social practice of the language was to “tell short interesting stories” (Appendix 33). The didactic sequence began quite different to the others because it was presented first the practice stage with a competition where students had to participate and then the presentation. Team-based activities include some form of “winning” or competition. This can make the class run like a fun topical quiz show and challenge students to keep a score (Monroe, 2020). This is ideal to make the classes more fun and increase student talking time. In the practice stage, the teacher said the sentence in simple present and students had to choose quickly the sentences that were in simple past. This

activity was done first to make the class more attractive to the students. Learners were asked to write down these examples on their notebooks and underline the verb “was” or “were”.

After this, there was presented a brief story using the simple past. Then, the teacher asked some comprehension questions about the story. This activity would be the presentation stage. Students comprehend the story because it was too short and were made up of short statements. The reading comprehension questions is a technique of the grammar translation method and it is where the "students answer questions in the target language based on their understanding of the reading passage." (Larsen-Freeman, 2000, p.19).

The last part of the class consisted on fill-in-the-gaps exercises with “was” o “were” (Appendix 34). This was not the production stage because there was not enough time. Students should have done brief sentences with this tense, but they did not have enough vocabulary. It was observed that they did not even know the adjectives such as “smart” in the sentence “He was smart”. In this way, the production stage could not be achieved. The didactic material used was produced by the teacher in training and this made the examples and exercises easy for the students. Nevertheless, it could be observed that the head teacher thought students had a higher level of English. For future implementations of this didactic sequence, it would be better to study and review the topics to then create more complete sentences.

It was considered one week of the second period of practice of the eighth semester on account of the lack of time to assess the intervention proposal. This week was from April 4<sup>th</sup> to 8<sup>th</sup> with the project of “Compra-venta” where students had to choose a shop, create their material and make a dialogue to buy or sell a product. The social practice of the language was “to exchange suggestions to buy or sell a product” (Appendix 35). The first part of the class consisted on preparing the stands, it means the different shops (veterinary, shoe store, veggies and fruits, fast food, clothes store, stationary, etc.). After this, students passed in couples to choose a card to know who would buy and who sell. Then, they chose a card with the name of the store that they would use.

This was a strategy to make students not only memorize the dialogues and try to



use the language depending on the situation. Students thought it would be easy just by memorizing the conversations studied in class, but they faced the challenge of using the language in real contexts. One of the advantages of this activity was that students made an effort to remember and use real pieces of language such as “Good day, can I help you?”, “I would like ...”, etc. On the other hand, some students felt ashamed and did not want to participate. The evidence of this project is shown in the Appendix 36.

There were many problems faced during the interventions and some strategies done by the teacher in training to tackle them. The main challenge during the practice was the bad behavior of the students. As it was mentioned before, learners did not respect each other and were always attacking among them. As teacher in training, I decided to use the humanism. This was quite easy because students felt I was less demanding than the headteacher and they wanted to tell me their problems. The group also commented the problems to me every time when I arrived to the classroom. So, in the two cases of bad behavior I decided to ask them what happened and why they behaved in that way. Students used to explain me their problems and situations, and then I emphasize with them. This means that students knew I tried to understand them and consequently they tried to work in my class. The headteacher and I realized they were too competitive, so we assigned specific tasks to one of them to make them feel important and necessary for the class. For example, if they work, I would allow them seal their classmates notes or write the date every class at the beginning.

After this, the classes were better and the implementation of the strategies improved. Students were still too used to the traditional ways of working, but the PPP approach made them change a little. The first part of the classes (Presentation) made students know that the class had started and how the language was used. Then, the Practice stage was their favorite because it was quite easy for them. Students already knew how to answer fill-in-the-gaps exercises or controlled tasks. Finally, the Production stage was the most difficult for them because they prefer controlled practice. However, I tried to make easy activities for them.

### **Conclusions and recommendations**

As a reflection of the different aspects studied in this professional practice report, it is necessary to analyze the scholar environment where the proposal was applied. As it was mentioned before, the institution has been through several changes in its organization during and after the pandemic. At the beginning of the seventh semester students passed from primary to secondary school in the online modality. This created a way of working and a few interactions during the sessions since there was not any way to communicate outside the videocalls. This demonstrated how students at this level need to communicate and interact among themselves to create relationships. Some students tried to chat through Classroom and during the Meet sessions, but it was almost impossible.

After this, in the face-to-face modality students met for the first time and created new relations and partnerships among the group. There were also created smaller groups in the classroom of men and women. Nevertheless, this brought issues such as only coexisting with half of the group. The organization of the institution made students take classes with a part of the group and create rivalries. So, when the group was completed, students had some problems to working with the students that did not belong to their part of the group.

Talking about the environment of the institution, it was observed that teachers of the different subjects get along well, work together sometimes, and have small groups. They differentiate between the old teachers (the ones that have more time in the school) and the new ones. Each two groups as one assessor that deal with the behavioral issues and help when there is not a teacher in the classroom. The principal is interested on the students, he looks for following the rules, take care of the students, helping students with personal problems, etc. In general terms, the school has all the services and facilities and is in a continuous improvement.

The students of the study group had specific behavioral issues that were exemplified in the development of the practice report. There were two cases where the teachers decided not to intervene since this could be dangerous for them and the other students. The first case had violence in his house and the tutor (the grandfather) insisted on hitting some teachers in spite of the fact that the student was blame of having bad grades. The other student had lack of attention in his house according to

the assessor and this made him demonstrate violent behavior with his classmates. There was a time when these two students got along well and got together to not working. As a personal strategy to deal with this, the teacher in training used the humanism to allow these students to feel important and necessary in the classroom. The teacher asked students how they were, why they behaved in that way, and so on. This made students felt more interested in the class and tried to participate and work. The rest of the class reject these two students and according to the participative observations done during the interventions, students would like more attention from the teachers.

Talking about the action plan that were developed, there were some difficulties related to the way of working of the institution. At the beginning of the interventions, students were in the online modality. This made students quite selfless about the school. According to comments of the teachers, students think now that they do not need to work to get a 10 because according to the new laws, students must have at least a 6 at the end of the cycle. On the other hand, the online classes did not allow to create activities with many interactions among students. Most of the sessions were teacher-student because the platform used (Meet) did not allow breakup rooms to make students work in teams.

Then, the classes shift to the face-to-face modality and the culture of the school changed too. The main aspects of this new modality were that there were just half groups. It means that students went every other day. There were days when the class could not be completed because of the lack of time, there were events that the school organized, and other when the head teacher interrupted the class to deliver grades, and so on. Consequently, the didactic sequences could not be completed or some stage of the class could not be achieved. It can be said that students achieved a good level of the expected learnings in spite of not being of the cycle that corresponded.

Afterwards, the general purpose of the professional practice report was achieved. The main objective of the present document was to explain to what extent the strategies based on the Presentation, Practice and Production (PPP) approach improved the development of social practices of the language in students of the first

grade of secondary education. Thus, the strategies designed were described and analyzed through a reflective cycle. There were about ten classes that demonstrated how this approach improved the participation of the students in the social practices of the language that the current plan and program proposes. There were some problems in the implementation of the action plan, but students increased their communicative skills through the use of the language for real purposes.

As the specific purposes mentioned, there was designed an action plan which included strategies based on the P.P.P. approach that looked for allowing students to participate in these communicative activities. After this, the second purpose was achieved yet there were applied many strategies based on the approach. The final purpose was to analyze these strategies based on the teacher's journal and the reflective professional proposal. This was also achieved since the teacher in training used the Schon Model to reflect on her practice to have a continuous improvement on her practice. It is important to mention that the research question was also answered, since it has its basis on the general purpose of explaining to what extent the strategies based on the approach improved the development of the social practices of the language.

The action plan was ideal since it had an easy structure. The P.P.P. approach had had many critics for being too simple and that do not allow the correct development of the language in the learning process. Nevertheless, the topics were flawless for this approach. Even though this approach proposes to teach grammar inductively, it was used more deductively to do not make the classes boring yet students demonstrated to do not like grammar and the sessions like this were not meaningful for them.

The competencies chosen at the beginning of the work were developed during the last two semesters in the real context of a secondary school. These competencies were divided in three main types: generic, professional, and disciplinary. The generic competencies that this document improved were to solve problems and make decisions using critical and creative thinking because during the interventions, the teacher in training had to face different situations that were necessary for the reflective thinking during the practice and after it.

The second competency was to collaborate with several actors to generate innovative projects with social and educational impact. Thus, the teacher in training worked with the head teachers of the institution to create didactic sequences and work together to achieve the learning goals. Then, to use the information and communication technologies critically, this competency was improved since the beginning with the use of the online modality and its different tools, and during the face-to-face classes with other didactic material such as the projector, speaker, laptop, etc. Finally, applying the linguistic and communicative skills in various contexts, was enhanced during all the interventions because it was taken the students' context to teach the English language.

The next types of competencies were the professional and they describe the knowledge, abilities, attitudes and values to work in the different educational levels. The competencies that this project developed are: to use knowledge of the English language and its didactics to make transpositions according to the characteristics and contexts of the students in order to address the curricular contents of the current study plans and programs, to design the teaching and learning processes in accordance with current approaches to the English language, considering the context and the characteristics of the students in order to achieve significant learning, and to evaluate the teaching and learning processes from a training approach to analyze their professional practice, and to evaluate the teaching and learning processes from a training approach to analyze their professional practice. Finally, the disciplinary competencies demonstrate the knowledge in the subject to treat the contents of the curriculum. The competencies developed with this document are to use linguistic elements to describe, to express points of view, to communicate and build arguments in English, to use discourse norms flexibly and effectively for social, academic, and professional purposes, to argue your school, academic and research projects designed in English to strengthen your teaching and activities for social, academic and professional purposes, diagnoses age, cognitive, affective and psychosocial factors to intervene appropriately in the teaching and acquisition of a second language, and to apply the second language teaching approach for the design and evaluation of learning situations at the various levels of the national

education system.

The didactic sequences followed the action plan because the structure of the sessions was simple. Most of the sequences consisted on three classes; they were the presentation the language in the first class, the second would be the practice it, and the third should have been the production of the language. In addition to this, the classes had the same structure of presentation (introduction), practice (development), and production (closure). Some of the sequences were changed for different reasons. For instance, the classes that did not have a communicative purpose such as the topic of “Nouns” that was thought because the head teacher asked it. Some other classes were not completed because of the time, sessions with interruptions, lack of time, behavior of the students, among others.

The evidences of the didactic sequences applied were analyzed and had good results. Students seemed to comprehend the language better in this way. As a comparison between the grammar classes and the classes with the P.P.P. approach, the sessions with the approach were better and more meaningful for the students than the others. Students had an improvement and participated on the social practices of the language because the last classes consisted on using the language with the vocabulary and structures studied in a real situation. In this case, their final project was about dialogues to sell and buy products.

At the end of the three periods of practice of the eighth semester, students were already used to the way of working and created a good relation with the teacher in training. As a personal reflection, I would like to have had more time to talk with each student to know and teach them better. However, this last year allowed me to realize that students are whole people that create the culture of the institution and that I have to enjoy what I do because students know when we love our job.

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## Appendix

### Appendix 1

#### Observation guide for internal context



**School:** Escuela Secundaria Oficial No. 0261 "Ricardo Bell"

**C.C.T.:** 15EES0478A

**Location:** Caballo Bayo street No. 320. Col Benito Juárez, Cd. Nezahualcóyotl, Edo. México

**Shift:** Matutino

**School cycle:** 2020 - 2021

**Teacher in training:** \_\_\_\_\_

**Purpose:**

Identify the different aspects and explore the group's interactions on content, materials, use of time and interactions.

**Group:** \_\_\_\_\_

**Date:** \_\_\_\_\_

Aspects to observer	Data recovery
---------------------	---------------

Students attendance	
Roll call	
Participation	
Interest for the activities	
Mode of expression	
Material used in the class	
Use of the language (English)	
Interaction inside the classroom	
Way of giving instructions	

Time to talk (students)	
Group interaction	

**Description of the context**

Elements that intervene for or against students learning.

Element	General observation
Spacial	
Infrastructure	
Socials	
Economics	

Access to technological resources	
-----------------------------------	--

**Internal context**

Infrastructure: Areas the school has.

Areas	Observations
Classroom	
Workshops	
Laboratories	
Library	
Administrative spaces	
Civic place	
Fields	
Bathrooms	
Security zone	
School food store	
Parking lot	

**Interaction levels**

Directors-teachers and support staff	
Teachers-teachers	
Teachers-students	

**External context  
Geographic location**



## Appendix 2

### ESCUELA NORMAL No. 4 DE NEZAHUALCÓYOTL

Entrevista semi estructurada para el contexto externo

**Escuela de práctica:** Escuela Secundaria Oficial No. 0261 "Ricardo Bell"

**C.C.T.:** 15EES0478A

**Dirección:** Calle Caballo Bayo No. 320. Col Benito Juárez, Cd. Nezahualcóyotl, Edo. México

**Horario:** Matutino

**Ciclo escolar:** 2020 - 2021

**Docente en formación:**

---

**Propósito:** Identificar los diferentes aspectos del contexto externo en el que se localiza la escuela, así como situaciones que puedan influir ya sea positiva o negativamente en los estudiantes.

- ¿Cómo considera usted que es la participación de los padres de familia en la educación de sus hijos?
- ¿Hay estudiantes que tengan algún empleo (formal o informal)?
- ¿Los alumnos cuentan con conexión a internet?
- ¿Con qué dispositivos cuentan los alumnos para el trabajo escolar?
- ¿Ha identificado algún alumno que hable un idioma aparte de español?
- ¿Cómo considera usted que es la zona donde se encuentra la escuela?
- ¿Qué servicio de salud proporciona la escuela a los estudiantes?
- ¿Con qué servicios cuenta la escuela? (luz, agua, drenaje, transporte, etc.)
- ¿Considera que hay espacios que puedan perjudicar a los estudiantes alrededor de la escuela?
- ¿Qué espacios recreativos hay alrededor de la escuela?
- ¿La escuela cuenta con seguridad pública para la protección de los alumnos?
- ¿Se hace algún tipo de comisión de apoyo o vigilancia por parte de los padres de familia?



## Appendix 3

12/10/21

Intervention practice

1ºA

11:30-12:20

I entered the video call and the students were saying good morning and hello to the headteacher, but she didn't answer. I waited 5 minutes and I started the class because the teacher told me she was with the previous group. So, I started saying hello and asking them how they were. I shared a video of jobs and occupations and students had to say what the people were talking about. I shared on my screen the last piece of vocabulary and I asked them to identify the verb and the job. This group seems very distracted, they don't understand most of the time the instructions. I have to look for strategies to catch their attention and give instructions better.

We continued with some simple present, when to use "s" at the end of some verbs, but they didn't understand as a wish. Even the students that know a little bit more of English didn't identify the "s" at the end of the verbs when we use third person. I continued and I drew a chart in a Word document to explain the difference. I wrote "I" and "my sister". We wrote some examples of sentences, but they lost the attention or tried to share other things.

Ss distract easily and started talking about the school and how they don't even know it.

S1: Yo vivo en Chimalhuacán, maestra.

(The students started saying where they lived orally and, on the chat, because it was a virtual class).

S2: Yo vivo bien cerca de la escuela.

S3: Yo vivo como a 10 minutos, pero no conozco la escuela.

At the end of the class, I explained the assignment and I asked for doubts. They said no. I asked a student to explain the homework and she did. I asked them to write on the chat about their participation and I forgot to call the roll automatically.

## Appendix 4

28/09/21

3°B

Intervention practice

7:50-8:40

I entered the video call and the teacher greeted me and the students that were entering the class. After giving them some information about how we were going to work in the new Classroom with a personal account because I don't have an institutional account, she let me with the students to start the class. So, I called the roll asking them to answer with the name that they prefer.

Then, I presented the song "Hello, Goodbye" by the Beatles and I asked them what they thought the topic of the class was. Some students mentioned that it was about conversation, greetings and they even gave ideas of the song. I shared my screen and I told them it was "Greetings and farewells". The next activity was to read and analyze a couple of formal and informal conversations. I let them decide if they wanted to hear the pronunciation first or read it. They said they wanted to listen to it before.

We had many technical problems because the platform took out some students and even me in some parts of the class. I asked them questions such as who were the speakers of the conversation, what they were talking about and if it was formal or informal and why. I asked some students, but they couldn't pay attention as I wished because of the problems in the Meet. A tutor interrupted my class to talk with the headteacher.

Parent/tutor: Me gustaría hablar con usted, maestra. Quiero saber si mi hijo tiene sus trabajos.

Head teacher: Dejeme checar, señor. Le hacen falta algunos, pero ya habíamos acordado que me los iba a mandar y valen la mitad.

Parent/tutor: Gracias, maestra. Es que si tengo mi cuenta ligada pero luego me dice que ya hizo su tarea, pero no es cierto.

I asked Ss to identify the words of greetings and farewells, but they didn't understand at all. I asked the students to draw a comparative chart between them, but we couldn't continue with the class. So, I explained the homework (Quizziz exercise) and I finished the class.

## Appendix 5

11/10/21  
Intervention practice  
1ºA  
10:40-11:30

I entered the video call and the headteacher greeted me, I answered “good morning” and there were some students already in the video call. The teacher asked me if we could wait a little more for the other students and I said “yes”. Then, she explained that they had to complete their assignments. After this she let me with the students and I greeted them.

I shared my screen with a picture of jobs and occupations. I asked them what they thought the topic was and they told me “profesiones, ocupaciones, trabajos, etc.” I said they were correct. Then, I shared the vocabulary in sentences. Students had to copy in their notebook the sentences and identify the verb and the job. We did it together because it seemed very difficult for them. Even the students that know a little bit more had troubles identifying them.

This group always wants to participate and most of the time they don't respect the others' time to speak. However, they are very nice and try to talk about their lives. One student shared that he worked gathering trash without being shy. Others started to say what they wanted to be in the future. However, I didn't foster them to continue because there wasn't enough time.

Teacher in training: Vamos a ver Jobs and professions, por ejemplo, el trabajo de sus papás.

S1: ¡Ay, maestra! Yo he trabajado en muchas cosas, ando de cargador, recogiendo basura. A mí no me importa ensuciarme las manos

The student that was rude and didn't stop speaking was different and the headteacher sent me a message telling me to encourage him to participate because the assessor heard a fight through a phone call. So, she told me he had many problems in his house. I had to be patient and allow him to participate actively to give him space.

## Appendix 6

1.- Ordena la siguiente oración: it / ? / much / cost / how / does \*

1 punto

Tu respuesta

---

2.- Completa la oración con la forma correcta del verbo que esta entre paréntesis: He \_\_\_\_\_ (speak) English and Spanish. \*

1 punto

Tu respuesta

---

3.- Escribe en inglés el nombre del trabajo de la foto: \*

1 punto



4.- Completa la oración con la forma correcta del verbo entre paréntesis: I \_\_\_\_\_ (watch) my best friend at school yesterday. \*

1 punto

Tu respuesta

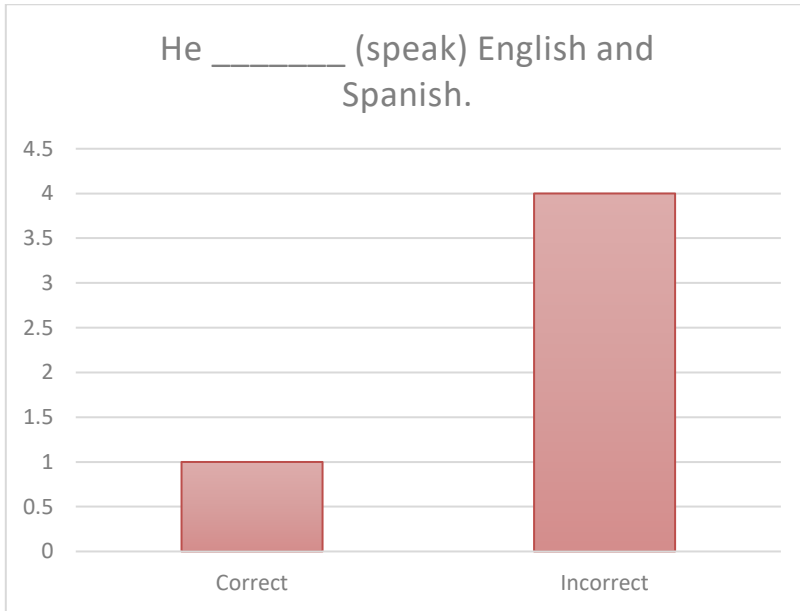
---

5.- Escribe en inglés el nombre de esta señalización: \*

1 punto



Appendix 7



## Appendix 8

28/09/21

Observation practice

1ºA

11:30-12:20

The class started and the teacher greeted me and the students. The teacher mentioned that they have to be patient learning a second language because it's about practice and good memory. A student recommended a song, but the teacher told her she had to check the lyrics before presenting it. The teacher shared her screen with a worksheet in Liveworksheets.

She said they were going to solve it together because they may feel frustrated if they do it alone.

T = Vamos a hacer el ejercicio juntos porque pueden sentirse frustrados si lo hacen solos.

She asked them to repeat after her without opening their microphone. She gave them some examples with the verb to be in affirmative, negative and interrogative while answering the worksheet. One student explained to his classmates, but he also had doubts about the topic. Most of the time the teacher fosters participation and treats the students respectfully.

S1: ¿Por qué es tan difícil aprender inglés?

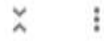
HT: Es un proceso de mucha repetición y práctica, no se desesperen

They started with the topic of giving personal information. The topic of the class was "Like & dislike". Students have to write a check and a cross in the worksheet if they like or dislike the activity. The next activity of the class was to answer a worksheet about their personal information, the students had to answer what is their favorite food, color, sport, etc. These two activities were for homework, but it seems that the teacher doesn't have a real control about the evidence of the classes. Some students complained about the website and most of the time they couldn't answer the exercises.

## Appendix 9

Sección 3 de 5

### Nivel de desarrollo evolutivo

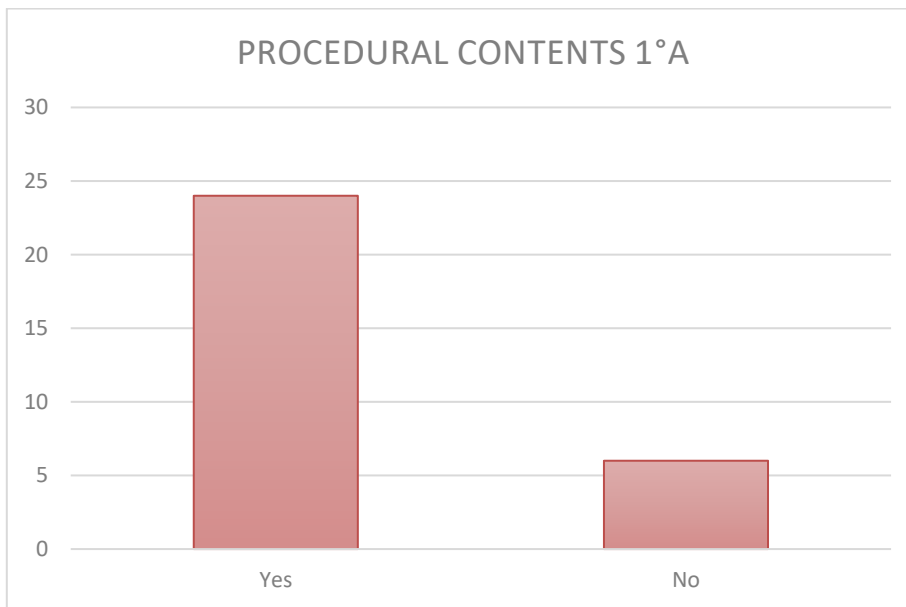


Descripción (opcional)

Una florista ha realizado 880 ramos con 5 flores azules cada uno y 384 ramos con 3 flores rosas cada uno. ¿Cuántos ramos realizó en total? y ¿Cuántas flores utilizó en total para elaborar todos los ramos? Escribe tu respuesta y procedimiento para la resolución del planteamiento. \*

Texto de respuesta larga

## Appendix 10



## Annexed 11

¿Consideras útil el idioma inglés en tu vida? \* 1 punto

Tu respuesta

---

¿Utilizas el Idioma Inglés para alguna actividad diaria? ¿Cuál? \* 1 punto

Tu respuesta

---

Si no tuvieras clases de Inglés, ¿te gustaría aprender el idioma? ¿por qué? \* 1 punto

Tu respuesta

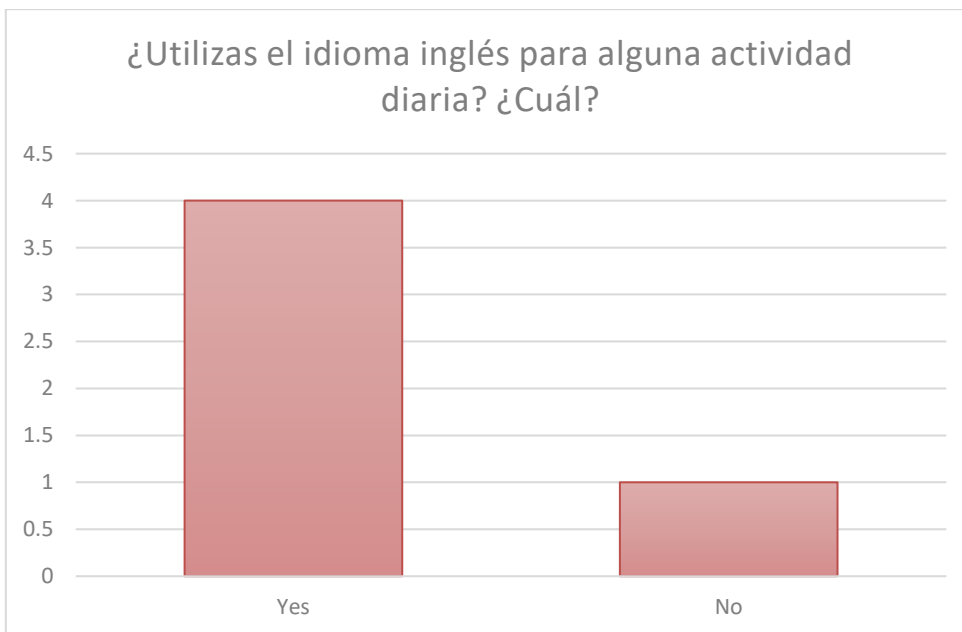
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¿Anteriormente has tomado algún curso de Inglés? Si, no. ¿Dónde? \* 1 punto

Tu respuesta

---

## Appendix 12





## Appendix 13

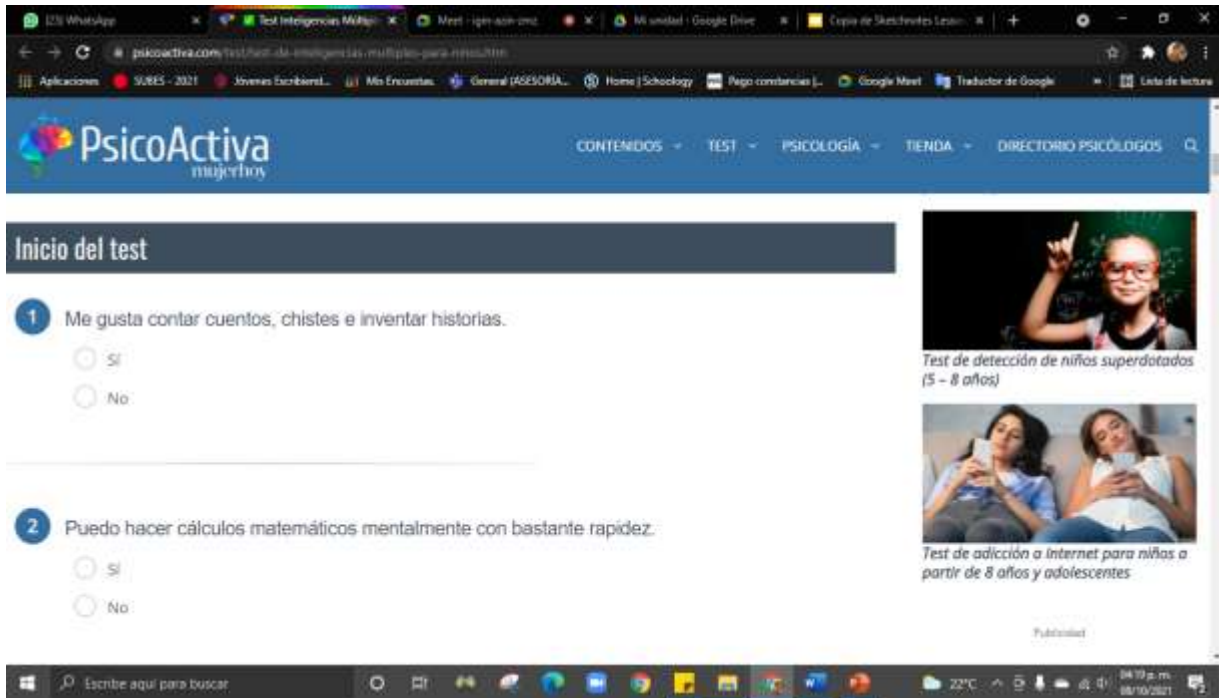
### Test de estilos de aprendizaje

Contesta de acuerdo a la siguiente escala: \*

23 puntos

	Nunca (1)	Raramente (2)	Ocasionalmente (3)	Usualmente (4)	Siempre (5)
1. Me ayuda trazar o escribir a mano las palabras cuándo tengo que aprenderlas de memoria.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Recuerdo mejor, un tema al escuchar una conferencia en vez de leer un texto.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Prefiero, las clases que requieren una prueba sobre lo que se lee, que en el libro de texto.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Appendix 14



The screenshot shows a web browser window with the URL [psicoactiva.com/test/psicologia-inteligencias-multiples-para-ninos-11-a-13-a](https://psicoactiva.com/test/psicologia-inteligencias-multiples-para-ninos-11-a-13-a). The page header includes the logo "PsicoActiva mujer hoy" and navigation menus for "CONTENIDOS", "TEST", "PSICOLOGIA", "TIENDA", and "DIRECTORIO PSICOLOGOS".

The main content area is titled "Inicio del test" and contains two questions:

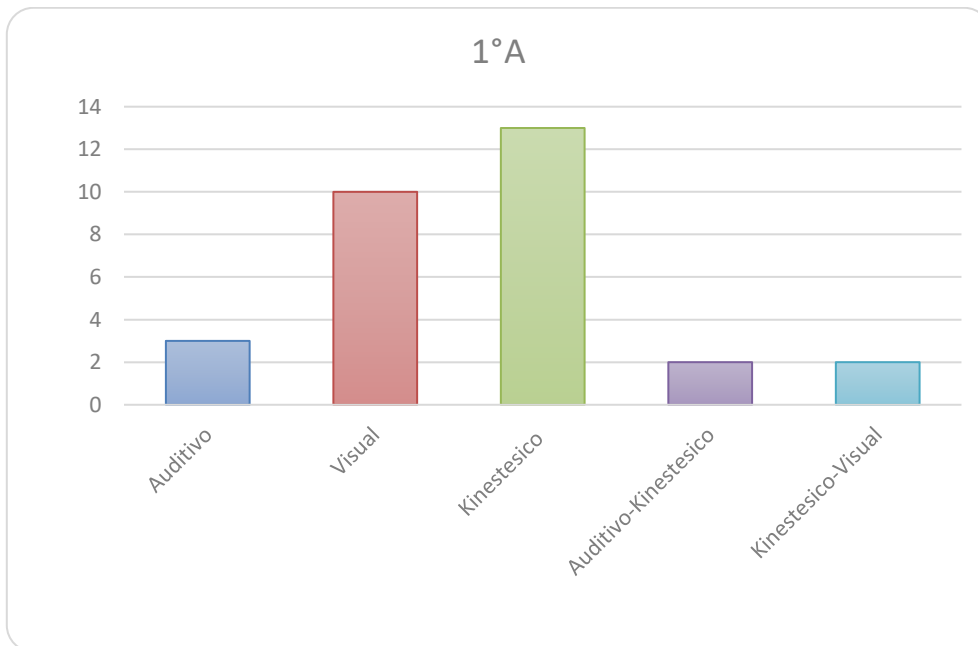
- 1 Me gusta contar cuentos, chistes e inventar historias.  
 Sí  
 No
- 2 Puedo hacer cálculos matemáticos mentalmente con bastante rapidez.  
 Sí  
 No

On the right side, there are two featured test cards:

- Test de detección de niños superdotados (5 - 8 años)**: Accompanied by an image of a young girl with glasses pointing upwards.
- Test de adicción a Internet para niñas a partir de 8 años y adolescentes**: Accompanied by an image of two girls sitting on a couch looking at their smartphones.

The Windows taskbar at the bottom shows the search bar, system tray with a temperature of 22°C, and the date/time 04:19 p.m. 08/10/2021.

## Appendix 15



Appendix 16

ENGLISH LESSON PLAN

<b>Cycle:</b>	Four	<b>Grade: 1</b>	<b>Group: A and B</b>	<b>Week:</b>	6			
<b>Environment:</b>	Family and community	<b>Communicative Activity:</b>	Exchanges associated with information about oneself and others	<b>Social Practice:</b>	Describes and compares the appearance and abilities of people of different ages.			
<b>Learning Unit:</b>	1		<b>Product:</b>	Collection of words and expressions or brief oral description about someone				
<b>Assessment:</b>	Formative and summative							
<b>Teacher:</b>	Karla Guadalupe Aguirre Cruz							
<b>Day 1</b>			<b>Day 2</b>			<b>Day 3</b>		
<b>Achievements</b> Listen to and explore descriptions of the physical appearance of people you know.			<b>Achievements</b> Describes own physical appearance			<b>Achievements</b>		
<b>Activities</b>	<b>Resources</b>	<b>Assessment</b>	<b>Activities</b>	<b>Resources</b>	<b>Assessment</b>	<b>Activities</b>	<b>Resources</b>	<b>Assessment</b>
<b>Introduction</b> (10 min) T greets the Ss and ask them how they are. The first activity is a warm up to activate schemata. T presents a cartoon character and Ss have to write in the chat adjectives (in English or Spanish) to describe it. T shares her screen with a description of her favorite cartoon character. T presents more examples using all the personal pronouns to allow Ss observe the difference between “She is, they are, I am”. It will be used colors to distinguish when we use “am, is or are”.	Teacher's presentation in PowerPoint <a href="https://docs.google.com/presentation/d/1_v2nNsE3s_fH_ymr3V8ElcQc_crkwFbM/edit?usp=sharing&amp;ouid=105824573682191779227&amp;rtpof=true&amp;sd=true">https://docs.google.com/presentation/d/1_v2nNsE3s_fH_ymr3V8ElcQc_crkwFbM/edit?usp=sharing&amp;ouid=105824573682191779227&amp;rtpof=true&amp;sd=true</a>	Students' participation	<b>Introduction</b> (10 min) T greets the Ss and ask them how they are. T shares her screen with a picture of a woman and a man. Ss have to try to describe them in the chat or raising their hand. It's like a brainstorming of the last class.	Teacher's presentation in PowerPoint	Students' participation			
<b>Development and interaction</b> (15 min) T presents her screen with the vocabulary and Ss have to answer which question represent the person in the picture. For instance, a picture of Zac Efron and Ss have to choose between the questions: “Is he handsome?” or “Is he ugly?” T starts a backward build-up drill with examples such as: T= She is beautiful. Slim Ss = She is slim.	Teacher's presentation in PowerPoint	Students' participation in the drills	<b>Development and interaction</b> (15 min) Ss are asked to answer a fill-in-the-gaps activity with the vocabulary (adjectives). T starts a single-slot substitution drill. For instance: T = He is handsome. Ss = He is short. T shares her screen with pictures of singers. Ss have to do pair work asking and answering questions. It's like the game Guess Who. For example:	Teacher's presentation in PowerPoint	Students' participation in the drills			

			<p>S1 = Is she attractive?  S2 = Yes, she is / No, she is not.  Ss participate trying to guess who is the person.  T presents an example of personal description about herself.</p>					
<p><b>Closure</b>  (10 min)  Ss choose a person from the T's presentation.  Ss have to write a description using the verb to be and the adjectives used during the class.  Ss participate sharing their sentences.  T explains the homework. It will be a Quizizz with the vocabulary of the class.</p>	<p>Teacher's presentation in PowerPoint  <a href="https://www.joinmyquiz.com">joinmyquiz.com</a>  (1°A)  <b>2457 1374</b>  (1°B)  <b>4711 5758</b></p>	<p>Students' sentences and participation</p>	<p><b>Closure</b>  (10 min)  Ss are asked to do their personal description with a picture of them and the description like the T's example.  Ss's homework is to send their notes of both classes including their description and the screenshot of Quizizz.</p>	<p>Teacher's presentation in PowerPoint</p>	<p>Students' participation and description of themselves</p>	<p><b>Closure</b></p>		
<b>Evidences of learning</b>			<b>Evidences of learning</b>			<b>Evidences of learning</b>		
Students' sentences describing a person with the verb to be and the vocabulary (adjectives)			Students' personal description of themselves.					
<b>Teaching Methods:</b> Presentation, Practice and Production			<b>Teaching Techniques:</b> Drills, fill-in-the-gaps exercises					



- She **is** tall
- She **is** thin
- She **is** young
- She **has** long black hair.

108 Class 2:

PERSON / DATE  
5/20/2021

El es acuaman

- He is handsome
- He is tall
- He is muscular
- He has short hair
- He has wavy hair
- He has brown hair
- He has beard and mustache.

Today is Monday, October 5th, 2021

HAVER  
QUINN

- She is beautiful (atractivoness)
- She is average height (height)
- She is slim (weight)
- She has medium length hair (hair length)
- She has wavy hair (hair style)
- She has red and blue hair (hair color)
- Ello es hermosa (atractivo)
- Ello es de estatura media (Altura)
- Ello es delgada (peso)
- Ello tiene el pelo de longitud media (largo de cabello)
- Ello tiene el cabello ondulado (peinado)
- Ello tiene rojo y azul el pelo (color de cabello)

## ENGLISH LESSON PLAN

<b>Cycle:</b>	Four	<b>Grade:</b> 1	<b>Group:</b> A and B	<b>Week:</b>	7			
<b>Environment:</b>	Family and community	<b>Communicative Activity:</b>	Exchanges associated with the environment	<b>Social Practice:</b>	Describes and interprets information about people in the community and their activities			
<b>Learning Unit:</b>	1		<b>Product:</b>	Text with names and illustrations of jobs and professions.				
<b>Assessment:</b>	Formative and summative							
<b>Teacher:</b>	Karla Guadalupe Aguirre Cruz							
<b>Day 1</b>			<b>Day 2</b>			<b>Day 3</b>		
<b>Achievements</b>			<b>Achievements</b>			<b>Achievements</b>		
Explores illustrated materials with information about jobs and professions.			Explore word writing.					
<b>Activities</b>	<b>Resources</b>	<b>Assessment</b>	<b>Activities</b>	<b>Resources</b>	<b>Assessment</b>	<b>Activities</b>	<b>Resources</b>	<b>Assessment</b>
<b>Introduction</b> (10 min) T greets the Ss and ask them how they are. The first activity is a warm up to activate schemata. T shares her screen with a collage of jobs and professions. Ss have to guess the topic of the class. T presents the topic and asks Ss to participate writing the date. This class we are going to focus on identifying the professions and the verbs.	Teacher's presentation in PowerPoint <a href="https://docs.google.com/presentation/d/1X2pFGVD20IXDnwVAK9nweGAZ_2hhkY1y/edit?usp=sharing&amp;oid=105824573682191779227&amp;rtpof=true&amp;sd=true">https://docs.google.com/presentation/d/1X2pFGVD20IXDnwVAK9nweGAZ_2hhkY1y/edit?usp=sharing&amp;oid=105824573682191779227&amp;rtpof=true&amp;sd=true</a>	Students' participation	<b>Introduction</b> (10 min) T greets the Ss and ask them how they are. T presents a video of jobs and professions to remember what we studied last class. Ss participate saying the topic. T asks questions like "What does ... do? Ss have to answer according to their notes of the previous class.	YouTube video of jobs and professions <a href="https://www.youtube.com/watch?v=wL3CFtW8WE0">https://www.youtube.com/watch?v=wL3CFtW8WE0</a>	Students' participation	<b>Introduction</b>		
<b>Development and interaction</b> (15 min) T shares her screen with flashcards of profession and the description of what they do. Ss have to guess the translation of the vocabulary and participate saying what they think each person do. Ss will write the sentences on their notebook, use yellow color to underline the professions and pink for the verbs. T will explain how to add a "s" or "es" at the end of the verbs.	Teacher's presentation in PowerPoint	Students' notes	<b>Development and interaction</b> (15 min) T presents exercises where Ss have to accommodate the words to allow them observe the structure of the simple present. T presents exercises where students have to write the verb with "s" or "es" in the verbs. T uses drills with the sentences they did. Ss participate in the drills to practice pronunciation.	Teacher's presentation in PowerPoint <a href="https://docs.google.com/presentation/d/173cB3szlxqJSrj2-ITDApoWiJIKawvhs/edit?usp=sharing&amp;oid=105824573682191779227&amp;rtpof=true&amp;sd=true">https://docs.google.com/presentation/d/173cB3szlxqJSrj2-ITDApoWiJIKawvhs/edit?usp=sharing&amp;oid=105824573682191779227&amp;rtpof=true&amp;sd=true</a>	Students' exercises	<b>Development and interaction</b>		

<b>Closure</b> (10 min) T explains the homework of the class and asks for doubts about the vocabulary and expressions. The homework will be to illustrate the vocabulary of the class.	Teacher's presentation in PowerPoint	Students' notes	<b>Closure</b> (10 min) T presents exercises with all the personal pronouns. Ss have to participate telling how to write the verb.	Teacher's presentation in PowerPoint	Students' participation	<b>Closure</b>		
<b>Evidences of learning</b>			<b>Evidences of learning</b>			<b>Evidences of learning</b>		
Vocabulary illustrated with draws or images.			Students' notes and exercises					
<b>Teaching Methods:</b> Presentation, Practice and Production			<b>Teaching Techniques:</b> Drills, fill-in-the-gaps exercises, order de sentece					



Today is Monday, October 11<sup>th</sup> 2021

Jobs and occupations

- A doctor looks after people's health.
- A nurse takes care of sick people.
- A teacher teaches students about different subjects.
- A vet takes care of animals health.
- A dentist looks after people's teeth.
- A lawyer defends people and gives legal advice.
- A chef prepares and cooks food.
- A waiter serves people's food and drink.
- A police officer arrests criminals.
- A firefighter puts out fires.
- A hairdresser cuts and shapes hair.
- A pilot flies an airplane or a helicopter.

Today is Monday, October 11<sup>th</sup> 2021

Jobs and occupations

- A doctor looks after people's health  
una enfermera cuida de la gente enferma
- A nurse takes care of sick people  
una maestra enseña a sus alumnos
- A teacher teaches students about different subjects  
un veterinario cuida a los animales
- A vet takes care of animals health  
un dentista cuida su paciente
- A dentist looks after people's teeth  
un abogado defiende la ley
- A lawyer defends people and gives legal advice  
un chef prepara comida
- A chef prepares and cooks food  
un mesero sirve comida y bebidas



## ENGLISH LESSON PLAN

<b>Cycle:</b>	Four	<b>Grade: 1</b>	<b>Group: A and B</b>	<b>Week:</b>	8			
<b>Environment:</b>	Family and community	<b>Communicative Activity:</b>	Exchanges associated with the environment	<b>Social Practice:</b>	To exchange information about personal data.			
<b>Learning Unit:</b>	1		<b>Product:</b>	Personal routine.				
<b>Assessment:</b>	Formative and summative							
<b>Teacher:</b>	Karla Guadalupe Aguirre Cruz							
<b>Day 1</b>			<b>Day 2</b>			<b>Day 3</b>		
<b>Achievements</b> To check the writing of personal data and hobbies.			<b>Achievements</b> To participate in writing questions about personal data and hobbies.			<b>Achievements</b>		
<b>Activities</b>	<b>Resources</b>	<b>Assessment</b>	<b>Activities</b>	<b>Resources</b>	<b>Assessment</b>	<b>Activities</b>	<b>Resources</b>	<b>Assessment</b>
<p><b>Introduction</b> (15 min) T starts the class presenting her screen with a picture of emotions and Ss are asked to write in the chat their mood that day. T presents a video on YouTube of daily routine. Ss watch the video and at the end there is a review with the expressions such as “wake up, have dinner, etc.” Ss are asked to illustrate each of them as homework.</p>	<p>Teacher's presentation in PowerPoint  YouTube video <a href="https://www.youtube.com/watch?v=qD1pnguN_DM&amp;t=153s">https://www.youtube.com/watch?v=qD1pnguN_DM&amp;t=153s</a></p>	<p>Students' notes and participation</p>	<p><b>Introduction</b> (15 min) T shares an example of daily routine with SpongeBob. Ss are asked to identify the activities the person do. For instance, He wakes up, He brushes his teeth, etc. Ss are asked not to write down the sentences yet. Ss have to participate telling the possible translation.</p>	<p>Teacher's presentation in PP</p>	<p>Students' participation</p>	<p><b>Introduction</b></p>		
<p><b>Development and interaction</b> (20 min) T presents a worksheet with exercises to put in order the sentences. Ss participate saying the correct answers. Ss are asked to repeat after the T to practice the pronunciation of the sentences.</p>	<p>Worksheet</p>	<p>Students' notes</p>	<p><b>Development and interaction</b> (20 min) T presents exercises to use the third person in daily routines. T explains how to use the adverbs of frequency in the sentences. T presents her screen SpongeBob's personal routine. Ss are asked to write the sentences in their notebook in a comparative chart.</p>	<p>Teacher's presentation in PP</p>	<p>Students' notes</p>	<p><b>Development and interaction</b></p>		

<p><b>Closure</b> (15 min) T presents an exercise where Ss have to write the sentences studied in the video and add the hour when they do each activity of the day. Ss participate saying the answers. T presents a chart with adverbs of frequency and Ss copy it for the next class.</p>	<p>Teacher's presentation in PowerPoint</p>	<p>Students' notes</p>	<p><b>Closure</b> (15 min) Ss are asked to participate sharing their chart comparing their personal routine with adverbs and the one of SpongeBob.</p>	<p>Teacher's presentation in PowerPoint</p>	<p>Students' notes</p>	<p><b>Closure</b></p>		
<b>Evidences of learning</b>			<b>Evidences of learning</b>			<b>Evidences of learning</b>		
<p>Students' notes Worksheet</p>			<p>Students' notes Students' personal routine</p>					
<p><b>Teaching Methods:</b> Presentation, Practice and Production</p>			<p><b>Teaching Techniques:</b></p>					

Appendix 22

Daily Routine

<p>Come home</p> 	<p>Do my homework</p> 	<p>Have dinner</p> 
<p>Take a Shower</p> 	<p>Go To bed</p> 	

I get up at seven o'clock      I go to school at nine  
 I have breakfast at seven thirty      I have a dinner at seven  
 I brush my teeth at eight      I go to sleep at eleven  
 I take a shower at eight thirty  
 I get dressed at eight forty

Today is Monday October 18<sup>th</sup> 2021

(go / sleep / to / at / eleven / o'clock)

I go to sleep at eleven.

Class 1: Daily Routine

- I get up at 6:30      • Me levanto a las 6:30
- Desayuno en 6:50      • I have breakfast at 6:30
- I brush my teeth at 6:49      • Me lavo los dientes en 6:49.
- I wash my face at 6:48      • Me lavo mi cara 6:48
- I get dressed at 6:47      • Me visto en 6:47
- I go to school at 6:55      Voy a la escuela a las 6:55
- I take classes at 7:00      Tomo las clases a las 7:00
- I have lunch at 10:20 o 10:40      Almuerzo en 10:20 y 10:40
- I play with friends at 1:00 o 5:00 o 9:00      Juego con amigos en 1:00 o 5:00 o 9:00      Mejor dicho me juego

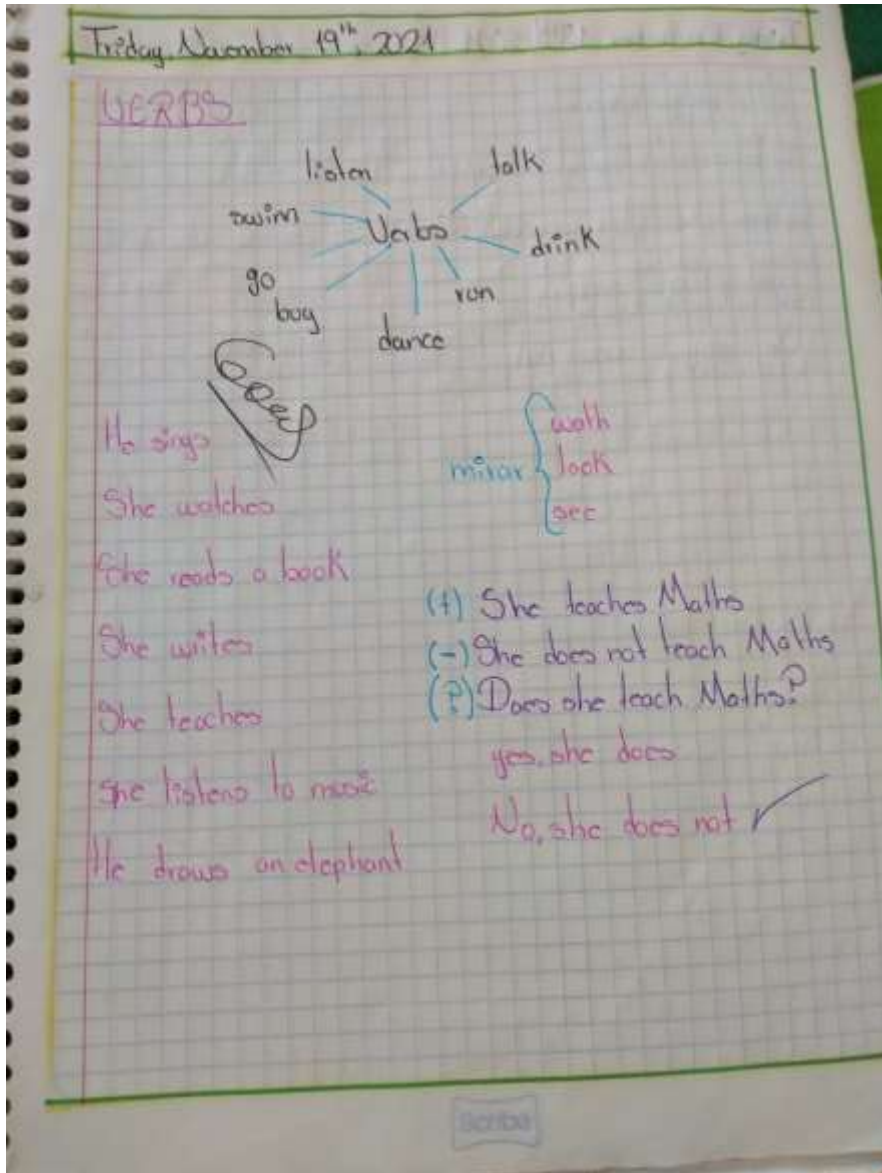


Appendix 23

Week 1 - Class 1  
1ºA  
1-20 (20 students)

Time	Date	Topic	English language learning purpose		
30 minutes	November 19th, 2021	Present simple	Understand questions about personal data and hobbies.		
Curricular Component		Communicative task		Social Learning environment	
Formative academic field: Language and communication		Exchange information about personal data.		Familiar and community	
Pedagogical Approach			Social Practice of the Language		
Competence-based Communicative approach integrating social practices of the language			Exchange information about personal data.		
Competence Approach					
Knowledge		Abilities		Attitudes and values	
Composition of words and statements.		To explore the writing of personal data and hobbies of a person.		Encourage students to use the personal and other people's information with responsibility.	
Didactic sequence stages			Expected Learning	Learning Evidences	Resources
<b>Beginning</b> T starts the class asking Ss how they are and how their day is going. If it is possible T calls the role. Ss have to answer with a word in English. Whichever they want. T presents a flashcard of a verb. Ss are asked to participate by saying other verbs. It is like a brainstorming. T draws a semantic net with the verbs. Ss are asked to copy it in their notebook.			- Ss will recognize and remember verbs to speak about actions that people do in present simple.	<ul style="list-style-type: none"> <li>Class work</li> <li>Notebook</li> </ul>	<ul style="list-style-type: none"> <li>Board</li> <li>Markers</li> <li>Poster</li> <li>Flashcards</li> </ul>
				Assessment instruments	Social organization of the classroom
<b>Development</b> T practices the verbs with a choral drill. Ss are asked to repeat after the T the verbs aloud chorally. T introduces the question "What does the person do?", taking the flashcards as base. T will give the first example: He listens to music.				<ul style="list-style-type: none"> <li>Check list</li> </ul>	Individual

<p>Ss are asked to try to say an example with other flashcards.  T presents a poster with people in a classroom doing different activities.  Ss have to participate in saying the sentences based on the poster.</p> <p><b>Closure</b></p> <p>Ss are asked to do a chain drill where one S have to ask to another "What does he/she do?" or "What do they do?" and the other will answer with the sentences of the board.  T will present some flashcards for this.  So, one S will ask the other and he/she will answer with the structure "She cooks, he plays, they dance".  If there is enough time Ss will write the examples in their notebook.</p>			
<p style="text-align: center;"><b>Didactic strategies Foundation</b></p>	<p style="text-align: center;"><b>Evaluation strategies Foundation</b></p>		
<p>The use of objects (realia and pictures) helps students understand the meaning in the classroom environment (Larsen-Freeman, 2000, p.50). For instance, the flashcards and the poster are visual aids that allow students deduce the meaning of words and new vocabulary without translating.</p> <p>The drills are from the Audiolingual method which has its basis on the behaviorism where students had to repeat to create habits and consequently, they would learn. In the repetition drill, students are asked to repeat after the teacher as accurately and quickly as possible.</p> <p>A chain drill gets its name from the chain of conversation that forms around the room as students, one by one, ask and answer questions of each other. This technique allows controlled communication and gives teachers an opportunity to check each student's speech.</p>	<p>Summative evaluation aims to establish reliable balances of the results obtained at the end of a teaching-learning process. It emphasizes the collection of information and the development of instruments that enable reliable measurements of the knowledge to be evaluated.</p> <p>Formative evaluation allows us to assess constantly whether the actions of the teacher in relation to the needs and characteristics of students are achieving the expected learning and not to make the relevant changes to improve the processes of teaching and learning.</p> <p>Bloom states that formative evaluation should not quantify students' progress, but rather qualitatively evaluate their process in order to analyse whether or not the expectations of each session are met and improve the educational process. That is why I make use of formative evaluation because I recognize my student and detect their evolution and compare it with what is expected to make the necessary changes of continuous improvement.</p> <p>A checklist is "una lista de palabras, frases u oraciones que señalan con precisión las tareas, acciones, procesos y actitudes que se desean evaluar" (SEP, 2012, p.57). This instrument will help teacher to assess students' performance in the activities of the class.</p>		

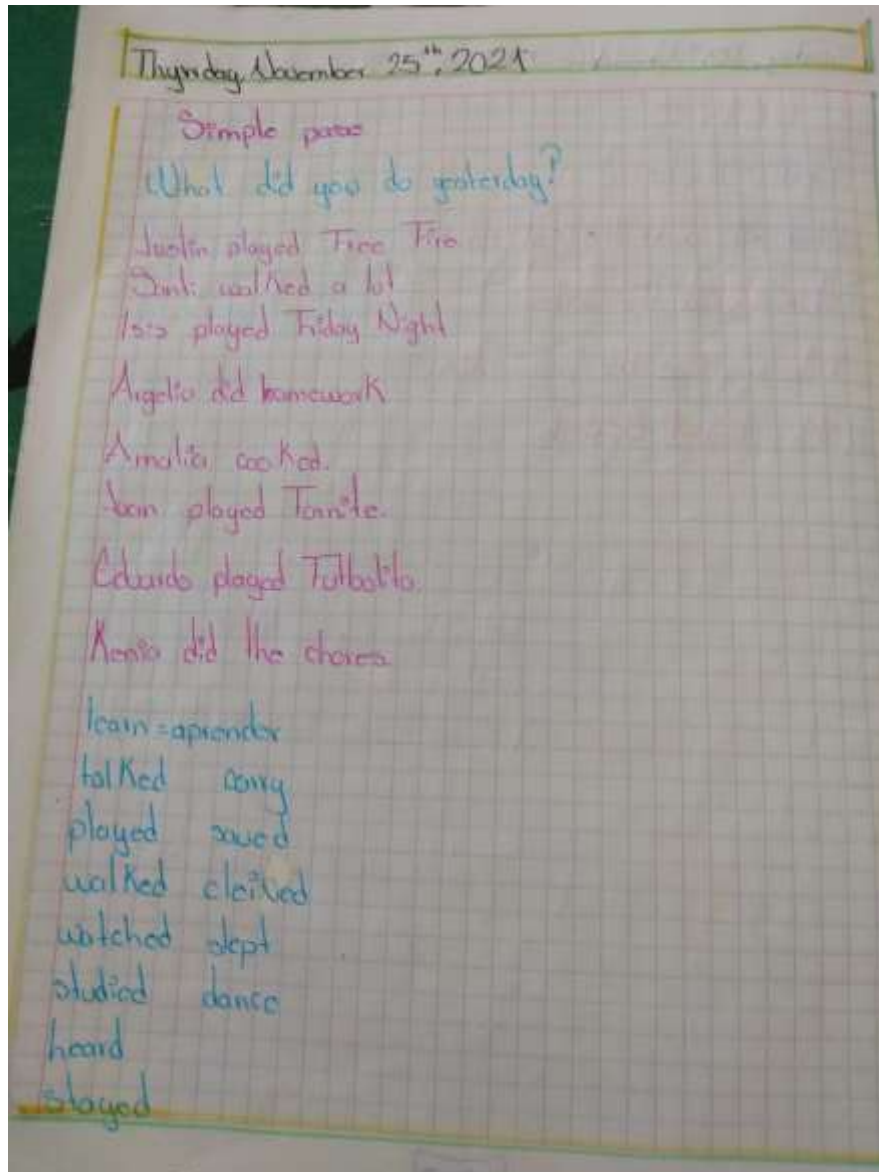


**Week 2 - Class 1**  
**1ºA**  
**1-20 (20 students)**

Time	Date	Topic	English language learning purpose		
30 minutes	November 23rd, 2021	Past simple	Understand questions about personal data and hobbies.		
Curricular Component		Communicative task		Social Learning environment	
Formative academic field: Language and communication		Exchange information about personal data.		Familiar and community	
Pedagogical Approach			Social Practice of the Language		
Competence-based Communicative approach integrating social practices of the language			Exchange information about personal data.		
Competence Approach					
Knowledge		Abilities		Attitudes and values	
Composition of words and statements.		To explore the writing of personal data and hobbies of a person.		Encourage students to use the personal and other people's information with responsibility.	
Didactic sequence stages			Expected Learning	Learning Evidences	Resources
<p><b>Beginning</b></p> <p>T starts the class asking Ss how they are and how their day is going. If it is possible T calls the role, Ss have to answer with a verb of the previous class. T will present some examples of sentences in past with the activities they did the previous class and the day before. For instance: We practiced English the last week. We studied the verbs.</p> <p><b>Development</b></p> <p>Ss are divided in two teams (10 students each one). T gives each team a list of regular verbs. T writes on the board some exercises. Ss have to look for in the lists of verbs the verb missing in the sentence in simple past. This is a fill-in-the-blanks exercise to practice the structure.</p>			- Ss will recognize the verbs to speak about actions that people do in past simple.	<ul style="list-style-type: none"> <li>● Class work</li> <li>● Notebook</li> </ul>	<ul style="list-style-type: none"> <li>● Board</li> <li>● Markers</li> <li>● Flashcards</li> <li>● List of verbs</li> </ul>
				<b>Assessment instruments</b>	<b>Social organization of the classroom</b>
				<ul style="list-style-type: none"> <li>● Checklist</li> </ul>	Individual and team work



<p>Ss practice the pronunciation of the verbs in sentences with backward build-up drill.</p> <p><b>Closure</b></p> <p>T draws a tic tac toe on the board.  Each square is a different verb in past.  Ss are asked for a sentence with that verb in past.  T writes the sentences on the board.  If the S can not do the sentence, another classmate can help him/her.  This activity will be useful because it is the first-time students check past simple.  The first team which form a line win.</p>			
Didactic strategies Foundation	Evaluation strategies Foundation		
<p>The backward build-up drill is a technique of the Rassias method where the teacher starts from the end of the sentences or dialogue to forwards and at the end, they say the entire line (Dartmouth College's Rassias Center, w.d., p. 5).</p> <p>Team-based activities include some form of “winning” or competition. This can make the class run like a fun topical quiz show and challenge students to keep a score (Monroe, 2020). This is ideal to make the classes more fun and increase student talking time.</p> <p>Fill-in-the-blanks is a technique of the grammar-translation method where students are given a series of sentences with words missing. They have to fill them with the new vocabulary or items of a particular topic. (Larsen-Freeman, 2000, p. 20).</p> <p>The Tic tac toe strategy of the Rassias method allows students participate actively in the game. Students play de game with the “X” and “O” being equal to one verb and they have to form a sentence with those verbs. An incorrect sentence means they don't get the square. (Dartmouth College's Rassias Center, w.d., p. 5).</p>	<p>Summative evaluation aims to establish reliable balances of the results obtained at the end of a teaching-learning process. It emphasizes the collection of information and the development of instruments that enable reliable measurements of the knowledge to be evaluated.</p> <p>Formative evaluation allows us to assess constantly whether the actions of the teacher in relation to the needs and characteristics of students are achieving the expected learning and not to make the relevant changes to improve the processes of teaching and learning.</p> <p>Bloom states that formative evaluation should not quantify students' progress, but rather qualitatively evaluate their process in order to analyse whether or not the expectations of each session are met and improve the educational process. That is why I make use of formative evaluation because I recognize my student and detect their evolution and compare it with what is expected to make the necessary changes of continuous improvement.</p> <p>A checklist is “una lista de palabras, frases u oraciones que señalan con precisión las tareas, acciones, procesos y actitudes que se desean evaluar” (SEP, 2012, p.57). This instrument will help teacher to assess students' performance in the activities of the class and their products.</p>		



Appendix 27


Week 3 - Class 1  
1°A  
21+ (20 students)

Time	Date	Topic	English language learning purpose		
30 minutes	November 30th, 2021	Nouns	Understand questions about personal data and hobbies.		
Curricular Component		Communicative task		Social Learning environment	
Formative academic field: Language and communication		Exchange information about personal data.		Familiar and community	
Pedagogical Approach			Social Practice of the Language		
Competence-based Communicative approach integrating social practices of the language			Exchange information about personal data.		
Competence Approach					
Knowledge		Abilities		Attitudes and values	
Composition of words and statements.		To explore the writing of personal data and hobbies of a person.		Encourage students to use the personal and other people's information with responsibility.	
Didactic sequence stages			Expected Learning	Learning Evidences	Resources
<p><b>Beginning</b> T starts the class asking Ss how they are and how their day is going. If it is possible T calls the role, Ss have to answer with a word in English. Ss are asked to mention as many nouns as they can observe in the screen as warm up. Ss are asked to write down the date and the examples on their notebook. T presents an image where Ss have to choose what kind of noun it is (person, thing, place and animal).</p> <p><b>Development</b> T presents different examples of common and proper nouns. Ss are asked what the difference is between each one. Ss are asked to complete a chart where they have to choose if the word is a common or proper noun. T presents an image with singular and plural nouns. Ss are asked to explain what they think is the difference. Ss are asked to do a worksheet with singular and plural nouns.</p> <p><b>Closure</b></p>			- Ss will recognize the different types of nouns.	<ul style="list-style-type: none"> <li>Class work</li> <li>Notebook</li> </ul>	<ul style="list-style-type: none"> <li>PP slideshows</li> <li>Projector</li> </ul>
				<b>Assessment instruments</b>	<b>Social organization of the classroom</b>
				<ul style="list-style-type: none"> <li>Checklist</li> </ul>	Individual and pair work

T presents a set of words and Ss have to make a spidergram with the types of nouns studied. Ss work in pairs to do this.				
Didactic strategies Foundation		Evaluation strategies Foundation		
<p>The use of objects (realia and pictures) helps students understand the meaning in the classroom environment (Larsen-Freeman, 2000, p.50). For instance, slideshows and flashcards are visual aids that allow students deduce the meaning of words and new vocabulary without translating. It also gives the vocabulary necessary to do the activities.</p> <p>Fill-in-the-blanks is a technique of the grammar-translation method where students are given a series of sentences with words missing. They have to fill them with the new vocabulary or items of a particular topic. (Larsen-Freeman, 2000, p. 20).</p> <p>The pair work has as base the Communicative Language Teaching where it is important to collaborate to create meaning. Students would try and experiment with different ways of saying things. In this case, pair work allows students feel more confident and compare with their classmates (Richards &amp; Rodgers, 1986, p. 91).</p>		<p>Summative evaluation aims to establish reliable balances of the results obtained at the end of a teaching-learning process. It emphasizes the collection of information and the development of instruments that enable reliable measurements of the knowledge to be evaluated.</p> <p>Formative evaluation allows us to assess constantly whether the actions of the teacher in relation to the needs and characteristics of students are achieving the expected learning and not to make the relevant changes to improve the processes of teaching and learning.</p> <p>Bloom states that formative evaluation should not quantify students' progress, but rather qualitatively evaluate their process in order to analyse whether or not the expectations of each session are met and improve the educational process. That is why I make use of formative evaluation because I recognize my student and detect their evolution and compare it with what is expected to make the necessary changes of continuous improvement.</p> <p>A checklist is “una lista de palabras, frases u oraciones que señalan con precisión las tareas, acciones, procesos y actitudes que se desean evaluar” (SEP, 2012, p.57). This instrument will help teacher to assess students’ performance in the activities of the class and their products.</p>		

T.S

Thursday, December, 2<sup>nd</sup>, 2021


 Teacher Ricardo Aguero Cruz  
 English Class  
 Checked!

Thing	Place	Person	Animal
hat dog	kitchen	Teacher	Cat
Pizza	Cinema	daddy	Turtles
clothes	School	mom	
glasses	bedroom	girl	
	Zoo		
	beach		

Common nouns	Proper nouns
school	Ricardo Bell
street	Caballo Vallo
store	Walmart
movie	Burger King <small>Burger King</small>
Restaurant	Spiderman <small>Spiderman</small>
game	Fornite
student	Ximena
boy	Ricardo
Teacher	Guadalupe
burger	Kangreburger

## Week 1 - Class 1

1<sup>o</sup>A  
1-20 (20 students)

Time	Date	Topic	English language learning purpose		
40 minutes	January 4th, 2022	Prepositions of time and place	Check the writing of personal data and hobbies		
Curricular Component		Communicative task		Social Learning environment	
Formative academic field: Language and communication		To give personal information		Family and community	
Pedagogical Approach			Social Practice of the Language		
Competence-based Communicative approach integrating social practices of the language			Exchange information about personal data		
Competence Approach					
Knowledge		Abilities		Attitudes and values	
Prepositions of time		Explore the writing of people's personal information and hobbies.		Behave ethically in the use of one's own and others' personal information.	
Didactic sequence stages			Expected Learning	Learning Evidences	Resources
<b>Beginning</b> T greets the Ss. T calls the role and Ss are asked to answer with one activity they did during their holidays. T asks one S to tell her the date in order to write it on the board. T presents the topic with slideshows. Ss are asked to write the date and the topic on their notebooks. T presents some examples of sentences with the structure using prepositions of time. Ss are asked to underline the prepositions of the sentences on their notebook. T read the examples. Ss are asked to repeat after her. Ss are asked to repeat some of the examples but with their information. For instance, My birthday is in ....			- Ss will use prepositions of time to express personal information.	<ul style="list-style-type: none"> <li>Ss's notes</li> <li>Ss's sentences</li> </ul>	<ul style="list-style-type: none"> <li>PP slideshows</li> <li>Board</li> <li>Markers</li> </ul>
				<b>Assessment instruments</b>	<b>Social organization of the classroom</b>

<p><b>Development</b></p> <p>T presents some fill-in-the-gaps exercises.  Ss are divided in two teams.  Ss compete by choosing the preposition.  T presents more exercises.  Ss are asked to work in pairs to answer them.</p> <p><b>Closure</b></p> <p>T presents a slideshow with examples of activities.  Ss are asked to work in pairs and do at least three examples with their personal information.  Ss participate by saying their sentences and T writes them on the board.</p>		<ul style="list-style-type: none"> <li>● Checklist for Ss's notes</li> <li>● Teacher's journal</li> </ul>	<p>Individual, team work and pair work</p>
<p><b>Didactic strategies Foundation</b></p>	<p><b>Evaluation strategies Foundation</b></p>		
<p>The drills are from the Audiolingual method which has its basis on the behaviorism where students had to repeat to create habits and consequently, they would learn. In the choral drill, students are asked to repeat after the teacher as accurately and quickly as possible.</p> <p>Fill-in-the-blanks is a technique of the grammar-translation method where students are given a series of sentences with words missing. They have to fill them with the new vocabulary or items of a particular topic. (Larsen-Freeman, 2000, p. 20).</p> <p>The pair work has as base the Communicative Language Teaching where it is important to collaborate to create meaning. Students would try and experiment with different ways of saying things. In this case, pair work allows students feel more confident and compare with their classmates (Richards &amp; Rodgers, 1986, p. 91).</p>	<p>Evaluation allows us to assess constantly whether the actions of the teacher in relation to the needs and characteristics of students are achieving the expected learning and not to make the relevant changes to improve the processes of teaching and learning.</p> <p>Summative evaluation aims to establish reliable balances of the results obtained at the end of a teaching-learning process. It emphasizes the collection of information and the development of instruments that enable reliable measurements of the knowledge to be evaluated.</p> <p>Bloom states that formative evaluation should not quantify students' progress, but rather qualitatively evaluate their process in order to analyse whether or not the expectations of each session are met and improve the educational process. That is why I make use of formative evaluation because I recognize my student and detect their evolution and compare it with what is expected to make the necessary changes of continuous improvement.</p>		



Tuesday 4<sup>th</sup>, January 2022.

### Prepositions of time

<b>In</b>	<b>On</b>	<b>At</b>
Months	Days	Time
Years	Dates	
Centuries		
Seasons		

Halloween is in October

The English class starts at 11:50 am.

My birthday is on January 4<sup>th</sup>

My birthday is in January

Isis's birthday is on May 6<sup>th</sup>  
is in May

The movie starts at 8 o'clock.

My birthday is in June.

The exam is on the 16<sup>th</sup>

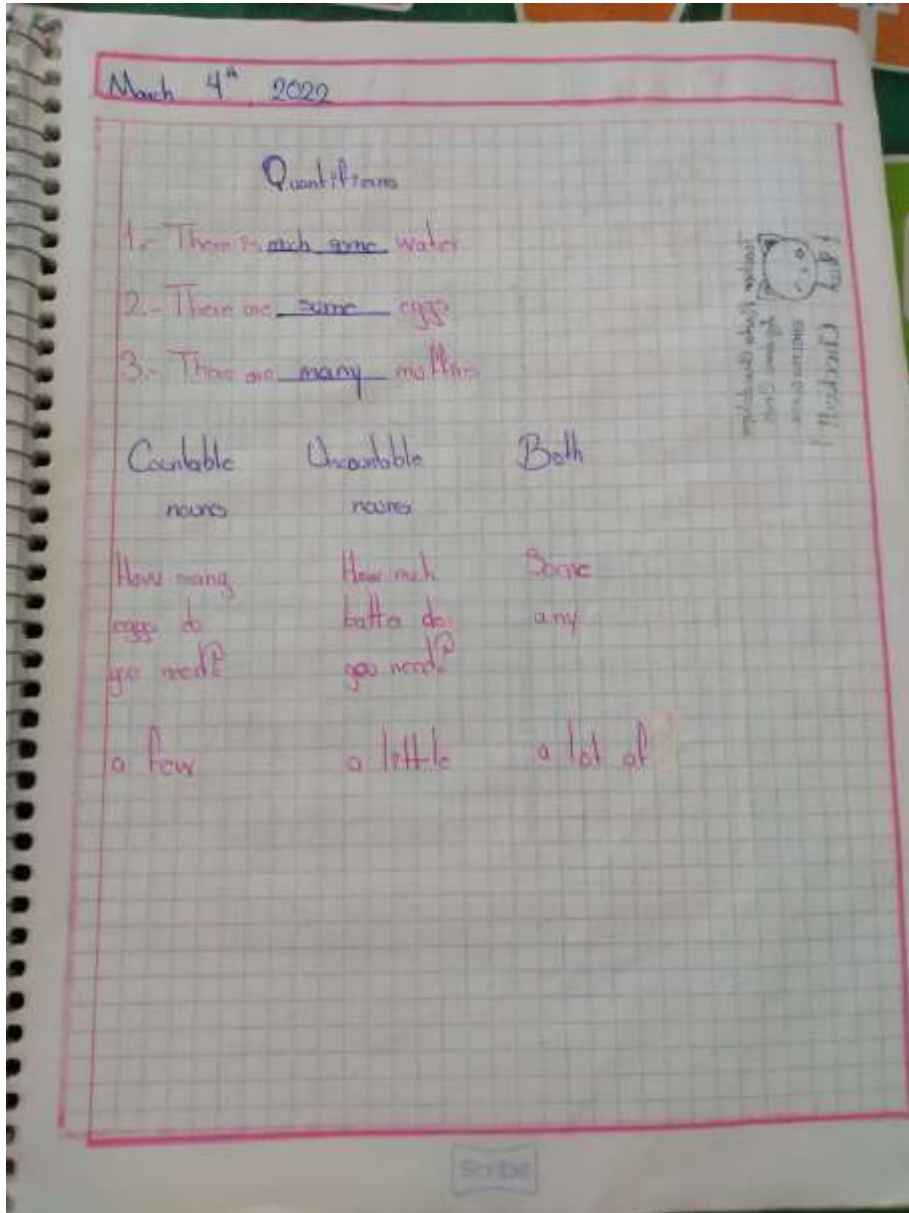
Teacher Kaito Bando  
Learner's Circle  
English Class  
Checked!



**Week 1 - Class 1**  
**1°A and 1°B**

Time	Date	Topic	English language learning purpose		
40 minutes	February, 2022	Quantifiers: much, many, a lot of, some, any, a few, a little, a/an	Comprehension and use of structures to talk about quantity of food.		
Curricular Component		Communicative task		Social Learning environment	
Formative academic field: Language and communication		Brief dialogues to talk about food.		Family and community	
Pedagogical Approach			Social Practice of the Language		
Competence-based Communicative approach integrating social practices of the language			Exchange suggestions to buy or sell a product.		
Competence Approach					
Knowledge		Abilities		Attitudes and values	
Vocabulary and correct pronunciation of food		Use structures to talk about quantity of food		Understand preferences about food	
Didactic sequence stages			Expected Learning	Learning Evidences	Resources
<b>Beginning</b> T greets the Ss. T calls the role and Ss are asked to answer with their favorite food. T presents a recipe of a smoothie and a salad with slideshows. Ss observe the quantifiers in sentences.			- Ss will use expressions to describe the ingredients of a dish.	<ul style="list-style-type: none"> <li>● Class work</li> <li>● Notebook</li> </ul>	<ul style="list-style-type: none"> <li>● Board</li> <li>● Markers</li> <li>● Flashcards</li> <li>● Slideshows in PP</li> </ul>
				<b>Assessment instruments</b>	<b>Social organization of the classroom</b>
<b>Development</b> Ss practice the pronunciation of the sentences with drills (repetition or backward build up). T presents flashcards with food and the structure of "How much/How many". Ss answer with the structure studied and what they observe in the flashcard. Ss are asked to answer 6 fill-in-the-gaps exercises with another recipe.				<ul style="list-style-type: none"> <li>● Check list</li> </ul>	Group and pair work

<p><b>Closure</b></p> <p>T presents 3 examples of dishes.          Ss are asked to work in pairs to describe the ingredients and write the recipe as in the previous exercises.          Ss participate with their examples to check if they are correct.</p>		<ul style="list-style-type: none"> <li>● Rubric</li> </ul>	
<p><b>Didactic strategies Foundation</b></p>	<p><b>Evaluation strategies Foundation</b></p>		
<p>The use of objects (realia and pictures) helps students understand the meaning in the classroom environment (Larsen-Freeman, 2000, p.50). For instance, the slideshows and flashcards are visual aids that allow students deduce the meaning of words and new vocabulary without translating. It also provides them with the vocabulary necessary to do the activities.</p> <p>The drills are from the Audiolingual method which has its basis on behaviorism where students had to repeat to create habits and consequently, they would learn. In the choral drill, students are asked to repeat after the teacher as accurately and quickly as possible.</p> <p>Fill-in-the-blanks is a technique of the grammar-translation method where students are given a series of sentences with words missing. They have to fill them with the new vocabulary or items of a particular topic. (Larsen-Freeman, 2000, p. 20).</p> <p>Question and answer exercise is a technique of the direct method where students are asked questions and answer in full sentences so that they practice new words and grammatical structures (Larsen-Freeman, 2000, p. 31).</p> <p>Pair work has as basis the Communicative Language Teaching where it is important to collaborate to create meaning. Students would try and experiment with different ways of saying things. In this case, pair work allows students to feel more confident and compare with their classmates (Richards &amp; Rodgers, 1986, p. 91).</p>	<p>Evaluation allows us to assess constantly whether the actions of the teacher in relation to the needs and characteristics of students are achieving the expected learning and not to make the relevant changes to improve the processes of teaching and learning.</p> <p>Summative evaluation aims to establish reliable balances of the results obtained at the end of a teaching-learning process. It emphasizes the collection of information and the development of instruments that enable reliable measurements of the knowledge to be evaluated.</p> <p>Bloom states that formative evaluation should not quantify students' progress, but rather qualitatively evaluate their process in order to analyze whether or not the expectations of each session are met and improve the educational process. That is why I make use of formative evaluation because I recognize my student and detect their evolution and compare it with what is expected to make the necessary changes of continuous improvement.</p> <p>A checklist is “una lista de palabras, frases u oraciones que señalan con precisión las tareas, acciones, procesos y actitudes que se desean evaluar” (SEP, 2012, p.57). This instrument will help the teacher to assess students' performance in the activities of the class and their products.</p>		





## 0261, "Ricardo Bell" Official High School.

### ENGLISH 1.

### WEEKLY LESSON PLANNING.

**By: Karla Guadalupe Aguirre Cruz.**

<b>CYCLE</b>	4	<b>GROUPS:</b>	1°A and 1°B	<b>WEEK:</b>	3
<b>ENVIRONMENT:</b>	Literary and ludic	<b>COMMUNICATIVE ACTIVITY:</b>	Literary expression	<b>SOCIAL PRACTICE:</b>	Tell short interesting stories
<b>LEARNING UNIT:</b>		<b>PRODUCT:</b>	Acting out a short conversation about past events	<b>ASSESSMENT:</b>	Continuous
<b>LESSON 1</b>		<b>LESSON 2</b>		<b>LESSON 3</b>	
<b>ACHIEVEMENTS:</b> Explore funny personal anecdotes		<b>ACHIEVEMENTS:</b> Analyzes various aspects of how to tell anecdotes orally.		<b>ACHIEVEMENTS:</b> Orally express a personal anecdote.	
<p><b>ACTIVITIES: INTRODUCTION:</b> T tells a short story which includes the verb to be in simple past. T uses drawings on the board to make it easier to understand to the Ss. T makes an emphasis on the WAS and WERE in the sentences of the story. T presents 5 comprehension questions such as: Was I at the beach? Were my parents sad? Was it a cold day? etc. Ss participate saying "Yes" or "No".</p>		<p><b>ACTIVITIES: INTRODUCTION:</b> T draws a tic tac toe on the board and pastes sentences with the WAS and WERE missing. T divided the group in two teams (10 students each team). Ss participate saying the sentences complete to win the game.</p>		<p><b>ACTIVITIES: INTRODUCTION:</b> T presents a video with four conversations. Ss and T practice pronunciation of the four of them. T asks comprehension questions to know if Ss understood.</p>	
<p><b>DEVELOPMENT/INTERACTION:</b> T pastes on the board 8 sentences in simple past. This activity is called "Matching pairs". The group is divided in two teams (10 students each one). T presents the sentence in simple present and</p>		<p><b>DEVELOPMENT/INTERACTION:</b> T explains the structure of the question with an example on the board. T give a worksheet to the Ss with sentences in present simple. Ss have to transform the sentences into past simple with the verb to be.</p>		<p><b>DEVELOPMENT/INTERACTION:</b> T gives Ss a conversation by pairs. Ss practice the conversation among them. Ss past in front of the class to act the conversation.</p>	

<p>Ss have to compete to go to the board and touch first the sentence that the T presented but in past.</p>	<p>Ss practice the pronunciation of the sentences with choral drills.</p>	
<p><b>CLOSURE:</b> T pastes on the board one example of sentence in simple past with verb to be in affirmative, negative and interrogative. T pastes 3 sentences more but only in affirmative. Ss are asked to work in pairs to change them into negative and interrogative.</p>	<p><b>CLOSURE:</b> Ss are asked to work in pairs to compare and discuss their answers. Ss participate saying the answers of the worksheet.</p>	<p><b>CLOSURE:</b> Ss try to write sentences with the structure studied about a past event (personal anecdote). T helps Ss if they need and have doubts. Ss share with the class their personal anecdote.</p>
<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>✓ 5 questions about the story</li> <li>✓ 8 sentences in past tense and 8 in simple present</li> <li>✓ 3 sentences in simple past and 1 example in the three forms</li> </ul>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>✓ 9 sentences without WAS and WERE</li> <li>✓ Worksheet of past simple with the verb to be</li> </ul>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>✓ Video with four brief conversations</li> <li>✓ Conversation to practice in pairs</li> </ul>
<p><b>Assessment:</b> Continuous</p>	<p><b>Assesment:</b> Continuous</p>	<p><b>Assessment:</b> Continuous</p>
<p><b>Learning evidence:</b> 3 sentences of the verb to be in simple past in affirmative, negative and interrogative</p>	<p><b>Learning evidence:</b> Worksheet</p>	<p><b>Learning evidence:</b> Acting a conversation in pairs Personal anecdote</p>
<p><b>Teaching methods / techniques:</b></p>	<p><b>P.P.P approach, direct method, and audiolingual method.</b></p>	

10/03/2022

Verb to be (was / were)

Affirmative	Negative	Question
The cat was small.	The cat was not small.	Was the cat small?
Juan was happy.	Juan was not happy.	Was Juan happy?
You were tired.	were not ti- rea	Were you tired?

Teacher Karla Guadalupe Aguirre Cruz  
ENGLISH CLASS  
Checked!





## 0261, "Ricardo Bell" Official High School.

## ENGLISH 1.

## WEEKLY LESSON PLANNING.

By: Karla Guadalupe Aguirre Cruz.

Second intervention term

Date: April 4<sup>th</sup> to 8<sup>th</sup>, 2022.

<b>CYCLE</b>	4	<b>GROUPS:</b>	1°A and 1°B	<b>WEEK:</b>	7
<b>ENVIRONMENT:</b>	Family and community	<b>COMMUNICATIVE ACTIVITY:</b>	Literary expression	<b>SOCIAL PRACTICE:</b>	Exchange suggestions to buy or sell a product
<b>LEARNING UNIT:</b>		<b>PRODUCT:</b>	Dialogue with expressions to sell and buy a product.	<b>ASSESSMENT:</b>	Continuous
<b>LESSON 1</b>		<b>LESSON 2</b>		<b>LESSON 3</b>	
<b>ACHIEVEMENTS:</b> To understand expressions used by interlocutors.		<b>ACHIEVEMENTS:</b> To understand expressions used by interlocutors.		<b>ACHIEVEMENTS:</b> To understand expressions used by interlocutors.	
<b>ACTIVITIES: INTRODUCTION:</b> T greets Ss and calls the role. Ss are asked to answer with the word "present" or "here". T writes the date and topic: Question words. T explains the different question words on the board.		<b>ACTIVITIES: INTRODUCTION:</b> T greets Ss and calls the role. Ss are asked to answer with the word "present" or "here". T presents pictures of shops to introduce the topic. Ss are asked to translate the words and take notes.		<b>ACTIVITIES: INTRODUCTION:</b> T greets Ss and calls the role. Ss are asked to answer with the word "present" or "here". Ss and T plays pictionary with clothes. Ss have to guess what cloth it is. T presents the vocabulary of clothes and practice pronunciation.	
<b>DEVELOPMENT/INTERACTION:</b> T writes some examples in sentences to allow Ss observe the words in use. T practices the pronunciation with choral drills. T shows some exercises of fill-in-the-gaps.		<b>DEVELOPMENT/INTERACTION:</b> T writes the names of the shops of the worksheet and presents objects or images that Ss can purchase in those places. Ss are asked to participate saying in which store the word belongs.		<b>DEVELOPMENT/INTERACTION:</b> Ss are asked to take out their material to work with it. Ss have to paste the picture in the sheet of paper, write the name of the cloth and set a price.	

		T writes a brief dialogue while Ss do this.
<b>CLOSURE:</b> Ss participate sharing their answers.	<b>CLOSURE:</b> T gives a worksheet where Ss have to match the shop with the products they can find. Ss and T check the answers. T asks for homework to bring a picture of a cloth and a sheet of paper.	<b>CLOSURE:</b> Ss participate in pairs with the dialogue. Ss have to sell the cloth they brought.
<b>Resources:</b> ✓ Whiteboard, markers, sheets of paper, and fill-in-the-gaps exercises.	<b>Resources:</b> ✓ Pictures of shops, objects or pictures of things, and worksheet of shops.	<b>Resources:</b> ✓ Picture of a piece of cloth, flashcards of clothes, sheet of paper, and dialogue.
<b>Assessment:</b> Continuous	<b>Assesment:</b> Continuous	<b>Assessment:</b> Continuous
<b>Learning evidence:</b> Students' notes Students' participation Fill-in-the-gaps exercises	<b>Learning evidence:</b> Students' notes Students' participation Worksheet of shops	<b>Learning evidence:</b> Product (drawing of a cloth with description) Acting a conversation in pairs
<b>Teaching methods / techniques:</b>	<b>P.P.P approach, direct method, and audiolingual method.</b>	



