# ESCUELA NORMAL No. 1 DE TOLUCA

**INFORME DE PRACTICAS PROFESIONALES**

## The use of Didactic Materials to Engage and Motivate Students in English Class

QUE PARA OBTENER EL TÍTULO DE

**LICENCIADA EN ENSEÑANZA Y APRENDIZAJE DEL INGLES EN EDUCACION SECUNDARIA**

P R E S E N T A

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# Dedication

To my grandparents who have been able to train me with good feelings, habits and values which has helped me to move forward in difficult times.

Because thanks to their love, guidance and support I have come to realize one of the greatest desires in my life, as a result of the immense support, love and trust that you placed in me and with which I have managed to finish my professional studies and for which I will live eternally grateful.

# Introduction

This document shows the development of the application of the improvement proposal in the 4 intervention periods that have been carried out at the "Ignacio Ramirez" Federal High School located in Toluca, State of Mexico. This improvement proposal consists of using the materials to make the students engage and motivate during the English classes.

This proposal was chosen from the contents addressed in a course of the LEAIES curricular maya (LEAIES) called "Neurosciences in Adolescence" which corresponds to the fourth semester and a mobility course called "Neuropedagogy and strengthening of socio-emotional skills" taken in the fifth semester virtually. In both courses, the importance of engaging and motivating students in class was highlighted.

From these courses, two professional skills have been chosen to continue developing, which are:

- Manage collaborative and inclusive learning environment to promote the comprehensive development of students.

- Uses innovation as part of its teaching practice for development of students' competences.

For each of the interventions, a description of what was applied during the class sessions with the study group has been made, followed by a reflection on it, and with this, proposals have been made to obtain favorable results in the involvement of the students in the English class based on the diagnosis and detected weaknesses.

The first application of the proposal was carried out in November 2021 in which an adaptation of the materials that had already been previously prepared was made, since these were designed to develop sessions virtually. During this period, some deficiencies were found in the improvement proposal, and it was suggested

to complement it with posters that included hand signals that the students would later use in class.

The second application was in the month of January of this year, during this application the suggestion was made to complement the proposal and at first it gave favourable results because it helped the students to be indirectly involved in it. At the end of this second intervention, it was suggested to carry out activities that would involve the students more and that these in turn would be significant for the students.

The third intervention took place in the month of February, in which the celebration of Valentine's Day was used to carry out the suggestion made at the end of the second day of this third intervention intervention. For this, the students were asked to make a heart with some phrase in English alluding to Valentine's Day and to motivate them to do so, the students were told that their activity would be part of the school's wall newspaper. At first the students were not sure about doing the activity, but it was emphasized that no one would know who each sentence belonged to since the activities would be exposed anonymously.

The fourth intervention was carried out in the month of March and the first week of April. In this period, the topic of travel itinerary was worked on, in which the students formed teams, chose a state of our country as a tourist destination. This place had to be one that they already knew or, failing that, one that they would like to know, to then investigate, plan and develop their project, which was a travel itinerary. During the development of the work, the students carried out activities that allowed them to get to know each other a little more.

## Hypothesis

- The use of didactic materials will engage and motivate students in English class.

## General objective

- To use didactic materials to engage and motivate students in English class.

## Particular objectives

- To adapt materials to encourage students' motivation.
- To apply the principles of neuroscience to engage students through the materials in the English class.

# Justification

# Justification

Through my experience as a teacher in training both in face-to-face and virtual practices, I have noticed that students show a certain degree of demotivation when speak or write in English classes. Well, within public secondary schools the subject of English is seen as a foreign language since the first contact that students have with this language is until they enter the secondary school.

So, I have decided to increase the motivation in English through the materials used in each class and reinforce this with my attitude to motivate them, to evaluate the performance of the proposal, a questionnaire will be applied through google forms. In this way they will visualize the benefits of knowing English bring them, both in the short and long term. At the same time, they see that they can use it in real situations.

The decision to apply the seventh principle of neurosciences called engagement in the use and selection of materials to increase the motivation of the students about developing their speaking and writing in English as a foreign language arises from the fourth semester with the neurosciences course in adolescence.

Because during this course I realized that it is really important that our students have motivation to carry out the activities planned in each class. Since this will allow us as teachers to adapt materials with a significant impact and at the same time increase motivation in the student to participate and become more involved in classes.

On the other hand, with the mobility course Neuropedagogy and strengthening of socio-emotional skills concluded in the fifth semester, I identified that the attitude shown by the teacher during class greatly influences the motivation presented by each of the students.

Since by generating a positive environment; that is, an environment in which the teacher transmits motivation to the students is an extremely important factor for

the student to be interested in the class, continue learning and at the same time develop participation within the class, whether orally or in writing.

So, the proposal to work has been generated is to use the materials to promote motivation in first grade students group "C" of secondary school involving one of the principles of neuroscience. In this sense, the impact that the principles of neuroscience seek to have, specifically with the principle that refers to engangement, is that students are more motivated in their learning and that they really feel part of the class.

Therefore, the socio-emotional development of the students will be considered. On the other hand, my role as a teacher is to provide them with the motivation they need when they are encouraged to develop a participation through phrases of congratulations or recognition at the end of their participation.

Although it is intended that students feel free to express themselves during English classes, it is also intended that my teaching practice be more motivational and encouraging for students. Since throughout my experience in professional practices I have realized that it is difficult for me a lot of being expressive with the students and this has somehow had a not very favourable impact on the students' learning.

Finally, based on the content seen in both courses, I noticed that both the materials I developed as teacher and my performance in front of the group were being unfavourable because as teacher, they did not help me to promote that motivation towards the students. On the contrary, I simply made them get involved in the lesson so that they learn, and I did not realize that what they really needed was that it generate motivation for the English class. Therefore, the students simply carried out the activities to obtain a grade and not for their own pleasure, which is not the objective in English classes.

# Planning / Focusing the problem

# Planning / Focusing the problem

This practice report entitled The Use of Didactic Materials to Engage and Motivate Students in English Class has the objective of putting neuroscience into practice in the educational field, that is, it has as a proposal to apply what neurolearning is in what refers to students and neurodidactics in regard to the practice of the teacher, in this case teacher in training.

Neurosciences have been taken into account since, according to Salazar (2005), the study of the brain provides teachers with tools that support the decisions that are made and that these in turn guide methodological actions in the pedagogical environment and institutionally.

With the application of neurodidactics, the teacher in training is helped to complement the development of two skills that are considered as a fundamental basis of training, which are:

- Manage collaborative and inclusive learning environment to promote the comprehensive development of students.

- Uses innovation as part of its teaching practice for development of students' competences.

The aforementioned competencies correspond specifically to the course "Neuroscience in adolescence" (SEP, 2020. p. 10-11) which corresponds to the fourth semester of the Bachelor's Degree in Teaching and Learning English in Secondary Education Curriculum 2018 and that at in turn, they are related to other courses such as "Social-emotional development and learning", "Teaching Practice in the Classroom" and "Teaching Work Strategies".

Therefore, in the following sections of this Professional Practice Report, the different stages in which the proposal was applied will be made known, as well as the reflection on each of the application stages and the corresponding recommendations after each cycle application of the proposal.

Another reason to apply neuroscience principles in the teaching practice is because according to Carvajal (2019), the role of the neuroeducator is conceived as the one who studies and in turn understands the relationship that exists between the brain, behavior and is capable of evaluating specific learning situations.

In the same way, the emotions of both the students and the teacher himself are considered since these can positively or negatively influence the learning of the students and the forms of teaching by the teacher.

In this case, the role that the neuroeducator will be playing is more focused on the emotional issue, since it seeks to promote greater motivation for students. So that little by little they dare to make oral participations as well as to make writings totally in English without fear of making mistakes. In that way, the neuroeducator will help the students to understand that nothing happens if they make a mistake since this is part of their learning.

While regarding the principles of neuroscience, BrainWare (2019) lists the following principles:

    1. Neuroplasticity

    2. Automaticity

    3. Integration (cross training)

    4. Progressive Challenge

    5. Frequency and Intensity

    6. Feedback

    7. Engagement

Of which the principle with which the teaching intervention proposal will be developed is the seventh principle that refers to engagement. It refers to the importance that stimulation acquires as a motivating factor so that participation

becomes significant praise in the various learning activities that can be carried out in English classes.

## Engagement

Engagement refers to how immersed the student is in the development of each class, including cognitive, emotional, and attitudinal issues. Now, for the development of the proposal, we will only focus on one of those aspects, which is the emotional issue, since this will allow us to transmit to the students the necessary motivation so that they can encourage themselves to carry out the activities planned for the classes without help or without the fear of making a mistake.

This aspect will be immersed selection and use of materials through its adaptation, which will be mentioned later. It will be included in the materials since it is intended that the students are committed to the development of the classes without the need for the teacher to ask them for their participation within it.

> "Student engagement is a key element of a positive school climate...Students are emotionally engaged when they like school, are interested in, and identify with the school culture...Service-learning programs and other types of experiential learning can help disconnected students connect with learning." (National Center for Safe Supporting Learning Environment, 2018)

Although the current curriculum for basic education is used, which is Aprendizajes Clave, the situations marked in each of the social practices of the language are usually somewhat distant from the reality in which our students live, which comes to cause that the students do not feel engaged towards the subject because it is not something that motivates them since they can see it as something very far from what they live in their day to day or simply it is not focused on what they like.

That is why we seek to make use of the materials to somehow engage the students in the English classes and the materials will be adapted according to the needs detected.

### Levels of engagement

Student engagement during classes can be measured at different levels, as it refers to the affective or emotional side of learning as mentioned above. Therefore, through engagement the student shows a certain degree of attention, interest or curiosity during their learning process.

From this, it is important for us as teachers to know these levels of engagement as well as the characteristics of each of the levels in order to identify the levels of engagement that our students can show in class. Bray (2018) mentions the levels of engagement that are listed below:

### Level 1 complaint:

Learners may appear to be bored or anxious. Their grades may be good, but they are not empowered to do more than they have to do for a grade. The teacher may feel they are the only one responsible and accountable for all the learning in their classroom. Sometimes learners who are compliant have other issues at home that keep them from being engaged in learning.

### Level 2 commit:

Learners are starting to take on more responsibility for their learning. At this level, the teacher may still be laying the groundwork for learning and determining prior knowledge, but learners may be demonstrating that they are more involved in what and how they learn.

The commit level is where the learners find their voice to help become better learners. This level is where learning is personal, and the student finds out more about themselves and who they are as a learner.

This is also the level where the teacher realizes that some children need more time or may have other issues keeping them from learning. The teacher-student relationship is so crucial at this level for all learners to help find their voice.

### Level 3 connect

Learners realize now that learning is social. At this level, the learners are doing more of the talking than the teacher. This is where learners enjoy learning from each other and even teaching their peers. This is the level where you notice it is getting a little noisier in some parts of the classroom.

### Level 4 flow

Learners are curious, creative, and innovative. Some learners are working quietly immersed in the task at hand where others are reaching out to others to collaborate on solving a problem. This is when learners have the skills to pursue their interests and are curious by seeking what they are passionate about.

They want to challenge themselves to investigate and solve solutions to real-world problems where they can make a difference. The teacher is more of a mentor and coach as they guide the process. This level is when learners self-advocate for what they need or want to learn and when they have agency.

According to the levels of commitment mentioned above, which can be identified in the students and according to the improvement proposal established according to the problem detected, it has been decided to try to develop the third level of engagement in the first grade students "C".

The reason why it is intended that students show a somewhat high level of commitment in English classes is because the generation with which the improvement proposal is being applied has come out of two years of confinement that occurred as a result of the COVID-19 pandemic.

Therefore, being a completely unknown generation among them, it is important that as teachers we seek and apply different ways of involving students in each

of our classes, since currently education is based on a model that focuses more on the students and that at the same time takes into account their socio-emotional aspect so that in this way, the learning they are acquiring is somewhat more significant for them.

In this way, through the selection, use and adaptation of the materials, an attempt will be made to engage the students in the English classes and the goal has been set to develop the third level that engages the students throughout the periods of teaching intervention that are held in the school year.

**Motivation**

As we know, motivation is a behavioral factor that is divided into two areas, the first known as intrinsic and the second known as extrinsic, which are explained a little more thoroughly below:

*Intrinsic motivation*

This refers to the type of motivation that arises from the same person. It is the motivation that seeks to satisfy the needs of the same individual. Therefore, this motivational being of the person has a greater productive value, since it generates high expectations in what the individual wants to achieve.

*Extrinsic motivation*

This, as its name says, comes from something external to the individual himself. It arises through the stimuli or rewards that the person requires to carry out a certain action or activity. Being a motivation alien to the person himself, he usually has less interest or expectations regarding what he seeks to achieve. However, this does not mean that it is an impossible type of motivation to achieve.

"Motivation is the lever that moves all behavior, which allows for changes both at the school level and in life in general" (García and Daménech (1997) taken from Sandoval, et al. 2018. p. 3)

From this, with the proposed proposal we will go on the side of extrinsic motivation. Class materials that serve as an external factor to the students themselves will be used, which may well contain examples or activities related to the most common tastes and interests that students have as well as the needs that require more attention. Likewise, they will be contextualized as closely as possible to the reality in which the students develop.

**Didactic materials.**

Teaching materials are resources that can be produced by the teacher himself or by specialized publishers in the development of resources focused on teaching, these are used by educational agents in order to share knowledge about a specific area. These resources serve as a guide for the development of the activities planned for each of the classes depending on the topic that you want to deal with.

Teaching materials range from physical resources such as books, puppets, photographs, posters, and even stuffed animals. As well as digital resources such as videos, power point presentations, songs, online games, interactive worksheets, escape rooms, among others.

The function of each material used in the class will depend on what it is intended to do, although it could be to inform, increase communication with students or relate ideas.

Each of these materials will have varied characteristics according to the objective to be achieved in the class. According to Arias (2019) we can find the following characteristics in the teaching materials:

1. It is versatile. A teaching material can be designed for different contexts.
2. It is possible to use it individually or in a group.
3. It is oriented to motivate. Its design should arouse interest and curiosity about the subject matter.
4. Allows the student to be able to develop strategies to evaluate, plan and organize their own learning.

In this sense, the characteristic with which the materials will be used in the interventions will be with characteristic number 3, which is specifically focused on the motivation of the students towards the English classes.

Just as we find different characteristics in the materials, we can find different types of materials which Culture Vocabulary (2022) mentions the following:

1. Printed: such as books, reading or reference texts, dictionaries, encyclopedias, specialized magazines, guides, manuals, articles and more.
2. Area or spatial materials: games, laboratory materials, giant maps, sporting goods such as rings or balls, models, herbariums, among others.
3. Materials for the work: they include workbooks, index cards, colors, pencils and other resources that are requested according to the context.
4. Materials for the teacher: resources that the teacher uses to obtain or share information and thus improve their teaching processes.
5. Electronic materials: images, slides, videos, audios, movies, documentaries and more.

Regarding the types of materials used for the application of the proposal, the printed materials are taken into account, since at times the students were given worksheets according to the theme and electronic materials, since to develop the classes they prepare power point presentations and according to the topic being treated, videos or images are included to exemplify the content, especially when it comes to vocabulary.

Finally, the aforementioned materials will be adaptable to the needs that the students show. Since the adaptation of the materials turns out to be practical for teachers, especially when seeking to give greater relevance to the contents and thus involve the students. To do this, Nehal (2016) proposes the following checklist which can guide the adaptation of our materials.

1. Will it too difficult for my learner?
2. Will it be too easy for my learner?
3. Will it be reasonable for some of my learners?
4. How can I make the difficult parts accessible to my learners?
5. How can I make the easy parts challenging for my learners?
6. How much time should I spend on each lesson?
7. Is it necessary to spend more time on some lessons and less time on some other lessons?
8. Do I need to follow the lessons in sequence in which they are presented in the text? Or should I change them according to the needs and interests of my learners?

In this sense, the questions that will guide the adaptation of the materials to be used during the application of the proposal are number one, four and five, due to the level of mastery that my students have, since according to their diagnoses most of them are in pre A1 and A1+.

**Relationship between the work proposal and the curriculum for basic education.**

The relationship that exists between the improvement proposal towards the problem detected and the current plan and study program for basic education consists of two very important points.

The first point is that it is intended that the student participates in his own learning, that is to say that he is more involved in each of the classes regardless of the subject and the second point is that now the socio-economic situation is taken more into account of the students thus turning the classes into something mostly emotional that at the same time make the student feel that he is being a key agent of his own learning.

"The function of the school is no longer only to teach children and young people what they do not know, but to contribute to developing the ability to

learn to learn, which means learning to think; to question themselves about various phenomena, their causes and consequences; to control personal learning processes; to value what is learned together with others; and to foster interest and motivation to learn throughout life" (SEP, 2017. p. 31).

This is how the proposal is related to the Aprendizajes Clave curriculum for basic education, in addition to the fact that each of the topics addressed will be taken with the greatest possible interest so that the students feel part of the classes and thus can be actively involved in each planned activity with anteriority.

**Context:**

The Federal Secondary School No.01 "Ignacio Ramírez" is located at Av. Juárez Sur No. 603, Toluca de Lerdo Colonia Universidad. Juárez Avenue is located between José María Arteaga Street and Francisco Munguia Street, adjacent to the Toluca Water and Sanitation Office and the Adolfo López Mateos UAEMex High School No.1.

The Secondary School has a total of 18 groups, 6 groups for each grade, its enrollment is approximately 833 students, an approximate of 26 - 50 students per group. The school has the basic conditions for educational service such as it is a big building that offers their services like drinking water, electric light, telephone line, internet connection and that is used for all the scholar community to a wide variety of 1,225 students, 810 in the morning shift and 415 in the afternoon shift.

There are a total of fifty-five classrooms, an auditorium, a chemistry lab, a computer room, a meeting room and a canteen. This school community has a great space to develop all their outdoor activities in two extent playgrounds, nevertheless, the building structure has a ground floor and three floors in the main building. However, there are other four buildings, one of them with a ground floor and a first floor, meanwhile the other three are buildings just on the low level.

Also unfortunately, three classrooms from the building that is next to the school store are in very bad conditions, those do not have a door, two of them are lacking

windows and the walls are painted by the students with graffiti and one of them does not have any chairs, the students that use that classroom must sit on the floor.

### Family

We know that today there is a great variety of household composition such as single parents or children who live with their grandparents, aunts and uncles or older siblings, in some cases the student lives in a family nucleus, however the students who attend come from neighbouring, neighbourhoods such as Seminario, Ocho Cedros; as well as some of them from towns adjacent to the city as Zinacantepec, San Andrés Ocotlán, among others.

The elements that do not favour learning are the lack of participation of parents, because sometimes their support is required in some of the students' work, but there is a great lack of attendance at the institution.

The elements that do not favour learning are the lack of parental participation, because their support is sometimes required in some of the students' work, but there is a great lack of attendance at the institution. The reason for this situation is because some of the students live with both parents, while others live only with their mother or father, and in either case the parents have to work.

Therefore, the time they have dedicated to observing and / or monitoring their children's learning is little and in some cases almost nil, because depending on the situations in which they find themselves, some of the parents work long hours. Although it should be noted that this does not happen in all cases, the students have an idea of what they want to achieve and some of them are very aware of the example of their parents.

### Socio-cultural aspects of the community in which the school is located

The characteristic features of the urban space are its high population density, its extension, and its greater provision of all types of infrastructure; but above all the

particularity of the urban functions, especially the economic ones, concentrating activity and employment in the secondary and tertiary sectors.

This context is urban context, these areas are locations with high population density, the aspects that favour learning are that they have shops, malls, restaurants, kindergarten, and banks.

The aspects that affect learning are that the urban context sometimes affects social inequalities, since sometimes in these contexts it is very constant to see the submerged social part in this secondary school.

# Diagnostic of comprehensive development and learning processes

## Cognitive development, socio-emotional, social, and physical characteristics of students

In this section, before disclosing the results obtained with respect to the students' social-emotional and cognitive skills test, we will begin by defining each of the terms.

### *Cognitive development*

Cognitive development involves the student's ability to think, reason, and make decisions. These processes are developed from our birth and become more complex as we grow and our knowledge and experiences increase.

In this area, from the age of 13 there is a marked cut in our brain especially in the area of language, this according to Melo (2012), the brain of children and adolescents is flexible, sensitive and plastic, which is why which the sensory areas of the brain are developed optimally when it is stimulated sensory and visually.

### *Socio-emotional characteristics*

As we know, adolescence is a stage that is full of changes, and it is the one in which our adolescents need more guidance to cope with each of those changes

for which they are in the process of transition from childhood to adulthood. However, one of the characteristics that has become more important over time in this stage is the socio emotional.

Because being in a process of change, adolescents still do not know how to control their emotions correctly and this is also influenced by the hormonal changes they are going through. According to Casacuberta (2003, resumed from Colom. 2009), emotions have taken on great importance due to the influence they generate on psychological processes.

Therefore, at this stage is when psychological or even eating disorders are more easily present, since it is a stage in which children are looking for role models to try to imitate them, which is part of the path they follow to define an identity that distinguishes them from others.

Adolescents are more susceptible in this area since it is also the stage in which the practice of bullying is more visible due to different characteristics that make each of them unique. Colom, et al. (2009) tells us that the atars did not give emotions the importance they deserved, since they were viewed as obstacles that interfered with the processes of rationality that the adolescent should develop.

But over time and with the various situations that arise in relation to this issue is how they have come to be given the importance they deserve. " If before it was emotions that frightened theorists, it seems that now it is rather the lack of an emotional mind that is dangerous." (Colom, et al. 2009: 238). By this we mean that without emotions we become cold beings who do not understand why things happen around us.

***Physical and social characteristics of the adolescent***

These characteristics change over time and are imposed by the same society in which our students operate. In the physical part it refers to all the notorious changes that adolescents are going through, typical of the age and stage in which they are.

While in the social aspect it is determined by the ease or difficulty that they have to relate to others, whether they are adults, other adolescents or even children. It is from there that the terms of apathetic, sociable, weird, among others, arise.

Together, each of the aforementioned categories are related to neurosciences since they are responsible for the study of the different processes and areas of our brain. Therefore, these characteristics are related to the mental processes that occur in the brain of adolescents, which in this case are secondary school students.

It is important for the teacher to know about it because the students are coming out of a stage in which all the while they were accompanied by the same person, and that in most cases their only concern was the game and now they are going to a stage in which they must start to be more autonomous in all senses. Which causes an instability in the processes that they already had developed.

An online social-emotional skills test was applied from the use of the cell phone from which the following results were obtained: 4% of the students do not identify with any emotion, while 76% of the students identify with the following emotions: happy, calm, angry, anxious, anxious, sad, happy, lazy, some others feel lonely, scared and / or happy. On the other hand, 20% feel happy. (Annex 1 p.59)

Another of the preponderant questions for the development of this document is in what percentage students believe that their emotions influence their learning process, to which 62% consider that their emotions influence between 100-90% in their learning, while that 60% think that their emotions have an impact between 80-70% in their learning and the remaining 8% consider that their emotions influence less than 50% in their learning process. (Annex 2 p. 59)

Autonomy, self-motivation, and self-knowledge are difficult because now with online education, students say they don't feel they are learning and prefer face-to-face classes. In this way part of their autonomy and autonomy of the students has been generated by the conditions of distance education.

Regarding social development, from the performance record, it is found that the students have little motivation in interacting with others face to face, due to excessive use of social networks and video games.

Regarding physical development, all of them are around the fourteen and fifteen years of age, which means that the students are in the formal operational stage, the period from adolescence through adulthood.

### Learning styles

The "IPN model" Learning Styles Questionnaire was applied and the learning style that predominates in the group is the visual with (54%) students that indicate this style, (9%) kinesthetic, and (37%) aural. Most students from the 1st grade group "C". (Annex 3 p. 60)

The Learning Styles test was applied because it is important to know how our students learn. Since as we know, each of us has a different way of learning. So, it is important that we take this into account because from this we can adapt our materials encompassing the learning styles of each of the students and focusing it on neurosciences.

Various processes related to learning are involved that are changing or becoming more complex according to what is being learned and the way in which they are related to knowledge. Even if these are in the mother tongue, a relationship between the two can be established according to the context established in the class.

### Likes and dislikes

In the diagnostic I identified the students as using more digital platforms like: Video games, streaming, social media (YouTube, Tik Tok, Free Fire, Facebook, Instagram, Messenger, Kwai). Some students prefer youtubers like: Kimberly Loaiza, Luisito Comunica, Tik Tokers, Domelipa, Donato.

**English language skills:**

**Reading:**

Reading comprehension levels were evaluated based on the Common European Framework of Reference (CEFR), and at this level the student is expected to be able to understand texts that consist mainly of high frequency every day or work-related language. I can understand the description of events, feelings and wishes in personal letters.

-Reading comprehension level: 56% of students are at level A1, in this level students can understand familiar names and words and very simple sentences, for example in notices and posters or in catalogues.

**Writing:**

Writing skill was evaluated based on the CEFR, B1 at this level the student is expected to be able to write straightforward connected text on topics, which are familiar, or of personal interest.

-Writing skill: 74% A1- but according to CEFR is A1, the student can write simple isolated phrases and sentences.

**Listening:**

Listening comprehension levels were evaluated based on the CEFR, and at this level the student is expected to be able to understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. Learners can understand the main point of many radios or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.

Listening comprehension level: 50% according with CEFR is A1, the student is able to I can recognise familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.

**Speaking:**

Speaking interactions levels were evaluated based on the CEFR, and at this level the student is expected to be able to deal with most situations likely to arise whilst travelling in an area where the language is spoken. Learners can enter into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).

Speaking interactions level: 72% A1-but according with CEFR is A1, the student is able to I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.

### *Relation between English Language Skills and Teacher interventions*

The four aforementioned skills that are a fundamental part of learning any language and that must be sharpened little by little to have a greater command of it are related to my teaching practices in two areas.

The first is that the area to which the Licenciatura en Enseñanza y Aprendizaje del Inglés en Educación Secundaria (LEAIES) is directed is towards communication, therefore it is important that as a teacher it's necessary to take into account at least one of the skills to practice and strengthen in various classes that are held throughout the cycle school.

While the second is related to the development of this document, for which only two skills have been selected: writing and speaking. Well, this part is the one that most of the students find difficult to do within the classes and if in their mother tongue, which is Spanish, it becomes difficult for them, the same thing happens if it is a foreign language, as it is in this case English. Reason why it has been decided to try to motivate students in English class even a little in each of their English classes during the school year.

# Action plan

# Action Plan

The problem detected during the observation day was the motivation that students show when speaking or writing in English, which is insufficient, and this is notorious when students are asked to participate or write a small text in English. The students of the first-grade group "C" in the Federalized Secondary School "Ignacio Ramírez" have the belief that they are not capable of carrying out these activities by themselves.

Reason for which it is proposed to use the materials as a means in which the teacher can motivate the students, taking as a guide the research model of Whitehead (1989), which proposes a spiral of cycles and in each cycle are specify the steps to follow:

Cycle 1:

Feeling or experiencing a problem.

This cycle was carried out during the observation session that was carried out virtually and the first intervention session, carried out in person, was identified with the help of the activities and diagnostic tests that were applied to the students.

Cycle 2:

Imagine the solution to the problem.

The solution to the problem was proposed through the contents addressed in the course "Neurosciences in adolescence" taken in the fourth semester and the mobility course "Neuropedagogy and strengthening of socio-emotional skills" taken in the fifth semester. In addition, it was complemented with the most in-depth research regarding neurosciences, for which the use of "Cognitive Neurosciences" is defined.

Cycle 3:

Putting the imagined solution into practice.

The proposal will be put into practice during the intervention sessions that take place during the cycle in secondary school.

Proposal:

The Use of Didactic Materials to Engage and Motivate Students in English class.

Cycle 4:

Evaluate the results of the actions taken.

The results will be evaluated with the final product that the students made and through a questionnaire and interview that was carried out with the students.

Cycle 5:

Modify the practice in light of the results.

The modification of the proposal will be made based on the results obtained in the evidence of the students' work and also based on the results of the test that is applied to the students so that they themselves account for the progress they have made noticed.

The research model was taken from Latorre (2005) book about action research and the authors of various methods to carry out action research.

During the days of practice in which the strategy or improvement proposal will be applied to the detected problem or to reinforce it. It will be through the use and selection of materials and the decoration that can be placed in the classroom such as chunks, motivational phrases will also be taken as support and hand signs that students can use in class.

Each one of the materials will be accompanied by the avatar of the teacher in training, at the beginning of each class, students must repeat one of the motivational phrases in English found in the classroom and in this way the students will be more involved in the class.

**Project proposals:**

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| Standards to improve | - Level of motivation in first grade group "C" students in English class.<br>- Level of English in first grade group "C" students.<br>- Engage students in English classes either through participation, exemplification or resolution of activities. |
| Strategies | - Motivational quotes.<br>- Time control by means of an alarm.<br>- Use of warm ups to activate previous knowledge regardless of whether it is in Spanish.<br>- Form teams through a game.<br>- Behavior control through attention grabbers. |
| Actions | - At the beginning of each class, students must repeat a motivational phrase.<br>- Students should identify a quality in themselves and say it out loud.<br>- Identify a quality of a classmate and say it at the beginning of the class.<br>- Program an alarm with the times for each activity to be carried out in the class.<br>- Play a game as a strategy to form teams quickly.<br>- Carry out a count so that the students are silent and each time they count to 10, they will be lowered 1 tenth to the whole group. |

| | |
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| | - Make a hand signal so that the students are silent and the activity to be carried out can be explained to them.<br>- Say an attention grabber when the students are talking a lot in class. |
| Features | - Starting with the repetition of the motivational phrase will help students feel confident and at the same time feel an essential part of the class.<br>- During the development of the topic, hand signs can be practiced by the students or the teacher.<br>- At the moment of exemplifying something, the students will be asked to help them to give an account of the moments in which they could use the contents of the class.<br>- Games or teamwork will help students to feel more confident and at the same time will serve as a motivator among them to practice or try to speak in English. |

## Commitments of educational actors

The role of teachers is to give students the motivation they need to read in English in front of the whole group, but the students also collaborated by encouraging their own classmates to do this activity.

The students must have felt that nothing happens if they make a mistake, because the "mistakes" they may make while doing an activity are part of their learning, it makes them see what they have to improve and they also identify the areas that they can continue to strengthen.

Far from inhibiting students and for them to stop participating. They should be encouraged by making them see each of the things in which they are good and on the other hand, the teachers and each other provided the necessary help to improve little by little what that it is more difficult for them to learn.

Especially in the English language, since the students do not see this language as something that is not very essential in their life. On the other hand, they do not see a close way of applying the knowledge, they can acquire about this language in the real world.

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

### *First intervention*

The first intervention of the school year was carried out from November 3 to 26, 2021. To start with the application of the improvement proposal, an adjustment was made to the materials that had been prepared, since these had been made for a virtual intervention.

Therefore, the material consisted of slides and links to interactive worksheets, to make the class more enjoyable for students, since it can become exhausting and annoying for them to be in front of the computer for much of the day.

These materials have been created in Canva, since this platform allows us to make use of different resources such as a timer, bubbles, drum rolls and confetti. The same resources that help motivate each of the students towards the distance class. (Annex 4 p. 63).

But, according to the decisions made in the Technical Council (CTE), the days 3, 4 and 5 of November would be taken to finalize the grades of the first trimester of the students, as well as to clarify doubts about them. Therefore, my intervention day began on November 8, this situation caused two things that were important factors for the application of the improvement proposal.

As a first point, the previously planned classes were visited on Monday, November 8, and as a second point, the last classes were combined with those corresponding to week 3, causing the work rate to be a little faster in each of the classes.

### *Reflection First Intervention*

When I focused on the use of materials to improve the students' level of English and motivation during the classes, I began by placing some decorations related to English, such as common and basic phrases to communicate, hand signals that the students would occupy during classes (annex 5 p. 64), as Filipini & Pedroso say,

> "In an educational environment, the process of stimulating the Working Memory and achieving the comprehension of what is being learned can be helped by applying tasks in which students will focus only on the point of the study, without distractions." (2020. p. 9)

In this case, the function of the materials placed in the front part of the room; that is, where the blackboard is located is to stimulate the memory of the students regarding the vocabulary and basic phrases to express needs.

Since the hand signals posters not only contain the illustrated signal, but also contain the phrase for the students to practice and memorize both the sign and the phrase that each sign represents. A space was also placed to remember the birthdays of each of the students and this was especially placed with a party theme.

However, in the development of the class, due to the adjustments that were made with the materials and derived from the conditions of the classroom in matters of technology, the blackboard was used to explain general doubts that the students had regarding grammar of the topic (Annex 6 p. 65).

The videos prepared for the classes were presented to the students by means of a tablet, but due to the size of the screen not all the students could watch the video. Therefore, the students were asked to pay attention to the audio of it and based on this, later they were asked questions and by themselves they exemplified and / or related the elements of the videos with their context or in this case routines that they carry out every day.

According to Campo (2017), the first function of the brain that should be highlighted with respect to cognitive processes is perception, and this is manifested through our five senses, which are touch, smell, sight, taste and hearing. Which allows to reconstruct the information received and to elaborate a restructuring of it but with its own elements so that it is significant in the individual.

Hence the importance of using materials as a means of improvement for the motivation and the level of English of the students as far as possible. The objective is to make them see the importance of learning a foreign language even living in a context where it is not widely practiced.

**Second intervention.**

The second intervention in the practice school was carried out from January 3 to 21, 2022. During this practice period, the theme "Community service" was developed. For its development, at the beginning of each session the objectives set were noted down each one of them. In this way the students could carry out a self-assessment on whether they reached the objective of the day or the progress they had for each objective.

The exercises for this educational practice that corresponds to the second trimester was through a battery of works (Annex 7 p. 65), that was delivered to the students at the beginning of each class and at the end of it they were collected to make the corrections or observations pertinent to the exercise. But especially the writing of the words was checked.

Throughout these practices, note that even though the students had the words spelled correctly either on the board or in some examples of the activity, they wrote them wrong because some letters were removed. In some other cases, they even changed one to three letters of the words, which is caused due cf fossilization.

In this case it is at the grammatical level, since the students are left with the idea that the way they wrote it is correct. For this reason, the decision was made to collect the battery of student work to check, on the one hand, that the answers are correct and, on the other hand, to check the spelling of the students.

For the first classes which were the most important, the students were contextualized taking as an example some of the most common disasters in Mexico. In this case we focused on the most recent earthquakes that had occurred, in this way it was easier for students to identify ways in which they can do community service.

They also made mental maps in which they placed at least 5 ways to do a community service and we transferred that to a classification of the services that they could do in the context in which they operate more than what the school would be.

From January 3 to 13, the aforementioned work dynamic was carried out with the battery of works as support for the revision and use of the vocabulary seen in class, that is; places, verbs, types of community service, in turn, this vocabulary was used to complete conversations, with the benefits that each community service entails and at the end of all, this will serve as a guide for the final project that the students would do.

However, due to situations arising from the Covid-19 pandemic, the professional practices corresponding to the second period of intervention had to be completed online and due to school organization issues some classes were missed, which is why adjustments were made in previously planned activities.

Since the online work was carried out from January 14, however, the 14th was allocated to agree on the way of working with the students and inform the directors of the same and the 17th and 18th were allocated for the students to make a diagnosis again to observe the progress they had so far in the school year.

This diagnostic evaluation was carried out on a page provided by the institution. Therefore, the online work continued January 19 (appendix 1 p. 85) and was completed on January 21 virtually.

To develop the work in a more enjoyable way in virtual mode, priority was given to answering part of the battery of work previously delivered to the students, as well as reviewing the vocabulary and using maps (appendix 2 p. 86) to provide students with chunks that would facilitate the construction of their dialogue which would be their final product, but given the circumstances and the times in which the professional practice was completed, this last step could not be completed.

However, during the development of professional practice in a virtual way, various digital resources such as interactive calendar (Annex 8 p. 66), games developed on platforms such as wonderwall and power point presentations with supporting videos were taken as support to exemplify the use of chunks and vocabulary provided to students. (Annex 9 p. 66)

**Reflection Second Intervention**

Although for this second period of intervention they tried to apply different activities that would help the students more with their learning since they would relate the contents to the situations of our day to day, I was not entirely satisfied with the results obtained at the end of this practice. Because, there are still things to continue improving regarding the application of the proposal in person.

> "Neuroeducation teaches a new perspective on the teaching-learning process from the knowledge of applied neuroscience... The perspective of neuroeducation is aimed at building bridges between basic neuroscience

and its applications in education to harmonize the teaching methodologies of teachers with students' learning techniques." (Pherez et al., 2018)

Although neuroeducation is something relatively new that has become relevant at this time, I believe that it is essential that as teachers in training we learn more about the functioning of the human brain in its different stages of development, because once we have understood that we will be able to put into practice the strategies that we have used in different ways and we will give a twist to our teaching.

That is why the objective of my proposal for improvement in terms of my educational practice is to apply some strategies with a different approach and that these have a positive impact in some way on student learning.

But at the same time, they know the situations in the real life in which they can apply that knowledge and stop seeing the study of a foreign language, as in this case is English, as something unnecessary or as something that they will never use.

However, in this second intervention, as I mentioned before, I am not completely satisfied with the application of my proposal, there are still things that I need to improve, but I consider that I am on the right track, and I also keep in mind that this is not something that can be achieved. from one moment to another, but it requires a lot of patience and perseverance.

Well, in this social practice I failed to emphasize more in what kind of situations the students could make use of the knowledge they were acquiring, and this led to the students still seeing the application of the knowledge and learning they were acquiring as far away or almost null.

**Third intervention.**

The third intervention in the practice school took place from February 8 to 28, 2022, during this intervention the theme developed was "silent short film". In the

first class, the students were contextualized by first writing the topic on the blackboard and asking the students what they understood about the topic.

In this way the students began to break down the meaning of each word since some of these words they already knew, and others deduced their meaning from how they were written.

Once the students knew what our topic would be, they continued to be asked if they had seen any short films and some mentioned Disney short films that are the most common or best known. The second stage was to make a map with the definition and characteristics of the silent short film, later two videos were shown to the students as an example of short films.

As a continuation of the topic and to give the necessary inputs to the students to make their final product, which would be a script for a silent short film, the students were given a vocabulary of emotions, which were shown to the students through some emojis (annex 10 p. 67), same that were reinforced with a song (Appendix 3 p. 87) later exercises were elaborated with the use of emotions, another input that was given to the students were the action verbs (annex 11 p. 68 )

For this, a game was played which consisted of determining a series of activities for each number on the die (Appendix 4 p. 88), this was thrown and according to the number that fell, the students would carry out the corresponding activity.

To reinforce both the emotions subtopic and the verbs subtopic, students were asked to choose at least 5 emotions and 5 verbs and make a sentence for each one. An adjustment was made for the last week, because due to some meetings that were held by the normal school and by the CTE meeting the practice time was shortened and the adjustment made was that in the last classes.

The students will only make their draft of the script for their dialogue, for this activity the students were divided students in teams of 5 to 6 people, a series of images was provided to each team, and they were given a script model for a silent

short film. In the development of this activity, I realized that the model shown was not enough, so I chose to make another model written on the board.

At the end of the activity of this social practice, I received some recommendations from my titular teacher. Among which are to give them a more complex model in which the students only change the name of the characters, emotions or even the order of the dialogues.

Because despite providing them with the images to control what the students would write, they drifted from the goal and began to want to write more things than what was shown in the images. Finally, another recommendation I received was to assign a role to the members of each team so that in this way all the students work on what corresponds to them.

With the characteristics of this emotional and neuronal stage, the date of February 14 or Valentine's Day was used to carry out an activity that was reflected in the school's mural newspaper (annex 12 p. 69), as well as the decoration of the classroom door (appendix 5 p. 89) and given the circumstance that on that same date the anniversary of the school is celebrated.

Another wall newspaper referring to the anniversary of the school was made (appendix 6 p. 90) and even that it would reinforce the identity of the students towards the school with these two aforementioned murals. Evidently, the Valentine's Day activity was linked to the main theme, which is silent short films.

So, the students were shown a short film referring to the celebration and later they were asked to develop an activity, which consisted of making a heart in a sheet of pink or red color and write on it in English a phrase, thought or short poem related to the celebration, they were also given vocabulary related to Valentine's Day and continued with the development of the topic on silent short films.

**Reflection Third Intervention.**

After this third intervention, a slight advance has been seen in the way in which students interact with each other in English and how this affects the development of each class, however there are still things to improve in terms of my educational practice since sometimes the activities that are planned are not applied correctly.

> "Teachers have become instructors, dictators of chairs, their mission has been to impart knowledge that is no longer valid, that has expired... educational organizations must assume and implement new pedagogical, didactic and curricular models, as well as new theories and teaching strategies teaching and learning." (García, 2015. Taken from Pherez et al., 2018).

Regarding my educational practice, there are times when I continue to fall into the "traditional" way of teaching grammar, although there are some classes in which I apply reinforcement activities such as games, songs or activities where the students see themselves more immersed and feel more part of the class.

I must continue working on the way I explain grammar when it is necessary within the topic to be developed. Likewise, I must pay more attention to the examples that I give to the students since it often happens to me that the examples do not become as significant for them because they are not related to the context in which they operate.

Now, with regard to the analysis of the activity carried out on February 14, I realize that I should have used the vocabulary provided beyond just asking them to write down the words in their notebook in both English and Spanish and perhaps use it in some game such as a memory game.

In which the students will look for the image and the word that corresponds to it and with it make some sentences so that in this way they will visualize how they could use that vocabulary when carrying out the final project of the topic.

**Fourth intervention**

In this fourth period of practice from March 7 to April 8 of this year, that is, for five weeks, the social practice of the language "agree with others on a travel itinerary" was developed, belonging to the plan and program of studies 2018 Aprendizajes Clave (appendix 7 p. 91).

During the first week, grammar was worked on, that is, the present simple, and this was complemented with the clock in English. Therefore, games such as warm up and closing of the class were used in order for the students to remember how to say the numbers in English.

While the core exercises during the first class were as a first point that the students draw on an analogue clock the time indicated on a digital clock, as well as they had to make the analogue clocks with the indicated time and write the time with letters (annex 13-15 p. 70-72).

Subsequently, for the second and third classes of week 1, the core exercises were negative and affirmative sentences corresponding to the present simple grammatical tense (annex 16-17 pp. 73-74). For this, it was necessary to review the verbs, and this was done through a game in which the students had to order the letters for each verb since those were written with the letters in disorder.

For the second week, vocabulary about vacations was addressed, this in order to contextualize more precisely the social practice of the language with which they were working. During this week the resources used were flashcards with vacation vocabulary (annex 18 pp. 75), as well as chunks to express likes and dislikes and for this the students made two flower graphic organizers (appendix 8-9 pp. 92-93).

In the third week the content that was addressed was about chunks to express agreements and disagreements, again two graphic organizers were made to

cover this activity and this time they were honeycomb graphic organizers (appendix 10-11 p. 94-95).

Similarly, two other banana split graphic organizers were made with chunks to accept or make suggestions (appendix 12-13 p. 96-97). Likewise, teams were formed to begin working on the final project. In this activity, students were given the freedom to choose their teammates.

Once the teams were formed, in the fourth week the students were given the opportunity to choose one of the 32 states that make up our country as a tourist destination. Therefore, the students shared with each other the places they knew or, alternatively, the places they would like to know, and from there they went on to the following activities.

When the tourist destination was chosen, they were instructed to prepare a chart (annex 19-20 p. 76-77) in which they had to write down the name of each of the members and a maximum of two tourist places in the state chosen by member.

Subsequently, the students investigated each suggested place to select the places that most caught their attention according to their location, cost and activities that they could carry out. Another of the activities developed in this fourth week was the development of a graphic organizer (annex 21 p. 78) in which they included relevant information to start planning the final project.

In the fifth week, the final project was carried out, which was an itinerary. As a first point, the students made a chart to distribute the points of interest of the chosen tourist destination in days and hours (annex 22 p. 79).

After making the chart, the students were shown 3 different examples of how they could carry out the final project (annex 23 p. 80), again they were given the freedom to choose the model that they liked the most so that they could first prepare a draft of what their final project would be.

At the time of selecting the model, the students began to make their draft in their notebook (appendix 14 p.98). When the students finished their draft, they were reviewed to verify that it was understandable and that it had no grammatical errors.

If so, they were told what corrections to make, as well as explained if there were any doubts. Once the corrections were made, the project was authorized so that they could carry it out clean on the computer or by hand and with the corresponding images (appendix 15 p. 100)

**Reflection Fourth Intervention**

After this fourth intervention, I noticed that the students in the study group performed better teamwork and that they were more motivated because they were the ones who chose their team as the first point and as second points, they had the freedom to choose the place from which they would talk during the development of the work.

Another favourable point was that this time the tasks that each member of the team had to develop were more specific and, in this way, a positive response was obtained from the students in each of the classes.

> "Emotion is an unconscious process used by the human being to settle memory and learning processes. There is no learning without emotions, because it is what arouses curiosity... emotions are what activate our motivation... motivation is internal, but there are external factors that can favor said motivation." (Navarro, 2018. pp. 43).

Relating the previous quote with my educational practice in this fourth period, it was easier for me to carry out the work since by giving them the freedom to form the teams as they wish, an external factor of motivation towards the class was triggered.

Causing so that in each class the students will show their motivation arriving on time and smiling to the classroom, as well as the motivation in carrying out each of the activities previously prepared.

However, I am not satisfied with the final works obtained for this social practice developed because from my point of view I could have used more activities which would exploit the intellect of each of my students and at the same time with them I could have made them interact more with each other themselves.

I believe that this is something that can be improved over time and of course with the experience that is obtained since it is not easy to change everything overnight, however that does not mean that it is something impossible but that it is part of my learning also as a teacher in training and soon as a group teacher.

# Conclusions and recommendations

# Conclusions and recommendations

After the first intervention and application of the suggested proposal, I realized that the proposal was not being applied correctly, since despite the fact that a study group was chosen, the proposal is being applied with the other 5 groups that are position in secondary school and the performance in each of the groups was not turning out as expected.

Therefore, it has been found that the proposal only with the materials needs to be complemented with other factors, in this case during the intervention it was complemented with the decoration of the classroom that together with the materials helped to generate a greater English environment. , however, it is something that must continue to be improved with various activities, it could even involve students more with the staging of the topics that are being worked on at the moment.

From the second and third intervention and application of the suggested proposal, a slight favourable increase in motivation has been noted in the study group in particular. Since students who during the first intervention did not participate and even did not participate are encouraged to participate in the activities of the class without fear of making mistakes.

Because it is something that has been worked on during this time; In other words, during these two interventions, students were talking to so that they realize that mistakes are part of their learning and even more so when it comes to learning a foreign language.

However, it has been notorious that students still do not feel safe speaking in English when requesting a permit, such as going to the bathroom, so a form of literacy in the classroom has been suggested through the memes, these will consist of the modification of some memes that are striking for the students and that these contain phrases of daily use in the English language.

For the fourth intervention I gave them a little more freedom when it came to working, since they formed the work teams as well as choosing the topic they would talk about. With this I realized that they manage to motivate each other and at the same time get to know each other a little better.

But that is not all, since by working in this way they are more encouraged to participate and express their doubts during class. Something curious that I noticed and that caught my attention is that while working as a team, there is greater respect for those colleagues who express doubts or towards those colleagues who are encouraged to participate regardless of whether their pronunciation is correct or not.

Above all, learning a foreign language, this is a very important factor since that is where the interest in this language begins, which in this case is presented as a subject in secondary schools.

Thus, after the 4 interventions made, observe that the students work as a team only if they are given the freedom to choose their partners. This seemed to me something very curious since for the time they have been living together it could seem that they know each other, however it is not like that.

I must admit that I am not satisfied with my performance during this time. I recognize that I could have used activities that exploited the intellect of my students more and not only that, but it could also have made them have a more meaningful connection with each other.

Among the activities that I was able to carry out were exhibitions, games or dynamics that implied a greater participation of my students. I also recognize that I came to plan some of the activities mentioned, however I did not carry them out because I did not consider them appropriate for my students.

According to the strengths and areas for improvement regarding my teaching performance, I can say that I managed to improve more when making the adaptations of my materials according to the needs that I observed in the students

as well as being more expressive when teaching. give my classes In addition, I gave myself the opportunity to empathize more with each of the students in order to better identify the adaptations that were necessary to make in the materials.

However, there are still situations that I must continue to improve in my performance as a teacher, such is the case of the way in which I contextualize my classes because it did not always turn out the way I expected because I noticed that to carry out this part I was not taking into account account the interests of the students but used things that in my opinion were known by the students on many occasions it was not like that.

Another important point to continue improving in my teaching practice is perhaps a little in the adaptation of the materials. By this I mean that if I should take into account the interests of the students but without losing sight of the expected learning that is being developed with the students because I could notice that in some social practices at the beginning, I did not make clear the expected learning that would be developing, which made the classes look a bit out of control.

Clearly this is part of my learning and professional training, although it is true until the end of my internship, I obtained the results that I had visualized from the first moment. But this was thanks to the fact that throughout the journey I was making changes in terms of activities due to external factors and organization in the school.

To evaluate the effectiveness of the improvement proposal according to the problem detected at the beginning of the school year and after the four interventions that were carried out in it, a google form was applied to first grade students, group "C" which was the study group.

The questionnaire comprised six concise questions about the materials used throughout the classes and the impact they had on learning and the degree of commitment that each of the students showed over time. Same as listed below:

1. Did the colors and images used in class contribute to highlighting the topics addressed?
2. Did the materials presented in class motivate your participation during the classes?
3. Did the materials contain elements that appealed to you? For example, music, tones of voice, images
4. Did the materials provide you with elements to get involved in the classes?
5. Do you consider that the materials used by your teacher had an impact on your learning? Why?
6. Would you do or improve something in your teacher's materials to get you more involved in the class?

Each of the previous questions were elaborated taking into account the characteristics of the materials and the objectives established together with the improvement proposal.

Within the answers obtained in the questionnaire (annex 24. p.81) it is possible to notice that the third level of engagement was effectively developed in the students since the materials fulfilled their objective according to what the students answered.

However, despite the fact that the questionnaire yielded favorable responses from the students towards the applied improvement proposal, I consider that the initial objective that was to engage the students in each of the English classes was not achieved in the way in which it was foreseen since at first the proposal was not applied in the correct way.

In the first interventions, the application of the proposal did not yield the expected results due to various factors, such as the fact that the students did not know each other in the first place, another factor was that during the second period of practices the students returned to virtual classes , which did not allow the proposal to be applied in the same way.

During the first two periods of intervention, the seventh neuroscience principle called engagement, which was the one used to try to immerse the students in each of the English classes, did not provide favorable results since it was not being applied. correctly, because when it came to involving the students, they were not given a guide that would allow them to be part of the class.

As for the professional skills that were sought to develop in a better way, the objective was achieved throughout the four interventions by relating the celebrations of the English-speaking countries with the themes that were developed in each of the periods of intervention and likewise They were complemented by the adaptation of games and adaptation of materials or activities that were presented in textbooks

**General conclusion**

Finally, the intervention proposal was carried out in five different cycles that were applied and renewed in each of the four teaching interventions that were carried out in secondary school.

During the first intervention, in what corresponds to cycle one of the research-action model. The problem detected was very noticeable during the first week since the students did not engage in the English classes and remained silent all the time.

From there, cycle two was given way and it was there that two courses were taken into account, one course to the teacher training curriculum and another complementary course through a national mobility program, there the elements that would be fundamental for the development and implementation of the generated improvement proposal.

For cycle three, the improvement proposal made from the aforementioned courses was launched, however this did not turn out as expected since adaptations had to be made both in materials and in the improvement proposal

itself. Within these adaptations, hand signals typical of a classroom were implemented and this was favorable since little by little the students began to get involved in the class.

Once the adaptations were made, cycle four was given in which an internal evaluation was carried out according to the work, behavior and participation that were observed in the students as time passed. Once the proposal was evaluated in this first intervention, it was applied again in the second intervention, now with slight changes.

For the second, third and fourth intervention, only cycles three, four and five were started, since after each evaluation things were suggested that would help complementing the applied improvement proposal.

During the second intervention, the changes made in the improvement proposal was the adaptation of some better-known memes and that at the same time these were according to the tastes and interests of the students. The objective of the memes was to further engage the students since some contained phrases of daily use for English classes.

This improvement helped the students to be more involved, since at any moment they tried to repeat the sentences. For the third intervention, the change made was the use of audiovisual resources such as videos, which were carefully selected and according to the tastes and interests of the students. As a last modification in the improvement proposal, during the fourth intervention, teamwork was implemented with specific roles for each of the students.

After each one of the modifications that were given in the improvement proposal, slight changes were noticed in the students since in each class they showed a different attitude and they seemed more engaged in each of the activities that were carried out.

Each of the modifications were guided with three of the 8 questions proposed by Nehal (2016), which are:

5. How can I make the easy parts challenging for my learners?

7. Is it necessary to spend more time on some lessons and less time on some other lessons?

8. Do I need to follow the lessons in sequence in which they are presented in the text? Or should I change them according to the needs and interests of my learners?

Through which, specifically question 8 was a key point to apply the seventh principle of neuroscience in its third level of development, which refers to the fact that students are more engaged in class, which leads them to speak more than the teacher.

Through the 3 guiding questions and the third level of engagement, it is how the adaptations of the materials were made and obviously in some cases, depending on the topic to be developed, part of the interests of the students were taken into account. Likewise, the adaptations that were being made in each of the materials gave guidelines to complement in some way the professional skills chosen to be strengthened with the application of this intervention proposal.

Since the materials were not only adapted so that the students would engage in the classes and feel involved in some way, but it was sought that through the materials a collaborative learning environment would be generated and that these in turn were innovative. for the students. In this way, through the materials, I tried to engage and motivate the students in each of the classes while at the same time allowing me as a teacher to strengthen the chosen competencies corresponding to the undergraduate curriculum.

Although this showed progress, I still felt that something was missing in my teaching practice and, consequently, in the improvement proposal. Well, it was not until the fourth intervention that I realized that something that motivated and engaged the students even more in class was teamwork.

While they worked, they carried out the activities assigned to them, they interacted more with each other, they got to know each other a little better and this worked as a new motivating factor since among them they realized all the skills that each of the students possessed.

From this, the suggestions that I make so that this proposal provides better results is to make use of different games, both digital and physical, that can be played inside or outside the classroom, that these games are directed to the tastes and interests of our students but without losing sight of the objective of the contents that we address with them.

We can also implement songs, the level of these will depend on the level of engage that our students have regarding English. We can start with songs of little difficulty and gradually upload it.

Something that also catches their attention, that involves them and arouses their curiosity is the creation of graphic organizers, these can be according to the topic being discussed or according to the season.

This proposal for improvement can provide us with many elements regarding the evolution that students are having both in knowledge and in mastering the skills that the language itself demands.

Although we must bear in mind that each generation of students is different, the proposal made throughout the document is something that can continue to be applied with respective adaptations depending on the characteristics of our students.

# Annexes

# Annexs

## Annex 1: Results of social-emotional skills test

¿Qué emoción sientes que te representa usualmente?

Estar contento 4.0%
contento,calmado, 4.0%
Ninguna 4.0%
Felicidad 8.0%
Contenta 4.0%
Enojo 4.0%
Alegre 8.0%
Enojado 4.0%
ANSIOSO 4.0%
alegre 4.0%

Triste y feliz 4.0%
ansioso 4.0%
FLOGERA 4.0%
La soledad 4.0%
Felicidades 4.0%
asustada y contenta 4.0%
Calmada 8.0%
Alegría 8.0%
Contento 12.0%
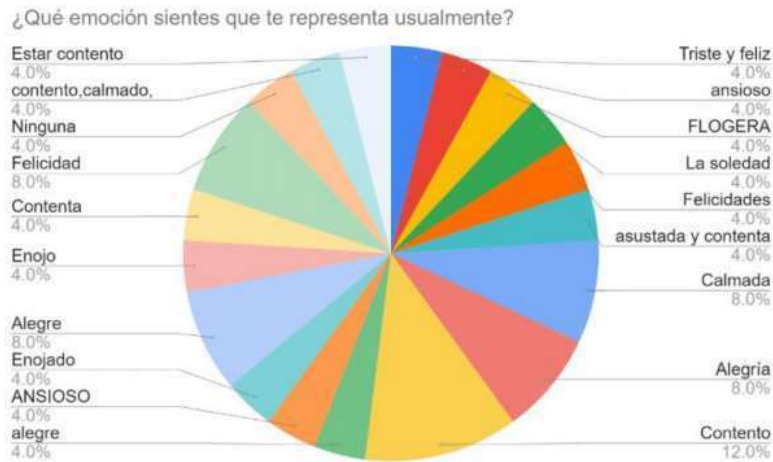
The graph shows us the number of responses obtained by the students and the percentage corresponding to each section. Since there are several responses with the same percentage, the sum of them was made to further simplify the data mentioned in the document.

## Annex 2: Results of social-emotional skills test question 2

¿Qué porcentaje aproximadamente consideras que tus emociones influyen en tus estudios?

100% a 90% 32.0%

80% A 70% 60.0%

Menos del 50% 8.0%
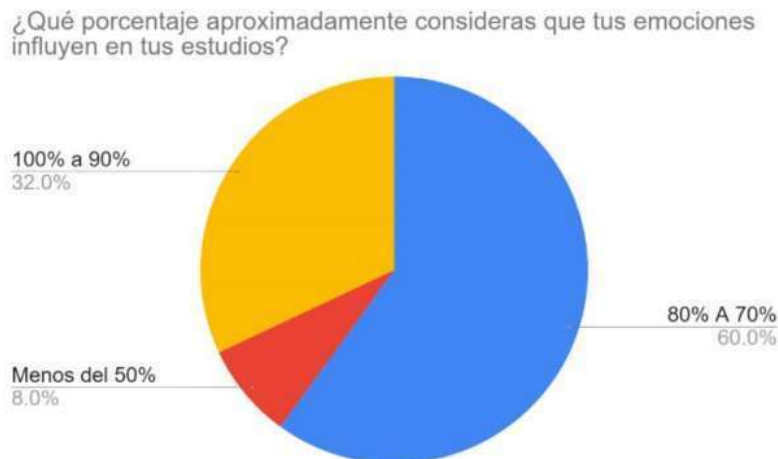
The graph shows us the number of responses obtained by the students regarding the relationship they consider having their emotions and their learning.

## Annex 3: Results of learning style test

## Visual

Lee cuidadosamente cada oración y responde verdaderamente a cada pregunta. Usa la escala para responder a cada cuestionamiento.
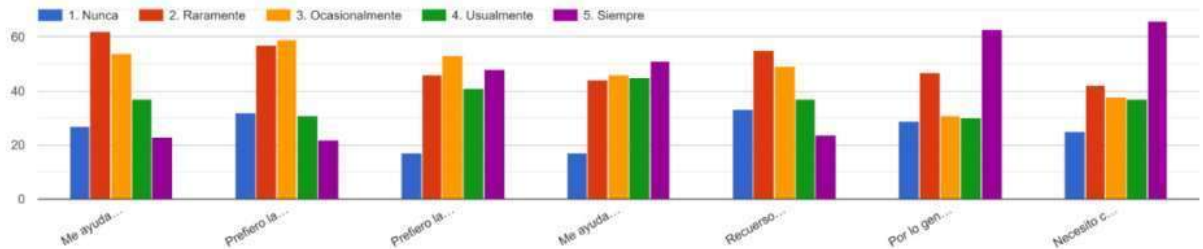


The graphs shown are a compilation of the students' responses to the specific questions for the visual learning styles area, which consists of 7 questions. In them we can see that a large part of the students has developed this learning style.

## Auditivo

Lee cuidadosamente cada oración y responde verdaderamente a cada pregunta. Usa la escala para responder a cada cuestionamiento.

0/193 respuestas correctas
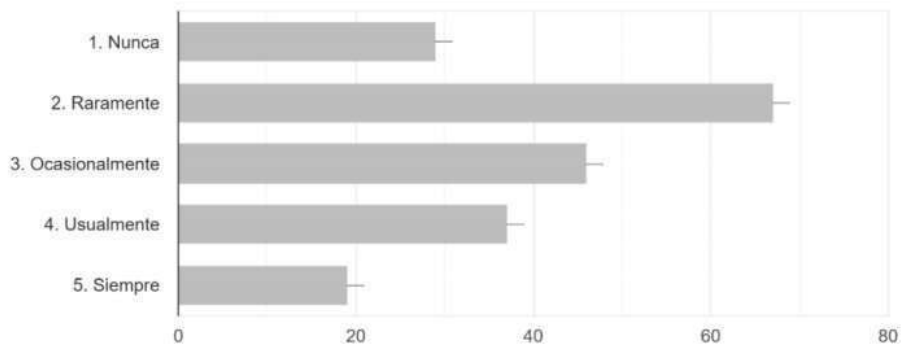


Fila 2: Al prestar atención a una conferencia, puedo recordar las ideas principales sin anotarlas.

Lee cuidadosamente cada oración y responde verdaderamente a cada pregunta. Usa la escala para responder a cada cuestionamiento.

0/193 respuestas correctas
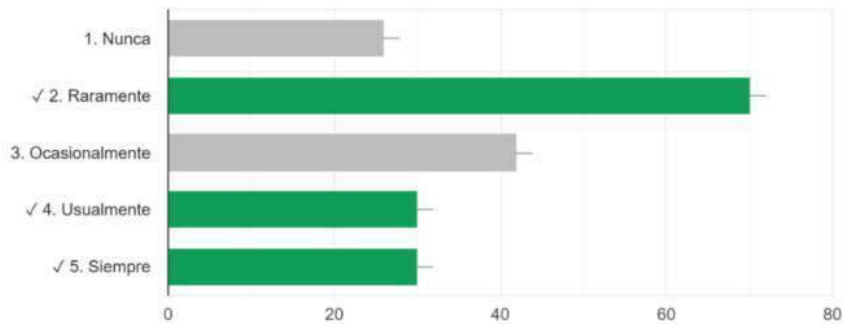


Fila 1: Recuerdo mejor un tema al escuchar una conferencia en vez de leer un libro de texto.

Lee cuidadosamente cada oración y responde verdaderamente a cada pregunta. Usa la escala para responder a cada cuestionamiento.

0/193 respuestas correctas
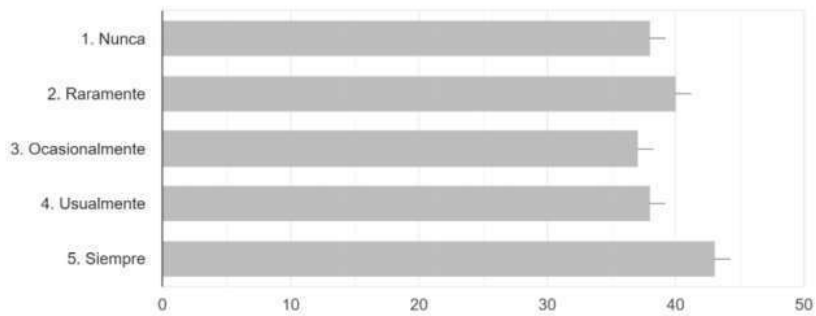


Fila 3: Prefiero recibir las noticias escuchando la radio en vez de leerlas en un periódico.

Lee cuidadosamente cada oración y responde verdaderamente a cada pregunta. Usa la escala para responder a cada cuestionamiento.

0/193 respuestas correctas
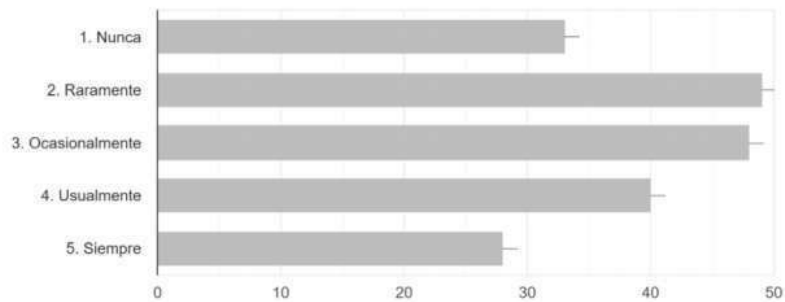


Fila 4: Prefiero las instrucciones orales del maestro a aquellas escritas en un examen o en la pizarra.

Lee cuidadosamente cada oración y responde verdaderamente a cada pregunta. Usa la escala para responder a cada cuestionamiento.
0/193 respuestas correctas
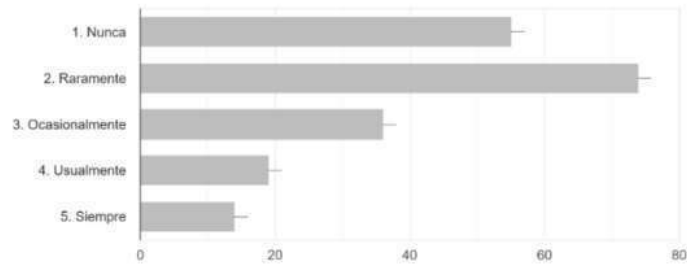


Fila 6: Puedo recordar los números de teléfono cuando los oigo.

Lee cuidadosamente cada oración y responde verdaderamente a cada pregunta. Usa la escala para responder a cada cuestionamiento.
0/193 respuestas correctas
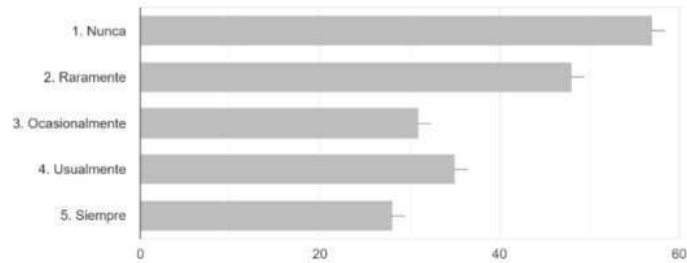


Fila 5: Me gusta escuchar música al escuchar una obra, novela, etc.

Lee cuidadosamente cada oración y responde verdaderamente a cada pregunta. Usa la escala para responder a cada cuestionamiento.
0/193 respuestas correctas
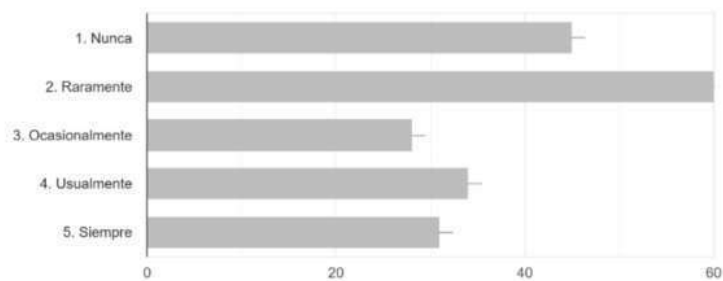


Fila 7: Cuando escribo algo necesito leerlo en voz alta para oír como suena.

The previous graphs show us the results obtained for the auditory learning area, this section consists of 7 questions and according to the results we can see that most of the students do not have this learning style well developed.

## Kinestesico

Lee cuidadosamente cada oración y responde verdaderamente a cada pregunta. Usa la escala para responder a cada cuestionamiento.
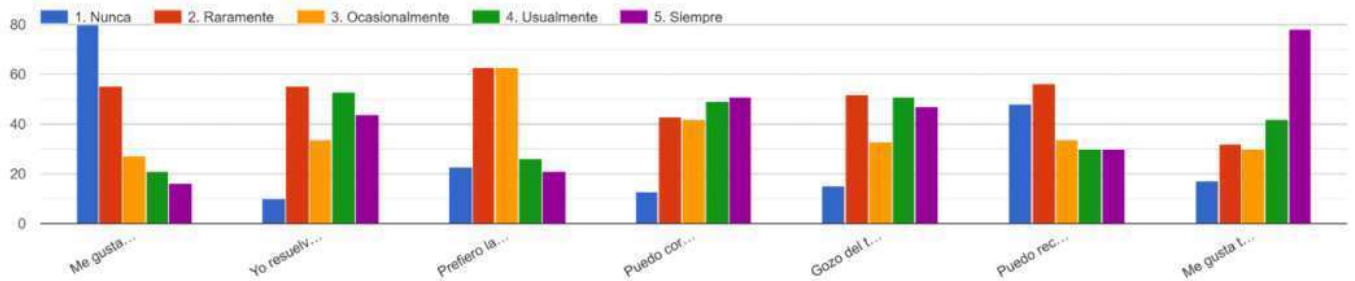


These graphs show the number of students who have a more developed kinesthetic learning style and according to the results we can see that this style is a little more varied since the results of some questions corresponding to this section are similar.

## Annex 4

The previous images are a sample of the materials adapted at the beginning for the development of virtual practices, it is possible to see that in each instruction, as well as at the beginning and at the end of the class, the teacher's avatar is included. What helps to motivate students to do the activities to a certain extent.

**Annex 5**



In this image we can see the hand signal posters that students use during class, as well as an emotion thermometer that is used during class so that students can identify how they feel about each activity.

## Annex 6



This part shows that the adaptation of digital materials led to the use of the blackboard in which the vocabulary and important points of the topic seen at that time were noted.

## Annex 7



The image is an example of the battery of works carried out for this second period of practices, which during the weeks in which classes were held in person facilitated the ability to classify the students after class since the students had to deliver their activities from day.

**Annex 8**
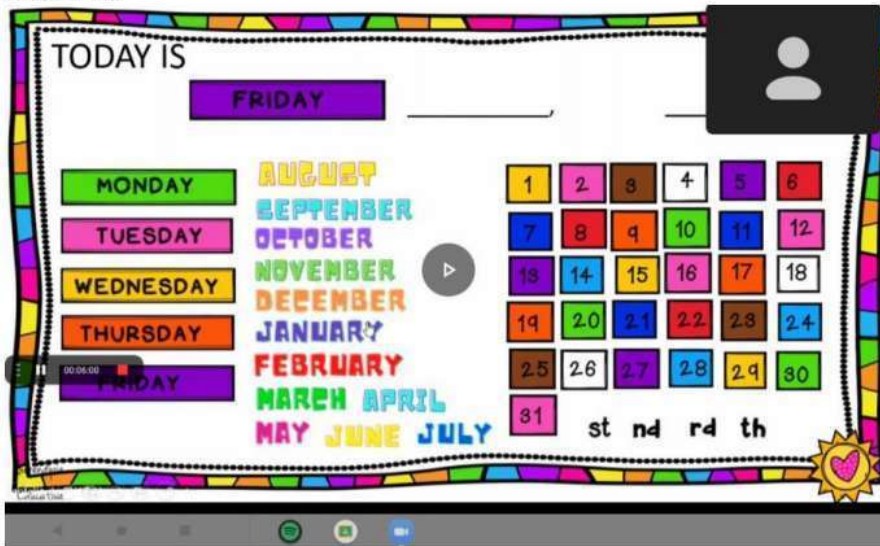


This interactive calendar was used during the virtual classes, it was taken from Serendipia Educativa (https://linktr.ee/serendipia_educativa), to which the image that it originally brought was changed to that of the personal avatar and the data of the name of the teacher and the grade with which they would be working.

**Annex 9**



This image corresponds to the materials used during the online classes corresponding to the second intervention; in it is possible to see the interactive calendar of the previous annex. In these materials, more visual resources were used, such as images and videos, which helped students to relate the contents to our daily activities.

**Annex 10**



The emojis of the image were the material used so that the students knew more emotions apart from those mentioned in the song of the previous one. Games and activities were related to these emojis to facilitate student learning.

**Annex 11**



The image corresponds to the verbs that were used during this third intervention, the final work was limited to using the verbs that are shown in the image, as well as the emotions of the previous annex.

**Annex 12**



The previous image shows the mural corresponding to the month of February, in which the work done by the students was placed. This work consisted of making a heart to write a phrase, word, feeling alluding to Valentine's Day. The activity is related to the proposal for improvement since it involves the emotions of each of the students and so that they are encouraged to carry out the activity, they were told that despite the fact that the works would be placed on the school's mural it would be totally anonymous and no one would know who each heart belonged to, which filled the students with motivation.

# WHAT TIME IS IT?

Read the time on digital clocks.
Can you indicate the exact time on analog
watches by drawing the correct hands?
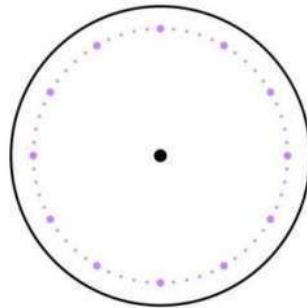
**3:30**
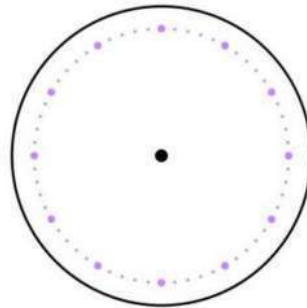
**11:00**
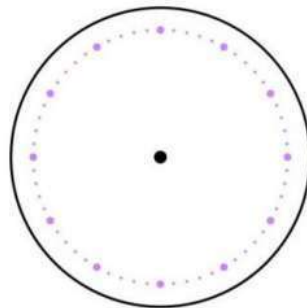
**7:00**
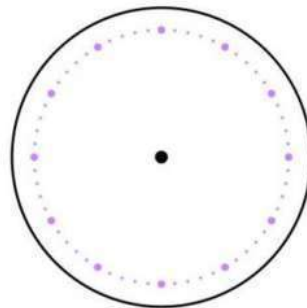
**2:45**

This worksheet was presented digitally to students. Subsequently, the hours marked on
the digital clocks were placed on the blackboard and consequently the students drew
the time on the analogue clocks in their notebooks and likewise copied the digital clocks
that were the only ones placed on the blackboard.

**Annex 14**



In the same way, this worksheet was presented digitally to the students to exemplify what they should do in their notebook. Subsequently, the analogue clocks were placed on the blackboard with the same hours shown in the worksheet so that the students could transfer them to their notebooks and below each one writes the time with a number and a letter.

**Annex 15**



Like the two previous annexes, this worksheet was shown to the students digitally to serve as a guide for the students on what they should do. Subsequently, the blackboard was divided into two parts, on the left side the analog clocks were placed while on the right side the digital clocks were placed. In this way, the students were able to carry out both exercises in their notebooks and for each exercise they placed the digital or analog clock, as the case may be, as well as the time indicated on each clock in letters.

**Annex 16**

## PRESENT SIMPLE

Complete the sentences with the correct form of the following verbs in the Present Simple (affirmative)

| live | work | be |
| like | speak | study |
| go | play | spend |
| have | watch | travel |
| get up | make | do |

**a** Nathan _____ TV in the evening.

**b** I _____ French, Spanish and German fluently.

**c** My sister _____ medicine at university.

**d** My friends _____ all night playing video games.

**e** Kate _____ a flat in the centre of the city

**f** We _____ football every Saturday.

**g** I _____ a mechanical engineer.

**h** My parents _____ sailing in the river twice a month.

**i** Our neighbours _____ as teachers in a primary school.

**j** I _____ by plane once a year.

**k** My boss _____ the biggest office in the company.

**l** Keith _____ drinking coffee after dinner.

**m** His little sister _____ her homework after lunch.

**n** Dad _____ dinner for us three times a week.

**o** My brother and I _____ at 6.45 am to go to school.

With this worksheet, the students first identified the meaning in Spanish of each of the verbs, then answered 3 sentences at random with the help of the teacher to exemplify what they should do and to remember how the verbs will be written when speaking in the third person.

## PRESENT SIMPLE

Complete the sentences with the correct form of the following verbs in the Present Simple (negative).

| live | work | be |
| like | speak | study |
| go | play | spend |
| have | watch | travel |
| get up | make | do |

**Negative**

a. Our family _____ the holidays in the city. They go abroad.

b. My brother _____ a lawyer. He's a banker.

c. Clara _____ in an office. She's a freelance translator.

d. The kids _____ TV at night. They go to bed early.

e. I _____ most fruits . But I love strawberries!

f. He _____ usually _____ early at the weekend.

g. My father _____ a red car. It's blue.

h. I _____ jogging late. I exercise in the morning.

i. Your cousin _____ his homework alone. He needs help.

j. We _____ in the city. Our house is on a farm.

k. Liam _____ the local language. So he got lost.

l. You _____ by ship. I feel dizzy.

m. The secretary _____ phone calls. She only emails clients.

n. I _____ Maths at university. My major is in Languages.

o. This radio station _____ pop music, only jazz.

In these worksheets, the students remembered the auxiliaries that we use to write negatively in the present simple and, as in the previous exercise, 3 sentences were answered as a group to verify that everyone understood what they had to do.

**Annex 18**

| caravan |  | map |  |
| safari |  | sunglasses |  |
| cruise |  | camera |  |
| flip flops |  | sunshade |  |
| backpack |  | luggage |  |
| water park |  | flippers |  |
| tourist |  | beach |  |
| suncreen |  | binoculars |  |

With these flashcards, the students were first presented with the words written on the blackboard, then the words were shown on the tablet and the students were asked what they meant by each word. In case they did not approach the meaning of the word, clues were given to the students. Once they guessed, they were shown the corresponding image so that they had a more exact graph of what each word was.

| Student's name | Place to visit | Information about it | Where is it? | What is the cost? | When is it open | Time needed for visit | My opinion |
|---|---|---|---|---|---|---|---|
| Abril | Centro Histórico | Patrimonio de la humanidad declarado por la UNESCO desde 1996 | Centro histórico, Centro, 76000 Santiago de Querétaro, qro. | Entrada es a 36 pesos mexicanos y la entrada al museo es de 16 pesos mexicanos | Lunes a domingo de 10:00am a 18:00pm | Se considera una su duración que se tarda en recorrer 2h con 42m. | Es un lugar bonito para recorrer con tus familiares o amigos |
| David | Peñada Bernal | Tercer monolito más grande del mundo. | Esta localizado en el pueblo del valle que pertenece al municipio de ezequiel | Mayores 60 mx. y niños menores de 12 $30 mx | Abierto de lunes a domingo la 24h. del día. | El tiempo es ilimitado depende de lo que quieras hacer si subir las montañas o explorar las calles | Es un lugar bonito de ir con tus familiares y recorrer todas las calles, casas, etc. |
| | Tequisquiapan | conocida por sus aguas minerales y sus edificios coloniales españoles. | Ubicado en la parte norte de quéretaro. | Su entrada al municipio no cuesta nada. | Todos los días del año. | Para visitarlo bien un fin de semana | Bonito lugar para visitar con tu pareja y pasar un rato agradable. |
| | Reserva de la Biósfera de la Sierra Gorda. | Es un área natural protegida en el centro de méxico. | Se ubica en la región orográfica que pertenece al vientre de México | La entrada cuesta 30 pesos y niños menores de 5 pagan 0. | No hay información. | El tiempo es ilimitado | Bonito lugar para visitar, aunque se recomienda llevar pastillas |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |

The chart shown in the image was prepared so that each of the students participated in the activity and in the same way a role was assigned to each student. It was helpful because in all the teams there was collaboration by each one of the members and the work was carried out in a harmonious way.

**Annex 20**
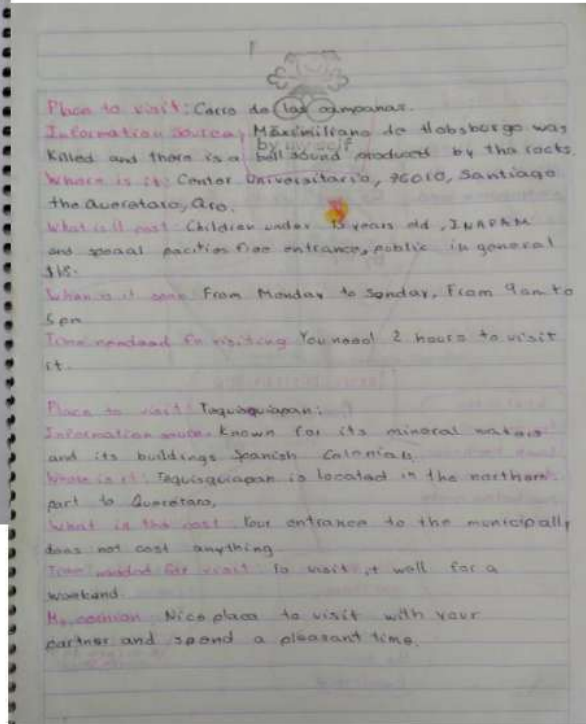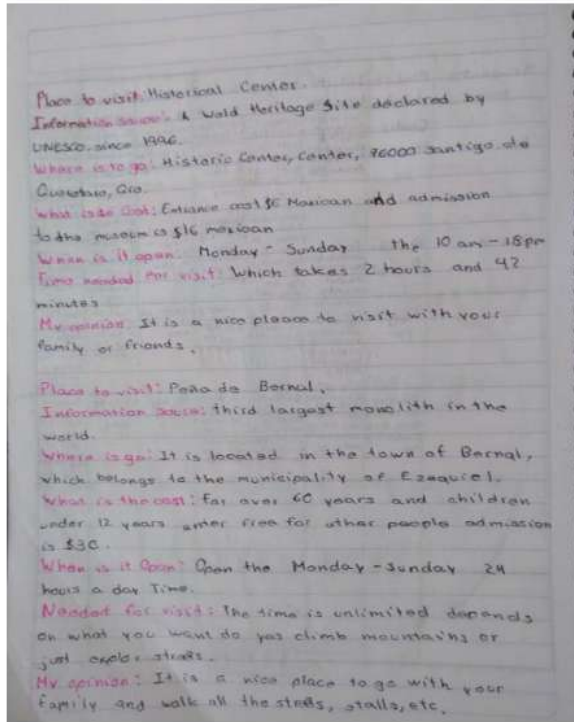


Both images are the same activity as those of the previous annex, with this team they were given the freedom to make the chart as a note since the students expressed that it was easier for them to understand the information the way it was presented. shows in the pictures. It is possible to notice that unlike the previous example, this team did their writing entirely in English and during the completion of the work they expressed their doubts towards their teacher.

**Annex 21**
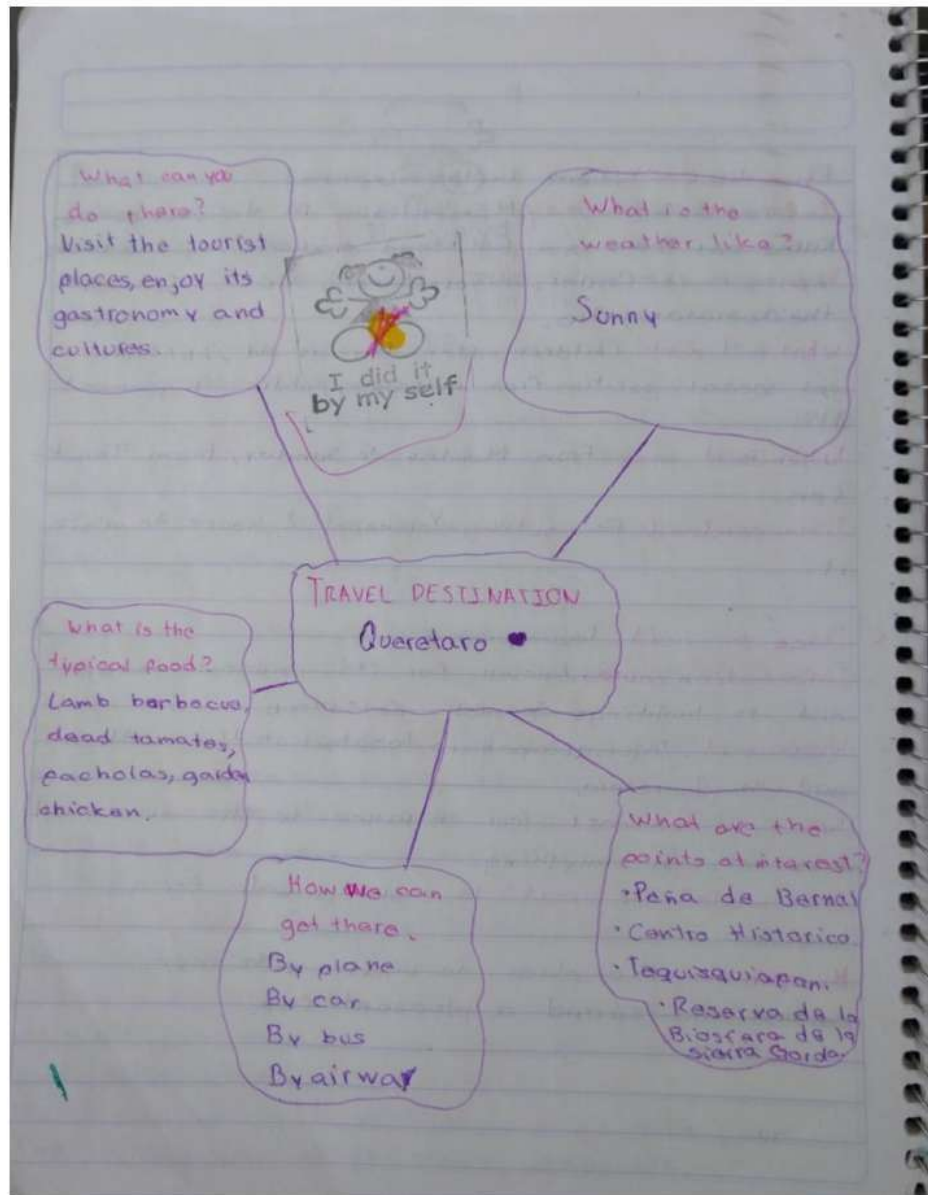


In the image it is possible to observe the graphic organizer that the students made before beginning to carry out the final work of the subject. This organizer made it easier for the students to organize more the information they already had in the previous works.

| Day | Hour | Place to visit |
|---|---|---|
| Friday | 9:00am - 12:00pm | Historical Center. |
| Friday | 12:30pm - 2:30pm | Cerro de las campanas. |
| Friday | 3:00pm - 7:00pm | Peña de Bernal |
| Saturday | 9:00am - 8:00pm | Tequisquiapan. |
| Sunday | 10:00am - 1:20pm | Reserva de la Biosfera de la Sierra Gorda. |

I did it by myself

With this chart began to develop the first part of the final work. The students had the experience of planning an excursion and the plan with this was that the students present the information in this box as an exhibition promoting the tourist destination they chose. However, due to school issues beyond our control, this exhibition could not be carried out.

**Annex 23**
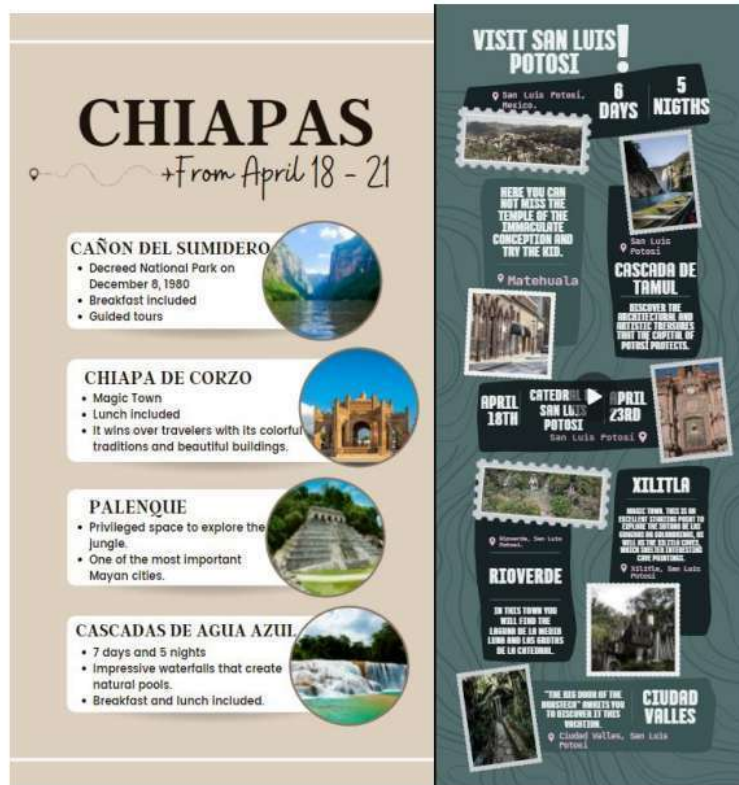




The images refer to the models shown to the students to elaborate their final project. The first two images correspond to a triptych and the other two images correspond to infographics of different design. Each of the models contained little information, clear and concise about the chosen tourist destinations.
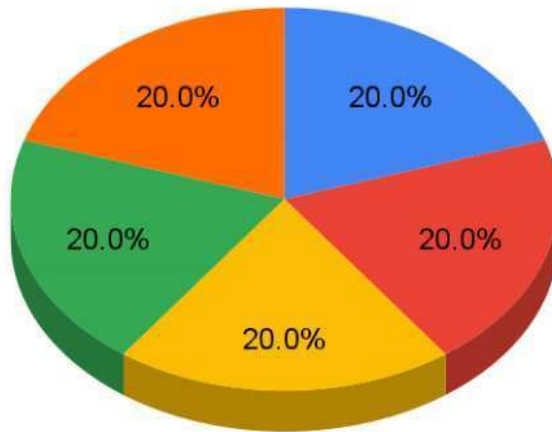
## Los materiales ¿te proporcionaron elementos



- Si
- Si, Resaltaban más y llamaban más la atención
- Si, ya que aveces era divertido
- Si y mucho

40.0%
20.0%
20.0%
20.0%

## ¿Los colores e imágenes utilizados en clase



- Si
- Si, ya que nos ponía vídeos para así entre mejor
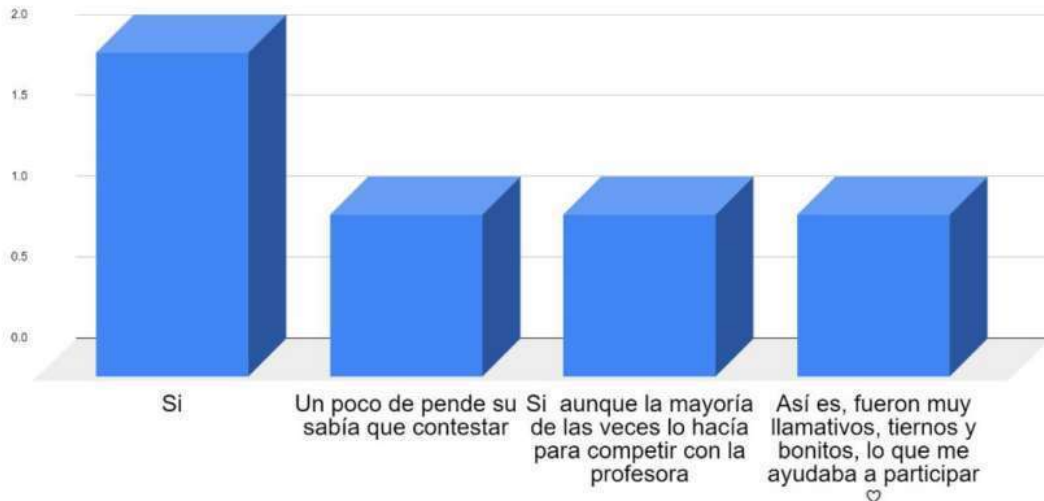- Si, favorecierón mucho a mi aprendizaje

60.0%
20.0%
20.0%
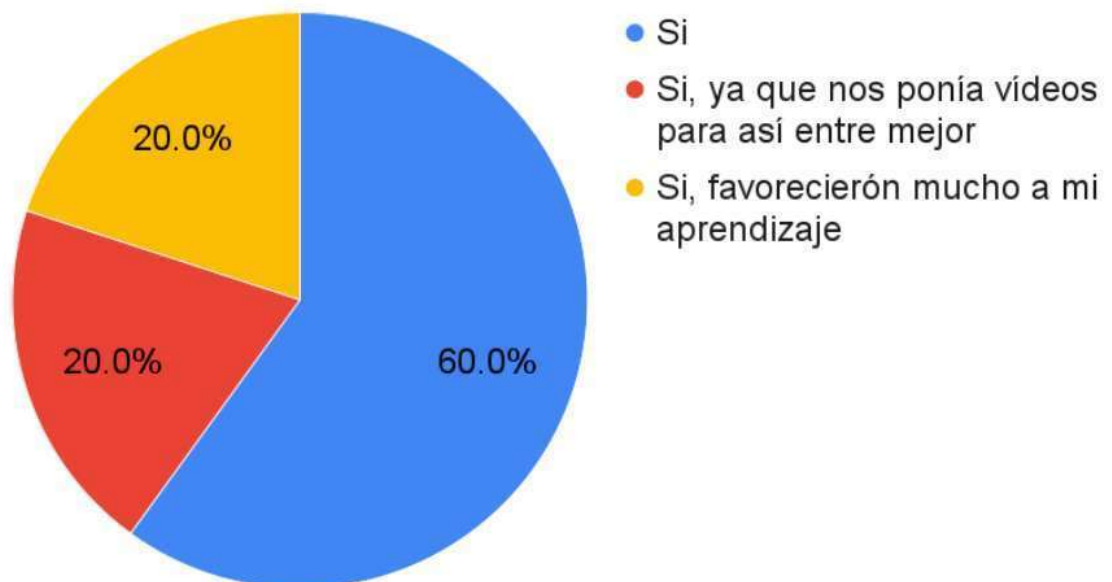
## ¿Por qué?



- Porque ayudaba a entender mejor los temas
- Porque verlos hacia que la clase no fuera aburrida eso hacia que en clase pusiera aún
- Porque ayudaba a entender y lo hacía duvertido
- Porque de esta manera me fue mucho más fácil comprender los temas, además de que eran
- Por qué se veía claro y se entendía mejor

20.0% · 20.0% · 20.0% · 20.0% · 20.0%

## Los materiales presentados en clase ¿motivaron tu participación durante las clases?



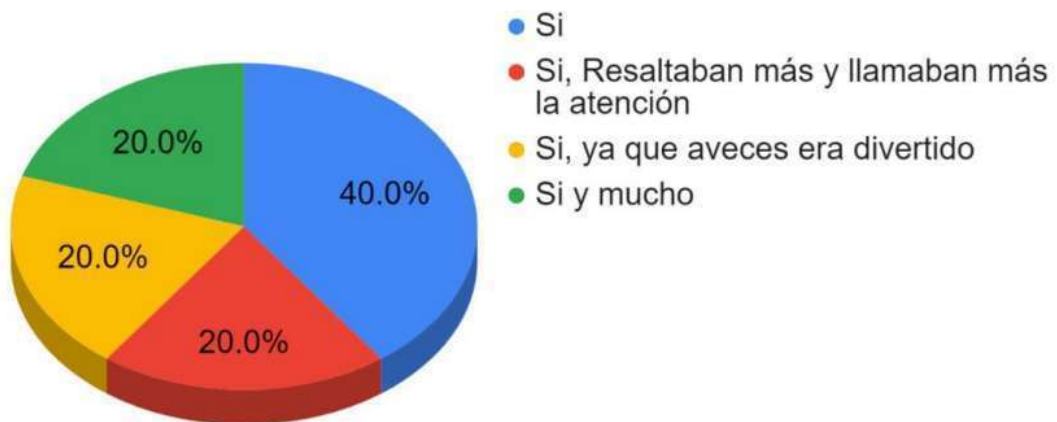| | | | |
| --- | --- | --- | --- |
| Si | Un poco de pende su sabía que contestar | Si aunque la mayoría de las veces lo hacía para competir con la profesora | Así es, fueron muy llamativos, tiernos y bonitos, lo que me ayudaba a participar ♡ |

Recuento de Los materiales presentados en clase ¿motivaron tu participación durante las clases?

## ¿Los materiales contenían elementos que te resultaran atractivos?, por ejemplo música, tonos de voz, imágenes
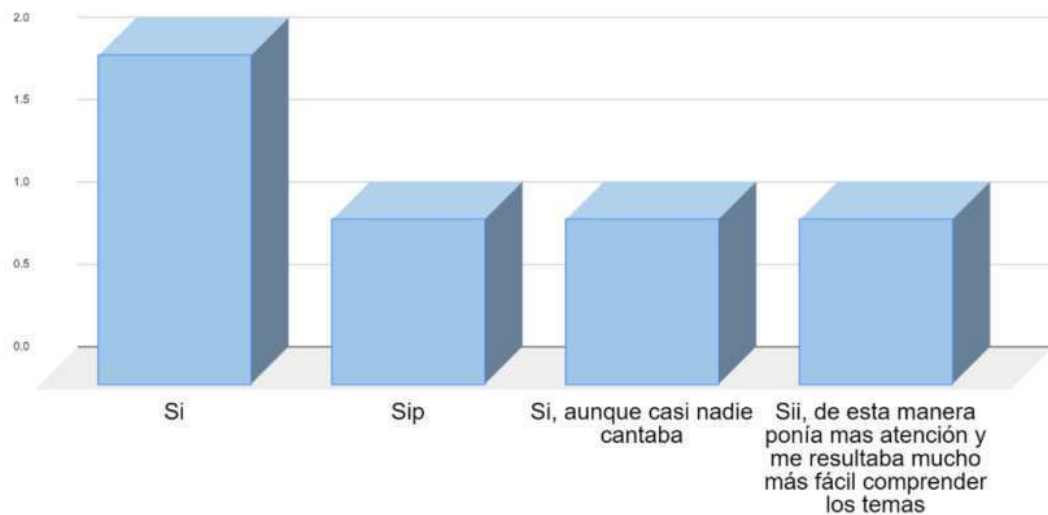


Recuento de ¿Los materiales contenían elementos que te resultaran atractivos?, por ejemplo música, tonos de voz, imágenes

## Recuento de Los materiales ¿te proporcionaron elementos para involucrarte en las clases?



- Si
- Si, Resaltaban más y llamaban más la atención
- Si, ya que aveces era divertido
- Si y mucho

40.0%
20.0%
20.0%
20.0%

The previous graphs show the answers obtained by the students regarding the evaluation they made on the materials used in class by the teacher in training during the intervention periods.
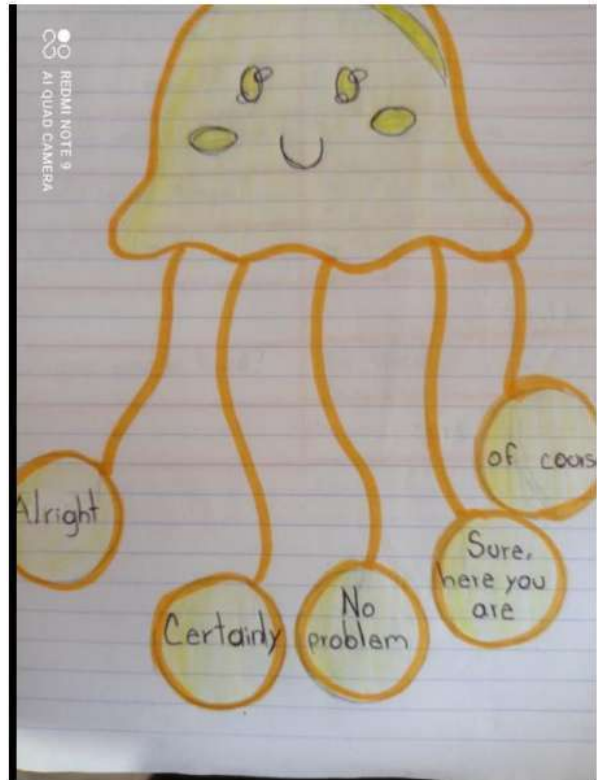
# Appendixes

# Appendix

## Appendix 1
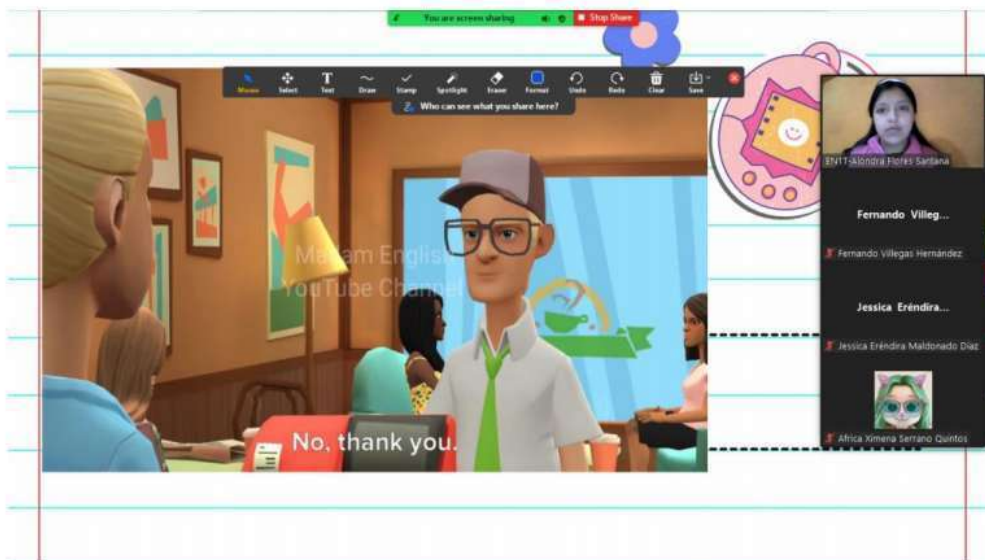




It was evidence of the work done online during the last week of practice during the second practice period. It is possible to observe that the teacher in training entered the virtual meeting on two devices in order to anticipate a failure in one of the devices used and that this did not influence the development of the session.

**Appendix 2**



This is one of the activities carried out online, a scheme was made since in this way it is easier for the students to remember the contents or in this case to remember the phrases that they can use to request a service.

**Appendix 3**

If you're happy happy happy, clap your hands.
If you're happy happy happy, clap your hands.
If you're happy happy happy, clap your hands,
clap your hands.
If you're happy happy happy, clap your hands.

If you're angry angry angry, stomp your feet.
If you're angry angry angry, stomp your feet.
If you're angry angry angry, stomp your feet,
stomp your feet.
If you're angry angry angry, stomp your feet.

If you're scared scared scared, say, "Oh no!"
If you're scared scared scared, say, "Oh no!"
If you're scared scared scared, say, "Oh no!"
Say, "Oh no!"
If you're scared scared scared, say, "Oh no!"

If you're sleepy sleepy sleepy, take a nap.
If you're sleepy sleepy sleepy, take a nap.
If you're sleepy sleepy sleepy, take a nap, take
a nap.
If you're sleepy sleepy sleepy, take a nap.

If you're happy happy happy, clap your hands.
If you're happy happy happy, clap your hands.
If you're happy happy happy, clap your hands,
clap your hands.
If you're happy happy happy, clap your hands.

IF YOU'RE HAPPY
Super Simple Songs

The image is from the song used with the students during the third practice period. When the students sang this song, they performed the actions that the same song indicates, and this helped the students to better identify the emotions.

**Appendix 4**



> **Roll a die, Do the Verb!**
>
> | | |
> |---|---|
> | • | <u>Run</u> in place! |
> | •• | <u>Jump</u> 2 times! |
> | ••• | <u>Turn</u> 3 circles! |
> | :: | <u>Speak</u> 4 friend's names! |
> | ::• | <u>Clap</u> 5 times! |
> | ::: | <u>Count</u> to 6! |

This image represents a game played with the students. For this, a virtual die was used and according to the number that came out on the die, the students had to do what is indicated in the chart. This activity was used as a warm-up or as part of the closing of some classes.

**Appendix 5**



The decoration of the door of the classroom corresponding to the celebration of Valentine's Day helped the students when entering the classroom feel safe and confident.

**Appendix 6**



The image corresponds to the evidence of the elaboration of the mural towards the school on the occasion of its 60th anniversary and the reason why it is colorful is to attract the attention of the students and that they somehow identify themselves more as part of the institution.

**Appendix 7**

The image corresponds to the social practice of the language worked on during the fourth day of intervention. The same that belongs to the current plan and study program in basic education and that corresponds to the first grade of secondary schools. The social practice of language is found on page 270 of the "Aprendizajes Clave" curriculum.

**Appendix 8**
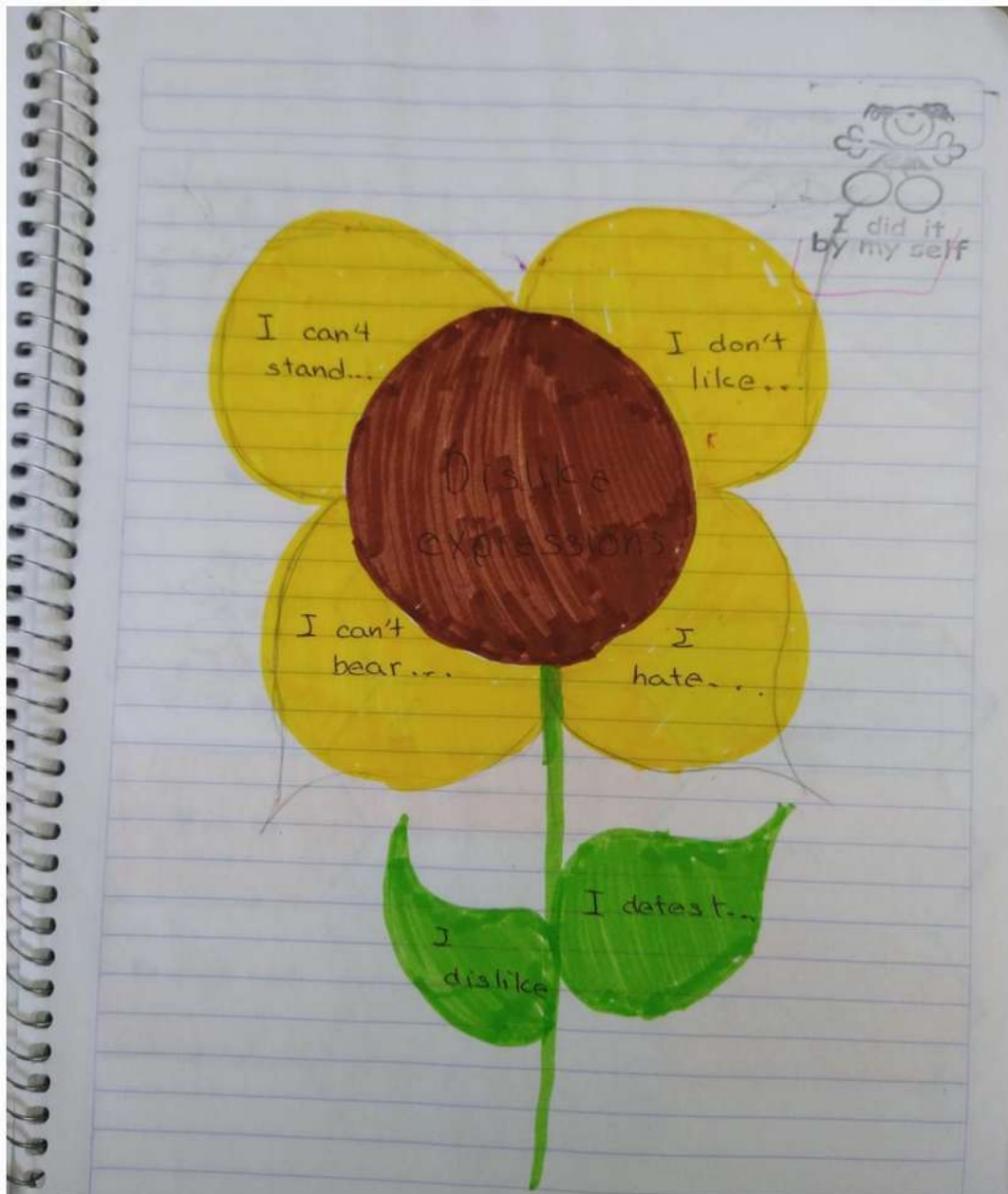


In this image it is possible to observe the graphic organizer made with the chunks to express dislikes. The students placed in the centre of the flower the title which was "Dislike Expressions", in each of the petals they were placing the expressions given by the teacher and each student decorated the graphic organizer to their liking.
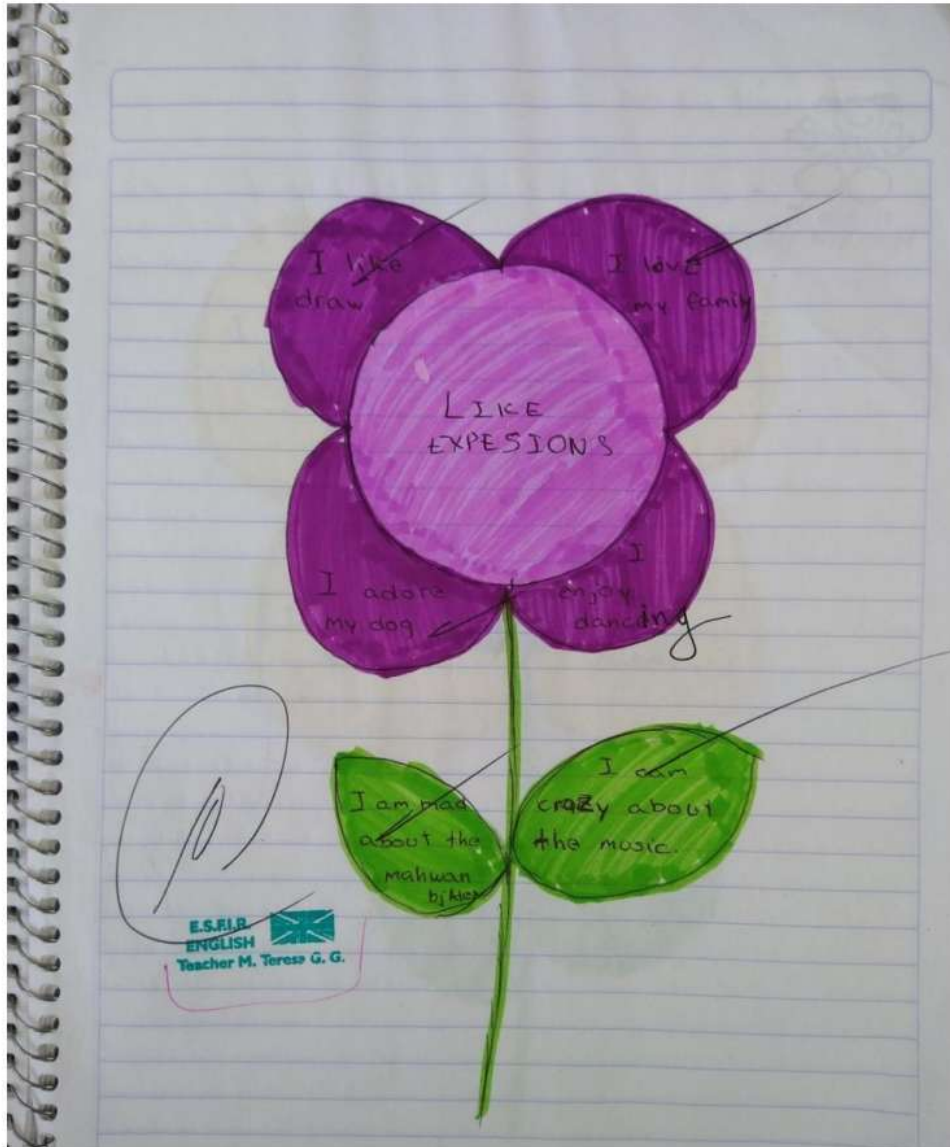
The image corresponds to the graphic organizer on like expressions. In it, the students placed the chunks provided by the teacher in each of the petals of the flower and in the leaves of the stem. After placing the expressions, pronunciation was worked on and finally the students had to complete the chunks according to the likes of each one, so that they could see in a more real way how to use the expressions.

**Appendix 10**
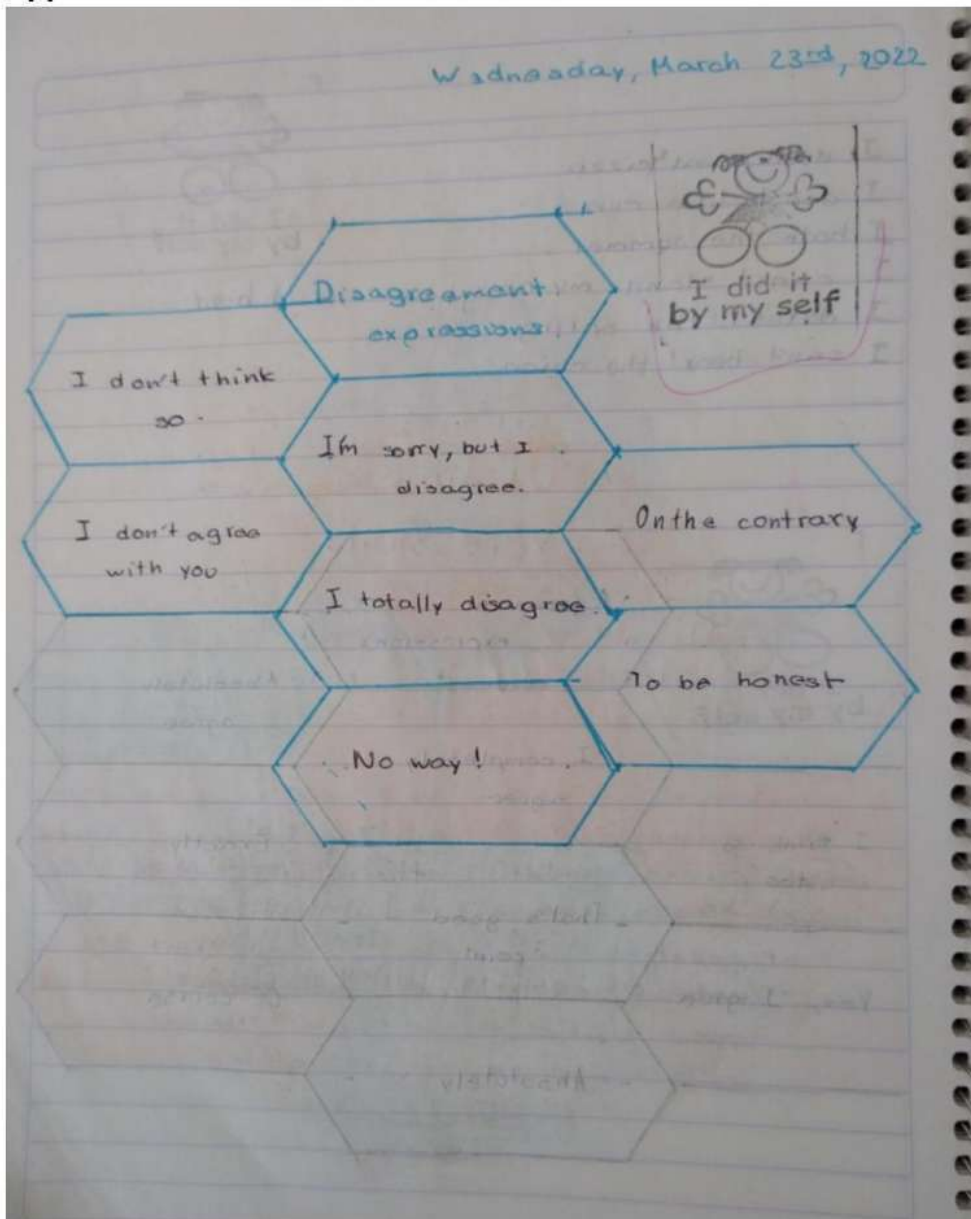


With this graphic organizer, the students more easily identified the expressions that they could use to express their dissatisfaction with the proposals made by their classmates during the development of the itinerary. First, the students did the graphic organizer and then said each of the sentences out loud. Finally, the students wrote six sentences using the fragments to express dislikes, which are shown in the following appendix.

**Appendix 11**



I dislike eat pizza
I don't like run
I hate the summer.
I can't stand my neighbor neighboor
I detest the spring
I can't bear the onion.

I did it by my self

Agreement expressions

Absolutely agree

I completely agree

I did it by my self

I think so too

Exactly

That's good point

Yes, I gree

Of course

Absolutely
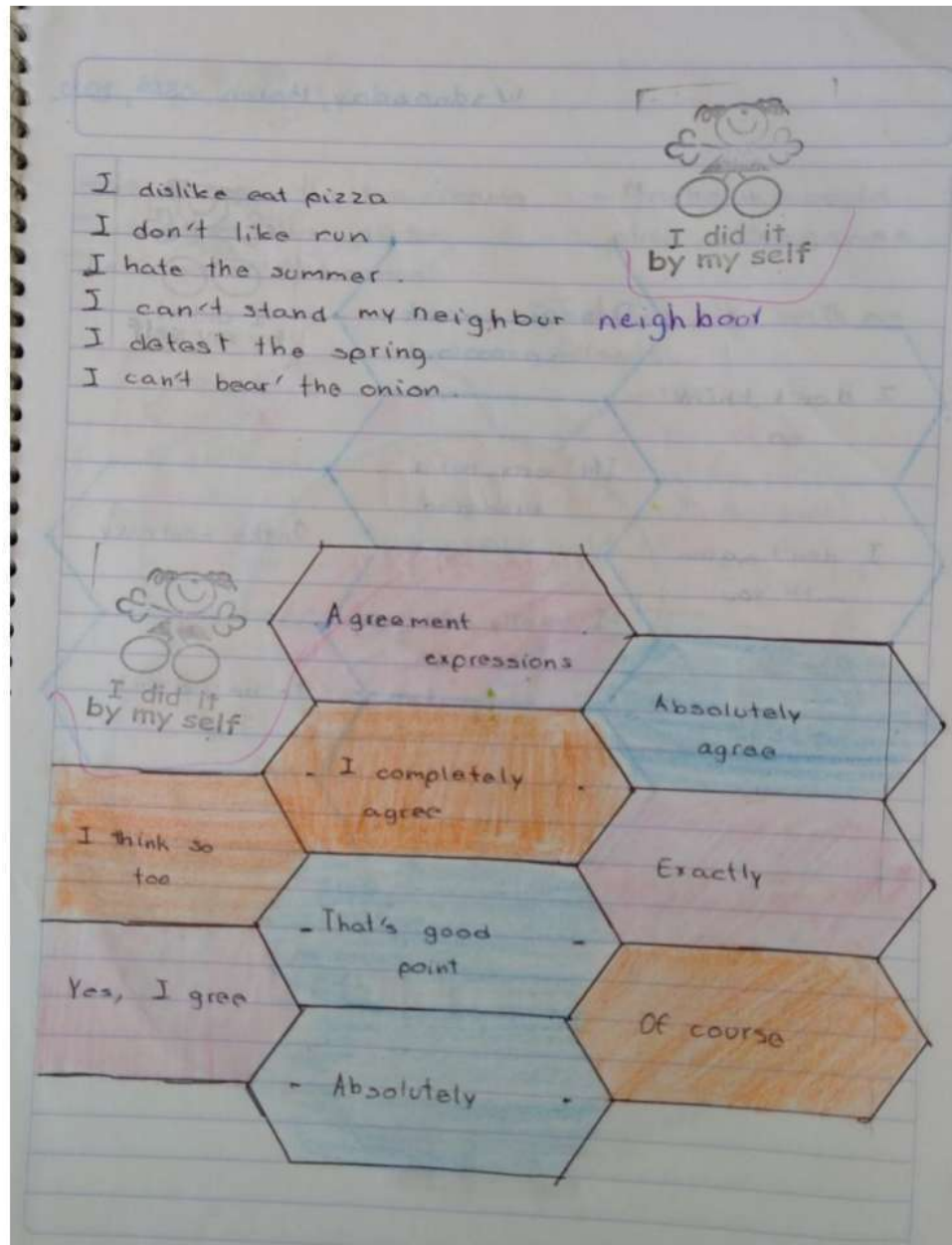
The image shows the sentences mentioned in the description of the previous appendix, as well as the graphic organizer that contains chunks to express agreements. Each of these chunks were used orally by the students while exchanging information about the tourist destination they chose.

**Appendix 12**



-We can go to the cinema.  -Maybe we could play video games.
-I suggest eat pizza by my self
-Let's go to the school.
-I think play with my friends.

Let's go
I to...
by my self

Maybe we could...

I suggest...

we can go...

I think...

Making Suggestions
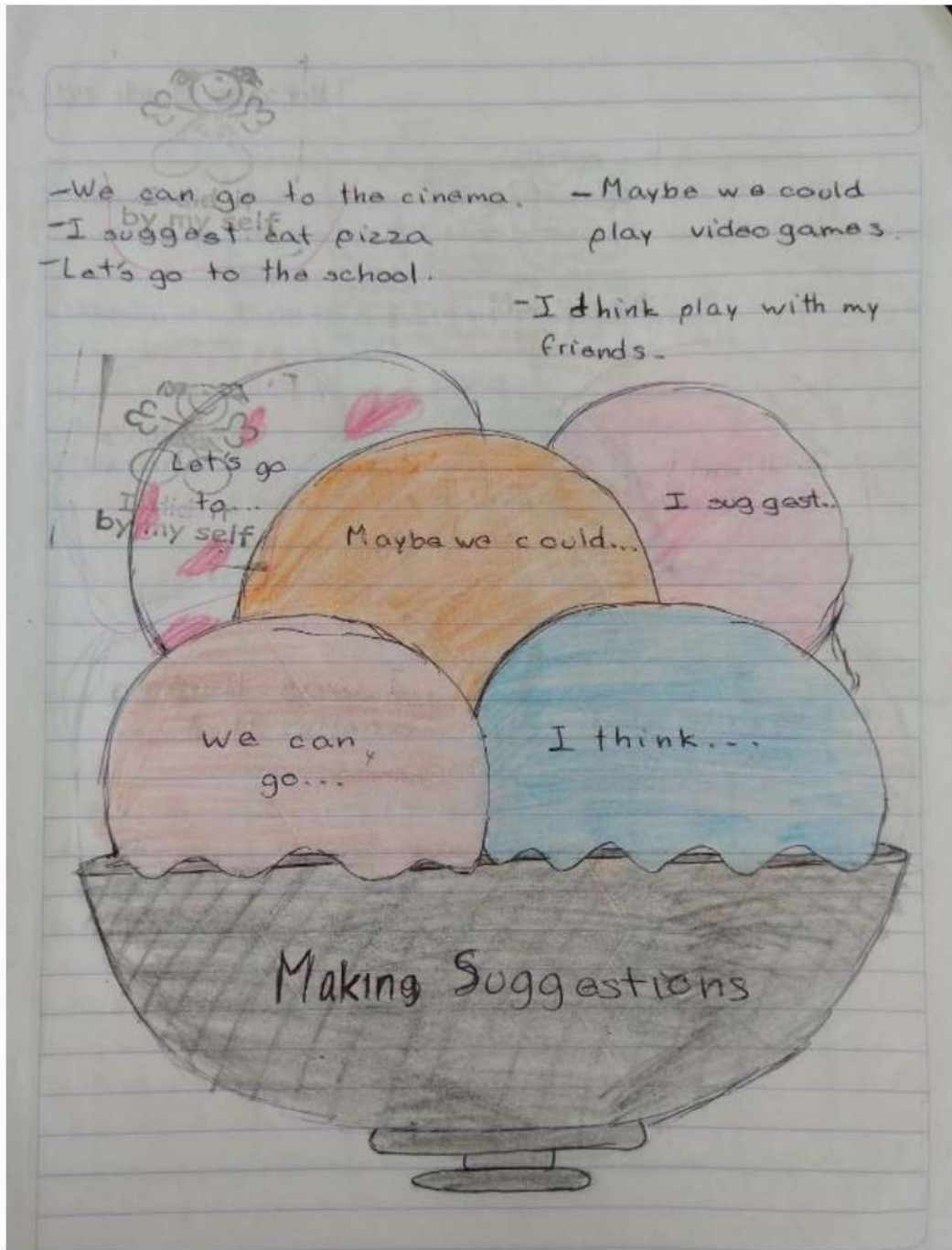
Here is the graphic organizer that contains chunks to make suggestions, which were used by the students in writing as shown in the upper part of the image and orally with their team while they prepared the chart shown in Annex 19.

**Appendix 13**
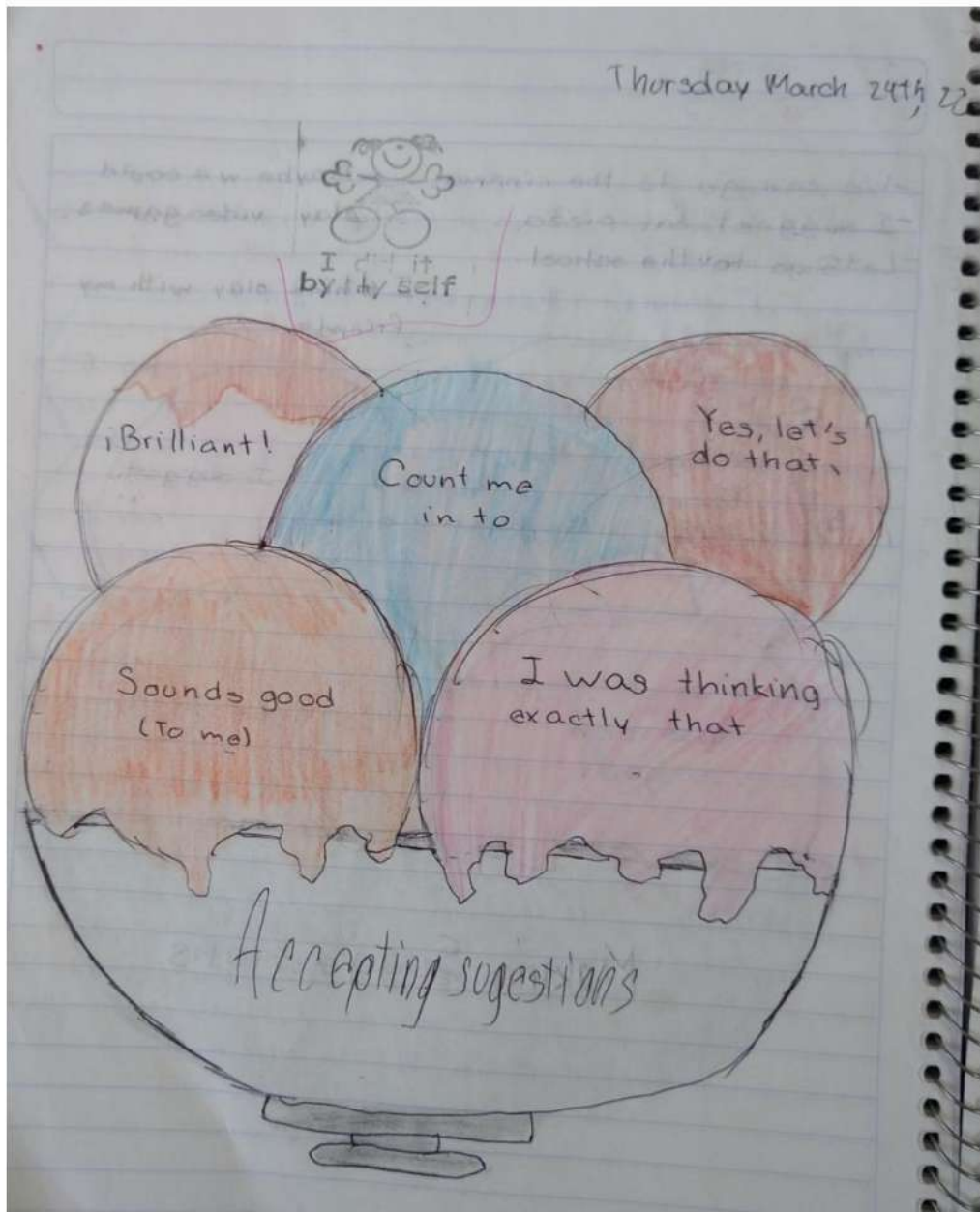


This graphic organizer contains phrases that the students used to accept the suggestions made by their classmates regarding the chosen tourist destination. In the same way, they were practiced in a group and out loud with examples given by the students themselves.

**Appendix 14**

# QUERETARO

From: APRIL M.

76000 Santiago de Querétaro
Cost: Entrance cost $6 Mexican and admission to the museum is $16 mexican

Centro Historico  Open: Monday - Sunday  10am - 18pm

Located of Bernal, municipaly of Ezequiel.
Cost: +60 and -12 enter free for other people admission is $30.

Peña de Bernal  Open: Monday - Sunday  24 hours a day time.

76010, Santiago de Queretaro.
Cost: -15 enter free for other people admission $18.
Open: Monday - Sunday  9am to 5pm.

Cerro de las campanas

Located in the northern part to Querétaro.
Cost: Your entrance to the municipally is free.
Open: Monday - Sunday  24 hours a day time.

Tequisquiapan

Monday/ April, 04<sup>th</sup>/ 2022

# PUEBLA

I did it by my self

✈ From April 18-21

**African Safari**
- Open: Tuesday - Sunday 10:00 am - 11:00 pm
- Wildlife park and safari in méxico, Puebla
- best place to meet wildlife

**El castillo de las esferas**
- Open: Tuesday - Sunday 8:00 am - 19:00 pm
- handmade spheres
- some of the best crafts in puebla

**Zoológico**
- Open: Tuesday - Sunday 10:00 am - 17:30 pm
- a very nice zoo
- here you can find different types of birds

**Zona Arqueologico**
- open: 24 hours
- place where you can get to know the ancient mexican cultures
- one of the most beautiful places in Pueblo

Both images show the draft of the final work produced by two different teams. We noticed that both teams chose the same model but made slight changes in the ordering of the images as well as in the placement of the names of each point of interest of the tourist destination they chose. With this, the students simplified even more the information that they already had in the previously elaborated charts, making it easy to understand their work.

**Appendix 15**



# Queretaro

FROM JAPALA M
by my self

### CENTER HISTORICAL

- 76000 Santiago the Queretaro
- Cost: Entrance cost $6 mexican and admission to the museum is $16 mexican.
- Open Monday - Sunday 10 am - 18 pm.

### PEÑA DE BERNAL

Located of Bernal, municipaly of Ezequiel

- Cost: +60 and -12 enter free for other people admission is $30.

Open Monday - Sunday 24 hours a day time.

### CERRO DE LAS CAMPANAS

- 76010, Santiago the Queretaro
- Cost: -15 enter free for other people admission $18
- Open Monday - Sunday 24 hours a day time

### TEQUISQUIAPAN

- Located in the northern part to Queretaro
- Cost: Your entrance to the municipally is free

Open Monday - Sunday 24 hours a day

capturada en moto g⁸ plus

# PUEBLA

From April 18-27

#Sd

## Africom Safari

- open: From Tuesday to Sunday
  10:00 am - 17:00 am
- wildlife park and safari in Mexico
- best place to meet wildlife

## El castillo de las Esferas

- open: From Tuesday to Sunday
  8:00 am - 19:00 pm
- handmade spheres
- some of the best crafts in Puebla

## Zoo "Parque Loro Puebla"

- open: From Tuesday to Sunday
  10:00 am - 17:30 pm
- a very nice zoo
- here you can find different types of birds

## Zona Arqueológica

- open: 24 hours
- place where you can go to know the ancient mexican cultures
- one of the most beautiful places in Puebla

Final work of the students, it is possible to observe the effort and dedication that each student put into the preparation of their final project which was a travel itinerary. Each one has characteristics of the identity of each student and that is something that makes them unique works. As well as it is possible to observe the use of English used by the students combined with their creativity.

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Toluca, Méx., 30 de junio de 2022

**H. CUERPO DE SINODALES**
**P R E S E N T E**

Quien suscribe C. _ALONDRA FLORES SANTANA_, estudiante del octavo semestre de la Licenciatura en Enseñanza y Aprendizaje del Inglés en Educación Secundaria, por este conducto, asume de manera total la responsabilidad de haber estructurado y elaborado el documento titulado: _The use of Didactic Materials to Engage and Motivate Students in English Class_, conforme a las Orientaciones Académicas para la Elaboración del Trabajo de Titulación. Con la supervisión del director de trabajo de titulación fue estructurado en la modalidad de:_Informe de Prácticas Profesionales_; así como de haberlo adecuado a las observaciones hechas por la Comisión de Titulación. Finalmente, defenderlo suficiente y de manera argumentada ante los sinodales, de tal forma que demuestre mis saberes categóricamente ante ellos, a través del diálogo académico que tenga lugar durante el desarrollo del examen profesional.

Agradece ampliamente el interés y el apoyo que siempre se me brindó como estudiante.

**A T E N T A M E N T E**

**C. _ALONDRA FLORES SANTANA_**

"2022. Año del Quincentenario de Toluca, Capital del Estado de México"

Toluca, Méx., 15 de julio de 2022.

**DR. SERGIO DOTOR FERNÁNDEZ**
**PRESIDENTE DE LA COMISIÓN DE TITULACIÓN**
**PRESENTE**

El que suscribe MTRA. JAYIME GEORGINA MEJIA BLANCO Asesor del(a) estudiante ALONDRA FLORES SANTANA matrícula 181517810000 de 8° semestre de la Licenciatura en Enseñanza y Aprendizaje del Inglés en Educación Secundaria quien desarrolló el **Trabajo de Titulación** denominado The use of Didactic Materials to Engage and Motivate Students in English Class en la modalidad de Informe de prácticas profesionales; se dirige a esta Comisión a su digno cargo para informar que este documento ha sido concluido satisfactoriamente de acuerdo con lo establecido en los documentos del Plan de Estudios 2018 rectores del proceso de titulación.

Sin otro particular, le envío un atento y cordial saludo.

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Mtra. Jayíme Georgina Mejía Blanco
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**EDOMÉX**

Toluca, Méx., 1 de julio de 2022

C. FLORES SANTANA ALONDRA
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P R E S E N T E.

La Dirección de esta casa de estudios, a través de la Comisión de Titulación de la Licenciatura en Enseñanza y Aprendizaje del Inglés en Educación Secundaria del Ciclo Escolar 2021–2022, comunica a usted que una vez revisado el trabajo de titulación intitulado: The use of Didactic Materials to Engage and Motivate Students in English Class, presentado en la modalidad de Informe de Prácticas Profesionales fue **Dictaminado Favorablemente**. Ello significa que a partir de la fecha podrá realizar los trámites correspondientes en el Área de Exámenes Profesionales para sustentar su Examen Profesional.

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