ESCUELA NORMAL No. 1 DE TOLUCA

INFORME DE PRACTICAS PROFESIONALES

Teamwork As a Strategy to Strengthen the Oral Production

QUE PARA OBTENER EL TITULO DE

LICENCIADO EN ENSEÑANZA Y APRENDIZAJE DEL INGLES EN EDUCACION SECUNDARIA

P R E S E N T A

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A S E S O R A

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Dedicatorias

Dedico con todo mi corazón mi documento de titulación a mis padres y a mi hermano pues sin el apoyo de ellos no lo habría logrado. Su bendición a diario a lo largo de mi vida me acompaña y me lleva por el camino del bien. Por eso y más les doy mi trabajo en obsequio por su paciencia y amor, los Amo.

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Nada de esto hubiera sido posible sin ustedes y sin su apoyo…

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Introduction

Introduction

The research I present in the following pages under the title Teamwork As a Strategy to Strengthen the Oral Production has its origins in secondary education. The contact as learners of a language, specifically English, led me to observe the remarkable difficulty that learners face when trying to learn the language. An important aspect that had an impact on the development of this research was the oral production of these learners, which was analyzed and, based on the data obtained, conclusions are presented.

The lack of oral production in students has its origin in the implementation and analysis that was carried out in the observation period, better known as the diagnostic instrument, according to the results of this instrument it was possible to identify that students have a low level of language proficiency and also, students are often afraid to participate and exchange their knowledge in public, this is mainly due to the aforementioned.

The most frequent problem that arises in the learning process of students are errors in oral production, which often results in communication difficulties, some of the factors that were identified for this research is that students are not motivated and in some cases students do not have the confidence to participate in public, one reason for this is the students' lack of knowledge of the language, but on the other hand, throughout our academic life we have been incorporating teamwork through constant practice, thus identifying an area in which this type of initiative is encouraged through collective activities and practical work.

This research aims to contribute to the search for the improvement of the oral production of non-native learners of English as a foreign language by means of teamwork strategies. To achieve this main objective, an analysis of collaborative strategies that can be implemented in the classroom was carried out to promote teamwork and thus achieve an improvement in oral production.

In general terms, the purpose of the following research is to analyze the impact of teamwork and collaborative activities in the educational sector and how they improve the oral production in third grade secondary school students.

The main objective of this research is "Determine if teamwork is an adequate strategy to improve the oral production in a foreign language in students of 3rd grade group "F" of secondary school".

For this research, the application of action research was carried out, specifically considering the research model designed by Kemmis & Mc Taggart, 1988, pp.11-14). This research model was taken into account because it is based on the implementation of cycles and within these cycles allows the trainee teacher to achieve an improvement in their intervention, this action research model allows learning through error, since in the implementation of each cycle it is possible to identify what worked as expected and what did not work, derived from each cycle it is necessary to make a reflection to subsequently apply another cycle with a proposal to improve practice.

This research is divided into 5 main chapters. The first chapter presents the contextualization and the problem, with the sole purpose of presenting and providing the reader with an overview of this problem, as well as the scope, specific objective and general objectives that are expected to be developed through this research, likewise in this first chapter is the justification of this research.

In the second chapter it is approached, from a theoretical point of view, basic and very necessary concepts that give rise to this investigation such as (teamwork, collaborative learning, Cooperative work, Collaborative work, work in pairs, the bibliographical revision that was carried out for this investigation will be centered with special emphasis in the last century, without leaving aside the important authors that centered the bases and important pillars in other investigations like this one.

In the third chapter of this research the methodology of the investigation is exposed, as well as a brief description of the process and intervention that will be carried out during each one of the cycles of intervention. finally in section four the action plan is presented, in this section the description and intervention are found as well as the reflection that was obtained by means of the application of this strategy.

Finally, this research is completed with a section containing the conclusions and others in which the bibliographical references are compiled, as well as the annexes.

Chapter 1 Identifying the problem.

Identifying the problem

1.1 Specific Objectives:

- Determine if teamwork is an adequate strategy to improve the oral production in a foreign language in students of 3rd grade group "F" of secondary school.

1.2 General objectives:

- To identify the needs of the students to strengthen oral production by of a diagnostic test.
- To evaluate if teamwork is a good strategy to work with groups larger than 30 students.
- To provide students with autonomous learning.
- To analyze the effectiveness of teamwork in oral production in 3rd grade secondary school students.
- To evaluate the oral production and the teamwork.
- To analyze strategies for working with large groups.

1.3 Purpose of the Action Research

To promote oral production through collaborative work in students in 3rd grade of secondary school, in the official secondary school number 0003 "Lic. Benito Juárez".

1.4 Justification

This topic was considered a problem because during the observation day that took place at the Official Secondary School No.0003 "Lic. Benito Juárez" it was appreciated that in most of the groups of this secondary school already mentioned, they like teamwork and in addition, the results obtained when the

group works with this strategy are good for the teacher and especially for the student, therefore, teamwork should be considered as a possible strategy to develop oral production, the problem presented by the students is that when they participate or speak in English they do not feel confident in their participation, so the work of the teacher in this arduous research will be to investigate strategies to promote oral production through teamwork or in pairs, in addition, the teacher should encourage and provide safe spaces for students not to be afraid of error when they participate.

It is important to mention that this problem was found with a high rate of incidence in 3rd grade secondary school students, therefore this problem is aimed at secondary school students who are in a range of 13 to 14 years of age, according to the stages of Piaget's theory of cognitive development Piaget (1974), students of these ages are able to perform formal operations or better known within this theory as (the reflective child), according to Piaget (1974) , the young child is able to learn abstract systems of thought, therefore, the student begins to have self-awareness of their learning.

During the first day of observation carried out in the official secondary school No 003 "Lic. Benito Juárez" a direct observation Mendoza. M (1994), and participative observation were carried out, by means of this observation, it was possible to identify that some students present diverse elements or barriers which are not ideal for the students to achieve an oral production.

These elements or barriers that hinder students' oral production were identified through the application of a diagnostic instrument, which was applied during this observation period, and thanks to direct observation, a detailed record was made, better known as the practice diary, in which a systematic record of events, behaviors and other relevant observations of the group were made.

Derived from the application of the diagnostic instrument, it was found that most students have a very low percentage of English language proficiency, in the same

way thanks to direct observation and the practice diary it was possible to identify three problems which would be an important element for this research.

- Lack of participation in oral exercises.
- There is a large classroom over 20 students.
- Some students present problems during oral production such as embarrassment and anxiety when participating in public.

The main reason for these problems was identified as a lack of knowledge of English and the second reason is that students do not feel confident to participate as it is something new, they are learning, therefore, students do not feel confident to participate as students often feel judged by their peers and prefer not to participate during class. However, it was identified that when students do activities in teams, or in pairs, oral production increases considerably. It is assumed that oral production increases because, being in small groups, the fear of being judged disappears and being in a place with a smaller population and with an atmosphere of trust and respect, students participate in a better way.

Looking at the problems mentioned above, it can be inferred that the main problem arises from the concern to understand and analyze the impact of teamwork as a strategy to strengthen and promote oral production in 3rd grade secondary school students.

According to the research work done by Hackman (2002), he mentions that teamwork is the set of strategies and methodologies used by human beings to achieve a common goal, teamwork is one of the most complex skills to develop within the educational process, since this task involves cooperative work and the management of social interactions that occur within the classroom; therefore, the teacher must become an entity capable of promoting and fostering appropriate relationships inside and outside the classroom.

According to the above mentioned another important concept that will be mentioned within this action research is cooperative learning - peer learning, there are several definitions of cooperative learning, but according to Damon and Phelps (1999), defines cooperative learning as a broad set of structured instructional methods in which all students work in groups on generally academic tasks.

According to the process of speaking a second language implies making a distinction between communicative competence and real communication, the research work carried out by Canale and Swain (1980), will be considered. In their work we can identify that communicative competence is perceived as the latent systems of knowledge and ability to use the sociolinguistic conversations of a language, a very clear example of which would be the knowledge of vocabulary and the ability with which the individual can engage in a conversation using the afore mentioned resources.

With the analysis of specialized literature and empirical research, we seek to contribute to the understanding of the relationship between teamwork and speaking in a second language in the educational context of the Plan and Curriculum 2018 "Aprendizajes Clave para una Educación Integral" (ACEI), as well as to propose recommendations and didactic strategies for its effective development.

During my observation practices that I have done in various secondary schools I have been able to observe very constantly this problem, in which the teacher despite proposing various strategies to achieve a more autonomous learning it is impossible to achieve it for various factors involving the teacher and students, but when teachers made uses of teamwork in the classroom could be perceived: a greater control of the group and above all the teacher monitored each group and could designate a certain time to each team to clarify doubts, thus the teacher managed to promote within the classroom an environment of autonomous learning and facilitated learning during their classes.

To carry out this study, a bibliographic review of authors who have addressed the issues of teamwork and oral expression in a second language will be conducted, as well as empirical studies that have investigated the relationship between these skills and the learning of a second language.

The present research is focused on helping 3rd grade secondary school students' learners of a foreign language English, specifically it is intended to improve oral production in 3rd grade secondary school students, for this purpose, it was considered that most students have different skills in some of the cases, students have some skills more developed than others. Because of the above mentioned, teamwork is proposed as a possible solution to improves oral production in secondary school students by encouraging collaboration, feedback, and constant practice of language skills, which translates into greater confidence and fluency when expressing oneself orally."

On the other hand, this study posits the idea that teamwork can be beneficial in improving oral production in secondary school students, as collaborative work allows students to develop their language ability through constant practice, feedback, and reflection together. In addition, this practice can help students feel more confident and comfortable when expressing themselves orally. An empirical study could be conducted comparing the quality of oral production of a group of students working in teams with that of another group working individually.

As a result of this research, it is hoped that this study will enable trainee teacher to develop generic, professional, and disciplinary competences that are the following:

- Realiza diagnósticos de los intereses, motivaciones y necesidades formativas de los alumnos para organizar las actividades de aprendizaje.

During the observation period that took place in August 2022, a diagnostic test was applied to the students to identify their knowledge of English. The diagnostic test evaluated all the English skills (Writing, Reading, Speaking, Listening, Use of

English), and it is also important to mention that this diagnostic instrument was designed from level A1 to B2, with the sole purpose of identifying the students who had a good level of mastery of the language. Thanks to this instrument it was possible to identify in which skills the students tended to have more conflict.

- Utiliza estrategias didácticas para promover un ambiente propicio para el aprendizaje.

One of the main causes identified for this research was to recognize why students found it difficult or unpleasant to participate in front of their peers during speaking activities, in most cases, it was identified that in some cases, students were afraid of being judged by their peers, therefore a teacher's task in addition to encouraging oral production in the classroom, is also to foster an atmosphere of trust and respect for their students to promote an environment conducive to learning.

- Valora el aprendizaje de los estudiantes y aprendizaje desde un enfoque formativo para analizar su práctica profesional.

An important part of the teaching-learning process is to know if the students and the teacher have achieved the expected learning, therefore, for the development of this competence it is important to mention that the trainee teacher should carry out an evaluation process to know if their students have achieved the expected learning and likewise, this evaluation process allows them to analyze if their students have managed to achieve the learning through collaborative work. After the evaluation process, it is important for the trainee teacher to reflect on and identify aspects of his/her practice that can be improved.

- Gestiona ambientes de aprendizaje colaborativos e inclusivos para propiciar el desarrollo integral de los estudiantes.

An important part of the curriculum is collaborative learning; therefore, this teaching and learning strategy is proposed in which students work together in small groups to maximize both their learning and that of their peers. (SEP 2018). Therefore, it is very important to let students know that the achievement of a task requires the equal effort of each one of the members, therefore for the development of such a task, mutual support is important.

Within these competencies, teamwork and oral production are fundamental skills that not only allow effective communication in a second language, but also the development of social and emotional skills that are key to success in the educational and work environment, in addition, it is important to mention that these skills facilitate the work for the teacher and on the other hand these competencies allow a more personalized knowledge in the classroom, since when working in groups or teams, the teacher can monitor and solve doubts in an easier and more effective way, and teamwork allows and favors students to develop autonomous learning since students can interact with each other to exchange their own knowledge and acquire new knowledge thanks to their peers.

The present action research explores the relationship between teamwork and oral production in the educational context of the 2018 Curriculum and Program of Studies "Aprendizajes Clave para una Educación Integral" (ACEI), it seeks to analyze how the application of teamwork strategies and techniques influences students' second language oral production, and how this relates to the acquisition of communicative and social competencies in a second language.

It also aims to identify the challenges and obstacles that may arise in the teaching-learning process of these competencies in a second language and to propose recommendations and teaching strategies to overcome them. The present research aims to contribute to the development of more effective teaching methodologies focused on the integral development of second language learners, therefore, in this internship report it is proposed to implement teamwork in the

classroom to improve group management, participation, class development and student feedback.

The main objective to be analyzed in this research is the relationship between teamwork and strategies for working with large groups, so teamwork is proposed as a possible solution to this problem since teamwork can bring great benefits in the classroom.

Chapter 2 Theoretical background

Theoretical Framework

Teamwork is proposed as a strategy to solve the problems. Since through teamwork it is expected to solve and provide a possible solution, since teamwork and collaborative work in most cases can be observed that it brings various benefits for the learning of each of the individuals involved in the process, likewise all individuals who are immersed in this process can work their social interactions because for collaborative work and achieve its purpose it is important that members know what the goal is, to always raise their objectives and not lose the way to where it is going.

2.1 Teamwork

According to Ander-Egg, E (2001), teamwork is defined as a process in which learners collaborate in an organized way. Its main objective is focused on achieving a common good. However, it is important to differentiate between cooperative work and collaborative work.

Teamwork is a process in which a group of people work together to achieve a common goal. It is a method in which team members work together to solve problems, make decisions, and achieve results. Teamwork also involves cooperation, mutual trust, and open and effective communication among team members. Each takes responsibility and shares the workload and brings strengths to the table, in addition to requiring the ability to listen to and value the perspectives of others, which fosters an inclusive environment where all voices are heard.

It is important to understand that teamwork goes beyond the simple distribution of tasks as this process involves the coordination of individual efforts to achieve results that may not be possible individually. It is therefore important to be adjustable and willing to work as a team in order to be able to resolve conflicts

and make decisions. Broadly speaking, teamwork can be perceived as a strategy in which all team members work together using their own skills and knowledge to achieve a common goal.

In my own experience I have been able to observe that teamwork in most cases is a didactic tool-strategy, which facilitates the management of the group and in addition allows the teacher to make the class time more effective, since, through this strategy, students can be asked to perform a task or a specific project and through teamwork students manage to develop the activity or task that was requested in a more effective way.

2.2 Collaborative learning

Collaborative learning is an educational approach in which a group of learners collaborate to achieve a shared goal by sharing their knowledge and skills. Each member of the group actively participates in the learning process by engaging in discussions, debates, problem solving or any other activity that encourages interaction and collaboration. This learning strategy, in my opinion, is very useful because it fosters creativity and critical thinking, as well as the development of social and communication skills. In addition, I think it is an effective way to learn and understand certain topics better because different points of view and approaches can be shared.

It is also important for teachers to encourage and strengthen collaborative learning in their classrooms because according to the curriculum of the bachelor's degree in teaching and Learning English in Secondary Education, it mentions in the graduate profile that teachers teach to learn in the framework of collective experiences through learning communities. (Sep. 2018).

2.3 Cooperative work & Collaborative Work

Cooperative work could be defined as an activity performed between two or more people in an equitable manner to reach or achieve a particular goal. On the other hand, they recognize Férez (2005), in their research work that cooperative work is emerging as the ideal means to promote learning by competencies that incorporate tasks aimed not only at training professionals but also people able to respond to the needs of our society.

Therefore, cooperative work may be perceived from the point of view that improves and organizes activities within the classroom, creating meaningful learning experiences that could be implemented throughout their lives and context.

According to Lucero (2003), highlights that collaborative work is a way in which goods and services can be produced by means of the individuals themselves who are committed to reaching a common result.

Collaborative learning is a pedagogical strategy that involves students actively participating in the development of knowledge through teamwork with their peers, thus moving away from the traditional emphasis on the teacher as the exclusive source of knowledge and authority, collaborative learning fosters interaction, the exchange of ideas and a holistic problem-solving process.

A strong theoretical basis and empirical data support the collaborative approach in education. Empirical evidence supports the collaborative approach to education. Authors such as Vygotsky, Piaget, Johnson & Johnson, among others, have developed theories and conducted studies that support the effectiveness of collaborative work on student learning and development.

After defining the key concepts through the authors, it is worth mentioning the difference between collaborative work and cooperative work. Although the

authors have a similar definition of these concepts, they have different interpretations. Through collaborative work, everyone seeks a particular objective that represents a set of beneficial characteristics. On the other hand, cooperative work establishes the leader and the individuals with a specific role to achieve the objectives.

In other words, collaborative work and cooperative work are educational approaches that encourage the active participation of students in the learning process by fostering collaboration and interaction between them. Although they have similarities, they also have notable differences.

Students work together in collaborative work to create knowledge by sharing ideas, skills, and resources. Individual contributions are valued, and collaborative decision-making is encouraged. Students benefit from the diverse perspectives of their peers and assume shared responsibilities. The main objective is to achieve a shared goal through cooperation and exchange of ideas.

In contrast, teamwork involves a clearer separation of roles and tasks. Students are divided into smaller groups and assigned specific tasks to complete together. Each member of the group fulfils a role and helps to achieve the overall goal. The emphasis is on individual responsibility and positive interdependence within the group.

In education, both collaborative and cooperative work have significant advantages. Both methods improve students' social and communication skills, encourage interaction to build knowledge and increase motivation and engagement. In addition, they provide students with opportunities to value diversity and inclusion because they learn to appreciate and respect the differences of their peers.

To sum up these strategies of collaborative work and cooperative work are pedagogical strategies which encourage students to actively participate in their

learning. Collaborative work focuses on the collective construction of knowledge and shared decision-making, whereas cooperative work involves a clearer division of tasks and responsibilities. The approaches are advantageous for students because they foster social skills, motivation, and meaningful learning.

Bear in mind those concepts, it could be added that the teacher's role through cooperative work in class involves providing students with opportunities to acquire social and interactive skills in small groups. On the other hand, collaborative work has the objective to develop indispensable social skills as a requirement.

According to the ideas mentioned above, it seems that teamwork has been present in classrooms for years. Teachers have made use of this work strategy for diverse educational purposes. Currently, as teachers, we use this work strategy, with the above-mentioned teamwork being collaborative work done by students. It is also a possibility that students must learn from their own classmates, better known as peer learning, which allows students to exchange knowledge among themselves, this tool despite being very good until today has begun to give it the great importance it has had.

Another important pillar for this teamwork research is to analyze and encourage interactions to ensure that students can communicate during class, for this according to Giralt (2012) and his methodology based on action, he mentions that the student in order to learn a new language must go through the path of interaction, for Minguell (2002) interaction is an indispensable action of communication to ensure that students build their speech acts. Therefore, the teacher plays a very important role during the negotiation of knowledge, since in addition to teaching basic knowledge, the teacher must provide students with the ability to interact with each other since communication is a process that is constantly changing because the roles between sender and receiver are constantly reversed, so this activity does not occur from one side in particular since the roles tend to be exchanged.

Oral production according to Bygates (1991), is the ability to construct sentences in the abstract and adapt them to the circumstances in which they are found, in other words, oral production according to Bygates (1991), is to make quick decisions adapting them and adjusting them to the needs of the moment, therefore the individual who is immersed in this problem must have the ability to negotiate the meanings of two or more people who are immersed in the same conversation and in addition the individual must adapt all meanings according to the context in which the oral production is immersed.

Within this construct it is also important to mention the evaluation of language since within the classroom we can see two ways in which it can be evaluated from the point of view of the teacher these forms can be diagnostic and formative, in the diagnostic evaluation can make decisions and is required to collect information in a systematic way, On the other hand, we have the formative evaluation, which will be developed at some point in the development of the course, in it as its name mentions it will be evaluated in order to analyze how much linguistic knowledge the student has acquired throughout the classes. According to Genovad and Gotzens (2001).

Another term that is fundamental for this research is communicative competence according to Chomsky, N., & Otero, C. P (1972), mentions in his research that knowledge of the rules allows learners to understand new sentences in a language, therefore the learner as in oral production must judge and value intuitively the sentences understanding the meaning and grammar therefore if we are able to encourage the above mentioned in the students, we will be able to make our students be proficient communicators and we will be able to promote the focus of our study plan and program.

What is desired in this research is to achieve a communicative competence in the students of secondary education, according to the current plan and program of studies that to this day is still being handled, better known as (ACEI) has a

communicative approach, it seeks that the student is competently communicative, in other words, it seeks that the student is an innate speaker.

Of course, without leaving aside the pilares fundamentales de la educación, this with the sole purpose of achieving a change in my educational practice avoiding traditional teaching processes and schemes, since teamwork and various strategies allow contextualized processes that can be applied in different classrooms and in different ways.

The following are some of the advantage' that teamwork is expected to bring to the classroom, the most important advantage that is expected to develop in the classroom is that; Teamwork will allow the teacher to perform a more personalized character during his classes, since at the time that the teamwork reduces the excessive load and thanks to this reduction the teacher can evaluate their students in a much more personalized way, as previously mentioned teamwork allows different people or a group of people are interested and motivated to achieve a common goal or purpose, therefore it is expected that the teacher manages to promote the teamwork between his students.

Therefore, teamwork is fundamental for success in any field, and this is especially true when it comes to learning a foreign language. Oral production in a foreign language can be challenging, but by working together as a team, it is possible to strengthen this skill. In this action research, we will explore several strategies for teamwork that can help strengthen oral production in a foreign language.

It is important to mention that there are several effective strategies to improve oral production in the classroom. Some of them are the following:

Table 1 Strategies to improve oral production in the classroom.

Strategy	How it can be implemented in the classroom?
1.Work in pairs or groups.	Students can practice speaking by working together in small groups or in pairs. They can participate in activities such as conversations, debates, or joint presentations. Students can work as a team, correct each other, and create knowledge.
2.Cooperative learning	Cooperative learning methods encourage students to work together. They can work in groups, each with a specific role, contributing to the oral production process. This allows students to learn from each other and improve their oral skills by promoting shared responsibility and interaction.
3.Use rubrics and checklists	Teachers can use checklists or rubrics that indicate oral performance criteria and expectations to encourage effective feedback. These tools allow students to assess their own performance and that of their peers, identify areas for improvement, and offer specific and constructive feedback.
4.Encourage feedback and self-assessment	Teachers must give constructive feedback to students, highlighting their strengths and points for improvement. Self-assessment also helps students think about their own performance and set goals to improve their oral production.
5.Practice oral expression regularly	The improvement of oral production depends on regular practice. Students should have frequent opportunities to speak in class. This can include role plays, debates, presentations, and small group discussions.

Note: This table presents some strategies with which you can improve oral production

2.4 Work in pairs or groups.

Pair or group work is a form of teamwork in which people work together to achieve a common goal. They join in small teams to share ideas, knowledge, and skills, taking advantage of the synergy of the group, rather than performing tasks individually.

Working in pairs or groups requires interaction and communication between members. Each person can contribute their strengths and experiences, offering a variety of viewpoints and methods for approaching a problem or task. The diversity of skills and knowledge in the group can enhance the work process and result in more complete and creative outcomes.

Since each team member has a role and responsibility in achieving the stated objectives, this method encourages shared responsibility. It promotes mutual respect, active listening, and consideration of each other's opinions. Pair or group work also provides a supportive and collaborative environment, where participants can help each other, solve problems, and give constructive feedback.

Pair or group work not only helps participants learn together, but also fosters the growth of social and emotional skills. Team members learn to work together, negotiate, resolve conflicts, and make decisions. In addition, they can learn to lead and adapt to different roles within the group.

In short, pair or group work is a type of teamwork in which people work together to achieve a common goal. More complete and enriching results are achieved through interaction, communication, and shared responsibility. This method not only encourages students to learn together, but also helps to develop social and emotional skills essential for the world of work and life.

2.5 Use rubrics and checklists

According to Jon Mueller: Mueller, a teacher and assessment expert, has highlighted the importance of using rubrics in the assessment of oral

communication skills. He emphasizes that rubrics provide clear and specific criteria to assess aspects such as fluency, coherence, pronunciation, and vocabulary used in oral production.

The use of rubrics or assessment instruments are useful tools to evaluate students' performance and allow the teacher or the student, depending on the case, to provide more effective and specific feedback.

In some cases, learners minimize the importance of assessment instruments, therefore the important role of the teacher is to make learners aware that assessment instruments are tools that describe the assessment criteria and expected levels of performance for a specific task or project.

It is important to mention that presenting the assessment instruments to the students also brings positive results at the time of intervention, since the moment the students can know the criteria, they will be assessed on, they become more aware, and it is much clearer what the students are expected to achieve through teamwork.

Rubrics can also be identified as a visual reminder of the important aspects to be assessed, which makes the teacher's job infrequently easier, as if the student after the teacher gives their instructions for the project or the task to be done and the students often have any doubts about the project, they can turn to their visual reminder - their assessment tool.

2.5.1 The role of the Teacher in the amount of evaluation

The role of the teacher is mainly to create a flexible assessment according to the needs of the learners, in which the teacher can identify which criteria of the project or task the learners need or manage to develop,

specifically speaking about oral production, the teacher should focus his/her attention on what he/she expects the learners to be able to achieve and what they can acquire through the project to be assessed.

The teacher should focus his/her attention on what he/she expects the learners to achieve and what they can acquire through the project to be assessed.

The role of the teacher in the evaluation process is fundamental in order to provide effective feedback and therefore support the development of the students' communicative activities. Similarly, the result of the evaluation process carried out by the teacher is a follow-up in which he/she marks the aspects in which the established criteria are or are not fulfilled; this record allows the teacher to have a clear vision of the strengths and weaknesses of each student in terms of academic achievement.

After the application and interpretation of the evaluation instruments, the arduous task of the teacher is to provide specific and constructive feedback to the students, especially emphasizing the aspects in which the students have been successful and recognizing their abilities, as well as pointing out areas in which they can improve and providing suggestions for doing so.

2.6 Encourage collaboration and feedback.

Collaboration is fundamental to teamwork in oral production in a foreign language. As Tuckman (1965) points out, people go through different stages in the teamwork process, including group formation, brainstorming, norming, performance, and dissolution. During these stages, it is important to encourage collaboration and constructive feedback among team members so that they can help each other improve in oral production.

Considering the aforementioned, it is understood that fostering collaboration and feedback is a key strategy to improve oral production in the classroom, given that the 2017 study plan and program, better known as (ACEI) has a communicative approach with which invites the teacher and the student to acquire knowledge through real situations, this communicative approach focuses on the development of the abilities for individuals to communicate effectively.

Through encouraging collaboration and feedback in the classroom, we provide learners with the opportunity to develop more effective and autonomous oral production. Collaboration encourages more active and participatory communication, scaffolding of knowledge and sharing of knowledge and ideas; therefore, feedback provides learners with timely information about their performance and allows learners to identify areas of improvement, which learners can work on to improve their oral production.

2.7 Practicing effective communication.

Effective communication is another key strategy for teamwork in foreign language speaking. As Covey (1989), points out, effective communication involves listening carefully, understanding each other's point of view, and expressing ideas clearly and concisely. When team members practice effective communication, they can help each other improve in oral production by providing useful and constructive feedback.

This strategy was considered for this research because as previously mentioned in the justification and in the identification of the problem, the students of the third grade of secondary school number 0003 "Lic. Benito Juárez" when they participated were afraid because, they were afraid of being judged for their pronunciation or in some other cases, they mentioned that nobody listened to them or would understand them, therefore, the use and application of effective communication is proposed with which the students in addition to having an atmosphere of trust and respect can have that confidence that they will be heard in an efficient way.

In order for this strategy to work properly, it is important to use and apply feedback, to promote the effective communication in the classroom, in which students can be made to recognize their achievements but also be made aware of their mistakes, since through this the students will be able to know their strengths. In addition, when positive feedback is given, it encourages the student

to continue participating frequently, since we are managing to promote more effective communication and therefore, we will achieve a significant increase in oral production in our classroom.

2.8 Use of Technology for collaboration in the classroom.

Technology can also be a valuable tool for teamwork in oral production in a foreign language. As Vygotsky (1978), points out, social interaction and collaboration are fundamental to learning a foreign language. With technology, team members can collaborate online or in person, share files and resources, and work together on oral production projects. This can be especially helpful for students who are unable to meet in person due to distance or time constraints.

Taking into account the above mentioned, it is important to mention that in this institution there is a space for the English laboratory in which technology is used as a means with which students can have a reinforcement, in this case, students work in teams of three people, activities are presented with which students learn through the use of technology and the knowledge that is taught in previous classes and in the language laboratory they only attend to reinforce the subject that is taught in class, It is very true that the use of technology to learn a language is a very good strategy for students to learn a language at a distance, but in this case it is a very important tool as it is used as a means to reinforce the knowledge acquired and in the same way students work as a team to solve the problem that is presented to them.

2.9 Practicing oral production in authentic situations.

Oral production in authentic situations is another important strategy for teamwork in foreign language oral production. As Swain (1985), points out, oral production in authentic situations enables learners to develop effective real-world communication skills. Team members can practice speaking in authentic

situations, such as telephone conversations or group presentations, to develop effective communication skills in the foreign language.

As we already know, in addition to having a curriculum that has a communicative approach, it is important to design classes in which it is possible to promote and develop a social practice, in which communicative activities can be developed, this strategy gives students the opportunity to use language in a real and meaningful way, very similar to how they would do it in their daily lives, situations can include informal conversations as students can be asked to improvise a short conversation with their classmates, Another activity that students can do is the debate, this strategy is very effective because in the case of third grade students it has a lot of interest in different things and also encourages students to participate actively and connect very quickly with the class, likewise role playing, interviews and group discussions are strategies that allow them to practice in authentic situations.

Importantly, authentic situations also help students develop social and cultural skills as they interact with people from different backgrounds and perspectives. This promotes intercultural understanding and the ability to communicate effectively in diverse settings.

In other words, practicing oral production in authentic situations allows students to apply language in a more meaningful way, in which they develop communicative and social skills. In addition, this strategy nurtures students' confidence in their oral expression, facilitates more effective learning and prepares students to deal with real-life communication situations in the real world.

According to Romero (2015) in his research, mentions that teamwork is a group teaching-learning modality that privileges and favors interactions, produces continuous help and provides knowledge, abilities, and skills that will favor and enrich problem-solving and above all allow for an environment that favors creative expression and innovation in work the teamwork allows the teacher to transform

his educational practice since the application of new teaching strategies gives the teacher the opportunity to innovate in his practice.

Romero (2015) emphasizes that teamwork is a collaborative approach to teaching and learning that prioritizes and encourages interactions among group members. In his research, he highlights that teamwork fosters ongoing support and facilitates the sharing of knowledge, abilities, and skills, which ultimately enhances problem-solving capabilities. Moreover, teamwork creates an environment that nurtures creative expression and promotes innovation in the work undertaken. By embracing teamwork, teachers can transform their educational practices by incorporating new teaching strategies and seizing opportunities to innovate within their instructional methods.

According to Suárez (2015), in his research work, provides a definition, stating that it involves a cohesive group working together towards a clearly defined objective. Teamwork, therefore, encompasses the collaboration of individuals who contribute their efforts towards the attainment of a shared goal. It is worth noting that teamwork also involves aspects such as collaboration, cohesion, and adherence to specific attitudes and codes of conduct.

But for Katzenbach & Smith (2003) view teamwork as a prevalent practice in both work and educational settings, where the primary objective is problem-solving. They argue that teamwork enables students to tackle problems by generating new ideas, proposals, and particularly innovative solutions. This expectation arises from the recognition that within a group, individuals possess diverse perspectives that can contribute to problem-solving. Consequently, all students have the potential to offer unique approaches and alternative solutions, fostering an environment conducive to innovation. By embracing teamwork, students are encouraged to tap into their collective wisdom and diverse viewpoints, ultimately enhancing the creativity and effectiveness of their problem-solving endeavors.

For Hackman (2002) teamwork is an interdependent activity in which team members must interact with each other to achieve a common goal. In this process, it is important that members have shared knowledge and a mutual understanding of the task.

According to Johnson and Johnson (2005), teamwork is an activity in which team members collaborate with each other to achieve a common goal. In this process, it is important for members to work together interdependently and to respect and value each other's skills and perspectives.

In summary, teamwork refers to the collaboration of several people working together to achieve a common goal. It is an interdependent process in which members must coordinate and communicate with each other to achieve team success. In another hand It is important to mention that collaborative is essential that we apply and teach it to our students since this work strategy allows students to interact among themselves, this is very important because the interactions within the classroom favor a positive way of oral production according to Brown, (1983), oral production is a skill which involves different productions such as improve the oral tasks and contribution of this research is that students are communicatively competent.

On the other hand, we have the collaborative work is an approach that involves collaboration and coordination among people with complementary skills and knowledge to achieve a common goal. According to various authors, collaborative work can be defined in different ways:

For Lipmanowicz and McCandless (2015), collaborative work is an approach that encourages participation, communication, and the sharing of knowledge and skills to achieve a shared goal. In this process, it is important that team members work together and are willing to share ideas and responsibilities.

According to Tapscott and Williams (2011), collaborative work is a way of working in which individuals work together to achieve a common goal using online

collaboration and communication technologies. In this process, it is important that team members use collaborative tools and are willing to work online.

On the other hand, collaborative work is an approach that involves collaboration and coordination among people with complementary skills and knowledge to achieve a common goal. According to various authors, collaborative work can be defined in different ways:

According to Tapscott and Williams (2011), collaborative work is a way of working in which individuals work together to achieve a common goal using online collaboration and communication technologies. In this process, it is important that team members use collaborative tools and are willing to work online.

For Johnson and Johnson (2008), collaborative work is an approach that fosters cooperation, trust, and mutual respect among team members to achieve a common goal. In this process, it is important that team members work together to solve problems and make decisions jointly.

In short, collaborative work involves cooperation and coordination between people with complementary skills and knowledge to achieve a common goal. It is a process in which participation, communication and sharing of ideas and responsibilities among team members is important. In addition, it may involve the use of collaboration tools and online technologies to facilitate teamwork.

Oral production is a fundamental skill that students are expected to develop in their education. The ability to communicate effectively in everyday and professional situations is a critical skill for success in life and work. Teamwork can be an effective strategy for improving oral production because it allows students to work together to develop skills and knowledge.

To improve oral production through teamwork, there are several strategies that have been proposed by different authors. First, the use of collaborative activities such as group discussion, debate, and team presentation are suggested. These

activities encourage communication and cooperation among students, which can help improve confidence and fluency in oral production.

In another way, the use of constructive feedback is recommended. Students can provide feedback to each other on their oral production, helping each other to identify areas for improvement and develop effective communication skills.

Finally, it is important to foster leadership and accountability in teamwork. Students can be divided into specific roles and responsibilities within the team to ensure that everyone contributes to the common goal of improving oral production. In addition, a timeline and action plan can be established to ensure that the team meets established deadlines and goals.

In sum, teamwork can be an effective strategy for improving students' oral production. Using collaborative activities, constructive feedback, collaborative technology tools, and leadership and accountability, students can work together to develop effective communication skills and improve the quality of their oral production.

The arduous task of the teacher in this research will also involve the teaching of vocabulary because for students to have an oral production it is necessary that they have previous knowledge or previous vocabulary so they can express their ideas, as mentioned by Siemens Lessard (2013), very precise knowledge that knowledge is not only found within human beings, but also this can be found in various sources, an example of this would be electronic devices, Therefore it is necessary to make use of various materials and resources that contribute to the learning of students inside and outside the classroom, on the other hand from the view of Radford Mosquera (2011), mentions that the student has a great capacity to perceive the knowledge and sounds from different perspectives to this knowledge is best known as receptive knowledge, with this ability the student can learn in an involuntary way without being aware of the

process, therefore, this could be a possible strategy that can be applied to solve this problem.

This research on teamwork as a strategy for strengthening oral production leads us to face various challenges that are immersed in this analysis, of course always without losing sight of the main and primary task of the teacher of the XXI century based and based on UNESCO (2015), mention is made of these fundamental pillars of education:

2.9 Aprender a conocer

Este tipo de aprendizaje, que tiende menos a la adquisición de conocimientos clasificados y codificados que al dominio de los instrumentos del propio conocimiento, puede considerarse tanto un medio como un fin de la vida humana. A la vez un medio y un fin de la vida humana. Como medio, consiste en que cada persona aprenda a comprender el mundo que le rodea, al menos suficientemente, si no más que suficientemente. (UNESCO,2015)

It is one of the four fundamental pillars of education according to UNESCO (2015), It refers to the process of acquiring knowledge, skills and competencies that enable us to understand the world around us, to analyze information critically and reflectively, and to develop an open mind towards continuous learning.

This pillar involves going beyond the mere accumulation of data and facts, but rather is about developing cognitive and thinking skills, such as logical reasoning, critical thinking, research skills and analytical competence. It also involves those involved learning to use tools and resources, such as information and communication technologies, so that they can access and understand information more efficiently and effectively.

Such an approach to learning demands the fostering of intellectual curiosity, exploration, and the active pursuit of knowledge. By learning to know, learners acquire a solid scaffolding of knowledge and competencies that enables them to

understand phenomena in the world, develop problem-solving skills and improve informed decision-making.

Learning to know also enhances the ability to think critically and the capacity to question, analyze and evaluate data more critically. Individuals learn to express themselves reasonably and can engage in constructive discussions.

In short, learning involves the continuous acquisition of knowledge, skills, and competencies, as well as the development of critical and reflective thinking skills. It is an important part of education that seeks to foster meaningful learning and to enable people to understand the world, face challenges and contribute positively to society.

2.10 Aprender a convivir

It emphasizes the promotion of respect, tolerance, diversity, solidarity, and teamwork. The development of social and emotional skills that enable people to interact constructively with others, understand and value different cultural perspectives and contribute to building more just and peaceful societies is known as learning to live together.

This fundamental pillar of education refers to the development of skills and attitudes that foster harmonious coexistence and enable individuals to understand and appreciate differences, which promotes an inclusive environment free of discrimination. In addition, developing social and emotional skills, as well as effective communication, conflict resolution and teamwork, to establish healthy relationships and build support networks.

In short, developing social and emotional skills and attitudes that foster peaceful coexistence, mutual respect and appreciation of diversity is part of learning to live together. It is an important part of education that aims to develop students who can work as part of a team, interact constructively and contribute to building fairer and more harmonious societies.

2.11 Aprender a hacer

Aprender a conocer y aprender a hacer son, en gran medida, inseparables. Pero este último está más estrechamente ligado a la cuestión de la formación profesional: ¿cómo enseñar al alumno a poner en práctica sus conocimientos? y, al mismo tiempo, ¿cómo adaptar la enseñanza al futuro mercado laboral, cuya evolución no es del todo al futuro mercado laboral, cuya evolución no es del todo previsible? (UNESCO,2015)

Education is a fundamental process for human development, in which the knowledge, skills and values needed to function in society are acquired. In this sense, the four fundamental pillars of education, proposed by UNESCO (2015) are an important guide for the design of curricula that allow the formation of critical and reflective individuals capable of working in teams. In this research, the four pillars of education will be analyzed from the perspective of teamwork and oral production.

The first pillar of education is lifelong learning. This idea implies that learning is not limited to a specific period of life but extends throughout all stages of human development. In relation to teamwork and oral production, lifelong learning implies the need to acquire communicative skills such as (active listening, non-verbal communication, empathy, conflict resolution) that enable teamwork and appropriate expression in different situations. Education should encourage the active participation of students in collaborative projects that allow them to develop the skills to work in teams and express themselves effectively.

The second pillar of education is learning to know. This pillar implies that education should provide students with the knowledge and skills necessary to understand the world around them. In relation to teamwork and oral production, learning to know implies the need to understand the dynamics of teamwork and the importance of effective communication in different settings. Education should encourage critical reflection on the importance of teamwork and oral production

and provide students with the necessary tools to perform effectively in these areas.

The third pillar of education is learning to do. This pillar Implies that education should provide students with the practical skills needed to perform in everyday life. In relation to teamwork and oral production, learning to do implies the need to acquire effective communication skills such as (active listening, non-verbal communication, empathy, conflict resolution), both oral and written. Education should encourage the practice of oral production in different settings and provide students with the necessary tools to express themselves effectively.

The fourth pillar of education is learning to be. This pillar implies that education should foster the development of the whole person, including cognitive, emotional, and social aspects. In relation to teamwork and oral production, learning implies the need to foster the formation of ethical values and the ability to work effectively in teams. Education should encourage critical reflection on the importance of ethical values in teamwork and provide students with the necessary tools to perform effectively in this area.

Since the professional teaching practice should be characterized by making use of these pillars, likewise, this thesis is directed to all teachers and teachers in training who by way of summary in the current education teacher is immersed in various challenges, of which in almost most of the time teachers have problems when facing them, the problems that are common in education can be those mentioned in the research work that is handled in Puig (2002) , the main one is that teachers are not updated and do not understand what are the likes and interests of the new generation, therefore, the result will be classed with low oral production and especially students who are not motivated to learn and therefore students will lose interest in the class and the teacher will not be able to attract students and connect them to their class. Have a similar problem in their classroom.

The four pillars of education are fundamental to the holistic development of individuals and the building of more just, equitable and sustainable societies.

These pillars should be seen as interconnected rather than isolated components. Education based on these principles aims to educate students who are aware of their environment, able to think critically, work in teams, value diversity and contribute to the well-being of society.

Furthermore, the pillars of education focus not only on academic learning, but also on the development of social and emotional skills, the promotion of moral values and the promotion of a constant learning attitude.

The four pillars of education provide a solid foundation for the integral formation of individuals, preparing them to face life's challenges, contribute to the development of society and seek a balance between personal growth and collective well-being. They are fundamental to an education that aims to educate responsible, critical citizens committed to creating a better world.

Chapter 3 Methodological background

3. Methodological background

Almost most individuals are afraid of change, as change is sometimes a very laborious task, therefore, change is not the best idea, but seen from an educational point of view, generations are constantly changing, and the teacher must be an entity capable of adapting to these changes and the needs of their students.

Therefore, very useful method for teachers to analyze the behavior of both their students and their practice is action research, specifically the methodology of Kemmis and Mc Taggart (1988), since through the 4 stages, teachers can experience and observe each one of the changes they face in the development of their practice.

In this way, the implementation of action research will help me to improve my English teaching by virtue of the 4 stages of this model of methodology that will be used for this research.

In addition, the second and third steps (action and observation) will help me in the development of planning, as well as anticipating possible problems and solutions, and observing students' reactions and understanding of the adjustments that are implemented.

Finally, and most importantly, this methodology contains the last step, which is the reflection of the practice, by means of this reflection we will analyze and understand if teamwork is a good strategy to promote oral production in third grade secondary school students.

3.1 Steps for an Action Research (AR)

For this research we propose the use of the research model of Kemmis and Mc Taggart (1988), better known as the action cycle, as is well known in the field of education, this methodology focuses on collaboration between the researcher and

the people who are related to the study and the main characteristic of this methodology is that it was designed to improve educational practice.

This model consists of four main phases:

1. Planning: researchers and practitioners work together to identify a practical problem and define a research objective. In this phase, research methods are also established and strategies for collecting and analyzing data are defined.

2. Action: In this phase, practitioners implement the strategy or action plan agreed upon in the planning phase. Researchers also collect relevant data to assess progress and adjust the ongoing strategy.

3. Observation: researchers collect and analyze relevant data to assess the effectiveness of the strategy and make recommendations for future action.

4. Reflection: in this phase, researchers and practitioners reflect together on the research process and the results obtained. They also reflect on the impact of the strategy and identify lessons learned. (*Kemmis and McTaggart, 1988).*

It is important to mention that this research methodology is related to an endless cycle as this cycle is continuously repeated as researchers and practitioners work together to improve educational practice. This model is centered and based on the idea that research and practice should be independent, and the results of such research should be analyzed to improve educational practice.

To sum up, Kemmis' research model is important because it emphasizes collaboration between researchers and practitioners, which helps to ensure that research findings are relevant to educational practice. In addition, this model provides a clear and systematic structure for conducting action research, which can help improve the quality of teaching and solve practical problems in education.

Figure 1. *Cyclical AR model based on Kemmis and McTaggart, (1988).*
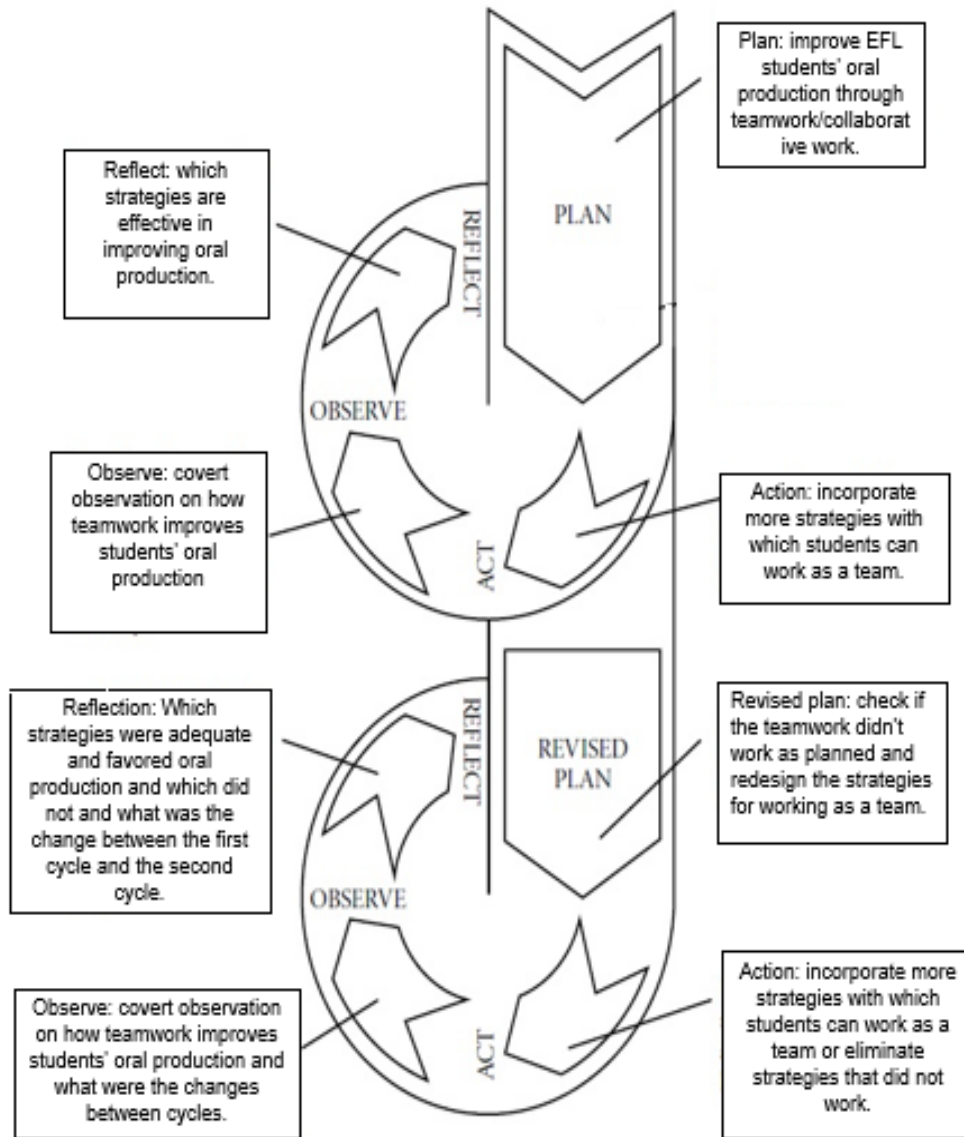
Note:(Adapted from Kemmis & McTaggart, 1988, pp. 11-14) (Taken from Anne Burns, 2010, p. 8).

In the first phase, participants identified the problems they experienced in working in teams and established a research group to address these problems. In the second phase, the group developed strategies to improve teamwork, which included implementing a more effective communication system and creating clear roles and responsibilities.

In the third phase, these strategies were implemented in practice and their effectiveness was observed. In the fourth phase, the impact of the strategies on teamwork was evaluated and areas for improvement were identified. Finally, a new cycle of action research was initiated to further improve teamwork.

This action research cycle focused on collaboration and collective reflection to address the problems of teamwork in the school. The idea was that participants could work together to identify and solve problems and that this process of reflection and continuous improvement could be applied in other teamwork contexts and situations.

Kemmis' research model focuses on the active and collaborative participation of team members in the research process. This approach is based on the theory of action, which suggests that research should be an interactive and collaborative process involving both researchers and participants. Kemmis' research model is composed of four main phases: planning, action, observation, and reflection.

The planning phase involves identifying the problem or situation to be investigated and defining the research objectives and questions. During this phase, it is important that all team members actively participate in the discussion and definition of the research objectives. This allows all team members to have a clear understanding of the research problem and objectives.

The action phase involves the implementation of the research plan. During this phase, team members work together to collect data and carry out the research activities. It is important that team members work together and share ideas during

this phase, as this can lead to the identification of new perspectives and research approaches.

The observation phase involves analyzing the data collected and identifying patterns and trends. During this phase, it is important that team members work together to analyze the data and discuss the findings. This allows team members to share different perspectives and approaches to analysis, which can lead to a deeper understanding of the data.

The reflection phase involves evaluating the research process and identifying areas for improvement. During this phase, it is important for team members to reflect on their experience and discuss how they can improve the research process in the future. This allows the team to learn from their experience and improve their ability to work together on future projects.

To sum up, teamwork with the Kemmis research model is a collaborative and participatory approach to research. This approach focuses on the active participation of team members in all phases of the research process. Through teamwork, team members can collaborate and share ideas to identify new perspectives and research approaches. In addition, the Kemmis research model allows the team to reflect on their experience and enhance their ability to work together on future projects.

The Kemmis' model is a pedagogical tool that allows teachers to plan, develop and evaluate their educational practices in a reflective and critical manner. This model is based on the theory of action, which proposes that educational practice is not an isolated event, but is immersed in a social, political, and cultural context, which influences the way in which educational activities are developed. This research will apply Kemmis' model and how it contributes to my teaching practice.

Kemmis' model contributes to my teaching practice in several ways. First, it allows me to design educational activities in a more reflective and critical way,

considering the specific needs and characteristics of my students. By defining the purpose of the educational activity and establishing clear objectives, I can orient my practice toward concrete goals, which allows me to evaluate more accurately the results obtained.

Secondly, Kemmis' model allows me to implement educational activities more effectively and with a more critical vision. By carrying out the activities designed in the planning stage, I can identify and solve problems that arise in the process of educational action. The observation and evaluation of the results obtained allow me to identify the strengths and weaknesses of the educational practice, which helps me to improve my performance as a teacher.

Third, Kemmis' model allows me to critically reflect on my educational practice, identifying limitations and proposing improvements for future actions. By reflecting on the results obtained and comparing them with the objectives set, I can identify the areas in which I need to improve and propose strategies to achieve better results in the future.

Oral production involves the ability to express oneself verbally and communicate effectively in spoken language. It encompasses both micro skills and macro skills, which are essential for effective communication. With this research expected some micro skills of oral production.

Some micro skills and macro skills that can be identified and are taken into account for the design and implementation of this action plan in teaching practice with the sole purpose of achieving an improvement in the oral production of students, some of the micro skills that are achieved are the following:

- Pronunciation: The ability to articulate sounds, stress, intonation, and rhythm accurately and intelligibly.
- Fluency: The smooth and continuous flow of speech, without unnecessary pauses or hesitations, maintaining a natural pace.

- Listening and Responding: Active listening skills, such as attentive listening, comprehension, and providing appropriate responses to maintain a meaningful conversation.

- Pragmatic Competence: The ability to understand and use language appropriately in different speech acts, such as making requests, giving advice, or expressing opinions. Council of Europe (2001).

Developing both micro and macro skills in oral production is crucial for effective spoken communication. Practice, exposure to authentic language, feedback, and targeted exercises can help improve these skills and enhance one's ability to express ideas clearly, engage in conversations, and communicate effectively in various contexts.

Chapter 4 Action Research Plan (ARP)

4. Action Research Plan (ARP)

4.1 First cycle Diagnostic Test Application

The first cycle of this action research plan was to identify the problem as mentioned above. This problem was identified by means of the observation day that was carried out in the official secondary school No.0003 "Lic. Benito Juárez García", thanks to the observation that was carried out in this institution, specifically in the group of 3rd grade "F", the following problems that characterize this group were identified.

- Lack of participation in oral exercises.
- There is a large classroom over 20 students.
- Some students present problems during oral products such as embarrassment and anxiety when participating in public.

After this, a diagnostic test was administered to the students of this institution, which was designed to analyze the level of language proficiency of the students, with the sole purpose of identifying the students who have a good level of English proficiency and to consider the level for the development and planning of the class.

Thanks to this diagnostic test, which was leveled from -A1 to B2, which is the level at which students are expected to graduate from secondary school according to the Key Learning curriculum. (See Annex 1)

After the application of this instrument, an interpretation of the results was made, from which it was obtained that most of the students in this group were at level A1-A2. It is important to mention that in the appendix sections you can see the results by ability of the group (see Annex 1).

It is important to mention that for this intervention the instrument was applied with which the opinion of the students on the subject could be known. teamwork,

because instead of the survey we applied a small survey better known as "about me" to find out more about the tastes and interests of young people, in this instrument we asked the students questions with which we hoped to obtain more information to make more attractive and appealing materials for students. (See Annex 1)

As part of getting to know the pupils, some pupils were asked to present their work to their classmates and the teacher. This activity had two objectives: the first was to get to know the pupils in a much more agile way, as it takes a little longer to go through each notebook individually; the second objective was to check how fluent the pupils were now they were participating.

When this activity was developed, it was noticed that most of the students were afraid of being judged by their classmates and the teacher.

4.2 Second Cycle

For this second cycle of intervention, the plan was to achieve an improvement in the oral production of students in the third grade of secondary school, and taking into account each of the results obtained in the first cycle, classes were designed in which the main purpose of this intervention was to create an atmosphere of respect and confidence so that students could express their opinions and not fear being judged for their pronunciation, In addition to this strategy, pupils were given feedback on their participation and at the end of their participation in teams or pairs, pupils were asked how they felt and were also asked to give feedback to each other, in order to help pupils to reflect on their own achievement or even if there was a mistake, how they could have solved it.

During this cycle of intervention, it is important to mention that individual work was carried out in the same way, individual work was used to observe and analyses the work of the students through teamwork and individual work,

The reflection we have about this cycle of intervention in the majority is that when we managed to apply individual work and work in pairs or groups, a significant change was noticed in terms of teamwork, since in some cases this strategy worked very well, but in other cases the students preferred to work individually. As for the atmosphere of respect and trust, it increased student participation when working individually, most students were able to participate without the barrier of fear of being judged.

4.3 Action Plan

During the first professional practice of intervention, it is intended to know the performance of the individual work of students during the development of the English class, this observation is made because it is intended that through this observation it will be possible to analyze the work of students in an individual way to later make the comparison. It is important to mention that throughout this intervention day, the teacher promoted strategies with which we hope to improve the classroom climate, with the sole purpose of fostering confidence in the students so that they can participate individually and not be afraid of being judged when they give their points of view, participate, or express any doubts. One purpose of this strategy to improve group confidence is that students have a good behavior where students consider that they should have a good behavior towards their peers when they interact with their peers.

By means of the practice diary, it is expected to make a reflective analysis of what worked or what should be improved or modified in the classroom for the attention and improvement of the educational practice.

Reflection on 1st practice

During these practice interventions, we worked with the "Aprendizajes clave (2017)" curriculum regarding the use of didactic guidelines for the development of

the didactic sequence and the pedagogical approach focused on the social practices of the language expected to be developed in the students.

During the intervention day with the third grade group F, the social practice of language consisted of students discussing and sharing emotions and reactions provoked by a television program, it was expected to foster during these sessions a social environment of family and community learning, as well as in which students could carry out exchanges associated with specific purposes and in the same that the expected learning was achieved (Annex 1), in this way such planning was designed based on the didactic orientations presented in the plan and program Aprendizajes Clave (Annex 2) , which for this session and according to the Plan and Programs Aprendizajes Clave (2017), it was expected that students could:

- Examine television programs.
- Interpret general sense and some details.
- Write notes on emotions and reactions to participate in an exchange of impressions.
- Share emotions and reactions produced by a television program.

This social language practice is also expected to encourage the construction and enhancement of meaning (a more successful example of this is focusing attention and placing great emphasis on the intonation of words, adjusting volume, and asking questions to encourage oral production:

- Sharing experiences

Therefore, it is essential to mention that in this intervention we did not use many strategies to promote teamwork in the classroom. Still, nevertheless, we worked hard to generate a better classroom climate at the time when the students made their participation. For this intervention, no team strategies were applied as it was expected to analyze the behavior of the group in general when they were working

individually and after that, strategies were implemented in which the students could work in teams or in pairs to make a comparison to know how the students' behavior was.

The implementation of this activity resulted in a totally radical change to what we had in the classroom. Similarly, for this intervention practice, communicative activities were designed with which the students were expected to interact with their peers doing teamwork when performing a task that involved oral production, as well as activities were designed with which students could work individually, It is important to mention that this session was designed in this way because through this we expected to observe how the group worked when they performed a communicative activity through teamwork, and on the other hand we could contrast how the group worked individually, always without neglecting the expected learning that we had for this session, which had been mentioned previously between students could exchange emotions and reactions caused by television programs.

During this intervention, the aim was to foster an atmosphere of trust and respect among the students with the sole purpose of creating an open communication, through an environment in which all team members and members of the team feel comfortable sharing their ideas, asking questions, and expressing their opinions. Clear and effective communication is essential for teamwork, since through this clear and effective communication we can encourage and generate an active listening and therefore an answer to questions.

For the second intervention that took place during the period from November 22 to December 9 of year, 2022, we tried to implement more strategies with which students could work as a team without leaving aside the didactic orientations, for this day of intervention we worked on the social practice of language named as exchanging information to move in a locality.

For this social practice of language, we tried to implement more activities with which students could interact and work as a team since, this social practice of language is very flexible and in addition gives so that students can exchange and describe information about their environment, to achieve this we provided students with various materials with which students could go creating their knowledge through them, in the plan and programs Aprendizajes Clave para la Educación Integral (2017), proposes to monitor the progress of students and if necessary the teacher should intervene so that students achieve:

- Explore directions.
- Understands directions to move from one place to another.
- Describes the immediate environment as a point of reference for moving from one place to another.
- Writes directions for getting from one place to another.
- Gives directions for getting around.

Similarly, during this intervention practice, Thanksgiving Day was addressed, for which an activity was designed in which students could learn more about the culture of the United States, as a final activity for this session was for students to creatively decorate the door of their classroom regarding Thanksgiving Day, For this activity to be productive, the students were asked to work as a team (the team would be the whole group), together all the students would create their own designs, the result obtained was very good because through teamwork all the students participated in decorating their door. (Annex 3)

Finally, to evaluate the activity previously mentioned, a rubric was proposed to evaluate aspects that are considered essential for this research, some of the items that were taken within this research, all of the above items which were focused on evaluating the aspects with which all students worked as a team, by means of this rubric, it was expected to evaluate the characteristics that the students had when they worked as a team and in the same way this instrument worked to

observe if all the students worked in a collaborative way and fulfilled the purpose or goal that was expected. (Annex 4)

During these days of intervention, it was expected that the teacher in training could develop the competencies of the profile of graduation that marks the curriculum of the degree in Teaching and Learning English in secondary education:

Uses knowledge of the English language and didactics to make transpositions according to the characteristics and contexts of the students to address the curricular contents of the current curricula and syllabuses.

Specifically, the teacher in training is expected to achieve:

- Identify theoretical and epistemological frameworks of the English language, its advances, and didactic approaches for teaching and learning.
- Characterize the student population with which he/she will work to make didactic transpositions congruent with the contexts and the curricula.

Based on the above, the teacher in training was able to characterize the student population and make didactic transpositions, with which he was able to promote within the classroom the knowledge appropriate to the environment and context of the students.

Similarly, for the development of these activities, the use of proverbs was implemented as a strategy to promote oral production in the classroom, since through them the students could learn common proverbs or sayings of the English language and increase their vocabulary in a friendly way.

To do this, the teacher at the beginning of the sessions presented these proverbs or common English sayings, and the part that the teacher said was highlighted with a specific color (red), and the students' part was highlighted with the color (blue), so that the students could identify which part they would answer.

The teacher modeled the activity so that the students were aware of how the activity would be carried out, after the intervention of these activities, the students achieved the ability and competence to express and mention the saying or saying in English, this activity was very good because if the teacher reversed the roles and said the part of the students, they could mention the teacher's phrase, But one of the disadvantages of this activity is that when it is applied frequently, it turns out to be a very tedious task for all the students, since during this intervention day it was observed that the students showed a lot of interest at the beginning, but after a while all the students were indifferent to this activity, some did not even respond to the activity or the students said that they were bored or gave negative comments about the activity, unlike the previous practices. (By Teaching Practice journal)

This activity allowed me to observe that on some occasions the students are more focused on learning the language in a more direct way, since the rest of the group it is more attracted the use of phrases of common use of the language, in the same way this activity allowed me to observe directly that to promote oral production is unpredictable practice and perseverance since the students the first day in which they borrowed the saying or proverb (An apple a day keeps the doctor away), most of the students with the exception of the students who had excellent level of English proficiency could.

Another variant to encourage oral production was the implementation of various images and trigger questions, with which students were interviewed at the beginning of the session, so that students could generate their own deductions based on the images and questions that were asked to the students, it is important to mention that these images were carefully selected since this visual support, It is important to mention that these images were carefully selected since this visual support was mostly related to what would be addressed during the classes, therefore students could discern what was the topic that would be addressed during the classes, likewise, the use of these questions allowed the teacher to

identify if students had mastered the topic, likewise students through this activity in addition to encouraging their oral production they could activate their previous knowledge they had about the topic to be addressed.

Despite having implemented and used various strategies such as those mentioned above, to promote and encourage oral production in the classroom such as (Work in pairs or groups, cooperative learning) we can reflect that this task can be complex when applying these strategies, since one of the great disadvantages and challenges faced by the teacher is that although students like teamwork, they do not like to work in teams, but despite the fact that they as a teamwork, the students present several problems when they do teamwork, since in some cases they start working as a team, but during the work it can be observed that in some cases the students ended up doing the work individually because according to them they did not work very well with their classmates.

Other activities for teamwork that were tried to promote during these days to promote oral production of students was to ask students to perform role-playing activities, this activity was selected because according to Cassady (2002), mentions in his research that interpreting real-life situations is a good way to be meaningful for students. It is considered that this activity can be meaningful for the students since all of them can experience through various circumstances based on their daily life an employment of it would be that the students can make a reservation in a hotel.

In this case, during these interventions the students played a role during the period of November since for this day they worked with the social practice of the language "Exchange information to move in a locality. (See Annex 2).

For the development of this activity we continued using flashcards (See Annex 2.1) with which the students were interviewed to identify if they knew or identified the place that was presented with the illustration to question was launched in general, so that all students raised their hands and participated, For the

development of this session, after presenting the vocabulary necessary for the students to be competently communicative to be able to give instructions to reach a place, the students were asked to perform a role play in which it was simulated that a student would be a foreign person and another student would be the local person who would give directions to reach the location of the destination.

For this activity to be developed, the students were told that the rows and benches of their classmates would take the role of blocks and streets, the teacher in training made the distribution of the flashcard to a student who would simulate that it was the place, after presenting the indications, a small sample exercise was performed with which the students were expected to understand how the activity would be performed.

During the development of this activity, it was noticed that the students who had a lower level of English proficiency than their classmates were reserved and showed some shyness when they participated or even some of them were afraid, but thanks to the atmosphere of trust that was generated during previous periods, all students were able to participate with the dynamics of class. (By teaching Practice journal)

Derived from the development of this activity it was very noticeable that the students with a more advanced level of English fulfilled their role as monitors very well, since when their classmates had a doubt or made a mistake, they let their classmates know about their mistakes as can be seen in the following example taken from the practice journal. (Take from Teaching Practice journal)

Student 1: I'm sorry! I'm lost in the city can you help me?

Student 2: Sure! How can I help you?

Student 1: could tell me you how get can I to Uluru Ayers Rock?

Student 2: yes, but remember your question is wrong remember is could/can you tell me how can I get to Uluru Ayers Rock?

Note: Conversation of the topic describing a town of the 3rd F students taken from the practice journal (By Teaching Practice journal)

4.4 Third cycle

For this intervention period we continued implementing strategies to promote teamwork, this time we implemented the assignment of roles, for this we asked the students with good averages to come to the front, they would have the role of the group leader, after that we asked the students to form their teams with the teammates they wanted after the students selected their 5 members we asked them to select an experiment that called their attention specifying that they could not bring flammable things or that they would be dangerous experiments.

It was decided to allow the students to select their experiments since, as Rodriguez (2009) mentions, making presentations in English is an effective way to encourage oral production, through this presentation students can discuss topics that are of interest to all, in addition, students were expected to follow the steps for an experiment as a competency of the current curriculum. (See Annex 4)

After forming the teams of 5 members, it was mentioned to the students that for this task they should conduct an investigation and prepare themselves so that they could organize themselves and present an experiment to all their classmates, so that during this class there would not be too much disorder, the team leaders were asked to designate roles to their teammates with which they would monitor the time that had been designated for them to conduct this investigation during the class, Similarly, another of the roles that were assigned to the students was to control the group because they made a lot of noise, so if the students observed or noticed that their classmates made a lot of noise, they had the responsibility to call their attention so that they would not make too much noise, during the development of this class, the team leaders were asked to designate roles to their

teammates with which they would be monitoring the time that had been designated for them to perform this research during the class.

However, it is crucial to mention that despite the assignment of roles in some teams, it could be observed that the students who were designated to control their peers did not manage to perform the task, therefore the teacher's intervention was necessary.

It is essential to mention that during the development of this activity, the teacher's job was to monitor the students and likewise the teacher made great emphasis so that the students always considered the way in which they would be evaluated.

Each one of the students actively participated during the selection and designation of the task they would perform now they would produce their experiment in front of the group.

It is indispensable to clarify that the students with a good average were selected to be the group leaders and to form their teams to avoid any inconvenience related to lack of work or lack of organization since most of the students with good performance are characterized by the fact that they manage to include all their classmates.

The development of this activity, this activity was considered because this activity allows students to create collaborative activities according to the project Language Learning for European Citizenship (2021), in this project we can identify that collaborative activities are undoubtedly an effective way to promote teamwork and oral production since students work in small groups to create their project which would be to create a mini experiment and present it to their peers. (Annex 5)

4.5 Results for each cycle

Cycle 1

During this first cycle the problem was identified, after the identification of the problem a plan was made to improve English, for this stage we had the design of a diagnosis and an instrument to eat the tastes and interest of the students, with these instruments important information was recovered to know the students, the action consisted in the application of this instrument, during the application of the diagnostic test, specifically in the speaking section, It was observed that some students were afraid, especially when they participated individually. When this instrument was applied, it was observed that the students who had a regular level of command of the language were able to support their classmates, a very clear example of this is when the students were asked what their surname was and they did not understand the question, the student with a regular level supported his classmate so that he could answer the question.

The reflection that was achieved thanks to this first cycle was to identify that working in pairs provides students with a suitable space in which they feel more confident to participate and not be afraid of making mistakes.

Cycle 2

During these days of intervention through observation and through the recording of the practice diary that is done during each of the interventions with the 3rd grade group "F", it was possible to observe what has been previously mentioned, the group in general is characterized by having an excellent working environment, but in spite of this the students when they are asked to participate are often afraid to express themselves in English, this happens because the students sometimes are afraid of being judged by their pronunciation or lack of knowledge about the language.

Likewise, when students are asked to do teamwork, sometimes they do not find it appropriate to work with other classmates who are not their friends, and in some cases, students prefer individual work because they do not feel comfortable or do not like teamwork.

Derived from the observation of this group we can discern that most of the students are very proactive and most of the time they need to perform a task since this group usually has another great characteristic which is that they finish the activities in a very fast way if the subject is of their domain.

For this research cycle it is important to take into account the classroom climate, specifically the positive behaviors which are beneficial to promote an appropriate climate for the development of the sessions, it is considered of utmost importance the above mentioned because if the teacher was able to promote a climate or learning environment quality and full of confidence in their classroom, could encourage oral production as students would not be afraid of error, to be judged.

During this second cycle, the problem was detected and the search for appropriate strategies to implement teamwork was carried out, and as a result, oral production in the classroom would be promoted.

It is essential to mention that during this second cycle, activities were carried out with which the students interacted with each other, but the work was mostly individual and after the students managed to obtain their own knowledge they were asked to perform small exercises in order to encourage and increase oral production during the classes, this was done with the sole purpose of knowing and identifying the students who felt more comfortable to work as a team or individually and thus to know a little more about the performance of the students during the sessions.

Cycle 3

Therefore, derived from the results obtained in second cycle, the search for other strategies to promote oral production was carried out and the strategy to improve the classroom climate of the students was continued, since this strategy did work as expected since at the time it was implemented almost most of the students who used to participate less, drastically increased their participation during the classes.

As for oral production, several common English sayings and tongue twisters were implemented with the sole purpose of involving and awakening the students' interest infrequently, since when they heard that they pronounced the words correctly they did not feel frustration, but rather it was appreciated that the students showed interest.

But the disadvantage of this strategy is that sometimes students find them infrequently more difficult and if used too often they can result in tedious and boring activities for all students. Similarly, for this cycle we implemented the designation of roles and worked much more with activities with which students could work in pairs or in small teams with which we were able to observe that the students could perform more of their oral production, This was the purpose of these activities, but as these activities were implemented, we were able to identify that in some cases teamwork is beneficial, but not in all cases, since sometimes creating teams is not an easy task. Thanks to the intervention of cycle 1, we obtained the experience that some of the students, when working in teams, do not always perform the activities because they trust that their classmates will end up doing the work.

Chapter 5 Conclusions

5. Conclusions

Teamwork and oral production are fundamental aspects in various areas of life, both at work and in education. In the context of a research these two skills take on special relevance, as they can directly influence the success and quality of the research work. Throughout this action research, the importance of teamwork and oral production has been explored in detail, and effective strategies for improvement in these aspects have been presented.

First, it has been shown that teamwork is essential to achieve successful results in any research project. Collaboration among different team members, each contributing their experience and expertise, allows to address challenges more effectively and generate innovative solutions. In addition, the diversity of perspectives enriches the research process by encouraging debate, creativity, and critical analysis. However, for teamwork to be successful, it is crucial to set clear goals, foster open and respectful communication, assign appropriate roles and responsibilities, and provide constructive feedback. These strategies optimize team dynamics and ensure that all members work in a coordinated manner toward a common goal.

Second, the importance of oral production in the context of an action research has been highlighted. The ability to effectively communicate the findings, conclusions and research methodology is essential for the work to have an impact and be understandable to the audience and production.

A clear, organized, and persuasive oral presentation not only conveys information appropriately but also generates confidence and credibility in the researcher. To achieve a successful oral production, it is necessary to make an adequate preparation, practice and become familiar with the content, use clear and concise language, maintain eye contact, and use appropriate body language. In addition, it is essential to show a receptive attitude towards questions and comments from

the audience, demonstrating active listening and an ability to respond clearly and accurately.

The results obtained from this research were the best design in the evaluation instruments, specifically in the design of the checklists, since comparing the instruments of the current intervention with the instruments that were designed in previous semesters, a great change can be observed in the design of the checklist, a clearer precision can be observed in the criteria to be evaluated.

Another achievement that was obtained through this research was the development of the competences of the trainee teacher, as it was possible to provide an environment conducive to learning in the classroom, since the teacher during all his interventions tried to foster a climate of respect and trust among his colleagues.

The positive effect of this competence for teaching practice was to observe that the students and the teacher achieved a closeness that allowed the students to be motivated, despite some of the limitations that arose during the development of each session.

Some of the suggestions that are given for future research similar to this research are to always consider the academic needs of the students so that later authentic materials can be designed and adjusted to the needs of the students, another suggestion that is proposed is to consider how the instructions are given for the development of the work, During the development of this research it was observed that for some activities the instructions were not very clear, therefore sometimes the students were lost of the main objective, a solution for this problem is the use of the checklists since with this resource the students have that visual support with which all could understand what was expected for the project.

As for the main objective of this research work, it can be concluded that the team and oral production is undoubtedly a great tool that maximizes time and above all

allows students to learn in a collaborative way and also learn from their mistakes as can be seen in (Annex 8).

In this audio you can clearly hear and appreciate how they give feedback to each other. This was what was encouraged during the classes, since for this strategy to work it is important that in the teams there is always a student who has a good command of the language so that this student can support his or her student in giving feedback.

In conclusion, teamwork and oral production are interdependent and fundamental skills in the development of a successful action research. Teamwork allows you to leverage individual strengths, generate synergies and address challenges effectively, while effective oral production allows you to communicate clearly and persuasively the results and findings of your research. Both skills require practice and the implementation of appropriate strategies, such as setting clear goals, open communication, assigning roles and responsibilities, practice, and adequate preparation, among others. By developing these skills and applying these strategies, researchers will be able to optimize their performance in teamwork and oral production, and thus maximize the impact and quality of their theses.

For this action-research we can conclude some lines of research that can be drawn from the conclusions mentioned above in this annex, to analyse which strategies can be applied to students who tend to be negative agents for teamwork. What strategies should be applied to students who do not like teamwork?

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Annexes

Annex 1 Diagnostic Test

LISTENING: BOOKING   5 PTS

Instructions: Listen carefully and answer the question on the answer sheet.

1. When is the table booked for?
a) Tonight
b) Tomorrow morning
c) Tomorrow night
2. When the woman says 'about eight, eight thirty', what does she mean?
a) At eight o'clock
b) At half past eight
c) Between eight o'clock and half past eight

3. What time is the first booking?
a) 7:30   b) 8:30   c) 9:00
4. How do you spell the person's name?
a) Jamei   b) Jamie   c) Janie
5. Where will table be now?
a) By the door
b) Close to the Kitchen
c) In the corner

READING: 5 PTS

Instructions: Read the following e-mail and answer the questions on the answer sheet.

22nd January 2022

Dear Logan.
How are you? I am well because today is my birthday. My birthday party was going to be in my sister's house, but she is sick, so, it moved to my house. The party will be on Friday 24th at 6:15 p.m. Remember to bring your best smile! See you soon! I'll be waiting for your answer.

1. ¿When is Devon's birthday?
a) Friday, January 24th
b) Wednesday, January 22nd
c) Thursday January 23rd
2. How does Devon feels about his birthday?
a) fine
b) sad
c) surprised
3. Devon mentioned some features of his party, what are those?
a) boardgames. videogames and music

3. Devon mentioned some features of his party, what are those?
a) boardgames, videogames and music
b) fun, videogames and guitars
c) videogames and surprises
4. Where is the party going to be?
a) at Logan's house
b) at Devon's sister house
c) at Devon's house.
5. What does "bring your best smile" mean?
a) to assist to the party in a happy mood

USE OF ENGLISH   15 PTS

Instructions: Complete the sentences with the correct word. Answer on the answer sheet.

1. I ____ a student.
a) are   b) is   c) am
2. Danna Paola ____ an English teacher.
a. am   b. are not   c. is not
3. ____ Drake and Josh brothers?
a) Are   b) Is   c) Am
4. Lucas ____ ballet every Monday.
a) dance   b) dances   c) go
5. My sister ____ his favorite TV program every evening.
a) watches   b) watch   c) watching
6. ___they ___ right now?
a) Are / playing   b) Is / play   c) Are / play
7. I dislike ___.
a) dances   b) dancing   c) dance
8. _____ Bruce _____ computer games?
a) Does / likes   b) Do / like
c) Does / like
9. ___ a new girl in my class.
a) There is   b) It's   c) There are

10. My brother ____doing his homework.
a) doesnt' likes   b) don't like
c) doesn't like
11. Giza Pyramids are ___ than the Eiffel Tower.
a) more old   b) older   c) more older
12. Carlos and Brenda ____ to get married this weekend.
a) is going   b) are going   c) will be
13. In the future I _____ a doctor.
a) would be
b) would like be
c) would like to be
14. What time is it?   6:30
a) three past six   b) six o'clock
c) half past six
15. ___ he ever _____ that videogame?
a) Have / been   b) Has / played
c) Have / played

WRITING: 10 PTS

1. Fill in the blanks with words from the box. You don't need all the words.

a) twelve   b) go   c) teacher
d) homework   e) early   f) sometimes

My name is Sam Roberts. I'm (1) _____ years old and I am from London, England. I get up (2) _____, at 07:00, because my classes start at 08:00. I (3) _____ to school by bus. My mother is a doctor and she works at the local hospital. My father is
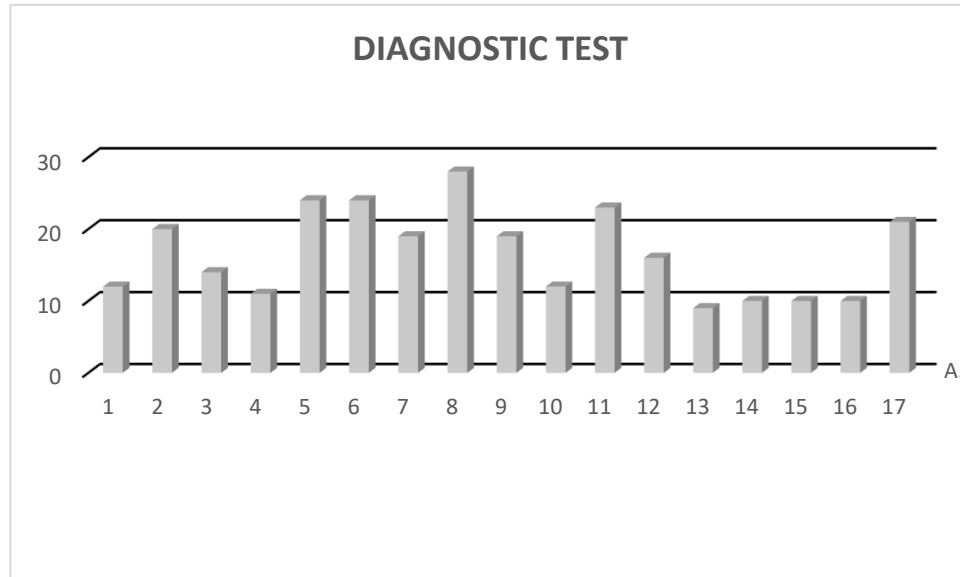
2. Instructions. Write as much as you can about you.

You can talk about your *family*, your *favorite music, a day in your life*, your *best friend, your hobbies*, etc.

WRITE IN THE ANSWER SHEET
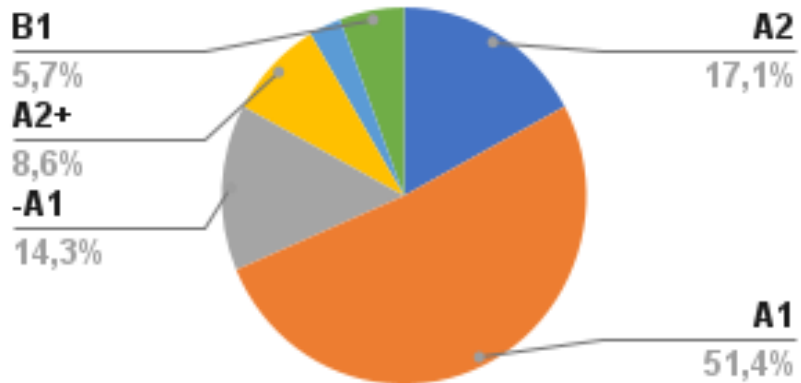
Note: English Diagnostic Test

Annex 1 Diagnostic Test

DIAGNOSTIC TEST

Note: Group Result Diagnostic Test

Annex 1

Recuento de WRITING SPACE

- B1 5,7%
- A2 17,1%
- A2+ 8,6%
- -A1 14,3%
- A1 51,4%

Note: Group Result Diagnostic Test

Annex 1

Recuento de SPEAKING

B1
5,1%

A2
23,1%

-A1
5,1%

A1
66,7%
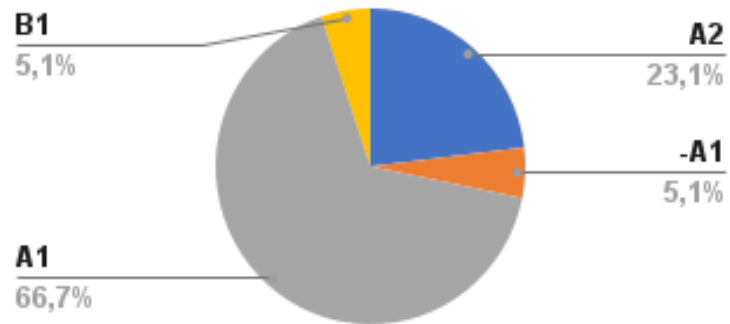
Note: Group Result Diagnostic Test

Annex 1

Recuento de USE OF ENGLISH

-A1
14,3%

A2
17,1%

A1
68,6%
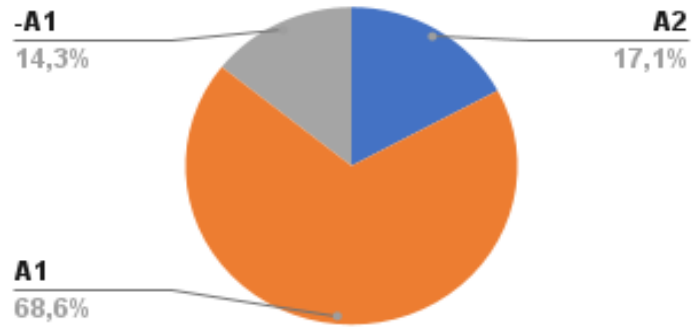
Note: Group Result Diagnostic Test

Annex 1

Recuento de LISTENING

-A1
25,7%

A2
14,3%

A1
60,0%
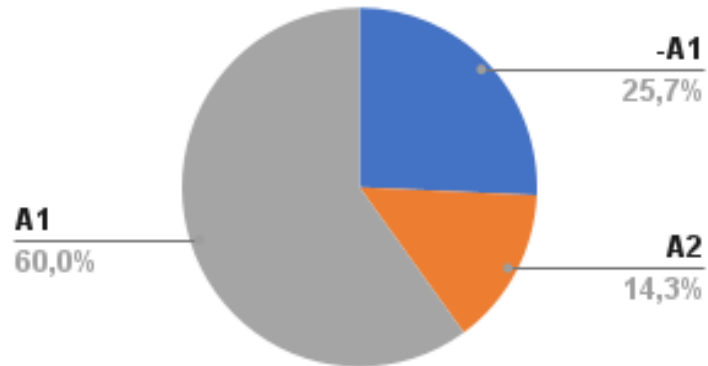
Note: Group Result Diagnostic Test

Annex 1

Recuento de READING

-A1
11,4%

A2
34,3%

A1
54,3%
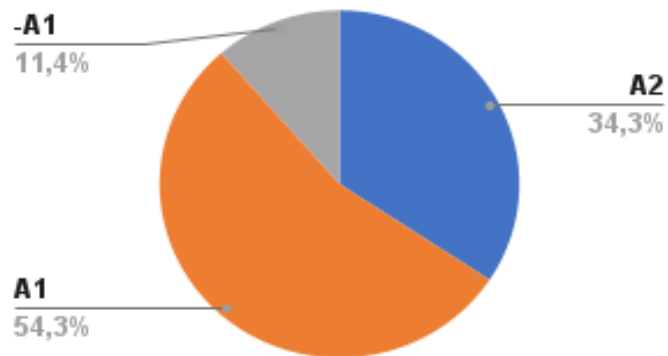
Note: Group Result Diagnostic Test

Annex 1

¿Con cuál de los siguientes enunciados me identifico más?

65 responses
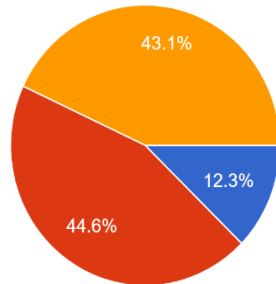
- Aprendo más cuando trabajo en equipo.
- Aprendo mejor cuando trabajo de forma individual.
- Prefiero trabajar en equipo, por que considero que puedo participar con más confianza.

43.1%

12.3%

44.6%

Considero que el trabajo en equipo me ayuda en mi proceso educativo.

65 responses

- SI
- No

16.9%

83.1%
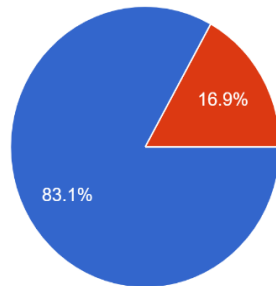
Me gusta trabajar en equipos.

65 responses

- si
- no

35.4%

64.6%
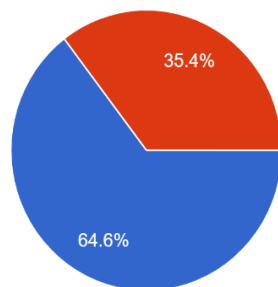
En una escala del 1 al 5 que tanto te gusta trabajar en equipo ten en cuenta que 5 es el máximo y 1 es el mínimo.

65 responses
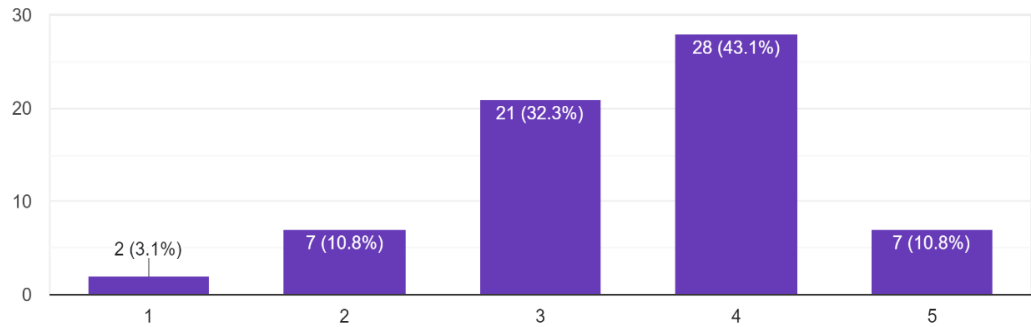
¿Cómo consideras tu desempeño cuando trabajas en equipo?

65 responses

- Excelente
- Bueno
- Regular
- Malo
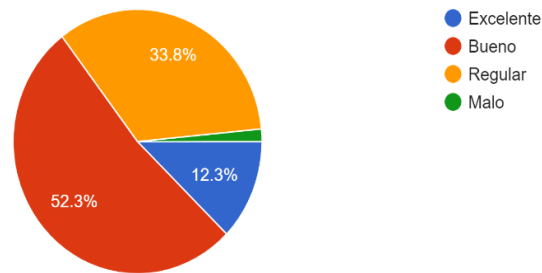
Selecciona una o más de las siguientes opciones con las que te identifiques:

65 responses
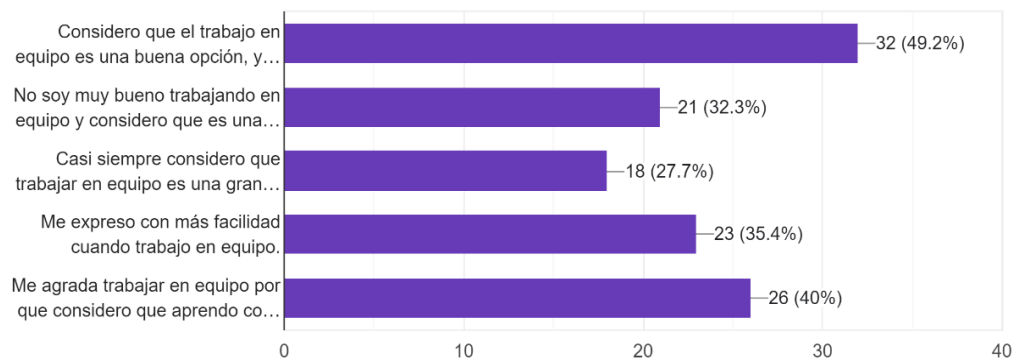
Note: Student Survey

Annex 2

ESCUELA NORMAL No. 1 DE TOLUCA
LICENCIATURA EN ENSEÑANZA Y APRENDIZAJE DEL INGLÉS EN EDUCACIÓN SECUNDARIA
APRENDIZAJE EN EL SERVICIO

WEEKLY LESSON PLAN

School's Name:	Escuela Secundaria Oficial No.0003 "Lic. Benito Juárez"		C.C.T:	15EES0029W
Titular Teacher:	Mtra. Raquel Marín Soto			
Trainee Teacher:	Francisco Miguel Bahena González.			
Grade and Group:	3ª A ,3ª B,3ª F	No. students:	48	
Program (Syllabus):	Aprendizajes Clave para la Educación Integral. Lengua Extranjera. Inglés. Educación Básica. Plan y programas de estudio, orientaciones didácticas y sugerencias de evaluación.			
General Purpose	Que los estudiantes desarrollen habilidades, conocimientos, actitudes y estrategias de aprendizaje para participar e interactuar en prácticas sociales del lenguaje, orales y escritas, propias de diferentes contextos comunicativos y culturales rutinarios, habituales y conocidos, con hablantes nativos y no nativos del inglés			
Specific purposes for the cycle	Que los estudiantes mantengan interacciones y adapten su actuación mediante diversos textos orales y escritos en una variedad de situaciones de comunicación.			
Social learning environment	FAMILY AND COMMUNITY			
Communicative activity	Intercambios asociados al entorno			
Social practice of the language	Intercambia información para desplazarse en una localidad.			
Expected achievements	• Explora indicaciones. • Comprende indicaciones para trasladarse de un lugar a otro. • Describe el entorno inmediato como punto de referencia para desplazarse. • Ofrece indicaciones para desplazarse. • Escribe indicaciones para llegar de un lugar a otro.			
Language learning products	Role Play.			

English level of Students	PRE A1	A1 (acceso)	A2 (plataforma)	B1 (umbral)
How many students?	20 students have this level	23 students have this level	5 students have this level	0 students have this level
What can they do according to the CEFR?	Reconoce y utiliza algunas expresiones cotidianas de uso muy común en intercambios básicos, personales y habituales para satisfacer necesidades inmediatas. Sus reacciones demuestran comprensión de algunas situaciones comunicativas. Se presenta a sí mismo y a personas conocidas, pide y da información personal básica muy específica (domicilio, pertenencias). Comprende y responde a expresiones y preguntas muy básicas relacionadas con expectativas, deseos e información sobre algunos temas concretos y conocidos. Se comunica de forma elemental siempre que su interlocutor hable muy despacio y con claridad. Establece algunas relaciones concretas con la lengua y la cultura mediante juegos y algunas actividades lúdicas y literarias.	Reconoce y utiliza algunas expresiones cotidianas de uso muy común en intercambios básicos, personales y habituales para satisfacer necesidades inmediatas. Sus reacciones demuestran comprensión de algunas situaciones comunicativas. Se presenta a sí mismo y a personas conocidas, pide y da información personal básica muy específica (domicilio, pertenencias). Comprende y responde a expresiones y preguntas muy básicas relacionadas con expectativas, deseos e información sobre algunos temas concretos y conocidos.Se comunica de forma elemental siempre que su interlocutor hable muy despacio y con claridad. Establece algunas relaciones concretas con la lengua y la cultura mediante juegos y algunas actividades lúdicas y literarias.	Reconoce el sentido general y algunas ideas principales de diversos textos orales y escritos de contextos cercanos, conocidos y relevantes (información básica sobre sí mismo y su familia, su escuela, compras, lugares de interés, ocupaciones, etc.). Interviene en algunas transacciones utilizando estrategias verbales y no verbales en intercambios muy sencillos y directos de información sobre cuestiones que le son conocidas, habituales y de interés personal. Interpreta y describe información. Describe en términos sencillos algunos aspectos de su entorno, así como cuestiones relacionadas con sus necesidades personales. Se relaciona con la lengua y la cultura mediante juegos y varias actividades lúdicas y literarias.	Identifica y comprende el sentido general y las ideas principales de diversos textos orales y escritos sencillos, breves, claros y en lengua estándar cuando tratan sobre cuestiones conocidas (estudio, trabajo, tiempo libre, etc.). Sabe actuar de forma muy básica en algunas de las situaciones que suceden en la comunidad y en las que pueden surgir durante un viaje por zonas donde se utiliza la lengua. Interpreta, describe y comparte información. Describe y justifica de manera muy básica y breve algunas experiencias, acontecimientos, deseos y aspiraciones, así como comprende y expresa algunas advertencias. Comprende algunos aspectos culturales mediante actividades lúdicas y literarias.

Prior knowledge of students, students interests and informal learning: (Principios pedagógicos 1, 2, 4, 10, 13)

This group has a level A2 of language proficiency and there are few students who have a level A1. This group is interested in interactive activities associated with their interests

Note: Lesson plan of the social practice exchanges information to move in their locality

Note: Lesson plan of the social practice discuss cultural habits of different countries

Annex 2.1

Note: tourist places flashcards

Annex 3

Note: Final project, decorated door related to Thanksgiving

Annex 4

| Rubric EXPERIMENT 3RD grade. SECONDARY SCHOOL NUMBER 003. Benito Juárez. PROJECT RUBRIC   Team Number: | Strongly Agree 3 / Agree 2 / Neutral 1 / Disagree 0 |

Grade: _____ Group: _____ Chief's name: _____

Student's name. Roll number	Student 1 R.n___		Student 2 R.n___		Student 3 R.n___		Student 4 R.n___		Student 5 R.n___	
	Self evaluation	Chief's evaluation	Self evaluation	Chief's evaluation	Self evaluation	Chief's evaluation	Self evaluation	Chief's evaluation	Self evaluation	Chief's evaluation
Participate in the team giving ideas.										
Bring all the materials required for the project.										
The poster contains all the instructions required and their illustrations.										
All the instructions contain sequencers (first, then, after that, etc).										
Presentation is on time.										
Subtotal										
Total										

Note: rubric to evaluate the project of the experiment.

Annex 5

Note: Teamwork for the selection of an experiment

Annex 6

Nota: evidencia de práctica docente

Annex 7

Note: Teacher practice journal.

Annex 8

Note: Audio evidence

Annex 7

Note: Video evidence

CRONOGRAMA

Schedule for the Degree Document																		
Activity	**2022**									**2023**								
Applying diagnostic instruments. Is carried out in which we will show the level of English that the students must know their strengths and weaknesses, as well as the tastes and interests of the students for the design of activities. This will be applied on the first observation day.					▩													
Theoretical Background. The problem being addressed will be investigated in other sources (books, articles, magazines, etc.) in order to document it.					▩													
Methodological Background. The type of methodology that will be used and what instruments will be used.					▩	▩												
Design of data recollection instruments. In this section, a questionnaire will be designed in which to help us						▩	▩											
Design of the modeling activity that will be carried out with the students: the design with which we will work with the students will be made.						▩	▩											
1st. Degree document presentation forum. It is the presentation of advances that we have made in the investigation.										▨								
Planning of 1st Action Research Plan (ARP) Cycle. The planning of the first cycle of the investigation will be designed.							▩	▩										
Application of 1st Application of 1st ARP Cycle ARP Cycle. When we are going to apply our first planning phase with the students.								▩	▩									
2nd. Degree document presentation forum. The second advance of the investigation will be presented.									▩	▩								
Planning of 2nd Action Research Plan (ARP) Cycle. The design of the second cycle planning is carried out.									▩	▩								
Application of 2nd ARP Cycle. The second phase of the cycle is performed.										▩	▩							
3rd. Degree document presentation forum. The last advance of the document is presented.													▨					
Delivery of the final version (final draft) of the degree document to the degree commission. The completed investigation work is delivered.													▩	▩				
Correction of observations ruled by the degree commission. The commission makes the observations of the research document.														▩	▩			
Delivery of the final version of the degree document already corrected to the degree commission. The document is delivered already corrected.															▩	▩		
Qualification exam. The work is presented to the commission for the researcher to examine.																		▨