



ESCUELA NORMAL No. 1 DE TOLUCA



INFORME DE PRACTICAS PROFESIONALES **Personalized Learning in 50-50 EFL Classrooms**

QUE PARA OBTENER EL TITULO DE
LICENCIADO EN ENSEÑANZA Y APRENDIZAJE DEL INGLES
EN EDUCACION SECUNDARIA

PRESENTA
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Dedicated to my mother, Ms. Zully Alonso Díaz

Index

Introduction	5
.....	7
Justification	8
The problematic.....	8
Hypothesis.....	15
General objective.....	15
Specific objectives	15
Action Plan	18
Study group: Second Grade Group A.....	18
Levels of English	18
Interests.....	19
Interaction patterns and learning strategies.....	20
Personalized learning method	21
Class Royale Gamification System.....	23
Additional methodologies.....	25
Competences to improve in the teacher in training.....	27
Personalized Learning in 50-50 EFL Classrooms	30
First application of the method.....	30
Personalized lesson plan.....	30
Personalized lesson plan outcomes	38
Backwards.....	38
During.....	40

After.....	41
Reflection and conclusion of the personalized lesson plan	42
Design of personalized resources and materials.....	45
Applying the personalized resources and materials	46
Conclusion of the first intervention.....	50
Personalized Learning in 50-50 EFL Classrooms. Part II	52
Second application of the method	52
Personalized lesson plan (2)	52
Design of personalized resources and materials (2)	53
Applying the personalized resources and materials (2)	55
Personalized comprehension evidence	57
Conclusion of the second intervention.....	64
Reflection and conclusion of the proposal	65
Evolution of the students.	65
Evolution of the teaching practice.....	68
Conclusions	73
Bonus	76
Suggestions for the Teacher to personalize learning in 50-50 classrooms.	76
Annexes	79
Figures Index.....	80
Annexes Index.....	81
.....	82
Bibliography	97

Introduction

In the Educación Normal there are three-degree modalities to obtain the degree of Licenciado en Enseñanza y Aprendizaje del Inglés (Bachelor in English Teaching and Learning), which are research thesis, portfolio of evidence and practice report. The latter is the one below.

The following paper addresses the proposed application of a personalized learning method in classrooms of 50 students in 50 minutes. The reason for this is derived from the problem observed during the teaching practice, which is the standardization of learning on the language needs.

In order to carry out this proposal, an action plan is proposed, which details how it is planned to intervene during the teaching practice through this method and what elements are necessary for its application, such as related methodologies, forms of evaluation, data collection techniques, and moments of execution. The aforementioned will serve as the support for the proposal.

The professional competencies that will be reinforced through the application of the proposal in the teaching practice are listed, being detailed by competency and unit of competency. As well as the hypothesis to be tested, and the general and specific objectives that will guide the realization of the proposal. Then, it will be followed by the action plan in function and the resources and strategies that will serve as the core of the proposal to apply a personalized learning method. In addition, a reflection will be presented for each moment of intervention, together with the results that these strategies yielded when applied.

It also includes a chronogram of activities and times for the implementation of the proposal, with established dates of what is intended to be done per month, during the time the proposal is in force for the writing of the Practice Report.

Finally, it also has a section of conclusions that show the results of applying a personalized method and the answer to the issues raised at the beginning.

Additionally, there are also the resources and materials that were implemented during the intervention as an annex. These resources will be mentioned throughout the document, and the reader can access them in the final section of it.

JUSTIFICATION

Justification

The problematic

One of the most consistent issues observed and experienced in the Mexican classrooms, through the teaching practice across fifth, sixth and seventh semesters, was the standardization of the learning process, which, according to Latta (2020) assumes that if every individual is exposed to the same sets of instructional conditions, didactic sequence, activities and teaching method (as well as assuming that every teacher teaches the exact same way), the outcomes will be that all students learn at the same time and with the same level of knowledge.

This concept was reflected in the teaching practice by applying the same lesson plan and resources with the same level of English, and the same didactic sequence in each group where the interventions took place.

Consequently, this affects the language needs of each student, since in this standardized lesson plan there is no room for students to personalize their learning. Since, by considering all students at the same level of English, the learning process is distorted for those students with a Pre-A1 level, as well as for those with a B1 level, since their performance is restricted when trying to understand complex structures, or to remain at a standstill without advancing to higher levels of complexity, in the case of advanced levels.

This act represented a conflict for the trainee teacher at the moment of developing the class, since the sequence did not apply to all the groups and reinforces the standardization of the learning process, and it could be observed that many students did not understand the instruction in English, simply because their level of English did not allow them to understand the teacher's register at the moment of speak. In the same way, at the moment of apply the different resources

and materials could be noticed that they did not work with all students for the same reason.

Now, based on Tomlinson (2001), in a differentiated classroom, the teacher must assume that there are different students and therefore they must have different needs, in this case, language needs.

Thus, this should be reflected in how the teacher plans for a differentiated classroom as opposed to planning with a single method for all students.

This is where the concept of language needs becomes important for this research, which on the basis of Perera (S/A), is defined as the linguistic resources that students need to deal in a timely manner with the communication situations in which they will be involved in the short and medium term, a period of time that could be substituted with the participation of students according to their immediate context. And that in this case, they are the focus of the research and what personalized learning plans to address in 50-50 classrooms, and therefore, this is the concept that will be adopted to refer to language needs in this report.

Another important aspect to mention is the role that the teacher plays in standardization, since it leads to teacher-based learning, that based on Al Zu'be (2013) it contradicts the first pedagogical principle of the current curriculum by placing the teacher at the center of learning, which reinforces the problem addressed in this document.

It is worth mentioning that the personal practices of the trainee teacher took elements of this methodology to base his past practices, which precedes the problem raised about the standardization of the classes. In general, the teacher in training tended to develop the same lesson plan for all the groups attended, considering the group's level of English, and ignoring the diversity of English levels present in the group and consequently the language needs of each student.

In this sense, this report and the accompanying action plan propose the role of the teacher as a facilitator in the differentiated classroom, on the basis of Tomlinson (2001), and the implications of this role in personalized learning will be explained through teaching practice. Since, in accordance with the author, this type of teacher is able to detect and interpret the students' hints regarding their interests and learning preferences, in this case, detected through a diagnostic and appreciated in order to apply them within the method.

Tomlinson also mentions that this role is also responsible for developing a diversity of formats in which students can collect input and ideas, which will also be reflected in the method to be applied. Finally, it is mentioned that this role also provides a diverse range of opportunities through which students can communicate and broaden their knowledge and learnings. This is an essential aspect that will be taken into account for the personalized evaluation included in the method.

That is why, this research is focused on Personalized Learning, that agree with Patrick (2013) is an approach in which the teaching method to develop the class and guide students, the results that the lesson will have, the content that is going to be worked, the activities that students are involved, the rhythm of the class and pace, as well as the tools to implement in the lesson, and different supports to provide to students, are customized for each individual learners' needs, interests and context.

Also, this approach is defined by Basham (2015) as a tailoring learning for each student's strengths (such as talents, skills, and opportunities), needs and personal and academic interests, to support all learners in the group to achieve the highest standards possible.

However, this document intends to explain how it can be adapted to large classrooms and focused on language needs, since the first pedagogical principle in the current syllabus Aprendizajes Clave, SEP (2017), is to put the student in

the learning center, what means that (supported by the above), the learning process must be designed to address each of the previously mentioned characteristics, and this, in turn, must be reflected in the planning of the didactic sequence, taking into account the group profile of each classroom and each individual element that constitutes it, and not making generalizations or standardizations regarding the competencies and achievements that students should attain.

In this way, concepts such as the factory model education, on the basis of Go Guardian (2020), which are linked to the counterpart of personalized learning, that is standardization, and that ignore the different forms and strategies of learning, as well as to the language needs of each student.

Findings on this subject during past intervention journeys and recent observations reflect that personalized learning is a non-observable issue during the practice journeys, as a derived consequence of same design in the lesson plan with the same level of English, among other factors as the quantity of students in each classroom and the lack of time to reach at every learner in a supportive way to meet their language needs.

As a result, the personal interest on that matter increased, and this document attempts to propose a concept that best describes the context in which the intervention is being developed, in this case, the concept of large classrooms is echoed, which according to Ur (1996) are rooms around 40-45 students and based on the fact and context of the scenario of study, are the 50-50 classrooms, rooms with approximately 50 students and 50 minutes of class, in a 49m² room, without technological equipment, screen or video projector, and without electricity connections, where the only resource is a whiteboard, desk-chairs for students and a desk for the teacher.

In this regard, it is planned to explain why it is essential to apply this proposal in large classrooms and to propose an appropriate and suitable method

of personalized learning through the proposed action plan, to attend all the English levels in the classroom and to avoid the standardization of the learning process focused on the students' language needs.

It is planned that the following will be executed through the design of a personalized lesson plan (see annex 9-10), which in accordance with Solberg (2014) is a customized learning plan developed by the teacher, which establishes specific objectives based on the group's personal interests, academic strengths, talents, interaction patterns, adapted from the British Council (2011), and their professional and academic goals.

The above will be reinforced by taking into account the voice of students which based on Ipurangi (2020) are thoughts, feelings, visions, and actions of students, and their suggestions for the design of the session, with the purpose of changing the teaching practice from a standardized and one-size-fits-all class to a personalized class tailored to the group focused on addressing their language needs.

Considering, of course, the current syllabus, which will offer the social practices of language to base the lesson plans and the expected learning to guide teaching and ensure that students achieve them.

Consequently, the research will serve to promote a proposal for a personalized learning method that will change the standardized practices of the trainee teacher and innovate within the purposes of this document in terms of teaching practice.

Its transcendence lies in the application of personalized learning in a context where it has not been applied before (because the idea of applying it in 50-50 classrooms has simply been ignored and has remained only in the teaching discourse), and the results that this action will have on student learning. This will help other Mexican teachers and teachers in training to learn how teaching

practice is transformed, departing from traditional standardized teaching by applying this method. Therefore, this is the conceptual gap and innovation that this report will fill, in addition to the gamification system it offers.

Therefore, the application of personalized learning in 50-50 classrooms is taken as a fundamental point, where it is desirable that the academic needs of the students are met during the session, taking into account their work suggestions, and where the optional corresponds to the design of a planning format that takes into account the above mentioned and that serves to organize the session.

It is expected that some of the benefits of the application of personalized learning within 50-50 classrooms will include the creation of a supportive learning environment for students, which in accordance with Ipurangi (2020) will allow each student to be taken into account, valued in the learning process, and in this way, make the classroom serve as a space for inclusion and empowerment of learners, attending to their language needs in order to include them in active participation during the session.

It is planned that another of the benefits is to comply with the pedagogical principles proposed by the current curriculum, which in this case and as mentioned above, have not been given the importance they possess, or have simply been ignored by the teachers and institutional system of each school. This, as already mentioned, represents a problem that has been observed in different contexts, and the tendency to disappear is far from what is desirable for this area.

And finally, it is thought that through the application of the attached action plan, and some elements of the different methodologies that are intended to be used, such as gamification, student-centered learning, collaborative learning, and the community language learning method, the teaching-learning process will contain the necessary elements to be also attractive to the student and that in this way there will be personalized learning focused on their language needs. Each of

these methodologies has student-centered learning in common, i.e., they go hand in hand with the personalized learning method that this proposal seeks to address.

It is worth mentioning that most of the recent bibliography has been considered for this document, in order to ensure that the research is based on and enriched with new and innovative contributions, and to adjust to the current syllabus, the curricular proposal and pedagogical principles, as well as the pedagogical and action approach focused on social practices of the language it offers, that according to Secretaría de Educación Pública (2011), they are patterns or ways of interacting that, in addition to the production or performance of oral and written texts, encompass a series of activities associated with these.

The above become important when planning the sessions, since not being in an environment where English is used as a second language, but rather as a foreign language, the teacher has the task of creating social learning environments where the use of English is paramount and to be able to perform exchanges with it through social language practices.

It is necessary to mention that, although the method has been disseminated in the educational field, and several authors consider it as one of the most influential in student-centered learning, as well as its importance within the current curriculum, little has been said about the implementation of personalized learning in large classrooms. This issue in question is a focus of attention, since no current studies have been found related to this problem and even more, how to solve it according to current learner needs, based on Perera (S/A).

In conclusion, the reason for working with personalized learning is to propose a personalized learning method to work in 50-50 classrooms, which contains elements of different methodologies and knows how to take advantage of them to meet the students' language needs.

Hypothesis

By applying a personalized learning method in 50-50 classrooms, the first pedagogical principle will be accomplished by putting the students at the center of learning to attend to their language and contextual needs.

General objective

To apply the personalized learning method to attend the language and contextual needs of the students in 50-50 EFL classrooms.

Specific objectives

To apply a diagnosis of English level adjusted to the Common European Framework of Reference to know the language needs of the students.

To diagnose the study group to discover their learning strategies, interaction patterns and interests.

To design a personalized lesson plan which takes into account the characteristics of the study group to avoid standardization.

To design didactic resources for the study group which contains enough elements to attend the students' language needs.

To base the evidence of learning according to the suggestions of the students and the descriptors of the Common European Framework of Reference.

To implement the role of the teacher facilitator and its characteristics in a differentiated classroom as the basis of the method.

To apply methodologies related to personalized learning, such as student-centered learning, collaborative learning, and community language learning method in the design of the personalized learning method.

To apply the personalized learning method to generate a supportive learning environment during the class.

To create and apply a gamification offline system related to the interests of students as a strategy for personalized learning.

To evaluate the proposal through a comparison of past teaching practice with that where the method was used.

To reflect on the application of a personalized learning method within 50-50 classrooms.

These objectives will be met through the following sections, where they will be reflected in the development of this proposal.

ACTION PLAN

Action Plan

Study group: Second Grade Group A

First of all, it should be mentioned that the diagnostic tool dedicated to assessing the students' level of English was formed with questions subject to the Common European Framework of Reference, established by the Council of Europe (2020), which offers descriptors that served as support for the aforementioned questions. Thus, it was determined that the instrument would evaluate the language skills Listening, Reading, Use of English, and Writing. The Speaking skill was omitted, since the number of students prevented it from being evaluated in a timely manner, and the time spent in the secondary school was only six hours with each group, and of these, two hours were set for applying the diagnostic test.

Once this situation is clarified, the result of the English level is presented in the following way.

Levels of English

According to the instrument to evaluate the level of English, designed by the teachers in training, adjusted to the Common European Framework of Reference in the second grade, group "A":

30 students obtained the Pre-A1 level.

10 students obtained the A1 level.

4 students obtained the A2 level.

Forty-four students were diagnosed. Thus, the predominant level in 2nd grade group A corresponds to Pre-A1. However, although the information gathered reflected that this was the predominant level, the resources and

materials were not going to be designed only at this level (as it would be done in a standardized classroom), as they would contradict the objectives listed in this document.

Interests

In addition, an instrument (fig. 1), was applied to collect the students' interests.

Figure 1

Student ID

STUDENT IDENTIFICATION
Customized learning agency

NAME:

IDOL HOBBIES

MUSIC

TALENT SUGGESTIONS

I PREFER TO WORK

INDIVIDUALLY

IN PAIRS

IN TEAM

IN GROUP

I LEARN BETTER WITH

NOTES POSTERS

WORKSHEETS CHUNKS

GAMES COMICS

PROJECTS SONGS

Note: This instrument was designed to gather the interests of the group, ways of work and interactions patterns. Source: Author.

In this section, the students' idols and talents were taken into account. The following list gives an overview of the idols.

Arctic Monkeys, BTS, Stray Kids, Kevin Karl, Garry Hasty, German Garmendia, Olivia Rodrigo, Jukilop, Han Jisung, Ed Maverick, Jeremy, Aldogeo, Queen, ACDC, Leonardo Dicaprio, El Mariana, Bad Bunny, Minigod, Maradona, Robben Lewandoski, Black Bear, Smokey Nagata, Eminem, Cristiano Ronaldo, Santa Fe Klan, Tom Brady, Melanie Martinez, Messi, Spreen, Boy Pablo, Alemán, Edwin Caz, Hombres G, Mr. Beast, Metallica, Billie Eilish, Coldplay, Nirvana.

The following list includes the talents found within the study group.

Dancing, cooking, drums, swimming, playing volleyball, lecturing, creative notes, music, drawing, reading, painting, lettering, playing videogames, writing, biking, playing soccer, make up, running, beatboxing, being a leader, math, playing basketball, playing the piano, mechanics, doing Muay Thai.

Interaction patterns and learning strategies

Within the same instrument, a space was determined to collect the students' preferred ways of working. First, the interaction patterns, which correspond to the following list.

18 students prefer to work in team.

8 students prefer to work in pairs.

5 students prefer to work individually.

5 students prefer to work in group.

In the same way, the group's learning strategies are listed.

14 students prefer to learn with games.

9 students prefer to learn with notes.

5 students prefer to learn with some kind of projects.

5 students prefer to learn with songs.

2 students prefer to learn with comics.

2 students prefer to work with worksheets.

1 student prefers to learn with posters.

Finally, the students were asked for some suggestions for the class, and the list below gives an account of these.

They consider that there should be a question time at the end of the class, teamwork, games in group, outside activities, funny classes, notes-based class, good rapport, board games, thematic classes, fast classes, no homework, peaceful classes, interesting classes, understandable classes, special classes, and playing music during the class.

This is, in summary, the group profile of the 2nd A group, and in this way, the second specific objective of this document was fulfilled.

Personalized learning method

In order to fulfill the purposes of this document, it is planned to intervene through the following personalized learning method.

In the first instance, the application of the proposal will take place during the established teaching practice journeys, the first of two weeks of observation, and then a teaching practice journey divided into two parts, the first consisting of two weeks of practice and the second for three weeks of intervention.

During the observation period, the application of language diagnostics and data collection instruments for the group profile will take place. And during the period prior to the intervention journeys, the group profile and the first draft of customized planning will be constructed.

It should be noted that this planning, in addition to being designed taking into account the suggestions and characteristics of the group, will also consider aspects of teaching methodologies that are adapted to the group.

These methodologies will be part of the action plan with which it is planned to intervene in the teaching practice period. They are mentioned below.

The first method to take into account is the personalized learning itself, based on Jones (2015), which will take into account the aspects of the group profile of the study group. Some characteristics of this profile are the students' talents, interaction patterns, learning strategies, hobbies, favorite music, video games they are familiar with and suggestions for the teacher's work.

This learning method will be present throughout the implementation of the proposal and will be renewed monthly (since this is the programmed time for practice/intervention journeys), referring to the group profile, since the learning needs of the students will not be the same as at the beginning of the research.

Secondly, we find the student-centered learning methodology, which on the basis of Al-Zu'be (2013), this puts the student at the center of learning, as the current curriculum proposes in the first pedagogical principle.

This methodology will work both in the lesson plan and in the practice and execution of the lesson plan. Its application will be permanent during the intervention and research process. And it will be reflected in each lesson plan developed by the trainee teacher, as well as in the materials and resources used during the session, so that, by putting the student at the center of learning, and taking into account his or her immediate context, the first pedagogical principle that this plan is intended to address is fulfilled.

Another methodology to be used is Gamification, which, according to Blankman (2022), takes elements and narrative of a video game to a different

environment. In this case, to the classroom, which will be one of the most present methodologies in the lesson plan, since according to the group profile, students prefer to learn through games and thematic classes. Furthermore, according to the same author, this methodology is ideal to increase the students' interest in the class, making them engaged and immersed in the session, since it captures their attention by containing elements that are familiar to them, making the teaching and learning process even more in line with their characteristics.

To implement this methodology, a complex gamification system has been designed with the video game Clash Royale, which the study group has in common.

Class Royale Gamification System

Referring to Blankman (2022), the narrative and elements of the video game Clash Royale were taken, which addresses aspects such as competition, rewards, battles and continuous improvement. These elements were adapted to take them to a classroom environment, where they would have different applications according to the elements of a classroom. Each of these elements is explained in detail below.

The gamification system has an economy of coins and gems (economy of tokens) based on Hudachek (2021). The teacher gives a coin when a student participates in the class by answering the questions, and exercises of the lesson. They can also win coins in the contest where the price is a number of coins. With five coins, students can buy 0.1 point and there is no limit to the number of coins they can win. As for the gems, the teacher gives a gem when a student makes a relevant contribution to the topic of the lesson, or in the contest where the price is a number of gems.

According to the group profile, the predominant form of interaction is teamwork, and the most mentioned work strategy was the game and dynamics,

so applying gamification, the teams would be called clans, and these clans would compete in games to win 20 trophies, which are the participation credits in the teamwork modality. Related to this, the elixir system was adopted to democratize these participations, with five elixir points as the limit of participation per team in the class dynamics. The elixir bars were made so that they were interactive, and students could see in real time their performance according to participation.

The competitions between teams would be called "Clash of Clans", recalling one of the titles of the company Supercell, which contains many features of Clash Royale, and that also incorporates the collaborative learning methodology, where the clans are formed by diverse students and different levels of English to promote the achievement of the objectives in a collaborative manner, taking into account the capabilities of each member.

In this sense, the trophies won by each clan would accumulate until they reach one hundred, and teams could exchange them for 0.1 rating points, which would be applied to all members of the clan. As part of the classroom climate, the classroom setting will take into account the sounds and music of the game itself. This methodology will also serve as part of classroom management, since being a 50-50 classroom, strategies are needed to promote student's engagement, from Conway (2020), and their active participation to build their learning.

The reason for the creation of the gamification system is based on the suggestions of the students that were collected in the diagnosis. Upon reflecting on them, it was concluded that a proposal to address all these suggestions, could be the development of a gamification system, which would take into account aspects such as teamwork, team games, fun classes, thematic classes, special classes, quiet classes and playing music during class.

Upon taking the idea, students were asked during the first classes about the favorite video game that proliferated in the group, resulting in the aforementioned Supercell title; Clash Royale.

In this way, strategies were designed to take the narrative of the video game and bring it to the classes, so that it would work to strengthen the personalized learning proposal, adding to the method as a complement to the design of materials, thematic activities, and classroom management system. However, it was determined that the use of this system would be optional and would be used under the pertinent and favorable conditions for its implementation, such as the subject of the class, the purposes of the class and the design of activities.

It was then determined that this would be the role of this system in this personalized learning method. This fulfilled the ninth specific objective of this document.

Finally, since this gamification system offers offline (see annex 1), and online resources (see annex 2), materials were designed to be implemented in these two contexts.

Additional methodologies

The last but not least methodology is In addition, we plan to implement aspects of the Community Language Learning methodology, which as reported by Richards and Rogers (2001), the students determine what is to be learned, so the teacher is a facilitator and creates a supportive learning environment, this method will address the language needs of the students, and the teacher in training will be in charge of adapting their suggestions to the contents of the current syllabus.

In the same way, taking into account the students' suggestions about how they want to learn, the trainee teacher will make the necessary adjustments to the planning, making it flexible so that it meets the needs of the students, specifically the language needs.

The action plan contemplates the type of formative assessment to evaluate learning, which on the basis of Andrade (2019), consists of continuous and non-punitive evaluations in the classroom that are administered during the course of a unit, in order to identify the strengths and weaknesses of the students, and that these become part of their evaluation, recognizing the areas of opportunity to work on.

Similarly, SEP (2018a) provides guidelines for formative assessment that should be included in the planning of classroom work, which contains fundamental characteristics such as placing students at the center of the educational process, generating inclusive and meaningful learning opportunities, promoting safe and collaborative learning environments, and assuming the role of mediator rather than instructor.

This formative evaluation will be conducted mainly through direct observation, supported by the assessment guidelines attached to each planning focused on the LSP who will lead the sessions. And also, through specific guidelines to evaluate the evidence of comprehension. This personalized evaluation will be complemented with peer-assessment, as reported by Andrade (2012), students provide feedback to each other, according to the common interaction patterns in the classroom.

Due to the nature of this research, the way to record observations and progress, as well as evaluations and reflections of the application of personalized learning in 50-50 classrooms, will be conducted by means of a practice journal, and will help to reflect on each stage of the processes to be developed in the implementation of the action plan. It is very important to emphasize that this instrument will be a fundamental part of the continuous improvement and adjustments to the research.

It is estimated that the implementation of the method will be developed over 8 weeks, so that the processes will converge in a practice report that will give an account of what was done and how the proposal worked.

Competences to improve in the teacher in training

As part of the professional commitments from the trainee teacher's role, and in order to achieve the objectives set out in this report, the following professional competencies established in the graduate profile of the degree, stipulated in the current syllabus for this degree (2018b), will be improved.

Uses knowledge of the English language and its didactics to make transpositions according to the characteristics and contexts of the students in order to address the curricular contents of the current study plans and programs.

And with the second and fourth units of competence.

Characterize the student population with which they will work to make didactic transpositions congruent with the contexts and the plans and programs.

Uses the theoretical-methodological elements of research as part of their continuing education in English.

Likewise, with the competence:

Designs teaching and learning processes in accordance with current approaches to English language, considering the context and characteristics of students to achieve meaningful learning.

And the first unit of competence, which refers to:

Recognize the cognitive processes, interests, motivations, and formative needs of the students to organize the and learning needs of students to organize teaching and learning activities.

In addition, the following competency will be reinforced:

Uses innovation as part of their teaching practice for the development of student competencies.

Taking into account the first and second competency units:

Implements innovation to promote English language learning in students.

Designs and/or uses learning objects, resources, didactic and technological means in the generation of English learning.

Concluding that this Practice Report will also serve to achieve the aforementioned competencies, and in this way, improve the teaching practice.

**PERSONALIZED LEARNING IN
50-50 EFL CLASSROOMS**

Personalized Learning in 50-50 EFL Classrooms

First application of the method


The implementation of the proposals set forth in the action plan took place during the third period of teaching practice. From January 30 to February 24, the first step was the design of the lesson plan (see annex 1).

Personalized lesson plan


The lesson plan format was adapted from the Escuela Normal No. 1 de Toluca template (fig. 2).

Figure 2

Lesson plan format (first page)



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



School's Name: Esc. Sec. No. 0003 "Lic. Benito Juárez"		C.C.T.	
Titular Teacher:		Trainee Teacher:	
Grade(s), group(s) and no. of students 2º A 2º C 2º D		Program (Syllabus):	
Time and schedule:			
Period of practices:			
Social Learning Environment (SLE):			
Communicative Activity (CA):			
Social Practice of the Language (SPL):			
Expected Achievements (EA):			
Final Product (FP):			
Group learning styles and strategies:	2º A:	2º C:	2º D:
Special features of the group:	2º A:	2º C:	2º D:



Note: This is the lesson plan format of the Escuela Normal No. 1 de Toluca. The presented page gathers the curricular information to develop the planning of the sequence. Source: Escuela Normal No. 1 de Toluca.

This format proposes some necessary elements for the organization of the practice period and the development of the class, such as school information (identification data of the institution where the trainee teacher works, as well as the time he will work), curricular information according to the current syllabus, Aprendizajes Clave (communicative activity, learning environment, social practice of language, expected learning, final product), and group information or profile (learning styles and strategies, and special features of the group), all of which are condensed on the front page.

This section was adapted so that it would be functional for the proposal, therefore, as the priority is to meet the language needs of the students, the section on learning styles and special characteristics of the group was replaced by a table that will explain the level of proficiency in which the students of the study group find themselves according to the proposals by level of Aprendizajes Clave (fig. 3). These descriptions serve to locate students within a linguistic panorama where they can act according to their language needs.

Figure 3

Personalized lesson plan format (first page)


 ESCUELA NORMAL No. 1 DE TOLUCA LICENCIATURA EN ENSEÑANZA Y APRENDIZAJE DEL INGLÉS EN EDUCACIÓN SECUNDARIA APRENDIZAJE EN EL SERVICIO OCTAVO SEMESTRE 	
School's Name: Esc. Sec. No. 0003 "Lic. Benito Juárez"	C.C.T. 15EE50029W
Titular Teacher: Mayra Alejandra Granados Guía	Trainee Teacher: Emanuel Cedillo Alonso
Grade(s), group(s) and no. of students 2º A, 45, 22 F and 23 M	Program (Syllabus): Aprendizajes Clave para la Educación Integral. Plan y Programas de Estudio. Lengua Extranjera, Inglés. Orientaciones didácticas y sugerencias de evaluación.
Period of practices:	January 30th to February 24 th
Social Learning Environment (SLE):	FAMILY AND COMMUNITY
Communicative Activity (CA):	Exchanges associated with the media.
Social Practice of the Language (SPL):	Compare the same news report in different media publications.
Expected Achievements (EA):	Reviews news stories. Read news stories. Contrast a news story in different media.
Final Product (FP):	Poster of an article.
Level of English of each group.	<p style="text-align: center;">2º A: Pre-A1, A1, A2.</p> <p>Pre-A1. Interpret and respond to isolated words and simple expressions of routine and frequent use in basic social interactions typical of their daily contexts (school, home, community). Responds with familiar expressions to oral and written models related to immediate communication needs, with a specific purpose and aim. Says basic information about him/herself and his/her everyday contexts, follows and gives very basic instructions related to his/her immediate contexts. Relates to others and to culture through games and play activities, using some linguistic or non-linguistic resources.</p> <p>A1. Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others, ask for and give basic personal information about home, personal belongings and people he/she knows. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to cooperate.</p> <p>A2. Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g., basic information about him/herself and family, shopping, places of interest, occupation, etc.). Can communicate in simple and routine tasks requiring simple and direct exchanges of information on familiar or routine matters. Can describe in simple terms aspects of his/her background and environment, as well as matters related to his/her immediate needs.</p>

Note: This is the first page of the personalized lesson plan, taking into account the three different levels of English in the group according to Aprendizajes Clave. Source: Secretaría de Educación Pública (2017, p. 169) and author.

Furthermore, it includes a table of contents to be worked and general objectives per session, as well as a space that summarizes the contents and objectives per week, and the final product (fig. 4), which contribute to the organization and location of the topics to be worked on during the sessions and that will contribute to the fulfillment of the expected learning.

Figure 4

Lesson plan format (second page)



Escuela Normal No. 1 de Toluca
Licenciatura en Enseñanza y Aprendizaje del Inglés en Educación Secundaria
Aprendizaje en el Servicio

CONTENTS AND OBJECTIVES		
1 st session	2 nd session	3 rd session
Contents: Main objective:	Contents: Main objective:	Contents: Main objective:
4 th session	5 th session	6 th session
Contents: Main objective:	Contents: Main objective:	Contents: Main objective:
Final product: Contents: Main objective:		

Note: This is the second page of the lesson plan format, where the contents dosage is included, with objectives per session and objective of the journey, that refers to the expected learning. Source: Escuela Normal No. 1 de Toluca.

Due to the nature of the proposal, this section was also modified, and some channels were added to explain aspects such as the assessment guidelines for the SPL to be worked during the practice period, which would help guide the evaluation by direct observation (fig. 5). As well as the section on the Class Royal gamification system, which aims to explain its structure to be implemented in the classroom and serve as a guide for the teacher. This system was kept present in the planning despite not being applied on some occasions.

Figure 5

Personalized lesson plan format (second page)

CONTENTS AND OBJECTIVES		
1 st session	2 nd session	3 rd session
Main objective: Students read and understand news. Contents: News and events.	Main objective: Students read and understand news. Contents: News and events.	Main objective: Students contrast the same news in different publications. Contents: News and events.
4 th session	5 th session	6 th session
Main objective: Students read and understand news. Contents: News and events.	Main objective: Students read and understand news. Contents: News and events.	Main objective: Students contrast the same news in different publications. Contents: News and events.
Final product of the period: Poster of an article.	Contents of the period: News and media.	Main objective of the period: Contrast the same news in different
GUIDELINES: HOW TO EVALUATE THE		
READING For Pre-A1 Can recognize familiar words/signs accompanied by pictures, such as a fast-food restaurant menu illustrated with photos or a picture book using familiar vocabulary. For A1 Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required. For A2 Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items. Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency every day or job-related language.		SPEAKING For Pre-A1 Can produce short phrases about themselves, giving basic personal information. For A1. Can produce simple, mainly isolated phrases about people and places. Can use a very short-prepared text to deliver a rehearsed statement. Can give a simple description or presentation of people, living or working conditions, daily routines, likes/dislikes, etc. as a short series of simple phrases and sentences linked into a list. Can give a short, rehearsed, basic presentation on a familiar subject. Can give a short, rehearsed presentation on a topic pertinent to their everyday life, and briefly give reasons and explanations for opinions, plans and actions. "because"
CLASS ROYAL (CLASH ROYAL GAMIFICATION SYSTEM) TEAMS: Clans. Students make teams to form a <i>clan</i> . This clan will participate to win cups in each game or activity. PARTICIPATION: Elixir system. Each clan will have 5 points of elixir to participate in each activity. Once their elixir is empty, they have reached the limit of participation per class. These are printable resources. EXTRA POINTS: When a student participates, their gain points, in form of coins and gems, depending on the participation's relevance. They can buy extra-points with 5 coins or 3 gems. There are printable resources. BATTLES: This is a type of game where the clans participate in competitions. DAILY TASKS: These daily tasks in clash royale are some activities the player does to win rewards; in this gamification system the daily tasks are the agenda and the moment of the class. MUSIC: It refers to the traditional music of clash royale. It is reproduced during the battles and the classwork, the song changes according to the rhythm of the class. INSTAGRAM PROFILE: This is the Instagram account of the gamification system, and it works to distribute the digital resources, give announcements, make surveys, and publish the printable resources to work in the classroom.		

Note: This is the second page of the personalized lesson plan, where the contents dosage is included, but in this case, it is also added the guidelines to evaluate by direct observation, according to the CEFR. In addition, there is located the Class Royale Gamification System and its descriptions. Source: Author.

It should be mentioned that this format was proposed for previous practice periods, and that it was chosen because of its usefulness in organizing the sessions in a more effective way.

As can be seen in the organization format of the class according to the template (fig. 6), some aspects such as the SPL, communicative activity, the product of the session, and the final product of the practice period are considered again. Later, in the distribution of the activities, it is observed that it contains sections to determine the objectives for each stage of the session, so that through the fulfillment of these, the general objective of the session is fulfilled, which in turn will comply with the general objective of the intervention period.

Figure 6

Lesson plan format (third page)



Escuela Normal No. 1 de Toluca
 Licenciatura en Enseñanza y Aprendizaje del Inglés en Educación Secundaria
 Proyectos de Intervención Docente- Práctica Docente

LESSON PLAN							
# of session: Session 1		Date and time:		Main objective of the session:		Product(s) of the session:	
Social practice of the language:			Communicative activity:			Final product:	
L.S.	Objective	Procedure	Time	Skills	Aids/ Materials	Language to be used	
						Contents	Vocabulary
Beginning							
Development							
Closure							
Products and assessment tools				Possible problems:			
Comparative chart		Checklist		Solutions:			
Notes		Notebook's revision					

Source: Escuela Normal No. 1 de Toluca.

The spaces corresponding to the description of each stage of the class are also added, where the process of the proposed activities is described, on one side is the time that will be used for each stage, the skills that will be developed, the resources and materials, and finally there are two sections that refer to the language that will be used in the session, with two subsections that request the content and vocabulary, all this information corresponding to each stage of the class.

At the end of this format, there are four spaces to place assessment tools and strategies that will be used in the session, as well as a section to describe possible problems and solutions in class.

Once the format was reviewed, it was modified in favor of the proposal, so it was edited as follows (fig. 7)

Figure 7

Personalized lesson plan format (third page)

LESSON PLAN					
Number of session:	Session 1.	Main objective of the session: Students read and understand news.	Product(s) of the session: Questions of the reading.		
Social practice of the language: Compare the same news report in different media publications.		Communicative activity: Exchanges associated with the media.	Final product: Poster of article.		
L.S.	Objective	Procedure	Skills	Resources/ Materials	Students' suggestions
Beginning 10 min	Students explore local news.	Academic information: To begin with the class, the T. writes on the board the information of the class, such as date, topic and expected learning. Lead in: T contextualizes ss. by telling them local news. This news is related to the reading test.	Listening	Board	
Development 20 min	Students read local news.	Reading test: At this stage of the class, a reading test it contains local news. This reading is adapted to English, and it contains multiple-choice questions . This reading is completed individually on the workbook (or notebook), and the readings will be submitted to the teacher in the class time.		(Customized Workbook).	
Closure 10 min	Students understand the main idea of the news.	Planaria time: At this stage of the class, students make comments about the reading to find the main idea. Correction time: Finally, students correct their wrong answers, correction will be by peer-correction (students exchange their tests with classmate).	Writing	Answer key	Titular teacher's suggestions
Assessment tools and strategies.			Homework:		
Peer-correction		Direct observation.			
Assessment tools and strategies					
Peer-correction		Direct observation			
Answer key		Assessment guidelines (attached in this lesson plan)			

Source: Author.

The curricular aspects of the class were respected, such as the general objective and the product of the session, as well as the PSL to work on, the communicative activity and the product of the practice period. In the part of the session, it was decided to continue working with the sections of objectives by stage and essentially with the sections to describe the activities by stage. The modifications that were made, therefore, are observed in the following sections.

It was decided to omit the space for the time of the session and moved to the one that contains the name of the stage (the first column on the left side), leaving the language skills section, since by proposing to meet the language needs of the group, it was considered important to emphasize these skills at each stage of the session. In the same way, the resources column was respected, since these play an important part within the proposal that this document establishes.

However, the language section and its subsections, which referred to content and vocabulary, were completely omitted, since these were already summarized in the second page of the personalized lesson plan format (fig. 4, p. 29), and it was decided to give priority to a space where the Students could express their suggestions to the class, and in this way, meet one of the objectives of this document. At the end they would be asked to express their suggestions to be taken into account and apply them in the design of activities for future sessions.

In the same way, a space was granted in the planning to the suggestions of the tenured teacher, so that the teacher in training received professional feedback in favor of improving his teaching practice.

Finally, a section for homework was added, since when working with the Instagram profile or printed materials, it was considered prudent to place this space as a reminder for the teacher-in-training.

However, an extra section was added to the adopted planning format, which referred to the profile of each group with which to work (fig.8). This table

appeared in each group lesson plan, to take into account the interests of the students when design the planning and carry out the class. This table condenses group information into three levels.

The first refers to the idols of the students, who are people from the artistic environment with whom they feel identified. In the second part, their talents are contemplated, so that they are used for the design of the session activities, in the third part, the interaction patterns are also included, in order that the activities take advantage of these aspects. The fourth section gathers the learning strategies, and the fifth part compiles all the students' suggestions.

This table was designed to meet the first specific objective of this document, which suggests the elaboration of a lesson plan customized to the study group. It takes into account the gathered data from the instrument that was applied at the beginning of the practice period.

Figure 8

Personalized lesson plan format (last page).

GROUP PROFILE
2° A
INTERESTS (IDOLS)
Arctic Monkeys, BTS, Stray Kids, Kevin Karl, Garry Hastly, German Garmendia, Olivia Rodrigo, Jukilop, Han Jisung, Ed Maverick, Jeremy, Aldogeo, Queen, ACDC, Leonardo DiCaprio, El Mariana, Bad Bunny, Minigod, Maradona, Robben Lewandoski, Black Bear, Smokey Nagata, Eminem, Cristiano Ronaldo, Santa Fe Klan, Tom Brady, Melanie Martinez, Messi, Spreen, Boy Pablo, Alemán, Edwin Caz, Hombres G, Mr. Beast, Metallica, Billie Eilish, Coldplay, Nirvana.
TALENTS
Dancing, cooking, drums, swimming, volleyball, lecturing, creative notes, music, drawing, reading, painting, lettering, videogames, writing, biking, soccer, make up, running, beatbox, being a leader, math, basketball, piano, mechanics, Muay Thai.
INTERACTIONS PATTERNS
Individually 5, Pairs 8, Team 18, Group 5.
LEARNING STRATEGIES
Notes 9, Worksheets 2, Games 14, Projects 5, Posters 1, Chunks 0, Comics 2, learning with songs 5.
STUDENTS SUGGESTIONS
Questions time, teamwork, games in group, outside activities, funny class, notes-based class, good rapport, board games, thematic class, fast classes, no homework, peaceful classes, interesting class, understandable classes, special classes, playing music.

Source: Author.

In this way, the lesson plan was designed, rescuing the most important aspects that would help guide each session with the aim of satisfying the language needs of the students and the objectives of this document.

Personalized lesson plan outcomes

Once the planning format was designed and took place in the application stage, it was possible to notice some of the effects it had on teaching practice. The reflection will be divided into three moments, before, during and after applying the planning.

Backwards

Before applying it, that is, during the reflection of the previous lesson plan, the adaptation of the design of the new format and the conclusion in the planning of the practice period.

First, it was reflected that in the previous lesson plans, where the learning process, as well as the evidence of student learning, the activities, and the level of English in the didactic resources were standardized, that is, designed in a one-size-fits-all way, the classes were developed as a copy of the previous one. All these issues derived from the 50-50 classrooms, since planning in this way saved time and effort on the part of the teacher trainee, since technically it was like planning for a single group, with the same level of English and consequently with the same language needs.

This, in addition, meant that the diagnostic results of English level and student interests were useless and had no effect on the lesson plan, since they only served to narrate the group profile of the groups and to exist as a reference document that was a requirement of the course focused on teaching practice in the Escuela Normal No. 1 de Toluca.

Although it was easier to plan classes in this way, the first pedagogical principle was contradicted, and instead of putting the student at the center of learning, their position within the classroom was completely ignored, and although students delivered their final products per day, the evidence was of work but not of learning.

Upon reflection, it was concluded that despite the fact that the lesson plan directed students through a learning process that did not take into account their characteristics and strategies, and in any case "worked" for the advancement of the sessions, it was not ideal, and contradicted the proposal emphasized in this document.

However, greater organization was also noted when planning the sequence and distributing the activities and contents, since, due to the nature of the format, it required the trainee teacher to take into account the objectives of each stage of the session before deciding which activities to carry out in order to achieve the expected learning. In this way, the planning of the didactic sequence was simpler and more concise.

These were the benefits of adapting the lesson plan format, not only based on the group profile, but also in favor of the teaching practice and its continuous improvement, because in the end, planning should not only be seen as an administrative requirement, but also as a tool during the class and after the class if one wishes to investigate the continuous improvement of the practice.

In fact, it would be ideal to take into account the diagnostic instruments that were initially elaborated with a function in mind, and that the results that these would yield would be reflected in the lesson plan, both in the class planning and as an annex. In this way, the first specific objective of this document would be fulfilled.

During

At the time of developing the class, something different from all previous practices was noticed. It was the first time that the class finished as it was written in the planning. It is explained below.

Previously, most classes ended at the development stage of the class, and the closing was almost not covered. It is worth mentioning that on those occasions the corresponding adjustments were made, and it was a goal to at least fulfill the objective of the class, since time did not allow the conclusion of the session, and it had to end in some way. This was an issue that could not continue to happen, since the teaching practice was affected by the lack of organization on the part of the trainee teacher by leaving loose ends in four different groups that were confused at the time of starting a new class.

This situation was not repeated during the application of the adapted format of the lesson plan, since taking into account one of the students' suggestions, which was to have "fast classes", and considering that too many activities in a single session would be useless if none of them achieved, it was decided to fulfill the objective of the session with a single activity, one that would concretize the expected learning in the closing stage.

This resulted in total achievement of the session in the lesson plan, and the continuity of the practice period and the dosage of the expected learning to comply with the SPL was followed. Likewise, at the time of applying this format, students' suggestions could be deposited in a suggestion box or commented directly with the trainee teacher. This space always took place at the end of the class, so that the trainee teacher would consider their suggestions in order to make adjustments for the next class.

Now, it happened that most of the time the students did not make suggestions, but the teacher in charge did take advantage of her space for

suggestions to discuss them with the trainee teacher and thus improve the teaching practice.

In this regard, the lesson plan was applied during the session and functioned as another tool to organize the class and keep control over it.

After

Once the lesson plan was applied, a reflection on its usefulness in the session and for the proposal was conducted.

It was already mentioned that thanks to the adaptation and distribution of the activities, the class was completed as planned, but it is questioned whether working in this way worked for the proposal. Thus, taking into account that it is intended to apply a personalized method, the elements present in the planning that contributed to the construction of this method should be considered.

First of all, the fact of adapting the planning to give the students a space to make suggestions contributes to take into account the voice of the student, since through this, the learner is given a voice, providing them with the opportunity to co-construct their learning experience, based on Blouin (2016), as by doing so, there is a direct positive impact on the engagement towards the class and the motivation that their suggestions and listening to them, generates.

Thus, with this space, the group was given the opportunity to participate in the construction of their learning, and they were given the responsibility to modify aspects of the class with which they were not satisfied.

However, as mentioned, in most of the classes the students did not make suggestions. Therefore, the question arises as to the meaning of this space for suggestions, and what role it plays within the planning, if it affects or favors it in any way.

In addition, emphasis should also be placed on the sections dedicated to specifying what type of skill was to be developed for each stage of the session. These sections served mainly to remind the trainee teacher what the emphasis would be at each stage, but also to pay attention to the register of language when speaking or to the way of writing on the whiteboard.

Another aspect to mention is the group profile attached to the planning, which served as a reference for the design of the activities and the considerations to be taken into account for the delivery of learning evidences, which would be the result of the learning strategies that the students had previously suggested.

In this case, the idols section only served to get to know the students better and with the mentioned artists to create a playlist of music that would serve to strengthen their listening comprehension through extensive listening or listening for pleasure, which according to THE ICAL TEFL, is listening not to obtain specific information, but to expand the narrative related to listening, so that the songs in English served for this purpose.

Reflection and conclusion of the personalized lesson plan

Making a personalized lesson plan for a group is an arduous and time-consuming task, taking into account that during the teacher practice period a total of four groups with fifty students each are attended. The time to plan the classes and develop materials and resources during the third period of teaching practice was two weeks prior to the intervention, with three hours a day to plan the classes and develop the materials. In total, there were 42 hours of effective work.

Considering time as a resource in the process of implementing the proposal, it was concluded that approximately 10 and a half hours corresponded to each group.

Although it may seem that this time is enough to develop the planning, the reality is different, since the following elements must be considered: The communicative approach in effect in the current curriculum, that is, the social practice of language, and its dosage per week so that it covers a full month, the expected learning that will direct the fulfillment of the SPL, the linkage of the group profile and the type of learning strategies present in the students with the sequence of the class, the corresponding adjustment to the curriculum, the pedagogical principles to consider, and of course the application of the intervention proposal (personalized learning) to meet the language needs of the students and the gamification system Class Royale (see annex 9).

Considering all of these elements takes time, and even more so when didactic resources adjusted to the three levels of English proficiency in the group must be developed.

For example, if a worksheet is to be developed for an activity, this worksheet must be designed in three versions, each one adjusted to the English level of the students. Now it must be considered that this worksheet will work for one class, and in total there are eight classes per month (the duration of the practice period), so, if on average it takes one hour to design a worksheet from the beginning (and adjusted to the three levels of English), in the end it would be eight hours out of the 10 hours available, not counting the planning of the eight classes considering all the aspects mentioned above.

Of course, the learning strategy can change, and the worksheet in the example can be replaced by any other material, sometimes simpler, sometimes more complex. The intention of exemplifying this situation is to reflect the organization of time as a resource.

In the end, planning each class takes two hours in total, including resources, so that a total of 16 hours would be needed to have the lesson plan

and materials ready for application, all this for each group. To make personalized lesson plans the four groups, 64 hours would be needed to apply the method.

Before proceeding further, we list the distribution of time in the daily routine of the trainee teacher to understand time as a resource.

Table 1

Distribution of time.

Distribution of working time	
Activities	Time
School	5:00 am – 17:30 pm
Dinner	17:30 pm – 18:30 pm
Planning	18:30 pm – 21:30 pm
Practice report writing	21:30 pm – 22:30 pm
Sleep	22:30 pm – 5:00 am

Note: This table shows the distribution of the trainee teacher's time, considering it as a resource within the proposal. Source: Author.

Given this situation, it was decided to apply the proposal with only one group, since the amount of time to apply it to the others was prohibitive for the teacher in training, since it demanded more time than was available for planning, and even so, planning a month of classes with a personalized method took 16 hours, without counting the other classes that had to be planned even without the personalized method.

To conclude, making a personalized lesson plan in a 50-50 classroom takes time, but it is possible with 42 hours or three hours a day for two weeks. What is not possible is to customize four different lesson plans with the elements considered in this proposal. If so, 4.5 hours a day would be needed to elaborate them. In this case, personalized learning cannot be applied. Not in four 50-50

classrooms at the same time. Even so, the third specific objective of this document was met.

Design of personalized resources and materials

During this time, the proposal to design didactic resources according to the students' level of English and according to their context was applied. For this purpose, the four existing English levels were considered, from Pre-A1 to B1.

The social practice worked at the first period was: Compares the same news in different publications, with the expected learning: Reviews journalistic news. Reads journalistic news. Contrast a news item in several newspapers.

This social practice was modified in its structure, to place it in the real context of the students, so it was left as follows: Compara la misma noticia en diferentes publicaciones (Compare the same news report in different media publications.), in this way, the most common social network in the study group, which is Instagram, would be taken as a medium to make the reading materials and publish them on that platform.

Since one of the expected learning required contrasting information, a total of three versions of the same news were made (see annex 3). In order for each student to have access to the material appropriate to his or her level of English.

It is worth mentioning that this news contained the same information for all four levels, but with an adapted register for each one, since needs to be provided in a way that is understandable to the learners, depending on their language proficiency levels (see annex 4).

In addition, all the news that were worked on in class were real and local news, so that they were adapted to the context and immediate environment of the students and thus, make learning meaningful. Furthermore, this promotes

situated learning, which is part of the pedagogical principles of the current curriculum, and which takes advantage of the student's immediate context to favor the learning process.

A digital workbook was made for these readings, which contained the questions pertaining to each reading, written in a neutral English register that all levels could understand. As mentioned above, this could border on standardization, however, since they needed the same information, the questions had to be formulated in such a way that they would retrieve the required data., which students could print if they wished (see annex 5).

This, so that each student would be responsible for his or her learning, since, following Tomlinson (2001), teachers who differentiate instruction emphasize that in their role as mentor or coach (which in this research is changed to facilitator), they give as much responsibility to the student as they are capable of

This resource was designed in a controlled level of English to generate comprehension questions about the news, and the questions asked for the same information at all levels. Finally, it is recalled that these resources were also available in physical form, so that students who did not have a mobile phone could print them at home or request a copy of them at the school stationery store.

Applying the personalized resources and materials

Once the materials were designed, they were uploaded to the Instagram profile Class Royale (see annex 6), with instructions in the description of each post, which referred to the work to be done in the workbook.

One day before the class, students were informed that the materials would be available on that profile, so they were provided with the QR code and username so they could look it up and follow the account. The same happened

with the digital workbook, as they were informed that they could download it through a QR or bring it printed to class, this was intended to get them to initiate and participate in their own learning, and to take responsibility for their own learning, with reference to Saskatchewan (2007).

However, when the first class where the materials were to be used took place, several students did not have the resources because they did not have a mobile phone or had forgotten to print the workbook. During that first class, students of the same English level had to work in pairs, so that everyone could access the materials, since the entire class was based on them. A couple of reflections arise here.

The first is that an entire class having to depend on a material to which not all students have access contradicts the personalized learning proposal, since, if alternative solutions were not provided, the class would not function properly.

In this case, the teacher should consider alternative activities for the classroom operation, and if the didactic material is to be taken as the basis of the class, then it should be a material that everyone, without exception, can access at the time, and contemplate all possible scenarios to meet them in case of need. But in this case, establishing the above does not only imply leaving it in the discourse, but bringing it to reality. It is then where questions arise, since if each student is a different reality, in this case it would mean that fifty realities should be addressed at the same time.

However, this number is reduced when several students share the same problem or simply lack the problem. The adjustments to be considered are more manageable for the teacher once this information is known.

The second reflection was that the gradual provision of materials and resources to the students generates a habit of making them dependent on the

teacher, so that when they encounter a problem, they do not know how to solve it because they had not been there before.

Therefore, taking the next step, at least in the 50-50 Mexican classrooms, to give sufficient autonomy to students so that they become responsible for their own learning is a risk-taking for the teacher. And the emphasis is on risk-taking and not on decision making because in everyday teaching practice, the teacher is afraid to trust his students and believes that he has to be in charge of everything that happens before, during and after class, and with this reinforces that students depend on what he does or does not do.

However, one of the principles of the curriculum states that the student should be at the center of learning, and this means that he should also be involved in constructing and taking responsibility for his own learning. Therefore, by not seeking the resources and materials or solving the problems of accessing them, the student himself would be denying his autonomy and this principle would be nullified.

However, if analyzed from the other side, it would be believed that the teacher is the one who should find a way for everyone to have access to them and would completely deny this autonomy. The line between these two paradigms is very thin, nevertheless, the following alternatives were considered.

First, the position of Gill and Halim (2007) was taken, which states that when students make decisions on how to solve a task, they are free to choose the strategies that best suit them and take advantage of the search for necessary information in a variety of resources. Consequently, the range of access to the resources by the trainee teacher was expanded, in this case, in addition to having the digital materials, access copies were printed for the group, that is, the readings were edited in a reading compendium, which was categorized by levels of English proficiency according to the CEFR.

These copies were publicly accessible to the students, and they had several options to take advantage of them, the first one was to use them directly to read when someone else was not using them, so if they preferred this option, they had to look for and be aware of the available copies when it was their turn to use them. They could also take a picture of the reading and work with it from their mobile phones, so that they had to look for access to this resource and not wait for the teacher to hand them their copy personally. Another option was to work in pairs through the printed materials, although it should be noted that this option was discarded by some of them once they obtained the reading material with one of the previous options. These modifications brought about some results.

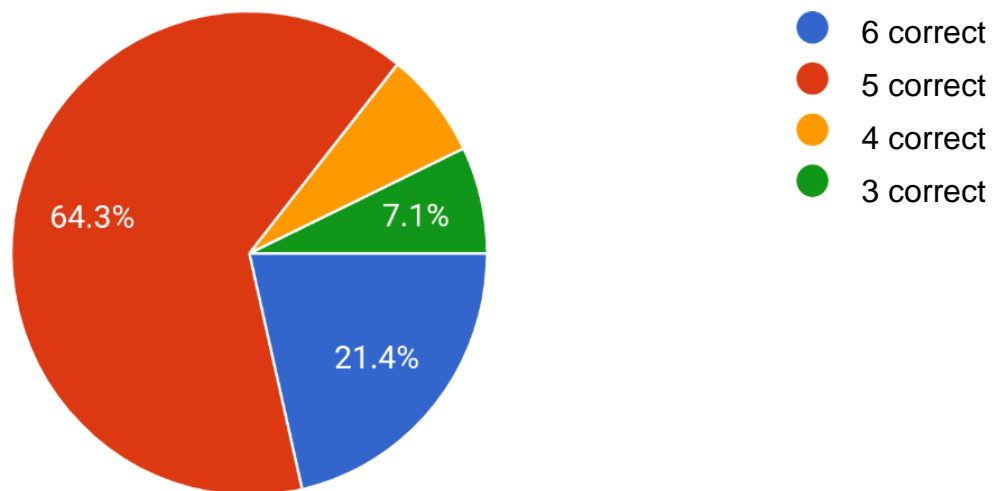
The first to be noticed was that access to students was partially covered, providing the whole group with available resources from which they could choose according to their learning strategies so that they could take responsibility and participate in the construction of their learning. Thus, the fourth specific objective was met.

Conclusion of the first application

It was also observed that by working in this way -with personalized readings for the four levels-, the results in the comprehension questions were positive (fig. 9), and at the end, in the class plenary, where a brainstorming stage was held, students from all levels (but not all students) participated, providing the answers to the questions in order to have a general idea of the news.

Figure 9

Percentage of results by applying the personalized resources



Note: This is the graphic that shows the percentage of positive results in answers when applying the workbook of readings, based on personalized readings.
Source: Author.

Thus, through reflection, it was concluded that the personalized materials and resources served to ensure that no student was left behind in the learning process, and the learning barriers they faced in participating in this process (such as materials with a higher level of English than theirs), were partially eliminated by having access to materials according to their level of English. However, the result only went so far.

**PERSONALIZED LEARNING
IN 50-50 EFL CLASSROOMS
PART II**

Personalized Learning in 50-50 EFL Classrooms. Part II

Second application of the method

The second application of the method took place during the fifth period of teaching practice, from March 6 to March 31, 2023. On this occasion, the lesson plan format was worked as in the previous period, with the same sections and the same modifications.

In this case, the SPL corresponded to "Reads plays", with the expected learning "Selects and reviews short plays for young people, reads short plays and understands the general meaning, main ideas and details, and participates in dramatized readings".

As already mentioned, in the lesson plan the expected learning was dosed so that the student was directed to the final learning of the day, which was, in this case, to participate in a dramatized reading (fig. 13, see in annexes). In this case, it was decided that this would be the final learning, since Reading plays, in this case the SPL, was a learning that had to take place in the first sessions.

Personalized lesson plan (2)

The lesson plan for this application had the same focus as the first one (see Annex 10). All possible aspects that favored the personalization of learning were considered, as mentioned in the design of the lesson plan during the first application.

What is highlighted in this second application was the use of the space for suggestions by the students, since at first, the comprehension exercises proposed by the teacher were questions about the play. So, after listening to the suggestions and taking into account the students' opinions, the decision was made to design and plan the evidence of comprehension, since in this case, the social practice of language focused on the skill of reading, so part of the didactic

sequence was focused on the design of these evidence. Thus, during this application what was emphasized was the diversity of activities and the personalization of the learning evidence on the part of the students, which are explained below.

Design of personalized resources and materials (2)

As mentioned in the diagnostic of the study group, they have diverse learning strategies, which consist of taking advantage of some types of resources such as posters, comics, chunks, worksheets, songs, projects, games, and notes in the notebook. Knowing this, the trainee teacher made the decision to base the contents not only to present them in different ways but also to generate activities based on these learning strategies.

Based on this, it was decided that within the classes focused on the reading of the play, evidence of comprehension would be requested according to the scene read. And here is where the learning strategies listed take relevance, as these served as evidence of reading comprehension. This is explained below.

First, to contextualize the reader, it should be clarified that the base material for the development of the class was the script of a play. This play was written by the trainee teacher, so that it was designed particularly for the study group (see annex 7).

In this case, to address the language need of each student, which refer to the four language skills, namely, listening, speaking, reading, and writing, the content of the play was designed according to each level of English in the group. In this regard, Tomlinson (2001) refers to differentiated content, suggesting that content can be differentiated in accordance with a learner's level of proficiency, interests or learning profile. This will be explained during the description of its use in practice.

The script of the play was made in the following way. The title was "The Loyalty Army", and it was a classical style play, recalling aspects of medieval theater such as tragedy, drama, and battles, divided into three acts with three scenes each one.

This play contained 27 characters, each with an English level, so that students of all levels could actively participate in the learning process and in the dramatized reading. This is according to Tomlinson (2001), who states that differentiation of content according to readiness aims to tailor the material or information learners are asked to read and understand.

In this case, instead of making the same play adapted for all levels, which would have been an arduous and time-consuming task, it was decided to implement this strategy, and classify each character with a performance level of English. In this way, a varied text was used as resource, as under this approach, it is stated that the teacher should provide students with differentiated texts based on their needs.

This work was available in both digital and physical format, since, on the basis of Tomlinson (2001), referring to the role of the teacher in a differentiated classroom, linguistically speaking, the students should be provided with a diversity of formats in which students can collect input and ideas, in this case, with two different formats of script presentation.

As mentioned above, this play was to be used as the central focus of the class, for reading and later a dramatized reading that would also serve to evaluate speaking skills.

Focusing first on the reading skill, the sequence of the class was designed so that the reading was guided by the teacher in training, through the voice of the narrator, and when a character participated, the turn was given to the students

with the corresponding level. In this way, the reading took place within the session, and one scene was read per class.

To assess students' comprehension, different ways of presenting the evidence were established. This, derived from the diversity of English levels in the group, so that each evidence was adjusted to their language needs and students demonstrated their reading comprehension with evidence within their possibilities in terms of their English level.

Regarding the speaking skill, a rehearsal script was also developed to encourage collaborative work, which was posted on Class Royale's Instagram profile. This rehearsal script was an extract of the main play, but with extended dialogues of the characters, so that there were all four levels of English to participate. In this way, the language needs of the students would be met. Later on, the dynamics of this resource will be discussed.

Applying the personalized resources and materials (2)

The application of the resources was conducted during the fifth practice period. The first step was to inform the students about the way of working in the classroom and the materials that would be requested for the development of the sessions. Therefore, the students had to print the play and take it with them to work on the second session.

In the meantime, during the first class, emotions in English were remembered and used to interpret the dialogues. They were also informed about the elaboration of a glossary as a self-management tool, which they would fill in with the unfamiliar words they identified during the classes, and especially when reading the play.

Once the students received the contextualization of the organization of class work during the fifth practice period, the application of the materials and resources proceeded.

Nevertheless, in the first class where the materials would be applied, not all the students had a copy of the script of the play, despite having been informed in advance. In this case, the trainee teacher encouraged responsibility in the students, and emphasized that the script was necessary, either digitally or physically, according to the possibilities of each one.

Even so, this possible problem had been considered, so the trainee teacher was in charge of printing an extra copy, so that when a student had to read and did not have the reading, this copy would be provided by the trainee teacher, and they would have the opportunity to participate in the reading.

First, the title of the play was read to the students, as well as the technical aspects, such as characters, scenes, and descriptions of each scene.

Once this was clarified, it proceeded with the instructions, which were that the trainee teacher would guide the reading through the narrator's voice, and at the moment a character spoke, depending on the character's level of English, a student would be selected from the group's list according to the same level of English as the character. Once finished, the meaning of the dialogue would be corroborated, inferred by the students, and spoken in their native language.

While the reading was going on, the students had to be alert to identify unknown words, and start writing their glossary.

It was noticeable that the play was of interest to the students, since at the end of the readings, a number of questions were raised throughout the classroom, and the students expressed their curiosity by asking what happened next. This fact was what motivated them to continue paying attention to their classmates

while reading during the following readings, since they wanted to understand everything that happened in the play.

Personalized comprehension evidence

Now, at the end of each reading, students were required to produce evidence of comprehension, which is important to mention because of its relation to personalized learning focused on meeting the language needs of the students. On this issue, Tomlinson (2001) also mentions differentiated products, defining them as the form through which students will express their learning, taking into account their abilities and possibilities. So the teacher considers these aspects but also the learning profile of the group.

Consequently, having three existing levels of English in the group, it was reflected that questions with an controlled English register for students requesting specific information from the reading (as in the last period) was not enough to personalize learning, so in this period it was opted to use a range of diverse alternatives where students had the opportunity to express their understanding according to their level of proficiency in English, since, following Tomlinson (2001), the concept of differentiation of content according to learning profile involves guaranteeing that the students has a way of reaching the materials and ideas that fits their preferred way of learning.

Some of the available evidences of comprehension were:

A word cloud with key words of the scene (fig. 10).

Figure 10

Word cloud assessment guidelines.

Pre-A1	Can give basic personal information (e.g. name, address, nationality), perhaps with the use of a dictionary.
Pre-A1	Can understand the simplest informational material such as a fast-food restaurant menu illustrated with photos or an illustrated story formulated in very simple everyday words/signs.

Note: CEFR guidelines for assessing word cloud, extracted from the overall written production guidelines. Source: (CEFR, 2020: 66).

An acrostic with the name of one character and key words of the scene (fig. 11).

Figure 11

Acrostic assessment guidelines.

A1	Can give information about matters of personal relevance (e.g. likes and dislikes, family, pets) using simple words/signs and basic expressions. Can produce simple isolated phrases and sentences.
Pre-A1	Can give basic personal information (e.g. name, address, nationality), perhaps with the use of a dictionary.

Note: CEFR guidelines for assessing an acrostic, extracted from overall written production guidelines. Source: (CEFR, 2020: 66).

Drawing of the scene (fig. 12).

Figure 12

Drawing of the scene assessment guidelines.

A1	Can get an idea of the content of simpler informational material and short, simple descriptions, especially if there is visual support. Can understand short texts on subjects of personal interest (e.g. news flashes about sports, music, travel or stories) composed in very simple language and supported by illustrations and pictures.
Pre-A1	Can understand the simplest informational material such as a fast-food restaurant menu illustrated with photos or an illustrated story formulated in very simple everyday words/signs.

Note: CEFR guidelines for assessing a drawing of the scene, extracted from reading for information and argument guidelines. Source: (CEFR, 2020: 56).

A playlist for the scene with music according to the ambience (fig. 13).

Figure 13

A playlist of the scene according to the scene ambience assessment guidelines.

A1	Can deduce the meaning of an unknown word/sign for a concrete action or object, provided the surrounding text is very simple, and on a familiar everyday subject.
	Can guess the probable meaning of an unknown word/sign that is similar to one in the language they normally use.

Note: CEFR guidelines for assessing a playlist of the scene according to the scene ambience, extracted from identifying cues and inferring (spoken, signed and written) guidelines. Source: (CEFR, 2020: 60).

A drawing of a character with physical description (fig. 14).

Figure 14

A drawing of a character with physical description assessment guidelines.

	Can describe their family, living conditions, educational background, present or most recent job. Can describe people, places and possessions in simple terms. Can express what they are good at and not so good at (e.g. sports, games, skills, subjects). Can briefly describe what they plan to do at the weekend or during the holidays.
A1	Can describe themselves, what they do and where they live. Can describe simple aspects of their everyday life in a series of simple sentences, using simple words/signs and basic phrases, provided they can prepare in advance.
Pre-A1	Can describe themselves (e.g. name, age, family), using simple words/signs and formulaic expressions, provided they can prepare in advance. Can express how they are feeling using simple adjectives like "happy" or "tired", accompanied by body language.

Note: CEFR guidelines for assessing a drawing of a character with description, extracted from creative writing guidelines. Source: (CEFR, 2020: 67).

A quote of a character and explain its meaning in the mother tongue (fig. 15).

Figure 15

A quote of a character and explain its meaning in the mother tongue guidelines.

A2	Can produce a series of simple phrases and sentences linked with simple connectors like “and”, “but” and “because”.
A1	Can give information about matters of personal relevance (e.g. likes and dislikes, family, pets) using simple words/signs and basic expressions. Can produce simple isolated phrases and sentences.
Pre-A1	Can give basic personal information (e.g. name, address, nationality), perhaps with the use of a dictionary.

Note: CEFR guidelines for assessing a quote of a character and explain its meaning in the mother tongue, extracted from overall written production guidelines. Source: (CEFR, 2020: 66).

A comic of the scene (fig. 16).

Figure 16

A comic of the scene assessment guidelines.

A2	Can understand enough to read short, simple stories and comic strips involving familiar, concrete situations described in high frequency everyday language. Can understand the main points made in short magazine reports or guide entries that deal with concrete everyday topics (e.g. hobbies, sports, leisure activities, animals).
	Can understand short narratives and descriptions of someone’s life composed in simple language. Can understand what is happening in a photo story (e.g. in a lifestyle magazine) and form an impression of what the characters are like. Can understand much of the information provided in a short description of a person (e.g. a celebrity). Can understand the main point of a short article reporting an event that follows a predictable pattern (e.g. the Oscars), provided it is composed clearly in simple language.
A1	Can understand short, illustrated narratives about everyday activities described in simple words. Can understand in outline short texts in illustrated stories, provided the images help them to guess at a lot of the content.
Pre-A1	<i>No descriptors available</i>

Note: CEFR guidelines for assessing a comic of the scene, extracted from reading as a leisure activity guidelines. Source: (CEFR, 2020: 58).

As can be seen, in almost all of these comprehension evidences, there are descriptors for each level of English, of what students can do with the language; however, there are evidences that, due to their complexity, only contain descriptors for one or two levels, so that students can choose the evidences with which they feel confident and comfortable expressing themselves with the language, in a way that adapts to their abilities and needs.

A tangible or intangible gift for a character to change the final of the story (fig. 17).

Figure 17

A tangible or intangible gift for a character to change the final of the story assessment guidelines.

A2	Can describe everyday aspects of their environment e.g. people, places, a job or study experience in linked sentences. Can give very short, basic descriptions of events, past activities and personal experiences. Can tell a simple story (e.g. about events on a holiday or about life in the distant future).
	Can produce a series of simple phrases and sentences about their family, living conditions, educational background, or present or most recent job. Can create short, simple imaginary biographies and simple poems about people. Can create diary entries that describe activities (e.g. daily routine, outings, sports, hobbies), people and places, using basic, concrete vocabulary and simple phrases and sentences with simple connectives like "and", "but" and "because". Can compose an introduction to a story or continue a story, provided they can consult a dictionary and references (e.g. tables of verb tenses in a course book).
A1	Can produce simple phrases and sentences about themselves and imaginary people, where they live and what they do. Can describe in very simple language what a room looks like. Can use simple words/signs and phrases to describe certain everyday objects (e.g. the colour of a car, whether it is big or small).
Pre-A1	No descriptors available

Note: CEFR guidelines for assessing a tangible or intangible gift for a character to change the final of the story, extracted from creative writing guidelines. Source: (CEFR, 2020: 67).

A letter to a character (fig. 18).

Figure 18

A letter to a character assessment guidelines.

A2	Can describe everyday aspects of their environment e.g. people, places, a job or study experience in linked sentences. Can give very short, basic descriptions of events, past activities and personal experiences. Can tell a simple story (e.g. about events on a holiday or about life in the distant future).
	Can produce a series of simple phrases and sentences about their family, living conditions, educational background, or present or most recent job. Can create short, simple imaginary biographies and simple poems about people. Can create diary entries that describe activities (e.g. daily routine, outings, sports, hobbies), people and places, using basic, concrete vocabulary and simple phrases and sentences with simple connectives like "and", "but" and "because". Can compose an introduction to a story or continue a story, provided they can consult a dictionary and references (e.g. tables of verb tenses in a course book).
A1	Can produce simple phrases and sentences about themselves and imaginary people, where they live and what they do. Can describe in very simple language what a room looks like. Can use simple words/signs and phrases to describe certain everyday objects (e.g. the colour of a car, whether it is big or small).
Pre-A1	<i>No descriptors available</i>

Note: CEFR guidelines for assessing a letter to a character, extracted from creative writing guidelines. Source: (CEFR, 2020: 67).

Each of these alternatives was aligned with the Common European Framework of Reference, in order to justify their implementation within the planning and evaluation process.

This is how each of the evidence of comprehension was evaluated, in order to focus on the proficiency levels of the students according to their level of English, and in this way, to attend to their language needs. Así fue como se cumplió el quinto objetivo específico de este documento.

In this way, the objective of designing materials and resources according to the English level of the students to attend the students' language needs was achieved. In addition to this, they were able to actively participate in the learning

process, since as it was expressed in the previous practice period, this was a point to be addressed and reinforced by the teacher, and this would be manifested in this period through the planning of activities and the design of resources.

However, in order to address the language needs in terms of speaking skills, in addition to the dramatized reading per class, and to emphasize the communicative approach of the current curriculum, a resource was designed to encourage safe environments for speaking. The name of this resource was Safe Places for Speaking, and it was designed by the teacher in training through the gamification system Class Royale, which used the classic video game interface to present the information.

So, this resource was related to the SPL that was worked on during the practice period and presented an extended scene from the play read during class. It is worth mentioning that this resource was used entirely digitally, so that students could visit it as many times as they wanted.

The activity worked as follows: The resource was worked in teams of four students, and it proposed to first read some recommendations to perform the activity, so that students would feel comfortable to speak in English and conduct the conversation. Then, it asked students to choose a character from the four available, each with a different level of English, so that there would be diversity in the teams for feedback and support from higher levels, and peer scaffolding would occur.

Each of the four characters corresponded to a color, so that it was easy to locate for the team members. Then the script of the play was presented, and each line of each character was marked with its corresponding color, so that the reading was easier to follow.

After the reading of the script, there were some extra recommendations, called Pro-tips, for the students. These recommendations provided examples of

how to feed English back into the students' daily lives and were part of the conclusion of the activity. Finally, a sentence was presented in English referring to interculturality and the importance of knowing how to communicate in English before sounding with a native accent, which also invited the student to listen to the Class Royale playlist on Spotify.

By implementing this strategy, support was provided to the student so that he could perform in the classroom according to his level of English in a safe space for the practice of speaking skills, in order to meet the eighth specific objective of this document, by applying the personalized learning method to generate a supportive learning environment during the class.

These were the resources used during the fifth practice period, or the second intervention of the action plan.

Conclusion of the second application

It is concluded by mentioning that with these resources and materials, the language needs of the students were partially covered through the following examples of teaching practice.

Listening was attended to when reading the play aloud and listening to the trainee teacher and classmates, as well as in the instructions given by the trainee teacher.

Speaking was addressed through the reading of the play, by participating with the script corresponding to the English level of each student and through the Safe Places for Speaking resource, which had the same dynamics.

Reading was addressed in the same way with the script and the Safe Places for Speaking resource, since the dialogues were adjusted to each level, making it possible to address this skill. In addition, remember that the dialogues

were clarified in the students' native language once they were read, and evidence of comprehension was also submitted by them according to their level of English.

And writing was addressed through comprehension evidence that asked students to write words, meanings, descriptions, or more complex texts such as letters or a different ending to the story.

In this way, the language needs of the students were addressed during the second application of the personalized learning method.

Reflection and conclusion of the proposal

To conclude the two interventions, key aspects that emerged from the observations recorded were considered.

Evolution of the students.

With respect to the evolution of the study group, there are three moments of reflection. Through the observations recorded in the practice diary, changes were noted in the students' participation in the learning process before, during and after the application of the personalized learning method.

Backwards

Prior to the implementation of the personalized learning method, students had access to only one type of material, the standardized one, that is, a resource designed at only one level of English, despite the fact that each student had a different level.

This made it clear that the diagnostics at the beginning of each day were unusable, because once they were applied, they were not taken into account again except for academic and/or statistical data. The same was true of the diagnoses on interests and learning strategies, since despite their application, little, if anything, was done with this information.

As a consequence, and in spite of forming a group profile, it was not included in the planning or in the design of the didactic sequence, so that students were subject to the same way of learning and the same level of English in resources and materials.

This affected their performance in the comprehension tests in each activity and in class participation, since the standardized materials, it could be noticed that in the first place, were not even understood, affecting their learning process, and putting barriers in it.

During

During the application of the personalized learning method, it was observed that, after adjusting all the resources to be applied in the class to the three existing English levels, the students' unemployment was more congruent, because this time, having access to materials adapted to their level, they showed better understanding of them, and the level of participation was more varied in terms of levels.

This was reflected in the comprehension tests, where the majority of students had five correct answers out of six (see fig. 12 in annexes), and through the evaluations realized by direct observation with the support of the assessment guidelines attached to each planning.

It is worth mentioning that by applying the gamification system, observable results were also obtained, since it was a system designed according to the interests of the students, in this case, the video game Clash Royale, the students remained immersed in the dynamics of the class, and attentive to earn points and work as a team. In the same way, it was observed that the Safe Places for Speaking strategy allowed students to perform significantly better in their interactions when working in pairs or teams, thanks to the chunks provided in those spaces, or the diversity of English levels in each team.

Similarly, this resource fostered supportive learning environments, which were mentioned in the additional methodologies, in addition to taking into account the suggestions for planning class work proposed by the Secretaría de Educación Pública (2018a) that establishes a safe climate for the development of the class.

During the application of the personalized learning method, the students had an active role in their learning process, as they had the necessary resources to interact and participate in the English classroom.

After

After the application of the personalized learning method, it was concluded through observations that the performance and participation of the students within the sessions corresponded to the expected performance for each level of English, according to their language needs, since that is where the method was intended to act.

To speak of personalized learning in the breadth of the concept (which encompasses a range of elements that are not intended to be addressed in this document), would lead to a more rigorous evaluation of the method, where it would lose the focus that this document intends.

In brief, under the purposes and objectives stated in this proposal, the method worked, and the beneficiaries were the students of the study group, because when previously resources and didactic sequence were designed and adapted to the level of English that the teacher in training mastered, it was not possible to speak of personalized learning.

However, after previous reflection and application of this method, it was not possible to speak of personalized learning, after the previous reflection and application of this method, it was concluded that after the application, there could be personalized learning for each student according to their level of English,

learning strategies and interests (although the latter in a general way), which demonstrates the fulfillment of their objectives in the action plan and its application.

Evolution of the teaching practice

Regarding the evolution of the practice, conclusions were drawn by stage of application of the method, so that there is reflection before, during and after the application.

Backwards.

Before designing the method, it should be mentioned that personalized learning was not even known or taken into account.

Therefore, the sessions were designed with the teacher's criteria, that is, with the activities he knew and was comfortable planning. So, when researching on personalized learning and its relationship with the curriculum, his paradigm changed to contemplate all the elements involved in designing a session.

Consequently, the interest in this topic grew, so that when he was immersed in this field, the trainee teacher realized that considering personalized learning in its broadest definition was going to be a total challenge and almost impossible to carry out in 50-50 classrooms, taking into account that personalized learning responds to all student needs.

Hence, the decision was made that as part of the action plan, a personalized learning method would be designed to address the language needs and learning strategies of the group, as well as basic aspects such as interests and interaction patterns, which correspond to the elements of an EFL classroom.

During

Once the action plan was designed and the personalized learning method focused on meeting language needs was applied, it was observed that the role previously played by the teacher, as the axis of the session, where he arbitrarily taught the activities and determined how the students were going to learn, providing them with resources at a level of English that did not apply to all students, changed radically.

Now, the teacher adopted a role of facilitator and guide of the contents and activities, providing resources and materials according to the level of English of each student and proposing diversified activities so that each student could decide how to learn, taking into account their learning strategies and to what extent what they had learned could help them to demonstrate their learning.

Likewise, to create supportive learning situations so that the students could develop and act as the protagonists of the learning process.

In this way, the practice changed during the application of the personalized learning method, and from the observations, one of the most important and the one that concludes this article is that by applying this proposal, the sessions now placed the student and his interests as the axis and not the teacher and his way of designing the classes according to his experience and comfort when establishing certain activities that did not correspond to the learning strategies of the group profile, and that in previous practices had been ignored for the same reason.

Therefore, the teacher's role in the practice evolved to that of guide and facilitator.

After.

After reflecting on the practice before and during the method, the situation was analyzed contemplating each moment and what each one had left, so that the following conclusions were reached.

It was observed that the effects of applying personalized learning in 50-50 classrooms in the teaching practice have an evolutionary impact on it, which transforms the standardized role of the teacher as an instructor to a role of guide and facilitator within the learning process that takes place in the classroom, specifically in each of the students that conform it.

Another aspect to highlight in addition to the role of the teacher is the determination that was adopted when implementing this method, because when developing the practice in 50-50 classrooms with very few resources (whiteboard and desk), it was necessary to resort to the competencies of the graduate profile listed in the Action Plan of this document for the realization of this proposal and the achievement of its objectives, as well as to strengthen them and realize the expectations referred to the professional practice.

It was reflected that the teacher's effort should be focused on the design of the planning taking into account the students as the protagonist of the whole process, since each element of the session has to be linked directly or indirectly, explicitly, or implicitly with them.

By decreeing this, the teacher not only has the obligation to comply with planning, materials, and resources, but also with a complete personalization of the learning environment, which will be the context where students will have particular opportunities to take advantage of the language in each of the levels of English to which they belong.

This is why we are talking about a task that requires determination, since personalizing learning is not only about a customized lesson plan, but also about investing time, money and, above all, reflection to gather all the contents and regulations in a practice that deserves to be called personalized.

CONCLUSIONS

Conclusions

Personalized learning is a methodology that adapts to the first pedagogical principle proposed by the current Aprendizajes Clave curriculum, since it places the student at the center of learning and takes into account his or her characteristics and learning needs. When trying to apply personalized learning in 50-50 classrooms, it was noticed that not all needs can be addressed at the same time, so it was decided to address only the language needs of each student, focused on the teaching, and learning of English.

Even so, several final reflections arise in this regard since personalizing learning in this type of classroom requires a titanic effort even when dealing with language needs. If we consider that there are fifty different realities, classified into three existing English levels, which must contain their own resources, the teaching labor becomes complex. However, it is possible, and through the suggested method we can conclude the following.

It is emphasized that the results of the application are observable and recordable rather than numerical or graphical. However, the character of the research is qualitative and quantitative.

These results show that after applying the personalized learning method an evolution was observed in the learning process of the students and in the teaching practice of the teacher, and both are interrelated. Since, by changing the standardized role of the teacher from instructor or content provider to facilitator, on the basis of Katoch (2020) and guide, and promoting differentiated teaching in 50-50 classrooms, student participation in the educational process increased and corresponded to their profile, retaking learning strategies and level of English, to mention some aspects of it.

The above is related to the first competency mentioned in the action plan, which refers to use his knowledge of the English language and its didactics to

make transpositions according to the characteristics and contexts of the students in order to address the curricular contents of the current study plans and programs and with its first unit of competence, which states that the teacher should recognize the cognitive processes, interests, motivations, and formative needs of the students to organize the and learning needs of students to organize teaching and learning activities, whose competence belongs to the graduated profile proposed by the Secretaría de Educación Pública (2018b).

The above was reflected in the design of a personalized learning method for students according to their characteristics and needs.

In order that in the end, a participatory environment was created by integrating the four existing English levels at the time of the class, and thus taking advantage of the fifty minutes available with fifty different students, using relevant resources and materials to facilitate and guide this participation, in order for the group to take ownership of their learning and be the center of learning.

Returning to the hypothesis that by applying a personalized learning method in 50-50 classrooms, the first pedagogical principle will be accomplished by putting the students at the center of learning to attend to their language and contextual needs, it can be concluded that in the end, the first pedagogical principle was fulfilled, and all the field that it encompasses, such as the planning of class work, which has to do with the evaluation proposed by the current curriculum.

Consequently, the teacher in training could design teaching and learning processes in accordance with current approaches to English language, considering the context and characteristics of students to achieve meaningful learning. This corresponds to the second competency mentioned in the action plan, which is reflected both in the personalized learning method and in each of the actions it was designed to carry out.

Furthermore, with the evidence provided in this document, the language needs of each student were covered, by designing and providing differentiated resources for each level of English. And the contextual needs were covered at the time of situating the learning in the first intervention, where the contents were taken from the immediate context of the group, in addition to using platforms that are familiar to them for the creation of an online (and offline) gamification platform.

So that through the above actions, the trainee teacher would be able to use innovation as part of their teaching practice for the development of student competences, which is also part of the competences mentioned in the action plan, and justifies the innovation with the creation of a hybrid gamification system, through the first unit of competence, which suggests to implement innovation to promote English language learning in students, using the gamification platform as a basis to promote this learning.

Not forgetting to mention that as it is a hybrid system and has different materials, it made that for its construction, the teacher in training could design and/or uses learning objects, resources, didactic and technological means in the generation of English learning, which is the second unit of this competency, and which was improved through the above mentioned.

In this way it is concluded that there can be personalized learning in 50-50 EFL classrooms while avoiding standardization, but still the needs of all learners could not be met. In this case, learning was personalized to meet the language and contextual needs, which are of most interest to an English teacher.

Meeting all the needs of a student in this type of classroom is an impossible task, and it is mentioned without concern for being wrong, since an English teacher cannot consider too much information to address all of them in the same class. However, if the determination remains to prove that personalized learning in its broad concept can work in 50-50 classrooms, one should start by sectioning all the needs of the group, categorizing them, and covering one at a time per

class, which would be an alternative that, although it would not integrate all their needs in one session, it would do so in a broad teaching period.

In the meantime, the proposal goes this far in this document, but it does not end. For, personalized learning in Mexico has many possibilities of application, in order to transform the way English is taught in 50-50 classrooms, and to accept that, if they have not disappeared, they may vanish in terms of the teacher's way of teaching. For once personalized learning is discovered, it can no longer be taught in the same way.

Bonus

Suggestions for the Teacher to personalize learning in 50-50 classrooms.

These are some suggestions for personalizing learning in 50-50 classrooms, which emerged through the author's experience and reflection.

Diagnose and get to know your group.

A teacher who intends to personalize learning should know his or her group, know their names and keep in mind basic aspects of each one. In addition, he diagnoses them in order to know their characteristics and to be able to develop his work.

The learner as the sun.

To personalize learning, the teacher should consider the students as the central focus of learning, i.e., all content, activities, resources, and strategies should revolve around them.

Be omnipresent.

Don't become an enemy of your group's interests (such as the Internet, video games, or social networks), but take advantage of them and make learning come through channels they are familiar with.

Don't be afraid to create.

Try to create strategies that work with your group, record them in your teaching journal and reflect on them, remember that teaching is flexible.

Use new technologies.

Don't be afraid to use digital tools (design software, artificial intelligence tools, authentic social media content, platforms with which the group is familiar) that facilitate your teaching work as long as they are adjusted to reality and their use is justified.

Be an influencer.

Teachers are the real influencers, but not everyone embraces this role. Take advantage of this concept to reach your students in a personalized way, through resources that matter to them.

Be a talent scout.

In the classroom there will always be a hidden talent, try to promote these skills for the expression of learning in the students. Learn new talents and do it with them, and it will be meaningful.

The customer is always right.

Open a suggestion box in your classroom, so your students can participate in building it. Take these suggestions into account and modify the lesson plan with them, remember, this is one of the ways in which planning is flexible.

Know their names.

There can be no personalized learning if the teacher does not know the names of the students in the classroom.

Use the strategy that best suits your pace of memorization to accomplish this goal.

Diversify the evidence of learning.

Do not standardize learning on a single piece of evidence, remember that there are different levels of performance for each student, allow them to express themselves in the way they can best demonstrate their learning.

Spread the seeds of your method.

The actions you take to personalize learning should not remain only in your planning and on paper, so try to share them with the world, today we live in an interconnected society, and the opportunities to do so are plenty.

That is why these suggestions, as well as the central ideas of this document, will be disseminated through various communication channels.

First, it is proposed to hold a conference on personalized learning in 50-50 classrooms in the school where the proposal was implemented, with the teachers of the different subjects, parents, and the educational authorities of the institution as the audience.

Secondly, it is planned to disseminate the findings of this research through the creation of a digital communication channel, taking advantage of social networks as a means of diffusion. This will be realized as a final effect of the proposal, and as a form of divulgation, so that more teachers and teachers in training can join the change from the standardized to the personalized learning.

ANNEXES

Figures Index

Figure 1 Student ID	19
Figure 2 Lesson plan format (first page).....	30
Figure 3 Personalized lesson plan format (first page).....	31
Figure 4 Lesson plan format (second page).....	32
Figure 5 Personalized lesson plan format (second page).....	33
Figure 6 Lesson plan format (third page)	34
Figure 7 Personalized lesson plan format (third page)	35
Figure 8 Personalized lesson plan format (last page)	37
Figure 9 Percentaje of results by applying the personalized resources....	50
Figure 10 Wordcloud assessment guidelines	57
Figure 11 Acrostic assessment guidelines	58
Figure 12 Drawing of the scene assessment guidelines	58
Figure 13 A playlist of the scene... assessment guidelines.....	59
Figure 14 A drawing of a character... assessment guidelines.....	59
Figure 15 A quote of a character... assessment guidelines.....	60
Figure 16 A comic of the scene assessment guidelines	60
Figure 17 A tangible or intangible gift... assessment guidelines	61
Figure 19 A letter to a character assessment guidelines	62

Annexes Index

Annex 1 Chronogram of activities.....	82
Annex 2 Class Royale Gamification System Offline	83
Annex 3 Class Royale Gamification System Offline	84
Annex 4 Readings according to the three levels of English (front page) ..	85
Annex 5 Readings according to the four levels of English (second page)	86
Annex 6 Workbook of readings	87
Annex 7 Class Royale Instagram profile.....	87
Annex 8 Play script: The Loyalty Army.....	88
Annex 9 Examples of the personalized lesson plan (first application)	89
Annex 10 Examples of the personalized lesson plan (second application)	93

Annex 1

Chronogram of activities.

PROCESS	2022					2023						
	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul
Application of diagnostic instruments	■	■										
Research of the theoretical framework.		■	■									
Investigation of the methodological framework.			■									
Design of data collection instruments.			■									
Application of data collection instruments.				■								
Presentation of the group diagnosis.				■	■							
1st Forum for the presentation of degree documents.						■						
Planning of 1st part of the Action Plan.						■						
Application of 1st part of the Action Plan.						■	■					
2nd Forum for the presentation of degree documents.									■			
Planning of 2nd Action Plan								■				
Application of 2nd part of the Action Plan.								■				
Reflection and report of the Action Plan results.									■			
Practice period and reflection of the practice.										■		
3rd Forum for the presentation of degree documents.											■	
Delivery of the first draft of the finished document.											■	
Correction of observations made by the degree committee.											■	
Delivery of the final version of the document.												■
Qualification exam.												■

Note: This is the chronogram used to organize and temporally place the action plan. Source: Author.

Annex 2

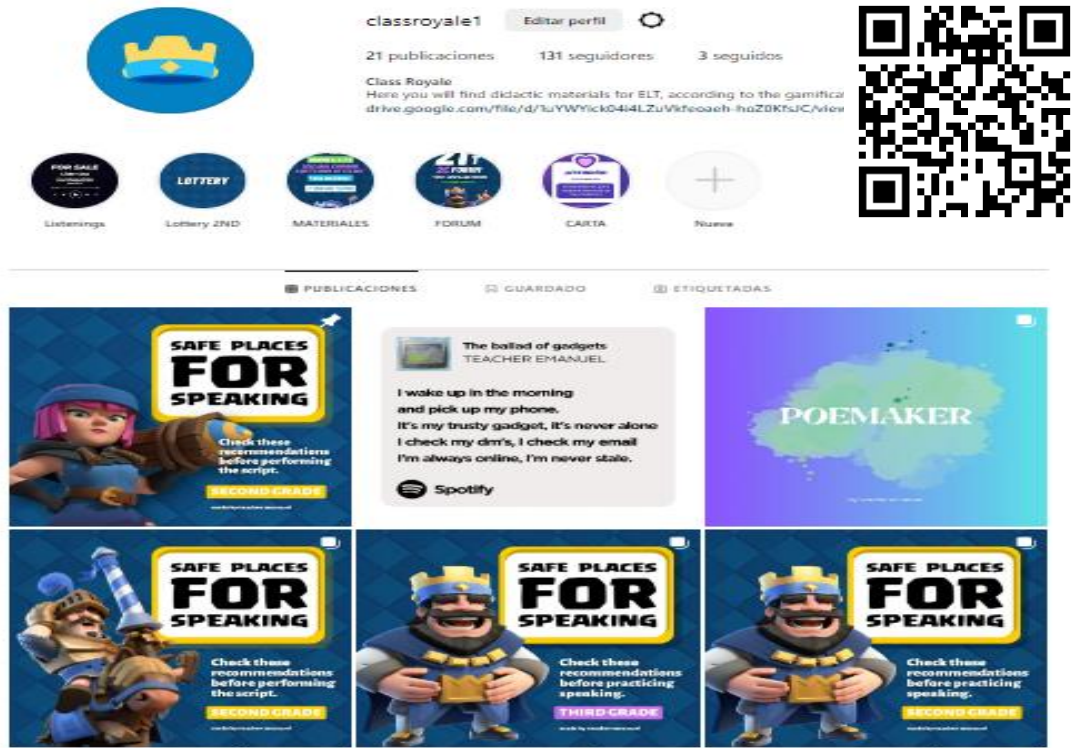
Class Royale Gamification System Offline



Note: These are the components of Class Royale's offline gamification system, featuring the token economy and the democratization of team participation through elixir bars. Source: Author.

Annex 3

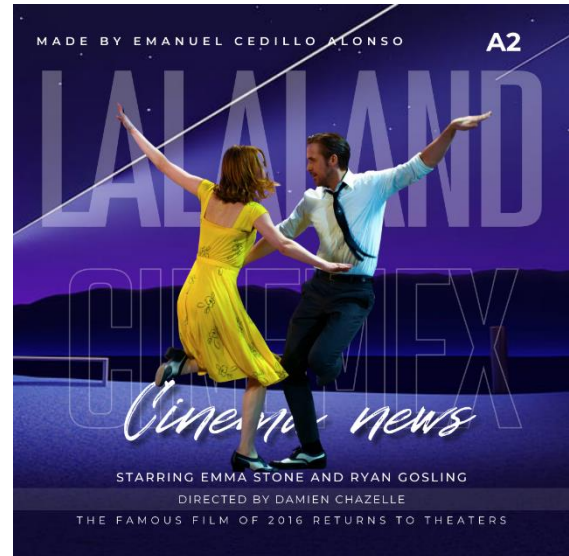
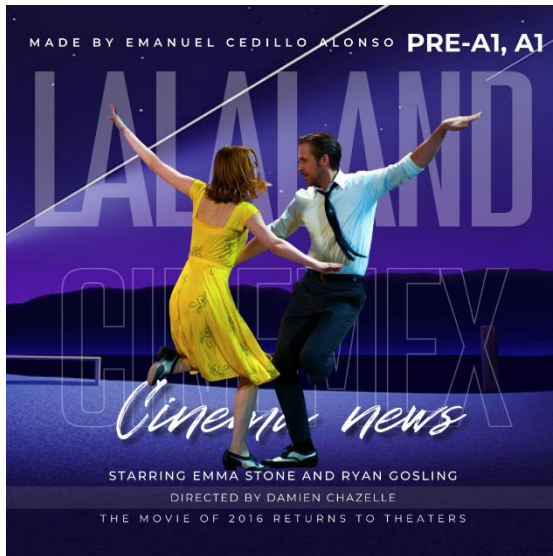
Class Royale Gamification System Online



Note: This is the online platform of Class Royale System Gamification, where you can find materials, announcements, and resources. Source: Author.

Annex 4

Readings according to the four levels of English in the group (front page).



Note: This is the front page of the personalized readings in the first application for the four level of English in the group. These readings are uploaded on the Instagram profile of Class Royale. Source: Author.

Annex 5

Readings according to the four levels of English in the group (second page).

PRE-A1, A1

LALALAND

Cinema news

For the seventh anniversary of La La Land (the Oscar winner), Cinemex decided to re-release it.

Cinemex started the pre-sale of tickets one week before the movie's release, on January 12, 2023.

A2

LALALAND

Cinema news

To celebrate its seventh anniversary, Cinemex decided to re-release the Oscar winner La La Land.

As always, Cinemex opened its pre-sale of tickets a week before the movie's premiere, on January 12, 2023.

B1

LALALAND

Cinema news

On the occasion of its seventh anniversary, Cinemex has decided to re-release the Oscar winner La La Land.

As always, Cinemex has begun its pre-sale of tickets one week before the film's release on January 12, 2023.




Note: These are the personalized readings according to the four levels of English, with the difference between language they present but with the same content.
Source: Author.

Annex 6


Workbook of readings.

2



Instructions: Answer the questions correctly with the information from the reading.

	TRUE	FALSE
1.- The ticket pre-sale is on January fifteen.	<input type="checkbox"/>	<input type="checkbox"/>
2. A ticket for La La Land in Traditional Theatre costs ninety-five pesos.	<input type="checkbox"/>	<input type="checkbox"/>
3.- La La Land will be presented in theaters on January twelfth.	<input type="checkbox"/>	<input type="checkbox"/>
4. The three movies will be presented in only forty-five cinemas.	<input type="checkbox"/>	<input type="checkbox"/>
5. The director of Babylon is Damien Chazelle.	<input type="checkbox"/>	<input type="checkbox"/>
6. A ticket for Babylon in Platinum theatre costs one hundred and fifty-six pesos.	<input type="checkbox"/>	<input type="checkbox"/>



LALALAND CINEMEX

Instructions: Answer the questions correctly with information from the reading.

1.- Why will La La Land be re-released?

a) for its 7th anniversary b) because it won the Oscar
c) for the premiere of Babylon

2.- Who are the actors starring in La La Land?

a) Damien Chazelle b) Ryan Gosling and Emma Stone
c) Ryan Reynolds and Margot Robbie

3.- When will La La Land be presented in theaters?

a) January 12th b) January 21st c) July 12th

4.- How many theaters will La La Land be presented in?

a) seventeen b) seventy c) seventy four

	TRUE	FALSE
5.- There will be commemorative souvenirs of the movie.	<input type="checkbox"/>	<input type="checkbox"/>
6.- La La Land will be presented in all 70 Cinemex theaters.	<input type="checkbox"/>	<input type="checkbox"/>

Note: This is the content of the workbook of readings, that contains the comprehension exercises for the personalized readings. Source: Author.

Annex 7

Class Royale Instagram profile.



classroyale1

Editar perfil



18 publicaciones

130 seguidores

0 seguidos

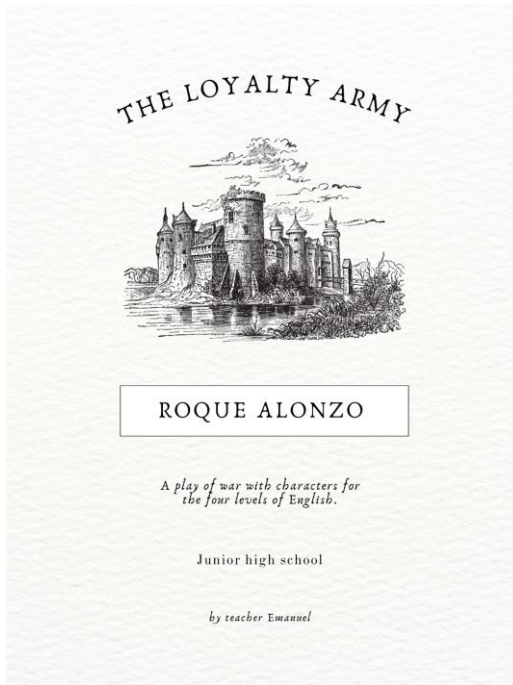
Class Royale

Here you will find didactic materials for ELT, according to the gamification system of Class Royale.
drive.google.com/file/d/1uYWYick04i4LZuVkf0eah-hoZ0KfsJC/view?usp=drivesdk

Note: This is the Instagram profile of Class Royale, where the resources, materials and announcements. Source: Author.

Annex 8

Play script: The Loyalty Army



Title: The Loyalty Army

Author: Roque Alonzo

Genre: Classic, war.

Pages: 7, just the act 1.

Synopsis: The story revolves around the Warren family. When the father, Oreon, falls ill, his second son, Erion, cares for him. Upon Oreon's death, the inheritance goes to the eldest son, Holard, despite his neglect. Erion accepts this and lives in poverty. He helps others in need, gaining

their loyalty. Erion later discovers the inheritance was deceitfully obtained by Holard. He forms an Army of Loyalty to seek justice.



Note: This is the first part of the play script that was read during the classes of the second application. The original play contains two more parts; however, it was decided to include only this excerpt to exemplify the content of the work. The rest of the material can be seen in the attached QR code. Source: Author under the pseudonym Roque Alonzo.

Annex 9

Examples of the personalized lesson plan (first application)



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



School's Name: Esc. Sec. No. 0003 "Lic. Benito Juárez"	C.C.T.: 15EE50029W
Titular Teacher: Mayra Alejandra Granados Guía	Trainee Teacher: Emanuel Cedillo Alonso
Grade(s), group(s) and no. of students: 2° A, 45, 22 F and 23 M	Program (Syllabus): Aprendizajes Clave para la Educación Integral. Plan y Programas de Estudio. Lengua Extranjera, Inglés. Orientaciones didácticas y sugerencias de evaluación.
Period of practices:	January 30th to February 24 th
Social Learning Environment (SLE):	FAMILY AND COMMUNITY
Communicative Activity (CA):	Exchanges associated with the media.
Social Practice of the Language (SPL):	Compare the same news report in different media publications.
Expected Achievements (EA):	Reviews news stories. Read news stories. Contrast a news story in different media. Poster of an article.
Final Product (FP):	2° A: Pre-A1, A1, A2.
Level of English of each group.	Pre-A1. Interpret and respond to isolated words and simple expressions of routine and frequent use in basic social interactions typical of their daily contexts (school, home, community). Responds with familiar expressions to oral and written models related to immediate communication needs, with a specific purpose and aim. Says basic information about him/herself and his/her everyday contexts, follows and gives very basic instructions related to his/her immediate contexts. Relates to others and to culture through games and play activities, using some linguistic or non-linguistic resources. A1. Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others, ask for and give basic personal information about home, personal belongings, and people he/she knows. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to cooperate. A2. Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g., basic information about him/herself and family, shopping, places of interest, occupation, etc.). Can communicate in simple and routine tasks requiring simple and direct exchanges of information on familiar or routine matters. Can describe in simple terms aspects of his/her background and environment, as well as matters related to his/her immediate needs.



CONTENTS AND OBJECTIVES		
1 st session	2 nd session	3 rd session
<p>Main objective: Students read and understand news. Contents: News and events.</p>	<p>Main objective: Main objective: Students read and understand news. Contents: News and events.</p>	<p>Main objective: Students contrast the same news in different publications. Contents: News and events.</p>
<p>Main objective: Students read and understand news. Contents: News and events.</p>	<p>Main objective: Students read and understand news. Contents: News and events.</p>	<p>Main objective: Students contrast the same news in different publications. Contents: News and events.</p>
<p>Final product of the period: Poster of an article.</p>	<p>Contents of the period: News and media.</p>	<p>Main objective of the period: Contrast the same news in different media publications.</p>
GUIDELINES: HOW TO EVALUATE THE MAIN OBJECTIVE (IN THIS SPECIFIC SPL)		
<p>READING For Pre-A1 Can recognize familiar words/signs accompanied by pictures, such as a fast-food restaurant menu illustrated with photos or a picture book using familiar vocabulary. For A1 Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required. For A2 Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items. Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency every day or job-related language.</p>	<p>SPEAKING For Pre-A1 Can produce short phrases about themselves, giving basic personal information. For A1. Can produce simple, mainly isolated phrases about people and places. Can use a very short-prepared text to deliver a rehearsed statement. Can give a simple description or presentation of people, living or working conditions, daily routines, likes/dislikes, etc. as a short series of simple phrases and sentences linked into a list. Can give a short, rehearsed, basic presentation on a familiar subject. Can give a short, rehearsed presentation on a topic pertinent to their everyday life, and briefly give reasons and explanations for opinions, plans and actions. "because"</p>	<p>For Pre-A1 Can produce short phrases about themselves, giving basic personal information. For A1. Can produce simple, mainly isolated phrases about people and places. Can use a very short-prepared text to deliver a rehearsed statement. Can give a simple description or presentation of people, living or working conditions, daily routines, likes/dislikes, etc. as a short series of simple phrases and sentences linked into a list. Can give a short, rehearsed, basic presentation on a familiar subject. Can give a short, rehearsed presentation on a topic pertinent to their everyday life, and briefly give reasons and explanations for opinions, plans and actions. "because"</p>
CLASS ROYAL (CLASH ROYAL GAMIFICATION SYSTEM)		
<p>TEAMS: Clans. Students make teams to form a <i>clan</i>. This clan will participate to win cups in each game or activity.</p> <p>PARTICIPATION: Elixir system. Each clan will have 5 points of elixir to participate in each activity. Once their elixir is empty, they have reached the limit of participation per class. These are printable resources.</p> <p>EXTRA POINTS: When a student participates, their gain points, in form of coins and gems, depending on the participation's relevance. They can buy extra-points with 5 coins or 3 gems. There are printable resources.</p> <p>BATTLES: This is a type of game where the clans participate in competitions.</p> <p>DAILY TASKS: These daily tasks in clash royale are some activities the player does to win rewards; in this gamification system the daily tasks are the agenda and the moment of the class.</p> <p>MUSIC: It refers to the traditional music of clash royale. It is reproduced during the battles and the classwork, the song changes according to the rhythm of the class.</p> <p>INSTAGRAM PROFILE: This is the Instagram account of the gamification system, and it works to distribute the digital resources, give announcements, make surveys, and publish the printable resources to work in the classroom.</p>		





LESSON PLAN					
Number of session:	Session 1.		Main objective of the session:	Students read and	Product(s) of the session: Questions of the reading.
L.S.	Objective	Procedure	Skills	Resources/ Materials	Students' suggestions
Beginning 10 min	Students explore local news.	<p>Academic information: To begin with the class, the T. writes on the board the information of the class, such as date, topic and expected learning.</p> <p>Lead in: T contextualizes ss. by telling them local news. This news is related to the reading test.</p>	Listening	Board	
Development 20 min	Students read local news.	<p>Reading test: At this stage of the class, a reading test is given to the students, it contains local news. This reading is adapted to the students' level of English, and it contains multiple-choice questions.</p> <p>This reading task is completed individually on the workbook (or notebook), The reading questions will be led by the teacher, so that everyone goes together in answering questions.</p>	Reading	Reading test for the three levels of English (Customized Workbook).	
Closure 10 min	Students understood the main idea of the news.	<p>Planaria time: At this stage of the class, students make comments about the reading to find the main idea.</p> <p>Correction time: Finally, students correct their wrong answers, this correction will be by peer-correction (students exchange their tests with a classmate).</p>	Writing	Answer key	Titular teacher's suggestions
Assessment tools and strategies					
Peer-correction			Direct observation		
Answer key			Assessment guidelines (attached in this lesson plan)		
Homework:					



GROUP PROFILE
2° A
INTERESTS (IDOLS)
Arctic Monkeys, BTS, Stray Kids, Kevin Karl, Garry Hasty, German Garmendia, Olivia Rodrigo, Jukilop, Han Jisung, Ed Maverick, Jeremy, Aldogeo, Queen, ACDC, Leonardo DiCaprio, El Mariana, Bad Bunny, Minigod, Maradona, Robben Lewandoski, Black Bear, Smokey Nagata, Eminem, Cristiano Ronaldo, Santa Fe Klan, Tom Brady, Melanie Martinez, Messi, Spreen, Boy Pablo, Alemán, Edwin Caz, Hombres G, Mr. Beast, Metallica, Billie Eilish, Coldplay, Nirvana.
TALENTS
Dancing, cooking, drums, swimming, volleyball, lecturing, creative notes, music, drawing, reading, painting, lettering, videogames, writing, biking, soccer, make up, running, beatbox, being a leader, math, basketball, piano, mechanics, Muay Thai.
INTERACTIONS PATTERNS
Individually 5, Pairs 8, Team 18 , Group 5.
LEARNING STRATEGIES
Notes 9 , Worksheets 2, Games 14 , Projects 5, Posters 1, Chunks 0, Comics 2, learning with songs 5.
STUDENTS SUGGESTIONS
Questions time, teamwork , games in group , outside activities , funny class , notes-based class, good rapport, board games, thematic class , fast classes, no homework, peaceful classes, interesting class, understandable classes, special classes, playing music .

Annex 10

Examples of the personalized lesson plan (second application)

 <p style="text-align: center;"> ESCUELA NORMAL No. 1 DE TOLUCA LICENCIATURA EN ENSEÑANZA Y APRENDIZAJE DEL INGLÉS EN EDUCACIÓN SECUNDARIA APRENDIZAJE EN EL SERVICIO OCTAVO SEMESTRE </p> 	
School's Name: Esc. Sec. No. 0003 "Lic. Benito Juárez" Titular Teacher: Mayra Alejandra Granados Guía Grade(s), group(s) and no. of students: 2º A, 45, 22 F and 23 M	C.C.T. 15EE50029W Trainee Teacher: Emanuel Cedillo Alonso Program (Syllabus): Aprendizajes Clave para la Educación Integral. Plan y Programas de Estudio. Lengua Extranjera, Inglés. Orientaciones didácticas y sugerencias de evaluación.
Period of practices:	March 6th to March 28 th
Social Learning Environment (SLE):	LUDIC AND LITERARY
Communicative Activity (CA):	Literary expression
Social Practice of the Language (SPL):	Read plays.
Expected Achievements (EA):	Selects and reviews short plays for young people. Reads short plays and understands general meaning, main ideas, and details. Participates in dramatized readings.
Final Product (FP):	Dramatized reading or play.
Level of English of each group. ACCORDING TO: APRENDIZAJES CLAVE.	<p style="text-align: center;">2º A: Pre-A1, A1, A2.</p> <p>Pre-A1: Understands and reacts to some isolated words and very simple expressions of routine and frequent use in basic social interactions typical of their daily contexts (school, home, community). Responds with very familiar expressions to spoken and written models related to immediate communication needs, with a concrete purpose and aim. Tells very basic information about him/herself and his/her immediate environment; asks and answers basic questions about objects and people in his/her everyday contexts, and about some tastes and preferences. Interacts with others through games and play activities, using some linguistic or non-linguistic resources.</p> <p>A1. Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others, ask for and give basic personal information about home, personal belongings, and people he/she knows. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to cooperate.</p> <p>A2. Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g., basic information about him/herself and family, shopping, places of interest, occupation, etc.). Can communicate in simple and routine tasks requiring simple and direct exchanges of information on familiar or routine matters. Can describe in simple terms aspects of his/her background and environment, as well as matters related to his/her immediate needs.</p>



CONTENTS AND OBJECTIVES			
1 st session	2 nd session	3 rd session	
<p>Main objective: Students read plays and explore emotions.</p> <p>Contents: Play scripts, everyday phrases.</p> <p style="text-align: right;">4th session</p>	<p>Main objective: Students read plays and explore emotions.</p> <p>Contents: Play scripts, everyday phrases.</p> <p style="text-align: right;">5th session</p>	<p>Main objective: Students read plays and explore emotions.</p> <p>Contents: Play scripts, everyday phrases.</p> <p style="text-align: right;">6th session</p>	
<p>Main objective: Students understand the structure of a play by participating in a dramatized reading.</p> <p>Contents: Play scripts, everyday phrases.</p>	<p>Main objective: Students read plays and explore emotions.</p> <p>Contents: Play scripts, everyday phrases.</p>	<p>Main objective: Students read plays and explore emotions.</p> <p>Contents: Play scripts, everyday phrases.</p>	<p>Main objective of the period: Read plays.</p>
Final product of the period: Dramatized reading.			
GUIDELINES: HOW TO EVALUATE THE MAIN OBJECTIVE (IN THIS SPECIFIC SPL)			
<p>READING</p> <p>For Pre-A1 Can recognize familiar words/signs accompanied by pictures, such as a fast-food restaurant menu illustrated with photos or a picture book using familiar vocabulary.</p> <p>For A1 Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required.</p> <p>For A2 Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items. Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency every day or job-related language.</p>			
<p>SPEAKING</p> <p>For Pre-A1 Can produce short phrases about themselves, giving basic personal information.</p> <p>For A1. Can produce simple, mainly isolated phrases about people and places. Can use a very short-prepared text to deliver a rehearsed statement.</p> <p>For A2.1 Can give a simple description or presentation of people, living or working conditions, daily routines, likes/ dislikes, etc. as a short series of simple phrases and sentences linked into a list. Can give a short, rehearsed, basic presentation on a familiar subject.</p> <p>For A2.2 Can give a short, rehearsed presentation on a topic pertinent to their everyday life, and briefly give reasons and explanations for opinions, plans and actions.</p>			
<p style="text-align: center;">CLASS ROYAL (CLASH ROYAL GAMIFICATION SYSTEM)</p> <p>TEAMS: Clans. Students make teams to form a <i>clan</i>. This clan will participate to win cups in each game or activity.</p> <p>PARTICIPATION: Elixir system. Each clan will have 5 points of elixir to participate in each activity. Once their elixir is empty, they have reached the limit of participation per class. These are printable resources.</p> <p>EXTRA POINTS: When a student participates, their gain points, in form of coins and gems, depending on the participation's relevance. They can buy extra-points with 5 coins or 3 gems. There are printable resources.</p> <p>BATTLES: This is a type of game where the clans participate in competitions.</p> <p>DAILY TASKS: These daily tasks in clash royale are some activities the player does to win rewards; in this gamification system the daily tasks are the agenda and the moment of the class.</p> <p>MUSIC: It refers to the traditional music of clash royale. It is reproduced during the battles and the classwork, the song changes according to the rhythm of the class.</p> <p>INSTAGRAM PROFILE: This is the Instagram account of the gamification system, and it works to distribute the digital resources, give announcements, make surveys and publish the printable resources to work in the classroom.</p>			



LESSON PLAN					
Number of session	Session 1.	Main objective of the session: Students read plays and explore emotions.	Product(s) of the session: Questions of the play and notes.	Final product: Dramatized reading or play.	
Social practice of the language: Read plays.	Procedure		Skills	Resources	Students' suggestions
Beginning 10 min	Objective Students remember emotions and feelings.	Academic information: To begin with the class, the T. writes on the board the information of the class, such as date, topic and expected learning. Emotions T. asks ss. to remember the feelings and emotions they know and write them down in their notebook. There will be 30 seconds to finish and win. When they finish, T. asks them to tell him their examples, at the same time the T. draws them in the board.	Listening and writing.	Board and notebooks.	
Development 20 min	Students read plays and recognize their general aspects.	Emotions on plays: T. asks ss. if they like theatre, if they know some plays and asks them to tell them some genres of theatre. Then write them on the board and when he finishes, asks them to tell him the possible emotions related to each genre. Play No. 1. At this stage of the class, the T. provides a copy of the play to the group, and asks them to read together, and underline the emotions and the new words they identify in the script, they also have to put attention to the details and general aspects of the reading. Meanwhile, the T. write some questions on the board. Comprehension evidence: To check comprehension, the T. asks students to choose some form of evidence from the following list: Drawing of the scene, acrostic with the name of a character, a tangible or intangible gift for a character, a phrase of a character and explain its meaning in the native language, a letter to a character, word cloud of the scene, playlist for the scene, drawing of the favorite character of the scene and explain why.	Reading and writing.	Play for the three levels of English	
Closure 10 min	Students discuss the aspects of the play.	Planaria time: To conclude the class, the group discuss their answers together, so that all the group have a complete overview of the script. Conclusion: The T. register their classwork and as a final question, asks them what character of the play they would be. STUDENTS' SUGGESTIONS SPACE	Speaking	Answers of the exercise.	Titular teacher's suggestions
Assessment tools and strategies.					
Direct observation.					
Assessment guidelines (attached in this lesson plan).					
Homework:					



LESSON PLAN					
Session 7.		Main objective of the session: Students organize a movie with the structure of a play.		Product(s) of the session: Comprehension evidence.	
Number of session:		Social practice of the language: Read plays.		Final product: Dramatized reading or play.	
L.S.	Objective	Procedure	Skills	Resources/ Materials	Students' suggestions
Beginning 10 min	Students remember emotions and feelings.	<p>Academic information: To begin with the class, the T. writes on the board the information of the class, such as date, topic and expected learning.</p> <p>Warm up: T. asks ss to remember the stages of a play with a game called "head, shoulders knees and toes", but instead of saying those words, they are going to say "beginning, development, climax and epilogue".</p>	Listening and writing.	Board and notebooks.	
Development 20 min	Students read plays and express their understanding of it.	<p>Play No. 1 Part 6. At this stage of the class, the T. asks ss. to find the Act 2 scene 3 of the play they read in the last class and asks them to read in teams and underline the emotions and the new words they identify in the script, they also have to put attention to the details and general aspects of the reading.</p> <p>Comprehension evidence: To check comprehension, the T. asks students to choose some form of evidence from the following list: Drawing of the scene, acrostic with the name of a character, a tangible or intangible gift for a character, a phrase of a character and explain its meaning in the native language, a letter to a character, word cloud of the scene, playlist for the scene, drawing of the favorite character of the scene and explain why.</p>	Reading and writing.	Play for the three levels of English.	
Closure 10 min	Students discuss the aspects of the play.	<p>Planaria time: To conclude the class, the group discuss their answers together, so that all the group have a complete overview of the scene 3 of the act 2.</p> <p>Conclusion: The T. register their classwork.</p> <p>STUDENTS' SUGGESTIONS SPACE</p>	Speaking	Answers of the exercise.	Titular teacher's suggestions
Assessment tools and strategies.					
Classwork register.		Direct observation.			
		Assessment guidelines (attached in this lesson plan).			
			Homework:		

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Asunto: Se asume responsabilidad.

Toluca, Méx., 10 de julio de 2023

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

Quien suscribe C. EMANUEL CEDILLO ALONSO, estudiante del octavo semestre de la Licenciatura en Enseñanza y Aprendizaje del Inglés en Educación Secundaria, por este conducto, asume de manera total la responsabilidad de haber estructurado y elaborado el documento titulado: Personalized Learning in 50-50 EFL Classrooms, conforme a las Orientaciones Académicas para la Elaboración del Trabajo de Titulación. Con la supervisión del director de trabajo de titulación fue estructurado en la modalidad de: Informe de Prácticas Profesionales; así como de haberlo adecuado a las observaciones hechas por la Comisión de Titulación. Finalmente, defenderlo suficiente y de manera argumentada ante los sinodales, de tal forma que demuestre mis saberes categóricamente ante ellos, a través del diálogo académico que tenga lugar durante el desarrollo del examen profesional.

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

A T E N T A M E N T E



C. EMANUEL CEDILLO ALONSO

Toluca, México 12 de julio de 2023.

Dra. Ana Laura Cisneros Padilla
Secretaria de la Comisión de titulación
PRESENTE

El que suscribe Mtra. JAYIME GEORGINA MEJIA BLANCO Asesor del(a) estudiante EMANUEL CEDILLO ALONSO matrícula 191527050000 de 8° semestre de la Licenciatura en Enseñanza y Aprendizaje del Inglés en Educación Secundaria, quien desarrolló el trabajo de titulación denominado Personalized Learning in 50-50 EFL Classrooms, en la modalidad de Informe de Prácticas Profesionales; se dirige a esta Comisión a su digno cargo para informar que este documento ha sido concluido satisfactoriamente de acuerdo con lo establecido en los documentos del Plan de Estudios 2018 rectores del proceso de titulación.

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

A T E N T A M E N T E



MTRA. JAYIME GEORGINA MEJIA BLANCO

"2023. Año del Septuagésimo Aniversario del Reconocimiento del Derecho al Voto de las Mujeres en México".

Toluca, Méx., 30 de junio de 2023

**C. CEDILLO ALONSO EMANUEL
ESTUDIANTE DEL OCTAVO SEMESTRE (LEAIES)
P R E S E N T E.**

La Dirección de esta casa de estudios, a través de la Comisión de Titulación de la Licenciatura en Enseñanza y Aprendizaje del Inglés en Educación Secundaria del Ciclo Escolar 2022–2023, comunica a usted que su Informe de Prácticas Profesionales intitulado: Personalized Learning in 50-50 EFL Classrooms, fue **Dictaminado Favorablemente**. Ello significa que a partir de la fecha podrá realizar los trámites correspondientes para sustentar su Examen Profesional.

Sabedor de su alto sentido de responsabilidad, le envío un cordial saludo.

ATENTAMENTE


DRA. ANA LAURA CISNEROS PADILLA
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