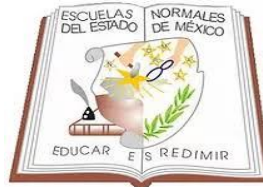




ESCUELA NORMAL No. 1 DE TOLUCA



TESIS DE INVESTIGACION

The Impact of the Attitude of the Teacher on the Active Participation and Emotions of the Student.

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

PRESENTA

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I am infinitely grateful to my mother, for having supported me and for having been my support throughout this journey, to my brother for helping me move forward in the most critical moments and to my friends Edith, Aaron, Laly, for having become my family during this beautiful journey towards teaching.

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That is why today I dedicate this work that I have done with effort and love.

INTRODUCTION

Throughout the years, the topics related to the attitudes of a teacher, as well as social-emotional education have been of little relevance, however, as a result of the pandemic these topics became important because both teachers and students, speaking within the educational field, had losses either of an economic nature, even the death of family members as a result of covid 19.

Like the rest of the world, the educational field had to make adjustments to continue providing the student community with the right to education, thanks to technological advances, the online modality was used to teach classes. However, no one was prepared for that.

The following research work is located in the secondary school No 323 "José Vasconcelos" located in San Lorenzo Tepaltitlan. For the elaboration of this document several variables corresponding to the subjects of study were considered, on the one hand the teacher and students, where it is planned to know if the learning of the students in a certain part depends on the attitude that the teachers have at the time of teaching and in turn analyze if this influences their emotional state and their participation in the classroom.

It is also intended to know how the attitude with which teachers face the various obstacles that were presented during the online classes.

The document is aimed at teachers mainly of secondary education as well as future educators in training who wish to know how the teacher's attitude influences in front of the group and how these are related to the students' learning.

This research consists of chapters as follows:

Chapter I referring to the problematization and justification of the problem.

Emphasis is made on the problem to be addressed in this research, in other words, how it arose, its justification, general and specific objectives, as well as the

hypothesis statement. This is done through the analysis of the context, the interaction between teachers and students.

Chapter 2, which refers to the theoretical framework, as well as hypotheses and variables.

It emphasizes on concepts or methods proposed by several authors, which in turn are taken as a reference and provided as support for this research work.

Chapter 3, the methodology, as well as instruments and strategies to be applied.

Within the applied methodology is the action research, in which from a problem a possible solution is sought, this research is focused on a specific group of study and is mainly applied to the areas of education, the instruments to be considered for this research consist of two questionnaires, one on emotions applied to students, and another on attitude applied to teachers. As well as some strategies to encourage participation in the classroom.

Chapter 4, analysis of data collection.

This chapter emphasizes the analysis of the results obtained from the application of the instruments, where specific data can be found in this case concerning the influence of the teaching attitude and its impact on student participation and learning.

Chapter 5, conclusions and recommendations.

Here you can find information about the decision making process based on the results and analysis obtained, ending this research, as well as marking the beginning for future research

CHAPTER 1 RESEARCH TOPIC

1.1 Object of investigation

1.1.1 The topic

The topic of the research project is entitled

“The impact of the attitude of the teacher on the active participation and emotions of the student in the English”

1.1.2 Delimitation of the problem

One of the main problems within the secondary school No. 323 "José Vasconcelos" is the lack of participation of second grade students, the identification of this problem was detected during the observation day where some students expressed why they do not like to participate or why it is difficult for them. Based on this, doubts arose about the different variables that exist around this problem, one of them is the teacher's attitude and how it influences the students' emotions when it comes to participating, especially during English classes.

Pablo Freire .(1998) mentions in his work

Necessary knowledge for educational practice" that teachers need nine types of knowledge to develop their work adequately, he speaks of security, professional competence and generosity. commitment. understanding that education is a form of intervention in the world, freedom and authority, conscious decision making, knowing how to listen. recognizing education as an ideology, availability for dialogue and, availability for dialogue and, in the case of education, knowing how to listen.

The following are some of these: commitment, understanding that education is a form of intervention in the world, freedom and authority, conscious decision making, knowing how to listen, recognizing education as ideological, availability for dialogue and, finally, loving the students well. He also mentions that this knowledge does not depend on political and ideological issues, but on their ethical attitude and all that it entails.

Emphasizing this, the teacher must be able to develop each of these skills throughout his or her professional training, given that although the education of students takes place mainly at home, the teacher must be prepared to deal with various situations that may arise in the classroom, and this is where communication appears as one of the main factors, since it is through it that different situations can be identified, which can develop in contexts such as the family and school.

One of the most complex concepts that exists about what it is to be a teacher points out the importance that the life and education of the students have when developing this role, since it is not only responsible for being a transmitter of knowledge and culture, but also acts as a pillar for their future, which is why the teacher must always motivate and support them.

For this it is necessary to know the influence of emotions in the way students participate and how these in turn influence the learning process. Emotions such as fear inside the classroom can affect the attention span of students and in turn can generate a blockage in the learning process. This is due to the emotional and physical burdens that affect the fear system, which generates tension, stress, affecting memory and learning.

From this problematization we want to identify, explain, as well as experiment some motivational strategies in the classroom and that these help us to analyze how the teacher's attitude influences the students' emotions and how these are related to their participation in the classroom, the attitude is understood as a reaction to a stimulus, and this can be favorable or unfavorable.

On the other hand (Chaux, 2012) mention that:

A teacher does not always teach with the same style or the same attitude and points out that several of these attitudes can be beneficial and favor learning and

generate a good classroom climate as a result of the interaction between teacher and student.

It is important to mention that knowledge is not generated in a concrete and favorable way, as prescribed by the curriculum in the different learning environments but is influenced by the relationships that occur between people, highlighting in this case the interaction between teacher and student. When relationships within the classroom are natural, respectful and reciprocal, the probabilities of reaching an objective increase, and it is much better when teachers and students have an enriching interaction that allows generating greater learning within the classroom.

Emotions have a considerable influence on the regulation of the functioning and behavior of individuals. When subjects have favorable emotional attitudes, they can stimulate creativity. Therefore, it is essential that students remain motivated as well as that the teacher, in turn, master emotional intelligence so that a pleasant climate can be created in the classroom and students can be involved and participate without experiencing fear or other emotions that impair their learning process.

While all the above is important, it is optional to generate new strategies to help maintain a motivational environment in the classroom strategies, that since the purpose of this research is to analyze whether these strategies work and whether or not the students' participation becomes active.in the students.

1.2 Justification

The topic "How the teacher's attitude influences the students' emotions when participating during English classes" which is the object of research at Secondary School No. 323 "José Vasconcelos" in the second grade and which in turn is to serve for the elaboration of thesis plans that will be directed to teachers mainly of

secondary education as well as future educators in training who wish to know how the teacher's attitude in front of the group influences how the students feel during class and how their feelings are related to their participation.

The development of this topic arose from the concerns of the students, who commented that sometimes they are embarrassed or nervous to participate for fear of the reaction of the teacher or their classmates, in other cases they comment that the teacher is the one who scares them, this because he is very strict and they fear that he will react negatively to their participation.

The development of this topic arose from the concerns of the students, who are embarrassed or nervous to participate for fear of the teacher's or their peers' reaction. Another problem is that the teacher is intolerant and this has repercussions on the students' emotions and participation.

This idea refers us to the main topic of participation, which emphasizing in the words of the author can give proof of whether the student is learning or not, and in turn also refers to the attitude of the teacher and students as there must be a bond of trust within the classroom between both parties to generate positive emotions among students and this in turn leads them to obtain meaningful learning that can be reflected through the active participation of the same.

Jensen (2004), on the other hand reiterates that emotions are implicated in different meanings and these in turn predict in future learning, this because they are also implicated in our goals, beliefs, biases and expectations. He mentions that, in the classroom, emotional states are a condition of utmost importance around which educators must direct students.

Therefore, the attitude of the teacher, as well as the students are of great importance in this research, however, we must emphasize that another important part of this project are the emotions that students go through during their English classes, since it is a subject that is very complicated for them and that very few

like, in addition to being another language, the climate within the classroom can be fractured by the different circumstances that are generated. For them it is important that the teacher has the best attitude and at the same time be a good mediator to avoid situations that could occur such as bullying, it is important to generate a bond of respect between teacher and student, as well as among the students themselves.

Pavlenko, (2000) presents that:

Those who live and function in two or more linguistic and cultural environments may have emotional ties and investments in all of their linguistic and cultural environments, may have emotional ties and investments in all their multiple languages and perceive them all as invested with emotional power and meaning. multiple languages and perceive them all as invested with emotional power and meaning. (p.49).

Emphasizing the words of the author, those who have knowledge of one or more languages have the ability to express their ideas in a natural way, that is, a bilingual person has the knowledge of their mother tongue and the second language and when speaking has the ability to choose how to express themselves and how to make use of their emotions, This clearly with the knowledge of the vocabulary that he/she has on the respective subject, since the personal involvement is with the mother tongue, while with the other language an emotional detachment can occur, especially when people, in this case the students are learning a new language.

Because the students are in a learning process, the vocabulary they have in a second language is at a lower level than that of their mother tongue, which prevents the student from expressing correctly what he/she wants to communicate. This in turn generates insecurity in students when speaking, and increases the likelihood of negative emotions such as stress, fear, among others during English classes.

On the other hand, the students of the second grade group C of the José Vasconcelos secondary school have shown more security and confidence when participating in their mother tongue, this as been observed during some English classes in which the teacher allows participation in Spanish. This has been observed during some English classes in which the teacher allows participation in Spanish, which in turn shows a more active participation of the students.

Analyzing again the words of the author, the students who participate actively in English are those who show a higher level in this second language, this is due to various reasons such as the vocabulary they have. On the other hand, for those who find the language difficult, they tend to generate stress and other insecurities when participating, as well as some teasing from their classmates when they do not pronounce some words well or when they get stuck when speaking.

That is why the teacher must create a pleasant and respectful atmosphere in the classroom, as well as have a good attitude that allows to establish bonds of trust between teacher and students.

The purpose of this research is to identify the reasons within the classroom why it is difficult for students to participate, as well as to explain how emotions influence students' meaningful learning, to experiment and evaluate the effectiveness of certain strategies to see what can be improved and finally to analyze how the teacher's attitude influences students' emotions and how they are related to their participation in the classroom.

According to Domitrovich, Cortes and Greenberg (2005):

Point out that social-emotional teaching has been positive at different educational levels, mentioning that it is of utmost importance to work on students' emotions and not only on intellectual skills, which in turn will help students to work on their ability to recognize and understand their own feelings, as well as their behaviors derived from each of their emotions. This will have as a consequence to

strengthen their cooperation and attention, generating in turn a good relationship with their classmates and teachers. (125)

Although this research work focuses on participation, attitude and emotions, it also wants to have an impact on teachers and make them reflect on how important it is to have an adequate regulation of emotions both on the side of the students and the teacher in the classroom. Since this influences in great part to the students to obtain a learning in a more significant way and at the same time, it is important to have an adequate regulation of emotions in the classroom.

Professional practice is constantly controlled due to emotional behaviors, which in turn implies that today we are facing a cognitive and emotional practice. It also mentions that, just as human beings, teachers are under the influence of emotions and it is then when we begin to visualize the need for teachers to develop emotional intelligence and thus improve the teaching and learning processes in the classroom.

Fernandez, Berrocal & Ruiz, (2008) emphasize that:

The development of emotional skills needs a previously established practice to reach the management of our emotions and therefore it has to be indispensable to reach the overcoming of verbal instructions and eliminate reproaches, as well as situations that generate negative emotions in both the teacher and the students, which includes trying to avoid punishment in the classroom. (107)

1.3 Objectives:

1.3.1 General objective

1. To analyze how the teacher's attitude influences the students' emotions and how they are related to their participation in the classroom.

1.3.2 Specific objectives

1. Identify the reasons within the classroom of second grade group "c" why the participation of the students of secondary school No. 323 is not constant.
2. Explain how emotions influence students' meaningful learning.
3. To experiment with some motivational strategies in the classroom that can be adapted to the space and in turn improve student participation.
4. Propose strategies to increase participation and teamwork, which in turn emphasize the emotions and attitude of both the teacher and students.

1.4 Hypothesis

Through the management of emotions and the teacher`s attitude, it will have an impact on the development of active participation and the emotional well-being of the students.

CHAPTER 2 THEORETICAL FRAMEWORK

2.1 Meaningful learning: thinking, feeling and acting.

Among the various concepts that surround educators, one of the most important is meaningful learning, which is taken as the basis for teaching, since students, having previous knowledge, must use it to acquire new knowledge through active participation, making the teacher a mediator and conductor during this learning process.

Ausubel (1976, 2002) Moreira, (1997)

Meaningful learning is the process by which new knowledge or information is related to the learner's cognitive structure in a non-arbitrary and substantive or non-literal way. This interaction with the cognitive structure does not occur considering it as a whole, but with relevant aspects present in it, which are called subsumers or anchor ideas (p.96).

Emphasizing the above, the presence of inclusive, clear and available ideas, concepts or propositions in the minds of students is what gives meaning to the new content being structured.

2.1.1 Theory of Education.

Ausubel (1976, 2002) already delimits the important role of the learner's predisposition in the meaning construction process, but it is Novak who gives a humanistic character to the term, by considering the influence of the emotional experience in the learning process. "Every educational act is, according to Novak, an action of exchange of meanings (thought) and feelings between the learner and the teacher" (Moreira, 2000 a, p. 39/40).

The negotiation and exchange of meanings between both protagonists, referring to teacher-student within the educational environment, is thus constituted as a primordial axis for the achievement of meaningful learning.

For the development of this research, some authors were taken up with the purpose of having a point of support and sustenance on the different reflective processes regarding the central theme of this research.

2.2 The teacher

Vygotsky (1995) mentions that:

The teacher is the main actor for society, since he/she is the transmitter of the culture that has preceded him/her and at the same time he/she works as a facilitator of learning through the educational process, it must be planned, organized and anticipated in the development of the subjects.

The teacher in turn starts from previous knowledge, such as the interests and experiences of the students to try to achieve a learning process. It is important to emphasize that their emotions should not be left aside, as they are of utmost importance, as well as their attitudes and behaviors, since these 4 together generate the influence in the learning process of the students.

According to Maura (2002).

The teacher is, based on his or her training and experience, the person capable of leading the student to higher levels of development, providing the conditions for the development of the students providing the conditions for the expression of their abilities and expression of skills and potentialities in a favorable environment, i.e., a learning guide,

In line with this, the firm conviction that a proper that an adequate orientation precedes development and provokes it that the teacher, as an expert in tasks and abilities as an expert in tasks and skills can lead his students to the Zone of Proximal Development (ZDP). Vygotsky, (1961),

2.2.2 Attitude

“states that attitudes are an organized way of thinking, feeling and reacting, in relation to people, groups, events, etc, groups, events, etc” (Lambert, 1971)

Anastasi refers to attitude “as the favorable or unfavorable reaction to a given stimulus. favorable or unfavorable reaction to a given stimulus” (Anastasi, 1973)

Thurstone defines attitude as the “total sum of a person's inclinations, feelings, prejudices or distortions, preconceived notions, ideas, fears, threats and convictions about a particular aspect” (Thurstone, 1976)

Analyzing some more updated conceptualizations of other authors we find the following.

Myers (2005) cites Olson and Zanna (1993).

They define that attitudes are considered, as a whole, as the evaluative, favorable and evaluative reactions to something, both favorable and unfavorable, reflected in beliefs, feelings or inclinations to act of a person. beliefs, feelings or inclinations to act of a person.

That said, it can be said that students have different perceptions during classes, as well as in the different activities that are presented, and that is where they begin to generate various actions either favorable or unfavorable, these can be presented in the way in which the teacher teaches the class, whether the activities generate interest, etc.

On the other hand, just as students have perceptions during the class, the same happens with teachers, who show an attitude at the beginning of the class, but this may suffer alterations, due to the behavior of the students, in which a favorable or unfavorable reaction can be noticed.

(In words of Aigner (2010).

Attitudes are based on 3 types of components: Cognitive component (beliefs and opinions), Affective component (feelings and emotions) and Behavioral component (experiences in previous behaviors). Each of these components can constitute the structure that gives rise to a certain attitude, favorable or unfavorable, towards an object, situation or person

Emphasizing the components mentioned above, it is important to mention that in the case of teachers and students the three types are presented, in the case of the cognitive component is presented mostly in the students since they are the ones who express their opinions through participation in the classroom, however the teacher also shows his attitude to the student's opinion and thus be able to express a response.

On the other hand, there is the behavioral component in which, based on previous experiences, a favorable or unfavorable attitude can be generated. In this case, the teacher is the one who presents this type of attitude, since by knowing his students, he knows what type of attitude to have before the different groups in which he teaches, taking as a reference the behavior of the students in previous cycles.

Finally, there is the affective component, which helps us to follow up this research, since it is the one that focuses on feelings and emotions, seen in the educational environment this component is present in both students and teachers, where the student experiences various emotions during classes, these can be presented at the beginning of an activity, at the time of participating etc. On the other hand, they are present in the teacher when seeing the response of their students, through participation and cooperation for the realization of the activities.

2.2.3 Teacher attitude

"teachers in the classroom manifest multiple attitudes, such as arrogance, abuse of authority, arrogance of authority, arrogance of authority, arrogance of authority, and arrogance of authority" (García, Orozco, 2008).

Multiple attitudes, such as arrogance, abuse of authority, intimidation, authoritarianism, total permissiveness and emotional imbalances" (p.19), which in one way or another influence students and affect their learning process.

Proposed by Chaux (2012). cited by Garzón (2014).

Several of the attitudes can be related to the style with which a teacher manages his class, according to the style can privilege learning and the classroom climate given by the interaction between the teacher and the student; this is how four styles identified by the teacher and the student are found. Four styles identified with clear and concrete characteristics.

The four styles identified according to Garzón (2014) are:

Authoritarian Style, in which the teacher keeps the class in complete order, seeks compliance with his order, seeks compliance with his mandates, presents little warmth in cordiality in the relationship with students, in the extreme case, it can lead to mistreatment of students and abuse of power by the teacher.(24)

This style may sound cruel and although currently there are laws governing the teacher and the student in terms of their behavior and rights, the truth is that the authoritarian style was popular in past decades where just ask our parents or grandparents how they were educated and without problem they mention that they were assaulted by their teachers. Currently, this style of teaching can be noticed inside the classroom, although of course the mistreatment of students has been left behind.

Garzon (2014) mentions that:

In the Permissive Style, teachers are very affectionate with their students and very much appreciated by them, but they do not define norms or limits, and if they do define them, they do not enforce them. There is a lot of affection, but little learning." (24).

Regarding this style, the teacher must be very careful not to fall into it, although it is important to show affection to students, there must be a barrier that marks the respect between both parties and establish rules inside and outside the classroom for a healthy coexistence and so that compliance by students is not fractured.

In words of Garzon (2014):

Negligent style, in this style there are no demonstrations of affection, but there are also no rules or limits. no rules or limits. There often seems to be a disconnect between teacher and students. disconnect between teacher and students. Teachers with this style have no problem withdrawing from the classroom and leaving students alone, or grading work in front of them, completely disengaging from them (24)

Just as in the permissive style, students should not be left alone, the teacher must function as a mediator, monitor and companion of students at all times during their stay in class, he must keep track, which will allow him to know the areas of opportunity he has in terms of the development and learning of his students, there must be a connection, that is, a link between the teacher and the student so that a climate of trust is generated and the student feels free to express doubts or opinions on any subject.

As mentioned, the teacher is negligent when leaving the classroom and leaving them alone, since this action could cause an accident, which could cause problems for the teacher, on the other hand, if the teacher does not show that

willingness to address the student's doubts because he is doing another activity, the students' learning will be blocked.

Finally, there is the democratic style, which, as its name indicates, prioritizes democracy between the class structure and the students, in addition to generating favorable environments for learning in the classroom.

According to Garzón, (2014):

Democratic - assertive style, for teachers with this style, both the care in relationships and the structure of the class are a priority. Teachers who privilege this style achieve an affectionate and caring relationship with their students, with very good communication, while defining and consistently applying rules for the functioning of the class, which facilitates the learning processes and generates a pleasant classroom environment between teacher and students (24).

Emphasizing these styles although each of the styles has different characteristics, the assertive democratic style is the most complete and the most appropriate for the teacher to have a good attitude towards the classroom and for the teacher to play the role that corresponds to him/her with the students where rules of respect as well as of healthy coexistence with their classmates and the teacher are established and fulfilled, likewise this style allows showing concern for each of the students, as well as establishing affectionate relationships but without falling into permissiveness.

The teacher must be skillful in creating a balance between the relationship he maintains with his students, as well as the rules and the communication that takes place during the classes, at the same time he must link the structure of his class with the interests of his students and in this way facilitate the learning processes.

2.3 Concept of participation

Ferreiro, (2005) Mentions that:

To participate is action. It is to do something. It is to take part. It is a process in which one is employed achieving and/or contributing to obtain a result and at the same time there is the activity carried out, as well as the product itself that the activity always provides one, a growth (2)

Within the educational field we see participation precisely as the process of contribution to analyze a topic in the classroom, in which the teacher sees the growth, i.e. the learning obtained from their students through it, and in turn the teacher will know what actions to take either to reinforce knowledge or to confront their students with new learning challenges.

On the other hand Ferreiro, (2005) mentions that:

Participation in the learning process is a necessary condition. To such an extent that it is impossible to learn if the subject does not carry out an activity that leads to incorporating into his or her personal heritage either a notion, definition, theory, a skill, or also an attitude or value. There are different types of participation. For example, individual and group or team participation, either with another or with others. Also the predominant intellectual or cognitive, the predominant manual or motor, and the predominant affective-emotional. (5)

The teacher must be able to implement various strategies that allow students to participate during classes, either individually, in groups or in teams, putting into practice the previous knowledge that they have regarding participation, it is also important to always show an attitude that allows establishing trust between the students and the teacher so that when individual participation is not affected and is generated actively, The fact that students see participation as an opportunity in which they can express their ideas or opinions, allows them to be included as the protagonists in the teaching and learning process, sharing with teachers the

decision making in matters of their interest and the various topics that are presented inside the classroom.

Guarro, (2005); Muñoz, (2011); Puig, (2000); Reimers, (2003); Santos,(2006) mentions that:

School participation is a recurrent element in research that has studied democratization processes within school institutions. As an object of study, school participation in recent decades has gained relevant weight as a device that transcends the school environment and impacts on the substantive values of a democratic society

School participation has been analyzed in recent years, placing it as a mechanism that contributes to the creation of various school conditions, which are based on equity and equality, promoting the autonomy of students, mainly in decision-making and in the freedom they have to express themselves in the classroom, so that school participation is an expression of both educational and social inclusion and in turn this forms them to be independent people and feel free to make their own decisions in the future.

Who "analyzes participation as a crucial element to promote citizen educational experiences and as a way of promoting experiences and as a way of acquiring greater awareness and involvement in public life and social problems" (Maiztegui, 2007)

2.3.1 Active Participation

According to Morell (2009):

Encouraging active student participation implies an increase in the teacher's workload. This may not be the case if only individual participation is involved, which is almost obligatory when classes are very large, where it is difficult to have time to establish group dynamics. In any case, motivating students and preparing good questions, debates, comments, problems, etc. requires time, comments,

problems, etc., as well as evaluating student participation as objectively as possible.

Although preparing questions and so on so that students can participate individually implies time, it is necessary to carry it out, but it is not only about that, the teacher may have excellent material to work with, but if the student or the teacher is unwilling or does not have the necessary motivation, participation will be affected. That is why it is important to establish a balance between activities and always try to motivate students, as well as to establish bonds of trust and respect within the classroom so that active participation is more relevant.

2.4 Emotional education

Regarding well-being, Davidson (2017) states:

That it is a skill and as such it can be trained; well-being can be learned in the same way as any other skill, such as playing an instrument; that is, by training the brain based on the findings of neuroscience itself, such as the action of neurotransmitters, particularly the hormones of well-being: oxytocin, serotonin, dopamine and endorphins, to promote a state of relaxation and pleasure if practices that stimulate their production are developed: exercise, dance, coexistence, rest, affective relationships, recreation, etcetera. Thus, the brain will be stimulated and trained for well-being.

In this case, talking about emotional education is important but we must be aware that for adolescents to have emotional well-being is a challenge, due to the situations that each one faces in their day to day, however, the teacher can provide help through the activities presented, emphasizing what Goleman and Davinson mentioned, we can take into account the interests of our students when creating the activities with which we will work in the classroom, For example, if the students are interested in music, a song can be related to one of the topics to be worked on. In the case of English, we can look for a song that talks about the past and can be related to verbs and their conjugations, to mention an example.

That is why it is important to know the interests of our students, as well as the activities they do outside of school hours, so that we can implement activities that favor and help their socioemotional development.

The emotional competence of people represents an effective performance in different contexts; it is based on the self-knowledge of the individual, the recognition of their own emotions, the ability to self-regulate, that is, to rationally manage their emotions, to self-motivate themselves to undertake challenges and overcome adverse circumstances, to show empathy to understand others, as well as social skills to coexist, integrate and collaborate with others (Davidson, 2017).

It is important for the teacher to be emotionally competent, that is, to recognize their emotions and have the ability to manage them, this because during their stay at school they face various situations, especially when they are in front of a group, due to this the teacher must face the various challenges they present and overcome them. A teacher who is empathetic and understands his students will be able to make his students integrate, collaborate and coexist with their peers inside and outside the classroom.

In words of (Romero, 2007).

This perspective distorts the educational meaning of emotional education itself; under this denomination, the purposes that guide this type of programs are directed more to satisfy the needs of the social system or the school system itself, than to meet the specific demands for human development. This approach can be considered as an instrumentalization of emotional education to the requirements of the new economy.

This instrumental character is also present when it is interpreted that the inclusion of an educational offer of this type has the sole purpose of improving the academic performance of students, where emotional education is reduced to instruments and strategies, disconnected from the axiological process of values formation.

2.5 Motivation

For Zimmerman, self-regulation "includes much more than metacognition, since it implies a certain sense of self-efficacy and personal agentivity, as well as motivational processes" (1995, cited by Lanz, 2006: p.10).

Consequently, what is called motivation obeys to the level of the actions that individuals perform or not by virtue of what they are, but according to what they believe they know and in turn that they can do.

According to Alonso-Tapia:

Motivation influences the way in which they structure their thinking and, therefore, the way in which individuals learn. In the same sense, Coll and Fernández (2002, cited by García, 2012) state that quality in learning should be understood as that which "derives from a learning process". as that which "derives from meaningful learning linked to the socio-constructivist theory of teaching and learning" (Alonso-Tapia (1997: p.204).

Taking these authors as a reference, motivation, by influencing the way individuals think and in turn how they generate their strategies, which are based on these thoughts for the acquisition of learning and self-regulation, can be understood in two motivational ways: one intrinsic and the other extrinsic.

Pintrich & De Groot, (1990); cited by Canto, Bueno & Echazarreta, (2013) mentions that:

Intrinsic goal orientation (IGO) and extrinsic goal orientation (EGO) for its acronym in English, allow to notice the level of commitment that a given individual, in this case a student, has with his or her learning processes, as well as to evaluate the motivational factors that move him or her to learn.

That said, it is important to emphasize that the present research focuses on extrinsic motivation, and therefore it is mentioned that extrinsic goal orientation is generally present in individuals whose interest is focused on obtaining a specific

result, hence it serves as an indicator to establish when a student takes his learning actions as ends in themselves and not as a means to achieve a different result. On the other hand, the evidence of an extrinsic goal orientation allows us to notice a specific type of learning action whose association is linked to other interests, not only to obtaining good grades when taking an exam, to mention an example.

Following Lipman (1996):

If we rethink the goals of education and conclude that good judgment is the culmination and if we then see that critical thinking and rationality are paths to the cultivation of judgment, it will be less difficult to demonstrate that philosophy, when taught in the dialogical manner of the community of inquiry, to be practiced rather than learned, is essential to education at any stage, from kindergarten to higher education.

In this act, the way to be formed during the educational process is with the help of participation, in this act, learning, so that as an education professional, one learns among those who learn. Thus, the fact of being an educator allows us to manifest ourselves as a person who seeks alternatives and new answers to the challenge of society and the environment, hand in hand with others. In the course of the participatory moments we have investigated, the educator has become a tool of dynamization.

“Motivation is an issue of great relevance in different areas of life, including education, since it directs actions, becoming the engine that drives what the person wants to do and the goals he/she wants to achieve” (Naranjo 2009).

It is important that a teacher motivates his students at all times, not only when performing activities or when participating, but also to motivate them to move forward, either with their studies or their future goals. It is important that both the teacher and the student have a degree of motivation, so that actions in the

classroom are shown in a positive way, such as participation, group, individual and collaborative work.

"motivated behavior is vigorous, directed and sustained", that is, motivation determines to a great extent the characteristics of human behavior" (Santrock, 2002: 432)

2.5.1 Kinds of motivation

"When talking about motivation in learning, there are two types: intrinsic motivation and extrinsic motivation" (Ryan and Deci, 2000).

According to Turnage and Muchinsky (1976):

A person is intrinsically motivated if he/she performs an activity with no apparent reward other than the activity itself. "Extrinsic motivation, on the other hand, refers to the performance of an activity, with the goal of obtaining an external reward". (e.g., the state, the state of the activity itself)

2.5.2 Extrinsic motivation

In words of Vansteenkiste, Lens, & Deci, (2006):

The least autonomous form of extrinsic motivation has to do with external regulation and how behavior is driven by factors such as rewards, punishments, and so on. In the case of internal regulation, people engage in activities to satisfy an internal pressure that is based on the pursuit of self-aggrandizement and the pursuit of feelings of guilt and shame.

It is important to talk about motivation since it is presented as a factor that helps students' emotions, although in this research extrinsic motivation is not our object of study, it is relevant to talk about it specially to differentiate it from the second type. Although extrinsic motivation has benefits, what is sought is that students do not perform the activities just to get a good grade or some other type of recognition, such as an award or a candy to mention examples.

Lei (2010) mentions that:

Extrinsic motivation also has benefits and "detriments". Some of the benefits of this type of motivation are that students learn for recognition and better grades, students compete in recognition and better grades, students compete in learning for tangible rewards, and they seek greater learning for tangible rewards and also seek greater achievement.

Extrinsic motivation helps students to get good grades and be more competitive, however they will see learning as something they have to develop in exchange for a reward, speaking for example in the case of participation, if the teacher assigns a score, students will most likely see the need to participate in exchange for getting the score in full or mostly and this will help them to get a good grade as a final grade. In the case of teachers, extrinsic motivation may be reflected perhaps by the salary they receive in exchange for teaching.

2.5.3 Intrinsic motivation

Intrinsic motivation is defined as "performing an activity for its inherent satisfactions rather than for any reward. When a person is intrinsically motivated, he or she acts out of enjoyment or challenge and not because of external pressures or rewards". (Ryan and Deci, 2000)

Intrinsic motivation is emphasized because it is the tendency to seek novelties and challenges, as well as to expand and exercise the personal capabilities of each individual, to explore and learn, therefore, it has to do with a dimension that allows enriching and generating an advance in personal construction. Having said this, it is intended that students perform the various activities that they approach during the classes as a personal challenge, in which there are no rewards in between, only the student's satisfaction in knowing that he/she is doing things well or that he/she has really acquired new knowledge.

Vallerand, Blais, Brière and Pelletier (1989) “focused on this and revealed that there are three types of intrinsic motivation: motivation to know, to achieve goals and to experience simulation”.

For this research we are only going to take up two types of intrinsic motivation, the first one, motivation to know which in this case involves curiosity, as well as exploitation and motivation to learn something. In this type of motivation the learning objectives are involved, for this the teacher can create strategies or activities that are of interest to their students, this to arouse the curiosity of them and motivate them to do the work, always keeping the focus and the themes that indicate the curricula.

The second type of motivation to be addressed is that of achieving goals, blessing that here is involved the dedication to the realization of a particular activity, the result of this should be in order to feel satisfied to experience the process of achieving or creating something. In the case of students, this can be reflected when students go to the blackboard to solve some kind of exercise and when they check it is correct, when they corroborate their answers they realize that they have learned correctly and that in a certain way generates a positive action.

For teachers, this motivation can occur when their students participate actively or when they perform the activities and develop them correctly, the fact that their students are approaching the goal of obtaining the expected learning generates certain satisfaction in the teachers, knowing that they are doing things right and that their work and the different dynamics are working. That is where the satisfaction of creating new activities that allow them to continue building learning in the students is generated.

2.6 Emotions

Ekman (1984) mentions that:

Ekman states the following: We may assume that emotional terms are a kind of shorthand for referring to the bundle of events and processes comprising the phenomenon. Each emotional term, so I believe, refers to a different set of organized and integrated processes. These include antecedents, physiological and motor responses, thoughts, imagery, information processing, and mobilization of resources to cope with the source of the emotion. (159)

Ekman postulated the existence of a small number of basic and universal emotions. These emotions have a marked biological and hereditary character.

According to Ekman (1984) the basic emotions he postulated are the following:

2.6.1 Anger

Arises when faced with aversive situations or situations that generate frustration. It is an activation of the body in preparation for the fight against the threatening situation or the escape from it. However, in many occasions it appears constantly, causing problems at social, work, couple and even physical health level . (159)

2.6.2 Disgust

The origin of the feeling of disgust is to protect us from foods that could be toxic. However, in many occasions, we have this feeling of rejection before a food without it being bad for the organism. In addition, not only some foods can produce disgust, but also certain smells, tactile sensations or images can create this rejection in us . (159)

2.6.3 Fear

Its origin is clearly our protection against dangers. It is an activation of the organism that prepares us to flee from a potentially dangerous situation. However, as in the others, in many occasions we have irrational fears, as

in the case of phobias, in which the danger is not real or is very improbable (159).

2.6.4 Joy

Another of Paul Ekman's emotions. It is a pleasant emotional state in which the person evaluates a situation as positive. In addition, during this emotional state there is usually a low level of anxiety, good expectations about the future and high levels of energy and motivation . (159).

2.6.5 Sadness

One of Paul Ekman's 6 emotions. In contrast to joy, it is a decline in the general mood. Energy levels are low, there is little motivation and the outlook on the present and the future is negative . (159)

CHAPTER 3 METHODOLOGY

3.1 Methodology

The methodology to be used during the development of this research is qualitative in nature since its focus is to perform an analysis through direct and indirect observation as well as the analysis of various data collection instruments such as questionnaires, interviews and emotional meters as well as the implementation of some strategies proposed by teachers. and to arrive at the general analysis of the importance of the teacher's attitude in the learning process of the students.

For this it is important to know the following terms for each instrument:

3.1.1 Questionnaire about teacher attitude

The purpose of this questionnaire is to collect information about the teacher's attitudes in the classroom, which can be positive or negative, as well as recognize the teacher's attitude during the pandemic and how he/she coped with the obstacles during that stage.

3.1.2 Diagnostic.

The diagnostic regarding the level of English is used to determine if the knowledge that each student has influences his or her participation. (See annex 1)

3.1.3 Student interviews

By means of this instrument it will be possible to obtain information about the way of working of the teacher as well as the dynamics with which they work and how the students feel about the way of working and the attitude of the teacher.

3.1.4 Emotional questionnaire

The purpose of this questionnaire is to get students to answer how they feel when the teacher asks them to participate, i.e. if they feel fear, anguish, etc. It also seeks to know more about the reasons that influence their feelings when they are asked

to participate, as well as questions of interest about work dynamics that they would like to be implemented during classes. (See annex 2)

3.1.5 Attitude Questionnaire

The purpose of this instrument is to know the attitude with which the teacher presents himself/herself in class and at the same time the attitude during and after the pandemic, in this case it is mainly focused on the teachers, it also includes topics of emotions, emphasizing again the MATIAS scale. (See annex 3)

These different instruments, together with the direct and indirect observation method, will allow for a detailed analysis of the influence of the teaching attitude on the students' emotions and participation, and the impact this has on their learning.

3.2 Human resources

3.2.1 Learners

The aim is to analyze how they are developing their participation in the classes, through the implementation of some participation strategies previously carried out by other teachers.

3. 2.2 Teacher

It is the main object of study, we seek to analyze what is the attitude they have when teaching classes, what is contributing to generate a pleasant climate and confidence in the students as well as what needs to be improved.

3.3 Resources

Printed and digital questionnaires, oral interviews, didactic strategies, websites, games, participation strategies, etc

The main purpose of this research is to analyze how much the teacher's attitude influences the students' emotions and how they influence the way they participate, at first we worked with concepts such as intrinsic or extrinsic emotion, where the objective is that students participate voluntarily and not because it counts to get a good grade, making intrinsic motivation relevant.

For this type of classroom motivation to occur, there are several strategies proposed by other teachers, which can help to generate a more dynamic class and at the same time a good atmosphere in the classroom, where bonds of trust and communication between teacher and students are generated.

What we seek to improve from the emergence of this situation is that the participation of students is more constant and that the teacher has an attitude that generates confidence towards students.

What is intended to improve from the emergence of this situation is that student participation is more constant and that the teacher has an attitude that generates confidence in the students. But it also consists of identifying the students' emotions when it is time to participate, as well as the emotions they go through during the three moments of a class, beginning, development and closing. Although there are many types of emotions, for this research we take as a reference the author Paul Ekman and his classification of emotions which includes happiness, sadness, anger, displeasure, fear and surprise which he identified as basic emotions

At the beginning, it was difficult to detect this situation since the students were just entering second grade, and during the observation day the classes were mostly in Spanish to introduce the course and some specifications, however, the students were mostly shy or afraid when they introduced themselves to their classmates, which opened the way to find this problem.

Another aspect to highlight is that participation is a problem at school level, it is in different areas, with some parents, as well as among students and sometimes among the teachers themselves, according to what was discussed during the intensive technical council. However, due to the talks that were held with the students, I delimited the situation to attitude, emotions and participation.

Although a study guide was not elaborated, there is a practice diary where valuable information was collected for the elaboration of this research. On the other hand, small talks were held as an interview between teacher and student, who expressed why it is difficult for them to participate during the English classes, among which they highlight that the teacher shows an attitude that generates distrust or fear because they are afraid that she will get angry if they have an inaccurate participation.

As for the selection of the study group, it was done with the support of the English diagnosis and by means of direct observation, since during the observation day it was noticed that this group is the one that had the hardest time participating in order to present themselves, likewise the students of this group coincided in the discussion regarding what generates them to participate during the English classes.

The English diagnosis helped to open the option as a possible cause of not knowing much about the language, since another part of the students commented that since they do not know how to express themselves in English, they are afraid of making a mistake and receiving a bad comment from the teacher or their classmates.

As for the actions used for this first stage of intervention were:

Participation strategies:

1. TEAM ROLES: During the work in teams a monitor, a silencer, and a transmitter of ideas were selected, the roles change during each activity, this with the purpose that everyone participates in different roles.
2. HOTPOTATO GAME: Playing hot potato with a ball, at the end of singing the student who keeps the ball is the one who has the opportunity to participate.
3. SELECT YOUR CLASSMATE: The teacher selects a student to participate, then the student has the opportunity to select another of his classmates and so on.
4. ASSIGN THE NUMBER: The teacher assigns a number from 1 to 7 to his students, then during the different moments of the class the teacher mentions a number, and that group of students is the one who has the right to participate during that moment.

Tips for engaging your students in class.

- Set up your classroom.
- Always congratulate.
- Challenge students.
- Bring out the good in their mistakes.
- Avoid comparisons.
- Good communication.

Tips for building student confidence:

- Get to know your students (all about me).
- Try to gain the trust of your students (have good communication, show interest in them, listen, understand their needs).
- Put messages on their work (well done, don't give up, keep going, excellent work).

Techniques to generate motivation in students:

- Be enthusiastic about your subject (Show a positive attitude during class).
- Try to individualize the teaching as much as possible (attend to the doubts that each student has or approach them to explain again if something was not clear).
- Treat students with respect (establish rules inside and outside the classroom, generate inclusion and empathy).
- Instrument on teacher's emotions and attitude.

CHAPTER 4 ANALISIS OF RESULTS

Characteristics related to the school environment

The secondary school No. 323 "Jose Vasconcelos" has a school context in which a pleasant climate is generated, teachers work collaboratively in teams, as well as in groups, without forgetting the individual work. The principal of the institution is concerned about the stability of each of the teachers and the students.

Each teacher implements strategies that are proposed in the various technical councils to deal with the problem that exists within the institution, which is the low academic achievement of the students.

This is an institution that respects diverse cultures and encourages inclusion.

Teachers are grouped into academies, each of which oversees a cultural event throughout the school year. In terms of infrastructure, the school has two floors, nine classrooms where classes are taught, a library and computer room, school administration and assistant principal's office, restrooms, a dance studio, a central courtyard and playground for sports, palapas, and a school store.

Group profile 2nd "C"

The second grade "C" group of the José Vasconcelos secondary school located in San Lorenzo Tepaltitlan consists of 48 students, of which 23 are female and 25 are male. According to the data collected, most of the students are at level A1 and a small number at level A2 of the English language, none of them currently have any kind of certification in the language.

The atmosphere inside the classroom can be unpleasant at times because there is a specific case of behavior with some students. As for their learning styles, the visual predominates, followed by the auditory and finally the kinesthetic. Inside the classroom the students do not have technological resources, however,

statistical data show that all students have technological resources such as computers, tablets, cell phones, internet, etc. in their homes.

As for their likes and interests, there is variety since each one shows different things; however, it caught my attention that some of them do not like music. The students show interest in series, the use of social networks, playing sports and playing instruments. These data were collected on the first day of the observation day while the teacher was interviewing them.

Regarding the interaction patterns among students, it was observed that they meet in small groups, in other cases it was found that few students do not interact much with their classmates, this may be due in part to the fact that the teacher arranges them in a specific way during her class, the principal comments that this strategy helps to have a little more order in the classroom.

4.1 Explanation of the objectives of the diagnostic

The main objective of this instrument is to analyze and understand the students' emotions during English classes and how much these emotions influence their participation. For this purpose, several questions were asked in the form of a questionnaire where the students answered about the emotions they experience during English classes, as well as about the behavior and attitude of the trainee teacher during the classes.

This instrument is composed of 17 questions that address issues related to their participation and emotions.

Initially, this instrument had mostly open-ended questions, where students had to write down what emotions they felt during certain stages of the classes or when participating. Thanks to the advice and opinion of experts in the field of psychology, it was concluded that it was advisable to close the questions, in order to obtain more concrete results when analyzing the instrument, so it was agreed

to use the MATIAS scale, which refers to the basic emotions established by Paul Ekman, in order to focus on specific emotions such as anger, disgust, surprise, sadness, happiness and fear.

It was decided to also emphasize the MATIAS scale because the students are familiar with the aforementioned emotions, since, as Paul Ekman indicates, they are basic and universal. Emotions play a very important role in our lives, since they help us to modulate our behavior and therefore to act quickly in situations in which it is necessary. By knowing how to recognize any basic emotion, it would be easier for the students to answer the instrument. The adaptation of the instrument was based on some of the authors presented in the theoretical framework, such as Ausubel. As for the formulation of the questions, we took into account the advice of psychologists, as well as the problems presented in this research work.

We start from our problem, where we identify the scarce participation of the students and the emotions that are presented in the students of the second grade group "c" in the secondary school No 323 Lic. José Vasconcelos, in this case it was delimited to six emotions, sadness, fear, joy, displeasure, surprise and anger.

Within the problem the teacher's attitude is mentioned, for this purpose it was delimited in conjunction with experts in the area of psychology if the attitude shown is one of confidence, respect, insecurity or indifference. These types of attitude can be associated with the 4 styles of a teacher, such as negligent, authoritarian, permissive and democratic, which are also explained within the theoretical framework.

4.2 Analysis about emotions

The following report aims to show the results obtained from the application of the test on emotions, this instrument was applied to the students of second "C" of the secondary school No. 323 "José Vasconcelos", the questionnaire was applied to

a total of 48 students. It is worth mentioning that some questions include the reason for their answers.

The first question asked whether the students like to participate or not, 55 percent of the students answered that they do not like to participate, while 45 percent of the students answered that they do; these results are equivalent to approximately 27 and 22 students.

When analyzing why they do or do not like to participate, some of the most mentioned answers are because they learn more, they like the subject, in the case of the negative questions, most of them emphasize that they feel fear, either for giving an incorrect answer, or because they are embarrassed, and some others feel insecurity.

The second question that was addressed was: What do you feel when the trainee teacher asks you a question about the class?, 65 percent of the students answered fear, while 30 percent answered joy and 5 percent answered displeasure, among the reasons why they feel that way again they emphasized because they are afraid of making a mistake, some others feel confident because they like the subject and others because they are afraid of making a mistake.

The third question asked if the students find it difficult to participate during the English classes, in this case 65 percent, corresponding to a total of 31 students, answered yes, while 35 percent, corresponding to 17 students, answered no.

Among the reasons for their answers is that some of them have already taken private classes and the language is easier for them, among the negative answers is that they are afraid of mispronouncing a word, they do not know how to express their ideas, they have the same idea as their classmates, etc.

For the next question, which consists of what the students feel during the English classes, again the MATÍAS scale was used (anger, fear, sadness, displeasure,

joy); however, here the option was left for the students to write if they felt something different from the options they have, at the time of the analysis, 50 percent of the students responded joy, while 15% responded fear. Some other answers they shared were: angry, interested, nervous, laziness.

For the next question, classmates were considered since they can sometimes be a factor of influence on the feelings of each student. The question addressed was: Do we consider that the way your classmates act influences your participation during class? 70%, corresponding to approximately 34 students, answered yes and 30 percent (approximately 14 students) answered no. Among the reasons why, it often stands out that their classmates tend to distract them by making some kind of noise, as well as the teasing that occurs, mostly because of their pronunciation.

In the question: Do you consider that your participation is constant during English classes? 80 percent of the students mentioned that their participation is not constant, while only 20 percent answered yes, among the reasons again fear is present, mainly for not knowing how to pronounce a word well or not structuring correctly what they want to say, in the case of the positive answers they mention that they like to participate and to rectify that they have learned something.

Regarding the question: What do you feel when you participate during English classes? The students responded that they mostly feel fear, other emotions that were present were joy and displeasure. Among the responses were: I like to know that I am right in what I say, I don't understand enough English, because when you participate it feels good to know that I understand the subject, fear of being wrong, because I like to share my opinions. (see annex 4)

In the case of the following four questions, the focus is mainly on the trainee teacher and her attitude in the classroom and during English classes. (See annex 5)

The question is: How is the attitude of the trainee teacher when teaching, in this case there were four options which are: confidence, respect, insecurity, indifference, and indifference: Confidence, respect, insecurity, indifference, among which the "confidence" option predominated with 60 percent and "respect" with 40 percent. (See annex 6)

As to whether the teacher-in-training attends to the students' doubts during English classes, 100 percent of the students answered yes. To complement this question, students were asked to mention at what moment, to which they responded, "when they have doubts" "when she gives participation" "when something is not clear".

When asked why, they emphasize that she is kind, helps and explains when they do not understand a subject, they like the way she teaches, she is good with the students and patient, she responds to doubts, she is a good person and tries to help you as much as possible, she generates security for them.

To complement this question, the students were asked to answer how the communication between them and the trainee teacher could be improved if the answer was "regular", to which they responded that it could be improved through participation and expressing their doubts, as well as dialoguing and establishing bonds of trust.

Returning to the questions on participation, the following question was asked: What motivates you to participate? In this case, the question was open for each student to express his or her feelings. Among the most outstanding answers were that through participation they could clarify their doubts or improve their pronunciation, know that they understood the topic, that the teacher generates confidence and pays attention to them, as well as getting a compliment from the teacher. (See annex 7)

Just as there are things that motivate students to participate, there are also things that demotivate them. To find out what demotivates them and how to work on it, the students answered the question: What demotivates you when you participate? Among the answers that stand out are the fear of making mistakes and fear of being made fun of by their classmates, or simply laziness.

Finally, the students were asked to write down some activities that they would like to be done during English classes, to which they responded, word searches for vocabulary, remembering the rules of coexistence especially when participating, activities with songs, outdoor activities, visual activities.

As an extra question, it was decided to ask the students their birthday, with the purpose of creating a calendar and writing a congratulatory message on the blackboard, as well as singing "Happy birthday" with their classmates. This can help to generate more confidence among the students, as well as motivate them and create an environment that favors the relationship with their classmates and this in turn generates an impact that allows them to be more confident when participating.

"Some of the benefits of music on human beings and their development are: facilitating the expression of emotions and feelings, energizing the body and mind, relieving fears and anxieties, psychophysical relaxation and decreased perception of pain" (Yáñez, 2011).

By means of music or by interpreting a song, in this case using the example of "Happy Birthday", positive emotions are generated in the students since, due to the stage they are in, they sometimes feel misunderstood or not valued. The teacher by taking this action together with his students generates collaborative work as well as a pleasant climate for students, in this case we can also see reflected the inclusion and participation since in this case it aims to have a positive impact on the emotions of the student and establish bonds of coexistence either inside or outside the classroom.

From this analysis it can be seen that although the students mostly go through negative emotions when the teacher asks for their participation, in this case they are not necessarily presented by the teacher's attitude, but by that of their own classmates, who tend to make fun either because their pronunciation is not correct or their idea is not expressed in a clear way.

Thanks to this instrument, it is possible to give a starting point to the development of rules that promote respect among students and from teacher to students and vice versa, for this the teacher must show a positive attitude at all times, be empathetic and understanding, since the attitude with which the teacher is shown will be reflected in the way of coexistence of the students.

That is, if a teacher is apathetic and with an attitude of indifference towards students, the only thing that will be generated is that they lose interest in the subject taught, and there is no respect between both parties, because if the teacher does not show interest, students may think that they should act in the same way, both with him and with their peers.

4.3 Analysis of results, questionnaire to teachers.

For the second phase of the intervention, a little more emphasis was placed on the teacher, where the main objectives were to analyze the attitude of the teachers during and after the pandemic, as well as some of the emotions they felt when faced with various obstacles.

For the evaluation of this analysis, seven teachers of different subjects belonging to the teaching staff of secondary school No. 323 "Jose Vasconcelos" were taken into account. The questionnaire consists of 12 questions such as years of service, characteristics that a teacher should have, among others.

Among the teachers who are part of the sample, it is indicated that they have 1 to 38 years of service, where they teach different subjects such as Spanish, Arts, English, biology, civics and ethics, healthy life, technology and tutoring.

For the development of this instrument, Paul Ekman's scale of emotions was used again, another important factor to consider was the period of pandemic and the current one, in order to see if the contingency has influenced their attitude when teaching, another factor is shown in the years of service of teachers, these factors help to establish links on their attitude.

In the first question, Do you feel happy with your teaching job? 100 percent of the teachers corresponding to the 7 documents that the questionnaire was applied.

Question number 3. In their opinion, the characteristics a teacher should possess, some mentioned that he/she should be respectful, innovative, committed, responsible, empathetic, creative, supportive and with professional ethics.

Regarding question number 4, how do you consider your relationship with your students? Of the options good, bad and fair, 77.8% of the teachers answered that their relationship is good and 22.2% considered it to be fair. When asked why, most of them mentioned that they have established a good relationship with their students as a result of the collaborative work and the rules established in the classroom to create bonds of respect.

For question number 5. During the pandemic, what were the main obstacles you faced as a teacher, you closed to the following response options as the use of ICT's, lesson planning, attendance and participation of students, lack of communication with students and parents. as well as resources. (See annex 8)

When analyzing the responses, 44.4% responded that the obstacles they faced were mainly the use of ICT's, 100% of the teachers agreed that attendance and student participation was the main obstacle, on the other hand 55.6% agreed that

the lack of communication with parents and students was also marked as an obstacle, as for the lack of resources only 22.2% selected another option. On the other hand, none of the teachers had a problem when planning their classes.

For question number 6, how do you consider your attitude was when facing these obstacles, where 88.9% responded that their attitude was good because they always have to be positive, they kept themselves updated and willing, as well as doing their best to prepare themselves for the new ways of teaching, some others commented that they felt the need to reinforce their knowledge regarding the use of ICTs. On the other hand, only 11.1% of the sample presented a negative attitude and in this case mentioned that there was a lack of commitment on the part of both parents and students. (See annex 9)

Regarding question 7, "During the pandemic, what emotions did you feel during the online classes?", the MATÍAS scale of basic emotions was used again, where joy, displeasure, surprise, fear, anger and sadness were considered as options, where 44.4% of the sample felt happiness because the environment where they carried out their teaching work was pleasant, on the other hand they mentioned that working at home with their family was also nice and in a certain way it generated tranquility to know that they were safe in some way.(See annex 11)

Next, 22.2% of the sample selected having felt fear during the online classes since they were learning to work in this way, as well as being in expectation of what could happen during the contingency, on the other hand, 11.1% felt displeasure due to not being able to be inside the educational institution as well as for what they experienced day by day and finally another 11.1% felt sad to see that not all students took their classes seriously and for not being at school.

In question 8, Do you consider important the motivation and positive attitude of teachers, as a fundamental factor to generate quality educational practices? 100% of the sample agrees that it is important, among the reasons they mention

that it is a factor that influences students, the teacher is the example and starting point for the student's attitude. (See annex 12)

They mention that the participation and work of students during the session depends on it, the attitude shown to students is the starting point for a class that involves motivation and achieve the proposed objectives. (See annex 13)

In question 9, Do you consider that the teacher's attitude influences the students' learning process? 100% of the sample answered yes, because a positive attitude transmits the joy of learning, as well as openness to creativity and good spirits would considerably improve the student's willingness to learn, they also mentioned that making the student feel confident allows a good atmosphere in the classroom, as well as that the atmosphere in the classroom depends on the attitude, i.e. if you are angry you will feel a heavy atmosphere, to mention an example.

For question 9 Do you consider that you had a change in your attitude after the pandemic?100% of the sample said yes, because the health contingency made them more resilient and in turn this made teachers more empathetic with their students.

In question 10, What is your perception of your teaching attitude before, during and after the pandemic, among the answers it appears that you always maintained a positive attitude when facing the new challenges that arose and those that continue to arise today, also emphasizing that as a result of the pandemic you had the perception of having a positive attitude when teaching and in turn being more empathetic both with students and with their fellow teachers, also mentioned always instilling in students to be better every day.

To conclude this analysis of results, question number 12, What impact do you think the teaching attitude can have on the students' emotions, where the corresponding sample mentions that the positive attitude can provide security to the students, as well as that it is a factor that influences behavior, they mention that it will depend on the teacher if he/she has a happy attitude in the environment will become favorable, they also emphasize that how they are treated will be the way they behave and behave with the teachers and with their classmates.

Thanks to the analysis obtained from this instrument applied to teachers, it is possible to notice a considerable change in their attitude as a result of the pandemic, since in their words they have learned to be more empathetic, both with students and with their coworkers, however this does not open the door to fall into the permissive style since some teachers mention that their attitude inside the classroom depends on the student's behavior.

This instrument also provides a guideline for the analysis of the challenges that teachers faced during the pandemic, as well as the attitude they showed when facing these challenges. It is worth mentioning that here the years of service have a great impact since teachers, as well as doctors, have to be constantly studying technological advances, as well as the tools that allow the development of students, since these reinforce the acquired learning.

Addressing the topic of learning, the results of this instrument were satisfactory since the sample indicates that thanks to the positive attitude of the teacher during the classes, it allows opening creativity and good mood in the students, which would considerably improve the students' willingness to learn, also emphasizing that by making them feel confident the students show their mood.

Speaking in their own experiences, the teacher's attitude has a considerable influence on the students' emotions since, by showing interest in them, by always being willing to solve doubts or trying to support them in any problem that may arise, the students will feel in an atmosphere of confidence. Talking about positive

attitude is sometimes a challenge for both teachers and students, especially after having faced a pandemic in which many lives were lost.

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Some teachers lost family members and yet they faced the challenge of moving forward and teaching with the best attitude, although perhaps they were going through a difficult situation, likewise for students since many entered a new stage of their student life and many did not know each other until they returned to classes, some others lost family members or went through economic problems.

That is why, as a result of this, the attitude formed a relevant part in the educational environment, since the relationships between teachers and students as well as between classmates must be strengthened, the fact of showing more empathy has undoubtedly marked a change for everyone.

CHAPTER 5 CONCLUSIONS

5.1 Conclusions

In conclusion, maintaining a positive attitude in the classroom is important because it depends in part on it that students achieve meaningful learning, it is important to be empathetic and attentive to the needs of students, but it is also important to establish rules within the classroom, this in order that the teacher does not fall into a permissive style and that in turn these rules allow us to establish bonds of trust and respect between teachers and students.

A teacher with a positive attitude encourages students to show their emotions in a transparent way, so that if the student feels afraid or feels happy, he/she will not have a problem expressing it in front of him/her.

The fact that students feel motivated greatly influences how the teacher presents himself in front of the classroom, if a teacher is going through a difficult time, it is likely that those emotions such as fear, displeasure, among others are reflected in his attitude and this will have an impact on students because no matter how good an activity is or how well designed it is, if the teacher does not show interest in his activities the students will not show interest in doing the activities either. As a result of a negative attitude, the class could become boring and meaningless.

Now, when talking about emotions, motivation appears, since this is the reason why an emotion can be negative or positive, it is important that the teacher always tries to motivate his students to perform some activity or to participate, as a whole, keeping a student motivated and having emotions such as surprise, joy, etc., present. This will generate a change at a cognitive level in terms of adolescent learning.

The teacher's positive attitude, emotions and motivation all work together so that students feel interested in learning and that in turn that learning is not lost, but on the contrary, that in the future they can use what they already know to learn something new.

Although the teacher's attitude influences the students' learning, in the case of participation it is not so relevant, but there are also other important factors such as the attitude of their classmates, since they make fun, as well as the level of English, since not knowing how to pronounce or express any of their ideas presents negative emotions in most of the students.

In order to break the gap of low participation and teasing by classmates, strategies were implemented to allow collaborative work and group unity. One of the strategies that had the greatest impact in terms of coexistence and participation is to assign roles to each student or team member because it gives them the opportunity to participate in different ways, not only sharing answers, and it is an activity that they really like in their comments, in addition to generating inclusion among them.

Another strategy that has also worked positively is the hot potato, because although at the beginning they are playing the purpose is for them to participate, the students comment that they feel excitement and joy when they play and when the time comes to participate, they do not worry about whether or not they say things correctly.

Regarding motivation, students are happy when they receive a good comment from the teacher or when they look at their notes and see words that encourage them to continue, as well as when the teacher comes to solve their doubts about an exercise.

The fact that the attitude of the teacher is not so relevant for the students to participate during the classes, does not mean that it is not important since as we have mentioned it widely influences the learning process of the students, that is why it is important that the teacher is shown with the best possible attitude inside and outside the classroom, since they are the conduit of learning towards the

students and not only that, there are many students who want to engage in teaching having as an example the teacher they have in front of them.

5.1.2 Proposal

Through the analysis and conclusions, it is promoted to implement new work strategies that allow establishing trust among students, such as working in teams, carrying out spelling contests, or rallies where students have the opportunity not only to coexist and compete against their group mates, but also with other grades.

It is also proposed to establish rules of coexistence and respect within the classroom, which should be taken into account during the stay in the classroom and in the school in general, some of these rules could be "Respect the opinions of my classmates when participating and not to say offensive comments".

Regarding the teacher's attitude, a proposal is made in which the students can make a type of evaluation regarding this, answering questions such as "How is the attitude of your teacher when he/she teaches you?" in this way the teacher will be able to draw conclusions about his/her area of opportunity and improvement.

These proposals give rise to new research topics that can be related to the teacher's attitude, motivation, student learning, as well as the reasons why student participation is affected. They can also take this research document as a reference.

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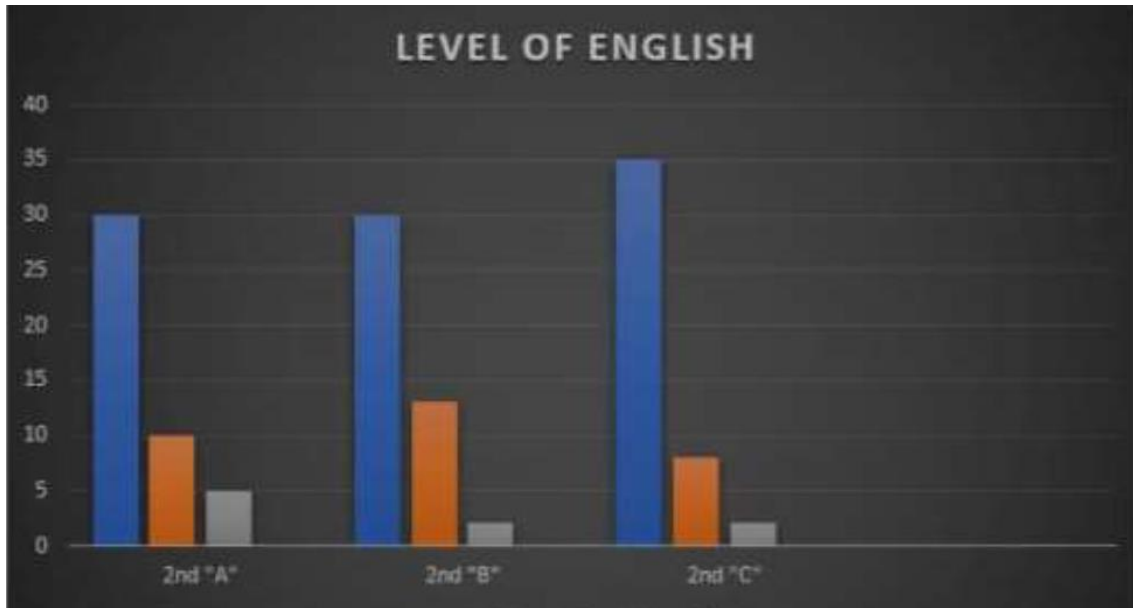
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6 ANNEXES

Figure 1

English Diagnostic Test



Note: English level results are shown for the three grades of 2nd grade 2022. Source: Own elaboration.

Figure 2

Instrument about emotions



Note: To see the instrument on emotions applied to students, scan the code. Source: QR generator

Figure 3

Instrument about attitude



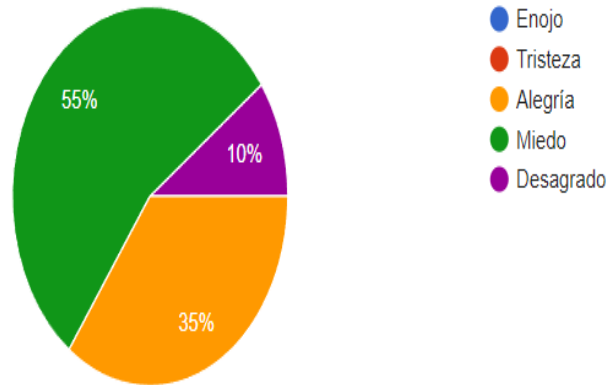
Note: To see the attitudinal instrument applied to teachers, scan the code. Source: QR generator

Figure 4

How do you feel about participating in English classes?

7. ¿Qué sientes al momento de participar durante las clases de inglés?

 Copiar



Note: In this graph you can see the result of the basic emotions that the students feel.

Source: Forms test

Figure 5

Why?

Porque este mal mi respuesta

Porque luego me puedo equivocar.

Pues por qué quieren saber lo que opino

No me gusta participar

Por que mis compañeros se pueden reir o me puedo equivocar

A qué me valla a equivocar

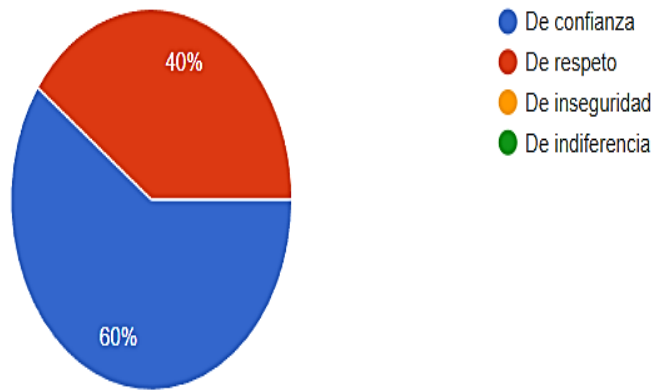
Note: Some responses from the students surveyed can be observed. Source: Forms test.

Figure 6

What is the attitude of the teacher in training when teaching?

9.¿Como es la actitud de la docente en formación a la hora de dar clases?

 Copiar



Note: The four types of attitude according to the teaching styles and the percentages based on these are shown. Source: Forms Test.

Figure 7

What motivates you to participate?

15. ¿Qué te motiva al momento de participar ?

| |
|--|
| Su confianza y atención que nos presta |
| Que la maestra me diga que esta bien |
| Mi calificación |
| En que me corrijan cuando tengo una duda |
| Que las respuestas están bien |
| Mi mami |

Note: Respondents' free responses are shown. Source: Forms Test.

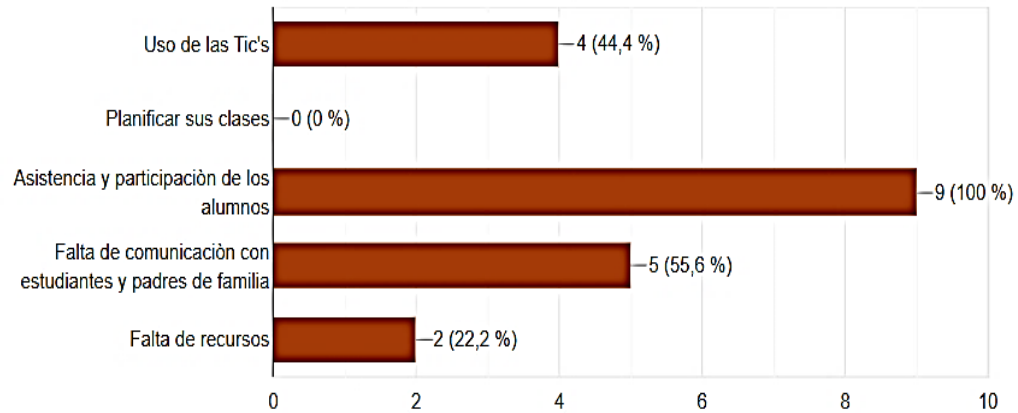
Figure 8

During the pandemic, what were the main obstacles you faced as a teacher

5. Durante la pandemia, ¿Cuáles fueron los principales obstáculos a los que se enfrentó como docente?



9 respuestas



Note: The percentages obtained can be seen. Source: Forms test.

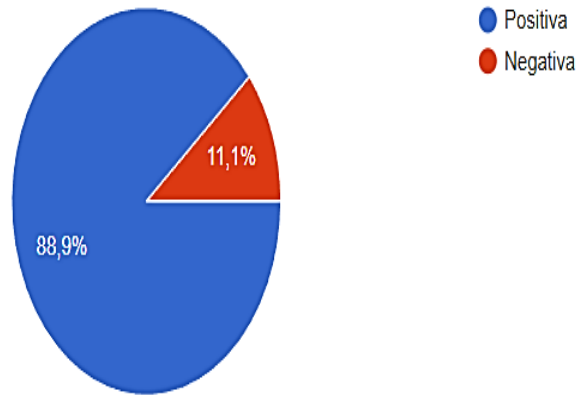
Figure 9

How do you consider your attitude to be when facing such obstacles?

6. ¿Cómo considera que fue su actitud al momento de enfrentar dichos obstáculos?

 Copiar

9 respuestas



Note: the percentages obtained are shown. source: Forms Test.

Figure 10

Why?

¿Por qué?

9 respuestas

Siempre hay que ser positivo

Me mantuve actualizada y dispuesta

Por qué hice todo lo posible en prepararme, instruirme para aprender las nuevas formas de enseñar

Se buscaron otras alternativas

Me veía en la necesidad de continuar fortaleciendo mis debilidades en las Tic's

Trate de llegar a todos mis alumnos

Por falta de compromiso tanto de padres de familia como de alumnos

Note: Some answers referring to Figure 9 are attached. Source: Forms Test.

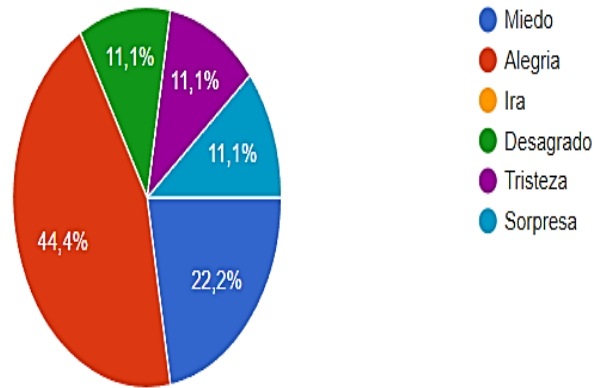
Figure 11

What emotions did you experience during the online classes?

7. Durante pandemia, ¿Que emociones presentò durante las clases en linea?

 Copiar

9 respuestas



Note: Percentages are shown corresponding to the emotions belonging to the MATIAS scale. Source: Forms Test

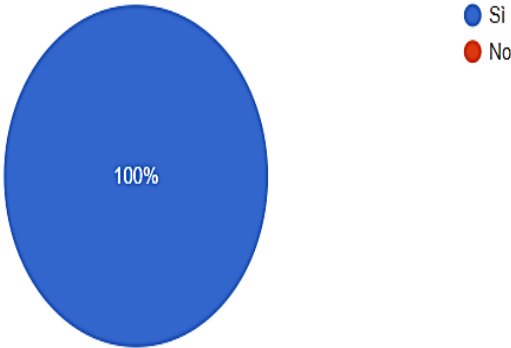
Figure 12

Do you consider the motivation and positive attitude of teachers as a fundamental factor to generate quality educational practices?

8. ¿Considera importante la motivación y la actitud positiva en los docentes, como factor fundamental para generar prácticas educativas de calidad?

 Copiar

9 respuestas



Note: Percentages are shown for this question. Source: Form Test

Figure 13

Why?

¿Por qué?

9 respuestas

Para ser prepositivo siempre

El docente es el ejemplo y punto de partida para la actitud del alumno

Ya que de ello depende la participación y trabajo de los alumnos durante la sesión

Es un factor que influye en los estudiantes

La actitud que mostremos frente a los alumnos es el Parateguas para llevar una clase que implique motivación y alcanzar los objetivos propuestos.

Somos ejemplos e impulso de los jóvenes

Porque es parte del reto como docente

Note: The answers supporting the above percentage are attached. Source: Forms test

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. Dafne Evelin Flores Mora, estudiante del octavo semestre de la Licenciatura en Enseñanza y Aprendizaje del Inglés en Educación Secundaria, por este conducto, asume de manera total la responsabilidad de haber estructurado y elaborado el documento titulado: The Impact of the Attitude of the Teacher on the Active Participation and Emotions of the Student, 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: Tesis de Investigación; 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. DAFNE EVELIN FLORES MORA

Toluca, México 12 de julio de 2023.

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

El que suscribe Mtro. Alcides Rafael Guzmán Martínez, Asesor de la estudiante Dafne Evelin Flores Mora, matrícula 191527110000 de 8° semestre de la Licenciatura en Enseñanza y Aprendizaje del Inglés en Educación Secundaria, quien desarrolló el trabajo de titulación denominado The Impact of the Attitude of the Teacher on the Active Participation and Emotions of the Student, en la modalidad de Tesis de Investigación; 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.

ATENTAMENTE



Mtro. Alcides Rafael Guzmán Martínez
Asesor de Titulación

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

Toluca, Méx., 30 de junio de 2023

**C. FLORES MORA DAFNE EVELIN
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 Tesis de Investigación intitulado: *The Impact of the Attitude of the Teacher on the Active Participation and Emotions of the Student*, 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 envió un cordial saludo.

ATENTAMENTE


DRA. ANA LAURA CISNEROS PADILLA
SECRETARIA DE LA COMISIÓN DE
TITULACIÓN



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