



ESCUELA NORMAL No. 1 DE TOLUCA



INFORME DE PRACTICAS PROFESIONALES **Class Behavior Self-Regulation Strategies for the** **Improvement of Classroom Management** **in First Grade Secondary School**

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

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Dedications

I dedicate this internship report to my family who were an unconditional support during the time I was writing this report.

To my friends who encouraged and supported me all the time, especially the moments of laughter, tears and study that we shared together in this long road of our career.

To my teachers who with their teachings, dedication and passion for teaching to guide me on my way, to them who continued to deposit hope in me.

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1. Introduction

Many times, to have the students' attention, a lot of effort is needed, since many times the students are talking too loudly, which prevents them from listening to the indications and therefore, they do not know what they are going to do with the class material or other activities, resulting in them not paying attention to the indications.

For this reason, the purpose of this document is to search for a solution to the problem that implies having a better management of the group to obtain the attention of most of the students during English classes, to attract the attention of the students during class and at the same time to control the disruptive behavior that most of the students present in the group in order to attract the attention of the students and control their disruptive behavior during the class.

Therefore, the development of this work is expected to be useful for future generations in the selection of strategies to better control or improve the behavior of most students during class.

Then, the document begins with some of the visions, suggestions, or strategies of various authors that have helped them to better manage the group and to design didactic material according to the required social practice of language. It is often known that the behaviorist method can no longer be used in education because it is too traditional, however, at present it is still being used, even when it has some of its disadvantages these can be used as another help to know what aspects to take into account that it does not have on the students, since the application of strategies is related to the behaviorist method in order to self-regulate the behavior of students during the class.

Consequently, it is reduced to a general objective, with the purpose of trying to attract the attention of most students through the implementation of strategies to self-regulate the group, so that they can help reduce noise in the classroom, in a period of three to two minutes in which they are given instructions for the implementation of different activities, and in this way most students can achieve

the expected learning. And the least number of distractions can be reduced during the instructions.

The theoretical framework will deal with the theoretical bases on group management, didactic material, as well as the strategies that help to self-regulate the group, whose implementation will be involved with the behaviorist method. Therefore, in this same section we will cover some of the important terms of the behaviorist method, as well as its advantages and disadvantages that can be used in a positive way, since nowadays it is still a method used by many, but its disadvantages can be taken as an area of opportunity in which they help to achieve a clear objective.

In this way, it contains the methodological model that will be used for the development of an action plan, which will show whether or not these strategies worked to self-regulate the group, in the same way that the design of didactic material contributed to the improvement of my practice, in this way this information will be collected through observation and reflection on how they impacted the classroom, or this action plan will have to be improved.

Consequently, you will find three reflections developed during my professional practice, which are intended to show that they were functional or not, as well as they could be applied in different ways to achieve the general objective of this document, as well as the ones. These reflections were written for each month that the implementation of the different strategies was carried out, as well as the application of the didactic material which was designed based on the didactic orientations of the current curriculum for basic education in English.

Another of the sections in the document are the results by cycle, which is divided into two, so, the first cycle is related to the application of two first strategies that were the attention getters and emoticons in order to maintain better group control and at the same time have the attention or silence of most students when they were given directions, on the other hand the results of this first cycle would be obtained through the development of the practice diary, observation that would help to know if they were functional or not. On the other

hand, in the second cycle three other strategies were contemplated (traffic light, volcano, and roulette) with the same objective of self-regulating the behavior of most of the students, and that in the same way with the observation and elaboration of the practice diary the information was obtained to reflect on how much impact they had on the disruptive behavior of the students, since these can be better than the previous ones in the first cycle. Likewise, each one of the cycles includes the extent to which the development of one of the proposed professional competencies could be achieved or reached according to the graduate profile that is expected to have according to the Bachelor's Degree in Teaching and Learning English in Secondary Education.

Finally, the conclusions reached during the development of this document and its research process will be presented, as well as a series of recommendations for the implementation of strategies to self-regulate the behavior of students in the classroom. As well as another series of recommendations to achieve the development of the professional competence identified in each of the cycles that are described in the section of results for each cycle.

1.1 Motivation

The problem is derived from the observation and practice periods that took place during the fifth and sixth semesters of the bachelor's degree in teaching and Learning English in Secondary Education, during the stay at the Secondary School No. 549 "Gral. Lazaro Cardenas", located at Av. Primero de Mayo 308, Barrio de Sta Clara, 50090 Toluca de Lerdo, Mexico, which led to the reflection of the work developed during the time that was attended and practiced in that institution, this led to the reflection of the work developed during the time attended and practiced in that institution, resulting in the motivation to seek strategies to bring better group control in two grades of first grade that were given to practice and a second grade in which it was intended to make use and implementation of teaching materials that were being implemented with students in large and small groups in which it was intended to achieve the attention and

interest of students in the classroom, but due to the change of school was no longer possible to carry out the above mentioned.

1.2 Importance

So, in the development of this document is conducted in the Official Secondary School No. 0575 "José María Velasco", in which it was intended to achieve the attention and interest of students in the classroom. 0575 "José María Velasco". 0575 "José María Velasco" located in Heróico Colegio Militar 251, Los Ángeles, with zip code 50020 Toluca de Lerdo, Estado de México, with C.C. T: 15EES0832B, where during the first intervention in the institution, these problems were identified again with first grade students group C being a total of 50 individuals, 25 females and 25 males, who are between 11 to 12 years old, one of the opportunities that was observed in the classes was that their classroom does not have technological resources such as projectors, or technology room, so it could have the intention of making teaching materials for learning content, it would be possible to count on the attention and willingness to work on the part of the students, since most of the students in the first practice intervention did not pay attention to the classes and most of the time they were talking or playing with their classmates, which was one of the motivations to improve class management by looking for techniques to moderate the behavior of the students during the classes.

2. Justification

Techniques are the “procedures and actions that are implemented to achieve a specific objective” (Etecé, 2020), they are favorable to moderate the noise and indiscipline generated by students in the classroom.

This led to the selection of different attention getters, as well as self-regulation strategies for the whole class, according to Ghenaiet, A (2022) which expressed that:

Are intended to be used for better management of the class, the use of attention getters through speech, which are those in which the attention of the auditorium is attracted through short sentences that must be completed with the whole auditorium. (1)

This can help to capture attention in the classroom if they are put into practice, in each number of classes the other technique is for class self-regulation that “have the function of helping to regulate the behavior of individuals in a specific context through games, group activities” (Weebly, 2022).

Derived from the results obtained by it is expected to know what could be the impact of the didactic material has elaborated with the purpose that the students can achieve the expected learning, according to the possibilities, advice or support that can be found in the current curriculum for secondary education, facilitating the learning of contents of each of the social practices of language to achieve the expected learning of the same. From the fourth cycle in which the three levels of secondary education are found, according to the Plan and Aprendizajes Clave Programs "it is intended that students interact and adapt through various oral or written texts in various communication situations" (SEP 2017: 167).

The didactic material can be used according to the contents to be reviewed in English language and at the same time using the context that surrounds the students since it favors the development of the students' skills through orality or

writing, but where their knowledge is related, “besides encouraging the imagination of the same mentioned agents, giving a step to the meaningful learning of the students themselves” (Muñoz, 2019).

In this way, the participation and attention of the students in the classroom could be attracted, besides facilitating the control of the class, but also the participation in the classroom according to Ricardo, R. (2020) express that:

Is a crucial factor since it will allow the agents to have the curiosity and determination to concentrate on what is projected in the classroom, making in the same way a climate of optimism and interest during the class and moving forward together. (1)

On the other hand, “attention is one in which a psychological process is carried allowing the student to intertwine with the real world, but at the same time this allows it to harmonize in the same way” (EDUforics, 2017). Therefore, if there are both, attention can be developed in the classroom with participation, in the same way that much impact can have the design of the material to be achieved.

With the professional practice, expected to solve the dynamics of the classes to achieve the students' attention through the design of didactic material for students to participate and express their ideas, as well as to awaken their extrinsic or intrinsic motivation. These two types of motivation will be differentiated considering that the second will be the one in which “students can be aware of what is done without expecting anything in return, just for doing it, by their own will” (Amat, 2021). At the same time try to show students the importance of a subject, since sometimes students can be unmotivated by varied factors such as society, family and even academic experiences.

It is hoped that this document can be useful for future generations, and members that make up the academic body, in terms of knowledge of functional techniques for class management, and the contribution of ideas in the creation of didactic material according to the needs in which individuals are characterized

according to their context and factors that surround them, being aware that sometimes carrying out a traditional class is not very effective. Nowadays, according to Carranco, 2022 express that:

Focusing on a traditional model is not a good option to promote new knowledge in individuals since it will only focus on them being passive beings for whom only the necessary knowledge will be stored, but without them having to be someone active or put into practice what they have learned. (1)

Education today is based on the scientific method, which is intended that the student can acquire the necessary elements for their knowledge, but also that “they can put them into practice, can think and be an individual with the ability to solve the problems that are presented in a rational and critical way to such situations” (EUROINNOVA, 2022).

During this research it is expected to obtain a greater learning of what can be changed in the aspect of how to teach, address high school students, since learning will be the acquisition of new skills, “competencies and knowledge that are learned through experience in which new challenges or circumstances are faced and solved with the acquired skills” (Psychology and Mind, 2022).

3. General objective

Encourage students' attention in the class through the application of self-regulation strategies to class.

3.1 Particular objectives

- Use of strategies would be applied to have the attention and good classroom management in most of the classes.
- The elaboration of material with the use of didactic orientations will help to be elaborated according to the needs of the students, but also to put into practice, according to the current curriculum, the corresponding activities that favor the class and to be able to evaluate their progress.
- It is intended to apply different strategies that can be useful for the management of a regular class of fifty and more students in the classroom, facilitating the interaction among the students in the classroom, since this allows them to develop in the context that surrounds them. Similarly, it is an important aspect as this will "help them to have the ability to communicate with other agents to share their thoughts, ideas of the subject, as well as the content of this" (Camacaro, 2008).

4. Theoretical framework

The control of the class “is important for students to satisfactorily perform the activity during the class” (Wise Advice, 2019). Because this way is the form how to maintain that students could be calm or they do not disturb the class, and the same time is trying to have the less loud for example that students are talking between them and standing up to another places.

Through the use of different techniques or strategies that are useful and functional in practice during the class to provide a solution to the mentioned problem, and may result in the reinforcement or development of some of the professional, generic or disciplinary competencies expected in the profile of the graduate and that “consist of the capabilities and skills developed during the experience, but that at the same time affect a particular task performed by the person” (Meanings, 2022).

The implementation of attractive didactic material to “encourage the interest of students towards the classes, preventing them from becoming boring or tedious for them, since many times this can include different types of elements and designs for the teacher” (Arias, 2019). This material will be designed according to the social practices of language that will be seen in the classroom, which can be functional to connect with students and foster a learning environment in the classroom. Can be understood that these “SPL are both oral and written, and students will engage through different communicative contexts with native and non-native speakers of English” (SEP, 2017: 165), so the didactic material will be elaborated according to the needs of the class and this within the reach of the teacher, since its elaboration can be manual (posters, images....), printed (worksheets, role play...) or electronic (presentations, games etc...). This form with the use of material design student could be engagement to the classes and the attitude that show them is important in this part, therefore the activities in the material design could help for this.

Students are expected to be able to understand, interact and exchange different information when learning English as a foreign language, and to feel confident and secure when trying to learn it. In the same way, “it is expected to make a meaningful learning in which they have to do with what is shown so that students can relate it to the real world, facilitating its use” (Sanfelciano, 2022).

The context of the students involved could be useful to bring a better learning environment in which will feel comfortable, safe and identified, since the “learning environment will be the scenario in which both the teacher and the students can carry out a teaching-learning process” (Montagud, 2019).

Using the Bachelor of Arts in Teaching and Learning English in Secondary Education program with the 2018 curriculum, the action plan is intended to make use of the didactic guidelines provided by the curriculum and being support for the choice of topics to teach with students. In the same way, can develop the expected learning that are raised in the current curriculum for secondary school, since according to the Plan and Syllabus Aprendizajes Clave 2017 the didactic orientations "emphasize the communicative actions that involve texts, activities, uses of language and linguistic resources according to the social context in which the communicative action takes place" (SEP, 2017: 176).

Each material or activity will involve work in small or large groups. Through collaborative learning in “which the didactic procedures carried out to have a class order is divided into small, mixed and heterogeneous groups, working in a coordinated manner to achieve a common goal, and deepen their own learning” (Ruiz, 2019). In this way, it is expected that the materials developed during professional practice help individuals to understand what is being seen in a class and the individuals around can develop what is known as expected learning.

The implementation of a teaching practice journal aims to record what can be observed in the class, from the beginning, development and end of the class,

making a congruent and logical writing of the smallest detail of what happens, for example, from the moment when students share and interact with the activities scheduled for each session. This could give me as a result if they worked or not the strategies for classroom management and the application of various teaching resources according to the didactic guidelines, there are also different definitions for a teaching journal, but I can understand that this instrument should be a “periodic and systematic record of the events occurred and observed during the class session” (Clubensayos, 2014).

Therefore, for the development of teaching materials, it should be considered that "this should ensure access to and use of diverse and relevant educational materials" (Aprendizajes Clave, 2017:129) and from which the following are rescued:

- The educational materials for students with disability allow the achievement of learning by these students, which implies guaranteeing that the SEP provides specific educational materials for the attention to the educational needs of this population, among other educational materials in sign language and Braille code and teacher's guides to guide the use of the above materials.
- The use of educational materials should promote the educational practices proposed in this curriculum. The didactic strategies, contents and design of the educational materials, textbooks, must transcend the practice of filling empty spaces and activities or questions that are answered in the material itself. In this regard, reading and research in different printed and digital sources, the construction of diagrams, tables and other graphic organizers of thought and the production of increasingly longer and more original personal essays will be favored. Thus, the teacher will be able to know the reasoning logic of his students and their ability to develop their own ideas in a written text, while allowing students to reorganize their ideas, revise their writing and correct their drafts. To achieve this, in addition to the renewal of textbooks, a better use of notebooks, notebooks and digital tools will be encouraged. (131)

The characteristics of a well-managed Classroom are the following characteristics according to Harry K. Wong and Rosewart T. Wong (2009):

1. Students are deeply involved with their work, especially with academic, teacher-led instruction.
 2. Students know what is expected of them and are successful.
 3. There is little wasted time, confusion, or disruption.
 4. The climate of the classroom is work-oriented but relaxed and pleasant.
- (Emmer, Evertson, and Worsham; Evertson, Emmer, and Worsham). (78)

Thus, for these characteristics to be used in the following interventions, it is necessary to be aware that there are techniques that can help them to be implemented correctly, as expressed by Harry K. Wong and Rosewart T. Wong (2009):

Table 1

Chart about techniques to help implement the four characteristics of a Well-Managed Classroom

Techniques to Help You Implement the Four Characteristics of a Well-Managed Classroom		
Characteristics	Effective Teacher	Ineffective Teacher
1. High level of student involvement with work.	Students are working.	Teacher is working.
2. Clear student expectations.	Students know that assignments are based on objectives. Students know that test are based on objectives.	Teacher says, "Read Chapter 3 and know the material." "I'll give you a test covering everything in

		Chapter 3.”
3. Relatively little wasted time, or confusion, or disruption.	<p>Teacher has procedures and routines.</p> <p>Teacher starts class immediately.</p> <p>Teacher has assignments posted.</p>	<p>Teacher makes up rules and punishes according to his or her mood.</p> <p>Teacher takes roll and dallies.</p> <p>Students ask for assignments repeatedly.</p>
4. Work-oriented but relaxed and pleasant climate.	<p>Teacher has invested time in practicing procedures until they become routines.</p> <p>Teacher knows how to bring class to attention.</p> <p>Teacher knows how to praise the deed and encourage the student.</p>	<p>Teacher tells but does not rehearse procedures.</p> <p>Teacher yells and flicks light switch.</p> <p>Teacher uses generalized praise or none at all.</p>

Note: Expressed by Harry K. Wong and Rosewart T. Wong (2009). Fuente: (EE. UU: 79).

Therefore, it will be a guide to improve classroom management and thus establish with the students' better ways of working in which they can develop their skills and at the same time be the agents who learn new knowledge, knowing what they must do in an easy and clear way, to avoid confusion during a new content in the following practice interventions.

To have a well-managed classroom in the next interventions, it is intended to make use of a disciplinary plan in which students are aware of their actions during class, as well as during the activities that are proposed during the following intervention (worksheets, games, use of didactic material, etc.), in order to achieve an effective learning environment, therefore the basic structure for the development of a disciplinary plan according to Harry K. Wong and Rosewart T. Wong (2009) is taken up again:

Table 2

Structure for a discipline plan (Harry K. Wong and Rosewart T. Wong, 2009)

Structure for a discipline plan (Harry K. Wong and Rosewart T. Wong, 2009)	
1. Rules	What the student is expected to follow.
2. Consequences	What the student encounters if a rule is broken.
3. Reward	What the student receives for appropriate behavior.

Note: Expressed by Harry K. Wong and Rosewart T. Wong (2009). Fuente: (EE. UU: 79).

In this way mention is made of behaviorism in which the behaviorist theory is based on the theories of Ivan P. Pavlov (1849-1036), which according to Ivan P. Pavlov "focuses on the study of observable behavior to control and predict it, to achieve a certain behavior". Pavlov "focuses on the study of observable behavior to control and predict it, to achieve a certain behavior", in relation to this according to Hadoc (2020) expresses that two variants were raised: classical conditioning and instrumental and operant conditioning, where the first "describes an association between stimulus and contiguous response, so that if we know how to raise the appropriate stimuli, I will obtain the desired response.

This variant explains only very elementary behaviors" (Hadoc, 2020: 1) and the second "pursues the consolidation of the response according to the stimulus, seeking the necessary reinforcers to implant this relationship in the individual" (Hadoc, 2020: 1).

Similarly, within the second variant, Hadoc (2020) states that:

Reinforcement theory consists of describing the process by which the continued association of a certain response to a certain stimulus is increased when the subject obtains a prize or reward (positive reinforcement). Operant conditioning, developed from Skinner's contributions, is the application of reinforcement theory. By using these principles in a positive way to stimulate an optimized learning behavior. But if it is applied from its negative aspects, that is, when a punishment is applied as a negative reinforcement to extinguish or decrease the frequency of a response, the results are unclear because emotional reactive behaviors are produced, which disrupt learning and invalidate the person. However, if applied correctly, reinforcement can successfully modify behavior and stimulate learning, but never the integral formation of the student (1).

In this way, the application of strategies for the self-regulation of the class such as the behavioral traffic light, the volcano and the roulette of emotions, being a reference of operant conditioning, these have the intention of trying that the students can regulate their behavior at the same time that these help in the teaching practice where the students can be given clear instructions to each of the activities, and for this it is sometimes necessary a time of the class in silence so that they can be heard correctly and can see less confused students in what they will perform.

From this perspective Granda (2016) points out that:

Operant conditioning, also known as instrumental conditioning behaviors, are always completely voluntary responses in which the acquisition or suppression of a behavior is related to a stimulus which must be reinforced either positively or negatively so that this behavior is strengthened or weakened. (122)

Likewise, the application of behaviorism today can bring advantages as disadvantages, then one of advantages could be as mentioned by Morales López H, Irigoyen Coria A. (2016) can be synthesized in the following general assumptions:

1. All individuals learn the same through equal methodologies.
2. The didactic material that is designed should work in all sectors and regions in the same way.
3. It is possible to statistically establish standards of excellence and the scales are applicable under the criterion that every population behaves in a "normal" way.
4. Exceptions can be treated in a specific way (sub and supra normal trends). This pedagogy has, as an additional advantage, the lowering of educational costs per student, since teacher training, as well as didactic material and material conditions for learning can be standardized. In addition, it allows a massive approach to educational needs (27).

Then, disadvantages of the behaviorist model are those presented by Gabriel H. (2021):

- a) The attempt to predict and control behavior empirically and experimentally.
- b) Teaching is proposed as a paradigm of contingencies of reinforcements that modify the student's behavior.
- c) It conditions the student to conduct previously defined activities. (1)

And on the other hand, Martha, D. (2016) mentions the following:

- a) It considers emotions as conditioned reflexes.
- b) b) It is reductionist.
- c) The activities must be previously defined and controlled.
- d) The attempt to predict, control behavior empirically and experimentally.
- e) Emphasizes motives and short-term rather than long-term performance. (1)

In this way, knowing that most of the time disadvantages mean something negative and as it is now when behaviorism is used, it is also possible to have

benefits from them and also rely on them, to try to reduce a negative effect as little as possible when applying strategies to self-regulate the behavior of students in the classroom, or equally to give them a more positive or friendly use in the classroom.

The following are concepts of operant conditioning that will be fundamental for the reflection of the practice, as expressed by psychologist Sonia Castro (2023):

1. Discriminative stimulus. That stimulus (light, music, object, text, image...) that signals, warns, discriminates and indicates to the person the availability of reinforcement. In our previous example, the discriminative stimulus would be the idea of collecting the bonus at the end of the month.
2. Positive reinforcement. That which increases the frequency of a response. That is, positive reinforcement appears when the behavior performed leads to obtaining a reward. The prize does not have to be only material or a specific tangible object, no, imagine a smile, a hug, a word of encouragement ... that which makes the person sprout a positive and pleasant emotion. In our example above the reinforcement is the amount of bonus money.
3. Negative reinforcement. It consists of removing an aversive stimulus if the desired behavior occurs. Any "thing" that decreases the frequency of a response, so the negative reinforcement consists in the avoidance or withdrawal of an aversive, harmful and unpleasant stimulus for the person.
4. Operant behavior. New behavior or behavior that is learned, it is not random, but is acquired through the consequences received by the organism. In our example, it would be those strategies and commercial skills learned that make the worker sell much more.
5. Omission. If a good event does not occur after the behavior, the presence of the behavior will decrease.
6. Punishment. Warning, not to be confused with negative reinforcement, it is not the same thing. Speak of punishment if a horrific event occurs after the behavior, which will decrease the presence of the behavior. The difference is that punishment

is to reduce behaviors, and reinforcements serve and are used to increase them.
(1)

In this way operant conditioning will be supported because it was that the use of strategies such as identifying what can be achieved or not with its use to change a behavior that is already established in the classroom and how this comes can come to impact to promote learning in most students.

4.1 Methodological model

The following are the steps for action research (Burns, 2010), according to Kemmis and McTaggart (1988):

1. Planning

In this phase, a problem or issue is identified, and a plan of action is developed to achieve improvements in a specific area of the research context. This is a prospective phase in which you consider: I) what type of research is possible within the realities and constraints of your teaching situation; and ii) what potential improvements you believe are possible.

2. Action

This is a carefully considered plan involving deliberate interventions in the teaching situation that are implemented over an agreed period. The interventions are "critically informed" as you question your assumptions about the current situation and plan new and alternative ways of doing things.

3. Observation

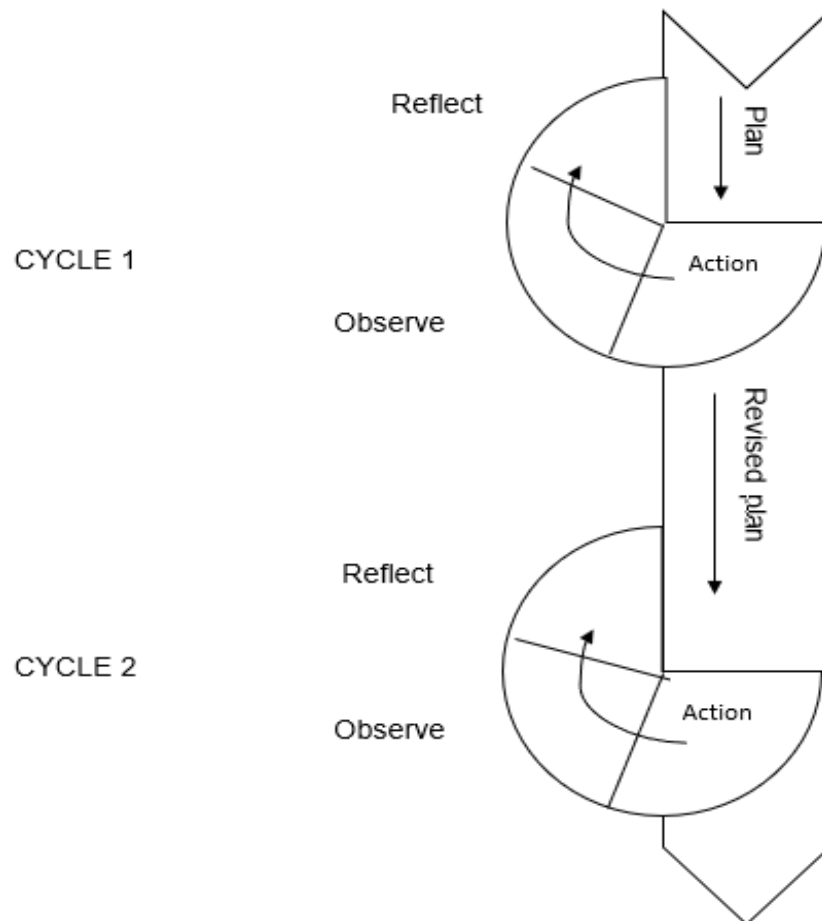
This phase consists of systematically observing the effects of the action and documenting the context, actions and opinions of the people involved. It is a data collection phase in which you use "open eyes" and "open mind" tools to gather information about what is happening.

4. Reflection

At this point, you reflect, evaluate and describe the effects of the action to make sense of what has happened and better understand the issue you have explored. You may decide to conduct more AR cycles to further improve the situation or share the "story" of your research with others as part of your continuing professional development.

Figure 1

Cyclical AR model based on Kemmis and McTaggart (1988)



Note: (Adapted from Kemmis & McTaggart, 1988, pp. 11-14) (Taken from Anne Burns, 2010, p. 8).

5. Action plan

In the first professional practice during in the eight semesters, intended to apply the use of attention getters during the beginning, development and closure of the class, with the intention of having a better control of class, other strategies that will be applied with the students are the techniques for class self-regulation, therefore, the techniques are the use of emoticons, traffic light, volcano, wheel of emotions, etc. (**Annex 15**). One purpose of these techniques to class self-regulation is that students have a good behavior considering that students interact between them with good values, they do not use violence to affect the integration of their classmates during the classes.

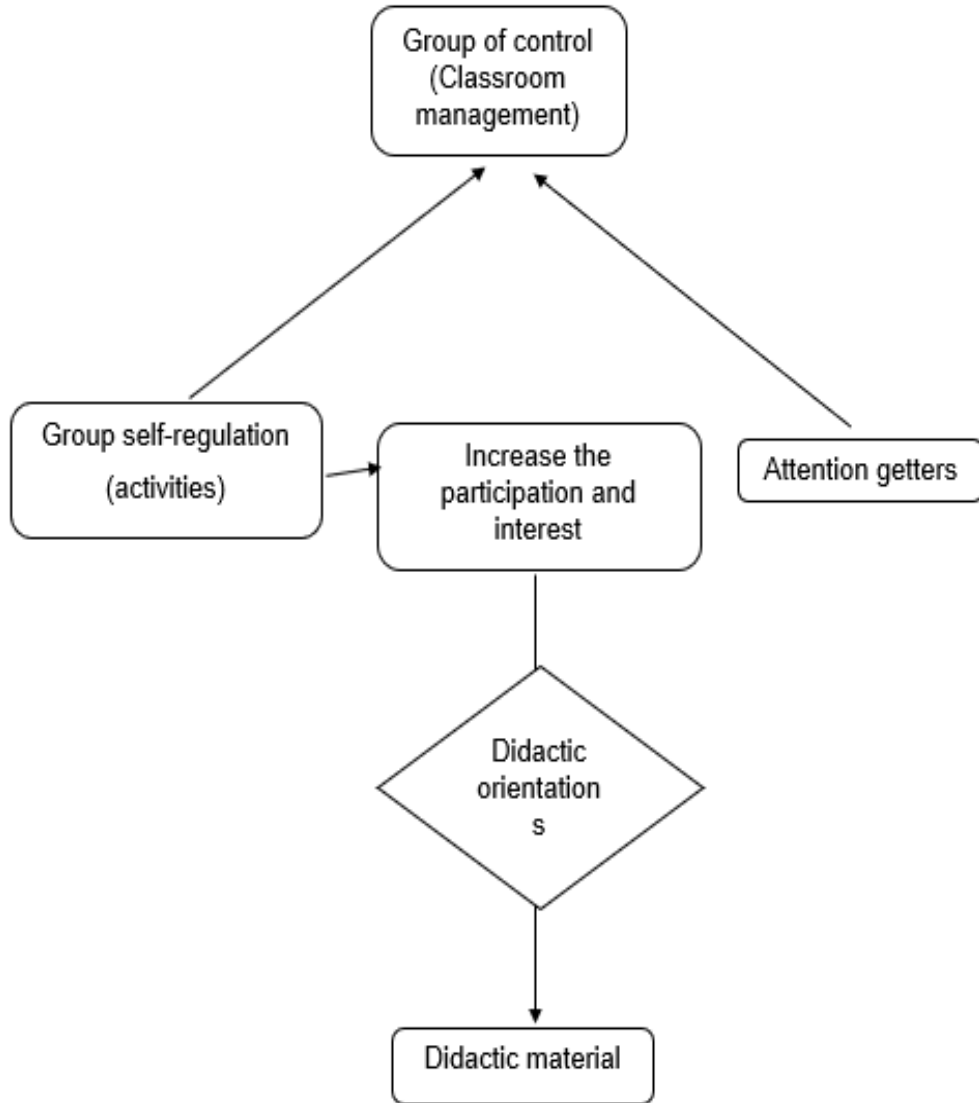
Based on the didactic orientations suggested by the plan and program of studies in force for secondary school, it is intended to implement and elaborate didactic material, with the purpose of promoting the interest of the students to the class, carrying out activities through collaborative learning since due to the pandemic it was not possible to carry out face-to-face classes in which the students could interact among themselves or with the teacher, carrying out their learning online, and this way put into practice the communicative approach in the classes.

Through the practice journals it is expected to perform a reflective analysis of what worked or what needs to be improved or modified in the classroom for the attention and participation of students, as well as the recording of audios/videos in case of having the opportunity and authorization of the institution in the classes taught in order to future reflections that lead to better changes for the benefit of students, as well as meaningful learning for them, in the same way that this helps the development or greater generation of generic, disciplinary, and professional competencies.

Thus, the following figure 2 Action plan shows the strategies and activities to implement the following intervention.

Figure 2

Action Plan



Note: Is the model will use during the next interventions. Source: Own elaboration. propia.

6. 1st Practice Reflection

During these two practice interventions, the teacher trainee was working with the Aprendizajes Clave curriculum regarding the use of didactic orientations for the development of didactic material and the pedagogical approach focused on the social practices of the language expected to be developed in the students.

During the first intervention with group first “C”, the social practice of the language was that the students exchanged opinions about a community service, having to propitiate a social environment of family and community learning as well as in which the students could carry out exchanges associated to specific purposes and in the same that the expected learning of the same was achieved (**Annex 1**), in this way such planning and didactic material were carried out according to what was proposed in the section of didactic orientations and specific evaluation suggestions concentrated in the plan and programs Aprendizajes Clave (**Annex 2**), which for the first class on October 13, 2022 was intended to take into account the didactic orientations which according to the Plan and Programs Aprendizajes Clave (2017) was that students were offered a variety of activities in which they could:

1. Recognize topic, purpose and addressee.
2. Detect contextual clues (e.g., environmental sounds, background noise, relationship between participants, attitude).
3. Identify communication modality (face-to-face or distance).
4. Distinguish intonation and attitude.
5. Recognize speaker and listener behaviors that favor meaning construction (e.g., volume adjustments, asking questions).
6. Notice speech register.
7. Sharing experiences. (267)

Therefore, in this intervention did not use audios as marked in number two and seven of the didactic orientation, but was implemented other different materials such as flashcards to contextualize the students in the first class, and making

use of the intonation of the words in English for students to repeat the word that heard and also printed words for their identification with each image (**Annex 3 and Annex 4**), putting in this way the application of number four and five, derived from the fact that in this intervention, by order of the head teacher, the teaching of the verb to be was carried out during the next classes, to which even looking for orientations related to the topic were not useful to propitiate in most of the students the use of the verb to be, since according to the application of an exam at the end that is requested to be done weekly or at the end of each practice as evidence of evaluation, it can be identified that the expected objective was not achieved (**Annex 5**).

To the second intervention from November 22 to December 9, 2022, tried to give a better follow-up to the use of the didactic orientations, so for this second intervention the social practice of language was focused that students write instructions to use a bilingual dictionary (**Annex 6**), in this way that the first didactic orientation (**Annex 7**) in the plan and programs Aprendizajes Clave (2017) proposes to monitor the progress of students and intervene so that they achieve:

1. Value the function of textual and graphic components: word lists, typographic signs, Arabic and Roman numerals, abbreviations.
2. Analyze textual organization and word types: articles, nouns, adverbs, etc.
3. Locate sections devoted to each language.
4. Identify entries and sub-entries. (201)

The third and fourth indicators were developed using a bilingual dictionary in which each of its parts was explained to the students to try to contextualize them in the social practice of the language (**Annex 8**).

In the same way, some days were suspended by activities programmed by the English academy during this first intervention, only had four classes with the

class, so for the second class was carried out point number one in which through a poster showed them the parts of a definition (**Annex 9**), in this way the words were made in digital printed for the identification of each part, in which being conditioned the students to the participations with the application of a roulette with their names the participants of each class are selected (**Annex 10**), for the realization of the didactic material in the third class according to what is proposed in the second didactic orientation according to the Plan and Programs Aprendizajes Clave (2017), opportunities are provided to their students to make decisions on what actions to undertake to achieve:

1. Manifest curiosity and interest in seeking and obtaining information.
2. Locate words in English and in the native language.
3. Read definitions of words in English and in the native language.
4. Determine the type of word from an abbreviation.
5. Understand instructions for using a bilingual dictionary.
6. Monitor one's own performance. (201)

The activity consisted of the students taking a piece of paper with an instruction to use a dictionary, consequently, each student should look for seven remaining sentences among their classmates to complete the instructions and write them in their notebook. Once done, the order of these instructions was determined by placing them from instruction one to eight (**Annex 11 and Annex 12**).

Finally, for the last class of this second intervention, the evaluation of their knowledge was carried out through a small test, on the parts of the definition in which a feedback of the topic was given at the beginning and consequently examples were given to put into practice the identification of its parts and once that was done, the evaluation began (**Annex 13**), which shows that in most of the students the expected objective was not achieved.

In both interventions, even using these didactic orientations as support, were can be complex at the time of their application in the classroom, but in the same way can give a hand to the development and selection of the topics to teach

during the practice, as well as according to the Plan and Programs Aprendizajes Clave (2017) with them "the necessary conditions are generated so that students can successfully face new challenges imposed by reality" (SEP, 2018). The importance of the elaboration of the didactic material since this is related the same through different forms such as flashcards, didactic games, posters, in which can be develop an environment conducive to learning, but just as in everything one of my weaknesses at the time of its application is the way apply it with the students, the way address the students so that they feel comfortable but at the same time achieve that confidence in the classroom with the students.

During the first intervention from October 10 to October 21 and the second intervention from November 22 to December 9, 2022, the use of attention getters was carried out, which were short phrases put into practice with the students at the beginning of the English class, these phrases had an impact on the students of both grades, but during the development of the class they were not important enough to be put into practice to prevent most of the students from talking, standing up or playing with their classmates (**Annex 14**). One of the variables of the techniques for class self-regulation that was put into practice during the second intervention was the placement of emojis on the blackboard, so that students could remain quieter during class or avoid making as little noise as possible to the previous classes in the first intervention, so that what was raised with the students was that every time observed the class a little restless would remove the face (**Annex 15**), the coexistence rules were put into practice in the same dynamic of the emojis. The rules were only functional in the first classes, since in the following classes the rules were not explained again and the students were made aware of them to make visible to them, so that more variables were sought to regulate the behavior of the students.

7. 2nd Practice Reflection

During the intervention of January 30 of the present with the group of first C the practice of different attention getters was carried out, retaking previous practices from November 22 to December 9 with the purpose of capturing the attention of the students during the classes, which had a positive response in its realization but in the development of the class and final not so much since the class continues with much noise on the part of the students.

On the other hand, to generate a better group control during the class, different activities were carried out to regulate their behavior in class, as one of the strategies implemented during the first three weeks of practice from January 30 to February 17 was the use of emoticons with a new dynamic in which the students if they stood up or did not attend to the indications during the class would be reprimanded with lines up to a maximum of 10, for example, if there was a situation that was not favorable to the class, a line was placed in the emoticon of sadness in this way so that they would have coexistence of their behavior during the class, if the class showed a favorable environment for their learning, they would get a line in the emoticon of love in this way, but even put into practice during the first three weeks of practice on January 3, 9 and 10 of this year, it was identified that it was not a functional strategy even when it was tried to be improved in this way.

Table 3

Reflection table of interventions

Interventions	
November 22 to December 9, 2022	January 30 to February 24, 2023
Similarities	
Approach: Communicative	
Did not use of body language all the time and in clarify of instructions.	

<p>Most of the class were talking or standing up from their places.</p> <p>In both interventions used to attention getters to attract the attention of the classroom and used to strategies to regulate the behavior of the class but did not function at all.</p> <p>Did not have an effective discipline plan. (To have a well-managed classroom).</p>	
<p>Differences</p>	
<p>Social learning environment: Academic and training.</p> <p>Most of students did not stand up from their places to asks for doubts about the activities.</p> <p>Frequently use of flashcards to contextualize the class.</p> <p>Only in the beginning used to attention getters.</p> <p>Used all the class the same strategy to regulate their behavior of class in this case emoticons (Annex 15), where if they talked too much or got up from their place they would take off a face from the face of love, discouraged and in the end sad, so if they were to take off all of them they would lose a tenth, which only worked in the first three classes.</p>	<p>Social learning environment: Family and communicative.</p> <p>Most of students stand up from their places to clarify instructions or doubts about the activities during the eight class.</p> <p>The attention getters were using every time but, in the development, and close of the class did not function to control of group.</p> <p>In this case the use of strategy to regulate their behavior during the class did not work in all classes, even though it was implemented very differently from the previous intervention, in this case, if the students showed bad behavior during the class, with the use of emoticons, a dove was marked on the happy face if the behavior was good during the activities or a dove on the sad face if they showed bad behavior, which as a consequence of the ten doves marked on the face, the</p>

	students lost a tenth or won a prize.
Opportunity areas to be an effective teacher	
<ol style="list-style-type: none"> 1. Improve the use of body language (This form students can understand vocabulary and instructions). 2. Apply new strategies for increase positive student behavior through games, attention getters and improve the use of strategies to regulate the behavior in majority of students during the class. 3. Take the opportunity to check their doubts through techniques in where it does not take time of the class. 4. Apply a questionnaire in where the main idea is known what the effect of the teacher for their students is, if the class is interesting and to know if the expected learning is achieved in each of the interventions. 5. For a well-managed classroom, for the next practice is expected to be based on four characteristics of good classroom management according to Harry K. Wong and Rosewart T. Wong (2009) and the same time to have a good implement in the characteristics is important know the four techniques to help me implement the four characteristics, see Table 1 6. Have an effective discipline plan, this form in the next practices will create a discipline plan, “the basic structure for a discipline plan where the teacher is in charge has three parts” (Wong., Wong, 2009: 124), see Table 2 	

Note: Reflection of similarities and differences between interventions with first graders 2023. Source: Own elaboration.

8. 3rd Reflection practice

One of the discipline plans was the design of material to have a good group control. In this way, in order to have time to give instructions to the whole class, the students in a second moment knew that they should moderate their voice volume, and finally in a third moment where it was indicated that they could leave five minutes before the class only on the condition that the work was finished and signed can have that time to take a break from class, going out 3-5 minutes in each class at the end of their work, In this way, a traffic light was implemented in which the red color indicated the first moment, the yellow color the second and the green color the last moment, each one of the colors was indicated with phrases such as stop, caution and continue, this material was put into practice with the first grade students during the class of March 16, 2023 from the beginning of the class they were made aware of the dynamics of the same, as a form of sanction in which these criteria were not met, the following actions were carried out:

1. If students stood up, talked or played while they were being given directions for the activities, and the word stop was placed on the red traffic light, they would be sanctioned with a report for not complying with the dynamics of the traffic light.
2. If the students did not hand in their work on time and did not have five minutes before the end of the class, the work would be placed in yellow color, affecting their evaluation record.
3. Finally, since the yellow color was indicated as a precaution during class activities, students who were standing up at every moment were called to attention, as well as if they were eating, playing with cell phones would be reported since they were not complying with the coexistence agreements established at the beginning of the school year.

It should be noted that the use of the traffic light (**Annex 16**) during this class and the same on March 24 of this year with the same dynamics in the second class of March 24, which was before the recess, was good to have a moderation of its volume during the class, in this way they did not shout as in previous days in which the attention grabber was used for the same function but did not reflect a significant progress, even though both strategies could be behavioral, its function can currently be implemented with the objective that is intended to be achieved in the classroom. Thus, the elaboration of this material during this fifth day of practice had satisfactory results, but it can still be useful to improve such situations in the classroom.

The second material implemented in the classroom on March 23 was the volcano with the purpose of being used in their emotions (**Annex 17**), where the students five minutes before and as they had registered the activities of the class, the students had to write in a small post-it how they felt during the whole class, in the same way at the same time this worked to indicate the behavior of the class, In this way, as the students were getting up or constantly talking too much interrupting instructions, the arrow that indicated how much the volcano was rising to reach its explosion would go up, so that if it reached that point, the class would lose two decimal points of its final evaluation. Likewise, the number of opportunities that the students would have not to reach the eruption of the volcano would be the fourth number, since the fifth number would indicate that sanction for the whole class. On the other hand, their emotions would be placed in the same way in which they felt or considered that it was the level in the volcano.

Finally, the roulette of emotions and behavior was applied but focused to their behavior (**Annex 18**) during March 24 in the first class with the students of first grade group C, where the following indications were given:

1. If the students needed to express emotion at the beginning of the class, they should write it on a post-it and place it on the color they

liked on the wheel, but if not, it could be at the end of the class, but everyone should participate.

2. One student in each row turned the wheel of emotions when he/she felt uneasy to find out which emotion the arrow on the wheel marked.
3. Another aspect is that in this wheel some activities/games were kept to be done inside the classroom, and when turned by a student, the activity indicated by the arrow had to be done, this at the beginning, in a part of the development in which most of the students stood up or talked too loudly in the classroom, as well as at the end of the class as an active pause.

In this way, the use of this instrument helped to identify how the students usually feel about the class, as well as to know how they feel about the previous one, in this way it can help to connect more with the students in the class, as well as to break the routine of the classes, this activity was liked by most of the students as observed in it, as well as they felt included in this activity.

It is worth mentioning that classes were suspended on March 17 of this year, so these materials were only applied for four days, so that of the three materials that had the greatest impact to cope with the noise in the classroom and at the same time most of the students could have clearer instructions in each of the activities, In this way the number of students who stopped to ask what they should do during the realization of the same was lower, only two materials that were the traffic light and the use of the volcano, since they could influence the behavior of most of the students during the class, just as in both could be obtained advantages and disadvantages for them.

In this way it can be expressed that the application of the behavioral traffic light and volcano are strategies related to operant conditioning derived from behaviorism where according to Arturo Torres (2017):

Operant conditioning also called instrumental is a learning procedure is a learning procedure that is since the probability that a given response is given depends on the expected consequences. In operant conditioning, behavior is controlled by discriminative stimuli present in the learning situation that transmit information about the probable consequences of the response. (4)

9. Results for each cycle

9.1 Cycle 1

During the fourth day of practice in the month of February 2023, through the observation at the same time of the practice with the first grade students group C in the subject it was possible to identify some characteristics of the students such as: the students They are very proactive since they like to constantly communicate with each other, just as even when they are in secondary school, students can sometimes show behaviors of primary school children, such as saying during class if the margin of the notebook can be that color, or what if the date should be noted as the subject and objective of the class, etc., so it was possible to identify several problems regarding the management of classes with said degree, such as the first was time management, which sometimes time It was not enough to finish the activities of the classes, therefore a timer was shown to assign the minutes or seconds to each action in the classroom, which when used was of great help in the majority of cases. or part of the classes of this practice day since most of the students were aware of the use of it.

On the other hand, also making the instructions known in each of the activities turned out to be a constant challenge since, like most of the class, they were confused when I tried to give them, even when they were asked if there were doubts, the students answered No, but three or five seconds when said activity was being monitored, I was possible to observe that the students were confused, just like when they were asked what was going on, so the response of the majority of the students was that: "We, did not understand teacher"; "Don't listen to any of the instructions"; "What should be done?"; "what was you saying?", being difficult to continue with the class since it took a lot of time to clarify the doubts for said activities in each of the students, for which I tried to make a better clarification of them by asking two or three students about what they had to do before doing them, but that in most of the classes, even when examples of the same were used, the students became confused about them or

disinterested in their realization; As well as the difficulty of understanding the instructions, was able to analyze that the problem may be in me to put order in the class since the incomprehension of them can be derived from the fact that most of the students generate too much noise in the classroom. prevented communication as teacher-student in this way that when doing so some students could be distracted during class, so it was decided to implement attention grabbers with the function that when they find the class noisy or that the students are distracted these were used so that most of them could get the attention of what was going to be done in class as well as reduce the noise, this in order that the students could better understand the instructions of the activities but which unfortunately, even when its use was made at the beginning, development times and end of class, most of the students continued to stand and talk constantly these attention grabbers did not work as expected as the noise was too loud for teenagers sitting in the back or in the middle to hear.

Therefore, when observing that students were not achieved with the attention grabbers, the application of strategies for self-regulation to the class was attempted through which it was done with emoticons where it is mediated from the use of a sad face, discouraged, happy, in love the attitude of the class towards the class, which in the first class of the third week of practice the students understood the purpose of the emoticons, which consisted that if the class was too noisy or students stood up in a place to another, the emoticons began to detach from the face of love since it indicated that the class was behaving very well, but if this was not the case, they began to decline until the sadness emoticon and if this was removed from the blackboard, it would mean the loss of qualification for the whole class that corresponded to one tenth less, to what many students said to others; "Shut up!" "Stop getting up!" "They are going to take away our grade, it will be your fault!" etc, so it could only be functional in that class since the other classes that were held with the same dynamics of the emoticons the students continued to do more noise in the

classroom preventing most or all of the students from being able to hear or understand the instructions in each of the activities.

And the description of the classes in which the attention getters and self-regulation materials (emoticons) were applied for the class during the fourth day of practice can be find in the teaching journal (**Annex 19**). Since in its elaboration it was possible to reflect on the aspects that took place in each of the classes, as well as the result of the application of the attention getters and emoticons, and that led to the search for more strategies for behavioral self-regulation in students.

Chart 1

Sample: Class description with the use of strategies during the first cycle, as well as reflection of use during classes with first grade group C.

TEACHING JOURNAL

School:	Secundaria Oficial No.575 "José María Velasco"		
Date:	February 2nd, 2023		
Grade:	1st	Group:	C
Time:	7:50-8:40		
Titular Teacher:	Josué Benjamín Mendoza Lezama		
Expected learning:	Listens and reviews likes and dislikes in interview dialogues. Expresses compliments, likes, and dislikes in a dialogue.		
Social practice of the language	Exchanges compliments, likes, and dislikes during an interview.		

SESSION DESCRIPTION
Beginning
Started the class with a short attention getter that was complete with students, called "Hocus Pocus" then students answered, "Everybody focus", in this strategy to catch their attention during the class didn't function very well in the beginning. To contextualize the students shown them some emoticons and the phrases to identify with the emoticons likes as "I like" "I don't like" "I love" and "I hate" (Annex 1), this form some students that had a better level of english said "Esa es me gusta" "Es odio" "yo amo" "No me gusta" "enamorado miss" etc.

Development

This form asked to match the phrase with the correct emoticons that express the phrase, then when four students pass through the use of a roulette from the cell phone what selected the name of students, therefore show them some flashcard (Annex 2) about free activities in where asked "Do you like soccer" then some of students answered "Yes, me gusta" "I like soccer" "I don't like", this form they can practiced the likes and dislikes. All of group had only five minutes to copy the phrases with emoticons.

Another activity for this day was an audio (Annex 3) in where they complete the phrases in the conversation of likes and dislikes (Annex 4). In where most of students were confusing about some answer and considered the use of audio wasn't good idea for the first class with them.

Closure

The last ten minutes used them to check their work, they passed for each place to asked who finished, after that for more option asked them raised your hand if they finished, then can pass with me to check their notebooks only if they had the topic, date and number of work were right.

DETECTED AREAS OF IMPROVEMENT	INSTRUMENTS/STRATEGIES FOR USE IN MY RESEARCH
<p>-For the audio some spaces the answers could be "doesn't like" "loves" students were confusing, then for this is better teaching the use of likes and dislikes to third persons.</p> <p>-The time in each activity was taking but also some students didn't finish all on time, and another finished before the time, so an opportunity for the group is the supporting in where students could help to classmates that didn't finish and this form help me to explained them about what their classmate will be do.</p>	<p>The use of attention getters didn't function o. had a significant relevance because even when they were given at the beginning, for the development of the class that was resumed when the students were too restless, did not have the same response as at the beginning by the group. Even when the instructions were explained again one by one or as they went by, the children became too close to each other, preventing me from seeing what was happening around the classroom.</p> <p>As well as placing the emoticons and removing the emoticons, the students did not take the emoticons seriously, even though their grades could be lowered.</p>

Note: Practice diary during the fourth day. Source: Own elaboration.

Where said sample of the development of the practice diary and that its realization was carried out retaking some of the data categories of the teacher's diary that Gabriela López and Santiago Roger (2014) make mention of for its drafting which consist of the:

1. Classroom climate that enter two categories: the first positive behavior that refers to those behaviors that favor an adequate climate for class work and interaction among classmates; and the second negative behavior that refers to those behaviors that disrupt the proper functioning of the class and the interaction among classmates.

2. Attitude and motivation having three categories: 1) Positive attitude which is the behavior that reflect a positive disposition towards work and learning; 2) Negative attitude which is the behavior that reflect a lack of disposition for learning and work; 3) Effort which refers to the behaviors that reflect a disposition to try in the tasks despite the difficulties.

3. Strategies where its category consists of the explicit use of strategies that refers to behaviors that reflect the adequate use of cognitive and metacognitive strategies in various domains.

4. Transference where its category is lack of comprehension which refers to behaviors that reflect difficulty in understanding instructions or program activities.

5. Incidents that consist of events that interrupt the dynamics of the classes, for reasons that these anecdotes were recorded from the thematic axes delimited. (7)

Some of the categories helped to have a change in the strategies for the second cycle, but also in the first cycle to identify what really worked and can be rescued as is the use of attention getters, where these could be used when the student is bored or at the beginning of each class so that they can have it in mind and can respond to such conditioning and thus release us at a time of what they are doing to have fun or relax.

In this way some of the elements that were taken from Gabriela López and Santiago Roger (2014) were: 3) the strategies that in this case will be those that will help to control the behavior of students during class, likewise it was considered 1) the classroom climate which could be observed that at the beginning as a teacher my classes did not have a positive climate for the learning of students, in this way that I sought to solve by developing a good attitude towards students, another of the elements that were taken into account was that of 5) incidents since with it could be observed that students sometimes did not want to collaborate in teams with others who were not their friends, and finally the 4) transfer, since during the classes the students were confused at the time of performing some activity in individual groups or in pairs, but this derived

from the fact that they did not pay attention to the instructions, so I developed strategies to self-regulate their behavior and in this way they did not have problems to know what to do in each of the activities.

In this way, with the help of the practice diary in which a reflection of what happened around the practice during this first cycle is made, some of the generic and professional competencies according to the profile of graduation of the Teacher Training Colleges that should have been developed throughout the practice and career as a teacher are also found, but only those related to the development of this document will be mentioned so one of the professional competencies that I tried to develop during the practice, was that I should generate formative environments to foster autonomy and promote the development of competencies in basic education students (DGESuM, 2018) but with it entails different indicators such as:

- 1) It uses didactic strategies to promote an environment conducive to learning.
- 2) Promotes a climate of trust in the classroom that allows the development of knowledge, skills, attitudes and values.
- 3) Promotes the development of students' autonomy in learning situations.
- 4) Establishes efficient communication considering the characteristics of the school class it serves.
- 5) Adapts the physical conditions in the classroom according to the context and the characteristics of the students and the class. (1)

So, this competence was tried to develop, unfortunately, only the use of didactic strategies was conducted to make students feel more motivated to try to bring a better coexistence or working environment with students. In the same way that this indicator is also related to the number four mentioned above as well as these strategies were implemented with the intention of bringing better communication with students, thus resulting in their behavior presented during classes, This means that the students, even when they asked to be harmed or

not with the application of the strategies, most of the students might be presented a disruptive behavior that according to Pearson (2023):

Is understood as "disobedience behavior" and occurs when the student performs the following behaviors:

- a) Asked to perform an activity, or to behave in a certain way and he ignores, rejects or performs the action incorrectly to make his disapproval known.
- b) Intentionally performs inappropriate behavior, breaking the rules of coexistence within the classroom to challenge authority.
- c) Provokes other students or joins others to destabilize the classroom coexistence.
- d) Declares himself incompetent or insufficient to perform any activity or action.
- e) Constantly interrupts in class, either the teacher or his/her classmates. (1)

Since through observation it was possible to witness that most of the students in first grade group C could still be in the childhood stage that goes from six to 11 years of age, where Rice, F. P. (1997) mentions that it is:

During middle childhood, children make remarkable strides in their ability to read, write, and do arithmetic; to understand their world; and to think logically. Academic achievement becomes vitally important, as does a successful adjustment with parents. Both psychosocial and moral development proceed at a rapid rate. The quality of family relationships continues to exert a strong influence on emotional and social adjustment. (7)

Therefore, the influence of parents is striking, since as we know we were almost two years in pandemic derived from Covid-19, which brought many changes, mostly negative as in the education of children since the classes were conducted through virtual via some of the technological tools such as Zoom or Google Meet, but the important point is that derived from this I can speculate that most of the students received help from their parents to carry out the school activities that were entrusted to them and not to their parents, as well as the

students did not have that face-to-face contact in the last two years of elementary school, this was one of the causes that their behavior to listen to indications is not good during the classes in most of the students, since some of the traits identified during the practice with the class, some of the actions that they said were; "Teacher, I can use such color for this?" "Is color placed in the margin?" "We, must use the pencil or pen?" "Teacher, this is how it is done?" "This is how it is, or it is wrong?" "How do you say we do it?" "What should I do here?", so I consider that most students are not in the stage of adolescence that goes from 12 to 18 years of age and that according to Rice, F. P. (1997) is:

The transition period between childhood and adulthood during which sexual maturation takes place, formal thinking operations begin, and preparation for entering the adult world occurs. An important psychosocial task of this stage is the formation of a positive identity. As adolescents seek greater independence from parents, they also desire greater contact and a sense of belonging and companionship with their peers (7).

In this way it was found that students can sometimes be helped with their homework, or even be spoiled by their peers, which may be that students are talking during class when they are being given directions to each of the activities, and thus some of the indicators for developing this competence were not fully achieved because the behavior of most students got out of control even when the strategies (attention getters and emoticons) were applied.

For this intervention some of the products that were obtained were worksheets and those that were answered through audios, as well as the notebook was used to make charts, mind maps, etc., as well as those in which the students were able to interact as were interviews of their tastes and interest, this to introduce them to the social practice of language, but at the same time, could help develop their final product, likewise in each of them can be expressed that in most of the students was not functional or was easy to grasp for them, so they should be modified or be applied in a more dynamic or diversified way for

students, as it could be observed that there were some students who finished before or took time to perform such resources.

Therefore, in (Annex 20) you can see each image of these activities developed during this cycle, which were photographed by different students, in this way for this first cycle one of the final products that were developed with the students consisted of the students using the sentences of likes and dislikes in terms of activities of their preference or food, where the last week of practice in this cycle this product was developed in the second class which consisted of giving them a model of the same as a guide, Consequently, the students were given the necessary time to develop, after which a review was made as the students finished their sentences (it should be noted that most of the students have a pre-A1 level of English, so only three to four sentences of their likes and dislikes were requested), so that in the third and last class of the day the students had their draft, and then the students transferred this information to a clean sheet, whether it was colored or white. It was observed that most of the students were able to understand the instructions for the realization of this product, in the same way. The process you can see in the **Chart 2** and **Chart 3**.

Chart 2

Practice Journal: second class of the last week of practice for the development of the final product (likes and dislikes phrases). Part 1.

SESSION DESCRIPTION
<p style="text-align: center;">Beginning</p> <p>Practicing the attention getter like macaroni and cheese then students knew what to do, this from them, stood up from their places and started to talk between them so told them macaroni and cheese students answered with everybody freeze and didn't move from their places. This form checked together the phrases (but/and) of the worksheet in the last class.</p> <p style="text-align: center;">Development</p> <p>Students only had ten minutes to finish their interview with the first classmate and then continue with the others. Then when students finished the activity, everybody exposed in front of the class or in front their places the likes and dislikes of their classmates and then wrote in the whiteboard and in this form some students can identify some mistakes. When many students of each row participated. Commented about their final products for the last class in which they will write their likes and dislikes in two phrases for each aspect and then also asked to bring a color paper.</p> <p style="text-align: center;">Closure</p> <p>For the time the teacher gave a checklist (Annex 13) to the next class to check the final product. This form students clarify the criteria and then the teacher gives them the aspects from English to Spanish, so students agree with it and then asked to think about their likes and dislikes to write in the last class.</p>

Note: Practice diary during the fourth day. Source: Own elaboration: Own elaboration.

Chart 3

Practice Journal: second class of the last week of practice for the development of the final product (likes and dislikes phrases). Part 2.

SESSION DESCRIPTION
<p style="text-align: center;">Beginning</p> <p>For this class implement the emoticons in which if students didn't pay attention to indications during the class or they did not apply the established rules and regulations, they would be penalized with two tenths of a point less than their qualification. Therefore, I checked with students the criteria for the final and then discussed with them the aspect to evaluate about it (review of checklist).</p> <p style="text-align: center;">Development</p> <p>For their product students worked first in the draft of it, where the product consisted of the writing of four sentences, where two were to write about their hobbies or favorite activities and the other two for things they did not like to do, when it was reviewed the students could write the information cleanly on a half sheet of colored or white paper with drawings related to their tastes. For this time, they had ten minutes to do their draft and another fifteen minutes to finish their final product in a color paper (Annex 14).</p> <p style="text-align: center;">Closure</p> <p>When students finished their product, they checked their notebooks if they missed a work or any question about their register, for another part if students had all the works, they expressed their likes and dislikes between them in pairs or three people, and with other classmates that finished the product.</p>

Note: Practice diary during the fourth day. Source: Own elaboration: Own elaboration.

In this way, with the application of strategies it was possible to give the instructions, although majority of students were still not silent or were constantly standing in other parts of the classroom, and the final product is shown below (Figure 3).

Figure 3

Final Product (Likes and Dislikes)



Note: Students create their final product with use of sentences, vocabulary of the classes.

9.2 Cycle 2

Therefore, derived from the results in cycle one, the search for other strategies was conducted to moderate the noise in the classroom so that most of the students could hear, as well as understand the instructions to the activities during the fifth day of practice, which were used below:

- 1) Behavioral traffic light: when it was implemented during the second week in the fifth day of practice, one of the results that could be observed from it, was that most of the students when saying STOP and placing the word on the red traffic light. The students, with the exception of two or three students, were not silent, just as they were still up in other places in the classroom, so the positive thing about it was that the students, when they heard the words and their placement in the three colors of the traffic light, they complied with the indications, being that the instructions in the activities could be better understood by the majority of the students, and having few doubts from other students, which was decided to be used in another class.
- 2) Behavior volcano: unlike the first strategy, the use of this volcano was not very significant or with good results since, although it was implemented in order for students to mediate their behavior and thus contribute to the reduction of noise during the narration of the instructions and their exemplification of the same, most of the students seemed not to take it into account to arrive at it, so its use could be improved with another different dynamic in which the students are more aware of its existence and if said guidelines can be applied during the incidence of situations, or the volume of noise.
- 3) Roulette of emotions: last and least important, this strategy to conduct rest activities of two to three minutes in each of the parts of the class (beginning, development and closing) to obtain the attention of the students. students and take advantage of them so that they can listen carefully to the indications (instructions) for each of the planned

activities, which on this occasion, when applied in a class, the students were enthusiastic about being able to turn said wheel and guide the movement activity themselves. with their classmates, just as there was a moderation of shouts such as "Pass B" "Your A" in each of the rows, as well as to place their emotion at the end of the class with the color they liked seemed to interest them what it entails that the students would like to be in constant movement in the classroom, so the activities will be focused so that they can have greater interaction in the classroom. What can lead to the conclusion that the traffic light and the roulette wheel were useful to have a better control of the group, but likewise they influenced to improve the fact that majority of the students understood the instructions.

As far as the first cycle is concerned, the use of these strategies (attention getters and emoticons) did not have a great impact or try to lead most of the students to a better behavior in the classroom, this is since most of the students were confused about what they should do in each of the applied activities, which are described in a practice diary. This is because these strategies were implemented with the purpose of changing the behavior for a better one during the classes so that it would favor a better work environment and at the same time, students could pay attention to the classes so that they could participate in a positive way, although it was implemented on several occasions for reinforcement with the students, especially in the use of emoticons, it was not possible to achieve a significant change.

Therefore, it could be observed that the use of the traffic light had a greater impact on the students, derived from the fact that it was expected that with its use the students could regulate their behavior in terms of and the volume of voice only in the moments when they were given instructions to perform the activities which can be known as the instrumental or operant response that according to Alex Figueroba (2017):

This term designates any behavior that entails a given consequence and is susceptible to change as a function of this consequence. Its name indicates that it serves to obtain something (instrumental) and that it acts on the environment (operant) instead of being provoked by it, as in the case of classical or response conditioning. In behaviorist theory, the word "response" is equivalent to "behavior" and "action", although "response" seems to refer more to the presence of antecedent stimuli (2).

Likewise, each action entails a reaction that could be called the consequence that one has when following or not the indications that one has in the use of the traffic light during the classes and that according to Alex Figueroba (2017) that rescues during the investigation of different authors, expresses that the consequence is:

The result of a response in which the consequence can be positive (reinforcement) or negative (punishment) for the subject who conducts the behavior; in the first case the probability of the response will increase and in the second case it will decrease. It is important to bear in mind that the consequences affect the response and, therefore, in operant conditioning it is the behavior that is reinforced or punished, not the person or animal that carries it out. At all times we work with the intention of influencing the way in which stimuli and responses are related, since the behaviorist philosophy avoids starting from an essentialist view of people, placing more emphasis on what can change than on what always seems to remain the same (2).

Another term that was present during this cycle was the reinforcement in operant behaviorism, but due to the time that these strategies were applied, there were situations such as suspensions as well as academic projects that prevented a good reinforcement of them, which only led to the use of the traffic light only in two classes with students in first grade group C, which can be expressed that there was not a 100% reinforcement in all classes, but it was applied more than once, which helped to identify that the students were more aware of what they should do during the class, as well as the function of its use

in the classroom was repeated, but it cannot be called a 100% reinforcement, since Alex Figueroba (2017) describes that it is the:

Term that designates the consequences of behaviors when they make it more likely that they will occur again, which can be positive, in which case we will be talking about obtaining a reward or prize for the execution of a response, or negative, which encompasses the disappearance of aversive stimuli. Within negative reinforcement we can distinguish between avoidance and escape responses. Avoidance behaviors prevent or impede the appearance of an aversive stimulus; for example, a person with agoraphobia who does not leave the house because this way he/she does not feel anxiety is avoiding this emotion. In contrast, escape responses make the stimulus disappear when it is already present (3).

So it could be observed that such reinforcement tried to be positive but also negative at times when it was indicated that if they managed to finish the activities following the traffic light indications; in which they would present a calmer attitude, not so much of silence but if they allowed those two minutes of silence in each instruction that was given so that they could achieve in most of the students the activities, and in this way as mentioned by Alex Figueroba (2017) a punishment that will be "is any consequence of a given behavior that decreases the likelihood that it will be repeated" (Alex, 2017: 3). Like reinforcement the punishment can be positive and negative, what during the application of such strategy can be identified as a positive punishment that was carried out was that students could leave for recess five minutes earlier or being five minutes out of class before finishing the class and starting the next one with another subject and that according to Alex Figueroba (2017) the negative punishment "is the withdrawal of an appetitive stimulus as a consequence of the behavior" (Alex, 2017: 3), as well as vice versa as positive punishment where Alex Figueroba (2017) expresses "corresponds with the presentation of an aversive stimulus after the response occurs" (Alex, 2017: 3). So it was applied that if the students did not attend those indications they would lose five minutes of their recess, as well as if they showed any undesired behavior such as: lack

of respect with their classmates, showing violent behavior towards their classmates, etc., as a fine for their acts they would have to be reported in the log of the head teacher, as well as their work not delivered would be worth half in their evaluation. So, this may have helped that in those two classes majority of the students encouraged their classmates to stay in their place, lower their voices or allow me to give the instructions to each of the activities and trying to facilitate in one way or another to get their attention in the activities.

With this fact it can be expressed that the use of this strategy that is carried out through the behaviorist model and that despite the years its use is still being presented today, but at the same time some of its advantages can be found when resorting to this strategy with this method, of which are the following:

1. Change a behavior that is already but is not being functional to promote better development in learning in most students.
2. Sometimes making a positive punishment in most classes helps students to be conditioned and aware of what they must abide by during the class.

Derived from the fact that it was observed that the use of attention getters and emoticons was not very functional in the first cycle because although they were applied with the intention of obtaining the attention of most of the students during the class and thus reduce the noise to give instructions in each of the activities, the results were not as expected since the students only took them into account in the first class, where with the use of attention getters the students were able to memorize them and answer them when they were applied; but later, half of the class or part of it did not answer them correctly, they saw them more as a game with their teacher, likewise the use of emoticons it was identified that the students could become aware during the first classes since they knew the dynamics of these, but in the fourth day of practice most of the students did not pay much interest in their application, as well as in the consequences that their application during the classes entailed. As a result, the application of three other strategies (traffic light, volcano and roulette) mentioned

above was chosen during the second cycle, with the purpose of trying to regulate the behavior of most of the students while managing the noise produced during the classes and so that they could listen to the instructions to attend to the activities, Therefore their selection, but also according to Weebly (2020) expresses that these are "self-regulation strategies that are oriented to help the student to behave according to his own criteria (generated by the person himself, consensual or chosen from outside) and help balance possible disharmonies or faults in his own behavior" (Weebly, 2020). So, its application and design were not bad, only many times students can better perceive such strategies when they are practiced (reinforced) many times so that the goal can be achieved, as was the case of the strategy with the traffic light for behavior, which when reinforced more with students. This had the advantage that the students could know what to do in order to listen to the instructions of each activity and in this way they could win or lose according to their behavior shown in class, since the two strategies (volcano and roulette) were only used on one occasion and did not have an impact on the majority of the classes or on the achievement of the expected objectives.

One of the instruments in which it is possible to appreciate the classes in which these materials were applied is the practice diary (**Annex 21**). In which its elaboration during the first cycle helped to identify that perhaps the application of attention getters such as emoticons had its advantages, but it also gave a guideline to know that the same strategies will not be functional all the time, so new ones should be implemented that most of the students may find more interesting or intriguing, so that they can be used more efficiently than the previous ones. The same way to know if the way in which the punishments are contemplated, the reinforcement of it can be useful for its use in other classes.

Chart 4

Sample: Writing of the practice diary in relation to the application of the traffic light for behavioral identification, reflection on it.

TEACHING JOURNAL

School:	Secundaria Oficial No.575 "Jose María Velasco"		
Date:	March 10 th, 2023		
Grade:	1st	Group:	C
Time:	7:50-8:40		
Titular Teacher:	Josué Benjamín Mendoza Lezama		
Expected learning:	Review silent short films. Understand general sense and main ideas. Produces dialogues and interventions.		
Social practice of the language	Composing dialogues and interventions for a silent short film		

SESSION DESCRIPTION
<p style="text-align: center;">Beginning</p> <p>Started the class with the use of an attention getter called "Macaroni and cheese...everybody freeze!!!", in this class the attitude that showed to students was more friendly and enthusiastic than other classes on the last practice day. To realize the attention getter the indications were that all of students stand up and from their places can talk with someone around them, when they said macaroni and cheese they said everybody freeze and at the same time nobody can't move or talk.</p> <p>Then shown some flashcards (Annex 1), but before it asked students if they know what is a silent short film, with started to ask what is a film? The majority of students said "Película", this form gave them some examples about silent films because when they said the word "película", asked them what a silent film is? then gave them examples like hurt me with the table but without making any sound, then one of students said "es un cortometraje mudo", then congratulation students.</p> <p style="text-align: center;">Development</p> <p>When student riddle the topic in Spanish about what is the SPL, showed some flashcards (Annex 1) about different genres of silent film as: comedy, adventure, horror, romantic/romance, action, in this asked students which of genre was every flashcard then students said "es una película romántica" "es una película de acción" "esa es de terror" "es de aventuras el anime" "es de comedia" then each of them was congratulated for answer the question, after that, in every flashcard repeated them the name in English this form they repeat when said "repeat after me: comedy film" then students said "comedy film" and repeat the same for the other genre of a film.</p> <p>Draw in the whiteboard a mind map called "Genre of silent films" (Annex 1), this form now with some word cards students identified the name with the picture and put on the mind map, this form five students had a participation.</p> <p>Note: in this class used more frequently the attention getter this form they guard silence and didn't move when the class had a lot of loud.</p> <p>Students draw the mind map in their notebook, this way they had the time for that. When they end it, they registered the topic in their register with date and number.</p>

Closure

To review of the vocabulary, practice the pronunciation of the words and then ask to students closed their eyes, then in that time for five seconds changed the order of the flashcards without saw the name or picture, this forms they played memory game, but when started the game forget the rules, then students stand up to play and they answer fast the exercise.

DETECTED AREAS OF IMPROVEMENT	INSTRUMENTS/STRATEGIES FOR USE IN MY RESEARCH
<p>-Consider that this class students were quiet and, in their faces, observed that they liked the class and felt the form connected with them through my attitude more confidence and more enthusiastic for gave them the topic, then think is an important factor in my teaching practice and the form could use in class to connect with them, this form they put their attention on me, and understand of the activities. (This part they gave me the time to give them instructions in a form calmer and where they didn't talk a lot with their classmates).</p> <p>-Before starting a game give them the rules for it and examples of it is necessary.</p> <p>-Change the use of attention getters for another strategies.</p>	<p>-Use of attention getter to catch the attention of students during the class and the moments in where they were talking a lot and I was giving the instructions.</p> <p>-Implement the worksheets, flashcards, word cards to give them vocabulary about the SPL, in where they were interaction between them.</p> <p>-Took time through use of my cellphone for each activity.</p> <p>-Use of clarification in each instruction, the same time explain them in order that they were stand up with me.</p>

Note: Practice diary during the fifth day. Source: Own elaboration.

In this way, what is presented in the diary is the description of the class from the beginning to the end, as well as two other factors that were considered were the detection of areas for improvement as well as having the importance of the use of strategies during the class and how these were carried out with most of the students, if they were functional to make the change of attitude that was expected in most of the students, as well as if it did not work as expected to find another way that can be of greater impact for students, In this way they can also come to understand it in a simpler way and be aware of the behavior that is intended to manifest the majority of students during the classes, in this way that when making the writing (reflection) of what happens through their observation during the application of the strategies to self-regulate the class, observing in this way that the strategy that had the best results was the use of the traffic light, but it can also be improved over time so that the objectives can be achieved in first grade students, even though its application may consist of a behaviorist foundation that has been used over the years.

In the same way that in the first cycle I tried to reinforce mostly the professional competence mentioned, which in this cycle I can express that I tried to carry it out with the three applied strategies which only one had a greater meaning in the students and which their attitude as behavior could be controlled through a behaviorist model, so that of this competence and most of its indicators. The majority of the class was able to understand the instructions since they should be silent only for a short period of time to know what to do in the activities, as well as if they heard any kind of ill-intentioned nickname or behavior out of place the students would be reported, which gave to observe that the students when seeing that these were applied seriously in the classes the use of nicknames or violent behaviors trying to reduce them a little, since many times these will not disappear overnight. So, during this document was observed what happened during the classes it could be found that another of the professional competencies related to this, consists in that "acts ethically before the diversity of situations that arise in professional practice" (DGESuM, 2018). In the same way that it entails indicators that are:

1. Critically assumes the responsibilities established in the regulatory framework to guide their professional practice.
2. Recognizes the process through which the teaching profession has developed, the influence of the historical and social context, the philosophical principles and values on which it is based, to substantiate the importance of its social function.
3. Solves conflicts and emergent situations in accordance with the principles derived from educational laws and norms and with the values of the teaching profession. (1)

In this way, the application of this strategy, and its reinforcement, but just as punishments are applied according to what the student demonstrates with his attitude (actions) these will be positive or negative, so it can be said that they influence in some way that most students can speak in a more polite way among

them during English classes, without nicknames or any insult of violence, since for Grande (2019):

Coexistence constitutes one of the most important aspects in human relations, since educating students in certain values and preparing them to be citizens in an increasingly complex world, so that they can develop with adequate social competence we must have lofty expectations and confidence in them. (208)

Therefore, it is important to foster a climate of healthy coexistence among the agents, which in this case is the teacher the agent of bringing knowledge, but also the students will be the center of it so that the class can work or not, without denigrating the work that has been carried out with them with the application of these strategies and other previous ones in the first cycle to make this possible.

During the course of this intervention cycle, some of the resources used to develop the classes and their activities in the students were the use of flashcards, word cards, audios and worksheets, which consisted in helping the students acquire new vocabulary about the social practice of language, These activities also helped them to identify the order of silent short films as well as to relate sentences with images to identify what happened in the same silent short film, and each of these activities was easy for some of the students and difficult for others, but they could be carried out by clarifying the instructions. These resources could see them in **(Annex 22)** where each one of them are shown.

The same with the development of these resources and their use in the classroom, it was possible to carry out the development of their final product, which was carried out in the last week of practice of this cycle, where the second class that week, the students had to order a story according to each of the images that told and that these were related to a short phrase and in this way each sentence was numbered from one to nine and they had to put each sentence with the correct image, Consequently, once the order was placed in their notebook and reviewed by the teacher during the second class, the students in the third class had to make their product in the tablet provided by the

teacher and in this way they had to transcribe these sentences with the image, in the correct order that had been reviewed.

Chart 5

Practice Journal: second class of the last week of practice for the development of the final product (short film). Part 1.

SESSION DESCRIPTION
<p style="text-align: center;">Beginning</p> <p>For start the class, explained them the use of third strategy to regulate their behavior called the roulette of emotions and behavior (Annex 8). In where students paid attention in the beginning for some three minutes, then students started to talk and set down with other classmates so, this form I counted from one to ten, this form they started to sit down in their places, therefore I started to explain the last indications of the strategy, and clarify them with them in English to Spanish.</p> <p>Teacher told them what they done their product final but before it they wrote in their notebook likes as a draft, then shown them the worksheet (Annex 9) and explain the activity and clarify with another students, then for attached the doubts of other students, told them the indications in Spanish, in this activity they order a story.</p> <p style="text-align: center;">Development</p> <p>When students had their worksheet to order the pictures with the phrases from one to nine. For this only student wrote in their notebooks the number of phrases with the letter of the picture, this form they passed with me to check if the order is right, if the order didn't right then students back to their place and check again the order only in the numbers what were wrong. In this part practice the strategy in where each student of row passed in front to turn the roulette and then done seven moves all the group. Where the moments were; touch your hand, touch your lips, holy moly..., macaroni and cheese, move your hip, touch your eyes and touch your nose.</p> <p style="text-align: center;">Closure</p> <p>To finish the class, the students during this time they registered their activity in their chart, when they finished they work in teams where in pairs riddle the genre of movies with mimic and the same time the name of that movie. Some of the students liked them the activity where I can observe the students were laugh and told to classmate "Es muy facil el nombre" another answered "esa película es comedy" "Se llama minions" etc.</p>

Note: Practice diary during the fourth day. Source: Own elaboration: Own elaboration

Chart 6

Practice Journal: second class of the last week of practice for the development of the final product (short film). Part 2.

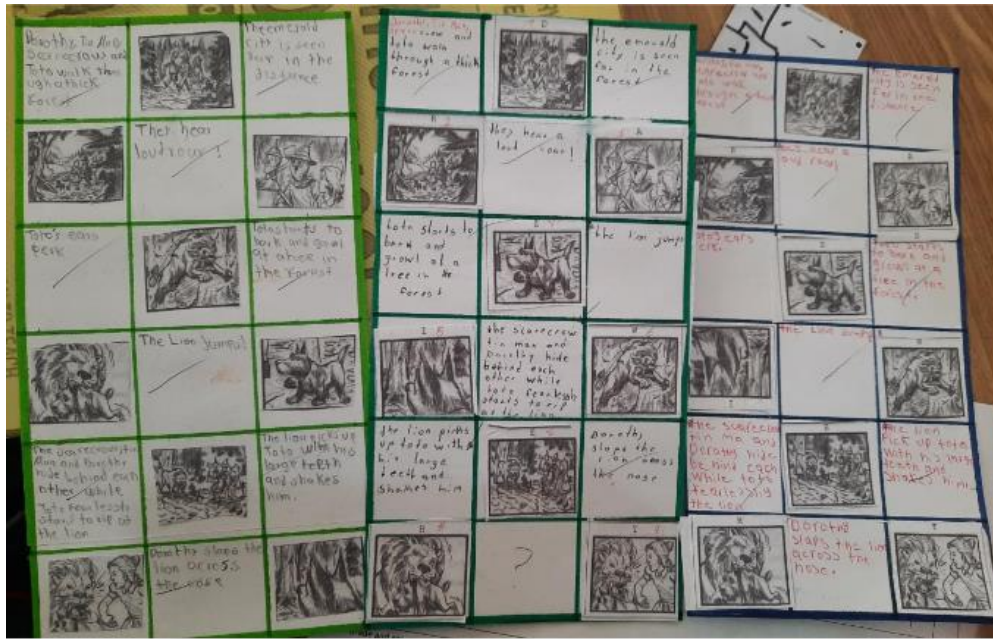
SESSION DESCRIPTION
<p>Beginning</p> <p>Practiced an attention getter with students called Holy Moly then students complete it with Guacamole!, this form continue with the class applied again the first strategy to regulate their behavior called behavioral traffic light (Annex 3), in where the sequence was the same like the class on Thursday 16th, 2023.</p> <p>Then at the beginning the class gave them the checklist (Annex 10) and checked it with them to elaborate their final product during this class, where they wrote the phrase with the correct order of the pictures. The product will have the next criteria:</p> <ol style="list-style-type: none"> 1. Good organization of sentences and pictures. 2. The sentences were written correctly. 3. Order the story correctly. <p>This part in the last class, in their notebooks, had the order of sentences with the picture; these forms they only pass in to clear it with the use of material.</p> <p style="text-align: center;">Development</p> <p>For start their final product, before shown them an example/modeling of the product (Annex 11), this form they had a clear idea about it, and the same time with use the strategy students were sit down in their places and paid attention to instructions, some around six to ten students had doubts during the time that they had to make their product. So, they had thirty minutes to finish their product and they passed the checklist on the back.</p> <p style="text-align: center;">Closure</p> <p>Finally, if they finished five before the class finished, they can go out to recess. If students finished ten or fifteen minutes, they done a research word then they had five or ten minutes to finish it and this form they had been can go out their recess.</p>

Note: Practice diary during the fourth day. Source: Own elaboration: Own elaboration

In this way the product that was made was the same for all, what could be changed in it was the order and that even when the order of the phrases and images was reviewed, some of the students, but not most of them placed the images wrongly with the phrases or the order of the phrases was changed, which resulted in not reaching the full point of their product. Therefore, these products can be seen in Figure 4:

Figure 4

Product Final (short film)



Note: Students create their final product with use of sentences, vocabulary of the classes.

10. Conclusions

After researching for this document, one of my conclusions is that by using self-regulation strategies to manage the behavior of students with a behaviorist approach during the two cycles of intervention, it was possible to identify that with their application in the second cycle-as was the use of the traffic light strategy-students could level the volume of their voice. On the other hand, some of the characteristics that were intended to be achieved in order to have a better control of the group were not attained one hundred percent. The students did not pay attention to the application of some strategies, or I could not get them to allow me that time of silence to give the instructions properly, as well as their disruptive behavior during the classes, prevented a good application of the strategies emoticons and attention getters (in the first cycle) and volcano of behavior and roulette of emotions (in the second cycle). Even though these strategies conform the use of behaviorism, I tried to take more into account what the students felt so that this would help to control their emotions and thus try to change their behavior, in the same way that they would draw their attention to the lesson.

In this way it can be concluded that during the development of the document as well as in the experience of what was developed to elaborate it, in most or all of classes it is not possible to achieve that all students remain silent, but it is possible to find alternatives that help to find a solution to achieve the least possible noise in the important sequences of a planning. As in this case, giving instructions in such a way that students listen carefully to know what to do, but this also helped in my teacher training in identifying that it is not necessary to have the whole class in silence all the time, since that is something impossible to obtain from the students since they are constantly changing their cognitive process and may not yet be able to be mature enough according to their age.

Similarly, during the practice of my classes some areas of opportunity that I could recognize were that students are not cognitively mature and it could be

helpful to use the resources in a more dynamic way, that is to say, more playful activities in which students can be more interested according to their current context, as well as to make use of their likes and interests to give them even more value when developing activities during classes.

Another important aspect during the development of my practice in the two research cycles was the design of didactic material based on the didactic guidelines, which allowed me to perform various activities in which students could communicate, but also there were other situations in which the didactic material was not functional because the students were confused about the content even they had already reviewed it before performing the activity. Also, sometimes the time assigned for the development of these activities was not enough (the thirty or thirty-five minutes) to perform at the end of the class an exam of the content seen.

Finally, the development of my professional competences mentioned during this document could not be achieved in its entirety, since even with the development of strategies and their application to achieve a specific objective, which was to promote the attention of students in English classes through the application of strategies to control classroom behavior, it can be said that only one of the three strategies applied in the second cycle, the behavioral traffic light, had a greater impact on the students' behavior, since they followed the indications (instructions) and it was reinforced several times, not only in one class.

Therefore, to fully develop these competencies at another time, some of the recommendations I suggest are the following:

- Constantly reinforce the use of strategies to self-regulate the behavior of students, as well as reinforce the rules of these without exception. In this way, a conducive learning environment could be achieved, as well as a better climate of trust in which values, knowledge or skills can be further developed.

- Maintain a positive attitude towards students during class. To have a better communication with the students during the classes.
- Consider students' emotions more to promote more dynamic interaction. With the implementation of the strategies, which depended on the type of punishment that was imposed on them when carrying out these strategies in the classroom, it was possible to identify that the students showed different emotions such as concern, sadness, frustration or happiness.
- Likes and interests should be taken into account for the elaboration of didactic material, for a better attention of the English contents. This will allow most of the students to achieve the expected learning that is proposed in each of the social practices of the language when learning English.

Some of the recommendations that I would like to say to have a better class management, are the following:

- Guide the students to achieve their learning: do not always be the teacher who works in the classroom. Referring that the student should not be considered as a recipient of knowledge without any other function in their meaningful learning.
- Take into account that students will not be silent during the whole class, but students' behavior can be mediated by using appropriate strategies, always having a clear goal.
- The use of behaviorism with students is not bad, as this can be transformed into something that benefits students by raising awareness of what is allowed and not allowed during the classes.

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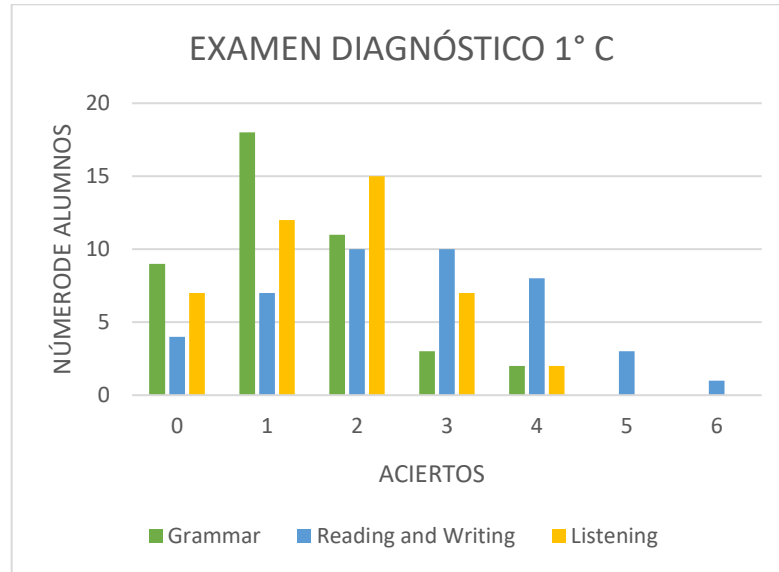
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Annexes

Graph 1: Group results (diagnostic test)



Note: The image shows the results obtained for the skills (speaking, writing, reading, listening) in which most of the students are more developed.

Annex 1: Lesson Plan “Exchange opinions about a communicative service”

ESCUELA NORMAL No. 1 DE TOLUCA LICENCIATURA EN ENSEÑANZA Y APRENDIZAJE DEL INGLÉS EN EDUCACIÓN SECUNDARIA APRENDIZAJE EN EL SERVICIO			
WEEKLY LESSON PLAN			
School's Name:	Escuela Secundaria Oficial No. 0575 "José María Velasco"	C.C.T.:	15EES08328
Teacher:	Iniro. José Bertrán Mendoza Lazcano		
Young Teacher:	Iriselín Ornel Guadarrama		
Grade and Group:	1° C	No. students:	44
Program (Syllabus):	Aprendizajes Clave para la Educación Integral. Lengua Extranjera. Inglés. Educación Básica. Plan y programas de estudio, orientaciones didácticas y sugerencias de evaluación.		
General Purpose:	Que los estudiantes desarrollen habilidades, conocimientos, actitudes y estrategias de aprendizaje para participar e interactuar en prácticas sociales del lenguaje, orales y escritas, propias de diferentes contextos comunicativos y culturales rutinarios, habituales y conocidos, con hablantes nativos y no nativos del inglés		
Specific purposes for the cycle:	Que los estudiantes mantengan interacciones y adapten su actuación mediante diversos textos orales y escritos en una variedad de situaciones de comunicación.		
Social learning environment:	Family and community.		
Communicative activity:	Exchanges associated with specific purposes.		
Social practice of the language:	Exchanges opinions about a community service.		
Expected achievements:	Listens to and reviews dialogues about community services. Understands the general meaning and main ideas. Exchanges information about community services.		
Language learning products (SEP, 2017, p. 177)	Short tests.		
Date:	October 13th, 2022	Number of lesson:	1
Date:	October 14th, 2022	Number of lesson:	2
Date:	October 14th, 2022	Number of lesson:	3
Functional language:	Community services:	Functional language:	Verb to be; descriptions with use of adjectives.
Resources:	Flashcards, words, markets, wheel fortune.	Resources:	Memory game, flashcards, attitude words.
Resources:		Resources:	Fly swatter, words, flashcards, short test.
BEGINNING			
Time: 5 minutes:	Interaction: T-Ss	Time: 8	Interaction: T-Ss
T. takes the Ss. out of the classroom and explains the activity, where Ss. will gather in a circle and when they hear the word apple the Ss. will have to turn a plate to the front, when they hear banana the Ss. will jump backwards and if they hear orange they will have to turn around on their place.		T. asks Ss. if they know how to play a memory game. T. explains the instructions in teams who identify more targets with the name of a community service and their picture wins the game. See annex 4. "Memory game"	T. explains the activity of fly swatter in where three to four Ss. compete, and with a fly swatter in hand, Ss. hit the flashcard on the word that they hear (the words be attitudes or community services). See annex 7. "Fly swatter"
T. shows Ss. a flashcard and ask them, if they know what it is? See annex 1. "Flashcards: community service"		T. asks Ss. if they know the attitudes that a person does for community service, then Ss. answer the question. T and Ss. discuss the attitudes.	

Note: This image shows a part of the planning, which was developed with the help of the didactic orientations proposed in the basic education curriculum.

Annex 2: Suggested didactic guidelines for developing material and contents on community services

ORIENTACIONES DIDÁCTICAS

– Ofrezca a sus estudiantes una variedad de actividades en las que puedan:

- reconocer tema, propósito y destinatario;
- detectar pistas contextuales (por ejemplo, sonidos ambientales, ruido de fondo, relación entre participantes, actitud, etcétera);
- identificar modalidad de comunicación (presencial, a distancia);
- distinguir entonación y actitud;
- reconocer conductas de hablantes y oyentes que favorecen la construcción del significado (por ejemplo, ajustes de volumen, refraseos, hacer preguntas, etcétera);

- notar registro de habla;
- intercambiar experiencias.

SUGERENCIAS DE EVALUACIÓN

– Recopile evidencias como:

- tabla con información sobre un servicio comunitario,
- lista de preguntas y respuestas para solicitar y ofrecer información.
- *Producto final*: diálogo representado.

– Instrumento sugerido:

- rúbrica.

Note: These are the didactic orientations proposed by Aprendizajes Clave 2017 where you can see the suggestions and this form which topics to work on with the students and support the development of didactic material according to the social practice of language.

Annex 3 Flashcards of community services



Note: Visual images were used to help first graders recognize vocabulary (different community services) in a simple and dynamic way.

Annex 4 Word cards (community services)

librarian trash
dentist collector

Note: The use they represented in the class was to recognize the vocabulary through the visual images in **Annex 3**, where students recognized the words with the correct community service image.

Annex 5 Follow-up of work submitted and evaluation of your weekly exams.

		13-oct	14-oct	14-oct	20-oct examen	21-oct	21-oct	21-oct ex	
1	AGUILAR ARTEAGA CAMILA				10			8.0	10.0
2	ALDAMA DOMINGUEZ CESAR ADIEL				2			6.0	2.0
3	ANSUREZ RODRIGUEZ KARLA ITZEL				8			10.0	8.0
4	BALBUENA BECERRIL KIMBERLY YAMILE				10			7.0	10.0
5	BUSTAMANTE CASTRILLO MARIA FERNANDA								0.0
6	CARBAJAL VALENTIN MARTHA ALEJANDRA				10				10.0
7	CHAVEZ RODRIGUEZ DERECK JAFETH				10			10.0	
8	CORONA ESTRADA ABRIL GUADALUPE							8.0	0.0
9	ESPINOZA DOMINGUEZ CRISTIAN OWEN				10			10.0	
10	ESTRADA MOLINA LEONEL				10			6.0	10.0
11	FLORES MENDOZA VANESSA							9.0	0.0
12	FLORES ROJAS AARON							8.0	0.0
13	GARCIA FLORES RUBEN							4.0	0.0
14	GARCIA MERCADO DANGELING OHANNA				10				10.0
15	GARCIA PATIÑO SAMUEL								0.0
16	GARCIA SANCHEZ GERALDINE CAROLINA				10			10.0	10.0
17	GONZALEZ HERNANDEZ CESAR DAVID				2			5.0	

18	GONZALEZ ROMERO MICHEL ABIGAIL				10			10.0	10.0
19	GUZMAN CUEVAS EDGAR ALI				8			10.0	8.0
20	HERMITAÑO LOPEZ DIEGO JONAS							2.0	0.0
21	HERNANDEZ ALCANTARA HELEN BEZABETH				10			8.0	
22	HERNANDEZ MANCILLA LAURA ANDREA							10.0	0.0
23	HUITRON CARCIA PAOLA				2			7.0	2.0
24	JIMENEZ GOMORA RAUL				8			6.0	8.0
25	LOPEZ CASTILLO CESAR URIEL				4			10.0	4.0
26	MARABOTO GONZALEZ LUCA RAFAEL							3.0	0.0
27	MARTINEZ ACUÑA SALVADOR				2			9.0	2.0
28	MARTINEZ CASTILLO NAIMA GUADALUPE				6			5.0	6.0
29	MARTINEZ HERNANDEZ XIMENA CECILIA							8.0	0.0
30	MONDRAGON MONDRAGON MARIANA								0.0
31	ORTEGA ORTIZ MARIA DE JESUS				8.0			4.0	8.0
32	PALMA GONZALEZ ISRAEL EMMANUEL				4.0			4.0	4.0
33	PANFILO SEBASTIAN KEVIN ALEJANDRO								0.0
34	PEÑA DE JESUS JOSUE SEBASTIAN				8.0			9.0	8.0
35	PEÑALOZA NIEVES VICTOR EMANUEL				2.0			3.0	2.0
36	PEREYRA LOPEZ MILDREDH ANDREA				6.0			8.0	6.0
37	PEREZ SALAZAR DEREK RICARDO				6.0			7.0	6.0
38	ROJAS MIRANDA ARMANDO				8.0			7.0	8.0
39	ROSALES MONTOYA DANIELA				8.0			9.0	8.0
40	SALAZAR SALAZAR CHRISTIAN DANIEL				6.0			9.0	6.0
41	SALAZAR SALAZAR SANTIAGO				8.0			8.0	8.0
42	SANCHEZ BARAJAS LAURA NATALIA				8.0			7.0	8.0
43	SANCHEZ BAEZA FRIDA ALEXIA							10.0	
44	SANCHEZ MEJIA KARLA MICHELLE				10.0			7.0	10.0
45	SANTOS RUIZ DARINKA GERALDINE				10.0			10.0	10.0
46	SILVA ALLENDE JESUS JONATAN				2.0			3.0	2.0
47	SOTO RODRIGUEZ EDWIN UZIEL				8.0			5.0	
48	VALDES MARTINEZ DANA PAOLA				10.0			7.0	10.0
49	VELAZQUEZ DIAZ BRIANA CAMILA				8.0			8.0	8.0
50	ZAMORANO PERALTA GILBERTO								0.0

Note: The performance of the students during this day is shown in the social practice of the language called "exchange opinions about a community service", in the image you can see that in green color are the students who delivered their work on time, consequently the yellow color is that if they delivered the work was untimely, and finally the red color was that they did not deliver the work, likewise the numbers shown in each of the students is the evaluation of their weekly test.

Annex 6 Lesson Plan “Writes instruction for using a bilingual dictionary”



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

WEEKLY LESSON PLAN

School's Name:	Escuela Secundaria Oficial No. 0575 "José María Velasco"	C.C.T.:	15EE50832B
Titular Teacher:	Mtro. Jose Benjamín Mendoza Lascano		
Trainee Teacher:	Jhoselin Chimal Guadarrama		
Grade and Group:	1C	No. students:	52
Program (Syllabus):	Aprendizajes Clave para la Educación Integral. Lengua Extranjera. Inglés. Educación Básica. Plan y programas de estudio, orientaciones didácticas y sugerencias de evaluación.		
General Purpose	Ss. interpret and identify instructions how sue a dictionary <u>bilingue</u> .		
Specific purposes for the cycle	Los estudiantes sostengan interacciones y adapten su actuación mediante diversos textos orales y escritos en una variedad de situaciones de comunicación.		
Social learning environment	Academic and training		
Communicative activity	Interpreting and following instructions		
Social practice of the language	Writes instructions for using a bilingual dictionary.		
Expected achievements	<ul style="list-style-type: none"> • Selects and reviews bilingual dictionaries. • Understands the use of textual components of bilingual dictionaries. • Writes instructions. • Edits instructions. 		
Language learning products (SEP, 2017, p. 172)	Short test/instructions sentences		

Date:	November 24 th , 2022	Number of lesson:	1	Date:	November 1 st , 2022	Number of lesson:	2	Date:	November 2 nd , 2022	Number of lesson:	3
Aim of the lesson:	Ss. identify what is a dictionary and why they can use it.	Aim of the lesson:	Ss. identify the parts of a definition in a dictionary.	Aim of the lesson:	Ss. identify the parts of speech in a dictionary definition.						
Vocabulary:	What is a bilingual dictionary and why is important. Imperatives	Vocabulary:	Parts of a dictionary definition.	Vocabulary:	Parts of a dictionary definition Parts of speech part 1						
Resources:	Flashcards.	Resources:	Poster, pod cast.	Resources:	Flashcards, podcast, posters, dictionary.						
BEGINNING			BEGINNING			BEGINNING					
Time:	8 min	Interaction:	T-Ss	Time:	5 min	Interaction:	T-Ss	Time:	5 min	Interaction:	T-Ss
T. write the date on the whiteboard. T. write on the whiteboard the aim of lesson. T. asks Ss. to copy the aim and date of lesson in their notebooks. T. puts them an attention getter. Holy Moly.....Guacamole! T. choose three Ss. to repeat the phrase. T. choose a row to do the attention getter.			T. write the date on the whiteboard. T. write on the whiteboard the aim of lesson. T. asks Ss. to copy the aim and date of lesson in their notebooks. T. puts them an attention getter. Holy Moly.....Guacamole! T. choose three Ss. to repeat the phrase. T. choose a row to do the attention getter.			T. write the date on the whiteboard. T. write on the whiteboard the aim of lesson. T. asks Ss. to copy the aim and date of lesson in their notebooks. T. puts them a warm-up. T. asks Ss. if they know the game Symon say then T. explains the instructions.					

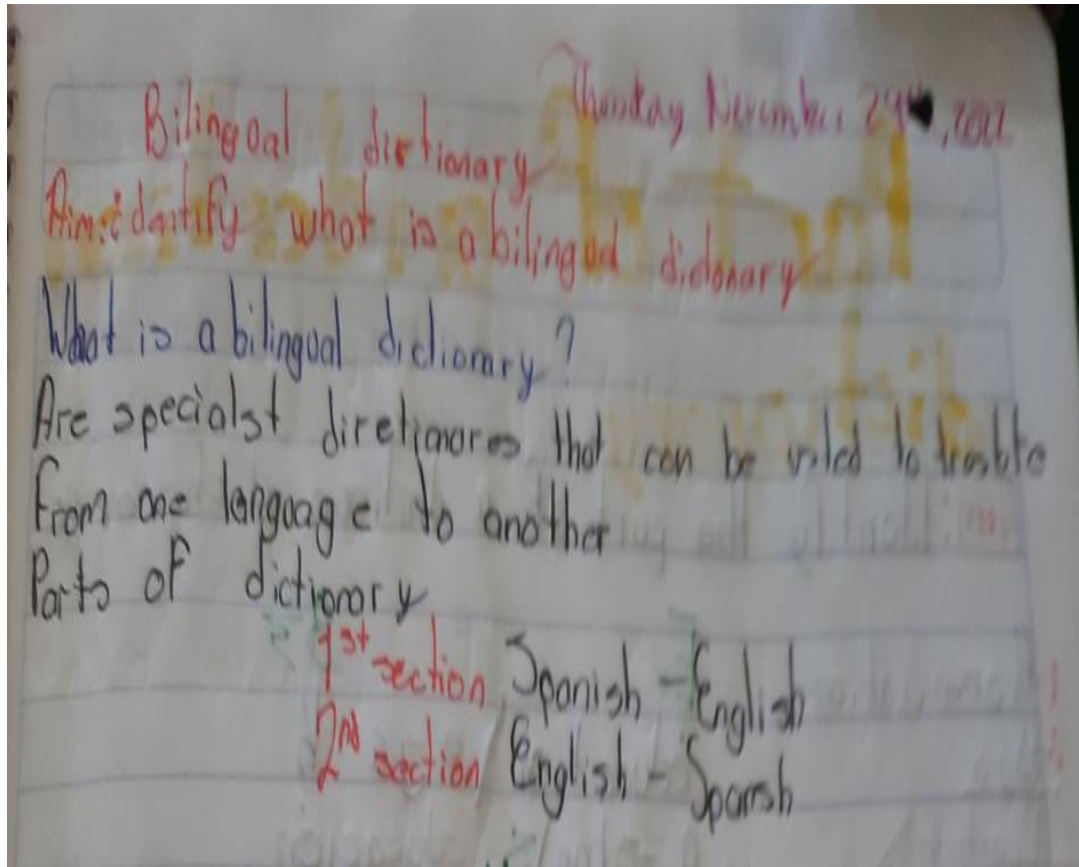
Note: This image shows a sample of the planning development, supported by the teaching guidelines provided by Aprendizajes Clave 2017, in order to recognize the content that could be taken in first grade children, so the expected learning can be achieved in the social practice of language called "write instructions for the use of a bilingual dictionary".

Annex 7 Suggested didactic guidelines for developing material on instructions for a bilingual dictionary

ORIENTACIONES DIDÁCTICAS	
<ul style="list-style-type: none">– Monitoree el progreso de sus estudiantes e intervenga para que logren:<ul style="list-style-type: none">• valorar la función de los componentes textuales y gráficos: listas de palabras, signos tipográficos, números arábigos y romanos, abreviaturas;• analizar la organización textual y los tipos de palabras: artículos, sustantivos, adverbios, adjetivos, pronombres, conectores;• ubicar secciones destinadas a cada lengua;• identificar entradas y subentradas;	<ul style="list-style-type: none">• comprender el uso de números y caracteres especiales;• ofrecer propuestas para llegar a acuerdos. <p>– Brinde oportunidades a sus estudiantes para que tomen decisiones sobre qué acciones emprender para lograr:</p> <ul style="list-style-type: none">• manifestar curiosidad e interés en la búsqueda y obtención de información;• localizar palabras en inglés y en la lengua materna;
<ul style="list-style-type: none">• leer definiciones de palabras en inglés y en la lengua materna;• determinar el tipo de palabra a partir de una abreviatura;• entender instrucciones para usar un diccionario bilingüe;• monitorear el desempeño propio. <p>– Ofrezca a sus estudiantes oportunidades para</p>	<p>– Promueva en sus estudiantes el desarrollo y la reflexión sobre procesos para:</p> <ul style="list-style-type: none">• favorecer la cooperación e integración en el trabajo escolar;• valorar el uso de signos de puntuación;• quitar o agregar información para mejorar instrucciones;• elaborar versiones finales;• revisar versiones propias y de otros.

Note: This image is an excerpt from the didactic orientations, which was taken as a guide to select the contents and elaborate the correct didactic material in the social practice of language called "write instructions to use a bilingual dictionary".

Annex 8 Evidence of work in the social practice of language "Write instructions for the use of a bilingual dictionary".



Note: This image shows the first class with first grade students regarding the social practice of language, where they were given the concept of a bilingual dictionary, as well as the sections of the dictionary, in order to familiarize them with it.

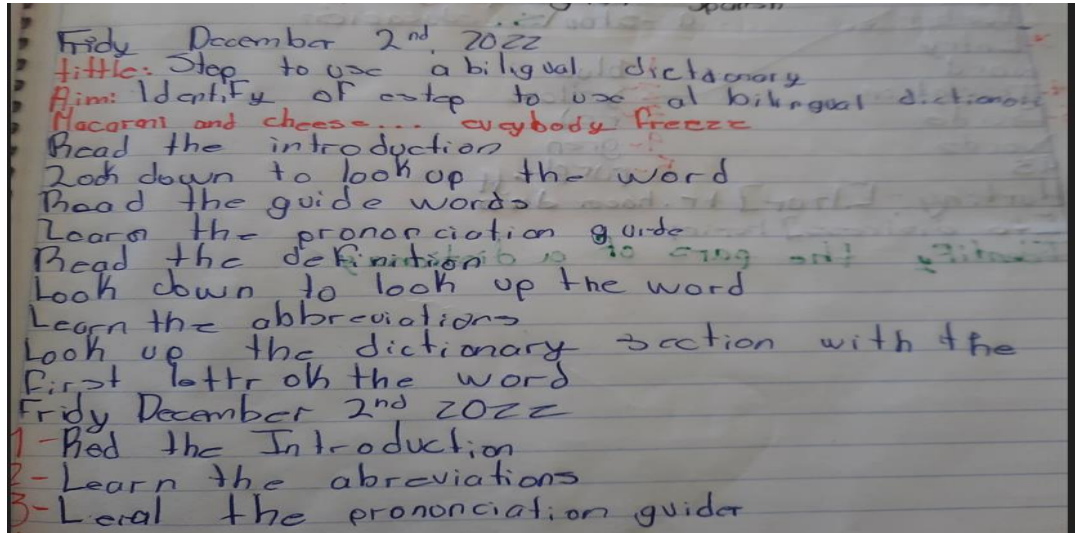
Annex 9 Word cards about the parts of a dictionary definition



Note: This image shows a poster in which the parts of a dictionary definition were identified, so that students could identify them were placed in different colors, in this way with the word cards students identified the part of the definition. This helped the students to recognize them and apply this learning in other similar exercises.

Note: This is a sample of one of the activities in which the students had to collect different sentences of instructions and then order them.

Annex 12 Order the phrases how to use a bilingual dictionary



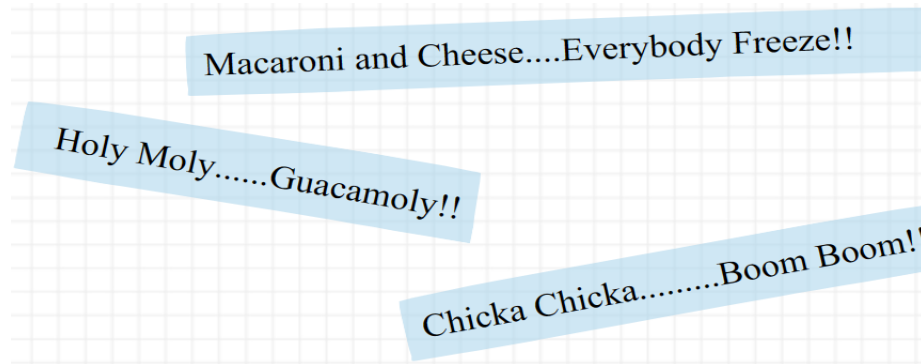
Note: The way in which when the students collected these phrases they wrote them down in their notebook is shown, in order to later rectify the order of the phrases themselves.

Annex 13 Follow-up evaluation during the social language practice "Write instructions for using a bilingual dictionary"

	24-nov	02-dic	02-dic	Exam. 09 dic						
1				4	27	MARTINEZ ACUÑA SALVADOR				4
2				2	28	MARTINEZ CASTILLO NAIMA GUADALUPE				4
3				8	29	MARTINEZ HERNANDEZ XIMENA CECILIA				4
4					30	MONDRAGON MONDRAGON MARIANA				10.0
5					31	ORTEGA ORTIZ MARIA DE JESUS				
6				6	32	PALMA GONZALEZ ISRAEL EMMANUEL				2.0
7				10	33	PANFILO SEBASTIAN KEVIN ALEJANDRO				4.0
8				8	34	PEÑA DE JESUS JOSUE SEBASTIAN				8.0
9				10	35	PEÑALCOSA NIEVES VICTOR EMANUEL				2.0
10					36	PEREYRA LOPEZ MILDREDH ANDREA				8.0
11				6	37	PEREZ SALAZAR DEREK RICARDO				4.0
12				2	38	ROJAS MIRANDA ARMANDO				6.0
13				2	39	ROSALES MONTOYA DANIELA				6.0
14				10	40	SALAZAR SALAZAR CHRISTIAN DANIEL				2.0
15					41	SALAZAR SALAZAR SANTIAGO				6.0
16				8	42	SANCHEZ BARRAJAS LAURA NATALIA				6.0
17				4	43	SANCHEZ BAEZA FRIDA ALEXIA				6.0
18				2	44	SANCHEZ MEJIA KARLA MICHELLE				
19				2	45	SANTOS RUIZ DARINKA GERALDINE				8.0
20				4	46	SILVA ALLENDE JESUS JONATAN				2.0
21				4	47	SOTO RODRIGUEZ EDWIN LUZIEL				6.0
22				8	48	VALDES MARTINEZ DANA PAOLA				4.0
23				2	49	VELAZQUEZ DIAZ BRIANA CAMILA				10.0
24				6	50	ZAMBRANO PERALTA GILBERTO				
25				4						
26				6						

Note: This image shows the follow-up of the students who did or did not turn in their work, this follow-up is done with three colors, in which green means work completed and turned in on time, yellow means that the work has not been completed and turned in on time, and finally red means that the student did not turn in the work.

Annex 14 Attention getters



Note: These were some of the phrases (strategies self-regulation for gorup) used as attention getters, which were used when students were fidgeting or making too much noise.

Annex 15 Emoticons



Note: This was another of the strategies used in the first cycle of the document, with the objective that students could self-regulate their behavior, where their conscience was put into play so as not to be harmed in their grades or academic performance.

Annex 16 Behavioral traffic light



Note: In this image it shows a strategy to regulate the behavior of the students, so that the students would be able to listen to the instructions and not have so many doubts in the realization of the activities.

Annex 17 Behavioral volcano



Note: As in Annex 16, this image shows another of the strategies to regulate behavior, one of the objectives of which is that the students could be more aware but also more conscientious to know what they could and could not do during the classes.

Annex 18 Behavioral roulette



Note: In this image, you can see the last strategy I using in my teachign practice to manage the behavior of my students and also in this strategy they can do some things like as jump from their place, tuch their nose, etc. And they also comlete some attention getter, in where they feel such as the teacher of the class for a moment.

Annex 19 Teaching journal in the fourth practice



Note: In this Qr, you will find the descriptive information of what was done during the classes with first grade in the fourth day of practice, where every detail of what was observed when the strategies were implemented to self-regulate the behavior of the group, as well as the improvements that I can make in my teaching practice.

Annex 20 Didactic material in the fourth practice



Note: By scanning this Qr, you will open a page where you will find different materials used in the fourth day of practice with the objective of guiding students in their knowledge and also in achieving the expected learning as set out in the 2017 Key Learning plan and programs.

Annex 21 Teaching journal in the fifth practice



Note: By scanning the Qr, this will lead to the visualization and reading of what was done with the students in each of the classes that were held with first grade of secondary school and thus to know the improvements and how well the strategies worked to self-regulate the behavior of the students.

Annex 22 Didactic material in the fifth practice



Note: In this Qr there are the didactic materials that were used during the fifth day practice, to obtain the attention of the students but at the same time they will enhance the expected learning, since this material was elaborated according to the suggestions of the current curriculum and syllabus in basic education.

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. JHOSELIN CHIMAL GUADARRAMA 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: Class Behavior Self-Regulation Strategies for the Improvement of Classroom Management in First Grade Secondary School, conforme a las Orientaciones Académicas para la Elaboración del Trabajo de Titulación. Con la supervisión del director de trabajo de titulación fue estructurado en la modalidad de: Informe de prácticas profesionales; así como de haberlo adecuado a las observaciones hechas por la Comisión de Titulación. Finalmente, defenderlo suficiente y de manera argumentada ante los sinodales, de tal forma que demuestre mis saberes categóricamente ante ellos, a través del diálogo académico que tenga lugar durante el desarrollo del examen profesional.

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

A T E N T A M E N T E



C. JHOSELIN CHIMAL GUADARRAMA

Toluca, México 12 de julio de 2023.

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

El que suscribe MTRO. VICTOR OLENIN RAMIREZ BELTRAN Asesor del(a) estudiante JHOSELIN CHIMAL GUADARRAMA matrícula 191527060000 de 8° semestre de la Licenciatura en Enseñanza y Aprendizaje del Inglés en Educación Secundaria quien desarrolló el trabajo de titulación denominado Class Behavior Self-Regulation Strategies for the Improvement of Classroom Management in First Grade Secondary School en la modalidad de Informe de Prácticas Profesionales; se dirige a esta Comisión a su digno cargo para informar que este documento ha sido concluido satisfactoriamente de acuerdo con lo establecido en los documentos del Plan de Estudios 2018 rectores del proceso de titulación.

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

ATENTAMENTE



Asesor de Titulación
Mtro. Victor Olenin Ramirez Beltrán

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Toluca, Méx., 30 de junio de 2023

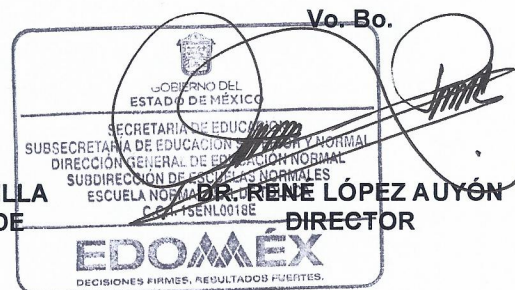
**C. CHIMAL GUADARRAMA JHOSELIN
ESTUDIANTE DEL OCTAVO SEMESTRE (LEAIES)
P R E S E N T E.**

La Dirección de esta casa de estudios, a través de la Comisión de Titulación de la Licenciatura en Enseñanza y Aprendizaje del Inglés en Educación Secundaria del Ciclo Escolar 2022–2023, comunica a usted que su Informe de Prácticas Profesionales intitulado: Class Behavior Self-Regulation Strategies for the Improvement of Classroom Management in First Grade Secondary School, fue **Dictaminado Favorablemente**. Ello significa que a partir de la fecha podrá realizar los trámites correspondientes para sustentar su Examen Profesional.

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

ATENTAMENTE


DRA. ANA LAURA CISNEROS PADILLA
SECRETARIA DE LA COMISIÓN DE
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