# ESCUELA NORMAL No. 1 DE TOLUCA

**TESIS DE INVESTIGACION**

## Considerations for Teachers About Their Teaching Performance Regarding Students with Psychosocial Disabilities to Achieve Learning

QUE PARA OBTENER EL TÍTULO DE

**LICENCIADA EN ENSEÑANZA Y APRENDIZAJE DEL INGLÉS EN EDUCACIÓN SECUNDARIA**

P R E S E N T A

**XARENI NICTE GARCIA VASQUEZ**

A S E S O R

**MTRO. ALCIDES RAFAEL GUZMÁN MARTÍNEZ**

Toluca, México                                          Julio de 2023

# Index

# Figures" Index

## Tables" Index

# Introduction

# Introduction

"Mental health is a state of well-being that enables people to cope with life's stressful moments, to develop all their abilities, to be able to learn and work adequately, and to contribute to the betterment of their community." (World Health Organization; 2022)

In this way, mental health is considered as a fundamental part of the person, and oriented to the school context, a poor mental health can interfere on specific aspects of the school life of children and adolescents by affecting their social and individual capacities, such as decision making, establishing relationships and understanding of the world.

Moreover, considering the post-pandemic context, problems related to mental and emotional health worsened, as previously established mental health disorders in children, e.g., depression, anxiety, and post-traumatic stress disorder, were affected, as COVID-19 confinement had a direct impact on people's lives, especially children and adolescents.

According to the online survey conducted by the Children's Hospital of Mexico, children, being more vulnerable to this potentially traumatic experience, can trigger emotional, cognitive, behavioural, and somatic symptoms. The document mentions that some of these could evolve into more serious mental health disorders, such as ASD, or anxiety.

It is in this sense, that this research seeks to raise awareness of the importance of the duty and the current need to look after the mental well-being of students, and to propose some considerations that teachers could integrate into their classes, to work with these students and achieve learning.

For this, through 2 cycles of intervention of an action research based on the Kemmis model, we first sought to identify the presence of students in the

Escuela Secundaria Oficial no.0323 "José Vasconcelos" specifically in groups A, B and C of 1st grade, with mental health problems that could be classified within the so-called psychosocial disability.

This in order to choose the subjects of study, which for this research were 4 students identified with one or more mental disorders, categorized within the psychosocial disability, 2 students of the first-grade group A and two belonging to the first-grade group C.

In order to later investigate about the mental disorders presented by the students and their characteristics, to be able to plan the interventions, analyze the actions, observe the response of the students to the work strategies implemented, to finally reflect if they were adequate and to be able to improve future interventions, and thus at the end of the research propose the best academic considerations for the work with students with psychosocial disabilities.

Thus, this research begins by stating the problem to be addressed, the general objective and the specific objectives, accompanied by the research questions and the justification of the problem. All this constitutes Chapter I.

In the Contextual Framework, that is, Chapter II, a brief description is given of the context in which the research will be carried out and of the subjects of the study.

Chapter III deals with the theoretical framework where all the topics related to the research are presented, starting with the aspects related to the objective of the research, such as: Disability, having to define in the first instance this concept to continue with the central concept of the research which is psychosocial disability.

The concept of learning barriers, since it follows that psychosocial disability generates some barriers to the students who present it, so it is necessary to have knowledge of everything that this concept implies or refers to.

Finally, we have the concepts of Universal Design for Learning (DUA), which will be the design on which the design and planning of the interventions for this research will be based, were some of the strategies that were implemented in the interventions to work with the subjects of study.

Then, in Chapter IV, the research methodology is addressed, where first the approach and type of research design are presented, followed by the characterization of the methodology, the description of the research model to be used, and the stages that would be followed in the research.

Subsequently, Chapter V presents the Action Plan, i.e., the actions to be developed during the interventions, as well as the how, why, and the time in which they would be developed within the research, in order to achieve the objectives.

Meanwhile, Chapter VI presents the description of each stage of the research model (Kemmis Model) followed for the development of the document, as well as the results of each cycle of intervention with their respective analysis.

The final part of the research is composed of the conclusions, i.e., the academic considerations addressed to teachers for working with students who present the characteristics of mental disorders related to psychosocial disability.

# Chapter I

# I.    Problematic Statement

During the teaching-learning process, most students may face obstacles in the different contexts in which they interact, which could hinder this process. We will call these obstacles "Barriers to Learning and Participation" (BAPS), which include students' conditions ranging from their ethnic, cultural or social origin to the presence of different abilities (disability) that have caused their exclusion from the homogeneous curriculum.

Emphasizing the aspect of disability, most of the time only the presence of physical, intellectual or mental disabilities is considered. However, the existence of psychosocial disability should be considered, which refers to a "restriction caused by the social environment and focused on a temporary or permanent impairment of the psyche due to the lack of timely diagnosis and adequate treatment" (Portal único del gobierno, 2018).

And, considering that in the post COVID-19 pandemic context, not even Mexico was exempt from suffering the health, social and economic impact, this situation presented unprecedented challenges for adolescents in the region, who experience significant alterations in their learning trajectories, as well as in their interactions with peers, teachers, and mentors.

We can mention this, considering the systematic review elaborated by Loades, et al. (2020), where they mention that more than one third of adolescents declare high levels of loneliness due to confinement.

For they consider the existence of well-established links between loneliness and mental health, mentioning that they found that loneliness is associated with depression and subsequent anxiety.

Focusing on the school setting, the right to education was one of the most affected during the pandemic, causing serious setbacks in learning, development, and

access to educational opportunities. This was due to school closures, difficulty in accessing educational resources and benefits such as school meals and counseling, and uncertainty about returning to school.

And although the non-face-to-face teaching modality and the use of ICTs were helpful to give continuity to the educational work, the forced digital transformation of education was so abrupt, that it showed many deficiencies and gaps in our society and educational system. Although, many of these problems that were seen were not new problems but became much more evident with the pandemic.

How were the case of the mental health of children, adolescents and young people, as children integrated this situation of confinement in their daily thinking and, consequently, it has a negative impact both academically and psychosocially (Berasategi, N.; et al.; 2020), caused by an increasement in feelings and negative emotions,

According to the literature, all these negative feelings and emotions of students have influenced their mental health, with increased symptoms of stress, posttraumatic stress disorder (PTSD), anxiety and depression. (Brooks SK.; et al.; 2020); (Casagrande M, et al.; 2020) caused by an increasement in negative emotions.

This indicates a correlation between these negative emotions and various mental health disorders among students, as increased symptoms of stress, PTSD, anxiety and depression indicate that these mental health conditions are more prevalent or intensified in students who experience negative emotions.

Stress, which can be due to a variety of factors such as academic pressure or personal challenges, is a common response to difficult situations. However, when stress becomes chronic or overwhelming, it can significantly affect a person's mental health.

Post-traumatic stress disorder (PTSD) often arises after experiencing or witnessing a traumatic event. If students have been through distressing experiences, this can contribute to the development of PTSD symptoms. Anxiety and depression are also common mental illnesses that can be influenced by negative emotions. Students who consistently experience negative emotions may be at an increased risk of developing these conditions or seeing their symptoms worsen.

Recent evidence also suggests that being younger acts as a risk factor for developing mental health problems associated with COVID-19. (Hossain MM; et al.; 2020). Considering that the periods of puberty and adolescence are important periods for brain development, so they are more susceptible, experiencing continuous changes in the brain along with physical and emotional and social changes, which occur at the same time.

Thus, as a consequence of the above, we need to consider the presence of students with psychosocial disability in our classrooms, so increases the need to work with individual(s) with disabilities, defined as a person or persons who have a physical or mental impairment, that substantially limits a major life activity (U.S. Department of Justice, s/f).

So, our duty as teachers in this new situation is to integrate children who face this type of Learning Barriers to the regular classroom based on the Article 3° Constitutional, section II clause (f), that states that education "shall be inclusive, taking into account the diverse abilities, circumstances and needs of the learners".

This presents a new challenge for teachers, as they can now be both facilitators and barriers to inclusion, as it involves a commitment to the learning of students with disabilities, a willingness to leverage the resources needed to teach, as well as a commitment to self-reflection on their own practice.

Therefore, the main objective of this document is to show to the school community, mainly teachers, about the importance of considering the mental well-being of students, proposing academic considerations to work with these students, since the application of study strategies are key in the development of learning and academic success (Raya Ramos, E.; 2010).

**I.I General objective**

The main objective of this research is to propose academic considerations for teachers in relation to working with students with psychosocial disabilities in order to achieve learning.

**I.II Specific objectives**

- Detection of the presence of pupils with mental disorders related to psychosocial disability, in groups of 1st grade pupils.

- To find out what strategies or actions are in place in the institution to deal with the mental disorders faced by students.

- To propose materials, and teaching strategies to the teachers in base of the risk or protective factors of pupils who may present mental disorders related to psychosocial disability.

All this, through the use of tools developed by the researcher teacher herself.

Some of the first instruments to be implemented will be diagnostic, such as:

- Review of the school records of the working groups.

- The survey on Mental Well-Being Context.

- Interview with institutional counsellors on the characteristics of students to identify if there are students with mental health problems.

**I.III   Research Questions**

- What is the current importance given to the mental health of students in the school where the research is performed?

- What strategies for addressing mental health are already in place in the school where the research is performed?

- Do teachers have training on how to deal with students with mental disorders?

**I.IV   Hypotheses**

The implementation of materials, classroom activities and strategies that consider the needs and characteristics of students with psychosocial disabilities during English classes will result in meaningful language learning.

## I.V  Research justification

This research seeks to demonstrate the little or no attention and importance given to the mental health of students, which could evolve into psychosocial disability, which in turn could generate learning barriers that make it difficult to achieve learning, since the influence of students' emotions and/or feelings on the educational.

We should mention the influence of emotions, since, Goetz, T.; *et al.* (2003) mention the existence of three reasons to explore emotions in education: their impact on the quality of learning, students' well-being (physical and mental state) and their role in socialization (peers and teachers), which are important in directly addressing two of the main aspects of psychosocial disability, mental well-being, as well as socialization.

Emotions can have both positive and negative effects on their mental health. By experiencing positive emotions, students tend to improve their concentration, motivation, and overall satisfaction with their lives. Conversely, experiencing negative emotions, such as sadness, anger, and stress, can lead to decreased concentration, motivation, and an increased risk of mental health disorders.

Regarding social relationships, students are often confronted with various social interactions, whether among peers or friends, teachers, parents and/or brothers or sisters. These can become stressors, leading to social isolation, bullying or conflicts between peers, teachers and/or tutors, evoking emotions such as loneliness, excessive stress, and pressure, which can lead to negative emotional states, such as anxiety and depression.

Similarly, it is worth mentioning the cognitive level, since mental disorders can affect areas such as attention, memory, processing speed, and problem solving, which are extremely important intellectual processes given their contribution to the improvement of learning achievements (Tamblyn D.; 2003).

In addition, we must consider that the cognitive level of students with mental disorders is not the same as that of students who do not have them, since some students with ADHD often have difficulty maintaining attention, concentrating, and controlling impulsive behaviors. They may have difficulty with tasks that require sustained mental effort, organization, and time management.

While students with anxiety disorders may present problems with areas related to attention and memory, having difficulty concentrating, racing thoughts and difficulty retaining information. Excessive worry and fear can also negatively affect problem solving and decision making.

As for depressive disorders, they can lead to cognitive disturbances such as decreased concentration, memory problems and slower thought processes. Students with depression may have difficulty retaining information, making decisions and feeling motivated. These cognitive difficulties can further hinder academic performance and overall functioning.

It's important for the present research, mention the intervention of the previous factors, in order to recognize the impact and influence that mental health have in the educational context and to demonstrate the relevance to address this topic, as well as to raise awareness of the need for a process of re-professionalization of the teaching staff to be able to attend and work adequately with students who face this type of situation.

Therefore, starting from the postulate of the Self-Determination Theory, which indicates that students can be influenced intrinsically or extrinsically, we are able to recognize the influence of social factors, and focusing on the educational context, one of the most present social interactions in the learning process of students (Zamarripa, J.; et al.; 2016), is the teacher, who is constantly present and interacting in the school and classroom environment of students.

The teacher plays a fundamental role in the students' learning process, as they are responsible for facilitating knowledge, guiding, and motivating students, and creating an environment conducive to learning. Their importance and influence lie in various aspects of their teaching performance.

Good teaching performance involves using appropriate teaching methods, adapting to the individual needs of students and encouraging active participation in the classroom by creating a positive and safe learning environment in the classroom, establishing rules of conduct, fostering collaboration and respect among students, and valuing diversity and individual opinions.

A positive learning environment promotes better academic performance by creating an environment conducive to the development of academic, social and emotional skills. Recognition of the importance of teacher performance is fundamental to improve the quality of education and promote student learning, which is part of the objective of the research.

From this arises the need and responsibility as teachers to generate interventions that consider the aforementioned factors that influence both mental health and school performance.

Thus, to improve student learning, we must first consider the generation of a preventive method through the development and strengthening of mental health in our teaching performance, for the early and timely treatment of mental disorders, in order to avoid the subsequent formation of learning barriers.

And thus, fulfil with the obligation to address diversity in the classroom to comply with the principles of equity and inclusion, which as a result of the Acuerdo Nacional para la Modernización de la Educación Básica issued on 1992, the reform of Article 3 of the Constitution and the enactment of the Ley General de Educación of 2019, has promoted the process of integration of students with disabilities in regular basic education schools.

Thus, the Secretaría de Educación Pública (SEP) has placed the Plan and Programs of Study for Basic Education: Aprendizajes Clave para la Educación integral 2017, establishing that education systems need to be set up to make it possible for more inclusive and equitable societies to exist within the framework of inclusive education. As a result, the school must provide learning opportunities that address students' needs.

Thus, undoubtedly, this approach forces us to create and implement work strategies, which can be used in the development of classes, for the teaching of students with psychosocial disabilities, in order to minimize school lag and provide an inclusive education to achieve compliance with the eleven areas of the egress profile of obligatory education:

1. <u>Language and communication,</u>

2. Mathematical thinking,

3. <u>Exploration and understanding of the natural and social world,</u>

4. Critical thinking and problem solving,

5. <u>Socioemotional skills and life project,</u>

6. <u>Collaboration and teamwork,</u>

7. <u>Coexistence and citizenship,</u>

8. Artistic appreciation and expression,

9. <u>Attention to the body and health,</u>

10. Care for the environment,

11. Digital skills

Mainly, number 1, 3, 5, 6, 7 y 9, as they are related to the research problem of psychosocial disability, which is subject to the social and health context in the case of no. 9.

Thus we can mention these areas of the egress profile will be the ones that will be fulfilled mainly, by mentioning the use of language to relate to others (1), exploration of the social environment that could include interactions in the school and family environment (3), identify their strengths and weaknesses, as well as the development of emotional intelligence to improve their relationships with others (5), being able to participate in individual and group activities, being familiar with the basic rules of coexistence both in the family and school environment (7), and finally identifying their physical and mental characteristics in order to maintain good health (9).

All this basing the teaching practices, in the pedagogical principles, mainly the principles number 1, 3, 5, 6 and 13, which are presented below with their respective analysis.:

**1: Put the student and his or her learning at the center of the educational process**.

Since its primary objective is to aid individuals in realizing their full cognitive potential—the mental, emotional, and social skills that enable them to take part in social life, contribute to the economy, and prosper as individuals in a pluralistic and rapidly changing society.

**3: To offer accompaniment to learning**.

Since effective learning demands the teacher's support as well as that of other educational community members involved in a student's formation (students, teachers, parents, tutors, etc.), who develop didactic activities, create

environments, and create social and cultural spaces that are supportive of the student's emotional and intellectual growth.

**5: Stimulate the intrinsic motivation of the student**.

Along with this, it is the responsibility of teacher to develop teaching methods that make information applicable and encourage student appreciation of both themselves and the relationships they build in the classroom.

**6: Recognize the social nature of knowledge**.

Since we will talk about psychosocial disability, it is essential to cover the topic of social interaction due to its role in the construction of knowledge. Therefore, it is essential to encourage collaboration and foster environments in which group work is central, and finally the principle of

**13: Appreciating diversity as a source of richness for learning**.

Basing its practice on inclusion by acknowledging and appreciating individual, cultural, linguistic, ethnic, and social diversity as significant and positive aspects of the classroom learning process.

And to the 'Domains, criteria and indicators of the profile of teachers' (USICAMM, 2022):

**II.**     A teacher, who knows his or her students in order to provide them with inclusive, equitable and excellent educational attention; and

**III.**     A teacher, who builds favourable environments for learning and participation of all children and adolescents.

All this, in order to respond to the educational work focused on personal attention and from a humanistic vision of the formation of students, in the achievement of meaningful learning, favouring children and adolescents, in strengthening their

knowledge, skills, attitudes and values, in order that they develop in a comprehensive manner and have access to an educational service with inclusion, interculturality and equity.

# Chapter II

# II. Contextual framework

## II. I Location and Contextualisation

### II.I.I Physical context

First, mention will be made of the location where the institution where the research will be conducted is located, i.e., Secondary School no. 0323 "José Vasconcelos", in order to delimit the context in which the students develop, since this can influence their academic development.

The location of the school can determine the students' access to important educational resources, such as libraries, computer centers, etc. Depending on whether it is a rural or urban area. Thus, in order to know the previous aspect, we sought to know the demographic composition, as well as the presence of people with disabilities, in order to know if the community was familiar with these cases.

### a) Location and territorial boundary

For official, administrative and political matters, San Lorenzo Tepaltitlán has the category of delegation belonging to the municipality of Toluca de Lerdo.

Settled on a plain located in the centre of the Toluca Valley, the average altitude of the delegation is between 2,400 and 2,920 metres above sea level, at the coordinates 99° 37.3' longitude and 19° 18.7' latitude. (Annex 1)

### b) Population

According to INEGI's 2020 Population and Housing Census, the municipality has a population of approximately 910,608 people living in the municipality of Toluca. The population density is 841 inhabitants/km$^2$, making it an urban and con-urban municipality. Similarly, this census mentions the existence of a population with some kind of disability, there are 1,177 inhabitants (Annex 2).

## II.II Institucional Context

Knowing the school context is critical to understanding and effectively addressing the needs of students, faculty, staff, and the broader educational community in order to provide a quality education tailored to the needs of students. By understanding the unique characteristics and circumstances of each school, teachers and decision-makers, such as principals, can take appropriate steps to promote academic success.

For this reason, the following are characteristics and circumstances of the institution that could be recovered through direct observation, since no instrument was designed to collect this information.

The Escuela Secundaria Oficial No. 0323 "José Vasconcelos", offers the service of General Secondary School, and is located at 5 de mayo corner with Independencia Nte. Street without number, in the San Lorenzo Tepaltitlán Delegation, in Toluca de Lerdo, State of Mexico. With Work Centre Code for the morning shift 15EES0486J.

The Official School No. 0323, is an educational institution, under the direction of the Teacher María del Socorro Guerra Martínez, which belongs to the field of public education, corresponding to the educational level of basic secondary education, working under a school-based modality, characterized by the presence of students and teachers in the classrooms and extracurricular spaces of the School in previously programmed class schedules in two shifts: morning and afternoon, with a timetable from 7:00 to 13:10 hours and from 14:00 to 20:00 hours respectively.

The main activity of the institution is the formative and integral attention to children/adolescents between 11 and 15 years of age with the main objective of improving academic achievement, through diversified strategies aimed at

achieving the expected learning, and at the same time allowing the inclusion, equity and participation of all members of the school community.

The school has three groups of each grade level, each with approximately 45 to 50 students, for a total enrolment of 450 students attending the school.

For this research this description of the institutional context was made, in order to have a general overview of the school, its purpose, the staff in charge of it (directors), the work schedule, the students; as well as to understand the community and establish effective relationships with educational actors, such as parents, administrative staff and members of the teaching staff, as this would facilitate collaboration with the school, promoting greater participation and support in educational activities and strengthening the link with the school.

## II. II. I  Physical context

Considering that school infrastructure is the "set of facilities and services that allow the functioning of a school, as well as the development of daily activities in the school building" (García. *et al.*, 2007: 15). The basic infrastructure conditions of the institution were:

*Basic campus services*

The school has at its disposal:

- continuous and sufficient water supply during the school day,

- electricity during the school day,

- sanitary facilities (toilets) for students and teachers.

*Sufficient and accessible school spaces*

- The school has a classroom for each group (9 classrooms); however, these do not have enough space for the number and mobility of students, and consequently are not adequate physical environments for the development of activities (lighting, hearing, ventilation and temperature).

- The school has additional spaces to the classrooms for the development of academic activities, tutoring and those of teachers and directors (library, multi-purpose room, media room, teachers' room and school management).

- The school has spaces for the development of civic, sports, cultural and recreational activities (court, playground or civic square, green areas).

- The school does not have any facilities for the access and mobility of people with disabilities.

*Basic health and safety conditions*

- The school campus is a secure building (walls, roofs, floor, perimeter fence, as well as security cameras at the entrance of the institution).

- The school is located in a low-risk area due to natural disasters, which are characteristic of the environment.

- The school does not have any extinguisher.

- The school has a civil protection plan that is known by the school community.

- The school has adequate signage and supplies for the prevention of and response to contingencies.

- Classrooms and toilets are constantly cleaned.

Such a description of the school infrastructure was made because it is important to know the state of the buildings, fire and earthquake safety measures, and other safety-related aspects, as this allows to identify possible risks and to take preventive measures to ensure the safety and well-being of the students.

Similarly, knowledge of school infrastructure helped to make efficient use of available resources. This includes the design of classrooms and common spaces suitable for learning, the organization of spaces in a functional and comfortable way, and the efficient management of technological resources and materials.

This description of equals allowed us to determine the capacity of the school and the distribution of facilities, such as classrooms, laboratories and recreational areas. This facilitates the organisation of school activities, the allocation of spaces for different uses and the adaptation of the educational environment to the needs of the students.

Finally, this description was useful because, by knowing the infrastructure, improvements, such as the creation of collaborative spaces or the integration of educational technology, could be considered to create an environment conducive to students' well-being and learning.

**II.III   Classroom context**

In this section we seek to describe the characteristics of the work groups, that is, the groups assigned by the head teacher to teach the English sessions, these were the three first grade groups (A, B & C).

In first place are the section ‗Work groups background‖, where through diagnostic instruments applied by the English teacher, it was possible to count the number of female and male students in the group, as well as to know the means or resources available to the students to carry out schoolwork or homework, and

also to know the average of the previous school year, in order to identify students with a higher risk of having low academic achievement.

Direct observation was also used, as well as the information provided by the students in informal conversations or comments made to the trainee teacher, in order to create a group profile, since this provides us with information about the characteristics, background and needs of the students as a whole.

This is mentioned in the section ‗Work groups characteristics', where aspects such as English level, class work, skills, and interests are included. This knowledge made it possible to adapt classes and design teaching strategies that fit the characteristics of the group.

### II.III.I   Work groups background

**Group A data**

The first-grade group A it is composed by of 43 pupils, 21 of them are male and 22 females. The pupil's age is ranging from 11 to 12 years old, where 23 of them are still at the age of 11, while the remaining 20 are already 12 years old (Annex 3).

Talking about the means or resources that students have to do their homework and schoolwork, 23 of them have a private space to study, 21 of them have computer equipment (computer or laptop), 38 have access to Internet service at home, 17 have access to their own or a family member's mobile phone to send homework, 38 have their own e-mail and finally 25 pupils have an EnglishSpanish dictionary (Annex 4).

At the academic level, the lowest GPA in the previous school grade is known to be from 7.0 to 7.9 with six pupils with it, while the highest is known to be between 9.0 and 9.9 with 17 pupils with it (Annex 5).

**Group B data**

The first-grade group B it is composed by of 44 pupils, 21 of them are male and 23 females. The pupil's age is ranging from 11 to 12 years old, where 27 of them are still at the age of 11, while the remaining 18 are already 12 years old (Annex 6).

Resources of the students to do their homework and schoolwork: 30 of them have a private space to study, 25 of them have computer equipment (computer or laptop), 41 have access to Internet service at home, 44 have access to their own or a family member's mobile phone to send homework, 34 have their own e-mail and finally 17 pupils have an English-Spanish dictionary (Annex 7).

At the academic level, the lowest GPA in the previous school grade is known to be from 6.0 to 6.9 with two pupils with it, while the highest is known to be between 9.0 and 9.9 with 15 pupils with it (Annex 8).

**Group C data**

The first-grade group C it is composed by of 45 pupils, 24 of them are male and 21 females. The pupil's age is ranging from 11 to 12 years old, where 30 of them are still at the age of 11, while the remaining 15 are already 12 years old (Annex 9).

Resources of the students: 26 of them have a private space to study, 20 of them have computer equipment (computer or laptop), 38 have access to Internet service at home, 9 have access to their own or a family member's mobile phone to send homework, 36 have their own e-mail and finally 28 pupils have an English-Spanish dictionary (Annex 10).

At the academic level, the lowest GPA in the previous school grade is known to be from 7.0 to 7.9 with seven pupils with it, while the highest is known to be between 9.0 and 9.9 with 18 pupils with it (Annex 11).

## II. III. II   Work groups characteristics

**English level**

As far as the subject of English is concerned, there is no previous knowledge of the language, since the students answer that they had never received training in this subject in their schools or taken extra courses in a verbal survey (Annex 12), in addition to the fact that in the diagnostic test applied there are only answers randomly given by the students, which do not provide real data. (Annex 13)

However, it was observed that the pupils can recognise some words, names, and numbers that they already know in simple, so we could place them at PreA1 level, since according to the Common Framework of Reference for Languages, at this level the pupils:

- Can understand short, very simple questions and statements, provided they are delivered slowly and clearly and accompanied by visuals or manual gestures to support understanding and repeated if necessary.

- Can recognise every day, familiar words/signs, provided they are delivered clearly and slowly in a clearly defined, familiar everyday context.

- Can recognise numbers, prices, dates, and days of the week, provided they are delivered slowly and clearly in a defined, familiar everyday context.

- Can understand short, simple instructions for actions such as ―Stop‖,

  ―Close the door‖, etc., provided they are delivered slowly face-to-face, accompanied by pictures or manual gestures and repeated if necessary.

**Likes and interests**

Discuss about the students' interests the only data available were collected through observation and writings of their likes and dislikes of the students made by them during the class. Thus, it was possible to find out the following information: (Annex 14)

Preferred musical artists:

- Bizarrap
- Bad Bunny
- Rauw
- Alejandro Daddy Yankee

- Karol G
- Kevin Kaarl
- Harry Styles
- Justin
- Bieber
- Ed Sheeran

- Taylor Swift
- BTS
- Korean girl groups: BlackPink and Twice

Hobbies:

Playing football, listening to music, drawing, or colouring, playing video games (Plants vs. Zombies, Free Fire & Minecraft), watching Netflix series.

Knowing the tastes and interests of the students was of great importance in the development of the work, since it helped to select, adapt, and personalize the activities and strategies implemented to meet the objective of the research.

Likewise, this description was made because when students feel connected and interested in what they are learning, their motivation and commitment increase. This is observed in active participation, enthusiasm for learning and the development of a positive attitude towards education since an emotional connection is created between educators and students.

Students notice that their interests are valued and considered by the teacher, strengthening the relationship and trust between them. In addition, when students' likes and interests are incorporated in the classroom, a more welcoming, meaningful, and enriching learning environment is created for students, which could lead to the achievement of learning, which is part of the main objective of this research.

**Work performance**

Talking about the students' work performance, based on what was observed (Annex 15), the interaction patterns preferred by the students to work in the classroom are teamwork or in pairs, to the extent that they can choose their partners, since they feel more confident working with friends or classmates they already know.

Similarly, as for the skills that could be observed in the students, they have much room for improvement in oral and written comprehension, since when a teacher gave them instructions, or when they read them, the students were not able to understand them and had to repeat them 3 or 4 times more, and even then, they did not perform the activities as they were asked.

In the case of the three work groups, we can identify that they harbour various emotional, social, and cultural barriers.

The first and most notorious that we can distinguish is the lack of motivation to study in addition to the disinterest of the students in the subject, where many times

they end up doing the minimum amount of work in the classroom, enough for a minimum passing score, but not enough to really improve their learning.

The next barriers we found are related to the students' social environment. It was observed that the students had few social skills and were not able to communicate as effectively as others, since they did not engage in conversations among peers outside of class activities, in addition to the fact that during teamwork we observed the little patience they had towards their peers who found it more difficult to understand the activity, so we can deduce a lack of empathy.

In addition to this, the great influence that parents and guardians still have on the way students learn, as most of them have grown up in a home where subjects such as mathematics are given more importance, and they have instilled a lack of interest in learning languages, which creates a cultural barrier for students when learning subjects such as English.

## II. IV   Study group

### II. IV.I   Application of diagnostic instruments

For the development of the research, the implementation of instruments was carried out during the observation days corresponding to the period from 22 August to 9 September 2022, with the main objective of collecting information about the context of the institution regarding the problem, as well as the subjects of study, i.e. teachers and students of the grade where we would work (1st grade), in order to delimit the study group for the research.

In the first instance, through instruments such as observation guides review of school records and interviews, information was collected from the students in each of the first-grade groups (A, B & C) in order to identify the possible subjects of the study.

As a first resource, an observation guide would be used for each first-grade group, which were to be completed with the support of the parents or tutors of the students, however, these could no longer be applied, as it was not possible to have contact with the adults responsible for the child. (Annex 16),

Its purpose was to identify in the students some of the indicators of mental health problems given by the detection guide of mental health problems based on Jellinek and Murphy, cited by Romanowsky, 2019 (p.190-192), and thus have an overview of whether in the working groups there were students who presented mental health problems, with whom we could work to achieve the objective of the research.

Subsequently, through the delivery of an official letter to the institution's director, authorisation was obtained to have access to the files of the first-grade students, in order to identify the presence of students who are formally diagnosed with a

mental health problem, and who could be classified as possible persons with psychosocial disabilities. (Annex 17)

In addition, by means of an online survey, The five questions from the survey on mental health and wellbeing, applied by the School Education Gateway (Annex 18), were used for its elaboration, forming questions 8 to 12.

Question 1 was added in order to find out which members of the school community responded to the survey, and what subject they taught if they were teachers.

Questions 2 to 7 sought to know how teachers defined their relationship with students, whether they considered it important to know their characteristics and whether they had applied diagnostic instruments to do so.

We also wanted to know if they had knowledge about the influence of emotions (which, as previously mentioned, influence mental health) on learning and if they had any training to deal with issues of this nature.

The general purpose of the application of this survey was to have an overview about how the institution implements actions and how often it does so, to attend to students with these characteristics or any others related to the mental health of the students, as well as to find out whether the teaching staff is formally trained to work with students who present this disability and what strategies they implement in their teaching work, to achieve learning.

The information gathered through these diagnostic instruments will be presented below.

### II. IV. II  Analysis of diagnostic instruments

#### *II.IV.II.I  Review of school records*

As mentioned above, by means of prior authorisation from the institution's management, a review of the school records of the first-grade students in groups A, B & C was carried out in search of information indicating the presence of any mental health problems in the students.

However, no information useful for the purpose of the research or related to the problem was found, as the files consisted mainly of the enrolment form, which contained personal information about the student (full name, age, address), details of parents or tutors, and information about their physical condition (height, weight, vision or hearing problems, congenital diseases).

The files also contained documents used for the student's enrolment such as birth certificate, CURP, parents' or guardians' identification and proof of address.

Since no useful information was obtained from the review of these files, we went to the Guidance Department, where we had the opportunity to conduct an interview with the counsellors in charge of the first-grade groups (Annex 19).

This interview was based on some of the indicators given by Romanowsky (2019: 190-192), for the detection of mental health problems. The indicators were previously selected based on those that were easy to observe in the students or that the counsellors could be aware of, such as in which subjects' students tended to have more incidences, how they behaved in the classroom, if they were aggressive, etc.

Although the interview was useful to know in a general way the situation of the students, such as that they had low academic performance, especially in the subjects of Spanish, mathematics, and English, or that the students had difficulty

following rules, among other aspects that are mentioned in the respective annex 20.

However, we obtained more useful information about the students when we asked directly and outside the time of the interview, if they had documentation that indicated if any student had a diagnosis of a mental disorder.

Thus, the teachers presented us with the files of four students, which according to the neurological examinations provided by the parents or guardians, we were able to identify were diagnosed with mental disorders, which could lead to psychosocial disabilities, which is part of the research objective of the document. (Annex 21)

Information for four students was obtained, two from the first-grade group A (pupils 1 & 2), and two from the first-grade group C (pupils 3 & 4). From the firstgrade group B, no information was obtained on students with mental health problems.

In the case of the students in the first-grade group A, student 1 a has the clinical diagnosis of combined type T.D.A.H., Dyslexia, and anxiety. This diagnosis was made through the EEG study and Brain Mapping, carried out by a neurologist certified by the National Institute of Neurology (INNN).

As for student 2, he has a diagnosis of attention deficit and hyperactivity disorder, based on an outpatient paediatric neurology consultation issued by the Social Security Institute of the State of Mexico and Municipality (ISSEMYM).

In cases of first grade group C. Student 3 by means of a psycho-pedagogical evaluation where USAER staff identified 7 significant indicators of the presence of minimal cerebral dysfunction and indicators of neurological immaturity, in

addition to a probable diagnosis of T.D.A.H. Therefore, it was suggested to the pupil's tutor that a neurological evaluation be carried out.

In the case of student number 4, he has a diagnosis of generalised anxiety disorder, challenging dissocial disorder and oppositional complex partial crises.

In the cases of students 1, 2 and 4, they are being treated with medical treatment, which they must take for a long time with subsequent revaluations. While in the case of student number 3, despite the delivery of the results of the psycho-pedagogical evaluation to the student's tutor, it was suggested that a neurological evaluation be carried out to confirm or rule out the diagnosis of Attention Deficit Hyperactivity Disorder. The tutor said that he would not do so.

As a result, the student is not being treated.

These four students were chosen as study subjects because, considering that psychosocial disability is related to psychological and social issues caused by alterations to health and mental disorders which prevent an active participation in the community.

In addition, Romanowsky (2019: 184) mentions that some of the mental disorders that can lead to psychosocial disability are: depression, bipolar disorder, obsessive-compulsive disorder, anxiety disorder, or post-traumatic stress disorder. And although not everyone has one of these disorders, we can mention that ADHD also involves psychological aspects that intervene in social issues, which will be described later in Chapter III in its respective section.

### II. IV. II. II   Online survey

We often hear about actions to promote inclusion in the school community, programs to address the socio-emotional environment of students and dynamics to be implemented during classes, known as "active breaks," to reduce the stress

level of students in the school. What are schools in general doing to address mental health issues, and can both teachers and students expect support from the school?

In order to answer these questions related to the research topic, an online survey was conducted among the teachers of the institution Escuela Secundaria Oficial no. 0323 "José Vasconcelos", where the teaching intervention is being carried out.

The survey on the 'Context of Mental Wellbeing' was a questionnaire in Google Forms, which as described in the section 'Application of diagnostic instruments', takes the 5 questions from the School Education Gateway Mental Health and Wellbeing Survey, and adds another 7 in order to, as mentioned above, generate an overview of the actions implemented by the school to address the issue of mental health in students, for a total of 12.

The survey was available from May 22 to 26 and collected a total of 13 responses from the school community, including directors, administrative staff, guidance counselors and teaching staff (Annex 22).

The results obtained from each of the questions will be shown below, to later show the respective analysis in the conclusions section of the survey.


**Question 1.** What is the role you play within the institution?

To open the questionnaire, and to have knowledge about which actors of the school community participated, they were asked about the role they played in the institution. 84.6%, that is, 11 of the participants were classroom teachers, while 7.7% were Directors, and finally the Guidance Counselor obtained the same score (7.7%).

Of the classroom teachers who responded to the instrument, they oversaw teaching the following subjects:

- Spanish

- Chemistry

- English (2 teachers)

- Mathematics (2 teachers)

- Science with emphasis on physics (2 teachers)

- Tutoring and social-emotional education

- Arts (2 teachers)

- Technology (2 teachers)

**Figure 1.** Question 1. What is the role you play within the institution?



13 respuestas

- Directivo
- Personal administrativo
- Orientador/a
- Docente frente a grupo

84.6%

7.7%
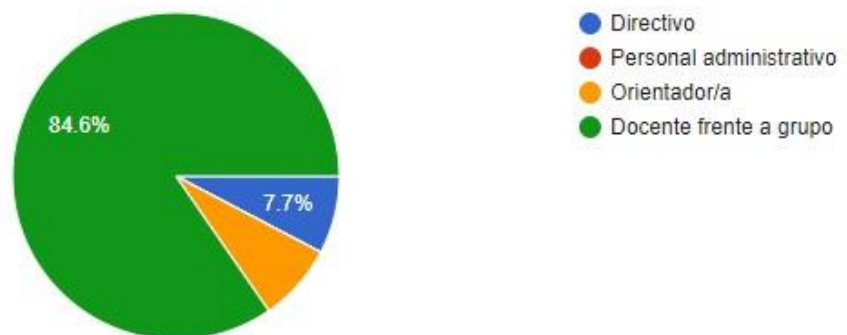
**Question 2.** How would you define your relationship with students?

In this question, teachers were asked to self-evaluate their own practice and to mention how they consider their teacher-student relationship to be.

A 69.2% mentioned that they had a good relationship with students, while 15.5% defined it as a respectful relationship and 7.7% as professional.

A more detailed response was presented, where the teacher described that most of the time, she used to maintain simply a teacher-student relationship, and there were few times when she was closer to the students, since the same subject does not allow her to establish a great connection with them.

**Figure 2.** Question 2. How would you define your relationship with students?
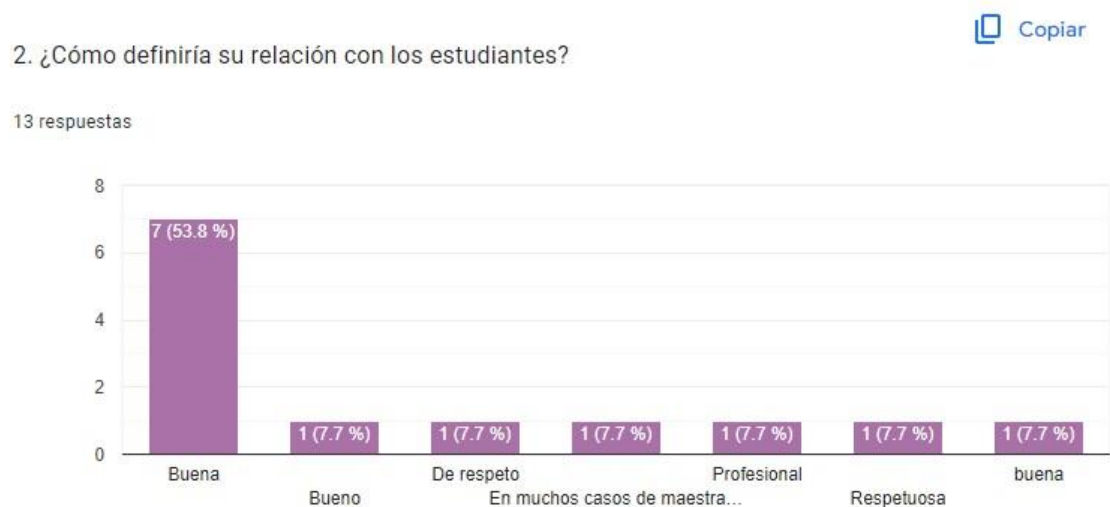


**Question 3.** How do you consider yourself in the classroom?

In the same way as in the previous question, teachers were asked to reflect on their interventions and choose the descriptors necessary to describe their person/attitude in the classroom. Among the possible answers were:

- Creative
- Attentive
- Enthusiastic
- Authoritative

- Strict
- Friendly
- Flexible
- Calm

The descriptor with the highest percentage was Attentive, with 76.9%, followed by flexible with 53.8%, strict with 46.2%, creative with 30.8%, enthusiastic and friendly with 23.1%, calm with 15.4%, and finally authoritarian with the lowest percentage of 7.7%.

**Figure 3.** Question 3. How do you consider yourself in the classroom?



3. ¿Cómo se considera dentro del aula de clases? (Seleccione todos los que correspondan.)

13 respuestas

| Descriptor | Value |
| --- | --- |
| Creativo | 4 (30.8 %) |
| Atento | 10 (76.9 %) |
| Entusiasta | 3 (23.1 %) |
| Autoritario | 1 (7.7 %) |
| Estricto | 6 (46.2 %) |
| Amistoso | 3 (23.1 %) |
| Flexible | 7 (53.8 %) |
| Tranquilo | 2 (15.4 %) |

**Question 4.** At the beginning of the school year, did you apply any diagnostic instrument to get to know the students? Which one(s) and what did it consist of?

This was an open-ended question where teachers had to mention and describe the diagnostic instruments used to get to know the students and elaborate their group profile, if any. Some of the answers were:

- No (indicating that no instrument was used).

- Tests (this in order to know only their previous knowledge).

- KPSI form, learning styles test and socioeconomic study.

- Learning styles test, subject diagnosis.

- A pedagogical battery to see their level of knowledge and a learning style test.

- A diagnostic test which was a test of both open and multiple-choice questions.

- Psychosocial record to determine the physical, emotional, and social status of the students.

- Reactives

- Diagnosis and creative challenges

**Question 5.** Do you consider that knowing the characteristics of the students, with respect to likes and interests, learning styles, educational and family context, is important for your teaching performance? Why?

This was also an open-ended question where teachers had to mention whether it is important for them to know the characteristics of their students (likes and interests, learning styles, educational and family context).

The 92.30% (12 participants) were responses that indicated that teachers consider it relevant to know their students. Some of the responses were:

- Yes, because the design of strategies starts from that, and it is important to have a relevant impact on the students' formation.

- Yes, because based on that we can design our strategies and activities.

- Yes, because many times they want me to listen to them and learn about their family situations and in school matters we tend to spend with all students at different times to see their level and development in learning the subject.

- Yes, it helps us find better teaching techniques.

- Of course, it does, in many occasions students have emotional conflicts that do not allow them to perform well academically.

- Yes, it allows me to have better strategies.

- Yes, to know how to plan the topics.

- Yes, because it allowed me to develop strategies according to their needs.

- Yes, because it allows me to innovate my classes and attend to the students' needs.

- Yes, because it is a starting point for learning.

While one answer, representing 7.7%, mentioned that it is not necessary to know the characteristics of the students, since a large number of students are handled, which would be somewhat complicated to achieve, and that it could only be based on the general aspects of the group.

**Question 6.** To what extent do you consider that students' emotional state influences their learning?

Here the teachers had to inquire about their knowledge of the teaching-learning process and the factors that intervene in it, to what extent the emotional state influences the students' learning. Three options were presented: a lot, a little and not at all, the first one being the one that obtained 100%.

This indicates that all agree on the impact that emotions have on learning.

**Figure 4.** Question 6. To what extent do you consider that students' emotional state influences their learning?
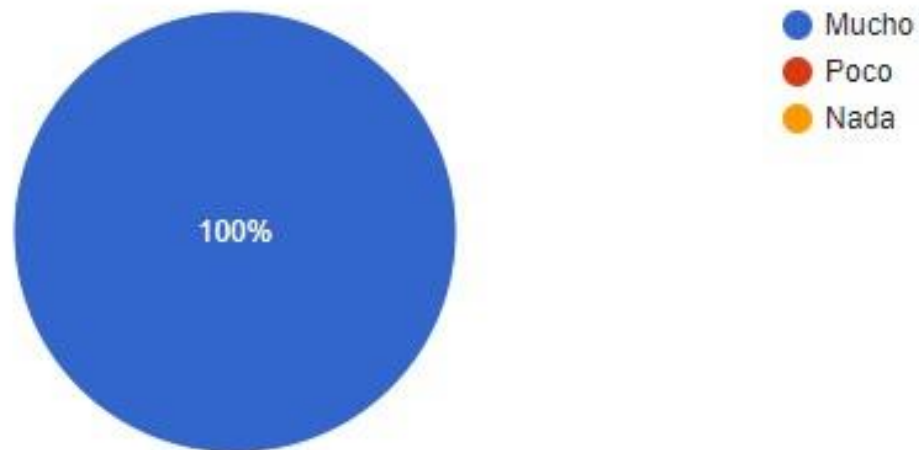


**Question 7.** Have you requested pedagogical guidance or are you trained to deal with socioemotional situations?

The purpose of this question was to find out if teachers are trained or have some training to adequately address socioemotional issues of students. 61.5% answered Yes, while the remaining 38.5% were No.

**Figure 5.** Question 7. Have you requested pedagogical guidance or are you trained to deal with socioemotional situations?
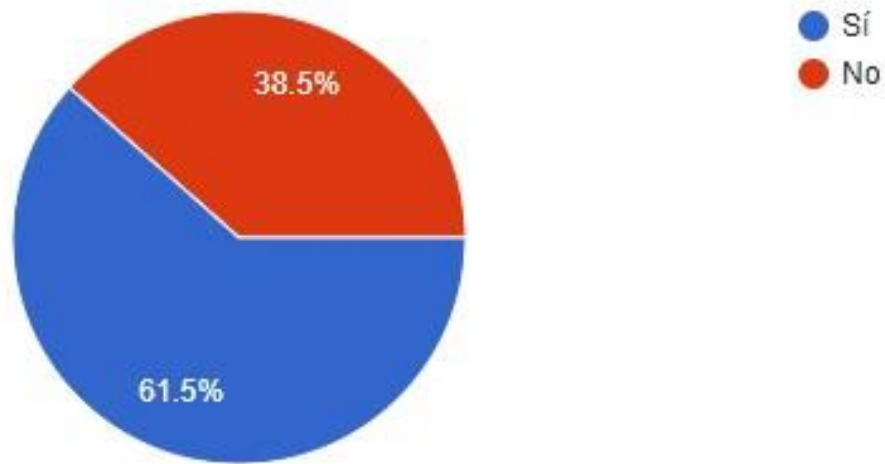


**Question 8.** Thinking about your school, which of the following does the school

offer to support the mental health of students?

This question sought to know what measures or strategies were implemented by the institution to support students' mental health.

The majority of the 13 respondents indicated that their educational center offers mental health or wellness support for students in one way or another and most indicated more than one action. Only 15.4% indicated that their school or one they know of does not offer any mental health or wellness support for students.

The most common interventions appear to be Willingness to support people with learning difficulties, and Social and emotional skills development within subject lessons (53.8% of respondents stated that this is offered at their school or one they know), followed by General mental health education within curriculum lessons or other mandatory sessions, and Anti-bullying actions, both at 38.5%.

While, creative and/or physical activities for students, both at 38.5%, and Creative and/or physical activities for students with learning difficulties (53.8% of respondents

stated that this is offered at their school or one they know), followed by General mental health education within curriculum lessons or other mandatory sessions, and Anti-bullying actions, both at 38.5%.

Creative and/or physical activities for students with learning difficulties, both at

38.5%. 5% and creative and/or physical activities to support emotional well-being, A designated mental health support specialist within the center, and an external mental health specialist (psychologist, psychiatrist, clinical social worker with 23.1%.

Other support strategies are also present in the educational centers: a support program for students and a specific private space or classroom, e.g., for meditating or dealing with frustration (15.4%).

The least indicated type of support was mindfulness classes (0 %).

**Figure 6.** Question 8. Thinking about your school, which of the following does the school offer to support the mental health of students?
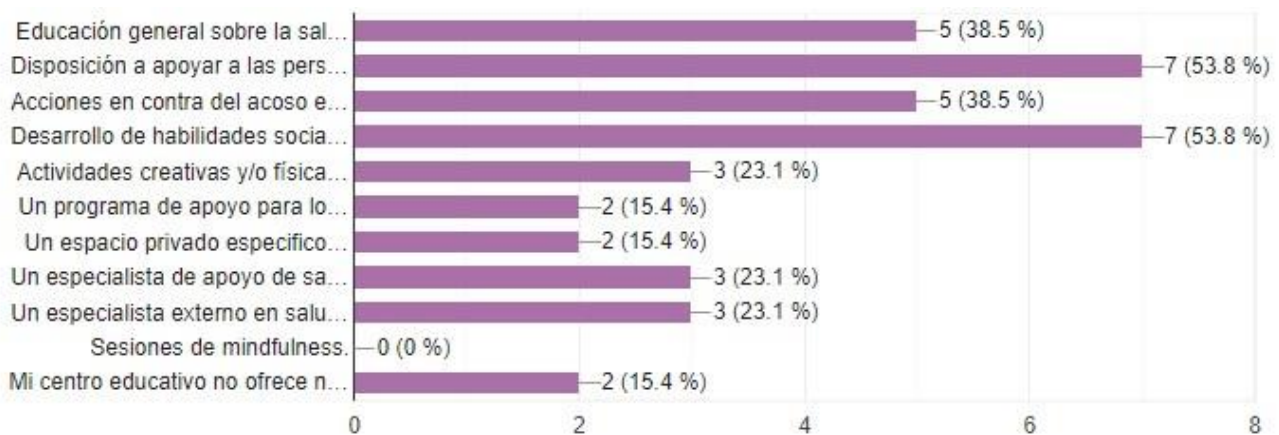


**Question 9.** How often does the following happen to students?

In this question, two situations were presented:

Targeted approaches to specific at-risk or struggling students (e.g., parents' meetings, consultations with individual students).

49

School-wide promotion and classroom activities on mental health and wellbeing (e.g. anti-bullying program, classroom approaches to developing social and emotional skills, group sessions on specific issues).

Where teachers, they were to analyze how often it happened.

As for the frequency with which specific approaches for at-risk or struggling students occur (e.g., staff meetings, consultations with individual students), the situation varies considerably for teachers. Although targeted actions occur at least once or twice a quarter for more than 60% of respondents, for some teachers such actions occur on a more regular basis: weekly (23.1%). While for other teachers, specific actions and plans for at-risk students take place only once or twice a year (7.7%).

**Figure 7.** Question 9. Targeted approaches to specific at-risk or struggling students.



Enfoques dirigidos a alumnos específicos en riesgo o con dificultades (p. ej. reuniones con padres de familia, consultas con los alumnos individualmente)

13 respuestas

- Diariamente.
- Semanalmente.
- Una o 2 veces al trimestre.
- Una o 2 veces al año.
- Menos de una vez al año.
- Nunca.

69.2%  7.7%  23.1%

Regarding the frequency of center-wide promotion and classroom activities on mental health and well-being (e.g., anti-bullying program, classroom approaches to develop social and emotional skills, group sessions on specific issues), the situation is diverse.
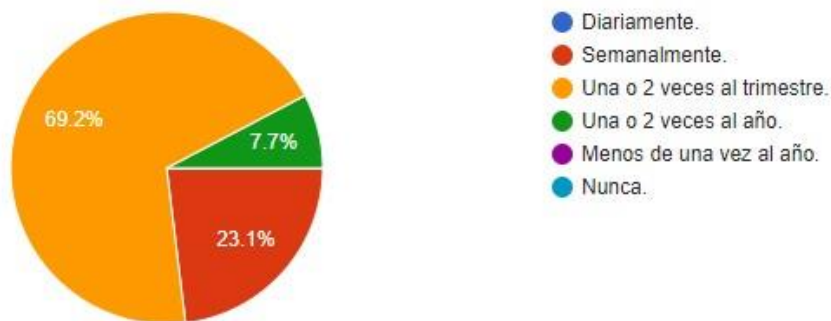
While most of respondents (53.8%) indicated that such activities took place once or twice a quarter, the same frequency as specific approaches, while 23.1% state that activities occur weekly.

In 15.4% of the respondents' educational centers, activities that integrate the whole center take place once or twice a year, while 7.7% indicate that there has never been such promotion.

**Figure 8.** Question 9. School-wide promotion and classroom activities on mental health and wellbeing
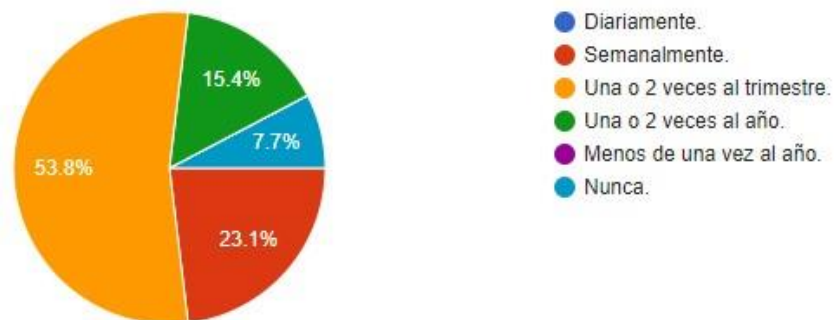


**Question 10.** In your educational institution or in one you know, who can receive emotional and mental health support?

The purpose of this question was to find out who were the actors of the educational community that had access to or the possibility of receiving emotional and mental health support at the institution.

It was identified that students are the priority for receiving such support, with 92.3%, followed by parents with 61.5%, then teachers and educational staff with 53.8%, school management with 46.2%, while administrative staff obtained 38.5%.

51

The remaining 7.7% indicated that no one received support for these issues.

**Figure 9.** Question 10. In your educational institution or in one you know, who can receive emotional and mental health support?



10. En su centro educativo o en uno que conozca, ¿Quién puede recibir apoyo emocional y de salud mental? (Seleccione todas las que procedan)

13 respuestas
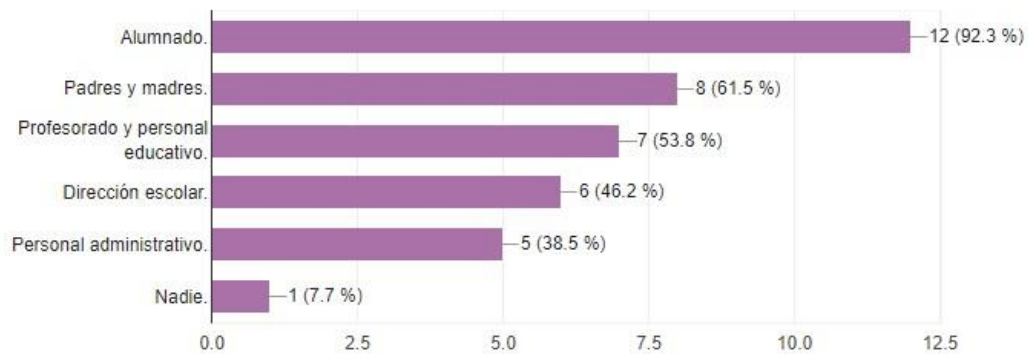
**Question 11.** What do you think are the obstacles that prevent students from asking for mental health support at school?

Here the teachers had to select the 5 obstacles that they considered most affected the students' need to ask for support in mental health issues. The options presented were as follows:

• Stigma, peer, and social pressure.

• Difficulty accessing support.

• Lack of information.

• Lack of adequate staffing.

• Lack of teacher training and guidance.

• Financial cost of support.

- Not a priority selected by the school.

- Not a priority selected by regional and central authorities.

When examining the obstacles that prevent students from obtaining mental health support at the educational center, the opinions of the participants were divided.

The main obstacle is believed to be the difficulty in accessing support (69.2%).

Other barriers appear to be related to structural reasons that depend on funding, the structure of the educational system and/or educational priorities, as indicated by more than half of the respondents.

Such reasons may include mental health and emotional support being seen as stigma, and under social and peer pressure (61.5%), lack of specialized staff (61.5%), financial cost of support and lack of information (53.8% and 46.2% respectively), lack of teacher training and guidance (30.8%) and not being defined as a priority by regional or central authorities (15.4%). Only 7.7% of respondents have indicated that mental health support is not a priority in their school.

**Figure 10.** Question 11. What do you think are the obstacles that prevent students from asking for mental health support at school?
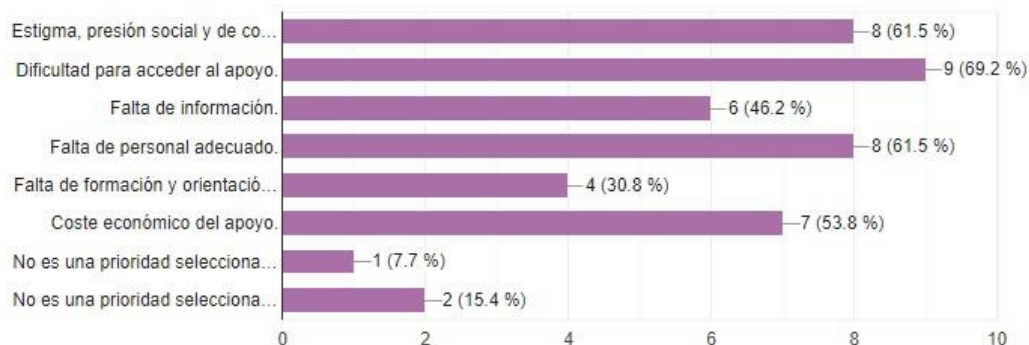


**Question 12.** Who should be responsible for mental health and wellness support at the school?

In the last question, teachers were asked to select three options to indicate who they considered should be responsible for providing the necessary support related to mental health and well-being.

According to the respondents, the three people who should be most responsible for mental health and wellbeing support are, in first place, the school psychologist or other specialist who can make medical referrals (84.6%), followed by the school counselor (46.2%) and in third place, the designated teacher, people from outside the school, e.g. medical specialists, wellbeing experts, social workers or regional or local counselors (30.8%). Respondents also referred to a social worker, the principal and each teacher as possibly being responsible for providing mental health and welfare support for students, while less reference seems to be made to special needs teachers.

**Figure 11.** Question 12. Who should be responsible for mental health and wellness support at the school?
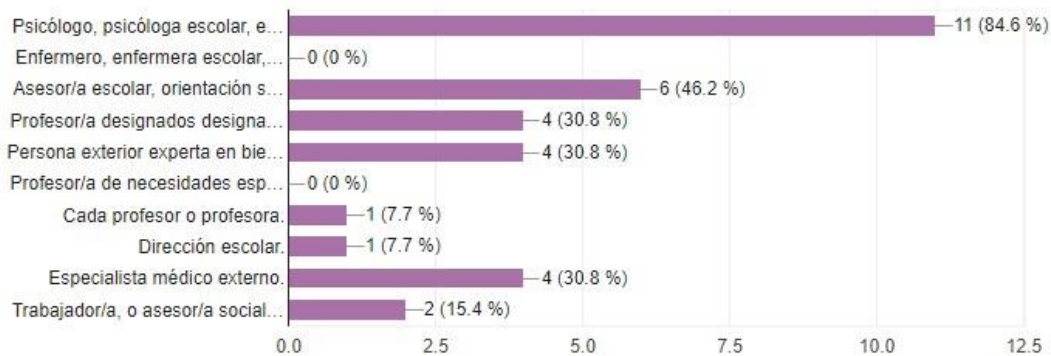


### Survey Conclusions

The survey shows that almost all of the respondents' schools, or the schools the teachers know of, provide some type of emotional and mental health support for their students. However, the frequency of interventions targeted to specific at-risk students and school-wide interventions appear to vary by school.

Frequencies vary from weekly interventions and measures, to twice a quarter, to once or twice a year. Difficult students may receive more support on a weekly basis (perhaps as a result of individual events), but a school-wide approach (e.g., a series

of planned activities, etc.) targeting larger groups of students) is less common. In both cases, more than 60% of respondents reported doing wellness and mental health activities 1-2 times per quarter or 1-2 times per year.

This infrequency could be partly explained by barriers such as stigma, social and peer pressure, which are reflected in the school and classroom climate, as well as cultural and structural constraints (such as lack of specialized staff or the fact that it is not a priority of central authorities).

This demonstrates the complexity of the problem, which depends as much on the individual perceptions of students and staff as on the structural difficulties in addressing it. The survey shows that not only pupils receive mental health and wellbeing support, but also school workers and parents.

This could indicate that there is an understanding (at least in a minority of respondents' centers) that centers have a key responsibility to provide wellness and access to mental health services to both students and center staff. It could be that if mental health and wellness were defined as a priority by attracting investment in staff training, schools could make mental health and wellness support more accessible and normalize by combating the negative connotations and biases - among all stakeholders - associated with "asking for help," and destigmatizing it.

# Chapter III

# III.    Theoretical framework

## III.I  Disability

Based on the World Health Survey (2002-2004), about 785 million (15.6%) people over the age of 15 live with a disability, while the Global Burden of Disease* estimates a figure of about 975 million (19.4%) people. Of these, the World Health Survey estimates that 110 million (2.2%) have very significant difficulties in functioning, while the Global Burden of Disease estimates that 190 million (3.8%) have "severe disability", the equivalent of the disability inferred for conditions such as quadriplegia, major depression, or blindness. The Global Burden of Disease alone measures childhood disabilities (0-14 years), estimated at 95 million (5.1%) children, of whom 13 million (0.7%) are "severely disabled".

And according to the World Report on Disability (2011), an estimated 1.3 billion people (about 16% of the world's population) have a significant disability.

In terms of national data, according to press release No. 713/21 of the National Institute of Statistics and Geography (INEGI), at the end of 2020, 899 thousand (13%) of people with disabilities and/or some mental problem or condition are children, 869 thousand (12%) are young people, 2.2 million (31%) are adults and 3.2 million (45%) are older adults.

As we can see the percentage of people with disabilities is high, and in fact this figure is increasing due in part to the ageing of the population and the increase in the prevalence of non-communicable diseases, and there is an assumption that almost everyone will suffer a temporary or permanent disability at some point in their lives.

But what is a disability? Throughout history, the concept of disability has undergone major changes; in ancient cultures it was associated with interventions by superhuman powers or divine punishments and was a condition that led to rejection and isolation.

And although this conception was gradually changing, the definition of disability was still wrong, since the traditional terminology of disability only reflects the medical approach focusing on individuals and ignoring the environment as one of the factors that contribute to disability, and understands it as an individual problem, because to describe this problem, some characteristics are identified and labelled.

This focus is only on the causes and characteristics or, in other words, on the aetiology and pathology of diseases and disorders. However, knowing about a person's disorders and impairments tells us nothing about their abilities and talents. By focusing on medical causes, it makes social dynamics and human rights invisible, reducing the person to a category and masking the complexity of the disability experience.

This gives strength to stereotypical views of disability that emphasise wheelchair users and some other "classic" groups such as the blind and the deaf.

The people most excluded from the labour market are often those with mental health problems or intellectual impairments. People with more severe impairments often suffer greater disadvantage, as evidence from rural Guatemala (2) to Europe (3) shows.

"The traditional medical approach to disability is overly focused on the individual, is not sensitive to changes in levels of participation and is unable to capture environmental influences." (Hollenweger, J. 2014. UNICEF)

However, there is now an awareness that disability involves an interaction between an individual's personal circumstance (e.g. being in a wheelchair or having a visual impairment) and environmental factors (such as negative attitudes or inaccessible buildings) that together result in disability and affect that individual's participation in society.

Thus we have definitions that state that a disability is any condition of the body or mind that makes it difficult for the person with a disability to perform certain activities and interact with the world around him or her (Centers for Disease Control and Prevention).

While the Convention on the Rights of Persons with Disabilities (CRPD), which entered into force on 3 May 2008, in its article 1, defines persons with disabilities as "those who have long-term physical, mental, intellectual or sensory impairments and who, in interaction with various barriers, may be hindered in their full and effective participation in society on an equal basis with others".

Thus, as we can see, having a disability does not only refer to the physical domain, but also includes the cognitive and social domain, which indicates the existence of many types of disabilities, which affect people with disabilities:

- The vision
- Movement
- Thinking
- Memory
- Learning

- Communication
- Hearing
- Mental health
- Social relationships

In fact, the World Health Organization (1999) mentions that disability has three dimensions:

- Impairment in a person's bodily or mental structure or function; examples of impairments are loss of a limb, loss of vision or loss of memory.

- Activity limitation, such as difficulty in seeing, hearing, walking or problem solving.

- • Restrictions in participation in normal daily activities, such as working, participating in social and recreational activities, and obtaining health care and preventive services.

Table 1 provides a basic overview of these concepts. As the table indicates:

➢ ICIDH-2 has three dimensions: Body Functions and Structure, Activity and Participation.

➢ Contextual Factors are an integral component of the classification and consist of Environmental Factors and Personal Factors.

➢ Each dimension or component can be expressed in terms of positive and negative aspects.

➢ Each dimension identifies domains that are "categories" of classification. Functioning and disability are then recorded using qualifiers, which are numerical codes. The first qualifier for each dimension and component is uniform and specifies the extent or magnitude of functioning or disability in that category.

➢ The second qualifier is specific to each dimension and is explained in the relevant sections of each dimension.

**Table 1.** Disability Dimensions

| | Body Functions & Structures | Activities | Participation | Contextual Factors* |
|---|---|---|---|---|

| Leve lof Functioning | Body (body parts) | Individual (person as a whole) | Society (life situations) | Enviromental Factors (external influence on functioning) + Personal Factors (internal influence on functioning) |
|---|---|---|---|---|
| Characteristics | Body function | Performance of | Involvement in | Features of the |
| | Body structure | individual's activities | life situations | physical, social, and attitudinal world + Attributes of the person |
| Positive aspect (Functioning) | Functional and structural integrity | Activity | Participation | Facilitators |
| Negative aspecto (Disability) | Impairment | Activity limitation | Participation restriction | Barriers / hindrances |
| Qualifiers: First Second | Uniform Qualifier: Extent or Magnitude | | | |
| | Localization | Assistance | Subjective satisfaction (under development) | (under development) |

Note: Contextual Factors are essentially components of the classification and interaction with all three dimensions.

Source: ICIDH-2. World Health Organization. (1999).

Thus, we can say that disability can be:

> ➢ Related to conditions that are present at birth and may affect functions later in life, including cognition (memory, learning and understanding), mobility (moving around in the environment),

61

vision, hearing, behaviour, and other areas. These conditions can be:

- o Disorders in individual genes (e.g., Duchenne muscular dystrophy).

- o Disorders of chromosomes (e.g., Down's syndrome); and

- o The result of maternal exposure during pregnancy to infections (e.g., rubella) or substances, such as alcohol or tobacco.

➢ Associated with developmental disorders that manifest during childhood (e.g., autism spectrum disorder and attention deficit hyperactivity disorder or ADHD).

➢ Injury-related (e.g., traumatic brain injury or spinal cord injury).

➢ Associated with a long-term illness (e.g., diabetes), which may cause disability such as vision loss, nerve damage or limb loss.

➢ Progressive (e.g., muscular dystrophy), static (e.g., limb loss) or intermittent (e.g. some forms of multiple sclerosis).

As we can see, in recent years the understanding of disability has shifted from being only a physical or medical perspective to one that takes into account the physical, social and even political context of a person, so we can define it as a complex phenomenon that "results from the intersection between persons with impairments and attitudinal and environmental barriers that prevent their full and effective participation in society on an equal basis" United Nations (2008).

Thus, understanding that disability arises from the relationship between the state of health or impairment of a person and the various factors that influence their environment, we can conclude that the environment of a person strongly influences the experience and extent of disability, as the same environments can be creators of barriers that often prevent the full and effective participation of persons with disabilities in society on equal terms with the rest.

Thus, we can mention that the experience of disability resulting from the interaction of health conditions, personal factors and environmental factors varies greatly. And although disability correlates with disadvantage, not all people with disabilities are equally disadvantaged. For example, women with disabilities face gender discrimination as well as disabling barriers, similarly we can observe that school enrolment rates differ according to disability, and children with physical disabilities tend to do better than children with intellectual or sensory disabilities.

It should also be noted that "people with disabilities" does not refer to a single population, but rather to a diverse group of people with different and varied needs, because even if two people have the same type of disability, they may be affected in very different ways.

People with low income, no work or low educational attainment have a higher risk of disability. Data from Multiple Indicator Cluster Surveys in selected countries show that children from the poorest households and those from ethnic minorities are at significantly higher risk of disability than other children (United Nations Children's Fund, 2008).

And as we know, people with disabilities experience significant inequalities compared to non-disabled people, and although efforts are being made to improve equity and inclusion in society for people with disabilities based

on major regional and global human rights frameworks, and great strides have been made to make the world more accessible to people living with disabilities, much more work is required to meet their needs related to personal and environmental factors including negative attitudes, inaccessible public transport and buildings, and limited social support.

To break these vicious circles, an understanding of disability as it relates to the interactions between the characteristics of the person and their immediate environment is required in order to make progress in improving social participation by addressing these barriers and making it easier for people with disabilities to live their daily lives.

## III. II  Psychosocial Disability

As is the case throughout much of the world, there is now a serious lack of attention given to mental health issues in Mexico. In our country, it is crucial that the responsible authorities create accurate and up-to-date records to understand who and where the people with mental illnesses are.

The psychological disability, though not new, is one of the most forgotten and neglected because it cannot be seen at first glance. The United Nations Convention on the Rights of Persons with Disabilities now recognizes this, and we now know that illnesses like depression and epilepsy cause psychosocial disability by restricting daily activities like studying.

Psychosocial disability occurs permanently or temporarily at any age of life and is related to psychological, social, or mental disorders (which may have an organic, psychological, or social origin). So, we can deduce that people with this disability may have limitations in interpersonal

relationships, perception of the environment or reality, attention, concentration, and communication.

Romanowsky (2019: 84), defines it as, "a disability that occurs permanently or temporarily and is related to psychological and social aspects, caused by alterations in mental health and severe mental disorders".

Similarly, the World Health Organization (1999) lists it as "a term used to describe a disability resulting from a mental, emotional or behavioural disorder, or a combination of these, that causes substantial impairment in functioning".

This definition underlines the impact of mental disorders on a person's ability to perform daily activities, maintain relationships and participate in society in the relationships between the individual, the family, the school community, by focusing on the educational context; thus, generating a social problem with stigmas and discrimination towards these people.

Thus, from what we can observe psychosocial disability is a complex concept, since the term accounts for the "conjunction between medical model and social model, since it arises from the incorporation of the rights approach to the medical approach to define the restrictions caused by the environment to those whose impairment is caused temporarily or permanently by the mind". (Arenas, Melo, 2021).

It refers to the difficulties people face to develop effectively in society due to mental health problems or emotional disorders, which often cause limitations in various aspects of their lives. But what are the causes of this disability?

Considering that various mental disorders can lead to this disability, such as depression, schizophrenia, bipolar disorder, obsessive compulsive disorder (OCD), anxiety disorders, post-traumatic stress disorder, agoraphobia, or borderline personality disorders (Romanowsky, 2019: 184), and since each of these mental disorders has its own characteristics, there are no specific causes.

However, Romanowski (2019: 185) mentions some risk factors, which we can understand as all the characteristics of the individual or his environment that makes the occurrence of mental problems and disorders more likely than most of the general population. Focusing on the educational context, the risk factors specific to students are as follows:

- They are temperamentally fragile and vulnerable.
- They are very withdrawn and shy.
- They face situations where they must adapt to multiple changes, for example: separation of parents, new partners, stepsiblings, changes of school, friends.
- Affected by chronic illnesses or major physical disabilities.
- Subjected to excessive or age-inappropriate demands.
- Presence of a significant sensory disability.

- Presence of an intellectual disability.
- Being unwanted or unloved by someone.

Thus, as we can see, psychosocial disability is a problem to which more attention should be paid. In fact, the WHO (1999) (stresses the importance of recognizing psychosocial disability as a valid form of impairment that requires support and appropriate adaptations.

Therefore, as teachers, when working with children and adolescents, who are a vulnerable group, it is essential to provide comprehensive care that covers all aspects of disability, since these alterations have an impact on the performance of students, in areas such as: cognitive functions (thinking, judgment, etc.), affective or emotional functions (mood and humor), and psychological and social functions (individual, social and community interaction skills, as well as the formation of bonds). (Romanowsky, 2019: 184)

It is relevant to take the appropriate educational measures so that the student is welcomed in the classroom and at school, since, due to the lack of knowledge of the disability, many of these students suffer harassment or abandonment by parents and caregivers, or mistreatment and exclusion by the school.

### III. III  Learning Barriers

As we know, during the teaching-learning process, situations can arise that hinder both the teaching intervention and the student's performance during class, and can hinder the school life of any student, not only those with some kind of disability or developmental delay, as they generally limit full access to education and learning opportunities.

These challenges and/or difficulties are known in education as "Barriers to Learning and Participation" (BAP). The term BAP is adopted instead of "special educational needs" to refer to all difficulties experienced by any learner. BAP is seen as arising from the interaction between learners and the contexts, people, policies, institutions, cultures and social and economic circumstances that affect their lives (SEP, 2018, p. 25).

Thus, with this definition, we can mention that these barriers can manifest themselves in various forms, from institutional constraints to personal limitations. A major barrier to learning is the lack of access to quality education. The unequal distribution of educational resources, such as schools, books, and technology, creates a gap that deprives many people of learning opportunities.

In addition, rigid education systems and outdated teaching methods can hinder the learning process. When students are forced to adopt a one-size-fits-all approach, their unique learning styles are neglected and their ability to grasp concepts effectively is hindered. Fear of failure and an emphasis on grades further discourage exploration and creativity, stifling the joy of learning.

Not forgetting socio-economic factors, we note that economic constraints can limit access to educational materials, tutoring or additional support, making it difficult for people from disadvantaged backgrounds to thrive academically. This economic gap excludes many from decision-making processes and perpetuates inequality in society.

On the social side, discrimination and prejudice can also act as barriers, affecting the self-esteem and confidence of marginalised groups, making it difficult for them to engage and participate in educational settings.

In the area of participation, barriers often arise that prevent people from fully participating in social, political and community activities. These barriers can stifle collective progress and limit the diverse perspectives needed to address complex challenges. A major barrier to participation is a lack of inclusion and representation. When certain voices are silenced or marginalised, it hinders the democratic process and prevents the development of comprehensive solutions. In addition, language and

cultural barriers can further alienate marginalised communities, making it difficult for them to participate in and contribute to public discourse.

In addition, lack of awareness and understanding can create barriers to participation. Some individuals may feel disengaged or apathetic due to a perceived disconnect between their concerns and decision-making structures. Limited knowledge of their rights and opportunities may deter them from actively participating in civic activities, perpetuating a cycle of disempowerment.

However, these barriers can be mitigated or eliminated when they are identified and minimised. Thus, the duty of the teacher must be to treat the learner according to their individual differences to ensure an effective learning process, considering that the learner may have problems with one or more types of learning barriers.

Thus, there is a need for interventions according to their needs to ensure that they reach their full potential. Barriers to learning can be intrinsic barriers, such as mental disorders, dyslexia, ADHD, autistic spectrum disorders; or extrinsic barriers, such as cultural barriers, emotional factors, as well as extrinsic barriers, such as those mentioned above.

Lieb, 1991, mentions the following: (a) lack of time, (b) lack of confidence, (c) lack of information about learning opportunities, (d) scheduling problems, (e) lack of motivation and (f) "bureaucracy".

Thus, to address these barriers to learning, we must strive for educational equity. This requires providing the same opportunities and resources to all learners, regardless of their background. Inclusive pedagogical practices that accommodate diverse learning styles and foster a supportive learning environment can enable learners to overcome barriers and reach their full potential.

We must prioritise inclusion and representation. Ensuring that diverse voices are heard and actively soliciting input from under-represented communities can lead to stronger and more inclusive decision-making processes. By fostering inclusive spaces, amplifying marginalised voices and raising awareness, we can unleash the collective power of collaboration and pave the way for a more just and equitable society.

### III. IV   Universal Design for Learning (UDL)

Universal Design for Learning, or UDL, according with UNICEF (n/d), is an "educational framework that recognises that all children and adolescents learn in diverse ways and benefit from differentiated learning techniques in the classroom"

So, we can understand it as a teaching approach that works to accommodate the needs and abilities of all learners and eliminates unnecessary hurdles in the learning process. This means developing a flexible learning environment in which information is presented in multiple ways, students engage in learning in a variety of ways, and students are provided options when demonstrating their learning.

This approach is particularly suited to children and adolescents with different types of disabilities and facilitates their inclusion in the classroom, and will therefore be the basis for the design of the research interventions as the study group are pupils with one type of disability.

However, in order to start with the implementation of this approach, we need to take into account certain considerations: Provide Options for Perception, Provide Options for Expression and Provide Options for Comprehension (CAST, 2011).

Considerations for UDL

- Provide Options for Perception - Based on the premise that students access information differently, this principle means providing flexible and multiple ways to present information. For example, using PowerPoint as a visual supplement to your lecture.

- Provide Options for Expression - Since students vary in their abilities to demonstrate their learning in different ways, this principle means providing flexible and multiple ways to allow students to express their knowledge or demonstrate their skills. For example, providing students an option of writing a final exam or submitting a final assignment.

- Provide Options for Comprehension - Students are motivated to learn for different reasons and vary in the types of learning activities that keep them engaged. This third principle means providing multiple ways for engaging in course activities. For example, engaging students in both group work activities and individual work, as opposed to engaging students only in individual work.

Remember that providing choices does not mean changing course expectations
(e.g., if your course learning outcomes includes being able to communicate in writing, students need to demonstrate their learning through a written assignment).

The implementation of the SAD in this work will be of great importance and usefulness, as it will be the approach on which the design of our classes will be based. Some of the advantages for which it will be implemented are as follows:

1. Inclusion: SAD seeks to ensure that all students have access to education and learning materials. By designing our classes according to

SAD principles, we can remove barriers and provide meaningful learning opportunities for all, including students with disabilities or learning difficulties.

2. Equity: By adopting the SAD, we ensure that all students have the opportunity to achieve the same educational goals. Inclusive classroom design allows each student to receive the supports and accommodations necessary for their learning, which promotes educational equity.

3. Flexibility: SAD focuses on providing multiple means of representation, action and expression, and engagement. This means that students have a variety of options for accessing information, participating in activities and demonstrating their learning. By designing our classes in a flexible way, we can cater to the different preferences and needs of students, which can enhance their motivation and engagement.

4. Enhanced learning: SAD-based design encourages active and meaningful learning. By providing multiple ways of presenting information, allowing for active student participation and offering options for learning expression, it encourages greater engagement and deeper understanding of concepts.

5. Diversity of learners: In any group of learners, we will find a diversity of abilities, cultural backgrounds, learning styles and prior experiences. By using SAD, we can take this diversity into account and adapt our lessons to be accessible and meaningful for all students.

In short, basing our classroom design on Universal Design for Learning is important and useful because it promotes inclusion, equity, flexibility and meaningful learning. By taking into account individual student differences

and offering multiple options, we can create an educational environment in which all students have the opportunity to succeed.

# Chapter IV

# IV. Methodology

## IV. I  Qualitative Research

Because this research is interested in or is aimed at studying issues related to social behaviour, specifically in the school environment, it will be qualitative, as it will seek to understand how the educational actors, in this case teachers and students, develop in the classroom context in relation to the problem, which is the need for our teaching performance to adequately address students with psychosocial disabilities in order to generate an inclusive environment.

This, considering that the main objective in this type of research is to use concepts that help us to understand social phenomena in natural environments, in order to understand the experiences, perceptions and behaviours of the people studied, as well as the meanings they attribute to them (Bryman A. Social Research Methods (3rd edn). Oxford University Press, 2008).

This is done through the collection of descriptive data using methods such as conversational or written communication, observable behaviours, participation and discussion of the individuals and groups studied, as well as the reading of related textual and visual media. Thus, the results are more descriptive, and inferences can easily be drawn from the data obtained.

In this type of research there are many methods that are designed in a way that helps to reveal the behaviour and perception of the target audience in relation to the research topic. However, for the purpose of this paper, action research will be used.

## IV. II  Research-Action Methodology

Considering that action research is used in the everyday context, to provide solutions to real problems, this will be the methodology to be implemented, as the document seeks to provide a solution to the previously mentioned problem, which is a real or existing problem in the educational field.

According to Latorre (2005), the educational action research is

> an expression used to describe a group of activities that teachers carry out in their own classrooms for purposes such as: curriculum development, professional selfdevelopment, improvement of educational programmes, planning systems or policy development. (25)

These activities have in common the identification of action strategies which are implemented and later subjected to observation, reflection, and change. It is considered as an instrument which generates social change and educational knowledge about social and/or educational reality, provides autonomy and empowers those who carry it out.

Therefore, we can conclude that action research refers to the creation of strategies to improve the educational and social system, which, in the case of this research, will be academic considerations for teachers to work with students with psychosocial disabilities in order to achieve learning.

## IV. III  Characteristics of action research

Some of the characteristics of action research proposed by Kemmis and McTaggart (1988) will therefore be considered, and these are set out below:

- It is participatory, i.e., people work with the intention of improving their own practices, as the research follows an introspective spiral: a spiral of cycles of planning, action, observation and reflection.

- It is collaborative, carried out in groups by the people involved.

- It creates self-critical communities of people who participate and collaborate in all phases of the research process.

- It is a systematic, praxis-oriented learning process (critically informed and engaged action).

- It tests practices, ideas and assumptions.

- It involves recording, collecting, analysing our own judgements, reactions and impressions of what is happening; it requires keeping a personal diary in which we record our reflections.

- It makes critical analyses of situations.

- Proceeds progressively to broader changes.

Thus, Kemmis' model will be used, elaborated to be applied to teaching, where the development process is organised on two axes, a strategic one constituted by action and reflection; and an organisational one constituted by planning and observation, where both axes are in continuous interaction, which contributes to solve the problems and to understand the practices that take place in the teaching exercise.

The process is made up of four interrelated phases or moments, previously mentioned: plan, action, observation, and reflection. Each of the moments involves a retrospective view and a prospective intention that together form a self-reflective spiral of knowledge and action.

Kemmis' model is represented in a spiral of cycles, where each cycle is composed of four elements:

1.    The development of a critically informed action plan to improve what is occurring.

2.    An agreement to implement the plan.

3.    Observation of the effects of the action in the context in which it takes place.

4.    Reflection on these effects as a basis for further planning, critically informed action, through successive cycles.
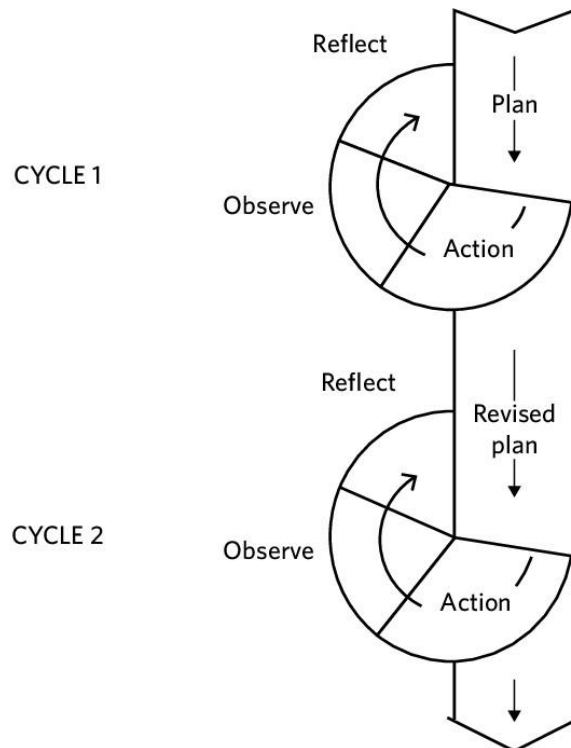


**Figure 12.** Simple Action Research Model
(from MacIsaac, 1995)

Thus, for the development of this document, the action research plan will consist of 2 cycles, which will follow the order of the previously mentioned

phases. In the first instance, in the planning phase, we will analyze which would be the relevant resources to implement in order to collect the greatest amount of useful information for the research, and thus design them, to be subsequently applied both in the observation days and the teaching interventions, referring to the action phase. Then we will proceed to observe the performance and effects of these during their application, to proceed with an analysis of whether they were useful and how, i.e., if they had the expected impact on the research, which will be reflected in the last phase which is the reflection.

# Chapter V

# IV.  Action Plan

OBJECTIVE: Propose academic considerations for teachers in relation to working with students with psychosocial disabilities in order to achieve learning.

STRATEGY: Design and implementation of planning that integrates audiovisual and physical resources (REALIA), as well as games, and at the same time employs collaborative work.

| ACTION | DETAILED ACTIONS | EXPECTED RESULTS | RESPONSIBLE | RESOURCES |
|---|---|---|---|---|
| Analysis of the institutional and classroom context of the working groups.<br><br>**DESCRIPTION**<br><br>Collection of contextual information about the institution, as well as the study groups through diagnostic instruments during the observation journey from August 22$^{nd}$ to September 9$^{th,}$ 2022. | Through diagnostics designed by the research developer, applied both to the teaching staff and to the students belonging to the work groups to identify their characteristics regarding the research objective. | Know the real state of the institution from which we start in order to achieve the objectives.<br><br>Know the real possibilities of the institution to fulfill the purpose of the research in terms of human resources.<br><br>Detail the current situation of the working group in terms of characteristics that could negatively affect the research. | Trainee teacher. | Observation guides.<br><br>English level test.<br><br>Working group files.<br><br>On-line survey.<br><br>Pre-designed interview. |

| ACTION | DETAILED ACTIONS | EXPECTED RESULTS | RESPONSIBLE | RESOURCES |
|---|---|---|---|---|
| Implementation and analysis of the first planning that integrates strategies adapted to the characteristics of students with psychosocial disabilities. | The first strategies are implemented using REALIA, audiovisual and physical material. As well as collaborative work, to later analyze the performance of these strategies by observing the behavior and learning results of the students, to choose the strategies that worked best for the achievement of the objective, and to improve the next intervention. | Students show greater interest and participation during the classes. Most of the students feel included during class dynamics. Favor social interactions among students by implementing collaborative work. | Trainee teacher. | YouTube videos. Posters. Flashcards. Worksheets. |
| **DESCRIPTION** | | | | |
| Design and implementation of the first planning that integrates the strategies of collaborative work, use of audiovisual and/or physical material, and dynamics that include games; during the 1st intervention journey from October 10th to 21st, 2022. | | | | |
| ACTION | DETAILED ACTIONS | EXPECTED RESULTS | RESPONSIBLE | RESOURCES |

| | | | | |
|---|---|---|---|---|
| Implementation and analysis of the second planning that integrates strategies adapted to the characteristics of students with psychosocial disabilities. | The range of strategies and resources implemented was expanded. To subsequently analyze the performance of these strategies by observing the behavior and learning outcomes of the students, in order to choose the strategies that worked best for the achievement of the objective, i.e., the relevant academic considerations for working with students with psychosocial disabilities and achieve learning. | There is a better work environment based on trust, so students feel closer to the trainee teacher.<br><br>Students are more motivated and confident to participate.<br><br>Students find it easier to work in collaborative activities.<br><br>Most of the students feel included during class dynamics.<br><br>Students improved their performance in class, complying with the work requested. | Trainee teacher. | Digital presentations.<br><br>Posters.<br><br>Flashcards.<br><br>Word cards.<br><br>Audios<br><br>Worksheets. |
| **DESCRIPTION** | | | | |
| Design and implementation of the second planning that integrates the strategies, with the necessary adjustments based on the areas of opportunity observed during the previous intervention; during the 2nd intervention journey from November 22 to December 9, 2022. | | | | |

# Chapter VI

# V.    Implementation of the Action-Research Plan

## VI. I   First cycle

The development of the first cycle of the action research was carried out during the practice day corresponding to the period from October 10 to 21, 2022, where the main objective was to implement the 1st planning with strategies aimed at meeting the needs of students with psychosocial disabilities (Annex 23).

The development of the action plan was divided during the two weeks of practice, in which we would work with the social practice of Introducing oneself and third persons, as an introduction to the subject, because the students have no previous knowledge of the language as it was the first time, they were taught the subject.

The following is a description of the goal, the steps, the actors involved, the resources, as well as the instrument or strategy that will help measure progress.

### Description - First week

- Goal

Students are able to greet and introduce themselves in a short conversation.

- Action steps

The trainee teacher conducts dynamics to approach students and establish a climate of trust.

Students become familiar with basic vocabulary such as greetings, classroom rules and expressions to use during English classes.

The trainee teacher introduces the topic of greetings through audiovisual resources.

The students carry out a conversation using the expressions seen during the classes.

The trainee teacher introduces the topic of professions.

- Actors who intervene to achieve the objective.

Trainee teacher and students.

- Resources

Posters, Flashcards, videos, projector, worksheets. Digital presentation, cards for group work.

- Instrument to measure progress

Rubric to evaluate the worksheets implemented.

Hello work where they had to complete the sentences to talk about what they learned.

Checklist to verify if the didactic material covers the necessary elements to work with the study subjects (classroom context, course requirements, students' characteristics, teacher's characteristics).

Checklist to verify if the implemented material has the necessary characteristics to achieve the expected learning in the subjects of study.

**Description - Second week**

- Goal

Students are able to introduce themselves and others in conversation.

- Action Steps

Students activate their prior knowledge of Spanish occupational vocabulary and relate it to English through visual resources.

Students relate vocabulary in class to the context of their community.

Students introduce a person and his/her profession in a short dialogue.

- Actors that intervene to achieve the objective.

Trainee teacher and students.

- Resources

Worksheets, Flashcards.

- Instrument to measure progress

Checklist to verify if the didactic material covers the necessary elements to work with the subjects of study (classroom context, course requirements, students' characteristics, teacher's characteristics). (Annex 24)

Checklist to verify if the implemented material has the necessary characteristics to achieve the expected learning in the subjects of study. (Annex 25)

### VI. I. I   Plan

During the development of the 1st day of intervention, the use of didactic material was implemented, as well as strategies that follow one of the three considerations of the UDL (providing options for perception, expression or comprehension), so that with these activities all students would be included in the class work.

Some of the materials to be implemented will be videos, posters, and flashcards, as visual resources, for the construction of meaningful knowledge, taking advantage of the communicative potential of images, sounds and words by exposing students to experiences that stimulate their senses, and where different learning styles are worked with.

Collaborative work was also used, since it improves problem-solving skills, encourages social interaction and fosters communication skills.

Activities outside the classroom were implemented to increase communication, organization and decision-making skills, as well as to increase motivation to learn and understand what they are experiencing.

### VI. I. II   Action

During the two weeks of teaching intervention, resorted to the implementation of materials and strategies designed for the integration of students with psychosocial disabilities, following UDL considerations.

Providing options for perception:

As a visual resource, some posters were used, with the purpose of providing support to students by showing the language they could use in the classroom, as well as exemplifying the activity to be performed.

The use of a YouTube video related to the class topic was intended to introduce the vocabulary of greetings and when to use them; however, it was not possible to implement it, since the use of the equipment to project it was not allowed.

The Flashcards had the function of introducing vocabulary about professions, and activation of prior knowledge.

Provide options for expression:

Through the design of activity worksheets to evaluate the comprehension of what was exposed by the teams, it was sought that students would pay more attention to the presentation of the final products of their peers and express it through various forms such as drawings, comprehension questions, descriptions, etc.

Provide options for comprehension:

Oral - a type of brainstorming was conducted where students had to name 10 items from the same semantic field, which in that case was professions, this with the purpose of reviewing the vocabulary previously seen in class.

Students also developed their oral skills through the presentation of a conversation between students, where they had to put into practice what they had learned (formal and informal greetings, professions and what they do).

Written - to corroborate that the students understood the vocabulary of professions, they were asked to draw pictures of the professions seen in class. They were also asked to write short sentences about the functions of the professions seen in class, using their previous knowledge in their mother tongue, and supporting them by providing them with vocabulary.

Implementation of games

The Hot Potato Game was used so that students could review the vocabulary of the classes, improve their interaction among classmates, and create an atmosphere of trust by performing an activity that everyone knew and already knew how it was developed.

### VI. I. III   Observation

During the implementation of the aforementioned strategies and didactic material, it was possible to identify that the attitude of the students was shy at the beginning, and they were embarrassed when they were asked to participate, and they did not do it, it is assumed that this happened, since it was the first time interacting with them, so there was not yet an atmosphere of trust, thus, participation was practically null.

However, as the class progressed and more dynamic activities were done, the attitude of the students changed to be more enthusiastic, as more

active and new activities were presented, that is, activities that they were not used to doing with the teacher.

This change in the students' attitude was observed when it was indicated that activities involving games or activities in the playground would be worked on, as well as during the activities that were carried out in groups, with the help of the trainee teacher, because as the students accompanied them, they were more confident in trying to respond or share their ideas.

The easiest activities to develop were those involving the use of flashcards, since the students related the images to their previous knowledge of their mother tongue and related it to English.

On the other hand, the activities where there was less participation or where the students showed an attitude of not wanting to participate were those carried out in the playground, since the students, not being used to carrying out this type of activities, were embarrassed, and they did not behave well, since they did not follow instructions.

It was identified that the students had a hard time relating among peers outside their circle of friends, that is, when they were told that they would work as a team, the students showed a negative attitude, since they did not like the way their peers worked.

It was also observed that the activity that the students liked to do the most was drawing and coloring; they were very creative and animated when doing them. While in the writing activities, they took a long time to do them, this could be attributed to the fact that they had never taken English classes, so they had no previous knowledge. So, they had to be supported by giving them a model of how to do it or doing the activity together with them.

### VI. I. IV   Reflection

According to what it was possible to observe, and considering the results of the students, we can assure that there is much room for improvement, since the attitude of the students during the class is still not totally positive, since English is one of the subjects that the children like the least because of its degree of difficulty, having to learn a new language from scratch, the students maintain an attitude of denial to want to learn, or they themselves create a mental block by predisposing themselves that they will do it badly.

Therefore, for the next intervention, more attention should be paid to the student's attitude, and try to make it positive, encouraging them to participate through words of encouragement or supporting them in the pronunciation of words, which is the most difficult skill for students (speaking). This is because the attitude of the students plays a fundamental role in their learning process, as it can influence motivation, participation, persistence and learning effectiveness.

In addition, attention should also be paid to the students' attitude towards collaborative work, considering the various factors that influence it, such as school culture, previous experiences, group dynamics and individual expectations.

Reflecting on students' attitudes can help us to better understand their perceptions and emotions, and to identify strategies to encourage more positive and productive participation.

**VI. II   Second cycle**

The development of the second cycle of the action research was carried out during the practice day corresponding to the period from November 21 to December 9, 2022, where the main objective was to implement new or improve strategies aimed at addressing the needs of students with psychosocial disabilities.

In the same way as the previous cycle, we will proceed to describe the goal, the steps, the actors involved, the resources, as well as the instrument or strategy that will help measure progress according to the social practice given (understands and expresses opinions about a community service). (Annex 26)

**Description - First week**

- Goal

To familiarize the students with the vocabulary, as well as to make a brief introduction to the topic of community services, which will be worked with during the classes.

- Action steps

Activation of students' previous knowledge through the activity of linking flashcards of professions with their respective workplaces.

Introduction to the topic through a reading.

Familiarization of students with the vocabulary of professions and workplaces.

- Actors that intervene to achieve the objective.

Trainee teacher and students.

- Resources

Flashcards, audios, projector, notebooks. Worksheets. Digital presentation.

- Instrument to measure progress

Rubric to evaluate the worksheets implemented.

Checklist to verify if the didactic material covers the necessary elements to work with the subjects of study (classroom context, course requirements, students' characteristics, teacher's characteristics). (Annex 24)

Checklist to verify if the implemented material has the necessary characteristics to achieve the expected learning in the subjects of study. (Annex 25)

**Description - Second week**

- Goal

Students produce sentences using the corresponding grammatical structures as well as the vocabulary previously seen.

- Action Steps

Students are able to identify register types, through audios and readings.

Verify if students are able to identify the uses of the expressions seen in previous classes, through the scanning strategy.

- Actors involved to achieve the objective.

Trainee teacher and students.

- Resources

Digital presentation projector. Worksheets, Flashcards, Posters.

- Instrument to measure progress

Rubric to evaluate the worksheets implemented.

Checklist to verify if the didactic material covers the necessary elements to work with the subjects of study (classroom context, course requirements, students' characteristics, teacher's characteristics). (Annex 24)

Checklist to verify if the implemented material has the necessary characteristics to achieve the expected learning in the subjects of study. (Annex 25)

### Description - Third week

- Goal

Students interact as a group to produce a conversation about community service based on the expressions seen in class.

- Action steps

A brief review of the structures seen during the previous weeks is done.

Students in teams begin the production of the final product (conversation about a community service).

- Actors involved in achieving the objective

Trainee teacher and students.

- Resources

Flashcards, posters, worksheets.

- Instrument to measure progress

Rubric to evaluate the worksheets implemented.

Checklist to verify if the didactic material covers the necessary elements to work with the subjects of study (classroom context, course

requirements, students' characteristics, teacher's characteristics). (Annex 24)

Checklist to verify if the implemented material has the necessary characteristics to achieve the expected learning in the subjects of study. (Annex 25)

## VI. II. I   Plan

During the development of the 3rd day of intervention, the range of didactic material was expanded, as well as strategies that follow one of the three UDL considerations (providing options for perception, expression or comprehension), so that with these activities all students would be included in the class work.

Some of the materials to be implemented will be digital presentations, posters, flashcards, and wordcards as visual resources, to facilitate comprehension, as well as retention of information, by being personalized and adapted to the characteristics of the students, especially those of the study group (students with psychosocial disabilities), to meet their specific needs. These were selected considering the purpose of their implementation, whether it was to practice vocabulary or to activate previous knowledge.

Similarly, auditory resources were used, such as audios of conversations, since they allow students to develop their imagination, creativity, increase their interest and motivation to learn, since they are an alternative and innovative channel of instruction for the student, in addition to stimulating the function of the senses, activating experiences and previous learning.

**VI. II. II  Action**

As in the previous cycle through the three weeks of teaching intervention, we resorted to the implementation of materials and strategies designed for the integration of students with psychosocial disabilities, following the considerations of the UDL, in addition to considering the observations on the resources and strategies of the previous cycle.

Provide options for perception:

Use of digital presentations as support for the explanation of the topic and the activities to be developed during the classes.

Flashcards. This resource was used for different purposes.

1. Checking previous knowledge - when students had to match images of professions/ trades with images of workplaces corresponding to each one of them.

2. Deduction - students had to guess the type of register (formal/informal) used in each situation and the way people spoke (enthusiastic, angry, polite).

3. Vocabulary review - by employing the images as a memory game.

Wordcards. This didactic material still had different uses. For example:

➢ Exemplifying on the blackboard how an activity on the worksheets would be solved.

➢ Helping students to answer the activity as a group.

➢ Review the answers as a group.

Posters. This material was used to show for the whole class the material they had individually and to exemplify how they should carry out the activities.

Readings in the form of dialogues. The purpose of presenting the readings in this format was to diversify the ways of working on reading skills and thus increase the students' interest.

Use of audios to develop listening comprehension.

Playing audios while reading. The purpose of this activity was to help students become familiar with the sounds, register and intonation of the language, as well as to exemplify the pronunciation of vocabulary.

Provide options for expression:

Through the design of activity worksheets to evaluate the comprehension of what was exposed by the teams, we sought to have students pay more attention to the presentation of their peers' final products and express it through various forms such as drawings, comprehension questions, descriptions, etc.

Provide options for comprehension:

Comprehension questions. As is already well known, this strategy helps to check if the student managed to understand what the readings are talking about.

Strategy, reading, speaking and writing. The intent of the strategy is that by talking about their reading to students, they remember, process, and learn from the experience of others. First, students read the text individually, they can take notes on what they consider most important.

Then as a group, they discuss the content of what they have just read. Subsequently, the students will answer the questions requested in writing. At the end of the activity, some students are asked to share what they have written in order to encourage a brief class discussion.

Strategy completes the dialogue with expressions from the previous exercise. The objective of this exercise was to verify understanding of the vocabulary.

Scanning - color coding. The scanning strategy was used to verify that the students understood the grammatical uses seen in class, through the search for sentences that exemplified them in the reading.

*Implementation of games*

Hot potato game. The purpose of this activity was to review vocabulary in a fun and engaging way for the students, as well as to integrate all students in a single activity.

Riddles. This activity was used for the activation of previous knowledge.

High-five" activity: students stand up, raise their hands and when the phrase "high-five" is said, they high-five their closest partner. Whoever is left without a partner is asked a question about the class.

### VI. II. III   Observation

During this intervention, the activities and material implemented were diversified, although the materials or strategies that were identified as having worked in the previous intervention (flashcards, games (hot potatoe), team performance evaluation sheets) were reused. Thus, in this intervention it was noted that the attitude of the students was more active, perhaps because a topic of their interest was worked on, in addition to the

fact that they already had prior knowledge of vocabulary and a general idea of the topic, since it had been addressed in the previous day.

Likewise, this positive attitude and interest could be identified due to the students' reactions; expressions of astonishment and enthusiasm were observed, which were more visible during the development of the audiovisual activities. This is deduced what happened because the teacher had not used the implementation of videos or digital presentations, so they were new activities for the students.

They also showed interest and amazement when using the audios, since they had never had this approach to the language. Although it also caused them confusion, as they did not understand how the activities worked with the audio, or because of the low level of the students, they did not understand what was being said, so it was decided to support them in exemplifying vocabulary with mimicry or in extreme cases, using translation.

The easiest activity for the students to develop was the relation of expressions with their purpose, since this had also been addressed in previous classes. One of the activities that also showed a lot of student participation was brainstorming where students mentioned what each profession did.

While the activity that was observed to be more complicated for the students was writing and interpreting a conversation about community service. This was despite the fact that the students were shown a model of how they were to do their conversation. They did not understand what they were supposed to do.
This is with regard to writing, while in speaking no team wanted to move on to interpreting their conversation since they were embarrassed to

speak in front of the group in English because they did not know how to pronounce the words.

However, overall, the students' performance was good. There was participation, they handed in all the work requested because it was not complicated, and they were not left with doubts, since the vocabulary was reviewed several times, in addition to the fact that they were topics that had already been seen previously, so it was easy for the students to develop the activities.

### VI. II. IV Reflection

Based on these observations about students' attitudes, we can mention that there are several reasons why there is more participation when varied activities and audiovisual elements are used.

The first would be multisensory stimulation, as varied activities and audiovisual elements involve different senses, such as sight and hearing. This provides a richer and more stimulating learning experience for students. By using different sensory modalities, different areas of the brain are activated, which can improve information retention and keep students interested.

In addition, we can consider that they present variety and fun, and break the monotony and routine in the classroom. Students tend to get bored when they are constantly faced with the same teaching methodology. By introducing variety and visual elements, a more dynamic and fun environment is created, which makes students feel more engaged and motivated.

Thirdly, we would have the achievement of interactive learning, since audiovisual elements, such as videos, multimedia presentations or

simulations, allow for greater student interaction and participation. In addition, students can become actively involved in the learning process, either by answering questions, discussing ideas or solving problems. This active participation promotes deeper and more meaningful learning.

There is cognitive stimulation, as we must consider that audiovisual elements can help present information in a clearer and more visually appealing way. Graphs, images, diagrams and videos can simplify complex concepts, making them easier to understand. This is especially beneficial for visual learners or those who learn best through images and visual representations.

This goes hand in hand with considering that students have different learning styles, i.e., some are more visual, others auditory or kinesthetic. By using varied activities and audiovisual elements, the opportunity is provided to cater to a variety of learning styles and allow each student to find a way to connect with the material.

In summary, varied activities and audiovisual elements promote more active student engagement by stimulating multiple senses, providing diversity and enjoyment, encouraging interaction, facilitating comprehension, and accommodating different learning styles. These strategies help maintain students' interest and attention, which translates into greater participation and engagement in the learning process.

# Chapter VII

# VII.    Conclusions

After developing the action plan to achieve the main objective, we can conclude that adapting the lesson plans, as well as the materials to be used, to the characteristics and needs of the students, is of vital importance in the teaching and learning process. Mainly of those who are more susceptible to face more learning barriers, when presenting some mental health problem, and more if these could derive in Psychosocial Disability, because this as it is already of our knowledge, could imply significant disadvantages for the educational integration of the student, delaying and even making impossible the achievement of learning.

Therefore, as academic considerations to take into account in our teaching performance to meet the need to include students with this condition, when cases arise in our groups, it is proposed in the first instance the adaptation of resources to implement in class (lesson plans, teaching materials), because this adaptation leads to advantages such as:

1.      Attention to diversity: Since students have different learning styles, learning paces, interests, and abilities, by adapting planning and materials, the diversity of students is recognized and respected, allowing each one to access the content effectively. This fosters inclusive and equitable learning, where all students have the opportunity to participate and progress.

2.      Improved engagement and motivation: When planning and materials are tailored to the characteristics and needs of students, a more relevant and meaningful learning environment is created. Students feel more motivated and engaged when the content relates to their interests, experiences, and personal goals. This promotes active participation and higher achievement in learning activities.

3.      Facilitation of meaningful learning: By making these adaptations, we seek to establish connections between the new knowledge and the students' prior knowledge. This facilitates meaningful learning, where students can build new concepts and skills from their existing understanding. By considering their needs, deeper and more lasting learning is promoted.

4.      Personalization of the learning process: Each student has his or her own specific strengths, weaknesses, and challenges. By adapting planning and materials, the learning process can be customized to meet those individual needs, especially students with mental health issues. This involves providing additional supports, appropriate challenges, supplemental resources, and differentiated activities based on students' abilities and preferences.

5.      Improving teaching effectiveness: Such adaptation of planning and materials to the characteristics and needs of students allows us as teachers to offer more effective and efficient teaching. By considering students' specific learning styles and difficulties, teachers can select appropriate strategies and resources that maximize learning impact. This contributes to better academic performance and greater satisfaction in the teaching process.

6.      Promoting inclusion and educational equity: As a last and most important advantage, the adaptation of planning and materials is fundamental to guarantee inclusion and educational equity. By considering the characteristics and needs of students, exclusion is avoided, and equal learning opportunities are provided. This is especially important for students with disabilities, special needs or in disadvantaged situations, as they are offered the necessary support to enable them to participate fully in the educational process.

As a second consideration, diversifying the types of materials by referring to using visual, auditory and play elements in combination is very useful and can provide several significant benefits, for example:

➢ It caters to different learning styles by considering a variety of student preferences. Some students may learn best through viewing pictures or graphics, while others may benefit more from listening to recordings or participating in playful activities. By using a variety of materials, an inclusive learning environment is created, and student participation and understanding is maximized.

➢ By using visual, auditory, and playful elements, students are provided with multiple ways to access information and concepts, and this can facilitate a deeper and more complete understanding of the content. For example, when introducing new vocabulary, an image (flashcard) can be shown, an audio recording can be played, and a related play activity can be performed. This combination of elements provides multiple entry points to knowledge, which helps learners build connections and retain information more effectively.

➢ Supports the stimulation of language skills, as each type of material used in learning English stimulates different skills. Visual elements help develop visual comprehension, image and word association, and interpretation of graphs or diagrams. Auditory elements promote the development of listening comprehension, pronunciation, intonation, and familiarity with different accents and rhythms of the language. Play elements encourage active participation, collaboration, problem solving and language practice in real contexts. By diversifying the types of materials, students are offered a wider range of opportunities to develop and strengthen different language skills.

➢ Diversifying the materials used in English language instruction can increase student motivation and engagement. Engaging visuals, interesting audio recordings, and fun play activities capture students' attention and keep them involved in the learning process. This helps create a positive and stimulating environment, which in turn fosters greater interest and enthusiasm for the language.

➢ By using different types of materials, students are given the opportunity to apply language in real and meaningful contexts. Visual elements can depict everyday life situations, auditory elements can present authentic dialogues, and play activities can simulate real communication situations. This helps students develop practical communication skills and prepare them to interact in real-life situations outside the classroom.

As a third consideration, the implementation of games in the classroom as an educational tool is mentioned, as it provides active and participatory learning, since games that actively involve students provide opportunities for peer interaction. And by working in teams, it requires the development of skills such as decision making and problem solving, which promotes a more dynamic and stimulating learning.

Similarly, it can be found to create motivation and engagement in students, as the games are naturally engaging and fun, which fosters interest and enthusiasm for learning. Thus, by creating a playful environment, it can lead to greater knowledge retention.

On the other hand, games can be specifically designed to reinforce specific content and skills. For example, games can be created to practice vocabulary, concepts, problem solving, reading comprehension, among others; by providing a safe environment to practice and apply.

Games can challenge critical thinking, problem solving, creativity and decision making; so students must analyze situations, plan strategies to adapt to different scenarios, and by doing this, the development of cognitive skills is stimulated.

As one of the most important benefits closely related to the problem, games can provide relief from stress and anxiety, mainly those associated with academic learning. By creating a playful and relaxed environment, games help reduce pressure and attention. This facilitates a better mood and greater receptivity to learning.

Games provide memorable and meaningful learning experiences, so students tend to better remember what they learn through direct experience and active participation. Games can create impactful and emotional moments that remain in long-term memory.

Another advantage of the implementation of games as a didactic resource is the development of social skills, since by proposing group games, social interaction and teamwork are promoted. Students learn to communicate, cooperate, negotiate, take turns, and resolve conflicts. These social skills are fundamental for personal development and life in society.

This brings us to the fourth consideration, the implementation of collaborative work in the classroom, since it offers numerous advantages for both students and teachers, the most important of which would be:

- ✓ Active learning in the learning process. Students could be directly involved in problem solving, discussions and hands-on activities, allowing them to construct their own knowledge in a more meaningful way.

✓ Development of social skills: as students learn to communicate effectively, listen to and respect the opinions of others, negotiate, resolve conflicts and collaborate productively. These social skills are essential for both the educational setting and the students' future careers.

✓ Diversity of perspectives: Collaborative work in the classroom allows students to share different points of view, experiences, and knowledge. This enriches the learning process, as each team member brings unique ideas and contributes to the development of more creative and complete solutions.

✓ Cooperative learning: encourages cooperation among students, promoting an environment of mutual support. Students can help and complement each other, which facilitates the acquisition of new knowledge and skills.

✓ Development of cognitive skills: because this style of work encourages critical thinking and logical reasoning, students are challenged to analyze problems from different perspectives, to formulate and evaluate hypotheses, to seek innovative solutions and to make informed decisions.

✓ Increased motivation and engagement: Teamwork can increase students' motivation and engagement in learning. By actively participating in collaborative projects, students feel more involved and responsible for their own academic progress.

✓ Preparation for the world of work: Collaborative work in the classroom reflects the work dynamics present in today's world of work. Students acquire skills and competencies that will be useful

in their professional lives, such as teamwork, effective communication, problem solving and adaptability.

As a final consideration, there is the use of REALIA, which as we already know, refers to the use of real objects or authentic materials in the classroom to contextualize and enrich the learning of a language. Although these resources were not mentioned in the action cycles, they were implemented during subsequent interventions, and it was observed that they were of great support to the teacher in terms of presenting vocabulary, introducing the subject matter or carrying out review activities, for example, REALIA was used to review the alphabet through the lead-in: Arranging game, where students had to arrange alphabetically according to the initial letter of some objects placed in the schoolyard by the trainee teacher, (apple, ape (toy), book, barbie (doll), can, car (toy), dinosaur (toy), etc.). (Annex 27)

It can also be implemented as a support to exemplify and familiarize the student with what will be seen in class, for example, in the social practice of language 'Write instructions for using a bilingual dictionary', REALIA was used to present the students with different types of dictionaries, so that they could identify the characteristics, differences and uses of each one.

Thus, as we can see, REALIA can be used for different purposes, and its implementation in English classes has advantages, such as:

❖ Gain linguistic authenticity by providing students with the opportunity to interact with authentic, real-world materials. This allows them to experience language in real, everyday situations, which contributes to more authentic and meaningful learning. Students can become familiar with vocabulary, expressions and

language structures used in real contexts, which improves their comprehension and production of the language.

❖ It creates a connection to the real world, as it allows students to make direct connections between what they are learning in the classroom and the real world. They can relate language content to objects, situations, and experiences in their environment, which increases their motivation and relevance to learning English. This facilitates the transfer of knowledge and skills from the classroom to everyday situations outside the school context.

❖ It functions as a sensory stimulation, as the use of real objects in the classroom provides a more complete sensory experience. Students can see, touch, smell and manipulate the objects, which stimulates multiple senses and enriches their understanding and memory. For example, by using fruits, kitchen utensils or maps in an English class, students can experience a direct connection between vocabulary and physical objects, which aids in language retention and comprehension.

❖ It generates experiential learning by encouraging students to actively participate by interacting with real objects, allowing them to experience the language in action and learn through practice and experimentation. This promotes deeper and longer lasting learning, as students are actively and personally involved.

❖ The use of REALIA enriches the learning environment by sparking curiosity and promoting critical thinking. Students are motivated to explore and discover the purpose and use of objects, which allows them to develop research, analysis, and reasoning skills. In

addition, they are able to pose questions, solve problems and reflect on the connections between language and the real world.

In summary, adapting lesson plans and materials to the characteristics and needs of students is essential to promote inclusive, meaningful, and personalized learning, as this contributes to greater engagement, motivation, and academic success. Similarly, the implementation of games in the classroom can be useful because it promotes active, motivating and socially interactive learning. Games can reinforce content, stimulate critical thinking, and provide a playful environment that facilitates knowledge retention and skill development.

In addition, the use of REALIA in secondary English classes offers advantages such as linguistic authenticity, connection to the real world, sensory stimulation, experiential learning, and the development of curiosity and critical thinking. By taking advantage of these authentic resources, students can strengthen their language proficiency and develop communicative skills in real and meaningful contexts.

And finally, the implementation of collaborative work in the classroom offers numerous advantages, as it promotes active learning, development of social skills, enrichment of perspectives, cooperative learning, development of cognitive skills, motivation, and engagement, as well as preparation for future employment.

# References

➢ Aprendizajes Clave. Principios Pedagógicos. Https://aprendizajesclave.com.mx/el-curriculo-de-la-educacion-basica/como-y-con-quien-seaprende-la-pedagogia/principios-pedagogicos/

➢ Arenas A.P, Melo D.E. (2021) Una mirada a la discapacidad psicosocial desde las ciencias humanas, sociales y de la salud. Hacia Promoc.
Salud. 26(1): 69-83. http://www.scielo.org.co/scielo.php?script=sci_arttext&pid=S0121-75772021000100069

➢ Berasategi Sancho, N. (Coord.), Idoiaga Mondragon, N., Dosil Santamaría, M., Picaza Gorrochategui, M., y Ozamiz Etxebarria, N. (2020). Las voces de los niños y de las niñas en situación de confinamiento por el COVID-19. Servicio de publicaciones de la Universidad de País Vasco. Https://web-argitalpena.adm.ehu.es/pdf/USP00202291.pdf

➢ Brooks SK, Webster RK, Smith LE, Woodland L, Wessely S, Greenberg N, et al. The psychological impact of quarantine and how to reduce it: rapid review of the evidence. Lancet [Internet]. 2020; 395 (10227): 91220. Http://dx.doi.org/10.1016/S0140-6736(20)30460-8

➢ Cámara De Diputados Del H. Congreso De La Unión. (2019) Ley General De Educación. https://www.diputados.gob.mx/LeyesBiblio/pdf/LGE.pdf

➢ Casagrande M, Favieri F, Tambelli R, Forte G. The enemy who sealed the world: Effects quarantine due to the COVID-19 on sleep

quality, anxiety, and psychological distress in the Italian population. Https://doi.org/10.1016/j.sleep.2020.05.011

➤ CAST. (2011). Universal Design for Lerning Guidelines version 2.0. Wakefield, MA: Author. Traducción al español version 2.0. (2013)

➤ Fredrickson BL. (2000) Cultivating positive emotions to optimize health and well-being. Prevention & Treatment. (article 0001a). Https://scihub.se/10.1037/1522-3736.3.1.31a

➤ García, M., Benítez, R., Huerta, V., Medina, M., y Ruiz, C. (2007). Infraestructura escolar en las primarias y secundarias de México (p. 15).
México: INEE.

➤ Goetz, T.; Zirogibl, A.; Pekrun, R.; Hall, N. (2003) ―Emotions, Learning and Achievement from an Educational, Psychological Perspective‖. Learning emotions: the influence of affective factors on classroom learning, 1, pp.9-28.

➤ Hossain M.M, *et al.* Epidemiology of mental health problems in COVID-
19: a review. F1000Research. 2020; 9: 636. https://f1000research.com/articles/9-636/v1

➤ Hosseinpoor, M.D, et all. Socioeconomic Inequality in Disability Among Adults:A Multicountry Study Using the World Health Survey. American
Journal of Public Health|July 2013, Vol 103, No. 7 https://ajph.aphapublications.org/doi/epdf/10.2105/AJPH.2012.301115

➢ INEGI. Comunicado De Prensa Núm. 713/21. Estadísticas A Propósito Del Día Internacional De Las Personas Con Discapacidad (Datos

Nacionales)                                                    Diciembre,                                                    2021.

Https://www.inegi.org.mx/contenidos/saladeprensa/aproposito/2021/E AP_persdiscap21.pdf

➢ Kemmis, S. (1998): El curriculum más allá de la teoría de la reproducción. Madrid. Morata.

➢ La Convención sobre los Derechos de las Personas con Discapacidad y su Protocolo Facultativo.

Https://www.cndh.org.mx/sites/default/files/documentos/2019-05/Discapacidad-Protocolo-Facultativo%5B1%5D.pdf

➢ La importancia de la salud emocional en la escuela, un factor a considerar para la mejora de la salud mental y los logros en el aprendizaje. Carta al editor. 2015 https://www.scielo.org.mx/scielo.php?Script=sci_arttext&pid=S0036-36342015000200001#:~:text=Diversos%20estudios%20coinciden%20en %20sostener,mental%20y%20la%20resiliencia%20psicol%C3%b3gic a

➢ Latorre, A. (2005). La investigación acción. Conocer y cambiar la práctica educativa. Barcelona: Graó.

➢ Lieb, S. (1991). Adult learning principles. Retrieved April 28, 2005, from http://honolulu.hawaii.edu/intranet/committees/facdevcom/guidebk /teachti p/adults-2.htm    Raya    Ramos,    E.    (2010).    —FACTORES    QUE

INTERVIENEN EN EL APRENDIZAJE2. Temas para la educación, Revista digital para profesionales de la enseñanza. No.7 – marzo 2010

https://www.feandalucia.ccoo.es/andalucia/docu/p5sd7060.pdf

➢ Loades, *et al.* (2020). Rapid Systematic Review: The Impact of Social Isolation and Loneliness on the Mental Health of Children and Adolescents in the Context of COVID-19. Journal of the American Academy of Child & Adolescent Psychiatry. Volume 59, Number 11.

https://www.sciencedirect.com/science/article/pii/S089085672030 3373

➢ Macisaac, D. 1995. "An Introduction to Action Research,".

Http://www.phy.nau.edu/~danmac/actionrsch.html

➢ Marketdataméxico. Colonia San Lorenzo Tepaltitlan, Toluca, en Estado de México.

Https://www.marketdatamexico.com/es/article/Colonia-San-Lorenzo-Tepaltitlan-Toluca-Estado-Mexico

➢ Mcgrath, I. (2013). Teaching Materials and the Role of EFL/ESL Teachers: Practice and Theory. London: Bloomsbury.

➢ Naciones Unidas, (2014). CONVENCIÓN SOBRE LOS DERECHOS DE LAS PERSONAS CON DISCAPACIDAD

https://www.ohchr.org/sites/default/files/Documents/Publications/CRP D_tr ainingguide_PTS19_sp.pdf

➢ Organización Mundial de la Salud & Banco Mundial. 2011. Informe mundial sobre la discapacidad.

Https://www.afro.who.int/sites/default/files/2017-06/9789240688230_spa.pdf

➢ Portal único del gobierno. (2018). Conoce los distintos tipos de discapacidad. Gobierno de México. https://www.gob.mx/epn/es/articulos/conoce-los-distintos-tipos-dediscapacidad

➢ REPSSI Psychosocial Wellbeing for all Children. Psychosocial Support for Children with Disability and their Carers. Https://moam.info/psychosocial-support-for-children-with-disability-andtheir-repssi_59b0b6ce1723ddbac5e527c1.html

➢ Reséndiz-Aparicio, J. Carlos. (2021). How the COVID-19 contingency affects children. Boletín médico del Hospital Infantil de México, 78(3), 216-224. Epub 25 de junio de 2021. Https://doi.org/10.24875/bmhim.20000140

➢ Rojas González, J. E. (2017). *Entre la tradición y la modernidad. El ritual, la identidad colectiva y la religiosidad popular en la fiesta patronal de San Lorenzo Tepatitlán, Estado de México.* Tesis para obtener el grado de licenciatura. Seminario de investigación: formación de identidades colectivas en México. Del antiguo régimen de las expresiones contemporáneas. Universidad Autónoma del Estado de México, Facultad de Humanidades Licenciatura en Historia.

➢ Romanowsky, R. (2019). ―¿Qué es la discapacidad psicosocial?‖. Manual para inclusión de niños con discapacidad. Trillas. P.184. 190-192

➢ Secretaría de Servicios Parlamentarios. (2011) Ley General para la Inclusión de las Personas con Discapacidad. Última reforma publicada

DOF                                                              06-01-2023

https://www.diputados.gob.mx/leyesbiblio/pdf/LGIPD.pdf

➢ SEP (2017). Aprendizajes Clave para la educación integral. Pág. 95

➢ SEP. (1992). Acuerdo Nacional Para La Modernización De La Educación

Básica. https://www.sep.gob.mx/work/models/sep1/Resource/b490561c-5c33-4254-ad1c-aad33765928a/07104.pdf

➢ SEP. Perfil de egreso de la Educación Obligatoria

https://www.planyprogramasdestudio.sep.gob.mx/index-perfil-educobligatoria.html

➢ Tamblyn D. Laugh and learn. Nueva York: Amacom, 2003.

Https://cstn.files.wordpress.com/2009/10/amacom-laugh-and-learn-95ways-to-use-humor-for-more-effective-teaching-and-training.pdf

➢ The Americans with Disabilities Act And the Rights of Persons with HIV/AIDS To Obtain Occupational Training and State Licensing. July 2009 https://www.ada.gov/qahivaids_license.htm

➢ Tomlinson, B. (1988). Materials Development in Language Teaching. 2nd edition (2011) https://assets.cambridge.org/97805217/62854/frontmatter/978052 176285 4_frontmatter.pdf
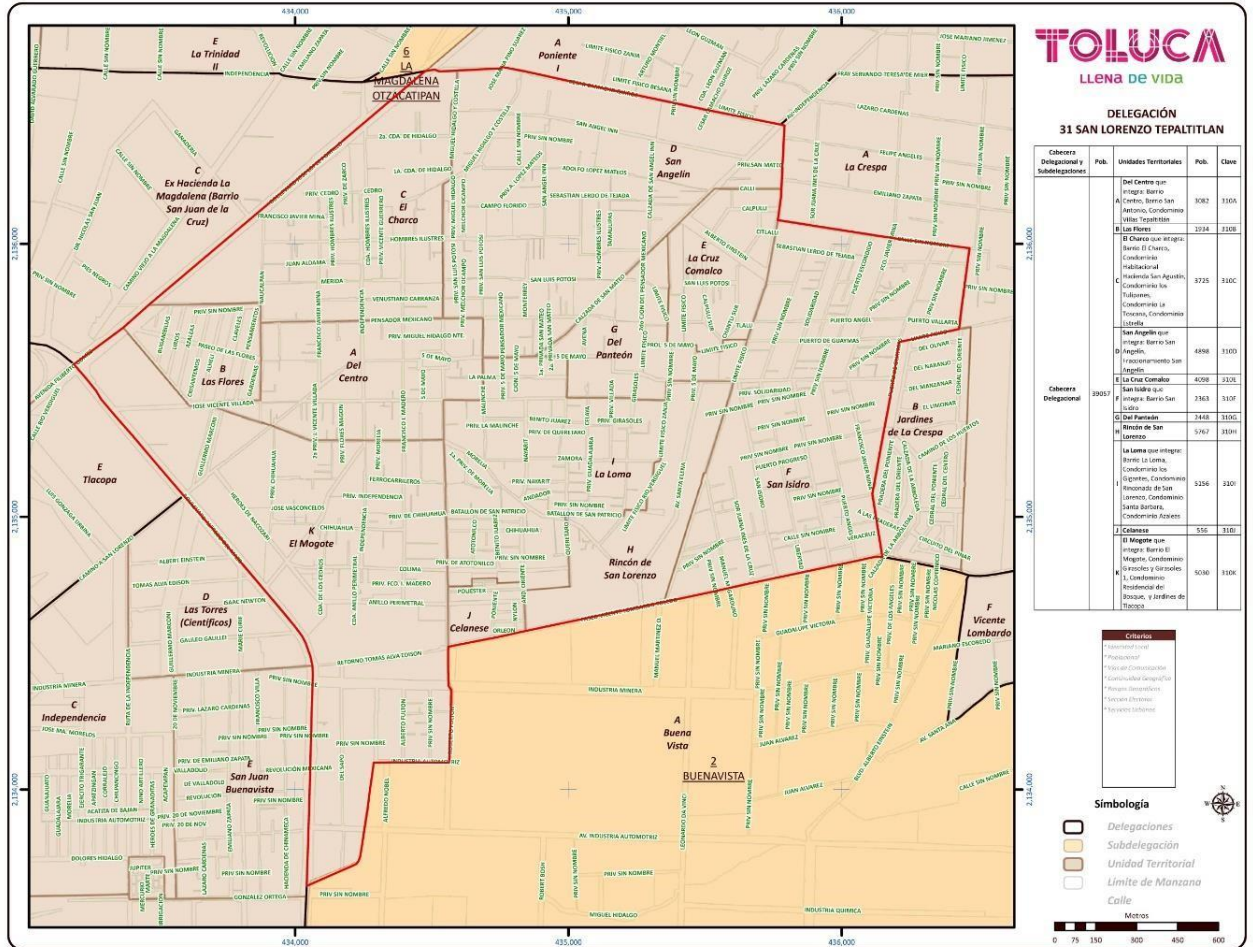
➤ U.S. Department of Justice, (2020). Guide to Disability Rights Laws. https://www.ada.gov/resources/disability-rights-guide/

➤ UNICEF. (2014) Definición y clasificación de la discapacidad. Cuadernillo

2

https://www.unicef.org/lac/media/7391/file#:~:text=La%20Convenci%C3

%b3n%20define%20a%20las,condiciones%20con%20los%20dem%C3% a1s%E2%80%9D%20(Art%C3%adculo

➤ UNICEF. ¿Qué es el Diseño Universal para el Aprendizaje (DUA)? https://www.unicef.org/lac/dise%C3%B1o-universal-para-el-aprendizajey-libros-de-texto-digitales-accesibles#:~:text=%C2%BFQu%C3%A9%20es%20el%20Dise%C3%B1 o%20Universal,aprendizaje%20diferenciadas%20en%20el%20aula

➤ Unidad del Sistema para la Carrera de las Maestras y los Maestros (USICAMM). (2022). Perfiles profesionales, criterios e indicadores para la enseñanza, la técnica y la supervisión técnica, pedagógica, de gestión y

pedagógica, de gestión y escolar. Http://public-filesystem.usicamm.gob.mx/2023-2024/compilacion/EB/Marco_EB.pdf

➤ United Nations Children's Fund, University of Wisconsin. Monitoring child disability in developing countries: results from the multiple indicator cluster surveys. New York, United Nations Children's Fund, 2008.

➢ World Health Organization. (2022). Mental Health https://www.who.int/es/news-room/fact-sheets/detail/mental-healthstrengthening-our-response

➢ World Health Organization. 1999. ICIDH-2. International Classification of

Functioning and Disability. Https://apps.who.int/iris/bitstream/handle/10665/65990/WHO_HSC_A CE

_99.2.pdf;jsessionid=4290046B5CA974B3D6EEC7337A613090?Sequen ce=1

➢ World Health Organization. Disability https://www.who.int/healthtopics/disability#tab=tab_1

➢ World Health Survey (WHS) (2002-2004). Https://apps.who.int/healthinfo/systems/surveydata/index.php/catalog/wh s/about

➢ Zamarripa, Jorge, Castillo, Isabel, Tomás, Inés, Tristán, José, & Álvarez, Octavio. (2016). El papel del profesor en la motivación y la salud mental de los estudiantes de educación física. Salud mental, 39(4), 221-227. Https://www.scielo.org.mx/pdf/sm/v39n4/0185-3325-sm-39-04-00221.pdf
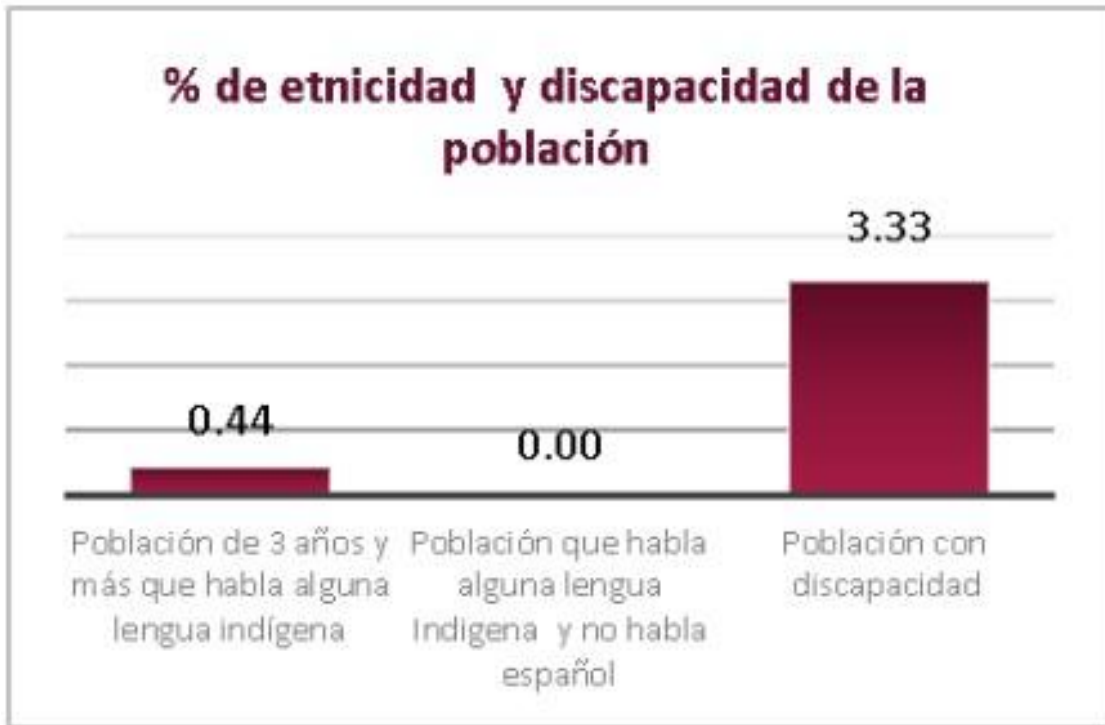
# Annex

# Annex

## Annex 1. Location and territorial boundary



Source: Ayuntamiento de Toluca. https://www2.toluca.gob.mx/san-lorenzo-tepaltitlan/

**Annex 2. Population**



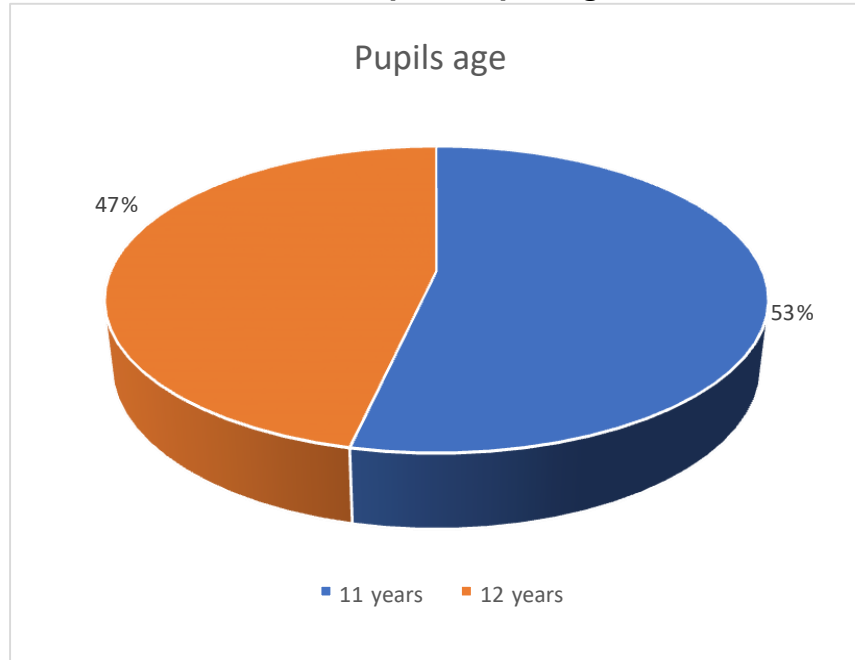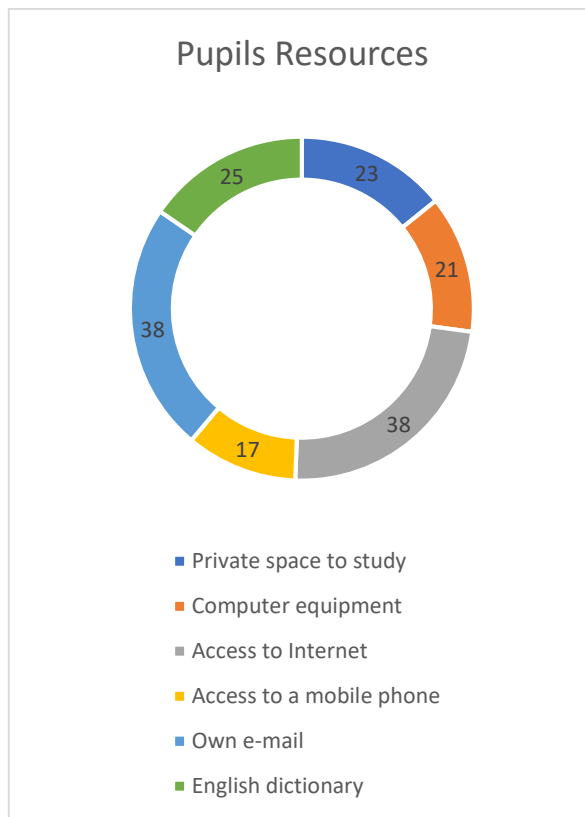% de etnicidad y discapacidad de la población

Source: IMPLAN. Información sociodemográfica Toluca 2020. Localidad: 0075, San Lorenzo Tepaltitlán. p. 34. https://www2.toluca.gob.mx/wp-content/uploads/2021/08/tolpdf-umplan-Informacion-sociodemografica-Toluca-2020-IMPLAN.pdf
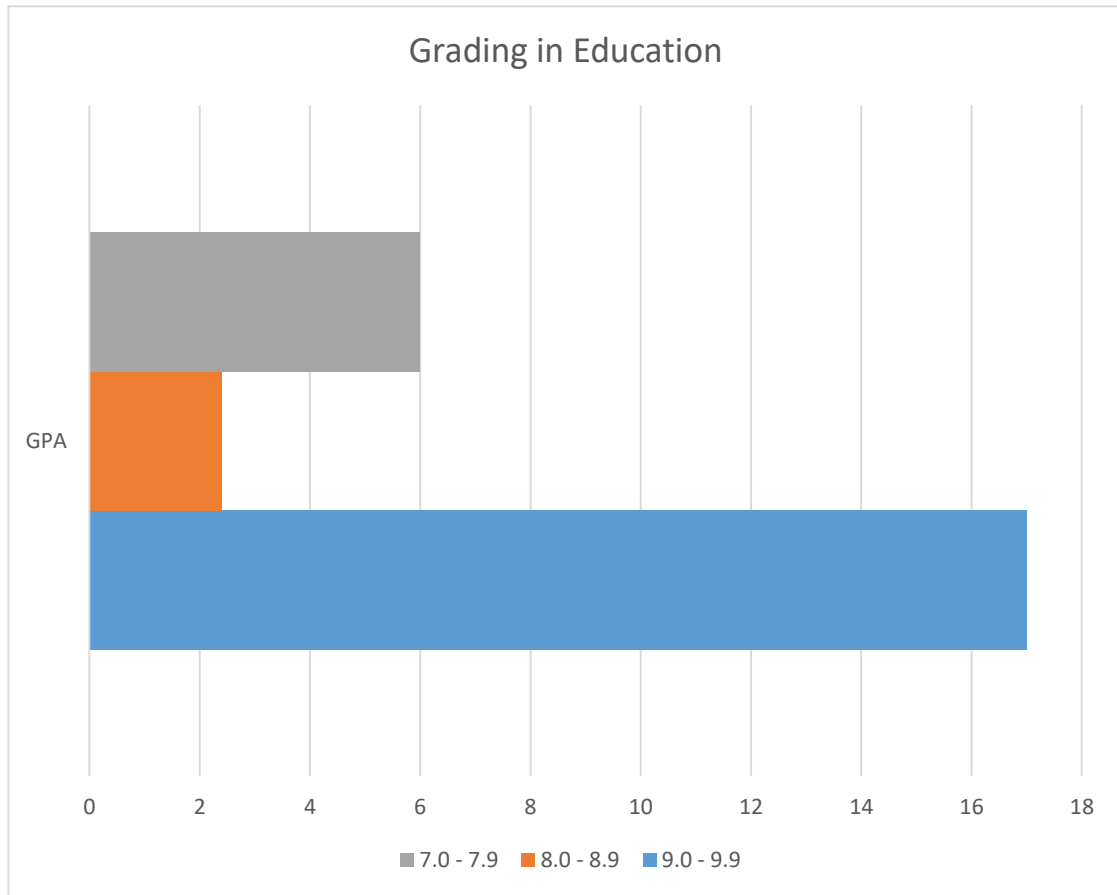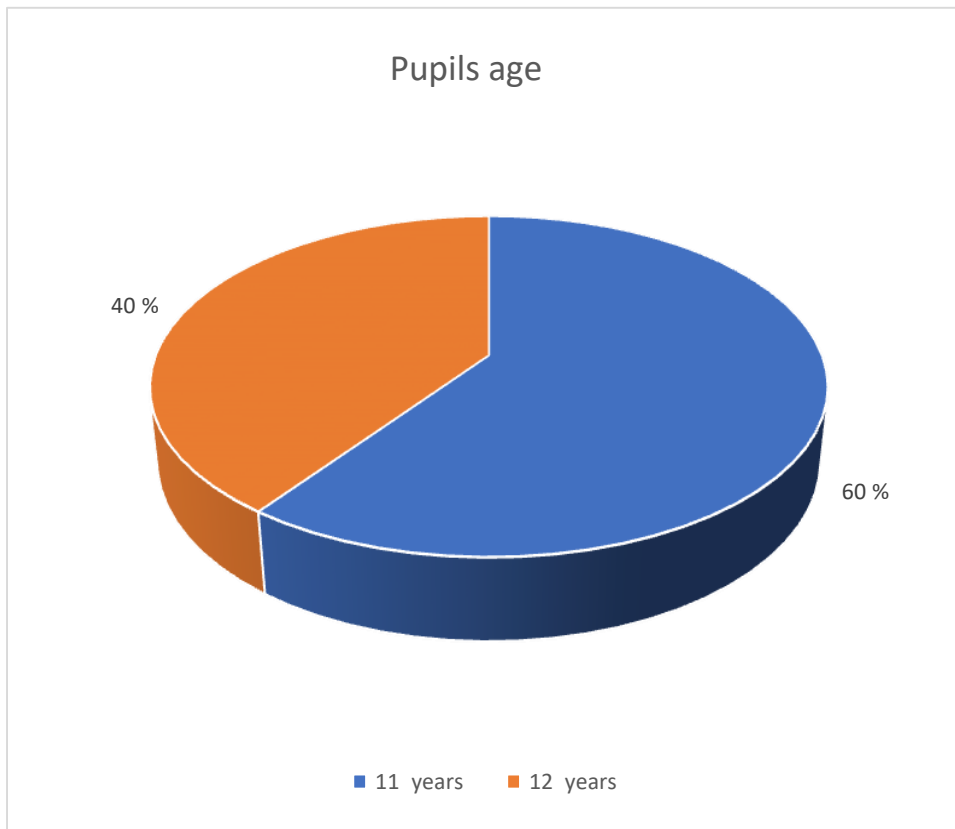
**Annex 3. Pie chart "Group A. Pupils age"**

## Pupils age

47%

53%

■ 11 years  ■ 12 years

**Annex 4. Circular chart "Group A. Pupils resources"**

## Pupils Resources

25    23

21

38

38

17

■ Private space to study

■ Computer equipment

■ Access to Internet

■ Access to a mobile phone

■ Own e-mail

■ English dictionary

**Annex 5. Bar chart "Group A. Pupils GPA"**



Grading in Education

Legend: 7.0 - 7.9 | 8.0 - 8.9 | 9.0 - 9.9

**Annex 6. Pie chart "Group B. Pupils age"**

## Pupils age



40 %

60 %

- 11 years
- 12 years

**Annex 7. Circular chart "Group B. Pupils resources"**



Pupils Resources

- Private space to study — 30
- Computer equipment — 25
- Access to Internet — 41
- Access to a mobile phone — 44
- Own e-mail — 34
- English dictionary — 17
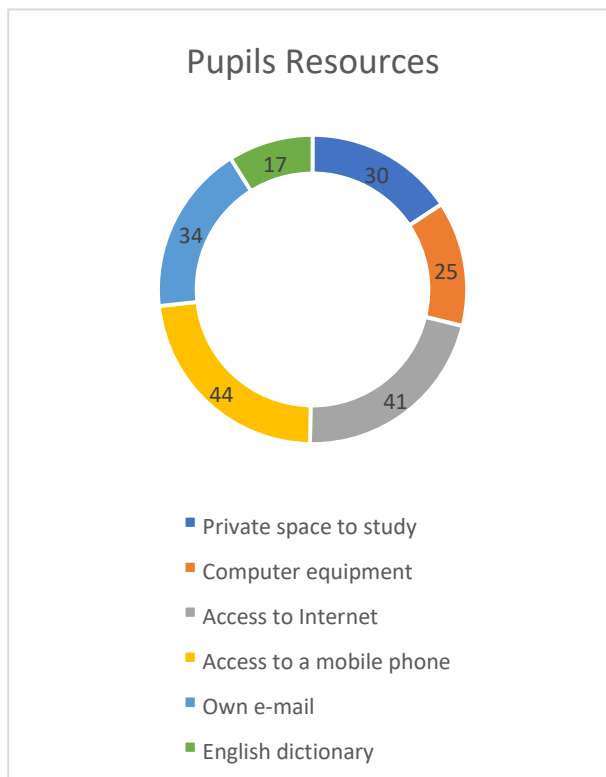
**Annex 8. Bar chart "Group B. Pupils GPA"**



Grading in Education

Pupils age

GPA

33%

0

67%

■ 11 years   ■ 12 years
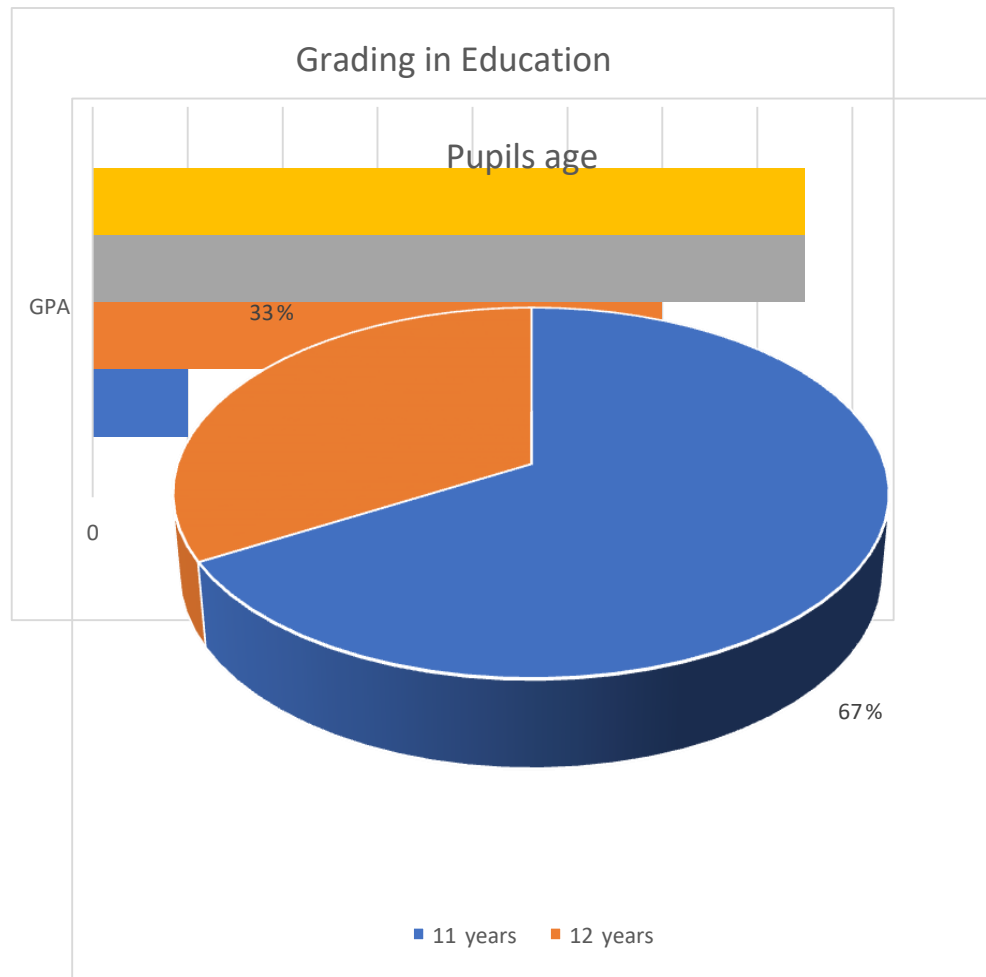
**Annex 9. Pie chart "Group C. Pupils age"**

**Annex 10. Circular chart "Group C. Pupils resources"**

## Pupil Resources



- 26
- 20
- 38
- 9
- 36

■ Private space to study
■ Computer equipment
■ Access to Internet
■ Access to a mobile phone
■ Own e-mail
■ English dictionary
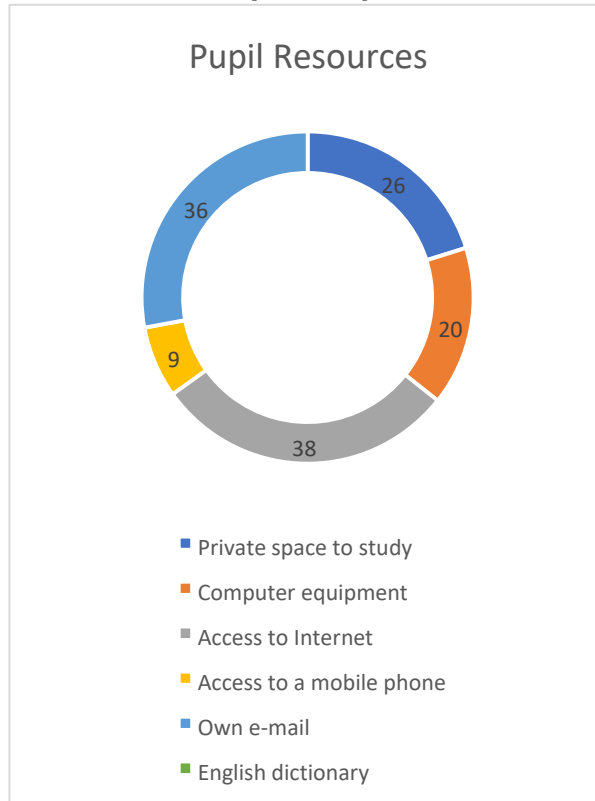
**Annex 11. Bar chart "Group C. Pupils GPA"**

## Grading in Education



GPA

0  2  4  6  8  10  12  14  16  18  20

■ 7.0 - 7.9   ■ 8.0 - 8.9   ■ 9.0 - 9.9
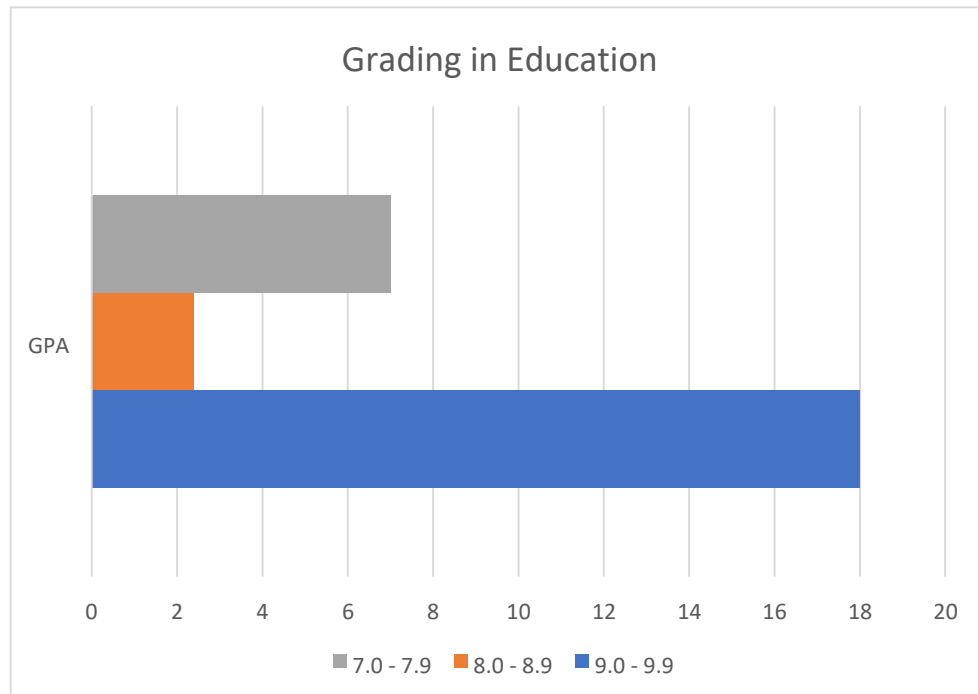
**Annex 12. "English level" Oral Survey**
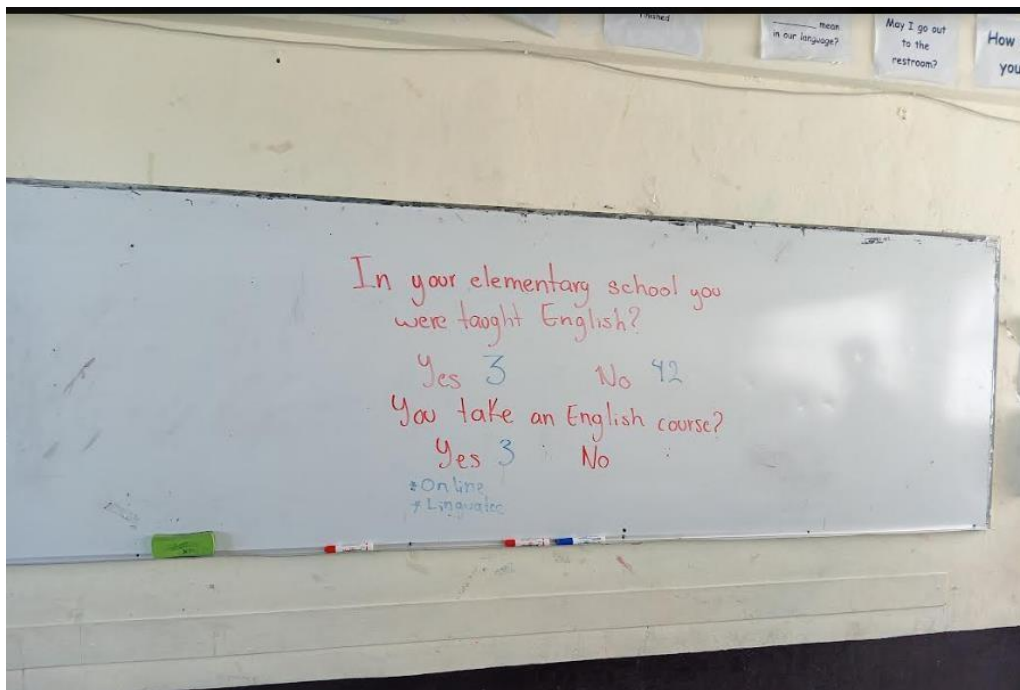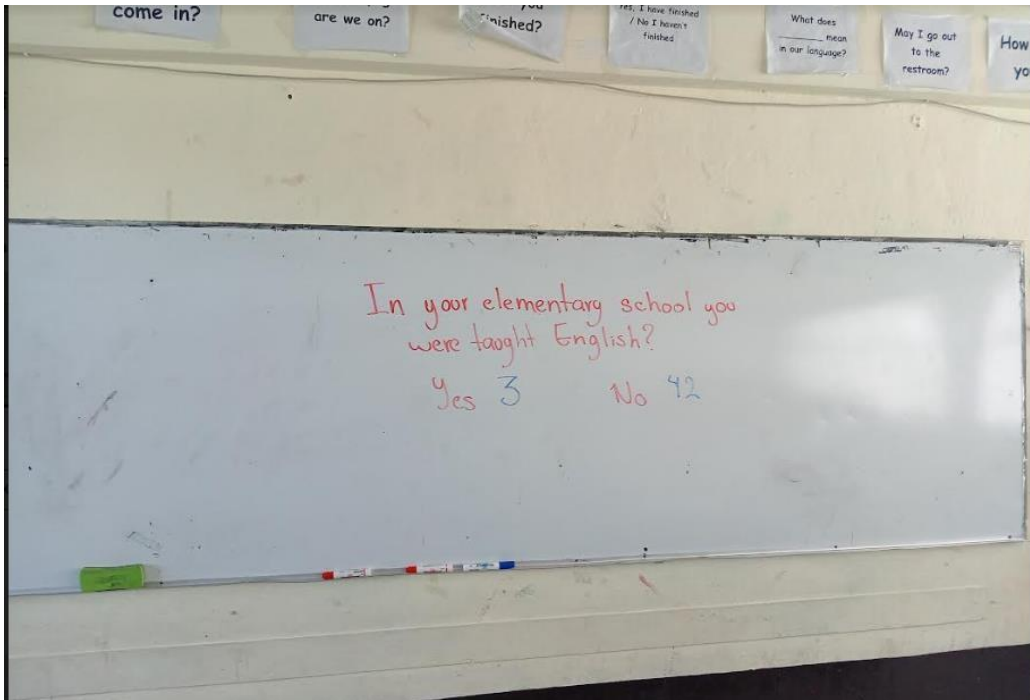
**Annex 13. English Level Test**

Nombre: _____

Grado: _____    Grupo: _____    Fecha: _____

Docente Practicante: Xareni Nicté Garcia Vasquez

**USE OF ENGLISH**

**I.    Instructions: Choose the option that seems most accurate to you. Only one is correct.    value: 1 point each**
**You should not check more than one.**

1. Is he James? _____
   a) No, he is.
   b) Yes, he is.
   c) Yes, he does.
   d) Yes, he's.

2. Maria _____ never late for work.
   a) am
   b) are
   c) were
   d) is

3. I'm Miss Martin. How do you do? _____
   a) How do you do?
   b) Good bye.
   c) Excuse me.
   d) Good morning.

4. How are you? _____
   a) I'm English.
   b) Fine.
   c) I'm a doctor.
   d) Yes, I am.

5. What do you do?
   a) I'm a waiter.
   b) Very well. Thank you
   c) How do you do?
   d) I'm Italian.

6. Do you speak French?
   a) Yes, you do.
   b) Yes, I speak.
   c) Yes, I am.
   d) Yes, I do.

7. My father's sister is my _____.
   a) daughter
   b) aunt
   c) uncle
   d) cousin

8. Hanna isn't married, _____
   a) is Hanna?
   b) is she?
   c) she isn't?
   d) isn't she?

9. Where do the children go every day at 9'00?
   a) They are going to school
   b) They go to the school
   c) They go to school
   d) They going to school

10. Juan _____ in the library this morning.
   a) is study
   b) studying
   c) is studying
   d) are studying

11. A: 'Where can I get a _____?' B: At the greengrocer's
   a) pound of strawberries
   b) loaf of bread
   c) packet of sugar
   d) beefsteak

132

12. 'We are going to the supermarket. Tell _____ what you need.'
   - a) us
   - b) our
   - c) we
   - d) ours

13. 'Margot works as a supermarket assistant. Ask _____ what she has to do.'
   - a) she
   - b) him
   - c) her
   - d) hers

14. "_____ have a timetable, please?" "Certainly, madam. Here you are."
   - a) Would you
   - b) Can you
   - c) Can I
   - d) Would I

15. Ms. Guth _____ rather not invest that money in the stock market.
   - a) has to
   - b) could
   - c) would
   - d) must

16. Alicia, _____ the windows please. It's too hot in here.
   - a) opens
   - b) open
   - c) opened
   - d) will opened

17. The movie was _____ the book.
   - a) as
   - b) as good
   - c) good as
   - d) as good as

18. Eli's hobbies include jogging, swimming, and _____.
   - a) to climb mountains
   - b) climb mountains
   - c) to climb
   - d) climbing mountains

19. Mr. Hawkins requests that someone _____ the data by fax immediately.
   - a) sent
   - b) sends
   - c) send
   - d) to send

20. Who is _____, Marina or Sachiko?
   - a) tallest
   - b) tall
   - c) taller
   - d) the tallest

21. The concert will begin _____ fifteen minutes.
   - a) in
   - b) on
   - c) with
   - d) about

22. I have only a _____ Christmas cards left to write.
   - a) few
   - b) fewer
   - c) less
   - d) little

23. Each of the Olympic athletes _____ for months, even years.
   - a) have been training
   - b) were training
   - c) has been training
   - d) been training

24. 'We can go to the theater by bus and get _____ at Colon Square.'
   - a) off
   - b) out
   - c) down
   - d) on

25. The company will upgrade _____ computer information systems next month.
   - a) there
   - b) their
   - c) it's
   - d) its

26. When I graduate from college next June, I
_____ a student here for five years.
   a) will have been
   b) have been
   c) has been
   d) will have

27. Cheryl likes apples, _____ she does
not like oranges.
   a) so
   b) for
   c) but
   d) or

28. You were _____ the New York
office before 2 p.m.
   a) suppose call
   b) supposed to call
   c) supposed calling
   d) supposed call

29. Why are you doing this course?
   a) It's more cheap.
   b) It's more cheaper.
   c) It cheap
   d) It's cheaper

30. Tom's house is.......................than
Jane's
   a) better
   b) more good
   c) gooder
   d) the gooder

**II. Instructions: Select the underlined word
or phrase that is incorrect.
value: 1 point each.**

31. The majority to the news is about violence
or scandal.
   a) The
   b) to
   c) news
   d) violence

32. Takeshi swimmed one hundred laps in the
pool yesterday.
   a) swimmed
   b) hundred
   c) in
   d) yesterday

33. When our vacation, we plan to spend three
days scuba diving.
   a) When
   b) plan
   c) days
   d) diving

34. Mr. Feinauer does not take critical of his
work very well.
   a) does
   b) critical
   c) his
   d) well

35. Yvette and Rinaldo send e-mail messages to
other often.
   a) and
   b) send
   c) other
   d) often

Use of English= _____ /35

READING

134

**READING**

III. Instructions: Read the following reading and based on it, mark whether the sentence is true or false.

value: 1 point each.

My name is Bart Simpson and I'm ten years old. I live in a beautiful city called Springfield, in the USA. My mother's name is Marge and she is a housewife. My father's name is Homer. Every day I get up early in the morning. I get dressed and have a delicious breakfast. Then I take the bus to school. Classes start at eight o'clock and finish at half past three. My favorite school subject is Physical Education. We do some exercise and play sports. I hate Math's. When I arrive home, I watch the cartoon show "Itchy and Scratchy". Later, I have supper and walk the dog. Its name is Santa. Millhouse is my best friend. We have fun together. We like playing video games, riding our bikes, surfing on the internet, reading comics and collecting strange bugs. I generally have dinner at half past nine. Then I brush my teeth and I go to bed at ten o'clock because I am really sleepy at that time.

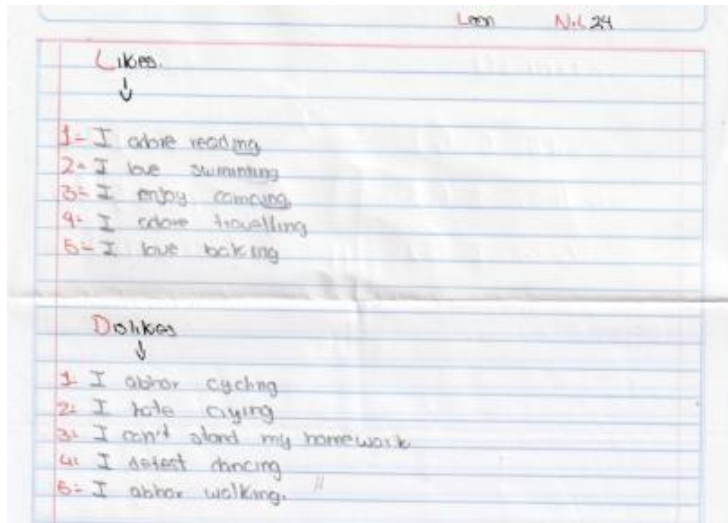Are the following sentences true or false?

1.- Bart is eleven years old.          F

2.-He goes to school on foot.          F

3.- He doesn't like Maths.             T

4.- Physical Education is boring.       F

5.-His pet's name is Santa.            T

6.- Bart likes reading the newspaper.   F

7.- Bart has got heavy eyebrows.        F

8.-He has dinner at nine.              F

9.-Bart's mother is a housewife.        T

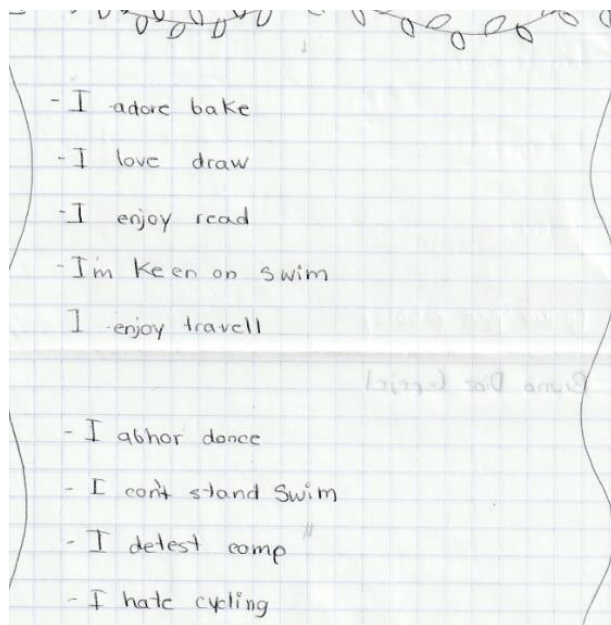10.- He reads comics before going to bed.  F

Reading = _____ / 10

## Teacher's guide.

| Level | A1 | A2 | B1 |
|---|---|---|---|
| Questions | 1-14 | 14-28 | 28-35 |
| Descriptions | Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask for and give basic personal information about home, personal possessions and people he/she knows. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to cooperate. | The student is able to understand sentences and frequently used expressions related to areas of experience that are particularly relevant to him/her (basic information about him/herself and his/her family, shopping, places of interest, occupations, etc.). Can communicate in simple and routine tasks requiring simple and direct exchanges of information on familiar or routine matters. Can describe in simple terms aspects of his/her background and environment as well as matters related to his/her immediate needs. | The student is able to understand the main points of clear texts in standard language if they deal with familiar matters, whether in work, study or leisure situations. Can deal with most situations likely to arise whilst travelling in an area where the language is used. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences, events, wishes and aspirations and briefly give reasons and explanations for opinions and plans. |

**Annex 14. "Likes and interest"**



Leon    N:L 24

Likes.
↓

1- I adore reading
2- I love swimming
3- I enjoy climbing
4- I adore travelling
5- I love baking

Dislikes
↓

1 I abhor cycling
2- I hate crying
3- I can't stand my homework
4- I detest dancing
5- I abhor walking.



| LIKES | DISLIKE |
|---|---|
| I love My mom | I abhor dance |
| I adore tennis | I cant stand bulling |
| I enjoy Swiming | I detest draw |
| I like cycling | I hate music rude |
| I love foolbol socer | I dislikes bake |



- I adore bake
- I love draw
- I enjoy read
- I'm keen on swim
- I enjoy travell

- I abhor dance
- I cant stand Swim
- I detest comp
- I hate cycling

136

## Annex 15. "Work Performance" Observation Guide



**VIDA ACADÉMICA EN EL AULA.**

Describe de manera general el estilo de trabajo del compañero docente; destaca los elementos más significativos del trabajo áulico.

Docente tutor de la escuela secundaria: Gabriela Alonso Arroyo
Años de servicio: 27 años 6 meses
Preparación profesional: Lic en [illegible] y Lic en Historia

| | Asignatura (s) observadas durante la jornada Español/Matemáticas [illegible] |
|---|---|
| A) Forma de trabajo y estilos de enseñanza del docente en el aula. | Al inicio de cada sesión se pasa la lista, alumno que no cumpla con ella manda recados en libreta de tareas del alumno, también a veces igual cuando no cumplen con algún material que se va a utilizar. |
| B) Rutinas escolares al interior del aula. | Al inicio de cada sesión la docente pasa lista cinco minutos antes de las 8am, y a los que llegan tarde se les pone un retardo y 3 retardos dan igual a una inasistencia. |
| C) Forma en que interacciona el docentes con los alumnos durante la clase. | La docente siempre intenta mantener una buena comunicación con los alumnos tanto en temas escolares como asuntos personales que pudieran afectar en el desempeño escolar de ellos.<br>También la docente está abierta para resolver dudas que pudieran surgir sobre temas, trabajos, etc. |
| D) Materiales y recursos didácticos que utiliza regularmente durante las clases. | Para cada materia se hace uso de un libro de texto distribuido gratuitamente por la SEP.<br>• Español: usan un libro de lectura sobre poesía.<br>• Matemáticas: utilizan recursos didácticos para familiarizar a los alumnos con el lenguaje algebraico [illegible] |
| E) Formas mediante las cuales promueve la disciplina durante el trabajo en el aula. | La docente implementa una herramienta llamada "El semáforo de disciplina" que consiste en círculos de color, elaborado que funciona como un semáforo, marcando verde, amarillo y rojo, que es la [illegible] llamada de atención, y de no resolverlo la profesora anota la indisciplina en una bitácora. |

¿Qué te agradó de la conducción de la clase de tu docente tutor?
Que siempre mantiene una relación de comunicación y confianza con los alumnos pero siempre [illegible] respeto sobre ante todo.

## CARACTERÍSTICAS DE LA COMUNIDAD ESTUDIANTIL

¿Gustos e interés de los estudiantes?  (Música, deportes, pasatiempos, etc.)

_Deportes: fútbol, basquetbol, y voleibol. También muestran interés en el uso de redes sociales como WhatsApp y Facebook_

Formas de convivencia, interacción y socialización entre los estudiantes: (grupos de amigos, convivencia entre pares, etc.)

_Todos los alumnos interactúan entre ellos, pero se puede observar que se dividen en pequeños grupos de acuerdo con los que tienen mayor similitud_

Símbolos que los identifican con un grupo o cultura juvenil:

_Los modismos o el tipo de lenguaje utilizan, y algunas señas que se realizan entre ellos_

Valores que practican los estudiantes de manera cotidiana:

_En el salón observado la docente está trabajando e inculcándole a los alumnos el valor de la honestidad principalmente_

Cultura escolar de los estudiantes: (hábitos, costumbres y tradiciones)

_A los estudiantes del grado observado se les ha inculcado el hábito de escribir la tarea donde en la docente, pero en general todos los estudiantes de la institución acostumbran llegar puntuales a la escuela_

Expectativas académicas de los estudiantes:

_Los alumnos esperan que la escuela mejore más el nivel educativo de la institución, pues_

Problemáticas a que se enfrentan los estudiantes: (violencia, drogadicción, alcoholismo, bullying, inseguridad, etc.)

_Se observa violencia y agresividad por parte de los alumnos de 3° grado (los varones en su mayoría fuman o beben alcohol)_

Formas en que se comunican e interaccionan con el personal docente, directivo y de apoyo de la institución educativa:

_Los alumnos mantienen una comunicación activa con todos los autoridades de la escuela, pues ellas mismas les han dicho que están dispuestas a escuchar a los alumnos_

## Annex 16. "Detect a student with Psychosocial Disability."
## Observation Guide

# ¿Cómo detectar a un niño con discapacidad psicosocial o problemas de salud mental?

La detección de la discapacidad psicosocial se realiza por profesionales de la salud mental como psicólogos o psiquiatras, mediante instrumentos especializados como pruebas psicológicas como el WISC o WAIS. Sin embargo, Romanowsky (2019) en su Manual para la inclusión de niños con discapacidad, nos presenta una guía de detección de problemas de salud mental, qué podría servir de apoyo para la identificación de alumnos con posibilidad de presentar dicha discapacidad

**Instrucciones**: La siguiente guía, deberá ser llenada junto con el alumno y orientador del grupo. Se debe marcar con una X los indicadores qué el niño presenta a menudo, a veces o nunca.

| | Guía de detección de problemas de salud mental | | | |
|---|---|---|---|---|
| | Indicadores | Nunca | A veces | A menudo |
| 1. | Quejas por dolores y molestias. | | | |
| 2. | Pasa mucho tiempo solo. | | | |
| 3. | Se cansa fácilmente o tiene poca energía. | | | |
| 4. | Inquieto, incapaz de permanecer sentado. | | | |
| 5. | Tiene problemas con algún profesor. | | | |
| 6. | Menos interesado en los estudios o el juego. | | | |
| 7. | Tiene mucha energía. | | | |
| 8. | Sueña despierto(a), fantasea demasiado. | | | |
| 9. | Se distrae fácilmente. | | | |
| 10. | Se asusta ante situaciones nuevas. | | | |
| 11. | Se siente triste, llora con facilidad. | | | |
| 12. | Está irritable y enojado. | | | |
| 13. | Se siente inútil. | | | |
| 14. | Tiene problemas para concentrarse. | | | |
| 15. | Tiene menos interés por amigos y/o amigas. | | | |
| 16. | Pelea con otros niños y niñas. | | | |

https://normal1toluca-my.sharepoint.com/:w:/g/personal/garciaxareni_a_normal1toluca_edu_mx/EXIg_qc4BNNAlKIeCoaOA_kBA5Q2Bl7sJ4IPAEK6ICWMDA

# Annex 17. Principal Authorization

Carta de Solicitud de permiso.

Toluca, estado de México a 5 de septiembre, 2022

A quien corresponda

Asunto: Solicitud de permiso

Reciba usted un cordial saludo. A través de la presente, yo Xareni Nicté García Vasquez. Practicante de la Escuela Normal número 1 de Toluca, de la Licenciatura de Enseñanza y Aprendizaje del Inglés en Educación Secundaria. Solicito de manera formal un permiso para acceder a los expedientes de los estudiantes de primer grado.

El motivo para presentar esta solicitud es la recabación de información acerca de los sujetos de estudio, los estudiantes del primer grado grupos A, B & C, para la elaboración de un perfil de los grupos de estudio. Para llevar a cabo la investigación acción, que sustentara mi documento recepcional, en modalidad tesis, que lleva por nombre "Considerations for Teachers About Their Teaching Performance Regarding Students with Psychosocial Disabilities to Achieve Learning."

Cabe mencionar que el tratamiento de los datos recabados seguirá los procedimientos de derecho a la privacidad y protección de datos personales y utilizados exclusivamente para fines académicos.

Sin más que agregar, le agradezco por la atención y el tiempo prestado. Esperando respuesta a la misma quedo de usted.

Atentamente,

Autorizado
María de Socorro Guerrutti.
Directora.
5/09/2022

Xareni Nicté García Vasquez.

# Annex 18. Survey on mental health and well-being



Source: School Education Gateway. (2019). Survey on mental health and well-being – Results.
https://www.schooleducationgateway.eu/en/pub/viewpoints/surveys/poll-on-mental-health.htm

### Entrevista con Orientadores de la Institución

Docente en formación Xareni Nicté García Vasquez

**Objetivo:** El objetivo de esta entrevista es la recopilación de información sobre los alumnos de primer grado de la institución escolar Secundaria Oficial no.0323 "José Vasconcelos", con el fin de identificar a los alumnos con problemas relacionados a la salud mental. Se busca establecer evidencia que apoye la investigación que a su vez busca sustentar la tesis "Considerations for teachers about their teaching performance regarding students with Psychosocial Disability to achieve learning".

1. En el grupo o grupos a su cargo ¿Existen estudiantes con un bajo desempeño respecto a los estándares del ciclo?

2. ¿Cómo describiría el desempeño escolar y comportamiento en el aula de dichos alumnos?

3. ¿En qué materia o materias son en las que suele tener más incidencias?

4. ¿Cuáles son las incidencias más recurrentes?

5. ¿Tiene alguna indicación o recomendación por parte del padre, madre o tutor del alumno para trabajar o tratar con el/ella?

6. En base a la anterior pregunta, ¿A detectado o tiene conocimiento si el alumno tiene algún trastorno de la conducta o mental?

7. Dichos alumnos ¿Suele pelearse con otros niños?

8. ¿Estos alumnos normalmente siguen las reglas impuestas?

9. ¿Ha recibido quejas de que dicho(s) estudiante(s) molesta o se burla de otros?

https://normal1toluca-my.sharepoint.com/:w:/g/personal/garciaxareni_a_normal1toluca_edu_mx/EXIg_qc4BN NAlKIeCoaOA_kBA5Q2Bl7sJ4IPAEK6ICWMDA

# Annex 20. Interviews Recordings

## Interview Counsellor 1° A & B



https://drive.google.com/file/d/1Waa7iFgRI8mA2K7GO5vH-CwP--qX9rR5/view?usp=drivesdk

## Interview Counsellor 1° C



https://drive.google.com/file/d/1WZKNbyJsU0vg4QJbm3r0vccB0Pc1AYzu/view?usp=drivesdk

# Annex 21. Neurological examinations provided by the Counsellors

## Students Group A

**Student no.1**



Sanatorio Venecia    Neurofisiología/EEG/Mapeo/EMG/Potenciales Evocados

Consultorio 104, Toluca, México.

Paseo Tollocan esq. Raydin
Tel. (722) 2 80 30 90

### ELECTROENCEFALOGRAMA Y MAPEO CEREBRAL

02-agosto-2022

Se realizó estudio de EEG digital con análisis cuantitativo al paciente [_____] Masculino de 11 años. Diestro.

**TECNICA.** Se realizó estudio de EEG por medio de electrodos colocados según el Sistema Internacional 10-20 en montajes monopolares (referencial promedio y laplaciano de densidad de corriente) y bipolares, durante la fase de reposo; como maniobra de activación se realizó estimulación fótica intermitente. El análisis cuantitativo se realizó por medio del cálculo del espectro de potencia relativa y absoluta de las bandas de frecuencia delta, theta, alfa y beta, así como análisis de banda estrecha cada 0.390 Hz en un rango de 0 a 19 Hz.

**DESCRIPCIÓN.** Durante la fase de reposo y el paciente despierto, el EEG estuvo constituido por actividad theta de 7 Hz de 20 a 60 μV de morfología regular, sincrónico, de distribución generalizada con predominio en regiones centrales y posteriores. Ritmo en rango beta rápido en las regiones anteriores, con escaso ritmo alfa en las regiones posteriores. Trazo simétrico. Presencia de ondas del vértex y aislados husos de sueño, como dato de este.

En la fase correspondiente al análisis cuantitativo del EEG se calculó la potencia absoluta, relativa y las frecuencias medias de las bandas delta, theta, alfa y beta. Los resultados obtenidos son de características normales para la edad y estado del paciente. El análisis de banda estrecha fue igualmente normal. En el análisis en el dominio del tiempo sin actividad anormal.

Con la fotoestimulación sin desorganización del trazo. Se detectó actividad extracerebral por electroestática y movimiento del paciente.

**INTERPRETACIÓN.** El estudio de EEG y Mapeo Cerebral es normal a la edad y estado del paciente. Sueño N1 y parcial N2.

**COMENTARIO CLÍNICO.** [_____] tiene el diagnóstico clínico de **T.D.A.H. DE TIPO COMBINADO + DISLEXIA + ANSIEDAD.** Necesita apoyo por Psicología y Pedagogía. Por parte de Neurología se apoya con fármacos, los cuales debe tomar por largo tiempo con revaloraciones subsecuentes.

Atentamente

Dr. Perfecto Oscar González Vargas
Neurólogo. Instituto Nacional de Neurología INNN.
Ced. Prof. 1550417. Ced. Esp. 7130811

144

**Student no. 2**

## CONSTANCIA MÉDICA

**A QUIEN CORRESPONDA:**

Por medio de la presente se hace constar que el (la) paciente: ▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮ clave de ISSEMYM: **0858216-11** acudió al servicio de **CONSULTA EXTERNA DE NEUROLOGIA PEDIATRICA** por cursar con el diagnóstico: **TRASTORNO DE DEFICIT DE ATENCION E HIPERACTIVIDAD.**

Se extiende la presente a solicitud del interesado (a), en la Ciudad de Toluca, Estado de México, a los **12** días del mes de **OCTUBRE** del **2022.**

**ATENTAMENTE**

MÓDULO DE
CONSULTA EXTERNA
DE PEDIATRÍA
NOSPITAL MATERNO INFANTIL
39103

**DRA. KARINA SALGADO HERNÁNDEZ**
**MEDICO NEUROLOGO PEDIATRA**
**ADSCRITO DEL HMI**
**CEDULA PROFESIONAL 8070158**

**Student no.3**

ASUNTO: INFORME

*A*
*No diagnosticado*
*medicamente*

Toluca, México a 5 de Septiembre de 2022.

A QUIEN CORRESPONDA.

PRESENTE:

Quienes suscriben, personal que integra la ▉▉▉▉▉ no. 86 con ▉▉▉▉▉▉ con domicilio de la sede en Prim. ▉▉▉▉▉▉▉▉ ubicada en Ave. Vicente Lombardo Toledano s/n. La Crespa, 1ª. Secc. Se dirigen a usted de la manera más atenta para dar a conocer el Informe del alumno ▉▉▉▉▉▉▉▉▉▉▉▉▉ quien cursó el ▉ Grado Grupo ▉ en la ▉▉▉▉▉▉▉▉▉▉▉▉▉ ubicada en Prol. San Luis Potosí, La Cruz Comalco.

El alumno fue evaluado por el personal de USAER en diferentes momentos durante los cuales se mostraba poco cooperativo e inatento a las indicaciones y se negaba a realizar las actividades que se le daban, en ocasiones fue necesario plantear de diferente manera la instrucción y se dio más tiempo para ejecutar la acción, hablaba en voz baja cuando daba respuestas que no sabia, requería de afirmación constante para sus producciones.

Los resultados de la evaluación fueron los siguientes:

La escala coloreada de Raven reporta un percentil de 5, Rango V que corresponde a una Inteligencia Deficiente para una persona con su edad cronológica actual. Este resultado coincide con el que se obtiene en el Test Breve de Inteligencia de Kaufman donde el CI compuesto reporta un centil 1 con una categoría descriptiva de Muy Bajo. El Test gestáltico visomotor Bender refiere una maduración de 6 años, 11 meses; lo que se encuentra muy por debajo de su edad cronológica actual, además de 6 indicadores significativos y 1 muy significativo de la presencia de una Disfunción Cerebral mínima. Presenta problemas en cuanto a su memoria a corto plazo, atención focal y sostenida, así como para planear y organizar el material.
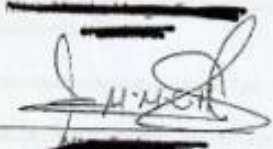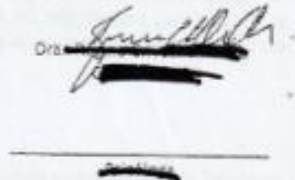
En su dibujo de la figura humana se observa inmadurez neurológica, ya que su dibujo no corresponde a un niño de su edad. Aún no está incorporado su esquema corporal, manifiesta dificultades en su coordinación motora debido a inmadurez neurológica y debido a la impulsividad, pero logra el pedaleo (triciclo, bicicleta), trepa y salta sin dificultad, logra subir y bajar escaleras, lanza y cacha, puede patear, brinca con un solo pie, alterna pies, con ambos pies. Identifica izquierda y derecha.

En el aspecto fonológico el alumno tiene consolidados todos los fonemas del habla. En una conversación expresa sus intereses, gustos o preferencias a través de oraciones. Describe con fluidez el contenido de sus series favoritas, así mismo, describe acciones pasadas, presentes y futuras. Responde a preguntas cerradas. En la discriminación fonológica requiere la repetición de pares mínimos para corregir los errores. En la memoria auditiva cambia la secuencia de las palabras sencillas; en la retención de palabras complejas solo evoca una palabra de una serie de tres. Logra retener oraciones simples. En el seguimiento de instrucciones requiere que sean fragmentadas, no comprende dos indicaciones al mismo tiempo, necesita su lenguaje externo para regular su conducta en la ejecución de 3 instrucciones, responde a preguntas de juicio de forma concreta, en el razonamiento aún no tiene consolidado las nociones de tiempo. Identifica absurdos verbales. En el aspecto semántico, aún no logra definir que es una persona, animal u objeto, es capaz de expresar para

-Necesita desarrollar el control de impulsos para seguir instrucciones y respetar reglas establecidas.
- Requiere supervisión docente y motivación para realizar y culminar sus actividades.

OBSERVACIONES: EL ALUMNO FUE ATENDIDO A TRAVÉS DE ORIENTACIONES, SE HIZO ENTREGA DE RESULTADOS DE EVALUACIÓN PSICOPEDAGÓGICA A LA ABUELA DEL ALUMNO Y SE LE SUGIRIÓ REALIZAR UNA VALORACIÓN NEUROLÓGICA, PARA CONFIRMAR O DESCARTAR EL DIAGNÓSTICO DE UN PROBABLE TDAH, SIN EMBARGO LA ABUELA REFIRIÓ QUE NO LO REALIZARÍA. ESTE RUBRO ES MUY IMPORTANTE SE RETOME, YA QUE LA VALORACIÓN Y ATENCIÓN NEUROLÓGICA ES DETERMINANTE PARA QUE SE OBSERVEN AVANCES, PUES COMO SE MENCIONÓ ANTERIORMENTE EL ALUMNO PRESENTA 6 INDICADORES SIGNIFICATIVOS Y 1 MUY SIGNIFICATIVO DE LA PRESENCIA DE UNA DISFUNCIÓN CEREBRAL MÍNIMA E INDICADORES DE INMADUREZ NEUROLÓGICA.

ATENTAMENTE

U.S.A.E.R. No. 86
C.C.T. 15F

EDOMÉX

**Student no. 4**

INSTITUTO MEXICANO DEL SEGURO SOCIAL
DELEGACIÓN REGIONAL ESTADO DE MÉXICO PONIENTE
HOSPITAL GENERAL REGIONAL 220
PSIQUIATRÍA

UMF 220 C 8 mat

CONTRA REFERENCIA
INFORMACIÓN CONFIDENCIAL

| | |
|---|---|
| FECHA DE LA PRIMERA CONSULTA. 27 de Marzo de 2019 | FECHA DE ALTA DEL SERVICIO... 11 de JULIO de 2022 |
| DIAGNOSTICO INICIAL..., **F41.1 Trastorno de ansiedad generalizada, F91.3 Trastorno disocial desafiante y oposicionista, crisis parciales complejas** | DIAGNOSTICO FINAL... F41.1 Trastorno de ansiedad generalizada, F91.3 Trastorno disocial desafiante y oposicionista, crisis parciales complejas |
| TOTAL DE CONSULTAS OTORGADAS... una | CÓDIGO CIE 10... F |

RESUMEN CLINICO

Fuente de información: Directa e indirecta (papas del paciente). Confiable

Motivo de atención y diagnóstico de envio: ansiedad

Masculino 11 años de edad

Antecedentes Heredo-Familiares: . tia abuela materna cancer de mama.

Antecedentes Personales no Patologicos: .originario y residente de toluca, vive con su antes con sus abuelitos tios primos actualmente con sus paps su abuelita, y su hermanito de 10 dias de edad, producto de la G1 P1 de madre a los 19 años de edad, embarazo normoevolutivo, nacio de 9 meses, llanto y respiracioninmediatos al nacimiento, peso 3500kg, sostuvo su cabeza a los 3 meses, se sento a los 6 meses, no gateo, camino a los 12 meses, hablo a los 3 años, escolaridad 3ero de primaria, nosabe que va aestudiar cuando sea grande. Deportes negados. Antes jugaba futbol. Pero despues ya no quiso ir

Antecedentes Personales Patologicos: . alos 6 años biopsia de hematoma polimorfo en brazo izqueirdo, ALERGICO PARACETAMOL PENICILINA Y SULFAS. Desde los 8 dias reflujo hasta los 6 meses de edad, luxacion congénita de cadera se le manejo con pañal, a los 2 años pie plano actualmente corregido, asma bronquial en control con salbutamol montelukas tiene un año sin trtamiento y rinitis alérgica que se le reactivo hace un mes

Padecimiento Actual: . desde bebe hasta la fecha mioclonias en la noche, en el jardin de niño sufrio bulling por parte de unos gemelos y presento enuresis nocturna se resólvió el problema y actualmente en la primaria despues del problema que tiene actualmente de nuevo enuresis, desde siempre muy cerrado no es amigable se aisla, miedo a que sus papas ya no fueran por el, lo llevaban a fuerzas, un compañero le bajo los pantalones en el baño, los maestro dijeron que le llamarian a la patrulla.

04 de diciembre de 2018

## ESTUDIO ANORMAL CON DESCARGAS MULTIPLES FRONTALES PARIETALES BILATERALS

27 de marzo de 2019 evolucionando muy bien ya fue valorado por endocrinologia pediatrica por hipotiroidismo y pubertad precoz, le indico levotiroxina tabs 100mcg media diaria, en la escuela se encuentra muy bien adaptado, sus calificaciones en la escuela ya mejor, en la casa se porta mejor.

25 de junio de 2019 actualmente ya pasa a 4° de pronto debido a que se siente presionado presento una crisis se desespero, esta con oxcarbazepina y fluoxetina

02 de abril de 2020 evolucionando bien actualmente solo con oxcarbazepina 600mg media en el desayuno y una en la cena con lo que ha estado bien según me refieren los papas el electroencefalograma todavia no se lo realizan

07 de septiembre de 2020 evolucionando bien con el tratamiento establecido actualmente solo con miedo al COVID 19, ademas de que adoptaron un perrito y cuando ahuya el cachorro, el dice que es porque ve a un muerto "sic" plan... continuo con oxcarbazepina 600mg una cada 12hrs, fluoxetina 20mg ¼ de tab y valproato semisodico 500mg cada 12hrs.

06 de octubre de 2020 refiere la mama que el paciente ha estado depertando en las noche y le dice a su mama que no puede dormir, que se siente nervioso, se pasa a la cama de sus papas su papa se va a la cama de el y el se queda son cu mama y ya se duerme, por otro lado esta trabajando de 12 a 15 hrs con uno de sus tios cargando y midiendo simbra, pero se cansa mucho.

LABORATORIOS 14 DE SEPTIEMBRE DE 2020 GLUCOSA 87 AC URICO 3.5 TRIGLICERIDOS 219.7 COLESTEROL TOTAL 158.7 HORMONA ESTIMULANTE DEL TIROIDES 2.73 ESTRADIOL menos de 10 progesterona 0.10 insulina basal 9.40 PROLACTINA 44.6 TESTOSTERONA 60.10

Con RISPERIDONA SOLUCION GOTAS LA PROLACTIAN SE ELEVO A 44.6

01 de julio de 2021 refiere la mama que el paciente ha estado bien ya cumple con sus obligaciones hace sus cosas, ya no tienen que estarle repitiendo que haga sus cosas ya socializa mas, esta en dos equipos de futbol, en la categoría grande es portero y en la chiquita es medin, el teléfono solo lo agarra para realizar tareas el recto del tiempo se lo quita su mami para evitar que este con videojuegos.

**Annex 22. "Mental Health Context" Survey**

## Contexto Bienestar Mental

**Objetivo:** El objetivo de este cuestionario es la recopilación
de datos relacionados a la importancia dada en la institución escolar Secundaria
Oficial no.0323 "José Vasconcelos" a la salud mental de los estudiantes, con el
fin de conocer la forma en que la institución atiende o enfrenta los problemas
relacionados al cuidado de la salud mental. Se busca establecer evidencia que
apoye la investigación-acción sobre el bienestar socioemocional de estudiantes,
e identificar las áreas de oportunidad emergentes, que permitan la construcción de
ambientes de aprendizaje inclusivo.

nirexa13@gmail.com Cambiar cuenta

No compartido

* Indica que la pregunta es obligatoria

1. ¿Cuál es el Rol que funge dentro de la institución? *

○ Directivo

○ Personal administrativo

○ Orientador/a

○ Docente frente a grupo

En caso de ser docente frente a grupo ¿Cuál es la asignatura que imparte?

Tu respuesta

2. ¿Cómo definiría su relación con los estudiantes? *

Tu respuesta

3. ¿Cómo se considera dentro del aula de clases? (Seleccione todos los que *
correspondan.)

☐ Creativo

☐ Atento

☐ Entusiasta

☐ Autoritario

☐ Estricto

☐ Amistoso

☐ Flexible

☐ Tranquilo

## Annex 23. Lesson Plan First Cycle

**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. 0323 "José Vasconcelos" | | C.C.T: | 15EES0486J |
|---|---|---|---|---|
| Titular Teacher: | Margarita Díaz Porcayo | | | |
| Trainee Teacher: | Xareni Nicté García Vasquez | | | |
| Grade and Group: | 1° "A, B, & C" | No. students: | 45 per group | |
| 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 | Students develop the skills, knowledge, attitudes and learning strategies to participate and interact in oral and written social language practices in different routine, habitual and familiar communicative and cultural contexts with native and non-native speakers of English. | | | |
| Specific purposes for the cycle | Students sustain interactions and adapt their performance through a variety of oral and written texts in a variety of communication situations. | | | |
| Social learning environment | Family and community | | | |
| Communicative activity | Expression and communication. | | | |
| Social practice of the language | Introduces himself and third persons. | | | |
| Expected achievements | • Students to practice greetings, introducing yourself and others. <br> • Students will be able to say appropriate greetings in a conversation <br> • Students determine the appropriate greeting while reading a conversation <br> • Students use appropriate greetings in writing <br> • Students recognise the most common professions in their community. <br> • Students are able to introduce a person by mentioning what he/she does (profession). <br> • Students will be able to recognise the written form of the numbers 1-100. <br> • Students will be able to identify the pronunciation of each number. | | | |
| Language learning products (SEP 2017, p. 172) | Students make an individual presentation on their favorite public figure. | | | |

| English level of Students | PRE A1 | A1 (acceso) | A2 (plataforma) | B1 (umbral) |
|---|---|---|---|---|
| How many students? | 1°A: 43 students – 100% <br> 1°B: 44 students – 100% <br> 1°C: 45 students - 100% | 1°A: 0 <br> 1°B: 0 <br> 1°C: 0 | 1°A: 0 <br> 1°B: 0 <br> 1°C: 0 | 1°A: 0 <br> 1°B: 0 <br> 1°C: 0 |
| What can they do according to | • Can understand short, very simple questions and statements, provided they are delivered slowly and <br> • clearly and accompanied by visuals or manual gestures to support understanding and repeated if | • Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. <br> • Can introduce him/herself and others, ask for and give basic personal information | • Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g., basic information about him/herself and family, shopping, places of interest, occupations). <br> • Can communicate in simple and routine | • Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. <br> • Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. |

### 1st week

| Date: | 1° A & C - October 10th, 2022 <br> 1°B- October 11st 2022 | Number of lesson: | 1 | Date: | 1° A & C - October 11st, 2022 <br> 1°B – October 13rd, 2022 | Number of lesson: | 2 | Date: | 1°A & C- October 13rd, 2022 <br> 1°B – October 14th, 2022 | Number of lesson: | 3 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Functional language: | Formal Greetings (How are you?, Good morning, Good afternoon, Good evening, What are you doing?, Good to see you, How do you do?) <br> Informal Greetings (Hey!, What's up? Howdy!, What's up? Long time no see!) | | | Functional language: | Formal Greetings (It's nice to meet you, How is it going?, How are you doing? It is a pleasure to meet you, It's an honor to meet you, Nice to meet you). <br> Informal Greetings (How are ya?, What's new?, What's going on?, How are things? How is everything?, How's life?) | | | Functional language: | Professions (nurse, judge, surgeon, mechanic, carpenter, architect, accountant, butcher, police officer, hairdresser, secretary, bus driver, builder, shopkeeper) | | |
| Resources: | Posters: "Classroom rules" & "Classroom Language" <br> Worksheet: "Formal or Informal Greetings" <br> YouTube video <br> Conversation Model: "Greetings" <br> Whiteboard | | | Resources: | Whiteboard <br> Cards: "Excuse me, are you...?" <br> Poster: "Completing sentences" | | | Resources: | Whiteboard <br> Flashcards: "Professions of my community" <br> Worksheet: "Draw the profession" | | |
| | **BEGINNING** | | | | **BEGINNING** | | | | **BEGINNING** | | |
| Time: 30 min | Interaction: T- Whole class | | | Time: 5 min | Interaction: T – Whole class / Ss. – Ss. | | | Time: 5 min | Interaction: T- Whole class | | |
| | 1. The trainee teacher introduces herself to the Ss. <br> 2. The poster "Guidelines" (Annex 1) is shown and the working rules are explained, as well as the vocabulary that will be used during all the lessons (Annex 2). <br> 3. Ss. are asked to go out in an orderly fashion to the institutional courtyard. <br> 4. Instructions for the activity "Strike a pose" are given": Ss. stand in a circle and give everyone one minute to think in a gesture or pose that represents them. Next, the first student steps forward and says, "My name is [Ss. name]," accompanied by the gesture or pose they have come up with. Then everyone repeats the student's name and gesture. Next, student B steps forward and says his or her name with a gesture or pose. | | | | 1. The instructions for the lead-in 'Letter string dictation' are introduced: Students will be dictated 5 of the sentences to be seen in class as a long string of letters (e.g goodmorning, Nicetomeetyou, Howdoyoudo, Howdy, Longtimenosee). <br> 2. After dictating the letter strings, students should try to form the sentences and then discuss them in pairs. <br> 3. Each pair of students report back to the class their answers. | | | | 1. Give the instructions for the lead-in: "Name ten": Ss. Must think of 10 items that fit in the criteria of professions and write down on their notebook (here the Ss. Will be able to write in Spanish if they don't know the name of the profession in English) /1 min/. <br> 2. One student (volunteer) will share their answers with the group and the teacher will write them down on the board the professions, but in english. <br> 3. T. will ask if any other students wrote down different professions, in order to form a list of all the professions that the students wrote down. <br> 4. Ss. Copy the vocabulary in their notebooks. | | |

Source: Lesson Plan 1st Cycle of the Action Plan. Own elaboration Lesson Plan 1st

## Annex 24. Checklist to verify the elements of the didactic material

| Criteria | Yes | No |
|---|---|---|
| Classroom context (e.g., number of students, resources) | | |
| Course requirements (e.g., objectives, syllabus, methodology, assessment). | | |
| Students' characteristics (e.g., age, language level) | | |
| Teacher characteristics. (e.g., teaching style, belief about learning and teaching) | | |

Source: McGrath (2013: 62-3)

## Annex 25. Checklist to verify the characteristics of the implemented material

| Criteria | Yes | No |
|---|---|---|
| Novelty: That is the topics, illustrations and activities are unusual. | | |
| Variety: This refers not only to activities, English skills. | | |
| Attractive presentation: This is usually achieved using color and illustrations or pictures. | | |
| Appealing content: Topics should not be limited to those of interest to the learners. | | |

Source: Tomlinson (1998)

# Annex 26. Lesson Plan Second Cycle

**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. 0323 "José Vasconcelos" | | C.C.T: | 15EES0486J |
| Titular Teacher: | Margarita Díaz Porcayo | | | |
| Trainee Teacher: | Xareni Nicté García Vasquez | | | |
| Grade and Group: | 1° "A, B, & C" | No. students: | 47 - 50 peer group | |
| 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 | Students develop the skills, knowledge, attitudes and learning strategies to participate and interact in oral and written social language practices in different routine, habitual and familiar communicative and cultural contexts with native and non-native speakers of English. | | | |
| Specific purposes for the cycle | Students sustain interactions and adapt their performance through a variety of oral and written texts in a variety of communication situations. | | | |
| Social learning environment | Familiar & Community | | | |
| Communicative activity | Giving and receiving information on the provision of a community service. | | | |
| Social practice of the language | Understand and express opinions about a ser | | | |
| Expected achievements | • Can identify subject, purpose and addressee. <br> • Predicts general meaning from words and expressions similar to the mother tongue. <br> • Can distinguish expressions in spoken exchanges. <br> • Can recognise the composition of utterances in spoken exchanges. <br> • Can produce expressions to give information. <br> • Can adjust volume and speed when composing oral texts. | | | |
| Language learning products (SEP 2017, p. 172) | Representation of a dialogue about a community service. | | | |

| English level of Students | PRE A1 | A1 (acceso) | A2 (plataforma) | B1 (umbral) |
|---|---|---|---|---|
| How many students? | 1°A: 43 students – 100% <br> 1°B: 44 students – 100% <br> 1°C: 45 students - 100% | 1°A: 0 <br> 1°B: 0 <br> 1°C: 0 | 1°A: 0 <br> 1°B: 0 <br> 1°C: 0 | 1°A: 0 <br> 1°B: 0 <br> 1°C: 0 |
| | • Can understand short, very simple questions and statements, provided they are delivered slowly and <br> • clearly and accompanied by visuals or manual gestures to support | • Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. | • Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g., basic information about him/herself and family, shopping, places of interest, occupations). | • Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. <br> • Can deal with most situations likely to |

## 1st week

| Date: | 1° A, B & C – November 21st, 2022 | Number of lesson: | 1 | Date: | 1° A & C – November 23rd, 2022 | Number of lesson: | 2 |
|---|---|---|---|---|---|---|---|
| Functional language: | ➤ Professions (military, doctor, firefighter) <br> ➤ Trades (shopkeeper, builder, waiter) <br> ➤ Workplaces (hospital, shop, restaurant, construction, police station, barracks) | | | Functional language: | ➤ Phrases to ask and give information (Can I have, Would I <br> ➤ Relation between people (friends, colleagues, clerk, client) <br> ➤ Adjectives (friendly, indifferent, rude, enthusiastic) | | |
| Resources: | ➤ Flashcards <br> ➤ Audio <br> ➤ Projector <br> ➤ Notebook <br> ➤ Conversation scrip <br> ➤ Worksheets | | | Resources: | ➤ Flashcards <br> ➤ Audio <br> ➤ Projector <br> ➤ Notebook <br> ➤ Conversation scrip <br> ➤ Digital presentation | | |

| BEGINNING | | BEGINNING | |
|---|---|---|---|
| Time: 5 min. | Interaction: T- Whole class | Time: 5 min. | Interaction: |
| 1. Ss. match images of professions/trades with images of workplaces corresponding to each one. (See Annex 1) <br> 2. T. asks students: What service does each public servant/place offer? | | 1. Using the hot potato game, the T. asks the "burnt" pupil to say a wrods related to the previous lesson | |

| DEVELOPMENT | | DEVELOPMENT | |
|---|---|---|---|
| Time: 30 min. | Interaction: T – Whole class | Time: 30 min. | Interaction: |
| 1. T. hand out the script of a conversation. (See Annex 2) <br> 2. T. presents the script of a conversation. <br> *Call to a fast-food restaurant: <br> -A: Pizza Hut, "No one outpizzas the hut" Good afternoon, how can I help you? <br> -B: Hi, I'd like to order something from your menu. <br> -A: Sure, for pick up or delivery? <br> -B: For pick up <br> -A: Okay. May I take your order? <br> -B: I'd like a medium Hut Cheese pizza, but it could be without mushrooms, please? <br> -A: Okay, would you like any sides? <br> -B: I'd like some marinated wedge fries, and can I have a 2L Coke to drink, please? <br> -A: Sure, anything else? <br> -B: That'll be all, thank you. | | 7. T. hand out the worksheets. (See Annex 5) <br> 8. Ss. Write which expressions from the conversation are used in the mentioned situations. <br> *Greeting someone: <br> *Offering a service: <br> *Expressing what do you need: <br> *Farewell: <br> 1. Ss. completed the dialogue with expressions of the previous exercise. (Annex 5) <br>   1. Pizza Hut. Good _____, how _____? <br>   2. _____, I'd like to _____ something from your menu. <br>   3. Okay. _____ I take your order? <br>   4. _____ medium Hut Cheese pizza. <br>   5. Sure, anything else? <br>   6. That'll be all, _____. <br> 1. | |

Source: Lesson Plan 2nd Cycle of the Action Plan. Own elaboration Lesson Plan 2nd Intervention.docx

# Annex 27. Example of Lesson Plan using REALIA

**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. 0323 "José Vasconcelos" | | C.C.T: | 15EES0486J |
|---|---|---|---|---|
| Titular Teacher: | Margarita Díaz Porcayo | | | |
| Trainee Teacher: | Xareni Nicté García Vasquez | | | |
| Grade and Group: | 1° "A, B, & C" | No. students: | 45 per group | |
| 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 | Students develop the skills, knowledge, attitudes and learning strategies to participate and interact in oral and written social language practices in different routine, habitual and familiar communicative and cultural contexts with native and non-native speakers of English. | | | |
| Specific purposes for the cycle | Students sustain interactions and adapt their performance through a variety of oral and written texts in a variety of communication situations. | | | |
| Social learning environment | ACADEMIC AND TRAINING | | | |
| Communicative activity | • Interpreting and following instructions | | | |
| Social practice of the language | • Write instructions for using a bilingual dictionary. | | | |
| Expected achievements | • Select and review bilingual dictionaries. • Understand the use of textual components of bilingual dictionaries. • Write instructions. • Edit instructions. | | | |
| Language learning products (SEP 2017, p. 172) | Students create an instructive for using a bilingual dictionary | | | |

| English level of Students | PRE A1 | A1 (acceso) | A2 (plataforma) | B1 (umbral) |
|---|---|---|---|---|
| How many students? | 1°A: 43 students – 100% 1°B: 44 students – 100% 1°C: 45 students - 100% | 1°A: 0 1°B: 0 1°C: 0 | 1°A: 0 1°B: 0 1°C: 0 | 1°A: 0 1°B: 0 1°C: 0 |
| What can they do according to the CEFR? | • Can understand short, very simple questions and statements, provided they are delivered slowly and • clearly and accompanied by visuals or manual gestures to support understanding and repeated if necessary. (CEFR, 2020) • Can recognize everyday, familiar words/signs, provided they are delivered clearly and slowly in a clearly • defined, familiar everyday context. • Can recognise numbers, prices, dates and days of the week, provided they are delivered slowly and • clearly in a defined, familiar everyday context. | • Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. • Can introduce him/herself and others, ask for and give basic personal information about his/her home, possessions and people he/she knows. • Can interact in a basic way provided the other person talks slowly and clearly and is willing to cooperate. to cooperate. | • Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g., basic information about him/herself and family, shopping, places of interest, occupations). • Can communicate in simple and routine tasks requiring simple and direct exchanges of information on familiar or routine matters. • Can describe in simple terms aspects of his/her past and environment, as well as issues related to his/her their environment, as well as questions related to their immediate needs. | • Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. • Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. • Can produce simple connected text on topics which are familiar or of personal interest. • Can describe experiences, events, wishes and aspirations and briefly give reasons and explanations for opinions and plans. |

## 1st Week

| Date: | 1° A & C – March 6th 1°B- March 7th | Number of lesson: | 1 | Date: | 1° A & C – March 7th 1°B – March 9th | Number of lesson: | 2 | Date: | 1°A & C- February 9th 1°B – March 10th | Number of lesson: | 3 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Functional language: | Types of dictionaries (Bilingual, Monolingual, Picture (Pictionary), Online, Encyclopedic, Electronic, Specialized, Thesaurus) | | | Functional language: | Types of dictionaries (Bilingual, Monolingual, Picture (Pictionary), Online, Encyclopedic, Electronic, Specialized, Thesaurus) Parts of a dictionary entry (entries, guidewords, translation, example) | | | Functional language: | Parts of a dictionary entry (entries, subentries, parts of speech, phonetic transcription, guidewords, synonyms, collocations, forms of the entry, translation, example) | | |
| Resources: | REALIA Lead-in (apple,ape (toy),avocado; book, blocks, ball/ can, cap, carrot; dragon(toy), dinosaur, doll; eggfiretruck, flower, football ball.) REALIA Dictionaries (Bilingual, Monolingual, Pictorial, Online (cellphone), Encyclopedic, Electronic, Specialized, Thesaurus) Whiteboard White sheets | | | Resources: | REALIA Dictionaries (Bilingual, Monolingual, Pictorial, Online (cellphone), Encyclopedic, Electronic, Specialized, Thesaurus) Whiteboard White sheets | | | Resources: | Audio Worksheet Wordcards Poster | | |

| BEGINNING | | | BEGINNING | | | BEGINNING | | |
|---|---|---|---|---|---|---|---|---|
| Time: 15 min | Interaction: T- Whole class | | Time: 5 min | Interaction: T – Whole class / Ss. – Ss. | | Time: 5 min | Interaction: T- Whole class | |
| 1. **Lead-in:** Arranging Game! *Ss. Have to order alphabetically some objects placed in the school playground by the teacher. **(Annex 1)** | | | 1. **Lead-in:** Riddles *Ss. Try to guess what type of dictionary is talking about accord with the description gived by the teacher. *(partipation per each correct answer)* | | | 1. **Lead-in:** Listening **(Annex 4)** * Ss. Listen the people talking about the parts of the bilingual dictionary and match the parts they mention with their definition. a) Entries _____The visual representations of the words included in the dictionary. b) Guidewords _____ All the words in bold letters, listed in alphabetical order with their corresponding information within a dictionary. c) Graphic components _____ Two words usually printed at the top of the page of a dictionary to indicate the first or last entry on that page. *Ss.Exchange worksheet and grading each other (Group response review). **(Annex 5)** | | |

| DEVELOPMENT | | | DEVELOPMENT | | | DEVELOPMENT | | |
|---|---|---|---|---|---|---|---|---|
| Time: 30 min | Interaction: | | Time: 35 min | Interaction: Ss. – Ss. | | Time: 30 min | Interaction: | |
| 1. T. Make some questions to the Ss. Related to the activity. *Do you knew the name of all the objects? *Which tool/resource you can use to search how to | | | 1. By rows the T. Give a set of words/topics and the Ss. Have to analyse it and decide which type of dictionary they have to use to search what was ask on the list. **(Annex 3)** • Bilingual; | | | 1. T. Ask the Ss. to look up the word "dictionary", in the dictionary once the Ss. have found it, they are asked to analyse that fragment and identify other elements that make up the dictionary in addition to those seen | | |

Source: Lesson Plan using REALIA. Own elaboration Lesson Plan 4th Intervention.docx

Toluca, Méx., 10 de julio de 2023

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

Quien suscribe C. XARENI NICTE GARCIA VASQUEZ, 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: Considerations for Teachers About Their Teaching Performance Regarding Students with Psychosocial Disabilities to Achieve Learning, conforme a las Orientaciones Académicas para la Elaboración del Trabajo de Titulación. Con la supervisión del director de trabajo de titulación fue estructurado en la modalidad de: Tesis de investigación; así como de haberlo adecuado a las observaciones hechas por la Comisión de Titulación. Finalmente, defenderlo suficiente y de manera argumentada ante los sinodales, de tal forma que demuestre mis saberes categóricamente ante ellos, a través del diálogo académico que tenga lugar durante el desarrollo del examen profesional.

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

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

**C. XARENI NICTE GARCIA VASQUEZ**

Toluca, México 12 de julio de 2023.

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

El que suscribe MTRO. ALCIDES RAFAEL GUZMAN MARTINEZ Asesor del estudiante XARENI NICTE GARCIA VASQUEZ matricula 191527140000 de 8' semestre de la Licenciatura en Enseñanza y Aprendizaje del Inglés en Educación Secundaria quien desarrolló el trabajo de titulación denominado Considerations for

Teachers About Their Teaching Performance Regarding Students with Psychosocial Disabilities to Achieve Learning en la modalidad de Tesis de investigación; se dirige a esta Comisión a su digno cargo para informar que este documento ha sido concluido satisfactoriamente de acuerdo con lo establecido en los documentos del Plan de Estudios 2018 rectores del proceso de titulación.

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

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

**MTRO. ALCIDES RAFAEL GUZMAN MARTINEZ**
**Asesor de Titulación**

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

Toluca, Méx., 30 de junio de 2023

C. GARCIA VASQUEZ XARENI NICTE
ESTUDIANTE DEL OCTAVO SEMESTRE (LEAIES)
P R E S E N T E.

La Dirección de esta casa de estudios, a través de la Comisión de Titulación de la Licenciatura en Enseñanza y Aprendizaje del Inglés en Educación Secundaria del Ciclo Escolar 2022–2023, comunica a usted que su Tesis de Investigación intitulado: Considerations for Teachers About Their Teaching Performance Regarding Students With Psychosocial Disabilities to Achieve Learning, 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

Vo. Bo.
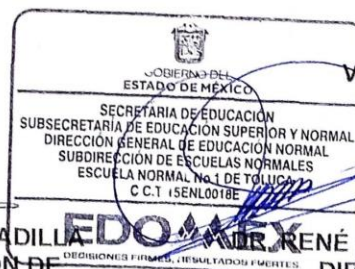
GOBIERNO DEL
ESTADO DE MÉXICO
SECRETARÍA DE EDUCACIÓN
SUBSECRETARÍA DE EDUCACIÓN SUPERIOR Y NORMAL
DIRECCIÓN GENERAL DE EDUCACIÓN NORMAL
SUBDIRECCIÓN DE ESCUELAS NORMALES
ESCUELA NORMAL No.1 DE TOLUCA
C.C.T 15ENL0018E
EDOMÉX
DECISIONES FIRMES, RESULTADOS FUERTES

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

MTR. RENÉ LÓPEZ AUYÓN
DIRECTOR

SECRETARÍA DE EDUCACIÓN
SUBSECRETARÍA DE EDUCACIÓN SUPERIOR Y NORMAL
DIRECCIÓN GENERAL DE EDUCACIÓN NORMAL
SUBDIRECCIÓN DE ESCUELAS NORMALES
ESCUELA NORMAL No. 1 DE TOLUCA

Boulevard Isidro Fabela Nte. 601, Col. Doctores, Toluca, Estado de México, C.P. 50060
Tels. (722) 2-15-22-71 y 2-15-09-04, e-mail: normal1tol@edugem.gob.mx