



# BENEMÉRITA Y CENTENARIA ESCUELA NORMAL DEL ESTADO DE SAN LUIS POTOSÍ.

TITULO: Implementation Of Strategies Within An Efl Class To Favor Inclusion

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**SECRETARIA DE EDUCACIÓN DE GOBIERNO DEL ESTADO  
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**QUE PARA OBTENER EL TÍTULO DE LICENCIADA EN EDUCACIÓN EN  
ENSEÑANZA Y APRENDIZAJE DEL INGLÉS EN EDUCACIÓN SECUNDARIA**

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**SAN LUIS POTOSÍ, S.L.P.**

**JULIO, 2023**



BENEMÉRITA Y CENTENARIA ESCUELA NORMAL DEL ESTADO DE SAN LUIS POTOSÍ  
CENTRO DE INFORMACIÓN CIENTÍFICA Y TECNOLÓGICA

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My document is dedicated to Pimpon and my uncle Juan Santiago.  
Life turned gray when they left this world.

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## Table of Contents

<b><i>Chapter I. Introduction</i></b>	<b>6</b>
<b>1.1 Scholar context</b>	<b>8</b>
<b>1.2 Rationale for the topic</b>	<b>11</b>
<b>1.3</b>	<b>16</b>
<b>1.4. Group context</b>	<b>17</b>
<b>1.5</b>	<b>24</b>
<b><i>Chapter II. Action Plan</i></b>	<b>26</b>
<b>2.1 Context of the educational situation</b>	<b>27</b>
<b>2.2 Proposals of the action plan</b>	<b>30</b>
<b>2.3 Theoretical Framework</b>	<b>31</b>
<b>2.4 Development of the Action Plan</b>	<b>42</b>
<b><i>Chapter III. Development, reflection and evaluation of the proposal</i></b>	<b>46</b>
<b>3. 1 Class of implementation of material</b>	<b>52</b>
<b>3.2 Class simulation ‘Hospital’</b>	<b>56</b>
<b>3.3 Class simulation ‘Newscast’</b>	<b>66</b>
<b><i>IV. Conclusions and Recommendations</i></b>	<b>80</b>
<b><i>V. Bibliographic references</i></b>	<b>87</b>
<b><i>VI. Appendix</i></b>	<b>95</b>

## Table of images

Image A. Facade of the school Potosinos Ilustres (see appendix)	2
Image B. English diagnosis exam	13
Image C. Example of Noa's writing	16
Image D. Evidence of the observation formats	40
Image E. Evidence of the adapted material	49
Image F. Worksheet used in this class	50
Image G. Noa's booklet	50
Image H. Presentation with the information of the class	55
Image I. Students' dialogues for class #2	57
Image J. Evidence of the props for class #2	57
Image K. Evidence of the presentation	58
Image L. Presentation with the information for class #3	65
Image M. Example of students' dialogues in class #3	70
Image N. Props made by students for class #3	70
Image O. Evidence of the presentation for class #3	71

## Table of figures

Figure A. Organizational chart of general secondary school	3
Figure B. School map	4
Figure C. Number of students	12
Figure D. English level results of the study group	14
Figure E. Timetable	46
Figure F. Lesson Plan (see appendix)	48
Figure G. Lesson plan of this class	52
Figure H. Chart with the contents seen during the practice period from September 26th to October 14th	52
Figure I. Chart with the evaluation rubric	58
Figure J. Results for the 'Hospital' simulation project.	59

Figure K. Lesson plan class #3	63
Figure L. Chart with contents from November 21st to December 5th	63
Figure M. Chart with the students' grades	70
Figure N. Results of the simulation 'Newscast'	71
Figure O. The purpose of a new rubric	81

# **Chapter I. Introduction**

This document is a pedagogical report which records the process, analysis and evaluation carried out in the practices that took place during the last year of my teacher training in order to obtain the degree of 'Enseñanza y Aprendizaje del Inglés en Educación Secundaria' at the Benemérita y Centenaria Escuela Normal del Estado de San Luis Potosí.

The document has 6 sections, which are divided into the following topics: introduction, in which the place of the professional practice is described, the relevance and personal interest of the topic are justified, the problematic is contextualized and the aims and competences developed in the practice are identified and proposed.

Then, we determined the action plan, where the educational situation is diagnosed, the interactions within the classroom are described and focuses on the problem to set out the purposes of the action plan. In which the set of actions and strategies are described together with a theoretical review that supports the plan. This gave way to the development, reflection and evaluation of the proposal for improvement. While the implementation of the action plan is described and analyzed, registering the detailed description of the considered sequence activities for the solution of the detected situation, describing and assessing the sequences in order to formulate the replantation of the proposals.

The foregoing analysis enables us to reach conclusions and recommendations, where the scope of the proposal is clarified in relation to the subjects, context and areas of knowledge, among others. At the end, we justified it with references and the appendix, where sources of consultation are cited and student productions, lesson plans and instruments are added

## 1.1 Scholar context

The professional practices took place in the Public Secondary General School *Potosinos Ilustres*, with CCT. 24DES0074R. During the period of August 2022 to June 2023. This institution is located in the state of *San Luis Potosí*, in the street *Fuente del Olimpo*, between the streets *Fuente de Diana*, *Fuente de Apolo* and *Avenida de las Fuentes*, inside the neighborhood *Balcones del Valle* and it is part of the Federal System of General Secondary Government Schools of San Luis Potosí.

Image A. Facade of the school Potosinos Ilustres (see appendix A)

According to the geographical location map of secondary schools, published by the *Plan Nacional para la Evaluación de los Aprendizajes* in 2019, the school is at a low level of marginalization (Secretaria de Educación Pública, 2019). This information is supported by estimates from the *Consejo Nacional de Población*, which indicates that the neighborhood Balcones de Valle has a very low rate of marginalization (CONAPO, 2020). This concept is understood as the lack of ‘*social opportunities and the absence of capacities to acquire or generate them, but also to the deprivation and inaccessibility to goods and services based on well-being*’ (CONAPO, 2011). Therefore, we can deduce that the school has such opportunities and the community has no problem accessing services that promote the full development of well-being.

According to the *Instituto Nacional de la Infraestructura Fisica Educativa*, cited by the *Sistema de Informacion y Gestion Educativa*, the year of creation of the school was in 1982, with an antiquity of 31 to 40 years (SIGED, 2022). The institution has this year’s service to the capital and because of this, has a high prestige between the secondaries of the state. Inside the school, students are required to maintain the quality that this one provides. In the Educative Atlas provided by the *Instituto Nacional de Estadística y Geografía* (INEGI), in the environment close to the institution are found economic units such as stationeries, gymnasiums, breweries, bars, and food centers (INEGI, 2013). Also, educational

institutions are found such as the Polytechnic University of San Luis Potosi and two general preschools.

The school has two shifts and has a total of 714 students in the morning shift according to the information from the *Sistema de Información y Gestión Educativa* (SIGED, 2022). The students that assist in the morning are divided into groups of A to F, offering 3 grades with groups of 35 to 45 students approximately. Subsequently, I can say that the quantity of students makes personalized attention difficult at the moment of the classes and to maintain order, however, most of the students have good behavior, a positive attitude, and participate during classes.

Figure A. Organizational chart of general secondary school (see appendix A)

The secondary general school *Potosinos Ilustres* has a schedule from 7:20 a.m. to 1:30 p.m. in the morning shift and, as mentioned before, is inside the colony of *Balcones del Valle* 3rd section. Around the school there are houses and establishments such as food stores, grocery stores, and stationery, among others. There is also the Tangamanga Park 1, an important meeting point for the capital where you can do outdoor recreational activities. On the other side of the secondary, the Polytechnic University of San Luis Potosí is located, a faculty where engineering and degrees can be studied.

According to the INEGI Digital Map, the school covers a whole block of the neighborhood and has 6, 325.596 m<sup>2</sup> (INEGI, 2021). In relation, the Official Journal of the Federation states that for each student there must be .90 m<sup>2</sup> (DOF, 2022). Therefore, by making the relation with the number of students in the morning shift, it can be deduced that the school has the necessary size for the coexistence of the people within the campus. This secondary school serves the entire population of 12 to 15 years (Secretaria de Educación Pública, 2019) and are divided into 3 grades and 6 groups ranging from A to F.

Students of the morning shift maintain good behavior, fulfilling the rules requested by the school, such as cutting and styling school hair, punctuality, and presentation by

wearing the school uniform correctly. At 7:10 in the morning, which is the time of entry to the school, students arrive by different transport means, such as family cars or by the school transport provided by the same institution, which has varied routes.

The school space is delimited by fences and gates which are guarded by the school intendants: the school has 3 buildings, 1 backyard, and an auditorium. Building 2 and 3 have 3 floors, and to access to them are stairs but there are no access ramps in any part of the school.

Figure B. School map (see appendix B)

Upon entering, an outdoor hallway with 4 planters, bathrooms for men and women, 2 functional science laboratories, and administrative offices can be seen. The classrooms are distributed on the second and third floors of each building: inside the classrooms are enough chairs for the number of students, a desk and chair for the teacher. There is correct ventilation and lightning through the windows, which have curtains to protect them from the sun. The classroom has a projector and speakers; however, the teacher must carry his or her own computer and cables to project on the whiteboard that is also in the classroom.

There are 18 classrooms for different groups, 6 of each school grade, there are also spaces designated for workshops attended by students, such as computer science and graphic design, and two computer classrooms. The auditorium space has 2 floors, in the first one talks are given for students while in the second one, the school library and a classroom for dance are found. Finally, outdoor spaces between each building can be found, the biggest being the main courtyard of the school, where students gather for honors every Monday during their second period, their physical education classes, and being a recreational space for break.

There are 20 teachers working in the secondary school; three of them are in charge of the English academy. There is also the social worker, the psychologist, and the language teacher that form the *Unidades de Servicios de Apoyo a la Educación Regular* (USAER) department. There is a teacher in charge of each group as the assessor and a prefect in charge of each grade. Finally, in the administrative area, there are 4 secretaries, the low director, and

the head director of the institution. Each worker has a specific area to develop their work, such as offices, classrooms, and a teacher's lounge to continue working after classes. The school has services such as USAER, a dental office, and a cooperative where they sell balanced foods without any access to junk food such as chips or cookies. Each of the mentioned services has its specific space within the institution. The school also has different intendants responsible for cleaning school spaces, such as the courtyard, classrooms, and bathrooms among others. The school staff performs their role properly, as there are few absent personnel and they fulfill their assigned duties.

Once collecting data from the context of the secondary school, it is important to start talking about my experience during the practice periods, because this led me to define the subject of this document. This allowed me to involve myself in the environment of the school and adapt the classes to the attitudes and infrastructure I saw. Putting together the definitions of Elliot (1993), Lomax (1990) and Bartolomé (1986), action-research it is a reflective process of a social situation where there is research, intervention, training and action in a professional practice, with the intention of bringing about an improvement in it (Latorre, 2003). That is why this investigation is considered within the category of.

## **1.2 Rationale for the topic**

While being with students during the practice days, I noticed that the reality of education is very different from what teachers tell us when preparing us. In particular, there are many problems that can be identified in the learning of students that can modify the learning process. These issues will be discussed in the next paragraphs.

Firstly, for the students, the stage of secondary is difficult because of the social, educational, and needs that are present in both areas. Adolescence is a stage between childhood and adulthood that begins with pubertal changes. It is characterized by biological, psychological, and social transformations. These can generate crises, conflicts, and contradictions that can be positive for the determination toward independence (Pineda S. y

Aliño M., 1999). These problems may be difficult to address since adolescence is what they are living in those moments of their life and not everyone handles it the same.

Trying to separate the socioemotional changes they are having from their learning process is something difficult to do. Firstly, students are living a formal education, which consists of education regulated and established by the state, and, on the other hand, they also have an informal education where education is given by individuals who relate to society. It happens continuously and in all environments. These two are very important factors in an individual's socialization process (Silva I, 2007).

*In the same way, the adolescent begins bonding with others and is built within the school space, where he or she relates to his or her peers, who may be friends or generate enmities. Forming a group or being part of it completely involves the life of children, since they include teaching situations such as the learning of certain contents; situations of where they interact with teachers and their peer's classroom and school; this requires the adolescent to have specific requirements for attitudes, participation, realization and that allow their evaluation in successful experiences or not (Toledo S, 2020).*

Because of this, students during this stage of their life can be very dramatic, but it is mostly because they are building their identity. Therefore, this development becomes part of the learning process and must be attended as it is, challenging students, for them to grow in their own formation. They are not only living this stage in life but also, they come from a generation where the COVID-19 pandemic happened.

This being a situation lived worldwide, we know that schools had to close for almost two years, as well as shops among other public services. This emergency led to the massive closure of face-to-face activities of educational institutions in more than 190 countries in order to prevent the spread of the virus and mitigate its impact (ECLAC-UNICEF, 2020). However, the classes had to continue, as the United Nations Children's Fund recognized the effort and dedication of Mexican moms and Mexican dads to support their children in their

schoolwork and distance learning (UNICEF). In general, the quarantine in Mexico was something hard to live with, because the pandemic transformed the contexts in which the curriculum was implemented. Not only because of the use of platforms due to online classes and the need to consider circumstances other than those for which the curriculum was originally designed (ECLAC-UNICEF, 2020).

Additionally, one of the main problems I found was that for students learning the English language is complicated, in relation to the problems presented, I present a survey from the *Centro de Investigación para el Desarrollo* that documents the worrying deficit in key English skills, as a third of the urban population between 14 and 55 years old knows at least a little English (CIDAC, 2008).

Therefore, the lack of exposure to this language complicates the situation for students, due to the low level of English they handle and the culture in which they live. It is clear that to solve this problem, teachers should look for teaching techniques where the student feels in a real environment that promotes the teaching and learning of the language. This can be achieved by providing classroom contexts that allow them to put the learned grammar into practice and in this way, it is expected that the student can acquire the foreign language without the need to be in another country, if not, that being in a classroom at a general secondary in Mexico can benefit them.

The term acquisition describes the gradual development over time of ability in a language by using it naturally in communicative situations with others who know the language. On the other hand, the term learning, applies to a more conscious process of accumulating knowledge through features of language, such as vocabulary and grammar (Yule, G., 2017). I would say that in an English class, there must be a combination between acquiring and learning, because, as I mentioned before, students are not naturally in an environment where English can be easily found, however, they still have the chance to have a teacher that gives space to this environment with activities that may include idiom items.

Once the context of the students is known, it is important to emphasize that within the classroom, students present even more needs than only the lack of contact with the English language. If not, some students also present barriers to learning, which appear when students encounter limitations to access, participation, and learning (Booth, T. and Ainscow, M., 2011). Consequently, these barriers may create a distinction in the teaching and learning process, because many times students or teachers are not used to attending to these barriers, due to matters of time or skills.

However, The *Convención sobre los Derechos de las Personas con Discapacidad*, in the article 24, decrees that States parties: "*ensure an inclusive education system at all levels, as well as lifelong learning, with the aim, inter alia, of enabling persons with disabilities to participate effectively in a free society*" (CONADIS, 2015), students must be attended despite the different abilities and competencies found within the classroom. Furthermore, the task that the teacher should take is to include each student in school activities and attend to the needs that the group presents.

According to the *Dirección General de Educación Indígena de la Secretaría de Educación Pública*, the barriers to learning and participation that students with intellectual disabilities may face are classified as follows (cited by Covarrubias Pizarro, 2019):

- *Ideological: where the idea prevails that the population with intellectual disabilities is not able to learn, the attitudinal that refers to attitudes of rejection, contempt, and discrimination by teachers, directives, parents or classmates.*
- *Pedagogical: where pedagogical practices focus on homogenized teaching, without support and where the student is excluded from the activities of the group or is asked to perform activities that correspond to lower grades and finally, the organizational barriers that refer to the order and work routines that are implemented, to the application of rules or distributions of time and space. (Covarrubias Pizarro P. 2019)*

Each student has different abilities and competencies and because of this, it is important to seek an inclusive education in the classroom, as all students should be provided

with the opportunity to learn, regardless of distinctions inside the society. As the Constitution states in its third article: *education will tend to harmoniously develop all the faculties of the human being and will promote respect for all rights, freedom, and a culture of peace* (Orden Juridico, 2019). In contrast, we know that the reality is different, since our context for working an inclusive education is not ideal, because there is a delay in the area and in the culture to include all people within society, even more difficult within the school. Due to perceptions of people with special needs and more at the age of high school students, where there are more important things than empathizing with each other.

It is important to know how to attend to all kinds of students, adapting classes to their needs, to develop language management using macro skills that include listening, speaking, reading, and writing because these skills are commonly used to interact (Scrivener, J. 1994). This will allow us to have successful classes thanks to the significant learning of students, where they use the previous knowledge to build (Aznar, M. Giménez, I. Fanlo, A. Escanero, J, n.d). and for this, we must prepare ourselves with all possible tools. This is why I decided to focus on this last-mentioned problem so that any student in the classroom has access to learning the English language.

Therefore, I consider that it is important to address this problem because of the needs that my classroom presents. Such as the lack of inclusive spaces and seeking improvement in the preparation of teachers to be able to attend to all kinds of students and achieve meaningful learning. This is because the culture of inclusion in the classroom is an extensive topic that has been going on for years. In Mexico, the inclusive education process began in its educational integration modality in 1993 (Garcia Cedillo, I. 2018). Over time, teachers have looked for techniques to not exclude any student, but how much is put into practice and how functional are they?

Some authors tell us that *'the ability of students of English as a foreign language to carry out oral communication requires the ability of vocabulary, grammar, and pronunciation along with the use of strategic knowledge, as another subset of language skills to encourage conversation'*. (Wei-Chieh Fang, et al, 2018). In order to, teachers have the

responsibility to attend to the English teaching in the necessary aspects for the development of the language, despite the different abilities that may be present in the classroom.

Therefore, teachers have the responsibility to attend to the teaching of English in the aspects necessary for the development of the language as stipulated by the National English Strategy as it seeks that: *'The actors involved in education apply actions that promote respect for diversity. In this way, all students will be able to have the tools, materials, and support necessary to study the English language and reach levels of proficiency* (SEP, 2017).

I contemplate that all this process must start from my personal training to be able to attend to any needs of my students because they can have a better development when sharing a classroom with a teacher who seeks to solve the day-to-day problems presented. Such as the graduate profile of the study plan suggests: the students characterize the student population with which it will work to make didactic transpositions consistent with contexts and plans and programs.

### **1.3 Choice of topic**

In order to achieve the graduation profile, my school has a study program in which students are able to choose subjects of interest. These subjects take place during the second and sixth semesters of the career at the BECENE. So, during this process, I had the opportunity to choose some subjects related to the career of educational inclusion such as: *Vulnerabilidad, resiliencia y educación, Atención educativa del Sujeto en Situación de Discapacidad y Atención de Poblaciones que Viven con Discapacidad.*

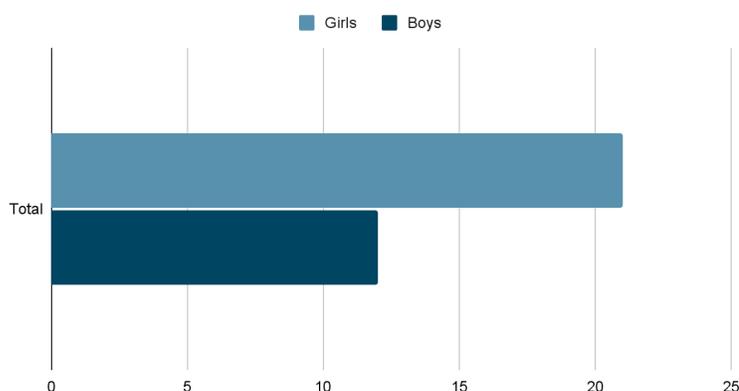
Although my career is teaching English, at the moment of taking these courses I had a new perspective about the word teaching. As different abilities are a reality in classes, the teaching of a language is not exclusive to people that may not present a different ability. While taking my classes and informing me about the various issues of vulnerability, disability, and deficiency, I reflected that the English language has the opportunity to reach all people who want to have access to learning a foreign language. However, students do not have the same opportunities or skills, so the techniques can not work the same for everyone.

My learning process for teaching English has allowed me to have a wider perspective on the work that should be done with vulnerable students and prompted me to look for techniques for teaching the language to each student. That is why I decided to focus on students who have these learning barriers, to show that the teacher's role can soften the barriers that exist within the classroom while following the guidelines of plans and programs that the governmental state proposes.

#### 1.4. Group context

To start talking about the issue, it is important to say that I shared my weeks with different groups. From which I was in charge of teaching and evaluating the classes of the English subject during the practice period, which were 3 E, 3 C, and the group the document will focus on, 2 E. This group has 33 students who are between 12 and 13 years old. 21 of them are girls while 12 of them are boys. The presence of the most girls is noticed inside the room, on the other hand, the boys take refuge among them, being quieter and staying in the same space where all the boys are.

Figure C. Number of students



Note: As it can be seen, the number of girls is bigger than that of boys.

Source: Own elaboration

Students are distributed in a big room and are seated in chairs that form rows of approximately 6 students each. The classroom has the necessary space for the number of students in the group. The infrastructure inside the room covers the needs of the number of students and has all the necessary services, such as electricity chairs, desks, a blackboard, a projector, speakers, a door, and windows.

The group is participative without becoming noisy, they do not create disaster with their attitudes and the students involved in the class. During the first classes, I was able to maintain order and control when giving classes, thanks to them being attentive to instructions. Classes are usually dynamic as structured activities take place in an atmosphere of joy and fun (Universidad Nacional de Mar del Plata, 2019). Students can work in big teams, in pairs, or individually. Consequently, this gives me the opportunity to perform different types of activities, either collaborative or individual and students attend to the indications.

During the individual activities and in the first days of work, I applied an English diagnostic exam with adaptations made by me, of an exam from a website of Cambridge (Cambridge University Press & Assessment, 2022). The objective of the exam was to know the level that each student had. I applied the exam during the first weeks of work due to the indications of my assessor from school. The exam was divided into 2 reading sections, 1 writing, and 1 listening section, each with questions in true or false format, multiple choice, and filling in the gaps.

Image B. English diagnosis exam (see appendix B)

Example:

Choose your answer:

It is a \_\_\_\_\_ day

windy

rainy

sunny

In the writing section they had to complete personal data such as name, age, hobbies, and school information in the form of a text, the question included the indications along with an example of the text with the required information. In the first part of the reading section, a conversation was included between two people in the form of a balloon dialogue, along with a table with sentences where students had to answer whether the phrase was true or false.

Example:

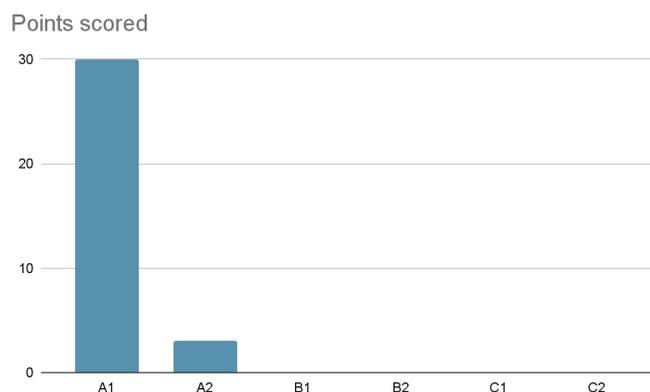
Lucy and Peter are going to play football.

True: \_\_\_ False: \_\_\_\_\_

The second section of reading, included a routine with activities for specific days of the week. Once read they had to answer with the day such an activity was performed and I included images for a better understanding. Finally, in the listening part, an audio was played for them to be able to answer some questions about clothes.

The results showed that a large percentage of students had a low level of English, classifying them as a basic user of A1, using as reference the Common European Framework of Reference for Languages (Ministerio de Educación, Cultura y Deporte, 2002). However, while 30 of the students had this level, the other 3 students showed a slightly higher level compared to the others, which was a pre-A2.

Figure D. English level results of the study group



Source: Own elaboration

Note: Results of the diagnostic exam to know the English level of the students.

The CEFR comprehensively describes what language learners have to learn in order to use a language to communicate, as well as the knowledge and skills they need to develop in order to act effectively (Ministerio de Educación, Cultura y Deporte, 2022). Using this frame as a reference, I concluded that students know very basic vocabulary, but have trouble using grammar to create structured sentences.

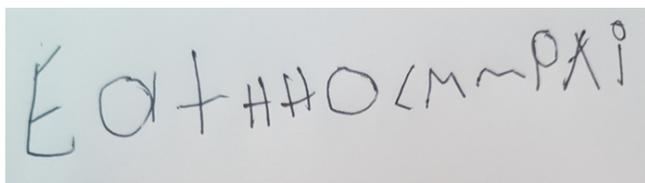
Students communicate in their native language, that is Spanish during class, which indicates that their contact with the target language is also low because, in situations where students have very little opportunity to have contact with the foreign language outside the class, they should maximize the use of that language (Solhi, M. 2011). However, when students are required to speak in English, they do it with a little confidence although they are still in the process of consolidating the use of language.

During the application of the English Diagnosis exam, I could deduce some characteristics of the group, such as that they rely on examples from the same exam to answer the questions or that if they had any doubts they expressed them. Talking about the results of the exam, there was a case that caught my attention. One of the students who was answering the test was not able to read the indications and questions. She was not doing much because it was difficult to answer the questions or even to write her name.

This finding motivated the proposal of the action plans so at this point it is considered necessary to emphasize that, for the development of this work it was sought to apply the process of anonymization of information. This consists in '*converting the data in a way that individuals cannot be identified, and mitigating the risks of obtaining personal data*'. This decision is based on the need to protect the confidential information of the minor concerned and to protect her integrity and privacy and that her personal data is not required for the purposes of this report (Comisión Económica para América Latina, 2020). Therefore, the protagonist of the report will be named Noa, acquiring the female gender personality.

With this clarified the development of the document can continue. Another of the circumstances that I could notice while applying the exam and was recorded in my observation journal, was that Noa was not able to write either, instead, she performed symbologies where she believed correct. The writing stage in which Noa is located is the pressurized stage where 'the child has learned to reproduce some letters, but does not yet know what their meaning is; therefore, it will use different combinations of the letters it knows to represent different words but it will do it randomly" (Rodríguez P., 2021).

Image C. Example of Noa's writing



Note: This is just a representation of how Noa wrote, in different lines and parts of the exam.

Source: (J. Guerrero, 2020)

When the class ended, I went to the USAER department of the school, where I was provided with personal information of the student, such as personal data, the diagnosis, and the recommendations to work with her in specific activities in the class. At that time, they told me that the student has an intellectual deficit. This diagnosis was determined in her primary school, where she was identified as a student with barriers to learning and participation, related to intellectual development disorder (Iris, personal communication, 14 December 2022).

The *Unidad de Servicios de Apoyo a la Educación Regular* (USAER) is a support service for the inclusion of students identified by Article 41 of the General Education Act, who face barriers to learning within basic education schools and each school has to ask for it.

*'Its mission contributes to collaborating with basic education schools in the construction of an inclusive education, providing guidance, advice, and accompaniment to the School and Families for the elimination or minimization of barriers that hinder the learning and participation of students who, due to their condition or situation, are at risk of exclusion from or in school'* (USAER, 2017).

According to The Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition (DSM-5), *intellectual disabilities are disorders that begin during the development period and include limitations of intellectual functioning, as well as adaptive behavior in conceptual, social, and practical aspects* (American Psychiatric Association, 2014). For a person to be diagnosed with intellectual disability, they must present three criteria aspects:

- *The beginning of deficiencies during the development period;*
- *Intellectual functions deficiencies, such as reasoning, problem-solving, planning, and abstract thinking;*
- *Adaptive behavioral deficiencies that cause failure to meet developmental and sociocultural standards for personal autonomy and social responsibility.*

(American Psychiatric Association, 2014)

Is evident that the student has certain characteristics, since in the classes she has problems in solving problems, relating concepts, and reasoning information provided and this causes a rejection by the rest of his peers. Which makes it difficult to accomplish the development standards required within the classroom for any subject.

The relationship that the group has with Noa is almost nil since there are only a few students who address her. During teamwork they prefer not to talk to her, they tend to make rude comments about her in front of the group. This tells me that there is no culture of inclusion within the classroom. However, the school's USAER department asks teachers to work with her on individual jobs, as her level does not allow her to keep up with her classmates she must still work but many teachers do not bring her individual jobs. Noa pays attention to the classes, keeps her eye on the teacher, tries to write what she can and copy the

things that are on the board. She can talk, move, and understand instructions but has trouble writing and learning.

During the first practice period that took place from September 26th to October 14th, I gave her special activities to do during classes. I worked with her according to the level she handles, that, according to the information provided by USAER, is first grade to fourth grade of primary school. Until this point of the document, I could say that the response seen from her during English class is quite positive, as she pays attention to the indications, and is willing to learn and be taught. Noa does activities in class, while repeating and copying words, she can also say simple words in English such as 'headache', 'get up', and 'walk my dog'. Also, she has shown empathy with me, through greetings and smiles in the halls of the school and has opened up to dialogue through questions I ask her about the work she does in class.

On the other hand, the opportunities I see on my part have been creating material for her. It has been an easy task in the creative aspect, as it has been striking with the interactive activities I bring. Another aspect is reflection within the inclusive part of teaching English and in finding methods, whether interaction, academic, or learning so that any student within my class has the opportunity to learn and develop a foreign language.

English is taught as a foreign language (EFL) to people who do not have this language as their main language and who live in a country where it is not the official language (Cambridge Dictionary, 2023), therefore teachers should look for techniques for sufficient and efficient development of English. The opportunities I see throughout the group are that the students are calm, so the class can be quite quiet but at the same time they are participatory, so the class can also become dynamic. Students pay attention and engage with the class through participation, opinions, and doubts, 33 students share the environment daily, so separating and excluding is not an option during this class.

Within the school, there are a variety of students with different skills, intelligence, and opportunities. However, I could not access all groups, despite this, with the 150 students

who passed through my hands during the practice process, I could identify with my own observation and thanks to the USAER department, to approximately 3 students within my classes in the different groups with special needs, such as attention deficit hyperactivity disorder, deafness in minimum grades and intellectual disability.

The school provides extra services and support to students who need it, having a special space and schedule for students who need extra help. The headteachers are asked to cooperate when performing special work and to have maximum attention to these students, of course without forgetting other students.

### **1.5 General Objectives and Professional Competencies**

Knowing the context and present needs in the classroom, the objective of this report is to document the process and analysis of my proposal in order to identify the effectiveness of the adaptation, the application, and the results obtained during my professional practice. It is expected to create material for the student to carry out their development within the teaching of English through continuous work in the classes, having an impact on the process of the student, the group, and myself.

The objectives that are expected to be achieved in the process of the realization of the document are to design, apply and evaluate the work process during the professional practices with the implementation of the material in the English class for the inclusion of students with intellectual disabilities. But also, to achieve communicative skills with the whole group to improve interaction through the implementation of role-plays.

During the practice period, we were allowed to make modifications according to the results obtained in the different classes of the practice days. That is, through the action plan the class is made with the aspects suggested in the planning, using different evaluation instruments, and an analysis is made of the results obtained in class. With the purpose of the action plan, the activities can be modified to achieve different results for the progress of the students and of my own professional and personal progress.

I consider the topic to be important due to the improvement that may be within my training as an English teacher, as it will provide me with experiences for my professional path. That is why, after analyzing the generic and professional skills acquired, the achievement of each of them is presented below:

- Designs and/or uses learning objects, resources, teaching, and technological means in the generation of English learning.
- Uses context information from the design and development of inclusive environments
- Links the knowledge of English with the contents of other disciplines from an integrative perspective to encourage students learning.

## **Chapter II. Action Plan**

## **2.1 Context of the educational situation**

The proposal for the development of the action plan is based on the strategies used in the English class. Taking into account the characteristics that students present such as age, English level, classroom infrastructure, and students' capacities. The main objective is to apply adapted didactic materials to address students' characteristics. On the other hand, class interaction is encouraged for people with disabilities by applying adapted materials and evaluating their effectiveness for the development of Noa. It is also intended to apply role-play techniques to promote an environment for communicative practice in real situations within the classroom. While encouraging students' writing and communicative skills. With the creation of dialogues for the simulations of their role-playing.

To do this, it is necessary to expand my teaching skills to be able to address the presented needs in the classroom, such as low levels of English and the presence of a student with intellectual disabilities. Seek techniques so that classes do not stagnate in non-functional grammar and that, students make use of English as a means of communication and not as an object of study to decrease the use of the mother tongue in English class.

I consider that the techniques sought to apply in my classes are based on my personal beliefs because of what I have learned during these years in my career. I like the approach of communicative practice and I have been adapting it for my students with the implementation of role plays. On the other hand, I consider that the implementation of didactic material is of great help in a class where the teaching of a new language is the main goal.

Finally, I consider the inclusive approach necessary due to the needs that arise in my professional practices, taking into account that my main objective is the teaching of English. However, the classroom presents me with new challenges that cannot be separated or ignored from the educational practice. Therefore, I seek to get together these two approaches for the benefit of students.

The classroom is not an ideal place, due to the variety of students, the school context, school infrastructure, culture, traditions, and the needs that are present in the classes.

Teachers should be prepared to involve students through different learning modalities (Tomlinson A, 1999). That is why despite the different problems that arose within my three groups, I took as a reference the 2 'E' group and tried to work with the needs presented.

The problems I identified in the group were diverse, among them the low level of English and that there is little collaboration of the group teamwork or pairs, especially when working with Noa since the students show an attitude of indifference and exclusion. This occurs when working in teams, but the exclusion begins from the first hour when they prefer to ignore her or make rude comments about her. These situations affect Noa in such a way that she prefers to go to the bathroom when group activities are carried out, or asks about the possibility of changing teams. Actions that will be described more in detail as the document continues.

The problem then arises at the time of giving the class, there is exclusion from students towards Noa, in such a way that the learning is distorted by not being carried out completely because of this resistance on the part of the students. However, I have noticed that this problem is present in the different groups I attended, the exclusion of peers with equal or different abilities, being a more common problem than I thought.

Richard states that the goal of learning a foreign language is to be able to communicate in that language by acquiring communicative competence. This competence requires knowing how to use language for a variety of different purposes and functions (Richards C, 2006). So inside the classroom, the main objective of learning the language is not being satisfactory due to the different abilities, competencies, and cognitive levels of the students and the rejection that occurs because of this situation, more than the low level of the language.

Consequently, I decided to make this my area of interest because of my personal convictions about the teaching of language; where everyone should have access to learning a new language, no matter what abilities they have, and reducing the learning barriers for Mexican public school students, at least in this group. Additionally, these processes are

supported by different teaching techniques of the English language and go hand in hand with inclusive strategies so that I can expand my knowledge and attend to the needs that are present in class. Therefore, the application of activities will be sought along with evaluation and reflection for an improvement in my educational practice.

The problems that I talked about were identified in the environment of one of the groups assigned for the practices in the institution, which as previously mentioned corresponds to the class of 2, group 'E', with which I started to work during the 2022-2023 school year. It can be deduced from the observations made during the classes, that the environment in the group is not as positive to work in an integrative focus, as explained below. However, the lack of culture about inclusion in the classroom inhibits the participation of all members of the group. Despite the fact that activities are constantly carried out for positive integration by the school social worker, students do not seem to respond to these interventions. The learning environment is a set of physical, personal, and cultural factors and pedagogical principles that favor or hinder social and learning interaction (Secretaría de Educación Pública, 2017).

On the other hand, some of the pedagogical principles offered to students have been to activate the previous knowledge of the student, offer accompaniment to learning, and promote situated language (SEP, 2017). This is through the activities provided by the English head teacher, who attend these principles for the full development of the 33 students in this group. Classes where there is a marked difference between students, in terms of skill, learning styles or motivation, are generally described as mixed ability classes (Thornbury S, 2006). This allows us to have a class with capabilities and opportunities that enrich the culture and variety inside the classroom, fostered by the social and learning skills of the students and allows the teacher to expand their pedagogical principles, following what is stipulated by *Aprendizajes Clave*.

Covering all students in the group in an hour of class can sound like a complicated task to achieve and although it can be difficult for the teacher to pay attention to all doubts and comments. Teachers should look for techniques to compensate each of the students, adapting classes to the needs they present and taking into account the skills that most of the

group has. According to Akran who quotes James and Gardner (1995) a learning style is defined as “the complex manner in which, and conditions under which, learners most effectively perceive, process, store, and recall what they are attempting to learn” (Akram, 2014). The development of students has been achieved thanks to different aspects, one of these is the learning styles since these are the set of different cognitive abilities and social and emotional issues that involve the most efficient ways to learn and can vary from student to student.

## **2.2 Proposals of the action plan**

In order to develop the learning process of students, taking into account the context and environment of the class, a preliminary analysis had to be made about the group profile of the groups I worked with in order to carry out the action plan. The analysis had to take into account the number of students, the infrastructure of the classroom, the content provided by the head teacher, and solutions to address the needs of the students according to the finding areas to improve. Once this profile was taken into account, techniques, and methods were sought for the development of the lesson plan, but in the implementation of the activities, new needs appear and therefore, adjustments and modifications must be made. The intention of didactic planning is to optimize resources and implement various strategies in order to apply a number of factors such as time, space, characteristics, and particular needs of the group, materials, and resources available (SEP, 2017).

To mitigate the problem, the techniques will be written in the lesson plans through the adaptation of didactic materials, and these reach the learning of all students in an inclusive education in the EFL classroom. The action plan is designed to address the problem found for a possible solution; it is to meet the needs that students present seeking improvement in groups.

Within this order of ideas, techniques for working with people with specific needs will be explored to be able to describe and know them; once this is done, the different techniques of different authors will be analyzed to see which ones fit the best with the

classroom context. In this way, it will be possible to propose techniques of adaptation of the teaching material and apply it in my English classes, then they will be modified according to the results obtained to finally evaluate the progress and attitudes that existed on the part of the students.

### **2.3 Theoretical Framework**

Once I know in which context I would be developing, of the main aspects that I would like to improve is to increase the use of English in class, taking the acquisition approach rather than learning as mentioned in the natural method of language teaching; the acquisition-learning hypothesis tells us that language is acquired using it for real communication (Krashen S, 1998). Language acquisition is the natural way to develop the linguistic ability, and it is a subconscious process: we are not normally aware of the rules of the languages we have acquired, instead, we have a sense of correctness (Krashen D., 1998). In this perspective, I consider it a good way to expose students to the English language, since they can acquire it in a subconscious way and have the opportunity to hear the language from the receiver, which in this case is the teacher.

This is talking about my classes in general, but from a more specific perspective, I would like the material for my activities to be adapted to the needs of 2 'E' and can generate the significant learning expected of them. Acquiring or learning a language can be difficult for anyone, as it is often not in the students' priorities, and factors such as school organization and others aspects such as culture are added, restrictions and difficulties in the creation and modification of teaching materials, as well as the scarce communication with parents (Medina L. and Pérez C, 2019).

However, according to Solano, the cause of this specific problem is the lack of inclusive culture in Mexico and therefore, in the classrooms of schools, since in Mexico, *'the human rights of persons with disabilities are of concern, because they are daily violent and are not considered essential for the government'* (Solano B, 2021). This problem affects students when learning is not carried out satisfactorily, especially for students with learning

barriers, since the social implications do not allow them to communicate in the target language.

The process that is carried out can be evidenced through the professional practices that have been developed, since these offer the opportunity to organize learning communities in which the knowledge and experience of the teacher of the Normal School have so much value, in this way, the professional practices will allow to build strategies of specific accompaniment by the educating teachers and the teachers (Gobierno de México, 2012).

*'During these practices, students use methodological, theoretical, technical, didactic, and instrumental tools to understand, through observation and direct contact with teachers, students, and parents, the way in which links are established with the community, as well as the different educational agents' (Gobierno de México, 2012).*

These practices have allowed me to record my observations, activities, and assessments of students in observation journals, lesson plans, and group lists. In this way, it is easier to show the evidence of the progress as well as of my formative process and of my students. I have always tried to reflect on the evaluation analyses for improvement for the next practice period seeing what activities worked, which ones should change, or what adaptations I have to make. As well as register behaviors and attitudes from students or special situations that happen day by day in the classroom.

Therefore, the registration of professional practices can be reflected in these tools for the research process that was carried out by hand. This is why it is important to keep records and observations that are obtained from classes. Another form of evidence that was generated is this practice report, where the motivations, experiences, reflections, and theoretical support of the activities carried out during the weeks of practice are found.

Through this document, I hope to reach my teachers and colleagues and raise awareness in their own preparation for adversities in the classroom such as students with special needs. Certainly, I believe that with activities and observations, the situation can be evident. Mexico is one of the most diverse countries socially and economically, based on

cultural wealth and ecology but it presents low levels of inclusion. However, I am aware that I am in a process where, in order to achieve something, I have to fail first.

People with disabilities have the ability to achieve, since disability is related to how the person, with these physical or psychological characteristics, interacts in a society and is accepted or included (Solano B, 2021), so long as the environment in which they live has no obstacles, they can have a full development. For this, the problem should be noted as it is, since this situation is common in public schools in Mexico and I have not doubt that teachers go through similar situations, as the *Instituto Nacional para la Evaluación de la Educación* indicates:

*"In primary school, about 67% of schools had at least one student with a disability, and only 33.8% of them had staff who would provide some kind of care. In public schools only 45.6% of the multi-grade generals had human resources to care for students with disabilities, while in the other types of public schools, the percentages were even lower or there was no possibility" (INEE, 2019).*

In this way, I consider that the current situation is easy to see since it is the reality of public schools and the rejection that there is by students and even teachers are also part of this. The process carried out in the practices allowed me to show the situation in real-time, since at the beginning of the practices a diagnosis was made of the 3 groups that I worked with, and at the beginning of the year observations were made to the groups. The diagnostic examination of the language was also performed to obtain an overview of the level of English, at this time there was also the finding of a student with intellectual disability in one of those groups.

Once the general aspects of the group were obtained, I began to create lesson plans supported by the contents provided by the head teacher, at the same time I began to work on this document, adding the contexts of the group in the introduction and started to work on the action plan. All these sections have been recorded in the research tools for the justification of activities within the document. The purpose of these registrars is to show the current situation and how it is progressing; my classes are evaluated by the head teacher through an

observation booklet, where he makes comments and suggestions. At the same time, I keep the registers of students in my observation journal and through continuous evaluation.

The field journal in social research, is an instrument of recording information that resembles a notebook and from different techniques of collecting information to know the reality, depend on new facts in the situation that is attended, and give sequence to a process of investigation and intervention (Valverde L, d.t). That is why this instrument helped me to capture the information I got from my practices since I had the opportunity to record and documented what happened in the classes, and thus, observe the points of improvement and areas of opportunity for the teaching of them, as well as appreciate the work that was well done and observe the progress that has been made in the teaching practice.

Once the process and registration of teaching practices have been clarified, it is important to define the topics and documents that support the work of the action plan, in order to justify the activities and contents worked. It works hand in hand with the curriculum and plans for basic education, '*Aprendizajes Clave para la Educación Integral*' that corresponds to the *Secretaría de Educación Pública* which stipulates that according to article 3 of the United States Constitution *Mexicans have the right to education.* (SEP, 2017)

On the other hand, it tells us that '*the general purpose of the subject English Foreign Language is for students to develop skills, knowledge, attitudes, and learning strategies to participate in interacting in social practices of language, oral and written*' (SEP, 2017). The communicative activities *seek that the distribution of the social practices of the language of each environment is balanced, has contextual relevance, and, addresses the levels of foreign domain and competence* (SEP, 2017). The importance of communicative competence is strengthened in every document I have read, which is why the approach I give to my classes is this.

According to *Aprendizajes Clave*, some of the content expected for second-grade of secondary are the next ones:

- Share personal experiences in a conversation

- Composes oral complaints
- Instructional edits
- Edits texts
- Discuss views by participating in a panel discussion

These contents have been reviewed during previous practice periods, however, the results have not been as expected, because the domain level is not ideal. Students have lagged in education since the previous cycle due to the quarantine period but according to the United Nations Children's Fund, the education systems were already failing our children even before the pandemic. COVID-19 has exacerbated this learning crisis and children in almost every country have fallen behind in their learning (UNICEF).

Within the framework of inclusive education, the plan proposes that educational systems should be structured to facilitate the existence of more just and inclusive societies, therefore, the school must offer each student opportunities to learn that respond to their particular needs. (SEP, 2017). I consider that this aspect is often seen as a challenge for the teacher, since students with some special needs are usually a minority compared to students with a higher cognitive level. However, they should be given opportunities without exclusion.

In order to be able to provide these opportunities to each student, I must make adjustments to the lesson plan but always hand in hand with the curriculum. The adjustments *imply modifying the content, instruction strategies, and different ways of evaluating what the student has learned* (Kaur N, 2021). It involves modifying the content, instructional strategies, and the different ways of assessing what the learner has learned.

It also differentiates instruction to provide all students with a variety of ways to process information and demonstrate what they have learned, in order to "match" with how each individual learns more effectively and efficiently (Kaur N, 2021) In this order of ideas, the goal is the same but in different ways. The intention of the adaptations is not to simplify or minimize the content but to provide the tools for students who need them to have access

to the topics in the broadest sense (Kaur N, 2021). For this reason, the content provided to students should be the same, taking into account that the abilities and needs are different.

This is why students' abilities modify materials, since the means to reach the goal, which is learning, are those that vary and those that can be modified. It is not to make the task of teaching easier or to minimize the effort of the student, but to develop its potential by attending to the needs it presents.

*Some material adaptations may include the following:*

- *Rewriting instructional materials in a simplified format.*
- *Providing summaries, graphic organizers, or outlines of instructional materials.*
- *Develop study guides to provide support before, during, and after reading.*
- *Shortening reading or math assignments.*
- *Adjusting the pacing of assignments to allow for re-readings.*
- *Design materials with characteristics that appeal to sensory modalities other than visual/auditory*
- *Color-coding textbooks to highlight key concepts and new vocabulary.*
- *Audio taping textbook content.*

(Kaur N, 2021)

These modifications are accessible to teachers and achievable to students. It is also recommended to use role play, to use visual presentations, to involve students in their learning process and to include cooperative work (Kaur N, 2021). One of the adaptations that seem to be more apt for the context is the design of materials which will help other students to also engage with the language in a way where the class not only focuses on learning non-functional grammar.

Another technique that goes beyond non-functional grammar, if not more communicative, is role play. Basically, is any speaking activity when you put yourself in someone else's shoes, or when you stay in your own shoes but put yourself in an imaginary situation (Budden J, 2022). According to Harper-Whalen and Morris S. this technique can be

grouped into 3 types: fully scripted role-play (SRP), semi-scripted role-play (SSRP) and non-scripted role-play (NSRP) (Budden J, 2022). Either way, students are working on all 4 English skills at the moment of reading and listening examples and writing and speaking their own dialogues.

English skills are divided into two: receptive and productive. Starting with reading which is a receptive skill and can be an interactive process, since it lends itself to discussing, answering questions, and decoding letters, and words to read complete sentences (Thornbury S, 2006). The second receptive skill is listening, it is a goal-oriented activity, involving not only the processing of incoming speech signals but also the use of prior knowledge, contextual values, and expectations to create a meaning that precedes understanding (Thornbury S, 2006). In my personal belief, I consider this skill to be an easy way for students to have contact with the language, as it can be found very easily through songs, movies or videos.

Now, there are productive skills, where we find writing, for which you need a hierarchy on sub-skills; ranging from the mechanical to the ability to organize a written text according to what it needs. This requires the use of grammar to produce structured sentences that make sense and that have an appropriate style (Thornbury S, 2006). This skill has been one of the most complicated to practice for the 2nd E.

*'The process of writing requires an entirely different set of competences. Written products are often the result of thinking, drafting, and revising procedures. A good deal of attention was placed on model compositions that students would emulate and how they use the content, organization, vocabulary use, grammatical use, and mechanical considerations such as spelling and punctuation. However, teachers must take into account the process that leads students to the final written product. also, help them to build texts with strategies for prewriting, drafting and rewriting, and giving feedback through the composing process (Douglas Brown H. (2007). The methodology for the writing process was important to the development of the classes that take place in further pages of the document.*

Also, Scrivener gives 5 tips to help students to start writing in the target language. First, copying, during this part, students practice forming letter shapes, then, doing exercises where they write single words phrases. This stage helped Noa a lot in her process, while she had contact with the English language. The third one is guided writing where the teacher guides students to write longer texts in quite restricted or controlled tasks by offering samples or models. This is the stage I used the most to create the classes with Task-Based Learning. Then the process of writing, where the student writes what they want to, with help, and finally do unguided writing that, as its name says, students feel free to write without overt guidance (Scrivener, 1994).

Finally, the ability where you can communicate orally, which is speaking: it is usually the most important of the 4 as it requires a good domain of the language. The development of this shot occurs spontaneously and in real-time (Thornbury S, 2006). That is why students see it as an obstacle since they are in a class and not in a real context, however, they can demonstrate the domain they have of the language.

In order to produce, students have to receive. This is why I consider it important to have a communication approach so that students can develop the language with the environment that surrounds them. Jean Piaget, taught us that children have their own logics and ways of knowledge, which follow predictable patterns of development as they reach maturity and interact with the environment. This allows cognitive development to assume changes in the child's ability to reason about his world (Linares). In another way, the Natural Approach by Stephen Krashen focuses on the acquisition of the mother tongue through the use and exposure to real and meaningful situations in daily life (Krashen S, 1998)

This Swiss psychologist and American linguist agreed in one aspect that both theories share the idea that learning occurs naturally and progressively through interaction with the environment. In Piaget's theory, interaction with the physical and social environment is essential for cognitive development, while in Krashen's Natural Approach, interaction with the linguistic and cultural environment is essential for language acquisition. This remarks on

the importance of interaction with the environment and how it affects the learning process. I would like to complement this idea with another author that suggests that the teaching program for intellectually challenged learners, must contain the aspect of practicality and teaching abilities useful in everyday life (Skura, M. 2025).

To contrast, it is important to say that the reality of the classroom may not be real situations in daily life as Krashen suggests. The reason for this is that we are in a Mexican school where the speaker's first language (L1) is Spanish. However, to attend to this situation, is where I consider it would be a good idea to create environments where students can interact with their second language (L2). The communicative approach emphasizes interaction as both the means and the ultimate goal of learning a language. In this way, the learner will be able to use language for different purposes and functions and it highlights that language should be taught by integrating all language skills instead of only one (Azimova, S. 2019).

That is why I choose to work with semi scripted role-plays and simulations. Thornbury (2006) finds that dialogue is an informal speech among students; most students know the skill to participate in dialogues as a favorable aim of learning a language. Some language students feel that their most urgent need is to improve communicative competence, and they regularly choose “conversational” as their principal objective when answering a needs analysis survey (Krebt D., 2017). Before producing, they need support, such as practicing with simple exercises, have contact with the language, by acquiring new vocabulary, in order to be able to produce and communicate in the target language. Following hand in hand is the inclusive approach with the adaptation of this material, but is the same goal for all.

Materials for teaching English are varied, including anything that is used to support the learning process. This includes coursebooks, workbooks, visual aids, charts, board games, audio and video materials. They provide immersion-like language exposure, entertainment, thereby engaging and motivating the learners (Thornbury S, 2006). The use of educational materials promote educational practices, seeking that didactic strategies, content and design of educational materials transcend the practice of filling empty spaces and

activities or questions that are answered in the material itself (SEP, 2017). Materials are an essential part of language learning, as this allows students to make connections with what they already know, and being visual or sensory allows them to relate to information in a meaningful way.

According to *Aprendizajes Clave*, educational materials for students with disabilities allow the achievement of the learning of these students, which means ensuring that the SEP provides specific educational materials to meet educational needs (SEP, 2017). This is why I rely on them to give Noa the support she needs and get her involved in the class. Also, the National English Strategy tells us that 'in the case of students with special needs, they will be provided with materials or resources appropriate to their particular needs' (SEP, 2017). I decided to work with the adaptation of materials so that students have access to classes and activities with the help of these resources and that they are available.

Didactic materials are the resources that teachers use to facilitate and lead student's learning, are also those elements that help us to present and develop the contents and that the students work with for the construction of significant learning (Guerrero, A. 2009). I consider this type of support indispensable for the development of teaching in a foreign language class. Students get involved by being able to manipulate or see the material with the use of course books, workbooks, visual aids, charts, board games, audios and videos to support the learning process (Thornbury S. 2006).

The use of different types of didactic materials allows the construction of new knowledge because the active pedagogy is applied, based on action and not only on contents, giving rise to interactive, flexible processes, with concrete learning situations (Freré Franco F.L and Saltos Solis M.M, 2013). Students appropriate the material by making use of it, thus remembering it easier and managing to build connections to achieve meaningful learning. Therefore, the use of didactic materials integrates cognitive, psychomotor and psychoaffective processes, creativity is encouraged as the construction of positive attitudes among children and their teachers (Freré Franco F.L and Saltos Solis M.M, 2013).

According to Skura, the role of the teacher is a search for the right materials to work with in a class or adapt the lessons to the pupils' needs, hand by hand with a creation of an atmosphere that will lead to a successful learning that encourages progress and motivates the learners. Skura also suggests teaching aids such as independent material (Skura, M. 2015). This, among other reasons, is why a choose to work with created material that will help me to create an appropriate pedagogic climate.

The National Dissemination Center for Children with Disabilities from School Mental Health's cited by Skura, suggest some tips to work with students with disabilities:

- Be as concrete as possible, this type of materials should be simple and easy to understand and manipulate.
- The activities and materials must be adaptable to each student's strengths, needs, and interests. Allowing customization of content and adaptation to different skill and learning levels.
- Show pictures or hands-on materials, that are visually appealing and eye-catching, with images and graphics that help you understand the content.
- Break longer, new tasks into small steps, meaning that the materials must be interactive and allow the active participation of the child in the learning process.

The use of the adapted material can be justified because *Aprendizajes Clave* ensures that the *Secretaría de Educación Pública* provides specific educational materials to meet the educational needs of this population. The role that the teacher should take is the person in charge of guiding the learning process in the school context; likewise, he or she can be a facilitator of strategies and activities that contribute to the integral development of all the students. The materials should be diverse, varied, attractive and stimulating. In this way it will facilitate the internalization of concepts and the child will develop interest in exploring and learning for him or herself (Rincón M. y Linares M.). For me, this part of implementing material is crucial to attend the presented needs in the group. Without material it would be really hard for students with a higher cognitive level to understand a language they are not

close to, so, for students with a lower cognitive level, it would be even harder to interact with the class.

Once we reach this part of the investigation and we know the purposes and main concepts about the general topic, I will clarify the research questions that arise from the diagnosis and analysis taking into account the context in which the practices developed. Expecting to answer them in the next parts of the document with the help of the Action Plan process and the reframing of the proposals.

- How effective is the implementation of adapted didactic material for a student with intellectual impairment in the English as a Foreign Language classroom?
- How did role-plays influence communicative skills?
- How can interactions with teams be modified to favor inclusion in the classroom?

#### **2.4 Development of the Action Plan**

These questions must be answered with the help of the implementation of the action plan. During this part, I will address some of the improvement areas that the study group presented during the lessons, of which the low level of English especially in communicative abilities, and the lack of inclusive culture within the classroom despite having a student with special needs due to an intellectual disability. To attend to these needs, it is planned to carry out role-play activities by preparing written dialogues so that the group can present them, this hand in hand with group activities for the interaction of the students and adapting the material so that Noa can work on the same contents but adapted to their cognitive level.

The action plan began with a diagnosis based on observations and the test made during the first days of class. In the classroom various situations such as the interactions of preteens, interactions with teachers, the way activities are carried out can be found causing various characteristics and therefore, groups with completely different students. Consequently, the most appropriate techniques are sought to meet the needs of the students.

Then, the research process begins, where analysis for participation in the classroom begins. At that moment, class plans are created while teaching methods are followed that are

appropriate to what is tried to be achieved based on the first diagnosis. The plan is carried out, activities are re-examined and evaluated, and necessary modifications are made to re-implement a new class plan.

To plan the lessons, I use mostly three methods for the teaching of English. One of these is Presentation, Practice and Product (P.P.P) which consists of a presentation stage in which, according to Ellis (1988) 'helps the learner acquire new linguistic knowledge or to restructure knowledge' (Evans, 1999). Usually, the teacher maintains control over the learning activity. During this part I usually plan a reading or listening activity; students like to recognize vocabulary as simple words because they are used to doing that. There are also controlled techniques like warm-ups, role-play demonstrations, reading aloud, drills, recognition, or content explanation (Brown, 2007).

The practice stage is involved in mechanical production (Evans D.,1999). I remember this from a class during my career because my teacher said that you have to make the student aware of the structure you are working on, so here is where I use material as worksheets; students like to answer these exercises with all the group, so normally I will be guiding the instructions while they are answering. Other times I give them 10 minutes to answer and once they are finished, we check and correct if necessary. Here, students may be able to do semi controlled techniques that can include activities such as question-answer, information transfer, information exchange among others (Brown H., 2007).

Finally, in the production stage is when students decide to use the learned structure (Evans D., 1999). Here there can be free techniques like games, reports, composition, discussion, simulation etcetera. They normally create something that was seen during the presentation stage. For example, if in the presentation stage, they read about a description of different people, in the product stage they will have to create a description.

During the classes with this methodology, which were approximately 14 planned for the development of the document, is where I made use of the adapted material for Noa. She had to work on the same topics but with a variation in the material and activities. She did mostly controlled activities with drills, that are activities that involve fixed patterns usually with repetition or other mechanical alteration (Brown H., 2007). She also worked with

recognition activities in which she identified forms, drew symbols, and identified meaning with pictures (Brown H., 2007). Hand by hand with the material for her. She enjoyed when the material was adapted for her because she was able to manipulate the contents during the class instead of only copying big texts from the board.

Then, I changed to Task Based Learning (T.B.L), which is an approach that makes the task the basic unit for planning and teaching (Thornbury, 2006). The reason why I changed to this approach was because students needed a class in which they had the opportunity to get in teams and work on a task for their final project. A task is a specialized form of a technique closely allied with communicative curricula and as such must minimally have communication goals (Brown, 2007). There were 2 classes with this approach in which the student had to work and create a project using the 4 language skills. This approach shares many of the principles and practices of whole language learning (Thornbury, 2006).

To close with this part of the document, I would like to talk about evaluation. The main purpose of this is to determine whether the goals and objectives have been achieved (Thorbury, 2006). This is a very important part of the document because it helped me to recognize how students developed and how far they could reach. The evaluation not only helped me to analyze students' aspects but also, helped me to recognize and reflected my own professional development.

On the other hand, *Aprendizaje Clave* tells us that the evaluation should be thought of as a series of actions carried out by the teacher, at different times, to gather information that allows him or her to make judgments on the performance of students and make decisions that contribute to the achievement of learning (Aprendizajes Clave, 2023). I consider that evaluation is a progressive process that can have its ups and downs because students are never the same; maybe the student that is always working one day feels bad and will not work as usual. This does not mean that the student's knowledge is not there, but that that day his body does not allow him to be as participative as always. That is why the evaluation must be continuous and class by class.

Tomlinson tells us that *'in the differentiated classroom, the evaluation is a continuous process which serves as a diagnosis, its purpose is to provide day-to-day*

*information to teachers about the abilities of students in certain areas, their interests, and their profiles as apprentices. These teachers don't see evaluation as something that comes at the end of the unit to find out what the students have learned. Rather, it is the method we have today to understand how we are going to change tomorrow's instruction.'* (Tomlinson, 1999)

*Aprendizajes Clave* suggests some tools to help to carry out the evaluation of students and the group in general, which include diagnostic observations that include performing a diagnostic evaluation in the first sessions to adjust the planning regarding indicators or rubrics to be evaluated during the school year, considering the knowledge and previous skills of the student and starting from the learning of the previous cycle (Aprendizajes Clave, 2023). This was done at the beginning of the school year through observation during the first weeks and an English diagnostic exam.

An observation journal is suggested, which is an anecdotal where the teacher writes the most relevant of the session. It is important that you record significant events of one or more students or of the collective. It begins with the annotations of the diagnostic observation, then will serve as evidence of progress (Aprendizajes Clave, 2023). I wrote the descriptions of my classes in this notebook that I filled out at the end of the session, where I wrote the grade and group, the schedule, and the date, and began to describe what had happened during this class. This helped me to notice the attitudes of students, their reactions to different activities, how they carried out the group work, and feedback for Noa's work. I also wrote what I would have changed for an activity or new things to implement.

*Aprendizajes Clave* also recommends rubrics, based on the expected learnings and the diagnostic observation, a table of indicators is prepared that allows us to locate the degree of development of knowledge, skills, and attitudes or the values of the student (Aprendizajes Clave, 2023). I made use of a rubric to evaluate the work of the final project, but I will discuss the details further in the document. They were also evaluated with the work of each class, if the students did worksheets or if they answered questions, they could get a grade from one to ten. Which, at the end of the practice period would add one hundred points along with twenty points for their project which would be the simulation with role plays.

I also made use of observation formats filled in by the head teacher of the secondary Potosinos Ilustres. I consider it important to emphasize that I worked hand in hand with the head teacher. He provided content in form and time, he allowed me to have full time with the groups, and was always accompanying my practice process by being in my classes, filling out observation tasks, and doing feedback in school processes. In order to observe my classes, he made use of ‘Observation Tasks: A Workbook for student teachers’ (Somogyi-Tóth, 2012) provided by my assessor at the BECENE.

Image D. Evidence of the observation formats (see appendix D)

## **Chapter III. Development, reflection and evaluation of the proposal**

The purpose of the proposal in the Action Plan is to develop communicative abilities through the implementation of role-play activities and the adaptation of material to attend to special intellectual needs, as the National English Strategy says:

*'The actors involved in education promote actions to develop respect for diversity, to see it as a valuable resource for the teaching and integral learning process. Thus, all students will be able to have the necessary tools, materials and support to study the English language and reach the corresponding levels of proficiency and competence'. (SEP, 2017)*

Attending to these students' needs has always been something important in my teaching development in order to grow as a teacher, but now I know that bringing the necessary materials to the class in order to involve students with special needs is a requirement in the class. Students with less developed capacities may need products that are more structured or more concrete, with fewer steps, closer to their own experiences (Tomlinson, 1999). Based on this idea I should consider promoting individual work for those with slower learning rhythm as well as the interaction between individuals in order for students to develop the ability to communicate.

The collaborative work I used was to use role-play and simulations. According to Brown the role play involves giving a role to one or more members of a group and assigning an objective or purpose that participants must accomplish (Brown H. 2007). It is also completed with certain grammatical elements as the roles are acted out. On the other hand, simulations usually involve a more complex structure and often bigger groups, where the entire group is working through an imaginary situation as a social unit (Brown H, 2007).

These actions were carried out as projects in order for students to have an objective and develop it by themselves at the end of the practice period. Most of these projects were carried out in teams; firstly, I chose who was going to work with who, I gave the indications and they started to work on the project with the intention to present it during the last class of the period. Harmer says that the realization of projects ensures genuinely communicative uses of spoken and written English because all the language use that takes place is directed towards the final version of it (Harmer, 1991). These products are the vehicle in which the students show and extend what they have learned (Tomlinson, 1999). These projects were carried out during classes, in which I used materials such as worksheets, videos, the school projector, the board of the classroom, flashcards, and pictures, among others.

As I mentioned before, the curriculum focus for the classes was several used in the English teaching. According to the timing and project, I choose to use P.P.P for most of the classes, prior to the headline of the project I plan with Task-Based Learning to finalize with Project Based Learning. Basically, the curriculum focus of most of the class was presentation-practice-product (P.P.P) which describes the three-stage model of lesson design in which a preselected grammar item is first presented to the learners. Then the item is practiced in isolation with an emphasis on accuracy. Finally, students are encouraged to produce a free production of the grammar item in context (Thornbury, 2006). This methodology helped me to present to students different grammar, vocabulary, and expressions in order to be able to use it in the needed context.

As I mentioned before, another methodology I used was T.B.L. Students repeated the task but incorporated any features they choose to appropriate from the example (Thornbury,

2006). During these types of classes, students are busy working on their own and when they have any doubts, they ask me or the head teacher. Finally, I also choose to work with Project Based Learning (PBL) which Thornbury describes as a project work that is the preparation and presentation of a project in which the teacher should monitor all the stages in order to ensure that learners are all on task.

All the processes carried out prior to the planning of the classes, the development of these ones, and the results obtained allowed me to put into practice some of the competencies of the graduation profile, such as:

- It characterizes the student population with which it will work to make didactic transpositions consistent with contexts and plans and programs.
- Design and use different tools, strategies, and resources to evaluate their learning and student performance considering the type of knowledge to carry out effective communication in the second language English.
- Design and/or use learning objects, resources, didactic and technological means in the generation of English learning.

The development of the competencies took place during the planning of the lessons, the classes carried out, the search for solutions to the problems presented, the post-reflection after a class, and the difficult situations presented with students, such as lack of control, and the constant use of Spanish. When these obstacles were faced, methods or techniques were sought to put them into practice and deal with them. This is why the competencies are being developed.

On the other hand, students' competencies were also developed during the practices but not as expected. According to the characteristics of the secondary graduation profile written in *Aprendizajes Clave*, students should describe experiences, events, desires, aspirations, opinions, and plans in the English language (SEP, 2017). However, students tend to lag in their learning due to different factors: they come from a generation of pandemic, where they reach secondary school from one moment to the next. Another factor is that not

all students studied English in their primary school, so the lack of language practice does not allow them to do well at this level.

Students of second grade should be in a proficiency stage and basic English domain and are found on the fourth cycle which has as purpose that students maintain interaction and adapt their performance through various oral and written texts in a variety of communication situations (SEP, 2017). I have been working to develop interaction in the group, however, the exclusion that has taken place within the group has made communication in the target language a bit complicated to achieve as described in the following classes.

In order to reach this point of the research, there was a process before creating and implementing the proposal for the action plan that took months of preparation. I will divide the timing into stages for a better organization:

- First stage: I identify the problem thanks to the observation that took place at the beginning of the scholar year. At the beginning of the process, I had the intention to work on another topic for the development of this document that was the use of the Natural Approach to address communicative activities. I was even going to work with another grade and group, but I met these new students with these new needs, such as a lack of use of the target language in the English class and the necessity to address a student with different abilities due to an intellectual deficit. This gave me the intention to prepare myself to attend to any student who needed more help learning English.
- Second stage: Once I had the area I wanted to improve, I started to create a diagnostic that included the level of English of the whole group, the methodology provided by USAER to work with this student that needed more help, the context and infrastructure of the school and the time that I was going to work with them.
- Third stage: Following this information, I started to look for techniques and methodologies to attend Noa, because she needed activities according to her cognitive level but at the same time, looked for activities in which communicative and interactive abilities could be developed as she needed to be included in the group.
- Fourth stage: The creation of lesson plans to give the classes with the correct theoretical background and a good justification of what I was doing and why I was working with that.

- Fifth stage: Implementation of the action plan through the class activities I had previously planned with the approbation of my teacher.
- Evaluation of the process of my students and recognize my own process to improve the next practice period.

I include a timetable with the intention of visualizing how it was worked during the professional practices, showing the different periods of practice that were carried out in the secondary and the most significant activities that were carried out in order to have clarity in the process that was carried out to reach the conclusions of the document.

Figure E. Timetable

Activities/Months	2022				2023						
	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul
1 <sup>st</sup> Practice Period											
English diagnostic exam											
Disability finding											
2 <sup>nd</sup> Practice Period											
Research topic is defined											
Work begins with the inform											

3 <sup>rd</sup> Practice Period											
Action plan is defined											
Beginning of 8th semester											
Practice period											
The action plan is launched											
Last practice period											
Work on the inform findings and conclusions											
The document must be finished											
Closure											

Source: own elaboration based on the school calendar provided by the assessor of my group

Once the process has been clarified, I will describe 3 classes that are important for the development of the document because of the actions that happened, how I reflect about it and how the results turned out for the replanting of the purpose. I use Gibbs's reflective cycle to address the 6 stages that this one proposes: description, feelings, evaluation, analysis, conclusion, and action plan (University of Cumbria, 2020). In each class, it can be read the answer of these questions in order to have a complete and correct analysis of the classes. In the end, the works, observation forms, and rubrics are attached as evidence.

### **3. 1 Class where the adapted material was implemented**

Practice Period: September 26th to October 14th

Lesson number: 4 out of 9

Date: Tuesday, 4 October 2022

Schedule: 10:10 a.m. - 11:00 a.m.

Curriculum method: Presentation, Practice, Product (P.P.P)

Class goal: The student should be able to write and express their healthy and unhealthy habits that they have.

#### Figure F. Lesson Plan (see appendix F)

We started the class with a reading about a routine where a student who has an A2 English level helped me read, however, most of the students did not understand the text. So, I decided to act the routine for them: for each sentence with the verb, I moved my body to interpret the action. Based on a language teaching method called Total Physical Response, in which students only need to understand input in the form of commands that require a physical response (Thornbury, 2006).

When they understood something, they repeated it in Spanish, so they were told that it was not necessary, since these types of techniques do virtually nothing to enhance a student's communicative ability in the language (Brown, 2007). Next, they had to classify the habits on their own, I proceed to go with several students and noticed that some of them were not working and I asked them why and they answered that they did not understand the reading and did not know how to classify so, I asked them to go to the board and write all the actions that were in the routine such as 'I walk my dog', 'I eat waffles', 'I do not brush my teeth' on the board. Changing the path of an activity for students to get active in class and for them to think about the things that they are doing is part of an active learning (Herder, S. n,d). This way, I was able to readjust the activity in my favor in order to address the problem that students were having during the activity.

Once they did this, we circled with a green marker the healthy habits and with a red marker the unhealthy habits, in this way, they were able to write them on the worksheet now knowing the meaning. We continued working in the practice stage in which they wrote the actions of a routine with the help of pictures. Finally, for the product stage, they got together in teams with their row and wrote three healthy habits and 3 unhealthy habits they had.

For this class, Noa started with her own work during the practice stage. For her, instead of using healthy or unhealthy activities, she had to classify healthy and unhealthy food; she wrote the words 'pizza' 'soda' and 'apple' with the help of pointed words and classified the little pictures of the food according to her own logic. She classified the food accordingly; she wrote the words and was able to repeat the words out loud. When she finished the work, she asked for permission to go to the bathroom, as everyone else was working on the product stage, she was not in the classroom. This absence did not allow her to interact with her classmates.

The material for this class was a worksheet in which came the text of the routine and at the bottom some sentences that students had to complete with verbs. However, I think it would have been better if the reading included images of the actions to make them easier to understand without acting or translating the sentences. During the practice stage, the students and I used the blackboard to write the actions and classify them. For the product, they used a sheet from their notebook where they wrote down the team names and work which were 3 healthy and unhealthy habits.

Image E. Evidence of the adapted material (see appendix E)

The use of worksheets allows me to adapt published materials in order to create authentic and adequate material for students (Gower R. et al, 1983). At a first moment, the adaptation of material for Noa was very different. While students were working on a worksheet about information about themselves, with some specific color and design, she was working on a worksheet that had a completely different design and information. Although

the topic was the same, the pattern of the two different worksheets may have been confusing for the process of Noa during the class time.

Image F. Worksheet used in this class (see appendix F)

However, I decided that, in order to follow with the inclusion within my class, the next moment, I decided to apply the same design in all the worksheets, but with the necessary adaptations for Noa to be able to work under her aptitude which is the ability to record a specific skill or knowledge (Tomlinson, 1999). The works for students with less developed abilities must need activities or products that are more structured or concrete, with fewer steps, closer to their own experiences, and require simpler reading skills (Tomlinson, 1999).

For Noa, I brought 2 sheets to add to the booklet she was using: one with the little pictures of the food and the words and the other where she had to place it according to the classification of healthy or unhealthy, even though she did the work and categorize the food correctly, it would have been better for her to work with the same topic that was habits, instead of only working with food. Using the same methodology for the activity but with the topic that everyone was working with, meaning that, have pictures of the activities about the routine with the written words for her to copy and classify according to whether they were healthy or not.

Image G. Noa's booklet (see appendix G)

For this class, there were individual and group activities: at the beginning, students struggled with the meaning of the routine, therefore, they were not working. This was until the students wrote on the board the activities on their own and in this way, it was easier for them to identify and classify them.

On the other hand, collaborative work is when two or more people work together for a particular purpose (Cambridge Dictionary, 2023). This activity took place in the product stage and no one complained about the classmates they were working with and everyone

wrote one habit at least, they spoke in Spanish during the organization of the work but wrote the habits in English. However, Noa was not present during this activity because she decided to go to the bathroom and she did not return until the class ended, this was an action that she performed every time teamwork was done. This may affect her personal progress because, at the moment of leaving, students begin to work without her. It seems to be a cycle between them.

Finally, with this new information, one of the research questions can be answered: how effective is the implementation of adapted didactic material for a student with an intellectual deficit in the English as a Foreign Language classroom? I can say that, in this case, the material had a positive impact on the development of the student because, first of all, the need she presented was addressed. Secondly, she was engaged and motivated to do the work. With time, I realized that she could spell her name and simple words, she could repeat and select vocabulary, she understood and followed simple instructions, and copied words, phrases, and short sentences. Considering that these are characteristics of a pre-A1 starter (Cambridge Assessment). It is also important to remember that during the diagnosis English exam, she could not answer any of the statements because the test was not adapted for a person with different abilities to answer it.

Going back to the objectives of the document, it is important to remember that the general purpose of the English subject is for students to develop skills and learning strategies to interact in social practices of language (SEP, 2017). So, analyzing how the class was carried out, the results that had, and the attendance of the interaction in class, I would say the result was not effective because not all integrants on the team participated in the creation of the habits and there was not communication with all the persons in the classroom.

### **3.2 Class simulation ‘Hospital’**

Practice Period: September 26th to October 14th.

Lesson number: 8 out of 9

Date: Tuesday, 11 October 2022

Schedule: 10:10 a.m. - 11:00 a.m.

Curriculum method: Task-Based Learning (T.B.L)

Class goal: Students should create a presentation about the description of a system body, using the learned vocabulary.

Figure G. Lesson plan of this class (see appendix G)

Before beginning to describe the classes in which the project is carried out, I annex a table with the contents that guided students to produce the final work, which should include all these topics. Remembering that the classes are planned following the contents provided by *Aprendizajes Clave*, and that these are previously approved by my group assessor.

Figure H. Chart with contents from September 26th to October 14th

Lesson and Date	Goal and Language Focus (L.F)	Material	General results
1. P.P.P Monday, 26 September 2022.	Students will be able to present themselves and write information about themselves using the functions of the verb to be. L.F: Verb to be	<ul style="list-style-type: none"> <li>Flashcards with categories about personal information</li> <li>Worksheet</li> </ul>	‘I think this is a good group, they are participative, calm and they are willing to make mistakes. They know how to use the verb to be.’
2. P.P.P Friday, 30 September 2022.	Students will be able to create and express their daily routine using actions and verbs. L.F: Simple form of the verb to be.	<ul style="list-style-type: none"> <li>Chart with actions</li> <li>Worksheets</li> </ul>	‘This class was really calm and students kept their attention in class. They know verbs and how the verb to be works’
3. P.P.P Monday, 3 October 2022.	Students will be able to recognize, place, identify and point out where the different parts of the body are. L.F: Body parts, verbs, and demonstratives.	<ul style="list-style-type: none"> <li>Scheme of the human body</li> <li>Worksheet with the silhouette of their face</li> </ul>	‘Noa was really interested in the class, she even said ‘left’. She draw and identified some parts of the body’

4. P.P.P Tuesday, 4 October 2022.	The student will be able to write and express healthy and unhealthy habits that they have. L.F: Personal pronouns and verbs	<ul style="list-style-type: none"> <li>• Worksheet</li> </ul>	‘Noa finished her work and went to the bathroom, so when everyone else was working in teams she was out’.
5. P.P.P Friday, 7 October, 2022.	The student will be able to identify and express different illnesses. L.F: Illnesses and verb to be	<ul style="list-style-type: none"> <li>• Flashcards of illnesses</li> <li>• Worksheet</li> </ul>	‘Her team did not include her at all, they did not speak to her during the work. The group does not have the culture of including someone like Noa although she is really functional’
6. P.P.P Monday, 10 October 2022. <b>*I put together these two classes where they talked about illnesses and body systems.</b>	The student will be able to identify and express illnesses in different people. L.F: Illnesses and has/have	<ul style="list-style-type: none"> <li>• Chart with people and illnesses</li> <li>• Worksheet</li> </ul>	‘They were working really slow but I think the class was a little confuse for them’
7. P.P.P Monday, 10 October 2022. <b>*I put together these two classes where they talked about illnesses and body systems.</b>	Students will describe the problems and illnesses that a body system has. L.F: Illnesses and have/has	<ul style="list-style-type: none"> <li>• Schemes about body systems</li> </ul>	‘For Noa, I gave her flashcards so she could copy the illnesses and say them out loud. She could read and reproduce the sound’
8. T.B.L Tuesday, 11 October 2022.	Students will have to create a presentation about the description of a system body, using the learned vocabulary. L.F: Verb to be, illnesses and body parts	<ul style="list-style-type: none"> <li>• Projector</li> <li>• Presentation</li> <li>• Video</li> </ul>	‘They worked the rest of the class in the dialogue, some teams finished and showed me really short dialogues. I hope that on Friday they are still motivated.’
9. P.B.L	Students will have to	<ul style="list-style-type: none"> <li>• Props form</li> </ul>	‘Some dialogues

Friday, 14 October 2022	create a presentation about the description of a system body, using the learned vocabulary. L.F: Verb to be, illnesses and body parts	students <ul style="list-style-type: none"> <li>● Costumes</li> <li>● Rubrics</li> </ul>	were too long, with difficult words. This indicates to me that some teams redo their dialogue with translator'
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According to Brown, projects can greatly benefit from hands-on approaches to language, and certain projects can be rewarding indeed for younger learners (Brown, H. 2007). But before students can reach the performance stage, they have to go through the process of Task-Based Learning, because it provides learners a chance to use the target language in order to improve language proficiency under teacher guidance (Celik, B. 2017). During this type of class, students work and develop the main task which is explained at the beginning of the class and is considered the objective of the project. I enjoy the class because students tend to be engaged and motivated during the stages of the process.

During the pre-task stage, I must introduce the topic and model some words or phrases in order for students to understand the task instructions better or use it as a guide (Celik, B. 2017). That is why I started the class with a video about a hospital appointment. We discussed it a little bit by asking questions such as: ‘Where did the video take place?’, ‘Who was there?’, ‘What happened?’. Students answered that the place was a hospital (this answer was in English) and that there was a child and his mother (this answer was in Spanish). Once we talked about the video, I told them about the project of this practice period and I presented the information about it:

Image H. Presentation with the information of the class (see appendix H)

- What we were going to do
- Rules: Create a dialogue including three roles (doctor, patient, and nurse)
- Example of a dialogue
- Some pictures for inspiration

Actually, this allows students to talk as interaction, which means that they have a 'conversation' that describes interaction which serves a primarily social function.

Following the main features that are:

- Has a social function
- Reflects role relationships
- May be formal or casual
- Is jointly constructed

(Richards)

In this way, students can develop some skills involved in using talk as interaction such as opening and closing conversation, making small-talk, and turn-taking (Richards). Allowing students to find themselves in a situation that requires interaction in the target language, but also knowing that their English level allows them to reach a prepared interaction.

Once I explained what the project was going to be, I informed them that the teams had been already created by me and they saw which classmates they had to work with. While giving them this information, they did not complain about their team, instead, they looked for their classmates and started to work in their roles and dialogue. I did this with the intention that no one will be left out of any team, since previously, several students were left without a team because most of them choose their friends to work with.

I would like to emphasize that in Noa's team, I chose to put her with the group leader of the classroom who is a more advanced student with different needs to address also because of this. Meaning that these types of students can progress or lower their level according to the job they have to do in class (Tomlinson, 1999).

During the task-cycle stage, the task is performed by the learners (Celik, B. 2017). So, while students were working on their dialogue, I saw them enthusiastic about it, although some of them were using translators or doing it in Spanish to later translate it in their houses.

The ideal will be that students carry out the task in the target language (Celik, B. 2017), so I told them that they did not need to use it, instead, they could use the dialogue I put as an example and change the information with the one that came in their worksheets of the past classes; if they had any doubt about a word they would ask me or the head teacher, closing with the language focus stage, in where the teacher and the learners talk about the language used so that they can make corrections or include certain features (Celik, B. 2017).

Students choose the roles of each person in the team and they take the rest of the class doing the dialogue. Noa did not come that day, but when I went to talk with her team, they told me Noa was going to be the role of the patient. I knew that during those days, the group leader contacted Noa's mother for her to practice the dialogue they had created for that project. The establishment of heterogeneous groups should ensure equity in the treatment and quality of teaching for all pupils by creating effective learning communities in which the needs of all students are specifically addressed and systematic (Tomlinson, 1999).

The materials I used for the T.B.L class were my computer with the presentation, the classroom projector in order to project the information, and students' notebooks, in which they wrote the dialogue. As I mentioned before, modeling the text is a benefit for students because they are able to have a guide and they are able to learn by doing, also, the use of authentic materials in the learning process, abstract knowledge in task-based learning to put into practice and use it in real-world application (Celik, B. 2017).

Example for the dialogue:

Patient: Hi doctor, I feel bad today.

Doctor: Let me check on you! You seem to have an infection in your stomach because you have a fever and stomach ache. This affects your digestive system.

Nurse: I recommend you to take 2 manzanilla teas and a paracetamol pill for three days. I hope you feel better with this.

Patient: Thank you so much! I will take my medicine.

Image I. Students' dialogues for class #2 (see appendix I)

The advantages of using the projector are that I was able to prepare the dialogue in advance, so students could have more time to work on their project (Gower, R., Phillips D., Walters S, 1983). However, some of them were lost at the moment of creating their own text, that is why they were doing it in Spanish or using a translator at that moment.

In the next class, they presented their simulations: all of them got dressed as doctors or patients and brought different medical tools such as stethoscopes, medical hats, and medicines. For the performance, students brought different objects to use them as props. Using real objects in the classroom makes the learning experience more memorable for the learner (Budden J.).

Image J. Evidence of the props for class #2 (see appendix J)

I put a table and a chair in the front of the classroom and all the teams used them at the moment of the performance. When presenting, students were able to read the dialogue while acting it. Although some of the students did not come that day, the head teacher helped them with those missing parts. He dressed up and took a role on the simulation with some teams. Students had more confidence with his help. When it was Noa's team's turn, she sat in the chair to be the patient and her team guided her in order to open her mouth, to say yes or no. Although she had short lines, the team managed to include her and adapt the role to her needs.

Image K. Evidence of the presentation (see appendix K)

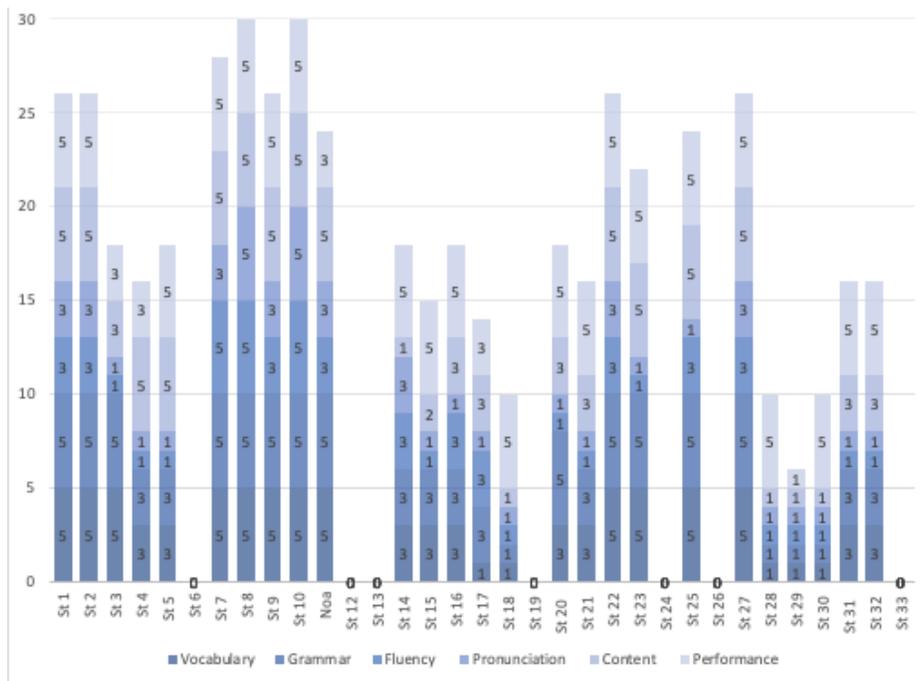
The evaluation of the project was done with the help of a rubric. Where aspects such as the use of vocabulary and grammar, fluency, pronunciation, relevant content, and performance with movements or props were evaluated through observation. Although the presentation was in a team, the evaluation was individual.

Figure I. Chart with the evaluation rubric (see appendix I)

While the students presented, I was filling in their personal rubrics, however, it was difficult to hear as the students continued to wear masks in class due to the medical emergency by COVID-19. They tend to speak very low and I could not see if there was any gesture with their mouth and it was hard to understand what they were saying. Also, I was sitting in the middle of the classroom, so I barely could hear, however, I could read some dialogues and they had the correct structure. The content of the classes was there but a topic that was missing was the system of the body (respiratory, digestive etcetera).

The foregoing analysis gives rise to the answer to the second research question of the document which is: how did role plays influence communicative skills?: in the next graphic, the results of the project are reflected. It is important to mention that six students were not in the class, as a result, they were not able to present with their team and I could not see how they developed the interaction with the team. However, 80% of students attended the class and presented the final project. I could see that students were enthusiastic about it since most of the teams dressed up as doctors with their lab coats, some of them made nurse hats, they took toys as medical props, and made doctor's bags. They use these props to complementize their presentations.

Figure J. Results for the 'Hospital' simulation project.



Now, I will explain the results more in detail. There were six aspects to evaluate, which were:

- Vocabulary: This refers to the use of vocabulary words or expressions and if these help to make the speech understandable.
- Grammar: This refers to how the student handles grammatical structures and if the message is understood.
- Fluency: If the student is clearly expressed and holds a fluid discourse.
- Pronunciation: If the student pronounces correctly.
- Content: It refers if the student presents relevant content to what was seen in class and if is in English.
- Performance: If the interaction is achieved with the use of props and movements.

Using levels from starting (1), in process (3), or excellent (5). The rubric allowed me to grade students' work in a more consistent, reliable, and unbiased manner (Chowdhury F, (2018).

In the criteria of vocabulary, 44% of the students achieved the highest score which is excellent, 33% achieved the score of in process and 18% obtained the lowest score which tell us that the student is just starting in development. Thanks to these results I could deduce that the vocabulary seen during classes was useful for most of them, however, I needed to be clearer in the selection of words for them to be able to use it at the correct moment in the simulation. Taking into account that according to the CEFR, A1 students have a basic repertoire of simple words and fractions related to personal data and specific situations (Ministerio de Educación, Cultura y Deporte, 2002).

Then, in the grammar aspect, 46% of students achieved an excellent score, 34.6% achieved in the process stage and 15.4% went with the starting stage. Doing the relation, I may say that almost half of the group achieved to use the correct grammar structures that included the verb to be and verbs in the simple form. The CEFR says that an A1 basic user shows limited control of a few simple grammatical structures and sentence models within a memorized repertoire (Ministerio de Educación, Cultura y Deporte, 2002). Having in mind that students had to use the vocabulary hand with the grammar seen in the previous classes, this is an aspect in which we have to keep working.

Next, talking about speaking skills, we have fluency. Where 11.5% of the students achieved the excellent score, 34.6% had the process score and 46% of them achieved the starting stage. These results tell me that I have not worked in the development of their fluency, which means speaking easily, reasonably quickly, and without having to stop and pause a lot (British Council). However, students are able to handle very short isolated expressions and prepare in advance, using pauses to search for expressions and articulate words, a criteria that the CEFR indicates A1 are able to do (Ministerio de Educación, Cultura y Deporte, 2002). On the other hand, just 7.7% of students achieved an excellent score in the criteria of pronunciation, while 30.8% achieved the process score and finally, 61.5% of them reached the starting process. I would say that this result is because students were reading most of the text, they did not memorize or it was not a natural conversation. It is also because they are not used to talking or having these types of interactions.

Then we have the results of the aspects that focus mostly on the presentation of their project: talking about content, 50% of the students got excellent, 26.9% got in process and 19.2% obtained the starting process. These results are varied because not all teams include all of the seen topics during the classes in their dialogue. There were some missing contents like symptoms, medication, or body parts. That is why not everyone obtained the excellent stage.

Finally, in the performance criteria, 80% of the students obtained the excellent stage, 15.4% achieved the process stage and just 1% of them got the lowest that is starting. This was because most of the students put a lot of effort into their props and they use them according to the movements and dialogues with coherence. According to the CEFR, students were able to participate in a simple conversation as an A1 basic user.

Although the results of the project were not too bad to be the first time they did a simulation in their English classroom, I should be more careful at the moment of choosing the topics they need to practice in order to create the dialogue for the project. Students tend to forget or confuse the grammar because we did not practice as much as needed, plus, they did not have the worksheets with the information they did during the previous classes. Maybe if they have had it, they would have been able to look through the topics and remember the previous knowledge as it was.

I also think that it is important to give them the complete dialogue as an example with missing parts where they can write their own information, in this way, it would be easier for them to know where to place the word chunks. According to Brown, this helps them to produce an acceptable core of words and use them appropriate to create order patterns. During this type of writing performance, students will simply write down words and possibly sentences (Brown H, 2007). It is important to remember that they create this dialogue at the end of the content class, in which they have already been exposed to the language and therefore, they have seen vocabulary related to what is being asked. I expect that this will help them to create more structured dialogues using their own creativity.

I would also like to formulate better objectives for the classes since the one for this class was a bit confusing once I read it after I wrote it. It is very important to state explicitly what you want students to gain from the lesson (Brown H, 2007). The objectives need to be clear in order to make a class easier and to evaluate students' success at the end or after the lesson (Brown H, 2007). Maybe if I wrote 'Students will produce an appropriate simulation of a hospital with the topics seen during the last classes'. With this objective, I would have preserved the unity of the lessons and I explicitly say what I was trying to accomplish.

### 3.3 Class simulation 'Newscast'

Practice Period: November 21st to December 9th.

Lesson number: 8 out of 9

Date: Tuesday, 6 December 2023

Schedule: 10:10 a.m. - 11:00 a.m.

Curriculum method: Task-Based Learning (TBL)

Class goal: The students will put into practice everything learned in order to create a dialogue to express the description of a natural disaster and what to do in case of it.

Figure K. Lesson plan class #3 (see appendix K)

Before beginning to describe the classes in which the next project is carried out, once again, I will annex a table with the contents that guided students to produce the final work, which should include all these topics. These classes were planned with anticipation and checked for corrections; however, the classes never go out as expected.

Figure L. Chart with contents from November 21st to December 5th

Lesson and Date	Goal and Language Focus (L.F)	Material	General results
1. P.P.P Tuesday, 22 November, 2022	Introduce the subject to the student by presenting vocabulary on	<ul style="list-style-type: none"> <li>Flashcards with categories about</li> </ul>	'They did not need so much written structure on the board because they

	natural disasters so that the student can identify and implement it. L.F: Use of was and countries	personal information ● Worksheet	followed the examples in the worksheet’.
2. P.P.P Monday, 28 November, 2022	Students will read and produce descriptions of natural disasters in order to create a newspaper L.F: Use of verbs in past	● Cards with information about a natural disaster ● A big newspaper	‘I still have to work on some dynamics of behavior and conduct, because not all students treat Noa with respect’.
3. P.P.P Tuesday, 29 November, 2022	Students will be able to write information about natural disasters. L.F: Use of past and adjectives in the creation of descriptions	● Puzzle with a description of a natural disaster ● Notebook to draw	‘During this class I spoke a lot and mostly in Spanish. I do not like this because students get bored of hearing me and speaking in Spanish is something that slips my mind. I need to be more careful with that’.
4. P.P.P Friday, 2 December, 2022	The student thinks, discusses, and produces prevention measures for a natural disaster. L.F: Use of imperative verbs to create instructions	● Flashcards with safety tips ● Videos about natural disasters ● Worksheet	‘They did not work that much during the class and struggled in writing’.
5. P.P.P I did not apply this lesson	The student elaborate instructions L.F: Modal and imperative verbs	● Video about an earthquake ● Worksheet	-
6. T.B.L. Monday, 5 December, 2022	The student should elaborate her/his own emergency kit	● Emergency kit (drawing) ● Flashcards	‘Everyone was working and created simple sentences.

<p><b>*I put together these two classes where they created their kit and created safety measures</b></p>	<p>in case of a natural disaster. L.F: Use of have and modal verbs.</p>	<p>with objects</p> <ul style="list-style-type: none"> <li>● Worksheet</li> </ul>	<p>They were able to work in pairs.'</p>
<p>7. T.B.L Monday, 5 December, 2022 <b>*I put together these two classes where they created their kit and created safety measures.</b></p>	<p>Students creates his/her own survival manual in case of a natural disaster L.F: Imperative and modal verbs in the creation of survival tips.</p>	<ul style="list-style-type: none"> <li>● Emergency kit (drawing)</li> <li>● Flashcards with objects</li> <li>● Worksheet</li> </ul>	<p>'She can write fast and repeat after me some words, she reads and speaks, she can write her name better'.</p>
<p>8. T.B.L Tuesday, 6 December, 2022</p>	<p>The student will put in practice everything learned in order to create a dialogue to express the description of a natural disaster. L.F: Imperative and modal verbs, verb to be, adjectives</p>	<ul style="list-style-type: none"> <li>● Projector</li> <li>● Presentation</li> </ul>	<p>'When they had to work in teams, Noa asked for permission to go to the bathroom'.</p>
<p>9. P.B.L Friday, 9 December, 2022</p>	<p>The student presents the news about the chosen natural disaster. L.F: Imperative and modal verbs, verb to be, adjectives</p>	<ul style="list-style-type: none"> <li>● Props form students</li> <li>● Costumes</li> <li>● Rubrics</li> </ul>	<p>'I must say that all the presentations were good but the decontrol about not everyone being in class did not help all of them'.</p>

For this class, I introduced to them what we were going to do for the final project. I projected the presentation with the indications and read them out loud. This time they had to create a newscast about a natural disaster. This time I gave the explicit detailed instructions and wrote the following information in the presentation next to a semi-scripted dialogue:

Image L. Presentation with the information for class #3 (see appendix L)

- Objectives: Present in the form of a newscast the information about a natural disaster, gathering all the topics learned during these past weeks.
- You will get in teams of three: the host, the reporter, the interviewee
- Rules: You will create a dialogue including the three roles, you will present it on Friday, December 9th, you need to put on costumes depending on the role you will play,
- In your newscast include: description (time and place), damage (what happened), your recommendations to stay safe (emergency backpack)
- I model the technique with an example:

Host: Good afternoon, San Luis Potosi, it is Friday, December 9th and today we are reporting an earthquake in the center of Mexico City. It took place at 7:00 a.m. and it caused a lot of damage. Let's go with the reporter that is at the place where it happened.

Reporter: Good afternoon. Effectively, the earthquake damaged six colonies and streets and today we are interviewing one of the affected people. Tell us, what safety tips would you give us in case of a natural disaster?

Interviewee: I would recommend to be prepared with an emergency backpack, that should include some water, medicines, face masks, bandages, and band-aids, and do not forget your personal documents.

Reporter: Thanks! It is important to be prepared, I hope everything gets better! Let's go back to the studio.

Host: Such a shame what happened, but let's continue with more news.

Once we read the text and discuss the different topics, I presented the same but with some missing gaps for them to write their own information:

Host: Good afternoon \_\_\_\_\_, it is Friday, December 9th and today we are reporting an \_\_\_\_\_ in \_\_\_\_\_. It took place at 7:00 a.m and it caused a lot of damage. Let's go with the reporter that is at the place where it happened.

Reporter: Good afternoon. Effectively, the \_\_\_\_\_ damage \_\_\_\_\_, and today we are interviewing one of the affected people, tell us, what safety tips would you give us in case of a natural disaster?

Interviewee: I would recommend to be prepared with an emergency backpack, that should include \_\_\_\_\_.

Reporter: Thanks! It is important to be prepared, I hope everything gets better! Let's go back to the studio.

Host: Such a shame what happened, but let's continue with more news...

Once I presented this example, I asked them what information should be in each gap and they answered correctly '*the disaster!*', '*the place!*', '*el botiquín!*'. Then I put some pictures for inspiration for the props and finally the teams that one more time, were already been made by me. Both times I decided to divide the class into teams focusing on their personality types and proficiency levels, I also focused on who Noa was going to work with. This time I chose two girls: one with an A2 English level and the other with an A1.

I made small groups because, in this way, they can provide opportunities for student initiation, for face-to-face give and take, for practice negotiation of meaning, for extended conversational exchanges, and for student adoption of roles that would otherwise be impossible (Brown H, 2007). This also works because they are a small group with only 33 students in comparison with others that are bigger, so I do not have a lot of teams and they can present perfectly in one class only.

At the moment of showing them the teams, Noa came to me and asked me to switch teams so I said no because several students came to me and asked me that same question and to everyone, I said no. Once they could not change teams, they looked for their classmates and started to work. In Noa's team, the two other girls completely excluded her, so, at repetitive times, Noa asked me for permission to go to the bathroom and I said yes. While she was absent, the rest of the group kept working on their own work, as well as her team, the two girls were sitting together and copying the dialogue but now with their own

information. I asked them about the roles and they told me that Noa was going to be the interviewee.

Once she came back to the classroom, she took out her notebook, stood up in front of the board, and started copying the dialogue that was on it. However, I did not see any type of interaction between the team with her and they keep working on their own. During this moment, I noticed two more similar cases with two other students that did not want to be with the team I chose for them. They did not give me any reasons why they did not want to work but in the end, they were with their team.

Group work is a generic term covering a multiplicity of techniques in which two or more students are assigned a task that involves collaboration and self-initiated language (Brown H, 2007). While preparing the project students were speaking in their L1, but writing everything in English. Also, taking into account that students have different and unique abilities with different cognitive and, of course, English levels, working in small groups allows them to vary abilities to accomplish separate goals. This can be done with the work of the teacher by recognizing and capitalizing upon other individual differences by careful selection of small groups (Brown H, 2007).

The rest of the group had a good attitude towards the teamwork and had no complaints about it. Everyone was working on the project and it seemed that it was easy for them to complete the information with the topics they already knew. The natural disasters they chose were mostly tsunamis, earthquakes, and some zombie apocalypse. During this class, they finished the dialogue and showed it to me. They wrote the complete dialogue but with their own information, they choose the role of each member of the team and choose the props they will be going to bring.

For the next class, in which they had to present the simulation, I arrived at their classroom and saw they had cameras made with cardboard, they had microphones, and little cards with their names. It all seemed that it was going to be an excellent class with complete and good presentations, until the prefect of the group asked me for permission to take more

than half of the group because they needed to take some pictures for their student's ID card, between those Noa. Honestly, this made me sad because I was really excited to see the presentations of students, but I had to let them go.

There were only a few students in the classroom so I asked them if anyone wanted to present and the ones that were there said yes. While some of them were dressing up I accommodated the desk in front of the board to make it look like a newscast. On the table, some of them put a microphone and some little Christmas decorations of Christmas. Finally, I put on a chair and students took over the scene.

As there are 33 students in total, initially I had 11 teams of 3 members each, but with everyone out, there were only 15 students that formed 6 teams, which were the ones that presented. However, 2 of those teams had missing classmates and to be able to make the simulation, they asked the help from the other students that were in the classroom.

Once clarifying this, I will keep on describing what happened. Once it was all set up, I sat in front of them with my laptop to grade them and my cellphone to record if they gave me permission. The first team presented and they did it very well, when they finished they noticed that they had missed one of the dialogues so they decided to do it from the beginning one more time. The teams kept presenting and I felt very free and confident. They made comments like *'estoy disfrutando mucho pasar'*, *'quiero pasar otra vez'*, *'esta muy divertido'* and then they explained to me that they were not ashamed of presenting because they were alone. Meaning that, as not everyone was in the classroom, they feel more confident.

But then, the members of Noa's team told me they wanted to present but that she was missing so they asked another classmate to go and take her place. This made me sad because I was not able to say no, because another team did the same thing and I gave them permission. So, for them, it was the perfect excuse. Personally, I think that this was their way of excluding her from the activity, as well as they did in the last class.

At the end of the class, everyone arrived but we did not have time to keep presenting. Some of them asked me if they could present any other day, but as it was the last day of the practice period, I said no.

For these classes, I used my computer and project to present the information about the project. As mentioned before, these materials help students to visualize in a simpler and more cooperative way (Brown H, 2007). If anyone has a question about the information they will share it and the group will hear it and would be clarified to everyone. Students used their notebooks to copy the dialogue and they were able to complete the information with the worksheets that we did during the classes. So they had the topics to review but some of them did not use it and only completed it with the opinion of their team.

Image M. Example of students' dialogues in class #3 (see appendix M)

Happily, I did not see any students that used the translator, if they had any doubt about a word I would use it in a sentence for them to figure out the meaning (any technique to translate) or if they had the doubt about how to say a word or a phrase in English I would help them.

The last day that it was the presentation day, I just brought my computer where I had the rubric to evaluate and I put the grades of them in a chart. In this way, it was way easy to register the scores of each student in the correct criteria of the rubric. The rubric is an evaluation instrument based on a quantitative or qualitative scale associated with pre-established criteria that measure the actions of students on the aspects of the task or activity that will be evaluated (Torres J., 2010).

Figure M. Chart with the students' grades (see appendix M)

Students brought different props and objects, such as microphones and cameras, and one more time, they did use them alongside the dialogue. The use of these props gave the dialogue coherence if I did not understand any part of the presentation or the role of the

member of the team. Most of the students that presented used the notebook to read the dialogue, however, it did not feel like they were just reading a text because they gave them meaning with the use of the objects they did.

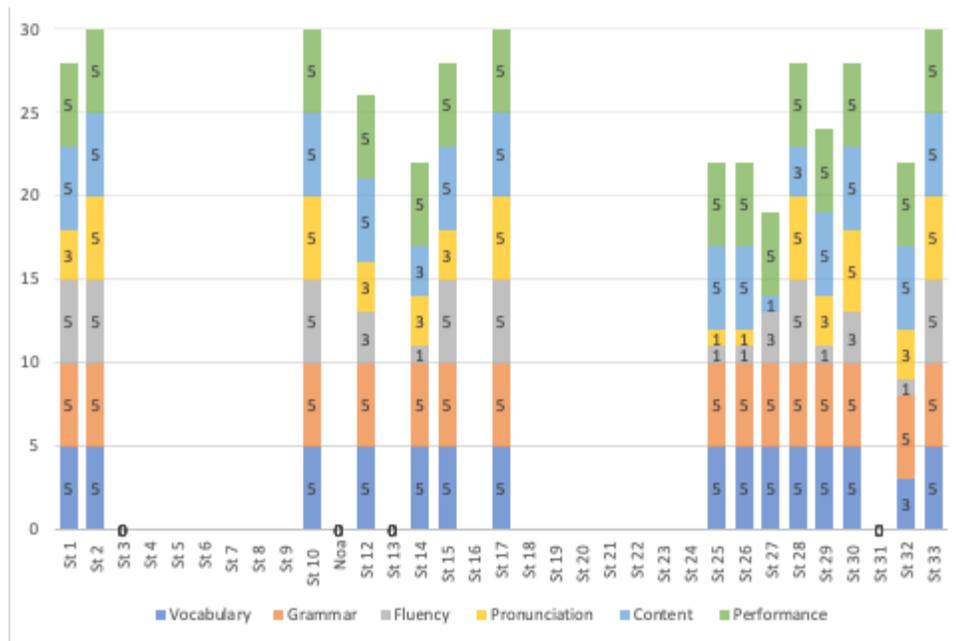
Image N. Props made by students for class #3 (see appendix N)

To evaluate the work, I used the same rubric as the last project. That includes the aspects of vocabulary, grammar, fluency, pronunciation, relevant content, and performance with movements or props. Once again, the work was done in teams but the evaluation was done individually. This time I sat closer to them to hear better and it worked. Students spoke loud and clear, although again, the sound of the voice can be distorted because of the face mask that is still obligatory for everyone in the school. It also helped that the classroom was almost empty, so there was barely any noise.

Image O. Evidence of the presentation for class #3 (see appendix O)

These results contemplate the second research question which talks about the influence of role plays in communicative skills. Taking into account that the process in the realization of the dialogue was different and that the number of students present in the class was lower than usual, however, the obtained performance got an upgrade compared to the first project. As I mentioned before, I register the scores of the students on a chart. However, the results are revealed in this graphic to visualize them better.

Figure N. Results of the simulation ‘Newscast’



It is important to remember the lack of students during this class, therefore, they could not be evaluated in this activity. As a result, there were only 15 students being evaluated from 33, that is the total of the group. However, I consider that the results of this half of the group are positive as will be analyzed in the following paragraphs.

The first aspect in the rubric is vocabulary, in which 93% of the students achieved the excellent level and 6.6%, meaning that just one student got the process stage. No one got the lowest level which is ‘in process’. This means that 14 students are starting to be able to achieve A2 learner characteristics because uses characteristics composed of basic sentences with expressions, groups of a few words, and formulas memorized, in order to communicate clear information in simple and everyday situations

According to the Common European Framework, an A2 student is ‘able to understand frequently used phrases and expressions related to areas of expertise that are especially relevant to him or her, such as personal and his family information, shopping, places of interest, occupations etc. Communicates when carrying out simple and daily tasks that require nothing more than simple and direct exchanges of

*information on matters known to him or her. He knows how to describe in simple terms aspects of his past and environment, as well as issues related to his immediate needs* (Ministerio de Educación, Cultura y Deporte, 2002).’ Students of the group are not at this level yet, however, they are starting to achieve tasks that are related to this basic user

The next aspect that needs to be addressed is grammar. In this criteria, 100% of students achieved an excellent level. Meaning that they used simple structures correctly (Ministerio de Educación, Cultura y Deporte, 2002). Although they have grammatical and orthographic mistakes or they skipped letters, the message can be easily understood.

For the speaking skill, in the criteria of fluency, 46% of students achieved the excellent level, just 20% reached the process stage and 33.3% got the lowest that is the starting level. Students with the higher level express clearly with very brief expressions, although pauses, initial doubts, and reformulation are very evident. However, they can hold a fluid discourse. While the 20% had more pauses but the message was understood and the 33.3% of them made constant pauses that made the message difficult to recognize. On the other hand, in the criteria of pronunciation, 40% obtained the excellent level, 40% reached the in-process stage and the 20% got the lowest level. Honestly, I was amazed with the result of this aspect because students read as they could the words and although it was not perfect, I was able to understand what they were saying.

Then we have the aspects that evaluate the presentation, which are content and performance. In the criteria of content, 80% obtained the excellent stage meaning that the student presented relevant content to what was seen in classes, 13% got the process level which means that the student content was moderately relevant content these two aspects also include that the content was presented in English. Only 6% of them got the starting level. This student made all his participation in Spanish because refused to speak in the target language, that is why he got that grade

Finally, in the aspect of performance, everyone got the highest level. Meaning that the student achieved the interaction through the use of props and movements. The student also knows how to answer questions and answer simple statements, and can indicate when they understand a conversation but barely understand enough to keep a conversation by choice (Ministerio de Educación, Cultura y Deporte, 2002).

With this analysis, the last question can be answered: how can interactions with teams be modified to favor inclusion in the classroom? In my experience, working to promote inclusion in class as a training teacher was not as easy as I thought, because there are many factors that affect the interaction in the classroom. Such as the exclusion of several students, the lack of empathy towards their classmates, and the resistance at the moment of grouping the teams. Therefore, considering that ‘the progress towards greater educational equity only is possible if equal opportunities for access are ensured, permanence and success in learning achievements for all, without distinction as to socio-economic or political status, ethnic, gender or of any kind’ (SEP, 2017).

An education that meets the needs will ensure that students have equal opportunities. That is why I would like to continue working with teamwork along with awareness techniques, so that learners, day by day, integrate and support students who need extra help. Also, having in mind that inclusion is a process that is built through society, the context in which the student is, and of course, the response that the school gives to the barriers of learning so that they are not seen as such. This is why with these analyses and what is implemented, the proposal is rethought in the following paragraphs.

Taking up the replanting of the last project I did change those proposals and turned out in my personal learning and better results for students. As a result, I create a more clear objective, in which I explicitly express what the student is expected to achieve: ‘The students will put into practice everything learned in order to create a dialogue to express the description of a natural disaster and what to do in case of it.’ This goal was achieved significantly because students did use all the topics learned and adapted a dialogue to create a description of a natural disaster besides some safety tips.

The use of the dialogue with missing gaps was also very helpful for them because, at their A1 level, they can express with the help of memorized vocabulary, sentence patterns, and very brief and isolated prepared in advance expressions. This allows the student to begin to practice characteristics of a student with a level A2, where he or she would be able to expose social functions, such as asking and answering questions and developing in very brief social exchanges (Ministerio de Educación, Cultura y Deporte, 2002).

At this point, having these experiences with these results made me realize several things. For example, classes never came out as expected because there are a lot of factors that may affect them, such as extra activities that as a teacher you do not expect that happen like when students had to go to take a picture for administrative purposes and I could not see the presentations that were important for this document. Because of time, I could not reschedule, but I also learned to work with what you have. In the same way, I learned about the importance of evaluating, and here is where the repainting of the class appears.

As I mentioned before, I used a rubric that I did not change for the new project, because the last time I used it, I did not reflect on what I was looking for, that was interaction due to the exclusion that happened in the classroom. The rubric is a way of scoring tool that lays out the expectations of a task across 3 to 5 levels of performance (Chowdhury F, 2018).

Because of the things that happened with Noa and her team, now I wonder, how can I evaluate the way students interact in the classroom.?. So, I propose a new rubric in which, besides including the aspects of the use of English, I also include criteria in which I can evaluate how students connect, work, and consequently, communicate at the moment of developing a task and presenting it. Having in mind that the Common European Framework proposes not only inclusive, transparent, and coherent development but also open, dynamic, and dogmatic (Ministerio de Educación, Cultura y Deporte, 2002).

I also know now that there are many ways of evaluating the process of a student. Noa was not able to present because of the lack of interaction that was during the project.

However, she had a positive attitude towards the classes, and although she did not reach as the others, she had her own development, which obviously, must be evaluated and registered. In order to attend this, I propose a skill list that will help me to understand who understands the key concepts and who can carry out the tasks and achieve the proposed objectives, at what levels of competence, and with what degree of interest (Tomlinson, 1999).

Additionally, the evaluation is a continuous process used as a diagnostic, since the purpose of this is to provide day-to-day information to teachers about the abilities of students in certain areas, their interests, and their profiles as apprentices (Tomlinson, 1999). I believe that continuous evaluation tells us a lot of information about students, in this way, the teacher can see how students react to the attitudes they have towards different activities or tasks. Also, it is a great way to see the development day by day and how each one applies the contents seen.

## **IV. Conclusions and Recommendations**

In the process of making the document, I have lived and learned many things that I consider helped me to grow personally and professionally. Looking back to the generic, professional, and disciplinary competences of the graduating profile, I was able to achieve the following aspects:

- Relate my knowledge of English with the contents of other disciplines from an integrative perspective to encourage students' learning. Since I applied EFL teaching techniques together with an inclusive perspective in order to integrate students inside the classroom.
- I used information from the context to design and develop inclusive environments. I consider that the context that was present in the class allowed me to reflect in order to attend to the student's needs. If my context had not presented it to me in this way, my approach would not have sought to be inclusive.
- I base my professional work on humanistic principles and values that promote dignity, autonomy, freedom, equality, solidarity, and the common good. I tried to develop an environment in my classroom where students felt free to talk, ask and discuss. Following the principles of what the law says about education.
- I used the functions of language as a means of expressing the social practices of communication. One of my principal thoughts about learning a language has always

been the communicative goal and how the language focus is used to be able to communicate.

On the other side, some of the competencies that are still in progress are:

- Collaborate with various actors to generate innovative projects of social and educational impact. As I mentioned before, inclusion is a work hand in hand with the society we live in and should be worked in this same way. However, at the beginning of the research, I thought that with only my development in the class will be enough, but now I know it is not and I would like to keep working on it next to various actors.
- Identified values that facilitate and impede the acquisition of a mother tongue and a second language. During the development of my classes, it was difficult to keep speaking in the target language. Most of the time I switched to Spanish and stayed there until I was conscious of it and then switched again to English.

However, looking at my research and analyzing my search strategy, I also know that there are things that could have been better or different, which I will finish to discuss in the last paragraphs of my document. I would start by answering the research questions that were made during the first stages of the realization of the project. The first one is, how effective is the implementation of adapted material in an EFL classroom?, since it is the reason that motivated the topic of the document. My main goal started with this issue that was present during my first day of practice, a student with an intellectual disability in my class, and I had no experience or any familiarity with a similar experience. This was the moment when I started my research strategies.

This search for information was not easy, because there are a lot of approaches and techniques that can be carried out in a language classroom. However, I choose to work with material because I enjoy making it and, as we read before, authors such as Douglas Brown or Scott Thornbury suggest that visual aids are a great way for students to visualize vocabulary in the EFL classroom. In this way, learners can get involved and manipulate them so this will be beneficial for all the students.

The process of creating the material was easy because when I arrived at the class and gave her work, she was happy with it. At the moment I made the required changes for her to work with the same design as everyone else. This was with the objective that she did not feel left out because she was also part of the class with the same design material. The reaction that Noa had towards the material was always positive. However, now I know that students have more ways to express knowledge and mostly I focused on things she produced such as words, repetition with drills, and the attitude she demonstrated at the moment of manipulating the material.

The next question I am going to answer is if role plays benefit communicative skills. This question must be answered in relation to all students, so let's begin by saying that 30 out of 33 of the students started with a basic user A1, according to the results of the English diagnosis exam. I decided to not apply the same exam at the end because I already had a lot of results with the final projects and instead, I presented the progress by comparing their abilities with the list of Cambridge Young Learners Can Do.

*According to this list, a pre-A1 starter can understand simple sentences, respond to simple questions, follow very short stories in simple language, understand and follow simple instructions, understand some very simple descriptions of everyday objects, recognize and write the letters of the English alphabet, spell his/her name and simple words, name some familiar people and things, understand some very short conversations and copy words, phrases and short sentences (Cambridge Assessment, n.d).*

This level was the result of the diagnostic exam carried out during the first days of the school year. Students could do most of the statements, except for understanding and following simple instructions and recognizing and writing the letters of the English alphabet. They struggled at the moment to follow spoken instructions in the target language because most of them did not understand. They also struggled while recognizing the sound of the letters in the English alphabet, because it is something I had not been paying attention to.

The process for this progress was complex because it took a lot of steps and students did not reach real communication without any pre-made dialogue. However, students could answer simple questions and during the development of the classes, students can communicate with some statements of the A1 mover, like giving simple descriptions of objects, pictures, and actions, writing simple sentences, giving personal details, and understanding simple stories with the help of pictures. They also begin to do some actions of the A2 flayers level such as talking briefly about things they have done, writing simple descriptions of objects and people, and understanding instructions given in more than one sentence (Cambridge Assessment, n.d).

Students also liked to work in class, asked questions, and participated and they had the tendency to work in teams. Most students showed a good response to the planned activities. When it came time to carry out the project, they expressed interest and put effort into it. I also think it is important to mention that there were also students who did not work during classes, but over time, when paying attention to them and being aware, they started to work.

For teaching English, we find many methodologies with specific techniques that go back to the first years of research, such as the Direct Method, the Silent Way among others, but when I read about the Natural Approach by Stephen Krashen, I thought of a path that I would like to follow. The reason for it was because it talks about communication in a context where the language is heard and I thought it was a good idea to create these environments in my class for students. That is why, I decided to implement the techniques of role plays, which, fortunately, had a favorable impact on students.

I consider that the development of my action plan was a team effort between students and me, as they were always open to the possibilities of asking and participating, bringing materials, and dressing up for the simulations. They also had the opportunity to develop the four English skills because since, with my research and teacher's advice, I know that language goes hand in hand with these skills. You cannot develop just one, because if

students are constantly practicing the language, they will have contact with speaking, listening, writing, and reading.

The last question to answer is how the interaction during teamwork for the creation of simulations modified inclusion in the class. I would say that this was the negative part of the results since there was no progress in the interaction during the activities or the final project. Students kept excluding Noa when working with her and I noticed that I never addressed the bad comments they made towards her.

At this point of the results, it is important to mention that during the period of January to February of 2023, she stopped attending school because of a hurt leg. Then, when she was reincorporated to her classes, the school decided to change her to group F, with the explanation that it would be easier to access this classroom due to her leg injury. I noticed that when a student has problems integrating into a group, the school decides to move them to another classroom. In my personal belief, I consider this a bad option because students have to begin in a new group, with different students and therefore, in a completely different environment.

Now that I have finished, I have several aspects that I would have liked to have done differently. During the proposal, I did not think about it, but once I applied and researched, I realized the importance of the implementation of a rubric in which the interaction between students can be evaluated. I consider that this is a very important aspect of the development of communicative skills. Also, there must be an adaptation in the evaluation tools in order to attend to the different abilities that may be present in class. As Carol Tomlinson suggests, applying different evaluation techniques such as thought routines or a skills checklist. The proposed rubric is adapted from the previous one that is from Cambridge (Cambridge English, 2011) and I included two aspects that refer to inclusion and interaction adapted from the *Manual de Evaluación del Aula Inclusiva* (SHIFT, n.d).

Figure O. The purpose of a new rubric (see appendix O)

Finally, I am glad to have embraced the concept of inclusion and to have had this approach to differentiated education. I know that I want to keep working during my professional path with the principles that Carol Tomlinson proposes with her book 'the Differentiated Classroom' because my practices showed me that the teacher's job is not only to give a class where the use of language and the development of communication skills are encouraged. The teacher also has to seek and incorporate techniques that build inclusion within the class. It is important to sensitize oneself to later, be able to sensitize students in reference to people who need the extra help.

When choosing and developing the subject of inclusion, most of the time I was afraid to fall into this exclusion, because there is always the question of 'why does she have to do something different?'. Ultimately, differentiation is made so that everyone can achieve the goals with the extra tools they need and these techniques are justified within the theoretical framework with different authors and different governmental strategies.

This process has allowed me to address specific aspects related to an inclusive education. Since I was able to attend to the present needs of a student with intellectual deficiency, she always showed an openness to the implementation of material at the time of classes. Although this was useful for her personal development, now knowing that the goal of learning a new language is communication, the exclusion in her classroom did not allow her to have interaction with others using the target language. On the other hand, the implementation of role plays had an impact on students because they had the contact with the language in simulations to use it as the communication medium and as it can be seen in the results, the development of vocabulary, grammar and speaking next to the performance using props and movements, had a slight improvement in the learning process.

Once these key points have been clarified, the information has also allowed me to know more about techniques to improve inclusion, but now, being that I am a professional in the classroom and not a teacher in training, how far will I be able to impact my students?. That is why I would like to keep researching about inclusion in the area of teaching English. It is also necessary to address the following question in future research projects: what needs

to be implemented in the classroom so that inclusive interaction and communication activities can be developed to achieve the goal of learning a new language? Knowing that the implementation of material and role-plays activities in team work was not enough to include all students in this group.

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## **VI. Appendix**

Image A. Facade of the school Potosinos Ilustres



Source: Own elaboration

Image B. English diagnosis exam



Name: \_\_\_\_\_

Grade/Group: SECOND GRADE

Grade: 26

- 20 = A1  
+ 20 = A2



**3** a) Choose your answer.



Marie



Nora



Tessa



Jo

The hair of Marie is pink  
 The hair of Nora is purple/blue  
 The hair of Tessa is yellow  
 The hair of Jo is red/orange

**b) Writing:** Write about yourself. Tell me what is your name, how old are you, what do you like to do (hobbies), where do you study and where do you live. Try to use 20–40 words.

- Name
- Age
- Hobbies
- School information

Example:  
 My name is Ilse Torres, I am 20 years old, I was born on February 15th. I like to listen to music, my favorite band is One Direction and I like hang out with my friends. I study at the Normal and I live in San Luis Potosi.

**5** Personal Information

• The student included 20-40 words	+1
• The student mentioned his/her name	+1
• The student mentioned his/her age	+1
• The student mentioned two hobbies	+1
• The student mentioned something about his/her school	+1

**6** c) Reading: Read the text and complete the information chart.

Hi Peter! Do you want to come to the cinema tonight?

Hi Lucy! What film?

The Minions. It looks really good. Come!

Ok :) Meet you at the cinema?

No, in my house at 5:45. We can take the bus to the cinema.

Ok! See you later.

Choose the correct option	True	False
Lucy and Peter are going to play football.		X
Lucy and Peter are going to watch "Spiderman No Way Home".		X
Lucy and Peter are meeting at the cinema.		X
Lucy and Peter are meeting at Lucy's house.	X	
Lucy and Peter are meeting at 5:45pm.	X	
Lucy and Peter are taking a taxi to the cinema.		X

4 D) Choose your answer.



1. It's a rainy day  
 a) windy  
 b) rainy  
 c) sunny



3. I love watching the sunset at the evening  
 a) Evening  
 b) Night  
 c) Morning



2. My cat always go out in the night  
 a) Morning  
 b) Afternoon  
 c) Night



4. I like to wake up really early in the mornings  
 a) Mornings  
 b) Afternoons  
 c) Sunsets

Reference <https://www.cambridgeenglish.org/learn-and-teach/young-learners-english/grammar/>

6 E) Reading: Write the day of the week on the picture according to the text.

On Monday morning, I do gymnastics. On Tuesday, I make the bed in the morning, On Wednesday afternoon, I play computer games. On Thursday, I play table tennis with my friend. On Friday night, I watch television with my family. On Saturday afternoon, I water the plants. On Sunday night, I play the guitar.



Thursday



Saturday



Monday



Tuesday



Friday



Wednesday

Reference [https://eslworksheets.com/worksheets/en/English\\_as\\_a\\_Second\\_Language\\_2/53/Days\\_of\\_the\\_week/Reading\\_comprehension\\_days\\_of\\_the\\_week\\_eng/201905/](https://eslworksheets.com/worksheets/en/English_as_a_Second_Language_2/53/Days_of_the_week/Reading_comprehension_days_of_the_week_eng/201905/)

2 F) Listening: Listen to the audio and choose the correct option.

1. What is your phone number?

- a) It is 443-375-982
- b) It is 443-395-984

2. What is your cell phone number?

- a) It is 267-177-096
- b) It is 267-177-083

Reference <https://www.spendingwisely.com/2016/10/25/numeros-de-telefono-phone-numbers/>

Image D. Evidence of the observation forms

27

OBSERVATION TASK Focus: The Material

2nd E Sept. 26th 2022

Do you think the balance of activities was right or would you like to change it?  
Activities developed were right. (Sept 26th)

Did the accuracy practice activities motivate the learners to want to be accurate?  
Yes they did

Did they have enough thinking time available to pay attention to form?  
Yes, they did.

Did the fluency activities attempt to simulate real-life language use and did the learners pay attention to meaning?  
Yes. they did

Was there any built-in need to interact? Yes there were  
Teacher did personal explanations

What insights into the lesson did this activity provide?  
• Terrific material  
• Excellent explanations

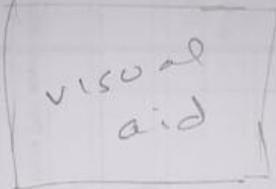
Discuss these points with your mentor.

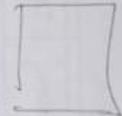
**Blackboard work**

The blackboard is the teacher's most traditional resource. Organised blackboard work is a basic skill which helps students learn and organise their own work.

Task: At two points during the lesson, copy the board's contents in the tables below:

2nd E Oct 10th 2022

Day		Explanation
month		~~~~~
Season		~~~~~
Weather		~~~~~

	VISUAL AIDS				
Day					
month					
Season					
Weather					
	~~~~~			}	example

What did the teacher use the board for? *Showed and explain*

Did he or she use it effectively? *Yes, she did.*

How did he or she organise her work? *Pretty well.*

What were the students doing while the teacher was writing on the board? *They observed and copied.*

What have you learnt from this observation?

*Visual aids help SS to understand the lesson.*

## OBSERVATION TASK

## Accuracy and fluency

Practice activities have two objectives: precision at applying the system, and automatization of the system. These two objectives are called **accuracy** and **fluency**. The two essential criteria for choosing, designing and evaluating practice activities are the *quantity* and the *quality* factors. Simply put, this means the more practice the better, but with attention to form, in the interest of accuracy.

**Task:** Decide whether the activities in this lesson are oriented towards fluency or accuracy and whether attention has been paid to both quality and quantity.

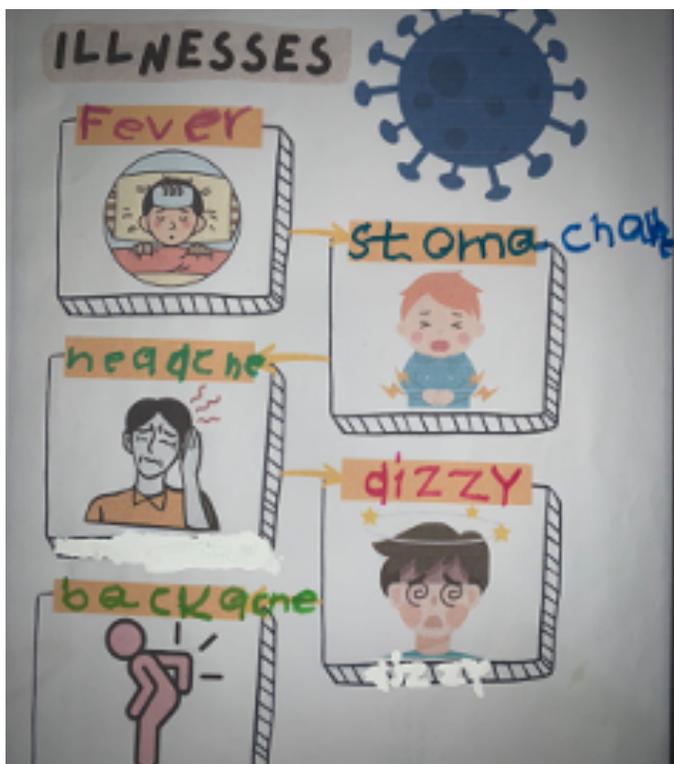
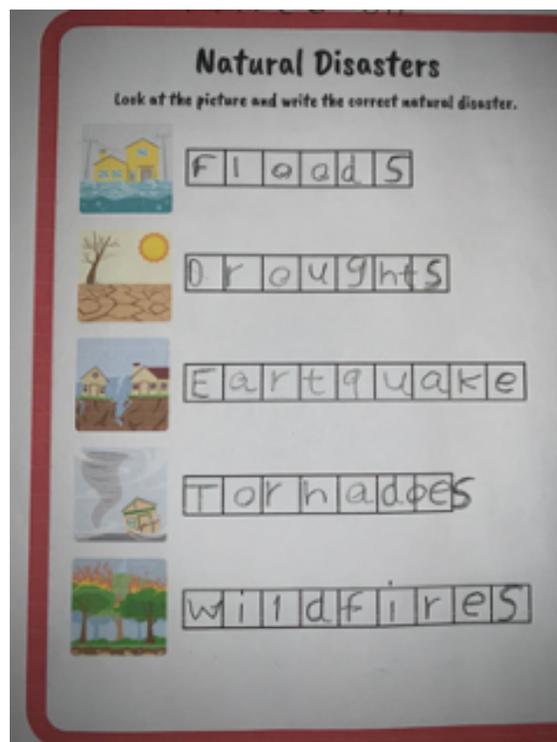
Activity	Fluency-oriented		Accuracy-oriented		Comments and questions on quality and quantity
	spoken	written	spoken	written	
1. Body Parts	✓	✓	✓	✓	Good amount of reps. Excellent activity
2. "Draw your face"		✓		✓	Great activity to close the lesson
3. Complaints 3 <sup>rd</sup> C - Oct 6 <sup>th</sup>	✓		✓		Teacher models language use and ss copied ver. (Excellent!)
4.					
5.					
6.					
7.					
8.					
9.					
10.					

20E  
Oct 3<sup>rd</sup> 2022

Please continue overleaf ⇨

\* Accuracy activities were amazing but you wrote down: "... more spicier..." be careful and be more patient writing & explaining.

Image E. Evidence of the adapted materials



NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

# HEALTHY OR UNHEALTHY?

## Read and answer

When I wake up at 8 am, I go and brush my teeth, then I have my breakfast: 6 waffles with maple syrup and soda because I don't like water. Then, I walk my dog, his name is Churrus, I go to school and during the break, I eat hot dogs and cookies, after this, I go to wash my hands. When I go out from school, I sleep a little bit, then I practice yoga and play videogames the rest of the evening.

### healthy habits

---

---

---

---

---

---

---

---

### unhealthy habits

---

---

---

---

---

---

---

---

drive to work

get up

take a shower

get dressed

eat breakfast

study



1. At 6:00, Harry gets up

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

Image G. Noa's booklet

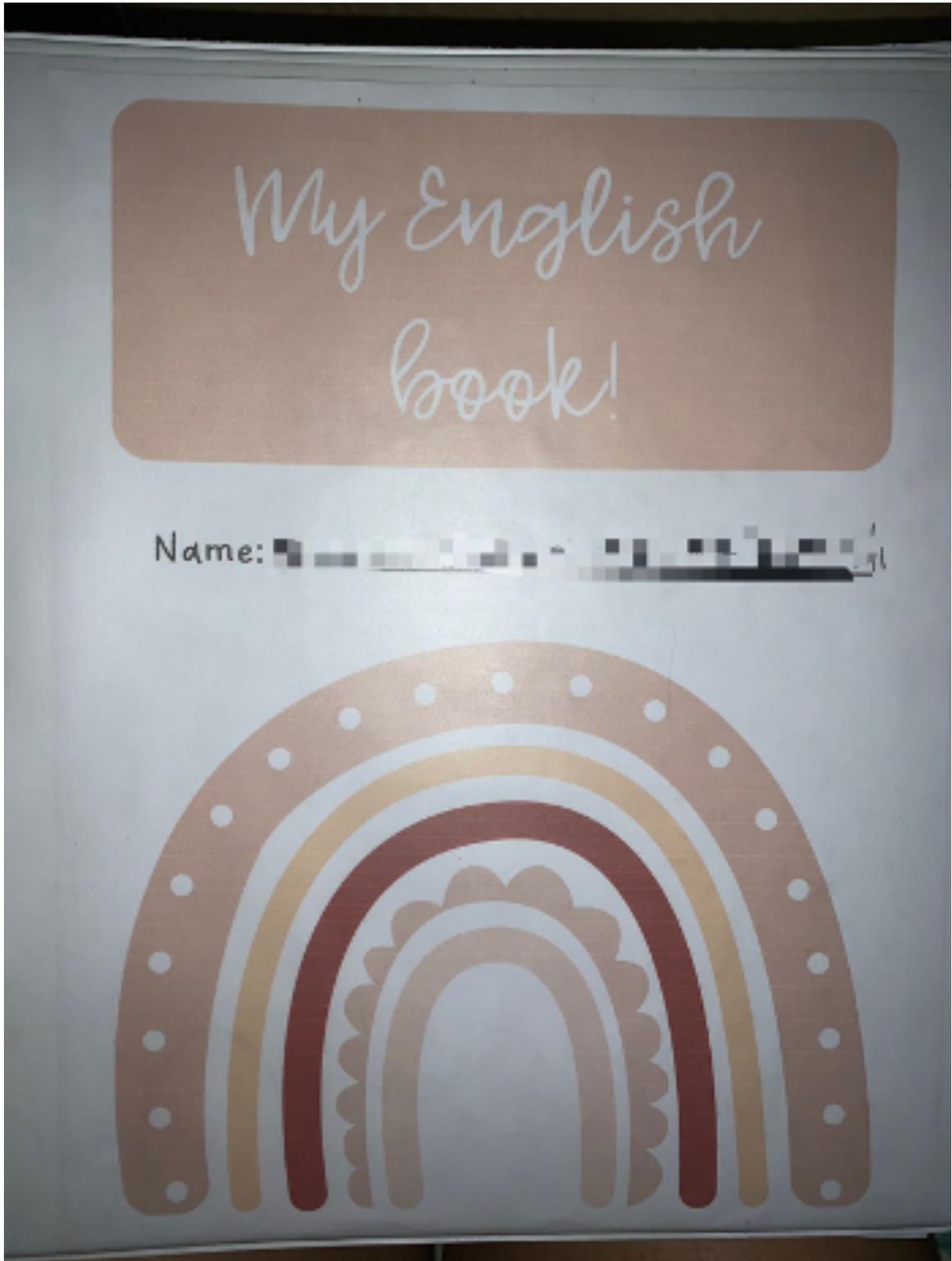


Image H. Presentation with the information of the class #2



**Rules**

**YOU WILL GET IN TEAMS**

I will make the teams of 3:

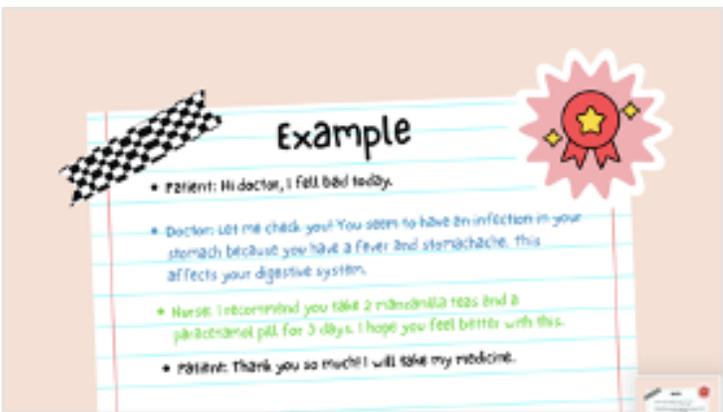
- Doctor
- Patient
- Nurse

Illustrations include a doctor, a patient, a nurse, a stethoscope, a syringe, and medicine bottles.



**Rules**

- You will create a dialogue including the three roles.
- You will present it on Friday, 14 October, 2022.
- You need to put on costumes depending on the role you will play.
- You can start to create the dialogue today.

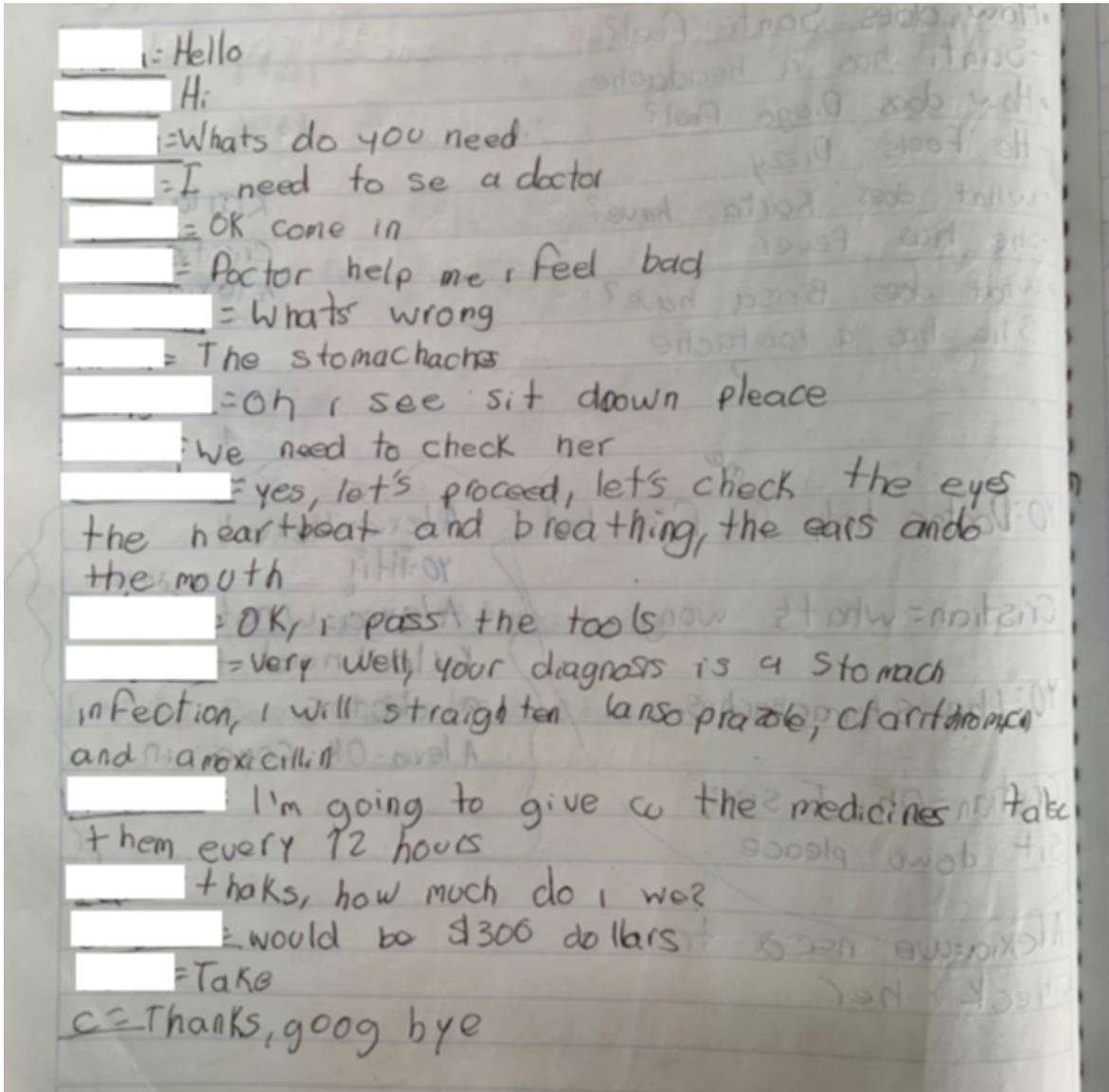


**Example**

- Patient: Hi doctor, I feel bad today.
- Doctor: Let me check you! You seem to have an infection in your stomach because you have a fever and stomachache. This affects your digestive system.
- Nurse: I recommend you take 2 mandolina teas and 2 paracetamol pill for 3 days. I hope you feel better with this.
- Patient: Thank you so much! I will take my medicine.



Image I. Example of students dialogues in class #2



- She has a toothache

[redacted] = Doctor help <sup>me</sup> I feel bad

[redacted] = what's wrong

[redacted] the stomachaches

[redacted] = Oh I see,  
sit down please

[redacted] we need to  
check her

TEMA

FECHA

Patient: Hi, good afternoon, I come because I feel bad with

Doctor: Hi, what do you have?

Patient: I have fever

Nurse: I'll check you, ~~at~~ you seem to have fever with temperature of 40% → I recommend you to put a bag of ice on your head and 2 pills of paracetamol for three days. I hope you feel better soon.

Patient: Thanks, I will gonna take my medicine.

• Paciente (Patient)

• Doctor (Doctor)

• Enfermera (nurse)

• 1. Patient: Hello

• 2. Doctor: Good Morning

• 3. Nurse: Good Morning

• 4. Patient: I have a sore throat

• 6. Doctor: Let me check you!

• 7. Doctor: It looks like you  
have a throat infection that  
affects or damages your digestive  
system.

• 8. nurse: I recommend siru vick for  
3 days for every 3 times a day  
after food

• 9. Patient: Okay Thank you

• 10. Nurse: you're welcome and I hope  
you get better

Image J. Props made by students in class #2

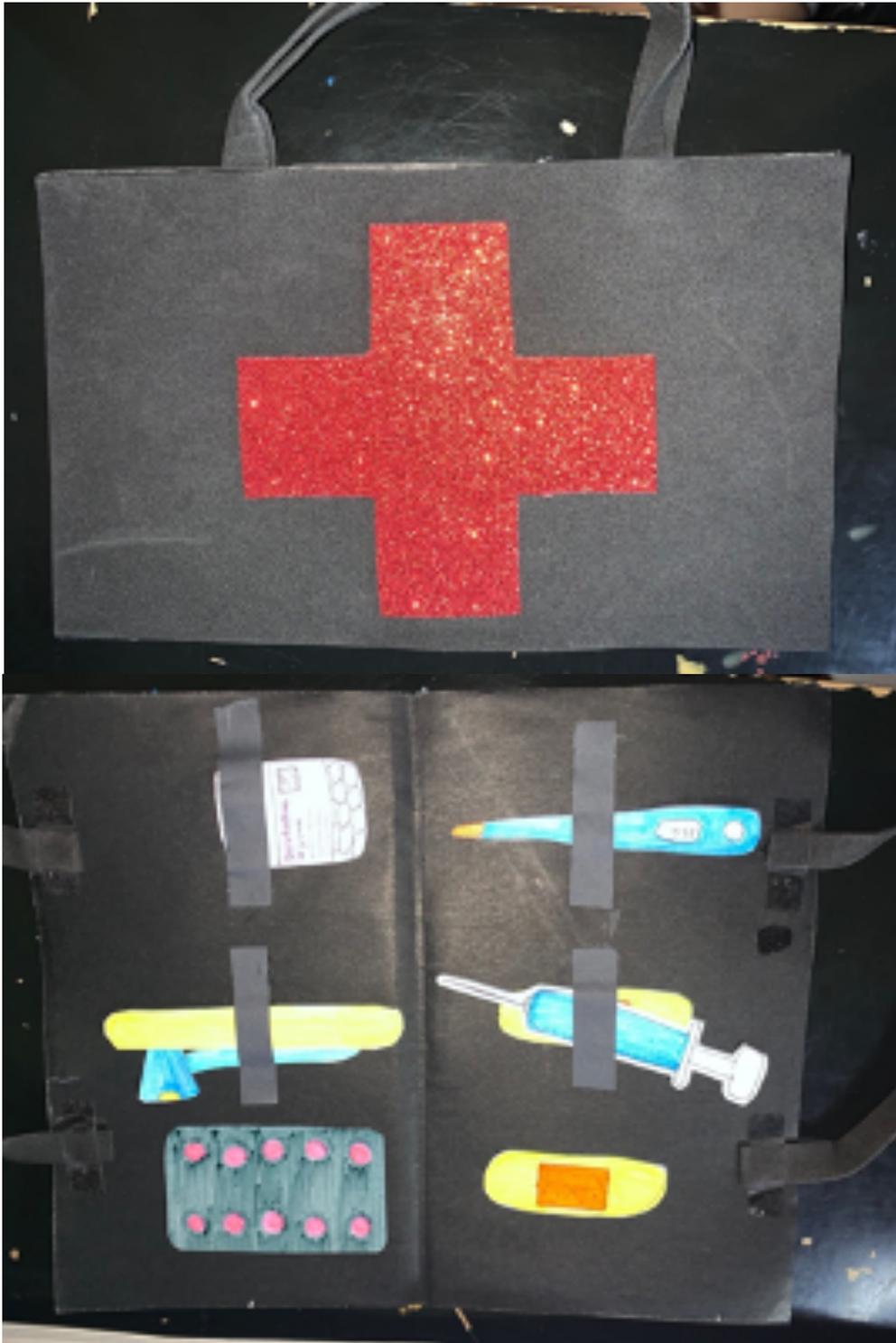
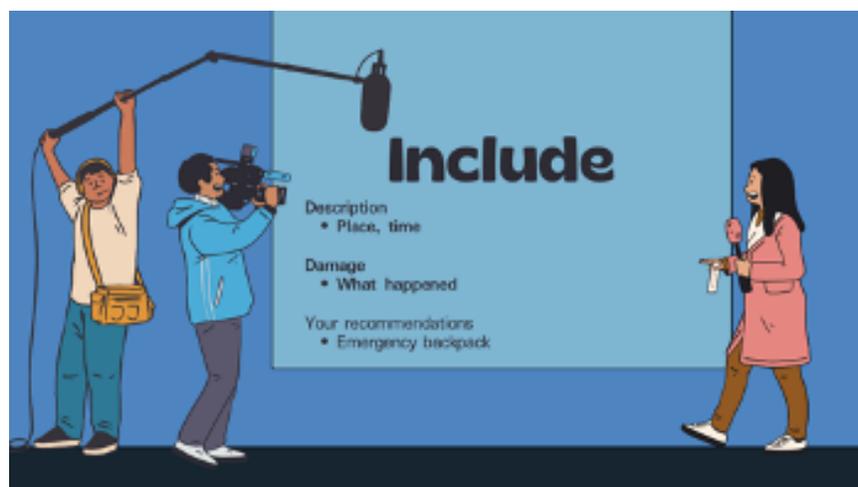
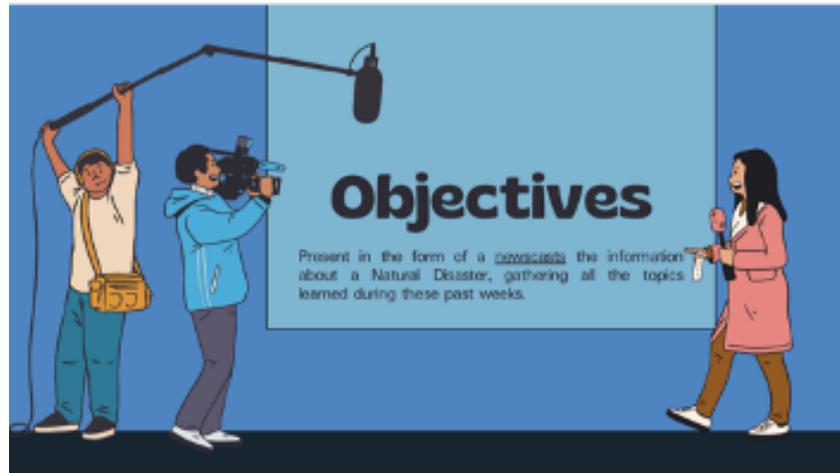


Image K. Evidence of the presentation class #2



Image L. Presentation with the information of the class #3





## Example

Host: Good afternoon San Luis Potosí, it is Friday, December 9th and today we are reporting an earthquake in the center of Mexico City. It took place at 7:00 a.m. and it caused a lot of damage, let's go with the reporter that is at the place where it happened.

Reporter: Good morning, effectively, the earthquake damaged six colonies and streets, and today we are interviewing one of the affected people, tell us, what safety tips would you give us in case of a natural disaster?

Interviewee: I would recommend to be prepared with an emergency backpack, that should include some water, medicines, face masks, bandages and band-aids, and do not forget your personal documents.

Reporter: Thanks! It is important to be prepared, I hope everything gets better! Let's go back to the studio.

Host: Such a shame what happened, but let's continue with more news...



## Example

Host: Good afternoon \_\_\_\_\_, it is Friday, December 9th and today we are reporting an \_\_\_\_\_ in the center of \_\_\_\_\_, it took place at \_\_\_\_\_ and it caused a lot of damage, let's go with the reporter that is at the place where it happened.

Reporter: Good morning, effectively, the \_\_\_\_\_ damaged \_\_\_\_\_ and today we are interviewing one of the affected people, tell us, what safety tips would you give us in case of a natural disaster?

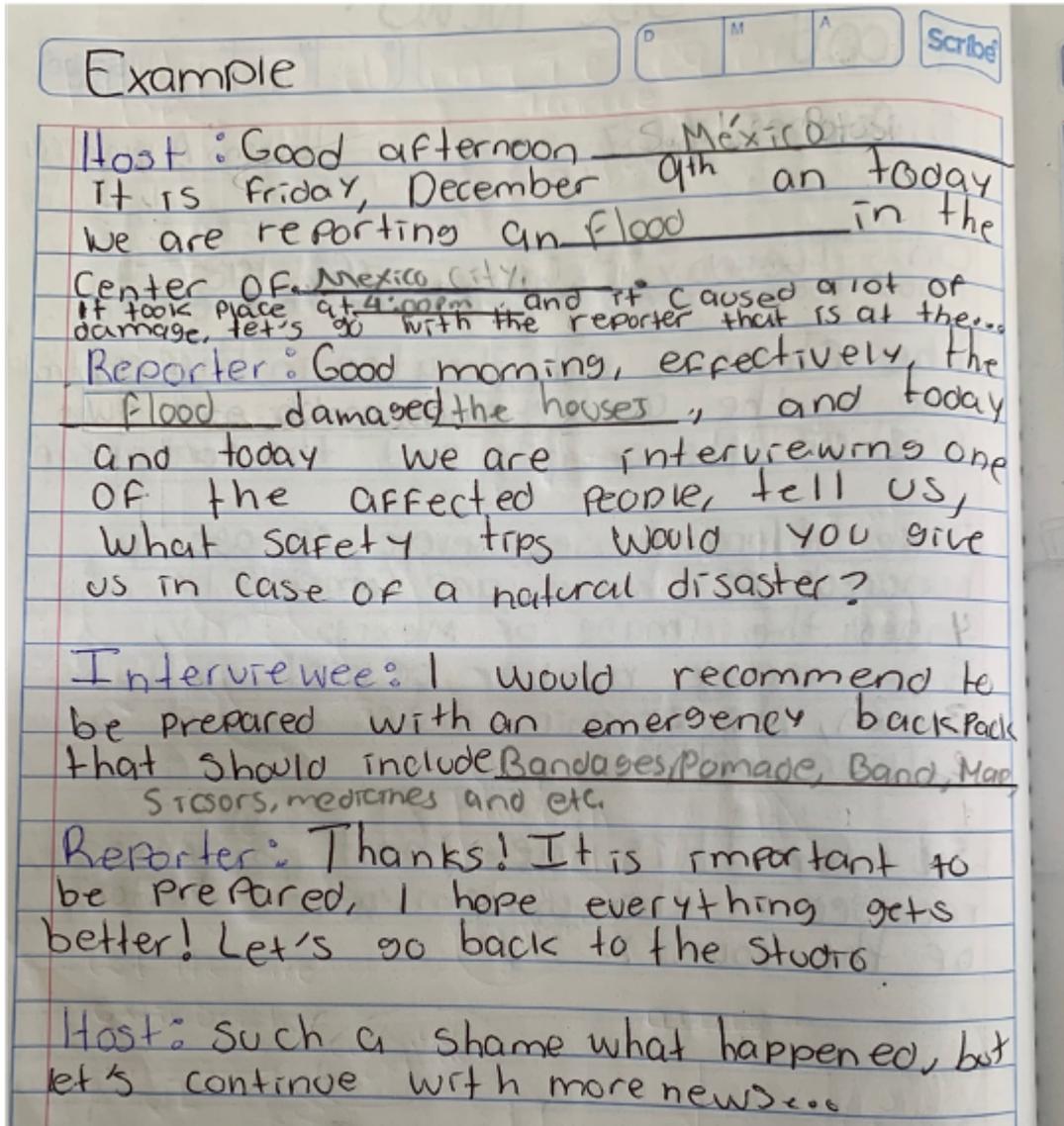
Interviewee: I would recommend to be prepared with an emergency backpack, that should include \_\_\_\_\_

Reporter: Thanks! It is important to be prepared, I hope everything gets better! Let's go back to the studio.

Host: Such a shame what happened, but let's continue with more news...



Image M. Example of students' dialogues in class #3



Host: Good afternoon <sup>2<sup>o</sup> E</sup>, it is Friday, 1  
September 9<sup>th</sup> and today we are reporting  
an Flood in the center of Mexico City  
it took place at 8:00 p.m and it caused a lot of  
damage let's go with the reporter that is at the

Reporter: Good morning, effectively, the flood  
damaged <sup>more than 5 house were flooded</sup> and today we are interview  
one of the effected people, tell us, what  
safety tips would you give us in case of  
a natural disaster?

Interviewee: I would recommend to be prepared  
with an emergency backpack that should include  
water, clothing, food, personal documents and  
medicines.

Reporter: Thanks! it is important to be prepared,  
I hope every thing gets better! Let's go  
back to the studio.

Host: Such a shame what happened, but  
let's continue with more news.

Host: good afternoon Mexico, it is Friday, December 9th and today we are reporting on a flood in the center of Oaxaca.

It took place at 10:00 am and it caused a lot of damage. let's go with the reporter that is at the place where it happened.

Reporter: good morning, effectively, the flood damaged buildings and today we are interviewing one of the affected people, tell us, what safety tips would you give us in case of a natural disaster?

Interviewee: I would recommend to be prepared with an emergency backpack that should include radio, bandage personal documents and water.

Reporter: thanks!! it is important to be prepared, I hope everything gets better! Let's go back to the studio.

Host: Such a shame what happened, but let's continue with more news.

## Dialogo

reporter: reportero(a)

interviewed: entrevistador(a)

Host: Good afternoon **San Luis Potosí** it is Friday, December 9th and today we are reporting an **hurricane** in the center of **Coahuila**. It took place at **4:00 p.m.** and it caused a lot of damage, let's go with the reporter that is at the place where it happened.

Reporter: Good morning, effectively, the **hurricane** damaged **more than half the store** and today we are interviewing one of the affected people, tell us, what safety tips would you give us in case of a natural disaster?

Interviewed: I would recommend to be prepared, with an emergency backpack, that should include: **water, canned food, first aid box and personal documents.**

Reporter: Thanks! it is important to be prepared, i hope everything gets better! let's go back to the studio.

Host: such a shame what happened, but let's continue with more news...

Image N. Props made by students in class #3



Image O. Evidence of the presentation class #3



Figure A. Organizational chart of general secondary school

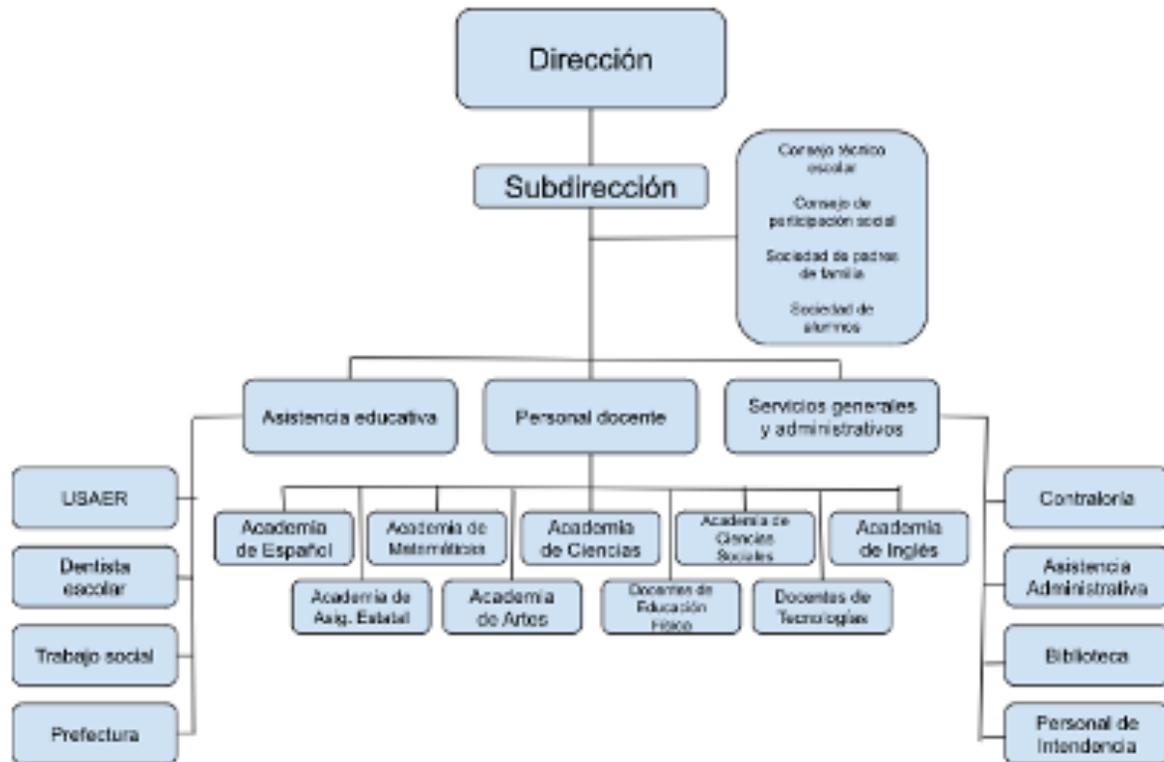


Figure B. School map

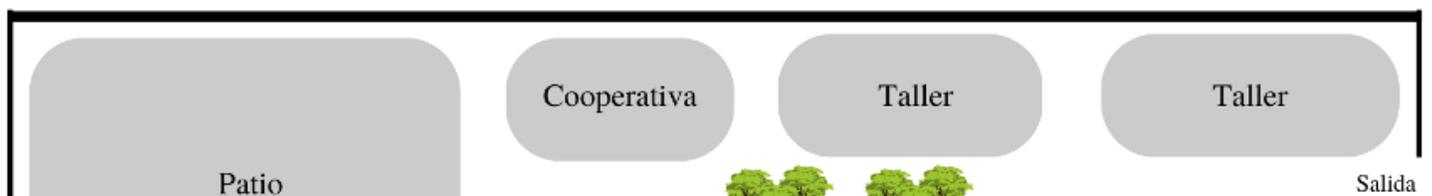


Figure C. Number of students  
Figure D. English level of the study group  
Figure E. Timetable

Figure F. Lesson plan class #1



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 Segundo Periodo de Práctica Profesional  
 Escuela Secundaria General Potosinos Ilustres  
 Mtra. Diana Karina Hernández Cantú  
 Ilse Maribel Torres Rodríguez



<b>Teacher in training:</b> Ilse Maribel Torres Rodríguez		<b>Head teacher:</b> Carlos Flores Gámez		
<b>School:</b> Esc. Sec. Potosinos Ilustres		<b>Subject:</b> English		<b>Grade:</b> 2 "E"
<b>Student's average age:</b> 12-13 years		<b>Total student's number:</b> 33		
<b>Topic:</b> Health		<b>Lesson number:</b> 4/9		<b>Date:</b>
		<b>Week:</b> 3-7 October		
<b>Method/Approach:</b> PPP				
<b>Objective of the lesson:</b> The student will be able to write and express healthy and unhealthy habits that they have				
<b>Context and language focus:</b> Verb to be and verbs				
<b>Expected learnings:</b> Write notes to describe schemes.				
Stage and Time	Procedure	Material	Skills and Methods	Evaluation Criteria
<b>Lead On</b> <i>With this activity the student is expected to know and apply basic vocabulary about the days of the week.</i>	Students will complete daily information in the board about the day <ul style="list-style-type: none"> <li>• Date</li> <li>• Weather</li> <li>• Season</li> </ul>			Students will have 2 more points for each participation they have in class.
<b>Presentation</b> <i>With this activity the student is expected to read about habits. The first part of the presentation would be introducing the</i>	I will give students a reading about an unhealthy routine where they will have to complete some missing gaps	★ Page 38 ★ Cambridge Ventures 3	<ul style="list-style-type: none"> <li>• Reading</li> </ul>	Students will have 2 more points for each participation they have in class.

<i>meaning of the new language.</i>  <b>Time: 15 minutes</b>				
<b>Practice</b> <i>With this activity the student is expected to identify the context of a healthy and unhealthy habit. This phase is to fully reinforce the new language</i>  <b>Time: 15 minutes</b>	In teams, students will need to complete a chart with healthy activities and unhealthy activities. Then, they will have to complete some sentences about the same topic.	★ Page 39 ★ Cambridge Ventures 3	<ul style="list-style-type: none"> <li>• Reading</li> <li>• Speaking</li> </ul>	5. Students will have 2 more points for each participation they have in class.
<b>Product</b> <i>Students are expected to produce their own habits and identify them as good or bad.</i>  <b>Time: 20 minutes</b>	In a worksheet, students will have to write 6 healthy habits that they do and 6 unhealthy habits that they do.	★ Worksheet	<ul style="list-style-type: none"> <li>• Writing</li> </ul>	5. Students should include <ul style="list-style-type: none"> <li>• At least 10 phrases</li> </ul>

Figure G. Lesson plan class #2



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<p>patient, a doctor and a pharmacist</p> <p>3. They will practice their dialogue.</p>	<p>★ Pharmacy</p>		<p>parts, illnesses, body systems)</p> <ul style="list-style-type: none"><li>• Correct sense and vocabulary during the dialogue</li></ul>
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Figure I. Chart with the evaluation rubric

Criteria	Starting	In process	Excellent	Total
Vocabulary	1.5 Uses up to 30% of vocabulary words or expressions. Transmits the message with difficulty.	3. Uses up to 60% of vocabulary words and expressions, allowing understanding of the message	5. Use up to 60% of vocabulary words and expressions correctly, making the speech understandable.	
Grammar	1.5 Does not handle grammar structures correctly	3. Uses with some difficulty some grammatical structures developed evidencing limited management	5. Handles grammatical structures correctly. 100% of the message is understood.	
Fluency	1.5 Makes constant pauses, making it difficult to understand language	3. Pauses but the message is understood	5. Is clearly expressed and holds a fluid discourse	
Pronunciation	1.5 Has a constant interference with the form of pronunciation	3. Difficult pronunciation but understandable message	5. Pronounces correctly	
Content	1.5 The student presents content that has no relation to what was seen in class and does not correspond to the level of English	3. The student presents contents moderately relevant to what was seen in classes and the level of English	5. The student presents contents relevant to what was seen in classes and the level of English in its majority	
Performance	1.5 Does not use descriptive movements or props.	3. Makes some movements or props that facilitate interaction	5. Achieves interaction through the use of props and movements	

Figure K. Lesson plan class #3



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 Mtra. Diana Karina Hernández Cantú



Teacher in training: Ilse Maribel Torres Rodríguez		Head teacher: Carlos Flores Gómez		
School: Esc. Sec. Potosinos Ilustres	Subject: English	Grade: 2 "E"		
Student's average age: 12-13 years		Total student's number: 33		
Topic: A new of a natural disaster	Lesson number: 8/9 Week: 6-9 December	Date:		
Method/Approach: TBI.				
Objective of the lesson: The student will put into practice everything learned in order to create a dialogue to express the description of a natural disaster and what to do in case of it.				
Context and language focus: Imperative verbs, modal verbs, descriptions				
Expected learnings:				
<ul style="list-style-type: none"> <li>• Select and check instructives</li> <li>• Read and comprehend instructives</li> <li>• Create instructions</li> <li>• Edit instructions</li> </ul>				
Stage and Time	Procedure	Material	Skills and Methods	Evaluation Criteria
<b>Lead On</b> With this activity the student is expected to know and	Students will complete daily information in the board about the day	<ul style="list-style-type: none"> <li>• Board</li> <li>• Cards with the information</li> </ul>	★ Organize information	Students will have 1 more point for each participation they do in class.
apply basic vocabulary about the days of the week.	<ul style="list-style-type: none"> <li>• Date</li> <li>• Month</li> <li>• Weather</li> <li>• Season</li> </ul>			
<b>Pre-Task</b> That the student sees an example of what he/she has to do  <u>10 minutes</u>	During this class students will prepare their project for this period of practice. Where they have to create a <b>newscast presenting some news of a natural phenomenon that has happened and including what they should do in case of a natural disaster.</b> I'll give them an example of how to do it and during class, I'll introduce them to the teams they will be working with and they will start creating the dialogue. They will be teams of 3 where they will play a role of the host, the reporter, and the interviewee.	<ul style="list-style-type: none"> <li>• Presentation</li> </ul>	★ Reading	-
<b>Task</b> That the student create their dialogue  <u>30 minutes</u>	Students will create the dialogue.	<ul style="list-style-type: none"> <li>• Notebook</li> </ul>	★ Writing	-
<b>Review</b> That the teacher evaluates the work done in order to make any corrections or help with any doubt. <u>10 minutes</u>	I will check the dialogue for them to be able to present in the next class.	-	★ Evaluation	-

Figure M. Chart with the students' grades

Student	Vocabulary	Grammar	Fluency	Pronunciation	Content	Performance
1	5	5	5	3	5	5
2	5	5	5	5	5	5
3	-	-	-	-	-	-
4						
5						
6						
7						
8						
9						
10	5	5	5	5	5	5
Noa	-	-	-	-	-	-
11	5	5	3	3	5	5
12	-	-	-	-	-	-
13	5	5	1	3	3	5
14	5	5	5	3	5	5
15						
16	5	5	5	5	5	5

17						
18						
19						
20						
21						
22						
23						
24	5	5	1	1	5	5
25	5	5	1	1	5	5
26	5	5	3	1	1	5
28	5	5	5	5	3	5
29	5	5	1	3	5	5
30	5	5	3	5	5	5
31	-	-	-	-	-	-
32	3	5	1	3	5	5
33	5	5	5	5	5	5

Figure O. The proposal of a new rubric

Achievement levels			
Criteria	5	3	1
Vocabulary	Uses a range of appropriate vocabulary to talk about everyday situations.	Uses appropriate vocabulary to talk about everyday situations	Uses a vocabulary of isolated words and phrases
Grammar	Shows a good degree of control of simple grammatical forms	Shows sufficient control of simple grammatical forms.	Shows only limited control of a few grammatical forms.

Performance	Achieves interaction through the use of props and movements	Makes some movements or props that facilitate interaction	Does not use descriptive movements or props.
Interaction	Maintain simple exchanges	Maintain simple exchanges despite some difficulty.	Has considerable difficulty maintaining simple exchanges
Critical Capacity	Students always participate in activities to cultivate inclusive education	Students sometimes interact with each other during activities	Students rarely participate in activities related to interaction