



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

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THIRD-GRADE MIDDLE SCHOOL GROUP IN EFL LEARNING”**

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**QUE PARA OBTENER EL TÍTULO DE LICENCIADA EN ENSEÑANZA Y
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INTRODUCTION

Classroom management is one of the most recognized terms regarding the teaching practice. The classroom management choices made within a lesson play an important role on the route that one wants to follow for creating the learning atmosphere of a class. They will reflect the beliefs and perspectives each teacher has of both teaching and learning, and what these two imply. For this reason, developing skills for creating and managing, for making decisions and actions that can contribute to making the most appropriate conditions in which learning will take place become fundamental factors for achieving this objective.

“Your classroom management is the way that you manage students’ learning by organizing and controlling what happens in your classroom...” (Scrivener J., 2012). To accomplish this, it is necessary to be able to handle a wide range of varied situations that can occur at different moments of the lesson, in different contexts. As Harmer (2007) states: “Successful classroom management also involves being able to deal with difficult situations” (p. 34).

One of the multiple situations that can be found inside the classrooms is oral participation, which is often related to active learning and engagement. However, less vocal students may not have the same experience, as they may be considered as students who are not involved in the class, but the reality is different. Many of these students are still learning, but in a different way, which is sometimes criticized or stereotyped as students who are distracted or who do not understand. It is just part of their personality and that must be respected.

Many students may not have an incentive or motivation to participate, especially if they have to do it in a foreign language they do not dominate. Feelings of fear, intimidation, eagerness and embarrassment usually come up, and even more when they develop and interact in monotonous learning environments with little opportunities to express their ideas.

Class oral participation supports learning, and it is one of the main aspects any teacher must consider working on and fostering. It has been proved that it helps students retain information easier, as they are in direct contact with the topics, and when asking or answering questions, they are more likely to clarify concepts that could have been confusing for them at the beginning, as well as remember specific words. Participation also develops students' critical thinking, since it requires them to form opinions and share thoughts, from which they can acquire confidence with appropriate feedback.

These and other benefits oral participation can provide students are key for their development, which will be discussed in the present document.

Classroom management aims to build and promote environments where students can develop willingness to learn and participate; environments where their perspectives and opinions are respected and recognized, and where they can share them with their classmates, and this way, learning one from each other.

The focus of this document followed an action-research methodology that relied on the implementation of classroom management strategies that, together with activities in which interaction of students among peers could take place, the development of productive skills, in this case, speaking through oral participation could be increased using the target language: English. This to confirm that interaction, providing opportunities for oral participation to take place and careful implementation of these opportunities, are significant factors for learning a foreign language.

CHAPTER I. THEORETICAL FRAMEWORK

This literature review discusses the importance of classroom management, focusing on areas such as grouping, seating arrangement, giving instructions, monitoring, and questioning. It examines how significant interaction tasks and the objective of each type of task can influence students' production of language as well as increasing the rate of participation within lessons through a behaviorist perspective.

Classroom Management

Richards (2001) (as cited in Gieve & K. Miller, 2006) defines classroom management as “The ways in which student behaviour, movement and interaction take place during a lesson are organized and controlled by the teacher to enable teaching to take place most effectively” (p. 170). He points out that good skills for managing what happens in the classroom during both teaching and learning processes contribute to experiences characterized by discipline and active engagement of students in the different tasks and activities proposed.

Classroom management is thus seen as a series of teacher activities to organize, direct and control classroom life in order to meet instructional and curriculum goals (Gieve & Miller, 2006, p. 69). This definition encompasses similar aspects as the one proposed by Wong & Rosemary (2001) (as cited in Gutierrez, 2017, p. 2) which indicates that classroom management means “all the things that a teacher does to organize students, space, time and materials so that instruction in content and student learning can take place” (p. 94)

Evertson and Weinstein (2006) (as cited in Muluk, 2021, p. 122) referred to classroom management as a tool to creating and maintaining positive learning environments, suggesting that “classroom management involves teacher actions and instructional techniques to create a learning environment that facilitates and supports active engagement in both academic and social and emotional learning” (p. 20).

According to Scrivener (2005) classroom management areas include:

- Grouping and seating
 - Forming groupings (singles, pairs, groups, mingle, plenary)
 - Arranging and rearranging seating
 - Deciding where you will stand or sit
 - Reforming class as a whole group after activities
- Activities
 - Sequencing activities
 - Setting up activities
 - Giving instructions
 - Monitoring activities
 - Timing activities (and the lesson as a whole)
 - Bringing activities to an end
- Authority
 - Gathering and holding attention
 - Deciding who does what (i.e. answer a question, make a decision, etc.)
 - Establishing or relinquishing authority as appropriate
 - Getting someone to do something
- Critical moments
 - Starting the lesson
 - Dealing with unexpected problems
 - Maintaining appropriate discipline
 - Finishing the lesson
- Tools and techniques
 - Using the board and other classroom equipment or aids
 - Using gestures to help clarity of instructions and explanations
 - Speaking clearly at an appropriate volume and speed
 - Use of silence
 - Grading complexity of language
 - Grading quantity of language
- Working with people
 - Spreading your attention evenly and appropriately
 - Using intuition to gauge what students are feeling
 - Eliciting honest feedback from students

- Really listening to students
- (pp. 79-80)

Similarly, Garret (2014) (as cited in Muluk, 2021, p. 122) described it as a process consisting of five key areas:

1. Physical design of the classroom
2. Rules and routine
3. Relationship
4. Engagement and motivation
5. Discipline

Jones (1996) (as cited in Gieve & Miller, 2006) prefers the notion of ‘comprehensive classroom management’, consisting of five teacher skills and general functions:

- Understanding of current research and theory in classroom management and students’ psychological and learning needs
- Creation of positive teacher–student and peer relationships
- Use of optimal instructional methods which respond to individual and group needs
- Use of organisational and group management methods which optimize on-task behaviour
- Use of a range of methods for assisting students with behavioural problems.

(p. 507)

Harmer (2007) has mentioned the importance of classroom management and the importance for it to be effective because “If we want to manage classrooms effectively, we have to be able to handle a range of variables.” (p. 34)

This gives us the opportunity to turn around, see and try to understand as well as recognizing how important it is for teachers to consider this aspect of the teaching practice, because it implies a lot of aspects that are not always considered, “These include how the classroom space is organized, whether the students are working on their own or in groups and how we organize classroom time” (Harmer, 2007, p. 34).

“The classroom management choices you make play a large part in creating the individual working atmosphere of your class” (Scrivener, 2012, p. 1). Classroom management can give a hint of who is teaching. As Scrivener (2005) says: “An important part of this is to do with your attitude, intentions and personality and your relationships with the learners” (p. 79).

A specific classroom management strategy will be chosen depending on the beliefs and perspectives the teacher has about education, but something true is that there is no correct strategy or route to follow since it merely depends on each person and the group that is being taught.

This same author states:

There is no fixed book of guidelines that can ever tell you how to respond in a particular situation. All effective teaching requires an active moment-by-moment processing of the current situation and a flexible everchanging reflection as to what might be the best thing to do next. (Scrivener, 2012, p. 2)

However, one thing is common for everybody in classroom management: “Your most important job is perhaps to ‘create the conditions in which learning can take place’” (Scrivener, 2005, p. 79). A safe classroom environment allows students to express and discuss their ideas without fear of being ridiculed for their misconceptions. (Muluk, 2021, p. 124)

Having stated the previous, classroom management contributes, in great part, to student learning and development, it supports the teaching practice and undoubtedly can provide the necessary elements to work on a certain aspect, aim to solve a problem or improve a situation regarding both teaching and learning processes.

Effective classroom management with appropriate teaching strategies will influence students’ learning experiences positively on the achievement of learning objectives. Owing to this fact, this research was aimed at investigating the influence of classroom management to increase students’ oral participation in the EFL class and explore difficulties they faced in producing a spoken intervention.

Speaking

Speaking is part of each person's daily life, it helps communicate one's ideas and thoughts. The average person produces tens of thousands of words a day; it is one of the most natural actions that we carry out. Nevertheless, developing this ability required time and preparation, maybe not as much as it is needed when doing it in another language, but it surely did.

Speaking is defined as an interactive process of constructing meaning that involves producing, receiving and processing information. Its form and meaning are dependent on the context in which it occurs, the participants, and the purposes of speaking. (Abd EL Fattah Torky, 2006, as cited in Burns & Joyce, 1997)

In foreign language learning, speaking is considered as a productive skill; it is an interactive process where turn-taking is required. Speaking is used in the production of discourse to give information, we produce and transfer information and fill in the gaps of information.

Just as speaking is important to share and learn from other people's perspectives and ideals, inside the classrooms it can be "daunting for many students who find it hard to get the courage to open their mouths, especially in front of the whole class. They may be frightened of making mistakes, of saying things their peers will deem foolish, of not having anything to say". (Scrivener, 2012, p. 179)

Developing speaking skills is a gradual process that starts in our minds; before articulating, both conceptualizing and formulating stages are executed. People need time to assemble their thoughts before any discussion. After all, it is challenging to have to give immediate and articulate opinions in our own language, let alone in a language we are struggling to learn. (Harmer, 2008, p. 128)

Teaching speaking skills in the classroom is the opportunity for students to practice with real-life situations in a safer environment. There, students are able to receive and provide feedback, looking for the way to become autonomous language users.

Grugeon et al. (2015) reference an approach that aims to help teachers work with this skill in the EFL classroom: *teaching through dialogue* or *dialogic talk*.

“Teaching through dialogue enables teachers and pupils to share and build on ideas in sustained talk. When teaching through dialogue, teachers encourage children to listen to each other, share ideas and consider alternatives; build on their own and others’ ideas to develop coherent thinking; express their views fully and help each other to reach common understandings. Teaching through dialogue can take place when a teacher talks with an individual pupil, or two pupils are talking together, or when the whole class is joining in discussion.”

(QCA/DfES, 2003, p. 35)

This approach has the purpose of enabling students to talk during the lesson, not just having the teacher doing it because, if teachers talk most of the class, how much time will learners be able to speak?

In his 2005 study, Scrivener stated that “Students should get more conversation practice in interacting with other learners rather than with you” (p. 84). According to Scrivener (2005) teachers “could maximise learner speaking time at certain points of the lesson by putting them into pairs or small groups and getting them to talk to each other” (p. 85). While this activity takes place, teachers should be “discreetly monitoring what the students are saying and using the information collected as a source of material for future feedback or other work” (Scrivener, 2005, p. 85)

Interaction

Ellis & Fotos (1999) viewed interaction as “the social behaviour that occurs when one person communicates with another. Interaction in this sense is interpersonal. It can occur face-to-face, in which case it usually takes place through the oral medium...” (p. 1)

Interaction plays a very important role in the learning process because it can be a factor that may either benefit it or not. Teachers should encourage students to speak, but they should first find ways to do so.

It was already known by the stated in Vygotsky's Sociocultural Theory of Cognitive Development (1978) that interaction had a great influence in the acquisition of knowledge. He stated that:

“the child acquires knowledge through contacts and interactions with people as the first step (interpsychological plane), then later assimilates and internalizes this knowledge adding his personal value to it (intrapsychological plane). This transition from social to personal property according to Vygotsky is not a mere copy, but a transformation of what had been learnt through interaction, into personal values. Vygotsky claims that this is what also happens in schools. Students do not merely copy teachers' capabilities; rather they transform what teachers offer them during the processes of appropriation.”

(Turuk, 2007, p. 246)

Hall and Verplaetse (2000) (as cited in Consolo, 2006) stated that the role of interaction:

“in additional language learning is especially important. It is in their interactions with each other that teachers and students work together to create the intellectual and practical activities that shape both the form and the content of the target language as well as the processes and outcomes of individual development”

(p. 34)

The interactive processes of students are not equivalent, since each learner participates in a different amount and frequency in the classroom activities. Language learning is “a social enterprise” (Consolo, 2006, p. 34), the sum of the exchange of meanings and thoughts, and it is constructed by different types of interaction patterns that can occur inside the classroom.

Penny Ur (1999) names the following interaction patterns:

- Group Work

Students work in small groups on tasks that entail interaction: conveying information, for example, or group decision-making. The teacher walks around listening, intervenes little if at all.

- Closed-ended teacher questioning

Only one 'right' response gets approved. Sometimes cynically called the 'Guess what the teacher wants you to say' game.

- Individual work

The teacher gives a task or set of tasks, and students work on them independently; the teacher walks around monitoring and assisting where necessary.

- Choral responses

The teacher gives a model which is repeated by all the class in chorus; or gives a cue which is responded to in chorus.

- Collaboration

Students do the same sort of tasks as in 'Individual work', but work together, usually in pairs, to try to achieve the best results they can. The teacher may or may not intervene. (Note that this is different from 'Group work', where the task itself necessitates interaction.)

- Student initiates, teacher answers

For example, in a guessing game: the students think of questions and the teacher responds; but the teacher decides who asks.

- Full-class interaction

The students debate a topic or do a language task as a class; the teacher may intervene occasionally, to stimulate participation or to monitor.

- Teacher talk

This may involve some kind of silent student response, such as writing from dictation; but there is no initiative on the part of the student.

- Self-access

Students choose their own learning tasks, and work autonomously.

- Open-ended teacher questioning

There are a number of possible 'right' answers, so that more students answer each cue.

(p. 102)

He also uses the following code to facilitate the distinction of how active teachers and students are in their participation. This is:

- TT = Teacher very active, students only receptive

- T = Teacher active, students mainly receptive
- TS = Teacher and students fairly equally active
- S = Students active, teacher mainly receptive
- SS = Students very active, teacher only receptive

(p. 101)

In second language learning, the Interaction Hypothesis has also had a great importance and has been developed in order to explain and remark the implications and influence that interaction has in this process.

One of the authors that talk about this view is Stephen Krashen. He stated that comprehensible input is necessary for language acquisition, but his focus relied specifically on the question of how input could be made comprehensible.

“He argued that modified interaction is the necessary mechanism for making language comprehensible. That is, what learners need is opportunities to interact with other speakers, working together to reach mutual comprehension through negotiation for meaning. Through these interactions, interlocutors figure out what they need to do to keep the conversation going and make the input comprehensible to the less proficient speaker.”

(Lightbown & Spada, 2013, p. 114)

Likewise, Long’s *Interaction Hypothesis* (1985) (as cited in Consolo, 2006), “argues that negotiation of meaning in verbal interactions contributes to the generation of input favourable for second language development” (p. 35)

Interaction is an important aspect that has to be considered in the learning process. When interacting with others, students are sharing their prior knowledge, ideas, perspectives, and previous experiences, which promotes knowledge acquisition by providing target language practice opportunities and also contributes to develop communicative competence, which is the aim of language learning: having students able to communicate something.

It is important to remember that, in this research, participation is considered as a means through which students can communicate their ideas and thoughts as well as transferring information.

Participation

How could we define participation? Although it is a key aspect inside the classrooms, there have been different definitions that try to explain it, which depend on the perspective each person has about it.

Schultz (2009) considers that participation consists of “any verbal or nonverbal contribution in aural (spoken), visual (pictorial), or written (textual) form that supports learning for the individual student and/or other members of the class” (pp. 6-7), but she also considers that classroom participation can be defined as any contribution to a group activity, not just verbal responses.

In the same way, Lee (2005), considers that student participation in the classroom can occur in either a verbal or non-verbal form.

“Verbal or oral participation refers to behaviors of speaking or giving opinions in the classroom, answering and asking questions or comments and taking part in the classroom discussions.” (Abdullah et al., 2012, p. 62)

In contrast, non-verbal participation “is associated with behavioral responses during the class, including nodding their head, raise their hands, body movements and eye contact (Zainal Abidin, 2007) (as cited in Abdullah et al., 2012, p. 62). Hence, silence should not be considered as lack of knowledge, it just depends on the personality of each student.

Kinley & Pradhan (2022) had a wider perspective. They stated that student participation is “ the students’ views of learning experience and their conscience on it, their behavioral, emotional, and cognitive engagement, students’ involvement in the curriculum design, classroom management and school building climate.” (p. 110)

Class participation is an important aspect of student learning. When students speak up in class, they learn to express their ideas in a way that others can understand. When they ask questions, they learn how to obtain information to enhance their own understanding of a topic. (Shore, 2013)

According to Petress (2006) (as cited in Czekanski & Wolf, 2012), “class participation includes three evaluative dimensions: quantity, dependability and quality.” (p. 3)

Considering that one of the main focuses of this study was to identify ways in which accurate and more frequent participation could be best fostered, verbal contributions every time students raised their hands more than the nonverbal ones were the aim, not because silence is not a type of participation, but because the objective was creating a learning environment in which students could obtain and develop the tools and competences to feel ready and confident to verbally express their thoughts, their ideas, acquire knowledge, and use the target language to do so.

Speaking in front of a group may not be something easy for everyone, a situation that might manifest itself inside the classroom in different ways: “not volunteering to answer questions, not asking for help, not speaking up in small-group activities, even not talking in class at all.” (Shore, 2013)

This is where the role of a teacher is important. Students should not be forced to speak, that can make them feel stressed or embarrassed. A teacher must look for the best tools that can encourage students to do it, “to provide a supportive, encouraging climate that helps him feel more comfortable, more confident, and less fearful of speaking up.” (Shore, 2013)

Hence, classroom management becomes a factor that helps provide a significant class atmosphere supported by teaching strategies and activities that can make students get involved with the learning purposes.

As mentioned earlier, students need to be guided; to make students participate they have to be ready, for which they require a preparation process. By preparing themselves to participate in the class, students become highly motivated, pick up information well, appear as more critical thinkers, and feel self-reported achievements in character. (Aziz et al., 2018, p. 212)

In order to sow that seed of the initiative towards learning in students, it is also important to consider the reasons each of them has to learn, as well as their motivation, because, when this exists, the process becomes somewhat easier.

Motivation

“One of the more complicated problems of second language learning and teaching has been to define and apply the construct of motivation in the classroom.” (Brown, 2001, p. 72)

The fact that students are motivated to learn, makes it easier for both the teacher and the learner, but of course, it does not always happen, there are occasions in which something extra has to be done or proposed so that the willingness to learn can exist.

Motivation is a broad concept that cannot be easily defined. Motivation can be defined in many ways depending on the theory of human behavior each person considers.

Brown (2001) defined it as “the extent to which you make choices about (a) goals to pursue and (b) the effort you will devote to that pursuit” (p. 72)

Intrinsic Motivation

“Students are *intrinsically motivated* to engage in a learning activity if they recognize that by experiencing the activity they will satisfy a need. Intrinsically motivated students value engagement as *directly* beneficial. The learning activity itself is perceived to be valuable” (Cangelosi, 2013, p. 46).

This same author believes that “Students learn to recognize the value of learning activities from being positively reinforced as a direct result of being engaged” (p. 46)

Extrinsic Motivation

“Students are *extrinsically motivated* to engage in learning activities not because they recognize value in experiencing the activity, but because they desire to receive rewards that have been artificially associated with engagement or want to avoid consequences artificially imposed on those who are off-task” (Cangelosi, 2013, p. 46). In this type of motivation, students feel motivated when behavior is positively reinforced through rewards.

Behaviorism

Within the participation strategy used in this research, behaviorism plays an important role, since, as mentioned in the last header, a system of rewards was used at

the beginning, in order to engage students, have their attention and quite more commitment with it.

One of the most important learning theories that was influential in the United States especially in the 1940s and 1950s is Behaviorism. The best-known proponent of this psychological theory was B. F. Skinner.

“Traditional behaviourists hypothesized that when children imitated the language produced by those around them, their attempts to reproduce what they heard received 'positive reinforcement'. This could take the form of praise or just successful communication. Thus encouraged by their environment, children would continue to imitate and practise these sounds and patterns until they formed 'habits' of correct language use.” (Lightbown & Spada, 2013, p. 15)

These authors coincide with the theory's statement that the quality and quantity of the language the learner hears, together with the consistency of the offered reinforcement in the environment, is key to shaping the child's language behavior. In this theory, the environment is the most important factor that provides everything the child needs to learn.

In behaviorism, the role of rewards and punishments is stressed in motivating behavior. “In Skinner's operant conditioning model, for example, human beings, like other living organisms, will pursue a goal because they perceive a reward for doing so. This reward serves to *reinforce* the behavior: to cause it to persist” (Brown, 2001, p. 73).

Behaviorists basically see motivation as the anticipation of reinforcement; most of the things the human being do is motivated by an anticipated reward, where there is *something* for us in it that gives us the willingness to do it.

Inside the classroom, it can be clearly seen that this reward system is present and that can be easily applied. It can start with an “immediate administration of such rewards as praise for correct responses (“Very good, Maria!” “Nice job”), appropriate grades or scores to indicate success, or other public recognition” (Brown, 2001, p. 58).

This same author also believes that “Learners ... pursue goals in order to receive externally administered rewards: praise, gold stars, certificates, diplomas, scholarships, careers, financial independence, and ultimately, happiness.” (p. 73)

In the present study, behaviourism was initially and consciously used as a support for the learning process and also to support students’ participation and motivation. Despite this, the most difficult job was to decondition students’ extrinsic motivation into a more intrinsic one.

To begin in the pursuit of obtaining students’ participation, starting by allowing students to “work in small groups and then ask for group response” (Czekanski & Wolf, 2012, p. 11) was one of the initial steps taken in this research and can be also the first step in any other. This way, silent students can start participating in groups, where they may feel more comfortable and confident and not necessarily in an individual form, which may initially cause them fear or eagerness. Grouping students in different ways and working with activities in pairs, small groups or as a whole-group can provide them with these opportunities.

Grouping Students

No mattering how the classroom is arranged, students can be ordered in different forms. Harmer (2007) mentions these ways can be: whole class, pairs, groups or individually (p. 43).

- Whole-class

Whole-class grouping according to Harmer 2007 (as cited in Williams & Burden, 1997, p. 79) “reinforces a sense of belonging among the group members, something which we as teachers need to foster”. “If everyone is involved in the same activity, then we are all ‘in it together’, and such experiences give us points of common reference to talk about and use as reasons to bond with each other” (Harmer, 2007, p. 161). An important assumption is also made in Harmer’s 2007 study (as cited in Senior, 2002, p. 402): “In other words, if language learning is a collective endeavour, then ‘learning takes place most effectively when language classes pull together as unified groups’ ”.

- Pair work

In pairwork, students can practise language together... It dramatically increases the amount of speaking time any one student gets in the class... It recognises the old maxim that ‘two heads are better than one’, and in promoting cooperating, helps the classroom to become a more relaxed and friendly place (Harmer, 2007, p. 165).

- Group work

“We can put students in larger groups, too, since this will allow them to do a range of tasks for which pair work is not sufficient or appropriate” (Harmer, 2007, p. 165).

Harmer (2007) also says that:

In general, it is possible to say that small groups of around five students provoke greater involvement and participation than larger groups. They are small enough for real interpersonal interaction, yet not so small that members are over-reliant upon each individual. (p. 165)

“It encourages broader skills of cooperation and negotiation than pairwork, and yet is more private than work in front of the whole class” (Harmer, 2007, p. 166)

- Individual work

“At the opposite end of the spectrum from whole-class grouping is the idea of the students on their own, working in a pattern of individualised learning” (Harmer, 2007, p. 164). “For the time that solowork takes place, students can relax their public faces and go back to considering their own individual needs and progress” (Harmer, 2007, p. 44).

This type of learning gives students the opportunity to: “develop learner autonomy and promote skills of self-reliance and investigation over teacher dependence” (Harmer, 2007, p. 164).

Marzano et al. (2005) states that:

Cooperative learning and other group activities can be effective classroom instructional strategies, not only academically but also as ways to develop

students' relationships with one another. By working with their peers, students can learn to express themselves clearly, to listen, to compromise, to value others, and to take leadership roles. (p. 24)

But one important thing to take into consideration is the fact that, when deciding to group students, teachers should establish a set of rules and norms to carry out the task as well as setting the purpose of that activity, in order to make students aware of what they need to perform and avoid disorganization. Having stated this, the lesson's seating arrangement is an aspect that should not be omitted. Different seating arrangements provide students to work on different skills and experience different types of interaction patterns, which are relevant for their language learning process.

Seating Arrangement

“General classroom seating arrangements also can support the process of group work” (Marzano et al., 2005). In every school students are asked to sit in a specific way, usually in orderly rows, but teachers should give themselves and students the opportunity to vary the seating arrangements for different activities and tasks.

Scrivener (2012) considers that “From the learners' perspective, having a new view, new eye contact, and new people next to them may, in a small way, help to keep their interest alive and motivation higher” (p. 7). He also says that: “If students always do the same or similar tasks in the same seats (perhaps with the same people), there is a danger of sameness about everything, and hence boredom and lack of commitment.” (p. 11)

Scrivener (2005) suggests that a way in which teachers can maximise student interaction in class is arranging students so that they can all see and talk to each other. This can be in circles, horseshoes and squares rather than parallel rows. (p.86)

“Clearly, the different arrangements of chairs and tables indicate a number of different approaches” (Harmer, 2007). According to this author, seating arrangements can be divided into three main categories, from which different types may arise; these are: orderly rows, circles and horseshoes, and separate tables, which were all used and implemented in the development of this study.

- Orderly rows

Having the students sit in rows can appear somewhat restrictive, but there are advantages to this arrangement. The teacher has a clear view of all the students and the students can all see the teacher - in whose direction they are facing. It makes lecturing easier, enabling the teacher to maintain eye contact with the people he or she is talking to.

- Circles and horseshoes

With all the people in the room sitting in a circle, there is a far greater feeling of equality than when the teacher stays out at the front. This may not be quite so true of the horseshoe shape where the teacher is often located in a commanding position but, even here, the rigidity that comes with orderly rows, for example, is lessened.

- Separate tables

When students sit in small groups at individual tables, it is much easier for the teacher to work at one table while the others get on with their own work. This is especially useful in mixed-ability classes where different groups of students can benefit from concentrating on different tasks (designed for different ability levels) (Harmer, 2007, pp. 42-43).

It is important to take into account the purpose of the lessons and how we think students can take advantage of learning in the best way and how they can be more involved in each activity. Specifically in this investigation, it is essential so that the teacher can be able to make decisions regarding different classroom management strategies to be able to choose the most adequate seating arrangement, the way in which instructions will be given, the tools to be used within the lessons, and how the teacher will monitor students' work, so that both teacher and learners can achieve the expected learning objectives and, in this case, also increase the amount of students' oral participation.

When implementing different seating arrangements it is important to be aware of the work students are doing and make sure that they are actually using the target language. This can be done by monitoring them as the lessons develop, which not only

is an opportune moment to provide feedback to students about their performance but also for further reflection about the teaching practice in the way students are understanding the tasks.

Monitoring

Every time teachers set up an activity, especially if it is a semi-controlled or free practice, they should be aware of what students are actually doing in the set times. This can be done by monitoring students' work.

“Your aims will be to see if they have understood your instructions, to assess how well they are performing the task and to evaluate particular language strengths and weaknesses. Whether you help or correct will depend on the task and what effect it will have.” (Gower et al., 2005, p. 49)

McLeod et al. (2003), state that “monitoring students’ class work is also helpful in making adjustments to your teaching strategies and to your future lesson plans.” (p. 46). They also consider that monitoring is an element of the teaching practice that gives teachers a lot of information because:

“Sometimes it is much more informative to walk around and engage students in conversation and look at what they are doing than to collect and grade a finished piece of work. It is easier to correct errors on the spot than to find the time later to reteach something. Taking a few minutes at the end of class time to discuss the assignment, provide some feedback to students about what you observed, and have them evaluate their own work is a more productive use of your time.” (pp. 46-47)

Monitoring helps students clear up misconceptions about the use of the language in a way in which they can perceive them and avoid repeating them in follow-up activities or homeworks. It is fundamental to use a clear and simple speech that students can easily understand and that can help them identify the errors and mistakes they are making as well as clearing doubts.

Giving Instructions

Giving instructions about how students should perform or develop any action or task is fundamental. Within the teaching practice, giving instructions is one of the most important aspects a teacher should master. No matter if the instruction lasts 10 seconds or 1 minute, this is a critical point that has one objective: instructions have to be as clear as possible for students to easily understand what they have to do.

Scrivener (2012) agrees that the reason for many activities to fail is “because of student misunderstanding about what it is they were expected to do” (p. 128). This author also mentions that “The reason that some instructions are unclear or misunderstood is often because they are too long, too complex or delivered too fast” (p. 128)

“The best way to ensure the instructions are clear is to visualize each activity while you are planning your lesson” (Holden & Rogers, 2008, p. 96). They suggest teachers should make “the instructions direct, short and simple” (p.96).

Similarly, Parsonson (2011) believes that the most effective type of instructions are those which are “Precise, specific, direct and paced (one-at-a time) instructions delivered in a calm and quiet voice, followed by praise for compliance” (p. 17).

Giving instructions is a crucial aspect for teachers, and for learners too, since they are the ones who are sometimes blamed for doing the activities wrong, when the reality is that it has its origin in the way teachers gave the instructions.

In order to develop better skills to give instructions, Scrivener (2012) has proposed some techniques that may help teachers to accomplish it. Some of these include:

1. Use grammar and vocabulary that is at or below the learners’ current level.
2. Use short sentences. Don’t put more than one instruction in one sentence. Chunk your instructions: one piece of information at a time.
3. ‘The least that is enough’. Don’t ramble. Keep instructions simple, concise and to the point. Avoid digressions.
4. Speak a little more slowly and clearly than you would normally do.

5. Pause after each instruction to allow understanding: processing time.
6. Sequence the instructions. Deliver them in the order that you want students to follow them.
7. Use signposting language, e.g. 'First ...', 'Then ...', 'Finally ...'.
8. Where practical, get students to immediately do each separate part of the instruction, step by step, rather than waiting until they have heard the whole sequence.
9. If students can see your lips as you speak, this can aid comprehension.
10. Write a few key words on the board as you speak to help listening, understanding and memory of the instructions. Alternatively, use little sketched icons (for example, a pen and paper) to help students.

(pp. 128-129)

Following these suggestions can help develop and improve instruction-giving skills with the purpose of intending for students to clearly understand what the teacher is explaining. It can be easily identified if students have understood by looking at their reactions: if they make a confused face or if they ask the teacher to repeat again.

Apart from this, giving instructions provides a model for students to follow. If the instructions are clear, concrete and concise, then the teacher will be, hopefully, also providing examples of how they themselves should speak, which can also be done when making questions; the type of questions a teacher asks in class can also model the type of questions one wants students to formulate and ask to each other.

Effective teaching uses questions to expand thinking rather than just expecting an answer, they help students build understanding.

Questioning

Asking questions is a basic tool that every single teacher uses. Asking questions to see previous knowledge about a topic, to check understanding or to know opinions is something very common.

In teaching, questioning can be a resource to developing critical thinking and creativity in students, but more than that, questioning is the most basic act to encourage and stimulate student participation.

Taba (1966) (as cited in Wilen & Clegg, 1986) referred to the questions a teacher verbalizes in the classroom as “the most influential single teaching act because of the power of the question to impact student thinking and learning”. (p. 153)

“Questions are tools of the teacher’s trade. They must be used skillfully to be effective” (Croom & Stair, 2005, p. 12). That is why, these authors have suggested how questioning could be used and how teachers can improve this skill:

- Ask Directed Questions

“Call on individual students to answer questions ... Call on a student, and then ask the question. If the student does not know the answer, probe a little bit to find out what he does know.” (p. 12)

The key point is to get the student to “give you a correct answer to at least a portion of the question. The message this will send to the class is that they are expected to know the material and are responsible for their own participation in the class.” (p. 12)

This type of questioning is useful to encourage students to think about a topic. However, teachers should not overuse them because “as with any teaching method, overuse leads to a lack of effectiveness” (p. 12)

It is important to emphasize in this part that teachers should avoid getting to the point of embarrassing students in front of the class because, as these authors mention: “If you embarrass students, they are likely to get nervous and be unable to answer the question even though they might know the answer, or they might exhibit misbehavior in order to deflect attention from their inability to answer the question.” (p. 12)

If the student does not have the answer a good option can be asking another student or having the whole class responding.

- Allow For Wait Time

The authors mention that there exist two types of ‘wait time’ to consider. “Wait time occurs when the teacher waits for the student’s initial response to a

question. Wait time II occurs when the teacher waits a moment after the student's answer." (p. 13)

Rowe (2003) (as cited in Croom & Stair, 2005) stated that the " average wait-time for a response to a question is one second, and a teacher's reaction to a student's response is usually less than one second" (p. 13)

Croom & Stair (2005) believe that by "extending the amount of time a teacher waits for an answer, some interesting things happen. First, the student's answer is more thorough and involved. Secondly, the students exhibit a greater command of language specific to instruction." (p. 13)

This is a reason why teachers should extend the wait time; "the number of correct student responses increases along with the quantity of appropriate student responses" (Rowe, 2003) (as cited in Croom & Stair, 2005)

- Ask Divergent Questions

Martin (2003) (as cited in Croom & Stair, 2005) found that most questions asked by teachers on tests are at the lowest level of Bloom's cognitive domain. Bloom's cognitive domain divides questions up into different levels with knowledge being the most basic types of questions and evaluation being the most involved. Most questions are convergent; there is one correct answer to the question."

(p. 13)

Divergent questions, on the contrary, can have more than one correct answer, they also focus on high order thinking. The recommendation here is to try to ask questions that "stimulate original thought and higher order thinking by encouraging students to think of possibilities." (Croom & Stair, 2005, p. 13)

This does not mean that the questions should be more complex, they just have to aim to work on critical, analytical and creative thinking.

Asking a mixture of convergent and divergent questions [... helps students to develop good problem-solving skills (Cashing, Brock & Owens, 1976) (as cited in Croom & Stair, 2005).

"The language that teachers use in class, or "teacher talk," can have a tremendous impact on the success of interactions they have with students."

(Parrish, 2004, p. 175) (as cited in Santopietro, 2008, p. 3). Therefore teacher talk falls into six categories:

- Warm-up chats
- Direct Instruction
- Giving Directions
- Giving Feedback
- Making Transitions
- Checking understanding

Each of these categories should be recognized, since they require and imply different types of questions, which aim to develop students' critical thinking skills, that, as already mentioned before, is one of the objectives of all teachers.

However, it is important to be sure to use language that students understand and adjust the teacher's talk to the English language level of the learners, this way they will be completely able to know what is expected from them.

Some examples and suggestions on how questioning, in each of the six categories mentioned above, can benefit students' learning process, are listed hereunder.

- Warm-up chats

Santopietro (2008) considers that warm-up chats are not appropriate for beginner language learners. The author mentions this is because this chatting is expected to be in English, therefore, students who do not have an intermediate or proficiency level of the language may not accomplish it. (p. 6)

Some suggestions for teachers to take advantage of the warm-up phase of any lesson are:

- Simplify warm-up language. For example: *Can anyone tell me about the weather this past weekend?* vs. *How was the weather Saturday?*
- Use previously learned structures and vocabulary in warm-up questions to review and practice known language.
- Use planned, practical warm-up questions and write them in lesson plans to ensure simplicity.
- Warm-up doesn't have to begin with a question, try an activity that is easy to demonstrate.

- Try to omit open-ended questions that begin with difficult language such as, *Who can tell me...* or *Can anyone tell me about...*

(Santopietro, 2008, p. 5)

- Direct Instruction

It is important to consider the way instruction is being carried out, one cannot step into the classroom and start talking without being aware of students' understanding, their reactions and interpretation of the topics presented.

- When new language (vocabulary or structures) is presented use visuals or gestures to convey meaning.
- A teacher's voice is her essential realia. As with any effective realia it must be comprehensible and authentic. Use authentic pronunciation.
- Keep modeling simple and clear. Don't overload the chalkboard with too much or disorganized text.
- Don't overload learners; strike a balance between elements that are familiar and mastered and those that are new.

(Santopietro, 2008, p. 6)

- Giving directions

Asking students to do or perform something is also a process that requires previous planning so that the way teachers ask can be as clear, concise and concrete as possible.

- Demonstrate or do an example with one learner rather than explaining how to complete a task.
- The fewer words, the better.
- Identify steps to an activity and demonstrate each step, one at a time. Steps can be given in one or two word verbs.
- Use level-appropriate grammar and vocabulary in the language of directions. For low beginning, which direction line is more appropriate? *What do you see in the picture on page 27?* or *What's in the picture?* or *What's this?*

(Santopietro, 2008, p. 7)

- Giving feedback

A very important thing each time a student participates or tries to answer is providing constructive feedback for them to improve and know if they are going through the right way.

The type of feedback teacher should provide, as Santopietro (2008) suggests, requires teachers to:

- Be honest.
- Be positive but don't offer empty praise. Tell why learner performance was "good".
- Use nonverbal feedback i.e., a smile, a gesture, a motion.
- If incorrect pronunciation or form is used in a learner response to a question, model the correction instead of talking about it.
- Try not to compare one learner to another.

(p. 8)

- Making transitions

Changing and moving from one activity to another should be made appropriately according to the performance and actual progress that students are making. Moving to the next activity when students are not ready yet can have bad results and may interrupt their learning process.

- Transition slowly, allow for quiet times – silence.
- Watch for learners who aren't ready to move on and when appropriate, ask if learners are ready to transition.
- If the "agenda" for the night is posted or reviewed, make note when one activity is complete and another begins. For example:

-- *Review vocabulary*

-- *Conversation*

-- *Reading Practice*

-- *Writing Practice*

(Santopietro, 2008, p. 9)

- Checking understanding

As commented previously, instructing without checking understanding is one of the biggest mistakes a teacher can make. Teachers need to be sure students have understood whatever they are saying or explaining so that learners can perform the tasks adequately.

Santopietro (2008) recommends:

- Ask learners to complete a task that demonstrates understanding. *It's hot in here. Please open the window.*

- Use YES/NO or +/- cards or 1 finger = yes, 2 fingers = no.
- Ask learners to paraphrase or restate.
- Ask a question that demonstrates understanding i.e., *We don't have childcare at this school. Where can you take your children?*
- Don't always expect learners to volunteer answers to your questions. Use questioning techniques that are not intimidating.
- Allow for plenty of "wait time". It can take many seconds (10-15) to retrieve the information from our memories and then produce a response.

(p. 10)

As it can be seen by all the statements above, teacher talk basically implies everything in the learning process, from the most basic actions to more complex ones. Teacher talk encompasses many of the areas of classroom management, they are directly interrelated. When working on one, there is work in the other, and so on. Understanding and being aware of this, will help provide students a space in which they can feel confident and ready to learn, a space in which their process is respected and taken care of, but it is the job of the teacher to consider it and take it seriously.

After going through the concepts covered in the previous paragraphs, it is clear that all the advantages that classroom management has are enough to consider it as one of the most important concepts for both the teaching and learning processes.

Classroom management encompasses all aspects related to the teaching practice, from how teachers arrive to the classroom, how they ask students to take a seat, how they create silence, how they give the instructions to carry out the chosen and planned activities, what materials they use that can match and be the best option to present a topic and adapt to the conditions inside the classroom, what seating arrangement they implement and for what purpose, how they carry out the monitoring of student work, how they explain, how they make questions, how they elicit responses and participation, to how they evaluate students.

Without a doubt, it is a concept that any teacher should seek to master, because classroom management will allow creating the most appropriate learning environments for each group, that can attend to the great diversity that can be found inside the

classrooms, but above all that, these environments should be environments where students can feel confident, motivated and willing to learn, in this case, a second language and that they can really produce it through different opportunities.

Motivation can start from the teacher, how he or she addresses his students, how he or she helps them and how he or she encourages them to keep going regardless of the mistakes they may make at the beginning .

Motivation can be maintained using behavioral strategies through which students can obtain some reward for their good work and performance, not forgetting that this is only a support and should not be abused. The fact that students can feel proud of their work and can also feel assured that their interventions and contributions will be taken into account is something relevant for their learning, and rewards can allow them to start working also in their intrinsic motivation, so that these rewards can be eliminated little by little and they can even enjoy this process. For them to know that their participation in the classroom is important and that it can be developed through respectful and purposeful interaction with each of their classmates, can provide them with tools to develop in society as well.

The following pages aim at justifying the topic of study and the concepts reviewed; the methodology followed in this research will also be described, and the results of this implementation, together with the corresponding reflections and conclusions, will be presented.

CHAPTER II. TOPIC OF STUDY

Description of the problem

The classroom is characterized by a network of interpersonal relationships directed at the attainment of educational goals (Asiyai, 2011, p. 283). Oyira, (2006) refers to interpersonal relationships as: “the reciprocal behaviour that occurs between individuals such as exchange of information, exchange of expression and mutual activities.”

During the practice periods experienced previous to the beginning of this research, I was able to observe that, although students had a good relationship with their classmates and showed to be active during the lessons while working and participating, they would spend considerable time in the class talking with each other, which was not part of the tasks mandated and which produced distraction in students. This was clearly one of the factors early identified that would make them use their mother tongue instead of using the target language, resulting in an interaction that did not benefit the production of language and therefore affected their amount of participation.

As Asiyai (2001) mentions: “Meaningful teaching and learning cannot be achieved in a classroom environment characterized by noise making and other distractions by students.” This is where the teacher’s role gains importance, since a great part of the student performance during the class can be influenced by how the teacher organizes, manages and controls the classroom during instruction.

Nonetheless, having the opportunity to observe the study group throughout school time during almost three weeks, other factors appeared to have a possible influence on their performance such as the type of grouping activities developed, the material used and the physical space. This was considered as their reactions towards these elements were different and their attitude and behavior varied.

Having identified this, knowing if these factors had real influence in students’ performance and participation gained importance and interest from my behalf, which became my challenge during this investigation and my main objective to find out.

Hence, it is the classroom administration and the interaction patterns which were taken and followed as the main elements for creating and building a confident learning environment in which students could practice and experiment with the English language to develop productive skills that could enable increasing the amount of accurate participation during the lessons through different classroom management strategies and the interaction with their peers.

Justification

Classroom management involves all areas of the teaching practice, from the tools and techniques the teacher uses and how they are implemented, the way in which the tasks are planned to be carried out, the changes made at a certain moment of the lesson, the phases of a lesson, the established seating arrangement of students, to the abilities and competences the teacher has to develop in order to create the most suitable conditions in which learning can take place.

Taking into account that interaction is an important aspect for practicing, and therefore enabling EFL learning and its use, one of the reasons for this research is the personal experience of having the opportunity to work with different seating arrangements and varied grouping activities in the role of a learner, and actually observing that, through these, the process of producing the target language is gradually more accurate and engaging, since the activities (under one's own perspective) were carried out under a confident learning environment, created by the interaction between pairs.

In order to help create the most engaging and useful learning environment, we need to learn new techniques, or perhaps relearn familiar ones, so that they are effective in a class environment (Scrivener, 2012, p. 3). Classroom management involves everything that happens inside the classroom, this means teachers have to develop the necessary abilities for being able to carry out a lesson with active learning, that can then be part of effective sequences in a course, especially in second language learning, where students learn what is meaningful for them.

Classroom management techniques can influence positively on students' participation in EFL learning, that is why, the relevance of the implementation of effective classroom management strategies in which, now in the role of a teacher, not only the ability for both decision and action making can be developed, but also appropriate interaction tasks according to the students profile and the task's purpose itself can provide a good opportunity for developing productive skills and increasing amount and quality of students' oral participation.

Aims

Main Aim

The purpose of this research is to determine how effective classroom management can positively influence third-grade middle school students' oral participation in EFL learning.

Subsidiary Aims

- 1) Discover the factors that most influence the amount and quality of participation in students' EFL learning.
- 2) Identify the impact that giving instructions, monitoring, seating arrangement and varied grouping tasks have on students' performance, frequency and quality of their oral participation during the English class.

Research Questions

- How can EFL students' oral participation be increased in the classroom?
- Which area(s) of classroom management is (are) the most relevant to increase EFL students' oral participation in the classroom?

Working Hypothesis

If seating arrangement, grouping, clear staged instructions, monitoring and eliciting are effectively implemented and promoted in EFL learning, then classroom management contributes to fostering interaction and therefore, increasing the amount of third-grade middle school students' oral participation.

CHAPTER III. METHODOLOGICAL FRAMEWORK

Type of Investigation

As mentioned earlier, in the introduction of this document, this investigation followed an action research focus. In this type of research the purpose is to identify a problematic situation present inside the context of investigation and subsequently look for possible solutions or strategies to improve it.

Lufungulo et al. (2021) state that, within education, in this type of research: “Usually, teachers and all involved in ensuring that the teaching-learning experience is improved, and problems associated with it are solved, carry out collaborative research within the natural setting of the school or classroom” (p. 116)

Rather than dealing with the theoretical problems, action research allows teachers to address concerns that are close to them, over which they can exhibit some influence and make a change (Ferrance, 2000) (as cited in Lufungulo et al., 2021, p. 117).

Efron & Ravid (2013) mention that some characteristics and principles of action research are the following:

- Research is conducted by insiders who are involved in the context.
- Researchers are subjective, involved, and engaged.
- Action researchers study themselves and their practices.
- Research questions arise from local events, problems, and needs.
- Participants are a natural part of the inquiry setting.
- Every child is unique and every setting is particular.
- The action researchers’ findings are directly applied to their practice.
- Educational changes occur bottom-up in a democratic process.
- Boundaries among theory, research, and practice are blurred.

(p. 5)

Methodology

The action plan and the instruments that were implemented during this action research investigation, which consisted of three phases, were the following:

In the first phase, before implementing any method or strategy but with the problem to work with already identified, a previous observation of the study group more of a non-participant type which then in the practice became a participant one was carried out, to obtain basic information and create a group profile based on the different interaction patterns shown as well as their participation inside the classroom.

A non-participant observation “is used to understand a phenomenon by entering the community or social system involved, while staying separate from the activities being observed.” Liu & Maitlis (2010) (as cited in Mills et al., 2010, pp. 610-612)

With the obtained data which was registered in an observation journal (Appendix 1), an analysis was made, needs were identified and posteriorly the corresponding classroom management strategies were chosen in order to support the study group’s language learning process and characteristics (information pinpointed within the study group’s profile) for trying to increase their oral participation.

Another action that was implemented during this phase was the diagnostic, with the purpose of finding out the English level of the group: 3^oF. This diagnostic was carried out through an exam (Appendix 2) that encompasses the four language skills: reading, listening, writing and speaking. The exam was taken and adapted from Cambridge Assessment English (2018) English qualifications for levels Pre-A1, A1 and A2.

The reading part of the exam consisted of 8 items, which gave out a total of 32 points. Three of these 8 items focused on scanning and reading comprehension; in this exercise the students read a short text and answered 3 questions with a short response. Each answer could get 0-4 points depending on its accuracy, following a rubric to grade them (Appendix 3).

The other 5 items of this part focused on skimming; the students read some questions and matched them with the corresponding answer, which made them analyze

the context and coherence of each sentence. Each correct answer of this exercise was worth 4 points.

The listening part had 3 items, each one with a value of 4 points, which gave a total of 12 points. In this multiple-choice exercise, the students read a question (e.g.

What is Daisy doing now?), then listened to an audio talking about the matter in the question. They had to differentiate vocabulary of the same category (clothes, routines or landscapes) to select the correct option.

The writing part of the diagnostic included 6 items with a total of 24 points. The students looked at a picture and then answered 6 questions. In the first two questions, students had to answer with one word, where their vocabulary knowledge was reflected. If the word was correct, students got 4 points per each one. The next 4 questions had to be answered in a complete sentence. To grade the answers, a rubric (Appendix 4) was followed, giving students the opportunity to earn 0-4 points depending on the type of answer they gave.

The last part of the diagnostic was speaking. Although all four skills were taken into account and were and are considered essential for communication, for the purpose of the focus of this study, this diagnostic tool specifically in the area of speaking would become much more relevant towards the end of this whole research process.

This tool consisted of 4 items, each one with a value of 4 possible points. In this section, students were asked two types of questions. The testing was carried out in pairs. In the first item, the teacher introduced herself to students, proceeding to ask them: “What is your name?”, then she asked: “How old are you?”. A rubric was followed (Appendix 5) to grade each of the responses, so students could get 0-4 points depending on their answer.

The next exercise consisted of students being shown a pair of pictures. Students had to mention the differences they could observe between both images. Again, the rubric was used to grade the answers.

In the last section of the speaking part students were asked to talk about a certain topic (e.g. What did you eat this morning?), where once again, following the corresponding rubric, students could get 0-4 points.

These actions were considered as the pre-implementation stage, the results were registered, analyzed and stored for further analysis and comparison.

The second phase of this investigation consisted of the implementation stage, where the sample group was subjected to lessons where three different seating arrangements (orderly rows, horseshoe, small groups) were implemented and classroom management areas of giving instructions, monitoring, tools and materials were developed with the students in order to look at how these aspects could influence the amount and quality of students' oral participation. Additionally, a strategy to promote participation was used, this consisted of the teacher giving 'fake' money (external reinforcement) to students every time they orally participated.

It is important to mention that the amount of money given to each student depended on the type of answer they gave, and was determined by a personally designed rubric (Appendix 6).

Participant observation was used by the teacher, as one of the tools to record data about how students perform in the different lessons after a certain period of time, as well as direct observation by another teacher using three different observation formats: *Conditions for learning* (Appendix 7), taken and adapted from Scrivener (2005) to identify "What is there about the classroom, the activities, the teacher and the learners that help to create conditions for effective learning? What things [... seem to play a part in preventing learning?" (p. 383); *The teacher's action zone* (Appendix 8) with the purpose of raising awareness of the area where the teacher commonly moves, instructs and interacts and identify which students are the ones who get the most attention and which type of arrangement they work with; and *Giving Instructions* (Appendix 9), adapted from Tanner & Green (1998), where the observer was able to indicate how effective the instruction-giving skills were and comment on these.

This had the purpose of analyzing the aspects of classroom management that were used and implemented during the lessons in more detail, not only from the teacher's point of view, but also from the different observers who participated, which gave a wider perspective about the teaching practice and the way students received the tasks.

Video and audio recordings were used as an instrument to reflect on and self-analyze the teaching practice, just as Mann and Walsh (2017) recommended as a key role in developing a data-led reflective process where video enables access to evidence and ‘warranted assertability’ (Gelfuso, 2016: 68).

The use of these tools also enabled identifying aspects that are sometimes not perceived at the moment of the class but that are also important to reflect on. One of the key affordances that video offers (compared with relying on memory) is being able to step back into practice and re-engage with particular moments and incidents (Tripp & Rich, 2012). These videos and audios are at the readers’ disposal, in case they are needed or required.

At the end, in the last phase of this research, which was the post-implementation stage, an analysis was carried out and the results previously obtained were also used to make a comparison on students’ performance, the way in which they participated and the frequency, and if indeed participation had been influenced by the classroom management strategies implemented and what it had been like with a traditional arrangement and less aspects of classroom management applied, as well as for the sum of this document’s conclusions.

Participants

Description Of The Context

School Context.

The school context is an important part to consider when carrying out an investigation, since it has an impact and influence on both teaching and learning processes. Being aware of the social, economic and cultural context in which the students are growing up, developing in and interacting with is very important for teachers in order to understand the conditions under which they learn, and how they also influence their behavior and attitudes. With this, teachers can also be able to choose the most appropriate methodologies, strategies and techniques to set up tasks and activities that can benefit the learning process of students.

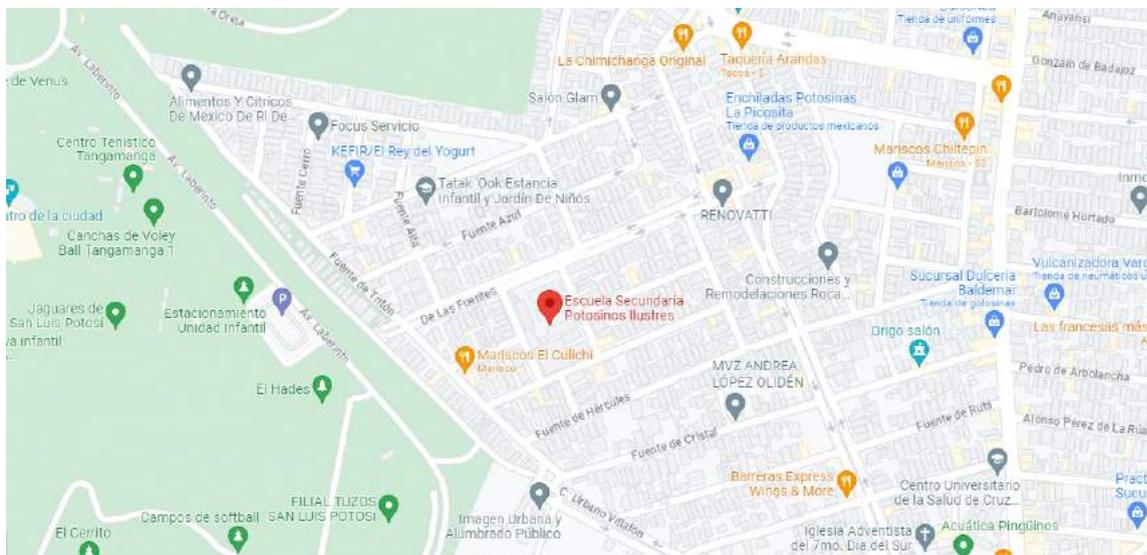
Potosinos Ilustres middle school is an educational center founded in 1981, this means that it has offered its services to the community for over 40 years, in which the school has evolved to become one of the best public middle schools in San Luis Potosí, the place where it is located.

Discipline, order and compliance are the words that best describe the mission and vision of this school. It seeks to form good and productive citizens with values who can contribute to their community, as well as preparing them and developing in them the necessary competences and skills to face the challenges of society for the benefit of their own, their families and their peace.

Potosinos Ilustres is a general type middle school, it belongs to the Secretaría de Educación del Gobierno del Estado (SEGE) system. According to INEGI (2021), it attends a low social class. The school is located in Fuente del Olimpo Street #100, Balcones del Valle, 78280 San Luis, S.L.P., México (Figure 1).

Figure 1

Map of the location of the school



Source: Google Maps. (2023)

Most of the students here are children of SEGE workers; this is considered from the principal's perspective, as an advantage, since it is easier and faster to obtain resources from the government in case the school needs them.

This middle school has a total of 33 teachers of different subjects, from which approximately 90% have been already evaluated by Secretaria de Educacion Publica (SEP); this ensures that the school has quality teachers. This is also as a result of an event that took place five years ago, where a big number of teachers retired, highlighting that most of the retired ones were not evaluated.

Teachers are divided into academies that correspond to the subject they teach. The academies participate and help out organizing different events, participating in different activities and commissions the school has. Each school year a representative for each academy is chosen.

In the school, four lab technicians, four clerks, five prefects and five janitors also provide their services.

The school offers both morning and afternoon shifts with 1110 students in total studying in this institution.

The morning shift is made up of 703 students divided into 18 groups, each grade has 6 groups (A to F) with 30 to 50 students per group. In this shift, the first grade has 218 students, in second grade there are 202 students and in third grade 283 students are currently studying here. The morning shift is characterized by having students with good behavior; they are described as calmed and disciplined.

On the other hand, the afternoon shift has 407 students registered, divided into 12 groups (4 per grade) from letters G to J. The groups have around 30 to 35 students each. The first grade counts with 145 students, in second grade it has 124 students and the third grade has 138 students. This shift is said to have restless students that tend to have constant indiscipline problems derived from family issues.

All of this information was obtained and came from informal interviews with the principal and head teachers from the school.

During its existence, Potosinos Ilustres has passed through different situations, both positive and negative ones. One of the most controversial ones happened 20 years ago, where the school was about to lose the afternoon shift due to a low demand. For

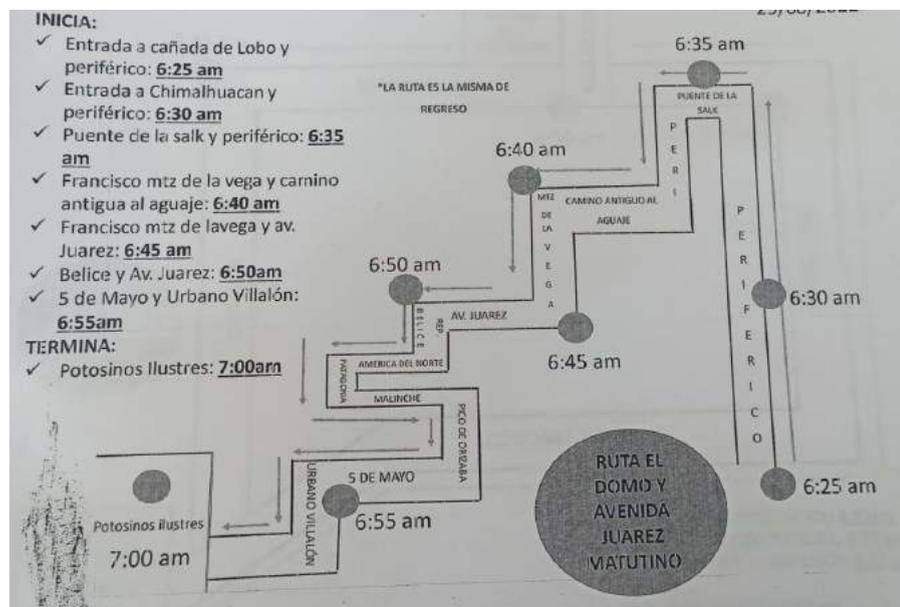
this reason, a program called ‘*Captación de alumnos*’ was created, with the purpose of promoting the school in different outskirts of the city and being able to have more students.

One of the services that the school implemented as a result of this problem, and that still continues nowadays, is the school bus service in both shifts. The aim of this facility is providing students that come from far city outskirts a safe and cheaper way of getting to school, another good reason why they would also choose this institution instead of others.

The school bus follows three different routes called: ‘*Salk Ave.*’, ‘*Domo & Juarez Ave.*’ (Figure 2) and ‘*Tierra Blanca*’ (Figure 3). They all have an established hour of departure and arrival so that students can be at school on time. The ones interested in it are provided with a map of the routes, the hour, and stops the buses make.

Figure 2

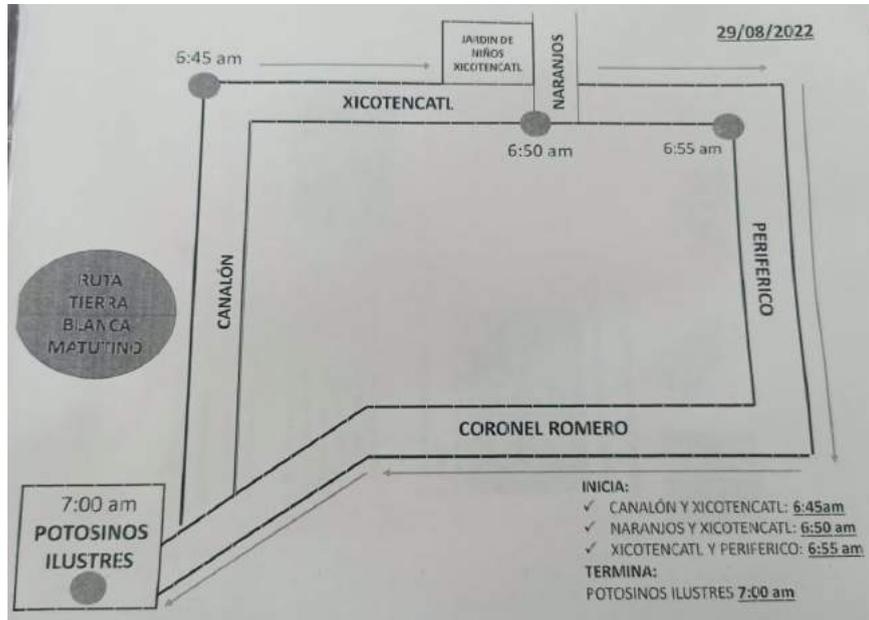
Domo & Juarez Ave. route



Source: Escuela Secundaria General Potosinos Ilustres (2022)

Figure 3

Tierra Blanca route



Source: Escuela Secundaria General Potosinos Ilustres (2022)

According to the statistics obtained, this school year, 200 students from the morning shift were registered to have used the school bus just on the first day of school, which equals to 28.4% of the total of students in this shift. Nevertheless, in relation to the experience of the administrative personnel of the school who control this service, this percentage usually increases to 40% or even 50% as the school year progresses. This shows the great importance this service has in the institution, and although there have been attempts to eliminate this service, the reality is that it is significant for students and their families.

It is also important to say that, from the rest of students who do not make use of the school bus, most get to school by car, but others do it by taxi, motorcycle, bicycle, or even walking.

Throughout the time the school has been functioning, it has experienced different modernizations on its facilities in order to provide the best quality tools and spaces for the education of its students.

Potosinos Ilustres has facilities such as library, auditorium, laboratories, computer center, roofed courts and a cafeteria. It also promotes the personal and cultural

development of students through the different sports they can practice, cultural events, and workshops like computing, cut and confection, drawing, metallic structures and electronics, that they can choose to develop specific abilities, among others.

Class Context.

The study group of this investigation was a third-grade group of 46 students, from which 21 were girls and 25 were boys. At the time of the research, students were around 14-15 years old.

When they were observed it was perceived that, in general, the group would usually participate and was usually involved in the class. They would like to feel they were part of the lesson in some way, but they also tended to need attractive material and simple activities for them to be engaged with the topics and avoid getting distracted, since the group had students with different personalities, learning styles and English level.

They demonstrated interest in activities in which they could talk and express their ideas, they liked to be challenged and compete to win something. They would also like lessons that incorporated visual aids, as they helped them understand the topics easily and remember vocabulary.

They normally needed to be constantly monitored and required the teacher to solve doubts in specific moments, especially in freer activities or tasks. They were able to work both individually or in groups. When working individually they would be more likely to pay more attention to the class. The participation in this kind of activities would tend to be more from the students with a higher level of the language, since the rest would feel less confident in their level of the language and would be afraid of making mistakes.

When working in groups they would get easily distracted, nevertheless they would feel more confident with their pairs and this demonstrated to be influential in their participation during the English class.

Regarding seating arrangement, the students would be seated in individual desks and in rows. In general, the students at the front were more likely to pay attention and participate than the ones in the back, however there were some few exceptions.

The students who would usually make some noise could be assigned with a particular task to maintain their attention, since they would usually influence their classmates to talk and get distracted.

Some of the advantages this group had was that they tended to help each other, they had good interaction with their classmates and most of them had a level of the language that could be exploited. They also demonstrated to be very creative, a quality that teachers would be able to take advantage of by setting tasks in which they were asked to create something using their imagination and own ideas.

Diagnostic Exam (Initial Application).

The diagnostic exam was first applied to 43 of the 46 students of the study group on August 31st, 2022, in order to know the English level of the students at the beginning of the school year.

As mentioned previously, it consisted of four areas: reading, writing, listening and speaking. The reading part consisted of 32 items. Approximately 23% of the group (10 students) obtained an A2 level in this skill, while 26% (11 students) obtained an A1 and 51% (22 students) obtained a Pre-A1 level.

The writing part, on the other hand, consisted of 24 items. The results showed that about 16% (7 students) had an A2 level, 35% (15 students) obtained an A1, and 49% (21 students) had a Pre-A1.

In the listening part, where the exam had a total of 12 items, 2% of the group (1 student) showed an A2 level, 28% of the group (12 students) had an A1 level, and 70% (30 students) obtained a Pre-A1 level.

The last part of the exam, speaking, consisted of 16 items, where 5% (2 students) obtained an A2 level, about 39% (17 students) obtained an A1 level and 56% (24 students) obtained a Pre-A1 level of the language. (Figure 4)

Figure 4

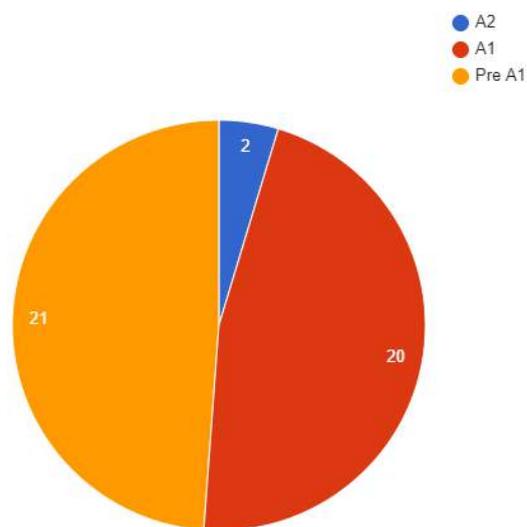
Initial diagnostic's results - number of students placed in each level



Making a sum of these percentages, it was concluded that from the group, 2 students had an A2, 20 students had an A1, and 21 students had a Pre-A1 level of the language when the exam was applied and answered for the first time. (Figure 5)

Figure 5

English level 3°F - first evaluation



After obtaining and analyzing the results of the initial diagnostic, it was identified that one of the skills in which the majority of the group had more areas of opportunity was speaking.

Due to the fact that, when creating the group's profile, and as mentioned already before, it was observed that they were a communicative group who had a good

relationship and interaction with their peers and showed interest in participating and sharing their ideas about different topics, it was decided to focus on their speaking skills, with the purpose of exploiting them in the extent possible.

Students showed a level of English that, for sure, could be improved, but more than that, they showed willingness to learn and to improve it, an aspect that was taken as an advantage not only for the purposes of this document, but for students' benefit.

Students' oral interaction with their classmates mainly occurred in their mother tongue; they were hardly able to produce an accurate complete sentence when they were asked something, which could also have had an influence on their amount of participation at the beginning, not only of this school year, but in previous ones.

Without a doubt, there may have been preceding factors for all this, either physical, social, emotional, intellectual, or environmental ones, which can not always be controlled. For this reason, creating a learning environment in which they could freely and openly express, making students know that mistakes are part of the process, and take them as learning to improve, was one of the principal objectives of this research.

Within the lessons described in the next paragraphs, an attempt to work on students' language competence, focusing on speaking; increasing both the amount and quality of their oral participation in class through different classroom management areas, and also working on self- teaching skills, was made.

Analysis

Didactic Sequences' Descriptions And Reflections

After the description of each lesson, Borton's Framework was used for supporting the reflection of the didactic sequences, in order to make them deeper into the reflection of the topic of this document, as well as giving the teacher the opportunity to, in detail, look at the aspects that went well and bad, and how these could be improved.

Terry Borton developed a model of reflection in 1970 based on three questions: *What?, So what?, Now what?*

The difference between this framework and some others that have been developed is that, according to Jasper (2006): This latter framework has the advantage that it doesn't draw the practitioner down particular lines of questioning and therefore frees them to focus their activity where they want to use it.

This framework gives the person who is reflecting the opportunity to answer according to what his/her purpose is to do next, as well as considering what is wanted to be achieved from the reflection activity.

Nevertheless, there are some questions that can be part of each of these three general questions.

For example, 'what' questions can include: What happened here?, What did I do?, What was I feeling?, What did others do?, What were the consequences of these actions? (Jasper, 2006). These questions are good to start thinking about the main problem or situation that occurred during the practice.

Within 'so what' stage, some questions can be: So what was I trying to achieve?, So what were my decision processes at the time?, So what knowledge or evidence was I using to inform my decisions?, So what don't I know and need to find out?, So what could I have done differently? (Jasper, 2006).

In this part, the person who is making the reflection can be able to think on his/her own knowledge and skills they used during the process, what can be improved and how.

Borton then moves onto the 'now what' questions, such as: Now what more do I need to know?, Now what needs to change?, Now what action do I need to take? (Jasper, 2006).

All of these questions make it easier to reflect on what happened; they are simple questions that can also be easily remembered. They are helpful for the person to have in mind the main issue of the reflection and the actions that will be carried out from them.

First Practice Period

September 26th - October 14th, 2022

Lesson 2 -September 28th, 2022

Observation Format: Giving Instructions

The class was delivered to the group 3°F on September 28th. In this class, the observation format for the classroom management area of giving instructions had been initially implemented here, which gave relevant information to be analyzed regarding this topic.

The goal of this lesson was that, by the end of the lesson students would be able to compare two products using adjectives (Appendix 10).

The class started with the usual routine, then students were told that in this class they were going to compare some products. They started thinking and mentioning some of the products revised in the last class (supermarket products, bakery products, and clothes store products).

Students were given a worksheet with a reading and some questions. The text was read and students were given 5 minutes to answer. Then three students (Sts B, B1, H) came to the front and answered the corresponding questions, their participation was registered (Appendix 11) and the answers were checked and commented on by the class.

T: "Let's check your answers. Who wants to do the first one?"

St B's answer: Ikon 85 and Pol 56

T: "Number two?"

St H's answer: The Ikon 85

T: "Number three?"

St B1's answer: Because is more smaller and its better for vacations

T: "Ok, good. This would be: Because it is smaller than the Pol 51 and it is better for vacations or traveling."

In the first question, the most common answer was '*digital cameras*', but the correct answer required students to mention specifically the name of both cameras described. In the second question, most students got it correct, since they only had to write which camera the speaker of text preferred. In the last question, most students

answered that the *Ikon 85* was better because it was cheaper than the other. Some of these answers can be seen in the following appendix (Appendix 12).

Students were prompted to focus on the highlighted words (comparatives) to get them to mention what kind of words they were (nouns, adjectives or verbs). It was considered to be useful for students to identify that comparatives refer to adjectives that, as they know, are used to describe nouns.

After that, students were shown some flashcards with adjectives. Some drills were made to review the vocabulary and then three of the adjectives were pasted on the board. Students gave ideas to write sentences on the board using the corresponding comparatives and they repeated them after.

T: “Look at these flashcards. Can you tell me the correct adjective? I will tell you the first one. (Big) Repeat after me.

Ok, so the next one would be...”

Students: “Small”

T: “This one? (Tall)”

Students: “Tall”

T: “And this one? (short)”

Students: “Chaparro; bajito”

St RI: “Short”

T: “Yes! It is short...”

T: “Now let 's write some sentences. Vamos a escribir oraciones con las imágenes.

(Pasting the flashcards of the adjectives young and old)

The baby is younger or older than the grandfather?”

Students: “Más joven; younger”

T: “The baby is younger than the grandfather. Let's write another sentence.

(Pasting the flashcards that correspond to the adjectives chubby and thin)

Let 's give him a name. ¿Cómo quieren que se llame?”

Students: (give some ideas)

St II: “Juan”

T: “Ok, Juan. And a name for him?” (signaling the other flashcard)

Students: “Carlos”

T: “Juan is thinner than Carlos”

Then, a chart was drawn on the board where students had to write the comparative form of the corresponding adjectives and the difference between the simple form and the comparative one was explained. To achieve this, this was done by using color-coding, a strategy where different colors of markers are used to highlight a specific structure, in this case, the ending of comparatives (-er), plus writing the word ‘than’ after each adjective.

Dzulkifli and Mustafar (2012) talk about the influence of colors in memory, stating that: “There appears to be a basis for associating colour and its significant effect on memory abilities. In other words, colour has the potential to increase chances of environmental stimuli to be encoded, stored, and retrieved successfully.” (p. 8), this means that color can work as a stimulus that activates attention and is involved in levels of processing that can be easier remembered.

In the same sense, and trying to also follow Smith’s (1991) Noticing Hypothesis where “nothing is learned unless it has been 'noticed'. Noticing does not itself result in acquisition, but it is the essential starting point. From this perspective, comprehensible input (Krashen, 1970s - 1980s) does not lead to growth in language knowledge unless the learner becomes aware of a particular language feature.” (Lightbown & Spada, 2013, p. 115)

Students found it easy to complete the chart by themselves after some examples were reviewed, because they started mentioning the next answer even when it was not asked yet. This can be seen in the work done in their notebooks (Appendix 13).

In the production stage students were first shown supermarket products (cookies, ice cream, chips, orange, apple). First they reviewed the corresponding vocabulary.

T: “Have you seen these products? ¿Han visto estos productos? Where? ¿Dónde?”

St FI: “En la frutería”

St S: “En Chedraui”

St I: “¿Cómo se dice supermercado?”

St OI: “Supermarket”

T: “At the supermarket or at a grocery store. What is this called?” (showing the apple, orange, cookies, ice cream, chips)

Students: “Apple, orange, cookies”

Then, they were asked to get in pairs and choose two products to compare, as well as writing 3 sentences using comparatives (e.g. the apple is smaller than the orange).

T: “Let’s compare the cookies and the orange. The cookies are bigger than the orange. Now the ice cream and the cookies.”

St QI: “The ice cream is small”

T: “The ice cream is smaller than the cookies.

Now get in pairs and write 3 sentences comparing the products, please.”

In this way, they could use the adjectives reviewed during the class and practice writing their comparative or superlative forms.

Class Reflection

- What?

At first sight this lesson’s objective was achieved since most students delivered correct sentences comparing the two products they selected and they were well structured (Appendix 14). Nevertheless, there were some mistakes regarding spelling with adjectives ending in ‘y’ (e.g. pretty-prettier) where students wrote them the same way (prettyer).

It should be noted that feelings of frustration were present at the start of the lesson as two classes had been lost with this group in the previous week and this put off topics, activities and work in general that had been previously organized as this was something unexpected.

Another perceived worry from the last class had been that students had been too noisy, an aspect which needed my attention.

Even though the activities were accomplished, little participation was observed and just three students were able to have a registered participation, which means that there was little eliciting from the teacher. The only part where learners' attention was caught the most was on the drilling part, probably because they had to look at the pictures and try to guess the correct adjective, which could be related to their competitive side to guess before another classmate. Though this type of production was of a simple one word response, which in this case was not the aim, and encouraging students to articulate a complete sentence was missing.

The trainee teacher's talk, instruction or questions could have impeded or not aided to induce them to any kind of real production or critical thought. It is important to be aware of what one wants students to verbally produce before getting to the class, this way, the type of questions asked can be planned and have a purpose.

- So What?

Having had this experience, the main learning that was obtained from my behalf is the type of questions asked to students. There were some parts of the lesson where participation could have been more encouraged and taken advantage of the topic that was being learned.

Things could have been done differently, more attention to students' behavior could have also existed. This group is a big group and it is sometimes difficult to be aware of everybody, asking direct questions could have helped in this fact and, since the group does not participate as much as other groups, this could have also increased the participation.

It was considered that for further lessons, different strategies that could work with this particular group had to be researched, as well as trying to change some things that were usually done or implemented with the other third-grade group, like the way interaction with students was carried out and how the contents were presented, because at the end of the day, both groups are totally different and some things could function with one of them, but probably not with the other group.

This was a good opportunity to reflect on how the participation strategy was being carried out, which implies the way the teacher instructs it and the energy put into it challenging students. This also gave me information to carefully analyze the factors that can influence the amount of students participation.

- Now What?

With the previous, it became evident that more work on my decision-making skills at critical moments of the lesson had to be done. I had to look for different dynamics that could help me improve the situation with this group and control my emotions such as stopping an activity or letting it continue for a few more minutes, taking time to deal with a difficult situation or move to what was previously planned, or even doing something totally different to what was planned as a result of a specific situation like behavior or lack of participation.

As mentioned before, it is fundamental to plan the questions that will be asked and even the possible answers that students can give, so that the purpose and objectives of a lesson can be totally achieved.

As Scrivener (2005) states: “Classroom management involves both decisions and actions ... The decisions are about whether to do these actions, when to do them, how to do them, who will do them, etc.” (p. 80).

He also mentions that:

“The essential basic skill for classroom management is therefore to be able to look at and read classroom events as they occur and think of possible options available to you, to make appropriate decisions between these options, and to turn them into effective and efficient actions.”

(p.80)

My head teacher made observations related to the voice quality (Figure 6). The group was too noisy and my voice was not loud enough for them. signaling at the beginning of an activity was lacking, especially free activities because some students got confused about when they had to start, an aspect that is totally related to giving instructions, that is an area of classroom management.

It is important to make sure that students understood the given instructions because, as Ur (1999) mentions: “if the students do not understand exactly what they have to do there will be time-wasting, confusion, lack of effective practice, possible loss of control.” (p. 105)

In this case, the observations made by the head teacher were a hundred percent directed to my performance with this group, because, as mentioned before, it is the noisiest of all.

Figure 6

Observation Task: Giving Instructions

17

OBSERVATION TASK Focus: The Teacher

Giving instructions

Task: Observe the instructions the teacher gives during the lesson and complete the table. For each skill, decide how successfully it was achieved, and write your questions for post-lesson consultation in the right-hand column of the table.

Instruction-giving skills	Clear? Not very clear? Unclear?	Discussion points
Signalling start of activity (creating a silence)	Not very clear	First of all get students attention
Use of simple language	clear	
Use of short sentences	clear	
Logic and clarity	clear	
Use of target language	clear	
Voice quality	Not very clear	Speak and give instructions louder
Eye-contact	clear	
Mime, gesture, body language	clear	
Repeating instruction in a different way	Not very clear	Set the instructions to the whole group rather than one by one
Not stating the obvious	clear	
Use of visual aids	clear	
Demonstration rather than explanation	clear	
Checking understanding	clear	
Signalling end of activity	clear	

*Evaluate the instruction-giving that you observed.
Please use the empty space on the previous page to answer the following questions:*

In your opinion, which three elements made it successful? *Visual aids, Use of simple language, checking understanding*

Which elements made it less successful? *Signalling start of activity / Voice Quality*

What are the most important factors for you personally when giving instructions? *Get ss attention*

What will you incorporate into your own teaching after doing this observation task?

Adapted from Tanner R. and Green, C. 1998. *Tasks for Teacher Education*. Longman

Lesson 3 - September 29th, 2022

Observation Format: Conditions For Learning

The topic developed during this practice period was to *Express complaints about a product*, extracted from the national educational program for middle school, Aprendizajes Clave. Lengua Extranjera. Inglés. (SEP, 2017).

Referring to classroom management means talking about the conditions under which learning can take place. It means, according to Scrivener (2005) to developing: “The skills of creating and managing a successful class” (p. 79), which he considers may be the key to the whole success of a course.

This class took place on September 29th in the group of 3^oF. The aim of the lesson was for students to be able to compare electronic products using superlatives. (Appendix 15)

It started by doing the usual routine, which consisted of the students selecting the correct day, month, weather and season of the day.

The vocabulary seen in the last class (adjectives) was reviewed with some flashcards before starting with the topic of the day. Students were shown the image and then they said the corresponding word. The grammar, which was comparatives, was also reviewed; a number of 3 students (Sts D, A1, U) (Appendix 16) were randomly chosen to say their corresponding comparative form.

T: “Let’s review comparatives. Can you tell me the comparative form of these adjectives? Who wants to participate? Number one... cheap”

St D: “Cheaper”

T: “Very good! Number two... pretty”

St A1: “Prettier”

T: “Correct! Number three... cold”

St U: “Colder”

T: “Excellent!”

These interventions were taken into account for participation with a value of \$20 following the criteria from the rubric for participation.

In the presentation stage students were shown an image of an electronics' store, and they were asked which kind of store it was as well as some products they could buy there.

T: "Look at this picture. What type of store is it?"

St I: "Electronica"

St HI: "Electronic store"

T: "What products can you buy there? ¿Qué productos pueden comprar ahí?"

Students: Laptop, computer, phone, television, camera

Then some products (laptop, walkie-talkie, fan, iron, etc) with prices were projected on the board, and they were told to imagine they were going to that store to buy a present, but before doing that, they would have to check the prices because they didn't have too much money.

Students copied the products with their price on their notebooks and analyzed them for a minute.

After that, students completed some gap-fill exercises about the products (e.g. The CD player is _____ the telephone), they had to write the correct comparative followed by the word *than*. Then 3 more students (Sts B, D, M) (Appendix 17) passed to the front to write the correct answers. This participation was considered as one of a \$20 value.

In the next activity three sentences with superlative form were introduced, where students had to first identify which product was the description talking about, and second, say what the sentences meant; identify the difference between comparative and superlative forms (e.g. This product is *the smallest*; it has a cable and it costs \$80). Students identified the ending in both comparative and superlative forms (-er, -est), and then the difference was discussed.

Students answered another chart of adjectives but now the specific selected student had to say the superlative form. In this case, 2 students (Sts M, P) (Appendix 18) participated and if they gave the correct answer, this participation was considered as one of a \$20 value.

In the last part of the lesson, students had to write three sentences with superlatives about the products and the adjectives previously reviewed.

Class Reflection

- What?

During this lesson, a good number of students, approximately 20 out of 46, showed a satisfactory performance while taking part in the activities and answering the exercises, which can be seen in the work done in their notebooks (Appendix 19). For this reason, it was considered that the level and the chosen activities were suitable for them. The work of the sample of students analyzed in the previously mentioned appendix showed they remembered the topic from the last class, continued using them in this one and did a good job with the new structure introduced in this class.

From the 46 students, 7 students had a registered participation that corresponded to the answers to questions made by the teacher, it was reflected that students could have been nudged to articulate complete sentences in some parts of the lesson, where they just said one or two words.

There existed a willingness to participate from a vast majority of the group during the whole class, where students shared their previous knowledge about the topic and the products they were working with, that is why, the tools chosen and applied could have been one of the influencing factors to prove they liked the lesson.

It is important to mention that the seating arrangement in this class was orderly rows. As it was the first lesson in which the topic of this study was officially started to be developed, looking at how students participated and interacted among them in this arrangement was fundamental to know the starting point and the path that was to be followed.

After carrying out all these activities, I could notice that, although students did notice the difference between how comparatives and superlatives are written (-er, -est),

they first had problems identifying the meaning of superlatives, because they kept the idea that just comparatives were used to compare things, no mattering the number of products (e.g. Comparatives - compare 2 things; Superlatives - compare 3 or more things of the same kind or characteristic). When students were introduced to superlatives, they were a little bit confused:

T: “Ok, now look at this sentence’ This product is the smallest, it has a cable and costs \$80’, what product is it?”

St OI: “Is smaller no?”

St AI: “Pero no dice cual es más grande”

St QI: “Falta otro producto, porque solo está hablando de uno y así no se puede comparar”

T: “If it does not say, then it means it is the smallest of all (pointing out at all the products), es el más pequeño de todos”

St G: “El más pequeño es el mp3”

Students: “The mp3 teacher”

T: “The smallest product is the mp3. So the words ending in -est tell us that they are the smallest, biggest, tallest, etc. of all.”

- So What?

I think this lesson showed that adapting the level of the language to the contents is very important as well as choosing a good context so that the students can understand the topics and can be even more engaged with the activities. To do this, according to Abbott, ML. (2018) it is important to begin with “a language needs analysis” (p. 2). That is why, a diagnostic exam was applied to the students before starting the practice period, so that their level of the target language could be identified and analyzed to plan the activities to work with them.

In this class, a lot of materials were not used other than visuals, in this case slides and pictures to support vocabulary, but they seemed well chosen since they attracted their attention and students showed in the answered exercises that they understood the vocabulary. According to Ernestová (1981): “for students it is easier to learn if the new knowledge is associated with images” (p. 5)

This was a satisfactory experience regarding the selection of tools to support the learning process, which was considered as the most representative aspect of classroom management that was present in this lesson. Tools and techniques are included as one of classroom management areas according to Scrivener (2005), where we can find: “the use of the board and other classroom equipment or aids”. (pp. 79-80)

Talking about participation and the type of answers students were able to give, it can be said that, although there existed a good number of opportunities for them to participate, the type of answers they mostly gave were of one or two words, but not a complete sentence. This could be influenced by the type of questions asked, or there could have missed more chances to push and encourage students to give a complete sentence.

- Now What?

This lesson can be used as an example of the dynamic and sequence that should be used with students regarding the level of the language and the engagement achieved. There was no need to use a lot of material, it just had to be attractive for them and meaningful, with possible examples of their daily lives and common situations.

After the class ended, the head teacher delivered the observations made (Figure 7) and most of the aspects that went well during the lesson were agreed by him and my behalf. The head teacher’s perception was that students were engaged and this enabled the participation to be higher, however, not all students were able to participate. Some other aspects which could be improved were in reference to monitoring all students during the whole class, an aspect that sometimes could be a little bit difficult due to the small space the classroom had, since the desks, when arranged in rows, were very close to each other.

Figure 7

Observation Task - Conditions for learning

Conditions for learning

Task: As you observe this lesson, consider the following questions:

What is there about the classroom, the activities, the teacher and the students that helps create conditions for effective learning? What aspects of the lesson might hinder learning?

There may be questions that you yourself would like to ask the teacher about the various decisions taken before and during the lesson. Make a note of these for post-lesson discussion.

3rd F
Sept 29th
2022

Positive factors	Negative factors
The classroom • All ss have a Seat • Board • Energized	The classroom A small space
The activities • Terrific - Suitable for learners	The activities
The teacher • Prepared • Engaged Students	The teacher Didn't ask to the most of ss.
The students • Ss taking Part of the Activities	The students Some of them didn't take part in the activities

Note down what you would like to 'steal' from your mentor to incorporate into your own teaching. This could include personal qualities, teaching skills and techniques, activities, the way the teacher creates a good classroom atmosphere, etc.:

Teacher should go through the rows of the Classroom checking understanding and the work of ss.

Source: Scrivener, J. 1994. *Learning Teaching*. Heinemann

Second Practice Period

November 21st - December 9th, 2022

Lesson 2 - November 24th, 2022

The topic developed during this practice period was to Interpret and write instructions to perform a simple experiment, extracted from the national educational program for middle school, Aprendizajes Clave. Lengua Extranjera. Inglés. (SEP, 2017).

In this class, the topic developed was of review. This lesson was the last one of a series of lessons which covered the language focus, vocabulary and controlled practice

to enable students to give and ask for personal information. This class was delivered in the group of 3^oF on November 24th, 2022.

The focus of this class, regarding the topic of study of this investigation was seating arrangement and interaction patterns. The class started by students being asked to move their seats and arrange them in the shape of a horseshoe.

This particular seating arrangement was chosen for this class since there were two activities in which a horseshoe would be better for students to interact not only with the contents but also with their classmates, as in the production stage they went around the classroom asking and answering questions about their hobbies. With horseshoe seating, as Harmer , (2007:163) states, the classroom is a more intimate place and the potential for students to share feelings and information through talking, eye contact or expressive body movements ... is far greater than when they are sitting in rows, or right behind the other.

Students responded well to this instruction since they commented that they would not usually change the traditional arrangement (orderly rows). There was a student who actually said the following words:

St A: “¿Por qué nos puso así maestra?”

She was asked if she did not like the idea to be arranged in this way, to which she answered: Student A: “No si maestra, está mejor así. Siempre estamos acomodados igual”.

A small yet significant change was made, which in the end might not have entirely aided in the type of task the learners needed to carry out, but did make a positive impact on the way learners perceived the task and how to tackle it.

When students were ready, the class started. The goal was that, by the end of the lesson, students would be able to use gerunds to talk about hobbies. (Appendix 20)

First, some vocabulary regarding hobbies was written on the board (e.g. soccer, cycling, playing video games, painting) and students were asked to think about what those words were. The expected answer for this question was “hobbies/activities”, but

they first started to say the meaning of the words in Spanish, so we reviewed them and then they were told to think what those words refer to, so they gave the answer.

After that students were asked to work with the person next to them to do the next activity. They were given one minute to think about as many hobbies as they could think of. When the time was up, each pair was consulted to check how many vocabulary words they had written and decide who was the winner. The most common words students wrote were: 'play basketball', 'football', 'dance', 'listen music', so it was noticeable that they had an idea of hobbies but did not actually know how to write them in gerund form (-ing).

In the next activity, students were shown some flashcards of hobbies (first the picture, then eliciting the name) and they wrote the vocabulary down in their notebooks. This was done with the first 6-8 flashcards. Then, they were asked to give a sentence with the corresponding image (e.g. She likes cooking). At first, they did not know very well how to make the sentences so they were given an example, then they started participating.

T: "We will look at the following flashcards. Tell me the name of the action. For example this one (running)."

Students: Correr; Run

Teacher: "Running. Let's write a sentence with it. She likes running in the park. Look at this picture and tell me the sentence. (listening to music)"

St T: "He like touching music"

St O1: "He like listen music"

T: "Is it correct? What is the correct form?"

He likes listening to music, right? Remember that with the third person we add s at the end of the verb and we are using gerunds which contain -ing. Se le agrega -ing"

There were some mistakes such as 'He like listen music', 'She likes touching music'. In these cases, the mistake was first pointed out and the correct answer was elicited from students; if not, it was quickly corrected and students were told the correct

answer. Then the rest of the sentences were made. Here, it would have been pertinent just to let students find out the mistake and correct it by themselves, not giving them the answer.

For the next exercise, students were given a short exercise with a dialogue. They had to read the conversation and complete it with the correct form of the words in brackets. It was surprising to see that even though they are in third grade, they still struggled with the verb *To be*, because most of them asked what verb to be it was, so it had to be reviewed again very quickly and in a brief way so that they could complete the exercise.

They were given approximately five minutes to finish, then the exercise was checked.

In the last activity, students were asked to write what their favorite hobby was (e.g. My favorite hobby is...).

T: "Valeria, what is your favorite hobby?"

St D: "Play video games"

T: "Your favorite hobby is playing **ing** video games (emphasizing the "ing" ending).
Very good.

Ana, what is your favorite hobby?"

St H: "My favorite hobby is reading."

T: "Excellent!"

Please write what your favorite hobby is in your notebooks."

St K: "¿Qué tenemos que hacer?"

St AI: "Escribir tu hobby"

T: "Write what your favorite hobby is. My favorite hobby is..."

Then, they had to go around the classroom with their classmates and find someone who had the same hobby as him or her by asking "What is your favorite hobby?", as well as writing down their peer's answers (Appendix 21). Since there was little time left in the class, students were asked to put the desks back in rows before starting talking to each other. This resulted in some difficulty while interacting with

their classmates, since the rows occupied space that students needed to freely move (Appendix 22), an aspect that was considered for further occasions.

Class Reflection

- What?

In this class, I decided to use a different seating arrangement to see if students' participation was influenced by it. The selected arrangement was horseshoe. According to Gower et. al (2005), using this type of arrangement in classrooms with "moveable desks, tables or seminar chairs ... a horseshoe seating will allow easy, face-to-face contact between the students and between you and the students." (p. 22)

At the beginning of the lesson students showed a positive attitude towards the arrangement, perhaps because of it being something novel; they had not had opportunities to work in this way. A different feeling within the classroom was perceived by both myself and students, there seemed to be more space and this gave the students more confidence, because the registered participation (Appendix 23) was higher, compared with the participation from the last class, in which the seating arrangement was orderly rows, having 11 registered participations, chosen by the teacher, as there were more students who also wanted to do it. This also could have meant that the eliciting work done by the teacher allowed students to think more critically, and that the type of questions made stimulated them to participate.

With reference to the interaction patterns in this type of arrangement and this class, it was seen that the type of interaction that predominated the most according to Ur, 1999, was TS (Teacher and students were fairly equally active). This is considered as the teacher presented the structures to work with as well as eliciting answers and opinions, and the students were in charge of answering questions, giving opinions and sharing thoughts with their classmates.

- So What?

Although the interaction between both students and teacher was perceived as better, there were some moments during the class that some students got distracted because they were talking with other classmates.

Regardless, the goal in this class was achieved for the most part. One of the reasons for this could have been because the arrangement caused some students to focus more on the classmate sitting next and talking rather than attending to what the teacher was presenting. More attention to these students who were seated in the end of the horseshoe could have been paid from my part and maybe they could have been asked to change seats.

With this arrangement students were able to clearly see the board and everything that was being either projected, written or pasted on it, so it was one of the greatest advantages it had. Another thing is that students were able to see their classmates, and the process of sharing information promotes interaction, since everybody was watching each other.

- Now What?

After delivering the class and using this type of arrangement, I can say that the good response of students towards this aspect can be taken as an advantage to promote different interaction patterns as well as looking at their performance during the class and how it can impact their amount of participation. The amount of students who participated when using this arrangement was higher than when using orderly rows, which means that horseshoes, as cited before, does or can give students a more intimate space to interact and share their ideas and emotions.

Though I am also more aware of the possible situations that can happen such as students being distracted and talking with their peers (which can also happen with any arrangement), and I can reflect on that to see how I can work with these aspects and improve them so that the stated goals can be achieved. This does not mean this seating arrangement will not be used in later lessons, on the contrary, it means that there can be other factors related to the way instructions are given, how the activities are carried out, the stage in which students are asked to arrange this way, as well as other external factors such as the space, the emotional state of students, the hour, etc., that can influence the results of an action.

At this point I was already looking forward to working with one more seating arrangement which was small groups to compare and contrast the students'

participation, but more than that, look at the benefits of promoting different interaction patterns that can make the process of learning a foreign language more communicative.

Lesson 7 - December 6th, 2022

The class this reflection is focused on was the last of a series of lessons, which took place on December 6th, 2022 with the group of 3^oF.

The sequence of this class was very simple, since students were working on their projects, for which the final product was a poster with the steps to make an experiment as well as its demonstration in the class. It is important to mention that the goal of this class was that by the end of it, students would be able to write instructions to make an experiment. (Appendix 24). Prior to this lesson, students had been exposed to and had practiced with imperatives, sequence words and different types of manuals such as instructions and recipes, to start practicing with the grammar focus they would use in their project.

The class started by students being asked to join their teams and sit with them in small circles around the classroom (Appendix 25). Harmer, 2007, states that “small groups of around five students provoke greater involvement and participation than larger groups” (p. 165). But he also mentions something relevant about this type of grouping: “It promotes learner autonomy by allowing students to make their own decisions in the group without being told what to do by the teacher” (p. 166). Students were notified about what the project was going to be about by projecting some slides on the board that were a visual support for students to understand better.

The evaluation rubric to use was also projected in order to make them aware of the aspects they had to consider and each of its aspects was explained so that everything was clear (Appendix 26).

Then, students were shown some examples of posters with instructions to make an experiment so that they could have an idea of what they were expected to create.

The topics revised during the three weeks that were going to be included in their projects were discussed and remembered (imperatives, sequence words); and finally, the experiments each team was going to be working with were raffled.

Students worked the rest of the class on their projects, each team brought their material to the class and started writing the instructions to the experiments. The aspects regarding the topic of study of this document that were developed were giving instructions, giving feedback, and monitoring students. As Harmer, 2007, suggests, learners were given some time and space for freer production though being monitored at all times to collect examples of what they were doing for later comment and work at the end of the class (p. 172) (Appendix 27). 6 of the 8 teams had finished writing the instructions for their experiments in the target language.

The aspects mentioned above, in addition to grouping students, were also aspects directly related to the topic of this study.

Class Reflection

- What?

Another type of seating arrangement was decided for this class, groups of four as to promote what Marzano et al. (2005) states:

“... group activities can be effective classroom instructional strategies, not only academically but also as ways to develop students’ relationships with one another. By working with their peers, students can learn to express themselves clearly, to listen, to compromise, to value others, and to take leadership roles.” (p. 24)

This gave students the opportunity to work on their communication and cooperation skills, since they had to share ideas of how they would develop the project. Particularly in this group, I was happy to see that they had good interaction among them, and that could have helped them develop good productions.

The pattern of interaction that predominated the most in this lesson according to Ur, 1999, was S (Students active, teacher mainly receptive), as this was observed and heard while monitoring the process. Just some corrections and clarifications were provided, but students took a greater part in the activity.

Students seemed to like working in teams, since when I first observed them, it was one of the aspects I was able to identify, which made me think that it could be an advantage for working in different types of activities.

A satisfactory performance was observable from behalf of students since they were discussing with their teammates about their experiment as well as writing the instructions to perform it and, as mentioned before, the results showed that they were able to have an actually very complete draft of their instructions.

Although there were times in which they seemed to be noisy, through careful observation they were actually talking about the project and that they were involved in the activity. While monitoring I was able to observe students had adopted different roles in the team, there were students who guided the whole team, others that were in charge of the information, others in charge of the visual aspects of the poster; this showed that when working in groups, they tend to have good organization and communication among them to be able to develop a competent product.

Being aware of these aspects is also useful for the assessment, as one can look at the type of work everyone does, which together form the totality of the task.

The positive results of this class could be also a factor of the type of instructions given to students before starting the activity. If students know exactly and explicitly what they are expected to do, they can be clear as well about the pace at which they have to work and what they have to deliver.

With reference to the use of visual aids in this lesson, when the evaluation rubric was shown to students, projected on the board, there was some kind of misunderstanding since the light in the classroom avoided students to clearly see what was being projected. This is an important thing to consider; if students had had the rubric in their notebooks and examples which had been written on the board earlier would have stayed there, students would have been fully informed about what was expected from them and they could also have had the examples as references to go back to as many times as they had wished.

These aspects, as menial as they may seem, also make a difference when enabling learners and when training them to be much less dependent on the teacher. These aspects would be considered for further lessons.

- So What?

After developing the project with this type of seating arrangement where students are able to talk among themselves and try to reach an objective, I can say that this group did seem to perform better when they worked in small teams rather than when they worked individually. This was proved at the time of delivering the instructions for the experiments, since there was not a team who did not deliver them, and most of them were actually written in the target language.

For students to get to this point of being able to write instructions, there existed a process developed in previous lessons with different activities in which they practiced with different elements such as commands, sequence words and imperatives highlighted in different colors for them to be noticeable and remembered easier (Appendix 28), as well as analyzing different types of manuals in which they had to identify the materials used, the purpose and the type of instructions they had (Appendix 29).

- Now What?

After observing the group, as mentioned above, it was noticeable that this group works well when they have to do it in teams, but this also gave me the challenge to try to make them work the same way individually or in pairs.

As stated previously, the objective of the lesson can be considered as achieved and this meant that the process to get there was, in great part, successful; this class consisted of students preparing their project, and that process required them to be previously armed with the tools that would get them to achieve a good result. Thus, the selection of material and activities implemented can be taken as an example of the way teachers can start by giving students opportunities to practice with the language focus from simple and easy activities to a higher point, in which they are asked to perform or develop a more elaborated product.

This lesson, and the ones that preceded, can be taken as an example of a sequence that enabled students to acquire knowledge, step by step, until developing a project using everything that was learned.

Third Practice Period

February 13th - March 24th

Lesson 4 - February 22nd, 2023

Observation Format: Conditions For Learning / Giving Instructions

The topic developed during this practice period was to Guess and formulate hypotheses about past events, extracted from the national educational program for middle school, Aprendizajes Clave. Lengua Extranjera. Inglés. (SEP, 2017).

This class took place on February 22nd, 2023. The goal of the lesson was that, by the end of it, students would be able to formulate and answer wh-questions to write a simple and short biography summary of a celebrity. (Appendix 30)

The class started with the usual routine from the last practice periods. In the presentation stage, students watched a video about a celebrity's life (biography). Students were asked to analyze it, and when it finished, they were asked who the video was talking about and what type of video it was.

T: "We are going to watch a video about a celebrity I am sure you know. Please pay attention

So, who was the video about?"

Students: "Bad Bunny"

T: "What kind of video was it?"

Students: -no response-

T: "What was it about? ¿De qué hablaba?"

Students: "De la vida de Bad Bunny"

T: "Bad Bunny's life. What do you call these types of videos or texts? ¿Cómo se le llama a este tipo de videos o textos? The ones that talk about a person's life"

Students: "Biografía"

T: "How do you say Biografía in English?"

Sts HI, QI: Biography

They were told the video was a biography, and they were asked if they had ever written one. Then, they were also asked what a biography is, and the definition was written on the board. Students wrote it down in their notebooks.

In the next stage of the lesson, students were given a worksheet where they found the script of the video they had just watched. They were asked to look at it carefully and notice it had some blank spaces they would have to complete with the correct word. Most of the missing words were verbs in past form, this with the intention of recycling and hopefully aiding learners to consolidate.

Students then watched the video for a second time and tried to identify the missing words. Since they were not able to get all of the words the first time, they had the opportunity to listen to it again. When they finished listening to the video, they were given 30 seconds to compare their answers with the person next to them.

For the production stage, students were asked to look at the next exercise of the worksheet. They had four wh-questions they had to answer with the information of the video. But before that, students wrote down the different wh-questions they could find (what, where, when, who, why, how), their corresponding definition and an example.

When they finished, they started working on the questions. When the class was over, students delivered their worksheets to be checked.

Class Reflection

- What?

In this lesson, as mentioned by the observer (Appendix 31), the context, type of instructions, didactic material and visual aids used seemed to have been chosen accurately, as approximately 80% of the group was paying attention and attempting to fulfill the tasks requested. The majority of the students demonstrated to be curious about the artist presented, since it is an artist most of them commonly listen to, they could have been engaged with his story of life and eager to know more about him.

The seating arrangement chosen for this class was orderly rows, since most of the activities were designed for a whole class interaction and discussion of the topic, which also enabled all students to clearly and easily watch the video and look at the board at all times of the lesson. As Gower et al. (2004) mention: In class discussion or ‘open’ pairwork, when two students talk across the classroom under your control, giving other students the opportunity to hear, there is no need to change the position of the seats” (p. 23).

When students needed to discuss or compare answers with a classmate, which required less time, they were asked to do it with the person next to them so that any type of disorder and waste of time, to the extent possible, could be avoided. Having students compare answers with their classmates before sharing with the whole group can make them feel more confident about their answers, they are less likely to feel like they are being judged. It can also make them aware of their mistakes and correct them, and will be able to overcome their fear of losing face, which may benefit the amount of participation.

The grammar focus of the lesson was past tense, use of auxiliary ‘did’ and wh-questions. Though students did respond to the controlled practice exercise favorably, the truth is my explanation to the grammatical part of the lesson turned out to be quite long, taking up more teacher talk time than needed, thus providing hardly any opportunities for learners to produce the language themselves. This is why, the interaction pattern, according to Ur (1999), that predominated the most was T (Teacher active, students mainly receptive).

Much less focus on definitions of the question words or even an omission of definitions and a lot more focus on the use of the language, in this case on formulating the questions and responding to them, would have enabled students much more to produce the language. More examples so that students could practice with the language and even understand it better would have been best; while assessing Student “E” it was seen she showed some confusion (Appendix 32), between the meaning of both types of questions and her answers were correct but switched in these two.

- So What?

After delivering the class and checking the students' exercises, it can be considered that the goal was achieved in at least 70% of the class. The majority of the answers students wrote in their worksheets were correct (Appendix 33) and, although they had few spelling mistakes, this shows that they understood the grammar focus: wh-questions, to write short sentences about a celebrity's life, in this case, Bad Bunny's. There was an agreement with the teacher who observed the class that providing more examples and making students use the wh-questions before answering the ones that corresponded to the biography could have been the key element to achieve a total understanding of the topic. Likewise, providing them more opportunities to orally participate would aim to achieve this, as the total participation in this class was of 8 students (Sts C, F, H, H1, N1, O1, R1, T1) (Appendix 34).

Talking more about the instruction-giving skills demonstrated in the lesson and the comments made by the observer (Appendix 35), now it is clear that the aspects which need improvement from my part are the ones related to eye-contact, mime and body language so that students can understand even better each task and activity they have to do, apart from being a support to explaining any topic they could be introduced to in future lessons. Another aspect that requires more work is in repeating instructions in a different way, since I usually use the same words, plus using more simple vocabulary would be a good option. Working on the type of questions asked to make students produce complete and correct sentences that can transmit a full idea or message is something related to this skill as well.

- Now What?

The impressions that this class left were mostly positive, since it was demonstrated, that a seating arrangement such as orderly rows is not negative, it sure can be used, it just has to match with the objectives of the class and the expected type of interactions that want to be achieved so that it can be a support for the learners.

There is surely an interest in continuing using this type of seating arrangement, as long as it can be the best option to work, and it is expected to have similar or better results as in this class, with the reflections and adjustments made in each of the areas of my teaching practice mentioned above, so that it can be as meaningful for students as possible.

Now there is more clarity about giving students more opportunities to participate and share their ideas and, although students were not noticed about the fact that their participation would be taken into consideration in this class as the objective of this research is having students participate without the need of offering any type of reward, they seemed interested in doing so, which can reflect the good work done in the eliciting part. Nevertheless, this eliciting could have been better and on more occasions during the class, so it is something to consider for further lessons.

Lesson 8 - March 1st, 2023

Observation Format: Conditions For Learning

The class started with the usual dynamic in which students say the date and weather of the day. The aim of the lesson was that, by the end of it, students would be able to use modal verbs of possibility to make speculations (Appendix 36).

In the first stage of the class students were nudged to remember the topic of the last class, which was making speculations. They were asked which modal verbs could be used (can, could) and they were told that a new modal verb was going to be used in this class.

Students were given a worksheet with two activities. In the first one they had the dialogues of six different movies with some missing words. They were asked to look at the dialogues and try to think of which word could go in each space.

Then, students watched and listened to the dialogues of the movies and wrote down the words they heard. They had two opportunities to listen to the dialogues and after that, the answers were checked as a whole group.

Students had the opportunity to participate to say the correct answers:

T: "Do you have the answers? Let's share them and complete the text. Vamos a compartir las respuestas"

Science is not good or bad Victor, but it "

St U: "Can"

T: "But it can be used in both ways, yes.

Let's go with the next one. That is why you must always be..."

St H1: "Must"

T: "You must always be careful. Number three, I..."

St C: "Can't cook"

T: "Yes! Then..."

St L1: "Can I?"

T: "The next one. You..."

St T1: "Should"

T: "You should not pass. Please give me a complete sentence. Good..."

St H: "Good morning Dr. Lecter"

T: "Excellent! My name is..."

St F1: "Clarice, may I speak with you?"

T: "My name is Clarice Starling, may I speak with you? Please read the whole sentence. Let's go with the next one. I think I..."

St W: "I think I might understand"

T: "I think I might understand that you did this to start a movement.

Number nine: This is a man who dedicated his life to making..."

St D1: "To making money"

T: "To making money by lying with every breath that he..."

St R1: "With every breath that he could"

T: "That he could muster to keeping murderers on the streets. Very good, questions?"

Since five of the answers consisted of one word, the participation was taken into account as a \$20 one, according to the rubric. The other five were given an amount of \$50, as they included 2 or 3 words in English. In this case, 10 students obtained a participation. (Students U, H1, C, L1, T1, H, F1, W, D1, R1) (Appendix 37)

When all the answers were checked, students mentioned which one was the new modal verb (might).

T: "What modal verbs did you identify? (writing them on the board)"

Students: "can ; could, may"

T: "And we had another one. Which was it?"

Sts G, R1: "Might"

T: "Excellent! The new modal verb is might (underlines it) Let's practice with it"

To practice with this modal verb, in the next exercise of the worksheet students had two columns with five sentences in each. A sentence from the first column corresponded to the response in the second column. Students had to match the sentences correctly (e.g. Where are my keys? - They might be in your backpack). The first one was done as a group, and then they were given 3 minutes to do the rest of the exercise.

For the production stage of the lesson, five more situations similar to the ones in the previous exercise were projected on the board. Students had to read the situation (e.g. George is closing the window) and write a possible response using the modal verb reviewed during this class (e.g. He might be cold). The first two were answered as a group (Appendix 38) and then, they were given five minutes to write the rest.

T: "Ok now I will give you five more situations similar to these. Read the situations and write a possible reason for it. Let's do the first ones together.

George is closing the window. Which can be a reason for George to be closing the window?"

Students: -no response-

St O1: "He has frío. ¿Cómo se dice frío?"

St O1: "Cold"

St A1: "He might have cold"

T: "He might be cold! (underlining the modal verb might) La cierra porque probablemente hace frío, ¿verdad?"

Students: "Yes!"

T: "Number two. Where is my jacket?"

St: B1: "In my house"

St F: "¿Qué significa jacket?"

St O1: "Chamarra"

T: "Yes! My jacket (pointing out at a student's jacket)

So, where is my jacket?, using the modal verb."

St H: "Might be"

T: "It might be, *it* represents the jacket. It might be in..."

St H1: "In your car"

Teacher: "Ok, so the complete sentence please.."

St H1: "It might be in your car"

T: "Excellent! (writing it on the board, underlining the modal verb) Now please write a reason for the next situations. You have five minutes."

When they finished, three students participated to write their sentences.

T: "Let's check what you wrote. Who wants to do number three..."

St J1: "Yo!"

T: "Yes. She is carrying an umbrella..."

St J1: "It might be rain"

T: "Ok, what is missing?"

St H1: "The *-ing*"

T: "It might be **raining** (emphasizing *raining*), very good!

Number four, Susan is not answering her phone..."

St A1: "She might be sleeping"

T: "Excellent! And number five, He has his headphones on..."

St M: "He might listening to music"

T: "Good, he might be listening to music. Very good guys"

Their sentences allow them to earn amounts of \$100 and \$200, since they gave complete sentences.

Class Reflection

- What?

In this class, the main focus relied on the changes made to the participation strategy, which suffered a slight change in the way it was to be registered.

Each student was given a qr-code that was pasted in their notebooks. Every time they participated orally, their code was scanned and their participation was

automatically registered in the corresponding app, that in this case is called “*Plickers*” (Appendix 39), available in mobile and web version.

Since the time students were told that this was going to be the new way to register their participation, they seemed excited although they were not sure about how it was going to function, but once they saw it, the 100% of students in the classroom seemed to be attracted by this new method, when it was implemented with the first student who participated. By having looked at their behavior towards this, they apparently might not have experienced this type of strategy before, so it was a good way to engage them and have their attention.

This method had positive results as 13 were the total of students who participated, which exceeded the average of students who normally participate: 6 or 7.

My head teacher agreed on the fact that this strategy caught students’ attention and allowed me to have: “most students involved in the whole class, grading them by using an electronic code, gave a great dynamic to the class” (Appendix 40).

With reference to the accuracy of students’ performance during the class with the topic and grammar focus, after eliciting participation and checking their worksheets, an approximate of 60% of students struggled to identify some words of the dialogues like *might* and *could*, as when asked, the majority remained silent, and just a few wanted to participate to say the correct answer, as it was cited before. This could have been because of the pronunciation or accent of the characters in the video.

On the other hand, around 90% seemed to have no difficulty in recognizing the modal verb *can/can’t*, since almost everyone had it correct in their worksheets and when the answers were checked as a plenary a good amount of students raised their hands to participate to say these modal verbs.

They seemed to understand the modal verb ‘*might*’ to talk about possibility, since their answers for the last exercise were mostly accurate.

It is important to mention that the seating arrangement implemented in this lesson was orderly rows (Appendix 41), since the activities were thought to be discussed as a whole group, and since students were going to be looking at the board constantly, this arrangement was considered the best option for those purposes.

Since there existed a good amount of students participation during the whole class, the interaction pattern that could be said was present, according to Ur (1999), was TS (Teacher and students fairly equally active), as the teacher played the role of guide for the activities but students were the ones who took part on them and shared answers with both the teacher and their classmates.

- So What?

This class provided myself with practical and constructive feedback about how innovative strategies using and taking advantage of the tools we have in our hands can have productive results regarding the specific aim of our lesson and the aspects that want to be addressed, in this case, students' participation.

It was pleasant to see the impact that technology can have in our classrooms and the benefits we can take from it if we think on how it can be integrated in the different lessons for different topics.

Students are already accustomed to use and see technology in their daily lives so if they have the opportunity to use it as well at school, it might have a positive impact on their learning and can take them out of the ordinary. This way, they can feel engaged and attracted by these resources, which can be an advantage for teachers too.

My head teacher mentioned that a negative aspect that could be present in the classroom is that, since it is a numerous group, it is sometimes difficult to pay attention to every single student, as well as monitoring them during the different activities. Therefore, it is my obligation to reflect on this aspect and look for options that can help me get to as many students as possible.

- Now What?

For future lessons, practice periods, and my teaching practice, using the qr-codes for registering participation will be a must. It is a strategy that is not always experienced by everyone and having the opportunity to implement it in an EFL lesson gives students one more reason to become interested in learning the language.

“The resources that are currently available are truly amazing. As we shall see, they offer an amazing variety of routes for learning and discovery. Yet we should not see

them as methodologies for learning, but rather as tools to help us with whatever approaches and techniques we have chosen to use” (Harmer, 2007, p. 176).

The factors that seemed to influence the amount and quality of students’ oral participation were prompting students, in which the questions asked were aimed to expect full sentences, but having a previous model and practice of the expected production, so that it could have the favorable results it had. Another influencing aspect, mentioned before, was innovation, in this case technology, from which we can take a lot of advantage for both teaching and learning processes. It was a sum of different areas of classroom management, which also included tools (board, projector, videos) and seating arrangement, that enabled students to have a satisfactory performance during the lesson.

Lesson 10 - March 7th, 2023

This class took place on March 7th, 2023 in the group of 3^oF. The goal of the lesson was that, by the end of it, students would be able to ask direct yes/no questions in present simple with verb to be and auxiliary does to guess characters in a board game. (Appendix 42)

First, students were asked the date and it was written on the board. Then, students were told they would start with a topic related to the ones from the last lessons which was called *Mysteries*. Students were asked if they knew what a mystery was and if they liked mystery stories.

After that, students were told that in this class they would start working on mysteries in a very fun way. Three questions were written on the board: *What is the name of the board game?*; *Give an example of a question asked by the players*; *Who wins the game?*; and students copied them in their notebooks, they were briefly reviewed and then, students watched a short video and tried to answer the questions. They watched the video twice so that they could understand it better and have the answers.

Some students participated to answer the questions (Sts H1, A, A1) (Appendix 43) and they were written on the board so that everyone could read the correct answers. (Appendix 44)

T: "Have you got the answers? ¿Tienen las respuestas?"

Students: "Si; yes"

T: "Number one, what is the name of the board game?"

Students: Adivina Quien

St A: "Guess Who"

T: "The name of the board game is Guess Who, good.

Number two, Given an example of a question you can ask to play the game. De las que venían en el video"

St H1: "Do you have gray hair?"

T: "Very good, what other question was mentioned in the video?"

St J1: "Do you have a bear, algo de un oso"

T: "Do you have a beard? (point out the word beard). What is a beard?"

Students: -no response-

T: (touching her face, where the beard is) "Men have a beard"

St G: "Barbilla"

St Q1: "Barba"

T: "Exactly.

And number three, Who wins the game?"

St II: "El niño"

St S: "El que adivina el personaje"

T: "In English"

St A1: "The player who guess the secret person"

T: "The player who guesses the secret person"

In the practice stage of the lesson, a card from the board game 'Guess Who?' was projected on the board. Students were asked to look at the characters and to the structures (Is he/she... ; Does he/she have...), they were also asked to think of some questions they could ask about the characters using the two structures. The examples

were written on the board (e.g. Is he a man?/Is she blonde? ; Does he have brown eyes?/Does she have curly hair) and this was taken as participation (Appendix 45).

T: Look at this card from this board game. Look at the characters and this structure to ask questions. For example, por ejemplo: Is she...”

St FI: “Rubia, güera”

T: “Is she blonde? ¿Es rubia? Yes, she is or No, she isn’t
Does he have...”

St UI: “Have black hair?, ¿tiene cabello negro? “

T: “Does he have...”

St UI: “Does he have black hair?”

T: Yes, does he have black hair? Yes, he has or No, he hasn’t
Another example...”

St MI: “Is he man?”

T: “Is he a man?, ok. And one last example...”

St FI: “Does he have a beard?”

T: “Very good.”

For the last activity, students were asked to choose a pair and get in small groups with another pair, so that they could be 2 vs 2. Each pair was given a card from the ‘Guess Who?’ game and they were allowed to play. While they were doing it, they had to write in their notebooks the questions they asked to the other team.

Class Reflection

- What?

In this lesson, a traditional board game that the majority of students previously knew was adapted for the topic and language focus. Students seemed to be engaged with the activities and interested in the topic. It was a way in which they could actually learn the language and practice it in a fun and different way that they could even notice.

The seating arrangement chosen was groups of four (2 vs 2) (Appendix 46), through which students were able to practice with the language and develop oral interaction. They seemed to be engaged with the last activity since they thought they

were only 'playing' instead of actually practicing and producing the language. They did write the questions they asked the other teams and were focused on the task.

It was considered that the principal aspects of classroom management in this lesson were seating arrangement and monitoring. Students were monitored during the free practice to ensure they were actually working on the activity and solving any doubts present. While monitoring, it was observed that students were really involved with the activity, they made an effort on asking in the target language, not letting the set task behind at least during half of the activity, which can be noticed in the work done in their notebooks.

- So What?

Having students work in this form, allowed to have their attention and have them produce the language. Even though, while monitoring it was observed that most of the first two questions students wrote using the given structures were accurate, the next two or three had some grammar mistakes or were written using the other structure which was not the expected one (e.g. Is she red hair? - instead of: Does she have red hair?) (Appendix 47), however, there were other students who were able to write complete questions just with few mistakes (Appendix 48).

Students were told to remember to use and follow the given structure that was also on their cards, however, they were so immersed in the game that some students were not aware of this. It is possible that students lost the flow of the task and its aim while playing; they could have forgotten they were in the class and not just playing.

This could have been different perhaps if, at certain times of the production stage, students, as a group, were asked some of the questions they were writing, and if there were any mistakes, correct them together so that everyone could be conscious of them. Another practice required here was creating a silence, so that the entire group could listen to the observations made and they could be aware of the mistakes and avoid making them if they had not, or stop making them.

- Now What?

After this experience, the main learning acquired was that adapting materials students already know is a good way of having their attention, since they already have previous

knowledge about it and they tended to participate so that their classmates, and even the teacher, could notice it. This could have given them a feeling of being recognized by others in the group and could have motivated them to pay more attention and take part in the different activities.

It is very important to monitor students, especially during group work, because they are more likely to get distracted and this, therefore, requires more guidance and care by the teacher while the task is being developed. It should be a basic thing any teacher should do and work on.

It was good to see that in the first three questions the teacher asked, students were able to articulate and make complete sentences in the target language. Encouraging students to articulate full sentences is the first step to making them aware of their own and their classmates' possible mistakes, it can provide them with an idea of the type of answers they are expected to produce, no less, in order to put them on the road of starting improving their language skills in a way in which they can actually be conscious of what they already know and what they are missing. This would also serve as a factor to increase the amount of 'money' they earn, directly impacting the frequency and accuracy of the oral participation.

Regarding the language focus of the lesson, alternating small group interaction and whole class interaction might have helped students to keep in mind what they were doing and avoid the grammar mistakes they made.

Lesson 11 - March 9th, 2023

Topic: The Teacher's Action Zone

This class was delivered to the group of 3^oF on March 9th, 2023. The goal of the lesson was for students to identify elements of a mystery story (Appendix 49).

To start, students were told that for their final project they would have to write a mystery story. They were asked if they remember that in the last class they talked a little bit about mysteries.

They were also told that in that class, they would read a mystery story, but before that, they were asked which elements they thought a mystery story had: *What elements does a story have?, Which elements do you think a mystery story has?*

The teacher elicited some answers and then projected some slides with the information. Students copied it in their notebooks and commented on them:

T: "Today we are going to read a mystery story"

St OI: "Una historia de misterio"

T: "Yes! But before that, antes de hacerlo, What elements does a story have?"

St JI: "Personajes"

St D: "Characters and title, título"

T: "OK, a story has a title and character. (writing it on the board). What else?"

St FI: La trama

T: "A story has a plot, what else?"

St HI: "A story has a place"

T: "A story has a setting, good.

Now, which elements do you think a mystery story has?"

Students: -no response-

St OI: "Un misterio. A mysteries"

T: "A mystery, yes. What about the characters?"

St OI: "Asesinos"

T: "A mystery story has murderers"

St LI: "It has a detective"

T: "A mystery story has murderers and detectives

I will show you some elements a mystery story has, please copy them in your notebooks."

The teacher trainee gave a brief explanation of each element. (e.g. *A detective is the person who tries to solve the mystery; A crime is an act against the law; A suspect is a person who might have committed the crime*)

Next, as a group, students read a mystery story and then, in small groups they tried to identify its elements; the ones they previously reviewed. At the end, they had to find out and guess who the killer was and write it down in their sheets.

Since the story was a little bit long, it was necessary to go back to some parts to clearly understand it, that is why the last activity planned for them in the production stage could not be developed as there was no time left, this was unplanned. This resulted in a lesson mainly focused on reading where students had little opportunities to produce the language, however, it was considered that the aim of the lesson was achieved, since students were able to identify the elements of a mystery story.

Class Reflection

- What?

As mentioned before, the aim of the lesson was for students to identify elements of a mystery story. First, students were introduced to each element and some examples so that they could be as clear as possible. Something that helped achieve this objective was that students already had a notion of these elements, so it was, at some point, easier for them to understand the elements presented.

It can be said that, having students reading the mystery story as a whole group was a good choice; the story was a little bit long and required students to clearly and totally understand it, since they had to guess who the killer was, so if they did not understand it, it would be impossible for them to get to know and guess which character was the responsible of the murder.

Reading it as a group provided opportunities for students to openly ask questions and solve their doubts, as well as listening to their classmates', so everyone benefited from this type of group work; everyone gave their points of view and at the end, it was observed, by the work students did at highlighting the elements (Appendix 50), that at least the 80% of the group understood the story, they correctly identified its elements and guessed who the killer was, which they wrote on their sheets.

- So What?

Despite the fact that a satisfactory performance from students while presenting the topic and carrying out the activities was observed during this lesson, there were missing opportunities for them to participate. Most of the activity was done by the teacher as she introduced students to the topic, explained it, and guided the reading part. This was clearly pointed out by the head teacher in the observation format (Appendix 51), it was

mentioned that students were not called upon to respond to questions since the teacher did not ask them.

Students were reading and listening instead of speaking or writing during most of the lesson, and although it is not bad or uncommon for students to have lessons in which they work more on a skill, in this case reading, that could be more suitable for classes with a higher level of the language because with this type of classes, it is important to keep students participating, keeping them involved and communicating something.

- Now What?

After this experience and some situations similar from previous lessons, a deeper reflection of how teachers can elicit students' answers and participation came about.

It is important to recall that the aim of this study is to increase students' participation with the support of classroom management strategies; even though inside this aim is the fact that students would increase their participation without having a reward for doing so, this eliciting part should exist so that they can be able to have opportunities to develop their language skills.

Nevertheless, it is also good to see the positive parts of the lesson and of the teaching practice. During this lesson the choice of visual materials helped students to understand the topic; it was also mentioned in the observation format that the seating arrangement had been accurate for students to be aware of the subject.

From this last point, it can be said that there has been an improvement from my behalf regarding the choice of the seating arrangement for each lesson, considering that it has been mentioned not just in this observation, but in previous ones as well. The choice of a specific seating arrangement to work with, of course, needs to be carried out taking into consideration the purposes and goals of the lesson, the type of interaction that can increase opportunities to produce the language, and needs to be a support for learning.

Lesson 12 - March 14th, 2023

Topic: The Teacher's Action Zone

This lesson was delivered to the group of 3^oF on March 14th, 2023. The main goal of the lesson was that, by the end of it, students would be able to make speculations using the modal verb *might* about the elements of a mystery board game. (Appendix 52)

To start, students were asked if they like board games. They were also asked which board games they knew already and which ones they liked. The most common responses were monopoly, one, and guess who. They were told that in this class, they would turn themselves into detectives to play a board game called '*Clue*'. The majority of students did not know the game, so that caused them to be curious and pay attention to the rules that the teacher trainee started to explain.

Students were numbered from 1 to 8. According to their number, they would get in the corresponding group, so that at the end, there would be eight teams. The space in which each team would be placed in the classroom was informed, and students started moving the desks until everybody was in the corresponding group. (Appendix 53)

After that, a chart was drawn on the board with four columns: suspect, job, place and object. Each team was given 4 cards. Teams number one and two were asked to write a name in each of their cards; teams three and four had to think of jobs and write them in the cards; teams five and six wrote places in each of the cards; and teams seven and eight had to write objects. (Appendix 54)

Students handed out their cards and the teacher trainee filled out the chart previously drawn on the board. (Appendix 55)

Next, the cards were shuffled and each team was given one card of each category, to have four in total. The cards each team had were the clues they had to know which suspects, jobs, places and objects were not the correct answers. The teacher also kept four cards, which were: Plutarco, teacher, castle and rock; those were the answers students would have to guess in order to solve the mystery and find out who the killer was.

Each team was given an opportunity to say their thoughts on who the murderer was until a team could, correctly, guess it.

Before starting the rounds, each team was given three minutes to think and comment on which was going to be their first answer. When they participated they used the next structure: *We think it could/might be (suspect), who is a (job), at the (place), with a/an (object)*, which was written on the board for learners to use when formulating their sentence. (Appendix 56) Each blank space, as observed in the picture, was given a number from 1 to 4, which corresponded to each column of the chart (1- suspect, 2- job, 3-place, 4-object), so that students could guide themselves, in case they had forgotten the example given at the beginning of the activity, and could use the structure as accurately as possible each time they were required to.

Students participated and tried to guess the correct answers; each time they gave a wrong answer that word was crossed out and so on, until a team won. When the last team was a hundred percent sure of who was the killer, they used the following structure: *It must be (suspect), who is a (job), at the (place), with a/an (object)*.

Class Reflection

- What?

In this lesson, students had the opportunity to review the modal verbs ‘could’, ‘might’ and ‘must’, as well as learning new vocabulary related to mystery stories. They were able to do it, like in a previous class, with a board game.

With the last experience where a board game was used to work on grammar, it was learned from my part that students always need to be conscious of the fact that, even though they are playing, they are still in a class and they have a task to do.

In this lesson, this board game provided students the opportunity to play it as a whole group, which enabled having their entire attention to the game, but not forgetting that they were doing a task. Having students propose the characters and other elements of the game made them even more interested in it, since they used funny names and unusual objects that I would probably never have thought of. This also gave it their personal hallmark.

Talking about interaction patterns and seating arrangement, students worked in small teams of five people. The interaction pattern predominated, according to Ur (1999) was *S* (Students active, teacher mainly receptive), this was considered as students had to discuss with their teams basically during the whole lesson, and the teacher just acted as the ‘monitor’ to guide the activity and the order of participation of each team.

They had already worked with this arrangement, but in this lesson they were not able to choose the people they wanted to work with, so it gave students the opportunity to interact, share ideas and talk with people who they probably had not talked too much to, at least, formulating the sentences in the target language and agreeing on how they would do it, which they could have also done by writing down the sentences given by the other teams and correcting them if there were mistakes.

It was perceived that they had a good relationship even though they do not work with each other very often, and when the activity was being developed, they seemed to be quite more focused and attentive, however, there was some noise still. This was backed up by the head teacher’s comments. (Appendix 57)

- So What?

During this lesson, group work was carried out differently from previous times, in which students were able to choose their teams, and it was opportune to see that it gave better results than in the last occasion.

“Another key to effective group work is to make sure the purpose of the task in groups is clear to students” (Marzano et. al., 2005, p.30). Students were aware of the objective of the activity and of the game from the beginning of the class and it was repeated on several occasions so that they could not lose track of it; this could have been the key aspect that led to the expected results regarding their interaction and the task.

From this experience it can be recalled the importance of interaction in the learning process. As it has been mentioned earlier, interaction gives students the chance to exchange ideas and thoughts, and when this interaction is done with small groups,

students can also work in decision-making skills, as in this class, among others, that contribute to their language learning.

- Now What?

The lesson gave the expected results regarding students' performance. This activity was implemented in another group and it was excellent to see that this group had a better performance. The aim is not comparing both groups, because they have different characteristics, but the truth is that having had the opportunity to reflect about the other group's performance, gave myself the opportunity to make the corresponding adjustments and decide different things such as the way students would be grouped, the order in which each group would participate, and the elements the game would have, so that this lesson could have the results that were wished to obtain since the time it was planned.

Nonetheless, there are some other aspects that require improvement, these are the ones related to the amount of noise students can make when working in teams.

Lesson 13 - March 15th, 2023

Topic: Giving Instructions / The Teacher's Action Zone

This class took place on March 15th, 2023, in the group of 3^oF. The main aim of the lesson was that, by the end of it, students would be able to start the draft of a mystery story (Appendix 58). This lesson was the first of a series of linked lessons aiming to develop the project of the unit. Considering the aim of this research, this lesson's description was shorter, since it was mainly focused on students' writing skills rather than speaking.

Students started by saying the date of the day. Then, they were asked to remember the topic they had been working on in the past classes, and they were told that in this class they would start working on their project, which consisted, as they were mentioned before, of writing a mystery story.

Students remembered the elements of a mystery story, after that, they chose their team to work with. The project was done in teams of three people. (Appendix 59)

Each student was given a writing guide (Appendix 60) in which they found different questions that would help them start thinking about which characters, setting, clues and distractions they would like their mystery story to have.

Before they discussed and answered them, as a group the questions were read and reviewed to solve any doubt that could be present in order to clarify them.

Students had the rest of the class to answer the questions, which were 15 in total, and they were monitored by setting aside some time and passing with each time in order to look at their progress, and clarify possible doubts.

Class Reflection

- What?

In this lesson, the teacher's action was minimal, since students had the majority of the lesson to work on the task and discuss with their teams. For this reason, the interaction pattern that predominated in this lesson, according to Ur (1999), was SS (Students very active, teacher only receptive).

The aim of the lesson was for them to start the draft of their story; they worked at a good pace, and at the end of the lesson 11 teams from the 13 made, delivered an advance of their draft.

From the 15 questions they had to answer, 2 teams finished all of them by the end of the lesson (Appendix 61), 2 more teams answered around 8 to 10 questions (Appendix 62), 7 teams answered from 5 to 7 questions, and the 2 teams left did not deliver any progress.

These results showed that, although students did know the elements they were identifying for their stories, some teams occupied so much time on thinking about the characters and their characteristics, as well as choosing the setting of the story.

This could have been solved by giving students options already established so that they could just choose between those options. Another thing that could have made the lesson's flow more productive, not only from my own perspective but also from the perspective of the teacher who observed the class, as mentioned in the observation format regarding the teacher's action zone (Appendix 63), could have been determining

times in which the teacher could check a small advance, so that students could be even more focused on the task.

- So What?

Despite the fact that at least 10 from the 13 teams were actually working on the task and discussing it, there were 3 teams which struggled on doing it, either because they were distracted, or even because they were trying to write their points in the target language. This led to a reflection about setting times throughout the lesson in order to achieve more control of students and the activities they deliver.

The type of instructions given to students to carry out the activity, according to the observer (Appendix 64), reached the objectives so that everyone could easily and clearly understand what they would have to do. Despite this fact, there were still these 3 teams who did not make a great advance. These teams could have been more closely guided and accompanied so that they could make a bigger progress.

It is important to remember that there are external and personal factors that can influence students' behavior or attitude on certain days, and it is also important to be emphatic and look for different options and ways to take in these types of situations.

- Now What?

The lesson gave some points for further discussion and reflection on my behalf; there is no lesson that can be perfect, but working and being aware of, as most aspects inside the classroom and probable situations that might happen, as possible, could add to the teaching practice more elements to deal with these.

The aspect that was perceived to have an important improvement from my behalf is instruction-giving skills. Not only from the comments and observations obtained, but from the way they have now been 'unconsciously' given from my part. Now, there is more confidence about the time they should be given and the vocabulary they should include in order to be quickly understood by the students. This also includes the type of body language that is used to complement them and, regarding the time when they are given, relate to the fact that, for example with this group, if instructions are not given before students get in teams, then they will be more distracted and not sure

about what they have to do, which can lead to negative results and performance during the time allowed for developing the given task.

Of course, there are still details that require more work, but it is favorable to start looking at

the progress I have made as a teacher.

Lesson 16 - March 22nd, 2023

This class was delivered to the group of 3^oF. The main goal of this lesson was that, by the end of it, students would be able to make a poster about their mystery stories (Appendix 65). It started with the usual routine of the day.

First, students made a review about the elements of a mystery story by using the next structure: In a mystery story there is / there are... (Appendix 66). Nine students participated (Sts H1, L, T1, I, T, H, F1, G1, A1) (Appendix 67) to say one of the elements they remembered and then, the whole group was asked if they had any doubts regarding the topic.

T: "Let's remember the elements of a mystery story. Who wants to participate?"

In a mystery story there is/there are..."

St H1: "A victim"

T: "In a mystery story there is a victim. What else?"

St L: "Detective"

T: "In a mystery story there is a detective, good. What else?"

St H: "There is suspense"

T: "In a mystery story there is suspense. Ok"

St T1: "Plot"

T: "In a mystery story there is a plot. Use the structure please"

St F1: "There are suspects"

T: "Yes, what else?"

St G1: "In a mystery story there is a setting"

T: "Excellent. What else does a mystery story have?"

St I: "Un testigo"

T: "How do you say testigo?"

St HI: “Witness”

T: “Ok so the complete sentence would be...”

St I: “There is a witness”

St HI: “In a mystery story there is a witness”

T: “Well done! What else guys?”

StT: “A evidence”

T: “In a mystery story there is... And what else does it have?”

St AI: “In a mystery story there is a problem”

T: “Very good! Do you have questions about these elements?”

St OI: “Setting es un lugar ¿verdad?”

T: “Yes it can be a school, a house, a park, etc”

Second, students were asked if they had brought the material they needed to make their posters, to what twelve of the thirteen teams answered they had. The team who did not bring the material was asked to do it in white or color sheets.

Students had worked on their mystery stories in previous lessons so in this class they were only required to portray their story in a representative poster.

The story was written in teams of three and four people, from which two of those teams had not delivered their story to be checked before.

Students were told that the elements previously reviewed and written on the board, if it was the case, would have to be identified and highlighted or underlined when they wrote the story on the posters.

They were set a first cronometer of fifteen minutes; by the end of that time the teacher would pass to each team and register the progress they had made, which gave the following results: three teams had finished writing the story and adding pictures/drawings on the cardboards or construction papers and they were just missing identifying each element with a different color; two teams had finished writing their story on the cardboards but they were missing adding pictures/drawings and identifying the elements; one team had finished with the drawings the would and and were missing writing the story on the cardboard; five teams were missing to write half of their stories on the cardboards; one team did not had any advance more than writing the title; and

one team, which was the one who did not had material, was still looking for it (Appendix 68).

After this time, the teams who had not finished were given five more minutes to finish their posters, and at the end of the class, the ones who were finished delivered their posters, and the ones who missed things to add, asked for permission to finish it for homework. They had permission to do it, however, their final progress they were able to make was registered and a photo of it was taken (Appendix 69).

Class Reflection

- What?

In this class, students were able to create a poster, by using their creativity, that could represent their mystery story. They had previously written and delivered their mystery stories, except for two teams, the same who had brought it to the class this day, but one of these was written in spanish, which resulted in a difficulty given the fact that they had to finish their posters by the end of the lesson and writing it in English will occupy most or even the whole time destined to it.

They were given support to translate it, but there was not enough time to be with them the whole class.

Talking about the rest of the teams, it can be said that half of them (seven teams) made a great performance, since they delivered their posters with the required elements on time. They had an approximate of 30 minutes to develop the task, which was considered enough time as they had already everything to make the poster.

There were teams who wasted time while doing the activity even though the timer was being projected on the board. They were a little bit distracted talking to each other, and one of the teams, who finished very early, also influenced this distraction.

There surely had to be a previous design of another task for those who could finish earlier than expected, and probably this could have helped the rest of the teams to avoid losing their track and rhythm while working.

Students in this case showed themselves more noisy than usual. This could be due to the fact that the task they were asked to do was not ‘challenging’ them enough, or maybe there was another external reason.

Asking questions while students were working with their teams could have helped to have everyone’s attention and reduce noise. This could have also helped to increase the opportunities students had to participate, because, although there was a good number registered, having more would have been even better. Four of the nine interventions of students were in complete sentences using the target language, although some of them had mistakes that were addressed as a group, there existed an increase on the amount of money earned by students. These were taken into account depending on the type of answer they gave, which went from \$20 (5 students), \$50 (2 students), to \$100 (2 students) according to the rubric for participation.

- So What?

Having students do teamwork is, for sure, not easy. Students are exposed to different interaction patterns where they are able to communicate and share ideas; nevertheless, it is important to make sure that these interactions are occurring in the target language, at least most of them, because at the end of the day what EFL teachers want is having students produce the language, and even though it is a process where they are able to use their mother tongue to understand some specific things, especially if the interaction is just between students, a guidance and active monitoring should be carried out.

In this class, more energy from my behalf was missing. Students at this age, and in a numerous group, are a big challenge, therefore, they require even more energy from my part than the one they all together have.

Talking about their performance, they usually show a good one when they work in groups. This has been mentioned in previous lessons’ descriptions of this document; they like to work in groups and it is an advantage for both the teacher and them to develop a task working in this way, as they always give prudent products. That is why teamwork will be continuing to be used for further lessons for sure.

Something that supported students' participation again in this lesson, was having the structure they would have to use written on the board, considering that they can go back to it if they forget it.

- Now What?

Having had this experience, the main learning relies on the fact that more strategies of control must be implemented and tried with this group when they are noisy as they were in this particular lesson, and specially when they work in teams, because, although noise does not mean they are not working, there can still do it with a more reduced tone of voice, for example. Also working in teams is a scenery where they are more susceptible to get distracted with their classmates or get to the point of wasting time due to this.

Setting a specific time in which they had to deliver a type of progress during a part of the lesson was a good option, it is now important just to pay more attention to certain students, to accompany them in the process and try to have everyone develop the same advance or get to similar points and have an equilibrium.

Analysis And Interpretation Of Results

Diagnostic Exam (Final Application)

The final application of the same exam used for the diagnosis of the group was applied on April 27th, 2023. This time, 43 students out of 46 were tested, obtaining the following results.

In the first part of the exam, which corresponded to the reading part, 24% of the group (10 students) obtained an A2 level, 44% (19 students) obtained an A1, and 32% (14 students) obtained a Pre-A1 level of the language.

On the next part, that was writing, 19% of the group (8 students) had an A2 level, while 44% (19 students) had an A1 level, and 37% (16 students) had a Pre-A1 level.

Talking about the listening part, the obtained results showed that 16% of the group (7 students) registered an A2 level, 42% (18 students) had an A1 level, and another 42% (18 students) had a Pre-A1 level.

In the last section of the exam, speaking, 5 students who represented the 11% of the group obtained an A2 level, while 19 students representing the 44% obtained an A1, and another 44% had a Pre-A1 level. (Figure 8)

Figure 8

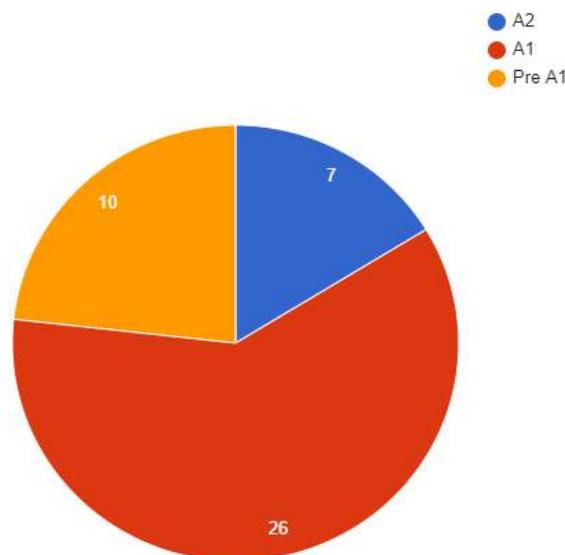
Final diagnostic's results - number of students placed in each level



In general, 7 students, which represent 16% of the group, acquired the necessary percentages to obtain an A2 level of English. On the other hand, 26 students, 61%, got an A1 level, and 10 students (23%) had a Pre-A1 level of the language. (Figure 9)

Figure 9

English level 3°F - final evaluation



Comparison Of Results From The Diagnostics

After applying the first diagnostic, and then working with the students for 8 months until it was applied again, there were changes in basically all the numbers and percentages obtained in each of the tested skills, having a good increase in students' level of English.

The results to the reading exam, showed that the percentage of students who got an A2 level remained the same with a total of 10 students; in the percentage of students who got an A1 there was an increase of 18% since the number increased from 11 to 19 students with this level; the percentage of students with a Pre-A1 level decreased from 51% to 32% of the group.

Regarding writing, the results yielded that there was an increase of 3% of students with an A2 level, while from 15 students placed in an A1 in the first examination there was an increase to 19, and a decrease of 12% was obtained in students who got a Pre-A1, having from 21 to 16.

In listening, the percentage of students who obtained an A2 increased from 2% to 16%; in A1 level there was also an increase from 28% to 42%; and in the Pre-A1 there was a decrease in the amount of students with this level, since in the final test 18 students were placed in this level compared to the 30 that had it in the first application.

Finally, talking about speaking, which was the main focus of this research, the obtained results were satisfactory as in the first diagnostic only 2 students were able to obtain an A2 level and in the final diagnostic this number increased to 5. In the A1 level the percentage increased from having 17 students, which represented 39% of the group, to having 44% (19 students), and in the Pre-A1 level the percentage could decrease from 56% (24 students) to 44% (19 students).

From a general perspective, the level of English of the group increased, from 2 students to 7 in the A2 level; from 20 to 26 students in A1, and from 21 to just 10 students in the Pre-A1 level.

Analysis Of Comparison Of Results

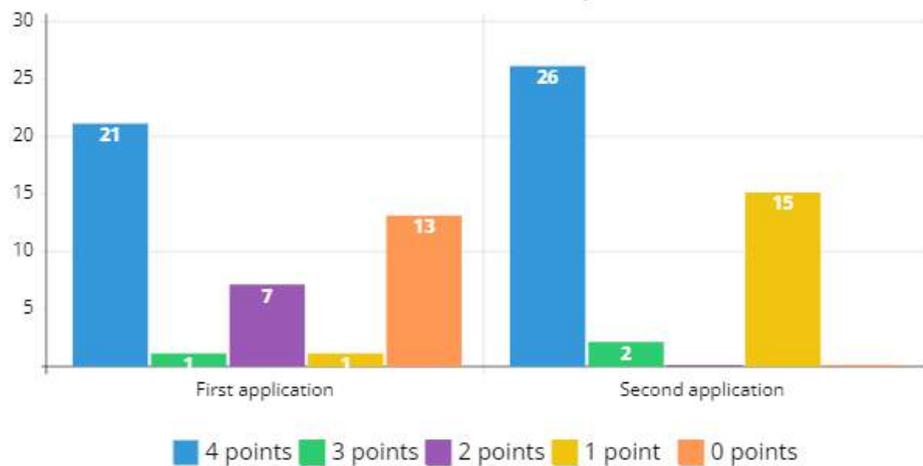
Having described the results obtained from both applications of the diagnostic exam, there are specific aspects that do deserve special attention, especially with reference to the speaking skill, which was the main focus of this research.

First, though the numbers could have been higher, there was still an increase and improvement in learners' level of the language in general. There were some doubts about what these results would yield, since in daily work this increase is sometimes hard to observe as in the obtained percentages. However, there are small improvements that were able to be seen during the 9 months of work with students, day by day, during which this research was carried out. A deeper analysis of the type of answers students were able to articulate in both exams is made in the following paragraphs.

In the first part of the speaking test, as reported before, students were asked two questions. In the first item, the teacher introduced herself to students: “Good morning, my name is Karen”, proceeding to ask them: “What is your name?”. Following the rubric to grade each of the 2 responses, the results in the first application showed that, from the 43 students who were diagnosed, 21 gave a complete accurate response in English, 1 gave a full sentence with some mistakes, 7 answered in English but using just 1 or two words, 0 answered in Spanish, and 13 did not know what to answer. On the other hand, in the final version of the exam, 26 students were able to answer in a full and correct sentence in the target language, 2 students also answered with a complete sentence in English but with some mistakes, and 15 students answered in the target language but using 1 or two words (Figure 10).

Figure 10

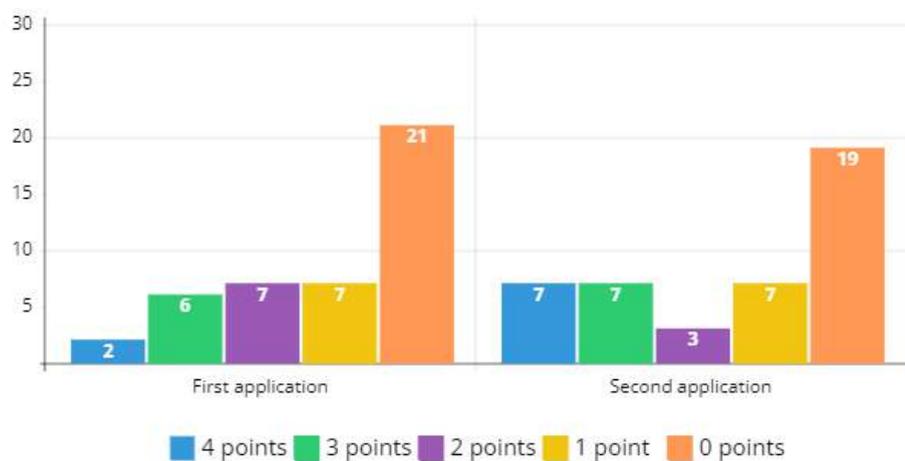
Question 1- Number of students and type of answer given



In the next item students were asked: “How old are you?”. In the first diagnostic, 2 students articulated a correct sentence, 6 students gave a complete sentence with some grammar mistakes, 7 students answered in 1 or 2 words but in English, 7 students answered in Spanish, and 21 did not understand the question. For the final diagnostic, 7 students were able to answer in a completely accurate sentence in English, another 7 students answered in English with a complete sentence with some mistakes, 3 students answered with 1 or 2 words in English, 7 students answered in Spanish, and 19 did not understand the question or answered something different. (Figure 11)

Figure 11

Question 2 - Number of students and type of answer given

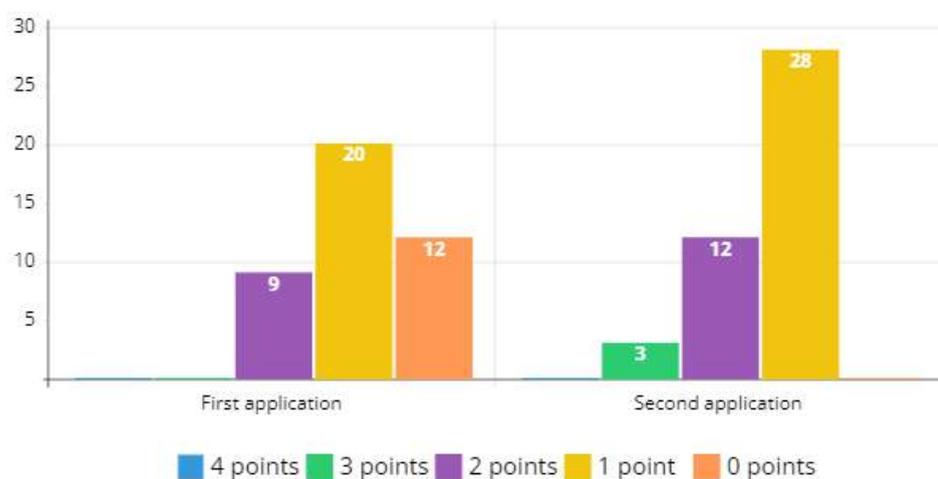


The next exercise consisted of the teacher showing students a pair of pictures. Students had to mention the differences they could observe between both images. After the first testing, 0 students used a 100% of English to talk about the differences, 0 students answered with complete sentences with little mistakes, 9 students answered in English but using just 1 or two words each time they described both pictures, 20 students understood the question but answered in Spanish, and 12 students did not answer.

In the final test, 0 students answered without any grammar mistakes, 3 students answered in full sentences but with some mistakes, 12 students answered using 1 or two words in each intervention, and 28 students answered in Spanish. (Figure 12)

Figure 12

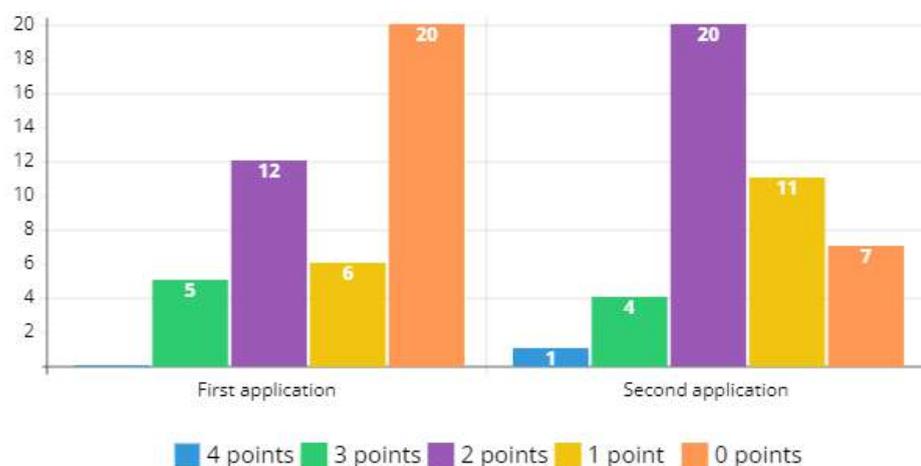
Question 3 - Number of students and type of answer given



In the last section of the speaking part students were asked to talk about a certain topic (e.g. What did you eat this morning?), where, in the first application of the diagnostic, 0 students could answer using an accurate sentence in English, 5 students used complete sentences with little errors, 12 students used 1 or two words in English to answer, 6 students answered in Spanish, and 20 students omitted the question because they were not able to understand it. In contrast, the final testing showed that 1 student answered without any grammar mistake, 4 students had some mistakes in their answer, 20 students answered using 1 or 2 words in English, 11 students answered in Spanish, and 7 students did not understand the question. (Figure 13)

Figure 13

Question 4 - Number of students and type of answer given



Analysis Of Participation

As the title of this document establishes, students' oral participation in the EFL class was the main topic of interest. Discovering the factors that can influence the amount and quality of students' oral interventions in class was the reason for carrying out the previous research, as well as proposing an alternative that could provide, not only EFL teachers, but teachers in general, a wider perspective about how taking into consideration as many aspects within the teaching process as possible can help provide, build and create, a learning environment suitable for our students to learn in and in which they can express their ideas and thoughts; this is called classroom management.

After using and applying different areas of classroom management, with the aim of increasing students' oral participation, with a special focus on their quality, it was interesting to see the type of interventions students were able to make, in the different topics learned, the different activities or tasks done, and with the different proposals regarding seating arrangement, giving instructions, eliciting, monitoring, interaction patterns, tools, resources and techniques I implemented.

As mentioned in the previous analysis of the initial diagnostic exam, when I started working with the group, not only were they unable to produce an oral intervention in the target language, but there were several not able to understand what they were asked, therefore unable to respond.

It is inevitable that, because of the English level of some students, the quality of their participation could be affected by the amount of “fake money” or external reward they earned each time they did it. However, the most satisfactory thing, putting this aside, was that students became little by little more willing to participate, to take the risk, regardless they could make mistakes in the attempt, which in fact could be seen as much more valuable, because, in the end, this was the objective.

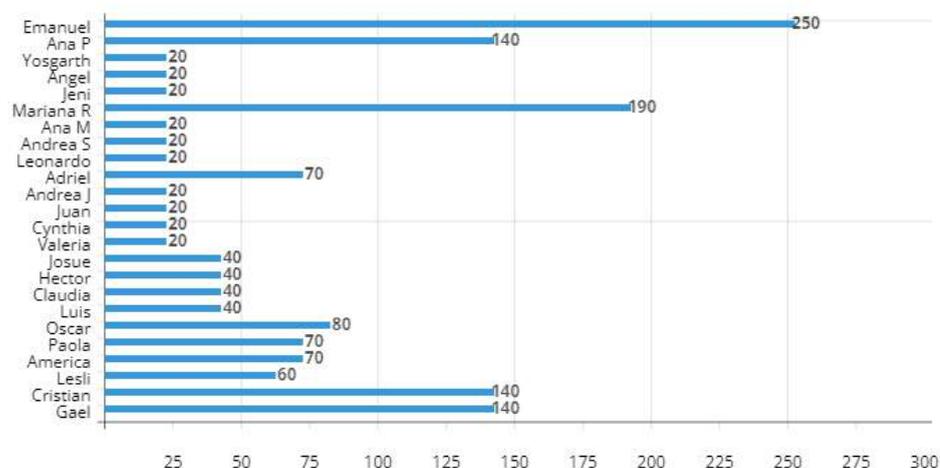
Focussing on and analyzing the type of answers students gave each time they were asked or elicited, when these started to be registered according to the designed rubric, the majority corresponded to answers using one word in English or in Spanish. Despite this, there were still one or two interventions that corresponded to a correct accurate answer in a full sentence.

From the lessons described earlier, the first two correspond to the first practice period, which lasted 3 weeks. In the first class 8 participants were registered, each one with a value of \$20. In the second class, 3 were registered, 2 of them with a value of \$20 and one with a value of \$50.

By the end of that practice period, after 3 weeks of practice, the number of students who participated from 46 was 24 students, which represented at that moment approximately 52% of the group. (Figure 14)

Figure 14

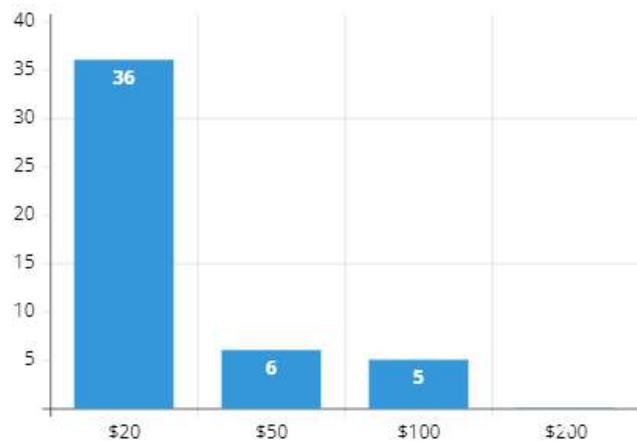
Students who participated - first practice period



In this practice period, the amount of answers collected were 36 of \$20, 6 of \$50, 5 of \$100 and 0 of \$200 (Figure 15), restating that the amount of fake money earned depended directly on the quality of the student's answer, this having to do with whether the answer was correct but in L1, a correct but short, incomplete or a one word response in L2 or an accurate complete answer in L2.

Figure 15

Amount of answers collected - first practice period



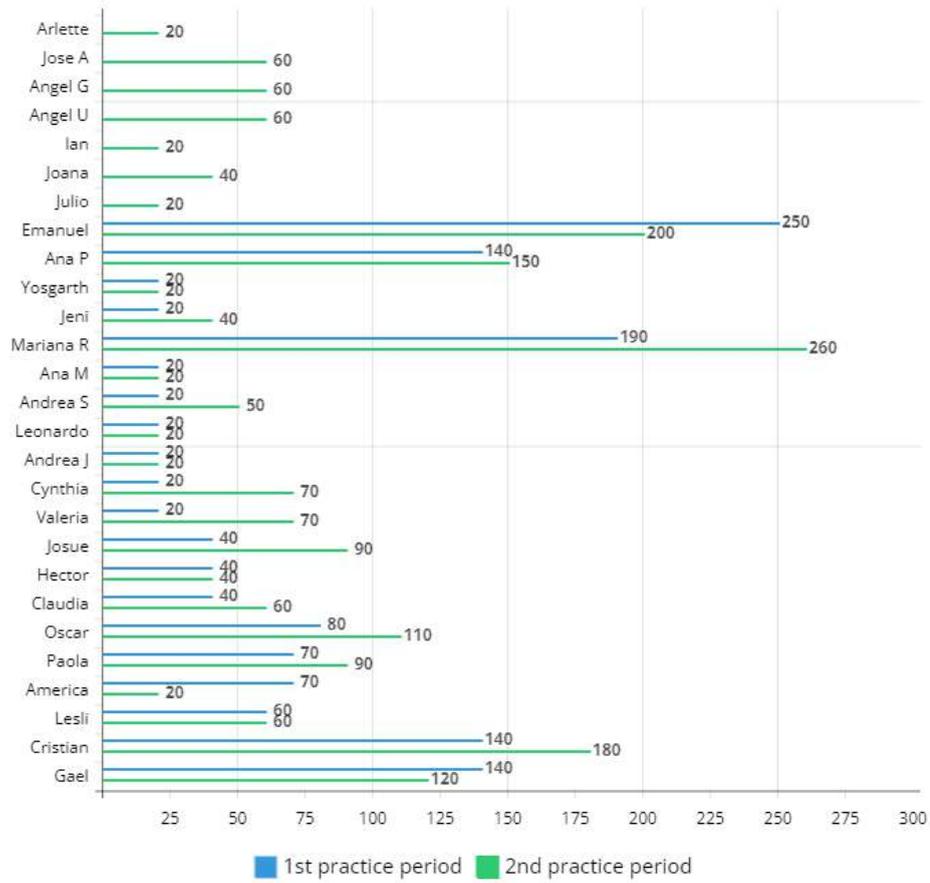
The third class described, corresponded to the second practice period, which also lasted 3 weeks. In this class, 11 were the interventions registered, from which 7 were of \$20, 3 of \$50 and one of \$100.

In the fourth class, the participation was not considered for the total of money students could earn, in the pursuit of also having students participating but not with a reward as the fake money was.

After this practice period, the number of students who participated was 27, which represents approximately 59% of the group (Figure 16). From these 27 students, 20 also earned participation in the previous practice period, and 7 were new students who started participating in this last practice period. It is worth mentioning that these 7 previously mentioned students, had shown a bit of passiveness or resistance to participating or attempting to produce the language, behavior which was a response of their timidness.

Figure 16

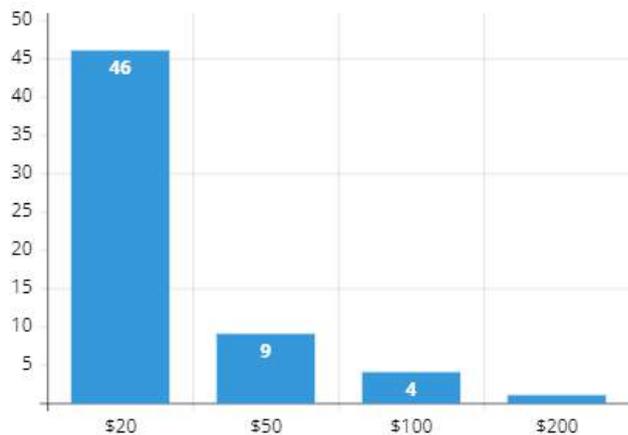
Students who participated - second practice period



In this practice period, the amount of answers collected were 46 of \$20, 9 of \$50, 4 of \$100 and 1 of \$200. (Figure 17)

Figure 17

Amount of answers collected - second practice period



The rest of the lessons corresponded to the third practice period, which was of 6 weeks.

Within the fifth lesson there was a register of 8 participations, all with a value of \$20. The sixth class was one of the lessons in which more participation was recorded, as there were a total of 13 students who participated. Five of them had a value of \$20; five more had a value of \$50; 2 earned \$100; and there was one of a value of \$200.

The seventh class had 6 noted down interventions. Two of \$20, one of \$50, two more of \$100 and one of \$200.

In the following lesson, although students were not given 'money' when they participated, students did participate in sharing their previous knowledge about the topic and sharing their thoughts about a story they read, but their participation was not 'taken into account' for their total amount; this was an opportunity to look at how much students were willing to participate even though they were not given 'money'. The results showed that the total number of students who participated was the same average as previous lessons, where they were given the reward.

The ninth class promoted team participation. In this case, students worked in teams on their communication skills by trying to guess the mystery of a board game. Since there was observed an acceptable performance while developing the activity and working with the grammar focus, everyone obtained a \$50 one.

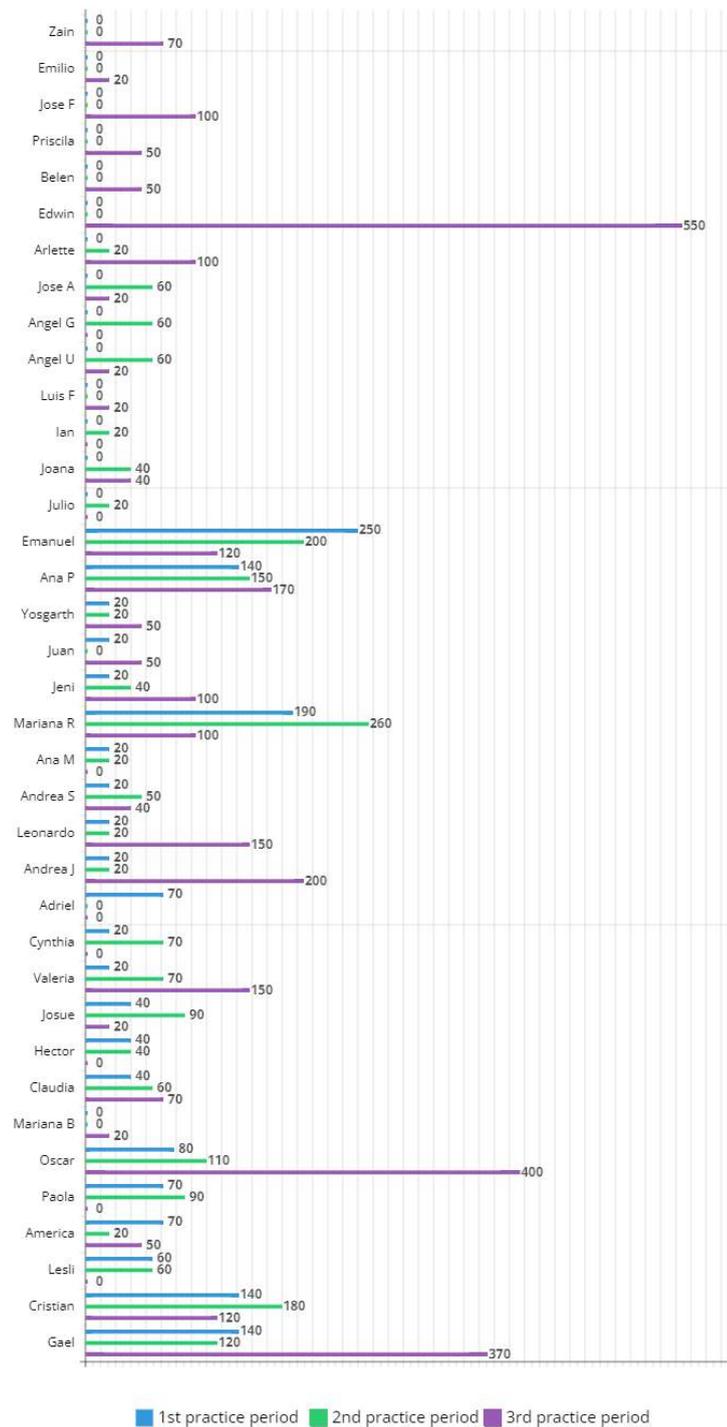
In the tenth lesson, participation was not considered once again, as the lesson was focused on students working on their writing skills and developing their project.

Finally, in the eleventh class there were 9 registered interventions. Five of \$20, two of \$50 and 2 of \$100.

After this practice period, 28 students from the 46 of the group registered an amount of participation. This represented approximately 61% of the group. From them, 19 had earned participations in the previous practice period, and 8 were new students who started earning in this one. (Figure 18)

Figure 18

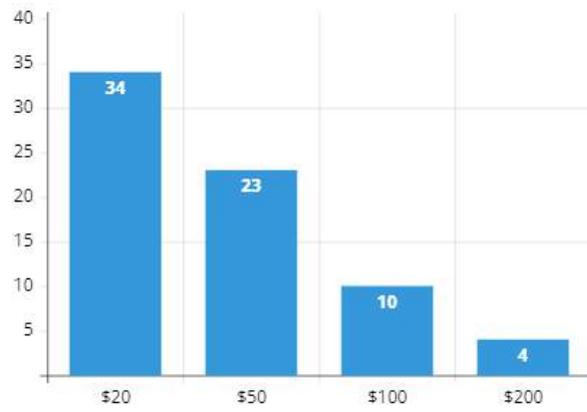
Students who participated - third practice period



The total amount of answers collected were 34 of \$20, 23 of \$50, 10 of \$100 and 4 of \$200. (Figure 19)

Figure 19

Amount of answers collected - third practice period



CHAPTER IV. CONCLUSIONS

Speaking in front of other people is a real challenge for many, and even more is expressing one's own opinion and perspective about a topic. Now imagine doing it in a language different from our native one. The fear, embarrassment or anxiety of saying something incorrect and appearing as someone less prepared or capable than others is, in general, one of the most common impediments for class participation, but so is in EFL learning.

Nevertheless, raising our hand and offering ourselves to speak up, like was considered as participation in the present document, is highly positive, especially for learning.

Class participation is an essential feature of student learning. When students dare to speak and express their thoughts and ideas they produce magic with their words.

Doing it provides students the opportunity to learn from their classmates, increasing understanding and comprehension through interaction; their participation can change the way other people think and, thinking about the future, it could also transform the context they live in.

When they participate they can feel accepted, respected and important for their society, they can feel a sense of belonging.

Class participation is also a valuable tool for teachers. Listening to students allows teachers to know their academic status, the point students are at and knowing if there are adjustments in the instruction that should be modified or adjusted in order to reach the stated objectives, or if they are going through the expected line.

As teachers, it is important to know that our role does not consist of forcing students to participate, doing so can result in worse results. Our role is aimed at offering supportive, encouraging learning environments for them to feel confident, comfortable and less fearful to speak, which is achieved through effective classroom management.

Classroom management is one of the most difficult aspects of teaching. It is often regarded as how well a teacher can control students, but the reality is that classroom management goes beyond that, it is much more than a discipline method.

Classroom management encompasses the teachers' beliefs about teaching and learning. The physical space, the way a lesson is presented including materials and resources, teacher talk, setting times for work, among others, are just a small part of everything this term is about.

As stated in the first pages of this document, the chosen classroom management areas for this investigation were: seating arrangement, grouping students, giving instructions and monitoring.

Before carrying out the research, there was a personal reason in choosing one of these areas, which was seating arrangement. When I started learning English, I was able to perceive that less importance was given to the type of arrangement the classrooms had, especially in reference to the place where each student would sit, since in all lessons, the seating arrangement would be the same, a fact that would sometimes lead to a routine and a monotonous experience.

As I continued learning and meeting other teachers, I had the opportunity to work with different seating arrangements, which enabled my classmates and I to interact, participate and be more involved in the activities, as well as learning from each other, which at least for me, was a positive support in my EFL learning.

That is why, the interest in working and using different types of seating arrangement was something that caught my attention.

There has been a great interest in both effective teaching and learning but, at least during my four years in the major and my previous experience as an EFL learner, I was able to see that little attention has been given to the physical spaces where they take place, which had also been accepted, in several studies, as an influencing factor that can either benefit and support them, or disfavor these processes.

A teacher sometimes needs to move around the classroom to communicate and listen to all students, for that reason, space and organization of this space is required.

After implementing the three selected types of seating arrangement (orderly rows, horseshoe and small groups), it was noticed that, of course, they entail different interaction patterns which are a medium for the communicative process of learning, but not only because of the arrangement and physical environment is that learning becomes more engaging, but because of the type of activities developed, the materials used and the teacher's action. The sum of these aspects involve students with the class, and therefore, influence their participation.

Choosing the seating arrangement that can best fit with the aim of the lessons, the type of productions expected from students and the group's profile, are three key aspects from which the decision is mainly based on.

Orderly rows is the most commonly used seating arrangement in schools from around the world. This type of arrangement, according to what was experienced with the study group, helped the monitoring process, as the teacher was able to clearly see all students and pass through the rows to look and register their progress during the class. It was suitable for activities in which students had to watch videos or projections, since all the desks faced the same direction, and it also facilitated lecturing and explanations, in which all students needed to pay attention before interacting with others. It was a good option for minimizing disruptive talking. However, although there was a good amount of participation within this type of seating arrangement, it did not allow all students to be 'recognized' by their classmates, as in big classes like this for example, they could not see all their peers, especially if they were side-to-side, and it was more difficult to compare opinions.

Horseshoes, on the other hand, did not cause positional discrimination. In this type of seating arrangement, students were able to maintain eye contact with their classmates and listen to what each of them wanted to express. It was even easier for the teacher to monitor, approach every student and provide feedback; participation here was a process from which everyone benefited, since the communication circle was completed, and students could discuss their points of view.

Horseshoes made students more aware of the topics revised and of the tasks they were to develop, they provided students with more confidence to participate, as one of the

lessons described with the higher amount of participation was with a horseshoe arrangement.

Finally, small groups were more suitable for teamwork and projects. They allowed greater communication and more intimate interaction among team members. This type of seating arrangement is a more student-centered one, where they can directly share opinions and agree on the way they will carry out the given tasks.

The biggest observation when working in this way, was that students in this group were noisy, although they delivered good productions and they were actually working, this noise was sometimes perceived as bad, but the reality was that it was the way they felt comfortable.

The participation in this arrangement allowed students with a lower level of English than other members of the team, to be aware of their grammar mistakes and correct them, therefore learning from them.

Teamwork is not easy to set up in big classes, in this document different aspects that need to be considered have been already mentioned in order to select the most appropriate grouping.

Apart from seating arrangement, giving instructions was also key to fostering students' participation.

The principal resource teachers use is their voice, it means their words. Knowing how to speak to students is crucial for them to achieve our expectations. As mentioned earlier, if students are not sure about what they are asked to do, that will result in a waste of time. After this experience, I learned and confirmed that instructions must be as simple as possible, they do not require elevated vocabulary, on the contrary, the more basic the vocabulary the better. This applies for every level of the language.

Giving instructions is important for obtaining participation because, when students understand what the teacher says, there are more opportunities for them to share their thoughts and opinions about the matter in fact; they also give suggestions of how the task can be improved and they will basically know what they are being asked, so that they can know what to answer as well.

It is important not to forget making sure students have understood the instructions, because there were occasions in which I personally assumed they had understood and that was not the case. Asking a student to repeat the instructions or giving an example of how the activity will be done, is a way to ensure this.

A closely related concept to giving instructions which was also put into practice during this research was questioning. At the beginning of the development of this document, questioning was not an aspect I had considered to include, but I was able to learn that questioning is one of the principal actions a teacher can do to promote participation, since the type of questions asked and the way they are asked encourage students to participate. Even though I am aware of the fact that my questioning skills still need improvement and could have been more exploited, now I know that it is the base for stimulating students' oral participation, and it is a detail that I will continue trying to polish.

Last but not least, another factor that was noticed to influence participation in the class was monitoring, which was also the most difficult aspect for me to work with, since I had the wrong idea that monitoring only consisted of passing through the desks, asking and solving doubts.

Monitoring is a demanding task that requires teachers to pay attention to students' behavior and attitude towards the topics addressed.

In order to carry out this, something that supported my monitoring process was setting times for specific activities to be done and making sure students were aware of the time they had left to develop them by using a visible timer so that they could not lose track of the times. After setting times of ten, fifteen or twenty minutes, students' progress would be checked and it would be noted down.

Monitoring also involves students sharing what they have learned. Solving questions from other classmates or correcting mistakes instead of having the teacher doing it, was something relevant that I was able to notice in the last lessons described and that I would have liked to identify before.

Another thing I realized I could have implemented is exit tickets. This way, students would have to give examples or answer questions about the topic reviewed in the class, and the teacher could also have more knowledge about the acquired learning.

Monitoring gives the teacher a big amount of information about the students' current point in learning, it provides opportunities to reflect on what they know and what they still have to learn, and how it can be encouraged. For this reason and many others is why monitoring must not be omitted or forgotten by any teacher.

As it can be seen, students' oral participation is not just the responsibility of students. It is the learning environment where they develop in and its elements, which influences it, but also has an effect over their performance, behavior, attitude, involvement, engagement and motivation to learn.

This last concept should not be omitted either, motivation plays an important role in learning. Learning not only requires aptitude, it requires willingness, motives, and reasons for it to occur. Whether these reasons are integrative or instrumental, motivation is also necessary.

The system of rewards I used in this research was also a support for my teaching practice, but more than that, I think that, by the obtained results, it was also a support for students learning and for increasing their oral participation because, establishing the amount of 'money' they would receive depending on the type of answers they gave, made the majority of them feel challenged to articulate a complete accurate sentence or response, but again, this strategy was complemented with the other classroom management areas developed, because eliciting a higher level of answers allowed students to obtain more 'money'.

Complementing this strategy with technology was a wise choice. Our students are accustomed to interacting with technology in their everyday lives, so why not take advantage of that to make learning more attractive.

When the participation strategy had this twist, it not only got out of the routine, but it gave it a refreshment from which students were attracted, and also impacted directly on the amount of their participation.

Having had the chance to work with this aspect of students' learning, as motivation is, gave myself a greater perspective and reaffirmation about the importance of contextualized and situated learning. If students find a reason in their context, to learn how to do something, it will be easier for them to achieve this purpose. and it will be easier for them to remember it as well.

Going back to what has already been mentioned in this document I can say, not only from a teacher's perspective but also from a student's one, that is the learning environment, in its totality, what allows students to feel safe, confident, supported and inspired in their pursuit of knowledge.

Promoting and building positive learning environments and classroom communities in which communication can be the main way to learn from each other whether it is students from teachers, teachers from students or students from students, should be the main aim of every educator, but this also requires the help of classroom management.

Learning how to manage our classrooms is a complex process from which knowledge about the multiple factors involved in both teaching and learning processes is gained. Developing the necessary skills to do so is by no means easy either. Teaching is not a matter of following or establishing inflexible rules or simply defining an ideal set of conditions for learning. Rather, it involves considering the diversity and complexity of environments, and adjusting to them. It means bringing these conditions about in the classroom.

As a result, if the basic skills for effective classroom management could be summarized in three main ones, and following my personal experience, I would say they should include:

1. Extensive knowledge about our class and its probable scenarios

Having a group profile and applying a diagnostic exam to know our students' characteristics and the current point they are at, would help thinking about and imagining the possible situations that can arise in the classroom and how they could be addressed.

2. The ability to quickly process a big amount of information

As stated before, classroom management encompasses every single aspect that goes on in the classroom at the time of delivering a class, and it is important to try to be aware of as many of these aspects as possible so that both teaching and learning processes can be benefited.

3. Decision-making skills at critical moments

Great part of classroom management involves acting in the moment. There are always going to appear unexpected or external situations that cannot be controlled, and having the ability to think rapidly and coherently, in order to decide the best option, is a fundamental skill for every teacher.

Classroom management is the basis for creating the most adequate conditions for learning to take place, but the truth is that there is no book or manual that can give us the perfect recipe for a perfect practice, hence it is important to look at all the signals that students and their work give us, with the purpose of improving and making the best decisions that can complement and support their learning process.

As part of my formation as a teacher trainee at BECENE, I was able to experience a wide range of opportunities to closely get to know my teaching practice and recognize my personal style, identifying both strengths and weaknesses as a professional.

Every time we share with others we transmit who we are, our beliefs, our qualities and aspects we could improve as well. This way, we strengthen the values that govern our daily work, so that we can accept ourselves and accept others, be well with ourselves and with our surroundings.

Now I know that the challenges I had to face during this four-year process within my teaching practice and the process of writing/creating this document had a purpose: shaping me as the best teacher as possible, a teacher who, with her own ideals and perspective, aims to build and create the most appropriate EFL learning environments for her students.

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APPENDIXES

Appendix 1

Natural Disasters

Porcentaje de inglés y español hablado por el maestro:

	Inglés	Español
	40%	60%

Porcentaje de lo que habla el maestro en comparación con alumnos:

70%	30%
maestro	alumno

Los alumnos debían presentar pero solo 2 equipos trajeron el trabajo (no se vi hubo malentendido en instrucciones y fecha de entrega)

- Título, Instrucciones, Imágenes
- Cartulina

Presentan y todos ponen atención y en silencio

Los alumnos tienen seguridad de presentar. Presentan en inglés

- ↳ y después explican en español a sus compañeros
- ↳ se ayudan entre ellas cuando hay dudas

Actividad de classroom worksheet - No todos la traen

Adjetivos (orden)

- ↳ Hay 2 alumnos con nivel "alto", ya que traducen correctamente → otros también participa

2 alumnos de nuevo ingreso

Buena participación por parte del grupo

Los alumnos ponen atención (todos), es un grupo unido, no tienen miedo de participar. Parece que sí entienden el tema → lo saben explicar.

Los alumnos tienen interés por el idioma
se nota en la participación

Necesitan ejemplos para después hacerlo ellos, necesitan que los estén motivando, pidiendo → para animarse.

- ↳ preguntan

Buena actitud. A pesar de que no me conocen, me saludaron y se despidieron de mí.

Grupo participativo. Clase después del receso, vienen con mucha energía, por lo cual el maestro (practicante), empieza con un warm-up. Hacer/decir cosas contrarias arriba-abajo, derecha-izquierda, ej. de coordinación.

Todos ponen atención, saben de qué se habla/revió.
La mayoría participa (se sienten incluidos) y sino, se ayudan mutuamente.

Los alumnos van a crear un cuento entre todos. Todos dan ideas sobre el tipo de cuento, personajes y escenario. Posteriormente empiezan a crearlo; cada persona empieza a dar su parte y si no saben qué decir, los compañeros y/o maestro complementan la idea.

Durante la actividad, dado que lleva tiempo, hay algunos alumnos que están haciendo otras cosas (distruidos), por lo que, cuando es su turno de aportar, no saben qué decir (no llevan en mente lo que ya se escribió/ideas previamente establecidas).

This is the other group I had already met and worked with. One of the aspects I noticed is that the classroom is very very small so this can be an important factor for learning.

This group constantly helps each other, they hear/listen to everyone which shows there is a good relationship between them. There are many students that participate, these participations may be in Spanish or not 100% correct but they have the intention.

Appendix 2



DIAGNOSTIC EXAM

3rd grade



Name: _____ Date: _____

1. Look at the pictures and read the story. Then answer the questions with complete sentences.

Daisy at the farm

Daisy worked all afternoon in the cold, wet weather. She gave the cows their dry grass, washed some sheep and carried vegetables.

After dinner, Daisy was tired but happy. 'The best farmer in your family isn't your dad or your mum, It's you, Daisy!' her grandfather said. 'That's good because I want to be a farmer like you one day, Grandpa,' Daisy answered!



- 1 How was the weather? _____
- 2 How did Daisy feel after all her work outside? _____
- 3 Who does Daisy want to be like? _____

2. Read the conversation and choose the best answer. Write a letter (A-E) for each answer. There is one example.

Example

	Katy: Emma, is it time to go to your office?
	Emma: E

Questions

- 1  **Katy:** Do you always walk to work?
 **Emma:**
- 2  **Katy:** How many people work there?
 **Emma:**
- 3  **Katy:** Where do you eat your lunch?
 **Emma:**

- | | |
|---|---|
| A | Sometimes I sit at my desk and sometimes I go out. |
| B | Yes, everyone did this time. |
| C | OK, but only when I am in a meeting. |
| D | No, there aren't many cafés near the office. |
| E | Yes it is. I don't want to be late.
(example) |

4  **Katy:** Can I play on the computer in your office?

 **Emma:**

5  **Katy:** What time do you come home?

 **Emma:**

F Usually when I've finished everything that I've got to do.

G I take the bus if it's raining.

H Only a few. It's a small business.

3. Look, read and write.



Examples : The dog is playing in some water.

What's the mother wearing? a purple shirt

Complete the sentences.

1 The boy near the car is riding a _____

2 One of the dogs is swimming in a _____

Answer the questions.

3 Where are the flowers? _____

4 What is the girl bringing? _____

Now write two sentences about the picture.

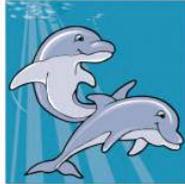
5 _____

6 _____

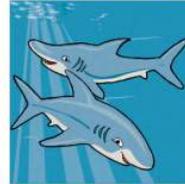
4. Listen and tick (✓) the box. There is one example.

Example

What is the DVD about?



A



B



C

1 What clothes does Nick want to wear at school today?



A



B



C

2 What is Daisy doing now?



A

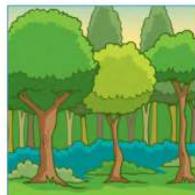


B



C

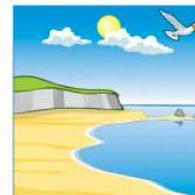
3 Where did Peter find the shell



A



B



C

Taken and adapted from: Cambridge Assessment English. (2018). Cambridge English Qualifications Pre A1 Starters, A1 Movers and A2 Flyers Sample Papers (Vol. 1) p. 5-89. <https://www.cambridgeenglish.org/images/young-learners-sample-papers-2018-vol1.pdf>

Appendix 3

READING - GRADING SCALE

Grade: 3º Instructions: Look at the pictures and read the story. Then answer the questions with complete sentences.

Criteria	4	3	2	1
Content and Structure: The answer corresponds to the the questions and is written in a complete sentence.	The student understands the question, answers in English with a complete and accurate sentence.	The student understands the question, answers in English with a complete sentence but some mistakes.	The student understands the question, answers in English but uses only 1 or 2 words.	The student understands the question, but answers in Spanish.

Appendix 4

WRITING - GRADING SCALE

Grade: 3º Instructions: Look, read and write.

Criteria	4	3	2	1
Content , Grammar and Vocabulary: The sentences and words describe what is happening in the picture with vocabulary related to it.	The student answers in English, has no mistakes in grammar or spelling. Gives a complete and accurate sentence related to the picture.	The student answers in English, uses vocabulary related to the picture and has few spelling and grammar mistakes.	The student answers in English and Spanish, uses vocabulary related to the picture, has some grammar and spelling mistakes.	The student writes the sentence in Spanish.

Appendix 5

SPEAKING - GRADING SCALE

Grade: 2º Instructions: The students look at an image and answer the corresponding question e.g. 'Where is the door?', 'Where is the red chair?'

	4	3	2	1
Question 1 (What is your name?, how old are you?): The student answers in complete sentences e.g. my name is..., I am 12 years old.	The student understands the questions and answers accurately in English with my name is... or I am... years old.	The student understands the questions but only answers his/her name, 14 years old. Does not uses I am...	The student understands the questions, but uses some words in Spanish.	The student understands the questions, but answers everything in Spanish.
Question 2 (where is the...?): The student answers using prepositions.	The student understands the questions, gives an accurate answer using the correct preposition.	The student understands the questions, answers in English with some grammar or spelling mistakes.	The student understands the questions, points out the answer instead of formulating a spoken answer.	The student understands the question but answers in Spanish.
Question 3 (what is this?, what color is this?): The student answers with the correct word.	The student understands the question and answers in complete sentences e.g. That is a chair, it is red.	The student understands the question, but only uses one word to answer e.g. red, banana.	The student understand the questions but uses Spanish in one of his/her answers.	The student answers the question but answers in Spanish.
Question 4 (what did you eat for breakfast this morning?): The student describes what he/she ate for breakfast using past tense.	The student answers accurately using past tense, verbs and vocabulary related to food.	The student answers in English but doesn't use past tense or has spelling mistakes.	The student understands the question, does not uses past tense and uses some Spanish words to talk about food.	The student partially understand the question (asks for clarification in Spanish) and answers but just says 1 or 2 words. Probably uses Spanish.

Appendix 6

Amount	Description
\$20	Correct, understandable answer but using one word or Spanish
\$50	Correct answer using 2/3 words in English, some mistakes
\$100	Correct answer in English with a complete sentence with few mistakes
\$200	Accurate correct answer in a complete sentence

Appendix 7

OBSERVATION TASK

Focus: The Teacher

Conditions for learning

Task: *As you observe this lesson, consider the following questions:*

What is there about the classroom, the activities, the teacher and the students that helps create conditions for effective learning? What aspects of the lesson might hinder learning?

There may be questions that you yourself would like to ask the teacher about the various decisions taken before and during the lesson. Make a note of these for post-lesson discussion.

Positive factors	Negative factors
The classroom	The classroom
The activities	The activities
The teacher	The teacher
The students	The students

Note down what you would like to 'steal' from your mentor to incorporate into your own teaching. This could include personal qualities, teaching skills and techniques, activities, the way the teacher creates a good classroom atmosphere, etc.:

Source: Scrivener, J. 1994 *Learning Teaching*. Heinemann

Appendix 8

OBSERVATION TASK

Focus: The Learner

The teacher's action-zone

Task: Draw a seating plan of the classroom and enter the students' names next to the seats. Put a tick against a student's name every time he or she is addressed. When they are engaged in pairwork or groupwork, put a circle around the names of students who are working together.



To what extent did the teacher succeed in involving all the students in the lesson?

Where was the teacher's action-zone?

How were the students called upon to respond to questions?

Did any volunteer?

Did the seating facilitate better group dynamics?

Add any questions you would like to discuss with your mentor.

How will these findings influence your future teaching?

Appendix 9

OBSERVATION TASK

Focus: The Teacher

Giving instructions

Task: Observe the instructions the teacher gives during the lesson and complete the table. For each skill, decide how successfully it was achieved, and write your questions for post-lesson consultation in the right-hand column of the table.

Instruction-giving skills	Clear? Not very clear? Unclear?	Discussion points
Signalling start of activity (creating a silence)		
Use of simple language		
Use of short sentences		
Logic and clarity		
Use of target language		
Voice quality		
Eye-contact		
Mime, gesture, body language		
Repeating instruction in a different way		
Not stating the obvious		
Use of visual aids		
Demonstration rather than explanation		
Checking understanding		
Signalling end of activity		

Evaluate the instruction-giving that you observed.

Please use the empty space on the previous page to answer the following questions:

In your opinion, which three elements made it successful?

Which elements made it less successful?

What are the most important factors for you personally when giving instructions?

What will you incorporate into your own teaching after doing this observation task?

Adapted from Tanner, R. and Green, C. 1998. *Tasks for Teacher Education*. Longman

Appendix 10



BENEMÉRITA Y CENTENARIA ESCUELA NORMAL DEL ESTADO
LICENCIATURA EN ENSEÑANZA Y APRENDIZAJE DEL INGLÉS EN EDUCACIÓN SECUNDARIA



LESSON

PLAN

TEACHER TRAINEE: KAREN HAIDEE FLORES GARDENAS			
Scholar year: 2022-2023	Semester: 7	Group: A	Subject: Práctica Profesional y Vida Escolar
Teacher: Mtra. Diana Karina Hernández Cantú			
SCHOOL'S INFORMATION			
School: ESCUELA SECUNDARIA POTOSINOS ILUSTRES		Principal: PROFR. GUSTAVO GUTIÉRREZ GÓMEZ	
Address: FUENTE DEL OLIMPO 100, BALCONES DEL VALLE 3RA SECC, C.P. 78280 SAN LUIS POTOSÍ, S.L.P.			
CLASS INFORMATION			
Junior high school teacher: CARLOS FLORES GÁMEZ			
Subject: English	Grade: 3 ^{ra}	Groups: D & F	
Student's average age: 14-15 years old	Total student's number: 47 & 48		
Class Profile: In this third-grade group, the 43 students are around 14-15 years old. As a group, they are a little bit divided, but they can work without any problem with any classmate. They do not participate too much unless they find something interesting or attractive. I consider the group can work perfectly with any type of activity but I also think they prefer visual material and material related to their likes and interests, as well as something they can relate to their daily lives. The students do not have the English level they should have according to their grade, so they need easy activities to follow and work with the language.			
Topic: Expressing complaints about a product	Lesson number: 2 / 9	Date: Sept. 28th, 2022	
Context and Language focus: Simple Present / Comparatives			
Methodology: PPP			
Main Aim of the lesson: By the end of the lesson students will be able to compare two products using adjectives.		Assumptions: Students know vocabulary related to shopping. They know how to compare two things.	

STAGE/ AIM / TIME	PROCEDURE	MATERIAL	INTERACTION AND SKILLS	ANTICIPATED PROBLEMS AND SOLUTIONS
Warm up or Lead in Welcome and activate sts. 5 minutes	T: Welcome to our class. Before starting, let me call roll. The sts will say "here" or "present".	(Appendix 1) Routine card	T - S S - T	P: Attitude of the sts S: Being enthusiastic and inviting them to work and participate

	Who can help me giving your name tags please? (2 sts help) T: Who is going to help me with today's information? (volunteers, if not ask the sts that helped the day before to choose a classmate) What day is today? What is the weather like? In what season are we?			
Presentation Sts will identify comparatives used to describe some products. 15 minutes	★ Pre-reading: T: Today we are going to compare different products we can buy. Let's read the next text, but before that, please get in pairs. T: Who can help me read the title? What do you think the text is going to be about? ★ While reading: T: I need 3 people that can help us read aloud. Thank you. Please look for the answers to the questions below. ★ Post-reading: T: What products is the text comparing? Look at these flashcards. (show image first) What is this? (then show word/name) Ok, repeat after me (e.g. long) (teacher do drills with 5-8 adjectives and students repeat. Then the teacher ask 3-4 students to say the word of the image she is showing)	(Appendix 2) Worksheet Flashcards	T - S S - T S - worksheet Reading (skimming, scanning) S - T	P: Sts do not understand the instructions S: The teacher repeats them in a short way. P: The sts do not understand the text S: The teacher will ask if there is vocabulary they do not understand and explain it to them. P: Sts do not understand the questions S: The teacher can answer the first one.
Practice Sts practice with the language focus. 10 minutes	T: Now I will show you two people. You will tell me which adjective from the ones we repeated can describe each person, (e.g. small) T: Now repeat after me: The girl is smaller than the boy. (The teacher writes the sentences on the board) The teacher shows more images to compare and the students make sentences with comparatives.	Flashcards	S - worksheet	P: Sts do not understand what they have to do. S: The teacher will exemplify before starting the activity.
Production	T: Now look at the next pair of pictures. In pairs choose one pair of products and compare them (e.g. computer vs laptop). Use the comparative	Pictures	S - S Writing (grammar)	P: Sts do not know what to do. S: The teacher will give an example first.

Ss compare two products using comparatives. 15 minutes	form of the adjectives reviewed in the last exercise. You have to write 3 sentences. (e.g. The computer is bigger than a laptop) T: Then we can share answers.			
--	--	--	--	--

(Appendix 1)



(Appendix 2)

LET'S GO SHOPPING!

1. Read the text.

Are you looking for the perfect gift?

Then how about the new Ikon 85 digital camera? It looks cool and it takes fantastic pictures. It is **cheaper than** other digital cameras too. The Pol 56, for example, is **more expensive**, but I don't think it takes very good pictures. It is also **bigger and less compact than** the Ikon 85. The Ikon 85 is **smaller**, so it is **better** for vacations or traveling. It is **more versatile than** other cameras and it is **prettier**.

2. Read and answer the questions.

Which products is the text comparing? _____

Which camera do the writer prefers? _____

Why is Ikon 85 better than Pol 56? (1 reason) _____





Appendix 11

OTOSINOS ILUSTRES

CICLO E

GRUPO

PARTI

NOMBRE DEL ALUMNO	20	21	22	23	24
EZ MARIANA BELEN					1
ILLO OSCAR EMILIANO		1			
TEZ AMERICA GUADALUPE		1	1	1	
Z ADRIEL ELIAS	1		1		
GADILLO JOSE ALEJANDRO					
JAS JUAN FRANCISCO					
JAS VALERIA		1	2		
ORTILLO BELEN					
CRISTINA					
DO JULIO AZAEL					1
ARRIENTOS ZAIN ALEXANDER					
ZA EDWIN ZAID					
JUAN MANUEL					
ARLETTE PAULINA					
A ANA PAULINA			1	1	

Appendix 12

Student H1

LET'S GO SHOPPING!

girl Name: Cristian Eduardo Gómez Alvarez

1. Read the text.

Are you looking for the perfect camera?

Then how about the new Ikon 85 digital camera? It looks cool and it takes fantastic pictures. It is **cheaper than** other digital cameras too. The Pol 56, for example, is **more expensive**, but I don't think it takes very good pictures. It is also **bigger and less compact than** the Ikon 85. The Ikon 85 is **smaller**, so it is **better** for vacations or traveling. It is **more versatile than** other cameras and it is **prettier**.

2. Read and answer the questions.

Which products is the text comparing? Ikon 85 and the Pol 56

Which camera do the writer prefers? Ikon 85

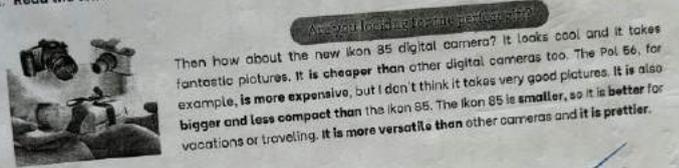
Why is Ikon 85 better than Pol 56? (1 reason) It's smaller, better

Student I

LET'S GO SHOPPING!

Name: Jana Leticia Garcia Htz

1. Read the text.



2. Read and answer the questions.

Which products is the text comparing? Ikon 85 and the pol 56

Which camera do the writer prefers? Ikon 85

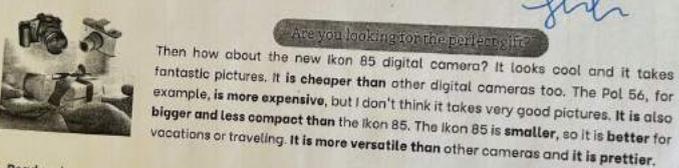
Why is Ikon 85 better than Pol 56? (1 reason) it's smaller, better

Student N1

LET'S GO SHOPPING!

Name: Luis Amador Herra Davalos

1. Read the text.



2. Read and answer the questions.

Which products is the text comparing? the new Ikon 85 / The pol 56

Which camera do the writer prefers? Ikon 85

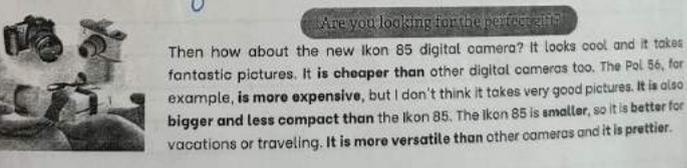
Why is Ikon 85 better than Pol 56? (1 reason) it is smaller

Student H

LET'S GO SHOPPING!

Name: Garcia Herrera Ana Paulina

1. Read the text.



2. Read and answer the questions.

Which products is the text comparing? Ikon 85, Pol 56.

Which camera do the writer prefers? The Ikon 85

Why is Ikon 85 better than Pol 56? (1 reason) because is more smaller and it's better for variations or traveling

Appendix 13

Student O1

	Comparatives
Cheap	Cheaper
Pretty	Prettier
Cold	Colder
Expensive	more expensive
boring	more boring

Student N

	Comparative
Cheap	Cheaper
Pretty	Prettier
Cold	Colder
expensive	More Expensive
Boring	More Boring

Student U

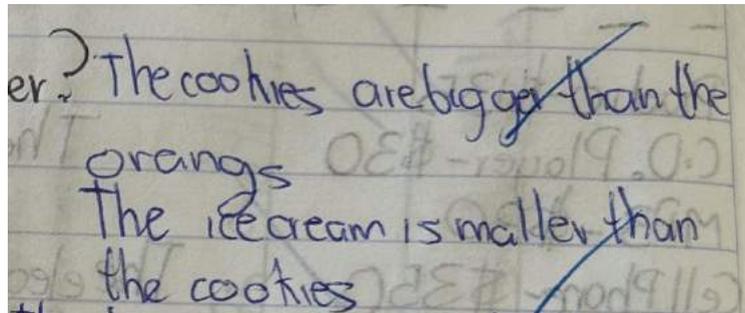
	Comparative
Cheap	Cheaper
Pretty	Prettier
Cold	Colder
expensive	More expensive
boring	More boring

Student E

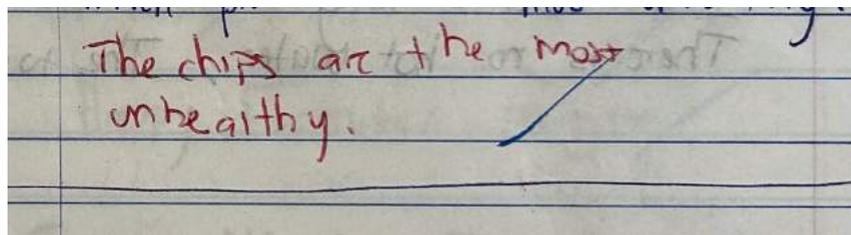
	Comparative
Cheap	Cheaper
Pretty	Prettier
Cold	Colder
Expensive	More expensive
boring	More boring

Appendix 14

Student H1



Student H



Appendix 15



BENEMÉRITA Y CENTENARIA ESCUELA NORMAL DEL ESTADO
LICENCIATURA EN ENSEÑANZA Y APRENDIZAJE DEL INGLÉS EN EDUCACIÓN SECUNDARIA



LESSON

PLAN

TEACHER TRAINEE: KAREN HAIDEE FLORES CARDENAS			
Scholar year: 2022-2023	Semester: 7	Group: A	Subject: Práctica Profesional y Vida Escolar
Teacher: Mtra. Diana Karina Hernández Cantú			
SCHOOL'S INFORMATION			
School: ESCUELA SECUNDARIA POTOSINOS ILUSTRES		Principal: PROF. GUSTAVO GUTIÉRREZ GÓMEZ	
Address: FUENTE DEL OLIMPO 100, BALCONES DEL VALLE 3RA SECC, C.P. 78280 SAN LUIS POTOSÍ, S.L.P.			
CLASS INFORMATION			
Junior high school teacher: CARLOS FLORES GAMEZ			
Subject: English	Grade: 3°	Groups: D & F	
Student's average age: 14-15 years old	Total student's number: 47 & 48		
Class Profile: In this third-grade group, the 43 students are around 14-15 years old. As a group, they are a little bit divided, but they can work without any problem with any classmate. They do not participate too much unless they find something interesting or attractive. I consider the group can work perfectly with any type of activity but I also think they prefer visual material and material related to their likes and interests, as well as something they can relate to their daily lives. The students do not have the English level they should have according to their grade, so they need easy activities to follow and work with the language.			
Topic:	Expressing complaints about a product	Lesson number: 3 / 9	Date: Sept. 29th, 2022
Context and Language focus: Simple Present / Superlatives			
Methodology: PPP			
Main Aim of the lesson: By the end of the lesson students will be able to compare electronic products using superlatives.		Assumptions: Students know vocabulary related to shopping. They know how to compare two things.	

STAGE/AIM / TIME	PROCEDURE	MATERIAL	INTERACTION AND SKILLS	ANTICIPATED PROBLEMS AND SOLUTIONS
Warm up or Lead in Welcome and activate sts. 5 minutes	T: Welcome to our class. Before starting, let me call roll. The sts will say "here" or "present". Who can help me giving your name tags please?	(Appendix 1) Routine cards	T - S S - T	P: Attitude of the sts S: Being enthusiastic and inviting them to work and participate

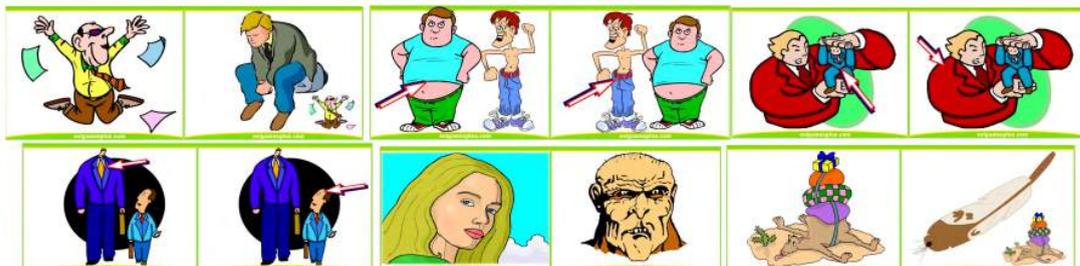
	(2 sts help) T: Who is going to help me with today's information? (volunteers, if not ask the sts that helped the day before to choose a classmate) <i>What day is today?, What is the weather like?, In what season are we?</i>			
Presentation Sts identify comparatives to describe products. 15 minutes	★ Pre-reading: T: Do you remember this? (the teacher shows flashcards from the last class) T: Let's review them. (the teacher shows the flashcard and the sts try to remember the adjective) Repeat after me. Now I will write the adjective and you are going to tell me the comparative form. Very good! Today we are going to compare more products we can buy. T: Look at these products. <i>What are they called?, Where can you buy them?</i> Imagine you are going to this store because you want to get a present for a friend or a family member, but you do not have too much money to buy one, which one would you buy? ★ While reading: T: Look at the products' prices, read the description and match the product to its price. Copy them in your notebooks. ★ Post-reading: T: Let's check your answers, who wants to participate?	(Appendix 2) Flashcards Presentation Electronic products	T - S S - T S - reading Listening S - T	P: Sts do not understand the instructions S: The teacher repeats them in a short way. P: The sts do not understand the text S: The teacher will ask if there is vocabulary they do not understand and explain it to them. P: Sts do not understand the questions S: The teacher can answer the first one.
Practice Sts compare products in an electronic store. 15 minutes	T: Ok, now I want you to look at these other sentences. You are going to analyze the products' prices and compare them using the structure revised. We can do the first one together. (e.g. the laptop is bigger than the walkie-talkie) I will give you five minutes to complete them and then I will choose some of you to pass and write the answer.	(Appendix 3) Presentation	S - products S - S	P: Sts do not understand what they have to do. S: The teacher will exemplify before starting the activity.

	T: Now please look at the next sentences. What do they mean? Can you see the difference between the ending in this type of words and the comparatives? Please try to identify the product each sentence is describing. T: Now, tell me the form of this word (e.g. small - the smallest) T: What would be the form of this word? (The teacher shows the flashcards) (The teacher writes them on the board and the sts write them down in their notebooks)			
Production Sts compare products of the electronic store using superlatives. 10 minutes	T: For the last activity, I want you to look at all the products we revised today, as well as to their prices. Please write 3 sentences using the superlative form of the corresponding adjective.		S - S Writing (grammar, vocabulary)	P: Sts do not know what to do. S: The teacher will give an example first.

(Appendix 1)

		SUNDAY	JANUARY	JULY
		MONDAY	FEBRUARY	AUGUST
stormy	cloudy	TUESDAY	MARCH	SEPTEMBER
sunny	rainy	WEDNESDAY	APRIL	OCTOBER
		THURSDAY	MAY	NOVEMBER
		FRIDAY	JUNE	DECEMBER
		SATURDAY		

(Appendix 2)





Price List



Cheap
Big
Expensive
Small



This product is the smallest, it has a cable and costs \$80

This product costs \$200, it is the biggest one

This product can be used to watch movies, it is on sale and costs \$30

The CD player is _____	the telephone
The electric fan is _____	the laptop
The game console is _____	the iron
The MP3 player is _____	the walkie-talkie
The game console is _____	the iron

Appendix 16

CIC		GR
NOMBRE DEL ALUMNO		PAR
EZ MARIANA BELEN		
JILLO OSCAR EMILIANO	1	
TEZ AMERICA GUADALUPE	1	1
IZ ADRIEL ELIAS	1	1
LGADILLO JOSE ALEJANDRO		
UJAS JUAN FRANCISCO		
IAS VALERIA	1	2
ORTILLO BELEN		
E CRISTINA		
ADO JULIO AZAEL		
ARRIENTOS ZAIN ALEXANDER		
ZA EDWIN ZAID		
: JUAN MANUEL		
ARLETTE PAULINA		
RA ANA PAULINA		1
EZ CRISTIAN EDUARDO		1
INEZ JOANA LETICIA		1
SCAREÑO IAN RICARDO		
ES LESLI ABRIL		
GA LEONARDO		
A GERMAN ULISES		
ERO PAOLA JOCELYN		
DILLO EMILIO		
VO ANGEL URIEL		
GEL ANDREA JIMENA		1
MAN JOSE FRANCISCO		
IANA MARLENE		
IS LUIS FERNANDO		1
O URJEL		
Gael VALENTIN	1	
O CINTHIA GUADALUPE	1	
MENA PAULINA		
CLAUDIA GUADALUPE		
EZ MARIANA	1	2
ORADO AXEL MANUEL	1	
NANDEZ EMANUEL	1	
SPO HECTOR MANUEL		
NDREA		
NDEZ JOSUE BLADIMIR		1
JA JENYFER JAQUELYN		1
R ANDREA	1	
NDEZ YOSGARTH FELIX		
INGEL GIOVANNY		

Appendix 17

CICLOS ILUSTRES		CICLO	GRUPO
		PAR	
NOMBRE DEL ALUMNO	2020	2021	2022
BELEN MARIANA			
EMILIANO OSCAR GADILLO	1		
GUADALUPE AMERICA TEZ	1	1	
ELIAS ADRIEL	1		1
ALEJANDRO JOSE GADILLO			
FRANCISCO JUAN			
VALERIA	1	2	
BELEN ORTILLO			
CRISTINA			
AZAZEL JULIO			
ALEXANDER ZAIN ARRIENTOS			
ZAID EDWIN			
MANUEL JUAN			
PAULINA ARLETTE			
PAULINA ANA			1
EDUARDO CRISTIAN			1
LETICIA JOANA			1
RICARDO IAN SCAREÑO			
ABRIL LESLI			
LEONARDO			
ULISES GERMAN			
JOCELYN PAOLA			
EMILIO			
URIEL ANGEL			
JIMENA ANDREA		1	
FRANCISCO JOSE			
MARLENE ANA			
FERNANDO LUIS			1
URIEL			
VALENTIN GAEL	1		
GUADALUPE CINTHIA	1		
PAULINA			
GUADALUPE CLAUDIA			
MARIANA	1	2	
MANUEL AXEL	1		
EMANUEL	1		
MANUEL HECTOR			
ANDREA			
BLADIMIR JOSUE			1
JAUQUELYN JENYFER			1
ANDREA	1		
FELIX YOSGARTH			
GIOVANNY			

Appendix 18

CIUDADANOS ILUSTRES		CIUDADANOS ILUSTRES
		GRUPO
		PAR
NOMBRE DEL ALUMNO		
BELEN MARIANA		
EMILIANO OSCAR	1	
GUADALUPE AMERICA	1	
ELIAS ADRIEL	1	
ALEJANDRO JOSE		
FRANCISCO JUAN		
VALERIA	1	2
BELEN		
CRISTINA		
AZEL JULIO		
ALEXANDER ZAIN		
ZAID EDWIN		
MANUEL JUAN		
PAULINA ARLETTE		
PAULINA ANA		
EDUARDO CRISTIAN		
LETICIA JOANA		
RICARDO IAN		
ABRIL LESLI		
LEONARDO		
ULISES GERMAN		
JOCELYN PAOLA		
EMILIO		
URIEL ANGEL		
JIMENA ANDREA	1	
FRANCISCO JOSE		
MARLENE ANA		
FERNANDO LUIS		1
URIEL		
VALENTIN GAEL	1	
GUADALUPE CINTHIA	1	
PAULINA		
GUADALUPE CLAUDIA		
MARIANA	1	2
MANUEL AXEL	1	
EMANUEL	1	
MANUEL HECTOR		
ANDREA		
BLADIMIR JOSUE		1
JAQUELYN JENYFER		1
ANDREA	1	
FELIX YOSGARTH		
GIOVANNY ANGEL		

Appendix 19

Student V

Ansel Giovanni Silva Sustaita 3^oF 29/9/22

COMPARATIVES

WALKIE TALKIE	CD-PLAYER	MP3	CELL	FAN	VIDEO GAMES
\$135	\$30	\$80	\$350	\$200	\$400

Laptop \$380 Iron \$130

The CD player is cheaper than the telephone ✓
 The electric fan is Bigger than the laptop ✓
 The game console is more expensive than the iron ✓
 The MP3 player is cheaper than the walkie-talkie ✓
 The game console is smaller than the iron ✓

Student H

September 29th 22

English class 29th 11 22

Comparatives

The CD player is cheaper than the telephone ✓
 size The electric fan is Bigger than the laptop ✓
 cost The game console is more expensive than the iron ✓
 cost The MP3 player is cheaper than the walkie-talkie ✓
 size The game console is smaller than the iron ✓

phone 350\$
 Computer 380\$

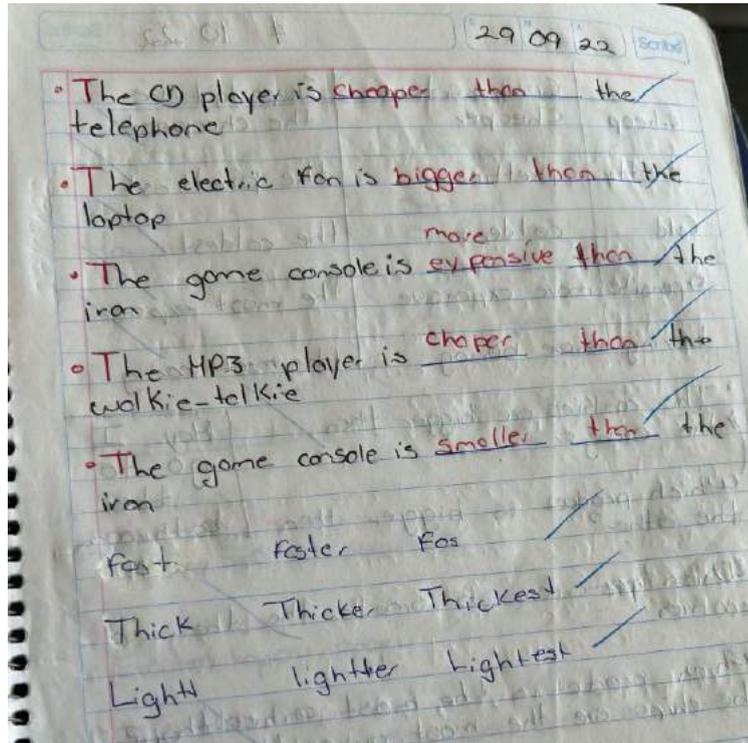
Big - Bigger
 cheap - cheaper
 Expensive - More expensive
 Small - smaller

This product is the smallest, it has a cable and cost \$80 = MP3 ✓

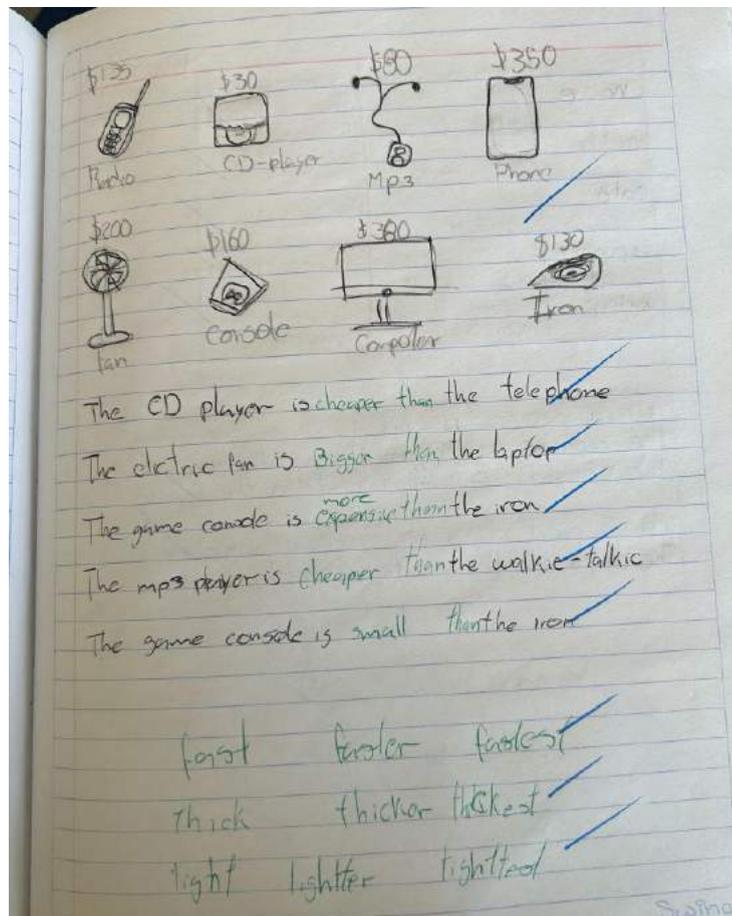
The product cost \$200 it is the biggest ones = fan ✓

This product can be used to watch movies it is on sale and cost \$30 ✓
 = CD player ✓

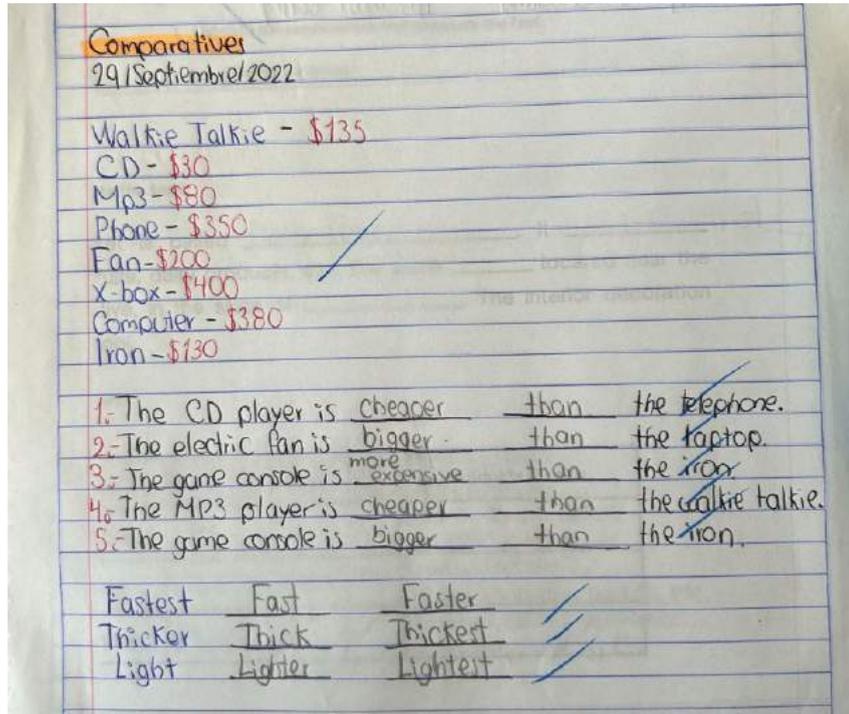
Student I



Student N1



Student U



Appendix 20



BENEMÉRITA Y CENTENARIA ESCUELA NORMAL DEL ESTADO
LICENCIATURA EN ENSEÑANZA Y APRENDIZAJE DEL INGLÉS EN EDUCACIÓN SECUNDARIA



LESSON

PLAN

TEACHER TRAINEE: KAREN HAIDEE FLORES CARDENAS			
Scholar year: 2022-2023	Semester: 7	Group: A	Subject: Práctica Profesional y Vida Escolar
Teacher: Mtra. Diana Karina Hernández Cantú			
SCHOOL'S INFORMATION			
School: ESCUELA SECUNDARIA POTOSINOS ILUSTRES		Principal: PROFR. GUSTAVO GUTIÉRREZ GÓMEZ	
Address: FUENTE DEL OLIMPO 100, BALCONES DEL VALLE 3RA SECC, C.P: 78280 SAN LUIS POTOSÍ, S.L.P.			
CLASS INFORMATION			
Junior high school teacher: CARLOS FLORES GÁMEZ			
Subject: English	Grade: 3°	Groups: D & F	
Student's average age: 14-15 years old	Total student's number: 48		
Class Profile: In this third-grade group, the 43 students are around 14-15 years old. As a group, they are a little bit divided, but they can work without any problem with any classmate. They do not participate too much unless they find something interesting or attractive. I consider the group can work perfectly with any type of activity but I also think they prefer visual material and material related to their likes and interests, as well as something they can relate to their daily lives. The students do not have the English level they should have according to their grade, so they need easy activities to follow and work with the language.			
Topic: Personal information (hobbies)	Lesson number: 2 / 9	Date: Nov. 23 rd , 24 th , 2022	
Context and Language focus: Simple Present + Present Continuous + gerunds			
Methodology: PPP			
Main Aim of the lesson: By the end of the lesson students will be able to use gerunds to talk about hobbies.		Assumptions: Students know vocabulary related to hobbies.	

STAGE/ AIM / TIME	PROCEDURE	MATERIAL	INTERACTION AND SKILLS	ANTICIPATED PROBLEMS AND SOLUTIONS
Warm up or Lead in Welcome and activate sts. 5 minutes	T: Welcome to our class. Before starting, let me call roll. The sts will say "here" or "present". T: Who is going to help me with today's information? (volunteers, if not ask the sts that	(Appendix 1) Routine cards	T - S S - T	P: Attitude of the sts S: Being enthusiastic and inviting them to work and participate

	helped the day before to choose a classmate) <i>What day is today?, What is the weather like?, In what season are we?</i>			
Presentation Sts will identify gerunds in sentences about hobbies. 15 minutes	<p>★ Pre-reading: The teacher writes on the board some vocabulary about hobbies (soccer, painting, watching TV, playing video games, singing, etc) T: Please read these words. What are they? (hobbies) The teacher reviews the structure seen in the last class, asking some students: Do you have any hobbies? And the students try to remember how they should answer (e.g. I like shopping)</p> <p>T: Ok so please get in pairs. Take out a piece of paper and write your names. I will give you 1 minute to write as much hobbies as you can think of, you cannot repeat the ones I wrote. The pair with more hobbies will be the winner.</p> <p>T: Everyone please look at these flashcards. I will show you the image and you will try to guess the hobby. Repeat after me (the teacher do drills with sts)</p> <p>★ While reading: The teacher writes some sentences related to the flashcards T: Imagine she is your mom (e.g. My mom is playing basketball) T: Ok so which is the verb in this sentence? (remember verbs are actions) These actions are happening right now. The sts identify the verbs of all the sentences written.</p> <p>★ Post-reading: T: Now pay attention to this sentence. The teacher writes another type of sentence (e.g. My sister likes watching TV) T: Which is the verb in this sentence? (the teacher explains gerunds) T: So imagine that you would like to know these</p>	(Appendix 2) Flashcards	T - S S - T S - sentences Reading (skimming, scanning) S - T	P: Sts do not understand the instructions S: The teacher repeats them in a short way P: The sts do not understand the grammar S: The teacher will ask if there is vocabulary they do not understand and explain it to them.

	people (the ones in the flashcards). What would you ask them to know about their hobbies? (What is your hobby / Do you have any hobbies?)			
Practice Sts practice with the language focus. 10 minutes	The teacher pastes the rest of the flashcards on the board and the students write sentences (e.g. My dad likes playing the guitar) T: Ok let's review. We will read a short text. You will have to complete it with the correct word.	Flashcards (Appendix 3) Worksheet	S - worksheet	P: Sts do not understand what they have to do. S: The teacher will exemplify before starting the activity.
Production Sts practice asking for other people's hobbies. 15 minutes	T: Now let's do one last activity. In your notebooks, please write one hobby you have (e.g. I like singing) Then, you will go with your classmates asking: what is your hobby? You will need to find someone that has the same hobby as you.		S - S Speaking (grammar)	P: Sts do not know what to do. S: The teacher will give an example first.

(Appendix 1)



(Appendix 2)



Appendix 3


Hobbies

Name: _____ Group: _____

-Read the dialogue and complete it with the correct form of the word in brackets.

Alisha: Where is your brother?
Tony: He is at the park.
Alisha: _____ (verb to be) he _____ (play / basketball) right now?
Tony: No, he _____ (verb to be-neg) playing. He is walking the dog.
Alisha: When _____ (do/does) he usually plays basketball?
Tony: He usually _____ (play) on weekends.

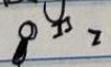
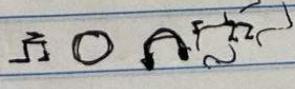


Appendix 21

Student T

-They like playing videogames
-She likes swimming
-She likes listen music
-She likes playing soccer

Student G

she likes to swimming in the pool 
she likes playing tennis 
They like playing videogames 
she likes to singing 
He likes to listening to music 
she likes to play soccer 

Appendix 22



Appendix 23

POTOSINOS ILUSTRES		2022-2023	
NOMBRE DEL ALUMNO		TION	
PEZ MARIANA BELEN		11	12
UJILLO OSCAR EMILIANO		21	26
ORTEZ AMERICA GUADALUPE		1	
ORTIZ ADRIEL ELIAS			
DELGADILLO JOSE ALEJANDRO			
ORJAS JUAN FRANCISCO			
ACIAS VALERIA		1	
PORTILLO BELEN			
PEZ CRISTINA			
GADO JULIO AZAEL		1	
BARRIENTOS ZAIN ALEXANDER			
AIZA EDWIN ZAID			
PEZ JUAN MANUEL		2	
PEZ ARLETTE PAULINA			
ERA ANA PAULINA			
PEZ CRISTIAN EDUARDO		52	1
RTINEZ JOANA LETICIA		1	
TISCAREÑO IAN RICARDO		1	
ALES LESLI ABRIL		2	
ÁGA LEONARDO		1	
IGA GERMAN ULISES			
RRERO PAOLA JOCELYN		1	1
ADILLO EMILIO			
AVO ANGEL URIEL		1	2
NGEL ANDREA JIMENA		1	
EMAN JOSE FRANCISCO			
DA ANA MARLENE		1	
LOS LUIS FERNANDO		1	1
VO URIEL			
A GAEL VALENTIN		1	1
AVO CINTHIA GUADALUPE			
IMENA PAULINA			
A CLAUDIA GUADALUPE		1	1
NEZ MARIANA			
OLORADO AXEL MANUEL			
ERNANDEZ EMANUEL			
BISPO HECTOR MANUEL		1	1
ANDREA			
ANDEZ JOSUE BLADIMIR		1	1
ADA JENYFER JAQUELYN			
ZAR ANDREA			
ANDEZ YOSGARTH FELIX			
ANGEL GIOVANNY			

Appendix 24



BENEMÉRITA Y CENTENARIA ESCUELA NORMAL DEL ESTADO
LICENCIATURA EN ENSEÑANZA Y APRENDIZAJE DEL INGLÉS EN EDUCACIÓN SECUNDARIA



LESSON

PLAN

TEACHER TRAINEE: KAREN HAIDEE FLORES CARDENAS			
Scholar year: 2022-2023	Semester: 7	Group: A	Subject: Práctica Profesional y Vida Escolar
Teacher: Mtra. Diana Karina Hernández Cantú			
SCHOOL'S INFORMATION			
School: ESCUELA SECUNDARIA POTOSINOS ILUSTRES		Principal: PROFR. GUSTAVO GUTIÉRREZ GÓMEZ	
Address: FUENTE DEL OLIMPO 100, BALCONES DEL VALLE 3RA SECC, C.P: 78280 SAN LUIS POTOSÍ, S.L.P.			
CLASS INFORMATION			
Junior high school teacher: CARLOS FLORES GÁMEZ			
Subject: English	Grade: 3°	Groups: D & F	
Student's average age: 14-15 years old		Total student's number: 48	
Class Profile: In this third-grade group, the 43 students are around 14-15 years old. As a group, they are a little bit divided, but they can work without any problem with any classmate. They do not participate too much unless they find something interesting or attractive. I consider the group can work perfectly with any type of activity but I also think they prefer visual material and material related to their likes and interests, as well as something they can relate to their daily lives. The students do not have the English level they should have according to their grade, so they need easy activities to follow work with the language.			
Topic: Instructions to write an experiment	Lesson number: 7 / 9	Date: Dec. 6th , 2022	
Context and Language focus: Simple Present / Imperatives / Sequence words			
Methodology: PPP			
Main Aim of the lesson: By the end of the lesson students will be able to write instructions to make and experiment		Assumptions: Students know imperatives, sequence words and the parts of an experiment.	

STAGE/ AIM / TIME	PROCEDURE	MATERIAL	INTERACTION AND SKILLS	ANTICIPATED PROBLEMS AND SOLUTIONS
Warm up or Lead in Activate sts. 5 minutes	T: Welcome to our class. Before starting, let me call roll. The sts will say "here" or "present".	(Appendix 1) Routine cards	T - S S - T	P: Attitude of the sts S: Being enthusiastic and inviting them to work and participate.

	T: Who is going to help me with today's information? (volunteers, if not ask the sts that helped the day before to choose a classmate) <i>What day is today?, What is the weather like?, In what season are we?</i>			
Presentation Sts work with the language focus. 10 minutes	T: Do you remember what we are going to do today? Very good! Today you will start your project for this period, which is.... (experiments) T: We have revised so far different things that will help you write your project such as imperatives, sequence words and the structure of an instructive. You will use all that to make it. T: Let me explain to you the dynamic. I have different experiments previously selected, we are going to raffle them and that will be the experiment you are going to work with.	(Appendix 2) Experiments	S - experiments S - T T - S	P: Sts do not know what to do. S: The teacher will give an example first. P: Sts do not understand the video. S: The video uses simple vocabulary and subtitles to guide the sts.
Practice Sts use the language focus. 10 minutes	T: So let's start. I already provided to you the images of the experiment. You will have to follow them and write the corresponding instructions.	Experiments	S - Experiments T - S S - S	P: Sts do not know what they have to do. S: The teacher gives an example before starting.
Production Sts use the language focus. 25 minutes	The sts write the instructions and the teacher monitors. T: If you don't finish in this class, you will have to take it for homework. T: Remember that in the next class you have to bring the material to perform your experiment.	Experiments	T - S S - S Writing (grammar, vocabulary)	P: Sts do not know what they have to do and how to do it. S: The teacher tells them they can guide themselves on all the examples they have been revising during the past weeks.

(Appendix 1)



(Appendix 2)

MAKE PLASTIC MILK	MAKE A BALLOON ROCKET	BLOBS IN A BOTTLE	FANTASTIC FOAMY FOUNTAIN
1- Ask your friendly adult to heat up the milk until it is hot, but not boiling.	1- Tie one end of the string to a chair, door knob, or other support.	1- Pour the water into the bottle.	1- Use a funnel to carefully pour 3/4 cup (180 ml) of the hydrogen peroxide liquid into the bottle.
2- Now ask the adult to carefully pour the milk into the bowl.	2- Put the other end of the string through the straw.	2- Use a measuring cup or funnel to slowly pour the vegetable oil into the bottle until it's almost full. You may have to wait a few minutes for the oil and water separate.	2- Add about 10 drops of your favorite food coloring into the bottle.
3- Add the vinegar to the milk and stir it up with a spoon for about a minute.	3- Pull the string tight and tie it to another support in the room.	3- Add 10 drops of food coloring to the bottle (we like red, but any color will look great.) The drops will pass through the oil and then mix with the water below.	3- Add about 1 tablespoon (15ml) of liquid dish soap into the bottle and swirl the bottle around a bit to mix it.
4- Now the fun part, pour the milk through the strainer into the sack. Careful it may be hot! Left behind in the strainer is a mess of lumpy blobs. When it is cool enough, you can raise the blobs off in water while you press them together.	4- Blow up the balloon (but don't tie it.) Pinch the end of the balloon and tape the balloon to the straw as shown above. You're ready for launch.	4- Break a seltzer tablet in half and drop the half tablet into the bottle. Watch it sink to the bottom and let the bubbly greatness begin!	4- In a separate small cup, combine the warm water and the yeast together and mix for about 30 seconds. It should be about the consistency of melted ice cream - add a bit more warm water if needed.
5- Now just mold it into a shape and it will harden in a few days. - Cool	5- Let go and watch the rocket fly!	5- To keep the effect going, just add another tablet piece. For a true lava lamp effect, shine a flashlight through the bottom of the bottle.	5- Now the adventure starts! Use the funnel to pour the yeast-water mixture into the bottle and watch the foaminess begin!
			

Appendix 25



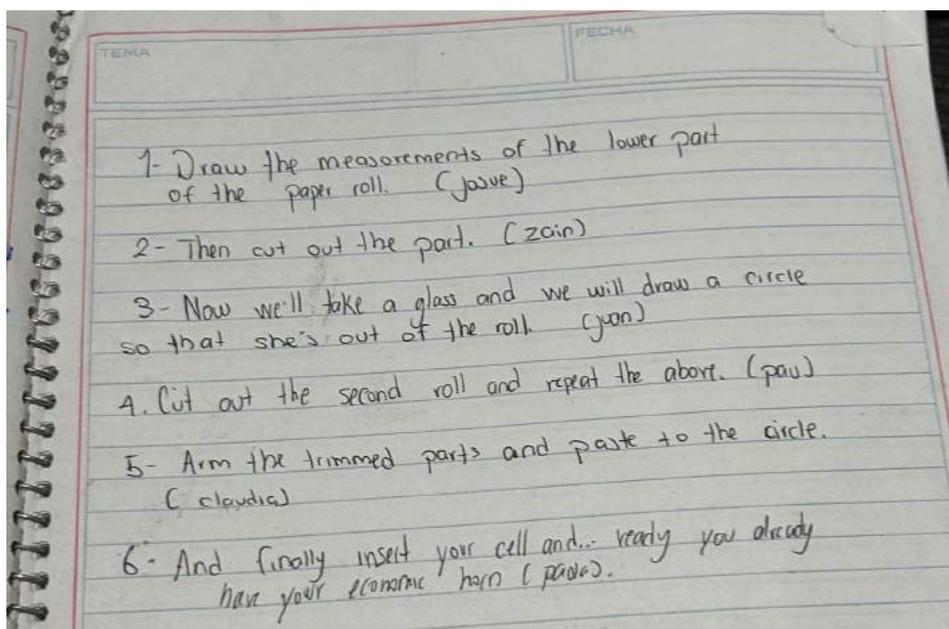
Appendix 26

Poster - Evaluation Rubric

CRITERIA	4	3	2	1
Content	Relevant content with good details about the topic that makes the audience interested.	The information is related to the topic but it does not give clue aspects.	Some aspects are not detailed but it is understandable.	The information is not relevant and is not related to the topic.
Visual organization	The poster is original and attractive. It uses adequate drawings, images or pictures.	The poster achieves its goal, good images but they lack of quality.	The poster is a bit attractive, the pictures are unsuitable for the purpose.	The poster is not attractive and it doesn't use pictures or drawings to exemplify.
Creativity	The poster uses colors and attractive material. The main ideas are highlighted.	The poster has color, but the main ideas can't be identified.	The poster has few color and the main ideas are not highlighted.	The poster is not visually attractive and you can't identify main concepts.
Grammar and vocabulary	The poster has no grammar mistakes, uses verb tenses and vocabulary correctly.	The poster has few grammar mistakes regarding verb tenses.	The poster has some grammar mistakes and vocabulary not related to the subject.	The poster has several grammar and vocabulary mistakes.
Exposition & explanation	All team members know how to explain the poster and know the topic.	All team members know how to explain the poster, but they don't answer questions.	Not all members know the topic and how to explain the poster.	Students don't know the topic and can't explain their poster.
Delivery	The poster is delivered on time, the agreed day.	The poster is delivered on time, but it has some pending details.	The poster is delivered on a different day but it is finished.	The poster was not delivered.

Total = 24 points = 10

Appendix 27



Lava lamp

- Plastic bottle
- Vegetable oil
- Food coloring
- Alka Seltzer
- Funnel

Instructions

Pour a quarter of wa
for Pour a little
Place coloring
Add the effervescent
tablet

- 1° For this experiment
- 2° First
- 3° Then
- 4° Next
- 5° here's how

First stretch the balloon

Next pour 10ml of water in the bottle

Then add a teaspoon of baking soda

After that stir the mixture a show

later squeeze tongue

Project

Rocket

Material:

- Scissors
- Balloon
- Stamer
- Rule
- Roll of toilet paper

Instructions

First take a roll of toilet paper second decorat as you like a rocket with your imagination, then take a stamer no tie up in the door and the other part in the chair

OK. 0/12/22

Lava lamp

Lampara de lava

Good Morning Teachers and classmates
 Presentación: we are Argel, Andieci, Joana, Ana Malene and me cristian we representing the project "lava lamp"

• Agua	• water	• 1- plastic bottle
• 1 botella de plastico 600 ml		• 2- Alka seltzer
• 2 Alka seltzer		• vegetable oil
• Aceite		• Food coloring
• Colorante liquido		

Instrucciones

- 1- Vertir el agua (1/4) en la botella de plastico
- 2- Vertir el aceite hasta que se llene la botella
- 3- Basiar el colorante
- 4- Poner el alka seltzer y cerrar
- 5- Observa como queda la lampara

1- Put 1/4 of water in the plastic bottle

2- Put the vegetable oil until the bottle is full

3- Put the food coloring

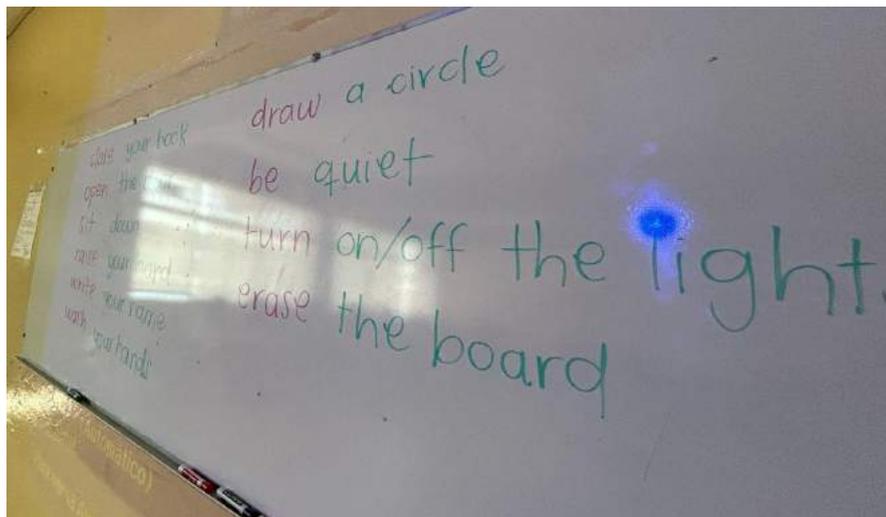
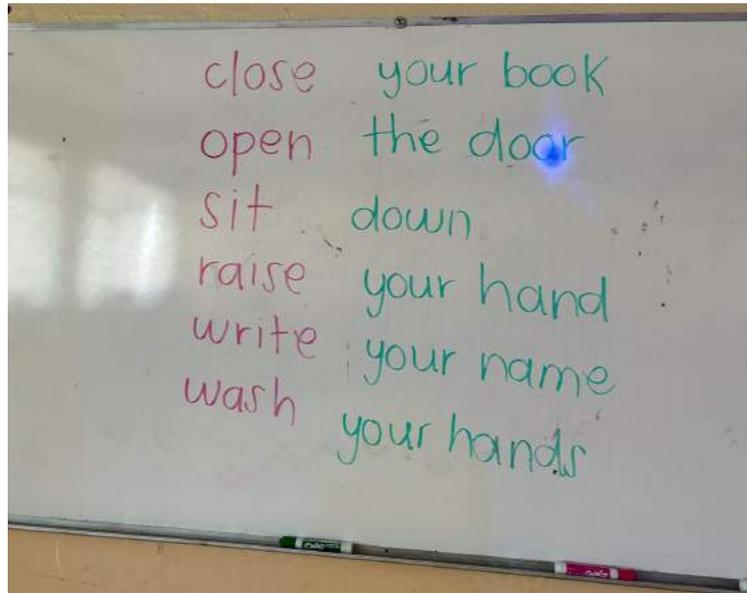
4- Put the alka seltzer and close

5- observe the lamp

Lava Lamp

Materials:	Instruccions:
1 plastic bottle	Pour a quarter of water
water	Pour oil
Vegetable oil	Place coloring
food coloring	Add the pill alka-seltzer
Alka-seltzer	
1 funnel	

Appendix 28



	First To start Initially	To begin At first
	Second Then Next	After that Later
	Finally Lastly At the end	Third

Appendix 29

FRUIT SALAD

Ingredients:

A variety of fruits such as:

apples	peaches
bananas	pears
oranges	grapes
strawberries	mangoes
kiwis	watermelon

Directions:

1. Wash and clean all the fruit.
2. Cut the fruit up into small pieces.
3. Place all the fruit into a large bowl.
4. Mix all the fruit up.
5. Eat and enjoy!



Lava Lamps!

Lava lamps are a simple but great fun science activity for kids using simple materials you probably already have in your kitchen cupboard. They are a great way to learn about liquids having different densities and chemical reactions.

<p>Materials</p> <ul style="list-style-type: none"> Clear jar or bottle Water Food coloring Alka Seltzer Vegetable oil 	<p>Method</p> <p>First, fill the bottle or jar about 1/3 full of water. Then, add food coloring. After that, fill to almost the top with vegetable oil. Finally, drop an alka seltzer into the jar and watch the fizz.</p>
--	---

Discussion → Why does the oil sit on top of the water?

MANUALS

29-11-2022

<p>Title: FRUIT SALAD</p>	<p>LAVA LAMPS</p>
<p>Material: Apple, orange, kiwi, pear, bananas, mangoes</p>	<p>Material: Clear jar or bottle, water, food coloring, alka seltzer.</p>
<p>Purpose: Prepare a fruit salad</p>	<p>Purpose: Make lava lamps</p>
<p>Instructions: Numbers & Imperatives</p>	<p>Instructions: First, then, after that, finally (sequence words)</p>

vegetable oil

Appendix 30



BENEMÉRITA Y CENTENARIA ESCUELA NORMAL DEL ESTADO
LICENCIATURA EN ENSEÑANZA Y APRENDIZAJE DEL INGLÉS EN EDUCACIÓN SECUNDARIA



LESSON

PLAN

TEACHER TRAINEE: KAREN HAIDEE FLORES CARDENAS			
Scholar year: 2022-2023	Semester: 7	Group: A	Subject: Práctica Profesional y Vida Escolar
SCHOOL'S INFORMATION			
School: ESCUELA SECUNDARIA POTOSINOS ILUSTRES		Principal: PROFR. FERNANDO HERNÁNDEZ RETA	
Address: FUENTE DEL OLIMPO 100, BALCONES DEL VALLE 3RA SECC. C.P: 78280 SAN LUIS POTOSÍ, S.L.P.			
CLASS INFORMATION			
Junior high school teacher: CARLOS FLORES GÁMEZ			
Subject: English	Grade: 3 ^o	Groups: D & F	
Student's average age: 14-15 years old	Total student's number: 48		
Class Profile: In this third-grade group, the 43 students are around 14-15 years old. As a group, they are a little bit divided, but they can work without any problem with any classmate. They do not participate too much unless they find something interesting or attractive. I consider the group can work perfectly with any type of activity but I also think they prefer visual material and material related to their likes and interests, as well as something they can relate to their daily lives. The students do not have the English level they should have according to their grade, so they need easy activities to follow and work with the language.			
Topic: Guess and formulate hypothesis about past events	Lesson number: 4 / 18	Date: Feb. 21st, 2023	
Context and Language focus: Simple Past / Wh questions / Did			
Methodology: PPP			
Main Aim of the lesson: By the end of the lesson students will be able to make a biography summary using wh questions.		Assumptions: Students know what a biography is; they unconsciously know wh questions	

STAGE/ AIM / TIME	PROCEDURE	MATERIAL	INTERACTION AND SKILLS	ANTICIPATED PROBLEMS AND SOLUTIONS
Warm up or Lead in Complete the information of the day. Activate sts.	T: Welcome to our class. Before starting, let me call roll. The sts will say "here" or "present".	(Appendix 1) Routine card	T - S S - T	P: Attitude of the sts S: Being enthusiastic and inviting them to work and participate

5 minutes	T: Let's start our class. Who is going to help me with today's information? (volunteers, if not ask the sts that helped the day before to choose a classmate) <i>What day is today?, What is the weather like?, In what season are we?</i>			P: Sts do not know what they have to do S: Exemplify what they have to do before starting with the activity
Presentation Introduce sts to the topic of the week. 15 minutes	★ Pre-listening: T: Welcome to today's class. Let's start by watching a short video. I want you to analyze it. ★ While listening: The teacher plays the video of Bad bunny's biography and sts pay attention. ★ Post-reading: T: Ok so what were you able to see? Excellent, it was Bad bunny's life. What do you call this type of video or text? T: This is called a biography. I know you have worked with them at least once in your life, right? Can someone tell me what the purpose of a biography is? (get to know the life of a person). And biographies are written in present, past or future? Past! Remember last week we reviewed some verbs in past tense. The teacher writes the definition on the board. T: Very good! This week we are going to work with biographies and by the end of it, you will have to write one. T: Another thing we are going to review this week is wh questions. Do you know them? (elicit answers). Excellent! We have what, where, when, who, why, etc. The teacher projects each of these words and asks sts to say which kind of information they talk about (e.g. where - places (school, supermarket, park))	(Appendix 2) Video	T - S S - T S -video Listening (for detail) S - T	P: Sts do not understand the instructions S: The teacher repeats them in a short way P: Sts do not understand the video S: The teacher will choose a video with understandable language and appropriate level for sts
Practice	T: Now I am going to give you a worksheet where you will find the script of the video. But guess	(Appendix 3)		P: Sts do not understand what they have to do

<p>Sts review past tense with the biography.</p> <p>10 minutes</p>	<p>what, it has some missing words you will have to identify.</p> <p>You already have the verb in brackets in its simple form, so in what tense do you think you will have to write it? Past right? Very good.</p> <p>Apart from writing those verbs in past tense, there are some other words that are not verbs that you will also have to find.</p> <p>Are you ready? Let me play the video. I will play it twice.</p> <p>T: Let's check your answers.</p>	Worksheet	S - worksheet S - T	S: The teacher will tell sts they will do the same thing as in the previous exercise. She can give an example if necessary.
<p>Production</p> <p>Sts write biography summary using wh questions.</p> <p>15 minutes</p>	<p>T: For the last activity I need you to get in pairs. In the last part of your worksheet you will find a biography summary you will complete with the text and video.</p> <p>You will answer the questions (who is the person, when was this person born, where was this person born in, why is this person important)</p> <p>T: I will take the summaries at the end of the class.</p> <p>You can start.</p>	Worksheet	S - T Writing (grammar, vocabulary)	P: Sts do not know what to do. S: The teacher will give an example first.

Appendix 1



Appendix 2



Bad Bunny Bio & Facts | Bad Bunny 2020 | My Biography

Link: <https://www.youtube.com/watch?v=NB98oG4Rym0>

Appendix 3

Before I was famous...

Listen and complete the script.

Bad Bunny is one of the biggest _____ in the world right now. The singer and rapper first started releasing music in _____, he's dominated the charts and stolen hearts worldwide.

Bad Bunny _____ (is) born in 1994. His birthday is March 10th, he is 26 years old.

Bad Bunny is 5 feet 11 inches tall. This makes his height 1.8 in metres. Bad Bunny is of Puerto Rico. _____

He was born and grew up in Vega Baja, Puerto Rico.

His dad was a truck driver and his mom was a _____.

Bad Bunny _____ (go) to school locally in Puerto Rico and was part of his local church choir. He then _____ (study) audiovisual communication at the University of Puerto Rico at Arecibo.

In 2016, Bad Bunny _____ (begin) releasing music independently on SoundCloud, while working as a bag boy at SuperMercados Econs.

Complete the biography summary with the information from the video.

Who is the person?

When was this person born?

Where was this person born?

Why is this person important?

Appendix 31

OBSERVATION TASK

Focus: The Teacher

Conditions for learning

Task: As you observe this lesson, consider the following questions:

What is there about the classroom, the activities, the teacher and the students that helps create conditions for effective learning? What aspects of the lesson might hinder learning?

There may be questions that you yourself would like to ask the teacher about the various decisions taken before and during the lesson. Make a note of these for post-lesson discussion.

Positive factors	Negative factors
The classroom	The classroom
The activities <i>Individualized, visually attractive, simple and easy to understand</i>	The activities
The teacher <i>Instructions are based + clear, Teacher talk is simple to understand</i>	The teacher
The students <i>Although it's a restless group the majority is paying attention and following you most probably because you've engaged them with interesting topic</i>	The students

Note down what you would like to 'steal' from your mentor to incorporate into your own teaching. This could include personal qualities, teaching skills and techniques, activities, the way the teacher creates a good classroom atmosphere, etc.:

In general, progress and improvement in your practice, in your instructions and in "your presence" within the lesson and classroom is NOTICEABLE... good girl. Just remember to keep the focus of your document as well, you wish to provide moments for sts to participate orally and for you to register it. There were moments where you could have gotten sts

Source: Scrivener, J. 1994. *Learning Teaching*. Heinemann

to produce the language quickly. Read the rest of the comments on the back of the other format/page

3rdF

11:00 - 11:50 am

Feb. 22, 2023

Appendix 32

Student E

Cristina Corda Galvez
3F

Before I was famous...



Listen and complete the script.

Bad Bunny is one of the biggest stars in the world right now. The singer and rapper first started releasing music in to 2016, he's dominated the charts and stolen hearts worldwide. Bad Bunny was (is) born in 1994. His birthday is March 10th, he is 26 years old. Bad Bunny is 5 feet 11 inches tall. This makes his height 1.8 in metres. Bad Bunny is of Puerto Rican nationality. He was born and grew up in Vega Baja, Puerto Rico. His dad was a truck driver and his mom was a school teacher. Bad Bunny went (go) to school locally in Puerto Rico and was part of his local church choir. He then studied (study) audiovisual communication at the University of Puerto Rico at Arecibo.

In 2016, Bad Bunny began (begin) releasing music independently on SoundCloud, while working as a bag boy at SuperMercados Econo.

glh ü

Complete the biography summary with the information from the video.

Who is the person?
(Bad Bunny)
is one of the biggest stars in the world right now

When was this person born?
the singer and rapper

Where was this person born?
Bad bunny was born in 1994

Why is this person important?
releasing music independently on SoundCloud

Appendix 33

Student J

Before I was famous...



Listen and complete the script.

Bad Bunny is one of the biggest stars in the world right now. The singer and rapper first started releasing music in 2016. He's dominated the charts and stolen hearts worldwide.

Bad Bunny was (is) born in 1994. His birthday is March 10th, he is 26 years old.

Bad Bunny is 5 feet 11 inches tall. This makes his height 1.8 in metres. Bad Bunny is of Puerto Rican nationality.

He was born and grew up in Vega Baja, Puerto Rico.

His dad was a truck driver and his mom was a school teacher.

Bad Bunny went (go) to school locally in Puerto Rico and was part of his local church choir. He then studied (study) audiovisual communication at the University of Puerto Rico at Arecibo.

In 2016, Bad Bunny began (begin) releasing music independently on SoundCloud, while working as a bag boy at SuperMercados Eoano.

Complete the biography summary with the information from the video.

Who is the person?
Bad Bunny

When was this person born?
Bad Bunny was born in 1994. He birthday is March 10th.

Where was this person born?
Bad Bunny is of Puerto Rican nationality.

Why is this person important?
Bad Bunny is one of the biggest stars in the world right now.

Student I

Before I was famous...



Listen and complete the script.

Bad Bunny is one of the biggest stars in the world right now. The singer and rapper first started releasing music in 2016. He's dominated the charts and stolen hearts worldwide.

Bad Bunny was (is) born in 1994. His birthday is March 10th, he is 26 years old.

Bad Bunny is 5 feet 11 inches tall. This makes his height 1.8 in metres. Bad Bunny is of Puerto Rican nationality.

He was born and grew up in Vega Baja, Puerto Rico.

His dad was a truck driver and his mom was a school teacher.

Bad Bunny went (go) to school locally in Puerto Rico and was part of his local church choir. He then studied (study) audiovisual communication at the University of Puerto Rico at Arecibo.

In 2016, Bad Bunny began (begin) releasing music independently on SoundCloud, while working as a bag boy at SuperMercados Eoano.

Complete the biography summary with the information from the video.

Who is the person?
Bad Bunny

When was this person born?
1994 (March 10th)

Where was this person born?
Puerto Rico

Why is this person important?
Because is famous
he

Student I1

Before I was famous... 

Listen and complete the script.

Bad Bunny is one of the biggest stars in the world right now. The singer and rapper first started releasing music in 2016, he's dominated the charts and stolen hearts worldwide.
 Bad Bunny was (is) born in 1994. His birthday is March 10th, he is 26 years old.
 Bad Bunny is 5 feet 11 inches tall. This makes his height 1.8 in metres. Bad Bunny is of Puerto Rican descent.
 He was born and grew up in Vega Baja, Puerto Rico.
 His dad was a truck driver and his mom was a school teacher.
 Bad Bunny went (go) to school locally in Puerto Rico and was part of his local church choir. He then studied (study) audiovisual communication at the University of Puerto Rico at Arecibo.

In 2016, Bad Bunny began (begin) releasing music independently on SoundCloud, while working as a bag boy at SuperMercados ECHO.

glbr

Complete the biography summary with the information from the video.

Who is the person?
Regi Giner and rapper (Bad Bunny)

When was this person born?
he was born 10th march in 1994

Where was this person born?
Puerto Rico Vega Baja

Why is this person important?
is one of the biggest stars in the world right now

Student H

Before I was famous... 

Listen and complete the script.

Bad Bunny is one of the biggest stars in the world right now. The singer and rapper first started releasing music in 2016, he's dominated the charts and stolen hearts worldwide.
 Bad Bunny was (is) born in 1994. His birthday is March 10th, he is 26 years old.
 Bad Bunny is 5 feet 11 inches tall. This makes his height 1.8 in metres. Bad Bunny is of Puerto Rican descent.
 He was born and grew up in Vega Baja, Puerto Rico.
 His dad was a truck driver and his mom was a school teacher.
 Bad Bunny went (go) to school locally in Puerto Rico and was part of his local church choir. He then studied (study) audiovisual communication at the University of Puerto Rico at Arecibo.

In 2016, Bad Bunny began (begin) releasing music independently on SoundCloud, while working as a bag boy at SuperMercados ECHO.

glbr

Complete the biography summary with the information from the video.

Who is the person?
Bad bunny

When was this person born?
he was born in 1994

Where was this person born?
Vega Baja, puerto rico.

Why is this person important?
because he dominated the charts and stolen hearts worldwide

Appendix 34

NOMBRE DEL ALUMNO	ION			
	11/21	12/06	01/22	03/01
PEZ MARIANA BELEN				
UJILLO OSCAR EMILIANO	1			
RTEZ AMERICA GUADALUPE		1		
ITIZ ADRIEL ELIAS			1	
MELGADILLO JOSE ALEJANDRO			1	
ORJAS JUAN FRANCISCO				
ACIAS VALERIA		1		
PORTILLO BELEN				
VEZ CRISTINA				
GADO JULIO AZAEL		1		
BARRIENTOS ZAIN ALEXANDER			1	
AIZA EDWIN ZAID				
VEZ JUAN MANUEL		2		
VEZ ARLETTE PAULINA				
ERA ANA PAULINA			1	
REZ CRISTIAN EDUARDO	3	1	1	
RTINEZ JOANA LETICIA		1		
TISCAREÑO IAN RICARDO		1		
ALES LESLI ABRIL	2			
AGA LEONARDO		1		
GA GERMAN ULISES				
RRERO PAOLA JOCELYN	1	1		
ADILLO EMILIO				
AVO ANGEL URIEL	1	2		
NGEL ANDREA JIMENA		1		
EMAN JOSE FRANCISCO				
IA ANA MARLENE	1			
OS LUIS FERNANDO	1	1	1	
VO URIEL				
A GAEL VALENTIN	1	1	1	1
IVO CINTHIA GUADALUPE				
IMENA PAULINA				
A CLAUDIA GUADALUPE	1	1		1
VEZ MARIANA		1		
LORADO AXEL MANUEL				
RNANDEZ EMANUEL			1	
ISPO HECTOR MANUEL	1	1		
ANDREA				
ANDEZ JOSUE BLADIMIR	1	1		
IDA JENYFER JAQUELYN		1	1	
AR ANDREA				
ANDEZ YOSGARTH FELIX		1		
ANGEL GIOVANNY		1		

Appendix 35

OBSERVATION TASK

17

Focus: The Teacher

Giving instructions

Task: Observe the instructions the teacher gives during the lesson and complete the table. For each skill, decide how successfully it was achieved, and write your questions for post-lesson consultation in the right-hand column of the table.

Instruction-giving skills	Clear? Not very clear? Unclear?	Discussion points
Signalling start of activity (creating a silence)	Needs improvement	be careful... if you are silent and inactive you may seem (not) under control
Use of simple language	Yes ✓ Clear	
Use of short sentences	Yes ✓ Clear	
Logic and clarity	Yes ✓ Clear	
Use of target language as a model for them to follow...		Repeat instructions while making eye contact
Voice quality	Good quality	
Eye-contact	Needs Improvement	
Mime, gesture, body language	Needs Improvement	
Repeating instruction in a different way	Try a bit more, do it bit slowly and loud	
Not stating the obvious		
Use of visual aids	Yes ✓ Clear	
Demonstration rather than explanation	Not very clear	Demonstrate the exercises too
Checking understanding	Yes ✓	
Signalling end of activity		

Evaluate the instruction-giving that you observed.

Please use the empty space on the previous page to answer the following questions:

In your opinion, which three elements made it successful? ** Attractive Didactic Material to learners' interest*

Which elements made it less successful? ** Realistic & Achievable*

What are the most important factors for you personally when giving instructions?

What will you incorporate into your own teaching after doing this observation task?

Adapted from Tanner, R. and Green, C. 1996. *Tasks for Teacher Education*. Longman

→ You can elicit more from sts BUT call them by their names, this way they feel you are under control.

11:00 - 11:50 am 3rd F
Feb. 22, 2023

Appendix 36



BENEMÉRITA Y CENTENARIA ESCUELA NORMAL DEL ESTADO
LICENCIATURA EN ENSEÑANZA Y APRENDIZAJE DEL INGLÉS EN EDUCACIÓN SECUNDARIA



LESSON

PLAN

TEACHER TRAINEE: KAREN HAIDEE FLORES CARDENAS			
Scholar year: 2022-2023	Semester: 7	Group: A	Subject: Práctica Profesional y Vida Escolar
Teacher: Mtra. Diana Karina Hernández Cantú			
SCHOOL'S INFORMATION			
School: ESCUELA SECUNDARIA POTOSINOS ILUSTRES		Principal: PROFR. FERNANDO HERNÁNDEZ RETA	
Address: FUENTE DEL OLIMPO 100, BALCONES DEL VALLE 3RA SECC, C.P: 78280 SAN LUIS POTOSÍ, S.L.P.			
CLASS INFORMATION			
Junior high school teacher: CARLOS FLORES GÁMEZ			
Subject: English	Grade: 3 ^o	Groups: D & F	
Student's average age: 14-15 years old	Total student's number: 48		
Class Profile: In this third-grade group, the 43 students are around 14-15 years old. As a group, they are a little bit divided, but they can work without any problem with any classmate. They do not participate too much unless they find something interesting or attractive. I consider the group can work perfectly with any type of activity but I also think they prefer visual material and material related to their likes and interests, as well as something they can relate to their daily lives. The students do not have the English level they should have according to their grade, so they need easy activities to follow work with the language.			
Topic: Guess and formulate hypothesis about past events	Lesson number: 8 / 18	Date: March 1st, 2023	
Context and Language focus: Simple Present / Future tense / Modal verbs: can, could, might			
Methodology: PPP			
Main Aim of the lesson: By the end of the lesson students will be able to use modal verbs of possibility (can, might) to speculate and predict.		Assumptions: Students know (unconsciously) modal verbs.	

STAGE/ AIM / TIME	PROCEDURE	MATERIAL	INTERACTION AND SKILLS	ANTICIPATED PROBLEMS AND SOLUTIONS
Warm up or Lead in Activate sts.	T. Welcome to our class. Before starting, let me call roll. The sts will say "here" or "present".	(Appendix 1) Routines poster	T - S S - T	P: Attitude of the sts S: Being enthusiastic and inviting them to work and participate.

5 minutes	T. Who is going to help me with today's information? (volunteers, if not ask the sts that helped the day before to choose a classmate) <i>What day is today?, What is the weather like?, In what season are we?</i>			
Presentation Introduce the topic of the day, review modal verbs of possibility. 15 minutes	★ Pre-listening: T. Today we are going to continue with our topic from yesterday. If you remember, yesterday we were speculating and making predictions. Please tell me the important words we were working with yesterday (can, could) Excellent! T. Today we are going to use those words in the first part of the class, but guess what, we are going to add another word to talk about possibility. ★ While listening: T. Let's watch some fragments of different movies. I will give you a worksheet where you have the dialogues of each fragment. In each dialogue you will find some blank spaces, there you will write the correct modal verb. Remember that there is a new word we are going to be using today, so the characters may say it at least once, so pay attention. Are you ready? I will play the video twice. At the end, we are going to check the answers. ★ Post listening: T. Ok so let's check what you wrote. So the new word is... might! We use might to talk about possibility.	(Appendix 2) Video (Appendix 3) Worksheet	T - S S - video Listening (for detail) S - T	P: Sts do not understand the video. S: The teacher selects a video with simple vocabulary and can activate subtitles. P: Sts do not know what they have to do. S: The teacher exemplifies before starting.
Practice Sts practice with the modal verb might. 13 minutes	T. Ok so let's practice with our new word. In the next part of your worksheet you have some situations you will have to match with the probable things that happened after them, or with the possible reason. T. Let's do the first one together. (e.g. Where are your keys - They might be in my bag) I will give you 8 minutes and then I will randomly ask some of you for the answers.	Worksheet	T - S S - worksheet S - T Reading (skimming)	P: Sts do not understand the activity. S: The teacher makes the first one with sts.

Production Sts review the language focus. 12 minutes	T: In the last activity of today, I am going to project you five situations, similar to the ones in the last exercise. You are going to think of a possibility or reason to them and write them using the new word we were using today following the last examples. (e.g. Why are you taking an umbrella? - The forecast said it might rain today) T: We can do an example before starting (elicit answers and possibilities)	(Appendix 3) Possible situations	T - S S - T Writing (grammar)	P: Sts do not understand the activity. S: The teacher makes the first one with sts.
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(Appendix 1)



(Appendix 2)



Modal Verbs in Movies and TV Shows

Link: <https://www.youtube.com/watch?v=AGWz8McLIXE&list=LL&index=3&t=3s>

(Appendix 3)

Modal Verbs

Listen carefully and complete the gaps.

- **FRANKENWEENIE**
 Science is not good or bad Victor, but it _____ be used both ways. That is why you must always be _____.
- **RATATOUILLE**
 Ah! I _____ cook _____? But you... you can, right?
- **LORD OF THE RINGS**
 You _____ not pass.
- **THE SCIENCE OF THE LAMBS**
 Good _____! Dr. Lecter my name is Clarice Starling. _____ I speak with you?
- **THE JOKER**
 Okay I think I _____ understand that you did this to start a movement to become a symbol.
- **SEVEN**
 This is a man who dedicated his life to making _____ by lying with every breath that he _____ muster to keeping murderers and rapists on the streets.

Match the situations to their solution.

1. Where are my keys?	She might be a model
2. He is carrying a sports bag	They might be at your car
3. She is looking at a map	He might have a new girlfriend
4. She is very pretty	She might be lost
5. Why is he so happy?	He might be going to the gym

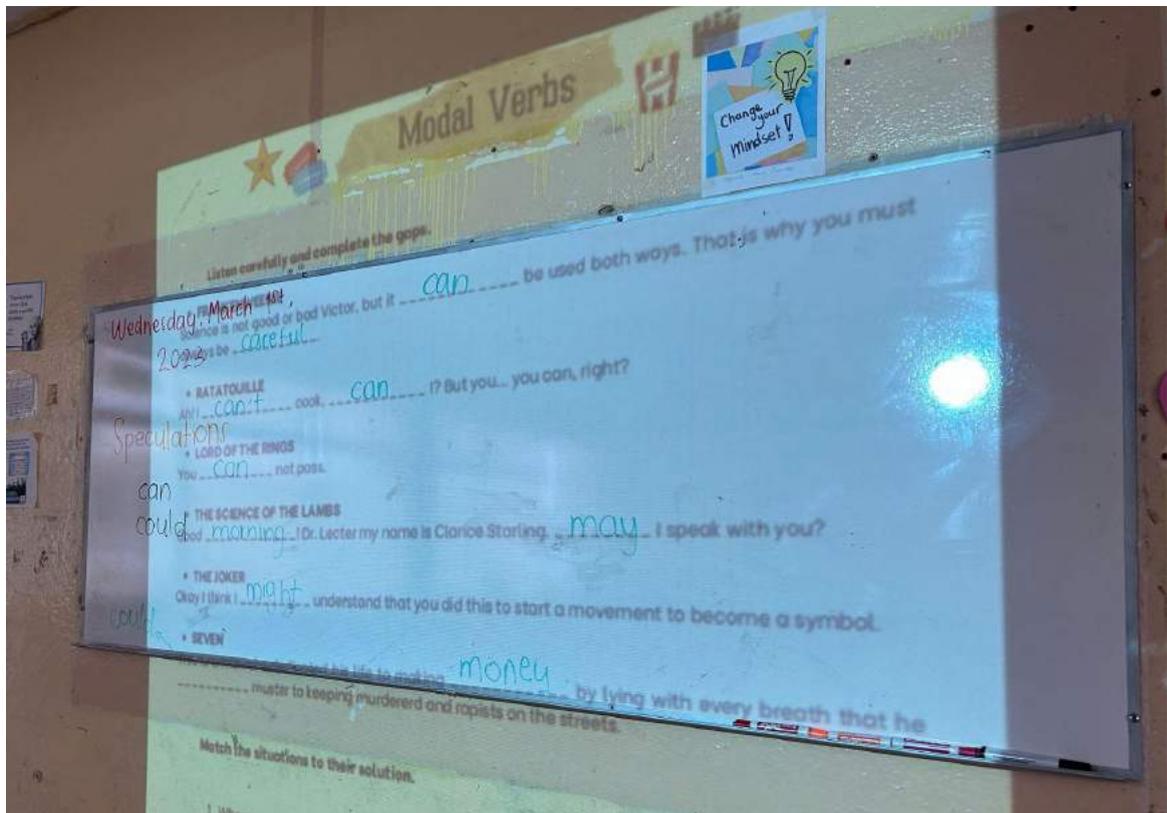
Appendix 37

Participation

● 3F

Wednesday 01 March 11:27 AM

A	<p>ANDREA SAN... ANGEL URIEL</p> <p>CRISTIAN ED... JENYFER JAQ...</p> <p>JOSE ALEJAN...</p>	5
B	<p>ANA PAULINA BELEN</p> <p>EDWIN ZAID EMANUEL</p> <p>PRISCILA JAN...</p>	5
C	<p>LEONARDO OSCAR EMILI...</p>	2
D	<p>ANDREA JIME...</p>	1

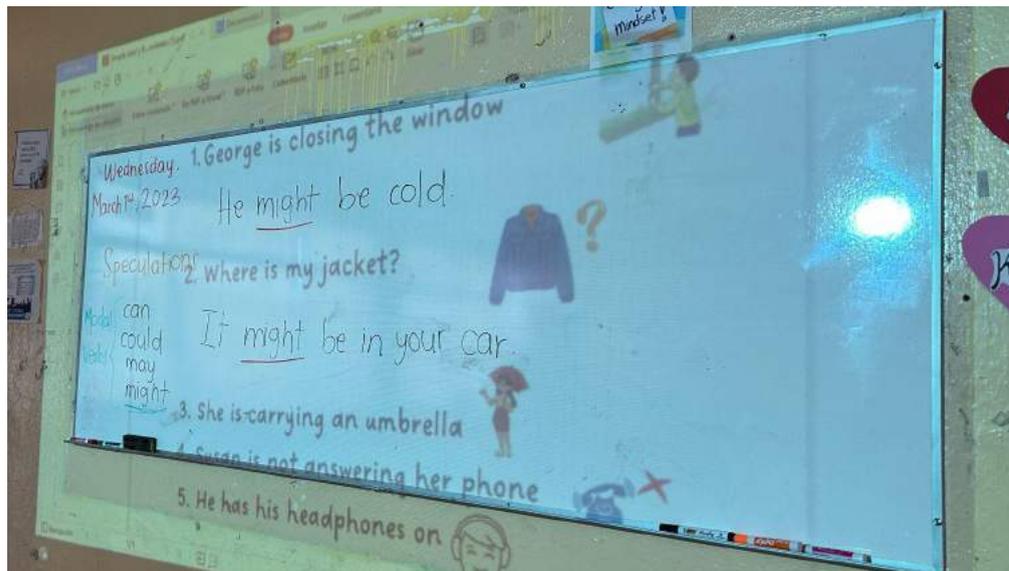


Appendix 38

< Participation

● 3F

Wednesday 01 March 11:27 AM



Appendix 39



Plickers
Plickers Inc.

OPEN

Plickers

Plickers is the free card activity your students will love. Join millions and play in your next lesson. What's the heaviest planet in our Solar System?

Appendix 40

OBSERVATION TASK		Focus: The Teacher
Conditions for learning		March 1 st 2023 "3rd F"
<p>Task: As you observe this lesson, consider the following questions: What is there about the classroom, the activities, the teacher and the students that helps create conditions for effective learning? What aspects of the lesson might hinder learning? There may be questions that you yourself would like to ask the teacher about the various decisions taken before and during the lesson. Make a note of these for post-lesson discussion.</p>		
Positive factors	Negative factors	
The classroom it has the required elements	The classroom	
The activities Terrific!	The activities	
The teacher Good pace	The teacher	
The students were aware focused	The students As the group is a numerous one Some ss didn't do the Activities.	
<p>Note down what you would like to 'steal' from your mentor to incorporate into your own teaching. This could include personal qualities, teaching skills and techniques, activities, the way the teacher creates a good classroom atmosphere, etc.:</p> <p>Teacher did a great job having ^{most} ss involved in the whole class, grading them by using an electronic code. gave a great dynamic to the class.</p>		
Source: Scrivener, J. 1994. <i>Learning Teaching</i> . Heinemann		

Appendix 41



Appendix 42



BENEMÉRITA Y CENTENARIA ESCUELA NORMAL DEL ESTADO
LICENCIATURA EN ENSEÑANZA Y APRENDIZAJE DEL INGLÉS EN EDUCACIÓN SECUNDARIA

LESSON

PLAN

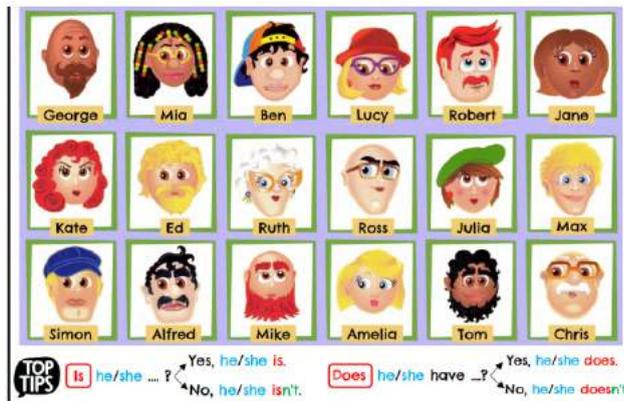


TEACHER TRAINEE: KAREN HAIDEE FLORES CARDENAS			
Scholar year: 2022-2023	Semester: 7	Group: A	Subject: Práctica Profesional y Vida Escolar
Teacher: Mtra. Diana Karina Hernández Cantú			
SCHOOL'S INFORMATION			
School: ESCUELA SECUNDARIA POTOSINOS ILUSTRES		Principat: PROF. FERNANDO HERNÁNDEZ RETA	
Address: FUENTE DEL OLIMPO 100, BALCONES DEL VALLE 3RA SECC, C.P: 78280 SAN LUIS POTOSÍ, S.L.P.			
CLASS INFORMATION			
Junior high school teacher: CARLOS FLORES GÁMEZ			
Subject: English	Grade: 3°	Groups: D & F	
Student's average age: 14-15 years old	Total student's number: 48		
<p>Class Profile: In this third-grade group, the 47 students are around 14-15 years old. As a group, they are a little bit divided, but they can work without any problem with any classmate. They do not participate too much unless they find something interesting or attractive. I consider the group can work perfectly with any type of activity but I also think they prefer visual material and material related to their likes and interests, as well as something they can relate to their daily lives. The students do not have the English level they should have according to their grade, so they need easy activities to follow and work with the language.</p>			
Topic:	Guess and formulate hypothesis about past events	Lesson number: 10 / 18	Date: March 7th, 2023
Context and Language focus: Simple Present / Present Continuous/ do & does / have			
Methodology: PPP			



Guess Who Hasbro

Link: <https://www.youtube.com/watch?v=GqIWY5CaP4w&list=LL&index=2>

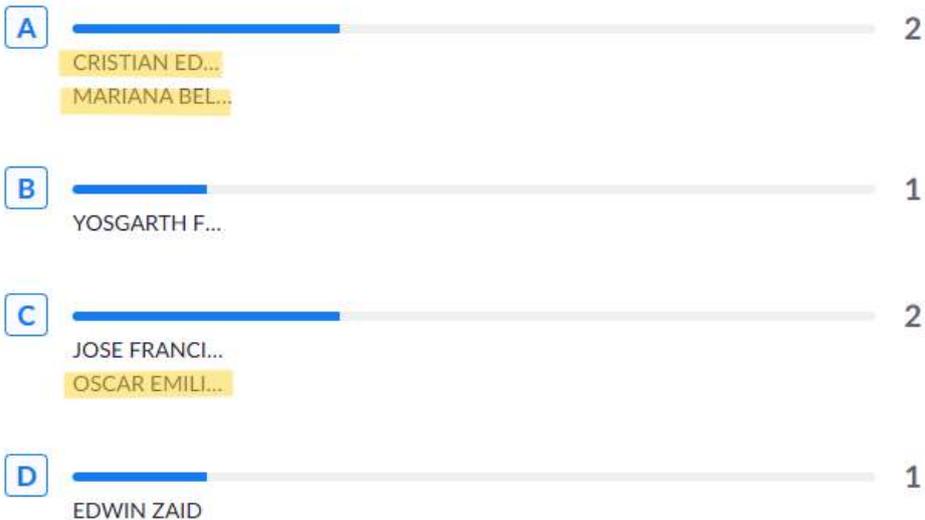


Appendix 43

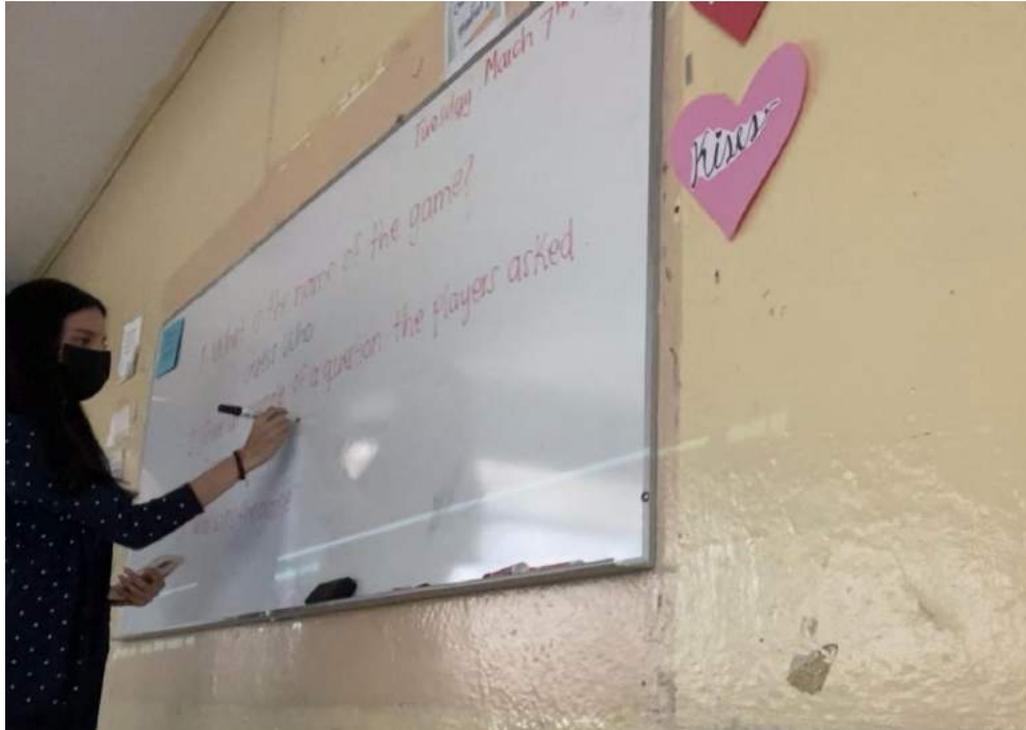
Participation

● 3F

Tuesday 07 March 11:20 AM



Appendix 44



Appendix 45

< Participation

● 3F

Tuesday 07 March 11:20 AM



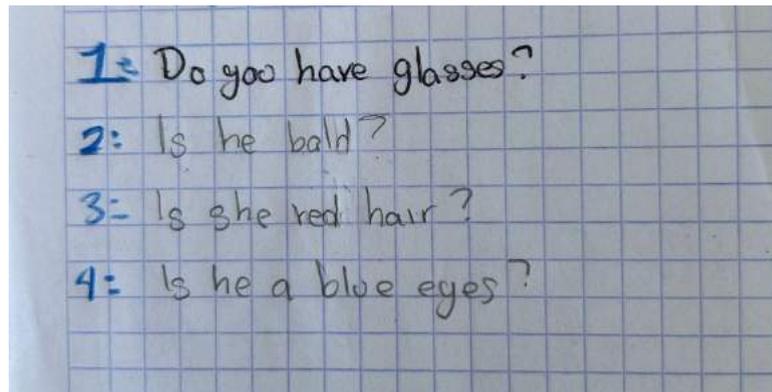
Appendix 46



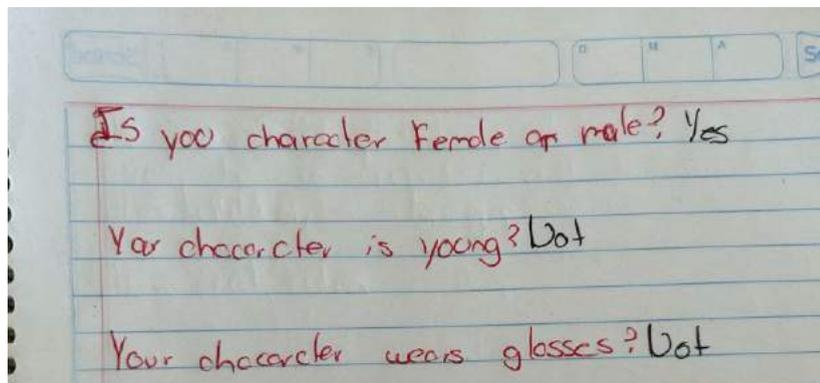


Appendix 47

Student I



Student L



Appendix 48

Student B

Guess who
Is a girl? No, she isn't
Does he have brown eyes? Yes, he have
Does he have mustache? No, he doesn't
Does he have a hat? No, he doesn't
Is he Mike? Yes, he is

Student K

Guess who
Do you have a hat? /
Do you have yellow hair? /
Do you have blue eyes? /
You are a woman /
Do you have red hair? /
Do you have blue eyes? /
yes she have

Appendix 49



BENEMÉRITA Y CENTENARIA ESCUELA NORMAL DEL ESTADO
LICENCIATURA EN ENSEÑANZA Y APRENDIZAJE DEL INGLÉS EN EDUCACIÓN SECUNDARIA



LESSON

PLAN

TEACHER TRAINEE: KAREN HAIDEE FLORES CARDENAS			
Scholar year: 2022-2023	Semester: 7	Group: A	Subject: Práctica Profesional y Vida Escolar
Teacher: Mtra. Diana Karina Hernández Cantú			
SCHOOL'S INFORMATION			
School: ESCUELA SECUNDARIA POTOSINOS ILUSTRES		Principál: PROFR. FERNANDO HERNÁNDEZ RETA	
Address: FUENTE DEL OLIMPO 100, BALCONES DEL VALLE 3RA SECC, C.P: 78280 SAN LUIS POTOSÍ, S.L.P.			
CLASS INFORMATION			
Junior high school teacher: CARLOS FLORES GÁMEZ			
Subject: English	Grade: 3 ^o	Groups: D & F	
Student's average age: 14-15 years old	Total student's number: 48		
Class Profile: In this third-grade group, the 43 students are around 14-15 years old. As a group, they are a little bit divided, but they can work without any problem with any classmate. They do not participate too much unless they find something interesting or attractive. I consider the group can work perfectly with any type of activity but I also think they prefer visual material and material related to their likes and interests, as well as something they can relate to their daily lives. The students do not have the English level they should have according to their grade, so they need easy activities to follow and work with the language.			
Topic:	Guess and formulate hypothesis about past events	Lesson number: 11 / 18	Date: March 8th, 2023
Context and Language focus: Simple Past			
Methodology: PPP			
Main Aim of the lesson: By the end of the lesson students will be able to identify elements of a mystery story.		Assumptions: Students know past tense; they know some mystery stories.	

STAGE/ AIM / TIME	PROCEDURE	MATERIAL	INTERACTION AND SKILLS	ANTICIPATED PROBLEMS AND SOLUTIONS
Warm up or Lead in Welcome and activate sts. 5 minutes	T: Welcome to our class. Before starting, let me call roll. The sts will say "here" or "present".	(Appendix 1) Routine cards	T - S S - T	P: Attitude of the sts S: Being enthusiastic and inviting them to work and participate

	T: Who is going to help me with today's information? (volunteers, if not ask the sts that helped the day before to choose a classmate) <i>What day is today?, What is the weather like?, In what season are we?</i>			
Presentation Sts will identify elements of a mystery story. 20 minutes	T: Today we are going to continue with the new topic that is about Mysteries. Do you remember what I told you about it yesterday? For the final product of this topic, you are going to invent a mystery story, but I will tell you more about it in the next class. <ul style="list-style-type: none"> Pre-reading: Well, today we are going to read a mystery story. Do you like mystery stories? Have you read one? Which ones do you like? (elicit answers from sts) Which elements do you think a mystery story has? (elicit answers) Very good. Let me show you a list of elements of this type of stories (e.g. characters: victim, suspect, setting, plot, clues, distractions, structure) Please write them in your notebooks. I will briefly explain them to you. Ok, so I am going to give you the reading, and I am also going to project it on the board. I will be reading it for you and showing you some pictures to represent it. This story is called: Who is the killer? <ul style="list-style-type: none"> While reading: Let's read the story (using a mysterious tone of voice). I want you to try to identify these elements in the story. At the end we are going to complete a chart with the information. Post-reading: Did you like it? It was very interesting right? Who do you think was the killer? Let's complete a chart with the elements of this story. Who wants to participate? 	(Appendix 2) Elements of a mystery story (presentation) (Appendix 3) Mystery story: Who is the killer	T - S S - T S - sentences Reading (skimming, scanning) S - T	P: Sts do not understand the instructions S: The teacher repeats them in a short way P: The sts do not understand the story. S: The teacher selects a short story with simple vocabulary, uses pictures to exemplify the story and explains specific words if it is necessary.
Practice & Production	T: Now it's your turn to practice. I am going to give you a very short story. You will get in pairs and you			P: Sts do not understand what they have to do.

<p>Sts practice with the language focus.</p> <p>20 minutes</p>	<p>will identify the elements we discussed before as well as trying to solve the mystery.</p> <p>Please make a chart similar to the one we just did. You will have the rest of the class to work on it, so by the end of the lesson you must have finished. I will be passing to your desks to solve doubts and questions. You can start.</p>	<p>Mystery story</p>	<p>T - S S - story S - S</p> <p>Reading (skimming, scanning)</p>	<p>S: The teacher will exemplify before starting the activity.</p>
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(Appendix 1)



Appendix 2



Appendix 3

DETECTIVE STORIES

WHO IS THE KILLER?

Once upon a time, there was a rich man in London. Somebody killed this rich man at his house on a rainy day. So, the policemen and The Inspector George Brown came to that house. They started an investigation to find the murderer. At first, they understood that someone at home killed the rich man. There were 4 people at home when the man was killed. So, they asked some questions to the people one by one. At the final, Inspector Brown thought about the evidences and he found the murderer easily. What about you? Can you find the murderer?

Billy West
His Son

John
The Gardener

Amelia
The Cook

Sally West
His Wife

William West
The Victim

The Inspector asked Sally West some questions:
The Inspector: What were you doing when your husband was killed?
Mrs. West: I was sitting in front of the window and reading my newspaper in the living room.
The Inspector: Newspaper? But you have some eye problems according to the doctor reports.
Mrs. West: No, I used my glasses and I read my newspaper easily.
The Inspector: When was the last time you saw your husband?
Mrs. West: He said: "I will have a shower" and he went to have a shower.
The Inspector: Hmm. What happened then?
Mrs. West: I wanted a cup of coffee from the cook and then started to read my newspaper.
The Inspector: Ok. Thank you Mrs. West.

The Inspector asked Billy some questions:
The Inspector: What were you doing when your father was killed?
Billy: I was in my room. I was listening to music.
The Inspector: Are you sure? What were you doing in front of the bathroom?
Billy: I wanted some money from my father and he didn't give me money.
The Inspector: Did you kill him because of this?
Billy: Of course NO! I got angry but I didn't kill him. I went my room and watched the people running under the rain front of the house.
The Inspector: Hmm...
Billy: I said that I didn't kill him

The Inspector asked Amelia some questions:
The Inspector: Where were you when Mr. West was killed?
Amelia: I was sleeping in the kitchen.
The Inspector: Hmm. What time did you prepare coffee to Mrs. West?
Amelia: I think at about 13:30. I'm not sure...
The Inspector: What did you do after you prepared the coffee?
Amelia: I gave the coffee to Mrs. West and I turned back to the kitchen.
The Inspector: Did you see anything suspicious?
Amelia: I only saw Billy in front of the bathroom and he looked nervous.
The Inspector: Hmm. Ok. Thanks Amelia.

The Inspector asked John some questions:
The Inspector: Where were you John when Mr. West was killed?
John: I was in the garden as usual.
The Inspector: What were you doing in the garden?
John: I was watering the flowers in the garden. Mr. West loved that flowers very much! ((
The Inspector: Don't cry John! Did you see Mr. West at home?
John: No, I didn't even enter into the house.
The Inspector: Hmm... Thank you John.

The Inspector: Did you find the killer??? Who was the killer?? I thought about all the evidences and I found the killer of Mr. West. The killer is)

Appendix 50

DETECTIVE STORIES

WHO IS THE KILLER?

Once upon a time, there was a rich man in London. Somebody killed this rich man at his house on a rainy day. So, the policeman and The Inspector George Brown came to that house. They started an investigation to find the murderer. At first, they understood that someone at home killed the rich man. There were 4 people at home when the man was killed. So, they asked some questions to the people one by one. At the final, Inspector Brown thought about the evidences and he found the murderer easily. What about you? Can you find the murderer?



Billy West
His Son



John
The Gardener



Amelia
The Cook



Sally West
His Wife



William West
The Victim

The Inspector asked Sally West some questions:
The Inspector: What were you doing when your husband was killed?
Mrs. West: I was sitting in front of the window and reading my newspaper in the living room.
The Inspector: Newspaper? But you have some eye problems according to the doctor reports.
Mrs. West: No, I used my glasses and I read my newspaper easily.
The Inspector: When was the last time you saw your husband?
Mrs. West: He said: 'I will have a shower' and he went to have a shower.
The Inspector: Hmm. What happened then?
Mrs. West: I wanted a cup of coffee from the cook and then started to read my newspaper.
The Inspector: Ok. Thank you Mrs. West.

The Inspector asked Amelia some questions:
The Inspector: Where were you when Mr. West was killed?
Amelia: I was sleeping in the kitchen.
The Inspector: Hmm. What time did you prepare coffee to Mrs. West?
Amelia: I think at about 13:30. I'm not sure.
The Inspector: What did you do after you prepared the coffee?
Amelia: I gave the coffee to Mrs. West and I turned back to the kitchen.
The Inspector: Did you see anything suspicious?
Amelia: I only saw Billy in front of the bathroom and he looked nervous.
The Inspector: Hmm. Ok. Thanks Amelia.

The Inspector asked Billy some questions:
The Inspector: What were you doing when your father was killed?
Billy: I was in my room. I was listening to music.
The Inspector: Are you sure? What were you doing in front of the bathroom?
Billy: I wanted some money from my father and he didn't give me money.
The Inspector: Did you kill him because of this?
Billy: Of course NO! I got angry but I didn't kill him. I went my room and watched the people running under the rain front of the house.
The Inspector: Hmm...
Billy: I said that I didn't kill him.

The Inspector asked John some questions:
The Inspector: Where were you John when Mr. West was killed?
John: I was in the garden as usual.
The Inspector: What were you doing in the garden?
John: I was watering the flowers in the garden. Mr. West loved that flowers very much! :(:(
The Inspector: Don't cry John! Did you see Mr. West at home?
John: No, I didn't even enter into the house.
The Inspector: Hmm... Thank you John.

The Inspector: Did you find the killer??? Who was the killer??? I thought about all the evidences and I found the killer of Mr. West. The killer is John. Yes!

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DETECTIVE STORIES

WHO IS THE KILLER?

Once upon a time, there was a rich man in London. Somebody killed this rich man at his house on a rainy day. So, the policeman and The Inspector George Brown came to that house. They started an investigation to find the murderer. At first, they understood that someone at home killed the rich man. There were 4 people at home when the man was killed. So, they asked some questions to the people one by one. At the final, Inspector Brown thought about the evidences and he found the murderer easily. What about you? Can you find the murderer?



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His Son



John
The Gardener



Amelia
The Cook



Sally West
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William West
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The Inspector: What were you doing when your husband was killed?
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The Inspector: When was the last time you saw your husband?
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The Inspector: Ok. Thank you Mrs. West.

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The Inspector: Where were you when Mr. West was killed?
Amelia: I was sleeping in the kitchen.
The Inspector: Hmm. What time did you prepare coffee to Mrs. West?
Amelia: I think at about 13:30. I'm not sure.
The Inspector: What did you do after you prepared the coffee?
Amelia: I gave the coffee to Mrs. West and I turned back to the kitchen.
The Inspector: Did you see anything suspicious?
Amelia: I only saw Billy in front of the bathroom and he looked nervous.
The Inspector: Hmm. Ok. Thanks Amelia.

The Inspector asked Billy some questions:
The Inspector: What were you doing when your father was killed?
Billy: I was in my room. I was listening to music.
The Inspector: Are you sure? What were you doing in front of the bathroom?
Billy: I wanted some money from my father and he didn't give me money.
The Inspector: Did you kill him because of this?
Billy: Of course NO! I got angry but I didn't kill him. I went my room and watched the people running under the rain front of the house.
The Inspector: Hmm...
Billy: I said that I didn't kill him.

The Inspector asked John some questions:
The Inspector: Where were you John when Mr. West was killed?
John: I was in the garden as usual.
The Inspector: What were you doing in the garden?
John: I was watering the flowers in the garden. Mr. West loved that flowers very much! :(:(
The Inspector: Don't cry John! Did you see Mr. West at home?
John: No, I didn't even enter into the house.
The Inspector: Hmm... Thank you John.

The Inspector: Did you find the killer??? Who was the killer??? I thought about all the evidences and I found the killer of Mr. West. The killer is John. Yes!

The killer is John ISLCollective.com

DETECTIVE STORIES

WHO IS THE KILLER?

Once upon a time, there was a rich man in London. Somebody killed this rich man at his house on a rainy day. So, the police and The Inspector George Brown came to that house. They started an investigation to find the murderer. At first, they understood that someone at home killed the rich man. There were 4 people at home when the man was killed. So, they asked some questions to the people one by one. At the final, Inspector Brown thought about the evidences and he found the murderer easily. What about you? Can you find the murderer?



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His Son



John
The Gardener



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The Cook



Sally West
His Wife



William West
The Victim

The Inspector asked Sally West some questions:
The Inspector: What were you doing when your husband was killed?

Mrs. West: I was sitting in front of the window and reading my newspaper in the living room.

The Inspector: Newspaper? But you have some eye problems according to the doctor reports.

Mrs. West: No, I used my glasses and I read my newspaper easily.

The Inspector: When was the last time you saw your husband?

Mrs. West: He said: 'I will have a shower' and he went to have a shower.

The Inspector: Hmm, What happened then?

Mrs. West: I wanted a cup of coffee from the cook and then started to read my newspaper.

The Inspector: Ok. Thank you Mrs. West.



The Inspector asked Amelia some questions:

The Inspector: Where were you when Mr. West was killed?

Amelia: I was sleeping in the kitchen.

The Inspector: Hmm, What time did you prepare coffee to Mrs. West?

Amelia: I think at about 13:30. I'm not sure.

The Inspector: What did you do after you prepared the coffee?

Amelia: I gave the coffee to Mrs. West and I turned back to the kitchen.

The Inspector: Did you see anything suspicious?

Amelia: I only saw Billy in front of the bathroom and he looked nervous.

The Inspector: Hmm, Ok. Thanks Amelia.



The Inspector asked Billy some questions:

The Inspector: What were you doing when your father was killed?

Billy: I was in my room, I was listening to music.

The Inspector: Are you sure? What were you doing in front of the bathroom?

Billy: I wanted some money from my father and he didn't give me money.

The Inspector: Did you kill him because of this?

Billy: Of course NOT! I got angry but I didn't kill him. I went my room and watched the people running under the rain front of the house.

The Inspector: Hmm...

Billy: I said that I didn't kill him



The Inspector asked John some questions:

The Inspector: Where were you John when Mr. West was killed?

John: I was in the garden as usual.

The Inspector: What were you doing in the garden?

John: I was watering the flowers in the garden. Mr. West loved that flowers very much! :(((

The Inspector: Don't cry John! Did you see Mr. West at home?

John: No, I didn't even enter into the house.

The Inspector: Hmm... Thank you John.



The Inspector: Did you find the killer??? Who was the killer?? I thought about all the evidences and I found the killer of Mr. West. The killer is John.

Yes! Yes!

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DETECTIVE STORIES

WHO IS THE KILLER?

Once upon a time, there was a rich man in London. Somebody killed this rich man at his house on a rainy day. So, the police and The Inspector George Brown came to that house. They started an investigation to find the murderer. At first, they understood that someone at home killed the rich man. There were 4 people at home when the man was killed. So, they asked some questions to the people one by one. At the final, Inspector Brown thought about the evidences and he found the murderer easily. What about you? Can you find the murderer?



Billy West
His Son



John
The Gardener



Amelia
The Cook



Sally West
His Wife



William West
The Victim

The Inspector asked Sally West some questions:

The Inspector: What were you doing when your husband was killed?

Mrs. West: I was sitting in front of the window and reading my newspaper in the living room.

The Inspector: Newspaper? But you have some eye problems according to the doctor reports.

Mrs. West: No, I used my glasses and I read my newspaper easily.

The Inspector: When was the last time you saw your husband?

Mrs. West: He said: 'I will have a shower' and he went to have a shower.

The Inspector: Hmm, What happened then?

Mrs. West: I wanted a cup of coffee from the cook and then started to read my newspaper.

The Inspector: Ok. Thank you Mrs. West.



The Inspector asked Amelia some questions:

The Inspector: Where were you when Mr. West was killed?

Amelia: I was sleeping in the kitchen.

The Inspector: Hmm, What time did you prepare coffee to Mrs. West?

Amelia: I think at about 13:30. I'm not sure.

The Inspector: What did you do after you prepared the coffee?

Amelia: I gave the coffee to Mrs. West and I turned back to the kitchen.

The Inspector: Did you see anything suspicious?

Amelia: I only saw Billy in front of the bathroom and he looked nervous.

The Inspector: Hmm, Ok. Thanks Amelia.



The Inspector asked Billy some questions:

The Inspector: What were you doing when your father was killed?

Billy: I was in my room, I was listening to music.

The Inspector: Are you sure? What were you doing in front of the bathroom?

Billy: I wanted some money from my father and he didn't give me money.

The Inspector: Did you kill him because of this?

Billy: Of course NOT! I got angry but I didn't kill him. I went my room and watched the people running under the rain front of the house.

The Inspector: Hmm...

Billy: I said that I didn't kill him



The Inspector asked John some questions:

The Inspector: Where were you John when Mr. West was killed?

John: I was in the garden as usual.

The Inspector: What were you doing in the garden?

John: I was watering the flowers in the garden. Mr. West loved that flowers very much! :(((

The Inspector: Don't cry John! Did you see Mr. West at home?

John: No, I didn't even enter into the house.

The Inspector: Hmm... Thank you John.



The Inspector: Did you find the killer??? Who was the killer?? I thought about all the evidences and I found the killer of Mr. West. The killer is John.

Yes! Yes!

ISL Collective.com

Appendix 51

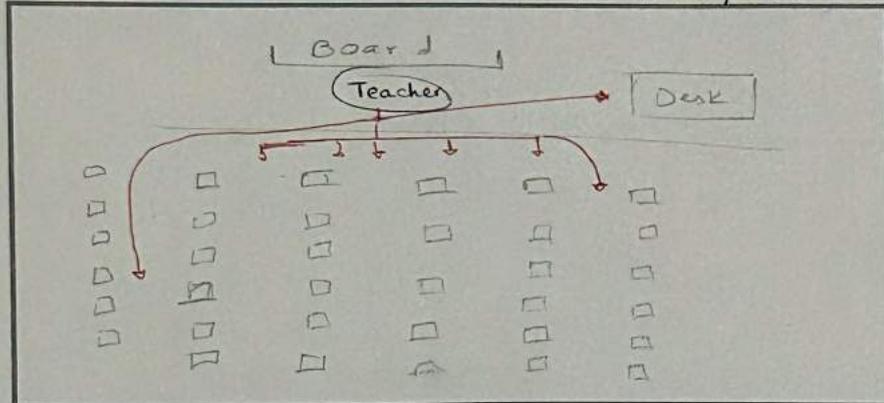
OBSERVATION TASK

Focus: The Learner

The teacher's action-zone

Task: Draw a seating plan of the classroom and enter the students' names next to the seats. Put a tick against a student's name every time he or she is addressed. When they are engaged in pairwork or groupwork, put a circle around the names of students who are working together.

March 9th 2023 / "3rd F"



To what extent did the teacher succeed in involving all the students in the lesson?

Ss were involved about 75% because of some concepts Ss didn't know.

Where was the teacher's action-zone?

Almost at front of the classroom.

How were the students called upon to respond to questions?

Teacher didn't ask them.

Did any volunteer?

No, they didn't.

Did the seating facilitate better group dynamics?

Yes, it did. / Teacher projected ^{the} activity & Ss were aware.

Add any questions you would like to discuss with your mentor.

How will these findings influence your future teaching? PUN:

- Teacher should raise her voice to set order and authority.
- Teacher must check Ss' understanding.
- The 1st activity was great, you should do a better close of it (Ss do a story - Ss organize a story, etc.)

Appendix 52



BENEMÉRITA Y CENTENARIA ESCUELA NORMAL DEL ESTADO
LICENCIATURA EN ENSEÑANZA Y APRENDIZAJE DEL INGLÉS EN EDUCACIÓN SECUNDARIA



LESSON

PLAN

TEACHER TRAINEE: KAREN HAIDEE FLORES CARDENAS			
Scholar year: 2022-2023	Semester: 7	Group: A	Subject: Práctica Profesional y Vida Escolar
Teacher: Mtra. Diana Karina Hernández Cantú			
SCHOOL'S INFORMATION			
School: ESCUELA SECUNDARIA POTOSINOS ILUSTRES		Principal: PROFR. FERNANDO HERNÁNDEZ RETA	
Address: FUENTE DEL OLIMPO 100, BALCONES DEL VALLE 3RA SECC, C.P. 78280 SAN LUIS POTOSÍ, S.L.P.			
CLASS INFORMATION			
Junior high school teacher: CARLOS FLORES GÁMEZ			
Subject: English	Grade: 3º	Groups: D & F	
Student's average age: 14-15 years old		Total student's number: 48	
Class Profile: In this third-grade group, the 43 students are around 14-15 years old. As a group, they are a little bit divided, but they can work without any problem with any classmate. They do not participate too much unless they find something interesting or attractive. I consider the group can work perfectly with any type of activity but I also think they prefer visual material and material related to their likes and interests, as well as something they can relate to their daily lives. The students do not have the English level they should have according to their grade, so they need easy activities to follow and work with the language.			
Topic:	Guess and formulate hypothesis about past events	Lesson number: 12 / 18	Date: March 9th, 2023
Context and Language focus: Simple Past / wh questions / modal verbs: could			
Methodology: PPP			
Main Aim of the lesson: By the end of the lesson students will be able to discover a mystery in a board game by guessing its elements.		Assumptions: Students know mystery stories and its elements.	

STAGE/ AIM / TIME	PROCEDURE	MATERIAL	INTERACTION AND SKILLS	ANTICIPATED PROBLEMS AND SOLUTIONS
Warm up or Lead in Welcome and activate sts. 5 minutes	T: Welcome to our class. Before starting, let me call roll. The sts will say "here" or "present".	(Appendix 1) Routine cards	T - S S - T	P: Attitude of the sts S: Being enthusiastic and inviting them to work and participate

	T: Who is going to help me with today's information? (volunteers, if not ask the sts that helped the day before to choose a classmate) <i>What day is today?, What is the weather like?, In what season are we?</i>			
Presentation Sts review the language focus. 20 minutes	T: Let's start with our class. Today we are going to transform ourselves into detectives. If you remember, yesterday we read a story that was about a killed person, so today we have another murder and we are going to guess who the killer was. T: Yesterday we also identified the elements of a mystery story in which he had the clues. Today we will only have some clues to guess. I want you to divide the group into 8 teams. According to me, each team should have 5 people. So please get together, move your desks. T: Now that you are there we are going to number each team from 1 to 8. Teams 1 & 2 please write 4 names, the firsts you can think of. Teams 3 & 4 please write 4 jobs; teams 5 & 6 write 4 places, and teams 7 & 8 write 4 things that you can hold with a hand. T: Ok so let me write everything in a chart so that everyone can see. Four students please help me write each thing in a card. T: Ok so now we can play! I will give each team 4 cards, one of each category. We are going to take turns and each team will say their opinion about who they think made the murder, where did that person do it, what job does he/she has, and with what object he/she did it. When it is your turn you are going to use the next structure: We think it could be _____ who is a _____, at the _____ with the _____. We will be crossing out the wrong answers until we guess the mystery.	(Appendix 2) Chart	T - S S - T S - vocabulary Speaking S - T S - S	P: Sts do not understand the instructions S: The teacher repeats them in a short way. P: Sts do not know what to do. S: The teacher exemplifies before starting.

<p>Practice & Production</p> <p>Sts practice with the language focus to guess the mystery.</p> <p>20 minutes</p>	<p>T: Ok so each team please think of a name for your group. We are going to write the name of each team in the roulette and we will write the order in which each team will participate.</p> <p>Let's start. The first team is... What do you think?</p> <p>Excellent! For the next class please bring your dictionaries.</p>	<p>Chart</p>	<p>S - S Speaking (grammar)</p>	<p>P: Sts do not know what to do. S: The teacher will give an example first.</p>
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(Appendix 1)

		SUNDAY	JANUARY	JULY
stormy	cloudy	MONDAY	FEBRUARY	AUGUST
		TUESDAY	MARCH	SEPTEMBER
sunny	rainy	WEDNESDAY	APRIL	OCTOBER
		THURSDAY	MAY	NOVEMBER
		FRIDAY	JUNE	DECEMBER
		SATURDAY		

(Appendix 2)



Suspect	Job	Place	Weapon

Appendix 53



Appendix 54



Appendix 55

Suspect ¹	Job ²	Place ³	Object ⁴
X Juanito Perez	Nurse	Bakery X	Rope X
Plutarco	Police X	Castle	Glass bottle X
X Petuno	Albañil X	Movie theater	Knife X
X Pankrasio	Farmer X	Library X	Syringe X
X Juan X	Sniper X	Zoo X	Rock
Sofia	Baby sitter	City X	Sweater
X Hector	Teacher	Park X	Lamp X
Katalino X	Doctor X	House X	Computer X
X Louis	Singer X	Mall X	Lantern

Appendix 56

Tuesday, March 14th, 2023

We think it could be
 (1) _____, who is a
 (2) _____, at the (3) _____
 with a (4) _____

Appendix 57

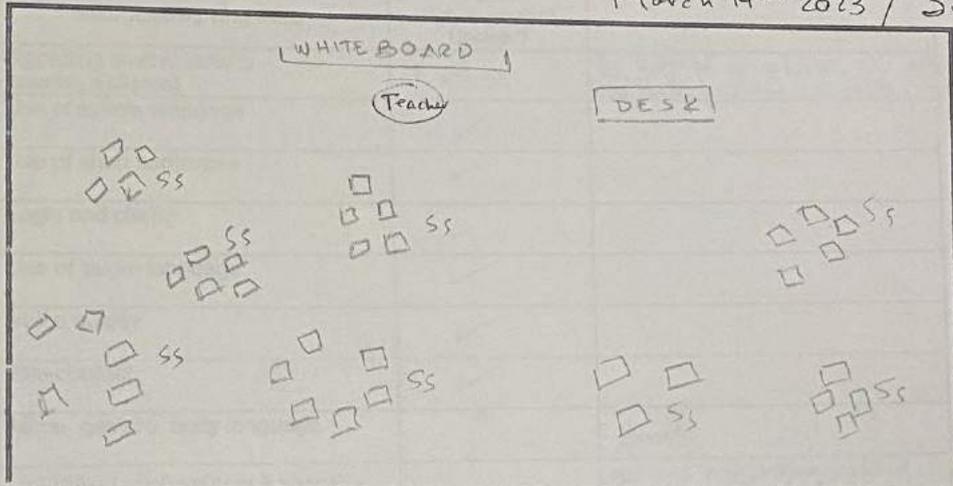
OBSERVATION TASK

Focus: The Learner

The teacher's action-zone

Task: Draw a seating plan of the classroom and enter the students' names next to the seats. Put a tick against a student's name every time he or she is addressed. When they are engaged in pairwork or groupwork, put a circle around the names of students who are working together.

March 14th 2023 / 3rd F



To what extent did the teacher succeed in involving all the students in the lesson?

A good range. Most of SS were involved.

Where was the teacher's action zone?

Teacher moved all around the class room

How were the students called upon to respond to questions?

With a turn / sequence / Teacher asked them

Did any volunteer?

Yes, they did

Did the seating facilitate better group dynamics?

Yes, they did

Add any questions you would like to discuss with your mentor.

How will these findings influence your future teaching? POV.

Teacher designed a great activity, a lot of SS were involved, however there was disorder and quite noisy.

Appendix 58



BENEMÉRITA Y CENTENARIA ESCUELA NORMAL DEL ESTADO
LICENCIATURA EN ENSEÑANZA Y APRENDIZAJE DEL INGLÉS EN EDUCACIÓN SECUNDARIA



LESSON

PLAN

TEACHER TRAINEE: KAREN HAIDEE FLORES CARDENAS			
Scholar year: 2022-2023	Semester: 7	Group: A	Subject: Práctica Profesional y Vida Escolar
Teacher: Mtra. Diana Karina Hernández Cantú			
SCHOOL'S INFORMATION			
School: ESCUELA SECUNDARIA POTOSINOS ILUSTRES		Principal: PROFR. FERNANDO HERNÁNDEZ RETA	
Address: FUENTE DEL OLIMPO 100, BALCONES DEL VALLE 3RA SECC, C.P. 78280 SAN LUIS POTOSÍ, S.L.P.			
CLASS INFORMATION			
Junior high school teacher: CARLOS FLORES GÁMEZ			
Subject: English	Grade: 3 ^o	Groups: D & F	
Student's average age: 14-15 years old		Total student's number: 48	
Class Profile: In this third-grade group, the 43 students are around 14-15 years old. As a group, they are a little bit divided, but they can work without any problem with any classmate. They do not participate too much unless they find something interesting or attractive. I consider the group can work perfectly with any type of activity but I also think they prefer visual material and material related to their likes and interests, as well as something they can relate to their daily lives. The students do not have the English level they should have according to their grade, so they need easy activities to follow and work with the language.			
Topic:	Guess and formulate hypothesis about past events	Lesson number: 13 / 18	Date: March 14th, 2023
Context and Language focus: Simple Past / Wh questions			
Methodology: TBL (first part)			
Main Aim of the lesson: By the end of the lesson students will be able to start the draft of a mystery story.		Assumptions: Students know what a mystery story is, its elements.	

STAGE/ AIM / TIME	PROCEDURE	MATERIAL	INTERACTION AND SKILLS	ANTICIPATED PROBLEMS AND SOLUTIONS
Warm up or Lead in Complete the information of the day. Activate sts.	T: Welcome to our class. Before starting, let me call roll. The sts will say "here" or "present".	(Appendix 1) Routine card	T - S S - T	P: Attitude of the sts S: Being enthusiastic and inviting them to work and participate

5 minutes	T: Let's start our class. Who is going to help me with today's information? (volunteers, if not ask the sts that helped the day before to choose a classmate) <i>What day is today?, What is the weather like?, In what season are we?</i>			P: Sts do not know what they have to do S: Exemplify what they have to do before starting with the activity
Pre-Task Review of language focus for final product.	T: Well, as I already told you, the final product for the topic we have been working on is... Mysteries, and it requires you to create your own mystery story, so today you are going to start.	List of possible elements	T - S	P: Sts do not understand the instructions S: The teacher repeats them in a short way
15 minutes	T: This activity will be done in teams of 3 people, no more no less. So please get in your team so that I can explain to you what you are going to do. T: This class will be the first part for you to work on your project. Today you will have to choose the elements of your story. Remember we already identified the elements of a mystery story in previous lessons. Let's remember them. Who can tell me one? Excellent! We have characters (victim, suspects), setting (the place where it takes place), plot (what is the crime, evidence), clues, and structure (introduction, development and conclusion). T: So there are thousands of options for you to select, so I will make it easier for you. I will write a list of possible elements you have to use. You will have to select your elements and start thinking about your story.		S - list Reading (scanning) S - S	
Task Sts start their mystery story. 25 minutes	T: Ok so I will give you a mystery elements writing list where you will write the elements you have chosen. You will be answering the wh questions (who, when, what, where) Remember that there are several elements you have to choose so start working since by the end of the class I will take your completed lists. T: You will have the rest of the class to work on it. I will be passing to your teams to solve any doubt	(Appendix 2) Mystery elements writing list	T - S S - list S - S Writing (grammar)	P: Sts do not understand what they have to do S: The teacher will tell sts they will do the same thing as in the previous exercise. She can give an example if necessary.

you may have. Remember to use your dictionaries.
 You can start.

Students will continue with the Task stage, and the last stage of the lesson (Post-Task: Review & language focus) in the next class.

(Appendix 1)

		SUNDAY	JANUARY	JULY
stormy	cloudy	MONDAY	FEBRUARY	AUGUST
		TUESDAY	MARCH	SEPTEMBER
sunny	rainy	WEDNESDAY	APRIL	OCTOBER
		THURSDAY	MAY	NOVEMBER
		FRIDAY	JUNE	DECEMBER
		SATURDAY		

Appendix 59



Appendix 60

MYSTERY ELEMENTS WRITING GUIDE	
The following questions will help you fill in your MYSTERY GRAPHIC ORGANIZER.	
Characters	<ul style="list-style-type: none">Who will the characters be? Who are the suspects? Who is trying to solve the mystery?What do the characters look like?What do the characters do? What are their motives?Who has an alibi? Who doesn't?
Setting	<ul style="list-style-type: none">Where will the mystery take place?
Plot	<ul style="list-style-type: none">What is the problem, crime, or puzzle of the mystery? Where will it be introduced?What evidence will the investigator discover?How is the mystery solved?
Clues	<ul style="list-style-type: none">What are the clues to help the sleuth and reader solve the mystery?For each event, is there a clue?Do the clues help the reader predict the solution?
Distractions	<ul style="list-style-type: none">What things will lead the investigator off the path?
Structure	<ul style="list-style-type: none">Do we learn about the mystery in the introduction? What characters do we meet here?What happens in the middle of the story? What clues are shared with the reader and the investigator?Does the conclusion reveal the answer to the mystery?

Appendix 61

Mystery Stories	
Characters	Victim: Adriel Suspect: Carlos Killer: Agripino
	<ul style="list-style-type: none">Adriel have green eyes and he is doctor.Carlos is tall, Angry and very quiet in all aspects.Agripino is intelligent, very outgoing, tall and very strong.Adriel is a studentCarlos is a teacherAgripino is a student
Setting	The mystery takes a place in the school.
Plot	<ul style="list-style-type: none">Adriel "committed suicide" but it doesn't seem like that.The detective discovered marks on the nose and arms.They found recordings of Agripino killing Adriel.
Clues	The video cameras The marks on the nose and arms
Structure	Carlos found Adriel dead in the auditorium, like a suicide. Found clues of t

Victim: Emerald
 Suspect: America, teacher coco, teacher melo, teacher martha
 Killer: Teacher martha
 1-? Emerald is a tall man with a black color in his skin and has a large earring and is so intelligent student
 2-? America is a short beautiful girl with a long hair and so smart
 3-? Teacher coco is a tall woman with a short silver hair
 4-? Teacher melo is a old tall man with a black hair and wear glasses
 5-? Teacher martha is a tall woman with a short blond hair and had a lot of style
 Emerald is a student
 America is a student
 Coco is a teacher
 melo is a teacher
 Martha is a teacher
 setting -> In the school in the auditory
 Plot -> Kidnapping of a one teacher
 2 - him backpack was there with all his things and martha knows where are he and need to recover her relationship but this 3 teacher are talking about with him and that fight with her friends and

Appendix 62

1° - The victim is Emilio, The detective is Gard and The killer is Jorgarth
 2° - The killer and The detective
 3° - One is kill The victim and Two Hunt The killer
 1° - The place is a restaurant
 1° - The problem for killed to Emilio
 2° - A knife with blood
 3° - The mystery solved with kill Jorgarth in detour
 1° - A foot prints with blood in the kitchen
 2° - 3 clues

Character:
 1) Victim, killer
 2) Thin, eyes blue, hair coffee
 3) Kill people, Police
 Setting
 1) House
 Plot
 1) Assassination at restaurant willer
 2) Blood at the house
 3) Bodies
 Clue:
 1) Police
 2)

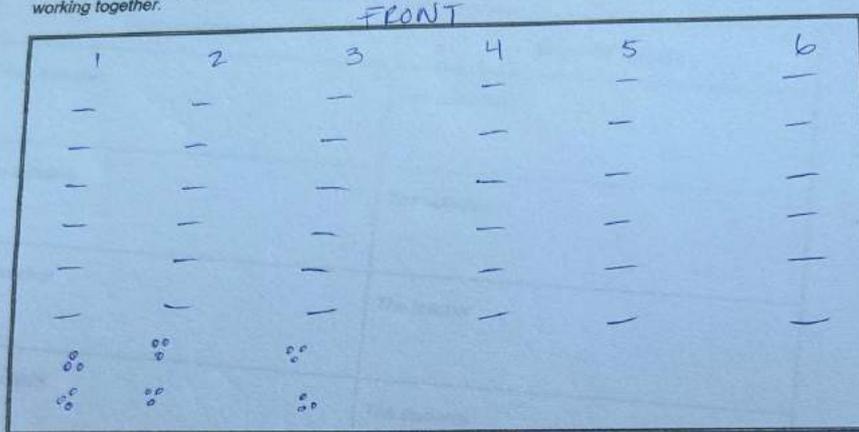
Appendix 63

OBSERVATION TASK

Focus: The Learner

The teacher's action-zone

Task: Draw a seating plan of the classroom and enter the students' names next to the seats. Put a tick against a student's name every time he or she is addressed. When they are engaged in pairwork or groupwork, put a circle around the names of students who are working together.



To what extent did the teacher succeed in involving all the students in the lesson?
Some ideas to get sts to produce the lang in full ideas is/was still missing

Where was the teacher's action-zone?

How were the students called upon to respond to questions?

Did any volunteer? *Towards the beginning of the lesson, from the middle on they weren't asked to*

Did the seating facilitate better group dynamics? *It could have (groups of 3) if they had not been allowed to do as they wish and a bit more controlled monitoring would have taken place.*

Add any questions you would like to discuss with your mentor.

- How will these findings influence your future teaching?
- How did you feel with how you planned and the way you carried out this small group work?
 - How much active/verbal participation were you able to obtain from sts?
 - How much progress did learners actually make? Why?

Appendix 64

17

OBSERVATION TASK

Focus: The Teacher

Giving Instructions

Task: Observe the instructions the teacher gives during the lesson and complete the table. For each skill, decide how successfully it was achieved, and write your questions for post-lesson consultation in the right-hand column of the table.

Instruction-giving skills	Clear? Not Very clear? Unclear?	Discussion points
Signalling start of activity (creating a silence)	✓	Yes, instead of silence, you asking the date and day is signalling the beginning
Use of simple language	✓	
Use of short sentences	✓	
Logic and clarity	✓	
Use of target language	✓	
Voice quality	✓	
Eye-contact	✓	
Mime, gesture, body language		Hardly
Repeating instruction in a different way		you are translating instead. Try to avoid this
Not stating the obvious		
Use of visual aids		There was a lack of VA
Demonstration rather than explanation		lacking, before getting them to answer the quest you could have demonstrated
Checking understanding	✓	
Signalling end of activity		

Evaluate the instruction giving that you observed.

Please use the empty space on the previous page to answer the following questions:

In your opinion, which three elements made it successful?

Which elements made it less successful?

What are the most important factors for you personally when giving instructions?

What will you incorporate into your own teaching after doing this observation task?

Adapted from Tenner, R. and Green, C. 1998. *Tasks for Teacher Education*. Longman

Appendix 65



BENEMÉRITA Y CENTENARIA ESCUELA NORMAL DEL ESTADO
LICENCIATURA EN ENSEÑANZA Y APRENDIZAJE DEL INGLÉS EN EDUCACIÓN SECUNDARIA



LESSON

PLAN

TEACHER TRAINEE: KAREN HAIDEE FLORES CARDENAS			
Scholar year: 2022-2023	Semester: 7	Group: A	Subject: Práctica Profesional y Vida Escolar
Teacher: Mtra. Diana Karina Hernández Cantú			
SCHOOL'S INFORMATION			
School: ESCUELA SECUNDARIA POTOSINOS ILUSTRES		Principal: PROFR. FERNANDO HERNÁNDEZ RETA	
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CLASS INFORMATION			
Junior high school teacher: CARLOS FLORES GÁMEZ			
Subject: English	Grade: 3 ^o	Groups: D & F	
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<p>Class Profile: In this third-grade group, the 43 students are around 14-15 years old. As a group, they are a little bit divided, but they can work without any problem with any classmate. They do not participate too much unless they find something interesting or attractive. I consider the group can work perfectly with any type of activity but I also think they prefer visual material and material related to their likes and interests, as well as something they can relate to their daily lives. The students do not have the English level they should have according to their grade, so they need easy activities to follow work with the language.</p>			
Topic:	Guess and formulate hypothesis about past events	Lesson number: 16 / 18	Date: March 21st, 2023
Context and Language focus: Simple Past			
Methodology: TBL (first part)			
Main Aim of the lesson: By the end of the lesson students will be able to make a poster about their mystery stories.		Assumptions: Students know simple present and simple past tenses.	

STAGE/ AIM / TIME	PROCEDURE	MATERIAL	INTERACTION AND SKILLS	ANTICIPATED PROBLEMS AND SOLUTIONS
Warm up or Lead in Activate sts. 5 minutes	T: Welcome to our class. Before starting, let me call roll. The sts will say "here" or "present".	(Appendix 1) Routine cards	T - S S - T	P: Attitude of the sts S: Being enthusiastic and inviting them to work and participate.

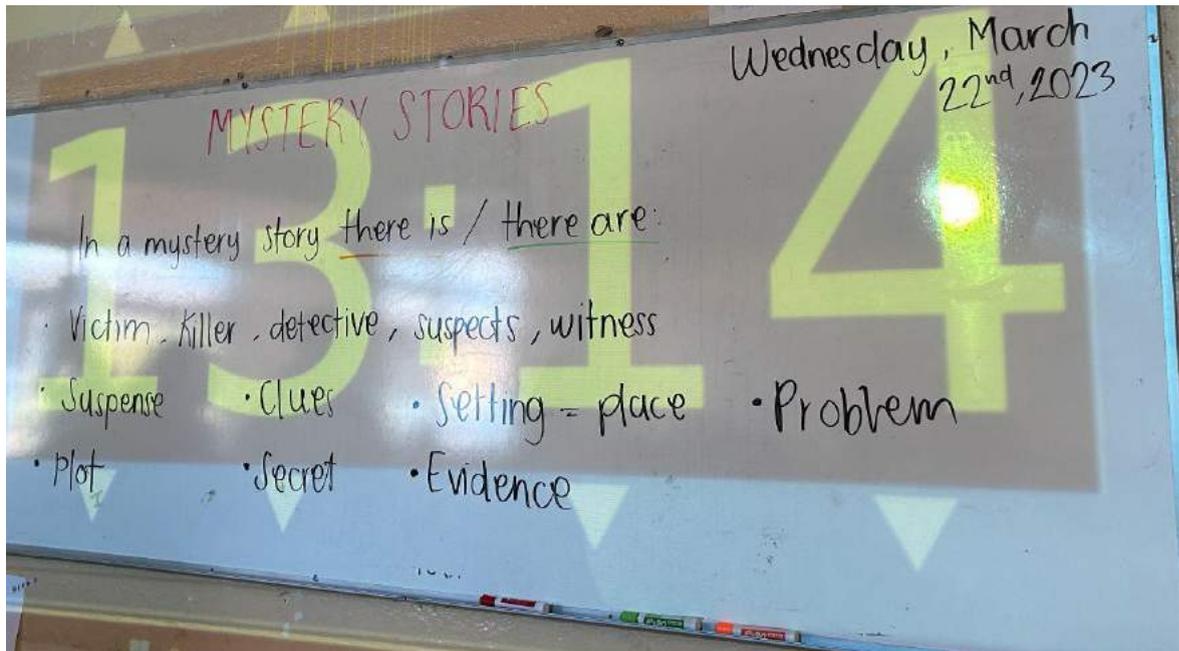
	T: Who is going to help me with today's information? (volunteers, if not ask the sts that helped the day before to choose a classmate) <i>What day is today?. What is the weather like?. In what season are we?</i>			
Pre-Task Sts listen to the instructions for the project. 10 minutes	T: Let's start with the class. If you remember, yesterday I told you to bring some material to do your poster, did you bring it? Very good! T: You should have your story already modified and finished. Today you are only going to make the posters, but you must have it finished by the end of the class, so don't miss time. You can get together with your teams and start.	Mystery stories Card boards, markers, etc	T - S S - T S - S	P: Sts do not know what to do. S: The teacher will give an example first.
Task Sts work on their posters. 30 minutes	T: Ok so please start. In the poster you have to write the whole story on cardboard. You can decorate it as you wish. What I really want you to highlight or underline its elements. The ones we have been talking about. Please underline them in different colors, one per each. (the teacher can give the specific color for each element) T: I will be passing to see and register your progress, you must be finished by the end of the class. I will take a photo of your work. The next class we are going to present the stories.		T - S S - S	P: Sts do not know what they have to do. S: The teacher gives an example before starting.

Students will continue with the Task stage in the next class.

(Appendix 1)

		SUNDAY	JANUARY	JULY
		MONDAY	FEBRUARY	AUGUST
		TUESDAY	MARCH	SEPTEMBER
		WEDNESDAY	APRIL	OCTOBER
		THURSDAY	MAY	NOVEMBER
		FRIDAY	JUNE	DECEMBER
		SATURDAY		

Appendix 66

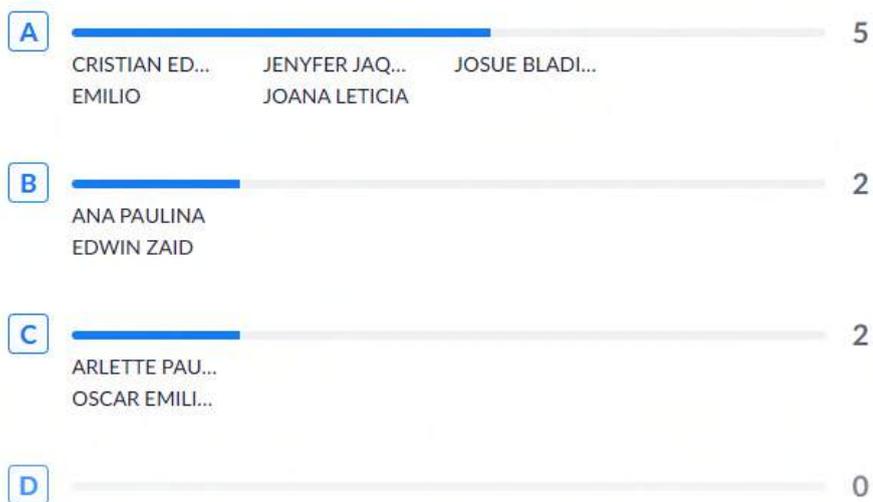


Appendix 67

< Participation

● 3F

Wednesday 22 March 11:12 AM



Appendix 68

Pedroca Luna
Gael Valentin
Dolgado Macia
Emi B

YOSGARTH WAS KILLED

21-05-2023

Horror History

It all started the day that in the school Yosgarth, Emilio, Paco and me invited to a Party in a house of Yosgarth, everything was going very well, when until the power went out in the house, bad luck, Yosgarth his dead, and we don't know what it was, wait a minute... There are traces of blood towards Paco's room. There's a knife with blood and Paco, a little schizophrenic, 'Bingo! We find the murder

- ▼ detective
- ▼ Plot
- ▼ Setting
- ▼ victim
- ▼ Problem
- ▼ Secret
- ▼ Evidence
- ▼ Problem and do

Mystery story (the name are Chicago, Miami)

VICTIM Leo

Suspect Jakob and Carlos

In a town house a murder occurred towards the owner house suspect ^{Place} housekeeper Jakob the other suspect is Carlos the COOK

The victim is Leo
 Jakob say that he was cleaning the corners of the house
 Carlos say that he was in his bedroom next to Leo, asleep

The police discovered that the culprit is the housekeeper
 why? killer

Leonardo Lopez
 Leonardo Jakob
 Leo Azuel

Mystorystory




Characters

- Gabi
- Tobi
- Sr. Alejandro
- Sr. Ramon

In the wise of Stefan and Mrs. Alejandra Bartz was a to words Sr. Ramon Sr. Alejandro calls the art houses when that if plus of me created was different the attack the creeked thin where they were house one

Bobi I was in my room with my hairbrush or full volume and I don't know as thing that happen

Tobi I was surprised the house was not my uncle and agents please I had my out so I went what had happen

Mr. Alejandro I was surprised about when I went to sleep to my husband from the school I noted the situation

The notes arrested today, what? the talked that there were no plants and puffed

[Faint handwritten text in a lined box, possibly a story outline or notes]

Juan J.
Angel, Edwin, Emanuel, Jose, Pablo

Story of Mystery



- On a Tuesday afternoon Carlos found adriel dead next to school gate

At noon the detective arrive at the school and began to investigate. The detective thought that Carlos was the murder but later when he saw the video cameras, he knew that Agrippino was the main suspect and there fore the murderer. In the end Agrippino confessed that he killed, And they put him in the jail.

the brothers

There were too many people in a house they had caresses of what the willers brothers had. Moments after the meeting at the house the willers brothers dissapared, they all began to search and later in the park, they found the bodies and all they guests had left without knowing who murdered them.

Hours later, the criminologist and inspectors began to arrive. They immediately began to call the guests and the people who helped clean that house. There were 5 guests in total, two woman and three men, their names were Esteban, Richard, Jonathan Nicol and Megan, plus two who helped clean up called Jorge and Carlos. The inspectors began their work and so did the criminologists, finding too many clues and screams. The inspectors was asking all the majority answered saying that they had know each other since high school or had just met what seemed strange to them that was the happy people Carlos and Jorge dissapared without anyone noticing, quick everyone began to look for them but nothing, until they went to see the cars in case they had escape because as soon as they had reached them, they were going to escape. Everyone began to support and so they manage to catch them. After getting the truth out of them they support and so they manage to catch them. After getting the truth out of them, they turned themselves in and this problem has been resolved, concluding the story.

- Noteno Ojeda Ana
- Rangel Zavala Claudia
- Zavala Silos Priscila 3-F



Who was?

Emanuel was playing in him phone but he didn't do him part in the work team, for that america was so an-gri whit he and they fight a lot but america told him "I don't wanna know nothing about you", then teacher coco was angry because it was her subject.

Time before he went at the canch school and the teacher Melo told him that he was a very good student and he should stay on one team at the school but he didn't wan it. At the finish of the school he was so tired and the teacher martha told him the student should go to the park to see something about him grate.

Water Park Mystery

Characters

- Agustin** Killer
- Pancho** Victim
- Pedro** Suspects

3 friends went to a water park, went suddenly Agustin and pancho are separated from Pedro. Pedro went the puppy returns, he is scared because he did not return. Pancho, Agustin told him that the went for food but when Pedro enters the bathroom and finds Pancho dead in that Pedro calls the police but they suspect that Pedro was the murderer even though he was not with them the police discover an argument from a day ago between Pedro and Pancho later a knife with Agustin fingerprints is discovered and he ends up confessing that he hated him.

MYSTERY STORIES

David al Monte was a businessman, has his company in that company Alexis worked as a partner. David has a brother who is Oliver, Oliver works with David at the company. Oliver was suspicious of some weird moves by David's company. Alexis has several businesses with shady people, in these businesses Alexis involved David.

Tragic Romance

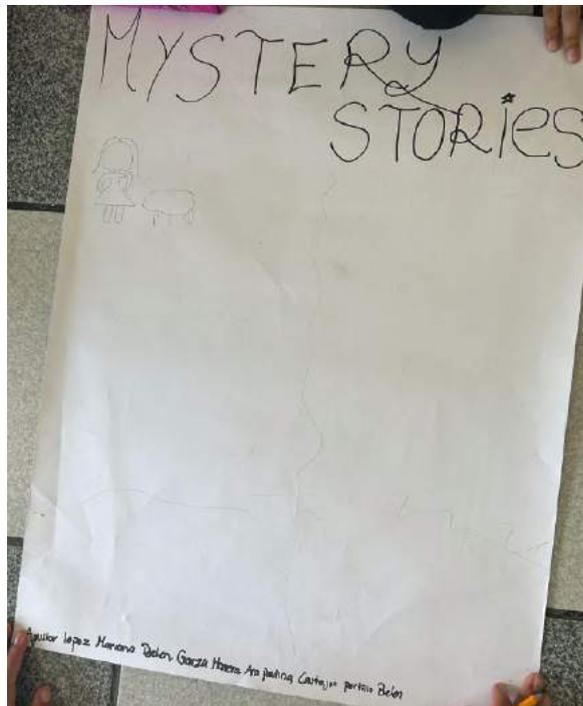
Once Upon a Time

Situa

Once upon a time there was a magic forest with a castle. Pedro and Margarita. They were both very happy and they were in love. Pedro was a prince and Margarita was a princess. They were both very beautiful and they were both very kind. They were both very smart and they were both very brave. They were both very generous and they were both very honest. They were both very loyal and they were both very faithful. They were both very loving and they were both very caring. They were both very understanding and they were both very forgiving. They were both very patient and they were both very tolerant. They were both very respectful and they were both very polite. They were both very courteous and they were both very considerate. They were both very helpful and they were both very kind. They were both very generous and they were both very honest. They were both very loyal and they were both very faithful. They were both very loving and they were both very caring. They were both very understanding and they were both very forgiving. They were both very patient and they were both very tolerant. They were both very respectful and they were both very polite. They were both very courteous and they were both very considerate. They were both very helpful and they were both very kind.

...the king and queen. They were both very beautiful and they were both very kind. They were both very smart and they were both very brave. They were both very generous and they were both very honest. They were both very loyal and they were both very faithful. They were both very loving and they were both very caring. They were both very understanding and they were both very forgiving. They were both very patient and they were both very tolerant. They were both very respectful and they were both very polite. They were both very courteous and they were both very considerate. They were both very helpful and they were both very kind.

En una noche una niña un grupo de amigos
 van a un baile por los cuarenta y va que vienen
 de una fiesta pero después llegaron de
 personas de confianza invitadas a una fiesta
 no muy lejos y como ya estaban algo borrachos
 aceptaron irse a un que mejor se fue en un
 una fiesta más de lo regular pero que
 vino en el momento cuando los señores
 pero que decían de un baile y seguían
 tiempo después los siguió hasta un lugar y
 con cuidado la policía los tomó y los
 del amor y los metieron en cárcel a los
 señores



Appendix 69

EVALUACION PARA GUADALUPE	
NOMBRE Y FIRMA DE MAESTRO DE GRUPO:	
Emmanuel, Jennifer, Adriel	- Falta identificar colores
Ana Paulina, Mariana B.	- Falta escribir historia
Johanna, Cristian, Priscilla	- Falta escribir historia
Euel, Emilio, German, Camacho	- Identificar
Angel Uriel, Arlette Paulina	- No material
Cristina	- Falta escribir, identificar
Josue, Juan, Angel, Edwin, Paola	- Escribir dibujos ya
Ana Mariela	- Falta identificar, dibujos
Uriel, Francisco	- Falta todo
Leonardo, Leonardo, Julio	- Falta escribir
Valeria, Hector, Abril	- Falta identificar colores
Oscar Emiliano	- Falta escribir, dibujos
Mariana Rivera, America	- Dibujo, colores
NOMBRE Y FIRMA DE MAESTRO DE GRUPO:	