



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

TITULO: Fostering A Healthy Learning Climate In An Efl Class To Promote Participation

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PALABRAS CLAVE: Adolescentes, Ambiente Escolar, Aprendizaje Activo, Clima Escolar, Desempeño Del Estudiante

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PROMOTE PARTICIPATION”**

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QUE PARA OBTENER EL TÍTULO DE LICENCIADA EN ENSEÑANZA Y  
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**PRESENTA:**

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## **Introduction**

The document at hand describes the topic “Fostering a healthy learning climate in an EFL (English Foreign Language) class to promote participation in a first-grade classroom of a junior high school”. The school where this intervention took place was in the junior high school “Escuela Secundaria Antonio Díaz Soto y Gama”. I focused on a healthy learning climate as a possible element to improve participation among students. I considered it could have a positive impact to motivate students and might be an agent that could facilitate their language learning process.

Responding and initiating are Speaking Sub-skills, that belong to the four main skills considered and evaluated by the “Common European Framework of Reference (CEFR). Speaking is part of the productive skills in learning. I considered this skill because I believe that it is a need, taking into account the circumstances and characteristics of my students in the junior high school “Escuela Secundaria Antonio Díaz Soto y Gama” in the 2022 - 2023 school year. The main aspect I considered was that for most students this was their first contact with the language English.

Another aspect I took into account was my point of view. I believe that productive skills are the skills that are more helpful in developing confidence among students. Scott Thornbury says, in his book "How to Teach Speaking;" that it is the most important skill for language learners, as it is the skill that allows learners to engage in social interaction and negotiate meaning. He also argues that developing speaking skills can have a positive impact on learners' motivation and confidence.

Additionally, we can include Jeremy Harmer and what he established in his book "The Practice of English Language Teaching," where he emphasizes the importance of developing productive skills in language learners. He argues that speaking and writing are the skills that allow learners to express themselves and communicate effectively and that developing confidence in these skills is crucial for language learning success.

Considering these reasons, this skill was a present need and thus provided suitable for the topic I focussed on “Fostering a Healthy Learning Climate in an ELF Class to Promote Participation” for this final Reflective academic preparation at the “Esc. Sec Antonio Diaz Soto Y Gama”. Specifically, subskills that meet students’ necessities, need to help them achieve the according goal determined by “Aprendizajes Clave” those established by “Secretaria de Educacion Publica” (SEP).

The ability to initiate and respond to communication is essential for successful language learning, and many authors have discussed the importance of these skills. Rod Ellis in his book "The Study of Second Language Acquisition," highlights the importance of output (i.e. language production) in language learning. He argues that learners need to be able to initiate and respond to communication in order to develop their ability to produce language and that this can lead to improved language proficiency over time. (Ellis et al., 1994)

I would like to establish that I chose the topic of a healthy learning climate to promote participation based on my twofold experience as a student and as a teacher, where I have been able to identify that for a person not to be afraid of expressing themselves, there must be a relaxed learning climate. When this is not addressed, people who are learning a new language tend to prioritize accuracy a lot before speaking, which at times can have a negative effect on sts who are learning a new language, Considering that their inclined connection is with their mother tongue and in Spanish we have a different grammatical structure than English. I think it is fundamental to address this issue since I had to not considered students' need for expression. This study seeks to help students to feel free and confident and to be able to express themselves in class.

This document begins with the detection of this problem, the research that was carried out to create and support my proposal, its implementation, analysis, and conclusions which I carried out from 2022 to 2023. Fortunately, this document helped me increase my knowledge and development as a student and teacher trainee of the "Benemérita y Centenaria Normal del Estado" school, which gave me the opportunity to be able to

experience a different and complete atmosphere and within a context that made me face the reality of teaching a new language with our Mexican Public System.

### **Objective of the document**

The general objective of this document is to implement and analyze strategies intended to improve student participation by providing a healthy learning climate aimed to develop oral competence in Secondary School students within a public school of San Luis Potosi, S.L.P. Mexico.

### **Competencies**

The following are the skills, aptitudes, and knowledge I intend to strengthen during the development and completion of this research document. These competencies are taken from the expected professional profile of the curricular plan 2018 of the English Major.

#### Generic skills

- Solves problems and makes decisions using critical and creative thinking

#### Professional skills

- Designs and/or uses learning objects, resources, and didactic and technological means in the generation of English learning.

#### Disciplinary competencies

- Uses the functions of the language as a means of expression of the social practices of communication.

The main aim of my classes was to foster a healthy learning climate in an EFL class to promote participation in a First grade Junior High School to develop speaking in responding and Initiating L2 interactions.

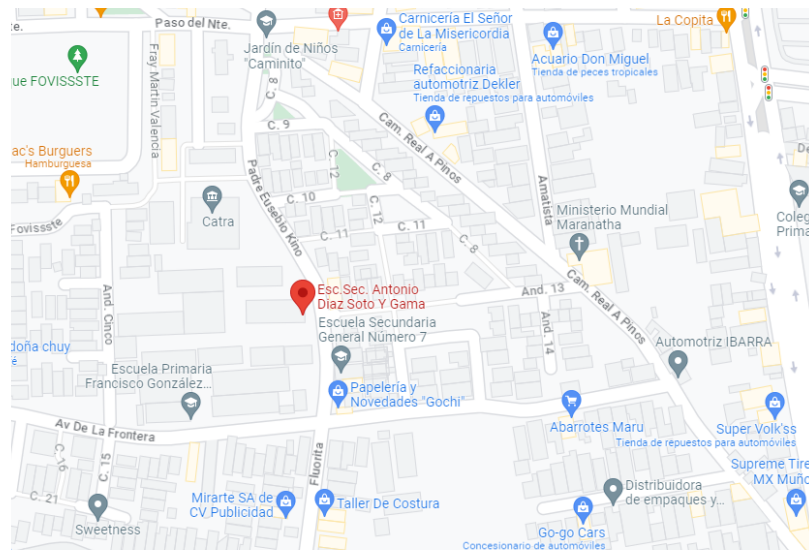
The subsidiary aims are to:

- Select and adapt strategies to create a healthy learning climate in the students' classroom
- Execute didactic activities in order based on students' needs.

### School context and demographic location

The study had taken place in the Jr. High School Antonio Díaz Soto y Gama. Located in Eusebio Kino Street, Number 6, Fractionation FOVISSSTE. The school code is 24DES0072T. The school was founded in 1981, and the name was selected in honor of a lawyer born in this city who participated in the Mexican Revolution during the beginning of the 20th century. Antonio Díaz Soto y Gama was born in San Luis Potosí in 1880 and died in Mexico City in 1967. (Appendix A)

The school is associated mostly with restaurants and car shops. According to INEGI (2015), these are the most common economic activities around the school. It is also allied with banks, supermarkets, and even government offices due to its proximity to Muñoz Avenue which is one of the largest streets in San Luis Potosí, S.L.P, and connects the north of the city with the downtown area.



(Appendix A)

The school has fourteen classrooms, one science lab, five workshops, an audiovisual room, a library, a social worker's office, the principal office, and sub principal office. There

is also a USAER (Unidad de Apoyo a la Educación Regular) office (Appendix A), two courts (a soccer court and a basketball court), a space destined for the lunch break, bathrooms for boys and girls, bathrooms for teachers, three small gardens and a janitor's closet. The school has a library but it is not used by the students only regularly on special occasions.

The school's staff consists of forty-seven workers, twenty-two of them are teachers. From these, three teachers belong to the English Academy. Karla Morales, my head teacher, was in charge of first and second grade in groups “A” to “D”. Claudia Loreda was in charge of the third year in groups “A” to “D”. Each group in this school had in overall thirty-seven students per classroom, which is an average number of students for this school district.

### **Relevant social and academic characteristics**

The number of students enrolled in the school is around 400 to 435, yet the demand for the school has been decreasing since 2013. This is still a considerable factor. That has been reflected in the school shifts, considering that they went from having numbers that justify evening and morning shifts to only morning. In the CTE (Consejo Técnico Escolar) certain actions and implementations were discussed in order to promote the school and remind the community of the service it provides.

Although the school has the necessary rooms for all groups, it does not have all the necessary ICT (Information and Communications Technology), since the classrooms do not have computers or projectors. This school only has six projectors, four of which are located in classrooms and four of which you must borrow from the principal office in advance, the only groups that have this resource are the second year groups. In the telematic classroom, there is a projector but it is not available as it fails from time to time. The school does not have Internet either so this makes classes that use information technology more difficult.

Students respect both their teachers and the school staff. This can be seen in the interactions they have with each other and in the fact that on several occasions they have asked the school staff for advice. When students have a problem, they immediately go to a figure that represents authority. Which can be seen, and attributed to the location of the school since it is close to a quiet area in San Luis Potosí.

Within public education, there here are 3 English classes per week. In these classes the teacher tries to meet all the key aspects but time is not enough. The FSI (Foreign Service Institute) research indicates that it takes 480 hours to reach basic fluency in language group 1 and 720 hours in language groups 2-4. If we are able to spend 10 hours a day studying a language, then basic fluency in easy languages would take 48 days, and in difficult languages 72 days. This results in two or three months. If you put in just 3 hours a week, the process will be much longer. (Foreign Service Institute)

In the first grade group “D”, there are 34 students. There are 16 women and 18 men in the classroom as it was previously mentioned the English level is Weak A1. The age range is 11 to 13. In this classroom, students are more receptive to learning a new language. They always tried to understand the class and the things the teacher was saying. They participated a lot which motivated them. This aspect might help increase their English level. Although, when the school year began they were a Weak A1 they wanted to learn something new in every class. Their behavior was so competitive and nice at the same time.

In the first grade group “C”, there are around 34 students. There are 14 women and 20 men in the classroom as it was previously mentioned their English level was also a Weak A1. The age ranged from 11 to 13. In this classroom, students were not receptive to learning a new language. They were on defense in class and did not participate unless it was in Spanish. They were always playing but one thing I realized was that they like begging in a class with a kind of game, they liked activities like a hot potato and Simon says.

The reason I decided to work with these two groups was that both classrooms have different personalities and the contrast between the reaction to similar classes and to the strategies I intend to use.

The course book the students work with is Sunburst 1 in all groups. Due to the pandemic, most of them have not worked with the book or did not have English classes at all.

Most of the students did not take English courses in primary and/or private lessons, so in the first week of classes we carried out a regularization course for students so that they could advance along with their other classmates. This was implemented in all groups with their head teacher.

The school has a recovery plan for students when they fall behind. It is implemented in the last weeks of school as this could help make their next year favorably. This recovery plan was implemented about two years ago when the school council was able to identify the lags that the children were having in all the subjects, highlighted primarily by the pandemic. They agreed that this plan was beneficial for them as there was a way for them to learn in a way that they were promoted to the next grade.

### **Linguistics needs (Diagnostic exam)**

A diagnostic exam is an essential tool for teachers in order to obtain a hint of the level of competence of his/her pupils before the start of a course. In this case, the diagnostic exam had the purpose of gathering evidence about students' levels. This assessment was useful in order to plan and develop activities according to students' abilities that could also be helpful to locate the state of achievement in the foreign language subject.

The exam was adapted from a sample of the 2018 Starters Mock Exam of Cambridge for Young Learners. The exam was designed considering the Cambridge recommendations and

levels of language competency that the Common European Framework of Reference (CEFR) establishes. The Cambridge exam considers four real-life communication skills, in the diagnostic exam the skills considered were reading, writing (use of English), and listening, leaving out speaking. Unfortunately, the class time was not enough to apply for a Speaking diagnosis exam. (Appendix B)

The levels that were taken into account were from true beginners to A2. Thirty items were selected for the assessment. As mentioned before there were three sections involving Reading, Listening, and the Use of English. The Use of English section included questions about vocabulary, grammar and writing and had fifteen items in it. Meanwhile, the Reading part had ten items and finally, the remaining items belonged to the Listening section.

The results in the writing and reading section showed on average a total of 1.7 out of 5 placing them in the Weak A1 level. In the writing part, the result was 9.05 out of 15 to be in the A1 level. And finally, the reading section exhibited the weakest skill of the group with only 3.72 out of 10, placing them in the limit between Weak A1 and True Beginners.

The macro CEFR (Common European Framework of Reference for Languages) levels A (Basic User) is subdivided into two levels A1, and A2. Basic Users in terms of their vocabulary development. As the CEFR describes, the Basic User encounters familiar topics and through these, starts to acquire basic lexical sets, together with the top senses of high-frequency words. Many of these words are the grammatical building blocks that enable learners to structure their language at phrase and sentence levels. There is also some learning of formulaic phrases at A1 and A2 levels, for example, See you soon, Excuse me, No thanks, Take care.

English communication A1 CEFR	English vocabulary A1 CEFR	English grammar A1 CEFR
<ul style="list-style-type: none"> <li>• Exchanging greetings</li> <li>• Giving personal information</li> <li>• Using numbers, days, months, years</li> <li>• Asking for and telling the time</li> <li>• Describing people</li> <li>• Giving information about objects</li> <li>• Describing places</li> <li>• Describing habits and routines</li> <li>• Expressing likes and dislikes</li> <li>• Describing simple actions</li> </ul>	<ul style="list-style-type: none"> <li>• Days of the week and months</li> <li>• Numbers and prices</li> <li>• Countries and nationalities</li> <li>• Colours</li> <li>• Personal possessions</li> <li>• Parts of the body</li> <li>• Family and friends</li> <li>• Food and drinks</li> <li>• Household rooms and objects</li> <li>• Clothes</li> </ul>	<ul style="list-style-type: none"> <li>• Questions words</li> <li>• Possessive adjectives and pronouns</li> <li>• Present simple</li> <li>• There is/There are</li> <li>• Imperatives</li> <li>• Present continuous (now or in progress)</li> <li>• Prepositions of place</li> <li>• Modals: can, can't, do, doesn't</li> <li>• Simple adjectives</li> <li>• Comparatives and superlatives</li> </ul>

Chart 1: A1 CEFR

(Capel, s. f.)

## Personal Interest

My personal interest stems from the fact that students did not tend to participate in English for fear of making mistakes. This can be noticeable through the activities they did since most of the time the students were trying to rectify if they were right and if they were correct. but when creating and implementing new strategies in which students were involved and were more didactic, they tried to participate without fear of being wrong. This was where my interest arose, based on students' participation in which they could feel comfortable speaking and writing.

During my internship, I had the opportunity to implement some strategies I had not used before. One of the strategies that worked the most for me this period was the implementation of fake money and rewards at the end of each project. This was basically about how students could participate in a healthy work environment in which everyone wanted to participate and give feedback to their classmates. This way, little by little I intended to implement a healthy work climate, in which students might not be afraid of making mistakes or speaking a new language.

## **Problem Contextualization**

During my practice periods of September 26th to October 14th and November 21st - December 9th in 2022 I was able to identify specific situations based on my observations that most of the students really did not like to speak in English because they were embarrassed or simply do not want this because most of their classmates when they expressed themselves in English took it as a game or at mockery. I thought this diminished the type of healthy learning environment that students could develop to achieve communication in which they could express themselves coherently and where they had correct grammatical structures.

In English classes, the one who spoke was normally the teacher. What I was looking for was to reverse roles and for students to be the ones who expressed themselves and practiced the language. I thought it was a very good opportunity to have meaningful learning since these were to practice and understand the language.

The main objective of this document is for students to be able to function in their second language and develop their skills, knowledge, and strategies, as well as interact in a healthy and real environment, as well as interact in social language practices. Using a foreign language can be problematic if the person is not proficient. Communication is essential in any situation, and if the person cannot express themselves clearly, misunderstandings can occur, which can lead to confusion and even conflict.

According to Youssef Mezrigui in “Communication Difficulties in Learners of English as a Foreign Language” here are some common problems that can arise when using a foreign language:

1. Miscommunication: Misunderstandings can arise due to mispronunciations, incorrect use of grammar or vocabulary, or a lack of understanding of cultural norms. This can lead to confusion, frustration, and mistakes.

2. Reduced fluency: Using a foreign language can be challenging, even for those who are proficient in it. Speaking in a foreign language can take longer, and the person may struggle to find the right words or phrases to express themselves clearly.
3. Lack of confidence: When a person is not confident in their language skills, they may hesitate to speak up or express their thoughts and ideas. This can lead to a lack of participation in group discussions, which can hinder collaboration and productivity.
4. Bias and stereotypes: A lack of familiarity with a foreign language can lead to misunderstandings and misinterpretations of cultural cues and customs. This can lead to bias and stereotypes, which can be damaging to relationships and collaboration.
5. Limited vocabulary: If you are not fluent in the language, your vocabulary may be limited, which can make it difficult to express complex ideas and concepts. This can be particularly problematic in academic or professional settings.

Overall, using a foreign language can be challenging, but with practice and patience, it can be overcome. It is important to seek help and resources, such as language classes or translation tools, to improve language skills and minimize communication problems. (Youssef Mezrigui, 2012)

One of the things that I noticed during my observations in October of 2022 was that students did not have the level of English suggested by the SEP (Secretaria de Educacion Publica) study program, since these tend to be more complicated and complex than the level of English that the students handle. At the beginning of the year, I had the opportunity to carry out a survey of the students at the general secondary school "Antonio Díaz Soto Y Gama" in which it was asked if they had taken English in their primary schools. Around 67% of the students commented that they had not taken previous English

classes while the remaining 33% commented that they had taken private classes or that in their primary school, they were taught English.

I considered the lack of English instruction this was a problem since most of the students had not had prior contact with the language. This made me wonder if they really felt comfortable expressing themselves in another language. During my practices from September 26 to October 14, I became more aware of this since I asked students for support to read or participate and they felt really insecure about what they were going to say or how they were going to say it.

Therefore I considered creating a climate in which students could function safely and without fear of mistakes, which might be a key point to achieving the goal. Students are able to achieve the subskill "responding and initiating" which is basically based on students holding a conversation and answering questions, this will be explained later in detail in the theoretical review.

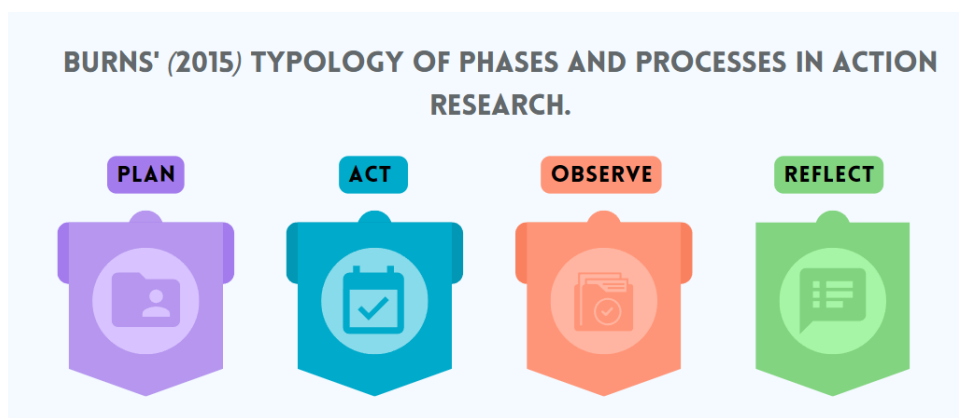


Chart 2: Burns Phases in Action

(Burns, 2015)

The methodology that is going to be used is Action Research. Burns (2015) defines Action Research as "the superordinate term for a set of approaches to research which, at the same time, systematically investigate a given social situation and promote democratic change and collaborative participation" (p. 99) The aim of the intervention is to intend to make a change and improve the reading comprehension of the students in the Soto y Gama

Junior High. Burns (2015) also mentions that Action Research follows four steps: Plan, Act, Observe and Reflect.

She says that Planning involves identifying a problem, what outcomes are desired, the people involved in the problem, and what resources are needed to change this problem. The Act is compounded by finding strategies and actions that have been implemented to solve this and then applying those theories to the people involved in the situation. Observation means that while the development of the theory is being tested, it is necessary to evaluate and gather evidence about what has been happening with the problem. And finally reflect is the step where after the observation, the outcome of the Act stage is analyzed to obtain new information. There the intervention in the problem is examined determining if it was successful or not and defining why it impacted or not.

The different information known about the topic of this document was reviewed through a deconstruction, the biggest concept begging English as a Foreign Language and ending with the skill that was intervened during the practice that took place during the school year 2022-2023 in the junior high school.

Action research is a methodology that involves a cyclical process of problem identification, planning, action, reflection, and adaptation. The following is a typology of the phases and processes typically involved in action research:

1. Problem Identification: The first phase of action research involves identifying a problem or issue to be addressed. This can be done through my previous observations and practices.
2. Planning: Once the problem has been identified, the next step is to plan an action to address it. This involves developing a strategy or intervention that will be implemented to address the problem.

3. Action: This phase involves implementing the action plan. This can include collecting data, conducting experiments, or making changes to a process or system.
4. Reflection: After the action has been taken, it is important to reflect on the process and outcomes. This involves analyzing the data collected and assessing the effectiveness of the intervention.
5. Adaptation: Based on the results of the reflection phase, the action plan may need to be adapted or revised. This could involve making changes to the intervention, modifying the process or system, or collecting additional data. (Burns, 2015)

The cyclical process of action research typically involves repeating these phases multiple times until the problem has been adequately addressed. Each cycle provides an opportunity for learning and improvement, leading to more effective interventions and better outcomes over time.

This methodology will be modified according to the needs that students might present around the new observations and new periods of practice. I will be able to realize the adaptation process that my students are having and if I really have a healthy work climate that influences English language learning.

### **Rationale**

This study documents the result and analysis of the implementation of strategies aimed to provide a healthy learning climate to influence the acquisition of a foreign language. It also deals with how students can increase their level of confidence when speaking in English, as well as taking into account the importance of my teaching role as a guide to help my students develop their skills and communication. Vygotsky's sociocultural theory will be taken into account and from this one can talk about collaborative learning and a learning environment.

# CHAPTER

# I

## **1. Chapter 1: Action Plan**

This section talks about the students' needs and also tries to pose the real situation around the period of practice.

### **1.1 Diagnostic**

The level of the students was a Weak A1. Their strongest ability is the Use of English (vocabulary) while their weakest skill is Speaking. Thus, it is considered that the intervention could be meaningful in the group, enhancing this productive skill by working with three sub skills during the practice (vocabulary, grammar, and coherence) hoping that the level of the intervened group increases and benefits in the future with my sessions.

According to the Council of Europe (2001), learners at the A1 level:

"Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows, and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help" (p. 24).

The English level detected from the Diagnostic Exam (Appendix B) was below what was expected, which is the reason why the content of the lesson had to be lowered to the students' needs.

As I mentioned before their combined reading and writing scores averaged 1.7 out of 5, giving them a poor A1 rating. The written result was 9.05 out of 15 possible points to reach the A1 level. And finally, the reading section showed the weakest ability of the group with only 3.72 out of 10, which places her on the borderline between a weak A1 and true beginner.

## SCORE D. EXAM

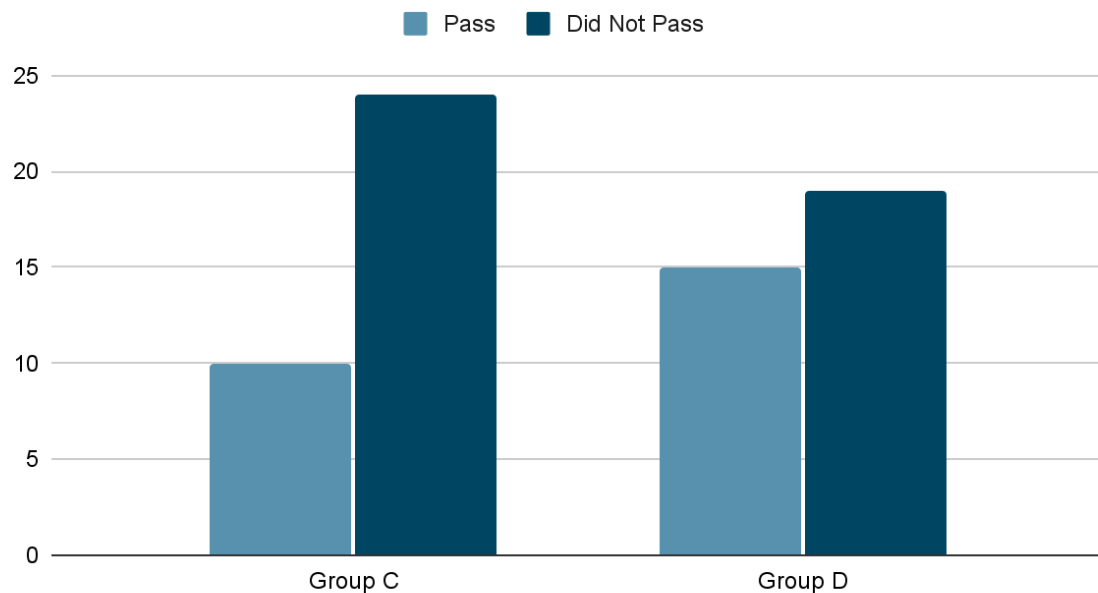


Chart: Diagnostic Exam Results Group “C” and “D”

A survey was also applied. The response as with the diagnostic exam was low, but students that answered showed that most of them have never attended a language school. That implies that what they knew was the result of the work of teachers in junior high and their interests that involve the English languages as series, movies, songs, etc. The survey also shared that the students felt that their weakest skill is reading; they felt like beginners in learning the language.

As I mentioned this level is important since the students did not interact face to face with each other until recently this can affect the healthy learning environment since the students did not feel safe enough to be able to speak or participate. I attribute this to the fact that during the COVID-19 pandemic, most of the students only rested in class and did not participate. That is why I believe that implementing healthy learning can be essential for students to develop this foreign language English.

## **1.2 Statement of the problem detected**

The main problem is that for the majority of the students, it is difficult to learn a foreign language such as English because they find it complex. During my observations and period of practice from September 16th to October 14th, I was able to apply a diagnostic exam. This exam showed me the needs of the students. I noticed that the students lacked many English skills, but the most difficult part was to express a spoken idea because they felt unconfident and they believed they were going to mess up.

In the “Planes y programas” of education we find out that the English level has to be high but when I faced the situation I realized that students did not have that kind of English level so I had to adapt the “Planes y programas” to their needs.

Another problem I found out was that students were uninterested in the subject because they were not familiar with the things the teacher was saying, for this reason, they lost interest and did not want to participate.

This document tends to focus on creating a healthy climate where the students can express themselves through participation incorporating speaking skills by “*Responding and Initiating*” interactions.

## **1.3 Purpose of the action plan**

The proposal of this strategy is that students can speak freely and confidently in a foreign language to develop their skills to the maximum around a healthy climate that I intend to create through the sessions.

The main purpose of the document is to create a healthy learning climate so that students can develop their responding and initiating skills so that students can improve their Speaking skills in conversation. This will help students to communicate better with other people. I am taking into account that students have a weak A1 level and that I will have to adapt to the English level that the "plans and programs" proposes.

This is also taken into consideration since the students do not feel confident enough when speaking or are fearful of situations since they have raised moments in which I ask them to read a paragraph or some instruction and they show fear and disinterest in wanting to learn the second language. They do not feel comfortable enough to be able to express themselves for fear of making mistakes.

A healthy learning climate is one in which students feel safe, supported, and engaged in the learning process. It is a positive and inclusive environment that fosters learning and growth for all students. Here are some characteristics of a healthy learning climate:

1. Clear expectations: A healthy learning climate includes clear expectations for behavior and academic performance. Students should know what is expected of them and what the consequences will be for not meeting those expectations.
2. Positive relationships: Teachers and students should have positive and respectful relationships. Teachers should show care and concern for their students, and students should feel comfortable approaching their teachers with questions or concerns.
3. Active engagement: A healthy learning climate encourages active engagement in the learning process. This means that students should be encouraged to ask questions, participate in discussions, and collaborate with their peers.
4. Inclusion: A healthy learning climate is inclusive of all students. It recognizes and values diversity and creates a safe and welcoming environment for all students, regardless of their background or abilities.
5. Supportive feedback: Teachers should provide supportive feedback to students that focus on their strengths and areas for improvement. This helps students to understand their progress and motivates them to continue learning and growing.

6. Safe and secure environment: A healthy learning climate is physically and emotionally safe for students. Students should feel secure and protected from any kind of bullying or harassment.

Creating a healthy learning climate requires intentional effort and ongoing attention from teachers and school administrators. When students feel safe, supported, and engaged in the learning process, they are more likely to succeed academically and personally.

The statement about learning in general, that it "never takes place in a vacuum" (Williams & Burden, 1997, p. 188), is even more true in the language class. When it comes to creating a classroom climate for language learning, Williams and Burden point to three levels of influence: national and cultural influences on the language being learned, the education system where the language is being learned, and the immediate classroom environment.

I am going to be discussing three sessions in which I will try to make students feel comfortable when expressing themselves, by making them take the language as something fun and creative and not only think that the teaching of this language is through books or that it is boring.

I believe that the tools that can be used to qualify performance or progress on this learning climate will be through observation and evaluation rubric, with this the student can be given feedback and assessment.

## **II. Literature review**

In the following pages, the concepts that will be handled will be announced. This chapter contains the theoretical support considered for the practice.

## **2.1. Healthy learning climate in an ELF class**

In my practice period I was able to realize the environment and the climate that developed around the English class, the students tended to be reserved and did not like to participate since for them this was something that they thought their classmates could reach to be a joke about this.

According to H. Jerome Freiberg (1994), The climate of a school can foster resilience or become a risk factor in the lives of the people who work and learn in a place called school. A school's climate can define the quality of a school that creates a healthy learning place; nurtures children's and parents' dreams and aspirations; stimulates teachers' creativity and enthusiasm, and elevates all of the school members. It is about the special quality of a school that the voices of the children and youth speak when they explain why they love their schools. (Freiberg, 1999)

It was taken into account that the learning climate should be healthy and establish certain interactions so that the students could develop around the sessions as well as be able to implement a better interaction between the students and the teacher just like all the climate around them.

“School climate refers to the characteristics of a school's environment that, according to research, influences students' academic and social development.” (Stephen Brand, Robert Felner, Anne Seitsinger, Amy Burns, and Natalie Bolton, 2008)

Making jokes around the English class occurs since students tend not to have contact with this language, therefore for them, it is something new and strange, so I consider that making fun of classmates and their contributions is a mechanism of defense, it is sought that in this the students can create a relationship in which all or the majority can develop.

“The quality of teacher-student relationships and student-student relationships, academic achievement and support for learning, how connected students feel to the school, the safety and security students experience in school, and the physical surroundings of the school.” (Mc Giboney, 2023)

In the classroom and more so in a classroom where a second language is being learned, they have to be safe so that students can develop their skills, since these skills are new for them so that they can develop new skills, we must create a good relationship between students and between teacher students, this has to feel safe because if students do not feel welcome at school they lose interest and therefore the opportunity to learn

“If students do not feel safe at school, do not feel welcomed at school, do not receive respect and are not given opportunities to learn, cannot connect with others or engage in conversations, cannot learn from their mistakes, do not interact with peers and adults in a meaningful way, do not have opportunities to be creative, and do not feel like they have a trusted adult to talk to they will not meet their social and academic potential, and they will not develop emotionally, mentally, physically or learn positive social lessons that essential to their overall well-being and full intellectual and social development”. (Mc Giboney, 2023)

Creating a healthy learning climate can help to develop the activities you want to carry out and why students tend to feel more attached to the class and this makes them develop better and feel in a friendly environment in which they are not afraid to give an opinion even if they do it in a foreign language such as English

“School environments vary greatly. Whereas some schools feel friendly, voting, and supportive, others feel exclusionary, unwelcoming, and even safe. The feelings and attitudes that are elicited by a school's environment are the school climate. Although it is difficult to provide a concise definition of school climate, most researchers agree that it is a multidimensional construct that includes physical, mental, social, and academic dimensions.” (Loukas, 2007)

## 2.2 Vygotsky's sociocultural theory

This takes into account the aspects that Vygotsky proposes in reference to socio-culture. I consider Vygotsky's sociocultural theory and what I think is consistent with the development of students with social interactions, that is, under collaborative learning, it says that students are capable of doing something and can achieve much more accompanied by their environment.

Vygotsky's sociocultural theory affirms that the development of the human being is closely linked to its interaction with the historical-cultural context. From this interaction, the subject manages to develop his potential which will be the basis of his development as an individual and apprentice. According to Vygotsky, schools (and other informal educational institutions) represented the best "cultural laboratories" to study thought and modify it through cooperative action between adults and infants. (*Implicaciones Educativas De La Teoría Sociocultural De Vigotsky*, n.d.)

Teaching and education constitute universal forms of the psychic development of the person and the essential instrument of enculturation and humanization. In this regard, Rivière states:

“For Vygotsky, higher functions were the result of enculturation, of the cultural influence on learning and development, and could only be explained in their genesis, by their history, placing them in their original context. Therefore, humanization was a product of formal and informal education, conceived in terms of interaction... At the same time, he felt that the essential pragmatic objective of Psychology itself was the improvement and refinement of real education, which was like saying the improvement and improvement of man himself” (1988, p. 18).

In sociocultural theory, the intrapersonal relationships that occur around the classroom come into play and how they can help us reach our maximum potential. In the situation of

learning a new language, I can realize that for students to be able to communicate, they must first practice, I link this a lot with this theory since while the students practice they are developing their interactions.

“Designates the actions of the individual who at the beginning can do it successfully only in interaction with other people, in communication with them and with their help, but later he can do it completely autonomously and voluntarily” (Matos, 1996:8).

As noted, learning must be done collaboratively so that the student reaches autonomous learning, that is, it is learning so that he has a way of consolidating his own knowledge. In this language, I think it is quite important to strengthen communication between students, but at the same time, they create their own knowledge when expressing themselves and speaking. So that these can be developed in different situations. Sociocultural theory proposes three phases in the development of the student by himself, what the student can do but needs help to complete, and finally what the student cannot do, this time we will be focusing on the first two.

Vygotsky proposed two levels of development: the current level of development and the zone of proximal development, which is in the process of formation, is the potential development to which the students can aspire. “This concept is basic for the teaching and learning processes since the learner and the educator must take into account the development of the student at its two levels: the real and the potential to promote levels of advancement and self-regulation through collaborative activities as Vygotsky proposed”. (*Implicaciones Educativas De La Teoría Sociocultural De Vigotsky*, n.d.)

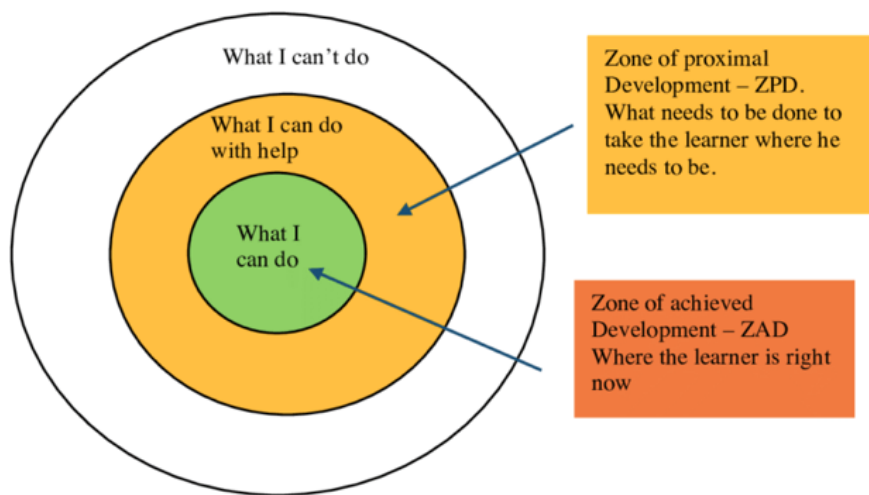


Chart 3: ZPD

(Kurt, n.d.)

### 2.3. Confidence

I personally believe that confidence is a virtue when learning a new language. Having confidence means you're more likely to at least attempt to speak and practice in English.

Having confidence means you are more likely to at least attempt to speak and practice in English. Remember that if you have the confidence to speak a new language, you are likely to make mistakes, especially early on in your language-learning journey. In teaching English Language, confidence is one psychological aspect that plays a crucial role for the students. Confidence is the positive power or willingness that has a good effect on students during conversation or discussion. Willingness is created when students clearly comprehend what to do and why. (Languages and Culture Studies, 9(2), 207–218.)

### 2.4. Communication

Communication in our society is very important. It allows us to interact with other people and enables personal development in our society through the use of any kind of language. According to Lunenburg (2010), communication can be defined as "the process of transmitting information and common understanding from one person to

another" (p. 1). Every day, we pass on information in one way or another and that is what makes communication part of our lives.

For me, communication is a key point in learning a new language because if this is not developed, we will not be able to reach a common goal, to transmit the information that we want to communicate and as we have seen in the previous point, it is essential to create new knowledge.

Thus, the importance of learning how to communicate is crucial for every person. Its relevance relies on what Morreale & Pearson (2008) say "Humans are born with the ability to vocalize; but not with the knowledge, attitudes, and skills that define communication competence" (p. 225) Therefore, communication permits us to learn and develop skills that will be used for the rest of our lives.

Learning a new language (English) we are developing our critical thinking. So we can develop in a second language how to deal with and solve problems, also in a second language if this comes to us.

According to Piaget (1983) quoted by Lefa (2014), language is simulated in people from the sensorimotor stage that starts from the birth of a person until two years of age. Con this, communication is involved in everyone's lives and the process of learning begins as il The framework of Plagef's theory establishes that from the age of eleven, people are at critical thinking to solve daily life problems, as it could be communicating something to In order to achieve that, the teenager should be communicative competent.

## **2.5 English as a Foreign Language**

EFL stands for English as a Foreign Language. This is an approach to the teaching of the English language in a foreign context as here in Mexico. According to Dakowska (2018), "its primary focus is to get students the skills to make themselves

communicative aptitude while using this language." There are a lot of extra factors that affect the development of competence, but they will be introduced further in the document.

Taking into account the proximity of our country Mexico to the United States and Canada, it is essential to create awareness of the usefulness of this language in the daily life of students, that is, that they can communicate without restrictions, even in another language. This is a factor to take into account to create interest in learning it.

EFL in the words of Gass and Selinker (2001:5) refers to "the learning of a nonnative language in the environment of one's native language". In this case, as Broughton et.al. (2003:6) comment "it (English) is taught in schools, (..), but it does not play an essential role in national or social life" because it is not a native language in Mexico. In Mexico, the L1 (first language) is Spanish but it also has around 68 native languages according to INEGI (2015).

In Mexico we can say that it is a mostly bilingual country since classes are always taught in the educational system, previously the educational system gave English from middle school to high school, currently, it seeks to promote the learning of it from primary education, although this has been somewhat frustrated in recent years by the pandemic, we can be aware that students can recover time in the classroom and be able to reinforce knowledge in which they lack.

According to INEGI (2015) in Mexico, there are 120.3 million habitants in the country. Only 21% of the young population have some knowledge of the English Language but the levels obtained in the survey are from intermediate to basic or from A1 to B1 according to the Common European Framework of Reference for Languages (CEFR). (Mexicanos Primero, 2015).

## **2.6 Linguistic competence**

Linguistic competence is known by Canale & Swain (1980) and Canale (1983) as the "grammatical competence". But it should be considered more than the recognition and application of assembled grammatical rules. Hedge (2000) says that linguistic competence goes beyond that including "knowledge of spelling, pronunciation, vocabulary, word formation, grammatical structure, sentence structure, and linguistic semantics" (p. 3).

Linguistic competency is a person's ability to understand and use language effectively. As a teacher, have good language skills that enable you to communicate clearly and concisely with your students, ensuring that your instructions, explanations and comments are understood. Clear communication is key to imparting knowledge, facilitating understanding, and promoting meaningful interactions in the classroom.

As a whole, the linguistic competence is "concerned with knowledge of the language itself, its form and meaning". (Hedge, 2000:3) That is why cohesion and coherence, which are elements of discourse competence, are involved in this competence. Cohesion is related to the form (grammar structures, lexical chains, articles) and coherence is related to meaning (organization of a text, interpretation, context).

Language is an essential tool for learning and acquiring knowledge in various subjects. A high level of language proficiency can model the correct use of the language, provide students with a rich vocabulary and promote the language development of their students. By providing clear explanations, using appropriate registers, and encouraging literacy skills, teachers can help students improve their language skills.

This competence's components are syntax, morphology, lexicon, phonology, and orthography. Syntax is defined by Hana (2011) as the part of linguistics that studies sentence order. Morphology for Aronoff & Fudeman (2005) is "the branch of linguistics that deals with words, their internal structure, and how they have formed. Lexicon in the

words of Mondal (2018) is "the central knowledge base of linguistic meanings as meanings are primarily grounded in words" (p. 40). This branch focuses on words.

Language skills allow teachers to vary their teaching to meet the diverse needs of students. Language-competent teachers can adapt their language strategies and teaching methods to different learning styles, language skills, and cultural contexts. This enables them to create an inclusive and supportive learning environment where all students can engage effectively with the content.

Odden (2013) shares that phonology is "phonology is the study of sound structure in language" (p. 1). Finally, the last aspect of this competence is orthography which in Snider (2013) "refers to the set of symbols and the conventions governing their use that members of a language community use when they communicate in their language through the medium of writing." The elements involved allow comprehension of what is being written. Otherwise, a misunderstanding of what is written could happen.

## **2.7 Level A1**

On this occasion, the level that we can observe around the students of the school that is observed is a low-level A1. Since students do not have the ability to respond instantly or formulate complex sentences.

According to the CEFR (2001), people in the A1 level "can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows, and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help". But as the students are in a Weak A1 level the expectations are a bit low from that.

Below we can see what a student with this level of English is capable of according to the Common European Framework.

A1 is known as the first level of the English language and according to the Common European Framework someone at the A1 level in English:

1. Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type.
2. Can introduce themselves and others and can ask and answer questions about personal details such as where they live, people they know, and things they have.
3. Can interact with other people in a simple way provided the other person talks slowly and clearly and is prepared to help.

## **2.8 Skills**

Al-Jawi (2010:2) comments that: Language instruction includes four important skills. These skills are Listening, Speaking, Reading, and Writing. The main reason for isolating these skills and discussing them separately is to highlight their importance and to impress upon the teachers to place emphasis on their teaching and deal with them in a balanced way."

In the English language, we have four skills to develop, two of which are productive and two are receptive. These help us to have a better understanding of the language, despite this we can also notice that some students have to develop one skill more than another, all of them. These have their degree of importance since without the receptive skills we could not understand the language and if the productive skills we could not communicate

These four skills are immersed in everyday communication. They are crucial in order to be linguistically competent. The exams of proficiency in the English language assess the use of your skills in the target language and give a language proficiency level. There are six levels of proficiency; A1, A2 (Beginner or Basic

Use), B1, B2 (Intermediate or Independent User), and ( 2 (Advanced or Proficient User). (Cambridge, 2013: 2)

## 2.9 Receptive and Productive Skills

Harmer (2007) shares that "receptive skills and productive skills feed off each other in a number of ways". So, in order to produce something., leaners should receive input first, so they extract meaning and get involved with the language through listening or reading. Also, establishes that there are a lot of sources where students can get input that eventually will transform into output. It is explained in the following scheme:

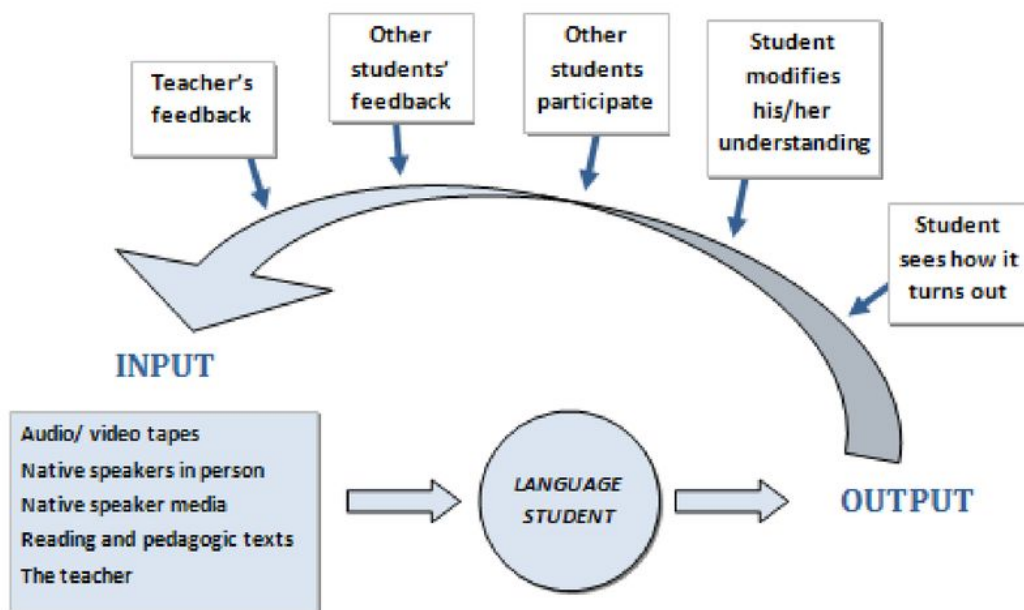


Chart 4: The Cycle of Input and Output

Harmer (2007)

In this diagram we can realize more about the productive and receptive skills and the importance of these for communication, we can see some examples and the cycle of these.

Writing and speaking are productive skills. Hossain (2015) says that receptive skills "consist of speaking and writing and are significant because they permit

learners to perform in communicative aspects such as oral presentations, written studies, and reports among others." (p. 1) These aspects are what constitute the output or production that comes after the learners receive the appropriate input.

I decided to take this cycle into account since in this way I was able to realize how language is processed , how one skill leads to another.

### **3.0 Speaking**

This research intends to focus on one of the productive speaking skills. I took in count this skill because it is so related to the confidence and context that the students are living in, as you can read before are the main characteristics to develop a healthy learning climate in an ELF class. Is important to mention that all four skills are important to develop knowledge in a new language.

Zuliati (2013) mentions that speaking is an important language skill, in which communications take an important role in the world of information, speaking is a spoken language that is taught in the era of globalization. Speaking is all special. This skill is as important as the others. When you have words read, ideas written, and thoughts heard, all you need is to express- your speaking skill. What you speak will determine the expressiveness in you. Speaking has many masks- public, friendly, or academic contexts are a few of the lot. Each context has the same need for the skill. (Xhuvani, 2015)

### **3.1 Principles of Teaching Speaking Skills**

The skill that I will be focusing on is Speaking so here we can see the principles to be able to teach this skill which must be taken into account since they are key points to acquire this skill.

According to Anuradha et al (2014), the following are the principles of teaching speaking skills:

1. Encourage students to speak right from the first day. If not, as early as possible and not wait till she teaches them a stock of words, phrases, or sentences.
2. Tolerate the students if some of them simply repeat what they say.
3. If a student gives a one-word answer to any question, bear it for the time being.
4. Let the learners speak actively with whatever English knowledge they have.
5. Propose structures/phrases/words and let the learners use them in different situations and drill as much as possible.
6. Encourage back-chaining or tail-forwarding techniques to make long sentences by combining more than ten sentences.
7. Organize role-play and pair-work as much as possible and supervise the learners to correct the active ones and activate the passive ones.
8. Be well prepared in advance in terms of lesson planning, activities, and tasks.
9. Let the learners commit errors and mistakes at the primary stage. Interruption and correction hinder fluency and discourage the learner.
10. Individual weaknesses should be taken into account and the teacher should be sympathetic in the outlook for individual attention.

I think that all of these are very important since this ability is quite difficult to develop since, as we saw before, this ability is a productive ability, that is, the person or student who is learning must express themselves in a second language.

### **3.2 Sub-skills Speaking**

Anne Lazaraton suggests that oral communication is based on four dimensions or competencies: grammatical competence (phonology, vocabulary, word, and sentence formation...); sociolinguistic competence (rules for interaction, social meanings); discourse competence (cohesion and how sentences are linked together); and finally, strategic competence (compensatory strategies to use in difficult

situations). Learners should develop all these abilities to acquire a high oral level of the foreign language, but she adds that in recent years, with the influence of the communicative approach, more importance is given to fluency, trying to achieve a balance with the traditional accuracy. (Lazaraton, 2001: 104).

Despite the fact that there are different types of sub-skills in Speaking, I decided to focus mainly on this one since I think it is suitable for the period of time in which this document is being implemented, therefore this will allow students to respond according to the topic they are learning in that period of time, what this sub-skill seeks is for them to practice managing a conversation and for them to be able to express typical phrases of the language, that is, that the language can be useful in their daily life.

The sub-skill I am focused on is *Responding and Initiating* Ken Lackman said that:

Students practice managing a conversation by making responses, asking for a response, or introducing a new topic or idea. (Lackman, n.d.) Also, he said that “Activities which get students to practice managing a conversation in an appropriate way with specific words and phrases such as, “What do you think about...”, “Speaking of...”, “Really?”, etc. Gestures and other paralinguistic tools are also used in conversation management”. (Lackman, n.d.)

### **3.3 Participation**

The act of participating leads the individual to develop an awareness of himself, his rights, and his belonging to a group or community. Participation has to do with the ability to make decisions freely and not only with the fact of incurring financial responsibilities or of any other type. (ENDE)

I decided to focus on student participation around the class as to build confidence and Vygotsky's socioculturalism. We need to turn around and participate in the sessions and to

shape our collaborative learning, just like this one. It will help us to develop the ability that we want to achieve.

Ensuring that educational participation evolves at the same time that participation does social is not an easy task. According to San Fabián (1997: 11), "a hierarchical approach predominates [...] that considers participation as a dimension of leadership, instrument management by which the leader or director regulates the access of the other members of the organization to decision making. (Freire, n.d.)

We have to be aware that the correct answer cannot always be given in participation, we must allow students to make mistakes to correct them, this is part of a process in which students will be able to develop critical participation and also in which they do not they feel attacked when the teacher corrects, this has a lot to do with the relationship and trust they have with the teacher and classmates

Sánchez de Horcajo (1979: 46) refers to participation as that process which "tries to trust in the ability of all men to perform tasks responsibly and to take an active part in the management of their own existence". What I know is pointing out that it is possible to understand participation as the intervention individual capable of responsibly deciding about ourselves and about everything that concerns us. To this, we can add the collective and/or group participation formed from the individual contributions to which we refer. (Freire, n.d.)

### **3.4 Strategies**

Take this point into account because I think it coincides with the methodology used in this document, as well as the one used around the class, since it consists of a series of steps that match strategies quite well to this we can to see that there are times, when the strategies are really necessary for the class to be carried out, in this case what was sought, was to develop the participation of the students, that is to say that they could be free to express themselves with confidence around the class. For this reason, the strategy was implemented in which

students could be invited to participate in exchange for some reward at the end of each period.

Genovard (1990), that the term «strategy» was never a psychological concept, nor even familiar in the field of applied human sciences. Actually, the term «strategy» was initially a military term that indicated the activities necessary to carry out a previous plan of large-scale war operations, and the mastery of the different stages that this implied was called «tactics» (Genovard, 1990). ; Genovard and Gotzens, 1990).

In this way, the implementation of strategies can be somewhat motivating so that students can develop and develop their cognitive thinking around the class.

But in addition, these activities involved in any strategy involve a sequence of steps or stages when putting them into practice, which requires that the individuals who carry them out have a set of cognitive tools that are usually called "skills" (Genovard, 1990), that is, those capacities that can be specified in behavior, since they have been developed through training and then in a specific applied practice (Genovard, Gotzens and Montané, 1981). Strategies and tactics include motives, plans, and decisions that end up requiring skills (Genovard, 1990, p. 10).

Thus, strategies can go hand in hand with the established goals of the time periods in the sequences, and in a deserted way, with this type of implementation, students tend to feel more included in class sessions.

Learning strategies are a set of procedures oriented towards the achievement of learning goals, learning tactics are the specific procedures, included in the strategies, to achieve the learning goals; and putting the above into practice requires a series of skills that the student possesses, or has developed through practice, and which are available as if they were cognitive tools, and which are learning skills (Genovard and Gotzens, 1990).

### **3.5 Feedback**

Paul Bambrick-Santoyo, in his book "Driven by Data," Bambrick-Santoyo writes about the importance of using data to provide targeted feedback to students. He argues that feedback should be based on data that is relevant and meaningful to the student's learning goals.

One of the ways to help students improve is feedback about the work or the interactions that are taking place around the classroom since they are learning a foreign language, something that is relatively new to them. For this reason, it is necessary to implement corrections and feedback which favor the growth of knowledge of students.

### **3.6 Research tools**

In this section, I am going to present the research tool I implemented around my practices.

### **3.7 Diagnostic exam**

“Diagnostic assessments are intended to help teachers identify what students know and can do in different domains to support their students’ learning. These kinds of assessments may help teachers determine what students understand in order to build on the students’ strengths and address their specific needs. Diagnostic and formative tools can guide curriculum planning and teaching in more specific ways than most summative assessments.” (Guidance on Diagnostic and Formative Assessments - Health Services & School Nursing (CA Dept of Education), s. f.)

The diagnostic exam is a way for the teacher to be able to realize the progress or previous knowledge of the students and thus be able to start from this point to teach classes since this will give us certain results that can help us to know the level that students are managing in their second language English. (Appendix A.) (*Pre A1 Starters, A1 Movers, A2 Flyers.*)

According to Susana Avolio and Maria Iacolutti (2006), a diagnostic evaluation can be performed at different times:

“(1) at the beginning, to know the income profile, (2) when the teacher begins to work with the group to deepen the knowledge we have about their initial conditions and possible difficulties, (3) at the moment it is considered necessary to do so, this to know learning difficulties that may occur in the development of the processes.”  
(p.141)

In the case of a foreign language such as English, we can get an idea if the students are apt enough to start at an advanced level and thus we as teachers realize the knowledge that they have previously developed.

### **3.8 Observation**

Designed to collect data about human interaction in the teaching/learning process. The dimensions of the communication process being measured vary from system to system and include classroom structure (who talks to whom, when and how), levels of cognitive and affective experience, classroom management, pupil activities, as well as components of nonverbal expression. (Simon, Anita, Ed.; Boyer, E. Gil, Ed., 1970)

One of the skills that we can develop as human beings and teachers is observation, since with this we can become aware of our environment and how it is developing, as well as being able to better manage the classroom and realize the situations that are occurring, the Observation can be evaluated with rubrics.

### **3.9 Evaluation rubric**

“Rubrics are created and used correctly, they are strong tools that support and enhance classroom instruction and student learning. In this comprehensive guide”. (Brookhart, 2013)

As I previously mentioned, the rubrics can help us to give a more concrete and neutral point of view around the class sessions, as well as help us to record what was being presented and this data can help us with our reflection, which is how I previously stated in the phases of Burns. (Appendix C)

“The word rubric comes from the Latin word for red. The online Merriam-Webster dictionary lists the first meaning of rubric as "an authoritative rule" and the fourth meaning as "a guide listing specific criteria for grading or scoring academic papers, projects, or tests. A rubric is a coherent set of criteria for students' work that includes descriptions of levels of performance quality on the criteria.” (Brookhart, 2013)

#### **4.0 Class Methodology**

PPP is the class methodology I will apply in this document. The lesson plans made for the implementation of material for this research were based on the Presentation, Practice, and Production approach to language teaching (also known as PPP). This approach is one of the most recommended to trainee teachers as a teaching procedure. Richards & Rodgers (2001, cited in Maftoon and Najafi, 2012) describe the three stages of the PPP as follows:

- Presentation stage: The teacher begins the lesson by setting up a situation, either eliciting or modeling some language [...]. The presentation may consist of model sentences, and short dialogues illustrating target items, either read from the textbook, heard on the tape, or acted out by the teacher.
- Practice stage: Students practice the new language in a controlled way. They drill sentences or dialogues by repeating after the teacher or the tape, in chorus and individually until they can say them correctly [...] matching parts of sentences, completing sentences or dialogues, asking, and answering questions using the target language.
- Production stage: Students are encouraged to use the new language in a freer way, either for their own purposes and meanings or in a similar context introduced by the teacher. It can be a role-play, a simulation activity or a communication task. (p. 32)

This methodology is very useful for me because it is appropriate for this level, because, in most of the activities, the teacher guides students to carry out exercises and be successful, monitoring and helping them to complete the task.

Harmer (2007) expressed that: It was, critics argued, clearly teacher-centered [...], and therefore sits uneasily in a more humanistic and learner-centered framework. It also assumes that students learn ‘in straight lines’ –that is, starting from no knowledge, through highly restricted sentence-based utterances and on to immediate production. Yet human learning probably isn’t like that; it’s more random, more convoluted. (p. 66)

#### **4.1 Positive Reinforcement**

Skinner believed that positive reinforcement, such as rewards and praise, could effectively increase the likelihood of desired behaviors in learners. (Leslie et al., 2005)

In my teaching practice, I took this into account because I decided to try this kind of technique to realize the reactions that the students would have if they receive a reward for their effort, so I believe that can match the goal I was looking for, to improve the participation in a healthy learning climate.

Skinner's ideas have had a significant impact on the field of education, and many educators and researchers continue to draw upon his work to inform their teaching practices, particularly in the application of positive reinforcement techniques. (Leslie et al., 2005)

#### **Research Questions**

All this information obtained led me to the following research questions

- How was a healthy learning climate achieved?
- How were didactic material and positive reinforcement used to encourage participation?
- What impact did the strategy have on students' participation?

# CHAPTER

# II

## **Chapter II. Setting of the action plan**

During my period of practice, I was able to apply and use diverse types of activities, materials, and strategies that helped the student to develop their speaking skill focusing on the sub-skill of responding and initiating participation. I used material that allowed students to participate in different states of the class.

I tend to plan my lesson trying to improve the responding and initiating participation. Also, I try to encourage different kinds of participation such as involvement in face-to-face activities, group work activities, simulations, or placements. Everyone can speak English, even if they only answer one question, so they might gain confidence. In teaching English Language, confidence is one psychological aspect that plays a crucial role for the students. “Confidence is the positive power or willingness that has a good effect on students during conversation or discussion. Willingness is created when students clearly comprehend what to do and why”. (Languages and Culture Studies, 9(2), 207–218.)

I normally plan according to the “Planes y Programas” (2017) In all my sessions I remind students of the reward they will get in the classes if they participate. I selected two topics in the last period of practice that were suitable to promote participation in my EFL class. I hardly believed that confidence and practicing are the key to developing and learning a new language. In these topics, I tend to adapt all the material because as I previously said my students' level is a weak A1, for this reason, they do not understand certain activities and I have to adapt them from the beginning.

In this document, I worked with two groups, in order to compare them around all the classes. This was done with the intention of seeing the progress of both groups and their adaptation towards a healthy learning climate, as well as comparing if there was an increase or decrease in participation in both groups.

Even if the topic is complex with the adaptations of the material students were able to practice through using the worksheets and were able to complete the projects.

On the following pages, I will proceed to describe 6 lessons. They are presented in chronicle order and include the date, the topic, the goal, the material, and the main events based on the sequence carried out, etc...

### **3.0 Interaction practices within the classroom (actions, strategies, instruments)**

One of the strategies I used was creating a little store, to remunerate their effort. This store was introduced as recompense if they participated and helped the class development, I bought “tickets” with these tickets so they could buy things in the store and I gave the tickets when they made the responding and initiation participation. This was very useful in the different classes because it helped me to increase meaningful participation. Even in the participation in Spanish students tried to make them in English, they had some trouble due to the level but they started to create a healthy learning climate where they helped each other to win a ticket.

I tried to implement different strategies such as teaching and repeating vocabulary, body language when they do not understand, and explaining grammatical rules in this text. I try to explain how they were implemented. I tried to talk in English in my classes using body language when I noticed that they were not understanding and also asking for them to repeat the new vocabulary that they could use in their daily lives. I also applied different strategies but when they did not work I tried to add support with grammar rules. I realized students felt comfortable when they covered the structure of the phrases, therefore I sometimes explained and focused on them in order for them to feel more confident and understand the topic.

The response of the students to the material was positive because it was very useful like the game “atrapa piojos” (Appendix H) and in this way they had an idea of what the topic was about. I also guessed based on the pictures around the posters, worksheets, flashcards, etc. This can be called visual thinking. Audrey Akoun, Isabelle Pailleau y Philippe Boukobza suggest “Visual thinking is a technique that enhances the assimilation of

concepts by changing traditional words for drawings and diagrams. Therefore, taking advantage of all the impact that images, great elements of communication of the 21st century, have on perception, a fundamental element of knowledge”. (Akoun et al., 2019).

In the following pages I am going to talk about three classes, and the different reactions of the two groups in front of each one, the first one talks about “going to”, the second one talks about “future will” and the last one talks about “five senses”.

One of the strategies that were incorporated was to give recognition to the students so that they could accumulate them. This was explained to the students that for each participant that they were able to do correctly, they could acquire a ticket that would be equivalent to some reward at the end of my period. of practices, I think what is strategy was a well thought out strategy from this one. The students worked on finishing the activities first, participating correctly, using the correct vocabulary, and leaning on the teacher about whether they were doing things correctly, therefore, considering that this made the students show much more interest in the English class. (Appendix L and M)

Both groups, both first “C” and “D”, showed a great reaction to this situation since they all wanted to buy a participation ticket, some students who were not interested in everything developed to participate and show interest in what was being said, One of the things that I was able to differentiate between group “C” and “D” was that they both reacted well. Group C was more encouraged since when this dynamic was announced, the students would even have to write the date on the blackboard as long as what events were taken into account. accounts to win a ticket. This was a very positive reaction for me since as soon as I arrived I could see how the students changed their environment to an environment in which they could function without fear of error.

### **3.1 Class one: Going to daily activities.**

Lesson: Introducing future plans to talk about what you want to do the next week

Main aim: Students apply the future for their plans

The objective of these classes was to promote participation in a healthy learning climate in an ELF class through Responding and Initiating among the students. I took into count 3 sessions because I worked with 2 groups, first-grade groups C and D, to analyze their different reactions in front of the classes. I took the first class on February 14th, 2023. (Appendix D)

According to the “Aprendizajes Clave” the student should be able to:

- Review written examples of the probable future.
- Identify ways to express future actions by listening to them.
- Ask and answer questions
- Write sentences that express the probable future

*(Aprendizajes Clave Para La Educación Integral, 2017, 287)*

This class took place on February 14th, 2023, with first-grade groups C and D, both classes were on the same day but at different times. Group C’s schedule took place from 9:10 to 10:00 A.M. While Group D’s was from 12:50 to 1:40 P.M. The objective of the class was for students to be able to Respond and Initiate sentences using the future tense. For this class, materials such as a toy, WorkSheet, blackboard, and notebook were used.

This class was the first class I taught during this journey. The class began when I introduced the toy to the students as “Frijolito” (Appendix E), I explained that “Frijolito” could not be thrown, and I gave a brief explanation of why the students could not do this, to which the students in both groups had a positive reaction before this explanation. In this class with first-year group C, teacher Diana Karina Hernández Cantú was able to attend the class to monitor it.

Before starting the class we were able to do a Warm-up with the object called "Frijolito" This was a hot potato. In both groups the students were interested in this activity since this

could be fun and at the same time be able to learn. When the Hot Potato dynamic stopped I had to ask the students who were holding the toy:

-What Are You Going to do Next Week?

- What Are You Going to do Tomorrow?

“The warm-up activities during the English classes have enhanced cadets' target-language performance and communicative competence as well as provided them with real-life contexts and settings, and therefore with adaptable and transferable skills they can apply in all areas of their academic and professional life including interviewing travelers or impostors on the border”. (Karpushyna, Maiia; Bloshchynskyi, Ihor; Zheliaskov, Vasyl; Chymshyr, Valentyn; Kolmykova, Olena; Tymofieieva, Oksana, 2019)

This was a new subject for the students, which is why some of them were afraid to express themselves or not knowing what to say. When this situation happened, they asked their classmates for support to help them say a sentence. Despite the fact that it was a new topic, some tried to say phrases that they previously knew, such as “Play soccer”, “Go to Movies”, and “Go Shopping“. I could see that they were very specific phrases, so when the students said one of these phrases, they were corrected with "I am going to the movies then next week" emphasizing "Going To". I can associate this with Vygotsky's culture since they were the ones who were creating their own knowledge with the help of others, this means that the students were not afraid of correction since their classmates were the ones who were taking them hand in hand to achieve a common goal.

After this, they wrote some sentences on the board so that the students realized the use of the grammatical tense "Going To" (Appendix F), what was written down on the board was progressive since first I put a complete sentence, then a sentence that was missing a sentence word, a phrase that lacked the correct use of Going to, and finally a phrase that the students could create, this was supported with vocabulary that they could use to create their own sentence.

At the end of this activity, I provided some worksheets so that the student could reinforce the topic and incorporate it. Both groups reacted well to my correction since when the students were told how to say things correctly, they repeated it until they could say it in the same way.

I used different resources because this way students could have the opportunity to reinforce the knowledge they got around the class and for me the use of different materials made the students understand the class and the topic.

The healthy learning climate was incorporated from this first class since I consider that in order for students to have confidence, I must be provided and set an environment at the first moment beginning with the hot potato activity presented. Students showed interest and participated in the class. Although, It was a new topic for them. They seemed to feel free to express themselves since they were certain that if they failed they would be supported with a correction in which they would not feel attacked.

As I previously mentioned, the healthy learning climate was incorporated from minute one, so the students felt more comfortable participating and solving their activities as well as asking about their doubts, most of the students asked:

- How do you say this word in English?

I was able to answer freely and solve their doubts, and they continued with their activity after solving that doubts. The student's comfort could be remarkable since they were not afraid of not knowing, if not that their curiosity to learn could be noticed.

For the review of their worksheets, I asked them to exchange their worksheets with each other so that they could review, as we were reviewing I asked if it was correct if any words were missing if the order of the words could be corrected. Differently, the students corrected and graded their classmates, in this way, they felt more comfortable that their

classmates corrected and rectified their answers. It was possible to see the trust that the student developed towards the person since they asked me to rectify the answers.

Responding and initiating were incorporated at the beginning of the class because the students had to respond to the questions I was asking them. Also in reviewing their worksheet I checked and corrected classmates and said the correct answer, then I wrote them on the blackboard. I believe that this can be improved if I ask the question with the hot potato at the beginning of the class as a warm-up and at the end of the class as a wrap-up to see how much the student improves in one session.

As I was saying, the work was implemented with 2 groups, in group C, the answer was so positive because they like to provide opinions about the topics. I covered the topic differently with group D because they tend to be more rational about the topic and try to give an opinion based on their knowledge and if they do not have previous knowledge they do not participate.

A key point to highlight that was of course taken into account was Vygotsky's culture, since this tells us, Vygotsky's sociocultural theory affirms that the development of the human being is closely linked to its interaction with the socio historical-cultural context; From this interaction, the subject manages to develop his potential which will be the basis of his development as an individual and apprentice. According to Vygotsky, schools (and other informal educational institutions) represented the best "cultural laboratories" to study thought and modify it through cooperative action between adults and infants. (Implicaciones Educativas De La Teoría Sociocultural De Vigotsky, n.d.)

Taking this into account, we can say that in a classroom, the interactions and actions we take with the student are essential, since this will help us to develop the student's learning potential, seeing it from a perspective in which the center of learning is this same we can realize that it is our duty as teachers to be able to achieve the competitiveness of the students.

As I mentioned before, I was working with two groups, and it is worth mentioning that both groups react differently to all classes, just as one group may have a positive reaction, the other may have a negative reaction and this is influenced by the communication that is given among themselves with me since this can help students develop their confidence when communicating in a foreign language in this case English, even though students have a low level of English A1 they are capable of developing a certain level of responding and initiating, as long as the teacher has previously provided enough vocabulary regarding the subject and that these at the time of speaking

### **3.2 Second class: Using the future will predict the future**

Lesson: Using the future will predict future events in their lives.

Main aim: Students should be able to apply the future will in a game to predict the future of their classmates.

According to the “Aprendizajes Clave” the student should be able to:

- Review written examples of the improbable future.
- Identify ways to express future actions by listening to them.
- Ask and answer questions
- Write sentences that express the improbable future

*(Aprendizajes Clave Para La Educación Integral, 2017, 287)*

This class took place on February 28, 2023. The objective of the class is for students to recognize the future through a game in which they created and predicted the future of their classmates. I started first by taking up the topic from the last class, to which the students responded to the topic we were looking at in previous classes, with their previous knowledge of the future Going To. (Appendix G)

After this, I provided the indications of the steps for the product established as evidence of their process. At first, I asked if they knew the name of the game “Atrapa piojos” (Appendix H) or if they knew what it was. In group C the students denied knowing this game while in group D about five students knew what it was and how it worked. The students who were aware of this proceeded to support me in giving instructions to their surrounding classmates, despite this I continued to monitor them to be able to see if they were really following step by step or if they were not understanding the instructions that were being given. At the end of the instructions, the students in both groups were able to get the skeleton of their final product.

In order for students to be themselves in the class I decided to make per Group of soft people and read their fortune with my “atrapa piojos”. As soon as the first C and D students became aware of the dynamics, they showed greater interest and tried to participate in the activity that had been proposed. The change in students was quite remarkable when they began to see what the activity was about. Showing great interest in wanting to pass and know their future.

After involving the students in the class, I proceeded to hand them their worksheets. At the beginning of the class. Students were able to process the use of the function in this type of future, examples, and put it to use. We went on to review the correct answers on their worksheet on the blackboard, which is corrected in plenary using their ideas and input.

After the students solved their worksheets, I proceeded to use the blackboard so that they could use the auxiliary “Will” with different people to transmit their ideas. They were given an example about a person named Romina and they helped me progressively to complete the sentences about this person so that they could produce sentences with this grammatical tense that was being used. They had to create the future tense about “Pancho” on their own. Before students carried out this activity, I provided vocabulary with Flashcards and then I wrote down the actions that were indicated on the board so that the students had support to guide them in their activity. (Appendix E)

To end the class, the students had to make their production of "atrapa piojos" with their own predictions. To this, I told them to rely on the dictionary and on the previous topic that we have just seen, and what will the examples of Pancho and Romina notice to see how the "Will" was used, to start this production I first had to follow the steps of the manual and stop and monitor the students so that no one was left behind. At the end of the instructions in this craft, the students had to continue putting the sentences in the future tense.

In this class, the difference could really be seen between the first session, since the students had to be more interested as the class progressed, the participation of the students was very noticeable since the objective of capturing their attention was achieved and I think what to have put this type of game strategy made the students feel more confident and in a healthier learning climate since it was observed that even if the students did not have enough vocabulary to express themselves continuously and speak, the subskill what are we could be strengthened looking, this game that the students played at the end of the class was analyzed with a rubric, in this case.

I had the opportunity to see each of the works and rate it according to the expressions they were working on, in group "C" I could notice a pattern in which the students were translating from English to Spanish in order to know what they were saying, when I realized this I began to count how many students were doing this. Taking into account that the group is made up of 34 students, around 16 students were not translating, 18 of them were translating from English to Spanish, this was a good indication for me, since the students were seeking to know what they were expressing and not simply telling me. they said it to fulfill the task, I think that for me curiosity is key in learning since this allows students to develop a greater degree of confidence when speaking and that they are aware of what they express.

Dewey believed that curiosity is fundamental to learning, as it drives us to seek information and explore the world around us. In his work "Experience and Education" (1938), Dewey points out that learning is an active process and that curiosity is the force that drives students to seek new experiences and knowledge.

In the specific context of learning a new language, curiosity is essential to motivate students to explore and discover the culture and customs of the people who speak that language, which allows them to better understand the context in which it is used. the language and, therefore, improve their communicative competence. Dewey, J. (2007).

### English - Spanish

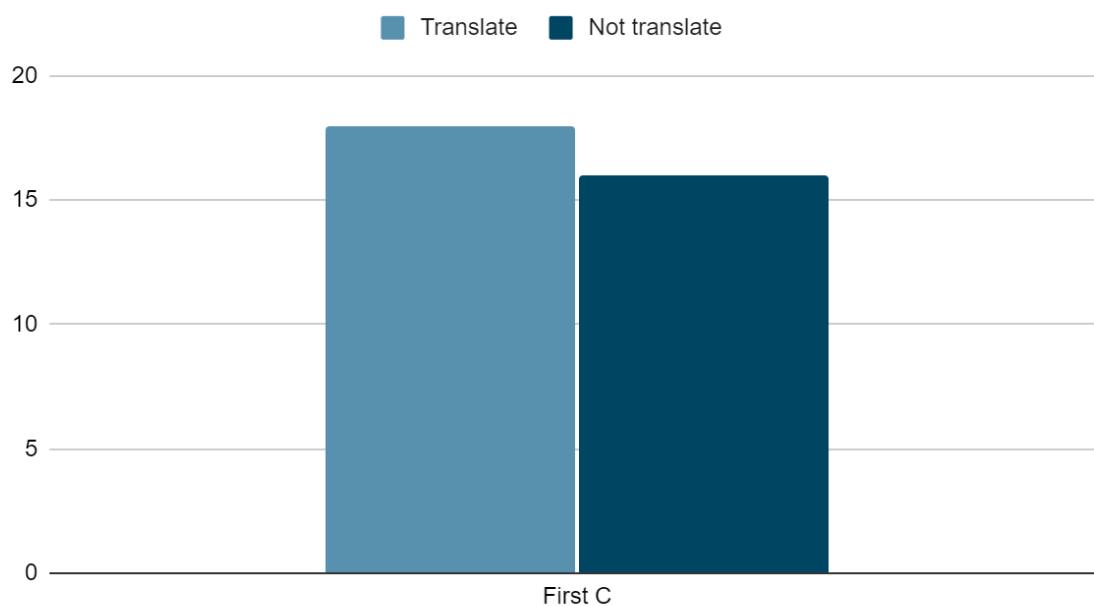


Chart 5: Reaction Group C

In group “D” I could realize that they were doing the opposite of group “C”, they were translating Spanish into English. About 20 of 34 students were doing the activity in this way, so I can see the different reactions of both groups.

Even if they make a different way is a process where I can realize the students' development around the language and how it worked for each of them, also I was able to take this into count, I believe it is interesting to see the different processes because in this case, I can say how to do the socio-culture works and influence the climate in the ELF class and also the environment that I created around the session.

One of the most well-known authors in this regard is Stephen Krashen, an American linguist and educator. His Input Hypothesis (1985) suggests that language acquisition occurs through exposure to meaningful input that is slightly above the learner's current level of comprehension. According to Krashen, translation can be a helpful tool for language learners, as it provides a means of understanding the meaning of new words and phrases in their native language.

Krashen also suggests that translation can help learners to notice the differences between their native language and the target language, which can facilitate the acquisition of new grammatical structures and vocabulary.

### Spanish - English

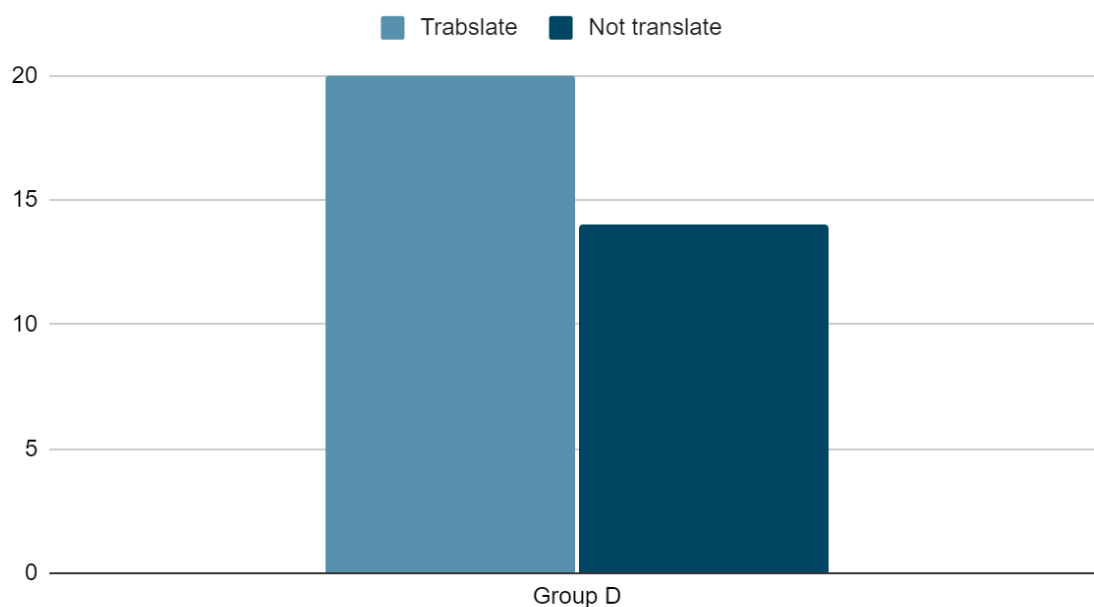


Chart 5: Reaction Group D

### 3.3 Third class: recognizing my five senses

Lesson: My five senses

Main aim: By the end of the lesson the student will be able to recognize and identify the 5 senses and describe them

According to the “Aprendizajes Clave” the student should be able to:

“Write notes to develop diagrams of human body apparatus

- Review and understand information about human body systems.
- Propose and answer questions about human body apparatus.
- Write notes to describe schematics.
- Edit diagrams as a team and with the teacher's guidance.”

*(Aprendizajes Clave Para La Educación Integral, 2017, 287)*

This class takes place on March 13, 2023. (Appendix I) This class consisted of allowing students to recognize and use their five senses. I started the class by talking about how humans have different abilities, so I placed a table with a box in the center of the blackboard for this. The students did not know what the activity consisted of so I decided to take a student at random so that the others could realize what it was about. The activity consisted of blindfolding a student and for them to recognize what is inside the box through the sense of touch, the other students would have to help their classmate guess this through the descriptions that their classmate who was in front was giving, this helped a lot so that the students could get involved in the class and show interest in each group there were three volunteers even though the students asked to continue. In that activity the students were able to realize what we were going to talk about since they were putting their senses to the test, this made them show greater interest. (Appendix I)

I proceeded to place a poster with the five senses of the human I gave a brief explanation of each one and an example, this had to be related to the parts of the body that had previously seen: (Appendix J)

- With my eyes, I can see birds flying
- With my hands, I can touch my pencil

And so progressively the sentences were shortened so that the students could complete it, that is to say:

- With my nose, I can...
- With my tongue ...
- With my ...

This way the students could have a better understanding of how the phrases that are being asked were formulated, in the same way, they could understand the function and the relationship of their senses with their body parts. In this way, they could link previous knowledge with what they were acquiring at that moment.

To conclude the class, the students were asked to formulate two sentences with each of the senses, relating them to some part of the body that they had previously seen.

The material on this occasion served me as visual support, just as it helped to capture the attention of the students through the first activity, this could have made the class more enjoyable, in this particular class I could see that the students showed interest As well as having fun at the same time, this made the climate in which we are working more enjoyable and favorable for them to develop new knowledge.

Unfortunately, in both classes, the production could not be completed, since I consider that I spent a lot of time on the presentation of the topic, I consider that I could have done this a little faster since when the students went to the mystery box it did not give them a time limit I consider that I should improve this.

At the end of this class, the long-awaited little Store arrived, in which the students were rewarded for the participation they had made in the previous classes. On this occasion, there were several mixed emotions, since the students did not believe that I would take this

store since I took my time to take it. As well as many positive reactions to the prizes or rewards that were given.

## **Conclusions**

In this part of the document I am going to write about my personal development around the classes this document contains.

This document gave me the experience of something that I thought would never work, but like this, it opened the panorama to different perspectives on the teaching of a second language. Before this, I thought that the climate returned to a class did not really affect it, but through the document, I realized that it really affects the atmosphere in which the students develop. Creating this type of climate was not easy since working with high school students is quite complicated because at that age they tend to make fun of their mistakes, for this reason, it was somewhat laborious to remove that stigma.

During this time I was able to reinforce the strategies previously thought, this is something that I really did not imagine doing since my perspective was totally closed but at the end of these practice days, it could be expanded.

Thanks to my dynamic of the little Store I was able to realize that the students tend to be more active around the class as long as there is a reward, but after this the students, even if

there is no reward, remain with that feeling and then this encourages them to want to get more involved around the class.

Like certain strategies such as the most interesting games for them, I had the opportunity to have this happen in my classes, their interest in learning something new and dynamic was really noticeable.

We can mention that the students previously went through the COVID-19 situation, so this meant that they had zero contact with this language, so basically their progress could be seen.

In this document I can realize that there were factors about what was discussed that really worked, such is the case of the strategies, this helped me a lot so that the students could feel more confident when they were able to speak, just as they also presented a certain degree of motivation gave something in exchange for their participation, they were also influenced by their other colleagues I take it from Vygotsky's sociocultural theory since each other helped each other to reach their potential, for me this created the healthy climate of learning which was quite remarkable around the sessions with the help of the observation rubrics.

The communication of the students in a second language improved although I consider that this could improve much more by providing them with a higher level of English so that they can develop in a foreign language, this could help them in their daily life due to the proximity and learn different cultures such as in the United States, despite the fact that the students started with a low level of English.

I was able to notice progress in both their productive and receptive skills, despite the fact that this document sought to increase only their Speaking ability. I consider that for the level that was handled at the beginning of the practice session, it was appropriate to be able to focus on the responding and initiating skills, since in this way I could concentrate on developing this, through participation, the factors that could help me to this was the

feedback, the observation rubrics and the diagnostic exam which made me realize about the doubts the lacks what the students had around the class session.

- How was a healthy learning climate achieved?

This was achieved through the various sessions given for me to the students since it was always clarified that participation and the environment are part of learning and that making mistakes is nothing out of this world, this was constantly repeated to the students so that they could assimilate this, just as it was sometimes necessary to distribute them in a different way around the classroom since this way calm was preserved and certain actions were dissipated in which the students could harm the learning and progress of their students with laughter. companions. For me this worked since later I returned to practice at the same school and I could notice how the atmosphere in this class changed drastically, just as the students tended to participate more than usual and asked about the dynamics carried out previously.

- How were didactic material and positive reinforcement used to encourage participation?

Around the class, the students could better realize the subject with the help of the didactic materials so I think this was helped by implementing better participation through this. Because of this, some didactic materials were not very helpful since they were not totally visual. This helped me to get an idea of what the students have to realize about the subject through images.

- What impact did the strategy have on students' participation?

Fortunately, this technique helped me a lot to increase the number of students who wanted to participate in this, since they seemed much more motivated to know that they were going to receive something in return, however, I am aware that they cannot always be giving rewards for participation, which personally leaves me with a question, how could I implement and increase the participation of students without giving a reward in return?

On this occasion, based on the reflections of the classes, I would say that it did improve a lot, but it could do more since some comments among the students did not completely dissipate when they expressed their thoughts in a foreign language, English, even so, they were able to develop around the class with participation in which the aforementioned responding and initiating was used since the students were prepared with this intention.

All these documents make me ask:

- Will students keep working if I stop giving positive reinforcements?
- What can I do to keep the participation around the English Class?

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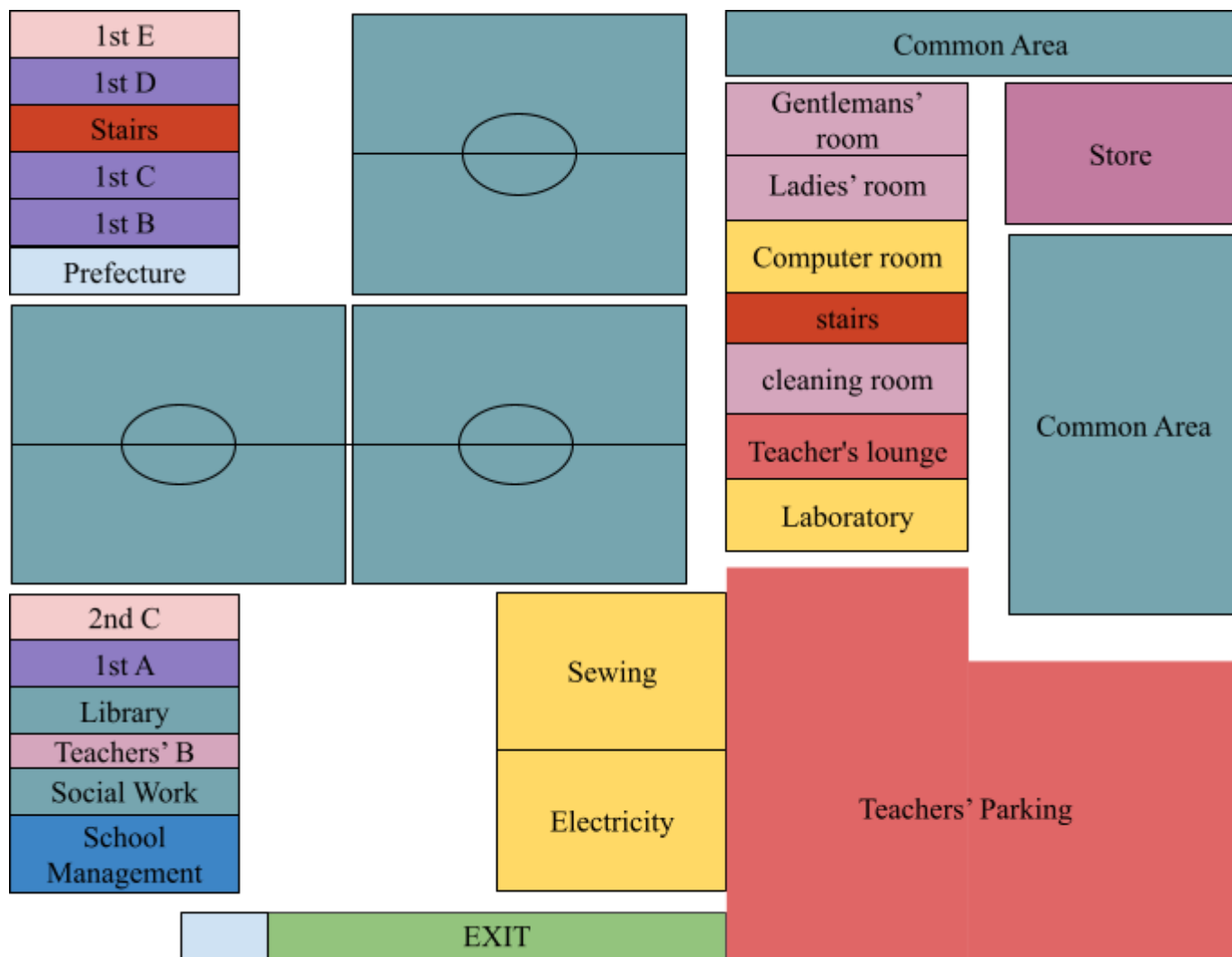
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# Appendix


This section shows the activities, exams, and material used in my teaching practice

## Appendix A.





## Appendix B. Diagnostic Exam

 <b>Cambridge Assessment English</b>			
Centre Number		Candidate Number	

# Pre A1 Starters

## Reading and Writing

There are 25 questions.  
You have 20 minutes.  
You will need a pen or pencil.

My name is: .....

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## Part 1

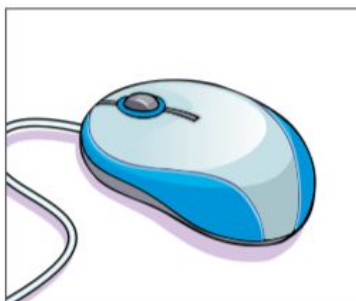
– 5 questions –

Look and read. Put a tick (✓) or a cross (X) in the box.  
There are two examples.

### Examples



These are grapes.



This is a house.



### Questions

1



This is a helicopter.



2



This is a clock.

☐

3



These are shells.

☐

4



This is a sock.

☐

5



These are chairs.

☐

## Part 2

– 5 questions –

Look and read. Write **yes** or **no**.



### Examples

There are two armchairs in the living room. .... yes

The big window is open. .... no

### Questions

1 The man has got black hair and glasses. ....

2 There is a lamp on the bookcase. ....

3 Some of the children are singing. ....

4 The woman is holding some drinks. ....

5 The cat is sleeping under an armchair. ....

# Part 3

– 5 questions –

Look at the pictures. Look at the letters. Write the words.

Example



s n a k e



Questions

1



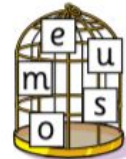
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2



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3



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4



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5



-----



## Part 4

– 5 questions –

Read this. Choose a word from the box. Write the correct word next to numbers 1–5. There is one example.

### Lizards



Lots of lizards are very small ..... animals ..... but some are really big.

Many lizards are green, grey or yellow. Some like eating (1)..... and some like eating fruit.

A lizard can run on its four (2)..... and it has a long

(3)..... at the end of its body.

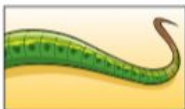
Many lizards live in (4)..... but, at the beach, you can find some

lizards on the (5)..... . Lizards love sleeping in the sun!

#### Example



animals



tail



balloon



trees



legs



spiders



teacher



sand

## Appendix C. Rubrics

### 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

### The use of the mother tongue

A considerable amount of class time is spent organizing and preparing learners for language activities. The teacher must give instructions and explanations, check understanding and so on. In these instances you can tell whether English is the established mode of communication within a particular classroom. Where is the use of the mother tongue justified, do you think?

**Task:** Use the chart to help you record data about the use of the mother tongue. Ask your mentor his or her views on the issue.

Teacher's mother tongue utterances	Students' utterances in the mother tongue

Draw up guidelines for yourself about the use of the mother tongue in the language classroom.

## Appendix D.

Topic: Future plans		CONTEXT AND LANGUAGE FOCUS:	Lesson number: 1
		FUTURE TENSE “BE GOING TO” POSITIVE AND NEGATIVE SENTENCES	
Main Aim of the lesson:		By the end of the lesson the student will be able to apply “be” going to describing future plans in responding and initing.	
Methodology: PPP (Presentation, Practice & Production)			

<b>Assumption: Students recognized the verb to be</b>			
<b>Stage/ aim/ time</b>	<b>Procedure</b>	<b>Material</b>	<b>Interaction &amp; Skill</b>
<b>Warm-up</b>	Students are going to play hot potato with “frijolito”. First, students that are in face-to-face sessions are going to say 1 thing that they are going to do on their weekend.	Frijolito As usual	T-S S-T Speaking
<b>Presentation</b>	On this occasion the teacher will put the topic on the blackboard which is Going To and ask the students if have they ever heard this sentence, and what they think it means, now I will give them a small poster per student and they have five minutes to read it,	Poster Grammar Chart	T-S Reading

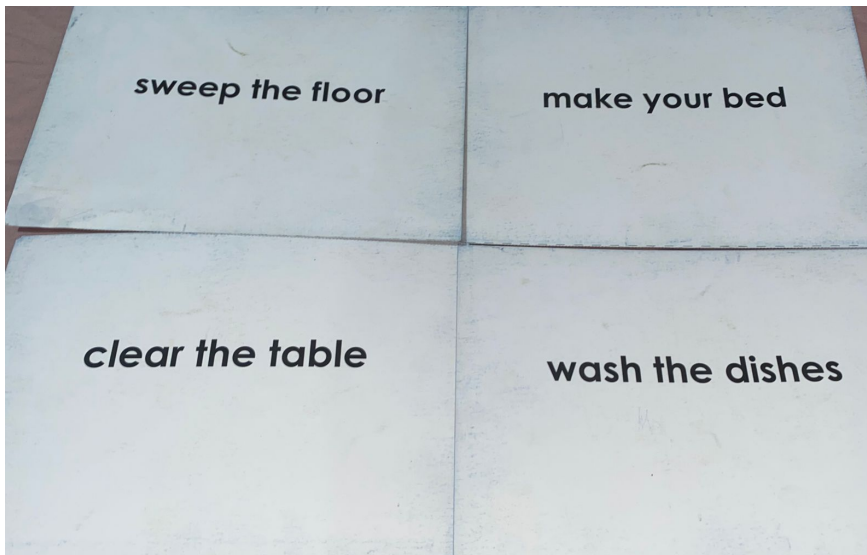
	the students must read the poster that was given to them after this, the teacher will ask - do you have any questions?, Since you read what do you think it is about?- The students must answer and brainstorm ideas.		
<b>Practice</b>	In practice, the teacher will clarify what the Going To verb is and will give a brief explanation, if necessary, T. must use and give an example of the grammatical structures that he handles. After this, the teacher will deliver a Worksheet to each of the students, give instructions, see the sentences, and complete them, the teacher will give a time limit and after that, the Teacher will check in the plenary.	Worksheet	S-S S-T writing
<b>Production</b>	The teacher will ask the students to write at least 3 sentences with Going To about what they are going to do tomorrow or next week and then share them with their classmates. Then students have to find similarities between their actions.	S. Notebook	S-S Writing
<b>Wrap-up</b>	Practice Feedback	As usual	S-T

Appendix E.



✔ AFFIRMATIVE			
I	am	going to	eat a pizza
You	are		
He She It	is		
We They	are		


## Appendix F.



## Appendix G.

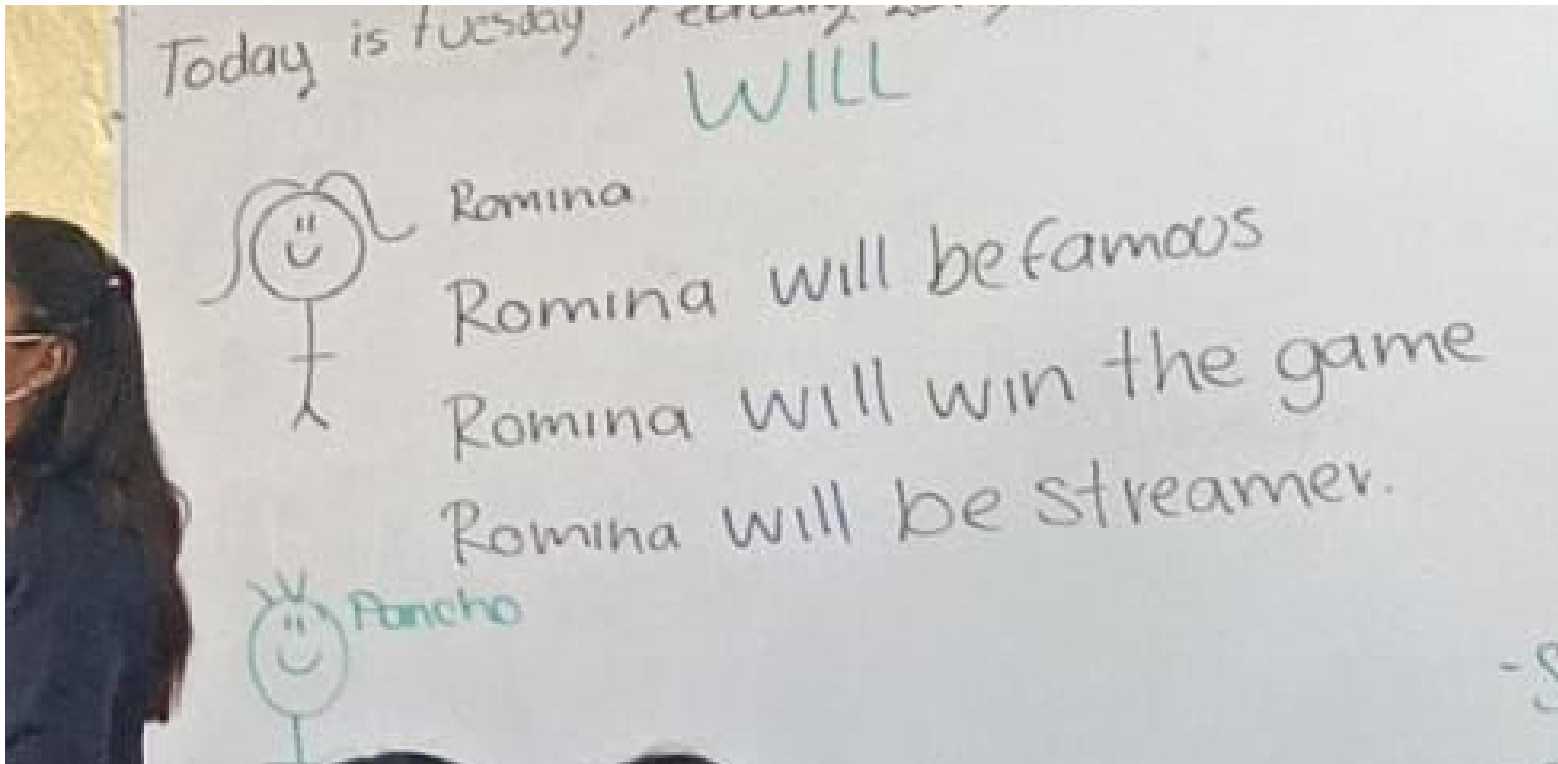
Topic: Future plans		CONTEXT AND LANGUAGE FOCUS:	Lesson number: 1
		FUTURE TENSE “WILL” POSITIVE AND NEGATIVE SENTENCES	
Main Aim of the lesson:		By the end of the lesson the student will be able to apply “be” will describing improbable future plans in responding and initing.	
Methodology: PPP (Presentation, Practice & Production)			

<b>Assumptions: Students recognized verb to be</b>			
<b>Stage/ aim/ time</b>	<b>Procedure</b>	<b>Material</b>	<b>Interaction &amp; Skill</b>
<b>Warm-up</b>	Hi good morning, guys, when you hear your name, you have to say present or here. (T has to pass the list) <ul style="list-style-type: none"> <li>Students will say the date.</li> </ul> What day of the week is today? Monday, or Tuesday? Month?	As usual	T-S
<b>Presentation</b>	On this occasion, the teacher will introduce the topic like a game “atrapa piojos”. The teacher will show the game to the students and ask: <ul style="list-style-type: none"> <li>Do you know what is this?</li> </ul>	Atrapa piojos	T-S

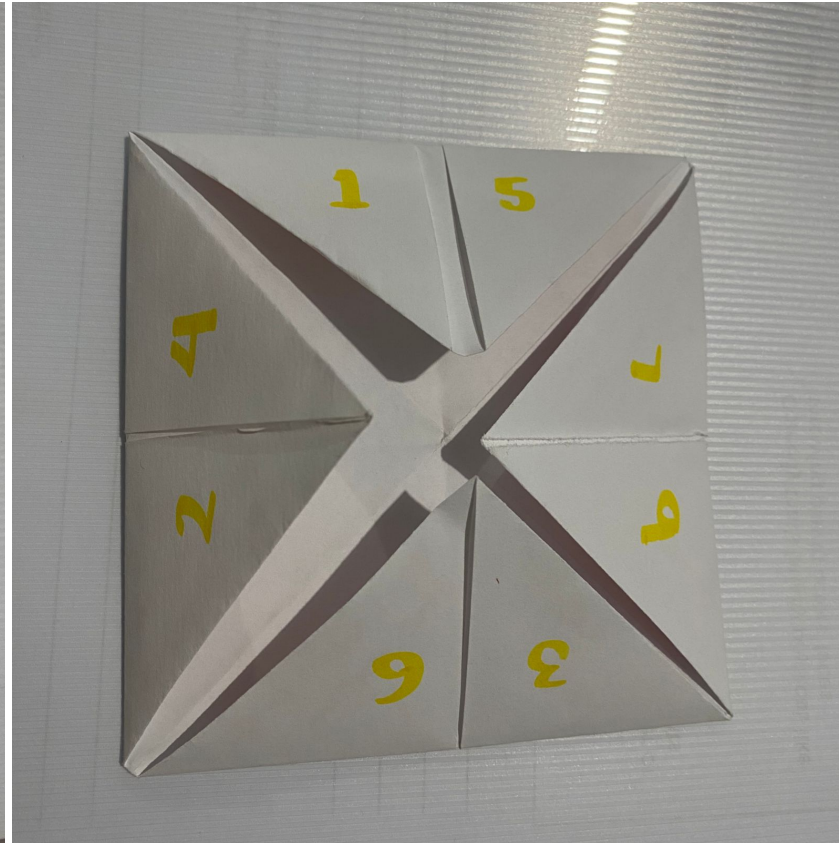
	<p>S, have to answer if they know what is the game or if they did not recognize it.</p> <p>T. will say is an “atrapa piojos” with this you can read the fortune.</p> <p>Then start the class by saying:</p> <ul style="list-style-type: none"> <li>• Who wants to know their fortune?</li> </ul> <p>T. choose randomly about 3 students, then make clear the use of will.</p>		
<b>Practice</b>	<p>The teacher will place one situation on the blackboard. This situation talks about “Romina’s future” (T. has to draw Romina)</p> <ul style="list-style-type: none"> <li>• Romina will be a streamer</li> <li>• Romina will be famous</li> <li>• Romina will get 1 million subscribers</li> </ul> <p>Then the teacher will ask them to write the future of Pancho and ask students to write unless 5 sentences about his future. (T. will bring vocabulary in flashcards to the students)</p>	<p>Blackboard</p> <p>Notebook</p>	<p>T-S</p> <p>S-S</p> <p>S-T</p>
<b>Production</b>	<p>Then is time to put into practice the previous learning.</p> <p>T says NOW IS YOUR TURN TO MAKE YOUR OWN “ATRAPA PIOJOS”. T. will show the students how to make it.</p>	<p>Sheet</p> <p>YT:</p> <p> COMO HACER ...</p>	<p>Crafting</p> <p>Speaking</p> <p>S-S</p>

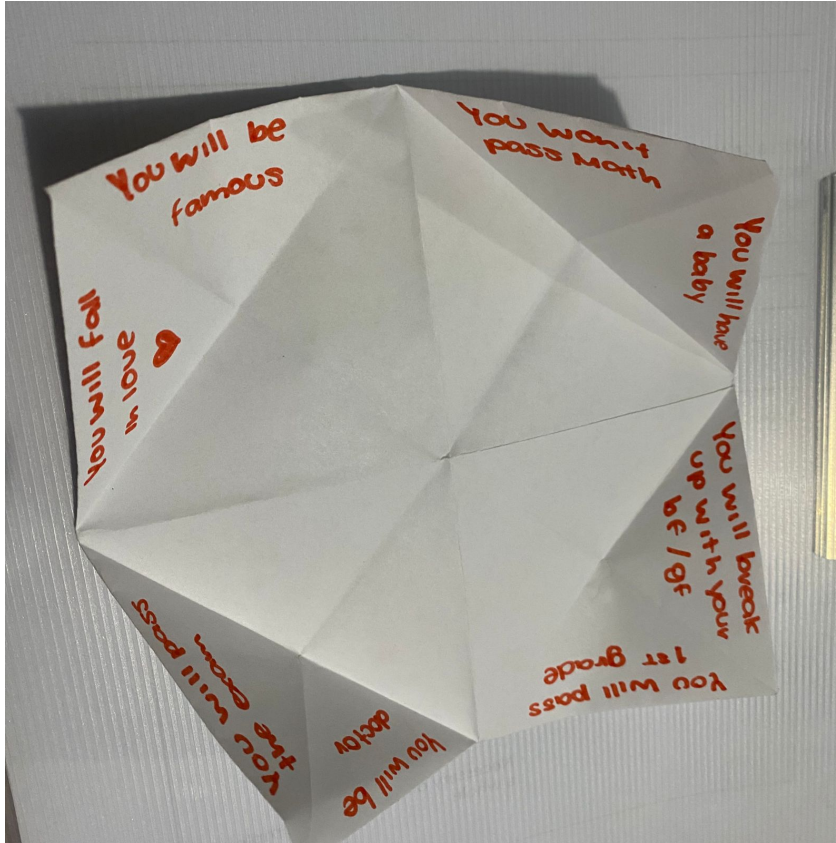
	Then ask the students to make their predictions and write them down in each section of the game. T. has to monitor. Then students have to make the predictions for their classmates.		
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Appendix H.



Appendix I.





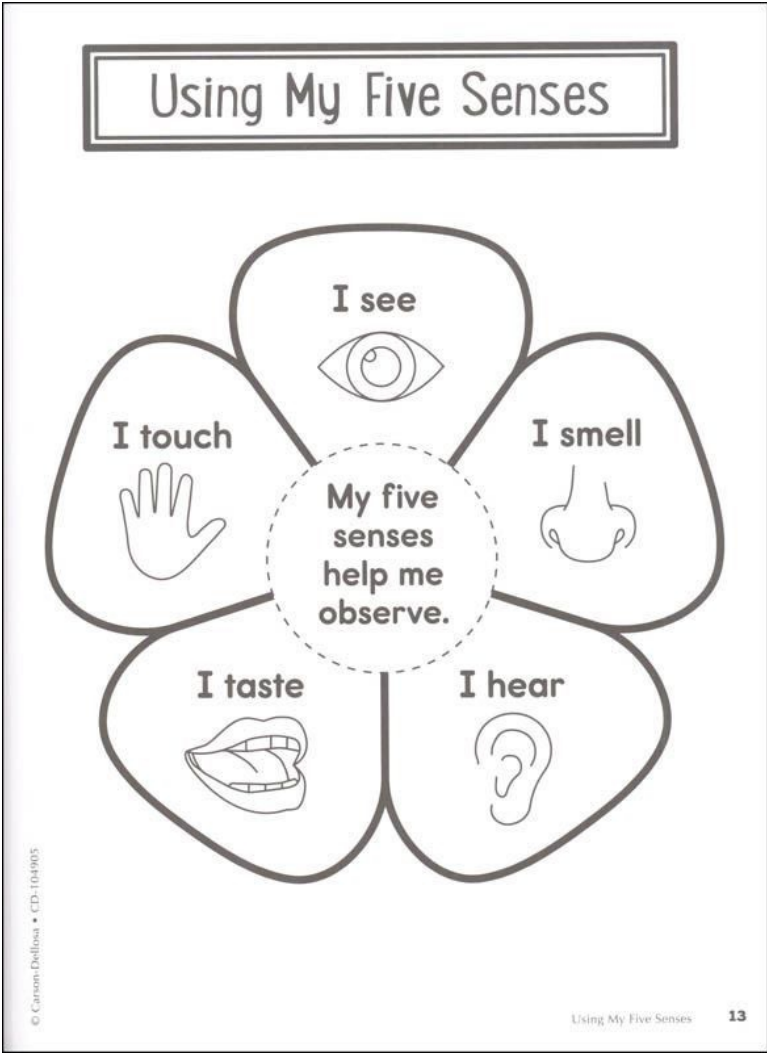
## Appendix J.

<b>Topic: How does our body works?</b>	<b>CONTEXT AND LANGUAGE FOCUS:</b>  Parts of the body, how does the body work + Simple present	Lesson number: 1
<b>Main Aim of the lesson:</b>		By the end of the lesson the student will be able to recognize and identify the parts of the body and describe them
<b>Methodology: PPP (Presentation, Practice &amp; Production)</b>		

Assumptions:	Students recognized verb to be		
Stage/ aim/ time	Procedure	Material	Interaction & Skill
<b>Warm-up</b>	In this occasion the teacher will bring an Action Die, and give instructions to the students 1. I going to throw the die and you have to follow what the die says (the die has different instructions such as blink your eyes, stand on tiptoes, nod your head, stick out your tongue, swing with your arms, run on the spot) 2. The teacher has to do all these activities with the students 3. Throw the die 3 to 5 times	Action Die	
<b>Presentation</b>	Introduce the topic of "Using my five senses" Ask students if they know: 1. What are the senses? 2. Who many senses do humans have? 3. What sense do I do with my eye?	Student's notebook Poster of senses	

	<p>Then teacher place the poster and ask the students if the things they said were wrong or right and then introduce the vocabulary of the senses. Write the senses down in your notebook.</p> <p>The teacher will bring a box to put objects of different textures, which the students must guess. They must choose about three volunteers, after this, they must describe the object to their classmates and try to guess it. It is a mystery box.</p>		
<b>Practice</b>	<p>Okay so now you have to write down 5 things where you can use each of the senses. T. gives examples (I use my touch to pet my cat, I use my hear to listen to music, etc....) (If the students have any doubt, they can use the dictionary to solve it if they do not have enough vocabulary)</p>	Students' notebook	
<b>Production</b>	<p>For the production, the teacher will give a palette per student, this with the purpose that the student experiences his five senses and what can describe them, this will be discussed in plenary. The teacher should ask the students to see, listen, taste, smell, and touch the palette. After they have done all this, ask the teacher what they experienced, the students should comment on their experiences in plenary, in case the students do not want to express it spoken, the teacher asks the students to do so in writing.</p> <p>After they have written it, they must share it in teams of two or in plenary by at least two to five students.</p>	1. Lollypop per student	

Appendix K.



## Appendix L.



Appendix M.

