



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

TITULO: The use of collaborative learning strategies in middle school students in an efl class

AUTOR: Ricardo Alberto Sánchez Rodríguez

FECHA: 11/25/2024

PALABRAS CLAVE: Aprendizaje colaborativo, Aprendizaje del inglés, Estrategias de enseñanza, Motivación, Trabajo en equipo

SECRETARÍA DE EDUCACIÓN DE GOBIERNO DEL ESTADO

SISTEMA EDUCATIVO ESTATAL REGULAR

DIRECCIÓN DE EDUCACIÓN

INSPECCIÓN DE EDUCACIÓN NORMAL

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

GENERACIÓN

2020



2024

**“THE USE OF COLLABORATIVE LEARNING STRATEGIES IN MIDDLE
SCHOOL STUDENTS IN AN EFL CLASS”**

INFORME DE PRÁCTICAS PROFESIONALES

**PARA OBTENER EL TÍTULO DE LICENCIADO EN ENSEÑANZA Y
APRENDIZAJE DEL INGLÉS EN EDUCACIÓN SECUNDARIA**

PRESENTA:

RICARDO ALBERTO SÁNCHEZ RODRÍGUEZ

ASESOR (A):

SANDRA LUZ BRIONES ALVAREZ

SAN LUIS POTOSÍ, S.L.P.

NOVIEMBRE 2024



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

**ACUERDO DE AUTORIZACIÓN PARA USO DE INFORMACIÓN DEL DOCUMENTO
RECEPCIONAL EN EL REPOSITORIO INSTITUCIONAL DE LA BECENE DE ACUERDO A LA
POLÍTICA DE PROPIEDAD INTELECTUAL**

A quien corresponda.
PRESENTE. –

Por medio del presente escrito Ricardo Alberto Sánchez Rodríguez
autorizo a la Benemérita y Centenaria Escuela Normal del Estado de San Luis Potosí, (BECENE) la
utilización de la obra Titulada

The Use of Collaborative Learning Strategies in Middle School Students in an EFL Class

en la modalidad de: Informe de prácticas profesionales para obtener el

Título en Licenciatura en Enseñanza y Aprendizaje del Inglés en Educación Secundaria

en la generación 2020-2024 para su divulgación, y preservación en cualquier medio, incluido el
electrónico y como parte del Repositorio Institucional de Acceso Abierto de la BECENE con fines
educativos y Académicos, así como la difusión entre sus usuarios, profesores, estudiantes o terceras
personas, sin que pueda percibir ninguna retribución económica.

Por medio de este acuerdo deseo expresar que es una autorización voluntaria y gratuita y en
atención a lo señalado en los artículos 21 y 27 de Ley Federal del Derecho de Autor, la BECENE
cuenta con mi autorización para la utilización de la información antes señalada estableciendo que se
utilizará única y exclusivamente para los fines antes señalados.

La utilización de la información será durante el tiempo que sea pertinente bajo los términos de los
párrafos anteriores, finalmente manifiesto que cuento con las facultades y los derechos
correspondientes para otorgar la presente autorización, por ser de mi autoría la obra.

Por lo anterior deslindo a la BECENE de cualquier responsabilidad concerniente a lo establecido en
la presente autorización.

Para que así conste por mi libre voluntad firmo el presente.

En la Ciudad de San Luis Potosí, S.L.P. a los 13 días del mes de Noviembre de 2024.

ATENTAMENTE.

Ricardo Alberto Sánchez Rodríguez

Nombre y Firma

AUTOR DUEÑO DE LOS DERECHOS PATRIMONIALES

Nicolás Zapata No. 200
Zona Centro, C.P. 78000
Tel y Fax: 01444 812-11-55
e-mail: cicyt@beceneslp.edu.mx
www.beceneslp.edu.mx



POTOSÍ
PARA LOS POTOSINOS
GOBIERNO DEL ESTADO 2021-2027

SEER
SISTEMA EDUCATIVO
ESTATAL REGULAR



BENEMÉRITA Y CENTENARIA
ESCUELA NORMAL DEL ESTADO
SAN LUIS POTOSÍ

BECENE-SA-DSE-RT-PO-01-05

Revisión 1

Administrativa

Dictamen Aprobatorio del
Documento Recepcional

San Luis Potosí, S.L.P.; a 28 de Octubre del 2024

Los que suscriben, tienen a bien

DICTAMINAR

que el(la) alumno(a): C. SANCHEZ RODRIGUEZ RICARDO ALBERTO
De la Generación: 2020 - 2024

concluyó en forma satisfactoria y conforme a las indicaciones señaladas en el Documento Recepcional en la modalidad de: Informe de Prácticas Profesionales.

Titulado:
THE USE OF COLLABORATIVE LEARNING STRATEGIES IN MIDDLE SCHOOL STUDENTS IN AN EFL CLASS

Por lo anterior, se determina que reúne los requisitos para proceder a sustentar el Examen Profesional que establecen las normas correspondientes, con el propósito de obtener el Título de Licenciado(a) en ENSEÑANZA Y APRENDIZAJE DEL INGLÉS EN EDUCACIÓN SECUNDARIA

ATENTAMENTE COMISIÓN DE TITULACIÓN

DIRECTORA ACADÉMICA

MTRA. MARCELA DE LA CONCEPCIÓN MEDINA



DIRECTOR DE SERVICIOS ADMINISTRATIVOS

SECRETARÍA DE EDUCACIÓN
SISTEMA EDUCATIVO ESTATAL REGULAR
BENEMÉRITA Y CENTENARIA
ESCUELA NORMAL DEL ESTADO
SAN LUIS POTOSÍ, S.L.P.

MRO. JESÚS ALBERTO LEYVA ORTIZ

RESPONSABLE DE TITULACIÓN

MRO. GERARDO JAVIER GUEL CABRERA

ASESOR DEL DOCUMENTO RECEPCIONAL

MTRA. SANDRA LUZ BRIONES ALVAREZ



Acknowledgements

Through this professional journey I received much support from people who trusted in me and gave me a hand in order to achieve my teacher path.

All this process could not have been done without all the love of my parents, Maria and Miguel. They did their best to get me here and brought me everything I needed and more just to finish this magnificent process. They trusted me when I decided to study this career and kept me standing up in the moments when I needed a shoulder and an advice. Without my parents I would not be the person I am at this moment. Saying thank will never be enough to demonstrate how thankful I am to be their son.

To my couple Rebeca who at every time was beside me supporting me with whatever I needed. For those long nights working side by side sharing our dreams and tears that this career let us have. I will always have good words for her because she only showed me love and somebody to trust.

To my head teacher Paty who was a good inspiration and example of the kind of teacher I want to be in the future. She will always be a figure of perseverance and knowledge for me because I still follow her wise advice.

Index

INTRODUCTION	4
1.1 General description of the context.	5
1.2. Importance of the topic	9
1.3 Personal Interest in the topic	11
1.4 Context of the problem.	12
1.5 Main and subsidiary Aims	14
1.6 Competences to develop.	15
1.7 Content of the document	15
ACTION PLAN	17
2.1 Context Educative Situation.	17
2.2 Description of the chosen issue.	18
2.3 Purposes for the action plan	22
2.4 Action plan	23
2.5 Literature review.	25
2.6 Description of the proposal.	33
2.7 Evaluation tools	34
EVALUATION AND REFLECTION OF THE PROCESS.	37
3.1 Proposal consistency.	37
3.2 Curriculum approach and proposal improvements.	38
3.3 Developed competences through the process.	39
3.4 Applied resources.	40
3.5 Tracking of results and ongoing improvements.	41
3.6 Proposal evaluation.	56
3.7 Proposal redesign.	57
CONCLUSIONS AND RECOMMENDATIONS.	61
REFERENCES.	66
APPENDIX	73

INTRODUCTION

Learning a new language might be intimidating at the moment to interact and use it in a certain context, specifically when the learner must talk with somebody else. But when the learner is in the same learning process with a peer this results in an increment of confidence and losing the fear of making mistakes due to the empathy that exists when the students are learning together. This is collaborative learning, a methodology used to use the abilities of a group of people that reinforce empathy, teamwork and motivation to complete a common goal; in this case, learning English.

The following document is a report of the interventions that were applied during the scholar year 2023-2024 as a teacher trainee of English language subject in the secondary school Técnica #14, on the morning shift, with a total of 3 sessions of 50 minutes each during the week. During my practice journeys, I worked together under the guidance of my head teacher, who gave me support and recommendations in the classes, just like feedback after classes.

The document will mostly focus on collaborative learning and how this method embraces different goals that teachers want to reach during classes, like the usage of theoretical knowledge coordinated with practice, cooperation between students with high levels of English and low-level students, how they can learn from others, and the importance of making students develop cognitive, social, and cooperative skills.

In addition, some collaborative teaching strategies, such as pair work, think-pair-share, jigsaw activities, group projects, or station rotations, will be presented to communicate the advances that were obtained in classes.

This practice report describes the learning process of group B, the school's second grade, which was chosen to work due to the opportunity areas I saw. At the same time, the observation and diagnostic phase was being applied. And also, it is described the experience I have had after practicing with that group and in school.

1.1 General description of the context.

The Esc. Sec. Tec. #14, this school is located on C. República de Honduras 160, Satélite (Appendix A).

In front of the school, there are houses. Actually, some of them are under construction. There are also some other houses on the streets beside the school, but the school is the size of a block. Aside from the school, there is the “Unidad Deportiva Satélite,” a sports center where people can exercise and practice many sports.

On the other side of the street is a church; in the church, they host some activities like festivities and other events, and I have seen students and the community visiting the place.

There is a convenience store in front of the church. In the morning, the students buy some snacks there, even though the school has its own convenience store, which is open from 6:30 a.m. There are two principal avenues: Juarez Av, known as “Calzada de Guadalupe,” where many students take the bus to their houses, and Simon Diaz.

Police patrols are not commonly seen watching around the school. When talking with teachers and neighbors, they mentioned that the neighborhood is not entirely safe, but most dangerous situations happen at night. At the moment, it is not known about a problem that puts the students' health at risk; in fact, many students go to their houses on foot. I asked my head teacher about her awareness of the security in the place. (Appendix B)

Many students arrive on foot to school, and some of the other students arrive by car. Most students live near the school, so they take only a short time to come. I have only heard of one situation where a girl takes a bus and taxi to go to school, and she has permission to be late there.

In addition, there is no pharmacy or hospital near the school, which is such a problem for the students because when a problem happens, it could be challenging to assist the person in trouble. “Many children have specific health conditions or allergies that require ongoing monitoring and management. Medical

facilities in the school play a crucial role in supporting children with chronic illnesses such as asthma, diabetes, or severe allergies.” said in an article by Avinav (2023)

The socio-economic form that parents fill out at the beginning of the school year allowed me to obtain essential data such as the social status provided by The Esc. Sec. Tec. #14. (2019) The students in overall percentages are 15% middle class, 80% lower middle class, and 5% low-income (Appendix C).

The school has an entrance with filters for the students according to their grade; for example, first graders take the right side filter to go to their classroom of the day; this is because the students are changing their classroom according to their subject; this school, the teachers have their own classroom. The groups are made according to their grade and go from A to F in each grade.

The school has 18 groups for first, second, and third grade; each group is composed of approximately 20 students, both boys and girls. With 18 classrooms located around the school, students have to move and change classrooms when each class is over.

According to the school's analytic program (2023), the school has 81 computers (including computers for the students' and staff's use), but 24 of them do not work. Apart from this there are around 30-40 teachers (including staff) that are always moving due to their class schedule, and this is because with the arrival of a different teacher, the classrooms are occupied for different people with a different subject.

As is mentioned in the analytic program, “The building is almost 50 years old, with some deficiencies in the electrical installation, floors, and paint in poor condition, lack of civil protection signs and some furniture in poor condition.”

About the population of the school, The school has a total of 300 students with 149 girls and 151 boys. Still, the number of students might have changed because some of them are out of school and some new students have arrived, for example, in my group two students are no longer in the institute (Appendix D).

The population in the second-grade classroom of group B is 19 students, eight girls and 11 boys. During this school year, there were not any drop outs of students, so it was easy to keep track of their progress and compare their performance throughout the year (Appendix E).

Then there is the principal field, where students walk and have the principal activities. In front of the main field is the principal building, where the English subject classroom is located. The English classroom is at the end of the hallway, so it is very peaceful because it does not have the normal noise the students make when they are outside playing or doing something. Also, the classroom is big, having two whiteboards facing each other at the poles of the room. Besides, the classroom has a projector attached to the ceiling, which was a handy resource for the class. In the building on the first floor are some other classrooms like Spanish, technology and the workshop of “ofimatica”.

The school has 2 spaces for restrooms for girls and boys, one is used in the morning and the other in the afternoon. The restrooms have water service, toilets, sink and inside of these, there are the teacher’s restrooms.

The school has a store where students can buy food and groceries. They can also have lunch at the dining tables in front of the cafeteria and next to the principal's building.

The school has other buildings like the carpenter workshop, electricity workshop, dentist, and nursery. Students never use the workshop buildings. I only know that they have a workshop, but it is about computing and office work, which are completely separate subjects.

In the dentist, students of UASLP can be seen doing social service to support the school. Sometimes, the doctor and the nurses check the students in the classroom if they have symptoms of any situation.

At the back of the school, we can find the library with many bookshelves full of books on different topics and chairs where students can sit to read. The library is big but has more books related to fables or old material from past school years. The teachers mainly use the space to hold meetings or other activities, but the

students usually do not go to that place. Specifically in the English subject, there is a lack of books in English, which I consider a deficiency in that matter, due to the use of books or English language resources like magazines, posters, books, etc., might complement the development of the language, bringing the students constant stimulation of the language.

In addition, for the class, it would be good to have books or magazines to use as a complement or resources for investigations, reading exercises, presentations, etc. Then, there are three fields, two basketball courts, and a grassy backyard for any other activity.

The school's environment is good. Many of the students come from the same socioeconomic position, and they live near the area, many, but not all of them have similar opportunities, ideals, goals, etc. I have observed that even most of the students have relatives like cousins, brothers, uncles, etc., studying in the school, besides, they mention that their parents studied in the school, too.

It is important to mention that the support of the parents can be seen in the school; when an activity like a race, kermes or an event happens in the school, you can observe that the parents are there both supporting or spectating as guests. Most parents take their children to school and wait at the entrance to see that their child has entered the school. In the meetings made when the parents receive the students' grades, I could observe that approximately 80% of the parents attend those meetings. Some of them even ask for their child's performance and look for the teachers to give them information about the situations presented in classes.

The behavior of the students in classes is good. I have the theory that because students are in small groups, they share and stay calm in the classes and do not always have fights or arguments. Of course, there are some exceptions, where some students have an argument in class, but after some time, they solve that problem, and the environment is still as it was.

The school always tries to keep the students engaged in activities, like different spelling contests, crossword challenges, physical activation, races, or fundraisers. So, the students can compete and participate in various activities

according to their abilities in certain areas. Also, this makes the parents more involved in the school. For example, when the parents receive the grades, they attend the school and receive both grades and notices from the school in different situations.

1.2. Importance of the topic

The topic that has been chosen to investigate and apply in my practices is collaborative learning. This topic caught my attention at the practice school because in the observation process and asking the school's elements (teachers and students), they told me that sometimes they do not have the group participation as it is done in other moments like contests or extra activities. Still, in classes, I saw that most of the teachers prefer the students to work separately, approaching them asking about this situation, they say that students get distracted easily and they do not work. I know this because students told me about it when I started to work in teams with them.

There is a big opportunity for working in teams and applying collaborative strategies in this school because students are not close to working in teams and have good behavior when working together. Promoting collaborative activities in class might result in a new perspective in students' minds, now being more in touch with working in teams. Also, it would allow teachers to let students work together to achieve more significant results, as said in the goals established by the NEM curricula.

The English classes are also a new opportunity to let students work in the language and have interactions that allow communication in the target language. Talking to my head teacher, we agreed that in the subject, it is essential to get students to be close to the language, making them chat and work together to achieve the subject's objectives. Also, we spoke about the relation between the objectives of the NEM that make the teachers setting classes more related to real-life scenarios, which is correct due to the following necessities that students might have in the future.

The necessity and importance of learning English in Mexico, a country where most of their population speaks Spanish, is explained in the book Learning

English in Mexico: Perspectives from Mexican Teachers of English. “As for public schooling, the Secretaría de Educación Pública (SEP) established the “English in Primary School Program” with the clear understanding that in a global market, knowledge of English benefits the Mexican economy.” (Borijan, 2015). In this case, learning English is important because it opens a series of opportunities to the students in the labor field.

For its part, collaborative learning is an approach in which students work together to achieve a primary goal; they work together in pairs or groups to solve a specific task. However, it is not only about sitting students together and asking them to do something; it goes beyond structured activities and the particular roles of each group member. In the words of Dillenbourg (1999), “Collaborative learning is an educational approach where students work together in an interactive environment to achieve a common goal. This interaction fosters deeper understanding through knowledge sharing, discussion, and peer support. “

Collaborative learning is a notable approach in education because it encourages students to solve problems in the context. For example, the NEM curriculum asks the students to solve a problem in their community, to reflect on their traditions and cultural heritage. With collaborative learning, applying a jigsaw activity, students might get together in small groups, and then they would investigate it and become experts in that topic.

Therefore, they would debate and comment on that topic. In his article on the benefits of collaborative learning, Herrity said, “Working through a problem or an assignment as a group can help students develop their own problem-solving skills or aid professionals in discovering new ways to handle different situations at work”. (Herrity, 2023). Two heads are better than one, so if I can design the correct situation for students, they may find a way to think together to complete a task.

Part of a language is communication, so communication with peers allows us to provide significant feedback. It also makes the students work on their listening ability because they have to listen to their partners' ideas and reflect on them. Besides, collaborative learning allows a safe environment in which to participate and comment with peers in the class, according to Liu & Xu (2020).

Collaborative activities encourage students to interact and practice speaking English in a safe and supportive environment. This fosters fluency, confidence, and the ability to express themselves clearly.

Collaborative learning also benefits students' social skills by working on empathy, teamwork, and conflict resolution. For teachers, it is a great tool for facilitating or guiding dynamic activities and interactive classrooms. Collaborative learning encourages this type of creative thinking because many ideas and viewpoints often help team members discover an effective solution to a problem (Herrity, 2023).

1.3 Personal Interest in the topic

I find the development of collaborative learning interesting because it involves improving different skills with the support of a peer and learning new abilities that one student could not have but others do, and they share their ideas or knowledge.

The development of collaborative work in the learning process opens a new field of progress because it allows students to develop a good habit of working together with other people. In a real-life situation, they must work and learn from their coworkers or classmates.

“Humans are social creatures. We live in families, we work in teams, we envision duty and purpose through religious fellowship”. (*On Being Social Beings* | *Oberlin College And Conservatory*, 2021) I believe students can work together in the cognitive process to learn. After my observation, I found that humans always try to be in groups and together so students can learn and solve problems together by sharing their thoughts and ideas. Personally, I feel that they could develop a good production by working side by side and having significant knowledge.

For me, it is interesting how the students solve tasks that become a little more difficult day by day. They do this by working and sharing ideas, looking for a certain goal. Also, the students develop their critical thinking, which helps them

solve problems in other aspects of their daily lives, like in other subjects or at work.

Furthermore, investigating these strategies could be useful for other teachers with different teaching conditions. For example, I would suggest collaborative learning strategies for a teacher with groups of 40-50 students because they could make assessing the students' work easier. Also, I would like to see if the use of collaborative work is for teachers who work in a mixed-ability classroom, for teachers who have noticed that their students have different learning styles or are good at doing things like acting, designing, singing, etc.

In addition, speaking skills are an ability that I sometimes miss practicing with my students. Sometimes, I was more focused on the grammar structures or vocabulary they could learn in class instead of practicing the students' pronunciation or the answers they gave me when I asked them something. That is why I have chosen speaking skills as the goal I wanted to achieve in my practice.

Talking about students' performance the moment they participated in English, when I asked them to read something from the book or a worksheet, It was evident the fear students have when they need to speak at least a short paragraph or even a line. I am aware of this problem in the classroom. Therefore, I see a big opportunity to work with this issue of the students and at least try to take off the fear or shyness that students feel when they participate, looking to work on their speaking skills.

With this investigation process, I want to learn and apply the strategies for improving students' speaking skills. As a teacher, I know what exercises are good and useful for them to practice this aspect, but I want to be sure and informed of this.

1.4 Context of the problem.

The problem at the school is the lack of participation in group activities. During the first week of class, when I was meeting the students, I asked them about their experience working together. They told me that they rarely worked in

groups when they had classes last year. This was an opportunity because I wanted to implement activities that allowed students to work together.

During my investigation in the school, I asked students to look for the way students are used to working. I once asked a girl in my group 2º “A” about how their teachers give classes. She told me that the teacher typically asked them for lots of work and homework; in class, they usually only read the book and make a summary, or in other classes, they had to make a model of alternative energies or the solar system, and that is all. Still, they hardly ever worked in teams for those activities.

Teacher: How often do you work in teams or in pairs?

Student: Depending on the teacher or the activity, normally in Spanish class we get together to make a mind map or a summary, and then we discuss it together.

Teacher: Oh I see, and do you like to get together and do those activities?

Student: Normally yes, I like to get together but only with my friends because sometimes the teacher assigns us a different team and I don't like it.

Teacher: Do you feel that you don't like to work with other people?

Student: Not exactly, it is just that I am used to working with my friend and we already know who is the one who will do certain activities. With other people it is awkward and the work gets complicated.

After this conversation, I observed that the students like to work with other people, but they are not used to working with people who are foreign to them. Immediately, I saw an opportunity because I could use collaborative work to make students work and cooperate with people who are not close to them, this to prepare them for a future moment when they have to team up with other people.

At the beginning of the intervention, while I was looking for their level with a diagnostic exam, which I will discuss in more detail in the following chapters, I noticed that they needed more confidence talking in English because they hardly ever had conversations or shared their ideas in the target language.

The idea of implementing collaborative learning in my classes comes from my last practice school, Alvaro Obregon secondary school, where students also had problems with their confidence, even when in that school, they had a higher level of English because most of the students, used to go to a particular English school near the place, so the interest to know more about the problems and challenges of learn English started there.

The conclusions after a brief investigation I found that the problem of that school was the overpopulation, because in each classroom approximately there were 40 students and the spaces were not enough for them, as Castillo-Nava mentioned; Overcrowded classrooms make it challenging for teachers to provide personalized attention and support to each student struggling with English language acquisition. (Castillo-Nava & Mora-Pablo, 2022).

In Tecnica #14 The biggest problem found during this period of gathering information and data about the classes, specifically the English classes, is the lack of motivation and interest in the English subject.

The improvement of motivation is also an advantage of collaborative learning, and also motivation is one of the needs of the students. They need to feel comfortable participating in class and the use of activities that invite students to work and share ideas together will increase their communicative skills. Therefore, a question arises: How collaborative learning would help students to feel comfortable to learn English?

Lack of motivation and interest is an evident challenge, particularly in English language learning, particularly when students perceive the subject as useless and complicated. When students are working and learning together in a safe space, they might be more productive in class.

1.5 Main and subsidiary Aims

Main aim: To increase participation and confidence through collaborative learning in the English class of middle school students.

Subsidiary aim: To solve tasks that involve co-working to increase participation and tasks with higher quality.

With collaborative work, increase students' confidence at the moment to participate.

1.6 Competences to develop.

The profile that must be covered according to the 2018 study plan of the SEP (Secretaría de Educación Pública). Establish that the following skills can be integrated in my future teaching. These are the competencies that will shape my work life as teacher:

Generic skills:

- Collaborate with various actors to generate innovative projects with social and educational impact.

Professional skills:

- Manage collaborative and inclusive learning environments to promote the comprehensive development of students.

Disciplinary skills:

- Identify factors that facilitate or hinder the acquisition and learning of a second language.

1.7 Content of the document

In this practice report, I will discuss the strategies that I implemented during my intervention period in the "Esc. Sec. Tec. #14."

The strategies that I put into action were based on the use of collaborative learning in English classes. These strategies are focused on problem-task solving but in an actively participative way using peer co-working. The principal idea is that students can complete the tasks by sharing ideas and implementing each student's skills to finally deliver a product with a high quality and a satisfactory use of English. Techniques like Think-Pair-Share, Jigsaw activities, Group Projects, or Station Rotations, are some of the strategies that this document was more focused on due to the idea of the investigation, was that in the classes, students

might collaborate under different dynamics to observe and analyze if the expected results happened as it was planned.

This document also shows different investigations made to inform and support the plan of action, for example, about the usage of collaborative learning in different contexts and the benefit that this has in creating a good atmosphere of study.

In the following chapters, we will find the modifications made after the integration of the new curriculum settled by the SEP in all Mexican public schools. We will also find out if the implementation of that new curriculum (NEM) is relevant to the use and learning of English topics and, moreover, if the goals assigned in the school were achieved in a satisfactory way.

Additionally, in chapter 3, the interventions are made during the practice journey. The interventions describe the classes, the strategies applied, and how each intervention affects the students in one way or another. Besides, we can observe the results of the practices gathered with graphics and evidence and supported by the ideas and concepts of different authors.

The results and conclusions of the intervention are included at the end of this report, mentioning both the benefits and the opportunity areas that collaborative learning has to offer, like communication skills or a deeper understanding of the content.

ACTION PLAN

2.1 Context Educative Situation.

In this practice period I was working with 2 "A" and 2 "B" groups. I decided to work with group B because in this group I observed and analyzed the diagnostic tests, I could conclude that students need more practice in the English language. In other groups at least there was a student that knew English and therefore that student helped the other ones, so in that time I wanted to see how this group of students, that have a similar level of English, could improve their performance after applying the planned collaborative learning activities. The idea was to apply collaborative strategies and see if they were more used to working together at the end even if they did not know each other well. Furthermore, they had a similar level of English that will be useful for this implementation of strategies

Talking about the group "A," this was a group composed of nine boys and ten girls. The group was balanced in terms of the number of students of each sex, so it is not so complicated to work with them. However, the position of the students was kind of an issue because they sit on one side with only boys and on the other side with only girls, so I could see that I had to pay more attention to the side where the boys were situated.

I am not aware of why the students are sitting in this way, because I have asked them and some said that the assessor sit them in this way and others said that they just liked to sit this way. The group works well and they are talkative, for example I want to highlight a student particular case, he is a boy with not elevated English skills. I could say that he is a bit under the average level, but he is motivated, and he was always trying to participate and to work in class; this was such an advantage for me because his motivation spread to other students inviting them to work and participate, this was more notorious in the boys that feel encouraged to talk and work. On the other hand, the girls of the group were hard working although it is hard for them to participate, they were more focused on finishing the activities.

The behavior of group "B" was different; they were a little bit uncontrolled, and they paid less attention to class. This group had ten boys and eight girls so

the difference is more considerable due to the boys having more control in the environment of the class. They worked well, but compared to the other group, they have a lower level of English; I knew about this because, after the diagnostic exam applied at the beginning of the practices, group B was under 60% of the grade in this exam (following). Even so, when the students were in 1st grade, they had fewer classes with the last teacher. They mentioned that they sometimes had two classes per week with the other teacher and did not remember the topics. Besides, in this group, there was nobody who went to particular English classes; they learned English in this school.

Also, in this group, there were two students that repeated the year for different reasons. The girls of this group were hardworking and they participated too. When I was asking to make a presentation, the girls chose boys to work with, which helped the group have better results. In this group, I would like to highlight a student who did not have the best attitude in the classroom. I can say that he was uncontrolled because he is talkative and he did not want to work in class, but when it was time to participate he did it very well, besides this student was asking questions during the class to understand it better, even he helped his partners by explaining them some meanings and giving examples, so when he was in groups the use of English of the activity is well and satisfactory.

2.2 Description of the chosen issue.

The issue or problem in the classrooms of this school, is the need for more participation and the low quality of tasks or jobs specially in the use of English. For example, when I was checking their notebooks, I noticed that the last teacher used a lot of worksheets but the worksheets did not allow students to use the language correctly; for example, one worksheet was only to color fruits and the name of each fruit, I asked the students what they did with this and they said that it was everything and they did not see the topic again. So, students are full of vocabulary but never know how to use it.

Related to the previous mentioned, I found that students hardly ever talked in English when I asked them to do it, they complained about it until I warned them to remove points or to “obligate” someone to participate.

During my observation, I did not see the head teacher giving them the opportunity to speak English. Students normally complete assignments or work on sentences of a certain grammar tense. I think that this problem is related to students' confidence while they are trying to talk in English because when I asked them to speak, I heard some comments about "No Quiero, no se Inglés," "Me da Pena, teacher."

Perhaps they felt afraid to talk and made a mistake or that one partner laughed about it. I was looking for strategies to increase students' motivation and confidence to participate and talk. For example, I congratulated them every time they made an effort to speak and tried to give them feedback in the most respectful way, but I was aware that there are some other strategies, even related to collaboration, that might be useful to encourage students to participate.

Throughout my project, gathering diverse information was crucial for monitoring its progress and assessing its impact on the students. This involved digging into their personal preferences, learning styles, and English proficiency. Not only did I gather basic demographics like age and favorite subjects, but I also explored their hobbies, extracurricular English exposure, and preferred learning modes (individual or collaborative).

For example, In other practice periods, some students, at least 3 of them, used to go to particular English classes, and besides, they had classes in their regular school. Also, the students had workbooks to use in the class and they did not only depend on teachers' support. In my study group, 2º "B," they do not have a workbook to work with, and, besides any other, attend particular English classes. I would say that their exposure to English is lower compared with different groups in other schools.

The considerations I took in order to define the strengths, weaknesses and needs of students, came after the diagnostics that I applied during that week when I was meeting the groups.

First, a diagnostic test was applied. (Appendix F) This test allowed me to know the level of English learning of the students and therefore it showed me the appropriate content or level for the incoming classes. This knowledge will enable

me to optimize my lesson plans and teaching strategies from the outset, ensuring I deliver highly relevant and impactful content right from the beginning. This targeted approach fosters efficient learning and saves valuable time on material above or below their capabilities. (Appendix G)

As was said in the book “How to Create and Use Formative Assessments”. Diagnostic tests pinpoint specific areas where students excel and where they struggle. This allows teachers to target instruction effectively, focusing on areas that require more attention (Brookhart, 2013). The diagnostic test was applied using reference questions. I found this diagnostic exam from Penfield Institute, and I also used some questions from the Cambridge Young Learners diagnostic test.

The second diagnostic that applied was reading comprehension text. (Appendix H) The text was a fable that students had to read to identify the antagonist and protagonist of the story and determine the moral. I chose a fable for the reading comprehension test to tap into my students' potential familiarity with this genre. By analyzing the text and its moral message, they not only revealed their reading comprehension skills but also hinted at their preferred learning styles and engagement levels. This information became instrumental in crafting a future reading curriculum that utilizes diverse genres and formats, ensuring I can spark their curiosity and keep them actively involved in the learning process.

It is a two-way process that integrates information from the text-based model with information from prior knowledge using inferential processing. Woolley, G. (2011).

Then I showed a video to check their listening comprehension, the students watched the video twice and they answered 4 questions about.

These 2 skill comprehension tests were useful because while I was checking the students' notebooks, I noticed that they got a lot of vocabulary but they never put it to practice, so their productive skills are low, that's why I needed to check their input abilities.

In the following sessions, I used a learning styles quiz to understand how my students learn best. (Appendix I) A code helped me figure out what activities and games will keep them engaged and learning most effectively.

According to Sternberg and Grigorenko (op.cit.: 702), there are three main motivations for the interest in the study of styles: 'providing a link between cognition and personality; understanding, predicting, and improving educational achievement; and improving vocational selection, guidance, and possibly, placement'. Mentioned in the journal of Hatami (2013)

In a page of their notebooks, students wrote the answer that they chose for each question in a test of 40 questions. At the end of the test, students count their answers, and with a chart, they discover if they have a visual, auditory, or kinesthetic learning style. (Appendix J)

I applied a survey that was one of my investigation tools in order to know about students' opinion of the collaborative work. The survey was sent through the group chief of my focus group 2º "B" and they answered it on google forms. Which is a tool where you can make a survey, and it gives you the data already gathered in charts. The questions were made in Spanish in order to have the most sure answer of the students. Below are the questions that were asked .

In this graphic (Appendix K), most of the students (11 out of 18) answered that they liked working in teams a lot, and other percent answered not so much (6 out of 18). This tells me that students are open to working in teams. Maybe not all of them are used to doing it, but they are not close to or against team participation.

Next question I asked was Why? Asking them to give the reason why they like or not to work in teams. One of the answers was: "Because I can socialize with my partners and learn from them and their way of work." This is an answer I found interesting because one of the advantages of collaborative learning is that students may learn from each other. In the book "Cooperative Learning Methods: In Theory and Practice, "Students work together, share diverse perspectives, and refine their understanding through interaction with peers (Johnson, Johnson, & Stanne, 2000).

Do you think you need help to do the assignments? (Appendix L) This was the next question students answered in that survey, in this case we can observe that there is a variety of answers. represented in color red, students said that they did not need much help to do the assignments (11 out of 18 answers). The next most chosen answer was almost nothing with 3 answers out of 18. Following “nothing” and “much” options with 2 answers out of 18 each one. I could reflect on these answers that there is a big difference of perspectives on the level of support of the students, it might be necessary to analyze each case or I could have asked more specific questions for this topic.

2.3 Purposes for the action plan

The purposes I have considered for my intervention during this practice are:

1.- Identify and evaluate the difficulties of the English learning process of second-grade, group B students.

This purpose goes beyond simply identifying difficulties. I will investigate deeper by specifying what aspects of speaking I will assess (pronunciation, grammar, vocabulary, fluency, confidence). Additionally, there will be methods to use for evaluation—diagnostic tests, observation checklists, or student self-assessment.

2.- Help students enhance their confidence in an English class through my intervention.

Building confidence is essential for promoting active participation and language acquisition. The intervention will incorporate activities that create a positive and supportive learning environment. This might involve incorporating games, collaborative tasks, and opportunities for students to celebrate their progress.

3.- Evaluate and reflect on the results obtained after applying activities focused on the collaborative process with different evaluation tools.

This purpose focuses on assessing the effectiveness of using collaborative activities in my English lessons for Group B. I will use various evaluation tools,

such as observation checklists, student self-evaluations, peer evaluations, or achievement tests, to analyze how collaboration impacts student learning outcomes and overall engagement.

2.4 Action plan

In the article, “Plan de acción de manera educativa” (CEGEP 2021), it is mentioned that the action plan is a series of steps that allows the teacher to follow a plan of strategies that will be implemented to achieve the goals that he has proposed. It will be useful in setting the methodologies, corrective measures, and work strategies.

Specifically, when discussing strategies that can guide students in their learning process, several paths can be considered that awaken the students' creativity and analysis process, which might be helpful in a real-life situation.

The investigation process will follow the steps proposed by Hernandez & Torres (2018) in “Metodología de la investigación, las rutas cuantitativa, cualitativa y mixta”. They mention three stages of action research: observing, thinking, and acting. These phases delimit the actions that will start with the investigation process, like gathering information and finding a problem, analyzing the data collected, and solving the problems with a series of improvements in the environment. Furthermore, these three steps will be repeated continuously until the problem is solved.

As a recommendation given by Sinek (2023), and quoting from the article “¿Qué es un plan de acción?”, the measures to achieve the goal and the objectives of an investigation document will follow the questions of What, Who and When. These words help us keep in mind the objectives we have set for the investigation.

According to George (2023), In his “What Is Action Research? | Definition & Examples” He mentioned two types of action research, the participatory action research emphasizes the involvement of the participants, which must be part a community, they document their participation in the space where they develop their life, and the participants act as co-workers

On the other hand, there is the practical action research, which focuses on the investigation but mainly on the solving of the problems or issues settled on the proposal of the investigation. I would like to mention the process by which the phases of my proposal for action research were established.

Topic selection: I chose this topic to find strategies that were quite interesting for me during previous practice periods.

The Main Problem (detect): Students did not participate when I asked simple questions about topics they had already seen. I thought students felt afraid to participate because they did not want to make a mistake in their pronunciation, or they thought that some of their friends would laugh about it. Moreover, they did not want to participate in teams due to the lack of exposure to this kind of collaborative activities resulting from the restrictions after the pandemic, the students once told me that neither in elementary nor first grade of middle school worked in teams because it used to be several restrictions in the activities in teams, it affected their interaction skills and therefore they feel afraid to work together

Formulation: Using TBL methodology, students increased their collaborative participation, promoted co-working, and increased their confidence.

Literature review: To prepare with the appropriate elements and strategies, I investigated documents and articles that cover these aspects.

Research tools: A rubric was used to cover the aspects of the assessment to grade the students' performance in class and in the presentations made during the projects.

Data collection: In this part, the students' projects and activities were analyzed and graded to see their progress and level of achievement according to the objectives.

Implement the plan: Students sometimes work alone, and many others together to practice collaborative proficiency.

Analysis (feedback): The feedback was given to the students immediately after they finished an activity. I wrote the corrections and explained their mistakes after the activity or the worksheet was checked, this was done in order to avoid explaining one by one the answers of each worksheet or activity. Also, as part of the strategies of collaborative learning, the group checked their answers together, and the students correct their mistakes.

Also with peer evaluations and self-assessment, students evaluate their progress. This strategy was suggested by the head teacher looking for an easier way to bring the feedback to the students. Supporting the idea of collaborative learning which promotes the feedback given by a peer.

To have a controlled sequence of the interventions and the analysis made in the process of reflection in this document, I have elaborated a Gantt's chart where can be observed the expected time (red) and the real time used (blue) of the interventions and the analysis of the project (Appendix M).

2.5 Literature review.

Language

Language can be defined as a group of symbols spoken or written that conform a sequence acquiring meaning to a group of people of a social group and participants in its culture. The purpose of a language is to communicate ideas and feelings in a society that are able to understand that compound of characters. This idea was taken in Britannica by Crystal y Robins (2024)

There are a lot of languages around the world, some very different from each other but all of them share the following aspects defined by the Merriam-Webster Dictionary.

Grammar: Which is a set of rules governing the structure and use of words and sentences.

Vocabulary: Named as the collection of words and their meanings.

Syntax: Referring about the arrangement of words in sentences.

Learning

For Piaget, “learning is a developmental process that involves change, self-generation, and construction, each building on prior learning experiences” (Kaufman, 2004 , p. 304)

Language skills

Language is a component of different skills that are put in practice each time a language is used. Those skills are settled in 4 general ones, Reading, Listening, Writing and Speaking. With their variations or sub skills which if they are practiced day by day, anyone can use the language. “Language skills are the abilities that enable you to express your thoughts coherently and communicate with others.” (Indeed Editorial Team, 2023)

Speaking skills

Speaking skills: The ability to speak skillfully gives the speaker several distinct advantages. The capacity to express one’s thoughts, opinions and feelings, in the form of words put together meaningfully, provides the speaker with these advantages. The joy of sharing one’s ideas with others is immense. Qureshi (2007)

After looking for the advantages of speaking, Hamer (2007) says.

“Firstly, speaking activities provide rehearsal opportunities - chances to practice real-life speaking in the safety of the classroom. Secondly, speaking tasks in which students try to use any or all of the language they know provide feedback for both teacher and students. [...] And finally, the more students have opportunities to activate the various elements of language they have stored in their brains, the more automatic their use of these elements become”. (P. 123)

That helped me to understand how important is the speaking in English classes, because sometimes I focused on the form or grammar that students are using, but it is essential to promote speaking spaces in class for the reason that in

a real life situation when students visit another country they would need to speak and here is where this spaces did on class will be reflected

Numerous studies have investigated the effectiveness of collaborative learning in improving speaking skills in ESL learners. These studies have consistently found that collaborative learning leads to significant gains in:

- Fluency: Students speak more frequently and readily in collaborative settings than traditional lecture-based instruction. (Goh, 2012)
- Accuracy: Collaborative activities provide students with opportunities to receive and provide feedback on grammar and pronunciation, leading to improved accuracy. (Wang & Derwing, 2018)
- Vocabulary development: Students learn new vocabulary and practice existing vocabulary in meaningful contexts through collaborative discussions and tasks. (Oxford & Crookall, 1990)
- Confidence and motivation: Collaborative learning can create a more supportive and engaging learning environment, improving student confidence and motivation to speak English. (Maciejczyk, 2020)

After looking for speaking activities I have found this statement: if the teacher has set up the activity correctly and can then give sympathetic and useful feedback - they will get tremendous satisfaction from it. (Harmer, 2007) I agree with this because when I was learning English, I enjoyed some of the speaking activities that my teachers applied in class, especially on those activities where I had to tell something about me and my life. After all, it was easier to relate it to my daily life.

Reading skills

Reading is the foundational role of decoding, which involves translating written symbols (letters) into their corresponding sounds (phonics). This skill allows readers to recognize words and build fluency. Reading is an essential skill due to the variety of benefits it could bring to students learning a new language, English. With reading, students learn vocabulary and grammar structures or

punctuation in a visual way. For those with a visual learning style, reading provides a great model for students' writing.

According to Jeremy Harmer (2007) "Good reading texts can introduce interesting topics, stimulate discussion, excite imaginative responses and provide the springboard for well-rounded, fascinating lessons". (P. 99) This is an advantage in the case we want to elicit Collaborative learning because with an interesting reading text, students might have a discussion, elicit think-pair-share, or a jigsaw.

When students read the fable used as a reading comprehension diagnostic, I saw how students think and understand the words and ideas shown in a text. Below, we will find two kinds of reading that Jeremy Harmer explained in his book of How to teach English (2007).

Extensive reading: This kind of reading is a term which refers to the text that is mostly read for pleasure. For example when students decide by themselves to take a novel, web page, newspaper, magazine or any other reference material and start reading it. Extensive reading is a synonym of reading for pleasure because they have the freedom to choose the text they want to read for any reason.

Intensive reading: On the other hand, we have intensive reading that are those reading texts focused on specific details. These texts are commonly seen in classrooms. Teachers may ask students to look at extracts from magazines, poems, Internet websites, novels, newspapers, plays and a wide range of other text genres. In the English classes, intensive reading is used for the teachers when they ask the students to look for a specific grammar or vocabulary and use it in a production activity. Or when teachers bring a text and after this it makes a reflective class where students talk and share about the reading they had read.

Reading has 3 Sub-skills. The first one is scanning. Text scanning skills allow students to identify key information within written materials quickly. It's like using a radar to locate specific details, for example searching for keywords, and using headings, subheadings, and visuals (McKenna, 2020) to navigate the text. Effective scanning saves time and helps focus on relevant information within a

document (Cassidy & Chiu, 2020). Readers don't focus on understanding everything, but instead move their eyes quickly across the page, looking for keywords or phrases. This skill is helpful in finding dates, names, numbers, or facts within documents, schedules, or websites.

“Skimming, a vital reading skill, involves quickly scanning a text to grasp the main points without getting bogged down in details” (Vacca et al., 2020). It's like when you are searching for key information, for example on an internet news site but not meticulously examining every specific detail, you want to know the general idea of what has happened. “Skimmers employ various strategies like focusing on titles, headings, bold text, and opening and closing sentences” (Andreassen, 2020). This allows them to rapidly identify the author's purpose, central arguments, and supporting evidence. “While skimming doesn't provide in-depth understanding, it's crucial for efficiently processing large amounts of text and selecting relevant information for further exploration” (Anderson & Underwood, 2020).

Reading for detailed comprehension goes beyond simply understanding the main idea. It requires more analysis to extract specific information from the text. According to Miller and Hoover, (2021) “Skilled readers can identify key details, supporting arguments, and implicit meanings (Miller & Hoover, 2021). They can make inferences based on clues in the text and draw connections between different parts. This allows for a deeper understanding of the author's purpose, the development of critical thinking skills, and the ability to analyze information from multiple perspectives (Fisher & Frey, 2020).

Collaborative learning

According to Cambridge dictionary, collaboration is: the situation of two or more people working together to create or achieve the same thing (Cambridge dictionary, 2024)

I found that two different types of collaboration exist:

Synchronous: Collaboration that takes place in real-time, whether virtually or in person. There are various ways that a team can collaborate

synchronously including through online chat, video conferencing in-person meetings or while live-editing a document or spreadsheet.

Asynchronous: This form of collaboration doesn't have to take place in real-time. It can be practiced by adding notes or comments in a document or deck after it has been shared by the creator. Vidcast, for example, enables asynchronous video collaboration. (Ultimo, 2024)

This reminds me, for example, when teachers asked to create a presentation and students started to gather information in class and they assigned each participants' role. Then they started to work in their house and they wrote the information in a powerpoint presentation in order to fill in the information collected. This is an example of the usage of both types of collaboration and the most real example that I have thought of.

Peer Learning

Damon and Phelps (1989) distinguished between three forms of peer learning: peer tutoring, cooperative learning, and collaborative learning

The book "international handbook of collaborative learning" (Hmelo-Silver et al., 2013) the authors explain the last three concepts of peer learning. Peer tutoring typically involves an unequal relationship between a tutor and a tutee, the former being more knowledgeable than the latter about the content that is the subject of the tutorial interaction.

According to Damon and Phelps, cooperative learning can be high in equality but low on mutuality whereas collaborative learning may be high on both.

After reading those books especially to Damon and Phelps (1989), I looked for the aim that I wanted to give to this research, because as teachers we are involved and we are aware of collaboration strategies, but as we could see there are some variations and roots that collaboration might mean. But as a consistent answer for the question, What is Peer learning? Dillenbourg gives us a particular definition: Peer learning is a collaborative process where students work together to construct knowledge. Through interaction and explanation, students learn from each other's perspectives and refine their understanding (Dillenbourg, 2019).

Constructivism and collaborative learning

Collaborative learning is grounded in the constructivist theory of learning, which emphasizes the active role of learners in constructing knowledge through social interaction (Vygotsky, 1978). Collaborative learning activities provide opportunities for students to:

- Practice speaking English in a supportive and interactive environment.
 - Receive immediate feedback from peers and the teacher.
 - Negotiate meaning and clarify understanding.
 - Develop critical thinking and problem-solving skills.
 - Enhance their sense of ownership and responsibility for their learning.
- (Johnson & Johnson, 2009)

Constructivism, besides, is settled on the social context of the student, because they share their perspectives with others based on the experiences they have had in their life. “Learners refine their understanding through discussions, explanations, and sharing perspectives with others” (Sawyer, 2020).

Collaborative learning is a skill that will be useful for the rest of students’ lives. They will work and live in a world surrounded by tasks that require the use of collaboration and therefore they will need all those social skills to succeed in life.

Something about collaborative learning is the opportunity to assign a role according to each student's ability, for example if the task is about to write an essay, one student that has a better ability to talk will be the one who will knit together the information, another one has better spelling and will write the essay. this allow students to value each one's abilities and to learn with other’s help

Spivey (1997, p. 24) noted that constructivist research tends to focus on “individuals engaged in social practices [...] on a collaborative group, on a global community.”

Laal (2012). The term CL refers to an instruction method in which learners at various performance levels work together in small groups toward a common goal

Specific Collaborative Learning Activities

Several collaborative learning activities are particularly effective in improving speaking skills in ESL learners. These include:

- Pair work: Students work in pairs to complete tasks such as role-plays, debates, or interviews. This provides a safe and supportive environment for students to practice speaking and receive immediate feedback.
- Small group discussions: Students discuss a topic in small groups, allowing them to share ideas, negotiate meaning, and develop critical thinking skills.
- Jigsaw activities: Students become experts on a specific topic and then teach it to their group members, fostering collaborative learning and knowledge sharing.
- Problem-solving activities: Students work together to solve problems, which requires them to communicate effectively and negotiate solutions.
- Task-based learning: Students complete real-world tasks that require them to communicate in English, such as creating a presentation or planning an event.

The effectiveness of collaborative learning activities depends on several factors, including specific tasks, group composition, teacher's role, and assessment methods. Teachers should carefully design and implement collaborative learning activities to maximize their impact on student learning.

Methodology: Task-Based Learning

According to Nunan (2004), task-based language teaching (TBLT) considers learning a process in which learners have the opportunity to focus on a language learning target through real-world situations in the classroom.

By 'task' Yuan means "A goal-oriented activity in which learners use language to achieve a real outcome. In other words, learners use whatever target language resources they have to solve a problem, do a puzzle, play a game, or share and compare experiences".(Yuan, 1999)

Otherwise, the task-based learning process is divided into pre-task, task, planning, report, analysis, and practice. This helps students understand the topic well.

Task-based learning (TBL) is a collaborative learning approach that focuses on completing real-world tasks that require communication. This approach provides a natural context for students to practice speaking English and use language in a meaningful way. TBL has been shown to be effective in improving speaking skills and overall language proficiency in ESL learners. (Ellis, 2003)

I really like to use task based learning because it is a valuable way to approach students to critical thinking. they try to solve a task by themselves and only using the knowledge that they have gotten

2.6 Description of the proposal.

For this intervention that will be applied during the practice period, I have searched for some strategies that will be used to accomplish the goal of my intervention, use collaborative learning to improve students performance and confidence in the English classes. Following the strategies used by Laal (2012), where he implement certain strategies in order to achieve greater productivity, more caring and supportive relationships, and the most important in this case due to is the objective that I want to complete during this intervention, greater social competences and self esteem which it is presented as an increment of motivation.

First strategy that will be used in the classes is pair work. Pair work, a collaborative learning strategy, involves students working together in pairs to complete tasks or activities related to English language learning (Richards & Rodgers, 2001). With pair work I want to increase the communicative skills of the students, because by applying pair work, students would reflect and work in a task while they foster agreement and share personal perspectives in target language.

The second strategy is Think-Pair-Share. According to (Gardner, 2012), Think-Pair-Share (TPS) is a collaborative learning strategy that promotes critical

thinking, communication, and language development in an ESL classroom. Students first engage with a question, problem, or task and with collaboration they have to find a way to solve or complete the assignment. Students then pair up and discuss their individual ideas with their partner. This fosters communication, collaboration, and allows students to clarify their understanding or learn from different perspectives (Oxford, 2020).

Third strategy is role assignment and responsibilities. Role-assignment and responsibilities (RAR) is a dynamic strategy in ESL classrooms where students take on specific roles with assigned tasks related to the target language (Ellis, 2020). This approach offers various benefits: For example with RAR, students can work in a different activity in order to complete a principal task. RAR allows students to step outside themselves, explore other perspectives, and practice English in a meaningful context. Students work together to achieve a common goal within their assigned roles, fostering communication and collaboration.

Fourth strategy is jigsaw activities. Jigsaw activities in an ESL classroom promote collaboration and information sharing to develop English language skills (Gardner, 2012). How it works is that, the teacher divides the class into small groups and assigns each group a specific section of a larger topic or text. Students read the topic, reflect on it, investigate more about it and then become “experts” on the topic, bringing them the possibility to approach their peers and explain the topic with details. Finally, students use the collective knowledge gained to complete a task or activity related to the overall topic, reinforcing their understanding (Gardner, 2012).

2.7 Evaluation tools

In the handbook of course review and assessment. Stassen et al. define assessment as “the systematic collection and analysis of information to improve student learning” (Stassen et al., 2001, pg. 5). This means that after applying measurement tools, either teacher or students can see the progress of the learning and teaching process. This allows teachers to bring a grade to the institution and revise excellent and bad choices made in the teaching period.

Assessment is vital in teachers' learning design. "encourages teachers and curriculum planners to first 'think like an assessor' before designing specific units and lessons, and thus to consider how they will determine if students have attained the desired understandings." (Wiggins and McTighe, 2005, pg. 18)

I have investigated 2 ways of assessment that are now highly mentioned and take into account the CTE. These are summative and formative assessments.

Summative assessment is focused on presenting information gathered in classes and different evaluations made to summarize the student's efficiency in the topic seen in class. It provides information on patterns of student achievement, but it sacrifices the opportunity for students' reflection (Maki, 2002). Examples of summative assessment include comprehensive final exams or papers.

Formative assessment is, in general, the assessment of students' performance, allowing them to reflect and share their thoughts about the learning process they had during the cycle. "Understand students strengths and weaknesses and to reflect on how they need to improve throughout their remaining studies." (Maki, 2002, pg. 11).

This means that students receive feedback on their strengths, weaknesses, and other things to consider in future assignments. Nowadays, during the CTE, we have discussed the best way to evaluate students according to the NEM curriculum, and the best option suggested by the SEP is the formative assessment.

Evaluation rubric:

In this case, I decided to work with evaluation rubrics, which have helped me keep track of students' performance and plan what will be seen and worked on during the period (Appendix N).

Rubrics are guides or evaluation scales that establish progressive levels of mastery or expertise regarding a person's performance in a given process or production.

Self-assessment:

Brown and Harries (2013) Defined self assessment as “descriptive and evaluative act carried out by the student concerning his or her work and academic abilities” (p. 368). This means that students can reflect on their performance during the classes and therefore they will be able to grade their work and skills.

The different ways to assess students can be related to their age or level they are, Panadero et al. (2016) defined it as a “wide variety of mechanisms and techniques through which students describe (i.e., assess) and possibly assign merit or worth to (i.e., evaluate) the qualities of their learning processes and products”. We have seen these examples with tests, or with faces looking happy or sad according to the grade they want to bring to themselves

The student is aware that their work is progressing if the student reflects on what she/he can do. Epstein et al. (2008) defined “concurrent self-assessment” as “ongoing moment-to-moment self-monitoring”. Students are aware of their work, maybe by comparing it with a classmate. Also they know when they are learning and understanding the class. This helps the students to keep the track, and in case they were motivated, they would improve their work.

EVALUATION AND REFLECTION OF THE PROCESS.

3.1 Proposal consistency.

My group of study, 2º “B”, has been struggling with the English subject since they started middle school because they did not have the classes, their exposure was low due to the suspensions and they say that their last teacher did not attend the whole classes of the week. Apart from this, there was not a correct tracking of their level, students mention that they had never done a diagnostic exam and they just watched the same topics always, colors, animals, foods (and other vocabulary topics) habits and routines and prepositions, I would say that this is partially correct because I checked their notebooks of the last year and they had those activities stuck in their notebooks with a worksheet. Furthermore, they have never had the correct tools to work in their use of English. For example in the intervention year, students did not have a workbook to use in classes, as teacher I had to bring printed material or project something in order to have the tools and use them as visual representations, a great advantage that I saw is that the teacher does not move around classrooms, students are the ones who have to move to the “English classroom” that is not officially the English classroom but it is assigned mostly to have the English classes there.

In my intervention I have decided to work with the following strategies. I have deepened more about these strategies in section 2.6 of this document:

Think-Pair-Share (TPS): Students will think individually about a question or task, then discuss their ideas with a partner, and finally share their insights with the entire class (Gardner, 2012).

Jigsaw Activities: Students will become "experts" on specific sections of a topic, then share their expertise with classmates in mixed groups (Richards & Rodgers, 2001)

Role-Playing Activities: Students will take on assigned roles and engage in simulations or scenarios, practicing language skills in a meaningful context (Ellis, 2020).

Pair Work: Pair work is a classroom activity in which two students work together to complete a task or activity. (Richards & Rodgers, 2001).

3.2 Curriculum approach and proposal improvements.

The curriculum that is used to plan the classes in The Esc.Sec. Tec. #14 is the NEM (Nueva Escuela Mexicana) that according to the book “Principios y orientaciones pedagógicas” that is a book written by the SEP, The NEM seeks to form deep knowledge of the diversity of the multiple existing cultures, generate relationships with them, always based on equity and dialogue, and that this leads to mutual understanding. The interventions were based on the following contents and PDAs. All of the following contents might be found on the document of “vinculación contenidos contextualizados” provided by MEJOREDU

In my first intervention, students worked with the content of “The linguistic diversity and its ways of expression in Mexico and the world”. With this topic I decided to take students into reflective activities in order to think and dialogue about their cultural heritage, for example thinking on the most relevant characteristics of Mexico.

The PDA was “Comprehend narrative texts and biographies in English about the daily life, ways of interaction, behavior of the speakers of different languages in Mexico and the world in the past, expressed in graphic organizers”. For this part I related the content, Mexican diversity with the use of graphic organizers. In that case, the planning said that students had to elaborate a mind map and with this they could organize their ideas in the target language of Mexican heritage while they discuss and share ideas of that.

In the second intervention, students worked under the content of: “English to express sensations, emotions, feelings and ideas linked to the family, school, and community”. Emotions and feelings were the English vocabulary students will learn during that intervention, that is why I have planned to teach them present simple with the use of the verb to be. That is a topic students had seen in the past but I had to see it again in order to remind them of its rules and usage.

About the PDA, for this lesson it was “Conduct interviews in English to recover opinions about emotions, feelings and ideas about school in the community”. With this PDA I settled on some activities that allowed the interchange of information to the students, in that case students had to make a questionnaire in order to get information from their partners. Students learned how to make simple questions in present simple and with that, they carried an interview. In the case of my lesson I associated the part of opinions to show sentences that demonstrate a feeling and with that students could dialogue and solve the idea of what they wanted to say and with that, a brief roleplay.

In the third intervention the PDA used was: “Research various sources in English about a healthy life, to build an informative text and disseminate it through the media” That is significantly related with the content of: “Messages in English in mass media that promote a healthy life”.

For this instance, I could present a lesson plan that takes students to investigate and propose a solution for different problems in their community, using informative text that they were supposed to investigate and then they had to synthesize the information bringing advice and recommendations.

3.3 Developed competences through the process.

During the investigation of the principal elements that collaborative learning offers in the teaching/learning process, I have found those competences that I wanted to improve in the students of 2º “B”

Problem solving: According to (Johnson & Johnson, 1994). Collaboration fosters brainstorming, planning, and adapting to unforeseen challenges, leading to improved problem-solving skills. This competence in the case of the group was something I could observe that students improved. In the third intervention (following mentioned) students could work together and deliver a job that implies different competences to do it.

Self awareness of their skills: Something I wanted to see improved in the classes is that students know about them and they can use their different skills in a production activity. (Järvenoja & Järvelä, 20092) say that students become more

aware of their strengths and weaknesses through collaborative work, learning to manage contributions and regulate emotions. Students could use their abilities when they had to deliver a project after the intervention. I would like to have other activities that foster students' skills, like musical skills, writing skills, physical skills, etc.

Collaboration and leadership: Sound redundant that collaborative learning fosters collaboration, even so, collaboration goes beyond that only sit down together and do an activity in groups or in pairs, collaboration implies to be respectful when someone in the team share ideas, implies compromising when the task is settled and must be delivered and with a leader in the group, the participant learn to follow instructions and solve conflicts in a pacific and constructive way, while the leader, learns to guide and motivate to their pupils.

Speaking and listening: Johnson & Johnson (2009) say that “Collaborative activities promote clear expression of ideas, active listening, and negotiation of meaning.” I totally agree with the fostering of these skills. In the intervention I could see that students were actively listening to and speaking while they were sharing ideas. But in the case of speaking and listening as an English skill, this was not promoted or seen in my students, perhaps because their level was too low in that moment, A1 but I have to say that it was something I wanted to work with more.

3.4 Applied resources.

Based on the literature review section found in the second chapter of this document, here there will be mention of the applied resources and the strategies based on the collaborative learning strategies in an ESL class.

Pair Work:

- **Resource:** With a video of a woman talking about her culture. Students discussed in groups or in pairs, how a person can describe their significant characteristic of their country.

- **Strategy:** Students discussed Mexican heritage after they reviewed the most highlighted aspects that characterized a Mexican.

Small Group Discussions:

- **Resource:** Using a prompt, students have a common topic where they can have a discussion while sharing ideas and points of view.
- **Strategy:** Present a reading or video clip and have students discuss key points, vocabulary, or unanswered questions in small groups.

Jigsaw Activities:

- **Resource:** With a common interest topic, like a problem in their community, students can have a jigsaw activity after searching information on different sources.
- **Strategy:** Dividing the class into small groups and assigning each group a specific section of a text or topic. Students can present a topic after investigating it. These groups allow students to share their ideas and collaboratively build understanding of the entire topic.

Problem-Solving Activities:

- **Resource:** A task is assigned to the students, for example they need to find a way to make aware the school community about a problem and with information brought to them, they will be able to make a project in order to solve this problem
- **Strategy:** Present students with a real-world problem or scenario related to the target language. Students work together to brainstorm solutions and communicate their ideas effectively.

3.5 Tracking of results and ongoing improvements.

Below, there are the descriptions of 3 of the interventions I had with the students of 2º “B”. Where they used a combination of collaborative strategies and the

contents in the curriculum in order to achieve a new level of English and other competences.

First intervention

Strategy applied: This session applied on Monday in the second week, students used a think-pair-share strategy in a pair work activity to discuss their own culture.

According to the program of “Nueva Escuela Mexicana” (NEM) 2023, I followed the developing process of learning (PDA) of: Comprehend narrative texts and biographies in English about the daily life, ways of interaction, behavior of the speakers of different languages in Mexico and the world in the past, expressed in graphic organizers.

In this first intervention a specific collaborative strategy was applied which is developed during the lesson of that day. (Appendix O). Below there is a brief explanation of the pair work strategy:

In this lesson, the strategy of working in pairs according to The British council site. “Young learners can become independent in their learning and guided early on; they will be more likely to grow into autonomous and successful language learners.” (Bertrand, 2020)

In the article, Bertrand mentions the opportunity that students have to work together and have time to discuss and order their ideas, this will be a benefit for them if the intention is that students reflect on the main topic.

Content: The linguistic diversity and its ways of expression in Mexico and the world

Day applied: October 9th

Objective of the lesson: Students will be able to show representative aspects of their culture.

Pre task: Students watched a video of a woman talking about her daily life in London. She mentioned her activities, representative places, the food and a

meeting with her friends. After students watched the video, I asked the students about the activities the woman did in the video and the things she did at work, then I asked them about the food and if they liked the food seen there on the video, finally I asked them if they understood what the girl and her friends were talking about.

The objective of this activity was that the students were in the same context of explaining the daily life and culture of a person. In this case I took the listening skill by playing the video in English, but I had to turn on the subtitles (in English) for those kids that needed visual/reading support.

According to (Doyle, 2022) in her article, "Listening involves receiving sound, understanding the message conveyed in the sounds you hear, evaluating the message, and responding to it. People with good listening skills are able to comprehend what they hear and respond appropriately.

Task: Then students got together in pairs and made a mind map talking about their own culture. They mentioned the place where they live, their social life, the food and representative places and also made a small drawing of the representative place. (Appendix P)

This activity was mainly made to introduce students to collaborative learning because before this session, they didn't have the opportunity to work together and to share their knowledge, at least in the English subject. This is an activity proposed by Richards (2001) who says "opinion exchange tasks Learners engage in discussion and exchange of ideas. They do not need to reach an agreement". So the opportunity to integrate students into an environment of collaboration was presented here and that is why they did the mind map sharing both their cultural knowledge and their English language learning.

Planning: The pair got together in order to share ideas about the place where they live and divided the work to deliver the task, for example one was looking for the words in the dictionary and the other was drawing or making the map.

In the planning stage, students had to get together and think of the elements that they need to write down on the mind map. This is a crucial step in collaborative learning because they shared, commented and reflected about their environment and their context. Students did not discuss in English, they shared their ideas and assigned the roles in Spanish. According to the Common European Framework of Reference for Languages: Learning, teaching, assessment (2001). In the section of informal discussion with friends, in A1 level; says, "Can generally identify the topic of discussion around her which is conducted slowly and clearly". I consider at this point it is kind of difficult to have students talk in English for the reason that they are not completely ready to have a full conversation in target language and even more when they have to agree when they make the task. Even tho, they were dictating, reading and writing in English which might be useful for them too.

Report: At the end of the activity I drew a mindmap on the board where the students told me the aspects they wrote. I was asking each team what they had in each section and they also explained to me why they put it on.

This stage is quite important in the collaborative work because students shared with the group what they found and have in each mind map. This is helpful to the students to see other points of view in the class because they also reflect when I made a big mind map with the ideas of each pair.

In addition, I would recommend to the teachers who have a group with several students and they need to check students' activities, that they could check the task all together and then the teacher will have an idea of how the task turned out.

The objective of this lesson was to have students working and sharing their knowledge in pairs while they are learning both new structures and vocabulary.

Results

In this task, students had the opportunity to reflect on their characteristics as Mexicans demonstrating the particularities of their context, culture and traditions, while they reflected and discussed with their classmates.

I consider this activity was quite interesting for the students, because they seemed enthusiastic maybe for the reason that they always see this topic or this context of culture and traditions in subjects like “Español” or “Historia de Mexico” but when they had the opportunity to see something similar that they already know in English they were excited to work because for them is a new set of vocabulary and words to use.

The activities had both satisfactory and not satisfactory results. Students were interested in the activity and in the topic too, they were asking and sharing information about it which is a good sign of the interest they put on the work. Students also were sharing and discussing, which is a beneficial factor and one of the skills that I am looking for in this intervention, but the thing here is that students did not discuss in the target language, they were always talking in Spanish.

Second intervention.

February 15th

Strategy applied: In this lesson applied on Thursday 15th, students learned how they can associate and express a feeling in different situations using think-pair-share.

In the present year, this is the first time the new curriculum of “Nueva Escuela Mexicana” (NEM) was included in all of the public Mexican schools, this affects on the different kinds of challenges and goals that the teachers around the country had in the past because now, the learning must be focus, and citing from “La Nueva Escuela Mexicana: principios y orientaciones pedagógicas (2023)” “The objective is to promote learning of excellence, inclusive, multicultural, collaborative and equitable throughout the journey of their training” This means that now the contents required in the new curriculum are focus on promote those values in the mexican students. That is why during this document we have seen traces of multicultural and collaborative principles associated with the use and learning of English.

In this practice period from February 12th to March 1st. Students work with the content of: English to express sensations, emotions, feelings and ideas linked to the family, school, and community. Content associated with the development process of learning (PDA in Spanish) of: Conduct interviews in English to recover opinions about emotions, feelings and ideas about school in the community. that is located in the curriculum of NEM. Planning of the second intervention (Appendix Q)

Objective of the lesson: Students will be able to act and express feelings in different situations.

Pre-task: In the projector students watched a series of emojis that can be easily recognized by them, those emojis were associated with a certain feeling and the students had to mention what was the feeling that the emoji was representing. During the previous classes, students were watching emotions and feelings and this is why the pre-task is aimed to make students remember the correct feeling on the board.

This visual preview was very useful in class because as Michaelsen, Knight, and Fink (2004) said in the book Team-based learning. "Using visuals like images, diagrams, or charts related to the task as a pre-task activity. This can spark curiosity, activate prior knowledge, and provide context for the upcoming team-based work" In this case, students could remember the vocabulary seen in the previous class and it was significantly useful due to the fact that they were ready to use that vocabulary and to activate them and set them into the English class.

Task: Students made 2 teams, in one side of the classroom there were only boys, on the other side there were only girls. In the group of 2º group B there are 10 boys and 8 girls, and the assignment of that day was that students had to participate in role play activity after reading a caption of different scenarios on the board. Students stood up and got together in their corresponding team and each member of that group had to read a scenario where a certain emotion might feel involved. The objective was that students after reading that prompt, they had to act how they would feel in that situation and besides they had to tell me what

was the emotion that they might feel in that context. After acting the sentences and telling me the emotion, the students who participated had to sit down in their chairs and therefore he/she was free to still participate. The team who finished the activity first, talking about that team who had no more participants in front participating won.

This time students started to participate well. The idea of this activity was that they had to work together with all the team and they would have to both comment and suggest the actions that his partner had to do in order to complete the challenge.

First I have to say that while I was explaining the activity, I heard some students mentioning that they didn't want to participate because they were afraid or shy to act in those situations. The students were encouraged by the head teacher who was observing and monitoring the class and me. Finally they were there in front of the class reading the sentences on the projector. Students continued doing the activity as it was planned but I have to say that in a certain moment the behavior and enthusiasm of the students was going down because at first, the students were trying to read and comprehending the caption in the projector but while the time was running, students just wanted to lead and some of them wanted to go to sit in their places even when they had not participated.

Focusing especially on boys' behavior, they were just laughing and avoiding participation. At the beginning they encouraged their partners to participate and due to the social pressure, they did it but when the energy was going down they just avoided participating and they started to talk about something else and to play between them. The theory I have about their behavior during the activity is that they were not very excited to do it, it was an activity that they are not used to do in a normal class so they just were feeling embarrassed to it, besides, some of them don't like to participate at the moment to read something in English due to they say that they do not understand and they do not know English.

Talking about girls' performance and behavior, they were more involved in the class, because they got together and planned how each girl would participate in that case. The girls made a line and each one of them came up to participate. In

comparison to the boys team, the girls were supporting each other trying to understand what the sentence was saying about, for example they read the sentence and started to dialogue to unveil the meaning of the sentences, for example, one of the sentences was “waiting for the bus on a rainy day with nothing to do”. The girls read the sentence and started to dialogue:

Student 1: It says something about the bus, and rainy I think it means “lluvia”.

Student 2: Look in the dictionary for that word... waiting.

Student 3: Yes it means “esperar”

Student 1: I got it, “esperar el bus en un dia con lluvia”

Student 3: You have to act as you are sad and bored

Student 2: *she st on the floor step and looks sad with her knuckle in her chin*

Planning: The idea of the activity was that students could dialogue and share information in order to catch the meaning of a sentence and then reply to it acting as the sentence was mentioning. The idea of dividing the group between girls and boys was that I wanted to promote competition in the classroom because as Guay said, “Some students might be motivated by the challenge and excitement of competition. This can lead to increased participation and engagement with the learning material” (Guay et al., 2004). But after the intervention I had a feeling that the idea of collaboration and think-pair-share was not accomplished. I am going to explain more about this point in the results.

Analysis: Students mentioned how they were able to understand the sentences and besides they mentioned how they found the correct feeling that they had to act. They mentioned that they looked for some words that were similar in Spanish and after this they could find a meaning in the sentence. This is a strategy that the boys group applied because 2 of them were both translating and understanding the words in the sentences.

Results.

After reflecting what was the result of the implementation of this activity I investigated more about and interesting conclusions were found.

First of all, I made a mistake dividing the group between boys and girls. Why? Because Collaborative learning emphasizes working together towards a common goal (Ahn, 2016). In this case, my students were competing but competition is not a strategy that is supported by collaborative learning. The competition between boys and girls fosters individual performance that in other situations could be useful but now that is not something I was looking for.

Another problem of the intervention was that students did not share perspectives in the activity when they were together. "Collaborative learning thrives on interaction and sharing of perspectives". Mentioned in the book: Peer learning in the context of project-based learning. (Cheng et al., 2016).

Students in this activity did not actively discuss or explain their thought processes, which are crucial elements for building shared understanding. For instance, the students were talking and solving the task at the moment that they were looking for the meaning of the sentences. In some way students were sharing information but it was not a reflection and they were not solving a problem/task.

What could I make different was; Individually, students would consider the scenario independently. Subsequently, in pairs students would discuss the scenario and potential reactions with their teammates. Finally, teams share their interpretations with the class, fostering further discussion.

Third intervention.

Strategy applied: This is the project after a 3 week intervention where students had to give recommendations (using modal verbs) for a healthy lifestyle specifically of problems in their context after a jigsaw activity. (Appendix R)

According to the program of "Nueva Escuela Mexicana" (NEM) 2023, I followed the Developing Process of Learning (PDA) of "Research various sources

in English about a healthy life, to build an informative text and disseminate it through the media". And therefore the project of that lesson will be related to that PDA.

In this lesson I decided to use the strategy of assigning roles and responsibilities for the project. According to Washington University in ST. Louis. "Group roles offer an opportunity for high quality, focused interactions between group participants. Participants are more likely to stay on task and pay closer attention to the task at hand when their roles in the collaboration are clear and distinct." (Washington University,). In the case of this brochure students worked according to their abilities. For example, those students who were good at drawing, made the drawings for the brochure or decorated the pages.

For the description of these classes I am going to order them in days, each day I will describe the activity that students were doing and the process of this. In addition I will describe how this class was mentioning the highlight moments where I learned the most about it.

Day 1. April 29th

On this day, as the objective said, Students were able to identify and sketch the information they presented on their brochure. Firstly I introduced them to the brochures and how they are made. I brought some examples of brochures and they analyzed them while they were telling me where they could get a brochure.

Then, students got together in teams of three but because there were missing students there was a team of two guys. Students chose a leader. This leader had the responsibility of assigning the roles to make the brochure, for example, in the team of mental health that was composed only for girls, the students chose a girl who is very smart and understands very quickly the activities. This girl asked her partners to bring the images from a magazine and the other had to write the recommendations while the leader was designing the structure of their brochure.

Besides, the other responsibility of the leader was to assign a grade to their team according to how hard they worked on this project. "Peer assessment is

when you look over, review, or grade another student's work, so that you can learn from each other and improve your own work. Peer assessment can be either formative or summative. [...] In both types of peer assessment, you review another student's work to develop your own learning." (Wride, M. (2017)

With the topics selected, the teams made, and each role assigned, students started working on their brochure mostly sketching and adapting the structure they want. Other teams started with the information they wanted to write on each page, for example the definition of the topic, the advice they wanted to give using the modal verbs and other details for their work.

As it is observed in the following picture (Appendix S), the students sketched in their notebook what they wanted to have in their brochure, and then they started to investigate the topic, like they brought images for the following day.

On the other hand, these students started to write the information they were finding on the internet (Appendix T). In this specific case I made an exception about the use of smartphones in the classroom. There is a specific rule in the school that students are not allowed to use smartphones in class except for those emergency cases. The students of this group asked me for permission to take out the phone and do the research of information. I said yes to their request but they had to use the phone only for work, and I was watching them to be sure they were using the phone correctly. The students did not use the phone in different ways but they investigated the topic.

Nevertheless, some other students had difficulties making their brochures even when I brought them the example. I approached them to talk and monitor their progress but they did not have any idea of how to make their brochure, that is why I gave them some ideas and then they would start to work.

Day 2. May 2nd

During the previous weeks students were working with modal verbs to give advice like should, have to and must. The objective was; students will be able to present a brochure giving recommendations of a problem in their community.

Some of the problems were, alcohol and drugs, sexual health, mental health, diabetes, exercising and good sleeping.

I have to say this was the day where I learned the most and I did some modifications to my planning in order to achieve a better result.

On this day the students just needed to bring information to make their brochure, in the previous class they watched examples of brochures. But the thing here is that I had a feeling that students would not bring the information to write on their brochures so I decided to bring them information for each topic. And exactly as I had predicted, most of the students did not bring the information to work on that day.

I talked to them and I remembered them that it was their responsibility to bring this information for today, but I brought them to each team some information that they had to use in their brochure

What I did with this was to give them the information and they had to highlight the information they considered important. Of course they were not completely able to understand it but with scanning they highlighted the words that they know because we watched them in the previous classes or maybe those words are similar to Spanish. "The University of Queensland's Academic Writing Skills resource defines scanning as a technique used to locate specific details within a text. This involves identifying keywords beforehand and then systematically searching for them across the text" (University of Queensland, 2023)

Students worked pretty well because they were working on role assignments and responsibilities.

Role assignments and responsibilities as Johnson and Johnson (2009) said, "Team members work towards a common objective while holding each other accountable for completing their designated tasks, fostering responsibility and teamwork" (Johnson & Johnson, 2009) Moreover, allow students to work together using their abilities to do something, especially when the project has different stages or steps and they have to get a role and work on them.

I encourage them to work this way assigning a leader of the team. Most of the teams were composed of 3 people and one of them was the leader. The leader had to choose the role of each member and the leader reported to me what was happening and how they were working. But the most important role of the leader of the group was that at the end, the leader would tell me about the performance of each member. The leader told me if a certain person worked and contributed in the brochure or did not and the leader assigned a grade to each member.

Students were working on their brochure and I brought them some examples of brochures I found on the internet that they used to see the parts and structure of a brochure. Students were analyzing and copying the structure and in some cases the design of the brochure.

At the end of the second day of the third week students presented to me the progress of their brochure (Appendix U). At least most of the teams showed me that they were adding some of the information I brought them in the brochure, and they told me that they would finish it at home for the next day. It was very useful to bring the student information (Appendix U) because in that way it was avoided that they did not work in that class.

Day 3. May 3rd

On the third day students had to complete the goal after three weeks of working and practicing the modal verbs while they gave advice for a healthy life. All these work students did during that time had been summarized in a brochure that they had to present that day.

I started the class asking them to take out their work and the students responded to me that they had not finished yet. I said it was ok because I had planned to give them five minutes to finish their brochure. I set five minutes on the watch and they continued finishing their product. While I was monitoring them I observed that mostly they only had to stick to the images just to finish the details like decoration or maybe they missed a part of their brochure. Some other students were asking me if their work was correct and I gave them feedback after I checked it and they ran directly to their chairs to correct it.

After five minutes, students stopped to do their brochure and I stood up in front of the classroom. I took a brochure of diabetes that was used to exemplify the parts of the brochure and I started to simulate a presentation of the project. I mentioned the title and the problem of this, I mentioned what diabetes was, the causes of this and I gave two pieces of advice (with must and have to) and finally I used the social media that was there to mention the places they could visit to treat diabetes. In that presentation I took maybe three minutes and I told the students that it was correct that time (around 3-5 minutes) because it was not so much they needed to say, but they needed to focus on the advice.

Each team was chosen randomly and they got in front of the class to present their final project.

The first team going in front of the class was the team with the “exercising” topic. This team presented their brochure pretty well, they made their brochure fully based on the information I brought. The team was two girls and a boy, in this case I could observe that the boy was not working as well as his partners but when I asked them about this, they told me that he worked a little even so in the final grade for the project I did not give him the full grade. (Appendix V)

The second team presenting was that one with the topic of mental health. They made a great brochure, very decorated and with a lot of information, besides they added a recommendation part in their brochure but they did not use the grammar that was to give the recommendations with the modal verbs. instead they just wrote things to do to take care of your mental health. (Appendix W)

The next team were two boys with the topic of drugs and alcohol. These boys are not the best in classes, they rarely participate, they commonly are distracted and when I ask them something they do not answer. This time with the project the boys were working and surprisingly they asked me for things they could write in their work. At the moment they gave me their brochure I saw that they were not very creative as their partners but I appreciated their progress this time because I noticed they were doing their best. (Appendix X)

Next team participating was 3 boys with the topic of sexual health. Those boys were working well during the days but at the moment they gave me the

brochure. I had to give them less grade because they didn't write in all the brochures, they omitted two pages and besides they did not write the recommendations. But something I can highlight of this team is that in their presentation they spoke pretty well and they were informed, besides they gave two recommendations to their partners in the presentation. (Appendix Y)

The next team was the “diabetes team”. This team decided to make their work digitally, they asked me for permission to make their brochure on their phones. I wanted to see how they would work in this way and after a talk with the head teacher, students started to elaborate their project on a phone using the app “Canva”. When they had to present their project they did not bring anything. Of course I scolded them and I told them that they did not have this grade because they were able to bring their product.

Finally the last team with the topic of “the eatwell plate” presented their brochure, a team composed of two girls and a boy came up to the front of the classroom and presented their brochure. This team had issues presenting because I could not hear it well and their pronunciation was below the level in comparison with their classmates, but they did it. The thing here was that the boy in the team had to bring information and to print the images, but he did not do that. so after a chat with the team leader she decided to give him a lower grade. (Appendix Z)

This intervention was a big progress in the way students work together because I could see they are able to organize them alone and they can understand a topic by sharing ideas and reading a text with information that they have read. This strategy is partially the basis of a jigsaw activity. Aronson, Eiselt, and Knapp (1978) define the jigsaw method as a collaborative learning strategy where students become "experts" on assigned sections of text and then teach their knowledge to their peers in a different group. (Aronson, Eiselt, & Knapp, 1978).

In summary I would say this project was successful because most of the students achieved the goal of giving recommendations. They learned how to give recommendations using modal verbs but I would have liked to continue giving this

topic because it is one that is interesting and has some other context to use it, like obligations, or delayed advice, but maybe for the next time I could have the opportunity to teach that topic.

After the modal verb lesson, students had in mind the use of this grammar structure and they remembered some of this in a class that was taught in following weeks. The lesson was about making the routine of a monster they had created, and the students asked me about the modal verbs that we had seen.

Student 1: Teacher, I want to say that my monster has to do something, like its obligation. How do I say that?

Teacher: We saw that when you did your brochures, Do you remember?

Student 1 : No, I do not remember it

Teacher: When we want to say an obligation we use “have to” In this case “has to” and then the verb in present, the ones you have in your verbs table.

Student 2: And we could use “must” either, right?

Teacher: Yes, you could use it if you want

Talking about students' performance, they did it well. Actually I applied a rubric (Appendix AA) to evaluate their work in this final project. The rubric contained different aspects such as the use of grammar, team participation, use of images, also I added an aspect that mentioned the students had to bring a copy of their brochure to their classmates. this aspect was not considered at the end because in that moment students were doing another brochure for physics subject and the teacher asked them to bring a copy of their brochure in color to all the students, so, the students told me that they had that spend of money and I decided to omit that aspect but in the rubric I gave the the complete grade in that part.

3.6 Proposal evaluation.

After the interventions applied during these practices. The students of 2º “B” have gotten an increment of their participation mostly in the collaborative part. I could

measure the students' performance with different rubrics and assessments. In this case, student participation increased in the second period in comparison with the first period. (Graphic 3.) where we can observe that during the first period, the higher number of participation was 5, in comparison with the second period that was eight. This is a good sign of students' progress because as. Active participation allows students to engage more deeply with the material. They process information through discussion, explanation, and questioning, leading to a stronger grasp of concepts (Appendix BB).

3.7 Proposal redesign.

In my proposal, I said that I wanted to use the TBL methodology to promote collaborative participation, fostering co-working and increasing participation.

First of all, TBL methodology was the method I used to plan the classes. I had chosen TBL because I found in an article that it was a great methodology to work with collaborative tasks. Besides, during this intervention, in order to follow the steps and rules of TBL I did some modifications in the way I presented the activities. But while I was investigating more about collaborative learning I found the Team Based Learning methodology. It is a method based on teamwork that promotes collaborative learning and improves student participation. This methodology is quite similar to what I was looking for because the idea is that students get into small groups and they interact and learn together (peer learning). Before the class students learn and investigate about the topic that will be seen in class and then they will have a test where they can understand and put into practice the topic they learned about. After that, all together check the test and compare their results while they reflect and analyze the answers. Finally, the teacher must wrap up the lesson with a review of the topic, solving the questions and applying some more exercises. (Ramos Vera, 2020)

I did not know about that methodology and it was quite interesting to me, but more important to the intervention. I strongly want to work under this methodology because it is similar to what I was looking to do in my intervention. The idea was that students could work together and solve exercises together, because I noticed they were very good at thinking together, besides they had a

good relationship so for them it was not a problem to get together and interact to achieve a goal.

On the other hand, participation is something I wanted to focus more on because sometimes in classes I forgot to take into account participation speaking about the evaluations, at the end during the evaluation periods I had to remember what they had done in class and how well they had participated. At that moment I considered some extra activities that we had during the periods, like games and activities done by the head teacher.

In the attendance list I had the participation of the students like when they participated in the spelling bee contest, when they said the list of important dates, or when they won a game or contest in the classroom. I decided to take them into account of participation because the students were active and involved with the class and with the school dynamic. Everytime that students participated in class I noted their participation besides their names in the list. (Appendix CC) This was a total success because with the recording of their participation the students got a better grade in the last evaluation period. As it was mentioned in some chapters before, it was an increment of participation at the end of each evaluation period.

Smyth's reflective framework

I have chosen a methodology to follow in order to explain the reflective work that I have done in this investigation. This process of reflection is based on the Smyth reflective framework, which promotes action-reflection work based on solving some questions that may help to solve the established problem. These are the phases of the framework.

1.- Description

“Describe our practices and use those descriptions as a basis for further discussion and development” (Smyth, 1991, p. 282).

After each session, I wrote in my diary some highlight moments of the class, mentioning either the good or bad things that occurred. Trying to write a complete transcription of comments said by the students that may help us to understand the things that may change or the those thing that are working

Even after the session, I took a moment to talk with the head teacher, who gave me feedback on the things that she saw during the class. She mentioned situations that I did not notice or students' behaviors that may or may not affect the class, but it is a signal of the class's development.

By the time, I spoke with the students asking them for feedback and trying to know what they would like to have or see in the classes, an strategy that was really useful for me because I could understand what were the points of view of some the students realizing that they want more dynamic classes where they can move around and learning through games. When I asked the about the use of teams in the classes, some of them agreed that it was an interesting implementation and that they preferred to work this way

2.- Inspiration

In the words of Smyth (1991), seeks "what is the meaning of my teaching?" (p. 282).

In this case, the stage refers to understanding different theories of practice based on theoretical foundations. This means that after research, the problem, strategies, and other aspects must be reflected. This also helps the teacher have some models to follow in his intervention.

In my case, I have researched the topics that I would have liked to discuss and implement during my intervention. Topics like collaborative learning, teaching strategies, and teaching speaking have helped me develop an idea of the process and strategies that I could follow to successfully complete my professional practices.

Even with the students feedback, i could understand that there are more opportunity areas that I could follow, and that let me with more motivation to keep learning and implementing activities that students might like

3.- Confrontation

Smyth (1991), as cited in Piñeiro (2018) describes it through the question "How did I get to be this way?" (p. 285). With his response, "we hope to confront

the position of the person carrying out the reflection cycle with their beliefs and convictions, showing the ideas that led us to act in that way.”

Confrontation requires us to consider the elements behind the investigation, like the social context, economy, and political and cultural background. It also involves reflecting on educational models and their impact on students' performance.

As was, previously mentioned in the context of the school, the context of the students was described, for example that there is a lack of teachers in the school and some groups do not have certain classes; Some of them did not have English class so it was difficult for them to understand the topics if they did not have an approach to the language.

Besides, the students' interest in learning another language is low. Many of them do not know what they want to do in the future, so they are not interested in practicing English. They see the subject just like any other subject that they have to pass, so they mostly only want to deliver the work and no more.

In addition, during this year in all Mexican public schools the new curriculum “Nueva Escuela Mexicana” that implies a new challenge to the teachers because now the topics have changed and the goals are different, for example, now the subjects are divided into formative fields that have to make a project involving the topics seen during the period. moreover the exams are now in a second layer because students are now assessed with the work made in class

4.- Reconstruction

Smith describes it with the question, “How could I do things differently?” (p. 291). After the intervention and with the information now analyzed, it's time to start thinking and reflecting on how things may change to improve the teaching process—in other words, to adapt the information to the new situations after the intervention.

CONCLUSIONS AND RECOMMENDATIONS.

From this practice report, I managed to develop various professional skills that helped me during my professional practice journey, since I acquired better academic and professional learning in class, based on the design of different strategies for the collaborative process.

The process of writing this report was very favorable for me as a teacher trainee, for the reason I acquired learning and knowledge that had a great impact in the professional field, because putting strategies and activities into action is a great challenge in a specific context.

This report helped me to study, to develop, to design, to apply and interpret the results of various activities carried out during my practice journal days, all with the help of identifying problems from observation in class, as well as in different productions produced by the students and comments from part of the head teacher.

This report has explored the concept of collaborative learning and its potential benefits for students in the ESL classroom. We have seen that collaborative learning activities can provide a supportive and engaging environment where students can practice speaking English and develop a variety of valuable skills.

Through collaborative tasks, students can improve their communication skills by speaking and listening more frequently. They can also learn to work effectively in teams, respecting others' ideas and contributing their own. Additionally, collaborative learning can foster critical thinking and problem-solving skills as students work together to analyze information, reach conclusions, and solve problems.

By incorporating a variety of collaborative learning activities into my lesson plan, I can create a more engaging and effective learning environment for my ESL students. The idea of these activities is that they can help them develop the

communication, teamwork, and critical thinking skills they need to succeed in their English language studies and beyond.

After all, I would like to conclude that applying strategies in the classroom means that we as teachers have to look for the correct strategies according to the group, the context, the level, the necessities, and other factors that modify the class and the learning process, there are a lot of innovative strategies that we can implement, like collaborative learning, cooperative learning, gamification, active learning, etc.

I consider that having the correct strategy does not mean that the teacher must use that specific strategy for the whole classes all along the year, the idea is that according to the necessity of the moment the teacher makes and prepares the class. In my case I had to use the collaborative learning strategy in order to make this investigation, but not all the year I applied collaborative learning strategies because students could get bored of the repetitive classes, and there are topics, activities, and evaluations that do not fit into the collaborative strategies.

The problem identified at the beginning of the intervention was that students had low motivation to learn English, it was because the results of the diagnostics and the observation told me that they were not comfortable with the English subject due to past experiences that let them a bad flavor of the subject and they were refusing to cooperate, besides that they do not see English as a window of opportunities for their future, even some students told me that they did not want to learn English because they would not use it for anything, I tried to explain them that they might get a better salary if they knew English but they did not see it in that way.

But at the end I could observe that they students were more involved with the class, they were more participative and would say that there was an increment of the results obtained. For example in the appendix BB you can also see the works done during that last period and most of them really got into the classes and worked along the period, some others participated and that helped them to get a better grade.

Talking about a specific case where I could observe and measure the increment of motivation was with a boy who in classes never participated nor worked. In the last period, I noticed that the student wanted to work and was trying to participate. I remember the first time he finished work and brought his notebook to my desk waiting to be checked; of course he had lots of mistakes but I could see that he wanted to be different and he did the activity. Also sometimes when I asked somebody to give me an example or for a participation and I asked him, he said what he knows and asked his partners for help, it was different from the first times I was with him and he never answered and said that he did not want to participate.

Some special points I would like to discuss are the behavior of the students working in groups.

Starting with the interests shown by the students working in teams, which is a central point due to the main objective of this research is about the motivation of students in the English class which is highly related because if the students are not interested in the class, they would never find the motivation to work and to get the knowledge. I learned this over the weeks but specifically in the classes that were related to some celebrations. Students look excited when we had a halloween topic and they helped to decorate the classroom; in some way students were into the environment and I remember the class based on comparing mexican and american cultures they were saying examples of the difference between halloween and dia de muertos, one of the assignments of that class was that they had to decorate one side of the classroom for dia de muertos and the other one for halloween and they were discussing and choosing the decorations and items for the activity.

At that moment they showed interest in the class and they were participating in all of the activities. Another one I remember is thanksgiving because they did not know what thanksgiving was. I showed them some flashcards of elements and then they played bingo and after that they started to ask me more about that celebration until the point that one of the assignments of that week was that they had to perform a puppet show of thanksgiving.

The point of this is that students must seem attracted to the class. I suggest that they must have a bait at the beginning of each class or lesson like a video, an interesting question, a situation or a mindmap to get their attention and make it interesting for them. Even sometimes the topics might be boring for them but if they have an interesting activity they will do anything the teacher asks.

Another point I want to talk about is the organization of the team work. In some activities students had to work in teams or pairs, which is one of the strategies presented in the research, the pair thinking/working as strategy to enhance the English output. The situation with the creation of team works in the activities is that students sometimes have different results according to who they work with. We have different factors that can modify this performance for example the number of the members of each team, the people they work with, the space they have to work, the roles students must develop in each case, etc. Although, I want to emphasize on the creation of groups. First the pair making; I suggest that when working in pairs, students are more free to work with a person they want like a friend or the one in front of them, because if the goal of the activity is that they must produce something, if the student work with a friend is more probable that they are more comfortable white dialogue, assign the roles, establish the product sentences, etc.

Is highly probable that they have worked together before so they are aware of the abilities they have so they could take advantage of that having a better order in their production. If the teacher has to create the pairs, must take in count what will be the goal of that activity, for example if the idea is that students must reflect or dialogue in order to get different perspectives of ideas, yes, it is better to have the pairs either at random or chosen by the teacher.

Now the creation of teams. This is an aspect that I think all the teachers have struggled with. The teams in a classroom are very important for different reasons, to complete an activity, to get a discussion or debate, or to control the group in sections. But the teachers must consider some things before the elaboration of teamworks in class; first of all, what is the objective of the elaboration of the teams, I have mentioned few of the reasons of why a team must

be created, so based in that, the teams can be made by the students or by the teacher.

As a personal suggestion and based on the book, "Cooperative learning in the classroom" (Johnson & Johnson, 1994) the smaller the team the better results you will get, but this depends on the type of assignment that students must do, so consider the number of participants of each group. Although, I emphasize that the teams/groups must never be over four participants and this is something that happens in big groups that at least one the members does not participate in the activity, because the most skillful students or the ones the leader the team will be in charge to do the activity while one of them will be put apart and will not work in the activity having the same evaluation of the product.

Again, the teacher can choose the members maybe with an activity, for example hot potato, a moving warm up, by lines, numbers, etc. and the big advantage of this is that students have to work sometimes with different people they do not normally work, promoting the collaboration, creating new roles, completing a goal, etc.

One of the aspects identified during the implementation of the collaborative strategies was the trending of the students on working with partners that they already know, people that they consider friends, showing resistance to work with people they are not used to working with and that they do not consider friends.

This refusal affected in some way the process of collaborative learning. I would not say that it was a negative factor but it really limited the potential of the collaborative strategies due to the students not experiencing the benefit of interacting with different people out of their social circle. On several occasions, students were reluctant to leave their comfort zone, which restricted their ability to develop communication and teamwork skills with people of different learning styles and personalities.

REFERENCES.

- Anderson, V. J., & Underwood, T. J. (2020). Affective influences on reading comprehension. *Educational Psychology Review*, 32(2), 271-302.
- Andreassen, D. W. (2020). *Improving reading comprehension* (9th ed.). SAGE Publications, Inc.
- Ahn, H.-J. (2016). The effects of collaborative learning on EFL learners' speaking fluency and self-efficacy. *System*, 59, 149-162. [DOI: 10.1016/j.system.2016.05.003]
- Aronson, E., Eiselt, B., & Knapp, S. (1978). *The jigsaw classroom*. Beverly Hills, CA: Sage Publications.
- Avinav. (2023, 7 julio). The Importance of Medical Facilities in Schools: Take Charge of Your Child's Well-Being - MKPS. MKPPS.
<https://mkpawareducation.com/importance-of-medical-facilities-in-schools/#:~:text=With%20the%20importance%20of%20healthcare.about%20good%20hygiene%20practices%2C%20healthy>
- Bertrand, J. (2020). Working in pairs and groups. *TeachingEnglish*. Retrieved April 1, 2024, from
<https://www.teachingenglish.org.uk/teaching-resources/teaching-primary/activities/level-1/working-pairs-and-groups>
- Borijan, A. (2015). Learning English in Mexico: Perspectives from Mexican teachers of English. <https://files.eric.ed.gov/fulltext/EJ1111752.pdf>
- Brookhart, S. M. (2013). How to Create and Use Rubrics for Formative Assessment and Grading. <http://ci.nii.ac.jp/ncid/BB18336410>
- Brown, G. T., and Harris, L. R. (2013). "Student self-assessment," in *Sage Handbook of Research on Classroom Assessment*, ed J. H. McMillan (Los Angeles, CA: Sage), 367–393. doi: 10.4135/9781452218649.n21
- Cambridge Dictionary. (2024) Collaboration. Cambridge Dictionary.*
<https://dictionary.cambridge.org/es/diccionario/ingles/collaboration>

Castillo-Nava, D. L., & Mora-Pablo, I. (2022). English learning and teaching at a polytechnic university in Mexico: Towards bilingual education? Profile: Issues in Teachers' Professional Development, 24(2), 185-199.

Cassidy, J. W., & Chiu, M. M. (2020). Reading efficiency and strategy instruction: Theory, research, and practice (2nd ed.). Guilford Publications.

CEGEP. (2021, 2 enero). El plan de acción en materia educativa.

<https://cegepperu.edu.pe/el-plan-de-accion-en-materia-educativa/>

Cheng, A., Cho, K., & Lee, I. (2016). Peer learning in the context of project-based learning: A case study in an undergraduate engineering course. International Journal of Engineering Education, 32(2), 437-449. [DOI: 10.1111/jee.12844]

Council of Europe. (2001). Common European framework of reference for languages: learning, teaching, assessment. Cambridge University Press.

Crystal, D., & Robins, R. H. (2024, 15 September). Language | Definition, Types, Characteristics, Development, & Facts. Encyclopedia Britannica.

<https://www.britannica.com/topic/language>

Damon, W., & Phelps, E. (1989). Strategic Uses of Peer Learning in Children's Education. International Journal Of Educational Research.

<https://psycnet.apa.org/record/1988-98843-005>

Dillenbourg, P. (1999). Collaborative learning: Cognitive and social processes. Learning in Groups, 57-74.

Dillenbourg, P. (2019). Peer learning: What makes it work? Educational Psychology Review, 31(2), 271-285. [DOI: 10.1007/s10648-018-09442-9]

Doyle, A. (2022, July 7). What Are Listening Skills? The Balance. Retrieved April 4, 2024, from

<https://www.thebalancemoney.com/types-of-listening-skills-with-examples-2063759>

Ellis, R. (2003). Task-based language learning and teaching. Oxford University Press

Epstein, R. M., Siegel, D. J., and Silberman, J. (2008). Self-monitoring in clinical practice: a challenge for medical educators. *J. Contin. Educ. Health Prof.* 28, 5–13. doi: 10.1002/chp.149

Fisher, D., & Frey, N. (2020). *Improving adolescent literacy: Supporting struggling readers in middle and high school* (5th ed.). SAGE Publications, Inc.

Gardner, P., 2012, *Strategies for Teaching and Learning in Inclusive Classrooms* (2nd edition), Oxford: Routledge.

George, T. (2023, January 27). What Is Action Research? | Definition & Examples. Scribbr. Retrieved March 15, 2024, from <https://www.scribbr.com/methodology/action-research/>

Goh, C. C. M. (2012). The effects of collaborative learning on EFL learners' speaking fluency. *English Language Teaching*, 5(3), 42-52.

Harmer, J. (2007). *How to Teach English* (Second Edition). *ELT Journal*,

Hatami, S. Learning styles, *ELT Journal*, Volume 67, Issue 4, October 2013, Pages 488–490, <https://doi.org/10.1093/elt/ccs083>

Herrity, J. (2023). 11 Benefits of Collaborative Learning (Plus Tips To Use It). indeed.

<https://www.indeed.com/career-advice/career-development/benefits-of-collaborative-learning>

Hernández Sampieri, R. *Metodología de la investigación: las rutas: cuantitativa y cualitativa y mixta*. México: Mc Graw Hill- educación, 2018

Hmelo-Silver, C. E., Chinn, C. A., Chan, C. K., & O'Donnell, A. M. (2013). *The International Handbook of Collaborative Learning*. En Routledge eBooks. <https://doi.org/10.4324/9780203837290>

Indeed Editorial Team. (2023, 5 septiembre). Language skills: definition, examples and how to improve. Indeed. Recuperado 5 de noviembre de 2024, de <https://in.indeed.com/career-advice/resumes-cover-letters/language-skills>

Järvenoja H, Järvelä S. Emotion control in collaborative learning situations: do students regulate emotions evoked by social challenges? *Br J Educ Psychol.* 2009 Sep;79:63-81.

Johnson, D. W., & Johnson, R. T. (2009). An overview of cooperative learning. In C. M. Reigeluth (Ed.), *Instructional design theories and models: An overview of their current status* (Vol. 4, pp. 375-433). Routledge.

Johnson, D. W., Johnson, R. T., & Holubec, E. J. (1994). *Cooperative Learning in the Classroom*. Association For Supervision and Curriculum Development.

<https://www.ucm.es/data/cont/docs/1626-2019-03-15-JOHNSON%20EI%20aprendizaje%20cooperativo%20en%20el%20aula.pdf>

Johnson, D. W., Johnson, R. T., & Stanne, M. B. (2000). *Cooperative learning methods: In theory and practice* (5th ed.). Allyn and Bacon.

Kaufman, G. (2004). *The psychology of learning: An introduction*. McGraw-Hill Education.

Laal, M., & Ghodsi, S. M. (2012). Benefits of collaborative learning. *Procedia - Social and Behavioral Sciences*, 31, 486-490.

<https://doi.org/10.1016/j.sbspro.2011.12.091>

Liu, X., & Xu, J. (2020). The impact of collaborative learning on EFL learners' speaking development: A case study in China. *International Journal of Instruction*, 13(2), 189-204. [DOI: 10.12973/iji.2020.132.189]

Maciejczyk, A. (2020). The impact of collaborative learning on English language learners' speaking confidence. *International Journal of TESOL Studies*, 12(1), 45-62.

Maki, P. (2002). Developing an assessment plan to learn about student learning. *Journal of Academic Librarianship*, 8, 11.

McKenna, M. C. (2020). *Reading fluency: From development to intervention* (3rd ed.). Guilford Publications. (This citation assumes McKenna's book discusses scanning skills)

Michaelson, L. K., Knight, A. B., & Fink, L. D. (2004). Team-based learning. Stylus Publishing, LLC.

Miller, D., & Hoover, W. A. (2021). Reading comprehension instruction: Scientifically based research (4th ed.). Guilford Publications.

Nunan, D. (2004). Task-based language teaching. Cambridge, uk: Cambridge University Press. <https://doi.org/10.1017/CBO9780511667336>.

Oberlin College and Conservatory. On Being Social Beings. (2021, 12 noviembre). Oberlin College And Conservatory.

<https://www.oberlin.edu/oberlin-center-convergence/oberlin-center-convergence/learning-communities/on-being-social-beings#:~:text=Humans%20are%20social%20creatures>.

Oxford, R., & Crookall, D. (1990). Vocabulary Learning: A Critical Analysis of Techniques. TESL Canada Journal, 7(2), 09. <https://doi.org/10.18806/tesl.v7i2.566>

Panadero, E., Brown, G. L., and Strijbos, J.-W. (2016a). The future of student self-assessment: a review of known unknowns and potential directions. Educ.

Qureshi, I. A. (2007). The importance of speaking skills for EFL learners. Department of English, Alama Iqbal Open University, Pakistan. Psycholinguistics, 10.

Ramirez, L., Et, al. (2023) Subsecretaría de Educación Media Superior. La Nueva Escuela Mexicana: orientaciones para padres y comunidad en general.

https://educacionmediasuperior.sep.gob.mx/work/models/sems/Resource/13634/1/images/030623_La%20Nueva%20Escuela%20Mexicana_orientaciones%20para%20padres%20y%20comunidad%20en%20general_COSFAC.pdf

Ramos Vera, C. A. (2020, 24 November). The Team based learning Methodology in Statistics courses for medical students. SciELO.

https://www.scielo.org.mx/scielo.php?script=sci_arttext&pid=S2007-50572021000100090

Richards, J. C. 2001. Curriculum Development in Language Teaching. Cambridge: Cambridge University Press.

Richards, J. C., & Rodgers, T. S. (2001). Approaches and Methods in Language Teaching.

Sawyer, R. K. (2020). The Cambridge handbook of the learning sciences (3rd ed.). Cambridge University Press.

Secretaría de Educación Pública. (2018, 13 agosto). Aprendizajes clave para la educación integral. gob.mx.

<https://www.gob.mx/sep/articulos/aprendizajes-clave-para-la-educacion-integral#:~:text=Un%20aprendizaje%20clave%20es%20un.carencias%20dif%C3%ADciles%20de%20compensar%20en>

Sinek, S. (2023, August 8). *¿Qué es un plan de acción?* | ECLKC. ECLKC.

Retrieved March 13, 2024, from

<https://eclkc.ohs.acf.hhs.gov/es/planificacion-del-programa/foundations-excellence/que-es-un-plan-de-accion>

Smith, J. (1991). Una pedagogía crítica de la práctica en el aula. Revista de Educación, (294), pp. 275-300

Spivey, N. N. (1997). *The constructivist metaphor: Reading, writing, and the making of meaning*. Academic Press.

Stassen, M. L. A. (2001). Program based review and assessment: Tools and techniques for program improvement. Amherst, MA: University of Massachusetts.

Subsecretaría de Educación Media Superior. (2023). La Nueva Escuela Mexicana (NEM): Orientaciones para padres y comunidad en general (1.a ed.).

https://educacionmediasuperior.sep.gob.mx/work/models/sems/Resource/13634/1/images/030623_La%20Nueva%20Escuela%20Mexicana_orientaciones%20para%20padres%20y%20comunidad%20en%20general_COSFAC.pdf

TEST ESTILO DE APRENDIZAJE (MODELO PNL). Secretaría de Educación del Estado de Veracruz.

Ultimo, C. (2024, 5 June). What is Collaboration? | Definition & Types of Collaboration. Welcome To The Video Conferencing Hub.

<https://blog.webex.com/collaboration/what-is-collaboration/>

University of Queensland. (2023, January 19). Skimming and scanning. Academic Writing Skills. <https://uq.pressbooks.pub/catalog?pg=2>

Vacca, J. L., Vacca, R. T., & Mraz, G. (2020). Content area reading: Literacy strategies for all students (11th ed.). Pearson Education Limited.

Vygotsky, L. S. (1978). Mind in society: The Development of higher psychological processes. Harvard University Press.

Wang, A., & Derwing, T. M. (2018). The impact of collaborative learning on second language pronunciation accuracy. *Journal of Second Language Acquisition*, 24(2), 123-145.

Washington University. (n.d.). Using Roles in Group Work - Center for Teaching and Learning. Center for Teaching and Learning. Retrieved May 14, 2024, from <https://ctl.wustl.edu/resources/using-roles-in-group-work/>

www.cambridgeenglish.org/es/test-your-english/young-learners/

Wiggins, G., & McTighe, J. (2005) Understanding by design (2nd ed.)

Woolley, G. (2011). Reading Comprehension: Assisting children with learning Difficulties. <https://journals.sfu.ca/cje/index.php/cje-rce/article/download/1768/1701>

Wride, M. (2017). Guide to peer-assessment. Academic Practice, University of Dublin Trinity College. Retrieved from <https://www.tcd.ie/CAPSL/assets/pdf/Academic%20Practice%20Resources/Guide%20to%20Student%20Peer%20Assessment.pdf>

Yuan, F., & Willis, J. (1999). A Framework for Task-Based Learning. *TESOL Quarterly*, 33(1), 157. <https://doi.org/10.2307/3588204>

APPENDIX

(Appendix A) School's location



(Appendix B) School context interview

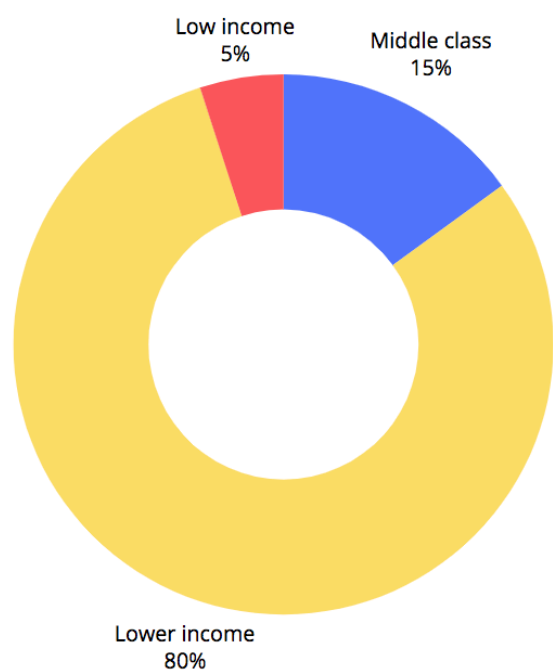
Teacher trainee: Do you know how secure this zone is?

Head teacher: I live near here, not so close but in the zone and I have heard about some cases of robberies and shootings but lately I haven't seen or known anything of that.

Teacher trainee: And about gangs do you know something?

Head teacher: I know that there are some gangs in this zone, I think the guys (students) may know more about that, but I don't know what is the gang in this place.

(Appendix C) Students’ social status



(Appendix D) Showing the student population. The analytic program (2023-2024)

SCHOOL POPULATION YEAR 2023-2024			
GRADE	WOMEN	MEN	TOTAL
1ST	49	58	107
2ND	52	45	97
3RD	48	48	96
TOTAL	149	151	300

(Appendix E). Showing population of group B

Second grade Group B

Population	19 students
Boys	11
Girls	8
Range of ages	13-15

(Appendix F) Diagnostic exam

Name and group:
Answer the test with the option you consider correct

1.-This is ____ apple

- A) a
- B) an
- C) of

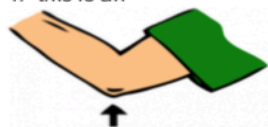
2.- The kids _____ with spiders

- A) are playing
- B) is playing
- C) are play

3.- I ____ either eat an ice-cream or a waffle. I cannot decide...

- A) Would
- B) Could
- C) Should

4.- this is an



- A) arm
- B) leg
- C) elbow

5.- She has been studying ____ the University of California for 2 years.

- A) In
- B) on
- C) at

6.- I _____ do my homework yesterday

- A) isn't
- B) don't
- C) didn't

7.- i ____ a shower at 7am

- A) take
- B) made
- C) do

8.- lions can't ____

- A) run
- B) fly
- C) eat

9.- this is a cherry



- A) true
- B) false

10.- there is a lamp over the bed



- A) true
- B) false

11.- When you come to my house, _____ your camera with you.

- A) put
- B) look
- C) bring

12.- What's your new teacher like, Carla?

- A) she teaches us music and English
- B) she likes playing tennis
- C) she is very nice and friendly

13.- Look up at the sky when it's dark. If there **1 A) was B) be C) are** no clouds, you will see the moon. There is no sound, air, wind or other kinds **2 A) of B) for C)** **from** weather on the moon. Tourists can't visit the moon yet, but rockets have **3 A) took B) take C) taken** astronauts there. The first person **4 A) whose B) what C) that** walked on the moon was Neil Armstrong in 1969.

14.- _____ to concerts?

- A) Does Sally go
- B) Do Sally goes
- C) Do sally go

15.- I'm the ____ girl in the whole school!

- A) The most smart
- B) The more smart
- C) The smartest

16.- _____ to a concert this evening. The concert _____ at 7.30.

- A) I'm going / starts
- B) I go / starts
- C) I'm going / is starting

17.- _____ I don't see you before, have a nice holiday.

- A) unless
- B) in case
- C) as soon as

18.- _____ any eggs for breakfast this morning

- A) there were
- B) there wasn't
- C) there weren't

19.- We ____ visit our grandmother, we haven't seen her in a while!

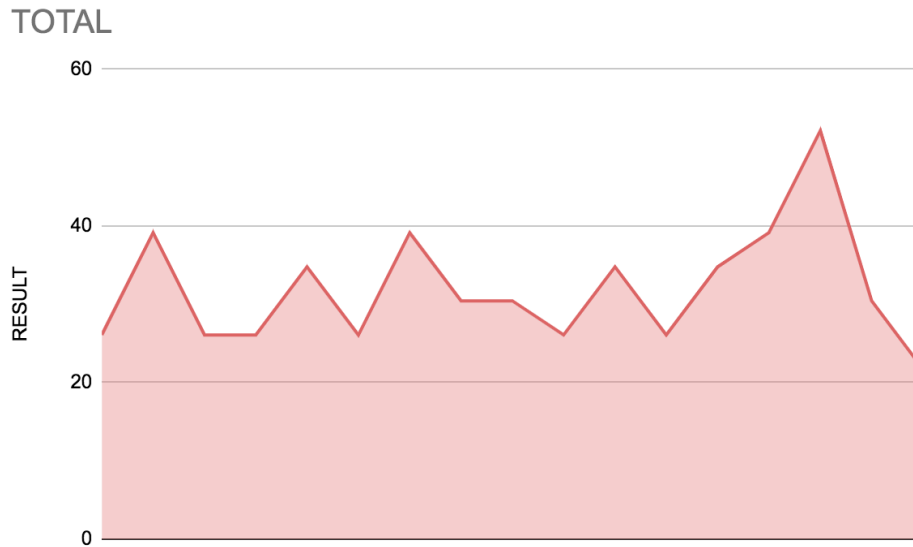
- A) ought
- B) should
- C) would

20.- She's married and she has three _____

- A) child
- B) children
- C) childs

Question number	Answers
1	A) <input type="radio"/> B) <input type="radio"/> C) <input type="radio"/>
2	A) <input type="radio"/> B) <input type="radio"/> C) <input type="radio"/>
3	A) <input type="radio"/> B) <input type="radio"/> C) <input type="radio"/>
4	A) <input type="radio"/> B) <input type="radio"/> C) <input type="radio"/>
5	A) <input type="radio"/> B) <input type="radio"/> C) <input type="radio"/>
6	A) <input type="radio"/> B) <input type="radio"/> C) <input type="radio"/>
7	A) <input type="radio"/> B) <input type="radio"/> C) <input type="radio"/>
8	A) <input type="radio"/> B) <input type="radio"/> C) <input type="radio"/>
9	A) <input type="radio"/> B) <input type="radio"/> C) <input type="radio"/>
10	A) <input type="radio"/> B) <input type="radio"/> C) <input type="radio"/>
11	A) <input type="radio"/> B) <input type="radio"/> C) <input type="radio"/>
12	A) <input type="radio"/> B) <input type="radio"/> C) <input type="radio"/>
13	Circle the correct option in the text
14	A) <input type="radio"/> B) <input type="radio"/> C) <input type="radio"/>
15	A) <input type="radio"/> B) <input type="radio"/> C) <input type="radio"/>
16	A) <input type="radio"/> B) <input type="radio"/> C) <input type="radio"/>
17	A) <input type="radio"/> B) <input type="radio"/> C) <input type="radio"/>
18	A) <input type="radio"/> B) <input type="radio"/> C) <input type="radio"/>
19	A) <input type="radio"/> B) <input type="radio"/> C) <input type="radio"/>
20	A) <input type="radio"/> B) <input type="radio"/> C) <input type="radio"/>

(Appendix G). Graphic of Diagnostic test results. Students' correct answers did not reach 60% of the exam



(Appendix H) Reading comprehension text.

The Fox & the Goat

A Fox fell into a well, and though it was not very deep, he found that he could not get out again. After he had been in the well a long time, a thirsty Goat came by. The Goat thought the Fox had gone down to drink, and so he asked if the water was good.

"The finest in the whole country," said the crafty Fox, "jump in and try it. There is more than enough for both of us."

The thirsty Goat immediately jumped in and began to drink. The Fox just as quickly jumped on the Goat's back and leaped from the tip of the Goat's horns out of the well.


The foolish Goat now saw what a plight he had got into, and begged the Fox to help him out. But the Fox was already on his way to the woods.

"If you had as much sense as you have beard, old fellow," he said as he ran, "you would have been more cautious about finding a way to get out again before you jumped in."

Look before you leap.

Click on the orange goat to begin.

(Appendix I) Learning style text

 SEV <small>SECRETARÍA DE EDUCACIÓN DEL ESTADO DE VERACRUZ</small>		TEST ESTILO DE APRENDIZAJE (MODELO PNL)	
INSTRUCCIONES: Elige una opción con la que más te identifiques de cada una de las preguntas y márcala con una X			
1. ¿Cuál de las siguientes actividades disfrutas más?		11. ¿De qué manera se te facilita aprender algo?	
a) Escuchar música		a) Repitiendo en voz alta	
b) Ver películas		b) Escribiéndolo varias veces	
c) Bailar con buena música		c) Relacionándolo con algo divertido	
2. ¿Qué programa de televisión prefieres?		12. ¿A qué evento preferirías asistir?	
a) Reportajes de descubrimientos y lugares		a) A una reunión social	
b) Cómic y de entretenimiento		b) A una exposición de arte	
c) Noticias del mundo		c) A una conferencia	
3. Cuando conversas con otra persona, tú:		13. ¿De qué manera te formas una opinión de otras personas?	
a) La escuchas atentamente		a) Por la sinceridad en su voz	
b) La observas		b) Por la forma de estrecharte la mano	
c) Tiendes a tocarla		c) Por su aspecto	
4. Si pudieras adquirir uno de los siguientes artículos, ¿cuál elegirías?		14. ¿Cómo te consideras?	
a) Un jacuzzi		a) Atlético	
b) Un estéreo		b) Intelectual	
c) Un televisor		c) Sociable	
5. ¿Qué prefieres hacer un sábado por la tarde?		15. ¿Qué tipo de películas te gustan más?	
a) Quedarte en casa		a) Clásicas	
b) Ir a un concierto		b) De acción	
c) Ir al cine		c) De amor	
6. ¿Qué tipo de exámenes se te facilitan más?		16. ¿Cómo prefieres mantenerte en contacto con otra persona?	
a) Examen oral		a) por correo electrónico	
b) Examen escrito		b) Tomando un café juntos	
c) Examen de opción múltiple		c) Por teléfono	
7. ¿Cómo te orientas más fácilmente?		17. ¿Cuál de las siguientes frases se identifican más contigo?	
a) Mediante el uso de un mapa		a) Me gusta que mi coche se sienta bien al conducirlo	
b) Pidiendo indicaciones		b) Percibo hasta el mas ligero ruido que hace mi coche	
c) A través de la intuición		c) Es importante que mi coche esté limpio por fuera y por dentro	
8. ¿En qué prefieres ocupar tu tiempo en un lugar de descanso?		18. ¿Cómo prefieres pasar el tiempo con tu novia o novio?	
a) Pensar		a) Conversando	
b) Escuchar música		b) Acariaciéndose	



TEST ESTILO DE APRENDIZAJE (MODELO PNL)

21. Si tuvieras dinero, ¿qué harías?

- a) Comprar una casa
- b) Viajar y conocer el mundo
- c) Adquirir un estudio de grabación

22. ¿Con qué frase te identificas más?

- a) Reconozco a las personas por su voz
- b) No recuerdo el aspecto de la gente
- c) Recuerdo el aspecto de alguien, pero no su nombre

23. Si tuvieras que quedarte en una isla desierta, ¿qué preferirías llevar contigo?

- a) Algunos buenos libros
- b) Un radio portátil de alta frecuencia
- c) Golosinas y comida enlatada

24. ¿Cuál de los siguientes entretenimientos prefieres?

- a) Tocar un instrumento musical
- b) Sacar fotografías
- c) Actividades manuales

25. ¿Cómo es tu forma de vestir?

- a) Impecable
- b) Informal
- c) Muy informal

26. ¿Qué es lo que más te gusta de una fogata nocturna?

- a) El calor del fuego y los bombones asados
- b) El sonido del fuego quemando la leña
- c) Mirar el fuego y las estrellas

27. ¿Cómo se te facilita entender algo?

- a) Cuando te lo explican verbalmente
- b) Cuando utilizan medios visuales
- c) Cuando se realiza a través de alguna actividad

28. ¿Por qué te distingues?

- a) Por tener una gran intuición
- b) Por ser un buen conversador
- c) Por ser un buen observador

29. ¿Qué es lo que más disfrutas de un amanecer?

- a) La emoción de vivir un nuevo día
- b) Las tonalidades del cielo
- c) El canto de las aves

30. Si pudieras elegir ¿qué preferirías ser?

- a) Un gran médico
- b) Un gran músico
- c) Un gran pintor

31. Cuando eliges tu ropa, ¿qué es lo más importante para ti?

- a) Que sea adecuada
- b) Que luzca bien
- c) Que sea cómoda

32. ¿Qué es lo que más disfrutas de una habitación?

- a) Que sea silenciosa
- b) Que sea confortable
- c) Que esté limpia y ordenada

33. ¿Qué es más sexy para ti?

- a) Una iluminación tenue
- b) El perfume
- c) Cierta tipo de música

34. ¿A qué tipo de espectáculo preferirías asistir?

- a) A un concierto de música
- b) A un espectáculo de magia
- c) A una muestra gastronómica

35. ¿Qué te atrae más de una persona?

- a) Su trato y forma de ser
- b) Su aspecto físico
- c) Su conversación

36. Cuando vas de compras, ¿en dónde pasas mucho tiempo?

- a) En una librería
- b) En una perfumería
- c) En una tienda de discos

37. ¿Cuáles tu idea de una noche romántica?

- a) A la luz de las velas
- b) Con música romántica
- c) Bailando tranquilamente

38. ¿Qué es lo que más disfrutas de viajar?

- a) Conocer personas y hacer nuevos amigos
- b) Conocer lugares nuevos
- c) Aprender sobre otras costumbres

39. Cuando estás en la ciudad, ¿qué es lo que más hechas de menos del campo?

- a) El aire limpio y refrescante
- b) Los paisajes
- c) La tranquilidad

40. Si te ofrecieran uno de los siguientes empleos, ¿cuál elegirías?

- a) Director de una estación de radio
- b) Director de un club deportivo
- c) Director de una revista

Referencia: De la Parra Paz, Eric, Herencia de vida para tus hijos. Crecimiento integral con técnicas PNL, Ed. Grijalbo, México, 2004, págs. 88-95 1 00 DGB/DCA/12-2004

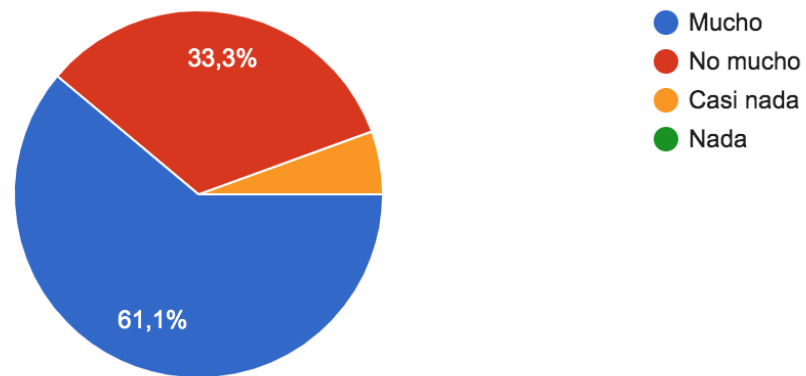
(Appendix J) Results of learning style text

1 A)	16 b)	31 b)	14A 1CB 9C
2 b)	17 C)	32 C)	
3 b)	18 A)	33 b)	
4 A)	19 A)	34 A)	
5 C)	20 A)	35 b)	
6 C)	21 A)	36 C)	
7 C)	22 C)	37 A)	
8 b)	23 b)	38 b)	
9 A)	24 A)	39 b)	
10 b)	25 b)	40 b)	
11 C)	26 b)	<u>Visual</u>	
12 A)	27 C)		
13 A)	28 b)		
14 A)	29 b)		
15 A)	30 b)		

(Appendix K) How much do you like to work in teams?

¿Qué tanto te gusta trabajar en equipo?

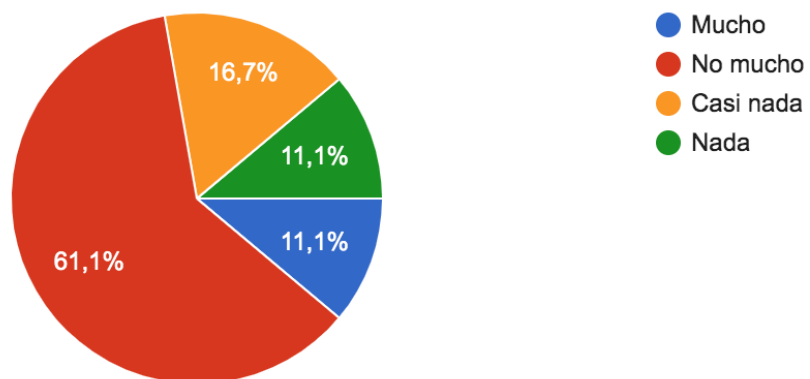
18 respuestas



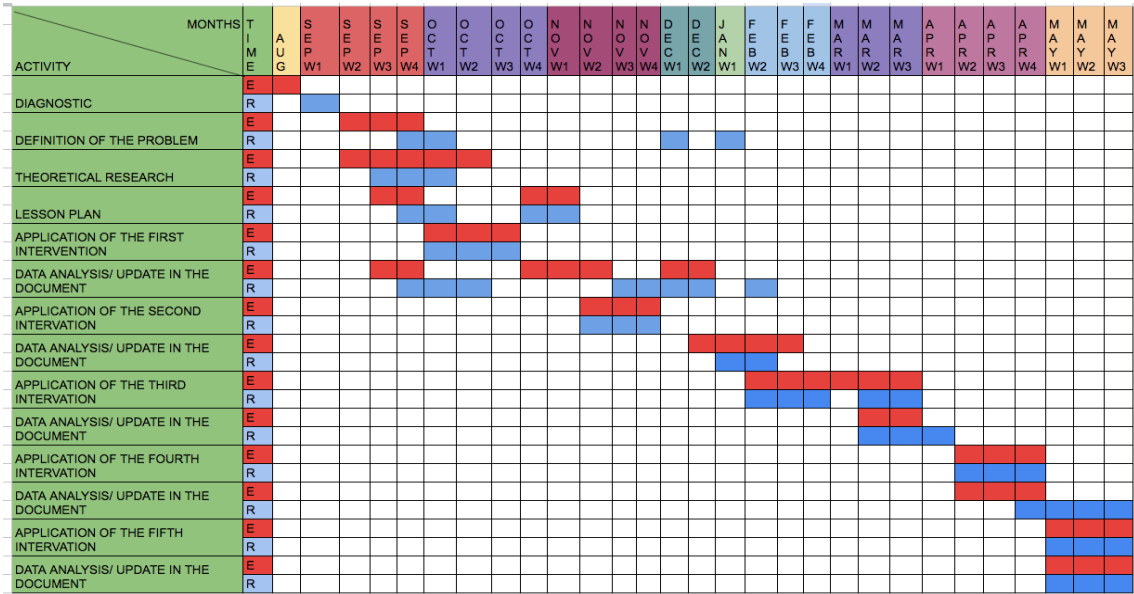
(Appendix L) Do you think you need help to make the assignments?

¿Consideras que necesitas ayuda para realizar los trabajos?

18 respuestas



(Appendix M) Gant’s chart of the sequence of the interventions I had planned.



(Appendix N) Adaptation of “rubrica para evaluar presentacio oral” Slideshare.com (2014)

Evaluation criteria	Points			
	5 Excellent	4 Good	3 Regular	2 Deficient
Voice level The student modules correctly the voice level. The oral communication flows naturally Appropriate vocabulary				
Body language and eye contact The student keeps viewers' attention- Avoids only reading what is on the presentation.				
Content domain The student understand and shares the content to the viewers				
Diction The students pronounce correctly the words				
Total				

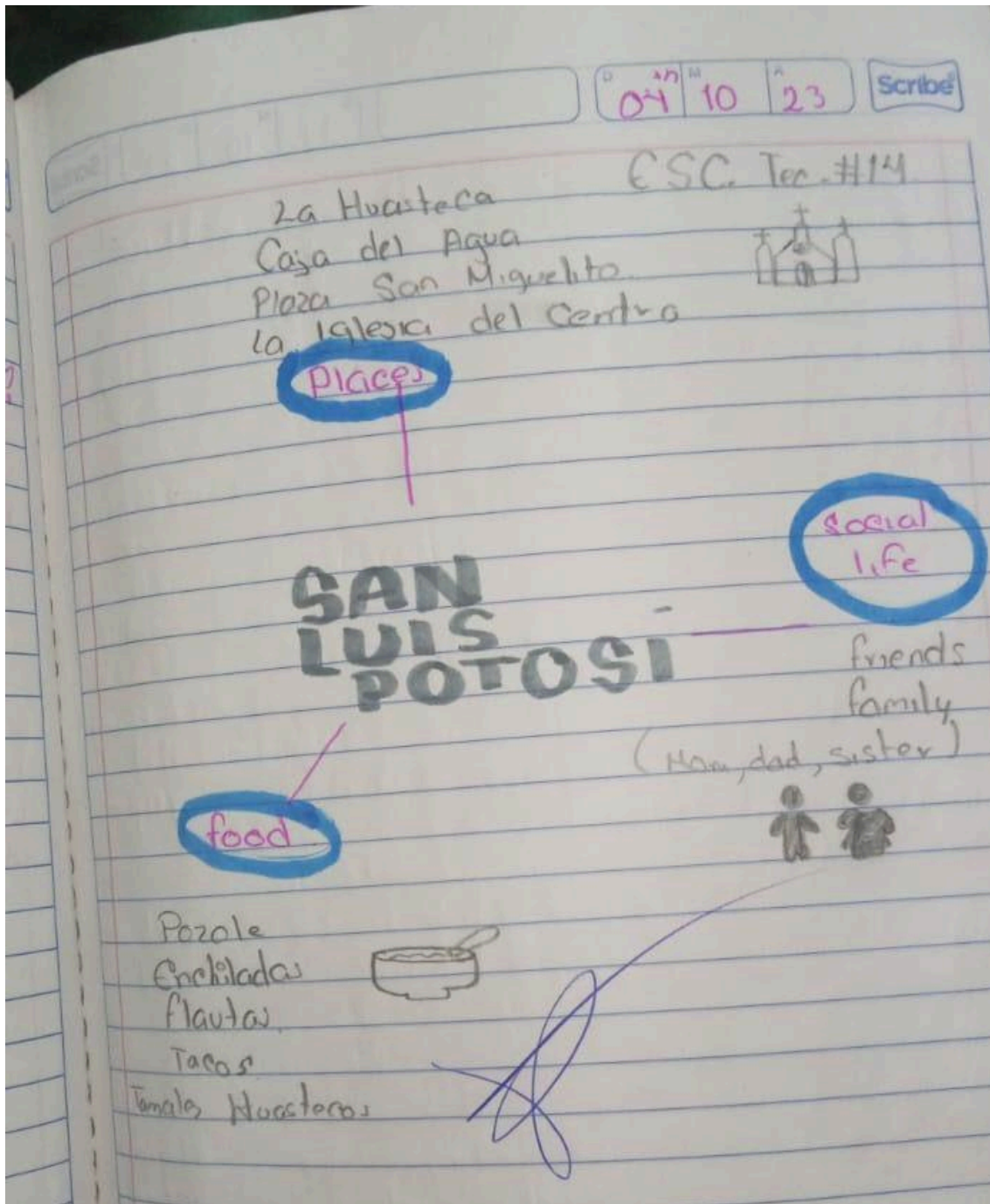
20

(Appendix O) Planning first intervention.

Week objective: At the end of the week, students will be able to identify and compare their own culture with another.			
9-13	Students will be able to identify and compare different aspects of a culture.	<p>PRE TASK: Students will watch a video of a British woman where she explains her culture. Students must identify the aspects she mentioned, like the food, traditions, lifestyle, etc.</p> <p>TASK: Students will get in pairs and they will make a mindmap where they mention the characteristics of their culture with a small draw</p> <p>PLANNING: Students will assign the role of what will do in the team, like who will write and who will make the mindmap and they will share the things they want in the mindmap</p> <p>REPORT: On the board, the teacher makes a mind map and the students share the ideas they had</p>	<p>Video 4.1</p> <p>Marks 4.2</p>

(Appendix P) Students' work





(Appendix Q) Planning second intervention

Students will be able to act and express feelings in different situations.	<p>PRE TASK: Students will see emojis on the board and they will put the feeling according to each emoji</p> <p>TASK: Students will make 2 teams (girls vs boys) and the teacher will present different scenarios on the board, one member of each team has to act how they would feel when they are in that scenario. If the student act correctly, He/She may go to sit</p> <p>REPORT: Students will mention how they felt acting those situations</p> <p>ANALYSIS: Students also will say why did they act in a certain way when the situations were presented</p> <p>PRACTICE: Students will get in groups of 3 and they will make their</p>	<p>PP Presentation 2.1</p> <p>Practice 2.2</p>
--	---	--

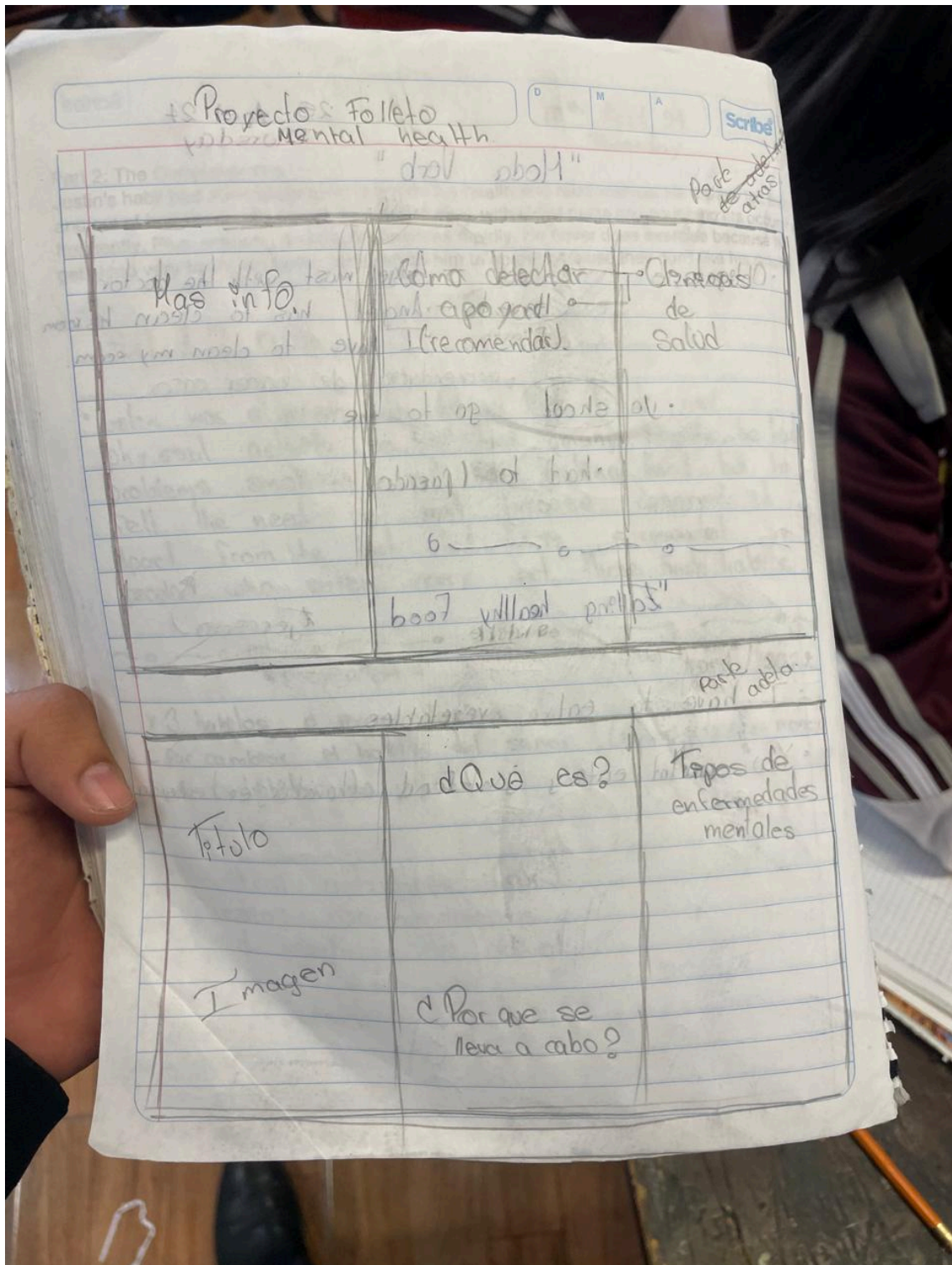
	own scenario including the feeling by watch art, reading a phrase, or by listening a sound	
--	--	--

(Appendix R) Planning third intervention

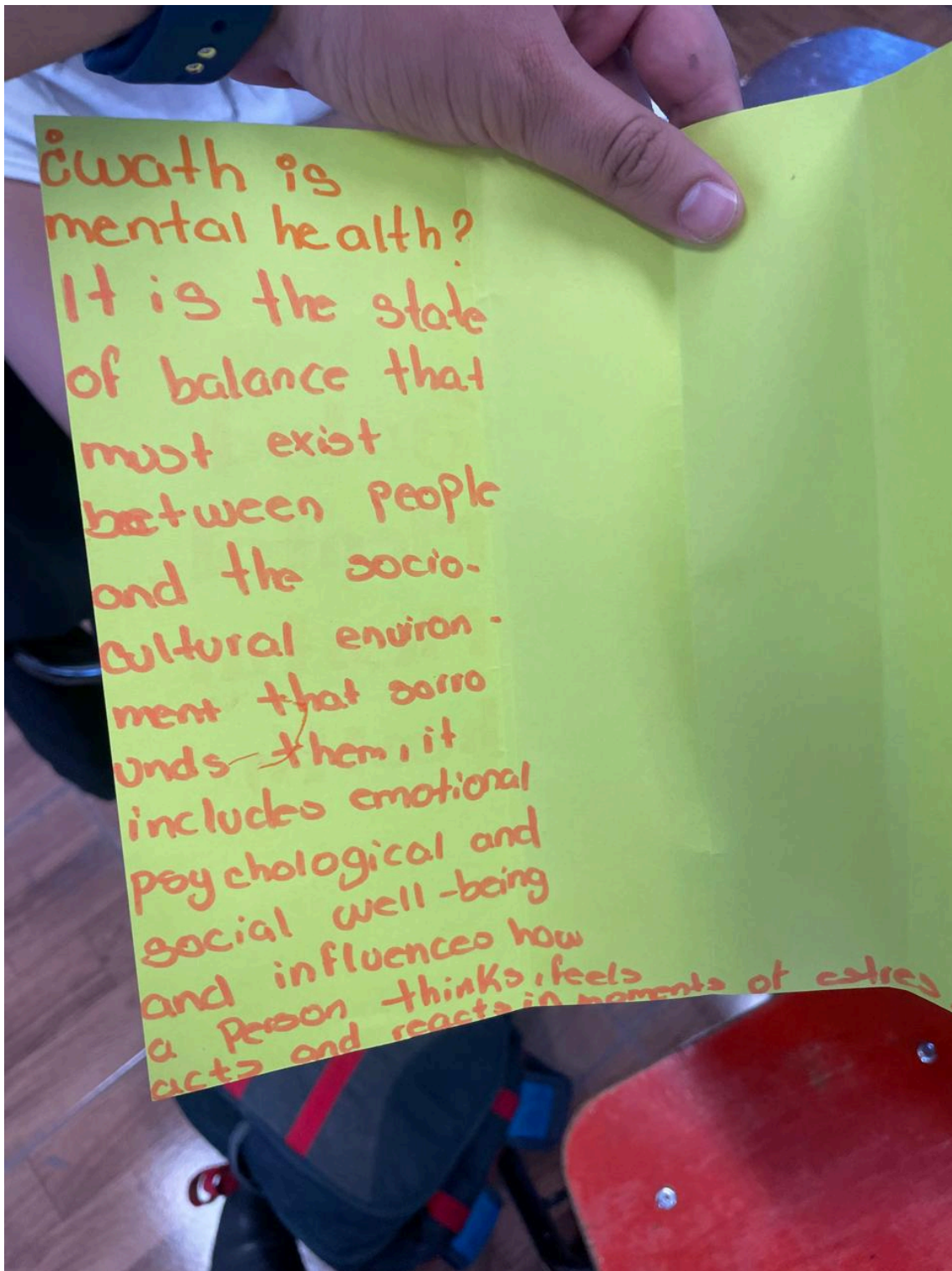
Week objective: At the end of the week, students will be able to present a brochure giving recommendations of a problem of their community.			
29-3	Students will be able to define and sketch the information they will present on their brochure.	<p>PRE TASK: Students will have some brochures about different things. They will analyze the information in it and they will share its characteristics. Then, they will see a slide with brochure's parts and they will say it is the one that contains all the parts.</p> <p>TASK: Students will get together in groups of 3; One member of each team (that will be the leader) will pick a paper with the topic of the brochure in it. (exercising, the eatwell plate, drugs and alcohol, sexual health, sleep, mental health)</p> <p>After that, students will start planning and sketching in a paper sheet as a brochure the structure of it.</p> <p>POST TASK: Students will mention what are their ideas of the brochure and they will check according to the examples if it is correct as they are doing it</p> <p>HOMEWORK: Students will investigate the topic that they will make the brochure about</p>	Video 7.1 Survey 7.2
	Students will be able to report and demonstrate the information and advance of their product	<p>WARM UP: Students will mention what are the characteristics of a brochure seen in the previous class.</p> <p>PRE TASK: Students will start commenting on what they have found about the topic they have. Besides, they will mention their progress and ideas they have in their brochure.</p> <p>TASK: Students will continue creating the brochure to be presented in the next class. In this day students must finish or at least have the 75% already done</p>	PP presentation 8.1
	Students will be able to present and explain the information they have in the brochure.	<p>PRE TASK: With a set of straws of different sizes, the leader of each group will pick one straw and according to the size, will be the order of participation</p> <p>TASK: One by one, the teams will deliver a copy of their brochure to the students and they will start explaining the information they have on it. Each group will have 5 minutes to present both the information and</p>	

		<p>show the brochure.</p> <p>POST TASK: Students will be graded according to their work in the elaboration of the brochure. Rather the leader of the group and I will assign a grade to each member of the group and the brochure itself</p>	
--	--	---	--

(Appendix S) Students sketching their brochure.



(Appendix T) Students progress their brochure.



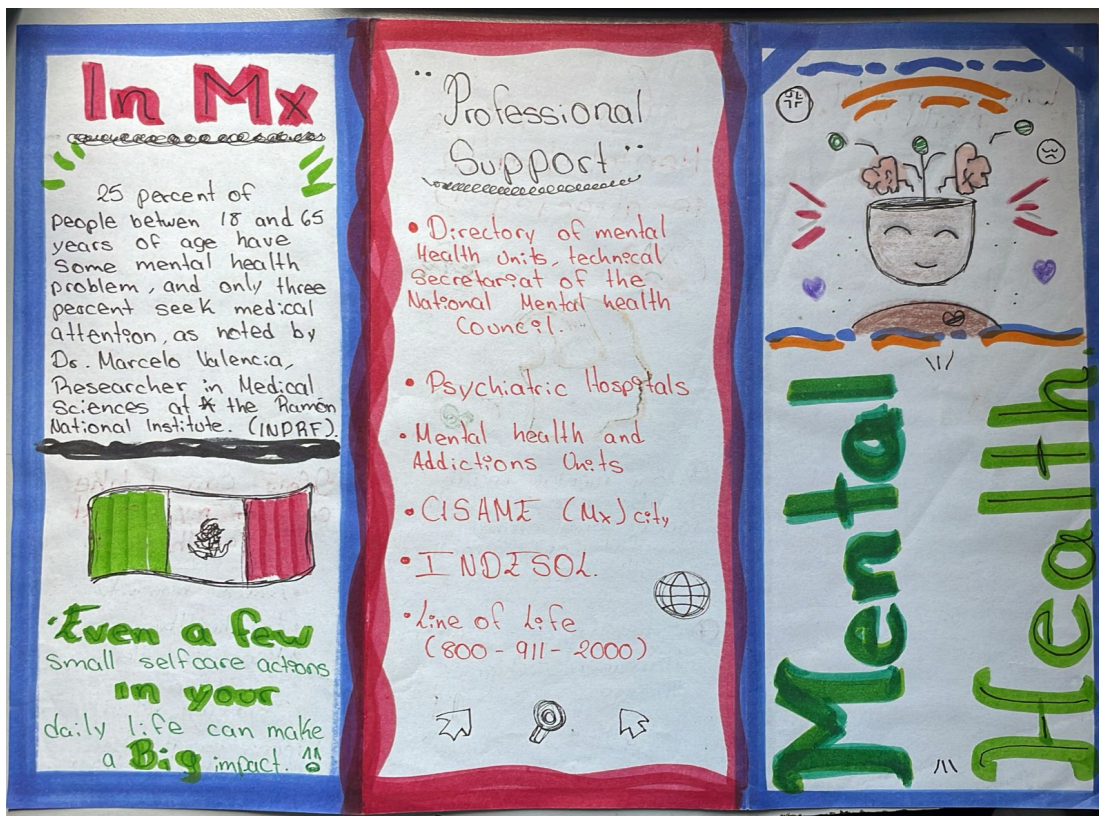
(Appendix U) Information I brought to the students.



(Appendix V) Brochure of exercising



(Appendix W) Brochure of mental health



(Appendix X) Brochure of drugs and alcohol

Drugs and alcohol



Recommendations

- 1- Go to a rehabilitation center
- 2- Have help from a family member
- 3- You shouldn't continue with your addiction

How to avoid drugs


- 1- awareness about the risks of drugs
- 2- have emotional tools
- 3- promote assertive communication



(Appendix Y) Brochure of sexual health


Schedule a wellness Visit

A family planning and wellness visit not much different from any other doctor appointment you'll have your weight, blood pressure.




Consider Your Birth Control Options.

There are a lot of birth control options and choosing the method that's right for you may seem overwhelming. Whether it's the pill, shot, patch, implant, IUD, or condoms, your health care provider can help you narrow it down!

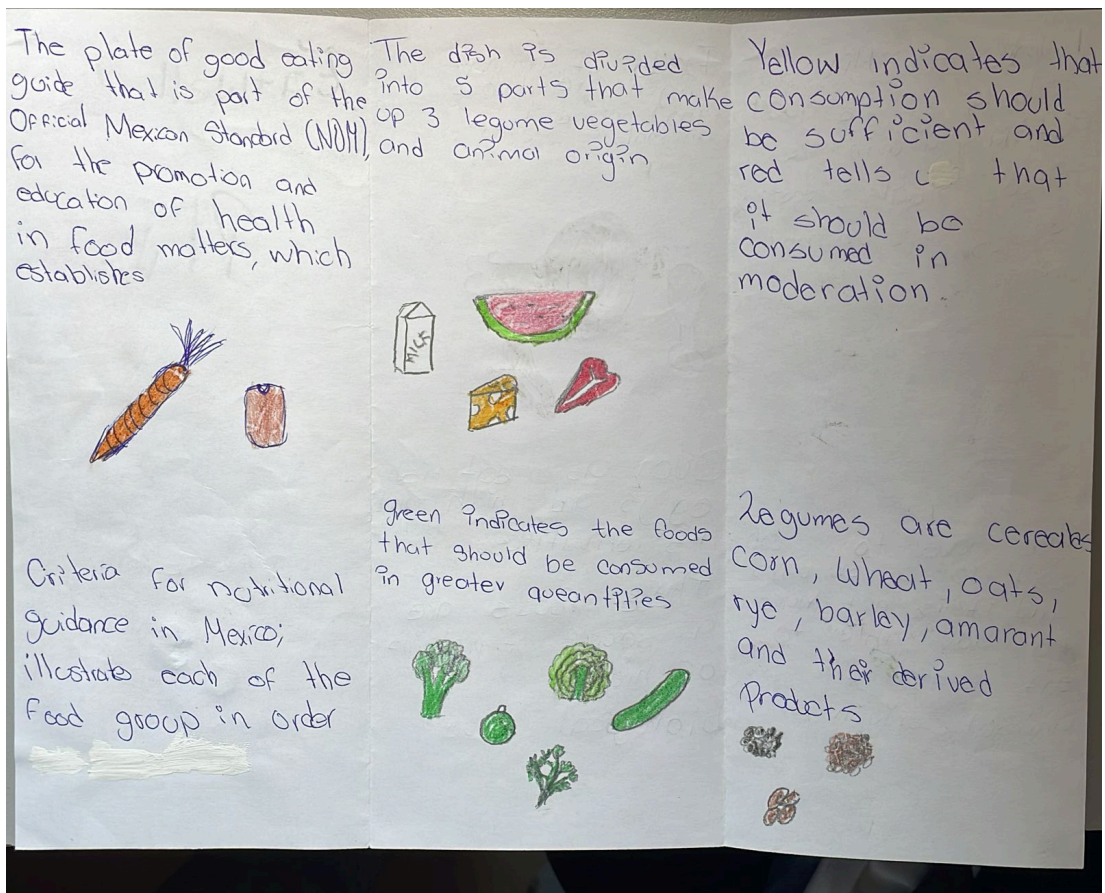


Prepare for a healthy pregnancy

When thinking about starting a family, schedule an appointment with a healthcare provider right away.



(Appendix Z) brochure of the eatwell plate



(Appendix AA) Rubric for the brochure project

Rubric for the brochure						
N. TEAM	POINTS	CHECKLIST FOR THE BROCHURE				
		The brochure is complete 20 points	Uses the grammar (modal verbs) 10 points	The brochure has good spelling 10 points	It's well structured (text and images) 20 points	Team brought a copy to the classmates 20 points
Exercising 1	20	10	10	20	20	20
Mental health 2	20	7	10	20	20	20
Drugs/Alcohol 3	20	10	10	20	20	20
Sexual health 4	15	7	10	20	20	20
Diabetes 5	7					
Eatwell Plate 6	20	7	10	20	20	20

[illegible]

(Appendix CC). Number of participations between first and second period

